



STUDENT PACKET

GRADES 9-12

Great Expectations

Charles Dickens



READ, WRITE, THINK, DISCUSS AND CONNECT

Great Expectations

Charles Dickens

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

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Name _____

Great Expectations
Study Questions
Use During Reading

Directions: Write a brief answer to each study question as you read the novel at home or in class. Use the questions for review before group discussions and before your novel test.

* = prediction, no right or wrong answer

** = thought question, no right or wrong answer

Chapters 1-7

1. Where does Pip meet the convict? What is Pip doing there?
2. What does the convict order Pip to do? Why does Pip obey?
3. What is Tickler? What does Pip mean, "I often served as a connubial missile"? (page 41)
4. What is Tar-water? How does it get into the brandy Mr. Pumblechook drinks?
5. When Pip takes the food to the convict, whom does he first meet on the marsh? How does the convict act when Pip mentions that encounter?
6. Whom does Pip's sister invite for Christmas dinner? How do these guests treat Pip?
7. Why does Joe keep offering Pip more gravy?
8. Why do the soldiers want to see Joe?
9. Why is one of the convicts yelling "Murder" when the searchers discover him?
10. What does the convict lie about and why?
11. Explain what Pip means when he says, "I was too cowardly to do what I knew to be right, as I had been too cowardly to avoid doing what I knew to be wrong." (page 72)
12. How does Pip learn to read and write?
13. Why does Mr. Pumblechook take Pip to town?
 - * **PREDICTION:** What will Miss Havisham be like? How will Pip "play" at Miss Havisham's?
 - ** What do you "see" in your imagination when Pip brings the convict food and a file?

Chapters 8-12

1. Pip says "I discovered a singular affinity between seeds and corduroys." (page 83)
What is another way of saying the same thing?
2. How does Mr. Pumblechook's breakfast contrast with the one he gives Pip?
3. How does the girl who lets Pip in at the gate of Miss Havisham's treat Pip?
4. When Pip sees Miss Havisham, why does he think of the waxwork he had been taken to see at the Fair?
5. How do Pip and Estella entertain Miss Havisham?
6. Why does Pip cry?
7. What does Pip imagine he sees in the garden? (page 94)

Name _____

Directions: The SAT and PSAT include 19 analogies and 19 sentence completions. This exercise will give you practice with sentence completions.

arraying 127	augur 127	epitaph 128	impostor 131	diabolical 131
benevolent 131	beneficent 133	vagaries 133	retributive 134	gridiron 139
journeyman 139	affront 140	maudlin 145	benefactor 145	lee 145
surmising 146	corroborated 148	contention 149	aberration 150	propitiation 151
spectre 152	disengaged 168	pugilistic 168	placable 169	expostulatory 169
valedictory 169	rustic 171			

1. He learned his _____ skills from his father, a professional boxer.
(A) pugilistic (B) benevolent (C) retributive
(D) sanctified (E) industrious
2. She corresponded for years with the anonymous _____ who had paid for her education.
(A) sluice-keeper (B) Fury (C) vagary
(D) lee (E) benefactor
3. Her first story was a _____ tale about an orphan and her lost kitten.
(A) mollified (B) maudlin (C) malevolent
(D) latent (E) expostulatory
4. The villagers put gifts at the base of the volcano for the _____ of the wrathful gods.
(A) propitiation (B) valedictory (C) spectre
(D) contention (E) aberration
5. His sister holds a grudge, but luckily he is a(n) _____ child.
(A) inscrutable (B) unscrupulous (C) placable
(D) morose (E) pugilistic
6. Her habitual house cleaning was a kind of _____.
(A) industry (B) gridiron (C) hazard
(D) disparagement (E) aberration

Name _____

Directions: Place each character below in one or more of the boxes. Discuss in a small group why you think the characters in a given box belong together.

Characters:

Pip
Jaggers
Drummler

Miss Havisham
Wemmick
Magwitch

Estella
Pumblechook
Orlick

Joe Gargery
Herbert

Mrs. Joe
Compeyson

VICTIMS

VILLAINS

**CAPITALIST
EXPLOITERS**

STATUS-SEEKERS

GOOD GUYS

GENTLEMEN/WOMEN

DOERS

TALKERS

WORKING PEOPLE

Name _____

Directions: There is a “love triangle” of sorts between Pip, Estella, and Bentley Drummle.

Part I

Look at the words and phrases inside the triangle. Put those that describe each character under his or her name. Some may be used more than once and others, not at all.

Pip

people-watcher, anxious, domineering
brutal, good-hearted, social-climbing, aloof, wealthy, attractive, bright, fun-loving, self-centered, autonomous, haughty

Bentley Drummle

Estella

Part II

Jot down answers to these questions:

- What attracts Pip to Estella?
- What attracts Bentley Drummle to Estella?
- Why isn't Estella in love with either man?
- Why does Estella choose Bentley Drummle?

Part III

Write an essay analyzing the love triangle between Pip, Estella, and Bentley Drummle. Explain what generalization Dickens may be making about the influence of background and parenting on the romantic relationships we form as adults.

This activity is adapted from one based on *The Great Gatsby*, and found in *Writing About Literature* by Elizabeth Kahn, Carolyn Walter and Larry Johannessen (NCTE; © 1984; page 50).