

# Great Expectations

### Learning Outcomes

*After completing this unit students will:*

- analyze story elements: characters, events, setting, plot, theme, point of view
- illustrate use of past perfect or past perfect continuous tense
- change the narration of statements, requests, orders and questions
- make presentation on story elements
- write a book review of a story book

### Pre-reading


- ◆ Do you read novels?
- ◆ What is the difference between a story and a novel?
- ◆ Who is your favourite novelist?



### For the Teacher:

- Use pre-reading activity to help students predict the theme of the story from the title, picture and by asking questions.

- (1) The novel *Great Expectations* was written by Charles Dickens, a famous English author. The story took place in England in the nineteenth century. The main character is called Pip. We read about his life from childhood to manhood.
- Have you read any novel by Charles Dickens?
- (2) The story begins when Pip was a lonely orphan. He was brought up by his sister. She was very strict and hard with him. His best friend was Joe, his sister's husband. He was kind and warm-hearted. He loved Pip as if he were his own son.
- What kind of boy was Pip?
- (3) One day, Pip gave something to eat and drink to a prisoner who had escaped from prison. The man was recaptured by soldiers and taken away. But he never forgot Pip's kindness.
- (4) Later, Pip was told that he would be given a lot of money. This was so that he could receive good education in London and become a better person.
- (5) In London, Pip studied hard. He received money regularly but he did not know where or who it came from. He lived in a flat with a young man who had little money but who worked for an
- What changed Pip's life?

**For the Teacher:**

- While-reading activity may be conducted to help students interact with the story actively. Encourage students to share their own experience of knowing such characters or encountering such situations.
- Remind students that stories are always told chronologically. Ask them to look for clues or signal words to help them identify the sequence of events.
- Tell students that sometimes there are no signal words to indicate sequence so they must use descriptive details to understand the time sequence.

insurance agent. They became friends. After some years, Pip was visited by the prisoner whom he had helped as a child. The man had been sent with other convicts to Australia and had become a very wealthy farmer there. In fact, he was the one that Pip's allowance came from. He wanted Pip to have the advantages of education and money although he was not a gentleman himself. Actually, he was still wanted by the police in England.

Pip and his friend decided that London was too dangerous for the (6) wanted man. They thought that Pip should take him abroad. As they attempted to board a ship, he was caught by the police. At his trial in court, he was sentenced to death by the judge. Before he could be hanged, he died in prison. By law, all his money belonged to the government. So Pip had to find a job to support himself. He became a clerk in his friend's office. Years later, he became part owner of the insurance firm. So, he had a successful career as a result of his own efforts and not because of the fortune that he had been promised.

How did Pip become a successful business man?

## THEME

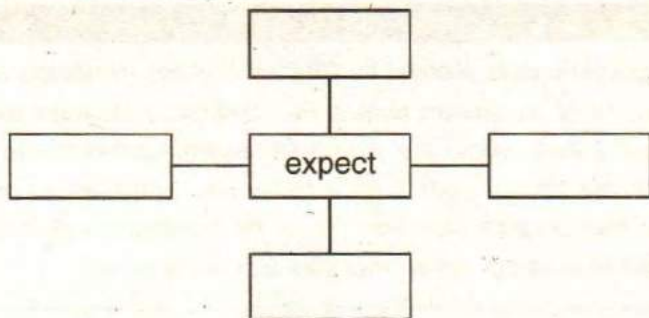
■ *Great Expectations* is a novel by Charles Dickens. It depicts the growth and personal development of an orphan named Pip. Similar to Dickens' memories of his own childhood, in his early years the young Pip seems powerless to stand against injustice or to ever realize his dreams for a better life. However, as he grows into a useful worker and then an educated young man he reaches an important realization: grand schemes and dreams are never what they first seem to be.

**GLOSSARY**

<b>attempt</b>	.....	try to do something
<b>convict</b>	.....	prove in a court of law that someone is guilty of a crime
<b>escape</b>	.....	to get away from a place where one has been a prisoner
<b>orphan</b>	.....	a child whose parents are dead
<b>recapture</b>	.....	to take back somebody that has escaped
<b>sentence</b>	.....	the punishment given by a lawcourt
<b>trial</b>	.....	the procedure by which a court determines the guilt or innocence of an accused person.
<b>warm hearted</b>	.....	friendly and generous

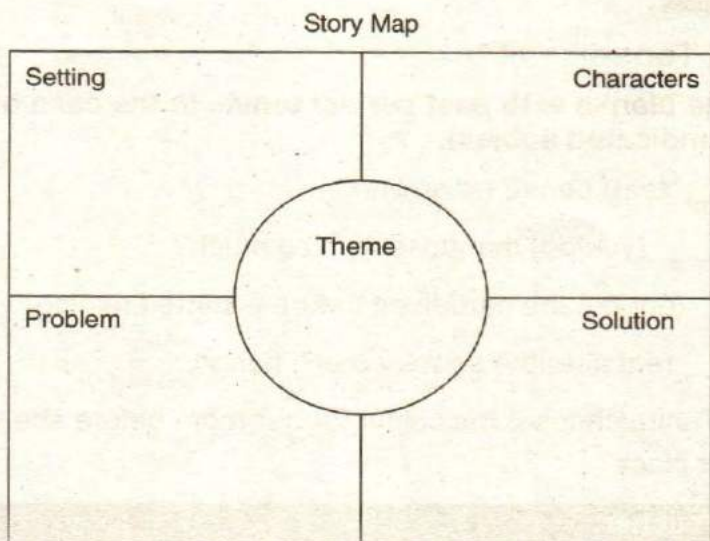
**VOCABULARY****A. Explain each phrase as used in the text.**

- a lonely orphan
- brought up by
- wanted by the police
- to board a ship
- belonged to the government
- fortune that he had been promised

**B. Make as many words as you can from the given root word. Use these words in sentences.**




**READING COMPREHENSION****A. Answer the following questions.**

1. Who looked after Pip after the death of his parents?
2. Who was Joe? How did he treat Pip?
3. Why did Pip give food and drink to the prisoner?
4. What happened to the prisoner?
5. Why did the prisoner support Pip?
6. What happened to the prisoner's wealth after his death?
7. Do you know a person who achieved success in life through his hard work?

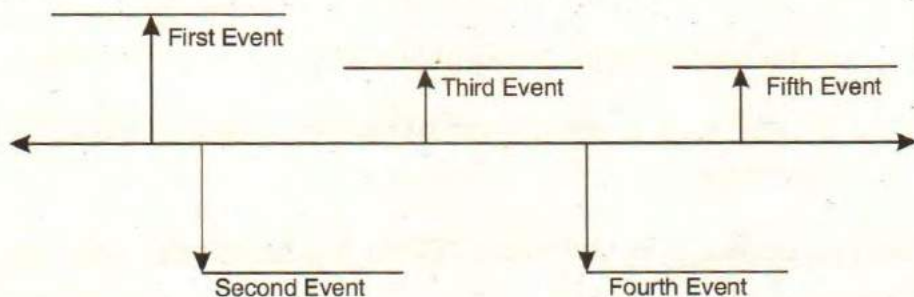
**B. Analyze elements of the story "Great Expectations" with the help of following story map.****For the Teacher:**

**Reading Comprehension B:** Help students analyze story elements mentioned in the story map. Ask them to recognize author's purpose and point of view.

## Patterns of Text Organization

 Text structure	 Signal words	Signal to reader
Chronological (time sequence) 	first, second, before, on (date), earlier, later, meanwhile, afterwards, not long after, then, when	A sequence of events is being described.

- C. Read the story and arrange the events from the story into the graphic organizer showing time sequence.



## GRAMMAR

### Past Perfect Tense

- A. Fill in the blanks with past perfect tense. In the case of questions, use the indicated subject.
1. They \_\_\_\_ (eat) before he arrived.
  2. What \_\_\_\_ (you/do) that upset him so much?
  3. Ali \_\_\_\_ (not do) the gardening before it started raining.
  4. We \_\_\_\_ (eat already) so we weren't hungry.
  5. \_\_\_\_ (Tahira/choose) the colour for her room before she was asked to paint it black?

#### For the Teacher:

- Help students find clues (transitional devices) or descriptive details to analyze the sequence of events in the story with the help of graphic organizer to solve activity C.

**Grammar A:** Recapitulate students' previous knowledge of past perfect tense. Ask them to explain rules and function of this tense.

## Past Perfect Continuous

### Form

Subject + HAD + BEEN + Verb (continuous form)

### Use

The **Past Perfect Continuous** is used to talk about actions or situations that were in progress before some other actions or situations. There are also other uses.

1. Duration of a past action up to a certain point in the past
2. Showing cause of an action or situation
3. Third conditional sentences
4. Reported speech

### Questions

HAD + Subject

+ BEEN + Verb (continuous form)

e.g. *he, she, a horse*, etc.

e.g. *walking, going, taking*, etc.

### Negative Sentences

Subject

+ HAD + NOT + BEEN + Verb (continuous form)

e.g. *he, she, a horse*, etc.

e.g. *walking, going, taking*, etc.

## B. Fill in the blanks with the past perfect tense or past perfect continuous tense whichever appropriate.

1. They \_\_\_\_\_ (not complete) their homework on time.
2. I \_\_\_\_\_ (read) for hours when my eyes began to hurt.
3. Samreen \_\_\_\_\_ (read) five stories by the end of the week.
4. They \_\_\_\_\_ (try) to contact their parents for days when they finally succeeded.
5. She \_\_\_\_\_ (look) for a car for months when she found one at a reasonable price.

## Direct and Indirect Speech

C. Write a dialogue between the following characters for situations given under each picture.



a) Pip's sister scolding him.



b) Joe consoling Pip.



c) Pip giving food to the prisoner.



d) Pip with the young man in London.



e) Pip as a successful person.



**D. Change the narration of the following.**

1. She said, "My classfellows are visiting me ."
2. He said, "What is the time?"
3. He tells his son, "Opportunity knocks but once ."
4. He asked the servant, "Where did you leave my glasses?"
5. He said, "Keep quiet."
6. She said, "Don't waste your time."
7. She explained, "My friends and I are here to help you."

**Active and Passive Voice****E. Change the following into active voice.**

1. The novel *Great Expectations* was written by Charles Dickens.
2. He was brought up by his sister.
3. The man was recaptured by soldiers and taken away.
4. He was still wanted by the police in England.
5. He was caught by the police.
6. He was sentenced to death by the judge.

**ORAL COMMUNICATION SKILLS**

Work in groups and make a presentation on the story elements of "Great Expectations".

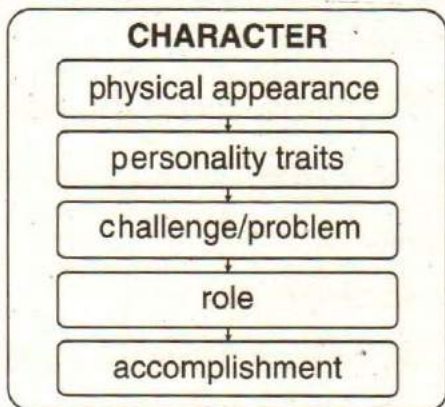
**For the Teacher:**

**Grammar D:** Help students recall rules to change the narration of statements, requests, orders and questions.

**Grammar E:** Help students recall the rules to change passive voice into active voice.

## WRITING SKILLS

- A. Write the character sketch of Pip with the help of mind map given below.



- B. Write a review of any story that you have read with the help of following mind map.

Name of Book: \_\_\_\_\_

Author's Name: \_\_\_\_\_

Major Characters (and a description of each one):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Setting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summary of the story: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Further Reading Activity

Read any novel and write a book review of that novel. Share your reading in the class.