

# Great Expectations

Character identification game.  
Who's Who cards for characters.



He calls the Knaves,  
Jacks, this boy! And  
what coarse hands  
he has! and what  
thick boots.

Estella?  
Mrs Joe?  
Miss Havisham?

Abroad, educating  
for a lady; far out of  
reach; prettier than  
ever; admired by all  
who see her.

# Great Expectations

Produced by John McInness at Brighton and Hove Service for EAL in 2007 when they had an excellent site with lots of resources. If you have any of these which we have not posted please send them to us. The strategies are easily adaptable to other works of fiction.

1. Character identification game.
2. Who's who cards for characters.

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The webaddress for this activity is:

<<http://www.collaborativelearning.org/greatexpectations.pdf>>

## Basic principles:

1. Build on prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge more than once.

### COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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### BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

\*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalyts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/greatexpectations.pdf>

# Great Expectations

## Teachers' notes.

### 1. Character Quiz:

(this information can also double as student instructions)

The object of the game is to identify correctly which of the three women characters - Estella, Mrs Joe or Miss Havisham - is speaking or being spoken to or about in the quotations.

### Rules of the game.

Begin by shuffling the cards and placing them face down in the centre of a group of 3-6 students, one of whom will not play but hold the answers, indicate whether the responses are right or wrong, provide clues if necessary and act as arbitrator and scorer. Players can participate as individuals, or, preferably pairs - more opportunities for collaborative language.

The player(s) on the left of the scorer draws the top card and reads the quotation to the next player on their left. If they correctly identify the character they keep the card, if not, the card is returned face down to the bottom of the pack.

Play proceeds until there are no cards left, i.e. all have been correctly identified. The winner is the team or individual holding the most cards.

### 2. Who's who cards

The object of this activity is to identify the characters from the novel, firstly, from the quotation from the book and subsequently, if that proves too difficult, by three clues in descending order of difficulty.

Participants score 5 points for a clean hit on the quote, 3 if they only need one clue, 2 for two clues and 1 if they need all three.

Cards can either be shuffled, placed in the centre and players can take turns to ask the player on their left, or simply dealt out. Two pairs of players could be most successful for generating talk and ideas around the novel.

EAL students can be given all kinds of extra prompts by students with a firmer grasp of the language and characterisation of the book. EAL students should be encouraged to look for the significant adjectives (or in the case of Dickens good similes) that express the central aspects of character.

# Great Expectations Character Quiz Cards

1.

Abroad, educating for a lady; far out of reach; prettier than ever; admired by all who see her.

2.

He calls the knaves, Jacks, this boy! And what coarse hands he has! and what thick boots.

3.

Her sight was disturbed; her hearing was greatly impaired; her memory also and her speech was unintelligible.

4.

When you say you love me, I know what you mean, as a form of words; but nothing more. You address nothing in my breast, you touch nothing there.

5.

Your sister's a master-mind.

6.

"What have I done! What have I done!" She wrung her hands and crushed her white hair and returned to this cry over and over again. "What have I done!"

7.

Who taught me to be proud? Who praised me when I learnt my lesson? Who taught me to be hard? Who praised me when I learnt my lesson?

8.

I come upon her from behind, as I come upon you tonight. I giv it her! I left her for dead, and there had been a lime kiln as nigh her as there is nigh you, she shouldn't have come to life again.

9.

You have been in every line I have ever read, since I first came here, the rough common boy whose heart you wounded even then.

# Great Expectations Character Quiz Cards

10. There is no doubt that she perfectly idolised him. He practised on her affection in that systematic way, that he got great sums of money from her, and he induced her to buy her brother out of the share in the brewery which had been weakly left him by his father at an immense price on the plea that when he was her husband he must hold and manage it.

11.  
I know nothing of the days of the week; I know nothing of the weeks of the year.

12.  
And so she presently said "Joe" again, and once "Pardon" and once "Pip". And so she never lifted her head up any more, and it was just an hour later when we laid it down on her own bed, because we found she was gone.

13.  
I didn't bring you up by hand to badger people's lives out. It would be blame on me and not praise, I had. People are put in the hulks because they murder, and because they rob and forge, and do all sorts of bad; and they always begin by asking questions. Now, you get along to bed.

14.  
I kissed her cheek as she turned it to me. I think I would have gone through a great deal to kiss her cheek. But, I felt that the kiss was given to the coarse common boy as a piece of money might have been and it was nothing.

15.  
She had been struck with something blunt and heavy, on the head and on the spine; after the blows were dealt, something heavy had been thrown down at her with considerable violence, as she lay on her face.

16.  
You had a child once, whom you loved and lost.....She lived and found powerful friends. She is living now. She is a lady and very beautiful. And I love her.

17.  
I saw her running at me, shrieking, with a whirl of fire blazing all about her, and soaring at least as many feet above her head as she was high.

18.  
She was tall and bony, and almost always wore a coarse apron, fastened over her figure behind with two loops.

# Great Expectations Character Quiz Cards

19.

She was dressed in rich materials - satins and laces and silks - all of white.

20.

I have been bent and broken, but - I hope - into better shape. Be as considerate and good to me as you were, and tell me we are friends.

21.

Now waxwork and skeleton seemed to have dark eyes that moved and looked at me.

## Answers:

1. Estella
2. Estella
3. Mrs Joe
4. Estella
5. Mrs Joe
6. Miss Havisham
7. Estella
8. Mrs Joe
9. Estella
10. Miss Havisham
11. Miss Havisham
12. Mrs Joe
13. Mrs Joe
14. Estella
15. Mrs Joe
16. Estella
17. Miss Havisham
18. Mrs Joe
19. Miss Havisham
20. Estella
21. Miss Havisham

You can of course add any extra favourite quotes.

## Great Expectations Who's Who Cards

He was a burly man of exceedingly dark complexion, with an exceedingly large head and corresponding large hand.

Clues:

1. I have a servant called Molly.
2. I know lots of dark secrets about people.
3. I am a lawyer.

Her hair always wanted brushing, her hands always wanted washing, and her shoes always wanted mending and pulling up at the heel.

Clues:

1. I worry a lot about Pip.
2. Pip tells me his secrets.
3. I marry Joe after Pip has left.

A large breathing middle aged slow man, with a mouth like a fish, dull staring eyes, and sandy hair standing upright on his head.

Clues:

1. I have my own corn and seed shop.
2. I take Pip to Miss Havisham's house.
3. I am Pip's uncle.

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head.

Clues:

1. Estella is my daughter.
2. I secretly pay money to make Pip and gentleman.
3. I am a convict.

She was dressed in rich materials - satins and lace, and silks - all of white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white.

Clues:

1. I was jilted by the man who wanted to marry me.
2. I am fatally injured when my dress catches fire.
3. I taught Estella to have no feelings and to take my revenge on men.

He was a mild, good-natured, sweet tempered, easy-going, foolish, dear fellow - a sort of Hercules in strength and also in weakness.

Clues:

1. I marry Biddy.
2. I pay off Pip's debts.
3. I am a blacksmith.

A dry man, rather short in stature, with a square wooden face, whose expression seemed to have been chipped out with a dull edged chisel.

Clues:

1. I live in a castle with my Aged P..
2. I help Pip to find out secrets.
3. I work for Mr Jaggers.

Heavy in figure, movement and comprehension - in the sluggish complexion of his face, and in the large awkward tongue that seemed to loll about in his mouth as he lolled about in a room - he was idle, proud and niggardly.

Clues:

1. I have no job.
2. I am stupid and arrogant.
3. Estella marries me.

# Great Expectations Who's Who Cards

The freshness of her beauty has indeed gone, but its indescribable majesty and indescribable charm remained.

Clues:

1. I still own the land where Miss Havisham's house stood.
2. I am now a widow.
3. I have changed a lot since I was young.

Her moods were so many and so contradictory of one another that I knew not what to say or do.

Clues:

1. I don't know who my parents are.
2. I have been taught to be cruel and hard, and show no feelings.
3. Pip loves me.

She was more than twenty years older than I, and had established a great reputation with herself and the neighbours because she had brought me up 'by hand'.

Clues:

1. She is very strong willed.
2. She has no children.
3. She dies after being attacked by Orlick.

He was a broad-shouldered loose-limbed swarthy fellow of great strength, never in a hurry, always slouching.

Clues:

1. I tried to kill Pip because I am jealous of him.
2. I am very strong and violent. I attacked Mrs Joe.
3. I was Joe's assistant in the forge.