

## Chapter 1

Answer the following questions:

1. Do you think that Pip's being an orphan affected his life? Why? Give your answer in three sentences at most.
  - Yes, he led a miserable life. He had no one to look after him but his sister who treated him badly.
2. If you were in Pip's place, would you bring the file and food to the stranger? Why?
  - Yes, because I would be afraid of the stranger.
  - No, I would tell my sister and Joe what happened at the marches and ask for their help.
3. Do you think that Pip's older sister led a happy life with her husband? Why?
  - No, because she thought it was bad enough being a blacksmith's wife
4. What do you think would have happened if Pip had told his sister about his behaviour with the convict?
  - She would have punished him for stealing the food and the file.
5. "Suddenly, we heard angry shouts nearby. I was afraid of what was about to happen." What do you think was about to happen?
  - Everyone would know that Pip had helped the convict.
6. Should Pip have told the soldiers about the convict? Why?
  - Yes, because he was a criminal. He should be punished for escaping from prison.
  - No, he shouldn't, because he felt that it was his duty not to tell anyone where he was.

## Chapter 2

Answer the following questions:

1. What do you think might have happened if Joe had gone to school?
  - He wouldn't have worked as a blacksmith.
  - He might have become a gentleman.
  - He wouldn't have married Pip's sister.
2. If you were in Pip's place, would you make friends with Joe? Why?
  - Yes, because he treats me well and I trust him.
3. "Then she jumped on me like an eagle on a lamb," said Pip. What did these words reflect about the relationship between Pip and his sister?
  - She doesn't treat her brother well. She had never wished to look after him. Pip probably doesn't like her.
4. The house looked unused and most of the doors were closed. Everything was dark inside. Do you think this atmosphere reflected the circumstances Mrs Havisham had lived in? Why?
  - Yes, as she herself was depressed and never wanted to deal with others after her fiancé had left her on her wedding day.
5. "As I stood before her, I noticed that the clock had stopped at nine." What do you think the stoppage of the clock indicates?
  - It indicates the stoppage of her life itself as she was shocked to discover that her fiancé had left her on her wedding day.
6. Do you think Mrs Havisham was right to let Estella break Pip's heart? Why?

# Great Expectations Active Guide Answers

**Huangqi Zhang**



## Great Expectations Active Guide Answers:

**Prospero's Magic** Michael Degen, 2000 This text provides active learning strategies for teachers of literature Activities include small group presentations large group projects mock court trials discussion quizzes news conferences student performances and more Education Teaching

**The Field Guide to the 6Ds** Andy Jefferson, Roy V. H. Pollock, Calhoun W. Wick, 2014-04-10 Practical guidelines for implementing the six disciplines of breakthrough learning The Six Disciplines of Breakthrough Learning has become a standard for companies serious about increasing the return on their investment in learning and development Now the authors help workplace learning professionals apply the concepts of their bestselling book With real world applications case studies how to guidelines and practical advice and examples for implementing the 6Ds The 6Ds Fieldbook Beyond ADDIE will help organizations substantially increase the return on investment and decrease learning scrap the potential value that goes unrealized in many learning and development initiatives Helps OD professionals apply the concepts of the bestselling Six Disciplines of Breakthrough Learning Includes all new case studies examples tools and best practices in use by organizations that have successfully used the 6Ds Taps into the experience and expertise of 6Ds practitioners Linking to social media to enhance the lessons of the book The 6Ds Fieldbook is an easy to use and widely applicable guide to getting the most from learning and development

*The Historical Magazine, and Notes and Queries Concerning the Antiquities, History, and Biography of America* ,1871

*Making Learning Happen* Phil Race, 2005-10-03

Another textbook about learning in the post compulsory sector fortunately this one has an abundant supply of a quality that is often lacking in such books thoughtful originality backed up by meaningful experience on the part of the author The book as a whole is mercifully free of unnecessary jargon a point that the author points out in the preface and is accessible and friendly in tone Race's ripples on a pond model is effortlessly applicable to a range of learning and teaching situations and provides a useful tool for exploring teaching and learning practice ESCalate Professor Race is without a doubt a master of intelligent simplicity This book may seem to be innocent of theory but a serious understanding of the needs of learners is clear behind every page The approach is to make sense of the collated feedback from thousands of students and teachers gleaned by questions asked during workshops and seminars There is an enormous amount of practical useful material It is replete with lists charts bullet points pithy hints and guidelines I will not be in the least surprised if this book is a runaway success Anita Pincas Lifelong Education and International Development Institute of Education London Phil Race freely shares his experience and his wise counsel in a text where he emerges from the pages as a clear thinking clear writing expert in this field with much to offer John Cowan Emeritus Professor of Learning Development the Open University Making Learning Happen provides an accessible and practical discussion of teaching and learning for the post compulsory sector of higher and further education Much of the existing educational literature on learning is written in language which makes it inaccessible to the people most directly involved in learning learners and their teachers This book avoids the unnecessary jargon and

elitist language which has too often hitherto hindered teachers and learners alike in thinking about how best to make learning happen This book will help staff in higher and further education increase the learning payoff which their students derive from a wide range of educational contexts at all levels in post compulsory education The book is centred around Phil Race's well known ripples on a pond model of learning which has identified five fundamental factors underpinning successful learning o wanting to learn o needing to learn o learning by doing o feedback o digesting making sense of what has been learned This text will allow teachers and students to address these factors head on in a wide range of contexts including large group teaching small group work online learning and in their use of formative feedback to help their students Included in the book is a self analysis questionnaire to enable learners to reflect on how these factors contribute to their own approaches to learning Making Learning Happen is a valuable resource for Postgraduate students on PGD higher and further education courses staff development courses in all British universities and is a helpful tool for lecturers and tutors in higher and further education post 16 teachers in secondary education educational managers and students themselves

**Sociology A-Level (ZIMSEC) Past Exam Questions and Model Answers** David Chitate ,2024-06-06 This book contains the most comprehensive question bank and model answers for ZIMSEC A Level exam questions It also includes syllabus review notes and exercises Examiners provide observations and tips and point out common errors that students make when answering questions If you use this book faithfully you can't fail and the Grade A is very much within your reach

**Research Anthology on School Shootings, Peer Victimization, and Solutions for Building Safer Educational Institutions** Management Association, Information Resources,2020-09-10 Though decades ago school shootings were rare events today they are becoming normalized Active shooter drills have become more commonplace as pressure is placed on schools and law enforcement to prevent the next attack Yet others argue the traumatizing effects of such exercises on the students Additionally violence between students continues to remain problematic as bullying pervades children's lives both at school and at home leading to negative mental health impacts and in extreme cases suicide Establishing safer school policies promoting violence prevention programs building healthier classroom environments and providing better staff training are all vital for protecting students physically and mentally The Research Anthology on School Shootings Peer Victimization and Solutions for Building Safer Educational Institutions examines the current sources of violence within educational systems and it offers solutions on how to provide a safer space for both students and educators alike Broken into four sections the book examines the causes and impacts that peer victimization has on students and how this can lead to further violence and investigates strategies for detecting the warning signs The book provides solutions that range from policies and programs that can be established to strategies for teaching nonviolence and promoting coexistence in the classroom Highlighting a range of topics such as violence prevention school climate and bullying this publication is an ideal reference source for school administrators law enforcement teachers government and state officials school boards academicians researchers and

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updated strategies that reflect the AP test scoring change and practice exams      **Sonnenschein's cyclopædia of education. Ed. by A.E. Fletcher** Swan Sonnenschein (and co, ltd.), Alfred Ewen Fletcher, 1889      *Sonnenschein's Cyclopædia of Education* Alfred Ewen Fletcher, 1889      Cooperative Learning in Higher Education Barbara

Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning If you ve been interested in cooperative learning but wondered how it would work in your discipline this book provides the necessary theory and a wide range of concrete examples Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments The authors describe the application of cooperative learning in biology economics educational psychology financial accounting general chemistry and literature at remedial introductory and graduate levels The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability positive interdependence heterogeneous teams group processing and social or leadership skills The authors build upon and cross reference each others chapters describing particular methods and activities in detail They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues

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