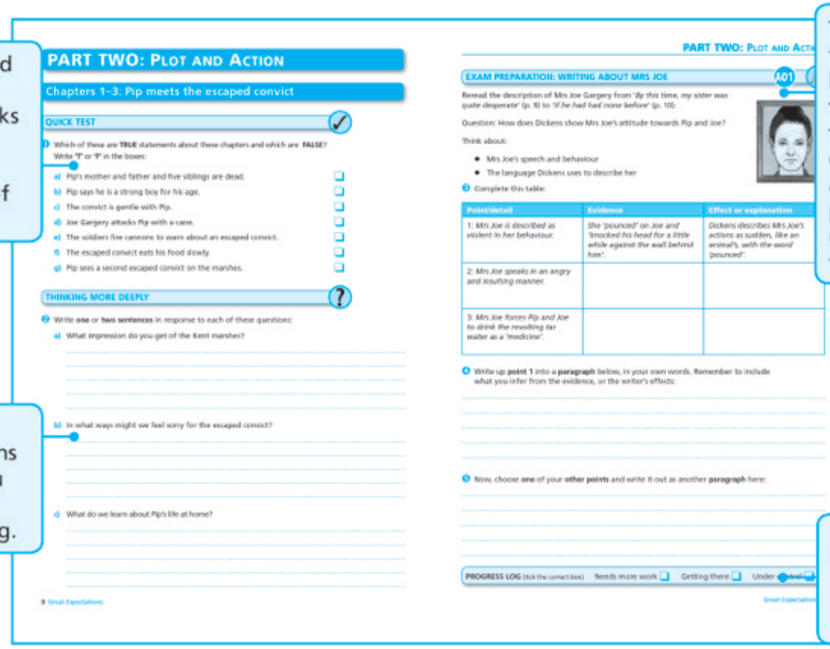
How to use your York Notes Workbook

There are lots of ways your Workbook can support your study and revision of *Great Expectations*. There is no 'right' way – choose the one that suits your learning style best.

1) Alongside the York Notes Study Guide and the text	2) As a 'stand-alone' revision programme	3) As a form of mock-exam
Do you have the York Notes Study Guide for *Great Expectations*? The contents of your Workbook are designed to match the sections in the Study Guide, so with the novel to hand you could: ● read the relevant section(s) of the Study Guide and any part of the novel referred to; ● complete the tasks in the same section in your Workbook.	Think you know *Great Expectations* well? Why not work through the Workbook systematically, either as you finish chapters, or as you study or revise certain aspects in class or at home. You could make a revision diary and allocate particular sections of the Workbook to a day or week.	Prefer to do all your revision in one go? You could put aside a day or two and work through the Workbook, page by page. Once you have finished, check all your answers in one go! This will be quite a challenge, but it may be the approach you prefer.

HOW WILL THE WORKBOOK HELP YOU TEST AND CHECK YOUR KNOWLEDGE AND SKILLS?



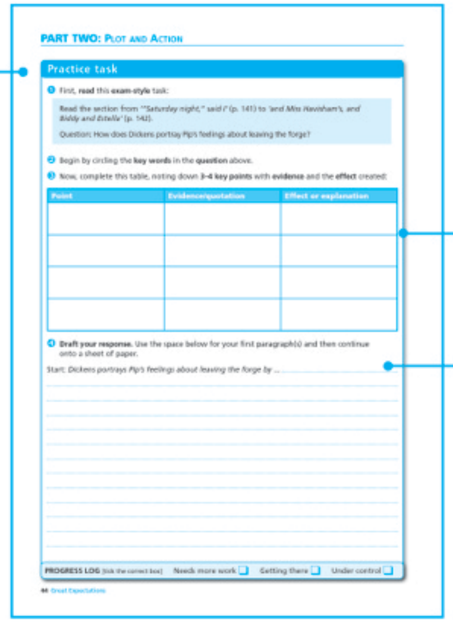
These fun and quick-to-complete tasks check your basic knowledge of the text.

These more open questions challenge you to show your understanding.

This task focuses in on a key character, theme, technique, idea or relationship and helps you plan and write up paragraphs from an essay.

A clear, quick way to visually record your progress

Each Part ends with a **Practice task** to extend your revision:

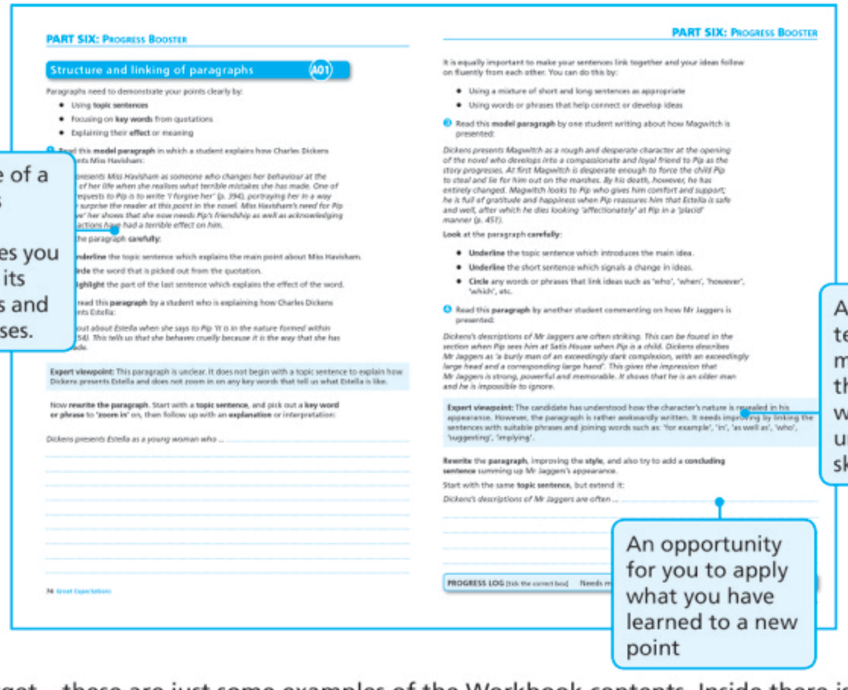


An exam-style task for you to practise a full essay

A plain table for you to fill in with your own ideas

The first sentence is provided for you to use as a prompt to start a full-length essay.

Part Six: Progress Booster helps you test your own key writing skills:



A sample of a student's writing challenges you to judge its strengths and weaknesses.

An expert teacher's or marker's view of the student's work to help you understand key skills

An opportunity for you to apply what you have learned to a new point

Don't forget – these are just some examples of the Workbook contents. Inside there is much, much more to help you revise. For example:

- lots of samples of students' own work at different levels
- help with writing skills
- advice and tasks on writing about context
- a full answer key so you can check your answers
- a full-length practice exam task with guidance on what to focus on.

Language

QUICK TEST

1 **Match** these **words/expressions** associated with characters' jobs in the novel with their **meaning**. Try not to check in the book first:

Word:	Meaning:
a) 'corn-chandler'	A person who is employed on a daily or weekly basis
b) 'journeyman'	A person who makes items out of iron by hand
c) 'tailor'	A person who buys and sells corn
d) 'clerk'	A person who makes clothes
e) 'housekeeper'	A sailor on a small boat
f) 'lighter-man'	A secretary/administrator who deals with paperwork
g) 'blacksmith'	A servant in charge of running a house, including meals and cleaning

2 Now **check** the **words in context**. Read the following pages. Do you have to change any answers?

a) p. 21; b) p. 108; c) p. 147; d) p. 165; e) p. 382; f) p. 427; g) p. 28

THINKING MORE DEEPLY

3 Dickens often chooses names that suggest something about the character. For each of the following **names**, **write down what it suggests** about that **character** and find a quotation to back up your idea:

Name of character	What the name suggests about the character	Quotation
a) Estella	'Stellar' means 'star-like', which suggests Estella is a light in Pip's life.	
b) Pip		
c) Mr Jaggers		

4 Dickens often portrays the way that characters speak by representing their accent or dialect. He does this by changing the spellings of words or by picking unusual slang and dialect words. For each of the quotations below, **explain** how the underlined words show **accent** or **dialect**:

a) Orlick: 'You'd be everybody's master, if you durst' (p. 110)

.....

.....

b) Joe Gargery: 'It were yesterday afternoon' (p. 216)

.....

.....

c) Magwitch: 'a old offender of wiolent passion' (p. 343)

.....

.....

d) Convict: 'He must have been a green one' (p. 224)

.....

.....

5 Dickens uses literary techniques to make descriptions more poetic and detailed. For each quotation in the table, **identify** the **technique** from the list below and **explain the effect** upon the reader:

simile *metaphor* *personification*

Quotation	Literary technique	Effect upon the reader
a) 'he had bushy black eyebrows that wouldn't lie down, but stood up bristling' (p. 79)	*personification*	*This shows the reader that Mr Jaggers's appearance is quite intimidating and memorable.*
b) 'The sensation was like being touched in the marrow with some pungent and searching acid' (p. 223)		
c) 'I went to Richmond yesterday, to speak to Estella: and finding that some wind had blown *her* here, I followed' (p. 350)		

PROGRESS LOG [tick the correct box] Needs more work ☐ Getting there ☐ Under control ☐