

PIP AND THE CONVICT

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To get familiar with a classic
- To identify the tone and mood of the episode
- To analyse the main characters in the extract

Pre-reading

Write the title on the board

Ask students what they think the story could be about.



This section focuses on *assessment for learning* as it informs the reader that the text revolves around varied interesting characters.

A. Discuss:

Is fear a good thing? Can fear be a motivation for action? Is it good to face our fears? Have you overcome any of your fears? Is it necessary to always overcome fears?

B. Encourage pairs to discuss the Pre-reading section given in the Reader.

READING

Students read to comprehend, predict, analyse and apply

Tell students that what they are about to read is an adaptation of the first few chapters of a famous novel called 'Great Expectations'.

Read the author note to students.

Read and pause at regular intervals to explain, discuss or check comprehension or you may ask students to take turns to read the text.

Let students draw three columns with the headings — as shown — in their notebooks and fill in the relevant details as they read.

Name	Character sketch	Supporting details
Pip	<p>a. A lonely child who missed his parents.</p> <p>b. Was frightened but kept his promise to the convict at the cost of being dishonest</p>	<p>a. <i>Pip was sometimes so lonely and miserable that he would steal off alone to the village churchyard—where his father and mother lay buried—to cry.</i></p> <p>b. <i>Pip thought he would save his own supper for the man, in case he was not able to get into his sister's pantry. So, instead of eating his bread and butter, he slipped it down his trouser-leg.</i></p>

Name	Character sketch	Supporting details
Joe	<p>a. A strong man who was kind-hearted, mild, honest, good-natured, easy-going.</p> <p>b. Was frightened of his wife. Loved his little brother-in-law and treated him like a friend.</p> <p>c. Was honest</p>	<p>a. <i>Mild, honest, good-natured, easy-going, kind to little Pip.</i></p> <p>b. <i>...it was a sign that Mrs Joe was cross; ...both of them were equally afraid of her; ...he set Pip on his broad shoulders and went with them to see the result of the hunt.</i></p> <p>c. <i>By the time Joe tried to find the stranger to return his money, he had already left the inn.</i></p>
Mrs Joe	A red-complexioned tall and bony woman, with black hair. Was short tempered. Dominating	<p><i>She was tall and bony, had black hair, red skin and a continual habit of scolding. She may have loved Pip in her way, but in a very cross-grained one.</i></p> <p><i>She treated Joe, the big blacksmith, and Pip, the little boy, just alike.</i></p>
The convict	<p>a. Was a convict who had escaped from prison. Was fearful and threatening in appearance</p> <p>b. Was vengeful at the cost of his own freedom</p> <p>c. Showed a certain amount of concern for Pip and did not want him to be punished for stealing food</p> <p>d. Was ever grateful to Pip for the timely help and wanted to repay the kind gesture</p>	<p>a. <i>fearful-looking man, dressed in grey clothes, with a great iron band riveted on his leg. His shoes were torn, and he wore a ragged, dirty handkerchief around his head. Completely drenched and caked with mud...</i></p> <p>b. <i>... boasted that he had dragged the man he hated, back to captivity, even though it cost him his own freedom...</i></p> <p>c. <i>The convict told the officer that the previous night he had broken into a house where a blacksmith lived, near a church, and had stolen a meat pie.</i></p> <p>d. <i>Pip knew in his heart that the convict was taking this means to repay him.</i></p>

- *In England ...lay buried—to cry.*

Ask students:

What is the setting in the story? What is the tone of the setting? (A lonely village with Pip and his relatives living a life of hardship— a lonely and miserable child who is sad and gloomy sets the tone) With whom did Pip live? What kind of a person was Joe? How was

Mrs Joe in contrast? (Here, let students scan for details and start filling in the details for the character-sketch.) Who were the people who were kind to him? What kind of a relationship did Joe and Pip share? Where did Pip go when he felt lonely?

- *One afternoon—the day ... legs could carry him.*

Explain

- Pip's encounter with the convict.

What is the meaning of 'wretched'? Suggest an antonym for it.

(Ans: Wretched means miserable or very unhappy. Suggested antonyms: happy, cheerful.)

- how the appearance of the convict would have added to his fear.

Pip had to promise four things. What were they?

(Ans: i. Come back next morning; ii. bring a sharp file; iii. bring food; iv. not tell anyone.)

Here, ask students if Pip would keep his promise. Let them predict and justify their stand.

- *The evening was a miserable one ... ran straight into a file of soldiers.*

Ask students:

Which part tells us that Pip was filled with fear? What added to his fear? (The boom of the gun and Joe's disclosure that some convicts had escaped) How were the people warned of any impending danger? How do you think Joe was aware of the signal? (It may have been the practice those days) Whom did Pip encounter the second day?

What is different between Pip's first meeting with this convict and his meeting with the other one?

(Ans: The other convict had grabbed Pip and demanded that Pip bring him food. Pip had been terrified of him. This convict seemed to be afraid of Pip and ran away when he saw the boy.)

Who was more frightened between the two? Why do you think so? (He ran away on seeing Pip) Why did he react this way? (He did not want to get caught). Do you think Pip's convict would have been happy to see Pip? (Yes, he was hungry

and desperately wanted to eat) What kept worrying Pip even after his encounter with the convict? What do you think will happen now? Do you think the soldiers were there to arrest Pip?

- *He was sure at first ... he memory of it grew dimmer.*

Ask students:

Why were the officers there? What saved Pip from being caught for the missing pie? Where did Joe take Pip and what did they see? Why do you think they were fighting? (Free response) What tells us that the convict was grateful to Pip? Why was Pip relieved? What does the line 'He did not want Joe to think him worse than he really was.' mean? (He wanted Joe to always have a good opinion of him and did not want him to think that he was into the habit of stealing.)

Which line tells you that Pip wanted Joe to like him?

(Ans: *he did not want Joe to think him worse than he really was*)

- *One evening, Mrs Joe sent Pip to ... was taking this means to repay him.*

Explain

- the episode with the stranger at the inn.
- what he wanted to convey to Pip. (He wanted Pip to know that he was acquainted with the convict)
- Joe's honest intention.
- what Pip realised from the encounter.

Let students fill the remaining details in the columns.

Review the answers.

Post-reading

- Work in pairs and make character-sketches of the main characters in the story.

- Discussion:

Do you think that Pip's decision of helping the criminal was right?

Do you think that Pip's decision of not telling Joe and Mrs Joe was right?

Why did he not tell Joe?

GRAMMAR finite and non-finite verbs, infinitive ('to', not bare) and gerund

Write the following sentences on the board:

1. *She likes playing tennis.*
2. *She likes to play tennis.*

Ask students:

Can you identify the verbs in the sentences? (They may underline the gerund and the infinitive as well. Do not explain the difference yet.)

Ask students to change the subject from *She* to *They*.

1. *They like playing tennis.*
2. *They like to play tennis.*

Ask students:

Can you identify the verbs that changed form in these sentences? (like)

Can you identify the verbs which did not change their forms? (playing /to play)

Ask them to change the sentences to the past tense form.

1. *They liked playing tennis.*
2. *They liked to play tennis.*

Tell them that in both the sentences the verb *like* has changed to *liked* while *playing* and *play* remained the same.

Tell students that:

- the verbs that changed form are called finite verbs and the ones that did not change form are non-finite verbs.
 - a **finite verb** is the main verb in a sentence. It has a subject and changes its form to show tense and number.
 - a **non-finite verb** does not have a subject and does not change its form to show tense or number.
 - There are **three types of non-finite verbs**: participles, gerunds and infinitives.
1. **A participle** is a form of a verb that is used to indicate present and past action. It can also be used as an adjective. (Example: *They are talking again.* ; *That is a talking parrot.*)

Present Participles

They are playing tennis.

She was playing tennis.

Past Participles

They had played tennis.

She has played tennis.

2. **The infinitive** is the base form of the verb, with or without the word 'to'. The infinitive with 'to' is called the to infinitive.

Example: *The lifeguards are here to help you.*

The infinitive without 'to' is called the bare infinitive.

Example: *Please help me understand this.*

3. **A gerund** is the –ing form of the verb that functions like a noun.

Example: *Walking is good for health.*

VOCABULARY

Metaphor

Explain the difference between a metaphor and a simile.

- A *metaphor* is an expression that describes a person or object by referring to something that is considered to have similar characteristics to that person or object: *She is a night owl.*
- A *simile* is an expression comparing one thing with another, always including the words "as" or "like": *The athlete is as light as a feather.*

Draw two columns on the board, one for similes and one for metaphors. Encourage students to help you fill the two columns.

LISTENING

Post- listening – story

Tell students to listen to a story which is an excerpt from 'The Scarlet Pimpernel'. Allow them time to read the questions before listening to the audio track.

Play the recording and let students do the task.

Play the recording a second time so that students check the answers they may have missed out /complete their work.

SPEAKING

Trying to persuade

This task can be used for *assessment as learning*. Students learn to politely persuade a person about a particular thought or viewpoint, while communicating using the right words and expressions.

Familiarise students with the basic components of a persuasion.

Discussion Questions:

What is the purpose of persuasive speaking?

- To influence a point of view to try and convince listener/s of its validity

How does evidence help to persuade?

- Helps to strengthen a persuasion and prove a point of view

The points to persuade someone:

1. Have a firm opinion that you want your listener to accept.



2. Offer evidence to support your opinion.
3. Restate what your point of view with a real-life example, if the listener is not yet convinced.
4. Remain polite right through the conversation.

Pair work

Instruct students to work in pairs. Monitor the activity and correct them where required.

WRITING

Email

Emails are either **formal or informal** (just like letters). While writing emails, follow a few simple rules.

Use a short and accurate subject line: Avoid saying too much in this section, but make sure it refers to the content clearly, (Surprise party for Ms Kamala) so that it is not mistaken for anything else.

Salutation: Address the recipient by name. If the email is a formal one, use the person's title (Mr / Mrs / Ms / Dr) with their last name, followed by a comma. Using a last name is more formal and should be used unless you are on first-name terms with the recipient. If you do not know the name of the person you are writing to, use 'Dear Sir/Madam'.

An informal letter can begin with 'Dear', 'Hi', 'Hello' and so on.

If the mail is a formal one, introduce yourself in the first paragraph (if necessary). Include why you are writing the mail. Avoid short forms. (I am (not I'm) the Sales Head of ... I am writing this mail ...)

Next write the actual message. Be sure to get your message across. Make sure you write in paragraphs. Insert a space-break between each paragraph.

Use the correct form of leave-taking. This will depend on your relationship with the recipient. (Warmly, With love, Regards, Yours sincerely, Yours cordially, Respectfully, Your student ... and so on)

Sign with your full name

Read your mail to check for errors. Make sure that you have not omitted any important details.

STUDENTS' BOOK ANSWER KEY

Pip and the Convict

Pre-Reading

Free response

Comprehension

- A.** 1. Pip had lost his parents when he was a baby, and had been brought up by his older sister. His sister's husband was Joe Gargery, a blacksmith. Joe was a dear fellow, kind to little Pip. 'Mrs Joe', or Pip's sister, however, had a continual habit of scolding. Even

if she loved Pip, she was bad-tempered. She treated Joe and Pip alike, and both of them were equally afraid of her.

2. The man Pip met at the churchyard on the day before Christmas was fearful-looking. He was dressed in grey clothes, with a great iron band riveted on his leg. His shoes were torn, and he wore a ragged, dirty handkerchief around his head. He was drenched and caked with mud, and limped and shivered as he walked. He had a rough voice. He wanted Pip to come back the next morning with a sharp file and something to eat, and he also wanted Pip to keep it a secret.
 3. The evening before Christmas, while Pip and his family were having supper, a great gun began to boom. When Pip asked Joe what it was, he replied that it was a signal that convicts had escaped from the prison ships across the marshes. It was then that Pip realised that the man he had promised to help was a convict who had got away and was hiding from the soldiers.
 4. At dawn on Christmas day, Pip crept downstairs to take some bread and cheese and a meat pie from the pantry. He was certain that the convict would kill him if he did not take the food to him. He also got a file from the forge and then ran through the foggy morning to the marshes to meet the convict.
 5. The other man at the churchyard was another convict who had also escaped. He had a bruise on his cheek. He ran away when he saw Pip. Later, when the soldiers looked for the convicts on the marshes, and Pip and Joe followed them, they found the two convicts fighting fiercely in a ditch. The soldiers seized and handcuffed them both. The first convict had dragged the other convict to captivity, even though it cost him his own freedom.
 6.
 - a. The last paragraph tells us that Mrs Joe was quite strict with Pip. She took away the money that Pip had received as a gift. She was also curious about the man's identity.
 - b. The last paragraph tells us that the convict remembered Pip for helping him and was grateful to him. So he took the trouble to send Pip a token of thanks through someone else. It throws a good light upon the man.
- B.**
1.
 - a. The evening was miserable for Pip.
 - b. Pip had met a fearful convict who had grabbed him and made him promise to return the next morning with food and a sharp file. Pip had been terrified of the man and he was also worried about how to take those things to him.
 - c. Pip thought that in case he was not able to get into his sister's pantry, he should save his own supper for the man. So, instead of eating his bread and butter, he slipped it down his trouser-leg.
 2.
 - a. The two convicts have been referred to here.
 - b. No, the text only tells us that the first convict hated the other, not the reason behind it.
 - c. Because the first convict hated the other one, when he heard about him from Pip, he furiously worked to break his chains. Later, he tracked down the other convict and got into a fight with him. They were discovered by the soldiers' fighting. The first convict could have run away, but he did not. He chose to drag the other man into captivity even though it meant that he himself had to go back to prison.

3.
 - a. Pip tried to run away because he knew that when his sister would go to get the pie, she would discover it missing (as he had taken it to the convict), and there would be trouble.
 - b. The soldiers had come to Pip's house because they were on their way to search the marshes for the escaped men and wanted Joe, who was a blacksmith, to mend a broken handcuff.
 - c. The soldiers entered the marshes, and opened out into a wide line. They stopped when they heard a confused shouting coming from a distance. They ran toward it, cocking their guns, and came to a ditch. The convict, whom Pip had fed, and the convict with the bruised cheek were in it, fighting fiercely.
 4.
 - a. A stranger whom Pip found sitting with Joe in the village inn. He was a secretive-looking man, who held his head on one side and kept one eye shut all the time.
 - b. Pip knew that he was the convict's friend because when the man heard Pip's name, he looked at him with a curious wink, and when no one but Pip was looking, he took out of his pocket the file Pip had stolen from Joe's forge and stirred his drink with it.
 - c. The man gave Pip a shilling wrapped in a piece of paper. When Pip got home, Mrs Joe discovered that the piece of paper was two bank notes. Pip realised that the convict had sent him this gift through the stranger to thank him for his help.
- C.**
1. Although Mrs Joe was Pip's own sister and Joe was Pip's brother-in-law, Pip was closer to Joe than to his sister. Joe was a mild, honest, good-natured, easy-going, dear fellow, who was always kind to little Pip. On the other hand, Mrs Joe had a habit of scolding. Even if she loved Pip, she hardly showed it, and treated both Joe and Pip in such a bad-tempered way that both of them were afraid of her. Whenever Pip came into the house, he used to look at Joe's fingers; if Joe crossed them, it was a sign that Mrs Joe was cross and that Pip was to look out for himself. This tells us that Mrs Joe was often cross and that Joe and Pip had to help each other in different ways in those times. Pip was also afraid of what would happen if Mrs Joe found the pie missing. He was often lonely and miserable. When the convict's friend gave him some money, Mrs Joe took it away. All this shows that Pip was scared of Mrs Joe and they did not really have a loving relationship. Joe, on the other hand, carried Pip on his shoulders to see the hunt for the convicts. Pip was anxious that Joe should not think him worse than he really was. Pip and Joe thus had a supportive, affectionate relationship.
 2. When he appears in the story, the convict seizes Pip and threatens to kill him. He is described as a fearful-looking man, and the state of his clothes was awful. He also limped and shivered as he walked. He made Pip promise to bring him food and a sharp file. Later, when he heard of the other convict, he flew into such a rage that Pip was afraid again. He also tracked down the other man and got into a fight with him and saw to it that the other convict was recaptured. All this makes him look scary. However, when the soldiers caught him, the convict told the officer, in everyone's hearing, that he had broken into a blacksmith's house and stolen a meat pie. He did this so that no blame would fall on Pip. He also arranged to send some money to Pip through a friend, and this shows that he was capable of being grateful and sensitive. These gestures make the readers feel sympathetic towards him.

Grammar

- A.** 1. a. baking; NF b. to bake; NF c. bakes; F
2. a. to keep; NF b. keeps; F c. keeping; NF
3. a. writes; F b. writing; NF c. to write; NF
- B.** 1. a. to swim b. swimming
2. a. to drive b. driving
3. a. Talking b. to talk
4. a. exercising b. to exercise

Vocabulary

1. All the world's a stage.
2. He has a heart of gold / stone.
3. Laughter is the best medicine.
4. Time is money.
5. Her words were music to my ears.
6. No man is an island.

Listening

Listening text:

Every evening, before the city gates closed, the market carts would go out of the city to bring fruits and vegetables from the nearby villages for the next morning. The city gates were heavily guarded by soldiers of the French Revolution. They wanted to prevent the escape of aristocrats, who had been sentenced to death, from the city.

Every day however, some members of the noble family would escape from France and reach England safely. There were strange stories surrounding these escapades. People said that these getaways were organised by a group of brave English noblemen who risked their lives to save the innocent French noblemen from execution. No one had ever seen the leader of this group of Englishmen, but his method of working was always the same. He would send a piece of paper with a design drawn in red—a little star-shaped flower called the Scarlet Pimpernel. A few hours after receiving the warning, the sergeants at the gates would hear that some high-class family had succeeded in escaping to England.

The number of guards at the gates had been increased. A sum of 5,000 francs was promised to the man who could capture the Scarlet Pimpernel. People felt Sergeant Bibot was sure to get the reward. He kept telling his guards, "We have to be careful. We can't let the Pimpernel escape."

As the sun was sinking low in the west, Bibot got ready to close the West Gate where he stood guard. Nearly a dozen covered carts stood in a row before him. "Move the carts forward," he said. Bibot then spoke to one or two of the people—mostly women—driving the carts, and peeped inside the carts.

"I must be careful," he repeated. "Hey!" said Bibot to one of the old women, "When do you return?"

"I don't know," she said with a little laugh. She pointed a thumb towards her cart and added, "My grandson has the small pox."

Bibot immediately stepped backwards as the crowd scattered at the mention of 'small pox'.
"Get out of here," Bibot ordered.

With a loud sneer, the old woman rushed her cart out of the city. People now stood in small groups near the gate.

Soon, a captain of the guards appeared. "Did a cart come this way?" he shouted.

"What cart?" asked Bibot rudely.

"Driven by an old woman... A covered cart. Her grandson had the pox."

"Yes."

"You haven't let them go, have you? The old woman was the Englishman, the Scarlet Pimpernel."

Correct answers: 2, 3, 4, 6 and 8

Writing

Sample answer:

principalstteresaschool@googlemail.com

Inter-school Drama Competition

Dear Madam,

Our school is hosting an inter-school drama competition, where the plays will be based on stories by Charles Dickens, like *Great Expectations*, *Oliver Twist* and *A Christmas Carol*. This will be part of our Annual Function that we hold over a week before the school closes for winter vacation.

The drama competition will be held on 22nd December 2022 from 4 p.m. to 6 p.m. in the Jubilee Hall of A D Memorial School.

Please send a team of students from Classes 6 to 10 of your school to present a play and participate in the event.

Each team will get 15 minutes for their performance. We request you to inform us which play you will be presenting, a week before the date of the competition, and whether the team will need any special props for the play.

We look forward to your school's participation in the competition.

Thanking you,

Yours faithfully,

Aditi Paul

President, Drama Club

Punctuation

1. I forgot to switch the fridge on; all the vegetables were rotten when I returned.
2. Eric brought the newspaper; besides, he got a few magazines.

3. We will need pencils, crayons and art paper for the art competition; clay, wax and wood for the sculpting competition; and handmade paper, scissors and gum for the lanterns.
4. A hot wind blows in the summer afternoons; hence the windows are shut.
5. Arun likes reading stories on mystery, science fiction and horror; Mansi likes historical fiction; and Atul likes fantasy and classics.
6. Arzoo's mother warns her against junk food; however, she still eats outside.

Life Skills

Sample answers:

1. Joe could understand when Mrs Joe was in a bad mood and he did not want Pip to suffer for it. He was sensitive as well as kind and sympathetic to Pip.
2. Biddy was a good friend and helpful to Pip.
3. The convict realised that Pip may get into trouble for the missing food and said this to save him. This shows that he respected Pip and was grateful to him. He did not want the boy to suffer because of him.
4. He was grateful to Pip and took some trouble to send him a token of thanks even from prison.

ANSWER KEY TO WORKSHEET 9

- A.** 1. I 2. F 3. G 4. G 5. F 6. I
- B.** 1. The camel is as useful in the desert, for travelling/carrying things across it, as a ship is on the sea/ocean.
2. The wedding was so beautiful and grand that it was almost magical or unbelievable, like a fairy tale.
3. Her father loves her very much and considers her very precious.
4. When we open a book, we can have wonderful and unexpected experiences, as when we open a magic box.
5. The bangles are so bright that they shine like light and so colourful that they look like rainbows.
- C.** 1. a. the state of having too little or no food for a period of time
 b. an object was randomly picked up out of many to decide something with the help of chance
 c. a big spoon with a long handle
2. a. At the workhouse, gruel was served by the master to the boys out of a big copper vessel in a large stone hall. Each boy had one portion of gruel. On special occasions, he got two portions with a bit of bread.
- b. The boys had so little to eat for months that finally they could not bear it any longer. One of them said he would do something terrible if he did not have more to eat. The meeting was held to decide who would ask the master for more food.

- c. When Oliver asked for more, at first, the master stared at him in surprise. The boys froze in fear. Oliver had to repeat his request. Then the master aimed a blow at his head, held him tightly and shrieked aloud for the workhouse officer.
3. *Sample answer:* The master served very little food to the boys, did not seem to care that they were starving, was shocked when Oliver asked for more food and tried to hit him. All this shows that he was a cruel and unfeeling person who treated the boys very badly.
4. *Free response*

QUESTION BANK

Pip and the Convict

A. Answer in brief.

What shows that Pip was unhappy and not well-off?

Ans: Pip was an orphan who missed his parents and spent his lonely hours visiting his parents' graves. His guardian was a blacksmith. He only had bread and butter for dinner. Mrs Joe took away the coin that he was gifted. All this shows that he was unhappy and not well-off.

B. Answer in detail.

How did Pip's convict show his gratitude on two occasions?

Ans: On the first occasion, the convict showed his gratitude by announcing aloud that he had stolen food from the house of a blacksmith the previous night. He did this to ensure that Pip was not blamed for the missing food. The second instance was when the stranger at the inn, who as Pip guessed was the convict's friend, gave Pip a shilling wrapped in two bank notes.

C. Choose the correct answer.

Why did Pip sometimes go alone to the village churchyard?

- He wanted to see where the convict was hiding.
- He usually played with his friend, Biddy at the churchyard.
- He was extremely sad and lonely and missed his parents.

Ans: c

D. Read the lines and answer the questions.

"Keep still you little imp! Or I'll cut your throat."

- Who spoke these words?
- Who does he talk to?
- Where did they both meet?

Ans: a. The convict spoke these words.
b. He says this to Pip.
c. They meet in the village churchyard.

E. Answer in brief. (Think and answer)

Do you think the convict whom Pip met is naturally bad? Support your answer.

Suggested answer: The convict is not as frightening and threatening as he appears to be for he does not really hurt Pip. He shows his gratitude to Pip twice. Also, the fact that he remembered what Pip did for him and related it to his friend shows that he appreciated a kind gesture. He also repays Pip with some money, later in time.

F. Answer in detail. (Think and answer)

How is the plot developed after Pip is confronted by a convict in *Pip and the Convict*?

Write your answer with Pip as the focus.

Suggested answer: As the story unfolds, after Pip is attacked by a terrifying convict, he spends a sleepless night, dreading the thought of stealing food from the pantry and meeting the convict in the marshes. In the foggy marshes, he runs into another escaped convict. Pip's tension rises despite the Christmas cheer at home, when he assumes that the soldiers have come to arrest him. After sunset, his brother-in-law takes him to watch the hunt for criminals through the dark marshes, where he witnesses a desperate fight between convicts. The episode continues to haunt Pip, much later, when a suspicious-looking stranger in the village shows up and turns out to be the convict's friend.