

TEACHER'S NOTES BOOKLET

JANE EYRE

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CONTENTS

Background information	3
Activities before reading the story	4
Activities while reading the story	5
Activities after reading the story	7
Extended writing	8
Project	8
Worksheets	9
Key to Book Exercises	15

GRADING SCHEME

LEVEL ONE (500 headwords)

present simple
present continuous (present)
going to (future)
past simple
imperative
can (ability and permission)
would like (requests and offers)
must (obligation)
let's, shall (suggestions)
gerunds
adverbs (time, manner and place)
adjectives (comparatives and superlatives)

LEVEL TWO (800 headwords)

all of the above, plus
present continuous (future)
going to (intentions)
present perfect
past continuous
past perfect
passive (simple forms)
will/shall (future, requests and offers)
must/can't (deduction)
have to (obligation)
should (advice)
gerund as subject
too/enough + adjective
reported speech (with *ask/tell/say*)
zero and first conditional
defining relative clauses

LEVEL THREE (1200 headwords)

all of the above, plus
present perfect continuous
passive (all tenses excluding modals)
was/were going to
used to
make/let
may/might (possibility)
reported speech

LEVEL FOUR (1800 headwords)

all of the above, plus
past perfect continuous
future perfect
future continuous
passive (modals)
had better/would rather
second and third conditionals

BACKGROUND INFORMATION

The social order

In mid-nineteenth century England there was an acceptance of a strong social structure. Without it, most people felt there would be chaos and darkness. As this was before the theory of evolution was put forward, no one thought they would go back to being animals. However, they were very afraid of the negative side of human nature and believed that a strong social order would protect them from it.

At the top of this order were the aristocrats who owned enormous areas of land. The head of the family was often a lord or *Sir* somebody. These titles had been given over the centuries, along with the land, to people who did something important for the monarch or parliament. These people were often involved in government and members of their families would serve the monarch or the government in various ways.

Then there was the landed gentry. These people also owned land, which had often been in their families for longer than land had been in the aristocrats' families. They were part of the order of the countryside. The men had the right to vote. They owned large houses and most of the farmers paid them to use their land. This land, known as an *estate*, had to pass from father to eldest son so that it did not get divided up and lose its value. If you were a man and belonged to one of these families you were known as a gentleman.

The eldest son usually managed the estate, while younger sons were educated to become lawyers, to go into the church, to become officers in the army or navy, or to work in banks. Many of the younger sons of such families went abroad to make money.

Below the landed gentry were the people who owned the shops and dealt in commerce. They were known as *Trade*. Those who made money from the industrial revolution were thought of as *trade* by the landowning families and they were looked down on. Some traditional traders, however, were acceptable because they made beautiful furniture and jewellery, etc.

Below them were the servants. As there was no electricity, all the work done in the home was done by servants. They were paid very little money but had their food, clothes and house given to them by their employers.

The workers on the farms, in the new factories, in the building and transport industries and so on, were considered to be on the same social level as the servants. There were large numbers of them and they were very poor.

Being 'respectable'

Being respectable meant that other people felt you were worth respecting. Rich or poor, you kept to your position in society and did the best you could within its limits. You also had to behave correctly. If you did not, no one would talk to you or help you. Behaving correctly then was not exactly the same as it is now. There were many unwritten rules that everyone accepted. They covered relationships between the sexes, between the generations, between the classes and so on.

There was one main rule concerning marriage: marriage was for life. It was part of the economic structure of society, not a romantic ideal. In the top levels of society, girls who were old enough to get married were taken to dances and parties by their parents to find them good husbands. A great deal of care was taken to make sure that the marriage would be a success. Some powerful people did divorce, but only very few. Even being engaged to someone was a strong promise. If the engagement was broken, the one breaking it usually had to pay money to the other. They might also be cut off from society if people believed they had been wrong. This was true more for men than for women.

The majority of women married and took care of their husbands' families. A woman could not marry without her parents' consent. If she had money when she married she had to make special legal arrangements to keep it. All property otherwise belonged to the husband. Women had no vote in the government of the country. A woman who did not marry but had money would usually stay at her father's home and help with its management. Those without money might become governesses or nannies or go into trade. A woman who became pregnant and could not marry usually lost everything. She would be cut off from society and probably die in the workhouse.

The majority of men married and were responsible for the economic prosperity of their families. A man who did not take care of his family in this way was not accepted by society. As long as he was careful, he could take a mistress, spend money on other things and be cruel to his wife. If, however, he was seen not to care for his family he would lose his friends and the support of society. Many men did not marry at all, or only when they were older, because this seemed too heavy a responsibility.

The governess

Within this structure the role of governess was a difficult one. She was employed to teach the children – boys up to the age of eight or nine and girls until they were ready for marriage. The governess was basically a servant and she was given a room and food in the house of her employers. But her education made her more like her employers than the servants. She could be neither friends with the servants nor with members of the family. A governess' life was known to be very lonely. She was also in a weak position if any of her employer's family wanted her to do something that she considered wrong. If she agreed, she would have to live with the wrong. If she refused, she would be told to leave, probably without warning or help of any kind. This was true for all servants, but it happened to women more than men.

It is surprising that Jane Eyre had such clear ideas about equality and women's needs. And it is even more surprising that she followed her conscience, even to the point of risking death. Jane Eyre's story is based on the differences between social rules and human realities. At the time it was a shock to many people to have their social rules shown to be so unrealistic. In the years since then, many of the ideas in this book have been accepted as part of modern life.

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Jane Eyre*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 9 to 14.

There are six worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are all labelled as *whole class*, *group*, *pair* or *individual tasks* or a combination.

You may want to assign the individual activities for homework, but make sure that the students know exactly what to do before they start. Some of the activity types may be new to them.

Activities before reading the story

- I Talking about a picture** WS 1 *Whole class or in pairs*
- Put your students in pairs if you wish. One student in each pair should have a copy of Worksheet 1 and the other student should have a copy of the text below. If you are working with the whole class the students will all have Worksheet 1 and only you will have the text.
 - The following text does not correspond exactly with the picture. Ask the students who have the picture to stop the reader(s) when they notice a difference. They should suggest a way of describing what they see in the picture. Then go on reading the text.
 - If the class is in pairs you will need to spend a few minutes at the end of this activity collating ideas on how to correct the mistakes in the text. You may want to write up some phrases on the board. These will help students when they come to read the story.

A woman was walking in a valley among high mountains (low hills). It was a hot summer's day (no leaves on the trees and people are dressed for colder weather). She had just crossed a field when suddenly she saw a man riding a large black horse (the horse is white and is on the ground, with the rider). Etc.

2 Weather WS 1 *Individual or pairs, then whole class*

- Put the class into pairs if you wish.
- The words about the weather are quotations from the book. Ask the students to sort them into the categories given, according to their own opinion, and to write them in the columns. This is a subjective exercise and there are no right or wrong answers.
- When they have finished, suggest that they tell each other how different kinds of weather can affect them. You may prefer to do this as a whole class discussion.
- Try to include comments on how the weather can make people feel negative (*depressed, tired, bored, unwell*) or positive (*light-hearted, happy, energetic, relieved*).

3 Then and now WS 2 *Individual or pairs, then whole class*

- Put your class into pairs if you wish.
- Make sure each student has a copy of Worksheet 2.
- The table contains information in the 'Now' column about modern means of transport and communication and modern attitudes to school, society and marriage.
- Ask your students to fill in their ideas or guesses of how the same things were in 1850 in the 'Then' column. If they are in pairs they can discuss what to write with each other.
- Collate ideas as a whole class.

4 Find the words WS 2 *Individual*

- Ask your students to look for the 18 words hidden in the wordsearch. They are all occupations or relationships which appear in the book. If there are any new words, you may want to discuss their meanings with your students when they have finished the puzzle.

Answers

Across husband governess aunt daughter vicar orphan teacher employer gentleman
Down wife housekeeper uncle lawyer servant merchant nurse lady
Diagonal coachman

5 Thinking about a new book No WS *Whole class*

- Now give the book, *Jane Eyre*, to your students.
- Draw attention to the background notes on pages iv-ix of the book. Point out or read through parts which you feel the students need to know or would be particularly interested in.
- Remind them of the picture they worked on in Activity 1. It is on page 52 of the book.

6 Talking about the people in the story

No WS *Whole class*

- Read through the list of characters in the story on page 10, checking comprehension of the vocabulary, much of which is in Activity 4 above.
- Arrange with your students how much of the book you would like them to read at a time. The activities below occur every three or four chapters.

Activities while reading the story

7 A letter WS 3 *Pairs, then individual*

- Do this after reading Chapter 3.
- Put your students in pairs.
- Ask them to discuss what Mrs Reed might write in a letter to the owner of a school about Jane. Remind them that Mrs Reed wants to get rid of Jane but that she does not want to make her sound so bad that the school will not accept her.
- When the students have discussed what to say, give them Worksheet 3 and explain that the owner of the school is called Mr Brocklehurst. They should fill in the letter with in their own words and sign it as Mrs Reed.
- There is no correct letter but there should be two or three paragraphs. One paragraph should explain Jane's status in Mrs Reed's household and that Mrs Reed would like her to receive an education. Another paragraph could ask him to arrange things as soon as possible and offer to pay any fees. A third one might explain that Jane is a 'difficult child' in some way. The main point is Mrs Reed's wish to be rid of Jane quickly and her request to Mr Brocklehurst to accept her.

8 A questionnaire about the school WS 3 *Individual or pairs*

- Do this after reading Chapter 9.
- Put your students in pairs if you wish.
- Ask them to fill in all the relevant information they can find from Chapters 5, 6, 7, 8 and 9.

Suggested answers

Name of school *Lowood Institution p25*

Name of owner *Mr Brocklehurst*

Type of school *Charity school for girls*

Number of pupils *no information*

Academic subjects taught

geography, grammar, history, writing, mathematics, music p24, French, drawing p35

Other activities *reading from the Bible p24, sewing p27, playing games p25, exercising p36*

Accommodation *dormitories with two girls in each bed p23*

Bathroom facilities *a bowl of cold water for every six girls p24*
 Sickroom facilities *none pp36/7 - Miss Temple's room used for Helen*
 Uniform *plain brown dresses p23, (thin) cloaks p24*
 Diet *water and dry cake p23, porridge p24, (sometimes) bread and cheese p24, meat and potatoes p26, coffee and brown bread p26*
 Parents' access possible on which days *no information*
 Cost per year *£15*

9 Character grid WS 4 *Individual or pairs*

- Start this activity after Chapter 13 and remind your students to continue with it as they read the rest of the story. It will be useful to them when they do the second activity in Section C on page 141 of the book.
- Put your students in pairs if you wish.
- Explain that the grid is to be filled in while reading the rest of the story and that many boxes will never have anything in them.
- Ask students to fill in the grid either by ticking each character's characteristics or by writing a page number in the box.
- To stimulate discussion between pairs, you could ask the students to grade the characteristic and put a mark from 1 to 10 for the amount of that characteristic that each character shows.

10 Style - use of the passive No WS

Individual or pairs

- Do this activity after Chapter 16.
- Draw the class's attention to these examples of the use of the passive.
- **A** p11 *I was badly treated by my aunt. I was tormented by John and ignored by Eliza and Georgiana.* In this way emphasis is created by putting the agent at the end of the sentence.
B p17 *'I was knocked down,' I said...*
 The identity of the agent is deliberately hidden.
C p20 *Suddenly, one morning in the middle of January, I was called to the breakfast room.*
 The agent is unknown.
D p33 *The others went into the refectory to tea. I was left alone.*
 The agent is known but the action is more important.
- For the following you may ask your students to write out the examples and their opinions on a separate sheet of paper, perhaps for homework. You may prefer them to discuss their ideas in pairs followed by a collation of the class' ideas.
- Put your students in pairs if you wish.
- Ask them to look at pages 46, 47, and 66, 67 and

68 and find examples of uses of the passive. For each example that they find, ask them to decide whether the reason the passive was used was A, B, C or D above.

- On those pages they will find the following examples of the passive. A subjective opinion as to the reason for using the passive is also given. You or your students may have other ideas.
 Page 46
He wishes her to be brought up here. C
Fortunately I had been taught French at Lowood. C
 Page 47
The library had been turned into a schoolroom. D
He is considered a fair and liberal man. D
 Page 66
Luckily they were both filled with water. D
 Page 67
I was left in total darkness. D
 Page 68
One minute I was filled with happiness. A
- There are many other examples of the passive used throughout the story which can be classified in this way. You may prefer to give them two or three chapters to work through.

11 Do you remember? No WS *Pairs*

- Do this activity after Chapter 19.
- Ask your students to be silent for a moment and to choose one incident from the story so far without telling anyone.
- Put the students in pairs and tell them who is Student A and who is Student B in each pair.
- Explain that each student will have the opportunity to speak. Ask Student As to start telling Student Bs the incident that they thought of at the beginning. Student Bs should be ready to write down anything that they think was different in the book or could be expressed better.
- When Student A finishes (1 to 2 mins), Student B can ask him/her about the things written down.
- Then Student B tells Student A about the incident s/he thought of at the beginning and afterwards Student A can challenge or comment.

12 Write a script No WS *Pairs or individual*

- Do this activity after Chapter 23.
- Put your students in pairs.
- Explain to them that they are going to write the dialogue and directions to make a film of a scene which is only reported in the book. They should begin with the speech of Jane's on page 99, which would be as follows when written as a script:
 JANE: I cannot believe it, Sir. Human beings never enjoy complete happiness in this world. It must be a dream.

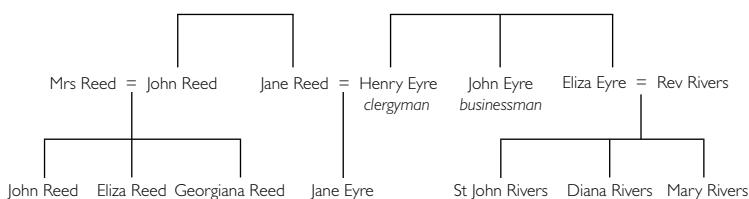
- The continuation will include the end of the above scene and the conversation in the carriage and maybe one or two shops. It will end with the beginning of the scene in the carriage on the way back from shopping at the top of page 100, when Rochester speaks:
ROCHESTER: (with a dark, troubled expression)
What is it? Curiosity is a dangerous thing.
- There should not be more than two pages of script, one is probably enough.
- When they have written the scenes, they may wish to act them out. Help them to correct any errors of language before they begin working on the practicalities.

13 What's in her luggage? WS 5 *Individual or pairs*

- Do this activity after reading Chapter 26.
- Start a discussion about what people take with them when they travel nowadays. Ask how you can identify the rich from the not so rich at an airport, for instance. Discuss what is essential and what is inessential.
- Put your students in pairs if you wish.
- Give them all a copy of Worksheet 5.
- Explain that they should think about what may have been in the two contrasting travelling bags that Jane packed in those last days at Thornfield. There is space to make lists of items in English. They may wish to use dictionaries.

14 Family tree WS 5 *Individual or pairs*

- Do this activity after reading Chapter 31.
- Draw a family tree on the board, either for your own family or for one of your students' families. Make sure the students understand the way that the parents and children are linked in the tree (i.e. with the = sign and the lines from it).
- Put your students in pairs if you wish and check that they have Worksheet 5.
- Explain to them that they are going to complete the family tree on Worksheet 5 with Jane's relations. They will find all the information they need in Chapters 3 and 31 of the book.



Activities after reading the story

15 Reported questions WS 6 *Individual*

- Give a copy of Worksheet 6 to all your students.
- Set this for homework or class work with a time limit.
- There are many ways to report questions or to write actual words. As long as the answers are grammatically correct and relevant, they should be accepted.

16 Who said this? WS 6 *Individual or pairs*

- Put your students in pairs if you wish and check that they have Worksheet 6.
- Make sure they all understand the instructions and set a time limit if necessary.

Answers

- 1 Mrs Reed
- 2 Helen Burns
- 3 Lady Ingram
- 4 Mr Mason
- 5 Adele
- 6 St John Rivers
- 7 Jane Eyre
- 8 Mr Brocklehurst
- 9 Mr Rochester
- 10 Miss Temple

17 New title No WS *Whole class, then pairs*

- Elicit from your students the various themes that run through the story. They may be interested in the following and may come up with others:
 - the differences between rich and poor
 - the roles of men and women at that time and now
 - real love as opposed to possessive love
 - the nearness of death and the world of spirits
 - self respect and conscience
 - the meaning of education
- After the discussion you may wish to put the students in pairs to work on two or three other possible titles for the book.
- When they are ready, collate their ideas and perhaps vote on the best title.

18 Tableaux No WS *Groups*

- This involves moving around the classroom and possibly rearranging the furniture.
- Put your students into groups of three or four.
- Explain that each group should choose a vivid moment from the story. They will also choose a director. The other members of the group will each take the part of a character involved in the moment chosen.
- The director will help them arrange themselves and any furniture or props to illustrate that moment with a tableau.
- When everyone is ready, the groups should take turns to show their tableau to the other students. They will stay as if frozen for a few seconds while the other students look at them and decide which moment in the story they are illustrating.

Extended writing

19 Literary argument No WS Individual or pairs and then individual

- Write the following on the board:
Charlotte Brontë believes there is a link between the events of nature and the events in the lives of people. Discuss.
- Remind your students that Charlotte Brontë lived in the countryside for most of her life. The weather and natural phenomena were part of her life. There is information in the background notes that expands on this.
- Explain to your students that they are going to collect information from the story about whether Charlotte Brontë felt there was a possible link between what goes on in nature and what happens to people.
- Put your students in pairs if you wish.
- Ask them to list instances they find in the story where natural phenomena and human happenings are both mentioned. They should then arrange them into groups of events, one where there is a link and one where there is not.
- You may wish to discuss these categories with the whole class or you may prefer to go straight on. From now on the students work individually.
- Ask each student to write their own opinion in three paragraphs, one agreeing with the statement, one disagreeing, and one persuading the reader of the writer's conclusion.
- You may need to give your students a number of words as a limit for the final composition.

20 Newspaper report No WS Individual or pairs and then individual

- You may wish to discuss with the whole class the events in the story that would make the most interesting newspaper reports, or you may prefer to choose for them. Possible headlines might be: *The Fire at Thornfield Hall, Heiress Missing, Bigamous Wedding Stopped*
- Explain to your students that they are going to write a newspaper report. Discuss with them the need for newspapers to interest their readers so that they buy the paper again. Discuss different ways newspaper editors achieve this and the different kinds of papers, using examples familiar to your students.
- Put the students in pairs if you wish. You can set a limit to the length of the article at this point and decide whether or not a picture will be published alongside it.
- The students could begin by collecting the following information and arranging it into three lists. In the third list there is room to use the imagination.

- 1 What happened? Where? When? Who did it happen to? Why?
 - 2 The sequence of events.
 - 3 The visible consequences and possible future consequences.
- Then the students can work independently to write the report in three or more paragraphs. They might try to use a particular style and perhaps finish with a question which will make readers buy the next issue of the newspaper to find out the answer.

Project

Mr Briggs' file on the Eyre family No WS

- Mr Briggs becomes involved in the story at the wedding. He is the lawyer from London brought in by Mr Mason. He is also the means by which Jane learns that the Rivers are her relatives. Your students are going to create the file he has on the whole business in his office.
- Discuss with the class what a lawyer's files would contain. There would be:
 - dates and times of meetings
 - notes on what was discussed
 - letters resulting from those meetings
 - times, dates and costs of travel
 - a copy of each bill to the client
- Get the class to decide the particular documents that would be in Mr Briggs' file on the Eyre family. For instance, there would be notes about the initial meeting with Mr Mason when he returned in such a hurry from Madeira to stop the wedding. There would be a record of the travel involved in going to the village. These expenses and a fee would be included in the bill sent afterwards to Mr Mason. There would also be notes on what happened. Later there would be the letter Mr Briggs sent to Mr Rochester to find out where Jane was and Mrs Fairfax's answer.
- When you have a list of what papers are in the file, students can choose which document they each want to be responsible for. Set a date to have all the documents ready and help the students find sources for research if needed.
- You might like to set a size for the documents at this stage. Later you may want to make copies of the file for each student to keep. It may be more convenient to have these copies in A4 size or perhaps the same size as the book.

Do these activities before you read the story.

ACTIVITY 1 Talking about a picture

Look at this picture from the book and listen to the description of it that will be read to you. When you hear something described incorrectly, stop the reader and suggest a correct description. Then continue listening.



ACTIVITY 2 Weather

Sort these descriptions of weather conditions into the columns according to your own opinion.

- | | | |
|---------------------------------|---------------------------------|---|
| Rain beat on the window. | The wind became less cutting. | wild and snowy |
| silent trees under the grey sky | foggy, wet spring air | The day was fine again. |
| Snow was beginning to fall. | Snow lay deep on the ground. | The bright moon woke me. |
| rain, wind and darkness | through heavy rain | A gentle wind blew. |
| The autumn sun was shining. | The wind began to howl. | By evening the snow was deep in the valley. |
| The wind died. | a fine, cold day | The wind was whispering. |
| wet, cold day | Wind blew in the trees outside. | |
| The storm crashed. | ice in places on the road | |

Good	Bad	Getting better	Getting worse

Do these activities before you read the story.

ACTIVITY 3 Then and now

This table tells you some facts about modern life. Fill in the column headed 'Then' with what you think was true about the same things in 1850. Some things may not have changed much.

NOW	THEN
People travel by car or plane.	
About one third of marriages end in divorce.	
People communicate immediately by telephone or fax.	
Good-looking young women often marry older, richer men.	
People light and heat their homes using electricity.	
The population of Greater London is about 10 million.	
People consider wealth a measure of how important they are.	
Languages and sciences are taught in schools.	
Women's clothes sometimes look the same as men's.	
Men often have longer hair than women.	
In one day you can fly half way around the world.	
People learn about social behaviour from the television.	

ACTIVITY 4 Find the words

In this wordsearch you will find 18 words for occupations or family relationships. As you find them write them down. You should read left to right, top to bottom or diagonally upwards and downwards.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

P J H U S B A N D N X W I Y L
 I G O V E R N E S S H A U N T
 D A U G H T E R E U K J E S W
 M J S Q V I C A R O R P H A N
 G T E A C H E R V X T P Y A U
 W P K U I L Q M A I D C M J R
 I Z E N B A X C N J O H E W S
 F Q E C M W U B T U C R R Y E
 E M P L O Y E R S A T Q C M L
 P T E E J E W I O S V N H Z A
 B V R U Q R N C D Y R V A Z D
 X D W G E N T L E M A N N D Y
 M G U O V X J P W R C F T Z A

Do these activities while you are reading the story, after the chapters given.

ACTIVITY 7 A letter

Do this activity after reading Chapter 3.
You have discussed with your partner what Mrs Reed might write about Jane in her letter to the owner of a school. Now complete her letter to Mr Brocklehurst.



Gateshead Hall, Gateshead,
Northumberland

Mr Brocklehurst,
Lowood Institution,
Lowood,
Durham

Dear Sir,

I understand that you have a school for

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Yours sincerely,

ACTIVITY 8 A questionnaire about the school

Do this activity after reading Chapter 9.
Fill in all the information you can find from Chapters 5, 6, 7, 8 and 9. There may be sections that you cannot complete.

Name of School

Name of owner

Type of school

Number of pupils

Academic subjects taught

.....

.....

Other activities

.....

.....

Accommodation

Bathroom facilities

Sickroom facilities

Uniform

Diet

Parents' access possible on which days

.....

Cost per year

Do this activity after reading Chapter 13.

ACTIVITY 9 Character grid

Start this activity after Chapter 13.

Down the side of this chart you will find a list of characteristics. Along the top you will find the names of some of the characters in this story. Follow your teacher's instructions as to how to fill in this chart.

Characteristics	Jane Eyre	Mrs Reed	Helen Burns	Mr Rochester	Blanche Ingram	St John Rivers
arrogant						
beautiful						
bitter						
careless						
caring						
courageous						
cruel						
dangerous						
dull						
emotional						
fearful						
fair						
forgiving						
friendly						
honest						
independent						
jealous						
kind						
modest						
optimistic						
passionate						
patient						
plain						
poor						
religious						
rich						
rough						
self-disciplined						
sensible						
sensitive						
severe						
sincere						
slim						
smart						
sophisticated						
superficial						
unforgiving						
unjust						
violent						

Do these activities after reading the whole story.

ACTIVITY 15 Reported questions

Here are six reported questions from the story. Write the actual words that you think the speaker used. Write as if you were Jane Eyre.

- 1 p17 He asked what other things made me unhappy.
.....
 - 2 p29 Helen asked me about my life before Lowood.
.....
 - 3 p30 He asked why bread and cheese had been served twice in the past two weeks.
.....
 - 4 p36 I asked which room she was in.
.....
 - 5 p100 Mr Rochester asked me to eat with him that evening.
.....
 - 6 p117 They asked where I had come from and who my friends were.
.....
- Now make these actual words from the story into reported questions. Write as if you were Mr Rochester:
- 7 p61 'Do you agree, Miss Eyre, that I have the right to give you orders?' he asked.
.....
 - 8 p66 'Who else is in the room? Have you tried to drown me?' he demanded.
.....
 - 9 p93 'Where have you been this last month?' he cried.
.....
 - 10 p103 'Why are you out in the wind and the rain?'
.....
 - 11 p104 'Does my explanation satisfy you, Jane?'
.....

- 12 p133 'Who is this? What is this?' he demanded.
.....
- 13 p136 'What good am I to a young plant like you?'
.....
- 14 p136 'Jane, will you marry me?'
.....

ACTIVITY 16 Who said this?

Here are some quotations from the book. Write the name of the speaker in the space given.

- 1 Take her away to the red room and lock her in there.
- 2 You and I and all of us here are charity children.
.....
- 3 I thank God I have finished with governesses!
.....
- 4 She said she would drink my blood and empty my heart.
- 5 And have you brought a little present for Miss Eyre, sir?
- 6 And finding you has now become an urgent matter.
- 7 My nerves are fine. She was real.
- 8 I find no such meal as lunch mentioned in the regulations.
- 9 Your eyes did not strike my inmost heart for nothing.
- 10 If you continue to act as a good girl, then we will not think of you as wicked.

KEY TO BOOK EXERCISES

A Comprehension

Chapters 1-4

- 1 c and f
- 2 Dr Lloyd suggests that Jane should go to school.
- 3 Because Georgiana is beautiful and Jane is plain.
- 4 Mrs Reed tells Mr Brocklehurst that Jane often lies.

Chapters 5-10

- 5 Because the porridge they had was burnt.
- 6 £15 a year.
- 7 She suffers the bullying patiently.
- 8 She thinks she would break the stick Mrs Scatcherd uses to beat Helen.
- 9 Because she realises that Helen is very ill.
- 10 Because the air was wet and they lived in crowded conditions.
- 11 He was going to visit an island, Madeira. He was a wine merchant.

Chapters 11-16

- 12 Because it's too quiet. She wants a more exciting life.
- 13 Because her life is more eventful/she is falling in love with Mr Rochester.
- 14 Because she thinks it is stupid to think that Mr Rochester admires her.

Chapters 17-26

- 15 He is shocked and goes very pale. He asks Jane to get him a glass of wine and tell him what the visitor is doing.
- 16 He is anxious to keep the news of the attack on Mr Mason a secret.
- 17 He probably intended to say that Jane was God's instrument.
- 18 He tells Jane that John Reed has killed himself after spending half the family fortune and Mrs Reed had an attack when she learned the news.
- 19 That her uncle, John Eyre, has made his fortune in Madeira and wants to adopt Jane as his daughter and leave her his money when he dies.
- 20 To tell him that she is going to marry Mr Rochester.
- 21 That Mr Rochester already has a wife.
- 22 Jane's uncle in Madeira.
- 23 That his first wife's mother was mad and that there was madness in the family.

Chapters 27-35

- 24 Because she thinks that Jane is part of a gang of robbers.
- 25 Jane does not want her true identity to be known because she is afraid she will be found by Rochester.
- 26 St John and Jane are cousins.
- 27 Because she doesn't want to upset him. She does not think that what happened then is important as the rest of her life will be happy.

B Working with Language

1

- 1 Mason was attacked and bitten by his sister, Bertha.
- 2 The horse-chestnut tree was struck (by lightning).
- 3 Jane's wedding was interrupted by Mr Briggs.
- 4 Jane was left a fortune by her uncle in Madeira.
- 5 The servants were saved from the fire by Mr Rochester.

2

- 1 ...I wouldn't have been sent away to school.
- 2 ...they wouldn't have died of typhoid fever.
- 3 ...I would have been too shy to speak to him.
- 4 ...he would have died.
- 5 ...wouldn't have had to work as a governess.

3

- the weather: lightning, storm, snow, monsoon, foggy
 the world outdoors: road, rock, horse-chestnut tree, gate, rose, orchard, crossroads, drive, stream
 the world indoors: attic, dormitory, sofa, window seat, passage, corridor, desk, candle

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Richmond Publishing
58 St Aldates
Oxford OX1 1ST
United Kingdom

© Richmond Publishing 1997
First published 1997

Revised 2010
EAN: 8431300108158



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Design: Giles Davies Design
Illustrations: Jerry Collins, David Cusik
