

How to use your York Notes Workbook

There are lots of ways your Workbook can support your study and revision of *Jane Eyre*. 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
<p>Do you have the York Notes Study Guide for <i>Jane Eyre</i>?</p> <p>The contents of your Workbook are designed to match the sections in the Study Guide, so with the novel to hand you could:</p> <ul style="list-style-type: none"> ● 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. 	<p>Think you know <i>Jane Eyre</i> well?</p> <p>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.</p> <p>You could make a revision diary and allocate particular sections of the Workbook to a day or week.</p>	<p>Prefer to do all your revision in one go?</p> <p>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!</p> <p>This will be quite a challenge, but it may be the approach you prefer.</p>

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

Parts Two to Five offer a range of tasks and activities:

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 for 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 provided for you to fill in with your own ideas

The first sentence of the essay 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 or marker's view of the student's work will 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 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 Which of these statements about the novel are **TRUE** and which are **FALSE**? Write 'T' or 'F' in the boxes:

- a) The novel is written in the third person.
- b) A non-fiction account of a life told by the subject is called an autobiography.
- c) Jane never addresses the reader directly.
- d) Charlotte Brontë uses imagery from the natural world to suggest particular meanings.
- e) Charlotte Brontë uses dreams as important symbols for Jane's interior life.
- f) There is no significance to the names that Charlotte Brontë gives her characters.
- g) The narrative is written entirely in the past tense.

THINKING MORE DEEPLY 

2 Write **two or three sentences** to explain how Charlotte Brontë has used imagery to convey ideas about characters in each of these quotations:

a) Blanche Ingram: 'her mind was poor, her heart barren by nature: nothing bloomed spontaneously on that soil; no unforced natural fruit delighted by its freshness' (Ch. 18, pp. 215–16)

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b) St John Rivers: 'came in out of the frozen hurricane ... the cloak that covered his tall figure all white as a glacier' (Ch. 33, p. 435)

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THINKING MORE DEEPLY 

c) Jane described by Rochester: 'the soul made of fire, and the character that bends but does not break ... I like the sense of pliancy you impart; and while I am twining the soft, silken skein round my finger, it sends a thrill up my arm to my heart' (Ch. 24, pp. 300–01)

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d) Mr Rochester: 'his presence in a room was more cheering than the brightest fire' (Ch. 15, p. 172)

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3 Complete this table to explore how Charlotte Brontë uses **Gothic imagery**:

	Examples of Gothic imagery	Effect or explanation
Jane's thoughts in the red-room (Ch. 2, pp. 20–21)	'the dimly gleaming mirror' 'dead men ... revisiting the earth' A sudden mysterious light Jane's physical sensations of horror	Charlotte Brontë builds tension through Jane's fears and imaginings in the dark, gloomy room. Her intense expression of emotion makes her appear all the more vulnerable.
The night of the fire in Rochester's room (Ch. 15, p. 173)		
Thornfield Hall on Jane's return (Ch. 36, pp. 489–90)		

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