Year 9 English 1: Jane Eyre

Chapter breakdown

1	On a bitter day, Jane is curled up with a book when her cousin, John Reed, discovers her and hits her. She fights back and is sent to the red-room.
2	Jane is locked in the red-room. She sits in turmoil until she hears and sees something odd. She begs to be let out. She faints.
3	Jane wakes up in the nursery. Bessie and Mr Lloyd are there. Jane is miserable. Mr Lloyd talks to Jane about going to school.
4	Jane is visited by Mr Brocklehurst, the headteacher at Lowood School. After his visit, Jane and Mrs Reed argue. Jane says she will never call her 'aunt' again.
5	Jane travels to Lowood School. She meets Miss Temple, the kind teacher, and Helen Burns, another pupil.
6	Helen is thrashed for having dirty hands. Later, she talks with Jane and explains that it is better to forgive and be patient than to get angry and seek revenge.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a liar in front of all the teachers and pupils. Helen smiles at Jane, bringing Jane hope.
8	Afterwards, Jane and Helen visit Miss Temple. Miss Temple says she believes that Jane is not a liar. Jane listens to Miss Temple and Helen's fascinating conversations. Miss Temple hears from Mr Lloyd that Jane is not a liar, and tells the school.
9	Jane enjoys the area around Lowood in the spring. Typhus breaks out at Lowood School. Lots of girls get sick. Many die. Helen Burns dies of tuberculosis.
10	Eight years pass. Jane has become a teacher at Lowood School. Mr Brocklehurst had his power removed when his treatment at the school was discovered. Jane applies to be a governess for a family at Milcote.

Locations

Gateshead Hall
Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.

Lowood School
Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.

Characters

Jane Eyre The main character. A young, intelligent, and passionate orphan. *"You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"*

Mrs Reed – Jane's aunt She neglects and abuses Jane and is glad to send her away to Lowood School. *"Guard against her worst fault, a tendency to deceit"*

Mr Brocklehurst – The governor of Lowood school A cruel and hypocritical Christian. He believes in driving evil from children through harsh discipline. *"Punish her body to save her soul"*

Helen Burns – Jane's friend A kind and forgiving Christian. She inspires Jane to be more patient and accepting. She dies of tuberculosis at 14. *"Love your enemies; bless them that curse you; do good to them that hate you and despitefully use you."*

Miss Temple The kind and understanding teacher at Lowood. Offers care and affection to Jane and Helen. *"You shall be publicly cleared from every imputation: to me, Jane, you are clear now."*

Key words

orphan – a child whose parents have died.

dependent – someone who relies on another person to support them financially. Jane is a **dependent** because she relies on Mrs Reed to feed, clothe and house her.

oppress (vb.) – to treat a group of people in an unfair way, often by limiting their freedom.

juxtaposition – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

thesis – the main idea that you want to discuss throughout an essay.

humiliate (vb.) – to make someone feel stupid or ashamed. If something makes you feel stupid or ashamed, you could describe it as **humiliating.**

hypocrite – someone who says one thing, but does the opposite at another time.

comeuppance – when a villain receives some form of punishment for what they did.

Victorian attitudes to childhood

1	A child is a blank slate and can be trained to develop into a rational being.
2	A child is born completely **innocent** and **pure**. They are only contaminated by contact with corrupt forces.
3	The child is born evil and must therefore be controlled and punished in order to submit to the rules of God and society.

Biographical information

1	'Jane Eyre' written in 1847 by Charlotte Brontë.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at school and as a young woman.
3	'Jane Eyre' was unusual when it was published because it is written in the first-person from a female perspective.

Year 9 English 2: Small Island

About the play

Small Island is a novel written by Andrea Levy. In 2019, it was adapted into a play by Helen Edmunson. Although a work of fiction, Small Island takes place in the 1920s - 1940s. It tells the story of Hortense and Michael who emigrated from the Caribbean to England on the Empire Windrush in 1948. It shows the relationships they form, and the challenges they face starting a new life in a new country.

Key words

adversity - an extremely difficult situation **adverse** – extremely difficult

ambition – an ambition is something you want to achieve in life

Colony - A country that is ruled by a foreign nation is called a colony.

Dignified – if you are dignified, you are worthy of honour and respect.

Discriminate - to treat someone or a group of people unfairly because of their sex, race, religion or disability.

Euphemism – a euphemism is any phrase that hides another meaning.

Stigma - a set of negative and often unfair beliefs that a society or group of people have about something.

Stagecraft

A play is written to be performed in front of an audience.

A play is divided into acts and scenes.

A **change in scene** shows a **change in place or a change in time.**

The end of an act is more significant than other moments in a play.

Stage Directions tell us a lot about a character's feelings and motives.

Characters can **talk to the audience** to **reveal** their thoughts, feelings, and memories.

Tableau – A tableau is when some of the actors freeze in the middle of the action. It reveals a character's thoughts or feelings at a particular moment.

Characters



Hortense is a Jamaican woman. As a child she is given away by her mother in the hope that she has a better life. She is clever and proud. At the beginning of the play, Hortense has strong views about morality and the world. Hortense marries Gilbert not because she loves him, but so that she can go to England and fulfil her ambition of becoming a teacher in a country where she will be respected - 'no-one will feel sorry for I'. Hortense struggles to adjust to the reality of life in England as her dreams of being a teacher are rejected. At the end of the play, Hortense's feelings for Gilbert transform into love and pride at the end of the play when he addresses Bernard after his racist outburst.



Gilbert is a Black Jamaican man. His ambition is to become a lawyer in England. Gilbert is intelligent, charming and kind. Like Michael, he joins the RAF during The Second World War. Gilbert is a positive character who, like Hortense, has to adapt to the adverse situations he finds himself in. At the end of the play, Gilbert becomes mature and responsible by adopting baby Michael as his own with Hortense. He also realises that Hortense is worth 'more than the price of a ticket' to England. He ends the play with dignity and Hortense's admiration.



Queenie is a British woman. At the start of the play, Queenie dreams of romance and having her own family. Queenie marries Bernard, but she is unhappy in her marriage. She says 'It's not what I imagined for myself'. Queenie is overwhelmed by the stigma of raising a black child. At the end of the play, she gives baby Michael away saying, 'You know what? I don't think I've got the guts for it'.



Bernard is an English man. Bernard is quiet, nervous and old-fashioned. His ambition is to impress Queenie. Bernard is hostile to anyone who's not of his own race or class. Bernard typifies the racist attitudes that were prevalent in post-war Britain. His unwillingness to change his attitude makes him an unsympathetic character.

Events in the play: Act One



The play opens in Jamaica - 1939. Hortense prepares for the arrival of a hurricane and tells her story. The hurricane hits. Michael appears, shoving Hortense out of the way and rushing to passionately kiss Mrs Ryder.

We then move to England – 1941. Queenie rents out rooms in Bernard's house to soldiers. There is an instant attraction between Queenie and Michael. Hortense says she will lend Gilbert the money for the passage to England, if he marries her and sends for her once he has a place to live in England.

Events in the play: Act Two



The play ends in London- 1948. Gilbert and Hortense are discriminated against by colleagues, neighbours and Bernard. Queenie gives birth to Michael's baby. Queenie hands her baby to Hortense and Gilbert. They promise they will be proud of the child and he will be loved.



Year 9 English 3: Poetry

Poem and poet	Types of journeys	Key quotations
'Wherever I Hang' Grace Nichols	• Physical from Guyana to England • Spiritual reflection of the changes she has made in her viewpoints	1. 'I leave me people, me land, me home / For reasons I not too sure' 2. 'And de people pouring from de underground system / Like beans' 3. 'I don't know really where I belaang'
'The Night Mail' W. H. Auden	• The journey of letters across the country	1. 'This is the Night Mail crossing the border, / Bringing the cheque and the postal order' 2. 'All Scotland waits for her; / In the dark glens, beside the pale-green sea lochs / Men long for news' 3. 'For who can bear to feel himself forgotten?'
'Swing Low Sweet Chariot' Wallace Willis	• The journey of slaves to freedom • The journey of Christians to heaven	1. 'Swing low, sweet chariot. Coming for to carry me home' 2. 'Tell all my friends I'm coming too, Coming for to carry me home.' 3. 'But still me soul feels heavenly bound'
'The Canterbury Tales' Geoffrey Chaucer	• Pilgrimage to Canterbury • From the city to the countryside	1. 'pilgrims were they all / That toward Canterbury would ride' 2. 'When April with his showers sweet with fruit / The drought of March has pierced unto the root' 3. 'Of England they to Canterbury wend'
'Telling Tales' Patience Agbabi	• Pilgrimage to Canterbury • The journey of language evolving over time	1. 'On this Routemaster bus: get cerebral/Tabard Inn to Canterbury Cathedral' 2. from the grime to the clean-cut Iambic,/rime royale, rant or rap, get your slam kick 'Chaucer Tales, track by track, here's the remix'
'The Song of Wandering Aengus' W. B. Yeats	• Aengus's successful fishing expedition • His unsuccessful quest for the glimmering girl	1. 'I went out to the hazel wood / Because a fire was in my head' 2. 'It had become a glimmering girl' 3. 'Though I am old with wandering / Through hollow lands and hilly lands'
'The Road Not Taken' Robert Frost	• Reflecting on the journey taken between two roads • The journey as a metaphor for a decision	1. 'I took the one less travelled by, / And that has made all the difference' 2. 'And both that morning equally lay' 3. 'I shall be telling this with a sign / Somewhere ages and ages hence'
'My Father Thought It' Simon Armitage	• The journey of growing up	1. 'My father thought it bloody queer / the day I rolled home with a ring of silver in my ear' 2. 'the hole became a sore, became a wound, and wept' 3. 'At twenty-nine, it comes as no surprise to hear / my own voice breaking like a tear'

Year 9 English 4 Reading For Study

Forms of writing and examples

Descriptive writing
Novels
Travel writing
Scriptwriting

Persuasive writing
Debates (arguing a point of view)
Adverts
A sales pitch

Informative writing
Articles
Presentations
Essays/ Reports
Leaflets

Key Vocabulary
Controversial
Parallel
Authoritarian
Colonisation
Decolonisation
Dystopia
Juxtapose
Foreign
Subvert
Norm
Status quo

Writing Tips from Top Writers of Fiction

'A short story must have a single mood and every sentence must build towards it.'- **Edgar Allen Poe**

'Tell the one story that matters to you.' -**Toni Morrison**

'Plan out the world your stories will live in.' - **JK Rowling**

'Simplicity is the ultimate sophistication.'- **Leonardo Da Vinci**

Punctuation

. Full stop Marks the end of a sentence/ completed idea.

, Comma Used to separate items in a list. It is also used to add extra information in a complex sentence. Commas are also used after a connective that opens the sentence.

- Dash By using a dash in a sentence, it means additional/ extra information is being added.

; Semi- Colon Allows for extra information about the first part of the sentence to be added. It can also stand in the place of 'this is because...'

: Colon Indicates that a list will follow.

" " Speech marks Everything within these markers suggest they are spoken.

' 'Quote marks Often this is to show what has been said elsewhere/ before. Occasionally, they can be used to show speech too instead of " ".

? Question mark Only used when a question is asked (including rhetorical questions).

! Exclamation mark This marker is used to indicate shock/ surprise/ shouting. It should be used sparingly for effect.

( ) Parenthesis Also known as brackets. They allow for additional, side information to be added.

Subject Terminology
Dialogue
Mood
Atmosphere
Setting
Characterisation
Narrative voice
Narrative point of view
Imagery
Authorial intrusion
Thematic
Juxtaposition
Adverbial opener
Implicit
Explicit