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grammar, style, and proofreading exercises

# **The Grammar Dog Guide to Jane Eyre by Charlotte Bronte**

**All exercises use sentences from the novel.  
Includes over 250 multiple choice questions.**

## About Grammartdog

Grammartdog was founded in 2001 by Mary Jane McKinney, a high school English teacher and dedicated grammarian. She and other experienced English teachers in both high school and college regard grammar and style as the key to unlocking the essence of an author.

Their philosophy, that grammar and literature are best understood when learned together, led to the formation of Grammartdog.com, a means of sharing knowledge about the structure and patterns of language unique to specific authors. These patterns are what make a great book *a great book*. The arduous task of analyzing works for grammar and style has yielded a unique product, guaranteed to enlighten the reader of literary classics.

Grammartdog's strategy is to put the author's words under the microscope. The result yields an increased appreciation of the art of writing and awareness of the importance and power of language.



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*JANE EYRE* by Charlotte Bronte – Grammar and Style  
*All exercises use sentences from the novel*

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## SAMPLE EXERCISES - JANE EYRE by Charlotte Bronte

### EXERCISE 5 COMPLEMENTS

Identify the complements in the following sentences. Label the underlined words:

*d.o.* = direct object

*i.o.* = indirect object

*p.n.* = predicate nominative

*o.p.* = object of preposition

*p.a.* = predicate adjective

- \_\_\_1. I was a precocious actress in her eyes: she sincerely looked on me as a compound of virulent passions, mean spirit, and dangerous duplicity.
- \_\_\_2. I examined, too, in thought, the possibility of my ever being able to translate currently a certain little French story-book which Madame Pierrot had that day shown me; nor was that problem solved to my satisfaction ere I fell sweetly asleep.
- \_\_\_3. The school, thus improved, became in time a truly useful and noble institution.

### EXERCISE 6 PHRASES

Identify the phrases in the following sentences. Label the underlined words:

*par* = participial *ger* = gerund *inf* = infinitive *appos* = appositive *prep* = prepositional

- \_\_\_1. There was no possibility of taking a walk that day.
- \_\_\_2. I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie . . .
- \_\_\_3. Accustomed to John Reed's abuse, I never had an idea of replying to it; my care was how to endure the blow which would certainly follow the insult.

### EXERCISE 9 STYLE: FIGURATIVE LANGUAGE

Identify the figurative language in the following sentences. Label underlined words:

*p* = personification

*s* = simile

*m* = metaphor

*o* = onomatopoeia

*h* = hyperbole

- \_\_\_1. They had got me by this time into the apartment indicated by Mrs. Reed, and had thrust me upon a stool: my impulse was to rise from it like a spring; their two pair of hands arrested me instantly.
- \_\_\_2. Superstition was with me at that moment; but it was not yet her hour for complete victory: my blood was still warm; the mood of the revolted slave was still bracing me with its bitter vigour . . .
- \_\_\_3. Mrs. Reed's hands still lay on her work inactive: her eye of ice continued to dwell freezingly on mine.

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**EXERCISE 12      STYLE: ALLUSIONS**

**Identify the type of allusion in the following sentences. Label the underlined words:**

a. historical      b. mythological      c. religious      d. literary      e. folklore

- \_\_\_1.      “I thought Medusa had looked at you, and that you were turning to stone . . .”
- \_\_\_2.      Abbot, I think, gave me credit for being a sort of infantile Guy Fawkes.
- \_\_\_3.      “. . . I hope you feel the content you express: at any rate, your good sense will tell you that it is too soon yet to yield to the vacillating fears of Lot’s wife.”

**EXERCISE 13      STYLE: LITERARY ANALYSIS – SELECTED PASSAGE 1**

**Read the following passage the first time through for meaning.**

During January, February, and part of March, the deep snows, and, after their melting, the almost impassable roads, prevented our stirring beyond the garden walls, except to go to church; but within these limits we had to pass an hour every day in the open air. Our clothing was insufficient to protect us from the severe cold: we had no boots, the snow got into our shoes and melted there; our ungloved hands became numbed and covered with chilblains, as were our feet: I remember well the distracting irritation I endured from this cause every evening, when my feet inflamed; and the torture of thrusting the swelled, raw, and stiff toes into my shoes in the morning. Then the scanty supply of food was distressing: with the keen appetites of growing children, we had scarcely sufficient to keep alive a delicate invalid. From this deficiency of nourishment resulted an abuse, which pressed hardly on the younger pupils: whenever the famished great girls had an opportunity, they would coax or menace the little ones out of their portion. Many a time I have shared between two claimants the precious morsel of brown bread distributed at tea-time; and after relinquishing to a third, half the contents of my mug of coffee, I have swallowed the remainder with an accompaniment of secret tears, forced from me by the exigency of hunger.

Sundays were dreary days in that wintry season. We had to walk two miles to Brocklebridge Church, where our patron officiated. We set out cold, we arrived at church colder: during the morning service we became almost paralysed. It was too far to return to dinner, and an allowance of cold meat and bread, in the same penurious proportion observed in our ordinary meals, was served round between the services.

At the close of the afternoon service we returned by an exposed and hilly road, where the bitter winter wind, blowing over a range of snowy summits to the north, almost flayed the skin from our faces.

**Read the passage a second time, marking figurative language, sensory imagery, poetic devices, and any other patterns of diction and rhetoric, then answer the questions below.**

- 1 During January, February, and part of March, the deep snows, and, after their melting, the almost
- 2 impassable roads, prevented our stirring beyond the garden walls, except to go to church; but within
- 3 these limits we had to pass an hour every day in the open air. Our clothing was insufficient to protect
- 4 us from the severe cold: we had no boots, the snow got into our shoes and melted there; our ungloved
- 5 hands became numbed and covered with chilblains, as were our feet: I remember well the distracting

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6 irritation I endured from this cause every evening, when my feet inflamed; and the torture of thrusting  
7 the swelled, raw, and stiff toes into my shoes in the morning. Then the scanty supply of food was  
8 distressing: with the keen appetites of growing children, we had scarcely sufficient to keep alive a  
9 delicate invalid. From this deficiency of nourishment resulted an abuse, which pressed hardly on the  
10 younger pupils: whenever the famished great girls had an opportunity, they would coax or menace  
11 the little ones out of their portion. Many a time I have shared between two claimants the precious  
12 morsel of brown bread distributed at tea-time; and after relinquishing to a third, half the contents of  
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15 Sundays were dreary days in that wintry season. We had to walk two miles to Brocklebridge Church,  
16 where our patron officiated. We set out cold, we arrived at church colder: during the morning service  
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18 bread, in the same penurious proportion observed in our ordinary meals, was served round between  
19 the services.

20 At the close of the afternoon service we returned by an exposed and hilly road, where the bitter winter  
21 wind, blowing over a range of snowy summits to the north, almost flayed the skin from our faces.

- \_\_\_ 1. ALL of the following descriptions are parallel in meaning EXCEPT . . .
- a. *hands became numbed and covered with chilblains* (Line 5)
  - b. *swelled, raw, and stiff toes* (Line 7)
  - c. *scarcely sufficient to keep alive a delicate invalid* (Line 8 and 9)
  - d. *almost flayed the skin from our faces* (Line 21)
- \_\_\_ 2. ALL of the following conflicts are described in the passage EXCEPT . . .
- a. The orphans versus Nature
  - b. The orphans versus themselves
  - c. Orphans versus orphans
  - d. Orphans versus the orphanage
- \_\_\_ 3. The PREDOMINANT sensory imagery in the passage is . . .
- a. sight    b. sound    c. taste    d. touch