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| **ENGLISH**  **Year 10 Week Commencing 20th April**  **Home Learning Tasks**  **An Inspector Calls - <https://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams11/English/Modern%20Text/An%20Inspector%20Calls_text.pdf>** | **Task Number** | **Task** | **Things to think about** |
| **Tasks** | Week 3  Lesson 1 of 5 | 1. Read from the start of Act 3 to where the Inspector says ‘You can't even say “I'm sorry, Eva Smith.”’  2. Answer the tasks which are in the ‘Things to think about section.’ | Tasks – please use quotes (evidence from the text) to support your answers.   1. In no more than 50 words, summarise what the reader learns from these six pages. 2. The character of Eric  * The act opens with Eric asking “You know, don’t you?” Explore what the Inspector and Sheila know. * Why do you think J. B. Priestley chose to wait to reveal this to the audience? * Eric divulges that he met the girl ‘In the palace bar. I'd been there an hour or so with two or three chaps. I was a bit squiffy’. What does the adjective “squiffy” show us about Eric? How did this affect his behaviour towards her? * In the dialogue between the Inspector and Eric, Eric describes the events that transpired between Eva/ Daisy and himself. “Hellish thing”, “I insisted”, “She told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty”. Looking at these quotations, what can the reader infer happened between them? Analyse the adjectives “hellish” and “nasty” to support your response.  1. Create a poster on the character of Eric. Include key quotations, links to context (young, upper-class men in the Edwardian era), how society would expect him to behave, and key words you would use to describe him. |
| Week 3  Lesson 2 of 5 | 1. Read from where Sheila says ‘That's the worst of it’ to Gerald saying ‘I'm almost certain. That's what I came back to tell you.’  2. Answer the tasks which are in the ‘Things to think about section.’ | Tasks – please use quotes (evidence from the text) to support your answers.  Inspector: But just remember this. One Eva Smith has gone – but there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives, and what we think and say and do. We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they well be taught it in fire and bloody and anguish. Good night.   1. Read through the monologue, identify where the playwright shows that we are responsible for each other in society. An example has been underlined for you. You then need to explore how he conveys this message- what methods are used and what is the effect on the reader.   For example, the repetition in the quote ‘millions and millions and millions’ suggests there are lots of vulnerable people out there beyond the upper class. It is suggesting that we should all be less self-centred and that we should look after people who are less fortunate than ourselves. This message pertains to the upper class more than most.   1. Once you have finished annotating the Inspector’s final speech, you should write a full response to the question: **How does J.B. Priestley show the importance of social responsibility in the Inspector’s final speech?**   You can watch this speech using this link: <https://www.youtube.com/watch?v=-U-Ng07IO0A>  **Challenge: Which other writer that you have studied, has the same intention as Priestley? Justify your response.** |
| Week 3  Lesson 3 of 5 | 1. Read from where Mr. Birling says ‘Good lad! You asked about him’ to Mr. Birling saying ‘She didn't call herself Eva Smith when she came to see you at the committee did she? ‘’  2. Answer the tasks which are in the ‘Things to think about section.’ | Tasks – please use quotes (evidence from the text) to support your answers.   1. What do we learn about the Inspector from this section? 2. Look at the stage directions for Mr. and Mrs. Birling at the beginning of this extract, “Triumphantly” and “Excitedly”. What do these adverbs show the reader about their response to this situation? 3. Imagine you are directing the play ‘An Inspector Calls’. You are holding auditions for the role of the Inspector. Create a criteria that the actor must achieve to secure the role.   For further guidance with this task, watch these actors play the Inspector and consider why they were chosen.  <https://www.youtube.com/watch?v=zXT0FgfrQWM> (from 10 minutes 15 seconds) <https://www.youtube.com/watch?v=-U-Ng07IO0A>   1. Who do you think the Inspector is? Explore your interpretation with reference to the text. |
| Week 3  Lesson 4 of 5 | 1. Read from when Mrs. Birling says ‘No, of course she didn't’ to when Mrs. Birling says ‘Well, why shouldn’t we?’ | Tasks – please use quotes (evidence from the text) to support your answers.   1. The older generation Birlings believe that they have no reason to regret their actions. Write a persuasive paragraph, where you argue your point of view. 2. The Birlings feel that they have been hoodwinked (conned). Write a summary of the con they feel they have been subjected to. Consider: the arrival of the Inspector, what the Inspector does, how the Inspector acts, props that the Inspector needs, how the Inspector uses the props, and etcetera. 3. Create a table on your page. Explore how the younger generation (Sheila and Eric) are presented differently to the older generation (Mr. and Mrs. Birling).  |  |  | | --- | --- | | **Younger generation** | **Older generation** | | * Take responsibility for their actions | * Do not take responsibility for their actions |   **Standard:** bullet-point the differences and include quotations to support your ideas.  **Challenging:** Explore how J. B. Priestly uses language to highlight the difference (e.g. the adverbs in question 2).  **Extra challenging:** Explore how the generational difference is presented throughout the whole play. You could use the clips below to aid you with this.  <https://www.youtube.com/watch?v=CZCOZ3lpc_g> <https://www.youtube.com/watch?v=c66IjhYckYU> |
| Week 3  Lesson 5 of 5 | 1. Read from when Sheila says ‘I tell you-‘to the end of the play.  2. Answer the tasks which are in the ‘Things to think about section.’ | Tasks – please use quotes (evidence from the text) to support your answers.   1. Why do you think Priestley decided to end the play in this way? Rank the ideas below from most to least relevant and justify your ideas. 2. Priestley wants us to know that the Inspector may call for us at any time. 3. Inspector Goole was a device to get us all to examine our consciences - it's not supposed to be realistic. 4. The ending gives all of the characters a second chance, to do it right this time. 5. The final line is a device to round off the play dramatically and memorably because Priestley couldn't think of any other way of ending it. 6. Priestley is suggesting that learning happens through time and from experience. 7. Create a timeline for the events of the play. You should have a minimum of ten events supported with quotations.   **Challenge: This play is cyclical- what is the effect of this? Structure**is often said to be**cyclical**when the conditions at the end are in the some way the same as they are at the beginning. |

**Extra learning opportunities:**

* Read the summary of Act 3 <https://www.sparknotes.com/drama/an-inspector-calls/section5/>
* Check your annotations using <https://genius.com/J-b-priestley-an-inspector-calls-all-acts-123-fully-annotated-annotated>
* Watch Mr. Bruff’s Act 3 analysis <https://www.youtube.com/watch?v=v_m3SMNk-SA>
* Watch Mr. Bruff’s analysis of the final speech <https://www.youtube.com/watch?v=GGwITPrb_Yc>
* Use Quizlet to test your knowledge on key quotations <https://quizlet.com/gb/214702653/an-inspector-calls-act-3-key-quotes-flash-cards/>
* Explore other students’ analysis of Act 3 <http://missharropyear11.blogspot.com/2012/12/the-inspectors-final-speech.html>