

**STUDY PLAN - DISTANCE LEARNING TERM II**

**Teacher: Ms. Aurine Saldanha**

**Class and Section: YEAR 10 B/C/F**

**Subject: English Literature (EDEXCEL GCSE)**

**Week 9 and 10: 18<sup>TH</sup> APRIL–29<sup>TH</sup> APRIL**                      **No. of lessons – 8 (Zoom -4 GC-2 and Async-2)**

**Student's access to Work:** Work sent to students through Class Group gmail or Google Classroom (email answers)/ Class English WhatsApp Group (Clear doubts)

**Topic: An Inspector Calls**

**Overall Objectives:** To examine the play and explore the use language used to create meanings and effects, themes.

To interpret the playwright's use of style in developing the ideas and themes

**Challenge – Researching on the various sources of the play.**

**RESOURCES: An Inspector Calls**

DATE	ACTIVITY
<b>T2 WEEK 9 and 10</b>	<b>18<sup>TH</sup> APRIL–29<sup>TH</sup> APRIL</b>
<b>18th to 29<sup>th</sup> April 2021</b>	<p data-bbox="436 305 762 337"><b>18<sup>TH</sup> APRIL AND 29<sup>TH</sup> APRIL</b></p> <p data-bbox="436 378 655 410"><b><i>Lesson Objectives</i></b></p> <ul data-bbox="489 418 1860 597" style="list-style-type: none"> <li>• To have a clear understanding of the context of the play</li> <li>• To analyse the Act 1 and to identify the speaker and the mood present in the play.</li> <li>• Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings</li> <li>• Describe how Priestley presents Gerald at the end of Act 1</li> </ul> <p data-bbox="436 638 638 670"><b><i>Success Criteria:</i></b></p> <ul data-bbox="489 678 1860 1295" style="list-style-type: none"> <li>• Examine the background of the playwright</li> <li>• Explore the playwright’s purpose &amp; time</li> <li>• Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings</li> <li>• Distinguish between what is stated explicitly and what is implied</li> <li>• Identify the theme and distinguish between themes</li> <li>• Support a point of view by referring to evidence in the text</li> <li>• Recognize the possibility of and evaluate different responses to a text, use understanding of ‘playwright’s social, historical and cultural contexts to inform evaluation</li> <li>• Make an informed personal response that derives from analysis and evaluation of the text</li> <li>• Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.</li> <li>• Able to understand &amp; identify the Central Idea, the use of literary &amp; linguistic devices.</li> <li>• Relate the play to its social, cultural &amp; historical context.</li> <li>• Explore the playwright’s purpose &amp; themes.</li> <li>• Able to integrate informed personal response.</li> </ul> <p data-bbox="436 1336 676 1369"><b>Learning Outcome:</b></p> <p data-bbox="436 1377 1020 1409">By the end of this lesson students will be able to:</p>

- explore how Priestley opens the play
- understand and explain the character of Sheila at the start of her journey
- understand the characters at the start of the play and their relationships with Sheila
- explore the way Priestley presents characters to an audience
- develop a response to writing tasks.

**Introduction:**

Explore the political changes and the class changes that occurred between 1912 and 1946. To explore political and social class in the play An Inspector Calls.

Let's read up to and including Mr. Birling's speech.

Think about the following questions:

What impression do you get of Mr. Birling?

**Individual task:**

Students write their thoughts regarding Gerald on their post it notes.

Students will then pass the post it notes to partner and compare.

**Silent reading**

Students will read the last two pages of Act 1.

**Role play:**

Students to perform in pairs thinking of how they would perform the stage directions. Students will then discuss this scene in pairs and then in fours answering a series of questions.

**Guided questions:**

1. When is the play set?
2. From the initial stage directions, how do we know that the Birlings have an affluent lifestyle?
3. Quote how the lighting is described at first, then when the inspector arrives.
4. Who is a 'heavy-looking, rather portentous man in his middle fifties'?
5. Who is 'not quite at ease, half-shy, half-assertive'?
6. Who is 'very pleased with life'?

7. Who is 'very much the easy well-bred young man-about-town'?
8. How is Mrs Birling described?
9. What are they celebrating?
10. Name the maid.
11. What type of businessman does Mr Birling think he is?
12. What does Sheila's engagement to Gerald mean to Arthur?
13. Name 2 major events that Birling predicts incorrectly in his long speech.
14. Why does Priestley script the doorbell to ring when it does?
15. On arrival, quote two words/phrases that illustrate the inspector.
16. Why was Eva dismissed from Birling and Co.?
17. Where does Eva get a job afterwards?
18. How does Eva die? (be specific!)
19. Who says: 'the way some of these cranks talk and write now, you'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive.'
20. Who says: 'You seem to be a nice, well-behaved family.'

Feedback from a few groups.

**Plenary:**

Read the beginning of the extract and think about the contradiction. Have a class discussion and bounce the response around the room.

**Analysing key quotes:**

Quotation	Who says it? What's it about?	Links to themes and context	Methods used and their effects
I don't play golf.	The Inspector to Mr Birling, in response to Mr B saying he knows the chief of police	Socialism / capitalism / class: in a capitalist society the middle classes use their connections to get power. The Inspector rejects this system.	Noun 'golf' as metaphor for using connections to exert power Verb 'play' suggests it is trivial, reflecting inspector's disdain.
A nice little promising life there, I thought, and a			

	nasty mess somebody's made of it.			
	It's too late. She's dead.			
	I'm sorry daddy.			
	But these girls aren't cheap labour – they're people.			
	(laughs rather hysterically) why – you fool – he knows. Of course he knows. And I hate to think how much he knows that we don't know yet. You'll see. You'll see.			
	As a hard-headed business man, who has to take risks and know what he's about – I say, you can ignore all this silly pessimistic talk			
	I gather there's a very good chance of a knighthood – so long as we behave ourselves, don't get into the police court and start a scandal – eh?			
	You'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive – community and all that nonsense.			
	Still, I can't accept any responsibility. If we were all responsible for everything that happened to everybody we'd had			

anything to do with, it would be very awkward, wouldn't it?			
Rubbish! If you don't come down sharply on some of these people, they'd soon be asking for the earth.			
So – for god's sake – don't say anything to the inspector.			
I don't know – really. Suddenly I felt I just had to laugh.			
Why wouldn't they try for higher wages?			

**Thinking questions:**

1. How and why does Priestley use dramatic irony to make Mr Birling appear foolish?
2. In what ways does the Inspector refuse to conform to the social conventions the Birlings hold dear?
3. How does Priestley create suspense in Act 1?

**Teacher input:**

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused

**Review & Reflect:** *The students will take the lead to recap the main point. Clearing of doubts.*