"Au revoir," said our visitor, and, with a bright, kindly glance from one to the other of us, she replaced her pearl-box in her bosom and hurried away. Standing at the window, I watched her walking briskly down the street, until the gray turban and white feather were but a speck in the sombre crowd.

"What a very attractive woman!" I exclaimed, turning to my companion.

He had lit his pipe again, and was leaning back with drooping eyelids. "Is she?" he said, languidly. "I did not observe."

"You really are an automaton,—a calculating-machine!" I cried. "There is something positively inhuman in you at times."

He smiled gently. "It is of the first importance," he said, "not to allow your judgment to be biased by personal qualities. A client is to me a mere unit,—a factor in a problem. The emotional qualities are antagonistic to clear reasoning. I assure you that the most winning woman I ever knew was hanged for poisoning three little children for their insurance-money, and the most repellant man of my acquaintance is a philanthropist who has spent nearly a quarter of a million upon the London poor."

"In this case, however—"

"I never make exceptions. An exception disproves the rule. Have you ever had occasion to study character in handwriting? What do you make of this fellow's scribble?"

"It is legible and regular," I answered. "A man of business habits and some force of character."

Holmes shook his head. "Look at his long letters," he said. "They hardly rise above the common herd. That d might be an a, and that l an e. Men of character always differentiate their long letters, however illegibly they may write. There is vacillation in his k's and self-esteem in his capitals. I am going out now. I have some few references to make. Let me recommend this book,—one of the most remarkable ever penned. It is Winwood Reade's 'Martyrdom of Man.' I shall be back in an hour."

**Quotation:**

**“ ‘You really are an automaton – a calculating machine,’ I cried. ‘There is something positively inhuman in you at times.’ He smiled gently.”**

**Interpretation:** Holmes’ genius is his ability to disregard all “emotional qualities” and focus on “clear reasoning”. Watson provides help but his views are clouded by emotion.

**Techniques:** Irony; Language; Adjectives; Juxtaposition.

**Analysis:**

* It is Holmes’ ability to operate mechanically (“automaton”), mathematically (“calculating”) and functionally (“machine”) that allows him to be so successful.
* Whilst the adjective “inhuman” may seem like a negative attribute, Holmes seems to take great pride in it – much like the Undesirables and Mr Sherman, his distance from society often proves invaluable.
* After Watson’s suggestion he is “inhuman”, Holmes “smiled gently”. The juxtaposition between the two images displays a gentle sense of irony and a sense of companionship and humour between the two of them.

**Use in essays on…**Companionship; Holmes; Justice; The Law; Society.

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**



**Use in essays on…**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**



**Use in essays on…**

**CHAPTER ESSAY QUESTION:**

**In this extract,**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

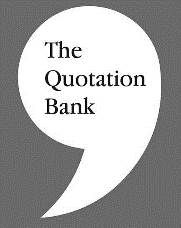
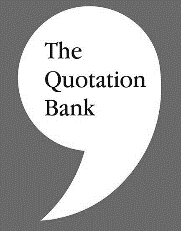






**Use in essays on…**

**The Sign of Four – Extract Analysis**



**The Quotation Bank® GCSE English Literature Study Guides – free photocopiable resource. www.thequotationbank.co.uk**

**Teacher notes:**

This activity is designed to be used in class or set as a homework, to help pupils develop their AO1 and AO2 skills.

The resource is designed so that it can be revisited multiple times with different extracts, or used by pupils independently, to develop a bank of annotated extracts over time.

One example quotation is provided, taken from The Quotation Bank®: The Sign of Four. The example models how to interpret a quotation, draw out the literary devices used, and analyse key words/techniques, as well as consider what exam questions this quotation could provide evidence for.

The Chapter section is left blank – a simple starter could be for pupils to locate the episode within the text. “In this extract” allows pupils to put the passage within a whole text context.

When using this resource with your pupils you may wish to give pupils two copies of the handout, so you can model the analysis with the whole class, using a quotation you have chosen, before they work independently.

Please note this resource is set at A3 size.

*Differentiated use of the resource:*

You may wish to give pupils suggested quotations to analyse, particularly where you feel pupils would benefit from more structure and support, or they could select their own. The template is provided as a Word document so you can type directly into the document to provide more scaffolding and support if you feel your pupils would benefit from this.

You may wish to give pupils a pre-chosen exam style question in the box at the bottom and ask them to find relevant quotations from the text before analysing them, or pupils could set their own exam question. This is an activity that could also work well in groups, with each member providing analysis for a different quotation before bringing them together in a group essay plan.

Pupil-focused instructions are provided below if you wish to use this resource for homework or independent learning.

**The Quotation Bank: Extract Analysis**

|  |  |
| --- | --- |
| **A01** | **Read, understand and respond to texts. Students should be able to:**   * **Maintain a critical style and develop an *informed personal response*** * **Use textual references, *including quotations*, to support and illustrate *interpretations*.** |
| **A02** | **Analyse the *Language, Form and Structure* used by a writer to *create meanings and effects*, using *relevant subject terminology* where appropriate.** |

This activity allows you to show off all your analytical and interpretative skills.

1. What chapter of the novel is this extract from? Quickly skimming through the text will remind you of where this extract comes from in the context of the rest of the novel.
2. Complete the sentence in the box at the bottom of the page, beginning, “In this extract….” You should explain what is happening in the extract.
3. Use the headings in the blank quotation boxes to help you analyse and interpret your chosen quotations

* Interpretation – Give your own personal response to the quotation. What does it suggest about a key theme or idea? What message is it conveying to the reader? You may want to include a brief contextual comment here if you like.
* Technique – What literary techniques are present in the quotation? This is just a list of techniques – you don’t need to analyse them at this point.
* Analysis – Break down the quotation into smaller parts and analyse the effect of language, form or structure. Aim for three different analytical points, covering three different techniques.
* Use in essays on…. Which possible exam questions or themes might this quotation be useful for?