

**A sample essay paragraph, using ideas directly from The Quotation Bank®**

***What is the Inspector’s role in An Inspector Calls?***

As a voice for social change, one of the Inspector’s roles is to turn workers such as Eva from “cheap labour” into “people”. The Inspector creates a very human image of Eva; she was not simply “labour”, but rather an individual who “needed” support from the society around her. His description of Eva creates immense sympathy from the audience; he describes how “she was here alone”, with “alone” highlighting her vulnerability and isolation. The tri-colon “friendless, almost penniless, desperate” refers to the layers of Eva’s suffering; “friendless” implies she struggles socially, “penniless” emphasises her economic hardship, whilst her psychological suffering is accentuated by the Inspector’s use of “desperate.” The Inspector juxtaposes her individual struggles with the support society should offer; “advice, sympathy, friendliness” are abstract nouns that cost nothing, yet Mrs Birling refuses them all. Eva’s humanity is heightened by the Inspector’s assertion that she “needed” help; “needed” is highly emotive, confirming that Eva did not just want support, but rather had an essential need for it to survive. In this way, the Inspector’s role is to force the Birlings, and the audience, to see the individual behind the “cheap labour”.

**A sample essay paragraph, using ideas directly from your chosen quotation.**

**Act**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**







**Use in essays on…**

**Act Two:**

**INSPECTOR: “She was here alone, friendless, almost penniless, desperate. She needed not only money but advice, sympathy, friendliness.”**

**Interpretation:** The Inspector creates a very human image of Eva – she was not a worker or a charitable case, but a human being who required support from others.

**Techniques:** Tri-colon; Juxtaposition; Abstract nouns.

**Analysis:**

* The image of a girl “alone” suggests vulnerability and isolation. The tri-colon refers to her struggling socially (“friendless”), economically (“penniless”) and psychologically (“desperate”).
* Her difficulties are juxtaposed with the solutions – “advice, sympathy, friendliness” are abstract nouns that cost nothing, yet Mrs Birling refused.
* “Needed” is a highly emotive word – Eva did not want or hope for support, she had an essential need for it to survive.

**Use in essays on…**Responsibility; Prejudice; Wealth; Society.

**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, or used by pupils independently, to develop a bank of revision flashcards over time.

One example quotation is provided, taken from The Quotation Bank®: An Inspector Calls. The ‘perfect paragraph’ models how pupils can use the structured analysis developed in box 1 to create an examination-style paragraph.

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.

*Differentiated use of the resource:*

You may wish to give pupils a list of quotations to analyse, particularly where you feel pupils would benefit from more structure and support. 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 theme, list of themes or techniques, and ask them to find relevant quotations from the text before analysing them. This is an activity that could work well in groups.

To stretch pupils, and with your most able pupils, you may ask them to select the quotations that they feel are most relevant and useful to revise.

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

**The Quotation Bank Flashcards and perfect paragraphs!**

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| **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. Choose a quotation from the text
2. Use the headings in the blank quotation box to help you analyse and interpret the quotation

* 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 audience or 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?

1. Once you have analysed the quotation in detail, use the points you have made to write a ‘perfect paragraph’. Set yourself an exam style question, and remember the following:

* Make sure the first sentence answers the question and gives a clear interpretation – try to use the terms in the question in your answer.
* Use all your analysis from the quotation box above, in full sentences, to develop your answer.
* Try to use appropriate connectives to give the paragraph a clear structure.
* In your final sentence it is really useful to go back and explicitly address the question again, using the terms from the question to show you are focussed on the question set.

1. You can cut out the quotation analysis box and keep it as a revision flashcard for your final exams.