

Year 9 Cycle 3a

English Booster Homework

Name: _____

Class / Advisory: _____

Teacher: _____

Each week, you will complete two short tasks: one linked to our current work on *An Inspector Calls* and one that builds general GCSE English skills.

Keep your work neat; complete all answers in this booklet.

You will complete a quiz on your learning each week in your English lesson on Tuesdays.

How to use this booklet:

- Complete both weekly tasks by the deadline.
- Bring the booklet to Tuesday lessons for the learning quiz.
- Record your quiz score on the tracking table.
- If you miss a quiz, still complete the tasks – your teacher will arrange a time to catch up.

Weekly Contents	Due Date	Completed	Score
1. Context & Key Terms	Tuesday 21 st April		
2. Characters & Sentences	Tuesday 28 th April		
3. Ideology & Micro-analysis	Tuesday 5 th May		
4. Mr Birling & Editing	Tuesday 12 th May		
5. Sheila vs Birling & Quotation Recall	Tuesday 19 th May		

Modern Text - Knowledge Organiser: *An Inspector Calls* by J.B. Priestley (1945)

Context and Setting		Dramatic Devices		Key Dramatic Devices	
1.Set: 1912	the play is set in the years before the outset of WWI	3.Sybil Birling	cold-hearted, snobbish, ignorant; represents the class system which Priestley abhorred	1.Morality Play	the audience are taught about the consequences of sins through the story; characters given opportunities to repent
2.Written: 1945	the play was written at the end of WWII when the country desired change	4.Gerald Croft	engaged to Sheila: confident, remorseful, arrogant; represents how ingrained attitudes were in the upper class , and how difficult it was to change them	2. Stage directions	instructions given to actors on stage; information about staging and lighting
3.Brumley	an industrial town in the North and the setting of the drama	5.Sheila Birling	daughter of the Birlings: naïve, assertive, insightful; represents the potential for change	3.dramatic irony	situations understood by the audience but not by the characters
4.Edwardian Period (1901-1914)	known for elegance and luxury among the rich and powerful but also for moral looseness	6.Eric Birling	son of the Birlings: assertive, emotional, guilt-ridden; alcoholism makes him less reasonable than Sheila	4.entranes and exits	of characters: timed for dramatic effect
4.class division	in 1912 there were great divisions between the upper / middle and lower classes	7. Inspector Goole	imposing, prophetic, moralistic; represents Priestley's own views and opinions	5.climactic curtain	cliff-hanger at the end of an Act to increase dramatic tension
5.women	remained subservient and were considered 'inferior' to men	8. Eva Smith / Daisy Renton	strong-willed, resourceful, desperate; represents all the poor and down-trodden in society	Key Themes	
6.welfare / Welfare State	system whereby the state protects the health and well-being of its citizens; not fully realised until after 1945	Key concepts		1.social responsibility	our personal and collective responsibility; to take care of one another through a shared responsibility
Characters		1.Socialism	equal distribution of wealth and power within society; controlled by the state. Priestley was a socialist	2.social class	upper class are unaware that the easy lives they lead rest upon hard work of the lower classes
1.The Birlings	a rich family who live in a comfortable house suited to their wealth and status	2. Capitalism	economic and political system in which a country's trade and industry are controlled by private owners for profit	3.age	young are more open to change and progression; the older generation care only for themselves
2.Arthur Birling	hubristic and pompous; represents capitalism			4.gender	vulnerability of women evokes sympathy, which supports Priestley's belief in gender equality

WEEK 1 – Social & Political Context

Due by: Tuesday 21st April - Learning quiz in lesson: Week 2

Task A – Mini Timeline & Significance (*An Inspector Calls*)

Using your knowledge organiser and class notes, create a mini timeline and explain why each item matters to the play's world.

Key item	Why it matters in the play (1–2 sentences)
1912: Play's setting	
1945: Year written	
Class division in Britain	
Role/status of women	
Welfare State beginnings	

Task B – Define & Apply

Define each term in your own words, then write a sentence that shows you understand it.

Term	Definition	My own example sentence
Social responsibility		
Dramatic irony		
Social class		

WEEK 2 – Cold Read & Initial Impressions

Due by: Tuesday 28th April - Learning quiz in lesson: Week 3

Task A – Character Snapshots (*An Inspector Calls*)

For each character, note one trait, describe one moment from the reading so far (you may use quotations or just reference a specific moment in the text), and explain what this suggests to the audience.

Character	Trait + moment	What this suggests to the audience
Arthur Birling		
Sybil Birling		
Sheila Birling		
Eric Birling		
Gerald Croft		
Inspector Goole		
Eva Smith / Daisy Renton		

Task B – Sentence Transformations (Writing)

Start with this base sentence:

“The corridor outside the hall fell quiet as the voices faded.”

Now complete the transformations:

1) Turn it into a complex sentence: _____

2) Change the tone to imply tension: _____

3) Shift it to first-person perspective: _____

WEEK 3 – Priestley’s Ideology & The Birlings

Due by: Tuesday 5th May - Learning quiz in lesson: Week 4

Task A – Ideology Explainer (*An Inspector Calls*)

Ideology (noun) a **system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.**

Choose TWO characters (Arthur Birling and Sheila Birling recommended).

For each, explain how the character embodies or rejects Priestley’s ideology. Name one stage direction or detail that shapes audience view.

Character 1: _____

Prompt	My response
How does this character embody or reject Priestley’s ideas?	
A stage direction/detail	
So what? Effect on the audience	

Character 2: _____

Prompt	My response
How does this character embody or reject Priestley’s ideas?	
A stage direction/detail	
So what? Effect on the audience	

Task B – Micro-Analysis of a Short Extract (Reading)

Read the extract below:

The factory whistle scattered the morning mist over the canal. Bicycles threaded the cobbles; tyres whispering in the damp. A boy paused at the bridge, fingers ink-dark, watching a barge shoulder the water. Somewhere, a clock struck eight. The town seemed to take a breath.

Then, slowly, shutters lifted along the high street, creaking like old bones waking. A woman in a flour-dusted apron stepped outside her shop, brushing the cold from her arms as she glanced towards the sky. Even the pigeons on the rooftops seemed hesitant, as though the day itself had not quite made up its mind. A faint breeze curled through the alleyways, carrying with it the sharp, metallic scent of the factories beginning to stir.

1. Identify at least two different writer's methods and copy the quotation.

Method	Quotation

2. Identify one structural choice the writer has made.

The writer has chosen to ... because ...

3. What does the writer want us to think, feel, know, or understand in this passage?

WEEK 4 – Mr Birling & Dramatic Irony

Due by: Tuesday 12th May - Learning quiz in lesson: Week 5

Task A – Arthur Birling (*An Inspector Calls*)

1. Complete these Arthur Birling quotations and complete the Look-Cover-Write-Check to help you learn them.

Quotation	Look-Cover-Write-Check
'The Titanic... _____, absolutely _____.'	
'A man has to _____ and _____.'	
'If we were all to take _____ for everything that happened to everybody we'd had anything to do with, it would be _____.'	
'The way some of these _____ talk and write now, you'd think everybody has to _____.'	

2. Choose one of these quotations and explain what it tells us about Arthur Birling using the phrase **dramatic irony**.

Task B – Editing & Improving (Writing Accuracy)

Edit the paragraph to improve punctuation, vocabulary and clarity. Then label one subordinate clause.

on friday evening the audience settles in the lights glow warm but the speech that follows is flat it needs stronger verbs clearer punctuation and a more confident tone

Accurate version:

WEEK 5 – Sheila Birling & Generational Change

Due by: Tuesday 19th May - Learning quiz in lesson: Week 6

Task A – Comparison: Sheila vs Mr Birling (*An Inspector Calls*)

Complete the grid comparing attitudes and responses.

Category	Sheila Birling	Mr Birling
Attitude to responsibility		
Reaction to scrutiny/accountability		
Relationship to class/gender expectations		

Task B – Quotation Recall

Complete the gap-fill and analysis of key Sheila Birling quotations.

Quotation	Linked themes and ideas	What does it tell us about Sheila / Priestley's ideas?
'But these girls aren't _____ _____ - they're _____.'		
'I know I'm to blame – and I'm _____.'		
'You don't seem to have _____.'		