

## How to use your York Notes Workbook

There are lots of ways your Workbook can support your study and revision of *An Inspector Calls*. There is no 'right' way – choose the one that suits your learning style best.

1) Alongside the York Notes Study Guide and the text	2) As a 'stand-alone' revision programme	3) As a form of mock-exam
<p>Do you have the York Notes Study Guide for <i>An Inspector Calls</i>?</p> <p>The contents of your Workbook are designed to match the sections in the Study Guide, so with the play to hand you could:</p> <ul style="list-style-type: none"> <li>● read the relevant section(s) of the Study Guide and any part of the play referred to</li> <li>● complete the tasks in the same section in your Workbook.</li> </ul>	<p>Think you know <i>An Inspector Calls</i> well?</p> <p>Why not work through the Workbook systematically, either as you finish scenes, or as you study or revise certain aspects in class or at home?</p> <p>You could make a revision diary and allocate particular sections of the Workbook to a day or week.</p>	<p>Prefer to do all your revision in one go?</p> <p>You could put aside a day or two and work through the Workbook, page by page. Once you have finished, check all your answers in one go!</p> <p>This will be quite a challenge, but it may be the approach you prefer.</p>

## HOW WILL THE WORKBOOK HELP YOU TEST AND CHECK YOUR KNOWLEDGE AND SKILLS?

Parts Two to Five offer a range of tasks and activities:

**These fun and quick-to-complete tasks check your basic knowledge of the text**

**These more open questions challenge you to show your understanding**

**This task focuses on a key character, theme, technique, idea or relationship and helps you plan and write up paragraphs from an essay**

**A clear, quick way to record your progress visually**

Each Part ends with a Practice task to extend your revision:

**An exam-style task is provided at the end of each section for you to practise a full essay**

**A plain table is provided for you to fill in with your own ideas**

**The first sentence of the essay is provided for you to use as a prompt to start a full-length essay**

Part Six: Progress Booster helps you test your own key writing skills:

**A sample of a student's writing challenges you to judge its strengths and weaknesses**

**An expert teacher or marker's view of the student's work will help you understand key skills**

**An opportunity for you to apply what you have learned to a new point**

Don't forget – these are just some examples of the Workbook contents. Inside there is much more to help you revise. For example:

- lots of examples of students' own work at different levels
- help with spelling, punctuation and grammar
- advice and tasks on writing about context
- a full answer key so you can check your answers
- a full-length practice exam task with guidance on what to focus on.


Language

QUICK TEST



1 First match these words/expressions to their meanings without checking the play:

Word/expression:	Meaning:
a) 'chump'	nonsense
b) 'Steady the Buffs'	office of judge or magistrate
c) 'cable'	fool
d) 'sot'	drinks cabinet
e) 'Bench'	telegram
f) 'moonshine'	drunkard
g) 'tantalus'	keep calm



2 Now check the words in context. Look at the following pages. Do you want to change any of your answers?

a) p. 5 b) p. 5 c) p. 4 d) p. 35 e) p. 10 f) p. 70 g) p. 25

THINKING MORE DEEPLY



3 For each of the feelings listed below, think of a moment in the play when it is expressed. Find a quotation to back up each of your examples:

Feeling	Moment in the play	Quotation
1: Sadness	<i>When Gerald is overcome at the knowledge that Eva Smith/Daisy Renton is dead</i>	
2: Panic		
3: Happiness		

4 Now underline the key words in each quotation that convey the feeling.

5 Read these comments from Sheila as she hears the account of Gerald's affair. From the list below choose the best adjective to sum up the tone of each comment:

- a) 'So that's what you think I'm really like. I'm glad I realized' (Act Two, p. 28)
- b) 'It's no use Gerald. You're wasting time.' (Act Two, p. 33)
- c) 'the wonderful Fairy Prince. You must have adored it, Gerald.' (Act Two, p. 38)
- d) 'Go on, Gerald. You went down into the bar, which is a favourite haunt of women of the town.' (Act Two, p. 34)

<i>despairing</i>	<i>sad</i>	<i>frank</i>	<i>sarcastic</i>	<i>cold</i>
<i>angry</i>	<i>impatient</i>	<i>serious</i>	<i>bitter</i>	

6 Write a sentence to describe how Sheila's tone of voice has changed towards Gerald since the start of the play:

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In the play several literary techniques are used (of which the most important is dramatic irony). Read the definitions of these literary techniques:

**Dramatic irony** – when the audience or a character knows something that the other characters don't

**Symbolism** – something that represents a big idea or quality (for example, a dove represents peace)

**Euphemism** – a word or phrase used in place of a harsher one that usually means something unpleasant

7 Complete the table below, identifying the technique used in each example/quotation and giving the meaning or effect:

Example or quotation	Literary technique	Meaning/effect
1: <i>The Inspector</i>	<i>Symbolism</i>	<i>He is the symbol of conscience, of our need to consider the welfare of others.</i>
2: <i>'And one day, I hope, Eric, when you've a daughter of your own' (Act One, p. 4)</i>		
3: <i>'the girl's condition' (Act Three, p. 53)</i>		