

between the lines

A lesson written for every student in the room

FREE SAMPLE

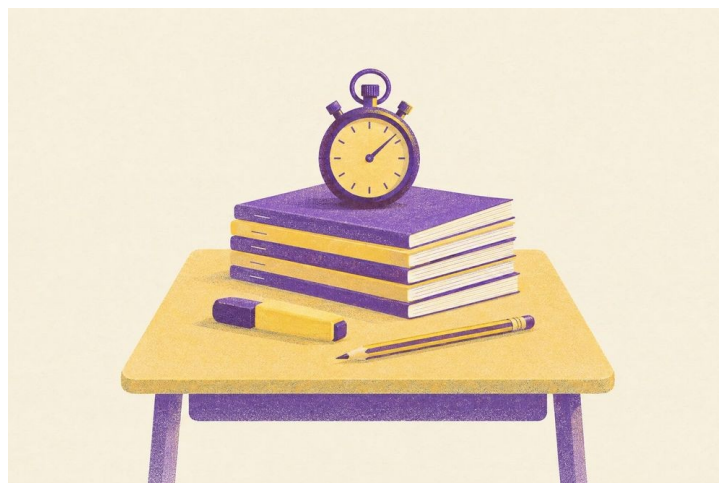
An Inspector Calls: Raising Achievement

Free drill: teacher guide

1 drills of about 25 minutes

Slides, a student sheet and answers for every drill

Written for the AQA specification

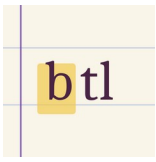


How the drills work

Thirty short Raising Achievement drills for AQA Literature Paper 2, Section A (An Inspector Calls), each built for a 25-minute intervention session. The play is in copyright, so each drill gives our own short guide to one moment, which students read in their own copies; then students explode one short quotation with AO1, AO2 and AO3 questions and write an essay plan or an introduction, checked against a model and in green pen (including AO4). The exam has no extract, so every drill also adds to the bank of short quotations students need by heart.

Do Now	Five quick retrieval questions, answered in silence and self-marked.
Focus reminder	What the skill or exam question asks for, in three or four plain points.
Read and check	The extract with line numbers, then quick questions to make sure everyone has understood it.
Quotation explosion	One quotation, exploded with AO1, AO2 and AO3 questions.
Technique	One method or sentence skill, modelled on the extract.
The question	An exam-style question in AQA's wording. Students plan an answer or write the introduction, never a full essay, then compare with a model.
Have a go	A second short task on a new moment or extract.
Green pen	A checklist to improve the answer before the sheets are collected.

Each drill comes as an editable slide deck with notes on every slide and a printable student sheet. Run them weekly in intervention sessions, in any order within a topic.



Topics

Sheila and Eric

These drills track the two young Birlings from Act 1 to the final curtain, the clearest examples of change in the play. Students often say Sheila changes all at once; push for stages, act by act, with a quotation for each. Eric's confession includes forcing himself on Eva while drunk: tell students before you read, keep the wording plain and brief, and follow the school's safeguarding guidance. The best answers contrast both of them with their parents and with Gerald.

Drills: 1 (Never, never again)

Drill 1: Never, never again

Sheila and Eric · How Sheila begins to change in Act 1

Do Now	Focus reminder and the moment	Quotation explosion	Technique	The question: plan	Model and green pen	Have a go
3 min	3 min	4 min	2 min	8 min	3 min	2 min

- Students need their own copies open at Sheila's confession. Give them a minute to find it before you read the guide.
- Common error: saying Sheila changes completely in Act 1. Push for stages: guilt in Act 1, warnings in Act 2, judging her parents in Act 3.
- The play deals with a young woman who took her own life. Use that wording, and follow the school's safeguarding guidance if anything affects a student.

Do Now answers

1. In which city is the play set? **Brumley, an industrial city in the North Midlands**
2. What is the family celebrating when the play opens? **Sheila's engagement to Gerald Croft**
3. How many years separate the setting of the play from the year Priestley wrote it? **33 years: it is set in 1912 and was written in 1945**
4. What is the name of the Birlings' maid? **Edna**
5. What kind of business does Mr Birling own? **A factory: he is a manufacturer, and Eva worked in one of his machine shops**

Check your understanding

1. Where did Eva work after Mr Birling sacked her? **At Milwards, a smart clothes shop in Brumley.**
2. Why did Sheila complain about her? **The dress suited Eva better, and Sheila thought Eva smiled at another assistant. She was jealous and in a temper.**
3. What did Sheila threaten to do? **Stop shopping at Milwards and get her mother to close their account.**
4. How does Sheila feel about it now? **Worse than she did at the time. She blames herself.**

Quotation explosion: "I'll never, never do it again to anybody"

AO1	What does Sheila promise, and what does it show about her at this point?	She promises never to use her power against anyone again. She is the first Birling to admit she was wrong and to feel real guilt.
AO2	Why does Priestley repeat "never"?	The repetition makes the promise sound urgent, like a vow. It also sounds a little like a child's promise, so the audience may wonder whether she will keep it.
AO2	What do the words "to anybody" add?	They widen the promise from Eva to everyone. Sheila starts to see Eva as one of many people her class can hurt, which is the Inspector's lesson.
AO3	Why would Priestley's first audiences care that a wealthy young woman makes this promise?	In 1912 one complaint from a wealthy customer could cost a shop girl her job. In 1945 Labour had just won on a promise of a fairer Britain, and Sheila shows that the young can change.

Technique: Writing a thesis

A thesis is one sentence that answers the whole question: what Priestley shows, and why. Every point in your plan should help to prove it. Task: Write your own one-sentence thesis on Sheila. Start with 'Priestley presents Sheila as...' and end with what he wants the audience to learn.

The question

How does Priestley present Sheila as a character who changes in An Inspector Calls?

Write about:

- what Sheila says and does
- how Priestley presents Sheila.

Model plan

Thesis: Priestley presents Sheila as a spoilt girl who learns to take responsibility, and uses her to show his 1945 audience that the young can build a fairer society.

Point 1 (Act 1): she admits what she did at Milwards and promises "I'll never, never do it again to anybody". The repeated "never" sounds like a vow. Context: in 1912 a rich customer had power over a shop girl's job.

Point 2 (Act 2): she warns her mother, "You mustn't try to build up a kind of wall between us and that girl". The wall metaphor shows she now sees the barrier of class. Context: the Inspector says the young are "more impressionable".

Point 3 (Act 3): she will not forget the evening and tells her parents "it frightens me the way you talk". Now she judges them. Context: an audience who had lived through two wars wanted change.

Ending idea: her answer about the ring, "No, not yet", shows the change is real and still going on.

- The thesis answers the whole question in one sentence, including why Priestley shows the change.
- One point from each act, in play order, so the plan covers the whole play.
- Each point has a short quotation, a method and a piece of context.

Have a go

Think about the very end of the play, when Gerald holds out the ring again. Answer in two or three sentences. What does Sheila's answer, "No, not yet. It's too soon. I must think.", show about how far she has changed?

Sheila will not go back to the engagement as if nothing has happened. The short sentences show her thinking for herself, and "not yet" leaves the door open, so the change is real and still going on.