

GCSE English Literature

Remote Learning Booklet

Name:

Class:

Modern text: An Inspector Calls by J.B. Priestley



Instructions:

What to expect in each lesson

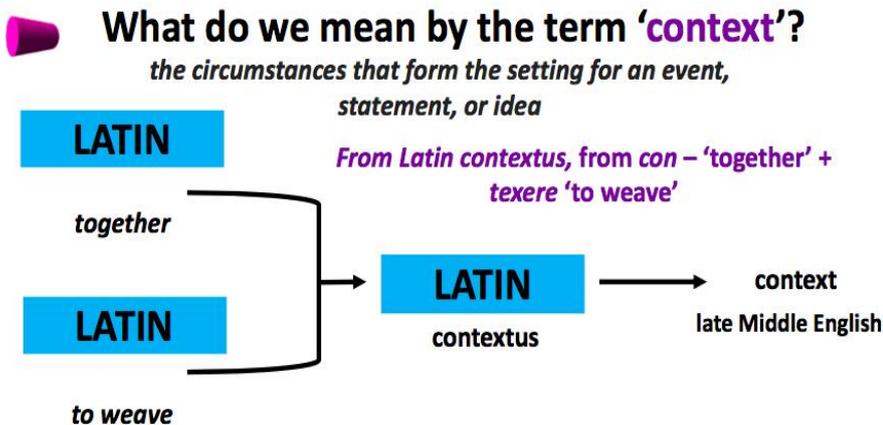
- Learn key words
- Revise the plot and characters in the relevant chapter
- Answer questions to check comprehension and develop analysis

Lesson 1: How was Priestley inspired to write this play?

What to do first:

Look at the definition of the key term '**context**' below

What can you recall about the author and the context factors that influenced his writing of the play and the context in which the play was set?



J.B Priestley



How can I revise the author and the contextual factors that influenced his writing?

Watch the following video links based on the playwright J.B Priestley and the context of the play and create notes based on the information you have watched to help you with your revision of this section of your revision. Test your knowledge by answering the questions that follow.

Video 1: <https://www.bbc.co.uk/education/clips/zk7b4wx>

Questions:

- 1) When was the play set?
- 2) When was the play written?
- 3) What world war was coming to an end?
- 4) How had the author JB Priestley become well known to the public?
- 5) Why did JB Priestley write the play?

Challenge: How did war help to shape a change in Britain?

My answers to video 1:

- 1.
- 2.
- 3.
- 4.
- 5.

Challenge:

Video 2: <http://www.bbc.co.uk/education/clips/z82g9j6>

1. What is the play about?
2. How many people in Britain were living off an income of less than 25 shillings?
3. Where were women placed in the working environment?
4. What force was on the move?
5. What was Britain ruled by?
6. What did the upper class do?
7. Who paid the price for this?

My answers to video 2:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Key Vocabulary this lesson:

How to revise the Keywords step by step



a) Make sure you know what they mean. If you don't - look them up.

b) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)

c) Use each key word in a sentence about the playwright J.B Priestley and the contextual factors that influenced his writing.

These are the most important Keywords for you to today for this lesson:

1. Context
2. Playwright
3. Capitalism
4. Socialism
5. Social responsibility

TASK 3: Practise Keywords 1-5 step by step here:

a) Make sure you know what they mean. If you don't - look them up and complete the sentence stems below to define the keyword:

The keyword **context** means

The word **playwright** can be defined as ...

Capitalism is

Socialism is

The term **social responsibility** ...

b) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)

- 1.
- 2.
- 3.
- 4.
- 5.

c) Use each key word in a sentence about the playwright J.B Priestley and the contextual factors that influenced his writing.

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson 2: Who are the Birlings and why are they presented this way?

How can I revise the opening of the play and the first impressions of characters based on the way Priestley writes?

Read the opening stage directions on the next page below and consider Priestley's language choices for effect to create a first impression of each character. Thereafter complete the task below.

READ THE FOLLOWING AND ANSWER THE QUESTIONS BELOW:

'An Inspector Calls' is set in the fictional industrial city of Brumley. The action takes place on one evening just before the First World War, in the home of a prosperous factory owner, and shows us the difference in life style between those who owned the factories and who had money and power, and those who depended on them for work.

Opening stage directions:

The dining-room of a fairly large suburban house, belonging to a prosperous manufacturer. It has good solid furniture of the period. The general effect is substantial and heavily comfortable, but not cosy and homelike. (If a realistic set is used, then it should be swung back, as it was in the production at the New Theatre. By doing this, you can have the dining-table centre downstage during Act One, when it is needed there, and then, swinging back, can reveal the fireplace for Act Two, and then for Act Three can show a small table with telephone on it, downstage of fireplace; and by this time the dining-table and its chairs have moved well upstage. Producers who wish to avoid this tricky business, which involves two re-settings of the scene and some very accurate adjustments of the extra flats necessary, would be well advised to dispense with an ordinary realistic set, if only because the dining-table becomes a nuisance. The lighting should be pink and intimate until the INSPECTOR arrives, and then it should be brighter and harder.)

At rise of curtain, the four BIRLINGS and GERALD are seated at the table, with ARTHUR BIRLING at one end, his wife at the other, ERIC downstage, and SHEILA and GERALD seated upstage. EDNA, the parlourmaid, is just clearing the table, which has no cloth, of dessert plates and champagne glasses, etc., and then replacing them with decanter of port, cigar box and cigarettes. Port glasses are already on the table. All five are in evening dress of the period, the men in tails and white ties, not dinner-jackets. ARTHUR BIRLING is a heavy-looking, rather portentous man in his middle fifties with fairly easy manners but rather provincial in his speech. His wife is about fifty, a rather cold woman and her husband's social superior. SHEILA is a pretty girl in her early twenties, very pleased with life and rather excited. GERALD CROFT is an attractive chap about thirty, rather too manly to be a dandy but very much the easy well-bred young man-about-town. ERIC is in his early twenties, not quite at ease, half shy, half assertive. At the moment they have all had a good dinner, are celebrating a special occasion, and are pleased with themselves.

TASK 1 stage direction questions

1. In what year is the play set?
2. How many acts are there in the play?
3. Throughout all three acts, the setting remains the same. What type of room does the action take place in?
4. In which fictional city is the play set?
5. What type of city is this?
6. How is the owner of the house described?
7. What type of furniture adorns the room?
8. What kind of mood did Priestley want this furniture to create? Can you think of a reason why?
9. Priestley specifies instructions with regard to the lighting. How is it meant

to be before the arrival of the Inspector?

10. How is it meant to change after the arrival of the Inspector? What does this type of lighting remind you of?

My answers:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- **What words/phrases are used to describe the characters?**

- **What can we infer about the characters from their descriptions?**

- **What is the lighting like? What are the connotations of this colour?**

- What does the lighting change to? Why do you think it would change in the way Priestley describes?

Key Vocabulary this lesson:

Task 2: How to revise the Keywords step by step

- d) Make sure you know what they mean. If you don't - look them up.
- e) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)



f) Use each key word in a sentence about

These are the most important Keywords for you to today for this lesson:

1. Dramatic irony
2. Portentous
3. Social superior
4. Assertive
5. Stage direction

Challenge words:

Bourgeoisie

Hierarchy

TASK 3: Practise Keywords 1-5 step by step here:

a) Make sure you know what they mean. If you don't - look them up and complete the sentence stems below to define the keyword:

1. Dramatic irony is ...

2. Portentous means ...

3. A social superior is ...

4. Assertive means ...

5. Stage directions are ...

b) Make sure you know how to spell them. If you don't - practise (LOOK - SAY - COVER - WRITE - CHECK)

1.

2.

3.

4.

5.

c) Use each key word in a sentence and link to a character, theme, relationship or plot point in the play:

1.

2.

3.

4.

5.

Lesson 3: What is the purpose of Mrs Birling and her relationships with other characters?

How can I revise the character of Mrs Birling and recall her influences on others throughout the play?

What to do first:

Look at the questions below and see if you can answer these based on your knowledge of the play from last year. Answer in the space provided.

If you can't answer this – click on the following link and try some of the revision tasks to refresh your memory:

<https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/3>

Task 1: Fill in the blanks for the following stage directions and write down WHAT your first impression of Mrs. Birling should be, based on Priestley's language choices:

"about fifty, a rather woman and her husband's superior"

My answer task 1:

Support sentence starters

Priestley's initial presentation of Mrs Birling suggests that she...

The word...suggests...

Another interpretation of this is...

Furthermore...

Extension – can you write up your first impression of Mrs Birling using the stage direction considering Priestley's authorial intentions ...

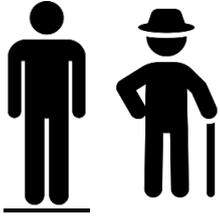
To criticise...

To teach the audience....

To expose...

Task 2: Connecting character to some of the major themes and BIG ideas throughout the play:

How does Mrs Birling link to the following major themes throughout the play? Answer in note form or full paragraphs.



**Younger generation vs
Older generation**



Class



Power

My answer task 2:

Support sentence starters

The purpose of Mr Birling as a character is to reveal/represent/show...

At the start/middle/end...

Priestley's use of...shows...

The audience would learn...

Key Vocabulary this lesson:

Task 3: How to revise the Keywords step by step



g) Make sure you know what they mean. If you don't - look them up.

h) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)

i) Use each key word in a sentence about

These are the most important Keywords for you to today for this lesson:

1. Superior
2. Authoritative
3. Maternal
4. Patronising
5. Prominent

Challenge words:

Pious

Prejudice

TASK 3: Practise Keywords 1-5 step by step here:

a) Make sure you know what they mean. If you don't - look them up and complete the sentence stems below to define the keyword:

- 1.
- 2.
- 3.
- 4.
- 5.

b) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)

- 1.
- 2.
- 3.
- 4.
- 5.

c) Use each key word in a sentence and link to a character, theme, relationship or plot point in the play:

- 1.
- 2.
- 3.
- 4.
- 5.

Read the follow extract from Act 2- Mrs Birling enters.

Then consider your answers to Question 1-5 below:

Mrs Birling: (**rebuking them**) I'm talking to the inspector now, if you don't mind. (**to inspector, rather grandly.**) I realize that you may have to conduct some sort of inquiry, but I must say that so far you seem to be conducting in a rather peculiar and offensive manner. You know of course that my husband was lord mayor only two years ago and that he's still a magistrate--

Gerald: (*cutting, rather impatiently*) Mrs Birling, the inspector knows all that. And I don't think it's a very good idea to remind him--

Sheila: (*cutting in*) It's crazy. Stop it, please, mother.

Inspector: (*imperturbable*) Yes. Now what about Mr Birling?

Mrs Birling: He's coming back in a moment. He's just talking to my son, Eric, who seems to be in an excitable silly mood.

Inspector: What's the matter with him?

Mrs Birling: Eric? Oh – I'm afraid he may have had rather too much to drink tonight. We were having a little celebration here--

Inspector: (*cutting in*) isn't he used to drinking?

Mrs Birling: No, of course not. He's only a boy.

Inspector: No, he's a young man. And some young men drink far too much.

Sheila: And Eric's one of them.

Mrs Birling: (**very sharply**) Sheila!

Sheila: (*urgently*) I don't want to get poor Eric into trouble. He's probably in enough trouble already. But we really must stop these silly pretences. This isn't the time to pretend that Eric isn't used to drink. He's been steadily drinking too much for the last two years.

Mrs Birling: (**staggered**) it isn't true. You know him, Gerald -and you're a man – you must know it isn't true.

Inspector: (*as Gerald hesitates*) Well, Mr Croft?

Gerald: (*apologetically, to Mrs Birling*) I'm afraid it is, y'know. Actually I've never seen much of him outside this house – but- well, I have gathered that he does drink pretty hard.

Mrs Birling: (**bitterly**) And this is the time you choose to tell me.

The first 3 questions are checking your comprehension (understanding of the who/what/where/when/why). *Your answers to these questions can be quite brief.*

The last 3 questions are developing your analysis of theme, language or structure. *Your answers to these questions should be as detailed as possible.*

Questions 1-3:

Question 1 : How is Mrs Birling presented through Priestley's use of stage directions? Explain your ideas using evidence.

Question 2: What does Mrs Birling mean when she states to the Inspector 'You know of course that my husband was lord mayor only two years ago and that he's still a magistrate-- ?' Why does Priestley repeat this idea from earlier?

Question 3 'Mrs Birling is not a typical maternal figure.' Provide evidence in the text that helps you prove whether this statement correct and explain your choices.

My answers to questions 1-3:

Question 4: **'We really must stop these silly pretences'** – What does Sheila mean here? If they stop these 'pretences', what would the impact be on the Birling family?

Question 5:

How would you describe the relationship between Sheila and Mrs Birling? Why do you think Priestley does this?

My answers to question 4 and 5:

Challenge question:

Based on your reading of the following extract answer the following question analysing Priestley's language for effect.

Mrs Birling is only concerned about her reputation and social status. She has little or no interest in others. To what extent do you agree?

Challenge response:

Lesson 4: What is revealed about society through the relationship of Gerald and Daisy Renton ?

What to do first: Read the question below and answer the question that follows based on Priestley's use of language for effect. If you want a refresher on who is Gerald Croft and why is he important head to the following website first:

<https://www.sparknotes.com/drama/an-inspector-calls/characters/>

<https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/6>

Task 1: What can I recall about the character Gerald Croft based on Priestley's use of stage directions at the start of the play?



Gerald is described as '*an attractive chap about thirty, rather too manly to be a dandy but very much the easy well-bred young man-about-town*'.

What are your first impressions of Gerald based on Priestley's stage directions?

My answer:

Challenge: question: When Mr Birling states when discussing business in act 1 'for lower costs and higher prices', Gerald replies with 'Hear, hear!' What does this suggest about Gerald?

Task 2:

Based on your previous knowledge of the character- at the end of Act 1 Gerald replies to Sheila using the following dialogue. Explode the quotation using the success criteria to guide you.

Extension: Write up your analysis on Gerald at this stage of the play.



QUOTE: ' I'm sorry, Sheila. But it was all over and done with, last summer...I don't come into this suicide business.'

My answer:

SUCCESS CRITERIA

- Think & write independently** – come up with your own sensible opening sentences
- Select quotes & close references independently**
- Show understanding of characterisation**
- Zoom in on words or phrases to link to the character/theme in the question*
- Authorial intention** – *To criticise, to warn, to teach, to expose, to advocate, to celebrate*
...
- A01 Inferences – Make a prediction- what is suggested/implied/highlighted here? This could show/imply*
- A01 Alternative inferences – this could also suggest/ on the other hand..*
- A02: comment on the writers method/s (narrative perspective (Characters dialogue, changes in characterisation, irony, imagery, Stage directions, contrasts...)**
- A02- effects on the reader – how does this make you feel about the character/situation**
- A03 Links to context – Edwardian society/Priestley's political views, class system, patriarchal society, gender inequalities, working class, generational divide**

Key Vocabulary this lesson:

Task 3: How to revise the Keywords step by step

- j) Make sure you know what they mean. If you don't - look them up.
- k) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)



l) Use each key word in a sentence about

These are the most important Keywords for you to today for this lesson:

Keywords this lesson:

1. Evasive
2. Privileged
3. Mistress
4. Dismissive
5. Compassionate

Challenge word:

Perceptive

TASK 3: Practise Keywords 1-5 step by step here:

- a) Make sure you know what they mean. If you don't - look them up and complete the sentence stems below to define the keyword:

- 1.
- 2.
- 3.
- 4.
- 5.

- b) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)

- 1.
- 2.
- 3.
- 4.
- 5.

c) Use each key word in a sentence and link to a character, theme, relationship or plot point in the play:

- 1.
- 2.
- 3.
- 4.
- 5.

Task 4: Can you recall what the term 'Mistress' means?

If you are unsure read the information below and highlight key information

- Married or betrothed (engaged) men commonly kept a mistress.
- She was sometimes from a lower social class; or she was divorced or had been another man's mistress ('spoilt goods'); in one way or another she was a woman a man either could not, or would not, marry.
- She would be **a man's sexual partner without the financial security of a wife.**
- In order to guarantee her **availability & exclusivity**, the **man would pay for her residence (a flat commonly) and would provide her with an income to live on.**
- Mistresses were common but considered **not respectable** women; they were not the "right sort" for 'polite society' to be seen with.
- There was no male equivalent of a male mistress: men could work to provide for themselves so did not rely on being "kept" by a man, as a woman did!



Key quotations: Make notes about what each quotation tells you about Gerald and what it shows about how his character (and if relevant, how conducts himself regarding the relationship with Daisy)

1. 'an attractive chap about thirty, rather too manly to be a dandy but very much the easy well-bred young man-about-town'.
2. 'I'm sorry, Sheila. But it was all over and done with, last summer...I don't come into this suicide business.'
3. 'I want you to understand that I didn't install her there so that I could make love to her.'
4. 'I was sorry for her, and didn't like the idea of her going back to the palace bar. I didn't ask for anything in return.'

My notes on the key quotations from this section

Lesson 5: Why does Priestley include Eric's confession and what can the audience learn from it?

What to do first: Read the question below and answer the question that follows based on Priestley's use of language for effect.

Task 1: What can I recall about the character Eric Birling?

Consider:

- **Key plot points**
- **Relationships and characteristics**
- **Character construct – what does he symbolise & why does Priestley do this?**

If you want a refresher on who is Eric Birling and why is he important head to the following website first:

<https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/5>

<https://www.sparknotes.com/drama/an-inspector-calls/character/eric-birling/>

My answer:

Challenge: question: *Eric's confession happens during Act 3 – can you recall what happens during this Act?*

Revision checkpoint: if you cannot read the final act to refresh your memory and answer the questions that follow:

Audiobook: https://www.youtube.com/watch?v=XgkfEc_EWro

Important things about Act 3 to consider:

1. Why do you think Priestley has the Inspector interrogate Eric out of sequence?
2. Why do the older Birlings tell Sheila that they can't understand her attitude? Why are they refusing to admit they have done wrong? How did Eric and Eva first meet? Discuss the events that occur between the two.
3. 'I was in that state when a chap easily turns nasty' – What happens between Eric and Eva?
4. 'You're not the kind of father a chap could go to when he's in trouble' – What is the relationship like between Birling and his son, Eric?
5. How does Eric react when he finds out Mrs Birling condemned Eva and her baby to death?

Write down your thoughts in brief notes below:

My thoughts:

Task 2: How to revise the Keywords step by step

m) Make sure you know what they mean. If you don't - look them up.

n) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)

o) Use each key word in a sentence about

These are the most important Keywords for you to today for this lesson:



Keywords this lesson:

6. Reckless
7. dishonest
8. culpable
9. penitent
10. humbled

Challenge word: altruistic

TASK 3: Practise Keywords 1-5 step by step here:

a) Make sure you know what they mean. If you don't - look them up and complete the sentence stems below to define the keyword:

- 1.
- 2.
- 3.
- 4.
- 5.

b) Make sure you know how to spell them. If you don't - practise (LOOK - SAY - COVER - WRITE - CHECK)

- 1.
- 2.
- 3.
- 4.
- 5.

c) Use each key word in a sentence and link to a character, theme, relationship or plot point in the play:

- 1.
- 2.
- 3.
- 4.
- 5.

Task 4 - read the following extract from Act 3 Eric's interrogation. Thereafter answer Questions 1- 5 to the best of your ability.

The first 3 questions are checking your comprehension (understanding of the who/what/where/when/why). Your answers to these questions can be quite brief.

The last 3 questions are developing your analysis of theme, language or structure. Your answers to these questions should be as detailed as possible.

Extract: Eric's confession

Birling: You must give me a list of those accounts. I've got to cover this up as soon as I can. You damned fool – why didn't you come to me when you found yourself in this mess?

Eric: Because you're not the kind of father a chap could go to when he's in trouble – that's why.

Birling: (*angrily*) Don't talk to me like that. Your trouble is – you've been spoilt--

Inspector: (**cutting in**) And my trouble is – that I haven't much time. You'll be able to divide the responsibility between you when I've gone. (*To Eric.*) Just one last question, that's all. The girl discovered that this money you were giving her was stolen, didn't she?

Eric: (*miserably*) Yes. That was the worst of all. She wouldn't take any more, and she didn't want to see me again. (*sudden startled tone*) Here, but how did you know that? Did she tell you?

Inspector: No. She told me nothing. I never spoke to her.

Sheila: She told mother.

Mrs Birling: (*alarmed*) Sheila!

Sheila: Well, he has to know.

Eric: (*to Mrs Birling*) She told you? Did she come here – but then she couldn't have done, she didn't even know I lived here. What happened?

(*Mrs Birling, distressed, shakes her head but does not reply.*)

Come on, don't just look like that. Tell me – tell me – what happened?

Inspector: (**with calm authority**) I'll tell you. She went to your mother's committee for help, after she'd done with you. Your mother refused that help.

Eric: (*nearly at breaking point*) Then – you killed her. She came to you to protect me – and you turned her away – yes, and you killed her – and the child she'd have had too – my child – your own grandchild – you killed them both – damn you, damn you-

Mrs Birling: (*very distressed now*) No – Eric – please – I didn't know – I didn't understand-

Questions 1-3:

Question 1: What does the following line indicate about Eric and Mr Birling's relationship: Because you're not the kind of father a chap could go to when he's in trouble – that's why.

Question 2: How does this scene present Mr Birling as a weak character? Why do you think Priestley does this?

Question 3: Look at the Inspector's stage directions. Choose one and analyse the words. What do they imply about his character?

My answers to questions 1-3:

Question 4: What do the dashes in Eric's speech suggest about the way he is feeling?

Question 5: Use evidence to indicate the highest point of tension in this scene. Analyse Priestley's language for effect here and his use of Eric's character for dramatic effect.

My answers to question 4 and 5:

Challenge question: 'The older and younger generation are complete strangers by the end of the play. It is impossible for them to fix the rift that has occurred between them.' Discuss.

My challenge question answer:

Lesson 6: What is the purpose of the character of the Inspector?

What to do first: What can I recall about the Inspector?

Before we revisit the Inspector's final speech reflect on Priestley's use of characterisation.

Write down everything you can recall about Inspector Goole.

Consider:

- Plot points
- Stage directions
- Character construct
- Key quotations
- Symbolism

If you can't do this from memory – visit the following websites for a revision recap on the character: Inspector Goole.

<https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/7>

<https://www.sparknotes.com/drama/an-inspector-calls/character/inspector-goole/>

My answer:

Key Vocabulary this lesson:

Task 2: How to revise the Keywords step by step

- p) Make sure you know what they mean. If you don't - look them up.
- q) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)



- r) Use each key word in a sentence about

These are the most important Keywords for you to today for this lesson:

Keywords this lesson:

1. Noble
2. Authoritarian
3. Moral
4. Socialist
5. Influential

Challenge word: omniscient

TASK 2: Practise Keywords 1-5 step by step here:

- a) Make sure you know what they mean. If you don't - look them up and complete the sentence stems below to define the keyword:

- 1.
- 2.
- 3.
- 4.
- 5.

- b) Make sure you know how to spell them. If you don't - practise (LOOK - SAY- COVER - WRITE - CHECK)

- 1.
- 2.
- 3.

- 4.
- 5.

c) Use each key word in a sentence and link to a character, theme, relationship or plot point in the play:

- 1.
- 2.
- 3.
- 4.
- 5.

Task 3 - read the following extract from Act 3 The Inspector's final speech. Then answer Questions 1- 5 to the best of your ability.

The first 3 questions are checking your comprehension (understanding of the who/what/where/when/why). Your answers to these questions can be quite brief.

The last 3 questions are developing your analysis of theme, language or structure. Your answers to these questions should be as detailed as possible.

The Inspector's final speech

'But just remember this. One Eva Smith has gone- but there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, they will be taught it in fire and blood and anguish. Good night.'

Questions 1-3:

Question 1: What is Priestley's view about the importance of society in this speech. What is his final message through the Inspector's dialogue?

Question 2: Why does Priestley use the Inspector to deliver this speech? Summarise his final message to the Birling family (and the audience)

Question 3: Why does Priestley use such common names in this speech? What do you think he intended here?

My answers to questions 1-3:

Question 4: What method for effect does Priestley use here?

'Their lives, their hopes and fears, their suffering and chance of happiness,'
what does this line suggest?

Question 5: What does the following line show the audience?

'if men will not learn that lesson, then they will be taught it in fire and blood
and anguish.'

Use all three assessment objectives in your response – A01, A02 and A03

(A01 – Quotes and ideas, A02 – methods, A03 – context)

My answers to question 4 and 5:

Challenge: How does Priestley use the Inspector as a mouthpiece for socialism throughout the play? How does his final speech outline these attitudes and views to the audience?

My challenge question answer:

