

| Key quotes | | Vocab | Characters | |
|------------------------------------|---|----------------------------|------------------------------|---|
| Birling's confidence | 'We're in for a time of steadily increasing prosperity' | | Symbolic/ symbolise | Inspector |
| Birling on society | 'the way some of these cranks talk and write now, you'd think everybody has to look after everybody else' | Allude | | Mr Birling |
| Sheila's recognition | 'but these girls aren't cheap labour – they're <i>people</i> ' | | Social commentary | Mrs Birling |
| Sheila's regret | 'it's the only time I've ever done anything like that, and I'll never, never do it again to anybody' | Systematic failure | | Sheila |
| Sheila on the Inspector | 'we all started like that – so confident, so pleased with ourselves until he began asking us questions' | | Social mobility | Eric |
| Sheila on Eric | 'he's been steadily drinking too much for the last two years' | Moral imperative | | Gerald |
| Inspector on guilt | 'I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it' | | Social mobility | Eva |
| Mrs Birling defends herself | 'she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position' | Hierarchy/ hierarchical | | Theatrical Stagecraft: Dramatic Devices |
| Eric explains | 'I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row' | | Responsibility | 1. Dramatic irony |
| The Inspector says | 'but each of you helped to kill her. Remember that' | Economy | | 2. Stage directions |
| Inspector's message | '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.' | | Taboo | 3. Setting |
| Birling's confidence | 'the famous younger generation who know it all' | Propagation/ propagate | | 4. Tension |
| | | | Subvert/ subversion | 5. Cliff-hanger |
| | | | | Key concepts and context |
| | | | 1912 | Play is set here; just before WWI and sinking of the Titanic |
| | | | 1945 | Priestley wrote the play then; start of the welfare state and ideals of social equality made real |
| | | | Social responsibility | Or socialism; we must all look after each other |
| | | | Capitalism | Business should make money no matter the human cost; we are all responsible only for ourselves |
| | | | Class | Upper and lower social classes are segregated |
| | | | Age | Old vs young; new and old ideas counterpoised |
| | | | Attitudes to women | Patriarchal leading to misogyny |