

'Blood Brothers'

The Exam:

- You should be spending around **50 minutes** on your Blood Brothers question.
- The exam is CLOSED BOOK, so you need to have memorised a number of key quotations in preparation for this
- You will be given a choice of two questions, you only need to answer one.
- Spend 3-5 minutes mind mapping some points and quotes you hope to include in your response. Gathering your ideas before writing will give your response a clear focus and prevent you getting stuck or lost for ideas half way through!

The exam questions:

Example 1:

How does Willy Russell present childhood and growing up in Blood Brothers?

Write about:

- the ways particular characters change as they grow up
- how Russell presents childhood and growing up by the ways he writes.

[30 marks] AO4 [4 marks]

Example 2:

How does Willy Russell present power and control in Blood Brothers?

Write about:

- the different ways power and control is shown in the play
- how Russell presents power and control by the ways he writes.

[30 marks] AO4 [4 marks]

Example 3:

How does Willy Russell use Mickey and Eddie to explore some of the issues in society?

Write about:

- how Russell presents Mickey, Eddie and their relationship
- how Russell uses these characters to explore social issues.

[30 marks] AO4 [4 marks]

Here's a breakdown of the Mark Scheme and the skills you have to show the examiner in this part of the exam

Exam Focus	What does this mean?
<p>A01 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. 	<ul style="list-style-type: none"> Analyse and explore the text; avoid simply retelling the story (use Point/Evidence/Explain/Zoom/Link). Present a point of view on the message(s) the writer was getting across Your points are supported by references to the text - you will have therefore learned a wide range of key quotes in preparation for the exam
<p>A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<ul style="list-style-type: none"> You look at key words and phrases from the quotes that you select. You explore the EFFECT of those word choices in detail You are capable of identifying and exploring the effect of TECHNIQUES used by the writer
<p>A03 Show understanding of the relationships between texts and the contexts in which they were written.</p>	<ul style="list-style-type: none"> You are capable of making LINKS between the text, and some of the messages that Russell was trying to communicate about society at that time.
<p>A04 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> In this question, examiners will be looking at HOW you write (spelling, punctuation, word choices etc). 4 marks are available for the quality of your writing so it's essential you proof read when you've finished.

This booklet is designed to help you revise the key characters and themes in the play. To support your revision, please complete the activities.

Plot Summary

Act One

The play opens in a council chamber; two dead bodies are lying on stretchers surrounded by police and onlookers. As the narrator explains the story, the onlookers slowly start to exit leaving only the narrator and a grieving woman on stage.

- Mrs Johnstone sings us the story of her life and how she became a mother of seven by the age of 25. She explains how her husband left her for another woman and she is expecting another baby.
- Mrs Johnstone gets a job cleaning the house of a well-off woman, Mrs Lyons. Mrs Lyons' husband is away on business for nine months. Mrs Johnstone learns that she is expecting twins; she is extremely worried that the welfare will take some of her children away as she cannot afford to look after them all.
- As she is unable to have children of her own, Mrs Lyons persuades Mrs Johnstone to give her one of the twins.
- Mrs Johnstone reluctantly agrees and they make a pact, swearing to secrecy on the bible. Mrs Lyons says she will be able to see the child every day at work.
- Mrs Johnstone gives birth to two boys, Michael and Edward. She comes home from the hospital to find men taking away ordered items from a catalogue company.
- Mrs Lyons comes for 'her' baby (Edward) and takes him away.
- Mrs Lyons does not like Mrs Johnstone's attention to Edward so she tells her husband that Mrs Johnstone's work has deteriorated and she should be sacked. Mr Lyons agrees.
- Mrs Johnstone is shocked and outraged saying that if she leaves she will take her son with her, Mrs Lyons tells her she cannot do that and says that if twins are parted at birth and they discover the truth they shall die - according to superstition.
- Mrs Johnstone, who is very superstitious, quickly leaves.
- The play then moves on seven years, Mickey Johnstone meets a boy of his age outside his house and the two boys 'decide' to be best friends. They introduce themselves, and the other boy calls himself Edward Lyons. The two boys discover they share the same birthdays and believing they were meant to be brought together, they prick their fingers, mix the blood and become 'Blood Brothers'.

- Mickey's mother enters and finding out that her son's new best friend is in fact the son she gave away all those years ago. Alarmed, she sends Edward away telling him never to come back.
- Mickey goes to Eddie's house and Mrs Lyons also discovers who Mickey really is.
- The two mothers forbid the boys from playing with each other. Eddie, ignoring his mother, sneaks out to play with Mickey and Linda.
- Mrs Lyons is so afraid that Eddie will find out the truth and she persuades Mr Lyons it would be best if they moved to the country as their son is starting to mix with the wrong kind of children.
- Initially Mr Lyons says no but he is persuaded when Eddie is brought home by a policeman.
- Eddie goes round to the Johnstones' home to say his final goodbyes, Mrs Johnstone gives him a locket with a photo of herself and Mickey for him to keep, but makes him promise to keep it a secret.
- Soon after, Mrs Johnstone is re-housed to the country as the council plans to demolish their current house.
- Mrs Johnstone and the children sing of their new life in the country. Linda's family also move to the same area.

Complete the following table based on ACT 1

KEY EVENT IN ACT 1	KEY QUOTES/NOTES
The bodies of the brothers are on stage.	
Mrs Johnstone can't pay the milkman.	
Mrs Johnstone starts working for Mrs Lyons.	

KEY EVENT IN ACT 1	KEY QUOTES/NOTES
<p>Mrs Johnstone reveals she is pregnant with twins and shares this with Mrs Lyons.</p>	
<p>Mrs Lyons tries to persuade Mrs Johnstone to give her one of the twins.</p>	
<p>Mrs Johnstone is reluctant to give away one of her twins.</p>	
<p>Eventually Mrs Johnstone agrees and they make a secret pact.</p>	
<p>Mrs Johnstone gives birth and Mrs Lyons takes one of the twins.</p>	
<p>Mrs Lyons begins to get paranoid and sacks Mrs Johnstone.</p>	

KEY EVENT IN ACT 1	KEY QUOTES/NOTES
Mickey and Edward meet seven years later and become 'Blood Brothers'	
Both mothers discover their friendship and try to prevent any further contact.	
Mickey and Edward get into trouble with the police.	
Edward meets Mrs Johnstone and she gives him a locket.	
Mr and Mrs Lyons move house and Mrs Johnstone is re-housed in the same area as Mrs Lyons.	

ACT ONE QUESTIONS

- 1) The narrator tells the story of the Johnstone twins in a form similar to the Prologue in *Romeo and Juliet*. Why do you think he does this?
- 2) How does Mrs Johnstone feel when the gynaecologist reveals that she is expecting twins?
- 3) What sort of agreement does Mrs Lyons make with Mrs Johnstone?
- 4) Why does Mrs Lyons make Mrs Johnstone swear on the bible?
(Think about the situations in which people are normally made to swear on the bible).
- 5) Why does Mrs Lyons become increasingly agitated over Mrs Johnstone's fussing of the baby?
- 6) What does Mrs Lyons say will happen if the twins ever learn of the truth?
- 7) Where has Mickey been playing when he first meets Eddie? Why isn't he allowed there?
- 8) What does Sammy call Edward during this scene?
- 9) Why do you think Mrs Lyons wants to move away?
- 10) List some of the benefits that Mrs Johnstone believes will happen when they move away?

Act Two

- At the start of Act 2, Mrs Johnstone lives in her new home in Skelmersdale Lane. She introduces Sammy, now 16 years old, who has burnt the school down and Mickey, now 14 years old, and in love with Linda. All Mrs Johnstone's other children have 'got married or moved away' and her daughter, Donna Marie, already has 3 children.
- Edward, also 14 years old, is going to his posh boarding school. However, he gets suspended for not giving a teacher the locket that Mrs Johnstone gave him before he moved away. Mrs Lyons asks Edward about the locket and looks at the picture and discovers that it is Mickey and Mrs Johnstone when they were younger.
- Linda is in love with Mickey. Mickey feels the same but finds it hard to tell her how he feels about her. They both get suspended in class.
- Mickey and Eddie bump into each other again and at first they do not recognise one another. When they do, they are overjoyed.
- Mickey, Edward and Linda spend a further 4 years of fun and laughter together (between the ages of 14 and 18).
- Edward realises he is falling in love with Linda.
- However, Edward realises how Mickey feels about her and he encourages Mickey to ask Linda out. She says yes with no hesitation.
- Edward goes home alone while Mickey and Linda go out to celebrate.
- A couple of months after Edward leaves for university, Linda falls pregnant, Mickey and Linda get married.
- When Mickey turns up for work after their wedding he is fired from his job.
- He walks round all day every day looking for a new job and he meets Eddie again.
- They have a huge argument when Eddie offers Mickey money to help him out .
- Mickey is furious that Eddie can still act like a child and not have to face up to responsibilities like he has to.
- Eddie goes to find Linda and tells her he is in love with her and always has been. Linda admits she feels the same about him,
- Meanwhile Sammy tries to persuade Mickey to stand guard during a robbery of a petrol station. Mickey, desperate for money, agrees.
- In the robbery things go wrong and Sammy accidentally shoots a man and kills him. He flees the scene leaving Mickey to face the consequences.
- Mickey is sent to prison for seven years and during that time he becomes depressed. The doctor prescribes him anti-depressants.

- After many visits from Linda he gets out of jail, but he is still addicted to his medication.
- Linda upset and frustrated, calls Eddie at the Council. They meet up and their friendship turns into a love affair.
- Mrs Lyons discovers the affair and goes to Mickey's workplace to tell him of this.
- Mickey, delirious from his pills, runs from work to his house and takes Sammy's loaded gun to the Council to confront Eddie.
- He runs into the middle of a meeting and holds the gun to Eddie's head. He accuses him of getting everything in life, even Linda, whilst he has nothing.
- Mrs Johnstone runs into the Council Chamber begging Mickey not to shoot Eddie, revealing that they are in fact twin brothers.
- Mickey starts screaming and wishes that he had been given away so he could have been Eddie.
- The gun accidentally goes off, shooting and killing Eddie.
- At the same time the armed police shoot and kill Mickey.
- The final scene becomes the opening scene - two dead bodies lie on the floor of a Council Chamber.

ACT 2 QUESTIONS

1. Why will the audience find it funny that Edward tells his teacher “You can take a flying fuck at a rolling doughnut! But you shall not take my locket!”?p.59
2. Why can’t Mickey ask Linda out in their early teens? Use a quote to support your answer?
3. Why can’t Edward get a girlfriend in his early teens?
4. Whose “Ma” is said to be “off her beam”?
5. Whose “Ma” is said to be “a fuckin’ head case”?
6. How do Linda and Mickey finally get together?
7. Do you agree with Mrs Johnstone’s statement to Mickey that he’s “...not had much of a life with me...” Give reasons for your answer.
8. What motivated Mickey to stop taking the pills?
9. Why do you think Mrs Lyons tells Mickey about Linda’s and Edward’s affair?
10. How would you describe the effect of the ending? Explain why.

FOOD FOR THOUGHT

In both the Johnstone and the Lyons’ households the fathers are absent. Compare the reasons for their absence. What do you think Willy Russell is suggesting about society and families?

Complete the following table based on ACT 2

KEY EVENT IN ACT 2	KEY QUOTES/NOTES
Edward is suspended from school.	
Mrs Lyons discovers the locket.	
Mrs Lyons threatens Mrs Johnstone with a kitchen knife	
Linda, Mickey and Eddie spend more time together.	
Linda and Mickey get married and have a baby.	
Mickey ends up in prison for accidentally killing someone in a robbery at a petrol station.	

Key Quotes

For each of these quotes, consider the following:

1. What does this quote suggest/reveal?
2. What are the key words in the quote and what are their effect?
3. What do you think Russell's message was? Can you find any links to context?

Act 1

Narrator:

In the name of Jesus, the thing was done,
Now there's no going back, for anyone.
It's too late now, for feeling torn
There's a pact been sealed, there's a deal been born.

...

How swiftly those who've made a pact,
Can come to overlook the fact.
Or wish the reckoning to be delayed
But a debt is a debt, and must be paid

Mrs J:

Only mine until
The time comes round
To pay the bill.
Then, I'm afraid,
What can't be paid
Must be returned.
You never, ever learn,
That nothing's yours,
On easy terms

MRS. LYONS: You do know what they say about twins, secretly parted, don't you?

MRS. JOHNSTONE: What? What?

MRS. LYONS: They say...they say that if either twin learns that he once was a pair, that they shall both immediately die. It means, Mrs. Johnstone, that these brothers shall grow up, unaware of the other's existence. They shall be raised apart and never, ever told what was once the truth. You won't tell anyone about this, Mrs. Johnstone, because if you do, you will kill them.

Narrator:

You're always gonna know what was done
Even when you shut your eyes you still see
That you sold a son
And you can't tell anyone.
But y'know the devil's got your number,
Y'know he's gonna find y',
Y'know he's right behind y',
...
Yes, y'know the devil's got your number
...
And he's knocking at your door.

Analysing Quotes:

What does this quote suggest/reveal?

What are the key words in the quote and what are their effect?

What do you think Russell's message/intention was? Can you find any links to context?

MICKEY: What's your birthday?

EDWARD: July the eighteenth.

MICKEY: So is mine.

EDWARD: Is it really?

MICKEY: Ey, we were born on the same day...that means we can be blood brothers. Do you wanna be my blood brother, Eddie?

EDWARD: Yes, please.

Mrs L: You see, you see why I don't want you mixing with boys like that! You learn filth from them and behave like this like a, like a horrible little boy, like them. But you are not like them. You are my son, mine, and you won't..you won't ever...Oh my son...my beautiful, beautiful son.

All:

But you know that if you cross your fingers
And if you count from one to ten
You can get up off the ground again
It doesn't matter
The whole thing's just a game.

MRS. LYONS:...If we stay here I feel that something terrible will happen, something bad.

MR. LYONS: Look, Jen. What is this thing you keep talking about getting away from? Mm?

MRS. LYONS: It's just...it's these people...these people that Edward has started

mixing with. Can't you see how he's drawn to them? They're...they're drawing him away from me.

Act 2

Conductor/Narrator:

Happy, are y'. Content at last?
Wiped out what happened, forgotten the past?
But you've got to have an endin', if a start's been made.
No one gets off without the price bein' paid.

MRS. LYONS: Where did you get that...locket from, Edward? Why do you wear it?

EDWARD: I can't tell you that, Ma. I've explained, it's a secret. I can't tell you.

MRS. LYONS: But...but I'm your mother.

EDWARD: I know, but I still can't tell you. It's not important, I'm going up to my room. It's just a secret, everybody has secrets, don't you have secrets?

Analysing Quotes:

What does this quote suggest/reveal?

What are the key words in the quote and what are their effect?

What do you think Russell's message/intention was? Can you find any links to context?

Mickey:

What...Linda...Linda...Don't...Linda, I wanna kiss y', an' put me arms around y' an' kiss y' and kiss y' an even fornicate with y' but I don't know how to tell y' because I've got pimples an' me feet are too big an' me bum sticks out an'...

EDWARD: I wish I was a bit like
Wish that I could score a hit like
And be just a little bit like
That guy

MICKEY: I wish that I could be like
Just a little less like me
Like the sort of guy I see, like
That guy
That guy

Analysing Quotes:

What does this quote suggest/reveal?

What are the key words in the quote and what are their effect?

What do you think Russell's message/intention was? Can you find any links to context?

MRS. LYONS: Afraid he might eventually have forgotten you? Oh no. There's no chance of that. He'll always remember you. After we'd moved he talked less and less of you and your family. I started...just for a while I came to believe that he was actually mine.

MRS. JOHNSTONE: He is yours.

MRS. LYONS: No. I took him. But I never made him mine. Does he know? Have you told...

MRS. JOHNSTONE: Of course not!

MRS. LYONS: Even when—when he was a tiny baby I'd see him looking straight at me and I'd think, he knows...he knows. You have ruined me. But you won't ruin Edward!

MRS. JOHNSTONE: YOU'RE MAD. MAD.

MRS. LYONS: I curse the day I met you. You ruined me.

MRS. JOHNSTONE: Go. Just go!

MRS. LYONS: Witch. I curse you. Witch!

MRS. JOHNSTONE: Go!

Narrator:

And who'd dare tell the lambs in Spring,
What fate the later seasons bring.
Who'd tell the girl in the middle of the pair
The price she'll pay just for being there.

EDWARD: If I was him, if I was him
That's what I'd do.
But I'm not saying a word
I'm not saying I care
Though I would like you to know
That I'm not saying a word
I'm not saying I care
Though I would like you to know.
But I'm not.
LINDA: What?
EDWARD: Mickey.

Mr Lyons:

Take a letter, Miss Jones,
Due to the world situation
The shrinking pound, the global slump
And the price of oil

I'm afraid we must fire you,
We no longer require you,
It's just another
Sign of the times,
Miss Jones,
A most miserable sign of the times.

EDWARD: I thought, I thought we always stuck together. I thought we were...blood brothers.

MICKEY: That was kids' stuff, Eddie. Didn't anyone tell y'? But I suppose you still are a kid, aren't y'?

EDWARD: I'm exactly the same age as you, Mickey.

MICKEY: Yeh. But you're still a kid. An' I wish I could be as well Eddie, I wish I could still believe in all that blood brother stuff. But I can't, because while no one was looking I grew up. An' you didn't, because you didn't need to; an' I don't blame y' for it Eddie. In your shoes I'd be the same, I'd still be able to be a kid. But I'm not in your shoes, I'm in these, lookin' at you. An' you make me sick, right? That was all just kids' stuff, Eddie, an' I don't want to be reminded of it. Right? So just, just take yourself away. Go an' see your friends an' celebrate with them.

Mickey:

I didn't sort anythin' out Linda. Not a job, not a house, nothin'. It used to be just sweets an' ciggies he gave me, because I had none of me own. Now it's a job and a house. I'm not stupid, Linda. You sorted it out. You an' Councillor Eddie Lyons.

Analysing Quotes:

What does this quote suggest/reveal?

What are the key words in the quote and what are their effect?

What do you think Russell's message/intention was? Can you find any links to context?

Narrator:

There's a man gone mad in the town tonight,
He's gonna shoot somebody down,
There's a man gone mad, lost his mind tonight

...

There's a mad man running round and round.
Now you know the devil's got your number.
He's runnin' right beside you,
He's screamin' deep inside you,
And someone said he's callin' your number up today.

MRS. JOHNSTONE: Mickey. Don't shoot Eddie. He's your brother. You had a twin brother. I couldn't afford to keep both of you. His mother couldn't have kids. I agreed to give one of you away!

MICKEY: You. You! Why didn't you give me away? I could have been...I could have been him!

Narrator:

And do we blame superstition for what came to pass?
Or could it be what we, the English, have come to know as class?

Exam Tip:

It's important that you have a good general overall understanding of the whole text, including knowledge of some key quotations, in order to be successful in Part B of your Blood Brothers response.

Part B will ask you about how a particular character/idea/theme is presented in the play as a whole.

Themes

Explore the themes of the novella by completing the table below

Theme	Characters that link with the theme (explain HOW)	Events that link with the theme	Key quotes associated with the theme	Why did Stevenson include this theme in the novella?
Power				
Social Class				
Inequality				

Anger,
Aggression
and Violence

Don't forget to **EXPLAIN**
and **JUSTIFY** your ideas
when exploring themes

Hopes and
Dreams

Secrets and
Secrecy

Nature vs Nurture				
Romance				
Fate				
Superstition				

Don't forget to **EXPLAIN**
and **JUSTIFY** your ideas
when exploring themes

Revision - Character Profile - Mickey Johnstone

Plot – What happens to them in the story? Summarise

Themes – What themes does this character connect with and how?



Characterisation – How would you describe this character's personality? How would the reader react to this character?

Quotes – Write down 3 key quotes that relate to this character and explore their meaning & effect.

Revision - Character Profile - Edward Lyons

Plot – What happens to them in the story? Summarise

Themes – What themes does this character connect with and how?



Characterisation – How would you describe this character's personality? How would the reader react to this character?

Quotes – Write down 3 key quotes that relate to this character and explore their meaning & effect.

Revision - Character Profile - Mrs Lyons

Plot – What happens to them in the story? Summarise

Themes – What themes does this character connect with and how?



Characterisation – How would you describe this character's personality? How would the reader react to this character?

Quotes – Write down 3 key quotes that relate to this character and explore their meaning & effect.

Revision - Character Profile - Mrs Johnstone

Plot – What happens to them in the story? Summarise

Themes – What themes does this character connect with and how?



Characterisation – How would you describe this character's personality? How would the reader react to this character?

Quotes – Write down 3 key quotes that relate to this character and explore their meaning & effect.

Revision - Character Profile - Linda

Plot – What happens to them in the story? Summarise



Themes – What themes does this character connect with and how?

Characterisation – How would you describe this character's personality?
How would the reader react to this character?

Quotes – Write down 3 key quotes that relate to this character and explore their meaning & effect.

Revision - Character Profile - The Narrator

Plot – What happens to them in the story? Summarise

Themes – What themes does this character connect with and how?



Characterisation – How would you describe this character's personality? How would the reader react to this character?

Quotes – Write down 3 key quotes that relate to this character and explore their meaning & effect.

BLOOD BROTHERS TOP QUOTATIONS

Mrs J

It's such a lovely house, it's a pleasure to clean it."

"never put new shoes on a table... You never know what'll happen."

"They say I'm incapable of controllin' the kids I've already got."

"I love the bones of everyone of them."

"But like they say at the Welfare, kids can't live on love alone."

"couldn't I keep them together for a few more days, please, please, they're a pair, they go together."

"I've told you never to go where that boy - where boys like that live."

Mrs L

"It's a pretty house isn't it? It's a pity it's so big. I'm finding it rather large at present."

"We made an agreement, a bargain. You swore on the bible."

"I don't want her to hold the baby, Richard. She's... I don't want the baby to catch anything."

"You gave your baby away. Don't you realise what a crime that is? You'll be locked up. You sold your baby."

"They say... they say that if either twin learns that he once was a pair, they shall both immediately die."

To Mr L "it's these people Edward has started mixing with. Can't you see how he's drawn to them? They're... they're drawing him away from me."

Eddie

"You say smashing things don't you?"

"Don't you know what a dictionary is?"

Mickey "Course I do... It's a, it's a thingy innit?"

Policeman

To Mrs J "And he was about to commit a serious crime, love... You don't wanna end up in court again, do y'?"

To Mr L "it was more of a prank, really... I'm not sure I'd let him mix with the likes of them in the future. Make sure he keeps with his own kind"

Narrator

At the start

"An' did y' never hear of the mother, so cruel,

There's a tone in place of her heart?

Then bring her on and come judge for yourselves

How she came to play this part."

THE KEY THEMES

CLASS

- 1 The Johnstone's way of life compared to the Lyons' way of life:
any line from My Child
- 2 The set draws attention to class divide:
My mummy doesn't allow me to play down here actually
- 3 How class upbringing affects the two boys over time:
While no one was lookin' I grew up. And you didn't because you didn't need to
- 4 Different attitudes and expectations as a result of class - Narrator + Songs:
Could it be what we, the English, have come to know as class?

MOTHERHOOD

- 1 Mrs Johnstone as a mother:
I love the bones of everyone of them
- 2 Mrs Lyons as a mother:
I took him. But I never made him mine
- 3 Songs connected to motherhood + the Narrator's comments:
And that other child of mine, I haven't seen for years, although each day I pray he'll be ok
- 4 The boys' relationships with their mothers:
*She's fabulous your ma, isn't she? OR
'I've explained, it's a secret. I can't tell you.' 'But...but I'm your Mother'*

CHILDHOOD

- 1 the games played by the children:
the whole thing's just a game
- 2 the twins as children:
d'you want to be me blood brother Eddie?
- 3 adolescence - the role of the Narrator in showing time passing:
If only the three of them could stay like that forever
- 4 the contrast between childhood and adulthood:
While no one was lookin' I grew up. And you didn't because you didn't need to

NATURE V NURTURE

- 1 the idea of being a twin:
I will always defend me brother, and stand by him
- 2 the connections between the twins as boys:
you say smashing things don't you?
- 3 the differences in upbringing between the boys:
...it sounds dead funny swearin' in that posh voice
- 4 the differences between the twins as grown men:
Why didn't you give me away! ...I could have been him!

THATCHERISM

- 1 regional and class differences:
Could it be what we, the English, have come to know as class?
- 2 rich / poor divide:
My mummy doesn't allow me to play down here actually
- 3 unemployment:
I'd crawl back to that job for half the pay and double the hours
- 4 education:
You know the most smashing things

LOVE

- 1 adult relationships as role models: Mr and Mrs Johnstone / Mr and Mrs Lyons:
Me husband, he walked out on me...
The house is your domain
- 2 comparing the bond between Linda and Mickey and Linda and Eddie
Mickey I love you!
I suppose I always ...love you, in a way
- 3 Linda and Mickey as a couple
An' what about what I need?
- 4 Linda and Eddie as a couple
They should have gone their separate ways

FRIENDSHIP

- 1 Mickey and Linda as children:
She's a girl but she's alright
- 2 The twins as blood brothers:
I will always defend me brother, and stand by him
- 3 The friendship between the three teenagers:
If only the three of them could stay like that forever
- 5 How friendship changes with the pressures and reality of adulthood:
While no one was lookin' I grew up. And you didn't because you didn't need to

TRAGEDY

- 1 the opening and closing tableaux:
So did y' hear the story of the Johnstone twins?
- 2 Superstition:
you never put new shoes on the table
- 3 Staging and theatrical effects:
(the music pulsates and builds...)
- 4 The role of the narrator - symbols and portents
You know the devil's got your number...
A debt is a debt and must be paid

SUPERSTITION

- 1 superstition linked to working class ideas:
you never put new shoes on the table
- 2 Mrs Lyons' manipulates Mrs Johnstone's superstition:
you must swear on The Bible
- 3 Mrs Lyons succumbs to superstition herself:
(she rushes at the table and sweeps the shoes off)
- 4 The role of the Narrator in drawing attention to superstitious portents:
Someone broke the looking glass

SPECIFIC CHARACTERS / RELATIONSHIPS

Revise the main characters in pairs so that you can contrast any one character with another

- 1 Mickey and Eddie:
connected, friends, separated by class, education and economic events
- 2 Mrs Johnstone and Mrs Lyons:
separated by class, jealous of each other, different styles of Mothering
- 3 Linda (against whom you would compare Mickey and Eddie):
loves both twins, friends, forced to become 'old before her time'
- 4 Always remember to show how the presentation and roles of different characters link to the development of both plot and theme

