

'Takes Two' a play by David Hill

Useful teaching notes for a year 12 or 13 programme.

This resource is designed to be used with either a fourth form (Year 11) English class or a fifth form (Year 12) English School Certificate class. It links with the following English Curriculum Strands and Achievement Objectives at levels four and five:

- **Written Language: Reading:**
 - Personal Reading
 - Close Reading
- **Written Language: Writing:**
 - Expressive Writing
 - Transactional Writing
- **Oral Language: speaking and listening**
 - Interpersonal speaking
 - Interpersonal listening
- **Visual Language: presenting**
- **Language Process:**
 - exploring language
 - thinking critically
 - processing information

Literature Study

Characterisation

- 1) Choose **four** of the characters listed below, write down **two words** which best describe the character, and then find one quotation from the play for each word:
EG. Tia: funny - "police have captured a mugger hiding in the sewers. They flushed him out."

Anna	Chad	Fleur	Jonah	Luke
Tia	Vanessa	Andrew	Bayley	
- 2) Write a short description of each of the above characters. For each, say what the author is telling us.
- 3) Make a comment about the **chorus**: for example, how do they contribute to the play? why do you think the author made these characters symbolic?
- 4) What do the girls want in a guy? What do the guys want in a girl? How are these 'wants' different? The same?
- 5) Look at page 90 - 92. Comment on the groups reaction to Luke's statements.
- 6) Without **conflict**, plays don't work. Conflicts can involve character vs character, character vs themselves, character vs people, people vs people, characters vs ideas and attitudes, etc. Write down as many 'conflicts' as you can find.

Themes

- 1) The back cover blurb says this a play about 'relationships'. Write down four things about relationships from the play. Use examples from the play to support your comments.

2) Is the playwright successful in his attempts to get his message across. Give reasons for your answer.

3) Below are a list of quotations from the play.

For each: explain what the character means
whether you agree or disagree with reasons why.
what is happening for the character at that moment.

- a) "But we're all brain-washed, eh? Songs and movies - they say going out with someone's all that matters. Heaps of other things matter to me." Bayley pg10
- b) "Nobody's perfect." Bayley pg12
- c) "Girls always get hurt most." Vanessa pg23
- d) "We all have fantasies about meeting someone." Bayley pg26
- e) "Men keep women helpless, so they can run things the way they like." Bayley pg32
- f) "Yeah, there's nothing like the truth." Luke pg 50
- g) "Shouldn't be up to schools to teach you about sex. Should be your parents." Jonah pg55
- h) "Guys think sex is about scoring, Girls want affection," Fleur pg58
- i) "Trouble is, people expect you to have a boyfriend or a girlfriend or something. They think there's something wrong with you if you don't." Vanessa pg98
- j) "I still reckon relationships are about love." Girl 2 pg99.

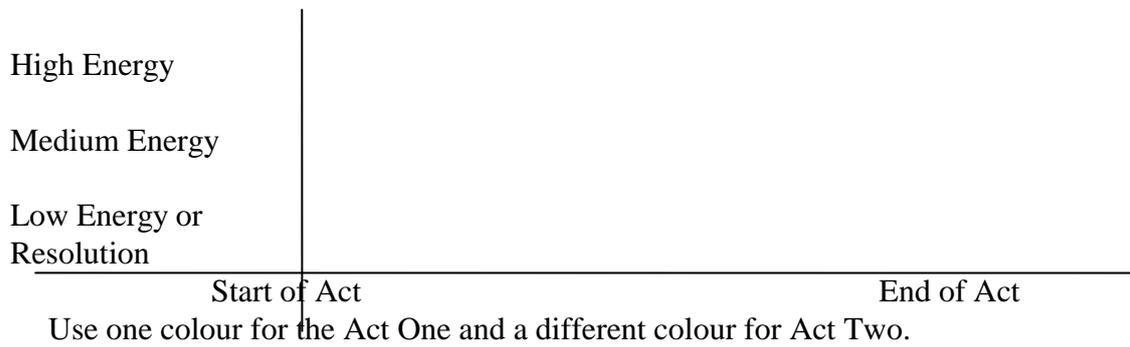
4) Use one of the quotations as a **debating topic**.

5) Choose one of the above as a starter for writing an **expository essay**.

6) Write down what you think is the meaning of the title and how this relates to the **main message**.

Structure and Style

- 1) How does the playwright use humour?
- 2) The playwright has chosen to make this a two act play. Label the main action and/or issues in both acts on the line graph below:



Static Images Do one of the following, keeping in mind: **dominant image, colour, contrast, purpose, audience, message:**

- A poster advertising the play.
- A poster advertising a performance of the play.
- A different dust cover for the play

- A poetry montage: cut out photos and words from magazines and glue onto a sheet of A4 paper. Then photo-copy the image onto coloured paper (green, red or blue are good). Now put some of the quotations from the play onto the sheet or one of your own.

A GAME USING GROUP WORK

WRITING A THREE LEVEL GUIDE IN GROUPS OF FIVE.

What you need: Cardboard, scissors and pens to make the cards; chocolate fish for the winners (see your teacher about this one).

You are writing a guide for the play and which can be used in a game. Your task is to come up with three sets of statements about the play. Some of the statements at each level should be true and some should be false. Once you have decided on the statements, write them on separate cards. On a separate sheet of paper indicate whether each statement is true or false.

1. *Level One Statements* (10 Statements)

These are factual statements which say what the play says. They may be about characters, plot, theme, dialogue. The statements may be worded differently, but they should say the same thing. Use page references and quotations where necessary.

2. *Level Two statements* (10 Statements)

These are statements which ask the reader to read between the lines and interpret what has happened in the story:

- eg. the reasons a character does something
- the most important problem a character has to deal with.

3. *Level Three Statements* (5 Statements)

These are statements which you think the author would agree with. These are difficult questions designed to make the reader think. They are not necessarily written down anywhere in the play, but a thoughtful reader can work out what the author might think about them.

Total of 25 cards.

Now swap your cards with another group.

Setting up the game: Once you have your new set of cards, shuffle them and then hand them out, one at a time, until everyone has the same amount of cards and all the cards have been distributed. In the centre of the group have two places: one for false; one for true. This is where the cards will be placed.

How to play: A player chooses a card from his or her hand, reads it to the group and states whether they believe the statement to be true or false. They must justify their decision to the rest of the group. If the group believes the player has successfully justified their argument, the card remains on the desk. If they don't think the player was convincing, then the player must take the card back and wait until it is their turn again.

The aim of the game: to be the first person to put down all their cards.

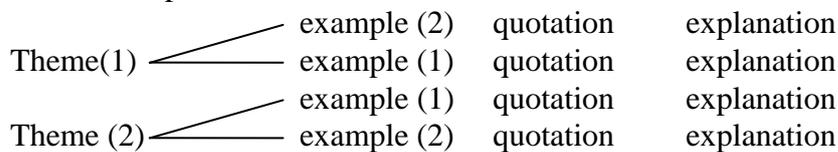
The winner of each game deserves a chocolate fish but you will have to negotiate this with your teacher.

When the games are finished, give the group who has your cards, the sheet of paper with the 'answers' on it. Compare the decisions.

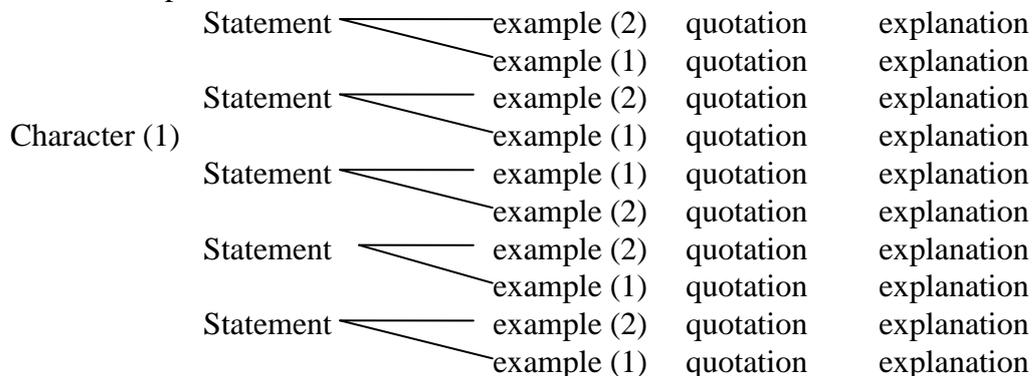
After the game, **write a report** on the exercise. Say how people in your group came to their conclusions; what new things you learnt about the story; comment on the disagreements; comment on the effectiveness of the three level guide.

Exam preparation

- From your notes, write down two main themes
- Find at least two examples each which give evidence for these themes.
- Find a quotation to support each example and explain how that quotation relates to the example.



- From your notes, write down five main points relating to two **characters** from the play.
- Give examples which support each point.
- Find quotations to support each example and explain how that quotation relates to the example.



- Make two comments about the style/ structure of the play.
- Support each comment with at least two examples and explain what effect these have on the play as a whole.
- Choose two of the following and write 200 words explaining why it is important to the play:
 1. a tense moment.
 2. relationship between two characters.
 3. an important speech.
 4. the opening scene.
- Choose two of the following and write 200 words about your response to the play. Remember to stick to discussing the play:
 1. it will stay in my memory.
 2. it made me think.

3. it disappointed me.
4. it got me involved.

- Practice School Certificate Questions. Choose **two**.
 1. Describe a relationship, and what you thought about it.
 2. Describe a tense moment, and the effect it had.
 3. Explain how the ideas and/or situation were relevant to you.
 4. Describe a dominant character, explaining in what ways he/she was dominant.
 5. Describe the climax, and explain why it was exciting.

Write about 200 words supporting what you say with examples /quotations / explanations.

Production Study

1. In groups, choose a scene from the play, for example, one half of the class could prepare Act One and the other half of the class could prepare Act Two.
2. Allocate parts and together work out the overall impression you want to make with the scene.
3. Discuss movement, costumes, props, lighting, sound effects etc.
4. Learn your lines and practise your scene.
5. Perform.

After the performance.

6. Write the title of your play and which character you played.
7. Draw a picture of your character in the costume you wore. Label the drawing and explain the intended effect of the costume and make-up.
8. Write a half page summary of what the play was about (plot summary).
9. Describe the production process: for example, how you came to decide who played the characters, how you practised the play, what problems you encountered, and how you overcame them.
10. Write half a page describing the performance: for example, what was it like, how did you feel, how did the audience respond and any other comments you would like to make.
11. Write a review on one of the other plays.
12. In your group, take turns to tell the others your thought on the performance. Say one thing that you really like about doing the play and one thing that you didn't like.

This teacher's resource was prepared by Tania Kelly Roxborough.

More copies of this and the play can be obtained from the publisher, Heinemann, 39 Rawene Rd, Birkenhead, Auckland.