## **Y9 Play: Blood Brothers – Willy Russell**

# Why?

This unit allows us to explore a modern-day play with issues still prevalent in today's society. Through superstition, fate and relatable characters, Russell advocates for the working class Liverpudlains and the issues they face because of the Government.

### **Literacy Knowledge**

| Declarative sentence   | A statement.  |
|------------------------|---|
| Interrogative sentence | A question.   |
| Imperative sentence    | A command.  |
| Exclamative sentence   | Shows sudden or strong emotions. Ends with an exclamation mark!                     |
| Synonym                | A word that means the same/similar to another.                                      |
| Antonym                | A word that is the opposite to another.   |
| Comparative            | An adjective which compares the object to another. E.g. The left tomato was bigger. |
| Superlative            | An adjective which describes the extreme. E.g. tallest, happiest, angriest.         |

## **Key Concepts:**

# **Social disparity**

The difference between lower class and middle/upper classes. This includes treatment from others, jobs, education, opportunities and power.

### **Superstitions**

Beliefs that are not based on human reason or scientific knowledge but are connected with old ideas about magic. In the play, this is seen to be a lower-class belief rather than an upper class belief.

#### **Nature Vs Nurture**

Describes a person based on their genetics or the environment which they have been brought up in. Nature defines their genes, their DNA and personal appearance. Nurture defines the opportunities and environment someone has been brought up with, such as, education, experiences, family etc.

## Relationships

How relationships change in the play is a major theme. These are family relationships, romantic relationships, friendships and the relationship with wider society.

### **Violence**

As there was a high unemployment rate, violence and crime soared as people became desperate. This is mirrored through the lower class in the play.

## Vocabulary

| Disparity     | A difference in level or treatment (specifically when it is unfair).   |
|---------------|--|
| Impoverished  | Someone or somewhere that has been made poor/ is suffering from poverty.   |
| Privileged    | Someone or something which has special rights or advantages.   |
| Criticism     | An expression of disapproval about something which is perceived to have faults.  |
| Vulnerability | The quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.                          |
| Inevitability | Something being certain to happen.   |
| Cynicism      | An inclination to believe that people are motivated purely by self-interest; scepticism, not trustworthy.  |
| Superstition  | A widely held but irrational belief in supernatural influences, especially as leading to good or bad luck, or a practice based on such a belief. |
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#### Recall and Embed...

| Stage<br>Directions   | Text in a play script which is not meant to read aloud but used to guide the actors and staging in how the play should be performed. |
|-----------------------|--|
| Cyclical<br>Narrative | A narrative (story/plot) which ends as it begins.  |
| Comic Relief          | When a writer uses humorous content within a scene to detract from the serious or tragic nature.                                     |
| Foreshadowing         | A narrative device in which suggestions or warnings about events to come are dropped or planted.                                     |
| Motif                 | Recurring image or idea in a piece of literary work.   |
| Juxtaposition         | Placing two concepts or objects next to or near each other, highlighting their differences and similarities.                         |
| Character foil        | A device used by writers to contrast or reflect another character by highlighting their traits, appearance, personality or morals.   |