

Vocabulary Definition

Poverty	Lacking in money linked to deprivation in social conditions, housing and education.
Wealth	The abundance of money or possessions.
Liverpudlian	A person who comes from Liverpool (often with a distinct accent).
Deceit	Concealing or misrepresenting the truth.
Death	Ending of life.
Innocence	The state of being pure and lacking in corrupt behaviour.
Superstition	Irrational belief in widely held supernatural instances.
Class System	The concept that there is more than one social class of people: working class, middle class and upper class and the rules which govern the lives of people in different classes lead to societal unfairness.
Hierarchy	Ranking of members of society due to status or authority.
Disillusioned	Disappointment in someone or something that appears to be less good than initially thought.
Condescension	A patronising, condescending attitude towards others.
Snobbery	The character or quality of being a snob.
Underprivileged	Not having access to the same standard of living as other people in society.
Omniscient Narrator	All knowing narrative voice.
Dialogue	Speech.
Accent	A distinctive way of pronouncing words.
Dramatic Irony	From Greek tragedy: the audience is aware of the importance of events but the characters are not.
Foreshadowing	Predicting or warning of a future event in the text.
Pathetic Fallacy	Linking of nature and weather to human emotions/moods.
Metaphor	Where one thing becomes another in a comparison.
Musical	The form of the play: music plays an important part in revealing the action/events.
Symbolism	Using symbols in literature to represent ideas or qualities.
Motif	A dominant or recurring idea in the play.

Skills

Analysis Points

- **Link to the question.**
- **Link to the terminology (Lang/Structure – evaluating choice).**
- **Short Quote(s) -or Moment.**
- **Explain meaning and effect – both obvious and hidden (explicit and implicit).**
- **Zoom in on words/explore connotations and effect.**
- **Suggest what other readers might think/feel (offering an alternative opinion).**
- **Link to the writer's intentions (step out from the close analysis to give an overview of meaning) - Context.**
- **Explore a linking quote/supporting idea.**

Key Themes

Wealth, Poverty, Social Class, Inequality, Superstition, Fate, Deceit, Childhood, Violence, Death.

Characters

The main characters in Blood Brothers are the twins Mickey Johnstone and Edward Lyons, and their mothers Mrs Johnstone and Mrs Lyons. Mickey and Edward's friend Linda, who becomes Mickey's wife, is also an important character.

The Narrator is on stage throughout the play and communicates with the audience rather than being involved in the events.

Mickey's brother Sammy and Edward's father Mr Lyons feature less in the play, but both have an impact on the plot.

Use of Form and Setting in Blood Brothers

Blood Brothers is a musical, a play that features songs as an important part. They are spread throughout and used to develop the plot of the play.

As Blood Brothers is a piece of theatre, it is important to remember that it was written to be seen and heard as a performance.

Blood Brothers, a musical by Liverpool playwright Willy Russell, revolves around twin boys (Mickey and Edward) who are separated at birth and brought up in completely different environments in the city. The play, set in the 1960s, is divided into two acts, with songs throughout.

Event Guide

Act 1

- The narrator introduces the plot in a Greek Chorus (we realise the play is a tragedy).
- Meet two very different women, Mrs J v poor agrees to give away one of her twins to Mrs L who is rich.
- Meet the twins ages 7: they are very different in many ways (nurture) but do have quite similar natures. They're treated differently by the police/school.
- Mrs L is paranoid her son will discover his adoption so moves the family to the country to get away from Mickey and Mrs J. Years later, the council rehuses the Johnstone family in the country.

Act 2

- The boys meet again aged 14 and their friendship continues. The boys, again, display similar natures. They have very different qualities in education. Mickey is in love with Linda.
- Mrs L becomes increasingly mad at the thought of Edward finding out and tries to kill Mrs J.
- Aged 18, Edward goes to university and Mickey gets a full-time job which he hates. The gap is widening between them.
- Linda is pregnant so she and Mickey marry. Mickey loses his job, helps Sammy rob a garage and is sent to prison. Nothing is the same for him and Linda again.
- Mickey is released from prison but is addicted to anti-depressants. Desperate, Linda asks Edward for help. He gets them a house and Mickey a job, but starts a brief affair with Linda.
- Mrs L tells Mickey about the affair, he confronts Edward with a gun in the council chamber. Mrs J reveals that they are twins. Mickey shoots Eddie and the police kills Mickey.

Mrs Johnstone

- "He told me I was sexier than Marilyn Monroe" Recurring motif – Her looks were all she had going for her and when they were gone so was her husband.
- "By the time I was twenty-five, I looked like forty-two" Hyperbole – showing the impact on her appearance of having a hard life and so many children so young.
- "During the dance, she acquires a brush, dusters and a mop" stage directions – showing that she is happy to be working even if it is in a menial job.
- "Never put new shoes on a table" Foreshadowing – this superstition suggests that something bad will happen right from the start of the play. Mrs Johnstone believes in these superstitions.
- "Silver trays to take meals on"/"A bike with both wheels on" – Mrs J & Mrs L Juxtaposition – Highlights the different lifestyles both boys would have. Envy from Mrs J. too.
- "Mrs Lyons shows the Bible to Mrs Johnstone" Religious imagery and stage directions – showing how once a pact has been made and sworn on the bible you can't change your mind. Important symbolically as this is the point of no return in giving a baby away.
- "Don't you ever come round here again"/"I'm very sorry, but it's Edward's bedtime" – Mrs J and Mrs L juxtaposition of the characters.
- "She removes a locket from around her neck" – Symbolism.
- "bright new day, we're goin' away" – Foreshadowing and cheerful tone.
- "I curse you! Witch!" – Mrs L to Mrs J hyperbole.

The Narrator

- "I'm up to here with hard luck stories" – Milkman/narrator.
- First person – shows a lack of caring and the poverty that the family live in.
- "The devil's got your number" – narrator.
- Foreshadowing – song shows us that she won't get away with giving up her son.
- "Did you never hear how the Johnstones died" – narrator Foreshadowing – the narrator tells us the ending at the start of the play.
- "The mother, so cruel, there's a stone in place of her heart" – narrator Hyperbole – The narrator exaggerates how horrible Mrs J. is which we find out if not true. He is being very judgemental and patronising towards her.
- "A debt is a debt, and must be paid" – narrator repetition – here the narrator is giving a double meaning, physical money and the fact that she will have to pay for giving up her child.
- "There's a mad man" – narrator Alliteration – referring to Mickey and his desire to kill Edward with the gun from Sammy's robbery.
- "Do we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?" – the narrator.
- Rhetorical questions – questioning tone as to whether the blame lies with society rather than the characters themselves.
- "Did you ever hear the story of the Johnstone twins, as like each other as two new pins" – narrator Cyclical structure of the novel – repetition of the opening – showing their deaths were inevitable from the start.
- "The music pulsates and builds" stage directions – showing the culmination of the action and the building to the deaths.

Edward/Mickey

- “Mam”/“mummy”, “pissed off”/“you say smashing things”, “the two of them immediately wriggle and giggle with glee” – Edward and Mickey - Juxtaposition and difference in speech patterns.
- “We’re blood brothers” Mickey and Edward Symbolism – childhood ritual and the fact they are actually twins.
- “If you cross your fingers and if you count from one to ten” – the children Foreshadowing – showing childhood beliefs and superstitions.
- “Peter Pan” Symbolism of never growing up – foreshadowing later difficulty when both boys do grow up.
- “Take a flying fuck at a rolling donut”/“it’s borin’” - Juxtaposition - of trouble at school for Mickey and Edward.
- “A game of piggy-in-the-middle” the stage directions and foreshadowing – showing where Linda is in the middle of Mickey and Edward throughout both their childhood and into adulthood too.
- “Workin’ overtime”/“I go away to university tomorrow” – Mickey and Edward statements – shows the contrast in lifestyles and class for both boys.
- “How come you got everything... an’ I got nothin’?” – Mickey, to Edward Dialogue – jealousy from Mickey to Edward showing he sees the unfairness in society.
- “I could have been him!” – Mickey shouting accusatory tone –how unfair the whole situation has been and despondency Mickey at his poverty.
- “Walkin’ round in circles” – Mickey Tone – Mickey is resentful and angry at what has happened.
- “I grew up. An’ you didn’t, because you didn’t need to” – Mickey to Edward Emotive language – shows jealousy of Edward’s freedom, money and Uni.
- “Chronically depressed” – Mickey Emotive language – Mickey is reliant on pills after prison.
- “You sorted it out. You and Councillor Eddie Lyons” – Mickey Sarcastic tone –not grateful for Eddie’s help.
- Edward is “on a platform” stage directions –Edward is isolated and an easy target.

Mrs Lyons

- “Give one to me” imperative – demanding tone showing that she is desperate for a baby and will do anything to get one.
- “How can you possibly avoid some of them being put into care?” Rhetorical Question – persuade her to give one of the twins to her.
- “You’ll be locked up” Directive – threatening Mrs J.
- “It’s just... just this place” repetition – shows her bad state of mind.
- “Has a lethal-looking kitchen knife in her hand” Stage directions – she is trying to stab Mrs J. showing that she is going mad.

Minor Characters

Mr Lyons

“It’s a sign of the times, Miss Jones” - statement – showing that there is no work for anyone (linking to Mickey being unemployed and unable to find a job).

Police

“He was about to commit a serious crime”/“it was more of a prank, really” - juxtaposition of the treatment of Mickey and Edward by the police – unfairness and class stereotyping.

Sammy

“Sammy burnt the school down” - foreshadowing – that he will be trouble and lead Mickey into trouble too.

Schoolteacher

“This is a boys’ school, Lyons” – negative tone – showing Edward getting into trouble.

Cormier presents Larry LaSalle as a complex character in *Heroes*.

He is physically striking and he has an attractive personality.

He is a war hero, having been awarded a Silver Star Medal. He is also portrayed as a hero to the kids of Frenchtown.

There are hints throughout the opening chapters that he might not be what he seems.

Context

Pearl Harbor

The United States were brought into the Second World War because of the **bombing of Pearl Harbor by the Japanese** on December 7th, 1941. It was a surprise attack by the Japanese on an important US naval base. Pearl Harbor is on one of the islands of Hawaii, which is part of the USA. Many US battleships and aircraft were destroyed, and over 2,000 people were killed.

The attack made public opinion in the USA switch overnight to pro-war patriotism. Unlike in Europe there was no conscription, but **many Americans volunteered to go and fight overseas**.

Key Quotations

These quotations 'show' us the type of character that Larry LaSalle is. Use them in your response when you are analysing.

- 'The broad shoulders of an athlete and the narrow hips of a dancer'.
- 'He could tap dance with machine gun speed'.
- 'He was our champion'.
- 'Does that one sin of mine wipe away all the good things?'.
- 'Movie star teeth' and a 'touch of Fred Astaire'.
- 'Dark hints that he had 'gotten into trouble' in New York City'.
- 'You are all stars'.

Sentence Starters

What?

- The writer presents...
- Larry is portrayed as...
- LaSalle appears to be a character who...

How?

- The use of [insert descriptive device, e.g. metaphor] is effective because...
- The word, '...' has suggestions of...
- '[insert quote]' has connotations of ...
- This implies/suggests...
- The word/phrase is effective because...

Why?

- Cormier creates a sense of...
- The reader's response would be...
- The effect of this is...

In contrast, In addition, Alternatively, Furthermore.

Key Words

Foreshadows	Warns of a future event.
Charismatic	A charming personality which seems to attract others.
Manipulative	When you use unpleasant/immoral means to influence someone.
Ominous	Suggests something bad will happen.
Connotes	Implies or suggests something.
Veteran	Ex-member of the military, e.g. an ex-soldier.
Empathy	The ability to understand and share the feelings of others.
Distrust	When you don't trust someone.

Example Response

Cormier presents Larry LaSalle as a fake. Initially, he is described as a glamorous and charismatic man with his 'movie star teeth' and 'a touch of Fred Astaire'. The use of metaphors is effective as it shows Larry to be elevated from the ordinary residents of Frenchtown. Fred Astaire was a famous dancer and movie star so the fact that Larry only needs 'a touch' of his qualities amplifies his skill and prowess.

Cormier creates a sense of mystery where Larry is concerned because the people of Frenchtown are likely to focus on the excitement of his celebrity status instead of questioning his motives. The reader is likely to feel concern that the fact there are 'dark hints about his past' and therefore he may pose a threat to the children of Frenchtown.

Discover Drama Challenges Essential Vocabulary

Advanced Ensemble Development	Guidelines and shared values to enable excellent collaboration in creative work.
Communication Skills	Ways we share and receive messages verbally and non-verbally. Listening is key.
Practitioners	Specialists who have done significant work in drama and theatre.
Splendid Theatre	Kerry Frampton and Ben Hales contemporary theatre.
Brecht	German practitioner of political, epic, entertaining non-naturalistic theatre.
Political Theatre	Theatre that explores human decisions and power.
Episodic Structure	Created of a series of parts rather than 5-Act structure.
Storytelling	Ways to tell a story theatrically as an ensemble.
Issue Based Theatre	Theatre that explores complicated problems.
Fourth Wall	Imaginary wall between actors and audience.
Theatre Companies	Professional groups that create and perform theatre.
Theatrical Genres	Types of theatre – tragic, political, comic, physical etc.
Humour	Use of funny, witty and entertaining strategies.

Layla's Room	Contemporary play by Layla Mahfouz.
Cross Cuts	Two or more locations on stage at once.
Play Structures	How a play is put together – cyclic, episodic, non- naturalistic , flashbacks, well-made, etc.
Research	Studies and work to find out more.
Performance Skills	How actors use their voices, bodies and interactions.
Evaluation Skills	How we analyse theatre and performance.
Devising Theatre	Theatre that is created without script.
Aim	What a company/writer intends to achieve.
Multiple Perspectives	Seeing a story from several points of view.
Vocality	How we speak.
Physicality	How we move.
Energy	The power and attack of our work.
Focus	A way of concentrating and paying attention.
Engaging the Audience	How performers get and keep audience focus.



Forms of poetry

Form, in poetry, can be understood as the physical structure of the poem: the length of the lines, their rhythms, their system of rhymes and repetition.

Auto-biographical	A poem about the poet's life and experiences.
Ballad	A form of poetry often set to music.
Blank verse	Verse with no rhyme – usually ten syllables
Dramatic monologue	A character speaks to the reader.
Epic poem	Tragic/heroic story poems
First person	Poem written from the poet's view-point or perspective using 'I'.
Free Verse	No regular rhyme/rhythm
Lyrical	Emotional and beautiful
Narrative	A form of poetry that tells a story
Ode	Lyrical poem often addressed to one person.
Rhetoric	Persuasive
Sonnet	14 line poem often to do with love
Third person	A detached perspective (someone who isn't directly involved in the action) explains everything that is happening.

Poetry Terminology (Structure)

Anaphora	A device that consists of repeating a sequence of words at the beginning of neighbouring sentences.
Caesura	A pause in a line of poetry.
Enjambment	A thought or sense, phrase or clause, in a line of poetry that does not come to an end at the line break, but moves over to the next line.
Epistrophe	A device that can be defined as the repetition of phrases or words at the ends of the clauses or sentences.
Juxtaposition	The act of placing two things side by side for comparison.
Quatrain	A set of four lines.
Rhyme	Close similarity in the final sounds of two or more words or lines of writing.
Stanza	A stanza is a division of four or more lines in a poem.
Volta	The turning point of a poem.

Terminology (Language)

Techniques are used by writers as an attempt to make the reader think in a certain way. These techniques can be used to intrigue, inspire, persuade or simply convey information to the reader.

Abstract	An idea rather than a real thing.
Alliteration	The occurrence of the same sound at the beginning of adjacent or closely connected words.
Assonance	Resemblance of sound between syllables of nearby words, arising particularly from the rhyming of two or more stressed vowels, but not consonants
Authentic	Seems genuine or truthful
Colloquial Language	Informal, casual language
Emotive Language	Language used to make you feel a specific emotion.
Euphemism	Alternative words to make something nasty sound less harsh or blunt.
Extended Metaphor	Refers to a comparison between two unlike things that continues throughout a series of sentences in a paragraph, or lines in a poem.
Hyperbole	Exaggerated statements or claims not meant to be taken literally.
Imagery	Descriptive or figurative language.
Irony	A device or event in which what appears, on the surface, to be the case, differs radically from what is actually the case.
Metaphor	A way of comparing by saying something is something else, even though it isn't,
Mood	Another word for atmosphere.
Onomatopoeia	The formation of a word from a sound associated with what is named.
Personification	The attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.
Plosive	A consonant that is produced by stopping the airflow using the lips, teeth, or palate, followed by a sudden release of air.
Rhetorical Question	A question that does not have an answer.
Semantic field	Groups/categories of words
Sibilance	Sibilance is a more specific type of alliteration that relies on the repetition of soft consonant sounds in words to create a hissing sound in the writing.
Simile	Comparing something using the words 'like' or 'as'.
Symbolism	The use of symbols to represent ideas or qualities.
Tone/Voice	Attitude of a writer toward a subject or audience.

Tier 2 Vocabulary

Inspire	- encircle
Bide	- stay somewhere
Woo	- try to gain the love of someone
Fay	- fairy
Leveret	- young hare (in its 1st year)
Sprigged	- fabric decorated with a design of sprigs of leaves and flowers
Beckon	- encourage someone to come nearer with a gesture of the hand/arm
Honed	- sharpened
Pyre	- a heap of combustible material, especially one for burning a corpse as part of a funeral ceremony
Devotion	- love and loyalty for a person
Relics	- objects of historical or sentimental interest
Pelmets	- narrow border of wood/cloth that's fitted across the top of a door/window to hide the curtain fittings
Prairies	- large areas of open grassland
Platinum	- precious silvery-white metal

Themes/Topics

- Parent/child/family relationships
- Physical attraction
- Separation
- Romantic love
- Memory
- Failed relationships
- Passing of time
- Possession
- Guilt
- Nostalgia

-Big question: What inspires poetry? Why are writers compelled to write about relationships?

Event Guide

Act 1

- The narrator introduces the plot in a Greek Chorus (we realise the play is a tragedy).
- Meet two very different women, Mrs J v poor agrees to give away one of her twins to Mrs L who is rich.
- Meet the twins ages 7: they are very different in many ways (nurture) but do have quite similar natures. They're treated differently by the police/school.
- Mrs L is paranoid her son will discover his adoption so moves the family to the country to get away from Mickey and Mrs J. Years later, the council rehuses the Johnstone family in the country.

Act 2

- The boys meet again aged 14 and their friendship continues. The boys, again, display similar natures. They have very different qualities in education. Mickey is in love with Linda.
- Mrs L becomes increasingly mad at the thought of Edward finding out and tries to kill Mrs J.
- Aged 18, Edward goes to university and Mickey gets a full-time job which he hates. The gap is widening between them.
- Linda is pregnant so she and Mickey marry. Mickey loses his job, helps Sammy rob a garage and is sent to prison. Nothing is the same for him and Linda again.
- Mickey is released from prison but is addicted to anti-depressants. Desperate, Linda asks Edward for help. He gets them a house and Mickey a job, but starts a brief affair with Linda.
- Mrs L tells Mickey about the affair, he confronts Edward with a gun in the council chamber. Mrs J reveals that they are twins. Mickey shoots Eddie and the police kills Mickey.

Mrs Johnstone

- "He told me I was sexier than Marilyn Monroe" Recurring motif – Her looks were all she had going for her and when they were gone so was her husband.
- "By the time I was twenty-five, I looked like forty-two" Hyperbole – showing the impact on her appearance of having a hard life and so many children so young.
- "During the dance, she acquires a brush, dusters and a mop" stage directions – showing that she is happy to be working even if it is in a menial job.
- "Never put new shoes on a table" Foreshadowing – this superstition suggests that something bad will happen right from the start of the play. Mrs Johnstone believes in these superstitions.
- "Silver trays to take meals on"/"A bike with both wheels on" – Mrs J & Mrs L Juxtaposition – Highlights the different lifestyles both boys would have. Envy from Mrs J. too.
- "Mrs Lyons shows the Bible to Mrs Johnstone" Religious imagery and stage directions – showing how once a pact has been made and sworn on the bible you can't change your mind. Important symbolically as this is the point of no return in giving a baby away.
- "Don't you ever come round here again"/"I'm very sorry, but it's Edward's bedtime" – Mrs J and Mrs L juxtaposition of the characters.
- "She removes a locket from around her neck" – Symbolism.
- "bright new day, we're goin' away" – Foreshadowing and cheerful tone.
- "I curse you! Witch!" – Mrs L to Mrs J hyperbole.

The Narrator

- "I'm up to here with hard luck stories" – Milkman/narrator.
- First person – shows a lack of caring and the poverty that the family live in.
- "The devil's got your number" – narrator.
- Foreshadowing – song shows us that she won't get away with giving up her son.
- "Did you never hear how the Johnstones died" – narrator Foreshadowing – the narrator tells us the ending at the start of the play.
- "The mother, so cruel, there's a stone in place of her heart" – narrator Hyperbole – The narrator exaggerates how horrible Mrs J. is which we find out if not true. He is being very judgemental and patronising towards her.
- "A debt is a debt, and must be paid" – narrator repetition – here the narrator is giving a double meaning, physical money and the fact that she will have to pay for giving up her child.
- "There's a mad man" – narrator Alliteration – referring to Mickey and his desire to kill Edward with the gun from Sammy's robbery.
- "Do we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?" – the narrator.
- Rhetorical questions – questioning tone as to whether the blame lies with society rather than the characters themselves.
- "Did you ever hear the story of the Johnstone twins, as like each other as two new pins" – narrator Cyclical structure of the novel – repetition of the opening – showing their deaths were inevitable from the start.
- "The music pulsates and builds" stage directions – showing the culmination of the action and the building to the deaths.

Edward/Mickey

- "Mam"/"mummy", "pissed off"/"you say smashing things", "the two of them immediately wriggle and giggle with glee" – Edward and Mickey – Juxtaposition and difference in speech patterns.
- "We're blood brothers" Mickey and Edward Symbolism – childhood ritual and the fact they are actually twins.
- "If you cross your fingers and if you count from one to ten" – the children Foreshadowing – showing childhood beliefs and superstitions.
- "Peter Pan" Symbolism of never growing up – foreshadowing later difficulty when both boys do grow up.
- "Take a flying fuck at a rolling donut"/"it's borin'" – Juxtaposition – of trouble at school for Mickey and Edward.
- "A game of piggy-in-the-middle" the stage directions and foreshadowing – showing where Linda is in the middle of Mickey and Edward throughout both their childhood and into adulthood too.
- "Workin' overtime"/"I go away to university tomorrow" – Mickey and Edward statements – shows the contrast in lifestyles and class for both boys.

Mrs Lyons

- "Give one to me" imperative – demanding tone showing that she is desperate for a baby and will do anything to get one.
- "How can you possibly avoid some of them being put into care?" Rhetorical Question – persuade her to give one of the twins to her.
- "You'll be locked up" Directive – threatening Mrs J.
- "It's just... just this place" repetition – shows her bad state of mind.
- "Has a lethal-looking kitchen knife in her hand" Stage directions – she is trying to stab Mrs J. showing that she is going mad.

- "How come you got everything... an' I got nothin'?" – Mickey, to Edward Dialogue – jealousy from Mickey to Edward showing he sees the unfairness in society.
- "I could have been him!" – Mickey shouting accusatory tone –how unfair the whole situation has been and despondency Mickey at his poverty.
- "Walkin' round in circles" – Mickey Tone – Mickey is resentful and angry at what has happened.
- "I grew up. An' you didn't, because you didn't need to" – Mickey to Edward Emotive language – shows jealousy of Edward's freedom, money and Uni.
- "Chronically depressed" – Mickey Emotive language – Mickey is reliant on pills after prison.
- "You sorted it out. You and Councillor Eddie Lyons" – Mickey Sarcastic tone –not grateful for Eddie's help.
- Edward is "on a platform" stage directions –Edward is isolated and an easy target.

Minor Characters

Mr Lyons

"It's a sign of the times, Miss Jones" – statement – showing that there is no work for anyone (linking to Mickey being unemployed and unable to find a job).

Police

"He was about to commit a serious crime"/"it was more of a prank, really" – juxtaposition of the treatment of Mickey and Edward by the police – unfairness and class stereotyping.

Sammy

"Sammy burnt the school down" – foreshadowing – that he will be trouble and lead Mickey into trouble too.

Schoolteacher

"This is a boys' school, Lyons" – negative tone – showing Edward getting into trouble.

Cormier presents Larry LaSalle as a complex character in Heroes.

He is physically striking and he has an attractive personality.

He is a war hero, having been awarded a Silver Star Medal. He is also portrayed as a hero to the kids of Frenchtown.

There are hints throughout the opening chapters that he might not be what he seems.

Context

Pearl Harbor

The United States were brought into the Second World War because of the **bombing of Pearl Harbor by the Japanese** on December 7th, 1941. It was a surprise attack by the Japanese on an important US naval base. Pearl Harbor is on one of the islands of Hawaii, which is part of the USA. Many US battleships and aircraft were destroyed, and over 2,000 people were killed.

The attack made public opinion in the USA switch overnight to pro-war patriotism. Unlike in Europe there was no conscription, but **many Americans volunteered to go and fight overseas**.

Key Quotations

These quotations 'show' us the type of character that Larry LaSalle is. Use them in your response when you are analysing.

- 'The broad shoulders of an athlete and the narrow hips of a dancer'.
- 'He could tap dance with machine gun speed'.
- 'He was our champion'.
- 'Does that one sin of mine wipe away all the good things?'.
- 'Movie star teeth' and a 'touch of Fred Astaire'.
- 'Dark hints that he had 'gotten into trouble' in New York City'.
- 'You are all stars'.

Sentence Starters

What?

- The writer presents...
- Larry is portrayed as...
- LaSalle appears to be a character who...

How?

- The use of [insert descriptive device, e.g. metaphor] is effective because...
- The word, '...' has suggestions of...
- '[insert quote]' has connotations of ...
- This implies/suggests...
- The word/phrase is effective because...

Why?

- Cormier creates a sense of...
- The reader's response would be...
- The effect of this is...

In contrast, In addition, Alternatively, Furthermore.

Key Words

Foreshadows	Warns of a future event.
Charismatic	A charming personality which seems to attract others.
Manipulative	When you use unpleasant/immoral means to influence someone.
Ominous	Suggests something bad will happen.
Connotes	Implies or suggests something.
Veteran	Ex-member of the military, e.g. an ex-soldier.
Empathy	The ability to understand and share the feelings of others.
Distrust	When you don't trust someone.

Example Response

Cormier presents Larry LaSalle as a fake. Initially, he is described as a glamorous and charismatic man with his 'movie star teeth' and 'a touch of Fred Astaire'. The use of metaphors is effective as it shows Larry to be elevated from the ordinary residents of Frenchtown. Fred Astaire was a famous dancer and movie star so the fact that Larry only needs 'a touch' of his qualities amplifies his skill and prowess.

Cormier creates a sense of mystery where Larry is concerned because the people of Frenchtown are likely to focus on the excitement of his celebrity status instead of questioning his motives. The reader is likely to feel concern that the fact there are 'dark hints about his past' and therefore he may pose a threat to the children of Frenchtown.

Eatwell - 8 Tips for Healthy Eating

1. Base your meals on starchy foods.
2. Eat lots of fruit and veg.
3. Eat more fish - including a portion of oily fish each week.
4. Cut down on saturated fat and sugar.
5. Eat less salt - no more than 6g a day for adults.
6. Get active and try to be a healthy weight.
7. Drink plenty of water.
8. Don't skip breakfast.

Healthy Food Swaps

Changing just a few eating habits can make a big difference to your diet and is the healthiest way to lose weight. Eat less fat, salt, sugars, processed foods and high calorie foods. Swap them for something healthier, such as more fruit and vegetables (5 a day).

Find out more:
www.nhs.uk/change4life/food-facts

Health Issues Linked to Poor Diet

Heart Disease	Arteries become blocked with fatty deposits. Linked to saturated fats and obesity .
Obesity	A condition where the body has accumulated too much fat .
Type 2 Diabetes	A condition linked to too much processed sugar , obesity and lack of exercise.
Tooth Decay	Plaque builds up on teeth causing decay. Made worse by eating too much sugar .

Macronutrients - We need these in large amounts.

Nutrient	Food Examples	Main Function in Body
Starchy Carbohydrates	Cereals, bread, rice, potatoes, pasta etc.	Give us slow release energy. (Wholegrain versions are higher in fibre).
Protein	Meat, fish, eggs, nuts, seeds, pulses, lentils.	Growth, repair and maintenance of muscles.
Fat	Butter, lard, margarine, sunflower oil, olive oil, etc.	Insulates our vital organs (heart, lungs, etc.) and keeps us warm.

Micronutrients - We need these in small amounts.

Nutrient	Food Examples	Main Function in Body
Vitamins & Minerals	Fruits and vegetables.	Help our immune system fight off illnesses and help us release energy from other foods.

Other Essential Nutrients

Nutrient	Food Examples	Main Function in Body
Dietary Fibre (NSP)	Wholegrain cereals, fruit/vegetables, nuts/seeds, etc.	Helps our digestive system remove waste and avoid constipation.
Water		Keeps us hydrated, controls body temperature, helps digestion, gets rid of waste.



All the **foods** on the **Eatwell Guide** give us a range of **different nutrients** which all do **different jobs** in our body.

Remember lots of foods provide more than 1 nutrient.

Practical Dishes



Swiss Roll

Aeration, creating an egg foam which helps products to rise when baked. Checking for readiness. Filling and shaping.



Fajitas

Knife skills. Stir frying. Checking for readiness (no pink chicken). Working with high risk foods (chicken). Assembling wraps.



Pizza

Rubbing in, kneading, shaping. Strong flour used for bread dough is high in a protein called gluten. Knife skills.



Chilli-Con-Carne

Dry frying meat. Vegetable preparation, knife skills. Control of hob. Food safety.



Pasta and Cheese Sauce

Boiling, simmering. Sauce making gelatinisation of starch.



Cheesecake

Crushing, melting, aeration by mechanical whisking. Combining ingredients. Piping cream for decorative finish.



Milestone Dish of Choice

Time management, organisation. Demonstration of skills. Use of cooker/oven/safety/hygiene.