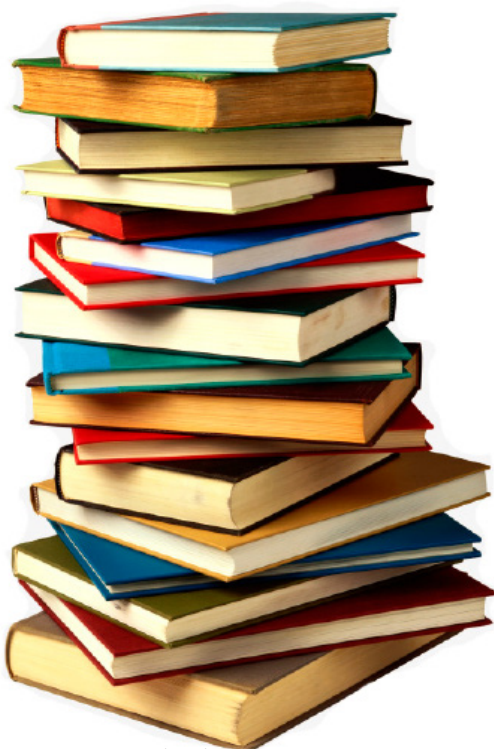




ETC English Theatre Company

Playpacks 2019-2020



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NOT ONE OF US



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NOTE TO TEACHERS

If your time is extremely limited we recommend that you concentrate on the activities that either prepare your students for the story or give them an introduction to the characters they will meet in the play.

There are also extra activities not directly relating to the play but that spring from themes, characters or language items that appear in the play. While these activities are not necessary to prepare your students for the performance we include them here as you may find them useful in their own right.

As we perform in different countries where our audiences have different levels this work-pack contains exercises for these different levels.

It is not meant that you use all the activities. Please select those that you feel would be of most use to your particular students.

We more than welcome comments and suggestions. Just get in touch with us at: info@englishtheatrecompany.com

Michael Harry
Director ETC

SYNOPSIS

Not One of Us is a comic play about a not so funny situation – distrust of and intolerance towards others. Jack is a new boy at school and he is odd. There's no getting away from it. He is unusual, not like the other kids. He thinks differently, has a different cultural base. His clothes are far from fashionable and his values don't really fit in.

It's also a look at attitudes towards education; always choosing a comic manner.

We don't dwell on these points or themes but they are there. Always, we repeat, through the guise of comedy. They are all exaggerated for comic effect.

There's Tony, whose father, a businessman on/over the edge of criminality, assumes Tony will just take over the family business. School is just something Tony has to do until he can leave. It doesn't really matter what Tony thinks about it.

Sandy has successful, exaggeratedly workaholic, parents who give her everything apart from their time.

Jack is home schooled, over-cared for by his very particular parents, kind, thoughtful, honest but somewhat lacking in social skills.

Then there is the teacher who we intend to be the balanced attitude in this.

Not One of Us takes place on Jack's first day ever at school and how two different cultures (Jack's and everybody else's) clash and how they try to work things out.

EXERCISE 1: THE STORY



Either individually, or in pairs, or in small groups fill in the missing words in the text below.

NB. You can either listen to the audio first or not as the teacher decides.

the way he thinks about everything | she's become very independent | very protective
 a "rather special" business | doesn't try very hard | plenty of money | his first day at school
 the cool teenager | if he wanted to be | he has everything | and obeyed by everyone | the odd one

Not One of Us is about three teenagers, Jack, Sandy and Tony.

Tony seems to be ; the leader of the

gang. He's popular with most people

He's rich, His father has

that Tony is expected to take over when he's older.

Tony's got the coolest clothes; he knows all the cool groups. Tony

isn't the best student but he could be, ,

that is.

Sandy, his friend, is a bright girl. She does well at school but

she Her parents are always working so

She has everything too; her parents give her

if not enough time.

Jack is the new boy and out. He's been

home schooled by his caring but parents.

This is : ever. Everyone finds him

strange. His clothes are different, his attitude, his values,

is different.

Not One of us looks at the first day at school, when they all

meet.

TAPESCRIPTS

EXERCISE 2: THE MAIN CHARACTERS

Divide the class into 3 groups. Give each group the name of one of the characters.

Ask students to make notes on what they are about to hear about their character.

Play the audio of the characters and the students gather what they can.

Hand out the respective tasks to each group.

They fill in together what they can.

Then listen to the tape to correct/complete.

Then put them in groups containing all three characters and they share their information.

- **What is common to all the characters?**
- **What is different?**
- **From the brief character they have what do they expect the story to be, given the title of the play? What do they think might happen?**

SANDY

Sandy is 17 years old and lives in London with her parents who are both always working.

Her mother is an advertising executive and is often away on business and her father is a sales manager who works long hours.

She doesn't see her parents much.

Sandy goes to a large comprehensive school in London.

She's very intelligent and quite shy although she doesn't really try very much at school.

TONY

Tony is 17 years old and he's got a secret: he likes school

No one must ever know this, especially his father who wants him to stop school and work for him.

Tony hides it very well. In fact, everyone thinks the opposite: that Tony only really goes to school to flirt and chat up the girls.

He does spend a lot of time looking at himself in the mirror and his image is very important to him. He's not sure what to do.

Tony acts really cool and never shows anybody else what he feels.

JACK

Jack is 17 years old and has just come to live in the north of London with his parents.

Jack is a little unusual in that he has never been to school before now.

He has always been home tutored by his parents.

His parents are also a little unusual.

His father was, for a very short time, a rock star in the 90's and he is still thinks he is.

Jack's mother is, perhaps, more unusual.

Jack is very friendly, very easy-going but he is always, always honest; which can create problems for him.

SANDY

Here are 5 sentences of three parts each about Sandy.
Put them together in the right order.

Her mother is an advertising executive

Sandy is 17 years old and

She

Sandy

She's

lives in London with

doesn't see

and is often away on business and her father

goes to a large comprehensive school

very intelligent and quite shy

in London.

although she doesn't really try very much at school.

her parents who are both always working.

her parents much.

is a sales manager who works long hours.

Her mother is an advertising executive...

Sandy is 17 years old and...

She...

Sandy...

She's...

Then find out all you can about the other two characters.

TONY



Complete the following sentences about Tony

Tony is 17 years old and : he likes school

No one , especially his father who wants him
 for him.

Tony hides it

In fact, : that Tony only
to flirt and chat up the girls.

He does looking at himself in the mirror and his
image is him.

He's to do.

Tony acts shows anybody else what
he feels.

everyone thinks the opposite

really cool and never

he's got a secret

spend a lot of time

not sure what

to stop school and work

very well

very important to

really goes to school

must ever know this

Then find out all you can about the other two characters.

JOHN ARTHUR CHARLES KEVIN (JACK)



Complete the following sentences about Jack

Jack is 17 years old and has come to live in the north of London with his parents.

Jack is a unusual in that he has never been to school now.

He has been home tutored by his parents.

His parents are a little unusual.

His father was, for a short time, a rock star in the 70's and he is really a hippy.

Jack's mother is, , more unusual.

Jack is very friendly, very easy-going he is always, always honest; can create problems for him.

*also**which**just**always**perhaps**very**little**but**still**before*

Then find out all you can about the other two characters.



EXERCISE 3: DREAM ON



In the play Tony is very concerned with his image. What about you? Do you think you have to be different to get a boy or girl to like you?

OPTION 1

What does he/she look like?(height, build, hair, eyes, teeth, other physical characteristics...)

What is she/he like?

What does he/she do?

Did you describe someone you know or someone you imagined?

OPTION 2

Tony is very concerned with his image. What about you? Would you like to change? Which of the following sentences do you agree with about yourself? Add three yourself if you can think of them.

I'd like to be less shy with other people.

I'd like to be more confident in myself.

I'd like to be able to dance better.

I'd like to be able to concentrate more.

I'd like to take more risks.

I'd like to be more ambitious.

I'd like to be more dominant with other people.

I'd like to talk in public better.

I'd like to be able to listen to other people better

I'd like to be kinder.

I'd like to...

I'd like to...

I'd like to...

EXERCISE 4: WHAT WISHES WOULD YOU MAKE?

One wish about school

One wish about yourself

One wish about your family

One wish about the person sitting next to you

One wish about your teacher

One wish for this evening

One wish for this evening

One wish for the weekend

One wish about anything you like

EXERCISE 5: DO YOU WANT TO BE IN MY GANG?

Imagine you are the leader of a gang.
Invent a series of rules for a new member

MUSIC

You love...
You like...
You don't like...
You hate...

FASHION

You always wear ...

You never wear ...

SPORTS

You like ...

You hate ...

HOBBIES

At weekends you always...

At weekends you never...

Now make the questions for each item. Then go round asking all the other students.

How many members for your gang can you find?
Do you need to change the rules?

Now write out a gang contract for new members to sign. Use appropriate modal auxiliaries such as must, mustn't, can't, have to etc...

GANG CONTRACT



EXERCISE 6: WHY CAN'T YOU JUST BUY A GOOD FRIEND?

This is a speaking activity where students find their perfect friend. It contains clear ordered stages, though it is not necessary to do all of them.

First brainstorm vocabulary connected with friendship. Qualities you admire in a friend. Likes dislikes you expect to find in him/her, etcetera.

Then make up four different people that are going to be sold as friends. Make them different - as much as is possible. They are only examples. You need to establish price, qualifications, requirements. Exactly as if it were for a job.

Next, either put the students into pairs, one being a shopkeeper who is selling the friends and the other a customer or you be the shopkeeper and encourage class questions about the people you have for sale. The purpose is to check for errors in asking questions for such information or in providing the answers. Deal with any common errors as you decide.

Next, and depending upon your class size, make a number of shopkeepers- each containing two students. The remaining customers are clients. They can either be single clients, a pair, or group, of friends or a married couple. The idea is that there are the same number of shops as there are of groups of clients.

Next, ask the shop keepers to each prepare a special offer, similar to the ones practised earlier in class. Encourage them to prepare details and to practise giving the information correctly. Meanwhile, encourage the clients to practise asking questions. If they are couples, or groups tell them they must persuade the other members in their groups to accept their preferred friend, if they can.

Then each group of clients goes to a shop and enquires about their special offer. Then they change until each client has visited each shop. Then they decide which friend they prefer and why. Class feedback

EXERCISE 7: PARENTS VERSUS TEACHERS

Not One of Us looks at different types of parents. Both the bad and the good are exaggerated for dramatic effect. But what kind of parent would you be.

Imagine you are the parent of teenage twins: a son and a daughter. Using the following guidelines work out a set of rules for them. Think of the reasons why you choose your rules. **Remember you are a parent for this exercise. So, do your job.**

First do this individually, and then compare with a partner, then in a small group and finally as a class. Try to arrive at a compromise with your class but be prepared to argue for something you believe in.

Do you want to supervise their homework?

Do you always want to see it?

Do you want to set times for them to do their homework or leave this to them?

Under what circumstances would you want to see an individual teacher?

Who pays for their clothes?

Who decides what they wear?

What would you not allow them to wear?

How much money should they get a week?

Can they do what they want with this money?

What is a reasonable time for them to come home on a school night?

And at the weekend?

Is there anywhere you would not allow them to go?

Do they always have to tell you where they are going?

If they are going to be late do you want to collect them yourself?

Do you allow them to have a motorbike? Can they go on a motorbike?

What rules do you have for boyfriends and girlfriends?

How do you talk to them about sex?

What can they do and what can't they do?

What do you tell them about Aids?

Below are some typical sentences about the relationship between parents and teenagers.

"Children should be at home at the time their parents tell them"

"Teenagers should have their own money"

"YOU SHOULD BE ABLE TO DO WHAT YOU WANT IN YOUR OWN BEDROOM"

*"Parents should be more careful with girls than with boys
Daughters are more difficult"*

"Boys and girls should help in the house"

"BOYS CAN HAVE MORE FREEDOM THAN GIRLS"

"Parents should understand it is difficult being a teenager sometimes"

*"You should be able to talk to your parents about anything;
e.g., sex, Aids, drugs etc."*

"TEENAGERS SHOULD UNDERSTAND IT IS DIFFICULT BEING A PARENT SOMETIMES"

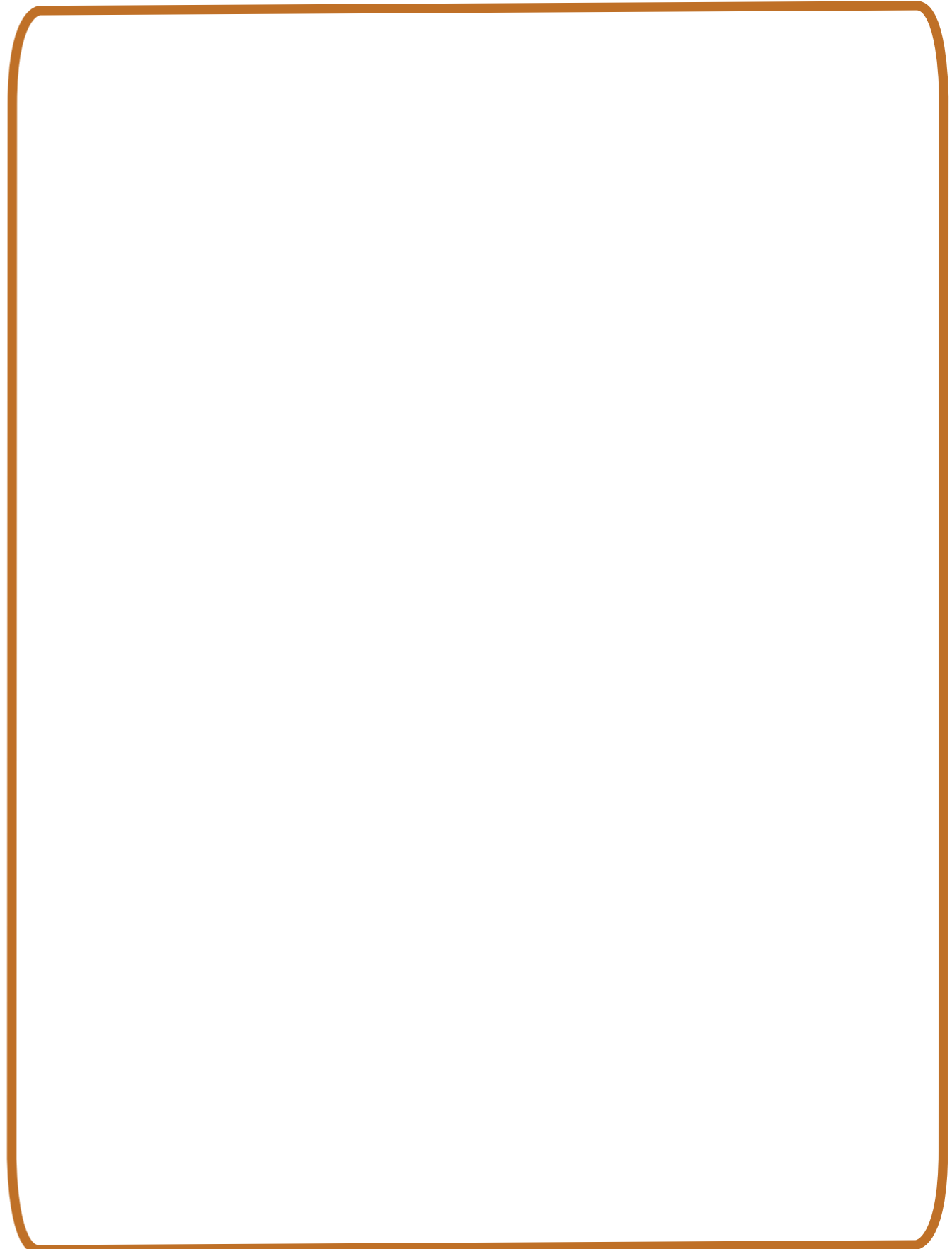
Which ones do you agree with? Why?

Now, together with your teacher, write a questionnaire for your class colleagues about their habits: e.g: How often do you go to the cinema? How often do you go to parties? Do you ever come home late? Can you play music whenever you want?

EXERCISE 8: EXAMINATIONS

Exams come up in the play. What do you think about them?
Which of the following sentences do you agree with?

- Exams are a useful way of showing what you know.
- Exams are not about knowledge but are only about memory.
- The best way to pass an exam is to study just before you take it.
- It is not necessary to study for exams. You only have to understand the subject as you learn it.
- You should never study the day before taking an exam.
- Exams are important. It is necessary to be able to remember certain facts.
- Exams are not important. It is necessary to know how to find out certain facts, not to remember them.



EXERCISE 9: WHAT DO YOU THINK?**Recommended for after the performance**

The following are a series of discussion points based on Not One of Us. You can either go through them with the class as a whole or put the students into small groups and let them first discuss the points together and then have a general feedback session with the whole class.

1) There are three principle characters in Not One of Us: Jack; Tony and Sandy. Who did you like best? Why? Who did you like least? Why?

2) Which of the following words can describe Jack, Tony or Sandy? Look up any words you don't know in your dictionary.

strange, frightened, boastful, arrogant, frightened, shy, funny, dangerous, aggressive, weak, strong, weird, innocent, street-wise, lonely, happy, lively, optimistic, pessimistic, generous, mean, honest.

Jack:

Tony:

Sandy:

Are there any other words you would use to describe the three characters? What are they?

3) Sandy and Tony think Jack is “too different” and “weird” and that he doesn't “fit in”. Why? Give as many ways as you can in which Jack is different. Do you think Jack is weird? And, is that a bad thing or not?

4) Sandy and Tony seem to like each other. What do you think will happen to them?

5) How like Jack are you? Are there any ways in which you are different to your friends and class-mates? Try and think of as many ways as you can. Are any of these a problem to you? If so, is this your problem or the problem of everybody else?

SOLUTIONS

EXERCISE 1:

CORRECT TEXT:

Not One of Us is about three teenagers, Jack, Sandy and Tony.

Tony seems to be the cool teenager; the leader of the gang. He's popular with most people and obeyed by everyone.

He's rich, he has everything. His father has a "rather special" business that Tony is expected to take over when he's older.

Tony's got the coolest clothes; he knows all the cool groups. Tony isn't the best student but he could be, if he wanted to be, that is.

Sandy, his friend, is a bright girl. She does well at school but she doesn't try very hard. Her parents are always working so she's become very independent.

She has everything too; her parents give her plenty of money if not enough time.

Jack is the new boy and the odd one out. He's been home schooled by his caring but very protective parents. This is his first day at school: ever.

Everyone finds him strange. His clothes are different, his attitude, his values, the way he thinks about everything is different.

Not One of us looks at the first day at school, when they all meet.

EXERCISE 2:

Tapescripts on page 3

ALL OTHER EXERCISES:

have open answers depending on the opinion of the students.