Exploring Transitions

Educating Rita Questions

ACT TWO

**Scene One:**

1. What happens in between Act One and Act Two? Why is there a break?
2. From Act One to Act Two, Rita transitions. How is this evident in the first stage directions? (Remember the metaphor about the dress from Act One).
3. We start to see a change in Rita’s language vocabulary – she is becoming ‘dead clever’ when she speaks to a tutor. What is this quote and analyse the growth in Rita.
4. Who is Trish? What is Trish like?
5. The motif of the window is evident in this scene. How do the stage directions and dialogue convey the crossing of both ‘worlds’? Use quotes from pages 51-52.
6. ‘RITA (*Struggling to open the window)* It won’t bleedin’ budge’

How does this symbolise Rita’s barrier to the educational world?

1. What analogy does Frank make? How can we relate this to Rita’s transition to the educational world?
2. We see as much of a transition in Frank as we do in Rita. How? (Page 54)

**Scene Two:**

1. How does Rita enter the room differently to every other scene?
2. Rita (*Talks in a peculiar voice).* Why? Use quotes from the text.
3. How does Frank react?
4. The motif of the ‘grass’ and the outside/educated world are evident again. How does this portray the concept of Exploring Transitions? Relate to the rubric.
5. Why does Frank get upset about ‘Mr Tyson’? Use terminology from the rubric.

**Scene Three:**

1. A switch is seen between Frank and Rita. List the different ways in which this switch in roles is evident.
2. Why did the students complain about Frank?
3. Rita starts to develop her own opinions and views on literature. Why doesn’t Frank like this?
4. RITA: I’m not an idiot now.

Rita recognises a ‘shift in attitude’ and that she has developed and grown. Analyse this growth in relation to the Exploring Transitions rubric.

**Scene Four:**

1. Why is Frank upset?
2. RITA “They’re not trapped – they’re too young for that”

This quote could be used as a metaphor for Rita’s transition into the new world. How?

1. Why does Frank give Rita his work?

**Scene Five:**

1. Why wouldn’t have Rita understood Franks poetry when she first started tutoring? Why does she now?
2. Why is Frank sarcastic in the quote “Oh I’ve done a fine job on you, haven’t I”?
3. Rita speaks about being ‘educated’. Analyse how she believes she has transitioned, referring to the key terms from the rubric.
4. Why do you think Rita changed her name back?

**Scene Six:**

1. Why does Frank try to call Rita?

**Scene Seven:**

1. Why does Rita believe Frank is a good teacher?
2. Rita: “I’ll make a decision, I’ll choose” (Page 73)

How do both Frank and Trish help Rita to make her own decisions? (Write a paragraph on each).

1. Frank gives Rita a dress for “an educated woman friend”. How does this reoccurring motif fit in with the whole play – relating to Exploring Transitions?
2. At the end of the play we see the final transition of both Frank and Rita. How do we see their shift in attitudes to finish the play?