

## Character revision sheet

Below is a partly completed character revision sheet for **Geof**.  
Copy the grid and complete it.

<b>Character and importance to the play</b>	<b>Geoffrey Ingram.</b> Although not introduced to the audience until the second act, Geof is an important ally to Jo, who supports her while temporarily finding a home for himself. He is an art student and takes on domestic tasks like cleaning, shopping and sewing.		
<b>What do they want?</b>	Geof wants to create a home for Jo, her baby and himself.		
<b>What obstacles do they face?</b>	<ul style="list-style-type: none"> <li>• Geof's sexuality means that they cannot be a conventional romantic couple.</li> <li>• He experiences prejudice.</li> <li>• Jo's unpredictable moods affect him.</li> <li>• Helen objects to him being in the flat.</li> </ul>		
<b>What are their key scenes?</b>	Act 2, Scene 1: Returning from the fairground and agreeing to stay with Jo. Act 2, Scene 1: They discuss Jo's pregnancy and feelings for her boyfriend. Act 2, Scene 1: Geof is looking after Jo and planning for the baby. Act 2, Scene 2: Geof reassures Jo about her father and they discuss love. Act 2, Scene 2: Helen puts pressure on Geof to leave.		
<b>How might they be costumed?</b>		<b>How might their hair and make-up be done?</b>	
Draw a simple sketch or write a description of costume. Consider: <ul style="list-style-type: none"> <li>• colours</li> <li>• fabrics</li> <li>• shape and fit</li> <li>• personality, background and status.</li> </ul>		Draw a simple sketch or write a description of it. Consider: <ul style="list-style-type: none"> <li>• length, colour and style of hair</li> <li>• type of make-up, if any (colours; how it is appropriate for character, setting and period).</li> </ul>	
<b>How might they use body language?</b>			
<ul style="list-style-type: none"> <li>• Posture</li> <li>• Gait</li> <li>• Facial expression</li> </ul>			
<b>How might they use their voice?</b>			
<ul style="list-style-type: none"> <li>• Emotional range (angry, sad, happy, irritated, desperate)</li> <li>• Pitch and volume (low or high; loud or soft)</li> <li>• Accent or other distinctive features</li> </ul>			
<b>Choose one important line and analyse how they might say it.</b>			