

# DR. JEKYLL & MR. HYDE

1ST & 2ND GRADE - SECONDARY EDUCATION



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## 1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he/she has learned.
- The plays present social content and are focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also help to develop communicative functions, vocabulary and grammatical structures. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives defined by the Ministry of Education for the relevant level.

## 2. OBJECTIVES:

### General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to complete specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings with the help of templates and models.
- Reading various texts in order to understand them, extracting general and specific information in accordance with a pre-established goal.
- Valuing a foreign language as a means of communication and understanding among people with different origins, cultures and languages.
- Contributing to the student's knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

### Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the relevant foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarising the student, from the start, with the story's plot and different characters in order to facilitate comprehension of the performance.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that makes up the relevant functions in order for the student to be able to grasp them..
- The four basic competencies that each reader needs to control in order to communicate optimally will also be worked on: listening and reading comprehension (**L.C.-R.C.**) and written and oral expression (**W.E.-O.E.**).

### 3. METHODOLOGY

#### Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over **four 60 minute sessions**. The idea behind this is that the worksheets should be integrated into the class routine, reinforcing or applying previously acquired knowledge or introducing new but simple content for a certain level.

#### Structure of Material:

The objective of the **first, second and third sessions** is to give the students the necessary preparation in order for them to be able to watch the play without any comprehension problems on the day it is performed.

The **fourth session** will be focused on expression. After having seen it, the students will be allowed to express their opinions on the performance (comparing the play's actual ending with the ending they had previously imagined; comparing the behaviour of the actors with their own.)

## BEFORE THE PERFORMANCE

1° & 2° SECONDARY EDUCATION STAGE		OBJECTIVES	G?=@@S
SESSION 1	Activity 1	<ul style="list-style-type: none"> <li>Familiarisation with the plot</li> </ul>	<ul style="list-style-type: none"> <li>R.C.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>Familiarisation with the characters</li> </ul>	<ul style="list-style-type: none"> <li>W.E.</li> <li>R. C.</li> </ul>
	Activity 3	<ul style="list-style-type: none"> <li>New vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>W.E.</li> </ul>
SESSION 2	Activity 2	<ul style="list-style-type: none"> <li>Discriminating sounds</li> </ul>	<ul style="list-style-type: none"> <li>L. C.</li> </ul>
	Activity 3	<ul style="list-style-type: none"> <li>Discussing opinions</li> </ul>	<ul style="list-style-type: none"> <li>L. C.</li> <li>O. E.</li> </ul>
SESSION 3	Activity 1	<ul style="list-style-type: none"> <li>Testing grammar</li> </ul>	<ul style="list-style-type: none"> <li>R. C.</li> <li>W. E.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>Verifying hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>R. C.</li> <li>O. E.</li> </ul>

## AFTER THE PERFORMANCE

1° & 2° SECONDARY EDUCATION STAGE		OBJECTIVES	G? = @CS
SESSION 4	Activity 1	<ul style="list-style-type: none"> <li>• Testing knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• O.E.</li> </ul>
	Activity 2	<ul style="list-style-type: none"> <li>• Talking about the play</li> </ul>	<ul style="list-style-type: none"> <li>• W.E.</li> </ul>
	Activity 3	<ul style="list-style-type: none"> <li>• Re-writing the ending</li> </ul>	<ul style="list-style-type: none"> <li>• O.E.</li> <li>• W. E.</li> <li>• R. C.</li> </ul>

## SELECTED APPROACH:

Although our main objectives are to foster interest in theatre and help students to grasp two new communicative functions, our approach is intended to be entertaining, visual and communication-based. Indeed, on these worksheets, we can find many activities presented in the form of games, which also provide moments of fun in class. Finally, all sessions require the students to express themselves, with activities focusing on situations from daily life, or even role play. As such, our goal is to offer activities as an alternative to the classroom routine and to make learning a second language more appealing. All of this work is presented as a project of the utmost interest: watching a play in a foreign language.

## ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have the play's script in order to go on to read it. All this material (play and worksheets) is available on the following website:

[www.recursosweb.com](http://www.recursosweb.com)

In the student section, the sessions are spread out over several worksheets. It is advisable to make as many copies as there are students as soon as possible. Once the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to work the four basic skills in foreign language acquisition: Auditory Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well as applying them to real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. It is important to complete each and every one of the sessions, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary to reinforce the overall comprehension of the play and, at the same time, we create excitement and expectations that could very well be completely realised upon leaving the theatre.



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 1: Synopsis



Before you read the synopsis of the play, match the words to the correct definition. Now fill in the gaps with the correct word.

1. well-respected

2. evil

3. supportive

4. shocking

5. good-natured

6. alter-ego

7. butler

8. co-worker

a. a second personality

b. to have good qualities which are admired by other people

c. a person with whom one works

d. the chief manservant of a house.

e. helpful, encouraging, sympathetic

f. causing offense, repulsion or horror

g. morally wrong or bad

h. to have a kind, friendly personality



### Synopsis

Dr Jekyll is a **well-respected** doctor who is working on a secret experiment. He believes that all people have two distinctive personalities – one good and **supportive**, and one **evil**. He has created a chemical formula that makes the brain completely separate these two personalities so that they can be controlled and analysed. He decides to test the formula on himself, and the events that follow are quite **shocking**. The **good-natured** Dr Jekyll suddenly transforms into his evil **alter-ego**, Mr Hyde. Throughout the play, he changes continuously between Dr Jekyll and Mr Hyde. He lives two different lives – one as Dr Jekyll, the kind and caring doctor who everyone knows, and the other as Mr Hyde, a malicious and violent threat to the people around him. However, nobody, not even Dr Jekyll's **butler**, friend, or his **co-worker**, know that he is in fact also the evil Mr Hyde. What will happen when they eventually find out? Will Dr Jekyll be trapped in the same body as the evil Mr Hyde forever?



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 2: The Characters



You already know about Dr Jekyll and Mr Hyde, but who are the other characters in the play? Read the character list below to find out.

- **DR. HENRY JEKYLL:** who becomes Mr Edward Hyde
- **DR. UTTERSON:** Dr. Jekyll's best friend
- **DR. MARY:** Dr. Henry's co-worker
- **POOLE:** Dr. Jekyll's butler
- **DANVERS:** Potential investor
- **SATINE:** A cabaret singer. Hyde's girlfriend



The following sentences give information about the different characters. Write questions using the sentences as the answers. The information you need to ask for is highlighted in bold. Use question the words - **who, what, why, when, where, how, how many...** The first example has been done for you.

1. Dr Jekyll drank the formula because he wanted to do experiment.

Why did Dr Jekyll drink the formula?

2. Dr Jekyll did his experiment in his laboratory.

Where did Dr Jekyll do his experiment?

3. Three people live in Dr Jekyll's house; Dr Jekyll, Mary and Poole.

How many people live in Dr Jekyll's house?

4. Danvers thinks Dr Jekyll's experiment is a bad idea.

What does Danvers think of/about Dr Jekyll's experiment?

5. Mary is Dr Jekyll's co-worker.

Who is Dr Jekyll's co-worker?



## SESSION 1: SYNOPSIS AND CHARACTERS

6. Satine works in a cabaret bar.

*Where does Satine work?*

---

Satine works as a cabaret singer.\*

*What does Satine do? / What does Satine work as? / What is Satine's job?*

---

Mr Hyde is an evil person.\*

*What type of person is Mr Hyde? / What is Mr Hyde like?*

---

\* (More than one possible answer.)



### Activity 3: Split Personalities – Dr Jekyll or Mr Hyde?

**Look at** the following words from the play - some are positive and some are negative. If they are positive, write “**Dr Jekyll**” next to the word, if they are negative, write “**Mr Hyde**” next to the word. Then, try to think of an antonym for each word.

success: Dr Jekyll

Antonym: failure

functional: Dr Jekyll

Antonym: dysfunctional

ill: Mr Hyde

Antonym: healthy

clever: Dr Jekyll

Antonym: stupid

educated: Dr Jekyll

Antonym: uneducated

uglier: Mr Hyde

Antonym: prettier / more beautiful

dirty: Mr Hyde

Antonym: clean

gentle: Dr Jekyll

Antonym: rough

sweet: Dr Jekyll

Antonym: bitter / sour

cruel: Mr Hyde

Antonym: kind



## SESSION 1: SYNOPSIS AND CHARACTERS



**Look at** this line from the play and find the mistake. Make the correction and rewrite the line.

**SATINE:** Nothing, Sir. I didn't mean nothing.

*Nothing, Sir. I didn't mean anything.*



**Look at** the sentence below. The word "ain't" is a slang word which is sometimes used in negative sentences. Can you write the sentence again in formal English, using another word in place of "ain't"?

**POOLE:** I ain't never been taught anything.

*I have never been taught anything.*



**Look at** the sentence below. Write it again in its negative form.

**DANVERS:** We've met before, haven't we?

*We haven't met before, have we?*



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 1: “Something ≠ Happening”



**Read** the questions below and then listen to the extract from Act II (The experiment) to choose the right answers...

1. How does Mary feel when she discovers that Dr. Jekyll doesn't want to say goodbye to her?

- a. relieved
- b. upset
- c. angry

2. In Poole's opinion, why can't Jekyll and Mary have a relationship?

- a. Jekyll is too irreverent
- b. Mary only thinks about her work
- c. They both want different things

3. What gift does Jekyll give Mary as a farewell?

- a. A broken clock
- b. A love letter
- c. A rose

4. How does Jekyll plan to get Mary back?

- a. Declaring his love for her
- b. Getting the experiment to work
- c. Fixing the clock



## SESSION 2: UNDERSTANDING THE PLAY

5. What is Satine sick of?

- a. pain in her head
- b. pain in her arms
- c. a slight cold

6. Why does Satine think Jekyll is a coward?

- a. Because he has prejudices
- b. Because he doesn't want to help her
- c. Because he avoids speaking clearly

7. Why is Satine offended?

- a. Because Jekyll asks for an exorbitant amount of money
- b. Because Jekyll doesn't want to charge for the doctor's office
- c. Because Jekyll is very rude

8. What happens the third time they try the experiment?

- a. The experiment works
- b. The machine explodes
- c. Poole faints



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 2: Dr Jekyll / Mr Hyde Gays...!



The following lines from the play are examples of orders or instructions:

**JEKYLL (TO POOLE):**      *Come closer.*  
    *Hold your breath!*  
    *Get inside the machine.*  
    *Shut up!*  
    *Get dressed!*



As a class, play a game of “Mr Jekyll / Mr Hyde says...!” Take turns to be Mr Jekyll / Mr Hyde and give orders to rest the of your class mates. You must only follow the orders from Dr Jekyll. If you follow the orders from Mr Hyde, you are out of the game.

***Here is an example of how the game works...***

- Dr Jekyll says take a deep breath! (everyone takes a deep breath)
- Dr Jekyll says give yourself an injection! (everyone gives themselves an injection)
- Dr Jekyll says stop! (everyone stops giving themselves an injection)
- Mr Hyde says touch the veins on your arms! (if anyone touches the veins on their arms they are out)

***The game continues...***



## SESSION 3: THE ENDING

### Activity 1: Reporting an Event – What Happened?



Read the following extract from Act II (The Experiment):

JEKYLL: This time everything will go well!

POOLE: I should have asked for the day off.

JEKYLL: Third time's a charm.

POOLE: Oh! My God.

JEKYLL: Poole, help me.

POOLE: I should have gone with Mary.

JEKYLL: It is my turn. It's my chance. I'm going to separate my dark side.  
*(Poole is very nervous. Smoke comes out of the machine. There are several explosions. The light turns off for a moment. A grunt is heard.)*

POOLE: Sir?Si

MR. HYDE: Pooooooooleeeee! *(From inside the machine.)*

POOLE: Is something wrong?

MR. HYDE: Arrggggggghhhhh!!

POOLE: Sir, I don't know if I should open the gate.  
*(Hyde breaks glass from inside the machine.)*

POOLE: I think you should keep your arms inside the window.

MR. HYDE: Open the door!!!!

POOLE: No, no way. I think you're going to have to stay inside for the rest of your life. *(Poole runs away. Hyde manages to open the door from the inside.)*

MR. HYDE: Yes doctor! We have succeeded! Welcome Mr. Hyde!  
*(Hyde shouts and the lights go out.)*



## SESSION 3: THE ENDING



Now, imagine that you are a reporter for a newspaper. Use the sentences from the extract to write a newspaper report of the events. Think of a name for your newspaper and write it on the top line.



The introduction and first line have been done for you:

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*There were some strange happenings at Dr Jekyll's house on Monday evening...*

**(Possible answer – other variations may be accepted)**

*Neighbors and pedestrians have heard loud noises coming from inside the house. Shortly after, a small explosion took place in the basement of the building, although no damage was observed in the adjoining buildings. The people who at that time have gathered at the door of the house tell us how they could hear the noise of broken glass and screams for help to get out. Soon after, the butler has run away without wanting to give any explanation. Fortunately, no personal losses have had to be mourned. Mr. Hyde, a friend of Dr. Jekyll, has come out to the door and told the crowd, somewhat rudely, that everything is right and that Dr. Jekyll is fine.*





## SESSION 4: Express Yourself

### Activity 1: What Did You Think?



Now that you have seen the play, let's talk about the experience....

What was your general impression of the play?

*I thought it was.....*

- *funny*
- *exciting*
- *boring*
- *entertaining*
- *clever*
- *inspiring*
- *enjoyable*

*because.....*

What did you like the most?

- *The best part was...*
- *The funniest part was...*
- *The most entertaining part was...*
- *The most enjoyable part was...*





## SESSION 4: Express Yourself

### Activity 3: Your Turn!



**As a class**, read the ending of the play again. Now, in groups, pretend you are the writers of the play and invent your own ending. Act your new endings for your classmates.

MR. HYDE: Good morning!  
 POOLE: Let her go, monster.  
 MR. HYDE: **(He grabs him by the neck.)** Are you talking to me?  
 MARY: Let him go Hyde. You'll kill him. **(She bites him.)**  
 MR. HYDE: Arrrrggghhhh! **(Hyde releases Poole. He throws Mary to the floor.)** Rat!  
 MARY: Let me go!

**(Poole hits Hyde on the head. Hyde collapses.)**

MARY: Thank you Poole. Let's escape.  
 POOLE: Wait, I have to tell you something. Actually Mr. Hyde is...  
 UTTERSON: **(Off.)** He is a despicable being. **(Utterson enters.)** He is clearly an extortionist. Jekyll is a prisoner.  
 MARY: He forced me to work here.  
 UTTERSON: He has all of Dr. Jekyll's money.  
 MARY: We must call the police. **(Leaving.)**  
 POOLE: Mary, hold on. You have to know something. **(Poole leaving.)**  
 UTTERSON: This is Jekyll's cane.  
 MR. HYDE: No! **(Hyde has woken up.)** This cane is mine.  
 UTTERSON: My hand!!

**(Hyde smashes his hand.)**



## SESSION 4: Express Yourself

**MR. HYDE:** Danvers is waiting for you on the other side.

**UTTERSON:** Who are you?

**MR. HYDE / DR. JEKYLL:** *Hyde, stop! (Hyde beats Utterson to death. Then, Hyde fades.)*

**MARY:** Utterson! We can't report Hyde... Utterson?

*(Mary discovers Utterson's lifeless body. Jekyll wakes up.)*

**JEKYLL:** This must be stopped.

**MARY:** Jekyll!

**JEKYLL:** Miss Mary! **(Shocked.)**

**JEKYLL:** I don't want to hurt anyone else.

**MARY:** It wasn't you. You are not guilty. You are free now. **(They hug each other.)** It's all over. Henry... you're hurting me. Henry!

**MR. HYDE:** Say hello to Mr. Hyde.

**MARY:** Not again. No!!! Henry.

**MR. HYDE / DR. JEKYLL:** *I am not Henry! Release her! Doctor, you finally got what you wanted! Enough Hyde! You are a coward! You are my worst mistake! Arghhh! Mary.*

*(Mary stabs him through the heart with the letter opener.)*

**MARY:** Henry! **(Mary tries to help him.)**

**JEKYLL:** Sorry. I'm glad you're here. I'm sorry for everything. Forgive me. It wasn't me. Thank you.

**MARY:** No.

**(Dark.)**

## OTHER SHOWS

1st & 2nd grade - Secondary Education

TIME TRAVEL *(In English)*

LE PETIT PRINCE *(En Français)*

LUPIN *(En Français)*

LAS AVENTURAS DE TOM SAWYER

EL LAZARILLO

EL PERRO DEL HORTELANO

LUCES DE BOHEMIA

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Didactic Project elaborated by  
Elena Valero Bellé



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