

# DR. JEKYLL & MR. HYDE

3RD & 4TH GRADE - SECONDARY EDUCATION



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## 1. JUSTIFICATION OF THE PROPOSAL

- Theatre is a tool to stimulate and encourage students to discover, learn and apply the language they have 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 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 students with the syntactic, grammatical, lexical and phonetic knowledge that makes up those functions, in order to help students 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 watched the play, 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

3º & 4º E.S.O.		OBJECTIVES	G? = CC
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 1	<ul style="list-style-type: none"> <li>Modal Verbs</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>Discriminating sounds</li> </ul>	<ul style="list-style-type: none"> <li>L. C.</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

3° & 4° E.S.O.		OBJECTIVES	G? = CCS
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.

These skills serve to work on a range of vocabulary, grammatical structures and phonetic aspects, in order to develop a series of communicative functions that we consider key to understand the play. This practice will also help to apply them in 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:** butler
- **DANVERS:** investor
- **SATINE:** A cabaret singer. Hyde's girlfriend



**Now**, read the following extracts from the play. Each extract reveals the personality of the characters. After reading the extract, write a few lines to describe the personality of the character \*.

Here are some adjectives to help you. Check the meanings and then use them in your sentences.

direct – caring – disrespectful – lovely – selfless – concerned –  
protective – sinister – loyal – snobbish – proud – uneducated –  
threatening – defensive – provocative – sceptical – intolerant –  
impatient

*\* Note to teachers – The students may also use other adjectives, and support their answers using examples from the text.*



## SESSION 1: SYNOPSIS AND CHARACTERS



### a. Dr Henry Jekyll.

POOLE: Tell me, my dear.

MARY: Do you think Dr. Jekyll is in love with someone?

POOLE: For a moment I thought...

MARY: I beg your pardon?

POOLE: **(He buttons his shirt back up and takes a drink.)** Nothing. In my opinion, he is very kindly, but he is only interested in his work. We can't make people be the way we would like them to be, isn't that right?



How would you describe Dr Jekyll's personality?

*caring, selfless*



### b. Mr Edward Hyde.

MR. HYDE: Ah! You want to stay calm! **(Drinking again.)**

DANVERS: You shouldn't drink any more.

MR. HYDE: Who will stop me? Danvers Carew? The big investor wants to force me to stop drinking! **(Putting the bottle close to his face.)** You also forced Jekyll to abandon his experiment.

DANVERS: Enough is enough. **(Danvers crosses the stage determined to leave.)**

MR. HYDE: Oh... Come on Danvers! **(Hyde presses Danvers' throat with his cane. Danvers' breathing becomes laboured.)**



## SESSION 1: SYNOPSIS AND CHARACTERS



How would you describe Mr Edward Jekyll's personality?

*sinister, threatening, uneducated, disrepeful*



c. Dr Utterson.

**UTTERSON:** My dear friend... I... I really thought Danvers might be interested in funding the experiment. I am very saddened by his decision. (Visibly dizzy.)

**JEKYLL:** Mr. Utterson!

**MARY:** Utterson!

**UTTERSON:** My dear doctors!

**JEKYLL:** Oh! Please sit down, I will examine you. Unbutton your shirt. (**Utterson sits down and Jekyll picks up his stethoscope.**) Breathe, please.

**UTTERSON:** Doctor, you're the kindest person I've ever met in the world.

**JEKYLL:** Please, breathe and try to calm down.

**UTTERSON:** Don't worry. It's nothing. It's just a bit of stress. I'm feeling better, thank you Jekyll. Oh! I forgot to mention. I have brought you a gift. (**Utterson offers Jekyll a nice cane.**) I am honestly sorry I can't help you with your experiment.



How would you describe Dr Utterson's personality?

*concerned, protective*



## SESSION 1: SYNOPSIS AND CHARACTERS



d. Mary.

**POOLE:** By the way, Mary... You're looking very pretty!

**MARY:** Thank you, Poole. *(She smooths out her clothes.)* Today is the presentation of Dr. Jekyll's work and I wanted to make a good impression on him.

**POOLE:** I see butterflies in the environment!

**MARY:** Poole! *(Smiling.)*

**POOLE:** Don't worry, I will keep your secret...



How would you describe Mary's personality?

*lovely, thoughtful*



e. Danvers.

**DANVERS:** Doctor Jekyll, *(Sceptically.)* If I may ask you a question.

**JEKYLL:** Of course, Mr. Danvers.

**DANVERS:** You're saying that you can eliminate the dark side of a human being?

**JEKYLL:** *(Laughing.)* Oh, no! Excuse me! I must have expressed myself wrong. *(Separating the words with a line.)* Separating good from evil! I mean control, lock up, master, the dark side of things! *(Enclosing the word "evil" in another circle.)* But at this stage, we need your help to continue.

**DANVERS:** Well, well, well... I like to see the enthusiasm. I must admit that it is a very ambitious project. It's a pity, however, that we don't live in Alice's Wonderland. This is real life! I appreciate the intention and energy, but all I care about are my money and my time. Honestly, I don't think it can be achieved. I'm sorry to tell you that you've been wasting my time, and now if you forgive me, I have more important matters to attend to. Mr. Utterson. Dr. Jekyll. Dr. Mary. *(Danvers leaves. Everyone is silent.)*



## SESSION 1: SYNOPSIS AND CHARACTERS



How would you describe Danver's personality?

*direct, impatient, sceptical*



f. Poole.

MARY: I see you're in a bad mood, as always

POOLE: Miss, if one day things in this house are done right I will become a happy and meek kitten: "meow".

MARY: If one day things in this house are done right, the doctor won't need your services and you will be out of a job.

POOLE: Dismissed? (**He approaches Mary.**) Tell me one thing Miss Mary. The doctor doesn't pay me a penny, I have no salary... Do you think I'm working for him or am I rather his slave?

MARY: Don't exaggerate, Poole.

POOLE: (**He sits in a chair and serves himself the "tea" again.**) I have not been paid for two months (**He drinks and spits it out again.**) Damn doctor! I hope he marries soon and settles down.



How would you describe Poole's personality?

*snobbish, intolerant, loyal*



## SESSION 1: SYNOPSIS AND CHARACTERS



g. Satine.

SATINE: That is not easy, doctor. Have you ever visited the places where I work?

JEKYLL: What... I? (Shocked.) Well...

SATINE: Are curious about it?

JEKYLL: I'm sorry, I'm a respected doctor...

SATINE: Oh, sure! (*Satine tries to hug him.*)

JEKYLL: You see, I don't want to offend you...

SATINE: Well, you have. I don't know what I hate the most: the impression I made on you or how cowardly you can be. (*Getting up.*) Tell me how much I owe you.

JEKYLL: Don't worry. I won't charge you anything.

SATINE: You offend me again! You did your job and I'm going to pay you back. (*She leaves some money on the table.*)



How would you describe Satine's personality?

*defensive, proud, provocative*


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## SESSION 1: SYNOPSIS AND CHARACTERS



### 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

**ill:** Mr Hyde  
**Antonym:** healthy

**educated:** Dr Jekyll  
**Antonym:** uneducated

**dirty:** Mr Hyde  
**Antonym:** clean

**sweet:** Dr Jekyll  
**Antonym:** bitter / sour

**functional:** Dr Jekyll  
**Antonym:** dysfunctional

**clever:** Dr Jekyll  
**Antonym:** dumb

**uglier:** Mr Hyde  
**Antonym:** prettier / more beautiful

**gentle:** Dr Jekyll  
**Antonym:** rough

**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: Modal Verbs



**Match** the following modals verbs with the correct functions.

\* Clues - *“must” has two functions*

You can use two of these modal verbs to express **obligation**.

MODAL VERB	FUNCTION
1. should	a. possibility
2. could	b. obligation
3. would	c. offer
4. must	d. prediction
5. have/has to	e. certainty



## SESSION 2: UNDERSTANDING THE PLAY



Now, read the following extracts from the beginning of the play and choose the correct modal verb from above to fill the gap.

JEKYLL: May I ask you a question, Poole? What did I do wrong about Mary?

POOLE: Everything.

JEKYLL: Maybe I should have paid more attention to her.

POOLE: Eureka...

JEKYLL: I have to make it work! *(He gets up.)* Poole, get dressed!

POOLE: Sir, I... *(He pulls out a rubber ducky and makes it squeak.)*

JEKYLL: Dress up right now! I have to get Mary to come back! The experiment is going to work!

POOLE: If I may, sir, it's not a good idea...

SATINE: I have to go.

MR. HYDE: I think not. We're not done yet. *(Hyde presses Satine's chest with the baton. Finally Satine lies down on the stretcher. He heals her wounds.)* The doctor is invited to a party tonight.

SATINE: A party?

MR. HYDE: Yes, all friends and collaborators are invited. Would you like to come with me?

SATINE: *(Satine gets up on the stretcher.)* Me? You don't know anything about me.

MR. HYDE: Of course I do. I value you highly. I can see inside you through your eyes. *(He tries to kiss her but she rejects him.)* Are you afraid to fall in love with someone as respected as me? *(Satine hesitates but kisses him.)* The doctor is going to love this. *(He draws the curtain.)*

**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 her
- 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 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?

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 passers by 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 gathered at the door of the house said they could hear the noise of broken glass and screams for help to get out. Soon after, the butler ran away without stopping 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 all right and that Dr. Jekyll is fine.*

**B**  
Before

## SESSION 3: THE ENDING

## Activity 2: What happens Bext?



**After** you read the following extract from Act II, discuss what you think happens next.

**Use these structures to express possibility...**

Mr Hyde *may / might / could* ...

*It is possible that ...*

Perhaps ...

[illegible]



## 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 2: Write Your Own Review!



Write a review of the play giving your opinion about the following ...

- The plot
- The actors
- The script
- The costumes
- The scenery
- The music



**Below** is the opening paragraph of the review. Continue with your own thoughts and ideas.

*Last night was the premiere of the classic "Dr Jekyll and Mr Hyde". Although the play is a well-known work, the audience was very eager to see a different interpretation of the story by a new theatre company...*

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## 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. *(Uttersen 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

3rd & 4th 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

## Dr. Jekyll & Mr. Hyde

Didactic Project elaborated by  
Elena Valero Bellé



Something big is about to take place and you can see it live at the theatre! An adaptation of the fantastic work by Robert Louis Stevenson that will bring to life the hidden side of your English lessons. Excitement, fun and drama await in the wildest show of the season.

