

LITERATURE 3A

TEACHER'S NOTES

AUTHOR: Robert Louis Stevenson
TITLE: *The Strange Case of Dr Jekyll and Mr Hyde*
(Reading Chapter 8; listening Chapter 9)
THEMES: Science (unit 8), deception, double life
WRITING: Dialogue
THINK STYLE: Themes

ABOUT THE AUTHOR

Robert Louis Stevenson (1850–1894) was born in Edinburgh, Scotland. His works include *Treasure Island* (1883), *Kidnapped* (1886) and *The Strange Case of Dr Jekyll and Mr Hyde* (1886).

Robert Louis Stevenson studied law at university but he had always wanted to be a writer. He suffered from serious health problems all his life and for this reason he left Scotland and travelled to warmer countries, first in Europe and then to America and the South Pacific. He wrote travel books and adventure stories which were inspired by his travels.

INTRODUCTION

Ask students if they have heard of Robert Louis Stevenson or *The Strange Case of Dr Jekyll and Mr Hyde*. Write any ideas on the board in note form. Use the information in the *About the author* box to provide an introduction. Ask if students know any of the novels mentioned. Depending on the class, it may be appropriate to use L1 at this stage.

Optional extension

Brainstorm the names 'Jekyll and Hyde'. Encourage students to contribute what they know about them.

START THINKING ...

- 1 Draw students' attention to the film still. Elicit responses to the questions: *What can you see in the picture?* (a man, some books) *What is the man doing?* (He's thinking about something.)

Organise the class into pairs or small groups. Set a time limit of a few minutes for students to discuss the questions. Then ask students for their opinions. Encourage them to back up their answers with examples. For example, 'I think it's important for all students to study Science because it's important to understand how things work.' 'I think science can be dangerous because sometimes accidents happen in laboratories. Sometimes people use science for bad reasons.' Encourage them to give reasons to justify their answers.

- 2 Draw students' attention to the text above the film still which 'sets the scene' and clarify understanding. Play the audio. When students have read and listened to the text once, allow time to check unfamiliar words in the glossary.

Optional extension

Ask some comprehension questions to check general understanding of the text.

- 3 Students read through the questions. Check for understanding and remind them to refer closely to the text to find the answers. Students' answers may vary slightly, but should have the same meaning as the ones provided here.

Answers

1 Why did Utterson and Poole break the laboratory door down? 2 What did they find on the floor? 3 Where do Utterson and Poole think Dr Jekyll is? 4 Why is there a mirror in the laboratory? 5 How do they know Dr Jekyll had been in the laboratory that day? 6 What does Mr Utterson do with the documents?

- 4 Students read the text again. Discuss the questions and answers with the class.

Suggested answers

1 He probably killed himself. There are chemicals, an empty bottle and a strong smell. 2 He's probably dead, because Hyde is dead/has escaped/is in hiding. 3 He probably means that some strange things have happened in the laboratory. 4 Explanation about Jekyll and Hyde/where he is hiding.

VOCABULARY

- 5 Read through the sentences one at a time to check comprehension of any unknown vocabulary. Working individually, students complete the sentences with the correct form of the words in the glossary. Ask individual students for answers.

Answers

1 trace 2 proceeded to 3 feeling 4 servants
5 examine 6 chemicals

Optional extension

Ask students which facts they find interesting or surprising and why. Point out that these facts all relate to science and life in the 1800s. Ask them to think about what life would be like today if science hadn't progressed as much in previous centuries.

- 6 Ask students to read the text again and to underline five more words that are new to them. Ask them to write the words in sentences. They then read their sentences in pairs and correct each other's mistakes.

ROLE PLAY

- 7 Organise the class into pairs. Read the instruction and check that students understand what they are going to do. Ask two students to read the first part of the conversation. Brainstorm ideas and phrases on the board (*disgusting, broken, dirty, dark, scary*). Set a time limit of 5–10 minutes. Monitor and offer support while students are preparing their role play. Students should write their scripts. Encourage as many students as possible to perform their role plays. Consider asking groups to perform to each other. The ‘audience’ groups can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.

LISTENING

- 8 Before listening, explain that students are going to hear about what happened when Dr Jekyll’s friend, Dr Lanyon, finds out about Dr Jekyll’s secret. Play the recording twice. The first time, encourage students to listen without taking notes. The second time, they put the words in the order they hear them.

Answers

1 notebook 2 experiments 3 visitor 4 glass
5 potion 6 terrified

- 9 Students read through the questions. Encourage students to answer from memory. Play the recording again for students to complete their answers and to check.

Answers

1 bottles 2 midnight 3 small 4 Hyde 5 potion
6 bigger 7 changed 8 terrified

Optional extension

Tell a very simplified form of the story to the class. Then, in pairs, students tell the story to each other, using the words and ideas in Exercises 8 and 9 to help them.

AUDIOSCRIPT (adapted and abridged from Dr Lanyon’s Narrative Chapter 9)

My good friend Dr Jekyll sent me a letter. I was worried when I read it because he sounded desperate. He asked me to go to his laboratory to collect some things: a notebook, a bottle of a chemical that looked like salt and another bottle containing a strange red liquid. I looked inside the notebook and it seemed to be a diary of all his experiments. Next to some of them, he’d written notes like ‘double’ or ‘total failure’.

I returned home and waited for the visitor that Jekyll said would come to collect the things. I began to think that Jekyll was mad.

At exactly midnight, the visitor arrived. He was a small man with an evil face. He was wearing clothes that were much too big for him. I thought it might be Mr Hyde, but I wasn’t sure because I had never seen him before. He was nervous and excited, and immediately asked to see the things I had collected from Jekyll’s laboratory. He asked for a glass and mixed the ingredients from the two bottles in it. The result was a purple liquid that then changed to green. Hyde then asked me if he should go away to drink the potion or if he should stay and drink it in front of me. I was a bit annoyed at this and I told him to drink it in front of me. I had been involved in this story for a long time and I wanted to see the end of it. Hyde picked up the glass and quickly drank the potion. He started to shout then before my eyes, the man’s body started to expand and grow bigger and his face changed. In a minute, Mr Hyde had gone and Dr Jekyll was standing in his place. I was so terrified that I felt ill and I still can’t sleep at night.

Some of the things that Dr Jekyll told me afterwards are too terrible to repeat.



CRITICAL THINKING

Ask the students the question: *Does Dr Jekyll use his scientific knowledge for good or for bad?* Elicit that the things he does are bad. Then ask them: *How can doctors change the human body today?* Elicit that they can use cosmetic surgery to change our appearance. Now write the following on the board: *Is cosmetic surgery a good or bad development?* Working individually, students write at least one reason why it is a good thing, and at least one reason why it isn’t. If students struggle to think of reasons, encourage them to think not just about beauty. When students have finished, ask them to work in small groups to compare their ideas. You can then bring their arguments together on the board and discuss their ideas as a class.

Suggested answers

Good: it can help people who have been injured or badly burned, it can improve people’s confidence, people should have the choice to change how they look

Bad: people should be more tolerant of people who look different, looks shouldn’t be important, confidence isn’t just about beauty

WRITING: DIALOGUE

- 10 Ask students to explain what features they usually find in a dialogue (speech marks, speakers’ names, synonyms for *say* and *tell*, reported speech). Read through the *Writing* skills box. Students can write their dialogue in class or for homework. Students then swap their dialogues with a partner. They read each other’s work and highlight any mistakes. They assess whether the student has completed the task fully and whether they have followed all of the points in the box. They then return the dialogue to the original student who looks at the comments and redrafts their work. Ask some students to read their dialogues out loud to the class.

Optional extension

Give students two minutes to write as many synonyms for *say* and *tell* as they can. They can use a dictionary to help them.

Suggested answers

asked, shouted, requested, whispered, screamed, demanded, called, cried, yelled, pleaded

THINK THEMES

- 11 Read and check that students understand the meaning of *conflict*, *betrayal*, *double life*. Ask them to contribute examples of themes in books they have read in their own language. Then ask them to work in groups to discuss the themes of their favourite novels or films in more detail.

Students' own answers**Additional reading or internet research topics**

- Science in the 19th Century
- *The Strange Case of Dr Jekyll and Mr Hyde* themes
- The life of Robert Louis Stevenson