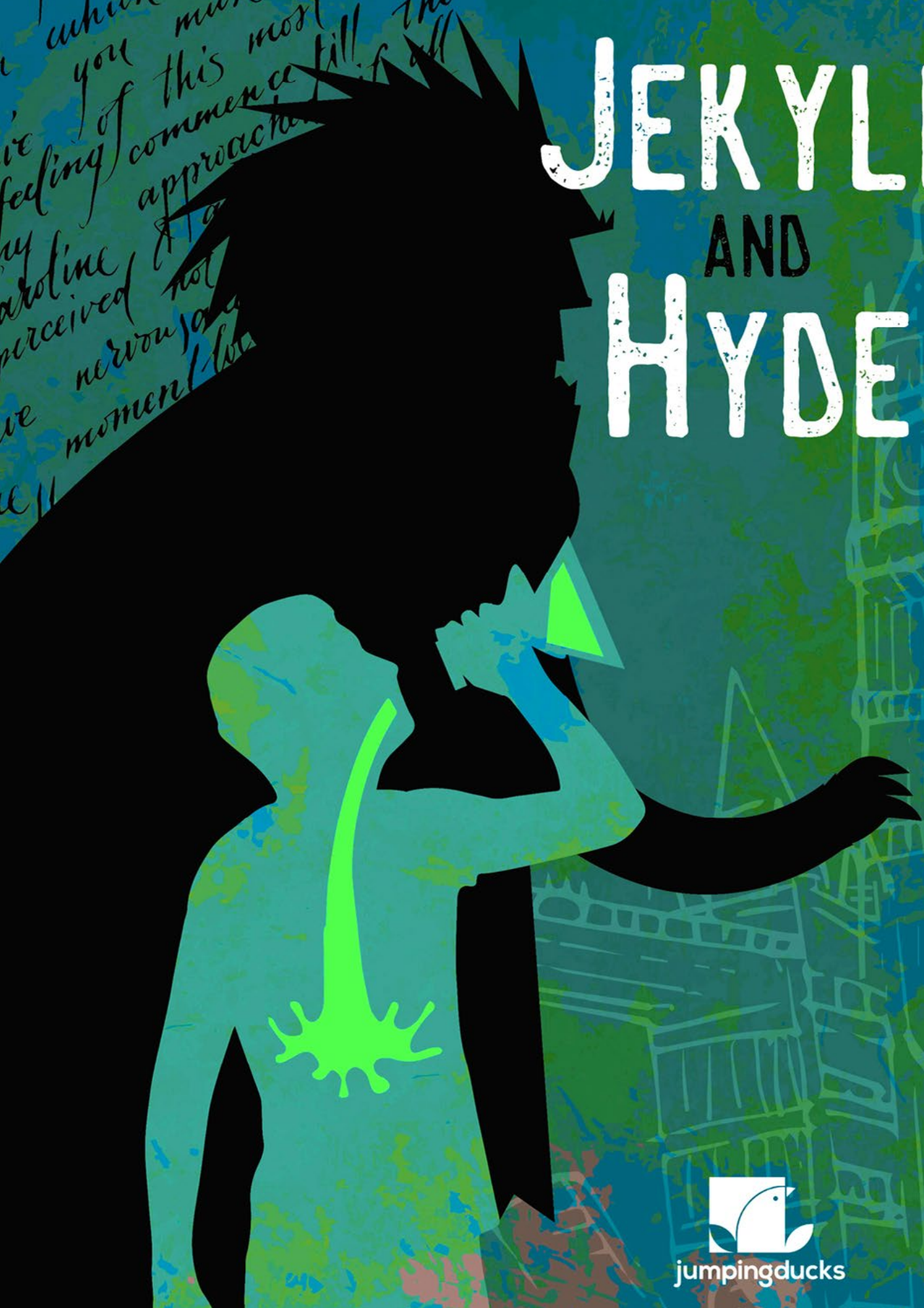


I am not apart
which I parted
you must have
of this most nervous
commence till the
approach of all
any
Caroline
perceived not
nervous
moment

JEKYLL AND HYDE



jumpingducks

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TEACHER'S NOTES

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PRE-SHOW ACTIVITIES

JEKYLL & HYDE: SYNOPSIS

Jekyll is a medical student who lives with his mum, the world-famous scientist Emma Sparks, in Camden - a borough in the north west of foggy London. He is really worried and scared as he is experiencing strange dreams that seem very real to him. He doesn't know if they are dreams or reality as he wakes up in **odd** locations but does not remember how he got there; he wakes up with **torn** clothes, and with cuts and **bruises** on his body. So are they dreams or reality? It's all very strange. He doesn't know what to do, so he decides to send a letter to his **childhood** friend, Lucy Utterson, a clever young woman who is **training** to become a detective. If there's anyone who can help him, it's her. She goes to his house and Jekyll explains everything.

After meeting they decide on the best way to **find out** what's **going on**.

Emma knows what's happening and is secretly trying to help her son. She tells Jekyll she doesn't want him to spend time with Lucy. He doesn't understand why, and she can't explain it to him. He is not going to stop seeing his friend, so he and Lucy will have to hide from Emma.

How is this strange case going to be solved?

SYNOPSIS: THE CHARACTERS AND SETTING

READING AND VOCABULARY

1 Read the text once and answer the questions:

A. Who are the three characters mentioned in the synopsis?

B. What do they do (work/studies)?

2 Read the text again, paying attention to the **highlighted** words and phrases. Try to understand them from the context. Then, with a partner, match each word to the correct meaning below.

WORRIED	ODD	TORN	BRUISES	CHILDHOOD
GOING ON	FOGGY	CLEVER	TRAINING	FIND OUT

A. _____ (adj.) intelligent

B. _____ (n.) the time in your life when you are a child

C. _____ (vb.) learning how to do a job or activity

D. _____ (phrasal verb) discover

E. _____ (adj.) broken [paper or material]

F. _____ (adj.) strange or unusual

G. _____ (adj.) unhappy because you are thinking about problems, or bad things that might happen in the future

H. _____ (n.) dark marks on skin, usually caused by being hit by something

I. _____ (phrasal verb) happening

J. _____ (adj.) with a lot of little drops of water in the air which form clouds in the air, making it difficult to see

SYNOPSIS: BASICS OF THE STORY

READING AND SPEAKING

- Cover the text of the synopsis. In pairs, try to remember the information. Mark the sentences T (true) or F (false).
- Check your answers with the text.

A. Jekyll lives with his parents

☐

B. Jekyll is studying to be a doctor

☐

C. Lucy is Jekyll's girlfriend

☐

D. Lucy is a detective

☐

E. Jekyll calls Lucy to ask for her help

☐

F. Emma knows more about the situation than Jekyll does

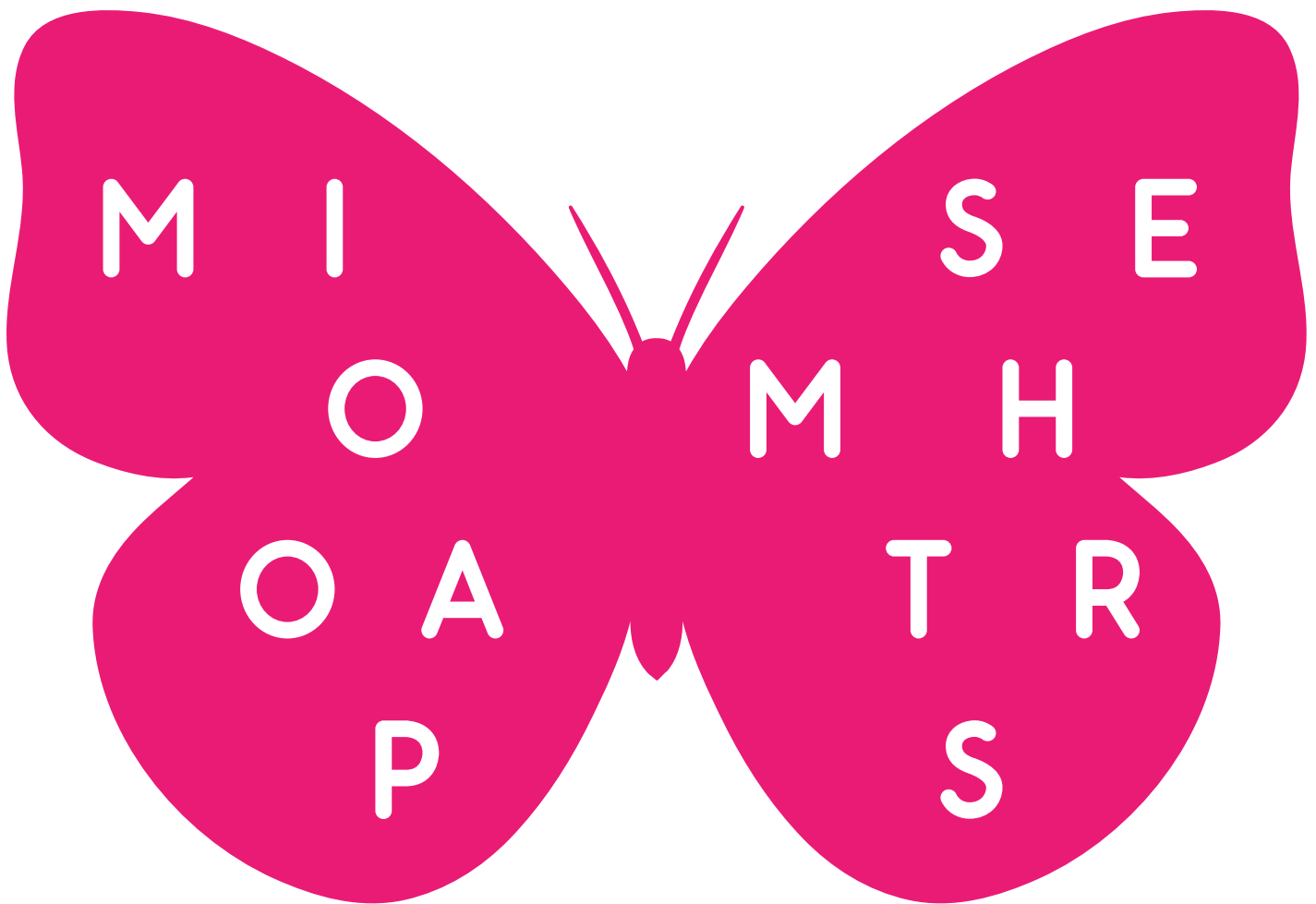
☐

G. Emma wants Jekyll and Lucy to spend more time together

☐

WORD GAME

Look at the letters in the butterfly. Work in pairs or small groups. How many words can you make using the letters? For example, we can make PET, HAT, etc. You'll have 3 minutes. Your teacher will tell you when to start, and stop. You'll get more points for longer words! GOOD LUCK!



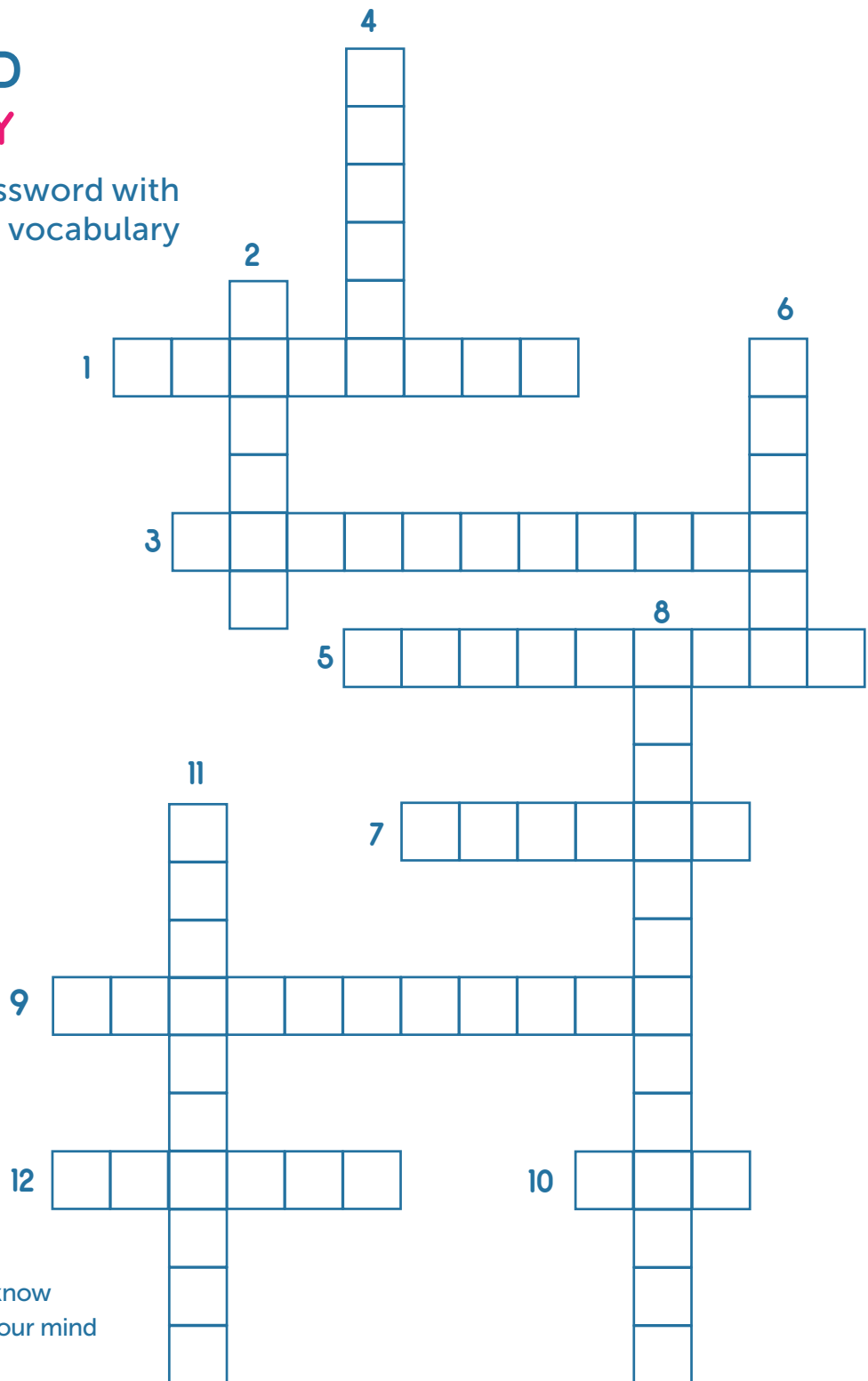
How did you do? Now, can you find ONE word which uses ALL of the letters?

ACTIVITY 4

PRE-SHOW ACTIVITIES

CROSSWORD VOCABULARY

Complete the crossword with some important vocabulary from the play.



1. Someone you don't know
2. Images you have in your mind when you sleep
3. "I was really _____ when I fell off my bike and everybody was looking at me!"



5. "I had a terrible _____ last night! I dreamt about a giant spider!"
6. The crime of killing a person
7. To make a loud noise, usually because you are very scared



9. A person who gets out of bed and moves around while they are asleep

10. A weather condition which makes it difficult to see
11. "We did an _____ in science class today"
12. "Please _____ me to post this letter. It's important, and I might forget!"

JEKYLL'S LETTER TO LUCY LISTENING AND READING



- 1 Listen to Lucy reading a letter from her friend Jekyll.

How did Jekyll feel when he wrote the letter?

A. ANGRY B. HAPPY C. SCARED

- 2 Listen again and read the transcript at the same time. For each gap in the text, choose the correct word from the two options.

- 3 In pairs, cover the letter and try to remember the information. Mark the sentences T (true) or F (false). Then check your answers with the text.

A. Jekyll dreams about being in Paris

B. In his dreams, it is very rainy

C. He thinks that he knows the woman in his dream

D. The woman hits him with a rock

E. The day after the bad dream, he woke up on his sofa

F. He wants Lucy to help him

☐
☐
☐
☐
☐
☐

Dear Lucy,

I've been wanting to write you this letter for _____ (A). Until now I didn't dare; I'm embarrassed about what you might think. That's why I prefer to write it.

I've been having strange dreams for a _____ (B). I dream that I'm on the streets of London. It's night-time and there's a terrible fog. I can't see anything but I keep _____ (C). I feel strange, as if I were someone else, but no, I know that I am me. I know that it's my body, but I feel different: stronger, with more energy; I walk faster; I'm _____ (D); I have a rage but I don't know why. Last week I had the same dream, but on my way I met a _____ (E) who seemed familiar.

She said to me: come, come home Jekyll. She knew my name! How could she know my name? I couldn't see her well. But her _____ (F), her silhouette, were familiar.

I got very angry and ran towards her to do her harm. You know me very well, I'm a _____ (G) person; I'm not violent, but in the dream I am.

I run towards her and try to hurt her! But at the last moment she takes out a long wooden stick, and hits me hard on the _____ (H) which makes me fall to the ground. I try to escape but she catches me and she tears my clothes and leaves me lying on the ground. She grabs me and takes me away; I don't know where to, or why.

It may just have been a nightmare. The strange thing is that the next morning I woke up in my bed, dressed, but with torn _____ (I). My head was hurting a lot and I discovered that I had a big bump on my forehead. I'm frightened, Lucy. Is it a dream or reality? Is it me who walks around London or is it just a dream? And who is this strange woman who seems so familiar to me?

Could we meet tomorrow at my _____ (J)? That way we could talk and try to find an explanation. I'm scared and I get the feeling I'm in danger.

Please help me, Lucy.

Yours,
Jekyll

A. weeks/months

E. girl/lady

I. flat/house

B. while/week

F. voice/face

J. clothes/sheets

C. walking/running

G. good/great

D. angry/hungry

H. hand/head

JEKYLL'S LETTER TO LUCY LISTENING AND READING



1 Listen to Lucy reading a letter from her friend Jekyll.

How did Jekyll feel when he wrote the letter?

A. ANGRY B. HAPPY C. SCARED

2 Listen again, and mark the following sentences T (true) or F (false):

- | | |
|---|--------------------------|
| A. Jekyll dreams about being in Paris | ☐ |
| B. In his dreams, he can't see clearly | ☐ |
| C. He feels hungry in the dreams | ☐ |
| D. He thinks that he knows the woman in his dream | ☐ |
| E. Jekyll hits the woman with a stick | ☐ |
| F. Jekyll wants to go to Lucy's house to talk about the problem | ☐ |
| G. Jekyll thinks something bad is going to happen | ☐ |

3 Read the text and check your answers. Correct the false sentences.

Dear Lucy,

I've been wanting to write you this letter for months. Until now I didn't dare; I'm embarrassed about what you might think. That's why I prefer to write it.

1

I've been having strange dreams for a while. I dream that I'm on the streets of London. It's night-time and there's a terrible fog. I can't see anything but I keep walking. I feel strange, as if I were someone else, but no, I know that I am me. I know that it's my body, but I feel different: stronger, with more energy; I walk faster; I'm angry; I have a rage but I don't know why.

2

Last week I had the same dream, but on my way I met a lady who seemed familiar.

She said to me: come, come home Jekyll. She knew my name! How could she know my name? I couldn't see her well. But her voice, her silhouette, were familiar.

3

I got very angry and ran towards her to do her harm. You know me very well, I'm a good person; I'm not violent, but in the dream I am.

4

I run towards her and try to hurt her! But at the last moment she takes out a long wooden stick, and hits me hard on the head which makes me fall to the ground. I try to escape but she catches me and she tears my clothes and leaves me lying on the ground. She grabs me and takes me away; I don't know where to, or why.

5

It may just have been a nightmare. The strange thing is that the next morning I woke up in my bed, dressed, but with torn clothes. My head was hurting a lot and I discovered that I had a big bump on my forehead. I'm frightened, Lucy. Is it a dream or reality? Is it me who walks around London or is it just a dream? And who is this strange woman who seems so familiar to me?

6

Could we meet tomorrow at my house? That way we could talk and try to find an explanation. I'm scared and I get the feeling I'm in danger.

7

Please help me, Lucy.

Yours,
Jekyll

JEKYLL'S LETTER TO LUCY LISTENING AND READING



1 Listen to a letter from Jekyll to Lucy.

How did Jekyll feel when he wrote the letter?

2 Listen again, and mark the following sentences T (true) or F (false):

- A. Jekyll dreams about being in Paris ☐
- B. In his dreams, he can't see clearly ☐
- C. He feels hungry in the dreams ☐
- D. He thinks that he knows the woman in his dream ☐
- E. Jekyll hits the woman with a stick ☐
- F. Jekyll wants to go to Lucy's house to talk about the problem ☐
- G. Jekyll thinks something bad is going to happen ☐

3 In pairs, correct the false sentences.

4 Read the text and answer the questions in pairs:

- A. Why has Jekyll waited so long to write to Lucy?
- B. How is Jekyll different in his dreams?
- C. What surprises Jekyll about the woman in his dream?
- D. How did Jekyll feel the day after the bad dream?
- E. What verb tense is paragraph 4 in? What tense is paragraph 5 in?
- F. Why do you think Jekyll changes the verb tense here?
 - i) He made a mistake because he didn't sleep well
 - ii) He is imagining himself in the dream again

ACTIVITY 7

PRE-SHOW ACTIVITIES



5 Find words in the text that mean:

- A. unusual (para. 2)
- B. extreme anger (para. 2)
- C. a dark shape seen against light (para. 3)
- D. take hold of something suddenly with your hand(s) (para. 5)
- E. wearing clothes (para. 6)

CONVERSATIONS BETWEEN JEKYLL AND LUCY



GRAMMAR

- 1 Look at the list of verbs and write the past simple in the space below each one

BE

KNOW

SAY

HAVE

LOVE

TRY

- 2 Complete the dialogue with the past simple of the verbs. Be careful to use the correct form of the verb 'be'! Remember there are two past simple forms of this verb.

Verbs: be (x 3), know, say, have, love, try

JEKYLL: Do you remember when you _____ to teach me how to dance?

LUCY: You _____ you were an expert! But I _____ you needed some lessons from a good dancer like me.

JEKYLL: I _____ no idea how to dance, but you _____ very patient with me.

LUCY: You _____ great, Jekyll!

JEKYLL: You're so kind! I _____ a complete disaster.

LUCY: I _____ teaching you.

- 3 In pairs, practise the dialogue. Change roles and repeat it.

CONVERSATIONS BETWEEN JEKYLL AND LUCY

GRAMMAR



- 1** Look at the list of verbs and write the past simple in the space below each one

BE

/

KNOW

SAY

HAVE

LOVE

TRY

HAPPEN

DRINK

FIGHT

COME

BITE

- 2** Complete the dialogues with the past simple of the verbs. Be careful to use the correct form of the verb 'be'!

Dialogue 1

Verbs: be (x 3), know, say, have, love, try

JEKYLL: Do you remember when you _____ to teach me how to dance?

LUCY: You _____ you were an expert! But I _____ you needed some lessons from a good dancer like me.

JEKYLL: I _____ no idea how to dance, but you _____ very patient with me.

LUCY: You _____ great, Jekyll!

JEKYLL: You're so kind! I _____ a complete disaster.

LUCY: I _____ teaching you.



Dialogue 2

Verbs: be (x 2), happen, drink, fight, come, bite, try

LUCY: Jekyll, I need to know the truth. What _____?

JEKYLL: I just...I just remember a dream. I _____ a big cup of mum's tea and then suddenly I _____ at your house, and I _____ to hurt you.

LUCY: You? You _____ the strange man who _____ to my house? This doesn't make any sense.

JEKYLL: We _____ and you _____ me on the hand.

LUCY: I remember that. And the tea...

3 In pairs, practise the dialogues. Change roles and repeat them.

CONVERSATIONS BETWEEN JEKYLL AND LUCY

GRAMMAR



- 1 Look at the list of verbs and write the past simple in the space below each one

BE

/

KNOW

SAY

HAVE

LOVE

TRY

HAPPEN

DRINK

FIGHT

COME

BITE

- 2 Complete the dialogues with the past simple of the verbs. Be careful to use the correct form of the verb 'be'!

Verbs: be (x 5), know, happen, say, drink, fight, have, come, bite, love, try (X 2)

Dialogue 1

JEKYLL: Do you remember when you _____ to teach me how to dance?

LUCY: You _____ you were an expert! But I _____ you needed some lessons from a good dancer like me.

JEKYLL: I _____ no idea how to dance, but you _____ very patient with me.

LUCY: You _____ great, Jekyll!

JEKYLL: You're so kind! I _____ a complete disaster.

LUCY: I _____ teaching you.



Dialogue 2

LUCY: Jekyll, I need to know the truth. What _____?

JEKYLL: I just...I just remember a dream. I _____ a big cup of mum's tea and then suddenly I _____ at your house, and I _____ to hurt you.

LUCY: You? You _____ the strange man who _____ to my house? This doesn't make any sense.

JEKYLL: We _____ and you _____ me on the hand.

LUCY: I remember that. And the tea...

3 In pairs, practise the dialogues. Change roles and repeat them.

PRE-SHOW ACTIVITIES

DESCRIPTION OF THE CHARACTERS

Emma Sparks: She's a world-famous and slightly crazy scientist, a member of the London Royal Society of Chemistry. She loves her son very much and wants him to do well in his studies and his future career. She is worried about Jekyll spending so much time with Lucy.

Lucy Utterson: She's a clever young woman who is training to be a detective, and a childhood friend of Jekyll's. She's really worried about her friend and is going to do everything in her power to help him. She is afraid that her friend might be involved in the Chalk Farm Road crimes.

Jekyll: He's a young medical student who is experiencing some very strange things. He is scared and desperate to find answers. He really needs Lucy to help him, and doesn't listen to his mother when she tries to stop him from seeing his friend.

Hyde: He is a violent being: the dark, animal side of a human. He only appears at night. It's impossible to predict what he is capable of. He's dangerous.

DESCRIPTION OF THE CHARACTERS: WHO SAID THAT?



LEVEL 1 & 2

READING

Read the descriptions of the characters.

Then read the sentences below and decide which character said each one.

1. "I have to find out what's going on with him."

2. "Thanks for coming. I need you. I didn't know what to do, so I decided to write you a letter."

3. "See you tomorrow at your mother's conference."

4. "I don't like you and Lucy seeing each other so often."

5. "You don't know me. You should scream."

6. "I think I had a new dream last night. I feel like I didn't sleep at all."

DESCRIPTION OF THE CHARACTERS: WHO SAID THAT?



LEVEL 3

READING

Read the descriptions of the characters.

Then read the sentences below and decide which character said each one.

1. "I have to find out what's going on with him."
2. "Thanks for coming. I need you. I didn't know what to do, so I decided to write you a letter."
3. "See you tomorrow at your mother's conference."
4. "I don't like you and Lucy seeing each other so often."
5. "You don't know me. You should scream."
6. "I think I had a new dream last night. I feel like I didn't sleep at all."
7. "My poor boy Jekyll... I have to hurry up. And also, I'm worried about Lucy. When he changes, he could hurt her."
8. "A science project?! Why did you say that? Your mother is a scientist! She's probably really suspicious of us now..."
9. "We've known each other since we were kids. And she's helping me."
10. "Sorry, Lucy, this is a special tea for Jekyll."

SONG: DANGER

Listen to the song, and underline the correct word in the coloured pairs.

Danger, danger, danger.
Danger, danger, danger.

Danger, danger, danger.
Danger, danger,
Danger, danger, danger, danger.

Danger, you are in danger.
Danger, if you're a stranger.

Danger, you are in danger.
Danger, if you're a stranger.
Yes! You are! Ah!

Everything is black/dark.
Never close your eyes/door.
Please, do not turn/look back
If you want to stay alive.
Ooooooh!

Everything is black/dark.
Never close your eyes/door.
Please, do not turn/look back
If you want to stay alive.

Danger, you are in danger.
Danger, if you're a stranger.

Please don't run around/away.
There is no escape.
I am everywhere,
This is not a fake/joke
Boooooo!!

Please don't run around/away.
There is no escape.
I am everywhere,
This is not a fake/joke.

Run! Ah! Run! Danger!

Danger, you are in danger.
Danger, if you're a stranger.

Danger, you are in danger.
Danger, if you're a stranger.

Do not move/leave,
Do not walk/talk,
Do not smile/cry,
Because, today,
You are in danger.

Danger, you are in danger.
Danger, if you're a stranger.

Danger, you are in danger.
Danger, if you're a stranger.

Danger, danger, danger.
Danger, danger,
Danger, danger, danger, danger.

Danger!

DANGER

DANGER

DANGER

DANGER

DAN

SONG: HE DOESN'T KNOW THE TRUTH

Listen to the song. The **coloured** lines have an extra word in them.
Cross out the words that you DON'T hear.

Emma

Poor boy
He doesn't know the truth
Poor boy, my baby boy ¹
He could get hurt

He thinks that he is dreaming ²
But every night he changes
And every night he goes out
And he is not my Jekyll anymore ³

Poor boy
He doesn't know the truth
Poor boy, my boy
When it's dark outside his name is Hyde ⁴

I have to improve my potion
With it he will not change again
I hope to do it right now ⁵
I hope I can help my boy

Lucy

I have got to discover ⁶
What's going on with him
I have to discover
All about that bad dream ⁷

He is my best friend ⁸
And I have to help him
He is in trouble
And he doesn't know the truth

Lucy & Emma

Poor boy
He doesn't know the truth
Poor boy,
He could get so hurt ⁹

Poor boy
He doesn't know the truth
Poor boy,
He could get hurt

Jekyll

Mum?
Something's really wrong with me ¹⁰
Something that is dark
Looks like I'm in danger
And I want to know what it is

I'm afraid of my dreams
They seem so very real ¹¹
I'm afraid when night comes
I just don't know why ¹²

Lucy & Emma

Poor boy

Jekyll

What's wrong with me

Lucy & Emma

He doesn't know the truth

Jekyll

I don't know what's going on

Lucy & Emma

Poor boy

Jekyll

What's wrong with me

Lucy & Emma

He could get hurt

Jekyll

I could get hurt



SONG: IT MAKES SENSE THAT WE'RE FRIENDS

- 1 Listen to the song. In the coloured sections, number the lines in the order that you hear them (1-4). Write the numbers in the boxes.

Lucy

When we were kids
We spent every afternoon
Dreaming about our future
I remember, Jekyll

1	_____

Jekyll

Yeah! I remember, Lucy
When we were kids
I was terrible at dancing
And you tried to teach me

After all these years
It makes sense that we're friends
You know me very well
You know all my secrets

Lucy

I remember, Jekyll
The first day that we met
You were at the football field
Crying over some silly thing

Jekyll

It was not a silly thing

Lucy

We just looked at each other
And I held your hand
And you knew that I would be your friend
I came up beside you



You know all my secrets
You know me very well
After all these years
It makes sense that we're friends

Lucy & Jekyll

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there

Jekyll

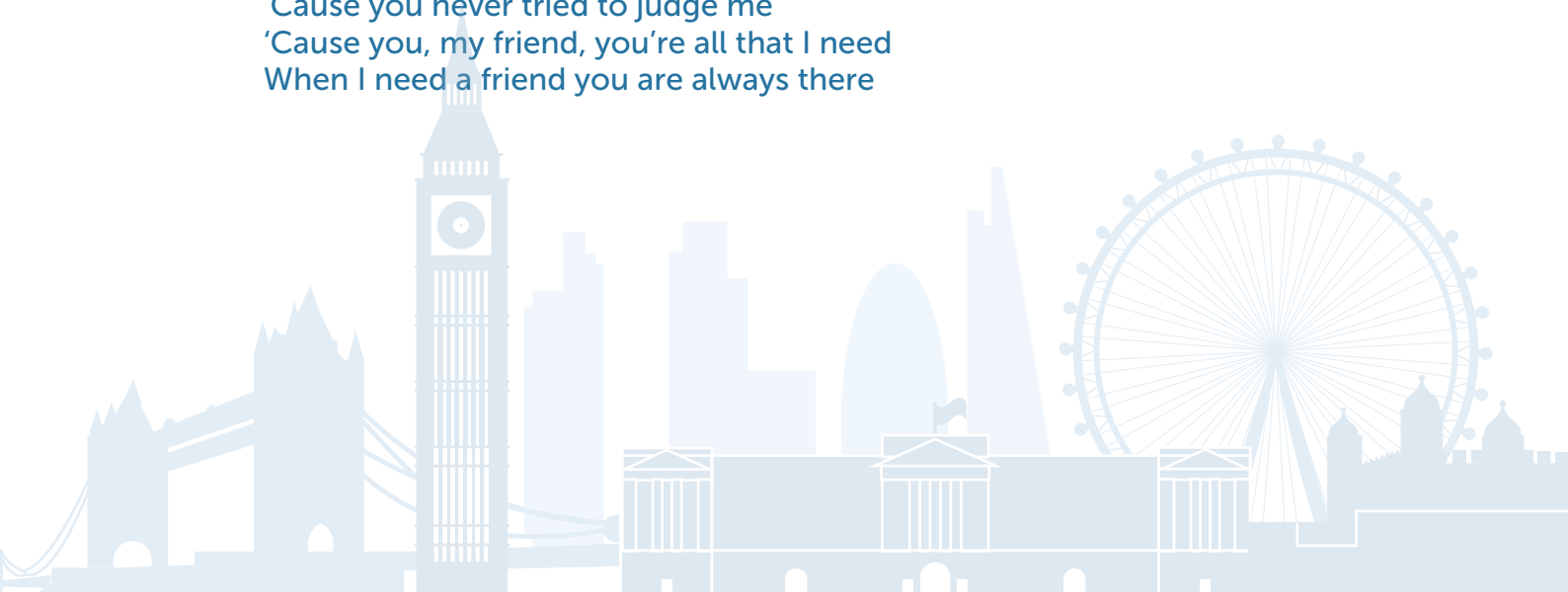
We followed different paths
And when we grew up
We had other concerns
We met other friends

But if someday
There's any trouble
And I need a real friend
I know you're always there

Lucy & Jekyll

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there



- 2 Look at some of the words from the song. Tick (✓) the pairs of words which have the same sound.

MET

WELL

☐

FRIEND

TRIED

☐

TROUBLE

JUDGE

☐

KIDS

NEED

☐

THERE

YEARS

☐

SECRETS

TEACH

☐

SONG: THE LAB EXPERIMENT

- 1 Listen to the song once. Some of the **coloured** words are right, and some are wrong. Tick (✓) the right ones, and cross (x) the wrong ones.
- 2 Listen again and try to correct the wrong words. Write the correct words in the spaces next to the boxes.

Emma

There is something I did **badly**¹
 The **potion**² is not working anymore
 I cannot **run**³ from the truth

☐	_____
☐	_____
☐	_____

Jekyll is in danger

Jekyll is in danger

Fast, fast, you have to mix fast
 Fast, fast, you have to be fast
 Come on Emma, you can do it
 It's your very last opportunity

Fast, fast, you have to mix fast
 Fast, fast, you have to be fast
 Come on Emma, you can do it
 It's your very last opportunity

You're missing some important **thing**⁴
 There is no **room**⁵ to make mistakes
 This time you have to **choose**⁶
 The correct **elements**⁷

☐	_____
☐	_____
☐	_____
☐	_____

Come on Emma, you can do it
 Come on Emma, you can do it
 Come on Emma, you can do it



ACTIVITY 16

PRE-SHOW ACTIVITIES

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Thirty⁸ grams of cardamom
A small piece of amber glass⁹
Twenty grams of carrot¹⁰ seed
But there's something that I'm missing
Just a bit¹¹ of cinnamon
Mixing it with walnut¹² oil

And I think I've found it
Yes I think I've found it

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fast, fast, you have to mix fast



SLEEP AND DREAMS

VOCABULARY AND SPEAKING

Did you know that Robert Louis Stevenson had the idea for the original Dr Jekyll and Mr Hyde in a dream? He was angry with his wife for waking him up - she thought he was having a nightmare!

- 1 Match the words on the left to the ones on the right to make phrases related to sleep and dreams. Write them in the centre column. The first one has been done for you.

go		about (e.g. flying)
wake		asleep
have		tired
wear		up
alarm		to bed
fall	<i>have</i>	a nightmare
be		clock
dream		pyjamas

- 2 Complete the questions using the phrases from 1.

What time did you **wake** _____ this morning?

Are you often _____ at school? Why?

Do you always use an **alarm** _____?

What time did you **go** _____ last night?

Do you usually **wear** _____ in bed?

What did you **dream** _____ last night? Do you often remember your dreams?

Have you ever **had** a _____? What was it about?

Have you ever **fallen** _____ in a strange place? Where?

- 3 In pairs, ask and answer the questions in 2. Ask for more information. Try to answer with a complete sentence. Be careful to use the past tense when necessary!

WHAT TIME DID
YOU WAKE UP THIS
MORNING?

I WOKE UP AT
7:30

DO YOU ALWAYS
WAKE UP SO
EARLY?

NO, BUT I HAD TO
CATCH THE BUS
TODAY. NORMALLY
MY MUM DRIVES ME.

SLEEP AND DREAMS: DREAM INTERPRETATION READING

Do you think our dreams can tell us anything about our feelings, or about the future? Many people think that they can!

- Read about some common dreams.
- In pairs, match each dream to its interpretation.
- Have you ever had any of these dreams? Tell your partner about it.

1. **FAILING AN EXAM** Maybe you can't find the right room, or you're late, or you aren't prepared and don't know the answers...but in this dream, you don't do well in your exam! ☐

2. **BAD TEETH** In this dream your teeth are bad, black, rotten, or maybe even falling out! ☐

3. **NO CLOTHES!** Maybe you're in your underwear, or wearing something inappropriate (e.g. pyjamas at school), or even completely naked! ☐

4. **MISSING A PLANE** In this type of dream you are rushing to catch a bus, train, plane, or other type of public transport – but you miss it! ☐

A. This dream means that you are feeling exposed or vulnerable, or you're scared that you have shown too much of yourself (e.g. your feelings or secrets).

B. This dream can mean that something is testing you in your life. Maybe you are in the wrong job or role, and feel unprepared for the things you have to do.

C. This dream usually means that you have missed an important opportunity in your life, or you are making a difficult decision.

D. This common dream can have more than one meaning. One meaning is that you are worried about your image and how other people see you. Another is that you are nervous about a change that is happening in your life.

SLEEP AND DREAMS: ROLEPLAY SPEAKING

- 1 Work in pairs. Student A is going to be a patient! Student B is going to be a psychoanalyst.

Student A: A patient has come to see you about a dream that he/she has been having a lot recently. Your partner will tell you which dream from the last activity he/she is going to describe to you. Think of some questions you can ask after the description. Plan how you will 'analyse' your patient's dream, and think of some advice to give him/her. Make some notes.

E.g. "I see. This is quite a common dream. Do you have any difficult decisions to make at the moment...? Maybe you should talk to a friend about it."

Student A: You've been having the same dream a lot recently. You want to know what it means, so you have come to see a psychoanalyst to ask him/her about it.

Choose one of the dreams from the last activity, and tell your partner which one you have chosen. Then, think about the details of your dream and make some notes.

E.g. "Hello doctor. I've been having the same dream a lot recently. I dream that I'm trying to get to the airport to catch a plane to London. When I get to the metro I realise that I've forgotten my passport..."

- 2 A and B: Roleplay the dialogue.
- 3 Switch roles and repeat the activity. Choose a different dream.

POST-SHOW ACTIVITIES

SYNOPSIS OF THE ORIGINAL STORY

Strange Case of Dr Jekyll and Mr Hyde is a Gothic novella by Robert Louis Stevenson.

Dr Henry Jekyll believes that there are two sides to people - a good and an evil side. He thinks that by separating the two sides, people can be liberated. He does experiments with chemicals to do this, and transforms into Mr Hyde, who does horrible things. The problem is, Jekyll *likes* being Hyde, and being bad...

When he stops using the drug it's already too late! Mr Hyde has become the dominant side of him. Before he changes into Hyde forever, Jekyll writes his confession; he explains all about his experiments, transforming into Hyde, and eventually killing a man.

At the end of the book, Jekyll/Hyde is found dead.

In the original story, Jekyll is helped by two friends: his lawyer, Mr Utterson, and another doctor called Lanyon.

The moral of the story is that we all have a dark side. We have to try to accept and understand it, but not let it control us; if we do, we might be destroyed by it like Dr Jekyll was.

ACTIVITY 20

SYNOPSIS OF THE ORIGINAL STORY READING AND SPEAKING

- 1 Read a synopsis of the original story of Jekyll and Hyde.
- 2 With a partner, talk about the differences between the original story and the play that you have seen.

OPPOSITE ADJECTIVES VOCABULARY AND SPEAKING

The main theme of *Strange Case of Dr Jekyll and Mr Hyde* is good and evil*. Can they be separated, or are they too strongly connected? Are they both in all of us?

**evil means morally bad, or cruel.*

- Look at the adjectives on the left. Do you know their opposites? Work in pairs. Unmix the letters on the right to make the opposite adjectives.

Eg. GOOD	VIEL	EVIL	(also, <i>bad</i>)
A. BEAUTIFUL	GYUL		
B. TALL	THORS		
C. HAPPY	DAS		
D. BIG	LALMS		
E. FAT	HINT		(also, <i>slim</i>)
F. DIFFICULT	AYES		
G. HOT	DOCL		
H. FULL	PYMET		
I. EXPENSIVE	PEACH		
J. RICH	ROPO		
K. NOISY	UTIQE		
L. ALIVE	ADED		
M. WRONG	GRITH		
N. POLITE	DRUE		(also, <i>impolite</i>)
O. STRONG	KEWA		
P. HARDWORKING	AZYL		
Q. OUTGOING	HYS		
R. COWARDLY	VREAB		

- 2 Are there some that you don't know? Move around the class and ask your classmates. Maybe you know some that they don't!

WHAT'S THE
OPPOSITE OF
POLITE?

IT'S _____.
DO YOU KNOW THE
OPPOSITE OF NOISY?

YES! IT'S _____.

PERFORMING A SCENE

WRITING AND SPEAKING

You are going to perform a scene from the play!

1 Work in pairs. Choose one of the following scenes from the play:

A. JEKYLL AND EMMA. Jekyll and his mother, Emma, are arguing because Emma doesn't want her son to see Lucy so much. She can't explain why, and Jekyll is angry and says that he won't stop seeing his friend, who he has known since he was a child. He says that Lucy is helping him. Emma tries to give him more tea, but he doesn't want it. He's sick of her horrible tea!

B. LUCY AND HYDE. Hyde goes to Lucy's house and suddenly appears inside. She is very scared. He asks her to dance with him. She doesn't know who he is, or how he got into her house. She tells him to leave, but he doesn't want to. She says she will scream if he doesn't go away. He asks why she isn't screaming already. She isn't sure. Hyde says that she doesn't know him, so she should be screaming. Finally she does!

C. LUCY AND EMMA. Lucy goes to see Emma. She asks her what she is putting in Jekyll's tea. At first Emma does not admit it. But then she confesses that she created a mixture that makes people stronger and more intelligent, and she wanted to help Jekyll to be happy. But something went wrong and she can't find the antidote to stop it. Emma is shocked. She asks what happens to Jekyll at night, and Emma tells her that he changes into a violent being. Lucy says that they must find the antidote immediately, before he hurts someone else. They go to Emma's laboratory.

2 Write a short dialogue, using the information above. Decide who is going to play each character.

3 Practise your scene together. Try to remember it so that you can perform it without your script. It doesn't have to be perfect!

WRITING A REVIEW

READING AND WRITING

You are going to write a review of the play, *Jekyll and Hyde*.

- 1 Complete the questions from the prompts. These are questions you should answer in your review.

A. What/title/play?

B. What/genre?

C. Who/main characters?

D. What/about?

E. Where/play/set*?

F. When/play/set?

G. Who/favourite character/play? Why?

H. Who/would like/play?

*Where does the action take place?

- 2 Read some top tips for writing a review of a play.

- A. Start with the title of the play
- B. What type of play is it? (mystery/comedy/romance/musical/tragedy/horror...)
- C. Explain the story of the play, but don't say how it ends. No spoilers!
- D. Give your opinion on the play. Would you recommend it? What kind of person would like it?
- E. Give the play a star rating!

★★★★★
FANTASTIC!

★★★★★
REALLY GOOD!

★★★
OK

★★
BAD

★
AWFUL!

- 3 Write a review of *Jekyll & Hyde*. Make sure you answer all the questions from 1, and use the tips from 2 and the word cloud below to help you.

JEKYLL
HYDE
EMMA
LUCY
LONDON
MEDICAL
STUDENT
SCIENTIST
DREAMS
DETECTIVE
NIGHTMARES
WORLD-FAMOUS
LETTER HURT GOOD
DANGEROUS EVIL TEA
FRIEND CHILDHOOD
MOTHER SON CHANGES
INTELLIGENT EXPERIMENT
VIOLENT SCARED FOGGY
TORN CLOTHES

ANTIDOTE
WORRIED
BRUISES
CUTS
ANGRY
RAGE
STRANGE
STRONG
FIGHT
BITE
DRINK

ACTIVITY 24

WEBQUEST: INVENTORS READING AND SPEAKING

1 Look below. You can see the names of some important inventors. What do they all have in common?

2 Now look at the names of the inventions. Do you know what the words mean?

3 Are any of these inventions important in your life? How/why?

4 You are going to research one of the inventors. Try to find out the following information:

Where/when was the inventor born?

What did they invent? When?

How did they get the idea for the invention?

Why was the invention important?

5 Work in pairs or small groups. Write down the information that you have discovered. Give a short presentation about the inventor to the rest of the class.

ACTIVITY 24

MELITTA BENTZ

MARY ANDERSON

MARIA TELKES

ELIZABETH MAGIE

MARIA BEASLEY

STEPHANIE KWOLEK

JOSEPHINE COCHRANE

ALICE H. PARKER

LETITIA MUMFORD
GEER

BETTE NESMITH
GRAHAM

ÁNGELA RUÍZ
ROBLES

MEDICAL SYRINGE

LIFE RAFT

DISHWASHER

FIRST VERSION OF
MONOPOLY

CORRECTION FLUID
(CALLED TIPP-EX TODAY)

WINDSCREEN WIPERS

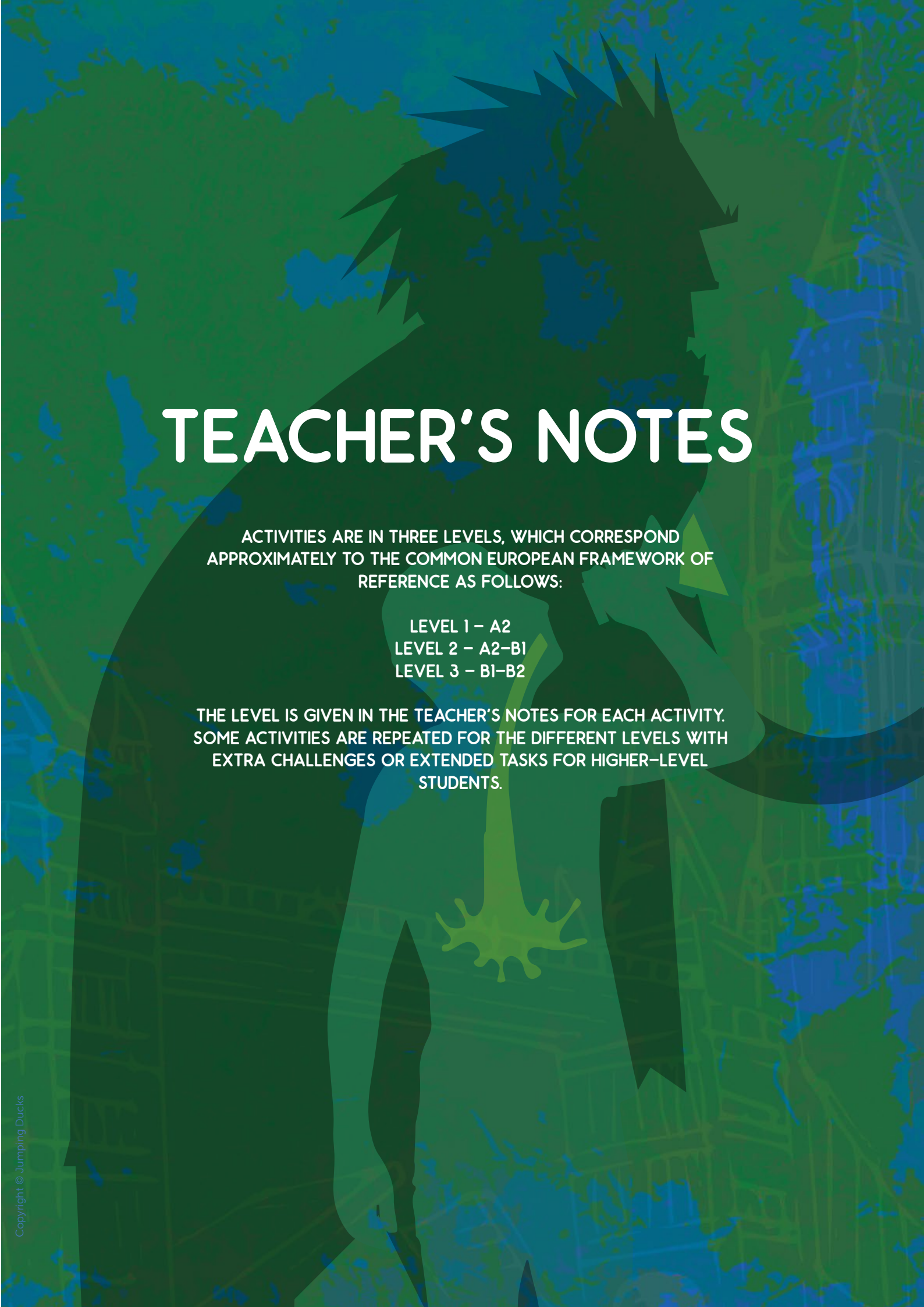
MECHANICAL ENCYCLOPEDIA,
PRECURSOR OF THE E-BOOK

CENTRAL HEATING

KEVLAR (MATERIAL USED IN
BULLET-PROOF VESTS)

COFFEE FILTER

FIRST 100 PERCENT SOLAR-
POWERED HOUSE



TEACHER'S NOTES

ACTIVITIES ARE IN THREE LEVELS, WHICH CORRESPOND APPROXIMATELY TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE AS FOLLOWS:

LEVEL 1 – A2
LEVEL 2 – A2-B1
LEVEL 3 – B1-B2

THE LEVEL IS GIVEN IN THE TEACHER'S NOTES FOR EACH ACTIVITY. SOME ACTIVITIES ARE REPEATED FOR THE DIFFERENT LEVELS WITH EXTRA CHALLENGES OR EXTENDED TASKS FOR HIGHER-LEVEL STUDENTS.

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 1: SYNOPSIS: THE CHARACTERS AND SETTING



Time

20–30 minutes



Level

1-3



Skill Focus

Reading and vocabulary



Aim

To familiarise students with the characters and setting of *Jekyll & Hyde* and introduce some key vocabulary



Steps

- Allow time for students to read the text once and answer the questions
- Check answers as a group
- Let students read the text again, paying attention to the highlighted words and phrases and trying to work out the meaning from the context
- Allow students to work in pairs to match the words to their meanings
- Check answers as a group



Answers

1: A - Jekyll, Lucy (his friend) and Emma (his mother); B - a medical student, a trainee detective and a scientist (respectively)

2: A - clever; B - childhood; C - training; D - find out; E - torn; F - odd; G - worried; H - bruises; I - going on; J - foggy

ACTIVITY 2: SYNOPSIS: BASICS OF THE STORY



Time

20–30 minutes



Level

1-3



Skill Focus

Reading and speaking



Aim

To familiarise students with the characters and story



Steps

- Tell students to cover the text and, in pairs, try to remember the information and mark the sentences T or F
- They can then check with the text



Answers

A - F (He just lives with his mum); B - T; C - F (She's his friend); D - F (She's training to be one); E - F (He writes to her); F - T; G - F (She wants them to spend less time together)

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 3: WARMER: INTRODUCING THE THEME



Time

10–20 minutes



Level

1-3



Skill Focus

Vocabulary



Aim

To introduce the theme of METAMORPHOSIS



Steps

- Write the letters on the board (in a random order) and go through the instructions, eliciting some example words and making sure they understand they must use each letter only once per word
- You may want to make a rule that singular/plural forms of the same noun only count once (so plural is better!)
- Put students in pairs or small groups
- Give them 3 minutes to find and write down as many words as possible using the letters
- When the time is up, check words and spelling, awarding points for each correct one (more points for longer words, e.g. 1 point for a 3-letter word, 2 points for a 4-letter word etc.)
- Tell students there is one word that uses all the letters, and give them another minute to try to find it
- The word is METAMORPHOSIS



Answers

Possible answers include: SIT, HITS, HATS, PETS, HOMES, THEMES, PARTS, SOME, MORE, SHOES, etc.

ACTIVITY 4: CROSSWORD: KEY VOCABULARY



Time

20–30 minutes



Level

1-3



Skill Focus

Vocabulary



Aim

To introduce some key vocabulary



Steps

- Elicit/teach the word crossword and make sure students are clear on how to complete the crossword
- Allow students time to complete the crossword in pairs, helping where necessary
- Check answers as a group



Answers

1.- stranger - 2.- dreams - 3.- embarrassed - 4.- potion
5.- nightmare - 6.- murder - 7.- scream - 8.- metamorphosis
9.- sleepwalker - 10.- fog - 11.- experiment - 12.- remind

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 5: JEKYLL'S LETTER TO LUCY



Time

20–30 minutes



Level

1



Skill Focus

Listening and reading



Aim

To familiarise students with the beginning of the story and practise listening and reading skills



Steps

- Introduce the gist question and check understanding of the three options
- Play the audio once, reassuring students that they shouldn't worry about understanding everything
- Check answer
- Play the audio again, while students read the transcript, and pause after each gapped sentence to allow them to choose and write the correct word
- Allow students time to compare their answers with a partner before checking as a group
- In pairs, students should now cover the letter and try to remember the information, marking the sentences T or F, and then check with the text
- Check answers as a group
- Deal with any other difficult vocabulary from the text



Answers

1. C - scared
2. Answers: A - months; B - while; C - walking; D - angry; E - lady; F - voice; G - good; H - head; I - clothes; J - house
3. A - F (He dreams about being on the streets of London); B - F (It's foggy); C - T; D - F (She hits him with a wooden stick); E - F (He woke up in bed); F - T

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 6: JEKYLL'S LETTER TO LUCY



Time

20–30 minutes



Level

2



Skill Focus

Listening and reading



Aim

To familiarise students with the beginning of the story and practise listening and reading skills



Steps

- Read the text first and revise/pre-teach any difficult vocabulary that might impede students' general understanding of the letter, e.g. embarrassed, dream, fog, strange, angry, harm, hurt, wooden stick, nightmare, tear/torn, bump, forehead, frightened/scared, danger
- Introduce the gist question and check understanding of the three options
- Play the audio once, reassuring students that they shouldn't worry about understanding everything
- Check answer
- Go through the true/false sentences, checking understanding
- Play the audio again while students mark the sentences T/F
- Allow students time to read the text and check their answers, correcting the 'false' ones in pairs
- Check answers as a group
- Deal with any other difficult vocabulary from the text



Answers

1. C - scared
2. A - F; B - T; C - F; D - T; E - F; F - F; G - T
3. A - He dreams about being on the streets of London; C - He feels angry; E - The woman hits him; F - He wants her to come to his house

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 7: JEKYLL'S LETTER TO LUCY



Time

30-40 minutes



Level

3



Skill Focus

Listening and reading



Aim

To familiarise students with the beginning of the story and practise listening and reading skills



Steps

- Read the text first and revise/pre-teach any difficult vocabulary that might impede students' general understanding of the letter, e.g. embarrassed, dream, fog, strange, angry, harm, hurt, wooden stick, nightmare, tear/torn, bump, forehead, frightened/scared, danger
- Introduce the gist question
- Play the audio once, reassuring students that they shouldn't worry about understanding everything
- Check answer
- Go through the true/false sentences, checking understanding
- Play the audio again while students mark the sentences T/F
- Allow students time to correct the 'false' sentences in pairs
- Play the audio again if necessary
- Check answers as a group
- Go through the questions in 4, checking understanding, and allow students time to answer them in pairs
- Check answers
- Highlight the paragraph numbers and elicit the first answer from 5 as a group
- Give students a few minutes to work individually and find the words in the text
- Check answers as a group



Answers

1. He feels scared/frightened
2. A - F; B - T; C - F; D - T; E - F; F - F; G - T
3. A - He dreams about being on the streets of London; C - He feels angry; E - The woman hits him; F - He wants her to come to his house
4. Answers: A - He was embarrassed; B - He is stronger, faster, angry, violent; C - She knows his name; D - His head is hurting; E - Para. 4 is in past simple; para. 5 is in present simple; F - ii.
5. Answers: A - strange; B - rage; C - silhouette; D - grab; E - dressed

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 8: CONVERSATIONS BETWEEN JEKYLL AND LUCY



Time



Level



Skill Focus



Aim



Steps

15-20 minutes

1

Grammar

To practise the past simple

- Check understanding of the verbs
- Give students a couple of minutes to work in pairs to write the past simple of each verb
- Check answers as a group and drill for pronunciation
- Allow time for students to complete the dialogue in pairs
- Check answers as a group
- Give students time to practise the dialogue, swapping roles halfway



Answers

JEKYLL: Do you remember when you **tried** to teach me how to dance?

LUCY: You **said** you were an expert! But I knew you needed some lessons from a good dancer like me.

JEKYLL: I **had** no idea how to dance, but you were very patient with me.

LUCY: You **were** great, Jekyll!

JEKYLL: You're so kind! I **was** a complete disaster.

LUCY: I **loved** teaching you.

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 9: CONVERSATIONS BETWEEN JEKYLL AND LUCY GRAMMAR



Time



Level



Skill Focus



Aim



Steps

20-25 minutes

2

Grammar

To practise the past simple

- Check understanding of the verbs
- Give students a few minutes to work in pairs to write the past simple of each verb
- Check answers as a group and drill for pronunciation
- Allow time for students to complete the dialogues in pairs
- Check answers as a group
- Give students time to practise the dialogues, swapping roles halfway



Answers

Dialogue 1: see Activity 8

Dialogue 2:

LUCY: Jekyll, I need to know the truth. What **happened**?

JEKYLL: I just...I just remember a dream. I **drank** a big cup of mum's tea and then suddenly I **was** at your house, and I **tried** to hurt you.

LUCY: You? You **were** the strange man who **came** to my house? This doesn't make any sense.

JEKYLL: We **fought** and you **bit** me on the hand.

LUCY: I remember that. And the tea...

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 10: CONVERSATIONS BETWEEN JEKYLL AND LUCY GRAMMAR



Time

20-25 minutes



Level

3



Skill Focus

Grammar



Aim

To practise the past simple



Steps

- Check understanding of the verbs
- Give students a few minutes to work in pairs to write the past simple of each verb
- Check answers as a group and drill for pronunciation
- Allow time for students to complete the dialogues in pairs
- Check answers as a group
- Give students time to practise the dialogues, swapping roles halfway



Answers

See Activities 8 and 9

ACTIVITY 11: DESCRIPTION OF THE CHARACTERS: WHO SAID THAT?



Time

20-30 minutes



Level

1-2



Skill Focus

Reading



Aim

To familiarise students with the characters



Steps

- Introduce the text and give students time to read it
- Ask a few general questions to check understanding, e.g. Who's Emma? (Jekyll's mother, a scientist); Who's the bad, scary character? (Hyde)
- Put students in pairs to read the sentences and decide which character said each one
- Check answers as a group, asking students what led them to their conclusions



Answers

1 - LUCY; 2 - JEKYLL; 3 - LUCY; 4 - EMMA; 5 - HYDE; 6 - JEKYLL

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 12: DESCRIPTION OF THE CHARACTERS: WHO SAID THAT?



Time

20-30 minutes



Level

3



Skill Focus

Reading



Aim

To familiarise students with the characters



Steps

- Introduce the text and give students time to read it
- Ask a few general questions to check understanding, e.g. Who's Emma? (Jekyll's mother, a scientist); Who's the scary character? (Hyde)
- Put students in pairs to read the sentences and decide which character said each one
- Check answers as a group, asking students what led them to their conclusions



Answers

1 - LUCY; 2 - JEKYLL; 3 - LUCY; 4 - EMMA; 5 - HYDE; 6 - JEKYLL;
7 - EMMA; 8 - LUCY; 9 - JEKYLL; 10 - EMMA

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 13: SONG: DANGER

LEVEL 1-2



Steps

- Go through the instructions and make sure students understand what they have to do
- Play the song once
- Allow students to compare their answers with a partner
- Play the song again before checking as a group
- Deal with any vocabulary queries



Answers

DARK, EYES, LOOK, AWAY, FAKE, MOVE, WALK, CRY

ACTIVITY 14: SONG: HE DOESN'T KNOW THE TRUTH

LEVEL 1-2



Steps

- Go through the instructions and make sure students understand what they have to do
- Play the song once
- Allow students to compare their answers with a partner
- Play the song again before checking as a group
- Deal with any vocabulary queries



Answers

1 - BABY ; 2 - THAT; 3 - MY; 4 - OUTSIDE; 5 - NOW; 6 - GOT; 7 - BAD; 8 - BEST; 9 - SO; 10 - REALLY; 11 - VERY; 12 - JUST

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 15: SONG: IT MAKES SENSE THAT WE'RE FRIENDS LEVEL 2-3



Steps

- Go through the instructions and make sure students understand what they have to do
- Play the song once
- Allow students to compare their answers with a partner
- Play the song again before checking as a group
- Deal with any vocabulary queries
- Focus on the pairs of words with underlined sounds, and elicit that the first two have the same sound: /e/
- Give students a couple of minutes to decide in pairs if the sounds in the other pairs of words are the same or different
- Check answers as a group, drilling for pronunciation of tricky words



Answers

2, 3, 4, 1 3, 4, 2, 1 3, 2, 4, 1 3, 1, 4, 2

2. A, C and F have the same sound

ACTIVITY 16: SONG: THE LAB EXPERIMENT LEVEL 2-3



Steps

- Go through the instructions and make sure students understand what they have to do
- Play the song once
- Allow students to compare their answers with a partner before checking as a group
- Play the song again, pausing after each line where students have to correct a word
- Again, allow students to compare their answers, and play the song again if necessary
- Check answers as a group
- Deal with any vocabulary queries



Answers

1 - X (WRONG); 2 - ✓; 3 - X (HIDE); 4 - ✓; 5 - X (TIME); 6 - X (FIND); 7 - X (INGREDIENTS); 8 - X (FIFTY); 9 - ✓; 10 - ✓; 11 - X (PIECE); 12 - X (PEANUT)

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 17: SLEEP AND DREAMS



Time



Level



Skill Focus



Aim



Steps

20-30 minutes

1-3

Vocabulary and speaking

To practise speaking skills using vocabulary related to sleep and dreams

- Focus on the introduction about Robert Louis Stevenson and check understanding of *wake (somebody) up* and *have a nightmare*
- Focus on the table and first completed answer, *have a nightmare*
- Elicit *wake up* and make sure students can see how they should complete the table, i.e. cross out *wake* on the left and write it in the middle column next to *up*
- Allow time for students to work in pairs and complete the rest of the table
- Check answers as a group
- Give students a couple of minutes to complete the sentences in 2 individually
- Check answers before putting students in pairs again to ask and answer the questions
- Encourage students to answer in complete sentences, making sure they use the correct verb tense, and to ask for more information and respond to their partner with 'What about you?' to make it a more natural conversation



Answers

1. dream about; fall asleep; be tired; wake up; go to bed; have a nightmare; alarm clock; wear pyjamas
2. A - up; B - tired; C - clock; D - to bed; E - pyjamas; F - about; G - nightmare; H - asleep

TEACHER'S NOTES PRE-SHOW ACTIVITIES

ACTIVITY 18: SLEEP AND DREAMS: DREAM INTERPRETATION



Time

15-20 minutes



Level

2-3



Skill Focus

Reading



Aim

To understand a text about some common dreams and their interpretations



Steps

- Read the descriptions and interpretations first and elicit/pre-teach the meaning of difficult vocabulary, e.g. rotten, fall out, underwear, inappropriate, naked, rush, test, role, etc.
- Focus on the opening question and get a few general answers from the group
- Go through the instructions and make sure students understand what they have to do
- Allow time for students to read the text, and then work in pairs to match the dreams with their interpretations
- Check answers as a group



Answers

1 - B; 2 - D; 3 - A; 4 - C

ACTIVITY 19: SLEEP AND DREAMS: ROLEPLAY



Time

30-40 minutes



Level

3



Skill Focus

Speaking



Aim

To practise speaking skills in a roleplay



Steps

- Focus on the task, making sure students understand the roles of psychoanalyst and patient
- Put students in pairs, A and B, and go through all the instructions as a group
- Give students support in preparing for the roleplay. You could write up some phrases for giving advice, e.g. You should... /If I were you, I would... etc, and check verb tenses for describing a recurring dream, e.g. I'm sitting in class and I suddenly realise that I'm wearing my pyjamas!
- Let students do their roleplays before swapping roles and repeating the activity with a different dream
- If there is time, you could ask for some volunteers to perform their roleplays to the group

TEACHER'S NOTES POST-SHOW ACTIVITY

ACTIVITY 20: SYNOPSIS OF THE ORIGINAL STORY



Time

15-20 minutes



Level

1-3



Skill Focus

Reading and speaking



Aim

To compare the original story with the play



Steps

- Ask the group if they know anything about the original story of Jekyll and Hyde
- Introduce the synopsis and allow students time to read it
- Put students in pairs to discuss differences between the play and the original novella, and make some notes
- Compare answers as a group



Answers

Possible answers: Jekyll is a medical student in the play, not a doctor; the names of the original novella and the play are different; in the original story, Jekyll is responsible for the experiments which result in his transformation into Hyde, whereas in the play it's his mother who gives him the serum, and he is unaware of what's happening; in the play the Utterson character is a woman (Lucy), who is a trainee detective instead of a lawyer; at the end of the play, Jekyll, or the 'good' side, wins and Hyde disappears forever.

TEACHER'S NOTES POST-SHOW ACTIVITY

ACTIVITY 21: OPPOSITE ADJECTIVES



Time

20-30 minutes



Level

1-3



Skill Focus

Vocabulary and speaking



Aim

To learn/revise some opposite adjectives and help each other to complete the task



Steps

- Focus on the introduction to the activity, and make sure students understand what evil means, using translation if necessary
- Get some general opinions on the question from the group if it seems appropriate for your students
- Go through the instructions for 1 and make sure students understand what they have to do
- Allow time for students to unscramble the adjectives in pairs
- Level 1 can do adjectives A-G; Level 2 can do A-M; Level 3 can do A-R
- Use your judgment; if you think your students might know some of the higher-level words, let them try - it will make the mingle activity more effective
- Once students have done as many as they can, they should move around the class asking other pairs about the ones they didn't know
- Encourage them to use the target phrase(s) correctly
- Extra idea: you could write the adjectives on slips of paper and do a team game where students have to either draw, mime or describe the words to their teammates



Answers

A - UGLY; B - SHORT; C - SAD; D - SMALL; E - THIN; F - EASY; G - COLD; H - EMPTY; I - CHEAP; J - POOR; K - QUIET; L - DEAD; M - RIGHT; N - RUDE; O - WEAK; P - LAZY; Q - SHY; R - BRAVE

TEACHER'S NOTES POST-SHOW ACTIVITY

ACTIVITY 22: PERFORMING A SCENE



Time

30-40 minutes



Level

2-3



Skill Focus

Reading, writing and speaking



Aim

To let the students involve themselves in the play by writing and performing a scene

Note: This could be done with lower-level students with extra support. You could choose a scene and write it together as a class, eliciting lines and writing the dialogue on the board. Students could then practise the dialogue in pairs.



Steps

- Start by asking a few questions to check that students remember the basics about the characters and story
- Focus on the three scenes and allow students to choose their preferred one in pairs and decide who will play each character (If you have a small group you may prefer to assign different scenes to each pair)
- Allow time for students to write their scenes, helping as necessary
- Let students practise their scenes a few times
- Depending on the size of the group you could ask for volunteers to perform their scene to the whole class

TEACHER'S NOTES POST-SHOW ACTIVITY

ACTIVITY 23: WRITING A REVIEW



Time



Level



Skill Focus



Aim

30-40 minutes (The review itself could be done for homework)

1-3

Reading and writing

To write a review of the play

Note: If you feel your students might need a model to help them with writing their own review, there are some example film reviews for English learners with writing tips in the links below.

<https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/film-review>

<https://www.teachingenglish.org.uk/article/film-reviews>



Steps

- Elicit/teach the meaning of review
- Focus on 1 and make sure students understand that they have to add words to form the questions
- Highlight the meaning of set in the context of films/plays/books
- Allow students to work in pairs and write the questions
- Check answers as a group
- Elicit/teach the meaning of top tips
- Go through the tips, checking understanding and eliciting some answers and opinions
- Focus on the word cloud, highlighting that it contains important vocabulary from the play to help them
- Either allow students to write their review in class or set it for homework



Answers

B - What genre is it?/What is the genre?; C - Who are the main characters?; D - What is it about?; E - Where is the play set?; F - When is the play set?; G - Who is your favourite character in the play?; H - Who would like the play?

TEACHER'S NOTES POST-SHOW ACTIVITY

ACTIVITY 24: WEBQUEST: INVENTORS



Time

30-40 minutes



Level

1-3



Skill Focus

Reading and speaking



Aim

To research an inventor and give a short presentation

Note: This is an optional post-show activity that could be done either for homework or in class if you have internet access for all students in the classroom, or if mobile phones are permitted. Lower-level students will need extra support and a structure for their presentations.



Steps

- Focus on the inventors' names and elicit the answer for 1, i.e. they are all women
- Focus on the names of the inventions, and elicit/explain the meaning using translation where necessary
- Focus on 3 and elicit some answers as a group
- Decide how and when students will carry out the webquest: in class, for homework, in pairs or small groups etc
- You can either allow students to choose an invention that interests them and research its inventor, or assign each student/pair/group an inventor to research
- After students have carried out their webquest, they can prepare and give a short presentation of their findings to the class
- You could then put students in pairs to discuss all the inventors, and then have them vote on which invention was the most important, justifying their choice to the group

The inventors and inventions are:

Melitta Bentz - coffee filter (1908)

Mary Anderson - windscreen wipers (1903)

Maria Telkes - first 100 percent solar-powered house (1947)

Elizabeth Magie - first version of Monopoly (1904)

Maria Beasley - life raft (1880)

Stephanie Kwolek - Kevlar (material used in bullet-proof vests) (1965)

Josephine Cochrane - dishwasher (1887)

Alice H. Parker - central heating (1919)

Letitia Mumford Geer - medical syringe (1899)

Bette Nesmith Graham - correction fluid (called Tipp-Ex today) (1956)

Ángela Ruíz Robles - mechanical encyclopedia, precursor of the E-book (1949)

TEACHER'S NOTES

BONUS TRACK

When I was a kid,
I read so many books,
But the ones I love the most
Were the detective ones.

Like,
Sherlock Holmes,
One of the best.
He always found clues
Where nobody saw them.

Or **Miss Marple**,
She was amazing,
And connected every crime
With stories from the past.

I want to be as
August Dupin,
Hercule Poirot
And **Violet Strange**.

All of them
Could help me find the truth...

So,
Here I go!
I want to solve this case.
Here I go!
I'll do it for my friend.
It's time to start so,
Here I go!
Here I go!

Why does he have these dreams?
Why does he leave his house at night?
Why does he hear a voice out there?
Who was that woman that talked to him?

And every word he says,
And every small detail,
Can be a clue.

So,
Here I go!
I want to solve this case.
Here I go!
I'll do it for my friend.
It's time to start so,
Here I go!
I want to solve this case.
Here I go!
I'll do it for my friend.
It's time to start so,
Here I go!

Focus,
Precision,
Attention,
Connections.

Thoughts,
Words,
Actions,

Reactions.
And every word he says,
And every small detail,
Can be a clue.

So,
Here I go!
I want to solve this case.
Here I go!
I'll do it for my friend.
It's time to start so,
Here I go!
I want to solve this case.
Here I go!
I'll do it for my friend.
It's time to





♪ DANGER ♪

Danger, danger, danger.
Danger, danger, danger.

Danger, danger, danger.
Danger, danger,
Danger, danger, danger, danger.

Danger, you are in danger.
Danger, if you're a stranger.

Danger, you are in danger.
Danger, if you're a stranger.
Yes! You are! Ah!

Everything is dark.
Never close your eyes.
Please, do not look back
If you want to stay alive.
Ooooooh!

Everything is dark.
Never close your eyes.
Please, do not look back
If you want to stay alive.

Danger, you are in danger.
Danger, if you're a stranger.

Please don't run away.
There is no escape.
I am everywhere,
This is not a fake
Boooooo!!

Please don't run away.
There is no escape.
I am everywhere,
This is not a fake.

Run! Ah! Run! Danger!

Danger, you are in danger.
Danger, if you're a stranger.

Danger, you are in danger.
Danger, if you're a stranger.

Do not move,
Do not walk,
Do not cry,
Because, today,
You are in danger.

Danger, you are in danger.
Danger, if you're a stranger.

Danger, you are in danger.
Danger, if you're a stranger.

Danger, danger, danger.
Danger, danger,
Danger, danger, danger, danger.

Danger!

DANGER

DANGER

DANGER

DANGER

DAN



♪ HE DOESN'T KNOW THE TRUTH ♪

Emma

Poor boy

He doesn't know the truth
Poor boy, my boy
He could get hurt

He thinks he is dreaming
But every night he changes
And every night he goes out
And he is not Jekyll anymore

Poor boy

He doesn't know the truth
Poor boy, my boy
When it's dark his name is Hyde

I have to improve my potion
With it he will not change again
I hope to do it right
I hope I can help my boy

Lucy

I have to discover
What's going on with him
I have to discover
All about that dream

He is my friend
And I have to help him
He is in trouble
And he doesn't know the truth

Lucy & Emma

Poor boy
He doesn't know the truth
Poor boy,
He could get hurt

Poor boy
He doesn't know the truth
Poor boy,
He could get hurt

Jekyll

Mum?

Something's wrong with me
Something that is dark
Looks like I'm in danger
And I want to know what it is

I'm afraid of my dreams
They seem so real
I'm afraid when night comes
I don't know why

Lucy & Emma

Poor boy

Jekyll

What's wrong with me

Lucy & Emma

He doesn't know the truth

Jekyll

I don't know what's going
on

Lucy & Emma

Poor boy

Jekyll

What's wrong with me

Lucy & Emma

He could get hurt

Jekyll

I could get hurt





HERE I GO



When I was a kid,
I read so many books,
But the ones I love the most
Were the detective ones.

Like,
Sherlock Holmes,
One of the best.
He always found clues
Where nobody saw them.

Or Miss Marple,
She was amazing,
And connected every crime
With stories from the past.

I want to be as
August Dupin,
Hercule Poirot
And Violet Strange.

All of them
Could help me find the truth...

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Why does he hear a voice out there?
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Here I go!
I want to solve this case.
Here I go!
I'll do it for my friend.
It's time to



IT MAKES SENSE THAT WE'RE FRIENDS

Lucy

I remember, Jekyll
When we were kids
We spent every afternoon
Dreaming about our future

Jekyll

Yeah! I remember, Lucy
When we were kids
I was terrible at dancing
And you tried to teach me

You know all my secrets
You know me very well
After all these years
It makes sense that we're friends

Lucy

I remember, Jekyll
The first day that we met
You were at the football field
Crying over some silly thing

Jekyll

It was not a silly thing

Lucy

I came up beside you
And I held your hand
We just looked at each other
And you knew that I would be your friend

You know all my secrets
You know me very well
After all these years
It makes sense that we're friends

Lucy & jekyll

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there

Jekyll

And when we grew up
We met other friends
We followed different paths
We had other concerns

But if someday
There's any trouble
And I need a real friend
I know you're always there

Lucy & jekyll

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there

'Cause you believe in me
'Cause you never tried to judge me
'Cause you, my friend, you're all that I need
When I need a friend you are always there





THE LAB EXPERIMENT

Emma

There is something I did wrong
The potion is not working anymore
I cannot hide from the truth
Jekyll is in danger

Jekyll is in danger

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

You're missing some important thing
There is no time to make mistakes
This time you have to find
The correct ingredients

Come on Emma, you can do it
Come on Emma, you can do it
Come on Emma, you can do it

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fifty grams of cardamom
A small piece of amber glass
Twenty grams of carrot seed
But there's something that I'm missing
Just a piece of cinnamon
Mixing it with peanut oil
And I think I've found it
Yes I think I've found it

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fast, fast, you have to mix fast
Fast, fast, you have to be fast
Come on Emma, you can do it
It's your very last opportunity

Fast, fast, you have to mix fast



