

ENGLISH FIRST

**ADDITIONAL
LANGUAGE**

Grade 12

**Literature
Module:**

**Strange Case
of Dr Jekyll
and Mr Hyde**

LESSON PLAN

A message from the NECT

National Education Collaboration Trust (NECT)

DEAR TEACHERS

This learning programme and training is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE). We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

WHAT IS NECT?

In 2012 our government launched the National Development Plan (NDP) as a way to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is a very ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

WHAT ARE THE LEARNING PROGRAMMES?

One of the programmes that the NECT implements on behalf of the DBE is the 'District Development Programme'. This programme works directly with district officials, principals, teachers, parents and learners; you are all part of this programme!

The programme began in 2015 with a small group of schools called the Fresh Start Schools (FSS). Curriculum learning programmes were developed for Maths, Science and Language teachers in FSS who received training and support on their implementation. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

The FSS helped the DBE trial the NECT learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Universalisation Programme and in its Provincialisation Programme.

Everyone using the learning programmes comes from one of these groups; but you are now brought together in the spirit of collaboration that defines the manner in which the NECT works. Teachers with more experience using the learning programmes will deepen their knowledge and understanding, while some teachers will be experiencing the learning programmes for the first time.

Let's work together constructively in the spirit of collaboration so that we can help South Africa eliminate poverty and improve education!

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Introduction

Welcome to the NECT FET EFAL Learning Programme!

This learning programme is designed to support you as you teach EFAL language, literature and writing in the FET phase.

As part of this learning programme, you will be given the following materials:

- 1** A Tracker to help you plan lessons and track curriculum coverage (Terms 1–4)
 - 1.1** This document breaks down each approved textbook into CAPS aligned lessons.
 - 1.2** It also integrates the use of the NECT lesson plans.
 - 1.3** This tracker is an incredibly useful tool to ensure that you teach all prescribed lessons, using either an approved text book or the NECT lesson plans.
- 2** A Lesson Plan per Literature Set Work (Terms 1–3)
 - 2.1** A set of lesson plans has been developed around each of the Grade 10–12 literature set works.
 - 2.2** These lesson plans cover all the Literature and Writing & Presenting requirements, as well as most of the Reading & Viewing requirements.
 - 2.3** By implementing these lesson plans, you can be assured that you are complying with CAPS in terms of Literature and Writing & Presenting, and that you are covering most of the Reading & Viewing curriculum requirements.
 - 2.4** All other lessons are included in the Tracker and can be found in your approved text book and teacher's guide.
- 3** A Resource Pack per Literature Set Work (Terms 1–3)
 - 3.1** One resource pack is provided for each of the Grade 10–12 literature set works.
 - 3.2** These packs include theme tables, flashcard words and images.
 - 3.3** These resources should be displayed in the classroom as the set work is taught.
- 4** A Summary of each Set Work,
 - 4.1** All summaries are structured in the same way.
 - 4.2** The summaries include key information to help learners revise and prepare for exams.
- 5** The prescribed set works for Grade 12 FAL (2019) are as follows:

GENRE	TITLE	AUTHOR / EDITOR
Novel	Strange Case of Dr Jekyll and Mr Hyde	Robert Louis Stevenson
Novel	Cry, the Beloved Country	Alan Paton
Drama	Macbeth	William Shakespeare
Drama	My Children! My Africa!	Athol Fugard
Poetry	Voice of the Land Poetry Anthology	B. Walter
Short Stories	Changes: An Anthology of Short Stories	B. Walter

Caps Compliance and Notional Time

In Grades 10–12, learners are required to complete a study of two literature set works over the course of the year. Teachers must select these set works from two different genres. In this learning programme, lesson plans have been developed for each of the Grade 10–12 set works.

These lesson plans can either be implemented consecutively (recommended), or simultaneously, by switching between the genres for each two-week cycle.

The tables below illustrate the two different approaches to implementation, together with the benefits of each approach.

APPROACH 1: CONSECUTIVE IMPLEMENTATION OF GENRES

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1 (10 WEEKS)	GENRE 1 (4 WEEKS)	GENRE 2 (10 WEEKS)	GENRE 1
2				REVISION
3				
4				GENRE 2
5		REVISION		
6		GENRE 2		
7		(4 WEEKS)		
8				
9				
10		EXAM WEEKS		

BENEFITS OF CONSECUTIVE IMPLEMENTATION

- By using this approach, learners will engage with one genre for 14 consecutive weeks, followed by another genre for the next 14 weeks.
- This intensive approach provides the opportunity for learners to develop a deep understanding and knowledge of the genre, the text/s, the themes and the related vocabulary.
- By using this approach, learners will have completed their study of the first genre, and will have spent four weeks on the second genre, prior to the mid-year examination.

APPROACH 2: SIMULTANEOUS IMPLEMENTATION OF GENRES

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1	GENRE 2	GENRE 2	GENRE 1
2				REVISION
3	GENRE 2	GENRE 1	GENRE 1	GENRE 2
4				
5	GENRE 1	GENRE 2	GENRE 2	REVISION
6				
7	GENRE 2	GENRE 1	GENRE 1	EXAM WEEKS
8				
9	GENRE 1	EXAM WEEKS	GENRE 2	
10				

BENEFITS OF SIMULTANEOUS IMPLEMENTATION

- By using this approach, learners will engage with two genres in alternating cycles for 28 weeks.
- By using this approach, learners will have spent eight weeks on each genre before the mid-year examination.

A routine for each two-week cycle

CAPS specifies 9 hours in a two-week cycle for FET EFAL. CAPS suggests that this time be utilized as follows:

- Listening and Speaking: one hour
- Reading & Viewing: four hours
- Writing and Presenting: three hours
- Language Structures and Conventions: one hour

In this programme, it is recommended that teachers follow a regular routine for the two-week cycle, as this has been shown to improve time-on-task and curriculum coverage. The following two-week routine, as used in the accompanying Tracker, is recommended:

FIRST WEEK IN A CYCLE			
Lesson 1	Text Book	Listening & Speaking	One hour
Lesson 2	Text Book	Reading & Viewing	One hour
Lesson 3	Lesson Plan	Reading & Viewing	One hour
Lesson 4	Lesson Plan	Reading & Viewing	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

SECOND WEEK IN A CYCLE			
Lesson 1	Text Book	Writing & Presenting	One hour
Lesson 2	Lesson Plan	Writing & Presenting	One hour
Lesson 3	Lesson Plan OR Text Book	Reading & Viewing Catch Up	One hour
Lesson 4	Lesson Plan	Writing & Presenting	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

As you can see, the emphasis in the first week of the cycle is on receptive language, and the emphasis in the second week of the cycle is on expressive language.

Lesson Plan Components

- These lesson plans cover most of the Reading and Viewing, Literature and Writing and Presenting components of CAPS.
- The remaining CAPS requirements are covered by lessons in the approved text books.
- Use the provided Tracker to successfully integrate the use of the lesson plans and text book, and to ensure successful curriculum coverage.

Reading and Viewing: Literature

- 1 All literature requirements are covered by this programme.
- 2 The programme is presented in 2 × 1-hour lessons per cycle.
- 3 This is slightly more than the CAPS allocation for literature, because the programme covers some of the CAPS comprehension requirements.
- 4 Another 1-hour per cycle for READING & VIEWING should be used to cover the other CAPS reading and comprehension skills. Use the Tracker and an approved text book to cover these lessons.
- 5 In the second week of each cycle, one READING & VIEWING lesson is left free for you to complete a lesson of your choice – either from the lesson plans, or from the text book.

Writing and Presenting: Process Writing

- 1 CAPS specifies either one or two writing tasks per cycle.
- 2 This programme covers one writing task per cycle.
- 3 All writing lessons are structured as process writing.
- 4 All writing tasks are structured as FATs, and include the appropriate rubric. This allows you to include your choice of writing tasks as part of the formal assessment programme.
- 5 For the remaining writing lessons that are not covered by the programme, lessons can be sourced from the approved textbooks.

An Approach to Teaching Literature Through Discussion

Literature is complex – there are many ideas to think about in each of the prescribed texts. Literature is not just about memorising the plots or the events in the story. Rather, when we are reading literature, we should be connecting the thoughts, feelings and ideas we find in the text, to our own lives. Literature ultimately should help us understand more about the human condition – about how people live, about the struggles humans face, and about the feelings we have that connect us all.

Discussion is an important part of teaching literature. Many texts we read bring up issues that relate to our own lives. Some of these issues are personal issues, some of these issues pertain to broader, societal issues. For example, a story about a young girl whose father wants her to stay at home rather than go to school can bring up issues of gender roles, inequality and women’s rights. The texts we read in literature should help us to consider questions about our society, for instance:

Is this part of our society ethical? What does this character’s belief / or action say about our society? Do I think this is right or wrong? In addition, the texts we read should help us think about and reflect on our own lives and beliefs.

We have to discuss texts in an open-ended way. This means that teachers must ask questions that allow for a variety of thoughts and opinions to be expressed – not just right or wrong answers. Hearing other peoples’ ideas and interpretations of the text is important!

Teaching literature through effective discussion will allow learners to:

- Learn and use new language in context
- Critically think about many issues
- Form opinions and arguments to support their opinions
- Substantiate their arguments with evidence from texts

The following are some helpful tips on how to lead effective discussions about literature in your own classroom:

1. Asking good questions

The type of questions teachers ask can lead to lively, interesting discussions. However, not every question leads to a good discussion. This section helps you think about different types of questions.

1.1 CHECKING FOR UNDERSTANDING

Some questions help us to check for understanding, or for basic comprehension of the text. These questions are not discussion questions. Their purpose is different – it is to check that

the learners in our classrooms have a basic understanding of what is happening in the text. It is important to check for understanding – we must make sure learners know what is happening in the text. However, these questions shouldn't be the only questions that we ask our learners.

Some examples of questions that help us to check for understanding are:

What happened after...?

Who went to...?

Where did...?

When did...?

1.2 DEEPER THINKING / OPEN-ENDED QUESTIONS

Deeper thinking questions are questions about the text that do not have just one correct answer. Often, a deeper thinking question is a question in which learners must analyse the text to give an answer that is not explicitly stated in the text. In other words, learners must make an inference.

Deeper thinking questions help to lead to a discussion because these are questions we can have different opinions or ideas about. A discussion happens when one learner answers the question with their own ideas or opinions, and the next learner is able to agree or disagree with them, without being right or wrong. In these lesson plans, you will see that we have helped to provide you with deeper thinking questions for discussion, and for learners to use in their journals.

Some examples of deeper thinking or open-ended questions are:

Why did...?

How did...?

What would have happened if...?

What do you think it meant when...?

1.3 MAKING CONNECTIONS

Making connections is an important strategy when thinking about and analysing literary texts. When we make a connection, we think about how a text relates to our own lives, community, or society. This helps us to think about the broader themes and issues that are presented in the text. The reader must think about how events or characters in the text are similar or different to their own experience. The reader must often use his/her ability to make inferences, especially about characters' thoughts and feelings, in order to make connections.

Some examples of connection questions are:

What would you do if...?

How is this different from / similar to...?

Would you make the same decision as...?

When have you seen or experienced this in your own life?

1.4 FORMING OPINIONS

An opinion question is a question that asks learners to take a position on something. They must decide and give reasons for their answers to a question. It is important to ask readers what they think or feel about a text, and then to ask them why. In literature, our opinions must be backed up and supported by the text. We must help learners to form supported opinions in their writing and in classroom discussions.

Some examples of opinion questions are:

Did you agree with...?

Why do you think ...?

What did you think when...?

Do you think people should act like...?

2. Leading a discussion

Leading an effective discussion is a sophisticated and complex skill. Teachers must learn and practice many different strategies in order to make discussions meaningful learning experiences for learners. These strategies include:

2.1 PAUSING

Pausing is an important strategy for building discussion. Sometimes, we as teachers ask a question and feel frustrated when someone does not answer the question right away. Answering a question can be difficult. We want learners to have the chance to THINK before they answer. Silence after a question is okay. Get into the habit of asking a question and then counting silently to 10 in your head. If no one has raised their hand, ask the question again. Then, try to re-phrase the question (to ask the same question in a different way).

2.2 DIRECTING AND DISTRIBUTING

We must direct questions to specific learners and distribute questions fairly across all learners in the classroom. A common error that teachers make is to direct questions at only a few (usually very clever) learners in the classroom. We need to get out of this habit – we need to make sure we are involving all learners in classroom discussions.

We all know that there are learners in our class who are always eager to answer questions. We want to make sure that learners who are confident, vocal, and eager get the chance to share their ideas. However, in a discussion, it is important that as many learners as possible

get a chance to speak. We can ask for volunteers in a discussion, and give those volunteers a chance to speak. We can also cold-call learners who have not volunteered.

When we cold-call learners, it means we call on them by name to answer a question, even though they haven't volunteered. If learners know they might be called on at any time, it helps them to stay more focused and engaged during discussions. As the teacher, you must make sure that you cold-call on learners who do not normally volunteer to speak. Over the course of a week or two, you should try to make sure that every learner in your class has the opportunity to speak.

2.3 PROMPTING AND PROBING

Sometimes, a learner answers a question, but the answer is incomplete. Or, sometimes the learner needs a little bit of help to answer the question. We can use prompting to provide hints, clues, or to help the learner in the right direction. Probing questions help us to get the learner to say more about their ideas. When we probe, we ask an additional question of the learner, to try and help the learner to unpack what he/she wants to say.

3. Discussion strategies

Whole class discussion is one useful discussion technique. This is when the teacher asks questions of the whole class, and then learners must raise their hands to respond. However, as teachers, we tend to overuse this strategy.

Below is a list of a few different discussion strategies that you can use in your classroom.

Please note that before using each strategy, you must explicitly teach the strategy to the class. You must also introduce the rules or guidelines that learners must follow when using each strategy.

These strategies are included in the lesson plans. Introduce and teach each strategy the first time it is mentioned in a lesson plan. If you spend some time teaching the strategy properly, it will be very easy to use the strategy again and again, at different times.

3.1 TURN AND TALK

3.1.1 Ask the discussion question.

3.1.2 Instruct learners to think about their answers / opinions of this question.

3.1.3 Give learners a few seconds to quietly think.

3.1.4 Instruct learners to turn to a partner (someone next to them).

3.1.5 Ask the discussion question again.

3.1.6 Instruct learners to discuss their answer / opinion with their partner.

3.1.7 Remind learners to give both partners a chance to speak.

3.1.8 After learners have discussed with their partner, instruct the whole class to come back together.

3.1.9 Ask learners:

- What did your partner say?

- Did you and your partner agree or disagree? Why?

1.1.10 Discuss.

3.2 EVERYONE WRITES

3.2.1 Ask the discussion question.

3.2.2 Instruct learners to think about their answer / opinion of this question.

3.2.3 Hand out paper (this can be piece of scrap paper).

3.2.4 Instruct learners to write their response to the question on this paper.

3.2.5 Give learners a few minutes to write. This gives learners a few minutes to really think about and develop their response.

3.2.6 Call on learners to discuss their responses. OR

- Instruct learners to pass this paper to another learner (everyone can pass to the left or learners can swap papers with a neighbour).
- Instruct learners to read the response they have received.

3.2.7 Ask learners:

- What did you think about the response you read? Why?
- Was the response you read the same as or different from your response? How?
- Did the response you read change your ideas or opinions? Why? How?

3.2.8 Discuss.

3.3 PASS THE PAPER

3.3.1 Split the learners into small groups with no more than 5 or 6 learners in each group.

3.3.2 Give each group a piece of paper with a different character or topic written on it.

3.3.3 Each small group must work together to write down what they know / what ideas they have about that character or topic.

3.3.4 Give the small groups a few minutes to discuss and write down their ideas.

3.3.5 Then, instruct the small groups to pass their papers clockwise to the next small group.

3.3.6 Instruct learners to read the notes that have been written so far, and to then add their own ideas to this.

3.3.7 Continue until each group has written on each piece of paper.

3.3.8 Read through the final papers with the whole class – let them see how much they collectively know and understand about the character or topic.

3.4 CONCENTRIC CIRCLES

3.4.1 Learners stand in two circles (an inner and an outer circle). The learners must face each other. Each learner should be looking at another learner.

3.4.2 Ask a discussion question.

3.4.3 Instruct learners in the inner circle to answer the question whilst their partner from the outer circle listens.

3.4.4 Repeat the question.

- 3.4.5 Instruct the learners in the outer circle to answer by adding something different to that which their partner said.
- 3.4.6 After both partners have had an opportunity to answer the question, instruct the inner circle to rotate clockwise to find a new partner.
- 3.4.7 Repeat with another question.

3.5 FIVE MAIN POINTS

- 3.5.1 Instruct each learner to write down five main points after reading a text. These points can be facts, ideas, or opinions.
- 3.5.2 Give learners a few minutes to write their points.
- 3.5.3 Split the learners into small groups with no more than 5 or 6 learners in each group.
- 3.5.4 Explain that each group must now make a list of the five most important points.
- 3.5.5 Each small group must discuss their individual lists, and must narrow their 25 / 30 points down to the five most important points about the text.
- 3.5.6 Give the small groups time to work out their final list of five points.
- 3.5.7 Instruct each group to decide on a speaker.
- 3.5.8 Call the class back together.
- 3.5.9 The speaker for each group shares the group's final list.
- 3.5.10 If time permits, the class can then discuss the lists and decide on the five most important points for the class.

3.6 FOUR CORNERS

PREPARATION: Display the following categories in four corners of the room:

- strongly agree
- agree
- disagree
- strongly disagree

(You can write each of these on A4 paper and use Prestik to stick them up.)

- 3.6.1 Make a statement about the text.
- 3.6.2 Explain that learners must think about whether they strongly agree, agree, disagree, or strongly disagree with your statement and why.
- 3.6.3 Instruct learners to walk to the corner of the room that has the sign that describes their feelings.
- 3.6.4 Next, give the learners in each corner a few minutes to talk amongst themselves, to discuss why they have chosen what they did.
- 3.6.5 Call on a learner in each corner to explain why they are there and their collective opinions.

3.7 MINI DEBATES

- 3.7.1 Assign a debate topic that relates to the text / themes in the text.
- 3.7.2 Instruct learners to think of points for and against the topic.

- 3.7.3** Give learners a few minutes to quietly think and write.
- 3.7.4** Instruct learners to turn to a partner (someone next to them).
- 3.7.5** Assign the person on the left to argue for and the person on the right to argue against.
- 3.7.6** Give learners time to debate with their partner.
- 3.7.7** Remind learners to give both partners a chance to speak
- 3.7.8** After a few minutes instruct learners to switch positions. They must now argue against if they had been arguing for, and argue for if they had been arguing against (this gives learners the chance to see an issue / idea can have many sides).
- 3.7.9** After learners have debated with their partners, instruct the whole class to come back together.
- 3.7.10** Ask learners:
- What were the points against?
 - What were the points for?
 - What is your opinion about this topic?
- 3.7.11** Discuss.

4. Creating a safe space for effective discussion

Effective discussion will only take place if learners feel safe and confident enough to participate. It is up to you, as the teacher, to create the kind of atmosphere that will promote discussion.

Below are some tips to help you with this important challenge:

- 4.1** Work constantly to create the atmosphere that you want in your classroom. It takes time for teachers and learners to understand and adopt the behaviours required for a safe, positive classroom. Don't give up if it doesn't happen straight away – keep working towards creating a feeling of emotional safety in your classroom.
- 4.2** Display learners' work. Ask learners to rewrite successful poems, essays and other pieces of writing. Display this work on the classroom walls for other learners to read. This will show learners that you value and appreciate their work. It will also give learners a sense of ownership of their classroom.
- 4.3** Establish and implement rules. Work out a set of classroom rules – it is a good idea to do this together with the class. Try to phrase your rules in the positive. For instance, instead of saying, 'Do not speak when others are speaking', try saying, 'Respect the speaker by listening quietly'. Get all learners to 'accept' the rules, and to agree to abide by them. You can ask learners to sign the rules to show their commitment.
- 4.4** Establish and implement consequences. Once you have a set of rules, work out a set of consequences. Again, these consequences should preferably be positive, for instance, 'If everyone in the class complies with all rules for a week, we will have an extra 10 minutes of break on Friday'. Also have a set of negative consequences for serious offences. If a learner behaves really badly, particularly in a way that makes another learner feel bad or unsafe, you need to implement consequences. Learners need to

know that you will take action against harmful behaviour. If you do not do this, it will be difficult for learners to trust you.

- 4.5** Correct mistakes clearly, but in a gentle manner. When learners make mistakes, thank them for trying, but point out that a mistake has been made. Correct the mistake by repeating what has been said, but correctly. Do this clearly and quickly, and then move on. Do not labour the point – learners must see that it is perfectly acceptable to make a mistake. Do not allow other learners to laugh at or ridicule a learner who makes a mistake.
- 4.6** Tell learners if you do not know something. Learners appreciate it when teachers are honest, and say things like, ‘I’m not really sure. Does anyone else know? Should we look up the answer?’
- 4.7** Stay calm and try not to lose your temper. Once a teacher loses his or her temper with a learner or with the class, it takes a long time to regain the feeling of safety and trust. Try to leave the room, or count to ten before shouting.
- 4.8** Try to always be kind and patient. If you model kindness and patience, learners will trust you and will be more open with you. They will also start to behave in the same way.
- 4.9** Move around the classroom. As learners work, walk around the classroom. Use this opportunity to stop and look at individual learner’s work. Stop and talk to learners about their ideas and opinions. Look out for problems between learners, and deal with issues that arise. Get to know your learners better.
- 4.10** Deal with problems early on. If tension is building between learners, put a stop to the argument. Then, find time for the learners to talk it out while you mediate.
- 4.11** Let learners see that you can be vulnerable. If you are asking learners to share their experiences, feelings and opinions, it is important for you to do this as well. This is an important way to build trust with your learners. Of course, this must be done appropriately, and must not burden learners in any way. It can be a good idea to share a fear or thought that you had when you were the same age as your learners. This shows learners your vulnerability, but keeps some distance.
- 4.12** Laugh with your learners. If you can find something to laugh about with your learners, do so! This is an excellent way to bond with learners, and to make them feel closer to you. Laughter is also an excellent way to break down tensions, and to get learners to relax.
- 4.13** Leave your problems outside the classroom. Learners pick up on your stress, anxiety and unhappiness, and this can affect them negatively. Try your best to be in the habit of leaving your problems at the classroom door, and focusing on your learners once you are inside the classroom.
- 4.14** Praise your learners for their efforts. This is one of the easiest and most effective behaviours that you can implement. Praise learners not for their achievements, but for their efforts. This will encourage learners to try and do more. This is known as building a ‘growth mindset’. This means that learners believe that they can learn and progress. The opposite of a growth mindset is a ‘fixed mindset’, where learners believe they are born with a certain ability, and that they cannot change this.

Resource Requirements for Teachers and Learners

TEACHERS MUST HAVE:

- 1** A copy of the novel: ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson
- 2** An A4 Lever Arch File to store their Resource Packs for each module
- 3** A dedicated notice board or wall space in the classroom for Literature, to display items from the resource pack, as well as relevant work produced by learners

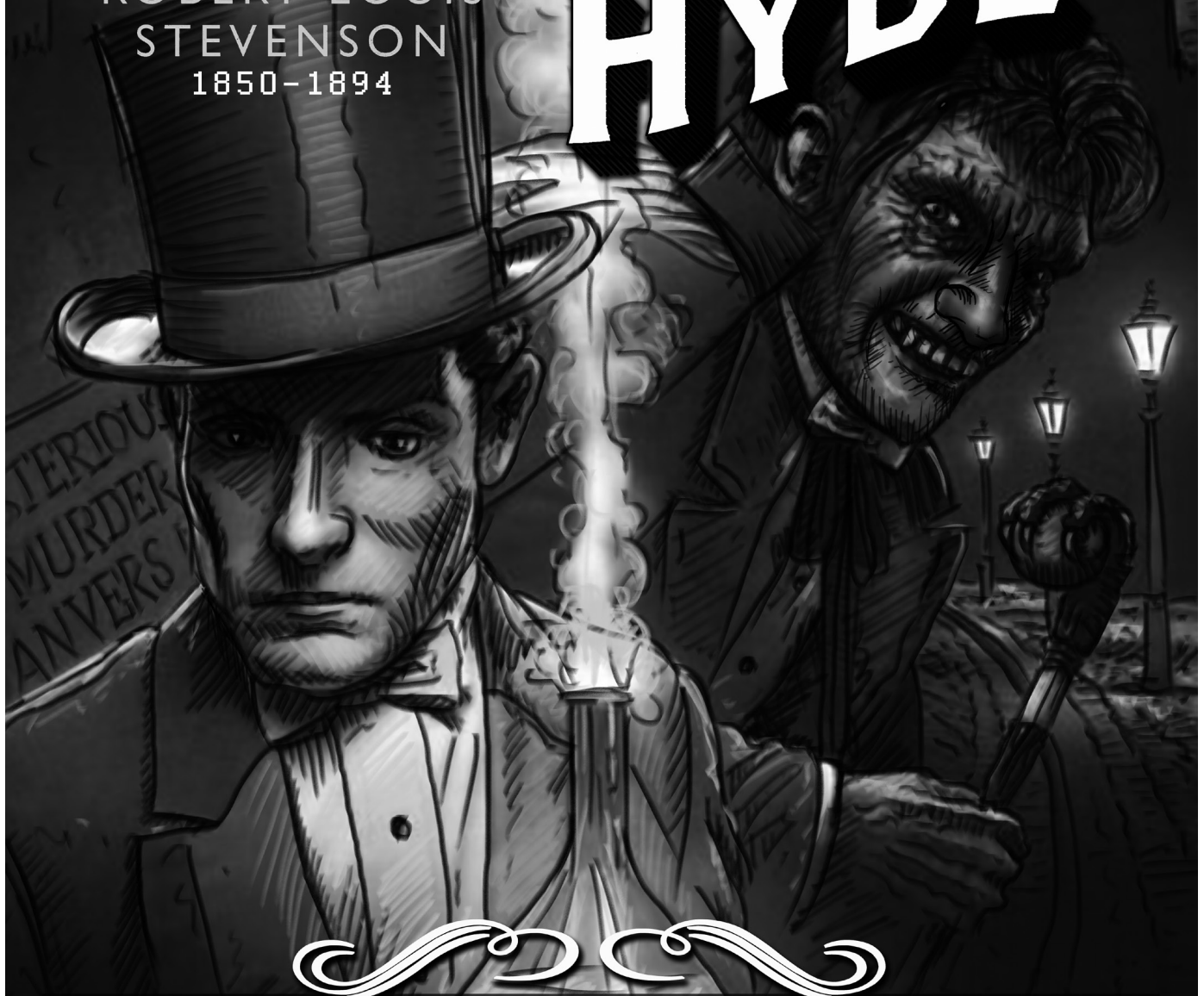
LEARNERS MUST HAVE:

- 1** A copy of the novel: ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson
- 2** A dedicated Literature Journal for this programme - this should be an A4 faint and margin lined book, preferably hard cover (4 quire), or at least 72 pages if soft cover
- 3** An EFAL exercise book
- 4** A pen, pencil and ruler



ROBERT LOUIS
STEVENSON
1850-1894

The Strange Case of
Dr
Jekyll
& MR
HYDE



In each of us, two natures are at war- the good and the evil.
All our lives the fight goes on between them, and one of
them must conquer. But in our own hands lies the power to
choose - what we want most to be, we are.

Structure of the novel lesson plans:

Reading and viewing

- 1** In Grades 10–12, there are 14 hours available to teach this novel.
- 2** This is done over the course of 2 hours per 2 week cycle, for 7 cycles.
- 3** The teaching of the novel is broken down as follows:
 - a** Cycle 1: 2 hours; pre-reading
 - b** Cycles 2–6: 2 hours; reading
 - c** Cycle 7: 2 hours; post-reading
- 4** Cycle 1, the PRE-READING lesson, is structured as follows:
 - a** An activity is done to set the context
 - b** Journals are set up for the text
 - c** The themes of the text are discussed in groups
- 5** For Cycles 2–6, every READING lesson follows the same structure:
 - a** A section of the novel/drama is read aloud, together with the class.

NOTE: Please be creative about this. Sometimes the selected section is too long to be read in the class. In this instance, you may decide to use the additional ‘Reading & Viewing’ hour for that week to continue reading. Another alternative would be to ask learners to read that section of text for homework, prior to the lesson. If you have fallen behind and you need to catch up, you may choose to just go through the ‘important developments’ in this section of text. These are listed for you at the start of every lesson.
 - b** The text is read and discussed. Key references and explanations are included in the lesson plan. Character development is indicated by the characters’ names on the tables in the lesson plan.
 - c** Discussion questions and possible answers are also included at key points in the story.
 - d** This is followed by a concluding discussion. Two discussion questions are posed, and possible answers are provided.
 - e** Two journal questions are posed. Learners write these questions in their journals, and attempt to answer these individually. Possible answers are provided in the lesson plan.
- 6** Cycle 7, the POST-READING lessons include written and/or discussion activities to sum up the engagement with the novel/drama and the themes.

NOTE: The teacher takes learners through many discussion questions orally, before learners are required to write their own, individual answers to discussion questions. This models thought processes and answers for learners. Learners are also learning, hearing and using new vocabulary and language structures in context.

**Strange Case
of Dr Jekyll
and Mr Hyde**

Reading

CYCLE 1

Pre-reading

Lesson 1 Pre-reading

Setting the context

INTRODUCTION

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: ‘The Strange Case of Dr Jekyll and Mr Hyde’.
- 3 Explain that today you will read a part of the text out loud to learners.
- 4 Tell learners that they must listen for important words that tell us about the time and place in which the story is set (the setting). They must look out for how the writer describes different parts of the city (rich versus poor), at different times of the day (day versus night). Why does Dr Jekyll’s laboratory door look so different from the rest of the houses on this street? How are the other buildings, streets, cleanliness and passersby described? How does the setting tell the reader what action to expect?
- 5 Instruct learners should turn to pg. 5 of the text. Read aloud from “It chanced on one of these rambles...” on pg. 5 to “...a very odd story.” on pg. 6. Instruct learners to follow in the book as you read.
- 6 Terms in bold might need explanation. Turn to the glossary on pg. 89 and go through the words that have appeared in the section you have just read. The glossary tells us what the difficult words mean. The words are in alphabetical order.

PAIR WORK

- 1 When you have finished reading, display these key words on the board for learners to discuss: buildings; the streets; cleanliness; passersby (people in the street).
- 2 Using the information in the passage they have read, the pairs must describe how Jekyll’s laboratory door looks different. How does this setting create an atmosphere or mood of suspense and expectation? Is something good or bad going to happen? Learners must note down the words Stevenson uses to describe: buildings; the streets; cleanliness; passersby (people in the street). Each time, learners must say how these words create the mood of the novel. For example, what does the reader think will happen in a sunny scene, with lovely clean buildings and a busy street? How is the mood of this setting different to a dirty, deserted alley at night, when the wind howls?
- 3 Learners may use pg. 5–6 (the pages you have read aloud) as reference.
- 4 Instruct learners to take out their exercise books.
- 5 Tell learners to write the heading, ‘The Strange Case of Dr Jekyll and Mr Hyde’.
- 6 Under that, they must write the heading, ‘Context’.
- 7 Put learners into pairs.

- 8 Give learners about 15 minutes to write about the different elements of the setting that you have discussed.

DISCUSSION

- 1 Call learners back together.
- 2 Ask learners: What do we learn about the setting in these pages? How do the words used to describe the setting make us feel?
- 3 Write down learners' answers on the board. If a learner gives a wrong answer, help explain why it is wrong.
- 4 Remind learners that they must back up their statements using evidence. For example, 'I think...because...'
- 5 Below are some sample answers. Accept alternative answers, as long as learners can support them:
 - buildings: The buildings are mostly clean and well-kept (maintained) – 'freshly painted', 'well-polished' – except for one which is dirty, 'sinister' (creepy), 'discoloured', 'negligence'. This last one is different to the other houses in the area because it is neglected and filthy. It tells us that something bad might happen in this house in the story.
 - the streets: The streets are busy, even on a Sunday when the shops are closed. The buildings seem inviting. It is a pleasant place to be – except for the dirty house, where there is vandalism and destruction: 'the schoolboy had tried his knife on the mouldings'. No one cares for this house.
 - cleanliness: There is a general sense of hygiene and order – 'cleanliness', 'gaiety', 'pleased the eye', except for the last house. This door is 'blistered' and 'stained'.
 - passersby (people in the street): There are two kinds of people in the streets – the respectable middle-class walkers, looking in the inviting windows of the shops, versus the tramps (homeless people) crouching in the doorways and lighting matches on the door panels.
- 6 Ask learners: Why do you think there are such differences generally in the London settings (clean, wealthy daytime versus the stormy, dark nights in poorer areas)? Who used the public spaces? When did they use them? For what activities?
- 7 Discuss this with learners.
- 8 There was a huge gap between the rich and poor people in Victorian England (when the novel is set). Explain to learners that England's class system divided people into three groups:
 - The upper class, which was wealthy, did not have to work, and had lots of servants
 - The middle class (tradesmen, doctors, lawyers), who had a few servants
 - The working class – the largest portion of the population, who owned no land and had jobs such as working in factories or working as servants
- 9 Ask learners: Do you think this same type of divide exists today in South Africa? In other places? Why or why not?

- 10 Discuss this with learners. Encourage learners to explain their opinions ('I think... because...')
- 11 Ask learners if they have any other questions about the passage or the context.

JOURNAL SETUP

- 1 Tell learners to take out their journals.
- 2 Instruct learners to open their journals to the next blank page.
- 3 Instruct learners to make a title page for the text. This should include 'The Strange Case of Dr Jekyll and Mr Hyde', by Robert Louis Stevenson.
- 4 Explain that this is where learners will write down all of their THOUGHTS and REFLECTIONS about the text.
- 5 Explain that once learners have made the title page, they must turn to the next page and answer the following questions:
 - a What did you find most interesting about the CONTEXT (setting) for this story?
 - b What are you excited to learn more about as we read this story?
- 6 Give learners 10 MINUTES to answer these questions.

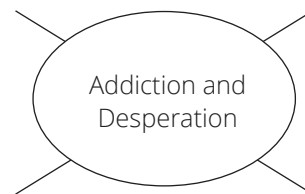
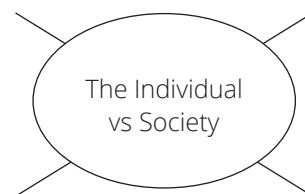
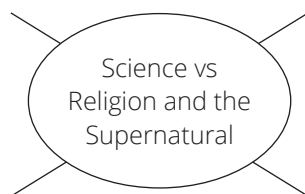
DISCUSSION

- 1 Explain that learners will now DISCUSS the answers to these questions. They will use the Turn and talk strategy.
- 2 Tell learners that Turn and talk is when they turn to someone near them, and discuss their ideas. They will have to report back on what has been said.
- 3 Ask the discussion questions:
 - a What did you find most interesting about the CONTEXT (setting) for this story?
 - b What are you excited to learn more about as we read this story?
- 4 Instruct learners to discuss their answers/opinions with their partner.
- 5 Remind learners to give both partners a chance to speak.
- 6 After learners have discussed with their partner, call the whole class back together.
- 7 Ask learners:
 - a What did your partner say?
 - b Did you and your partner agree or disagree? Why?
- 8 Discuss the answers with learners.

Lesson 2 Pre-reading

Preparing for this lesson

- 1 Ensure that this preparation is completed before the lesson.
- 2 Take out the Resource Pack for this module.
- 3 Prepare the **Display Pages** for your notice board, by colouring them, sticking them on cardboard, and laminating or covering them.
- 4 Put up your notice board or wall display.
- 5 Next, turn to the **Group Theme Pages** in the resource pack.
- 6 Think about how many small groups will be in your class. Each group should have no more than 6 learners.
- 7 Make enough copies for each group to have a copy of the Group Theme Page/s.
- 8 Draw a MIND MAP on the chalkboard for each of the themes, for example:



INTRODUCTION

- 1 Settle the learners so you have their attention.
- 2 Explain that today, learners will learn about the different themes that they will find in 'The Strange Case of Dr Jekyll and Mr Hyde'.
- 3 Remind learners that a theme is an important idea that runs through a story (For example: 'Forgiveness' or 'Friendship'). The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Explain that learners will work in their small groups today.
- 5 Explain that each group will read about and discuss the themes we will see in the novel that we are preparing to read.
- 6 Explain that at the end of each theme discussed, each group will decide on one important idea to add to the mind map for that theme.
- 7 Settle the learners into their small groups.

GROUP WORK

- 1 Give each group a full set of **Group Theme Pages**. For this text, there are four pages, covering four themes.
- 2 Instruct each group to begin with Theme One: Science versus Religion.
- 3 Give learners 10 minutes to read about and discuss this theme.
- 4 After 10 minutes, instruct one group member from each group to come to the chalkboard. These learners must contribute one idea from the group onto the class mind map. They must do this by writing one word or phrase on the mind map.
- 5 Repeat this so that each of the themes is discussed.

CONCLUDING DISCUSSION

- 1 Call the class back together.
- 2 Settle learners so that you have their attention.
- 3 Read the name of **Theme One: Science vs Religion and the Supernatural**.
- 4 Remind learners that this means: Some people believe that facts, proof and rational thinking are the only way to understand how the world works. This is the scientific approach. Others believe that religion, beliefs and things beyond the physical world (gods, ghosts etc) have an influence on us. In the novel, Stevenson wants us to look at both sides of this argument.
- 5 Read the MIND MAP for this theme.
- 6 Ask learners: What do you think is more important – fact or belief? Why?
- 7 Read the name of Theme Two: **Individuals vs Society**.
- 8 Remind learners that this means: Humans need to live in groups for company, protection, security, and sharing resources. But we all want to run our own lives as individuals! We have our own needs and desires. But we also have to compromise and conform (fit in) to the way other people (society) live. We have hobbies and interests (fun/leisure activities) but we also have duties and responsibilities to the people around us. There are social rules we must live by.
- 9 Read the MIND MAP for this theme.
- 10 Ask learners: What are your duties and responsibilities? Are they fair? Why or why not?
- 11 Read the name of Theme Three: **Addiction and Desperation**.
- 12 Remind learners that this means: Addiction is any activity that you can't stop, or some desire that is controlling you. Addiction takes many forms. Drugs or alcohol are the most common things to be addicted to, but food, shopping, gambling and the Internet can all be addictions too. Addiction can become all-consuming and it can make us do bad things (steal etc.) in order to feed the addiction.
- 13 Read the MIND MAP for this theme.
- 14 Ask learners: Why do you think so many people become addicts? What's the solution?
- 15 Read the name of Theme Four: **Duality and Repression**.
- 16 Remind learners that duality means having two sides. All humans have good (moral) and evil (immoral) sides themselves. Most of us repress (push down) the evil parts of our personalities.

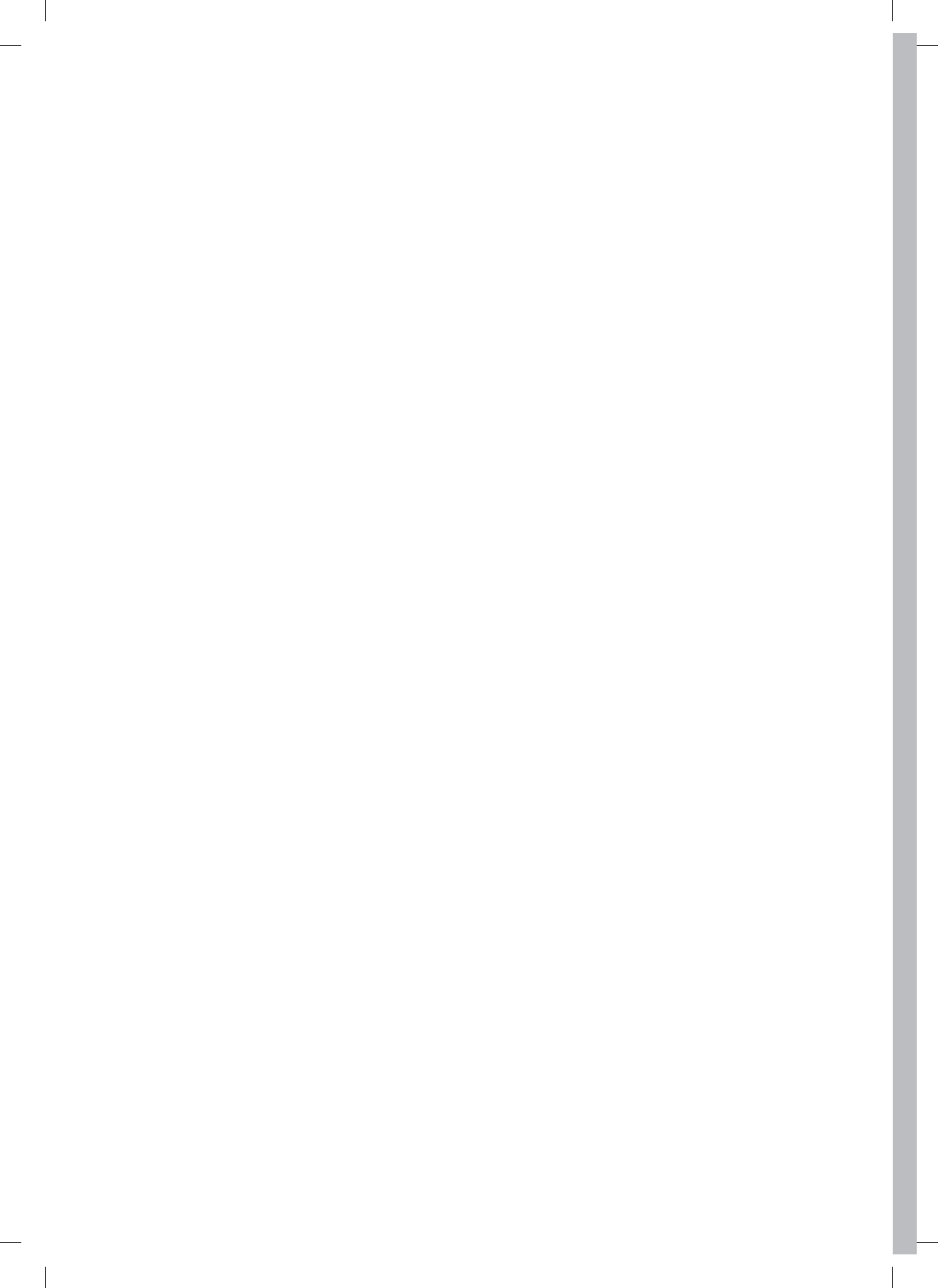
17 Read the MIND MAP for this theme.

18 Ask learners: When is it appropriate to repress our urges and desires? What would happen to society if we didn't repress some of our urges and desires?

NOVEL	THE STRANGE CASE OF DR JEKYLL AND MR HYDE Robert Louis Stevenson
THEME 1	Science vs Religion and the Supernatural
EXPLANATION OF THEME	<p>Science tries to explain the world, using experiments, observation (looking carefully) and proof. Logic and reason try to use facts and the laws of nature to understand how things work. There is very little room for feelings and opinions in the scientific world.</p> <p>Scientists often argue that the supernatural (ghosts) and gods cannot exist because you can't prove that they exist. In science, proof and evidence is important. Religion is having faith, or trusting in the unknown, and not trying to explain things logically. Religion is about believing in things that do not need proof or evidence.</p> <p>Neither science nor religion can explain everything about human nature or about the world. Sometimes, religion and science can be in conflict. In other words, things that scientists say can go against religion or things that religion says can go against scientific principles. Some people only believe in science. Some people only believe in religion. Some people believe in both science and religion.</p>
DISCUSSION QUESTION/S	<ol style="list-style-type: none"> 1 What's more important – science or religion? Why? 2 Do you think that everyone should have the same beliefs? Why or why not? 3 What is your belief system? Where did you learn it? 4 If you had children, would you raise them to have the same beliefs as you? Why or why not?
THEME 2	Individuals vs Society
EXPLANATION OF THEME	<p>Individuals (separate persons) live in a society together. If each person obeys the social rules and laws of the country, then we can live together peacefully. But individuals are all different and all want different things. Often we want to enjoy ourselves instead of taking on boring, difficult, stressful duties (responsibilities).</p> <p>Society (groups of people close together) needs everyone to take responsibility and obey the rules for living together. Corruption, violence and suffering in society causes anxiety within social groups.</p> <p>Society is important, but some societies have made harmful decisions, too. Individuals are responsible for changing society. Not everything is right in society, just because there is consensus. Ideas can change over time. For example, in 1886, sexism was entrenched in the law. Women couldn't vote in England at this time. Another example of this is Apartheid. Apartheid oppressed and brutalised people of colour. Consensus (agreement) about what is 'good' and 'evil' in a society changes. It is up to individuals to make sure society is fair and equitable. We must always question our society to make sure that it is fair for everyone.</p>
DISCUSSION QUESTION/S	<ol style="list-style-type: none"> 1 Do you think that people should live together in societies, or alone? Why? 2 Can a person be all good, or all evil? Why? 3 What do you think happens when you try to repress (hide or restrain) some part of yourself? Why?

THEME 2	Individuals vs Society (continued)
	<p>4 What happens when individuals choose to disobey the social rules and the law?</p> <p>5 Should these individuals be punished? Why or why not? And if so, how should they be punished? Explain.</p>
THEME 3	Addiction and Desperation
EXPLANATION OF THEME	<p>Addiction is when we become dependent on something. When we become dependent on something, we need that thing in order to survive or to be happy. We all eat food. However, someone who is addicted to food will want food to make them feel happy. They will eat continuously because it makes them feel happy – not because they feel hungry. If you are an addict, you cannot control the urge you have for that thing. You can be addicted to many different things: drugs, alcohol, the Internet, food etc. Some addictions are more socially acceptable: many people think drinking too much alcohol is fine. Tik or nyaope are less acceptable.</p> <p>Addiction often escalates (gets worse), even when it seems as if it's under control. Our brains crave the reward chemicals (dopamine and serotonin) that make us feel happy. When we are addicted, we may want to stop our addiction because it is damaging our relationships with friends and family, but we can't. We always need more and more of the thing or activity we are addicted to – and we might do stupid or illegal things to get it. Addictions have the power to ruin people's lives. Frequently addicts need some kind of professional help (like rehab) in order to recover from their addiction.</p>
DISCUSSION QUESTION/S	<p>1 What forms of addiction are prevalent (you see a lot of) in your community?</p> <p>2 Should people with addictions be punished or helped? Why?</p> <p>3 What resources are in your community to help people with addictions?</p>
THEME 4	Duality and Repression
EXPLANATION OF THEME	<p>Duality means having two sides. Most people contain two sides as part of their nature – good (moral) and evil (immoral). Most of us repress or push down the evil parts of our personalities – the parts that deliberately hurt or damage other people. For example, when we get really angry with someone, we might have the urge to hurt that person. But we repress (push away) those feelings. We know it is not acceptable to hurt others.</p> <p>However, there are other things that we repress that we should not. For example, we should be able to express our feelings rather than repress them. Pushing our feelings away can often make us feel much worse later. In Victorian society, people were forced to repress a lot of things that we would consider normal and healthy to express today. In this novel, Stevenson is making a comment on the extremely repressive atmosphere of Victorian England. He is saying that it warped (changed) people and made them behave in unhealthy ways. People felt as if they had to behave in very specific, moral ways if they wanted to fit into society. Individuals were repressed in terms of what emotions they could show. It was seen as very bad to show extreme anger, for example. Sexuality was very repressed during these times, especially for women. People were not supposed to talk about sex or say that they desired sex at all. Even married couples often slept in separate beds because they were only supposed to have sex when they wanted to have a baby. Maybe Stevenson is also saying that repressing or ignoring our desires and urges (the 'evil' side) is unwise, because they might come out in full force when they aren't ignored. Perhaps he is saying we need to express ourselves more freely.</p>

THEME 4	Duality and Repression (continued)
DISCUSSION QUESTION/S	<ol style="list-style-type: none"><li data-bbox="543 387 1019 418">1 What things do you think you repress?<li data-bbox="543 418 1390 484">2 What behaviour do you think is evil or immoral? Give two examples and motivate your answers.<li data-bbox="543 484 1390 549">3 What behaviour do you think is good or moral? Give two examples and motivate your answers.<li data-bbox="543 549 1460 614">4 Do you think that we should always repress our destructive impulses (urges)? Why or why not?



**Strange Case
of Dr Jekyll
and Mr Hyde**

Reading

CYCLE 2

Reading

Lesson 3 Reading

Preparing for this lesson

- For this lesson, you will read, ‘Story of the Door’ (pg. 4 to 10).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Utterson, the lawyer, and his relative, Enfield, are walking. They pass a strange door (the entrance to Dr Jekyll’s laboratory). Enfield recalls a strange story about the door: Early one morning he saw a man trampling on a young girl. Enfield chased the man away but brought him back to the scene of the crime. (We later learn that the man is Mr Hyde.) An angry crowd gathered. To avoid a beating, the man offered to pay the girl’s family compensation. This was accepted, and he opened the door with a key. He came back out with a large cheque signed by Dr Jekyll.
- 2 Jekyll is Utterson’s client. Utterson asks if Enfield is sure Hyde used a key to open the door. Enfield is certain. Jekyll and Hyde must know each other.

In this section of the text, the following theme develops as follows:

THEME:

Individuals vs Society

DEVELOPMENT:

We see that one man (later identified as Hyde), an individual, tries to get away with committing a crime. The man ‘...trampled calmly over the child’s body and left her screaming on the ground.’ (pg. 7). The crowd, which represents society, is described as being ‘...wild as harpies...’ and showing ‘... such hateful faces...’ (pg. 8) refused to let him get away. The crowd is holding the individual accountable for his actions. They are making sure he follows the rules. The individual has to pay the family in order to get away.

The use of Enfield's first-person perspective helps us to see things as he sees them – detailed and personal. We also see things, however as one-sided or biased. Society is held together by many individuals' ideas about how things should work. When enough people have the same idea, this is called a consensus. In this novel, the consensus is that Jekyll is good (a doctor and a charity worker) and Hyde is evil (an abuser, an addict, a murderer). Each of these characters sees social rules from their own point of view. We see how hard it is to fit into society without giving up too much of one's individual identity.

THEME:

Duality and Repression

DEVELOPMENT:

When the people see Hyde, they are disgusted by him. They can sense that there is something wrong (bad) with him, but they don't know what exactly. Most of the time, Hyde is able to hide (repress) this evil side of himself in order to fit in with what society demands of him.

In this section of the text, the following style or structural elements have importance:

- 1 Narration/Point of view:** Richard Enfield, provides a testimony of Hyde. We see things from his point of view.
- 2 Dialogue:** There is lots of dialogue in this section. This gives us information and creates suspense immediately. Because the two men discuss – or gossip about – the mysterious behaviour of Hyde, we want know what happens next.

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 4.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
7	'...for the man trampled calmly over the child's body and left her screaming on the ground.'	Theme: Individuals vs Society Character(s): Mr Hyde	Children should not be beaten. This is one of the rules of society. Hyde clearly does not care for the little girl's feelings or welfare. He brutally stomps on her and then tries to escape. Immediately, the reader knows something is wrong with him, because he is only interested in his individual well-being, and not in social rules or conventions.	What sort of person do you think Hyde is?	<ul style="list-style-type: none"> • He seems to be some sort of sociopath (someone who thinks that the rules of society do not apply to them and shows no empathy towards others). • He is a bully. • He is vicious.
7	'We told the man we could and would make such a scandal out of this as should make his name stink from one end of London to the other.'	Theme: Individuals vs Society Character(s): Mr Hyde	In Victorian England, a person's reputation was the most important attribute. Some people committed terrible crimes, but felt guilt-free as long as no one else knew about them. The crowd threatens Hyde with exposure – telling the public how he brutally trampled this little child. He is afraid that his reputation will be ruined. Hyde will pay them compensation money to keep quiet. The girl's family is blackmailing him.	What do you think the crowd should have done with Hyde?	<p>This is a personal response. Accept alternatives that are supported, like:</p> <p>The crowd should have beaten Hyde up and given him a taste of his own brutality.</p> <p>OR</p> <p>The crowd should have taken Hyde to the police station and let the law deal with him.</p>
10	'...something displeasing, something downright detestable. I never saw a man I so disliked, and yet I scarce know why.'	Theme: Duality and Repression Character(s): Mr Hyde	There is something repulsive (disgusting) about Hyde, which is felt by everyone who meets him for the first time. They can feel there is something evil in him, even if they don't know what it is exactly. Hyde manages to hide (repress) his real evil most of the time.	In your opinion, why is it important for Hyde to hide his real nature in a place such as Victorian London?	<ul style="list-style-type: none"> • It was very important in Victorian times to preserve your reputation or good name in public. • You could do terrible, abusive or exploitative things in private, as long as no one wealthy or powerful found out. • Victorian London would have forced people to keep their bad urges and desires a secret because a good reputation was so vital for social standing (what other people thought of you).

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Do you think it was right for the girl's family to take money because she had been hurt? Why or why not?
 - b QUESTION 2: Enfield says he had 'taken a loathing to my gentleman at first sight' (pg. 7) and that the man had a 'sneering coolness...like Satan.' (pg. 8) Do you think Hyde has learned his lesson, or will he carry on doing terrible things? Explain.
Follow-up questions if needed:
 - What does 'taken a loathing to my gentleman at first sight' mean?
 - What does 'sneering coolness' mean?
 - What do these quotes show about Hyde?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - I think it was immoral and wrong for them to take money.
 - They should have reported Hyde to the police, and let the law take care of him. Now the girl's suffering is a secret.
 OR
 - I think it was fine for them to take money.
 - The girl has been hurt. They will probably need to take her to the hospital. The money can be used to make sure she is taken care of properly.
 - b QUESTION 2: Possible answers:
 - The man does not look like he has a conscience.
 - Like Satan, he delights in evil-doing.
 - He does not seem to feel guilty. He is just annoyed that he has been caught and made to pay a heavy fine by the crowd.
 - I think he will keep on doing terrible things.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to 'Hence, no doubt, the bond...' on pg. 5 to '...and pleased the eye of the passenger.' on pg. 6:
 - 1.1 Explain what Mr Utterson's relationship is to Mr Enfield's. (1)
 - 1.2 What evidence is there in this extract to prove that the following is false:
Mr Utterson and Mr Enfield have a great deal in common with each other. (6)

B: Answers

1.1 They are distant relatives of each other. (1)

1.2

- They don't speak to each other on their walks: '...that they said nothing.' (2)
- They both look bored when they are with each other: '...looked singularly dull,...' (2)
- They are relieved when they bump into other friends: '...would hail with obvious relief the appearance of a friend.' (2)

Lesson 4 Reading

Preparing for this lesson

- For this lesson, you will read 'Search for Mr Hyde' (pg. 12 to 20).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 That evening Utterson rereads Dr Jekyll's will. It worries him because, if Jekyll disappears, all his possessions go to Mr Hyde.
- 2 Utterson visits Dr Lanyon, an old friend of his. Lanyon has never heard of Hyde, and there has been some trouble between him and Dr Jekyll. That night Utterson has nightmares.
- 3 Utterson spies on Dr Jekyll's laboratory door, and eventually sees Hyde unlocking it. Utterson feels that Hyde is evil, but he doesn't know why. Utterson goes next door to warn Jekyll against Hyde. But the servant, Poole, says Jekyll is out. Hyde, Jekyll's laboratory assistant, is the master of the house. Utterson worries that Hyde may kill Jekyll to benefit from the will.

In this section of the text, the following themes develop as follows:

THEME:

Science vs Religion and the Supernatural

DEVELOPMENT:

On page 14, Lanyon says that he and Jekyll are no longer friends because of Jekyll's 'unscientific' experiments. He does not specify what the experiments are. We therefore know he isn't simply doing medical research. Lanyon hints that Jekyll is 'playing God' and trying to change human nature. Further, Lanyon thinks that Jekyll might be going mad. We assume that he is doing research into the spiritual, religious (non-physical) world – something that scientists do not usually do.

THEMES:

Science vs Religion and the Supernatural AND Duality and Repression

DEVELOPMENT:

We have the sense (feeling) that Hyde is evil (like a demon) that cannot be explained by logic. Only religion explains this kind of evil. Throughout the novel he is compared to the devil. He just seems corrupt and horrible to everyone who meets him, but they can't say exactly why. On page 18, for the second time, Utterson describes Hyde as demonic, having a 'foul soul', saying 'God bless me, the man seems hardly human!' and '...if ever I read Satan's signature upon a face, it is on that of your new friend.' Utterson means that the usual rules of society, and human conscience, don't apply to Hyde. He is beyond the human laws of right and wrong. This makes him terrifying.

In this section of the text, the following style or structural elements have importance:

- 1 Diction and atmosphere:** The diction (word choice) creates suspense and a tense atmosphere. Stevenson uses strong nouns such as 'disquietude', 'menace', 'darkness', 'nausea' and 'disgust'. These words create a feeling of disturbance and fear in the reader. He also uses strong adjectives such as 'broken', 'displeasing', 'murderous', 'shady' and 'foul', which makes us expect that something bad will happen soon.
- 2 Genre:** Utterson decides to investigate Hyde. He jokes on page 16, 'If he be Mr Hyde...I shall be Mr Seek.' This changes the genre slightly. The story started out as a mystery or horror, but now it seems to be like a detective story.

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 12.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
14	'But it is more than ten years, since Henry Jekyll became too fanciful for me. He began to go wrong, wrong in mind;...' AND 'Such unscientific balderdash...'	Theme: Science vs Religion and the Supernatural (Characters: Lanyon and Jekyll)	Lanyon and Jekyll are not friends anymore. Lanyon thinks Jekyll is doing dangerous supernatural experiments, which go against science. He thinks Jekyll might be going insane.	Do you think science is a replacement for religion? Why or why not?	Open-ended. Learners must give a reason for their response, like: <ul style="list-style-type: none"> Yes. Religion is a way for people to understand the world. Science has the same purpose – it helps us understand how things work. OR <ul style="list-style-type: none"> No, religion is about faith. It answers questions that science cannot. Religion comforts people in a way science cannot. No, I think we need both religion and science – we do not have to choose only one. The more knowledge and ideas we have, the better.
17 to 18	Nouns: disquietude, menace, darkness, nausea, disgust Adjectives: broken, displeasing, murderous, shady, foul	Diction: Stevenson uses strong nouns and adjectives to support the themes of dangerous, supernatural elements.	The diction (word choice) creates suspense and a tense atmosphere. The reader feels that something bad is coming. We know that it has to do with Hyde, but we don't know what it is yet. The diction illustrates the theme of supernatural evil that cannot be explained by science and logic.	Why does the writer want to create a tense, suspenseful atmosphere?	This makes the reader want to find out what happens next in the plot. We are invested emotionally in finding out if evil wins or loses.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: How does Utterson feel about Mr Hyde so far?
 - b QUESTION 2: What do you think Utterson must do – keep investigating Hyde? Or let it go? Why?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Utterson is deeply suspicious of Hyde, and is worried about his friend and client, Jekyll.
 - Utterson thinks Hyde may be blackmailing Jekyll.
 - b QUESTION 2: Possible answers:
 - Personal response. Accept answers that are supported, like: ‘I think Utterson should keep searching for Hyde. If you are a real friend, you care about the troubles of your friends too, and you try to help them out. Jekyll is Utterson’s friend, so Utterson should try to find out the truth.’

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to “‘I will see, Mr Utterson,’ said Poole,…” on pg. 18 to “‘Mr Hyde has a key.’” on pg. 19:
 - 1.1 What evidence is there in this extract that Dr Jekyll is a wealthy man? (2)
 - 2 Refer to “‘I saw Mr Hyde…is from home?’” on pg.19:
 - 2.1 Explain what Mr Utterson’s question suggests about his character. (3)
- B:** Answers
- 1.1 Any two of the following:
 - His house has a large hall. (1)
 - He has expensive oak cabinets. (1)
 - He has a butler (a male servant). (1)
 - 2.1
 - He is perceptive/concerned/protective/curious about his friend. (1)
 - He knows that Mr Hyde is the beneficiary of Dr Jekyll’s will therefore, he is worried that Mr Hyde may kill his friend, Dr Jekyll. (1)
 - He is worried Mr Hyde is blackmailing Dr Jekyll. (1)

**Strange Case
of Dr Jekyll
and Mr Hyde**

Reading

CYCLE 3

Reading

Lesson 5 Reading

Preparing for this lesson

- For this lesson, ‘Dr Jekyll was Quite at Ease’ (pg. 22 to 24).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 It is now two weeks later. After a dinner party at Jekyll’s house, Utterson warns him about the will.
- 2 In the will, Jekyll says if he disappears for more than three months, all his property and possessions must go to Hyde. Utterson tries to change Jekyll’s mind.
- 3 Jekyll seems unworried, and says Utterson is like Lanyon – worrying for no reason that Jekyll is doing dangerous research with Hyde as his assistant. We understand why Jekyll and Lanyon have been in conflict: Jekyll is behaving strangely.
- 4 Jekyll tells Utterson that he and Hyde have a relationship, but won’t discuss the details. He asks Utterson to make sure the will is followed exactly as it is currently written.

In this section of the text, the following themes develop as follows:

THEMES

Science vs Religion and the Supernatural AND Duality and Repression AND Individuals vs Society

DEVELOPMENT:

Stevenson sets up two contrasting points of view with the characters. Jekyll represents curiosity, while Lanyon is part of the old belief system – that God is in control of human destiny. Jekyll says that Lanyon disapproves of his experiments, and calls them ‘scientific heresies’ (pg. 23). Heresy means to argue against, or deny God. In medieval Europe, heresy could send you to jail or get you the death sentence. Lanyon is worried that Jekyll is trying to challenge faith (Christianity in particular). He is worried Jekyll will be in trouble with the law or go to hell when he dies.

Jekyll says Lanyon is 'hide-bound' (pg. 23), which means old-fashioned, boring, conservative and dull. Jekyll is saying that Lanyon has no imagination, and only wants to stick to what he knows. The reader understands that Jekyll wants to do exciting experiments, and use science to predict and control the future. He feels frustrated by his repressed nature (his boring life in London as a wealthy man) and craves some excitement and danger. He might do some good for humanity along the way, but Jekyll is mostly concerned with his own feelings. Jekyll is not concerned with what others (like Lanyon) perceive the consequences to be.

In this section of the text, the following style or structural elements have importance:

- 1 Dialogue:** There is lots of dialogue, which gives the reader information about the characters' thoughts and feelings. Direct speech speeds up the pace in a novel (while long descriptions slow down the pace). The conversation makes the reader feel the tension in the story, and want to find out what happens next.
- 2 Foreshadowing:** There is some foreshadowing (a hint about something that will happen later in the book). Utterson makes a promise to Jekyll that he will help Hyde if Jekyll does disappear. This is also a euphemism. Jekyll says 'when I am no longer here.' (pg. 24) but Utterson thinks that he means 'when I am dead.'

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 22.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
23	'I never saw a man distressed... any man than Lanyon.'	Themes: Science vs Religion and the Supernatural AND Individuals vs Society AND Duality and Repression Character(s): Jekyll and Lanyon	If someone is hide-bound, it means that they are conservative and afraid of change. Jekyll is insulting Lanyon. Jekyll thinks doctors and scientists should be keen to experiment and try new things – even if these things are mysterious, immoral or supernatural. A pedant is someone who will not break rules. Jekyll thinks Lanyon will not ever learn anything new or exciting. Heresy is arguing against God or religion. Lanyon is a saying that Jekyll's experiments are so terrible that his research is a sin: he believes that it is like Jekyll is going against God with his weird experiments.	<p>1 Who do you think is right – Lanyon or Jekyll? Why?</p> <p>2 Does Jekyll think of himself as a sinner? Explain your response.</p>	<p>1 Open-ended. Accept alternative that are supported, like:</p> <ul style="list-style-type: none"> I think Lanyon is right, because experimenting can have dangerous or illegal consequences. But, at the same time, how will we discover anything new if we don't break the rules, or try things that have never been done before? Jekyll is therefore right too. We should be curious. <p>2 Open-ended. Accept alternatives that are supported, like:</p> <ul style="list-style-type: none"> Yes, he thinks of himself as a sinner, because he's breaking the laws of nature. Humans aren't meant to be able to know exactly what makes us ourselves. We are a glorious, unscientific mystery. Jekyll is trying to play God. <p>OR</p> <ul style="list-style-type: none"> No, it doesn't matter to Jekyll whether he is sinning or not. He is just a scientist who wants to find out what the most extreme, exciting form of power is. He believes in experimenting and expanding human knowledge.
24	'I only ask you to help him...I am no longer here.'	Theme: Duality and Repression AND Stylistic device: Euphemism Character(s): Jekyll and Utterson	Jekyll hints that something dangerous or life-threatening might happen, to make him disappear. In other words, he is involved in something illegal or disturbing (evil). This is at odds with his reputation as an upstanding (good) citizen. Utterson thinks that Jekyll means when he is physically dead.	Why do people use euphemisms? Can you give some examples?	We use them to talk about taboo topics things that make us feel awkward in public.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Why do you think Utterson agrees to find the ‘justice’ which Jekyll asks him to on page 24? Follow-up questions if needed:
 - What does Utterson mean that he will seek justice for Hyde?
 - Do you think Utterson wants to do this for Jekyll or for himself?
 - b QUESTION 2: Should Utterson have agreed to find ‘justice’ for Hyde when Jekyll goes? Why or why not?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Utterson sees that Jekyll is desperate, and he wants to reassure his client (who is also his friend) that he will look after the estate.
 - Utterson agrees to find justice, which means that he will make sure that Hyde gets the money from Jekyll’s will, to continue to live well.
 - It is both to preserve Jekyll’s good reputation and to satisfy his own curiosity. He wants to know what the exact connection is between the charitable doctor of high social standing (Jekyll), and the rough, brutal, nobody (Hyde).
 - b QUESTION 2: Possible answers:
 - Yes, he was right to agree to seek justice.
 - Utterson has a professional interest in clearing up the case because he wrote Jekyll’s will.
 - But he also wants to satisfy his own curiosity. It is bothering him that he doesn’t know what is really happening with Hyde.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to “What I heard was abominable,…” on pg. 23 to “Well,’ said he, ‘I promise.”:
 - 1.1 Quote 3 consecutive words from the extract to show the following statement is true:
Jekyll does not know how to thank Utterson for agreeing to help him with his will. (1)
 - 1.2 Refer to the last line of the extract. Identify the tone used by Utterson. (1)
 - 1.3 Discuss the appropriateness of his tone. (2)

1.4 Discuss different aspects of the theme ‘Individuals vs Society’ that is apparent in this extract. (4)

B: Answers

1.1 ‘cannot find the words’ (1)

1.2 resigned/exasperated/frustrated (1)

1.3

- Utterson is going against what he strongly believes in to please Jekyll. (1)
- The tone is thus appropriate because he is not sticking to his principles in agreeing to help Jekyll. (1)

1.4

- Jekyll has gone against society in being friendly with Hyde. (1)
- Society does not support people like Hyde who are evil and sinister. (1)
- Utterson does not support Jekyll’s friendship with Hyde either. (1)
- Utterson goes against his individual opinion to make Hyde happy. (1)

Lesson 6 Reading

Preparing for this lesson

- For this lesson, you will read ‘The Carew Murder Case’ (pg. 26 to 30).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 The action jumps forward to a year later. An old politician, Sir Danvers Carew, is beaten to death in the street by Hyde. A maidservant sees it all, and recognises Hyde.
- 2 There is a letter for Utterson on Carew’s body, which Carew had written and was about to post. The police contact Utterson. He recognises the murder weapon: it’s half of the walking stick cane he gave Jekyll. Utterson offers to lead the police to Hyde’s official residence, a small room he rents from a landlady.
- 3 When they all get there, Hyde is gone. They are told that Hyde has not been at home for two months. But then they find the other half of the murder weapon in his room.

In this section of the text, the following themes develop as follows:

THEME

Individuals vs Society

DEVELOPMENT:

Mr Hyde has broken a major law of society. Murder is one of the things most people agree is evil and must not exist in society. Murder is illegal, and he knows he will go to jail (and be hanged) if the police find him. His individual action has gone against (flouted) the laws of his community. It is interesting that he is worried about being killed for committing a murder. Victorian law declared murder a crime when it was committed by an individual, but yet, when it was committed by the government or legal system (the death penalty) it was acceptable. This is still true in many countries today – the death penalty is still thought to be right by many people in many places. These types of laws and rules make us realise that the rules of society depend on the time and place in which they take place. It makes us think about and question our societal rules.

THEME

Addiction and Desperation

DEVELOPMENT:

Hyde has to run away after he murders Sir Danvers Carew, a famous politician (member of parliament). After the murder, the police search his rooms, but Hyde has escaped. They find his clothes in a mess on the floor, and a burnt cheque book. The police also find the other half of the murder weapon.

Even though Hyde knew that killing someone would get him into serious trouble, he still went ahead and did it. He still has Jekyll's mind and ability to reason and think, but he is under the influence of the potion, which makes him do terrible things.

In this section of the text, the following style or structural elements have importance:

- 1 Narration/Point of view:** We see the scene of the murder from the maidservant's point of view. It is written in third-person narration, but it is still from her point of view. Because it is from her perspective, we get her horrified reaction to the killing as it happens. The rest of the book is told from Utterson's perspective, but still also in the third-person. The last two chapters are letters from Lanyon and Jekyll to Utterson.
- 2 Diction:** There are two sets of opposing adjectives on page 27, which help the reader to understand the maidservant's terror and shock as she witnesses the murder. Stevenson wants the reader to feel the full impact and horror of Hyde's actions.

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 26.
- 3** Read the text to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
27	When they had come within... jumped upon the roadway.	Theme: Addiction and Desperation AND Structural element: Opposing sets of adjectives AND Third person narration Character(s): Hyde	Stevenson is emphasising how random and brutal Hyde's actions are. The old man is gentle, quiet and peaceful, while Hyde, in contrast, is violent and brutal, without reason. He does not know Carew personally, and has no real problem with the old man. Hyde beats him to death because he enjoys the act of violence. It is the transformation which makes him do this terrible thing. Jekyll enjoys how he feels free of responsibility and care when he has taken the potion – but then he hates being a prisoner of it as well. This is the same mixed feeling addicts get. The maidservant is terrified and confused by how quickly the scene changes. When she first sees Carew, he is just an old man walking innocently along. Then, when he starts talking to Hyde, Carew finds himself suddenly being beaten to death. Hyde is beyond human control because he has transformed himself with the potion. Like an addict, the drugs he has taken overpower his impulses and his sense of right and wrong. Hyde murders Carew on the street.	<p>1 Why do you think Stevenson uses these two opposing groups of adjectives?</p> <p>2 What is the author's message about addiction in this scene?</p>	<p>1</p> <ul style="list-style-type: none"> The writer wants us to understand how there is no explanation for Hyde's violence. Stevenson contrasts the old man's behaviour (calm) with Hyde's (violent). The old man was just walking along, minding his own business peacefully, and perhaps asking Hyde for the time. Hyde is angry without cause. He is terrifying, impossible to reason with or tame. He has no conscience. <p>2</p> <ul style="list-style-type: none"> When someone is on drugs like this, they are not rational. Murder is the worst thing a human being can do to another human. The things that make us able to live together – respect, selflessness, care for others – fall away when we take drugs. The need for drugs often makes people lose their humanity/ empathy for others.
30	'and that was the haunting sense of... impressed his beholders.'	Theme: Duality and Repression Character(s): Hyde	Again, the characters try to explain exactly what it is about Hyde that so repulses and scares them. There is something evil about the man; they tolerate him because he has money.	Why is it so hard for the characters to say exactly what it is about Hyde that don't like?	Hyde seems to be permanently repressing something evil in his nature. The evil is not physically visible. It is like his personality gives off an evil feeling. This is why it is difficult for people to pinpoint exactly what it is about him that bothers them.

CYCLE 3

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following question:
 - a QUESTION 1: Why is it important that the novel jumps forward a year in time? What do you think Hyde has been doing for this whole year? How do you know?
 - b QUESTION 2: What do you think would have happened if the maidservant had not witnessed the murder?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Nothing too important has happened.
 - Hyde has not committed any truly terrible crimes for a whole year.
 - b QUESTION 2:
 - Hyde would be more likely to get away with his crime.
 - The police would have less evidence to work with– they would only have the letter for Utterson, and the broken walking stick.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to ‘It was about this time...’ on pg. 28 to ‘...at times assail the most honest’ on pg. 29:
 - 1.1 Explain where Utterson and the policeman are going? (2)
 - 1.2 Explain in full why they are going there. (4)
 - 1.3 Discuss the appropriateness of the gloomy imagery in this extract. (2)
- B:** Answers
- 1.1 Hyde’s rooms (1) in Soho (1).
 - 1.2
 - A letter addressed to Utterson had been found on Sir Danver Carew’s body. (1)
 - The policeman took it to Utterson. (1)
 - He told Utterson that a maid saw Hyde commit the murder. (1)
 - Utterson told the policeman he would take him to where Hyde lives. (1)
 - 1.3
 - The description of the surroundings is a reflection of what Utterson is feeling. (1)
 - He is feeling down and depressed. (1)

**Strange Case
of Dr Jekyll
and Mr Hyde**

Reading

CYCLE 4

Reading

Lesson 7 Reading

Preparing for this lesson

- For this lesson, you will read, ‘Incident of the Letter’ (pg. 32 to 36).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Utterson goes to Jekyll’s house. Jekyll looks very pale and sick. Utterson wants to know if Jekyll is hiding Hyde. Jekyll promises that Utterson will never hear of Hyde again. To prove it, he shows Utterson a letter from Hyde. The letter says that Hyde plans to go away forever.
- 2 Back in his office, Utterson asks Guest, his head clerk, to compare the handwriting on the letter to an invitation from Jekyll. They are similar. Utterson thinks Jekyll has forged the letter in Hyde’s handwriting to help him escape.

In this section of the text, the following themes develop as follows:

THEME

Science vs Religion and the Supernatural

DEVELOPMENT:

Science and medicine are supposed to be used for improving people’s lives. Instead of using his power for good, we see that Dr Jekyll has let his laboratory go to messy ruin: ‘... once crowded with eager students and now lying gaunt and silent... strewn with crates and littered with packing straw...’ on page 32. Jekyll’s laboratory no longer has the order associated with reason, as he is now only interested in the supernatural.

THEME

Addiction and Desperation

DEVELOPMENT:

Jekyll no longer cares about his reputation as a doctor. He does not care about his appearance, either: ‘...sat Dr Jekyll, looking deadly sick; he did not rise to meet his visitor, but held out a cold hand and bade him welcome in a changed voice.’ on page 33. Utterson can see there is something wrong with Jekyll physically: he looks ‘feverish.’ This tells us a lot about addiction. When someone is addicted to a substance (like drugs) it takes over their life. They often stop caring about things that were once important to them. Here we see that the addiction is beginning to control Jekyll’s life – he is no longer able to separate his life on drugs (as Hyde) from his sober life as Jekyll.

In this section of the text, the following style or structural elements have importance:

- 1 **Dialogue:** Jekyll tries to reassure Utterson that he is in control of Hyde, and that Hyde will not be seen again. We hear this directly from Jekyll’s mouth. His words link closely to the theme of addiction. Addicts often swear that they are in control of their addiction, and that they won’t take the substance again, just as Jekyll does here.
- 2 **Story structure/Plot:** The plot gets more intense, with rising action. There is a change in Jekyll’s attitude. Jekyll realises that he has a serious problem. He knows that Utterson suspects that something is wrong. Jekyll says he has lost confidence in himself and has had ‘a lesson’ (pg. 34) after the murder of Danvers Carew. The tension and suspense increases, as the reader wants to find out what happens next – if Jekyll will manage to keep his promise to get rid of Hyde or not.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 32.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
32	...once crowded with eager students and now lying gaunt and silent... strewn with crates and littered with packing straw, ...	Theme: Science vs Religion and the Supernatural Character(s): Jekyll	Jekyll has stopped thinking rationally. His laboratory is a mess, and it looks like he is moving somewhere else (there are packing crates). Jekyll is not of a reliable scientific mind. He believes in the supernatural, and the power of the potion. The author may be commenting that the addiction means that Jekyll can no longer be trusted to be organised, objective, and scientific. He no longer cares about his career, or his research – his addiction has become all-consuming.	Why is it shocking for Utterson to see the laboratory in a mess?	<ul style="list-style-type: none"> • Utterson thinks of Jekyll as a sane, rational, trustworthy person. • Jekyll has always been a good doctor and even given to charity. To see him living in this chaos disturbs Utterson. • It shows him that something about Jekyll has, in fact, changed.
33	...sat Dr Jekyll, looking deadly sick;...welcome in a changed voice.	Theme: Addiction and Desperation Character(s): Utterson and Jekyll	Utterson can see that Jekyll is sick in some way. The doctor is pale, faint and unhappy. He looks as if he has done something that makes him feel physically (bodily) and mentally (emotionally) ill. This is the same look of sickness and shame that addicts get.	Does Utterson think Jekyll is being rude? Explain fully.	<ul style="list-style-type: none"> • No, Utterson's concern is not about Jekyll's bad manners. • Utterson thinks that there is something wrong with Jekyll. • He wants to find out what the problem is. • Jekyll is Utterson's client, but he is also Utterson's friend. • Utterson is worried about his friend because he cares about him.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
36	'The man, of course, was mad.'	Theme: Duality and Repression Character(s): Hyde	<p>Utterson is discussing Hyde's killing of Carew with Guest, his clerk. Guest says that Hyde must be criminally insane for murdering Carew:</p> <p>Hyde must have lost his goodness because he has lost his mind. The author might be commenting that Victorian society could not think of anyone as having both a good side and an evil side. In the 1800s people believed that people were either all bad or all good.</p> <p>Therefore they believed that if someone was evil, there was no chance of rehabilitation or change. People were trapped by their behaviour and couldn't get better.</p>	How does society treat good and evil people differently in the novel?	<ul style="list-style-type: none"> • If people are judged socially as being good, they are accepted and celebrated. • If they are judged to be socially evil, they are imprisoned or executed. • People do not have the understanding that our experiences and choices can change us – we can choose whether to be good or bad.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Should Utterson have believed Jekyll that Hyde was not coming back?
Explain your response.
 - b QUESTION 2: What does Utterson do with the letter after this meeting?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Personal response, like: I think that Utterson should not have believed Jekyll. His friend has clearly changed – and in a negative way. Utterson should have persisted until Jekyll told him the truth about whatever had been bothering him.
 - b QUESTION 2: Possible answers:
 - Utterson shows it to his clerk (assistant), Guest. Guest compares the handwriting in the letter with an invitation from Jekyll. Guest says that the handwriting is the same. This means that Jekyll wrote both the letter and the invitation. Utterson thinks that Hyde probably forced Jekyll to write the letter – to get Hyde out of trouble.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to “Utterson, I swear to God,’... on pg. 33 to “...I am quite done with him.” on pg. 34:
 - 1.1 What evidence is there in this extract that Jekyll is a very selfish person? (2)
 - 1.2 Discuss the different aspects of the theme ‘Addiction and Desperation’ that is apparent in this extract. (4)
- B:** Answers
- 1.1
 - He uses Utterson by giving him the letter, supposedly from Hyde. (1)
 - He doesn’t care what happens to Hyde. (1)
 - 1.2
 - The section from, “Utterson, I swear to God...’It is all at an end.” on pg. 33 (1) shows us:
 - Jekyll is ashamed. (1)

- Jekyll promises never to 'see' Hyde again (we know he means that he won't take the potion again) (1)
- Both shame and empty promises are two characteristics of how addicts speak. (1)

Lesson 8 Reading

Preparing for this lesson

- For this lesson, you will read ‘Remarkable Incident of Dr Lanyon’ (pg. 38 to 42).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Hyde is missing and Jekyll seems happier. Over the next two months, he starts socialising again.
- 2 Then, suddenly Jekyll becomes depressed and avoids Utterson.
- 3 Utterson visits Dr Lanyon to talk to him about Jekyll. He sees that Lanyon’s health has deteriorated. Lanyon won’t talk in detail about Jekyll, but hints that Jekyll is somehow responsible for making Lanyon ill.
- 4 Utterson writes to Jekyll. The reply he receives is quite wild. Utterson thinks Jekyll is going mad.
- 5 Lanyon dies. He leaves a letter for Utterson with instructions that it should not be opened until the death or disappearance of Dr Henry Jekyll. Utterson locks the letter away without reading it.
- 6 Utterson tries to visit Jekyll a few times, but Jekyll’s servant, Poole, says he refuses to see anyone.

In this section of the text, the following themes develop as follows:

THEME:

Individuals vs Society

DEVELOPMENT:

Dr Jekyll goes back to his usual social duties. Jekyll seems to be the person he was before Hyde came into his life. Jekyll entertains people; he goes back to church; he does good deeds. Instead of looking after only his own selfish pursuits, he is making an effort to integrate himself into his society again.

THEME

Science vs Religion and the Supernatural

DEVELOPMENT:

Lanyon is very sick because of something to do with Jekyll (we aren't told what, exactly). Lanyon is physically weak, and it is as the result of some terrible experience or fright he has had (a kind of post-traumatic stress reaction). His illness is emotional, spiritual and mental, but it has resulted in Lanyon's heart being weak from stress and fright. This shows the link between physical ailments and the affect that illness can have on our spiritual and emotional well-being.

In this section of the text, the following style or structural elements have importance:

- 1 Pace:** 'Time ran on...' on page 38 tells us that Stevenson is trying to show us that not all the events in the novel are happening quickly and at the same time. In this chapter, the action slows down. Jekyll has been so upset by Hyde's murder of Sir Danvers Carew, and this is possible why he does less dangerous research. No incidents of violence or brutality have been reported. The reader gets a break from the activities of Hyde.

In a horror novel, such as this one, the reader gets frightened when there are changes in pace – sometimes there is lots of exciting action (like the murder of Carew) and sometimes there are long descriptive passages, such as the one at the beginning of this chapter.

- 2 Irony** (when the opposite of what we expect to happen, happens): '...but Mr Hyde had disappeared out of the ken of the police as though he had never existed.' on page 38, is ironic because unlikeable, evil Mr Hyde has had such a huge effect on charitable, easy-going Dr Jekyll, and then just disappears. Stevenson writes that '...a new life began for Dr Jekyll' on page 38. The new life was actually the change Mr Hyde brought about at the beginning of the book. The life that Jekyll has is now his old, normal life to which he has returned.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 38.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
38	...a new life began for Dr Jekyll.	Theme: Individuals vs Society AND Structural element: Irony Character(s): Jekyll	This is not a new life for him. Jekyll has just returned to his old ways. This highlights what a negative influence Hyde had on Jekyll's life. He is behaving as a good citizen should - going to church, doing charitable deeds and socialising with his friends.	Do you think Hyde has really disappeared? Explain your response.	Probably not. We are only halfway through the book, so we know that the mystery cannot be solved just yet. The reader expects Hyde to return and keep doing terrible things.
39	He had his death-warrant... declared himself a doomed man.'	Theme: Science vs Religion and the Supernatural Character(s): Lanyon	These words illustrate the physical suffering because of mental stress. Lanyon has allowed something to do with the supernatural (we don't know what, yet, just that it was some terrible shock) to make him physically sick.	<ol style="list-style-type: none"> 1 What do you think of causes Lanyon's death? 2 Is it possible for our mental state to affect our physical bodies? Explain. 	<ol style="list-style-type: none"> 1 It is possible that he has died of shock: perhaps from a heart attack. 2 <ul style="list-style-type: none"> • Stress often makes people physically sick in different ways - like getting a stomach ache, for example. • Another example is pimples (acne), which we get when our hormonal cycles are affected by cortisol (the stress chemical).
41 to 42	He thought of him kindly; ... inscrutable recluse.	Theme: Duality and Repression Character(s): Utterson and Jekyll	Utterson knows that there is something terribly wrong with Jekyll, but he does not deal with it directly. He goes to his friend's house, but merely accepts that he is refused entry. Utterson represses his worry and curiosity, and hopes Jekyll will recover. We see how damaging it can be to repress things. It can away our humanity.	At this point in the novel, does it seem likely that Jekyll will recover? Motivate your answer.	<ul style="list-style-type: none"> • It is unlikely that Jekyll will recover. • He is writing letters that are only to be opened if he dies or disappears! • This tells us that he is expecting something life-threatening to happen to him.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: How does this chapter differ from the previous chapters?
Follow-up questions if needed:
 - Why do you think we might need a change of pace (how fast or slow the action is) in the story?
 - b QUESTION 2: What does Jekyll write to Utterson about Lanyon?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - There is a change of pace, which slows events down.
 - Stevenson is giving the reader a break from the suspense – but because it is a horror story, we know that the tension will increase again soon.
 - b QUESTION 2: Possible answers:
 - Jekyll writes a disturbing response when Utterson asks about what happened to Lanyon.
 - Jekyll says that Utterson must leave him alone, and ‘suffer me to go my own dark way’ on page 40. The tone is ominous and tells us that something bad is coming.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to ‘There at least he was not...’ to “‘Have you seen him?’” on page 39:
 - 1.1 Explain how Lanyon’s physical appearance has changed from the first time that Utterson visited him. (4)
 - 1.2 Identify the figure of speech in ‘he had his death-warrant written legibly upon his face.’ (1)
 - 1.3 Explain how the figure of speech in 1.2 above adds to the description of what Lanyon looks like.
- B:** Answers
- 1.1
 - The first time Utterson visited Lanyon, Lanyon looked happy and healthy. (1)
 - He had colour in his cheeks and he was smiling. (1)
 - Now, however he is pale and gaunt. (1)
 - He looks frightened and close to death. (1)
 - 1.2 Metaphor

1.3

- A death warrant is a legal document ordering the death of someone by execution. (1)
- The metaphor tells us the Lanyon looks so sick it is as if he is going to die. (1)

**Strange Case
of Dr Jekyll
and Mr Hyde**

Reading

CYCLE 5

Reading

Lesson 9 Reading

Preparing for this lesson

- For this lesson, you will read ‘Incident at the Window’ (pg. 44 and 45).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Utterson and Enfield go walking together again. They pass Jekyll’s window and see him sitting inside, staring out of the window. Utterson calls to him and Jekyll replies, but suddenly the doctor looks terrified. Then he slams the window shut.
- 2 The change frightens the two men, and they leave. Utterson thinks that Hyde is keeping Jekyll prisoner.

In this section of the text, the following themes develop as follows:

THEME

Individuals vs Society

DEVELOPMENT:

Instead of mixing with people who might be able to understand him and help him, Jekyll is hiding himself away from society. He is afraid that he will lose his good reputation if people associate him too much with Hyde. Hyde has committed terrible acts (abuse, beating, torture, and the murder of Carew). These acts will shock society and Hyde will go to jail (and be hanged). Jekyll needs to distance himself from Hyde in order for society to still accept him.

In this section of the text, the following style or structural elements have importance:

- 1 **Parallelism (two similar scenes):** Utterson is again out walking with his relative, Richard Enfield. This is a similar scene to the first chapter in the book. In the first chapter, Enfield tells Utterson about Hyde going in through the door to Jekyll’s laboratory. Now the two men are in the same place. This time they see Jekyll sitting at

the window. Maybe Stevenson wanted the reader to imagine the characters in the same place, with different events: before we are introduced to Hyde, and after we have met him. It makes us think about how much has changed since then.

- 2 Pace:** This is a very short chapter, and it speeds up the pace of the story. The reader wants to find out why Jekyll is behaving so strangely. He ignores his friends and rudely shuts the window! Stevenson creates suspense by inserting an unexpected action (the window slamming). It makes us want to know more.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 44.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
44–45	I am very low, Utterson... as froze the very blood of the two gentlemen below him.	Theme: Individuals vs Society Character(s): Jekyll and Utterson	Jekyll is clearly feeling very down (depressed) and afraid. He wants to talk to them, but something is stopping Jekyll from coming down and walking with his friends (society).	Why do you think Jekyll suddenly closes the window?	Open-ended. Accept alternative responses that are supported, like: We don't know, exactly. But we do know that there is something behind him in the room that is scary. Utterson and Enfield seem to think it is Mr Hyde who is making Jekyll stop talking to them.
44–45	It chanced on Sunday...and walked on once more in silence.	Structural element: Pace	This is the shortest chapter in the book. All the other chapters have lots more descriptive paragraphs, and more dialogue as well.	Why do you think Stevenson made this chapter so short?	<ul style="list-style-type: none"> • Even though this chapter is quick to read, it is also alarming. • The reader wonders what Jekyll is up to, because there is clearly something frightening happening in the room behind him. • The length of the chapter increases the feeling of tension and suspense. • We read on quickly to find out if Jekyll is Hyde's prisoner.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Why do you think Utterson says, ‘God forgive us!’?
 - b QUESTION 2: Are Utterson and Enfield’s reactions at the end of the chapter similar to each other’s? Explain your ideas.
Follow-up questions if needed:
 - What would you have done if you were there – would you have reacted more like Utterson or Enfield? Why?
- 4 Please note the following possible answers These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Utterson knows that something very seriously wrong is happening in Jekyll’s home. He feels responsible, and thinks he should have intervened.
 - He is feeling guilty because he didn’t go to help Jekyll – instead, he left quickly.
 - b QUESTION 2: Possible answers:
 - They are very different.
 - The two men represent (stand for) the two most common attitudes of most people when they witness something disturbing.
 - Enfield just nods his head and walks on. He does not feel that Jekyll is any of his business.
 - Utterson is more involved. He thinks that he should do more to help Jekyll get well or help him to escape whatever Hyde is doing to him.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to “‘To tell you the truth,...’” on pg.44 to “‘...but the place is really not fit.’”:
 1.1 What evidence is there in this extract that Utterson is a very kind person? (3)
 1.2 Identify the figure of speech in ‘like some disconsolate prisoner.’ (1)
 1.3 Explain how this figure of speech adds to the description of what Jekyll is going through. (3)
- B:** Answers
- 1.1
 - He visits Jekyll because he is worried about him. (1)
 - He invites Jekyll to come on a walk with them, because he thinks a walk will help him feel better. (1)

- He does not get angry when Jekyll doesn't invite them inside. (1)

1.2 Simile (1)

1.3

- Jekyll has become a prisoner because of his invention. (1)
- This has made him very unhappy. (1)
- There is nothing that can console (make him feel better) him. (1)

Lesson 10 Reading

Preparing for this lesson

- For this lesson, you will read, ‘The Last Night’ (pg. 47 to 59).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Poole, Jekyll’s servant, asks Utterson to come to Jekyll’s house. When they get to the laboratory, the door is locked. Jekyll is supposed to be inside, but his voice sounds like Hyde’s.
- 2 Poole says that the voice (which sounds like Hyde’s) has been giving orders to different chemists, but each time there is a delivery, the chemicals are not pure.
- 3 Poole is worried because he caught sight of someone (or something) in the laboratory who didn’t look human. He thinks Hyde murdered Jekyll eight days before, and has got rid of Jekyll’s body somehow.
- 4 Utterson makes Poole break down the door with an axe. Inside they find a body, twitching. In his hand is a vial or capsule of poison. The corpse is wearing Jekyll’s clothes, but is smaller than him.
- 5 There are some documents on the table:
 - A will dated that same day, with Hyde’s name crossed out. The will leaves all Jekyll’s possessions to Utterson.
 - A package, in which there are two things: Jekyll’s written confession, and a letter which tells Utterson to read Dr Lanyon’s letter which has been in Utterson’s safe since Lanyon died.

In this section of the text, the following themes develop as follows:

THEME

Individuals vs Society

DEVELOPMENT:

Utterson thinks that Hyde would rather control his future and kill himself than be taken to prison and then hanged. He has broken society’s laws, and is choosing to kill himself, rather

than be hanged by law. He no longer belongs in society. He has chosen to behave as an individual and risk social punishment (jail).

THEME:

Addiction and Desperation

DEVELOPMENT:

Utterson knows that Hyde is so desperate not to be punished, that he commits suicide (kills himself) by taking a poisonous potion or capsule. There is no future for him, because he is known to the police as a murderer. He is terrified that the police will find him and take him to jail. Then, he will be hanged for the murder of Sir Danvers Carew. His desperation leads to his suicide.

In this section of the text, the following style or structural elements have importance:

- 1 Story Structure/Plot:** In this chapter, the climax of the story takes place. The tension peaks in this chapter. There are two very tense moments.
 - The first tense moment is when Jekyll's servants all welcome Utterson and burst into tears: '...hysterical whimpering...lamentation...dreadful expectation...' on page 49. They are clearly emotionally disturbed, so something terrible must be happening to make them feel upset.
 - The second tense moment is when Utterson makes Poole break down the locked door with an axe. They all burst into the laboratory and find Mr Hyde dying in Dr Jekyll's suit. He has poisoned himself. They all think it is the body of Mr Hyde, and that he must have murdered Dr Jekyll earlier and hid the body somewhere else.
- 2 Diction:** The diction tells us that characters' attitudes to Jekyll have changed. There are different pronouns: Poole, the butler, refers to Jekyll as a 'thing' and 'it' on page 50. Jekyll doesn't seem human or mortal (able to die a normal human death) anymore. Poole thinks there is a criminal or some kind of supernatural monster in the laboratory. Poole says that he wore 'a mask upon his face' and cried out 'like a rat' and ran away on page 52. Then he says he heard it 'weeping' (crying). The characters do not have much sympathy for something they think is not human.

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 47.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
52	He looked up when I came in,...that thing was not my master...'	Themes: Science vs Religion and the Supernatural AND Structural element: Diction (pronouns) Character(s): Utterson, Jekyll and Hyde	These words tell us that the characters have less sympathy for someone who is not human. Poole is worried that Mr Hyde is keeping Dr Jekyll prisoner. Poole and Utterson are afraid for Jekyll's safety, and are prepared to hate Mr Hyde because they think he has also killed Dr Jekyll and hidden the body.	What is the difference between calling someone 'he' or 'she', and calling them 'it'?	<ul style="list-style-type: none"> 'He/she' classifies them as human with human rights. 'It' makes people sound like animals, or less deserving of respect. If someone is a thing, then we care less about them.
56	The besiegers, appalled by their own riot... the body of a self-destroyer.	Theme: Individuals vs Society AND Structural element: Climax Character(s): Jekyll, Hyde, Utterson	The servants burst into the room, ready at last to rescue their master, Jekyll. Instead, they find only Hyde. The servants represent society, and Jekyll/Hyde represents the individual – a person who has chosen to break the law to serve his own selfish needs. This is the scene that is the most horrific in the whole book. We see Mr Hyde dying on the floor, dressed in Dr Jekyll's clothes. He is holding a phial (little glass bottle) of poison. He has just drunk it. He dies as Utterson and Poole watch.	<p>1 Why didn't Poole try to rescue Jekyll when he was first 'taken prisoner' by Hyde, eight days before? Why did they wait so long?</p> <p>2 Why do you think Stevenson makes Mr Hyde kill himself with a capsule or potion?</p>	<p>1</p> <ul style="list-style-type: none"> Jekyll once told the household to obey Hyde. But also, he was afraid to get involved in his master's business. He thought he would get into trouble, and he didn't want to lose his job. Perhaps he was also motivated by pure self-interest and ignorance. Maybe he just didn't want to take responsibility for what seemed to be an evil business going on behind the laboratory door. <p>2</p> <ul style="list-style-type: none"> This is a similar scene to how Hyde was created. He was first made (born) from a potion that Jekyll made. This is an appropriate ending for Hyde. He kills himself with a potion that Jekyll drinks.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Why does Utterson think that Jekyll might still be alive? Quote from page 58 to support your answer.
 - b QUESTION 2: Do you think that suicide is sometimes acceptable? Why or why not?
- 4 Please note the following POSSIBLE ANSWERS. These are meant to give you an idea of APPROPRIATE answers, but are NOT the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Utterson thinks Jekyll might still be alive because the note is in his handwriting with that day’s date at the top of it. ‘O Poole!’ the lawyer cried, ‘he was alive and here this day.’
 - b QUESTION 2: Possible answers:
 - Personal response. Accept alternatives that are explained, like: Some people think that suicide is appropriate if you are suffering great pain or terrible sickness that will never end (cancer, for example).

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Refer to ‘Poole swung the axe...’ on pg. 55 to “...for us to find the body of your master.”:
 - 1.1 Explain why Mr Utterson is here. (2)
 - 1.2 Refer to the words ‘Right in the middle...self-destroyer.’ Explain in your own words what they have found in the laboratory. (3)
 - 1.3 Quote the a compound word to show that the following statement is TRUE: My Hyde committed suicide. (1)

B: Answers

- 1.1
 - Utterson is there because Poole asked him to come and help him. (1)
 - Utterson is also Jekyll’s lawyer and friend. (1)
- 1.2
 - They have found the corpse (dead body) of Mr Hyde. (1)
 - The corpse is wearing Dr Jekyll’s clothing. (1)
 - He has committed suicide by drinking poison. (1)
- 1.3 ‘self-destroyer’ (1)

**Strange Case
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Reading

CYCLE 6

Reading

Lesson 11 Reading

Preparing for this lesson

- For this lesson, you will read ‘Dr Lanyon’s Narrative’ (pg. 61 to 68).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Chapter 9 is Dr Lanyon’s letter, written in the first person.
- 2 The letter explains that Lanyon got a letter from Jekyll asking him to collect chemicals, a vial and a notebook from Jekyll’s laboratory. Lanyon was supposed to give them to a man who would come to him at midnight.
- 3 The man appears at Dr Lanyon’s surgery at twelve o’clock. He is ugly and small, and his clothes are too big for him, as if they belong to someone else (we learn that it is Mr Hyde).
- 4 The man drinks the potion and, right in front of Dr Lanyon, Hyde transforms himself back into Dr Jekyll. Lanyon is so frightened and disgusted by this change that he falls ill and never recovers. Eventually we know that he dies.
- 5 We finally discover that Dr Jekyll and Mr Hyde are, in fact, the same person.

In this section of the text, the following themes develop as follows:

THEME

Science vs Religion and the Supernatural

DEVELOPMENT:

There is more than one way to think about human purpose and existence. Stevenson uses characters who stand for opposing ideas about science, research and faith. Jekyll is open to mixing religious belief and science. He is interested in mysticism and the supernatural – things that can’t be explained by ordinary life. Lanyon thinks that medicine should only be used for good, and that reason and logic are the most important things. Seeing Jekyll

transform before his eyes into Hyde actually drives Lanyon mad. His mind cannot take the strain of seeing the transformation.

THEME

Addiction and Desperation

DEVELOPMENT:

Lanyon describes the ‘messenger’ (who we know is Hyde) as ‘abnormal and misbegotten’ on page 65. He also has the shakes: ‘incipient rigor’ and looks sickly: ‘...a marked sinking of the pulse’. Addicts start shaking when they haven’t had a regular dose of their substance. Mr Hyde looks dangerous because Jekyll is desperate to change back into his socially acceptable self.

In this section of the text, the following style or structural elements have importance:

- 1 **Narration/Point of view:** Chapter 9 is written in the first person. First-person narration is detailed, intimate and we feel as if we know the character’s thoughts and feelings. It is also sometimes biased (one-sided), because it is just one person’s testimony or report; they might not have all the facts. In this case, Lanyon’s testimony is very important, because it tells Utterson the real truth about Jekyll’s invention – and about Jekyll and Hyde.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 61.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
67	'Will you be wise?... the unbelief of Satan.'	Theme: Science vs Religion and the Supernatural Character(s): Lanyon, Jekyll and Hyde	Jekyll knows that he is about to show Lanyon something absolutely terrifying and unbelievable. He is giving Lanyon a chance to avoid watching, and to look away. Instead, Lanyon decides to watch. The transformation drives him into sickness and eventually death. His mind cannot accept what he has seen – one man changing into another man. This goes against his scientific understanding of the world.	Hyde is often compared with the Devil. Why do you think Stevenson mentions Satan again here?	<ul style="list-style-type: none"> In the Bible and other holy texts, Satan never forces people to do evil. He always gives them a choice. Just like Satan, Jekyll is telling Lanyon he has a choice – he can look away and not know, or he can satisfy his curiosity and watch.
The whole chapter	-	Structural element: First-person narration	The whole first part of the book is written in third-person narration. The final two chapters are in the first person. First-person narration contains a lot of close-up detail and emotion. Third-person narration ('s/he/'they') more objective (factual or less biased).	Why does Stevenson use first-person narration for Lanyon's testimony?	<ul style="list-style-type: none"> Lanyon's letter is about his first-hand witnessing of Jekyll transforming into Hyde. It is a shocking, terrible and unbelievable story. The event eventually causes Lanyon's death. Stevenson wants the reader to feel the same horror, so he has a first-person narrator use detailed narration. It is vivid and we can imagine the scene more clearly through a first-person narrator.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Why do you think Jekyll asks Lanyon to choose whether he wants to watch him take the potion or not?
Follow-up question:
 - Is this a fair choice? Motivate your answer.
 - b QUESTION 2:
 - Quote from pg. 67 that proves that Lanyon does want to watch Jekyll's action.
- 4 Please note the following possible answers These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1:
 - Jekyll wants Lanyon to choose to get involved– not to be forced to participate (join in) against his will. If Lanyon chooses to witness the transformation, he cannot blame Jekyll later if he sees something terrible. Jekyll is trying to avoid responsibility again.
 - Personal response. Accept alternatives that are supported, like: It is not a fair choice. Jekyll already knows that Lanyon is a medical man, and that he is naturally curious about how the body works. Jekyll knows that Lanyon will choose to watch the transformation and know the truth.
 - b QUESTION 2:
 - 'But I have gone too far in the way of inexplicable services to pause before I see the end.' Lanyon means that he is invested emotionally in solving the mystery. He wants to satisfy his curiosity about Jekyll's experiments.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to 'Here at last,...' to '...surprising, and revolting-... ' on pg. 65:
 - 1.1 Describe what Lanyon reports about his visitor's appearance. (4)
 - 2 Refer to the novel as a whole.
 - 2.1 Discuss, the relevance of the novel, 'The Strange Case of Dr Jekyll and Mr Hyde', in modern-day life. (3)
- B: Answers**
- 1.1 Any four of the following:
 - He was small. (1)
 - He was muscular but looks very weak. (1)

- He was shaking. (1)
- His clothes were of good quality. (1)
- His clothes were far too big for him. (1)
- He looked revolting. (1)

2.1 Accept a relevant response (of up to 3 marks) which shows an understanding of the following aspects, among others:

- The novel is relevant because it explores the constant battle that people have between good and evil within themselves. (1)
- It is also relevant in terms of addiction and seeing the impact addiction can have on a person. (1)
- It offers a commentary on how sometimes perhaps science goes ‘too far’ and how we need to always experiment with caution. (1)
- The genre of science fiction is very popular today, so therefore modern readers will enjoy this novel. (1)

NOTE: For full marks, the response must be well-substantiated. A candidate can score marks for a response which is not well-substantiated. A candidate can score between 1 and 2 marks for a response which is not well-substantiated. The candidate’s interpretation must be grounded in the novel.

Lesson 12 Reading

Preparing for this lesson

- For this lesson, you will read 'Henry Jekyll's Full Statement of the Case' (pg. 71 to 88).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Chapter 10 is told by Jekyll, in the first person. His confession letter (testimony) tells the story of how he turned into Hyde.
- 2 Jekyll says that he wanted to be able to do illegal and immoral things, without feeling guilty afterwards. After he discovered that he could change into Hyde, who had no conscience, Jekyll enjoyed Hyde's evil acts. He became addicted to the character of Hyde.
- 3 Soon Jekyll could not control when he changed into Hyde. But now he can never make the same potion again. This means that he cannot change back into Jekyll again.
- 4 Hyde is wanted by the police for murdering Carew, and, because he can't change back into Jekyll, he decides to kill himself by swallowing poison. We understand that he commits suicide, though the book just says it will be 'the end' of Hyde.

In this section of the text, the following themes develop as follows:

THEME

Duality and Repression AND Science vs Religion and the Supernatural

DEVELOPMENT:

Jekyll explains that religion prevented him from exploring the bad (evil) side of his nature. Science showed him 'a miracle', a way to separate the shameful and honourable sides of his personality. 'a load of genial respectability' allows him to keep his upstanding charitable reputation, and 'the sea of liberty' (pg. 76) lets him behave as he likes privately. Jekyll is able to express both sides (duality) of his nature. Jekyll decided to have different identities: By blaming hell and the devil, Jekyll is also saying that he does believe in God and faith – not only science.

THEME

Addiction and Desperation

DEVELOPMENT:

The potion is not working as well as it used to. On page 79, he says ‘Once, very early in my career, it had totally failed me.’ Also, Jekyll now needs more and more of it: ‘It took on this occasion a double dose to recall me to myself; and alas! six hours after, as I sat sadly looking into the fire, the pangs returned, and the drug had to be re-administered’ on page 86. Just like addicts need more of their drug or activity to function, so Jekyll needs more and more of his potion to change back into himself again afterwards.

Also, he is unable to control his transformations. Jekyll is afraid to fall asleep because he wakes up as Hyde. The Jekyll side of his personality gets weaker: ‘The powers of Hyde seemed to have grown with the sickliness of Jekyll’ on page 86. Jekyll is depressed, ‘a creature eaten up and emptied by fever’ and feels ‘continually impending doom’ (pg. 86). Hyde hates Jekyll’s ‘despondency’ (weariness and depression) and dislikes being dependent on him.

In this section of the text, the following style or structural elements have importance:

- 1 **Narration/Point of view:** Chapter 10 is in the first person. Jekyll wrote the letter, so it is from his own perspective or point of view (‘I’/‘we’). First-person narration is detailed, intimate and we feel as if we know the character’s thoughts and feelings. It is also sometimes biased (one- sided), because it is just one’s person’s testimony or report. In this case, Jekyll’s confession is very important, because it puts all the pieces of the puzzle together. We finally understand why and how Jekyll lived his double life.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 71.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
81	My devil had been long caged, he came out roaring.	Themes: Science vs Religion and the Supernatural AND Duality and Repression Character(s): Jekyll and Hyde	Jekyll says that he was ready to do evil, and to kill, because he had spent nine-tenths of his life being good, and doing the right things to please God. Because he didn't want to be a sinner, he behaved well but also felt very frustrated. When Jekyll finally got the 'miracle' chance to behave badly, he went 'morally insane' as Hyde.	It is religion's fault that Jekyll is unhappy? Explain your views.	<ul style="list-style-type: none"> Jekyll feels trapped in a system that will not let him enjoy proper freedom. Even though he is wealthy, successful, respected and admired, he wants to feel no shame when he commits crimes. Religion (Christianity, in this novel) tells us that if we commit sins, we will be punished. Jekyll explains that he chooses to be Hyde, and that he enjoys the acts which he commits as Hyde.
86	I was stepping leisurely across the court...not strong enough to contain the raging energies of life.	Theme: Addiction and Desperation Character(s): Jekyll and Hyde	The potion is no longer reliable. Now that Jekyll needs more and more of it to change back from being Hyde, the potion is being used up more quickly. He needs to make some more, but he cannot make it exactly the same way again as he cannot get the correct ingredients.	<ol style="list-style-type: none"> List the emotions Jekyll experiences here. Discuss whether or not you empathise with him. 	<ol style="list-style-type: none"> Personal response. Accept alternative responses with support, like: <ul style="list-style-type: none"> Jekyll feels hopeless and trapped, as well as frightened of Hyde and the police (and disgusted with himself). He doesn't know what to do. We've all been in situations that have got out of control, so we can see why he feels so desperate. <ul style="list-style-type: none"> That said, he should also clean up the mess he has made, and take responsibility. <p>OR</p> <ul style="list-style-type: none"> Killing Hyde is a way of preventing further crime. Maybe he is doing the right thing.
87 – 88	It is useless, and the time awfully fails me...which lent efficacy to the draught.				

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: How do you think Utterson feels when he reads the confession? Why do you think he feels this way?
 - b QUESTION 2: Reread page 75. Find evidence in the text that confirms Jekyll felt positive about changing into Hyde. You must quote, and explain your choice.
- 4 Please note the following POSSIBLE ANSWERS. These are meant to give you an idea of APPROPRIATE answers, but are NOT the only correct answers to these questions:
 - a QUESTION 1:
 - I think Utterson would feel shocked, appalled and confused. Should he believe this wild explanation, about one man literally, physically changing into a whole other man? It's asking him to believe in real magic. Maybe he would just think that Jekyll had actually gone mad.
 - It might be more comforting for Utterson to think that Jekyll and Hyde were really two different, separate people. If the explanation was that Jekyll had somehow killed Hyde and escaped, that would be terrible for Utterson – but at least he wouldn't have to believe in the even more frightening, supernatural explanation, that Jekyll could play God.
 - b QUESTION 2:
 - '...I was conscious of no repugnance, rather of a leap of welcome. This, too was myself.' We see that Jekyll feels at home with his transformation – it feels natural and right.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Refer to 'At the sight that met my eyes...' on pg. 78 to '...to make a feint of breakfasting' on pg. 79:
 - 1.1 In your own words, show how Dr Jekyll and Mr Hyde differ in character. (2)
 - 1.2 Considering the novel as a whole, discuss the theme of 'Duality and Repression'. (3)
 - 1.3 Explain why Dr Jekyll pretends to be eating breakfast. (2)

B: Answers

- 1.1
 - Dr Jekyll is a good/decent/respectable person who sticks to the law. (1)
 - Mr Hyde is an evil person who commits crimes and evil deeds. (1)

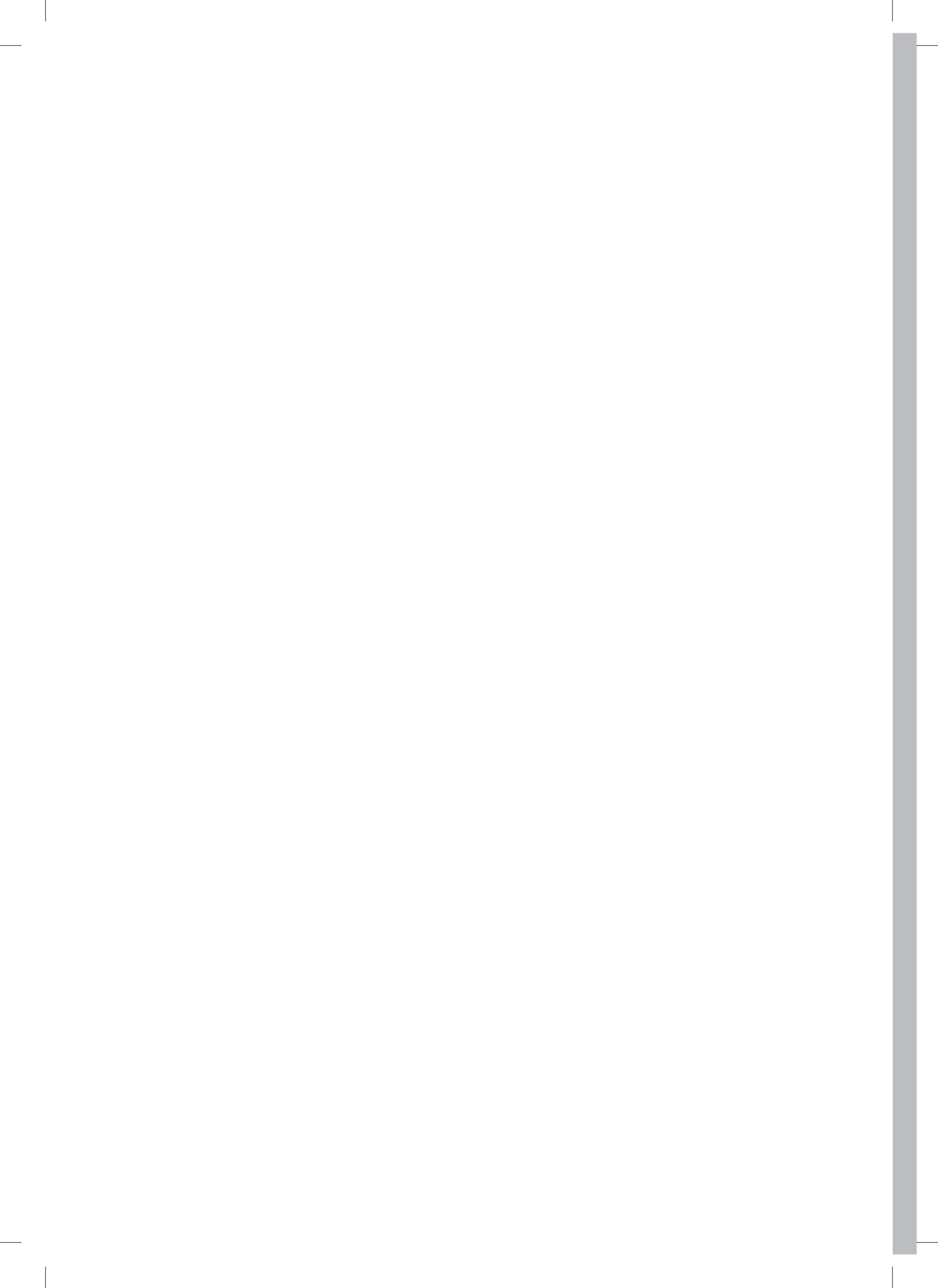
1.2 A discussion of the theme of ‘Duality and Repression’ should include the following points, among others. (Award a maximum of 3 marks for this question):

- The dual personalities of Dr Jekyll and Mr Hyde represent the presence of both good and evil in human beings. (1)
- Good and evil are revealed in the actions of Dr Jekyll (good) and Mr Hyde (evil). (1)
- Dr Jekyll has a good reputation and is a respected scientist. (1)
- Dr Jekyll is aware of the evil consequences of his experiment and feels guilty because of it. (1)
- Mr Hyde commits murders and acts of violence. (1)
- Mr Hyde has no remorse/has no conscience about his evil actions. (1)
- Throughout the novel, Dr Jekyll represses the alter ego of Mr Hyde, until eventually he can't anymore. (1)
- In the end, Dr Jekyll can't suppress his evil side, and Mr Hyde becomes dominant and destroys Dr Jekyll. (1)
- The destruction of Dr Jekyll marks the triumph of evil over good. (1)

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded with evidence from the novel.

1.3

- He wants to trick the servants. (1)
- He is afraid that the truth about Mr Hyde will come out. (1)



**Strange Case
of Dr Jekyll
and Mr Hyde**

Reading

CYCLE 7

Post-reading

Lesson 13 Post-reading

Preparing for this lesson

- To prepare for the post-reading discussion, you will revise the theme mind maps in this guide, and also re-read the final page of ‘Henry Jekyll’s full Statement of the Case’ (pg. 88).
- Each learner will need their copy of the theme mind maps. You should have handed these out to learners at the start of studying this novel.
- Practise reading page 88 aloud before the lesson, so that you read fluently and with expression.

Post-reading discussion

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Read page 88 out loud, slowly and clearly.
- 3 Explain any challenging words and phrases.
- 4 Then, instruct learners to read the page silently, on their own.
- 5 While learners read, write the following questions on the board:
 - a How does your group’s theme relate to your life?
 - b How is your theme illustrated in the novel as a whole?
 - c Referring to page 88: How do the characters of Jekyll and Hyde illustrate your theme? Quote from the text.
- 6 Once learners have finished reading the extract, split the learners into groups of 3–5 learners.

GROUP WORK

- 1 Assign each group a different theme from novel. There are four major themes:
 - Science vs Religion and the Supernatural
 - Individuals vs Society
 - Addiction and Desperation
 - Duality and Repression

NOTE: There will be groups who have the same topics. Make sure that these groups do not sit close to each other so they can’t hear their classmates’ discussions.

- 2 Give learners have 10–15 minutes to work together to answer the three questions.
- 3 When they report back verbally, you will write key words from relevant answers on the board.

Possible answers

THEME 1

SCIENCE VS RELIGION AND THE SUPERNATURAL

1 How does this theme relate to your life?

This will be a personal response. Learners must support their answers. 'I think... because...?' Answers could include: I believe that we should live using some rules of science as well as some religious beliefs. Not everything can be explained by science (the spirits of our ancestors, for example), but we should also ask for proof instead of just believing everything we hear (gossip, for example).

2 How is this theme illustrated in the novel as a whole?

- Jekyll and Lanyon are both scientists. They used to be friends but Lanyon has avoided Jekyll for ten years because of his 'fanciful' and 'wrong-minded' ideas and experiments. Lanyon believes only in science.
- Jekyll is the opposite. He is fascinated by the mystery of human nature. This kind of investigation is closer to religion and psychology than 19th-century science. Jekyll was 'playing God' when he made a potion that could change him into another creature.
- In his final confession, Jekyll says his investigations 'led wholly towards the mystic and the transcendental', which means he believed there were forces or beings from outside the natural, scientific, logical world.
- Both men are destroyed by their beliefs. Lanyon falls ill because he cannot imagine or accept a spiritual explanation for Jekyll's powers. And Jekyll himself dies because he accepts the dark powers that lie beyond our world: he cannot control when he changes into Hyde.

3 Referring to page 88. How do the characters of Jekyll and Hyde illustrate this theme?

Quote from the text.

- 'I sent out for a fresh supply, and mixed the draught'. (Jekyll is experimenting scientifically in his laboratory.)
- He says nothing will save him except 'a miracle', which is not scientific. Miracles are religious, mysterious things that cannot be explained rationally.
- Jekyll says only God knows what will happen after he kills himself.

THEME 2

INDIVIDUALS VS SOCIETY

1 How does this theme relate to your life?

This will be a personal response. Learners must support their answers. 'I think... because...?' Answers could include: I think that as individual people we must think critically for ourselves and decide what is right or wrong, but at the same time we also need to belong to communities, so we have to adapt to those groups too. We have rights but we also have responsibilities, and we have to learn to balance them. However, as individuals, it is also important to think critically and speak out when we think our

society has a belief that is harmful to individuals in our community. We shouldn't just go along with everything our society says is right and wrong – we must think critically!

2 How is this theme illustrated in the novel as a whole?

- Jekyll has always felt that there is more to life than wealth and social status. He wants to be free as an individual to act without shame.
- He lives in Victorian society, which does not allow much freedom for people to express their wants and desires. There is social (communal) judgement about anyone who does things differently, and Jekyll – as a doctor and charitable giver – is expected to behave decorously and politely at all times. He finds this very difficult to live with all the time.

3 Referring to page 88: How do the characters of Jekyll and Hyde illustrate this theme? Quote from the text.

- Jekyll says that 'doom' (death or destruction) is coming for him and Hyde. He cannot live in London in Hyde's body, because he will be recognised as a murderer. There is no public place for them in society because Hyde is a murderer. (He has broken a social law, so he will be punished by the court and the police.)
- Jekyll wonders 'Will Hyde die upon the scaffold?' The public execution by hanging is society's punishment of Hyde for breaking the law. Hyde has murdered Carew, and Jekyll knows he is unfit to live in a community.

THEME 3

ADDICTION AND DESPERATION

1 How does this theme relate to your life?

This will be a personal response. Learners must support their answers. 'I think... because...' Answers could include: Many people in my community are addicted to alcohol and drugs. I think this is because they feel trapped and hopeless because they have no useful work, and because they have difficult, abusive families. If we have support, it is easier to ask for help.

2 How is this theme illustrated in the novel as a whole?

In the book, Jekyll needs more and more of the potion to turn back from being Mr Hyde into his 'good' public self, Dr Jekyll. This is the same pattern we see in addicts, who need more and more of their substance or activity just to feel well or normal. Soon Jekyll cannot control his transformations, which is similar to addiction in that addicts cannot control themselves to stop an addiction.

3 Referring to page 88: How do the characters of Jekyll and Hyde illustrate this theme? Quote from the text.

- We know Jekyll is addicted and out of control because he says 'I drank it and it was without efficiency' (The potion wasn't working anymore). He needs more of the potion than he did before. This indicates that his body has become addicted to the potion.
- He also says that he is finishing his statement (the confession) 'under the influence of the last of the old powders.'

- Lastly, he says, ‘...this is my true hour of death.’ He feels so awful that he wishes he was dead. This shows how addiction eventually makes people feel very sick (which is actually what drives them to get more of the thing that their body craves – to stop the dreadful physical sickness).

THEME 4

DUALITY AND REPRESSION

1 How does this theme relate to your life?

This will be a personal response. Learners must support their answers. ‘I think... because...’ Answers could include: I think, on the whole, I am a good person. I always try to be kind to others and I would never cheat in an exam, for example. However, I know that I’m not perfect and sometimes I do bad things too: like gossiping about my friends, for example.

2 How is this theme illustrated in the novel as a whole?

- In his final testament for Utterson, Jekyll writes about our dual (two-sided) nature. He says that he was an educated man from a respectable family. He felt that he had to behave well at all times because society expected him to. But he also felt like a fake or fraud, because he wanted to do terrible things to innocent people. He had no real motive (reason) for these desires (wants): they were just part of his personality. No one suspected his true nature. They thought he was a Victorian gentleman.
- Jekyll begins his experiments because he is trying to separate the two sides (good or moral versus evil or immoral) of his nature. He wants to be a respected man, but he also doesn’t want to feel shame and guilt. Jekyll has to repress (keep secret) his real urges and wants so he can conform to (fits in with, be the same as) other people’s social expectations.
- His duality becomes physical: one manifestation (body) for Jekyll, another for Hyde. Jekyll panics when he changes into Hyde one day in the park. By the end of the novel, however, he is trapped in Mr Hyde’s body. The change is permanent when he runs out of potion. Jekyll knows that it is all his fault. He locks himself in his laboratory because he is terrified of being arrested and executed for the murder of Danvers Carew.

3 Referring to page 88: How do the characters of Jekyll and Hyde illustrate this theme? Quote from the text.

- Jekyll explains that from the beginning of his life he has always had wild urges. He ‘concealed his pleasures’ and lived a ‘duplicitous life’.
- When he turned himself into Hyde with his potion, Jekyll says he felt ‘a leap of welcome’ and ‘no repugnance.’ He enjoyed Hyde’s terrible, brutal crimes, which enabled his evil side to flourish.
- But now, after the murder of Carew, Jekyll says that ‘doom’ (death or destruction) is coming for him and Hyde. He cannot live in London in Hyde’s body, because he will be recognised as a murderer. There is no public place for them in society because Hyde is a murderer.

- Jekyll wonders ‘Will Hyde die upon the scaffold?’ The public execution by hanging is society’s punishment of Hyde for breaking the law. It has not been possible for him to live out his dual nature.

Post-reading discussion

- 1** Learners must elect one speaker from their group to report back on their findings to the class.
- 2** As they speak, summarise the best answers on the board.

Lesson 14 Post-reading

Preparing for this lesson

- Each learner will need their copy of the theme mind maps. If you have completed Lesson 13, just before this lesson, learners will have filled in the information on their mind maps.
- Learners will write three paragraphs in their journals (reflect) about how their chosen theme relates directly to their own lives. They can finish the activity for homework, but they must bring the journals to class for the next English period.

Introduction

- 1 Settle learners so that you have their attention.
- 2 Explain that this is a revision of the themes you have already covered throughout the module for this novel.
- 3 Learners are going to choose one theme and apply it to their own lives. The topic question is: 'Which theme is most relevant to my life?'

Independent work

- 1 On their own, learners select one theme. The topic is: Which theme is most relevant to my life?
Remind learners that the four themes are:
 - Science vs Religion and the Supernatural
 - Individuals vs Society
 - Addiction and Desperation
 - Duality and Repression
- 2 In their journals, learners write three paragraphs about the relevance of one theme to their own lives.

Sample answer

- 1** Here is one sample answer. Learners will have different answers, because this is a personal response question.

Sample answer (journal paragraphs)

I chose the theme of the 'Individuals versus Society', for a few reasons. The first reason is that I think we all have different aspects of ourselves that we have to balance. There are many pressures on me as a person (individual) at the moment – social, educational, sexual, familial and so on. I have a difficult time trying to make sure all these things are under control. Matric especially is a horrible time, and I'm really not enjoying the year. I feel like all we do is work, going over the same material again and again, just so we can pass, and then study some more, and then get a job and become wage-earners in society. It gives me a headache.

So I think I know what it must have been like for Dr Jekyll too. His whole life was one big pressure on him. He wanted to be a good person – a responsible citizen, a productive scientist and a person with lots of friends. But he felt that this wasn't enough for him, and that sometimes he wanted to do crazy, illegal things to let off some steam. I think as individual human beings we all need ways to release pressure.

Finally, though, the way that Jekyll tried to be part of the evil underworld as well as stay in his rich, respected, comfortable universe wasn't ever going to work. He enjoyed it too much, not having responsibilities and duties to society when he was Mr Hyde. Jekyll just didn't care about the consequences of his actions. In the end he died because he couldn't control his urges to destroy and kill. There's a kind of lesson there for me as an individual. I'll just have to keep working on finding healthier, smarter ways to balance all the pressures I feel bearing down on me.

Structure of the novel lesson plans

Writing and presenting

- 1** In every two week cycle, one or two writing tasks must be taught.
 - a** The lessons that follow are designed to teach one process writing task.
 - b** CAPS specifies 3 hours per two-week cycle for Writing & Presenting.
 - c** If you plan to complete another writing task in a cycle, then teach the lesson over 2 hours.
 - d** If you plan to teach only one writing task in a cycle, then teach the lesson over 3 hours.
- 2** According to CAPS, teachers should teach learners a range of writing genres that include:
 - a** Essays, for example: a discursive essay
 - b** Long transactional texts, for example: a formal letter
 - c** Short transactional texts, for example: an invitation
- 3** This Content Booklet includes lesson plans for:
 - a** 3 × essays
 - b** 3 × long transactional texts
 - c** 1 × short transactional text
- 4** Every Writing & Presenting lesson follows the same structure:
 - a** The topic is set. This includes teaching aspects of the genre, and sometimes, looking at model texts. It also includes the teaching of useful vocabulary.
 - b** Planning is done. A planning strategy is provided, and learners complete different activities to help them plan in a meaningful way. A writing frame or template is provided.
 - c** The text is drafted. At this point, the teacher will give instructions for drafting, and will share criteria for the task.
 - d** The draft is edited. An editing checklist is provided, and learners will self-edit or peer-edit their drafts.
 - e** The text is published and presented. Publishing, or rewriting the edited text, is usually done as homework. Different strategies are used to allow learners to present or share their writing.
 - f** A sample answer, a mark and written feedback is provided as a model for the teacher. This is useful as it helps teachers to set an appropriate standard for writing tasks.

NOTE: Every time a particular genre of writing is taught from Grade 10 to Grade 12, it is taught in exactly the same way. This allows teachers and learners to experience the process a number of times, and to consolidate their learning of that genre. This repetition provides scaffolding and security, which ultimately builds learners' confidence.

**Strange Case
of Dr Jekyll
and Mr Hyde**

**Writing and
presenting**

CYCLE 1

Writing and presenting

Descriptive essay

Topic:

Write a descriptive essay about a person who is your close friend – someone you know well, and whose friendship you value. Think about how this person makes you feel, and then try to describe a few clear details about them, so the reader understands your emotions (feelings). Include one event (something this person did) that shows the reader why you have described them this way.

For help, you can use page 4 of ‘The Strange Case of Dr Jekyll and Mr Hyde’ as a mentor text (a model text). This page is a very good description of Mr Utterson. You will use the same techniques in your descriptive essay. In your writing, try to think of original images you can use to describe your person. You will also try to choose strong adjectives (describing words) and verbs (action words) to help get your message across. Descriptive writing helps us to understand and imagine characters and setting when we read fiction.

Length of task

250–300 words

CAPS reference: pg. 40

Text type	Purpose	Text Structure	Language Features
Descriptive essay	To describe something in a vivid way	IDENTIFICATION: gives a general orientation to the subject, e.g. <i>There was a huge beast</i> DESCRIPTION: describes features or characteristics of the subject, e.g. <i>It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i>	May be written in past or present tense Creates a picture in words Uses adjectives and adverbs Uses figurative language, e.g. simile, metaphor, personification and alliteration

Introduction

Tell learners that today they are going to write a descriptive essay. The essay will be linked to the novel, ‘The Strange Case of Dr Jekyll and Mr Hyde’. In this essay, learners will describe a close friend.

Teach the genre

PURPOSE:

Descriptive writing is writing that uses words to create vivid images in the reader's imagination. It helps the reader to picture what the writer is writing about.

HOW TO WRITE A DESCRIPTIVE ESSAY:

- Describe something vividly
- Show, don't tell
- Create a picture in words
- Use images of sight, sound, hearing, taste and touch
- Use interesting adjectives and strong verbs
- Use figures of speech

Teach selected text structures and language features

Activity 1: Use interesting adjectives

INTRODUCTION:

- 1 Ask learners: What is an adjective?
- 2 Remind learners that an adjective is a word that describes a noun (a person, place or thing), such as: narrow, noisy, crowded.
- 3 Ask learners: What is a synonym?
- 4 Remind learners that synonyms are words with similar meanings.
- 5 Ask learners: What are some synonyms (that mean the same as) for tall?
- 6 Brainstorm some ideas quickly with learners, such as: long, lanky, soaring, towering, sky-scraping, rangy, giant etc.
- 7 Explain that descriptive writing requires learners to use interesting adjectives. In order to do this, they need to find relevant (fitting) synonyms to the adjectives that they usually use. This can make their writing interesting to read.

WORK WITH ADJECTIVES:

- Explain that we try to avoid clichés (over-used expressions) in our descriptive writing. Using interesting adjectives helps our writing to sound fresh and original.
- Write a list of clichéd adjectives on the board: pretty, ugly, big, small, difficult, nice, bad, good
- Ask learners: How can we replace these common adjectives with fresh synonyms?
- Split learners into pairs. Instruct pairs to choose one word from the board. They must come up with as many synonyms as possible in 2 minutes (allow learners to use a thesaurus).
- Call the class back together. Ask learners to share a synonym they found. Write interesting synonyms on the board.

- For example: pretty: beautiful, lovely, fine, stunning, attractive, fair, gorgeous, magnificent and good-looking. big: large, outsized, enormous, generous, gigantic
- Explain to learners that when they write their descriptive essays, it is important that they choose their adjectives carefully, so that they create a picture in the reader’s mind.

Useful genre-related vocabulary	
vivid	something that produces a clear image in your mind
specific	clearly defined
five senses	our ability to see, hear, see, smell and taste
detail	small parts of something
elaborate	give more detail, or say more about

1. Setting the task

SET THE TASK

- 1 Remind learners, that in this lesson, they will start to write a descriptive essay of a person they know, using strong adjectives and figures of speech.
- 2 We will analyse a short extract from ‘The Strange Case of Dr Jekyll and Mr Hyde’ to inspire us, as it can teach us how to create strong descriptive writing.

2. Planning

PLANNING STRATEGY

- a Read an extract from page 4–5 of ‘The Strange Case of Dr Jekyll and Mr Hyde’ (below in the ‘Sample for Teacher’ section below).
- b Match descriptions with synonyms/paraphrases.
- c Use a planning table for own description.

INSTRUCTIONS FOR PLANNING

A. USE THE FOLLOWING EXTRACT FROM ‘THE STRANGE CASE OF DR JEKYLL AND MR HYDE’ AS A MENTOR TEXT

- 1 Settle learners so you have their attention.
- 2 Instruct learners to take out their copies of the novel and open to page 4.
- 3 Explain that we will use an extract from ‘The Strange Case of Dr Jekyll and Mr Hyde’ as a source for information about Mr Utterson.
- 4 Tell learners that you will read the paragraph out loud and they must listen carefully.
- 5 Read from ‘Mr Utterson the lawyer...’ on pg. 4 to ‘...in his demeanour.’ on pg. 5.
- 6 Ask learners: What are some of the things we learned about Dr Utterson from the extract we have just read?
 - a What he looks like: dull, solemn, sincere, kindly

- b** What sort of personality he has: quiet, reserved, intelligent, lovable
 - c** How he thinks about other people: non-judgemental
 - d** How he usually behaves: polite, friendly, helpful
- 7** Read the paragraph again. This time, tell learners to underline the thirteen bits of evidence in it that give us information about Utterson. (Please refer to the example page we have included in the ‘Sample for the Teacher’ section below, to see what this looks like.)
 - 8** Ask for volunteers to read out some of the descriptions they underlined.
 - 9** Discuss what makes them effective. For example: ‘a rugged countenance (face) that was never lighted by a smile’: this is effective because we can imagine a wrinkled, tired face that never smiles. His face is always very serious-looking. It tells us about how serious Utterson is, but also shows that he is probably always thinking. We think maybe he has had some kind of hardship in his lifetime. We get a lot of ideas about him in just one short sentence.
 - 10** Ask for learners to identify the interesting adjectives that are used, like: rugged, scanty, loveable. Help learners work out the meanings of the words.

B. USING SYNONYMS GETTING READY:

Before the lesson begins, copy the following table of mismatched definitions onto the board:

A: Description	B: Synonym/Paraphrase
(1) a rugged countenance (face) that was never lighted by a smile	kind
(2) cold, scanty and embarrassed in discourse (conversation)	non-judgmental
(3) backward in sentiment (talking about feelings)	friendly
(4) lean, long, dusty, dreary	of few words
(5) yet somehow lovable	self-controlled
(6) something eminently human beaconed from his eye	consistently reliable
(7) silent	respected
(8) austere (strict) with himself; drank gin when he was alone, to mortify a taste for vintages; though he enjoyed the theatre, had not crossed the doors of one for twenty years	agreeable
(9) he had an approved tolerance for others/‘I let my brother go to the devil in his own way.’	quiet

A: Description	B: Synonym/Paraphrase
(10) in any extremity inclined to help rather than to reprove (criticise)	positive
(11) the last reputable (of good name) acquaintance	dull-looking
(12) the last good influence in the lives of down-going men	no-nonsense
(13) he never marked a shade of change in his demeanour (expression)	unsmiling

INTRODUCTION:

- 1 Explain to learners that good descriptive writing can give a lot of information in a short amount of words.
- 2 When descriptive writing is used to describe a person, we can make inferences about the character. We can also make out how the writer feels about the character being discussed.
- 3 Explain that today, learners will read the phrases used in the novel to describe Utterson. These are in Column A. They will then think about what the description says and shows about Utterson. These are in Column B.
- 4 Learners need to match Column A and Column B.

GROUP WORK:

- 1 Split learners into groups of a maximum 6 learners in each group.
- 2 Remind that there is a glossary that begins on pg. 89 of the novel if they need help with the meanings of any of the words.
- 3 Learners need to match Column A and Column B.
- 4 Give learners fifteen minutes to complete the activity.
- 5 When learners have completed the work, call the class back together. Ask for volunteers to help you match the columns correctly on the board.

C. USE A PLANNING TABLE FOR YOUR OWN DESCRIPTION

INTRODUCTION:

- 1 Explain that learners have seen how good descriptive writing can show many things about a character in a few amount of words.
- 2 Explain that now, learners will think of their friend who they are going to write a descriptive essay about.

VISUALISATION:

- 1 Instruct learners to close their eyes and picture the person they will describe. Give them half a minute to think about who they will choose.
- 2 Then, with their eyes still closed, direct learners' thinking using the following questions. (These questions are to help learners think – they are not discussion questions):

- a** What does this person look like? Are they tall or short? What kind of clothing do they wear?
- b** What does this person sound like? Are they loud or quiet? Do they like to laugh? What does their voice sound like when they speak?
- c** Why do you like this person? What is their personality like? What are some admirable traits that they have? What are some things this person does that show us about their personality?
- d** What does this person say about themselves? What do others say about them?
- e** What kind of things does this person like to do?
- f** What is something that this person did or an event that shows us what kind of person they are?

WRITING:

- 1** Instruct learners to open their eyes.
- 2** Explain that now learners will write about the person they pictured when their eyes were closed.
- 3** Draw the following template on the chalkboard:

Feature	Evidence/Example
appearance or looks	
personality	
the person's own ideas about themselves	
what other people say about them	
an action or reaction to an event	

- 4** Instruct learners to copy this table into their exercise books.
- 5** Instruct learners to fill in the second column (Evidence/Example) by writing down as many words/phrases/sentences as possible about the person they will write about.
- 6** Remind learners that they can use interesting adjectives from the lists that you made together in the earlier activities.
- 7** Give learners time to write. They can complete this for homework if necessary.
- 8** Remind learners that they do not need to write full sentences during the planning stage.

SAMPLE FOR TEACHER

USING 'THE STRANGE CASE OF DR JEKYLL AND MR HYDE' AS A MENTOR TEXT:

Mr Utterson the lawyer was a man of (1) a rugged countenance that was never lighted by a smile; (2) cold, scanty and embarrassed in discourse; (3) backward in sentiment; (4) lean, long, dusty, dreary and (5) yet somehow lovable. At friendly meetings, and when the wine was to his taste, (6) something eminently human beaconed from his eye; something indeed which never found its way into his talk, but which spoke not only in these (7) silent symbols of the after-dinner face, but more often and loudly in the acts of his life. He was (8) austere with himself; drank gin when he was alone, to mortify a taste for vintages; and though he enjoyed the theatre, had not crossed the doors of one for twenty years. But (9) he had an approved tolerance for others; sometimes wondering, almost with envy, at the high pressure of spirits involved in their misdeeds; and (10) in any extremity inclined to help rather than to reprove.

"I incline to Cain's heresy," he used to say quaintly: "I let my brother go to the devil in his own way." In this character, it was frequently his fortune to be (11) the last reputable acquaintance and (12) the last good influence in the lives of down-going men. And to such as these, so long as they came about his chambers, (13) he never marked a shade of change in his demeanour.

SYNONYMS ANSWER SHEET:

A: Description	B: Synonym/Paraphrase
(1) a rugged countenance (face) that was never lighted by a smile	unsmiling
(2) cold, scanty and embarrassed in discourse (conversation)	of few words
(3) backward in sentiment (talking about feelings)	no-nonsense
(4) lean, long, dusty, dreary	dull-looking
(5) yet somehow lovable	agreeable
(6) something eminently human beaconed from his eye	friendly
(7) silent	quiet
(8) austere (strict) with himself; drank gin when he was alone, to mortify a taste for vintages; though he enjoyed the theatre, had not crossed the doors of one for twenty years	self-controlled
(9) he had an approved tolerance for others/'I let my brother go to the devil in his own way.'	non-judgmental

A: Description	B: Synonym/Paraphrase
(10) in any extremity inclined to help rather than to reprove (criticise)	kind
(11) the last reputable (of good name) acquaintance	respected
(12) the last good influence in the lives of down-going men	positive
(13) he never marked a shade of change in his demeanour (expression)	consistently reliable

SAMPLE COMPLETED TABLE

Please note: each learners table will look different. This is just one example.

Feature	Evidence/Example
appearance or looks	dark, curly hair; tall; skinny legs; dimples; always smiling
personality	a joker; extroverted, likes to be centre of attention; easily offended; forgives and forgets when we fight
the person's own idea of themselves	thinks he is a leader; expects people to listen to him; thinks of himself as a winner; thinks he is bad at English; wishes he wasn't as thin as he is; teachers pick on him unfairly
what other people say about them	thinks too much of himself; selfish; loud; fun to be around; always in trouble at school
their action or reaction to an event	came to my rescue when I was bullied by some older guys ripping me about how small I am

3. Drafting**INTRODUCE CRITERIA**

Tell learners that as they draft, they must consider the following criteria:

- 1** The essay must be 250–300 words long. It must describe their close friend, describing:
 - a** appearance or looks
 - b** personality
 - c** what they say about themselves
 - d** what other people say about them
 - e** what they did (their actions or reactions to an event).
- 2** Use the past or present tense.
- 3** Use interesting adjectives.
- 4** Use figurative language where appropriate.

INSTRUCTIONS

STRUCTURE YOUR WORK

- 1 Settle learners so that you have their attention.
- 2 Explain to learners that – just like a house or building – every essay needs a structure.
- 3 Remind learners that each paragraph will contain a different idea. The structure is the order of the paragraphs.
- 4 Explain that the structure is sometimes difficult to work out for a descriptive essay, because there is no plot. Instead, they must choose which order to describe things in.
- 5 Explain that for this essay, each paragraph of the essay will describe a different feature of the person they are describing. For example, they could describe:
 - appearance
 - personality
 - own idea of themselves
 - other people's
- 6 Learners must look at their planning tables and choose three or four different parts of the person they want to describe. Each of these will become a paragraph.
- 7 Explain that they must write a list of these parts in an order that makes sense. One way to order the paragraphs is to move from external things (what they look like; their appearance) to internal things (how you feel about the person).
- 8 Give learners 5 minutes to create their lists.
- 9 As learners write, walk around the room to assist learners who are struggling with the language or struggling to stay on task.
- 10 Call learners back together.
- 11 Ask for a few volunteers to share their lists so that you know they have created useable lists.

WRITE THE TOPIC SENTENCE FOR EACH PARAGRAPH

- 1 Explain to the learners that every paragraph has a main sentence, called a topic sentence. This topic sentence is a like a summary of the whole paragraph. It could be anywhere in the paragraph, but it is usually the first or second sentence. If you read the topic sentence, you will know what the whole paragraph will be about. The other sentences in the paragraph are details, explanations and further information about the topic sentence.
- 2 For example, a paragraph about a friend's appearance might have the topic sentence: 'Tendai is always smiling, as if there is a sun inside his face.'
- 3 A paragraph about his personality might have the topic sentence: 'He is the class joker, which is not something that everybody appreciates about his personality.'
- 4 Instruct learners to come up with the topic sentence for each one of their paragraph topics from their lists. This should be one sentence that describes, in a clear and simple way, the part of the place that that paragraph will deal with.
- 5 Give learners ten minutes to write their three or four topic sentences. Walk around the room to assist struggling learners.
- 6 Ask a few learners to share their topic sentences with the class.

HOMEWORK: WRITING THE REST OF THE ESSAY

- 1** Instruct them to take these topic sentences home, along with their planning tables, and use all of that information to finish each paragraph for homework.
- 2** Explain that they must finish each paragraph by adding a number of supporting or detailed sentences to each topic sentence.
- 3** These sentences must describe the same part of the place as the topic sentence in the same paragraph. These sentences must elaborate on (add details about) the topic sentence. In other words, they must go into more detail, using figures of speech and appealing to the reader's senses to make the descriptions stronger.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning: Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent 	
	Upper level					
	Lower level		19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
		25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> • Tone, register, style and vocabulary highly appropriate to purpose, audience and context • Language confident, exceptionally impressive • Compelling and rhetorically effective in tone • Virtually error-free in grammar and spelling • Very skilfully crafted 	11-12 <ul style="list-style-type: none"> • Tone, register, style and vocabulary very appropriate to purpose, audience and context • Language is effective and a consistently appropriate tone is used • Largely error-free in grammar and spelling • Very well crafted 	8-9 <ul style="list-style-type: none"> • Tone, register, style and vocabulary appropriate to purpose, audience and context • Appropriate use of language to convey meaning • Tone is appropriate • Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> • Tone, register, style and vocabulary less appropriate to purpose, audience and context • Very basic use of language • Tone and diction are inappropriate • Very limited vocabulary 	0-3 <ul style="list-style-type: none"> • Language incomprehensible • Tone, register, style and vocabulary not appropriate to purpose, audience and context • Vocabulary limitations so extreme as to make comprehension impossible
	Upper level	13 <ul style="list-style-type: none"> • Language excellent and rhetorically effective in tone • Virtually error-free in grammar and spelling • Skilfully crafted 	10 <ul style="list-style-type: none"> • Language engaging and generally effective • Appropriate and effective tone • Few errors in grammar and spelling • Well crafted 	7 <ul style="list-style-type: none"> • Adequate use of language with some inconsistencies • Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> • Inadequate use of language • Little or no variety in sentence • Exceptionally limited vocabulary
Lower level	5 <ul style="list-style-type: none"> • Excellent development of topic • Exceptional detail • Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> • Logical development of details • Coherent • Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> • Relevant details developed • Sentences, paragraphs well-constructed • Essay still makes sense 	2 <ul style="list-style-type: none"> • Some valid points • Sentences and paragraphs faulty • Essay still makes some sense 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay lacks sense
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS					

4. Editing

STRATEGY

Peer edit and self-edit

INSTRUCTIONS FOR EDITING

- 1 Explain to the learners that today, they will use peer-editing. This means they will help each other to improve their writing.
- 2 Instruct learners to take out their exercise books and swap books with the person next to them.
- 3 Instruct learners to read their partners' work at the same time in silence. As they read, they must look for the following:
 - Structure: Has the information been grouped correctly into paragraphs? All the sentences in one paragraph must be related by describing the same part of the person that their essay is about.
 - Have the paragraphs have been written in an order that makes sense?
 - Has their partner used as many 'showing sentences' as possible?
- 4 Wherever they find writing that they think could be improved, they must underline it, circle it or make a note of it in pencil on the page. Both partners do this silently at the same time.
- 5 Taking turns, they must share their ideas with their partners about how to improve the writing.
- 6 As learners work, walk around the room to help pairs that are struggling.

USING THE CHECKLIST

- 1 While they are working, write the checklist (which appears in the next section below) on the board, or hand out copies if you have access to a photocopier machine.
- 2 Instruct learners to copy it down and go through the checklist at home.
- 3 If they find that they cannot answer 'yes' to any of the questions on the checklist, then they need to edit their work to improve it.

EDITING CHECKLIST

Write the following checklist on the chalkboard for learners to use:

- 1 Does each paragraph describe one part or aspect of the person?
- 2 Do the paragraphs appear in an order that makes sense?
- 3 Have you used interesting adjectives?
- 4 Do all your sentences start with capital letters and end with appropriate punctuation marks?
- 5 Have you checked that your spelling is correct?
- 6 Have you checked that every sentence has at least a subject and a verb?
- 7 Have you been creative and used your imagination?

- 8 Have you used words to paint a vivid picture of the person, so that the reader can imagine them?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the words 'Descriptive Essay' and the title of the essay.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their essay they must write the words 'Word count' followed by the number of words in their essay.
- 5 If they want to illustrate their essay by drawing a picture of the person they have described they can, but it is not a requirement.
- 6 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and talk

PRESENTING INSTRUCTIONS

- 1 Put learners into new pairs. They must not have the same partners who peer-edited their work.
- 2 Tell them either to read their essay to their partner, or let their partner read it silently.
- 3 Instruct the partner to come up with one compliment: they must tell the writer something they liked about the writing.
- 4 Ask for a few volunteers to read their essays to the class.
- 5 Applaud each learner after they have read their work.
- 6 Praise the class on the process of writing, and remind them that they can write well if they follow a thorough planning, drafting and editing process.

COMPLETED EXAMPLE

DESCRIPTIVE ESSAY

TENDAI: WHAT WOULD I DO WITHOUT YOU?

It was Tendai's hair that first got my attention: it was sticking up like a hairbrush, and the braids seemed to move with laughter. I wanted to smile even before he cracked his first joke. When he smiles – he's always smiling, like there's a sun inside his face – he gets little holes in his cheeks. I've never seen a boy with dimples before.

But he didn't get all the looks. He's worried that he's too skinny. But when I got to know him better I realised that this stick of a guy has a huge personality – almost too big for his body! When we fight we always get over it and then we're friends again. I know that I can tell him anything.

He's over-sensitive, but it's his own fault.

'I'm a trouble-maker,' he says.

Tendai says that he's here to make people wake up and pay attention. He thinks he's bad at English. Some teachers pick on him.

Some people say he's loud and selfish, and how he thinks he's the big man.

But when I try to warn him he just makes his finger go in circles and then he shouts, 'Stir the pot!' Then people know they've been played.

One time it went down really badly was after a soccer match, when the guys from Ocean View chased me: I always get picked on because I'm small.

They would have nailed me if Tendai hadn't turned around and said, 'Come! Come! Bring it!' His eyes looked crazy, and those guys saw it.

They left us alone. Tendai probably saved my life.

Word count: 264

Mark: 39/50

TEACHER FEEDBACK

Well done on a lovely piece of descriptive writing. The structure works well, as you go from Tendai's looks to his personality, and then on to his opinion of himself, and the opinions of others. I thought it was quite easy to picture him, and I felt quite tense in the last paragraph! You're lucky to have such a good friend.

In all five paragraphs, you did a fairly good job of choosing effective adjectives. You would have received 40 out of 50 if you had chosen more original adjectives. I love the image of the sun being inside Tendai's head!

You could have done a better job explaining how the story at the end tells us about Tendai – how does it relate to all the different ways you have described him, for example? That would have made your essay more connected and given it a better ending.

**Strange Case
of Dr Jekyll
and Mr Hyde**

**Writing and
presenting**

CYCLE 2

Writing and presenting

Narrative essay

(IMPORTANT: Only do this writing activity after you have finished reading ‘The Last Night’ (pg.47–59) of ‘The Strange Case of Dr Jekyll and Mr Hyde’; otherwise it will spoil the story.)

Topic:

Poole, Dr Jekyll’s butler, has rushed to Utterson’s house late one night. He tells Utterson that Jekyll has locked himself in the laboratory and is ‘not himself.’ Both Poole and Utterson fear that Hyde has done something terrible to Jekyll – perhaps even killed him. Hyde might be hiding in the laboratory, and he is clearly insane and dangerous.

Write a narrative essay from the moment Poole comes to Utterson’s house to try and get help. End your narrative essay with the discovery of Hyde’s dying body. Include some dialogue in your story.

Length of task

250–300 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Narrative Essay	To entertain	<p>Orientation that introduces characters and setting, e.g. <i>Once upon a time there was an old woman who lived with her son called Jack. They were very poor.</i></p> <p>Events leading to a complication. eg. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i></p> <p>Resolution and ending; e.g. <i>Jack came back with the Giant’s treasure and they lived happily ever after.</i></p>	<p>Written in the first or third person</p> <p>Written in the past tense</p> <p>Events described sequentially</p> <p>Connectives that signal time, e.g. Early that morning, later on, once</p> <p>Makes use of dialogue</p> <p>Language used to create an impact on the reader e.g. adverbs, adjectives, images</p>

Introduction

Tell learners that today they are going to write a narrative essay. The essay will be linked to the novel, ‘The Strange Case of Dr Jekyll and Mr Hyde.’

Teach the genre

PURPOSE:

A narrative essay is a story written to entertain the reader. Direct speech is used to show dialogue (a conversation between two people).

HOW TO WRITE A NARRATIVE ESSAY:

- 1 Learners must know how to write dialogue using the correct punctuation for direct speech.
- 2 Learners also need to know a variety of ways to indicate how a person is saying something (to shout, to whisper) and how to use these verbs appropriately.
- 3 Learners need the skills to plan the structure of their essay. This includes learning how to use paragraphs, and choosing the correct style and register for the audience.

Ideas for teaching these skills are in the sections below.

Teach selected text structures and language features

Activity 1: Using direct speech modelling:

- 1 Settle learners so that you have their attention.
- 2 Tell the class that they will revise how to use punctuation in direct speech.
- 3 Remind learners that direct speech quotes the words of the speaker directly.
- 4 Emphasise that direct speech has two parts:
 - a the speech tag contains the name of the speaker, and a verb
 - b the spoken words are enclosed by inverted commas (speech marks or quotation marks).
- 5 Write the following sentence on the board:
Poole begged, 'Please, Mr Utterson, I need your help!'
- 6 As you point out the following, underline or circle the item:
 - a The sentence starts with a capital letter.
 - b The speech tag is at the beginning of the sentence and contains the speaker's name (Poole) and the introductory verb (begged).
 - c A comma introduces the spoken words.
 - d The first word inside the inverted commas is capitalised.
 - e The spoken words are enclosed (surrounded) by inverted commas.
 - f The exclamation mark at the end of the sentence is inside the second inverted comma.
- 7 Skip a line and write the following sentence on the board:
'Why are you so distressed, my good man?' queried Utterson.
- 8 As you point out the following, underline or circle the item:

- a The spoken words are enclosed (surrounded) by inverted commas.
 - b The sentence starts with a capital letter and comes after the opening inverted commas.
 - c The question mark at the end of Utterson’s sentence comes before the closing inverted commas.
 - d The speech tag is at the end of the spoken words.
 - e The whole sentence (not the direct speech) ends with a full stop.
- 9 Tell learners that each time a different character speaks, they must skip a line and then write what the next character says, just as you have done on the board.
- 10 Instruct learners to take out their exercise books and copy the two examples above. They must carefully highlight the items in the list above by using coloured pens or underlining or circling, like:
- [Poole begged [speech tag], ‘Please, Mr Utterson: I need your help!’
(leave a line open)
- ‘Why are you so distressed, my good man?’ queried Utterson [speech tag].
(This is for reference, i.e. they can go back to the written example to see how the punctuation works.)
- 11 Explain to learners that these examples are the templates (examples to follow) for when they write any dialogue. They must make sure that they follow the format exactly.

Activity 2: Provide learners with synonyms for ‘said’ modelling:

- 1 Explain that always using the verb ‘said’ in the speech tag is boring. Using a variety of verbs will give the reader a better idea of how the speaker is saying something.
- 2 Ask the class what the difference is between these two sentences:
Poole said, ‘We don’t know what to do anymore!’ Poole shouted, ‘We don’t know what to do anymore!’
- 3 Discuss this with learners.
- 4 Emphasise that the verb ‘shouted’ tells us HOW Poole said ‘We don’t know what to do anymore!’ Now we know that he said the words loudly, and with frustration and desperation.
- 5 Ask the class what the difference is between these two sentences: ‘I wish you would come to the laboratory,’ said Poole.
‘I wish you would come to the laboratory,’ whispered Poole.
- 6 Listen to the learners’ responses.
- 7 Emphasise that the verb ‘whispered’ give us a better idea HOW the speaker brought across his message – softly, to show that he was feeling scared.

PAIR WORK:

- 1 Explain that learners will brainstorm (think about) synonyms for the verb ‘said’.

- 2 Write the word SAID in the middle of the board.
- 3 Split learners into pairs.
- 4 Instruct learners to take out their exercise books.
- 5 Instruct pairs to make a list of alternatives for the word: 'said'.
- 6 Let the learners use a thesaurus to find even more alternatives.

DISCUSSION:

- 1 After 5–10 minutes, call learners back together.
- 2 Ask for volunteers to share a synonym they have found. Ask each learner who shares to demonstrate the verbs they have found, e.g. if the word is 'shout' they must shout the word.
- 3 Write the suggestions on the chalkboard. Some useful examples are:
shouted, whispered, hissed, screamed, yelled, shrieked, promised, protested, laughed, muttered, announced, stated, mentioned, commented, noted, added, replied, asked, claimed, declared, answered, responded, told, exclaimed, stammered, snarled, stuttered, murmured, cried.
- 4 Instruct learners to copy the brainstorming activity into their exercise books. Explain that learners will need to use at least three synonyms for 'said' in their narrative essays.

Useful genre-related vocabulary

narrative	an entertaining story
dialogue	a conversation between two people
character	a person in a story
first person	written from the point of view of a character in the story ('I', 'we')
third person	written from the point of view of someone not in the story ('he', 'she', 'they'). sometimes called omniscient (all-knowing) narration.
setting	where and when the action takes place
plot	what happens in the story

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now write their own narrative essays, including dialogue.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Teach learners to plan a narrative essay, using a planning table.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: Poole, Dr Jekyll’s butler, has rushed to Utterson’s house late one night. He tells Utterson that Jekyll has locked himself in the laboratory and is ‘not himself.’ Both Poole and Utterson fear that Hyde has done something terrible to Jekyll – perhaps even killed him. Hyde might be hiding in the laboratory, and he is clearly insane and dangerous.

Write a narrative essay from the moment Poole comes to Utterson’s house to try and get help. End your narrative essay with the discovery of Hyde’s dying body. Include some dialogue in your story.

B. USE A PLANNING TABLE

- 1 Before class begins, draw the following planning table template on the board:

PLANNING TABLE TEMPLATE

TITLE	
CHARACTERS Who?	
SETTING Where and when?	
PLOT What? How? Why?	INTRODUCTION (BEGINNING)
	COMPLICATION (BODY)
	CONCLUSION/RESOLUTION (END)
DIALOGUE	
NARRATOR 1st or 3rd person?	

INTRODUCTION:

- 1 Settle learners so you have their attention.
- 2 Remind learners that we are preparing to write a narrative essay.
- 3 Explain that a narrative essay is like a story. We write narrative essays in order to entertain others.
- 4 In stories, writers use dialogue to make the characters feel real, so that the reader cares about what happens to the characters. Our narrative essays must include characters speaking to each other (dialogue).
- 5 Stories can be written in the first person (e.g. ‘I went to the shop.’) or the third person (e.g. ‘He went to the shop.’)
- 6 Narrative essays use the past tense.
- 7 Go through the blank planning table. Give learners guidelines as to what kind of information they must include in their table. Fill in the empty planning table in the following way as you explain:

COMPLETED PLANNING TABLE:

TITLE	Choose your own appropriate title
CHARACTERS	Gabriel Utterson, Poole the butler/manservant, various household servants in Jekyll's home
SETTING	First Utterson's rooms; then Jekyll's laboratory ('cabinet'); late at night
PLOT	INTRODUCTION: Who? Where? When?
	BODY: Why has Poole come to Utterson's home? How do the characters feel about each other? What does Utterson decide to do? What happens because of his decision?
	CONCLUSION: How does the story end in Jekyll's 'cabinet' (laboratory)? What does Utterson think is happening?
DIALOGUE	Who will speak? What will they say to each other?
NARRATOR	Learners will write in the third person from an outsider's perspective (point of view). When the narrator is NOT in the story, this is called omniscient narration.

INDEPENDENT WORK:

- 1 Instruct learners to close their eyes and imagine Poole and Utterson in the lawyer's rooms (offices), sitting in front of the fire. Once their eyes are closed, ask learners to imagine: 'Why is it unusual for the characters to meet in this place?' 'What emotions are they feeling?' 'What do they talk about?'
- 2 Instruct learners to take out their exercise books and turn to a clean double page. (This way the planning table and the paragraph table – which is used in the drafting section – will be next to each other.)
- 3 Instruct learners to copy the topic and the empty planning table (above) into their exercise books, leaving at least four lines for each line on the table.
- 4 Remind learners that when they fill in their own planning table:
 - a This is a plan so there is no need for full sentences yet.
 - b The development of the story is up to them.
 - c Ideas can be changed as they think and plan.
- 5 Tell learners: You can refer to pg. 47 to 54 to get the facts about this meeting.
- 6 Now give learners time to fill in their own planning table quietly. As learners write, walk around the classroom to assist anyone who is struggling.
- 7 This task can be completed for homework. Learners must have a completed planning table before the drafting activity.

SAMPLE FOR TEACHER

SAMPLE PLANNING TABLE

Each learner’s table should look different. This is just an example.

TITLE	Monster in the Laboratory
CHARACTERS	Gabriel Utterson, Poole the butler/manservant, various household servants in Jekyll’s home
SETTING	First Utterson’s house; then Jekyll’s laboratory (‘cabinet’); late at night
PLOT	<p>INTRODUCTION:</p> <p>Poole rushed over to Utterson. Wants U’s help to come over to lab and save Dr J from Hyde. J been locked in lab for days, pacing, doesn’t sound like himself. Heard weeping. Poole worried.</p> <p>BODY:</p> <p>Jekyll’s servant Poole arrives unannounced one cold March night after dinner.</p> <p>Tells Utterson that he’s been worried and afraid for a week; suspects ‘foul play’ (pg. 47) in laboratory (‘cabinet’) between Hyde and Jekyll</p> <p>U agrees to go and they rush through deserted streets to J’s laboratory.</p> <p>Servants hysterical and afraid; can’t sleep</p> <p>Poole says Utterson is here to see Jekyll, but Jekyll’s voice sounds strange.</p> <p>Poole says J has been murdered eight days ago, and this is Hyde pretending to be him.</p> <p>P thinks Hyde has been forging letters to chemists, begging for experimental drugs. Also looks dwarfish, wearing a weird mask and avoiding servants: ‘That thing was not my master’ (pg. 52).</p> <p>Utterson agrees that Jekyll has been murdered.</p> <p>They decide to break down door to laboratory ‘cabinet’ where Hyde is hiding. Poole axes in the door.</p>
	Hyde is lying twitching on the floor with a crushed phial (bottle) in his hands of what is probably arsenic: ‘We have come too late’ (pg. 56).

	<p>CONCLUSION:</p> <p>Utterson assumes that Hyde has killed himself; Wonders if Jekyll's body is buried elsewhere on the premises, or perhaps J has fled. No trace of J.</p>
DIALOGUE	<p>Poole begs for Utterson's assistance (help); Utterson asks him what is wrong; They discuss how much J has changed lately.</p>
NARRATOR	<p>Third person, omniscient</p>

3. Drafting

INTRODUCE CRITERIA

Tell learners that now they will use their planning table to write a draft of their essay in the form of paragraphs. They must consider the following criteria:

- 1 Write 250–300 words.
- 2 Write in the past tense.
- 3 Use logical and coherent (understandable) paragraphs.
- 4 Include the information from the planning table.
- 5 Use some dialogue among the characters. Include correct punctuation and speech tags.
- 6 Skip a line after each speaker.
- 7 Use at least three appropriate synonyms for 'said' in your dialogue.
- 8 The dialogue can be informal but the diction (word choice) must be appropriate. The spelling must be accurate.

INSTRUCTIONS

GETTING READY:

- 1 Before class begins, copy the paragraph table onto the board:

	ORIENTATION (BEGINNING)
Paragraph one: Who? Where? When?	
	COMPLICATION (BODY)
Paragraph two: What? How? Why?	
Paragraph three, etc. What? How? Why?	
	CONCLUSION/RESOLUTION (END)
Last paragraph: How does the story end?	

PARAGRAPH PLANNING:

- 1 Settle learners so that you have their attention.
- 2 Explain that now learners will use the information from their planning table to help them create a story.
- 3 Explain that the next step is to order the storyline into paragraphs. Remind learners that in a narrative essay, the paragraphs follow a chronological (time) order. This means that they go in order of what happened. A narrative essay has a beginning (orientation), middle (body) and end (conclusion).
- 4 Instruct learners to copy the paragraph table into their workbooks, on the page next to the planning table.
- 5 Explain that in order to fill in the paragraph table, learners must now think of the order of events in their stories.

- 6 Tell them they should think about how the action develops naturally.
- 7 Remind learners that this is a draft. They are allowed to change their minds and cross out sentences.
- 8 Tell learners that they should write at least four paragraphs.
- 9 Allow learners 30 minutes to complete the paragraph table.
- 10 While learners are organising their thoughts in their paragraph tables, walk around the classroom to answer any questions and give encouragement.

HOMEWORK:

- 1 Go over the criteria of the essay (see above).
- 2 Explain that learners now have everything they need to develop a complete, organised narrative essay.
- 3 Instruct learners to develop (expand by giving detail) the information from the table into written paragraphs.
- 4 Learners must come to class with a draft in paragraphs (not in a table format). This is the draft they will use for editing.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning: Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent 	
	Upper level					
	Lower level		19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
		25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Language confident, exceptionally impressive Compelling and rhetorically effective in tone Virtually error-free in grammar and spelling Very skilfully crafted 	11-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Language is effective and a consistently appropriate tone is used Largely error-free in grammar and spelling Very well crafted 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Appropriate use of language to convey meaning Tone is appropriate Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Very basic use of language Tone and diction are inappropriate Very limited vocabulary 	0-3 <ul style="list-style-type: none"> Language incomprehensible Tone, register, style and vocabulary not appropriate to purpose, audience and context Vocabulary limitations so extreme as to make comprehension impossible
	13 <ul style="list-style-type: none"> Language excellent and rhetorically effective in tone Virtually error-free in grammar and spelling Skilfully crafted 	10 <ul style="list-style-type: none"> Language engaging and generally effective Appropriate and effective tone Few errors in grammar and spelling Well crafted 	7 <ul style="list-style-type: none"> Adequate use of language with some inconsistencies Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> Inadequate use of language Little or no variety in sentence Exceptionally limited vocabulary 	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5 <ul style="list-style-type: none"> Excellent development of topic Exceptional detail Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> Logical development of details Coherent Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> Relevant details developed Sentences, paragraphs well-constructed Essay still makes sense 	2 <ul style="list-style-type: none"> Some valid points Sentences and paragraphs faulty Essay still makes some sense 	0-1 <ul style="list-style-type: none"> Necessary points lacking Sentences and paragraphs faulty Essay lacks sense

4. Editing

STRATEGY

Peer-editing

INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Settle the class so that you have their attention.
- 3 Explain to the learners that they will use peer-editing to improve their writing.
- 4 Instruct learners to take out their written drafts.
- 5 Instruct learners to copy the peer-editing checklist (below) into their exercise books on the next page.
- 6 Give learners 5 minutes to copy the peer-editing checklist.
- 7 Then, instruct learners to swap their exercise book with a neighbour.
- 8 Instruct learners to read the draft in front of them in silence.
- 9 Instruct learners to read their partner's essay and to check the following:
 - Has the writer used correct punctuation – especially for the direct speech?
 - Has the writer used at least three synonyms for 'said'?
- 10 Instruct learners to read the essay a second time, this time checking the following:
 - Does the story have a beginning (introduction), middle (complication) and end (conclusion/resolution)?
 - Has the writer used at least four paragraphs?
- 11 Instruct learners to fill in the peer-editing checklist in their partner's book by ticking each item if it is included and has been done correctly. Explain that learners must try to think of how they can help their partner make their writing better.
- 12 When the learners are finished, they must hand back the draft to its writer.
- 13 Give learners 2–3 minutes for learners to read the notes their partner has given them.
- 14 Allow 5–10 minutes for learners to explain the suggested corrections to their partner.
- 15 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is fine if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

Has my partner:

- 1 Included a title?
- 2 Written the story in the past tense?
- 3 Structured the story with a beginning, middle and end?
- 4 Used at least four paragraphs?
- 5 Used direct speech correctly?
- 6 Left an empty line each time a different character speaks?

- 7 Used at least three synonyms in place of 'said'?
- 8 Started all sentences with capital letters and ended them with appropriate punctuation marks?
- 9 Used correct spelling?
- 10 Written down the correct number of words?

Answer these questions to help your partner improve:

- 1 One thing I like about this story is...
- 2 I am still wondering ...

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, and the heading 'Narrative Essay.'
- 3 They must write in paragraph (not table) form.
- 4 They must write neatly, leaving an empty line between paragraphs.
- 5 At the bottom of their essay they must write the words 'Word count' followed by the number of words in their essay.
- 6 Publishing can be given as homework.

PRESENTING STRATEGY

Turn and talk

PRESENTING INSTRUCTIONS

- 1 Explain that next, they will turn and talk with a partner about their own essays.
- 2 Split learners into pairs. They must not have the same partners who peer-edited their work.
- 3 Instruct learners to take turns reading their essay out loud to their partner.
- 4 Instruct the learner who is listening to come up with one compliment, i.e. they must tell their partner something they liked about the writing.
- 5 If time permits, call learners back together.
- 6 Ask for a few volunteers to read their essays to the class.
- 7 Applaud each learner after they have read their work. Give each volunteer a compliment about their essay.
- 8 Praise the class on the process of writing, and remind them that good writers always follow a thorough planning, drafting and editing process.

COMPLETED EXAMPLE

NARRATIVE ESSAY

MONSTER IN THE LABORATORY

The March night was cold and blustery, and Utterson couldn't believe that Poole had come to his house in this weather. Utterson was usually pleased to see Poole. The man was pleasant and hardly ever panicked – admirable qualities in a butler.

But tonight Utterson was shocked at Poole's wild look.

'Please let me in!' Poole gasped. 'We are in desperate need of your help!'

'But of course!' Utterson welcomed Poole inside to the fire. 'Would you like some wine?'

The butler gratefully sank into the armchair, and Utterson saw the man's legs were shaking.

'Now,' the lawyer pronounced firmly. 'Tell me everything, and I will do my best to help.'

'My master, Sir, has not been himself lately. And eight days ago, he disappeared!'

Utterson's heart sank. He had feared similar news.

'His cabinet is out of bounds to the servants now, Sir. He practically growls at us! And, when I did catch a glimpse of him, he had a mask of sort on his face! He ran from me, Sir!' Poole was on the edge of his armchair. 'But that's not the worst of it: his voice has changed!'

'Changed?' queried Utterson. There was clearly something inexplicable: some evil presence.

'Yes, Sir! I fear it is Mr Hyde in the cabinet! He has done away with my master!'

'Come,' decided Utterson. 'Let us investigate at once.'

The two rushed back through the empty streets. At Jekyll's house the staff were all still awake and agitated, some weeping quietly. The butler picked up the axe.

'It is time, Poole,' pronounced Utterson. The butler raised the axe and smashed in the cabinet's red baize door.

On the carpet inside lay the sprawled and twitching corpse of Edward Hyde, a small vial of poison in his hand. Henry Jekyll was nowhere to be found.

Word count: 305

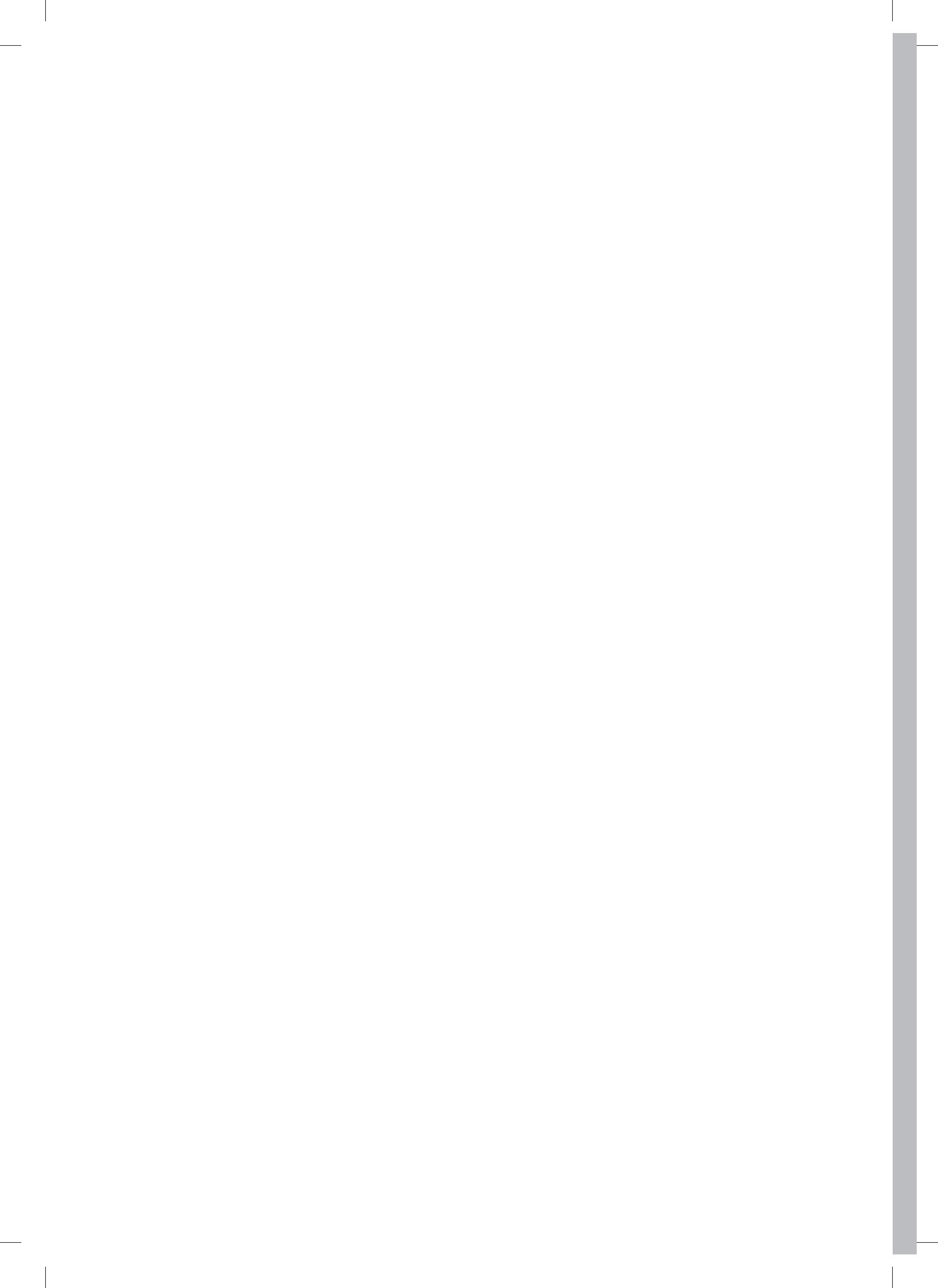
Mark: 40/50

TEACHER FEEDBACK

This essay is a good effort. You have stuck to the topic, and really made us feel Poole's frustration and his fright. The dialogue develops naturally, and you have made the characters sound as if they really speak this way.

You could have started some of your direct speech with the speech tag instead of having all the dialogue in exactly the same format. However, you have used many different words as synonyms for 'said', and that is wonderful. Also, there are lots of adverbs and strong verbs, and you've made the reader feel as if they are at the scene.

You should feel proud of this work.



**Strange Case
of Dr Jekyll
and Mr Hyde**

**Writing and
presenting**

CYCLE 3

Writing and presenting

Argumentative essay

(IMPORTANT: Only do this writing activity after you have finished reading ‘The Strange Case of Dr Jekyll and Mr Hyde’; otherwise it will spoil the ending of the story.)

Topic:

Dr Jekyll is an upstanding member of the London community. He creates a drug, however, which releases the evil side of his personality. Because of this potion, Dr Jekyll can transform (change) himself into Mr Hyde, a brutal man who commits terrible crimes without feeling mercy or remorse. Soon the transformations are no longer controllable, and Dr Jekyll cannot get the ingredients to make more potion to change himself back again from being Mr Hyde. He will have to stay Mr Hyde forever. This is problematic because Hyde is wanted by the police for murdering Sir Carew. Dr Jekyll writes his confession and commits suicide by swallowing poison. His amazing scientific discovery ultimately leads to his tragic death.

Who is more responsible for the murders and abuse of innocent people – Dr Jekyll or Mr Hyde? Give your opinion and support it with three different pieces of evidence from the novel.

Use ‘Henry Jekyll’s Full Statement of the Case’, (starting on page 71) to help you.

Length of task

250–300 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Persuasion/ Argumentative essay	To argue a case for a point of view To attempt to convince the reader	Statement of position, e.g. <i>Shops should be closed on Sunday</i> Series of arguments – often in the form of a point plus elaboration, e.g. <i>Everyone needs a day of rest. This is especially important for people who work in shops because ...</i> Reinforcement – summary and restatement of the opening position, e.g. <i>We have seen that ...so...</i>	Simple present tense, e.g. <i>I play tennis every week./ Snakes are reptiles.</i> Focus mainly on generic participants, e.g. <i>shops, people</i> Reason, cause/effect, concessive conjunctions/ logical connectors, e.g. <i>this shows, however, because, therefore</i>

Introduction

Tell learners that today they are going to write an argumentative essay. The essay will be linked to the novel, 'The Strange Case of Dr Jekyll and Mr Hyde'. In this essay, learners will decide who is more responsible for the atrocities Mr Hyde commits: Dr Jekyll or Mr Hyde?

Teach the genre

PURPOSE:

Argumentative writing is writing that attempts to argue a certain point of view and convince the reader to agree with that point of view.

(NOTE: In a discursive essay, the writer may discuss different points of view. In an argument, the writer must choose one point of view and stick to it.)

HOW TO WRITE AN ARGUMENTATIVE ESSAY:

The writer must try to remain unemotional and use sensible arguments to support their point of view. The writer does not need to believe strongly in their chosen point of view. However, solid explanations based on good strong evidence are required to support a convincing argument.

It is important to teach learners how to do the following things:

- 1 Take a stance (have a point of view) on a topic
- 2 Use a number of explanations to back up that stance
- 3 Provide logical, sensible, relevant evidence as support
- 4 Be able to use logical connectors to craft a good argument (e.g. this shows, in addition, because, therefore)
- 5 Write good introductory and concluding paragraphs.

Ideas for teaching selected features are suggested below.

Teach selected text structures and language features

DEVELOPING ARGUMENTS

Activity 1: Take a stance

- 1 Explain that for learners to make a good argument, they must be clear on what their point of view is on an issue that not everyone agrees about. They must take a position or stance.
- 2 Write this statement on the board: Dr Jekyll should not have killed himself.
- 3 Ask learners to decide if they agree OR disagree with this point of view.
- 4 Ask for a show of hands for each stance: For the statement (agreeing) or against the statement (disagreeing). Each learner can vote only once.

- 5 Remind them that, by voting, they have taken a stance or position on a subject that not everyone agrees on.

Activity 2: Explain your stance

- 1 Instruct each learner to open their exercise books and write down the stance they have chosen.
- 2 Instruct learners to write down one reason for their stance. Explain that this is an explanation. It explains why they have the opinion they have.
- 3 Give learners a few minutes to write. As learners write, draw the following table on the board:

Explanation	Support/Evidence

- 4 Call learners back together.
- 5 Ask learners: What is your opinion and what is one reason for your opinion?
- 6 Call on a few learners to share their opinion and explanation. Write a few of these down into the table, for example:

Explanation	Support/Evidence
FOR: Jekyll should not have killed himself because it is God's job to kill people – not humans.	
AGAINST: Jekyll killed another person. Therefore, it is right that he killed himself.	

Activity 3: Support your stance

- 1 Once you have filled in a few explanations onto the table, explain that we still need evidence and support for these explanations. Support and evidence show why our explanations are true and important.
- 2 Instruct learners to look at the explanation they have written. They must give one or two reasons why they think this is true and important.
- 3 Give learners a few minutes to write. Walk around the room and help struggling learners.
- 4 Call learners back together.
- 5 Ask learners to share their support/evidence. Add to the explanation you have written on the board AND/OR add new ones, like:

Explanation	Support/Evidence
FOR: Jekyll should not have killed himself because it is God's job to kill people – not humans.	Humans can't make life from nothing; only God can, so it's not right to take own life.
AGAINST: Jekyll killed another person. Therefore, it is right that he killed himself.	Jekyll feels dead to himself because he is so ashamed of the terrible things he has done. He may as well kill himself. He has no right to live, as he too has taken someone's life.
FOR: Jekyll should be punished according to the law.	The law is made to deal with murderers. He is a coward for killing himself and, in doing so, avoiding the consequences of the law.

CONCLUSION:

- 1 Now that you have filled in the table and discussed, ask learners: Which argument do you think is more convincing, based on the evidence?
- 2 Ask for a show of hands for each stance: For the statement (agreeing that Jekyll should NOT have killed himself) OR against the statement (disagreeing, and saying that Jekyll was right to have killed himself). Each learner can vote only once.
- 3 Remind the learners that effective argumentative writing depends on good explanation and convincing support.

Activity 4: Using conjunctions and logical connectors

GETTING READY:

- 1 Before the lesson begins write the following on the board:

Dr Jekyll feels guilty about what he has done. He writes a letter to Utterson explaining what has happened. He kills himself. This is surprising. Jekyll was an accomplished doctor. Jekyll was a good person. Jekyll made one terrible mistake. Some people might think that he was right to kill himself. Other people think this was wrong.

Connectors:

- So...
- However...
- While...
- Therefore...
- Similarly...
- Then...
- We can agree that...
- On the other hand...

- Based on the fact that...
- We know that because...
- Because...
- In addition...
- Further...
- Furthermore...

INTRODUCTION:

- 1 Explain to learners that in essays, it is very important that our ideas flow logically. This means, we move from one idea to the next in a way that makes sense.
- 2 Explain that connectors tell readers where we are going in the argument.
- 3 Read the sentences written on the board to learners. Read the connectors.
- 4 Explain that today, learners will work with a partner to connect the sentences into a logical paragraph using the connectors that have been listed. Explain that there are lots of different options – there is not only one right answer.
- 5 Explain that learners must use each connector only once.

MODELLING:

Model how to do the first one for learners, like: Dr Jekyll feels guilty about what he has done. Therefore, he writes a letter to Utterson explaining what has happened.

JOINT WORK:

Call a learner to connect the next two sentences, like: He writes a letter to Utterson explaining what has happened. Then, he kills himself.

PAIR WORK:

Instruct learners to turn to a partner and connect as many of the other sentences as possible, using the given connectors.

DISCUSSION:

- 1 Call learners back together.
- 2 Go through the sentences with learners. Ask learners to suggest connectors that work. Underline the connectors that learners suggest as you go, like:

Dr Jekyll feels guilty about what he has done. Therefore, he writes a letter to Utterson explaining what has happened. Then, he kills himself. We can agree that this is surprising. We know that Jekyll was an accomplished doctor. In addition, Jekyll was a good person. However, Jekyll made one terrible mistake. Some people might think this he was right to kill himself. On the other hand, some people think this was wrong.

- 3 Remember that there are many possibilities! This is just one example.

CONCLUSION:

- 1 Instruct learners to take out their exercise books and copy the list of connectors into their books.

- 2 Explain that learners will be required to use at least three different connectors in their argumentative essays.

Useful genre-related vocabulary

persuasion	using arguments to convince the reader that a particular point of view is correct
proof/evidence	supporting ideas to back up a point of view
stance	a point of view

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now start to write their argumentative essays.
- 2 They will use Chapter 10 of ‘The Strange Case of Dr Jekyll and Mr Hyde’ as a source to build arguments.
- 3 They will write an essay voicing an argument about who is more responsible for the abuse and murder of innocent people – Dr Jekyll or Mr Hyde?

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Take a stance and build the argument.
- c Re-read ‘Henry Jekyll’s Full Statement of the Case’ (starting on page 71) to find evidence.
- d Select the best points from their planning tables.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: Dr Jekyll is an upstanding member of the London community. He creates a drug, however, which releases the evil side of his personality. Because of this potion, Dr Jekyll can transform (change) himself into Mr Hyde, a brutal man who commits terrible crimes without feeling mercy or remorse. Soon the transformations are no longer controllable, and Dr Jekyll cannot get the ingredients to make more potion to change himself back again from being Mr Hyde. He will have to stay Mr Hyde forever. This is problematic because Hyde is wanted by the police for murdering Sir Carew. Dr Jekyll writes his confession and commits suicide by swallowing poison. His amazing scientific discovery ultimately leads to his tragic death.

Who is more responsible for the murders and abuse of innocent people – Dr Jekyll or Mr Hyde? Give your opinion and support it with three different pieces of evidence from the novel.

Use ‘Henry Jekyll’s Full Statement of the Case’, (starting on page 71) to help you.

B. TAKE A STANCE AND BUILD THE ARGUMENT

- 1 Explain that today, learners will begin planning for their essays. First, learners need to take a stance.
- 2 Remind learners that the two possible arguments are:
 - a Jekyll is more responsible for abuse and murder than Hyde OR
 - b Hyde is more responsible for abuse and murder than Jekyll.
- 3 Instruct learners to take out their exercise books and write down their stance.
- 4 Instruct learners to make two columns, headed ‘Explanation’ and ‘Support/Evidence’. (Please refer to the example in the ‘Sample for the Teacher’ section below.)
- 5 Then, instruct learners to write down as many ‘Explanations’ (reasons) as they can think of for their stance. They must leave five lines between each explanation.

C. USE A SOURCE TEXT TO PROVIDE SUPPORT AND EVIDENCE

MODELLING:

- 1 Explain to learners that they will be using ‘Henry Jekyll’s Full Statement of the Case’ as a source text. This means that they can use ideas and arguments from this section of the novel to provide support for their ideas.
- 2 Instruct learners to take out their copies of ‘The Strange Case of Dr Jekyll and Mr Hyde’ and to go turn to page 71, ‘Henry Jekyll’s Full Statement of the Case’.
- 3 Tell learners that you will look at a few pages together to help them get started. Read the first page, until you get to the first example of evidence (proof) that supports Jekyll being more responsible for abuse and murder than Hyde.
- 4 The first example on pg. 71 is ‘I concealed my pleasures...I stood already committed to a profound duplicity of life.’
- 5 Another example on pg. 71 is ‘I regarded and hid them with an almost morbid sense of shame.’
- 6 Read up until the first example on pg. 71 with the class (‘I concealed my pleasures...I stood already committed to a profound duplicity of life.’) Explain to learners, that this evidence supports the argument that Jekyll is more responsible for abuse and murder than Hyde.
- 7 Explain that not everyone will use every example – they are looking for evidence to support their own ideas. This is just one example! There are many other examples in this section of the text.
- 8 Show learners on the chalkboard how you expect them to fill in the columns:

Explanation	Support/Evidence
Jekyll always felt trapped by his social status.	Pg. 71: 'I concealed my pleasures...I stood already committed to a profound duplicity (deep deceit) of life,' and 'I regarded and hid them with an almost morbid sense of shame.'

- 9 When you have completed the example ask learners if they have any questions.

JOINT ACTIVITY:

- 1 Call on one learner to keep reading until they reach the next example.
- 2 Help guide this learner to fill out the next item on the table, like:

Explanation	Support/Evidence
He delights in Hyde's terrible acts and feels free.	Pg. 75: Hyde's appearance seemed 'natural and human' to Jekyll even though he was doing terrible things.

- 3 Assist the learners if they struggle.

GROUP ACTIVITY:

- 1 Now divide the class into groups of 5 or 6 learners. **Each learner in the group should have the same stance.** This means all the learners in each group must be arguing the same point.
- 2 They must scan the rest of the chapter together, (just as you have modelled) and identify any words or phrases or ideas that support their argument/explanations.
- 3 They must fill out their planning tables as they work, so that they build good arguments, backed with evidence.
- 4 Give them time to read and discuss.
- 5 If needed, learners may complete their planning tables for homework.

4 SELECT THE BEST POINTS FORM THEIR PLANNING TABLES

- 1 Call learners back together.
- 2 Instruct learners to read over their planning tables. Learners must read the explanations. They must think about which explanations have the most evidence.
- 3 Explain that learners must choose their best three explanations (reasons) for their stance.
- 4 Explain that these three explanations will form the body of the learners' essays. Learners will turn each explanation into a paragraph.

SAMPLE FOR TEACHER

SAMPLE COMPLETED PLANNING TABLE

Remember this will look different for each learner. In addition, we have only presented one side of the argument here! Learners may argue either side.

MY STANCE: JEKYLL IS MORE RESPONSIBLE FOR ABUSE AND MURDER THAN HYDE.

Explanation/ Reason	Support/Evidence
Jekyll always felt trapped by his social status.	From the beginning of his life Jekyll was unhappy with his wealth and good standing as a citizen. He craved variety and wildness, and the excitement of illegal and immoral acts. Pg. 71: 'I concealed my pleasures...I stood already committed to a profound duplicity (deep deceit) of life,' and 'I regarded and hid them with an almost morbid sense of shame.' He has always been dual-natured: 'My devil had long been caged, he came out roaring.' (pg. 81)
He delights in Hyde's terrible acts and feels free.	Pg. 75: Hyde's appearance seemed 'natural and human' to Jekyll. In addition, his pleasures are 'undignified' and 'depraved', 'malign', 'villainous', 'bestial' (pg. 77) – all negative, but very much enjoyed by Jekyll. 'And thus his conscience slumbered' (pg. 77) as Jekyll '...projected and shared in the pleasures and adventures of Hyde.' (pg. 80) Jekyll actively imagines and encourages Hyde to commit horrible beatings and tortures. 'Instantly the spirit of hell awoke in me and raged. With a transport of glee I mauled the unresisting body...' (pg. 81)
Jekyll kills both of his personalities because he knows that Hyde is bad.	Jekyll understands that Hyde is without mercy or good in him. 'That child of Hell had nothing human; nothing lived in him but fear and hatred.' (pg. 85) Hyde has a 'callous' (unfeeling) soul (pg. 88) and 'ape-like spite'. Also, Jekyll knows his control is at an end, and Hyde will soon rule forever: 'This, then, is the last time...that Henry Jekyll can think his own thoughts or see his own face...I bring the life of that unhappy Henry Jekyll to an end.' (pg. 88)

3. Drafting

INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The essay must be 250–300 words long.
- 2 They may choose only one stance in the argument.
- 3 They will need five paragraphs, including the introduction and the conclusion.

- 4 All explanations must be accompanied by supporting evidence or proof.
- 5 They should keep their language as objective as they can.
- 6 They must write in the present simple tense as far as possible.
- 7 They must use at least three connectors in their essays.

INSTRUCTIONS

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Explain that today, learners will draft their plans into a full essay of 250 to 300 words.
- 3 Explain to learners: Just like a house or building, every essay needs a structure.
- 4 Remind learners: Each paragraph contains a different idea. The paragraphs follow each other in a particular structure, so they make sense to the reader.
- 5 Explain that learners will re-order your arguments into strong paragraphs.

A. WRITE AN INTRODUCTION

- 1 Explain that an argumentative essay must begin with an introduction.
- 2 Explain: An introduction tells the reader briefly:
 - what you think (your position or stance)
 - why you think that (a justification)
 - what you are going to discuss in your essay
- 3 Instruct learners to begin their essays with the starter: In my opinion...
- 4 Instruct learners to take out their exercise books. They must write their own opinion on the topic, why they think that overall and explain briefly what they will discuss in the essay.
- 5 Give learners time to write an introduction.

B. ORGANISING THE BODY

- 1 Explain that in the body, learner must have three paragraphs that each discusses a different explanation for their opinion.
- 2 Explain that each of the explanations (from the left column of their planning tables) they have written can become the topic sentences. The rest of the paragraph will be the evidence from the right hand side of the table.
- 3 Instruct learners to look at their planning tables, and to write the topic sentences for each of their sentences, like:
 - a In his testament, Jekyll explains that he always felt confined or trapped by his role in society.
 - b Jekyll also feels a wonderful freedom when he originally changes into Hyde.
 - c Jekyll chooses to commit suicide by poison.
- 4 Give learners time to use their topic sentences and planning tables to complete the body of their essays.

C. WRITE A CONCLUSION

- 1** Explain that an argumentative essay must end with a conclusion.
- 2** Explain that in a conclusion, you must:
 - a** restate your stance
 - b** summarise your explanations
 - c** conclude your response
- 3** Instruct learners to begin their essays with the starter: In conclusion...
- 4** Give learners time to write their conclusions.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent
	25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 	19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
	Upper level				
	Lower level				

CYCLE 3

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Language confident, exceptionally impressive Compelling and rhetorically effective in tone Virtually error-free in grammar and spelling Very skilfully crafted 	11-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Language is effective and a consistently appropriate tone is used Largely error-free in grammar and spelling Very well crafted 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Appropriate use of language to convey meaning Tone is appropriate Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Very basic use of language Tone and diction are inappropriate Very limited vocabulary 	0-3 <ul style="list-style-type: none"> Language incomprehensible Tone, register, style and vocabulary not appropriate to purpose, audience and context Vocabulary limitations so extreme as to make comprehension impossible
	13 <ul style="list-style-type: none"> Language excellent and rhetorically effective in tone Virtually error-free in grammar and spelling Skilfully crafted 	10 <ul style="list-style-type: none"> Language engaging and generally effective Appropriate and effective tone Few errors in grammar and spelling Well crafted 	7 <ul style="list-style-type: none"> Adequate use of language with some inconsistencies Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> Inadequate use of language Little or no variety in sentence Exceptionally limited vocabulary 	0-1 <ul style="list-style-type: none"> Necessary points lacking Sentences and paragraphs faulty Essay still makes some sense
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5 <ul style="list-style-type: none"> Excellent development of topic Exceptional detail Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> Logical development of details Coherent Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> Relevant details developed Sentences, paragraphs well-constructed Essay still makes sense 	2 <ul style="list-style-type: none"> Some valid points Sentences and paragraphs faulty Essay still makes some sense 	0-1 <ul style="list-style-type: none"> Necessary points lacking Sentences and paragraphs faulty Essay lacks sense
	Upper level	Lower level			

4. Editing

STRATEGY

Peer edit

INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit a peer's work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to read their partner's essay to see if they have done what the question in the checklist asks. If they find that their partner has not done something required by the checklist, they must make a note of it.
- 7 Give learners time to edit their partner's work. Wherever they find writing that they think could be improved, they must underline it, circle it or make a note of it in pencil on the page. Both partners do this silently at the same time.
- 8 As learners work, walk around the room to help pairs that are struggling.
- 9 Then, taking turns, learners they must share their ideas with their partners about how to improve the writing.

EDITING CHECKLIST

Write the following checklist on the chalkboard for learners to use when editing their partner's essay:

- 1 Does my partner's introduction state the stance and point of view clearly?
- 2 Do paragraphs 2, 3, and 4 contain a clear explanation (one per paragraph) and provide two pieces of supporting evidence or proof for each one?
- 3 Does the conclusion restate the stance and summarise the explanations?
- 4 Name one argument that is convincing?
- 5 Name one argument that could be improved?
- 6 Do the paragraphs appear in an order that makes sense?
- 7 Do all the sentences start with capital letters and end with an appropriate punctuation mark?
- 8 Has your partner checked that their spelling is correct?
- 9 Has your partner tried to remain unemotional and objective?
- 10 Has your partner used at least two connectors?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly on lined paper.
- 2 Learners must read through the edits their partner has made. They must read through the editing checklist. Learners must consider the feedback from their partner as they write their final draft.
- 3 At the top of the page, they must include their name, the date, the words ‘Argumentative Essay’, as well as their own title for their essay.
- 4 They must write neatly, leaving an empty line between paragraphs.
- 5 At the bottom of their essay they must write the words ‘Word count’ followed by the number of words in their essay.
- 6 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and talk, and wall display

PRESENTING INSTRUCTIONS

- 1 Put learners into new pairs. They must not have the same partners that peer edited their work.
- 2 Tell learners: Either read your essay to your partner, or let your partner read it silently.
- 3 Instruct them to come up with one compliment, i.e. they must tell their partner something they liked about the writing.
- 4 Ask for a few volunteers to read their essays to the class.
- 5 Applaud each learner after they have read their work.
- 6 After you have completed marking the essays, choose the best examples for display on the wall.

COMPLETED EXAMPLE
ARGUMENTATIVE ESSAY

DR JEKYLL: EVIL MASTERMIND

In my opinion, Jekyll is more responsible for the abuse and murder of innocent people.

He is the creator of Edward Hyde, so Jekyll could have refused to use the potion after the initial transformation. Instead, he reveled in the violence and brutality. Therefore, his evil is intentional. Furthermore, he makes it worse by not acknowledging his corruption.

Firstly, in his testament, Jekyll explains that he always felt confined or trapped by his role in society. Even though he was rich and respected, he felt a wildness in his personality that was unsatisfied. Jekyll wants to be able to commit immoral and illegal acts without feeling ashamed of himself. 'My devil had long been caged, he came out roaring.' (pg. 81)

Secondly, Jekyll also feels a wonderful freedom when he originally changes into Hyde. No one recognises Jekyll, and he feels that he is able to keep his two, opposite, lives separate. This tells us that Jekyll himself must have an immoral side too. He is always aware that Hyde exists, and he delights in Hyde's terrible acts: '...projected and shared in the pleasures and adventures of Hyde' (pg. 80) and how with a transport of glee '...I mauled the unresisting body...' It is Jekyll who first lets Hyde loose – and then lets him keep committing terrible crimes. Jekyll acknowledges that he is the evil mastermind, and that his 'conscience slumbered' (pg. 77).

Lastly, Jekyll chooses to commit suicide by poison. This is an obvious acknowledgement that the actions of Hyde are Jekyll's fault. He finally decides to prevent further crime by killing the 'child of Hell' (pg. 85) – but only because Jekyll fears jail or hanging.

In conclusion, it is clear that Jekyll is the evil mastermind, because he merely fulfills a dream he has always had, to be without conscience. Edward Hyde is his creation – and also ultimately his destruction.

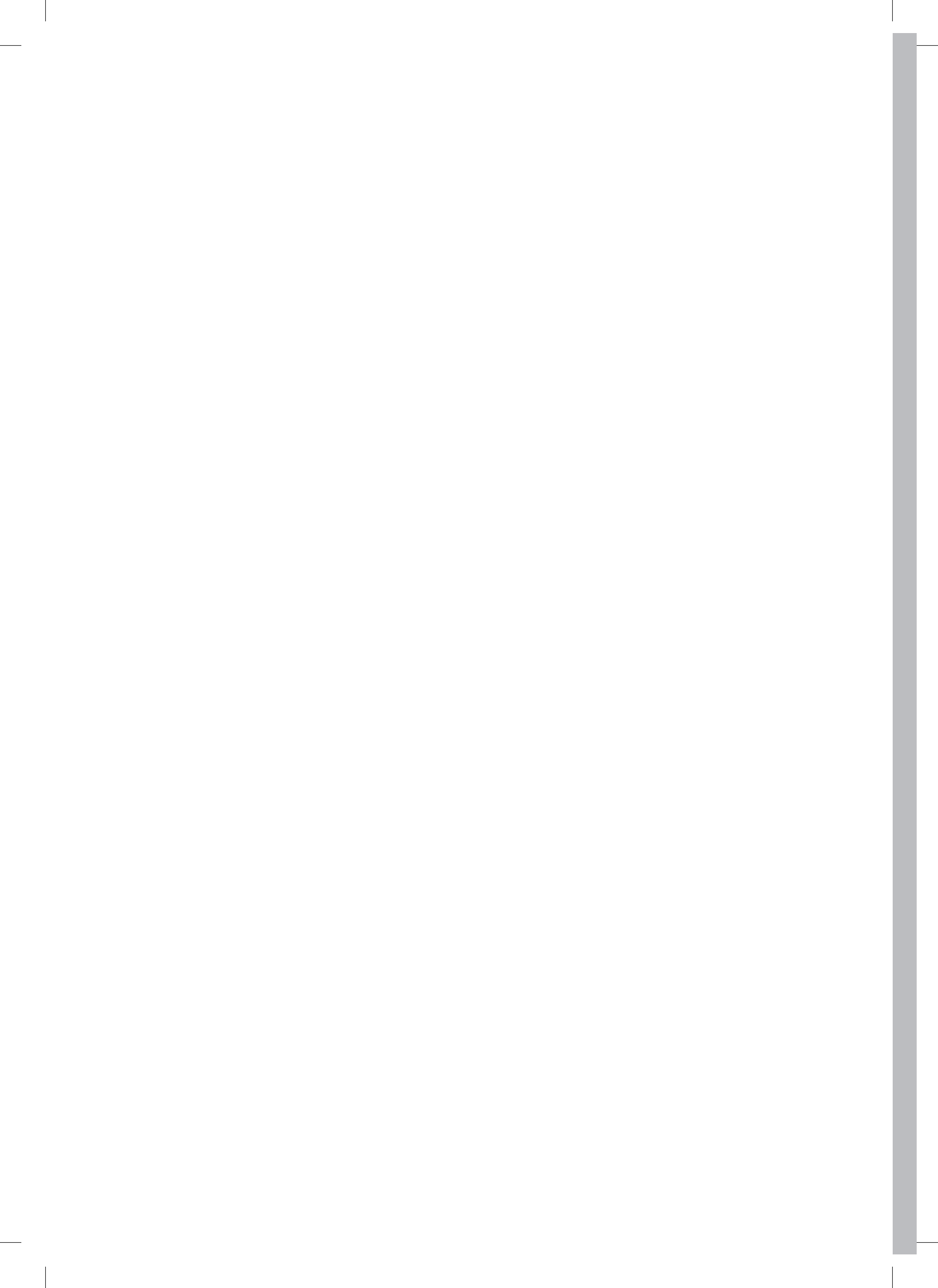
Word count: 300

Mark: 44/50

TEACHER FEEDBACK

This was a most pleasing argument to read. Your paragraphs are well ordered and contain good points. Your introduction gets the attention of the reader, and states your opinion clearly and convincingly. Similarly, the concluding paragraph works very well, especially the last sentence.

You have presented some good evidence for your explanations, and you use quotes very well. It may be good to use a thesaurus so that you do not repeat the same words too often. For example, some synonyms for 'evil' could be 'malicious', 'corrupt' or 'villainous'. All in all, this was excellent, and I am firmly convinced that Jekyll was at fault. Well done!



**Strange Case
of Dr Jekyll
and Mr Hyde**

**Writing and
presenting**

CYCLE 4

Writing and presenting

Personal recount

Topic:

Imagine that you are Dr Jekyll’s maidservant. Late one night, you are sitting quietly at your upstairs window when you see Sir Carew ask Mr Hyde for directions. You recognise Mr Hyde because he sometimes assists your master with laboratory research experiments. Quite unexpectedly, Hyde leaps on the old man and beat him to death with a walking stick. You are feeling shocked, horrified and afraid by what you just witnessed.

In the morning you plan to go to the police to tell them what you have seen. You are concerned that you will forget some of the details. You decide to write down a personal recount of what has just happened. This way, you can keep all the events straight, in chronological order (the order in which they happened).

Start your recount from when you sat down at the window, up until the time you fainted. You can use the information on pg. 26 and 27 to help you.

Length of task

120–150 words

CAPS reference: pg. 41

Text type	Purpose	Text Structure	Language Features
Personal Recount, also called Informal Report	To tell the reader about a personal experience	<p>Orientation: scene setting or establishing context. e.g. <i>During the school holidays...</i></p> <p>An account of the events that took place, often in chronological order. e.g. <i>I went to Tumelo’s place ... Then ...</i></p> <p>Some additional detail about each event e.g. <i>He was surprised to see me.</i></p> <p>Reorientation: a closing statement that may include elaboration. e.g. <i>I hope I can spend more time with Tumelo. We had fun.</i></p>	<p>Usually written in the past tense</p> <p>Told in the first or third person</p> <p>Time connectives are used, e.g. <i>First, then, next, afterwards, just before that, at last, meanwhile</i></p> <p>Can be in an informal style</p>

Introduction

Tell learners that today they are going to write a personal recount. This recount will be linked to the novel, ‘The Strange Case of Dr Jekyll and Mr Hyde’. Learners will pretend to be Dr Jekyll’s maidservant writing a list of all the things she saw from her window when Hyde murdered Sir Carew.

Teach the genre

PURPOSE:

Explain to learners that a personal recount is a piece of writing that records a personal experience.

HOW TO WRITE A PERSONAL RECOUNT:

Explain to learners that it is clear, simple and informative. It should have the following structure:

- 1 Orientation: Set the scene or establish the context (where and when).
- 2 Narration of events: Explain what happened in chronological order.
- 3 Reorientation: Make a closing statement.

Ideas for teaching these skill are in the section below.

Teach selected text structures and language features

Activity 1: Examining an example of a personal recount

INTRODUCTION:

- 1 Hand out the following short personal recount (and questions below) or write it on the board before class. (NOTE: this example is a lot longer than the one the learners will write. This is to show you as many of the aspects of a personal recount as possible.)
- 2 Read the text aloud, or get a learner to read it aloud.

Last night I found out that my family is moving to Cape Town. I overheard my parents talking in the lounge when they thought my sisters and I were asleep. In the beginning, I thought that it would just be my dad going away for work, so I wasn't that worried. But I kept listening, just in case. Then they started talking about where I would go to high school. Once I realised that they were planning to uproot all of us, I started crying – but quietly, so I didn't wake my sisters. Then I decided that I wasn't going. I would run away instead! I could live with my auntie! I started packing my things, quickly and silently. First I got my ID book because I have to register to write Matric this year. Then I got my cellphone and charger. After that I packed my makeup, my underwear, my best jeans and my good sneakers. I crept to the bathroom, because that was where I had left my glasses. I checked one last time that I had my essentials, kissed my sisters goodbye – they didn't even wake up – and then I sneaked past the lounge where my parents were still arguing about the details of our move. They didn't see me. After that, getting to the back door was easy. By the time they knew I was gone, it was morning, and I was hiding at my auntie's place. She let me stay. After all that, I have to say that this was the best decision I ever made. My marks have improved, and I'm going to ace to the rest of the year. I'm not sorry.

- a When does the writer give the setting (time and place)?
- b What verb tense does the writer use?
- c What is the narrative voice? (Is the narrator talking about herself or someone else?)
- d What time connectives have been used? (These are words that show the order in which things happened.)
- e What register has been used (formal or informal)?
- f How does the piece of writing end?

PAIR WORK:

- 1 Instruct learners to work in pairs.
- 2 Give learners 10 minutes to work out the answers to questions (a) – (f) that appear below the text.
- 3 As learners work in pairs, walk around the class and help learners who are struggling to answer or struggling to stay on task.

DISCUSSION:

- 1 Call learners back together. Ask for volunteers (or cold-call learners) to answer each question.
- 2 From your discussion of their answers, ensure that the class understands:
 - a The writer gives the setting (Last night and in the lounge) at the beginning of the personal recount. This is called the orientation. It is important that it is at the beginning so that the readers have a context for the events: they know when and where the action happens.
 - b The writer has used past tense verbs (e.g. overheard, thought, worried). Most personal recounts are written in the past tense.
 - c The writer has used a first person narrative voice, i.e. 'I'. This is because she is writing about something that happened to her. Most personal recounts use a first person narrative voice, because they are usually records of what happened to the writer.
 - d The following time connectives have been used: in the beginning, once, first, then, after that and by the time. It is very important to use time connectives in a personal recount. These show the order in which the events happened and explain how each event is connected to the one before it. Most personal recounts are written in chronological order. This means that the events are written in the order in which they happened. It is not good enough to start each event with the phrase 'And then...' Learners must try to use a wide variety of time connectives.
 - e The register is reasonably informal. However, the language and spelling are still perfect, and there is no slang.
 - f The final sentence sums up something about the events. This is called the reorientation. In this case, the last two sentences tell us what the writer concluded and how she feels about it. In other texts, it could tell us what the writer learned from the experiences or what their plans are for the future.

Useful genre-related vocabulary	
personal	from your own perspective
recount	to tell someone what happened
informal	not formal; casual; ordinary language
first-person narration	telling your own story from your own perspective
chronological order	in the order in which things happened
connectives	linking words; words that link one paragraph to the next

1. Setting the task

SET THE TASK

- 1 Remind learners that in this lesson, learners will write a Personal Recount (also called an informal report: make sure learners know both names).
- 2 They will use a writing frame to draft write a personal recount.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Use a writing frame.

INSTRUCTIONS FOR PLANNING

A REMIND LEARNERS OF THE TOPIC

Topic: Imagine that you are Dr Jekyll's maidservant. Late one night, you are sitting quietly at your upstairs window when you see Sir Carew ask Mr Hyde for directions. You recognise Mr Hyde because he sometimes assists your master with laboratory research experiments. Quite unexpectedly, Hyde leaps on the old man and beat him to death with a walking stick. You are feeling shocked, horrified and afraid by what you just witnessed.

In the morning you plan to go to the police to tell them what you have seen. You are concerned that you will forget some of the details. You decide to write down a personal recount of what has just happened. This way, you can keep all the events straight, in chronological order (the order in which they happened).

Start your recount from when you sat down at the window, up until the time you fainted. You can use the information on pg. 26 and 27 to help you.

B WRITING FRAME

GETTING READY:

- 1 Before the lesson begins, draw a writing frame on the chalkboard.

- 2 Make sure that you make it big enough for the learners at the back of the room to see it! (NOTE: You can copy the first template that appears in the ‘Sample for the Teacher’ section below this.)

MODELLING:

- 1 Explain that a writing frame is a template that learners can fill in to help them build their text in the correct structure.
- 2 Explain that you will show learners how to fill out a writing frame to help them prepare to write a personal recount.
- 3 Read the topic to learners. Remind them that they must imagine that they are Dr Jekyll’s maidservant. They must write about how they witnessed (saw) Edward Hyde murder Sir Danvers Carew in the street near their own house.
- 4 Read the prompt in the ‘Orientation’ box and fill in the rest of the first sentence on the board, for example: ‘The night was beautiful as I looked out my window onto the serene street below.’

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board to help you fill in the second sentence.
- 2 For example: ‘I noticed a handsome, silver-haired old gentleman taking the air. He was just strolling placidly down the street.’
- 3 Let the learner make the decisions, but step in to guide them if they are go wrong.

INDEPENDENT WORK:

- 1 Instruct learners to open their books to pg. 26.
- 2 They must use pg. 26–27 to gather the information they need to fill in the remaining boxes in the writing frame.
- 3 Give them time to fill in their frames.
- 4 Walk around the room and assist learners who are struggling to stay on task.
- 5 Instruct learners to complete the writing frame for homework.

SAMPLE FOR TEACHER

Below are two samples:

- 1 A blank template for the learners’ assignment topic: the maidservant’s statement about the murder
- 2 A completed writing frame to show you what a completed frame might look like

BLANK WRITING TEMPLATE**TOPIC:**

Imagine that you are Dr Jekyll's maidservant. Late one night, you are sitting quietly at your upstairs window when you see Sir Carew ask Mr Hyde for directions. You recognise Mr Hyde because he sometimes assists your master with laboratory research experiments. Quite unexpectedly, Hyde leaps on the old man and beat him to death with a walking stick. You are feeling shocked, horrified and afraid by what you just witnessed.

In the morning you plan to go to the police to tell them what you have seen. You are concerned that you will forget some of the details. You decide to write down a personal recount of what has just happened. This way, you can keep all the events straight, in chronological order (the order in which they happened).

Start your recount from when you sat down at the window, up until the time you fainted. You can use the information on pg. 26 and 27 to help you.

ORIENTATION: The night was...

To begin,

Next,

After that,

Then,

At that,

REORIENTATION: Now I know that

COMPLETED WRITING TEMPLATE

TOPIC:

Imagine that you are Dr Jekyll's maidservant. You have just witnessed (seen) Edward Hyde murdering Sir Danvers Carew in the street near your own house (away from Dr Jekyll's laboratory home). You were sitting quietly at your upstairs window when you saw Sir Carew ask Mr Hyde for directions. You recognised Mr Hyde because he sometimes assisted your master, Dr Jekyll, with laboratory research experiments. Hyde suddenly leaped on the old man and beat him to death with a walking stick. You are feeling shocked, horrified and afraid by what you just witnessed.

It is very late at night, but in the morning you plan to go to police to tell them what you have seen. You are concerned that you will forget some of the details of the vicious attack, and you don't want the police to think you are hiding information from them. You decide to write down a personal recount of that night so you can remember everything that happened. This way, you can keep all the events straight, in chronological order (the order in which they happened).

Start your recount from when you sat down at the window, up until the time you fainted. You can use the information on pg. 26 and 27 to help you.

ORIENTATION: It was such a beautiful night that I couldn't go to bed. I was sitting in my window, thinking how beautiful and serene the night street was.

To begin with, I noticed a handsome, silver-haired old gentleman taking the fresh air. He was strolling placidly down the street.

Next, I saw him stop and talk to another, smaller man, who was carrying a walking stick. The old man bowed and seemed to be asking politely for directions. I realised that I knew the little man – it was Mr Edward Hyde, Dr Jekyll's unpleasant laboratory assistant.

After that, Mr Hyde suddenly leaped on the old man and began beating him fiercely with the walking stick. The old man tried to fend him off.

Then the old man fell and Mr Hyde stomped on him. I heard his bones shattering!

At that, I fainted and knew nothing further. The next morning, when I had recovered, I went to the police.

(REORIENTATION:) Now I know that Mr Hyde was the killer, I want that despicable man brought to justice!

3. Drafting

INTRODUCE CRITERIA

Explain that learners will now use their writing frames to help them draft their final pieces of writing.

Explain that they must remember the following criteria when drafting their writing:

- 1 This is a longer transactional piece, so it must be 120–150 words. The word count must appear at the bottom of the piece.
- 2 It should be written in a first person narrative voice ('I').
- 3 All verbs must be in the past tense.
- 4 The register can be fairly informal, but language and spelling must be perfect, and there must be no slang.
- 5 The writing must be structured in paragraphs.

INSTRUCTIONS

- 1 Instruct learners to open their notebooks to a clean page. On the top of the page, they must write the date and the heading: 'Personal Recount'.
- 2 Instruct learners to copy the full writing topic from their frame onto the page under the heading. (This is important so that they can refer back to it while writing, to make sure they are following instructions.)
- 3 Explain to learners that in this lesson, they are going to copy the information from their writing frames into their notebooks, but instead of writing the information in boxes, they will now structure the writing in paragraphs.
- 4 They must keep the following in mind:
 - a Each paragraph must be about one part of Dr Jekyll's maidservant's story.
 - b They can join two boxes together to form one paragraph, as long as the content is related, and the whole recount remains in chronological order.
 - c They must still use the time connectives from the prompts (phrases like 'After that' etc.) to help create a chronological flow in the piece of writing.
 - d They must not copy down the words 'Orientation' and 'Reorientation'. Those appeared on the frames to remind them what they were supposed to do.
 - e They can add in details that did not appear on their writing frames. The information on the frame is simply a start.
 - f The criteria for a personal recount (see above).
- 5 Give learners time to write. Walk around the room to assist struggling learners.
- 6 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE		25-30	19-23	14-17	9-12

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopier).
- 2 Explain that for this writing task, learners will edit their own work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist on the next page.
- 6 Instruct learners to read each question, and then to re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly.
- 7 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is fine if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 8 Give learners time to edit their work. Walk around the room to assist learners who are struggling.

EDITING CHECKLIST

- 1 Does the recount start with orientation? (Does it give the context?)
- 2 Do the paragraphs appear in chronological order?
- 3 Have you included all the events in Hyde's murder of Sir Danvers Carew?
- 4 Have you left out all the events not related to the murder?
- 5 Have you used a first-person narrative voice? (Have you written as the maidservant?)
- 6 Have you used past tense verbs?
- 7 Does the recount end with a reorientation – a sentence that sums up what you learned, what you know or how you feel?
- 8 Do all your sentences start with capital letters and end with appropriate punctuation marks?
- 9 Have you checked that your spelling is correct?
- 10 Have you checked that every sentence has at least a subject and a verb?
- 11 Is your piece a minimum of 120 and a maximum of 150 words?

5. Presenting

PUBLISHING REQUIREMENTS

Remind learners that their final versions must:

- 1 Have the heading: 'Personal recount'.
- 2 Have a word count of 120–150 words written at the bottom.
- 3 Be written clearly and neatly.

PRESENTING STRATEGY

Turn and talk

PRESENTING INSTRUCTIONS

- 1 Instruct learners to turn to the person next to them and read their writing out loud to their partner. Both partners must have a chance to read.
- 2 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 3 Ask for three volunteers to read their writing to the class.
- 4 Praise each volunteer for one specific thing they did well.

COMPLETED EXAMPLE

PERSONAL RECOUNT

I was sitting at my window, watching the world go by.

To begin with, I noticed a handsome, silver-haired gentleman taking in the fresh air. He was strolling placidly down the street.

Next, I saw him stop and talk to another, smaller man, who was carrying a walking stick. The old man bowed and seemed to be asking politely for directions. I realised that I knew the little man – it was Mr Edward Hyde, Dr Jekyll's laboratory assistant.

After that, Mr Hyde suddenly leaped on the old man and began beating him fiercely with the walking stick. The old man fought back.

Then the old man fell and Mr Hyde stomped on him. I heard his bones shattering!

I fainted and knew nothing further. The next morning, when I had recovered, I went to the police.

Now I know that Mr Hyde was the killer, I want that despicable man brought to justice!

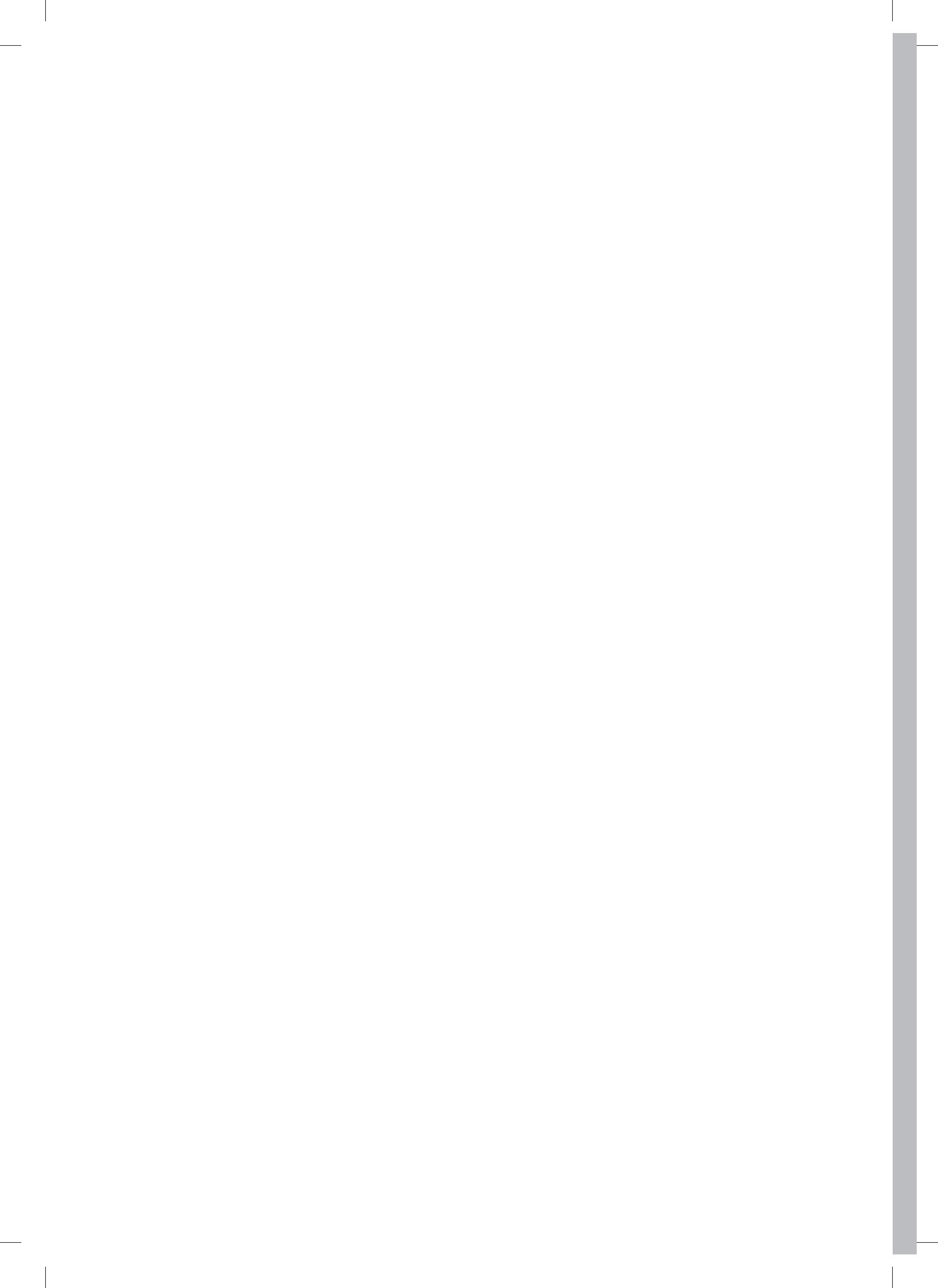
Word count: 176

Mark: 26/30

TEACHER FEEDBACK

This is a very good personal recount. You have all the text features right: you used a first person narrative voice and past tense verbs. The events were reported in chronological order. You used the time connectives from the writing frame, so the piece flows nicely from one even to another. Your paragraph structure is also excellent, and you have a clear orientation at the start and reorientation at the end.

I can tell that you worked put a lot of effort into your planning, drafting and editing. Well done on a fantastic piece of writing!



**Strange Case
of Dr Jekyll
and Mr Hyde**

**Writing and
presenting**

CYCLE 5

Writing and presenting

Formal (or business) letter

Topic:

Imagine that you are Gabriel Utterson, Dr Henry Jekyll’s lawyer. You are deeply disturbed by the terms in Jekyll’s new will. In the will, Jekyll says that if he dies or disappears for longer than three months, then Mr Hyde will inherit all Dr Jekyll’s possessions – his house, laboratory and all of his money.

You disliked Edward Hyde the first time you heard about him from Mr Enfield, who told you the story of how Hyde trampled a little girl and left her injured on the ground. Then you found out that Hyde had a key to Dr Jekyll’s laboratory at the side of his house. You are disturbed by the idea that he is a trusted assistant to the doctor. You think Mr Hyde is blackmailing Dr Jekyll into hiring him. You want to warn Dr Jekyll that Edward Hyde should not be trusted, because he has a bad reputation.

You decide to write Jekyll a letter, to persuade (convince) him to have nothing more to do with Hyde. This is a serious matter so you decide to write your letter as a formal letter, with the proper format. Make sure your language is appropriate. Most importantly, think about how you can use persuasive language to change his mind about his will. You do NOT want Jekyll to leave all his possessions and property to Hyde.

Length of task

120–150 words (This is the content only; do not include the address and greeting in this word count.)

CAPS reference: pg. 43

Text type	Purpose	Text Structure	Language Features
Formal (business) letter (Long)	Various, e.g. to apply for a job or bursary; to complain, request etc. For this topic, the purpose is to persuade the reader to change his course of action.	Writer’s address, date, recipient’s address, salutation Heading Structure of letter will vary depending on purpose. In this case, because the purpose is to persuade, the structure must be designed for this purpose Closing and signature	Usually formal in style. Makes use of language conventions, e.g. <i>Dear Sir/Madam, Yours sincerely</i> Generally concise: brief and to the point

Introduction

Tell learners that today they are going to write a formal letter. This letter will be linked to the novel, 'The Strange Case of Dr Jekyll and Mr Hyde'. Learners will pretend to be Mr Utterson trying to convince Dr Jekyll not to leave all of his property and possessions to Mr Hyde.

Teach the genre

PURPOSE:

- Explain to learners that in this task they are going to write a formal letter. The purpose of a formal letter is to communicate something important to the reader.
- This formal letter is persuasive, i.e. a letter they are writing in order to persuade (or convince) the reader to do something.

HOW TO WRITE A FORMAL LETTER:

- Use the correct layout and format for a formal or business letter.
- Because this is a persuasive letter, they will need to use persuasive language.
- Persuasive language is language that convinces the reader to do what the writer wants.

The section below contains activities that will teach both the format of the personal letter and how to use persuasive language.

Teach selected text structures and language features

(NOTE: If you don't have time to do both Activity 1 and Activity 2, please make sure that you do Activity 1.)

Activity 1: Work out the formal letter format

- 1 Explain that the format of a letter is the layout – the way it is written on the page, where everything goes, and the order in which it appears. It is extremely important that learners get the format right. This is important in a real letter as well as in the final exam, when markers will deduct marks if the format is incorrect.
- 2 Give learners the letter (on the next page), along with the questions below. If you do not have access to a photocopy machine, copy the address, date and greeting on the board. (NOTE: This letter is longer than the one that learners will write. This is to be able to show as many of the aspects of persuasive writing as possible.)

Read the formal letter and answer the following questions about the format:

- a How many addresses are there?
- b Whose addresses appear on the letter?
- c Where are the addresses written?

- d Where is the date written?
- e Where is the greeting written?
- f Where is the subject line?
- g Where are there empty line spaces?
- h Is the body of the letter written in paragraphs? If so, how many?
- i How does the writer end the letter?

12 Solomon Plaatje Street
Kimberley West End
8301
16 October 2018

Mr Pillay
Bright Lights College
Henrietta Stockdale Corner
Kimberley
8301

Dear Mr Pillay

Re: Request to postpone final examinations

I am writing to you on behalf of all the Grade 11s at your school. We would like you to consider starting the first examination on 28th November 2018, instead of on the 21st. In this letter I will outline the reasons why our suggestion makes sense.

Our school has seen much disruption this term. Firstly, the lack of a reliable water supply meant that many learners got ill because the bathroom conditions were unhygienic. They lost valuable class time which they need to make up.

Secondly, we have heard that the construction of the school hall will not be completed in time for us to use as the new exam venue. This means that there is a higher chance of cheating because we will all be crammed into the current classroom.

If you refuse to make this concession, you will be responsible for a situation that leaves us exhausted and stressed. We are supremely conscious that many tertiary institutions use the Grade 11 examination marks as part of their entrance requirements. Be remembered as the visionary leader who made the future happen – not the principal who was too slow to save her school-leavers.

In conclusion, I urge you to consider this argument and do the right thing.

Yours sincerely

M Johannes

Mungo Johannes

- 3 Instruct learners to work with a partner. In pairs, they must read the letter and answer the questions in their notebooks. This will give them a chance to remind themselves of the format of a formal letter.

- 4 Give learners 5–10 minutes to work on this. Walk around the room to assist learners who are struggling.
- 5 Call learners back together and very quickly go through their answers.
- 6 Make sure that learners know the following:
 - a **How many addresses are there?**
Two
 - b **Whose addresses appear on the letter?**
The sender and the recipient (receiver/addressee)
 - c **Where are the addresses written?**
The sender's address is in the top right hand corner; the recipient's is just below that on the left side
 - d **Where is the date written?**
Underneath the sender's address in the top right hand corner
 - e **Where is the greeting (salutation) written?**
Under the recipient's address, on the left hand side.
 - f **Where is the subject line?**
Under the greeting, centred in the middle of the line
 - g **Is the body of the letter written in paragraphs? If so, how many?**
Yes. Five
 - h **How does the writer end the letter?**
'Yours sincerely' on the left side, followed by their signature and then their name directly underneath on the next line.
 - i **Where are there empty line spaces?**
Under the addresses, under the greeting, under the subject line, under each paragraph

Activity 2: Identify persuasive language techniques

INTRODUCTION:

- 1 Explain to the learners that they are going to read the letter again.
- 2 This time they will not be examining its format. Instead, they will be examining the language in the body of the letter (the paragraphs). They will do this to see how persuasive language has been used.
- 3 Remind them that persuasive language is all the ways in which we can use words to convince someone to do something.

PERSUASIVE LANGUAGE TECHNIQUES:

- 1 Hand out or write on the chalkboard the following list of persuasive language techniques.
- 2 Instruct your learners to stick it into their notebooks or keep it safely in a file. If you do not have access to a photocopy machine, write the list on your chalkboard before class begins and instruct your learners to copy it into their notebooks.

- **Desire**
Make the reader desire something. Convince them that the only way to get what they desire is to do what you're telling them to do.
- **Respect for Authority**
Convince your reader that someone they respect has the same opinion that you do, so they should do what you are telling them to do.
- **Conformity**
Convince your reader that everyone else is doing something, and that if they don't do it, they will be left out. To 'conform' is to do the same thing as everyone else.
- **Facts and figures**
Quote facts, numbers or statistics to make your point sound more scientific and trustworthy.
- **Name-calling**
Use insulting language to make your reader feel like they will be a bad person if they don't do what you want.
- **Compare and Contrast**
Compare something positive and something negative to persuade the reader to take action.
- **Repetition**
Repeat important words, phrases or ideas to emphasise them.
- **Emotional words**
Use words that carry a lot of emotion. These can influence the emotions of your reader, so that they will do what you are trying to convince them to do.
- **Fear**
Create fear in your reader. Make them feel that if they don't do what you're trying to convince them to do, then something terrible will happen.
- **Flattery**
Praise the reader. Compliment them. Make them feel warmly towards you, so that they will do what you want them to do.

- 3 Explain to learners that they are going to find as many of these persuasive language techniques as they can in the letter.
- 4 First, read through the list together. To do this, ask a different learner to read each technique and its explanation.
- 5 Discuss them to make sure that learners understand what the explanations mean.
- 6 Tell them that it is fine if they don't fully understand how each technique works at this stage. It will become clearer once they look for the techniques in the letter.

MODELLING:

- 1 Once you have discussed all ten techniques, explain to learners that you will show them how to identify persuasive language by doing one example for them.

- 2 Read the fourth paragraph of the letter aloud. You will get to an example of persuasive language in the following sentences: ‘...many tertiary institutions, use the Grade 11 final examination marks as part of their entrance requirements.’
- 3 As soon as you have read this sentence, stop and say, ‘That sounds like persuasive language to me. Let me see, if I go back through my list of ten persuasive language techniques again, which one seems correct? I think it is an example of ‘Facts and figures.’ This is because the writer has referred to the tertiary institution requirements to make their argument more convincing. It could also be an example of ‘Respect for authority’, because the universities and colleges are demanding good marks.’ You are modelling for them how to do the activity so that they can do it themselves.

JOINT ACTIVITY:

- 1 Now that you have shown them how to do it, do one more example together, but this time ask a learner to do it for the class.
- 2 Ask a volunteer to keep reading where you left off in the fourth paragraph of the letter’s body. Instruct them to stop as soon as they find another phrase that sounds persuasive. They should stop once they have read the following: ‘Be remembered as the visionary leader who made the future happen...’ (However, if they miss it and do another one, that’s fine – you can always come back to this example later.)
- 3 They must refer to the list of techniques and choose one.
- 4 Ask the class if they agree with the learner’s choice.
- 5 The correct persuasive language technique that the learner should identify here is ‘Desire’ or ‘Flattery’. This is because the writer is trying to make the principal want (desire) to feel proud of herself, and be remembered (flattered) as a good leader. Note that there can be more than one answer. Accept alternatives as long as the learner can justify their answer.
- 6 If the learner has identified the technique incorrectly, explain to them why it is incorrect and help them find the correct one.

INDEPENDENT WORK:

- 1 Now that you have done a demonstration for one example, and worked with the learners for another example, give the learners time to read the rest of the letter again and identify where persuasive language techniques have been used.
- 2 Instruct them to underline each one and label it with the name of the technique.
- 3 While they work, walk around the room and assist learners who are struggling.

DISCUSSION:

- 1 Call learners back together.
- 2 Ask for volunteers to share persuasive language that they found, and to explain which techniques have been used.
- 3 Correct and explain if learners have gone wrong. Below are some answers. Learners will have different answers. Accept alternatives that they can support.
 - **Desire and Flattery:**
 - ‘Be remembered as the visionary leader who made the future happen’

- **Respect for authority, Conformity and Facts and figures:**
 - ‘We are supremely conscious that many tertiary institutions, use the Grade 11 final examination marks as part of their entrance requirements.’
- **Name-calling:**
 - ‘not the principal who was too slow to save her school-leavers’
 - ‘you will be responsible for continuing a situation that leaves us exhausted and stressed’
- **Emotional words:**
 - ‘they lost valuable class time’
 - ‘we will all be crammed into the current classroom’
 - ‘higher chance of cheating’
 - ‘urge’
 - ‘exhausted and stressed’
- **Fear:**
 - ‘more danger of cheating’
 - ‘If you refuse to make this concession, you will be responsible for a situation that leaves us exhausted and stressed.’”

Useful genre-related vocabulary	
narrative	an entertaining story
dialogue	a conversation between two people
character	a person in a story
first person	written from the point of view of a character in the story ('I', 'we')
third person	written from the point of view of someone not in the story ('he', 'she', 'they'). sometimes called omniscient (all-knowing) narration.
setting	where and when the action takes place
plot	what happens in the story

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now start to write a persuasive letter based on events in ‘The Strange Case of Dr Jekyll and Mr Hyde.’

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Create a list.
- c Choose 3 best reasons from the list.

- 4 Work out the order of the paragraphs.
- 5 Write a topic sentence for each paragraph.
- 6 Select appropriate persuasive language techniques for each paragraph.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE WRITING TOPIC

If possible, hand out a copy to each learner. If you do not have access to a photocopy machine, write the topic on the board and get each learner to copy it into their notebook:

Topic: Imagine that you are Gabriel Utterson, Dr Henry Jekyll's lawyer. You are deeply disturbed by the terms in Jekyll's new will. In the will, Jekyll says that if he dies or disappears for longer than three months, then Mr Hyde will inherit all Dr Jekyll's possessions – his house, laboratory and all of his money.

You disliked Edward Hyde the first time you heard about him from Mr Enfield, who told you the story of how Hyde trampled a little girl and left her injured on the ground. Then you found out that Hyde had a key to Dr Jekyll's laboratory at the side of his house. You are disturbed by the idea that he is a trusted assistant to the doctor. You think Mr Hyde is blackmailing Dr Jekyll into hiring him. You want to warn Dr Jekyll that Edward Hyde should not be trusted, because he has a bad reputation.

You decide to write Jekyll a letter, to persuade (convince) him to have nothing more to do with Hyde. This is a serious matter so you decide to write your letter as a formal letter, with the proper format. Make sure your language is appropriate. Most importantly, think about how you can use persuasive language to change his mind about his will. You do NOT want Jekyll to leave all his possessions and property to Hyde.

B. CREATE A LIST OF IDEAS

INTRODUCTION

- 1 Settle learners so that you have their attention.
- 2 Explain to learners that they will start planning their letters by coming up with a list of good reasons why Jekyll should cut Hyde out of his will.
- 3 These plans will later be turned into full letters.

MODELLING:

- 1 To show learners how to do this, demonstrate by doing the first one for them on the board.
- 2 On the board, write the heading 'Why Jekyll should cut Hyde out of his will'.
- 3 Under the heading, write '1' and add the first reason. For example, you could write, '1. Jekyll's money could go to feed and educate the poor, because he liked to give charitably' or you could write '1. Hyde is evil, and the money will be used for more criminal acts'.

JOINT ACTIVITY:

- 1 Now that you have shown them how to do it, do one more example together.

- 2 This time ask a volunteer to come to the board and add the second reason why Jekyll should cut Hyde out of his will.
- 3 Ask the class if they agree with the learner's choice and discuss.
- 4 If the learner has written a reason that does not make sense or is not appropriate, explain to them why it is incorrect and help them come up with a correct one.

INDEPENDENT WORK:

- 1 Now that you have done a demonstration for the first point, give the learners time to complete their own lists in their notebooks.
- 2 Encourage them to come up with as many reasons why Jekyll should cut Hyde out of his will as they can.
- 3 While learners work, walk around the room and assist learners who are struggling.

C. CHOOSE 3 BEST REASONS FROM THE LIST

- 1 Call learners back together.
- 2 Remind learners that – just like a building – every piece of writing needs a structure. The letter's structure will come from the paragraphs. Each paragraph of the letter will give a different reason why Jekyll should cut Hyde out of his will.
- 3 They must examine their own lists and select the best three reasons for Jekyll to cut Hyde out of his will. Each reason will become one paragraph.
- 4 Give learners five minutes to choose from their lists.
- 5 As learners write, walk around the room to assist learners who are struggling with the language or struggling to stay on task.

D. WORK OUT THE ORDER OF THE PARAGRAPHS

- 1 Call learners back together.
- 2 Explain that once learners know what each paragraph will be about, they must put their ideas into an order that makes sense.
- 3 Explain that the order in which they present their reasons is important. Their order must make sense so that the reasons follow on logically from each other. Everyone's ideas will be different. For example, they could order their ideas like this:
 - least personal to most personal, or
 - most important to least important, or
 - most pleading to most aggressive
- 4 Give learners five minutes to order the reasons on their lists, so they know what order they will write their paragraphs in.
- 5 As learners write, walk around the room to assist struggling learners.
- 6 Ask a few learners to share their lists with the class.

E. WRITE THE TOPIC SENTENCE FOR EACH PARAGRAPH

- 1 Explain to the learners that every paragraph has a main sentence, called a topic sentence. This topic sentence is a basic summary of the whole paragraph. If you read the topic sentence, you will know what the whole paragraph will be about. The other sentences in the paragraph are details, explanations and further elaboration

on the topic sentence. It could be anywhere in the paragraph, but it is usually the first sentence.

- 2 For example, if the paragraph will be about the idea that it is always important to be a good friend a topic sentence could be: 'I believe that friendship should save people from doing foolish things.' Or a topic sentence could be: 'Friends tell each other the truth, even when it is unpleasant.'
- 3 Instruct learners to write the topic sentence for each one of their paragraphs. They will need a topic sentence for each of the three reasons they have selected from their lists.
- 4 Give learners five minutes to write their three topic sentences. Walk around the room to assist struggling learners.
- 5 Ask a few learners to share their topic sentences with the class.

F. USE PERSUASIVE LANGUAGE

INTRODUCTION:

Now it is time to select the persuasive language that learners want to use in order to write the rest of each paragraph.

MODELLING:

- 1 Write the following reason for Jekyll to change his will: 'Your estate should go to those who deserve it most.'
- 2 Tell learners that there are many different persuasive language techniques they could use with this reason.
- 3 For example, they could use Name-calling by calling Jekyll 'selfish' or 'short-sighted'. That would make him feel ashamed of his actions, and possibly persuade him to leave his money and property to someone more deserving.
- 4 Alternatively, they could use the persuasive language technique of Fear. They say: 'Hyde will use the inheritance to pursue evil in your laboratory.' This might make Jekyll afraid of destroying his reputation, and perhaps consider changing his will.

JOINT ACTIVITY:

- 1 Now that you have demonstrated finding two persuasive language techniques, ask learners for help finding an additional technique. This will help you check for learner understanding.
- 2 Instruct learners to look at the list of techniques, and find another type of persuasive language they could use. (You are still using the reason you wrote on the board.)
- 3 Call on two or three learners to share their ideas. Each time, ask the learner why they have chosen the technique. Instruct the learner to explain their choice as you did in the modelling section above. If they go wrong, explain why and help them to select the correct answer.
- 4 Some options they could select include:
 - Repetition: Use the word 'foolish' or 'dangerous' three or four times.
 - Desire: Make Jekyll want to be seen as a charitable man.
 - Flattery: Tell Jekyll what a clever investor he has always been in the past.

- Respect for authority: Tell Jekyll what a good lawyer you are.

INDEPENDENT WORK:

- 1 Explain that learners will now do this for each item on their own list of reasons.
- 2 Give learners ten minutes to look at the list of persuasive language techniques and choose the one or two techniques that will work best with each of the reasons for Jekyll to remove Hyde from his will.
- 3 Explain that they will use these persuasive language techniques to help them write the rest of each paragraph. The sentences in each paragraph will use the persuasive writing techniques they have chosen to elaborate on the topic sentences, and convince Jekyll to change his will.

SAMPLE FOR TEACHER

1 SAMPLE OF A LIST

Why Jekyll should remove Hyde from his will:

- 1 Give your money to charity, where it will do more good.
- 2 You have been a clever investor and a good client over the years.
- 3 Hyde is clearly a criminal.
- 4 Your reputation will be damaged if he uses your property, in your name.
- 5 You will lose respect for yourself if you support a criminal.

2 SAMPLE OF CHOOSING THE BEST THREE AND COMING UP WITH THE ORDER

Why Jekyll should remove Hyde from his will:

- 1 Give your money to charity, where it will do more good. ← first paragraph
- ~~2 We were raised to do the right thing.~~
- ~~3 You have been a clever investor and a good client over the years.~~
- 4 Hyde is clearly a criminal. ← third paragraph
- 5 Your reputation will be damaged if he uses your property, in your name. ← second paragraph
- ~~6 You will lose respect for yourself if you support a criminal.~~

3 SAMPLE OF TOPIC SENTENCES CREATED FROM THE LIST

- It is always important to tell the truth, as I am doing now.
- Your reputation will be damaged if he uses your property, in your name.
- Hyde is clearly a criminal.

4 SAMPLE OF PERSUASIVE LANGUAGE TECHNIQUES TO MATCH EACH TOPIC SENTENCE

Topic sentence: Give your money to charity, where it will do more good.

Persuasive language to use in this paragraph: desire, emotional words

Topic sentence: Your reputation will be damaged if he uses your property, in your name.

Persuasive language to use in this paragraph: fear, repetition, flattery

Topic sentence: Hyde is clearly a criminal.

Persuasive language to use in this paragraph: fear, respect for authority

3. Drafting

INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The body of the letter must be 120–150 words long (not including the address and greeting).
- 2 The formal letter format must be perfect.
- 3 They must write from Utterson's perspective.
- 4 The body of the letter must persuade Jekyll to cut Hyde out of his will.
- 5 The writing must contain at least three persuasive language techniques, as explained on the list of techniques.
- 6 The writing must show that they understand what has happened in the novel and can express Utterson's opinions and feelings.
- 7 The register must be formal and the language must be error-free.

INSTRUCTIONS

HOMEWORK

- 1 Instruct learners to take their topic sentences and persuasive language techniques home and elaborate on each one to form paragraphs for homework.
- 2 Explain that they must finish each paragraph by adding a number of other sentences to each topic sentence, in order to persuade Jekyll to change his will.

- 3** These sentences must use strong persuasive language based on the techniques that they chose in class.
- 4** Remind learners of the criteria (see above). They must also add in all the elements of a formal letter:
 - They can make up the sender’s and recipient’s addresses, keeping in mind that both men are in London, so the addresses must show that.
 - They can make up the date, but it should be somewhere around 1886, when Robert Louis Stevenson was writing.
 - They must come up with a relevant subject line.
 - They must use appropriate salutations and closings.
 - They can forge (fake) Utterson’s signature.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE		25-30	19-23	14-17	9-12

CYCLES

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to do it for homework.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit their own work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is fine if this draft starts to look messy, as they will need to rewrite it for the final version.
- 7 Give learners time to edit their work. Walk around the room to assist learners who are struggling.

EDITING CHECKLIST

- 1 Does each paragraph contain one clear reason why Jekyll should remove Hyde from his will?
- 2 Do the paragraphs appear in an order that makes sense?
- 3 Have you used strong persuasive language? Have you used at least three persuasive language techniques?
- 4 Do all your sentences start with capital letters and end with an appropriate punctuation mark?
- 5 Have you checked that your spelling is correct?
- 6 Have you checked that every sentence has at least a subject and a verb?
- 7 Is your letter laid out in the correct format for a formal letter?
 - Does it have the writer's address (in London) in the top right hand corner, followed by the date (in 1886)?
 - Does it have the recipient's address (in London) on the left?
 - Is there a greeting, subject line and closing with Utterson's signature?
 - Are there empty line spaces under each element of the layout?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their letters neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading 'Formal letter.'
- 3 They must ensure that they use the correct format for a formal letter.
- 4 They must write neatly, leaving an empty line between paragraphs.
- 5 At the bottom of their letter they must write the words 'Word count' followed by the number of words in their letter (not including the address and greeting.)

PRESENTING STRATEGY

Posting and delivering the letters

PRESENTING INSTRUCTIONS

POSTING THE LETTERS

- 1 Create a 'postbox' in your classroom. You can do this with an old cereal or shoe box or something similar. Paint it red to resemble a real postbox, or simply cover it with newspaper. Make sure there is a slit at the top.
- 2 Instruct learners to fold their letters neatly and 'post' them by putting them into the box.

DELIVERING THE LETTERS

- 1 Hand out the letters at random, so that each learner receives a letter from someone else in their class.
- 2 Once you have handed them out, check that no one received their own letter. If they did, quickly swap it with another one.
- 3 Instruct learners to imagine that they are Dr Henry Jekyll receiving the letter in his home. They must read the letter and decide whether or not it would convince them to remove Hyde from the will.
- 4 Give learners 5–10 minutes to read the letter they have received.

If you have time:

- 1 Call learners back together.
- 2 Ask learners: What was persuasive about the letter you read?
- 3 Discuss this with learners.

COMPLETED EXAMPLE

FORMAL LETTER

985 Poland Row
Sebastian Way
London
N1SW3

23 St Alban's Way
St Alban's Close
London
N1 SE 6
21 October 1886

Dear Henry

Re: Urge to change your last will and testament

It came as a terrible shock to me when I reread your recent will. You plan to leave all your wealth and work, that has so rightfully earned you your reputation as a genius – in the hands of this criminal, Hyde?

Hyde attacked a defenceless child in the street, Henry! And then he left her for dead. She would have died if her family had not rounded upon that monstrous man and demanded compensation. And he paid them with a cheque bearing your name! Plainly there is some foul corruption at play.

He was not in the least ashamed of his crime. I fear he will do worse – and in your name too. It would be foolish to leave your worldly goods to this beast. Leaving him your money, would be a facilitation that is criminal in itself.

I am an incredibly competent lawyer, and I beg you, Henry, leave your estate to charity.

Yours sincerely,
G Utterson
Gabriel Utterson

Word count: 154
Mark: 26/30

TEACHER FEEDBACK

This is a clear and convincing piece of writing. The format is perfect. I am impressed that you structured your arguments clearly in three paragraphs that follow a logical order. You have made a big effort to use persuasive language. I particularly liked how you used fear, name-calling and respect for authority in order to convince Jekyll to remove Hyde from his will. I think this letter would persuade him utterly to listen to his friend. Well done!

**Strange Case
of Dr Jekyll
and Mr Hyde**

**Writing and
presenting**

CYCLE 6

Writing and presenting

Obituary

(NOTE: Only do this writing activity after you have finished reading ‘The Strange Case of Dr Jekyll and Mr Hyde’; otherwise it will spoil the ending.)

Topic:

‘The Strange Case of Dr Jekyll and Mr Hyde’ ends with the suicide of Dr Jekyll. Imagine that you are his lawyer, Gabriel Utterson, who is also Jekyll’s close personal friend. You have been asked to write his obituary which will be published in a national newspaper. You want to put in a lot of effort to write an obituary that preserves Jekyll’s reputation as a charitable man, an upstanding citizen, and a dedicated scientist and doctor. You do NOT want the rest of London to know that Jekyll is also Hyde, who has committed and enjoyed terrible crimes.

Length of task

120–150 words

CAPS reference: pg.41

Text type	Purpose	Text Structure	Language Features
Obituary (longer transactional)	To commemorate and inform others of someone’s death	Full name; date of death, where the person was living at the time of death; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral Some of the following may also be included: Cause of death; biographical information; memorial tribute information	Style: formal May use euphemisms, e.g. <i>passed away</i> instead of <i>died</i> Usually concise Makes use of language conventions, e.g. <i>In lieu of flowers, donations may be made to</i>

Introduction

Tell learners that today they are going to write an obituary. This obituary will be linked to the novel, ‘The Strange Case of Dr Jekyll and Mr Hyde’. Learners will write an obituary for Dr Jekyll.

Teach the genre

PURPOSE:

- When someone dies, people often put death notices into the Classifieds section in the newspaper. These are usually short messages from their loved ones, notifying the community that the person has died. (NOTE: It is a good idea to show learners what these look like in the Classifieds section of a daily newspaper.)
- A full-length obituary is a longer piece of writing published online or in a newspaper that notifies the public about the death of someone who was famous or highly regarded in their field. It commemorates their life, which means that it celebrates their achievements. (NOTE: It is a good idea to show learners what these look like. You will be likely to find one in the Analysis/Comments/Opinion section of a daily newspaper.)

HOW TO WRITE AN OBITUARY:

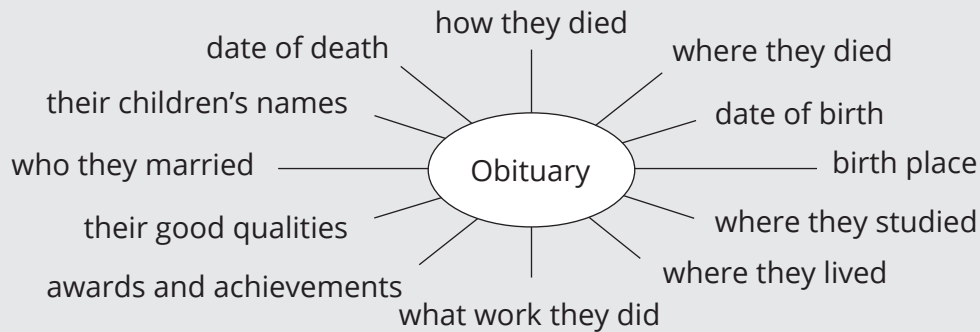
- An obituary contains information about the person's death and it provides background information about their life.
- It is written in a formal register.
- The style should be matter-of-fact, i.e. not overly dramatic. At the same time, it is always written by someone who cared about the deceased (the person who has died), so this positive attitude is expressed in the writing.

The section below contains activities that will teach the content of the obituary and the format in which it should be written.

Teach selected text structures and language features

Activity 1: Content (what goes into an obituary?)

- 1 Settle learners so you have their attention.
- 2 Explain that some learners might have the responsibility of writing an obituary for someone they know.
- 3 Instruct learners to imagine that someone famous or important in their community has died.
- 4 Tell them to work with a partner and think about the following two questions. These are discussion questions, and they don't need to write their answers down:
 - a What information would you want to know about their death?
 - b What information would you want to know about their life?
- 5 Call the class back together. Ask a few volunteers to share their answers with the class.
- 6 As they speak, add all relevant answers to a mind map on the chalkboard, so you can collect all the correct types of information that they identify. (If a learner's answer is not relevant, explain to them why it is irrelevant.) Your mind map on the board could look something like this:



Activity 2: Format (what is the order of the content?)

- 1 Explain that the format of an obituary is the way all the content is put together, i.e the order in which the information appears.
- 2 Give learners the following obituary for Doctor Wendy Tlou, along with the questions on format below it. If you do not have access to a photocopier machine, read it aloud to them.

OBITUARY FOR DOCTOR WENDY TLOU

It is with deep sadness that the staff of Kwezi National Hospital have learned that Doctor Wendy Tlou passed away on Tuesday, 27 July 2018, after a serious illness.

Known as Mma Tlou, she was born in Galeshewe on 1 April 1947 to Susannah and Booyesen Tlou. Always first in her class, Mma Tlou completed her medical training in 1974, one of the first African women to graduate from Kimberley University. She was an activist for women's reproductive rights leading up to the uprisings of 1976, and was briefly jailed.

Thereafter Mma Tlou was placed under house arrest, but managed to meet secretly with Robert Sobukwe, the famous PAC leader, to agitate for better maternal healthcare. It is largely due to her outstanding work in this field that South African women today have access to contraception and legal advice.

Highly respected and beloved by all who knew her, Mma Tlou was never an advocate of marriage. She leaves behind two children, and a legacy of hope. Her funeral will be held on Friday, 30 July 2018, in the Kimberley Theatre. Donations to Rape Crisis in lieu of flowers.

- 1 Instruct learners to work with a partner. In pairs, they must read the obituary and answer the questions in their notebooks.
 - a What information is at the start of the obituary?
 - b What information is in the body of the obituary?
 - c What information is at the end of the obituary?
- 2 Give learners 5–10 minutes to work on this. Walk around the room to assist learners who are struggling.
- 3 Call learners back together.

- 4 Ask volunteers to share their answers.
- 5 Make sure that learners understand the following:
 - a The introduction of an obituary contains information about the person's death: when, where and sometimes how they died.
 - b The body of an obituary contains information about the person's life: where and when they were born, what they studied, the work they did, their awards and achievements and their personality traits.
 - c The conclusion of an obituary contains who they left behind (husband/wife and children) and practical information about the funeral/cremation/memorial service, so that readers can attend: date and address. If it has already been held by the time the obituary is written, the conclusion can report where and when it was held.
- 6 Hand out the following step-by-step guide to writing an obituary. If you do not have access to a photocopier, write it on the chalkboard and instruct learners to copy it down.

STEP-BY-STEP GUIDE TO WRITING AN OBITUARY

- **Paragraph 1 (Introduction):** Who died, where and when. If appropriate, state briefly how they died. (No details about the death – this is not a newspaper article.)
- **Paragraph 2:** Background biographical details: when and where they were born, where they lived; a short history of their career, including what type of work they did and where they worked. Include any awards or achievements here.
- **Paragraph 3:** Their character and personality – what was special about them; any notable interests or hobbies; and what people will miss about them.
- **Paragraph 4:** (Conclusion): "S/he will be missed by..." and fill in the names of their spouse (husband or wife) and children. Give the funeral/cremation/memorial service arrangements: where and when it will be (or was) held.

Useful genre-related vocabulary

euphemism	sometimes we use a more polite word as an alternative for a word that makes us uncomfortable, e.g. passed away for 'died'.
deceased	more formal way of saying 'dead'
passed away	a common euphemism for 'died'
is survived by	if someone 'is survived' by their wife, this means that when died he left her behind, i.e. she is still alive.
commemorate	to think about something and celebrate what was good about it
memorial	a ceremony in which we remember and commemorate something or someone.

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now write an obituary for Dr Jekyll from ‘The Strange Case of Dr Jekyll and Mr Hyde.’

2. Planning

PLANNING STRATEGY

- a Remind learners of topic.
- b Work out what information is needed.
- c Work out what information is in the novel.
- d Make up the rest of the information.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE WRITING TOPIC

Topic: ‘The Strange Case of Dr Jekyll and Mr Hyde’ ends with the suicide of Dr Jekyll. Imagine that you are his lawyer, Gabriel Utterson, who is also Jekyll’s close personal friend. You have been asked to write his obituary which will be published in a national newspaper. You want to put in a lot of effort to write an obituary that preserves Jekyll’s reputation as a charitable man, an upstanding citizen, and a dedicated scientist and doctor. You do NOT want the rest of London to know that Jekyll is also Hyde, who has committed and enjoyed terrible crimes.

B. WORK OUT WHAT INFORMATION IS NEEDED

- 1 Settle learners so that you have their attention.
- 2 Explain to learners that they will create a plan before writing their obituaries. These plans will later be turned into full obituaries.
- 3 Settle learners so that you have their attention.
- 4 Explain to learners that they will create a plan before writing their obituaries. These plans will later be turned into obituaries.
- 5 Explain that they will start by working out what information they need to write an obituary.
- 6 To do this, instruct them to look at the ‘Step-by-Step Guide to Writing an Obituary’ (in the section above). Instruct them to look at each paragraph and, with a partner, work out what type of information they will need for their obituary.
- 7 Give them a few minutes to do this.
- 8 Call learners back together.
- 9 Ask learners: What type of information will you need to write your obituary?
- 10 Make a list on the chalkboard of points, like:

INTRODUCTION:

- place of death:
- cause of death:

BODY:

- job/studies:
- personality:
- interests:
- place where he was born:
- father's name:
- mother's name:
- grew up:
- interests:
- activities:
- achievements and contribution to community:

CONCLUSION:

- funeral:
- family left behind:

C. WORK OUT WHICH INFORMATION IS IN THE NOVEL**MODELLING:**

- 1 Write the heading 'Information for Planning Dr Jekyll's Obituary' on the board. Instruct learners to copy it into their notebooks.
- 2 Instruct learners to copy down the list under the heading. Explain that it is now their job to find the information to fill in the information.
- 3 Explain that learners will start by working out which pieces of information they need to make up, and which pieces of information are in 'The Strange Case of Dr Jekyll and Mr Hyde'. They can only make something up if it is not in the novel.
- 4 They will look in their novels to and write rough notes in their notebooks. These rough notes are part of their planning, so they don't have to be in full sentences.
- 5 Instruct learners to turn to pg. 61 of their novels. Tell them to read Dr Lanyon's explanation and Dr Jekyll's desperate letter.
- 6 Explain that from page 61 and 62, we have learned what time of year (winter) and month (December) Jekyll died. Write the following points under the relevant headings, and instruct learners to copy them into their notebooks:
 - place of death: London (The location doesn't change. Both Dr Lanyon and Dr Jekyll's surgeries are in London.)
 - cause of death: paranoia or madness that later leads to suicide. (Because Utterson doesn't want anyone else to know Jekyll killed himself, he might say in the obituary something like, 'Suffering from a great spiritual disturbance...' or 'Jekyll's death by accidental poisoning is...' and so on. Learners must decide which reason they will choose. This euphemistic technique is often used in

South Africa for HIV/AIDS deaths, when the family just says ‘After a long illness...’)

- job: doctor
- 7 Explain to learners that they will keep adding to their list as they find more information that can be used in the obituary.

JOINT ACTIVITY:

- 1 Now that you have shown learners how to do it, do one more example together, to give them some practice.
- 2 You read, or ask a good reader to read pg. 71, which is Jekyll’s narrative, beginning with his childhood and explaining why he was interested in becoming two people.
- 3 Remind learners that we will only use positive information about Jekyll for his obituary.
- 4 Ask learners to tell you what they have learned which can be used in the obituary. As they talk, write down the information they say next to the relevant headings on the list on the board:
 - childhood: Jekyll was born to a wealthy family (‘a large fortune’), well-educated and hard-working (‘endowed besides with excellent parts’), with a bright future ahead of him (‘...every guarantee of an honourable and distinguished future’).
 - personality: He was curious and ambitious, ‘...inclined by nature to industry, fond of the respect of the wise and good among my fellow-men.’ He also had an ‘impatient gaiety of disposition’ and an ‘exacting nature’.
 - interests: He was a thinker who loved research and experimentation, to ‘reflect deeply and inveterately on that hard law of life, which lies at the root of religion and is one of the most plentiful springs of distress’.
 - achievements: As a doctor and scientist he tried to alleviate (get rid of) human suffering, and gave to charity – ‘...I laboured in the eye of day, at the furtherance of knowledge or the relief of sorrow and suffering.’

GROUP WORK:

- 1 Split learners into groups of five.
- 2 Explain that each person will search for information in a different part of the novel. Write the following page numbers on the board:

Group Member 1: Read pg. 22 to find information about Jekyll’s appearance, wealth and social popularity.

Group Member 2: Read pg. 32 and 33 to find information about Jekyll’s interests and achievements.

Group Member 3: Read pg. 42 to 45 to find information about Jekyll’s gradual anxiety, illness and withdrawal from society.

Group Member 4: Read pg. 71 to 73 to find information about Jekyll’s beliefs, interests and childhood.

Group Member 5: Read pg. 55 and 56 to find information about Jekyll's death by poisoning.

- 3 Instruct learners to assign each group member specific pages.
- 4 Give learners time to search and write down information from the pages they have been assigned.
- 5 Instruct learners to discuss what they have found in their groups. Learners must share what they have found with the other four members of their group. Each group member will write the information in their own notes. (At the end of the activity, all the group members will have all of the information written down in their own books.)
- 6 While they work, walk around the room and assist learners/groups who are struggling.

D. MAKE UP THE REST OF THE INFORMATION

- 1 Call learners back together.
- 2 Make sure that they understand that the only pieces of information that are not in the novel are:
 - the date of Henry Jekyll's death (sometime towards the end of the 1800s, in the middle of December. He writes a desperate letter to Dr Hastie Lanyon dated 10 December – see pg. 61.)
 - his birth date (It must be realistic, so sometime near the middle of the 1800s, because he was still middle-aged when he killed himself.)
 - where he went to school
 - the date and time of his funeral(Those are the things that learners can make up. Everything else can be found in the novel.)
- 3 Explain that if their group did not find all the information they need in order to write an obituary, they must reread all those pages at home and fill in the information in their notes.

SAMPLE FOR TEACHER

SAMPLE OF INFORMATION FOUND IN THE NOVEL

INFORMATION FOR PLANNING JEKYLL'S OBITUARY

- place of death: London
- cause of death: a long illness OR accidental self-poisoning (pg. 56)
- job: doctor and research (experimental) scientist
- achievement: 'the furtherance of knowledge or the relief of sorrow and suffering' (pg. 71)
- place where he was born: London
- wife and children: none known – but very close relationship with his laboratory assistant, Edward Hyde
- grew up: London; wealthy; '...every guarantee of an honourable and distinguished future' (pg. 22 and 71)
- interests and activities: the study of religion, beliefs, science, philosophy; well-liked by his friends; liked to socialise and entertain (pg. 22 and 32); a thinker who loved research and experimentation, to 'reflect deeply and inveterately on that hard law of life, which lies at the root of religion and is one of the most plentiful springs of distress' (pg. 71)
- personality: curious, liked to experiment (pg. 32 and 42) and ambitious, '...inclined by nature to industry, fond of the respect of the wise and good among my fellow-men' (pg. 71); 'impatient gaiety of disposition' (pg. 71); 'exacting nature' (pg. 71)
- achievements: a doctor and scientist, tried to alleviate (get rid of) human suffering, and gave to charity
- funeral: Saint Martins-in-the-Fields, London (Learners can make up the funeral details, as they are not given in the novel.)

3. Drafting

INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The obituary must be 120–150 words long.
- 2 The obituary format must be perfect. All the important elements of an obituary must be present, and they must be in the correct order.
- 3 The register must be formal and the language must be error-free.

INSTRUCTIONS

HOMEWORK

- 1** Instruct learners to take notes they created in the planning process and turn those into a first draft.
- 2** To do this, they must follow the structure in the ‘Step-by-Step Guide to Writing an Obituary’. This will tell them which information to put in each paragraphs.
- 3** They must write in full sentences and paragraphs now.
- 4** Remind learners of the criteria (see above).

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE		25-30	19-23	14-17	9-12

4. Editing

STRATEGY

Peer edit

INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopier machine).
- 2 Explain that for this writing task, learners will edit a peer's work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to read their partner's obituary to see if they have done what the question in the checklist asks. If they find that their partner has not done something required by the checklist, make a note of it.
- 7 When they are finished reading, they must explain to their partner where they think changes need to be made.
- 8 Give learners time to edit their partners' work. Walk around the room to assist learners who are struggling.

EDITING CHECKLIST

- 1 Does the introduction contain information about Jekyll's death (where, when, how)?
- 2 Do the paragraphs in the body contain relevant information about Jekyll's life?
- 3 Do these paragraphs appear in an order that makes sense (i.e. information about death, chronological information about life, information about funeral)?
- 4 Does the conclusion contain information about his funeral (where and when)?
- 5 Do all the sentences start with capital letters and end with appropriate punctuation marks?
- 6 Is the spelling correct?
- 7 Does every sentence have at least a subject and a verb?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their obituaries neatly on lined paper.
- 2 At the top of the page, they must write their name, the date and the heading 'Obituary'.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their obituary they must write the words 'Word count' followed by the number of words in their obituary.

- 5 There must be an empty line under each paragraph.

PRESENTING STRATEGY

Display

PRESENTING INSTRUCTIONS

- 1 Give each learner a piece of tape or Prestik.
- 2 Instruct them to stick their obituaries up on a wall in your classroom.
- 3 Give them some time to walk around and read the other obituaries.

COMPLETED EXAMPLE

OBITUARY

OBITUARY FOR DR JEKYLL

Dr Henry Jekyll died at his home in London on the 15th of December, 1888, of accidental poisoning.

Born to a wealthy family in 1838, Henry was an intelligent boy who later became dedicated to the studies of religion and philosophy. These interests led to his qualifying with honours for his medical degree at The Centre for the Study of Tropical Diseases in Bloomsbury. His pioneering work has been a boon to the medical fraternity ever since, and his contributions will be missed.

Jekyll always dedicated himself to the furtherance of knowledge and the relief of the sorrow and suffering of his fellow humans. Although Jekyll leaves behind no spouse or offspring, his medical research will continue to inspire future generations of surgeons and scientists.

He will be especially missed by his friend and lawyer, Gabriel Utterson.

His funeral will be held at Saint Martin-in-the-Fields, London, at noon on Thursday 22 December.

Word count: 152

Mark: 27/30

TEACHER COMMENTS

Good work. You managed to include a lot of information about Henry Jekyll in the obituary, and it appears in a logical order. There is a clear introduction containing information about his death; a body giving information about his life; and a conclusion providing the practical information. You have also managed to keep to the brief, which was to ensure that Utterson emphasised the positive aspects of Jekyll's personality, and saved his reputation. Well done!

**Strange Case
of Dr Jekyll
and Mr Hyde**

**Writing and
presenting**

CYCLE 7

Writing and presenting

Postcard

Topic:

You are Dr Henry Jekyll. You are having a difficult time in your career and your personal life. Your friends do not know this, but you are deeply disturbed by your new research into spirituality and religion. You decide to leave London and go to Paris for a few weeks, so you have time away from your laboratory to think, relax, and decide if you want to continue your research.

Write a postcard from Paris to your friend and lawyer, Gabriel Utterson. Tell him to take care of your financial (money) affairs while you are away – but also reassure Utterson that you are well, and enjoying the sights of Paris.

Length of task

80–100 words (This is the content only. Do not include the address and greeting in the word count.)

CAPS reference

Text type	Purpose	Text Structure	Language Features
Postcard (NOTE: A postcard is an examinable text type. However, no reference appears in CAPs as to the specific requirements. This has been developed based on what is required for exams)	To inform and maintain a relationship To tell about a personal experience	The recipient's address Place and date Opening salutation and complimentary close Message: description of a place and experiences	Informal language Written in first person ('I', 'we') Friendly tone Concise

Introduction

Tell learners that today they are going to write an postcard. This postcard will be linked to the novel, 'The Strange Case of Dr Jekyll and Mr Hyde'.

Teach the genre

PURPOSE:

A postcard is a short message sent by post that briefly tells someone your news and lets them know you are thinking of them.

HOW TO WRITE A POSTCARD:

To write an interesting postcard, learners need to know how to:

- 1 Write in a casual, informal style.
- 2 Use the format of the postcard.
- 3 Write a correct address.
- 4 Use appropriate greeting and closing.

Teach selected text structures and language features

Activity 1: Identify appropriate style, tone and register

GETTING READY:

- 1 Write the following text on the board.

TEXT

St Alban's Close, London, 10 June 1886

Dear Poole –

I'm writing to tell you that I'll be spending the next fortnight in Paris! It was a sudden decision, but needs must when the devil drives! As usual, I expect you to oversee the efficient running of my household and its laboratory, please.

Paris is absolutely beautiful! The portrait on this postcard is just one example of the awe-inspiring power of the art at the Louvre. The people and the food here are also so wonderful and I'm loving every minute of being here. I hope to do more sightseeing.

I'll send you another postcard with my return date.

Yours sincerely, Dr Henry Jekyll

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Explain that they will each be writing a postcard. The sample text here is different to the topic they will write on. The text here is for practice only.
- 3 Ask learners: What is a postcard?

- 4 Emphasise that it is a card usually sent from a holiday destination. It has a picture on one side and a short, informal message on the other.
- 5 Ask learners: Have you ever received a postcard?
- 6 Ask learners: What kind of information would you like to read on a postcard?
- 7 Discuss this with learners. Emphasise that we might want to read about news about the holiday, fun activities, weather, and so on – or provide necessary information about arrangements (when the Internet is not an option!)
- 8 Remind learners of the meaning of these terms:
 - a Style – the way in which the work has been written (informal or formal?).
 - b Tone – the way in which the writer expresses him/herself (friendly or serious?).
 - c Register – the appropriate style, tone and word choice.
- 9 Explain that we will read the sample postcard. We will think about its style, tone and register.

DISCUSSION:

- 1 Ask a volunteer to read the postcard text out loud. (Emphasise that it is NOT okay for learners to laugh at each other if mistakes are made.)
- 2 Ask learners: When is Jekyll writing? How does that affect the tone he uses? 1886.
- 3 Ask learners: What message is the writer conveying (trying to bring across)? Information about where the writer is and what he/she is doing there.
- 4 Allow learners to give suggestions about the message of the postcard.
- 5 Ask learners: What features of the postcard do we need to change to make it understandable?
- 6 Allow learners to make suggestions: vocabulary, style, tone, register.
- 7 Explain to learners that a postcard is brief (short in length), has a friendly tone and an informal, conversational style. The register that you use must be appropriate for the relationship between the writer and the recipient, e.g. friends, parents and children, siblings, and so on. The register is informal but you might not use the same language with a friend as opposed to a family member, for example, slang.

Activity 2: Learning the correct address format and layout of a postcard

1 Draw the following postcard template on the board.

POSTCARD TEMPLATE:

The diagram shows a postcard template. It is a large rectangle divided into two main sections by a vertical line. The left section is empty. The right section is divided into two parts: the top part contains a smaller rectangle with the text "Place stamp here" inside; the bottom part contains four horizontal lines for an address.

- 2 Instruct learners to take out their exercise books.
- 3 Ask learners to copy the postcard template into their books. The postcard should be about half a page (15 lines) in size.
- 4 Explain to learners that the postcard is divided into two sections:
 - a On the left is a space for the message.
 - b On the right is the space for the stamp and the address.
- 5 Explain to learners that the layout of the message includes:
 - a the date (on which the postcard is written)
 - b the place (from where the postcard has been sent)
 - c a line left open
 - d a greeting (salutation)
 - e a short, friendly message describing where the writer is and what they are doing there
 - f a line left open
 - g a closing (a complimentary close)
 - h the name of the writer.

6 Write these elements onto the postcard on the board as you explain them.

<p>Place, Date (leave a line open) Salutation MESSAGE: I am writing from ... I saw ... Then I went to ... The weather is ... (leave a line open) Complimentary close</p>	<p>Place stamp here</p> <hr/> <hr/> <hr/> <hr/>
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7 Explain to learners that a postcard also needs to be correctly addressed to reach its intended recipient (the person you are writing to). An address must include the following elements:

- a the title and full name of the person you are writing to
- b the postal address (this may be the same as the street address) which includes:
 - the number of the building (flat or house)
 - the street name
 - the suburb
 - the city
 - the postal code
 - the country

8 Add an example to the postcard on the board as you explain:

<p>Place, Date (leave a line open)</p> <p>Salutation</p> <p>MESSAGE:</p> <p>I am writing from ...</p> <p>I saw ...</p> <p>Then I went to ...</p> <p>The weather is ... (leave a line open)</p> <p>Complimentary close</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Place stamp here</div> <p>(address aligned on the left)</p> <p>TO: Mr & Mrs Herbert Golden</p> <p>12 Morningside Drive</p> <p>Yeoville</p> <hr/> <p>Johannesburg</p> <hr/> <p>2198</p> <hr/> <p>SOUTH AFRICA</p> <hr/>
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9 Instruct learners to copy the details on the board into their exercise books. Explain that learners will use this to help them remember all the details they need for their postcards.

Useful genre-related vocabulary

salutation	an expression of greeting (for example, hello)
tone	the way in which the writer expresses him/herself – friendly, sarcastic, humorous
style	the manner in which the work has been written – the diction (word choice) and language usage is influenced by the purpose, setting and audience
recipient	the person receiving a postcard, letter, parcel
register	the appropriateness of style, tone and word choice

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now write a postcard.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.

- b** Teach learners how to format a postcard.
- c** Discuss the content of the postcard.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: You are Dr Henry Jekyll. You are having a difficult time in your career and your personal life. Your friends do not know this, but you are deeply disturbed by your new research into spirituality and religion. You decide to leave London and go to Paris for a few weeks, so you have time away from your laboratory to think, relax, and decide if you want to continue your research.

Write a postcard from Paris to your friend and lawyer, Gabriel Utterson. Tell him to take care of your financial (money) affairs while you are away – but also reassure Utterson that you are well, and enjoying the sights of Paris.

B. TEACH LEARNERS HOW TO FORMAT A POSTCARD

PAIR WORK:

- 1** Instruct learners to take out their exercise books and open it to a new page.
- 2** Instruct learners to draw a new A5 (15 lines) postcard template.
- 3** Explain to learners that they will work with a partner to plan the format of their postcard.
- 4** Ask learners to choose a partner and sit next to them.
- 5** Instruct learners that first they will make up an address for Utterson's home in Paris.
- 6** Remind learners of the layout of an address:
 - a** the number of the building (flat or house)
 - b** the street name
 - c** the suburb
 - d** the city
 - e** the postal code
 - f** the country.
- 7** Allow learners 2–3 minutes for this task and walk around the classroom to assist anyone who needs help with this.
- 8** Call the learners to attention.
- 9** Ask learners to decide on a date and place and appropriate opening salutations and closings with their partner and to write these onto their postcard.
- 10** Allow learners 2–3 minutes for this task and walk around the classroom to assist anyone who needs help with this.
- 11** Call the learners to attention.
- 12** Tell learners that they have formatted their postcard. Next, they will think about the message (content) of their postcards.

C. DISCUSS THE CONTENT OF THE POSTCARD:

- 1** Ask the learners: What kind of things would you write about in a postcard?

- 2 Allow learners to give some suggestions: weather, sights, feelings about being in a different place, or information about travel arrangements.
- 3 Ask learners:
 - a What is the relationship between Jekyll and Utterson?
 - b How do you think Jekyll feels now that he is away from home in another country?
 - c What do you think Utterson would like to hear?
- 4 Remind learners that the style, tone and register must be appropriate for the message and the relationship between the writer and the recipient.
- 5 Allow learners 5–10 minutes to note down some ideas for the content onto their planning postcard.

SAMPLE FOR TEACHER

<p>Paris, France, 12 June 1886</p> <p>My dear Utterson -</p> <p>I trust you are well ... personal enquiry]</p> <p>Paris is ... [weather].</p> <p>I am here because ... [reason for coming to Paris]</p> <p>I write to ... [reason for writing]</p> <p>I do not miss gloomy England ...</p> <p>I expect to return ...</p> <p>Yours sincerely,</p> <p>Harry</p>	<div style="border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px; text-align: center;">Place stamp here</div> <p>TO:</p> <p>Mr Gabriel Utterson</p> <p>985 Poland Row</p> <p>Sebastian Way</p> <hr/> <p>London</p> <hr/> <p>N1SW3</p> <hr/> <p>ENGLAND</p>
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3. Drafting

INTRODUCE CRITERIA

Tell learners that they must remember the following criteria when drafting their postcard:

- 1 This is a shorter transactional piece and should be between 80–100 words, not including the address.
- 2 A postcard is usually friendly and informal (but here a little more formal, because of the setting in the 19th century).
- 3 The writing space is limited so only include concise and relevant information.

- 4 The date and place need to be specified.
- 5 Appropriate opening salutations and complimentary close must be used.
- 6 The tone of the writing varies according to the recipient (family versus friends).
- 7 The address of the recipient must be included.

INSTRUCTIONS

- 1 Settle learners so you have their attention.
- 2 Instruct learners to open their exercise books to a clean page. At the top of the page they should write the date and the heading: 'Postcard'.
- 3 Instruct learners to write the topic of their postcard: A postcard from Jekyll in Paris to Utterson in London.
- 4 Instruct learners to draw the postcard template into their books. The postcard should be half a page (15 lines) in size. Remind learners to split it into two sections.
- 5 Remind learners of the layout of the criteria (see above).
- 6 Ask learners to start writing the content of their postcard.
- 7 Remind learners that this is a draft and does not need to be perfect. Things can be changed as necessary.
- 8 Walk around the classroom to assist learners.
- 9 Learners may finish drafting their writing for homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10-12 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus Coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	8-9 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	6-7 <ul style="list-style-type: none"> Adequate response, demonstrating knowledge of features of the type of text Not completely focused –some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	4-5 <ul style="list-style-type: none"> Basic response, demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-3 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7-8 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	4 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	3 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE	17-20	13-15	10-11	7-8	0-5

4. Editing

STRATEGY

Group editing

INSTRUCTIONS FOR EDITING

- 1 Settle the class so that you have their attention.
- 2 Explain to the learners that they will use group editing to improve their writing.
- 3 Instruct learners to copy the editing checklist below into their exercise books.
- 4 Give learners five minutes to copy the checklist.
- 5 Then, instruct learners to form groups of four.
- 6 Tell the learners that they will take turns to show and read their postcard to the group.
- 7 After each learner has read their postcard out loud to the group, the other members of the group will give feedback.
- 8 The learner must take notes in their checklist as the other members of the group give feedback.
- 9 After all the learners have gotten feedback, give them a few minutes to make any changes to their draft.

EDITING CHECKLIST

Write the following checklist on the board for learners to follow:

- 1 Is there a date and place included in the postcard?
- 2 Are the spelling, grammar and punctuation correct?
- 3 Do all the sentences start with capital letters and end with full stops?
- 4 Has the writer followed the structure for the address?
- 5 Is the postcard a minimum of 80 and a maximum of 100 words long?
- 6 Is the tone appropriate?
- 7 Is there anything about the content that you think could be improved?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 NOTE: If possible, give each learner half a sheet of A4 paper for their published draft. Otherwise, instruct learners to remove a piece of paper from their exercise books and to use half the page for a postcard.
- 2 Learners must draw the outline of the postcard on one side. They must then write the address and the message in the appropriate spaces.
- 3 Learners should draw a picture on the other side. This must be a picture that shows where the postcard is being 'sent' from (this can be done as homework.) On this side, they must also include their name, the date and the heading: 'Postcard'.
- 4 They must write neatly and legibly.

- 5 At the bottom of the postcard they must write the word count, not including the address.

PRESENTING STRATEGY

Posting and delivering the postcards

PRESENTING INSTRUCTIONS**POSTING THE POSTCARDS**

- 1 Create a 'post box' in your classroom. You can do this with an old cereal box or shoe box or something similar. Paint it red to resemble a real post box, or simply cover it with newspaper. Make sure there is a slit at the top.
- 2 Instruct learners to 'post' their cards by putting them into the box.

DELIVERING THE POSTCARDS

- 1 Hand out the postcards at random, so that each learner receives a postcard from someone else in their class.
- 2 Once you have handed them out, check that no one received their own postcard. If they did, quickly swap it with another one.
- 3 Give learners 5–10 minutes to read the postcard they have received.

COMPLETED EXAMPLE

POSTCARD

<p>Paris, France, 12 June 1886 My dear Utterson – I trust you are well in freezing London! Paris is glorious, even in winter. I'm sorry I left without telling you, but I couldn't bear those awful dinners and prying eyes! I needed some peace and quiet. Don't worry, Poole is looking after my home, and I write to ask you to do the same for my financial affairs. Please ensure that the rent for Edward Hyde's apartments continues to be paid. I do not miss gloomy England, and the air here is so refreshing. I'm loving the food and café culture! Your friend Henry</p>	<p>Place stamp here</p> <p>TO: Mr Gabriel Utterson 985 Poland Row Sebastian Way London N15W3 ENGLAND</p>
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TEACHER FEEDBACK

This is a very good attempt. The format of the address and the layout of the message are correct. Your message is appropriate in terms of the style, tone and register, and you sound very like Dr Jekyll! If I was Utterson, I would feel reassured that all is well. Well done!