

**Threshold Concept- Year 9- Dr. Jekyll and Mr Hyde:**

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

TC3 - Understanding the relationships between texts and the contexts in which they were written.

**A plot and character summary of 'Dr. Jekyll and Mr Hyde:' Full text (if on MS Teams) = [Jekyll and Hyde Full Book.](#)**

**THE CHARACTERS**

**Dr Henry Jekyll**  
Can this respectable doctor resist the strange powers of Mr Hyde?

**Edward Hyde**  
Who is this man and what is the mysterious hold he has over Dr Jekyll?

**Mr Utterson**  
Mr Utterson is Dr Jekyll's friend and lawyer. Can he solve the mystery? Can he save his friend?

**Richard Enfield**  
What information does Richard Enfield possess? Will he save or condemn Dr Jekyll?

**Poole**  
Poole is Dr Jekyll's faithful butler. Can he save his master from himself?

**Dr Hastie Lanyon**  
Dr Lanyon witnesses a terrifyingly strange event. How will he react?

**Inspector Newcomen**  
Inspector Newcomen is one of Scotland Yard's finest. Can he discover Edward Hyde's true identity, and solve a brutal murder?

**Plot Summary:**

- Hyde tramples on a girl
- Jekyll's friend Utterson meets Hyde
- Hyde murders Carew and goes missing
- Lanyon gives Utterson a letter
- Utterson finds Hyde dead in Jekyll's clothing
- Utterson reads Lanyon's letter
- The true identity of Mr Hyde is revealed

Using this information can you:

- Recount what happens from start to finish in the novella?
- Explain who the primary characters are, and what makes them unique?

You should use this information to get the base knowledge needed for R.L. Stevenson's story. **E.g. Edward Hyde has a hold on Dr. Jekyll ; he is mysterious and murders Carew and goes missing.**

**How to analyse the writer's craft- break the quotation up into smaller chunks. Example on Hyde.**

with ape-like fury, he was trampling his victim under foot and hailing down a storm of blows

**Ape-like = adjective and simile.**

Verb: Trampling - suggests Hyde tries to overpower his victims physically (he is trying to walk all over them). It shows his lack of respect for people as he treats them like dirt under his shoe.

Reflects Hyde is an unevolved form of human being. He is overly aggressive, less intelligent and uglier than the normal human. His animalism is also captured in this comparison.

**Pathetic fallacy - Hyde's assault is compared to hail - a physically painful weather. By comparing him to a storm, it suggests Hyde's violence is never ending. It may also suggest Hyde creates storms in the lives of others - he creates depression and fury in other people too.**

In order to be successful, **you must know a range of different moments** from the whole story. For example, other moments where Hyde is important include:

- Hyde's introduction in Story of The Door. "damned Juggernaut"
- Utterson meets Hyde. "Satan's signature upon a face."
- Hyde's death at the end. "red door."

**The relationships between Jekyll and Hyde and the historical context in which they are written.**

**INSPIRED**

Scientists robbed graves to do experiments on dead bodies - led to a shortage of corpses in Britain.

Mary Shelley wrote story about mad scientist who does experiments to bring dead bodies back to life (plays God).

Religious writer creates a story about a scientist playing God and doing harmful experiments on himself.

Look out for other parts of the novella clearly inspired by the outside world. i.e. born gentleman, Deacon Brodie, Stevenson's family and their jobs.

## Threshold Concept- Year 9- Writing stories:

TC5 - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC7 - Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Imaginatively writing- use ambitious vocabulary and techniques and come up with an original idea by avoiding cliché!

When writing stories- be as ambitious as possible with your vocabulary and techniques.

Example 1- too simple and safe:

*The sky was black and the air was cold. It was scary and I was afraid to be alone in the dark.*

Example 1- an improvement:

*The sky was a deep crimson and the freezing air gnawed at my whitened cheeks. It was intimidating; the idea of being isolated terrified me.*

When planning and writing stories, ask yourself these questions:

- Which stories (books/TV/film/games) do I read/watch/play that inspire me?
- Do I know and regularly use a good range of story writing features, like similes metaphors and personification?
- Do I use the best possible vocabulary in my work to impress my reader?



## Avoiding cliché.

An idea that is overused and shows a lack of original thought.

Common settings	Common characters	Common events
-Forests -Parks -England?	-Teenagers, -Narrators with no personality/appearance, -Creepy kids.	-Being chased, -Murdering, -Hauntings.

Don't use these! Think of uncommon settings/characters and use these instead. Your story will stand out far more for the right reasons!

Teenager in a forest X  
Elderly explorer up mountain ✓

Use this structure to write a coherent story in the 40 minutes you get.

Don't overcomplicate your story. Try to avoid having more than

- ✓ 1 setting/timeframe,
- ✓ 2 characters,
- ✓ 1 incident.



Make your plot simple, instead be ambitious with your language choices.

## Easy story structure- SCIT.

Section 1: Describe the **SETTING**. (detail)

Section 2: Describe the main **CHARACTER**. (detail)

Section 3: Describe ONE **INCIDENT**. (short)

Section 4: Describe how the setting/character has **TRANSFORMED** by the event. (detail)

## Sentence Types

Simple Sentences = 1 clause.

Subject → I like tea. → Object  
Verb

Compound Sentences = 2+ clauses joined by conjunctions (FANBOYS).

I like tea and I like coffee.  
For, And, Nor, But, Or, Yet, So

Complex Sentences = main clause & subordinate (dependent) clause.

Although it was late, I wasn't tired.  
(Subordinate clause) (Main clause)

## Punctuation Marks

<b>Full Stop</b> • to end a sentence	<b>Comma</b> , to separate items in a series	<b>Colon</b> : to introduce a list	<b>Semicolon</b> ; to join independent clauses
<b>Question mark</b> ? to end a question	<b>Hyphen</b> - to form compound words	<b>Exclamation</b> ! to end an exclamation	<b>Apostrophe</b> ' to show ownership / contraction
	<b>Quote</b> " " at quote what others said	<b>Brackets</b> ( ) to add additional information	<b>Ellipsis</b> ... to show words have been missed out nagaRAJU

## SPELLING MISTAKES IN ENGLISH

5minuteslanguage.com



accommodation	accommodation
across	across
address	address
argument	argument
beginning	beginning
believe	believe
commitment	commitment
definitely	definitely
embarrass	embarrass
existence	existence
forty	forty
grateful	grateful
immediately	immediately
independence	independence
knowledge	knowledge
manageable	manageable
millennium	millennium
necessary	necessary
noticeable	noticeable
occasion	occasion
opportunity	opportunity
preceding	preceding
privilege	privilege
pronunciation	pronunciation
receive	receive
separate	separate
surprise	surprise
tomorrow	tomorrow
truly	truly
weird	weird

When writing stories try to use:

- All of the sentence types above, and some 1-word sentences, too!
- All of the punctuation marks above in an accurate fashion.
- Correct capital letters and spelling- avoid needless mistake.