

between the lines

A lesson written for every student in the room

FREE SAMPLE

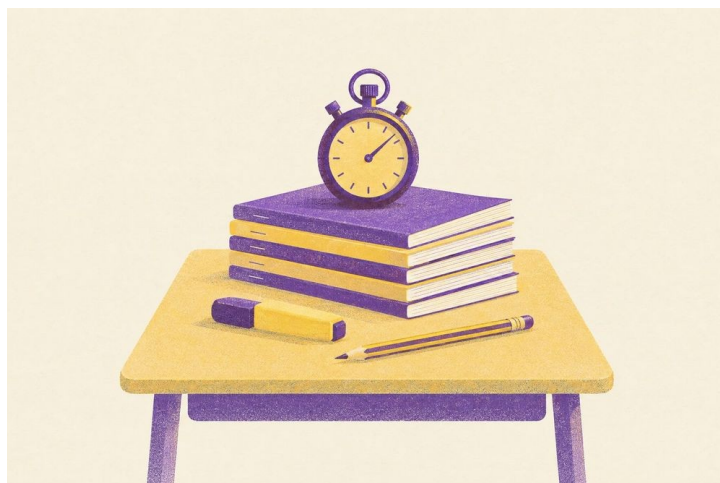
Jekyll and Hyde: Raising Achievement

Free drill: teacher guide

1 drills of about 30 minutes

Slides, a student sheet and answers for every drill

Written for the AQA specification

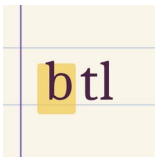


How the drills work

Thirty short Raising Achievement drills for AQA Literature Paper 1, Section B (The Strange Case of Dr Jekyll and Mr Hyde), each built for a 30-minute intervention session. Every drill takes one extract from the novel, explodes one quotation through AO1, AO2 and AO3 questions, then has students plan an answer or write an introduction to an exam-style question and check it against a model. Use them after students have read the whole novel, in any order within a topic.

Do Now	Five quick retrieval questions, answered in silence and self-marked.
Focus reminder	What the skill or exam question asks for, in three or four plain points.
Read and check	The extract with line numbers, then quick questions to make sure everyone has understood it.
Quotation explosion	One quotation, exploded with AO1, AO2 and AO3 questions.
Technique	One method or sentence skill, modelled on the extract.
The question	An exam-style question in AQA's wording. Students plan an answer or write the introduction, never a full essay, then compare with a model.
Have a go	A second short task on a new moment or extract.
Green pen	A checklist to improve the answer before the sheets are collected.

Each drill comes as an editable slide deck with notes on every slide and a printable student sheet. Run them weekly in intervention sessions, in any order within a topic.



Topics

Hyde

These drills follow Hyde from his first meeting with Utterson to the hotel in Chapter 10, so students see him as an outsider, an animal and a figure of evil. The most common error is describing Hyde's looks in detail, when the novel refuses to: push students to write about how other characters react to him and why Stevenson keeps him vague. When size matters, use Stevenson's words ("small", "dwarfish") inside quotation marks. Tie context to a word each time: Darwin to "ape-like", Hell to "child of Hell".

Drills: 1 (Mr Hyde, I think?)

Drill 1: Mr Hyde, I think?

Hyde · How Stevenson presents Hyde when Utterson meets him for the first time

Do Now	Focus reminder	Read and check	Quotation explosion	Technique	The question: plan	Green pen	Have a go
3 min	2 min	4 min	4 min	3 min	8 min	3 min	3 min

- Read the extract aloud and stop after “Mr. Hyde, I think?” Ask students what they expect Hyde to look like.
- Common error: students describe Hyde’s looks in detail. The novel never does. Push them to write about how people react to him.
- This is the free sample drill, so model the whole routine: thesis first, then three points, each with a quotation.
- If time is short, set Have a go as home learning.

Do Now answers

1. What is Mr Utterson’s job? **He is a lawyer.**
2. On which day of the week do Utterson and Enfield take their walks? **Sunday**
3. In Chapter 1, how much money does Hyde agree to pay the girl’s family? **A hundred pounds**
4. In which city is the novella mostly set? **London**
5. Which document in Utterson’s safe worries him at the start of Chapter 2? **Dr Jekyll’s will, which leaves everything to Edward Hyde**

Check your understanding

1. What does Utterson do as Hyde passes him? **He steps out, touches him on the shoulder and says “Mr. Hyde, I think?”**
2. Hyde says Dr Jekyll is “from home”. What does that mean? **He is out, not at home.**
3. In which part of London does Hyde say he lives? **Soho**
4. What does Utterson ask to see? **Hyde’s face**

Quotation explosion: “Mr. Hyde shrank back with a hissing intake of the breath”

AO1	What does Hyde’s first reaction show about him?	He is startled and defensive, like a hunted creature. He does not want to be seen or known.
AO2	What does the verb “shrank” suggest?	Making himself smaller, cowering. It fits his small size and suggests guilt or a fear of being caught.
AO2	What is the effect of “hissing”?	It is animal imagery: Hyde sounds like a snake. A snake recalls the serpent in Eden, so he seems sly and evil before he has said a word.
AO3	Why would Stevenson’s first readers find Hyde’s animal behaviour frightening?	After Darwin’s <i>The Descent of Man</i> (1871), many Victorians feared that humans came from animals and that a beast could still lie inside a civilised man. Hyde brings that fear onto a London street.

Technique: Zooming in on one word

Pick one word from a quotation and say what it suggests. Two or three ideas about one word are worth more than a long quotation. Task: Zoom in on “defiance”. Write two sentences about what it suggests about Hyde.

The question

Read the following extract from Chapter 2 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, Mr Utterson has been waiting by the door in the by-street and meets Mr Hyde for the first time.

Starting with this extract, how does Stevenson present Hyde as a frightening outsider?

Write about:

- how Stevenson presents Hyde in this extract
- how Stevenson presents Hyde in the novel as a whole.

Model plan

Thesis: Stevenson presents Hyde as an outsider who frightens people because he seems less than human, and because he threatens the respectable world of gentlemen like Utterson.

Point 1 (extract): Hyde “shrank back with a hissing intake of the breath”. The verb “hissing” makes him sound like a snake, sly and barely human.

Point 2 (Chapter 1): he “trampled calmly over the child’s body”. The adverb “calmly” shows a lack of conscience that sets him apart from decent people.

Point 3 (Chapter 4): he attacks Carew “with ape-like fury”. The simile links him to apes, so his violence looks like a step backwards in evolution.

Context: after Darwin, Victorian readers feared a beast inside civilised man. Hyde lives in Soho, far from the respectable squares.

- The thesis answers the question in one sentence and uses its words (frightening outsider).
- Every point has a short quotation and a word to zoom in on.
- Points 2 and 3 move across the novel: Chapter 1 and Chapter 4.
- Context is tied to a point (Darwin and the ape simile), not added as a separate fact.

Have a go

Read Enfield’s attempt to describe Hyde in Chapter 1. Answer in two or three sentences. Enfield and Utterson both struggle to say what is wrong with Hyde. Why might Stevenson keep Hyde’s appearance so vague? Use one quotation.

Stevenson never gives a clear picture of Hyde: Enfield says “I can’t describe him” and feels only “a strong feeling of deformity”. Keeping him vague lets each reader imagine their own horror, and suggests that his evil is felt more than seen.