

Alice's Adventures in Wonderland



The story

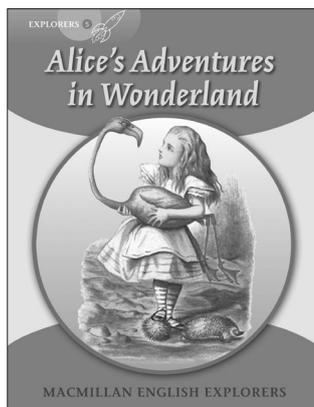
Alice is sitting by the river with her sister one day when she sees a white rabbit – wearing a jacket and waistcoat – run past. She follows him and jumps down the rabbit hole after him. At the bottom of the hole she finds herself in a very strange world where animals talk and act like humans. She also finds that she grows and shrinks in size, depending on what she eats. She finally meets a caterpillar who helps her return to the right size. She meets a Duchess who has a strange animal – the Cheshire Cat. The Cheshire Cat has a big smile, but he can also become invisible. When he disappears, his tail goes first, and the smile goes last.

Alice is invited to a tea party by the March Hare and the Mad Hatter, and then finds herself at a game of croquet with the Queen of Hearts and her servants – who are all a pack of playing cards. The game stops when everyone is called to court for a trial.

The judge at the trial is the King of Hearts and they are trying to find out who has stolen some tarts that the Queen made. When Alice is called as a witness she says that she finds the trial ridiculous and shouts that they are just a pack of cards. Then she wakes up and finds herself back next to her sister.

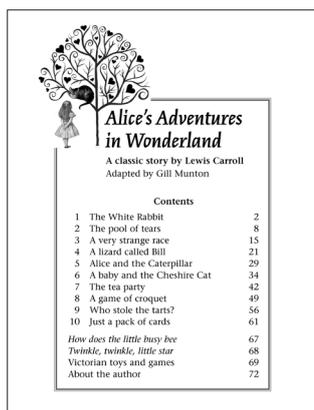
Introducing the book

The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat it after you.
- Ask them to look at the picture and ask *What do you think the story is going to be about?*

The contents page



- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Explain that the story is a classic (famous) story by the writer Lewis Carroll. Point to his name. Other famous stories by Carroll include *Through the Looking-Glass* (Explorers 6). Explain that the story has been retold by another writer. Point to her name.
- Ask *How many chapters are there?*

- Read the chapter titles to and with the class. Briefly explain any unfamiliar words.
- Read the last four sections of the contents page.
- Explain that *How does the little busy bee* and *Twinkle, twinkle, little star* are poems which are mentioned in the story.
- Explain that 'Victorian toys and games' gives some information about these traditional activities.
- Explain that 'About the author' will give more information about Lewis Carroll.
- Read the chapter titles again and ask questions about them to stimulate the children's interest, for example.
- Chapter 2: How can there be a pool of tears? How big would it be?
- Chapter 7: What happens at a tea party?
- Chapter 8: Have you heard of, or played, the game 'croquet'? Can you say anything about it?
-  You can play the audio download of the story at any time you choose. See <http://www.macmillanyounglearners.com/readers/macmillan-english-explorers>

Chapter 1

The White Rabbit

Pages 2 to 7

CHAPTER 1

The White Rabbit

Alice was sitting next to the river with her sister, who was reading a book. It was a hot summer day and soon Alice started to feel very sleepy. She lay down and closed her eyes.

'Shall I pick some flowers?' Alice wondered ...

Then she heard footsteps and a White Rabbit ran past! He had pink eyes, pink ears and a pink nose with long whiskers. He wore a jacket and a waistcoat and he carried a little umbrella. The White Rabbit took a gold watch from his waistcoat pocket and looked at it.

'I'm late! I'm late! Oh, what shall I do?' the White Rabbit cried, twitching his little pink nose. He started running again, even faster.

Alice watched him. 'That's very strange!' she thought. 'A rabbit, in a jacket and a waistcoat,



2

Active vocabulary

bat brave curtain fountain jacket label mouse/mice poison rabbit reach shrink tunnel waistcoat whiskers

Passive vocabulary

candle ceiling crawl flame lamp twitch umbrella

Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 2. Ask *What animal is this, how is it dressed, and what is it doing?*
- Look at page 3. Point to the suits from a pack of cards near the top of the page. Ask *What are these? Where can you see them?* Tell the children that they will see these wherever there is a break in the story.
- Look at page 5. Ask *What is Alice doing?*
- Look at page 6. Ask *What is Alice holding? What could be in the bottle?*

During reading

- Read pages 2–3 up to the card suits on page 3 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 2–3 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on page 4.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where was Alice at the beginning of the story?
 - 2 Where did she fall?
 - 3 What did she find at the end of the tunnel?
 - 4 What did she find behind the curtain?
 - 5 What happened when she drank from the bottle?
 - 6 What did she find under the table? What did she do with it?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Was it a good idea to drink from the bottle? Would you have done it?
 - 2 Why couldn't Alice get the key after she drank?
 - 3 Was it a good idea to eat the cake?
- Ask *What do you think will happen to Alice after she eats the cake?*

Chapter 2

The pool of tears

Pages 8 to 14

CHAPTER 2

The pool of tears

Goodbye, feet!' said Alice, looking down at them. The cake had made her as tall as a tree and her feet were a long way from her head.

'Oh, my poor feet! Who will put on your shoes and socks every morning? I can't do it,' Alice said. 'I can't reach you. But I must be kind to you. I'll send you a new pair of boots every year.'

She started to laugh. 'How silly – sending presents to my feet!' she said. 'The address on the parcel will look very strange.'

To
Alice's Right Foot
The Floor
Near the Cupboard
With Love from Alice



8

Active vocabulary

chin crab dodo eagle fan fur parrot
paw pool rat shake shore slip splash
squeaky tear upset

Passive vocabulary

bee claw crocodile curly grin jaw
octopus scale turtle

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 2. Ask *What do you think this chapter will be about?*
- Look at page 8. Ask *What is happening to Alice? Why?*
- Look at page 10. Ask *How big is Alice now? Who is running away from her?*
- Look at page 11. Ask *What is Alice doing?*
- Look at page 13. Ask *Who is swimming with Alice? How big is she now?*

During reading

- Read page 8 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read page 8 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on page 12.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What happened to Alice after she ate the cake?
 - 2 What did Alice do when she realized she had grown?
 - 3 What happened when she picked up the White Rabbit's fan?
 - 4 What did she fall into?
 - 5 Who did she talk to in the pool?
 - 6 What other animals did she see in the pool?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 What things show that Alice was finding it difficult to think?
 - 2 Why did she find it difficult to talk to the mouse?
- Read the poem on page 11 with the children and check their understanding.
 - Ask *what will happen to Alice when she gets out of the pool?*

Chapter 3

A very strange race

Pages 15 to 20

CHAPTER 3

A very strange race

Alice, the Mouse and all the other animals and birds sat in a circle. They were sad because they were cold and wet after their long swim.



'How can we get dry?' they asked each other. They all started to think of ideas.

'Sit down and listen to me!' cried the Mouse after a while. 'I'll give you a long history lesson. By the time I've finished, we'll be dry.'

15

Active vocabulary

button cheer crowd duck knot nonsense
point prize race rules sigh sweet tail
tale tie track

Passive vocabulary

duckling finger

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 3. Ask *What do you think this chapter will be about?*
- Look at page 15. Ask *What animals can you see in this picture?*
- Look at page 18. Ask *Describe the animal in the picture. What is it doing?*

During reading

- Read pages 15–16 up to the card suits (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 15–16 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on page 19.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 How did the Mouse try to dry the animals?
- 2 How did the Dodo try to dry them?
- 3 What was strange about the race?
- 4 Who gave the prizes?
- 5 What prize did Alice get?
- 6 Why didn't the Mouse finish his story?

- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Who had the best idea for getting dry, the Mouse or the Dodo?
 - 2 What was strange about the prizes?
- Draw the children's attention to the Dodo. Ask them if they know anything about its history. (Dodos lived on the island of Mauritius and became extinct in the 17th century. There is a saying in English that something is 'as dead as a dodo'.)
 - Ask *Who or what do you think Alice will meet next?*

Chapter 4

A lizard called Bill

Pages 21 to 28

CHAPTER 4

A lizard called Bill

The Mouse did not come back. It was the White Rabbit again. 'The Duchess won't like this,' he cried, looking around. 'Oh, my paws and whiskers! Where did I drop them?'

'He's lost his gloves and his fan again,' thought Alice. She started to look for them. She did not know where they were because the long room, the little glass table and the pool of tears had all disappeared.

When the White Rabbit saw Alice, he shouted angrily, 'Mary Ann! What are you doing here? Go home and get me a pair of gloves and a fan! Be quick!'

'He thinks I'm his servant,' thought Alice. 'But I'll help him and get him some gloves and a fan.' And she ran down the path.



Soon she came to a little house, with 'W. Rabbit' on the door. She went in and climbed the stairs. There was a little room with a table by the window. On the table, she found three pairs of white gloves and a fan, and she picked them up. Then she saw a bottle.

'There's no label, but I'll drink it,' she thought. 'I know something interesting will happen.' So she picked up the bottle and drank.

21

Active vocabulary

bark cart caterpillar chimney climb dig forest grab kick ladder lizard mushroom puppy roof stick out

Passive vocabulary

stone

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 4. Ask *What is a lizard?*
- Look at page 22. Ask *What is happening to Alice now?*
- Look at page 23. Ask *Whose hand is this, do you think? What's happening?*
- Look at page 25. Ask *What is this animal. What's happening to it?*
- Look at page 27. Ask *What animal is this? Is Alice big or small now?*

During reading

- Read page 21 down to the card suits (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read page 21 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on pages 24 and 26.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What was the White Rabbit looking for?
 - 2 Whose house did Alice go to?
 - 3 What happened when Alice drank from the bottle?
 - 4 Why couldn't the White Rabbit get into the room?
 - 5 Who did they send down the chimney?
 - 6 What did the animals throw through the window?
 - 7 How did Alice get smaller?
 - 8 What did she meet in the forest?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did the animals need a cart and a ladder?
 - 2 What did Alice do when she met the puppy? Why might it be dangerous?
- Ask *What will the Caterpillar say to Alice?*

Chapter 5

Alice and the Caterpillar

Pages 29 to 33

CHAPTER 5

Alice and the Caterpillar

Alice looked at the Caterpillar and the Caterpillar looked at Alice. After a few minutes, the Caterpillar asked, 'Who are you?'
 'I – I don't really know,' replied Alice slowly. 'This morning I was Alice, but so many strange things have happened. I shrank and then I grew and then I shrank again. It's very confusing.'
 'No, it isn't,' said the Caterpillar.
 'Oh, yes, it is. One day, you'll turn into a butterfly,' said Alice. 'You'll think that's very confusing.'
 'No, I won't,' said the Caterpillar. 'And you still haven't told me who you are.'
 Alice was angry with him. 'Tell me who you are first,' she said.



29

Active vocabulary

branch butterfly confusing snake stretch tiny yawn

Passive vocabulary

gap

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 5. Ask *What is a caterpillar? What happens to a caterpillar later in its life?*
- Look at page 29. Ask *Where is the caterpillar? Who is he talking to?*

During reading

- Read pages 29–31 down to the card suits at the top of page 31 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 29–31 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on page 32.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What will happen to the Caterpillar one day?
 - 2 Why did the Caterpillar think that Alice is the right size?
 - 3 How did the Caterpillar help Alice to get to the right size?
 - 4 What did the Bird think Alice was and why was it angry with her?
 - 5 What did Alice find in the forest?
 - 6 Why did she eat more mushroom before she went up to the house?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 What does Alice find confusing?
 - 2 Was Alice too truthful when she told the bird that she liked eggs?
- Write the word *caterpillar* on the board. How many words can the children make from the letters in the word (for example *cat, call, later*)? You can play the same game with the word *mushroom*.
 - Ask *Who do you think lives in the tiny house?*

Chapter 6

A baby and the Cheshire Cat

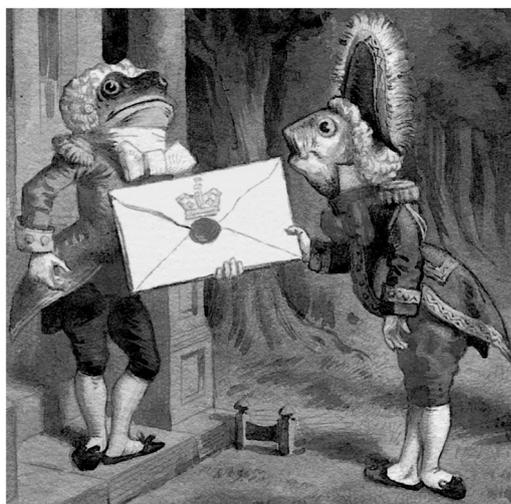
Pages 34 to 41

CHAPTER 6

A baby and the Cheshire Cat

Alice looked at the tiny house. 'What shall I do now?' she wondered.

Then someone ran out of the forest and knocked on the door.



34

Active vocabulary

crash croquet fish frog gate hare hatter hoop pepper purr rock rub sigh sneeze uniform wag whistle

Passive vocabulary

duchess huge pan rub starfish stir stool striped wriggle

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 6. Ask *Is there any connection between a baby and a Cheshire Cat?*
- Look at page 35. Ask *What are these two animals? What are they doing?*
- Look at page 37. Ask *Who can you see and what are they doing?*
- Look at page 39. Ask *Where is the Cheshire Cat?*
- Look at page 40. Ask *What is happening to the Cheshire Cat now?*

During reading

- Read page 34 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read page 34 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on pages 36, 38 and 41.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What did the Frog give to the Fish?
 - 2 Why couldn't Alice get into the house?
 - 3 What was the Duchess holding?
 - 4 What was the cook doing?
 - 5 What was strange about the cat?
 - 6 Why did the Duchess leave?
 - 7 What did Alice do with the baby?
 - 8 Where did Alice decide to go at the end of the chapter?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 What is croquet? Can you describe it?
 - 2 Describe how the Cheshire Cat disappeared.
 - 3 Why did Alice decide to go to the March Hare's house?
- Ask *What do you think will happen at the March Hare's house? Who will Alice meet there?*

Chapter 7

The tea party

Pages 42 to 48

CHAPTER 7

The tea party

Outside the house, Alice saw a table under a tree. The March Hare and the Mad Hatter were sitting at it, drinking tea. A fat Dormouse sat between them with his eyes closed. He looked sleepy.

The table was very large, with teacups and saucers set out all around it. But when the March Hare and the Mad Hatter saw Alice, they cried, 'There's no room! No room!'

Alice was confused. 'But there's lots of room!' she replied. She sat down at the end of the table.



42

Active vocabulary

dormouse riddle rhythm rude teapot
tray twinkle verse waste

Passive vocabulary

breadcrumb raven saucer spill well

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 7. Ask *What happens at a tea party?*
- Look at page 42. Ask *Who can you see at the tea party?*
- Look at page 44. Ask *What is the Mad Hatter doing?*
- Look at page 47. Ask *What are the March Hare and the Mad Hatter doing to the Dormouse?*

During reading

- Read pages 42 and 43 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 42 and 43 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on pages 45, 46 and 48.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where were the March Hare, the Mad Hatter and the Dormouse?
 - 2 Did Alice get any cake?
 - 3 What time was it always at the March Hare's house?
 - 4 Where did the people in the Dormouse's story live?
 - 5 What happened when they moved around the table?
 - 6 Where did Alice get to at the end of the chapter?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why was the Mad Hatter's watch broken?
 - 2 Where did the Mad Hatter and the March Hare put the Dormouse? Why?
- The Mad Hatter says 'Time and I had an argument.' What was the result of the argument?
 - Ask *Do you think Alice will be happy in the garden?*

Chapter 8

A game of croquet

Pages 49 to 55

CHAPTER 8

A game of croquet

The first thing Alice saw was a tall rose tree covered in beautiful white roses. But something strange was happening to it. Three gardeners were holding pots of paint and they were painting the roses red! And all the gardeners were cards – the two, five and seven of Spades.

Alice decided to watch and she went closer.

'Stop that, Five!' said Two.

'You're splashing paint on me!'

'Be angry with Seven, not me. He pushed me!' replied Five.

Seven looked up from his work and said, 'That's right, Five. Always blame someone else for your mistakes!'

'Be quiet, Seven,' said Five. 'The Queen was talking about you yesterday. She said you're going to prison!'



49

Active vocabulary

bow card Clubs court crown Diamonds flamingo hedgehog Jack mallet paintbrush prison rose soldier Spades trial

Passive vocabulary

arch bulbs onions proudly

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 8. Ask *Do you think this will be a normal game of croquet?*
- Look at page 49. Ask *Who are these people? What are they doing?*
- Look at page 52. Ask *Who is talking to Alice? Who else is in the picture.*
- Look at page 54. Ask *What is Alice holding? What is at her feet?*

During reading

- Read pages 49–50 down to the card suits on page 50 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 49–50 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on pages 53 and 55.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What were the gardeners doing?
 - 2 What did the gardeners do when the Queen arrived?
 - 3 What was strange about the croquet?
 - 4 Who appeared during the game of croquet?
 - 5 What was happening when Alice went back to the game?
 - 6 Why did everybody stop playing?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why were the gardeners painting the roses? What does this tell you about the Queen?
 - 2 Why wasn't Alice afraid of the Queen of Hearts?
- Ask *Who do you think will be at the trial?*

Chapter 9

Who stole the tarts?

Pages 56 to 60

CHAPTER 9

Who stole the tarts?

Everyone went into the court building. Lots of animals and birds were there, and Alice could see the whole pack of cards – the Spades, the Clubs, the Hearts and the Diamonds.

The Jack of Hearts was a prisoner in chains, guarded by two soldiers. The White Rabbit stood near the Jack, holding a trumpet and a piece of paper. Alice saw a plate of jam tarts in the middle of the court and she started to feel hungry.

'I hope we can eat them later,' she thought.

'I think that's the judge,' she said to herself, looking at a man wearing a long, grey wig on his head. He was sitting on a big throne next to the Queen.

'The judge is the person in charge of the court,' Alice thought. 'But he's wearing a crown as well! Oh, it's the King of Hearts! And I can see the jury.'

Alice knew that the jury are the twelve people who



56

Active vocabulary

chain cheer guard judge jury tart throne trumpet wig witness

Passive vocabulary

list member sock squash

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 9. Ask *Who do you think stole the tarts?*
- Look at page 56. Ask *Who is this? What is he doing?*
- Look at page 58. Ask *Who is this? What is he holding and what has he lost?*
- Look at page 59. Ask *What is he doing?*

During reading

- Read pages 56–57 down to the card suits on page 57 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 56–57 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits on page 60.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who was the prisoner?
- 2 Where was the judge sitting?
- 3 How many animals were in the jury?
- 4 Where was Alice sitting?
- 5 What did the cook say the tarts were made of?
- 6 Who is the next witness?

- Finally, ask the children to re-read short sections of the story aloud.

After reading

Stage 2 comprehension

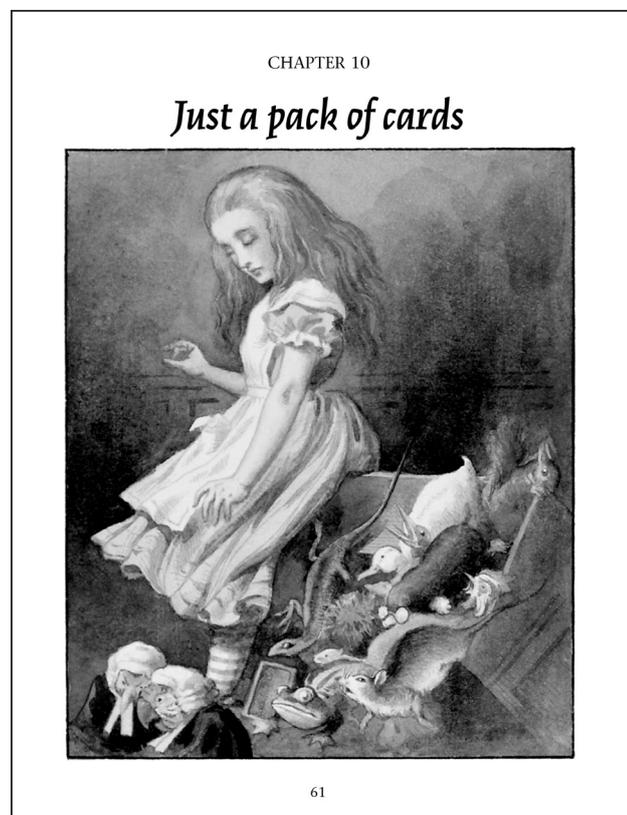
Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why didn't the Mad Hatter take off his hat?
 - 2 How can we see that the Mad Hatter was very frightened?
 - 3 Why couldn't the Dormouse breathe?
- Read the poem on page 57 with the children and check their understanding. It is a traditional English poem, more than two hundred years old.
 - Ask *What will happen to Alice in the final chapter?*

Chapter 10

Just a pack of cards

Pages 61 to 66



Active vocabulary

pack prove sentence sign stuck unfold
verdict

Passive vocabulary

goldfish

Before reading

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 10. Ask *Who is 'Just a pack of cards'?*
- Look at page 61. Ask *What is happening to Alice?*
- Look at page 64. Ask *What can you see in the picture? What is the King doing?*
- Look at page 66. Ask *What is happening to Alice?*

During reading

- Read pages 61–62 down to the card suits on page 62 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 61–62 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a paragraph at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.
- Repeat these steps with the rest of the chapter, breaking the reading at the card suits at the top and bottom of page 65.

Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What happened when Alice stood up?
 - 2 What did Alice do to help the jury?
 - 3 What did Alice know about the tarts?
 - 4 What did the White Rabbit want to read?
 - 5 Had the Jack of Hearts signed the poem?
 - 6 Who read the poem?
 - 7 What did the cards do at the end of the trial?
 - 8 Where was Alice when she woke up?
- Finally, ask the children to re-read short sections of the story aloud.

After reading

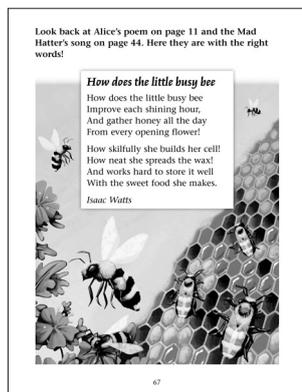
Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did Alice think about her goldfish when she saw the jury?
 - 2 Does the poem on page 64 mean something, or is it nonsense?
 - 3 Why did Alice have to leave court? How did she answer?
- Ask the children if they agree that it was a strange dream.

How does the little busy bee

Page 67



Before reading

- Read the title of the poem and look at the picture. Ask the children what they think the poem will be about.

During reading

- Read the poem (or play the audio). Ensure that the children are following in their books.
- Read the poem again – this time the children should read along with you.
- Read again. Get individual students or groups of students to read each verse.

After reading

- Compare the poem to Alice's version on page 11. What are the differences?
- Ask about the features of the poem. There are words that rhyme, and there is a rhythm and verse structure.

Twinkle, twinkle, little star

Page 68

- For this song, follow the same procedure as with the poem on page 67.
- Compare the song to the Mad Hatter's song on page 44.

Victorian toys and games

Pages 69 to 71

Before reading

- Ask *Do you know, or have you played any of these games?*
- Ask *Can you describe how to play them?*

During reading

- Read through the different games and toys with the class. Ask questions orally, or set them as a written activity.

1 What game do you play with a long stick?

2 What game can you play with a dice?

After reading

- Ask the children to write instructions for one of the games in the book, or for another game that they are familiar with.

About the author

Page 72

Before reading

- Ask *Look at the photograph. Can you describe this man?*

During and after reading

- Read through the information about Lewis Carroll. Ask questions orally, or set them as a written activity.

1 What was his real name?

2 Who was Alice Liddell and why is she important?

3 As well as writing stories, what else was Lewis Carroll good at?

After reading the book

These questions are intended for oral use in class but you may ask children for written responses if you feel it is appropriate.

Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting or boring? Was it exciting or too predictable? Which part of the story did you like best? Were there any parts of the story that surprised you? What did you think of the ending?*
- Talk about the way each chapter ended. Ask *Did the end of the chapters make you want to read on?* Talk about how this technique is often used in stories and other media such as TV.

Characters

- Ask the children about the main story characters. *Did you like Alice? What did you think of the Mad Hatter and the March Hare? What about the Queen of Hearts?*

Plot

- Encourage the children to retell the basic story in their own words. They can use the pictures as a framework for doing this.

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask them to identify each of the story settings.

Moral issues and themes

Use any of these themes from the story as a basis for a class discussion:

- Dreams. Ask *What is strange about the world of dreams. What sorts of things happen in dreams that don't happen in real life?*
- Talking animals. Ask *Are the animals in this story really animals, or are they really humans? Do you like stories where animals talk and behave like humans?*

Vocabulary

- Pick out one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meanings.
- Ask the children to show their understanding of the vocabulary by using the words in sentences.

Follow-up ideas

- As a class compose a story sequel using this story as a model.
- Animals and strange people. There are a lot of different animals and strange people in the story. Ask the class to make a list of the ten most important animals or people and write short descriptions of them.
- Drama. Get the children to act out part of the story, but be aware that some may be disruptive, so begin with a simple section like the Caterpillar or the Cheshire Cat before attempting the tea party or the game of croquet. Give each child a part to play and they can act out the story as you read it.