The story

On a cold winter day Alice is at home, by the fire. Looking up, she sees the looking-glass above the fire with its mirror-view of the room. She climbs up to look closer and the glass seems to melt so that she can pass through. On the other side she isn’t in exactly the same room – it’s untidy, with chess pieces across the floor. The chess pieces seem to be alive. Alice starts to tidy up, arranging the pieces, who are very much surprised. Alice then goes on into the garden.

In the garden she meets the Red Queen, who takes her to the top of the hill where she can see that the countryside is laid out like a giant chessboard. Alice is in a game of chess and the Queen explains to her that she can be a pawn, get to the end of the board, and become a queen herself.

She takes a train (with some strange animals) through to the fourth square where she meets the brothers Tweedledum and Tweedledee. She also meets the White Queen, who is friendly but not easy to understand. She follows the White Queen into the next square where she meets a sheep, who helps her to the sixth square. Here she meets more strange characters, before crossing into the seventh and finally the eighth square, where a crown appears on her head. There is a party to celebrate Alice’s arrival but in the middle of the party she wakes up back at home by the fire.
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 Alice in Wonderland (Explorers 5). 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 three sections of the contents page.
- Explain that Left or right? is a poem about looking in a mirror.
- Explain that ‘Chess’ gives some information about this ancient game. You may find it helpful to read this section with the children before reading the story, as it may help them to follow the different stages.
- 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 3: What sort of animal might you find behind a looking-glass.
- Chapter 8: What is a knight, and what does a knight do in the game of chess?
- 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
Through the Looking-glass
Pages 2 to 10

Active vocabulary
- chess
- fireplace
- hurt
- looking-glass
- melt
- naughty
- pawn
- roll
- squeak
- tangle
- tornado
- wool

Passive vocabulary
- castle
- coal
- dust
- fold
- knit
- jumper
- mess

Before reading
- Pre-teach vocabulary, and practise new items.
- Look at page 2. Ask *What is this and what is it doing?*
- Look at page 3. Ask *Where is Alice? What is she doing?*
- Look at page 4. Point to the chess pieces in the middle of the page. Ask *What are these?* Tell the children that they will see these wherever there is a break in the story.

During reading
- Read pages 2–4 up to the chess pieces on page 4 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 2–4 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 chess pieces on pages 7 and 9.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1. Where was Alice at the beginning of the story?
2. How did she get through to the Looking-glass House?
3. What was the looking-glass room like?
4. What was unusual about the chess pieces?
- 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 White Queen talk about a tornado. What was it?
- Look at the poem on page 10. Although the words are mostly nonsense, the children guess which words are adjectives (like *slithy*), which are nouns (like *wabe*) or verbs (like *gyre*). Make three lists.
- Ask *What do you think will happen in the garden?*
Chapter 2
The Red Queen
Pages 11 to 18

Active vocabulary
back to front chessboard daisy flowerbed hedge lily path petal pick sigh spike stream twin twist upside down whistle

Passive vocabulary
lean thump violet whisper

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 11. Ask Where is Alice?
• Look at page 14. Ask Who is Alice talking to?
• Look at page 15. Ask What can you see here? What is strange about it?
• Look at page 16. Ask What are they doing?

During reading
• Read pages 11–12 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
• Read pages 11–12 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 bottom of page 17.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1 What was strange about the flowers?
2 Why did Alice say that she would pick the daisies?
3 What was the flowerbed like?
4 Who else was in the garden?
5 Who did Alice think the countryside was like?
6 What chess piece did Alice think she could be?
7 What chess piece did Alice want to become?
• 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 The Rose says ‘You must walk away from her if you want to talk to her.’ Why is this?
2 Why did the Red Queen give Alice a biscuit when she was thirsty?
• Check with the children that they understand how many squares Alice will have to go through before she becomes a queen. (She will start on the second square, and go through the third square quickly to the fourth, then through each square until the eighth.)
Chapter 3
Looking-glass animals
Pages 19 to 27

CHAPTER 3
Looking-glass animals

From the top of the hill, Alice looked down at the giant chessboard. Far away, she could see an animal flying round a flower.

‘I don’t think it’s a bee,’ she said to herself. ‘It’s much bigger than a bee. Oh, it’s an elephant! Those flowers must be as big as houses. Houses with stalls! The elephants must make lots of honey! I think I’ll go down and watch them ... No, perhaps I won’t. They may be dangerous. I’ll go down the hill and into the third square. I want to get to the fourth square soon to meet Tweedledum and Tweedledee.’

So Alice ran down the hill.

Alice was soon in the third square. She was sitting on a train with a Goat, a Beetle and a Horse. A man dressed in white clothes was sitting opposite Alice. He was reading a newspaper.

‘I’m on a train now! That’s very strange, I wonder where we’re going,’ she thought.

The ticket collector stood on the platform. He was looking through the window of the train. ‘Tickets, please!’ he cried. ‘Show me your train tickets, ladies and gentlemen!’

Active vocabulary
bee beetle butterfly crawl deer fawn fur gnat goat honey insect joke label parcel passenger signpost spot stalk sting

Passive vocabulary
beard binoculars collector rocking horse

Before reading
• Pre-teach vocabulary, and practise new items.
• Read the title of Chapter 3. Ask What do you think looking-glass animals will be like?
• Look at page 20. Ask Who can you see? Where are they?
• Look at page 23. Ask Describe the animal in the picture. What is it doing?
• Look at page 24. Ask Describe the animal in the picture.
• Look at page 26. Ask What animal is Alice with?

During reading
• Read page 19 up to the chess pieces (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
• Read page 19 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 chess pieces on pages 22 and 25.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1 Who was on the train with Alice?
2 Where should Alice have bought a ticket?
3 How did the train cross the stream into the fourth square?
4 Describe the Rocking Horse Fly and the Bread and Butter Fly.
5 What did Alice have to walk through before she reached the fifth square?
6 Why did Alice forget her name?
• 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 does Alice go through the third square by train?
2 Why did Alice get angry on the train?
3 Why did the fawn run away?
• Do you think Alice will meet Tweedledum or Tweedledee – or both?
Chapter 4
Tweedledum and Tweedledee
Pages 28 to 35

Active vocabulary
armour battle branch clap collar frown grab helmet pin quarrel rattle rude shake shawl snore spoil statue sword thunderstorm toy

Passive vocabulary
blanket candle crow flame flap handkerchief hero monstrous nightcap pillow pot rug tar barrel tassel tiger tray

Before reading
• Pre-teach vocabulary, and practise new items.
• Look at page 28. Ask Who are these two people? Can you describe them?
• Look at page 30. Ask Who do you think this is? What is he doing?
• Look at page 32. Ask What is Tweedledum doing? Does he look happy?
• Look at page 33. Ask What are Tweedledum and Tweedledee going to do?

During reading
• Read page 28 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
• Read page 28 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 chess pieces on pages 31 and 34.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1 What did Alice forget when she met Tweedledum and Tweedledee?
2 What was the Red King doing?
3 What might happen if the Red King woke up?
4 Why did Tweedledum and Tweedledee agree to have a battle?
5 What did they wear for the battle?
6 How long did they agree to fight for?
7 Why did they stop?
8 What did Alice find blowing in the wind?
• 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 Are Tweedledum and Tweedledee good friends?
• The characters of Tweedledum and Tweedledee are hundreds of years old, and Carroll borrowed them to use in his story. The names are used to describe two people who disagree, although other people cannot see any reason for the disagreement.
• Ask Who is the owner of the shawl?
Chapter 5
A sheep in a shop
Pages 36 to 44

Active vocabulary
- backwards
- bandage
- comb
- crime
- crown
- dizzy
- knit
- needle
- oar
- prison
- punish
- row
- servant
- sheep
- shelf

Passive vocabulary
- basket
- bowl
- cap
- ceiling
- doll
- fan
- hoop
- kite
- purse

Before reading
- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 6. Ask What is a sheep? Is it a strange thing to see in a shop?
- Look at page 36. Ask What is Alice doing with the White Queen?
- Look at page 38. Ask Where is this man?
- Look at page 41. Ask What is this animal? What is she doing?
- Look at page 43. Ask Where are they now? What is Alice doing?

During reading
- Read pages 36–37 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 36–37 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 chess pieces on page 39, 40 and 42.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1. What does Alice do for the White Queen?
2. What job does the White Queen offer Alice?
3. Why is the King’s Messenger in prison?
4. Who did Alice find in the shop?
5. What did the Sheep and Alice do while they were in the shop?
6. What did Alice buy?
• 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. When can the White Queen’s servant have jam?
2. Describe why it is difficult to find things in the shop.
3. What is strange about the price of eggs?
• Ask Why didn’t the sheep give the egg to Alice?
Chapter 6
Humpty Dumpty
Pages 45 to 51

CHAPTER 6
Humpty Dumpty

The egg got bigger and bigger. Then it stopped moving and now Alice could see that it had a big round face and arms and legs.
‘I think it’s Humpty Dumpty,’ she said to herself.
He was sitting, with his legs crossed, on top of a very high wall.
‘Oh, I hope you won’t fall off,’ said Alice. She stretched out her arms, ready to catch him. ‘You’re an egg – if you fall off the wall, you’ll break.’
There was a long silence. Then Humpty Dumpty frowned and said, ‘I’m not an egg, I’m Humpty Dumpty.’
‘There’s nothing wrong with eggs. Some eggs are very pretty, you know,’ replied Alice.
And some people,’ said Humpty Dumpty, ‘talk a lot of nonsense.’
Alice couldn’t think of an answer to this. But she suddenly remembered a poem about Humpty Dumpty and she whispered it to herself:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the King’s horses and all the King’s men
Couldn’t put Humpty together again.

‘Oh, I hope that doesn’t happen!’ thought Alice.

Active vocabulary
belt bow tie crash soldier subtract

Passive vocabulary
root

Before reading
• Pre-teach vocabulary, and practise new items.
• Look at page 47. Ask Describe the person shaking hands with Alice? Where is he sitting?
• Look at page 51. Ask What is happening here?

During reading
• Read page 45 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
• Read page 45 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 end of page 49 and the end of page 50.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1 What happened to the egg?
2 Where was he sitting?
3 What does he say about Alice’s age?
4 What is an unbirthday present?
5 Which is better, a birthday present or an unbirthday present?
6 What did Alice hear as she walked into the forest?
7 Where did Alice hide to watch the King’s men?
8 What happened to the King’s men? Why did they all fall over?
• 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 Humpty Dumpty might fall off the wall?
2 Why did Humpty Dumpty think Alice’s name was very silly?
3 Was Humpty Dumpty wearing a belt or a bow tie?
4 Will the King’s men be able to put Humpty Dumpty together again?
• ‘Humpty Dumpty’ is a traditional English children’s rhyme. Read it carefully with the children. Nobody knows who the original Humpty Dumpty was, or why he sat on a wall.
**Chapter 7**

**The Lion and the Unicorn**

Pages 52 to 60

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**Active vocabulary**
- drum
- earthquake
- hay
- horn
- monster
- paw
- rhyme
- skip
- trumpet
- unicorn
- wriggle

**Passive vocabulary**
- grunt
- market
- plum
- slice
- snort
- trick
- yawn

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**Before reading**

- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 7. Ask *What do you know about lions and unicorns?*
- Look at page 53. Ask *Who is giving the king something? What is it?*
- Look at page 56. Ask *What can you see in this picture?*
- Look at page 58. Ask *What is on each side of Alice and what is she holding?*
- Look at page 60. Ask *Why is Alice covering her ears?*

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**During reading**

- Read page 52 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read page 52 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 chess pieces on pages 55 and 59.

**Stage 1 comprehension**

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

1. How many soldiers did the White King send to help Humpty?
2. How many messengers did the king have?
3. What did Haigha give the king to eat?
4. What were the Lion and the Unicorn fighting about?
5. Why did they stop fighting?
6. How did Alice cut the cake?

- 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 does the king need two messengers?
2. Is it strange that the Unicorn doesn’t believe in children?

- ‘The Lion and the Unicorn’ is a traditional English rhyme. Read it carefully with the children. A lion and a unicorn appear on each side of the coat of arms of the United Kingdom, with the actual crown between them. They are just holding it but it looks as though they are fighting for it.

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Explorers 6: Through the Looking-Glass Teacher’s Notes
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Chapter 8
The White Knight
Pages 61 to 68

The sound of the drums filled the air.
"It's too noisy for me here," thought Alice. "It's time to go now." She jumped up and crossed the little stream into the seventh square. When she looked back, she could see the Lion and the Unicorn. They looked angry because the drums had spoilt their picnic.

Alice could still hear the drums. She put her hands over her ears to shut out the noise. "That will soon drum them out of town," she said to herself.

At last the drums stopped. When Alice looked back, she couldn't see the Lion or the Unicorn. She couldn't see Haigha or Hatta. Had she dreamed them? But when she looked down, she saw that the cake plate was still in her hand.

"So it wasn't a dream," she said to herself. She walked away, still holding the plate.

Then she heard a shout and a Red Knight galloped towards her on his horse. "You're my prisoner!" he cried.

Then there was another shout and a White Knight rode up to them. The two Knights looked at each other.

"She's my prisoner," said the Red Knight. "And I came to rescue her," replied the White Knight.

"Then we must fight for her!" cried the Red Knight. He put on his helmet, which was the shape of a horse's head.

The two Knights started to fight and Alice watched from behind a tree. "Oh dear, more fighting," she thought sadly.

Active vocabulary
- beehive
- gallop
- invent
- mousetrap
- reins
- saddle
- shark

Passive vocabulary
- bend
- bunch
- bush
- gold

Before reading
- Pre-teach vocabulary, and practise new items.
- Read the title of Chapter 8. Ask What do you know about knights?
- Look at page 62. Ask What are the two knights doing?
- Look at page 65. Ask Describe the White Knight. What is he doing?
- Look at page 68. Ask What has happened to Alice?

During reading
- Read page 61 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read page 61 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 chess pieces on pages 64 and 66.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.

1. What did the knights do?
2. Who won the battle?
3. What did the White Knight have with him?
4. Was the White Knight a good rider?
5. What sort of horse did Alice suggest to him?
6. What happened when Alice crossed the stream?

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. How did Alice know that it wasn’t a dream?
2. Why did one knight want to take Alice prisoner, and the second want to rescue her?
3. Why is the White Knight not bothered by bees, mice or sharks?
4. What way has the White Knight invented of getting over a gate? Describe it.

Ask What do you think will happen now Alice is a queen?
Chapter 9
Queen Alice
Pages 69 to 74

Through the Looking-Glass

CHAPTER 9
Queen Alice

Alice walked up and down on the grass with the gold crown on her head. ‘I hope it won’t fall off,’ she said to herself. ‘That would never happen to a real Queen. But if it does fall off, no one will see it.’ She sat down again. ‘I just need to practise,’ she thought. ‘If I really am a Queen, I’ll get it right in the end.’

Then she saw the White Queen and the Red Queen sitting together on the grass. ‘I wonder if the game of chess has finished,’ she thought. ‘I’ll ask them.’

‘Can you tell me ...’ she began.

But the Red Queen said, ‘Be quiet, child! Only speak when someone has spoken to you!’

‘That’s silly,’ said Alice. ‘If everyone did that, no one would ever speak!’

The Red Queen frowned as she thought about this. Then she said, ‘Do you really think you’re a Queen just because you’re wearing a crown? Well, you’re not. Not yet. All Queens must pass a test. You can take it now.’

Then the Red Queen turned to the White Queen. ‘By the way, I invite you to Alice’s party this afternoon,’ she said.

‘And I invite you,’ replied the White Queen with a smile. ‘Oh, am I going to have a party?’ asked Alice. ‘I didn’t know. Well, I think I should invite the guests, not you.’

‘You’re very rude,’ said the Red Queen. ‘Didn’t your teacher give you lessons in manners?’

Active vocabulary
addition ball bone feast flour lap
lightning loaf manners nap stroke

Passive vocabulary
guest pat

Before reading
• Pre-teach vocabulary, and practise new items.
• Read the title of Chapter 9. Ask Why has Alice become a queen?
• Look at page 70. Ask Who are the people on each side of Alice?
• Look at page 74. Ask What are the two queens doing now? How do you think Alice feels?

During reading
• Read page 69 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
• Read page 69 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 chess pieces on page 72.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1 Who is having a party in the afternoon?
2 What sort of words can the White Queen read?
3 What is strange about the days that the queens talk about?
4 What does the Red Queen tell Alice to do to the White Queen?
5 What did both Queens do in the end?

• 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 On page 69, Alice says ‘If everyone did that, no one would ever speak!’ What does she mean?
2 What is strange about the maths that the queens use?
3 What do you think happens if you take a bone away from a dog?
• Read the song on page 73 with the children and check their understanding. It is a strange version of a traditional English lullaby called ‘Rock-a-bye Baby’. A lullaby is a song that you sing to send children to sleep.
• Ask What will happen to Alice in the final chapter?
Chapter 10
Alice’s party
Pages 75 to 82

Active vocabulary
bow doorstep drip fireworks pour pudding purr speech tablecloth waiter

Passive vocabulary
lip

Before reading
• Pre-teach vocabulary, and practise new items.
• Read the title of Chapter 10. Ask Why is Alice having a party?
• Look at page 76. Ask What is this? What is it doing?
• Look at page 78. Ask What is Alice doing?
• Look at page 79. Ask Who is this? What is happening to her?
• Look at page 80. Ask What is this? Compare it with page 79.
• Look at page 81. Ask Where is Alice?

During reading
• Read pages 75–77 down to the chess pieces on page 77 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
• Read pages 75–77 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 chess pieces on page 80.

Stage 1 comprehension
Ask questions orally, or set them as a written activity.
1 What could Alice hear as she stood on the doorstep?
2 What happened when Alice walked through the door?
3 How many guests were there?
4 What did Alice do to the tablecloth?
5 What did Alice do to the Red Queen? What happened to her?
6 Where did Alice find herself?

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

Stage 2 comprehension
Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.
1 Why couldn’t Alice eat the leg of lamb or the plum pudding?
2 How did the guests drink?
• Look at the song on page 75 carefully with the children. Check their understanding.
• Ask the children who they think had the dream.
**Left or right?**

**Page 83**

**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.

**Chess**

**Pages 84 to 87**

**Before reading**
- Ask Do you know, or have you ever played chess?
- Ask Can you describe how to play it?

**During reading**
- If possible, bring a chess set into the classroom so that the children can see the board and the pieces more easily.
- Read through the instructions for chess. Ask questions orally, or set them as a written activity.

1. Describe a chess board.
2. How does a Pawn move?
3. Which is the most useful player?
4. When and where did chess start?
5. When were the rules finally set out?

**After reading**
- Ask the children to write instructions for another board game that they are familiar with.

**About the author**

**Page 88**

**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? Which characters did you like best? Which did you not like so much? Why? Why not?

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:
• Looking-glass World. Think about the main features of Looking-glass World, for example:
  – time goes backwards,
  – flowers talk,
  – you have to run to stay in the same place.
Ask the class to make a list of ten different features, with examples.
• Dreams. This story is not only a dream, but there are often dreams within the dreams. Ask What is strange about the world of dreams. What sorts of things happen in dreams that don’t happen in real life?

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 flowers in the garden or the train, before attempting more complicated or active scenes. Give each child a part to play and they can act out the story as you read it.

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