

### Summary of the story

Alice is sitting near the river on a sunny afternoon. Her sister wants to read a book to her, but Alice is finding it hard to concentrate. When she sees an odd-looking White Rabbit run by she follows it.

Alice sees the rabbit disappear down a hole at the bottom of a tree. She falls down it, only to find herself in a very unusual room. The only way out is through a series of doors that become smaller and smaller in size, until Alice reaches the smallest door of all, which has a talking doorknob. Alice has to drink from a bottle to make herself smaller, then eat a cookie to make herself bigger, and still she is not the right size to fit through the door. Eventually she starts crying, and her tears carry her through the keyhole.

On the other side of the door, Alice finds herself in a strange world of talking animals. There is also more food and drink to take that can either make her grow to a huge size or shrink to a tiny one. She meets a talking caterpillar and a smiling Cheshire cat, and she finds herself at a strange un-birthday party being hosted by a Mad Hatter. Here she sees the White Rabbit again. When the rabbit leaves, Alice runs after him.

The Cheshire Cat says Alice must meet the Queen before she can return home. At the Queen's castle, the Queen wants to play croquet with Alice, but she has a short temper and soon wants to have Alice's head cut off! The King insists that Alice be

### Level 5

<b>Suitable for:</b>	young learners who have completed up to 250 hours of study in English
<b>Type of English:</b>	American
<b>Headwords:</b>	1000
<b>Key words:</b>	20 (see pages 2 and 6 of these Teacher's Notes)
<b>Key grammar:</b>	indefinite pronouns, comparative adverbs, common phrasal verbs, clauses joined with <i>so</i> , <i>when</i>

given a trial, but – the Queen still wants to cut off Alice's head! Fleeing from the Queen's soldiers, Alice runs back through Wonderland to the door she originally came through. Looking through the keyhole, she can see herself sleeping peacefully by her sister's side. Alice realizes that her adventure in Wonderland was just a strange dream.

### Background information

*Alice in Wonderland* is the 13th Disney Animated Classic. The movie was released in 1951.

The movie is based on *Alice's Adventures in Wonderland*, one of the most famous books in children's literature, written by Charles Lutwidge Dodgson under the pen name Lewis Carroll and published in 1865. Dodgson was a professor of mathematics at Oxford University, and the book features logical puzzles, word play, and clever nonsense.

The book was one of Walt Disney's favorites for many years.

### Did you know ... ?

*Alice in Wonderland* is composed of more than 350,000 drawings and paintings, and 750 artists worked on the movie.

The Doorknob is the only character in the movie that did not appear in Lewis Carroll's *Alice's Adventures in Wonderland*.

## The characters

**Alice** is a young girl who likes to daydream.

**The White Rabbit** is a rabbit who wears clothes, can talk, and is always late.

**The Doorknob** is part of a small door in Wonderland. It can talk.

**The Caterpillar / Butterfly** gives Alice some advice in Wonderland.

**The Cheshire Cat** is a cat with a very big smile. He helps Alice.

**The Mad Hatter** is a strange character who likes to host parties.

**The March Hare** is a friend of the Mad Hatter.

**The Queen in Wonderland** is not a very nice person.

## Topics and themes

**Imagination** On the first page of the story, Alice describes part of her ideal world when she says, "In my world, all books have only pictures and no words." Ask the students to imagine how things would be different in *their* ideal world. They could make a list and share it with other students. (See also Activity 1 on page 3 of these Teacher's Notes.)

**Dreams** At the end of the story, Alice realizes that her trip to Wonderland has been a dream. Ask the students whether they can remember any of their own dreams. Ask the students to work in small groups. One member of the group should tell his or her dream to the rest of the group. The members of the group should then retell the same dream to the members of other groups.

**Size** In parts of the story Alice shrinks until she is tiny, or grows taller than the trees. Ask the students to list the advantages and disadvantages of being very small or very tall. After they have discussed the pros and cons, they could take a vote on which they think would be more fun or easier.

**Curiosity** Like most children, Alice is very curious. Ask the students what kinds of things make them curious and wanting to find out more. Would they have done the same as Alice, and followed the rabbit down the hole? Once in Wonderland, would they have been keen to pursue the rabbit, or would they have wanted to try and return home

## Key words

(see page 6 of these Teacher's Notes for the Key words in context)

caterpillar (n)	lick (v)
cheat (v)	mushroom (n)
court (n)	nervously (adv)
croquet (n)	rose (n)
doorknob (n)	sea (n)
flamingo (n)	shrink (v)
guest (n)	sign (n)
hedgehog (n)	soldier (n)
hole (n)	tear (n)
label (n)	trial (n)

straightaway? Alice drank the liquid out of the bottle and ate the mushrooms. Is it a good idea to drink something if we don't know what it is, or to eat mushrooms growing outside unless we know they're safe to eat?

**Villains** As in many stories, there are good characters and bad characters. Who is the villain or "baddy" in this story? What bad things does he or she do? What usually happens to baddies in stories / movies? Can the students think of baddies from other stories? Who are their favorite villains? What did they do?

**Fear** Alice is afraid of many things during her adventures in Wonderland, such as shrinking in size or growing very tall, being far from home, etc. Ask the students if they can think of times when they felt afraid. Discuss with the students things that they can do to stop feeling afraid.

**Being lost** There are times in the story when Alice feels lost and alone in Wonderland. Ask the students what they think it would feel like to be lost. What is the best thing to do if we are lost?

**Classic stories** Lewis Carroll's original story has been adapted many times and in many different formats. Ask the students whether they are familiar with the book *Alice's Adventures in Wonderland*. Can they remember any of the sections from the original book that are not in the Reader? (See also Activity 4 on pages 4–5 of these Teacher's Notes.)

## Class Activities (After Reading)

Here are some activities to do with your class after reading *Alice in Wonderland*.

### 1. Create a new character

**Materials:** sheets of white paper; colored pens / pencils / paints

- Ask the students to look through the pages of the book and point out all the strange characters Alice encounters in Wonderland – the White Rabbit, the Doorknob, the Caterpillar, the Cheshire Cat, the Mad Hatter, the March Hare, the Queen and her soldiers. Discuss what is strange about each of these characters (*they can talk, the animals wear clothes, they do odd things, etc.*).
- Tell the students that they are going to imagine and create their own strange character for Alice's Wonderland. The characters can be animals, humans, or inanimate objects, such as a talking tree or clock, etc.
- Give out the materials and have the students draw their characters and color them. They should also give their characters names and write them at the top of their papers.
- The student should also think about his or her character's encounter with Alice. Does it help Alice or give her advice? Is it a good character or a bad character? Is Alice afraid of it or does it become her friend? Underneath the picture, the student should write a couple of sentences about the character and Alice.
- The students show their finished pictures to the class and talk about them, describing their characters' encounters with Alice.
- Display the pictures in the classroom.

### 2. Teacup run

**Materials:** yard / outdoor space; two buckets per team; one teacup / paper or plastic cup per team; water

- Talk to the students about the un-birthday

party in the story. The Mad Hatter always throws parties – what is he celebrating each time? Tea is a very important part of the Mad Hatter's tea parties. Explain to the students that in the story they are drinking tea from teacups, which is the proper way to drink tea traditionally in the UK. Ask the students what they think people might eat at a tea party (*sandwiches, cakes, cookies, etc.*).

- Tell the students that they are going to play a game with teacups (this would ideally take place in the yard or other outdoor space).
- Divide the class into teams of five or six students. Give each team two buckets. One bucket should be empty and one filled with water. The buckets should be placed at opposite ends of the yard for each team. Each team should have a teacup (or a paper / plastic cup).
- The teams stand at one end of the yard next to their buckets filled with water. In turns, a student in each team fills a teacup with water from the bucket and runs to the empty bucket at the other end as fast as they can, without spilling any water. When the student reaches the empty bucket, they pour the water from the cup into it and then run back to their team, handing the cup over to the next team member to repeat the process. The team that fills the empty bucket first wins the game.
- Monitor the teams and keep a check of team members who spill water, deducting points for doing so.
- Pre-teach and practice language that the students can use to support their team. Encourage the students to use as much English as they can during the race, e.g. *Go! Quickly! Hurry up! Come on! Well done! We're winning! We're losing!*
- Variation: to make the game more fun, the students could skip instead of running or do a two-legged race, where two team members have their legs tied together at the ankles.

### 3. Make a Mad Hatter hat / Interview the Mad Hatter

**Materials:** large sheets of different colored cardstock; pencil; safety scissors; glue; masking tape; fabric and ribbon for decorating

- If possible, before the session, make a Mad Hatter hat following the instructions. Tell the students that the Mad Hatter's hat is called a top hat. They are going to make a top hat in pairs.
- Divide the class into pairs. The students should choose what color they would like to make their hats. Hand out three sheets of cardstock per pair according to their chosen colors.
- One of the students in each pair should wrap a piece of card around the other student's head to measure the size of the hat. They should mark where the card meets when wrapped comfortably around the head. Then they cut the card along this line. Tell the students to be sure that the top of the card extends to at least six inches in the air to create the top hat look.
- Now roll the card so that the ends meet to form a tube and tape along the seam. Place the tube on another piece of card and draw around its circumference with a pencil. Cut around the circle drawn on the card. This will form the top of the hat.
- To make the brim of the hat, place the circle for the top of the hat onto another piece of card and trace around it. Remove the top of the hat. Draw an outer circle on the card that is about four inches from the inner circle. Cut out the outer circle and the inner circle so that you have a large circle with a hole in the middle.
- Slide the hat brim around the bottom of the hat tube and tape it securely into place. Put the top of the hat in place and tape securely too.
- The students can decorate their hats using fabric and / or ribbon. Take a long piece of fabric or ribbon and tie it around the base of the hat, above the brim.

- Encourage the students to talk about what they are doing in English as much as possible while they are making their hats.
- In their pairs, tell the students that they are now going to perform an interview with the Mad Hatter.
- Ask the students to decide who will be the Mad Hatter and who will be the interviewer. The students then write their scripts of questions and answers.
- Explain to the students that the interviewer wants to find out about the Mad Hatter's tea party. They could ask questions such as *How many guests are there at your party today? What are you eating? What are you drinking? Who is your favorite guest? Why?* etc. The students in the role of the Mad Hatter should wear the hat that they have made and be prepared to answer the questions.
- Allow the students to interview each other. Go around the class and monitor their work.
- Students can then swap roles, and work with another pair to carry out the same task.
- Ask some volunteers to perform their interviews in front of the class, with the Mad Hatters wearing their hats.
- You can just do the interview part of this activity if you prefer. Or all the students can make hats as an activity, without conducting the interview at the end.

### 4. Project: *Wonderland characters*

**Materials:** internet access and / or *Alice's Adventures in Wonderland* books; large sheets of paper; safety scissors; glue; colored pens / pencils

- Explain to the students that the Disney version of *Alice in Wonderland* is based on the children's book by the English author Lewis Carroll called *Alice's Adventures in Wonderland*.
- Tell the students that there are many more characters in Lewis Carroll's story of Alice than

can be seen in the Reader. Ask the students if they know the story of *Alice's Adventures in Wonderland* and if so, which other characters might they know, for example, *Mock Turtle*, *Dodo*, *Dormouse*, etc.

- Tell the students that they are going to work in pairs to find out about four more characters that Alice encountered in Wonderland.
- The students can use the internet or *Alice's Adventures in Wonderland* to do their research in pairs and make notes. (This research could be done individually as homework.) They should find out what role each character plays in Alice's adventure, what type of character it is, is it good or bad, how it helps Alice or frightens her, etc.
- The students then write or type out their information about the characters neatly onto large sheets of paper and draw and color pictures of the characters to illustrate, and / or print out pictures of them from the internet to stick on as part of their projects.
- Display the information around the classroom. Discuss the characters with the students.
- You could also do a survey to see which characters were mainly chosen by the class, and which character(s) were perhaps only chosen by one pair. Were characters chosen based on their popularity in the book, or perhaps because the students liked that particular character, or perhaps because the character played an important role in the book?

### 5. Alice's diary

- Ask the students if any of them write a diary. Do they write it every day? Do they write about the events of each day? Do they write about their thoughts and feelings?
- Talk to the students about some of Alice's adventures in the story. How do they think she feels? Is she excited / curious / frightened by what she sees in Wonderland?

- Tell the students to imagine that they are Alice, and to write about one of her adventures in Wonderland. They should choose a scene, such as when Alice first arrives in Wonderland or when she meets the Queen, and write about how she feels during that episode of the story, as well as about the event itself. Their diary entries should have a date, e.g. *12th July 1865*.
- The students could copy out their finished diary entries onto sheets of paper and include sketches or pictures to illustrate them. The diaries could then be displayed in the classroom.

### 6. Retelling the story

- Divide class into pairs.
- Tell the students that, in their pairs, they are going to choose a scene from the story to retell. As they retell it, they should change two elements in the scene. For example, in the scene in the first room, the students might say that the drink makes Alice grow and the cookie makes her shrink instead of the other way round.
- The students write out their chosen scenes from the story to include the two new elements.
- Team up one pair of students with another pair. Each pair reads out their scene and the other pair should try to identify which elements have been changed.
- Alternatively, the pairs can come to the front of the class to read out their altered scenes and the rest of the class can try to identify the different elements. The class can vote on their preferred altered scenes.

**Key words**

- caterpillar** .....But when she looked up, the Caterpillar was not there. (p. 13)
- cheat** .....“You cheated!” she shouted at Alice. (p. 25)
- court**.....Lots of people were at the court to watch Alice’s trial. (p. 26)
- croquet** .....The Queen wanted to play a game, but this was a strange kind of croquet. (p. 24)
- doorknob**.....Now she was in another room, and there was another door with a gold doorknob. (p. 7)
- flamingo** .....Alice tried to copy the Queen and play, but her flamingo and hedgehog did not help. (p. 24)
- guest** .....Suddenly, a new guest ran into the party – the White Rabbit! (p. 19)
- hedgehog** .....The ball was a little hedgehog, and the Queen used a flamingo to hit it. (p. 24)
- hole**.....Alice came to a hole at the bottom of a tree. (p. 5)
- label** .....On the table there was a bottle with a label – DRINK ME. (p. 8)
- lick** .....Next, she licked the first piece of mushroom. (p. 15)
- mushroom**.....Alice pulled off a piece of mushroom from each side. (p. 14)
- nervously** .....“I’m late!” said the voice nervously. (p. 4)
- rose** .....“Why are you painting the white roses red?” asked Alice. (p. 22)
- sea** .....Soon there was a sea of tears in the room. (p. 9)
- shrink**.....“I must eat something that will help me to shrink,” Alice said. (p.12)
- sign** .....The forest was dark now, with signs everywhere. (p. 15)
- soldier**.....When she walked into the garden, she met three of the Queen’s soldiers. (p. 22)
- tear**.....Her tears carried the bottle through the keyhole. (p. 9)
- trial**.....“Perhaps she can have a trial?” asked the King. (p. 25)

## While-Reading activities

### Activity 1 (pages 3–5)

Use the words in the box to complete Alice's diary.

voice party mind watch listen hole

It was a sunny afternoon and I was sitting in a tree with my little cat, Dinah. My sister was reading a book to me, but I didn't want to **1** \_\_\_\_\_. In my **2** \_\_\_\_\_, the world was full of books with only pictures and no words. Suddenly, I heard a **3** \_\_\_\_\_. It was a white rabbit and he held a big **4** \_\_\_\_\_. I decided to follow him and arrived at a tree with a **5** \_\_\_\_\_ at the bottom. The rabbit was saying "I'm late!" and I thought that he was perhaps late for a **6** \_\_\_\_\_.



### Activity 2 (pages 6–9)

Order the sentences.

- a Alice ate a cookie and she grew bigger.
- b Alice drank from a bottle and she grew smaller.
- c Alice followed the rabbit through the room.
- d Alice cried and passed through the keyhole with her tears.
- e Alice went through two small doors until she came to the smallest door.
- f Alice was too small to reach the key on the table.
- g Alice fell down a hole and arrived in a strange room.
- h Alice drank from the bottle and she shrank again.
- i In this room, there was a door with a talking gold doorknob.

**Activity 3 (pages 10–15)**

Circle the correct words.

- 1 The White Rabbit's house was **at the beach** / **in the forest**.
- 2 The rabbit asked Alice to get his **box** / **gloves** from his house.
- 3 Alice ate a cookie and began to **shrink** / **grow**.
- 4 Then Alice ate a **vegetable** / **flower** and grew very small.
- 5 Alice met a **caterpillar** / **mushroom** who told her how to be the right size again.
- 6 When Alice **ate** / **licked** the mushroom she became the right size.
- 7 Alice wanted to find the **Butterfly** / **White Rabbit** again.

**Activity 4 (pages 16–20)**

Check  the correct answer.

- 1 What was the first part of the Cheshire Cat that Alice saw?
  - a its yellow eyes
  - b its face
  - c its big smile
- 2 What did Alice have to do to find the White Rabbit?
  - a ask the Mad Hatter and the March Hare
  - b go back to his house
  - c ask the Caterpillar
- 3 Where was the White Rabbit?
  - a at a birthday party
  - b at an un-birthday party
  - c in the forest
- 4 Why did the White Rabbit have to leave the party?
  - a He didn't want to play the "clean cups" game.
  - b He was late.
  - c It wasn't his birthday.

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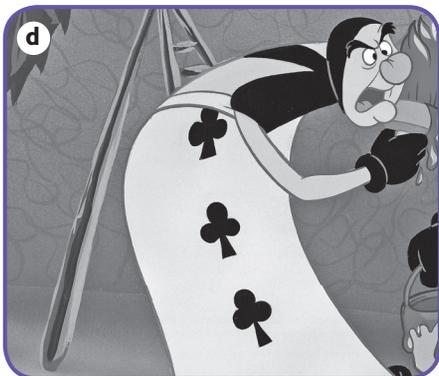
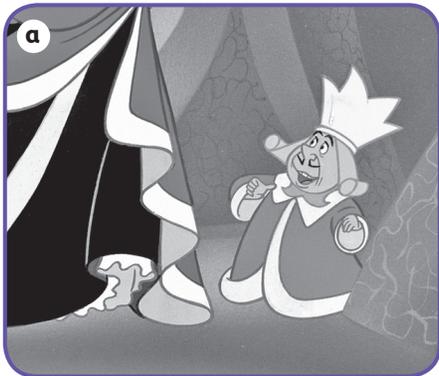
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ALICE IN WONDERLAND LEVEL 5

**Activity 5 (pages 21–25)**

Who said it? Match. Write the names.

- 1 “The Queen!”
- 2 “Oh, Cheshire Cat, it’s you!”
- 3 “Perhaps she can have a trial?”
- 4 “The Queen likes red roses.”
- 5 “If you want to go home, you must meet the Queen.”
- 6 “Do you play croquet?”



**Activity 6 (pages 26–30)**

Write *T* (True) or *F* (False).

- 1 In court, the Queen had to listen to the Mad Hatter first.
- 2 The Queen still wanted Alice to lose her head.
- 3 The Queen's soldiers ran after Alice to take off her head.
- 4 Alice ran back to the forest to find the Cheshire Cat.
- 5 Alice had to drink from a bottle to grow smaller again and go through the door.
- 6 The Queen and her soldiers were still running after Alice.
- 7 Alice woke up from a dream.

## After-Reading activities

### Activity 1

Write the names.

Butterfly Cheshire Cat Queen White Rabbit Mad Hatter Doorknob

- 1 Alice went to Wonderland because she wanted to follow the \_\_\_\_\_.
- 2 The \_\_\_\_\_ told Alice to drink from a bottle to become smaller.
- 3 The \_\_\_\_\_ told Alice to use the mushroom to become the right size.
- 4 The \_\_\_\_\_ helped Alice to find the White Rabbit.
- 5 The \_\_\_\_\_ was having a tea party with his friends.
- 6 The \_\_\_\_\_ was very angry with Alice.

### Activity 2

Cut out the sentences. Put them in the correct order.

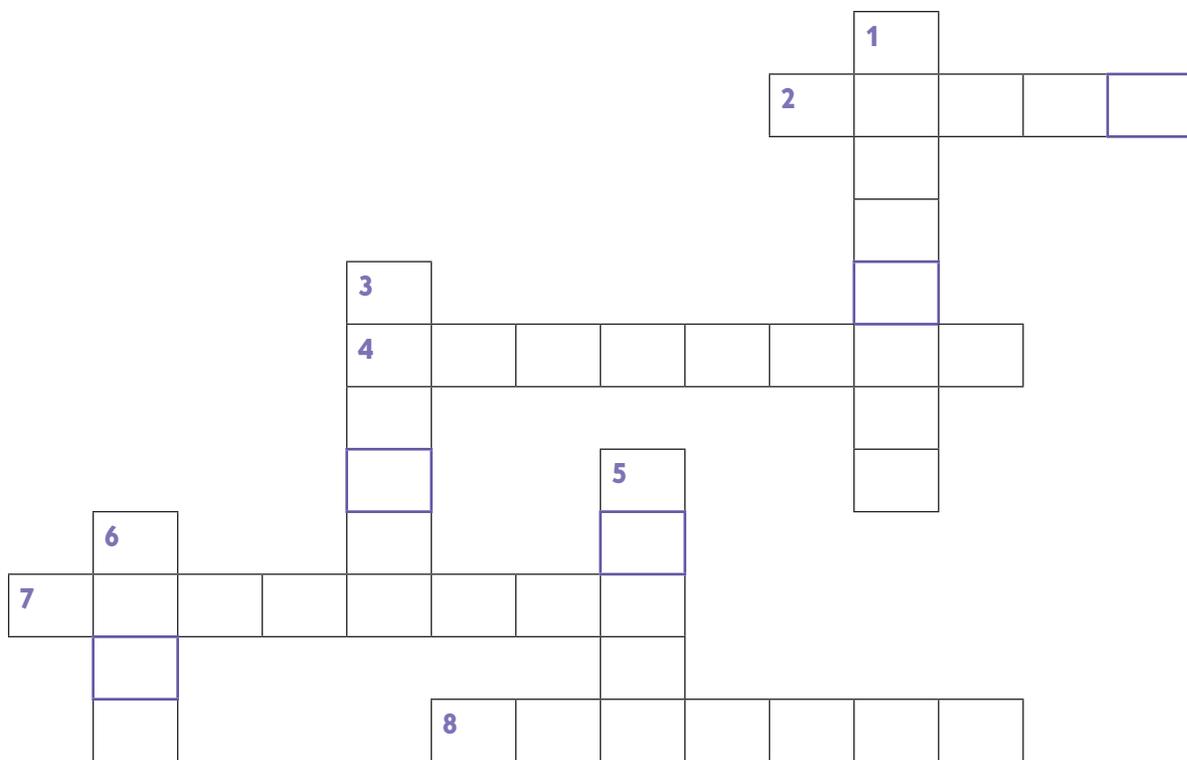
- a Alice met the Cheshire Cat.
  - b The Queen wanted to play croquet with Alice.
  - c Alice fell down a hole at the bottom of a tree.
  - d Alice ran back to the door and tried to open it.
  - e Alice drank from a bottle on a table and she shrank.
  - f The White Rabbit asked Alice to get his gloves.
  - g Alice woke up to her sister's voice.
  - h There was a trial for Alice.



### Activity 3

Complete the crossword.

- 1 Alice licked a \_\_\_\_\_ to be the right size again.
- 2 The White Rabbit was a \_\_\_\_\_ at the tea party.
- 3 The drink in the bottle made Alice \_\_\_\_\_.
- 4 The Queen used a \_\_\_\_\_ as a ball to play croquet.
- 5 The \_\_\_\_\_ on the cookie said EAT ME.
- 6 Alice fell down the \_\_\_\_\_ under the tree.
- 7 The \_\_\_\_\_ told Alice that she was too big for the door.
- 8 A \_\_\_\_\_ told Alice that the Queen liked red roses.



- 9 Make a word from the story with the letters in the bold purple boxes. Write it here. \_\_\_\_\_



## Answer Key

### In the back of the Reader

#### Before You Read

- 1 **a** caterpillar **b** hare **c** hedgehog **d** flamingo  
**e** rose **f** mushroom  
 2 **a** She is in a forest. She sees a white rabbit. It's wearing clothes and it's holding a big watch and an umbrella.  
**b** Students' own answers

#### After You Read

- 1 **a** followed **b** fell **c** shrank **d** made **e** grew  
**f** met **g** played **h** wanted **i** woke up  
 2 **a** the White Rabbit, 8 **b** Alice, 5 **c** the Caterpillar, 2 **d** the Doorknob, 1 **e** the King, 4  
**f** the Mad Hatter, 7 **g** the Cheshire Cat, 6  
**h** the Queen, 3

### In these Teacher's Notes

#### While-Reading activities

##### Activity 1

- 1 listen 2 mind 3 voice 4 watch 5 hole  
 6 party

##### Activity 2

- 1 g 2 c 3 e 4 i 5 b 6 f 7 a 8 h 9 d

##### Activity 3

- 1 in the forest 2 gloves 3 grow 4 vegetable  
 5 caterpillar 6 licked 7 White Rabbit

##### Activity 4

- 1 c 2 a 3 b 4 b

##### Activity 5

- 1 c, the White Rabbit 2 f, Alice 3 a, the King  
 4 d, the soldier 5 b, the Cheshire Cat  
 6 e, the Queen

##### Activity 6

- 1 F 2 T 3 T 4 F 5 F 6 T 7 T

## After-Reading activities

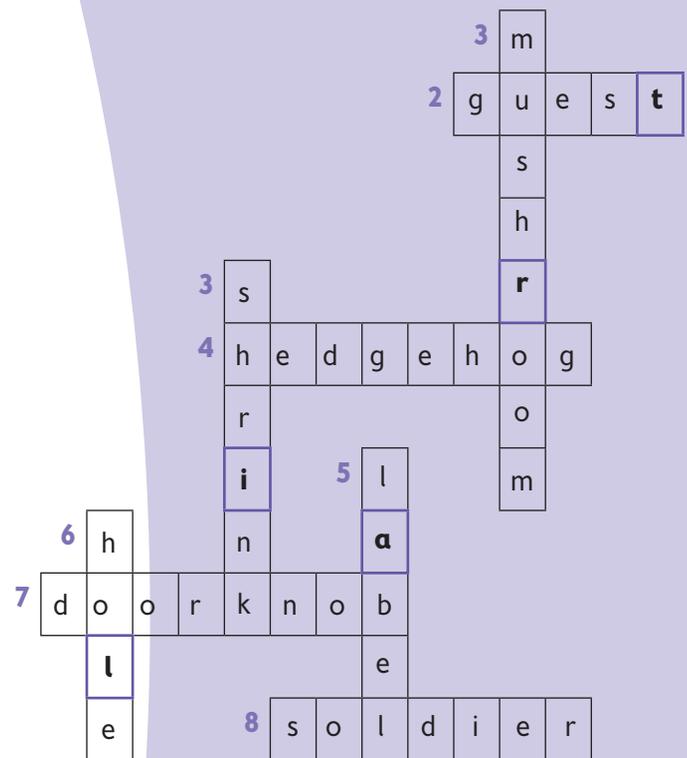
### Activity 1

- 1 White Rabbit 2 Doorknob 3 Butterfly  
 4 Cheshire Cat 5 Mad Hatter 6 Queen

### Activity 2

The correct order is: c, e, f, a, b, h, d, g

### Activity 3



9 trial

### Activity 4

Students' own answers