

# Through the Looking-Glass



## The story

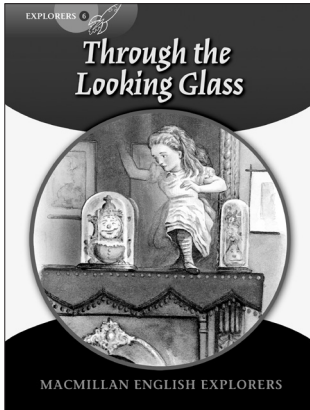
On a cold winter day Alice is at home, by the fire. Looking up, she sees the looking-glass above the fire with its mirror-view of the room. She climbs up to look closer and the glass seems to melt so that she can pass through. On the other side she isn't in exactly the same room – it's untidy, with chess 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.

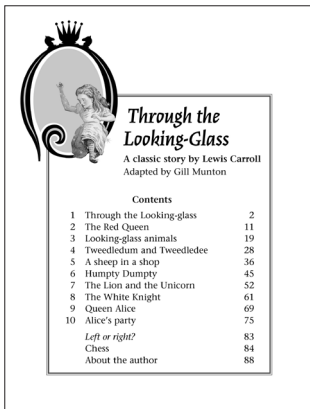
### Introducing the book

#### 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

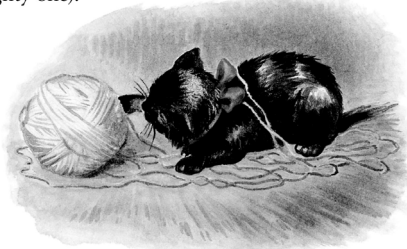
CHAPTER 1

### Through the Looking-glass

It was a cold winter day and Alice was sitting by the fire. She was rolling some wool into a ball for her mother to knit into a jumper. Soon she started to feel sleepy, so she put the ball of wool on the floor ...

When Alice woke up, her cat Dinah was washing one of her kittens. It was Snowdrop (the good kitten). Alice watched as Dinah washed Snowdrop's white face.

'Poor Snowdrop,' she thought. 'I don't think she likes that. Now, where's Kitty?' Kitty was the black kitten (the naughty one).



Then Alice saw the wool. Kitty had been playing with it while Alice was asleep. Now it lay in a mess on the floor. Kitty was tangled in the wool and she was running in circles, chasing her tail.

2

#### 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.

- Look at page 5. Ask *What is Alice doing?*
- Look at page 6. Ask *Where is Alice now?*
- Look at page 7. Ask *What are these and what are they doing?*
- Look at page 9. Ask *what is happening?*

### 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

CHAPTER 2

### The Red Queen

**I**t's a beautiful garden,' Alice said to herself, 'and I can see a hill. If I climb to the top of it, I'll be able to see everything. I'll walk along this path – I think it will take me to the bottom of the hill.'

She started walking, but there were lots of twists and turns in the path. Soon she was back at the Looking-glass House. She tried a different path, but the same thing happened.

'I don't want to go back into the Looking-glass House yet,' she said. 'I want to have lots of adventures first. I'll try to find the hill again.'

The third path went to a large flowerbed. Alice could see tiger lilies, daisies and lots of pink roses. 'What pretty flowers!' she said to herself. She looked at one of the tiger lilies waving about in the wind. 'I wish you could



11

#### 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 stalks! 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!'

19

#### 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

CHAPTER 4

### *Tweedledum and Tweedledee*

Alice turned a corner and then she saw them. They were standing very still under a tree. Two little round men, exactly the same. There was only one difference. One of the men had 'DUM' on his collar and the other had 'DEE'.



'They look like schoolboys,' thought Alice. They were standing so still that she forgot they were alive. She thought, 'I wonder if they both have "TWEEDLE" on the backs of their collars. I'll go and look.'

28

#### 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

CHAPTER 5

#### *A sheep in a shop*

Someone was running through the trees. It was the White Queen. She was coming towards Alice. She was running so fast that she was almost flying!

Alice went to meet the White Queen. 'Good afternoon,' she said. 'I've found this shawl. Is it yours?'

The White Queen nodded and put her hand out to take the shawl. Alice helped her to put it round her shoulders. 'She's very untidy,' she thought. 'Her crown isn't straight, her hair is tangled and there are pins everywhere!'

As the White Queen tried to put a pin in her shawl, Alice said, 'Shall I do that for you?'

'Oh, yes, please. I can't get it right,' replied the White Queen. 'I've pinned it here and I've pinned it there, but nothing fixes it.'

Alice pinned the shawl for her. Then she said, 'Shall I brush your hair now?'

'You'll have to get the brush out first. It's stuck



36

#### 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.

45

#### 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

CHAPTER 7

#### *The Lion and the Unicorn*

Soon Alice came to a large space between the trees. She saw a road leading out of the forest. Someone was sitting on the ground, writing in a notebook. It was the White King! Alice went closer.

When he saw Alice, the White King smiled at her and said, 'Did you see any soldiers in the forest?'

'Yes, I did,' replied Alice. 'I saw thousands of them.'

The White King looked in his notebook. 'Four thousand, two hundred and seven!' he said. 'I sent them to help Humpty. I wanted to send my two Messengers as well, but they went to the town. Are they coming back yet? Can you see them?'

Alice shaded her eyes with her hand and looked down the road. 'I can see nobody,' she replied.

'Can you really?' cried the White King. 'And he's so far away! You have very good eyes. I wish I could see Nobody. Sometimes I can't even see real people.'

Alice was still looking along the road. 'I can see someone now!' she cried. 'But he's coming very slowly. He's skipping and wriggling like a fish and flapping his hands.'

'Oh, he does that when he's Happy,' replied the White King. 'His name is Haigha, which rhymes with "chair". He eats Hay and he lives on a Hill. My other Messenger is called Hatta. I need two Messengers, you see. One to come and one to go.'

52

#### Active vocabulary

drum earthquake hay horn monster  
paw rhyme skip trumpet unicorn  
wriggle

#### Passive vocabulary

grunt market plum slice snort  
trick yawn

### 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?*

### 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.

## Chapter 8

### The White Knight

Pages 61 to 68

CHAPTER 8

### *The White Knight*

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 spoiled 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.

61

#### 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?

- 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 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

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.'

'Please 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?'

69

#### 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

CHAPTER 10

### *Alice's party*

Alice could hear lots of people singing. She stood on the doorstep and listened.

*To the Looking-glass Land it was Alice that said,  
'Look at me, I'm a Queen, I have a crown on my head.  
Let the Looking-glass animals, whatever they be,  
Come and dine with the Red Queen, the White Queen and me!'*

Alice walked through the door and the singing stopped. She looked around her. She was in a large room with a long table in the middle of it. About fifty guests were sitting at the table – people, animals, birds and even some flowers. At the end of the table sat the Red Queen and the White Queen, with an empty chair between them.

'That must be my chair,' thought Alice, and she sat down. 'But I wish someone would say something.'

Then the Red Queen spoke. 'You're very late,' she said. 'You've missed the soup and the fish. It's time for the meat now. You can cut it up.'

One of the waiters put a large leg of lamb on the table in front of Alice.

'I've never done this before,' said Alice to herself as she picked up a knife. 'I hope it's not too difficult.'

Then the Red Queen said, 'Alice, I'd like you to meet the leg of lamb. Leg of lamb, this is Alice.'

The leg of lamb stood up in its dish and bowed to Alice.

75

#### 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.

### 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 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

**Left or right?**



Mirror, mirror, on the wall?  
Am I short or am I tall?  
Now, what colour is my hair?  
Is it dark or is it fair?  
Is it short or is it long?  
I know a mirror's never wrong.  
And now my eyes – green, brown or blue?  
To find out, I must look at you.  
I've got an apple in my hand.  
(This question is quite tricky and  
I hope that you will get it right.)  
So now, before I take a bite,  
Which hand? Is it left or right?

*Gill Munton*

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

**Chess**

Alice's adventures in *Through the Looking-glass* are set on a giant chessboard.



Chess is a game for two players. Each player has sixteen pieces, which are red (or black) and white.  
The players move their pieces around the squares on the board. Each piece moves in a different way. A Pawn starts in the second row of squares. It can move one or two squares in its first move. When a Pawn reaches the last row of squares (the eighth row), it turns into a Queen. Alice starts as a Pawn and becomes a Queen at the end.  
The Queen is the most useful (and dangerous) piece because it can move in any direction.  
The winner is the player who traps the other player's King so that it cannot move. This is called 'checkmate'.

84

## 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

**About the author - Lewis Carroll**



Lewis Carroll's real name was Charles Lutwidge Dodgson. He was born in Cheshire, England, in 1832, and he was the oldest boy in a family of eleven children. As a child, he enjoyed making up games and he was very good at maths. When he was twenty years old, he went to study maths at Oxford University and he later became a lecturer.

He knew a little girl called Alice Liddell, and often told stories to her and her sisters. One day they all went on a picnic and he told them the story that became *Alice's Adventures in Wonderland*. When they arrived home, Alice asked him to write the story down and he did. It was published by Macmillan in 1865. He later wrote a second book about Alice called *Through the Looking-glass, and What Alice Found There*. There are Macmillan English Explorers versions of both of these books.

Lewis Carroll was also a very good photographer. He took pictures of famous people such as the poet Alfred Lord Tennyson, as well as the children he knew.

When he died in 1898, *Alice's Adventures in Wonderland* was the most popular children's book in England. This version of *Through the Looking-glass* contains the original artwork from when it was first published in 1872.

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.