

LESSON PLAN 2

Alice's Adventures in Wonderland



Get ready to perform!

In this second lesson about *Alice's Adventures in Wonderland*, students will learn about character, plot and storyline in the context of drama.

Activity 1: 3 minutes

Activity 4: 15 minutes

Activity 2: 15–20 minutes

Activity 5: 5–7 minutes per group

Activity 3: 10–15 minutes

Teacher's notes

Activity 1: starting the task

Objectives:

- ▶ to prepare for the reading activity
- ▶ to provide a clear task for each member of the group, which in turn ensures that everyone has something to contribute in activity 2
- ▶ to make students aware of the resources inside the cover of the Macmillan English Explorer *Alice's Adventures in Wonderland*

Choose the chapter or section of the story that you wish to use, e.g. Chapter 7 (note: the more dialogue in the section, the better). Put students in groups of three; if your number of students is not divisible by three, group them into threes and fours, but not pairs. Draw students' attention to the 'While you are reading' tasks on the inside cover of *Alice's Adventures in Wonderland*. Tell students to read the tasks and then decide who will be the Character Explorer, who will be the Setting Explorer and who will be the Plot Explorer.

Activity 2: reading and speaking

Objectives:

- ▶ to read part of the story 'thoughtfully', with a task in mind
- ▶ to prepare to speak about their reading and their task
- ▶ to speak and share their impressions about the chosen part of the story

Students read the section you have chosen (here, Chapter 7) and do the task they have been allocated. Tell them that they can take notes if they wish, but that they should be prepared to talk about their task.

When they have finished reading, the students share their information / answers to the task in their groups, so that each group has discussed the chapter from the three points of view.

Activity 3: preparing to perform

Objectives:

- ▶ to reread the story and deepen comprehension
- ▶ to think about what they are reading and prepare to perform

Put students into groups of four or five. Character Explorers should be together, Setting Explorers together and Plot Explorers together, as far as possible.

Tell students that there should be one Alice, one March Hare, one Mad Hatter and one Dormouse in each group. In groups of five, there is also one Director. Character Explorers should concentrate on conveying the personality of each character; Setting Explorers should concentrate on conveying a sense of where they are; Plot Explorers should concentrate on action. Each student reads their part again and decides if their character is friendly, angry, sleepy etc., where they are and if they change place, and also what they are doing at each moment in the section / chapter. The Director reads the chapter too, and checks where each character is and what they are doing.

When they have finished reading, ask them to underline all the dialogue in the chapter and then circle their characters. The Director should make notes about HOW each character says their utterances e.g. sleepily, happily, etc.

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Introductory lesson

Activity 4: rehearsing

Objectives:

- ▶ to practise saying and performing part of the story
- ▶ to work on pronunciation
- ▶ to listen to the audio and use it to reinforce pronunciation
- ▶ to work as part of a team

Students practise the dialogue and rehearse performing the section / chapter. Allow them to check pronunciation using the audio download. As they practise, remind the Director that they are responsible for checking whether characters speak with the right emotion, are in the correct place and carry out the correct actions.

If you prefer, allocate a section of a chapter to each group and ask them to perform their section. In activity 5, the groups will then perform their sections in the order they appear in the chapter.

Activity 5: performing

Objectives:

- ▶ to perform part of the story in English
- ▶ to provide a recording of their work
- ▶ to reinforce and support understanding of the story

Groups perform for the class. You may wish to record or film your students for them to watch or listen to themselves afterwards. This is useful for them, if you'd like them to assess their own pronunciation etc.

If students would rather not act, ask them to draw their character on paper or card, cut them out and use the cut-out figures as actors. The figures can be stuck to the ends of straws or ice lolly sticks to be handled more easily.