

# ALICE

CLASS:

.....

PLACE:

.....

DATE:

.....

TIME:

.....



**SYNOPSIS**

Our modern day Alice falls asleep under a tree whilst reading *Alice in Wonderland* and is woken by the sound of the white rabbit in a panic - he's very late. Following him, she discovers she is suddenly in Ireland, at a St Patrick's Day Parade where a Leprechaun explains all about St Patrick. He tells her to follow the white rabbit as he will help her return home.

On her way she finds herself at the Mad Hatters' tea party where she learns all about food times in England including of course – tea time. However tea is interrupted by the arrival of the Queen of hearts, who is upset because she doesn't have any Valentine's cards. She mistakes Alice for the postman and when Alice tells her she has no cards for her, Alice is sent off to prison. "Off with her head!"

In prison she meets a sad skeleton that is missing Halloween. He's stuck in jail because he's not scary enough and he hates Halloween, so Alice decides to help him. She escapes with the rabbit's help and she finds herself on a sleigh, with Santa Claus who tells her all about the various Christmas traditions.

Finally Alice catches up with the rabbit, and after learning all about Easter including an Easter egg hunt, she finally returns home, back to her book, wondering if it all really was a dream.....

**Note:** This is not Lewis Carroll's *Alice in Wonderland*, it's a play inspired by his story and characters.

**WORKSHEET 1****AIM:**

To become familiar with the characters of the play

**Use the flashcards to introduce the characters.**

These flashcards introduce the main characters of this play: Alice, the White Rabbit, the Queen of Hearts, Leprechaun, the Mad Hatter, a Skeleton and Father Christmas.

Those from C.I can learn the characters' names, parts of the body, clothes and accessories, colours, etc. Those from C.M. can write comparative sentences. Those from C.S. can write comparative and superlative sentences and describe the characters (physical, psychological description).

**WORKSHEET 2****AIM:**

Get to know the celebrations/ festivities that are important in English-speaking countries

**Part I: writing words and matching exercise**

Write the words under the corresponding festivity. **Those from C.I** can do the easier words and say which festivity is their favourite. **Those from C.M.** can write the words under the corresponding festivity and also say which is their favourite. **C.S.** can write the words and say which is the most interesting festivity for them and explain why.

**ANSWERS: CHRISTMAS: stocking; sleigh; North Pole; tree, reindeer. EASTER: bunny; egg hunt; basket; eggs. STPATRICK'S: leprechaun; shamrock; pot of gold; Ireland. HALLOWEEN: trick or treat; ghost; pumpkin. ST VALENTINE'S: Valentine's cards; cupid; heart.**

**Part II: Calendar**

Circle the dates of the festivities in the calendar. Use a different colour for the different festivities. Compare with your classmates. Don't forget that Easter is not always on the same date! Have your students write down the dates (Christmas is on the twenty-fifth of December; Saint Patrick's is on the seventeenth of March, etc.,)

**To boost the creativity you can ask your students to create their own calendars and then hang them in your classroom.**

**AIM:**

Get to know all about the character of the Leprechaun and St. Patrick's Day

**WORKSHEET 3**

Explain to your students the origins of Saint Patrick's Day and about the leprechauns. Below you've got links to websites where you can get some info.

**Those from C.I** can colour the leprechaun according to the instructions.

**Those from C.M. and C.S.** can do the crossword.

<http://www.bbc.co.uk/northernireland/saintpatrick/en/flash/legacy/mythsandlegends.shtml>

<http://stepabout.me/2015/05/13/leprechauns-10-fun-facts/>

**Track 26****AIM:**

Introducing the character: The Mad Hatter

Listening to a conversation between the Mad Hatter and Alice and learning about English time tables and customs.

**WORKSHEET 4**

**Those from C.I** can match the clocks to the corresponding time. **Those from**

**C.M.** can draw the time under the clocks while listening to the conversation.

**Those from C.S.** can also draw the time and then compare and talk about the differences between England and Spain.

**KEY (there could be more possible answers):**

**England: breakfast: 7.30 am**

**Spain: breakfast: 7-8 am**

**go to school: 9h am**

**go to school: 9am**

**lunch: 1pm**

**lunch: 2pm**

**tea time: 4pm**

**tea time: 6pm**

**dinner: 6pm**

**dinner: 9pm**

**Track 27****AIM:**

Introducing the character: The Queen of Hearts.

Listening to a conversation between the Queen and Alice and learning all about St. Valentine's

**WORKSHEET 5**

**C.M. and C.S. only**

Listen to the conversation between the Queen of Hearts and Alice. They can do the true or false exercise afterwards, where they will learn about some of the St. Valentine's traditions.

**KEY:**

**1- False      5- True**

**2- True      6- True**

**3- True      7- False**

**4- False      8- True**

**Track 28****AIM:**

Listen and learn about Halloween through the skeleton's song

**WORKSHEET 6**

**Those from C.I** can learn the song and sing along. You need to give them the right order first.

**Those from C.M. and C.S.** need to order the song. After ordering it, play the song again and sing along.

**Key: 1b, 2c, 3a, 4e, 5f, 6d**

Vocabulary extension: there are some questions about the vocabulary present in the song. Students can look for the answers in pairs or in small groups.

**Key: 1- scare(s), fright, 2- witch, werewolf, ghoul, black cat, vampire bats..., 3- possible answers: haunted house, mummy, monster, ghost, jack-o-lantern...**

**Track 29****AIM:**

Learn about the different ways of celebrating Christmas in some countries and learn and sing the song "Jingle Bells"

**WORKSHEET 7****ONLY C.S.**

Read about the way people celebrate Christmas all around the world and the different names Father Christmas has. Then they can do the reading comprehension in pairs or individually, orally or written. At the end you can test their memory and what they have learnt by separating the class in two groups and holding a quiz competition, for example.

Specially if it's Christmas time, you can sing the song "Jingle Bells". For the more creative and older ones, you can divide the class in small groups and with the Christmas vocabulary have them write another verse to the song and sing it.

**Key: 1- grass, 2-by the door, 3-The Three Kings, 4-Japan, 5-Horse, 6-5<sup>th</sup> December, 7-New Year's Eve (31<sup>st</sup> December)**

**AIM:**

Learn about Easter

**WORKSHEET 8****ONLY C.I**

Tell your students about Easter, Easter eggs and chocolate. Here's a link to a website where you can have a look!

<http://www.go4questions.org/easter-bunny-eggs.html>

Make your own Easter egg. Decorate it with the different cutouts. Then you can hide the eggs all around the classroom or playground and have an egg hunt!

**Track 30****AIM:**

Learn the song *Alice*

**WORKSHEET 9**

Students from C.I can listen and sing along. Those from C.M. and C.S. can fill in the blanks with the correct time and dates!

**Key: a) at four; b) 14<sup>th</sup> February; c) 31<sup>st</sup> October; d) 25<sup>th</sup> December**

**AIM:**

Learn about Lewis Carroll and his work *Alice in Wonderland*

**APPENDIX 1**

Explain to your students that *Alice* is based on Lewis Carroll's famous novel *Alice in Wonderland*. This year, *Alice in Wonderland* celebrates its 150 years of existence.

Here's a link to all the events related to this anniversary.

<http://www.alice150.com/>

**AIM:**

Learn specific vocabulary related to the play and festivities

**APPENDIX 2**

Lots of games can be played with these cards. In pairs, students can read the cards while his/her partner tries to guess the correct word. It can also be played just by dividing the class into two or three groups. Each member of the team takes a turn to try to guess the answer. You give each team a marker and you set a starting line. The teacher or a student reads a card and makes sure the three members are ready in their positions. After reading you then say "go" and they have to write the correct answer on the board.

**Key: 1-leprechaun, 2-spooky, 3-St Valentine's Day, 4-sleigh, 5-pumpkin, 6-mad, 7-North Pole, 8-Ireland, 9-shamrock, 10-bunny, 11-beer, 12-Halloween, 13- St. Patrick, 14- (Christmas) stocking, 15-St. Patrick's Day, 16- Father Christmas, 17-egg hunt, 18-Cupid, 19-reindeer, 20-boo!, 21- Trick-or-treat**

<p><b>AIM:</b> To create a storyboard on some of the characters in the play</p>	<p><b>APPENDIX 3</b></p> <p><b>After show activity</b> Choose a festivity and draw Alice's encounter with the character that is part of that scene (Leprechaun- Saint Patrick). Work in pairs. Then present and act that scene to the class. <b>More suitable for C.M. and C.S.</b></p>
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Track 28: **Trick or treat**

**Skeleton:** A white haired witch cackling by  
Flying on her broom  
A hairy werewolf shows his teeth  
He's howling at the moon  
A ghostly ghoul jumps right out  
And scares you with a boo  
On Halloween the freaks are out  
Oh what am I to do?

**Alice:** Trick or treat  
Down the street  
We're knocking at your door  
Have some sweets for us to eat  
Or there's a trick in store

Black cats, vampire bats  
The ghosts are out to fright  
Pumpkin heads and spider's webs

**Skeleton:** oh, what a awful night

**Alice:** But it's Halloween, let's trick or treat  
It's Halloween, come on, let's eat!

**Skeleton:** You don't understand my problem

Every year I get the fear  
When all the madness starts  
All the freaks are on the streets waiting til it's dark.  
I know I should enjoy all this but it's not my cup of tea  
I want to run, I want to hide  
And cry for my mummy

Aaaaah a- mummy!

**Alice:** It's Halloween, what a brilliant sight  
It's Halloween, it's freaky night to night  
All the kids are dressing up  
And Having lots of fun  
Don't be scared it's just a laugh  
Playing knock and run

The night is yours, so get on board  
Tell me, what will you do?  
It's Halloween, the freaks are out  
And you can be on to o

Yes it's Halloween.  
Come on trick or treat  
Yes, it's Halloween

The're's lots of sweets to eat.



**TECHNICAL REQUIREMENTS FOR SHOWS FOR BIG GROUPS**

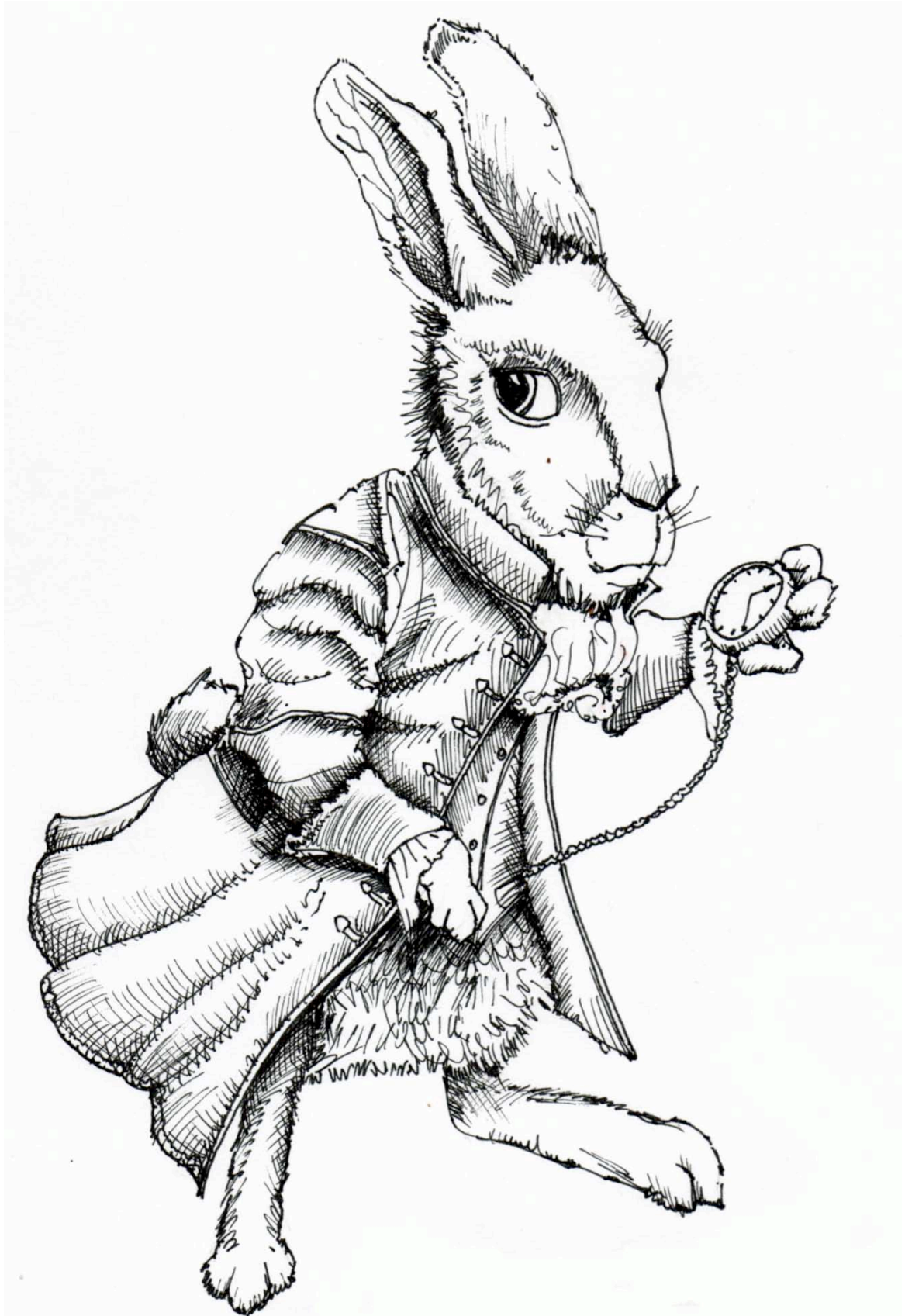
- ✓ A clear space of 4m x 6m. If there is a stage, the stage must be no more than 1m high. The space must be empty of furniture/children when the actors arrive.
- ✓ A small table.
- ✓ 4 x chairs (adult sized)
- ✓ 2 x plug sockets in the performance space for the sound and light equipment.
- ✓ General lighting.
- ✓ The actors need 1 hour to set up the lights, music and sound, and an hour minutes to set down.

**GUIDELINES FOR A SUCCESSFUL SHOW**

In order for the children to enjoy and follow the play performed in another language, we recommend the following guidelines:

- ✓ Ensure that the students have done at least some preparation from the Workbook, so that they know who the characters are and are familiar with the story.
- ✓ To avoid distraction, limit the number of times teachers or students need to enter/leave the room during the performance.
- ✓ The students will be asked to be quiet and listen in some moments and asked to participate in others. Please ask all teachers/monitors/parents present during the session to encourage the students to be a good audience and respect the actors.
- ✓ Turn off all mobile phones.
- ✓ No eating or drinking.





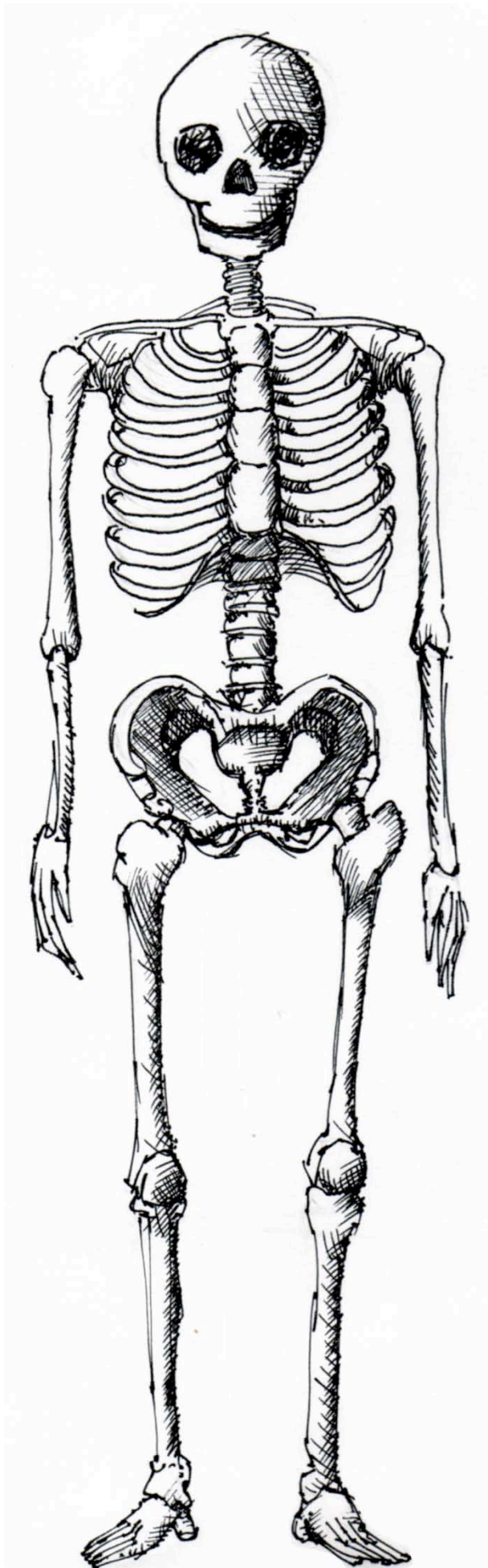












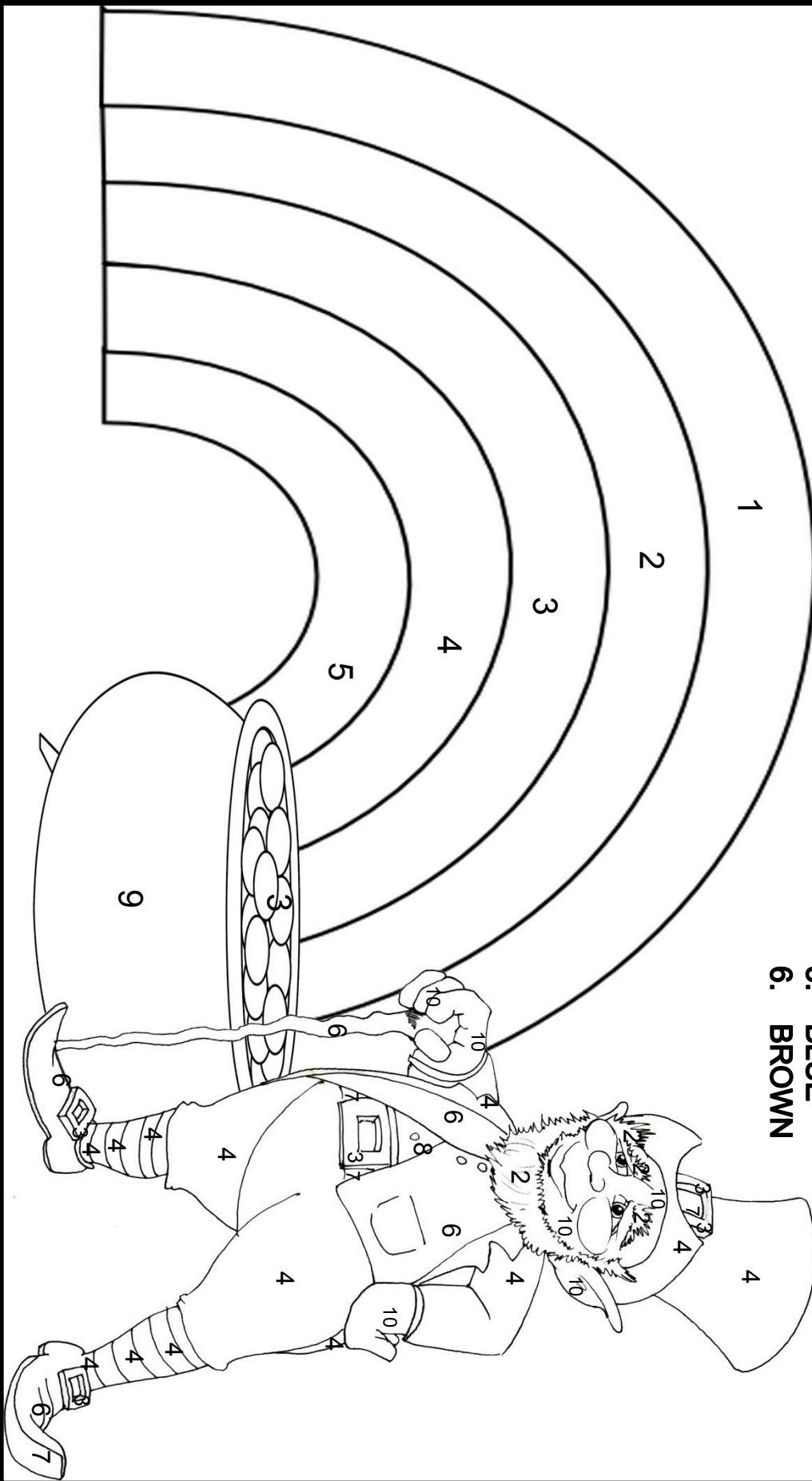




## (ELEBRATIONS AND FESTIVITIES

 <b>CHRISTMAS</b>	 <b>EASTER</b>	 <b>ST. PATRICK'S DAY</b>	 <b>HALLOWEEN</b>	 <b>ST. VALENTINE'S DAY</b>

- |                |                   |                      |
|----------------|-------------------|----------------------|
| a) stocking    | h) basket         | o) sleigh            |
| b) ghost       | i) shamrock       | p) North Pole        |
| c) bunny       | j) trick or treat | q) egg hunt          |
| d) leprechaun  | k) reindeer       | r) Valentine's cards |
| e) cupid       | l) Ireland        | s) heart             |
| f) pot of gold | m) pumpkin        |                      |
| g) tree        | n) eggs           |                      |



KEY:

- 1. RED
- 2. ORANGE
- 3. YELLOW
- 4. GREEN
- 5. BLUE
- 6. BROWN
- 7. BLACK
- 8. WHITE
- 9. GREY
- 10. PINK

- 1) Little old man dressed in green
- 2) Object used for smoking
- 3) Multicoloured arch
- 4) Plant that is the symbol of Ireland
- 5) If you find one, you'll be very rich
- 6) Mythical being. The leprechaun is considered to be one of them
- 7) The opposite of bad luck
- 8) Musical instrument
- 9) Island in the North Atlantic
- 10) Saint Patrick is the ..... of Ireland



# SCRIPT: ALICE AND THE MAD HATTER

**Alice:** Oh look. It's a table with food on it. I am so hungry too. I hope there are sandwiches.....

**The Mad Hatter:** Ah ha! There you are Alice!

**Alice:** Me?

**The Mad Hatter:** Yes you. You are late! I've been waiting all day

**Alice:** Sorry. Um, who are you?

**The Mad Hatter:** Me? Why, I'm the Mad Hatter of course. And you are - late! What time is it? Where is the clock. Clock? Clock?! There you are. What time is it?

**Alice:** Four o'clock

**The Mad Hatter:** Yes. And at four o'clock what happens?

**Alice:** Ummmm

**The Mad Hatter:** Dear me. Tea time! What do you think all this is for?

**Alice:** I don't know. Lunch time perhaps?

**The Mad Hatter:** Lunch time? Lunch time?? Are you mad? No young lady! New cups! Move along now What time is it?

**Alice:** 1 o'clock

**The Mad Hatter:** And what happens at 1 o'clock?.....In England 1 o'clock is lunch time.

**Alice:** Ah, right

**The Mad Hatter:** Time to move! What time is this now?

**Alice:** 9 o'clock

**The Mad Hatter:** That's right, 9 o'clock. Time to go to school. Time to move again. New cups! What time is it?

**Alice:** 6 o'clock?

**The Mad Hatter:** Yes, 6.00 and that means time for dinner. And breakfast? What time is breakfast?

**Alice:** What time is breakfast? I don't know, ummm, 7.30?

**The Mad Hatter:** Yes!! Finally she is learning something. Sandwich?





Breakfast



Go to school



Lunch time



Tea time



Dinner

**Breakfast**

**Go to school**

**Lunch time**

**Tea time**

**Dinner**



**ENGLAND**

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**SPAIN**

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Tea time in Catalan is Berenar, in Spanish Merienda, in Euskera Askari.



**SCRIPT ALICE AND THE QUEEN OF HEARTS** 

**Queen:** Ah, there you are. Postman, come here. Where are my cards?

**Alice:** Cards? I don't have any cards

**Queen:** Ma'am. Ma'am! Where are your manners? I am the Queen you know.

**Alice:** Sorry Ma'am. But I don't have any cards.

**Queen:** What?!! Do you know what date it is today?

**Alice:** Um, no.

**Queen:** Um, no *Ma'am!* Dear me. What an idiot. Today is the 14<sup>th</sup> February.

**Alice:** And...?

**Queen:** And that means it is St Valentine's Day. St Valentine's day! When love is in the air, romance, flowers, chocolates.... And if you like someone- a lot- you secretly send them a card. A Valentine's card. So, postman, give me my cards. Chop chop. I wonder how many I will get this year...

**Alice:** But – ma'am – I don't have any cards.

**Queen:** No cards? No cards? Not even one? You mean...nobody loves me?

**Alice:** I'm just not the post-

**Queen:** Oh no. This is too sad. St Valentine's day and not one card for me.

**Alice:** Wait, I....

**Queen:** All that I do for everyone, and nobody, not one single person cares.

**Alice:** I'm very sorry- for you

**Queen:** Sorry? For me? You, are sorry, for me?

**Alice:** Yes.

**Queen:** You dare to feel sorry for me? A queen? Off with her head!!!

**True or False?**

1. Saint Valentine's day is on 14<sup>th</sup> March.
2. People normally send cards to the person they like.
3. If you like someone you can give him or her flowers or chocolates.
4. The Queen of Hearts got a lot of cards.
5. She thought Alice was the postman.
6. St. Valentine's Day celebrates love and romance.
7. Alice has got flowers and chocolates for the Queen of Hearts.
8. The Queen gets angry at Alice for feeling sorry for her.

# TRICK OR TREAT



A On Halloween the freaks are out  
Oh, what I am going to do?

B A white haired witch goes cackling by  
Flying on her broom

C A hairy werewolf shows his teeth  
He's howling at the moon  
A ghostly ghouel jumps right out  
And scares you with a boo

D But it's Halloween  
Let's trick or treat  
It's Halloween  
Come on let's eat!

E Trick or treat,  
Down the street,  
We're knocking at your door  
Have some sweets  
For us to eat  
Or there's a trick in store

F Black cats  
Vampire bats  
The ghosts are out to fright  
Pumpkin heads and  
Spider's webs

*Skeleton-Oh what an awful night*

1. Which words are synonyms of *fear* or of *being afraid/causing fear*? Can you think of more words?
2. Test your partner. How many Halloween characters in the song can you name?
3. Can you think of more vocabulary related to Halloween that is not here? Try to write a sentence to add to the song.





### CHRISTMAS ALL AROUND THE WORLD

In Costa Rica, children receive gifts from the Three Kings on January 6th. Children put grass under their beds for the camels. In the morning the grass is replaced by presents.

In Italy, Babbo Natale, which means Father Christmas, is Santa. Children put a pair of their shoes by the door on the day before and the following morning they find them filled with small presents and sweets.

In Spain, children leave their shoes under the Christmas tree the night of January 5th and presents from the Three Kings appear the next morning. Santa Claus is called Papa Noel and some children receive presents both days on December 24th (from Papa Noel) and on January 6th (from the Three Kings).

In Morocco, he is known as Black Peter.

In Japan, Santa Claus is called Santa Claus or just "Santa". Children often call him "Santa no ojisan", which means "Uncle Santa".

In Sweden, Jultomten visits the evening before Christmas day, pulling a big bag of julklappar (Christmas presents) in the deep snow.

På Norsk (in Norwegian) "Julenissen" arrives on the evening of the 24th.

In the Netherlands, he is called Kerstman.

In Finland, he is called Joulupukki.

In Holland he is Sinter Klaas. He is much thinner than the American Santa Claus. He rides a white horse and gets help from numerous Zwarte Pieten (Black Petes) handing out presents and sweets. He arrives the first Saturday in November by boat. In the evenings, Dutch Children sing songs in front of the fireplace or in the living room and leave their shoe with a present. In the mornings they will find their shoe filled with presents and sweets. On 5<sup>th</sup> December Dutch households have a "Pakjesavond" (Presents night) and exchange presents.

In Russia, he is called Grandfather Frost. He brings presents to children and often delivers them on person in New Year's Eve. His helper is his granddaughter, whose name in Russian means "Snow Maiden".

### QUESTIONS

What do children use to feed the camels?

Where do Italian children leave their pair of shoes?

Who is supposed to deliver presents to Spanish children on the 6th January?

Where is Father Christmas called Uncle Santa?

What animal helps Father Christmas in Holland?

When do Dutch children exchange presents?

Does Grandfather Frost bring presents on the 24th December? If not, when?

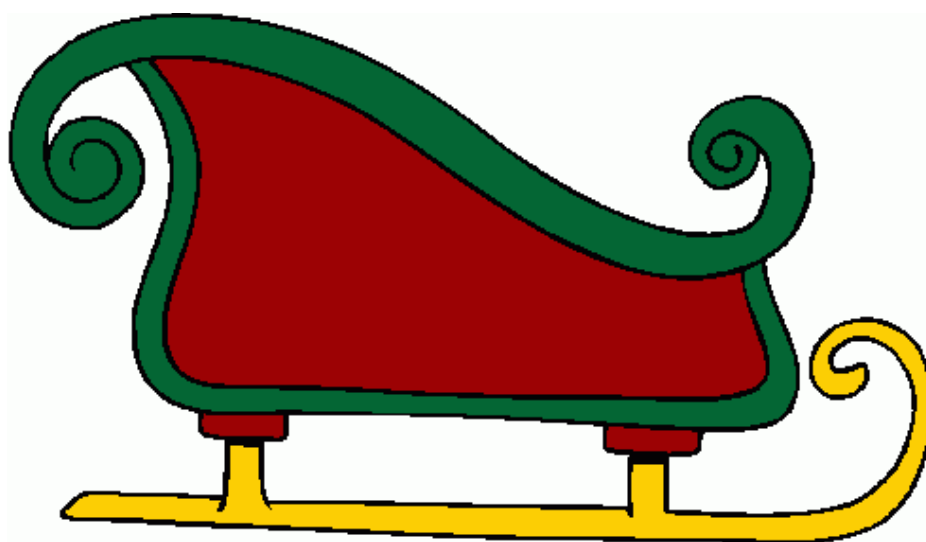
Track 29 

## Jingle bells

Oh, jingle bells, jingle bells  
 Jingle all the way  
 Oh, what fun it is to ride  
 In a one horse open sleigh  
 Jingle bells, jingle bells  
 Jingle all the way  
 Oh, what fun it is to ride  
 In a one horse open sleigh

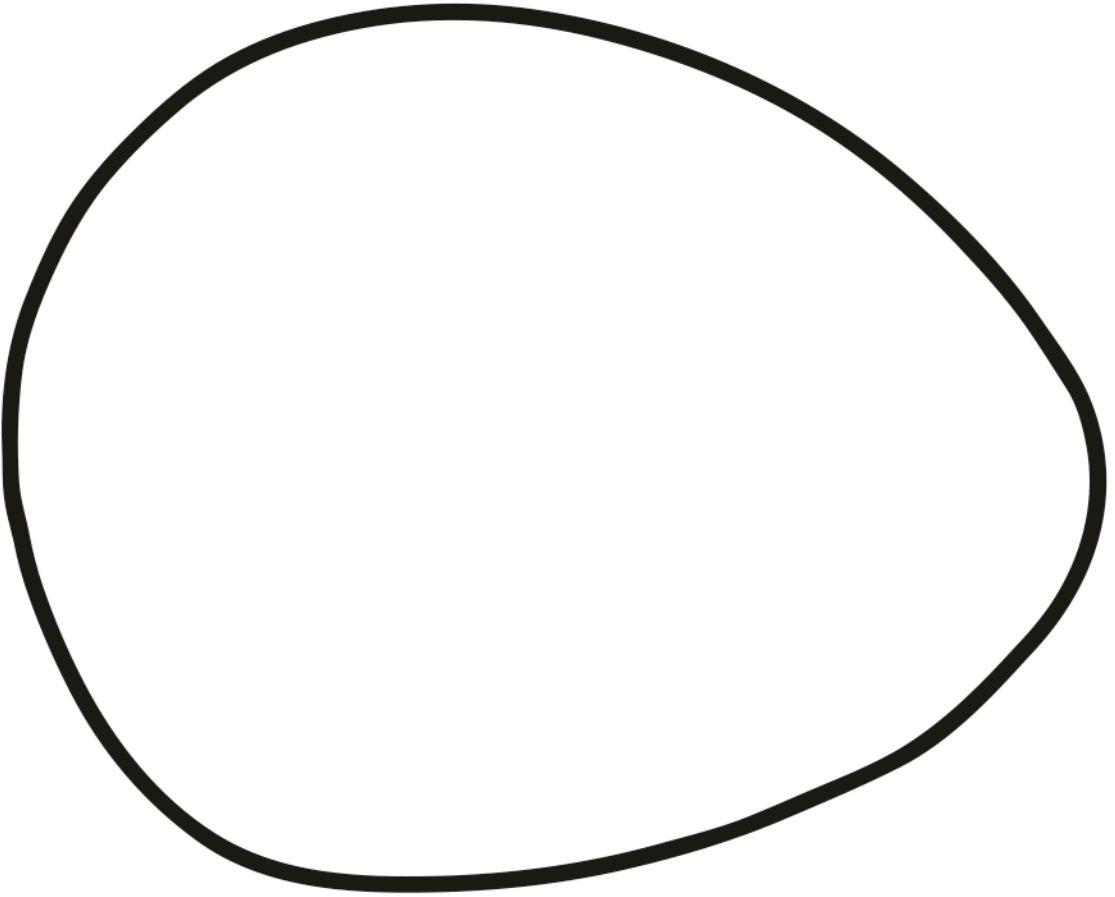
Dashing through the snow  
 In a one horse open sleigh  
 O'er the fields we go  
 Laughing all the way  
 Bells on bob tails ring  
 Making spirits bright  
 What fun it is to laugh and sing  
 A sleighing song tonight

Oh, jingle bells, jingle bells  
 Jingle all the way  
 Oh, what fun it is to ride  
 In a one horse open sleigh  
 Jingle bells, jingle bells  
 Jingle all the way  
 Oh, what fun it is to ride  
 In a one horse open sleigh



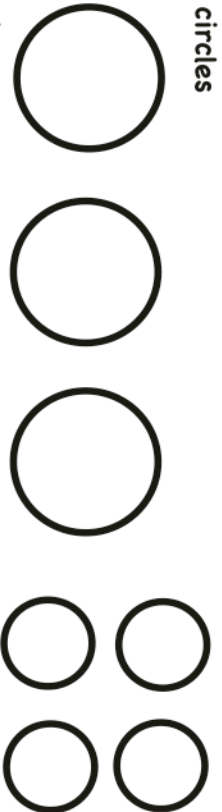


# Let's design an Easter egg!



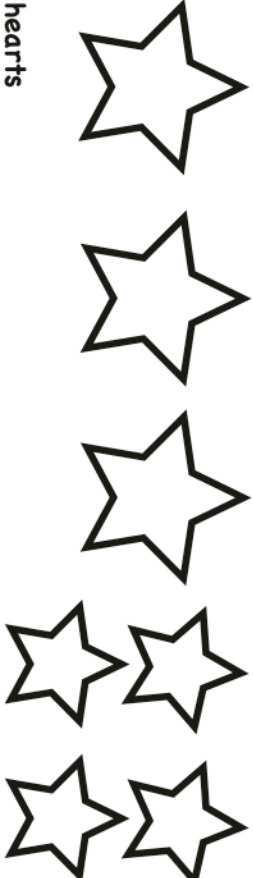
Directions: cut out or draw the shapes on the Easter egg.

circles



23

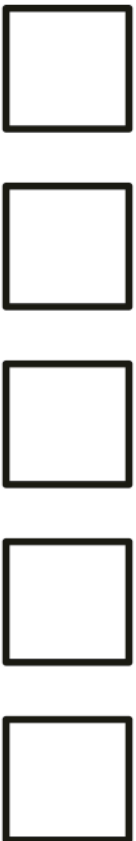
stars



hearts



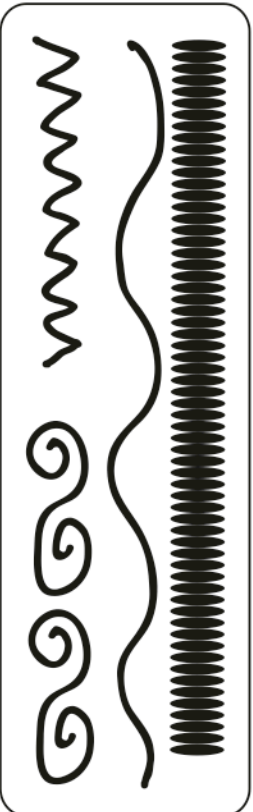
squares



raindrops



try drawing these patterns!





## TRACK 30



# Alice

## Chorus

Alice (Alice)  
 Alice (Alice),  
 Alice (Alice)  
 Alice in wonderland x4

You're got a date  
 Don't be late

\_\_\_\_\_ (at what time is tea time?) it's time for tea

Valentine's

In a line

\_\_\_\_\_ (When is Valentine's day?)

Halloween

Will make you scream

The \_\_\_\_\_ (When is Halloween?)

Then Patrick's day

It's time to play

With all those four leaf clovers

## CHORUS

Santa waits

For his day

\_\_\_\_\_ (When is Christmas day?)

Then Easter time

It's time to find

Those chocolate eggs, remember?

The rabbit's late

He's got a date

With the angry queen

The hatter's mad

The skeleton's sad

And is it all a dream?

## CHORUS





1. Little man wearing green	2. Synonym of scary	3. Lovers celebrate this day	4. Means of transport used by Father Christmas
5. Orange vegetable used in Halloween decorations	6. Synonym of crazy	7. Where Father Christmas comes from	8. Where leprechauns come from
9. If you get one with four leaves you will have good luck	10. Another word for rabbit	11. Famous drink English people love	12. Famous festivity where people like dressing up
13. Patron Saint of Ireland	14. Empty sock that is filled with presents	15. 17th of March	16. He is also known as Santa Claus
17. A game children play at Easter where they try to find hidden eggs	18. In classical mythology he is the god of love	19. Animal that helps Father Christmas, whose name is Rudolph	20. A word that is used to frighten people
21. A popular Halloween custom, where children dress up and visit people's houses in search of sweets			

