



FORUM
THEATRE &
EDUCATION



INDEX



| | |
|---|-------|
| INTRODUCTION..... | 3 |
| THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER..... | 4 |
| CONCEPTUAL CONTENTS..... | 5 |
| LISTENING. THE DRAGON POEM | 6 |
| MEET THE CHARACTERS | 7 |
| | |
| SONG 1. WELCOME | 8 |
| SONG 2. YOU ARE THE HERO..... | 9 |
| SONG 3. SWEET HONEY..... | 10 |
| SONG 4. I'M VERY HAPPY..... | 11 |
| | |
| PRE-PLAY ACTIVITY 1. FILL IN THE GAPS -TEACHERS- | 12 |
| PRE-PLAY ACTIVITY 2. MORE ABOUT THE CHARACTERS-TEACHERS-..... | 13 |
| PRE-PLAY ACTIVITY 3. PICTURES FOR THE DRAGON -TEACHERS-..... | 14 |
| PRE-PLAY ACTIVITY 1. FILL IN THE GAPS -STUDENTS-..... | 15 |
| PRE-PLAY ACTIVITY 2. MORE ABOUT THE CHARACTERS -STUDENTS-..... | 16 |
| PRE-PLAY ACTIVITY 3. PICTURES FOR THE DRAGON -STUDENTS-..... | 17 |
| | |
| POST-PLAY ACTIVITY 1. TRUE OR FALSE -TEACHERS-..... | 18 |
| POST-PLAY ACTIVITY 2. CHOOSE THE CORRECT OPTION -TEACHERS-..... | 19 |
| POST-PLAY ACTIVITY 1. TRUE OR FALSE -STUDENTS-..... | 20 |
| POST-PLAY ACTIVITY 2. CHOOSE THE CORRECT OPTION -STUDENTS-..... | 21 |
| | |
| EXTRA ACTIVITY. THE WORKSHOP | 22-23 |
| MORE INFORMATION | 24 |
| VOCABULARY | 25 |

INTRODUCTION



The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of **"THE KING, THE DRAGON & THE PRINCESS"**.

The pack has been designed as a tool to help students understand the play, learn the new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will better understand both how the story develops and the lines the actors deliver and so they will get more enjoyment out of the performance. We introduce some material where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed in the play.

Besides finding some suggested activities, we also recommend that you do the Pre-play activities, and some Post-play activities before and after the play which have been designed to check if the students understand the play correctly and that they have assimilated the vocabulary, expressions and grammatical structures they worked on. Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (Extension activity) which makes it possible to study the contents in depth, depending on the group level.

Both the introductory material and the suggested activities may require the corresponding audio material to make a better use of them. In this case, we provide you with the corresponding track number.

In order to help the teacher find and select the audio activities, we list below the track numbers with the corresponding contents from the play **"THE KING, THE DRAGON & THE PRINCESS"**.

AUDIO - THE KING, THE DRAGON & THE PRINCESS (Track 1 to 5)

Track -1- Listening. The Dragon Poem

Track -2- Song 1. Welcome

Track -3- Song 2. You are THE Hero

Track -4- Song 3. Sweet Honey

Track -5- Song 4. I'm very Happy

A new feature includes the possibility for teachers to see the choreography of a song on our website and therefore offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing the enjoyment of this interactive theatre experience.

DEAR TEACHER,

IN THE TEACHER'S PACK THAT YOU HAVE IN YOUR HANDS, THERE ARE ACTIVITIES FOR DIFFERENT LEVELS SO YOU CAN PREPARE ALL THE STUDENTS WHO WILL ATTEND THE PERFORMANCE. YOU ARE THE BEST PERSON TO DECIDE WHICH ACTIVITIES YOU THINK ARE MOST APPROPRIATE FOR THE LEVEL OF YOUR STUDENTS. IN ANY CASE, WE RECOMMEND THAT YOU ALWAYS LISTEN TO THE SONGS AND THE AUDIO TRACKS, AND THAT YOU WORK ON THE VOCABULARY WITH THEM IN CLASS, AS WELL AS THE STORY SO THAT THE STUDENTS WILL HAVE A MORE COMPLETE UNDERSTANDING.

THANK YOU FOR YOUR TRUST IN US ONCE AGAIN.

SINCERELY YOURS,

FORUM THEATRE AND EDUCATION



THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER



1. First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on the stage later.
2. **BE PUNCTUAL.** Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.
3. Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).
4. **SILENCE IS KEY,** since the actors are performing for the audience, for you. So you must avoid any distractions (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up the middle of the audience, whispering..), out of respect for the actors, the audience and all those who are involved in the show.
5. **BE CAREFUL COUGHING AND SNEEZING,** as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.
6. Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.
7. If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).
8. Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.
9. If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE,** and try not to disturb the others as much as possible.
10. Lastly, **APPLAUSE,** not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up while clapping. With this you will be giving them an extra applause. But try not to do it until the end of the play, because early applause can interrupt a scene and cut the concentration of the spectators and the actors.



CONCEPTUAL CONTENTS.



The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs ... and other forms of communication that are essential to the teaching and learning of a foreign language process. At this stage students should develop a certain level of understanding and speaking to enable them to begin communicating in English, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials of **"THE KING, THE DRAGON & THE PRINCESS"** will allow them to study in depth the following conceptual contents.

LISTENING

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students ear and encourage them to repeat all they hear in English.

READING AND WRITING

There are numerous exercises where students have to read and understand the sentences and dialogues within this dossier. It helps them to hone their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

CONVERSATION

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair work set specifically to encourage conversation in English. At this stage students should have already developed a certain level of understanding and speaking to enable them to begin communicating in English, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials in **"THE KING, THE DRAGON & THE PRINCESS"** will allow them to study the following conceptual contents in depth:

- Present simple tense: third person singular.
- There is/There are. Affirmative, negative and interrogatives sentences.
- Prepositions of place (on, in, under, next to...)
- Adjectives that describe the characters (Brave / scared /old / beautiful).
- Familiarizing yourself with classic stories.



THE DRAGON POEM.

LISTENING. -TRACK 1-



This is a poem about the DRAGON. It is the way in which the KING describes the DRAGON who lives in his Kingdom to the PRINCESS.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

He has terrible **FEET**, and terrible **HANDS**,

And terrible **TEETH** in his terrible **MOUTH**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

He has terrible **EARS**, and a terrible **TONGUE**,

And a terrible wart at the end of his **NOSE**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

His **EYES** are **BROWN**, his **BEARD** is **BLACK**;

He has very long **ARMS** and very long **LEGS**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.



MEET THE CHARACTERS.



Lisa, the Storyteller.

She is a traveling storyteller. Together with Jacob, she goes to the town squares to tell the most beautiful stories. Lisa is a great storyteller and also an excellent actress. Like her partner Jacob, she knows all the popular stories. Her favorite is "The King, The Dragon & The Princess".

Jacob, the Musician.

He is a traveling musician. Together with Lisa, he goes to the town squares to tell the most beautiful stories. For this he makes use of his skills as a musician and storyteller. Jacob is imaginative, quick thinking and a great actor. He is always willing to engage the audience and for this he carefully prepares the stories he wants to tell.

The King.

The King of this great Kingdom wants her people to be free once and for all from an evil Dragon who destroys their houses, eats their crops, drinks their rivers and sleeps in the forest. To do this she asks the Princess, to go in search of the Dragon, kill him and let everyone finally live in peace.

The Princess.

She is the daughter of the King. She is very brave and very clever. The Princess goes to the Dragon's Cave. She brings the honey to the Dragon.

The Dragon.

Does it really exist ? Listen to the story...



WELCOME.

SONG. 1 -TRACK 2-



Hello my friends. You are welcome here
today.

Hello everyone.

How are you today?

I hope you are well.

Hello everyone.

How are you today?

I hope you are fine.

Everybody move with me,
up and down and round and round.

Everybody laugh with me,
ha haaaa ha and he hee hee.

Everybody move again,
up and down and round and round.

Everybody laugh with me,
ha haaaa ha and he hee hee.

That was great everybody, but let's try it
again one more time.

Here we go!

Hello everyone.

How are you today?

I hope you are well.

Hello everyone.

How are you today?

I hope you are fine.

Everybody move with me,
up and down and round and round.

Everybody laugh with me,
ha haaaa ha and he hee hee.

Everybody move again,
up and down and round and round.

Everybody laugh with me,
ha haaaa ha and he hee hee.

Everybody move with me,
up and down and round and round.

Everybody laugh with me,
ha haaaa ha and he hee hee.

Everybody move again,
up and down and round and round.

Everybody laugh with me,

ha ha hoooooooo!!!



YOU ARE THE HERO.

SONG. 2 -TRACK 3-



KING. PRINCESS, PRINCESS, YOU ARE THE HERO
YOU ARE THE ONE, WE'VE BEEN WAITING FOR
PRINCESS, PRINCESS, YOU ARE OUR HERO
YOU CAN DEFEAT THE DRAGON FOR US.

Speaking.... King. Are you sure Princess?

Princess. Yes, I am.

King. But according to the letter the Dragon is big, dangerous...

Princess. Don't worry, I'm very brave.

KING. PRINCESS, PRINCESS, YOU ARE THE HERO
YOU ARE THE ONE, WE'VE BEEN WAITING FOR
HERO, HERO, YOU ARE OUR HERO
YOU CAN DEFEAT THE DRAGON FOR US.

Speaking.... King. Just in case, I think you need a sword, a helmet, and an armor.

KING. PRINCESS, PRINCESS, YOU ARE THE HERO
YOU ARE THE ONE, WE'VE BEEN WAITING FOR
HERO, HERO, YOU ARE OUR HERO
YOU CAN DEFEAT THE DRAGON FOR US.

The PRINCESS is ready and the DRAGON should be scared!





SWEET HONEY

SONG. 3 -TRACK 4-



PRINCESS.

DRAGON, DRAGON, SWEET HONEY
IT REALLY IS WONDERFULLY GOOD, TRUST ME
DRAGON TASTE IT AND YOU' LL SEE
HONEY STRAIGHT FROM THE BEE

PUT IT ON BREAD, PUT IT ON TOAST
EAT IT STRAIGHT FROM THE SPOON
IT DOESNT MATTER HOW YOU DO
DRAGON MY HONEY`S FOR....
DRAGON MY HONEYS FOR.....
DRAGON MY HONEYS FOR...
HONEYS FOR HONEYS FOR
MY HONEY IS FOR YOU TODAY

BEE: IT'S SO SWEET, I WANT MY HONEY BACK NOW

PRINCESS.

SO MY GOOD DRAGON, BUY IT NOW
EAT IT UP QUICK AND YOU WILL SEE
THERE REALLY IS NOTHING BETTER
THAN MY SWEET HONEY
THAN MY SWEET HONEY
THAN MY SWEET HONEY



I'M VERY HAPPY

SONG. 4 -TRACK 5-



I'm very happy,
You're very happy,
Now the Kingdom is free.

I'm very happy,
You're very happy,
Now the Kingdom is free.

Today the sky is blue;
Yellow is the sun.
Today I see the rainbow;
Colours all the time.

I'm very happy,
You're very happy,
Now the Kingdom is free.

I'm very happy,
You're very happy,
Now the Kingdom is free.

Today the sky is blue;
Yellow is the sun.
Today I see the rainbow;
Colours all the time.

We're very happy.
We're very happy.
Now the Kingdom is free,
And clear.



PRE-PLAY ACTIVITY 1.

THE DRAGON POEM.

LISTENING -TRACK 1-



In this activity, students must listen to -TRACK 1- and place the corresponding words in the blank spaces. To do this they must choose them from the words provided.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

He has terrible **FEET**, and terrible **HANDS**,

And terrible **TEETH** in his terrible **MOUTH**.

The **DRAGON** is a **MONSTER**, a **BIG MONSTER**.

He has terrible **EARS**, and a terrible **TONGUE**,

And a terrible **WART** at the end of his **NOSE**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

His **EYES** are **BROWN**, his **BEARD** is **BLACK**;

He has very long **ARMS** and very long **LEGS**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

WORDS.-

TONGUE - BIG - TEETH - DRAGON - MONSTER - BLACK - EYES - HANDS - WART - BEARD -
BROWN - LEGS - FEET - NOSE - ARMS - MOUTH - EARS.



PRE-PLAY ACTIVITY 2. MORE ABOUT THE CHARACTERS.



Give out the photocopies of the Pre-play activity worksheet 2, one per student, and explain that it shows the main characters from the story.

Point to the names of the characters and ask the students to identify each of them "Who is this".

Now go through the characters and ask students questions about each one:

Lisa: Who is this? Is she a boy or a girl? **(Answer: A girl)**

Jacob: Who is this? Is he a boy or a girl? **(Answer: A boy)**

The Dragon: What is it? Is it an animal or a monster? **(Answer: A monster)**

Note. The above questions and answers are only examples. The teacher should feel at liberty to vary the questions according to the ability of the class).

Ask students to write the name of each character below the corresponding picture, using the lines provided.









PRE-PLAY ACTIVITY 3. PICTURES ABOUT THE DRAGON .



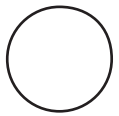
Have the students listen to The Dragon Poem again -track 1- and pay attention to everything that is described in it.

Then distribute then corresponding work-sheet to the students and adhere to the following indications:

1. When the poem says **DRAGON** the children should draw it in the corresponding space.



2. When the poem says **MONSTER** they should cut it out from the bottom and stick it into the corresponding space.



3. When the poem says **PARTS OF THE BODY** the students should put the correct number on it according to the drawings on the right.



4. When the poem says **COLOUR** the students should colour in the box with the indicated colour.



The **DRAGON** is a **MONSTER**, a big **MONSTER**.

He has terrible **FEET**, and terrible **HANDS**,

And terrible **TEETH** in his terrible **MOUTH**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

He has terrible **EARS**, and a terrible **TONGUE**,

And a terrible wart at the end of his **NOSE**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.

His **EYES** are **BROWN**, his **BEARD** is **BLACK**;

He has very long **ARMS** and very long **LEGS**.

The **DRAGON** is a **MONSTER**, a big **MONSTER**.



PRE-PLAY ACTIVITY 1. THE DRAGON POEM.

LISTENING -TRACK 1-



Listen to -TRACK -1 and put the correct words into the blank spaces. To do this you must choose the correct word from those provided below.

-The DRAGON is a MONSTER, a big

-He has terrible, and terrible

-And terrible in his terrible

-The DRAGON is a MONSTER, a MONSTER.

-He has terrible, and a terrible

-And a terrible at the end of his

-The DRAGON is a , a big MONSTER.

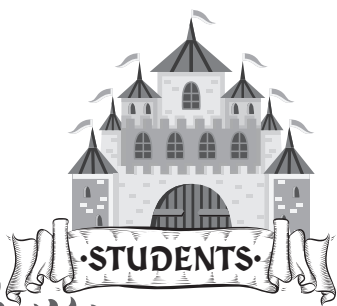
-His are, his is

-He has very long and very long

-The is a MONSTER, a big MONSTER.

WORDS.-

TONGUE - BIG - TEETH - DRAGON - MONSTER - BLACK - EYES - HANDS
WART - BEARD - BROWN - LEGS - FEET - NOSE - ARMS - MOUTH - EARS.

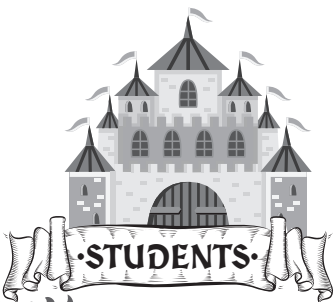


PRE-PLAY ACTIVITY 2. MORE ABOUT THE CHARACTERS.



ADJECTIVES

YOUNG - HAIRY - INTELLIGENT - BRAVE - IMAGINATIVE - BIG -
MONSTRUOUS - CLEVER - BRAVE - COWARD - OLD





PRE-PLAY ACTIVITY 3. PICTURES ABOUT THE DRAGON.



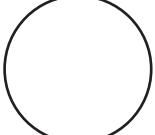


Follow the instructions:



1. When the poem says DRAGON draw it.
2. When the poem says MONSTER, cut it out and stick it on.
3. When the poem says PARTS OF THE BODY put the corresponding number according to the drawing on the right.
4. When the poem says COLOUR, colour in the box.


The  is a , a big .

He has terrible , and terrible .





And terrible  in his terrible .



The  is a , a big .

He has terrible , and a terrible .












And a terrible wart at the end of his .

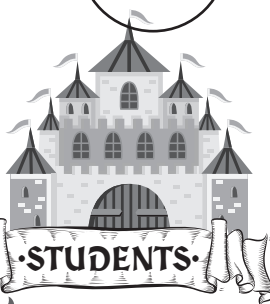
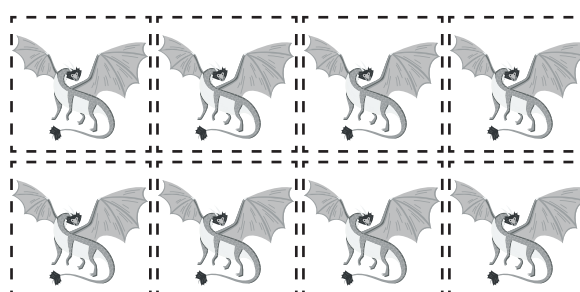
The  is a , a big .

His  are , his  is  ;

He has very long  and very long .

The  is a , a big .

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 



POST-PLAY ACTIVITY 1. TRUE OR FALSE.



In this activity, the students should decide which sentences are true and which are false.

1. Jacob and Lisa are two teachers who work in a school. **FALSE**
2. Jacob and Lisa love the story of The King, The Dragon & The Princess. **TRUE**
3. Jacob plays the King. **TRUE**
4. The Dragon eats honey in the Cave. **FALSE**
5. The title of the story is The Queen, The Dragon & The Princess. **FALSE**
6. According the letter the Dragon is a Monster. **TRUE**
7. At the end of the story the Dragon destroys the Kingdom. **FALSE**
8. The King and The Princess live together in the Castle. **TRUE**
9. The King gives to the Princess the armor, the sword and a helmet. **TRUE**
10. At the end of the story the Dragon is small. **TRUE**



POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION.



Below are a number of questions based on the play that the students should answer by choosing from three options.

1. **What are the names of the two musicians who tell the stories?**
 - a. Jacob and Susan
 - b. Jacob and Lisa
 - c. Danny and Lisa
2. **For Lisa, what kind of day is it?**
 - a. Special
 - b. Disastrous
 - c. Boring
3. **When Lisa tells Jacob that they are going to count, he thinks they are going to count...**
 - a. Flowers
 - b. Numbers
 - c. Fingers
4. **The story that they are going to tell is...**
 - a. The King, The Dragon & The Princess
 - b. The Snow White
 - c. The Little Mermaid
5. **According to Lisa, the story they are going to tell has a bit of...**
 - a. Drama
 - b. Comedy
 - c. Fear
6. **The story of The King, The Dragon & The Princess is story about someone...**
 - a. Who lives in a forest alone
 - b. That has to battle a wolf
 - c. Who defends the Kingdom
7. **The story of The King, The Dragon & The Princess is told by....**
 - a. Just Lisa
 - b. Both Jacob and Lisa
 - c. Just Jacob

SOLUTIONS:

1- B 3-B 5- C 7- B
2-A 4- A 6- C

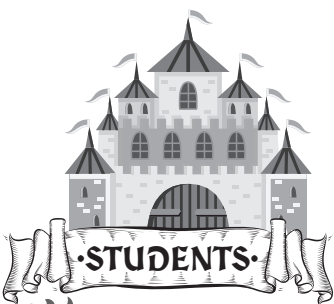


POST-PLAY ACTIVITY 1. TRUE OR FALSE



Sentences:

1. Jacob and Lisa are two teachers who work in a school..... ☐
2. Jacob and Lisa love the story of the King, the Dragon & the Princess..... ☐
3. Jacob plays the King. ☐
4. The Dragon eats honey in the cave. ☐
5. The title of the story is the Queen, the Dragon & the Princess. ☐
6. According to the letter the Dragon is a monster. ☐
7. At the end of the story the Dragon destroys the Kingdom. ☐
8. The King and the Princess live together in the castle. ☐
9. The King gives to the Princess the armor, the sword and a helmet. ☐
10. At the end of the story the Dragon is small. ☐



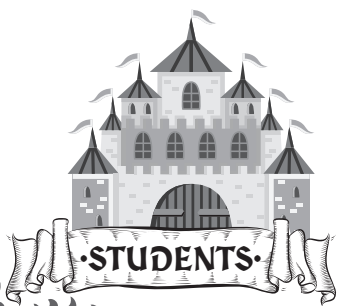
POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION.



Questions:

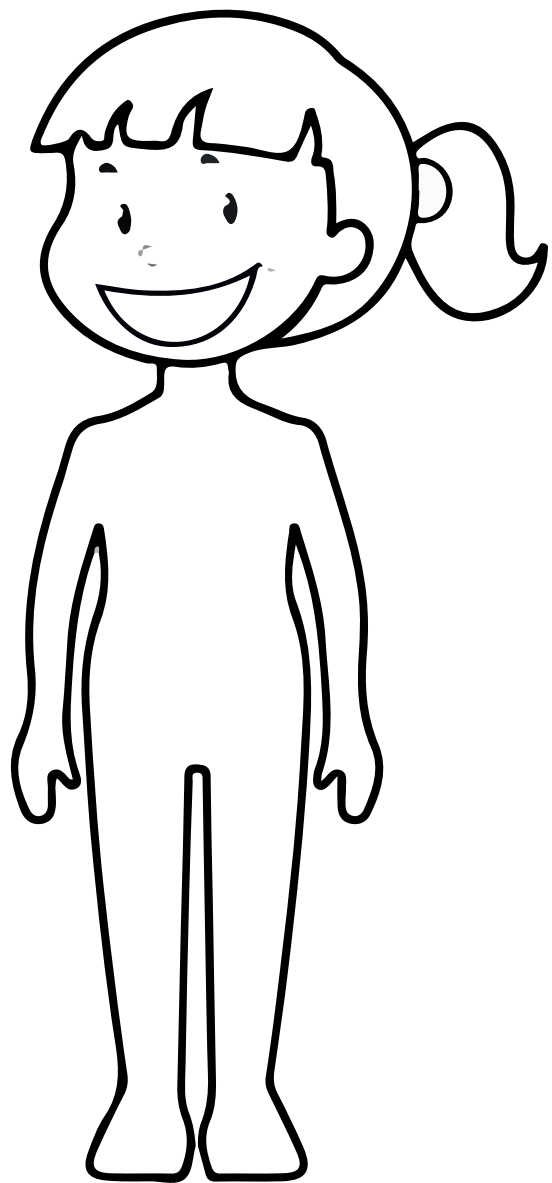
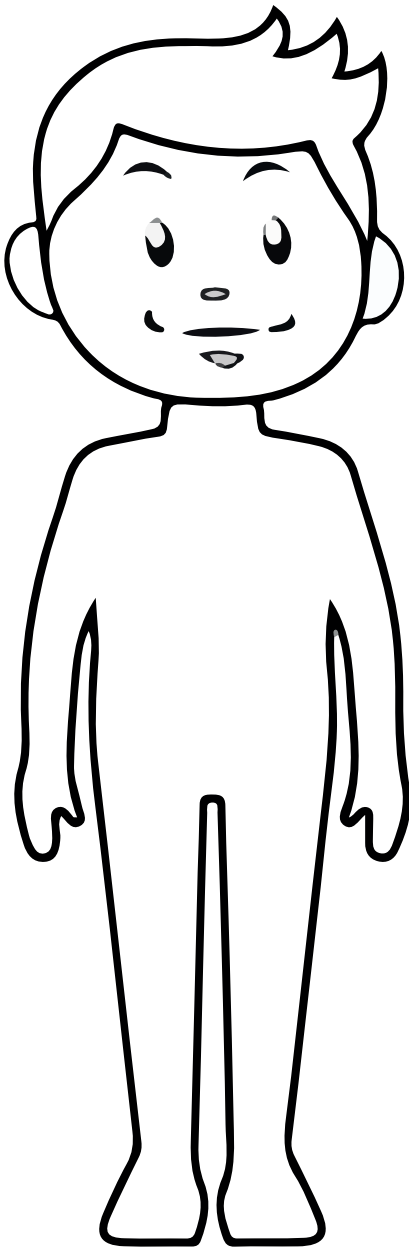
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 - b. Both Jacob and Lisa
 - c. Just Jacob



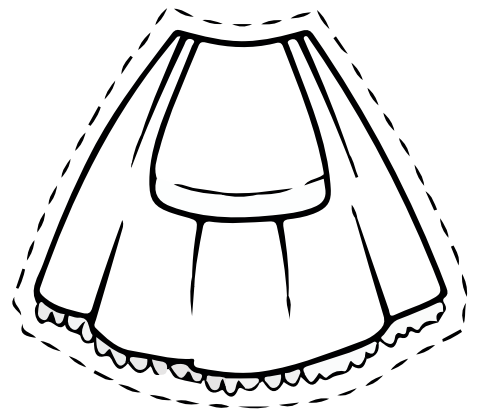
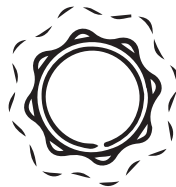
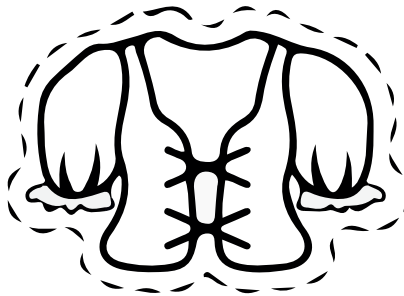
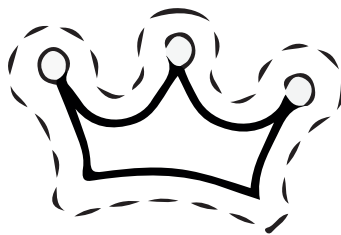
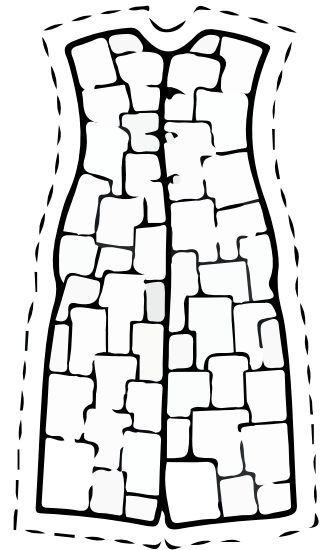
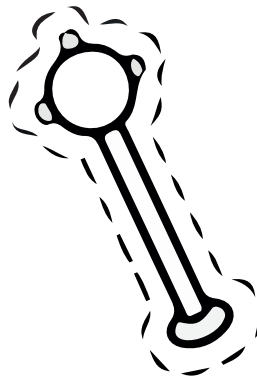
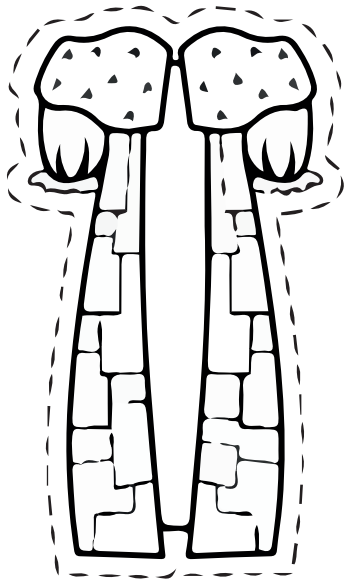
EXTRA-ACTIVITY. THE WORKSHOP



Below are two characters from your show: Jacob and Lisa. They are the ones who tell the incredible story of The King, the Dragon & the Princess. The activity consists of putting on the different pieces of costumes and objects so that they can represent the characters that give life to the story. So get down to work; paint each of the costume pieces; put their corresponding name in the box; cut them out; and put them on Jacob and Lisa.



EXTRA-ACTIVITY. THE WORKSHOP





MORE INFORMATION



-BOOKS:

Dragons from Mars Go to School by Deborah Aronson, illustrated by Colin Jack

Dragons Love Tacos by Adam Rubin, illustrated by Daniel Salmieri

The Pet Dragon by Christoph Niemann

Puff The Magic Dragon by Peter Yarrow and Lenny Lipton, illustrated by Eric Puybaret

Little Wing Learns to Fly by Calista Brill, illustrated by Jennifer A. Bell

Pete the Cat: Sir Pete the Brave by James Dean

The Knight and the Dragon by Tomie dePaola

Waking Dragons by Jane Yolen, illustrated by Derek Anderson

Dragons, Dragons by Eric Carle



VOCABULARY



A.

- ADVENTURE
- AFRAID
- ARMOR
- ASK (TO)
- ARMS
- AGAIN
- ACTION

B.

- BEAUTY
- BEE
- BORE
- BAD
- BYE
- BIG
- BRAVE
- BEE
- BEARD

C.

- COLOURS
- COLLECT (TO)
- CIAO
- CLEVER
- CATCH (TO)
- CHAIN
- CAVE
- CROWN
- CASTLE
- CAPE
- CONFUSION
- CHILD
- CALL (TO)

D.

- DISGUSTING
- DARK
- DRUMS
- DANGEROUS
- DRAGON
- DAD
- DOWN
- DAY

E.

- EYES
- EAT (TO)
- EVIL
- EGG
- EARS
- EVERYONE
- EMOTION

F.

- FLOWER
- FOOD
- FOREST
- FRIEND
- FAST
- FIRE
- FEAR
- FEET

G.

- GOOD
- GROW UP (TO)
- GOODBYE

H.

- HANDSOME
- HAPPY
- HONEY
- HUNGRY
- HELMET
- HEAR (TO)
- HOME
- HELP
- HERO
- HANDS
- HELLO

I.

- IDEA
- INSTRUMENTS

J.

- JOURNEY

K.

- KISS
- KNOW (TO)
- KING
- KINGDOM

L.

- LAZY
- LEAVES
- LISTEN (TO)
- LETTER
- LEGS
- LITTLE
- LOVE (TO)
- LAUGH (TO)
- LOOK (TO)
- LOOK FOR (TO)
- LOST
- LIGHT

M.

- MOUNTAIN
- MIDDLE
- MOUTH
- MONSTER
- MOVE (TO)
- MAP

N.

- NATURE
- NICE
- NET
- NOSE

O.

- OPPORTUNITY
- OK
- OLD

P.

- PLAY (TO)
- PROBLEM
- PRACTICE (TO)
- PLAY (TO)
- PRINCESS
- PROTECT (TO)
- PLAN
- PEOPLE
- POLLEN

Q.

- QUICK

R.

- READY
- RESPECT (TO)
- REAL
- READ (TO)
- ROUND

S.

- SLEEP (TO)
- SAD
- SMALL
- STORY
- SLOW
- STRONG
- SMOKE (TO)
- SWORD
- SCARED
- STORY
- SPECIAL
- SCARY
- SUN
- SWEET

T.

- TOGETHER
- TODAY
- TELL (TO)
- TOMORROW
- TRUMPET
- TONGUE
- TOWN

U.

- UGLY

V.

- UP

W.

- VOLUNTEER

X.

- WELCOME
- WORLD
- WINGS
- WHAT
- WAIT (TO)
- WATER
- WART

Y.

- ...

Z.

- YELLOW
- YES

...

- ...

