



**FORUM
THEATRE &
EDUCATION**



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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 WARDROBE MONSTER"**.

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 to 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 WARDROBE MONSTER"**.

AUDIO – THE WARDROBE MONSTER (Track 1 to 8)

Track -1- Listening.

Track -2- Meet the Characters.

Track -3- The Monster. Description.

Track -4- Dialogue.

Track -5- Song 1. Let's go to the bed.

Track -6- Song 2. Monster party song

Track -7- Song 3. Scary monsters gone.

Track -8- Post-Play Activity 1. True or false.

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.

THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER



01. 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 stage later.

02. **BE PUNCTUAL.** Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.

03. 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).

04. **SILENCE IS KEY**, since the actors are performing for the audience, for you. So you must avoid any distraction (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up in the middle of the audience, whispering..), out of respect for the audience and all those who are involved in the show.

05. **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.

06. 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.

07. 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).

08. 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.

09. 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..

CONCEPTUAL CONTENTS



The educational interests of this activity will focus on helping students to 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 process of teaching and learning of a foreign language. 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 WARDROBE MONSTER"** 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 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 WARDROBE MONSTER"** will allow them to study the following conceptual contents in depth:

Present simple tense.

Past Simple tense.

Adjectives (Fast / slow / new / old / beautiful).

Vocabulary about the house.

What's this? - Whose is it? - What are these? - Whose are they?

Where is? - It's on / in / under / next to.

There is - There are.

Whose is this?

What are you doing?

Do you like ... - Yes, I do / No, I don't.

Does he like ... - Yes, he does. No, he doesn't.

What time? - In the morning - In the afternoon - In the evening - At night.

What do you do on Monday / Tuesday / Wednesday / Friday / Saturday / Sunday?

LISTENING

-Track 1-

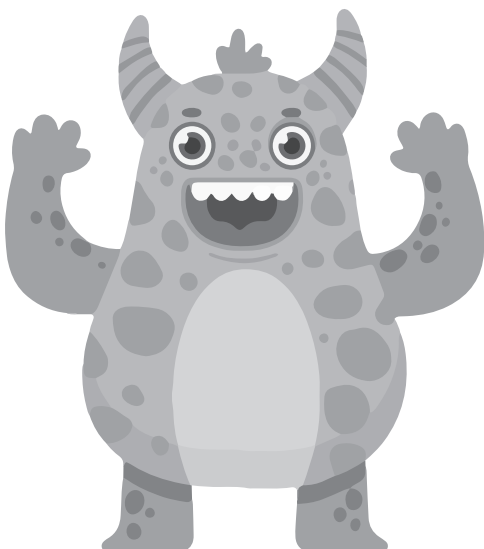


Listen carefully to this track, it will help you to learn many words.

Sssshhhhh! Don't make a sound, don't say anything, just be quiet! And most importantly... don't be afraid. Look under the bed, behind the table, on top of the chair, and finally in the wardrobe. That's it! All checked, everything is in order... I hope you haven't found any big, hairy, scowly-faced monsters. I hope that your room is quiet and that when you turn off the light and get into bed, after having washed your hands, brushed your teeth and read your favourite story... you can sleep and rest without seeing any shadows on the walls, without hearing noises coming through the window, without smelling the scent of sulfur... and most especially, without there being monsters all around you, and if there are, they are just in your imagination.

Repeat the WORDS after the bell.

SOUND – QUIET – AFRAID – BED – TABLE – CHAIR – WARDROBE – BIG – HAIRY –
MONSTERS – ROOM – LIGHT HANDS – TEETH – STORY – SLEEP – SHADOWS – WALLS
– NOISES – WINDOW – IMAGINATION.



MEET THE CHARACTERS

-Track 2-



ALICE.

She is Peter's sister. She is a determined, intelligent and a very imaginative girl. Her favourite book is a very famous one, whose protagonist has the same name as her: "Alice in Wonderland". Like Alice in the book, she would like to pass through a mirror and reach a fantasy world in which she would get to meet all kinds of magical and funny characters. She loves to write down everything she imagines, and when she grows up she is determined to be a writer just like J.K. Rowling, the creator of Harry Potter. Alice is always determined to help everyone she sees that has problems, which is why she doesn't hesitate to help her brother Peter overcome his fear of the dreaded Wardrobe Monster.

PETER.

He is Alice's brother. He is a dreamer, smart and a great cartoonist. His favourite book is a very famous one, whose protagonist has the same name as him: "Peter Pan". Like Peter from the book, he would like to fly beyond the stars to reach Neverland to meet up with the Lost Boys and defeat the evil Captain Hook. He really likes to draw everything he thinks of, and when he grows up he is determined to be a great cartoonist like Charles M. Schulz, the creator of Snoopy and Charlie Brown. Peter is convinced that a Monster lives in the wardrobe in his room, so he is afraid to go there alone, let alone turn off the light and sleep.

THE MONSTER.

It lives in the wardrobe, but is it imaginary or does it really exist? It is believed to be huge, with lots of fur, enormous eyes, a small nose, and a large mouth full of jagged, pointy teeth. It may be evil or it may be good, it all depends on your imagination. The Monster feeds on....well who knows? Kids maybe, or maybe it's vegetarian, or maybe it just eats dirty socks? We know very little about it, we may have to go into the wardrobe in our rooms and see what it is like, provided we are not afraid to do so, of course.



THE MONSTER DESCRIPTION

-Track 3-



Read the text below. It describes what the monster living in his bedroom is like in his imagination.

ACTIVITY: Students should listen to track 3. Then orally present to the class everything they have understood about the description of the monster, and they should make a drawing of it, painting each of its parts in the color indicated in the text.

EXTENSION ACTIVITY: Each student can also be asked to imagine their own monster, get them to describe it, then draw and paint it exactly as they imagine it.

The Monster

I thought I saw a monster
Underneath my bed
His tongue was yellow.
And his eyes were red.

I thought I saw a monster
Underneath my chair
His face was purple.
And he had pink hair

I thought I saw a monster
In my room last night.
His legs were orange
And his feet were white.

I thought I saw a monster
And that he saw me
But don't tell my mother
She'll be scared you see.



DIALOGUE

-Track 4-



Peter and Alice are in the room.

ALICE. Peter, I think...

PETER. Shhhh!

ALICE. Peter, I...

PETER. Shhhhh!

ALICE. What's up with you?

PETER. Did you hear that?

ALICE. Hear what?

PETER. Can you smell it? It's all around you.

Alice sniffs the air.

PETER. No, not like that, you have to smell much harder.

Alice tries to smell harder.

PETER. Now?

ALICE. Now what?

PETER. Don't you get it? It's right there.

ALICE. ...

PETER. The monster.

ALICE. What monster?

PETER. The one who lives here.

ALICE. Under the bed?

PETER. No.

ALICE. On the chair?

PETER. No.

ALICE. Up over the lamp?

PETER. No no no. The monster that lives in the wardrobe.

SONG 1.

Let's go to bed

-Track 5-



Alice and Peter:

Well now it's time
To go to bed
It's time for us to go to sleep
Okay let's go
Let's go to bed
I'm tired and I want to go to sleep

Chorus

I must brush my teeth really well
I must put my pyjamas on as well
I will brush my hair 100 times
I will get teddy and we'll go to sleep

Well now it's time
To go to bed
It's time for us to go to sleep
Okay let's go
Let's go to bed
I'm tired and I want to go to sleep

SONG 2.

Monster party song.

-Track 6-



ALICE.

It's a monster party
The wardrobe monster is here
Big scary monster
Big hairy monster
Ahhhhh
Ahhhhhhhhh
Ahhhhhhhhhhhhh
Boo!
Don't worry now
The monster will not get you,
so be, very brave like you can be.
Stand up really tall
Open up your eyes and see now,
the monsters can't get you, if you are brave.

ALICE.

It's a monster party

PETER.

The wardrobe monster is here

ALICE.

Big scary monster

PETER.

Big hairy monster

Ahhhhh

Ahhhhhhhhh

Ahhhhhhhhhhhhh

Boo!

PETER.

Don't worry now

The monster will not get me,
so be, very brave like I can be
Stand up really tall
Open up my eyes and see now,
the monsters can't get me, if I am brave.

ALICE and PETER.

It's a monster party

The wardrobe monster is here

Big scary monster

Big hairy monster

Ahhhhh

Ahhhhhhhhh

Ahhhhhhhhhhhhh

Boo!

We're not afraid of Monsters!

SONG 3.

Scary monster gone.

-Track 3-



Chorus Alice and Peter:

The scary monsters gone
Now we are safe
Everything's ok
For another day

Peter:

Oh, I'm better,
Now I'm not scared
They are all gone
And I'm happy
I'm not frightened, no, not worried there is nothing coming for me.

Alice:

The darkness,
No you don't mind,
The strange shapes
Or the noises
You're not scared now of the monsters or of anything at all.

Chorus :

The scary monsters gone
Now we are safe
Everything's ok
For another day

Peter:

I'm not frightened
Of the monster,
That lives down
Under my bed
Because I know monsters don't exist they're only in my head

Alice:

There's no vampires,
No witches
Or goblins
Going to bite you
No, there's no such thing as scary creatures living under ground.

Chorus Alice and Peter:

The scary monsters gone
Now we are safe
Everything's ok
For another day
The scary monsters gone
Now we are safe
Everything's ok
For another day

PRE-PLAY ACTIVITY 1.

FILL IN THE GAPS



In this activity, students must listen to the dialogue -TRACK 4- and place the corresponding words in the blank spaces. To do this they must choose them from the words provided.

Peter and Alice are in the room.

ALICE. Peter, I think...

PETER. Shhhh!

ALICE. Peter, I...

PETER. Shhhhhh!

ALICE. What's up with you?

PETER. Did you hear that?

ALICE. Hear what?

PETER. Can you smell it? It's all around you.

Alice sniffs the air.

PETER. No, not like that, you have to smell much harder.

Alice tries to smell harder.

PETER. Now?

ALICE. Now what?

PETER. Don't you get it? It's right there.

ALICE. ...

PETER. The monster.

ALICE. What monster?

PETER. The one who lives here.

ALICE. Under the bed?

PETER. No.

ALICE. On the chair?

PETER. No.

ALICE. Up over the lamp?

PETER. No no no. The monster that lives in the wardrobe.

WORDS.

HEAR – NOW – MONSTER – CHAIR – LIVES – WITH – LAMP – BED
YOU – SMELL – WARDROBE – YOU.

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:

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

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

The monster: 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.



Once the students have written the names, the teacher will talk about the types of adjectives referring to characters, making a selection of them, and taking the ones listed below as an example.

YOUNG – HAIRY – INTELLIGENT – BRAVE – IMAGINATIVE – BIG – MONSTRUOUS.

PRE-PLAY ACTIVITY 3.

QUESTIONS ABOUT THE DIALOGUE



Below are a number of questions about the dialogue that the students must answer by choosing from three options A, B, or C. They can listen the dialogue -TRACK 4- as many time as necessary. Then they must correctly answer the questions bellow which help the students to better understand the dialogue.

1. What are the names of the two kids in the story?

- a.- Alice and James.
- b.- Alice and Peter.
- c.- Margaret and Peter.

2. Where does the monster in the room live according to Peter?

- a. On the chair.
- b. Under the table.
- c. Inside the wardrobe

3. Alice and Peter believe that the monster exists.

- a. False. Only Peter believes it exists.
- b. True. They both believe it.
- c. False. Neither of them believes that the monster exists.

4. What does Peter tell Alice to do?

- a. touch and smell.
- b. listen and smell.
- c. listen and speak.

5. What furniture is named in the dialogue?

- a. Bed, chair, lamp, wardrobe.
- b. Carpet, chair, lamp, wardrobe.
- c. Table, chair, lamp, wardrobe.

PRE-PLAY ACTIVITY 1.

FILL IN THE GAPS



Listen to the dialogue -TRACK 4- and put the correct words into the blank spaces. To do this you must choose the correct word from those provided below.

Peter and Alice are in the room.

ALICE. Peter, I think...

PETER. Shhhh!

ALICE. Peter, I...

PETER. Shhhhhh!

ALICE. What's up

PETER. Did you that?

ALICE. Hear what?

PETER. Can you it? It's all around you.

Alice sniffs the air.

PETER. No, not like that, have to smell much harder.

Alice tries to smell harder.

PETER.?

ALICE. Now what?

PETER. Don't you get it? It's right there.

ALICE. ...

PETER. The

ALICE. What monster?

PETER. The one who here.

ALICE. Under the?

PETER. No.

ALICE. On the?

PETER. No.

ALICE. Up over the?

PETER. No no no. The monster that lives in the

WORDS.

HEAR – NOW – MONSTER – CHAIR – LIVES – WITH – LAMP – BED
YOU – SMELL – WARDROBE – YOU.

PRE-PLAY ACTIVITY 2.

MORE ABOUT THE CHARACTERS



ADJECTIVES:

YOUNG – HAIRY – INTELLIGENT – BRAVE – IMAGINATIVE – BIG – MONSTRUOUS.

PRE-PLAY ACTIVITY 3.

QUESTIONS ABOUT THE DIALOGUE



Listen to the dialogue –TRACK 4– and correctly answer the following questions, choosing your answers from options A, B, or C.

1. What are the names of the two kids in the story?

- a.- Alice and James.
- b.- Alice and Peter.
- c.- Margaret and Peter.

2. Where does the monster in the room live according to Peter?

- a. On the chair.
- b. Under the table.
- c. Inside the wardrobe

3. Alice and Peter believe that the monster exists.

- a. False. Only Peter believes it exists.
- b. True. They both believe it.
- c. False. Neither of them believes that the monster exists.

4. What does Peter tell Alice to do?

- a. touch and smell.
- b. listen and smell.
- c. listen and speak.

5. What furniture is named in the dialogue?

- a. Bed, chair, lamp, wardrobe.
- b. Carpet, chair, lamp, wardrobe.
- c. Table, chair, lamp, wardrobe.

POST-PLAY ACTIVITY 1.

TRUE OR FALSE

-Track. 8-



Listen to these sentences, and say if you think it's true or false

-Alice and Peter are siblings.

TRUE

-Peter thinks there is a dinosaur in the wardrobe.

FALSE (Peter thinks there is a monster inside the wardrobe)

-Alice's favourite book is "Peter Pan".

FALSE (Alice's favourite book is "Alice in Wonderland")

-According to Peter the wardrobe monster makes noise at night.

TRUE

-Alice decides to throw a party for the wardrobe monster.

TRUE

-Before bed, Alice and Peter wash their hands, brush their teeth and read their favourite stories.

TRUE

-Alice and Peter's pet is a cat-shaped stuffed animal.

FALSE (The pet is a teddy bear)

-Peter's favourite book is "Alice in Wonderland".

FALSE (Peter's favourite book is "Peter Pan")

-Before sleeping Peter always looks under the bed and behind the table... but he never dares to open the wardrobe.

TRUE

-The monster in the wardrobe is called Pipo.

FALSE (The monster in the wardrobe has no name)

POST-PLAY ACTIVITY 2.

PUZZLE



In this activity the students should arrange the words to form the correct sentences related to the story.

1. believes / Peter / lives / under / his bed / the Monster.
2. exist / The Monster / large monster, / does not / is a / but.
3. to dance / Alice / likes.
4. Peter / the Monster / that / is hiding / the wardrobe / believes / inside.
5. is brave / Alice / and helps / overcome / Peter / his fears.

SOLUTIONS:

1. Peter / believes / the Monster / lives / under / his bed.
2. The Monster / is a / large monster, / but / does not / exist.
3. Alice / likes / to dance.
4. Peter / believes / that / the Monster / is hiding / inside / the wardrobe.
5. Alice / is brave / and helps / Peter / overcome / his fears.

POST-PLAY ACTIVITY 3.

SIMPLE PRESENT



Let's check if the students know how Simple Present works.

First they practice the third person singular and then they will form a negative.

1. The monster LIVES (**TO LIVE**) in the wardrobe.
2. The monster APPEARS (**TO APPEAR**) when the children SLEEP (**TO SLEEP**).
3. Peter HAS (**TO HAVE**) a lot of fear for the wardrobe monster.
4. The monster IS (**TO BE**) very big.
5. Peter and Alice DANCE (**TO DANCE**) to a nice song together.

EXTENSION ACTIVITY:

Write the sentences in the negative form.

1. The monster **DOES NOT LIVE** in the wardrobe.
2. The monster **DOES NOT APPEAR** when the children **ARE NOT SLEEP**.
3. Peter **IS NOT** afraid of the wardrobe monster.
4. The monster **IS NOT** very big.
5. Peter and Alice **DO NOT DANCE** to a nice song together.

POST-PLAY ACTIVITY 1.

TRUE OR FALSE



Listen to these sentences, and say if you think it's true or false:

1. Alice and Peter are siblings.

.....

2. Peter thinks there is a dinosaur in the wardrobe.

.....

3. Alice's favourite book is "Peter Pan".

.....

4. According to Peter the wardrobe monster makes noise at night.

.....

5. Alice decides to throw a party for the wardrobe monster.

.....

6. Before bed, Alice and Peter wash their hands, brush their teeth and read their favourite stories.

.....

7. Alice and Peter's pet is a cat-shaped stuffed animal.

.....

8. Peter's favourite book is "Alice in Wonderland".

.....

9. Before sleeping Peter always look under the bed and behind the table... but he never dares to open the wardrobe.

.....

10. The monster in the wardrobe is called Pipo.

.....

POST-PLAY ACTIVITY 2.

PUZZLE

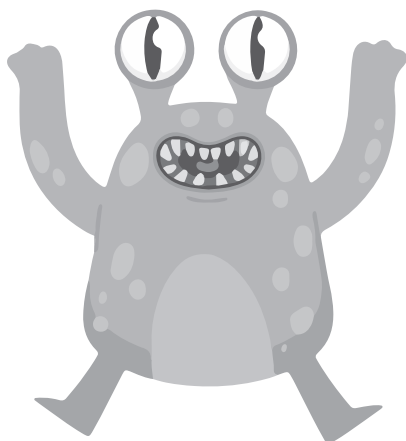


Arrange the words and form the correct sentences.

1. believes / Peter / lives / under / his bed / the Monster.
2. exist / The Monster / large monster, / does not / is a / but.
3. to dance / Alice / likes.
4. Peter / the Monster / that / is hiding / the wardrobe / believes / inside.
5. is brave / Alice / and helps / overcome / Peter / his fears.

SOLUTIONS:

1.
2.
3.
4.
5.



-STUDENTS-

POST-PLAY ACTIVITY 3.

SIMPLE PRESENT



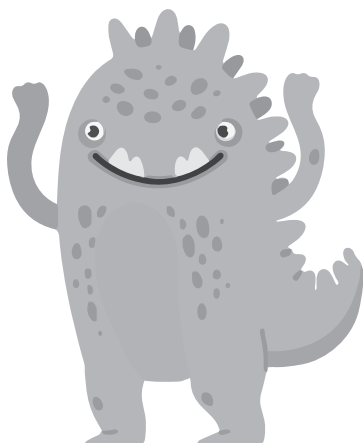
Write the verb in Simple Present:

1. The monster(**TO LIVE**) in the wardrobe.
2. The monster (**TO APPEAR**) when the children (**TO SLEEP**).
3. Peter(**TO HAVE**) a lot of fear for the wardrobe monster.
4. The monster(**TO BE**) very big.
5. Peter and Alice(**TO DANCE**) to a nice song together.

EXTENSION ACTIVITY:

Write the sentences in the negative form.

1.
2.
3.
4.
5.



EXTRA-ACTIVITY

CREATE A MONSTER



In the Create a Monster project, kids have to draw and describe the appearance of their own monster.

-Time for Create A Monster Project: 20-40 mins

-Resources for Create A Monster Project:

-A4 Paper; Coloured Pens/Pencils

This project is best completed individually, but students can work in pairs if necessary.

Students will each need a piece of paper (at least A4 size).

Project:

Tell the class that together, you're going to create a monster. Start drawing the monster on the board, but for every main body part, stop and ask the children for suggestions. For example, How many eyes does it have? It has six eyes – draw six eyes on the board.

You may want to write the full sentence descriptions on the board for students to refer to later.

Students draw and colour their own monster on their paper. Encourage them to be creative and use unusual numbers of body parts.

They then (if they are able), make sentences to describe their monster's appearance, using the target language. You may wish for them to write a draft in their notebook before writing on the paper. If students are not able to write yet this can just be done orally.

Students then present their monsters to each other (making 'monster friends'), and/or the class. They share their descriptions orally, using the target language.

You could display the finished monsters on the classroom wall.

MORE INFORMATION



Books:

- GOODNIGHT LITTLE MONSTER – Helen Ketteman
- THE MONSTER AT THE END OF THIS BOOK – Jon Stone
- MY MONSTER MOMMA LOVES ME SO – Laura Leuck
- SPIDER SANDWICHES – Claire Freedman and Sue Hendra
- MONSTER NEEDS A COSTUME – Paul Czajak
- ELMER AND THE MONSTER – David McKee
- GO AWAY BIG GREEN MONSTER – Ed Emberley
- IF YOU'RE A MONSTER AND YOU KNOW IT – Ed Emberley
- MONSTER BE GOOD – Natalie Marshall
- GLAD MONSTER SAD MONSTER – Ed Emberley
- LOVE MONSTER – Rachel Bright
- THE COLOR MONSTER – Anna Llenas
- CREEPY MONSTER, SLEEPY MONSTER – Jane Yolen
- MONSTERS DON'T EAT BROCCOLI – Barbara Jean Hicks
- THE GRUFFALO – Julia Donaldson

VOCABULARY



A. AFRAID - ANOTHER

B. BOY - BOOK - BED - BROTHER - BEDROOM - BIG - BRUSH (TO)

C. CLOCK - CLOSE (TO) - CLEAN (TO) - CHAIR - CHARACTER

D. DARK - DREAM - DIRTY - DAY

E. EVERYTHING

F. FRIEND - FAVOURITE

G. GIANT - GO (TO)

H. HOUSE - HOME - HAPPY - HAIRY - HANDS

I. IMAGINATION

J. JOKE

K. KIDS

L. LIGHT

M. MONSTER - MUSIC

N. NIGHTMARE - NOISE - NIGHT - NOW

O. OPEN (TO)

P. PARTY - PILLOW - PET - PYJAMAS

Q. QUIET

R. ROOM - READ (TO) -

S. STORY - SCARED - SLEEP (TO) - SAD - SISTER - SHADOWS - SOUND

T. TABLE - TEDDY - TEETH - TIME - TIRED

U. ...

V. ...

W. WARDROBE - WRITE (TO) - WINDOW - WALL - WITCHES

X ...

Y. ...

Z. ...