1a) The Story of Snow White

Read and listen to the story of Snow White.

Snow White lives in a big palace with Queen Ezmerelda. Queen Ezmerelda is very rich and very important. She is also very bad. Queen Ezmerelda has a Magic Mirror. One day Queen Ezmerelda looks at the mirror and says “Mirror, mirror on the wall, who is the nicest of them all?”. “Snow White” says the Magic Mirror. The Queen is very angry.

Snow White is very frightened and so she decides to escape from the palace into the forest. In the forest Snow White discovers a little house. “Hello” she says, but there is no answer. She slowly opens the door. Inside, the furniture is very small and very dirty. There is a dirty little table, little chairs, a little clock and even a little fireplace. There is also a little fridge and a washing machine. In the house live some dirty dwarves. When they return, Snow White helps them to clean the house and wash their clothes.

The next day Queen Ezmerelda says to her Magic Mirror “Mirror, mirror on the wall, who is the nicest of them all?”. Again the mirror says “Snow White”. This time the Queen is very, very angry. She goes to her laboratory and makes a poisoned apple. Queen Ezmerelda goes to the little house disguised as an old woman.

Snow White is alone in the house. When she sees Snow White Queen Ezmerelda says “Hello, my dear, would you like an apple?”. She gives the poisoned apple to Snow White. When Snow White eats the apple she falls to the floor and dies. At that moment a handsome prince sees Snow White. He falls in love with her and gives her a kiss. Snow White wakes up and when she sees the prince she falls in love with him. They get married and live happily ever after.
1b) The Story of Snow White

Read the story and fill in the spaces using the words in the box. Then listen to the story to see if your answers are correct. Which of the words are nouns, adjectives or verbs?

alone * angry * apple * fridge * frightened * gives
has * kiss * lives * prince * small * wash

Snow White (1)_________ in a big palace with Queen Ezmerelda. Queen Ezmerelda is very rich and very important. She is also very bad. Queen Ezmerelda (2)_________ a Magic Mirror. One day Queen Ezmerelda looks at the mirror and says "Mirror, mirror on the wall, who is the nicest of them all?". "Snow White" says the Magic Mirror. The Queen is very (3)_________.

Snow White is very (4)_________ and so she decides to escape from the palace into the forest. In the forest Snow White discovers a little house. "Hello" she says, but there is no answer. She slowly opens the door. Inside, the furniture is very (5)_________ and very dirty. There is a dirty little table, little chairs, a little clock and even a little fireplace. There is also a little (6)_________ and a washing machine. In the house live some dirty dwarves. When they return, Snow White helps them to clean the house and (7)_________ their clothes.

The next day Queen Ezmerelda says to her Magic Mirror "Mirror, mirror on the wall, who is the nicest of them all?". Again the mirror says "Snow White". This time the Queen is very, very angry. She goes to her laboratory and makes a poisoned (8)_________. Queen Ezmerelda goes to the little house disguised as an old woman. Snow White is (9)_________ in the house. When she sees Snow White Queen Ezmerelda says "Hello, my dear, would you like an apple?". She (10)_________ the poisoned apple to Snow White. When Snow White eats the apple she falls to the floor and dies. At that moment a handsome (11)_________ sees Snow White. He falls in love with her and gives her a (12)_________. Snow White wakes up and when she sees the prince she falls in love with him. They get married and live happily ever after.
1c) The Story of Snow White

Read the story of Snow White and fill in the spaces using the words you think are correct.
Now listen to the story to see if your answers are correct.

Snow White (1)_________ in a big palace with Queen Ezmerelda.
Queen Ezmerelda is very rich and very important. She is also very bad. Queen Ezmerelda (2)_________ a Magic Mirror.
One day Queen Ezmerelda looks at the mirror and says "Mirror, mirror on the wall, who is the nicest of them all?".
"Snow White" says the Magic Mirror. The Queen is very (3)_________.

Snow White is very (4)_________ and so she decides to escape from the palace into the forest.
In the forest Snow White discovers a little house. "Hello" she says, but there is no answer. She slowly opens the door.
Inside, the furniture is very (5)_________ and very dirty.
There is a dirty little table, little chairs, a little clock and even a little fireplace. There is also a little (6)_________ and a washing machine. In the house live some dirty dwarves. When they return, Snow White helps them to clean the house and (7)_________ their clothes.

The next day Queen Ezmerelda says to her Magic Mirror "Mirror, mirror on the wall, who is the nicest of them all?". Again the mirror says "Snow White". This time the Queen is very, very angry. She goes to her laboratory and makes a poisoned (8)_________. Queen Ezmerelda goes to the little house disguised as an old woman.
Snow White is (9)_________ in the house. When she sees Snow White Queen Ezmerelda says "Hello, my dear, would you like an apple?". She (10)_________ the poisoned apple to Snow White.
When Snow White eats the apple she falls to the floor and dies.
At that moment a handsome (11)_________ sees Snow White. He falls in love with her and gives her a (12)_________.
Snow White wakes up and when she sees the prince she falls in love with him. They get married and live happily ever after.
1) The Story of Snow White

Teaching notes

Time
30–40 minutes

Level
Easy/Medium/Difficult

Skills Focus
Vocabulary, reading, writing.

Aim
To familiarise the students with the story of Snow White and the vocabulary used in the story.

Instructions
Ask the students what they know about the story of Snow White. Now give the students Worksheet A and ask them to read through the text underlining any difficult vocabulary. Present the difficult vocabulary on the board and the students can help each other with the meaning of the words. Then listen to the story of Snow White.

Alternative activity
For students of a higher level use Worksheet B and give the students time to decide what the missing words could be from the list. This activity could be done in pairs. Ask the students for suggestions to what the words could be. Listen to see if they are correct. Use Worksheet C for the highest level students.

Answer key
1. lives
2. has
3. angry
4. frightened
5. small
6. fridge
7. wash
8. apple
9. alone
10. gives
11. prince
12. kiss

This activity is designed to be used in conjunction with a performance of IPA Production’s Snow White. For more information, visit www.ipaproductions.com.
2) Talking about Yourself

Here is Snow White talking about herself. Draw a picture of yourself in the space below and write about yourself.

Hello. My name’s Snow White.
I like listening to music.
I live in a palace. It’s very big.
I have a bedroom. It’s very beautiful.
Teddy is a very good friend.
I like apples and orange juice.
I have a friend called Teddy.
I don’t like Queen Ezmerelda.

This activity is designed to be used in conjunction with a performance of IPA Production’s Snow White. For more information, visit www.ipaproductions.com.
2) Talking about Yourself

Teaching notes

Time
20–30 minutes

Level
Medium

Skills Focus
Speaking, writing.

Aim
To practice giving personal information about yourself in the present simple.

Instructions
First, ask the students to draw a self-portrait in the box below. Then, ask the students to write about themselves. Using Snow White as an example, the students should write eight sentences about themselves. When they have finished they should introduce themselves to the rest of the class. Encourage the students to use different verbs and a mixture of positives and negatives.

Alternative activity
For students of a higher level, the activity could be done as a third person activity with the students asking a classmate questions to discover the answers, then they could introduce their partners to the class.
Help the dwarf sort out the words into food and clothes. Do they go in the fridge or the washing machine? Fill in the letters to make the names of the objects and draw a line to show where they should go.

1. HAN ___ ___ ___ C ___ ___ ___ F
2. O ___ ___ ___ N
3. T-S ___ ___ ___ T
4. GL ___ ___ E
5. SC ___ ___ F
6. PO ___ ___ ___ O
7. BA ___ ___ NA
8. S ___ ___ K
9. CH ___ ___ K ___ N
10. TR ___ ___ S ___ ___ S
11. CA ___ ___ OT
12. UND ___ ___ P ___ ___ ___ S
13. T ___ E
14. CH ___ ___ SE
15. F ___ ___ H
16. H ___ ___ T
17. AP ___ ___ E
18. O ___ ___ ___ GE
Teaching notes

Time
20 minutes

Level
Difficult

Skills Focus
Vocabulary.

Aim
To familiarise the students with the vocabulary of food and clothes used in *Snow White*.

Instructions
In pairs, the students decide what the missing letters of the words are. Next, they decide if the object belongs in the fridge or the washing machine. The students could then draw the objects next to the fridge or washing machine.

Alternative activity
This activity could be made into a team game of hangman presented on the board by the teacher with each team taking turns to guess letters getting points for their team when they guess correctly.

Answer key

<table>
<thead>
<tr>
<th>FRIDGE</th>
<th>WASHING MACHINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>onion</td>
<td>handkerchief</td>
</tr>
<tr>
<td>potato</td>
<td>t-shirt</td>
</tr>
<tr>
<td>banana</td>
<td>glove</td>
</tr>
<tr>
<td>chicken</td>
<td>scarf</td>
</tr>
<tr>
<td>carrot</td>
<td>sock</td>
</tr>
<tr>
<td>cheese</td>
<td>hat</td>
</tr>
<tr>
<td>fish</td>
<td>trousers</td>
</tr>
<tr>
<td>apple</td>
<td>underpants</td>
</tr>
<tr>
<td>orange</td>
<td>tie</td>
</tr>
</tbody>
</table>
**4A) Snow White Songs**

### Such a Lucky Girl

*Listen to the song and learn it. Sing along with your classmates.*

I live in a great big palace  
The biggest palace in the world  
With towers so high  
They touch the sky  
It makes me so happy  
I want to cry  
I have a beautiful bedroom  
The biggest bedroom in the world  
I live in the biggest palace

---

### If You’re Happy and You Know It

If you’re happy and you know it, clap your hands (clap clap)  
If you’re happy and you know it, clap your hands (clap clap)  
If you’re happy and you know it, and you really want to show it  
If you’re happy and you know it, clap your hands. (clap clap)

If you’re happy and you know it, stamp your feet (stamp stamp)  
If you’re happy and you know it, stamp your feet (stamp stamp)  
If you’re happy and you know it, and you really want to show it  
If you’re happy and you know it, stamp your feet. (stamp stamp)

If you’re happy and you know it, shout hurray! (hurray!)  
If you’re happy and you know it, shout hurray! (hurray!)  
If you’re happy and you know it, and you really want to show it  
If you’re happy and you know it, shout hurray! (hurray!)
48) Snow White Songs

Such a Lucky Girl

Listen to the song and fill in the gaps. Now sing along!

I live in a great ______________ palace
The ______________ palace in the world
    With towers so high
    They touch the ______________
    It makes me so ______________
    I want to ______________
    I have a ______________ bedroom
The ______________ ______________ in the world
    I live in the ______________ palace
    I’m such a happy girl

If You’re Happy and You Know It

Listen to the song and fill in the gaps. Now sing along!

If you’re happy and you know it, clap your ______________. (clap clap)
If you’re happy and you know it, clap your ______________. (clap clap)
    If you’re happy and you know it, and you really want to show it
    If you’re happy and you know it, clap your ______________. (clap clap)

If you’re happy and you know it, stamp your ______________. (stamp stamp)
If you’re happy and you know it, stamp your ______________. (stamp stamp)
    If you’re happy and you know it, and you really want to show it
If you’re happy and you know it, stamp your ______________. (stamp stamp)
    If you’re happy and you know it, ______________ hurray! (hurray!)
    If you’re happy and you know it, ______________ hurray! (hurray!)
    If you’re happy and you know it, and you really want to show it
If you’re happy and you know it, ______________ hurray! (hurray!)
Snow White

4) Snow White Songs

Teaching notes

Time
30–40 minutes

Level
Easy/Medium

Skills Focus
Vocabulary, listening and singing.

Aim
To familiarise the students with the songs of Snow White and the vocabulary used in them. We find that the experience is really enhanced by being able to sing along with the songs during the show.

Instructions
Ask the students to sing along with songs to familiarize themselves with the songs (song sheet A). Use the gap-fill of the song (song sheet B) for higher level students.

Alternative activity
Get the students to learn the words for homework. Then on the next class give them the gap-fill and ask them to fill in the missing words. Finally, listen to see if they are correct.

Answer key

<table>
<thead>
<tr>
<th>Such a Lucky Girl</th>
<th>If You’re Happy and You Know It</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>hands</td>
</tr>
<tr>
<td>biggest</td>
<td>hands</td>
</tr>
<tr>
<td>sky</td>
<td>hands</td>
</tr>
<tr>
<td>happy</td>
<td>feet</td>
</tr>
<tr>
<td>cry</td>
<td>feet</td>
</tr>
<tr>
<td>beautiful</td>
<td>feet</td>
</tr>
<tr>
<td>most beautiful</td>
<td>shout</td>
</tr>
<tr>
<td>biggest</td>
<td>shout</td>
</tr>
<tr>
<td>girl</td>
<td>shout</td>
</tr>
</tbody>
</table>
Can you draw? Draw the pictures of the story?

1. Snow White lives in a palace with a horrible Queen.
2. The Queen has a magic mirror.
3. The Queen is very angry.
4. Snow White is very frightened. She escapes into the forest.
5. Snow White finds a little house.
6. Snow White helps the dwarves to clean the house.
7. The Queen takes a poisoned apple to Snow White.
8. Snow White falls asleep. The dwarves are sad.
9. A handsome prince kisses Snow White. She wakes up.
10. They fall in love and live happily ever after.
Teaching notes

Time
30 minutes

Level
Easy

Skills Focus
Vocabulary. Reading, speaking and drawing.

Aim
To familiarise the students with the story of Snow White and the vocabulary used in the story.

Instructions
Ask the students to imagine what Snow White, Queen Esmerelda, the Prince and the dwarves look like. Discuss with the groups what they think the characters might be like. Give the students the worksheet and ask them, to draw the pictures that match the scene being described in each box.

Alternative activity
Ask students to choose one phrase from the boxes and make a larger more detailed picture of the scene that they have chosen.
6) The Magic Mirror

Listen to the conversation and practise with a friend.

Queen: Mirror, mirror on the wall, who is the richest of them all?

Magic Mirror: Queen Ezmerelda.

Queen: “Queen Ezmerelda”, very good... and mirror, mirror on the wall, who is the most important of them all?

Magic Mirror: Queen Ezmerelda.

Queen: “Queen Ezmerelda”, excellent, excellent. And mirror, mirror on the wall, who is the nicest of them all?

Magic Mirror: Snow White.

Queen: “Snow White”... Snow White? What?!

Now repeat using strong, happy, intelligent, tall, beautiful, old, or choose your own adjectives!
6) The Magic Mirror

Teaching notes

Time
10–20 minutes

Level
Difficult

Skills Focus
Listening, vocabulary, superlatives.

Aim
To familiarise the students with a scene in the play and to practise adjectives in the superlative form.

Instructions
Ask the students to listen to the text whilst reading along. Then let the students read the text in pairs. Finally ask the students to use other adjectives in the text in the superlative form.

Extended activity
Let the students practise reading the text in character. Then, ask them to learn the words for homework. In the next class let the students take turns performing the scene as Queen Esmerelda and Igor.
True or False?

Before you see the show, look at the sentences below. Do you think they are true (T) or false (F)?

After you see the show look at your answers. How many did you get right?

1. Queen Ezmerelda loves Snow White very much.  T  F

2. Snow White has a lot of friends.  T  F

3. Snow White escapes from the palace because she is hungry.  T  F

4. Queen Ezmerelda has an assistant called Igor.  T  F

5. The dwarf cleans the house every day with Don Limpio.  T  F

6. Igor has a friend called Ezmerelda.  T  F

7. The dwarf can’t remember the names of things.  T  F

8. Igor lives in the attic of the palace.  T  F

9. The dwarf has a black cat called Eric.  T  F

10. Snow White eats the apple because she doesn’t know that it is poisoned.  T  F

11. Queen Ezmerelda is the mother of the handsome prince.  T  F

12. The story has a happy ending.  T  F
7) True or False?

Teaching notes

Time
20+20 minutes

Level
Medium

Skills Focus
Speaking, writing.

Aim
To predict what will happen in the show and confirm or correct the information after the show.

Instructions
Ask the students to decide in pairs if they think the sentences are true or false. Ask them to write what they think will happen in the sentences they think are false. After they have seen the show, return to the sentences and see if they were correct or not.

Post-show activity
Ask the students to come up with five more true or false questions. Then each group should pass their sentences to another group to answer.

Answer key
1. False. The Queen hates Snow White.
2. False. Snow White’s only friend is her teddy bear.
3. False. Snow White escapes because the Queen is angry.
4. True.
5. False. The dwarf’s house is very dirty.
6. True.
7. True.
8. False. Igor lives in the bottom (basement) of the house.
9. False. The dwarf doesn’t have a cat.
10. True.
11. False. The Queen is not the Prince’s mother.
12. True.
8) Questions

Put the two parts of the question together. Now answer the questions about you.

1. What
2. Who
3. How
4. Where
5. When
6. What

a. is your best friend?
b. old are you?
c. is your favourite colour?
d. is your name?
e. do you live?
f. is your birthday?

Now write a question with each of the question words and ask a friend.

1. How
2. Who
3. What
4. Where
5. When
8) Questions

Teaching notes

Time
20–30 minutes

Level
Medium

Skills Focus
Question forms.

Aim
To practise question forms in the present simple.

Instructions
Ask the students to match the question word with the second half of the question. Now the students should write the questions and ask a partner to answer them. Present the results to the rest of the class.

Extended activity
Ask students, either in class or for homework, to prepare 10 more questions to ask a class-mate.

Answer key
1. What is your name?
2. Who is your best friend?
3. How old are you?
4. Where do you live?
5. When is your birthday?
6. What is your favourite colour?
9) Spot the Difference

Spot the twelve differences.
9) Spot the Difference

Teaching notes

Time
10 minutes

Level
Easy

Skills Focus
Observation.

Aim
A fun activity to open or close a class.

Instructions
Ask the students to work in pairs and have a competition to see which pair is the quickest to find the twelve differences.

Answer key
1. The time on the clock
2. The apple
3. The flame on the candle
4. The stripe on the candle holder
5. The Queen’s brooch
6. The number of onions
7. The Dwarf’s hat
8. The vase behind the dwarf
9. Snow White’s blouse
10. The Queen’s fingers
11. The Dwarf’s buttons
12. The top of the wooden beam above Snow White’s head
10) Comparatives and Superlatives

Comparatives
Using the adjectives below, compare these characters and places from the story of Snow White.

1. Queen Esmerelda / Snow White (beautiful)
2. The dwarf / Snow White (clean)
3. The dwarf / Queen Esmerelda (tall)
4. The dwarf’s house / The Palace (big)
5. Spider / cow (small)
6. Frog / pig (dirty)

Now write 3 comparisons between you and a friend,

1. ___________________________________________________________
2. ___________________________________________________________
3. ___________________________________________________________

Superlatives
Now write five more sentences using the superlative.

e.g. Queen Esmerelda / the dwarf / Fred (big)
Queen Esmerelda lives in the biggest palace.

1. Horse / mouse / cat (small)

2. Igor / Snow White / Queen Esmerelda (beautiful)

3. Queen Esmerelda / the dwarf / Snow White (young)

4. The palace / the dwarf’s house / your house (comfortable)

5. Barcelona / Madrid / London (busy)
10) Comparatives and Superlatives

Teaching notes

Time
30 minutes

Level
Difficult

Skills Focus
Comparatives and superlatives.

Aim
To practise using comparative and superlative forms with the vocabulary of Snow White.

Instructions
Present the first sentence on the board as an example for all of the class. Next, ask students to complete the sentences using the adjective given. Finally, they should write three sentences about themselves and a friend. After checking the answers ask the students to move on to the superlative section. Again present the first sentence on the board for all the class then they should complete the sentences. The students could choose to work in pairs. Allow the students to present some sentences orally at the end of the activity.

Alternative activity
As a homework activity ask the students to write 5 sentences using comparatives and 5 sentences using superlatives about their family.

e.g. My brother is taller than me.
My father is the tallest.

Answer key

Comparatives
1. Snow White is more beautiful than Queen Esmerelda.
2. Snow White is cleaner than the dwarf.
3. Queen Esmerelda is taller than the dwarf.
4. The place is bigger than the dwarf’s house.
5. The spider is smaller than the cow.
6. The pig is dirtier than the frog.

Superlatives
1. The mouse is the smallest.
2. Snow White is the most beautiful.
3. Snow White is the youngest.
4. _______ is the most comfortable.
5. _______ is the busiest city.
11) Food and Clothes

In each box draw a picture of the word. Then listen to the recording and write the numbers in the small square.

- t-shirt
- banana
- trousers
- onion
- fish
- glove
- carrot
- underpants
- hat
- chicken
- handkerchief
- potato
- apple
- scarf
- sock
- orange
11) Food and Clothes

Teaching notes

Time
20–30 minutes

Level
Medium

Skills Focus
Listening, vocabulary.

Aim
To improve the student’s listening skills using the vocabulary from Snow White.

Instructions
Discuss as a group the meaning of the vocabulary then let the students draw a picture of each object. Then play the recording twice to allow the students to put the objects in the correct order. Check the answers are correct with the group.
12) Snow White’s Diary

Here is a page from Snow White’s diary last year. Read it. Then, using it as an example, write a page of her diary for this year. Say where you are, what you are doing and why. Write about the people you know. Describe what is happening at the moment, and what you are going to do next.

Saturday, 16th August.

Dear diary,

Today the sun is shining and the sky is blue. I’m a very lucky girl because I live in a very big palace and I have the most beautiful bedroom in all the world. My best friend, Teddy the teddy-bear, is here with me. I really am the luckiest girl in all the world.

Oh, how I wish I was the happiest girl in the world! The truth is that I am very sad and lonely. I would love to have lots of friends to play with and talk to, but I only have Teddy and he can’t talk to me. All day long I clean and wash and cook for my step-mother, Queen Esmerelda. If only she liked me then maybe my life would be better but everything I do seems to make her angrier and angrier. Maybe I should run away and find a new life for myself.

Sometimes I dream that a handsome prince will come and rescue me. We will fall in love, get married and live happily ever after.....
12) Snow White’s Diary

Teaching notes

Time
30–40 minutes

Level
Difficult

Skills Focus
Creative writing.

Aim
To encourage the students to write a diary entry based on Snow White’s diary.

Instructions
Allow students to read the diary entry underlining any words they don’t understand. Next, discuss any problem words with all of the class. Ask students what might be happening to Snow White now and what has changed since the diary entry. Then ask students to write the diary entry. With preparation in class this is a good homework writing activity.

Alternative activity
Alternatively, students could choose to write a diary entry for one of the other characters in the play – Queen Esmerelda, Igor or the dwarf. Encourage them to be as imaginative as possible.

This activity is designed to be used in conjunction with a performance of IPA Production’s Snow White. For more information, visit www.ipaproductions.com.
13) Queen Esmerelda’s Spell

Look at Queen Esmerelda’s spell and guess which animal goes in the gap. Then listen to the spell and check your answers. Were you right? Now learn the spell.

Double, double, toil and trouble,
Fire burn and cauldron bubble,
Blood of _______ and leg of _______.
Nose of _______ and tail of _______.
Eye of _______ and wing of _______.
A giant _______ and a big fat _______.
Mixed together now let’s see,
What do we have? A cup of tea!
**Teaching notes**

**Time**
20 minutes

**Level**
Medium

**Skills Focus**
Vocabulary. Listening and speaking.

**Aim**
To familiarise the students with Queen Esmerelda's spell.

**Instructions**
Ask the students to guess what they think the missing animal words are then listen to the recording twice and fill in the gaps. Then listen one more time with the words filled in correctly.

**Extended activity**
Let the students practise reading the text aloud. Then they could learn the spell for homework.

**Answer key**
1. sheep
2. frog
3. pig
4. dog
5. cow
6. bat
7. spider
8. rat
This activity is designed to be used in conjunction with a performance of IPA Production's Snow White.
For more information, visit www.ipaproductions.com.
Teaching notes

Time
50–60 minutes

Level
Medium

Skills Focus
Vocabulary, listening, reading, speaking.

Aim
To familiarise the students with the story, songs and vocabulary of *Snow White* before seeing the show.

Instructions
The one lesson activity sheet is designed for teachers who only have time to prepare with one class before the show. We find that children who understand the development of the story and are familiar with some, or all of the songs, enjoy the shows even more! So we recommend that you begin with reading and discussing the synopsis of the show. Then move on to listening to the magic spell – allow the students to follow the text. If there’s time, get them to read along. Next, move on to the vocabulary activity, which can be done either written or orally. Finally, ask the students to get in pairs and practise the comparatives and superlatives or practise reading the Queen’s speech.

Post-show activity
If you have more time after the show, go back and do any of the materials in the earlier activities.

Answer key
1. sheep
2. frog
3. pig
4. dog
5. cow
6. bat
7. spider
8. rat
# Snow White

## Vocabulary

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
<th>Animals</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>bring</td>
<td>cow</td>
<td>attic</td>
</tr>
<tr>
<td>bad</td>
<td>clean</td>
<td>dog</td>
<td>bedroom</td>
</tr>
<tr>
<td>beautiful</td>
<td>cry</td>
<td>frog</td>
<td>bucket</td>
</tr>
<tr>
<td>big</td>
<td>eat</td>
<td>horse</td>
<td>chair</td>
</tr>
<tr>
<td>dirty</td>
<td>escape</td>
<td>pig</td>
<td>clock</td>
</tr>
<tr>
<td>easy</td>
<td>fall in love</td>
<td>rat</td>
<td>fireplace</td>
</tr>
<tr>
<td>frightened</td>
<td>give</td>
<td>sheep</td>
<td>floor</td>
</tr>
<tr>
<td>good (better/best)</td>
<td>go</td>
<td>spider</td>
<td>fridge</td>
</tr>
<tr>
<td>happy</td>
<td>have</td>
<td></td>
<td>magic mirror</td>
</tr>
<tr>
<td>handsome</td>
<td>like</td>
<td></td>
<td>table</td>
</tr>
<tr>
<td>horrible</td>
<td>listen</td>
<td></td>
<td>toilet</td>
</tr>
<tr>
<td>little</td>
<td>live</td>
<td></td>
<td>washing machine</td>
</tr>
<tr>
<td>nice (nicer/nicest)</td>
<td>look</td>
<td></td>
<td>window</td>
</tr>
<tr>
<td>rich</td>
<td>kiss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td>see</td>
<td></td>
<td></td>
</tr>
<tr>
<td>safe</td>
<td>sing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thirsty</td>
<td>sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wicked</td>
<td>wake up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wash</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Characters

- A dwarf
- Fred
- Igor
- A prince
- Queen Esmerelda
- Snow White
- Teddy (bear)

### Animals

- cow
- dog
- frog
- horse
- pig
- rat
- sheep
- spider

### Clothes

- hat
- gloves
- sock
- tie
- trousers
- t-shirt
- underpants

### Food

- apple
- banana
- carrot
- cheese sandwich
- fish
- onion
- orange
- lemon
- potato
- sugar
- tomato

### House

- attic
- bedroom
- bucket
- chair
- clock
- fireplace
- floor
- fridge
- magic mirror
- table
- toilet
- washing machine
- window

### Other useful words

- a cup of tea
- handkerchief
- kiss
- laboratory
- name
- palace
- poison
- song
- sorry
- welcome

### Question words

- How...?
- What...?
- Where...?
- When...?
- Who...?
- Why...?