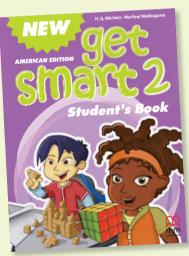
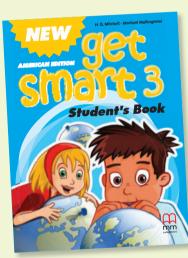
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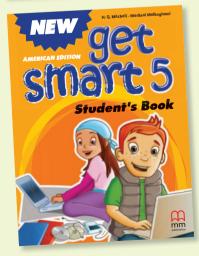


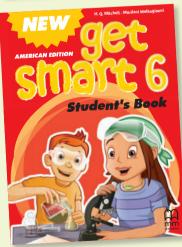
















is an innovative six-level primary course. It takes students from Beginner to Pre-intermediate level (A2), while carefully considering students' particular needs and interests at each stage.

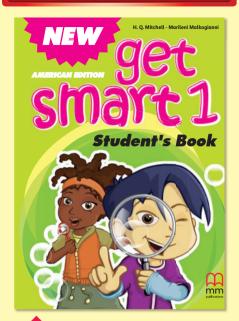
IT FOLLOWS:

- the requirements of the Common European
 Framework of Reference
- the modular approach and is organised in ten well-balanced modules

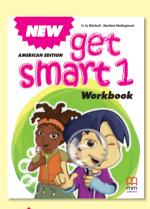
COURSE FEATURES

- Well-balanced modules with songs, stories, factual texts, cross-curricular information, cross-curricular learning and skills development
- A variety of activities (listening, speaking, games, hands-on activities and projects)
- Grammar sections with systematic presentation and practice of grammar items
- Review units
- Self-evaluation sections
- Comic-strip stories
- Board Games
- Phonics
- CLIL lessons (Content and Language Integrated Learning)
- My alphabet book
- "Take a Look" Videos

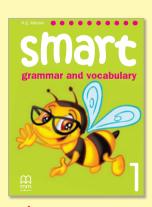
Components for students



Student's Book



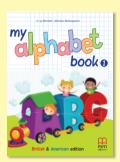
Workbook



Grammar

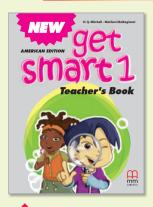


Student's CD-ROM online Games also included



Alphabet Book

Components for teachers





Teacher's Book with reduced-size student's pages

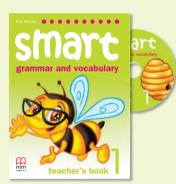


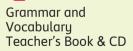
Teacher's Resource CD/CD-ROM

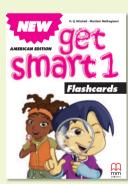
- Tests
- "Take a Look" video worksheets
- Special Days
- Flashcards

Interactive Whiteboard CD-ROM also including "Take a Look" videos and games









Flashcards



Posters **>**



- Extra activities
- Games
- Posters

Contents for New Get Smart 1

STRUCTURES

Module 1 • Hello!

I'm (Lisa).

What's your name?

My name's (John).

Module 2 • School

What color is it? (Blue). What's this? It's a (pen).

What's that? It's an (apple).

Is it a (computer)?

Yes, it is. No, it isn't.

Module 3 • Family and friends

How are you? Fine, thank you.

Who's that? It's my (grandma).

This is my (dog).

Is that your (sister)?

Yes. it is. No. it isn't.

Module 4 • You and me

How old are uou?

I'm (six). You're (seven). Are you (happy)?

Yes, I am. No, I'm not.

Module 5 • Party time!

How many (dolls)? (Two) (dolls).

Happy birthday, (Lisa).

This is for you. Thank you.

What are these?

They're (lollipops). What color are they? They're (pink).

Yes, (she) is. No, (she) isn't.

(He)'s (thin).

Is (she) (sad)?

Are they (lollipops)? Yes, they are. No, they aren't.

Module 6 • Toys and games

(Stand up)

Ì have a (kite).

I don't have á (ball).

Do you have a (car)?

Yes, I do. No, I don't.

Module 7 • My body

Don't (touch uour nose.)

(She) has (long) (legs).

(He) doesn't have (big) (feet).

Does (it) have (a long tail)?

Yes, (it) does. No, (it) doesn't.

Module 8 • Food

I like (apples).

I don't like (beans).

What's your favorite food? (Pizza).

Two (bananas), please.

Here you are.

Thanks.

Module 9 • My house

Where's the (ball)?

It's (in) the (closet).

Where are the (shoes)?

They're (under) the table.

Where are the (pants)? They're (on) the bed.

His (pants are green).

Her (dress is yellow).

Module 10 • Places

There's a (toy store).

There are (monkeys) at the (zoo).

How many (toys) are there?

There are (twenty) (toys).

Contents for New Get Smart 2

STRUCTURES

Module 1 • We're back!

Spell ("book"). My name's (Lisa). This is (John).

What's your name? I'm (Mary).

Module 2 • Home and family

Who's that? It's my (sister). Is that your (mother)? Yes, it is. No, it isn't. Where's the (doll)?

It's in/on/under the (closet).

What color is it? It's (red). Where are the (dolls)? They're next to the (couch).

What's this? It's a (bag).

What's that? It's an (eraser).

They're between the (lamp) and the (computer).

What are these?

They're (apples)

Module 3 • Friends

(I) have (a book). Do you have (a snake)? Yes, I do. No, I don't. (She) has (curly hair).

(She) doesn't have (straight hair). Does (he) have (brown eyes)? Yes, (he) does. No, (he) doesn't.

Module 4 • Animals

Its (tail) is (long). Their (heads) are (small). Can uou (swim)? Yes, I can. No, I can't. (It) can (jump).

(It) can't (flu).

How many (elephants) can

you see?

(I) can (see) (three elephants).

Module 5 • My town

There is (a park).

There are (three restaurants).

Is there (a park) (in uour town)?

Yes, there is. No, there isn't.

What's the weather like?

It's (sunny).

Where's the (hospital)? It's across from the (supermarket).

Module 6 • Mu favorite food

What's your favorite food? I like (sandwiches). I don't like (meat). Do you like (apples)? Yes, I do. No, I don't. I want (fruit).

I don't want (soda). It's good for you. It's bad for you. What do you have for (breakfast)?

For (breakfast) I have (cereal).

Module 7 • On time

What day is it? It's (Monday). What's your favorite day? What time is it? It's (nine) o'clock.

What time do you (get up)? I (get up) at (seven) o'clock. February is (after) January. June is (before) July.

Module 8 • At work

Do you work in a (restaurant)? Yes, I do. No, I don't. She (sings). He (plays the piano).

Yes, (she) does. No, (she) doesn't.

What time does (Mrs. Sanchez go to the hospital)? At (7:30).

Does (she) (dance)? Module 9 • Clothes

Whose (hat) is this? It's (Pat)'s. Whose (shorts) are these? They're (Mort)'s. Is this her (T-shirt)? Yes, it is. No, it isn't. Are these his (sneakers)?

Yes, they are. No, they aren't. I'm wearing (a dress). (He)'s wearing (a sweater). Is (she) wearing (glasses)? Yes, (she) is. No, (she) isn't.

Module 10 · Having fun

I'm (playing). (He)'s (riding a bike). Are you (jumping rope)? Yes, I am. No, I'm not. Is (she) (playing tag)? Yes, (she) is. No, (she) isn't. (He) isn't (sitting).

Are you (watching TV)? Yes, I am. No, I'm not. Are they (playing hide and seek)?

Yes, they are. No, they aren't.

Contents for New Get Smart 3

STRUCTURES

Module 1 • Welcome!

What's (her) name? (Her) name is (Anna). (l) háve / (He) has (big teeth). Do (you) have (twenty shells)? Yes, (I) do. No, (I) don't. Does (she) have (fifty dolls)? Yes, (she) does. No, (she) doesn't. (He) can / can't (paint). Can (theu) (dive)? Yes, (they) can. No, (they) can't. What time is it? It's (three) o'clock. It's (three) thirty.

Module 2 • Every day

(I) always / never walk to school. (He) sometimes (combs his hair). Do (they) (take a shower)? Yes, (they) do. No, (they) don't. Does (she) (take the bus to school)? Yes, (she) does. No, (she) doesn't. What do you do?

I'm a (dentist). What does (he) do? (He)'s a (pilot). What do you want to be when you grow up? (I) want / (She) wants to be a (farmer).

Module 3 • Right now

What are you doing? I'm / I'm not (playing the guitar). What is (he) doing? (He)'s / (He) isn't (washing the dishes). What are (they) doing?

(They)'re / (They) aren't (making a cake). Is (she) (doing gymnastics)? Yes, (she) is. No, (she) isn't. Are (they) (playing tennis)? Yes, (they) are. No, (they) aren't.

Module 4 • Year in, year out

What's your favorite season? (My) favorite season is (spring). I have (karate) on (Saturday). When's your birthday?

It's in (March). What do (you) do in the (summer)? (I) go (swimming) in the (summer). (He) goes (skiing) in the (winter).

Module 5 • My new house

Where's the (cat)? It's (behind) the (door). Where are the (toys)? They're (upstairs). They're in front of the (closet). Whose (coat) is this? It's (mine). Whose (sneakers) are these? They're (Tim)'s. They're (his). There is one (big room). There are a lot of (paper doors).

Module 6 • Food, please!

There's some (milk). There are some (carrots). Is there any (cheese)? Yes, there is. No, there isn't. (Noodles) come from (China). What would you like (to drink)? I'd like some (water), please. Can I have some (water), please? Would you like some (dessert)? Yes, please. No, thanks.

Module 7 • Out and about

(Turn left). Don't (take pictures). What time is it? It's a quarter to (three). It's a guarter after (three). It's (two) forty-five. It's (three) fifteen.

Module 8 • Where were you yesterday?

Where were (you) yesterday? I was at (the mall). Where was (she) yesterday? (She) was at (home). Was (the movie) good? Yes, it was. No, it wasn't. Were you at (home)?

Yes, we were. No, we weren't. How was it? It was (noisy). There was / wasn't (a theater). There were / weren't (carriages). There weren't (many cars).

Module 9 • On holiday

(We) packed (our bags). What did (you) do on the weekend? (I) went (to the forest).

(He) didn't (swim). Did (you) (watch TV)? Yes, (I) did. No, (I) didn't.

Module 10 • The world around us

(Lions) are (stronger) than (mice).

Which is the (hottest) (planet)? (Venus) is the (hottest) (planet).

Contents for New Get Smart 4

STRUCTURES

home?

Module 1 • Where are you from?

Where are you from? I'm from China. I'm Chinese. I always skate before dinner. You usually play baseball after school

He sometimes plays chess. They never play volleyball. What (is he) doing? (He's) reading.

Module 2 • My week

What's your favorite subject? How often do you have gym? Once/twice/three times a week. Every day. What do you/they have to do at

Theu/I have /don't have to rake leaves. What does he/she have to do? He/She has to /doesn't have to go shopping.

Module 3 • In the past

Egyptians wrapped mummies in bandages. Did uou wake up at 10:00? Yes, I did. No, I didn't. How old was he?

He was 18. How did he die? A snake bit him. What was his name? His name was Tutankhamun.

Module 4 • Celebrations

What's the date today? It's (November third). When's your birthday? It's on (September thirteenth). What are you going to dress up as? Is he/she going to watch TV? I'm going to be a ghost. He's going to dress up as a ghost. She's going to go trick-or-treating. We're going to have a party.

I'm not going to bed early. He/She isn't going to watch TV. We/They aren't going to pick flowers

Yes, he/she is. No, he/she isn't. Are you/they going to swim? Yes, we/they are. No, we/they aren't.

Module 5 • Eating right

What do you want to eat? I want (an apple). What do we need? We need (some eggs). There are some cookies. Do you have any (juice)?

There isn't any (juice). How many (meals do you eat every day)? How much (water do you drink everu dau)?

Module 6 • Getting around

Fasten your seatbelt. How are we going to get there? By bus/car/bike/train/plane. On foot How long does it take? Twenty minutes.

What time does the bus leave/ arrive? It leaves/arrives at 10:10. Riding in a tuk-tuk is fun! How much is it / are they? It's/They're two dollars and fifty cents.

Module 7 • Helping out

Help (me) take out the trash. Whose (jacket) is this? It's (my jacket). It's (mine). Whose (sleeping bags) are these? They're (our sleeping bags). They're (ours).

There is someone at the door. There is something on the table. Everyone can recycle. We can't recycle everything. There's no one in the house. There is nothing on the table. There isn't anyone in the bus. There isn't anything in the refrigerator.

Module 8 • Amazing animals

Elephants are bigger than rhinos. Utahraptor was more dangerous than T. rex.

Its head was as big as a small car. Why do you like giraffes? Because they're tall and pretty.

Module 9 • Get active!

I (like ice-skating) because it's (fun). This is the easiest race of all. She is the best high jumper in the school.

Pina-Pona is one of the most popular sports in my country. I'm good at basketball. He is not very good at soccer. She's bad at cooking.

Module 10 • What's the matter?

What's the matter? I have a headache. You should take some medicine. She shouldn't run on the stairs.

Should they eat more candy? Yes, they should. No, they shouldn't.

Contents for New Get Smart 5

STRUCTURES

Module 1 · People

Information Questions (What, Where, When, How often)

Simple Present vs Present Continuous

Simple Past

Future be going to

Module 2 • Exploring

The verb could

Past Continuous

Simple Past - Past Continuous

Time clause (when)

Numbers (100-1,000)

Module 3 • Try hard

Comparative forms

as + adjective + as

Superlative forms

Which

Adverbs of manner

Comparison of adverbs

Module 4 • Up high!

Relative pronouns: who, which, that

Module 5 • It's natural

much / many / a lot of /

lots of / a few / a little

How much...?

How many...?

How long...?

Both / Neither

Module 6 • One and all

Compounds of some / any / no / every

Module 7 • Let's help

The adverb maybe

Future will

Module 8 • What's up?

Prepositions of movement

Directions

The verb may

like / love / enjoy / hate

+ -ing form

Module 9 • Looking ahead

Full infinitive

Infinitive of purpose

too / enough

Why don't...? /

How about...? / Let's...

Module 10 • Don't panic!

Reported Speech: commands (affirmative / negative)

Reported Speech: requests

Contents for New Get Smart 6

STRUCTURES

Module 1 • School and work

Simple Present (adverbs of frequency)

Present Continuous

Simple Past

Past Continuous

Future be going to

Module 2 • Faces and places

Object pronouns

Verbs with two objects

Should / Shouldn't

Imperative

Module 3 • Adventures

Present Perfect

Have you ever ...?

Yes, I have./No, I haven't.

I've never ...

How long have you ...?

I've ... for / since ...

I've ... so far.

I haven't ... yet.

Module 4 • Material world

It's / They're made of ...

Passive Voice (Affirmative)

(Questions-Negative)

It's / They're used for ...

Module 5 • Looking back

Used to (Affirmative)

Used to (Negative)

Used to (Questions)

There used to be ...

Module 6 • The four corners of the Earth

-ing as subject of verbs

go, start, hate, can't stand, love, like, enjoy, good at + -ing

too / enough + adjective + full infinitive

Comparison (not) as + adj + as

Module 7 • Fine arts

Prepositions of time (on, in, during, from ... to ..., after)

Relative clauses (who / that)

Relative clauses (that / which)

Relative clauses (where)

Question tags

Module 8 • Let's learn

Have to (Affirmative / Questions / Negative)

Had to

Would you like to ...?

That would be nice. / I'd love to. / I'm afraid I can't. / I don't think so.

Module 9 • Go green!

Will + time clauses

may / might

Conditional sentences Type 1

Zero Conditional

Module 10 • Healthy body, healthy mind

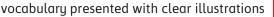
Reported Commands and Polite Requests

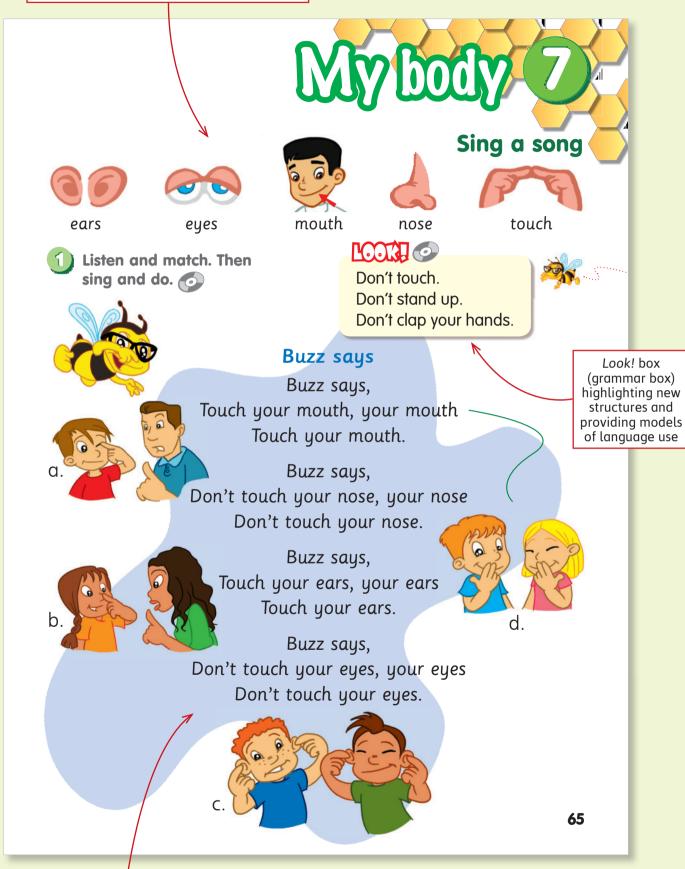
Reported Statements

(Simple Present / Present Continuous)

Reported statements can / will

Lessons focusing on presenting new language





catchy song introducing new language

SAMPLE PAGES FROM NEW GET SMART 1 – Student's Book

Lessons focusing on presenting and practicing new language



66



He has long arms. She has big eyes. He has a small head. It has a big mouth.



2 Look, read and complete.

head arms legs hands



She has a big ___head .



He has small

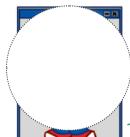


It has long

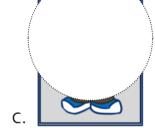


It has long

Find and stick. Then listen and match.



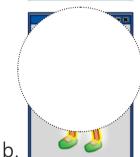
1. He has a big head.



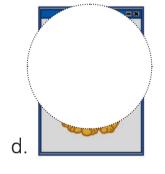
a.

3. She has long legs.

2. It has a small head.



4. He has short arms.



speaking activity to practice new language

① Draw and say. ②

Ben has long arms.



Nick has short legs.

Lessons focusing on presenting and practicing new language



adaptations of well-known fairy tales and fables









He doesn't have big feet. He doesn't have small toes. She doesn't have small teeth. It doesn't have a tail.



doesn't have = does not have

2	Look,	read	and	complete	with	has	or	doesn't	have.
				•					

- 1. He <u>has</u> long fingers.
- 2. It ______ a long tail.
- 3. She ______ big teeth.



4.

It ______ big feet.





bird



cat



Tom



Dan



Ann



Pam



fish



dog

integrated skills development

4 Look at activity 3 and say.

It has four feet. It doesn't have a long tail.



It's a dog.

SAMPLE PAGES FROM NEW GET SMART 1 – Student's Book

Lessons focusing on presenting and practicing new language



Does he have small eyes? Does it have a long tail?

Yes, he does. / No, he doesn't. Does she have a big mouth? Yes, she does. / No, she doesn't. Yes, it does. / No, it doesn't.

doesn't = does not



Look and listen. Then play.

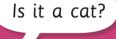




enjoyable games enabling Ss to vividly experience and retain new language

Does it have a long tail?

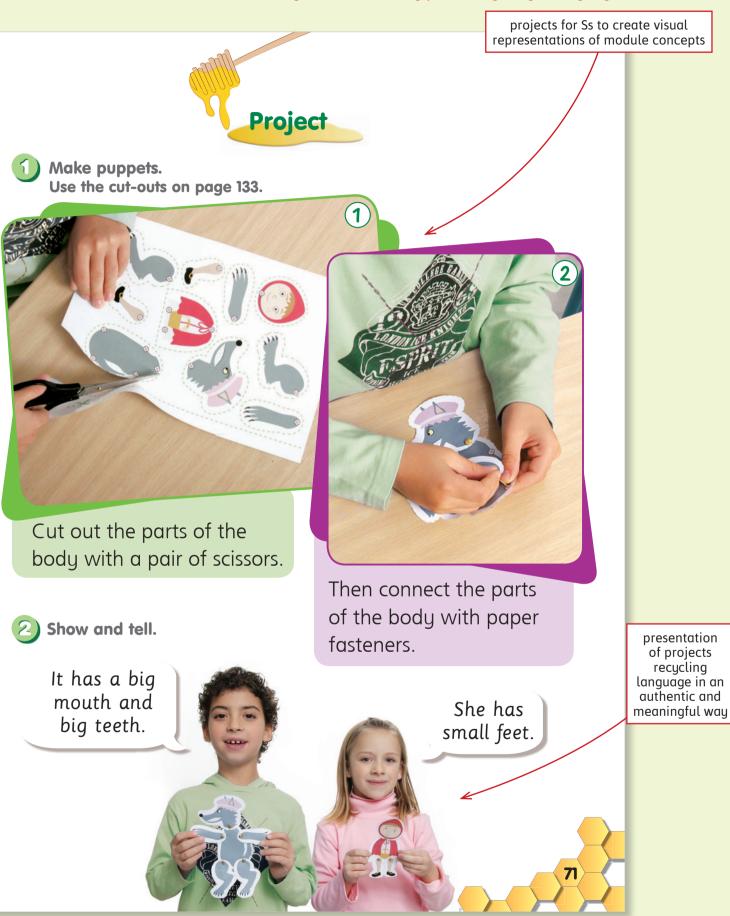
Yes, it does.



Yes, that's right!

70

Lessons focusing on consolidating previously taught language

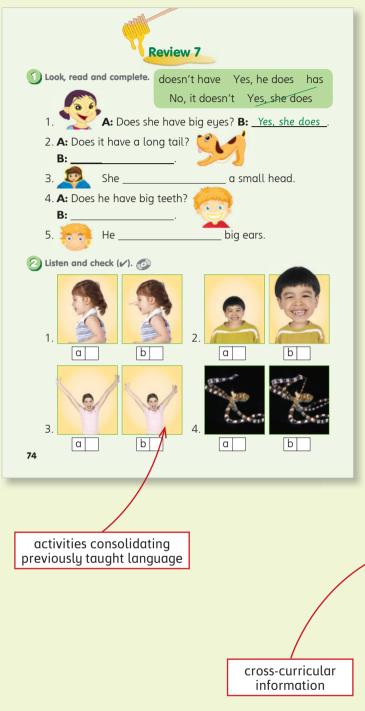


Lessons focusing on consolidating previously taught language

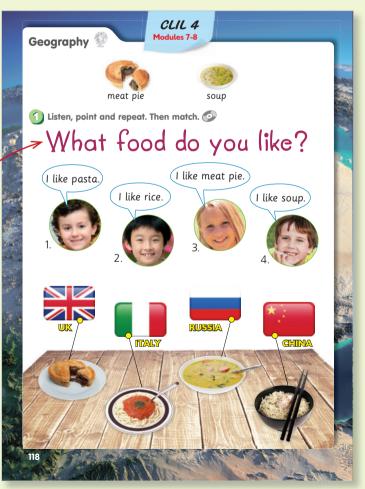




Lessons focusing on consolidating previously taught language

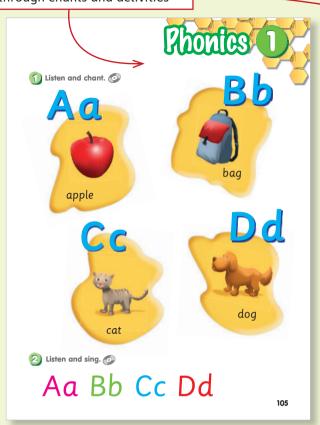


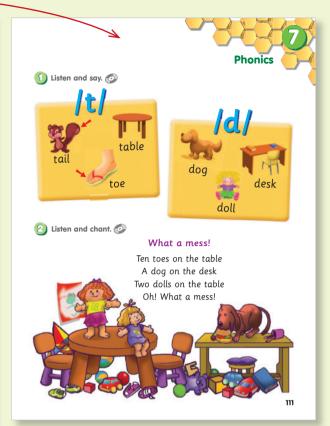
Lessons focusing on presenting cross-curricular information



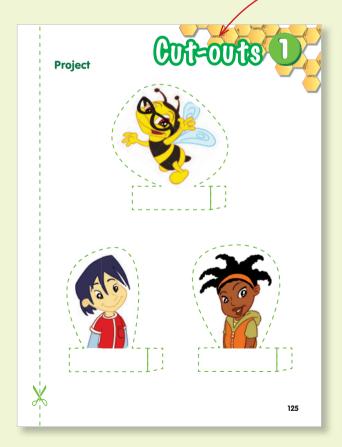
SAMPLE PAGES FROM NEW GET SMART 1 – Student's Book

phonics section to practice sounds through chants and activities





cut-outs at the back of the book





 Direct Ss' attention to the pictures of the parts of the body and ask Ss to identify them. Point out the word box and explain to Ss that they'll have to write the correct parts of the body next to the pictures.

Workbook

Activity 1

instructions and key to Workbook activities

enjoyable and giving further practice

structures introduced in each lesson

Once upon a time

Once upon

each lesson

needed for

materials

a time

Canguage focus Objectives
• to identify body parts
• to describe physical appearance

fingers

Uook and listen.

Grandma?

Vocabulary Body parts: feet, fingers, toes, teeth, tail

Structures She / He / It doesn't have (long fingers).

list of objectives, vocabulary and

optional activities making the lesson more



• flond out a piece of Ad poper to each S, keeping one for youself.

• At the top of yourself.

• At the top of yourself.

• At the top of yourself.

• The find the page back making sure bose of the freed.

• The first poper to the first propers, and then poss them to the right.

• Pass the poper to the 5 on your right.

• Pass the poper to the 5 on your right.

• Pass to your right has to then drow, the next body pour right has to then drow, the next body part (shoulders / neck), then fold it and poss it to the person to hisher right in the same manner.

• Continue the drowing game until the fest and bee how been drown in the fest and bee how been drown in the fest and bee how event the finding and manners are finished, unfold them to event the funding anowings and how so describe the picture in turns. and the vocabulary they have using He/She has... / He/She doesn't have... and the vocabulary they have learned. Optional E E

2. He doesn't have small toes.
He has big toes.
3. She doesn't have big teeth.
She has small teeth.
4. It doesn't have a lang tail.
It has a short tail.

sentences, look at the pictures and fill in the sentences with the correct Activity 2

• Tell Ss that they have to read the 3. fingers 5. tail 4. toes

1. feet 2. teeth

words.
• Check Ss' answers.

1. feet 2. head 3. tail

Listening transcript
1. It doesn't have two feet.
It has four feet.

 Draw Ss' attention to activity 2.
 Explain to Ss that they have to read the sentences, look at the pictures and fill in the sentences with has or doesn't have.

Check Ss' answers.

 Holding up your book, point to the example and say it doesn't have two feet. It has four feet. Then ask What is 3. doesn't have 4. has Track 57 1. has 2. doesn't have Activity 3

Activity 3

• Diect's citeration to the two pictures. Explain their may look the same but farther second one has some mistokes.

• Holding up your book, point to the example and say 3/8 obsert frove long arms. She has bort arms. Soy this kinde and hows 5s repeat.

• Tell Ss to spot the rest of the mistokes.

• When Sh has done the mistokes.

• When Sh has done the sinder them has been done the mistokes.

I. cat 2. Dan 3. Ann 4. dog Track 58

Activity 4

(if Ercoungge Ss to answer.

• exploin to Ss that type Will liter to similar senerces and that they will hove to cited the correct word according how to cited the correct word according from they hear. Point out that the first one has been done for them.

• Roy the CD (more than once if

 correct answer.
 Ss check their answers in pairs fir then as a class. and have Ss choose than once if

• Hold up your book, point to LIRH and say She has a readfl mouth. She doesn't have a big mouth: Hote is repect after you. Point to the wolf and say le he sos by even. He doesn't have sindlifeth. Hove St epect after you.

• Direct's attention to the Lock fow and read the sentences aloud. Write ative sentence with has on

the board and a negative sentence

with doesn't have. Elicit that the negative form of has is does not have. Point out that doesn't is the short form of does not.

Play the CD and get Ss to follow in their books and repeat.

It's a dog. dog Dook at activity 3 and say. It has four feet. It doesn't have a long tail. O CENTRO

> 9 grandma! It's a wolf! That's not non My grandma doesn't have big feet. **6**

> > Play the presentation on SB page 66 (Track 50) and have Ss follow along in

Review 🚅 🛂

their books.

• Have Ss act out the story.

I know!

her, and waits for the girl disguised as the grantmother. When IRRH arms, the wolf ears her as well. A hunter, however, comes to the rescue and cuts the wolf open, freeing LRRH and her grandmother.

· Have Ss open their books to page 68 and point out the body parts in the

Track 54

vocabulary section.

Play the CD a few times and have Ss point to the body parts and repeat.

• Say the body parts again in random order and have Ss repeat and point.

have Ss act out the dialogue in groups of three. Assign a role to each S.

Hand out the props (refer to the materials section) and have one or more groups of Ss perform for the whole class.

Have Ss look at the presentation and ask them (in L1) if they recognize the fairy tale (Little Red Riding Hood).

Track 56

characters in the story and ask Ss to point to the correct one, for example She has a big head (LRRH), He has big teeth (the wolf).

• Ask Ss to point to the appropriate Say some sentences about the

Track 55

Activity 1 💡 🌐 🚅

Little Red Riding Hood (LRRH), who is named after the red hood she always wears, is taking food to her sick grandmother. While walking

Background Note Little Red Riding Hood

e flour or succession of the state of the st

through the woods, she encounters a wolf. LRRH naively tells the wolf where she is going, so the wolf gets to the grandmother's house first, eats

the Student's

Book

50

Picture 2
LRRH: She doesn't have small eyes.
She doesn't have big feet.
Wolf: He doesn't have small teet.
He doesn't have amall teal.

into pairs and ask them to present the mistakes they found to each other.

• Have some Ss present to the class.

Prest's artening to Bee and Ann and ask them what is happening (Ben and Ann are to sold my and ask and a sold my and a

audioscripts and key to activities

21st century that build activities

competencies

flashcards of feet, fingers, toes, teeth,

Materials

Hello, Little Red

Riding Hood. Come sit down.

props for acting out the story, a backet, or red sweeter with a hood, a seeping cap, a rope, a construction paper av, construction paper av, a plain A4 paper (enough for all Ss)
 plain A4 paper (enough for all Ss)
 pencil crayons, markets

• Touch your feet, fingers, toes, teeth, say the word and have Ss do the same Repeat a few times.

Warm-up 8

Lesson plan

clearly staged guidelines for step-by-step

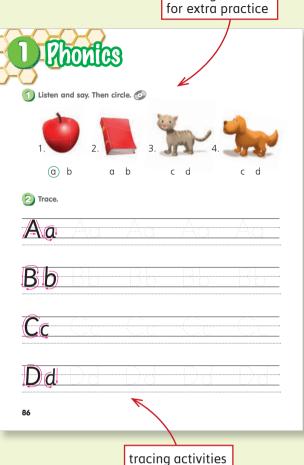
each activity

background

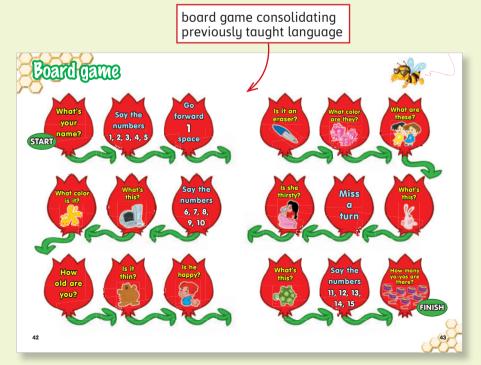
about the texts appearing in information with useful teachers notes to provide

18





listening activities





self-assessment section

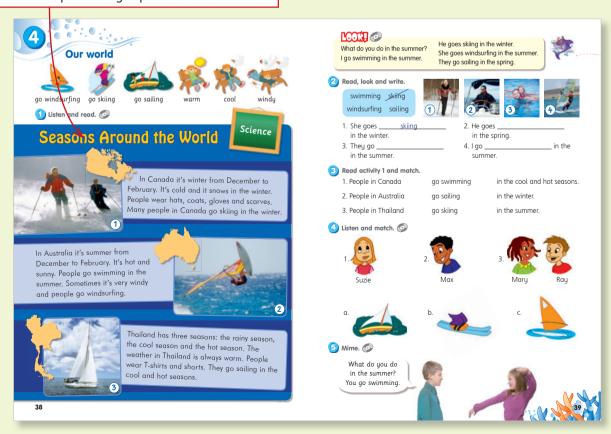
SAMPLE PAGES FROM NEW GET SMART 2 – Student's Book

comic-strip story to review structures and vocabulary

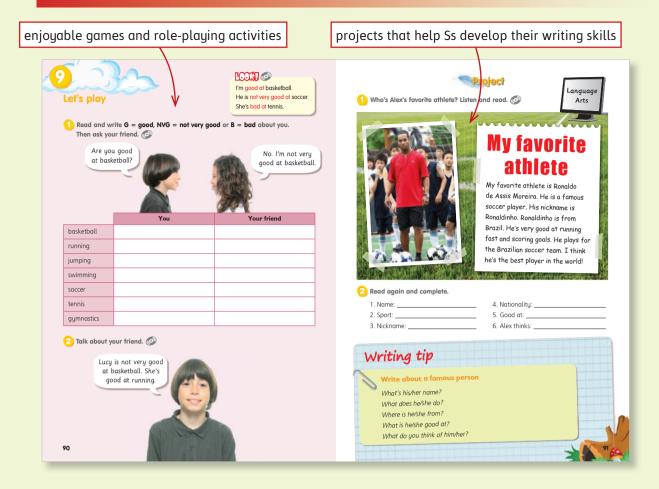


SAMPLE PAGES FROM NEW GET SMART 3 – Student's Book

factual text presenting aspects of the real world



SAMPLE PAGES FROM NEW GET SMART 4 – Student's Book



texts giving cultural and cross-curricular information



SAMPLE PAGES FROM NEW GET SMART 5 – Student's Book



activities encouraging critical thinking and personal response

SAMPLE PAGES FROM NEW GET SMART 6 – Student's Book

texts familiarizing students with different cultures





Recommended readers for:

New Get Smart 1

Red and Blue Yellow and Green 5 Marbles Baby Brother Cookies Where's Lucy?

New Get Smart 2

Yellow Ted
The Old House
My Family
Toy Party
Let's go home
Where's Fluffy?
My Red Car
Black Ant
Big Shoes
Jumping Hat
Snowy
A Funny Story
Cookie Land
The Ugly Duckling

New Get Smart 3

Jasper's Pot of Gold
The Princess and the
Frog
Pinocchio
The Fox & the Dog
Aladdin
Felix and the Fairy
The Selfish Giant
The King's New Suit

New Get Smart 4

The Tin Soldier
Puss in Boots
Rumpelstiltskin
Jingle's Christmas
Adventure
Sleeping Beauty
The Emperor's
Nightingale
The Wishing Fish
Mowgli
Ali Baba & the 40
Thieves
Peter Pan
The Short-necked
Giraffe

New Get Smart 5

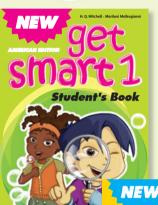
Tom Sawyer
Theseus and the
Minotaur
The Happy Prince
Paul and Pierre in
Paris
Lisa goes to London

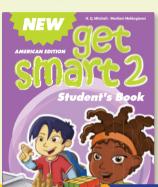
New Get Smart 6

Robin Hood
Gulliver in Lilliput
Lisa in New York
The Table, the Ass
and the Stick
Lisa visits Loch Ness
The Mix-up
White Fang
The Magic Ring
Beauty and the Beast
The Wizard of Oz

AMERICAN EDITION SINGLE SING

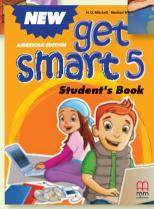














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