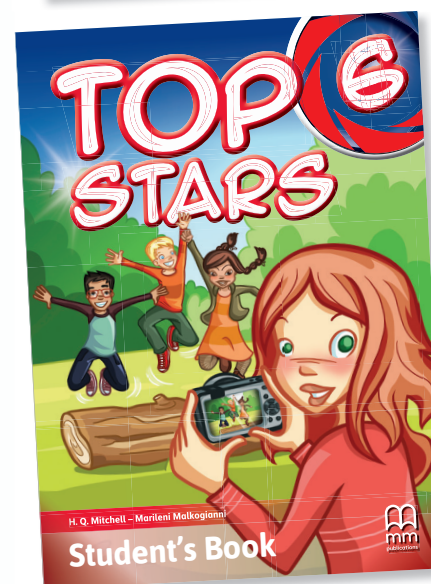
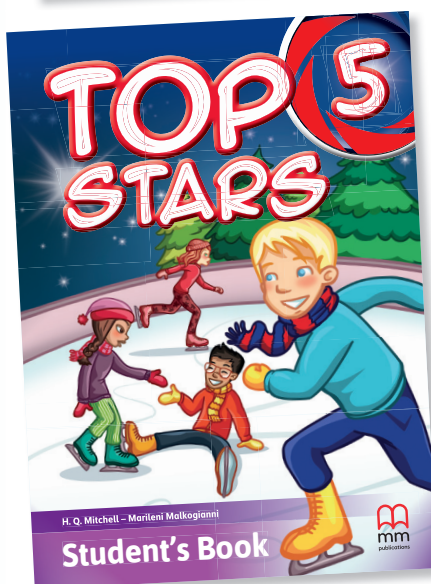
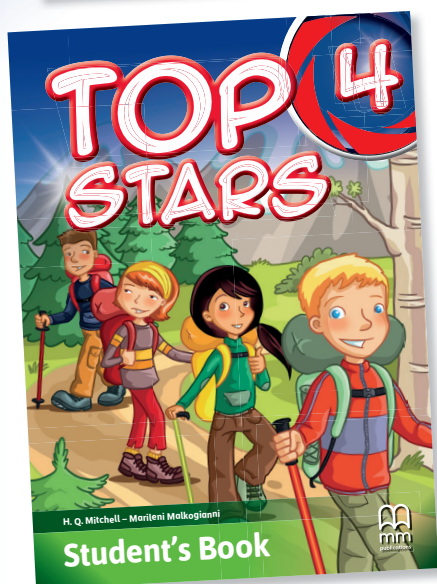
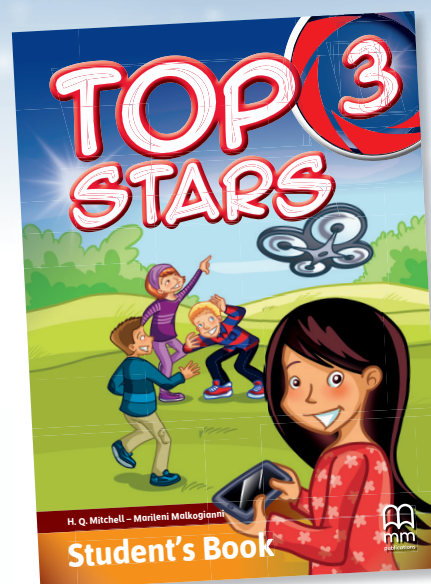
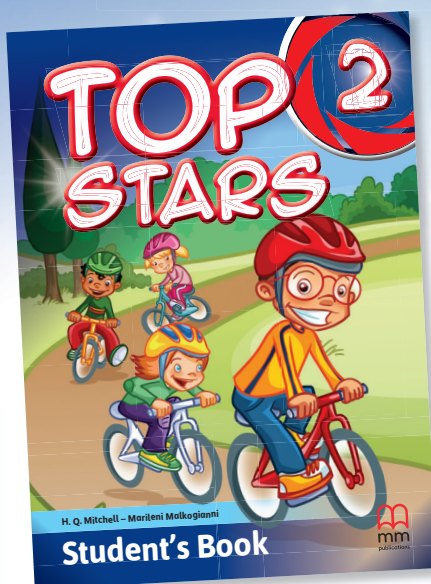
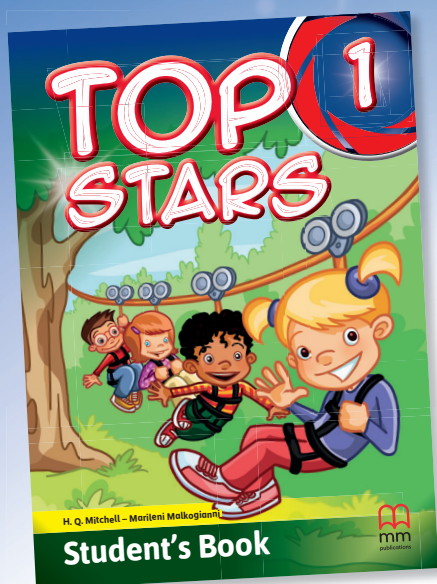


# sample pages catalogue

# TOP STARS



# Reach for the stars

with

# TOP STARS

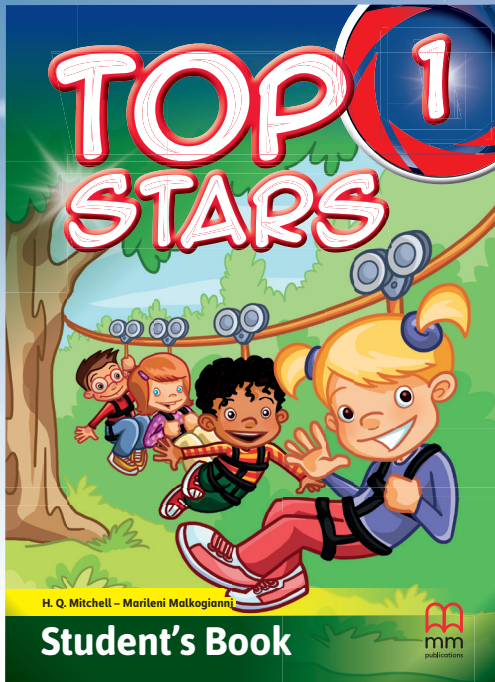
**Top Stars** is a primary course that follows the modular approach and the requirements of the Common European Framework of Reference. It takes students from Beginner to Pre-Intermediate level with careful consideration of students' particular needs and interests at each stage.

## Course Features:

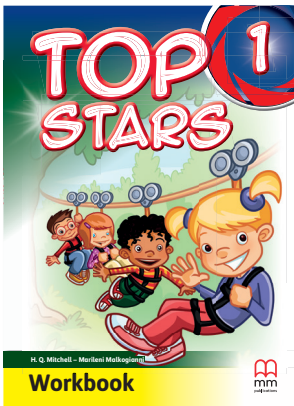
- Well-balanced modules with **songs, stories, factual texts, cross-cultural information, cross-curricular learning** and **skills development**
- A variety of activities (**listening, speaking, games, hands-on** activities and projects)
- Review units
- CLIL lessons (**Content and Language Integrated Learning**)
- Self-evaluation sections
- *Smart moves!* sections
- *Top skills* sections
- Comic strip stories
- Board games
- Phonics
- My alphabet book
- 'Time out' Videos



## Components for students



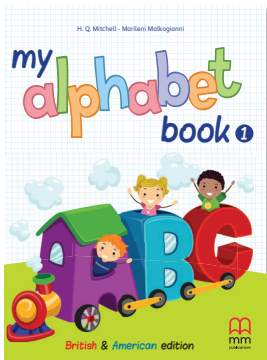
Student's Book



Workbook

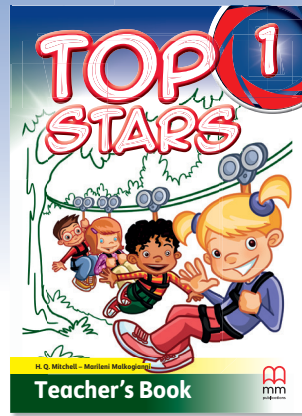


Student's CD-ROM also including games



Alphabet Book

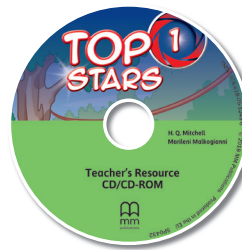
## Components for teachers



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



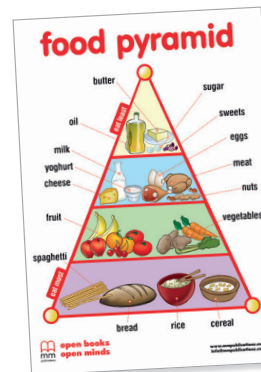
Class CDs



Teacher's Resource CD/CD-ROM

- Tests
- 'Time out' Video worksheets & Teacher's Guide
- Self-evaluation sheets (for Top Stars 3-6)
- Special Days
- Flashcards

Interactive Whiteboard CD-ROM also including videos and games



Posters



**ELT**  
platform

mmpublications

- Extra activities
- Games
- Posters

GRAMMAR	VOCABULARY
<b>Module 1 Hello</b>	
I'm... What's your name? My name's... How are you? Fine, thanks.	Greetings Numbers 1-5 Shapes
<b>Module 2 School</b>	
Stand up. / Sit down. / Come here. What's this/that? It's (an apple). This is my (teacher). This is a (desk). What color is it? (Red.) Is it (a book)? Yes, it is. / No, it isn't.	Imperatives Classroom objects Colors
<b>Module 3 Numbers</b>	
How old are you? I'm (six). You're (seven). Are you (six)? Yes, I am. / No, I'm not. He's (tall). She's (short). Is he/she (hungry)? Yes, he/she is. / No, he/she isn't.	Numbers 6-10 Adjectives
<b>Module 4 At home</b>	
Who's that? It's my (sister). Where's the (cat)? In the (living room). This is my (fish). It's (yellow). Where's (Room)? On/Under the (sofa). / In the box.	Family Pets Sea animals Furniture
<b>Module 5 Let's play</b>	
I have a (bike). I have (eleven trains). Do you have a (plane)? Yes, I do. / No, I don't. I have a (doll). It's (new). How many (balls) do you have? I have (fifteen balls). I don't have a (bike). Look! / Close your book! / Listen!	Numbers 11-15 Toys Adjectives Actions
<b>Module 6 Food</b>	
I like (oranges). I don't like (apples). What's your favorite fruit? (Grapes.) Five (tomatoes), please. Here you are. Thanks. Do you like (pizza)? Yes, I do. / No, I don't.	Food
<b>Module 7 My body</b>	
Touch your (nose). Don't touch your (ears). He has/doesn't have (brown eyes). She has/doesn't have (long hair). It has/doesn't have (green eyes). Does it have (wings)? Yes, it does. / No, it doesn't.	Parts of the face Parts of the body Adjectives Colors Actions
<b>Module 8 Out there</b>	
It's (hot). I can (climb). I can't (swim). Where are you? I'm at the (park). How many (foxes) can you see? I can see (three foxes).	Weather Actions Places Animals
<b>Module 9 On the farm</b>	
There's (a bee). There are (sixteen chickens). How many (cows) are there? There are (twenty cows).	Farm animals Numbers 16-20 Family members Products we get from animals
<b>Module 10 About people</b>	
(He) can play the (guitar). Where are my (shoes)? They're (under) the (bed). Her (shoes) are (purple). His (jeans) are (black).	Musical instruments Clothes Actions

GRAMMAR	VOCABULARY
<b>Module 1 Welcome!</b>	
I'm... What's your name? My name's... How are you? Fine, thanks. How old are you? I'm (six). This is my friend, (Tom). This is (an apple). What's this/that? It's (a pen).	Greetings Numbers 1-10 Classroom objects Colors
<b>Module 2 Home and family</b>	
Who's that? It's my (mom). I'm (Fred). You're (Mary). Where's the (bag)? In the (kitchen). Where's the (cat)? It's (under the bed). (He's) in the (bathroom).	Family members and friends Rooms of a house Items in a house
<b>Module 3 About people</b>	
Is he/she/it (happy)? Yes, he/she/it is. / No, he/she/it isn't. They're (pilots). Are you (happy)? Yes, I am. / No, I'm not. Are they (happy)? Yes, they are. / No, they aren't. I/You/He/She/It can/can't (swim). Can you (spell your name)? Yes, I can. / No, I can't.	Adjectives Occupations Action verbs Animals
<b>Module 4 That's me!</b>	
I have/don't have (blue eyes). Do you have (a cat)? Yes, I do. / No, I don't. You have (a parrot). He/She/It has/doesn't have (a ball). Does he/she/it have (a ball)? Yes, he/she/it does. / No, he/she/it doesn't.	Parts of the face/ head Animals Toys Gadgets
<b>Module 5 Food and drink</b>	
I like/don't like (chicken). Do you like (salad)? Yes, I do. / No, I don't. I like (fish). It's good for you. I don't like (fries). They're bad for you. -I want (milk), please. -Here you are. -Thank you. -You're welcome.	Types of food and drink Meals Adjectives Numbers 11-20
<b>Module 6 Places</b>	
There's a (park). There are (parks). Is there a (coffee shop)? Yes, there is. / No, there isn't. There isn't a (museum). Where's the (hospital)? It's next to the (supermarket) / between the (supermarket) and the (school).	Places in a town
<b>Module 7 My world</b>	
What day is it today? It's (Tuesday). What's your favorite day? (Friday). What's the weather like? It's (sunny). What time is it? It's (eleven) o'clock. It's half past (two). What time do you (get up)? I (get up) at (seven o'clock). Let's go to the (park).	Days of the week Months Weather Time Places Everyday activities
<b>Module 8 Every day</b>	
I (brush my teeth) every day. You (go to school at 8 o'clock). Do you (clean your room) every day? Yes, I do. / No, I don't. (He) plays (soccer). Does he/she (cook) every day? Yes, he/she does. / No, he/she doesn't.	Every day activities Habitual actions Sports
<b>Module 9 Toys and Games</b>	
Is that your (doll)? Yes, it is. / No, it isn't. His name is (Jim). Her name is (Kelly). Whose (comic book) is this? It's (Bill)'s. Whose (comic books) are these? They're (Jane)'s. Is this his/her (ball)? Yes, it is. / No, it isn't. Are these his/her (planes)? Yes, they are. / No, they aren't. Irregular plurals	Toys Objects People Animals Adjectives Numbers 10-50 by tens
<b>Module 10 My clothes</b>	
I'm wearing (a cap). Are you wearing (a coat)? Yes, I am. / No, I'm not. He/She's wearing (sunglasses). Is he/she wearing (a jacket)? Yes, he/she is. / No, he/she isn't.	Clothes and accessories Traditional costumes

GRAMMAR	VOCABULARY
<b>Module 1 Nice to meet you</b>	
I'm... He/She/It's... We/You/They're... Are you...? Yes, I am./No, I'm not. / Yes, we are./No, we aren't. Is he/she/it...? Yes, he/she/it is. / No, he/she/it isn't. Are they...? Yes, they are. / No, they aren't. I'm not... He/She/It isn't... We/You/They aren't... I/You/He/She/It/We/You/They can/can't... Can you...? Yes, I can. / No, I can't.	Physical appearance Feelings Action verbs Adjectives
<b>Module 2 Me and my family</b>	
I/You have a/an... He/She has a/an... We/They have a/an... Do you have...? Yes, I/we do. / No, I/we don't. Does he/she/it have...? Yes, he/she/it does. / No, he/she/it doesn't. Do they have...? Yes, they do. / No, they don't. I/You/We/They don't have... He/She/It doesn't have... I → my you → your he → his she → her it → its we → our you → your they → their This is a... → These are... That is a... → Those are... Whose (robot) is this? It's (Ron)'s. Whose (dolls) are these? They're (Tina)'s.	Family members Physical appearance Clothes and accessories Toys Parts of the face and body
<b>Module 3 What are you doing?</b>	
I'm (studying). He/She/It's (playing). We/You/They're (cleaning). Are you (eating)? Yes, I am./No, I'm not. / Yes, we are./No, we aren't. Is he/she/it (drinking water)? Yes, he/she/it is. / No, he/she/it isn't. Are they (watering the flowers)? Yes, they are. / No, they aren't. I'm not (eating). He/She/It isn't (drinking water). We/You/They aren't (cooking). read → reading make → making get → getting What time is it? It's (two) o'clock. / It's half past (six)./It's (six) thirty.	Actions Free-time activities Time Sports
<b>Module 4 Here and there</b>	
Where's...? behind, in front of, next to, between I → mine you → yours he → his she → hers it → its we → ours you → yours they → theirs Look! (That) is a (ball). Whose is it? It's (his). You should/shouldn't...	Places in a town Action verbs Sea animals Rules Numbers 20-100 Road signs
<b>Module 5 Day by day</b>	
I always (play the guitar) on (Mondays). He/She sometimes (goes to the movies). We/You/They never (go to school on the weekend). Do you always...? Yes, I/we do. / No, I/we don't. Does he/she...? Yes, he/she does. / No, he/she doesn't. Do they...? Yes, they do. / No, they don't. I don't... He/She doesn't... We/You/They don't... What do you do? I'm a... What does he/she do? He's/She's a...	Free-time activities Everyday activities Occupations
<b>Module 6 All year round</b>	
When's your birthday? It's in (August). What do you do in (spring)? I (plant trees). I (go scuba diving). He (goes camping) in the (summer). They (go hiking) on (Sundays). What time do you (go to bed)? I (go to bed) at a quarter (after nine).	Months of the year Seasons of the year Outdoor activities Time
<b>Module 7 Food and drink</b>	
There's a... There are some... cherry-cherries strawberry-strawberries There is/are some... Is/Are there any...? Yes, there is/are./No, there isn't/aren't. What's your favorite food? My favorite food is... What would you like? I'd like some..., please. Can I have some..., please?	Fruit Types of food and drink
<b>Module 8 Where were you yesterday?</b>	
Where were you (yesterday morning)? I/He/She/It was at (the amusement park). You/We/They were at (home). Was it (interesting)? Yes, it was./No, it wasn't. There was (a small boat)./There wasn't (a big boat). There were (two winners)./There weren't (three winners).	Places Adjectives
<b>Module 9 In the past</b>	
I/You/He/She/It/We/They (played with the dolphins). He/She went... last Saturday. We/You/They saw... last week. They didn't have (pancakes for breakfast). They had (eggs and some fruit). My mother didn't make (a chocolate cake). She made (a banana cake). Did you play... yesterday? Yes, I/we did. / No, I/we didn't. Did he/she go... yesterday? Yes, he/she did. / No, he/she didn't. Did they see... last weekend? Yes, they did. / No, they didn't.	Action verbs Ancient people and civilizations Sports Means of transportation Silverware
<b>Module 10 The world around us</b>	
(Cheetahs) are faster than (hippos). fast → faster thin → thinner scary → scarier good → better bad → worse (Tom) is the youngest (student in the class). strong → the strongest scary → the scariest good → the best bad → the worst	Wild animals Adjectives Landscapes

GRAMMAR	VOCABULARY
<b>Module 1 It's my life!</b>	
Simple Present Adverbs of frequency What time does (the bus) leave/arrive? It leaves/arrives at... How long does it take to get to school? (Fifteen) minutes. What's the date today? It's... When's the (flower) festival? It's on... Where are you from? I'm from (the U.S.A.). I'm (American).	Everyday activities Hobbies Ordinals 1st-31st Countries Nationalities
<b>Module 2 My favorites</b>	
What's your favorite subject? I'm good/bad at... How often do you have...? Once/Twice/Three times a week./ Every day. -ing form like/enjoy/love/don't like/hate + -ing form	School subjects Free-time activities
<b>Module 3 Out and about</b>	
Present Continuous Why are you...? Because... have to/don't have to Do you have to...? Yes, you do./No, you don't.	Actions Household chores
<b>Module 4 Nice and tasty</b>	
There is a... There are some... What do you want? I want a/an... What do you need? I need some... There isn't/aren't any... Are there any...? Yes, there are./ No, there aren't. Do you have any...? How much is it? It's... How much are they? They're... How much/How many...? Can I have some ... please? Can I try some ... please? Would you like some...? Yes, please./No, thank you.	Food and drinks Food containers
<b>Module 5 Sports</b>	
Simple Past	Sports Sports equipment
<b>Module 6 Places</b>	
Simple Past of the verb to be How was it? It was (great). What was the weather like? It was (sunny).	Places Weather conditions
<b>Module 7 Make a difference</b>	
Whose (bag) is this? It's my (bag). It's mine. Whose (bikes) are these? They're our (bikes). They're ours. Possessive adjectives Possessive pronouns Object pronouns Compounds of some/any/no/every	Safety rules Recycling
<b>Module 8 In the future</b>	
Future to be + going to What are you going to do tomorrow? I'm going to...	Occupations
<b>Module 9 That's amazing!</b>	
Comparative form Superlative form (not) as + ... + as	Animals
<b>Module 10 Health</b>	
What's the matter? I have a (toothache). should/shouldn't	Ailments

GRAMMAR	VOCABULARY
<b>Module 1 People</b>	
Information Questions (What, Where, Who, How often) Present Simple vs Present Continuous I'm good/bad at (skateboarding). What's the matter? I'm (bored). Let's (watch a DVD). Great idea! / Sure! / No, thanks.	School subjects Actions Free-time activities
<b>Module 2 Looking back</b>	
Past Simple (the verb to be) Past Simple (regular and irregular verbs) Time clause (when) The verb Could	Vacation activities Free-time activities
<b>Module 3 Let's learn!</b>	
Comparative form Superlative form Adverbs of manner Comparison of adverbs	Numbers 1-1,000 Places Buildings Units of measurement Sports Units of time
<b>Module 4 What happened?</b>	
Past Continuous Why did you (go to the doctor)? Because I (was sick). What's the matter? I (sprained my ankle).	Parts of a house Activities Accidents
<b>Module 5 Eating right</b>	
some / any / many / much / a lot of/lots of / a few / a little How much...? / How many...? Both / Neither	Food Food containers
<b>Module 6 Time for Science!</b>	
Relative pronouns: who, which, that	Occupations Inventions
<b>Module 7 Planning the future</b>	
Future to be + going to Would you like to...? Yes, I'd love to./Sure, why not? / I'm sorry, I can't./ I'm afraid I'm busy./ I'm sorry, I have other plans.	Free-time activities Festivals Celebrations Special days
<b>Module 8 Let's have fun</b>	
Prepositions of movement Directions love / like / enjoy / hate + -ing I think it's fun / cool / exciting / boring / hard. Let's... / Why don't we...? / How about...?	Prepositions of movement Directions
<b>Module 9 Nature</b>	
too / enough Full infinitive It's + adjective + full infinitive Could I (join your team)? Of course you can. / I'm sorry, you can't.	Environmental issues Recycling Green gadgets
<b>Module 10 Friendship</b>	
Future will The adverb Maybe What's the matter? I have (a headache).	Friendship Future technology Ailments

GRAMMAR	VOCABULARY
<b>Module 1 Everyday life</b>	
Present Simple vs Present Continuous Adverbs of frequency The indefinite article a/an The definite article the Possessive pronouns Future to be + going to	Everyday activities Free-time activities Hobbies Space Events
<b>Module 2 The Past</b>	
Past Simple Past Continuous Past Simple vs Past Continuous when/while First, Second, Next, Then, After that, Finally	Free-time activities Outdoor activities Adventures Experiments
<b>Module 3 Be careful!</b>	
Object pronouns Imperative Verbs with two objects What's the matter? I have (a sore throat). should/shouldn't Would you like...? I'd like... How much/many...? I need... taste/look/sound/smell + adjective It's/They're good/bad for you. a few / a little	Digital safety Table manners Ailments Personal hygiene
<b>Module 4 Life in town</b>	
Have to (Affirmative – Negative – Questions) must/mustn't/can't Would you like to (go to the park)? That would be nice./I'd love to./Sure. I'm afraid I can't./I don't think so. I have to...	Occupations Food Road safety Places
<b>Module 5 Differences</b>	
Could (Affirmative – Negative – Questions) Had to (Affirmative – Negative – Questions) Used to (Affirmative – Negative – Questions)	Free-time activities Technology Physical appearance
<b>Module 6 What's it like?</b>	
the -ing form too/enough Comparative and Superlative form Comparison (not) as + adj + as	Sports Amazing facts Technological features Units of measurement
<b>Module 7 Did you know?</b>	
Prepositions of time Relative clauses (who/that) Relative clauses (which/that) Relative clauses (where) Question tags	Natural phenomena People and Places Occupations
<b>Module 8 Go Green!</b>	
Future will may/might Conditional sentences Type 1 Zero Conditionals	Environmental issues Endangered species Scientific facts
<b>Module 9 Life experiences</b>	
Present Perfect Simple Have you ever...? Yes, I have./No, I haven't. I haven't... yet. I've never... before. How long have you...? I've... for / since... I haven't... so far.	Space Geographical features Places and activities
<b>Module 10 Material world</b>	
It's / They're made of... Passive Voice (Present Simple) (Affirmative – Negative – Questions) Passive Voice (Past Simple) (Affirmative – Negative – Questions) Reported Commands and Polite Requests	Materials Food and food processing Clothes

vocabulary presented with clear photos

# Out there



## SONG

1



hot



cold



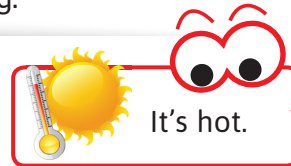
windy



It's raining.

grammar boxes highlighting new structures and providing models of language use

2 Listen, point and sing.



## Look outside!



Wake up, wake up  
It's cold today.  
Look outside, look.  
It's cold today,  
cold, cold, cold.



Wake up, wake up  
It's hot today.  
Look outside, look.  
It's hot today,  
hot, hot, hot.



Wake up, wake up  
It's raining today.  
Look outside, look.  
It's windy today,  
and it's raining.

catchy songs introducing new language

3 Point at the window and say.

vocabulary presented with clear photos

# 8

## TOP STARS

1 jump climb sing fly swim

2 Look and listen.

storylines with attractive characters in everyday situations

1 Lisa is in bed, looking thoughtful.

2 Hello. Look at me, kids! I can climb...

3 I can't fly, but I can jump...




4 And I can sing!  
Bravo, Lisa!  
You're great!  
Yeah!

5 Lisa is in bed, smiling.



listening activities practising new language

**Top Stars 8**

 I can jump.  I can't swim. 

grammar boxes highlighting new structures and providing models of language use

**3 Listen and circle.** 

**1**  **A**  **B**

**2**  **A**  **B**

**4 Look and say, I can/can't...**

**1**   **2** 

**3**   **4** 

activities practising structures

**5 Play.**

**3**  **A**  **B**

**4**  **A**  **B**

fun activities practising new language in an enjoyable way



 **I can sing.**

77

### 8 OUR WORLD

1 park beach zoo bookstore

2 Listen, point and repeat.

**This is me!**

Hi! I'm Mark.

Where are you, Mark?

I'm at the park. It's cold.

Here, I'm at the zoo. It's hot!

Here, I'm at the beach. It's windy!

And here, I'm at the toy store. I'm happy!

3 Listen and write 1, 2 and 3.

Where are you?  
I'm at the park.

Where are you?  
I'm at the toy store.  
Where are you?

I'm at the park.

78 79

Students learn about the world around them

### 3 ONCE UPON A TIME

1 tall short funny

2 Listen, point and repeat.

**Snow White**

Oh, he's short.

She's tall.

He's funny.

1, 2, 3, 4, 5, 6, 7!  
Hello.  
I'm Snow White.

Yes! Ha, ha.

3 Listen and check (✓).

He's tall. She's short. He's = He is She's = She is

4 Look and say, e.g. He's tall. He's tall. He's tall. She's tall.

1 2 3

28 29

adaptations of well-known tales and fables

# 8

## LET'S PLAY

1



snake



fox



How many foxes can you see?

I can see  
four foxes.



2

Look, ask and answer in pairs, e.g.

**How many birds can you see? I can see four birds.**



enjoyable  
games enabling  
students  
to vividly  
experience  
and retain new  
language

Science 



2 Listen and read. 

# What's in a forest?



PROJECT

Go to Workbook

cross-curricular lessons

projects that help students develop their motor and creative thinking skills

**7**

**STORY**

**1** Look and listen. 🎧

Oh, I want a boy.

**1**

**2** Look and check (✓).

**2**

A head.

**3**

Two arms.

He has two ears, two eyes, a nose and a mouth.

**4**

Two legs.

**5**

Good night, Pinocchio.

**MY BOY**

**6**

**7**

I'm a boy! Yes!

Ha, ha!

**8**

Pinocchio! My boy, Pinocchio! Clap your hands!

**9**

Now, run!

**10**

Don't run! Wow!

**11**

My boy! Pinocchio!

**72**

**73**

**VALUE**

Love your family.


discussions about the value of each story, promoting social responsibility and critical thinking skills

original picture stories or adaptations of well-known tales to consolidate the material presented in the module

activities consolidating  
previously taught language

# 7

## REVIEW

1 Listen and check (✓). 

1



A



B

2

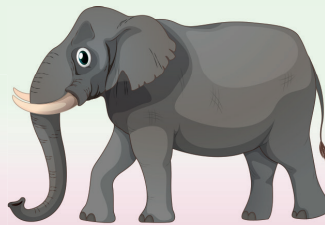


A

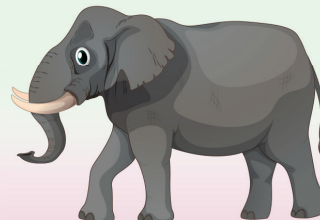


B

3

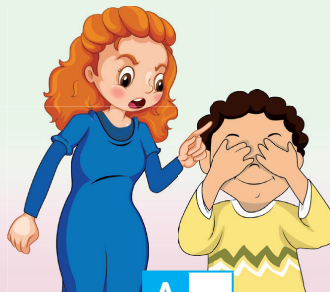


A



B

4



A



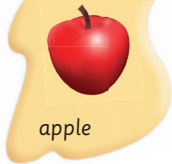
B

# Alphabet

1

1 Listen and say. ▶▶

**Aa**



apple

**Bb**



bag

**Cc**



cat

**Dd**



duck

2 Listen and chant. ▶▶

**Aa Bb Cc Dd**

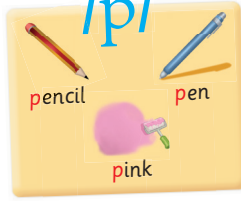
105

6

# Phonics

1 Listen and say. ▶▶

**/p/**

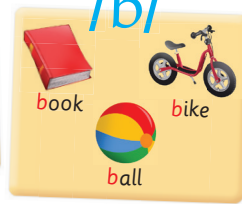


pencil

pen

pink

**/b/**



book

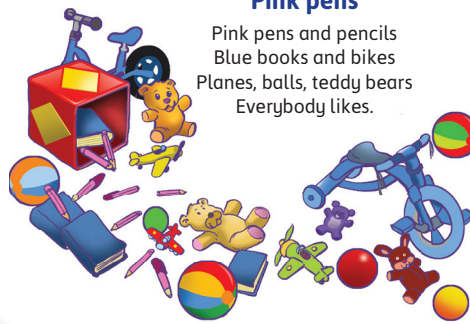
bike

ball

2 Listen and chant. ▶▶

## Pink pens

Pink pens and pencils  
Blue books and bikes  
Planes, balls, teddy bears  
Everybody likes.

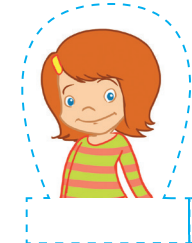
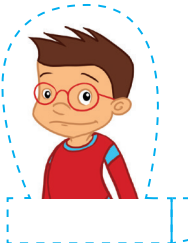
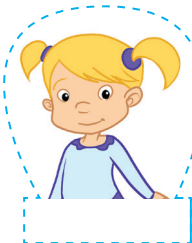


110

a phonics section to practise sounds through chants and activities

# Cut-outs

Module 1 | Top stars



115

cut-outs at the back of the book

# Picture Dictionary

## Greetings



Hello/Hi Goodbye/Bye

## Shapes



circle triangle square

## Colors



brown black  
pink gray  
red white  
blue green  
orange yellow  
purple

## Numbers



1 2 3 4 5 6 7 8 9  
one two three four five six seven eight nine  
10 11 12 13 14 15  
ten eleven twelve thirteen fourteen fifteen  
16 17 18 19 20  
sixteen seventeen eighteen nineteen twenty

## Imperatives / Actions



touch swim fly Come here.  
Stand up. Sit down. Clap your hands. listen look stop  
Open your book. Close your book. jump climb sing run dance play

123

a picture dictionary at the back of the book

optional expansion activities for higher-performing students

a list of the objectives, vocabulary and structures introduced in each lesson

a list of the materials needed for each lesson

**8 OUR WORLD**

**1-4** Listen, point and repeat. 4)

**2** This is me!

Hi! I'm Mark.  
Where are you, Mark?  
Here, I'm at the zoo. It's hot!  
And here, I'm at the toy store. I'm happy!

**3** Listen and write 1, 2 and 3. 4)

toy store pet store

Where are you?  
I'm at the park.

**4** Play. Use the cut-outs on p.121.

Where are you?  
I'm at the park.

**8** have to perform actions that one typically does at one of the places, e.g. collecting shells or throwing pebbles in the water when at the beach.  
EXPANSION Draw an item/animal that indicates one of the places of the lesson, e.g. a tree for the park, the sea for the beach, a wild animal for the zoo, a book for the bookstore, a toy for the toy store and a pet for the pet store. Ask Ss to write the corresponding place in their notebooks.

**Before leaving**

- Hand out to each S one of the pictures of places you've brought with you to class and ask him/her to pretend he/she is there. Ask the Ss to give you a short description, saying, eg. I'm (Tom), I'm at the (zoo), the procedure until all Ss have participated before leaving.

**Workbook**

**Activity 1**

1. At the park.
2. At the zoo.
3. At the beach.

**Activity 2** Track 35

**Listening transcript**

1. Man: Where are you?  
Boy: I'm at the toy store. I'm happy!

2. Man: Where are you?  
Girl: I'm at the pet store.

3. Man: Where are you?  
Boy: I'm at the bookstore.

1. B 2. A 3. C

**Activity 3**

1. E - I'm at the beach.
2. A - I'm at the park.
3. D - I'm at the bookstore.
4. F - I'm at the pet store.
5. B - I'm at the toy store.
6. C - I'm at the zoo.

**Note**

For the next lesson, bring:

- a few sets of photographs of various animals, flashcards from previous Modules (raccoon, cat, dog, bird, rabbit, fish, dolphin, elephant)

**Our world**

toy store pet store

Where are you?  
I'm at the park.

**3** Listen and write 1, 2 and 3. 4)

**4** Play. Use the cut-outs on p.121.

Where are you?  
I'm at the park.

**8** Go around the class making sure Ss have written the correct numbers.

**Listening transcript**

1. Boy 1: I'm at the pet store. Look at the fish! They're small.

2. Boy 2: I'm at the toy store.

3. Boy 3: I'm at the bookstore.

A.3 B.1 C.2

**Activity 4**

- Direct Ss' attention to the picture and ask them to guess what the children are doing. (They are playing a guessing game.)
- Draw Ss' attention to the speech bubbles and read the exchange aloud. Get Ss to repeat.

**Optional PRACTICE**

**Place pantomime**

- Ask a S to come up to the front and instruct him/her to mime being at one of the places presented in this lesson (toy store, pet store, bookstore, pet store). The S will

**8 OUR WORLD**

**1-4** Listen, point and repeat. 4)

**2** This is me!

Hi! I'm Mark.  
Where are you, Mark?  
Here, I'm at the zoo. It's hot!  
And here, I'm at the toy store. I'm happy!

**3** Listen and write 1, 2 and 3. 4)

park beach zoo bookstore

Where are you?  
I'm at the park. It's cold.

Here, I'm at the beach. It's windy!

**4** Play. Use the cut-outs on p.121.

**8** instruct Ss to turn to p.121 and cut out the places (Tb, p.186).  
Divide Ss into pairs and tell them to choose one of the cards (without showing their partner which one they have chosen) and place on the rest of the cards face down on their desk.  
SA asks SB where he/she is. SB looks at his/her card and answers accordingly. Then he/she asks SA where he/she is. SA looks at his/her card and answers accordingly. If the two Ss are in the same place, they collect the cards and choose another place. If not, they place them again face down on the desk and choose another.  
The pair which collects all the cards first is the winner.

**Optional PRACTICE**

**Place pantomime**

- Ask a S to come up to the front and instruct him/her to mime being at one of the places presented in this lesson (toy store, pet store, bookstore, pet store). The S will

**8 OUR WORLD**

**1-4** Listen, point and repeat. 4)

**2** This is me!

Hi! I'm Mark.  
Where are you, Mark?  
Here, I'm at the zoo. It's hot!  
And here, I'm at the toy store. I'm happy!

**3** Listen and write 1, 2 and 3. 4)

park beach zoo bookstore

Where are you?  
I'm at the park. It's cold.

Here, I'm at the beach. It's windy!

**4** Play. Use the cut-outs on p.121.

**8** Have Ss look at the woman and the boy and ask them to guess what they are going to talk about. (The woman is interviewing the boy about the places he has been to.) Read the title a couple of times and ask Ss to repeat after you. Then Ss interview the boy and ask Ss to repeat after you. Repeat for the other places where the boy is, as shown in the photos.  
Ask Ss to look at the photos and tell you what places they depict (a park, a zoo, a beach and a toy store).  
Ask Ss to point to the appropriate pictures as you play the CD.  
Play the CD again, pause after each sentence and encourage Ss to repeat in chorus.  
Ask Ss some questions about the text. What's the boy's name? (Mark.) Where's Mark in the first picture? (At the park.) Is it cold? (Yes.) Where's Mark in the second picture? (At the zoo.) Is it hot? (Yes.)

**Activity 2** Track 33

- Have Ss look at the woman and the boy and ask them to guess what they are going to talk about. (The woman is interviewing the boy about the places he has been to.) Read the title a couple of times and ask Ss to repeat after you. Then Ss interview the boy and ask Ss to repeat after you. Repeat for the other places where the boy is, as shown in the photos.
- Ask Ss to look at the photos and tell you what places they depict (a park, a zoo, a beach and a toy store).
- Ask Ss to point to the appropriate pictures as you play the CD.
- Play the CD again, pause after each sentence and encourage Ss to repeat in chorus.
- Ask Ss some questions about the text. What's the boy's name? (Mark.) Where's Mark in the first picture? (At the park.) Is it cold? (Yes.) Where's Mark in the second picture? (At the zoo.) Is it hot? (Yes.)

**Activity 3** Track 34

- Direct Ss' attention to the pictures in the activity and ask them to name the places; they can see.
- Play the CD and instruct Ss to listen carefully and write the numbers 1-3 according to the order of the sentences they hear.

**Activity 4**

- Direct Ss' attention to the picture and ask them to guess what the children are doing. (They are playing a guessing game.)
- Draw Ss' attention to the speech bubbles and read the exchange aloud. Get Ss to repeat.

**Optional PRACTICE**

**Place pantomime**

- Ask a S to come up to the front and instruct him/her to mime being at one of the places presented in this lesson (toy store, pet store, bookstore, pet store). The S will

**8 OUR WORLD**

**1-4** Listen, point and repeat. 4)

**2** This is me!

Hi! I'm Mark.  
Where are you, Mark?  
Here, I'm at the zoo. It's hot!  
And here, I'm at the toy store. I'm happy!

**3** Listen and write 1, 2 and 3. 4)

park beach zoo bookstore

Where are you?  
I'm at the park. It's cold.

Here, I'm at the beach. It's windy!

**4** Play. Use the cut-outs on p.121.

**8** Invite a S to come to the front and ask him/her to mime an action from the ones presented in the previous lesson (jump, climb, sing, swim, fly) and say, 'I can't (jump)'.  
Call more Ss up to the board and repeat the procedure in a similar manner.

**Lesson plan**

**Warm-up**

- Hold up each flashcard (park, beach, zoo, toy store, pet store, bookstore), say the word and ask Ss to repeat.
- Hold up the photo of a park you've brought with you and say, 'I'm at the park. Have Ss repeat after you a couple of times. Repeat for the rest of the places in a similar manner and ask Ss to repeat.
- Stress the preposition at and explain that we use it to indicate a specific place where we are.
- Ask Ss to tell you which of the three places they've visited and at which of these they prefer being.

**1 Vocabulary** Track 32

- Have Ss open their books to pp.78-79.
- Point out the places in the vocabulary section. Play the CD a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

**8** builds 21st century competencies

clearly staged step-by-step guidelines for each activity

activities that build 21st century competencies

listening transcripts and key to activities

optional activities and before leaving activities with additional practice for all students

listening transcripts and key to Workbook activities



Workbook activities for further practice





## Out there


8


**SONG**


1 Match. Then write and say, e.g. It's windy.


cold windy It's raining. hot





A  


B  


C  
  
*windy*

D  


2 Listen and trace a ✓ or an X.





✓ X
✓ X
✓ X
✓ X

77

## Alphabet

1

1 Listen and say. Then circle.

1 a b
2 a b
3 c d
4 c d

2 Trace.

Aa

Bb

Cc

Dd


109

listening activities for further practice

tracing activities

### BOARD GAME 1 (Modules 1-5)



1 Say. 

2 What's this? 

3 How old are you? 

4 It's a... 

5 Say. 

6 Say. 

7 Where's Room? 

8 Where's Room? 

9 Say the numbers. 2 10 11 14


10 Say. 

11 This is an... 

12 Where's mom? 

13 Is he hungry? 

14 How many balls do you have? 

15 It's my... 

127

board games consolidating previously taught language

### 8 Now I can...

1 Say the weather conditions and check (✓).






1. hot 2. cold 3. windy 4. It's raining.

2 Say the actions and check (✓).




1. jump 2. climb

3 Say and check (✓).





1. park 2. beach 3. zoo





4. bookstore 5. toy store 6. pet store





7. snake 8. fox 9. tree






5. swim 10. flower 11. bear 12. river

4 Say and check (✓).






1 It's hot 2 I can jump. I can't fly. 3 - Where are you? - I'm at the beach. 4 - How many birds can you see? - I can see... 1, 2, 3, 4, 5 birds!

86

self-assessment sections fostering learner autonomy

SAMPLE PAGES FROM TOP STARS 2 - STUDENT'S BOOK

**9 TOP STARS**

**1** puzzle comic book closet boots

**2** Look and listen.

Matt is in his room with his brother, Jim, and his sister, Kelly. They are cleaning his room. They open his closet and...

Oh, no!

Whose boots are these?

They're Jim's.

Oh! My comic books!

Whose puzzle is this?

It's Kelly's.

It's Ron!

Ha, ha, ha!

Let's do it!

**3** Look at activity 2 and circle.

Whose comic book is this? It's Bill's.  
Whose comic books are these? They're Jane's.

**1.** a. puzzle  
b. boots

**2.** a. comic books  
b. puzzle

**3.** a. comic books  
b. boots

**4** Listen and match.

**1** **2** **3** **4** **5**

**A** Jim **B** Bill **C** Tom **D** Helen **E** Tina

**5** Look at activity 4. Then ask and answer.  
Use **Whose... is this/are these? It's/They're...**

Whose puzzle is this? It's Tom's.

storylines with attractive characters in everyday situations

SAMPLE PAGES FROM TOP STARS 2 - WORKBOOK

**9 TOP STARS**

**1** Look and write.

boots puzzle closet

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**2** Read, look and complete. Use **Whose is this/are these?**

1. **Whose is this** \_\_\_\_\_ ? It's Tom's.

2. \_\_\_\_\_ ? They're Bobby's.

3. \_\_\_\_\_ ? They're Helen's.

4. \_\_\_\_\_ ? It's Sue's.

**3** Listen and circle.

**1** **A** Kate **B** Joan

**2** **A** Pam **B** Kelly

**3** **A** Brad **B** Charlie

**4** **A** Steve **B** Jim

**4** Read, look and write.

**It's / They're ...s**

1. Whose puzzle is this? **It's Liz's.**

2. Whose balls are these? \_\_\_\_\_

3. Whose board game is this? \_\_\_\_\_

4. Whose dolls are these? \_\_\_\_\_

Workbook activities for further practice

Smart moves sections that develop higher-order thinking skills

**SMART MOVES** MODULES 1-2

**1** Write the words in the correct category.

three red cousin ruler ten pink pencil  
yellow mom five book sister

NUMBERS	COLORS	CLASSROOM	FAMILY
three	red	ruler	cousin

**2** Look and circle the odd one out. Then say.

**1** **A** **B** **C**

**2** **A** **B** **C**

**3** **A** **B** **C**

**4** **A** **B** **C**

**5** **A** **B** **C**

**3** Look at activity 2 and make your own odd one out example.

### 4 TOP STARS

look

help

find

aquarium

**1** Look and listen.

The children are at the aquarium.

Wow! Fish, sharks, dolphins...

...and turtles. Look! That food is theirs!

Look at that big shark! I don't have a camera. Brad, can I have yours, please?

I can't find mine...

I can help you!

Later...

They are swimming with the dolphins!

Wow! Look, the dolphins are playing!

It's a shark!

A shark? Where is it?

Ha ha ha! This fin is my hat!

What's that over there? It's behind the ball!

### Top Stars 4

shark

dolphin

camera

**3** Read activity 2 and write T for True or F for False.

- There are fish in the aquarium.
- Brad can't find his camera.
- The shark is in front of the ball.
- The fin is Brad's hat.

**4** Listen and circle.

1. A B

2. A B

3. A B

Look! That is a ball. Whose is it?

It's his.

That is a yellow ball. Whose is it?

Yes, it is. It's hers.

**5** Play a guessing game.

1. A B

2. A B

3. A B

4. A B

5. A B

6. A B

storylines with attractive characters in everyday situations

writing skills development

### 2 REVIEW

**REMEMBER!** We use **commas (,)** to separate items in a list and we use **and** before the final item, e.g. He has a robot, a kite **and** a ball.

**5 PROJECT** Stick or draw a picture. Then write.

This is my brother. His name is Harry. He has blond hair and blue eyes. He has a robot, a kite and a ball. His favorite toy is a robot.

This is my \_\_\_\_\_ name is \_\_\_\_\_ and \_\_\_\_\_ has \_\_\_\_\_ and \_\_\_\_\_ favorite toy is \_\_\_\_\_

**Now I can...** talk and write about my family, ask and answer questions about possession, talk about physical appearance, identify parts of the face and body, talk about clothes, accessories and toys.

**Now count your stars!** 1-5 stars You're a little star! 6-10 stars You're a star! 11-15 stars You're a big star!

self-evaluation section

Smart moves sections that develop higher-order thinking skills

### SMART MOVES MODULES 9-10

**1** Read the sentences and put them in the correct column.

FACT	OPINION
The gorilla is stronger than the monkey.	Basketball is boring.

**2** Read, look and write F for Fact or O for Opinion.

**A** 1. It's scary.  2. It can fly.

**B** 1. It's the tallest animal.  2. It's beautiful.

**C** 1. It has two arms.  2. It's funny.

**D** 1. It's interesting.  2. There are ten players.

**3** Draw or find a picture and write two sentences about it (Fact or Opinion). Ask your partner to write F for Fact or O for Opinion.

exam-type activities for consolidation through reading, listening, speaking and writing activities

### Top Skills MODULES 1-2

**1** Look and read. Put a ✓ or an X in the box. There is one example.

Example: This is a skirt.  3. This is an ear.

1. These are kites.  4. This is a nose.

2. This is a T-shirt.  5. These are shoes.

**2** Look at the picture. Listen and color. There is one example.

students learn about the world around them

**OUR WORLD**

1 Listen and read. Then match the pictures to the texts.

mountain      river      wall      bridge      famous

**Our world e**

Jake wasn't at the sports center yesterday. He was at home.

They weren't at the park last Saturday. They were at the mall.

3 Read again and check (✓).

	Xi'an	Londinium/London	Xi'an and Londinium/London
1. The Romans lived there.			
2. There were gardens in this city.			
3. There are many bridges in this city.			
4. There were walls around this city.			

4 Look at the pictures. Listen and draw lines. What was there in each city?

**SHIJI LAKE CITY**      **LOS ANGELES**

5 Spot the differences. Then look and say.

**THEN**

**NOW**

There weren't any buses. There were carriages.

There are many buses now.

**Timeless Cities**

1 Xi'an is a city near the Wei River and the Qin Mountains in China. Xi'an was also one of the four great cities of ancient China. It had many houses, markets and beautiful gardens. There were big walls around the city, too. Today, many tourists visit China to see Xi'an and the famous Terra-Cotta Army of Qin Shi Huang.

2 In old times, London wasn't the big city it is today. The Romans built it in 43 CE, and its name back then was Londinium. The city was near the River Thames, and it had walls around it. In those days, there weren't many bridges over the river. Today, there are many bridges, and you can see famous ones like Tower Bridge and Waterloo Bridge.

apart from original stories, factual texts have also been included

**10 READING TIME**

1 peace program plan

2 Listen and answer. What are Sister Cities? Then read.

*Brussels, Belgium*  
*Madrid, Spain*

## Sister Cities

**Are you looking for a place to visit this year? Why not travel to your sister city?**

Sister Cities or Twin Towns are two or more cities that have a special friendship. The Sister Cities or Twin Towns Program started in 1956 because people wanted to bring peace and friendship to the world. They also wanted to understand other people and cultures in a better way.

This special program shows how people in different countries can help each other and work together. For example, two cities, which are often in different countries can plan festivals and events together. Moreover, people from one city can visit the other city and learn about its history and the everyday life of its people.

*Manila, Philippines*  
*Astana, Kazakhstan*

110

**Reading Time 10**

*Beijing, China*  
*Athens, Greece*  
*Los Angeles, U.S.A.*

A city can be a sister with one, two or more cities around the world. For example, Brussels in Belgium is a sister city with Madrid in Spain. Athens, Greece is a sister city with Beijing, China and Los Angeles, U.S.A. Astana in Kazakhstan and Manila in the Philippines are also sister cities.

**So, what is your city's sister city?**

3 Read again and answer the questions.

- When did the Sister Cities Program start?
- Why did the Sister Cities Program start?
- What does the Sister Cities Program want to show people?
- What can two sister cities do together?
- Can a city become a sister city with more than one city?
- Which city is Manila in the Philippines a sister city with?

**Let's chat**

Do you like the idea of Sister Cities? Why? / Why not?  
Does your city have a sister city? Which one?  
What do they do together?

111

**PROJECT 5**

1 Do you like chocolate? Listen to and read a recipe for chocolate cake.

Think of a simple recipe.

## Healthy Chocolate Cake

**Ingredients**

- 3 eggs
- 1 cup of yogurt
- 2 ½ cups of flour
- 2 cups of brown sugar
- 1 cup of butter
- 1 cup of cocoa powder

**Steps**

First, break the eggs into a large bowl and beat them with the mixer. Then, add the brown sugar. Next, add the butter and the yogurt. Mix very well. Then, add the flour and mix it again. Finally, add the cocoa powder and mix all the ingredients together very well.

Next, put some butter in the pan and then put the cake mix in the pan.

Put the pan in the oven and bake for 25 minutes at 375°F.

When the cake is ready, you can add some jam or fruit on top.

Enjoy!

**Writing tip**

**To write a recipe:**

- Think about the steps. Use sequence words to describe the procedure: **First, Second, Next, Then, Finally...**
- Write each step in the order you have to do it.
- Use the **Imperative** to write your instructions.

55

general questions on the topic that give students the opportunity to promote their critical thinking skills

a variety of writing tasks

useful writing tips on writing conventions, syntax and punctuation

cross-curricular information

**Science** **Social Studies** **CLIL 2 Modules 3-4**

1 Listen and answer. What causes tsunamis? Then read.

**NATURAL DISASTERS**

The world is a beautiful place, but sometimes natural disasters happen. Let's take a look at two – earthquakes and tsunamis – and learn what we should do when we experience them.

**Earthquakes**

Earthquakes happen when the rocks, or tectonic plates, under the surface of the Earth hit each other. Earthquakes usually last for less than one minute, but they can cause a lot of damage. Buildings and houses fall and fires sometimes start.

**Tsunamis**

When earthquakes happen under water, they can cause very large waves. The waves travel toward land at about 500 miles per hour and can be up to 100 feet high. When they hit land, they cause floods and sometimes completely destroy seaside cities.

**Be prepared! Don't panic!**

**Earthquake**

- You must move away from windows.
- You must drop to your knees and get under a desk or table.
- After the earthquake, you mustn't use the elevator. Use the stairs.

**Tsunami**

- When you hear a warning, you must leave the area.
- You must move to high ground.
- You must stay away from areas that are near water.

**CLIL 2 Modules 3-4**

**Science** **Social Studies**

3 Read again and write **T** for True or **F** for False.

- Earthquakes usually last for more than one minute.
- Earthquakes can sometimes cause tsunamis.
- You shouldn't stand near a window when an earthquake happens.
- You should use an elevator after an earthquake.
- You mustn't stay near the coast when a tsunami happens.

4 Read and complete.

surface earthquakes flood tsunamis waves destroy coast elevator damage

- The boy put his toy boat on the \_\_\_\_\_ of the lake and it floated away.
- My family and I spent the summer at the \_\_\_\_\_. I went swimming every day.
- Thankfully, the fire didn't cause a lot of \_\_\_\_\_ to the building.
- Forest fires \_\_\_\_\_ the homes of animals and birds.
- The children came out of the sea when the \_\_\_\_\_ got big.
- The \_\_\_\_\_ was very bad. Everyone in town left their homes because there was water everywhere.
- Natural disasters like \_\_\_\_\_ and \_\_\_\_\_ are very dangerous.
- When the lights went out, the \_\_\_\_\_ stopped. It was scary!

5 A. Listen to the first part of a talk and circle **A** or **B**.

Where did the biggest earthquake happen? **A** in the U.S.A. **B** in Chile

B. Listen to the rest of the talk and write **T** for True or **F** for False.

- There were two big earthquakes on the same day.
- The Valdivia earthquake caused a tsunami.
- The tsunami caused floods in many places.
- The Nepal earthquake happened in the sea.

**DID YOU KNOW?** Scientists measure earthquakes using the Richter scale. Charles Richter invented this scale in 1935. It measures the strength, or *magnitude*, of an earthquake on a scale from 1-10.

**PROJECT WORK**

Use the Internet to find information about natural disasters. Select the information you think is interesting and use it to make a poster.

additional information related to the topic of the lesson

further research on the Internet, followed by preparation and presentation of a project related to the lesson

**4 REVIEW**

**Vocabulary**

- Read and circle.
- Penny works in an office at the college as a **photographer / secretary**.
- Can we have the **check / line**, please?
- The **escalator / sidewalk** isn't working.
- You can park your bike outside the store. There's a **bicycle rack / square**.
- My uncle **crosses / grows** peppers in his garden.
- Tomorrow our class is going to go on a school trip to the **office / aquarium**.

2 Write the words in the correct column.

sauce	mailman	skatepark	coffee shop	reporter	mushroom
businessman	olive	market	meatballs	office	tuna
Food	Occupations	Places			

**Grammar**

- Read and circle **A**, **B** or **C**.
- You \_\_\_\_\_ cook tonight. We're going to order pizza.  
A should B don't have to C have to
- A: \_\_\_\_\_ to the coffee shop with me?  
B: Sure!  
A Do you have to go B Should you go C Would you like to go
- You \_\_\_\_\_ park here. It's a bicycle lane.  
A must B should C can't
- You \_\_\_\_\_ always wear a helmet when you are riding your bike.  
A must B can't C mustn't
- A: Ryan and I are going to the skatepark. Would you like to come with us, James?  
B: \_\_\_\_\_ I have to study for my math test.  
A That would be nice B I'm afraid I can't C I'd love to
- When you are at the movie theater, you \_\_\_\_\_ switch off your cell phone.  
A mustn't B can't C must

**Review 4**

**Reading**

4 Read the text and write **T** for True or **F** for False.

Hi! My name's Pam. When I grow up, I want to become a reporter because I like traveling to different places. To become a reporter you have to go to college and study journalism. You have to learn a lot of different languages because you travel all over the world and interview people. Reporters have to be clever and ask all the right questions. They have to speak well and clearly. They also have to speak in front of the camera a lot, so they can't be scared of cameras. Reporters work for many hours a day. They have to be good at using computers. They work from home, at the office and in many other places they go to.

- Pam wants to become a reporter because she wants to meet people.
- You have to go to college to become a reporter.
- You don't have to ask people questions when you're a reporter.
- You have to know how to use a camera to be a reporter.
- You have to know how to use a computer to be a reporter.
- Reporters work in different places.

**Writing**

5 What job would you like to do / what would you like to become? Write a short paragraph about that job.

Hi, I'm \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Now I can...**

talk about occupations, food and places  
talk about things I have to do / don't have to do  
talk about safety using must / mustn't and can / can't  
extend an invitation to someone and accept or refuse an invitation  
write an email using information on a leaflet

**Now count your stars!**

★ 1-5 stars: You're a little star!  
★ 6-10 stars: You're a star!  
★ 11-15 stars: You're a big star!



## Recommended readers for:

### Top Stars 1

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

### Top Stars 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

### Top Stars 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

### Top Stars 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

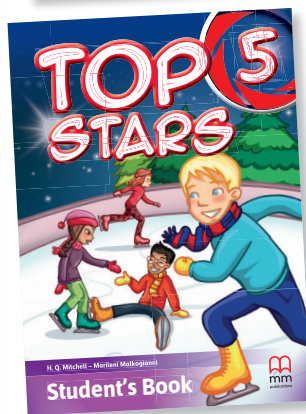
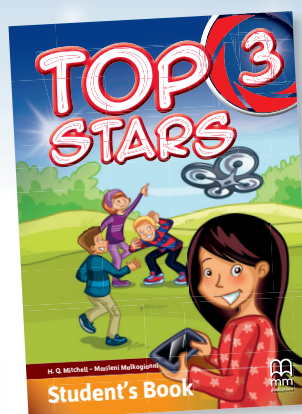
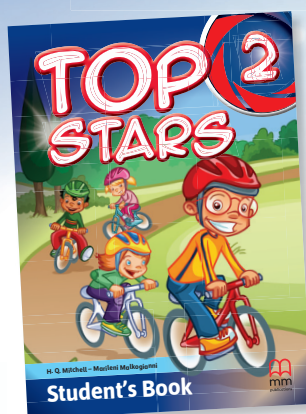
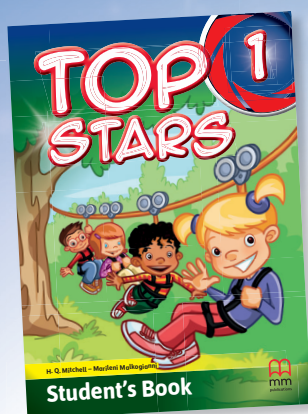
### Top Stars 5

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

### Top Stars 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

# TOP STARS



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