

H.Q. Mitchell

# smart junior

1

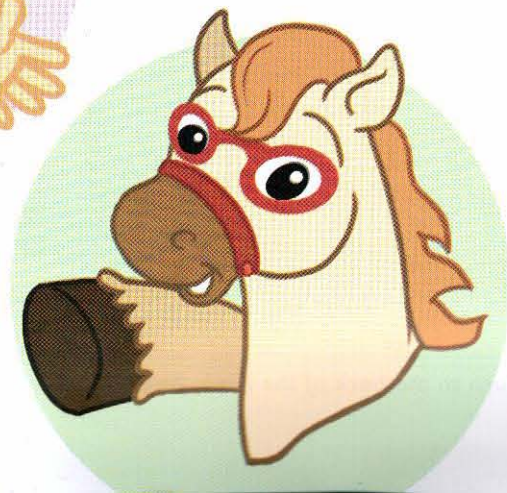
student's book





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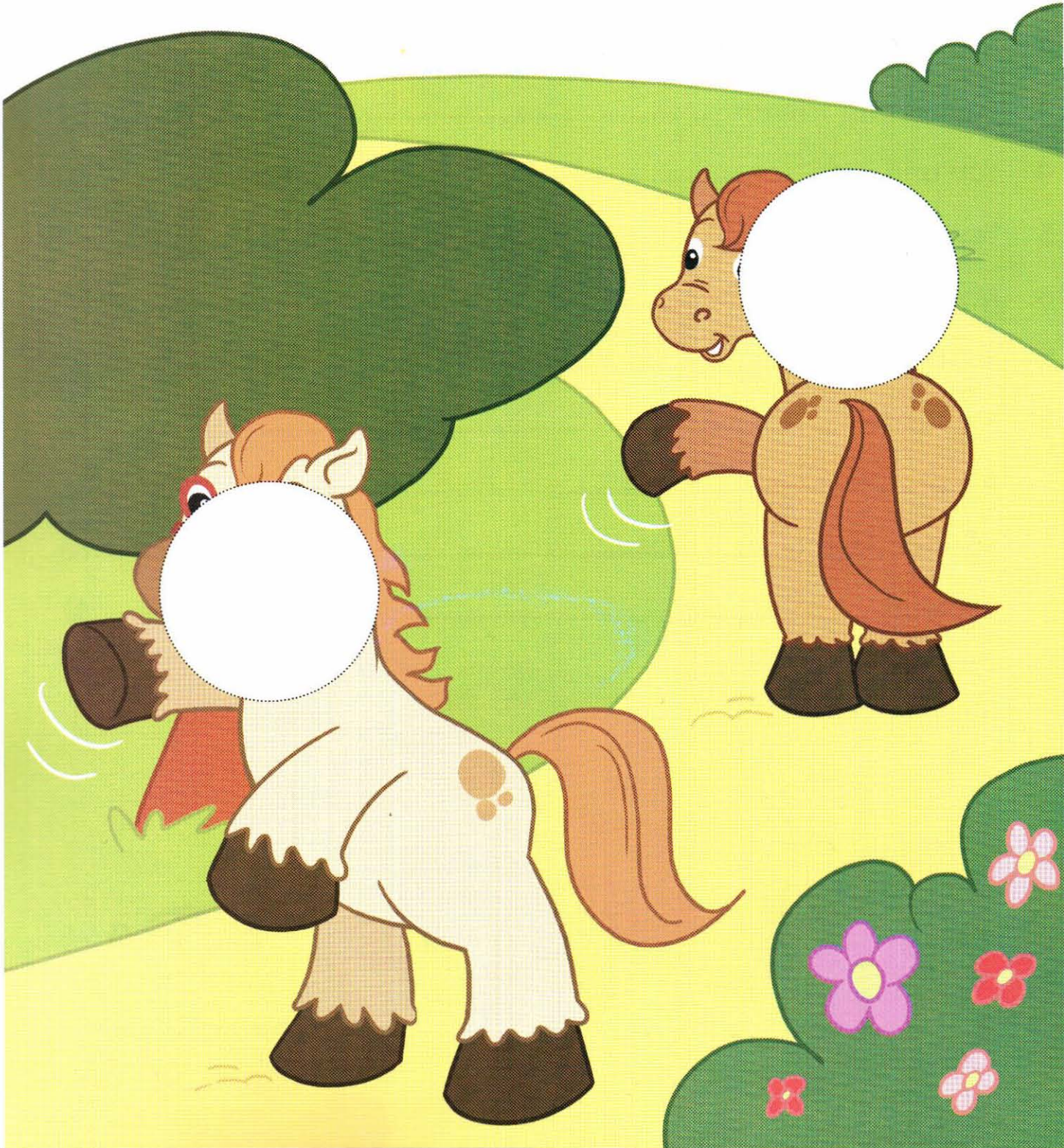




# Hello



Find and stick. Then listen and sing.



1. Turn to the back of the book, find the appropriate stickers and stick them on the page. Listen to the song and sing.





Listen and circle.



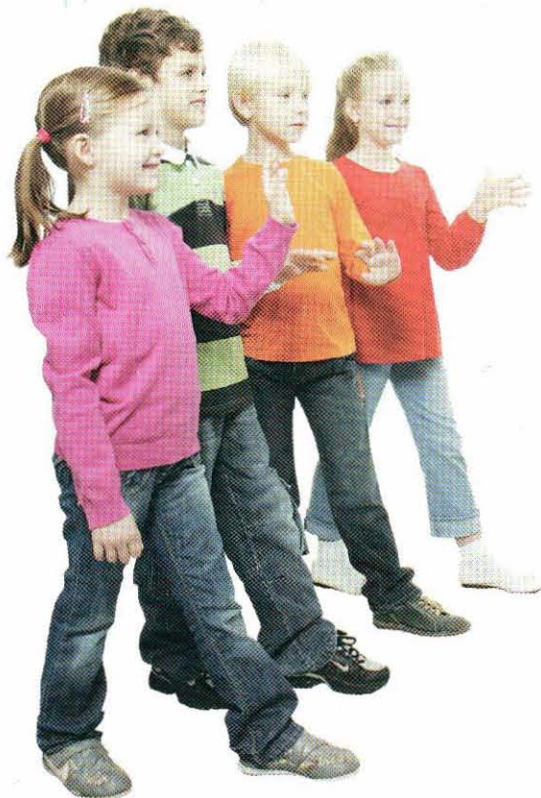
1



2



Play.



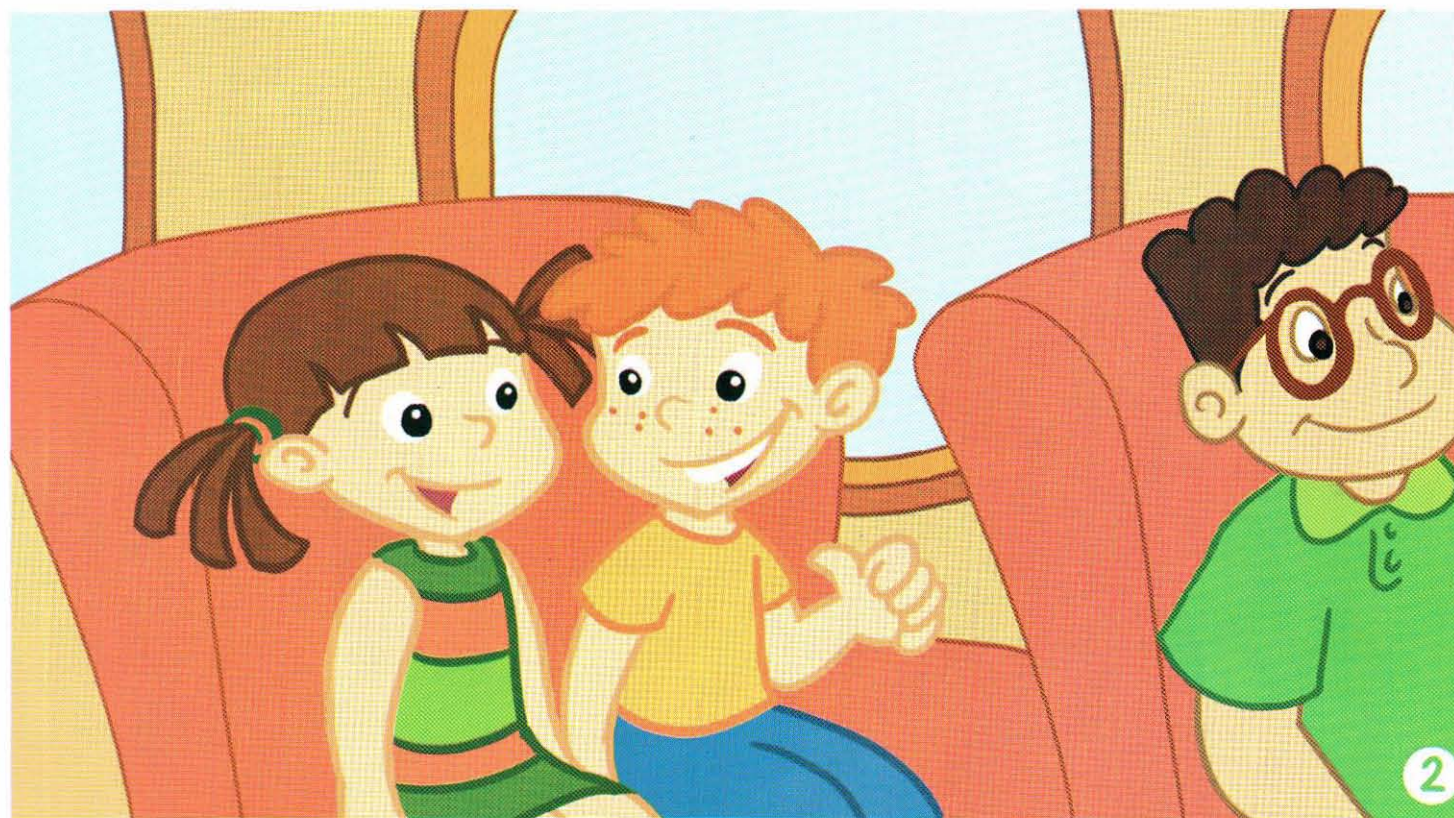
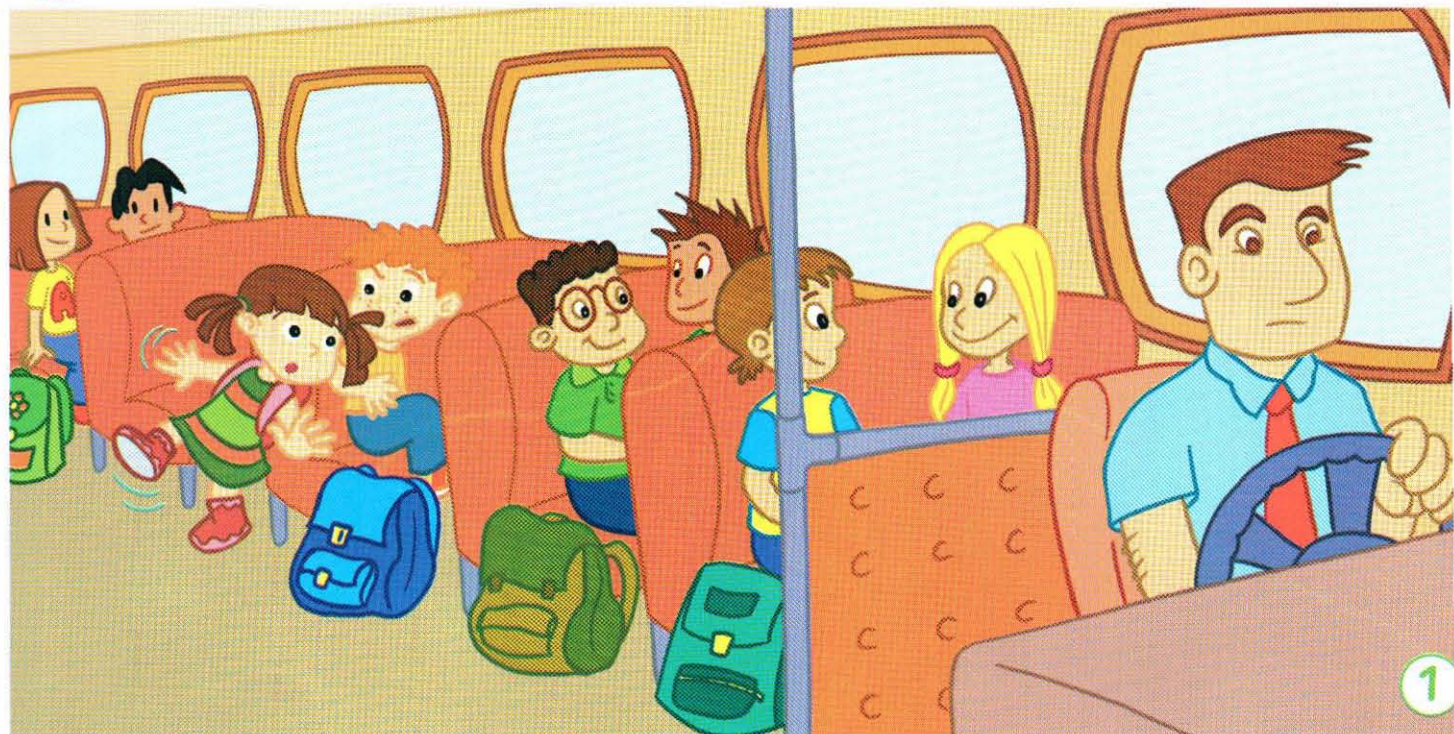
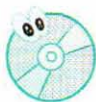
2. Listen to the CD and circle the correct picture.

3. Play the game. Move a step forward for *Hello* and one step backwards for *Goodbye*.





Listen, point and repeat.



1. Listen to the dialogue on the CD. Point to the corresponding frame and repeat each sentence.





Listen and tick (✓).



1



2



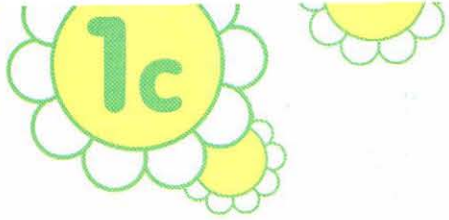
Ask and answer.



2. Listen to the CD and tick one of the two pictures.

3. Ask and answer in pairs, SA: *Hello, I'm Kim. What's your name?* SB: *Hi, Kim! My name's Nick.*





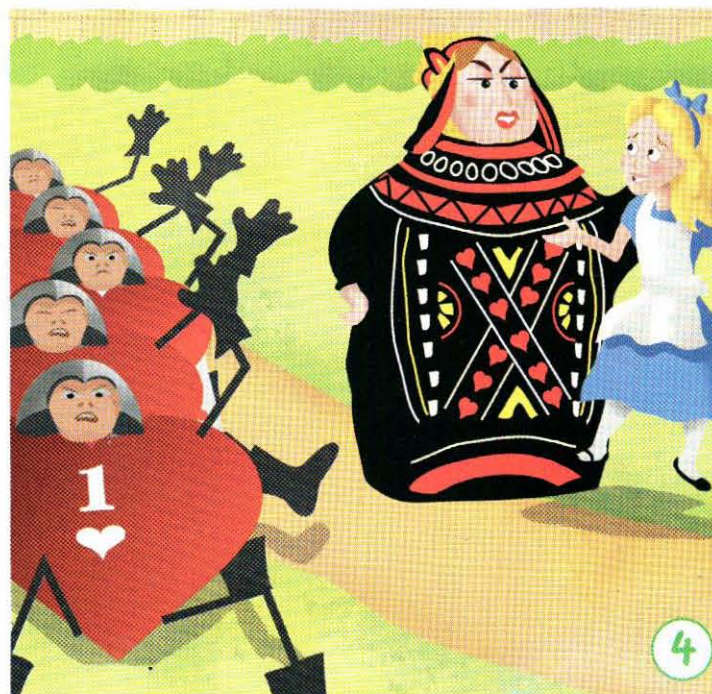
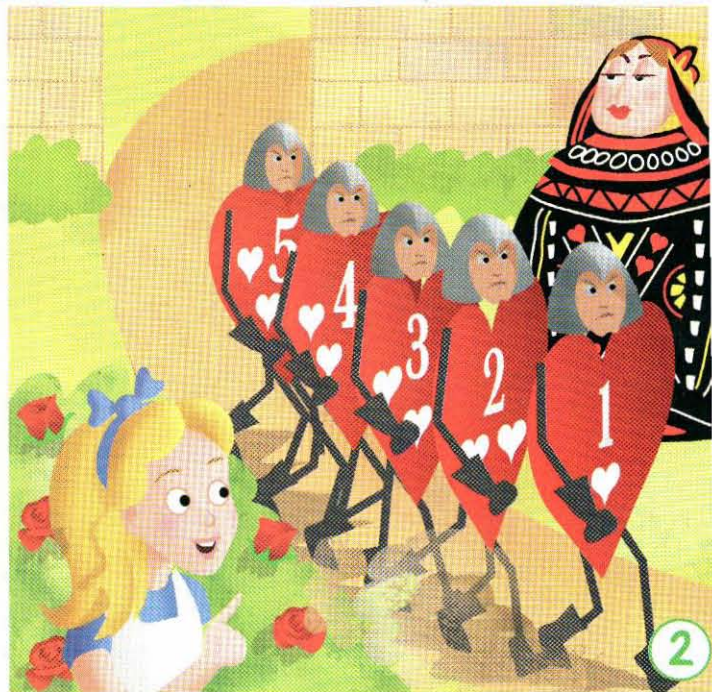
1 2 3 4 5



Listen, point and repeat.

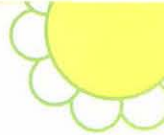
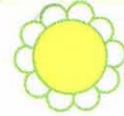


## Alice in Wonderland



1. Listen to the CD, point to the corresponding frame and repeat each sentence.





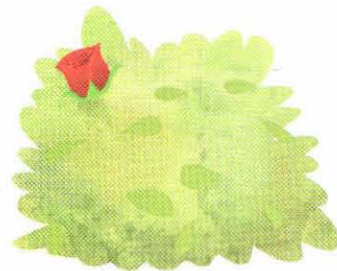
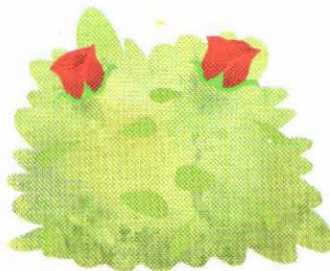
Listen and tick (✓).



1



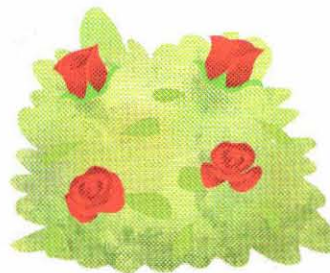
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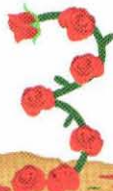
3



4

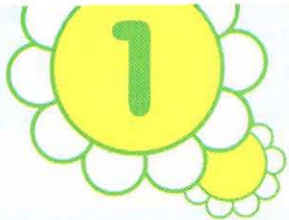


Listen and chant.



2. Listen to the CD and tick one of the two pictures.
3. Listen to the CD and chant while pointing to the corresponding numbers.





Let's play

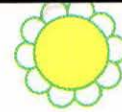


Play.



1. Play the board game. Say what the picture in each space shows.





# Revision



Listen and tick (✓).



1



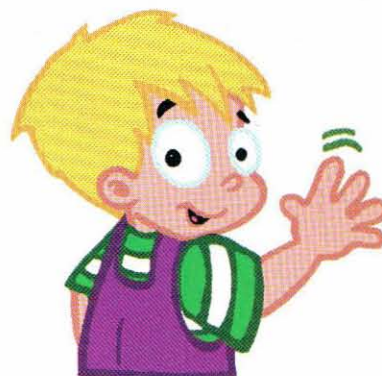
2



3



4



1. Listen to the CD and tick one of the two pictures.



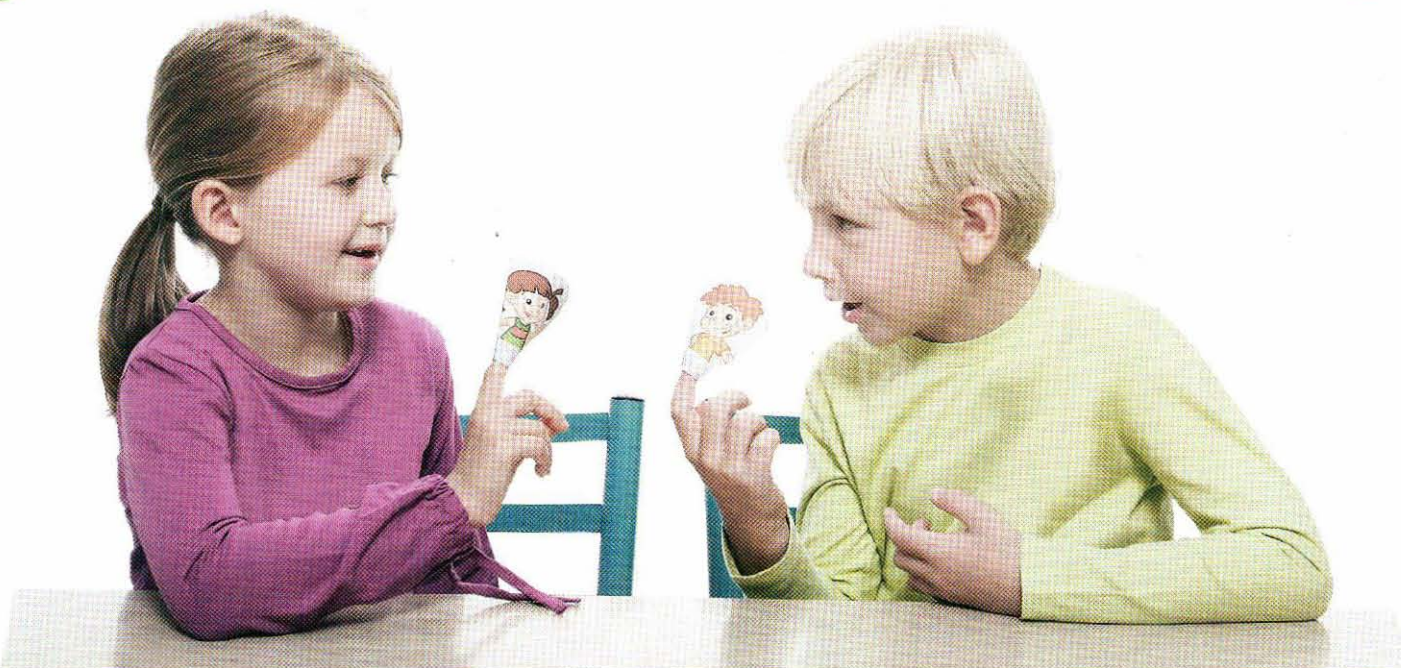
# 1 Project



Make finger puppets. Use the cut-outs on page 87.



Act out.



1. Turn to p.87, cut out each character and glue / tape the two ends together.

2. Use your finger puppets and say, SA: *Hello! I'm Betty. What's your name?* SB: *Hi, Betty! My name's Ron.*



# smart time 1

Maths

1

Listen and circle.



a	4	1	2	4	5	3	2	4	1
b	1	5	3	1	2	1	2	4	2
c	1	3	1	4	5	3	2	1	3
d	2	5	4	5	3	1	1	5	5
e	1	4	2	4	3	4	5	3	4

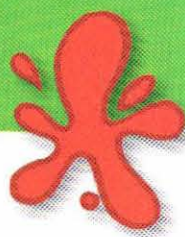
2

Play.



1. Listen to five numbers on the CD, one for each row. Circle the number heard, as many times as it appears in each row.
2. Play the *Number Game*.





1

Find and stick. Then listen and sing.



1. Turn to the back of the book, find the appropriate stickers and stick them on the page.



2

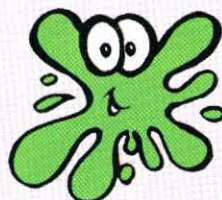
Listen and tick (✓).



1



2



3

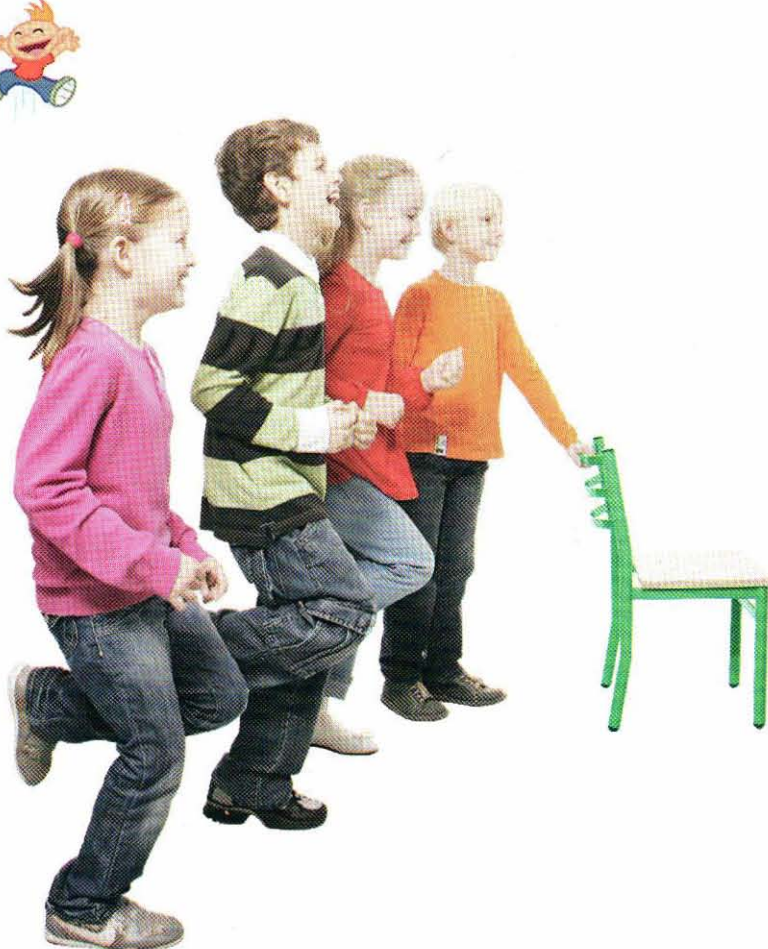


4



3

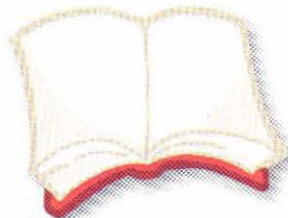
Play.



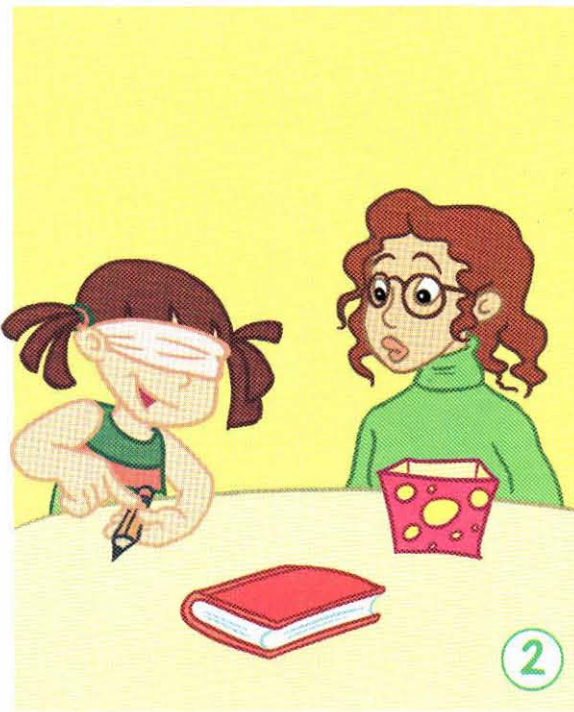
2. Listen to the CD and tick one of the two colours.

3. Play the Touch the colour game. Say a colour e.g. 'green' and Ss find and touch an object of that colour.



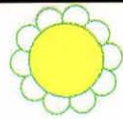


Listen, point and repeat.

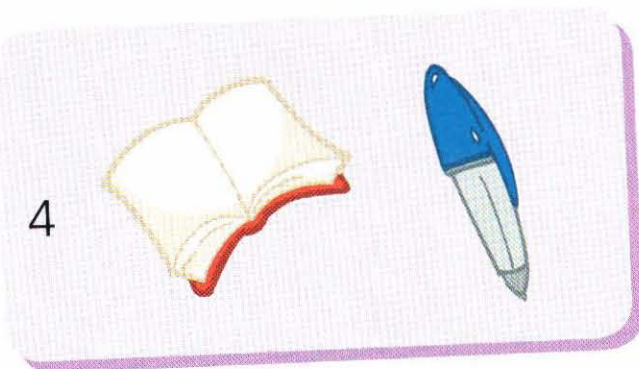
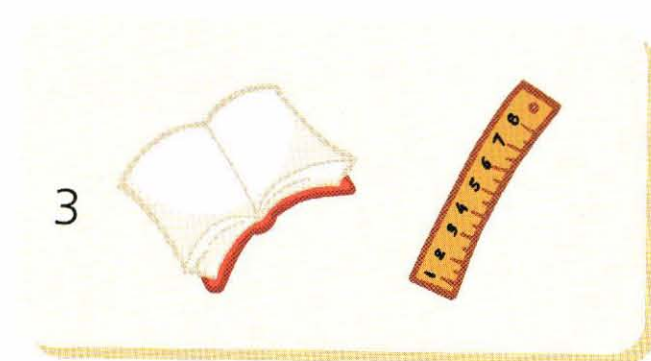
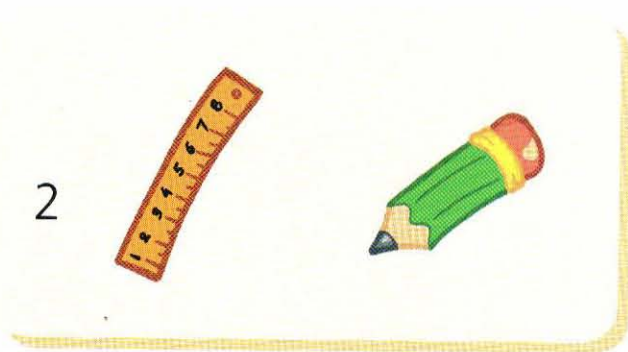
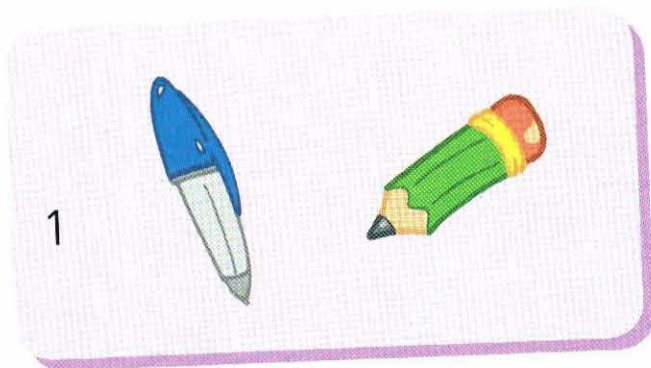


1. Listen to the CD, point to the corresponding frame and repeat each sentence.





Listen and circle.

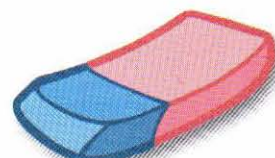
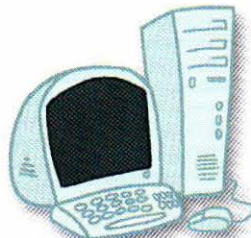


Play.



2. Listen to the CD and circle one of the two pictures.
3. Play the guessing game, SA: *What's this?* SB: *It's a ruler.*

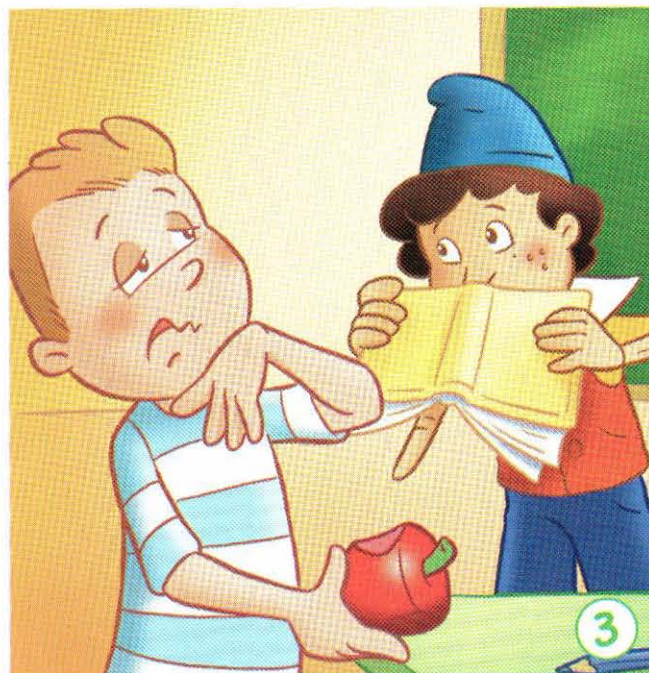
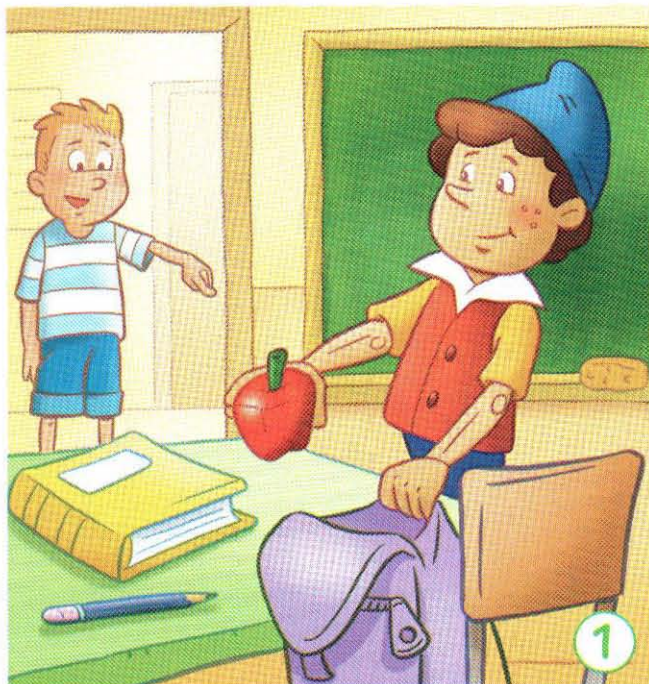




Listen, point and repeat.



# Pinocchio

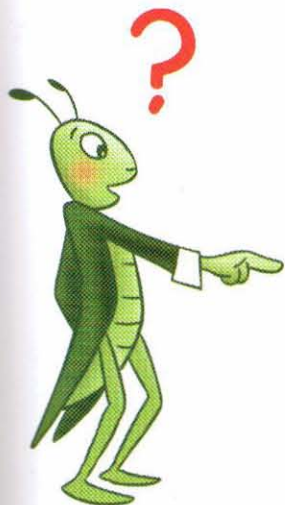
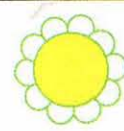


1. Listen to the CD, point to the corresponding frame and repeat each sentence.

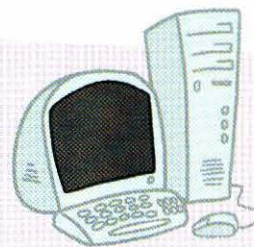
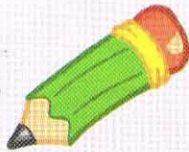




Listen and tick (✓).



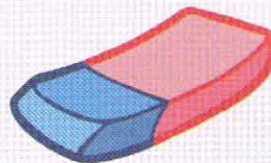
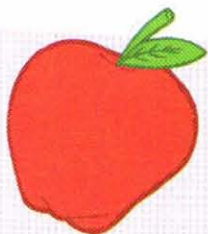
1



2



3



4





2

Let's play

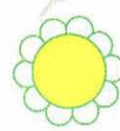
1

Look and listen. Then play.



1. Listen to the CD and repeat each sentence. Play the guessing game, SA: *Is it a rubber?* SB: *No, it isn't.* SA: *Is it a computer?* SB: *Yes, it is.*





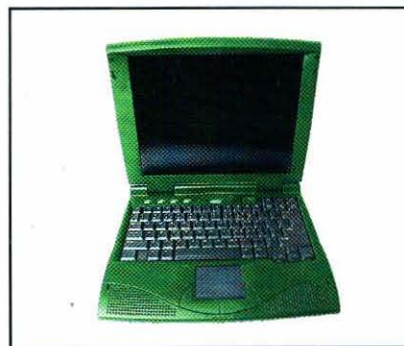
## Revision



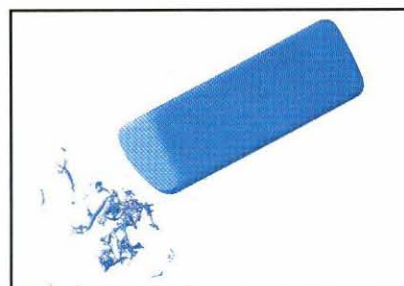
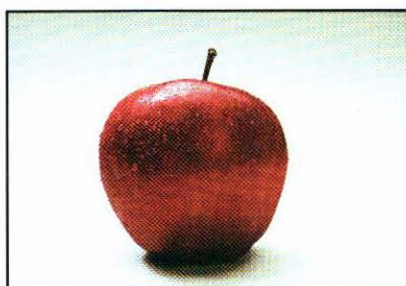
Listen and tick (✓).



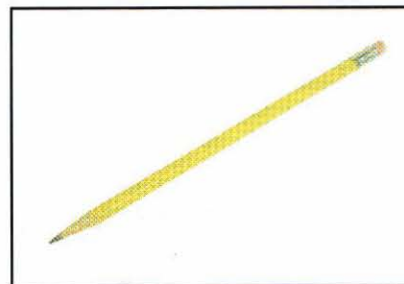
1



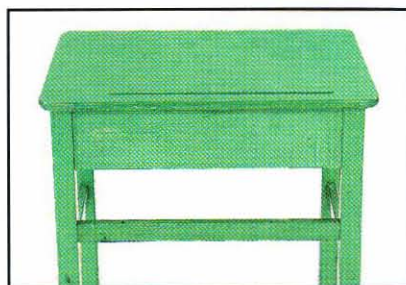
2



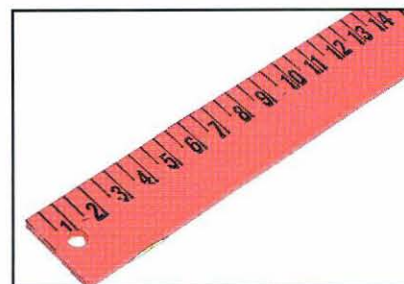
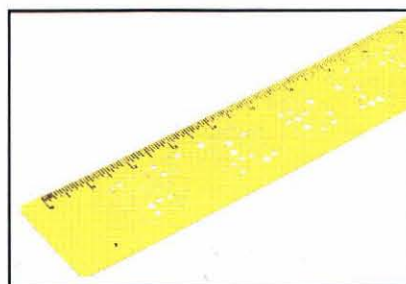
3



4



5



1. Listen to the CD and tick one of the two pictures.

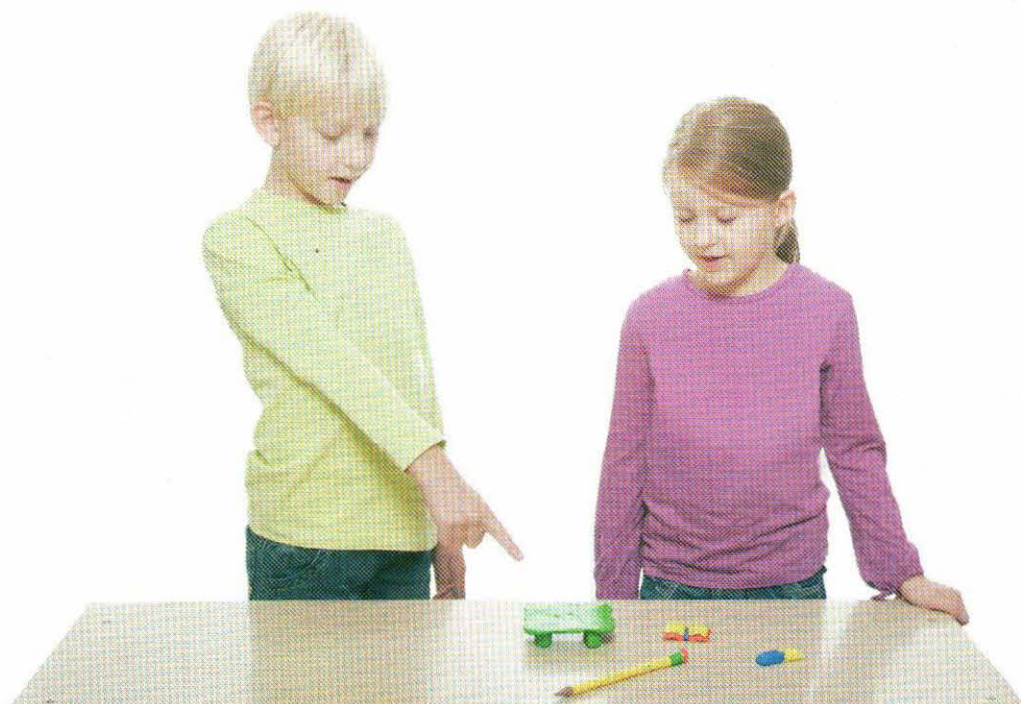




Make classroom objects.



Ask and answer.



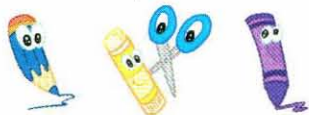
1. Make classroom objects out of plasticine.

2. Ask and answer in pairs about the plasticine objects, SA: *What's that?* SB: *It's a desk.*



1

On a piece of paper trace, make and colour.



2

Sing and turn the wheels.



1. Trace the bus on a piece of paper and colour it. Make holes in the wheels and fix them onto the bus, using butterfly clips.
2. Listen to the CD and sing the song turning the wheels of the bus.





# Family and friends



Listen and sing.



1. Listen to the CD and sing the song.





Listen and match.

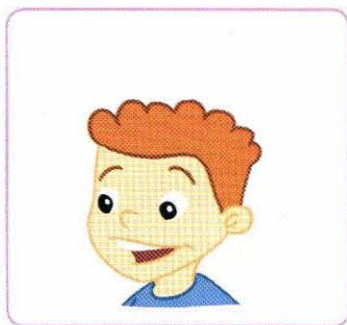
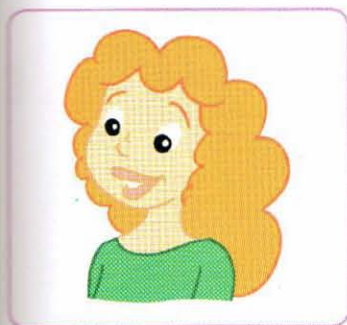


1

2

3

4



Play.



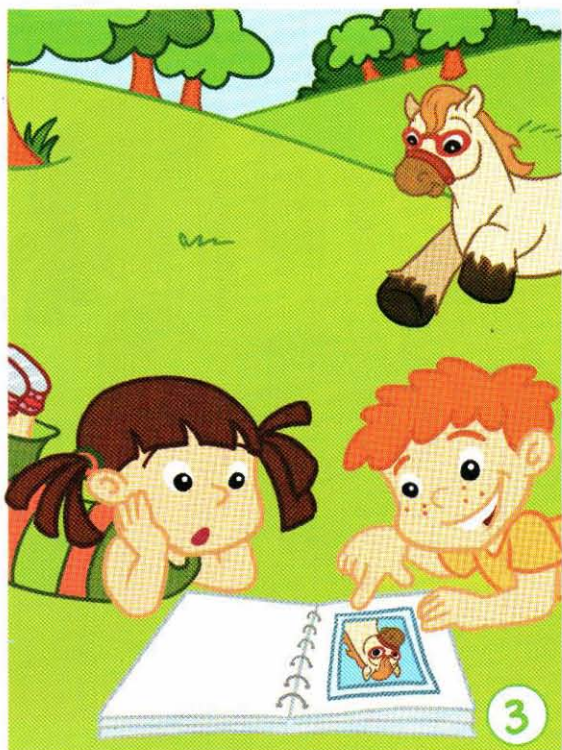
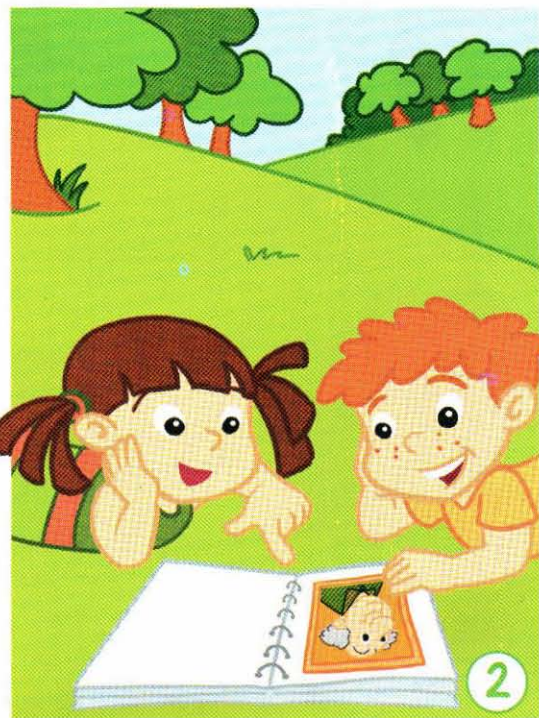
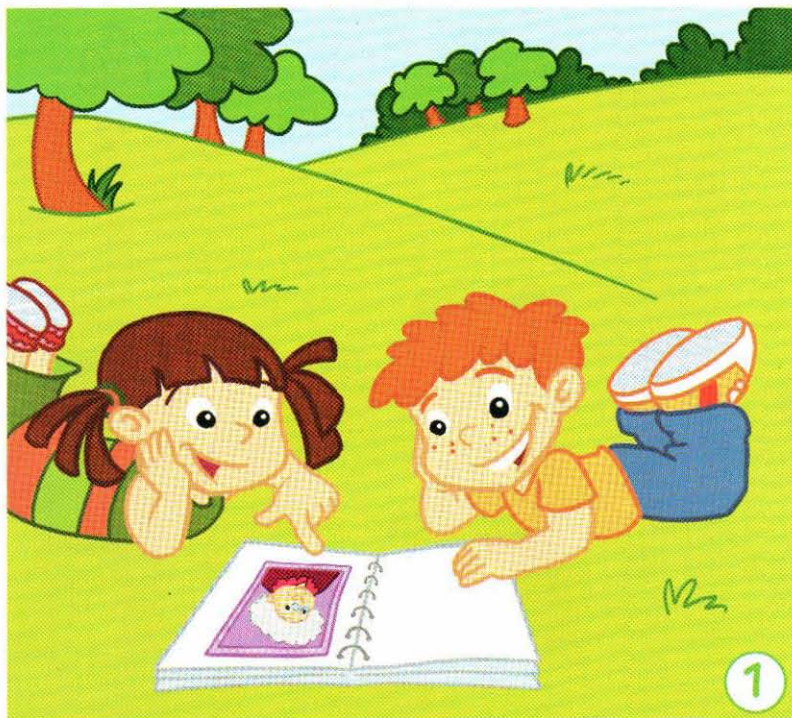
2. Listen to the CD and match each number with the corresponding family member.

3. Say a family member, e.g. 'father'. Ss who have drawn a father, say the word and show their drawing.



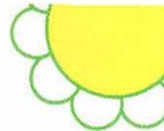
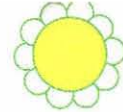


Listen, point and repeat.



1. Listen to the CD, point to the corresponding frame and repeat each sentence.



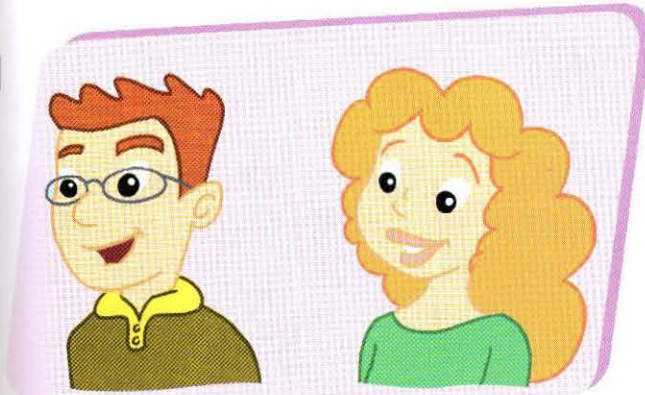


2

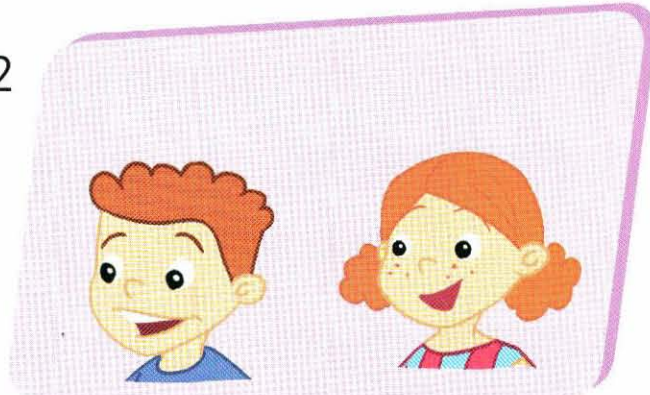
Listen and circle.



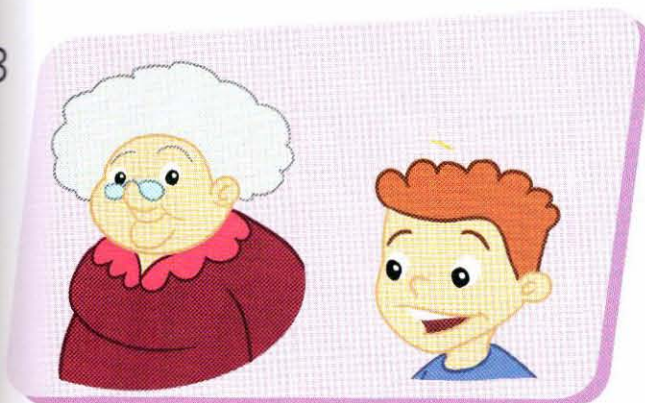
1



2



3



4



3

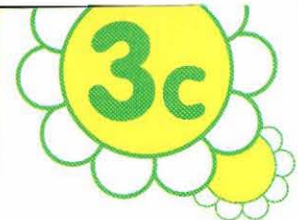
Play.



2. Listen to the CD and circle one of the two pictures.

3. Ask and answer questions about the family photos, SA: *Who's that?* SB: *It's my father.*

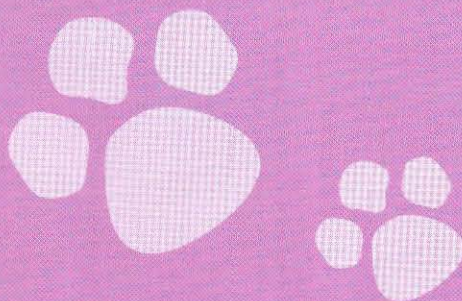
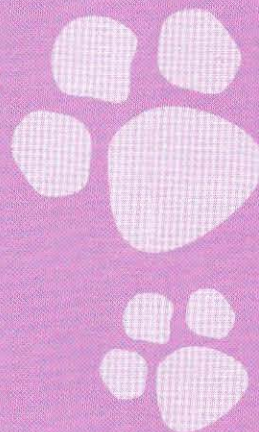
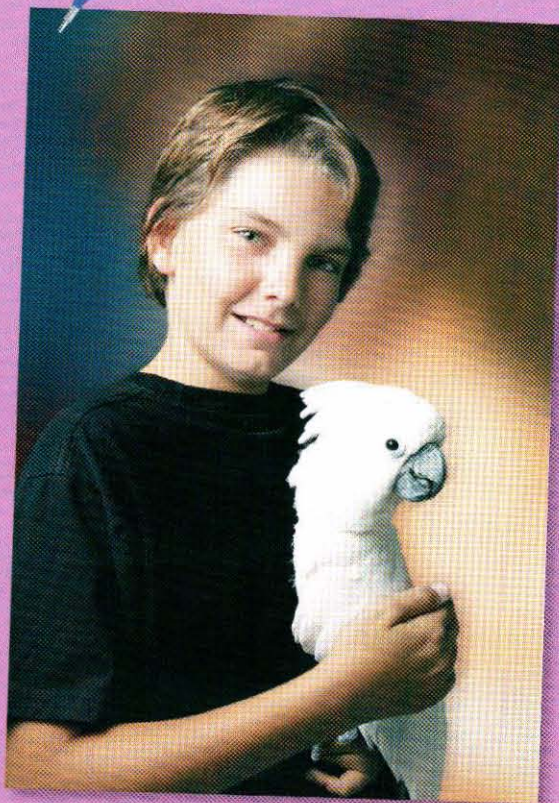




Listen, point and repeat.



## MY PET

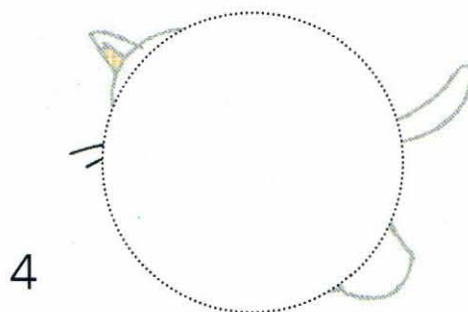
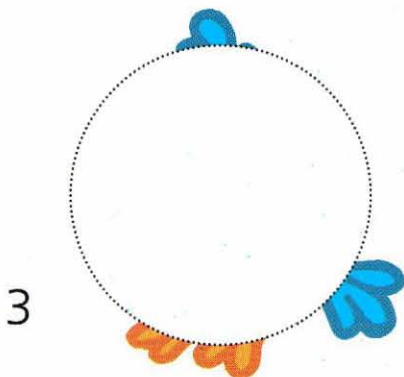
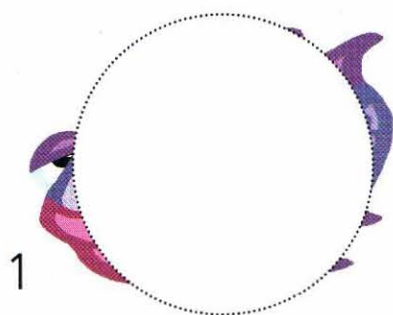


1. Listen to the CD, point to the corresponding picture and repeat each sentence.

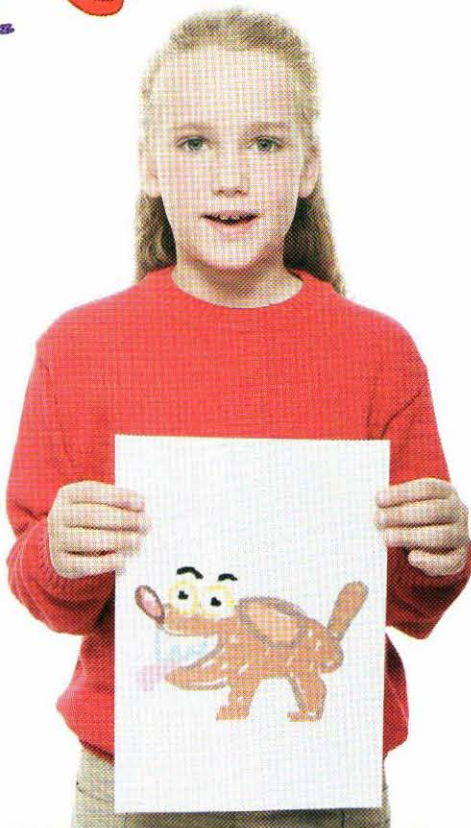




Find and stick. Then listen and point.



Draw and say.



2. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Then, listen to the CD and point to the corresponding sticker.

3. Draw a picture of a pet and say, e.g. *This is my dog, Spot.*





## Let's play



Look and listen. Then play.



1. Listen to the CD and repeat each sentence. Do the role play, SA: *Is that your sister?* SB: *Yes, it is.* SA: *Is that your father?*  
SB: *No, it isn't. It's my grandfather.*





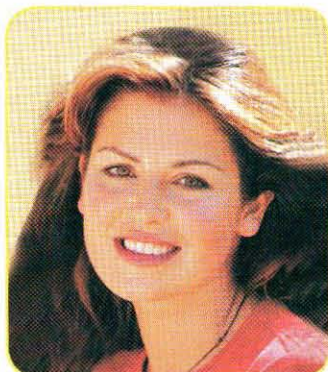
# Revision

1

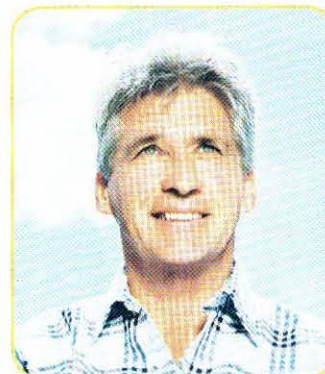
Listen and tick (✓).



1



2



3



4



1. Listen to the CD and tick one of the two pictures.



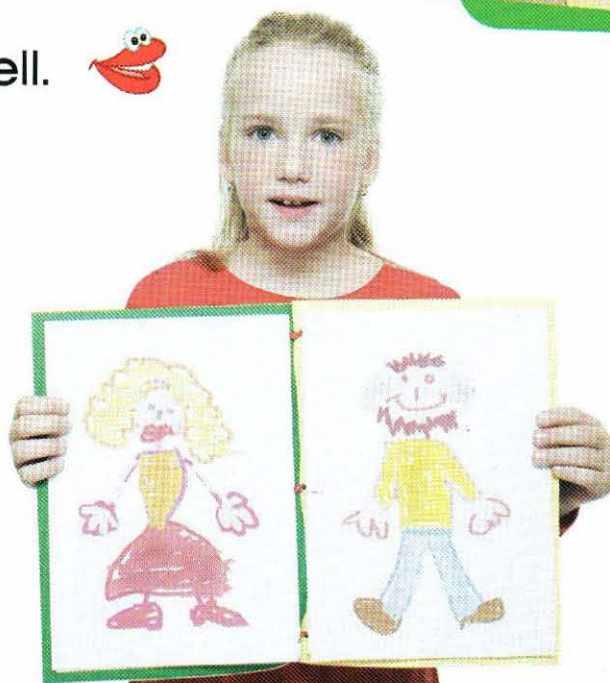
1

Make a family album.



2

Show and tell.

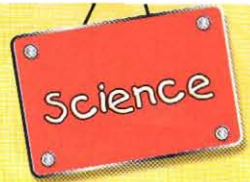


1. Draw and colour the members of your family to make a family album.

2. Present the members of your family from the family album, e.g. *This is my mother. This is my father.*



# smart time 3



**1** Match the families. Then say and point.



**fathers**



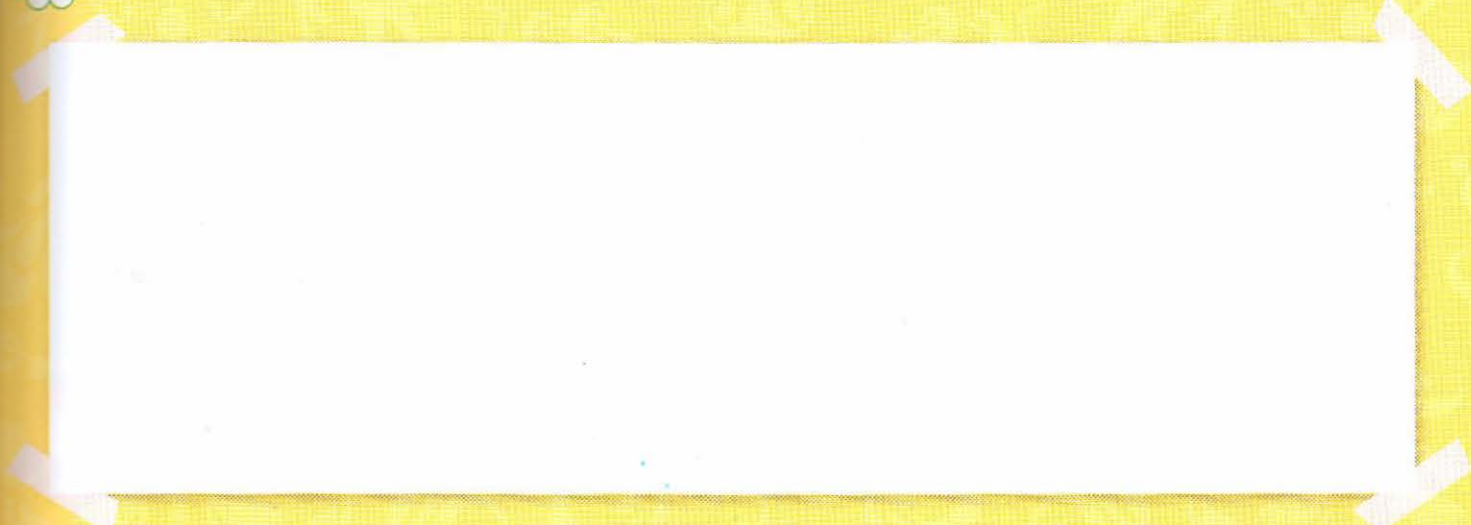
**mothers**



**babies**



**2** Draw a family.



1. Match the correct family members (male cat - female cat - kitten). In pairs, point and say the members of each family (father cat - mother cat - baby cat).
2. Draw an animal family and present it.



4a

You and me

6 7 8 9 10

1

Listen and sing.



1. Listen to the song and sing.





Listen and circle.



1



2



3



4



Play.

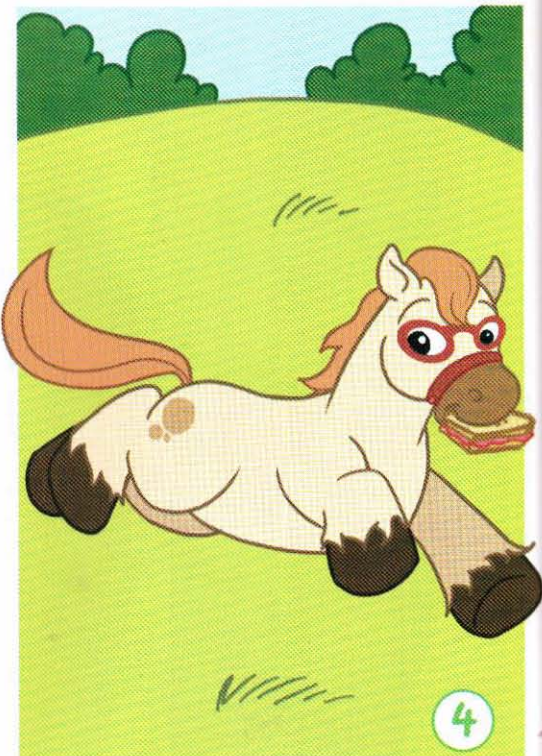
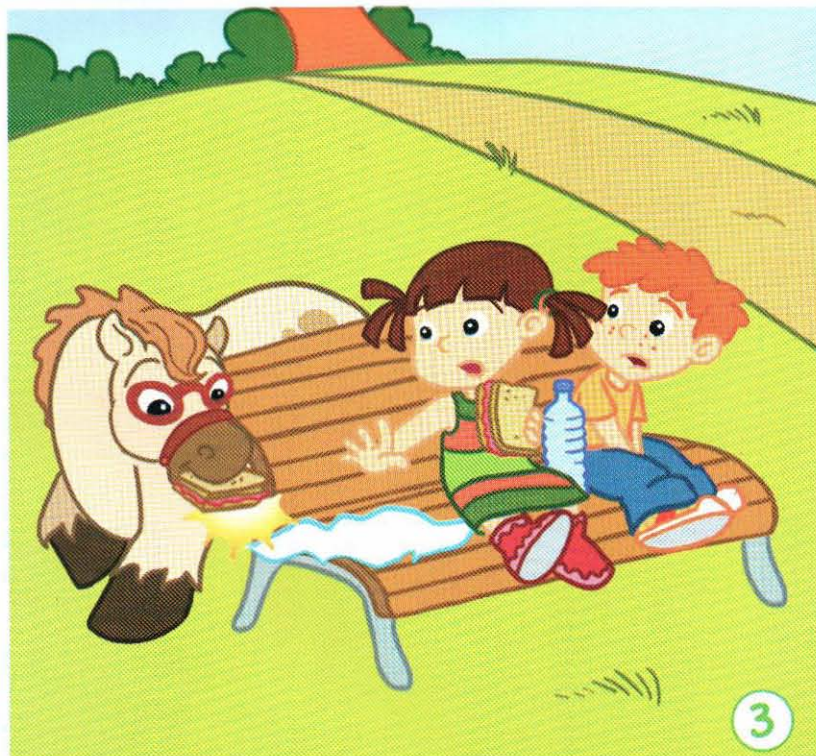
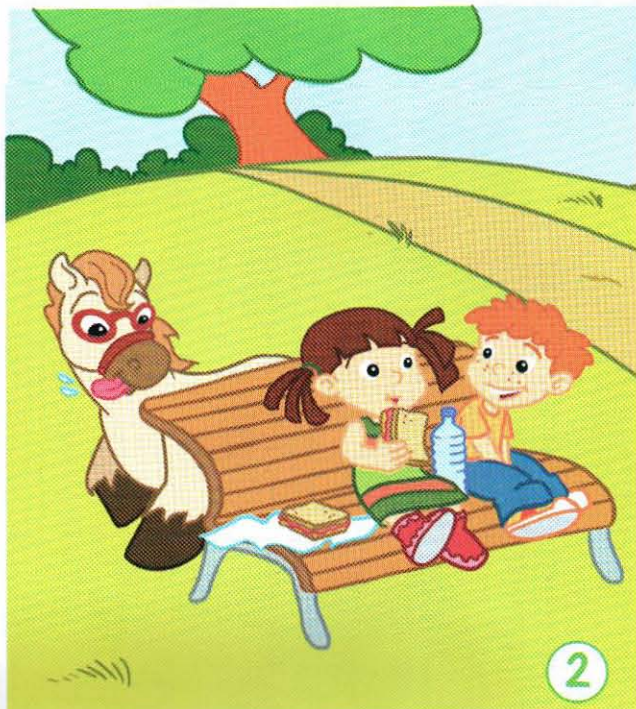
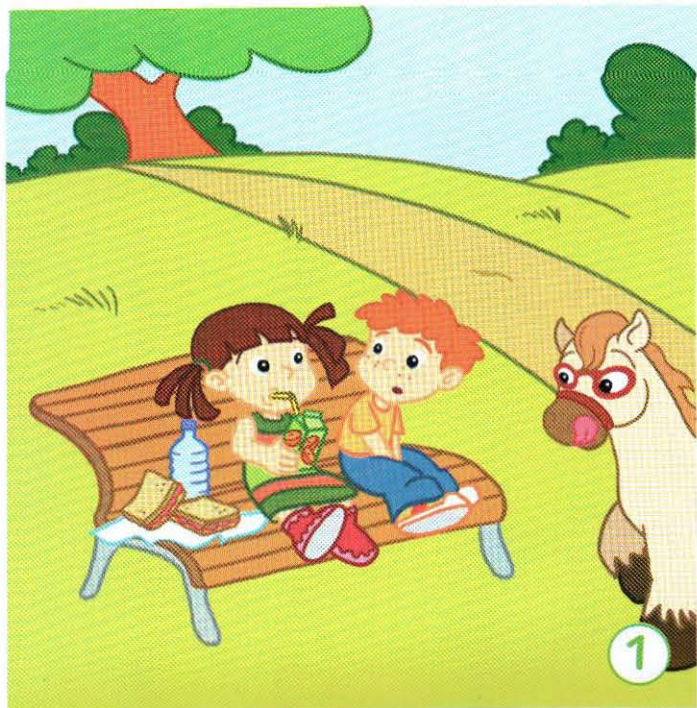


2. Listen to the CD and circle the correct numbers.
3. Play the *Circle the number!* game.





1 Listen, point and repeat.



1. Listen to the dialogue on the CD. Point to the corresponding frame and repeat each sentence.





Listen and trace a tick (✓) or a cross (X).



1



2



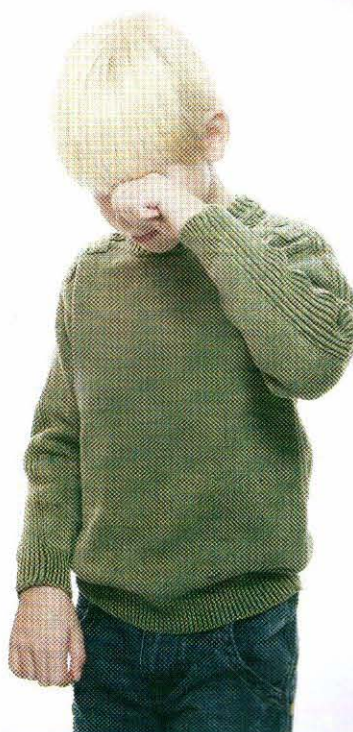
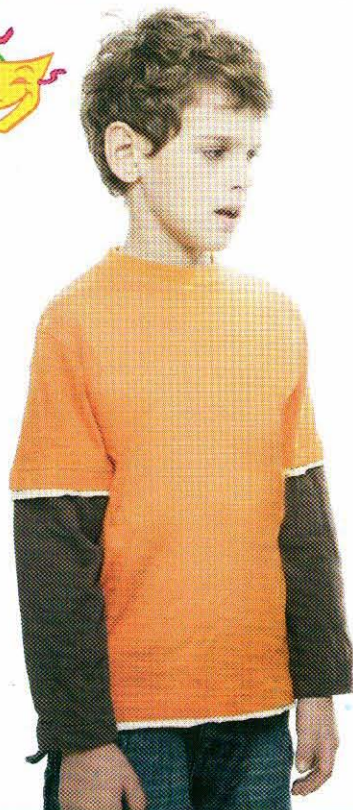
3



4

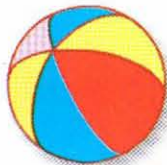


Act out.



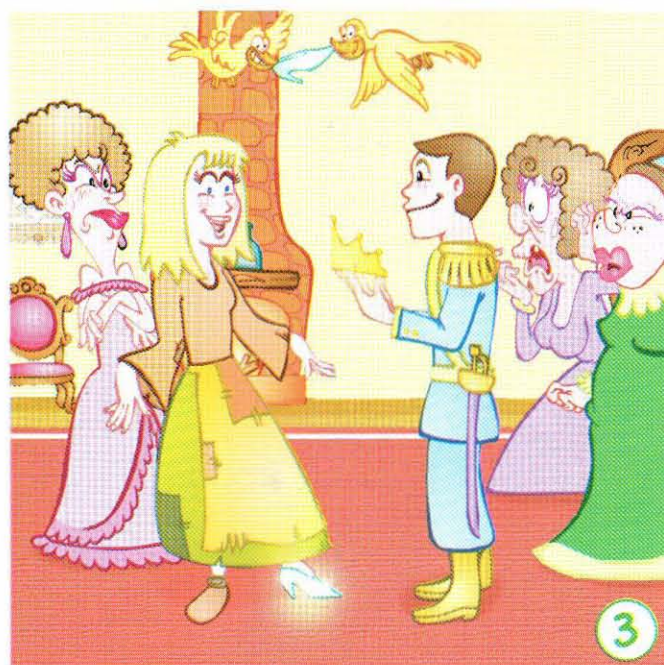
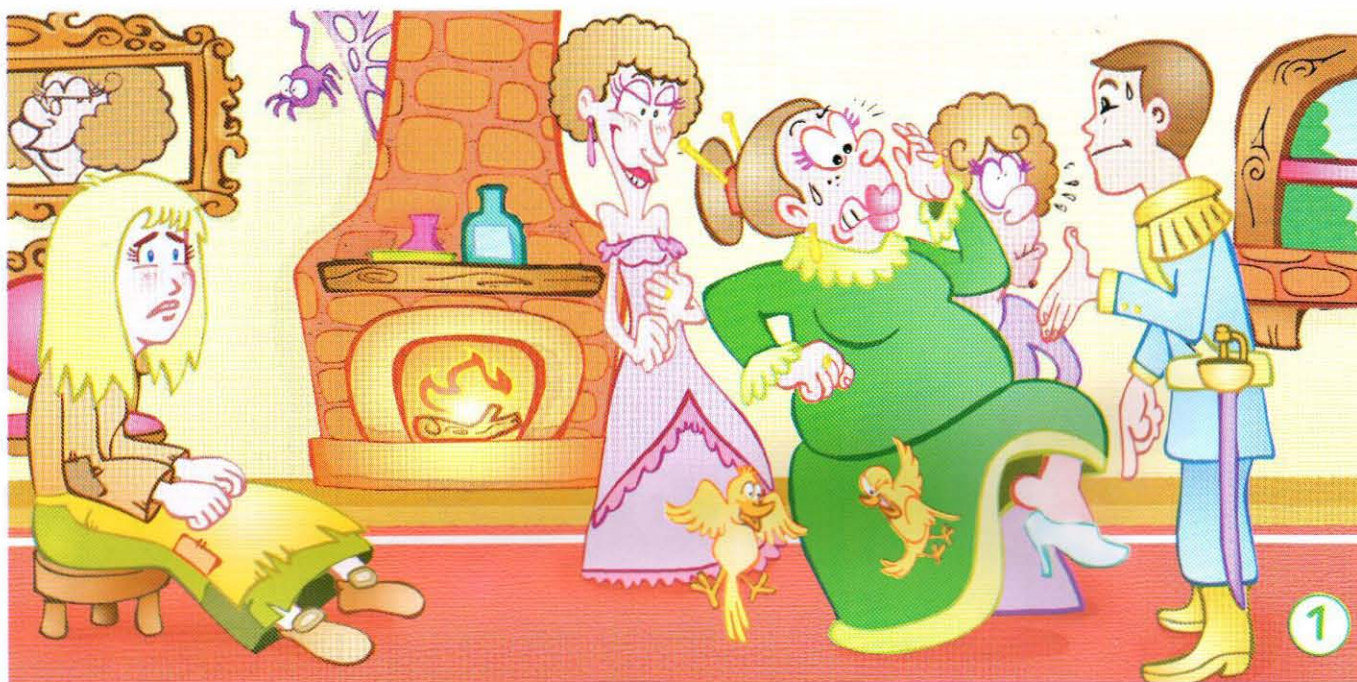
2. Listen to the CD and trace a tick (✓) or a cross (X) according to the exchanges.  
3. A S mimes an adjective and the other one tries to guess it, SA: *Are you sad?* SB: *Yes, I am.*





1 Listen, point and repeat.

# Cinderella



1. Listen to the story on the CD. Point to the corresponding frame and repeat each sentence.

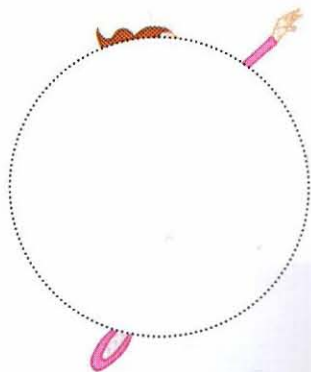




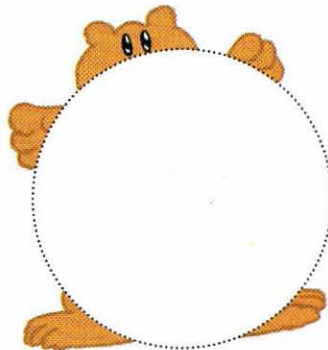
Find and stick. Then listen and point.



1



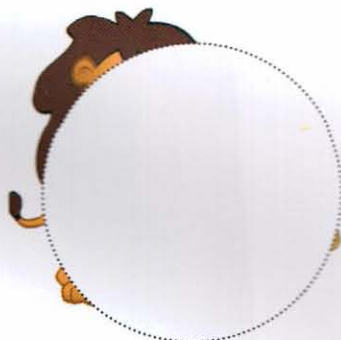
2



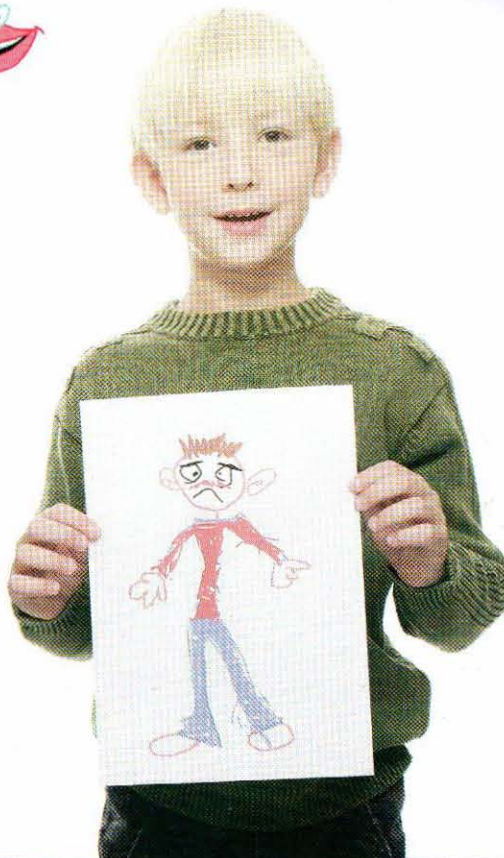
3



4



Draw and say.



2. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Listen to the CD and point to the appropriate stickers.

3. Draw a person/animal/thing and say his/her/its characteristic, SA: *She's fat*. SB: *He's thin*.



4

Let's play

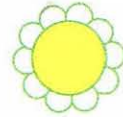


1 Look and listen. Then play. Use the cut-outs on page 89.



1. Listen to the CD and repeat each sentence. Turn to p.89, cut out the cards and play the guessing game, SA: *Is it a girl?* SB: *Yes.* SA: *Is she sad?* SB: *Yes, she is.* SA: *Is she fat?* SB: *No, she isn't.* SA: *It's number four.*





## Revision



Listen and trace a tick (✓) or a cross (X).

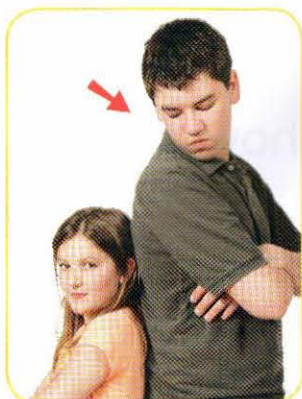
1



4



2



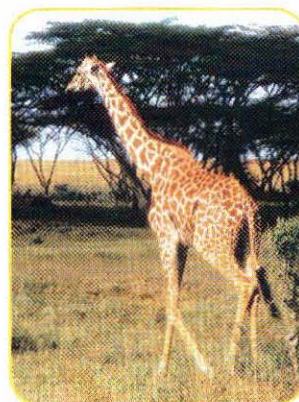
5



3



6





1

Make a stick and plasticine figure.



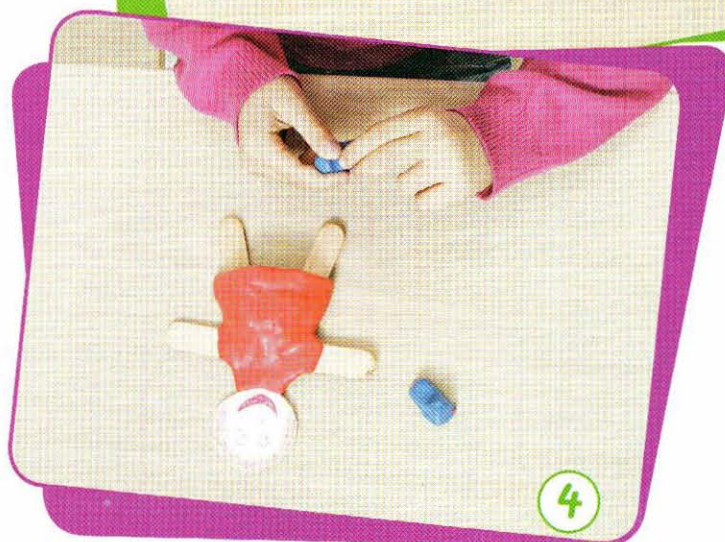
1



2



3



4

2

Show and tell.

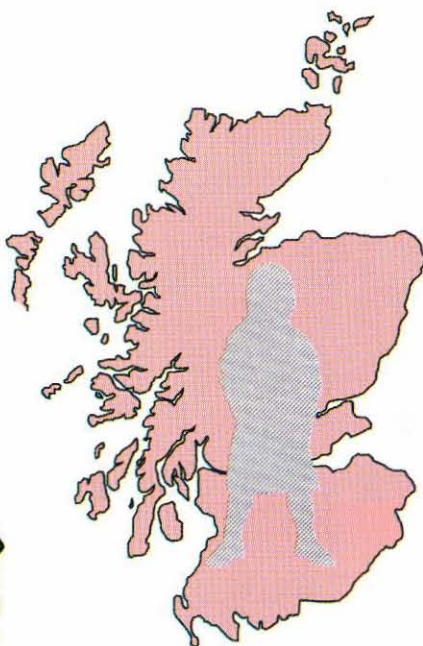


1. Make a stick and plasticine figure, giving it (a) characteristic(s) using the adjectives you have learnt.
2. Present the figure, e.g. *She's happy. She's fat.*





Match and say.

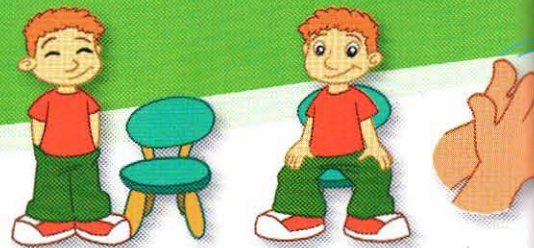


1. Match each child with his/her age and then with the map of his/her country and say, e.g. *He/She is... (years old).*



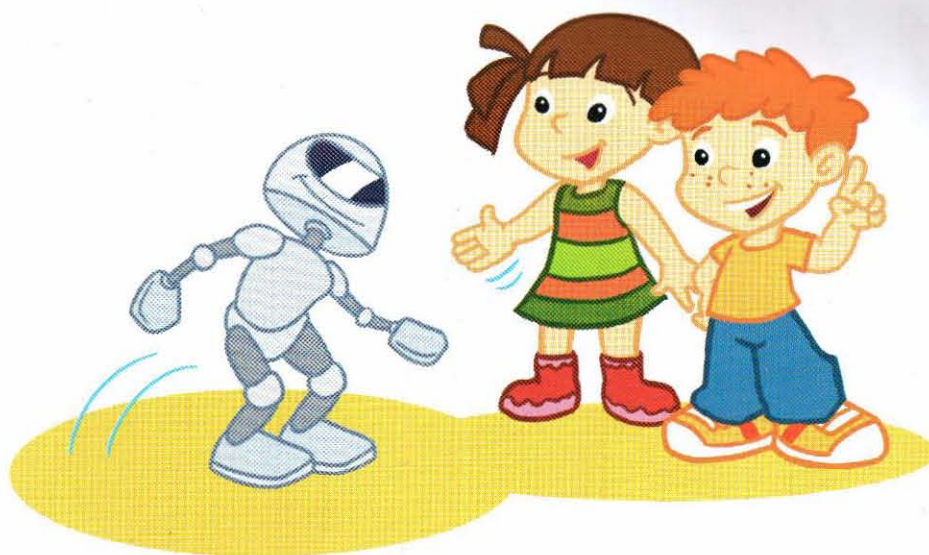
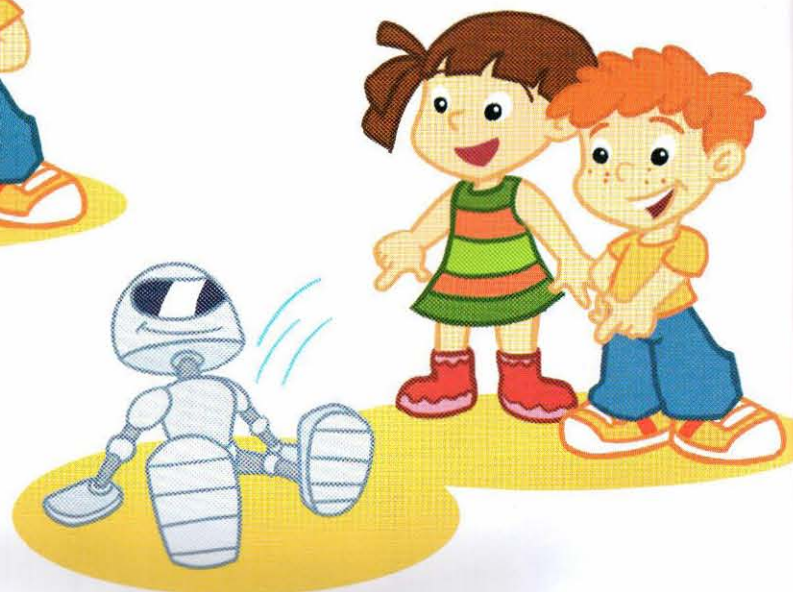
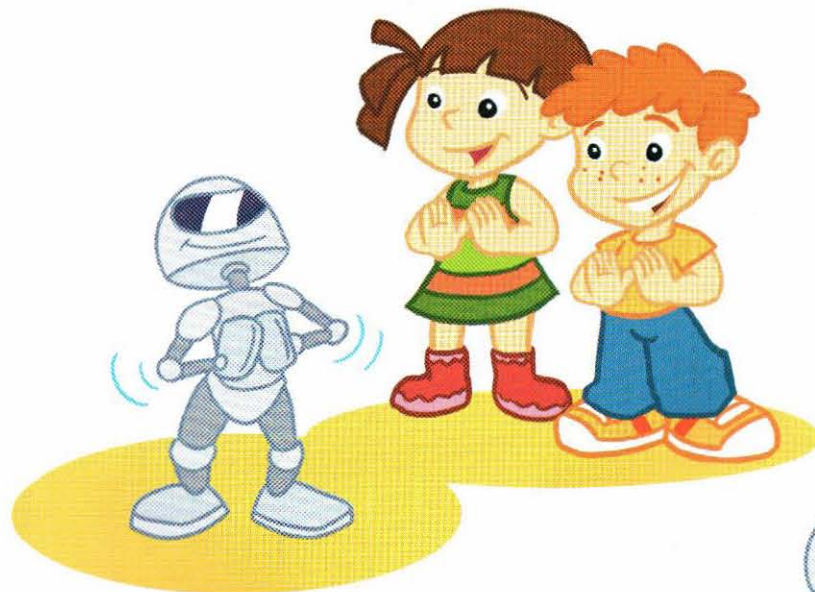
5a

# Toys and games



1

Listen and sing.

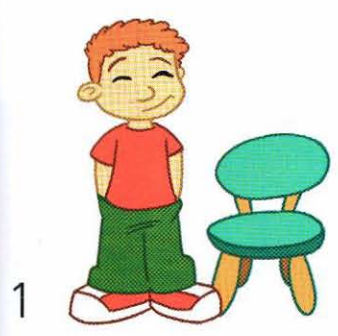


1. Listen to the song and sing.



2

Listen and tick (✓) or cross (X).



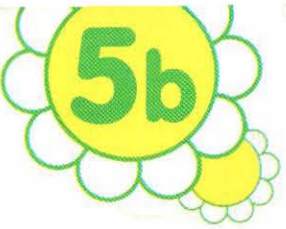
3

Play.

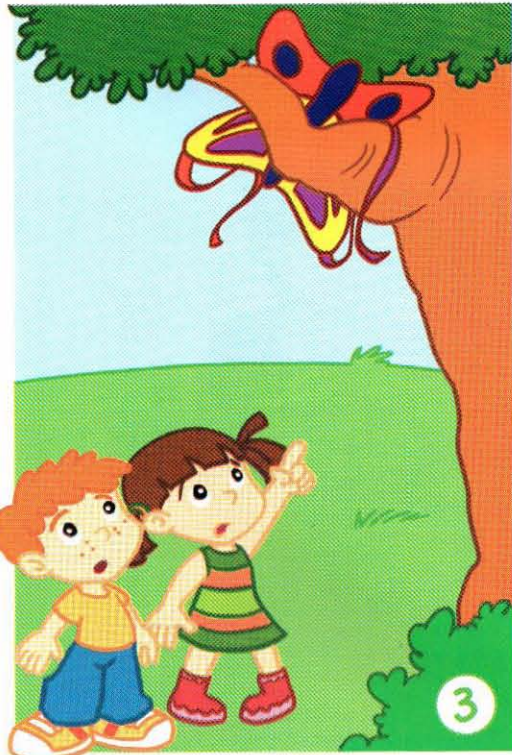
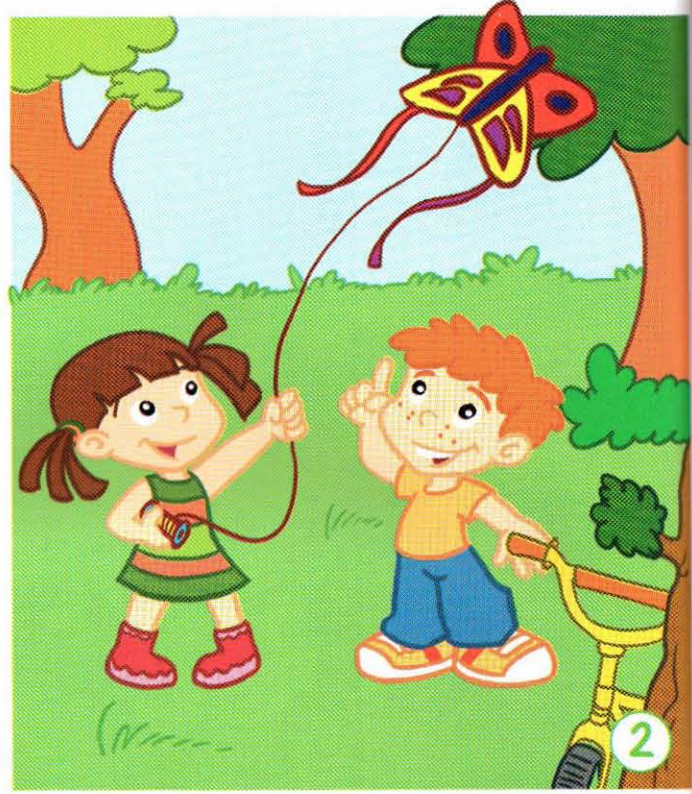
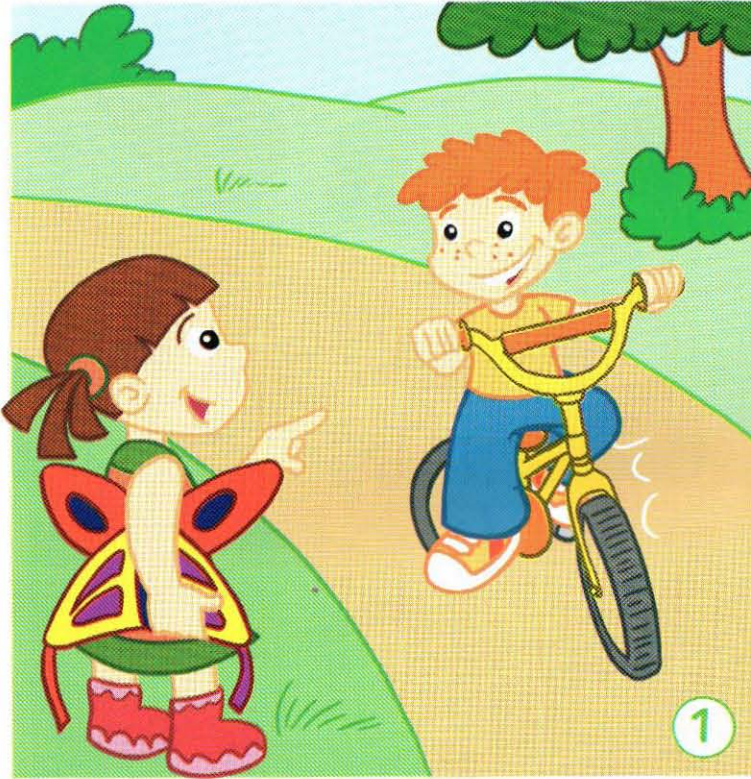


2 Listen to the CD and tick (✓) if the command corresponds to the picture or cross (X) if it doesn't.  
3 Play the Tony says! game.





Listen, point and repeat.

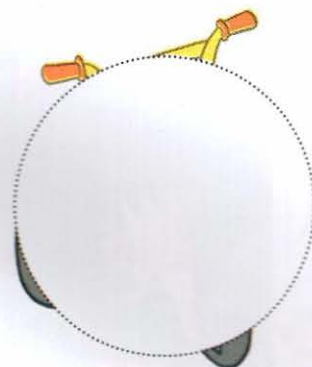
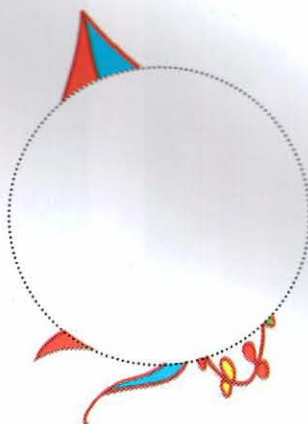
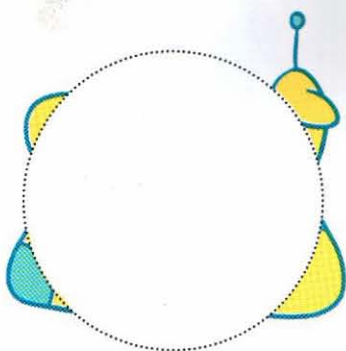
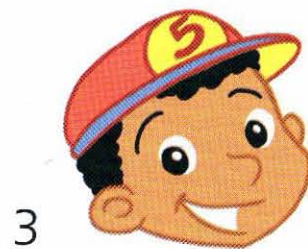
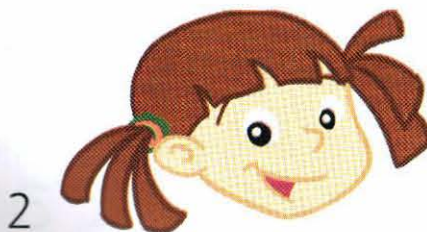
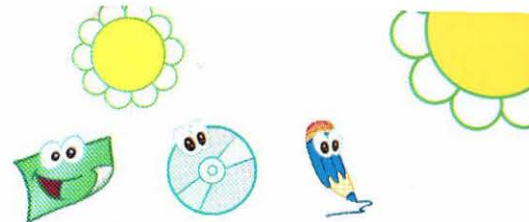


1. Listen to the dialogue on the CD. Point to the corresponding frame and repeat each sentence.

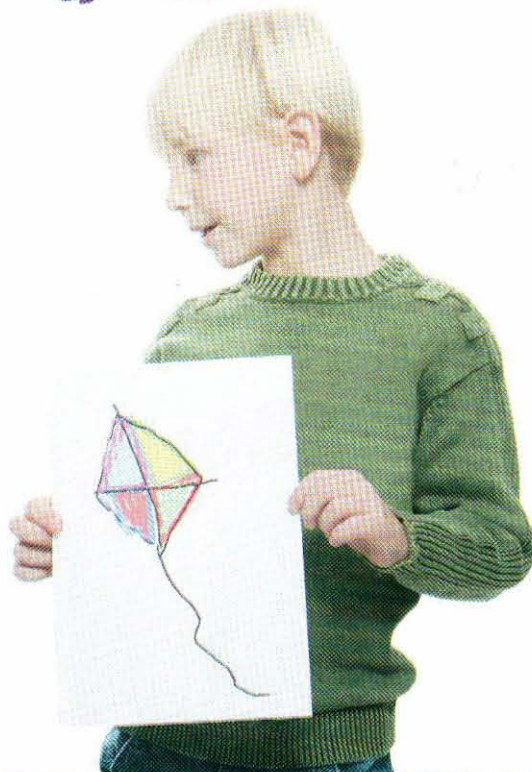




Find and stick. Then listen and match.

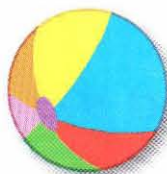
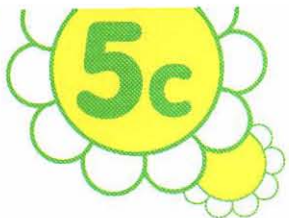


Draw. Then show and tell.



2. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Listen to the CD and match each child with the corresponding toy.
3. Draw a picture of your favourite toy and present it in pairs, SA: *I have got a plane.* SB: *I have got a kite.*

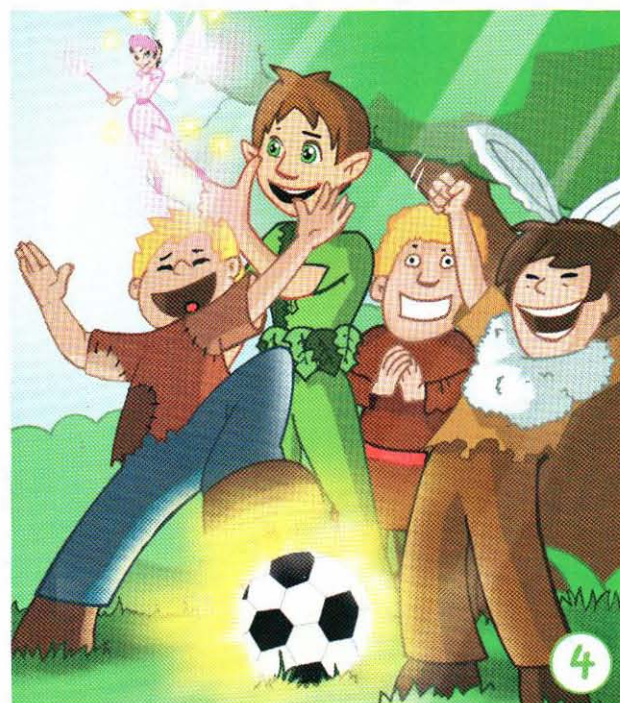
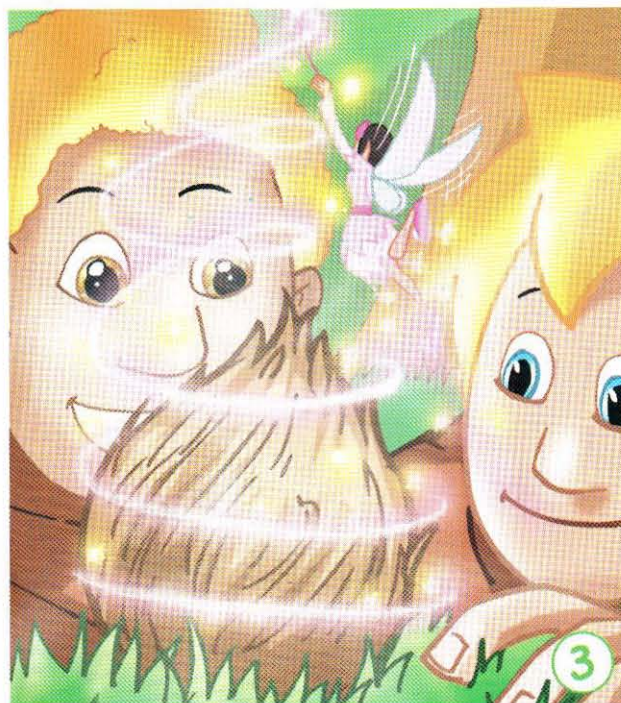
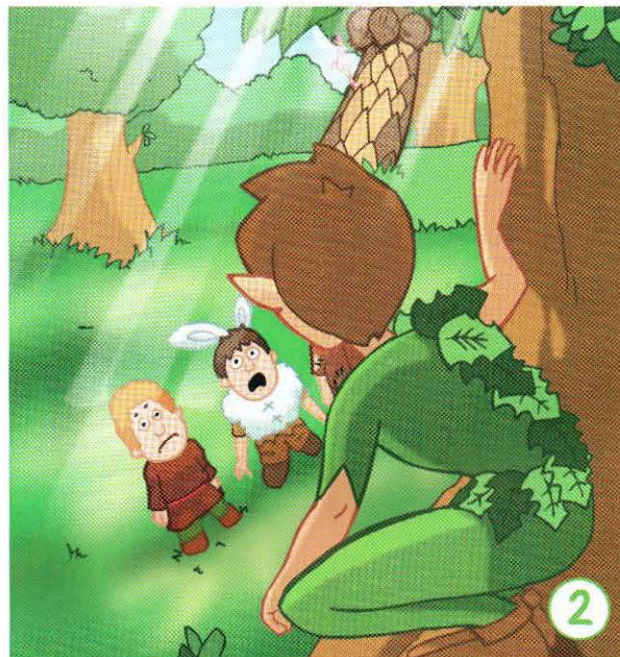




Listen, point and repeat.



## Peter Pan



1. Listen to the story on the CD. Point to the corresponding frame and repeat each sentence.

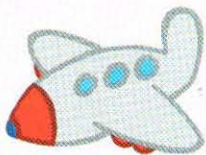




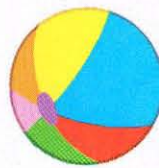
Listen and circle.



1



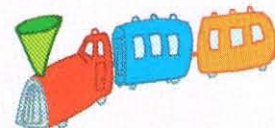
2



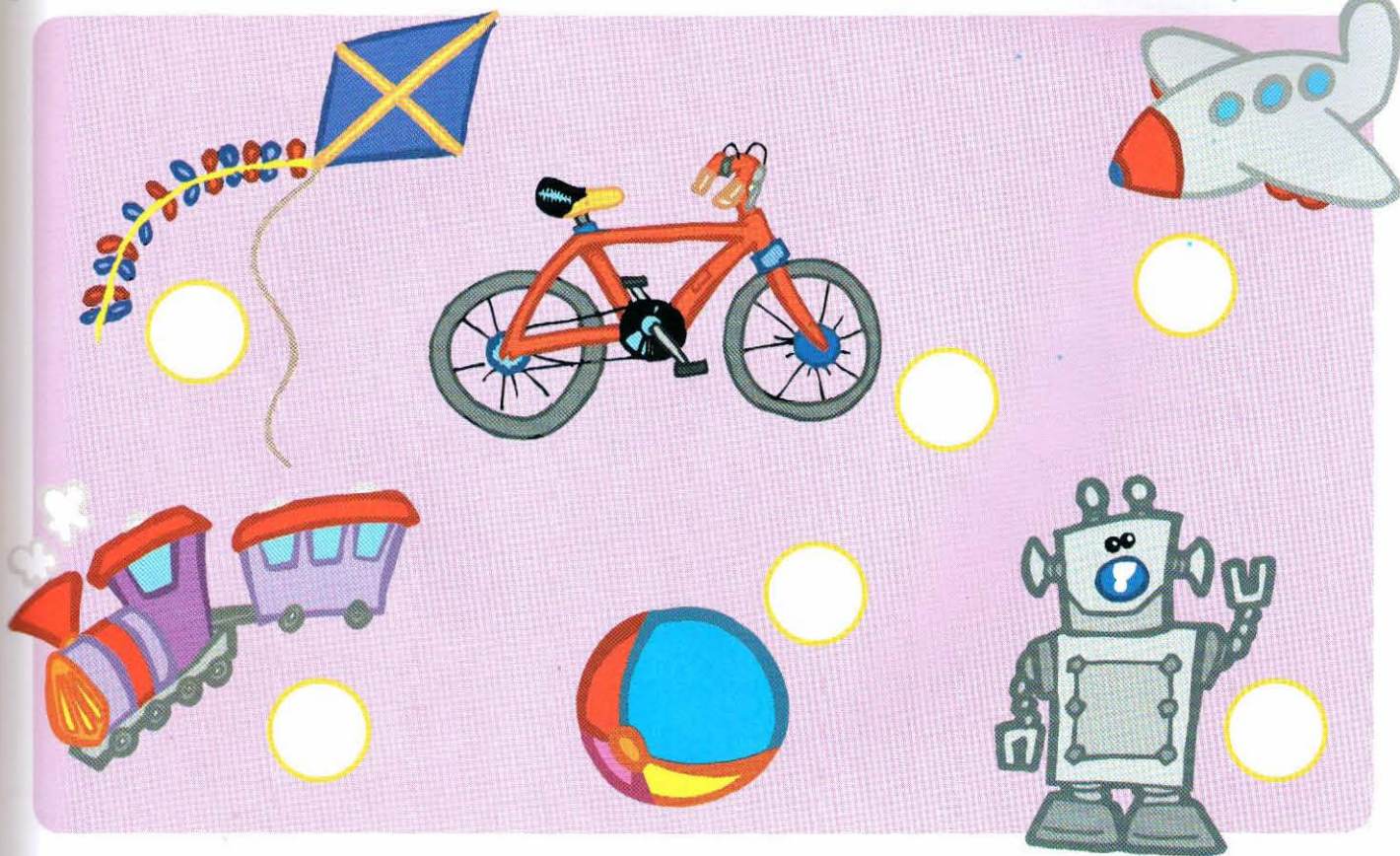
3



4



Look and write X for 'I haven't got.' Then say.



2. Listen to the CD and circle one of the two pictures.

3. Place a cross (X) next to the toys you haven't got. In pairs, talk about the toys you haven't got, e.g. *I haven't got a bike.*





Look and listen. Then play. Use the cut-outs on page 91.



1. Listen to the CD and repeat each sentence. Turn to p.91, cut out the cards and play the card game, SA: *Have you got a plane?*  
SB: *No, I haven't.* SA: *Have you got a ball?* SB: *Yes, I have.* SA: *Thanks.*





Listen and circle.



Revision

5



1



2



3



4



1. Listen to the CD and circle one of the two pictures.



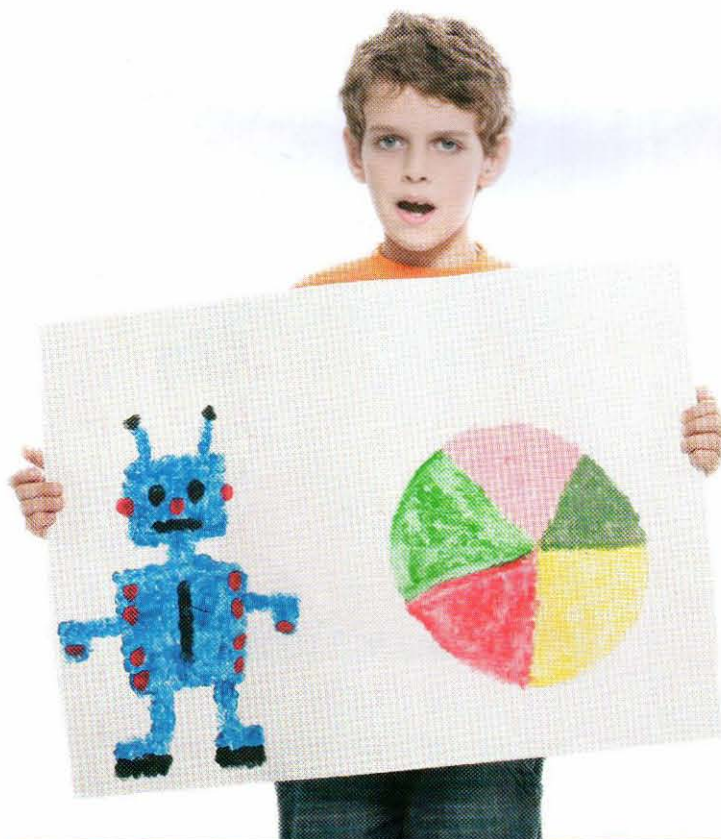
1

Make a toy poster.



2

Show and tell.



1. Make a toy poster with crayons/finger paints.

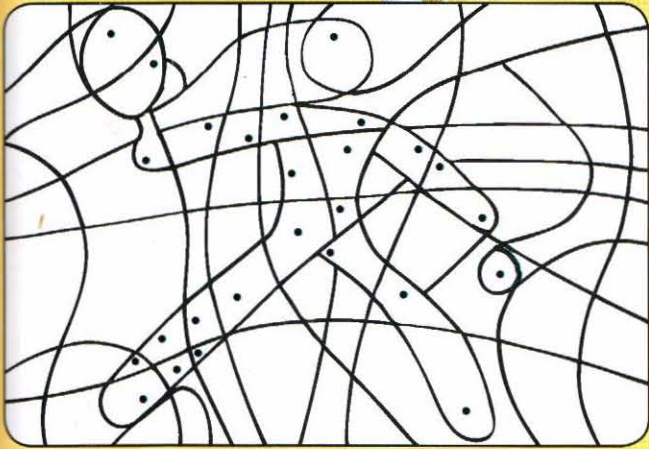
2. Present the toy poster, SA: *I have got a robot and a ball.* SB: *I have got a plane and a kite.*



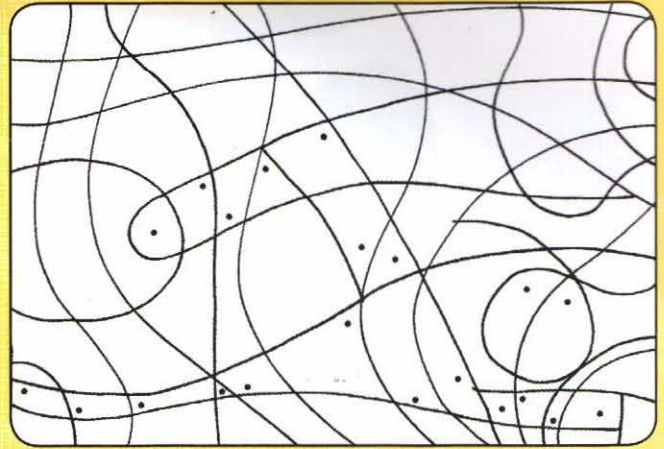
# smart time 5



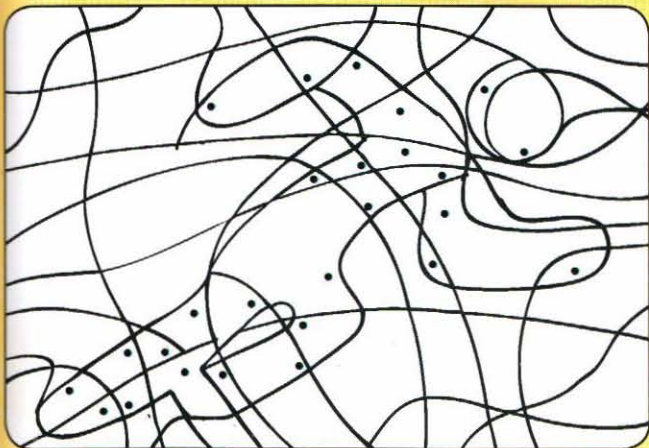
1 Colour the dots and say.



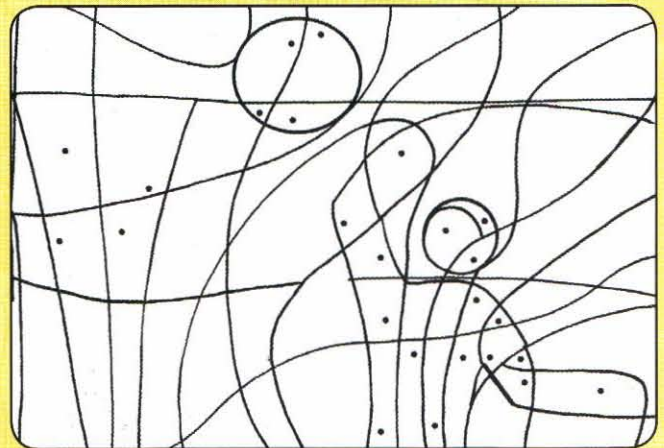
2



3

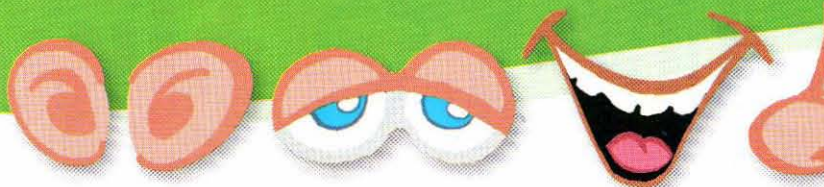


4



2 Colour the shapes that have got a black dot in them to reveal the four sports.





Listen and point. Then sing and do.



1. Listen to the song and point to the corresponding picture. Then, sing and do the actions.





Listen and number (1-4).

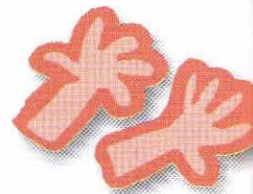
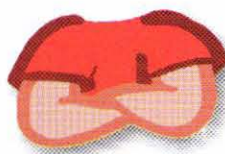
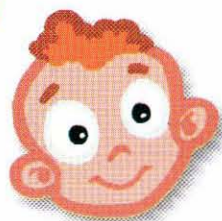


Play.

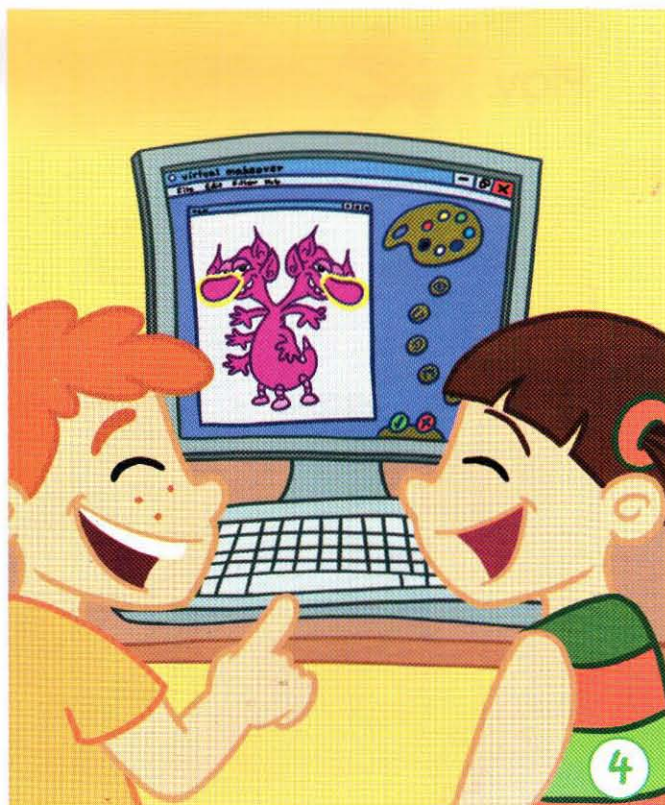
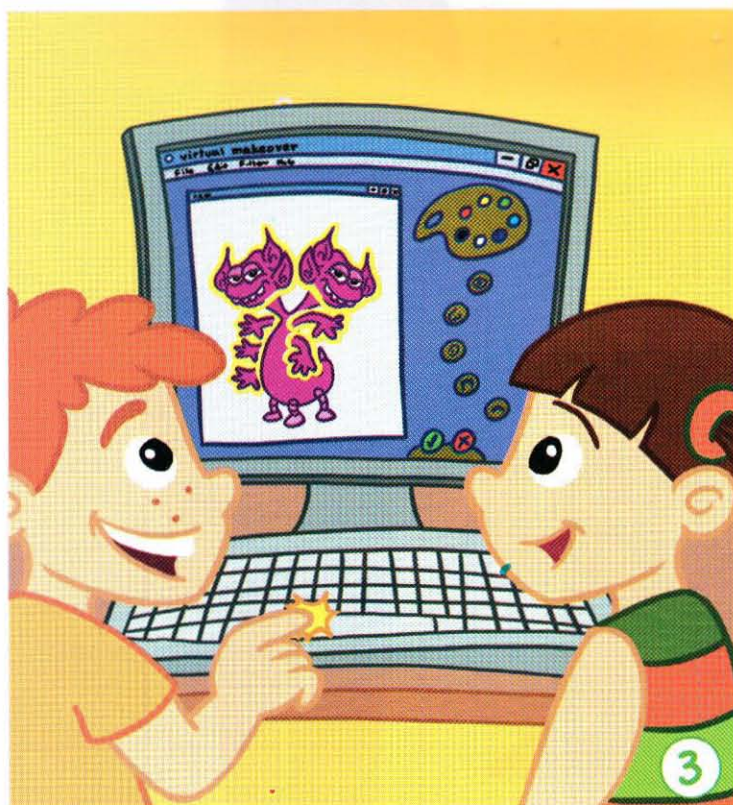
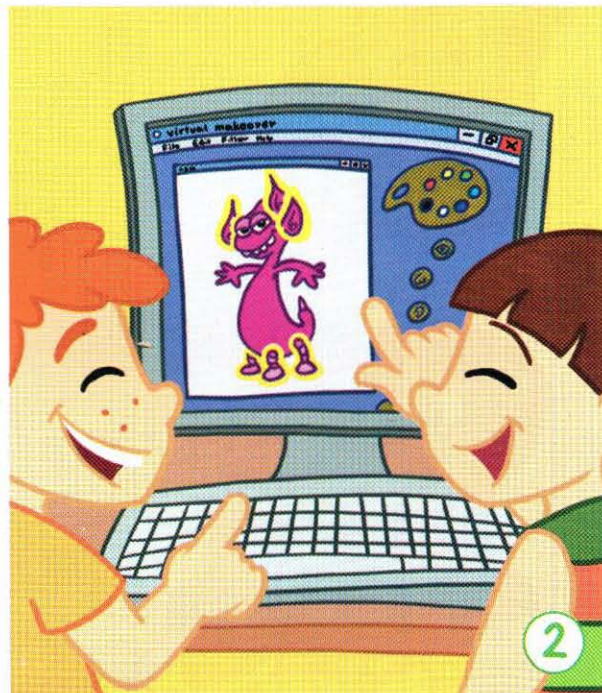


- 1 Listen to the CD and number the pictures according to the orders.
- 2 Play the *Tony says!* game.



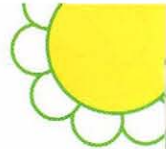


Listen, point and repeat.



1. Listen to the dialogue on the CD. Point to the corresponding frame and repeat each sentence.

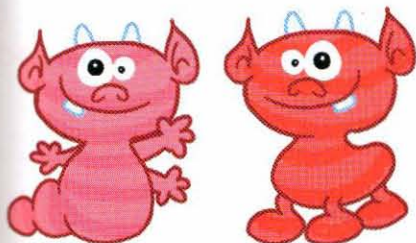




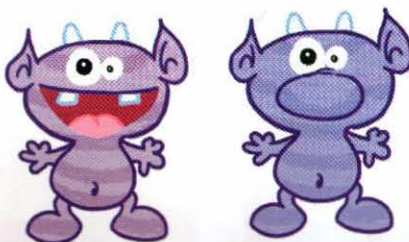
Listen and circle.



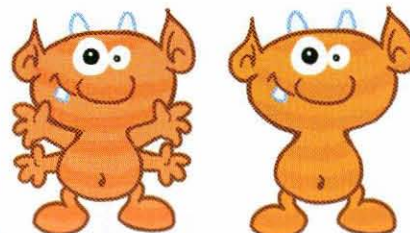
1



2



3



Draw and say.



2. Listen to the CD and circle one of the two pictures.

3. Draw a picture of a funny monster and present it, SA: She has got three ears. SB: He has got five arms.





1 Listen, point and repeat.



# Little Red Riding Hood

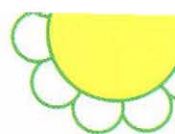
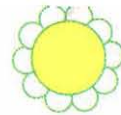


1. Listen to the story on the CD. Point to the corresponding frame and repeat each sentence.

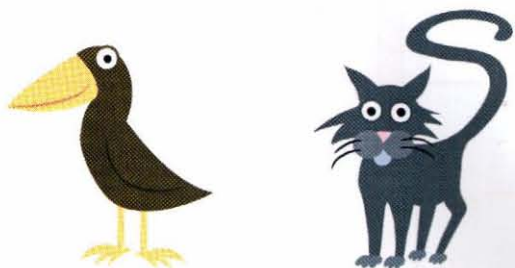




Listen and circle.



1



2



3



4



Look at activity 2 and say.



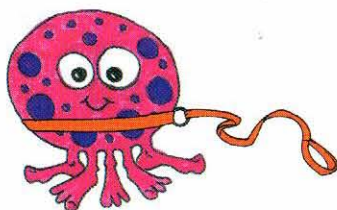
2. Listen to the CD and circle one of the two pictures.

3. Look at activity 2 and play a guessing game, SA: *It hasn't got teeth. It hasn't got big toes.* SB: *It's...* (pointing to the corresponding picture).

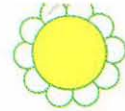


1

Play.







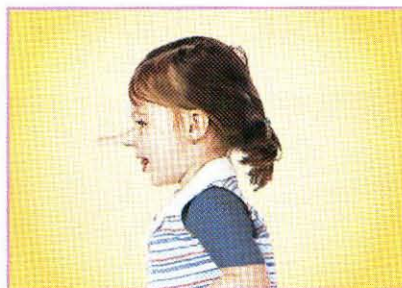
# Revision



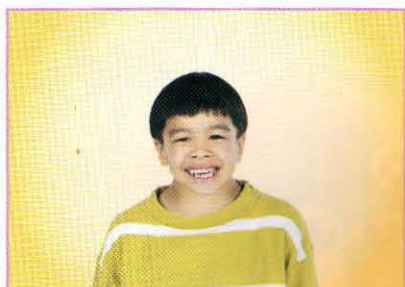
Listen and tick (✓).



1



2



3



4



1. Listen to the CD and tick one of the two pictures.

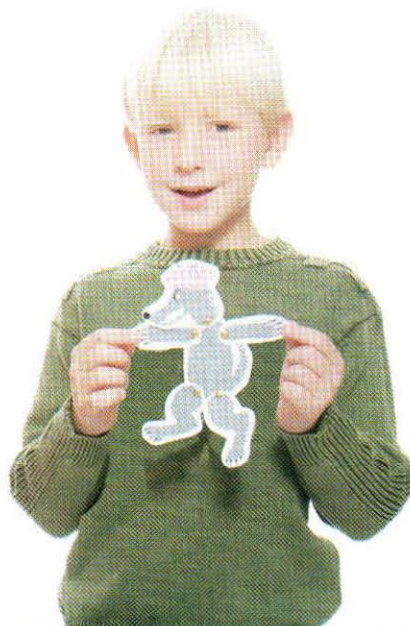




1 Make puppets. Use the cut-outs on page 93.



2 Show and tell.

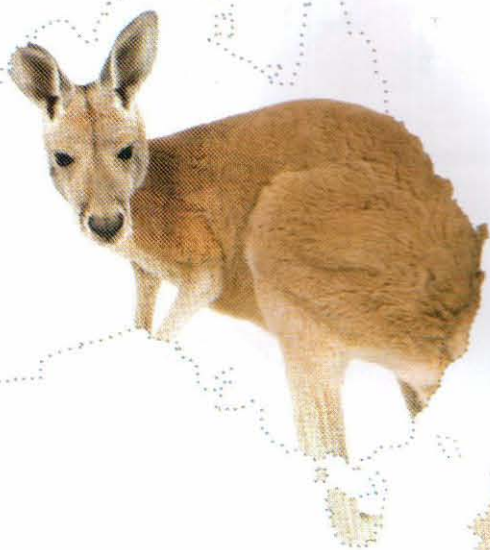


1. Turn to p.93 and cut out the parts of the body of Little Red Riding Hood and the wolf. Make the puppets.
2. Present the puppets, SA: *She has got small feet.* SB: *He has got a big mouth and big teeth.*

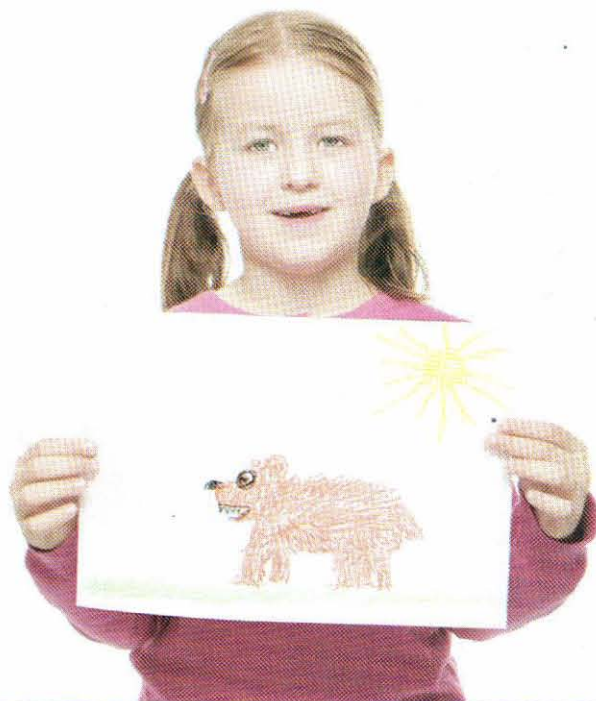




What can you see? Point and say.



What animals live in different countries? Draw and say.

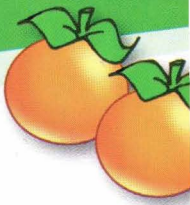
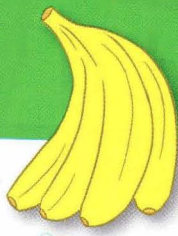


1. Point to the animals and the countries and say the names.
2. Draw an animal and present it, e.g. *This is a bear. It lives in Russia.*





# Food



Listen and sing.



1. Listen to the song and sing.



2

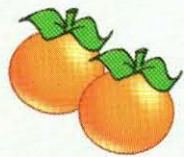
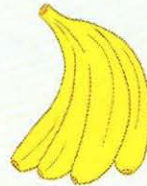
Listen and circle.



1



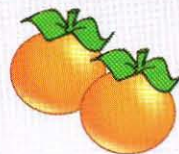
2



3



4



3

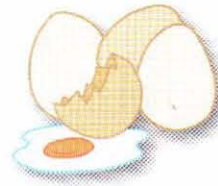
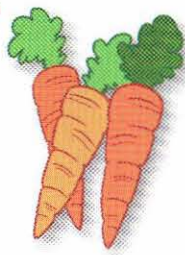
Play.



2. Listen to the CD and circle one of the two pictures.
3. Play the guessing game, *Guess the fruit!*

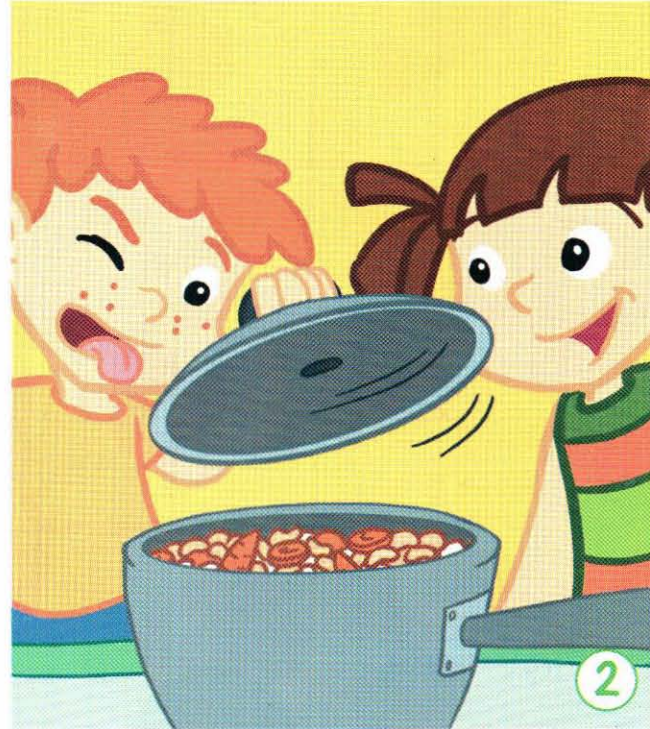


7b



1

Listen, point and repeat.

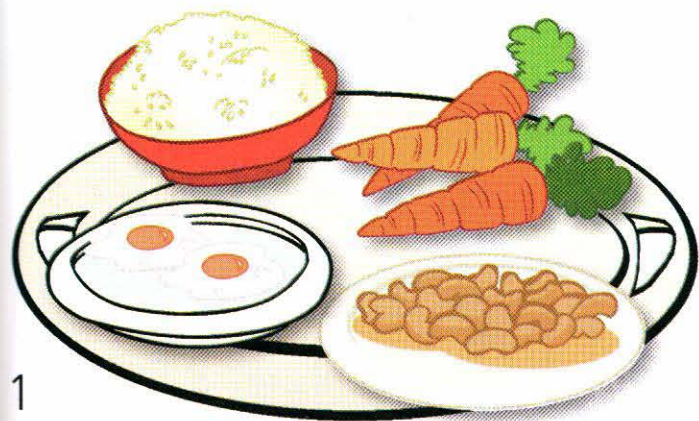
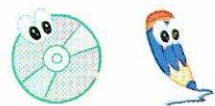


1. Listen to the dialogue on the CD. Point to the corresponding frame and repeat each sentence.

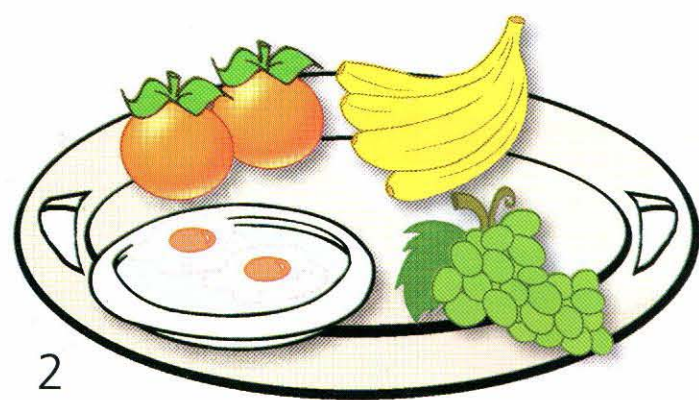


2

Listen and circle what the people like.



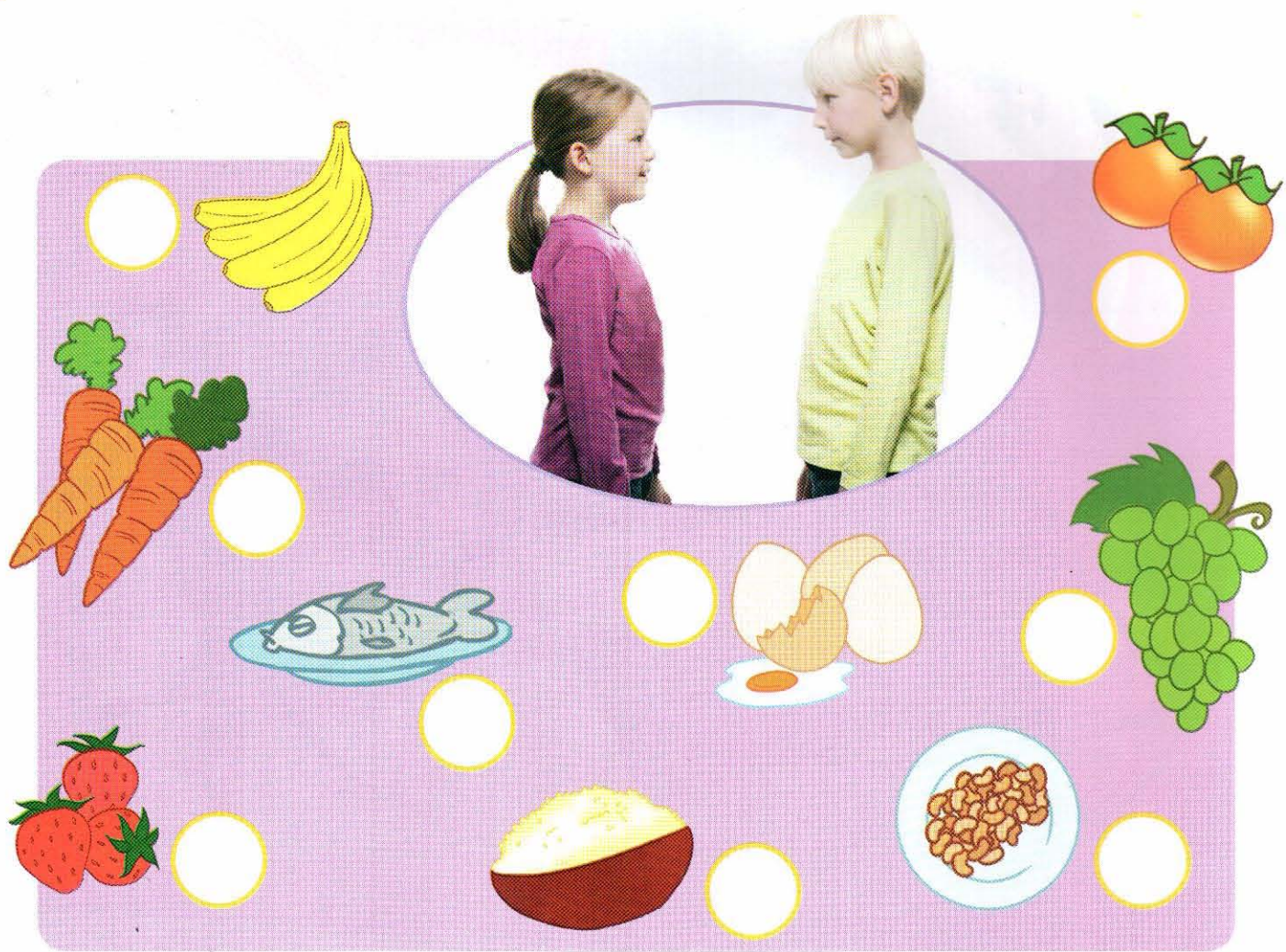
1



2

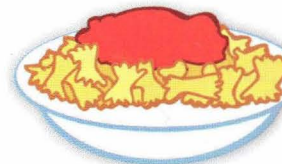
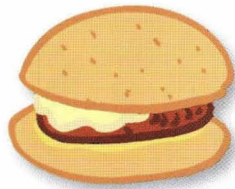
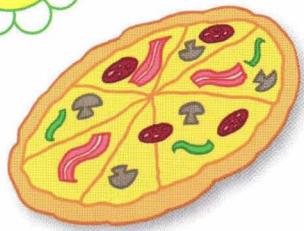
3

Look and tick (✓) what you like. Then say.



- 2. Listen to the CD and circle the items of food that the two people like.
- 3. Tick the items of food that you like. Take turns to say with your partner what foods you like, SA: *I like eggs and beans.* SB: *I like fish and grapes.*





Listen, point and repeat.



## WHAT'S YOUR FAVOURITE FOOD?

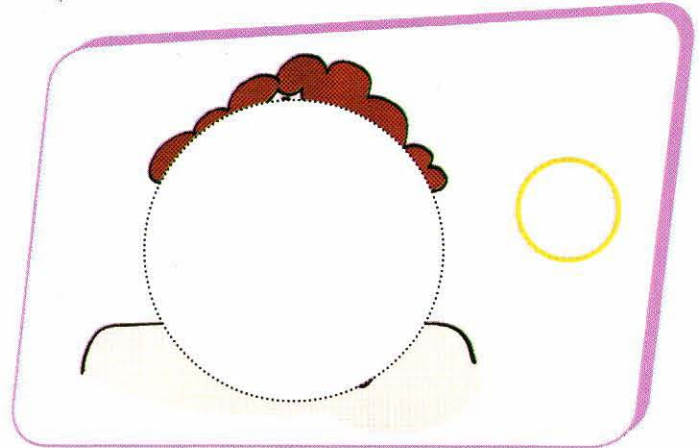
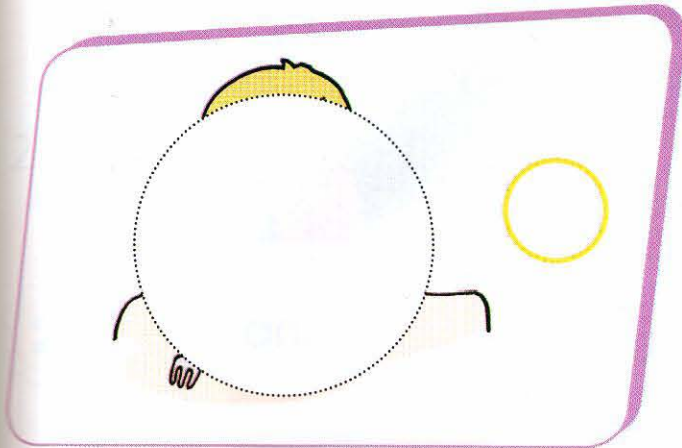
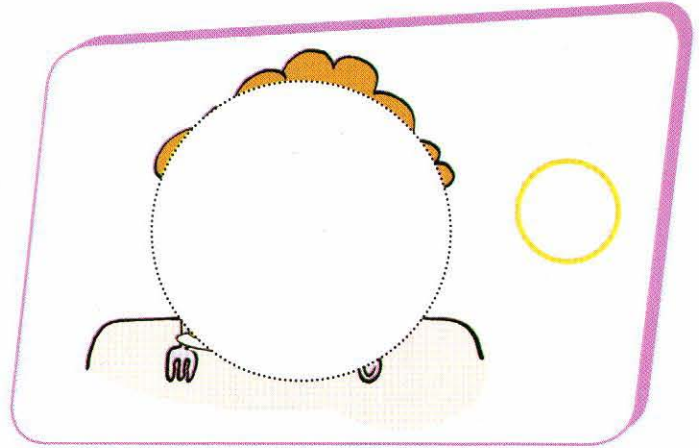
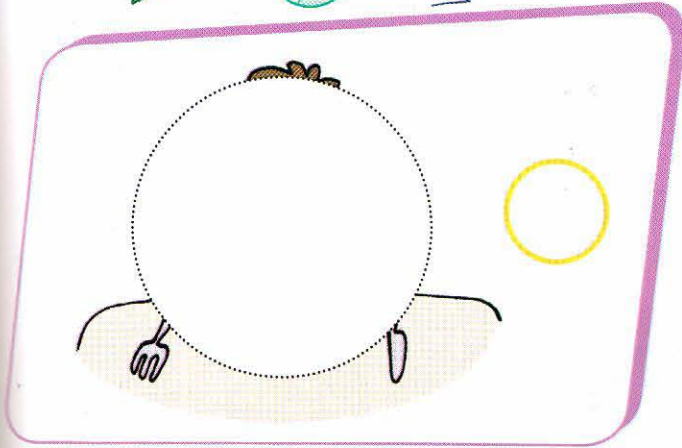


1. Listen to the CD, point to the corresponding frame and repeat each sentence.





Find and stick. Then listen and number (1-4).



Draw. Then show and tell.



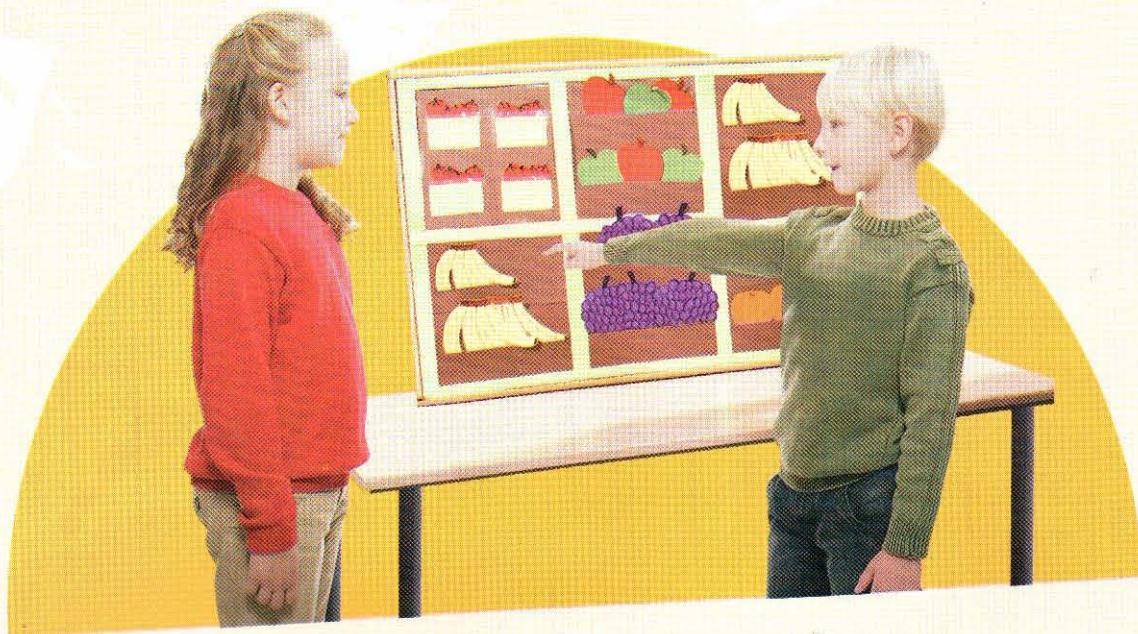
2. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Listen to the CD and number the pictures according to the descriptions.
3. Draw food you don't like on a paper plate and present it, SA: *I don't like burgers.* SB: *I don't like ice cream.*



## Let's play

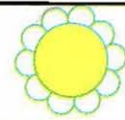
1

Look and listen. Then play.



1. Listen to the CD and repeat each sentence. Make the fruit to fill in the fruit stand and do the role play, SA: *Three bananas, please.* SB: *Here you are.* SA: *Thank you.*





Look, listen and match.



Revision

1



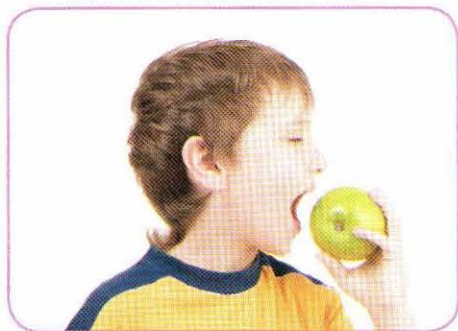
2



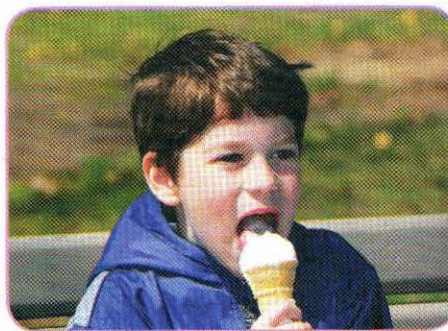
Look and tick (✓) or cross (X).



1



2



3



4

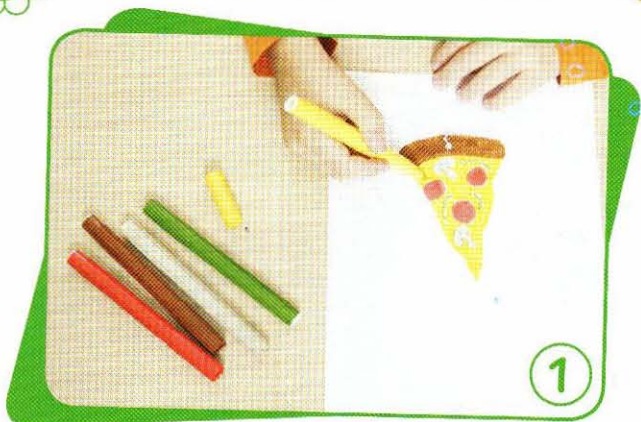


1. Listen to the CD and match the boy with the items he likes and the girl with the ones she doesn't like.
2. Look at the pictures and tick (✓) if the people like the item of food or cross (X) if they don't like it.



1

Make a food mobile.



2

Look and say.




1. Make a food mobile.

2. In pairs, say what food items you like/don't like, SA: *I like carrots and ice cream. I don't like bananas.*SB: *I don't like pizza. I like ice cream and burgers.*



# smart time 7



1 Listen and say. 



2 Look and match. 



1



4



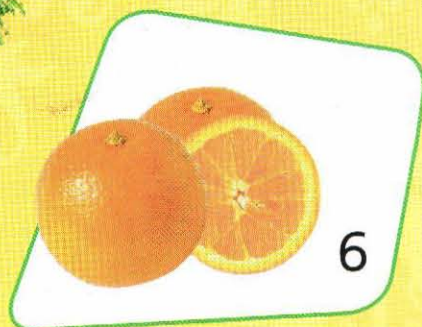
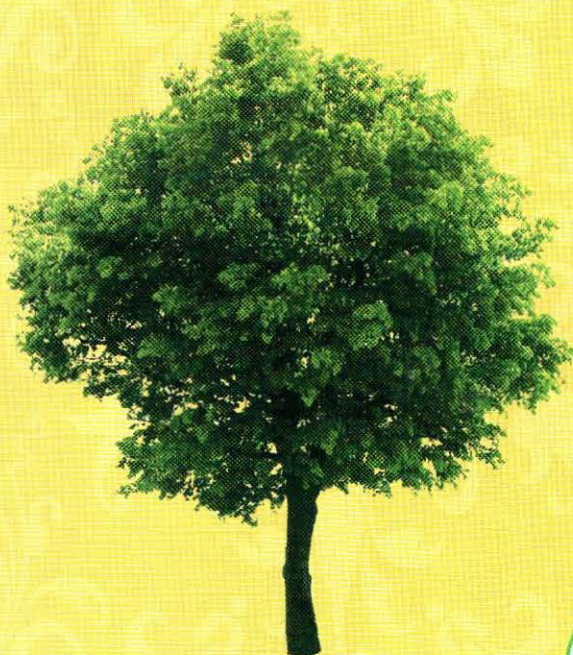
2



5



3



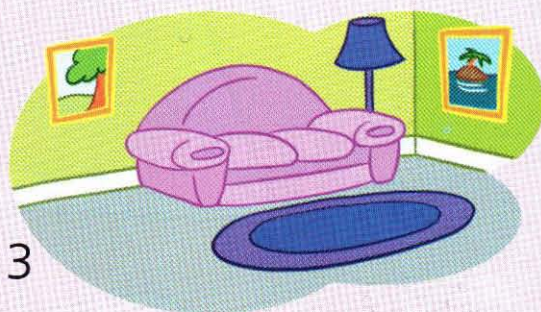
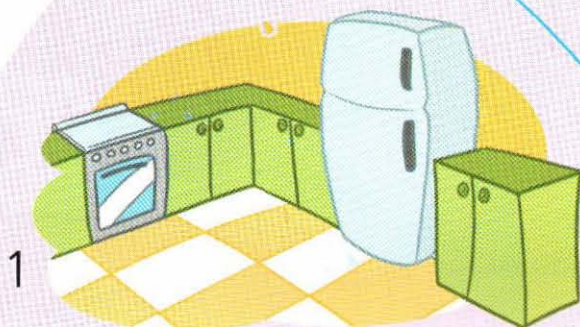
6

1. Point to the pictures and say the food.
2. Match each item with the cow or the tree according to where the product comes from.



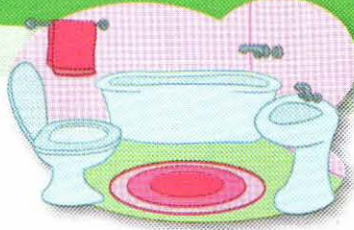
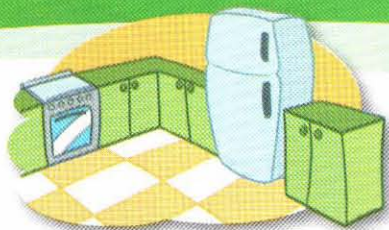


1 Listen and sing. Then match.

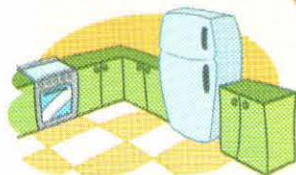


1. Listen to the song and sing. Then match each toy to the room in which it is.





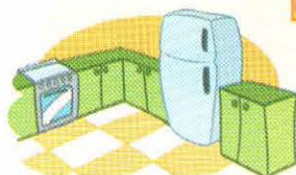
Listen and circle.



1



2



3



4



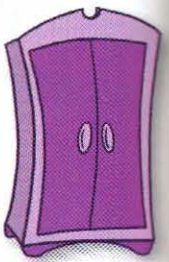
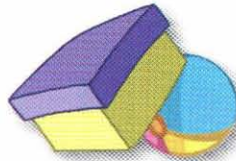
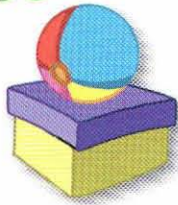
Play.



2. Listen to the CD and circle the room in which each child is.
3. Play the guessing game *Where's Tony?*, SA: *Where's Tony?* Class: *In the kitchen.*

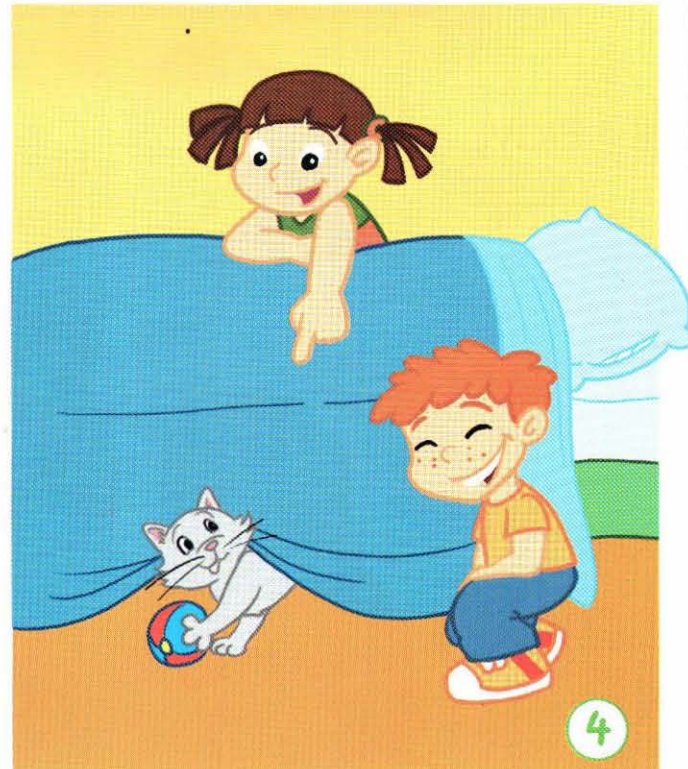
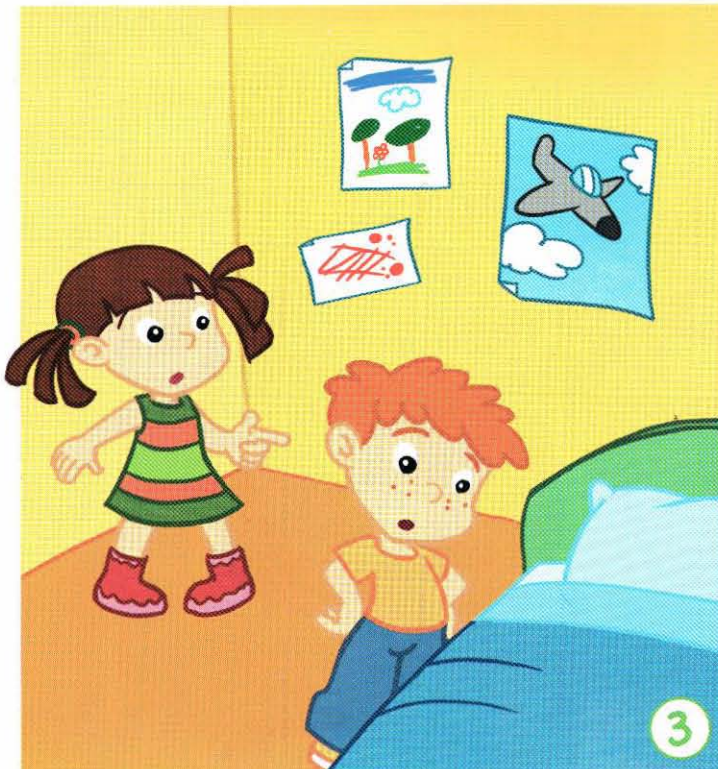
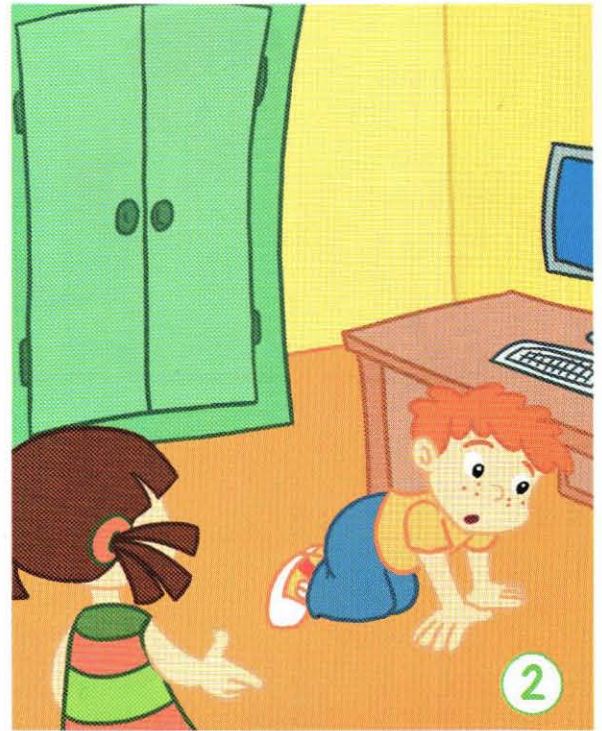


8b



1

Listen, point and repeat.

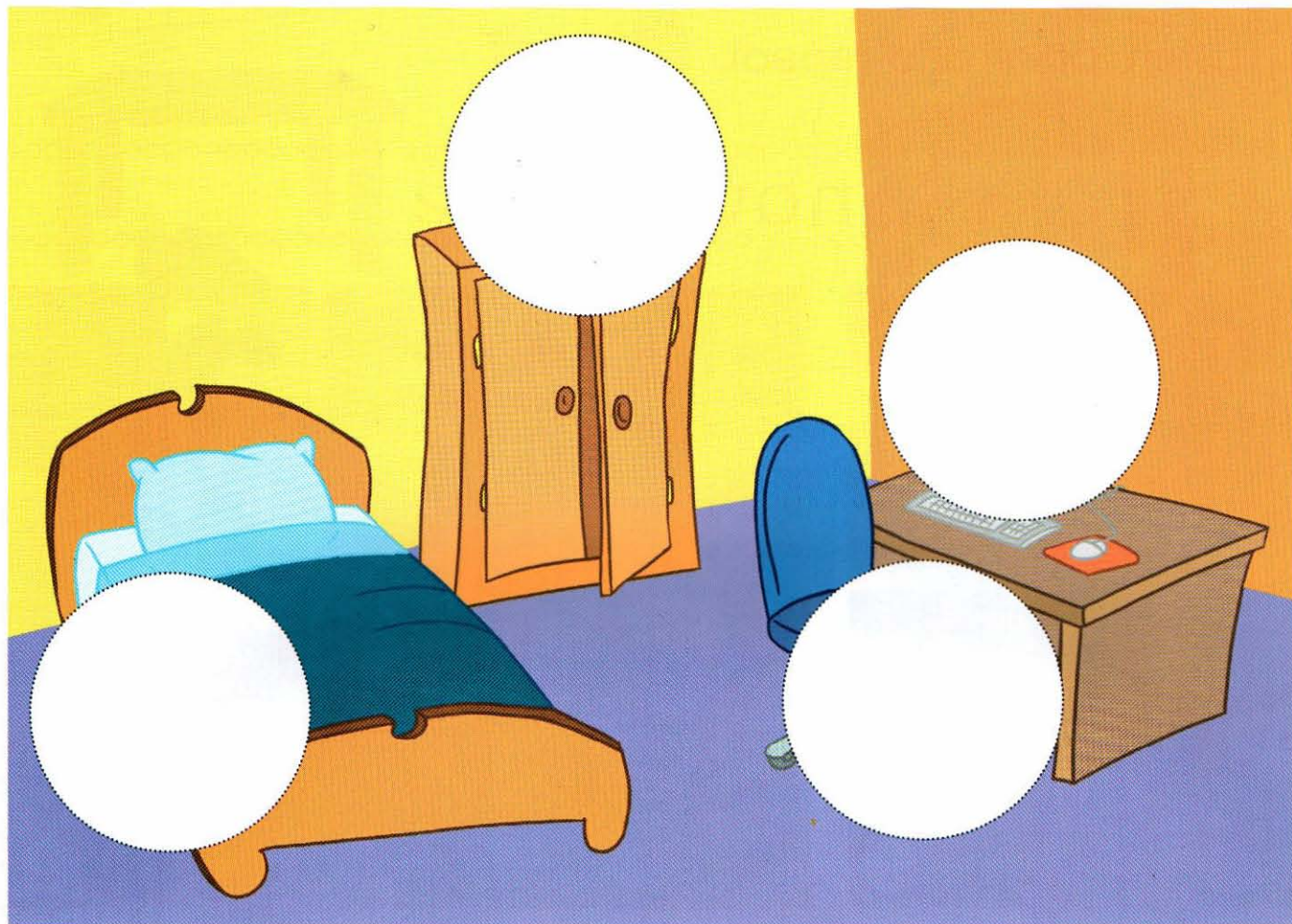
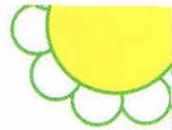
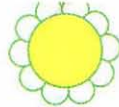


1. Listen to the dialogue on the CD. Point to the corresponding frame and repeat each sentence.





Find and stick. Then say.

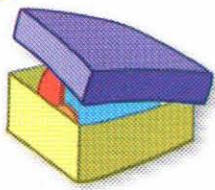


Play.



2. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Then say where each item is.
3. Play the memory game. Look at the previous activity and in pairs ask questions about the location of the item in the room.





1

Listen, point and repeat.



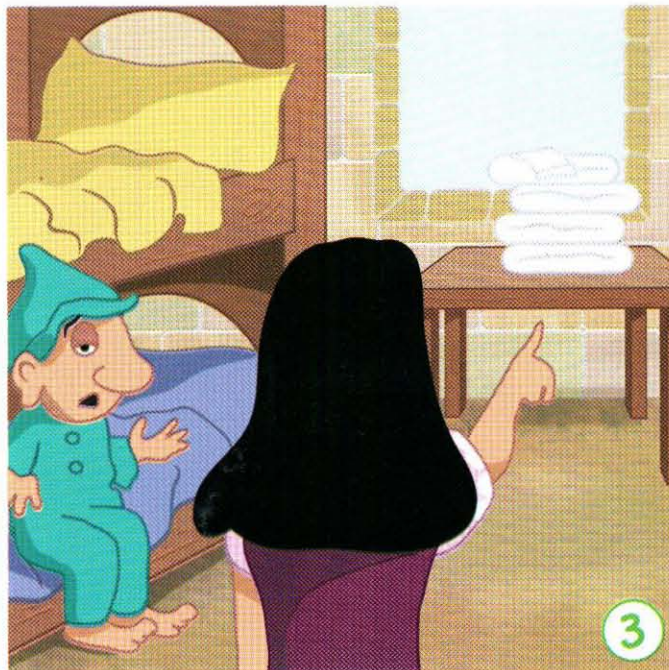
# Snow White



1



2



3



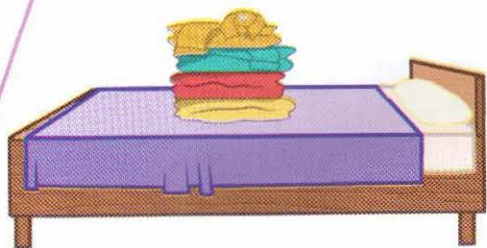
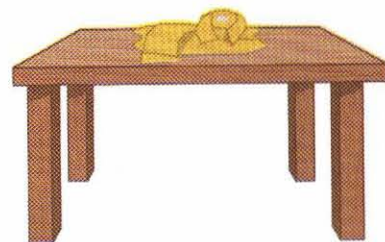
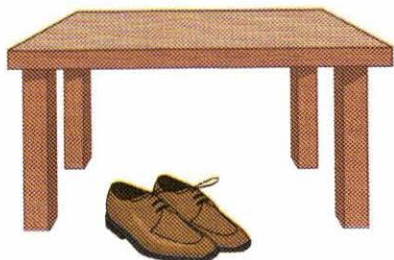
4

1. Listen to the story on the CD, point to the corresponding frame and repeat each sentence.





Listen and number (1-4).



Look at activity 2. Ask and answer.



2. Listen to the CD and number the pictures depending on the order you hear each exchange.

3. Look at activity 2 and, in pairs, ask each other questions about where each item of clothing is, SA: *Where are the shirts?*

SB: *They're on the bed.*

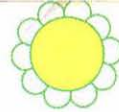


1 Look and listen. Then play. Use the cut-outs on page 95.



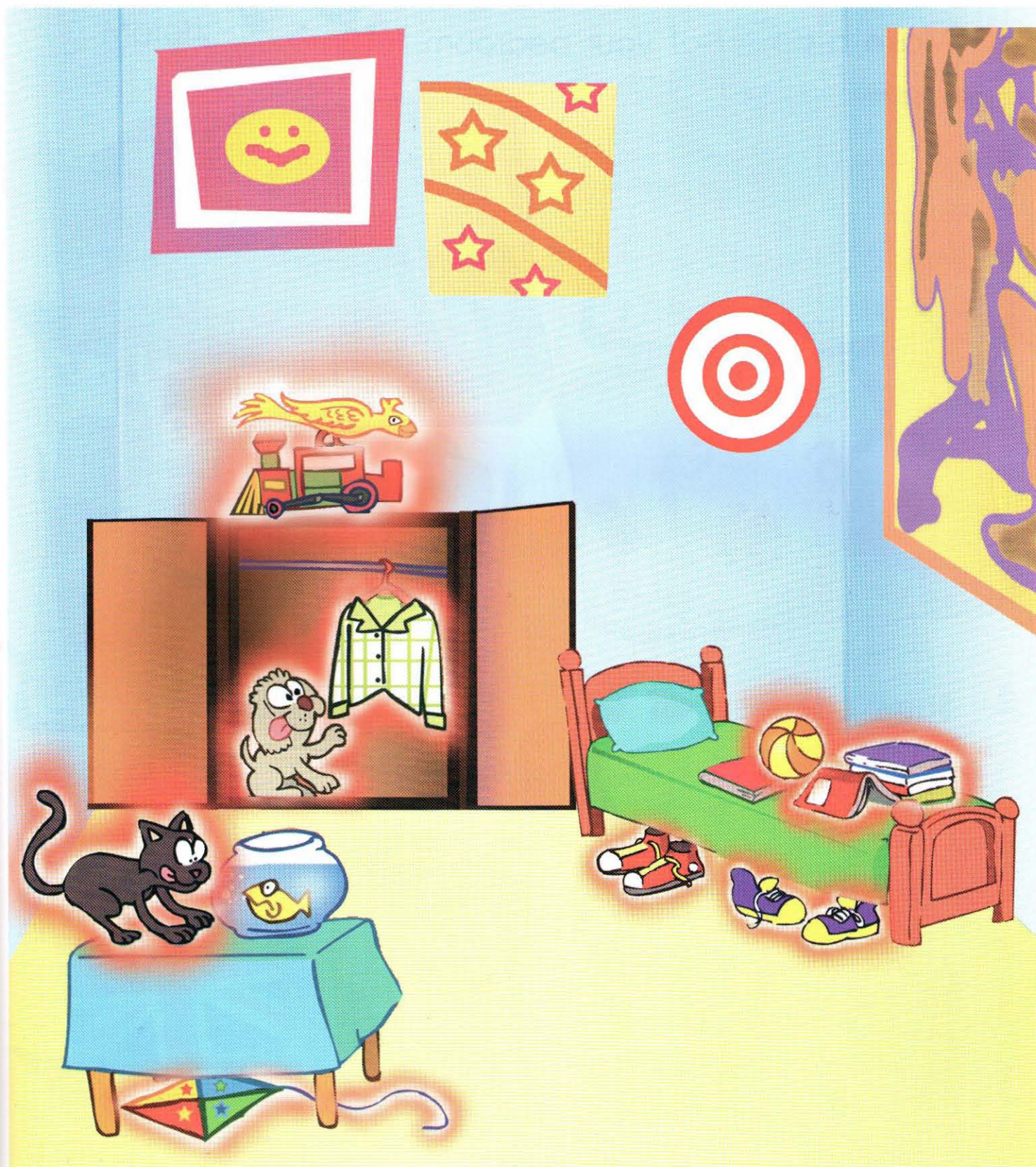
1. Listen to the CD and repeat each sentence. Turn to p.95 and cut out the cards. Play the guessing game, SA: *His shirt is blue.*  
SB: *It's number six.* SA: *Her book is red.* SB: *It's number one.*





1

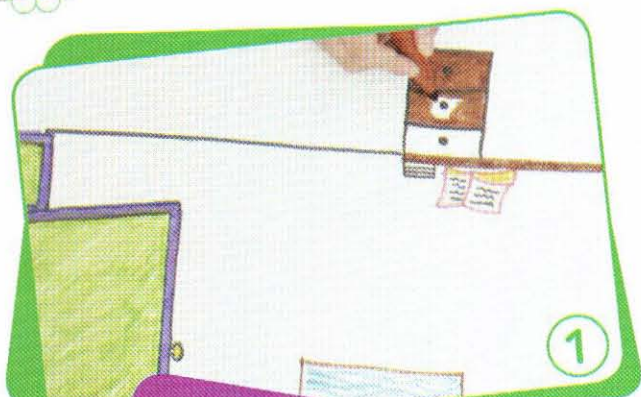
Look and say.



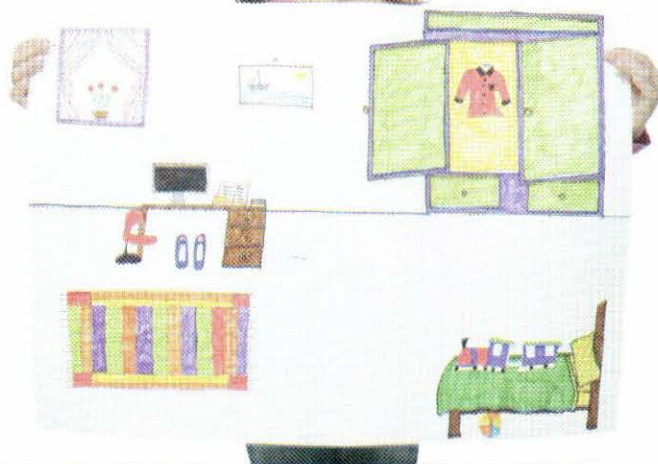
1. In pairs, take turns to ask and answer questions about the position of things indicated by the bright outline, e.g. *Where's/are...?*  
*It's/They're on/in/under the...*



1 Make a poster of your bedroom.



2 Show and tell.

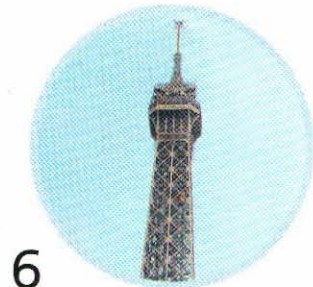
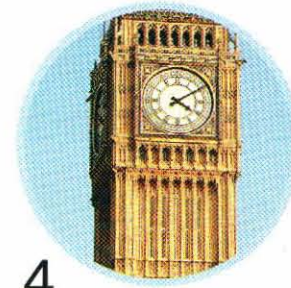
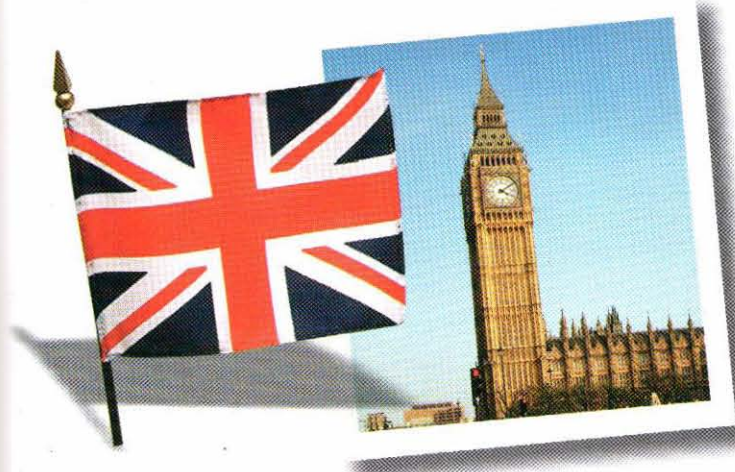


1. Make a poster of your bedroom. Draw the poster, draw items of clothing/toys, cut them out and glue them on the poster.
2. Present your poster, *This is my bedroom. My red shirt is in the wardrobe. My shoes are under the desk. My computer is on the desk.*





Match.

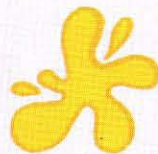


1. Match the six photos that show parts of the three landmarks with the corresponding flag/landmark.

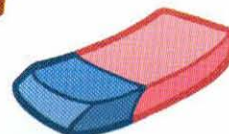
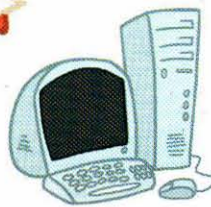


# Picture Dictionary

## Colours



## School



## Family and friends



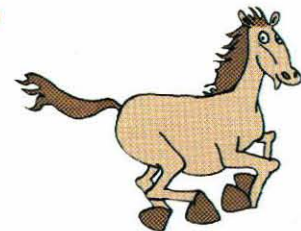
## Actions



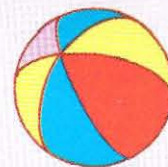


# Picture Dictionary

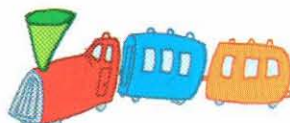
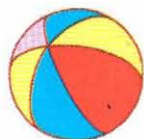
## Animals



## Adjectives



## Toys





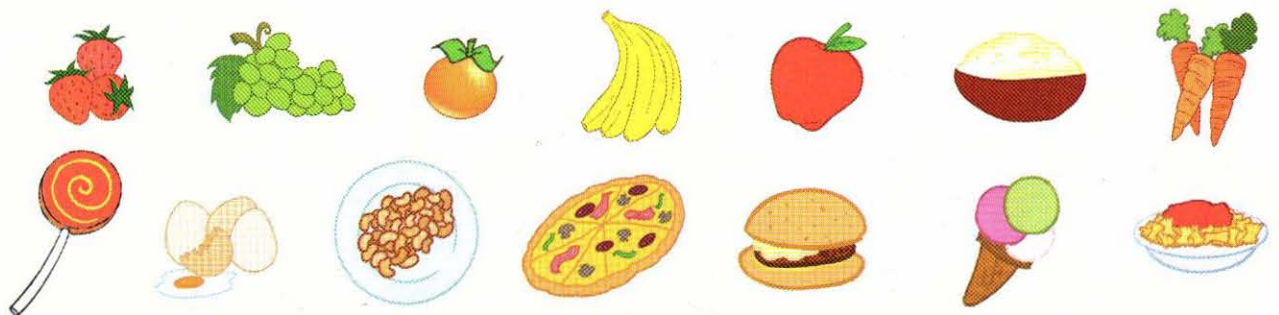


# Picture Dictionary

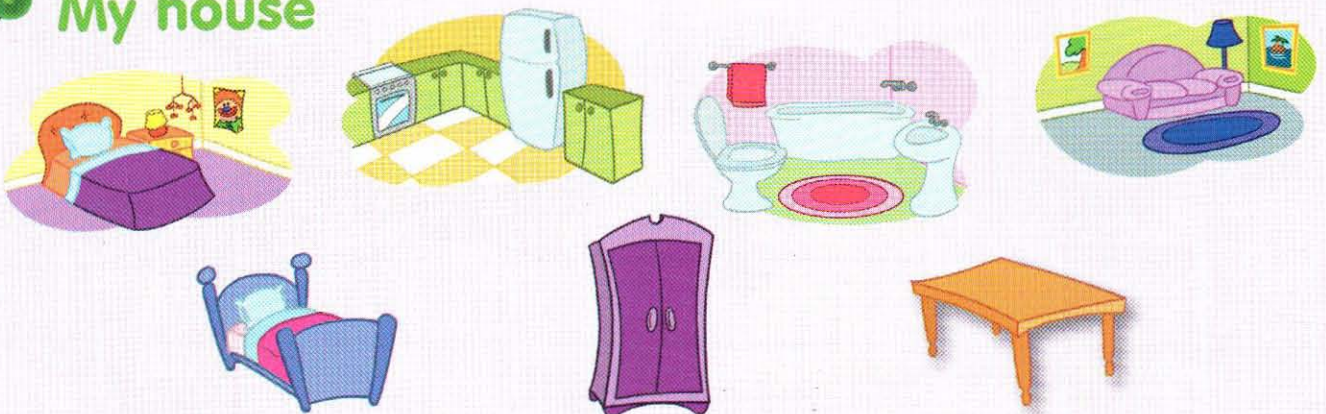
## Body



## Food



## My house



## Clothes





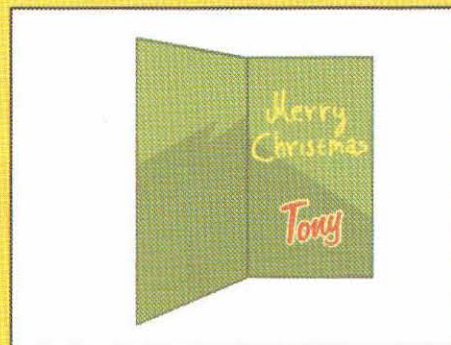
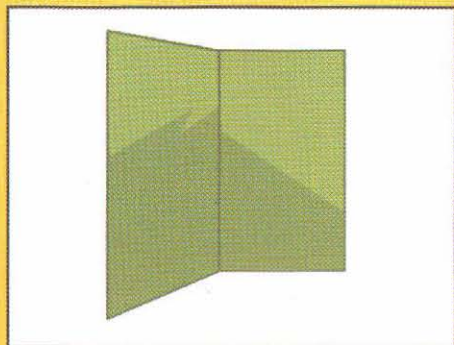
# Santa Claus



Sing a song.



Make a card.



1. Listen to the CD and sing the song (Track 69).
2. Take an A4 piece of card and fold it in half. Draw a Christmas picture on the outside. Use very bright colours. Write a Christmas wish and your name inside.



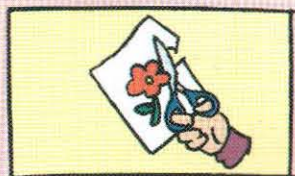
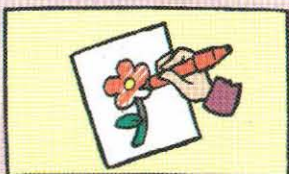
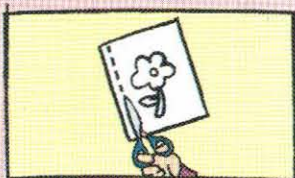
# Mother's Day



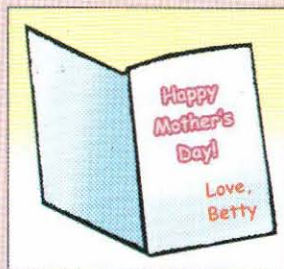
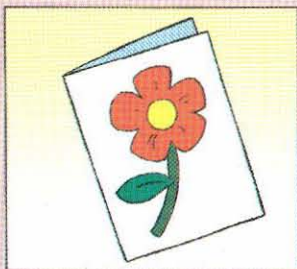
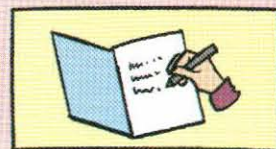
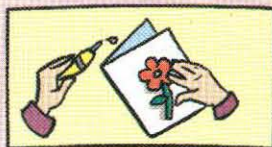
Make a Mother's Day card.



a. To make the flower.



b. To make the card.



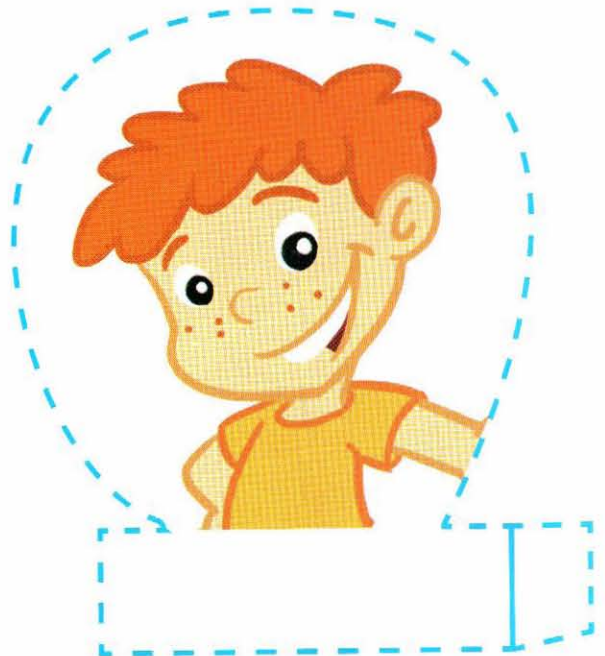
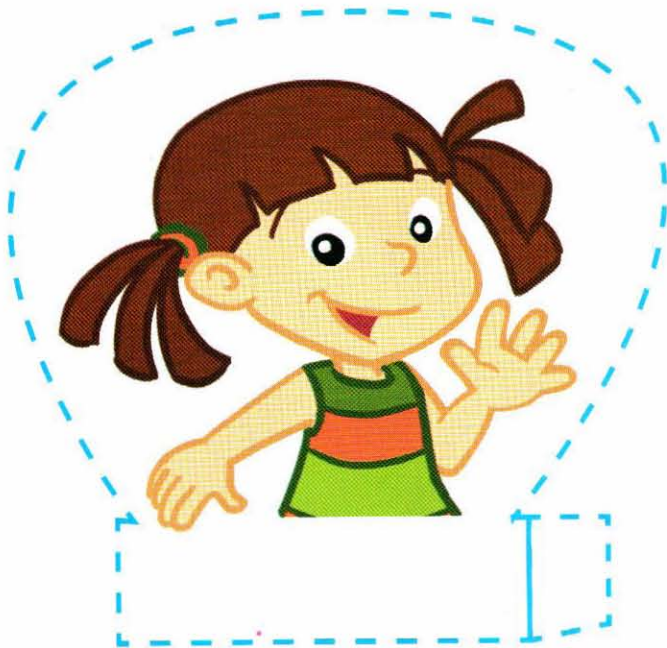
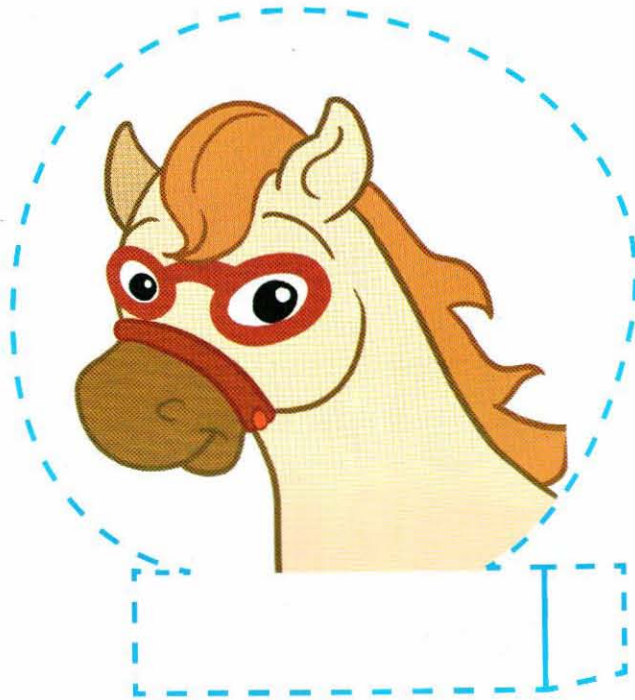
a. Cut out page 71, Workbook. Colour the flower and cut it out.

b. Fold a piece of paper or card. Stick your flower on the card. Write your Mother's Day wish.

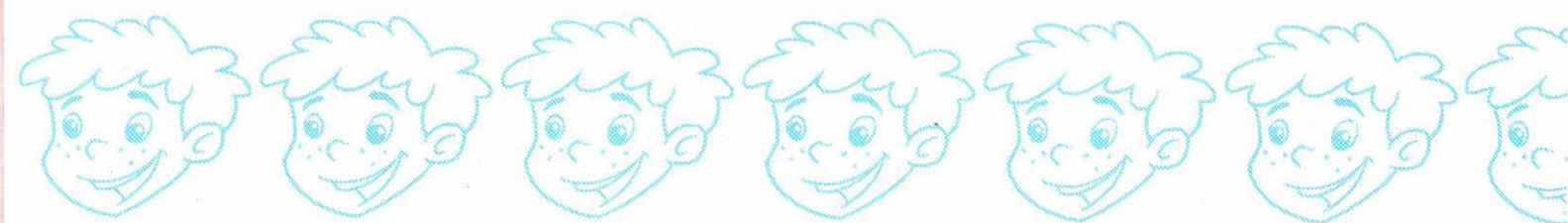
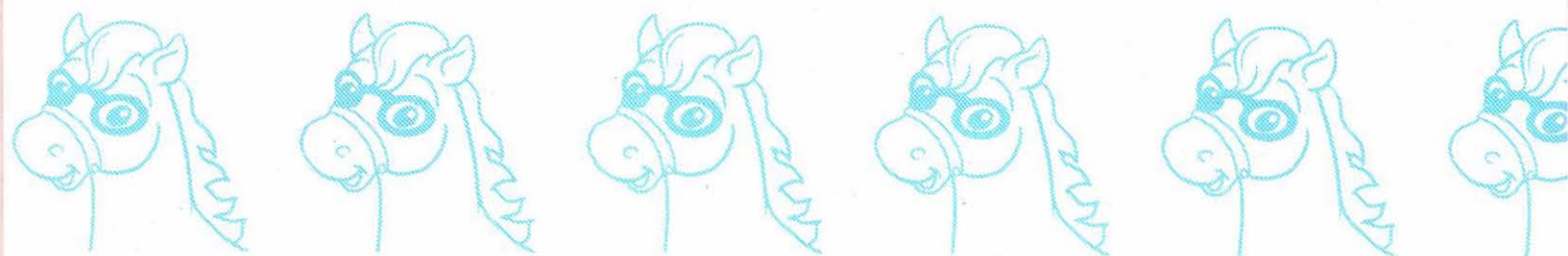
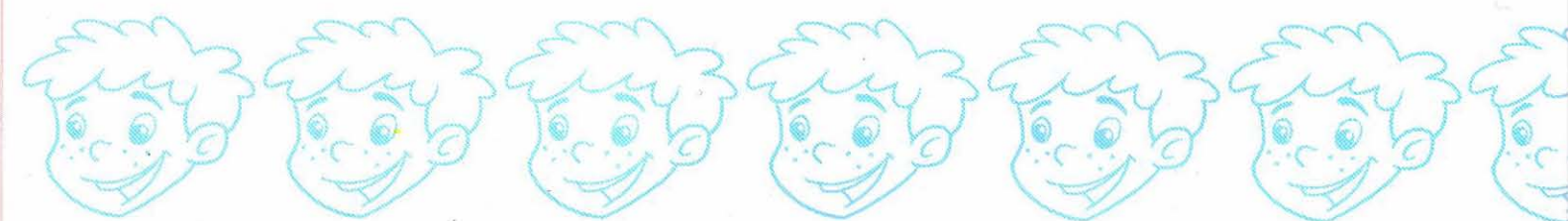
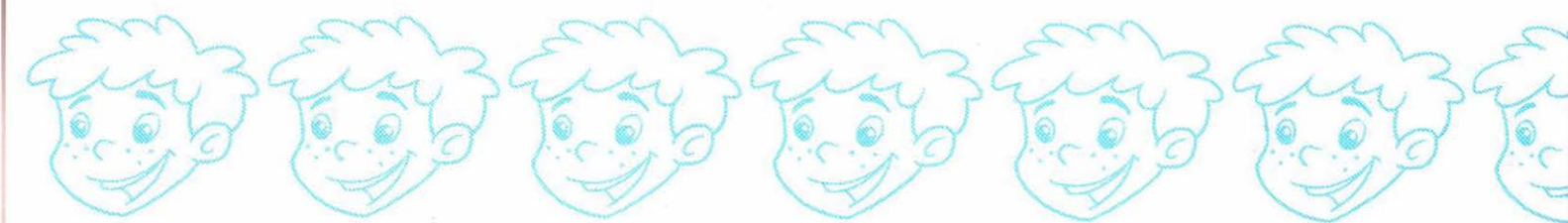


Cut-outs

1



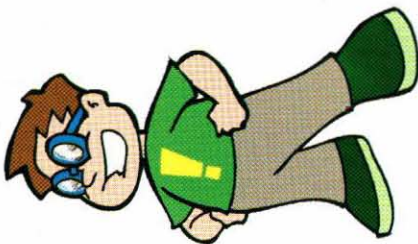




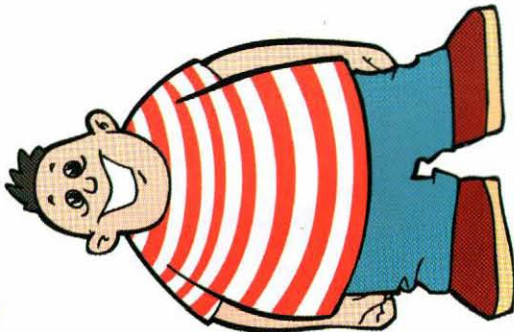




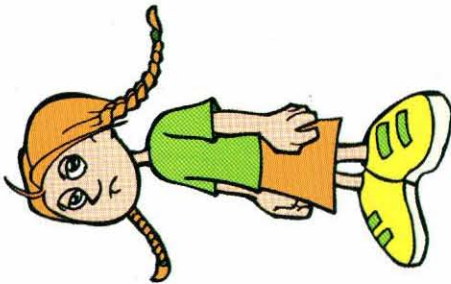
1



2



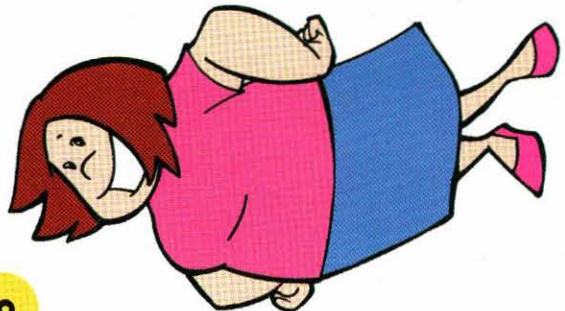
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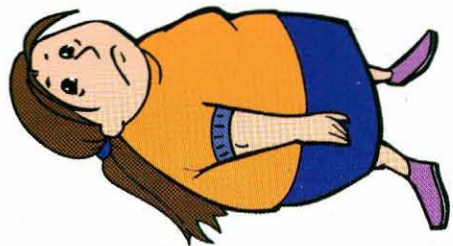
4



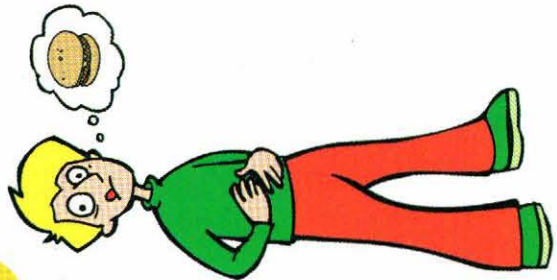
5



6

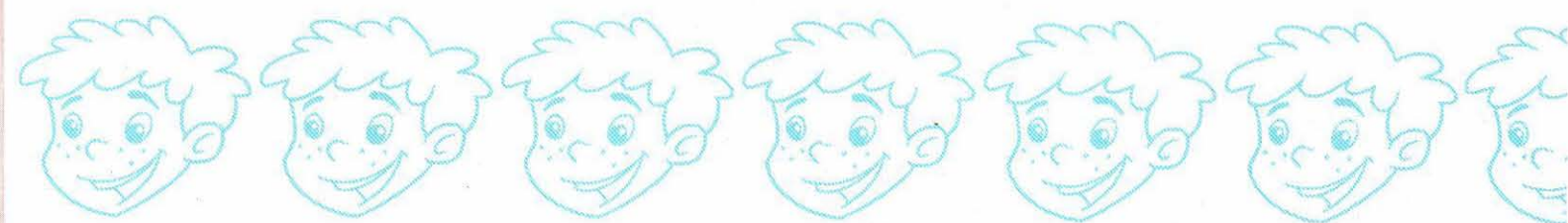
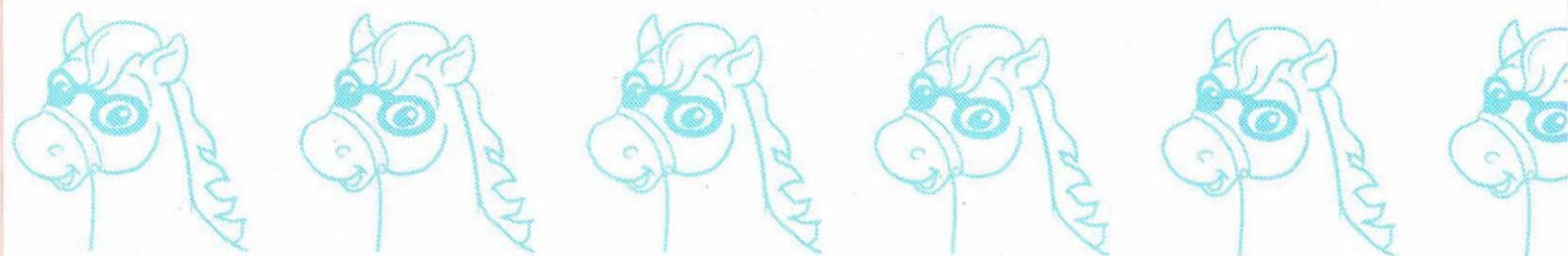
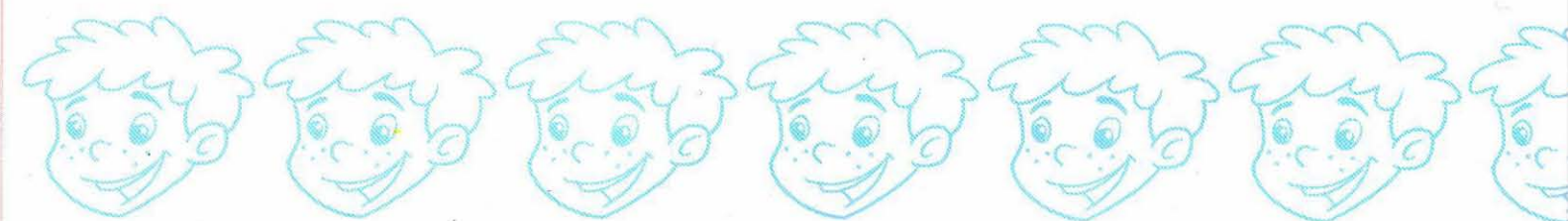
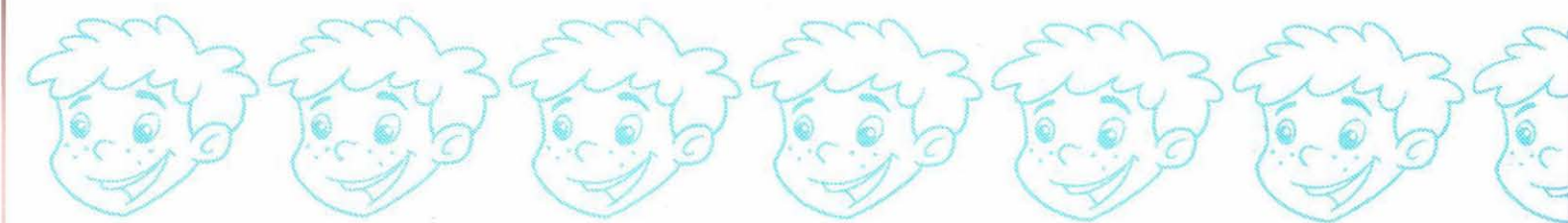


7

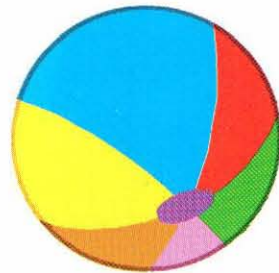
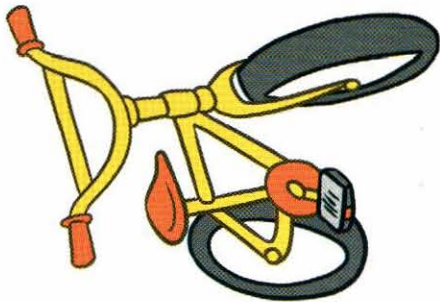
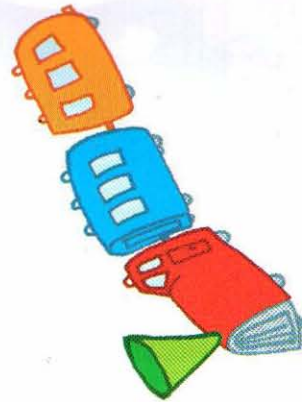
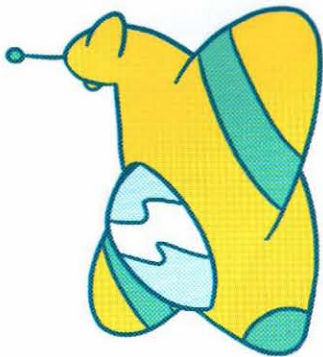
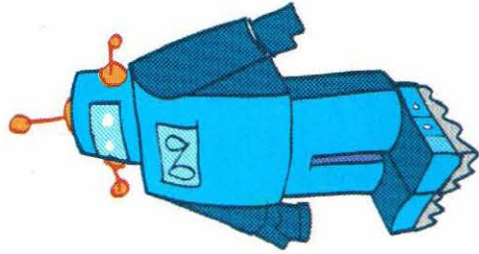
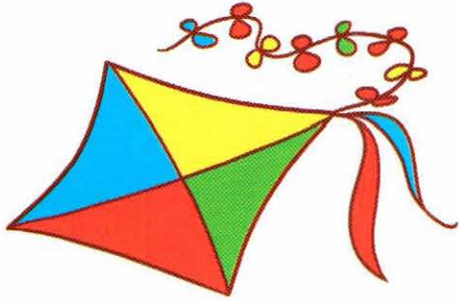


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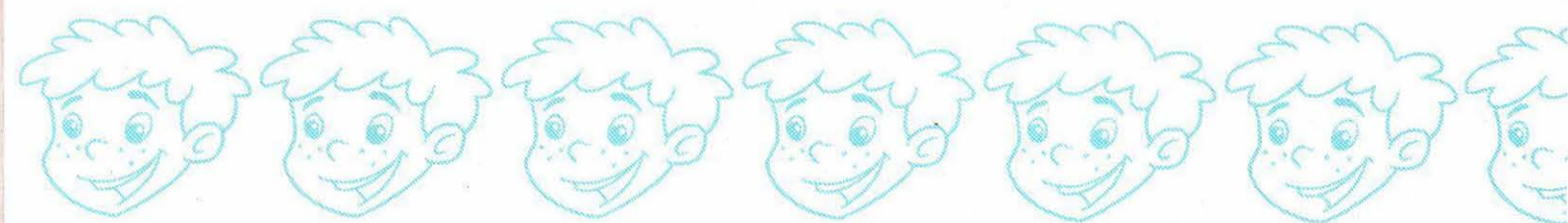
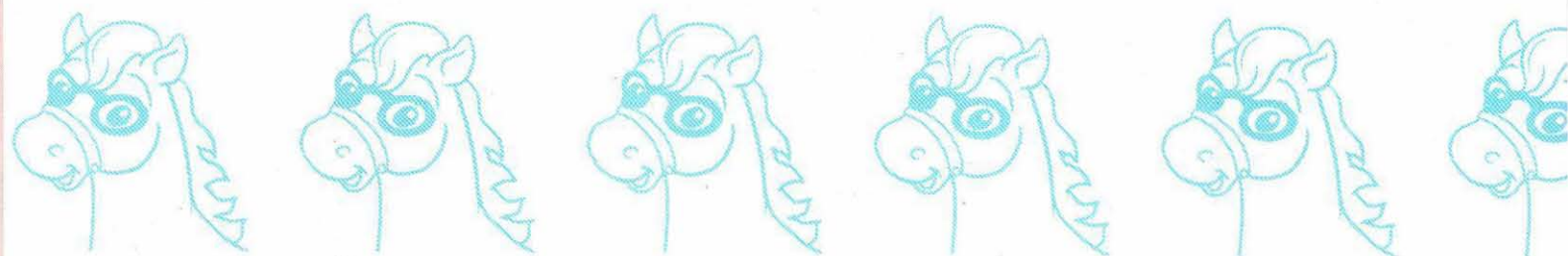
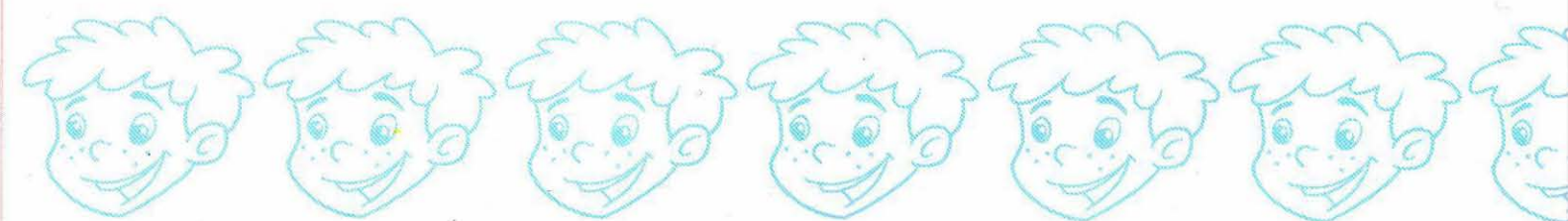
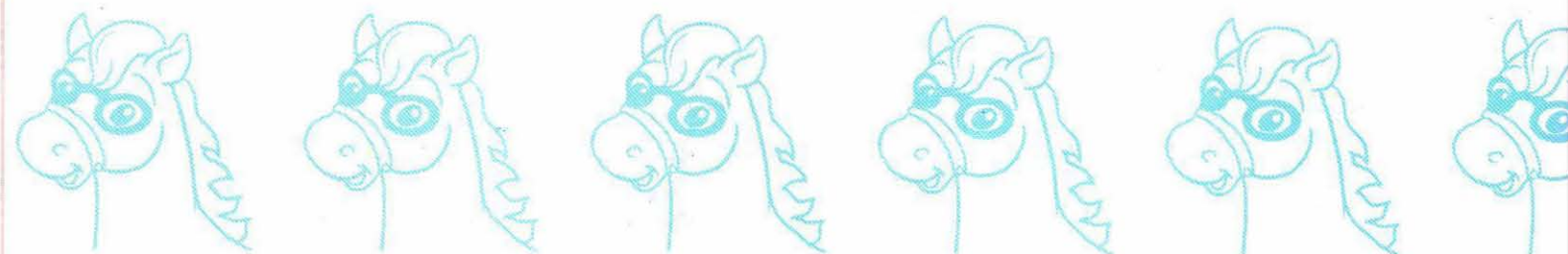
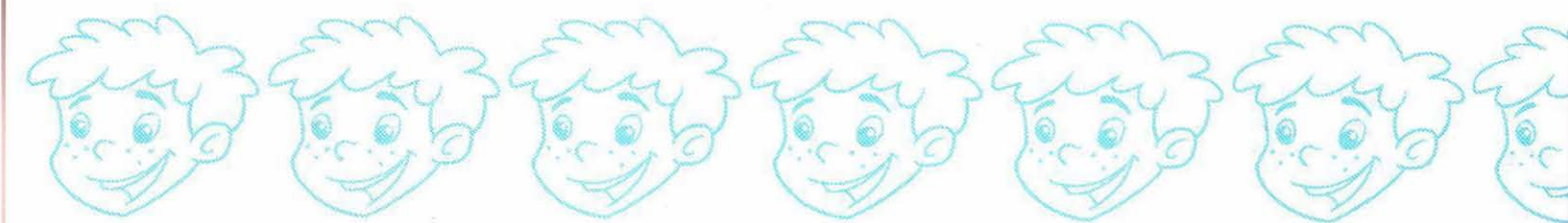








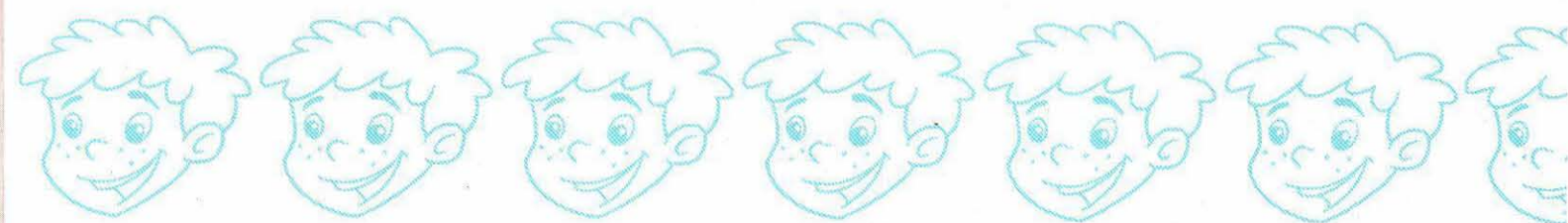
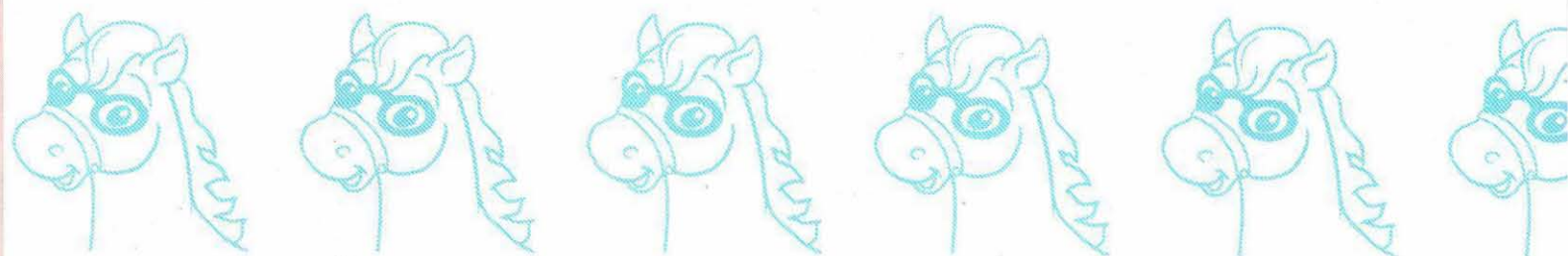
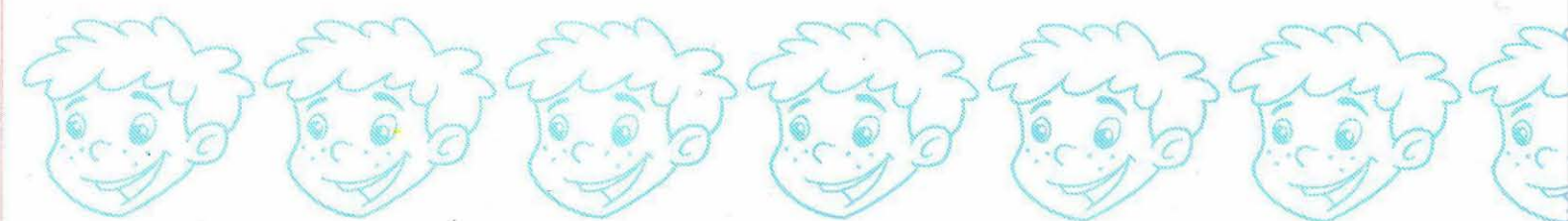
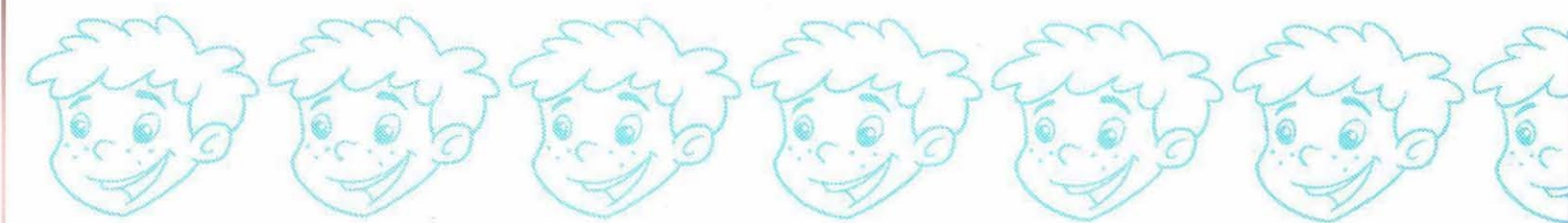




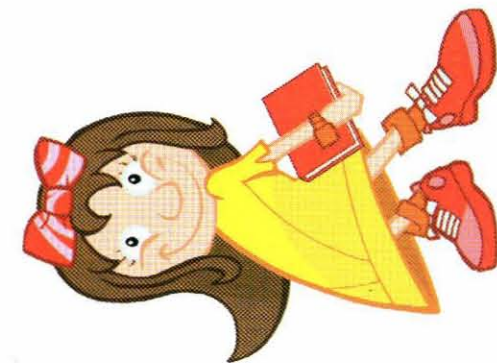




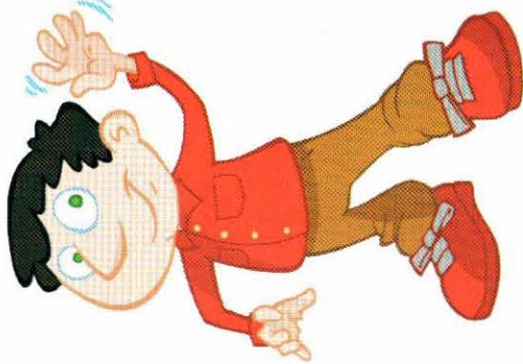








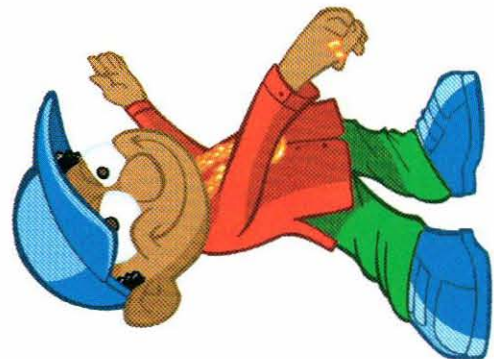
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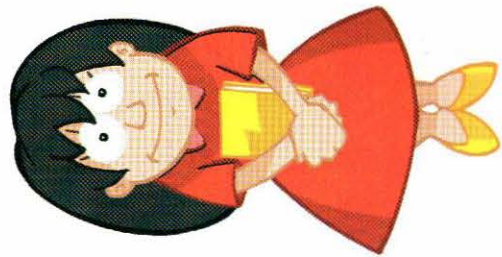
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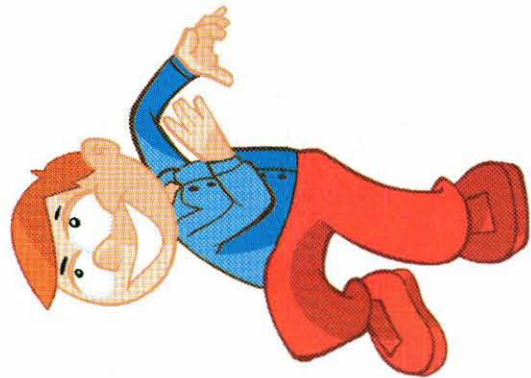
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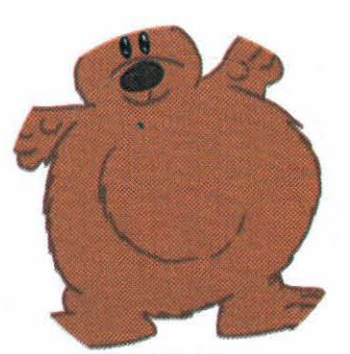
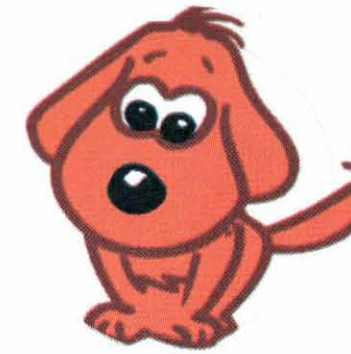
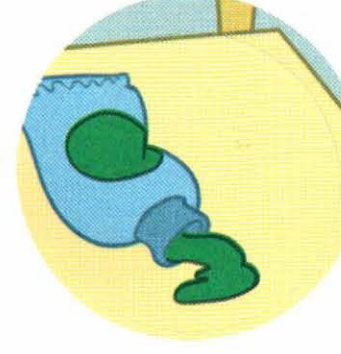
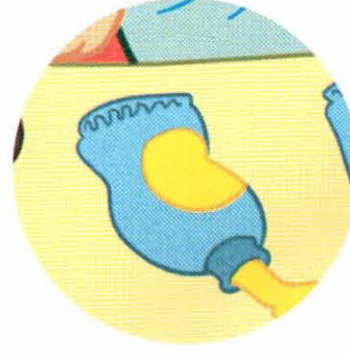
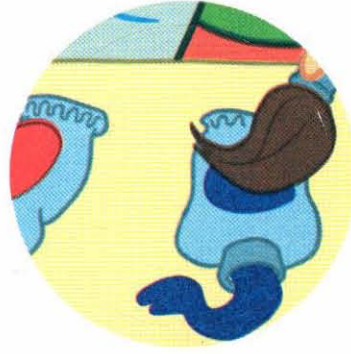
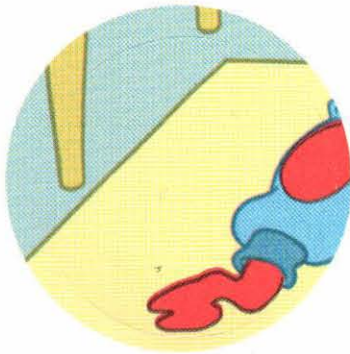
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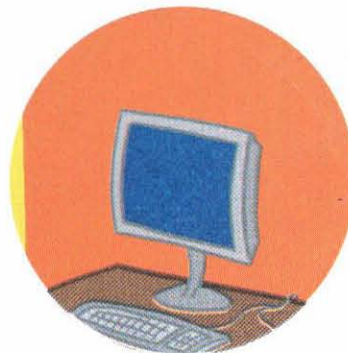
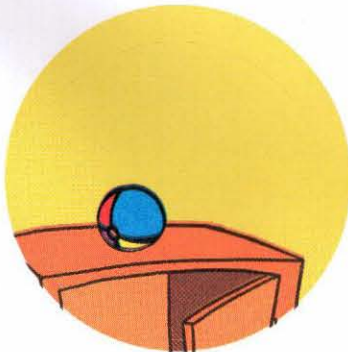
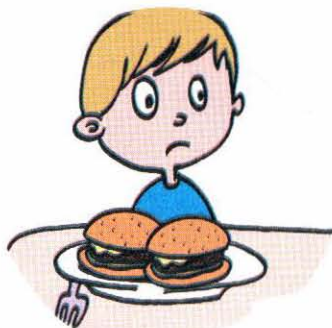
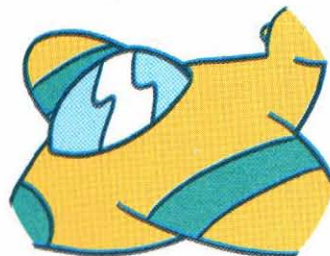
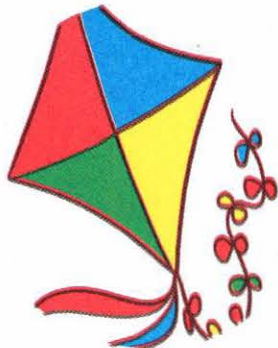


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Stickers





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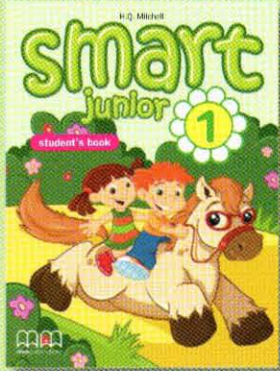
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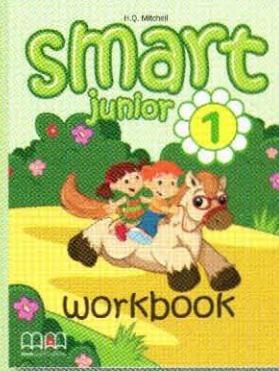


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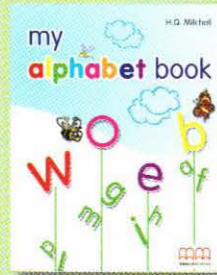
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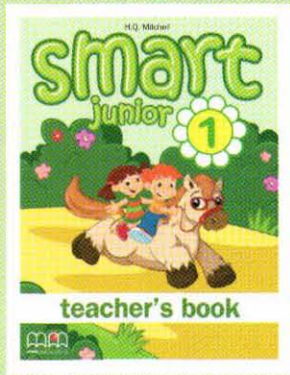
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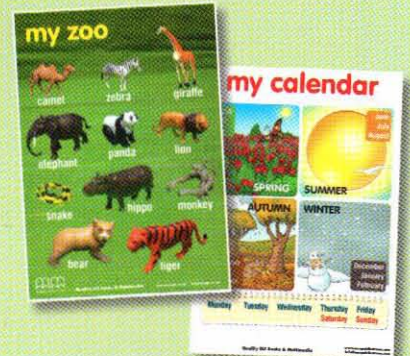
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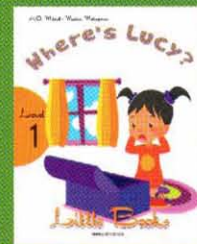
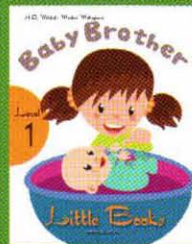
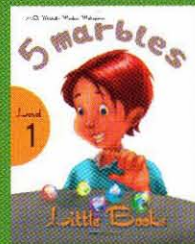
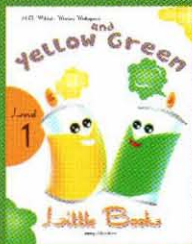


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