

Tiny **3** Talk

Teacher's Book

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Susan Rivers



Oxford University Press

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Susan Rivers

with songs by Carolyn Graham

Oxford University Press



Student Book 3A — Scope And Sequence

UNIT THEME	DIALOGUE	PRACTICE PATTERN	VOCABULARY
1 It's Sunday!	Wake up, Julie! It's late. Oh, Mike. It's Sunday!	What day is today? It's (Sunday).	Sunday, Monday, Tuesday, Wednesday, Thursday Friday, Saturday
2 Our House	Where are you, Mike? I'm in the bathroom. I'm brushing my teeth.	Where are you? I'm in the (bathroom). I'm (brushing my teeth).	bedroom, playing, bathroom, brushing my teeth, kitchen, cooking, living room, watching TV
3 Clothing	I'm wearing a blouse. My blouse is pretty. I'm wearing a T-shirt. My T-shirt is cool.	What are you wearing? I'm wearing (a) (blouse).	a blouse, a T-shirt, a dress, a skirt, pants, shorts, shoes, sneakers
4 Homework	What's that? It's my workbook. I'm coloring. See. It's page 11.	What page? Page (11).	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
5 More Colors	What color is it? Is it brown? No, it's not. It's orange. Orange is my favorite.	What color is it? It's (orange).	orange, black, white, brown, purple, pink, yellow, red, green, blue
6 Shapes	It's a circle. It's orange. It's an orange circle.	It's a (circle). It's (orange). It's (an) (orange) (circle).	circle, square, triangle, diamond, rectangle, heart
7 Time	I'm finished. What time is it? It's 11:00.	What time is it? It's (11:00).	1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00
8 Getting Ready	Time to go! Clean up this mess! Pick up the crayons, Julie. Turn off the TV, Mike. Go get the keys, Dad. OK, Mom.	Pick up the (crayons). Turn off the (TV). Go get the (keys).	crayons, toys, TV, light, keys, money
9 Places	Fasten your seat belts. Where are we going? We're going to a restaurant and then we're going to the zoo.	Where are we going? We're going to (a) (restaurant).	a restaurant, the zoo, a department store, the park, the movies, the beach
10 At The Restaurant	Do they have french fries? Yes, they do. They have french fries. Do they have pizza? No, they don't. They don't have pizza.	Do they have (french fries)? Yes, they do. They have (french fries). Do they have (pizza)? No, they don't. They don't have (pizza).	french fries, soda pop, cheeseburgers, pizza, donuts, apple juice

Introduction

COURSE DESCRIPTION

Tiny Talk is a three-level course designed for preschool and kindergarten children. This series is intended to help young children build strong listening and speaking skills in English by having them interact with warm, lovable characters in everyday real-life situations.

The three levels are each divided into A and B sections. Each section includes a Student Book, a Workbook, Picture Cards, Wall Charts, and a cassette. The Teacher's Book that accompanies each level combines instructions for both the A and the B sections. Puppets of the series' four main characters are also available. By coordinating the use of all these components, the teacher can enable students to understand and practice a wide variety of basic English patterns.

Student Book

Each Student Book contains ten units and two review units. Each regular unit is four pages long and is divided into two parts. Part 1 is a two-page storybook scene featuring the main characters in a situation pertinent to young learners. Patterns, structures, and conversational language are introduced through beautiful illustrations with a special appeal for young students.

Part 2 focuses on individual vocabulary items and a simple practice pattern using these items. A sticker activity concludes each of the ten units.

Workbook

The Workbook provides a variety of fun activities that reinforce the language taught in the Student Book. Designed especially with the young learner in mind, the Workbook may be used in the classroom and/or at home.

Puppets

The puppets are plush replicas of the series' four main characters — Benny and Sue (the toy bears), and Mike and Julie (the young children). The Teacher's Book clearly explains how to use the puppets and make them a fun and integral part of each lesson plan.

Picture Cards

The Picture Cards are 7" by 10" in size (18 cm by 25 cm) and are full-color replicas of the vocabulary items presented in the Student Book. The Teacher's Book provides many suggestions for using these cards in a wide variety of drills and activities.

Wall Charts

The Wall Charts are enlargements of the Student Book pages. They are especially helpful for presentation and basic practice activities. Their use is explained in the Teacher's Book.

Cassette

The cassette contains all the dialogues, vocabulary items, practice patterns, and songs and chants by Carolyn Graham for the ten regular units, as well as listening practice for the two review units. Each song or chant is presented in three forms: a model version, a sing-along version, and a music-only version.

Teacher's Book

The Teacher's Book offers step-by-step instructions for teaching each unit. Each lesson plan contains detailed suggestions for presenting new language, group and individual practice, reinforcement activities and games, and how and when to use the other components. This book also includes a syllabus and a complete list of Picture Cards.

Songbook

The *Tiny Talk Songbook* features the words and music to all 60 songs written especially for this series by Carolyn Graham.

ABC Workbook

The *Tiny Talk ABC Workbook* introduces the letters of the alphabet and their basic sounds, and provides simple practice exercises for reading and writing these letters.

Both the *Songbook* and the *ABC Workbook* can be used separately or as supplements to the *Tiny Talk* course.

PHILOSOPHY AND PRINCIPLES

Tiny Talk helps young beginners learn basic communicative English skills. Students are eager to learn language that is both interesting and understandable to them. Language is thus presented through themes that young children experience in their own daily lives. The language throughout the series is age-appropriate and allows children to communicate at their own level of ability in a fun and relaxed classroom atmosphere.

New language is presented in context with the use of puppets and the beautiful full-color illustrations appearing in the Student Books, on the Picture Cards, and on the Wall Charts.

Listening comprehension is developed by presenting and modeling new language and by playing the cassette in conjunction with the other components.

Students are given meaningful and memorable practice in using new language through communicative activities, games, dialogue practice, and songs — all of which are outlined in the Teacher's Book.

TOUR OF A UNIT

Part 1 of each Student Book unit consists of a two-page storybook scene featuring the series characters in a daily situation similar to one a young child would experience. The scene introduces speech patterns and some vocabulary in a conversational setting that is expanded in Part 2. It also introduces useful phrases and expressions.

Part 2 consists of a two-page spread that introduces new vocabulary related to the unit theme. The Pattern Practice panel, on the right-hand side of the spread, enables students to combine the vocabulary with appropriate sentence structures to produce short dialogues. At the bottom of the Pattern Practice panel is a dotted-line outline of a sticker. Students are expected to find the matching sticker on a sheet at the back of the Student Book, then place the sticker over the outline. By working with the stickers, students get not only enjoyment but also a strong sense of achievement after completing each unit.

The Workbook pages correspond directly to the Student Book pages. There are two pages of Workbook exercises for every two Student Book pages. There are no active reading or writing exercises in any of the Workbooks in this series.

LESSON PLANNING

The Teacher's Books offer detailed plans for each lesson in the course, including the review lessons. Teachers are encouraged to develop their own lesson plans, using the Teacher's Books as a guide, to meet the special needs of their students. It is important to plan many short activities as the attention span of very young learners is considerably shorter than that of older children.

Very young students generally prefer the familiarity and predictability of several favorite activities, whereas students in the higher levels of the series prefer new and more challenging activities.

As students need to understand new language before attempting to use it, listening comprehension activities should always be conducted prior to speaking or drilling activities.

USING THE TEACHER'S BOOK

This Teacher's Book covers both the A and B sections of Level Three. Units are numbered 1–10 (and review units are numbered 1–2) in each section. Each unit is divided into Parts 1 and 2.

Opening

Each lesson begins with one or two quick activities designed both to bring students back into an English environment and to review language previously taught.

Introduce New Language/Pattern Practice

In Part 1, the Introduce New Language section suggests how to present and model new vocabulary, patterns, and conversational expressions through the use of the puppets, Picture Cards, objects, and body language. It also offers listening comprehension activities and drills.

In Part 2, the Pattern Practice section provides ideas on how to reinforce the patterns introduced in Part 1, plus a wide variety of role plays, exercises, and activities.

Present the Wall Chart

Wall Charts are used after all new language has been presented, modeled, and drilled. The Teacher's Book shows how and when to use the charts along with the cassette, and outlines group activities that let the teacher gauge students' progress. The Wall Charts help students — particularly very young children — focus their attention; the charts also offer a smooth transition into the Student Book.

Open Student Books

This section details how to use the Student Books in class. It also offers suggestions on using the cassette with the Student Books, and provides listening/speaking activities for dialogues and pattern practice.

Song/Chant

This section allows students to practice the language they have been learning in an interactive song or chant. The corresponding cassette section contains a model version of the song or chant, followed by an interactive version, and concludes with a music-only version that gives students the chance to perform the song or chant completely on their own.

Games and Activities

Games and activities motivate students to use the language and allow them to enjoy doing so. This section provides a wide variety of teaching tips for helping students recycle, absorb, and retain the new language.

Workbook

Teachers may refer to this section to note corresponding Workbook exercises they can assign either for quiet classroom activity or for home study.

TIME GUIDELINES

As *Tiny Talk* is a communicative series for young children with no reading or writing skills, each lesson emphasizes presentation, modeling, interactive activities, songs, and games. The majority of the time will therefore be spent on these lesson parts.

While class times and ability levels vary according to the age group being taught, the following is an approximate guideline for teaching either Part 1 or Part 2 of a unit:

Opening	5 minutes
Introduce New Language/Pattern Practice	20 minutes
Present the Wall Chart	10 minutes
Open Student Books	10 minutes
Song/Chant, Games, and Activities	15 minutes
	<hr/> 60 minutes

Teachers with a shorter time span may teach a unit part over two class meetings. Consider the following example:

First class meeting:

Opening	5 minutes
Introduce New Language/Pattern Practice	20 minutes
Present the Wall Chart	5 minutes
	<hr/>
	30 minutes

Second class meeting:

Present the Wall Chart	5 minutes
Open Student Books	10 minutes
Song/Chant, Games, and Activities	15 minutes
	<hr/>
	30 minutes

Pacing

Young children lose interest quickly, so it is imperative that lessons are fast-paced and lively. Activities should last no longer than three to five minutes. A particular activity should be stopped at the height of involvement — even if students appear to be enjoying it — to preempt both overexcitement and boredom. Extra activities should be available in case students do not respond well to the ones originally planned.

If possible, large classes should have a teaching assistant who can help out when drilling and role-playing. This gives each student an opportunity to participate and ensures smooth classroom management.

TEACHING METHODS

Pronunciation

Very young children learning English will generally have better pronunciation than older children. One reason is a keener sense of hearing; another factor is that most young children are fairly uninhibited and not as fearful of making mistakes.

Teachers should speak clearly, yet at a normal pace. They should not pronounce the words in a sentence one by one, but link them together instead. The class should be drilled as a group before moving on to individual practice. This allows the teacher to pick out and correct pronunciation errors early on, without embarrassing any one student in particular. Students should be encouraged and praised frequently.

Some students at this age are unable to pronounce some sounds in their own language. If a student makes a correctable error, the teacher can simply say *Very good!*, then model the language again and give the student a chance to repeat. Extra practice time may be necessary for difficult sounds such as *th* or *z*, although too much attention on pronunciation mistakes will discourage students from participating and they will quickly lose confidence. The majority of students will eventually improve their pronunciation as their overall English skills gradually increase.

Modeling

The puppets, Picture Cards, objects, and gestures allow English to be taught in a meaningful context. When used to present new language or illustrate an activity or game, these options help keep students alert and attentive. The Teacher's Book gives detailed instructions for modeling all new vocabulary and patterns.

Group and Individual Practice

Group activities are the most successful for teaching very young children. It is important to make sure that each student is getting an equal amount of practice in these activities. Shy students are easily overlooked while more outgoing students tend to get more attention.

Some individual practice is necessary, but this should be kept fast-paced so as not to lose control of the class. In large classes, students may be asked to practice in pairs instead of one by one. Students should not be forced to participate if they are uncomfortable doing so. Praise should be used rather than criticism — each student learns at his or her own rate and may respond differently to activities and exercises.

Dialogues, Vocabulary, and Patterns

Using all the components of the *Tiny Talk* series helps keep activities interesting and fun. For example, students can perform role plays with their favorite puppets. Classes should be as student-centered as possible; the teacher acts as a guide but most of the actual work is done by the students themselves. Whenever possible, students should be encouraged to offer secondary information (in English) about the language being practiced. If necessary, students can be prompted when practicing dialogues.

Songs/Chants

Almost all children enjoy songs and chants. They help students remember important English expressions, patterns, and vocabulary. Using the Wall Chart or the Student Book as a reference, the teacher can present a song or chant as follows:

- 1) Introduce or review the main language in the song or chant, using either the pictures or the actual objects (if possible).
- 2) Play the first (model) version on the cassette to familiarize students with the song or chant.
- 3) Present the song or chant using appropriate gestures, expressions, and/or actions whenever possible. Sing or chant each line, then have the class repeat the words and the actions.
- 4) Play the second (interactive) version of the song or chant. The class sings or chants along and performs the actions. You can divide into interactive groups when appropriate. The Teacher's Book provides additional suggestions for this.
- 5) Once the students have mastered the song or chant,

UNIT 3

PART 1 Pages 12–13

Structures:

I'm wearing a _____. My _____ is _____.

Vocabulary:

blouse, pretty, T-shirt, cool

Materials:

Picture Cards 3A:9, 11, 13, and 15–17 (playing, brushing my teeth, cooking, watching TV, blouse, T-shirt), a blouse and a T-shirt (teacher's and students'), Mike and Julie puppets, Wall Chart 3A:5, tape player, cassette, a ball

1 Opening

- Ask the class *How are you?* The class responds appropriately. Then ask *What day is today?* The class responds as a group *It's (Thursday).*
- Ask two students to stand. Show the students one of the Picture Cards 3A:9, 11, 13, or 15. The first one to respond *I'm (cooking).*, continues with the next student.

2 Introduce New Language

Ⓐ Vocabulary: blouse, T-shirt

- Hold up Picture Card 3A:16 and model as follows:

T: Blouse.
Ss: Blouse.

Repeat several times. If any of your students are wearing blouses, ask them to come to the front. Point to each blouse and ask students to tell you what it is. Follow the same procedure for *T-shirt*, using Picture Card 3A:17.

Ⓑ Structure: I'm wearing a _____.

- For this activity, you should be wearing either a blouse or a T-shirt. Point to your blouse or T-shirt, and say *I'm wearing a _____.* Point to it again, and model as follows:

T: I'm wearing a _____.
Ss: I'm wearing a _____.

Repeat several times.

- Choose a student wearing either a blouse or a T-shirt, and ask him/her to stand. Point to the student's blouse or T-shirt and say *He's/She's wearing a _____.* Ask the student to say *Yes. I'm wearing a _____.*

Ⓒ Structures: My blouse is pretty. My T-shirt is cool.

- Call a student who is wearing a blouse to the front. Point to her blouse, "ooh" and "aah" over it, and say *pretty.* Repeat several times with other students wearing blouses. Then model as follows:

T: Pretty.
Ss: Pretty.
T: My blouse is pretty.
Ss: My blouse is pretty.

Ask the students to stand. Have them pat their blouses and say *My blouse is pretty.* Those students not wearing blouses should pretend they are, and join in as well.

- Call on a student wearing a printed T-shirt (or something equally sharp). Point to the T-shirt, make a thumbs-up sign, and say *cool.* Repeat several times with other students who are wearing either T-shirts or shirts. Then model as follows:

T: Cool.
Ss: Cool.
T: My T-shirt is cool.
Ss: My T-shirt is cool.

Ask students to stand, point to their T-shirts, make the thumbs-up sign, and say *My T-shirt is cool.* Those students not wearing T-shirts should pretend they are, and join in as well.

3 Present the Wall Chart

- Place Wall Chart 3A:5 on the board. Point to the characters on the chart and model as follows:

T: (point to Julie) *I'm wearing a blouse.*
Ss: *I'm wearing a blouse.*
T: (point to Julie) *My blouse is pretty.*
Ss: *My blouse is pretty.*
T: (point to Julie) *I'm wearing a blouse. My blouse is pretty.*
Ss: *I'm wearing a blouse. My blouse is pretty.*

[Activity continues on following page]

[Activity continued from previous page]

T: (point to Mike) *I'm wearing a T-shirt.*

Ss: *I'm wearing a T-shirt.*

T: (point to Mike) *My T-shirt is cool.*

Ss: *My T-shirt is cool.*

T: (point to Mike) *I'm wearing a T-shirt. My T-shirt is cool.*

Ss: *I'm wearing a T-shirt. My T-shirt is cool.*

- Play the cassette for pages 12–13: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Julie: *I'm wearing a blouse. My blouse is pretty.*

Mike: *I'm wearing a T-shirt. My T-shirt is cool.*
(two times)

- Play the cassette for pages 12–13: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Julie: *I'm wearing a blouse.* (two times)

My blouse is pretty. (two times)

I'm wearing a blouse. My blouse is pretty.
(two times)

Mike: *I'm wearing a T-shirt.* (two times)

My T-shirt is cool. (two times)

I'm wearing a T-shirt. My T-shirt is cool.
(two times)

- Ask for volunteers to come to the front, point to either one or both of the characters, and describe what they are saying.
- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue. Alternate roles.

4 Open Student Books

- Have students turn to pages 12–13 in their books. Encourage students to produce any language pertinent to the picture.
- Ask a volunteer to stand and describe what any one character is saying. The other students point to the appropriate character in their books. Continue the activity with different volunteers.
-  Play the cassette sections for pages 12–13 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Ask for two volunteers to come to the front. Ask them to point to their blouses or T-shirts and role-play the dialogue, using the adjective of their choice. Or, ask students to choose a puppet and reenact the dialogue.

5 Games and Activities

Choose any of the following:

- Arrange students in a circle. Have students pass Picture Cards 3A: 16 and 17 around the circle while they sing any previously taught song. Call out *Stop!* at any point during the song. The students holding the cards stand and say *I'm wearing a _____ . My _____ is _____ .*, using the corresponding words.
- Arrange chairs in a circle. Place Picture Cards 3A: 16 and 17 on two of the chairs. Ask students to circle the chairs while singing a previously taught song. Call out *Stop!* at any point during the song. Students rush to sit. The two students who sit in the chairs with cards then stand and say *I'm wearing a _____ . My _____ is _____ .*, using the corresponding words.
- Point to your blouse or T-shirt, and say *I'm wearing a (blouse). My (blouse) is _____ .*, using the adjective of your choice. Then throw a ball to one of the students. He/She points to an article of clothing and says *I'm wearing a _____ . My _____ is _____ .* That student then throws the ball to a second student. Continue until each student has had a chance to participate.
- Place Wall Charts 3A: 1, 3, and 5 on the board. Divide the class into two teams. Ask one student from each team to stand. Point to any character on one of the charts. The first student to correctly describe what that character is saying wins a point for his/her team.

6 Workbook 3A: Pages 12–13

- Have students do Exercise A (Color).

PART 2

Pages 14–15

Structures:

What are you wearing? I'm wearing (a) _____.

Vocabulary:

a blouse, a T-shirt, a dress, a skirt, pants, shorts, shoes, sneakers

Materials:

Picture Cards 3A:16–23 (blouse, T-shirt, dress, skirt, pants, shorts, shoes, sneakers), Mike and Julie puppets, Wall Chart 3A:6, tape player, cassette

1 Opening

- Ask the class *What day is today?* Students respond appropriately. Then ask them *How are you?* Students respond.
- Ask students to stand one by one, point to an article of clothing, and say *I'm wearing a _____*. *My _____ is _____*. Continue until each student has had a chance to participate.

2 Pattern Practice

ⓐ **Vocabulary:** *a blouse, a T-shirt, a dress, a skirt, pants, shorts, shoes, sneakers*

- Hold up Picture Card 3A: 16 and model as follows:

T: *A blouse.*

Ss: *A blouse.*

Repeat several times. Continue with *a T-shirt, a dress, a skirt, pants, shorts, shoes, and sneakers*, using Picture Cards 3A: 17–23.

- Pass Picture Card 3A: 16 to the student sitting nearest to you, and say *a blouse*. That student then passes it to the next student and says *a blouse*. Continue until each student has had a chance to participate. Follow the same procedure for Picture Cards 3A: 17–23.

Note: Make sure students learn that a clothing word in the plural form (for example, *pants*) is not preceded by an article. Although it is not necessary to explain the grammatical rules here, extra drilling of the words is important. After you have taught all the vocabulary, call out one of the clothing words. If the word is preceded by an article, students clap twice; if not, they clap once.

- Line up Picture Cards 3A: 16–23 along the chalk rail. Ask students to put their heads down on their desks. Remove one of the cards. Have students look up and try to identify the missing card.
- Ask two volunteers to stand. Hold Picture Cards 3A: 16–23 so the volunteers cannot see them. Then show one of the cards to the volunteers for only a second or two. The first volunteer to correctly identify the clothing word for that card may repeat the activity with the next student. Continue until each student has had a chance to participate.

ⓑ **Structures:** *What are you wearing?*
I'm wearing (a) _____.

- Hold up the Julie puppet, look at her, and ask *What are you wearing?* As Julie, reply *I'm wearing a blouse*. Then hold up the Mike puppet and ask *What are you wearing?* As Mike, reply *I'm wearing a T-shirt*. Then hold up both puppets and model as follows:

T: (to Julie) *What are you wearing?*

Ss: *What are you wearing?*

T: (as Julie) *I'm wearing a blouse.*

Ss: *I'm wearing a blouse.*

Repeat, using the Mike puppet and *a T-shirt*. Continue modeling the pattern, using the other articles of clothing with the appropriate puppet.

- Ask a student to come to the front, choose a Picture Card, and say the corresponding word. The students wearing that particular article of clothing stand up. Ask *What are you wearing?* The students standing reply *I'm wearing (a) _____*. Continue until you have covered each vocabulary word.
- Place Picture Cards 3A: 16–23 along the chalk rail. Call a student to the front. Ask him/her *What are you wearing?* The student chooses a Picture Card that corresponds with an article of clothing that he/she is wearing, and replies *I'm wearing (a) _____*. He/She then chooses a classmate to come to the front, and they continue the activity.

3 Present the Wall Chart

- Place Wall Chart 3A:6 on the board. Ask students to identify the various articles of clothing and describe what the characters are saying.

- Play the cassette for pages 14–15: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: A blouse. (two times)
 A T-shirt. (two times)
 A dress. (two times)
 A skirt. (two times)
 Pants. (two times)
 Shorts. (two times)
 Shoes. (two times)
 Sneakers. (two times)

- Play the cassette for pages 14–15: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Note: For blouse, dress, skirt, and shoes, Mike will ask Julie what she is wearing. For T-shirt, pants, shorts, and sneakers, Julie will ask Mike what he is wearing.

Pattern Practice

Mike: *What are you wearing?*
 Julie: *I'm wearing a blouse.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing a T-shirt.*
 (two times)
 Mike: *What are you wearing?*
 Julie: *I'm wearing a dress.*
 (two times)
 Mike: *What are you wearing?*
 Julie: *I'm wearing a skirt.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing pants.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing shorts.*
 (two times)
 Mike: *What are you wearing?*
 Julie: *I'm wearing shoes.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing sneakers.*
 (two times)

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- Ask students to form a line at the front. Choose a student, point to an article of his/her clothing, and ask *What are you wearing?* That student replies *I'm wearing (a) _____*. He/She then points to an article of clothing on a second student and asks *What are you wearing?* The second student responds accordingly. Continue until each student has had a chance to practice both parts of the pattern.
- Divide the class into two groups. Groups alternate asking *What are you wearing?* and answering *I'm wearing (a) _____*. Prompt them by gesturing toward various articles of clothing.

4 Open Student Books

- Have students turn to pages 14–15 in their books. Ask volunteers to stand and identify the articles of clothing pictured in their books. Then ask for volunteers to describe what Mike and Julie are saying.
-  Play the cassette sections for pages 14–15 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask one of the students *What are you wearing?* The student points to the article of clothing he/she wishes to identify, then points to the corresponding picture in the book. He/She then responds *I'm wearing (a) _____*. That student then chooses a classmate, and they continue the activity.

5 Song

- Teach the song "What Are You Wearing, Julie?" (See page 6 for hints on teaching songs.)

What Are You Wearing, Julie?

*What are you wearing, Julie?
 What are you wearing today?
 Julie, what are you wearing?
 What are you wearing today?*

*Are you wearing a dress?
 What are you wearing today?
 Are you wearing a skirt?
 What are you wearing today?*

*I'm wearing
 Shoes, socks, pants and a blouse
 Shoes, socks, pants and a blouse
 Shoes, socks, pants and a blouse
 That's what I'm wearing today*

[song text continues on following page]

UNIT 7

PART 1 Pages 30–31

Structures:

Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes. Do it again, Mike! Let's go!

Vocabulary:

eyes, ears, toes, mouth, head, nose

Materials:

Picture Cards 3B:119–130 (OK, happy, surprised, mad, sad, scared, eyes, ears, toes, mouth, head, nose), Mike and Julie puppets, tape player, cassette, Wall Chart 3B:13

1 Opening

- Greet each student with *Good morning/afternoon, _____*. *Are you happy/OK/sad?* Each student responds accordingly.
- Divide the class into two groups. Place Picture Cards 3B:119–124 facedown on a desk at the front of the room. Hold up the cards one by one. One group asks *Are you (sad)?* Cue the other group by nodding or shaking your head. Accordingly, that group responds either *Yes, I am. I'm _____*, or *No, I'm not. I'm not _____*.
- Place Picture Cards 3B:119–124 along the chalk rail. Place the Mike puppet on one side and the Julie puppet on the other. Have students come to the board and role-play the *Are you _____? Yes, I am. I'm _____* pattern from Unit 6.

2 Introduce New Language

Ⓐ **Vocabulary:** *eyes, ears, toes, mouth, head, nose*

- Stand in front of the class. Touch your head with both hands and say *head*. Then touch your nose with a finger and say *nose*. Do the same for *mouth, eyes, ears, and toes*. Repeat several times. Model as follows:

T: (touch your head) *Head*.
Ss: (touch their heads) *Head*.

Follow the same procedure with *eyes, ears, toes, mouth, and nose*. Repeat several times. Then say the six body parts one by one: Students touch the respective parts of their bodies and repeat after you each time.

- Practice saying the six body parts using Picture Cards 3B:125–130. Hold up Picture Card 3B:125 and model as follows:

T: *Eyes*.
Ss: *Eyes*.

Repeat several times. Follow the same procedure for *ears, toes, mouth, head, and nose*, using Picture Cards 3B:126–130.

- Pass Picture Card 3B:125 to the student sitting nearest you and say *eyes*. That student then passes the card to the next student and says *eyes*. Continue until each student has participated. Then go through the complete procedure again with *ears, toes, mouth, head, and nose*, using Picture Cards 3B:126–130.
- Place Picture Cards 3B:125–130 on the chalk rail. Write the numbers 1–6 on the board above the cards. Call out one of the words. The class responds as a group with the corresponding number. Repeat several times. Then drill students individually using the same procedure.
- Leave the Picture Cards on the chalk rail. Call out one of the numbers. The class responds as a group with the corresponding vocabulary word. Repeat several times. Then drill students individually using the same procedure.
- Place Picture Cards 3B:125–130 in six separate areas of the room. Call out one of the words. Students rush to the appropriate area of the classroom.

Ⓑ **Structures:** *Listen. Shake your head. Touch your toes. Do it again!*

- Play any song on the tape player. Cup your ear by the tape player. Hold up the Julie puppet, place Julie's head/ear by the tape player, and say *Listen, Julie*. The class repeats. Call a student to the tape player and say *Listen, _____*. He/She cups an ear and "listens." That student then calls a classmate to the tape player and gives the command. Continue until each student has had a chance to participate.

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- Point to your head. When everyone is looking, shake your head, point to it, and say *Shake your head*. Students repeat. Hold up the Julie puppet and say *Shake your head, Julie*. Have Julie “carry out” the command as the class repeats it. Then, one after the other, have each student tell his/her neighbor to shake his/her head.

- Ask a volunteer to come to the front. As you touch your toes with one hand, point to the volunteer with the other and say *Touch your toes, _____*. The class repeats as the volunteer performs the action.

- Give these commands to the class while miming the actions: *Listen! Shake your head! Touch your toes!* Repeat several times, changing the order of the commands frequently.

- Have students sit or stand in a circle. Each student gives a command to his neighbor. Go around the circle until everyone has had a chance to participate.

- Hold up the Mike puppet and model as follows:

T: *Shake your head, Mike.* (Mike “shakes” his head)
 Ss: *Shake your head, Mike.* (Mike “shakes” his head)
 T: *Do it again, Mike!* (Mike “shakes” his head)
 Ss: *Do it again, Mike!* (Mike “shakes” his head)

Repeat several times. Follow the same procedure, addressing the class this time, for the command *Touch your toes*. Students repeat.

- Divide the class into two groups. Give different orders to each group. For example, say to Group 1 *Touch your toes*. The Group 1 students touch their toes as they repeat the command. Then say *Do it again*. The Group 1 students touch their toes again as they repeat. Then say to Group 2 *Shake your head*. The Group 2 students shake their heads as they repeat the command. Then say *Do it again*. The Group 2 students shake their heads again as they repeat. Repeat several times. Then have volunteers come to the front and give commands to the class. Students repeat each command out loud, then perform the required action.

- Using the Julie puppet, model the following:

T: (cup your hand behind your ear, to Julie)
Listen, Julie.

Ss: *Listen, Julie.*

T: (point to your body parts) *Eyes, ears, mouth, and nose.*

Ss: (point to their body parts) *Eyes, ears, mouth, and nose.*

T: (perform the actions) *Shake your head and touch your toes.*

Ss: (perform the actions) *Shake your head and touch your toes.*

T: (as Julie) *Do it again, Mike!*

Ss: *Do it again, Mike!*

Perform the actions again with the students.

© Structure: *Let's go!*

- Draw a simple zoo entrance on the far left side of the board and place the Julie puppet just outside it, facing into the zoo. Draw a simple house on the far right side of the board. Stand in the middle of the board, beckon to Julie, and model as follows:

T: *Julie! We're going!*

Ss: (beckon to Julie) *Julie! We're going!*

Pretend there is no response from Julie. Beckon to Julie again, point to your watch impatiently, and continue:

T: (voice slightly raised) *Julie! We're going!*

Ss: (beckon to Julie and point to their “watches” impatiently) *Julie! We're going!*

Pretend there is still no response from Julie. Continue:

T: (beckon to Julie furiously) *Julie! We're going! Let's go!*

Ss: (beckon to Julie furiously) *Julie! We're going! Let's go!*

Note: Make sure both you and the students stress *Let's go!*

- Call two students to the board and have them role-play the dialogue, using the appropriate gestures and tones of voice. Choose two other students and continue the activity.

3 Present the Wall Chart

- Place Wall Chart 3B: 13 on the board. Encourage students to produce any pertinent language about the picture (characters, what they are saying, where they are, etc.).

- Point to the appropriate characters on the chart and model as follows:

T: (point to Mike) *Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes.*

Ss: *Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes.*

T: (point to Julie) *Do it again, Mike!*

Ss: *Do it again, Mike!*

T: (point to Mom) *Let's go!*

Ss: *Let's go!*

- Have students line up at the front. Call them to the chart one at a time. Say any one line from the dialogue. The student points to the appropriate character on the chart.
- Play the cassette for pages 30–31: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *Listen, Julie. Eyes, ears, mouth, and nose.
Shake your head and touch your toes.*

Julie: *Do it again, Mike!*

Mom: *Let's go!*
(two times)

- Play the cassette for pages 30–31: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Mike: *Listen, Julie. (two times)
Eyes, ears, mouth, and nose. (two times)
Shake your head and touch your toes. (two times)*

Julie: *Do it again, Mike! (two times)*

Mom: *Let's go! (two times)*

- Divide the class into three groups. Assign groups the roles of Julie, Mike and Mom. The groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 30–31 in their books. Ask for volunteers to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 30–31 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask a volunteer to stand. Point to one of the characters in your book. The volunteer produces the appropriate line(s) from the dialogue. He/She then chooses a classmate to stand, points to one of the two characters, and continues the activity.

5 Games and Activities

Choose any of the following:

- Divide the class into two teams. Place Picture Cards 3B: 125–130 facedown on a desk at the front. Ask a student in each team to come to the front, pick up a card, name it, and point to the equivalent part on his/her own body. Each team scores a point for a correct response.

- Arrange chairs so that there is a chair for all but one student. Play the song "Are You Mad, Mommy?" on the cassette as students circle around the chairs. Stop the cassette at any point during the song. Students race to sit down. The student left standing gives the command *Shake your head and touch your toes*. The other students perform the actions as they repeat out loud. Then the standing student says *Do it again!* The other students perform the actions again, then stand up. Continue the activity several times.
- Students stand in a circle. One student stands in the middle, with the right arm extended outward, pointing. The other students walk slowly around him/her, singing the song from the previous activity. At any point during the song, the student in the middle calls out *Stop!* The other students stop singing and stand still. The classmate being pointed to when the singing is stopped steps forward. The student in the middle says to him/her *Listen, (Sally). Shake your head and touch your toes*. The classmate performs the actions. Then the class says *Do it again, (Sally)!* The classmate repeats the actions. Then he/she replaces the student in the middle and the activity continues.

6 Workbook 3B: Pages 30–31

- Have students do Exercise A (Color).

PART 2

Pages 32–33

Structures:

These are my _____. This is my _____.

Vocabulary:

eyes, ears, toes, mouth, head, nose

Materials:

Picture Cards 3B:125–130 (ears, eyes, toes, mouth, head, nose), Mike and Julie puppets, Wall Chart 3B:14, tape player, cassette

1 Opening

- Greet each student with *Good morning/afternoon*, _____. *Are you happy/OK/sad?* Each student responds accordingly.
- Place Picture Cards 3B:125–130 facedown on a desk at the front of the room. Ask two students to come to the front. Have each pick up a card, name it, and point to the equivalent part on his/her own body. Choose another two students and continue the activity.
- Students stand in a circle. Give one of the students the command to either *Shake your head*. or *Touch your toes*. He/She performs the action. Say *Do it again!* The student performs the action again, then gives one of the two orders to the classmate on his/her right. Continue the activity until all the students have had a chance to participate.

2 Pattern Practice

ⓐ **Vocabulary:** *eyes, ears, toes, mouth, head, nose*

- Review the vocabulary. Say the words *eyes, ears, toes, mouth, head, and nose* one by one as you point to the corresponding body parts. Students touch their respective parts and repeat after you.
- Point to one of the six body parts on either the Mike or the Julie puppets. Students call out the corresponding part. Call a volunteer to the front to replace you as the “leader.” Switch volunteers after several repetitions and continue the activity.

ⓑ **Structures:** *These are my _____.*
This is my _____.

- Point to your head with a finger on one hand, hold up one finger on your other hand, and say *one*. Point to your head again and ask *How many?* Students respond *one*. Repeat the same procedure for your mouth and nose, then model the following:

T: (point to your head) *This is my head.*

Ss: (point to their heads) *This is my head.*

Repeat several times. Follow the same procedure for *This is my mouth.* and *This is my nose.* Students point to the corresponding body parts as they repeat.

- Point to your eyes with two fingers on one hand, hold up two fingers on your other hand, and say *two*. Point to your eyes again and ask *How many?* Students respond *two*. Repeat the same procedure for your ears and toes (substitute *ten* when modeling your toes). Model the following:

T: (point to your eyes) *These are my eyes.*

Ss: (point to their eyes) *These are my eyes.*

Repeat several times. Follow the same procedure for *These are my ears.* and *These are my toes.* Students point to the corresponding body parts as they repeat.

- Have students sit in a circle. Alternate saying *This is my _____.* and *These are my _____.* Students touch their heads, eyes, etc. as they repeat.

3 Present the Wall Chart

- Have students line up at the front. Place Wall Chart 3B:14 on the board. Ask students to come to the chart and point to the appropriate picture as you say either *These are my _____.* or *This is my _____.* Use the Mike and Julie puppets to model the language as well, if desired.
- Play the cassette for pages 32–33: **Vocabulary.** Point to the appropriate pictures as students listen and repeat.

Vocabulary

Narrator: *Eyes.* (two times)
Ears. (two times)
Toes. (two times)
Mouth. (two times)
Head. (two times)
Nose. (two times)

④ Structures: *How old are you?*

We're six years old.

- Keep the drawing on the board. Erase the speech bubble, then hold up the Mike and Julie puppets. Face them toward the birthday picture on the board, have them "throw" up their arms, and model as follows:

T: (as Mike and Julie) *Happy birthday!*

Ss: (throw up their arms) *Happy birthday!*

T: (as Mike, to the two children on the right) *How old are you?*

Ss: (shrug) *How old are you?*

Count the candles on the cake, then point at the two children on the right. Continue:

T: *Six. We're six years old.*

Ss: *Six. We're six years old.*

Repeat several times.

- Have two volunteers come to the board and put on the Mike and Julie puppets. As Mike and Julie, they first shout *Happy birthday!* Then, they turn to the board and ask the two children on the right *How old are you?* Prompt the class to respond (as the two children) *We're six years old.* Choose two new volunteers and continue the activity.
- Put students in pairs and have them form a line. Give six birthday candles to the first pair in line. Ask them *How old are you?* The first pair responds *We're six years old.* Then they turn to the pair behind them, hand them the candles, and repeat the dialogue. Continue to the end of the line.

③ Present the Wall Chart

- Place Wall Chart 3B: 17 on the board. Encourage the students to produce any pertinent language about the picture (what they see, who they see, colors, etc.).
- Point to the appropriate characters on the chart and model as follows:

T: (point to Mom): *Happy birthday!*

Ss: *Happy birthday!*

T: (point to the aunt): *How old are you?*

Ss: *How old are you?*

T: (point to Julie): *We're six years old.*

Ss: *We're six years old.*

T: (point to Dad): *Can you blow out the candles?*

Ss: *Can you blow out the candles?*

T: (point to Mike): *Yes, we can.*

Ss: *Yes, we can.*

- Ask for four volunteers to come to the front. Say any one line from the dialogue and have a volunteer point to the appropriate character. Say all the lines and give each volunteer a chance to respond.

- Play the cassette for pages 38–39: **Dialogue.** Point to the appropriate characters on the chart as students listen.

Dialogue

Mom: *Happy birthday!*

Aunt: *How old are you?*

Julie: *We're six years old.*

Dad: *Can you blow out the candles?*

Mike: *Yes, we can.*

(two times)

- Play the cassette for pages 38–39: **Dialogue Practice.** Students listen and repeat each line.

Dialogue Practice

Mom: *Happy birthday!* (two times)

Aunt: *How old are you?* (two times)

Julie: *We're six years old.* (two times)

Dad: *Can you blow out the candles?* (two times)

Mike: *Yes, we can.* (two times)

- Divide the class into five groups. Assign groups the roles of Mom, Aunt, Julie, Dad, and Mike. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.
- Have five volunteers come to the front and role-play the dialogue. When necessary, prompt by pointing to the characters on the chart and mouthing the words soundlessly. Choose five new volunteers and continue.

④ Open Student Books

- Have students turn to pages 38–39 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 38–39 again. Students point to the appropriate characters in their book as they listen and repeat.

(continued)

- Keep Wall Charts 3B: 11, 13, 15, 17, and 19 on the board. Ask students to form a line at the front. Have two or three students come to any one of the charts. Students point to the characters on the chart as they role-play the dialogue. Continue until each student has had a chance to play at least one part in a dialogue.
- Place Wall Charts 3B: 12, 14, 16, 18, and 20 on the board. Play the cassette for pages 46–47: **Review**. Students listen as you point to the pictures on the charts.

Review

Narrator: *OK.* (two times)
Happy. (two times)
Surprised. (two times)
Mad. (two times)
Sad. (two times)
Scared. (two times)
Eyes. (two times)
Ears. (two times)
Toes. (two times)
Mouth. (two times)
Head. (two times)
Nose. (two times)
Grandmother. (two times)
Grandfather. (two times)
Father. (two times)
Mother. (two times)
Aunt. (two times)
Uncle. (two times)
Sister. (two times)
Brother. (two times)
Cousin. (two times)
Blow out the candles. (two times)
Bake a cake. (two times)
Ride a bike. (two times)
Drive a car. (two times)
Draw a picture. (two times)
Write your name. (two times)
Restaurant. (two times)
Zoo. (two times)
Birthday cake. (two times)
Presents. (two times)

3 Open Student Books

- Have students turn to pages 46–47 in their books. Ask volunteers to identify the vocabulary items on the pages.
-  Play the cassette section for pages 46–47 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Ask a student to stand. Point to any one of the vocabulary items in your book. The student identifies the word. Then he/she chooses a classmate and continues the activity.

4 Songs/Chants

- Play a few notes from any song or chant on the cassette. Ask students to identify the song or chant. If they cannot do so, play a bit more until they can. Then sing or chant together with the class.
- Divide the class into five teams. Assign each team a song or chant. Each team comes to the front and performs its assigned song or chant. Alternate if time allows.

5 Games and Activities

Choose any of the following:

- Divide the class into two or three teams. Show the first team one of Picture Cards 3A:74–75 and 3B: 119–147. The team must identify the word along with the appropriate pattern. For example, the pattern for Picture Card 3A:74 is *What did you like best today? I liked the restaurant.* If they do so correctly, the team keeps the card. Follow the same procedure for the other team(s). Teams take turns. The team with the most cards at the end wins the game.
- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach any nine of the Picture Cards 3A:74–75 and 3B: 119–147 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square, then tries to identify the Picture Card on that square by using the vocabulary item with the appropriate structure. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No.* The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.

6 Workbook 3B: Pages 46–48

- Have students do Exercise A (Look and write the numbers) and Exercise B (Color). In Exercise A, students look at the main picture and determine who each silhouetted family member is. Then they write the number for each silhouette in the corresponding picture on either side of the page.

Picture Card List

Tiny Talk 3A

1	Sunday	44	circle
2	Monday	45	square
3	Tuesday	46	triangle
4	Wednesday	47	diamond
5	Thursday	48	rectangle
6	Friday	49	heart
7	Saturday	50	1:00
8	bedroom	51	2:00
9	playing	52	3:00
10	bathroom	53	4:00
11	brushing my teeth	54	5:00
12	kitchen	55	6:00
13	cooking	56	7:00
14	living room	57	8:00
15	watching TV	58	9:00
16	blouse	59	10:00
17	T-shirt	60	11:00
18	dress	61	12:00
19	skirt	62	crayons
20	pants	63	toys
21	shorts	64	TV
22	shoes	65	light
23	sneakers	66	keys
24	11	67	money
25	12	68	Pick up the crayons.
26	13	69	Pick up the toys.
27	14	70	Turn off the TV.
28	15	71	Turn off the light.
29	16	72	Go get the keys.
30	17	73	Go get the money.
31	18	74	restaurant
32	19	75	zoo
33	20	76	department store
34	orange	77	park
35	black	78	movies
36	white	79	beach
37	brown	80	french fries
38	purple	81	soda pop
39	pink	82	cheeseburgers
40	yellow	83	pizza
41	red	84	donuts
42	green	85	apple juice
43	blue		

Tiny Talk 3B

86	elephants	129	head
87	bears	130	nose
88	tigers	131	grandmother
89	lions	132	grandfather
90	monkeys	133	father
91	giraffes	134	mother
92	big	135	aunt
93	small	136	uncle
94	fierce	137	sister
95	sleepy	138	brother
96	tall	139	cousin
97	crocodile	140	blow out the candles
98	swim	141	bake a cake
99	kangaroo	142	ride a bike
100	jump	143	drive a car
101	bird	144	draw a picture
102	fly	145	write your name
103	hippo	146	birthday cake
104	walk	147	presents
105	pandas		
106	leaves		
107	meat		
108	sharks		
109	fish		
110	lizards		
111	bugs		
112	bananas		
113	223-4567		
114	680-4960		
115	415-3153		
116	829-6611		
117	987-6543		
118	250-1234		
119	OK		
120	happy		
121	surprised		
122	mad		
123	sad		
124	scared		
125	eyes		
126	ears		
127	toes		
128	mouth		



Tiny Talk is a three-level listening and speaking series for preschool and kindergarten children learning English. The course provides a simple but steady development of new language through characters, themes, and situations relevant and appealing to very young students. Songs by Carolyn Graham appear in every lesson.

The three levels are divided into A and B sections. Each section includes a **Student Book**, a **Workbook**, a **Cassette**, **Picture Cards**, and **Wall Charts**. The easy-to-use **Teacher's Book** provides step-by-step lesson plans and a wide variety of games and fun activities. **Puppets** of the main characters attract and hold children's attention throughout the course.

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