

In the Name of God

# Tip Top 5 Teacher's Book

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## Tip Top 5 Teacher's Book

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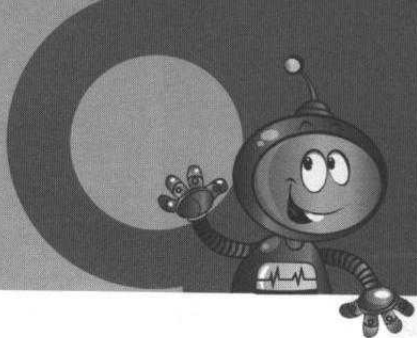
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# Scope and Sequence

Unit	Let's learn.	Let's talk.	Let's move.	Let's practice.	Extra New Words	Extra Conversation
1 <b>Hello Again</b>	Mr. Hill Mrs. Parker Mr. Miller Mrs. Nelson family	Good afternoon, Mr. Hill Good afternoon, Mrs. Parker How are you? Very well, thank you. And you? I'm OK. Goodbye! Goodbye!	Boys, hands up. Girls, hands down. Boys and girls, jump. Now turn around.	I'm Nora. I'm a girl. You're Nick. You're a boy.		How are you today? Not too bad. See you later.
2 <b>At the Stationery Shop</b>	pen eraser ruler pencil case marker	Can I have a ruler? Yes. Here you are. Thank you. You're welcome!	Take out your book. Now open it. Close your books.	Is it a marker? Yes, it is. No, it isn't. What is it? It's a pencil case.	notebook pencil sharpener backpack	Can I help you? Yes. May I have a notebook, please?
3 <b>In the Zoo</b>	big small tall short young old	Dad, this is my friend Sam. Nice to meet you, Sam. Nice to meet you, too.	Show me you are tall/short.	I'm short. It's tall/big/small. He's old. She's young.	fat thin tired	Who's this? This is my brother Ted.
4 <b>Clothes</b>	skirt socks hat scarf sweater	Look at me! I'm wearing dad's sweater! Sh! Be quiet! Sorry. That's okay.	Put on/take off your hat. Pull up your socks.	Whose shirt is it? It's my/your shirt. It's Tom's shirt.	glasses belt sandals	What are you wearing? I'm wearing a blue hat.

# Introduction

## Course Description

Tip Top is a six-level introductory course intended for children of kindergarten and pre-school levels studying English for the first time. It is designed specifically for children in an English as a foreign language (EFL) context who do not generally hear English spoken outside the classroom.

The aim of the Tip Top series is to develop students' speaking, listening, and fine motor skills through activities that reward their curiosity and appeal to their sense of fun. The syllabus progresses at a natural and steady pace, offering students many opportunities to practice new language. Also Tip Tops 5 and 6 get the children ready to move to the higher levels through initial exposure to reading and writing skills. Three main characters – Nora, Nick, and Tip Top – focus student's interest and involvement throughout the course. It's better to teach the Tippy Toppo course prior to the six-level communicative series Tip Top. These two series can

be used separately or as one complete seven-level course. The Tippy Toppo syllabus provides a solid foundation of vocabulary and communicative language on which the syllabus of Tip Top is built.

## Topics

Tip Top is a topic-based course. Each unit is centered on a different topic. This reduces the cognitive load on children since vocabulary is presented in meaningful groups. The topics chosen, such as At the stationary shop and Clothes, are relevant to young children and reflect their lives. As a result, they reassure, interest, and motivate the children in the classroom.

## Values

In addition to its language learning benefits, Tip Top recognizes that language instruction presents an opportunity to reinforce values such as cooperation, kindness, teamwork, health and hygiene, good nutrition, and respect for others. The stories in productive language and review pages provide opportunities to address such values.

## Components

### Student's Book :

The Tip Tops 5 and 6 Student's Books consist of four 13-page units, two 2-page consolidation units and a sticker page. The units in Tip Tops 5 and 6 are very systematic and predictable. In addition, there are extra vocabulary, international words and extra conversation in each lesson so that the book can be used for different time options from one 45-minute session to two 45-minute sessions a week. Each unit includes a wide range of colorful pictures and various activities used to present and practice the new vocabulary, total physical response, language focus and the productive language. In addition, there are activities to develop the gross and fine motor skills. The sticker page includes pictures representing some key words of the units.

### Activity Book

The attached Activity Book reinforces the basic language presented in the four units through activities. Children practice the vocabulary with help of observation, problem solving activities and interpretation of different codes. In addition, the Activity Book provides joyful hours of coloring the attractive

pictures. Use of the Activity Book is optional but highly recommended.

### Audio Visual CD :

The Tip Tops 5 and 6 CDs contain six episodes. Each episode is based on the different parts of the unit including action words, songs, presentation of vocabulary, productive language, language focus, and a listening task. The Teacher's Book includes teaching notes to complement the video.

### Teacher's Book

The comprehensive Teacher's Book gives clear step-by-step teaching instructions for each unit in Tip Tops 5 and 6 as well as for the Review consolidation units. Many of the suggested games and activities include different strategies for large and small classes, as well as individual, pair and group tasks. The Teacher's Book also features the audio scripts. Also included in the Teacher's Book are a listing of international words needed for each unit, classroom language and a listing of different games and activities that can be used throughout the course.

The Activity Bank includes a multitude of fun games and activity ideas that can support any lesson.

### Test Bank

Children's progress can be evaluated through ongoing assessment, and formal testing. The Test Bank gives you all the resources you need to evaluate your students' progress.

The Test Bank contains the following tests, and their audio files. It offers:

- II► Suggestions for ongoing classroom evaluation through 4 one-page progress check sheets – each lesson one.
- II► 2 two-page midterm evaluation sheets to keep a record of children's progress.
- II► 2 two-page final evaluation sheets.

### Picture Cards

The full-color Picture Cards represent the key vocabulary of the whole course. In the teaching notes, their use is clearly outlined for presentation, practice and consolidation activities as well as different games. Plus children can play different games with them at the end of each unit and in review consolidation units in order to reinforce what they have learned.

### Masks

The masks of the two important characters of the Tip Top Books i.e. Nick and Nora can help teacher teach the conversations more easily. Children can wear masks and role play the conversations productively. This eases teaching procedure.

### Wall Charts

The wall charts feature enlarged versions of the Student's Book key words. They provide visual support for review activities and help create a magic atmosphere at review time. The Teacher's Book includes teaching notes to complement the wall charts.

### Course Philosophy

- Tippy Topsy and Tip Top are based on the premise that children learn best when their natural curiosity and sense of fun are encouraged, and when new language is introduced in small, manageable amounts. New language is introduced in the spiraling syllabus that gradually builds on and reinforces a previously learned language. Thus, students are able to maintain and build on the language they know at each new level.

The unit topics and situations, as said before, are both familiar and universally appealing to children. Students immediately relate to these situations, resulting in greater