

Tiny Talk

Teacher's Book



Susan Rivers

with songs by Carolyn Graham

Oxford University Press

سرشناسه: ريوود، سوزان
Rivers, Susan
عنوان و نام پديدآور: Tiny Talk 1: Teacher's Book/ Susan Rivers with Songs by Carolyn Graham
مختصات نشر: تهران: رهنما، ۱۳۹۰ = ۲۰۱۱ م.
مختصات ظاهري: ۹۶ ص.
بازداشت: انگليسي
ترجمه عنوان: تين تالك وان، تيويز برك
موضوع: زبان انگليسي - كتابهاي درسي براي خارجيان
موضوع: زبان انگليسي - راهنماي آموزش (تعليمي)
شماره الزامي: گراهم، كارولين
شعبه الزامي: Graham, Carolyn
وديني كننگو: PE111A7۲۹ ۱۲۹۰
ردمبدي ديوي: L۲۸۰۰۷۶
شماره كتابشناسي ملي: T۱۱۰۸۸۵

. Susan Rivers مؤلفه: Tiny Talk 1 Teacher's Book
لينوگرافي: رهنما، چاپ: چاپخانه فرهنگ، چاپ اول: زمستان ۱۳۹۰، تيراز
۲۰۰۰ نسخه، نشر: انتشارات رهنما، آدرس: مقابل دانشگاه تهران، خيابان
فروردين، نيش خيابان شهناي زانداري، پلاك ۱۱۲، تلفن: ۶۶۴۰۰۹۲۷-۶۶۴۰۰۹۲۷
۶۶۴۱۶۶۲، ۶۶۴۸۱۶۶۲، فاكس: ۶۶۴۶۷۲۲۲، فروشگاه رهنما،
سادات آباد خيابان علامه طباطبايي جنوب، بين ۳۰ و ۳۲ شرق پلاك
۱۹، تلفن: ۸۸۶۹۴۱۰۳، آدرس فروشگاه شماره ۴، خيابان پيروزي نيش
خيابان سوم نبروي هوايي، تلفن: ۷۷۴۸۲۵-۵، نمايشگاه كتاب رهنما،
مقابل دانشگاه تهران پلاز فرورنده تلفن: ۶۶۵۰۹۵۷
قيمت: ۲۵۰۰۰ ريال



Student Book 1A — Scope And Sequence

UNIT	THEME	DIALOGUE	PRACTICE PATTERN	VOCABULARY
1	Hello	Hello! Hi!	I'm (Benny). Hello, (Benny).	Benny, Sue
2	Good Morning	My name's Sue. Good morning, Sue.	My name's (Sue). Good morning, (Sue).	Benny, Sue, Miss Dolly
3	Girls And Boys	How are you? Fine, thank you.	I'm a (teacher).	teacher, girl, boy
4	In The Classroom	A book. Thank you. You're welcome.	A (book). Thank you. You're welcome.	book, crayon, puppet
5	Morning Exercises	Up! Down! Ouch! I'm sorry.	(Up)!	up, down, turn around, jump
6	Numbers	Count! 1, 2, 3, 4, 5. I can count.	How many? (1).	1, 2, 3, 4, 5
7	Snack Time	Snack time! Cookies, please. Here you are.	(Cookies), please. Here you are.	cookies, juice, apples, pudding
8	Colors	Pink. I like pink. Me, too!	I like (pink). Me too!	pink, yellow, blue, red, green, purple
9	Ready To Go	Good-bye! Bye! See you tomorrow!	(Clean up)!	clean up, stand up, line up, march
10	On The Bus	Look! It's a car. It's blue. Sit down!	It's a (car). It's (blue).	car, bus, truck, motorcycle

Student Book 1B — Scope And Sequence

THEME	DIALOGUE	PRACTICE PATTERN	VOCABULARY
Weather	Hurry up! It's raining. I'm wet.	It's (raining). I'm (wet).	raining, sunny, snowing, wet, hot, cold
Lunchtime	I'm hungry. Have some chicken. Mmm. It's good.	I'm hungry. Have some (chicken).	chicken, soup, noodles
Nap Time	That's my pillow. No! It's my pillow. Shh! Be quiet!	That's my (pillow). No! It's my (pillow).	pillow, blanket, bear
In Town	Red light. Stop! Green light. Go! She's a police officer.	She's a (police officer). He's a (farmer).	police officer, farmer, doctor
Shopping	I want candy. No, Benny. Not today.	I want (candy). No. Not today.	candy, chips, ice cream
Play Time	Play with me. OK. Let's swing.	Play with me. OK. Let's (swing).	swing, slide, run
At Home	Hey! Daddy's home. I'm home. He's my daddy.	He's my (daddy). She's my (mommy).	daddy, mommy, brother, sister
Dinnertime	Dinner's ready! Yum! I like fish. Yuck! I don't like fish.	I like (fish). I don't like (fish).	fish, rice, meat, bread
Both Time	Where's the soap? Here it is.	Where's the (soap)? Here it is.	soap, shampoo, towel
Bedtime	Look at the moon! Good night, Mommy. Good night.	Look at the (moon)!	moon, stars, sky

Introduction

COURSE DESCRIPTION

Tiny Talk is a three-level course designed for preschool and kindergarten children. The goal of this series is 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 by Carolyn Graham for the ten regular units, as well as listening practice for the two review units. Each song 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 for this level.

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. Material 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 with 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 One. Units are numbered 1 to 10 (and review units are numbered 1 and 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 to be 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 allow the teacher to 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

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

Games and Activities

Games and activities help 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
Songs, Games, and Activities	15 minutes
	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, 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

Almost all children enjoy singing, and songs 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 as follows:

- 1) Introduce or review the main language in the song, 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.
- 3) Present the song using appropriate gestures, expressions, and/or actions whenever possible. Sing each line, then have the class repeat the words and the actions.
- 4) Play the second (interactive) version of the song while the class sings along and performs the actions. The class can be divided into interactive groups when appropriate. The Teacher's Book provides additional suggestions for this.
- 5) Once the students have mastered the song, they can perform the third (music-only) version with other verses.

If there are a few extra minutes remaining at the end of class, students can request their particular favorites.

Total Physical Response (TPR)

The TPR method links physical actions to language and is an excellent way for young children to retain new language, burn off energy, and have fun. Teachers should always try to link new vocabulary to gestures and actions. In addition, teachers should frequently conduct activities in which students respond physically to commands and/or songs and chants.

Parental Involvement

Teachers should maintain close contact with each student's parents to keep them informed of the child's progress and of any problems that may arise. Most parents are anxious for their children to do well and are willing to help with home review and practice.

DRILLS, GAMES, AND ACTIVITIES

Drills, games, and activities will take up the majority of the class time. Below is a list of frequently used activities for easy reference.

Choral Drill

The teacher models the language and the class repeats. This type of drill should be conducted every time new language has been introduced. Students should be given the chance to repeat each item several times. This gives the teacher a chance to correct any collective pronunciation errors as well as gauge the degree of difficulty the new language presents to students. Choral drills should always be conducted before moving on to individual drills.

Chain Drill

This drill can be used for conversational patterns or simple dialogues. The teacher hands either a Picture Card or the object depicted on the card to one of the students while saying the appropriate language. That student then repeats the procedure with the next student. The drill is continued until each student has had a chance to participate.

Line Pairs

This type of drill is for teachers who like pairwork but need more structure for younger children. Students are arranged in two equal lines (A and B) facing each other. The first students in the lines practice the language by role-playing a dialogue. The student in line B gives the response, then initiates the dialogue with the second student in line A, who responds in turn. That student then initiates the dialogue with the second student in line B, and so on. The dialogue is role-played throughout the two lines, and each student has a chance to both initiate and respond. The teacher should move down the lines, listening to each pair of students as they practice.

Guessing Games

Young children love to play guessing games, and these games provide numerous opportunities to use the language. Many variations appear in the Teacher's Book. Here is one very popular example: The teacher chooses a student to come to the front of the class, then gives him/her a Picture Card without letting the other students see it. Using the language being practiced, the other students try to guess which Picture Card the first student is holding. If a student guesses correctly, he/she replaces the student at the front, and the game is continued.

Benny Says

Using either the Sue or the Benny puppet, the teacher gives the class a series of commands. If a command is preceded by either *Benny says* or *Sue says*, the students should perform the appropriate action. If not, the students should remain still. Students who perform the action when the teacher does not call out *Benny/Sue says* are out of the game.

Musical Games

Many games in the Teacher's Book use songs that are played on the cassette. "Musical chairs" is a popular game among children of this age group. The chairs should be arranged so that there is one for all but one student. The teacher plays the cassette, then either stops the cassette or calls out *Stop!* Students rush to sit. The student left standing must identify selected vocabulary, or respond to a part of a conversation being practiced.

Another musical game, particularly helpful for practicing vocabulary, is to arrange students in a circle. The teacher hands out Picture Cards to some of the students, then plays the cassette. Students pass the cards in one direction around the circle while the song plays. When the teacher stops the cassette, those students who are holding cards must stand and identify them.

Team Games

The class is divided into two teams. Students compete to bring the teacher an appropriate Picture Card, identify a vocabulary word, give the proper response in a dialogue, or answer a question. The first student to do so correctly earns a point for his/her team.

Student Book 1A



PART 1 Pages 4–5

Structures:

Hello! Hi!

Materials:

Benny and Sue puppets, Wall Chart 1A:1, tape player, cassette

1 Opening

- Greet each student with either *Hello!* or *Hi!* Do not expect students to respond just yet.
- Confirm students' names. If you assign English names, make sure students are able to pronounce them easily. Use students' names immediately and frequently so that they will become quickly accustomed to hearing them in class.

2 Introduce New Language

Structures: *Hello! Hi!*

- Introduce *Hello!* and *Hi!* using the Benny and Sue puppets. Model as follows:
T: (hold a waving Benny puppet) *Hello!*
Ss: (wave back) *Hello!*
T: (hold a waving Sue puppet) *Hi!*
Ss: (wave back) *Hi!*
Encourage students to wave back as they respond. Repeat several times.
- Using a Benny or Sue puppet, greet each student with either *Hello!* or *Hi!* Students respond with either greeting.
- Ask for volunteers to choose a puppet and greet a classmate with either *Hello!* or *Hi!* Classmates should respond in turn.

3 Present the Wall Chart

- Place Wall Chart 1A:1 on the board. Point to Benny and model as follows:

T: *Hello!*

Ss: *Hello!*

Follow the same procedure for Sue.

- Encourage students to greet their neighbors.
- Ask for volunteers to say the appropriate greetings while you point to the characters on Wall Chart 1A:1.

4 Open Student Books

- Have students turn to pages 4–5 in their books. Ask the class to identify the characters and describe what they are saying.
- Play the cassette for pages 4–5: **Dialogue**. Students listen and point to the characters in their books.

Dialogue

Benny: *Hello!*

Sue: *Hi!*
(two times)

- Play the cassette for pages 4–5: **Dialogue Practice**. Students listen and repeat each line.

Dialogue Practice

Benny: *Hello!* (two times)

Sue: *Hi!* (two times)