

# Tiny 2 Talk

Teacher's Book

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Susan Rivers

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**Susan Rivers**

**with songs by Carolyn Graham**

**Oxford University Press**



## Student Book 2A — Scope And Sequence

UNIT	THEME	DIALOGUE	PRACTICE PATTERN	VOCABULARY
1	Good Morning	Good morning, Sue. Good morning, Mommy. Get up, sleepyhead!	She's (Sue). He's (Benny).	Sue, Benny, Mommy, Daddy
2	Washing	Wash your face, Benny. Wait a minute. Now!	Wash your (face). Wait a minute.	face, ears, hands, feet
3	Look At Me!	Here's your toothbrush. Brush your teeth, Sue. Yes, Mommy. Look at me!	Here's your (toothbrush). Brush your (teeth). Yes, Mommy.	toothbrush, teeth, hairbrush, hair
4	Dressing	Put on your shirt. Help me! I can't see. Silly Benny!	Put on your (shirt). Help me!	shirt, pants, skirt, socks
5	Breakfast Time	Here's your breakfast. What is it? It's cereal.	What is it? It's (cereal).	cereal, toast, jam, milk, juice
6	At The Table	Mommy! Benny's playing. Tattletale! Benny, eat!	(Benny)'s (playing).	playing, eating, reading, cooking
7	Ready For School	Let's see. One book. Two erasers. Three pencils. Four markers. Five toys.	One (eraser). (Two) (eraser)s.	eraser, erasers, pencil, pencils, marker, markers, toy, toys
8	Leaving	I'm ready. Come on. Benny! Don't forget your bag. Thanks, Mommy. Bye.	Don't forget your (bag). Thanks.	bag, umbrella, jacket, hat
9	New Friends	Hey! Who's she? She's Julie. Hi, Julie. Nice to meet you.	Who's (she)? (She)'s (Julie).	Julie, Mike, Sue, Benny
10	On The Bus	Is he a teacher? No. He's a bus driver. Let's go!	Is (he) a (teacher)? No. (He)'s a (bus driver).	bus driver, truck driver, taxi driver

# Student Book 2A



## PART 1 Pages 4–5

### Structures:

Good morning, Sue. Good morning, Mommy. Get up, sleepyhead!

### Vocabulary:

Sue, Benny, Mommy, Daddy

### Materials:

Picture Cards 1B:38–74 and 2A:3 (raining, sunny, snowing, wet, hot, cold, chicken, soup, noodles, pillow, blanket, bear, red light, green light, police officer, farmer, doctor, candy, chips, ice cream, swing, slide, run, daddy, mommy, brother, sister, fish, rice, meat, bread, soap, shampoo, towel, moon, stars, sky, Mommy); Benny and Sue puppets; Wall Chart 2A:1; a tissue; tape player; cassette

## 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_* or *Good morning, \_\_\_\_\_*. Students respond in turn.
- Place Picture Cards 1B:38–74 on the floor. Divide the class into two teams (A and B) and have them form two lines. Call the first student in line from team A to the front of the room, then have him/her choose a card and identify it. If he/she is correct, remove the card and give the student's team a point. Then call the first student in line from team B to do the same. Alternate between teams and continue until each student has had a chance to participate.

**Note:** If you don't have the *Tiny Talk Picture Cards 1B*, you may skip over this activity.

## 2 Introduce New Language

Ⓐ **Structure:** *Good morning, Mommy.*

- Quickly review the word *Mommy*. Hold up Picture Card 2A:3 and model as follows:

T: *Mommy.*  
Ss: *Mommy.*

Repeat several times.

- Continue holding up the card and model the structure as follows:

T: *Good morning, Mommy.*  
Ss: *Good morning, Mommy.*

Repeat several times.

- Hand Picture Card 2A:3 to the student sitting closest to you. Ask the student to stand. Look at the student, smile, and say *Good morning, Mommy*. The student responds *Good morning*. He/She then hands the card to the next student, who also stands. The first student says *Good morning, Mommy*. The second student responds *Good morning*. Continue in chain-drill fashion until all the students have had a chance to participate. (See page 7 for comments on conducting chain drills.)

Ⓑ **Structure:** *Get up, sleepyhead!*

- Place the Benny puppet on a desk at the front. Cover him with a tissue (as a blanket), shake him gently, and say *Get up!* Have Benny "wake up" and "say" *Good morning*. Model as follows:

T: *Get up!*  
Ss: *Get up!*

Repeat several times.

- Place the Benny puppet on the desk and cover him again. Gently shake him awake while saying *Get up!* Continue shaking him, but this time without success. Point to Benny, shake your head, and say *Sleepyhead*. Repeat several times. Then shake him awake and say *Get up, sleepyhead!* After several shakings, have Benny "wake up" and "say" *Good morning*. Then model as follows:

T: *Get up, sleepyhead!*  
Ss: *Get up, sleepyhead!*

Repeat several times.

- Have volunteers come to the front and "wake" Benny up by shaking him gently and saying *Get up, sleepyhead!*
- Ask for two volunteers to come to the front. One volunteer puts his/her head down on the desk and pretends to be asleep. The second shakes him/her gently and says *Get up, sleepyhead!* The student pretending to be asleep "wakes up" after a short time, stands, and says *Good morning*.



### 3 Present the Wall Chart

- Place Wall Chart 2A: I on the board. Point to the characters and model as follows:

T: (point to Mommy) *Good morning, Sue.*

Ss: *Good morning, Sue.*

T: (point to Sue) *Good morning, Mommy.*

Ss: *Good morning, Mommy.*

T: (point to Daddy) *Get up, sleepyhead!*

Ss: *Get up, sleepyhead!*

Repeat several times.

- Ask students to form a line at the front of the room. One at a time, call students to the chart and say any one line from the dialogue. Each student responds by pointing to the appropriate character on the chart.
- Keep the students in line and call them to the chart one at a time. Point to one of the characters. Each student responds with the appropriate line from the dialogue.
- Play the cassette for pages 4–5: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Mommy: *Good morning, Sue.*

Sue: *Good morning, Mommy.*

Daddy: *Get up, sleepyhead!*

(two times)

Play the cassette again. Students listen and repeat.

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

### Dialogue Practice


Mommy: *Good morning, Sue.* (two times)

Sue: *Good morning, Mommy.* (two times)

Daddy: *Sleepyhead!* (two times)

*Get up, sleepyhead!* (two times)

### 4 Open Student Books

- Have students turn to pages 4–5 in their books. Ask the class to talk about the picture using any pertinent language (identifying characters, colors of objects, etc.).
-  Play the cassette sections for page 4–5 again. Students point to the characters in their books as they listen to the dialogue and repeat each line.

- Ask for four volunteers to come to the front and role-play the dialogue. Encourage them to imitate the appropriate voices for their characters. Alternate roles if time allows.

**Note:** Benny's role is a non-speaking role but important all the same.

### 5 Song

- Teach the song "Good Morning, Mommy." (See page 6 for hints on teaching songs.)

### Good Morning, Mommy

*Good morning, Mommy*

*Good morning, Sue*

*Good morning, Daddy*

*How are you?*

*Good morning, Benny*

*Good morning, Sue*

*Good morning, Mommy*

*How are you?*

(two times)

- Divide the class into two groups. The first group sings the first verse; the second group sings the second verse. Switch groups after a while for a change.

### 6 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks. Tap one of the students on the shoulder. Return to the front of the room and say *Good morning*. All the students except the one you have tapped stand up and say *Good morning*. Then they run or turn to the "sleeping" student, shake him/her gently, and say *Get up, sleepyhead!*
- Arrange chairs so that there is a chair for all but one student. Play the song "Good Morning, Mommy" on the cassette. Students walk in a circle around the chairs. Stop the cassette at any point during the song. Students rush to sit. The student left standing pretends to be asleep and the others gently "woke" him/her by saying *Get up, sleepyhead!*

### 7 Workbook 2A: Pages 4–5

- Have students do Exercise A (Color).

- Play the cassette for pages 6–7: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.



### Pattern Practice

Benny: *She's Sue.* (two times)

Sue: *He's Benny.* (two times)

Benny: *She's Mommy.* (two times)

Sue: *He's Daddy.* (two times)

Play the cassette again. Students listen and repeat.

## 4 Open Student Books

- Have students turn to pages 6–7 in their books. Ask for volunteers to identify the characters using the correct *He/She's \_\_\_\_\_* structure.
- Play the cassette sections for pages 6–7 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have four volunteers come to the front. Give each volunteer one of the Picture Cards 2A: 1–4. Ask the other students to form a line at the front. The first student from the line walks up to one of the volunteers and identifies his/her “character,” using the appropriate pronoun. The student then takes the card and replaces the volunteer, who now goes to the end of the line. Continue until each student has had a chance to participate.

## 5 Games and Activities

Choose any of the following:

- Ask two volunteers to stand. Hold Picture Cards 2A: 1–4 so that 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 card using the correct *He's/She's \_\_\_\_\_* structure may repeat the activity with the next student. Continue until each student has had a chance to participate.
- Draw two large faces on the board: a happy face with a checkmark beneath it, and a sad face with an “X” beneath it. Call two students to the front of the room. Show them one of the Picture Cards 2A: 1–4, and identify the character with a sentence using either *he* or *she*. If the sentence you have made is correct, students rush to hit the happy face. If it is incorrect, students rush to hit the sad face. The first student to hit the correct face may continue the activity with the next student.

- Call four volunteers to the front. Give each volunteer one of the Picture Cards 2A: 1–4 and ask him/her not to show it. The rest of the class tries to guess which volunteer has which card, using the *He's/She's \_\_\_\_\_* structure. If a student guesses incorrectly, the volunteer responds *No, I'm sorry*. If a student guesses correctly, he/she replaces the volunteer holding the identified card. Redistribute the cards and continue the activity.
- Give Picture Cards 2A: 1–4 to four students. Call out *Green light! Go!* The students pass the cards around the room in the same direction. Call out *Red light! Stop!* The students holding the cards run to the front of the room while the rest of the class identifies them using the appropriate pronouns.

## 6 Workbook 2A: Pages 6–7

- Have students do Exercise B (Find and circle) and Exercise C (Match).



## PART 1

### Pages 8–9

#### Structures:

Wash your face, Benny. Wait a minute. Now!

#### Vocabulary:

face

#### Materials:

Picture Cards 2A:1–5 (Sue, Benny, Mommy, Daddy, face); Benny puppet; Wall Chart 2A:3; tape player; cassette

### 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_* or *Good morning, \_\_\_\_\_*. Students respond in turn.
- Place Picture Cards 2A:1–4 along the chalk rail. Write the numbers 1–4 on the board above the cards. Ask four students to stand, and assign each a number. The four students walk to the cards. Each picks up the one corresponding to his/her number, then identifies it using the correct pronoun; for example, *He's Daddy*. Continue until each student has participated.

### 2 Introduce New Language

#### Ⓐ Vocabulary: *face*

- Hold up Picture Card 2A:5, point to your own face, and model as follows:

T: *Face.*

Ss: *Face.*

Repeat several times. Ask students to point to their own faces, or to their classmates' faces, and say *face*.

#### Ⓑ Structure: *Wash your face, \_\_\_\_\_*

- Perform the gestures of washing your face, encouraging students to do them with you, and model as follows:

T: *Wash your face.*

Ss: *Wash your face.*

Repeat several times. Then call a student to the front of the room. Say *Wash your face, (Susan)*. The student performs the gestures of washing his/her face. Call several students to the front and repeat the procedure.

#### Ⓒ Structures: *Wait a minute. Now!*

- Using the Benny puppet, model as follows:

T: (to Benny) *Wash your face.*

Ss: *Wash your face.*

T: (to Benny, sternly) *Wash your face, Benny.*

Ss: *Wash your face, Benny.*

T: (as Benny) *Wait a minute.*

Ss: *Wait a minute.*

Shake your head, look sternly at the Benny puppet, and say *Now!* Students repeat. Have Benny "wash" his face. Repeat the whole exchange once or twice.

- Ask for volunteers to come to the front and give the *Wash your face, Benny* command to the Benny puppet. Have Benny "stall" and "say" *Wait a minute*. The student responds *Now!* — then Benny begins "washing" his face.

### 3 Present the Wall Chart

- Place Wall Chart 2A:3 on the board. Point to the characters on the chart and model as follows:

T: (point to Mommy) *Wash your face, Benny.*

Ss: *Wash your face, Benny.*

T: (point to Benny) *Wait a minute.*

Ss: *Wait a minute.*

T: (point to Daddy) *Now!*

Ss: *Now!*

Repeat several times.

- Play the cassette for pages 8–9: **Dialogue**. Point to the appropriate characters on the chart as students listen.

#### Dialogue

Mommy: *Wash your face, Benny.*

Benny: *Wait a minute.*

Daddy: *Now!*

(two times)

- Play the cassette for pages 8–9: **Dialogue Practice**. Students listen and repeat each line.

#### Dialogue Practice


Mommy: *Wash your face, Benny.* (two times)

Benny: *Wait a minute.* (two times)

Daddy: *Now!* (two times)

- Ask students to form a line at the front. Call the first student up to the chart. Point to one of the characters. The student responds with the appropriate line from the dialogue.

#### 4 Open Student Books

- Have students turn to pages 8–9 in their books. Ask the class to produce any language pertinent to the picture (who they see, objects they see, characters, what the characters are saying, etc.).
-  Play the cassette sections for pages 8–9 again. Students point to the appropriate characters in their books as they listen and repeat each line.
- Ask three students to stand. Assign them the roles of Mommy, Benny, and Daddy, and have them role-play the dialogue. Continue until each student has had a chance to play at least one role.

#### 5 Song

- Teach the song “Wash Your Face.” (See page 6 for hints on teaching songs.)



#### Wash Your Face

*Wash your face, Benny*  
*Wash your face, Benny*  
*Do it now! (clap, clap, clap)*  
*Wait a minute!*  
*Wait a minute!*

*Now, Benny*  
*Do it now, Benny*  
*Do it now! (clap, clap, clap)*  
*Wait a minute!*  
*Wait a minute!*

*No, Benny*  
*Do it now, Benny*  
*Do it now, Benny*  
*Do it now, Benny*

*Wash your face, Benny*  
*Wash your face, Benny*  
*Do it now! (clap, clap)*

*Right now! (clap)*

- Divide the class into two groups. The first group sings the “commands” while wagging their index fingers authoritatively. The second group sings the four *Wait a minute!* lines while holding up their hands in a “Stop!” gesture. Switch groups after a while to give everyone a chance to sing both parts.

#### 6 Games and Activities

*Choose any of the following:*

- Arrange students in a circle. Give Picture Card 2A:5 to one of the students. Play the song “Wash Your Face” on the cassette. Students pass the card around the circle. Stop the cassette at any point during the song. The student holding the card walks to the middle. The other students give the command *Wash your face, \_\_\_\_\_*. The student in the middle responds *Wait a minute*. The other students reply *Now!* — and the student in the middle begins “washing” his/her face.

- Hold up the Benny puppet as if Benny is “sleeping,” and role-play the following dialogue between Benny and Mommy:

T: (as Mommy) *Get, up Benny!*  
 (as Benny) *Wait a minute.*  
 (as Mommy) *Now!*  
 (as Benny) *OK.*

Have the Benny puppet “get up” out of bed. Continue:

T: (as Mommy) *Wash your face.*  
 (as Benny) *Wait a minute.*  
 (as Mommy) *Now!*  
 (as Benny) *OK.*

Have Benny “wash” his face. Then ask for volunteers to come to the front and reenact the dialogue. Prompt if necessary.

#### 7 Workbook 2A: Pages 8–9

- Have students do Exercise A (Color).





## PART 2

### Pages 10–11

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#### Structures:

Wash your \_\_\_\_\_. Wait a minute.

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#### Vocabulary:

face, ears, hands, feet

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#### Materials:

Picture Cards 2A:5–8 (face, ears, hands, feet); Benny puppet; Wall Chart 2A:4; tape player; cassette

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### 1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn.
- Divide the class into three groups. Assign the roles of Mommy, Benny, and Daddy. Groups role-play the dialogue from Part 1 of this unit. Alternate roles.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *face, ears, hands, feet*

- Hold up Picture Card 2A:5, point to your own or a student's face, and model the vocabulary:

T: *Face.*

Ss: *Face.*

Repeat several times. Follow the same procedure for *ears, hands, and feet*, using Picture Cards 2A:6–8.

- Place Picture Cards 2A:5–8 along the chalk rail. Write the numbers 1–4 on the board above the cards. Say one of the words. The class tells you the corresponding number of the appropriate card. Repeat several times. Then conduct the drill individually by asking each student to point to the appropriate part of his/her own body.
- Draw a person on the board without a face, ears, hands, or feet. Ask volunteers to come to the board, and tell them which body part to draw to complete the picture.
- Have a volunteer come to the front, and ask him/her to point to one of the four body parts on his/her own body. The other students respond by calling out the appropriate vocabulary word.

#### Ⓑ Structures: *Wash your \_\_\_\_\_. Wait a minute.*

- Review the *Wash your \_\_\_\_\_* structure using the Benny puppet. Say to the Benny puppet *Wash your face*. Have Benny "wash" his face. The students respond *Wash your face*. Repeat several times, substituting the words *ears, hands, and feet*.
- Ask students to stand. Give a command using one of the vocabulary words. Students respond by performing the appropriate gestures.
- Have a volunteer come to the front and perform one of the actions of his/her choice. The rest of the class responds by giving the appropriate command, then joins in performing the action.
- Place Picture Cards 2A:5–8 on the chalk rail. Hold up the Benny puppet, give Benny one of the commands, and point to the corresponding Picture Card. Have Benny "stall" a bit, and then say (as Benny) *Wait a minute*. Look at Benny and sternly say *Now!* — after which Benny immediately "performs" the action. Point to one of the Picture Cards and prompt students (as a group) to give Benny a command. Repeat several times. Then ask for volunteers to come to the front and play the role of Benny.

### 3 Present the Wall Chart

- Place Wall Chart 2A:4 on the board. Point to the pictures on the chart and ask the class to identify the vocabulary. Then point to Mommy and Benny in the Pattern Practice panel on the right, and ask the class to describe what Mommy and Benny are saying.
- Play the cassette for pages 10–11: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

#### Vocabulary

Narrator: *Face.* (two times)  
*Ears.* (two times)  
*Hands.* (two times)  
*Feet.* (two times)

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## PART 2

### Pages 44–45

#### Structures:

What are they doing? They're \_\_\_\_\_. They're \_\_\_\_\_.

#### Vocabulary:

sleeping, tired, crying, sad, eating, hungry, drinking, thirsty

#### Materials:

Picture Cards 2B:91–98 (sleeping, tired, crying, sad, eating, hungry, drinking, thirsty); Wall Chart 2B:20; tape player; cassette

### 1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn.

### 2 Pattern Practice

Ⓐ **Vocabulary:** *sleeping, tired, crying, sad, eating, hungry, drinking, thirsty*

- Pretend to sleep briefly. Then hold up Picture Card 2B:91 and model as follows:

T: *Sleeping.*

Ss: *Sleeping.*

Then open your eyes halfway and yawn. Hold up Picture Card 2B:92 and model as follows:

T: *Tired.*

Ss: *Tired.*

Repeat several times. Follow the same procedure for *crying, sad, eating, hungry, drinking, and thirsty*, using Picture Cards 2B:93–98.

Ⓑ **Structures:** *What are they doing?*  
*They're \_\_\_\_\_. They're \_\_\_\_\_.*

- Hold up Picture Cards 2B:91 and 92, and ask *What are they doing?* Then look at the cards and say *They're sleeping. They're tired.* Continue for all four pairs of verbs and adjectives, and encourage students to join you. Then hold up Picture Card 2B:91 over card 2B:92, and model as follows:

T: *What are they doing?*

Ss: *What are they doing?*

T: *They're sleeping.*

Ss: *They're sleeping.*

Now hold Picture Card 2B:92 over card 2B:91, and continue:

T: *They're tired.*

Ss: *They're tired.*

Follow this procedure for *crying/sad, eating/hungry, and drinking/thirsty*, using Picture Cards 2B:93–98.

- Ask a volunteer to come to the front and choose two Picture Cards (a verb and the corresponding adjective). The volunteer asks the class *What are they doing?* The class responds *They're (eating). They're (hungry).* Continue until each student has had a chance to participate.

### 3 Present the Wall Chart

- Place Wall Chart 2B:20 on the board. Point to the pictures on the chart and ask students to identify the words. Then point to the characters and ask students to describe what they are saying.
- Play the cassette for pages 44–45: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

#### Vocabulary

Narrator: *Sleeping.* (two times)

*Tired.* (two times)

*Crying.* (two times)

*Sad.* (two times)

*Eating.* (two times)

*Hungry.* (two times)

*Drinking.* (two times)

*Thirsty.* (two times)

- Play the cassette for pages 44–45: **Pattern Practice.** Point to the appropriate characters on the chart as students listen and repeat.

## Pattern Practice

Bus driver: *What are they doing?*

Miss Dolly: *They're sleeping. They're tired.*  
(two times)

Bus driver: *What are they doing?*

Miss Dolly: *They're crying. They're sad.*  
(two times)

Bus driver: *What are they doing?*


Miss Dolly: *They're eating. They're hungry.*  
(two times)

Bus driver: *What are they doing?*

Miss Dolly: *They're drinking. They're thirsty.*  
(two times)

- Ask students to form a line at the front. Call the first student to the chart, and have him/her identify as many of the vocabulary words as possible.
- Divide the class into two groups. Assign groups the roles of the bus driver and Miss Dolly. Groups alternate asking *What are they doing?* and answering *They're (crying). They're (sad).* Prompt the answers by pointing to the pictures on the chart.

## 4 Open Student Books

- Have students turn to pages 44–45 in their books. Ask the class to identify the vocabulary and describe what the characters are saying.
- Point to one of the pictures in your book and ask a student *What are they doing?* The student responds *They're (crying). They're (sad).* That student then chooses a classmate, points to a picture in his/her book, and asks *What are they doing?* The classmate responds in turn. Continue until all students have participated.
-  Play the cassette sections for pages 44–45 again. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Song

- Teach "The Sleeping Song." (See page 6 for hints on teaching songs.)

## The Sleeping Song

*What are they doing?*  
*They're sleeping*  
*They're very, very tired*

*What are they doing?*  
*They're sleeping*  
*They're very, very tired*

*The boys are sleeping*  
*They're sleeping*  
*They're very, very tired*

*The girls are sleeping*  
*They're sleeping*  
*They're very, very tired*

(yawn)

- Arrange chairs like the seats on a bus; one front seat for the driver, and several rows of seats divided by an "aisle." Choose one student to sit in the front seat and be the "bus driver." The other students sit in the seats behind the driver, Group A on the left side of the "aisle" and Group B on the right. The "bus driver" sings *What are they doing?* Group B pretends to sleep as Group A sings the answers. Alternate roles (Group A "sleeps" and Group B sings), choose a new "bus driver," and perform the song again.

## 6 Games and Activities

Choose any of the following:

- Call a volunteer to the front. Give him/her one of the Picture Cards 2B:91, 93, 95, or 97 and ask him/her not to show it. The other students try to guess which card the volunteer is holding by saying *They're (eating). They're (hungry).* The first student to guess correctly replaces the volunteer and continues the activity.
  - Divide the class into groups of four. Have the groups stand in single file and face the front of the room. Ask the first student from each group to come closer to you. Hold up one of the Picture Cards 2B:91, 93, 95, or 97, and ask the four students *What are they doing?* The first student to answer correctly gets the card. The group with the most cards at the end of the activity wins the game.
- Variation:** Hold up one of the Picture Cards 2B:91, 93, 95, or 97, and say *They're (drinking).* The first student to respond *They're (thirsty).*, gets the card.
- Divide the class into two teams. Ask one student from each team to stand. Hold Picture Cards 2B:91–98 so that the students cannot see them. Then show the top card to the students for only a second or two. The first student to say *They're \_\_\_\_\_*, wins a point for his/her team.

## 7 Workbook 2B: Pages 44–45

- Have students do Exercise B (Match) and Exercise C (Which is different? Write an X).



# REVIEW UNIT 2

## Pages 46–47

### Structures:

What do you want? I want a hot dog. I want a hamburger. I want a hot dog and a hamburger. I'm so hungry! What are you doing? I'm blowing bubbles. Me, too! This is fun! Let's take a walk. What's he doing? He's flying a kite. Be careful! He's crying! What's wrong? My leg hurts. Poor Benny. What are they doing? They're sleeping. They're tired.

### Vocabulary:

a hot dog, an egg, a hamburger, an apple, a cookie, a banana, blowing bubbles, playing ball, playing hide-and-seek, playing tag, flying a kite, riding a bike, singing a song, taking a walk, leg, tummy, head, foot, hand, sleeping, tired, crying, sad, eating, hungry, drinking, thirsty

### Materials:

Picture Cards 2B:72–98 (hot dog, egg, hamburger, apple, cookie, banana, blowing bubbles, playing ball, playing hide-and-seek, playing tag, flying a kite, riding a bike, singing a song, taking a walk, leg, tummy, head, foot, hand, sleeping, tired, crying, sad, eating, hungry, drinking, thirsty); Wall Charts 2B:11–20; tape player; cassette

## 1 Opening

- Greet each student with *Hello. I'm \_\_\_\_\_*. Students respond in turn.
- Say the first line from any dialogue in Units 6–10. Students respond appropriately.
- Using Picture Cards 2B:72–98, quickly review the all the vocabulary in Units 6–10. Divide the class into four or five small groups. Place the cards on the floor at the front of the room. Call the first student from each group to the front. Call out one of the vocabulary words and the corresponding structure; for example, *My tummy hurts*. The first student to bring you the card and repeat the vocabulary word gets to keep the card (in this case, Picture Card 2B:87). The group with the most cards wins.

## 2 Pattern Practice

### a Vocabulary

- Ask two volunteers to stand. Hold Picture Cards 2B:72–98 so the volunteers cannot see them. Then show the top card to the volunteers for only a second or two. The first volunteer to correctly identify the word for that card may repeat the activity with the next volunteer. Continue until each student has had a chance to participate.
- Place Wall Charts 2B: 12, 14, 16, 18, and 20 on the board. Have students line up at the front. Students come to the charts one by one and identify the vocabulary words in order. Continue until all the words have been identified.
- Keep Wall Charts 2B: 12, 14, 16, 18, and 20 on the board. Place Picture Cards 2B:72–98 on a desk at the front. Call two students to the front. Hold up one of the Picture Cards. The students race to the charts, point to the appropriate picture, and identify the word. The first one to do so correctly becomes the “teacher” and continues the activity.

### b Structures

- Keep Wall Charts 2B: 12, 14, 16, 18, and 20 on the board. Quickly review the Pattern Practice panels with the class. Have two students come to the front. Call out any line from any one pattern. The students rush to the corresponding chart and point to the appropriate character. The first one to do so becomes the “teacher” and continues the activity.
- Keep Wall Charts 2B: 12, 14, 16, 18, and 20 on the board. Call two students to the front. Point to any one of the Pattern Practice panels. The students respond with the appropriate pattern. (If you choose Wall Chart 2B: 18, you must play the part of Julie.) Point to one of the pictures on the chart to prompt the desired response.
- Place Wall Charts 2B: 11, 13, 15, 17, and 19 on the board. Quickly review the dialogues with the students as you point to the appropriate characters on the charts. Call two, three, or four volunteers (depending on the number of characters in the dialogue) to the front. Point to any one of the charts and assign them the roles. The volunteers role-play the dialogue. Continue until each student has had a chance to participate at least once.




- Place Wall Charts 2B: 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: A hot dog. (two times)  
 An egg. (two times)  
 A hamburger. (two times)  
 An apple. (two times)  
 A cookie. (two times)  
 A banana. (two times)  
 Blowing bubbles. (two times)  
 Playing ball. (two times)  
 Playing hide-and-seek. (two times)  
 Playing tag. (two times)  
 Flying a kite. (two times)  
 Riding a bike. (two times)  
 Singing a song. (two times)  
 Taking a walk. (two times)  
 Leg. (two times)  
 Tummy. (two times)  
 Head. (two times)  
 Foot. (two times)  
 Hand. (two times)  
 Sleeping. (two times)  
 Tired. (two times)  
 Crying. (two times)  
 Sad. (two times)  
 Eating. (two times)  
 Hungry. (two times)  
 Drinking. (two times)  
 Thirsty. (two times)

## ③ Open Student Books

- Have students open their books to pages 46–47. Ask for volunteers to identify the vocabulary items. Then divide the class into two teams. Teams take turns identifying vocabulary items in order to win points.
-  Play the cassette again for pages 46–47. Students point to the appropriate pictures in their books as they listen and repeat.

## ④ Songs

- Have students request any song they would like to sing. Continue until you have sung each of the five songs from Units 6–10. (Perform any songs/chants from Units 1–5, if time allows.)
- Divide the class into five groups. Assign each group one of the songs from Units 6–10, then have each group come to the front and sing their assigned song.

- Play a very little bit of any song on the cassette. Ask students to identify the song. If they cannot, play a bit more until they can. Then the class sings the song together.
- Divide the class into two teams. Tell the teams the key phrase(s) from any one of the songs from Units 6–10. The first team to identify the song wins a point. Then the class sings the song together.

## ⑤ Games and Activities

Choose any of the following:

- Place Picture Cards 2B:72–98 facedown in different areas of the classroom. Divide the class into two teams. Say *One, two, three, go!* Each student rushes to pick up one Picture Card. Ask the students holding cards to form two lines, according to their teams, at the front. In turn, the students hand you their cards and identify the corresponding words. If the word is identified correctly, return the card to the student. If not, keep the card. The team with the most cards at the end of the activity wins.
- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach any nine of the Picture Cards 2B:72–98 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 and tries to identify the corresponding sentence for the Picture Card on the square. (For example, if student chooses a square with Picture Card 2B:87 on it, he/she should say *My tummy hurts*.) 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.
- Say any one of the vocabulary words or phrases from Units 6–10 by moving your lips and not making any sound. Students must identify what you are saying by lip-reading.
- Look at your book and review all the dialogues from Units 6–10. Arrange students in two equal lines. Whisper any one of the dialogues to the first student in each line. The first student whispers it to the second student, the second to the third, and so on. The last student in each line races to you and repeats the dialogue. The first line to complete the activity correctly wins the game.

## ⑥ Workbook 2B: Pages 46–48

- Have students do Exercise A (Find the toys), Exercise B (Match), and Exercise C (Color).

## Picture Card List

### Tiny Talk 2A

- 1 Sue
- 2 Benny
- 3 Mommy
- 4 Daddy
- 5 face
- 6 ears
- 7 hands
- 8 feet
- 9 toothbrush
- 10 teeth
- 11 hairbrush
- 12 hair
- 13 shirt
- 14 pants
- 15 skirt
- 16 socks
- 17 cereal
- 18 toast
- 19 jam
- 20 milk
- 21 juice
- 22 playing
- 23 eating
- 24 reading
- 25 cooking
- 26 eraser
- 27 erasers
- 28 pencil
- 29 pencils
- 30 marker
- 31 markers
- 32 toy
- 33 toys
- 34 bag
- 35 umbrella
- 36 jacket
- 37 hat
- 38 Julie
- 39 Mike
- 40 bus driver
- 41 truck driver
- 42 taxi driver

### Tiny Talk 2B

- 43 6
- 44 7
- 45 8
- 46 9
- 47 10
- 48 buses
- 49 teachers
- 50 girls
- 51 boys
- 52 students
- 53 trees
- 54 birds
- 55 butterflies
- 56 flowers
- 57 clouds
- 58 ball
- 59 kite
- 60 bike
- 61 boat
- 62 doll
- 63 under
- 64 in
- 65 on
- 66 hot dogs
- 67 eggs
- 68 hamburgers
- 69 apples
- 70 cookies
- 71 ants
- 72 hot dog
- 73 egg
- 74 hamburger
- 75 apple
- 76 cookie
- 77 banana
- 78 blowing bubbles
- 79 playing ball
- 80 playing hide-and-seek
- 81 playing tag
- 82 flying a kite
- 83 riding a bike
- 84 singing a song

- 85 taking a walk
- 86 leg
- 87 tummy
- 88 head
- 89 foot
- 90 hand
- 91 sleeping
- 92 tired
- 93 crying
- 94 sad
- 95 eating
- 96 hungry
- 97 drinking
- 98 thirsty



# Tiny Talk

*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.

Also available are the *Tiny Talk ABC Workbook* and the *Tiny Talk Songbook*, which features all 60 songs in the series. These components can be used either independently or as supplements to the *Tiny Talk* course.

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