



Teacher's Guide

English leaders

Pupil's Book1





سلسلة أجيال التعليمية

Teacher's Guide English leaders

Pupils Book 1

جميع الحقوق محفوظة: لا يجوز نسخ أو استعمال أي جزء من هذا الكتاب بأي شكل من الأشكال، أو بأي وسيلة، سواء التصويرية أو الإلكترونية أو الميكانيكية، بما في ذلك النسخ الفوتوغرافية والتسجيل على أشرطة أو أقراص مدمجة أو سواها وحفظ المعلومات واسترجاعها دون إذن خطي مسبق من الناشر .



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Contents

Annual Plan

General objectives

Methods and Teaching

aids

Letter A

Vocabulary Meanings

Review

Colors

What is your name?

Numbers

My body

My family

How are you



English



Book Teacher Guide Level 1

The child has a tremendous ability to acquire a new language that enables him to discover their linguistic bases as an innovative discovery. Therefore, we must pay attention to prepare the educational environment and consider the modern trends in the method of education and focus on playing to develop these abilities and skills.

The first level English language book contains only capital letters distributed throughout the whole year.

It also contains some conversations, numbers, and colors in an easy and simplified way that suits the child's abilities and skills .



Annual Plan the English Language

First Semester Plan

Month	Week 1	Week 2	Week 3	Week 4
September	Preparing	Preparing	A	B
October	C	Review + Color	D	E
November	F	Review + Conversation	G	H
Decembe	I	Numbers + Review	J	K
January	Review	Holiday		

Second Semester Plan

Month	Week 1	Week 2	Week 3	Week 4
February	Holiday	Review	L+	M
March	M	O + Conversation	P	Q
April	R +	S	T	U+
May	V	W	X+	Y
June	Z + Revision	Holiday		



General objectives

General goals:

1. Identifying the English letters as a form and pronunciation.
2. The child links the letter with words to indicate it.
3. Writing the English letters correctly.
4. Highlighting English numbers.
5. Fitting number with quantity.
6. Identifying colors in English.
7. Identifying parts of the human body in English.
8. Learning how to ask and answer the name and the situation in English.
9. Familiarity with family members in English.

Methods and Teaching aids:

1. pictures and cards for the letters.
2. Sculptures and murals.
3. Cut the letter and paste.
4. Number cards, digital cards, and magnetic numbers.
5. Conversation and acting roles.

A Letter



The letter has been linked with three words

Apple

تفاحة

Arm

ذراع

Ant

نملة

The child recognizes the shape of A, its voice, and its connection with the words that indicate it. He then draws the letter on the book and writes it dotted. The teacher then asks the children to look for the shape of the letter on the last page of the book.

The teacher then explains the correct way to write the letter, noting that the letter does not reach the fourth line. The image that holds the letter is searched for the child to color the letter and write it then find it in the picture.

B Letter

B



The letter has been linked with three words

Bear

دب

Banana

موز

Butterfly

فراشة

The child recognizes the shape of B and its voice connects with the words that indicate it. Then he draws the letter on the book and writes it dotted. the teacher asks the children to look for the shape of this letter on the last page of the book to cut the letter and paste it into the empty box.

The teacher explains the correct way to write the letter, noting that the letter does not reach the fourth line. The image that holds the letter is searched for the child to color the letter and write it then find it in the picture.

C Letter



The letter has been linked with three words

Car

سيارة

Cat

قطه

Carrot

جزرة

The child recognizes the form of C, its voice and links it with the words that indicate it. The child draws the letter on the book and writes it dotted. The teacher then asks the children to look for the shape of the letter on the last page of the book to cut the letter and paste it into the empty space.

The teacher then explains the correct way to write the letter, noting that the letter does not reach the fourth line. The image that holds the letter is searched for the child to find the letter and circle it.

The teacher explains all the lessons of letters in the same methods.



Vocabulary Meaning

The following table is about new vocabularies with meaning .

Gift	هدية	Door	باب
Giraffe	زرافة	Dog	كلب
Girl	بنت	Dress	ثوب
Hen	دجاجة	Elephant	فيل
Horse	حصان	eye	عين
House	بيت	Egg	بيضة
Insect	حشرة	Flower	زهرة
iron	مكواة	Fish	سمكة
Lion	أسد	ice	ثلج
Lemon	ليمون	Jug	ابريق
Monkey	قرد	Juice	عصير
Mosque	مسجد	Jacket	سترة
Mouth	فم	Key	مفتاح
Nest	عش	Kangaro	كنغر
Nose	قرد	Kite	طائرة ورقية
Kite	أنف	Lamp	مصباح

Vocabulary Meaning

Table	طاولة	Octopus	أخطبوط
Umbrella	مظلة	Orange	برتقال
Uniform	زي موحد	Olives	زيتون
Up	فوق	Plane	طائرة
Van	شاحنة	Pencil	قلم رصاص
Vegetables	خضار	Panda	دب
Vase	مزهريّة	Queen	ملكة
Watch	ساعة	Question	سؤال
Whale	أسد	Rabbit	أرنب
Water	ليمون	Ruler	مسطرة
Xylophone	قرّد	Rose	وردة
Xray	مسجد	Sun	شمس
Fox	مسجد	Star	نجمة
Yacht	مسجد	Snail	حلزون
Yoyo	أسد	Tomato	طماطم
Yellow	ليمون	Tree	شجرة
Zoo	حديقة حيوانات	Zigzag	خط متعرج
Zebra	حمار وحشي		



Review / Colors

Review

Children review all the letters through repetition, worksheets, and games. In addition to that, answering the questions of the book which require writing the letter in the correct way and connect the letter with the word that begins with.

Conversation

Colors

In this lesson, the basic colors are recognized by playing, bringing different tools with distinct colors, identifying their colors. Giving each child a certain color that he holds in his hand, and then remembering the colors which mentioned below and raises the color to the top

Yellow	أصفر
Brown	بني
Green	أخضر
Red	أحمر
Blue	أزرق

What is your name?

Conversations

Hello, what is your name?

My name is Ahmad, what is your name?

My name is Muna.

The teacher read the conversation for children, repeat it more than once and explain the meaning of the words in the conversation. showing them that the method of asking the name in English is like this WHAT IS YOUR NAME and answering this question MY NAME IS Ahmad; every child can name himself/herself instead of Ahmed. Then the teacher asks the children to play a representative role between two children, one of them asks about the name and the second answer him/her, the roles are exchanged between them and so on.



Numbers

NUMBERS:

The child starts by identifying the English numbers in form and from (1-5) so that he can count these numbers correctly and then circle the appropriate number that represents the amount given in the figure.

In the second stage of the numbers, the numbers are identified from (6 -10) so that they match the number with figures and do some activities and games that facilitate the counting process such as cards, plates, and balls.

Yellow

أصفر

Brown

بني

Green

أخضر

Red

أحمر

Blue

أزرق

My Body

My kindergarten:

The child recognizes the basic components of the classroom in the kindergarten such as a blackboard, pens, a desk, books and other tools used inside the classroom .

Parts of my body:

The main parts of the human body are identified here

Head	رأس
Nose	أنف
Mouth	فم
Ear	أذن
Hand	يد
Leg	رجل

These parts are learned by playing, repeating, making plates and cards. The teacher can make the stereoscope so that the children can install the main parts of the body.



My Family / How Are You

I Love My Family

The teacher explains the meaning of MY FAMILY to the children and discusses with them about the significant role of the family in raising their children. Then, by playing, they explain the meaning of the words in the conversation:

My father	أبي
My mother	أمي
My grandfather	جدي
My grandmother	جدتي
My brother	أخي
My sister	أختي

The teacher plays the roles of the family members with her/his students and then ends the conversation with the expression.

I LOVE MY FAMILY

How are you, Omar?

I am fine, thank you Marwa.

The teacher reads the conversation from the book and explains it to the children to chat the conversation at the beginning. Then the name is changed depends on student's name.