

Teacher's Guide

English leaders

Pupil's Book2



GHAD AL AJYAL
For Publishing & Distributing



سلسلة أجيال التعليمية

Teacher's Guide English leaders

Pupils' Book 2

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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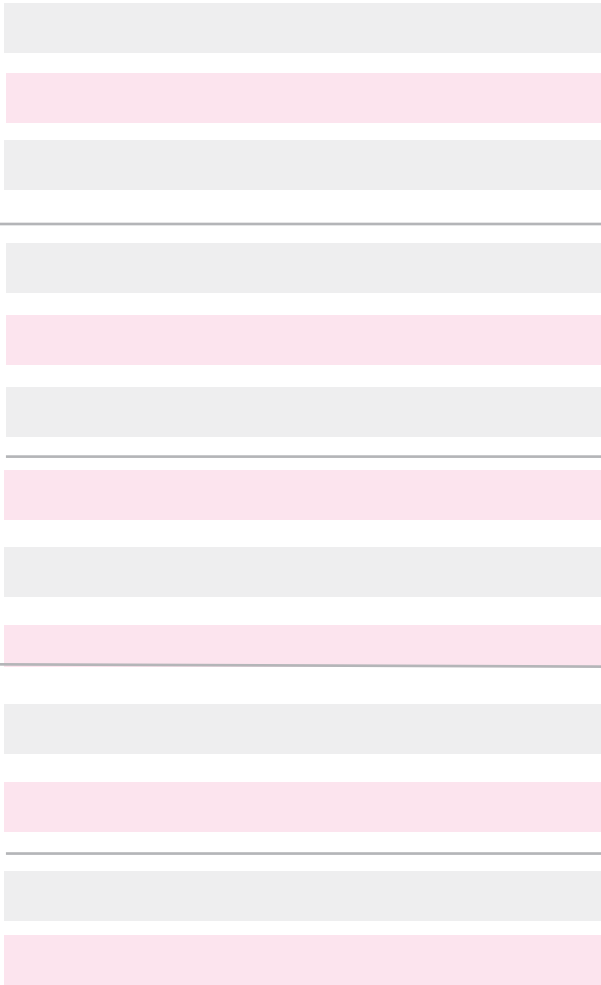
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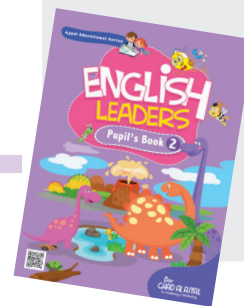


Guide to English Language Teacher

The English language curriculum for the kindergarten stage aims to prepare the child for the primary stage and develop positive attitudes toward learning a foreign language.

In this book, we have briefly described how to teach and communicate language to children in a simplified way.





■ Objectives

- Identifying English characters as a form and pronunciation
- Link the letter in shape capital, small that the child binds the letter with words to indicate it.
- Writing English letters correctly
- Highlighting on English numbers
- Suitability of quantity with numbers.
- Identifying colors in English
- Identifying distinct functions in English
- Identifying parts of human body in English
- Identifying geometric shapes
- Learning how to inquire and answer about name, situation, and number in English
- Identifying the different components of the house in English
- Learning how to express different feelings and faces in English
- Familiarity with family members in English

A | a

The letter has been associated with four words

Apple

تُفَاحَة

Arm

ذراع

Ant

نملة

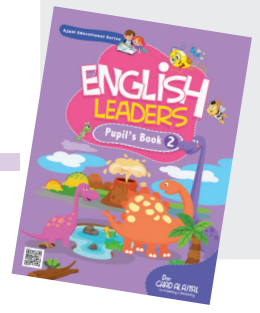
Axe

فأس

The child will recognize A Capital and its voice, then answer the questions in the book, which asks the child to begin writing the letter by coloring and writing it.

The teacher can make an apple-shaped crown with a letter on it.

Then move on to small (a) to recognize its image, and that one letter has two shapes. The child trains to write the letter in its new form then answers the book exercises so that the child will color then write (a).



B | **b**

The child connects the letter with four words beginning with it:

Book

كتاب

Banana

موز

Ball

كرة

Bus

حافلة

The child recognizes the form of B Capital and its voice. Doing some activities like answering the questions in the book which asks the child to begin training in writing the letter then coloring and writing it. The teacher can bring a ball to play with the children and connect it to the letter or draw the letter on the face or hands.

Then move to small b so that is recognized by its image and that the one letter has two shapes. The child trains to write the new form of the letter, and then answer the book exercises so that the children color and write this small (b).

C c

The child links the letter with its four words

Car

سيارة

Candle

شَمْعَة

Carrot

جَزَرَة

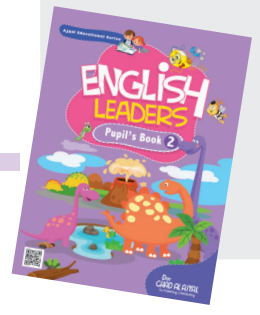
Cat

قِطَة

The child recognizes C Capital and its voice. He then answers the questions in the book which asks the child to begin writing the letter by coloring then writing it.

The teacher can ask her students to draw a candle in the book and bring a cat and car to play.

Then move to small c so that it recognizes by its image and that the one letter has two shapes. the students train to write the new form of the letter, and then answers the exercises of the book so that the Child will color then write (c).



The remaining letters are taught in this context and hence the meaning of the words in the book:

dress

ثوب

dog

كلب

door

باب

doll

لعبة

egg

بيضة

elephant

فيل

eye

عين

ear

أذن

finger

أصبع

fish

سمكة

foot

قدم

frog

ضفدع

giraffe

زرافة

girl

بنت

grass

عشب

gloves

قفازات

horse

حصان

hen

دجاجة

hand

يد

house

منزل

iron

مكوى

insect

حشرة

ice

ثلج

island

جزيرة

juice

عصير

jug

ابريق

jacket

سترة

jam

مربى

key

مفتاح

kangaroo

كنغر

kettle

غلاية

kite

طائرة ورقية

letter

رسالة

lion

أسد

leaves

أوراق الشجر

lemon

ليمون

monkey

قرد

man

رجل

melon

بطيخ

mouse

فأر

nail

مسمار

nest

عش

nose

أنف

net

شبكة

octopus

أخطبوط

orange

برتقال

onion

بصل

olives

زيتون

plane

طائرة

panda

دب

pencil

قلم رصاص

pear

أجاص

quilt

لحاف

queen

ملكة

quarter

ربع

quill

ريشة

rabbit

أرنب

ring

خاتم

rainbow

قوس قزح

ruler

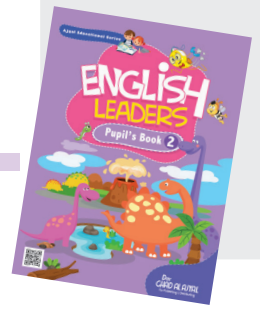
مسطرة

sun

شمس

snail

حلزون



strawberry	فراولة	star	نجمة
train	قطار	tree	شجرة
tomato	بندورة	table	طاولة
up	فوق	umbrella	مظلة
uniform	زي	under	تحت
vegetables	خضار	van	شاحنة
volleyball	كرة طائرة	vase	مزهريّة
woman	امراة	whale	حوت
water	ماء	watch	ساعة
x-ray	أشعة	fox	ثعلب
box	صندوق	xylophone	آلة موسيقية
yarn	صوف	yacht	يخت
zebra	حمار وحشي	zoo	حديقة حيوانات

Review

In the review, the required letters are written on the line in the correct way. Then the students answer the question by writing the first letter in which the image starts with in its proper place. Then the question asks to connect between the shapes of the letter with its picture begins with it. For example, the child connects A with a picture of the apple and so on. Circle on the shape of the letter where the image begins with, and finally write the letters in their correct order A B C.

In page 60, it is designed in the form of as a crossword game where the child places the letter in the blank box at the beginning of the word near the box.

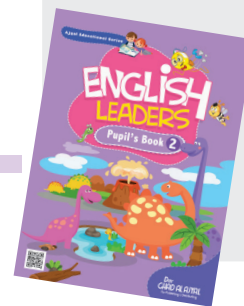
In the next question, the (x) sign is placed in the box that combines the image in the vertical line with its name in the horizontal line.

Number:

The child knows the English numbers in form and from (5-1) at first 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 (10-6) so that they match the quantity of the number with a review of the previous figures and do some activities and games that facilitate the counting process such as cards, plates, and balls.

Then, in the third stage, he learns the numbers from (15-11) so that he can match the number and quantity of things.

In the final stage, he learns the numbers (20-16), matching the number to the quantity using pictures, paintings, and various teaching aids



CONVERSATIONS

First

How are you?

I'm fine thank you

The teacher read the conversation for children and repeat it more than once and explain the meaning of the words in the conversation. showing them how to ask about any one of them in English is like this (HOW ARE YOU) and then explain how to answer this question (I'M fine thank you). The children chat with each other about asking and answering this question, one of them asks and the second answer him/her then the roles are exchanged between them and so on.

Second

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, the teacher explains the meaning of the words in the conversation

My father means

My mother means my mother

My grandfather means my grandfather

My grandmother means my grandmother

My brother means my brother

My sister means my sister

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

I LOVE MY FAMILY

Third

Colors

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

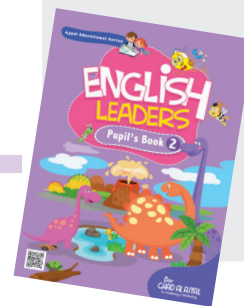
I WANT TO BE

The focus of this conversation revolves around different professions and their importance. The child determines his ambition in what he wants to become in the future.

The teacher presents by using plates and cards the professions and identify the children and their names and then asks each child about the profession he wants to practice in the future while strengthening these professions and respecting each child's opinion in his chosen his/her profession.

The following professions are mentioned in the book

Doctor, teacher, pilot, artist



FEELINGS

This conversation is concerned with how expressions are described to indicate the child's feeling at different times

The teacher draws the different expressive faces and asks the children to choose the shape that represents the feeling of each and can be represented grief or disease by the face of the teacher from the door to play so that they learn this form without having to feel this bad feeling in the classroom.

The child chooses the laughing face when he feels happy and expresses himself, says I AM HAPPY

In the case of sadness, he chooses the sad face and says I am sad

In case of astonishment, he chooses the image that expresses the astonishment and says I am excited

When the disease says I am ill

In the case of drowsiness I am sleepy

How many apples

How many pencils

The child learns from this conversation how to ask about the number of a thing and how to answer it. The pens are chosen to ask about their amounts, the teacher can choose other material that was known by the children.

Then the answer is done after the existing material and stated the correct number which represents their amount.

MY HOUSE

This conversation revolves around the components of the house from different rooms to identify their names in English and is explained by the gameplay and the work of various paintings that show the shapes of rooms and bring children's games such as children's kitchen and others.

The following components have been introduced

Kitchen

Bedroom

Living room

Bathroom

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How are you	16
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My house	18