

Section One Life Activities

一日生活

This section introduces situational English about the life activities of the children in the kindergarten. It involves the following topics: arrival reception, washing up, having meals / snacks, napping and leaving. It aims at helping the students to learn about the kindergarten life activities briefly and mainly practice the students' oral English which helps lay a solid foundation for their future kindergarten teaching career.



Unit 1

Arrival Reception 入园接待



Learning Aims

After learning this unit, the students will be able to:

1. Master some simple English expressions about meeting the children in the kindergarten and when the children arrive at the kindergarten.
2. Make similar dialogues according to the given situations, using the words, expressions and sample dialogues they have learned in this unit.
3. Build up their own love for the kindergarten teaching and also help foster the children's love for the kindergarten.



Part One Situational Dialogues

Dialogue I

(In the morning, Mum takes Alice to the kindergarten. She is greeting Alice's teacher.)

Mum: Good morning! How are you?

Miss Li: Fine, thank you. And you?

Mum: I'm fine, too. Thank you. Come on, Alice. Say "Hello" to Miss Li.

Alice: Hello, Miss Li.

Miss Li: Hi, Alice.

Dialogue II

(The children are taken to the kindergarten. Their teacher is greeting them.)

Miss Li: Hi, Tom. Welcome to the kindergarten! Nice to meet you!

Tom: Nice to meet you, too!

Miss Li: How are you doing?

Tom: Fine, thank you. And you?

Miss Li: I'm fine, too. Thank you. Hi,

Joan! How are you feeling?

Joan: I'm not so good. (crying)

Miss Li: Are you feeling sick?

Joan: No, I miss my mum. I want to go home.

Miss Li: Don't cry, Joan. Take off your coat and let's play the toys. You'll feel better.

Joan: All right, thank you, Miss Li.



Part Two Key Words

In this section, you will meet the following new words.

1. welcome ['welkəm] *adj.* 受欢迎的
2. kindergarten ['kɪndəɡɑ:tən] *n.* 幼儿园
3. morning ['mɔ:nɪŋ] *n.* 早晨, 上午
4. early ['ɜ:li] *adj.* 早的, 早期的, 初期的
5. late [leɪt] *adj.* 迟的, 晚期的, 最近的
6. please [pli:z] *int.* 请, 请求
7. cry [kraɪ] *v.* 哭, 叫, 喊
8. feel [fi:l] *v.* 感觉, 认为
9. sick [sɪk] *adj.* 病的, 生病的
10. take off 脱下; 起飞; 离开



Part Three Sentences

I. Key Sentences

1. Hi! / Hello!
2. Welcome! / Welcome to the kindergarten!
3. Good morning!
4. Nice to meet you! / Nice to see you!
5. How are you? I'm fine, thank you. And you?

II. Extensive Sentences

1. You are late today.
2. Come earlier tomorrow, OK?
3. Say good morning to Miss Li.
4. Say goodbye to your mummy / daddy.
5. Please come in.
6. Please come here.
7. Take off your coat.
8. Give it to me.
9. Don't cry, boys and girls.



Part Four Communicative Tasks

Task 1

Situation: Mum takes Tom to the kindergarten. She is greeting Tom's teacher.

Tips: How are you feeling? / Fine, thank you. / Can I help you for your baby? / He has got a little cold. / Let him drink more water. / Don't worry about your baby. / I can take care of him. / Thank you.

Task 2

Situation: Mum is leaving. She is saying goodbye to her baby.

Tips: Mummy must be leaving now. Take care! / Pick me up early. / I'll miss you. / Have fun! / Bye.

Task 3

Situation: Mum has left. The teacher takes Tom to the classroom.

Tips: How are you feeling? / Not so good. / What is up? / Nothing much. / I miss my mum. / Tom is a lovely baby. / I will tell you a story. / Will you listen to me? / OK, now let's go into the classroom.



Part Five Kindergarten Teacher's Station

I. Phonetics

International Phonetic Alphabet (IPA), is a set of symbols only for sounds that are used normally in spoken language. There are 20 vowels and 24 consonants in the English phonetics. ① Simple classification of English vowels and consonants is as follows.

1. Classification of English vowels

1) Front vowels: [i:] [ɪ] [e] [æ]

2) Central vowels: [ʌ] [ə:] [ə]

3) Back vowels: [ɑ:] [ɒ] [ɔ:] [ʊ] [u:]

Note: These vowels are classified according to the position of the tongue.

4) English diphthongs: [eɪ] [əʊ] [aɪ] [aʊ] [ɔɪ] [ɪə] [eə] [ʊə]

2. Classification of English Consonants

1) Plosive consonants: [p] [b] [t] [d] [k] [g]

2) Fricative consonants: [f] [v] [θ] [ð] [s] [z] [ʃ] [ʒ] [r] [h]

3) Affricate consonants: [tʃ] [dʒ]

4) Nasal consonants: [m] [n] [ŋ]

5) Lateral consonant: [l]

6) Semi-vowels: [w] [j]

II. Games

开火车

玩法: 教师充当火车头, 每开到一名小朋友面前, 提问“What's your name?”, 小朋友回答“My name is...”回答正确后, 教师邀请该小朋友上车, 继续

① 如果包括破擦音[ts] [dz] [tr] [dr], 可认为辅音有 28 个音素, 国际音标共 48 个。

往前开。教师与小朋友一起开到第二个小朋友面前，二人继续提问“*What's your name?*”第二个小朋友回答对则上车，回答错则不上车，继续开，直至成为一列长火车，所有小朋友全都上车为止。

目的：在小朋友入园初期，这个游戏能够帮助教师快速认识小朋友，记住他们的名字，也能够帮助小朋友们消除彼此间的陌生感。

III. Sing a Song

Good Morning

Good morning, good morning,
To you, to you and to you.
Good morning, good morning,
To you and to you.
Nancy, Judy and my friend,
Peter, Danny, Paul and John.
Good morning, good morning,
To you and to you.
(Repeat)

IV. Extra Readings — Festivals

Yuandan(New Year's Day)

Yuandan is the first day of the lunar calendar. It is the day when the earth has circled the sun for one round and is beginning another circling. And it is also called New Year's Day. It is occurred on January 1st, the first day of the year on the modern Gregorian calendar as well as the Julian calendar used in ancient Rome. With most countries using the Gregorian calendar as their main calendar, New Year's Day is the closest thing to being the world's only truly global public holiday, often celebrated with fireworks at the stroke of midnight as the new year starts.

Unit 2

Washing up 盥洗



Learning Aims

After learning this unit, the students will be able to:

1. Master some simple English words and useful expressions about washing.
2. Make similar dialogues according to the given situations, using the words, expressions and sample dialogues they have learned in this unit.
3. Develop a good habit and then set a good example to the little kids.



Part One Situational Dialogues

Dialogue I

(During the rest time, the teacher arranges the children to go to the toilet.)

Teacher: Now, let's go to the toilet.

Children: OK.

Teacher: Well, line up, please. Go pee pee one by one. Remember to wash your hands using the soap.

Children: OK.

Teacher: Don't forget to turn off the tap.

Children: Yes.

Teacher: Do you need help?

Children: No, thank you.

Dialogue II

(A teacher is organizing a group of children to wash their hands.)

Teacher: Attention, please. Now, let me show you how to wash your hands.

Children: OK.

Teacher: First, roll up your sleeves and wet both hands with warm water.

Children: Yes.

Teacher : Then, use soap and rub your hands together like this.

Children: Yes.

Teacher: Rinse the hands again under the running water. And then dry your hands.

Children: Wow, our hands are clean now!

Teacher: Remember to wash your hands before and after using the toilet.



Part Two Key Words

In this section, you will meet the following new words.

1. toilet ['tɔɪlət] *n.* 厕所
2. soap [səʊp] *n.* 香皂
3. attention [ə'tenʃn] *n.* 注意
4. roll [rəʊl] *v.* 卷起; (使)转动, 旋转
5. sleeve [sli:v] *n.* 袖子(通常用作复数 sleeves)
6. apply [ə'plai] *v.* 应用, 运用, 涂抹
7. rinse [rɪns] *v.* 冲洗
8. again [ə'geɪn] *adv.* 再一次, 又一次
9. dry [draɪ] *v.* 擦干, 弄干; *adj.* 干燥的
10. rub [rʌb] *v.* 摩擦
11. turn off 关闭, 关掉



Part Three Sentences

I. Key Sentences

1. Let's go to the toilet.
2. Go pee pee one by one.
3. Remember to wash your hands using the soap.
4. Do you need help?
5. Roll up your sleeves and wet both hands with warm water.
6. Use soap and rub your hands together like this.

II. Extensive Sentences

1. May I go pee pee?
2. May I go to the restroom?
3. Wash your hands, please.
4. It is a good habit.
5. Don't use so much water when washing your hands.
6. Pull up your pants.
7. Dry your hands with the towel.
8. Let me have a check.
9. Please flush after using the toilet.
10. Do you need any toilet paper?
11. The floor is very slippery. Please be careful not to slip and fall.
12. Be careful. It's no good to run.



Part Four Communicative Tasks

Task 1

Situation: Tom wants to go to the restroom, and he is asking Miss Li for permission.

Tips: May I go pee pee? / Of course. / Do you need help? / No, thank you. / Remember to wash your hands using the soap.

Task 2

Situation: Lily is teaching her friend Ann how to wash hands.

Tips: Do you need help? / Use soap. / Rub your hands together. / Rinse the hands again. / Dry your hands.



Part Five Kindergarten Teacher's Station

I. Phonetics

Front Vowels 前元音

[i:]	sheep	please	deed	feel	eat
[ɪ]	busy	minute	miss	tick	fill
[e]	get	very	fellow	section	collect
[æ]	cap	marry	happy	carriage	man

II. Games

快乐传声

玩法: 把小朋友分成两组, 并给每组最后一个小朋友一个锤子。教师悄悄地告诉每组第一个小朋友黑板上的任意一个单词, 让听到单词的小朋友, 悄悄地告诉下一个小朋友, 直至最后一个小朋友。最后一个小朋友听到后, 马上拿着锤子跑到黑板前锤相应的单词卡片。哪个组速度快, 哪个组获胜。

目的: 这个游戏能够帮助小朋友集中注意力, 并培养小朋友的团队合作能力, 同时帮助小朋友熟悉彼此。

III. Sing a Song

This is the Way

This is the way we wash our face, wash our face, wash our face.

This is the way we wash our face so early in the morning.

This is the way we comb our hair, comb our hair, comb our hair.

This is the way we comb our hair so early in the morning.

This is the way we brush our teeth, brush our teeth, brush our teeth.

This is the way we brush our teeth so early in the morning.

This is the way we put on our clothes, put on our clothes, put on our clothes.

This is the way we put on our clothes so early in the morning.

IV. Extra Readings — Festivals

Valentine's Day

Valentine's Day started in the time of the Roman Empire. Nowadays, every February 14th we celebrate Valentine's Day by giving flowers, candy and cards to those we love. On Valentine's Day Lovers send each other Valentine's Day cards that tell of their love. Sometimes they also send other gifts, too, like flowers, jewelries or candy. There are varying opinions as to the origin of Valentine's Day.

St. Valentine's Day has roots in several different legends that have found their way to us through the ages. One of the earliest popular symbols of the day is Cupid (爱神丘比特), the Roman god of love, who is represented by the image of a young boy with bow and arrow.

Another Valentine was an Italian bishop who lived at about the same time, 200 AD. He was imprisoned because he secretly married couples, contrary to the laws of the Roman emperor. Some legends say he was burned at the stake.

Unit 3

Having Meals / Snacks 正餐/加餐



Learning Aims

After learning this unit, the students will be able to:

1. Use some simple English expressions to help the children have meals or snacks in the kindergarten.
2. Make similar dialogues according to the given situations, using the words, expressions and sample dialogues they have learned in this unit.
3. Build up their own love for the kindergarten teaching and also help foster the children's love for the kindergarten.



Part One Situational Dialogues

Dialogue I

(At noon, the teacher is ready to help the children have their meals and the children are at the table.)

Teacher: Are you hungry, angels?

Children: Yes, Madam.

Teacher: Have you washed your hands?

Children: Yes.

Teacher: OK, now let's start lunch. Take care.
The rice may be hot. Take your time, and enjoy the food.

Child 1: May I have some more vegetables?

Teacher: Of course. Wait a minute, please.
Would you like a few more mushrooms?

Child 1: Yes. Thank you.

Teacher: Who wants more?

Child 2: I do. I want some more rice.

Teacher: OK. Here you are.

Child 1: I'm full, Madam.

Teacher: Please take a towel to wipe your hands and face. Don't run.



Dialogue II

(The children are at the table. Their teacher is giving them some snacks.)

Teacher: Now it's time for snacks. Are you hungry?

Children: Yes.

Teacher: Today you will have apples and bananas for your snacks.

Child 1 : I want some apples.

Child 2 : I like bananas.

Teacher: Here you are. Would you like something to drink?

Child 1: I want some milk.

Child 2: Give me a cup of water, please.

...

Child 1: I've finished mine.

Teacher: You could play now and remember to keep quiet.



Part Two Key Words

In this section, you will meet the following new words.

1. hungry ['hʌŋgri] *adj.* 饥饿的
2. vegetable ['vedʒtəbl] *n.* 蔬菜
3. mushroom ['mʌʃrʊm] *n.* 蘑菇
4. towel ['taʊəl] *n.* 毛巾

5. wipe [waɪp] *v.* 擦, 擦干净
6. snack [snæk] *n.* 快餐, 小吃, 点心
7. finish ['fɪnɪʃ] *v.* 完成
8. remember [rɪ'membə] *v.* 记得
9. quiet ['kwaɪət] *adj.* 安静的
10. keep quiet 保持安静



Part Three Sentences

I. Key Sentences

1. Are you hungry?
2. It's time for lunch / snacks.
3. Would you like some more rice / vegetables?
4. I want some more ...
5. I'm full.

II. Extensive Sentences

1. Please wash your hands before you eat.
2. No talking / playing while eating.
3. Breakfast / Lunch / Dinner is ready.
4. This is yours / for you.
5. Keep the table clean.
6. Please try to finish everything in your bowls.
7. Fruits and vegetables are healthy snacks.
8. Who is the little helper today?
9. Don't eat too much cookies.
10. Take care. It's hot.
11. You may like it.
12. Keep your food on your plate.
13. We'll have noodles / rice / dumplings today.
14. Milk is good for our health.
15. Help yourself.



Part Four Communicative Tasks

Task 1

Situation: It's time for dinner. The teacher is helping the children to have their meals.

Tips: Are you hungry? / Today we will have ... for dinner. / Would you like some...? / Help yourself. / I want some... / Thank you. / I am full.

Task 2

Situation: After playing, the children are hungry. They want to have a rest and have some snacks.

Tips: Let's have a rest and have some snacks. / Would you like some biscuits or cakes, kids? / Are you thirsty? / Get a glass of water. / Thank you.



Part Five Kindergarten Teacher's Station

I. Phonetics

Central Vowels 中元音

[ʌ] cup come honey duck couple

[ɜ:] her shirt word nurse certain

[ə] ago agree fever mother other

II. Games

摘苹果

玩法: 准备一些画有不同食物的小卡片。在黑板上画一棵大树，在上面贴满小卡片(每种许多张)。教师请小朋友根据自己的指令摘下相应的卡片，快而准的获胜。中班、大班可以采取两人比赛的方式进行。

目的: 利用卡片练习本课学过的关于食物的词汇，有助于在活跃的气氛中巩固所学知识。

III. Sing a Song

Apple Tree

Apple round, apple red,
Apple juicy, apple sweet.
Apple, apple, I love you.
Apple sweet I love to eat.
Apple round, apple red,
Apple juicy, apple sweet.
Apple, apple, I love you.
Apple sweet I love to eat.

(Repeat)

IV. Extra Readings — Festivals

The Spring Festival

The Spring Festival is the most important festival in China. It falls on the 1st day of the 1st lunar month, and ends on the full moon 15 days later. It originated in the Shang Dynasty (c. 1600 BC — c. 1100 BC) from the people's sacrifice to gods and ancestors at the end of an old year and the beginning of a new one.

To the Chinese, the Spring Festival is a time for family reunion, for visits with friends, for good wishes for the coming year. Before the eve of the Spring Festival, everyone tries to come back home from every corner of the country to join the entire family, just like Americans' practice for Christmas, to greet the new year.

On the eve of the festival, it's traditional for every family to thoroughly clean the house, in order to sweep away any ill-fortune and make way for good incoming luck. Then they will paste spring couplets with lucky words. They prepare various kinds of delicious food. Dumpling is a must. Then a big New Year dinner is served. The whole family will enjoy the big meal happily and watch the Spring Festival Gala Evening on CCTV together.

The burning of long strings of firecrackers accompanies the eve of the Spring Festival. Most adults and children do not touch their beds the whole night, busy at all kinds of activities welcoming the New Year.

In the morning, people put on their new clothes and shoes. Men, with their wives and children, call on relatives and friends to wish them a "Happy and Prosperous New Year". The children will usually get some "lucky money" from the elder people, which is often put in a red envelope.

The Spring Festival celebration lasts for 15 days, allowing time for various entertainments to be enjoyed, including lion dance, dragon dance, etc.

Unit 4

Napping 午睡



Learning Aims

After learning this unit, the students will be able to:

1. Use some simple English expressions to organize the children to take a nap in the kindergarten.
2. Make similar dialogues according to the given situations, using the words, expressions and sample dialogues they have learned in this unit.
3. Know the necessity of napping for the children in the afternoon.



Part One Situational Dialogues

Dialogue I

(After lunch in the kindergarten.)

Teacher: It's time for a nap now. Who wants to go to the washroom before going to bed?

Child 1: I want to.

Child 2: So do I.