



普通高等教育“十三五”规划教材
学前教育专业系列教材

幼儿教师英语口语

韩明茗 ◎ 主编



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内 容 简 介

本书是一本专门为学前教育专业设计的英语口语教材。本书以幼儿园一日生活常规为主线,从入园接待至离园,紧扣幼儿教育健康、语言、科学、社会、艺术五大领域主题,共划分为12个单元。每单元包括头脑风暴(Brainstorming)、听力(Listening)、口语(Speaking)、阅读(Reading)和开心一刻(Fun Time)。本书配有音频资源,内容含听力训练、儿歌等。

本书适用于高等院校学前教育专业学前双语教育方向高年级的学生,亦可作为幼儿园英语教师或双语教师职前培训、在职进修以及自学或保教机构工作人员自学参考材料。

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举报电话: 010-64030229; 010-64034315; 13501151303

前 言

目前,我国各大中城市都在开办双语幼儿园,双语教育已经成为学前语言教育的一个发展趋势,合格的学前双语师资出现供不应求的局面,而学前双语教师的充足来源是保证幼儿园双语教学开展的必备条件。可见,幼儿园双语教学开展得到实施和发展,其关键在于优质的幼儿双语师资。学前双语教师在幼儿园日常教育教学环境下,应该能够熟练地运用两种语言(汉语和英语)组织幼儿游戏活动、主题活动,开展幼儿园日常生活各环节工作。

双语教师不仅在英语课堂中使用英语作为教学工具,而且在幼儿园的一日活动的各个阶段,如入园、早操、午餐、午休、游戏活动时,也要使用英语和幼儿进行交流。因此,给学前教育专业的学生开设的英语课程的教材内容应有较强的针对性和应用性,不应只是问候、介绍、致谢、道歉等日常性表达,还应针对学生从事幼儿英语教学的需要,把儿歌、游戏、故事等作为训练的素材,把英语课堂用语、幼儿园一日活动用语作为主要教学内容。

本书以幼儿园一日生活常规为主线,从入园接待至离园,紧扣幼儿教育健康、语言、科学、社会、艺术五大领域主题,共12个单元,每单元均由教学目标、头脑风暴、听力练习、口语练习(包括范例对话、重点句型、实训任务)、阅读及相关英语游戏、儿歌组成,内容丰富实用、形式活泼多样。本书以幼儿园各项工作为主要内容,情景十分贴近实际,使学生在学时有认同感,兴趣也更加浓厚。本书各单元设置的情景主题适合开展互动与情景展示。本书重点体现在“学”上,每个单元的各个部分多以“任务”的形式让学生完成,而“任务”是需要学生在学的基础上,通过思考或小组讨论完成的,从而培养学生的主动性和创造性。

本书是在情景教学理论的指导下编写的,主要的特点如下。

一、主题鲜明、贴近实际

本书内容根据幼儿园一日生活常规的交流场景进行分类,如入园、早操、区角活动、教学活动和离园等,以便读者在情境中学习语言的用法;通过提供具有代表性的幼儿园一日活动情景的教学素材,让学生接触更多贴近幼儿园生活的英语交际情景,并在此基础之上进行相应的模仿练习和讨论,以期突破英语口语表达的瓶颈,达到提高学生英语听说能力的教学要求。

二、目标明确、加强听说

课程目标把“听话、说话”作为重要任务不仅要求训练每个学生的听说能力,而且要在口语交流中规范口头语言,培养语言交际能力以及待人处事的良好行为,使学生掌握一定的英语表达能力,培养良好的交际习惯以及解决问题的能力。因此,听说训



练的目标就是使学生具有日常英语口语交际的基本能力,掌握幼儿园一日活动各项场景基本用语,这也是以后步入社会进行交际的基础。所以,本书通过“看说结合、读说结合、听说结合”来加强口语训练,培养学生的英语表达能力。

三、讲练结合、学以致用

英语是一种语言,是人们进行沟通交流的工具,我们只有通过听、说、读、写的训练,才能使学生获得英语基础知识和掌握熟练运用英语的能力,实现学以致用,使教学变得更有意义。本书中涉及的场景均为学生未来工作岗位中常见的场景,注重内容的实用性,使学生能够学以致用。书中 Speaking, Reading, Games, Chants 和 Songs 都能让学生在课堂上开展说、读、唱和演等多方面的实践活动,从而更加有效地提高学生的口语表达能力和实践教学能力。

四、形象直观、活泼新颖

本书图片形象直观,活泼新颖,主题鲜明,更加贴近幼儿园工作实际,使得本书能够较强烈地吸引学生的注意力,从而充分调动学生学习的主动性、积极性,收到良好的教学效果。书中 Fun Time 由英语游戏、英文儿歌和英文歌曲三部分组成。这三部分也是学前英语教学不可缺少的环节,能够更好地培养学生的学前英语教学技能,同时也为学生提供学前英语教学素材。

本书编写人员分工如下:Unit 1 & Unit 12 由尹杰编写;Unit 2 由王瑞云编写;Unit 3 & Unit 5 由胡艳桃编写;Unit 4 & Unit 6 由李佳编写;Unit 7~Unit 9 由韩明茗编写;Unit 10 & Unit 11 由黄静编写。其中歌曲部分由于文负责整理。

本书是由学前教育专业一线教师共同编写的,倾注了编者无数的心血和汗水。由于编者水平有限,疏漏和不妥之处在所难免,恳请专家和读者不吝指正。

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Unit 1

Arrival

Learning Objectives

After studying this unit, the students are expected to be able to:

- know how to speak simple English to children when they arrive at the kindergarten;
- conduct speaking activities with the sample sentences, the given words and expressions;
- solve problems occurring during arrival.

Section One | Brainstorming

I. Look at the pictures, and write down a word to complete the description of what the children are doing. The first letter of the word is given as a hint.



w _____



go to the k _____



g _____ to the teacher



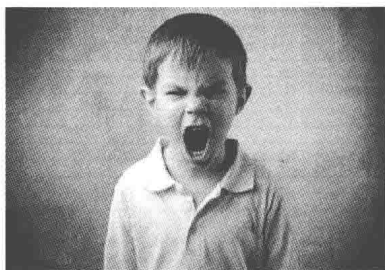
be h _____



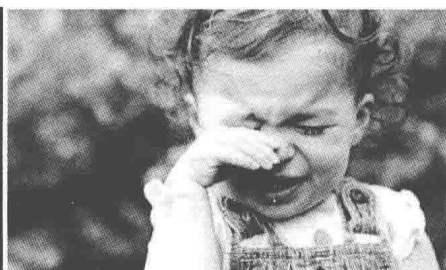
morning c _____



take the t _____



be a _____



c _____



s _____

II. Match the pictures with the statements given below, write the corresponding letter on the line.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

- | | |
|------------------------------------|-------------------------------|
| A. Welcome to the kindergarten. | F. Put your bag on the table. |
| B. Nice to meet you. | G. How pretty you are today! |
| C. Say hello to your classmates. | H. You look upset today. |
| D. Say bye-bye to your mummy. | I. Do you have a fever? |
| E. Put on your morning check-card. | |

III. Match each statement in column A with a suitable response in column B.

Column A

- How are you today?
- Did you sleep well last night?
- Welcome to the kindergarten.
- Please say bye-bye to your mummy.
- Nice to see you.
- Take off your coat and put it here, all right?

Column B

- Thank you.
- I'm fine, thank you.
- Bye-bye, mummy.
- All right.
- Yes, I slept very well.
- Nice to see you too.

Section Two | Listening



I. Listen to a dialogue and choose the proper answers for the following questions.

- Where does the conversation probably happen?

A. Kindergarten.	B. College.	C. Street.	D. Bus station.
------------------	-------------	------------	-----------------
- What's the relationship between the two speakers?

A. Mother and son.	B. Teacher and student.	C. Friends.	D. Classmates.
--------------------	-------------------------	-------------	----------------
- What did Peter do last weekend?

A. Went swimming.	B. Went for a picnic.
C. Stayed at home.	D. Went to the movies.
- Who take Peter to this place?

A. His father.	B. His mother.
C. His grandmother.	D. His grandfather.
- What should the boy do before he goes to the classroom?

A. Take the temperature.	B. Drink a glass of water.
C. Go to the washroom.	D. Check the bag.

II. Listen to a passage and decide whether the following statements are true or false. Write T (true) or F (false) in the brackets.

- () 1. "Kindergarten" means "children's garden" in German.
- () 2. Parents should be responsible for education during the early stages of childhood.



- () 3. It's easy to be a kindergarten teacher.
- () 4. In order to be a kindergarten teacher, you must major in preschool education.
- () 5. As a kindergarten teacher, you must remember four important qualities: love, patience, consideration, and responsibility.

III. The following passage is about how to be a good kindergarten teacher.

Listen to it and fill in the blanks.

I want to be a good kindergarten teacher. Now I'm _____ in a vocational school. I know I should always remember five important qualities: love, patience, _____, consideration and responsibility. I'm learning to provide children various _____, to stimulate their _____ and imagination by designing wonderful _____ with different objectives. I love children very much.

Section Three | Speaking

I. Model dialogues.

Dialogue 1

Teacher: Good morning.

Child: Good morning.

Teacher: What's your name?

Child: My name is Allen.

Teacher: Allen, welcome to the kindergarten. You look great today.

Child: Thank you.

Teacher: Now please follow me to the classroom.

Child: OK!

师: 早上好。

幼: 早上好。

师: 你叫什么名字。

幼: 我叫 Allen。

师: Allen, 欢迎你来到幼儿园。你今天看起来很棒。

幼: 谢谢。

师: 现在跟着我到教室去吧。

幼: 好的!

Dialogue 2

Teacher: Good morning, Allen.

Child: Good morning, Miss Wang.



Teacher: You look unhappy today. Are you OK?

Child: I don't feel very well.

Teacher: Please follow me. I will take your temperature to see if you are sick.

Child: OK.

(After a while)

Teacher: Oh, you have a fever. Now drink this glass of water. I will call your mother to take you home.

Child: Thank you, Miss Wang.

Teacher: Remember to take some pills and have a good rest.

Child: OK.

师：早上好，Allen。

幼：王老师，早上好。

师：你今天看上去状态不好，你还好吗？

幼：我感觉不太舒服。

师：跟我来，我帮你量一下体温，看你是不是生病了。

幼：好。

(一会儿后)

师：你发烧了，先喝杯水。我打电话让你妈妈接你回家。

幼：谢谢你，王老师。

师：记住要吃药，好好休息。

幼：好。

II. Sample sentences.

- | | |
|---|------------|
| 1. Welcome to the kindergarten. | 欢迎来到幼儿园。 |
| 2. Nice to meet you. | 很高兴认识你。 |
| 3. How are you? | 你好吗？ |
| I am fine, thank you. | 我很好，谢谢。 |
| 4. You look great today. | 你今天看起来真棒。 |
| 5. You don't look well. | 你看起来不太舒服。 |
| 6. Let me take your temperature. | 让我为你量一下体温。 |
| 7. Please put on your morning check card. | 请带好晨检卡。 |
| 8. Did you have a good weekend? | 你周末过得怎么样？ |
| 9. Did you sleep well last night? | 你昨晚睡得好吗？ |
| 10. Please follow me to the classroom. | 请跟我到教室去吧。 |

III. Speaking activities.

Task 1 Role Play

Directions: Make a conversation according to the given situation, using the expressions



and sentences you've learned in this unit.

It's Monday morning. Kids are going back to the kindergarten now. Suppose you were their teacher, you are welcoming them now at the gate.

Task 2 Problem Solving

1. Thinking. Every morning kids are supposed to have morning check, what should be noticed as a teacher?

2. Discussion. Look at the two pictures and think about the two questions:

- 1) What's wrong with the little boy and the little girl in the pictures?
- 2) If you were the teacher, what would you do with the two situations?



3. Speaking. Read the following situations, and try to make a dialogue for each situation to help the kids.

Situation 1: A girl named Lily is very shy. She is afraid of going to the kindergarten. Today when her mother leaves, she cries.

Situation 2: A boy does not want to get up early in the morning. He is often late for kindergarten.

Functional sentences:

- 1) Please say hello to your classmates.
- 2) You can make a lot of friends here.
- 3) You are great.
- 4) You are late again.
- 5) Going to bed early and getting up early is a good habit.
- 6) Let's join the others.

Task 3 Look and Say

Direction: Make up a short story according to the picture below.



Section Four | Reading

Kindergarten and Nursery School

In Japan, early childhood education begins at home, and there are numerous books and television shows aimed at helping mothers of preschool children. To educate the children and to “parent” more effectively, much of the home training is devoted to teaching manners, proper social behavior, and structured play, although verbal and number skills are also popular themes. Parents are strongly committed to early education and frequently enroll their children in preschools.

Kindergartens, predominantly staffed by young female junior college graduates, are supervised by the Ministry of Education, but are not part of the official education system. The 58 percent of kindergartens that are private accounted for 77 percent of all children enrolled. In addition to kindergartens, there is a well-developed system of government-supervised day-care centers, supervised by the Ministry of Labor.

Whereas kindergartens follow educational aims, preschools are predominately concerned with providing care for infants and toddlers. Same as kindergartens, there are public or privately-run preschools. Together, these two kinds of institutions enroll well over 90 percent of all preschool-age children prior to their entrance into the formal system at first grade. The Ministry of Education’s 1990 Course of Study for Preschools, which applies to both kinds of institution’s, covers such areas as human relationships, environment, words (language), and expression. Starting from March, 2008, the new revision of curriculum guidelines for kindergartens as well as for preschools came into effect.



I. Answer the following questions after reading the passage.

1. What are there to help mothers of preschool children to educate their children in Japan?

2. What are parents strongly committed to?

3. What kind of people are kindergartens staffed by?

4. There are two kinds of kindergartens as well as preschools, what are they?

5. When did the new revision of curriculum guidelines for kindergartens as well as for preschools come into effect?

II. Retell the passage.

Section Five | Fun Time

I. Game: Knowing each other.

The teacher divides the children into two groups. One group stand in a line behind a board big enough to cover their body but still show their feet. The children from the other group will guess the name of the child standing behind the board by observing his or her feet. The teacher can ask the children by using "Who is she? /Who is he?" After the children call out the right name of the child behind the board, he or she must come out and join the guessing group.

II. Chants.

Hello

- Hello, hello, how are you? (左摆手, 右摆手, 双手头上打开)
 Fine, fine, thank you. (依次伸左右大拇指, 拱手感谢)
 Hello, hello, how are you? (左摆手, 右摆手, 双手头上打开)
 No no, just so so. (双手胸前摆手后体前交叉低头摇晃身体做不好意思状)

Daddy Mummy

- Daddy mummy, look at me. (左摆手, 右摆手, 双手 OK 眼前晃一下)
 Look at me, good baby. (双手 OK 眼前晃一下, 依次伸左右手大拇指)
 Daddy mummy, look at me. (左摆手, 右摆手, 双手 OK 眼前晃一下)



Clap your hands, follow me. (拍手, 指自己)

III. Songs.

Are You Sleeping

Are you sleeping?	你睡着了吗?
Are you sleeping?	你睡着了吗?
Brother John?	约翰弟弟?
Brother John?	约翰弟弟?
Morning bells are ringing,	早晨的闹铃正在响,
Morning bells are ringing,	早晨的闹铃正在响,
Ding ding dong,	叮叮咚,
Ding ding dong.	叮叮咚。

Good Morning

Good morning,	早上好,
Good morning,	早上好,
And how do you do?	你过得怎么样?
Good morning,	早上好,
Good morning,	早上好,
I am fine. How are you?	我很好, 你怎么样?
Good morning,	早上好,
Good morning,	早上好,
And how do you do?	你过得怎么样?
Good morning,	早上好,
Good morning,	早上好,
I am fine. How are you?	我很好, 你怎么样?

Unit 2

Morning Exercises

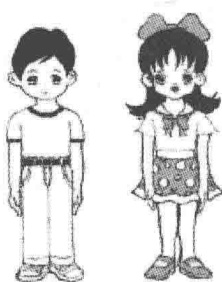
Learning Objectives

After studying this unit, the students are expected to be able to:

- organize morning exercises in English;
- conduct speaking activities with the sample sentences, the given words and expressions;
- solve problems occurring during morning exercises.

Section One | Brainstorming

I. Look at the pictures, and write down a word to complete the description of what the children are doing. The first letter of the word is given as a hint.



a _____



bended b _____



o _____ arms



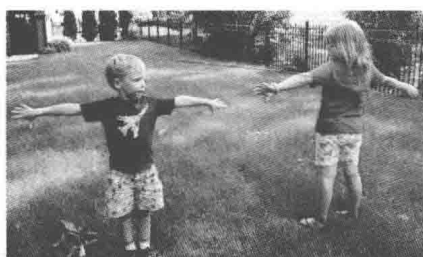
kick f _____ out



bended k _____



s _____ down



a _____ out



h _____



at e _____

II. Match the pictures with the statements given below, write the corresponding letter on the line.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

- A. Are you ready?
B. It's time to do morning exercises.
C. One by one.

- D. Don't push each other.
E. No running.
F. Two lines, please.