



全国学前教育专业（新课程标准）“十二五”规划教材

学前英语

综合教程 5

总主编 姚 丹 本册主编 姚 丹 李章华 黄 芳



复旦大学出版社



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全国学前教育专业（新课程标准）“十二五”规划教材
全国教育科学“十五”、“十一五”规划
教育部重点课题“学前双语教育师资培训研究”成果

《学前英语综合教程》

学前英语 综合教程 5

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图书在版编目(CIP)数据

学前英语综合教程. 第5册/姚丹总主编;姚丹,李章华,
黄芳本册主编. —上海:复旦大学出版社,2013.8
全国学前教育专业(新课程标准)“十二五”规划教材
ISBN 978-7-309-10002-0

I. 学… II. ①姚…②李…③黄… III. 学前儿童-英语课-幼儿师范学校-教材
IV. G613.2

中国版本图书馆 CIP 数据核字(2013)第 196042 号

学前英语综合教程(第五册)

姚 丹 总主编 姚 丹 李章华 黄 芳 本册主编
责任编辑/查 莉

复旦大学出版社有限公司出版发行
上海市国权路 579 号 邮编:200433
网址:fupnet@fudanpress.com http://www.fudanpress.com
门市零售:86-21-65642857 团体订购:86-21-65118853
外埠邮购:86-21-65109143
上海华业装潢印刷厂有限公司

开本 890 × 1240 1/16 印张 8.5 字数 350 千
2013 年 8 月第 1 版第 1 次印刷

ISBN 978-7-309-10002-0/G · 1224
定价: 30.00 元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。
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内 容 提 要

《学前英语》（基础册—第5册）是一套专门为学前教育专业和学前英语或双语教育专业设计的英语综合教材。全套教材包括《综合教程》、《综合练习》、《教学参考书》及配套的听力音像资料和PPT课件。

本书为《综合教程》（第5册）。全书共10个单元，供一学年使用。每单元包括听说（Listening and Speaking）、阅读（Reading）、语法和修辞（Grammar and Rhetoric）、写作（Writing）和开心一刻（Fun Time）。全书以学前教育前沿思想和方法为主线进行编写，精选蒙台梭利教育思想、奥尔夫音乐教学法、多元智能、特殊儿童教育等英文文章，可以提升学生的专业素养。

《学前英语综合教程》(第五册)

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前言

《学前英语》是专门为学前教育专业和学前英语或双语教育专业设计的英语综合教材。全套教材包括《综合教程》(基础册—第5册)、《综合练习》(基础册—第5册)、《教学参考书》(基础册—第5册)及配套的听力音像资料。

21世纪是我国在各领域发生深刻变革的时代。随着我国进入世贸组织,与世界接轨,外语教育越发受到广泛重视。在学前开展英语教育已成为一种趋势,这是新时期教育的一个重要组成部分,也是社会、经济发展的需要。学前教育专业的学生学习行业英语,既是对学生进行语言和文学素质的培养,又为今后工作的实际运用储备能量。为了把学前教育和英语教育有效地融合起来,体现学前教育加英语教育的特色,《学前英语》教材编写组进行了充分的调研,组织了参与全国教育科学“十五”和“十一五”规划课题“学前双语教育师资培养研究”的子课题研究单位以及国内重点幼师院校的一线教师编写了本套教材。在编写过程中改革了学前教育和英语教育的课程内容,整合两者的综合知识,强化了学生从事学前英语教育的能力,为我国学前英语教育领域提供了一套科学性强、适用性好的教材。

《学前英语》系列教材以教育部颁发的《高职高专教育英语课程教学基本要求(试行)》和《全国英语等级考试(PETS)考试大纲》为依据,以“培养实用性人才”为基本原则,以学前教育五大领域为主线,主题鲜明,突出了教学内容的实用性、针对性和可操作性,强化了学生语言运用实践能力的培养。

《综合教程》第5册共10个单元,全书以学前教育的相关主题(如:奥尔夫音乐教学法、多元智能、蒙古梭利教育思想、特殊儿童等)为主线进行编写,适用于三年专及学前英语或双语教育专业的高年级学生。每单元包括听说(Listening and Speaking)、阅读(Reading)、语法和修辞(Grammar and Rhetoric)、写作(Writing)和开心一刻(Fun Time)。

《综合练习》第5册共10个单元,每单元包括两部分。第一部分紧扣单元主题,为单元主要内容的拓展练习;第二部分为全国英语等级考试模拟练习,旨在帮助学生进行全国英语等级考试过级训练。

《教学参考书》第5册共10个单元,每个单元根据《综合教程》的相关内容配有教学建议、听力原稿及译文、背景知识、课文译文、课文逐段详解、生词和词组例句及译文、习题答案及讲解等。

本教材具有以下特点:

1. **体例规范,题材新颖。**本册教材以学前教育相关话题为主题,材料选自权威文章,题材新颖,题型以信息输入与知识输出练习相配套。每单元包括听说、阅读、语法和修辞、写作和开心一刻,兼顾英语学习的听、说、读、写、译5个方面的综合技能训练。

2. **贴近行业,注重听说。**根据学前教育的特点,突出听说能力的培养。每单元的Listening and Speaking,充分训练学生的英语听说能力;每单元的Speaking配有与主题相匹配的图片和Useful Expressions,能帮助学生更好地理解 and 完成口语练习的任务。

3. **立足学前,生动活泼。**教材的Fun Time 由English Short Play和Handwork for Children/ Scientific Experiment for Children两部分组成。英语短剧表演和手工小制作/科学小实验是学前英语教育的重要组成部分。通过Fun Time的教学,能更好地培养学生从事学前英语教育的能力;同时,Fun Time也为学生今后从事学前英语教学提供了丰富的教学素材。

4. **讲练结合,学以致用。**教材注重实用性,认真贯彻“学一点、会一点、用一点”的原则,以学生为主体,充分发挥教师和学生主体作用,让学生在互动中学习英语,在快乐中学习英语。教材旨在通过教师的“精讲”和学生的“多练”,做到学中有练,练中有学。教材配备了练习册,通过听、说、读、写、译各种形式的课堂内外的实践,培养学生具有扎实的英语语言基础和较强的英语综合运用能力。

5. **由浅入深,循序渐进。**教材对内容的难度、梯度都进行了较为科学合理的设置。文章以一般性阅读材料为主,在文章的长度和生词量的设计上梯次递进。在练习册中,教材配备了全国英语等级考试(PETS)相关题型,以满足部分学生参加英语水平等级考试的训练需求。

6. **立体教学,新颖便捷。**我们充分运用先进的科学技术,制作了与课本相配套的多媒体助学光盘,包括学生用书和练习册的听力朗读、英语短剧等有声资料,使课堂教学更加生动、直观、便捷。同时,全国教育科学“十一五”规划课题“学前双语教育师资培养研究”评选出的优秀双语示范课及说课光盘,可作为学生将来从事幼儿园教学的参考资料。

本册总主编姚丹,编写人员分工如下:课文:Unit1:刘秀玲;Unit2:韩明茗;Unit3:曾奕晖、龙喆;Unit4:王维、刘玉侠;Unit5:叶虹、李海喃;Unit6:刘翊;Unit7:顾丽梅、廖绒绒;Unit8:崔海燕、潘建萍;Unit9:王华宝、黄燕萍;Unit10:梁伟涛、刘群;听说:陈一丹(1—3单元)、张莹(5、7单元)、郭晶晶(4、6、8、9、10单元);语法:孙星、刘健健(1—4单元)、王改丽(5—6单元)、王芳幼(7—10单元);写作:庄以勤(英语议论文写作)、尤胜蓝(幼儿英语教育活动计划和说课计划的撰写);开心一刻:邱莉霞。本书语法与修辞部分由黄怀飞审稿,全书由李章华、黄芳统稿。

本套教材遵循的是崭新的编写思路,是由专家、学者及一线教师共同打造的系统工程,倾注了编者无数的心血和汗水。但由于编者水平有限,疏漏和不妥之处在所难免,恳请专家和读者不吝指正。

2013年7月

使用说明

本书为《学前英语综合教程》第5册。全书以学前教育的相关主题为主线进行编写。全书共10个单元,供一学年使用。

每单元包括听说(Listening and Speaking)、阅读(Reading)、语法(Grammar and Rhetoric)、写作(Writing)和开心一刻(Fun Time)。

Listening and Speaking共有两个活动。第一个活动为Listening Comprehension,旨在通过对话、短文的听力练习,增加学生的信息输入,训练学生的听力技能,为下一个活动做好准备。第二个活动为Speaking,包括Look & Say和Discussion两种形式。学生根据听力所输入的信息和课本提供的图片,完成看图说话、讨论等口语相关活动,做到“学一点,会一点,用一点”。本部分旨在培养学生的英语听说能力,使学生能够听懂基本词汇和专业词汇、日常英语会话和各种专门场景的听力材料,提高学生实用场景英语口语交际能力,培养口语的正确性和流利性。

Reading为本册的主要内容之一。课文材料选自权威文章,题材新颖,紧扣与学前教育相关的主题。课后分别有3项练习,主要考查学生对文章大意、重要细节的理解以及对词汇、重点句型的灵活运用。本部分旨在拓宽学生的视野,培养学生的英语阅读技巧和能力。

Grammar and Rhetoric由浅入深,分阶段、有计划地剖析语法知识和修辞手法。本部分有配套练习,针对本单元的语法和修辞项目加强训练。本部分旨在帮助学生掌握较为系统的英语语法知识和修辞手法。

Writing包括两种形式:前4个单元为英语议论文写作,旨在训练学生的英语写作能力;后6个单元主要内容为幼儿英语教育活动计划和说课计划的撰写,帮助学生掌握幼儿英语教育活动计划和说课计划撰写的结构、格式和方法。

Fun Time包括English Short Play和Handwork for Children/ Scientific Experiment for Children。英语短剧表演和手工小制作/科学小实验是学前英语教育的组成部分。通过Fun Time的教学,能更好地培养学生从事学前英语教育的能力;同时,Fun Time也为学生今后从事学前英语教学提供了丰富的教学素材。

本书配有《教学参考书》,每个部分都附有教学建议,听力部分附有听力原稿和中文翻译,课文部分和练习题附有讲解和参考译文,生词和词组都附有例句及例句译文。教学参考书使用方便,起到辅助教师备课的作用,是教师的得力助手。

本书配有《综合练习》，每单元练习分为两大部分，第一部分紧扣单元主题，为单元主要内容的拓展练习；第二部分为全国英语等级考试模拟练习，旨在帮助学生进行全国英语等级考试过级训练。

本书配有光盘，内含《综合教程》的听力训练、课文朗读和英语短剧以及《综合练习》的听力练习，方便教师教学和学生自主学习。

编者

2013年7月

Contents

Unit 1	What Is Creativity	1
	Listening and Speaking	1
	Reading	3
	Grammar and Rhetoric	6
	Writing	9
	Fun Time	11
Unit 2	Special Children	12
	Listening and Speaking	12
	Reading	14
	Grammar and Rhetoric	18
	Writing	21
	Fun Time	22
Unit 3	Orff Teaching Method	24
	Listening and Speaking	24
	Reading	26
	Grammar and Rhetoric	31
	Writing	33
	Fun Time	35
Unit 4	Multiple Intelligences	37
	Listening and Speaking	37
	Reading	39
	Grammar and Rhetoric	45
	Writing	46
	Fun Time	49
Unit 5	Psychology Development of Children	51
	Listening and Speaking	51
	Reading	54
	Grammar and Rhetoric	57
	Writing	59
	Fun Time	61

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本书可作为《综合教程》的听力训练、课文翻译和英语理解以及《综合练习》的听力练习，方便教师教学和考生自主学习。

Unit 6 Construction of Games	63
Listening and Speaking	63
Reading	65
Grammar and Rhetoric	69
Writing	71
Fun Time	72
Unit 7 Early Childhood Education	74
Listening and Speaking	74
Reading	76
Grammar and Rhetoric	80
Writing	82
Fun Time	83
Unit 8 Practice of Montessori	85
Listening and Speaking	85
Reading	87
Grammar and Rhetoric	92
Writing	94
Fun Time	95
Unit 9 Environmental Establishment of Kindergartens	97
Listening and Speaking	97
Reading	99
Grammar and Rhetoric	103
Writing	105
Fun Time	106
Unit 10 Children's Personality	108
Listening and Speaking	108
Reading	110
Grammar and Rhetoric	114
Writing	117
Fun Time	118



Unit 1

What Is Creativity

Learning Objectives

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

- 1) listen for and talk about creativity in children;
- 2) master the usage of key words and expressions in the text;
- 3) understand what creativity is and learn how to develop children's creativity;
- 4) master the usage of prefix;
- 5) master how to write an English argumentative composition for explaining a phenomenon.

Listening and Speaking

Part I Listening comprehension

Activity 1

Directions: You will hear 5 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer—A, B, C or D. You will have 15 seconds to answer the questions and you will hear each dialogue twice.

1. The two kids in the story were _____.
(A) friends (B) sister and brother (C) neighbors (D) schoolmates
2. Why were the kids miserable? Because _____.
(A) their mother died (B) they were hungry
(C) their parents were divorced (D) their father left them
3. What would the little girl do for her grandmother? She would _____.
(A) do something funny (B) work for her mother
(C) embroider a handkerchief for her grandmother (D) find something to eat
4. Why did they escape to Xiamen? Because _____.
(A) they wanted to look for their father (B) their uncle and auntie drove them away

- (C) their grandmother did not like them
 5. Were the kids happy after they found their father?
 (A) Not mentioned.
 (C) No, they were not.
- (D) their mother asked them to do so
 (B) Yes, they were.
 (D) No, they were.

Activity 2

Directions: You will hear a dialogue and a passage. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing A, B, C or D. After listening, you will have 10 seconds to check your answer to each question. You will hear each dialogue three times.

Questions 1–3 are based on the following dialogue.

- What have been on the floor?
 (A) There are stains there.
 (C) There used to be two holes there.
- Who has had the idea of covering the holes?
 (A) Mom.
 (C) Both mother and son.
- What has happened to the floor?
 (A) It has become more beautiful.
 (C) It is covered with a zoo.
- (B) Two butterflies can be found here.
 (D) There is a tree there.
- (B) Bloomma.
 (D) The butterflies.
- (B) It has become dirty.
 (D) It becomes a forest.

Questions 4–6 are based on the following passage about a creative little girl.

- What did Xiaojun learn since she was very young?
 (A) Cooking.
 (B) Cleaning.
 (C) Chopping wood.
 (D) Embroidery.
- What did she do for a customer?
 (A) She mended a hole for him and made him satisfied.
 (C) She did nothing for him.
- What do you think of her?
 (A) She was really tall.
 (C) She knew little about embroidery.
- (B) She cooked for him.
 (D) She bought a dress for him.
- (B) She was really creative and clever.
 (D) She helped the tailor.

Part II Speaking

Activity 1 Look and say

Directions: Look at the pictures and talk in pairs with the given useful expressions.



Useful expressions:

- ark 方舟, 大平底船, [圣经] 约柜, 避难所
- talented teacher 才华横溢的教师
- be in pairs 成双成对
- aquarium 鱼缸, 水族馆, 海洋馆
- lose its balance 失去平衡

- Noah's Ark 诺亚方舟
- crawl 爬行, 蠕动
- dolphin 海豚
- suppose vi. 假设, 认为, 推想 vt. 猜想, 料想

Activity 2 Discussion

Directions: Discuss in pairs according to the given topic.

Topic:

- 1. How will you foster creativity in children?
- 2. Do you know any ways to stimulate children's creativity?

Useful expressions:

- potential 潜能
- container 容器
- feel sick 觉得恶心
- plot 情节
- animal cracker 动物饼干

- certain aspects 某些方面
- The Adventures of Tom Sawyer 《汤姆·索亚历险记》
- puppet 玩偶
- prop 道具
- simulation games 模仿游戏

Reading

Pre-reading questions:

- 1. What do you think creativity mean? Is it important for young kids? And why?
- 2. Do you agree that creativity is inherent? Why or why not?

What Is Creativity?

Author unknown

According to the definition of "create" in the dictionary, ordinary people are creative every day. To create means "to make something new or original", something each of us does daily.

Some people say that creativity is inherent. For instance, some of the kids can draw pictures like an adult and they are full of originality. Even if no one comes over to guide them, they will still be artists eventually. Basic skills and creativity are for the ones who want to be successful in the area they work on. In retrospect, all successful people own them. On the other hand, basic skills can sometimes compensate for the lack of creativity. Also, creativity can put light on the imperfect skills in due course. When these two things are equipped, one can find his way to a better career and turn in a wondrous drawing for his life.

Curiosity and creativity are interdependent on each other. Only when one is curious about something can he operate his mind and generate something creative. And when creativity is in full operation and results in things which never existed before, one gets more and more inquisitive about things happening all around him. But curiosity and creativity are different in that curiosity is the motivating force which needs action for

it to become creativity. If one stops at the stage of inquisitiveness, he will end up good for nothing.

We are creative whenever we look at or think about something in a new way. First this involves an awareness of our surroundings. It means using all of our senses to become aware of our world. This may be as simple as being aware of color and texture, as well as taste, when we plan a meal. Above all, it is the capability of noticing things that others might miss.

A second part of creativity is an ability to perceive relationships among things. If we believe the expression "There is nothing new under the sun," creativity is remaking or recombining the old in new ways. For example, we might do this by finding a more effective way to study or a superior way to arrange our furniture, or we might make a new combination of camera lenses and filters to create an unusual photograph.

A third part of creativity is the courage and enthusiasm to make use of our new ideas, to utilize them to achieve some new results. To think up a new concept is one thing; to put the idea to work is another.

These three parts of creativity are involved in all the great works of genius, but they are also combined in many of our day-to-day activities.

(字数: 448, 生词: 13 个, 占篇幅: 3%)

Words and expressions

Words

inherent /ɪnˈhɪərənt/ *a.*

existing as a natural or permanent feature or quality of sb./sth. 内在的; 固有的; 本来的

originality /əˈrɪdʒɪˈnælɪti/ *n.*

state or quality of being original 创新性; 创造力; 独特性; 独特

retrospect /ˈretrəʊspekt/ *n.*

look back on the past 回顾; 追溯

compensate /ˈkɒmpənsert/ *v.*

to give (sb.) sth. good to balance or lessen the bad effect of damage, loss, injury etc; to recompense 补偿; 赔偿

imperfect /ɪmˈpɜːfɪkt/ *a.*

faulty or detective; not perfect 有缺点的; 有瑕疵的

due /djuː/ *a.*

scheduled; arranged; expected 预定; 预约; 预期

wondrous /ˈwʌndrəs/ *a.*

wonderful 意想不到的, 奇妙的

inquisitive /ɪnˈkwɪzɪtɪv/ *a.*

be fond of inquiring into other people's affairs 好奇的, 好问的, 爱打听别人的

effective /ɪˈfektɪv/ *a.*

having an effect; producing the intended result 有效的, 产生预期结果的

superior /sjuːˈpiəriə/ *a.*

better than average 优于一般水平的, 优良的; 优秀的; 优等的

lens /lenz/ *n.*

piece of glasses or other transparent material with one or more curved surfaces used to make things appear clearer, larger or smaller when viewed through it, and used in spectacles, cameras, telescopes, etc. 透镜; 镜片

filter /ˈfɪltə/ *n.*

device containing paper sand, cloth etc. used hold back any solid material or impurities in a liquid or gas passed through it 过滤器

utilize /juːˈtɪlaɪz/ *v.*

to make use of (sth.); to find a use for 利用或应用(某事)

Phrases

in retrospect

(习语) 回顾; 追溯

operate one's mind

产生想法

get inquisitive about

(变得) 对……好奇

in due course

在适当时机; 最终

Notes on the text

- 1. Basic skills and creativity are for the ones who want to be successful **in the area they work on**. 基本技巧和创造力是那些想在自己工作的领域里取得成功的人士必备的。
“in the area they work on” 意为 “在其所从事的领域”。
“they work on” 作 “in the area” 的定语, 省略了关系代词 that 或 which。
e.g. That was a fault (that / which) I could forgive. 那是我所不能饶恕的错误。
- 2. And when creativity **is in full operation** and results in things which never existed before, one gets more and more inquisitive about things happening all around him. 创造力完全付诸实施就会使以前从未存在的事情 (出现), 一个人也就会对他周围的事越来越好奇。
(be) in full operation 充分发挥, 全力实施
e.g. For the first six months after Oliver Twist was removed, the system was in full operation.
奥立弗·特威斯特迁回去的头6个月, 这种制度正处于全力实施之中。

Activities

Activity 1 Reading comprehension

1. Complete the passage with the words in the text to get the main idea.

What is creativity? Ordinary people are creative every day. Firstly, creativity involves an awareness of our surroundings, that is, using our _____ to feel the world around us. Secondly, creativity is to _____ relationships among things. For instance, we may arrange our furniture in a _____ way according to our emotion. Lastly, creativity is the courage and _____ to take advantage of our new ideas and put them into practice. Some people say that creativity is _____, just as some kids can draw pictures like adult without _____. To successful people, basic skills and creativity are necessary. Basic skills, to some degree, can _____ for the lack of creativity, and creativity can also make up for the imperfect kills in _____ course. Although curiosity and creativity are _____ on each other, curiosity and creativity are different in that curiosity is the _____ (motive) force which needs action for it to become creativity.

2. Answer the following questions according to the text.

- 1) According to the text, what kind of qualifications should a successful man possess?

- 2) What's the relationship between curiosity and creativity?

- 3) How to be creative?

- 4) What's the meaning of "There is nothing new under the sun"?

- 5) What do you think is the most important part in creativity? State your reasons.

Activity 2 Vocabulary

Fill in the blanks with the proper form of the words given in the brackets.

- 1. Her speech drew _____ (enthusiasm) applause.