

学前英语

教学参考书 5

总主编 姚 丹 本册主编 姚 丹 李章华 黄 芳





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学前英语 教学参考书 5

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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。

本书为《教学参考书》（第5册）。全书共10个单元，供一学年使用。每单元根据《综合教程》的相关内容配有教学建议、听力原文及中文译文、背景知识、课文中文译文、课文逐段详解、生词和词组解释、例句及译文、习题答案及讲解、英语短剧及手工制作/科学小实验等。

《教学参考书》配有PPT课件，方便教师进行多媒体教学。

《学前英语教学参考书》(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、蒙台梭利教育思想、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的主体作用,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:Unit 1: 刘秀玲; Unit 2: 韩明茗; Unit 3: 曾奕晖、龙喆; Unit 4: 王维、刘玉侠; Unit 5: 叶虹、李海喃; Unit 6: 刘翊; Unit 7: 顾丽梅、廖绒绒; Unit: 8: 崔海燕、潘建萍; Unit 9: 王华宝、黄燕萍; Unit 10: 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。

编 者

2013年7月

使用说明

本书为《学前英语教学参考书》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)、语法和修辞(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PPT课件,方便教师进行多媒体教学。

编者

2013年7月

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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 the skill of writing an English argumentative composition through explaining a phenomenon.

Listening and Speaking

Suggested teaching steps

Part I Listening comprehension

Activity 1

- a. Ask Ss to finish the exercises;
- b. Check their answers;
- c. Explain language points if necessary.

Activity 2

- a. Ask Ss to finish the exercises;
- b. Check their answers;
- c. Read the passage and try to put it into Chinese;

Part II Speaking

Activity 1 Look and say

- a. Divide Ss into pairs and ask them to have a discussion about the two pictures;
- b. Invite 6-8 Ss to report their discussion results;

c. Make comments and put forward the reference answers.

Activity 2 Discussion

- Ask Ss to have a discussion about the given topic;
- Invite 3–4 Ss to present the result of their discussion;
- Make comments and put forward the reference answers.

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.

- The two kids in the story were _____.
(A) friends (B) sister and brother
(C) neighbors (D) schoolmates
- Why were the kids miserable? Because _____.
(A) their mother died (B) they were hungry
(C) their parents were divorced (D) their father left them
- 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
- Why did they escape to Xiamen? Because _____.
(A) they wanted to look for their father
(B) their uncle and aunt drove them away
(C) their grandmother did not like them
(D) their mother asked them to do so
- Were the kids happy after they found their father?
(A) Not mentioned. (B) Yes, they were.
(C) No, they were not. (D) No, they were.

Audio script

- W: Have you seen the TV series “Mom, Please Love Me Once Again” recently? It’s about two kids, Xiaojun and Xiaojie.
M: That must be very moving.
W: It’s true. It has been making me pour so much of my tears of sympathy. The sister and brother had nothing to eat, but they knew how to get money to feed themselves.
- W: Their mother was ill and their father was not with them.
M: Where was their father?
W: He was in Xiamen and never returned to Taiwan.
M: The mother and kids were really miserable.
- W: The children’s mother was very hard-working and she was good at embroidery.

- M: Did the little girl learn the skill, too?
- W: That's true. She had been trying to embroider a handkerchief for her grandmother.
- M: What a talented girl!
4. W: Their mother finally died from tuberculosis and overwork. Their grandmother could not protect the two kids, for the uncle's wife would not allow them to stay any longer. The couple wanted to sell them for money.
- M: What poor children!
- W: After they knew that, they escaped from Taiwan to Xiamen, where they suffered a great deal from bitterness and insult. They tried to find their father.
- M: They were unfortunate, indeed.
5. W: Finally they found their father and their happiness was beyond description.
- M: I am happy for them. Then what happened?
- W: At last the whole family was reunited and the father and his kids would never be separated from each other.

Language focus

- 1) **"Mom, Please Love Me Once Again"** 《妈妈再爱我一次》
- 2) **pour tears of sympathy** 洒下同情泪花
e.g. Their mother died and people poured tears of sympathy for them. 他们的母亲死了, 人们流下了同情的眼泪。
- 3) **be good at embroidery** 善于刺绣
e.g. Many girls from my village are good at embroidery. 我们村子里很多姑娘善于刺绣。
- 4) **embroider a handkerchief** 绣手帕
e.g. I got a handkerchief embroidered by my girl friend. 我得到了一块我女朋友绣给我的手帕。
- 5) **tuberculosis** 肺结核, 肺病
e.g. Several decades ago, tuberculosis could not be cured. 几十年前, 肺病是无法治愈的。
- 6) **suffer a great deal from bitterness and insult** 饱受痛苦屈辱
e.g. People in that area suffered a great deal from bitterness and insult at that time. 那时候, 那里的人们饱受痛苦屈辱。
- 7) **be beyond description** 难以形容
e.g. The great help we received was really beyond description. 我们得到的帮助真的是难以言表。

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.

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

Audio script

It's easy to become creative

- Bloomma: Good morning, mom. What are you thinking about? You have been staring at the holes in the floor for quite some time.
- Mom: Good morning, dear. The old cabinet has been moved away, leaving two holes on the floor. I am just thinking how to cover the holes. They look like two cockroaches stuck tightly on the floor.
- Bloomma: Mom, look at the butterflies on the wall. I put them there last week. Aren't they beautiful?
- Mom: Tell me what's in your little head.
- Bloomma: I have an idea. Why not remove two butterflies from the wall. Let them fly to the floor.
- Mom: Hmm, sounds great! There are trees and other animals on the wall. We can move their home to the floor.
- Bloomma: Mom, I'll "plant" a tree between the two holes, a butterfly will cover the hole on the left, and a dragonfly will cover the one on the right. Some other animals will follow them to their new homes.
- Mom: What a bright and creative girl! Let's do the job together.
- Bloomma: Mom, it's done! Look at their new home.
- Mom: Yes. The butterfly and the dragonfly are flying toward the tree. The bunny and the little dog are playing under the tree.
- Bloomma: Aha, we can see no holes on the floor.

Language focus

1) cabinet 橱柜

e.g. The new cabinet was designed by Mrs. Summers who is the most talented lady in our community. 这只新橱柜是我们社区最有才华的桑莫斯夫人设计的。

2) bunny 小兔子

e.g. Have you ever seen a bunny grin from ear to ear? 你看到过小兔子咧开嘴笑吗?

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

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

Audio script

A creative little girl

Xiaojun learned embroidery from her mother when she was very young. She had been embroidering a handkerchief for her granny. But the old lady died because of poverty. She escaped from her evil aunt to Xiamen, Fujian, to look for their father with her younger brother. The sister and brother suffered a lot on their way to their father's home.

They lived with a tailor. One day, the tailor was asked to mend a hole in the right sleeve of an expensive Chinese dress for a gentleman. The tailor could not do that. When Xiaojun knew that, she said boldly to the customer, "Could you let me have a try?" Everybody looked at her doubtfully, for she was so young. Xiaojun took over the dress with a smile. She sat down and began to mend the hole. She was embroidering a beautiful daisy on the little hole with the thread of the same color as the dress itself. Half an hour passed, she finished her

work. No one could see any hole in the sleeve of the dress. The customer was so delighted and satisfied that he gave Xiaojun some pay as a reward and left happily.

Chinese version

小君小时候跟妈妈学习过绣花，她一直在为外婆绣手帕。但是老太太由于贫困离开了人世。她带着弟弟从心地恶毒的舅妈家逃了出来，到了福建厦门。姐弟俩在寻找爸爸的路上受尽了艰辛。

他们曾经和一位裁缝师傅生活过。有一天，一位先生请裁缝为他修补高档唐装衣袖上的小破洞，裁缝无能为力。小君得知后勇敢地对客人说：“可以让我试试吗？”每个人都怀疑地看着她，因为她太小了。小君笑着接过衣服，坐下来，开始一针一线地修补小孔。她用与衣服颜色相同的线在小孔上绣上了一朵漂亮的小雏菊。半个小时以后，她绣完了。没有人能看得出袖子上的小孔。客人很高兴，很满意，他赏了小君一些钱，开心地离开了。

Language focus

1) Chinese dress (Tang suit) 唐装

e.g. Don't you think that old man in typical Chinese dress is very talented? 你不觉得那位着唐装的老人多才多艺的吗？

2) daisy 雏菊

e.g. We named the little baby girl "Daisy". 我们给小女婴取名叫“雏菊”。

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

Suggested answer

Picture 1 Noah's Ark

To escape the waters of the flood, Noah went into the ark with his family members. And into the ark with Noah went one pair, male and female, of all beasts, clean and unclean, of birds and of everything that crawls on the ground, two by two, as God had commanded.

This is a really creative painting. It was painted on the wall of a kindergarten in Zhuhai by some talented

teachers. In this picture we can see all kinds of animals in pairs in the ark, hoping to get to dry land. The animals are not staying inside the ark as might have been planned. They are exposed to the open air without worrying that floods have come. They are in pairs, seemingly unwilling to be taken away. The picture is so vivid that children like it very much.

Picture 2 I can swim like a dolphin

Jacob's father bought an aquarium from the largest Flower & Bird market in Guangzhou. He also bought some beautiful fish. It was so large that he said he could even "swim" in it like those fish. We didn't believe him. One day, he found a large paper box in the corner of the kindergarten. He said, "Look at me. Suppose this is the aquarium. I can swim in it like a dolphin." With the words, he put his head into the box, his feet were high in the air. He was just like a dolphin. But the box lost its balance. Both the box and the boy fell to the ground. Anyhow, the boy was very creative and imaginative.

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 *n.* 潜能

certain aspects 某些方面

container 容器

The Adventures of Tom Sawyer 《汤姆·索亚历险记》(马克·吐温)

feel sick 觉得恶心

puppets 玩偶

plot 情节

prop 道具

animal cracker 动物饼干

simulation games 模仿游戏

Suggested answer

1. How will you foster Creativity in Children?

How to Foster Creativity in Children is a very important topic in helping young children reach their full potential. Young children will need to know how to ask questions and search for answers. Creativity is not limited to some certain aspects; creative questions are to be asked. The questions might be "What will it be like if you dare taste it? How do you put so large an object into a small container? What will happen when you dig it out?" In *The Adventure of Tom Sawyer*, the boys cooked a cat in a pot, which made everybody in the neighborhood feel sick. On the other hand, they were trying to find a way to cook a cat, though it was not successful.

2. Do you know any ways to stimulate children's creativity?

(1) Creative questions are needed. "What would happen if ...?" (What would happen if you are asked to present a painting without a pen or a brush?)

(2) Ask "in-how-many-different-ways" questions? (In how many different ways can you make a doll? In how many different ways can those instruments be used?)

(3) Use creative plays. Activities such as "follow the leader" encourage a child to think of creative movement and experience the reward of others following their example. Use simple materials (blocks, mud, sand, clay, water) that the child can build and design with their own skills.


(4) Use the concept of making up a story. Someone starts a story and then each person adds a part. Read

the story and act it out. Use puppets to act out a plot.

(5) Use props to create new ideas. (Animal cracker game — child chooses one cracker; looks at it; then eats it. Then the child becomes that animal for 1–2 minutes. Use creative movement to act out how the animal acts and moves.)

(6) Use role playing (family happenings, simulation games, and school situations) to help children see the viewpoints of others and to explore their feelings. Have children describe the people that they see in pictures and tell each other how they feel or think.

Reading



Suggested teaching steps

Warm-up

Tell Ss that ordinary people like every one of us are creative every day. It involves an awareness of our surroundings. It also needs courage and enthusiasm to make use of our new ideas and put them into practice.

2. Lead-in

Ask Ss what's the relationship between curiosity and creativity?

3. Pre-reading

Ss discuss the pre-reading questions and then answer them.

4. Listening

Listen to the recording of the text and then answer the two questions:

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

5. While-reading

Ask Ss to skim the text and get the general idea.

To enhance the students' comprehension, teacher should ask more questions about the passage:

- 1) What does creative mean?
- 2) What's the relationship between skills and creativity?
- 3) What do you think is the most important part in creativity? Can you give us an example?

6. Explanation of the text

First, Ss pick out the language points or structures from the text. Then the teacher helps Ss analyze or understand them by giving examples or explanations.

7. Post-reading

- 1) Finish the exercises in Activities 1, 2 and 3 to see if Ss can understand the text better and master most of the language points in the text.
- 2) Ask Ss to retell the text if time permits.

Pre-reading questions:

1. What do you think creativity means? Is it important for young kids? And why?

According to the dictionary definition, "create" means "to make something new or original". Creativity is important for everyone, especially for young kids. The point of creativity is the joy of the *process* rather than