

幼师英语

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幼师英语

主编高敬

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前言

英语课程是职业院校学生必修的一门公共基础课。除基础模块外,职业模块是英语课程的重要 教学内容之一。《幼师英语》是为了适应幼儿师范教育的发展需要,专为职业院校学前教育专业的学 生编撰的职业模块英语教材,以满足学生学习与学前教育专业相关的英语需要,供幼师生学完《基础 英语》后使用。

《幼师英语》体现职业院校英语课程教学目标,语言材料注重真实性、时代性和实用性,紧密贴近学生未来从事的幼教职业,将幼儿发展的心理学与教育学方面的专业知识及幼儿园教育概况融入课文的教学内容。同时,将音标、对话、语法及儿歌、教师组织用语、儿童故事、幼儿游戏、歌谣、儿童歌曲等素材介绍给幼师学生,以激发学生学习兴趣;同时,丰富学生英语教育内容,并全面培养学生英语语言的综合应用能力。全书共十六个单元,每一单元的结构和作用如下:

Practice for Children's English Teaching:该部分是幼儿英语教育练习版块,提供儿童游戏、语音练习、幼儿英语课堂组织用语、儿童故事、儿歌、歌谣和儿童歌曲等。该练习版块既使学生熟悉了幼儿英语教育的方法和内容,也强化训练了学生英语的口语表达能力和专业技能,为今后从事幼教工作,特别是幼儿英语教育工作,打下了坚实的基础。

Questions for text discussion:该部分提出两到三个问题供学生课前讨论使用。问题的设置紧扣本单元课文的主题,帮助学生课前预习,提高课文的学习效果。

Text:课文是本单元主题的集中体现。课文材料紧扣幼师专业的背景和实际情况,使幼师生在学习课文时,同步掌握设计幼儿心理学、教育学和幼儿园教育及幼儿教师方面的专业词汇、术语和发展状况。

Notes:该部分主要是针对课文中出现的重点短语和语法进行讲解,以帮助学生化解课文学习的难点,更好地理解课文内容。

New words and expressions:该部分是对课文中出现的新单词和新短语所作的注释,附上音标、词性和中文释义。

Grammar:该部分是对应掌握的语法的系统讲解复习,讲解由浅入深,同时列举了大量的实例,帮助学生举一反三。

Practice for text:该部分提供了语法和课文内容练习,供学生进行知识点和专业词汇的操练和自我检测。

Read for fun:为了培养学生学习英语的兴趣,扩大学生的词汇量和提高学生的阅读能力,每一单元后附有一篇趣味阅读材料,有关英语国家文化、风俗及儿童教育等方面的内容。阅读材料后提供参考译文,以帮助学生理解。

本教材由上海师范大学教育学院高敬副教授主编,由上海杨浦区教师进修学院英语教研员张莹娥老师任副主编,四川省隆昌幼儿师范学校诸葛佳老师、上海师范大学教育学院研究生张凤、张凌、修成静和毛莎莎参与编写。后期的整理工作由张凤同学承担。全书由高敬副教授统稿。本书出版得到了华东师范大学出版社朱建宝编辑的支持,在此表示衷心的感谢。

由于编者的水平及精力所限,本教材存在的疏漏与不当之处,恳请专家及读者提出批评和建议。

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The Uniqueness of Each Child

Practice for Children's English Teaching Skills

- Read the expressions for classroom management. The last the base of the part of the part of the last o
 - (1) 小朋友早。Good morning, kids.
 - (2) 小朋友好。Hello, kids./Hi, kids.
 - (3) 你好吗? How are you?
 - (4) 向······问早安。Say good morning to ...
 - (5) 和妈妈/爸爸/爷爷/奶奶再见。Say good-bye to your Mummy/Daddy/Grandpa/Granny.
 - (6) 请进。Come in, please.
 - (7) 请坐。Sit down, please.
 - (8) 点名。Take roll./Roll call.
 - (9) 都到齐了吗? Is everyone here?
 - (10) 谁没来? Who is not here? /Who is absent?
 - (11) 为什么迟到了? Why are you late?
- Play the following game for children.

Have You Seen My Rabbit? (你看见我的兔子吗?)

Let the children sit in a circle. The teacher moves around outside the circle and taps somebody on the shoulder, asking, "Have you seen my rabbit?" The child that is tapped should answer, "Yes, I have." The teacher asks, "What is he/she wearing? "This child should describe someone's clothes in the circle, e. g. a green shirt, brown shoes, long trousers ... As soon as the one described recognizes himself/herself, he/she must run away from the teacher.

For example:

Teacher: Have you seen my rabbit?

Child: Yes, I have.

Teacher: What is he/she wearing?

Child: He's wearing ... The sale dates of rebisered been sale and

Read the following story.

When I Get Bigger (当我长大)

When I get bigger I'll be able to do lots of things.

I'll go to the corner store by myself and spend my allowance on things I want.

I'll wait until the light is green.

Then I'll look both ways for cars before I cross the street. I'll have my own watch and I'll tell everyone what time it is. I'll go on a bus to Grandma and Grandpa's. I'll go to first grade.

When I get bigger I'll have a real leather football, my own radio, and a pair of super-pro roller skates. I'll have a two-wheeler and a paper route.

I'll make lots of money.

At the playground, I'll help the little kids on the swings.

I'll pick out my own boots at the shoe store.

I'll make a phone call and dial it myself.

I'll order something from a catalog and it will come in the mail.

When I get bigger I'll camp out in the backyard all night long.

Or I'll stay up to see the end of the late movies. Even if I get sleepy, I won't go to bed.

But right now I have to go to bed, because Mom and Dad say, I'm not bigger yet.

Read the following rhymes.

There Was a Little Girl (从前有一个小女孩)
There was a little girl, and she had a little curl,
Right in the middle of her forehead.
When she was good, she was very, very good,
And when she was bad, she was horrid.

There Was an Old Lady (从前有一个老妇人)
There was an old lady who swallowed a fly,
I don't know why she swallowed a fly.
Perhaps she'll die.

There was an old lady who swallowed a spider, and the swallowed a spider. That wriggled and wriggled and jiggled inside her. The propose adjusted bloods is shown to catch the fly. I don't know why she swallowed a fly.

Perhaps she'll die.

There was an old lady who swallowed a bird.

How absurd, to swallow a bird!

She swallowed the bird to catch the spider,

She swallowed the spider to catch the fly,

I don't know why she swallowed a fly.

Perhaps she'll die.

Well, fancy that, she swallowed a cat!

She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Perhaps she'll die.

There was an old lady who swallowed a dog,
What a hog, to swallow a dog!
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Perhaps she'll die.

There was an old lady who swallowed a cow,

I don't know how she swallowed a cow.

She swallowed the cow to catch the dog.

She swallowed the dog to catch the cat.

She swallowed the cat to catch the bird.

She swallowed the bird to catch the spider.

That wriggled and wriggled and jiggled inside her.

She swallowed the spider to catch the fly.

I don't know why she swallowed a fly.

Perhaps she'll die.

There was an old lady who swallowed a horse,
She's dead of course.

Read the following chants.

When I Was a Baby (当我是个婴儿时)
When I was a baby, a baby, a baby,
When I was a baby, I used to cry.
When I was a baby, a baby,
When I was a baby, I used to cry.

Humpty Dumpty (矮胖子)

Humpty Dumpty
Sat on a wall.

Humpty Dumpty
Had a great fall.

All the king's horses
And all the king's men

Couldn't put humpty

Together again.

6 Sing the following song.

The More We Get Together (大家在一起越多)

1=F 3/4

1 3 5 6 5 4 3 1 1. 2 5 5 3 3 1 1 3

The more we get to - ge - ther, to - ge - ther, to - ge - ther. The

5 6 5 4 3 1 1 2 5 5 1 3 1 1 1 9

more we get to - ge - ther, the hap-pier we'll be. For

2 5 5 3 1 1 2 5 5 3 1 1 3 9

your friends are my friends, and my friends are your friends. The

5 6 5 4 3 1 1 2 5 5 1 1 -
$$\frac{1}{1}$$

- Text

Questions for text discussion

- 1. Do you think it is important to develop children's individuality? Why or why not?
- 2. In what ways can you help children demonstrate their individuality?

Have you ever wondered why some children are so different from their parents or their brothers and sisters? Four-year-old Jason has blond hair and blue eyes and holds his little sister's hand as they enter the preschool. Emily's big dark brown eyes shine against her black hair and olive skin. Have you ever wondered how your life now would be different if your living environments were different while you were growing up? These questions make researchers study the heredity influences and to what degree our families and environments continue to influence us.

As a teacher of young children, you will be surprised to see each child as an individual. You will appreciate that each child's development — the sequence of changes and patterns of his growth — is his own. Temperament, reaction, and level of curiosity all contribute to the child's own way of participating. The child's rate of growth is also a factor in the child's individuality. Most children who are about the same age follow a similar sequence in development. However, the timing of specific achievements, such as crawling and reading, is highly individual. This means that Hector might begin to walk at nine months but Marc might not take his first solo steps until sixteen months. The norm indicates that most children begin to walk at twelve months. Both Hector and Marc are within the normal range for walking but also demonstrate individualized behaviors. Development of specific abilities can occur within two years, from one year before the age to one year beyond.

However, although we look at each child as an individual, each child develops as a whole person. The idea of the whole child by educators and care-givers indicates that there is interest in supporting the development of the children in all areas of growth. There are various ways to divide these areas of growth in order to examine the outcome of research studies.

Notes

1. Each child is an individual. 每个孩子都是一个独特的个体。

individual n. 个人,个体

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adj. 个别的,单独的,个人的

individuality n. 个性,个人的特性

individualize vt. 使个性化,使具有个人特色

- 2. Emily's big dark brown eyes shine against her black hair and olive skin. 艾米丽深棕色的大眼睛闪烁着,映衬着她的黑色头发和橄榄色肌肤。
- 3. Have you ever wondered how your life now would be different if your living environments were different while you were growing up? 你有没有想过在你的成长过程中如果你的生活环境不同,你现在的生活会有什么不一样吗? 本句是虚拟语气。

在含有虚拟条件句的复合句中,主句和从句的谓语都要用虚拟语气。虚拟条件从句和主句的动词形式列表如下:

所表示的情况	if-条件从句	主句
与现在事实相反	动词过去时形式 (be 一般用 were)	would/should/could/might+动词原形
与过去事实相反	had+过去分词	would/should/could/might+have+过去分词
与将来事实相反	动词过去时形式,或 should + 动词原形,或 were to+动词原形	would/should/could/might+动词原形

- (1) 表示与现在事实相反的假设和结果。
 - e.g. If my brother were here, everything would be all right. 要是我哥哥在这儿,— 切都没问题了。
- (2) 表示与过去事实相反的假设和结果。
 - e.g. If you had taken my advice, you wouldn't (couldn't) have failed in the exam. 如果你按照我的建议去做,你一定不会(不可能)考试不及格。
- (3) 表示与将来事实可能相反的假设和结果。
 - e.g. If it were Sunday tomorrow, I should (would, could, might) go to see my grandmother. 如果明天是星期天,我就(可能)去看望我奶奶。
- 4. ... to what degree our families and environments continue to influence us. ······我们的家庭和环境对我们继续影响到什么程度。

to what degree 达到何种程度

e.g. To what degree can they be trusted? 对他们能信任到什么程度?

To what degree can we use the information? 我们能在多大程度上使用这些信息? to some degree 在某种程度上;有点

- e.g. I agree with you to some degree. 在某种程度上我与你意见一致。
 - To some degree, only those who are ambitious can have their own careers. 在某种程度上说,只有有雄心的人才能干出一番事业。
- 5. You will appreciate that each child's development the sequence of changes and patterns of his growth is his own. 你会欣赏到每一个孩子的发展——变化的顺序和成长的模式,都是他特有的。

appreciate vt. 欣赏;感激;领会;鉴别(+sth./doing/that)

0000

e.g. We appreciate your efforts for the development of company. 我们非常感谢你为公司的发展所做的努力。

I appreciate your spending so much time with me on this project. 此事花了你不少时间,我深表感谢。

You don't seem to appreciate how busy I am. 你似乎不能体谅我有多忙。

- 6. Temperament, reaction, and level of curiosity all contribute to the child's own way of participating. 性情、反应和好奇心的强度都造就了孩子自身特有的参与方式。 contribute to ν . 有助于;捐献;造就,促成,有助于
 - e.g. Many retired people can still contribute to the society with their rich experience. 许多退休的老人还能用他们丰富的经验为社会作贡献。

Does smoking contribute to lung cancer? 吸烟会导致肺癌吗?

Honesty and hard work contribute to success and happiness. 诚实加苦干有助于成功和幸福。

- 7. However, the timing of specific achievements, such as crawling and reading, is highly individual. 然而,特定学习成果的时序,例如爬行和阅读,是非常个性化的。
- 8. Both Hector and Marc are within the normal range for walking but also demonstrate individualized behaviors. Hector 和 Marc 都在学行走的正常时间范围内,但也显示了个性化的行为。

within prep.

- (1) (表示位置)在……里面,在……内部
 - e.g. There are two long rivers within the continent. 这个大陆板块内有两条长河。
- (2) (表示时间)不超过
 - e.g. He has grown three inches within the last two years. 这两年的工夫他长高了三英寸。
- (3) (表示距离)不超出
 - e.g. Mr Smith lives within ten miles of us. 史密斯先生住在离我们不到十英里远的地方。
- (4) (表示范围)在范围(限度)内
 - e.g. It is within our power to reward him for that. 我们有权为那件事奖励他。
 There are serious differences of opinion within the medical profession. 在医务界存在着严重的意见分歧。
- 9. ... from one year before the age to one year beyond. ……从这个年龄的前一年到这个年龄的后一年。

beyond prep.

- (1) (表示位置) 在或往……另一边; 在或往……的更远处
 - e.g. The house is beyond the bridge. 房子在桥那边。
- (2) (表示时间) 迟于,晚于;在……之后
 - e.g. Don't stay here beyond midnight. 别在这待过午夜。

The new law extended this ban beyond 2002. 新法令将此项禁令延期到 2002 年以后。

- (3) (表示结果) 不容;超然于……之上
 - e.g. Those results were beyond dispute. 那些结果不容争辩。
- (4) (表示程度)超出……的范围;超过;对……来说太难
 - e.g. The switch on the wall was beyond the baby's reach. 墙上的开关小孩子是够不到的。
 That's going beyond a joke. 那样开玩笑太过分了。
 It's beyond me why she married him. 我无法理解她为什么嫁给他。

(5) (表示数目)多于,超过

- e.g. There weren't beyond twenty people present. 出席的人不超过 20 名。
- 10. The idea of the whole child by educators and care-givers indicates that there is interest in supporting the development of the children in all areas of growth. 教育者和照料者认为的"完整儿童"的理念表明是兴趣支持着孩子在成长的各个领域中的发展。
- 11. There are various ways to divide these areas of growth in order to examine the outcome of research studies. 为了检验调查研究的结果,有各种不同的方式划分这些成长的领域。

New Words and Expressions

uniqueness /ju:'ni:knɪs/ n. 唯一性,独特性individual /ɪɪndɪ'vɪdjuəl/ n. 个人,个体

adj. 个别的,单独的,个人的

preschool / 'pri:sku:l/ adj. 未满学龄的,入学前的 n. 幼儿园

shine /faɪn/ v. 照耀,发光

olive /'plrv/n. 橄榄树,橄榄枝,橄榄色

researcher /rɪˈsəːtʃə/ n. 研究员

heredity /hɪˈredɪtɪ/ n. 遗传,承袭

influence / influens/ n. 影响,有影响的人(或事);

vt. 影响,改变

appreciate /ə'pri:ʃieɪt/ vt. 赏识,鉴赏,感激
sequence /'si:kwəns/ n. 次序,顺序
pattern /'pætən/ n. 式样,模式,样品
temperament /'tempərəmənt/ n. 气质,性情
reaction /rɪ'ækʃən/ n. 反应
curiosity /ikjuərɪ'psɪtɪ/ n. 好奇心
contribute /kən'trɪbjutt/ v. 捐助,贡献
participate /pɑ:'tɪsɪpeɪt/ vi. 参与,参加,分享

similar /ˈsɪmɪlə/ adj. 相似的,类似的timing /ˈtaɪmɪŋ/ n. 适时,时间选择specific /spɪˈsɪfɪk/ adj. 特定的,明确的achievement /əˈtʃiːvmənt/ n. 成就,功绩crawl /krɔːl/ vi. 爬行solo /ˈsəʊləʊ/ n. 独奏曲adj. 单独的

norm /nɔ:m/ n. 标准,规范 indicate /'ɪndɪkeɪt/ vt. 表明,显示 range /'reɪndʒ/ n. 范围 demonstrate /'demənstreɪt/ vt. 示范,证明 support /sə'pɔɪt/ vt. 支撑,支持

various / veərrəs/ adj. 不同的,各种各样的divide /dɪ vaɪd/ v. 分,划分

examine /ɪqˈzæmɪn/ v. 检查,检验

blond hair 金发 rate of growth 成长率,生长速度

heredity influences 遗传的影响



factor / fæktə/ n. 因素,要素

名词

一、名词的种类

名词一般可以分为专有名词和普通名词。专有名词主要指某些(个)人、地方、机构等专有的名称,如:Beijing, the Summer Palace 等。普通名词是某一类(个)人、事物、物质或是抽象概念的名称,如:banana, happiness 等。

普通名词可分为以下几类:

- 1. 个体名词:表示某类人或东西中的个体。如:table, book。 when the standard of the
- 2. 集体名词:表示若干个个体组成的集体。如:committee, family。
- 3. 物质名词:表示无法分为个体的实物。如:bread, water。

4. 抽象名词:表示感情、动作、状态和品质等抽象概念,如:peace, confidence。

个体名词和集体名词可以用数目来计算,又称为可数名词。物质名词和抽象名词一般无法用数目来计算,又称为不可数名词。

少数名词既可作不可数名词,又可作可数名词,但意义上有一定的变化。如:

不可数名词	可数名词
iron 铁	an iron 熨斗
wood 木头	a wood 树林
beauty 美	a beauty 美人,美的东西
youth 青春	a youth 青年人

二、名词的复数

可数名词有单数和复数两种形式。名词的复数形式分为规则变化和不规则变化两种。

- (一) 名词复数的规则变化
- 1. 名词复数的构成规则

情况	构成方式	读音	举例
du Litz VII	加-s	清辅音后读/s/	desk — desks
一般情况		清浊辅音和元音后读/z/	bag — bags
以 s, sh, ch, x 等结尾	加-es	读/ɪz/	watch — watches
以 ce, se, ze 等结尾	ли-ѕ	读/ɪz/	license — licenses
以辅音字母+y结尾	变y为i再加es	读/ɪz/	baby — babies

- 2. 其他名词复数的规则变化
- (1) 以 y 结尾的专有名词或以"元音字母+y"结尾时,直接加 s 变复数。如: holiday holidays donkey donkeys
 - (2) 以 o 结尾的名词,变复数时分为以下两种:

加 s,如:piano — pianos photo — photos

加 es,如:tomato — tomatoes potato — potatoes

(3) 以 f 或 fe 结尾的名词变复数时分为以下两种:

加 s,如:roof — roofs belief — beliefs

变 f, fe 为 ves,如:wolf — wolves life — lives

- (二) 名词复数的不规则变化
- 1. 一些名词的单复数比较特殊,需要牢记掌握。如:

mouse - mice tooth - teeth child - children

- 2. 有一些名词是单复数同形。如:deer, sheep, fish, means, Japanese 等。
- 3. 一些特殊的集体名词以单数的形式出现,但意义上表示复数。如: people, police, cattle, public 等。
- 4. 只用复数形式的名词。如:scissors, goods, trousers, clothes, shorts, glasses, headquarters

以上名词要表示数量时,需要加上相应的单位名词。如:a pair of scissors, two ships of goods, three pairs of trousers, four suits of clothes。

5. 合成名词构成复数时通常只将里面所包含的主体名词变为复数。如: shopkeeper — shopkeepers, toothbrush — toothbrushes。

6. 另外一些名词,他们的复数形式有时可表示别的意思。如:time(时间),times(次数,时代);manner(方式),manners(礼貌);custom(习惯),customs(海关)。

三、名词的所有格

在英语中,名词在句中表示所有关系的语法形式叫作名词的所有格,也称为名词的属格。所有格一般有两种形式:'s 所有格和 of 所有格。

(一) 名词所有格的构成规则

- 1. 单数名词或不以(e)s 结尾的复数名词后直接加 's。如: Mary's sister, Children's day 等。
- 2. 以 s 或 es 结尾的复数名词后加 '。如: the girls' house, the workers' tools。
- 3. 复合名词和短语则直接在最后一个词的词尾加 's。如:a month or two's holiday, two hours and a half's walking。
- 4. 凡所有不能加's 的名词,都可用"名词+of+名词"的结构来表示所有关系。如: the name of the school, the picture of the school。

(二)'s 所有格的用法

- 1. 表示有生命的东西(人或高级动物)的所有格。如: the teacher's house, Charlie Chaplin's films, the people's rights。
- 2. 表示时间、货币价值或度量等名词的所有格。如: five minutes' walk, two kilos' weight, one million dollars' worth。
- 3. 表示由人组成的集体名词的所有格。如: women's clothing, children's toy, your government's policy。
 - 4. 表示国家、城市等地方的名词的所有格。如:the country's plan, Beijing's parks。
 - 5. 表示某些机构的名词的所有格。如:the station's waiting-room, the hotel's entrance。
 - 6. 表示理发店、商店等的名词或一些习惯用法。如:at the butcher's, at one's wit's end。
 - 7. 表示共同所属时,所有格只加在最后一个词后。如:my father and mother's friends。

(三) of 所有格的用法

1.

主要表示其他无生命东西的名词的所有格。如: the title of the song, the windows of the classroom。

但是,当表示有生命东西的名词太长或名词的定语较长,也可以用 of 构成短语来表示所有格。如:the people of the whole world。

Practice for Text

Complete the following sentences by choosing the	ne best one from the four choices.
(1) The shop is far away from here indeed. It's	s walk.
A. a four hour B. a four hour's	C. a four-hours D. a four hours'
(2) Jack was late for three classes this morning	. He said that he forgot three of the
A. rooms number	B. room number
C. room's numbers	D. room numbers
(3) All the in the hospital got a rise l	ast month.
	B. woman doctors
	D. woman doctor
(4) She told me would come to his bin	rthday party.
A. many Jim friends	
	D. many friend of Jim's
(5) He had his hair cut at the around	the corner.
A borbor D borboro	

(6) Last week we had a lovely evening at			
A. Helen and Peter's	B. Helen and Peter		
C. Helen and Peters	D. Helen's and Peter's		
(7) anywhere in the United States co	st less than a dollar v	when you dial it yourself.	
A. Three minutes call	B. A three-minute	es' call	
C. Three-minute call	D. A three-minute call		
(8) My mother cuts the flower with	scissors.		
A. a B. two	C. a couple of	D. a pair of	
(9) The reading-room is near the class	ssroom building.		
A. students's B. student's	C. students'	D. student	
(10) in the class like the new teacher	of large particular for		
A. People B. Peoples	C. The people	D. The peoples	
Z. Flactice vous pronunciation.			
前元音 2 个:/i:/ /ɪ/			
/i:/ teacher /'ti:tʃə/ sleep /s'li:p/ see /si:/			
/ı/ big /bɪg/ sit /sɪt/ busy /'bɪzɪ/			
3. Put the following into English.			
(1) 幼儿教师			
(2) 个性化行为			
(3) 进入学前学校			
(4)每个幼儿都是一个独特的个体。			
4. Put the following into Chinese.			
(1) individual development			
(2) temperament and reaction			

Q Read for Fun

Remove the Rock

(4) The time of some specific achievements, such as crawling and reading, is highly individual.

(3) The idea of the whole child is very important to educators and parents.

A little boy was spending his Saturday morning playing in his sandbox. He had with him his box of cars and trucks, his plastic pail, and a shiny, red plastic shovel. In the process of creating roads and tunnels in the soft sand, he discovered a large rock in the middle of the sandbox.

The boy dug around the rock, managing to dislodge it from the dirt. With a little bit of struggle, he pushed the rock across the sandbox by using his feet. (He was a very small boy, and the rock was very large.) When the boy got the rock to the edge of the sandbox, however, he found that he couldn't roll it up and over the little wall.

Determined, the little boy pushed and pushed, but every time he thought he had made some progress, the rock tipped and then fell back into the sandbox. The little boy grunted, struggled, pushed; but his only reward was to have the rock roll back, smashing his chubby fingers.

Finally, he burst into tears of frustration. All this time the boy's father watched from his living room window as the drama unfolded. The moment the tears fell, a large shadow fell across the boy and the sandbox. It was the boy's father. Gently but firmly he said, "Son, why didn't you use all the strength that you had available?"Defeated, the boy sobbed back, "But I did, Daddy, I did! I used all the strength that I had!" "No, son, "corrected the father kindly. "You didn't use all the strength you had. You didn't ask me." With that the father reached down, picked up the rock and removed it from the sandbox.

Do you have "rocks" in your life that need to be removed? Are you discovering that you don't have what it takes to lift them? There is ONE who is always available to us and willing to give us the strength we need.

参考译文

移 石 Washington seed with which she will be

在一个周六的早上,一个小男孩在沙池里玩耍。他有一箱子的玩具小汽车和大卡车,还有一只塑料桶和一把闪闪发亮的塑料小红铲。在柔软的沙中堆砌道路和隧道的过程中,他在沙池的中央发现了一块大石头。

小男孩在石头的周围挖呀挖,成功地把它从泥沙中挖了出来。接着,他有点吃力地用脚把石头往沙池边上推。(他只是个小男孩,石头却很大。)当他把石头推到沙池的边缘时,却发现自己没办法把石头滚过沙池那堵矮小的墙。

小男孩下定决心要把石头移走,他推了又推,但每次自以为取得一些成果时,那石头又滚了下来掉回沙池中。小男孩咕哝着,使尽全力去推。但唯一的结果就是石头滚回来,撞到他胖胖的手指上。

最后,小男孩沮丧地大哭起来。小男孩的父亲一直在客厅的窗户旁注视着这一幕。当小男孩开始掉眼泪的时候,一个大大的身影出现在小男孩和他的沙池上。那是父亲的影子。他温和而坚定地问:"儿子,为什么你没有用尽你所有的力量?"小男孩很受挫,呜咽地回答道:"我用了,爸爸,我用了!我用尽了我全身的力量。""不,儿子,"父亲温和地纠正他说:"你没有用尽你所有的力量。你没有叫我来帮你啊。"父亲边说着边弯下腰,捡起那块石头丢出了沙池。

你的生命中遇到过需要移开的"石头"吗?你是不是发现你缺少挪动它的力量?但无论如何,总会有某个人在我们需要帮助的时候愿意向我们伸出援手。

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Children's Developmental Focus Areas

Practice for Children's English Teaching Skills

Play the following game for children.

Simon Says (西蒙说)

The teacher gives simple commands. If she says "Simon says", children need to do the action. If she doesn't say "Simon says", children don't need to perform it. If he/she does it, he/she loses and quits the activity. The children who leave the activity at last will be the winners.

Sample commands: Stand in a row. Stand in a line. Simon says: Bend down. Straighten up. Hands up. Hands down. Simon says: Hands front. Hands back. Hands right. Simon says: Hands left. Touch your toes. Touch your feet. Simon says: Touch the right foot. Touch the left foot. Right foot up. Right foot down. Jump 3 times. Simon says: Turn around . . .

- Read the expressions for classroom management.
 - (1) 请跟我说"到"。Please follow me and say "I'm here!".
 - (2) 今天星期几? What day is today?
 - (3) 今天天气如何? What's the weather like today? /How's the weather today?
 - (4) 今天是晴天吗? Is it a sunny day?
 - (5) 今天谁值日? Who's on duty today?
 - (6) 给花浇水。Water the flowers.
 - (7) 今天你是怎么来幼儿园的? How did you get to the kindergarten today?
 - (8) 今天怎么样? How's it going today?
 - (9) 怎么了? What's the matter?
 - (10) 你看起来不太好,不舒服吗? You don't look very well. Are you feeling OK?
 - (11) 都到齐了吗? Is everyone here?
- Read the following rhymes.

Clap Your Hands (拍拍你的手)

Clap your hands, stomp your feet.

Shake your arms, then take a seat.

Rub your tummy, pat your head.

Find something yellow, find something red.

Reach for the sky, wiggle your toes.

Stick out your tongue, and touch your nose.

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