



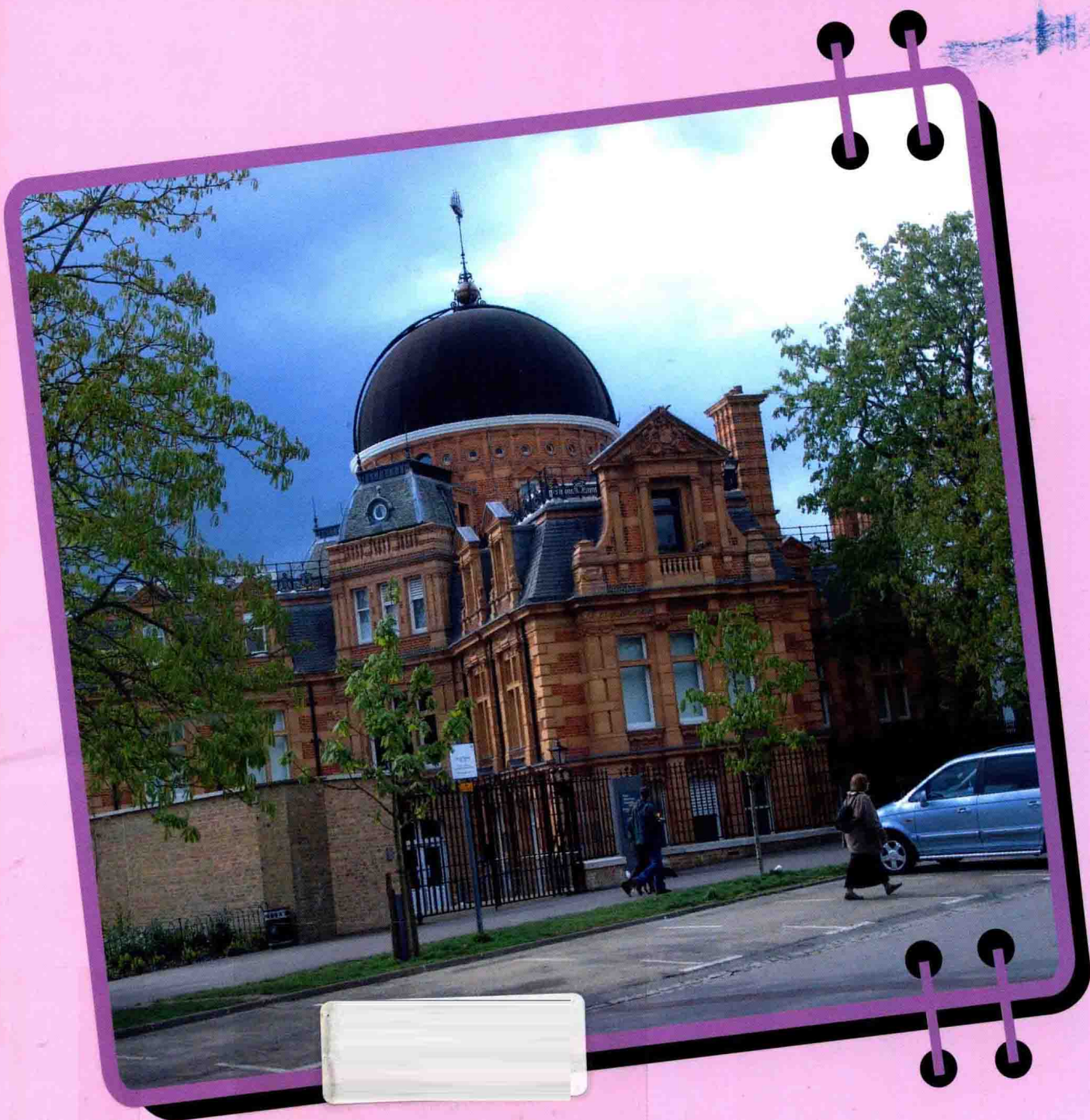
复旦卓越·全国学前教育专业系列

学前英语 3

综合练习

总主编 姚丹

本册主编 姚丹 李章华 黄芳



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内容提要

《学前英语》系列教材是一套专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。本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》为依据进行编写,以“培养实用性人才”、“应用为目的、实用为主、够用为度”为基本原则;以学前教育五大领域为主线,主题鲜明,突出教学内容的实用性、针对性和可操作性,强化学生语言运用实践能力的培养。教材包括 A、B 两大板块:A 板块程度较浅,适用于五年专的学前教育专业学生;B 板块程度较深,适用于三年专及学前英语或双语教育专业的学生。本套教材也可作为本科相关专业的辅助教材。

《学前英语》系列教材包括《综合教程》(1—5 册)、《综合练习》(1—5 册)、《教学参考书》(1—5 册)及配套听力音像资料。

本书为《综合练习》第三册,共 10 个单元,供一学年使用。每单元包括两个部分。第一部分包括 Speaking, Words and expressions, Sentences translation, Grammar exercises 四个部分;第二部分为全国英语等级考试二级水平的模拟练习,包括 Listening comprehension, Vocabulary and structure, Cloze, Reading comprehension, Error correction, Writing 等内容。

《学前英语综合练习》(第三册)

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前 言

《学前英语》系列教材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》(1—5册)、《综合练习》(1—5册)、《教学参考书》(1—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。随着我国加入世贸组织,与国际接轨日益紧密,外语教育也受到广泛重视。在学前教育领域开展英语教育已成为一种趋势,这是新时期教育改革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专业英语,既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机地融合起来,体现学前教育与英语教育相结合的特色,《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训研究”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,填补了我国学前英语教育领域的空白。

《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)》《全国英语等级考试考试大纲》以及(PETS)为依据进行编写,“培养实用性人才”“应用为目的、实用为主、够用为度”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》每册10个单元,每单元包括A、B两大板块:A板块程度较浅,适用于五年专的学前教育专业学生;B板块程度较深,适用于三年专及学前英语或双语教育专业的学生。每单元包括语音(Phonetics)、听说(Listening & Speaking)、阅读(Reading)、语法(Grammar)和开心一刻(Fun Time)。全书以学前教育五大领域(健康、语言、社会、科学和艺术)为主线进行编写。《综合练习》每册10个单元,每单元包括两个部分。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》每册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、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、英语游戏教案等。

本套教材具有以下特点:

1. **体例规范, 题材新颖。** 教材以学前教育五大领域(健康、语言、社会、科学和艺术)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。使学生学了就能练习,熟练之后即能掌握。教材共分为5册,每册10个单元,每单元包括语音、听说、阅读、语法、开心一刻,兼顾英语学习的听、说、读、写、译五个方面的综合技能训练。

2. **规范语音, 注重听说。** 根据学前教育的特点,突出语音和听说。教材的语音部分从基本的音素开始,逐步过渡到单词、句型和歌曲、童谣等。每单元末的英语儿歌与单元的语音练习相呼应,既体现了学前教育的特色,又能对语音语调作进一步的训练; Listening & Speaking 充分训练学生的英语听说能力; Speaking 环节配有与主题相匹配的图片,形象生动,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 由英语游戏、英语儿歌和智慧之语三个部分组成。英语儿歌和英语游戏是学前英语教育不可或缺的两个重要部分,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育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。教材中的 chant, nursery rhymes, games 和 reading 都能让学生在课堂上开展说、唱、演等实践活动,有利于提高学生的实践教学能力。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、译全方位的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。在课文长度的安排上, Text A 的课文阅读量分别约为:第一册150字,第二册200字,第三册250字,第四册300字,第五册350字; Text B 的课文阅读量约为:第一册250字,第二册300字,第三册350字,第四册400字,第五册500字。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要。

6. **立体教学, 新颖便捷。** 我们充分运用现代教育技术,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、经典英语儿童歌曲等有声资料,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训研究”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。

本套教材共分为5册。五年制专科学校可每学年使用1册,五年内学完1至5册;三年制专科学校可每学期完成1册,三年内完成5册,第三年下学期实习时可使用教材中相关的资料;中专学校每学年使用1册,三年内学完1至3册。使用时,各校可根据具体情况灵活掌握。

本册总主编姚丹,编写人员分工如下:Unit 1:杨秀兰; Unit 2:夏辉; Unit 3:刘翊,王希如; Unit 4:崔海燕; Unit 5:刘秀玲,顾育红; Unit 6:叶虹,林锐; Unit 7:李林荣,陈虹; Unit 8:侯玉萍,钱冬霞; Unit 9:丁彬彬,刘本英; Unit 10:梁伟涛,张海燕; 口语:郭晶晶; 语法:王芳幼,张国艳,曹宇坤,王丽艳,陈秋菊。全书由李章华,黄芳统稿。

编者

2011年7月16日

使用说明

本书为《学前英语综合练习》第三册,全书共 10 个单元。每单元分为两大部分: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。

第一部分包括 Speaking, Words and expressions, Sentences translation, Grammar exercises 四个板块。

Speaking 包含两部分:一是 2 人小组对话;二是多人小组讨论。对话或讨论的话题均紧紧围绕课文主题。

Words and expressions 包含三种题型:一是根据所给定义和所给首字母写出相应的单词,内容涵盖 A 课和 B 课;二是将汉语短语译成英语,内容针对 A 课和 B 课;三是用所给词的正确形式填空,本题只针对 B 课。

Sentences translation 根据 A 课的内容,要求学生把 5 个中文句子翻译成英文。

Grammar exercises 围绕单元语法,设计拓展练习,加强学生对单元语法的学习和掌握。总共有三个题型:单项选择、用所给动词的正确形式填空和句子改错。

第二部分为全国英语等级考试二级水平的模拟练习,共有六大题: Listening comprehension, Vocabulary and structure, Cloze, Reading comprehension, Error correction, Writing。

Listening comprehension(听力理解)由 5 个短对话和 3 个长对话构成,学生根据听到的内容做选择题;Vocabulary and structure(词汇和句型)共 10 小题,全面考查学生对本单元词汇、句型和语法的掌握;Cloze(完形填空)1 篇(20 个空格),考查学生阅读能力及掌握语言基础知识的能力;Reading comprehension(阅读理解)共 2 篇,后设单选题,考查学生对文章大意的把握及细节的观察;Error correction(短文改错)共 10 个空格,有 9 个错,每行一个错,还有一行是无错的。Writing(写作)根据单元主题练写各种文体的小短文。

在本册练习册的最后还附有练习答案和听力原文,供教师讲解或学生自学时使用。

《综合练习》主要是配合学生用书做进一步的拓展练习,为不满足于课堂练习的学

生提供更多的练习机会。第二部分的题型对于拟参加全国英语等级考试的学生是很好的应试训练,能培养学生较好的自学能力。

本书可由学生自主学习,也可由教师在课堂上择要讲解。如果使用本书的学校选择让学生自主学习本练习册,我们建议教师在学生初次使用本书时给予一定的指导。本书的听力朗读附在《综合教程》配套光盘中。

编者

2011年7月16日

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Unit 1

Healthy Life

Part One

I. Speaking

1. Make a dialogue with your partner according to the instructions.

A doesn't feel well and goes to see a doctor. He complains of a bad cough and a pain in the chest. B asks A whether he smokes. A answers that he smokes about 10 cigarettes a day. B asks whether he takes any exercise. A says he is always busy and doesn't have any time for exercise. B tells A to do two things: quit smoking and take exercise twice or three times a week. A takes the suggestions and thanks B.

2. Discuss the following questions in groups.

Which of the following activities are healthful and which are not? Do you know more activities that are good or bad for your health? What do you usually do to keep fit? What would you suggest for people to enjoy a healthy life?

taking exercise	losing weight	eating fruits and vegetables
playing a sport	smoking	eating fattening food
watching TV	drinking	playing computer games
oversleeping	staying up late	reading in the dark

II. Write the right words beginning with the given letters according to their definitions. (for Texts A&B)

1. s _____ expel or eject (saliva or phlegm or sputum) from the mouth
2. r _____ show a response or a reaction to something
3. b _____ feed (a baby) with milk from the breast
4. s _____ cause to feel better
5. p _____ device used for an infant to suck or bite on
6. b _____ expel gas from the stomach
7. e _____ show, make visible or apparent
8. a _____ having or showing determination and energetic pursuit of your ends
9. v _____ affected by force or injury rather than natural causes
10. b _____ manner of acting or controlling yourself

III. Translate the following expressions into English. (for Texts A & B)

Text A

1. 首要的_____
2. 因此;所以_____
3. 恸哭_____
4. 破译_____
5. 尿布_____

Text B

6. 催眠;迷住_____
7. 不适当的;不相称的_____
8. 品行不端_____
9. 提高;筹集_____
10. 例行公事地_____

IV. Fill in the blanks with the proper forms of the given words or expressions. (for Text B)

spit up respond to work up deal with pop up
up and down react to engage in pick up lead to

1. Be careful when you _____ a tin.
2. Politicians should not _____ business affairs.
3. In some poorer countries, it could even _____ war and famine.
4. How did he _____ your suggestion?
5. Fish can move _____ in the water.
6. These families must learn to _____ their new situation.
7. They will _____ in your "Printers" screen.
8. The baby always _____ when he is burped.
9. The patient didn't _____ the treatment.
10. Now, I _____ in Washington.

V. Translate the following Chinese sentences into English. (for Text A)

1. 在他们回答你的问题的时候你是否走开了?
2. 她与他达成了协议。
3. 他对你的建议作何反应?
4. 你可以捡一些漂亮的石头。
5. 婴儿在喂奶后,回呕出一点儿奶是常有的事。

VI. Grammar Exercises

A. Choose the best answer for each blank.

1. Jenny _____ in an office. Her parents _____ in a hospital.
A) work; works B) works; work
C) work; are working D) is working; work
2. Listen! Someone _____ an English song in the next room.
A) sang B) singing
C) is singing D) has sung
3. It is very _____ today.
A) cold B) coldly
C) coldness D) the cold

4. I am very thirsty. Please give _____ a bottle of water.
 A) my B) me C) mine D) I
5. Put on the coat and it will make you _____ warmer.
 A) to feel B) feel C) feeling D) felt

B. Join the following words into correct sentences by the basic five sentence patterns.

1. need, a, I, quiet, room
2. she, photo, to, her, me, showed
3. went, sun, his, brown, in, skin, the
4. what, pleased, he, am, has, with, I, very, done
5. I, the, interesting, found, book
6. his, London, live, parents, in
7. yesterday, it, heavily, raining, was
8. on, Sundays, in, he, always, bed, late, stays
9. please, away, children, the, put, toys
10. you, room, the, comfortable, more, make, can

C. Find the errors in the following sentences and then correct them. There is only one error in each sentence.

1. They will fly Shanghai tomorrow.
2. Please keep the classroom clean and quietly.
3. When you see David, please give the pen to he.
4. Who are you waiting here?
5. The children are listening to the story very careful.

Part Two

I. Listening Comprehension

Section A Short conversations

Directions: Listen to the short conversations twice and choose the correct answer to each question.

1. Who has the suitcase?
 A) The woman. B) Bob.
 C) The man. D) John.
2. Whose hometown does the woman like better?
 A) Jack's. B) Hers. C) Tom's. D) The man's.
3. How much does the man want to borrow?
 A) \$ 4.00. B) \$ 5.00. C) \$ 1.00. D) \$ 9.00.
4. What color does the man like?
 A) Red and blue. B) Green.
 C) Blue. D) Red and green.
5. When does the woman's brother leave?
 A) At 9:00. B) At 2:00.
 C) At 12:00. D) At 10:00.

13. A) to B) onto C) at D) besides
 14. A) desert B) deserted C) dessert D) desertedly
 15. A) the other B) other C) another D) the
 16. A) was looked B) must have looked
 C) must have been looked D) look
 17. A) therefore B) although C) however D) furthermore
 18. A) to be worried B) to worry
 C) to be worried about D) to worry about
 19. A) flat B) broken C) wrong D) burst
 20. A) will have been waiting B) will have waited
 C) shall need wait D) shall have to wait

IV. Reading Comprehension

Directions: Read the following passages. The passage is followed by questions or unfinished statements. For each of them there are four choices marked A), B), C), and D). Choose the ONE that best fits.

(A)

According to an old story, a farmer once found that a bag of corn had been stolen from his house. He went to the judge and told him about his loss. The judge ordered all the people of the farm to come before him. He took a number of sticks of equal length and gave one stick to each man.

He then said, "Come before me again tomorrow. I shall then know which of you is the thief because the stick given to the thief will be one inch longer than the others."

The thief was afraid of being found out, and so he cut an inch off his stick. The next day the thief's stick was found to be one inch shorter than any of the others. In this way the thief was found out, and was at once taken away to prison.

- A bag of corn was found _____.
 A) to be stolen B) stolen C) being stolen D) having stolen
- The judge gave each man a stick _____.
 A) to change back the farmer's corn B) to beat the thief
 C) as a tool to find out the thief D) so as to play a game together
- According to the judge, the next day the thief's stick would be one inch longer than the others' because _____.
 A) the thief's stick would grow one inch longer
 B) the others' sticks would become one inch shorter
 C) something wrong would happen to the thief's stick
 D) the judge had given the longer stick to the thief
- Since the thief cut the stick short, _____.
 A) he was found out
 B) the judge couldn't catch him
 C) his stick had an equal length with the others'
 D) his stick wouldn't be any longer

