

高等学校“十三五”学前教育专业规划教材

学前教育专业英语教程

主 编 陈毅萍



◆ 背单词

◆ 学语法



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前言



本教材具有以下特点:

1. 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,材料选自国外权威文章,题材新颖,题型以信息输入的阅读和知识输出的练习相配套。使学生学了就能练习,熟练之后即能掌握。

2. 层次清晰、内容丰富。教材共计 15 课。每课包含 main reading-text A and text B, terminology of education, comprehension questions, translation 和 preschool game 5 个部分。每个单元内容独立、知识体系上又环环相扣。

3. 立足学前,生动活泼。在内容的选取上,本教材参照国外学前教育专业书籍的内容,做到选题新、内容新、角度新。在练习设计上,突出学前教育专业的特色,加入英语游戏,通过英语游戏的教学,更好地培养学生从事学前英语教育的能力;同时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;教材中配备的各种类型的练习能让学生通过全方位、多形式的课堂内外的实践,培养他们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。文章以专业性阅读材料为主,在文章的长度和生词量设计上梯次递进。在课文长度的安排上,Text A 的课文长度为 1 200 字左右,Text B 长度为 1 000 字左右。每篇 Text A 后面配备了词汇注释,术语讲解以及阅读理解、翻译等多种形式的练习,以检测学生对文章的理解,并巩固所学知识。

The best teacher is not the one who fills the students' mind with the largest amount of factual data in a minimum of time , or who develops some manual skill almost to the point of uncanniness , but rather the one who kindles an inner fire , arouses moral enthusiasm , inspires the student with a vision of what she may become , and reveals the worth and permanency of moral and spiritual and cultural values .

— Harold Garnet Black



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Unit 1

Child Development and Learning



Text A Theories of Child Development: Building Blocks of Developmentally Appropriate Practices

Many people enter the field of early childhood education because they love children. You may be one of them. How could a person not love children or, at least like them a great deal, in order to spend so much time with them on a daily, weekly, and yearly basis? For many years, practitioners in early childhood education have assumed that this love of children was a primary component in the “quality equation”. In other words, if you love young children enough, then you would provide high-quality care and education for them. First and foremost, teachers must have knowledge, skills, and **dispositions** about child development and learning; after those **components** are in place, love of children can be added to the “quality equation”.

This change in teacher qualifications for the “quality equation” is a reflection and a driving force of the present context for early childhood education. The country calls for quality teachers and teaching, **guarantees** that all children have access to learning opportunities and can learn at high levels, and requires frequent assessment to show **accountability**. Each day, teachers are faced with the decision to assume their professional and **ethical** responsibility of making a meaningful difference in the lives of children.

In order to make an **informed** decision about how to make meaningful differences while providing high-quality care and education, teachers need knowledge of child development,

disposition *n.*

性格;性情

component *n.* 要素

guarantee *vt.* 确保

accountability *n.*

责任心

ethical *adj.* 道德的

informed *adj.*

有依据的

array *n.*

大批;一系列

compile *vt.* 汇编

domain *n.* 领域

cognitive *adj.* 认知的

varying *adj.* 变化的

unevenly *adv.*

不均衡地

cumulative *adj.*

累积的

optimal *adj.* 最佳的

internalization *n.*

内在化

interaction *n.*

相互作用

maturation *n.* 成熟

vehicle *n.* 方式

mastery *n.*

精通;熟练掌握

learning, and best practice as well as tools for making sense of this vast **array** of information. The primary focus of this article is to assist early childhood teachers in gaining knowledge of how developmental theories inform our understanding of developmentally appropriate practice.

Linking Developmentally Appropriate Practice to Developmental Theories

In the NAEYC Position Statement describing developmentally appropriate practice, 12 principles of child development and learning were **compiled** to inform professionals' work with young children.

1. **Domains** of children's development—physical, social, emotional, and **cognitive**—are closely related. Development in one domain influences and is influenced by development in other domains.
2. Development occurs in a relative orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
3. Development proceeds at **varying** rates from child to child as well as **unevenly** within different areas of each child's functioning.
4. Early experiences have both **cumulative** and delayed effects on individual children's development; **optimal** periods exist for certain types of development and learning.
5. Development proceeds in predictable directions toward greater complexity, organization, and **internalization**.
6. Development and learning occur in and are influenced by multiple social and cultural contexts.
7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understanding of the world around them.
8. Development and learning result from **interaction** of biological **maturation** and the environment, which includes both the physical and social worlds that children live in.
9. Play is an important **vehicle** for children's social, emotional, and cognitive development, as well as reflection of their development.
10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond their level of their present **mastery**.
11. Children demonstrate different modes of knowing and learning

and different ways of representing what they know.

12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

In order to best understand them, we should focus our attention on defining developmental theories and explaining how they help teachers make decisions. A developmental theory is an organized system of principles and explanations of certain aspects of child development. Developmental theories assist teachers in a number of ways. First, they help to describe, explain, and predict behaviors. In addition, they help teachers to interpret behavioral observations. Third, theories help teachers to **distinguish** typical patterns of development from unique patterns of development, which in turn assists them in providing additional instructional assistance or services to young children. Lastly, developmental theories guide teachers' formal and informal instructional decision-making.

distinguish vt. 区别

Developmental Theories Defined

- Biological- maturational Theory: This theory believes that **genetic** and physiological changes (i.e., nature) contribute to developing structures of the body. Brain development and motor capabilities, for example, occur almost **automatically**, without learning or instruction. Changes in abilities can be either **gradual** or sudden depending on the type of development being considered. To **illustrate**, learning to walk is the result of gradual changes in physiological capabilities and brain structure. Sudden development, on the other hand, occurs during **puberty** due to altered hormonal levels in the body.
- Behaviorist Theory: Development and learning from this perspective are attributed almost **exclusively** to environmental influences (nurture). B. F. Skinner built on other behaviorist theorists by noting that children's behavior and learning can be shaped by providing rewards and punishment. He believed that there is a great deal of diversity in behavior and learning because all children experience different rewards and punishment from the adults in their lives.
- Cognitive-developmental Theory: This theory emphasizes how children's thinking and **reasoning** change over time. Children actively contribute to their own cognitive development by

genetic adj. 遗传的

automatically adv.

自动地

gradual adj. 逐渐的

illustrate vt. 举例

puberty n. 青春期

exclusively adv.

特有地

reasoning n.

推理; 论证

discrepancy *n.* 差别

requisite *adj.*
必需的;必备的

perceive *vt.* 感知
inherit *vt.*
经遗传获得(品质、
身体特征等)

highlight *vt.*
突出;强调
implement *vt.* 实施

straightforward *adj.*
明确的
consistent *adj.*
一致的

constructing their own understanding of the world. This understanding is constructed during experiences with materials and working to resolve **discrepancies** between prior knowledge and new information. This process is significantly impacted by the child's biological development. At times, children will have not reached a **requisite** level of biological maturation and, therefore, cannot make use of information in the environment or acquire new thinking capabilities.

- Sociocultural Theory: This theory focuses on how culture is transmitted to the next generation through tools such as language and social interaction. Working with adults and more skilled peers is essential for children to acquire the ways of thinking, knowing, and behaving that make up a community's culture. From this perspective, knowledge is actively and socially constructed through interactions with others. However, the role of biology is not ignored; it is **perceived** as playing less of a direct role in cognitive development. A child's **inherited** traits influence the ways in which he approaches the environment and thus impacts the types of experiences he has.

Conclusion

As **highlighted** in this article, your understanding of child development is a vital ingredient for **implementing** developmentally appropriate practices. We cannot make appropriate educational decisions for young children without this knowledge base. Even though this information is not always **straightforward** or **consistent**, it is our professional responsibility to make personal sense of it and use it to inform our practices. Take heart, you are not alone in this process. Many resources are available to provide guidance and support while implementing these new knowledge and skills.

Total Words : 1100

Terminology of Education

early childhood education 幼儿教育	physiological capabilities 生理能力
quality equation 品质方程	sudden development 突然发展
active learners 主动学习者	hormonal level 激素水平

(Continued)

NAEYC (National Association for the Education of Young Children) 美国幼儿教育协会	developmental theories 发展理论
Behaviorist Theory 行为主义理论	behavioral observation 行为观察
Cognitive-developmental Theory 认知发展理论	Biological-maturational Theory 生理成熟理论
Sociocultural Theory 社会文化理论	motor capabilities 运动能力

Comprehension Questions

1. What is the prerequisite of individuals entering the field of early childhood education?
2. What is the primary focus of this article?
3. According to the 12 principles in child development and learning, when does children's development advance?
4. How do development theories guide teachers?
5. Please summarize the developmental theories mentioned in the article and give some explanations.

Translation

1. In other words, if you love young children enough, then you would provide high-quality care and education for them.

2. A developmental theory is an organized system of principles and explanations of certain aspects of child development.
3. Many resources are available to provide guidance and support while implementing these new knowledge and skills.
4. This theory believes that genetic and physiological changes (i. e., nature) contribute to developing structures of the body. Brain development and motor capabilities, for example, occur almost automatically, without learning or instruction. Changes in abilities can be either gradual or sudden depending on the type of development being considered.

Text B Assessing the Development of Preschoolers

preschooler *n.*

学龄前儿童

normative *adj.*

标准的

digest *n.* 文摘

achievement *n.* 成就

intervention *n.* 干预

inevitable *adj.*

不可避免的

It is natural for parents to wonder occasionally if the development of their **preschooler** is going well. Over the years, psychologists have developed many **normative** scales to indicate how an individual child compares with others of a given age in similar populations.

This **digest** focuses on the question of individual growth, namely, is the individual child's development going so well that he or she can be described as thriving? As parents look at their own young children's behaviors and **achievements** on the categories outlined below, they can address the question, what aspects of my child's development need special encouragement, support, or **intervention** right now?

Categories of Behavior to Assess

In the course of development, ups and downs are **inevitable** even for children whose physical and mental gift are normal.

Occasionally children require intervention to get them successfully through a “down” period. Parents can observe behaviors in the eleven **categories** listed below during periods when they suspect a bit of a **downturn**. Keep in mind that difficulties in any single category are no cause for alarm. Indeed, difficulties in several categories do not imply **irreversible** problems; rather, they help us notice those periods when the child’s life situation, for many possible reasons, is a bit out of adjustment with his or her emerging needs.

For three-year-olds, a look at their behavior on the following **criteria** for a period of about three weeks is desirable. For four-year-olds, four weeks should give a reliable picture of the quality of the child’s life. At five years, add another week, and so forth. Be careful not to judge their permanent behavior based on one day’s observation! All of us, children and adults, have the **occasional** really bad day!

1. Sleeping Habits

Occasional restless nights, nightmares, or **grouchy** mornings are all right. The average pattern of deep sleep resulting in morning eagerness is a good sign that the child experiences life as satisfying. Frequent **insomnia** or morning grouchiness for three or four weeks may indicate that a child is trying to cope with excessive stress, and a **modification** in life style might be tried.

2. Eating Habits

Occasional skipping of meals or refusal of food is to be expected. Sometimes a child is too busy with absorbing activities to bother with food at mealtimes. Also, remember that children may eat a lot at one meal and hardly anything at the next. However, a preschooler who for several weeks eats as though **famine** were around the corner or who constantly **fusses** about the menu or picks at the food may be asking for comfort.

3. Toilet Habits

Occasional “accidents” are all right, particularly under special circumstances, such as excessive intake of liquids, **intestinal** upset, or an intense concentration with ongoing activity so that the child is too absorbed to attend to such “irrelevancies”. Children who sleep well often take longer to stay **continent** at night.

4. Range of Emotions

A child’s emotions of joy, anger, sorrow, grief, **enthusiasm**,

category *n.* 分类

downturn *n.* 低迷时期

irreversible *adj.*

不可逆的

criteria *n.* 标准

occasional *adj.*

偶然的

grouchy *adj.*

不高兴的

insomnia *n.*

失眠症; 失眠

modification *n.* 调整

famine *n.* 饥荒

fuss *vi.*

对……挑剔; 烦闷

intestinal *adj.* 肠道的

continent *adj.* 自制的

enthusiasm *n.* 热情

excitement, frustration, or love need not be exhibited all in one day, of course, but should be seen over several weeks. A child whose emotions don't vary who is always angry or sour or enthusiastic may be in trouble. Note that expressions of sadness are not necessarily problematical; in appropriate situations, they can indicate the ability to really care about others.

5. Friendship

A child who often plays alone is not experiencing a developmental problem as long as the cause is not insufficient social competence. A child who is fearful of peers or who frequently claims **superiority** over others may be seeking **reassurance** or may doubt his or her ability to meet parents' high expectations.

superiority *n.* 优越感

reassurance *n.* 肯定

ritualistically *adv.*

老套地;习惯地

6. Variations in Play

A child who **ritualistically** and repetitively goes through the same sequence of play, with the same elements and in the same way, may be emotionally "stuck in neutral", indicating perhaps that the child has insufficient inner security to "play with the environment".

7. Responses to Authority

Occasional resistance, self-assertion, protest, and objections, when followed by ultimate **yielding** to the adult, indicate healthy socialization processes. Unfailing acceptance of adult demands and restrictions without a **peep** suggest excessive anxiety.

yielding *n.* 顺从

peep *n.* 偷偷一瞥

8. Curiosity

A child who never **pries** or **snoops** where forbidden may not be pushing against perceived boundaries enough for healthy development or may fear punishment excessively. On the other hand, frequent **manifestation** of these behaviors may indicate a search for boundaries.

pry *vi.* 探查

snoop *vi.* 窥探

manifestation *n.*

表现

9. Interest

The emphasis here is on sustained involvement in "activities" rather than in "passivities" such as television. A preschooler who cannot become absorbed in an activity or who rarely stays with a project until completion may need help.

spontaneous *adj.*

自发的

10. Spontaneous Affection

Note that this criterion refers to spontaneous declarations of love, not such displays as the required goodnight kiss. Also, demonstrations of **affection** vary among families and cultures and must be taken into account on this criterion. Nevertheless, in

affection *n.* 情感

culturally appropriate ways, a child who is thriving is likely occasionally to express affection toward caretakers and deep pleasure in being with them. Excessive expressions of this kind, however, may signal doubts about the feelings caretakers have toward the child.

11. Enjoyment of the “Good Things of Life”

For young children, playing with others; going to picnics, parties, festivals, and new places; and exploring new toys are parts of the good life. If a child has a problem such as shyness, fear of dogs, or food dislikes, but the problem is not so severe that it prevents him or her from enjoying childhood pleasures, then assume that the child will **outgrow** the problem. If, however, problems do prevent enjoyment of the good things of childhood, help is called for.

outgrow *vt.*
过大而不适于

The first three of these eleven criteria of sound development are particularly sensitive indicators of the child’s well-being because only the child has control of them. The other criteria are more culture-bound and situationally determined. When the pattern of a child’s behavior on about half of the criteria seems less than **optimum** over a period of about a month, some **remedial** action should be taken.

optimum *adj.*
最适宜的
remedial *adj.* 治疗的

While each individual case will require its own special intervention, some general approaches are worth trying right away. For example, no matter what the underlying cause, almost all young children respond well to spending time alone with an adult who is important to them. A few minutes a day for a few weeks will **invariably** help **alleviate** whatever stresses the child has encountered. Once the level of stress is reduced and the child is more relaxed, he or she may then become more responsive to a parent’s guidance and suggestions about how to cope with the problem at hand.

invariably *adv.*
始终如一地；一贯地
alleviate *vt.* 减轻

Total Words : 1100

Terminology of Education

normative scale 常模型量表	healthy socialization processes 健康的社会化过程
social competence 社交能力	excessive anxiety 过度焦虑
stuck in neutral 保持中立	inner security 内在安全感