



教育部职业教育与成人教育司推荐教材
中等职业学校幼儿教育专业教学用书

幼师英语

● Kindergarten Teacher English

邱耀德 主编



高等教育出版社

出版说明

中等职业学校幼儿教育专业经过了十余年曲折的发展，在新世纪进入了稳步发展和提高的阶段，已成为适应经济社会发展和产业结构调整需要的新兴专业。教材作为教育过程中的重要环节，要为经济结构调整和科技进步服务。为全面落实国务院《关于大力推进职业教育改革与发展的决定》要求，实施《2004—2007年教育振兴行动计划》，根据教育部职业教育与成人教育司制定的“2004—2007年职业教育教材开发编写计划”，高等教育出版社将陆续出版中等职业学校幼儿教育专业的系列教材。此次教材的开发与编写，力求反映职业教育课程改革精神，坚持“以服务为宗旨，以就业为导向”，面向市场、面向社会，适应经济的发展和产业结构调整的需要。

新教材面向中等职业学校三年制学生，以培养德智体美等方面全面发展，具有综合职业能力，能胜任幼儿教育第一线工作的高素质劳动者和中初级实用型人才为目标。本系列教材力求渗透职业道德和职业意识教育，体现就业导向，取材合理、深度适宜、份量合适、难度恰当，以符合学生实际，利于教，利于学为基本的编写原则。如《幼儿卫生保健》，在传统的幼儿生理卫生的基础上加强了幼儿卫生保健知识，增加了幼儿园流行疫情预防的内容，强调对幼儿全面的身心健康教育。《幼儿教育心理学》以幼儿心理发展与变化的规律以及如何利用这些规律来促进幼儿身心健康成长为主线，阐述幼儿心理发展与教育中的核心问题，并加入了可操作性的练习与典型的案例。《幼儿园教育活动设计与实践》，加入了教育学的内容，以其基本课程模式以及五大领域的案例分析，使学生掌握幼儿园教育制度、教育课程和幼儿园活动最基本的要素，培养学生综合设计幼儿园教育活动的的能力，让学生学习到最基本的、最实用的知识。在编写体例上，体现职业教育专业性学习的特点，将《美术》分为上、下两册，上册主要介绍绘画基础知识和美术欣赏，下册介绍手工。《舞蹈》强化基本功训练和五大民族舞，使学生的技能训练真正得以实施。在《音乐》教材中，以声乐为主线，综合了乐理、视唱练耳和音乐欣赏三个部分，降低声乐部分的难度，由3升3降变为2升2降。加大幼儿歌曲的比重，突出就业导向，淡化高考升学。《幼儿园实习指导》注意了学历教育与幼儿园保教人员资格考证的联系。《幼儿文学实用教程》注意选材，突出强调教法和实践操作训练。在出版主教材的同时，同期出版与之配套的练习册，如《自然科学基础知识练习与指导》、《幼儿园教育活动设计与实践练习册》等。

本系列教材有：《幼儿文学实用教程》、《自然科学基础知识》、《社会科学基础知识》、《幼师英语》(附光盘)、《幼儿卫生保健》、《幼儿教育心理学》、《幼儿园教育活动设计与实践》、《键盘乐器演奏基础》、《美术》(上册)(附光盘)、《美术》(下册)(手工部分)、《简笔画》、《音乐》(附光盘)、《舞蹈》(附光盘)、《幼儿园实习指导》(附光盘)，以后将陆续出版与主干课教材相配套的教学辅导书、教师参考书、练习册、多媒体课件等，为幼儿教育专业教学提供更多的教学资源。

为保证教材的编写质量，高等教育出版社在全国范围遴选了有丰富教学经验、较高专业水平和文字能力的教师参加编写。本教材通过了教育部教材审定委员会所聘请的专家的审定，是教育部职业教育与成人教育司推荐的教学用书。

本系列教材在编写过程中，得到了有关省市职教部门、有关业务部门、职业学校、中等专业学校及部分大专院校的大力支持，在此表示衷心的感谢。

希望各地在使用本系列教材的过程中，注意总结经验及时提出修改意见和建议，我们将认真听取，使教材不断完善和提高。

高等教育出版社

2007年元月

前 言

本书是教育部职业教育与成人教育司推荐的中等职业学校幼儿教育专业英语教材。中等职业教育英语教学分基础英语和专业英语两部分。本教材供学完基础英语部分的学生使用。本书有双重目标,其一,培养学生英语语言技能及使用英语的能力;其二,为将来从事幼儿教师工作的学生提供相关的教育理论和教学方法。

本书具有以下特点:

1. 突出幼儿教育的教学性,使学生在学英语的同时初步了解一些有关儿童的生理和心理方面的知识,掌握一些常见的幼儿、少儿英语教学方法、教学游戏及儿歌等;
2. 注重语言基本功的训练,通过功能性的对话使学生进一步巩固所学的英语基本知识,即训练听、说、读、写的基本技能;
3. 体现语言运用的交际性,使学生通过听、说基本功的训练达到能传递信息,能用英语进行简单交流的程度,培养学生在幼儿教育岗位上运用英语的综合能力。

本教材共32个单元,每个单元包括七个部分:1. 听力训练;2. 口语训练;3. 课文;4. 词汇学习;5. 语法学习;6. 综合练习;7. 儿童养育知识。

为了提高学生的口语表达能力,每单元提供了讨论的话题,同时在学习课文时,为学生提供了阅读前、阅读中及阅读后的有关理解性的问题,帮助学生进一步加深理解文章的主题。

本教材语法练习按照一种新的方式呈现给学生,旨在让学生有针对性的进行学习。

本教材从始至终贯穿6条主线。一是练习交际功能的听力口语;二是基本动词词汇学习;三是阅读理解的知识;四是基础语法学习;五是幽默故事欣赏;六是幼儿知识学习。建议用一年的时间完成学习,每个单元为四个学时,每周一个单元。

本书由首都师范大学外国语学院邱耀德教授主编,宋洁、刘军利、崔琳琳、黎力、韩旭参与部分内容的编写。由董启明、杨阳教授审阅了全书,在此表示衷心的感谢。书中存在的疏漏之处敬请读者及同仁指正。

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编者

2007年2月

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Unit 1

My first day at school

I. Listening comprehension

Listen to the dialogue and choose the right answer to the questions.

1. Where are the speakers?
a. In the library. b. On a bus. c. At the dorm.
2. Who is Lucy's cousin?
a. Jessica. b. Jennifer. c. Lily.
3. Does Lily like the school life?
a. No. b. Yes. c. Not sure.
4. Where is Lily going?
a. To the classroom. b. To the library. c. To the party.

II. Speaking practice (greetings and introductions)

- A: Good morning, class. Let me introduce myself. I'm your English teacher. You can call me Ms. Zhang or Jane. Jane is my English name. Who is the class monitor?
- B: Nice to meet you, Ms. Zhang. I'm Zhao Lei, the class monitor. My English name is Tim.
- A: Nice to meet you too, Tim. Can you come to my office after class?
- B: Sure, Ms. Zhang.
- A: Good. My office is Room 308 at No. 3 Building. I'll see you there. By the way, I also need a class representative.
- C: Ms. Zhang, May I be the class representative? My name is Cao Ying. You can also call me Cindy. I promise I'll do a good job.
- A: Very good, Cindy. Now let's begin our class.

Topics for discussion:

1. Describe your first day at school.
2. Describe an unforgettable event in your school life.



III. Reading

Careless or Careful?

Pre-reading questions

1. Do you think some people are more careless than others? Why is it so?
2. Is 'being careful' a good thing or a bad thing?

While-reading questions

1. In which areas should we be careful?
2. Do you have the similar experiences as the writer does?
3. How would you deal with your problem of being careless?

The morning came and went as usual – I woke up, got dressed, had breakfast and left for school. "Right on time," I thought as I walked into my classroom on that lovely spring morning.

After reaching my desk, I began to slowly remove books from my bag. All of a sudden I realized something was wrong: I couldn't find my math book. I looked in my bag and through my desk; I even

went outside to trace back a little to my route to school. Feeling just a little bit upset, I calmed myself down by thinking, “You probably left it on your bed this morning. Why don’t you call your mom and ask her to have a look?” I called, but she couldn’t find it either.

I went to my desk and started crying. Just then the math teacher came and stood at my desk. She asked me why I was crying. I told her that I had lost the math book. I was expecting that she would criticize me for not being careful. Instead, she patted me on the shoulder and said, “It’s all right, honey. We’ll get you another math book.” I felt OK later that day until I got home. My mom criticized me seriously and brought back the story of my lost pen the month before. Mom said that I was too careless. I listened but said nothing. “I’ve just had another bad day,” I thought.

Later that night I went into deep thought. “Why do I keep losing things? Am I really careless?” I tried to recall the things I had lost, the pen, the ruler, the scarf, and now the math book. The more I think, the more I feel I should have a change. Secretly I’ve made up my mind to take good care of my things in the future and be a careful person.

Words and Expressions

remove /ri'mu:v/ *vt.* 移动, 挪开, 搬动

sudden /'sʌdn/ *adj.* 突然的

a sudden change in temperature 温度的突然变化

(all) of a sudden 突然地, 突如其来地

realize /'riəlaiz/ *vt.* 知道, 了解到, 认识到

trace /treis/ *vt.* 发现 (某人或某物); 追寻…的足迹; 描绘

trace a call 追查打电话的人

upset /ʌp'set/ *adj.* 心烦的, 烦恼的; *n.* 意外的挫折

probably /'prɒbəb(ə)li/ *adv.* 很可能, 大概

most probably 很可能会

criticize /'kritisəiz/ *vi.* 批评, 指责

criticism /'kritisiz(ə)m/ *n.* 评论, 意见, 批评

scarf /skɑ:f/ *n.* (*pl.* scarves 或 scarfs) (女用)长围巾; 方巾

Word Study

get *vt.* (*pt / pp* *got / got*)

1. 得到; 收到; 获得

I've got a job. 我得到了一份工作。

Why do I always get dolls for Christmas? 为什么圣诞节我总是得到娃娃?

2. get to 到达

What time will we get to that school? 我们什么时候到达那个学校?

3. get along 相处融洽; 进展

How are you getting along with your roommates? 你和室友相处的如何?

How are you getting along with your study? 你的学习进展如何?

4. get dressed 穿好衣服

He got dressed quickly after hearing mom's footsteps. 听到妈妈的脚步声, 他迅速穿好衣服。

5. get down to 开始做某事

Let's get down to doing our homework. 咱们开始做作业吧!

leave *vi.* (*pt / pp* *left / left*)

1. 离开; 前往; 出发

What time did you leave the classroom? 你什么时候离开的教室?

2. leave (for)

They're leaving for Beijing in the morning. 他们打算早晨动身去北京。

3. leave sb. alone 不去打扰某人, 让某人独自待着

We should leave her alone for a while. 我们应该让她独自待一会儿。

4. leave sth. behind 丢下, 遗忘

Oh, no! I've left my luggage behind. 哎呀不好! 我忘记带行李了。

find *vt.* (*pt / pp* *found / found*)

1. 发现; 找到

I can't find my key to the room. Have you seen it? 我找不到房间的钥匙了。你看见了吗?

2. find sth. easy / difficult / impossible 觉得某事很容易/ 很难/ 是不可能的

I find it quite easy to learn English. 我觉得学习英语很容易。

3. find fault with sb. 挑剔, 找岔子,

The boss always finds fault with our work. 老板对我们的工作总是百般挑剔。

4. find out 了解(到), 找出(信息)

We can never find out his real name. 我们从来都弄不清楚他的真名。

start *vt.* (*pt / pp* **started / started**)

1. start *vt.* (使) 开始

Do you know what time the film starts? 你知道电影什么时候开始吗?

2. start doing sth. 开始做某事

I've just started learning Japanese. 我刚开始学日语。

start to do sth. 开始做某事

It's just started to rain. 天开始下雨了。

3. to start with 起初, 开始时

I felt nervous to start with, but soon began to relax. 我起初觉得紧张, 但很快就放松了。

4. start off 启程, 动身

When will you start off tomorrow? 你明天什么时候动身?

make *vt.* (*pt / pp* **made / made**)

1. make *v.* 制造, 做, 制作, 建造

I'm going to make a cake for Jimmy. 我打算为吉米做个蛋糕。

2. make sb. do sth. 迫使某人做某事

The teacher made the boy write the words ten times. 那位教师强迫那个小男孩把单词抄写十遍。

3. make a living doing sth. 靠做某事谋生

She makes a living teaching a young girl English. 她靠教一个小女孩英语谋生。

4. make a phone call 打电话

He made quite a lot of phone calls last night. 昨天晚上他打了好多电话。

5. make out 听出, 辨认出

I can hardly make out his voice after so many years. 多年没见面, 我几乎听不出他的声音来了。

Notes

1. The morning came and went as usual. 这天早晨跟往常一样来临。

2. All of a sudden I realized something was wrong. 突然，我意识到有点不对劲儿。
3. I even went outside to trace back a little to my route to school. 我甚至还到外面按我上学的路线回头查看了一段。
4. feeling just a little bit upset. 感到有点恼火。
5. I was expecting that she would criticize me for not being careful. 我正等着数学老师批评我太粗心呢！
6. She patted me on the shoulder. 她拍着我的肩膀。
7. My mom criticized me seriously and brought back the story of my lost pen the month before. 我妈妈狠狠地批评了我，甚至还提起了上月我丢失钢笔的事情。
8. Later that night I went into deep thinking. 那天晚上我陷入了沉思。
9. The more I think, the more I feel I should have a change. 我越想越觉得自己需要有个转变。

Post-reading questions

1. How can we prevent us from being too careless?
2. Can we list some things which show our carelessness?

Grammar

词类 (1)

英语的词类可用下列表格表示：

名词	普通名词		可数名词	
			不可数名词	
	专有名词			
动词	实义动词 (又称：主 动词)	及物动词	助动词	系动词
		不及物动词		
代词	普通代词		不定代词	反身代词
形容词	多功能形容词 (可作定语、表语、补 语)		定语形容词	表语形容词
连词	并列连词		从属连词	
副词				
介词				
数词				
限定词				
感叹词				

一个词的词性决定它在句子中的形式和功能。例如：

I woke up, got dressed, had breakfast and left for school.

Feeling just a little bit upset, I calmed myself down by thinking, ...

句中的 get 和 feel 为系动词 (link verb), 和 be 的用法相同。

除了 be 和 get, 英语的系动词还有 look, sound, taste, smell, appear, remain, seem, get, become, go, stay 等。be 的意义较简单, 一般表示单纯的状态, 而其他的系动词的意义比较丰富, 例如:

Mary is like her mother. 玛丽像她妈妈。(be like ...像...)

Mary looks like her mother. 玛丽长得像她妈妈。(look like ...看起来像...)

除了 be 以外的大多数系动词同时也可作及物动词 (vt.) 或不及物动词 (vi.)。例如: look vi.

taste vt. smell vt. get vt. vi. go vi. stay vi. remain vi. seem vi. appear vi.

系动词必须带一个形容词或名词充当表语。及物动词必须带由名词、代词、动词的ing形式或动词不定式担任的宾语, 而不及物动词不能带宾语, 有些不及物动词 (如: look) 要加介词后才能带宾语。例如:

Look! There comes the bus! 看! 车来了! (look vi.)

You are lying. Look at me! 你在撒谎。看着我! (look vi.)

(look vi. 要加介词后才能带宾语)

A happy expression appears on his face. 他脸上露出了愉快的表情。

(appear vi. 不能带宾语)

He left many marks in the snow. 他在雪地里留下很多痕迹。(leave vt.)

Exercises

I. Read the following sentences and fill in the right choice. (阅读下面的句子并选择正确的单词填空)

- After reaching my house, I began to slowly remove eggs _____ the basket.
a. in b. from c. into d. on
- All _____ a sudden, I realized that I had made a wrong turn.
a. of b. over c. out d. from
- What is _____ with your stomach?
a. matter b. trouble c. up d. wrong
- The old man traced _____ to the historical time that Mao Zedong on Oct. 1st declared

- to the world that Chinese people have stood up.
- a. forwards b. after c. back d. out
5. Why don't you call your teacher and _____ her to give you a day off?
a. ask b. let c. have d. make
6. Yesterday the Chinese teacher came into the classroom before her class and _____ at my desk.
a. stands b. stood c. stand d. standing
7. He told me _____ he had been to Japan for a month.
a. what b. how c. when d. that
8. We were expecting that our teacher _____ bring her own pet into the class.
a. will b. can c. could d. would
9. That old man patted the young man _____ the shoulder and said "Just do it. Don't worry about the family."
a. on b. by c. in d. at
10. Very soon our monitor got us _____ ping pong ball after the first one was broken.
a. one b. other c. another d. some
11. Sammy was told to go to the teachers' office to get back his _____ ID card.
a. miss b. lost c. missing d. losing
12. Hearing the sad news, everybody was in silent and said _____.
a. everything b. anything c. nothing d. something
13. Why do you _____ bothering me? I have nothing to do with the accident.
a. keep b. go c. want d. like
14. Can you _____ the things you had borrowed the semester before? Now my pencil-case is almost empty.
a. remember b. count c. name d. recall
15. When the new year comes, everybody in our class thinks that we should have a _____.
a. punishment b. stop c. change d. memory

II. Please look up the following words in the English-English dictionary and see if there are some special marks for each word. (查英英字典，注意下列词语表明特殊用法的标记)

1. police
2. mother
3. alone

4. serve
5. information

III. Work in pairs and talk about your first day at school for the new semester.

- your new friends
- your new teachers
- your new courses
- your feelings towards the beginning of the new term

IV. Read aloud the following rhyme. (朗读下面儿歌)

We' wish you 'health.

We' wish you 'health.

We' wish you 'gold in 'store.

We' wish you 'great 'fun with this book.

'What could we 'wish you 'more.

V. Read for fun. (趣味阅读)

A small schoolboy often wrote "I have went" instead of "I have gone". At last his teacher said to him: "Stay after school this afternoon and write 'I have gone' a hundred times, then you'll remember it."

When the teacher came back, he found a letter from the boy on his desk. It said: "Dear Sir, I have wrote 'I have gone' a hundred times and now I have went."

Unit 2

How do you get to school?

I. Listening comprehension

Listen to the dialogue and decide whether the following statements are True (T) or False (F).

1. Melissa moved into a new apartment.
2. Melissa drives to school every day.
3. Melissa's new home is near her university.
4. Kevin's new home is far from his school.
5. Kevin now goes to school every day by bus.

II. Speaking practice (complaining)

A: Why is there never a bus when you want one?

B: Good question. There aren't enough buses on this route.

A: Yes, sometimes I feel like writing a letter to the newspaper.

B: Good idea. You should say that we need more buses.

A: Yeah, and we need more subway lines, too.

B: Right, there should be more public transportation.

A: And fewer cars! There is too much traffic.

B: Ah, is that our bus coming?

A: Yes, it is. But look, it's full.

Topics for discussion:

1. How do you go to school every day?
2. What can we do to improve the traffic in Beijing?



III. Reading

Broken Voyage

Pre-reading questions

1. Do you like traveling? Why or why not?
2. Did you ever have any adventures during your travel?

While-reading questions

1. What kind of difficulties did the family overcome to survive?
2. What family spirit made them survive?

The Robertson family had been at sea in their sailboat for a week. It would take them more than a month to reach their destination. Mr. and Mrs. Robertson enjoyed spending time with their three children.

One morning the Robertsons sat down to eat breakfast. Suddenly, something hit the side of the boat. At first, no one knew what was happening. Then Mr. Robertson saw a killer whale hit the boat much worse than the first time. Mr. Robertson saw water rushing out from a huge hole in the side of the boat.