



中等职业教育规划教材
根据教育部中等职业学校新教学指导要求编写

ENGLISH

幼师英语

English for Kindergarten Teachers

中等职业教育规划教材编写组

赵美艳 姚玲玲 主 编
郝 颖 王雅琳 副主编



外文出版社
FOREIGN LANGUAGES PRESS



中等职业教育规划教材

根据教育部中等职业学校新教学指导要求编写

幼师英语

English for Kindergarten Teachers

中等职业教育规划教材编写组

赵美艳 姚玲玲 主 编
郝 颖 王雅琳 副主编



外文出版社
FOREIGN LANGUAGES PRESS

图书在版编目(CIP)数据

幼师英语/赵美艳,姚玲玲主编. —北京:外文出版社,
2007

中等职业教育规划教材

ISBN 978 - 7 - 119 - 04904 - 5

I. 幼… II. ①赵…②姚… III. 英语—幼儿师范学校—
教材 IV. H31

中国版本图书馆 CIP 数据核字(2007)第 157541 号

中等职业教育规划教材 幼师英语

主 编 赵美艳 姚玲玲

责任编辑 杨春燕 杨璐

装帧设计 陈立明

印刷监制 韩少乙

© 外文出版社

出版发行 外文出版社

地 址 中国北京西城区百万庄大街 24 号 邮政编码 100037

网 址 <http://www.flp.com.cn>

电 话 (010) 68320579/68996067(总编室)

(010) 68995844/68995852(发行部)

(010) 68327750/68996164(版权部)

电子邮箱 info@flp.com.cn/sales@flp.com.cn

制 版 北京昌平百善印刷厂

印 制 北京昌平百善印刷厂

经 销 新华书店/外文书店

开 本 16 开 印 张 14

字 数 297 千字

装 别 平

版 次 2007 年 10 月第 1 版第 1 次印刷

书 号 ISBN 978 - 7 - 119 - 04904 - 5

定 价 18.80 元

前言

随着我国经济的发展,人民生活水平的提高,每个家庭对孩子成长的期望值越来越高,父母对孩子幼儿在幼儿时的各项素质的培养和创新意识的培养高度重视。因此,幼儿教育事业得到迅速的发展,这也就需要一大批懂得幼儿身心发展规律的、具有现代化幼儿教育理论技能的专业教师。而英语作为一门外语的重要性已经毋庸置疑,父母对孩子学习英语的投入越来越大。对于即将从事幼教工作的学生来说,熟练掌握英语则是必须的。

《幼师英语》是中等职业学校教育专业的英语教材,供学完“基础英语”的学生使用。该书的编写注重材料的选择及课堂活动的多样性,给学习者提供丰富的综合能力训练。同时切实与中职学生水平相当,内容设置上紧扣专业知识。全书共十六个单元,每单元包括九个部分。各部分特点如下:

Learning focus

该部分列出本单元学习的重点,让教师和学生在学习本单元之前,对本单元的内容有一个大致的了解。有助于学生课前预习,课后总结学习效果。

Questions for discussion

该部分提出两到三个问题供学生课前讨论使用。问题的设置紧贴本单元的话题。让学生课前互动练习,提前进入学习状态。

Dialogues

该部分依据每个单元的交际话题内容设置两个简短对话,对话注重对学生英语交际能力的培养,并充分考虑到幼师专业的现状、特点和发展需要,以话题为主线,精心选材,精心编写。

Text

课文是本单元话题的集中体现。课文材料生动丰富,贴近幼师专业的实际情况,富有时代感。

New words and expressions

该部分是对话和课文中出现的单词和短语,包括在前面单元出现过但在本单元中意思不同的单词和短语。为了方便学习,每一个单词均附有音标、词性和中文释义。

Notes

注释部分主要针对本单元对话和课文部分出现的重点词汇和语法进行讲解。同时又补充了本单元交际话题中其他常用语,以扩大学生的知识面。

Grammar

语法是学习一门语言的基础,本教材在每一个单元增加了这部分内容,供学生学习使用。

该部分讲解由浅入深,循序渐进,同时列举了大量的实例,帮助学生举一反三。

Enforcing your skills

该部分是针对本单元交际话题和重点内容精心设计的,可作为课堂讲解内容,也可作为课后的自我检测之用。本部分的 Read the following rhyme,为学生提供了内容丰富的儿歌,供学生课余练习使用。

Read for fun

为了培养学生学习英语的兴趣,扩大学生的知识面,提高学生的阅读能力和单词量,在每一个单元的后面都附有一篇兴趣阅读,以及文章的汉语翻译以帮助学生理解。文章选材新颖、广泛,包括童话、寓言、知识短文、幼儿教育、教育心理短文和名人名言等。丰富的阅读材料,不仅能扩大学生的词汇量,而且更有助于提高学生的阅读技能和阅读水平。

本书由赵美艳、姚玲玲、郝颖、王雅琳老师编写。完稿后邀请外籍专家审阅了本教材。他们提出了宝贵的意见和建议,在此谨向他们表示衷心的感谢。

限于编者水平及精力,教材中难免出现问题和纰漏,恳请读者提出批评意见和建议,以使本教材不断完善。

编 者

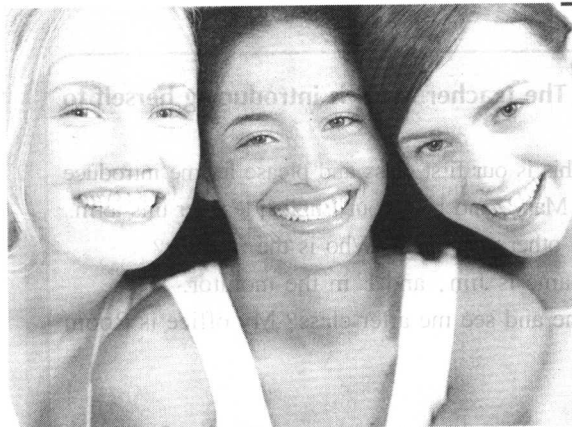
CONTENTS

Unit 1	The First Day 第一天	1
Unit 2	General Kindergarten Information 幼儿园简介	13
Unit 3	Daily Schedules (Full Day and Half Day) 日程安排(全天和半天)	29
Unit 4	Sample Room Diagram 房间布置	45
Unit 5	The Ability Needed in Teaching 教学中的能力要求	61
Unit 6	Characteristics of Kids 孩子的特点	76
Unit 7	Classroom Management Activities 课堂管理活动	90
Unit 8	Menu of the Kids in the Kindergarten 幼儿园孩子们的菜单	102
Unit 9	How to Deal with the Dirty Words? 如何处理脏话?	115
Unit 10	How to Comfort the Hurt Kids? 如何安慰受伤的孩子?	126
Unit 11	Do Kids Lie? 孩子说谎吗?	139
Unit 12	Learning Styles of Kids 孩子的学习类型	155
Unit 13	Life in the Kindergarten 幼儿园生活	167
Unit 14	The Role of Kindergarten 幼儿园的角色	183
Unit 15	First Aid in the Kindergarten 幼儿园中的急救	193
Unit 16	The Final Day of the Term 学期的最后一天	204

Questions for discussion

Unit 1 The First Day

Dialogues



第一天

Learning focus

1. Meeting people and introducing yourself.
2. Preparation work for the first day.
3. Grammar—Noun.
4. Read for fun.

Questions for discussion

1. How do you introduce yourself to your classmates on the first day?
2. Have you made a plan for your study? Why is it good to make a plan for your study?
3. Compare your plan with your classmates', and discuss what you can learn from each other?



Dialogues

① This is the first class of the new term. The teacher Mary is introducing herself to her students.

Mary: Good morning, boys and girls. This is our first class and please let me introduce myself to all of you. My name is Mary, and I'm your English teacher this term. Hope we can get along with each other very well. Who is the monitor?

Jim: Glad to meet you, Mary. My name is Jim, and I'm the monitor.

Mary: Glad to meet you. Will you come and see me after class? My office is Room 219.

Jim: Yes, I will.

Mary: And now, is there anyone who wants to be my class representative?

Lisa: I want to have a try! My name is Lisa, and I am eager to serve all classmates.

Mary: Good! Thank you! Your courage should be praised and I believe you will do a good job.

Lisa: Thank you.

② Tom, Mike and John are introducing themselves to each other.

Tom: Are you new here?

Mike: That's right. This is my first year here. How about you?

Tom: Me, too. May I introduce myself? My name is Tom, and nice to meet you.

Mike: Nice to meet you, too. And everyone calls me Mike. Hope we can be good friends.

John: Hi! I'm not sure you got my name. I'm John, a second-year student.

Tom: Hello, John. I don't think we've met before. I'm Tom.

John: Glad to know you. Since you are a new-comer, maybe I can help you if you have troubles.

Tom: Thank you! It's very nice of you.



Text

Getting Ready for the First Day

The big day is around the corner. On the first day of kindergarten, Miss Mary must prepare her classroom for her beloved students. The kind and warm-hearted teacher greets her dark, summertime-empty classroom with an explosion of color—a pile of fallen leaves, some goldfish, beautiful posters, and shoeboxes full of no-doubt-delightful surprises. Miss Mary prepares for the first day of school, so that her 26 prospective students who are anxious to go to the kindergarten for the first day should find great comfort in her kindergarten room.

At the same time, the parents get ready, too. As a parent, one of the first things you need to do is to let your children know where they can expect to find you after school when you are preparing your children for kindergarten. If they are taking a bus, then tell them that you will be waiting for them after the bus drops them off. This is a very big deal to them at their age.

Now the young students get ready, too. Susan wakes up; Lucy brushes her teeth; Jim finds his shoes; and Sandy matches each animal character with a letter of the alphabet. They are so eager to go to the kindergarten next morning.



Learning Assistant

New words and expressions

introduce /ˌɪntrəˈdju:s/ *vt.* 介绍, 引进

compare /kəmˈpeə/ *v.* 比较, 相比, 比喻

discuss /dɪsˈkʌs/ *vt.* 讨论, 论述

monitor /ˈmɒnɪtə/ *n.* 班长

representative /ˌreprɪˈzentətɪv/ *n.* 代表

adj. 有代表

性的, 典型的

serve /sɜ:v/ *v.* 服务, 招待

new-comer *n.* 新来者

trouble /ˈtrʌbl/ *n.* 烦恼, 麻烦

vt. 使烦恼, 使打扰, 使费心

beloved /bɪˈlʌvd/ *adj.* 心爱的

n. 倾听的人, 爱人

greet /gri:t/ *vt.* 问候, 向...致意

explosion /ɪksˈpləʊʒən/ *n.* 爆发, 发出, 爆炸

pile /paɪl/ *n.* 堆, 大堆

goldfish /ˈgəʊldfɪʃ/ *n.* 金鱼

poster /ˈpəʊstə/ *n.* 海报, 招贴

delightful /dɪˈlaɪtful/ *adj.* 令人愉快的, 可喜的

prospective /prəˈspektɪv/ *adj.* 预期的

anxious /ˈæŋkʃəs/ *adj.* 担忧的

comfort /ˈkʌmfət/ *n.* 安慰, 舒适

vt. 安慰

expect /ɪksˈpekt/ *vt.* 期待, 预期, 盼望

deal /di:l/ *n.* 交易

vi. 处理, 应付

brush /brʌʃ/ *n.* 刷子, 毛刷, 画笔

vt. 刷

character /'kærɪktə/ *n.* 特性, 性质, 特征, 人物, 品质, 字符

alphabet /'ælfəbet/ *n.* 字母表

Notes

1. This is our first class and please let me introduce myself to all of you. 这是我们的第一节课, 请允许我向你们做一个自我介绍。

introduce oneself to sb. 向某人介绍自己。例如:

Ladies and gentlemen, may I introduce myself to all of you? 女士们、先生们, 我可以向你们做一个自我介绍吗?

The boy introduced himself to his new classmates. 这个男孩向他的新同学介绍了自己。

2. Hope we can get along with each other very well. 希望我们可以很好地相处。

get along with sb. very well 和某人相处得很好。例如:

The little boy gets along with his classmates very well. 这个小男孩和他的同学们相处得很好。

3. ... is there anyone who wants to be my class representative? ... 有没有谁想做我的课代表?

who wants to be 作 anyone 的定语。

class representative 课代表。

4. I want to have a try! 我想试一试!

have a try 试一试。例如:

Do you want to have a try? 你想试一试吗?

5. Your courage should be praised and I believe you will do a good job. 你的勇气应该得到表扬, 并且我相信你会做得很好的。

do a good job 做得很好。例如:

You did a good job. 你做得很好。

6. Since you are a new-comer, maybe I can help you if you have troubles. 既然你是新来的, 如果你遇到什么麻烦, 我会帮助你的。

since 既然。引导原因状语从句。例如:

Since you are not happy about this, you should not care about it any more. 你既然对此不高兴, 你就不应该再关心它。

7. The big day is around the corner. 重要的一天就要来了。

around the corner 就要来了, 就要发生了。例如:

The Christmas is around the corner. 圣诞节就要来了。

The New Year is around the corner. 新年就要来了。

8. On the first day of kindergarten, Miss Mary must prepare her classroom for her beloved students. 幼儿园的第一天, 玛丽小姐必须为她亲爱的学生准备好教室。

prepare for: 为...做准备。例如:

The soldiers are preparing for the battle. 战士们正在为战斗做准备。

The students are preparing for the exam. 学生们正在为考试做准备。

9. The kind and warm-hearted teacher greets her dark, summertime-empty classroom with an explosion of color—a pile of fallen leaves, some goldfish, beautiful posters, and shoeboxes full of no-doubt-delightful surprises. 这位善良、热情的老师用一堆落叶, 几尾金鱼, 一些美丽的海报和装满惊喜的鞋盒子把她那昏暗的、暑假期间空荡荡的教室布置得五彩斑斓。

greet... with 用...迎接。例如:

The mother greets her child with a big hug. 母亲用一个大大的拥抱迎接她的孩子。

10. Miss Mary prepares for the first day of school, so that her 26 prospective students who are anxious to go to kindergarten for the first day should find great comfort in her kindergarten room. 玛丽小姐为学校的第一天做准备, 为的是让她即将到来的 26 个学生在教室里感到很舒适, 他们热切盼望着幼儿园开学第一天。

so that: 以致。引导目的状语从句。

prospective: 预期的, 盼望中的, 即将发生的。

be anxious to: 急于做...。例如:

I am anxious to know the news from the battlefield. 我迫切想知道战场的消息。

11. As a parent, one of the first things you need to do is to let your children know where they can expect to find you after school when you are preparing your children for kindergarten. 作为父母, 当你在为孩子上幼儿园做准备时, 你首先要做的事情之一是让你的孩子知道放学后在哪里可以找到你。

one of...: 其中的一个。注意 of 后的词要用复数形式。例如:

She is one of my best friends. 她是我最好的朋友之一。

as a parent 作为父母。as 作为。例如:

As a teacher, you should be patient with your students. 作为一名老师, 你应该耐心地对待你的学生。



名词

I. 名词分类

名词可以分为专有名词和普通名词。专有名词是某个(些)人、地方、机构等专有的名称,如 Shanghai, New York 等。普通名词是一个(类)人或事物或是一个抽象概念的名词,如: apple, happiness 等。普通名词又可以分为下面四类:

- ☞ 个体名词:表示某类人或东西中的个体,如:book。
- ☞ 集体名词:表示若干个个体组成的集合体,如:family。
- ☞ 物质名词:表示无法分为个体的实物,如:water。
- ☞ 抽象名词:表示状态、品质、动作、感情等抽象概念,如:stability。

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

II. 名词的复数

名词的复数形式分为规则变化和不规则变化两种,规则变化的构成规则是:

情况	构成方法	读音	例句
一般情况	加 -s	清辅音后读 /s/	book→books
		浊辅音和元音后读 /z/	bag→bags/plane→planes
以 s, sh, ch, x 等结尾	加 -es	读 /iz/	bus→buses/watch→watches
以 ce, se, ze, 等结尾	加 -s	读 /iz/	license→licenses
以辅音字母 + y 结尾	变 y 为 i 再加 es	读 /z/	baby→babies

其他名词复数的规则变化是:

1. 以 y 结尾的专有名词,或“元音字母 + y”结尾时,直接加 s 变复数。例如:

donkey→donkeys holiday→holidays

2. 以 o 结尾的名词,变复数时:

(1) 加 s, 如: photo→photos piano→pianos

(2) 加 es, 如: potato→potatoes tomato→tomatoes

3. 以 f 或 fe 结尾的名词变复数时:

(1) 加 s, 如: belief→beliefs roof→roofs

(2) 去 f, fe 加 ves, 如: wolf→wolves life→lives

名词复数的不规则变化是:

1. 有些名词的复数形式不遵循上述规则,比较特殊,需要牢记掌握。例如:

child→ children tooth→ teeth mouse→ mice

2. 单复数同形。例如:

deer, sheep, fish, Chinese, Japanese 等。

3. 集体名词,以单数形式出现,但实际为复数。例如:

people, police, cattle 等。

4. 表示由两部分构成的东西。例如:

trousers, clothes 等,若表达具体数目,要借助量词 pair(对,双); suit(套)等。

5. 另外还有一些名词,其复数形式有时可表示别的意思。例如:

goods(货物), fishes(各种鱼)。

III. 名词的格

英语名词所有格有两种: 's 属格和 of 属格。

1. 's 所有格的用法:

(1) 主要用于有生命的名词,例如: my brother's books, Mary's friend, sheep's skin。

(2) 用于地理、国家机关、城市等名词,例如: Beijing's future, the government's decision。

(3) 用于时间、价值、距离、重量等名词,例如: today's assignment, ten dollars' worth, five miles' distance, twenty pounds' weight。

(4) 表示理发店、商店等名词或一些习惯用法,例如: at the butcher's, at one's wit's end。

2. of 所有格的用法: 主要用于表示无生命的名词,例如: the door of the house, the map of China。

3. 双重属格的用法: 主要用来表示人的所有关系,例如: a friend of my brother's, two plays of Shakespeare's, some children of Mr. Brown's, these ideas of yours, those dirty shoes of James'。双重属格的名词前不能用 the 和 one 来修饰。

4. 特殊所有格: 若一样东西为两人共有,后一个人名用所有格;如果不是两人共有,而是各有各的,则两个名词都用所有格,且其后名词应为复数。

5. 名词所有格的规则如下:

(1) 单数名词词尾加“'s”,复数名词词尾没有s,也要加“'s”,如: the girl's pen 女孩的钢笔, men's room 男厕所。

(2) 若名词已有复数词尾-s,只加“'”,例如: the workers' struggle 工人的斗争。

(3) 凡不能加“'s”的名词,都可以用“名词+of+名词”的结构来表示所有关系,例如:

the name of the film 电影的名字。

(4) 复合名词或短语, 's 加在最后一个词的词尾。例如: a month or two's holiday 一两个月的假期。



Enforcing your skills

1. Game

看表演猜单词

为了扩大参与面,可以分组比赛。每组四人,两个人表演一种职业的习惯动作,另外两人说出职业单词,比比谁说的快且准。这个游戏用形象的方式记忆职业单词,提高了学习兴趣,还培养了学生的合作意识。

driver, teacher, actor, waiter, farmer, businessman, doctor, shop assistant, cleaner, etc.

2. Put the following into English.

- (1) 课代表
- (2) 英语老师
- (3) 在二楼
- (4) 见到你很高兴!
- (5) 你太好了!
- (6) 她很渴望学习英语。

3. Put the following into Chinese.

- (1) self-introduction
- (2) her loved boy
- (3) It is a big deal!
- (4) after school

4. List the words according to the requirement.

(1) Write down 5—10 words that describe people's feelings: e. g. happy, sad, upset...

(2) Write down 5—10 words about color: e. g. black, white...

5. Complete the following sentences by choosing the best one from the four choices.

(1) In the view of the foreign experts, there wasn't _____ oil here.

- A. much B. lots of
C. a great deal of D. many

(2) Jim was late for two classes this morning. He said that he forgot both of the _____.

- A. rooms number B. room number
C. room ' s numbers D. room numbers

(3) All the _____ in the hospital got a rise last month.

- A. women doctors B. woman doctors
C. women doctor D. woman doctor

(4) He told me _____ would come to his birthday party.

- A. many Jack friends B. many Jack's friend
C. many Jack's friends D. many friend of Jack's

(5) I had my hair cut at the _____ around the corner.

- A. barber B. barbers
C. barber's D. barbers'

(6) Last night we had a lovely evening at _____.

- A. Peter and Helen's B. Peter and Helen
C. Peter and Helens D. Peter's and Helen's

(7) anywhere in the United States costs less than a dollar when you dial it yourself.

- A. Three minutes call B. A three-minutes call
C. Three-minute call D. A three-minute call

- 6. Read the following rhyme.**

Teddy Bear, Teddy Bear,
Turn around
Teddy Bear, Teddy Bear,
Touch the ground,
Teddy Bear, Teddy Bear,
Shine your shoes,

Teddy Bear, Teddy Bear,

That will do!

Teddy Bear, Teddy Bear,

Go upstairs,

Teddy Bear, Teddy Bear,

Say your prayers,

Teddy Bear, Teddy Bear,

Turn off the light,

Teddy Bear, Teddy Bear,

Say good-night!



Read for fun

"Too dumb. You'll never graduate from high school," his elementary school teacher told 7-year-old Adam Zimmerman. Sure enough, he "failed" and was held back a grade.

Being left behind by friends made him feel like "trash". But his teacher's cutting comment changed his life. It transformed a kid with dyslexia into a person driven to succeed.

"Just because one person says something, don't take their words," his mother told him. "Go out and prove them wrong. It's not about the disability; it's what you do about it."

Zimmerman did graduate from high school, and at 5'7" he excelled in two sports he was considered too small for: basketball and volleyball. He was MVP and All Conference in both.

That still wasn't enough to earn him a big-time college scholarship. So he went to a Division II school and worked on his game. And though a coach told him he'd never be a Division I basketball player, in his sophomore year he transferred to Marshall University in West Virginia, a Division I school. And he practiced and practiced. The following year he made the team as a walk-on player.

In May, the dumb kid who was too short graduated with a degree in sports management and marketing.

When he thinks back to that grade school teacher, he says, "I thank her for saying that. It's unbelievable how a person's words can stick in the back of your mind and push you to be more than what they say you can be."