



教育部职业教育与成人教育司推荐教材  
中等职业学校学前教育专业教学用书

Vocational Education

# 职业英语系列 ——幼儿英语课堂教学 实训教程

中等职业学校职业英语教材编写组 编



高等教育出版社



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# 前言

《职业英语系列—幼儿英语课堂教学实训教程》是教育部职业教育与成人教育司推荐的中等职业学校学前教育专业的英语课堂教学实训教材。本教材是立体化视听教程，在传统纸质教材的基础上配以 12 节幼儿英语课堂教学微型课视频，通过对幼儿英语课堂的观察、模仿和研究，不仅帮助学前教育专业学生从理论上掌握幼儿英语教学法，更能培养一定的幼儿英语教学实践能力。本教材可供中等职业学校学前教育专业学生使用，也可供幼儿园英语教师、广大家长参考使用。

本教材具有如下特点：

## 1. 以幼儿英语教学方法为主线

本教材与《职业英语系列—幼师英语》配套使用，以其中全身反应法、游戏教学法、歌曲歌谣教学法、故事教学法、多元智能理论、教学法综合应用为主线展开学习内容设计。教材将教学法与课堂教学实践相结合，使学生通过学习加深对教学法的理解，提高应用教学法的能力，达到幼教工作对英语教学能力的要求。

## 2. 以微型课教学视频引导学生模拟教学实践

本教材最大的特点是摄制了 12 节幼儿英语教学微型课，并配以课堂教学教案，用数字化资源有效支撑和配合纸质教材学习。教师和学生可通过扫描教材相应位置的二维码观看微型课视频，将网络资源与传统化纸质教材紧密结合，实现教与学的充分互动。这些体现真实的幼儿英语教与学过程的课堂录像和教案，非常直观地为学前教育专业学生提供了观察和模拟的对象，使学生在对幼儿英语课堂的观察、思考和模仿的过程中，探究教学方法的特点，体验教学方法的运用，之后再通过模拟教学提升教学实践能力。

## 3. 以“PWP 学习模式”确保实现教学方法的熟练运用

本教材依据“激活背景—观察分析—深度思考—模拟实践”的逻辑顺序来展开教学，使学前教育专业学生能够深入探究和熟练掌握各种幼儿英语教学方法的运用。首先，在观课前（Pre-watching）通过图片排序、问题引导等方式激活学生对相关教学法的背景知识；然后，通过观课（While-watching）、记录、分析等系列活动帮助学生理解、体验某个教学法在课堂中的真实应用；接着，通过观课后（Post-watching）对教案的回顾引发学生深度思考教学方法的规律和特点；最后，通过模拟课堂教学实践，引导学生呈现教学设计并开展互评，确保学生能够达成熟练运用教学方法、开展幼儿英语教学的目标。

#### 4. 教学方法的有效指导与内化

本教材对幼儿英语教学中常用教学方法,如:“全身反应法”的基本操作步骤、“游戏教学法”的实施要点等,在每个单元中以“**Tips**”形式呈现给教师和学生作为教学参考。同时,在教材内容设计中通过各种学习活动帮助学生内化并掌握这些教学方法的关键策略。

#### 5. 提供丰富实用的幼儿英语教学资源与活动

本教材结合各单元的教学方法与话题,提供了大量丰富而又实用性强的教学参考活动和参考资源,如英文歌谣、游戏活动以及各种英文故事等。

本教材每单元设有以下五部分内容:

- **观课前 (Pre-watching)**: 本部分在幼儿英语教学微型课截图的基础上,引导学生观察、描述图片,通过思考并回答与本单元教学法相关的问题等,激发学生观课的兴趣,激活学生与本单元教学法相关的背景知识,引出本单元的微型课视频,帮助学生做好观课准备。

- **观课中 (While-watching)**: 本部分通过各种活动培养学生体验课堂、观察课堂、分析课堂的能力,使学生能在教师引导下探究相关教学法的特点、关键策略和操作范式。首先,要求学生完整观看一遍视频,体验真实课堂并对观课前的思考和预测进行核对;接着,再分段观课或者全程观课,通过完成表格或回答问题等活动,引导学生关注教学法的关键策略和实践运用;然后,为该单元教学法提供关键策略“**Tips**”;在“**Tips**”的学习之后,通过再次观课,引导学生观察分析课堂,深入思考教学法在课堂中的操作范式和关键策略。

- **观课后 (Post-watching)**: 本部分首先通过引导学生阅读视频配套教案,进一步回顾并思考本单元的幼儿英语教学法,接着用分组呈现,为学生提供依据不同幼儿英语教学方法设计的教学活动,通过让学生小组合作、同伴互教的形式,帮助学生学会用所学的理论和方法指导自己的教学实践,并在实践过程中通过观察同伴课堂和相互评价的方式,在比较和分析的基础上学会发现教学实践中的问题,并提出修改建议,提高教学实践能力。

- **微型课教案 (Lesson Plan)**: 提供本单元微型课的教案文本,旨在为学生观课及模拟教学设计时提供参考,学会撰写规范的幼儿英语教案。

- **参考活动 (Activities Reference)**: 本部分结合各单元的教学方法和话题,通过梳理和设计,提供 5 个可供学生在学习过程中模拟教学或在真实幼儿英语教学中直接使用的教学活动,旨在帮助学生科学规范地开展幼儿英语教学实践活动。

- **参考资源 (Source Materials Reference)**: 本部分结合各单元的教学方法和话题提供丰富的幼儿英语教学资源,主要包括歌谣、游戏、故事等内容,教师可通过登录中国外



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UNIT

1

## Life in a Kindergarten

### Objectives

After this unit, you will be able to

1. tell the basic steps of a TPR activity.
2. give clear directions to organize a TPR activity.
3. design TPR activities to teach children daily routines.



# I Pre-watching



## Activity 1 Look and Describe

Look at the following pictures and tell what they are doing.



a



b



c



d

## Activity 2 Look and Arrange

Look at the pictures again and try to put them in a logical order.

## Activity 3 Think and Answer

Think about the questions: What words or phrases does the teacher possibly teach in the above pictures? Is it an object or an act?

## II While-watching

### Activity (4) Watch and Check

Watch the process of teaching “Brush My Teeth” in the video to check the order of the pictures in Activity 1.



### Activity (5) Watch and Fill

Watch the video again. This time, pay attention to the teaching process of “Wash My Face” and write down the **steps** of the process in the following form.

Language Items	Steps	Directions
Brush My Teeth	<div>1. 介绍新学习项目：老师拿出牙刷，做动作介绍短语：brush my teeth。</div> <div>2. 示范：教师唱儿歌“Brush My Teeth”，同时做刷牙动作。</div> <div>3. 练习：教师唱“Brush My Teeth”，幼儿一起做刷牙动作，并同时重复“Brush My Teeth”这个短语。</div> <div>4. 练习：幼儿依次站起来说出“brush brush brush”，并同时做出动作。</div>	<div>1. It’s seven o’clock. I must get up and brush my teeth.</div> <div>2. (Look at me.)</div> <div>3. Now let’s sing and do it together: “brush my teeth”. ... Let me check: who is the cleanest?</div> <div>4. ..., please say “brush, brush, brush” OK, sit down. ..., say “brush my teeth”. OK. Sit down. Clap your hands...</div>
Wash My Face		



# Life in a Kindergarten

## Tips

全身反应法 (Total Physical Response), 简称 TPR 教学法, 是通过身体动作教授外语的教学方法。TPR 是美国加州圣何塞州立大学心理学教授詹姆斯·阿歇尔于 20 世纪 60 年代创立的一种教学法。全身反应法有别于传统模式下枯燥、单调、单向灌输式的授课方式, 教师在课堂上发出指令性语言, 并期待学生做出相应的口头和动作反应, 在此过程中, 把语言转化为让学生乐于接受和喜爱的肢体语言, 帮助学生更好地对授课内容进行理解。学生在教师有目的的指导下, 逐渐学习单词、词组, 甚至句子。幼儿形象思维能力胜于抽象思维能力, 全身反应法是一种十分适合幼儿英语课堂教学的教学法, 有助于加深幼儿对语言的理解和印象。在实施全身反应法的过程中, 教师应注意以下三个关键步骤:

### Step 1

**看: 教师准确示范, 幼儿观察。**

全身反应法的教学过程中, 幼儿首先应该了解活动规则。幼儿语言理解能力有限, 形象思维能力领先, 老师准确的语言示范和肢体示范, 会比单纯地解释规则更能直观、有效地呈现规则。面对接受能力弱的幼儿群体, 教师可以重复示范多次。

### Step 2

**听、做、仿说: 教师发出清晰指令, 幼儿做出相应肢体反应并仿说。**

这是全身反应法最重要的一个环节。幼儿通过观察教师的示范, 了解规则之后, 听到教师的指令, 理解指令的含义, 做出相应的身体反应; 同时, 模仿老师的指令, 在理解语言输入的同时, 尝试练习新语言项目的输出, 为最后一个环节输出新语言项目做好充足的准备。

### Step 3

**说: 幼儿向同伴发出指令, 同伴做出相应肢体反应。**

这是全身反应法的最后一步, 即幼儿在观察示范、理解规则、理解语言项目并练习输出之后, 准确地使用新语言项目进行交际。教师在这一步前, 要注意观察幼儿的肢体反应和仿说, 以此判断幼儿是否做好了准确输出的准备。对于语音较为复杂的新语言学习项目, 前面的示范及肢体反应和仿说练习应重复多次, 为最后幼儿准确地输出语言做好铺垫。

**Activity (6) Watch and Write**

Watch the teaching process of “Wash My Face” again and write down the **directions** of the process in the form on Page 4.

**Activity (7) Observe and Recall**

Recall what you’ve seen in the video and decide the right answer.

- Which can best describe the learning process of kids when using TPR method ?
  - Speak-listen-understand-response.
  - Listen-understand-response-speak.
  - Response-understand-listen-speak.
  - Understand-response-listen-speak.
- When a child fails to act when hearing a direction, \_\_\_\_\_.
  - teachers should point out the mistake immediately
  - teachers should give positive feedback to those who act correctly and then continue giving directions
  - teachers should explain the new learning item again and again to the kid alone and then replay the game
  - teachers should go on with the game without any feedback

### III Post-watching

**Activity (8) Think and Discuss**

- Can the teachers just give directions to the kids in words at the beginning of the activity? Why?
- Why do the two teachers give demonstration to the kids when introducing a new language item?

**Activity (9) Discuss and Design**

**Task:** Design a TPR activity in groups of four to help children learn the following daily routines: “comb your hair”, “roll up your sleeves” and “bend down a little”. You can imitate the teaching practices in the video. You can also go for the lesson plan of this unit for references.



# Life in a Kindergarten

Write down the procedures of your activity.

Teaching Procedures	
Steps	Activities and directions
1	<p>Students will be asked to observe a teacher and three children in the classroom. The teacher will be asked to show the children how to brush their teeth. The children will be asked to follow the teacher's example and brush their teeth.</p>
2	<p>Students will be asked to observe a teacher and three children in the classroom. The teacher will be asked to show the children how to wash their hands. The children will be asked to follow the teacher's example and wash their hands.</p>
3	<p>Students will be asked to observe a teacher and three children in the classroom. The teacher will be asked to show the children how to play with blocks. The children will be asked to follow the teacher's example and play with blocks.</p>
4	<p>Students will be asked to observe a teacher and three children in the classroom. The teacher will be asked to show the children how to play with clay. The children will be asked to follow the teacher's example and play with clay.</p>
5	<p>Students will be asked to observe a teacher and three children in the classroom. The teacher will be asked to show the children how to play with a ball. The children will be asked to follow the teacher's example and play with a ball.</p>

## Activity (10) Present and Evaluate

Groups take turns to present the teaching process by acting different roles: a teacher, and three kids. The students in one group observe other groups' presentations and fill in the evaluation form on the next page.

模拟课堂评价表

评价项目	评价标准	A (9-10)	B (7-8)	C (5-6)	D (1-4)
教学设计	1. 教学目标明确，内容适量，难度适中，注意联系幼儿已有经验。				
	2. 教学活动设计合理，适当运用教具及各种资源辅助教学。				
教学实践	3. 教学情境创设自然，能激发幼儿“全身反应”和学习语言的兴趣。				
	4. “全身反应”活动组织灵活有序，规则简单明了，指令恰当清晰。				
	5. 教学方法灵活多样，面向全体幼儿。教师示范规范，教学反馈及时。				
教学效果	6. 幼儿对“全身反应”动作表现出浓厚的兴趣以及参与的愿望。				
	7. 幼儿能对指令做出准确回应，并能学会正确发出指令。				
教师素养	8. 英语发音清晰、准确，语调生动、自然，表达正确、流利。				
	9. 肢体语言运用得当，教态自然、有亲和力。				
	10. 能灵活应变，课堂调控能力强，专业素养厚实。				
评课人	总分				
优点					
不足					
修改建议					



# Life in a Kindergarten

## Lesson Plan for Little Kids

### Life in a Kindergarten

#### TEACHING PREPARATION

##### Objectives

##### 1. Language Knowledge

— Kids will be able to repeat and know the meaning of three expressions about their daily life: brush my teeth, wash my face, have lunch, and can sing three chants while doing actions.

##### 2. Language Skills

— Kids will be able to do actions according to the three expressions they hear, speak out according to the situation.

##### 3. Integrative Competence

— Kids will be familiar with the daily life in a kindergarten and their interest of learning English will be aroused.

##### Teaching Methods

Teachers lead and let kids understand the meaning of the expressions by applying TPR.

##### Teaching Aids

Videos, chants ( Brush My Teeth, Wash My Face, Have Lunch), PPT, 3 stools, 9 bowls, 9 towels, 9 brushes, paper stickers

#### TEACHING PROCEDURES

Stage	Content (items: sound, word, sentence, grammar)	Activities and Steps
1. Greetings		Teacher and kids greet each other.
2. Warm-up	Immerse in the situation of life in a kindergarten.	1. Teacher shows PPT and leads in the situation of life in a kindergarten.
3. Presentation	Learn the new expressions: have lunch, wash my face, brush my teeth.	1. Teacher shows pictures of bed and clock, and teaches “brush my teeth” by doing actions with chant. 2. Teacher hands out toothbrushes and asks kids to follow her and corrects

(续表)

Stage	Content (items: sound, word, sentence, grammar)	Activities and Steps
		<p>their pronunciation one by one.</p> <p>3. Teacher shows a towel, and teaches “Wash My Face” by doing actions with chant.</p> <p>4. Teacher hands out towels and asks kids to follow her and corrects their pronunciation one by one.</p> <p>5. Teacher shows a picture of clock, which says twelve o’clock, and teaches “have lunch” by doing actions with chant.</p> <p>6. Teacher hands out bowls and asks kids to follow her and corrects their pronunciation one by one.</p>
4. Practice	Speak out and do actions of the three expressions.	<p>1. Kids play a game, “Listen and Do”. Teacher speaks out the expressions and asks kids to do actions according to what they hear.</p> <p>2. Kids play a game, “Watch and Say”. Teacher does the actions and asks kids to speak out the expressions according to what they see.</p> <p>3. Kids play a game, “Do and Say”. Teacher puts three things, a bowl, a towel and a toothbrush on three stools. Two Kids come up, one says the expressions and the other one does actions with the tools according to what he or she hears and repeats the expressions at the same time.</p>



# Life in a Kindergarten

(续表)

Stage	Content (items: sound, word, sentence, grammar)	Activities and Steps
5. Consolidation	Review three expressions.	Teacher asks all the kids to stand up and do actions while chanting together.

## Appendix 1

Chant	<b>Brush My Teeth</b>	Brush my teeth, Brush my teeth, Brush, brush, brush, Who is the cleanest? Who is the cleanest? Brush, brush, brush.
	<b>Wash My Face</b>	Wash my face, Wash my face, Wash, wash, wash, Who is the cleanest? Who is the cleanest? Wash, wash, wash.
	<b>Let's Have Lunch</b>	Let's have lunch, Let's have lunch, Eat, eat, eat, Eat, eat, eat, Who is the best? Who is the best? Eat, eat, eat.