



职业院校学前教育专业规划教材

英语

(含学习指导手册)

吕东英 陈显波 主编



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本教材遵循思想性、科学性、趣味性、灵活性及开放性原则,共15课,每课分为听、说、读三项基本技能训练,内容根据职业院校学生的文化程度、英语水平及日常生活中应该注意的行为规范所确定,兼顾文化知识及礼仪和行为规范等文化素养的融合。书后附录收录国际音标及常用语法。随书附《学习指导手册》一本,主要包括听力材料及讲解、课文翻译、课后练习题答案,以及十篇教育随笔(英汉对照)。

本教材可作为职业院校学前教育专业教材,适用于三年高职、三年中专、五年中专等职业教育的公共英语课程教学,也可作为幼儿英语教育机构的教师培训教材。

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前言 PREFACE

本教材以《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)提出的教学思想和教学目标为指导方针,结合职业院校公共英语教学的实际情况及市场需求信息,由具备丰富教学经验的一线英语教师及教育、教学管理人员共同编写完成。

本教材可作为职业院校学前教育专业教材,适用于三年高职、三年中专、五年中专等职业教育的公共英语课程教学,也可作为幼儿英语教育机构的教师培训教材。

本教材在编写过程中遵循以下原则:

1. 思想性原则

以《基本要求》为指导思想,体现素质教育的精神,努力做到寓思想教育于语言教学活动中。在语言材料中体现思想教育的内容;在教学活动的设计中,引导学生对涉及思想教育的内容进行讨论,通过潜移默化的方式,对学生进行思想教育,从而帮助学生正确地认识世界、鉴别良莠,培养良好的思想情感,提高文化素质。

2. 科学性原则

本教材的编写符合语言学习的客观规律,充分体现了职业院校学生年龄段和语言水平的特点,教学内容循序渐进,由易到难,逐步过渡。本教材内容的编排方式有利于学习者自己进行归纳总结、举一反三,在语言运用中发现语言规律。

3. 趣味性原则

本教材的编写充分考虑了该年龄段学习者的兴趣、爱好、愿望等学习心理特征,在符合学习者的知识水平、认知水平和心理发展水平的前提下,尽可能提供趣味性较强的内容和活动,激发学生的学习兴趣和学习动机。

4. 灵活性和开放性原则

在教学内容和教学方法等方面,本教材具有充分的灵活性和开放性,从对话到短文,都兼顾到了不同层次学生的不同需要,为使用者提供了方便。使用者可根据自己的实际需要,在不违背科学性原则的前提下,对本书内容进行适当取舍。

本教材具有如下特点:

1. 构思新颖,因材施教

本教材每课的 Part I Listening (听力训练) 设计为一首英文歌曲(可在机工教育服务网 www.cmpedu.com 下载)。在《学习指导手册》中附有歌词、歌曲创作背景及内涵介绍,并注解了其中的语言点。优美、健康、纯正的英文歌曲,为老师和学生带来愉悦的心情的同时,也创造了良好的课堂环境和语言氛围,有利于培养良好的思想情感。

Part II Speaking (说的训练) 编选了两个与该单元课题有密切关系的情景会话,并对其中的功能句型给予讲解及拓展,同时配有相关的情景交际练习题供学习者巩固操练。

Part III Reading (读的训练) 设计了两篇与该单元课题相关的短文。Text A 为精讲短文,

文后有注释、单词表及巩固练习；Text B 为拓展阅读，设有简答或讨论题给学生以引导和启发。

对话及短文在内容上由易到难，这样设计是考虑到不同的学校、不同水平的同学的不同需求，任课教师可根据需要取舍。

Part IV Fun Time（开心时刻）设计为一个英语小游戏，既学习了知识，又活跃了课堂，使学习者愉快地融入到英语课堂中。

附录包含国际音标和常用语法。

与本教材配套的《学习指导手册》包括课文翻译、听力材料及课后习题答案，还附有十篇教育随笔（英汉对照），选自佳木斯市实验幼儿园十位幼儿教师的生活日记，供师生阅读学习，既学习了英语，又给学生以爱的教育。

2. 目标明确，条理清晰

当前职业学院的一线教师下企业、走基层、深入小学及幼儿园学习实践已蔚然成风，这为教师的教科研活动搭建了平台，使教师们对社会及市场的需求信息了如指掌。参加本教材编写的教师们通过对需求的分析，准确地把握学习者需要学习哪些方面的语言知识和语言技能，将来需要在哪些场合或情境使用语言，以及学习者在这些场合可能进行哪些交际行为等。据此，本教材在内容安排上剔除了写作和语法知识的讲练，将语法知识的主要内容以表格的形式附在书后附录中，使学生及教师查阅。

3. 联系实际，语言真实

所有编者皆从事或曾经从事过实际语言教学，编写中能联系学生的实际生活和周围世界，选取真实的、自然的语言材料，采取学生所喜欢的方式和方法，讲授他们将来需要的语言知识。整个编写过程，从选题到下面每个环节的设计，都是有的放矢，量体裁衣，为职业院校的学生专门定制的。

4. 坚持大方向，方便实用

坚持大方向，即坚持“以应用为目的，实用为主，够用为度”。本着以学生为本，对学生的将来负责的原则，进一步更新观念、更新内容、更新教学方法和手段，从根本上做到以服务为宗旨，以就业为导向，培养社会所需要的人才。

我们希望通过本教材的学习，不仅使学习者掌握必要的文化知识，更要培养出懂礼仪、具备跨文化交际意识的、高素质的新型人才，以满足社会和市场的需要，并为将来就业打下坚实的基础。

本教材编写人员分工如下：

吕东英：编写第1课、第3课（部分内容）、第7课、第10课、第14课、第15课，并负责所有内容的修改及完善工作。

刘鑫：编写第3课（部分内容）。

陈显波：编写常用语法、国际音标。

曹佳丽：听力部分所有内容的组织、编写，每课的游戏及版面设计。

王静颖：英语教研室主任，负责整个编写工作的统筹安排及协调工作。

庞玉江：英语教师兼学院实习就业安置办公室主任，负责收集双方学校师生对英语教学的反馈信息，并编写第5课。

吴月波：实验幼儿园园长，负责协调、组织和安排幼儿园编写人员的具体工作，并收集幼儿园师生对英语教学的反馈信息。

赵妍宁：编写第4课；董明欣：编写第2课；姜磊：编写第6课；王秀娟：编写第8课；李楠：编写第11课；白雪：编写第9课；徐天骄、范锐、杨伟迪：编写第13课；杨丽、崔洪伟：编写第12课；Testa Francesca（方木兰）：翻译教育随笔。

本书由佳木斯职业学院学前教育分院全体英语教师及佳木斯实验幼儿园相关教师及管理人员共同编写完成，在编写过程中得到了职业学院和实验幼儿园的各级领导的大力支持和协助，在此一并致谢！因编者自身水平有限，书中难免有疏漏之处，恳请读者谅解并给予批评指正。

编 者

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Lesson 1

Greetings and Introductions (问候与介绍)



Part I Listening

Listen to the song *I Believe I Can Fly* and try to develop a mental map of the music, then sing along. You can refer to the *Guidebook* if necessary.

Part II Speaking

Section A Learn to Say

Dialogue 1

(A new term is coming, Lisa returns to school and heads into the dorm.)

Mary: Hello, Lisa, how are you? Give me a big hug. (Lisa drops her luggage and gives Mary a big hug.)

Lisa: So, what's up? What did you do this summer?

Mary: Not much. I just hung out on campus all summer and finished my term paper.

Lisa: Fantastic! I really envy you! I haven't finished my paper. I'm afraid I have to go to the library right now.

Mary: OK. I'll go with you.



Dialogue 2

(After greeting, Mary realizes that she has not introduced her new roommate, Joan.)

Mary: Ah, I'm sorry. Lisa, this is Joan, our new roommate.

Joan: Hi, Lisa. I've heard a lot about you. And I'm glad to meet you at last.

Lisa: Hi, Joan. It's a pleasure to meet you, too. Mary often mentioned you in the phone.

Joan: Nothing bad, I hope.

Lisa: I should hope so, too!

Mary: How about hitting the McDonald's for hamburgers and fries in the evening?

Joan: Great idea!

Lisa: That's a deal!



Notes:

1. dorm [dɔ:m] *n.* 宿舍 (非正式, 等于 dormitory)
2. luggage ['lʌɡɪdʒ] *n.* 行李; 皮箱
3. campus ['kæmpəs] *n.* (大学) 校园; 大学生生活
4. mention ['menʃ(ə)n] *vt.* 提到, 谈到; 说起
5. hit [hɪt] *vt.* [非正式] 到达, 去 (某地)
6. McDonald [mæk'dɒnəld] *n.* 麦当劳 (快餐店名称)
7. head into 走向; 进入
8. hang out 出去玩
9. That's a deal! 一言为定

Section B More Fantastic Sayings

Formal Greetings and Responses (正式的问候及答语):

1. —Hello, Mr. /Mrs. /Miss Brown! 您好, 布朗先生/太太/小姐!
—Hello! 您好!
2. —Good morning/afternoon/evening, Mr. /Mrs. /Miss Brown! 早上/下午/晚上好, 布朗先生/太太/小姐!
—Good morning/afternoon/evening! 早上/下午/晚上好!
3. —How do you do? 你/您好!
—How do you do? 你/您好!
4. —How are you? 你/您好吗?



—Fine/Very well, thank you. How are you? 我很好, 谢谢! 你/您呢?

5. —Hello. It's a bit cooler today, isn't it? 你/您好。今天有点冷, 是吧?

—Yes, isn't it? /it certainly is! 是的, 可不是吗。/确实很冷。

Informal Greetings and Responses (非正式的问候及答语):

1. —Hi/Morning, John! 你好/早啊, 约翰!

—Hi/Morning, Mary! 你好/早, 玛丽!

2. —Hi, John. How's it going? /How's everything going? /How's life? 你好, 约翰。事情进展怎样? /一切还好吧? /生活还好吧?

—Fine. /OK. /Alright. /Not bad. /Not so well. How about you? 很好。/还可以。/还行。/还不错, 还过得去。/不太好。你呢?

3. —Hi, John. How are you doing? /How are you getting on? /How are things going? 你好, 约翰。你还好吗? / (工作等) 进展怎样? /事情进展怎样或近况如何?

—Fine, thanks. And you? /Not too bad, thanks. 很好, 谢谢。你呢? /还可以, 谢谢。

Formal and Informal Introductions (正式及非正式的介绍):

1. I would like to introduce you to... 我想把你介绍给……

2. May I introduce you to... 我把你介绍给……好吗?

3. Ladies and gentlemen, allow me to introduce our speaker... 女士们先生们, 请允许我介绍一下发言人……

4. This is... 这是……

5. I'd like to introduce you to... 我想把你介绍给……

6. Have you met...? 你见过/认识……吗?

7. Do you know...? 你认识……吗?

8. I want you to meet... 我想让你认识一下……

Responses (答语):

1. Hello! 你/您好!

2. How do you do? 你/您好!

3. Pleased to meet you! 认识你/您很高兴!

4. I'm happy to have the pleasure of meeting you. 很荣幸认识您。

5. I've heard a lot /so much about you. 我听到过很多关于你的事情。(相当于: 很高兴终于见到了您!)

6. I've been looking forward to meeting you. 我一直期盼着有机会认识您。

7. Yes, I think we know each other. 是的, 我想我们认识。

8. I'm glad we've had an opportunity to meet you. 很高兴我们有机会认识您。

Introducing yourself (自我介绍):

1. Let me introduce myself, I'm John Brown. 自我介绍一下, 我是约翰·布朗。

2. Hi, my name is John Brown. 你好, 我是约翰·布朗。

3. Hello, you may have forgotten my name. I'm John Brown. 你好, 可能你不记得我了。我是约翰·布朗。
4. Good morning. I'm John Brown from Peking University. 早上好, 我是来自北京大学的约翰·布朗。

Section C Communication Activities

I. Reply appropriately to the following greetings.

1. Hi!
2. Hello!
3. Good morning!
4. How are you?
5. How's everything going?
6. How do you do?
7. Hello. It's a bit cold today, isn't it?

II. Complete the following dialogues, then act them out.

1. Grace: Good morning, Mr. Wang. How are you?

Mr. Wang: (1) _____.

Grace: Fine, thanks. Mr. Wang, (2) _____ my new roommate, Victor. Victor, (3) _____ my maths teacher, Mr. Wang.

Victor: (4) _____?

Mr. Wang: (5) _____?

2. Ben: Good evening, Kate.

Kate: (1) _____, Ben.

Ben: (2) _____?

Kate: Not bad. I have made some Chinese friends these days. And you?

Ben: I know two Chinese boys. They study in the same school with us. Look! They are coming. (3) _____, Wang Hai and Li Ming.

Wang Hai and Li Ming: Hello, Ben.

Ben: Nice to (4) _____ you again! I'd like you to meet my friend, Kate Green.

We studied together for many years in the same middle school. Kate, (5) _____ Wang Hai and (6) _____ Li Ming.

Wang Hai: I'm glad to meet you. Are you a new student in our school?

Kate: (7) _____. Ben and I will be in the same class.

Li Ming: (8) _____? You mean we are classmates, Kate?

Kate: Yes, you are right.

Wang Hai and Li Ming: That's great!

Part III Reading

Text A

Skim and then answer the following questions.

1. What is the basic way to start a conversation?
2. Are there any differences between Chinese and native speakers of English in the way of greeting? Why or why not?
3. In what situations do we use formal greetings?

Greetings

Greeting someone is a basic way to start a conversation. During the process of greeting, not only spoken language but also some body language is used, such as nodding, smiling and hand-shaking.

We Chinese and native speakers of English share much in the way we greet each other. However, some differences exist in the types of set

phrases and expressions that we use, as a result of the differences in culture. For example, it is normal to greet someone in Chinese with "Have you eaten yet?" In English such a question would be regarded as an invitation to eat rather than a greeting. Similarly, "Where are you going?", a common way of greeting an acquaintance in China, may cause English-speaking people embarrassment and confusion. If they know little of Chinese culture, they may consider your remark an invasion of their privacy.

Many native speakers of English, Americans in particular, greet each other informally except in some very formal situations. They often greet each other simply with "Hello" or "Hi". They believe such an informal greeting often implies a close and friendly relationship. They rarely shake hands except when they are being introduced to a new person. They often call one another by their first names, even when they do not know one another very well.

So there are many different greeting situations that an English learner should practice and master.



Notes to the text:

1. as a result (of) : 作为……的结果; 由于

e. g. The plan failed *as a result of* lack of finance. 这个计划由于缺乏资金而失败。

区别: as a result 意为“结果”。

e. g. *As a result*, only the light from behind the objects can be seen. 结果, 只有那些从该物体背后传来的光能被看见。

2. In English such a question would be regarded as an invitation to eat rather than a greeting.

在英语中这样的话就不是问候了，而是被认为你要请人吃饭。

would do sth. rather than do sth. 意为“宁可……也不……；是……，而不是……。”

本句中 rather than 后面省略了 be regarded as，与 would rather do sth. than do sth. 二者意思一样，可以换用。

e. g. I'd stay at home rather than go shopping.

I'd rather stay at home than go shopping.

我宁可待在家里，也不愿意去购物。

3. If they know little of Chinese culture, they may consider your remark an invasion of their privacy. 如果他们对中国文化知之甚少，他们可能会认为你在干涉他们的私事。

consider sb. /sth. (to be) sb. /sth. 意为“认为某人/某物……”

e. g. Zhang Lili is considered (to be) an example to us all. 张丽莉是我们所有人的榜样。

Word Bank (单词表)

basic ['beɪsɪk] *adj.* 基本的；基础的

conversation [kɒnvə'seɪʃ(ə)n] *n.* 交谈，会话

process ['prəʊses] *n.* 过程，进程

share [ʃeə] *vt.* 分享，共享

exist [ɪg'zɪst] *vi.* 存在，生存

phrase [freɪz] *n.* 短语，习语

expression [ɪk'spreʃ(ə)n] *n.* 表现，表示

culture ['kʌltʃə] *n.* 文化，文明

normal ['nɔːm(ə)l] *adj.* 正常的；标准的

regard [rɪ'gɑːd] *vt.* 看待，把……看作

invitation [ɪnvɪ'teɪʃ(ə)n] *n.* 邀请

similarly ['sɪmələli] *adv.* 同样地；类似于

acquaintance [ə'kweɪnt(ə)ns] *n.* 熟人；相识

cause [kɔːz] *vt.* 引起；使遭受

embarrassment [ɪm'bærəsmənt] *n.* 窘迫，难堪

confusion [kən'fjuːʒ(ə)n] *n.* 混乱；困惑

remark [rɪ'mɑːk] *n.* 注意；言辞；评论

invasion [ɪn'veɪʒ(ə)n] *n.* 入侵；侵犯

privacy ['prɪvəsi] *n.* 隐私；隐居

particular [pə'tɪkjələ(r)] *adj.* 特别的；独有的

imply [ɪm'plaɪ] *vt.* 意味；暗示

relationship [rɪ'leɪʃ(ə)nʃɪp] *n.* 关系；关联

situation [sɪtju'eɪʃ(ə)n] *n.* 情况；形势；处境

master ['mɑːstə] *vt.* 掌握；精通

Exercises:

I. Decide whether the following statements are true (T) or false (F).

- () 1. Americans often greet each other simply with “Have you had your lunch?”
- () 2. Chinese people believe an informal greeting such as “Hi” implies a close and friendly relationship.
- () 3. Americans won't call one another by their first names, unless they know one another very well.
- () 4. We Chinese often use spoken language to greet each other while Americans use body language.
- () 5. There are many similarities in the way we greet each other between Chinese and native

speakers of English.

II. Put the following sentences into English with the help of the words or phrases given.

1. 我们常常使用一些肢体语言来互相问候，比如点头、微笑或者握手等。(greet)
2. 我们中国人和以英语为母语的人在互相问候方面有很多共同点。(share)
3. 但是由于文化差异，中国人和以英语为母语的人在问候语上还是有些差异的。(as a result of)
4. 在英语中这样的问候会被认为是一种邀请。(be regarded as)
5. 如果他们对中国文化知之甚少，他们可能会认为你在干涉他们的私事。(consider)

III. Working in pairs or small groups, build conversations in the following situations.

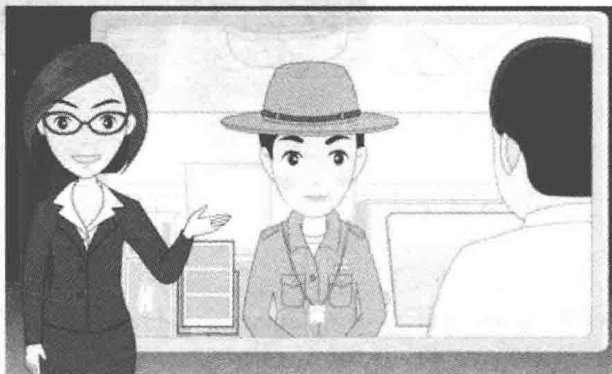
1. In a small town you bump into (偶遇) an old friend by chance. Greet him or her.
2. You are having a party in your house. Greet your guests as they arrive at your place and introduce them to each other.

Text B

Introductions

As to introductions, when you meet someone you do not know and you want to establish (建立) a friendly relationship with him or her, or just appear to be polite, you may introduce yourself first. Normally the other part will then introduce himself or herself to you. When you are introducing people to one another, your introduction should include names, appropriate titles (头衔) and a very brief (简短的) statement (陈述) of their relationship to you.

When you introduce yourself, you say: "I'm..." or "My name is..." or simply "Wang Dan", sometimes adding a bit of extra information—for instance, "I'm Wang Dan, a freshman here." Then each person says: "How do you do" to the other—it doesn't matter who speaks first. You usually shake hands when meeting someone for the first time, so when you say "How do you do", offer your hand.



In western countries, the general rule of making introductions is: to introduce the young to the old; to introduce the man to the woman; and to introduce junior (地位较低的) to senior (地位较高的). But in business circles, the principle is to introduce junior to senior, regardless of (不管) age and gender (性别). But the woman is introduced to the man first if both of them have the same status (身份).

Answer the following questions.

1. What does an introduction usually include?
2. What would you do if you want to get to know someone you are unfamiliar with?