



学前教育专业系列教材

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李 敏 唐冬梅 主编





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前言

纵观世界学前教育发展的历程,无不充盈着学术智慧的跨国交流与融合。无论是福禄贝尔、蒙台梭利、皮亚杰、杜威、维果茨基等人物,还是瑞吉欧、海因斯科普、华德福等为代表的流派,在深刻影响了本国本地区学前教育发展面貌的同时,也经由语言的翻译转换而漂洋过海,持续影响着包括中国在内的世界学前教育的格局。这当中存在着一个极为有趣的现象,那就是大凡要成为世界知名的人物或流派,似乎必须先登陆并站稳北美世界,再从美国出发进而影响全球。抛开政治和经济的原因不谈,语言在这其中发挥了极大的作用。无论历史是怎样造就这种局面的,目前的情况是,英语是世界上被最多国家所使用的官方语言,也是世界上最广泛的第二语言,还是与电脑和互联网最为密切的语言,世界上最重要的学术刊物也多使用英文。这就意味着,中国的学前教育事业发展要想与世界同步,并且期待着以中国的方式为全世界贡献智慧和力量,就不能不考虑借助英语的力量与全世界尤其是学前教育发达地区保持沟通。如此一来,广大学前教育工作者对于英语语言的学习,不仅是提升自身能力水平的私事,更是保持我国学前教育呈对外开放状态、试图跻身世界强列的公事和大事。

以上述方式所定位的英语学习,不是为了造就会说英语的幼儿园教师,也不是为了培养专门的幼儿园英语教师,而是试图以语言为工具和载体提升学前教育工作者在世界范围内进行文献查阅、话题研讨、思想交流、文本写作、课题研究等活动的能力水平,进而造就具有宽广国际视野的高素质学前教育工作者。公共英语课程的学习虽然对于提升个体的整体英语水平有帮助,但是由于各个专业领域的英语,无论在词汇还是文本风格方面都具有各自的独特性,因此,在高校开设专业英语课程已成为专业人才培养的共同趋势。然而,目前已有的《学前教育专业英语》教材多定位于培养儿童英语教师,这为现实中基于上述意图所开设的《学前教育专业英语》课程带来不少麻烦。在缺乏教材的情况下,一些教师搜集整理学术论文的中英文标题和摘要作为学习材料,一些教师直接选用国外的原版英文教材,还有一些教师则借用英文网站或期刊上的文章来进行教学。应该说,单就语言学习而言,在时间充分的情况下,这些方法都是有效的,甚至更应该推荐直接采用英文原版教材的方式。但是大学课程的学习时间必定有限,原版英文教材又难免存在价值立场等方面的诸多问题,如果有一本既简明扼要又体系完整的教材,无疑会大大提升课程教学效率。承蒙华东师范大学出版社蒋将女士的邀约与信任,虽深知水平有限而忐忑不已,我们却愿意为此而尽一些绵力。

虽然定位成英语教材,但为了与公共英语和培养幼儿园英语教师的教材相区别,我们有意在其中暗含关于世界学前教育发展格局、动态和研究方法等方面的内容,并试图使全书的各个单元能够汇总为一个相对完整的结构体系。因此,本书由相对独立但又相互关联的十个单元构成,即事业概况(Where Young Children Learn)、重要人物(Important Figures in ECE History)、儿童权益(Children's Rights)、儿童发展(Development and Learning in Early Years)、环境创设(Supportive and Enabling Environment)、游戏活动(The Values of Play)、课程纲要(National Curriculum Guidelines)、有效教学(Effective Practice for Quality Improving)、督导评估(Assessment and Evaluation)、教师发展(Being an ECE Professional)。

在每个单元中,分别设计了名言赏析、阅读理解、话题研讨、语言训练、拓展阅读等内容版块,以求提升学前教育专业工作者运用英语进行专业活动(查阅文献、交流研讨、文本写作)的整体水平。其中阅读理解(包含 Reading I 和作为拓展阅读资源的 Reading II)以及每个单元中特别设置的图表阅读讨论(Further Research)旨在提供本专业的相关资讯,其他版块旨在进行针对性语言训练。对于阅读理解和主要语言训练材料的文本来源,参照美国兰德公司《2012 年世界主要国家综合国力蓝皮书》以及同样发布于 2012 年由新加坡连氏基金支持的经济学家智囊团《良好开端》报告(该报告对世界 45 个国家和地区的学前教育发展水平进行了排名比较),我们秉持“取乎上得乎中”的理念,选择了综合国力和学前教育发展水平较为靠前的主要英语国家(美国、英国、新西兰)以及联合国儿童基金会、全美幼教协会等重要组织所发布的相关资料,力求原汁原味、视野宽广。

本书的结构框架以及各个单元的阅读理解材料和思考题目由李敏确定并整理编写,各个单元的结构由李敏和唐冬梅确定并由唐冬梅负责语言练习的统稿,同时唐冬梅还编写了 Unit 7 的语言训练内容。参与本书编写的还有成都大学外国语学院邹小奔老师(Unit 1、Unit 2、Unit 8、Unit 9、Unit 10)和熊亭玉老师(Unit 3、Unit 4、Unit 5、Unit 6),西南大学教育学部硕士研究生陈小凤、周艳玲、杨艳萍、胡雨洁、丘静等协助进行了词汇整理与编辑。全书最终统稿和校对由李敏和唐冬梅共同完成。在编写过程中,我们得到了成都大学和西南大学诸多老师和朋友的支持和帮助,特在此表达感谢。同时也向书中所引用的资料之作者和单位表示感谢。学海无涯、山外有山,虽诚意正心,但疏漏之处在所难免,恳请读者在使用过程中提出宝贵意见和建议,以便我们进一步完善。更加欢迎有上乘之作,果真抛砖引玉,也是乐事。

李 敏 唐冬梅

2014 年 10 月

Contents

Unit 1	Where Young Children Learn	1
Reading I	Different Early Childhood Education (ECE) Programs in the United States	1
Part I	Comprehensive Exercise; Content Questions	7
Part II	Language Drills	7
Part III	Extended Questions	9
Reading II	Choices in Early Childhood Education (ECE) in New Zealand	10
Unit 2	Important Figures in ECE History	15
Reading I	From Comenius to Gardner	15
Part I	Comprehensive Exercise; Content Questions	19
Part II	Language Drills	20
Part III	Extended Questions	22
Reading II	In memoriam; David P. Weikart; 1931 – 2003	23
Unit 3	Children’s Rights	27
Reading I	Understanding the Convention on the Rights of the Child	27
Part I	Comprehensive Exercise; Content Questions	33
Part II	Language Drills	34
Part III	Extended Questions	36
Reading II	How Does a Ball Help Change the Lives of Children?	37
Unit 4	Development and Learning in Early Years	41
Reading I	Principles of Child Development and Learning that Inform Practice	41
Part I	Comprehensive Exercise; Content Questions	48

	Part II Language Drills	48
	Part III Extended Questions	51
Reading II	Early Childhood Development: Why Is It Important?	51
Unit 5	Supportive and Enabling Environment	55
Reading I	Arranging the Active Learning Environment	55
	Part I Comprehensive Exercise: Content Questions	61
	Part II Language Drills	61
	Part III Extended Questions	63
Reading II	Key Aesthetic Considerations for an Early Childhood Environment	64
Unit 6	The Values of Play	69
Reading I	The Definition of Play Gives Insights	69
	Part I Comprehensive Exercise: Content Questions	73
	Part II Language Drills	74
	Part III Extended Questions	76
Reading II	Play and the Child's Sense of Self	76
Unit 7	National Curriculum Guidelines	80
Reading I	National Curriculum Guidelines in Finland, England, and New Zealand	80
	Part I Comprehensive Exercise: Content Questions	86
	Part II Language Drills	86
	Part III Extended Question	88
Reading II	The Early Learning Goals in EYFS	89
Unit 8	Effective Practice for Quality Improving	94
Reading I	Improving Program Quality Through Effective Practice	94
	Part I Comprehensive Exercise: Content Questions	101
	Part II Language Drills	101
	Part III Extended Questions	104

Reading II	Planning for Positive Guidance; Powerful Interactions	
	Make a Difference	105
Unit 9	Assessment and Evaluation	110
Reading I	The Quality of Assessment in Early Childhood Education	110
	Part I Comprehensive Exercise; Content Questions	116
	Part II Language Drills	116
	Part III Extended Questions	119
Reading II	Assessment Policy in England	120
Unit 10	Being an ECE Professional	124
Reading I	The Knowledge Base and Ethical Commitment of ECE	
	Professionals	124
	Part I Comprehensive Exercise; Content Questions	129
	Part II Language Drills	130
	Part III Extended Questions	132
Reading II	Teacher-As-Researcher	133
Appendix 1	Keys for Language Drills	138
Appendix 2	Glossary	145

Unit 1

Where Young Children Learn

The best school, after all, for the world of childhood, is not the school where children know the most answers, but the school where children ask the most questions.

(Joe Coe)

Young children are interesting and appealing, but they are also sensitive and vulnerable. How we care for them, what we do and say each day affects their happiness and well-being as they grow.

(Hendrick)

Reading I

Different Early Childhood Education (ECE) Programs in the United States*

As an early childhood educator, you will have a choice of age groups with which you can work. Although the early childhood years typically cover from birth to age 8, different programs divide these ages in different ways. Some schools and centers segregate each age group, making it possible to focus on the changing needs of the child at each identifiable stage. Others place two or more age groups together so that children can learn from each other and also share their growing knowledge and expertise. There are advantages and disadvantages to each approach, and as you work with children of different ages, you will no doubt discover that you have some preferences. There may even be some ages you are not comfortable working with at all. Try to identify your preferences and capabilities during your teacher education, as this is the time when it is easiest to experiment, take risks, and learn from others' feedback.

Following are descriptions of places young children learn outside of their homes, and the ages generally associated with each setting.

1. Nursery School and Preschool

The concept of nurturing very young children lay behind the creation and naming

* 资料源自:Suzanne L. Krogh, Kristine L. Slentz 著 *Early Childhood Education: Yesterday, Today, and Tomorrow* (Second Edition). Routledge Press, 2010. 略有修改。

of the nursery school. At the turn of the 20th century, Margaret and Rachel McMillan noted with dismay the sad state of health of many of England's youngsters. The sisters were inspired to create a school designed to give children plenty of fresh air, good food, and hygiene in addition to academics and socialization through play. Their employees were qualified both as nurses and as teachers. When transported to the United States, nursery schools often became cooperatives, with parents sharing the responsibilities of running them, thus keeping costs down. Children who attend nursery schools are generally between the ages of 2 and 4, or even 5.

The term preschool is often used interchangeably with nursery school. It is, however, a more modern term, implying a strong focus on academics and socialization as preparation for school, and less emphasis on nutrition and hygiene. Attendance ages are the same.

2. Early Intervention Services

Specialized services for infants and toddlers (ages of birth to 3 years) who experience disabilities or have delayed development have been available in the United State and Canada for more than 20 years. Early intervention services provide individually designed assessment, therapeutic and development programs funded by a patchwork combination of federal, state and provincial school districts, and private schools.

3. Kindergarten

Typically, kindergarten is a single-year learning experience, immediately preceding first grade. As originally created by Friedrich Froebel in mid-19th-century Germany, it was for children between the ages of 4 and 6. In many countries it remains so today. However, as public elementary schools in the United States added a one-year kindergarten to their regular programs, and so more and more children began to attend preschool and child care, the role of kindergarten began to change. It may still be the bridge that Froebel envisioned between home and the primary grades for many children, but it has also become a transition experience following preschool or child care. Kindergarten curricula vary depending on the philosophy of the school or district. Traditionally, the focus was on play with one academic purpose — readiness for first grade. In recent years, kindergartens have become much more academic, a move that has produced some degree of controversy.

4. Transitional Kindergarten, Pre-First Grade, and Interim First Grade

Some children do not seem ready to enter the primary grades after one year of

kindergarten. To ensure success in later years, transitional programs were created. Some educators, referring back to the work of Arnold Gesell, believe that if children appear to be at risk for academic failure, it is better to hold them back at this time than later, when the feeling of failure can be more damaging, academic momentum is lost, and — friends may be forever separated.

In today's climate of rigorous academic standards in all grades, it is considered essential that children enter first grade with a good start on identifying letter-sound relationships, counting, following directions, working on paper-and-pencil tasks, raising hands, and following other classroom protocols such as speaking only in turn. Many states have some form of transitional kindergarten, to insure that children enter first grade ready to engage in learning how to read, write, add, and subtract.

5. Developmental Preschool and Kindergarten

In the United States, federal legislation requires that local school districts provide special education services for all eligible children beginning at age 3. Half-day developmental preschool classrooms are the most common setting for delivery of specialized instruction and related therapeutic services for 3-to-6-year-olds. Because public schools routinely serve the general population of preschoolers, developmental preschools have traditionally served only children with disabilities and developmental delays. The benefits of inclusion, however, have prompted many districts to explore creative alternatives to self-contained special education classroom for preschoolers. Many districts have begun to enroll typically developing preschool peers in developmental preschool classrooms, or to provide special education services to eligible children in community child-care and preschool programs.

In addition to the transitional programs previously described, a number of larger American school districts have designed alternate models rather than adhering strictly to age 5 or a specific group of skills as kindergarten entry requirements. One such program is supplementary kindergarten, which young students attend every day and for increasingly longer days to receive additional instruction preparation for education kindergarten classroom, sometimes offered as a supplementary program to regular kindergarten attendance.

6. Head Start

Head Start is a federally funded preschool program for children at risk for school failure because of economic disadvantage; children are eligible for Head Start based on family income. The program primarily serves children over the age of 3, but there are

some home-based services for younger ages, Early Head Start for children aged at birth to 3, and a few primary-grade pilot programs. Although it is now comprehensive in scope, with benefits for the entire family, Head Start was begun in 1965 as a summer-only program focusing on pre-kindergartners' health and social development. President Lyndon Johnson's War Against Poverty promoted much creative thinking from the various governmental "warriors," and a number of social programs were begun almost simultaneously. Head Start was one of them and was viewed as a way to close the gap between the lives of economically disadvantaged children and those of their wealthier peers during the summer before the start of school. Today, children may attend Head Start for two years, and programs have academic orientations along with health and socialization.

7. Primary Grades

Traditionally, early childhood education has been thought of as encompassing children from birth to age 8. In some ways, ages 6 through 8 are transitional years between early and middle childhood. The primary grades, 1 through 3, are concerned with educating children during this transition. Teachers in the first three grades often have been trained in early childhood as well as in elementary education. Primary teachers are charged with introducing young children to all the academic subjects they will encounter for the next several years of their lives: literacy, oral and written language, mathematics, science, social studies, and the arts. However, because these are transitional years, separating the subject areas and teaching them formally is not usually the best approach. Primary grade teachers generally find themselves seeking ways to integrate the curriculum into more meaningful themes, topics, or projects.

8. Child Care

The purpose of child care is to provide a secure and happy place for young children while their parents work. Typically it serves children from birth to school age, but it can also provide after-school care for older children. Types of child-care centers vary widely. Family day care is common and popular and is usually provided by a mother who wishes to stay home with her own children while earning income by caring for other children. Corporate or employer child care is provided by a company for its employees, although outsiders are often permitted if space is available. Proprietary child care is offered by for-profit organizations, some of them regional or national chains or franchises. Educational components in child-care settings vary widely and at times may not exist at all.

Vocabulary

academic [ˌækə'demɪk]	<i>adj.</i> used to describe things that relate to the work done in schools, colleges, and universities, especially work that involves studying and reasoning rather than practical or technical skills 学术上的
alternative [ɒl'tɜːnətɪv]	<i>n.</i> If one thing is an alternative to another, the first can be found, used, or done instead of the second 替代品
approach [ə'prəʊtʃ]	<i>n.</i> ideas or actions intended to deal with a problem or situation 方法; 途径
capability [ˌkeɪpə'bɪləti]	<i>n.</i> the ability or the qualities that are necessary to do something 能力; 才能; 本领; 技能
creative [kri'eɪtɪv]	<i>adj.</i> A creative person has the ability to invent and develop original ideas, especially in the arts 有创造力的
disadvantaged [ˌdɪsəd'væntɪdʒd]	<i>adj.</i> marked by deprivation especially of the necessities of life or healthy environmental influences 贫困的; 处于不利地位的; 社会地位低下的
eligible ['elɪdʒəbl]	<i>adj.</i> Someone who is eligible to do something is qualified or able to do it, for example, because he is old enough 有资格的
employee [ˌemplɔɪ'i:]	<i>n.</i> 员工; [劳经]雇员; 从业人员
encompass [ɪn'kʌmpəs]	<i>v.</i> If something encompasses particular things, it includes them 包括, 包含
encounter [ɪn'kaʊntə]	<i>vt.</i> to meet with a person or thing 遭遇, 遇到
entry ['entri]	<i>n.</i> If you gain entry to a particular place, you are able to go in 进入许可
envision [ɪn'vɪʒn]	<i>vt.</i> to imagine what a situation will be like in the future 想象; 预想
expertise [ˌekspɜː'tiːz]	<i>n.</i> special skill or knowledge that is acquired by training, study, or practice 专门技能(或知识), 专长
for-profit [fɔː'prɒfɪt]	<i>adj.</i> with the aim of making a profit 以盈利为目的的
gap [ɡæp]	<i>n.</i> a space between two things or a hole in the middle of something solid 缺口; 裂缝。
hygiene ['haɪdʒɪn]	<i>n.</i> the practice of keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases 卫生; 卫生学; 保健法
integrate ['ɪntɪɡreɪt]	<i>vt.</i> make into a whole or make part of a whole 使……完整; 使……成整体
legislation [ˌledʒɪs'leɪʃən]	<i>n.</i> a law or laws passed by a government 法律, 法规
momentum [məʊ'mentəm]	<i>n.</i> If a process or movement gains momentum, it keeps developing or happening more quickly and keeps becoming less likely to stop 势头
patchwork ['pætʃ'wɜːk]	<i>n.</i> quilt, cushion, or piece of clothing made by sewing together small pieces of material of different colours or patterns 拼缝物, 拼缀物; 混合物

promote [prə'məʊt]	<i>vt.</i> If people promote something, they help or encourage it to happen, increase, or spread 促进
proprietary [prə'praɪətəri]	<i>adj.</i> protected by trademark or patent or copyright; made or produced or distributed by one having exclusive rights 所有的;专利的;私人拥有的
protocol ['prəʊtə'kɒl]	<i>n.</i> a system of rules about the correct way to act in formal situations 协议;礼仪礼节
routinely [ru'tɪnli]	<i>adv.</i> If something is routinely done, it is done as a normal part of a job or process 例行地;常规性地
simultaneous [saɪmə'l'teɪniəs]	<i>adj.</i> at the same instant 同时发生(或存在)的;同时进行的,同步的
therapeutic [θerə'pjʊtɪk]	<i>adj.</i> If something is therapeutic, it helps you to relax or to feel better about things, especially about a situation that made you unhappy (尤指不开心的情况下)使人放松心情
transitional [træn'zɪʃənəl]	<i>adj.</i> A transitional period is one in which things are changing from one state to another 变迁的;过渡期的
vary ['veri]	<i>vi.</i> If things vary, they are different from each other in size, amount, degree etc. 不同,有差异
widely ['waɪdli]	<i>adv.</i> to or over a great extent or range; far 广泛地

Notes

Arnold Gesell

Arnold Lucius Gesell (June, 21st 1880 May, 29th, 1961) was a psychologist and pediatrician who helped develop the field of child development. Gesell was born in Alma, Wisconsin, whose dysgenic qualities Gesell later analyzed in *The Village of a Thousand Souls*. He was the eldest of five children and the son of a photographer and a teacher, individuals who were both interested in education. Watching his younger siblings learn and grow helped to establish in him an interest in children.

阿诺德·格塞尔的成就是首创用电影机研究正常婴儿和儿童的躯体和心理发育。他出生于美国威斯康星州的艾玛(Alma),逝于美国康涅狄格州纽黑文。

Friedrich Froebel

Friedrich Wilhelm August Fröbel (or Froebel) (April 21, 1782 – June 21, 1852) was a German pedagogue, a student of Pestalozzi who laid the foundation for modern education based on the recognition that children have unique needs and capabilities. He created the concept of the “kindergarten” and also coined the word now used in German and English. He also developed the educational toys known as Froebel Gifts.

弗里德里希·威廉·奥古斯特·福禄贝尔(德语:Friedrich Wilhelm August Fröbel,1782年4月21日—1852年6月2日),德国教育家,被公认为是19世纪欧洲最重要的几位教育家之一。现代学前教育的鼻祖。他不仅创办了第一所称为“幼儿园”的学前教育机构,他的教育思想迄今仍在主导着学前教育理论的基本方向。福禄贝尔的教育思想与实践对世界各国幼儿教育的发展有着深远的影响。

Margaret and Rachel McMillan

Margaret McMillan (1860 – 1931) and her sister Rachel McMillan (1859 – 1917) were social reformers in England tackling the problems of poverty as a result of the Industrial Revolution. They focused on improving the lives of the “slum child”. They advocated for school meals and open one of England’s first school-based health clinic. In 1911, they began the Open-Air Nursery School and Training Centre in London, which was attended by 30 children between 18 months and 7 years old. They called their program a “nursery school”, to demonstrate their care and concern with nurture as well as learning.

Part I Comprehensive Exercise: Content Questions

1. Why did some schools and centers segregate each age group?
2. What inspired Margaret and Rachel McMillan to create the nursery school?
3. Is there any difference between nursery school and preschool?
4. Who was the creator of kindergarten?
5. What changes have taken place between traditional and recent year kindergartens?
6. Why do many states in the United States have some form of transitional kindergarten?
7. What is supplementary kindergarten?
8. When did Head Start program begin?
9. How is Head Start program viewed in the United States?
10. What are primary teachers charged with?
11. Name a few types of child-care centers.
12. What is the purpose of child care according to the author?

Part II Language Drills

- 1 Fill in the gaps with words or phrases given in the box. Change the form where necessary.

transitional	service	attend	damage	between	general
along	supplementary	focus	primarily	enroll	with

- 1) Some schools and centers segregate each age group, making it possible to _____ on the changing needs of the child at each identifiable stage.
- 2) Children who attend nursery schools are _____ between the ages of 2 and 4, or even 5.
- 3) Early intervention _____ provide individually designed assessment, therapeutic and development programs funded by a patchwork combination of federal, state and provincial school districts, and private schools.
- 4) It may still be the bridge that Froebel envisioned _____ home and the primary grades for many children, ...
- 5) ... And so more and more children began to _____ preschool and child care ...
- 6) Traditionally, the focus was on play _____ one academic purpose — readiness for first grade.
- 7) When the feeling of failure can be more _____, academic momentum is lost ...
- 8) Many districts have begun to _____ typically developing preschool peers in developmental preschool classrooms.

- 9) One such program is _____ kindergarten, which young students attend every day and for increasingly longer days to receive additional instruction preparation for education kindergarten classroom.
- 10) The program _____ serves children over the age of 3, but there are some home-based services for younger ages.
- 11) Today, children may attend Head Start for two years, and programs have academic orientations _____ with health and socialization.
- 12) However, because these are _____ years, separating the subject areas and teaching them formally is not usually the best approach.

2 Please complete a sentence using the given words. The words are not necessarily given in the needed order, and change the form where necessary.

- 1) many states, of transitional kindergarten, have some form, ready to engage in learning how to read, children enter first grade, write, add, to insure that, and subtract
- 2) the benefits of inclusion, have prompted many districts, to explore creative alternatives to, self-contained, however, classroom, special education, for preschoolers
- 3) one such program, which young students, is supplementary kindergarten, attend every day, and for, to receive additional instruction for education kindergarten classroom, increasingly longer days
- 4) Head Start is, based on family income, for children at risk for school failure because of economic disadvantage, children are eligible for Head Start, a federally funded preschool program
- 5) the primary, are concerned, grades, 1 through 3, children, during, with educating, this transition
- 6) child care, is provided by a company, if space is available, for its employees, although outsiders are, corporate or employer, often permitted

3 Now put into each gap of the sentences a proper word from the list.

safety: state of being safe from harm or danger

safe: not causing or undergoing physical harm or danger; a strong metal cabinet with special locks

- 1) The files are now in a _____ to which only he has the key.
- 2) Consumers are showing growing concern about the _____ of the food they buy.
- 3) There is grave concern for the _____ of witnesses.
- 4) The built-in _____ device compensates for a fall in water pressure.
- 5) If you want to play _____, cut down on the amount of salt you eat.
- 6) I had a huge responsibility to ensure these packets remained in _____ hands.
- 7) The fact woke them up to the need for the _____ precaution.
- 8) I will answer for her _____.

4 Read the passage carefully until you get its main idea, and then select one appropriate word for each gap from the box following the passage.

In the United States, federal legislation 1) _____ that local school districts provide special education services for all 2) _____ children beginning at age 3. Half-day developmental preschool classrooms are the most common setting for delivery of 3) _____ instruction and related therapeutic services for 3-to-6-year-olds. Because public schools do not routinely serve the general population of preschoolers, 4) _____ preschools have traditionally served only children with disabilities and developmental delays. The 5) _____ of inclusion, however, have prompted many districts to explore 6) _____ alternatives to self-contained special education classroom for preschoolers. Many districts have begun to enroll typically developing preschool peers in developmental preschool classrooms, or to provide special education services to eligible children in community child-care and preschool programs.

In addition to the transitional programs previously described, a number of larger American school districts have designed 7) _____ models rather than adhering strictly to age 5 or a specific group of skills as kindergarten entry requirements. One such program is supplementary kindergarten, which young students attend every day and for increasingly longer days to 8) _____ additional instruction 9) _____ for education kindergarten classroom, sometimes offered as a supplementary program to regular kindergarten 10) _____.

receive	eligible	creative	attendance	developmental	requires
alternate	preparation	benefits	specialized	traditionally	therapeutic

5 Translation

Translate the sentences into English, using the words or phrases in the brackets.

- 1) 所有的 ECE 服务项目,包括通过认证的托儿所,受教育部的监管。(be regulated)
- 2) 也有一些服务项目是人们在他们的家中为你的孩子提供教育和照料。(in which)
- 3) 由教育部授权的教育护理中心提供全天或部分时间的服务。(be licensed)
- 4) 在中心任职者至少半数人是注册教师,持有 ECE 教学文凭或类似资格。(in charge of)
- 5) 以社区为基础的幼儿游戏班给予家长、家庭和看护人提供相聚的机会,并且为孩子们提供游戏节目。(caregivers, meet together)

Part III Extended Questions

1 Discussion

- 1) What's the difference between a preschool and a kindergarten?
- 2) What are the differences between Chinese and American kindergartens?