



全国学前教育专业（新课程标准）“十二五”规划教材

# 学前英语

## 综合练习 5

总主编 姚 丹 本册主编 姚 丹 李章华 黄 芳



华东师范大学出版社



全国学前教育专业（新课程标准）“十二五”规划教材  
全国教育科学“十五”、“十一五”规划  
教育部重点课题“学前双语教育师资培训研究”成果

# 学前英语

## 综合练习 5

总主编 姚 丹      本册主编 姚 丹 李章华 黄 芳



复旦大學出版社

图书在版编目(CIP)数据

学前英语综合练习. 第5册/姚丹总主编;姚丹,李章华,黄芳本册主编.

—上海:复旦大学出版社,2013.9

全国学前教育专业(新课程标准)“十二五”规划教材

ISBN 978-7-309-10035-8

I. 学… II. ①姚…②李…③黄… III. 学前教育-英语课-幼儿师范学校-习题集  
IV. G613.2-44

中国版本图书馆 CIP 数据核字(2013)第 209516 号

学前英语综合练习(第5册)

姚丹 总主编 姚丹 李章华 黄芳 本册主编  
责任编辑/查莉

复旦大学出版社有限公司出版发行

上海市国权路 579 号 邮编:200433

网址:fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售:86-21-65642857 团体订购:86-21-65118853

外埠邮购:86-21-65109143

江苏省句容市排印厂

开本 890 × 1240 1/16 印张 9.5 字数 280 千

2013 年 9 月第 1 版第 1 次印刷

ISBN 978-7-309-10035-8/G · 1231

定价: 20.00 元

---

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。

版权所有 侵权必究

## 内 容 提 要

《学前英语》（基础册—第5册）是一套专门为学前教育专业和学前英语或双语教育专业设计的英语综合教材。全套教材包括《综合教程》、《综合练习》、《教学参考书》及配套的听力音像资料。

本书为《综合练习》（第5册）。全书共10个单元，供一学年使用。每单元分为两大部分：第一部分紧扣单元主题，为单元主要内容的拓展练习；第二部分为全国英语等级考试模拟练习，旨在帮助学生进行全国英语等级考试过级训练。

《综合练习》主要是配合《综合教程》的课后练习做进一步的拓展训练，为学生提供更多的练习机会，以提高英语应用能力。本书听力音频在《综合教程》配套MP3光盘内。

# 《学前英语综合练习》(第五册)

## 编写人员

顾问 郭亦勤  
总主编 姚丹  
本册主编 姚丹 李章华 黄芳  
本册副主编 王维

编写人员(按姓氏笔画排列)

王华宝	王芳幼	王改丽	王维	龙喆	叶虹	刘玉侠
刘秀玲	刘健健	刘翊	刘群	孙星	李海喃	张莹
陈一丹	顾丽梅	郭晶晶	黄燕萍	崔海燕	梁伟涛	韩明茗
曾奕晖	廖绒绒	潘建萍				

参加本书编写的学校(排名不分先后)

天津师范大学学前教育学院  
潍坊学院幼教特师范学院  
琼台师范高等专科学校  
泉州师范学院外语学院  
泉州幼儿师范高等专科学校  
石家庄幼儿师范高等专科学校  
哈尔滨幼儿师范高等专科学校  
九江职业大学学前教育系  
广东外语艺术职业学院  
衡阳幼儿师范学校  
唐山师范学院玉田分校  
北京培黎职业学院



# 前 言

《学前英语》是专门为学前教育专业和学前英语或双语教育专业设计的英语综合教材。全套教材包括《综合教程》(基础册—第5册)、《综合练习》(基础册—第5册)、《教学参考书》(基础册—第5册)及配套的听力音像资料。

21世纪是我国在各领域发生深刻变革的时代。随着我国进入世贸组织,与世界接轨,外语教育越发受到广泛重视。在学前开展英语教育已成为一种趋势,这是新时期教育改革的一个重要组成部分,也是社会、经济发展的需要。学前教育专业的学生学习行业英语,既是对学生进行语言和文学素质的培养,又为今后工作的实际运用储备能量。为了把学前教育和英语教育有效地融合起来,体现学前教育加英语教育的特色,《学前英语》教材编写组进行了充分的调研,组织了参与全国教育科学“十五”和“十一五”规划课题“学前双语教育师资培养研究”的子课题研究单位以及国内重点幼师院校的一线教师编写了本套教材。在编写过程中改革了学前教育和英语教育的课程内容,整合两者的综合知识,强化了学生从事学前英语教育的能力,为我国学前英语教育领域提供了一套科学性强、适用性好的教材。

《学前英语》系列教材以教育部颁发的《高职高专教育英语课程教学基本要求(试行)》和《全国英语等级考试(PETS)考试大纲》为依据,以“培养实用性人才”为基本原则,以学前教育五大领域为主线,主题鲜明,突出了教学内容的实用性、针对性和可操作性,强化了学生语言运用实践能力的培养。

《综合教程》第5册共10个单元,全书以学前教育的相关主题为主线进行编写,适用于三年专及学前英语或双语教育专业的高年级学生。每单元包括听说(Listening and Speaking)、阅读(Reading)、语法和修辞(Grammar and Rhetoric)、写作(Writing)和开心一刻(Fun Time)。

《综合练习》第5册共10个单元,每单元包括两部分。第一部分紧扣单元主题,为单元主要内容的拓展练习;第二部分为全国英语等级考试模拟练习,旨在帮助学生进行全国英语等级考试过级训练。

《教学参考书》第5册共10个单元,每个单元根据《综合教程》的相关内容配有教学建议、听力原稿及译文、背景知识、课文译文、课文逐段详解、生词和词组例句及译文、习题答案及讲解等。

本教材具有以下特点:

**1. 体例规范, 题材新颖。** 本册教材以学前教育相关话题为主题,材料选自权威文章,题材新颖,题型以信息输入与知识输出练习相配套。每单元包括听说、阅读、语法和修辞、写作和开心一刻,兼顾英语学习的听、说、读、写、译五个方面的综合技能训练。

**2. 贴近行业, 注重听说。** 根据学前教育的特点,突出听说能力的培养。每单元的 Listening and Speaking, 充分训练学生的英语听说能力;每单元的 Speaking 配有与主题相匹配的图片和 Useful Expressions,能帮助学生更好地理解 and 完成口语练习的任务。

**3. 立足学前, 生动活泼。** 教材的 Fun Time 由 English Short Play 和 Handwork for Children/Scientific Experiment for Children 两部分组成。英语短剧表演和手工小制作/科学小实验是学前英语教育的组成部分。通过 Fun Time 的教学,能更好地培养学生从事学前英语教育的能力;同时, Fun Time 也为学生今后从事学前英语教学提供了丰富的教学素材。

**4. 讲练结合, 学以致用。** 教材注重实用性,认真贯彻“学一点、会一点、用一点”的原则,以学生为主体,充分发挥教师和学生的主体作用,让学生在互动中学习英语,在快乐中学习英语。教材旨在通过教师的“精讲”和学生的“多练”,做到学中有练,练中有学。教材配备了练习册,通过听、说、读、写、译各种形式的课堂内外的实践,培养学生具有扎实的英语语言基础和较强的英语综合运用能力。

**5. 由浅入深, 循序渐近。** 教材对内容的难度、梯度都进行了较为科学合理的设置。文章以一般性阅读材料为主,在文章的长度和生词量的设计上梯次递进。在练习册中,教材配备了全国英语等级考试(PETS)相关题型,以满足部分学生参加英语水平等级考试的训练需求。

**6. 立体教学, 新颖便捷。** 我们充分运用先进的科学技术,制作了与课本相配套的多媒体助学光盘,包括学生用书和练习册的听力朗读、英语短剧等有声资料,使课堂教学更加生动、直观、便捷。同时,全国教育科学“十一五”规划课题“学前双语教育师资培养研究”评选出的优秀双语示范课及说课光盘,可作为学生将来从事幼儿园教学的参考资料。

本册总主编姚丹,编写人员分工如下: Unit 1: 刘秀玲; Unit 2: 韩明茗; Unit 3: 曾奕晖、龙喆; Unit 4: 王维、刘玉侠; Unit 5: 叶虹、李海喃; Unit 6: 刘翊; Unit 7: 顾丽梅、廖绒绒; Unit 8: 崔海燕、潘建萍; Unit 9: 王华宝、黄燕萍; Unit 10: 梁伟涛、刘群。口语: 陈一丹(1—3单元)、张莹(5、7单元)、郭晶晶(4、6、8、9、10单元)。语法: 孙星、刘健健(1—4单元)、王改丽(5—6单元)、王芳幼(7—10单元)。本书语法与修辞部分由黄怀飞审稿,全书由李章华、黄芳统稿。

本套教材遵循的是崭新的编写思路,是由专家、学者及一线教师共同打造的系统工程,倾注了编者无数的心血和汗水。但由于编者水平有限,疏漏和不妥之处在所难免,恳请专家和读者不吝指正。

编 者

2013年7月

# 使用说明

本书为《学前英语综合练习》第5册,全书共10个单元。每单元分为两大部分:第一部分紧扣单元主题,为单元主要内容的拓展练习;第二部分为全国英语等级考试模拟练习,旨在帮助学生进行全国英语等级考试过级训练。

第一部分包括 Speaking, Words and Expressions, Sentences Translation, Multiple Choice, Grammar Exercises 5个板块。

**Speaking** 模拟全国英语等级考试三级口试的模式,旨在帮助学生熟悉三级口试的题型,训练学生的口语表达能力。

**Words and expressions** 的内容涵盖课文,要求根据所给词的正确形式填空,旨在帮助学生更好地运用所学的词汇。

**Sentences translation** 根据课文内容设5个中文句子,要求学生将其翻译成英文。

**Multiple choice** 设计15个小题,全面考查学生对词汇、句型和语法的掌握。

**Grammar exercises** 围绕单元语法和修辞知识,设计拓展练习,加强学生对单元语法和修辞知识的学习与掌握。共有3种题型:单项选择、用所给动词的正确形式填空和句子改错。

第二部分为全国英语等级考试三级水平的模拟练习,共有4个板块: Listening Comprehension, Use of English, Reading Comprehension 和 Writing。

**Listening Comprehension**(听力理解)分为两部分: Part A 和 Part B, Part A 由10个短对话构成, Part B 由1个长对话和1个独白构成,学生根据所听到的内容完成选择; **Use of English**(英语运用)1篇(20个空格),考查学生阅读能力及运用语言基础知识的能力; **Reading Comprehension**(阅读理解)共2篇,后设单选题,考查学生对文章大意的把握及细节的观察; **Writing**(写作)考查学生的写作能力。

在本册练习册的最后还附有练习答案和听力原文,供教师讲解或学生自学时使用。

《综合练习》主要是配合学生用书做进一步的拓展练习,为不满足于课堂练习的学生提供更多的练习机会。第二部分题型对于拟参加全国英语等级考试或其他系统的英语水平等级考试的学生是很好的应试训练,能培养学生较好的自学能力。



本书可由学生自主学习,也可由教师在课堂上择要讲解。如果使用本书的学校选择让学生自主学习本练习册,我们建议教师在学生初次使用本书时给予一定的指导。本书的听力朗读附在《综合教程》配套光盘中。

编 者

2013 年 7 月

# *Contents*

Unit 1	What Is Creativity .....	1
Unit 2	Special Children .....	10
Unit 3	Orff Teaching Method .....	19
Unit 4	Multiple Intelligences .....	28
Unit 5	Psychological Development of Children .....	37
Unit 6	Construction of Games .....	47
Unit 7	Early Childhood Education .....	56
Unit 8	Practice of Montessori .....	65
Unit 9	Environmental Establishment of Kindergartens .....	74
Unit 10	Children's Personality .....	83
	Key and Scripts .....	92



# Unit 1

## What Is Creativity

### Part One

#### I . Speaking (2 minutes)

Interlocutor:

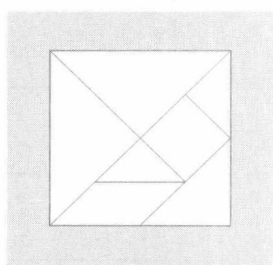
Now, I'd like you to talk about something between yourselves.

(Place a picture sheet in front of Candidate A.)

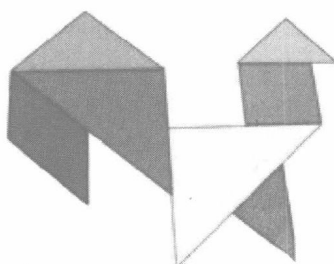
Candidate A, here are your three pictures of several pieces of different shapes called tangram (七巧板):

1. seven-piece puzzle in a square (original form);
2. seven-piece boards appearing in the shape of a beautiful rooster (公鸡);
3. seven-piece boards appearing in the shape of figures from 1—9.

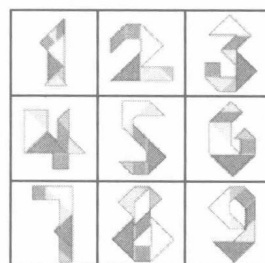
Please let Candidate B have a look at them.



1.



2.



3.

Candidate A, I'd like you to describe each picture and tell us what you think about it. Remember you have only about one and a half minutes for this. Don't worry if I interrupt you, OK?

Thank you.

(Retrieve the picture.)

Candidate B, is there anything else you'd like to say about the picture?

(图片来源: [http://gaoxiao.fillseo.com/gengduotupian/qiqiaoban/list\\_2.html](http://gaoxiao.fillseo.com/gengduotupian/qiqiaoban/list_2.html))

II. Fill in the blanks with the given words from the text in their proper forms.

perceive	originally	compensate	utilize	inquisitive
wondrous	effective	perfect	inherent	due

1. The students \_\_\_\_\_ that his behavior had changed recently.
2. This is a mark that discriminates the \_\_\_\_\_ from the copy.
3. That means some other component of demand must increase to \_\_\_\_\_ for the reduced consumption.
4. Curiosity may have killed the cat, but fortunately for this \_\_\_\_\_ cow it only brought embarrassment.
5. Once you have a solid written plan, the next trick is to learn how to work it \_\_\_\_\_.
6. As you have probably experienced, one of the challenges \_\_\_\_\_ in today's web environment is that everyone expects things to be free.
7. After all, we come to love not by finding a perfect person, but by learning to see a(n) \_\_\_\_\_ person perfectly.
8. One of those new models is \_\_\_\_\_ social media to attract new customers or create more loyal customers.
9. When does the bill become \_\_\_\_\_?
10. The sunshine floods the sleepy village street, a storm has left everything drenched, and \_\_\_\_\_ refreshed.

III. Translate the following sentences from Chinese into English.

1. 她的勤奋弥补了她的智力欠佳。(compensate for)  
\_\_\_\_\_.
2. 现在回想起来,真的挺惊讶他们那时居然那么有耐心跟我合作。(in retrospect)  
\_\_\_\_\_.
3. 我们的好奇会不会最终导致我们的毁灭呢?(inquisitive)  
\_\_\_\_\_.
4. 就是在这点上我怀疑这项研究的原创性。(It's... that...)  
\_\_\_\_\_.
5. 我从她那里根本得不到什么。(perceive... from...)  
\_\_\_\_\_.

IV. Choose the best answer.

1. The animal's good sense of smell \_\_\_\_\_ its poor eyesight.  
A. compensates for    B. compete for    C. compare to    D. complain about
2. Hard work can often \_\_\_\_\_ a lack of ability.  
A. make use of    B. make up for    C. come up    D. catch up
3. He has impressed his employers considerably and \_\_\_\_\_ he's soon to be promoted.  
A. eventually    B. yet    C. finally    D. accordingly
4. The law is no longer \_\_\_\_\_.  
A. efficient    B. effective    C. effectual    D. efficacious

5. The enemy forces is \_\_\_\_\_ in numbers.  
A. superb                      B. super ordinate              C. superior                      D. supercilious
6. Only in this way \_\_\_\_\_ solve this serious problem properly.  
A. we shall                      B. can we                      C. we can                      D. it we can
7. It is the capability of noticing things \_\_\_\_\_ may help us look at or think about something in a new way.  
A. it                      B. that                      C. this                      D. the one
8. Curiosity and creativity are interdependent \_\_\_\_\_ each other.  
A. for                      B. to                      C. in                      D. on
9. He took the machine apart to show every detail of its \_\_\_\_\_.  
A. operation                      B. generation                      C. application                      D. utilization
10. It was \_\_\_\_\_ twelve o'clock last night that I went to bed.  
A. until                      B. until not                      C. not until                      D. till
11. And when creativity is \_\_\_\_\_ and results in things which never existed before, one gets more and more inquisitive about things happening all around him.  
A. in retrospect                      B. in store                      C. in full operation                      D. lack of
12. Basic skills can sometimes *compensate for* the lack of creativity. *Compensate for* here means \_\_\_\_\_.  
A. make up                      B. make use of                      C. make up for                      D. think up
13. Only when a child is curious enough about things around him can he \_\_\_\_\_ his mind and generate something creative.  
A. operate                      B. open up                      C. utilize                      D. involve
14. It was Tom and Lucy \_\_\_\_\_ gave us much help when we were in trouble.  
A. those                      B. they                      C. which                      D. that
15. \_\_\_\_\_, it is the capability of noticing things that make the difference.  
A. First all                      B. At first                      C. Above all                      D. After all

## V. Grammar exercises

A. Choose the definition from Column B that best matches each prefix in Column A.

A	B
(    ) 1. pre-	a. under
(    ) 2. post-	b. most important
(    ) 3. anti-	c. above
(    ) 4. de-	d. before
(    ) 5. arch-	e. between
(    ) 6. inter-	f. after
(    ) 7. multi-	g. against
(    ) 8. neo-	h. many
(    ) 9. micro-	i. new
(    ) 10. over-	j. small

B. Complete the following sentences by adding a prefix to the words.

1. I stay \_\_\_\_\_ (wake) at night worrying about that.
2. Just as thunder precedes lightning, earthquakes often \_\_\_\_\_ (tell) volcanic activity.
3. Every time seeing the photo of his \_\_\_\_\_ (wife) makes him tear up even more.



- C. List five negative prefixes and then give some examples for each.

- ## Part Two

**Directions:** This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are two parts in this section, Part A and Part B.

**Directions:** You will hear 10 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer — A, B, C or D. You will have 15 seconds to answer the question and you will hear each dialogue **ONLY ONCE**.

- 4 学前英语综合练习



computers under the tree. 20 that computers are their key to success, parents are also frantically insisting that children 21 taught to use them on school as early as possible.

The problem for schools is that when it 22 computers, parents don't always know best. Many schools are 23 parental impatience and are purchasing hardware without 24 educational planning so they can say, "OK, we've moved into the computer age." Teachers 25 themselves caught in the middle of the problem — between parent pressure and 26 educational decisions.

Educators do not even agree 27 how computers should be used. A lot of money is going for computerized educational materials 28 research has shown can be taught 29 with pencil and paper. Even those who believe that all children should 30 to computer warn of potential 31 to the very young.

The temptation remains strong largely because young children 32 so well to computers. First graders have been 33 willing to work for two hours on math skills. Some have an attention span of 20 minutes.

34 school, however, can afford to go into computing, and that creates 35 another problem: a division between the haves and have nots. Very few parents ask 36 computer instruction in poor school districts, 37 there may be barely enough money to pay the reading teacher.

- |                    |                 |                 |                |
|--------------------|-----------------|-----------------|----------------|
| 18. A. items       | B. toys         | C. sets         | D. series      |
| 19. A. private     | B. children     | C. school       | D. personal    |
| 20. A. Given       | B. Provided     | C. Convinced    | D. Believed    |
| 21. A. are         | B. be           | C. are being    | D. were        |
| 22. A. talks about | B. comes to     | C. turns to     | D. mentions    |
| 23. A. ignorant of | B. blaming      | C. yielding to  | D. improving   |
| 24. A. reason      | B. sound        | C. hard         | D. some        |
| 25. A. relied on   | B. relaxed      | C. freed        | D. found       |
| 26. A. wise        | B. clever       | C. slow         | D. enough      |
| 27. A. on          | B. with         | C. to           | D. among       |
| 28. A. however     | B. where        | C. what         | D. that        |
| 29. A. equally     | B. the same way | C. just as well | D. not as well |
| 30. A. be open     | B. have access  | C. look         | D. turn        |
| 31. A. approaches  | B. exposures    | C. dangers      | D. laziness    |
| 32. A. adopt       | B. keep         | C. adapt        | D. devote      |
| 33. A. watched     | B. seen         | C. told         | D. taught      |
| 34. A. High        | B. Not every    | C. No           | D. Any         |
| 35. A. already     | B. of course    | C. in addition  | D. yet         |
| 36. A. for         | B. against      | C. to buy       | D. to use      |
| 37. A. in that     | B. in any case  | C. although     | D. where       |

### Section III Reading comprehension (40 minutes)

#### Part A

**Directions:** Read the following text. Answer the questions by choosing A, B, C or D.

Now let us look at how we read. When we read a printed text, our eyes move across a page

in short, jerky movement. We recognize words usually when our eyes are still when they fixate. Each time they fixate, we see a group of words. This is known as the recognition span or the visual span. The length of time for which the eyes stop — the duration of the fixation — varies considerably from person to person. It also varies within any one person according to his purpose in reading and his familiarity with the text. Furthermore, it can be affected by such factors as lighting and tiredness.

Unfortunately, in the past, many reading improvement courses have concentrated too much on how our eyes move across the printed page. As a result of this misleading emphasis on the purely visual aspects of reading, numerous exercises have been devised to train the eyes to see more words at one fixation. For instance, in some exercises, words are flashed on to a screen for, say, a tenth or a twentieth of a second. One of the exercises has required students to fix their eyes on some central point, taking in the words on either side. Such word patterns are often constructed in the shape of rather steep pyramids so the reader takes in more and more words at each successive fixation. All these exercises are very clever, but it's one thing to improve a person's ability to see words and quite another thing to improve his ability to read a text efficiently. Reading requires the ability to understand the relationship between words. Consequently, for these reasons, many experts have now begun to question the usefulness of eye training, especially since any approach which trains a person to read isolated words and phrases would seem unlikely to help him in reading a continuous text.

38. The time of the recognition span can be affected by the following facts EXCEPT \_\_\_\_\_.  
A. one's familiarity with the text                      B. one's purpose in reading  
C. the length of a group of words                      D. lighting and tiredness
39. The author may believe that reading \_\_\_\_\_.  
A. requires a reader to take in more words at each fixation  
B. requires a reader to see words more quickly  
C. demands an deeply-participating mind  
D. demands more mind than eyes
40. What does the author mean by saying "but it's one thing to improve a person's ability to see words and quite another thing to improve his ability to read a text efficiently." in the second paragraph?  
A. The ability to see words is not needed when an efficient reading is conducted.  
B. The reading exercises mentioned can't help to improve both the ability to see and to comprehend words.  
C. The reading exercises mentioned can't help to improve an efficient reading.  
D. The reading exercises mentioned has done a great job to improve one's ability to see words.
41. Which of the following is NOT true?  
A. The visual span is a word or a group of words we see each time.  
B. Many experts began to question the efficiency of eye training.  
C. The emphasis on the purely visual aspects is misleading.  
D. The eye training will help readers in reading a continuous text.
42. The tone of the author in writing this article is \_\_\_\_\_.  
A. critical                      B. neutral                      C. pessimistic                      D. optimistic