



幼师英语

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幼 师 英 语

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内 容 提 要

《幼师英语》是一本专业的英语教材,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;同时切实与学生的英语水平相当,内容设置上紧扣专业知识。全书共十七个单元。

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前 言



随着我国经济的发展和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和创新意识的培养高度重视。因此，幼儿教育事业的迅速发展，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》是一本专业的英语教材，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。同时切实与学生的英语水平相当，内容设置上紧扣专业知识。全书共十七个单元，每单元包括以下几个部分。各部分特点如下：

Dialogues

该部分依据每个单元交际话题的内容设置1~2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。

Passages

课文是每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。

Exercises

该部分是针对每单元的交际话题和重点内容精心设计的，既可作为课堂讲解内容，也可作为课后的自我检测练习。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，扩大学生的知识面和单词量，提高学生的阅读能力，本书每一单元后面都附有一篇兴趣阅读。兴趣阅读选材新颖、内容丰富，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。

限于编者的水平和精力，教材中难免出现问题和纰漏，恳请读者提出批评和建议，以使本教材不断完善。

编 者

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Unit 1

The First Day in School



Dialogues

A: Good morning, class. Let me introduce myself. I'm your English teacher. You can call me Ms. Zhang or Jane. Jane is my English name. Who is the class monitor?

B: Nice to meet you, Ms. Zhang. I'm Zhao Lei, the class monitor. My English name is Tim.

A: Nice to meet you too, Tim. Can you come to my office after class?

B: Sure, Ms. Zhang.

A: Good. My office is Room 308 at No. 3 Building. I'll see you there. By the way, I also need a class representative.

C: Ms. Zhang, May I be the class representative? My name is Cao Ying. You can also call me Cindy. I promise I'll do a good job.

A: Very good, Cindy. Now let's begin our class.

Passages

Careless or Careful?

The morning came and went as usual—I woke up, got dressed, had breakfast and left for school. “Right on time,” I thought as I walked into my classroom on that lovely spring morning.

After reaching my desk, I began to slowly remove books from my bag. All of a sudden I realized something was wrong: I couldn't find my math book. I looked in my bag and through my desk; I even went outside to trace back a little to my route to school. Feeling just a little bit upset, I calmed myself down by thinking, “You probably left it on your bed this morning. Why don't you call your mom and ask her to have a look?” I called, but she couldn't find it either.

I went to my desk and started crying. Just then the math teacher came and stood at my desk. She asked me why I was crying. I told her that I had lost the math book. I was expecting that she would criticize me for not being careful. Instead, she patted me on the shoulder and said, “It's all right,

honey. We'll get you another math book." I felt OK later that day until I got home. My mom criticized me seriously and brought back the story of my lost pen the month before. Mom said that I was too careless. I listened but said nothing. "I've just had another bad day," I thought.

Later that night I went into deep thought. "Why do I keep losing things? Am I really careless?" I tried to recall the things I had lost, the pen, the ruler, the scarf, and now the math book. The more I think, the more I feel I should have a change. Secretly I've made up my mind to take good care of my things in the future and be a careful person.

New Words and Expressions

remove	/ri'mu:v/	vt.	移动, 挪开, 搬动
sudden	/'sʌdn/	adj.	突然的
a sudden change in temperature			温度的突然变化
(all) of a sudden			突然地, 突如其来地
realize	/'riəlaiz/	vt.	知道, 了解到, 认识到
trace	/treis/	vt.	发现(某人或某物); 追寻 ……的足迹; 描绘
trace a call			追查打电话的人
upset	/ʌp'set/	adj.	心烦的, 烦恼的
		n.	意外的挫折
probably	/'prɒbəb(ə)li/	adv.	很可能, 大概
most probably			很可能会
criticize	/'kritisaiz/	vi.	批评, 指责
criticism	/'kritisiz(ə)m/	n.	评论, 意见, 批评
scarf	/ska:f/	n.	(pl. scarves 或 scarfs)(女用) 长围巾; 方巾



Exercises

I. Read the following sentences and fill in the right choice.

- After reaching my house, I began to slowly remove eggs _____ the basket.
A. in B. from C. into D. on
- All _____ a sudden, I realized that I had made a wrong turn.
A. of B. over C. out D. from
- What is _____ with your stomach?

- A. matter B. trouble C. up D. wrong
4. The old man traced _____ to the historical time that Mao Zedong on Oct. 1st declared to the world that Chinese people have stood up.
A. forwards B. after C. back D. out
5. Why don't you call your teacher and _____ her to give you a day off?
A. ask B. let C. have D. make
6. Yesterday the Chinese teacher came into the classroom before her class and _____ at my desk.
A. stands B. stood C. stand D. standing
7. He told me _____ he had been to Japan for a month.
A. what B. how C. when D. that
8. We were expecting that our teacher _____ bring her own pet into the class.
A. will B. can C. could D. would
9. That old man patted the young man _____ the shoulder and said "Just do it. Don't worry about the family."
A. on B. by C. in D. at
10. Very soon our monitor got us _____ ping-pong ball after the first one was broken.
A. one B. other C. another D. some
11. Sammy was told to go to the teachers' office to get back his _____ ID card.
A. miss B. lost C. missing D. losing
12. Hearing the sad news, everybody was in silent and said _____.
A. everything B. anything C. nothing D. something
13. Why do you _____ bothering me? I have nothing to do with the accident.
A. keep B. go C. want D. like
14. Can you _____ the things you had borrowed the semester before? Now my pencil-case is almost empty.
A. remember B. count C. name D. recall
15. When the new year comes, everybody in our class thinks that we should have a _____.
A. punishment B. stop C. change D. memory

II. Please look up the following words in the English-English dictionary and see if there are some special marks for each word.

1. police
2. mother
3. alone
4. serve
5. information

III. Work in pairs and talk about your first day at school for the new semester.

- your new friends
- your new teachers
- your new courses
- your feelings towards the beginning of the new term

IV. Read aloud the following rhyme.

We' wish you ' health

We' wish you ' health.
We' wish you ' gold in ' store.
We' wish you ' great ' fun with this book.
What could we ' wish you ' more.



Read for Fun

A small schoolboy often wrote "I have went" instead of "I have gone". At last his teacher said to him: "Stay after school this afternoon and write 'I have gone' a hundred times, then you'll remember it."

When the teacher came back, he found a letter from the boy on his desk. It said: "Dear Sir, I have wrote 'I have gone' a hundred times and now I have went."

Unit 2

The Information of General Kindergarten



Dialogues

A. Here is a conversation between Susan and her father Felix.

Susan: Daddy, can I eat ice cream here?

Felix: Well, let me check the brochure. . . not here. . . Yeah, here it is. "During snack time, children can choose two items from the following supplies: apples, bananas, puddings, apple pie, nut cake, ice cream. . ."

Susan: I guess I will have chocolate ice cream and chocolate wafer cream.

Felix: Susan, my little sweetie. Listen! Haven't daddy and mummy told you that you cannot eat too much chocolate? You will grow like that fatty Teddy.

Susan: OK, daddy. You are right. I shouldn't eat too much chocolate.

Felix: That sounds my honey. Here is daddy's prize: a big hug.

Susan: I love you, daddy.

B. Here is a conversation between the English teacher Mary and her student Robert's mother, Maxine.

Maxine: Miss, may I ask how the school bus works?

Mary: Yes, Madam. Children need to wear the label they received at registration for the first two weeks of school, until the bus drivers get to know them. However, there are no after-school buses this year. Parents need to arrange after-school transportation themselves.

Maxine: Well, it is a bit inconvenient, but I guess we can make it anyway. Oh, Miss, one more question. You just said parents are encouraged to participate in kindergarten activities, so I wonder whether I can come to the class, maybe once in a while.

Mary: You are definitely welcome. But we encourage you to join us on a regular basis.

Maxine: I see. I should work more on the brochure, shouldn't I? It must be very informative.

Mary: It has a section called FAQ. I believe you will find it useful.

Maxine: It certainly will. I want you to know how much I appreciate your help today. I can never thank you enough.

Mary: It's my pleasure. Have a good day here.

Passages

ABC about Kindergartens

Kindergartens are “schools” that provide a 3-year pre-school education program for children aged 3 to 6. The 3-year program consists of Nursery, Kindergarten 1 and Kindergarten 2. Kindergartens open five days a week. Its schooling hours last 3 hours or 4 hours each day. Most kindergartens run at least two sessions a day.

The daily program of each level includes various learning activities. Those activities help students to develop language and literacy skills, basic number concepts, simple science concepts, social skills, creative problem-solving skills, appreciation of music and movement, and outdoor play. Children will learn two languages, Chinese as the mother tongue language and English as the foreign language.

Kindergartens, except for foreign system kindergartens, follow the school year the same as schools in the formal education system. The school year consists of four week terms which begins on 2nd January each year. There is a one-week vacation after the first and third term, a four-week vacation mid-year and six weeks at the end of the year.

Kindergartens start to register their own pupils as early as March each year. Parents will need to contact the registered kindergartens directly for further information on admission.

Apart from state-owned kindergartens, some kindergartens are run by the private sector, including community foundations, religious bodies, social organizations and business organizations. All kindergartens have to be registered with the Ministry of Education (MOE).

Although different kindergartens have designed different classroom activities and specific goals, the common principles are the following two.

The Child as an Active Learner

Kindergarten should provide an environment where pupils can obtain the trust from others and learn to be confident. The children will be able to become active participants in their own learning.

Program planning is based on children's interest at the time.

Children are encouraged to speak out their feelings and needs, and exchange ideas with others. That can create many opportunities to learn from each other.

The Teacher as a Grateful Appreciator

The kindergarten teacher, as a person that can help children form ideas is supposed to value children's play, to always have a full picture of the child, and to view himself/herself.

The teacher is expected to pay close attention to each child. The role of a teacher and the role of a learner are often interchanged and the teacher experiences the joy of learning alongside the child.

Desired outcomes of pre-school education can be briefly summed up as follows:

- Know what is right and what is wrong.
- Be willing to share and take turns with others.
- Be curious and be able to explore.
- Be able to listen and speak with understanding.
- Be comfortable and happy with themselves.
- Have developed physical coordination and healthy habits.
- Love their family, friends, teachers and kindergarten.

New Words and Expressions

curiosity	/ˌkjʊəriˈesiti/	<i>n.</i>	好奇心
outcome	/ˈaʊtkʌm/	<i>n.</i>	结果, 成果
accompany	/əˈkʌmpəni/	<i>vt.</i>	陪伴, 伴奏
conflict	/ˈkɒnflikt/	<i>n.</i>	斗争, 冲突
		<i>vi.</i>	抵触, 冲突
brochure	/brəʊˈʃə/	<i>n.</i>	小册子
snack	/snæk/	<i>n.</i>	小吃, 快餐
item	/ˈaɪtəm/	<i>n.</i>	项目, 条款, 一则, 一条
supply	/səˈplai/	<i>n.</i>	补给, 供给, 供应品
		<i>vt.</i>	补给, 供给, 提供, 补充
pudding	/ˈpʊdɪŋ/	<i>n.</i>	布丁
pie/paɪ	/paɪ/	<i>n.</i>	馅饼
wafer	/ˈweɪfə/	<i>n.</i>	威化, 薄饼
sweetie	/ˈswiːti/	<i>n.</i>	爱人, 糖果
fatty	/ˈfæti/	<i>adj.</i>	脂肪的, 含脂肪的, 脂肪过多的
		<i>n.</i>	胖子
hug	/hʌg/	<i>n.</i>	拥抱
label	/ˈleɪbl/	<i>n.</i>	标签, 签条, 商标
		<i>vt.</i>	贴标签于, 指……为, 分类, 标注
registration	/ˌredʒɪsˈtreɪʃən/	<i>n.</i>	注册, 报到, 登记
arrange	/əˈreɪndʒ/	<i>v.</i>	安排, 排列, 协商
transportation	/ˌtrænsˈpɔːtˈeɪʃən/	<i>n.</i>	运输, 运送
inconvenient	/ˌɪnkənˈviːniənt/	<i>adj.</i>	不方便的, 有困难的
encourage	/ˈɪnˈkʌrɪdʒ/	<i>vt.</i>	鼓励, 怂恿
participate	/pɑːˈtɪsɪpeɪt/	<i>vi.</i>	参与, 参加, 分享, 分担
activity	/ækˈtɪvɪti/	<i>n.</i>	活跃, 活动, 行动, 行为
definitely	/ˈdefɪnɪtli/	<i>adv.</i>	明确地
basis	/ˈbeɪsɪs/	<i>n.</i>	基础, 基本, 根据

Unit 2

informative	/in' fɔ:mətiv/	adj.	情报的, 见闻广博的
appreciate	/ə' pri:ʃieit/	vt.	赏识, 感激
pleasure	/' pleʒə/	n.	愉快, 快乐, 乐趣
consist	/kən' sist/	vi.	由……组成, 在于, 一致
schooling	/' sku:lɪŋ/	n.	学校教育, 学费
session	/' seʃən/	n.	会议, 开庭
literacy	/' litərəsi/	n.	有文化, 有教养, 有读写能力
concept	/' kɒnsept/	n.	观念, 概念
science	/' saɪəns/	n.	科学, 自然科学, 理科
creative	/kri:' eitiv/	adj.	创造性的
movement	/' mu:vmənt/	n.	运动, 动作, 运转
outdoor	/' autdɔ:/	adj.	室外的, 户外的, 野外的
formal	/' fɔ:məl/	adj.	正式的
vacation	/və' keɪʃən/	n.	假期, 休假
register	/' redʒɪstə/	n.	记录, 登记
		vt.	记录, 登记, 注册
		vi.	登记, 注册, 挂号
pupil	/' pjʊ:pl/	n.	学生, 小学生
admission	/əd' mɪʃən/	n.	允许进入, 供认
contact	/' kɒntækt/	n.	接触, 联系
		vt.	接触, 联系
state-owned		adj.	州立的, 国有的
private	/' praɪvɪt/	adj.	私人的, 私有的
sector	/' sektə/	n.	部分, 部门
community	/kə' mjʊ:nɪti/	n.	公社, 团体, 社会
foundation	/faʊn' deɪʃən/	n.	基础, 根本, 建立, 创立
religious	/ri' lɪdʒəs/	adj.	信奉宗教的, 宗教上的
body	/' bɒdi/	n.	身体, 肉体, 团体
organization	/ɔ:gə' nəɪ' zeɪʃən/	n.	组织, 机构, 团体
specific	/spi' sɪfɪk/	adj.	详细而精确的, 明确的, 特殊的
principle	/' prɪnsəpl/	n.	法则, 原则, 原理
environment	/ɪn' vaɪərənmənt/	n.	环境, 外界
obtain	/əb' teɪn/	v.	获得
confident	/' kɒnfɪdənt/	adj.	有信心的, 有自信的
participant	/pɑ:' tɪsɪpənt/	n.	参与者, 共享者
		adj.	参与的
opportunity	/ɒpə' tjʊ:nɪti/	n.	机会, 时机
grateful	/' greɪtful/	adj.	感激的, 感谢的
form	/fɔ:m/	n.	形状, 外形, 表格, 形式
		v.	形式, 构成, 排列

attention	/ə'tenʃən/	<i>n.</i>	注意,关心,注意力
interchange	/ɪntə'tʃeɪndʒ/	<i>vt.</i>	交换
		<i>v.</i>	相互交换
experience	/ɪks'piəriəns/	<i>n. & vt.</i>	经验,体验,经历,阅历
joy	/dʒɔɪ/	<i>n.</i>	欢乐,喜悦,快乐,乐趣
alongside	/ə'lɒŋ'saɪd/	<i>adv.</i>	在旁边
		<i>prep.</i>	横靠
sum	/sʌm/	<i>n.</i>	总数,和
share	/ʃeə/	<i>n.</i>	共享,参与,一份,份额
		<i>vt.</i>	分享,共有
		<i>vi.</i>	分享
curious	/ˈkjʊəriəs/	<i>adj.</i>	好奇的,求知的
coordination	/kəʊɪnɔːdiˈneɪʃən/	<i>n.</i>	同等,调和
habit	/ˈhæbɪt/	<i>n.</i>	习惯,习性



Exercises

I. Complete the following dialogues by consulting Dialogue one and two.

1. *This dialogue is between the English teacher Mary and her student Susan.*

Mary: Now, it is our snack time. Here come our snacks. Young ladies and gentlemen, get up and _____.

Susan: Miss, can I have a bar of chocolate?

Mary: _____, my young lady. Enjoy it.

Susan: Miss, _____?

Mary: Well, this time you can have it. But next time, you have to eat two different snacks.

Susan: _____, Miss. Thank you.

2. *This dialogue is between Marx and his mother Tina.*

Tina: Marx, it is bedtime. You have to turn off the TV.

Marx: Mummy, _____? Only ten minutes to go.

Tina: This is the last time.

Marx: _____ Mummy.

Tina: Are you falling asleep?

Marx: Oh, _____, Mom.

Tina: You have to listen carefully. _____. If you do not listen, how can you answer the questions?

Marx: _____. She would not call me for two days on end.

Marx : Sorry , Mom.

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

1. Andy's artistic talent was apparent by the time _____ enrolled in high school.
A. he
B. him
C. his
D. himself
2. Let you and _____ promise that we shall always remain faithful to what is in our heart.
A. I
B. me
C. my
D. mine
3. _____ child in the United States must receive some form of educational instruction.
A. Everyone
B. Every one
C. Every
D. Each one
4. Since the job was going to be tough, he asked only _____ he trusted to assist him.
A. they
B. them
C. those
D. whom
5. Although signs of _____ dishonesty in school, business, and government seem much more numerous in recent years than in the past, could it be that we are getting better at revealing dishonesty?
A. so
B. those
C. such
D. such a
6. _____ would be a fairly long speech in a play is often presented as a recitative in an opera.
A. That
B. There
C. It
D. What
7. Although Washington lived more than 200 years ago, there is still much _____ we can learn from him today.
A. as
B. when
C. who
D. that
8. _____ it is you have heard, you'd better ask her about it in person.
A. Whatever
B. However
C. That
D. Although
9. _____ writer is better known in China, Charles Dickens or Mark Twain?
A. Which
B. What
C. Either
D. Whether
10. They were all very tired, but _____ of them would stop to have a rest.

