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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 3

## 综合教程

总主编 姚丹

本册主编 姚丹 李章华 黄芳



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# 内容提要

《学前英语》系列教材是一套专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。本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》为依据进行编写,以“培养实用性人才”、“应用为目的、实用为主、够用为度”为基本原则;以学前教育五大领域为主线,主题鲜明,突出教学内容的实用性、针对性和可操作性,强化学生语言运用实践能力的培养。教材包括A、B两大板块:A板块程度较浅,适用于五年专的学前教育专业学生;B板块程度较深,适用于三年专学前英语或双语教育专业的学生。本套教材也可作为本科相关专业的辅助教材。

《学前英语》系列教材包括《综合教程》(1-5册)、《综合练习》(1-5册)、《教学参考书》(1-5册)及配套的听力音像资料。

本书为《综合教程》第三册,共10个单元,供一学年使用。每单元包括语音(Phonetics)、听说(Listening & Speaking)、阅读(Reading)、语法(Grammar)和开心一刻(Fun Time),并配有相应的练习题。

# 《学前英语综合教程》(第三册)

## 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 王芳幼 夏 辉

参编人员(按姓氏笔画排列)

丁彬彬 王芳幼 王希如 王丽艳 尤胜蓝 毛克锋 卢 伟  
叶 虹 庄以勤 刘 翊 刘本英 刘秀玲 杨秀兰 李林荣  
李章华 张国艳 张海燕 张 莹 陈 虹 陈一丹 陈秋菊  
林龙凤 林 锐 金 超 郭晶晶 侯玉萍 夏 辉 顾育红  
钱冬霞 唐冬梅 黄 芳 曹宇坤 崔海燕 梁伟涛

参加本书编写的学校(排名不分先后)

泉州幼儿师范高等专科学校 天津师范大学学前教育学院  
广东外语艺术职业学院学前教育系 石家庄幼儿师范高等专科学校  
成都大学学前教育学院 成都大学外国语学院  
九江职业大学学前教育系 西安文理学院外国语言文学系  
唐山师范学院玉田分校 青岛幼儿师范学校  
潍坊幼教特教师范学校 江西万年师范学校  
衡阳幼儿师范学校 哈尔滨幼儿师范学校  
宁夏幼儿师范学校 贵阳幼儿师范学校  
河北保定师专涿州分校

《学前英语》系列教材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》(1-5册)、《综合练习》(1-5册)、《教学参考书》(1-5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。随着我国加入世贸组织,与国际接轨日益紧密,外语教育也受到广泛重视。在学前教育领域开展英语教育已成为一种趋势,这是新时期教育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专业英语,既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机地融合起来,体现学前教育与英语教育相结合的特色,《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训研究”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,填补了我国学前英语教育领域的空白。

《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》为依据进行编写,以“培养实用性人才”、“应用为目的、实用为主、够用为度”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》每册10个单元,每单元包括A、B两大板块:A板块程度较浅,适用于五年专的学前教育专业学生;B板块程度较深,适用于三年专及学前英语或双语教育专业的学生。每单元包括语音(Phonetics)、听说(Listening & Speaking)、阅读(Reading)、语法(Grammar)和开心一刻(Fun Time)。全书以学前教育五大领域(健康、语言、社会、科学和艺术)为主线进行编写。

《综合练习》每册10个单元,每单元包括两个部分。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》每册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、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、英语游戏教案等。

本套教材具有以下特点：

1. 体例规范, 题材新颖。教材以学前教育五大领域(健康、语言、社会、科学和艺术)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。使学生学了就能练习, 熟练之后即能掌握。教材共分为5册, 每册10个单元, 每单元包括语音、听说、阅读、语法、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. 规范语音, 注重听说。根据学前教育的特点, 突出语音和听说。教材的语音部分从基本的音素开始, 逐步过渡到单词、句型和歌曲、童谣等。每单元末的英语儿歌与单元的语音练习相呼应, 既体现了学前教育的特色, 又能对语音语调作进一步的训练; **Listening & Speaking** 充分训练学生的英语听说能力; **Speaking** 环节配有与主题相匹配的图片, 形象生动, 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** 由英语游戏、英语儿歌和智慧之语三个部分组成。英语儿歌和英语游戏是学前英语教育不可或缺的两个重要部分, 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育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。教材中的 **chant**, **nursery rhymes**, **games** 和 **reading** 都能让学生在课堂上开展说、唱、演等实践活动, 有利于提高学生的实践教学能力。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、译全方位的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, 循序渐进。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。在课文长度的安排上, **Text A** 的课文阅读量分别约为: 第一册150字, 第二册200字, 第三册250字, 第四册300字, 第五册350字; **Text B** 的课文阅读量约为: 第一册250字, 第二册300字, 第三册350字, 第四册400字, 第五册500字。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要。

6. 立体教学, 新颖便捷。我们充分运用现代教育技术, 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、经典英语儿童歌曲等有声资料, 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训研究”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。

本套教材共分为5册。五年制专科学校可每学年使用1册, 五年内学完1至5册; 三年制专科学校可每学期完成1册, 三年内完成5册, 第三年下学期实习时可使用教材中相关的资料; 中专学校每学年使用1册, 三年内学完1至3册。使用时, 各校可根据具体情况灵活掌握。

本册总主编姚丹, 编写人员分工如下: **Unit 1**: 杨秀兰; **Unit 2**: 夏辉; **Unit 3**: 刘翊, 王希如; **Unit 4**: 崔海燕; **Unit 5**: 刘秀玲, 顾育红; **Unit 6**: 叶虹, 林锐; **Unit 7**: 李林荣, 陈虹; **Unit 8**: 侯玉萍, 钱冬霞; **Unit 9**: 丁彬彬, 刘本英; **Unit 10**: 梁伟涛, 张海燕; 语音: 尤胜蓝, 唐冬梅; 听力: 陈一丹, 张莹, 庄以勤; 口语: 郭晶晶; 语法: 王芳幼, 张国艳, 曹宇坤, 王丽艳, 陈秋菊; 游戏: 唐冬梅; 英语歌曲: 尤胜蓝; 名言警句: 毛克锋, 金超。全书由李章华, 黄芳统稿。

编者

2011年7月16日

# 使用说明

本书为《学前英语综合教程》第三册。全书共10个单元,供一学年使用。

每一单元包括语音(Phonetics)、听说(Listening & Speaking)、阅读(Reading)、语法(Grammar)和开心一刻(Fun Time)。全书以学前教育五大领域(健康、语言、社会、科学和艺术)为主线进行编写。

Phonetics包括国际音标、连读、音变、句子的节奏和语调等内容。通过 words、sentences 和 chant 的训练,学生能掌握较为标准的发音技巧和朗读技巧。

Listening & Speaking 共有三个活动。第一个活动为 Listen & Talk,为听说相结合的部分,学生听对话并完成练习,在对话的基础上,学生能模拟所听对话,借助课本提供的情境和功能用语(functional sentences)创编对话;第二个活动为 Listening Comprehension,学生在学习了相关词汇后听录音,并完成听力练习;第三个活动为 Look & Say,学生根据以上所听的内容和课本提供的图片,完成看图说话、角色扮演、讨论等相关口语活动,做到“学一点,会一点,用一点”。本部分旨在培养学生的英语听说能力,使学生能够听懂基本词汇、专业词汇及日常英语会话和各种场景的听力材料,培养学生的场景交际能力,提高学生英语口语的准确性和流利性。

Reading 由 Text A 和 Text B 及其相关练习组成。Text A 和 Text B 的难易程度不同,Text A 为一般性阅读材料,而 Text B 的难度有所提高。针对学前教育专业的阅读教学,可把 Text A 作为主要材料,把 Text B 作为拓展阅读材料;针对学前双语教育专业的阅读教学则可把 Text A 作为预读材料,把 Text B 作为主要材料。Text A 和 Text B 后分别有三项练习,主要考查学生对文章大意、重要细节的理解以及对词汇、重点句型的灵活运用。本部分旨在拓宽学生的视野,培养学生的英语阅读技巧和英语阅读能力。

Grammar 由浅入深,分阶段、有计划地剖析语法知识。本部分有一项配套练习,针对本单元的语法项目加强训练。本部分旨在帮助学生较为系统地掌握英语语法知识。

Fun Time 包括英语游戏、童谣歌曲和智慧之语。英语儿歌和英语游戏是学前英语教育不可或缺的两个重要部分,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。

本书配有《教学参考书》，每个部分都附有教学建议，听力部分附有听力原文和中文翻译，课文部分和练习题附有讲解和参考译文，生词和词组都附有例句及例句译文，英语游戏部分附有简单的教案。教师用书使用方便，起到辅助教师备课的作用，是教师的得力助手。

本书配有《综合练习》，每单元练习为两大部分，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。

本书配有光盘，内含《综合教程》的语音朗读、听力训练和英文儿童歌曲，《综合练习》的听力朗读，方便教师教学和学生学习。

编者

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# Unit 1

## Healthy Life

### Learning Objectives

After studying this unit, the students are expected to

- 1) know the basic concept of word stress ;
- 2) master the useful sentence structure “though/till/if”;
- 3) understand why babies often cry and how to deal with babies’ tantrums;
- 4) master the usage of “the five basic sentence patterns”.

## Phonetics

### Word stress

“有轻有重”是英语单词的特点。英语单词重音如同汉语的四声，是单词不可分割的一部分，是学好语调的基础，而且一些词的重音还有区分词性、词义的作用。因此记单词时要记住其重音位置。

词的重音与次重音 (word stress)

◇ 重音：单音节词单独读时都重读，而不必标重音符号；两个或两个以上的音节才有重音。两个音节的词，重音符号一般标注在第一个音节前。

◇ 次重音：在含有3个或更多音节的单词中，有的除了有主重音还有次重音，次重音表示读该音节时要弱于重音节而强于其他音节。（注：一个元音和一个辅音组成一个音节；一个辅音和m, n, l也可单独组成一个音节，即辅音成音节。）

发音技巧：

1. 双音节词的重音多数在第一个音节上。如：ˈdaily, ˈmatter, ˈclever
2. 带a, be, en, for, im, in, mis, pre, pro, to, trans, un等这些不可分的前缀的双音节词，重音常落在第二个音节上。如：aˈbove, beˈlieve, enˈdure, forˈget, imˈply, inˈstead, misˈtake, proˈvide, unˈless, toˈday, transˈport
3. 多音节词的重音多落在倒数第三个音节上。如：ˈsatisfy, magˈnificent, iˈmmediately
4. 以ic, ial, ian, ion等后缀结尾的多音节词，重音落在倒数第二个音节上。如：reˈpublic, muˈsician
5. 三个音节以上的词除了主重音外往往还带有一个次重音，次重音多落在第一个或第二个音节上。如：pˈronunciation, exˈamination

## Activities

1. Put a stress mark ( 5 ) on the stressed syllable.

1) carry	major	service	luggage
innocent	attitude	political	intelligence
2) aboard	compassion	confirm	discourage
embark	express	objection	transform
3) automatic	celebrate	religion	excellent
universal	condition	composition	important

2. Tell the parts of speech and the meaning of the following words.

refuse /rɪˈfjuːz/	refuse /ˈrefjuːs/
subject /səbˈdʒekt/	subject /səbˈdʒekt/
contrast /kənˈtrɑːst/	contrast /kənˈtrɑːst/
present /pɪˈzent/	present /pɪˈzent/
perfect /pɪˈfekt/	perfect /pɪˈfekt/
record /rɪˈkɔːd/	record /rɪˈkɔːd/

3. Read the following chants.

### Chant 1

Huckleberry, gooseberry, raspberry pie,  
All sweetest things one cannot buy.  
Peppermint candies are six for a penny,  
But true love and kisses, one cannot buy any.

### Chant 2

Some bugs pinch  
And some bugs creep,  
Some bugs buzz themselves to sleep,  
Buzz, buzz, buzz, buzz.  
This is the song of the bugs.

Some bugs fly,  
When the moon is high.  
Some bugs make a light in the sky,  
Flicker flicker firefly,  
This is the song of the bugs.

# Listening and Speaking

## Activity 1 Listen and talk

1. Listen to the dialogue three times and fill in the blanks.

A: Angel! Where are you? The dinner is ready!

B: I am coming. I've just finished my laundry. So, what do we have tonight?

A: Well, I have prepared some Norwegian salmon, also with rice, vegetable salad, and \_\_\_\_\_.

A: Mum, you know that I am not a big fan of fish; I \_\_\_\_\_ grilled steak.

B: Fish is \_\_\_\_\_ than grilled steak, and I am sure you remember what the doctor told you last week.

A: Yes, I do. And I still have the list she gave me, which categorized the food that I should eat more and the food I should not eat.

B: Exactly. As you are going on a diet, you need to \_\_\_\_\_ the things you eat. Fish has rich proteins and nutrition; it gives you the energy you need with less fat.

2. Make a new dialogue according to the given situation and the functional sentences below.

**Situation:** Anna is taking her son to the eye doctor's. Being checked, her son appears to have pseudo myopia and Anna herself suffers from far-sightedness. Anna will not allow her son watch TV or use the computer too much. The doctor suggests her son do some eye exercises often and Anna wear a pair of presbyopic glasses as well. Afterward, the doctor also says that high-quality contact lenses and eye protection solution will be ok for Anna's daughter and reminds them to have regular checks.

**Functional sentences:**

It appears that he has pseudo myopia/near-sightedness.

The eyesight defects can be remedied.

**He still needs to protect his eyes.**

It will be good for his eyesight to do some eye exercises often.

Are contact lenses harmful to the eyes?

It would be okay with high-quality contact lenses and eye protection solution.

Let me give you a check.

You suffer from far-sightedness.

Shall I need to wear a pair of presbyopic glasses?

It isn't very serious so far.

A pair of mild ones will be OK.

You should have regular checks.

## Activity 2 Listening comprehension

1. Useful words and expressions.

World Health Organization (WHO)	世界卫生组织
proclaim /prE5kleIm/ v.	宣布, 宣称
go on a diet	节食
jogging /5dVCgIN/ n.	慢跑
yoga /5jEUgE/ n.	瑜伽
instant noodles	即食面

2. Listen to the passage three times and supply the missing words.

### Weight Problem

In this age, obesity is not that \_\_\_\_\_. In 2007, World Health Organization issued a report \_\_\_\_\_ that almost 1.6 billion people in the world are overweight. Hence, it was not surprising when an American research

announced that an average person has gone on a diet at least once throughout his/her life.

Here are some questions that you need to take into your consideration before going on a diet:

- (1) Have you sport \_\_\_\_\_? Regular jogging, swimming, or yoga enables you to burn the fat you stored.
- (2) Is your diet healthy? Too much meat, salt or sugar in your diet has done more harm to your health than you thought.
- (3) Are you \_\_\_\_\_ fast food? French fries, hamburgers and instant noodles have been the essential resources of your fat.

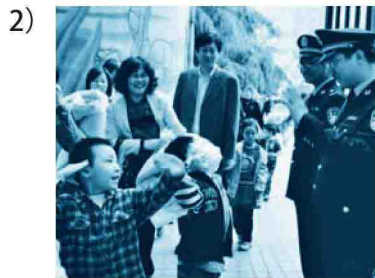
If you were on a diet, you need to constantly \_\_\_\_\_ yourself that in the long journey of losing weight requires courage, faith and willpower; only those who persist in could succeed.

3. Listen to the passage twice and then choose the best answer.

- 1) Breakfast eaters are \_\_\_\_\_ of good health.  
A. campaign                      B. top                      C. winner                      D. first price
- 2) If you don't drink enough water, \_\_\_\_\_.  
A. your joints can't move smoothly                      B. your vital organs won't function  
C. your heart will beat fast                      D. your heart and brain and kidney and liver will work properly
- 3) The author has mentioned \_\_\_\_\_ in this passage.  
A. eating lunch, drinking water, sleeping, communicating, not staying late  
B. eating breakfast, drinking water, hobby, laughing, not staying late  
C. eating lunch, drinking water, sharing, hobby, not staying late  
D. eating breakfast, drinking water, sharing, laughing, not staying late
- 4) From the passage, we can infer that \_\_\_\_\_.  
A. the author believes that it takes a long time to be healthy  
B. fostering good habits is important if we want to be healthy  
C. the author is convinced that following all the hints will lead you to healthy life  
D. fostering good habits will take a whole life to do

### Activity 3 Look and say

1. Match the pictures with the statements given below.



- ( ) A. Miss Zhang taught us how to wash our hands in the right way by a song.
- ( ) B. We can take our own steamed buns!
- ( ) C. Because we were behaved, Miss Gao read us a bed time story.
- ( ) D. "Goodbye, uncle Li and uncle Ma, see you tomorrow!"
- ( ) E. We are having our swimming class.
- ( ) F. We all washed our hands thoroughly before lunch.

2. Look at the pictures above and make up a story with the given expressions.

Tony ran to his mother ...

"Goodbye, uncle Li ..."

"How was your day in school?"

"Wash our hands ... thoroughly ..."

"We had shrimps ... take our own steamed buns."

"Did you behave during ..."

"Yes, ... Miss Gao ..."

"... your favorite PE class ...?"

"Yes ..." "Looking forward to ..."

## Reading

### Text A

Pre-reading questions

1. Why do babies often cry?
2. How to stop baby crying?

### How to Stop Baby Crying

*Author unknown*

If your baby cries a lot, don't despair. Crying is the **primary** way that a baby has to communicate its needs. **Therefore**, your baby may spend a lot of time talking to you in the only way he or she knows how: with loud **wails**! Here are some ways to **decode** the crying so you can help your baby feel better fast.

Change the baby's **diaper**. Some babies cry because they are wet or dirty. Babies often cry when they are hungry. If it's been a while since you fed your baby, offer a bottle or your breast and see if the baby wants to eat.

If your baby is crying for a while before being fed, the crying may become more and more frantic because the baby could be **swallowing** air. This can make the baby more uncomfortable and can also cause spitting up. Therefore, try to respond to hunger cries as early as you can.

Sometimes the comfort of **breastfeeding** can help a baby who is crying for no reason. The **sucking**



**motion** can **soothe** a baby who is upset. Sucking on a **pacifier** can also have the same effect.

For a baby that has become very worked up crying, rocking or dancing together before feeding may help to soothe the baby and make it easier for him or her to eat calmly and with more success. Babies sometimes cry because they need to be **burped**. Try **rubbing** or **patting** your baby's back during and after feedings.

(字数 :254 ;生词 :14, 占篇幅 :6 %)

## Words and expressions

### Words

<b>primary</b> /5pral_mErl/ a.	of or being the essential or basic part 首要的, 主要的
<b>therefore</b> /5TeEfEr:/ ad.	as a consequence 因此 ;所有
<b>wail</b> /weIl/ v.	to emit long loud cries 恸哭, 号啕大哭
<b>decode</b> /7di:5kEUd/ v.	to discover the meaning of (sth. written in a code) 破译
<b>diaper</b> /5dalEpE/ n.	napkin worn between the legs and fastened at the waist by infants to catch excrement 尿布
<b>swallow</b> /5swCIEU/ vi.	to move (food or drink) down the throat from the mouth and towards the stomach 吞下 ;咽下
<b>breastfeed</b> /5brestfi:d/ vt.	to feed (a baby) with milk from the breast 以母乳喂养
<b>suck</b> /sQk/ vt.	to take in 吸吮 ;吸取
<b>motion</b> /5mEUFEEn/ n.	a natural event that involves a change in the position or location of something 动作 ;手势
<b>soothe</b> /su:T/ vt.	to cause to feel better 安慰
<b>pacifier</b> /5pAsIfalE(r)/ n.	device used for an infant to suck or bite on 安慰奶嘴
<b>burp</b> /b\;p/ vi.	to expel gas from the stomach 打嗝
<b>rub</b> /rQb/ vt.	to press one's hand or another surface against (sth.), usu. with a repeated up-and-down or round-and-round movement 摩擦, 按摩
<b>pat</b> /pAt/ vt.	to hit lightly 轻拍

### Phrases

<b>spit up</b>	喷出, 吐出
<b>work up</b>	激动的, 生气的

## Notes on the text

1. Change the baby's diaper. Some babies cry because they are wet or dirty. 换掉孩子的尿布。有些孩子哭就是因为尿湿了或者弄脏了尿布。

“because” 在这里引导原因状语从句。

2. If your baby is crying for a while before being fed, the crying may become more and more frantic because the baby could be swallowing air. 如果你的孩子在喂奶前已经哭了一会, 就有可能因为孩子吞咽了空气哭声会越来越厉害。

Before 从句主语因为与 if 后的主语一致, 故被省略。Because 在此引导原因状语从句。

## Activities

### Activity 1 Reading comprehension

Decide whether the following statements are True (T) or False (F) according to Text A.

- ( ) 1. Some babies cry because they are wet or dirty.
- ( ) 2. Babies often cry when they are full.
- ( ) 3. If your baby is crying for a while before being fed, try to respond to hunger cries as early as you can.
- ( ) 4. Sometimes the comfort of breastfeeding can help a baby who is crying for no reason.
- ( ) 5. Babies sometimes cry because they need to be burped. Try rubbing or patting your baby's back before feedings.

### Activity 2 Vocabulary

1. Match each word in Column A with a similar meaning in Column B.

A	B
1. pat	a. to cause friction
2. rub	b. to hit lightly
3. pacifier	c. to cause to feel better
4. soothe	d. device used for an infant to suck or bite on
5. burp	e. to take in
6. suck	f. to expel gas from the stomach
7. respond	g. expel or eject (saliva or phlegm or sputum) from the mouth
8. spit	h. to show a response or a reaction to sth.
9. frantic	i. to convert code into ordinary language
10. decode	j. marked by uncontrolled excitement or emotion

2. Fill in the blanks with the words given below in their proper forms.

therefore    wail    decode    diaper    frantic

- 1) One of the small children began to \_\_\_\_\_ with terror.
- 2) \_\_\_\_\_ he gave away all his money to charities.
- 3) Will you change the baby's \_\_\_\_\_?
- 4) That computer can \_\_\_\_\_ and implement complex instructions.
- 5) He was \_\_\_\_\_ for the expensive violin.

3. Fill in the blanks with the phrases given below in their proper forms.

work up    spit up    respond to    cry for    try to

- 1) Exercise will make you \_\_\_\_\_ an appetite.
- 2) Baby always \_\_\_\_\_ when he is burped.
- 3) The patient didn't \_\_\_\_\_ the treatment.

- 4) And they say they \_\_\_\_\_ spread the solution.
- 5) Do not \_\_\_\_\_ the ending, just smile for the past.

### Activity 3 Structure

Rewrite the following sentences according to the model, using the given words in the brackets.

**Model:** You can't go into the room. They are having a lesson. (while)

→ You can't go into the room **while** they are having a lesson.

1. I need a hammer and some nails. I am going to repair the chairs. (because)

\_\_\_\_\_

2. They arrived at the theatre. The performance had begun already. (when)

\_\_\_\_\_

3. We shall come to see you. We have a holiday. (if)

\_\_\_\_\_

4. They kept on working. It was very hot. (though)

\_\_\_\_\_

5. She didn't go home. She had worked out her plan. (till)

\_\_\_\_\_

### Activity 4 Written work

1. The following words are not in the right order. Arrange them correctly.

**Model:** hero, a, too, can, you, be

→ You can be a hero, too.

- 1) it, raining, we, got, home, stopped, when

\_\_\_\_\_

- 2) do, not, the, window, you, go, to, bed, shut, before

\_\_\_\_\_

- 3) let, us, wait, our, leader, comes, back, till, group

\_\_\_\_\_

- 4) the, was, so, loud, that, could, not, hear, noise, anything, we

\_\_\_\_\_

- 5) so long as, keep, you, will, succeed, sooner or later, you, trying

\_\_\_\_\_

2. Translate the following into Chinese.

For a baby that has become very worked up crying, rocking or dancing together before feeding may help to soothe the baby and make it easier for him or her to eat calmly and with more success. Babies sometimes cry because they need to be burped. Try rubbing or patting your baby's back during and after feedings.

## Text B

Pre-reading questions

1. What do you think of babies' tantrums?
2. How to deal with babies' tantrums?