



学前教育专业英语

© 主编 周海茹 张小霞 周海昕 陈秀梅



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前 言

《学前教育专业英语》的编写旨在适应学前教育专业的发展，满足高等院校学前教育专业的课程需求。对于学前教育专业，英语课一直都是必修的公共基础课，满足学生对于英语基础知识的学习及基本技能的掌握。就高等院校而言，与职业相关的英语知识和技能也应是课程体系的组成部分，只有在公共英语课的基础上开设专业英语课，才能更好地适应高等院校的发展需要。

《学前教育专业英语》的设计将学前教育与英语教育的相关知识和技能有效地整合，突出“学前教育+英语教育”的专业特色，体现高等院校英语教育的目标。本书力求所采用的素材具有专业性、实用性、真实性和实效性，贴近生活、贴近职业。其中大部分素材遴选自亚洲、欧洲、美洲、澳洲的多个英语国家近期发表的早期教育和学前教育的相关文献资料等，具有专业理念上的前瞻性和引领性。同时，素材内容并不局限于英语教育，而是涵盖了学前教育的各个学科领域，具有实践上的指导性。

本书共 8 个单元，每个单元由 5 个功能板块组成，具体结构设计如下：

板块 1. Skills for Pre-school English Teaching：培养和训练学前英语教育的相关技能。其中包括英语语音的自然拼读法；幼儿教师日常教学和管理用语；经典歌曲童谣、曲谱；有趣的小故事和英语教学游戏等。幼儿教师已有的英语知识基础上通过该板块的训练，能够掌握幼儿英语教育的教学手段和方法，提高教学能力。

板块 2. Pre-school Education in English：通过学习课文，掌握和积累学前教育英语词汇，了解英语句法结构，提高英语阅读理解能力；通过阅读，学习和了解世界各地学前教育行业的现状和发展，了解其他国家幼儿园各个学科领域流行的教学模式和方法，以指导今后的教学实践。

板块 3. English Proficiency：通过重温英语词法和句法知识，扩大英语词汇量，提高单词拼读和句法的应用能力，以在未来的学前英语词汇及句型教学中更加得心应手。

板块 4. Unit Practice：将本单元的重点提炼出来，做集中的练习和巩固。

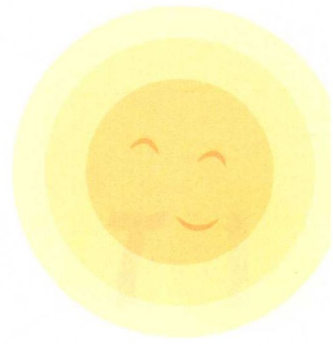
板块 5. Extended Reading：通过拓展阅读，锻炼阅读理解能力，并了解国外幼儿园学习中心（区域或角落）设定的发展目标、操作方法和投放材料等内容，作为今后工作的参考。

此外，为了给教师备课提供参考，同时也为职业院校学生自学、在职幼儿教师进修学习提供方便，本书在每单元课文后配有注释（Notes）和词汇表（Useful Words and Expressions），并在最后配有课文和拓展阅读的参考译文及单元练习的参考答案。

本书编者分工如下：周海茹编写第一、七单元（Unit 1、Unit 7）的正文及其译文和练习答案（Translations and Keys）；张小霞编写第二单元的正文及其译文和练习答案；周海昕、陈秀梅编写第五单元的正文及其译文和练习答案；杨广一、姜艳敏、邵兵、冯侠编写第三、四单元的正文及其译文和练习答案；吉少丽、刘芳、孙静、赵娜编写第六、八单元的正文及其译文和练习答案。

本书的编写承蒙相关国内外学前教育、英语教育同行和专家的鼎力相助，并参考借鉴了国内外学前英语教育的相关研究成果，特此鸣谢。本书的编写和出版还得到北京理工大学出版社领导和编辑们的支持和帮助，在此表示诚挚的谢意。

编 者



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UNIT 1

Child Rights

“

There are no seven wonders
of the world in the eyes of a child.

There are seven million.

”

—Walt Streightiff

Learning Objectives

Students will

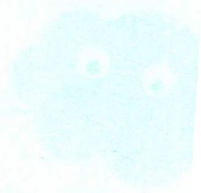
- ★ review English phonemes
- ★ be familiar with school languages, chants, songs and stories
- ★ learn how to play a game for children
- ★ master new words and expressions
- ★ understand what an early childhood programme should look like and learn how to build up the strengths of the children
- ★ review conversion words and nouns



VI

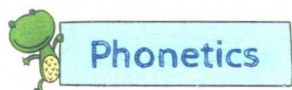


Child Rights



There are many ways to protect children's rights. We can make sure they have access to education, healthcare, and a safe environment. We can also make sure they are protected from violence and exploitation. It is important for all of us to work together to ensure that every child has the opportunity to reach their full potential.

Part 1 Skills for Pre-school English Teaching



Phonemes 音素

Vowels 元音 (20 个)			Consonants 辅音 (28 个)		
单元音	前元音	[i:] [ɪ] [e] [æ]	爆破音	清辅音	[p] [t] [k]
	中元音	[ɜ:] [ə] [ʌ]		浊辅音	[b] [d] [g]
	后元音	[ɑ:] [ɒ] [ɔ:] [u] [u:]	摩擦音	清辅音	[f] [θ] [s] [ʃ] [h]
鼻辅音	[m] [n] [ŋ]	浊辅音		[v] [ð] [z] [ʒ] [r]	
双元音	合口双元音	[eɪ] [aɪ] [ɔɪ] [aʊ] [əʊ]	破擦音	清辅音	[tʃ] [tr] [ts]
	集中双元音	[iə] [eə] [uə]		浊辅音	[dʒ] [dr] [dz]
			舌边音	[l]	
			半元音	[w] [j]	

音素 (Phoneme) 是根据语音的自然属性划分出来的最小语音单位。从生理性质来看, 一个发音动作形成一个音素。如 [m] 的发音动作是: 上唇和下唇闭拢, 声带振动, 气流从鼻腔冲出发音, 用语音学术语来说, 就是双唇鼻音。

英语共有 48 个音素, 一般分为元音 (vowel) 和辅音 (consonant) 两大类, 其中元音 20 个, 辅音 28 个。气流由肺部发出, 经过口腔能自由呼出不受阻碍, 而且声带颤动, 这样发出的声音就是元音, 如 [e]、[ə] 等; 气流从肺部呼出后, 经过口腔时, 在一定部位受到阻碍, 除浊辅音外, 声带不颤动, 这样发出的语音就是辅音, 如 [f]、[b] 等。

元音分为单元音和双元音, 按发音部位又分为前、中、后, 而辅音的分类比较复杂。辅音如按发音部位分类, 则有唇音、舌音等, 如按发音方法分类, 则有塞音、擦音、边音、鼻音等, 如按发音方式分类, 则有清音、浊音等。

音素不同于字母, 音素依靠听觉辨别, 字母依靠视觉辨认。音素是字母组合后的读音标记, 它属于读音系统, 字母则属于拼写系统。因此, phonetics 一词就拼写来看是由 9 个字母拼写而成的, 但就读音来看只有 8 个音素。

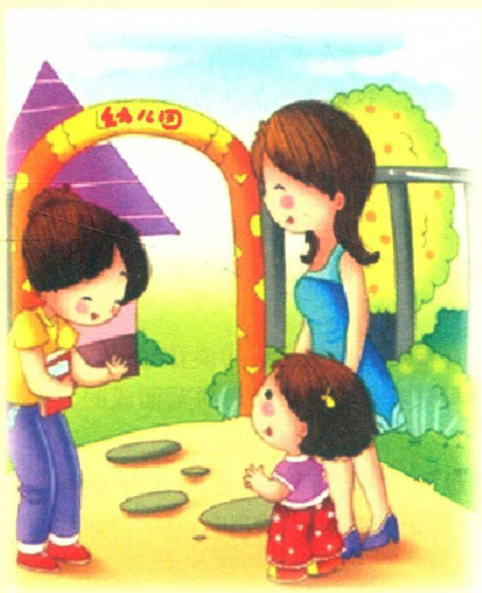
英语辅音和元音在语言中的作用, 就相当于汉语中的声母和韵母。音素一般用国际音标 International Phonetic Alphabet (IPA) 标记。国际音标是国际上通行的一种记音符号, 一般用 [] 或 / / 标明, 如 [fə'netiks] 或 /fə'netiks/。



School Languages

Arrivals & Dismissing 入园和离园

- Good morning. / Hello, sweetie! / Nice to meet (see) you!
早上好! / 你好, 宝贝! / 很高兴见到你!
- We missed you. Did you miss your friends?
我们都想你了, 你有没有想朋友们呀?
- Give me a hug / Give me five!
抱抱我吧。/ 我们来击掌吧!
- How are you today? / Are you happy today?
你今天好吗? / 你今天开心吗?
- You look very / so beautiful / handsome / smart today.
你今天看起来好漂亮 / 好帅 / 好清爽!
- I like your new dress / hairstyle.
我喜欢你的新裙子 / 新发型!
- Why are you looking unhappy / sad?
你为什么看上去不开心呢?
- Come on in! Leave your bag.
快进来! 放好书包。
- Say "good-bye" to your daddy / mummy.
跟爸爸 / 妈妈说再见。
- Have fun! / Have a nice day!
今天过得开心点儿!



- That's all for today. / So much for today. / Class dismissed.
今天就到这里了。/ 下课了!
- Were you happy? / Did you have fun. today?
你们过得开心吗? / 你们今天玩得好好吗?
- School is over. It's time to go home.
放学啦! 该回家了!
- Get your things done up. / Put away your things.
把你们的事情做完。/ 把你们手里的东西放回去。
- Get your clothes neat. / Put on your coat.
把衣服整理好。/ 穿好外衣。
- Don't forget your bag. / Take your schoolbag with you.
别忘了拿书包。/ 把书包带走。
- Say "Bye-bye" to your friends.
跟小朋友们告别吧。
- Good-bye, sweetie (honey) . / See you tomorrow (Monday) !
再见, 宝贝! / 明天见! / 周一见!



Chants & Songs

You Have One I Have One 拍手歌

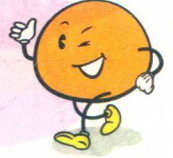
You have one, I have one, two little children see a big bun.

You have two, I have two, four little children go to school.

You have three, I have three, six little children plant many trees.

You have four, I have four, eight little children stand at the door.

You have five, I have five, ten little children stand in a line.



TWINKLE, TWINKLE, LITTLE STAR

Words:

Jane Taylor, 1806

Music:
Traditional

1. Twin-kle, twin-kle, lit-tle star, How I won-der
what you are! Up a-bove the world so high,
Like a dia-mond in the sky, Twin-kle, twin-kle,
lit-tle star, How I won-der what you are.

2. When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night,
Twinkle, twinkle, little star,
How I wonder what you are.

4. In the dark blue sky you keep,
Often through my curtain peep,
For you never shut your eye,
Till the sun is in the sky,
Twinkle, twinkle, little star,
How I wonder what you are.

3. Then the traveler in the dark,
Thanks you for your tiny spark,
He could not see where to go,
If you did not twinkle so,
Twinkle, twinkle, little star,
How I wonder what you are.



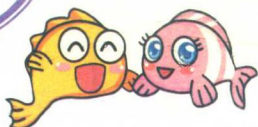


The Wind and the Sun 风和太阳

Hello, my name is Titi. When I see new friends, I want to say hello. I say, "Hello, my friend, my name is Titi." They say, "Hello Titi, nice to meet you."

One day, I saw a flower. He was alone. He had no friends. I wanted to talk to him. "Good morning. My name is Titi. What is your name?"

The flower answered, "My name is Kiki." I said, "Nice to meet you, Kiki." Kiki said, "Nice to meet you too, Titi." Kiki became my new friend.



Look for a Friend 找朋友

Sam is a fish. He lives in the sea. He is very lonely. He wants to have a friend. The friend looks like him. Sam sees an ink fish. The ink fish has eight legs. He doesn't look like Sam. So Sam goes away. Sam meets a shark. He wants to say hello to the shark. The shark opens his big mouth. Sam runs away quickly. Sam is tired and hungry. He wants to have a rest. Then he sees a round fish. She says to him. "Hello! Would you like to be my friend?" Sam answers, "Of course! But you are round. I am flat." The round fish says, "But we are both fishes." Sam thinks and says, "You are right. Let's be friends." They become good friends.



Game

Body Alphabet 人体字母

Objective: Learn the alphabet

Teaching aids: a mat, a timer

- Rules:
1. The class learns how to use the limbs and trunk to act out the alphabet.
 2. Divide the class into groups of three.
 3. The groups take turns to come to the mat and act out the capital letters they hear as more as they can in given time.
 4. The group that has done the most will be the winner.

Extension: Use the fingers to make the shapes of lowercase letters.

Language: "Show me the big letter W."

"Can you guess what this letter is?"

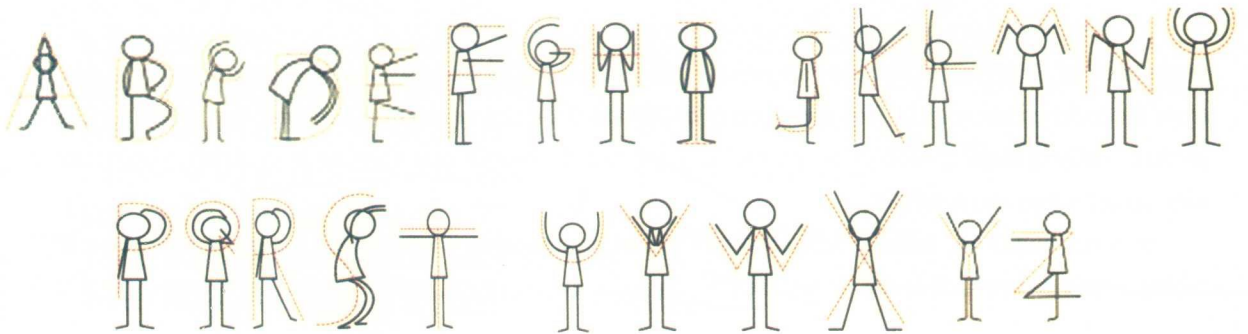
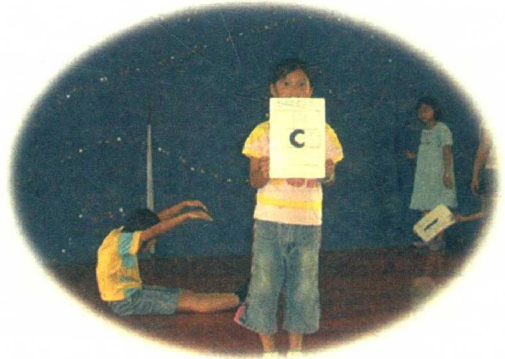
"See which group can be the first one to make a shape of W."

"Use your finger(s) to make a small b."

"Put your small b on your head."

"Put your small b on your mouth."

"Put your b on your desk."



Part 2 Pre-school Education in English



Text

What should an early childhood development programme look like?

Early childhood development programmes are not only about the children, they are also about influencing the contexts in which children are growing up... Programmes should build on the strengths that already exist within family, community and society. At the same time, they should work to build up the strengths of the children:

- Physical strengths: such as prenatal care and nutrition for mothers, appropriate nutrition for children; immunization; appropriate shelter; clean water; good sanitation and hygiene; opportunities and encouragement to develop gross and fine motor skills.

- Intellectual strengths: such as language acquisition and exposure to stories; activities that encourage a child to explore and be curious; understanding basic concepts such as numbers, colours, dimensions and so on; encouraging creativity and critical thinking.

- Social strengths: such as learning about one's own identity, understanding relationships in the family and neighbourhood; interacting with peers and others in accordance with accepted norms of the society; acquiring good communication skills, being able to cooperate.

- Moral and emotional strengths: such as having stable relationships, love, affection and a sense of security; understanding the belief system of family and society; learning what is wise and what is not wise; being a critical thinker; instilling and strengthening the ability to protect oneself.

The Convention presents development as a continuing process of interaction between the individual child, with his or her inherent characteristics, and the immediate and larger environment, resulting in evolving capacities and maturity... The child is an active participant, not a blank slate to be manipulated. Even the very youngest children can communicate, and it is our task, as adults, to encourage and assist them to develop their strengths and their skills...

... There are many options and many approaches. Some aspects need to be emphasized, such as the importance of programmes that support parents and families rather than replace them; such as training people from the local community to implement early childhood activities rather than insisting that all personnel be professionally qualified; such as communities, parents and children participating in decision-making about their programmes and activities...

In many countries, early childhood development programmes are initiated... or implemented by civil society organizations... It is the government's role to create an (legal, policy, social) environment that will

permit and encourage the healthy development of young children and their families...

The aim is to build sustainable programmes and services that ensure that all young children have the opportunity to develop their innate potential to the greatest extent possible. That is our collective responsibility. The children cannot wait.

Notes

1. Background

The United Nations, *Convention on the Rights of the Child* is applicable with regard to all persons under the age of 18... Article 29 of *Convention on the Rights of the Child* establishes the child's right to education. However, learning and education do not begin with primary schools. They begin with responsive and stimulating adult-infant interaction... Information about early learning and development should be made widely available so that families do not miss these early opportunities. A research shows that children profit from organized early learning experiences, particularly the poorest children.

联合国的《儿童权利公约》适用于所有 18 岁以下的人。……《儿童权利公约》第 29 条确立了儿童受教育权。然而，学习和教育不是从小学开始的，是从成人与婴儿之间反应性和刺激性的互动开始的……关于早期学习和发展的信息应该被广泛应用，这样家庭就不会错过这些早期教育的机会。研究表明，儿童可从安排有序的早期学习经历中获益，尤其是最贫穷的孩子。

2. early childhood development programmes 儿童早期发展方案（计划）

3. they are also about influencing the contexts *in which* children are growing up

方案还涉及对儿童成长环境的影响

in which 引导定语从句修饰先行词 contexts

e.g. Two major areas *in which* mentally retarded children require help are memory and attention.

智障儿童主要是在记忆力和注意力这两方面需要帮助。

4. Programmes should *build on* the strengths that already exist within family, community and society.

方案应以家庭、社区和社会中已有的优势为基础来制定。

build on 以……为基础

e.g. I am determined to *build on* this solid foundation. 我决定在这个坚实的基础之上继续努力。

5. to develop gross and fine motor skills 发展粗大运动和精细运动技能

e.g. The study on characteristics and correlation between gross motor and fine motor skills developments in high risk infants with potential cerebral palsy of different birth weight

不同出生体重脑瘫高危儿婴儿期粗大与精细运动技能发育特征及其相关性研究

6. interacting with peers and others *in accordance with accepted norms* of the society

按照社会公认的准则与同伴及他人相处

in accordance with 与……一致，依照

e.g. We should make decisions *in accordance with* specific conditions.

我们应当根据具体情况做出决定。

in accordance with its natural tendency 顺其自然

in accordance with practice [法] 按照惯例，根据实践

accepted 公认的; 可以接受的 (accept 的过去分词用作形容词)

7. understanding the belief system of family and society 理解家庭和社会的信仰体系

8. *The Convention* presents development as a continuing process of interaction between the individual child, with his or her inherent characteristics, and the immediate and larger environment, resulting in evolving capacities and maturity...

《公约》将发展视为一个持续的过程, 即个体儿童及他/她固有的特性与当前以及更大的环境之间的互动过程, 从而导致其能力和成熟度的不断变化。

The Convention; The United Nations' *Convention on the Rights of the Child*

联合国《儿童权利公约》

9. The child is an active participant, not a blank slate to be manipulated.

孩子是一个积极的参与者, 而不是一块被操纵的空白石板。

Usefull Words and Expressions

context ['kɒntekst] *n.* 语境; 情境; 背景; 环境

strength [streŋθ] *n.* 力量; 优点, 长处

prenatal [ˌpri:'neɪtl] *adj.* 出生前的, 胎儿期的

prenatal care 产前保健

nutrition [nju:'triʃn] *n.* 营养学; 营养品; 营养

appropriate [ə'prəʊpriət] *adj.* 适当的; 恰当的

immunization [ˌɪmjənaɪ'zeɪʃn] *n.* 免疫

shelter ['ʃeltə] *n.* 避难所; 遮蔽; 居所; 收容所

sanitation [ˌsæni'teɪʃn] *n.* 卫生系统或设备

hygiene ['haɪdʒi:n] *n.* 卫生, 卫生学; 保健法

food hygiene 食品卫生

personal hygiene 个人卫生

acquire [ə'kwɪə] *vt.* 学到; 获得, 取得

acquisition [ˌækwi'zɪʃn] *n.* 收购; 获得

language acquisition 语言习得

exposure [ɪk'spəʊʒə] *n.* 暴露; 揭发; 公开

exposure to stories 接触故事(听、读、讲故事等)

curious ['kjʊəriəs] *adj.* 好奇的; 奇妙的; 求知的

concept ['kɒnsept] *n.* 观念; 概念; 想法; 总的印象

critical ['krɪtɪkl] *adj.* 关键的; 批评的, 爱挑剔的

critical thinking 批判性思维

identity [aɪ'dentəti] *n.* 身份[逻辑]同一性; 个性

in accordance with 与……一致; 依照

norm [nɔ:m] *n.* 规范; 准则; 标准; 行为模式

approach [ə'prəʊtʃ] *n.* 方法; 途径; 接近

vt. & vi. 接近, 走近, 靠近

stable ['steɪbl] *adj.* 稳定的; 沉稳[持重]的; [物理学]稳定平衡的; 持久的

affection [ə'fekʃn] *n.* 喜爱, 慈爱; 情感或感情

wise [waɪz] *adj.* 聪明的, 有智慧的; 博学的

instill [ɪn'stɪl] *vt.* <美> 逐渐使某人获得(某种可取的品质), 逐步灌输

convention [kən'venʃn] *n.* 会议; 全体与会者; 国际公约; 惯例, 习俗, 规矩

inherent [ɪn'hɪərənt] *adj.* 天生; 固有的, 内在的

evolve [ɪ'vɒlv] *vt.* 使发展; 使进化; 设计, 制订出

vi. 发展; 通过进化进程发展或发生

manipulate [mæ'nɪpjuleɪt] *vt.* 操纵; 操作, 处理[医]推拿, 调整

slate [sleɪt] *n.* 石板; 板岩, 页岩; 行为记录

implement ['ɪmplɪment] *vt.* 实施, 执行; 使生效

initiate [ɪ'nɪʃieɪt] *vt.* 开始, 创始; 发起

sustainable [sə'steɪnəbl] *adj.* 可持续的; 可支撑的

Part 3 English Proficiency

Morphology

Word Building (I) 构词 (一)

英语构词通常分为六种方法,即转化(Conversion)、派生(Derivation)、合成(Compounding)、混合(Blending)、截短(Clipping)和首尾字母结合(Acronym)。



Conversion—转化法

Conversion is the formation of new words by converting words of one part of speech to the words of another part of speech, without changes in morphological structures. Words created are new only in a grammatical sense.

英语构词法中把一种词性用作另一种词性而词形不变的方法叫做转换法,转换的单词只是语法意义上的新词。转换法大多词义不变,但有时会有有一定的转变。

Types of Conversion			
→ Nouns	Examples	→ Verbs	Examples
<i>v. → n.</i>	Let's go out for a walk . 我们到外面去散散步吧。 Did you book a seat on the plane? 你订好飞机座位了吗	<i>n. → v.</i>	Please hand me the book. 请把那本书递给我。 We lunched together. 我们在一起吃了午餐。
<i>adj. → n.</i>	You should be dressed in black at the funeral. 你在葬礼中该穿黑色衣服。	<i>adj. → v.</i>	We will try our best to better our living conditions. 我们要尽力改善我们的生活状况。
The + <i>adj.</i> = The... people	The old in our village are living a happy life. 我们村的老年人过着幸福的生活。	<i>adv. → v.</i>	Murder will out . (谚语) 恶事终必将败露。

Noun 名词

A noun is the name of a person or a thing.

名词是用来表示人、事物、地点以及抽象事物名称的单词。

例如: 人: John, sister, father

事物: water, air, sun, computer

地点: London, theater

抽象事物名称: love, happiness, imagination, hope



1. 名词的分类

		Type (类型)	Examples (示例)	
Noun 名词	Common 普通名词	Proper 专有名词	Beijing the Great Wall Smith the United Nations	
		Countable 可数	Individual 个体	man, expert, factory
		Uncountable 不可数	Collective 集合	audience, class, family
			Mass 物质	water, coal, rice, air, gas
Abstract 抽象	surprise, honour, help			



2. 名词的数

(1) 可数名词的复数构成。

词尾形式	复数变化		示例
普通名词	+ s	清辅音后 [s]	house → houses; lip → lips; rock → rocks; boy → boys; photo → photos; wood → woods
		浊辅音 / 元音后 [z]	
ch; sh; s; x	+ es [ɪz]		watch → watches; fish → fishes (表“种类”) bus → buses; box → boxes
辅音字母 + y	变 y 为 i + es [ɪz]		family → families; city → cities
f; fe	变 f, fe 为 v + es [ɪz]		knife → knives; leaf → leaves; life → lives
不规则变化	child → children; woman → women; mouse → mice; tooth → teeth; tomato → tomatoes; potato → potatoes; hero → heroes; Negro → Negroes		
单复数同形	sheep; Chinese; Japanese; fish (表“条”); deer; means		
只有复数形式	people; trousers; clothes; thanks; scissors; glasses (眼镜)		

(2) 不可数名词没有复数形式。

使用规则	示例
前边不能用不定冠词	It's good weather for mountain climbing.
不能用数词作定语	I have two boxes of chocolate .
作主语时谓语动词用单数形式	Your advice was a great help to me.
使用量词短语表示数量	a cup of tea; a piece of news; three bottles of water

