



21世纪职业教育立体化精品教材

“互联网+”新形态教材



幼师英语

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【内容提要】 本书根据《幼儿园教育指导纲要(试行)》的要求来设置内容,将英语学习内容与未来工作岗位相结合,以未来工作岗位所需知识和能力、教学方法和综合训练为主要内容,在巩固学生英语技能的同时,使其掌握快乐英语教学方式、方法和技能。全书以幼儿园一日生活为主线,共分为六个单元,每个单元都介绍了相应情境的音标、儿歌律动、一日生活对话、绘本阅读、教学方法等素材。

本书既适用于职业院校学前教育专业教学,也可以作为幼儿园双语教师职前培训或在职进修及自学教材。

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前言

2010年发布的《国家中长期教育改革和发展规划纲要(2010—2020年)》将学前教育列为国家教育事业发展的八大发展任务之一,明确提出到2020年要基本普及学前教育的目标,并强调要把提高教育质量作为教育发展的核心任务。在未来20年,职业院校的毕业生将成为我国学前教育教师队伍的主体。因此,提高教学质量至关重要。

本书将英语学习内容与未来工作岗位相结合,以未来工作岗位所需知识和能力、教学方法和综合训练为主要内容,在巩固学生英语技能的同时,使其掌握快乐英语教学方式、方法和技能。

本书在构思和章节安排上努力做到内容全面、体例合理、结构紧凑、便于使用。将音标、儿歌律动、一日生活对话、绘本阅读、教学方法等素材介绍给学生,以激发学生的学习兴趣。全书以幼儿园一日生活为主线,共分为六个单元,每一个单元的结构如下:

Part I Phonetics:该部分为音标学习部分,并辅以幼儿园常用单词作为音标练习,训练学生英语的口头表达能力。

Part II Rhythms and Songs:本部分依据幼儿年龄特点,提供大、中、小班常见的儿歌律动、手指谣等,使学生熟悉幼儿常见的材料,为以后从事幼教工作打下坚实基础。

Part III Situational English Dialogues:本部分以幼儿园一日生活为主要内容,将英语学习融入一日生活中,使幼儿在幼儿园生活和游戏中习得英语。让学生和以后的工作岗位无缝衔接,使英语学习真正体现“致用、实用、乐用”的特点。

Part IV Picture Book Reading:近几年,随着绘本在中国的推广,越来越多的幼儿园和家长对绘本越来越重视。本部分为学生介绍了目前流行的英文原版绘本,既丰富了英语学习的趣味性,也拓展了学生的阅读范围。





Part V Teaching Techniques: 本部分介绍了在幼儿园双语教学中常见的游戏教学等教学技巧,体现幼儿园英语教学遵循以游戏活动为主的教学模式,真正实现“在玩中学”的教学理念。

本书既适用于职业院校学前教育专业教学,也可以作为幼儿园双语教师职前培训或在职进修及自学教材。

本书的编写人员由具有丰富的学前英语教师教育经验的大学教师和具有丰富的幼儿英语教学经验的教师组成。本书由何志静、陈月霞、骆玉任主编;曹敏、赫会英、霍洁任副主编。何志静负责整体教学设计,并且编写了本书的第一章、第二章;陈月霞负责编写了本书的第三章、第四章;骆玉负责编写了本书的第五章、第六章;曹敏负责编写并审核所有章节中的儿歌部分;赫会英、霍洁负责本书教学技巧部分的整理与审核。

由于编者的水平和精力所限,本书难免存在疏漏与不当之处,恳请专家及读者提出批评和建议。

编 者



Unit One Arriving at the Kindergarten	1
Part I Phonetics	1
Part II Rhythms and Songs	4
Part III Situational English Dialogues	6
Part IV Picture Book Reading	8
Part V Teaching Techniques	11
Unit Two Morning Health-Check	13
Part I Phonetics	13
Part II Rhythms and Songs	15
Part III Situational English Dialogues	17
Part IV Picture Book Reading	19
Part V Teaching Techniques	22
Unit Three Having Breakfast & Snacks	25
Part I Phonetics	25
Part II Rhythms and Songs	29
Part III Situational English Dialogues	30
Part IV Picture Book Reading	34
Part V Teaching Techniques	38
Unit Four Outdoor Activities	41
Part I Phonetics	41
Part II Rhythms and Songs	43
Part III Situational English Dialogues	45





Part IV	Picture Book Reading	48
Part V	Teaching Techniques	51
Unit Five	Taking a Nap	53
Part I	Phonetics	53
Part II	Rhythms and Songs	57
Part III	Situational English Dialogues	59
Part IV	Picture Book Reading	61
Part V	Teaching Techniques	65
Unit Six	Leaving the Kindergarten	67
Part I	Phonetics	67
Part II	Rhythms and Songs	70
Part III	Situational English Dialogues	73
Part IV	Picture Book Reading	75
Part V	Teaching Techniques	80
附录 1	幼儿园一日生活常用句	83
附录 2	幼儿英语常用单词	87
附录 3	教案	93
附录 4	常用幼儿英语儿歌	109
附录 5	幼儿英语故事	113



Unit One

Arriving at the Kindergarten

Objectives

After studying this unit, the students are expected to:

1. know how to speak simple English to pupils when they arrive at the kindergarten;
2. learn the phonetics and sing the songs & rhythms;
3. read some classic stories from picture books;
4. learn some relative tips about organizing classes.



Part | Phonetics

国际音标学习是学好英语的第一步。作为提高听力与口语能力的前提,掌握音标的发音规律是学习英语的基础。

讲授音标的教学手法很多,可以用手势、肢体动作完成,也可以用图片、儿歌等完成。下面就让我们从元音(Vowel)开始学起吧,见表 1-1。

表 1-1

元音

单 元 音	长元音	/ɑ:/	/i:/	/u:/	/ɔ:/	/ɜ:/		
	短元音	/ʌ/	/ɪ/	/ʊ/	/ɒ/	/ə/	/e/	/æ/
双 元 音		/aʊ/	/əʊ/					
		/ɪə/	/eə/	/ʊə/				
		/eɪ/	/aɪ/	/ɔɪ/				



单元音发音示意图

发音要领	发音图	发音要领	发音图
<p>/ɑ:/</p> <p>双唇中长打开,牙床大开,舌后隆起,舌尖平放口中,喉头肌肉放松,发长音。</p>		<p>/ʌ/</p> <p>双唇平放,牙床半开,舌尖抵住下齿龈,舌后微隆,喉头肌肉较紧张,发短音。</p>	
<p>/i:/</p> <p>舌尖抵下齿,双唇扁平做微笑状,喉头肌肉紧张,发长音。</p>		<p>/ɪ/</p> <p>舌尖抵下齿,双唇中长打开,舌中部隆起,喉头肌肉松弛,发短音。</p>	
<p>/u:/</p> <p>双唇收圆凸起,牙床半合,喉头肌肉紧张,发长音。</p>		<p>/ʊ/</p> <p>双唇收圆,牙床半合,后舌隆起,喉头肌肉松弛,发短音。</p>	
<p>/ɔ:/</p> <p>双唇收圆,牙床半开,后舌隆起,喉头肌肉略紧张,发长音。</p>		<p>/ɒ/</p> <p>双唇向外收圆,舌后隆起,牙床全开,喉头肌肉较紧张,发短音。</p>	
<p>/ɜ:/</p> <p>舌中微隆上抬,双唇中长扁平,牙床半合,喉头肌肉较紧张,发长音。</p>		<p>/ə/</p> <p>舌尖平放,舌中隆起,双唇中长,牙床半开,喉头肌肉松弛,发短音。</p>	
<p>/e/</p> <p>前舌抬起,舌尖抵下齿,牙床半开,双唇略扁,喉头肌肉松弛,发短音。</p>		<p>/æ/</p> <p>双唇扁平,舌前微升,舌尖抵住下齿,牙床全开,喉头肌肉紧张,发短音。</p>	

 **Reading practice**

[ɑ:]	[ɑ:m]	[ɑ:t]	[kɑ:]	[stɑ:t]	[skɑ:]
	[fɑ:m]	[hɑ:d]	[mɑ:t]		
[ʌ]	[nʌt]	[bʌs]	[lʌk]	[sʌn]	[fʌn]
	[bʌt]	[ʌs]	[dʌk]	[ˈnʌmbə]	
[i:]	[hi:t]	[mi:t]	[ni:t]	[fli:]	[fi:l]
	[si:]	[wi:]	[ri:tʃ]		
[ɪ]	[lɪd]	[dɪd]	[pɪn]	[klɪk]	[fɪks]
	[lɪft]	[tɪn]	[ˈwɪntə]		
[u:]	[fu:d]	[bu:t]	[flu:]	[mu:n]	[lu:p]
	[lu:n]	[nu:n]	[ku:l]		
[ʊ]	[fʊt]	[bʊk]	[gʊd]	[stʊd]	[kʊk]
	[brʊk]	[pʊt]	[wʊd]		
[ɔ:]	[bɔ:l]	[ɔ:l]	[fɔ:l]	[tɔ:l]	[smɔ:l]
	[hɔ:l]	[kɔ:l]	[bɔ:d]		
[ɒ]	[gɒt]	[lɒt]	[ɒf]	[nɒt]	[mɒk]
	[fɒks]	[sɒk]	[bɒks]	[ˈsɒrɪ]	
[ɜ:]	[bɜ:g]	[gɜ:l]	[fɜ:n]	[tɜ:n]	[hɜ:]
	[wɜ:k]	[sɜ:v]	[ˈdɜ:ti]		
[ə]	[ˈbrʌðə]	[ˈsɪstə]	[ˈkʌlə]	[ˈrʌbə]	[ˈru:lə]
	[fəˈget]	[ˈhɒlədeɪ]			
[e]	[les]	[eg]	[tel]	[felt]	[tekst]
	[men]	[lend]	[swept]		
[æ]	[fæn]	[lænd]	[plæn]	[kæt]	[flæt]
	[mæt]	[fæt]			

car	farm	card	garden	fast	class
last	glass	aunt	calm		
up	supper	lunch	fun	cup	come
mother	dose	brother	love		
three	green	sheep	meet	beef	seek
tea	leave	teacher	speak		



it	is	list	six	fit	pig
build	miss	myth	many		
moon	room	gloom	doom	goose	tooth
shoe	two	true	prude		
look	good	foot	wood	should	could
full	push	woman	wolf		
talk	hall	short	more	lord	horse
sport	door	store	caught		
hot	lost	fox	mop	loss	collar
not	want	wash	watch		
skirt	thirty	bird	turn	murder	nurse
Thursday	burger	learn	nerd		
leader	remember	doctor	actor	delicious	gracious
collar	dollar	today	lesson		
head	bread	pleasure	elephant	electric	empty
sell	better	bed	any		
bag	hand	ant	happy	hat	map
black	glad	flag	shall	man	



Part II Rhythms and Songs

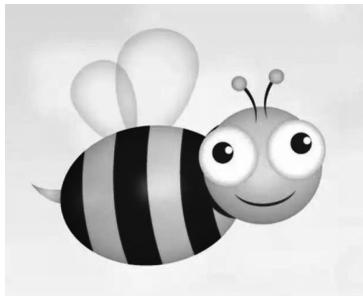


1. *Little bee* for children in junior class.

Little bee, little bee, round round round.

Little bee, little bee, sound sound sound.

Buzzzzz ~ ~ ~



Little bee



2. Twinkle, twinkle, little star for children in middle class.

Twinkle, twinkle, little star, how I wonder what you are!
Up above the world so high, like a diamond in the sky.
Twinkle, twinkle, little star, how I wonder what you are!



Twinkle, twinkle,
little star



3. Walking walking for children in senior class.

Walking walking, walking walking.
Hop hop hop, hop hop hop.
Running running running, running running running.
Now let's stop, up and down.



Walking walking



Part III Situational English Dialogues

情景介绍:早晨小朋友们在乘车地点登上校车,并在教师组织下有序乘车、安全下车。



Dialogue 1

T: Good morning, boys and girls.

K: Good morning, Jessica.

T: Get on the bus, please. Take care and seat yourself.

K: Sure.

T: Keep silence. Don't put your head or your hands out of the window.

K: Yes, teacher.

Dialogue 2

T: We arrive at our kindergarten. Please say thank you to Mr. Green.

C: Thank you.

G: You're welcome. Good luck!

T: Oh, you are so lovely. Please get off the school bus.

T: Remember to put your school bag on yourself, please.

C: OK.

T: Great! Give me a hug and see you later.

情景介绍:早晨教师在教室门口迎接小朋友们,师生进行日常问候。



Dialogue 3

- T: Hello, Lily. How nice to see you!
 C: Hello, Miss Erin. Nice to see you, too!
 T: You are pretty today! You've got a new dress. It's very popular.
 C: Thank you.
 T: Take off your schoolbag, please.
 C: Yes, Miss Erin.
 T: My dear, welcome to our class and say good-bye to your mom.
 C: Good-bye, mom.

Extensive sentences



1. Hi! /Hello!
 Good morning.
2. Hello, nice to meet you./nice to see you.
3. How are you?
 I am fine, thank you. And you?
 I'm fine, too.
4. How beautiful you are today!
 You look beautiful in your new dress.
 You look great!
 You are cool today!
 You are a brave child.
5. Please say bye-bye to your mummy/daddy.



Say thank you to the driver.

6. Come in, please. Welcome to our classroom.
7. Come on, please. The bus will leave immediately.
8. Take off your coat.

Take off your coat and hang it up there.

Take off your coat and put it in the cupboard.

9. Please put on your schoolbag.
Remember to put your schoolbag on yourself, please.
10. Little boy, we are waiting for you. Follow me, please.



Oral practice



1. You are the principal of Sunshine Kindergarten. You are standing at the gate and welcome the pupils to enter into the school in the morning. Make a dialogue with Tom, who is a little boy about 3 years old. Tom is crying for going here.
2. Jenny is a girl about 5 years old. She can take off her coat, fold and put it in the cupboard neatly. Please praise her behavior in the morning when she comes to school.

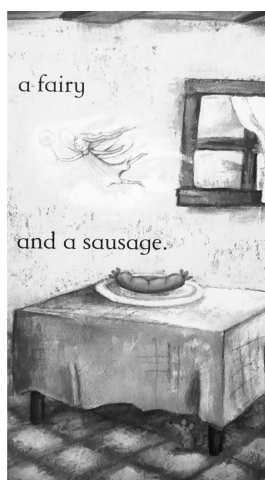


Part IV Picture Book Reading

The Three Wishes

By Lesley Sims





This story is about Ned and Nat, a fairy and a sausage.

Ned and Nat were hungry. They were always hungry.

Ned worked in the fields. “Help!” He helped a fairy.

“Thank you. Have three wishes!” said the fairy.

Ned ran home. “Nat! We have three wishes!” he shouted.

“Oh!” she said. “I wish for...”

“A sausage!” said Ned.

“A sausage?” said Nat. “What a silly wish!”

“I am hungry.” Ned was cross.

“I wish the sausage was on the end of your nose!” And it was. Nat was very, very, very cross.

“Ned!” wailed Nat. “Do something!”

“I wish the sausage was off my nose,” said Ned. And it was.

“Now we have no wishes, But we do have a sausage!” said Ned.

Book for ages: 3—10

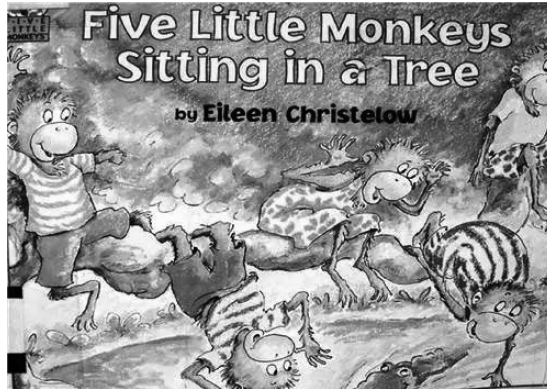
Interactive performance:

Perform this story with your partners.



Five Little Monkeys Sitting in a Tree

By Eileen Christelow



Five little monkeys and their mama walk down to the river for a picnic supper.
Mama spreads out a blanket and settles down for a snooze, but she feels too sleepy.
While five little monkeys climb a tree to watch Mr. Crocodile.
Five little monkeys sitting in a tree, tease Mr. Crocodile, “Can’t catch me!”
Along comes Mr. Crocodile...
SNAP!
Oh, no! Where is she?
Four little monkeys sitting in a tree, tease Mr. Crocodile, “Can’t catch me!”
Along comes Mr. Crocodile...
SNAP!
Oh, no! Where is she?
Three little monkeys sitting in a tree, tease Mr. Crocodile, “Can’t catch me!”
Along comes Mr. Crocodile...
SNAP!
Oh, no! Where is she?
Two little monkeys sitting in a tree, tease Mr. Crocodile, “Can’t catch me!”
Along comes Mr. Crocodile...
SNAP!
Oh, no! Where is she?
Now there’s only one little monkey sitting in a tree, tease Mr. Crocodile, “Can’t catch me!”
Along comes Mr. Crocodile...
SNAP!
Oh, no!
There are no little monkeys sitting in the tree.

But, wait! Look!

12345, five little monkeys sitting in the tree!

Their mama hugs them.

Their mama scolds them. "Never tease a crocodile. It's not nice—and it's dangerous."

The five little monkeys and their mama eat a delicious picnic supper.

And they do not tease Mr. Crocodile again!

Book for ages: 3—10

Interactive topic:

If you meet a fairy, what are your three wishes?



Part V Teaching Techniques



1. Read the lip language

适用类型: 单词教学

适用年龄: 小、中、大班

游戏目的: 通过读取无声唇语检验是否掌握词汇; 训练幼儿专注力。

游戏准备: 单词卡

游戏玩法: 教师讲授词汇后, 幼儿读取教师的唇语猜测单词, 快速答出者获胜。

参考用语: Look at my mouth and listen to me carefully.

Can you guess what I speak?

I speak and you guess.

Good job!

Who wants to try?



2. High-low voice

适用类型: 单词、句子教学

适用年龄: 小、中、大班

游戏目的: 提升听单词、句子的能力; 训练幼儿专注力。

游戏准备: 单词卡、实物等

游戏玩法: (一) 老师大声读, 幼儿大声读。老师小声读, 幼儿小声读。



参考用语: Let's play a game named high-low voice.

When I read loudly, you must read loudly.

When I read lowly, you read lowly.

Understand? Let's begin.

Excellent!

(二) 老师大声读, 幼儿小声读。老师小声读, 幼儿大声读。



3. Who is missing

适用类型: 单词教学

适用年龄: 小、中、大班

游戏目的: 通过查找遮挡起来的词汇检验幼儿学习效果; 提升幼儿记忆力。

游戏准备: 单词卡、实物等

游戏玩法: 幼儿闭眼, 教师将所学实物或图片翻转或者遮挡起来, 待幼儿睁眼指出消失的单词或物体。

参考用语: Look at these words. Read with me.

Now show me your right hands. Follow me. Turn turn turn.

This time close your eyes.

Show me your right hands. Let's say "turn turn turn".

Now open your eyes.

Who is missing?

English mottos

Better late than never. 迟做总比不做好。

Keep going. Never give up. 一直前进, 永不放弃。

Unit Two

Morning Health-Check

Objectives

After studying this unit, the students are expected to:

1. know how to speak simple English about morning health-check;
2. learn the phonetics and sing the songs & rhythms;
3. read some classic stories from picture books;
4. learn some relative tips about organizing classes.



Part | Phonetics

双元音发音示意图

发音要领	发音图	发音要领	发音图
<p><i>/aʊ/</i></p> <p>将口张开略圆, 渐渐合拢, 双唇呈圆形, 由发/a/音平稳过渡到发/ʊ/音。</p>		<p><i>/əʊ/</i></p> <p>口半开半合, 舌后微升, 过渡成双唇呈圆形, 由/ə/音滑向/ʊ/音, 注意将音发足。</p>	



续表

发音要领	发音图	发音要领	发音图
<p>/ɪə/</p> <p>双唇张开,牙床由窄至半开,舌抵下齿,逐渐过渡至上卷,从/ɪ/音滑向/ə/音,注意/ɪ/音较强,/ə/音较弱。</p>		<p>/eə/</p> <p>双唇张开后略圆,牙床张开相当宽,舌尖卷上渐至卷后,/ə/音较轻。</p>	
<p>/ʊə/</p> <p>双唇呈圆形,牙床近于半合,舌尖不触下齿,注意把/ʊ/音发足,然后从/ʊ/音过渡到/ə/音。</p>		<p>/eɪ/</p> <p>双唇稍扁,口形从半开到合。先发/e/音,然后滑向/ɪ/音。</p>	
<p>/aɪ/</p> <p>双唇打开,舌尖抵住下齿,先发/a/音,然后滑向/ɪ/音。注意把/a/音发足。</p>		<p>/ɔɪ/</p> <p>双唇外突呈圆形,发/ɔ/音逐渐过渡为双唇扁平分开,发/ɪ/之短音。</p>	

Reading practice



[aʊ]	[kaʊ]	[haʊ]	[ˈflaʊə]	[ˈtaʊə]	[haʊs]
	[maʊs]	[naʊ]			
[əʊ]	[nəʊ]	[gəʊt]	[həʊm]	[nəʊt]	[əʊld]
	[kəʊt]	[rəʊ]	[bəʊt]		
[ɪə]	[dɪə]	[nɪə]	[ˈwɪərɪ]	[fɪə]	[ʃɪə]
	[klɪə]	[tɪə]	[paɪəˈnɪə]		
[eə]	[heə]	[peə]	[feə]	[ˈfeəri]	[ˈweəri]
	[riˈpeə]	[ˈkeəfl]	[steə]		

[ʊə]	[pʊə]	[tʊə]	[lʊə]	[pjʊə(r)]	[bʊə]
	[fʊə]	[ˈtʊərɪst]	[məˈfʊə]		
[eɪ]	[neɪm]	[feɪm]	[geɪm]	[leɪk]	[seɪk]
	[ˈteɪbl]	[keɪk]	[peɪ]		
[aɪ]	[waɪt]	[waɪ]	[maɪ]	[raɪt]	[flaɪ]
	[flaɪ]	[kaɪnd]	[faɪnd]		
[ɔɪ]	[ɔɪl]	[bɔɪl]	[pɔɪnt]	[nɔɪz]	[vɔɪs]
	[kɔɪ]	[dʒɔɪ]	[tʃɔɪs]		

out	sound	proud	cloud	ground	loud
wow	mountain	thousand	however		
open	over	go	nose	rose	road
gold	snow	most	low		
ear	idea	hear	peer	beer	here
hero	theatre	beard	clear		
care	bear	share	square	there	air
chair	wear	rear	their		
usual	endure	cure	our	shower	flower
curious	rural	during	hour		
late	gate	page	lay	say	may
way	great	break	same		
bike	kite	might	high	life	time
fine	shine	night	light		
toy	joy	choice	enjoy	employ	destroy
coin	toilet	soil	boy		



Part II Rhythms and Songs



1. *Apple Round, Apple Red* for children in junior class.

Apple round, apple red,
Apple juice, apple sweet,



Apple, apple, I love you,
Apple sweet, I love to eat.



2. *One Finger, One Finger* for children in middle class.

One finger, one finger, point, point, point.
Two fingers, two fingers, cut, cut, cut.
Three fingers, three fingers, miaow, miaow, miaow.
Four fingers, four fingers, touch, touch, touch.
Five fingers, five fingers, clap, clap, clap.



3. *Two Little Blackbirds* for children in senior class.

Two little blackbirds
Sitting on a hill,
One named Jack

And the other named Jill.
 Fly away, Jack,
 Fly away, Jill,
 Come back, Jack,
 Come back, Jill.



Part III Situational English Dialogues

情景介绍:到达幼儿园后,小朋友们排队进行体检。

Dialogue 1

T: Please have your morning health-check.
 C: Yes, Miss Chen.
 T: Show me your hands, please.
 C: OK.
 T: Your nails are clean, very good. Then open your mouth and say “A...”.
 C: A...
 T: It's OK. Here is your card.
 C: Thank you, Miss Chen.

Dialogue 2

T: What's the matter, honey?
 C: I feel bad. I caught a cold.
 T: Oh, I'm sorry to hear that. You'd better put on more clothes.
 C: Yes, Miss Li.
 T: Drink more water, OK?
 C: OK.



T: Good baby. Don't worry. We'll take care of you.

C: Thank you, teacher.

情景介绍:李老师在进行常规晨检时,发现有个小朋友心情不好,不想晨检。

Dialogue 3

M: Morning, Miss Li.

T: Hi, Mary, morning health-check.

M: Miss Li, I'm in bad mood. I don't want morning health-check now.

T: OK, Mary. Come in first, and then come back later for it.

M: Thank you.

情景介绍:王老师在晨检时,发现有个小朋友手指破了皮,赶紧进行处理。

Dialogue 4

T: Morning health-check, kids.

Kids: OK.

K1: Ah, I hurt myself.

T: Really? Where did you hurt? Let me see.

K1: Here.

T: Oh. Don't worry. Keep your wound dry, and don't touch it. Let teacher know if you need help, understand?

K1: Got it.



Extensive sentences



1. How are you feeling today?
2. How long have you felt like this?
3. Let me take your temperature.
4. You should have more vegetables and fruits.
5. Drink less Sodas and Coca Cola.
6. Don't eat junk food.
7. Take this medicine three times a day.
8. Lie on the bed and have a good rest.
9. Don't worry. You'll be fine.
10. I hope you'll be well soon.

Oral practice

1. You are the teacher in charge of morning health-check in Sunshine Kindergarten. Please make a dialogue with Lily, who is a 4-year-old girl. Lily has caught a fever.
2. Ted is a boy of 3 years old. Today he goes to kindergarten with his little toy cars. Please have a talk with him and tell him not to take toys to kindergarten.

Part IV Picture Book Reading

The Very Hungry Caterpillar

By Eric Carle



In the light of the moon, a few eggs lay on the leaf.

One Sunday morning, the warm sun came up and pop-out of the egg came a tiny and very hungry caterpillar.

He started to look for some food.

On Monday, he ate through one apple, but he was still hungry.

On Tuesday, he ate through two pears, but he was still hungry.

On Wednesday, he ate through three plums, but he was still hungry.

On Thursday, he ate through four strawberries, but he was still hungry.

On Friday, he ate through five oranges, but he was still hungry.

On Saturday, he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage,



one cake, and one slice of watermelon. That night he had a stomachache.

The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

Now he wasn't hungry any more—and he wasn't a little caterpillar any more. He was a big and fat caterpillar.

He built a small house called a cocoon, around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and...

He was a beautiful butterfly!

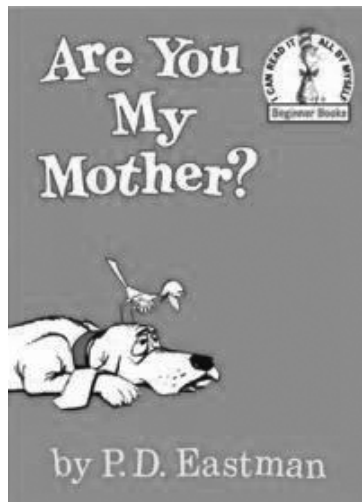
Book for ages: 3—10

Interactive performance:

Perform this story with your partners.

Are You My Mother?

By P.D. Eastman



A mother bird sat on her egg.

The egg jumped.

“I must get something for my baby bird to eat!” she said.

So away she went.

The egg jumped. It jumped, and jumped, and jumped!

Out came the baby bird!

“Where is my mother?” he said.

He looked up. He did not see her.

He looked down. He did not see her.

“I will go and look for her,” he said.

The baby bird could not fly, but he could walk. “Now I will go and find my mother,” he said.

He did not know what his mother looked like. He went right by her. He did not see her.

“Are you my mother?” He said to the kitten.

The kitten just looked and looked. It did not say a thing.

Then he came to a hen, “Are you my mother?” He said to the hen.

The kitten was not his mother. The hen was not his mother. So the baby bird went on.

“I did have a mother,” said the baby bird. “I know I do, I have to find her, I will, I will!”

Now the baby bird did not walk. He ran! Then he saw a car. Could that old thing be his mother? No, it could not.

Just then, the baby bird saw a big thing. It must be his mother! “There she is!” He said. “There is my mother!”

The big thing said, “Snort.”

“Oh, no!” said the baby bird. “You are not my mother, you are a scary Snort!”

But the baby bird could not get away. The Snort went up. It went way, way up. And up, up, up went the baby bird.

Just then, the Snort came to a stop.

“Where am I?” said the baby bird. “I want to go home! I want my mother!”

Then something happened. The Snort put the baby bird right back in the tree. The baby bird was home!

Just then the mother bird came back to the tree. “Do you know who I am?” She said to her baby.

“Yes, I know who you are,” said the baby bird. “You are not a kitten. You are not a hen. You are not a dog. You are not a cow. You are not a boat, or a plane, or Snort! You are a bird, and you are my mother.”

Book for ages: 3—10

Interactive topic:

Do you love your mother? Why or why not?

Group discussion:

Suppose you are a kindergarten teacher in junior class, at the beginning of new term, how can you help kids to overcome some anxiety problems, such as unwilling to go to kindergarten?



Part V Teaching Techniques



1. Follow me

适用类型: 单词、句子教学

适用年龄: 小、中、大班

游戏目的: 通过跟读练习,帮助幼儿学习和巩固单词、句子。

游戏准备: 单词卡、实物等

游戏玩法: 教师通过展示卡片、实物等教具帮助幼儿认识新的单词和句子。

参考用语: Look at me and listen to me carefully.

Follow me.

Read after me.

Good! Wonderful! Not bad!

Good job!



2. Looking for friends

适用类型: 字母、单词教学

适用年龄: 小、中、大班

游戏目的: 通过查找相应大写(或小写)字母或查找对应的单词检验幼儿学习效果;训练幼儿专注力。

游戏准备: 单词卡、实物等

游戏玩法: 教师可以将大、小写字母卡顺序打乱后分给幼儿,击鼓传花,指定的幼儿出示字母,并找到与它相对应的大写或小写字母,两人一起大声读出来。

参考用语: Let's play a game named looking for friends.

Please stand up when you get the flower and look for your friend.

Look at me.

One more time.

Understand? Let's begin.

Good job!



3. Touch and say

适用类型: 单词教学

适用年龄:小、中、大班

游戏目的:通过接触来帮助幼儿感知单词并记忆;提升幼儿记忆力。

游戏准备:单词卡、实物等

游戏玩法:教师通过出示卡片、实物,让幼儿触摸,并作出快速反应。

参考用语:Please touch it and say.

Speak loudly, please.

Look at the card.

Right! Give me five!

English mottos

Where there is a will, there is a way. 有志者事竟成。

No pain, no gain. 一分耕耘,一分收获。

