

## Section 1 Phonetics

## 前元音 /i:/ /ɪ/ 双唇爆破辅音 /p/ /b/ 舌齿爆破辅音 /t/ /d/

/i:/ 前元音，属长元音，是字母组合 ea, ee, ie 或 ei 在单词中的发音。

发音要领：舌尖抵下齿，舌前部尽量抬高，舌位高于 /ɪ/，口形扁平。

/ɪ/ 前元音，属短元音，是字母 i 或 y 在重读闭音节中的读音。

发音要领：舌尖抵下齿，舌前部抬高，舌两侧抵上齿两侧，口形偏平，发音短促而轻快。

/p/ 双唇爆破音，属清辅音。

发音要领：双唇紧闭形成阻碍，气流冲破阻碍，爆破而出。发音时声带不振动。

/b/ 双唇爆破音，属浊辅音。

发音要领：双唇紧闭形成阻碍，气流冲破阻碍，爆破而出。发音时声带振动。

/t/ 舌齿爆破音，属清辅音。

发音要领：舌尖抵上齿龈形成阻碍，气流冲破阻碍，爆破而出。发音时声带不振动。

/d/ 舌齿爆破音，属浊辅音。

发音要领：舌尖抵上齿龈形成阻碍，气流冲破阻碍，爆破而出。发音时声带振动。

**Read the following sentences.**

1. Tim's twin sisters sing tongue twisters.
2. Go pee-pee.
3. Ted told Dad to try to tie this tie tight.
4. No peeking!



5. Pretty Betsy Perkin bought a big box of pears.

## Section II Listening and Speaking

### Listening Comprehension

Listen to the dialogue and fill in the blanks.

A: Hello, Peter!   1  

B: Certainly!   2  

A: Which of these do you think is the most useful invention, a computer, a telephone or a television?

B:   3   the most useful one is a computer.

A: Why is that?

B: Oh, I think it can help us work and play.

A:   4   when it was invented?

B:   5  , I don't know.

### Speaking Practice

Practice the conversation with your partners.

A: Are you new here?

B: That's right. This is my first year here. How about you?

A: Me, too. May I introduce myself? My name is Tom, and nice to meet you.

B: Nice to meet you, too. And everyone call me Mike. Hope we can be good friends.

C: Hi! I'm not sure you got my name. I'm John, a second-year student.

A: Hello, John. I don't think we've met before. I'm Tom.

C: Glad to know you. Since you are a new-comer, maybe I can help you if you have troubles.

A: Thank you! It's very nice of you.



## Section III Reading and Writing

### Reading

#### Text A

#### The Characteristics of Kids

The more a teacher learns about the kids he/she teaches, the better he/she deals with them. Although every kid is an individual, we can still see some shared characteristics among them. Those common characteristics can help us arrange our daily schedule, plan our lessons, and organize interactive activities. In the following we will study some characteristics of the pre-schoolers in detail.

Kindergarten children love to talk. Their development can be seen from their rapid growth of vocabulary and their power to express ideas. They are developing visual and auditory memory and the ability to listen to others. Their ears are keen, but they still need help in telling some sounds from others. They can pick up another language quickly. They are especially keen on learning new



words (the names of animals, for example). Kindergarten children welcome opportunities to be creative with language, to play with rhyming, to joke, to explain things to each other and even to argue.

Kids' curiosity is incomparable. Unlike older children, they never hide their curiosity. They ask many questions, often unanswerable questions. They love to play guessing games or solve riddles. Because they enjoy listening to stories, they sometimes make



up their own stories.

Kindergarten children start developing a good sense of humor. They try to make fun by delighting in nonsense and playing with language. They may develop specific fears, such as the fear of death, and mistakenly think that they are responsible for their parents' separating. Kindergarten students take all criticism, name calling and teasing very seriously. In this aspect, they can be more sensitive than adults. Anything hurtful, if dealt with not properly, may leave a lasting scar on a kid's sensitive heart.

Pre-schoolers can show considerable sympathy toward people and animals. When helpfulness is noticed and encouraged by the teacher, helpful behavior is likely to become more common in the classroom. Kindergarten children are developing a sense of independence but are also learning to work together with others. If guided well, they can become great team players later in their life.

Physical activity is another common characteristic of kindergarten children, although children vary in their development of physical skills and abilities. Some children are slow and cautious about trying new things; others seem to accept any challenge they face. Most kindergarten children are full of energy, ready to run, swing, climb and jump, and are eager to try their strength by moving big blocks or boxes. They are developing a sense of rhythm, and enjoy such activities as marching, jumping or clapping to music. These group activities need to be short and allow for more participation than standing. Children have difficulties in keeping quiet for long periods. That is why teachers sometimes find it hard to keep a class quiet.

Moreover, kindergarten children are eager to be trusted with responsibility. They begin to develop a sense of responsibility for common possessions and room neatness and order, and to respond to group opinions. They love going on errands, using proper tools, participating with grown-ups in such activities as cooking, bringing things from home, and suggesting methods to practical problems. Although in some senses kindergarten students cannot listen to others' opinions with understanding, they can still be of help to each other.

Although those kids are physically and mentally active, they are still physically weak. They demand teachers' and parents' special care and attention. Children may dislike certain kinds of food, sometimes appear dirty, fear doctors, dentists and nurses, and refuse to sleep on time. Since those bad habits will affect children's physical development, parents and teachers should help children to get rid of those unhealthy



habits as early as possible.

Every child is unique. But by bearing the above-mentioned characteristics of kindergarten children in mind, a young teacher can better prepare for his/her very first class.

## • Words and Expressions

characteristic /ˌkærəktəˈrɪstɪk/	<i>n.</i>	特性, 特征
individual /ˌɪndɪˈvɪdʒʊəl/	<i>n.</i>	个人, 个体
	<i>a.</i>	个别的, 单独的
arrange /əˈreɪndʒ/	<i>v.</i>	安排, 准备
detail /ˈdiːteɪl, dɪˈteɪl/	<i>n.</i>	细节, 详情
rapid /ˈræpɪd/	<i>a.</i>	快速的, 迅速的
visual /ˈvɪʒʊəl/	<i>a.</i>	视觉的, 形象的
auditory /ˈɔːdətɪrɪ/	<i>a.</i>	听的, 听觉的
keen /kiːn/	<i>a.</i>	敏锐的; 渴望的
opportunity /ˌɒpəˈtjuːnɪtɪ/	<i>n.</i>	机会
curiosity /ˌkjʊəriˈɒsəti/	<i>n.</i>	好奇心; 求知欲
incomparable /ɪnˈkɒmprəbl/	<i>a.</i>	不可比拟的; 无比的
riddle /ˈrɪdl/	<i>n.</i>	谜; 谜语
delight /dɪˈlaɪt/	<i>v.</i>	以……为乐, 使快乐
	<i>n.</i>	高兴; 愉快; 快乐
nonsense /ˈnɒnsns/	<i>n.</i>	胡言乱语
independence /ˌɪndɪˈpendəns/	<i>n.</i>	自主, 自立
physical /ˈfɪzɪkəl/	<i>a.</i>	身体的, 物质的
cautious /ˈkɔːʃəs/	<i>a.</i>	谨慎的, 小心的
strength /ˈstreŋθ/	<i>n.</i>	力量
rhythm /ˈrɪðəm/	<i>n.</i>	节奏; 韵律; 律动
responsibility /rɪsˌpɒnsəˈbɪlɪtɪ/	<i>n.</i>	责任, 职责
errand /ˈerənd/	<i>n.</i>	差事, 差使
get rid of	<i>n.</i>	丢弃, 摆脱
unique /juˈniːk/	<i>a.</i>	独一无二的
prepare /prɪˈpeə(r)/	<i>v.</i>	准备, 预备



## Notes

1. Although every kid is an individual, we can still see some shared characteristics among kids.  
尽管每一个孩子都是独立的个体，我们还是能从孩子们身上发现一些共有的特征。
2. In the following we will study some characteristics of the pre-schoolers in detail.  
下面我们将具体地研究学龄前儿童的一些特征。
3. They are especially keen on learning new words.  
他们热切渴望学习新的词语。
4. Moreover, kindergarten children are eager to be trusted with responsibility.  
而且，幼儿园的孩子渴望能被委托责任。
5. They can still be of help to each other.  
他们也能够彼此互相帮助。

## Exercises

Complete the following sentences with the words or phrases from the text.

1. They have a \_\_\_\_\_ (灵敏的) sense of smell.
2. He has rejected every peaceful \_\_\_\_\_ (机会) offered to him to disarm.
3. I'll keep you posted about his \_\_\_\_\_ (身体的) condition.
4. He became much more \_\_\_\_\_ (小心的, 谨慎的) after the accident.
5. I want somebody to run a(an) \_\_\_\_\_ (差事) for me.

Translate the following sentences into Chinese.

1. Every child is unique.  
\_\_\_\_\_
2. Their development can be seen from their rapid growth of vocabulary and their power to express ideas.  
\_\_\_\_\_
3. Some children are slow and cautious about trying new things.  
\_\_\_\_\_
4. Children have difficulties in keeping quiet for long periods.  
\_\_\_\_\_



5. Most kindergarten children are full of energy, ready to run, swing, climb and jump.

---

## Text B

### How to Teach Children Well

In order to teach children well, we need to understand what interests them and how they learn better at first. Children are actually interested in learning and playing with their native language when they are very young. That includes singing songs, listening to stories, recognizing and saying words and phrases for fun. We believe it is the same for children learning a foreign language. Those activities would present no problems to children but rather add to the excitement and interest of learning.

Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time, if corrected too much he will stop talking. He notices thousands of times a day the difference between the language he uses and the language those around him use. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way, children can learn to do all the other things without being taught—to walk, run, climb, whistle, ride a bike, comparing their own performances with those of more skilled people, and slowly make the needed changes. But in school, we never give a child a chance to find out his mistakes for himself, we do it all for him, so he becomes dependent on the teacher. Let him do it himself. Let him work out, with the help of other children if he wants it.



As a kindergarten English teacher, we need to possess special qualities in addition to language competence and teaching capabilities. We need to understand how children think and learn. We need to care for “the whole child” instead of just caring for the language that you are teaching. We need to guide them in mastering learning strategies



and learning how to learn, help them to develop the ability of using imaginations and learning to solve problems. We also need to teach them to care for others and respect others. We need to help children to develop in an all-round way linguistically, intellectually, culturally, and morally.

## Words and Expressions

native /'neɪtɪv/	<i>a.</i>	本国的,本土的
recognize /'rekəɡnaɪz/	<i>v.</i>	认出,识别
present /prɪ'zent/	<i>v.</i>	提出,呈现
correct /kə'rekt/	<i>v.</i>	纠正
difference /'dɪfrəns/	<i>n.</i>	区别
whistle / (h)wɪsl/	<i>v.</i>	吹口哨
compare /kəm'peə/	<i>v.</i>	比较,对照
become dependent on sb		变得依靠某人,变得依赖某人
possess /pə'zes/	<i>v.</i>	拥有;掌握
quality /'kwɒlətɪ/	<i>n.</i>	品质,物质;才能,本领
competence /'kɒmpɪtəns/	<i>n.</i>	能力,本领
master /'mɑ:stə(r)/	<i>v.</i>	学会,掌握
strategy /'strætɪdʒɪ/	<i>n.</i>	策略,计策
intellectual /,ɪntɪ'lektʃʊəl/	<i>a.</i>	智力的,聪明的
morally /'mɒrəli/	<i>ad.</i>	道德上,有道德地

## Notes

1. Children are actually interested in learning and playing with their native language when they are very young.  
实际上,在孩子们很小时,他们对母语的学习和娱乐是很感兴趣的。
2. That includes singing songs, listening to stories, recognizing and saying words and phrases for fun.  
那些活动包括唱歌、听故事,认读有趣的生词和短语。
3. He notices thousands of times a day the difference between the language he uses and the language those around him use.





一天中他无数次注意到他所使用的语言与旁人所使用的语言的差别。

4. We need to possess special qualities in addition to language competence and teaching capabilities.

我们除了要具备一定的语言技能和教学能力外,还需要具有一些特别的素质。

5. We need to help children to develop in an all-round way linguistically, intellectually, culturally, and morally.

我们需要帮助儿童在语言、智力、文化和道德等方面全面发展。

## Exercises

**Decide whether the following statements are true (T) or false (F).**

- ( ) A child learning to talk need to be corrected all the time.
- ( ) Children are interested in learning their native language when they are very young.
- ( ) We give a child a chance to find out his mistakes for himself, so that he becomes dependent on the teacher.
- ( ) As an English teacher, we need to possess special qualities besides language competence and teaching capabilities.
- ( ) Children should be taught how to walk, run, whistle, ride a bike and so on.

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

- In order to teach children well, we need to understand what \_\_\_\_\_ them.  
A. attracts                      B. tempt                      C. fascinate                      D. interests
- Children like learning and playing with their \_\_\_\_\_ language.  
A. local                      B. native                      C. indigenous                      D. home
- If \_\_\_\_\_ too much he will stop talking.  
A. being corrected                      B. corrected  
C. corrects                      D. is corrected
- He notices \_\_\_\_\_ times a day the difference between the language he uses and the language those around him use.  
A. thousand of                      B. thousands of                      C. thousands                      D. thousand
- We need to possess special qualities \_\_\_\_\_ language competence and teaching capabilities.  
A. in addition to                      B. in spite of                      C. addict                      D. addictive



## Writing

Suppose you are having an interview for a teacher of a kindergarten, please write down some tips about how to deal with the relationships between you and your beloved students. You should write at least 100 words.

---

---

---

## Section IV Professional Training

### *Rhymes*

1. An Apple a Day

An apple a day,  
sends the doctor away.

Apple in the morning,  
doctor's warning.

Roast apple at night,  
starves the doctor outright.

Eat an apple going to bed,  
knock the doctor on the head.

Three each day,  
seven days a week.

Ruddy apple, ruddy apple.

2. I'm a Little Teapot

I'm a little teapot short and stout.

Here is my handle, here is my spout.

When I get all steamed up, hear me shout.



Tip me over and pour me out.

3. Please Porridge

Please porridge hot.

Please porridge cold.

Please porridge in the pot.

Nine days old.

## Games

It is time for a game. Let's play—Zoo or Orchard?

Goal of the game:

To review names of animals and fruits

Preparation:

Students sit in a circle.

Steps:

1. When the teacher says "zoo", each student needs to say one kind of animal.
2. When the teacher says "orchard", each student needs to say one kind of fruit.

Requirements:

When a student says a word correctly, next one should go on to say another word until someone makes a mistake. Then he is made to stand throughout game as punishment.

## Stories

### Music in My Life

Music is an important part in my life. I even can't live without music.

In fact, I like many kinds of music. I'd like to talk about my favorite music. I like Irish folk music best, and it mixes some modern melody, it sounds very nice, and can bring you into the dreamland and forget all the problems.





I like Enya, who is a very famous singer.

Her voice is quiet and clean and her song is as nice and beautiful as herself! I'm not keen on American pop songs, they are terrible for me! The melody is not soft and nice at all! So fast and strong beat, too exciting, and can't hear them clearly. I can't stand the strong beat, that nearly makes me fainted!

In a word, music has a high place in my life. The importance of music is just like meals and sleeping.

## Section V Grammar

### 句子成分(一)

一般说来,句子由主语、谓语、宾语、定语、状语、补语等成分组成。其中主语和谓语是大部分句子都具备的,是句子的主要部分,即主干。

#### 一、主语

句子的主语(Subject)表示人、物或者说话人要谈到的地点等,主要由名词、代词、数词、动词不定式、动名词、从句等充当。名词有单数和复数的变化,代词要用其主格代词形式。主语通常位于句首。

##### 1. 名词或名词词组

(1) The teacher always helps his students whenever they need. 每当学生需要的时候,这位老师总是伸出援助之手。

(2) Some experts suggest that we slow down the economic growth of the country. 一些专家建议我们降低国内经济增长的速度。

(3) My boss said that he was badly in need of my assistance. 老板表示他特别需要我的帮助。

(4) Quality matters more than quantity. 质量之重要性胜于数量。

##### 2. 代词或代词词组

(1) She didn't know how to express her ideas clearly when she was invited to speak at the meeting. 当受邀在会上发言时,她不知该如何把她的想法表达清楚。

(2) He has been working in this company since he graduated from Andong Technical College



five years ago. 五年前从安东技术学院毕业后,他就一直供职于这家公司。

(3) No one is able to control the situation. 没有人能够控制这种局面。

### 3. 数词或数词词组

(1) Three-fourths of the employees are women. 四分之三的员工是女工。

(2) One will be enough. 一个就够了。

### 4. 动词不定式或动词不定式短语

(1) To learn English well is very important. 学好英语非常重要。

(2) To eat is to live but to live is not to eat. 吃是为了活着,但活着并不是为了吃。

(3) To translate this ideal into reality needs hard work. 要把理想变为现实还要靠我们的辛勤劳动。

### 5. 动名词或动名词短语

(1) Seeing is believing. 眼见为实。

(2) Working in these conditions is no easy job. 在这样的条件下工作是不容易的。

(3) Smoking may result in cancer. 吸烟可能导致癌症。

### 6. 从句

(1) What has happened proves that our economic policy is right. 事实证明我们的经济政策是对的。

(2) When the conference will be held has not been decided yet. 会议什么时候开始还没有定下来。

(3) Whether we will go out for a picnic depends on the weather. 我们是否去野炊要看天气。

## 二、谓语

谓语(Predicate)通常表示主语发出的动作或主语所处的一种状态。它通常位于主语的后面,有时态、语态和语气的变化,在人称和数上要与主语一致。谓语大体上可分为两类:简单谓语(Simple Predicate)和复合谓语(Compound Predicate)。

### 1. 简单谓语

简单谓语是指谓语由一个动词(包括动词短语)组成,可以带助动词。例如:

(1) Chinese people's standards of living are going up steadily. 中国人民的生活水平在稳步上升。

(2) The children were looked after well while their parents were in America. 父母在美国期间,孩子们得到了很好的照顾。

(3) We have long been looking forward to visiting your country. 很久以来我们一直盼望着访问你们国家。