

《幼儿教师英语口语》教材简介



中华人民共和国教育部
Ministry of Education of the People's Republic of China

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职业教育国家规划教材书目的通知

教职成厅函〔2020〕20号

2669	高职	教育与体育大类	实用钢琴即兴伴奏教程	梅芳	丽水中等专业学校	江苏大学出版社
2670	高职	教育与体育大类	古汉语与文学基础	易滢	宜春职业技术学院	江苏大学出版社
2671	高职	教育与体育大类	新编高职语文（第三版）	陈桂良	金华职业技术学院	高等教育出版社有限公司
2672	高职	教育与体育大类	学前儿童发展心理学（第2版）	张文军	广西幼儿师范高等专科学校	长春东北师范大学出版社有限公司
2673	高职	教育与体育大类	幼儿教师英语口语	叶春珍	广西英华国际职业学院	湖南师范大学出版社有限公司
2674	高职	教育与体育大类	0~3岁婴幼儿语言发展与教育	赵君	河北广播电视大学	同济大学出版社有限公司
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图一：教材获评“十三五”，“十四五”职业教育国家规划教材

一、写作背景

《幼儿教师英语口语》为“十三五”、“十四五”职业教育国家规划教材，紧密对接国际先进的 OBE 教育教学理念，以“学生中心”和“能力本位”为核心，通过科学的职业功能分析和典型工作任务转化，精心构建了符合幼儿教师岗位实际需求的学习情境；教学内容以项目学习、案例教学和情景教学为载体，突出实践性与职业性。



图二：《幼儿教师英语口语》封面设计

二、内容简介

教材以立德树人为根本任务，深度融合产教融合理念，坚定文化自信导向，构建了独具特色的“职业任务”与“语言能力”双主线并行结构体系，精准对接幼儿教师岗位核心能力需求。本教材由导论与十大教学单元构成，十大单元对应幼儿园一日活动全流程，涵盖晨检、集体教学、餐点管理、户外活动及离园等环节，实现教学内容与岗位场景无缝对接。每单元采用“目标引领、阶梯训练、能力整合”模式，聚焦幼儿熟悉的家庭、身体、职业、数字、颜色、食物、季节等主题，确保语言学习的高度实用性与职业适配性。

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图三：《幼儿教师英语口语》目录

三、教材研发团队

本教材由广西英华国际职业学院、南宁职业技术大学等七所职业院校的资深英语教师与幼儿领域行业专家共同合作开发，是产教融合、校企合作的典范成果。本教材跨院校跨领域专家团队共同完成调研报告、课程标准和教材编写设计。

四、更新情况

本教材于2020年12月入选“十三五”职业教育国家规划教材，根据用书师生、行业专家反馈每年动态修订，已成功复核为“十四五”职业教育国家规划教材，彰显其持续的国家级权威地位。自2018年8月出版发行以来，本教材累计印数达五万册，同版发行量四万册，市场接受度高，应用基础广泛。教材编写团

队在 2018 至 2025 年间持续推动课程优化与教学改革创新，根据用书师生、行业专家反馈每年动态修订，丰富中国传统文化和时代楷模相关情景对话，经过七年扎实的教育教学实践检验，教材已被广西英华国际职业学院、广西农业职业大学、南宁职业技术大学、江西艺术职业学院、广东茂名幼儿师范专科学校、云南工商学院等三十余所职业院校稳定选用。

五、部分章节展示如下：

Introduction

1. The purpose of the book 本书的目的

Nowadays, a trend in many countries is to start young children learning a second language at an early age. This means that many kindergarten teachers whose first language is not English have to teach English. The purpose of this book is to help kindergarten English teachers build a solid foundation in English by providing them with teaching ideas, suggestions, and a wealth of learning materials for phonics, vocabulary and reading. Kindergarten English teachers should be able to communicate with young children in English.

现如今，许多国家的一个发展趋势是让幼儿早早地就开始学习第二语言。这就意味着许多母语不是英语的幼儿园教师不得不进行英语教学。本书的目的是给幼儿园的英语教师提供一些教学理念、建议以及丰富的语音、词汇和阅读的学习材料，以此来帮助他们打下坚实的英语基础。幼儿园的英语教师应具备用英文与幼儿交流的能力。



2. Is Chinese necessary? 英语课上还有必要说中文吗?

Young children's language develops best in a language environment where teachers often use rich

幼儿教师英语11讲

vocabulary to talk with them. A language-rich environment will provide meaningful opportunities for children to use and practice the language around them. Therefore, young children's English teachers should try to teach in English and talk with them in English.

幼儿语言在教师常用丰富的词汇来与幼儿交谈的语言环境中发展最佳。语言丰富的环境将为儿童提供有意义的机会，让他们使用和练习身边的语言。因此，幼儿教师应该尽量用英语上课，并用英语与幼儿交谈。



3. There are some cases for using Chinese 有些情况仍需用到中文

Many teachers of English for young children are not sure whether they can use Chinese in their lessons, or how much Chinese to use, so they don't know how to achieve the best results. Even though our ultimate goal is to teach in English, there are still some situations where Chinese is needed, especially at the beginning stages. The reasons for this are as follows:

很多幼儿教师不清楚在上课时是否能用中文，或者用多少中文，因此他们不知道如何达到最佳授课效果。尽管我们的终极目标是全英文授课，但是在有些情况下仍然需要用到中文，特别是在初学阶段。原因如下：

(1) Give the children a sense of security 给孩子安全感

Young children, who have lived with loved and trustworthy family members before entering kindergarten, need time to adjust to kindergarten life when they first enter the school. The unfamiliarity of a new environment and new faces can be exacerbated by the teacher speaking English, and may even create a sense of nervousness. For this reason, it is helpful for teachers to communicate with children in Chinese to ease their nervousness, and then teachers can gradually increase the use of English in the classroom.

幼儿入园前都是与可亲可信的家人一起生活，刚入园需要时间来适应幼儿园的生活。新环境和新面孔的陌生感会因教师讲英语而加剧，甚至会产生畏惧感。为此，教师用中文与幼

Unit 1 My Family and Me

第一单元 我和我的家

This unit concentrates on the topics related to the children themselves and family. Some vocabularies and dialogues are provided and they will help you make your own dialogues and have teaching practice.

这个单元集中学习幼儿和幼儿家人这一主题相关的内容。本单元会提供相关词汇和对话，这些将帮助你创编自己的对话，并进行教学实践。

教学目标 Teaching Objectives

After learning this unit, the students should be able to

经过本单元的学习，学生应能够

1. read the International Phonetic Symbols.

读准国际音标。

2. use the key words to make new dialogues.

使用关键词来创编新的对话。

3. arrange a game for the kids to practise the English sentences: "What's your name? My name is _____."

组织一个幼儿游戏，让幼儿练习英语句子：“你的名字叫什么？我的名字是_____。”

Section One International Phonetic Symbols 第一部分 国际音标

Vowels and diphthongs 元音与双元音

/i:/ bee /bi:/

/ɪ/ fish /fɪʃ/

/e/ bed /bed/

/æ/ bad /bæd/

/ɑ:/ car /kɑ:(r)/

/ɒ/ dog /dɒg/

/ɔ:/ four /fɔ:(r)/

/ʊ/ foot /fʊt/

/u:/ food /fu:d/

/ʌ/ cup /kʌp/

/ɜ:/ bird /bɜ:d/

/ə/ teacher /'ti:tʃə(r)/



Vowels and diphthongs

/eɪ/ cake /keɪk/

/əʊ/ boat /bəʊt/

/aɪ/ five /faɪv/

/aʊ/ mouse /maʊs/

/ɔɪ/ boy /bɔɪ/

/ɪə/ near /nɪə/

/eə/ hair /heə/

/ʊə/ poor /pʊə/

Consonants 辅音

/p/ pig /pɪɡ/

/b/ baby /ˈbeɪbi/

/t/ tea /ti:/

/d/ did /dɪd/

/k/ cat /kæt/

/g/ got /ɡɒt/

/s/ so /səʊ/

/z/ zoo /zu:/

/ʃ/ shoe /ʃu:/

/ʒ/ pleasure /ˈpleʒə(r)/

/h/ hat /hæt/

/m/ monkey /ˈmʌŋki/

/n/ nice /naɪs/

/ŋ/ sing /sɪŋ/

/f/ flower /ˈflaʊə(r)/

/v/ violin /vaɪəˈlɪn/

/θ/ think /θɪŋk/

/ð/ mother /ˈmʌðə(r)/

/tʃ/ peach /pi:tʃ/

/dʒ/ orange /ˈɒrɪndʒ/

/tr/ tree /tri:/

/dr/ dress /dres/

/l/ led /led/

/r/ red /red/

/j/ yes /jes/

/w/ wet /wet/

/ts/ pets /pets/

/dz/ beds /bedz/

**Section Two Key Words 第二部分 关键词汇****Family Vocabulary 家庭词汇**

mom /mɒm/ 妈妈

dad /dæd/ 爸爸

mother /ˈmʌðə/ 母亲

father /ˈfɑːðə/ 父亲

parent /ˈpeərənt/ 父母

friend /frend/ 朋友

boy /bɔɪ/ 男孩

girl /gɜ:l/ 女孩

sister /ˈsɪstə/ 姐妹

brother /ˈbrʌðə/ 兄弟

uncle /ˈʌŋkl/ 叔叔; 舅舅

man /mæn/ 男人

woman /ˈwʊmən/ 女人

Miss /mɪs/ 小姐



Mr. /'mɪstə/ 先生	lady /'leɪdi/ 女士	classmate /'klɑːsmeɪt/ 同学
kid /kɪd/ 小孩	son /sʌn/ 儿子	daughter /'dɔːtə/ 女儿
grandparent /'grænpəərənt/ (外) 祖父母		baby /'beɪbi/ 婴儿
grandma /'grænmɑː/ (外) 祖母		grandmother /'grænmʌðə/ (外) 祖母
grandpa /'grænpɑː/ (外) 祖父		grandfather /'grænfɑːðə/ (外) 祖父
aunt /ɑːnt, ænt/ 姑姑, 阿姨		cousin /'kʌzn/ 堂(表)兄弟; 堂(表)姐妹

Section Three Key Sentences 第三部分 重点句型

1. Good morning. 早上好。
2. —What's your name? ——你的名字叫什么?
—My name is ... ——我的名字是……
3. —Do you have an English name? ——你有英文名字吗?
—Yes, I do./No, I don't. ——是的, 我有。/ 不, 我没有。
4. Let me introduce myself. 请允许我介绍我自己。
5. —How are you? ——你好吗?
—I am fine, thank you. What about you? ——我很好, 谢谢! 你呢?
6. Nice to meet/see you. 很高兴见到你。
7. You look wonderful today. 你今天看起来很棒。
8. What does your father do? 你爸爸是做什么的?
9. My father is a doctor. 我爸爸是一个医生。

Section Four Dialogues 第四部分 对话

Dialogue 1

T—Teacher C—Child

T: Good morning.

C: Good morning.

T: You look wonderful today.

C: Thank you.



Dialogue 1

T: Let me introduce myself. My name is Lydia. What's your name?

C: My name is Li Ming.

T: Do you have an English name?

C: Yes. My English name is John.

T: Wonderful name. Nice to meet you, John.

C: Nice to meet you, too.



Language Points

1. Good morning. 早上好。

“Good morning”是日常问候语，类似的问候语还有：Good afternoon./ Good evening.

2. You look wonderful today. 你今天看起来很棒。

类似的表达法有：You look great/ good/ happy/ beautiful/ pretty.

老师在早上见到幼儿时，可以运用不同的词来赞扬幼儿。

3. Nice to meet you 很高兴见到你。

其中，“Nice”也可以替换成“Good/ Great/ Glad”，同时“meet”可以替换成“see”，句子的意思不变。

Dialogue 2

T: Good morning, Linda.

C: Good morning, Ms. Li.

T: How are you today, Linda?

C: I am fine, thank you. What about you?

T: I am fine, too. Please come in and take a seat.

C: Thank you.

T: Would you like to read some books?

C: Yeah. I would like to read story books.



Dialogue 2



Language Points

1. How are you? 你好吗?

类似的表达法有：How are you doing? 你怎么样? / How is everything going? 最近怎么样?

回答的方式有：Couldn't be better. 非常好。 / I'm fine/ good/ great. 很好。 / Not bad. 还不错。 / I am not so good. 不是很好。 / Just so so. 一般般。

2. Would you like to do sth? 你想要做什么吗?

e.g. Would you like to drink some water? 你想喝点水吗?

e.g. Would you like to play with me? 你想要和我一起玩吗?

回答方式有：Yes. I'd like to. / No. Thank you.

Dialogue 3

T: Hello, James. Could you tell me something about your family?

C: Yes.

T: How many people are there in your family?

C: Four. My father, mother, sister and me.

T: Great. So what does your father do?

C: He is a doctor.

T: That's a wonderful job.

C: How about your family?

T: There are 3 people in my family. My husband, my son and me.

C: What does your husband do?

T: He is a teacher, too.



Language Points

1. How many people in your family? 你家里有几口人?

回答是: There are _____ people in my family. 说话人根据自己的情况来说相应的数字。

2. What does your father do? 你爸爸是做什么工作的?

相同意思的另一种表达方法是: What is your father?

回答是: My father is a farmer/ doctor/ teacher...我的爸爸是农民/医生/老师……

Section Five Exercises 第五部分 练习

1. Complete the Dialogue. 补充完整对话。

T: Good morning.

C: (1) _____.

T: How are you doing today?

C: (2) _____?

T: I am fine too. Thank you. Would you like to play a game?

C: (3) _____.

T: All right. Now let's begin.

2. Oral Translation. 口头翻译。

(1) 请让我做一个自我介绍。

(2) 很高兴见到你。

(3) 你家里有几口人?

(4) 我的妈妈是一名护士。

(5) 你想要读故事书吗?

3. Make Your Own Dialogue. 自己创编对话。

Make a dialogue with your partner about family, using the words and phrases in this unit.

请用本单元的单词和词组, 和你的搭档一起创编一段关于家庭的对话。

Section Six Fun Times 第六部分 开心时刻**1. Read a Rhyme 朗读童谣****Two Little Dicky Birds**

Two little dicky birds sitting on a wall.
One named Peter, one named Paul.
Fly away Peter, fly away Paul.
Come back Peter, come back Paul!

两只小鹈鸟

两只小鹈鸟，坐在墙头上，
一个叫彼得，一个叫保罗。
飞走吧！彼得，飞走吧！保罗。
回来吧！彼得，回来吧！保罗。



Two Little Dicky Birds

2. Play a Language Game 玩语言游戏**Name of the Game 游戏名称:**

Get to know each other
认识彼此

Purpose of the Game 游戏目标:

Let the kids practice asking and telling names in English and get to know each other.
让幼儿在游戏中练习用英语问和回答名字,以此来认识彼此。

Materials of the Game 游戏材料:

A puppy doll
小狗布偶

Procedure of the Game 游戏过程:

Step 1: Introduce yourself and the puppet (in this case a dog) to the kids. Teacher: Hello boys and girls. My name's This is Bingo. Walk up to a child and say as if Bingo was speaking: Hello. What's your name? My name's Bingo.

第一步: 给幼儿介绍你自己和小狗布偶。老师说: “孩子们, 你们好! 我的名字是……这是兵戈。” 老师走向一个幼儿, 用小狗的口气对幼儿说: “你好! 你叫什么名字? 我的名字是兵戈。”

Step 2: Go round to each child doing the same. Encourage them to stroke the dog, which will help them relax. Don't force them to speak but if some try, praise their efforts saying: Very good. Don't forget to smile and nod, as at this stage the children need all the visual back-up and reassurance you can give them.

第二步: 老师走到每个幼儿前, 问同样的问题。鼓励幼儿摸一摸小狗布偶, 这样能让幼儿放松下来。不用强迫幼儿说英语, 但如果有幼儿开口说了, 老师就要鼓励他们说: “非常

棒。”老师要点头微笑。幼儿在这个阶段非常需要直接的鼓励和肯定。

Step 3: When you have finished this exercise, sing the song: What's your name? You can pretend Bingo is singing.

第三步：老师完成了刚才的练习之后，可以唱儿歌：What's your name? 老师可以用小狗的口气演唱。

What's Your Name

Hello Hello Hello Hello.

What's your name? What's your name?

My name is Bingo, My name is Bingo.

What's your name? What's your name?

你叫什么名字

你好！你好！你好！你好！

你叫什么名字？你叫什么名字？

我叫Bingo，我叫Bingo。

你叫什么名字？你叫什么名字？

Then, sing it again and encourage the children to join in and they can use their own names to replace “Bingo”.

再唱一遍，鼓励幼儿参与进来，用自己的名字来替换Bingo。

3. Sing a Song 唱首歌

Ten Little Indians

One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.
Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy.



十个小印第安人

一个，两个，三个小印第安人，
四个，五个，六个小印第安人，
七个，八个，九个小印第安人，
十个小印第安人。
十个，九个，八个小印第安人，
七个，六个，五个小印第安人，
四个，三个，两个小印第安人，
一个小印第安人。



Section Seven Further Reading 第七部分 拓展阅读

Read the following text and answer the questions. 阅读下面的文章，并回答问题。

My Family

Birds love the sky, fish love the river, ponies love the prairie, bears love the forest, I love my family. In this world which is full of love, there are three happy people, father, mother and me.



My father works in a culture bureau. He is a capable dad, who can repair everything and make inventions. He is also good at cooking. My mother works in a hospital, and she is industrious who cleans the house every day.

My family lives in Jinta village. Our house is 120 square metre with three rooms and two halls. The sitting room is green, which can make people feel pure and fresh. My bedroom is pink that makes people feel warm. Mom and dad's bedroom is lavender, so beautiful.

My family, may be not so rich, but they're happy every day. I love my family, my mom and dad.

- (1) How many people are there in my family?
- (2) What does my father do?
- (3) Where does my family live?
- (4) Is my family rich?

Section Eight Appreciation of Chinese Culture 第八部分 中国文化赏析

子曰：“学而时习之，不亦说乎？有朋自远方来，不亦乐乎？人不知，而不愠，不亦君子乎？”——《论语》

【中文翻译】

孔子说：“学了又时常温习和练习，不是很愉快吗？有志同道合的人从远方来，不是很令人高兴的吗？人家不了解我，我也不怨恨、恼怒，不也是一个有德的君子吗？”——《论语》

【英文翻译】

Confucius said, “Is it not pleasant to learn with a constant perseverance and application? Is it not delightful to have friends coming from distant quarters? Is he not a man of complete virtue, who feels no discomposure though men may take no note of him?” —*The Analects of Confucius*



Unit 2 My Body

第二单元 我的身体

This unit concentrates on the topic related to the children's body and their immediate surroundings. Some vocabularies and dialogues are provided and they will help you make your own dialogues and have teaching practice.

这个单元集中学习幼儿的身体和周边环境这一主题相关的内容。本单元会提供相关词汇和对话，这些将帮助你创编自己的对话，并进行教学实践。

教学目标 Teaching Objectives

After learning this unit, the students should be able to

经过本单元的学习，学生应能够

1. read the sentences with the sounds /i:/, /ɪ/, /e/, /æ/ fluently.

流利地朗读含有 /i:/, /ɪ/, /e/, /æ/ 音的句子。

2. use the key words to make new dialogues.

使用关键词来创编新的对话。

3. arrange a game for the kids to practise the English sentences: "I have two hands, one mouth..."

组织一个幼儿游戏，让幼儿练习英语句子：“我有一双手，一张嘴……”

Section One Read the Following Sentences 第一部分 朗读下列句子

1. A friend in need is a friend indeed. /i:/
2. We can easily read the agreement. /i:/
3. The little fish is swimming happily in the river. /ɪ/
4. Tim is sick on the ship. /ɪ/
5. Let's rent a tent. /e/
6. Ben never gets upset. /e/
7. That's not a cat. It's a rabbit. /æ/
8. Pack the bags. /æ/

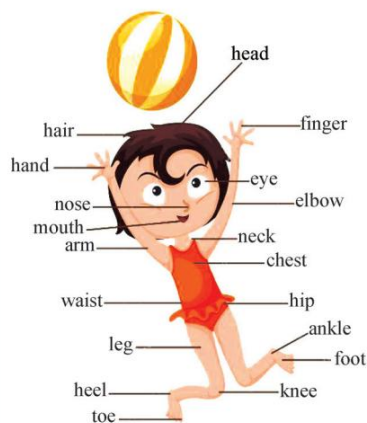


Sentences

Section Two Key Words 第二部分 关键词汇

Body Vocabulary 身体部位词汇

head /hed/	头	forehead /'fɔːhed/	额头
hair /heə/	头发	nose /nəʊz/	鼻子
mouth /maʊθ/	嘴	eye /aɪ/	眼睛
ear /ɪə/	耳朵	arm /ɑːm/	手臂
hand /hænd/	手	finger /'fɪŋgə/	手指
leg /leg/	腿	foot /fʊt/	脚
eyebrow /'aɪbraʊ/	眉毛	tooth /tuːθ/	牙齿
tongue /tʌŋ/	舌头	chest /tʃest/	胸膛
face /feɪs/	脸	cheek /tʃiːk/	脸颊
stomach /'stʌmək/	腹部	knee /niː/	膝盖



Section Three Key Sentences 第三部分 重点句型

1. How pretty you are today! 你今天真漂亮!
2. What a handsome boy! 多帅气的小男孩啊!
3. Are you happy today? 你今天高兴吗?
4. You look unhappy today. 你今天看起来不高兴。
5. Let's do some exercises, shall we? 我们来做运动，好吗?
6. Let's go to the playground. 我们去操场吧。

Section Four Dialogues 第四部分 对话

Dialogue 1

T: Good morning, Lucy. How pretty you are today!

C: Thank you.

T: Your hair looks different today.

C: Yes. Mummy cut my hair last night.

T: It looks great. Your mummy is a good hairdresser.



Dialogue 1

Language Points

1. “How pretty you are today” 是英语中的感叹句，意思是“你今天真漂亮啊”。句型结构为：How+形容词（副词）+主语+谓语！

e.g. How clever she is! 她好聪明啊！

另外一个感叹句的句型结构为：What+a/an+（形容词）+单数可数名词(+主语+谓语)！

e.g. What a clever girl (she is)! 多么聪明的女孩啊！

2. “Your hair looks different today” 中“look”是感官动词，后面接形容词作表语，意思是“看起来怎么样”。类似的感官动词有：sound/ smell/ taste/ feel/ etc.。

e.g. This picture looks very nice. 这个图片看起来很漂亮。

The flowers smell very good. 这花闻起来好香啊。

The dish tastes delicious. 这道菜尝起来很美味。

Dialogue 2

T: Are you happy today?

C: Yes, we are.

T: Wonderful.

(One girl, Hanna, looks unhappy.)

T: Hanna, You look unhappy today. What's the matter with you?

C: I have a headache.

T: Let me take your temperature.

C: Thank you.

T: You have a fever. Let's go to see a doctor.



Dialogue 2

Language Points

1. What's the matter with you? 你怎么啦？

这是发现别人不对劲时，表示关心的一种提问方式。

类似的句型有：What's wrong with you? 你怎么啦？

2. have a headache 头痛

类似的短语有：have a cold 感冒/ have a fever 发烧。

3. take sb.'s temperature 给某人量体温

e.g. Could you help take his temperature? 你能帮他量一下体温吗？

Dialogue 3

T: Let's go to do exercises, shall we?

C: Yeah. Let's go.

T: So, let's go to the playground. Don't push! Follow me one by one.

C: All right.



Dialogue 3

T: Jump in place.

C: OK.

(The kids jump in place)

T: Now kick your legs.

(The kids kick their legs)

T: Very good. Keep doing it.

Language Points

1. Let sb. do sth. 让某人做某事。

e.g. Let's play a game. 让我们玩游戏吧。

Let me help you. 让我来帮你。

2. one by one. 一个接着一个。

类似的表达有: one after another.

e.g. Let's read the dialogue one by one. 让我们一个接一个读对话。

3. keep doing sth. 保持(持续)做某事

e.g. Keep doing exercises every day. 保持每天做运动。

Section Five Exercises 第五部分 练习

1. Complete the Dialogue. 补充完整对话。

T: How are you today?

C: (1) _____?

T: I am fine too. Let's do exercises, shall we?

C: (2) _____.

T: Let's go outside. Are you ready?

C: (3) _____.

T: Now. Don't push. Let's go one by one.

C: Go go go.

2. Oral Translation. 口头翻译。

(1) 你今天看起来好漂亮啊。

(2) 让我们一起做运动。

(3) 你今天怎么样?

(4) 我发烧了。

(5) 我有一个头, 一张嘴, 两只眼睛, 两只耳朵。

3. Make Your Own Dialogue. 自己创编对话。

Make a dialogue with your partner about body, using the words and phrases in this unit.

请用本单元的单词和词组, 和你的搭档一起创编一段关于身体的对话。

Section Six Fun Times 第六部分 开心时刻

1. Read a Rhyme 朗读童谣

London Bridge Is Falling Down

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

伦敦桥要倒了

伦敦桥要倒了，
要倒了，要倒了。
伦敦桥要倒了，
我美丽的淑女。



2. Play a Language Game 玩语言游戏

Name of the Game 游戏名称:

Learning by singing

边唱边学

Purpose of the Game 游戏目标:

Lead the kids review the words of body parts by singing the song "One Little Finger".

引导幼儿通过唱儿歌 "One Little Finger", 来复习学过的身体部位英语单词。

Procedure of the Game 游戏过程:

The teacher teaches the kids the song "One Little Finger".

教师教幼儿唱 "One Little Finger"。

Step 1: Sing the song all the way through, doing exaggerated actions.

第一步: 教师唱一遍歌曲, 加上夸张的动作。

Step 2: Get the children to join in with the actions as you sing the song.

第二步: 让幼儿跟你一起做动作。

Step 3: Encourage the children to join in with the song and doing actions.

第三步: 鼓励幼儿一起边唱边做动作。

One Little Finger

One little finger, one little finger, one little finger.
Tap tap tap. Point your finger up. Point your finger down.
Put it on your head. Head!

One little finger, one little finger, one little finger.
Tap tap tap. Point your finger up. Point your finger down.
Put it on your nose. Nose!

One little finger, one little finger, one little finger.
Tap tap tap. Point your finger up. Point your finger down.
Put it on your chin. Chin!

One little finger, one little finger, one little finger.
Tap tap tap. Point your finger up. Point your finger down.
Put it on your arm. Arm!

One little finger, one little finger, one little finger.
Tap tap tap. Point your finger up. Point your finger down.
Put it on your leg. Leg!

One little finger, one little finger, one little finger.
Tap tap tap. Point your finger up. Point your finger down.
Put it on your foot. Foot!

Put it on your leg. Leg!
Put it on your arm. Arm!
Put it on your chin. Chin!
Put it on your nose. Nose!
Put it on your head. Head!

Now let's wave good-bye. Good-bye!

**一根小小的手指**

一根小小的手指，一根小小的手指，一根小小的手指
轻轻敲敲敲。手指往上指，手指往下指。
手指放在头上。头！

一根小小的手指，一根小小的手指，一根小小的手指
轻轻敲敲敲。手指往上指，手指往下指。
手指放在鼻子上。鼻子！

一根小小的手指，一根小小的手指，一根小小的手指
轻轻敲敲敲。手指往上指，手指往下指。
手指放在下巴上。下巴！

一根小小的手指，一根小小的手指，一根小小的手指
轻轻敲敲敲。手指往上指，手指往下指。
手指放在胳膊上。胳膊！

一根小小的手指，一根小小的手指，一根小小的手指
轻轻敲敲敲。手指往上指，手指往下指。
手指放在腿上。腿！

一根小小的手指，一根小小的手指，一根小小的手指
轻轻敲敲敲。手指往上指，手指往下指。
手指放在脚上。脚！

手指放在腿上。腿！
手指放在胳膊上。胳膊！
手指放在下巴上。下巴！
手指放在鼻子上。鼻子！
手指放在头上。头！
现在来摆摆手。拜拜！

3. Sing a Song 唱首歌

Head, Shoulders, Knees And Toes

Head and shoulders, knees and toes
knees and toes
Head and shoulders, knees and toes
knees and toes
And eyes and ears and mouth and nose
Head and shoulders, knees and toes
knees and toes.



头，肩膀，膝盖，脚趾

头，肩膀，膝盖，脚趾
膝盖，脚趾
头，肩膀，膝盖，脚趾
膝盖，脚趾
眼睛，耳朵，嘴巴，鼻子
膝盖，脚趾
头，肩膀，膝盖，脚趾



Section Seven Further Reading 第七部分 拓展阅读

Read the following text and answer the questions. 阅读下面的文章，并回答问题。

The Lion and the Mouse

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion's neck and slid down his back. The lion caught him with a great big smack!

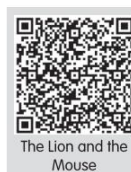
"I'm going to eat you!" the lion roared, his mouth opened wide.

"No, no, please don't!" the little mouse cried. "Be kind to me and one day I'll help you."

"I'm a lion! You're a mouse! What can you do?" The lion laughed, very hard, and the mouse ran away.

But the mouse was out walking the very next day. He heard a big roar, and squeaked when he saw the king of the jungle tied to a tree. And the mouse had a plan to set him free. The mouse worked quickly and chewed through the rope.

The lion said, "Oh, little mouse, I had no hope. You were right, little mouse – thank you. I'm free. You're the best friend there ever could be!"



The Lion and the Mouse



1. What did the lion want to do when it caught the mouse?
2. What did the mouse see when it was out walking?
3. How did the mouse set the lion free?
4. Could you retell the story?

Section Eight Appreciation of Chinese Culture 第八部分 中国文化赏析

曾子曰：“吾日三省吾身。为人谋而不忠乎？与朋友交而不信乎？传不习乎？”——《论语》

【中文翻译】

曾子说：“我每天多次反省自己，为别人办事是不是尽心竭力了呢？同朋友交往是不是做

到诚实可信了呢？老师传授给我的学业是不是复习了呢？”——《论语》

【英文翻译】

The philosopher Zeng said, “I daily examine myself on three points: whether, in transacting business for others, I may have been not faithful? Whether, in intercourse with friends, I may have been not sincere? Whether I have not mastered and practiced the teacher’s teachings?” —*The Analects of Confucius*

Appendix 1

幼儿园活动日常用语

Reception 入园接待

- 1.How are you? I am fine, thank you.你还好吗? 我很好, 谢谢。
- 2.Please say bye-bye to your Mummy/Daddy.请和妈妈/爸爸说再见。
- 3.Come in, please.请进。
- 4.Come on/come here, please.请过来。
- 5.Take off your coat.脱掉外套。
- 6.Please put on your morning check-card.请把晨检牌带好。
- 7.Let's play a game. 让我们来做游戏。
- 8.Let's say it together. 让我们一起说。

Course Start And Break 课程开始及休息

- 1.It's time for class. 上课时间到了。
- 2.Let's begin our class. 开始上课。
- 3.Let's start. 开始。
- 4.Shall we begin? Yes, let's begin. 我们开始吧? 好, 我们开始。
- 5.Please look at me. 请看我。
- 6.Let's have a break. / Let's have a rest. 我们休息一下。
- 7.Break time. 休息时间。
- 8.Time is up. 时间到。

Call the Roll 点名

- 1.Is everyone here? 每个人都在吗?
- 2.When teacher calls your name, please stand up and say "here" .
老师叫到你的名字, 请起立说“到”。
- 3.Do you remember your name? 还记得你们的名字吗?
- 4.Is ×× here? × × 在吗?
Here! 到!

5. Who is not there? 谁没有到呢?

× × is not there. × × 没到。

Why do you late? 为什么迟到?

6. What's the matter? 发生了什么事情?

End Course 结束课程

1. That's all for today. 今天就到这儿。

2. We stop here. 我们到此结束。

3. Let's call it a day. 今天就到这儿。

4. Class is over. 下课。

5. See you next time. 下次见。

6. See you later. 回头见。

7. Give me a hug. 拥抱一下。

8. Let's sing the "goodbye" song together. 我们一起来唱“再见歌”。

Group Activity 集体活动

1. Are you ready? 准备好了吗?

2. Let's start. 让我们开始。

3. Who can tell me / Who can answer me? 谁能告诉我? 谁能回答?

4. Look at me. 看着我。

5. Please be quite. / Keep quite. 请保持安静。

6. Sit well. / Sit nicely. 坐好

7. Put up your hand. / Put down your hand. 把手举起来/把手放下。

8. Is that clear? / Do you understand? 清楚了吗? 你明白吗?

Life Routine 1 生活常规1

1. What's the weather like today? 今天的天气如何?

2. One two three, eyes on me. Four five six, hands on knees.

一二三, 看着我。四五六, 双手放在膝盖上。

3. Hands up, hands down. 举起双手, 放下双手。

4. Please stop talking, listen carefully. 请不要讲话, 注意听。

5. Please pay attention. 请注意。

6. Don't push others, return to your seat. 不要推其他人, 回到你的座位上去。

7. Pretty good! / Very good! / Excellent! 非常好!

8. Well done! / Nice try! / Wonderful job! 干得真棒!

Life Routine 2 生活常规 2

1. It's time for lunch. 午饭时间到了。
2. Put on your clothes. 穿上衣服。
3. Don't grab my hair. 别抓我的头发。
4. Put away your toys. 把玩具放好。
5. Don't play with scissors, please. 不要玩剪刀。
6. Your sleeves are wet. 你的袖子湿了。
7. There you are. 你在这儿。
8. Clean it up. 打扫干净。

Classroom English1 课堂用语 1

1. First, let's have a revision. 首先，让我们进行复习。
2. Today, I'll show you something new. 今天，我将向你们展示一些新东西。
3. A little guest is coming here. Guess, who is it? 一位小客人来了。猜猜是谁?
4. Ok, look here, read again carefully. 好的，请看这里，仔细阅读。
5. Listen, I will say it again. 听着，我再说一遍。
6. Follow me. 跟我来。
7. Do it just like this. 像这样做。
8. Repeat after me, all together. 跟着我重复，所有人一起。

Classroom English2 课堂用语 2

1. Now look at the picture. What do you see? 现在看图片。你看到了什么?
2. I will divide you into two teams, Apple team and Banana team.
我将把你们分为两个小组，苹果组和香蕉组。
3. Let's sing the song to the music, ready? Sing. 让我们随着音乐唱歌吧，准备好了吗? 唱。
4. Say the words after me. 跟我说这些话。
5. Would you like to try? 你想尝试吗?
6. I'll teach you sentence by sentence. 我会逐句教你。
7. I'll add some action. 我将添加一些动作。
8. Well, it's snack time and maybe you are hungry. So, let's go. Everybody follow me. Let's go!
好的，零食时间到了，也许你饿了。所以，走吧。每个人都跟着我。我们走吧!

Appendix 2

拓展阅读译文

Unit One 第一单元

我的家人

鸟爱天空，鱼爱河流，小马爱草原，熊爱森林，我爱我的家。在这个充满爱的世界里，快乐地生活着三个，爸爸、妈妈和我。

爸爸在文化局工作，他很能干，会修理，会发明，也擅长烹饪。妈妈在医院上班，她很勤快，每天都会打扫房子。

我家住在金塔村，120平方米，3室2厅的房子，客厅是绿色的，给人感觉很清新，我的卧室是粉红色的，感觉很暖和，爸爸妈妈的卧室是淡紫色的，非常漂亮。

我的家人虽然不那么富裕，但每天都过着快乐的日子，我爱我的家，更爱我的爸爸妈妈。

Unit Two 第二单元

狮子与老鼠

一天，一头狮子在阳光下睡觉。一只小老鼠出来玩儿。这只小老鼠爬到狮子的脖子上，又从它的背上滑下来。狮子狠狠地抓住它。“我要把你给吃了。”狮子吼叫着，嘴巴张得大大的。

“不要，不要，请不要把我吃了。”小老鼠哀求着，“对我好一点，有一天我会帮助到你的。”

“我是一头大狮子，你只是一只小老鼠！你能帮我做什么？”狮子大声地笑道，小老鼠趁机溜走了。

小老鼠第二天又出来了。它听到一声巨大的吼声，当看到这只被誉为“森林之王”的狮子被绑在一棵树上，它“吱”地叫了一下。这时，小老鼠想到了一个营救狮子的计划。小老鼠动作迅速，咬断绳子，救了狮子。

这只狮子说：“噢，小老鼠，你不来的话，我一点儿希望都没有了。你说的很对，小老鼠，谢谢你。我自由啦，往后你就是我最好的朋友啦。”

Appendix 3

单元练习参考答案

Unit One 第一单元

1. Complete the Dialogue. 补充完整对话。

- (1) Good morning
- (2) I am fine, thank you. How about you
- (3) Yes. We would like to play a game

2. Oral Translation. 口头翻译。

- (1) Let me introduce myself.
- (2) Nice to meet you.
- (3) How many people are there in your family?
- (4) My mother is a nurse.
- (5) Would you like to read story books?

3. Make Your Own Dialogue. 自己创编对话。

T: Good morning, Lily.

L: Good morning, Ms. Li.

T: How many people are there in your family?

L: There are four people in my family. My father, my mother, my brother and me.

T: What does your father do?

L: He is a doctor.

T: What about your mother?

L: She is a teacher.

Section Seven Further Reading 第七部分 拓展阅读

- (1) There are three people in my family.

- (2) My father works in a culture bureau.
- (3) My family lives in Jinta village.
- (4) No, my family is not rich.

Unit Two 第二单元

1. Complete the Dialogue. 补充完整对话。

- (1) I am fine, thank you. And you
- (2) Yeah, let's go
- (3) Yes

2. Oral Translation. 口头翻译。

- (1) You look beautiful today.
- (2) Let's do exercises together.
- (3) How are you today?
- (4) I have a fever.
- (5) I have one head, one mouth, two eyes and two ears.

3. Make Your Own Dialogue. 自己创编对话。

T: Good morning, my dear kids.

L: Good morning, Ms. Li.

T: Do you want to play a game?

L: Yeah. We love games.

T: Great. I will say a word of your body and you need to touch it. For example, I say "head", you need to touch your head. Have you got it?

L: Yes. Got it.

T: Very good. Let's play. Head.

(Children touch their heads.)

T: Shoulders.

(Children touch their shoulders.)