

Unit 1



Fun Kindergarten

Unit Objectives

Upon learning this unit, you'll grasp the skills below:

- talking about the activities in kindergarten;
- sharing the fun from kindergarten with children;
- understanding some instructions on how to teach kindergarteners;
- mastering the basic use of short vowel sounds;
- knowing how to teach kindergarteners.



Brainstorming

The Fun from Kindergarten

You feel so delighted in kindergarten on the first day. You could say: I feel so happy in kindergarten!



You meet your teacher in kindergarten on the first day. You could say: I'm very glad to see you!



You have lunch in kindergarten on the first day. You could say: It tastes so yummy!



You play the game in kindergarten on the first day. You could say: It's funny to play with my friends in kindergarten!



Project I Fundamental Learning

Section 1 Starting Up

Task 1 Think and discuss the following questions.

1. Listen to the following song and try to feel and express the fun of the song.
2. What should we do when we are welcoming the kids on the first day?
3. Do you still remember the funniest moment when you were in the kindergarten?
4. As a would-be kindergarten teacher, do you know how to let the young kids feel the fun of kindergarten?

Task 2 Fill in the activity in each blank according to the description given below.

Activity	Description
	Running or Doing Exercises on the Playground
	Playing Dolls or Building Blocks
	Eating Bread and Drinking Milk in the Morning
	Reading Books
	Cleaning Hands with the Water
	Going to Bed after Lunch
	Learning to Sing and Dance

Task 3 Write the names under the corresponding pictures with the above activities.



1. _____



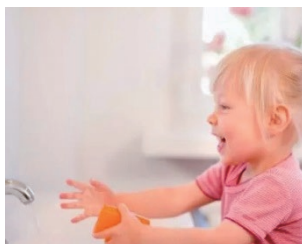
2. _____



3. _____



4. _____



5. _____



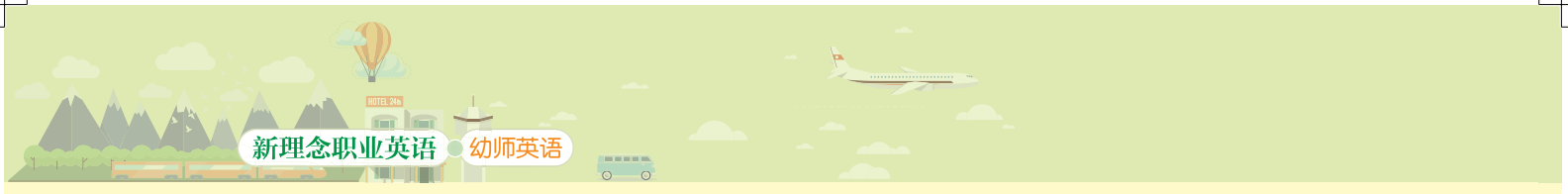
6. _____

Section 2 Listening and Speaking

Task 1 Listen to the expressions carefully and repeat them after you hear.

handsome	英俊的	welcome	欢迎	kindergarten	幼儿园
call	称呼	bring	把……带到	classroom	教室
follow	跟随	know	认识	ball	球





Task 2 Listen to the dialogue and then role play it.

Situation: Miss Li, who's the teacher, is welcoming Harry on his first day in kindergarten. Harry and Jimmy are introducing each other in the classroom.

Task 3 Listen to the second part of the dialogue and decide whether the statements are true (T) or false (F).

- () 1. Miss Li said that the kids should have known each other.
- () 2. Jimmy didn't tell Harry what his name is.
- () 3. Harry felt very glad to meet Jimmy.
- () 4. Jimmy is 4 years older than Harry.
- () 5. Jimmy likes to play the ball but he didn't want to play it with Harry.

Task 4 Listen to the passage about kindergarten and complete it.

Kindergarten, also called _____ School, a supplement to elementary school intended to _____ children between the ages of four and six years. _____ in the early 19th century, the kindergarten _____ the emotional and spiritual nature of the child, encouraging _____ through play activities and greater freedom, rather than the imposition of adult ideas.

Task 5 Interview. Ask about children's favorite outside and inside activities in kindergarten and explain the reasons.

Category of Activities	Favorite Activities	Reasons
outside		
inside		

Task 6 Describe a funny story which happened in your childhood. You should include:

- When and where did the funny story happen?
- Who was involved in?
- Why did you think it funny?

Task 7 Group discussion.

What are the funny things for girls or boys in the childhood? And compare the advantages and (possible) disadvantages.

For Girls	For Boys

Section 3 Reading and Understanding



Read the following passage and learn about Thanksgiving Day of the USA.

Get Ready for Kindergarten

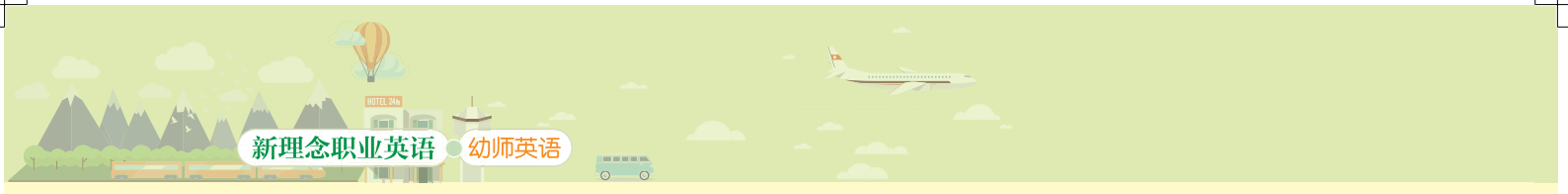
The first day of kindergarten is tearful for parents, who can't believe their child is growing up so fast. For the child, however, it doesn't have to be a time for tears. We collected tips from veteran principals on preparing for a smooth transition to kindergarten.

1. Allow your child to become familiar with the school by driving past it as often as you can during the summer.
2. Tour the school during the summer, even if your child visited on registration day, just to get her more comfortable in the building.
3. Bring up school in conversations at home as much as possible. Talk about the fun things your child will get to do. Don't express regret that he's starting school. Make sure he views it as a positive step.
4. Make shopping for school supplies a fun experience.
5. Start the school bedtime routine a month before school starts.
6. Work with your child during the

summer on making healthy food choices.

7. Attend every open house and meet-the-teacher event offered.
 8. Work with your child throughout the summer on kindergarten readiness academic skills such as writing her name or reading letters—but only if she's ready.
 9. Do arts-and-crafts projects with your child during the summer.
 10. Make sure your child has the necessary immunization to start school.
- Taking time to familiarize your child with school and educate yourself on what modern kindergarten is all about will go a long way toward guaranteeing a smooth transition.





Task 1 Choose the best answer according to the text.

- () 1. The passage mainly tells us _____.
- A. how to do arts-and-crafts projects with your child during the summer
 - B. how to attend every open house and meet-the-teacher event offered
 - C. how to do the preparation for a smooth transition to kindergarten
 - D. how to do arts-and-crafts projects with your child during the summer
- () 2. Allow your child to become _____ with the school by driving past it as often as you can during the summer according to the first tip in the passage.
- A. unfamiliar
 - B. familiar
 - C. family
 - D. famed
- () 3. Start the school bedtime routine _____ before school starts according to the fifth tip in the passage.
- A. about four weeks
 - B. a week
 - C. a day
 - D. about a year
- () 4. We can infer from the passage that when the parents help their child to do the preparation for kindergarten they should _____.
- A. bring up school in conversations at home as little as possible
 - B. talk about the fun things your child will get to do
 - C. express regret that he's starting school
 - D. make unsure he views it as a positive step
- () 5. Which of the following is NOT true?
- A. Make shopping for school supplies a fun experience.
 - B. Tour the school during the summer, even if your child visited on registration day, just to get her more comfortable in the building.
 - C. Work with your child throughout the summer on kindergarten reading academic skills.
 - D. Make sure your child has the necessary immunization to start school.

Task 2 Match the words or expressions with their Chinese meanings.

tearful
grow up
veteran
principal
smooth
transition
registration
positive
routine
readiness

长大
使人流泪的
准备就绪
过渡
注册
校长
平稳的
常规
积极的
经验丰富的

Task 3 Read the passage again and talk about the following questions.

1. How could the parents do to get the child more comfortable in the building?

2. Should the parents bring up school in conversations at home as much as possible?

3. What kind of project the parents and their child could do during the summer?

4. Should the parents make sure their child has the necessary immunization to start school?

Project II **Learning and Practice**

Section 1 Tongue Twisters



1. I thought a thought. But the thought I thought wasn't the thought I thought I thought.
2. While we were walking, we were watching window washers wash Washington's windows with warm washing water.
3. How much wood would a woodchuck chuck if a woodchuck could chuck wood? He would chuck as much as he could.

Section 2 English Stories

A Good Boy

Little Robert asked his mother for two cents. “What did you do with the money I gave you yesterday?” “I gave it to a poor old woman,” he answered. “You’re a good boy,” said the mother proudly. “Here are two cents more. But why are you so interested in the old woman?” “She is the one who sells the candy.”

Three Good Friends

One day, a monkey rides his bike near the river. This time he sees a lion under a tree. The lion runs at him. He is afraid and falls into the river. He can’t swim. He shouts. The rabbit hears him. He jumps into the river. The rabbit swims to the monkey, but he can’t help him. Luckily, an elephant comes along. He is very strong. He helps the rabbit and monkey. Three friends are very happy. They go to the elephant’s home. Then, three of them become good friends.

Project III Fun Learning

Section 1 Game Time

Counting Cups

How to play: After the teacher has decided on the counting objects, get 11 medium-sized paper cups. Write the numbers 0 through 10 on each cup. Then mix up the cups and give them to the kids. Ask the kids to place the cups in order from smallest to biggest. Give the kids a collection of 55 objects. Tell them that the point of the game is to look at the number on each cup and put in the matching amount of objects. Be sure to remind the kids to count out loud as they place each object in the cup.

Tips: The English teacher can use language like, “Please get out the counting cups, boys and girls!”



Section 2 Rhyme and Songs



Be Somebody

Taking to the floor with the wheel to the sky
 I loosen my tie, I loosen my tie
 Locking down the door with the rhythm and rhyme
 I loosen my tie, I loosen my tie

Trying to recall what you want me to say
 I shake your way, I shake your way
 Counting on the night for a beautiful day
 I shake your way, I shake your way
 And I say you can't get enough
 No you can't get enough

Given a chance, I'm gonna be somebody
 If for one dance, I'm gonna be somebody
 Open the door, it's gonna make you love me
 Facing the floor, I'm gonna be somebody

Now is your time and you know where you stand
 With a gun in your hand, with a gun in your hand
 Now I'm no longer an ordinary man
 Was this your big plan, your gun in your hand
 And I say you can't get enough
 No you can't get enough
 Given a chance, I'm gonna be somebody

If You Are Happy

If you're happy and you know it Clap your hands
 If you're happy and you know it Clap your hands
 If you're happy and you know it
 Never be afraid to show it
 If you're happy and you know it Clap your hands
 If you're happy and you know it Clap your hands
 If you're happy and you know it
 Never be afraid to show it
 If you're happy and you know it Stomp your feet
 If you're happy and you know it Stomp your feet
 If you're happy and you know it
 Never be afraid to show it
 If you're happy and you know it Stomp your feet
 If you're happy and you know it Stomp your feet
 If you're happy and you know it
 Never be afraid to show it
 If you're happy and you know it Wink your eye
 If you're happy and you know it Wink your eye
 If you're happy and you know it

Never be afraid to show it
 If you're happy and you know it Wink your eye
 If you're happy and you know it Clap Your hands
 If you're happy and you know it Clap your hands
 If you're happy and you know it
 Never be afraid to show it
 If you're happy and you know it Clap your hands
 If you're happy and you know it Stomp your feet
 If you're happy and you know it Stomp your feet
 If you're happy and you know it
 Never be afraid to show it
 If you're happy and you know it Stomp your feet

Project IV Professional Skills

Section 1 Follow Me

Task 1 Pronunciation skills. There will be 7 short vowel sounds below.

/æ/	short -/æ/-in and, as, actually	m__p, h__t, l__dder
/e/	short -/e/-in lend, then, bedroom	T__ddy, l__t, g__t
/ɪ/	short -/ɪ/-in hit, little, fishing	b__t, sh__p, b__d
/ɒ/	short -/ɒ/-in shop, Bob, pot	h__t, l__t, g__d
/ʌ/	short -/ʌ/-in umbrella, cut, but	m__ther, __nder
/ʊ/	short -/ʊ/-in full, put, July	f__t, t__k, c__ld
/ə/	short -/ə/-in never, teacher	camp__s, work__

Task 2 Listen to the teacher carefully and repeat.

/ɪ/	hit, pick, miss, tip	Jim hit the ball, and Tim picked it up.
/æ/	sat, back, hat, cap	Jack sat at the back of the classroom with a hat.
/ɒ/	hot, sock, boss, top	It is hot on the top of the mountain.
/ʌ/	cut, luck, fuss, cup	He broke the cup and cut his finger.
/e/	let, neck, mess, wet	Let's clean up the mess together.
/ʊ/	put, look, cook, good	The cook looked at the good book.
/ə/	apart, pilot, carrot	The pilot tore the carrot apart.

Task 3 Match the pictures with the given sounds and complete the words.



/fɪʃ/
f__sh



/bæt/
b__t



/klɒk/
cl__ck



/eg/
__gg



/ʌp/
__p

Section 2 Teaching Tips

How to Teach Kindergarteners

Teaching kindergarteners isn't as easy as it sounds. To teach young children, you'll have to have patience, concentration, determination and clear educational goals in mind. You can successfully introduce kindergartners to several academic subjects even at this young age. Read some instructions on how to teach kindergarteners.

1. Introduce kindergartners to language.

Teach the alphabet to kindergartners. Help them to recognize letters' shapes and sounds. Let them know that some letters have different sounds, depending on the way that the letters are said or written.

Expand kindergartners' vocabulary. Introducing kindergartners to new words can help them learn how to express themselves in different ways. It can also improve communication skills.

2. Familiarize kindergartners with the process of reading.

Show students the importance of books by pointing out all of their physical components and encouraging the respectful handling of them.

Accustom students to the activity of reading by having them follow along during story time. Show them, through finger movements, that

you are reading from left to right and from top to bottom. Point to specific words as you read them aloud. Allow them to suggest when a page turn is appropriate.

Encourage critical reading skills by asking kindergarteners about the stories you have read or are reading.

3. Explore scientific concepts with your kindergartners.

Explain nature to students. Describing natural and recurring phenomenon, like seasons and the transitions between day and night, can prepare them to learn more advanced scientific concepts later.

Try to use as many technical terms as you can when discussing scientific concepts. For example, identify planets and dinosaurs by their actual names.

4. Introduce students to the concept of time.

Help children understand the concepts of days, weeks, months, and years. You can even use holidays to help them recognize specific months. For instance, when a certain holiday presents itself, you can adorn your classroom with the holiday's decorations and ask kindergartners what month the holiday occurs in and what months preceded and will follow.

Section 3 Classroom Language

问候和课程开始

To Greet 问候

Good morning, boys and girls.

Good afternoon, everyone.

Good morning, class.

Hello/How are you?

Is everyone here today?

When I call your name, please stand up and say "Here" !

Nice to meet all of you today.

To Start the Class 课程开始

It's time for class.

Let's begin our class.

Let's start now.

Let's get it started.

First we need to review our last lesson.

Please look at the blackboard.

Pay attention please.



Unit 2

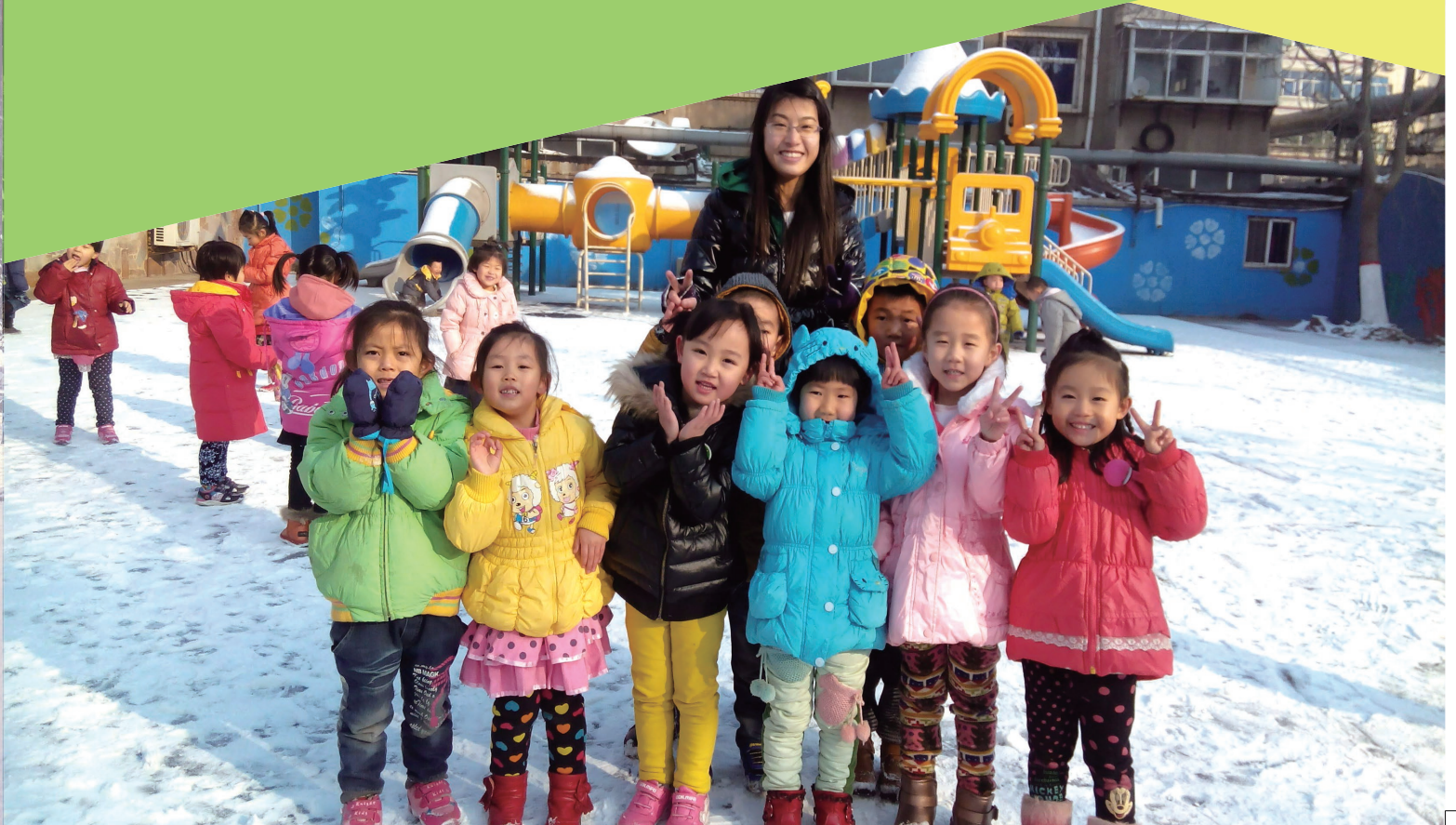


Weather and Our Clothes

Unit Objectives

Upon learning this unit, you'll grasp the skills below:

- talking about weather and our clothes;
- explaining the relationship between weather and our clothes to children;
- understanding some principles of preschool English teaching and learning;
- mastering the basic use of long vowel sounds;
- knowing whether to teach letters or letter sounds.



Brainstorming

The Different Clothes for Seasons

I usually wear a jacket and a pair of sneakers when I go outing in spring.



I can wear my favorite skirt because it's hot in summer.



It's a bit cool in autumn, so I need to wear a sweater.



I should wear a down coat and a pair of gloves when I make a snowman in winter.



Project I Fundamental Learning

Section 1 Starting Up

Task 1 Think and discuss the following questions.

1. Listen to the following song and point out the season in it.
2. How many kinds of weather do you know ?
3. What kind of clothes did you like most in your own childhood and why did you like it?
4. As a would-be kindergarten teacher, do you know how to explain the relationship between the clothes and weather to young kids?

Task 2 Fill in the right clothes according to the weather given below.

Clothes	Weather
	Foggy
	Rainy
	Snowy
	Sunny
	Cloudy
	Windy

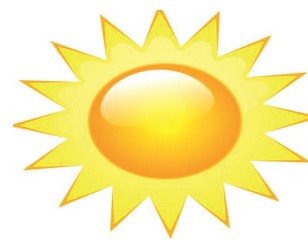
Task 3 Write the names under the corresponding pictures with the above weather.



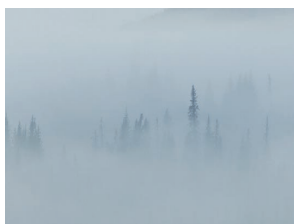
1. _____



2. _____



3. _____



4. _____



5. _____



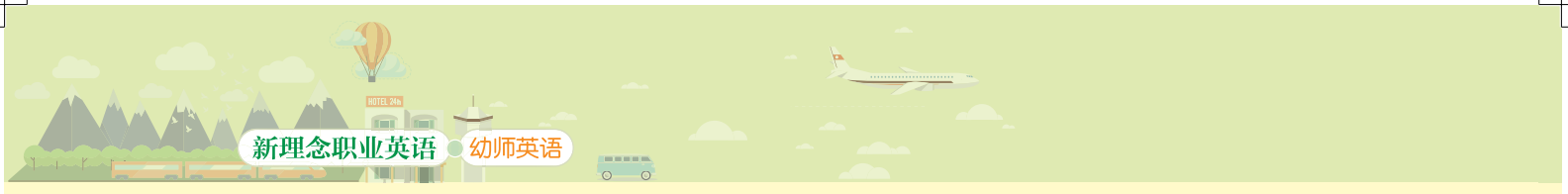
6. _____

Section 2 Listening and Speaking



Task 1 Listen to the expressions carefully and repeat them after you hear.

wear	穿	skirt	裙子	jacket	夹克
pants	裤子	tight	紧的	fat	胖的
skinny	极瘦的	button	扣住	poor	可怜的
sunny	晴朗的	stay	停留	suppose	假设
cloudy	多云的	windy	有风的	change	改变



Task 2 Listen to the dialogue and then role play it.

Situation: Cosmi, Coco and Mimi are talking about what they are wearing and the weather.

Task 3 Listen to the second part of the dialogue and decide whether the statements are true (T) or false (F).

- () 1. Mimi said that Coco’s pants looked very tight.
- () 2. Mimi should wear more clothes because she felt cold.
- () 3. Cosmi thought it was going to be sunny, so he didn’t feel cold.
- () 4. Coco thought the weather couldn’t be better.
- () 5. Cosmi believed that it was going to be a nice day.

Task 4 Listen to the passage about the clothing of baby and complete it.

A baby wears many items of winter clothing: _____, cap, fur-lined coat, shawl and sweater. The most obvious _____ of clothing is to improve the comfort of the wearer, by protecting the wearer from the elements. In hot _____, clothing provides protection from sunburn or wind damage. Shelter usually _____ the functional need for clothing. For example, coats, hats, gloves, and other _____ layers are normally removed when entering a warm home.

Task 5 Interview. Ask about children’s favorite clothes in two different seasons and explain the reasons.

Season	Clothes	Reasons
Summer		
Winter		

Task 6 Describe the clothes that you wore in different seasons in your childhood. You should include:

- What would you like to wear when you went outing in spring?
- What did you wear when you went swimming in summer?
- Did you like to wear a sweater or a coat in autumn?
- Explain why you should wear a down coat when you made a snowman in winter.

Task 7 Group discussion.

What are the suitable clothes for each season? Compare the advantages and (possible) disadvantages for the weather in each season.

Spring	Summer	Autumn	Winter

Section 3 Reading and Understanding



Read the following passage and learn about the culture of clothing.

The Culture of Clothing

In most cultures, gender differentiation of clothing is considered appropriate. The differences are in styles, colors and fabrics.

In Western societies, skirts, dresses and high-heeled shoes are usually seen as women’s clothing, while neckties are usually seen as men’s clothing. Trousers were once seen as exclusively male clothing, but can nowadays be worn by both genders. Male clothes are often more practical (that is, they can function well under a wide variety of situations), but a

wider range of clothing styles are available for females. It is generally more or less acceptable for a woman to wear clothing perceived as masculine, while the opposite is seen as unusual.

Men may sometimes choose to wear men’s skirts such as togas or kilts, especially on ceremonial occasions. Such garments were (in previous times) often worn as normal daily clothing by men.

Clothing designed to be worn by either



sex is called unisex clothing. Unisex clothes, such as T-shirts, tend to be cut straighter to fit a wider variety of bodies. The majority of unisex clothing styles have started out as menswear, but some articles, like the fedora, were originally worn by women.

Clothing performs a range of social

and cultural functions, such as individual, occupational and gender differentiation, and social status. In many societies, norms about clothing reflect standards of modesty, religion, gender, and social status. Clothing may also function as a form of adornment and an expression of personal taste or style.

Task 1 Choose the best answer according to the text.

- () 1. The passage mainly tells us _____.
- A. In most cultures, gender differentiation of clothing is considered appropriate.
 B. Clothing performs a range of social and cultural functions.
 C. Men should choose to wear men's skirts such as togas or kilts.
 D. The majority of unisex clothing styles have started out as menswear.
- () 2. In Western societies, _____ are usually seen as women's clothing.
- A. shirt
 B. dresses
 C. shoes
 D. neckties
- () 3. Trousers were once seen as exclusively male clothing, but can nowadays _____.
- A. be worn by girls
 B. be worn by children.
 C. be worn by men and women
 D. be worn by women
- () 4. We can infer from the passage that normal daily clothing (in previous times) by men may be _____.
- A. men's skirts
 B. men's suits
 C. men's shirts
 D. men's T-shirts
- () 5. Which of the following is NOT true?
- A. Male clothes are often more practical but a wider range of clothing styles are available for females.
 B. The majority of unisex clothing styles have started out as womenswear.
 C. Clothing designed to be worn by either sex is called unisex clothing.
 D. Clothing performs a range of social and cultural functions.

Task 2 Match the words or expressions with their Chinese meanings.

gender
appropriate
fabric
necktie
exclusively
masculine
opposite
kilt
garment
modesty

谦虚
苏格兰褶裥短裙
领带
织物
男性的
相反的
唯一地
适当的
性别
服装

Task 3 Read the passage again and talk about the questions below.

1. Is gender differentiation of clothing considered appropriate in most cultures?

2. What kinds of clothes are usually seen as men's clothing in Western societies?

3. Do men sometimes choose to wear men's skirts on ceremonial occasions?

4. Search the Internet and talk about the culture of clothing.

Project II **Learning and Practice**

Section 1 Tongue Twisters



- Whether the weather be fine or whether the weather be not. Whether the weather be cold or whether the weather be hot. We'll weather the weather whether we like it or not.
- How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
- A tutor who tooted a flute tried to tutor two tooters to toot. Said the two to their tutor, "Is it harder to toot or to tutor two tooters to toot?"

Section 2 English Stories

New Clothes

I got a green box on my birthday. What's inside? It is a new shirt. I got a pink box on my birthday. What's inside? It is a new skirt. I got a purple box on my birthday. What's inside? It's a new sweater. I got a red box on my birthday. What's inside? It's a new coat. I got a brown box on my birthday. What's inside? They are new socks. I got a blue box on my birthday. What's inside? They are new shoes. I got a yellow box on my birthday. What's inside? They are new pants. I like my new clothes. What did you get for your birthday?

Weather Predict

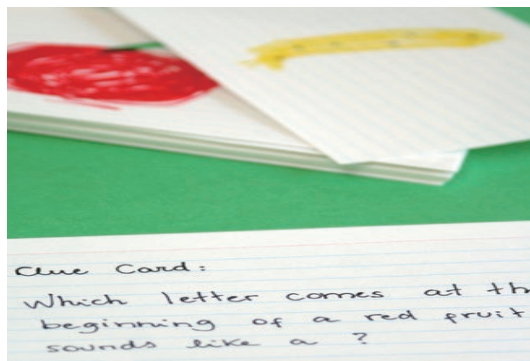
A film crew was on location deep in the desert. One day an old Indian went up to the director and said, "It will rain tomorrow." The next day it rained. A week later, the Indian went up to the director again and said, "There will be a storm tomorrow." The next day there was a storm. "This Indian is incredible," said the director. He told his secretary to hire the Indian to predict the weather. However, after several successful predictions, the old Indian didn't show up for two weeks. Finally the director sent for him. "I have to shoot a big scene tomorrow," said the director, "and I'm depending on you. What will the weather be like?" The Indian shrugged his shoulders. "I don't know," he said, "My radio is broken."

Project III Fun Learning

Section 1 Game Time

Word Detective Game

How to play: Ask your child to draw pictures on index cards for each letter of the alphabet, following the word list below. This will include beginning, middle, and ending sounds. While middle and ending sounds can be difficult for new readers to hear at first, this game is a fun, and low-pressure way to practice.



banana apple pear pineapple strawberry orange cherry grape

Tips: The English teacher can use language like, “Which letter comes at the beginning of a yellow fruit?”

Section 2 Rhyme and Songs



Catch the Eels

Yelling to all my friends gather around the field
 Inside the muddy field hiding many eels
 Wait for you everyday just to catch the eels
 Since the rain has stopped now let's go to catch the eels
 Oh, boy please stand still don't fall into muddy field
 Since the rain has stopped now let's go to catch the eels
 Yelling to all my friends gather around the field
 Inside the muddy field hiding many eels
 Wait for you everyday just to catch the eels
 Since the rain has stopped now let's go to catch the eels

The Seasons Song

Hello, do you know what the four seasons are?
 They are spring, summer, fall and winter!
 Let's sing a song about the seasons!

Spring, summer, fall, winter

Fall, winter

Fall, winter

Spring, summer, fall, winter

What's your favorite season?

I like tulips in the spring !

They're beautiful!

I like cherries in the summer!

They're juicy!

I like chestnuts in the fall!

They're yummy!

I like snow in the winter!

It's cold!

Spring, summer, fall, winter

Fall, winter

Fall, winter

Spring, summer, fall, winter

What's your favorite season?

I like winter!

Project IV Professional Skills

Section 1 Follow Me

Task 1 Pronunciation skills. There will be 5 long vowel sounds below.

/i:/	long -i:/-in beat, team, steel	__vening, pl__se
/ɜ:/	long -ɜ:/-in shirt, early, nurse	l__rn, g__l, p__se
/u:/	long -u:/-in shoot, rule, boot	f__d, t__l, pr__ve
/ɔ:/	long -ɔ:/-in lord, taught, door	c__ner, th__ght
/ɑ:/	long -ɑ:/ in shark, party, laugh	d__k, h__d, l__ghter

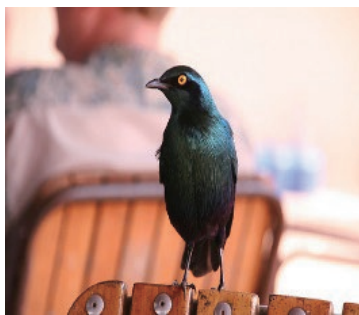
Task 2 Listen to the teacher carefully and repeat.

/i:/	heat, peak, piece, leap	The climber leap onto the peak in the heat.
/ɜ:/	hurt, work, nurse, sir	Nurses work to treat the hurt people.
/u:/	suit, threw, juice, soon	Mathew threw the juice too soon.
/ɔ:/	caught, pork, horse	The rider caught the horse easily.
/ɑ:/	start, dark, laugh, ask	It starts to get darker in the evening.

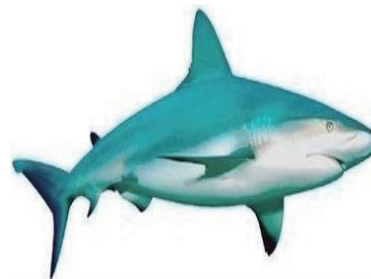
Task 3 Match the pictures with the given sounds and complete the words.



/bɜ:d/
b__d



/bu:t/
b__t



/ʃɑ:k/
sh__k



/tri:/

tr__



/dɔ:/

d__r

Section 2 Teaching Tips

Letters or Letter Sounds?

So which is it? Should we teach letters or letter sounds? There is a widely-used teaching approach which teaches letter sounds first and letter names next. It is believed that letter sounds are more helpful and useful to pre-readers than letter names and therefore, should be taught first. As you've probably guessed from the title of my post, I respectfully disagree. And before I go too much further, please hear me say this: if teaching your child her letter sounds first is working, GO FOR IT!

I believe, after reading the reading research out there (such as Ehri, Invernizzi, Cunningham, Calkins, and McBride-Chang), that BOTH letters and letter sounds are highly useful for teaching kids to read and write.

Just three of many reasons I believe this (I would probably bore you with all my reasons):

1. The majority of letter names give the child a huge clue as to the sound (or one of the sounds) they make. For example, the letter D has the /d/ sound at the beginning and the letter

F has the /f/ sound at the end. W, Y, and H are the only three exceptions.

2. Letter names make great labels for letters, as many of the letter sounds are harder to make in isolation. For example, b's sound in isolation tends to sound more like/buh/, which can make blending it with other letter sounds difficult for beginning readers.

3. Letter sounds are more abstract and aren't as consistent as letter names. Take the A in Target for example. In my experience, it seems more consistent to say, "Oh, I see the letter A in Target," than "I see an /a/ (short a sound) in Target...but it doesn't make the /a/ sound. It makes the /r/ sound."

No matter what you believe in regards to letters and letter names, "research has established that children who know the names of letters learn letter-sound associations more readily than those without letter-name knowledge."

Section 3 Classroom Language

休息和结束课程

To Have a Break 休息

Let's have a rest.

Let's take a break.

Break time!

Break time is up.

You may use the toilet now.

Please drink some water.

Wash your hands after using the toilet.

No pushing and no running please.

To End the Class 结束课程

That's all for today!

Time is up!

Let's call it a day.

Class is over.

See you next time.

Goodbye, everyone. /Bye-bye.

Give me a hug.



Unit 3

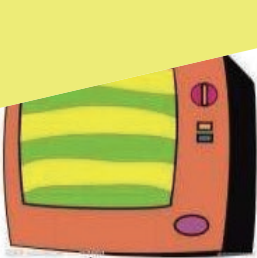


My Home, A Sweet Home

Unit Objectives

Upon learning this unit, you'll grasp the skills below:

- talking about both family members and family traditions;
- explaining the general ideas of a happy family with children;
- knowing basic rules of English teaching and learning for preschoolers;
- mastering the basic use of diphthongs;
- knowing how to choose teaching content.



Brainstorming

Secrets to a Healthy & Happy Family

The following five secrets will make a happy family. Discuss each of the secrets and share your story with others.

fun up family meals



stay home, stay together



celebrate your history



be frank with your kids



stop fighting about money



Project I Fundamental Learning

Section 1 Starting Up

Task 1 Think and discuss the following questions.

1. Listen to the following song and guess the name of the festival.
2. How many family members are there in your family?

3. Who do you like the best and why is he or she your favorite family member?
4. As a would-be kindergarten teacher, do you know how to teach children to decorate their homes?

Task 2 Fill in the right family members according to the relationship given below.

Family Members	Relationship
	the mother of your mother or father
	the brother of your mother or father, or the husband of your aunt
	the daughter of your brother or sister, or the daughter of your wife's or husband's brother or sister
	the child of your uncle or aunt
	a member of your family who lived a long time ago
	the son of your brother or sister, or the son of your husband's or wife's brother or sister
	the sister of your father or mother, or the wife of your father's or mother's brother

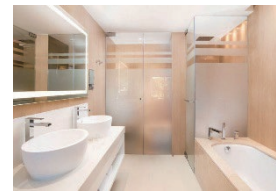
Task 3 Guess what room it is and write them down under the pictures.



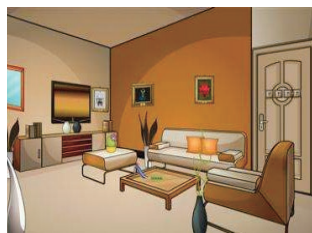
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

1. a structure that you can stand on, that is attached to the outside wall of a building, above ground level
2. the room where you prepare and cook food

3. a room where there is a bath or shower , a basin , and sometimes a toilet
4. the main room in a house where people relax, watch television
5. a room for sleeping in
6. a room in a house that is used for work or study



Section 2 Listening and Speaking

Task 1 Listen to the expressions carefully and repeat them after you hear.

paint walls	粉刷墙	comfort zone	舒适区	coach potato	电视迷
dust the room	打扫房间	on the balcony	在阳台上	corridor	走廊
put up the curtain	挂窗帘	furniture	家具	color design	颜色设计
plug in	接入电源	doorways	门厅	carpet	地毯
blanket	毛毯	bedspread	床罩		
lighting	灯光	kitchenware	厨房用具		

Task 2 Listen to the dialogue and then role play it.

Situation: Julia and Steven are talking about decorating a house after they moved in.

Task 3 Listen to the second part of the dialogue and decide whether the statements are true (T) or false (F).

- () 1. They came back home at the same time.
- () 2. Steven was late back due to the traffic conditions.
- () 3. Julia made the animals by herself with extra cloth left.
- () 4. Julia needs Steven's help with the measurement of the curtains.
- () 5. They agreed to pick out some curtains tomorrow.

Task 4 Listen to the passage about human's lovely home and complete it.

We are now living in a common _____. That is the _____. She provides us with enough food, enough _____ and enough living room. So we must do everything to _____ her. There are lots of big or small, red or green, beautiful _____ around us. But our _____ is being polluted faster than nature and man's efforts can prevent. So many trees will be cut down, and more large cities will be _____. Lots of waste material, in return, is _____ and harms the environment. So some experts declare that the _____ of nature is being destroyed. The survival of man is in _____.

Task 5 Interview. Ask about children’s favorite color for their bedroom and let them explain the reasons.

Favorite Colors	Reasons

Task 6 Describe a gift that you have received in your childhood. You should include:

1. What is the gift?
2. Who gave it to you ?
3. Where did you keep the gift in your home?
4. Explain why you loved it so much.

Task 7 Group discussion.

Can you find the differences between boys’ favorite colors and girls’? Do you often help parents do some housework and make your home look neat and beautiful?

Boys’ Colors	Girls’ Colors

Housework You Can Do	How to Make Your Home Beautiful

Section 3 Reading and Understanding

Read the following passage and learn about your new home.

Ways to Make Your New Home More Energy Efficient and Comfortable

Nothing is more exciting than starting down the path of designing and creating your new home. An experience to work with a design professional to create your new home should be full of excitement. The following will give you some helpful guidelines.

Look for windows that are built with quality and energy efficiency as the basic concerns. Rarely will you go wrong selecting one of the major name brands, but don't limit your choices. Ask your design professional to provide you with options that include brands you may have never heard of. Often you'll find windows that are cheaper and even more energy efficient.

In homes where a view is important, it's better to provide shading of the windows as opposed to solar screens. Designing a home

can be one of the most enjoyable and most rewarding events in your life. Making the right choices beginning with the products and proper decorations will allow you to not only enjoy the process but you will be rewarded with a home that fits you and your family's lifestyle. Everyone longs for a home that is comfortable and cozy.

I created a phrase many years ago, "Livable Luxury". That doesn't mean you have to have three million dollar at home. However, it simply means that every time you return home, be it from work or a vacation, you walk in and say, wow... I'm so glad we live here.

Good luck with the best, and most enjoyable adventure when you decide it's time to plan and build your dream homes, wherever that may be.



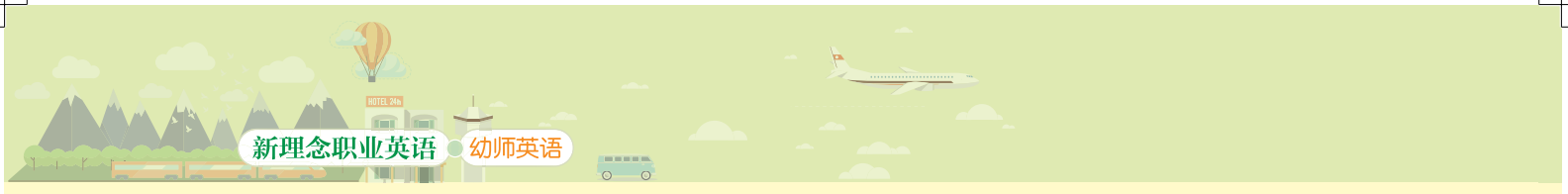
Task 1 Choose the best answer according to the text.

- () 1. The passage mainly tells us _____.
 A. Nothing is more exciting than working with a design professional
 B. Some ways to beautify our homes
 C. that windows should be name brands for safety concern
 D. the author created his own dream home
- () 2. Your design professional can _____.
 A. help you design your home decoration B. give you excitement
 C. make your windows cheaper D. provide bad choices of products
- () 3. Designing a home can be _____.
 A. the most enjoyable and most rewarding event B. tiresome and boring
 C. a waste of time D. expensive
- () 4. We can infer from the passage that _____.
 A. Livable Luxury means you have three million at home
 B. Livable Luxury means you are happy with your living place
 C. Livable Luxury means decorating home with the most expensive products
 D. Livable Luxury means you return home with lots of money
- () 5. Which of the following is NOT true?
 A. In homes, a view is not important.
 B. The brands you have never heard of is not worth buying.
 C. When choosing windows, choose nothing but the name brands for quality.
 D. Quality and energy efficiency are two basic concerns when buying windows.

Task 2 Match the words or expressions with their Chinese meanings.

exciting
 professional
 guideline
 select
 include
 solar
 enjoyable
 rewarding
 lifestyle
 adventure

令人愉快的
 令人兴奋的
 选择, 选拔
 包含, 包括
 太阳的
 指导方针
 有益的
 专业的, 职业的
 冒险活动
 生活方式



Task 3 Read the passage again and talk about the questions below.

1. Do you enjoy decorating your home by yourself?

2. What kind of creative way have you applied to make your home more beautiful?

3. What's your understanding of "Livable Luxury" from the passage?

4. Search the Internet and talk about other ways for home decorations.

Project II **Learning and Practice**



Section 1 Tongue Twisters

1. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
2. There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.
3. The ruddy widow really wants ripe watermelon and red roses when winter arrives.

Section 2 English Stories

Sleep In or Get Up?

They drove to the park. They got in line. Many cars were in front of them. They should have gotten up earlier. "We should have gotten up earlier," said Mom. "I know," said Dad, "We should not have slept in." "I know," said Mom, "But sometimes it's nice to sleep in, especially on the weekend. Weekends are for sleeping in." The line moved slowly. Finally they were at the front of the line. "I'm sorry," said the park ranger, "We're closed." "What?" said Dad, "It's not even noon. How can you be closed?" The ranger said the parking lot was full. There was no place to park. He said to come back tomorrow. "Don't sleep in," said the ranger, "The early bird gets the worm."

A Patient Mom

May called her mom. Her mom lived in China. China was far away. Her mom was 50 years old. Her mom had many friends. But she missed her daughter. May lived in America. She was a

waitress in a restaurant. It was a Chinese restaurant. “Guess what, Mama?” May asked. “I met a nice man.” Her mom said she was happy. “Will you marry him?” she asked. She wanted May to marry. She wanted a grandson. She wanted a granddaughter. She wanted May to bring her children back to China. “Be patient,” May said. “I only met him last month. But he’s very nice.” Her mom said, “Okay, I will be patient. But hurry up!”

Project III Fun Learning

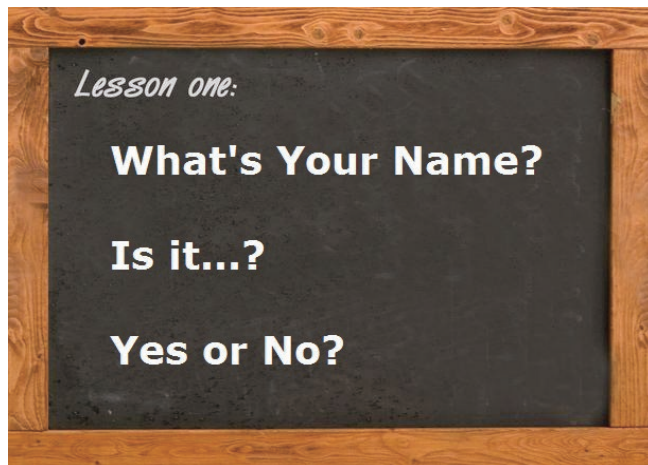
Section 1 Game Time

What's Your Name?

How to play: Ask the kids to stand up. One student sits in the front of the classroom (usually in the teacher’s comfortable chair) with his back to the other students. The teacher then points to students in the class and asks “What’s your name?” The student indicated must respond “My name is ×××” with either his own name or the name of someone in the class. The student in the front cannot see who is speaking. The teacher says to him, “Is it ×××?” and he must say “Yes, it is” or “No, it isn’t” . If the student in front is correct, he gets to stay there, but if he’s wrong, he changes place with the student who fooled him.

To make the game more interesting, the students are encouraged to disguise their voices.

Tips: The English teacher can use language like, “Do you think it’s her real voice?”



Section 2 Rhyme and Songs

A Happy Family

Hush little baby don't say a word
Mama's gonna buy you a mockingbird



And if that mockingbird don't sing
Mama's gonna buy you a diamond ring
And if that diamond ring turns brass
Mama's gonna buy you a looking glass
And if that looking glass gets broke
Mama's gonna buy you a lollipop
If that lollipop was poor
Papa's gonna buy you a cut book
And if that cut and book won't bark
Papa's gonna buy you a dog in the world

Happy Home

In my happy home I barely breathe
In my lovers arms I find relief
And there's a sky that's changing
and a bird that sings
I never once in my wayward life was heading to run out
In my lovers arms I wait for morning
I beg my god to speak and tear me apart
I'd lay down my body I'd lay down my arms
I never once in my sweet short life meant anybody harm
In my happy home I read the signs
In my lovers arms I move in time
There's no more crying and there's no more lies
I never once in my sweet short life was waiting for desire
And there's no more crying
And there's no more pain
I never thought for one second
I'd have nothing left but shame
In my happy home I barely breathe
I never once in my wayward life was heading to run out

Project IV Professional Skills

Section 1 Follow Me

Task 1 Pronunciation skills. There will be 8 diphthongs below.

/eɪ/	diphthong -/eɪ/-in tape, bay, name	m__ , pl__ , alw__ s
/aɪ/	diphthong -/aɪ/-in tie, buy, find	w__ fe, n__ ce, l__ ke
/ɔɪ/	diphthong -/ɔɪ/-in toy, boy, noise	__ il, p__ nt, enj__
/aʊ/	diphthong -/aʊ/-in town, down	l__ dly, h__ se, ar__ nd
/əʊ/	diphthong -/əʊ/-in nose, spoke	b__ ne, p__ le, sl__ ly
/ɪə/	diphthong -/ɪə/-in idea, near, here	b__ r, d__ r, f__ ful
/eə/	diphthong -/eə/-in airport, pair, stare	d__ re, f__ ir, ch__ r
/ʊə/	diphthong -/ʊə/-in poor, tour, sure	t__ rist, l__ re

Task 2 Listen to the teacher carefully and repeat.

/eɪ/	late, lake, race, train	Don't be late for the train.
/aɪ/	light, like, rice, ripe	I like eating ripe rice.
/ɔɪ/	boy, choice, voice, noise	The boy's voice sounds like noise.
/aʊ/	about, found, house	Tell me something about the house.
/əʊ/	note, coke, hose, phone	Pick up the phone and take some notes.
/ɪə/	hear, near, fear, beer	Can you hear a fearful man near here?
/eə/	hair, share, pear, chair	He shared his pear with his friends.
/ʊə/	poor, tourist, lure	The tourist is too poor to rent a car.

Task 3 Match the pictures with the given sounds and complete the words.



/bɔɪ/	/aʊl/	/'tʊərɪst/	/bɑ:k/	/tʃeə/
b__ y	o__ l	t__ rist	b__ k__	ch__ r

Section 2 Teaching Tips

How to Choose Teaching Content

Choose teaching content according to child's age, characteristic and the hobby. From 3~6 years old, it's the preschool age for children, this important period of time is body language development, and is the key to the development of other aspects. Children English teaching content can choose cheaper topic of interest, from easy to difficult and gradual manner. The content includes: animal, toy, color, digital, food, etc., Which can be in

class 3~4 years of age to teach simple words. And then ascension to general 4~6 years of age simple oral English teaching and learning like pears, cat, banana. The word pronunciation should be from easy to difficult, and from word to phrase and then to oral conversation: Give me a pear, please! It is a puppy dog, let the children in this age of appropriate stages of learning.

Section 3 Classroom Language

组织课堂纪律和吸引注意力

To Discipline the Class 组织课堂纪律

Please stop talking.
Listen to me carefully.
Please be quiet.
Don't push others.
You are too noisy, please quiet down.
Please don't make noise.
Return to your seat.
Raise your hands to answer!

To Draw Attention 吸引注意力

Please pay attention to the teacher.
Are you clear?
Do you understand me?
Is that clear?
Have you got it?
May I have your attention please?
Who doesn't understand it?
Let me know if you have any question.