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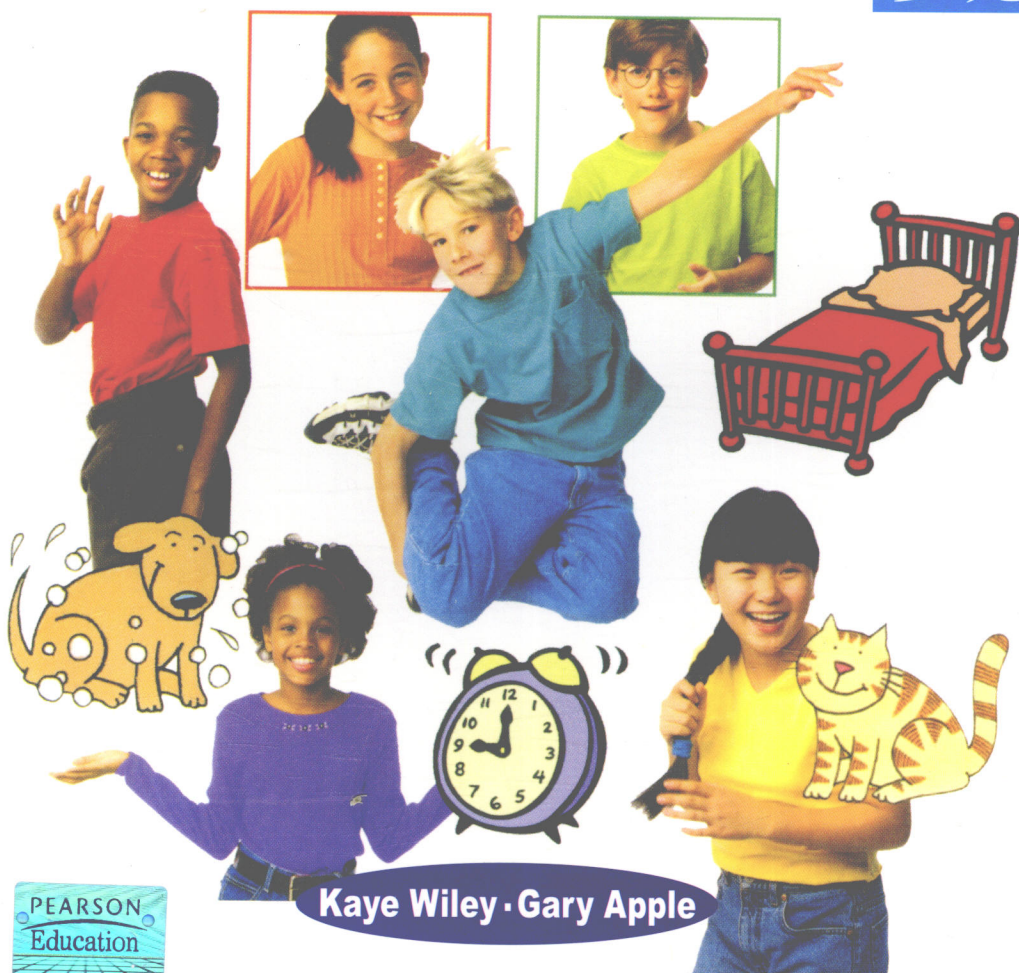
NEW COMER PHONICS

FOR CHILDREN AND PUPILS

朗文美语语音教程

教师用书

少儿版



Kaye Wiley · Gary Apple



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朗文美语语音教程(少儿版) —— 教师用书

NEWCOMER PHONICS

For Children And Pupils

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Gary Apple

栾 岚

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总 序

英语界老前辈范存忠先生说：“假如我能从头学起，我一定不怕麻烦，首先把英语的基本语音语调学好。”国学大师季羨林先生也建议每个志在学好一门外语的学生都花上一两个月的时间将这种语言的语音体系弄清楚，以此作为进一步学习的基础。所以，修炼英语语音基本功是非常重要的英语学习经验和原则。

语音学习，或者说音标的学习应该分为三个阶段：

1. **认音**，即熟悉音标符号和基本发音要领，尤其是掌握英语和汉语两种发音体系之间的区别。
2. **拼音**，即利用刚刚学会的符号去练习英语单词，特别是长、难单词的发音，这正是音标工具作用最重要的表现。
3. **正音**，即进一步雕琢完善，使自己的发音日益标准，乃至趋于完善。

其中第二个步骤起着至关重要的承上启下作用，也恰好是中国的教师和学生最为忽视的环节，导致许多学生一遍遍地学习音标，却仍然不能做到独立拼音、读准单词的基本要求。而这一能力正是学生，尤其是初学者通往下一个学习阶段的重要衔接，长期片面注重分析语法、背诵单词的中国学生由于缺乏了这种技能，到了一定时期必然会表现出基础知识结构的先天不足，从而无法达到英语学习的自由王国阶段。因此可以说，如此多的学习者在英语学习道路上彷徨不前，举步维艰，很大程度上“都是发音惹的祸”。

目前市场上的英语语音教程并不少见，至少有三、四十种，一类是专业语音学教材，使用对象是英语专业师生和研究者，另一类则是基础教材，适用于初学者。后者总体上来说仍脱胎于前者，内容包括大量的发音要领介绍，配合发音舌位图以及术语化的讲解，很容易让初学者望而生畏。

为了解决这一问题，我们组织业内顶级外语专家与世界著名英语教育出版机构合作，推出《捷进英语语音大讲堂》系列丛书，首批亮相的有《捷进英语语音与国际音标》、《朗文美语语音教程》（成人版）、《朗文美语语音教程》（少儿版）不仅可以

满足各种培训学校集体使用,还可以为个体学习者轻松地利用,并且为广大英语教师提供了简明清晰的教学支持。我们真切地期望通过捷进语音教材的学习,能够廓清中国学生长期以来在语音学习方面存在的诸多疑问和难题,使他们打好坚实的语音基础,充满信心地踏上英语学习之路,早日达到成功的顶峰。

吉林出版集团外语教育中心

前言


在语音、语言研究方面不乏详尽权威的导论,但这些学术专论都趋于冗长且学术性太强,对新入门者来说大有泰山压顶之势。于是《朗文美语语音教程》这套让人们循序渐进、轻松掌握语音的过渡性简明教程,就应运而生了。

朗文美国语音教程分为少儿版 (Newcomer Phonics) 和成人版 (Fast Track Phonics),是根据英语学习规律科学编排、合理构篇的。少儿版语音教程是在把握少儿的认知规律,熟知少儿是在认识和学习世界的过程中学习语言的这一特点悉心谋篇。

1. **本书时尚新颖。**选择了当前最流行、趋向“国际性”的美式发音,符合当前英语教学的实际,满足读者希望学习纯正美式发音的要求。

2. **本书针对性强。**少儿版语音教程是专为 8—15 岁初学英语的青少年设计的,该书语音团队的队员包括 Nan, Bob, Tim, Bev, Kate, Mike, Pete 和 Sue 以及他们的宠物 Tab, Gus, Rose, 人名都是精挑细选,由短元音和长元音构成以加强记忆。

3. **本书实用性强。**每单元都将精心编排的高频词融入简单易懂的句子里,增强读者的理解力,同时色彩鲜明的插图、页码的编排也旨在加强初学英语者对话词汇的理解,并帮助他们把母语的发音技巧运用到英语中来。

4. **本书特色鲜明。**每页的顶端都用红色着重突出新的音节和拼写形式,不规则发音则用  表示,读者亦可在书后的不规则动词列表中查阅。每单元结尾还有幽默故事手册,是由语音团队队员的搞笑动作编剧而成,学生可以剪下来,读完后做成故事小册收藏,亦可回头翻阅、品味。

5. **本书内容丰富。**从单元音、短元音单词(Nan has a hat)讲起,到长元音单词(Mike rides a bike)及更复杂的单词发音(Math problems make you think),循序渐进、科学安排。在每个语音板块,还有一些精彩有趣的句子帮助读者形象地掌握语音。许多语音活动还包括英语语言学习的基本要素:

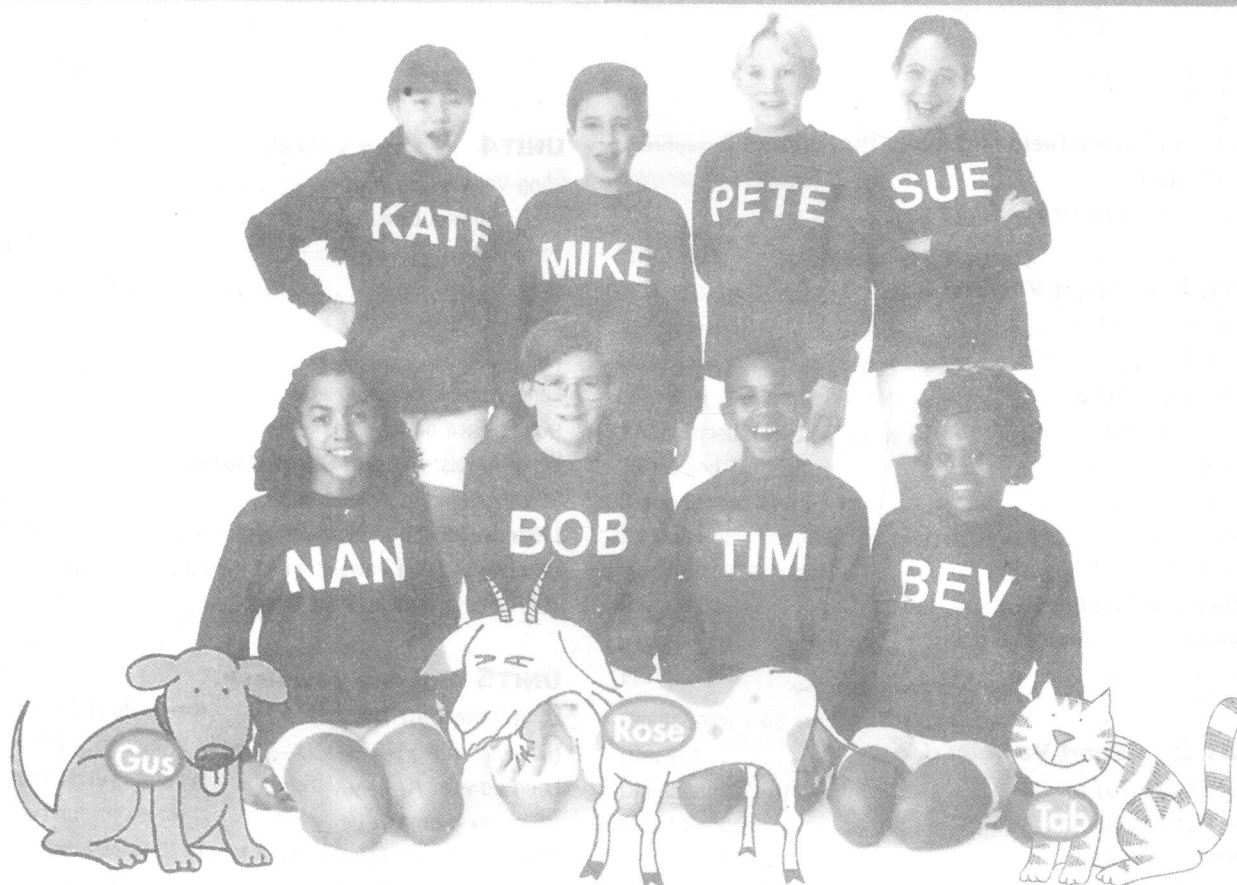
- 1) 词性介绍:代词、物主代词、动词、形容词、介词、疑问句。
- 2) ELD 要求的话题:教室、家庭、食物、衣服和天气。

本书还配有发音表供读者查阅。

英语教育已进入捷进时代,《朗文美语语音教程》正是在响应这一号召,突出快捷、精进的特点隆重推出的,通过本套书夯实英语语言基础,向英语自由王国进军。

编 者

Meet the Phonics Team



About the Authors

Kaye Wiley is an educator, curriculum developer, and writer with over twenty-eight years of classroom experience in the United States and abroad. She graduated from the University of California at Berkeley and completed an M.Ed. in Bilingual Education/ESL at the University of Houston, where she specialized in psycholinguistics and second language acquisition. After beginning her career in Concord, California, she went to Turkey, where she taught for ten years at the Istanbul Community School and Robert College. Then she returned to Houston, where she was head of ESL at Awty International School for nine years. Currently she is writing curriculum and teaching both ESL and foreign languages for the New Haven Public Schools in Connecticut. Kaye Wiley has written two previous books—*Alligator at the Airport* and *Animalito Alfabeto*—which also emphasize emerging literacy for new language learners.

Gary Apple is an experienced writer whose credits include works for children's television and the internet. He has contributed instructional material in the fields of reading, composition, ESL, and EFL. Gary Apple has a teacher's degree in Secondary English from the State University of New York at Brockport.

Introduction



Newcomer Phonics is a collection of brightly illustrated phonics activities designed to help new English language learners become confident, independent readers. The Student Book follows a careful progressive sequence, using high-frequency words in context—first with short vowels, then with long vowels, blends, digraphs, r-controlled vowels, and diphthongs. At the end of each phonics unit, there is also a humorous Little Book that students can remove, read to themselves, and take home for their own enjoyment.

THE TEACHER'S GUIDE

You may find that some older ELD students who can already decode in their own language will be able to proceed through the pages of **Newcomer Phonics** on their own, using the clearly illustrated examples. However, it is important to augment each lesson in the Student Book with specific oral language support from the Teacher's Guide, since students need to hear the spoken phonics sounds before they try to read them. Research shows us that the concept of sound-symbol linkage is developed most effectively through explicit phonics lessons and interactions between teachers and students. It is by listening and responding to the voice of the teacher that the students learn the variations in the English sound system, develop phonemic awareness, practice pronunciation, and build background in the language.

The Teacher's Guide provides not only step-by-step lessons and chants that strengthen this oral language connection, but also outlines suggestions for extension activities and assessments. The three-step lesson includes:

1. Developing Phonemic Awareness or Building Background
2. Using the Page instruction
3. Including All Learners activities for multiple learning styles that include informal oral and written assessments:



Say It!



Write It!

DESCRIPTION OF THE PROGRAM


Q *How does Newcomer Phonics help students learning to read in English?*

A *Every word is illustrated.* More than 400 brightly illustrated nouns, verbs, and adjectives highlight the pages of the student book and provide visual support for new readers. Although some of these words will be familiar from conversation, ELD students often need visual cues to increase comprehension when decoding new words.

Only high-frequency words are used. For newcomers in English, certain words are more necessary to learn than others. Bus and run, for example, are more useful words to master when studying the short u sound than yug or bun, which students rarely encounter. In traditional phonics programs designed for native English speakers, there is often a "word-family" approach, using a wide array of low-frequency words. However, **Newcomer Phonics** uses only carefully selected, high-frequency vocabulary.

Words are presented in context, not in isolation. In contrast to traditional phonics programs that rely on lists of isolated words, **Newcomer Phonics** assumes that ELD students have a limited vocabulary base and need to derive meaning from context before they can complete exercises. Therefore, all new words are presented in relation to a picture, sentence, or story. In this way, there are three sets of cues to help newcomers decipher English text: (1) illustrations, which provide a visual context; (2) full sentences, which provide a verbal context; and (3) the characters of the Team, which provide a narrative context.

The vocabulary is highly controlled. Only words that have been previously introduced and illustrated are used in sentences and stories. Thus, as students come to the Little Books at the end of each phonics unit, they see familiar words and can feel the satisfaction of reading the story on their own. A word list of the controlled vocabulary is included in the Student Book.

Decodable text is used throughout. The units in **Newcomer Phonics** are carefully structured to emphasize the most frequent, highly regular sound-symbol relationships. It was the author's goal to make all the text as decodable as possible for ELD students. However, since some important words in English contain irregular sounds (has = /haz/, who = /hoo/), they are coded with a  and referenced on a pronunciation chart in the Student Book. Sight words like the are also referenced on this chart.

Phonics lessons progress systematically. Units are also designed to introduce ELD students to written English carefully, step-by-step. Whereas basic consonants will be familiar to many from similar sounds in their own language, English vowel sounds with their various pronunciations and spellings, as well as digraphs and diphthongs, may be new.

Syntax is simple, and language structures are limited.

Newcomers to English are at the early stages of language acquisition. They are progressing from silent listening to one-word utterances and short sentences. For this reason, activities and stories in **Newcomer Phonics** reinforce the following early-stage language structures:

1. Simple declarative sentences: *Nan has a hat.*
2. Present tense verbs: *go, see* (simple present tense); *is going, is seeing* (present progressive tense)
3. Negative forms: *Gus is not on the bus.*
4. Interrogative forms: *Is Gus on the bus?*

See the Scope and Sequence on pages viii –1 for more details.

Q How are Newcomer Phonics units organized?

A Words are repeated and recycled continually.

At the end of each phonics unit there is a review page that helps students practice words from the given unit plus previous words from other units. In addition, recycling of vocabulary in the context of practice sentences continues throughout the book. The Little Books contain carefully controlled vocabulary that is cumulative as well, reviewing not only the words from the unit, but also words from prior units.

ELD thematic topics are included. To make the content of lessons more relevant for ELD students, phonics activities are designed around themes such as school, family, animals, house, clothes, sports, and weather.

Grammar topics are incorporated in exercises. Since older newcomers can sometimes benefit from a more structured approach to second-language learning, topics such as verbs, pronouns, prepositions, and adjectives are also included. Notes in the Teacher's Guide provide suggestions and extension activities for these grammatical topics.

Writing and reading are presented concurrently. In line with research suggesting that coding and decoding in language (i.e. reading and writing) reinforce each other when taught

together, **Newcomer Phonics** includes writing opportunities in every unit. By learning phonics, ELD students are also practicing to write and spell with phonemes.

Q What are the "Little Books"?

A At the end of each unit in the Student Book there is a pull-out page that can be folded in quarters to make small, colorful story books about the Phonics Team and their adventures. Students enjoy reading these Little Books to friends and family members and can keep them to start their own "library" in English.

Q What assessments does the program include?

A **Newcomer Phonics** includes both formal and informal assessments. The Student Book contains ten written assessment/review pages—a kind of mini-quiz at the end of each unit. The Teacher's Guide similarly contains twenty supplementary practice and written assessment pages. Equally important, however, are the ongoing informal assessments which the Student Book pages provide for the teacher and for students themselves, who can use them as self-assessments. The Teacher's Guide also contains oral and written assessments as part of each lesson plan.

Q What are the other components of the Newcomer Phonics program?

A Besides the Student Book and Teacher's Guide, there are two other valuable teaching aides in the **Newcomer Phonics** program: an audio program and colorful phonics cards.

Audio Program Over sixty lively chants, songs and the ten Little Book stories are recorded on an audiocassette and audio CD. These chants, songs, and stories recycle key vocabulary from the units and target the short vowels, long vowels, blends, digraphs, r-controlled vowels, and diphthongs in **Newcomer Phonics**.

Phonics Cards This set includes fifty 8" X 10" two-sided cards (over ninety photographic and illustrated images), one for each phonic element taught in the program. Cards are categorized by ELD themes for more teaching opportunities and cross-classification. The teacher can cover words for assessment purposes.

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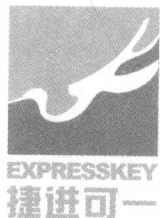
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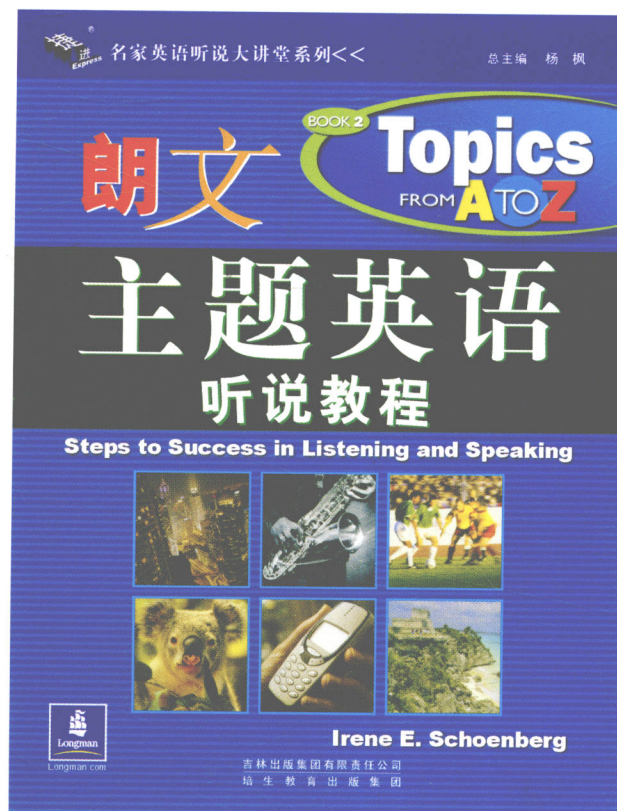
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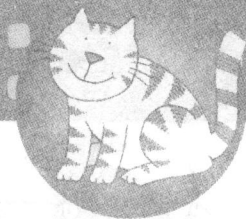
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	PHONIC ELEMENTS	GRAMMAR TOPICS	ELD THEMES
UNIT 6	long vowels: o, e, u	verbs: <i>hold, float, grow, blow, read, sleep, eat, hear, see, use</i> ; adjectives; pronouns: <i>he, me, you</i> ; prepositions: <i>in back of, behind, beside, below, between, above, in front of</i> ; questions with <i>do you</i> ; contraction: <i>don't</i>	sports, games, weather, outdoors, temperature, plants, colors, animals, food, numbers, many/few, opposites, parts of the body, time, emotions, riddles, musical instruments
UNIT 7	digraphs: sh, ph, th	verbs: <i>wash, think, throw</i> ; questions with <i>do you</i> ; preposition: <i>with</i> ; demonstrative pronouns and adjectives: <i>this, that, these, those</i>	transportation, telephone, clothes, bathing, animals, parts of the body, math, graphs, outdoor activities, rhymes
UNIT 8	digraphs: wh, ng, ch, tch, wr, kn	verbs: <i>sing, catch, watch, pitch, write, know</i> ; questions with <i>what</i> ; questions with <i>when</i> ; adjectives; present progressive verbs; homonyms	weather, animals, numbers, time, school, healthy habits, safety, months, lunch, math, utensils, outdoors, thinking/imagining, sports, songs, right/wrong, riddles, rhymes
UNIT 9	r-controlled vowels: ar, er, ir, ur	prepositions: <i>over/under, before/after</i>	farm, outdoors, weather, seasons, family, clothes, colors, parts of the body, safety, animals, time, transportation, numbers
UNIT 10	diphthongs: oo, ou, ow, oy, oi	verbs: <i>shoot, bounce</i> ; adjectives; preposition: <i>around</i> ; questions with <i>how</i>	house, rooms, town, noises, school, toys, sports, games, animals, animal sounds, onomatopoeia, musical sounds, riddles, parts of the body, colors, exclamations, parties/celebrations

UNIT 1

Short Vowels: a, o, i

Short Vowels: /a/ a

Key Words: Nan, has, cat, map, hat, bag, pan, man, mat, van, tap, Tab, fat

Phonics Objectives

Can students:

- ✓ listen for /a/ as in *Nan*?
- ✓ identify the short vowel sound the letter *a* stands for?
- ✓ read and write the letter *a* in words and sentences?

Language Acquisition

Objectives

Students:

- use the verbs *has*, *tap*

ESL Standards

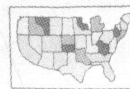
- Goal 2, Standard 1

ON TV 1 Short Vowels: a, o, i

a Nan



Nan has a cat.



map



hat



bag



pan

Match the sentences with the pictures.

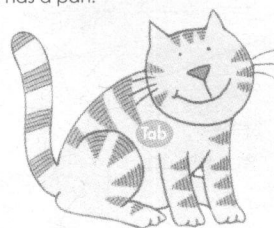
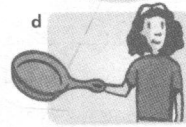
1 Nan has a cat.

2 Nan has a map.

3 Nan has a hat.

4 Nan has a bag.

5 Nan has a pan.



2 Unit 1 Short Vowels: /a/, /o/, /i/

DEVELOPING PHONEMIC AWARENESS

Point out and pronounce objects in the class that have the short *a* sound such as a *map*, a *hat*, a book *bag*, and your *hand*. Say the word *map* and model oral blending: *mmmmaaaaaap*. Invite students to practice slowly blending the sounds in the words with you. Then ask them to tell you how the words are alike, (*/a/ sound*)

Display pictures of objects such as a *pan*, a *cat*, a *mat*, a *man*, *Nan*, and a *van*. Pass these around and ask students to say their names. Listen to students' pronunciation and correct them, asking them to repeat the word if necessary.

Say the following words and ask students to clap when they hear a word with the short *a* sound: *hop*, *nap*, *hill*, *sat*, *sit*, *bag*, and *ball*.

USING THE PAGES

Page 2

Ask students to:

- point to letter *a* that stands for /a/
- listen as you read words in box
- locate words as you repeat them
- read aloud and track words with you

Direct students' attention to the box at the top of the page. Read aloud the sentence *Nan has a cat*. Point out the pronunciation key icon under the word *has*. Explain that students can look up the pronunciation of any words that appear with this icon by referring to the key at the end of their Student Books.

Point out the photo of Nan on page 3 and the illustrations of Nan on pages 2–3. Explain that each Phonics Team character appears both in photos and cartoons.

Page 3

Ask students to:

- point to letter *a* that stands for /a/
- listen as you read words in box
- locate words as you repeat them
- read aloud and track words with you

Read together: "*Nan has...*" Ask a student to role-play Nan. Give her a hat and say, *Nan has a hat*. Give another student a bag and say, (*name of student*) has a bag, Nan has a hat. Switch objects and ask the class, *Who has a hat? Who has a bag?* You can continue the activity with other short *a* objects and students.

Read the sentence *Nan taps a bag* and demonstrate the verb *taps* by tapping a finger on something.

Point out *Tab*, the fat cat, as an illustration in the top box and photo on page 2.