



万水英语读写教程系列

# 初级英语阅读教程

First Aid in Reading

A Phonics-based English Reading Program



[澳] Sonya Stoneman 著

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[澳] Sonya Stoneman 著

Illustrated by Caanan Grall

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## 内 容 提 要

本书是一本初级英语阅读培训教材。它与其他教材的不同之处是：借助英语语音的规律帮助读者扩大词汇量，增强阅读兴趣，提高阅读能力。

全书共分68课，讲解了英语中2500个最基本的单词。每节课都有明确的教学目标，让学习者掌握需认读的单词，看图学单词、朗读句子、选词填空等，使读者的学习过程变成一种轻松愉快的体验。

本书适合作为中小学英语教材，初级英语学习班教材。

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# 前言



万事开头难。英语学习的入门是个艰难的过程。如何培养对英语的兴趣，如何打开英语阅读之门？

您面前的这本《初级英语阅读教程》将帮助您解决上述难题。

**本书具有如下特色：**

**(一) 中国价格下的英文原版书**

本书基本保留了原书原貌。这本教材版式设计活泼，内容新颖，拥有了它，您就宛如拥有了一名资深的外教做您的家庭教师。

**(二) 将读音法融入英语阅读的教学之中**

大约80%的英语单词都遵循读音法的规律。训练学生把语音和符号联系起来，既可以提高学生的阅读兴趣，又可以从根本上改善困扰许多人的“哑巴英语”状况。本书与其他阅读教材的不同之处就在于配有磁带。学生可以和磁带一起学习重点单词的读法，天长日久，无声的单词将变得有声；有些甚至还是有图，因为书中单词的相关插图十分有趣，让人过目难忘。

**(三) 内容基础、实用**

许多人学了多年的英语，但用的时候却常会觉得脑中空空，十分苦恼。这是因为实用的有效词汇量不够。通过学习本教材，学生将掌握2500多个最常用的英语单词。拥有这些词汇后，学生的英语阅读能力、会话能力、听力都将获得提升。

**(四) 应用对象广**

这本书的原版是国外为英语基础较差的小学生和初中生设计的英语补习教材。因而对许多英语功底不太好的中国读者来说，它将是一本非常不错的英语补习教材。

使用本书的时候，最好有教师的指导。因为这本书的原始设计就是一对一的辅导。指导教师会不断提示、引导学生，适时地进行讲解，并不断地给予学生鼓励。这些对培养学生的兴趣，增强学生的自信都非常有用。

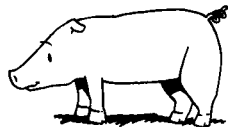
如果没有条件请老师辅导、基础又较差，可以将学习分为如下几个阶段：第一阶段是只学习每节课的重点单词。通过看书、听磁带、拼写单词、背诵单词建立起最基本的词汇量，掌握英语读音法。第二阶段是学习一些基本的语法知识。可以任买一本英语语法书，比如《薄冰英语语法》等，对英语句子的结构、常见的词性及用法、基本的时态等形成初步的了解。第三个阶段是做书中的练习。在练习的过程中，复习巩固已学的单词和语法知识。开始的时候可能会吃力些，需要不断地回过头来复习以前学过的内容，但只要坚持做下去，就会越来越轻松，许多知识也就融会贯通了。

如果具有一定的英语基础，您可以逐课地学习，也可以挑选部分内容学习。学习的时候需要多查词典、多回顾相关的语法项目。

英语学习的初期阶段最重要的是培养起学习的兴趣，掌握学习的方法。希望这本教材能为读者朋友们提供一些帮助，并为今后的学习打下一个良好的基础。

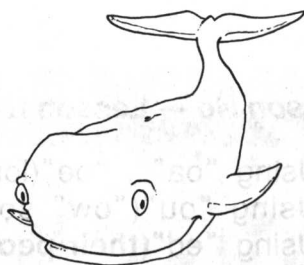
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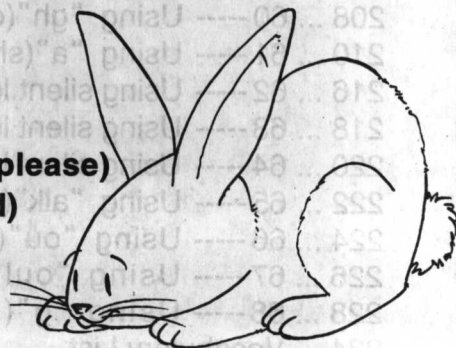
# Contents



Page No...Lesson No --- Lesson focus (and sight words)

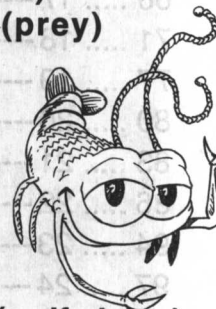
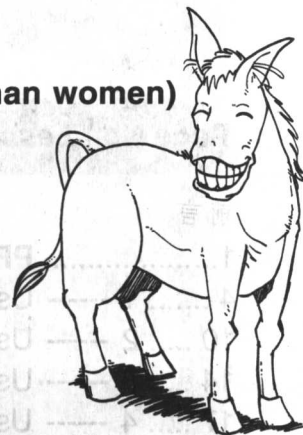
前言

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4..... 1	Using vowels and consonants
10..... 2	Using short vowels in simple words
14..... 3	Using short vowels blended with consonants
17..... 4	Using three letter words with short vowels
20..... 5	Using three letter words ( <b>a the is</b> )
23..... 6	Using three letter words ( <b>to do of and</b> )
28..... 7	Using double consonants
31..... 8	Using the letter "s" ( <b>are you I be me we he</b> )
38..... 9	Using final blends ( <b>have they was give</b> )
41..... 10	Using initial blends ( <b>by my go no so</b> )
44..... 11	Using initial and final blends ( <b>any many some come</b> )
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53..... 13	Words using "th" ( <b>our your wash</b> )
56..... 14	Using "-ng" ( <b>she want they</b> )
59..... 15	Using "ch" ( <b>one two ask</b> )
65..... 16	Using "er" ( <b>bath path after</b> )
68..... 17	Using "ck" ("k" sound) ( <b>boy girl were</b> )
71..... 18	Using "all" and "al" ( <b>other mother brother another</b> )
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97..... 24	Using "-ce" ("s" sound) ( <b>water please</b> )
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106... 27	Using "ea" (long "e")
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**Page No...Lesson No --- Lesson focus (and sight words)**

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125 ... 32	Using "ed"> <b>(their people)</b>
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138 ... 35	Using "ow" and contractions <b>(buy)</b>
140 ... 36	Using silent "e"> <b>(Mr. Mrs.)</b>
142 ... 37	Using "or"> <b>(fast last past pass)</b>
144 ... 38	Using long vowels <b>(friend)</b>
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153 ... 40	Using "oo"> <b>(koala platypus)</b>
155 ... 41	Using "ie" , "-y"(long "i" sound) <b>(eye)</b>
157 ... 42	Using "aw," "au"("or" sound) <b>(engine)</b>
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183 ... 50	Using "ue" , "ew" , "y"(short "i" sound) <b>(sure cruel)</b>
185 ... 51	Using "ph"("f" sound) and "o"(short "u" sound) <b>(among)</b>
187 ... 52	Using "air"> <b>(accident pretty garage)</b>
189 ... 53	Using "ie"(long "e")"u"("oo") <b>(through)</b>
191 ... 54	Using "sion" , "tion"("shun") <b>(auction)</b>
198 ... 55	Using "i"(long "e") , "ui"("oo")
200 ... 56	Using "ous"("us") , "o"("oo") <b>(yacht whose)</b>
202 ... 57	Using "are"("air") , "oor" and "oar"("or") <b>(prey)</b>
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206 ... 59	Using "gh"(silent) <b>(Australia sugar)</b>
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# Pretest

## Important Note



## Start Here

### For the tutor

1. Sit the student down at a table, away from all noise and distractions.
2. Ask him/her to read across each line in turn. (You may need to put a bookmark under the line to help him/her focus on the words). Encourage the student to "have a go", but do not prompt. Incorrect responses may be tried again.
3. Circle those words that he/she cannot correctly read.
4. When he/she makes three or more errors in a single line, stop the pretest.

You have now established (as a rough guide) the level of reading at which the student is experiencing difficulty. The Pretest list is carefully graded, from the simplest reading to the most advanced, and is directly keyed into the program itself.

The number opposite each set of words is the lesson number which deals with that phonic group. We advise that the student be started on the program at this point. If other difficulties become apparent as you progress, you might need to selectively "visit" other earlier lessons. What each lesson covers is clearly laid out in the Table of Contents.

a e i o u	1
m b n d p	1
fat mug bin fox let van	2-6
hiss doll puff less fill tell	7
zips eggs pans logs begs cuffs	8
dump junk desk ramp milk lost	9
slap flat club prod brim plum	10
crust stunt slept drank stomp print	11
cash fish shot fresh blush shift	12
thin moth froth throb thrill thump	13
ring hung bring hopping strong skipping	14
rich champ finch punch chest branch	15
after robber sister ladder drummer shelter	16

deck socks smack pluck sticker cricket	17
fall stall malt small taller alter	18
mate rake tame scale crane shakes	19
site wine slime smile chime prize	20
poke hose doze broke chose stone	21
tune cute mule fuse fluke brute	22
lice race twice fence wince chance	24
whip where which whisk while whippet	25
feet reek sweep steel deeper coffee	26
seam dream sneaks yeast reach teacher	27
slay bray stray Sunday crayfish display	28
gain pail faint snail grain stainless	29
toes moat boast groans float throat	30
our couch sound stout sprouts fountain	31
filled canned chased tracked sprained screamed	32
rusty berry sixty donkey plenty fluffy	33
dark cards party farmers market alarmed	34
gown crowded powder drowned showers growling	35
tease house twelve stumble sniffle crumble	36
horn porch corner platform fortress fortune	37
fable lazy rifle motor clothes hostess	38
melon carton reason money front wonderful	39
cool stood shook stooped school understood	40
shy drying fried spies apply supply	41
lawn claws drawn launch laundry overhaul	42
glow grown bellow sparrow shallow overflowed	43





foil annoy royal poison choice destroy	44
wage forged budge hinge bridge exchange	45
dirt worth third hurled purple thirsty	46
quilt liquid quite banquet squirted squeaking	47
ditch hutch catch switch scratch crutches	48
bear sweat heather healthy dreadful breakfast	49
clue sued brew value jewels rescued	50
above cover glove shoved discover smother	51
Ralph orphan trophy photo alphabet pheasant	51
lair flair hairy repair hairless unfairly	52
fields yield shield belief relief thieves	53
action tension station fraction injection caution	54
yeti kiosk piano stallion champion brilliant	55
nervous porous famous furious prove whose	56
fare snare careful sharing poor boarding	57
mixture capture feature puncture adventure furniture	58
flight delightful frightful weigh freight eighteenth	59
rough taught enough thought laugh slaughter	60
wasps wallet swallow squash wallabies wandering	61
wrap wreck wriggle knit knight knapsack	62
crumbs climb ghost honest science scenery	63
thistle guest guilty guard listen biscuits	64
chalk pearls mourned pouring earlier tournament	65
coupon tourists youthful trouble nourish courage	66
boulder mouldy ached echoed chameleon chemistry	67
genius cemetery generous necessary urgency celebrated	68





# Lesson 1

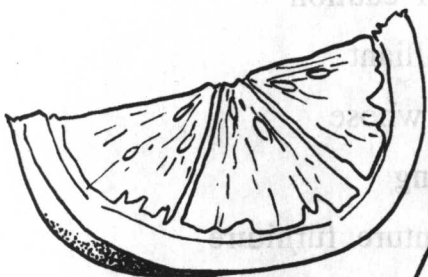
## Using vowels and consonants

### For the tutor

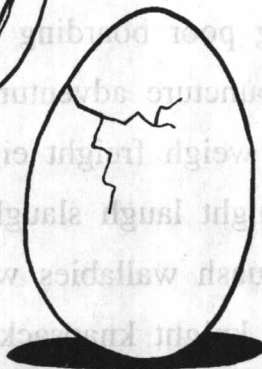
(This lesson revises the building blocks of all reading: recognition of the **vowels** [open sounds] and **consonants** [closed sounds]. If the student experiences serious difficulty with any of the letters of the alphabet, we recommend that, before going on to the following lessons, you work through the companion book in this series, **Home Help in Beginning Reading**. The first Fish game will also help .

Match the following vowel letters to the object which starts with the same sound.  
(You might need to help him/her with igloo and orange.)

a



e



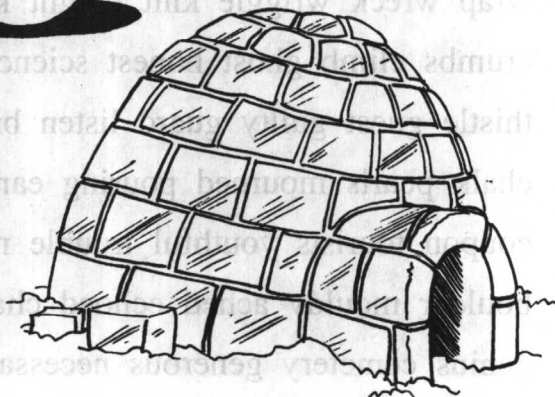
i



o



u

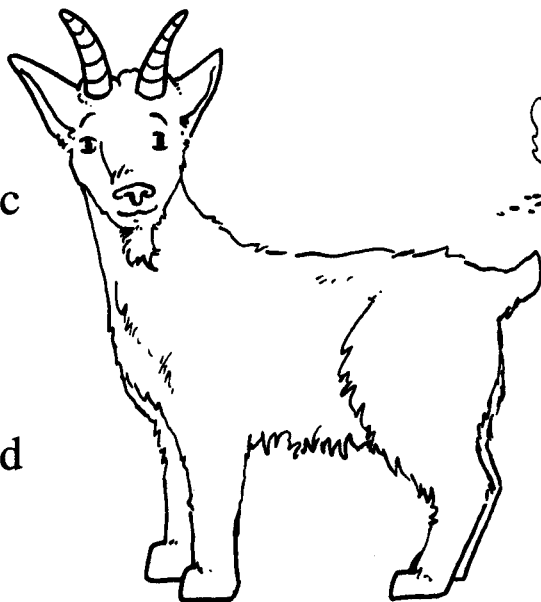


Now what about the consonant sounds? Match the following letters to words which start with the same sounds.

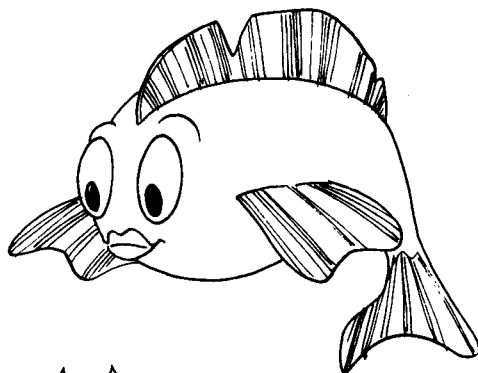
b



c



d



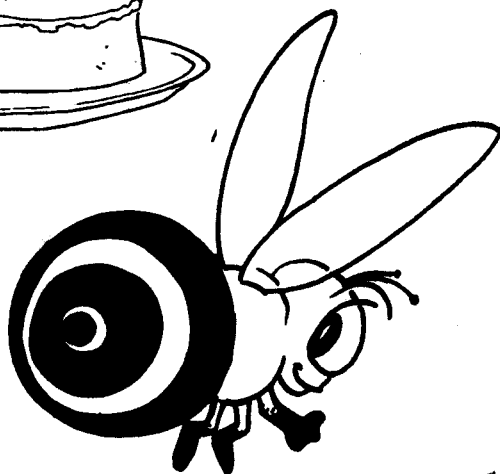
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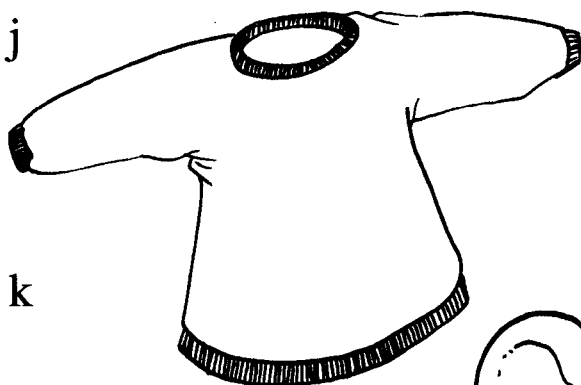
g



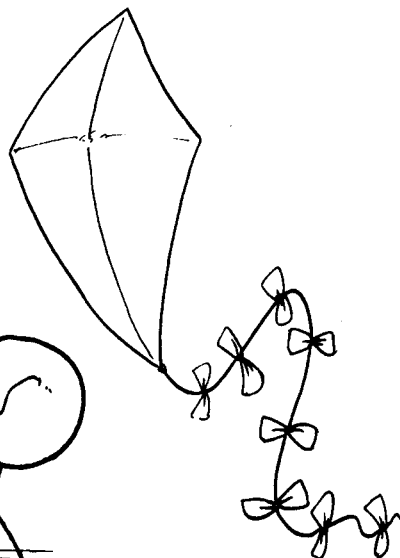
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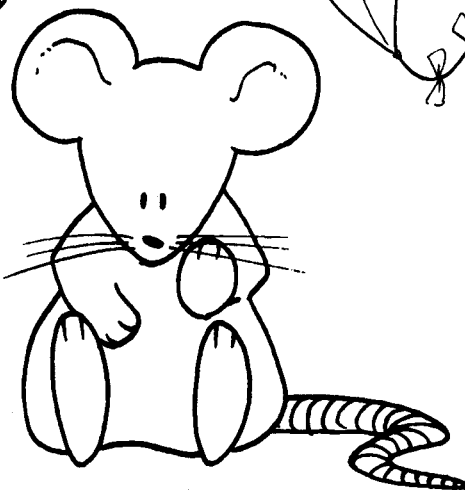
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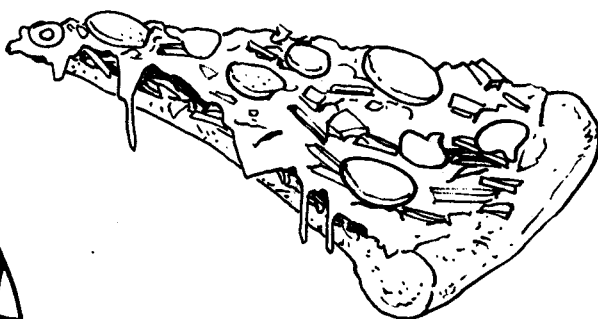
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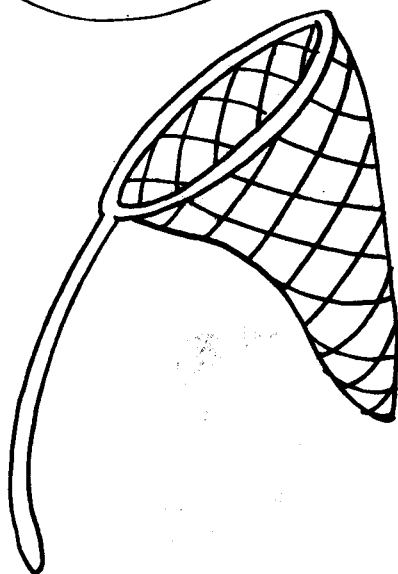
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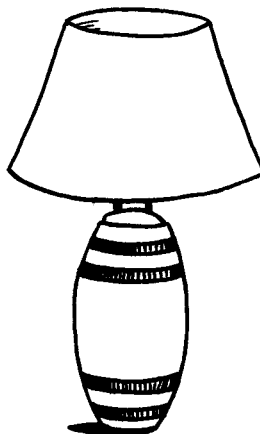
m



n



p



q

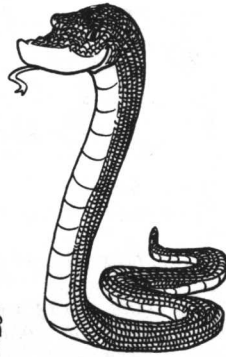
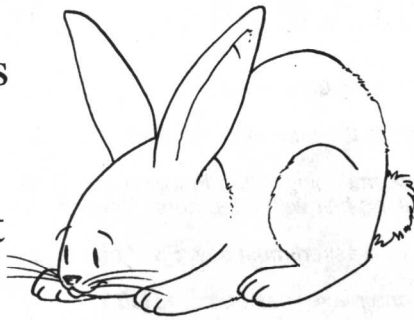




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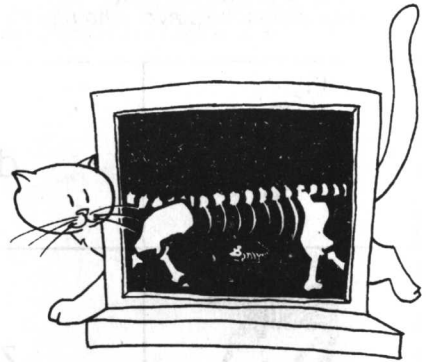
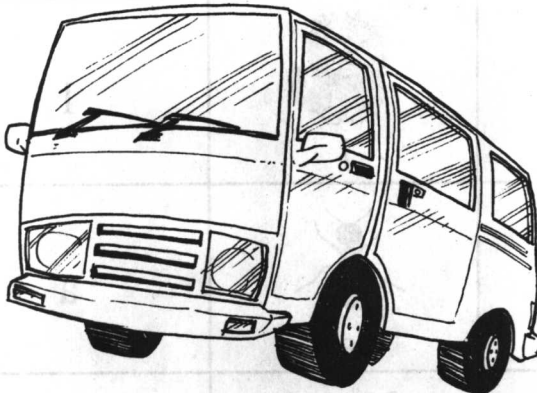
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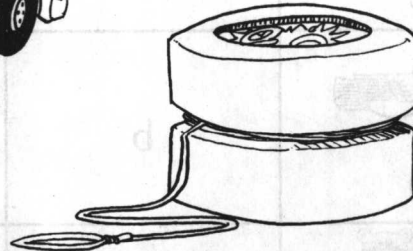
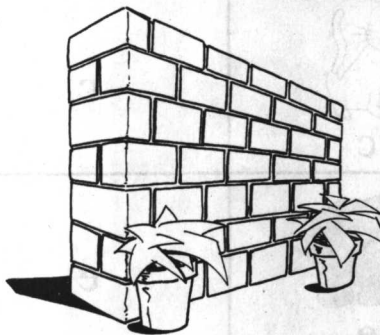
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x

y

z










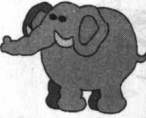




Excellent. You know the alphabet. All the words in English are made up of these letters. Some of them change their sounds, but don't worry. We will learn how they can be read in different ways later in the program. You know the letters themselves. Let's now start reading them in words.

Now go to Fish Game 1















# Revision Lessons 1

- Photocopy and cut into squares. The aim is to find matching letters.
- Deal out six cards each face down. Each player keeps his/her cards concealed. The remaining cards stay in a Fish pile in the centre of the table.
- The student finds any pairs in his/her six cards, reads the letters to the tutor then places the pair on the table.
- Each player now tries to make pairs by asking the other for the matching letter. For example: "I have 'd', do you have the card that matches?" He/she puts their matching pair with the others. A match earns that player another turn.
- If the other player could not provide a matching card, the one who asked must say "Fish" and take the top card from the Fish pile.
- The winner is the player who has more matched pairs when one player has no cards left.

 d	d	 l	l
 z	z	 a	a
 b	b	 c	c
 h	h	 e	e
 f	f	 g	g
 j	j	 p	p



# Revision Lessons 1

 k	k	 m	m
 o	o	 r	r
 s	s	 t	t
 n	n	 w	w
 u	u	 v	v
 y	y	 q	q



# Lesson 2

Using short vowels  
in simple words

For the tutor

(The goal of this lesson is for the student to master **short vowels** in simple words. What is a short vowel? It is a sound like the "a" in hat, the "e" in bed, the "i" in pig, the "o" in dog or the "u" in cup. It is very important that he/she pronounces them as **short vowels**, and **not** as long vowels [like the "a" in hate, the "e" in feet, the "i" in bite, the "o" in snow or the "u" in cute]. This course deliberately starts with the short vowels, and works on **them**, before complicating things by introducing the long vowels.)

You need to know the sounds made by the short vowels, "a", "e", "i", "o" and "u". Here are examples. Point to the picture as I say each word.

man

男人

can

罐头

pan

平底锅

bed

床

net

网

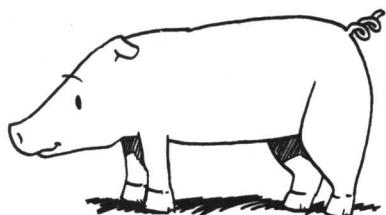
jet

喷气式飞机





pig  
猪



dig  
挖掘

hit  
碰撞

dog  
狗

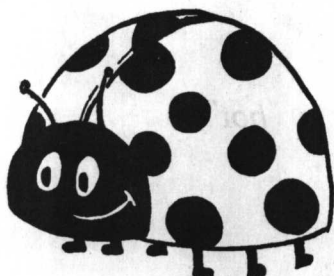
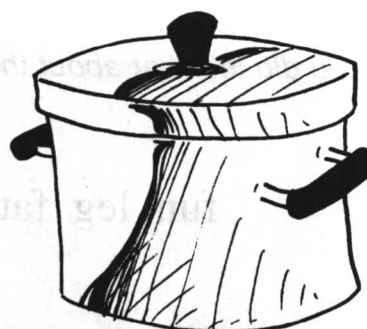
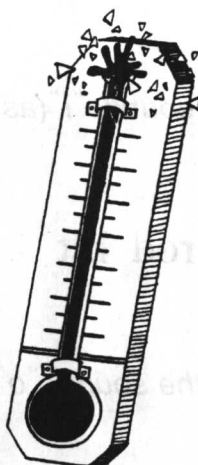
hot  
热

pot  
锅

mug  
大杯子

jug  
水壶

bug  
小虫



Very good! Now I want you to say the word, and point to it, as I point to each picture. The first letters will help you. (Go back over the same set of words, letting the student find the word that matches the picture.)

Congratulations!