

學華語向前走

Let's Learn Chinese

課本 Textbook A



入門冊



學華語向前走

Let's Learn Chinese



入門冊

課本 Textbook A



目
次

錄
表

Table of Contents

A 本

	Lesson	Topic	Page
1	一 One	你 好 Hello	9
2	二 Two	我 七 歲 I Am Seven Years Old	21
3	三 Three	爸 爸 媽 媽 Mom and Dad	33
4	四 Four	小 狗 Puppy	47
5	五 Five	我 的 妹 妹 My Little Sister	61





語音檔請至「全球華文網」下載，
網址 www.huayuworld.org/upload/epaper/106/index.html



Lesson	Topic	Page
6	六 六 Six 我是李大文 I Am Devin Li	75
	臺 灣 文 化 單 元 Taiwanese Culture Unit	170
	附 錄 : 課 文 英 譯 Appendix: Text Translation	172
	附 錄 : 注 音 • 漢 拼 單 音 對 照 表 Appendix: Monosyllabic Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table	173
	附 錄 : 注 音 符 號 • 漢 語 拼 音 對 照 表 Appendix: Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table	174

序 言

僑務委員會長期致力僑教發展，為因應全球華語文教學趨勢變化以及學習環境改變等情勢，本會特邀集數十位具海外華語文教學經驗之學者專家，以及海外各地資深華語教師，以第二語言教學 (Chinese as a Second Language) 概念，參考美國加州世界語規準各階段主題及美國外語教學協會 (ACTFL) 訂定之語言學習標準，研訂教材課綱，並適時導入我國文化內涵，兼具地區性特色，本套教材不僅可提高華裔學生學習華語興趣，亦適合非華裔學生使用。

《學華語向前走》全套教材共計 12 冊，內容按華語能力逐冊而上，每冊 12 個單元，份量適合海外中文學校一學期使用。教材內課文係以日常生活對話為主軸，兼具溝通、文化、連結、比較與社區等面向，適合小學至初中年齡層，目的在培養學習者日常生活及運用華語進行溝通的能力，讓學生在家庭或華語環境中即可應用。課後練習則以任務型教學為重，適時融入各種溝通模式，包括：雙向溝通、表演詮釋和單向理解，藉以增進學生聽、說、讀、寫以及跨文化之華語文能力。

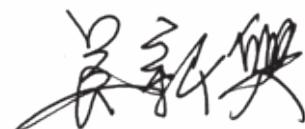
單課內容包括會話課文、生詞表、句型練習及各種應用練習，適度搭配兒歌韻文及遊戲，同時備有語音檔。全套教材在漢字、詞彙以及句型語法等都加以定量並排序，標音符號為注音及漢語拼音，每冊詞彙及語法則由淺入深，螺旋上升，且具高度常用性。各年級間係由共同主題串聯，由窄而廣，適合學校作為主題教學使用，期能精進學習者對相同主題範圍的語言熟練度。

為使教材能更符合海外僑校需求，本會於 106 年教材全數出版後旋即邀請國內專家學者及海外具豐富教學經驗之教材使用者進行審查及修訂工作，編修後教材除在內容上更臻完善外，各冊更增加 2 個臺灣文化單元，內容包括念謠、歌仔戲、布袋戲……等，藉此提升教材趣味性並強化學習者對臺灣多元文化的認識與瞭解。

未來本會將秉持精益求精的理念，繼續研發優質華語文教材，以提高華裔子弟學習華語文興趣，並藉以協助僑校強化教學效能，建立臺灣正體字華語文教學優良品牌，俾達成語文教育肩負傳承文化內涵之使命。

僑務委員會

委員長



Preface

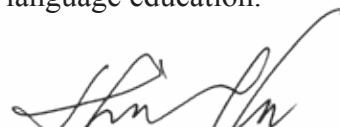
The Overseas Community Affairs Council (OCAC) has been developing teaching materials for the overseas community for many years. In response to changing trends in Chinese-language education and learning environments around the world, the OCAC asked dozens of scholars, instructors with experience teaching overseas compatriots, and Chinese language teachers from around the world to work on this project. The outline for these teaching materials is based on the latest theories on teaching Chinese as a second language and was designed in accordance with the topics set forth by the California World Language Content Standards as well as language teaching standards set by the American Council on the Teaching of Foreign Languages. Cultural content and notes on local characteristics were added when deemed appropriate. These teaching materials can help increase interest in learning the Chinese language among students regardless of ethnic background.

Let's Learn Chinese consists of 12 volumes of 12 lessons each with content that gradually increases in difficulty. Lessons are centered around daily conversation, while the content adheres to the principles of communication, culture, connection, comparison, and community. This series is suitable for the elementary and junior high school levels. The objective of this series is to train students to use Chinese to communicate in everyday life and to be able to apply what they've learned right away, either at home or in Chinese-language environments. The after-class practice focuses on task-based teaching. To improve student speaking, listening, reading, writing, and cross-cultural Chinese-language skills, various communication models, including bilateral communication, performance and interpretation, and unilateral comprehension, have been incorporated where appropriate.

The lessons consist of dialogs, vocabulary words, sentence pattern exercises, and other kinds of exercises aimed at allowing students to practice what they have learned. Songs and games are used where appropriate and audio files are available for download online. Throughout the teaching materials, the Chinese characters, vocabulary, sentence patterns, and grammatical structures are quantified and ordered. Both phonetic symbols (Bopomofo) and Hanyu Pinyin are used. The vocabulary and grammar in each volume are commonly used in everyday conversation and advance "from low to high proficiency level using the concept of spiral curriculum". The various levels are tied together with common themes and expand from the narrow to the broad. They are suitable for use by schools employing topic-based education to help advance familiarity with this range of common topics.

In order to ensure that teaching materials meet the needs of overseas compatriot schools, the OCAC asked specialists and academics in Taiwan as well as individuals located abroad with extensive experience in teaching and using teaching materials to review and edit the series it published in 2017. As a result, not only is the content even better, two Taiwanese Culture Units have been added to each volume. The Taiwanese Culture Units cover such topics as rhymes, Taiwanese opera, and puppet theater to make the materials more interesting and to enhance student understanding of Taiwan's diverse culture.

Going forward, the OCAC will continue to improve its Chinese language materials to raise interest in studying the Chinese language among ethnic Chinese children. By helping overseas compatriot schools boost their teaching capabilities, the OCAC hopes to further enhance Taiwan's reputation in the area of teaching the Chinese language using traditional characters and to accomplish its objective of preserving cultural heritage through language education.



Minister Hsin-lsing Wu, Ph.D.
Overseas Community Affairs Council

編者的話

一、編輯理念

1. 本教材編寫係以語言溝通模式著手，目的在使孩童在學習漢字前，透過生活對話學習標音系統，並提供『注音符號』版與『漢語拼音』版，以利學習者依背景及需求選用適當版本。
2. 標音符號學習順序係以組合每課核心句的聲母及韻母依序進行，並作定量分配。
3. 每課課文主題，以配合全套教材共同主題及學生興趣為原則來設置，使學生在學習標音系統的同時，能兼顧語言溝通能力的訓練。
4. 認讀聲符、韻符以及拼合練習的例子係以本套教材第一、二、三冊生詞作為基礎，可幫助學生準備並預先熟悉相關內容，讓學生輕鬆、有效地學習。
5. 利用孩童的語音優勢，透過各種課堂活動、大量字卡及遊戲式的練習，循序漸進，讓學生自然而然地達成熟悉語音符號、為語言溝通奠基、為漢字學習做準備等之學習目標。

二、教材結構

入門教材共十二課，完整提供『注音符號』版及『漢語拼音』版兩版別：

1. 學習核心部分：完整語音符號系統、課文核心句（語音符號型式）、生詞（語音符號型式）。
2. 本冊第六、十二兩課為核心句綜合複習課，複習前面課數的核心句並定量分配加入語音符號的練習。學習者完成第六課課程後可學會所有聲符，教材於第五課開始加入聲調練習。
3. 課堂練習部分：包括認讀該課語音符號、聲母及韻母的拼合練習、語言溝通練習及遊戲活動。
4. 作業本：每課均包括聽、說、符號認讀、拼合及書寫練習。
5. 生詞索引：以注音符號及漢語拼音兩種形式，併列於課本後附錄。

三、其他資源

1. 臺灣文化單元（AB 兩本各 1 個單元，每冊計 2 個單元）。
2. 活動字卡（附於課本後）。
3. 語音檔（課文、生詞、語音符號練習等音檔，作業本聽力作業音檔）請至全球華文網下載，網址：www.huayuworld.org/upload/epaper/106/index.html。



Editor's Note

I. Editing Concepts

1. This textbook was written based on the concepts of communicative language instruction. Its goal is to enable the child to learn the phonetic symbols through everyday conversation before learning Chinese characters. It uses Bopomofo editions and Hanyu Pinyin editions to facilitate learners to use as their backgrounds and needs demand.
2. The learning sequence for phonetics symbols is based on the core vocabulary words and sentence patterns of each lesson and the sequence of initials and finals, and is allocated by amount.
3. The theme of each lesson is aligned with the entire set of teaching materials, with student interest being the guiding principle. This enables students to learn phonetics while practicing communicative language abilities.
4. Examples of reading phonetic symbols, rhymes, and combination practice are given in the first, second, and third volumes of the textbook as the foundation. They can help students prepare and familiarize themselves with the relevant content so that students can learn easily and effectively.
5. Using the superior phonetics abilities of children, the system progresses step by step through the classroom activities, the large number of word cards, and game-style exercises. This enables students to naturally become familiar with phonetic symbols, to set in place the foundation of communication and prepare them for the goal of learning Chinese characters.

II. Structure of the Teaching Materials

The K1 teaching materials consist of twelve lessons, and complete editions in Bopomofo and Hanyu Pinyin.

1. Learning core: A comprehensive phonetics system, lessons in core sentence patterns (using phonetic symbols), and vocabulary words (using phonetic symbols)
2. The 6th and 12th lessons of this volume present comprehensive reviews of the core sentence patterns, which review the previous core sentence patterns from the lessons and distribute the phonetics symbols by quantity. When learners complete Lesson 6, they will have learned all initials. In Lesson 5 the textbooks begin incorporating tone practice.
3. Lesson exercise: This includes recognition of the phonetic symbols of each lesson, combination practice of initials and finals, communicative language practice, and games and activities.
4. Workbook: Each lesson includes listening, speaking, phonetic symbols, initial-final combination practice, and writing practice.
5. Vocabulary Words Index: Vocabulary words indexed by Bopomofo and Hanyu Pinyin are found at the end of each textbook.

III. Other Resources

1. Taiwanese Culture Units (one is included in each Part A and Part B for a total of two units in each volume).
2. Activity word cards (attached at the end of the textbook).
3. Please download the audio files (files of lesson texts, vocabulary words and sentence patterns, phonetic symbols, etc. and workbook listening exercises) from the huayuworld website at www.huayuworld.org/upload/epaper/106/index.html.

1 林東明 (Tony Lin) :

愛交朋友

Tony Lin: Loves to make friends

2 李大文 (Devin Li) :

開朗

Devin Li: Cheerful

3 李文文 (Vivian Li) :

可愛，大文的妹妹

Vivian Li: Sweet, Devin's younger sister

4 陳心美 (May Chen) :

活潑、友善

May Chen: Vivacious, friendly

5 張莉 (Lily Zhang) :

活潑、外向

Lily Zhang: Vivacious, out-going

6 方友朋 (Joe Fang) :

內向，害羞

Joe Fang: Introverted, shy



第一課

你 好

厂

了

力

分

义





第一課

你好

ニ
一
ハ
タ
,

メ
エ
ト
ハ
タ
ハ
タ
メ



生詞 Vocabulary Words

ニ
一
ハ
タ

ハ
タ
ハ
タ
メ



念ㄋㄧㄢˋ念ㄋㄧㄢˋ看ㄎㄢ、 Read aloud

ㄊ

ㄊ 一ˇ ㄉ ㄉ



ㄉ ㄉ



ㄉ

ㄉ ㄉ ㄇ ㄇ



ㄓ ㄉ 一ˇ



ㄏ

ㄊ 一ˇ ㄉ ㄉ



ㄏ ㄡˊ ㄉ ㄉ



第一課 你好 Hello





ㄊ 一 ㄏ ㄺ ,

ㄨ ㄮ ㄏ ㄻ ㄇ ㄵ 。

ㄊ 一 ㄏ ㄺ ,

ㄨ ㄮ ㄏ ㄻ ㄓ ㄌ 。

ㄊ 一 ㄏ ㄺ ,

ㄨ ㄮ ㄏ ㄻ ㄨ ㄻ ㄨ ㄻ 。



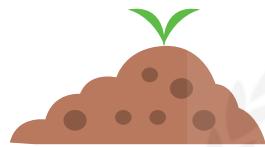


拼 拼 看 Write out

請聽音檔跟著念
一次。 Listen and repeat.



ㄅ



ㄅ

ㄆ



ㄆ

ㄏ



ㄏ



ㄆ



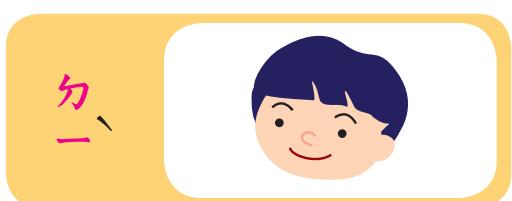
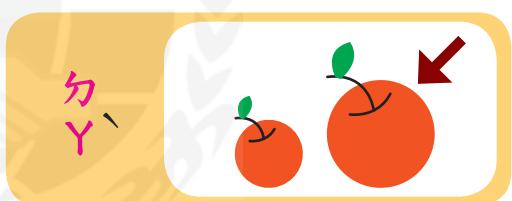
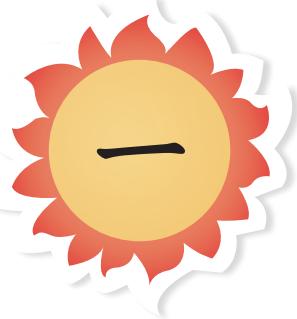
ㄆ



ㄏ



ㄏ



練習 Exercise

Part I

A. 圈圈看：請圈出圖中有的ㄅ、ㄆ、ㄏ。 Circle ㄅ, ㄆ and ㄏ in the picture below.



B. 數數看：請數數看圖中有幾個ㄅ、ㄆ、ㄏ。 Count how many ㄅ, ㄆ and ㄏ are in the picture above.

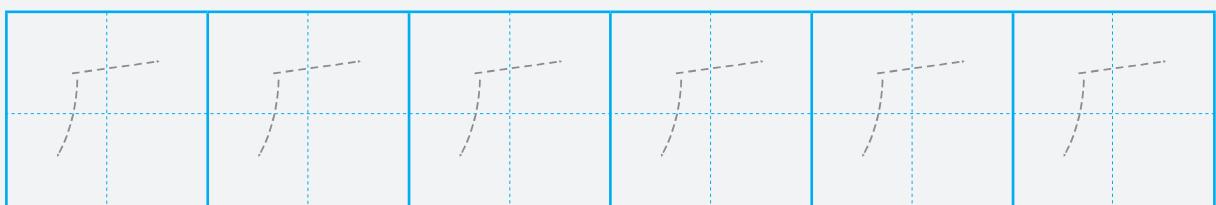
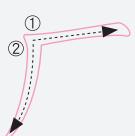
ㄅ ()

ㄆ ()

ㄏ ()

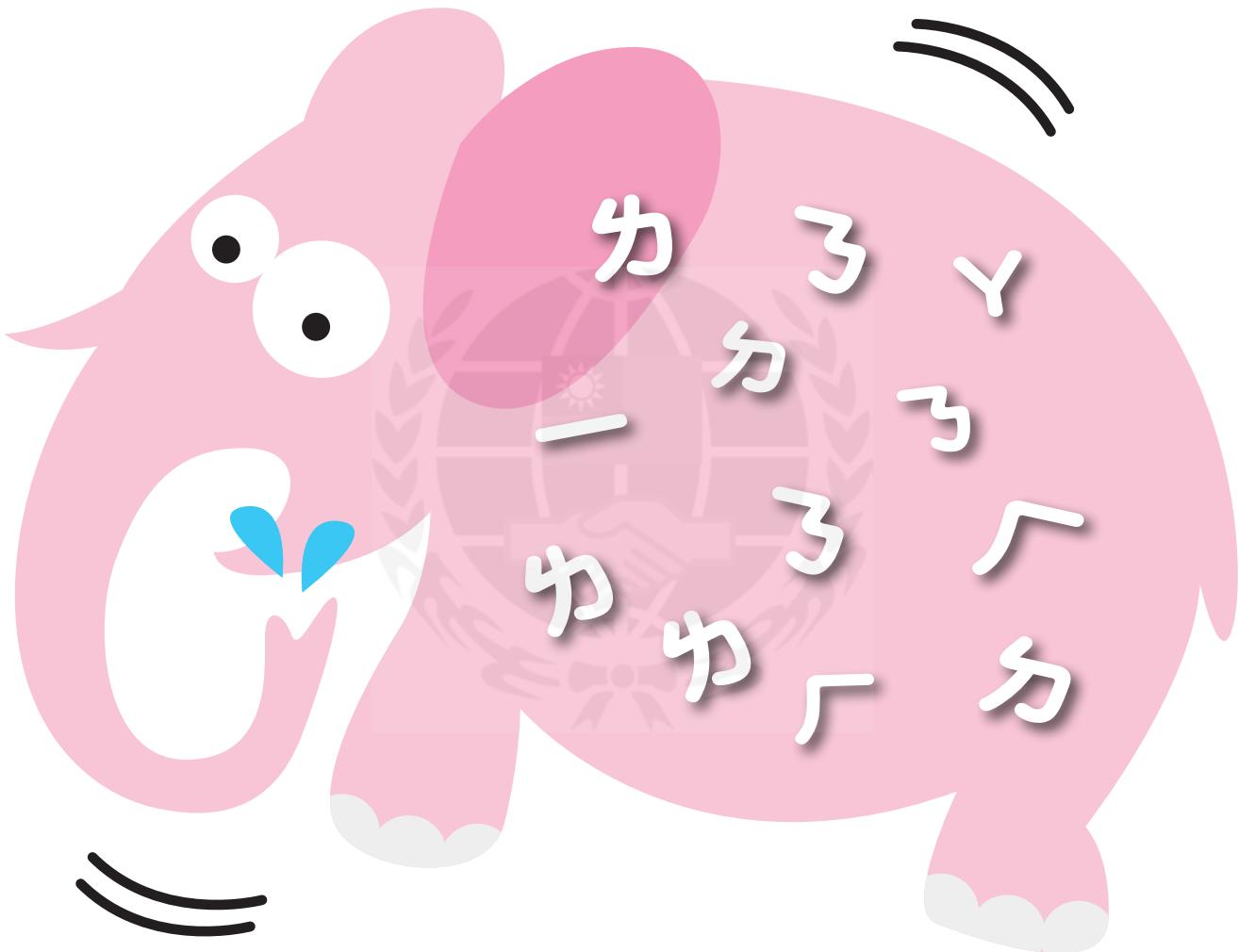
C. 寫 ㄩ 寫 ㄩ 看 ㄩ： 請 ㄉ 照 ㄩ 樣 ㄩ 寫 ㄩ 出 ㄩ ㄩ、 ㄌ、 ㄏ。

Write ㄩ, ㄌ and ㄏ.



Part II

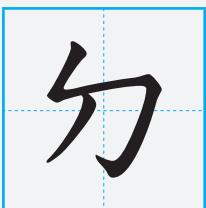
- A. 圈 ㄉ 圈 ㄉ 看 ㄉ： 請 ㄉ 圈 ㄉ 出 ㄉ 圖 ㄉ 中 ㄉ 的 ㄉ 分、ㄚ、一。 Circle ㄉ , ㄚ and ㄧ in the picture below.



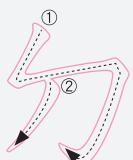
- B. 數 ㄉ 數 ㄉ 看 ㄉ： 請 ㄉ 數 ㄉ 數 ㄉ 看 ㄉ 圖 ㄉ 中 ㄉ 有 ㄉ 幾 ㄉ 個 ㄉ 分、ㄚ、一。 Count how many ㄉ , ㄚ and ㄧ are in the picture above.

ㄉ () ㄚ () ㄧ ()

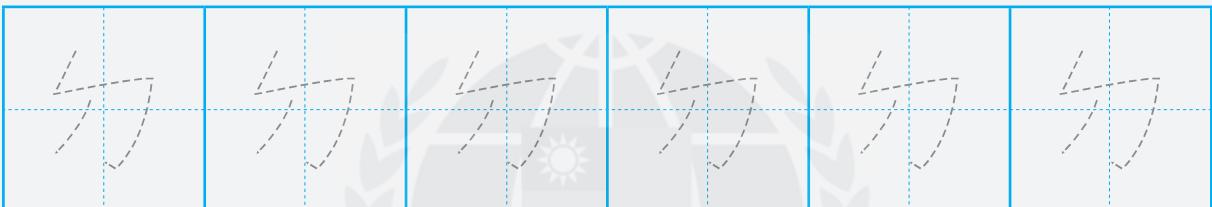
C. 寫 ㄉ 寫 ㄉ 看 ㄉ： 請 ㄉ 照 ㄉ 樣 ㄉ 寫 ㄉ 出 ㄉ ㄉ、 ㄚ、 一。
Write ㄉ, ㄚ and 一.



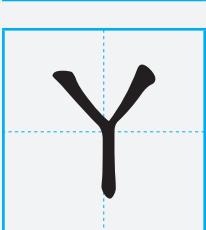
ㄉ



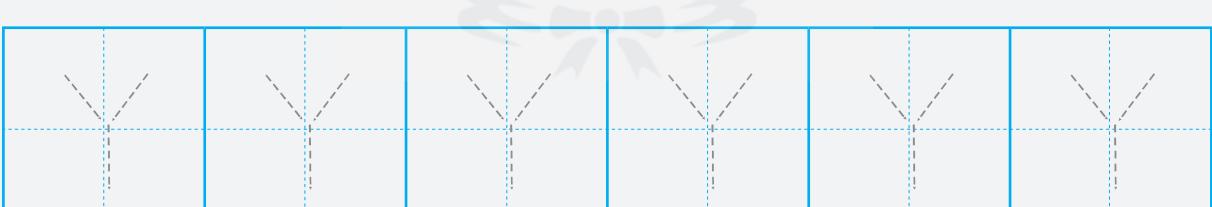
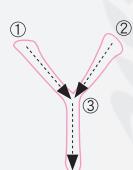
ㄉ
ㄚ



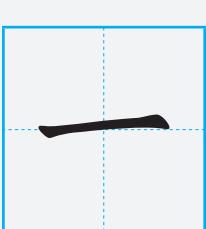
ㄉ



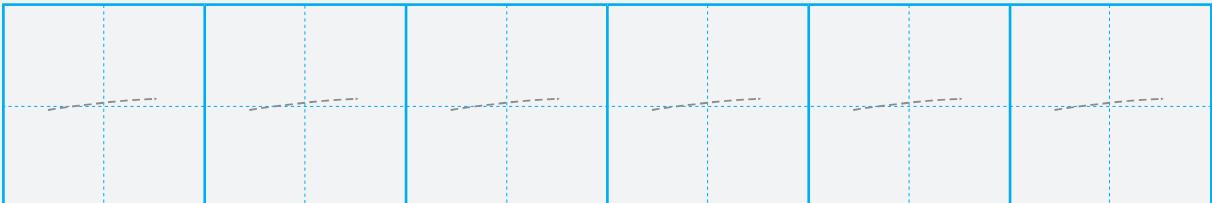
ㄚ



ㄚ



一



一

Part III

課堂活動：發音炸彈

Classroom Activity: Pronunciation Bomb



- 老師念本課生詞，如果該生詞含有聲母ㄩ，則學生須舉起雙手。The teacher reads the vocabulary words from this lesson. If a word contains the sound ㄩ, then students are to raise both hands.
- 如果該生詞不含聲母ㄩ，則學生不能有反應。If a word does not contain the sound ㄩ, students should not raise their hands.
- 如果老師念出「你好」這個詞，全班同學需起立。If the teacher says “Hello”, students are to stand up.
- ㄩ可以抽換為ㄌ、ㄏ、ㄩ、ㄚ、一。ㄌ, ㄏ, ㄩ, ㄚ, and 一 can be used in place of ㄩ。

參考生詞 Reference Vocabulary Words

ㄩ 一	ㄏ ㄠ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ
ㄌ ㄉ	ㄩ ㄨ	ㄏ ㄤ	ㄓ ㄔ	ㄩ ㄩ	ㄩ ㄩ
ㄏ ㄢ	ㄩ ㄠ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ
ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ
ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ	ㄩ ㄩ

第二課

我七歲

X

<

4

大

小

4





第一、二、三、四課

我七歲

メ
ト

く
一

ム
メ
ヘ

,

去
ソ

カ
ー
ヌ

ム
メ
ヘ

。

7

6



生詞 Vocabulary Words

メ
ト

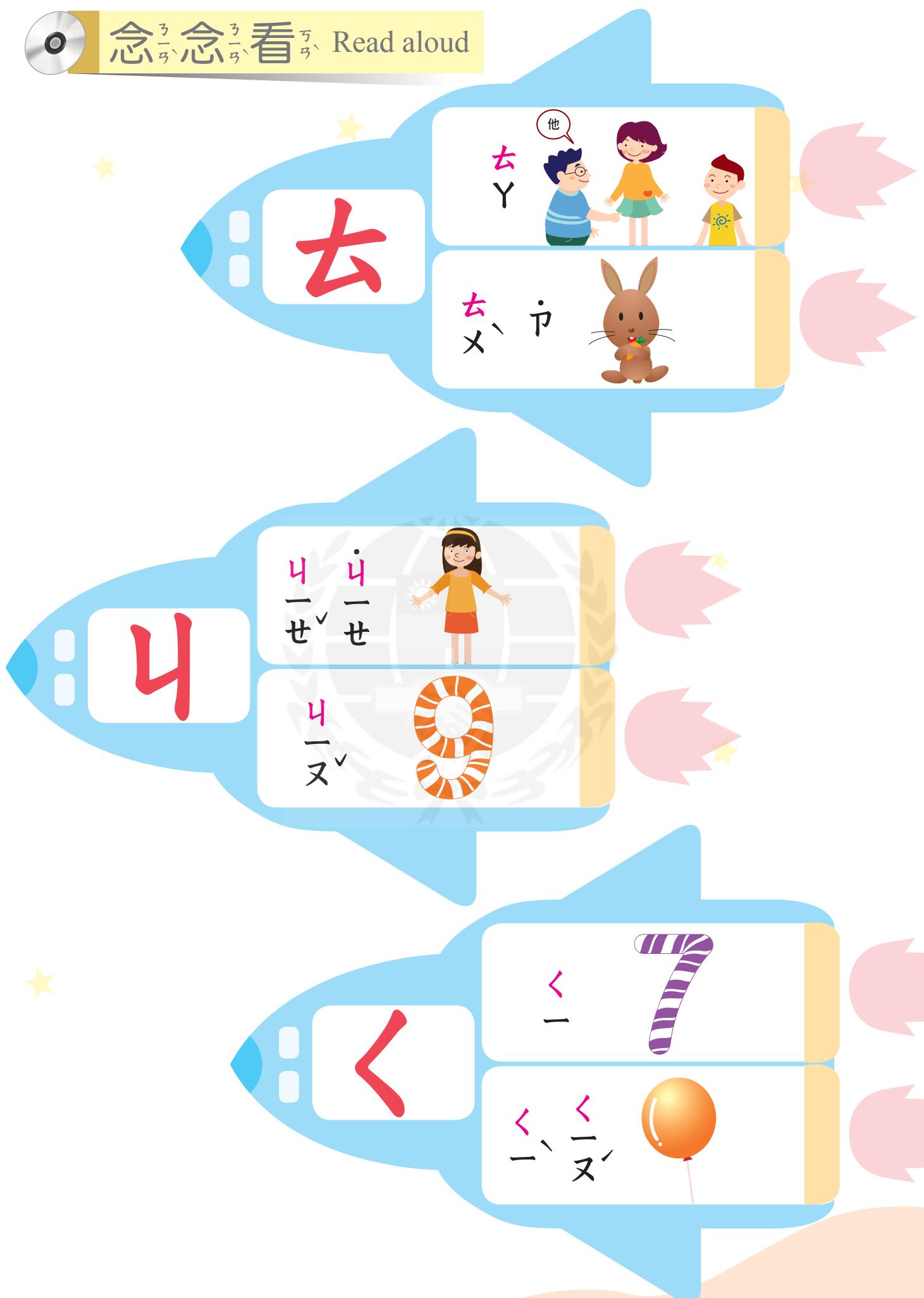
く
一

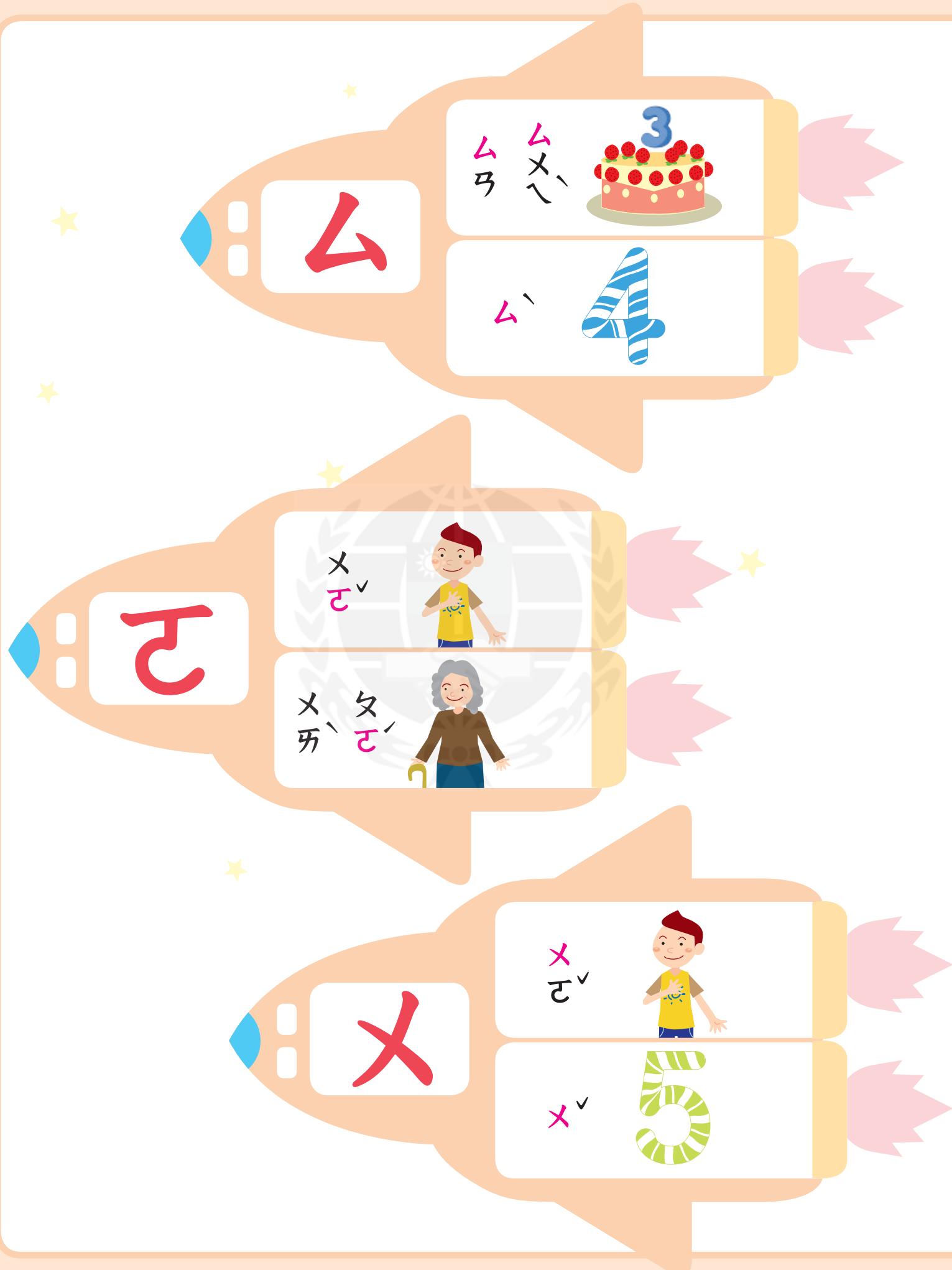
ム
メ
ヘ

去
ソ



念おも念おも看み Read aloud





9

3

り
一
せ
、
り
一
せ
、
り
一
ヌ
、
ム
メ
ヘ
,

1

7

ウ
ヘ
、
ウ
ヘ
、
ム
メ
ヘ
,

メ
ヘ
、
メ
ヘ
、
カ
一
ヌ
、
ム
メ
ヘ
,

3

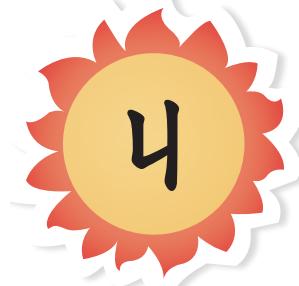
6



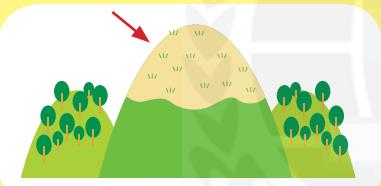


拼 ターラ 拼 ターラ 看 チラ Write out

請 ク 聽 タ 音 ラ 檔 カ 跟 ク 著 セ 念 タ 一 タ 次 タ 。 Listen and repeat.



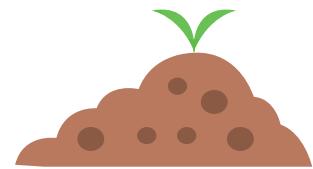
去
メ



去
メ

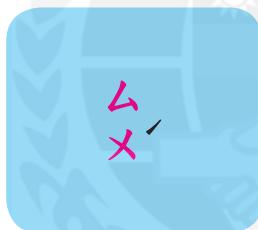
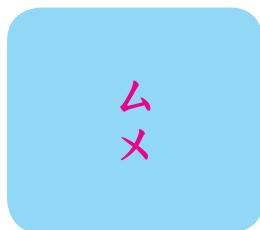
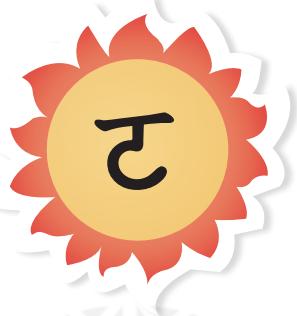


去
メ



去
メ

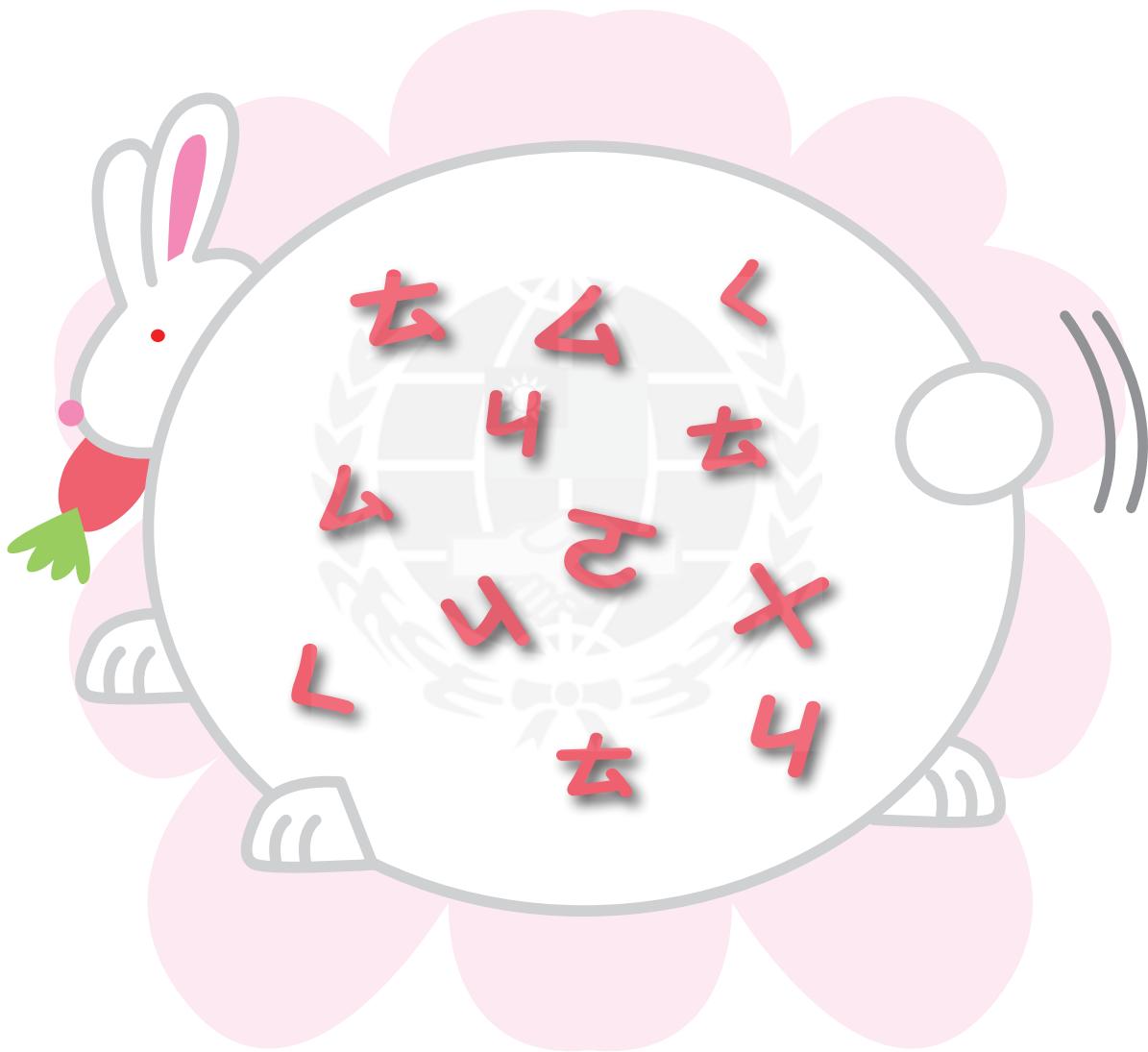




練習 Exercise

Part I

A. 圈圈看：請圈出圖中有的ㄤ、ㄩ、ㄤ。Circle ㄤ, ㄩ and ㄤ in the picture below.



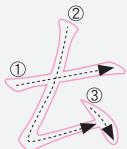
B. 數數看：請數數看圖中有幾個ㄤ、ㄩ、ㄤ。Count how many ㄤ, ㄩ and ㄤ are in the picture above.

ㄤ () ㄩ () ㄤ ()

C. 寫セイ寫セイ看カマ： 請クレバ照ムカシ樣マニラ寫セイ出メス去フタツ、 𠂇ヒツ、 𠂊ヒツ。

Write 去, 𠂇 and 𠂊.

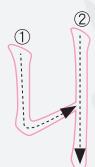
去



𠂇
𠂊



𠂇



𠂊



Part II

A. 圈^く圈^く看^こ： 請^く圈^く出^イ圖^が中^に的^かム、 エ、 エ。 Circle ム, エ and エ in the picture below.



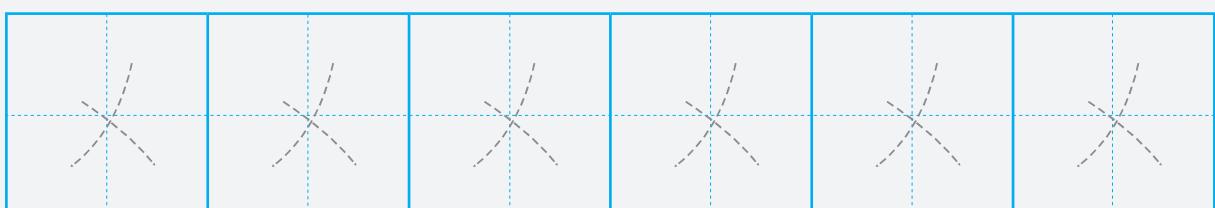
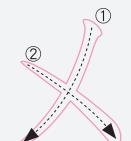
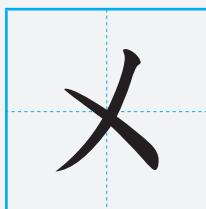
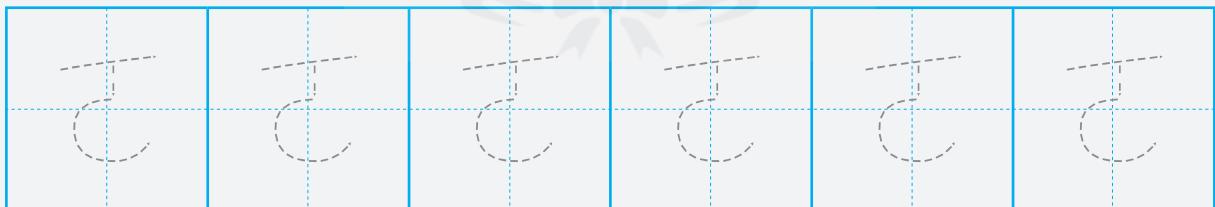
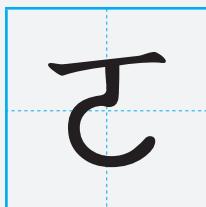
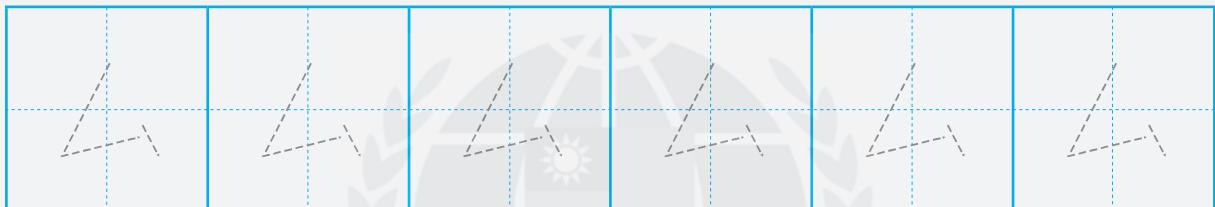
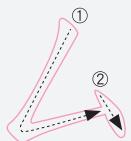
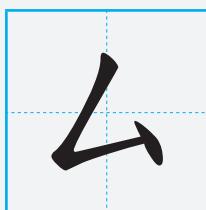
B. 數^く數^く看^こ： 請^く數^く數^く看^こ圖^が中^に有^る幾^う個^きム、 エ、 エ。 Count how many ム, エ and エ are in the picture above.

ム ()

エ ()

エ ()

C. 寫書寫書看見： 請く照る樣よう寫書出しゆム、 ゴ、 メ。
Write ム, ゴ and メ.



Part III

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

- 將生字卡沿虛線剪下。每個人有 12 張生字卡。
Remove the vocabulary words by cutting along the dotted lines. Each student takes 12 flash cards.
 - 兩個人一組，將 24 張生字卡排成 6 x 4 的長方形，有生詞的那面在下。
Students are to pair up. They are to arrange their 24 flash cards face down in a 6 x 4 grid.
 - 兩個人猜拳，贏的先翻牌，翻牌時要念出生字，一個人一次翻兩張牌。
Each pair of students is to play rock-paper-scissors to determine who goes first. The winner turns a card over and reads the sound shown on the card out loud. Each student is to turn over two cards each turn.
 - 翻到兩張一樣的生字卡可以得一分，而且可以再翻一次。翻到不一樣的生字卡，要把生字卡蓋回去，由另一個同學翻。
Each time a student turns over two matching cards, they get one point and get to go again. If they turn over two cards that do not match, they are to turn them back over and let the other student take their turn.
 - 最後得分最多的同學獲勝。
- When all of the cards are turned over, the student with the most points wins.



第一、三課

爸 爸 媽 媽





第一、三課

爸爸 媽媽

メト
ト

リ
一
ト

一
ヌ
ト

ム
ト

ミ
タ
ト

日
ル
ト

,

,

,



生詞 Vocabulary Words

ム
ト

ミ
タ
ト

日
ル
ト

ㄩ、ㄩ
ㄩ、ㄩ

ㄇ、ㄇ
ㄇ、ㄇ
ㄏ、ㄏ
ㄏ、ㄏ



ㄩ
ㄩ
ㄩ
ㄩ

ㄇ
ㄇ
ㄇ
ㄇ



念ㄉㄢˋ念ㄉㄢˋ看ㄉㄢ、 Read aloud

ㄉ

ㄉ
ㄉ



ㄉ



ㄇ

ㄇ
ㄙ



ㄇ
ㄙ



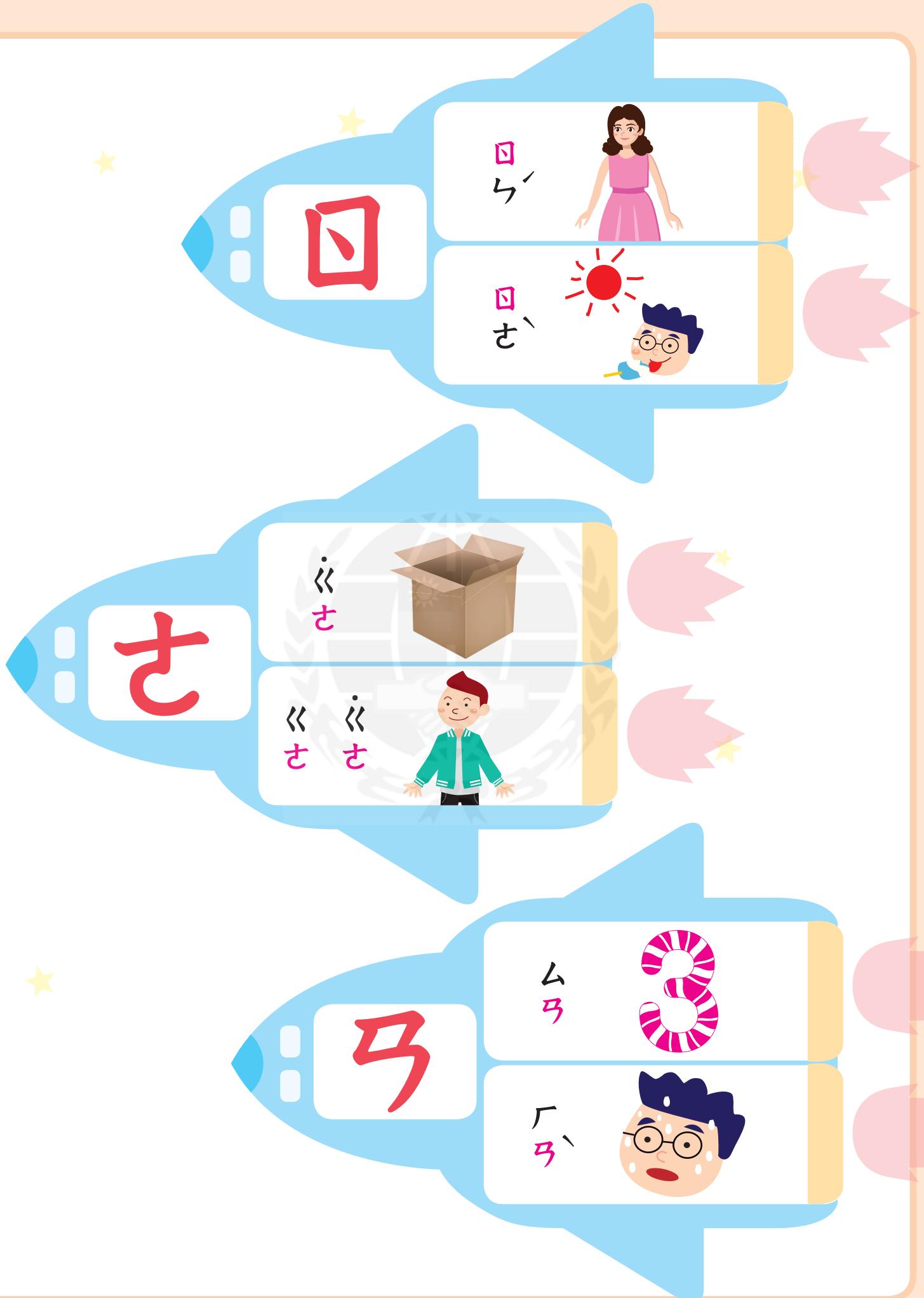
ㄻ

ㄻ
ㄻ



ㄻ
ㄻ





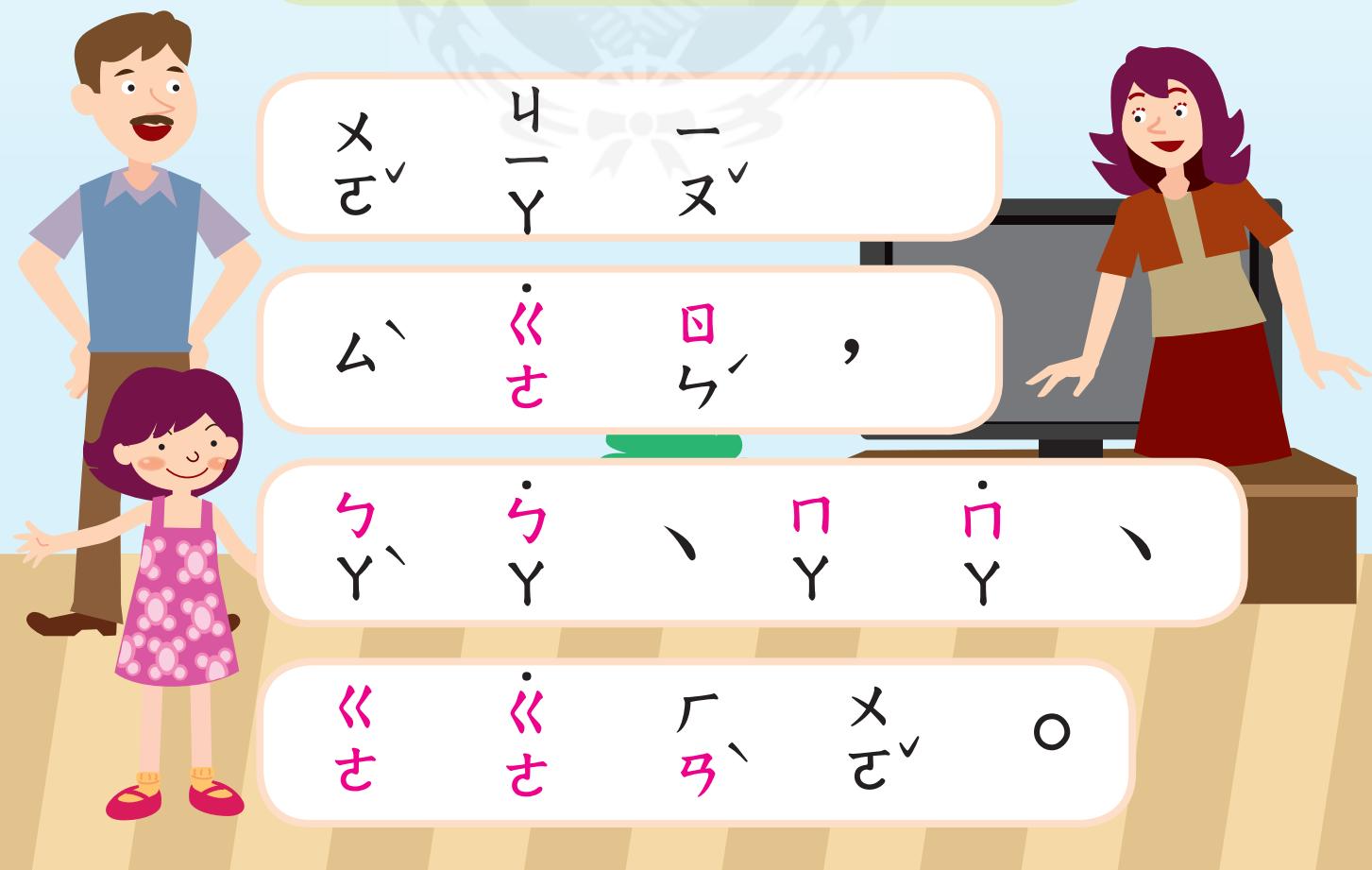
メ^ト
ニ^イ ヨ^ウ

メ^ト
日^ク ト^ト サ^サ

ケ^ト
ニ^イ ヨ^ウ ハ^ハ メ^ト
ニ^イ ヨ^ウ ハ^ハ

《^ト
日^ク ト^ト サ^サ

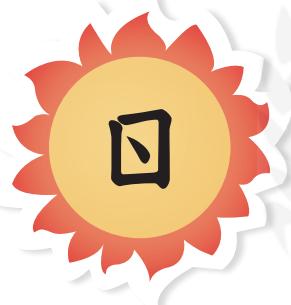
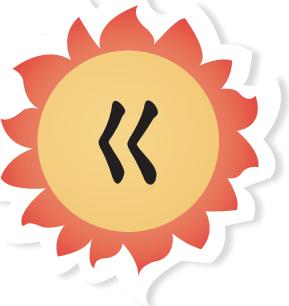
ハ^ハ ハ^ハ ハ^ハ メ^ト
ト^ト メ^ト 。





拼 タラ 拼 タラ 看 チラ Write out

請 ク 聽 タ 音 ラ 檔 タ 跟 タ 著 タ 念 タ、一 タ 次 タ。 Listen and repeat.



ウラ



ウラ



ウラ、



第三課 爸爸媽媽 Mom and Dad

《さ



《さ'、



《さ'、

《さ'、

口ヲ'

口ヲ'



口ヲ'



日さ'

日さ'



練習 Exercise

Part I

A. 圈圈看：請圈出圖中有的ㄅ、ㄇ、ㄝ。 Circle ㄅ, ㄇ and ㄝ in the picture below.



B. 數數看：請數數看圖中有幾個ㄅ、ㄇ、ㄝ。 Count how many ㄅ, ㄇ and ㄝ are in the picture above.

ㄅ ()

ㄇ ()

ㄝ ()

C. 寫セイ寫セイ看カフ： 請クレバ照ムカシ樣マニエ寫セイ出メスㄅ、ㄇ、ㄍ。

Write ㄅ, ㄇ and ㄍ.

The page features a decorative border at the top with a repeating pattern of white circles on a grey background. Below this, there are three rows of handwriting practice grids. Each grid consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The first row is for character ㄅ, the second for ㄇ, and the third for ㄍ. Each row includes a sample character in black on the first grid and a stroke guide with numbered arrows on the second grid. The third grid in each row is filled with dashed outlines of the characters for tracing. To the right of the first row, there is a large red pencil icon pointing towards the characters, and above it, a single solid black ㄅ character is shown.

Part II

- A. 圈^く圈^く看^う： 請^く圈^く出^{イメ}圖^が中^に的^か日^ひ、 ㄕ^し、 ㄩ^უ。 Circle 日, ㄕ and ㄩ in the picture below.



- B. 數^く數^く看^う： 請^く數^く數^く看^う圖^が中^に有^る幾^{つか}個^き日^ひ、 ㄕ^し、 ㄩ^უ。 Count how many 日, ㄕ and ㄩ are in the picture above.

日 ()

ㄕ ()

ㄩ ()

第三課 爸爸媽媽 Mom and Dad

C. 寫セイ寫セイ看カフ： 請ク照ム樣マニラ寫セイ出イハス日、さ、弓。

Write 日, さ and 弓.

The page features a decorative border at the top with a repeating pattern of white circles on a grey background. In the center, there is a faint watermark of the Republic of China (Taiwan) coat of arms.

日 (Hi)

Large sample character in a blue-bordered box. A smaller box shows stroke order: ① vertical down, ② horizontal right, ③ counter-clockwise loop.

Handwriting practice row: Six boxes for tracing the character '日'.

さ (Sa)

Large sample character in a blue-bordered box. A smaller box shows stroke order: ① vertical down, ② diagonal up-right.

Handwriting practice row: Six boxes for tracing the character 'さ'.

弓 (Katakana)

Large sample character in a blue-bordered box. A smaller box shows stroke order: ① vertical down, ② curved hook.

Handwriting practice row: Six boxes for tracing the character '弓'.

Part III

課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards

1. 老師將全班分為兩隊，每隊依序派出一位代表參與競賽。

The teacher divides the class into two teams. Each team chooses one student to represent the team.

2. 老師使用圖卡複習詞彙，複習完以後，雙方代表背對背，老師分別給每隊代表一張圖卡（不能讓對方代表看到圖卡）。

The teacher uses picture cards to review the vocabulary words and sentence patterns. When the review is finished, the two challengers face the teacher, who gives a picture card to each one. Don't let the challengers see each other's card.

3. 遊戲開始後，兩方代表向前提步，數到三後轉身，最快正確念出對方圖卡的代表獲勝。

Challengers take one step forward, count to three, then turn to face their opponent, while showing their card to their opponent. The first to correctly read aloud the vocabulary word or sentence pattern on the other card wins.



第一四課

小 狗

ㄅ ㄉ ㄔ
ㄓ ㄕ ㄔ
ㄓ ㄕ ㄔ





第^タ四^ヨ課^ク

小^チ狗^ヌ

メ^ト
ニ^カ

一^ト
ヌ^カ

一^ト

虫^{ムカシ}

丁^ト
一^ト
ムカシ

一^ト
ヌ^カ

。



生^リ詞^ル Vocabulary Words

虫^{ムカシ}

丁^ト
一^ト
ムカシ

一^ト
ヌ^カ

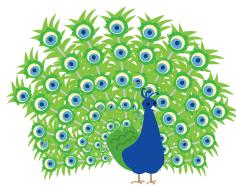


念る、念る、看る、 Read aloud

ㄯ

ㄭ
メ

ㄭ
セ



ㄭ
メ

ㄌ
メ



ㄮ

ㄮ
一
ㄵ



ㄮ
一
ㄵ



ㄓ

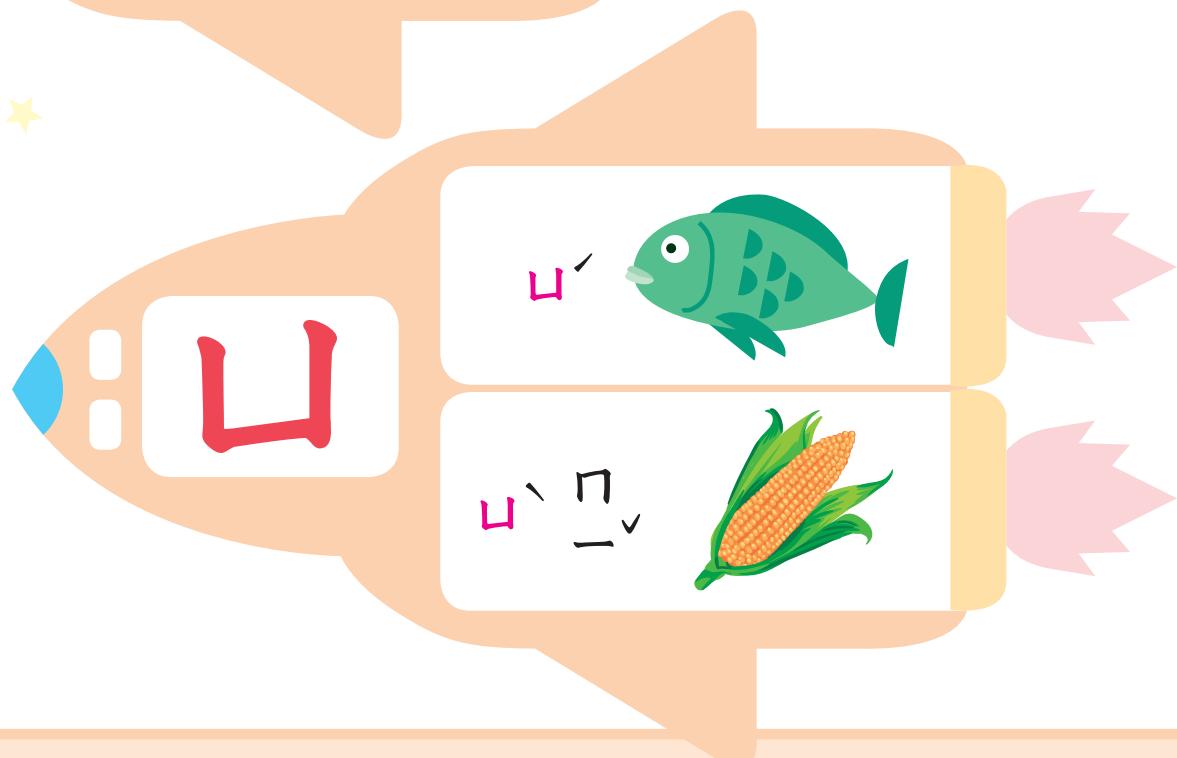
ㄓ
ㄨ



ㄓ
ㄩ



第四課 小狗 Puppy



匂メル

匂一
云

一ヌ^v

一虫

虫

ち

メヘ

。



匂
メ
一

メ
一

一ヌ^v

一虫

虫

厂
又

ヤ

。

メ
メ

メ
メ

一
ヌ^v

一虫

虫

弓
メ
ル

く
口
せ

。

丁
一
弓

匂
一
弓

一
ヌ^v

一虫

虫

口^v

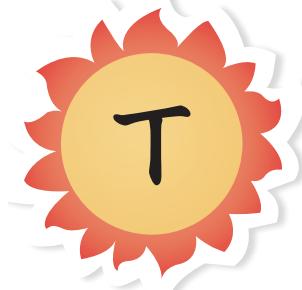
。





拼 拼 看 Write out

請聽音檔跟著念一次。 Listen and repeat.



ㄅ
ㄡ



ㄉ
ㄡ



ㄓ
ㄡ

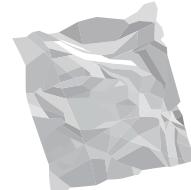


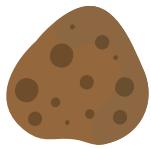
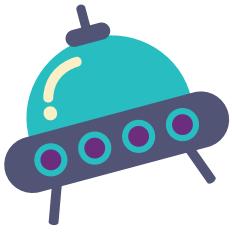
ㄓ
ㄡ

ㄓ
ㄡ



ㄓ
ㄡ

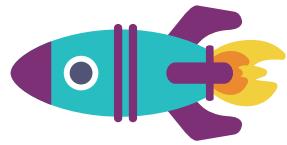




ㄔ



ㄩ



ㄔ



ㄩ



ㄔ、ㄩ



練習 Exercise

Part I

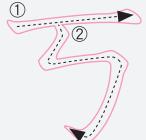
A. 圈 ㄩ 圈 ㄩ 看 ㄉ： 請 ㄐ 圈 ㄩ 出 圖 ㄉ_ㄉ 中 的 ㄉ ㄉ、 ㄊ、 ㄓ。 Circle ㄉ, ㄊ and ㄓ in the picture below.



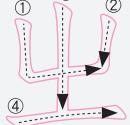
B. 數數看：請數數看圖中有幾個ㄅ、ㄉ、ㄓ。Count how many ㄅ, ㄉ and ㄓ are in the picture above.

互 () 互 () 互 ()

C. 寫 ㄅ 寫 ㄉ 看 ㄤ： 請 ㄉ 照 ㄤ 樣 ㄉ 寫 ㄅ 出 ㄤ ㄅ、 ㄉ、 ㄤ。
Write ㄅ, ㄉ and ㄤ.



ㄅ
ㄉ
ㄤ



Part II

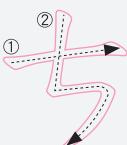
A. 圈 ㄔ 圈 ㄡ 看 ㄉ： 請 ㄉ 圈 ㄔ 出 ㄉ 圖 ㄉ 中 ㄉ 的 ㄉ ㄔ、 ㄡ、 ㄉ。 Circle ㄔ, ㄡ and ㄉ in the picture below.



B. 數 ㄉ 數 ㄉ 看 ㄉ： 請 ㄉ 數 ㄉ 數 ㄉ 看 ㄉ 圖 ㄉ 中 ㄉ 有 ㄉ 幾 ㄉ 個 ㄉ ㄔ、 ㄡ、 ㄉ。 Count how many ㄔ, ㄡ and ㄉ are in the picture above.

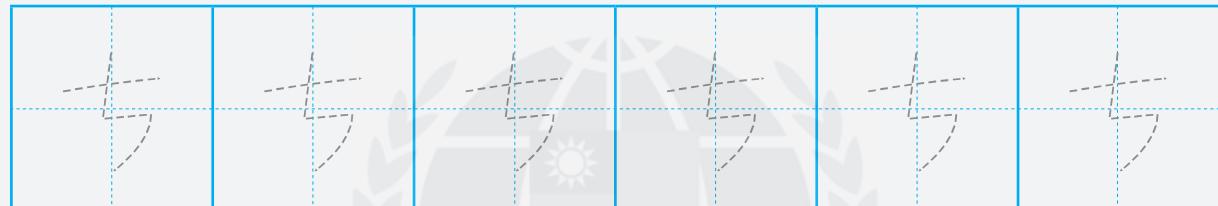
ㄔ () ㄡ () ㄉ ()

C. 寫 ち 寫 又 看 𠂇： 請 𠂇 照 樣 寫 出 𠂇、又、𠂇。
Write 𠂇, 又 and 𠂇.

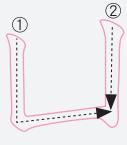


𠂇

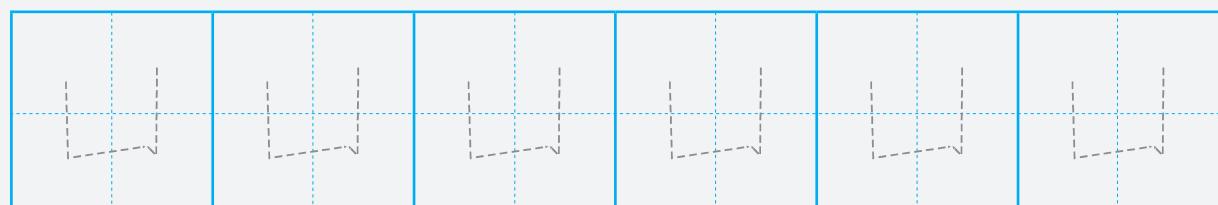
ち
又
𠂇



又



𠂇



Part III

課堂活動：動物園

Classroom Activity: The Zoo

- 老師將全班分為兩隊，每隊依序派出一位代表參與競賽。
The teacher divides the class into two teams. Each team chooses one student to represent the team.
- 老師給兩隊代表看字卡，兩隊代表需要演出該動物。
Teacher shows each challenger a flash card. Each challenger is to act out the animal shown on the card.
- 最快說對動物的隊伍獲勝。
The team that calls out the name of the animal first wins.



參考生詞 Reference Vocabulary Words

ㄉ
ㄨㄥ

ㄉ
ㄨㄥ

ㄉ
ㄤ

ㄉ
ㄤ

ㄓ
ㄨ

ㄉ
ㄤ

ㄉ
ㄤ

ㄏ
ㄩ

ㄏ
ㄩ

ㄉ

ㄉ
ㄤ

ㄉ
ㄤ



Part IV 歌曲 Song



口' ル' 戸メヘ 坐メク 一' ヌ'

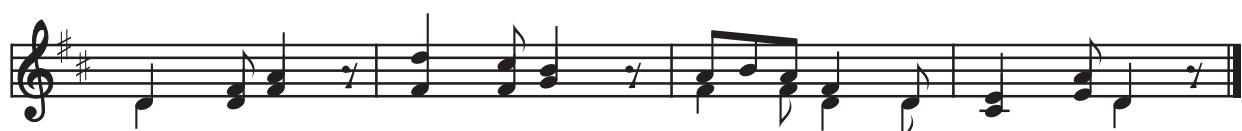
詞^{カタ}：上官亮
曲^{ムード}：范文



口' ル' 口' ル' 戸メヘ 坐メク 一' ヌ' 一' カ' 一' ヌ' 口' カ' 一' ヌ' 一' ヌ' ，



四口' カ' メ' 戸' ヘ' 一' ヌ' 一' カ' 一' ヌ' 一' ヌ' ，

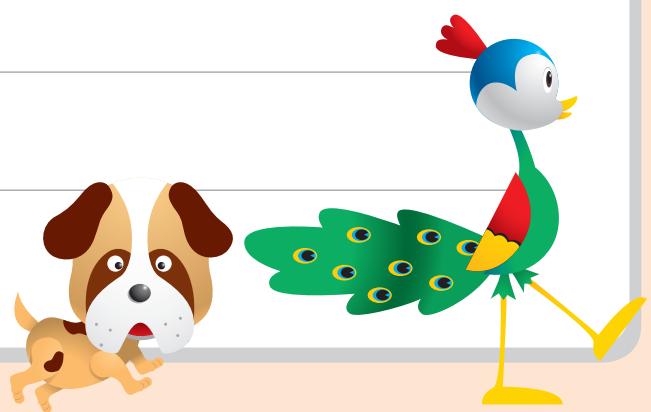


カ' 一' ヌ' 一' ヌ' ， カ' 一' ヌ' 一' ヌ' ， 戸' ヘ' 四' 戸' 一' セ' 四' 口' ハ' 一' ヌ' 。



OP 臺北音樂教育學會 / SP 常夏音樂經紀有限公司

第四課 小狗 Puppy



第一、五課

我的妹妹

テ

ア

カ

セ

ナ





第五回課

我的妹妹

かーい メーく メーく 戸、

メーと 分 せ 口へ 口へ。

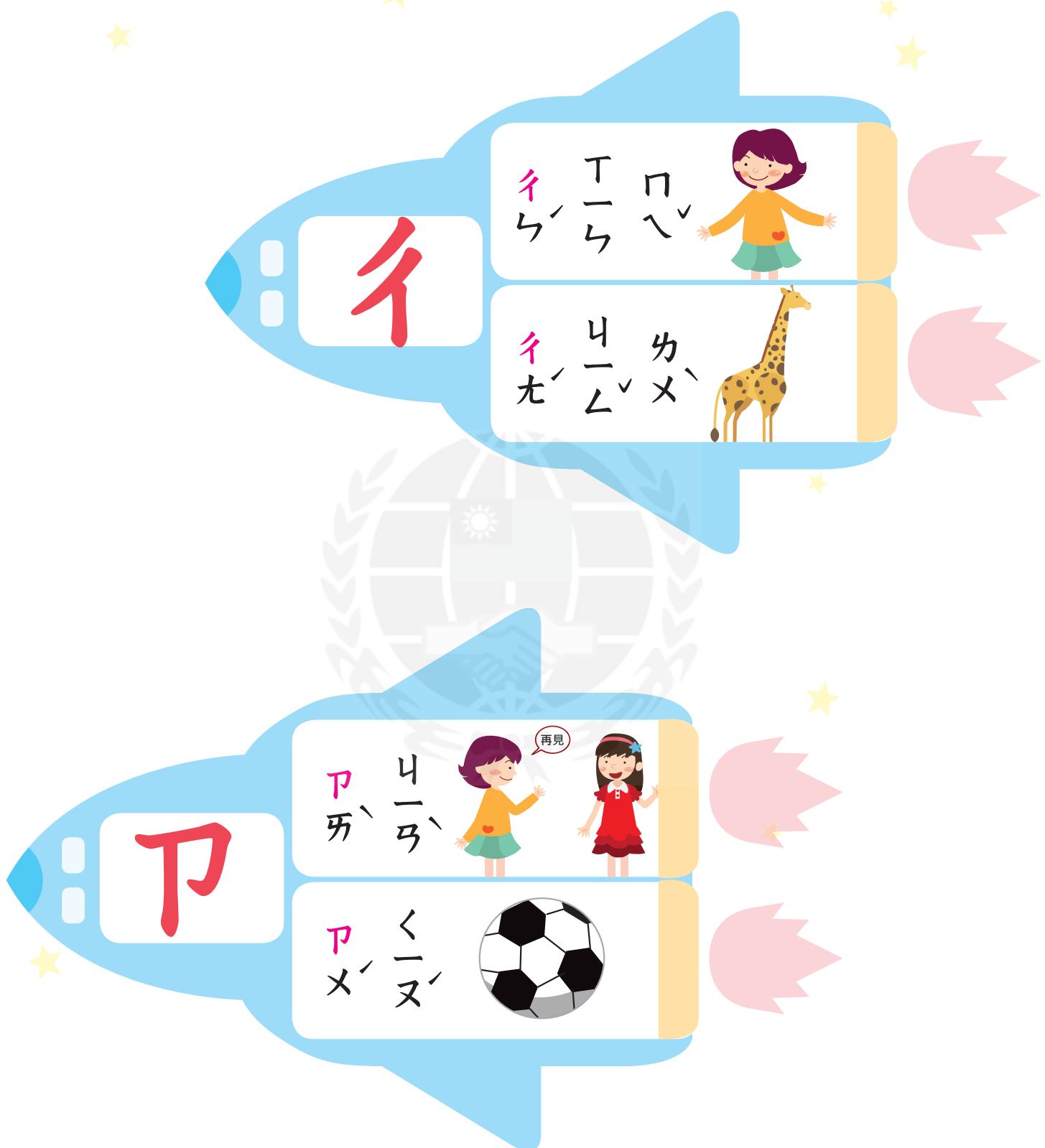


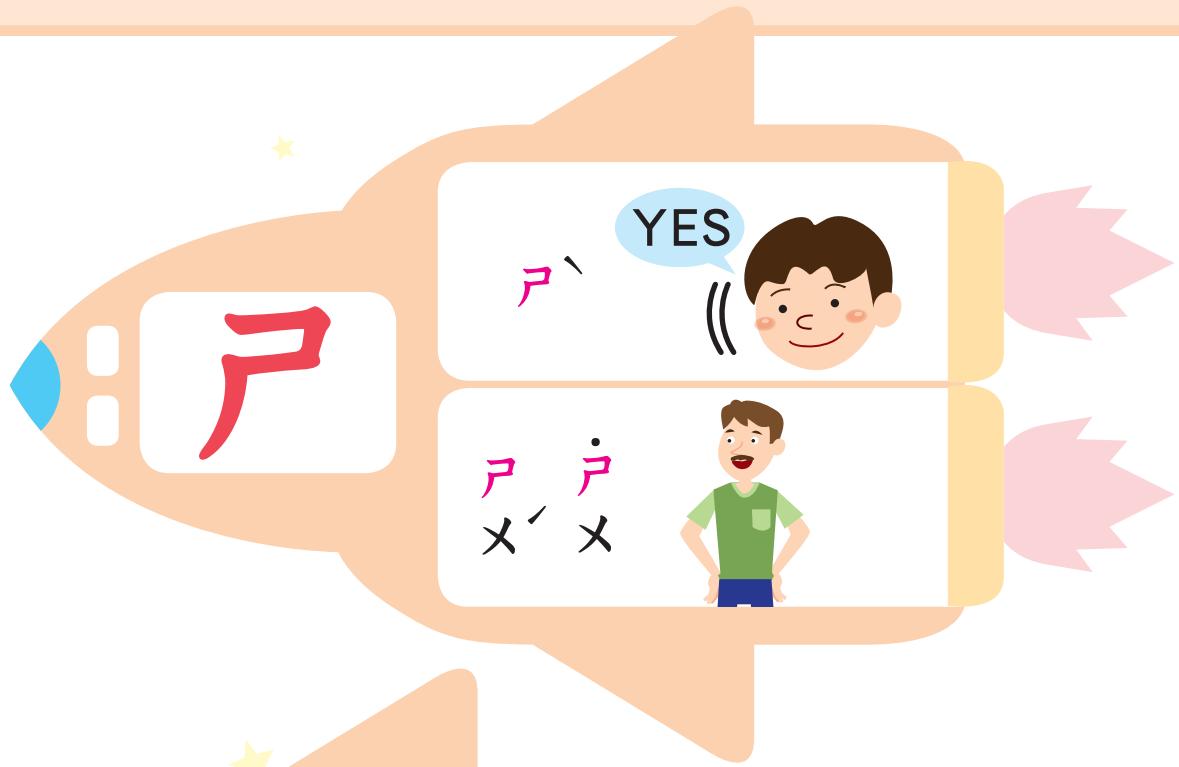
生詞 Vocabulary Words

戸、



念おも念おも看み Read aloud







カ一、カタ、メタ、

戸、メト、カサ、タサ。

イタ、タ一、ノヘ、

戸、メト、カサ、タセ、ナ一セ。

アモ、ナ一モ。





拼 拼 看 ターラ Write out

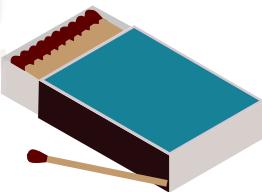
請 ク 聽 タ 音 ニ 檔 カ 跟 ク 著 シ 念 シ 一 タ 次 タ 。 Listen and repeat.



彳 ㄔ



彳 ㄔ



丂 ㄦ



丂 ㄦ

戸 ㄉ



𠂇

𠂊

𠂇𠂊



𠂇𠂊

𠂇𠂊





聲調 ㄩㄤㄉㄠˋ Tones

A. 請聽音檔念看。 Listen and repeat.

ㄩ
ㄚ

ㄩ
ㄚˊ

ㄩ
ㄚˇ

ㄩ
ㄚˋ



B. 請聽音檔標上聲調。 Listen and mark the tones.

ㄩ
ㄚ

ㄩ
ㄚ

ㄩ
ㄚˇ

ㄩ
ㄚ



練習 Exercise

Part I

A. 圈圈看：請圈出圖中有的彳、丂、戸。 Circle 衴, 丂 and 戸 in the picture below.



B. 數數看：請數數看圖中有幾個彳、丂、戸。 Count how many 衴, 丂 and 戸 are in the picture above.

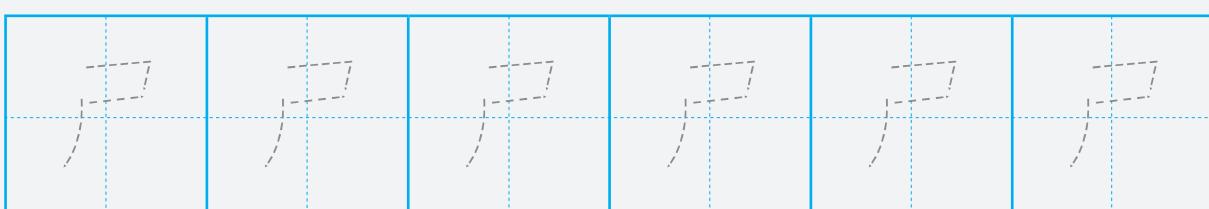
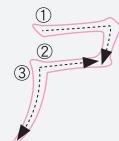
彳 ()

丂 ()

戸 ()

C. 寫セイ寫セイ看カフ： 請ク照ム樣マニヤ寫セイ出メス彳、 卍、 戸。

Write 衆, 卍 and 戸.



Part II

A. 圈^く圈^く看^う： 請^く圈^く出^イ圖^が中^に的^かせ、 ㄦ。

Circle セ and ㄦ in the picture below.



B. 數^く數^く看^う： 請^く數^く數^く看^う圖^が中^に有^る幾^つ個^きせ、 ㄦ。 Count how many セ and ㄦ are in the picture above.

セ ()

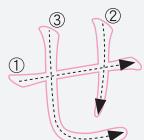
ㄦ ()

第五課 我的妹妹 My Little Sister

C. 寫 せ 寫 せ 看 か： 請 く 照 こ 樣 じやう 寫 せ 出 い せ、 ㄦ 。

Write せ and ㄦ .

せ



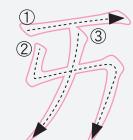
せ
ㄦ



せ

せ

ㄦ



ㄦ

ㄦ

Part III

課堂活動：蘿蔔蹲

Classroom Activity: The Daikon Squat

- 將全班同學圍成一圈，每個同學抽籤決定角色。

The students stand in a circle and draw lots to determine which roles they play.

- 每個學生拿一角色卡，並猜拳決定哪個學生開始發號施令。

Each student takes a card. Then they play rock-paper-scissors to determine who is to start.

- 被點名的角色，需在一邊蹲一邊指定下一個角色。例如被點名的角色是爸爸，則爸爸要一邊蹲，一邊說「爸爸蹲，爸爸蹲，爸爸蹲完，XX 蹲」。

The first student squats and points to the student who is to be next. For example, if the “Dad” role card is designated, the “Dad” squats and says, “Squat, Dad. Squat, Dad. Dad’s finished squatting! Squat XX!”

- 必須在限定時間內開始動作並完成指定下一個角色的指令，沒做到的那個角色被淘汰。

The next person has to start squatting and designate the next person within a given amount of time. If the student doesn’t complete all the tasks within that time, the student is eliminated.



第一六課

我是李大文

文

大

一

文





第六課

我 是 李 大 文

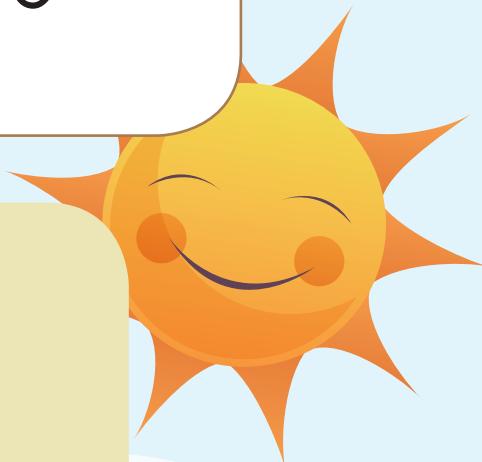
ㄩ
一
ㄏ
ㄺ
,

メ
ㄛ
戸
一
ㄌ
ㄚ
メ
ㄣ
。

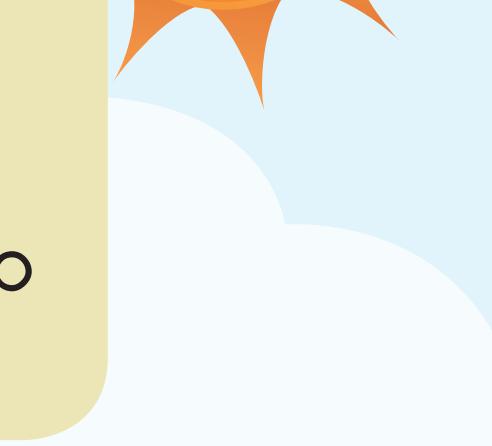
メ
ㄛ
メ
ㄛ
ム
く
一
リ
一
ㄡ
日
ㄣ
さ
,



ㄅ、ㄆ、ㄈ
ㄉ、ㄊ、ㄋ
ㄎ、ㄏ、ㄈ
ㄌ、ㄕ、ㄔ
ㄕ、ㄕ、ㄔ



ㄞ、ㄙ、ㄠ
ㄩ、ㄩ、ㄩ
ㄦ、ㄦ、ㄦ
ㄢ、ㄢ、ㄢ
ㄤ、ㄤ、ㄤ



ㄔ、ㄕ、ㄔ
ㄨ、ㄨ、ㄨ
ㄦ、ㄦ、ㄦ
ㄢ、ㄢ、ㄢ
ㄤ、ㄤ、ㄤ



生詞 Vocabulary Words

一
ヌ^{^\wedge}

二
ヌ^{^\wedge} ヲ
ム^{^\wedge}

厂
ム^{^\wedge} タ
ム^{^\wedge} 一
ヌ^{^\wedge}





念おも念おも看み Read aloud

タ
タ

タ
タ



タ
タ

タ
タ



タ
タ



タ
タ



タ
タ

タ
タ



タ
タ





拼 拼 看 ターラ Write out

請 タマシ 聽 タツ 音 タラ 檔 カタ 跟 タタク 著 タマサ 念 タマニ 一 タ 次 タマ。 Listen and repeat.



タク

タク、



タク、



タク、



一ヌ

一ヌ、



一ヌ、



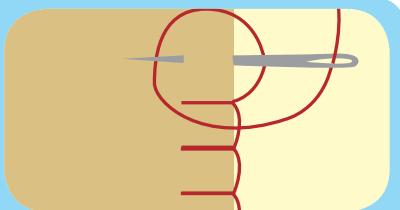
一ヌ、



ヒク



ヒク、



ヒク、

ヒク、



練習 Exercise

Part I

- A. 圈圈看：請圈出圖中的ㄩ、ㄦ。
Circle ㄩ and ㄦ in the picture below.



- B. 數數看：請數數看圖中有幾個ㄩ、ㄦ。
Count how many ㄩ and ㄦ are in the picture above.

ㄩ ()

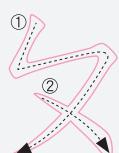
ㄦ ()

C. 寫 ㄉ 寫 ㄉ 看 ㄉ： 請 ㄉ 照 ㄉ 樣 ㄉ 寫 ㄉ 出 ㄉ ㄉ 、 ㄉ 。

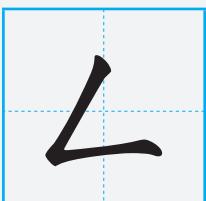
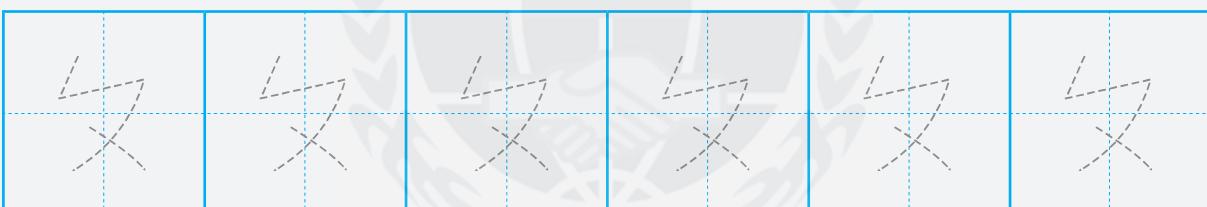
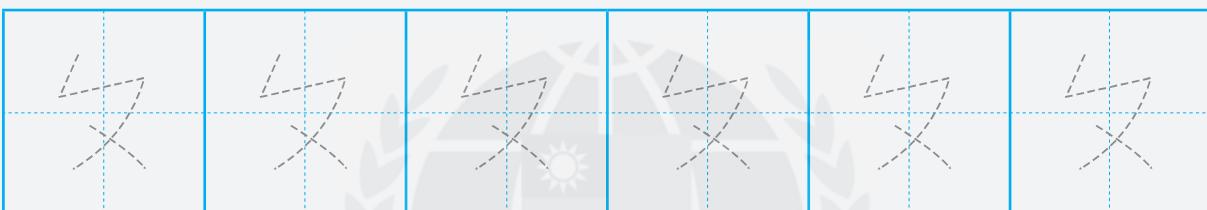
Write ㄉ and ㄉ.



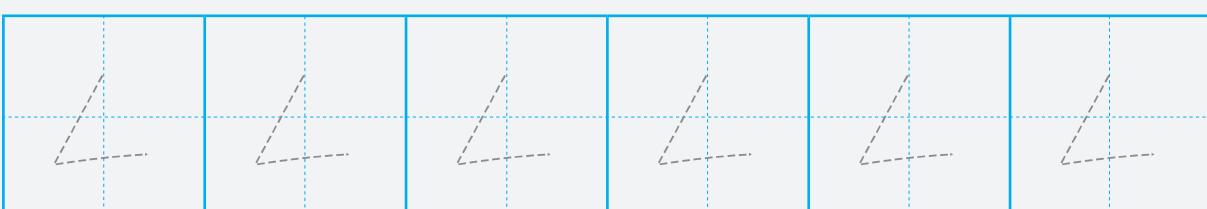
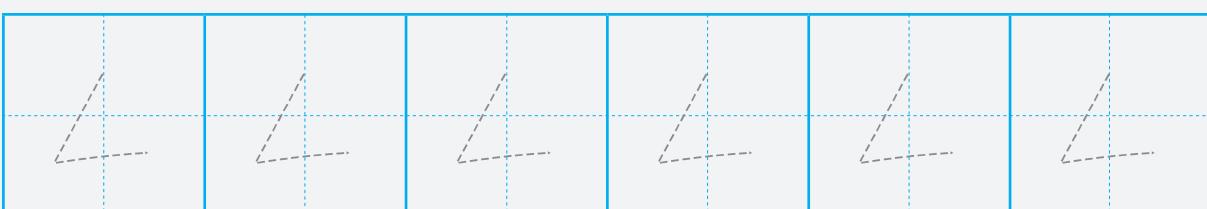
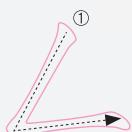
ㄉ



ㄉ
ㄉ



ㄉ



Part II

A. 圈圈看：請圈出圖中的𠂔、一。

Circle 𠂔 and 一 in the picture below.



B. 數數看：請數數圖中有幾個𠂔、一。Count how many 𠂔 and 一 are in the picture above.

𠂔 ()

一 ()

C. 寫 𠂔 看 𠂔：請 𠂔 照 𠂔 樣 𠂔 寫 𠂔 出 𠂔、一 叉 𠂔。
Write 𠂔 and 一 叉 𠂔.

The page features a large handwriting practice area at the top with a pencil icon. Below it are two rows of six boxes each for practicing the character '𠂔'. The first row shows a solid '𠂔' on the left and a dashed '𠂔' with stroke order (① vertical down, ② horizontal right) on the right. The second row contains only dashed '𠂔' for tracing. At the bottom, there are two rows of six boxes each for practicing '一'叉 '𠂔'. The first row shows a solid '一'叉 '𠂔' on the left and a dashed '一'叉 '𠂔' with stroke order (① vertical down, ② horizontal right, ③ diagonal down-right) on the right. The second row contains only dashed '一'叉 '𠂔' for tracing.

Part III 課堂活動：人體注音

Classroom Activity: Body Bopomofo

- 每位小朋友各拿一張注音符號卡。
Each student takes a bopomofo card.
- 老師念一個生詞，例如：朋友（ㄉㄩˋ）。
The teacher reads a vocabulary word, such as “friend” (ㄉㄩˋ).
- 手拿ㄉ、ㄌ、ㄧ、ㄡ的學生需上台依序排列好。
The students holding the cards showing these sounds go to the front of the class and line up in the order that the sounds take in the vocabulary word.
- 未於時間內站到正確位置的學生需唱一首歌。
Students who do not line up in the correct order within the given amount of time are to sing a song.

參考生詞 Reference Vocabulary Words



ㄉ
ㄉ
ㄉ

ㄌ
ㄌ
ㄌ

ㄞ
ㄞ
ㄞ

ㄎ
ㄎ
ㄎ

㄂
㄂
㄂

ㄤ
ㄤ
ㄤ

ㄉ
ㄉ
ㄉ

ㄉ
ㄉ
ㄉ

ㄉ
ㄉ
ㄉ

ㄓ
ㄓ
ㄓ

漢語拼音版



目
mù

錄
lù

Table of Contents

A 本

běn

	Lesson	Topic	Page
1	一 yī One	你 好 nǐ hǎo Hello	91
2	二 èr Two	我 七 歲 wǒ qī suì I Am Seven Years Old	103
3	三 sān Three	爸 爸 媽 媽 bà ba mā ma Mom and Dad	115
4	四 sì Four	小 狗 xiǎo gǒu Puppy	129
5	五 wǔ Five	我 的 妹 妹 wǒ de mèi mei My Little Sister	143



	Lesson	Topic	Page
6	六 lù Six	我是李大文 wǒ shì Lǐ dà wén I Am Devin Li	157

臺灣文化單元

tāi wān wén huā dān yuán

Taiwanese Culture Unit

附錄：課文英譯

fù lù kè wén yīng yì

Appendix: Text Translation

附錄：注音・漢拼單音對照表

fù lü zhù yīn hàn pīn dān yīn duì zhào biǎo

Appendix: Monosyllabic Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table

附錄：注音符號・漢語拼音對照表

fù lü zhù yīn fú hào hàn yǔ pīn yīn duì zhào biǎo

Appendix: Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table



語音檔請至「全球華文網」下載，
網址 www.huayuworld.org/upload/epaper/106/index.html



Page

157

170

172

173

174

林東明 (Tony Lin) :

lín dōng míng

愛交朋友
ài jiāo péng yǒu

1

Tony Lin: Loves to make friends

李大文 (Devin Li) :

lǐ dà wén

2

開朗
kāi láng

Devin Li: Cheerful

李文文 (Vivian Li) :

lǐ wén wén

3

可愛，大文的妹妹
kě ài dà wén de mèi mei

Vivian Li: Sweet, Devin's younger sister

陳心美 (May Chen) :

chén xīn měi

4

活潑、友善
huó pō yǒu shàn

May Chen: Vivacious, friendly

張莉 (Lily Zhang) :

zhāng lì

5

活潑、外向
huó pō wài xiàng

Lily Zhang: Vivacious, out-going

方友朋 (Joe Fang) :

fāng yǒu péng

6

內向，害羞
nèi xiāng hái xiū

Joe Fang: Introverted, shy



第一課

dì yī kè

你好

nǐ hǎo

h

n

I

d

i

a





第一課 你好

dì yī kè nǐ hǎo

nǐ hǎo ,

wǒ shì Lǐ dà wén .



生詞

Vocabulary Words

shēng cí

nǐ hǎo

Lǐ dà wén



念念看 Read aloud

niān niān kàn

n

nǐ hǎo



nǎi nai



Lín dōng míng



Zhāng lì



h

nǐ hǎo



hóu zi



d

dàn gāo



Lín dōng míng

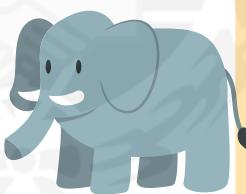


a

Lǐ dà wén



dà xiàng



i

nǐ hǎo



lǐ wù





nǐ hǎo ,

wǒ shì Lín dōng míng .

nǐ hǎo ,

wǒ shì Zhāng lì .

nǐ hǎo ,

wǒ shì Lǐ wén wén .





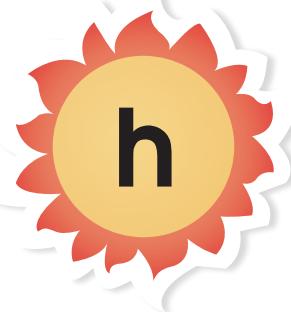
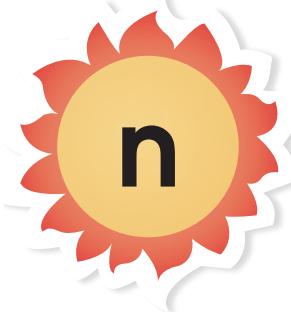
拼拼看 Write out

pīn pīn kān

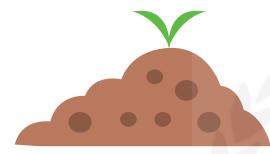
請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niān yí cì

Listen and repeat.



ní



nǐ



nì

ná



nă

nă

lí



lǐ



lì

lā



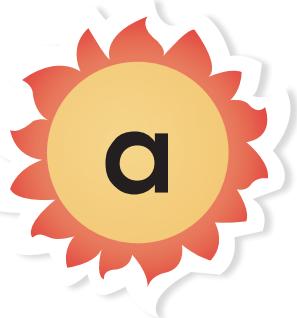
là



hā



há



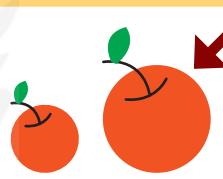
dā

dá

dă



dà



dī



dí



dǐ



dì

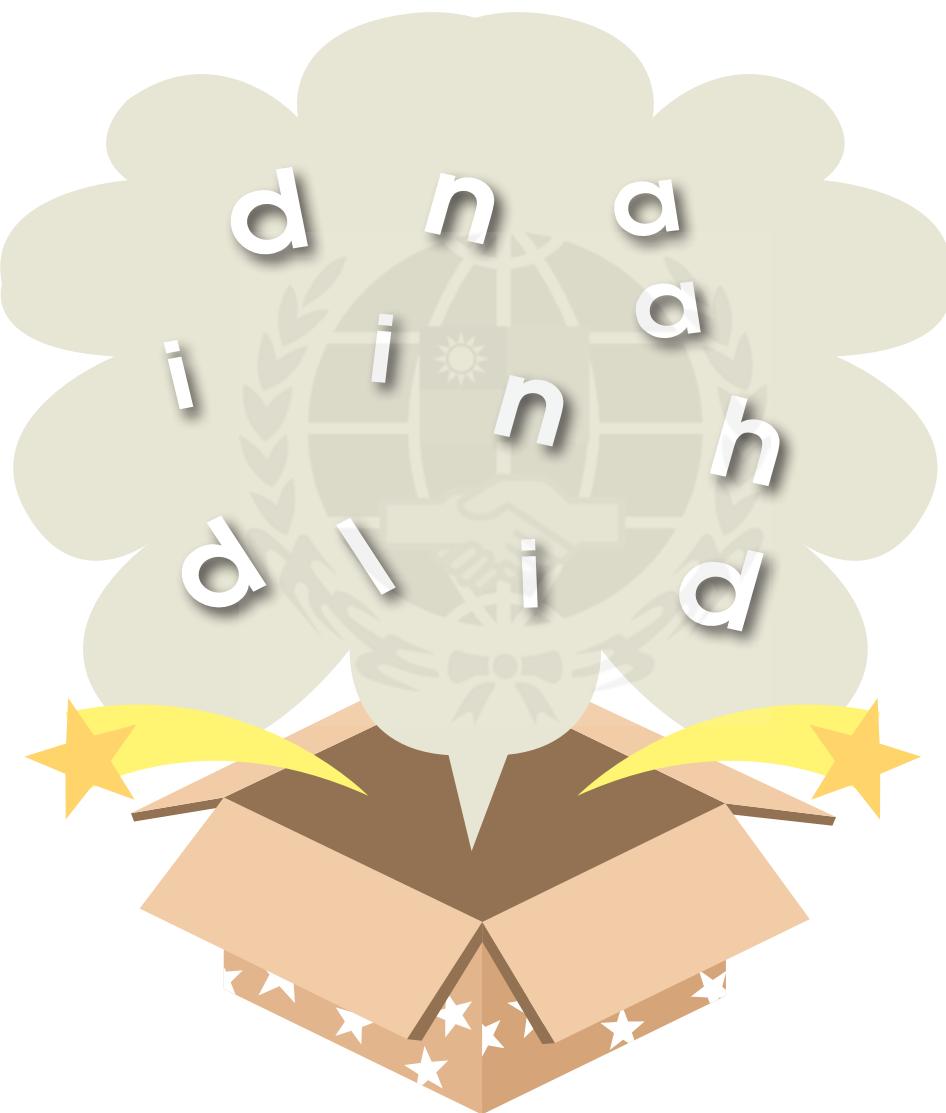


練習 Exercise
liān xí

Part I

A. 圈圈看：請圈出圖中的 n、l、h。
quān quān kān qǐng quān chū tú zhōng de

Circle **n**, **l** and **h** in the picture below.



B. 數數看：請數數看圖中有幾個 n、l、h。
shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many **n**, **l** and **h** are in the picture above.

n () l () h ()

C. 寫寫看：請照樣寫出 n、l、h。

xiě xiě kān qǐng zhào yàng xiě chū

Writing: Please write n, l and h.

The page features a decorative border with a repeating pattern of white circles on a grey background. In the center, there is a faint watermark of the National Emblem of the People's Republic of China.

n:

- A large sample character 'n' is shown in a blue-bordered box. To its right, a dashed outline of 'n' is provided with stroke order arrows: ① vertical downstroke, ② curved arch.
- To the right of the sample, the characters 'n', 'l', and 'h' are written in purple, with a pencil icon positioned above them.
- Below the sample, there is a row of six boxes for tracing 'n'. The first box contains a dashed outline of 'n' with stroke order arrows. The subsequent five boxes are empty for independent practice.
- Below the first row of boxes, there is another row of six boxes for tracing 'n', identical to the first row.
- Below the second row of boxes, there is a row of six boxes for tracing 'l', each containing a dashed outline of 'l' with stroke order arrows.

l:

 - A large sample character 'l' is shown in a blue-bordered box. To its right, a dashed outline of 'l' is provided with stroke order arrows: ① vertical downstroke.
 - Below the sample, there is a row of six boxes for tracing 'l', each containing a dashed outline of 'l' with stroke order arrows.

h:

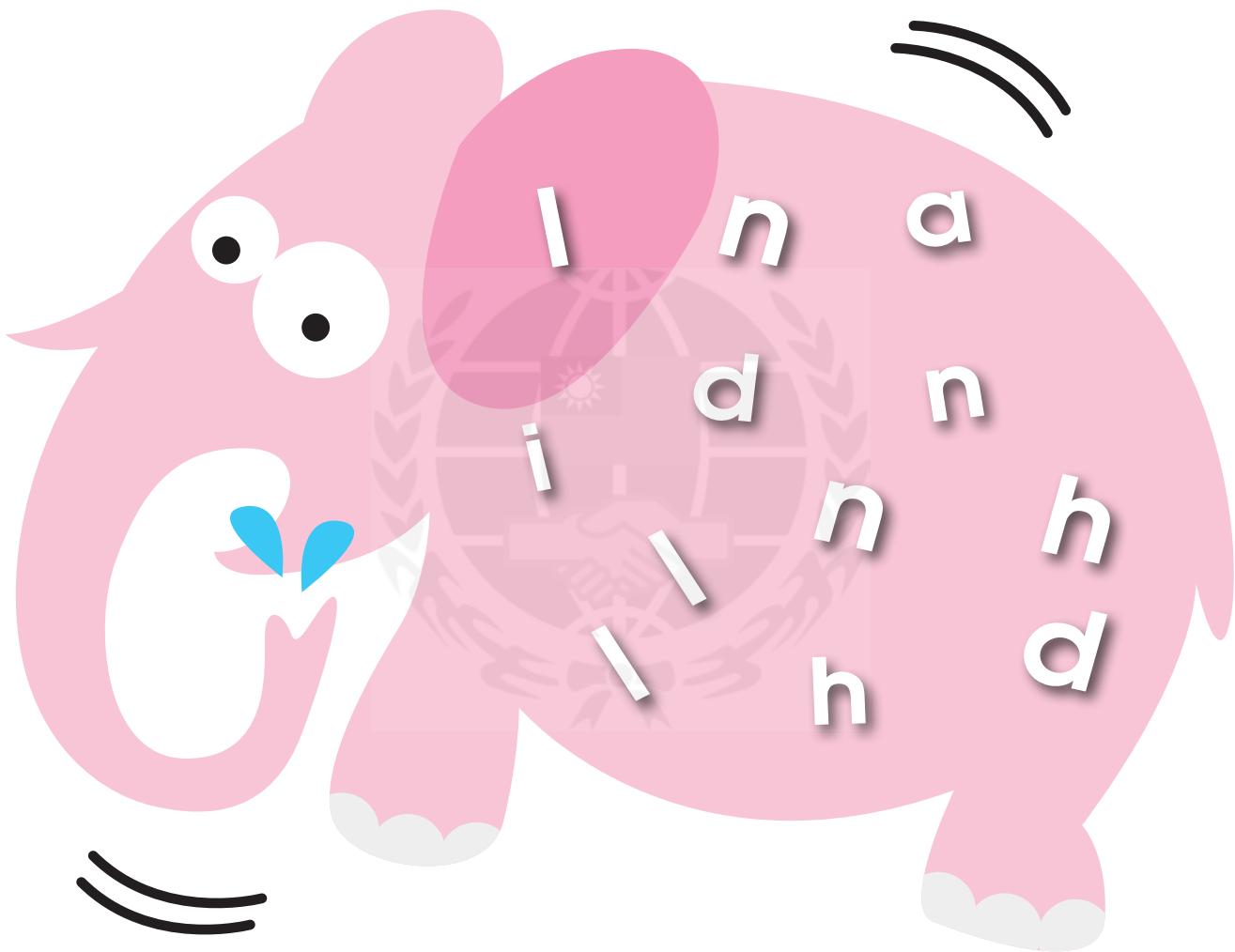
 - A large sample character 'h' is shown in a blue-bordered box. To its right, a dashed outline of 'h' is provided with stroke order arrows: ① vertical downstroke, ② curved arch.
 - Below the sample, there is a row of six boxes for tracing 'h'. The first box contains a dashed outline of 'h' with stroke order arrows. The subsequent five boxes are empty for independent practice.
 - Below the first row of boxes, there is another row of six boxes for tracing 'h', identical to the first row.

Part II

A. 圈圈看：請圈出圖中的 d、a、i。

quān quān kān qǐng quān chū tú zhōng de

Circle **d**, **a** and **i** in the picture below.



B. 數數看：請數數看圖中有幾個 d、a、i。

shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many **d**, **a** and **i** are in the picture above.

d ()

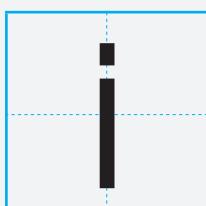
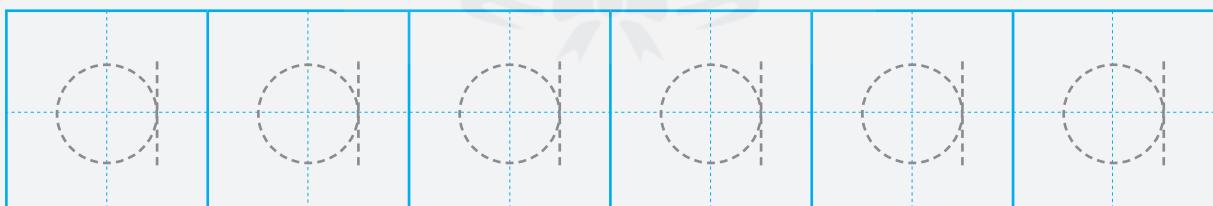
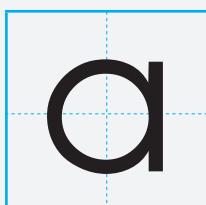
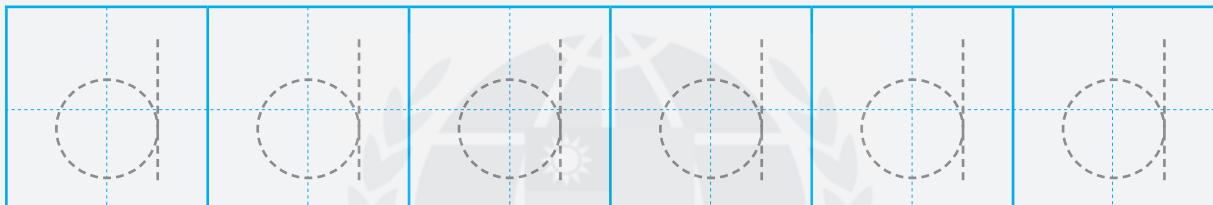
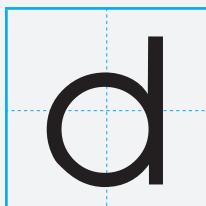
a ()

i ()

C. 寫寫看：請照樣寫出 d、a、i。

xiě xiě kān qǐng zhào yàng xiě chū

Write d, a and i.



Part III

課堂活動：發音炸彈

kè tāng huó dòng fā yīn zhà dàn



Classroom Activity: Pronunciation Bomb

1. 老師念本課生詞，如果該生詞含有聲母 n，則學生須舉起雙手。
lǎo shī niǎn běn kè shēng cí rú guǒ gāi shēng cí hán yǒu shēng mǔ zé xué shēng xū jù qǐ shuāng shǒu

The teacher reads the vocabulary words from this lesson. If a word contains the sound n, then students are to raise both hands.

2. 如果該生詞不含聲母 n，則學生不能有反應。
rú guǒ gāi shēng cí bù hán shēng mǔ zé xué shēng bù néng yǒu fāng yìng

If a word does not contain the sound n, students should not raise their hands.

3. 如果老師念出「你好」這個詞，全班同學需起立。
rú guǒ lǎo shī niǎn chū nǐ hǎo zhè ge cí quán bān tóng xué xū qǐ lì

If the teacher says “Hello”, students should not raise their hands.

4. n 可以抽換為 l、h、d、a、i。
kě yǐ chōu huàn wéi

l, h, d, a, and i can be used in place of n.

參考生詞 Reference Vocabulary Words

cān kǎo shēng cí

nǐ hǎo

nǎi nai

lǐ dà wén

lín dōng míng

zhāng lì

lǎo shī

hóu zi

dàn gāo

dà xiàng

bà ba

mā ma

là bǐ

lǐ wù

dì di

nán shēng

第二課

我七歲

dì èr kè wǒ qī suì

wu

q

j

t

o

s





第二課

我七歲

dì èr kè

wǒ qī suì

wǒ qī suì ,

tā liù suì .



生詞

Vocabulary Words

shēng cí

wǒ

qī

suì

tā



念念看 Read aloud

niān niān kàn

t

tā



tù zi



j

jiě jie



jiǔ



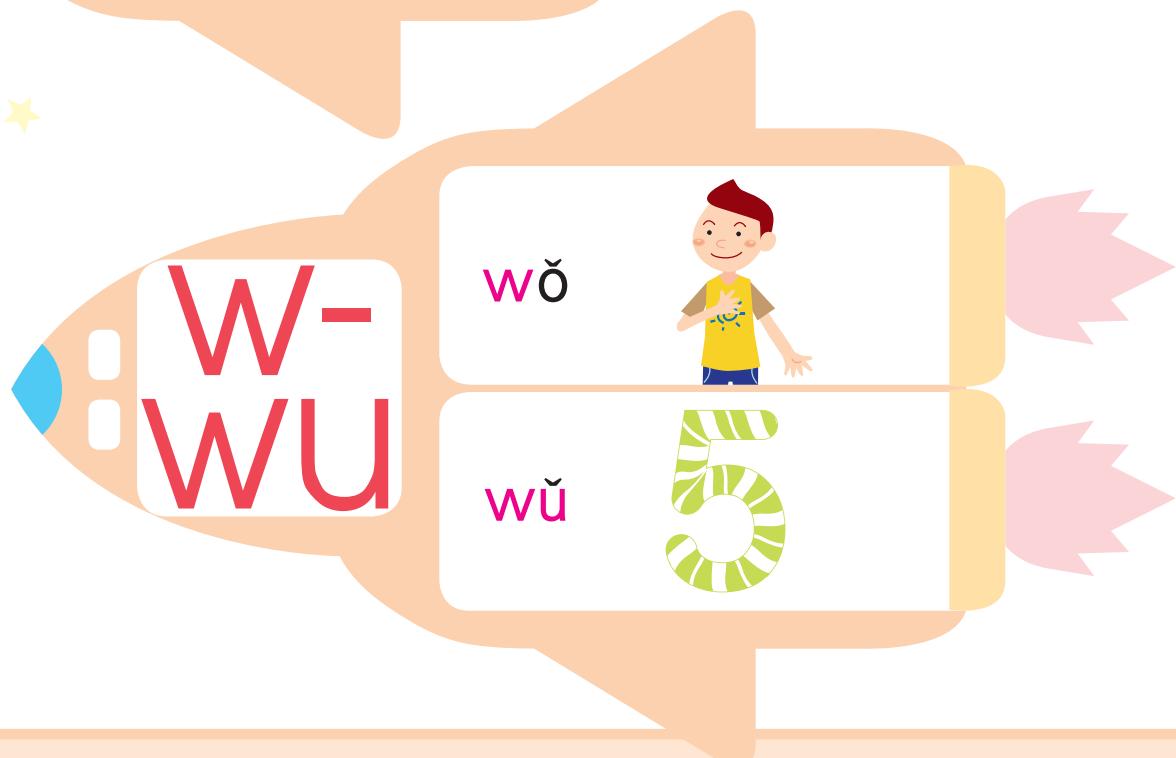
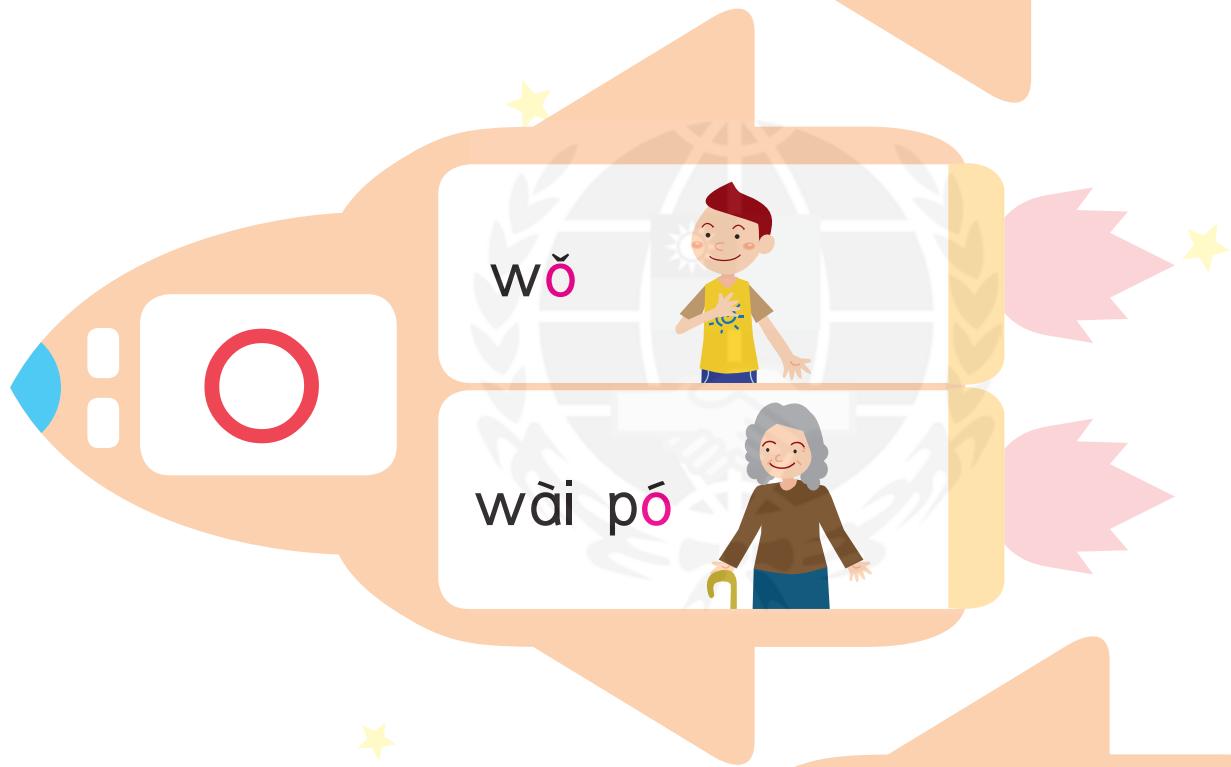
q

qī

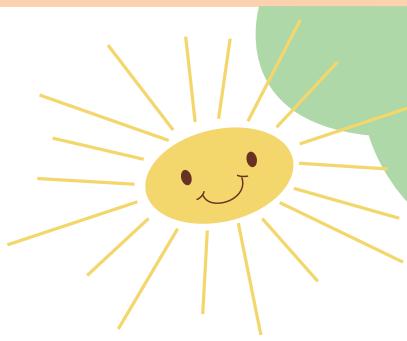


qì qiú





9



5

jiě jié jiǔ suì ,

1

mèi mei wǔ suì .

7

dà wén qī suì ,

wén wén liù suì .

3





拼拼看 Write out

pīn pīn kān

請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niàn yí cì

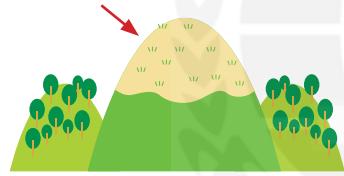
Listen and repeat.

t

j

q

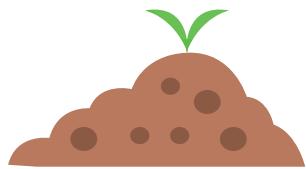
tū



tú



tǔ

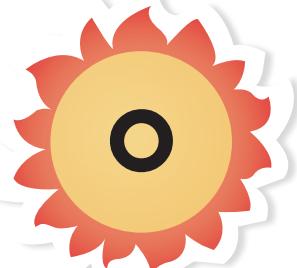


tù





S



O



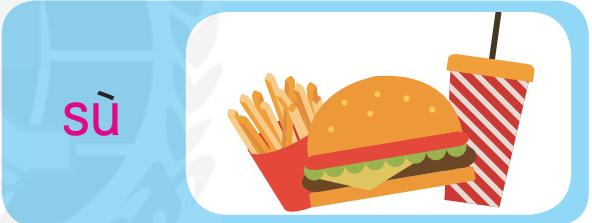
W-Wu-u



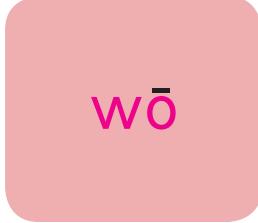
SU



SU



SU



WO



WO



WO

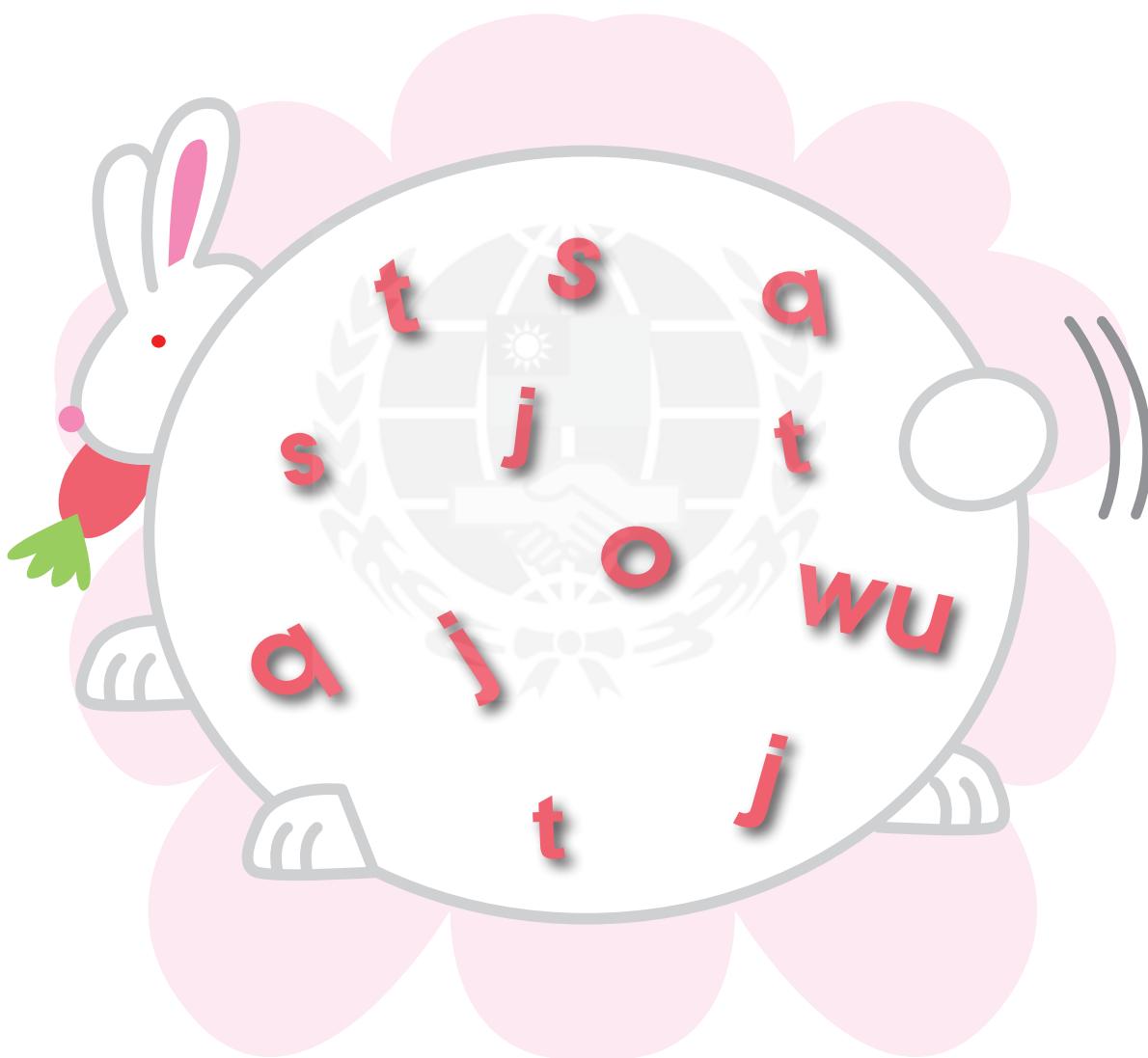


練習 Exercise
liān xí

Part I

A. 圈圈看：請圈出圖中的 t、j、q。
quān quān kān qǐng quān chū tú zhōng de

Circle t, j and q in the picture below.



B. 數數看：請數數看圖中有幾個 t、j、q。
shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many t, j and q are in the picture above.

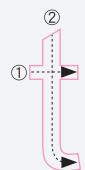
t () j () q ()

C. 寫寫看：請照樣寫出 t、j、q。

xiě xiě kān qǐng zhào yàng xiě chū

Write t, j and q.

t



t

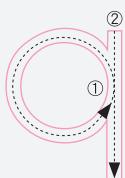
j
q



j



q



q

Part II

A. 圈圈看：請圈出圖中的 s、o、wu。

quān quān kān qǐng quān chū tú zhōng de

Circle **s**, **o** and **wu** in the picture below.



B. 數數看：請數數看圖中有幾個 s、o、wu。

shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many **s**, **o** and **wu** are in the picture above.

s ()

o ()

wu ()

C. 寫寫看：請照樣寫出 s、o、wu。

xiě xiě kān qǐng zhào yàng xiě chū

Write s, o, and wu.

S

S^①

s

o

wu



O

O^①

wu

wu^{①②③④⑤⑥⑦}

Part III

課堂活動：翻牌遊戲

kè tāng huó dòng fān pāi yóu xì

Classroom Activity: Card Flip

1. 將生字卡沿虛線剪下。每人有 12 張生字卡。

jīāng shēng zì kǎ yán xū xiān jiān xià měi rén yǒu zhāng shēng zì kǎ

Remove the vocabulary words by cutting along the dotted lines. Each student takes 12 flash cards.

2. 兩人一組，將 24 張生字卡排成 6×4 的長方形，有生詞的

liǎng rén yì zǔ jiāng zhāng shēng zì kǎ pái chéng de cháng fāng xíng yǒu shēng cí de

那一面在下。

nà yī miàn zài xià

Students are to pair up. They are to arrange their 24 flash cards face down in a 6×4 grid.

3. 兩人猜拳，贏的先翻牌，翻牌時要念出生字，一個人一次

liǎng rén cāi quán yíng de xiān fān pāi fān pāi shí yào niān chū shēng zì yí ge rén yí cí

翻兩張牌。

fān liǎng zhāng pāi

Each pair of students is to play rock-paper-scissors to determine who goes first. The winner turns a card over and reads the sound shown on the card out loud. Each student is to turn over two cards each turn.

4. 翻到兩張一樣的生字卡可以得一分，而且可以再翻一次。

fān dào liǎng zhāng yí yàng de shēng zì kǎ kě yǐ dé yí fēn ér qìè kě yǐ zài fān yí cí

翻到不一樣的生字卡，要把生字卡蓋回去，由另一個同學

fān dào bù yí yàng de shēng zì kǎ yāo bǎ shēng zì kǎ gài huí qù yóu lìng yí ge tóng xué

翻。

fān

Each time a student turns over two matching cards, they get one point and get to go again. If they turn over two cards that do not match, they are to turn them back over and let the other student take their turn.

5. 最後得分最多的同學獲勝。

zui hòu dé fēn zuì duō de tóng xué huò shèng

When all of the cards are turned over, the student with the most points wins.



第三課

爸爸 媽媽

dì sān kè

bà ba mā ma

b

g

e

r

an

m





第三課

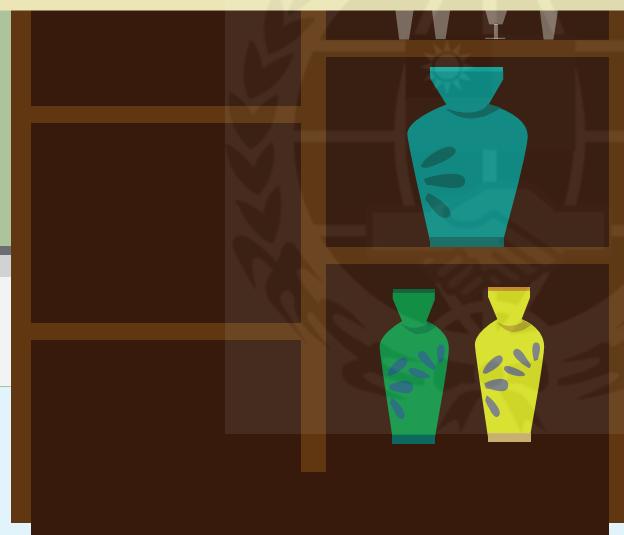
dì sān kè

爸爸媽媽

bà ba mā ma

wǒ jiā yǒu

sān ge rén ,



生詞

shēng cí

Vocabulary Words

sān

ge

rén

bà ba ,

mā ma hàn wǒ .



bà ba

mā ma



念念看

niǎn niǎn kàn

Read aloud

b

bà ba



bā



m

mā ma



mèi mei



g

ge



gē ge



rén



r

rè



ge



gē ge



e

3

sān

an

hàn



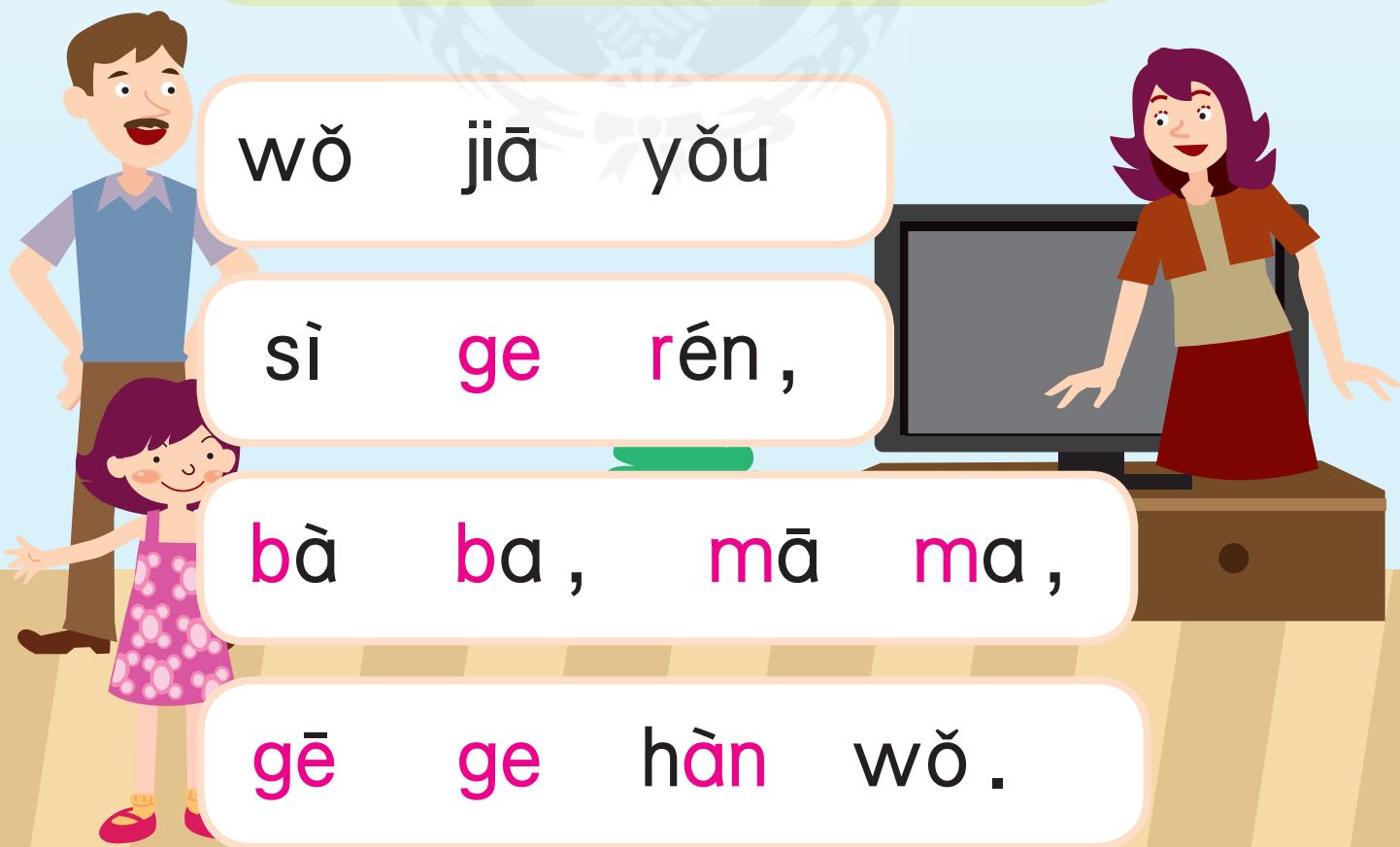
wǒ jiā yǒu

wǔ ge rén ,

bà ba , mā ma ,

gē ge ,

mèi mei hàn wǒ .





拼拼看 Write out

pīn pīn kān

請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niàn yí cì

Listen and repeat.



bān



bǎn



bàn



第三課 爸爸媽媽 Mom and Dad

gē



gé



gě

gè

mán

mǎn



màn



rě

rè



練習

liànxí

Exercise

Part I

A. 圈圈看：請圈出圖中的 b、m、g。

quān quān kān qǐng quān chū tú zhōng de

Circle **b**, **m** and **g** in the picture below.



B. 數數看：請數數看圖中有幾個 b、m、g。

shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many **b**, **m** and **g** are in the picture above.

b ()

m ()

g ()

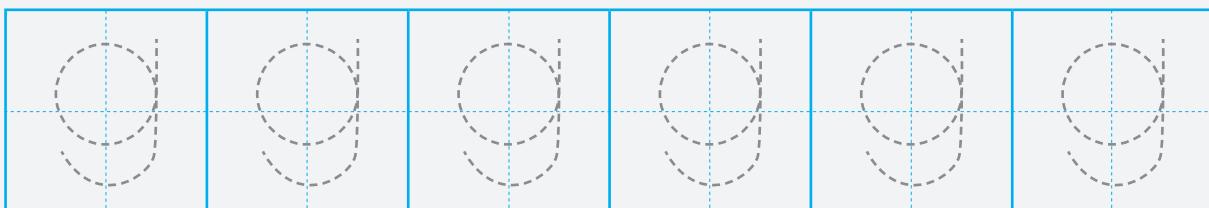
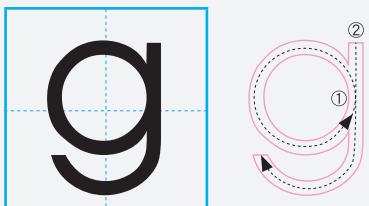
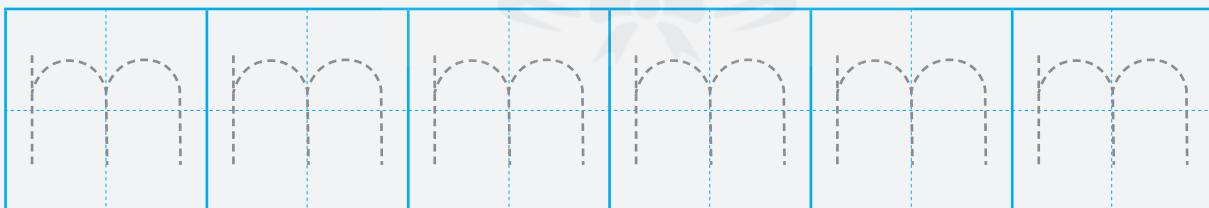
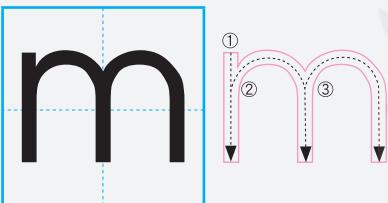
C. 寫寫看：請照樣寫出 b、m、g。

xiě xiě kān qǐng zhāo yàng xiě chū

Write b, m and g.

b

m
g



Part II

A. 圈圈看：請圈出圖中的 r、e、an。

quān quān kàn qǐng quān chū tú zhōng de

Circle **r**, **e** and **an** in the picture below.



B. 數數看：請數數看圖中有幾個 r、e、an。

shǔ shǔ kàn qǐng shǔ shǔ kàn tú zhōng yǒu jǐ ge

Count how many **r**, **e** and **an** are in the picture above.

r ()

e ()

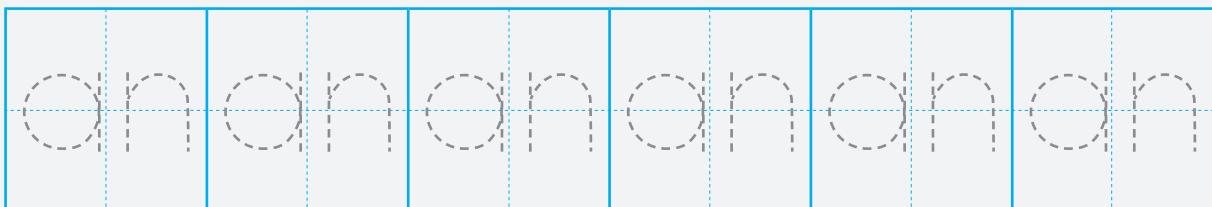
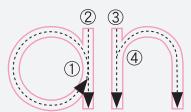
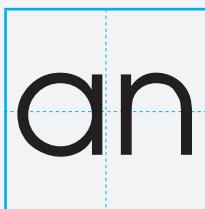
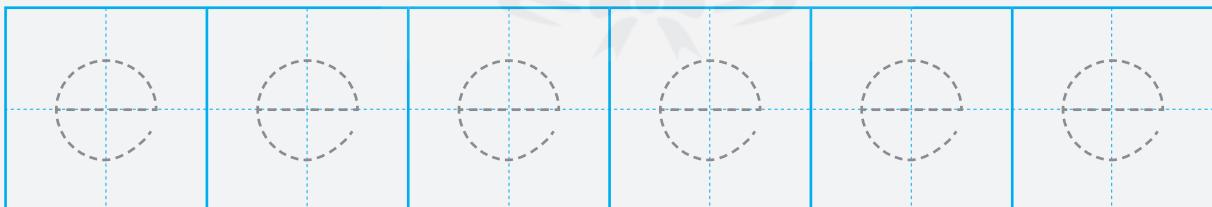
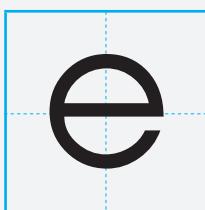
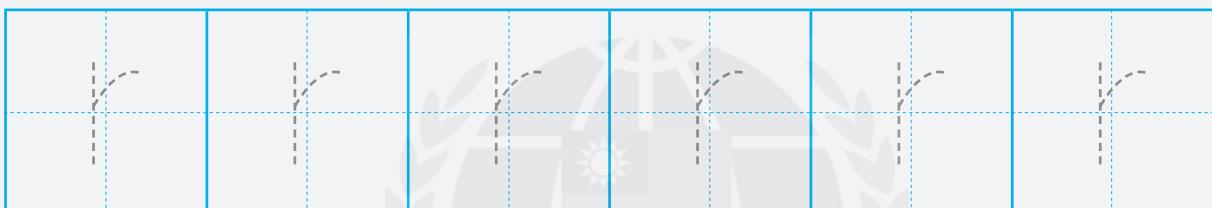
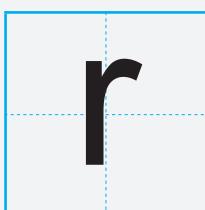
an ()

C. 寫寫看：請照樣寫出 r、e、an。

xiě xiě kān qǐng zhāo yàng xiě chū

Write r, e and an.

r
e
an



Part III

課堂活動：雙人對決

kè táng huó dòng shuāng rén duì jué

Classroom Activity: Dueling Flash Cards

1. 老師將全班分為兩隊，每隊依序派出一位代表參與競賽。

lǎo shī jiāng quán bān fēn wéi liǎng duì měi duì yì xù pài chū yí wèi dài biǎo cān yù jing sài

The teacher divides the class into two teams. Each team chooses one student to represent the team.

2. 老師使用圖卡複習詞彙，複習完以後，雙方代表背對背，老師分別給每隊代表一張圖卡（不能讓對方代表看到圖卡）。

lǎo shī shǐ yōng tú kǎ fù xí cí huì fù xí wán yǐ hou shuāng fāng dāi biǎo bēi duì bēi lǎo shi fēn bié gěi méi duì dāi biǎo yì zhāng tú kǎ bù néng ràng duì fāng dāi biǎo kān dào tú kǎ

The teacher uses picture cards to review the vocabulary words and sentence patterns. When the review is finished, the two challengers face the teacher, who gives a picture card to each one. Don't let the challengers see each other's card.

3. 遊戲開始後，兩方代表向前踏步，數到三往後轉身，最快正確念出對方圖卡的代表獲勝。

zhèng què niān chū duì fāng tú kǎ de dāi biǎo huò shèng

Challengers take one step forward, count to three, then turn to face their opponent, while showing their card to their opponent. The first to correctly read aloud the vocabulary word or sentence pattern on the other card wins.



第四課

小狗

dì sì kè

xiǎo gǒu

k

x

c

zh

yu

ou





第四課

小狗

dì sì kè

xiao gou

wǒ yǒu yì zhī

xǐǎo gǒu.



生詞

shēng cí

Vocabulary Words

zhī

xǐǎo gǒu

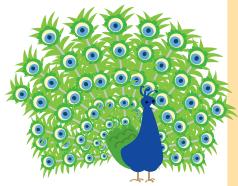


念念看 Read aloud

niān niān kàn

k

kǒng què



kǒng lóng



X

xiǎo gǒu



xiǎo māo



zh

zhī zhū



Zhāng lì





dōng míng yǒu



yì zhī cì wèi .

dà wén yǒu

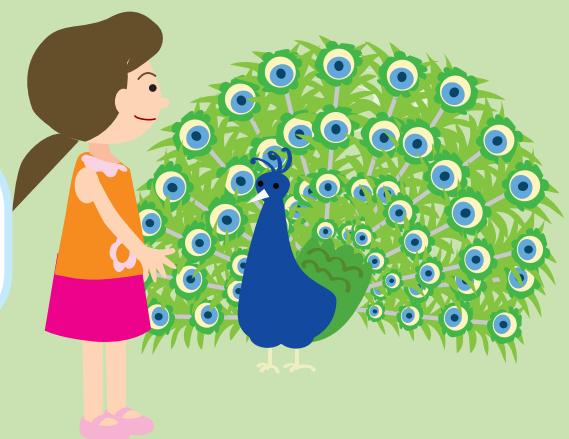
yì zhī hóu zi .

wén wén yǒu

yì zhī kǒng què .

xīn měi yǒu

yì tiáo yú .





拼拼看 Write out

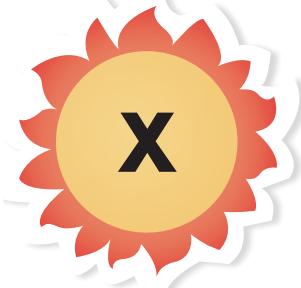
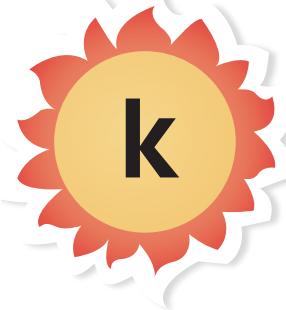
pīn pīn kān



請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niàn yí cì

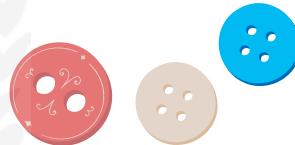
Listen and repeat.



kǒu



kòu

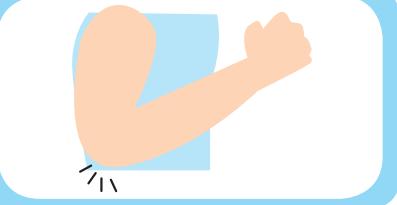


zhōu



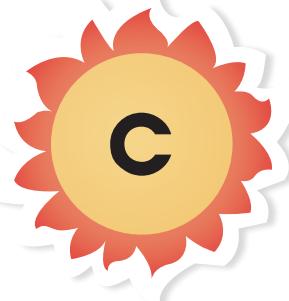
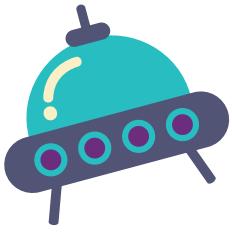
zhóu

zhǒu



zhòu

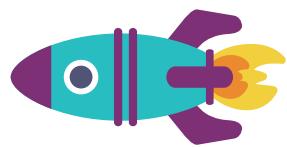




xū



xú



xǔ



xù



còu

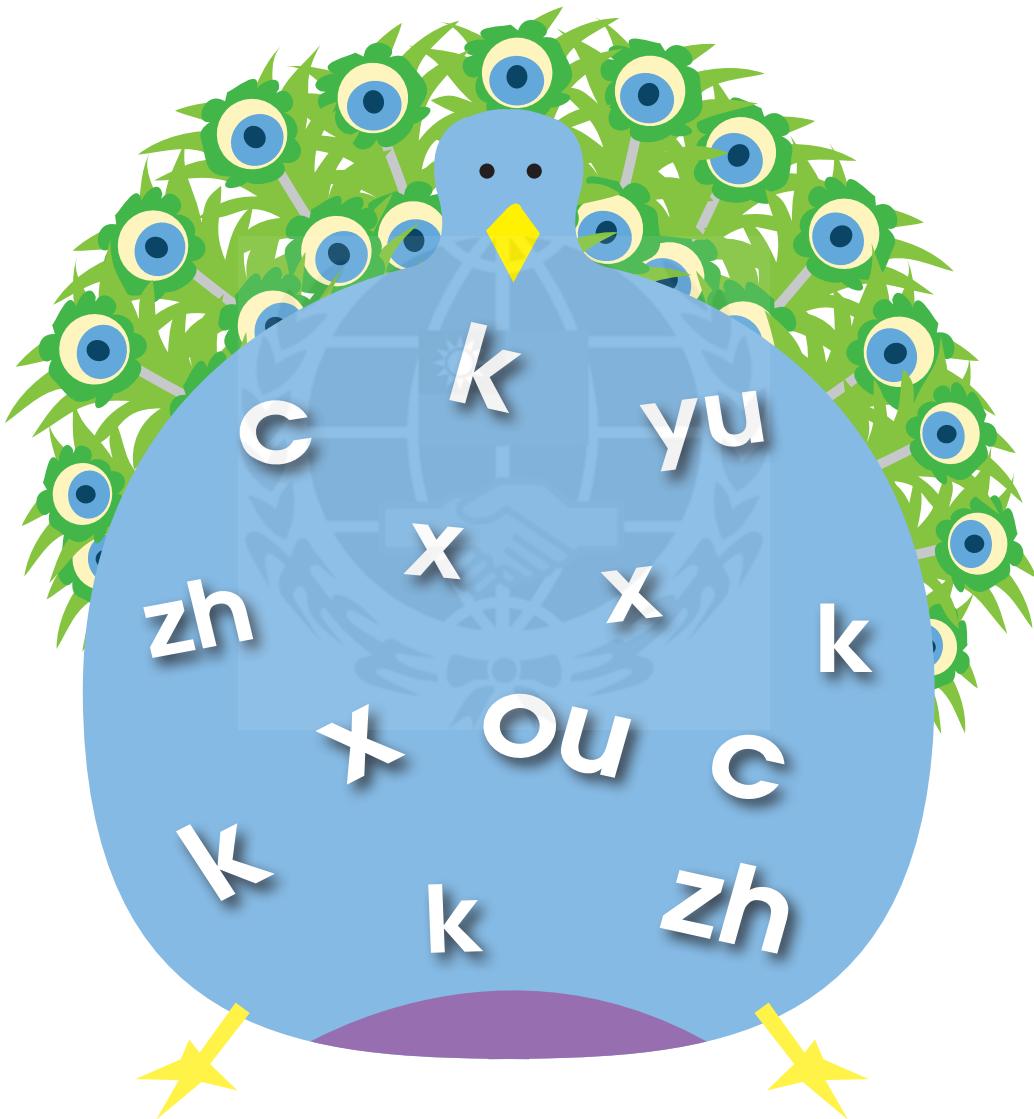


練習 Exercise
liān xí

Part I

A. 圈圈看：請圈出圖中的 k、x、zh。
quān quān kān qǐng quān chū tú zhōng de

Circle **k**, **x** and **zh** in the picture below.



B. 數數看：請數數看圖中有幾個 k、x、zh。
shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

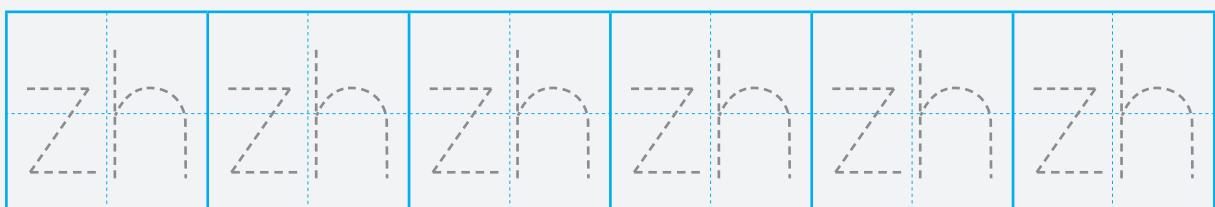
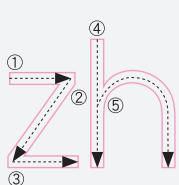
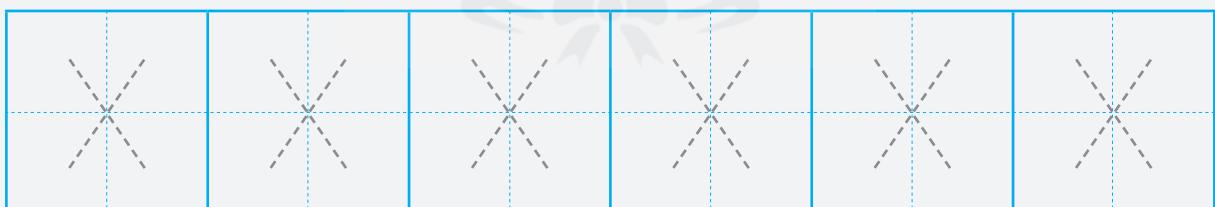
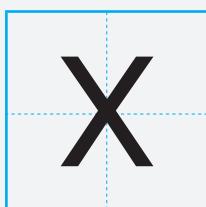
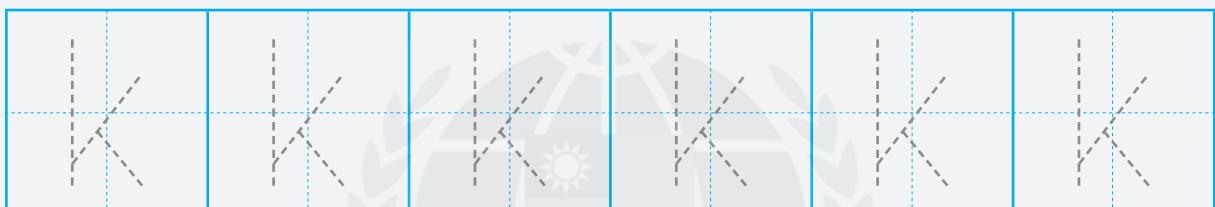
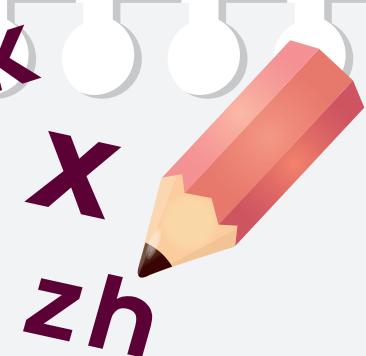
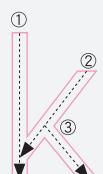
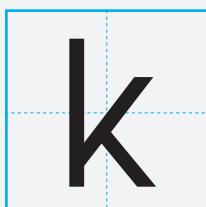
Count how many **k**, **x** and **zh** are in the picture above.

k () x () zh ()

C. 寫寫看：請照樣寫出 k、x、zh。

xiě xiě kān qǐng zhào yàng xiě chū

Write k, x and zh.



Part II

A. 圈圈看：請圈出圖中的 c、ou、yu。

quān quān kān qǐng quān chū tú zhōng de

Circle **c**, **ou** and **yu** in the picture below.



B. 數數看：請數數看圖中有幾個 c、ou、yu。

shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many **c**, **ou** and **yu** are in the picture above.

c ()

ou ()

yu ()

C. 寫寫看：請照樣寫出 c、ou、yu。

xiě xiě kān qǐng zhào yàng xiě chū

Write c, ou and yu.

C

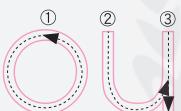


c

ou
yu



ou



ou

yu



yu

Part III

課堂活動：動物園

kè tāng huó dòng dōng wù yuán

Classroom Activity: The Zoo

1. 老師將全班分為兩隊，每隊依序派出一位代表參與競賽。
lǎo shī jiāng quán bān fēn wéi liǎng duì měi duì yī xù pāi chū yí wéi dǎi biǎo cān yù jīng sài

The teacher divides the class into two teams. Each team chooses one student to represent the team.

2. 老師給兩隊代表看字卡，兩隊代表需要演出該動物。
lǎo shī gěi liǎng duì dǎi biǎo kàn zì kǎ liǎng duì dǎi biǎo xū yào yán chū gāi dōng wù

Teacher shows each challenger a flash card. Each challenger is to act out the animal shown on the card.

3. 最快說對動物的隊伍獲勝。
zuì kuài shuō duì dōng wù de duì wǔ huò shèng

The team that calls out the name of the animal first wins.



參考生詞 Reference Vocabulary Words

cān kǎo shēng cí

kǒng què

kǒng lóng

xǐǎo gǒu

xǐǎo māo

zhī zhū

qì é

cāng yíng

hóu zi

hǎi ōu

yú

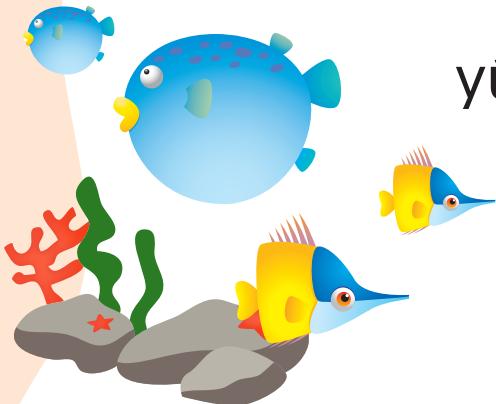
cì wèi

tù zi



Part IV 歌曲 Song

gē qu



yú ér shuǐ zhōng yóu

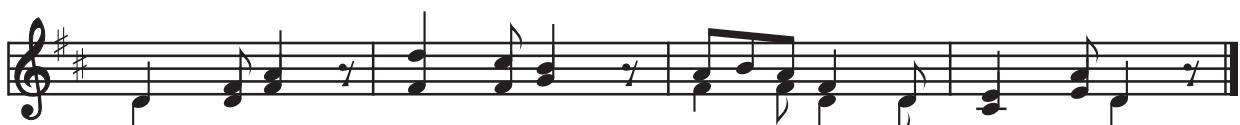
詞：上官亮
cí shàng guān liàng
曲：范宇文
qǔ fàn yǔ wén



yú ér yú ér shuǐ zhōng yóu yóu lái yóu qù lè yóu yóu ,



juǎn le wò shuǐ cǎo è le mì xiǎo chóng ,

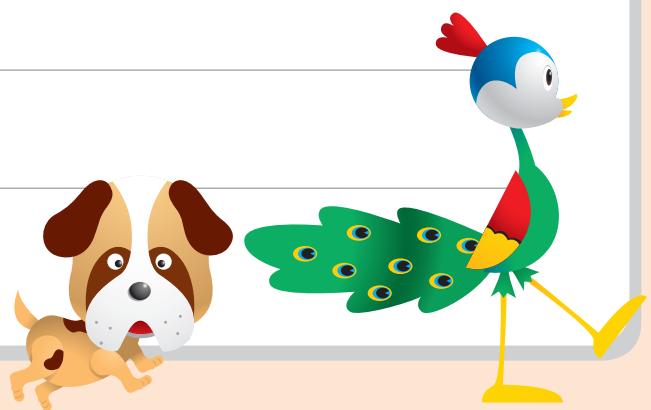


lè yóu yóu , lè yóu yóu , shuǐ jīng shì jiè rèn zì yóu 。



OP 臺北音樂教育學會 / SP 常夏音樂經紀有限公司

第四課 小狗 Puppy



第五課

我的妹妹

dì wǔ kè

wǒ de mèi mei

ch

sh

ai

e

z





第五課

我的妹妹

dì wǔ kè wǒ de mèi mei

Lǐ wén wén shì

wǒ de mèi mei .



生詞

Vocabulary Words

shēng cí

shì



念念看 Read aloud

niǎn niǎn kàn

ch

Chén xīn měi



cháng jǐng lù



Z

zài jiàn



zú qiú







Lǐ dà wén

shì wǒ de gē ge .

Chén xīn měi

shì wǒ de jiě jié .

zài jiàn .



拼拼看 Write out

pīn pīn kān

請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niàn yí cì

Listen and repeat.

ch

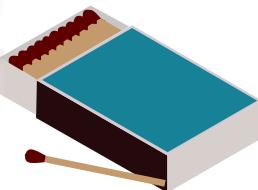
z

sh

chāi



chái



zāi



zăi

zăi

e

ai

shāi



shāi

shài





聲調 Tones

shēng diào

A. 請聽音檔念念看。

qǐng tīng yīn dǎng niàn niàn kàn

Listen and repeat.

bā

bá

bă

bà



B. 請聽音檔標上聲調。

qǐng tīng yīn dǎng biāo shàng shēng diào

Listen and mark the tones.

mā

ma

mă

ma



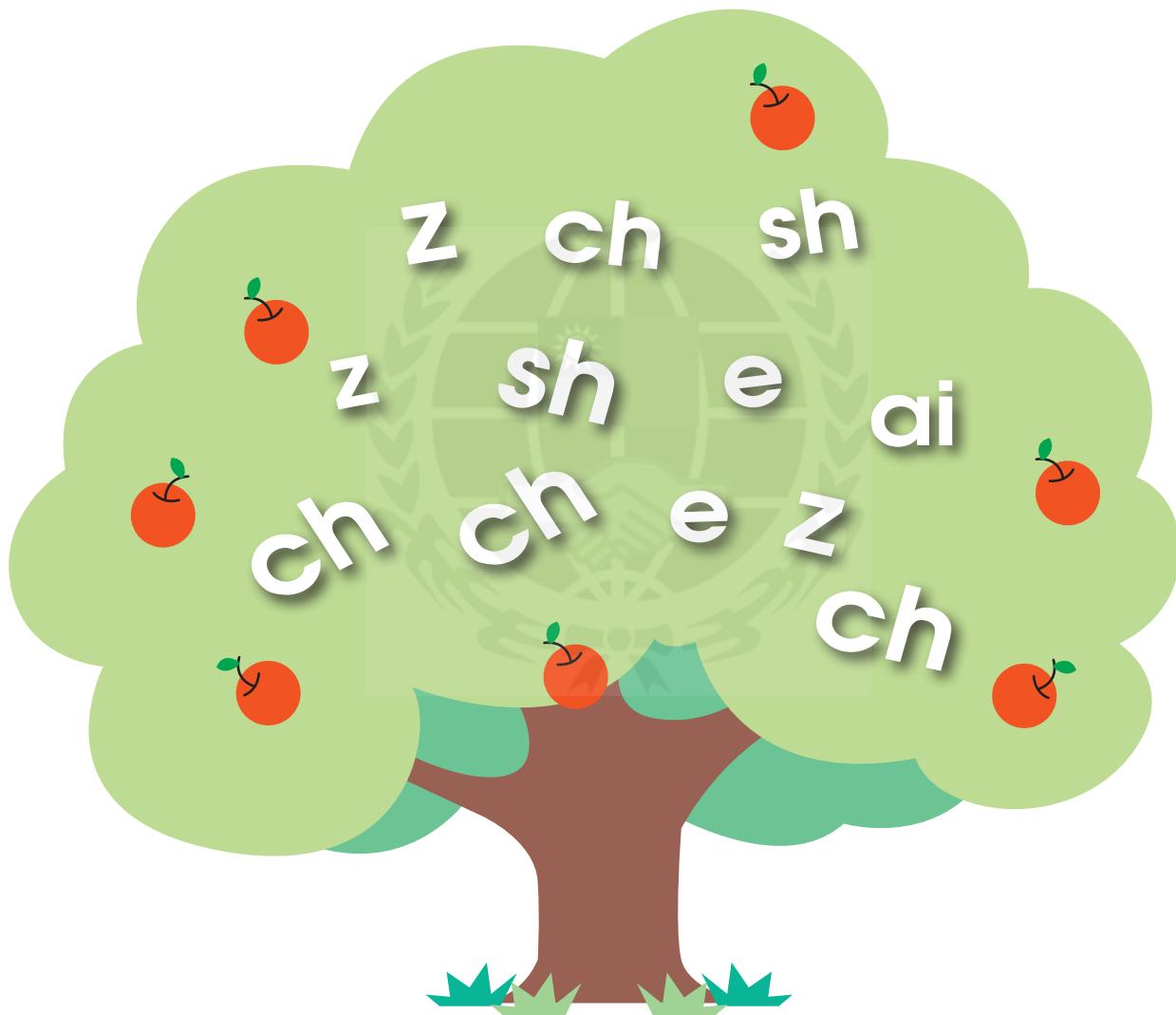
練習 Exercise

Part I

A. 圈圈看：請圈出圖中的 ch、z、sh。

quān quān kān qǐng quān chū tú zhōng de

Circle ch, z and sh in the picture below.



B. 數數看：請數數看圖中有幾個 ch、z、sh。

shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many ch, z and sh are in the picture above.

ch ()

)

z ()

)

sh ()

)

C. 寫寫看：請照樣寫出 ch、z、sh。

xie xié kān qǐng zhāo yàng xiě chū

Write ch, z and sh.

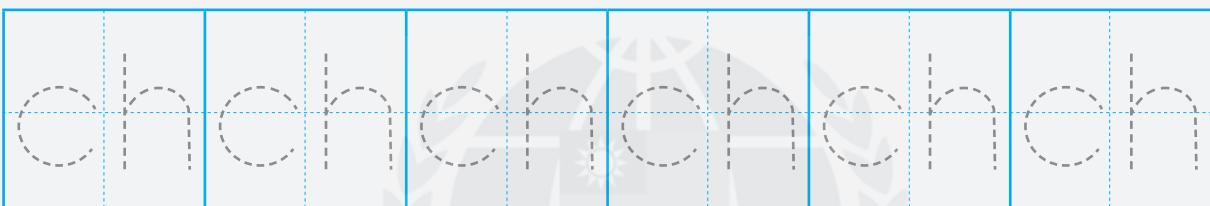
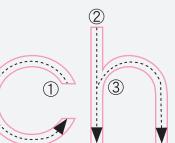
ch

z

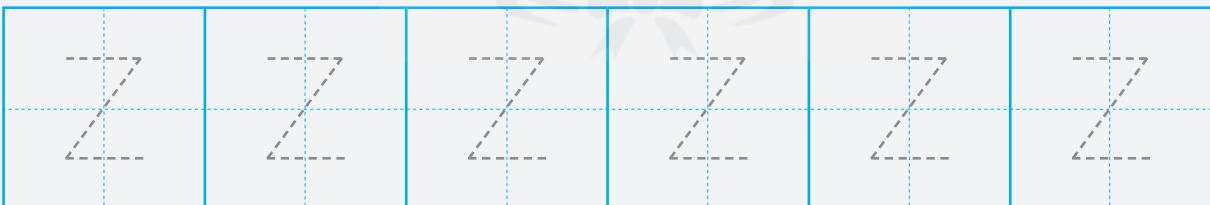
sh



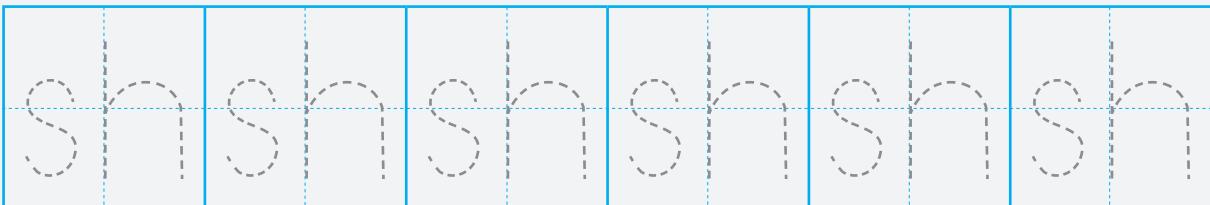
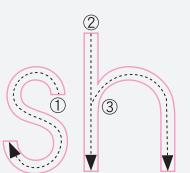
ch



z



sh



Part II

A. 圈圈看：請圈出圖中的 e、ai。

quān quān kàn qǐng quān chū tú zhōng de

Circle e and ai in the picture below.



B. 數數看：請數數看圖中有幾個 e、ai。

shǔ shǔ kàn qǐng shǔ shǔ kàn tú zhōng yǒu jǐ ge

Count how many e and ai are in the picture above.

e ()

ai ()

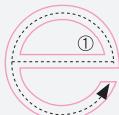
C. 寫寫看：請照樣寫出 e、ai。

xiě xiě kān qǐng zhāo yàng xiě chū

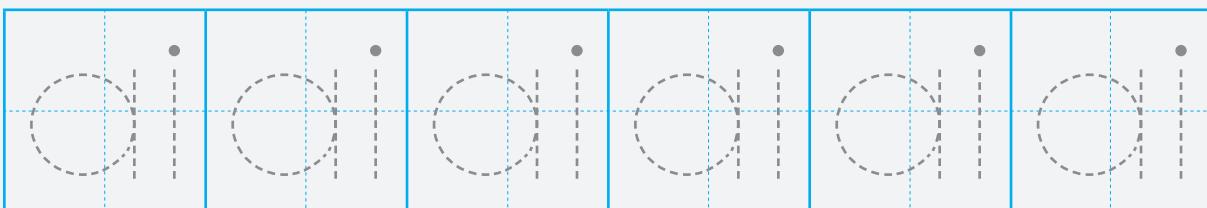
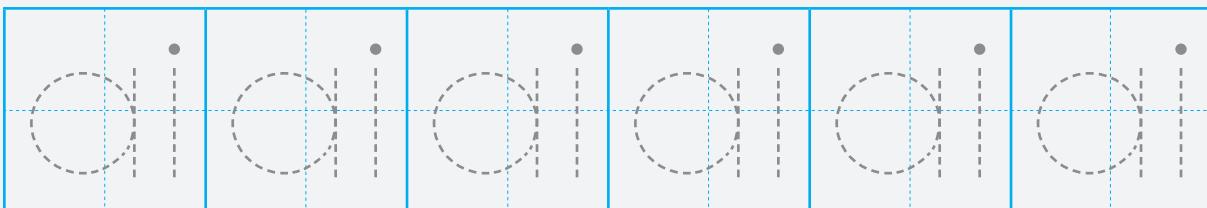
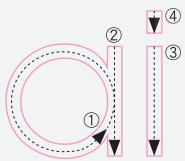
Write e and ai.



e



ai



Part III

課堂活動：蘿蔔蹲

kè tāng huó dòng luó bo dūn

Classroom Activity: The Daikon Squat

1. 將班上同學圍成一圈，每個同學抽籤決定角色。

jāng bān shàng tóng xué wéi chéng yì quān měi ge tóng xué chōu qiān jué dìng jiǎo sè

The students stand in a circle and draw lots to determine which roles they play.

2. 每個人拿角色字卡，並猜拳決定哪個人開始發號施令。

měi ge rén ná jiǎo sè zì kǎ bìng cāi quán jué dìng nǎ ge rén kāi shī fā hào shī lìng

Each student takes a card. Then they play rock-paper-scissors to determine who is to start.

3. 被點名的角色，需一邊蹲一邊指定下一個角色。例如被點

bēi diǎn míng de jiǎo sè xū yì biān dūn yì biān zhí dìng xià yí ge jiǎo sè lì rú bēi diǎn

名的角色是爸爸，則爸爸要一邊蹲，一邊說「爸爸蹲，爸

míng de jiǎo sè shì bā ba zé bā ba yào yì biān dūn yì biān shuō bā ba dūn bā

爸蹲，爸爸蹲完，XX 蹲」。

ba dūn bā ba dūn wán dūn

The first student squats and points to the student who is to be next. For example, if the “Dad” role card is designated, the “Dad” squats and says, “Squat, Dad. Squat, Dad. Dad’s finished squatting! Squat XX!”

4. 必須在限定期間內開始動作並完成指定下一個角色的指

bì xū zài xiān dìng shí jiān nēi kāi shǐ dòng zuò bìng wán chéng zhí dìng xià yí ge jiǎo sè de zhǐ

令，沒做到的那個角色被淘汰。

líng měi zuò dào de nà ge jiǎo sè bēi táo tài

The next person has to start squatting and designate the next person within a given amount of time. If the student doesn’t complete all the tasks within that time, the student is eliminated.



第六課

我是李大文

dì liù kè

wǒ shì

Lǐ dà wén

p

f

you

eng





第六課

我是李大文

dì liù kè

wǒ shì Lǐ dà wén

nǐ hǎo ,

wǒ shì Lǐ dà wén .

wǒ qī suì ,

wǒ jiā yǒu

sì ge rén ,



bà ba , mā ma ,

mèi mei hàn wǒ .

wǒ yǒu

yì zhī xiǎo gǒu .

Fāng yǒu péng shì

wǒ de hǎo péng yǒu .



生詞 Vocabulary Words

shēng cí

yǒu

Fāng

yǒu péng

hǎo péng yǒu





念念看 Read aloud

niān niān kàn

p

péng yǒu



Fāng yǒu péng



f

Fāng yǒu péng



fáng zi



eng

péng yǒu



nǚ shēng





拼拼看 Write out

pīn pīn kàn

請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niān yí cì

Listen and repeat.

p

f

eng

you

pēng

péng



pěng

pèng



yōu

yóu



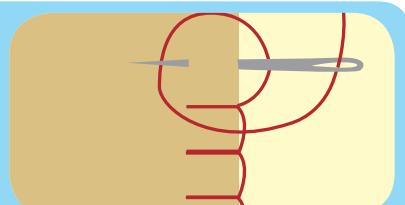
yǒu

yòu



fēng

féng



fěng

fèng



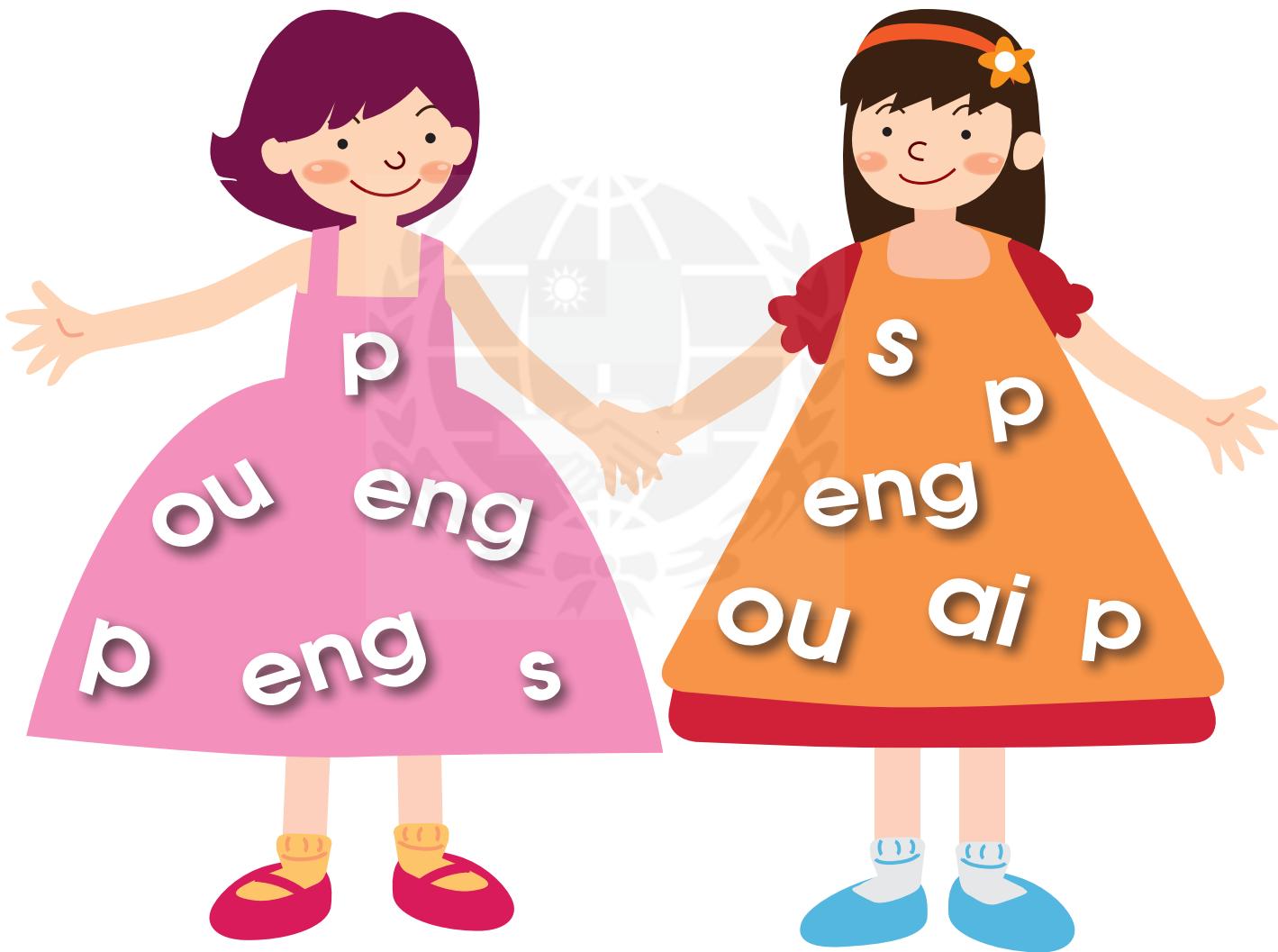
練習 Exercise
liān xí

Part I

A. 圈圈看：請圈出圖中的 p、eng。

quān quān kàn qǐng quān chū tú zhōng de

Circle p and eng in the picture below.



B. 數數看：請數數看圖中有幾個 p、eng。

shǔ shǔ kàn qǐng shǔ shǔ kàn tú zhōng yǒu jǐ ge

Count how many p and eng are in the picture above.

p ()

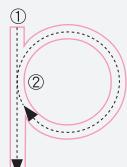
eng ()

C. 寫寫看：請照樣寫出 p、eng。

xiě xiě kān qǐng zhào yàng xiě chū

Write p and eng.

p

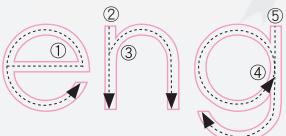


p

eng



eng



Part II

A. 圈圈看：請圈出圖中的 f、you。

quān quān kān qǐng quān chū tú zhōng de

Circle f and you in the picture below.



B. 數數看：請數數看圖中有幾個 f、you。

shǔ shǔ kān qǐng shǔ shǔ kān tú zhōng yǒu jǐ ge

Count how many f and you are in the picture above.

f ()

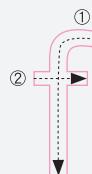
you ()

C. 寫寫看：請照樣寫出 f、you。

xiě xiě kān qǐng zhào yàng xiě chū

Write f and you.

f



f



you

f

f

f

f

f

f

f

f

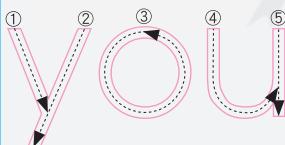
f

f

f

f

you



you

you

you

you

you

you

you

you

Part III

課堂活動：人體拼音

kè tāng huó dòng rén tǐ pīn yīn

Classroom Activity: Body Pinyin

- 每位小朋友各拿一張拼音卡。

měi wéi xiǎo péng yǒu gè ná yì zhāng pīn yīn kǎ

Each student takes a pinyin card.

- 老師念一個生詞，例如：朋友 (péng yǒu)。

lǎo shī niān yí ge shēng cí lì rú péng yǒu

The teacher reads a vocabulary word, such as “péng yǒu” (friend).

- 手拿 p、eng、y、ou 的小朋友需上台依序排好。

shǒu ná de xiǎo péng yǒu xū shàng tái yī xù pái hǎo

The students holding the cards showing these sounds go to the front of the class and line up in the order that the sounds take in the vocabulary word.

- 未於時間內站到正確位置的小朋友需唱一首歌。

wèi yú shí jiān nēi zhān dào zhèng què wéi zhì de xiǎo péng yǒu xū chàng yì shǒu gē

Students who do not line up in the correct order within the given amount of time are to sing a song.

參考生詞 Reference Vocabulary Words

cān kǎo shēng cí

nán shēng

nǚ shēng

lǐ wù

hóu zì

tù zì

sī jī

gǒu

péng yǒu

fáng zì

zhī zhū





初一十五

chū yī shí wǔ



唱詞／蘭陽戲劇團 撰文／孫懿芬

一二三四五六七 (臺語)

一二二三三四五六七 (華語)

一二三四五六七 (臺語)

One two three four five six seven



採歌仔戲的音調，

藉念唱數字熟悉歌

仔戲的曲調。



一 二 三 四 五 六 七 (臺語五) 一 二 三 四 五 六 (臺語六)

1 - 2 - 3 - 4 5 - 6 - 7 (tāi yǔ) 1 - 2 - 3 - 4 - 5 - 6 (tāi yǔ)

七 (華語七) 一 二 三 四 五 六 七 One two
 qī (huá yǔ) 1 - 2 - 3 - 4 5 - 6 - 7 (tāi yǔ)

7 (華語七) 1 - 2 - 3 - 4 5 - 6 - 7 One two

three four five six seven



感謝蘭陽戲劇團提供唱詞授權。

Sing numbers to a Taiwanese Opera melody to familiarize yourself with the tune

Special thanks to the Lan-Yang Taiwanese Opera Company giving permission to use these lyrics.

附錄 : 課文英譯

fù lù kè wén yīng yì

Appendix: Text Translation

Lesson 1 Hello

Hello. I Am Devin Li.

Lesson 2 I Am Seven Years Old

I am seven years old, and he is six years old.

Lesson 3 Mom and Dad

There are three people in my family, my father, my mother, and me.

Lesson 4 Puppy

I have a puppy.

Lesson 5 My Little Sister

Vivian Li is my little sister.



Lesson 6 I Am Devin Li

How are you? I am Devin Li.

I am seven years old.

There are four people in my family, my father, my mother, my little sister, and me.

I have a puppy.

Joe Fang is my good friend.

附錄：注音 · 漢拼單音對照表

Appendix: Monosyllabic Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table

注音	漢拼	注音	漢拼
zhù yīn	pīn yīn	zhù yīn	pīn yīn
ㄅ	b	ㄔ	c
ㄆ	p	ㄈ	s
ㄇ	m	ㄧ	yi/y-/i
ㄈ	f	ㄨ	wu/w-/u
ㄉ	d	ㄩ	yu/y-/ü
ㄊ	t	ㄚ	a
ㄋ	n	ㄛ	o
ㄌ	l	ㄜ	e
ㄍ	g	ㄝ	e
ㄎ	k	ㄞ	ai
ㄏ	h	ㄟ	ei
ㄏ	j	ㄠ	ao
ㄕ	q	ㄡ	ou
ㄒ	x	ㄩ	an
ㄓ	zh	ㄤ	en
ㄔ	ch	ㄦ	ang
ㄕ	sh	ㄮ	eng
ㄖ	r	ㄶ	er
ㄗ	z		

附錄：注音符號・漢語拼音對照表

Appendix: Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table

	ㄏ	ㄐ	ㄑ	ㄒ	ㄓ	ㄔ	ㄕ	ㄖ	ㄔ	ㄔ	ㄙ
ㄏㄚ					ㄓㄚ	ㄔㄚ	ㄕㄚ		ㄔㄚ	ㄔㄚ	ㄙㄚ
ㄏㄜ					ㄓㄜ	ㄔㄜ	ㄕㄜ		ㄔㄜ	ㄔㄜ	ㄙㄜ
ㄏㄞ					ㄓㄞ	ㄔㄞ	ㄕㄞ		ㄔㄞ	ㄔㄞ	ㄙㄞ
ㄏㄞ	hai				zhai	chai	shai		zai	cai	sai
ㄏㄟ	hei				ㄓㄟ		ㄕㄟ		ㄔㄟ		
ㄏㄠ	hao				ㄓㄠ	ㄔㄠ	ㄕㄠ	ㄖㄠ	ㄔㄠ	ㄔㄠ	ㄙㄠ
ㄏㄡ	hou				ㄓㄡ	ㄔㄡ	ㄕㄡ	ㄖㄡ	ㄔㄡ	ㄔㄡ	ㄙㄡ
ㄏㄢ	han				ㄓㄢ	ㄔㄢ	ㄕㄢ	ㄖㄢ	ㄔㄢ	ㄔㄢ	ㄙㄢ
ㄏㄣ	hen				ㄓㄣ	ㄔㄣ	ㄕㄣ	ㄖㄣ	ㄔㄣ	ㄔㄣ	ㄙㄣ
ㄏㄤ	hang				ㄓㄤ	ㄔㄤ	ㄕㄤ	ㄖㄤ	ㄔㄤ	ㄔㄤ	ㄙㄤ
ㄏㄥ	heng				ㄓㄥ	ㄔㄥ	ㄕㄥ	ㄖㄥ	ㄔㄥ	ㄔㄥ	ㄙㄥ
	ㄩㄧ	ㄑㄧ	ㄒㄧ								
	ji	qi	xi								
	ㄩㄧㄚ	ㄑㄧㄚ	ㄒㄧㄚ								
	jia	qia	xia								
	ㄩㄧㄝ	ㄑㄧㄝ	ㄒㄧㄝ								
	jie	qie	xie								

Ini- Finals	ㄅ	ㄆ	ㄇ	ㄈ	ㄉ	ㄊ	ㄋ	ㄌ	ㄍ	ㄎ
ㄧㄠ yao/-iao	ㄩ一ㄠ biao	ㄩ一ㄠ piao	ㄇ一ㄠ miao		ㄉ一ㄠ diao	ㄉ一ㄠ tiao	ㄩ一ㄠ niao	ㄌ一ㄠ liao		
ㄧㄡ you/-iou			ㄇ一ㄡ miu		ㄉ一ㄡ diu		ㄩ一ㄡ niu	ㄌ一ㄡ liu		
ㄧㄢ yan/-ian	ㄩ一ㄢ bian	ㄩ一ㄢ pian	ㄇ一ㄢ mian		ㄉ一ㄢ dian	ㄉ一ㄢ tian	ㄩ一ㄢ nian	ㄌ一ㄢ lian		
ㄧㄣ yin/-in	ㄩ一ㄣ bin	ㄩ一ㄣ pin	ㄇ一ㄣ min				ㄩ一ㄣ nin	ㄌ一ㄣ lin		
ㄧㄤ yang/-iang							ㄩ一ㄤ niang	ㄌ一ㄤ liang		
ㄧㄥ ying/-ing	ㄩ一ㄥ bing	ㄩ一ㄥ ping	ㄇ一ㄥ ming		ㄉ一ㄥ ding	ㄉ一ㄥ ting	ㄩ一ㄥ ning	ㄌ一ㄥ ling		
ㄨ wu/-u	ㄩㄨ bu	ㄩㄨ pu	ㄇㄨ mu	ㄈㄨ fu	ㄉㄨ du	ㄉㄨ tu	ㄩㄨ nu	ㄌㄨ lu	ㄍㄨ gu	ㄎㄨ ku
ㄨㄚ wa/-ua									ㄍㄨㄚ gua	ㄎㄨㄚ kua
ㄨㄛ wo/-uo					ㄉㄨㄛ duo	ㄉㄨㄛ tuo	ㄩㄨㄛ nuo	ㄌㄨㄛ luo	ㄍㄨㄛ guo	ㄎㄨㄛ kuo
ㄨㄞ wai/-uai									ㄍㄨㄞ guai	ㄎㄨㄞ kuai
ㄨㄟ wei/-ui					ㄉㄨㄟ dui	ㄉㄨㄟ tui			ㄍㄨㄟ gui	ㄎㄨㄟ kui
ㄨㄢ wan/-uan					ㄉㄨㄢ duan	ㄉㄨㄢ tuan	ㄩㄨㄢ nuan	ㄌㄨㄢ luan	ㄍㄨㄢ guan	ㄎㄨㄢ kuan
ㄨㄣ wen/-un					ㄉㄨㄣ dun	ㄉㄨㄣ tun		ㄌㄨㄣ lun	ㄍㄨㄣ gun	ㄎㄨㄣ kun
ㄨㄤ wang/-uang									ㄍㄨㄤ guang	ㄎㄨㄤ kuang
ㄨㄥ weng/-ong					ㄉㄨㄥ dong	ㄉㄨㄥ tong	ㄩㄨㄥ nong	ㄌㄨㄥ long	ㄍㄨㄥ gong	ㄎㄨㄥ kong
ㄩ yu/-ü							ㄩㄩ nü	ㄌㄩ lü		
ㄩㄝ yue/-üe							ㄩㄝㄜ nüe	ㄌㄩㄝ lüe		
ㄩㄢ yuan/-üan								ㄌㄩㄢ lüan		
ㄩㄣ yun/-ün										
ㄩㄥ yong/-iong										

	ㄏ	ㄐ	ㄑ	ㄒ	ㄓ	ㄔ	ㄕ	ㄖ	ㄗ	ㄘ	ㄙ
	h	j	q	x	zh	ch	sh	r	z	c	s
	ㄩ一ㄾ	ㄑ一ㄾ	ㄒ一ㄾ								
	jiao	qiao	xiao								
	ㄩ一ㄡ	ㄑ一ㄡ	ㄒ一ㄡ								
	jiu	qiu	xiu								
	ㄩ一ㄦ	ㄑ一ㄦ	ㄒ一ㄦ								
	jian	qian	xian								
	ㄩ一ㄣ	ㄑ一ㄣ	ㄒ一ㄣ								
	jin	qin	xin								
	ㄩ一ㄤ	ㄑ一ㄤ	ㄒ一ㄤ								
	jiang	qiang	xiang								
	ㄩ一ㄥ	ㄑ一ㄥ	ㄒ一ㄥ								
	jing	qing	xing								
ㄏㄨ				ㄓㄨ	ㄔㄨ	ㄕㄨ	ㄖㄨ	ㄗㄨ	ㄔㄨ	ㄙㄨ	
ㄏㄨㄚ				ㄓㄨㄚ	ㄔㄨㄚ	ㄕㄨㄚ					
ㄏㄨㄛ				ㄓㄨㄛ	ㄔㄨㄛ	ㄕㄨㄛ	ㄖㄨㄛ	ㄗㄨㄛ	ㄔㄨㄛ	ㄙㄨㄛ	
ㄏㄨㄞ				ㄓㄨㄞ	ㄔㄨㄞ	ㄕㄨㄞ					
ㄏㄨㄞ				ㄓㄨㄞ	ㄔㄨㄞ	ㄕㄨㄞ					
ㄏㄨㄟ				ㄓㄨㄟ	ㄔㄨㄟ	ㄕㄨㄟ	ㄖㄨㄟ	ㄗㄨㄟ	ㄔㄨㄟ	ㄙㄨㄟ	
ㄏㄨㄢ				ㄓㄨㄢ	ㄔㄨㄢ	ㄕㄨㄢ	ㄖㄨㄢ	ㄗㄨㄢ	ㄔㄨㄢ	ㄙㄨㄢ	
ㄏㄨㄣ				ㄓㄨㄣ	ㄔㄨㄣ	ㄕㄨㄣ	ㄖㄨㄣ	ㄗㄨㄣ	ㄔㄨㄣ	ㄙㄨㄣ	
ㄏㄨㄤ				ㄓㄨㄤ	ㄔㄨㄤ	ㄕㄨㄤ					
ㄏㄨㄤ				ㄓㄨㄤ	ㄔㄨㄤ	ㄕㄨㄤ					
ㄏㄨㄥ				ㄓㄨㄥ	ㄔㄨㄥ	ㄕㄨㄥ	ㄖㄨㄥ	ㄗㄨㄥ	ㄔㄨㄥ	ㄙㄨㄥ	
	ㄩㄯ	ㄑㄯ	ㄒㄯ								
	jü	qü	xü								
	ㄩㄯㄝ	ㄑㄯㄝ	ㄒㄯㄝ								
	jüe	qüe	xüe								
	ㄩㄯㄢ	ㄑㄯㄢ	ㄒㄯㄢ								
	jüan	qüan	xüan								
	ㄩㄯㄣ	ㄑㄯㄣ	ㄒㄯㄣ								
	jün	qün	xün								
	ㄩㄯㄥ	ㄑㄯㄥ	ㄒㄯㄥ								
	jiong	qiong	xiong								





學華語向前走 入門冊

●初版編輯群

編輯委員：方麗娜、江惜美、李碧霞、周少蘋、林能恭、信世昌、翁玲玲、彭妮絲、
曾金金、盧毓文（按姓氏筆畫排列）

執行編輯：孫懿芳（召集人）、曹靜儀、陳品琦、楊千炤（依姓氏筆畫排列）

行政編輯 / 英文翻譯：陳品琦 / 麥哲恩

海外諮詢委員：吳黎明（法國）、林宛芊（美國）、林伊瑩（澳洲）、洪淑瓊（澳洲）、
張心薇（美國）、陳安東（美國）、曹志芳（荷蘭）、曾秀芳（美國）、
楊瑾玲（澳洲）、葉憲年（加拿大）、閻穎（英國）、劉桂蓮（德國）、
鄭淑貞（美國）、魏瑞琴（美國）（按姓氏筆畫排列）

●修訂編審群

執行編輯：方麗娜、江惜美、孫懿芳、曹靜儀、曾金金（按姓氏筆畫排列）

行政編輯 / 英文修潤：楊傳郁、簡誌億 / 范大龍

海外編修審查委員：朱小蓉（美國）、張玉玲（美國）、陳惠美（法國）、
曾春梅（澳洲）、曾景炤（美國）、黃思華（菲律賓）、
詹鈞雯（多明尼加）（按姓氏筆畫排列）

出版機關：中華民國僑務委員會

地址 / 電話：臺北市徐州路五號十六樓 / (02)2327-2600

網 址：<http://www.ocac.gov.tw>

電子出版品說明：本書電子版本及語音檔刊載於全球華文網(www.huayuworld.org)

美編設計：加斌有限公司

承 印：

定 價：新臺幣200元（A、B本不拆售）

出版年月：中華民國一〇六年四月初版

中華民國一〇七年十二月二版

版（刷）次：中華民國一〇七年十二月二版一刷

GPN：1010702476 ISBN：9789860580228

第二課（一）

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

女、メ、ヲ

リ、一、ヌ

女、尤、メ、己

リ、一、セ

く、一



第二課（二）

課堂活動：翻牌遊戲

Classroom Activity: Card Flip



く
一
ヌ

ム
メ
ヘ

ム

メ
ヘ

メ
カ
タ

メ
ヘ



第二課（三）

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

tā

tù zi

tāng guǒ

jiǔ

jiě jie

qī



第二課（四）

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

qì qiú

suì

sì

wǒ

wàipó

wǔ



第三課（一）

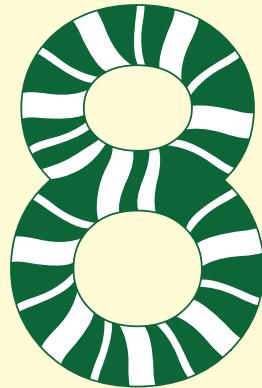
課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards



ㄅ
ㄙ
Y`
Ȳ

bà
ba



ㄅ
ㄙ
Y`
Ȳ

bā



ㄇ
ㄙ
Y`
Ȳ

mā
ma



ㄇ
ㄙ
Y`
Ȳ

mèi
mei



第三課（二）

課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards



ㄍㄜ
gē



ㄍㄨ
gū



ㄖㄣ
rén



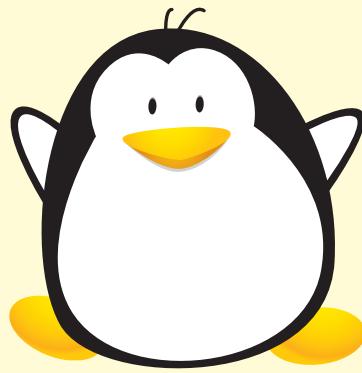
ㄖㄜ
rè



第三課（三）

課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards



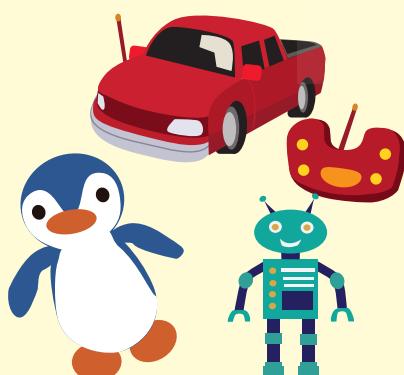
ㄑ、ㄝ

qì é



ㄙ

sān



ㄨ、ㄩ、ㄩ、

wán jù



ㄩ、ㄩ、

shēng rì



第五課（一）

課堂活動：蘿蔔蹲

Classroom Activity: The Daikon Squat

ケ
ユ
・
ル
ユ

口
ユ
・
ル
ユ

ㄍ
さ
・
ㄅ
さ

ㄉ
一
・
ㄉ
一
ㄉ
せ
✓
ㄉ
せ

ㄉ
一
・
ㄉ
一

ㄇ
へ
・
ㄇ
へ



mā ma

bà ba

jiě jie

gē ge

mèi mei

dì di



第五課（二）

課堂活動：蘿蔔蹲

Classroom Activity: The Daikon Squat

戸 戸
メ' メ

《 《
メ メ

メ' エ' エ'
カ' カ'

弓 弓
カ' カ'



gū gu

shú shu

nǎi nai

wàì pó



第六課（一）

課堂活動：人體注音 / 人體拼音

Classroom Activity: Body Bopomofo / Body Pinyin

ㄅ

ㄉ

ㄇ

ㄔ

ㄎ

ㄈ

ㄆ

ㄊ

ㄋ





m

p

b

t

d

f

g

l

n



第六課（二）

課堂活動：人體注音 / 人體拼音

Classroom Activity: Body Bopomofo / Body Pinyin

ㄅ

ㄏ

ㄤ

ㄉ

ㄊ

ㄓ

ㄔ

ㄏ

ㄖ





j

h

k

zh

x

q

r

sh

ch



第六課（三）

課堂活動：人體注音 / 人體拼音

Classroom Activity: Body Bopomofo / Body Pinyin

ㄈ

ㄔ

ㄆ

ㄧ

ㄨ

ㄤ

ㄚ

ㄛ

ㄜ





s

c

z

yu/



wu/

yi/

y-/ -ü w-/ -u y-/ -i

e

o

a



第六課（四）

課堂活動：人體注音 / 人體拼音

Classroom Activity: Body Bopomofo / Body Pinyin

ㄜ

ㄞ

ㄡ

ㄢ

ㄤ





ou ai e
eng an





Let's Learn Chinese



中華民國僑務委員會
Overseas Community Affairs Council, R.O.C.(Taiwan)

班級	<hr/>
學生姓名	<hr/>
教師姓名	<hr/>

ISBN 978-986-05-8022-8



9 7 8 9 8 6 0 5 8 0 2 2 8