

入門冊

注音符號版



學華語向前走



Let's Learn Chinese

入門冊

課本 Textbook A

注音符號版



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録^カ

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語音檔請至「全球華文網」下載，

網址 www.huayuworld.org/upload/epaper/106/index.html



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



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.

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，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 is available in 2 versions of 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

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一

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第一課 你好

你 好

你 好



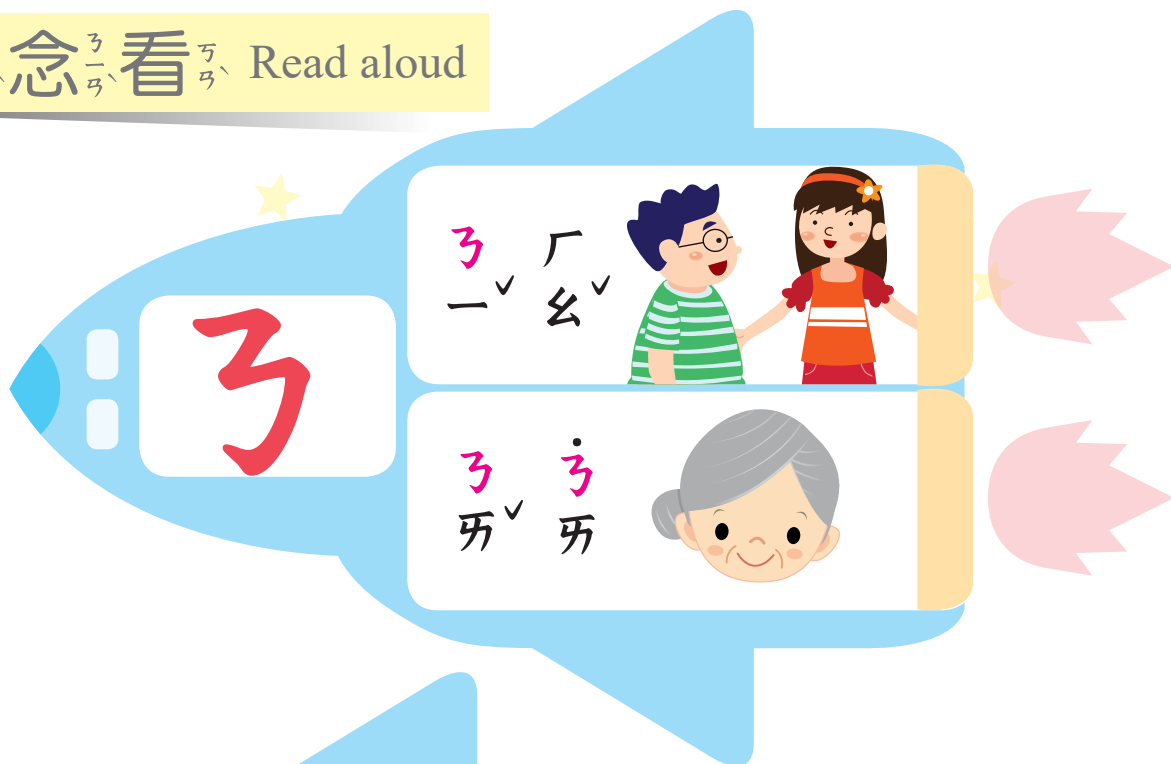
生詞 Vocabulary Words

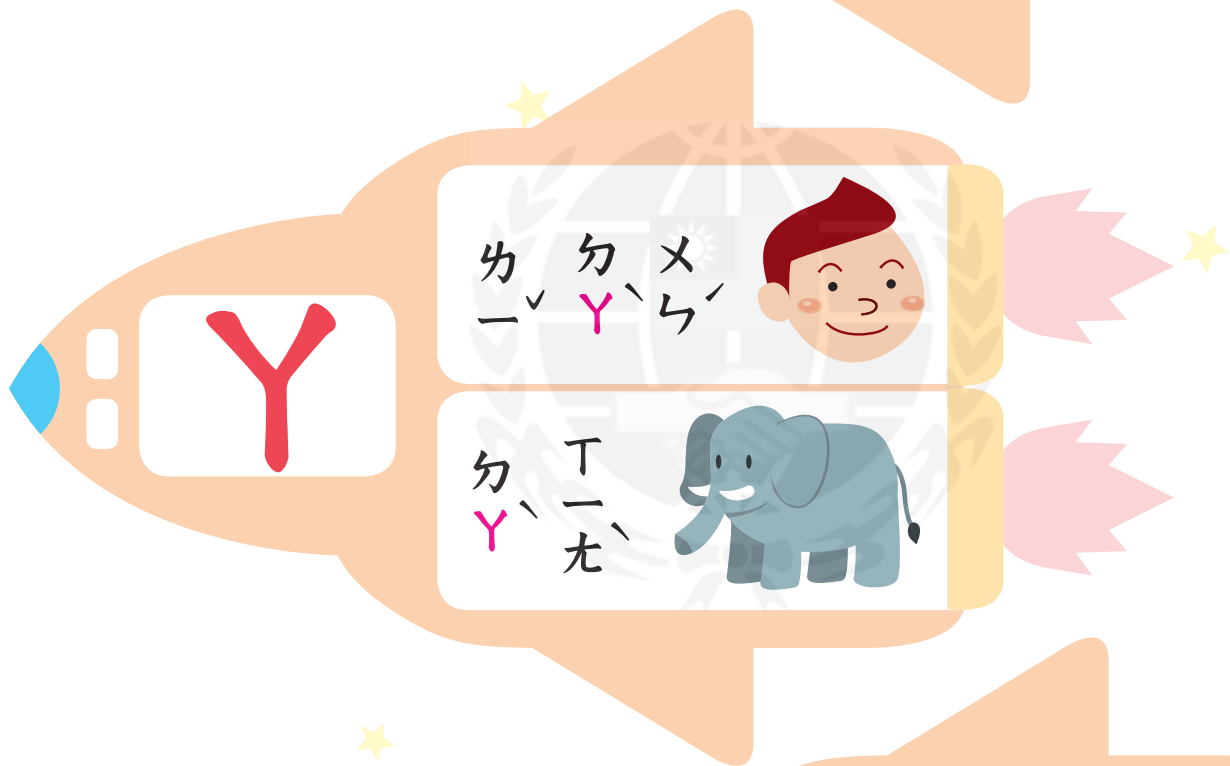
你 好

你 好



念^{ㄋㄣˋ}念^{ㄋㄣˋ}看^{ㄎㄢˋ} Read aloud







ㄅ ㄆ ,

ㄇ ㄏ ㄌ ㄎ ㄣ 。

ㄅ ㄆ ,

ㄇ ㄏ ㄣ ㄌ 。

ㄅ ㄆ ,

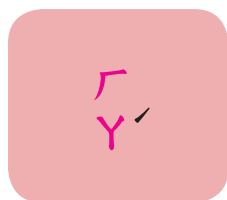
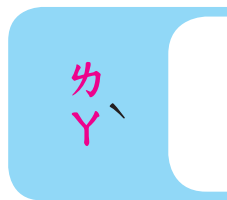
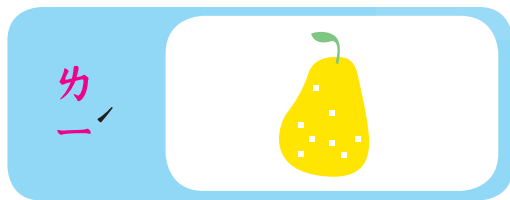
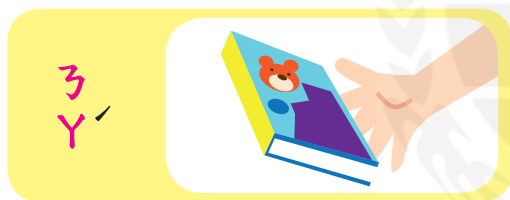
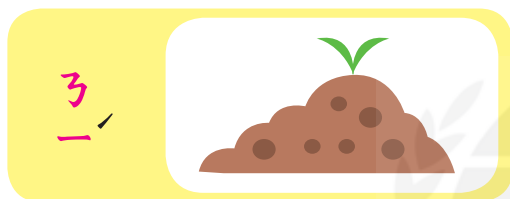
ㄇ ㄏ ㄌ ㄎ ㄣ 。

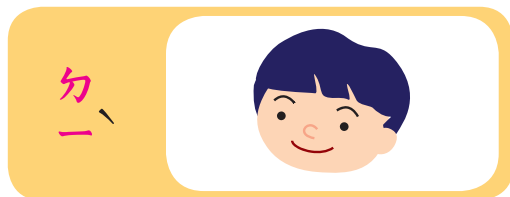
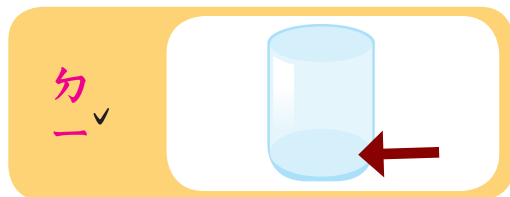
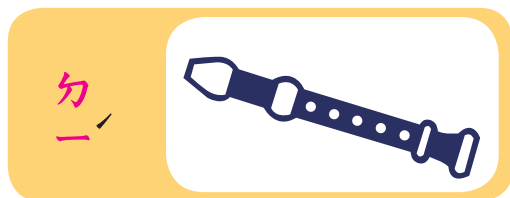
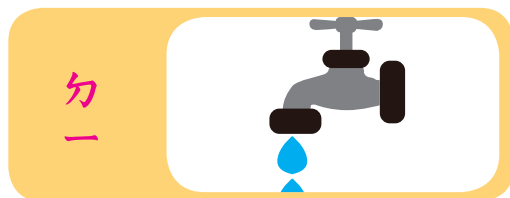
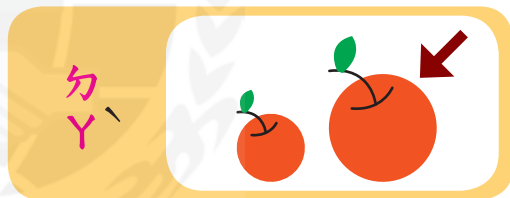
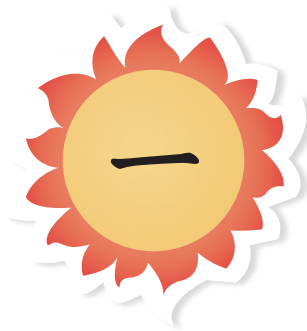




拼 拼 看 Write out

請 聽 音 檔 跟 著 念
一 次 。 Listen and repeat.





練習 Exercise

Part I

A. 圈圈看：請圈出圖中的ㄋ、ㄣ、ㄥ。 Circle ㄋ, ㄣ and ㄥ in the picture below.



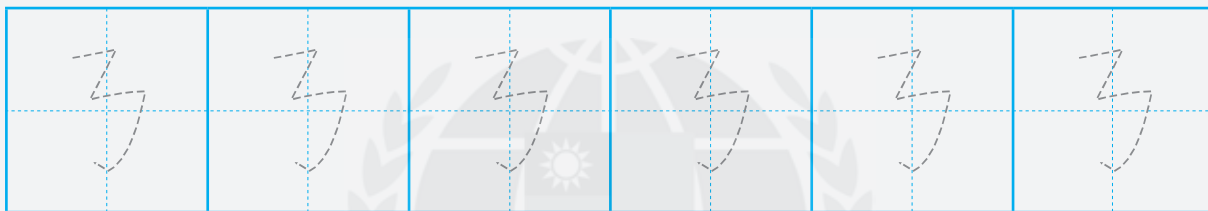
B. 數數看：請數數圖中有幾個ㄋ、ㄣ、ㄥ。 Count how many ㄋ, ㄣ and ㄥ are in the picture above.

ㄋ () ㄣ () ㄥ ()

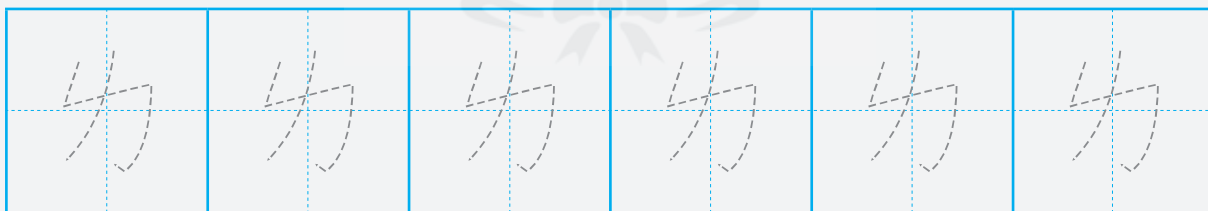
C. 寫^ㄩ寫^ㄩ看^ㄎ：請^ㄑ照^ㄓ樣^ㄧ寫^ㄩ出^ㄨㄋ、ㄌ、ㄈ。

Write ㄋ, ㄌ and ㄈ.

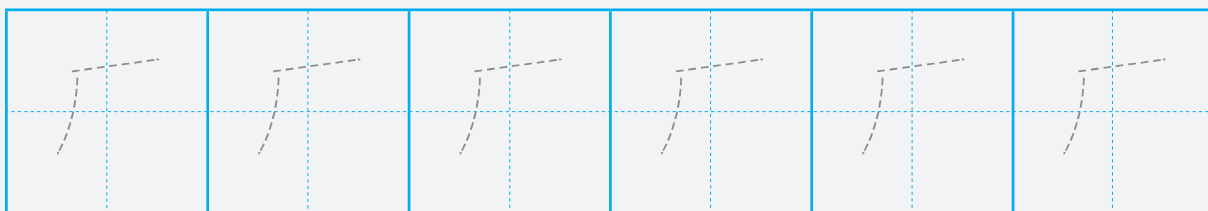
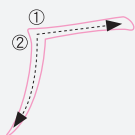
ㄋ



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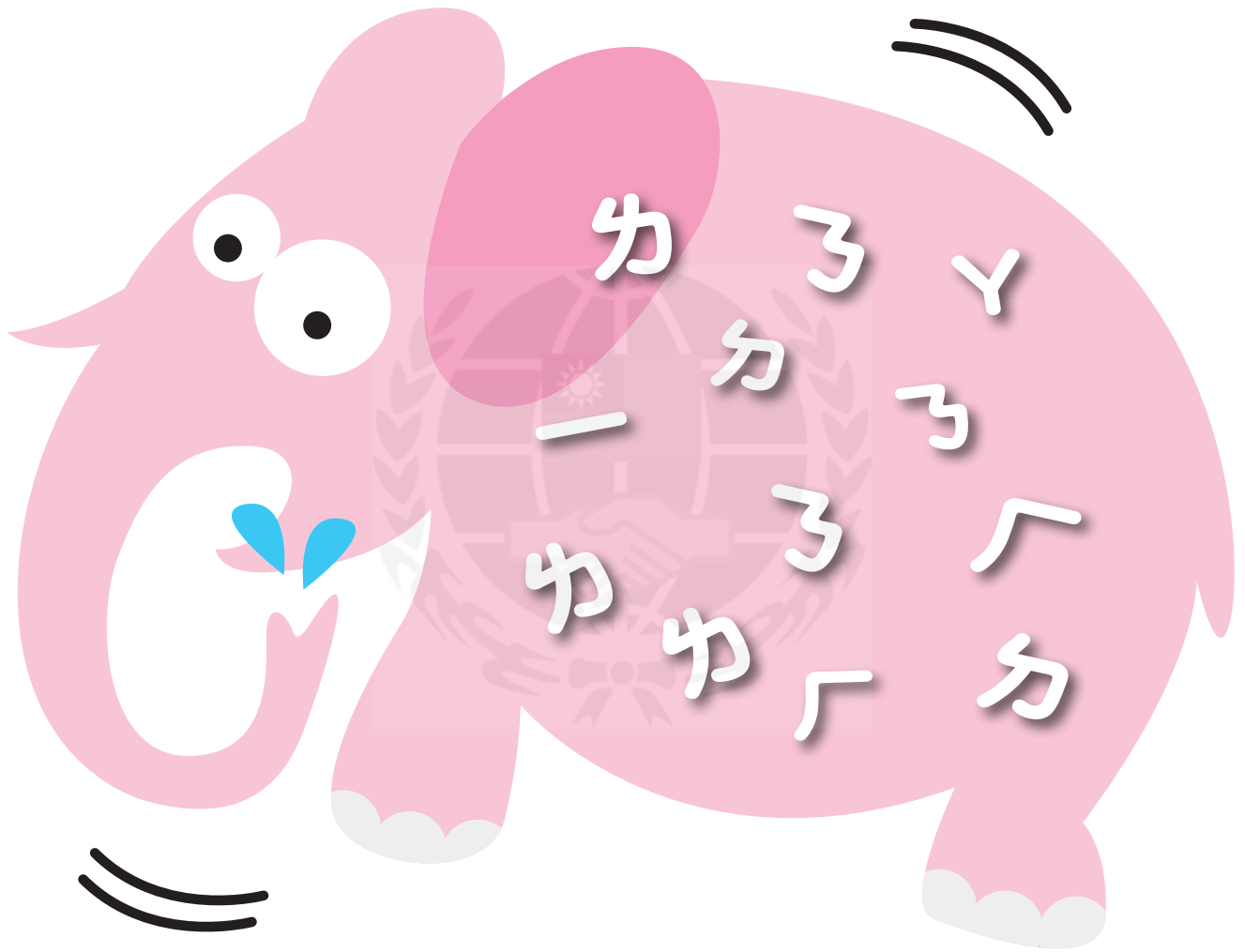


ㄈ



Part II

- A. 圈^く圈^く看^み：請^く圈^く出^だ圖^ず中^{ちゅう}的^のㄉㄛ、ㄚ、一。 Circle ㄉㄛ, ㄚ and 一 in the picture below.

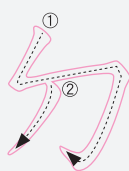


- B. 數^す數^す看^み：請^く數^す數^す看^み圖^ず中^{ちゅう}有^あ幾^{いく}個^こㄉㄛ、ㄚ、一。 Count how many ㄉㄛ, ㄚ and 一 are in the picture above.

ㄉㄛ () ㄚ () 一 ()

C. 寫^ㄩ寫^ㄩ看^ㄔ：請^ㄎ照^ㄙ樣^ㄩ寫^ㄩ出^ㄩㄉ、ㄚ、一。

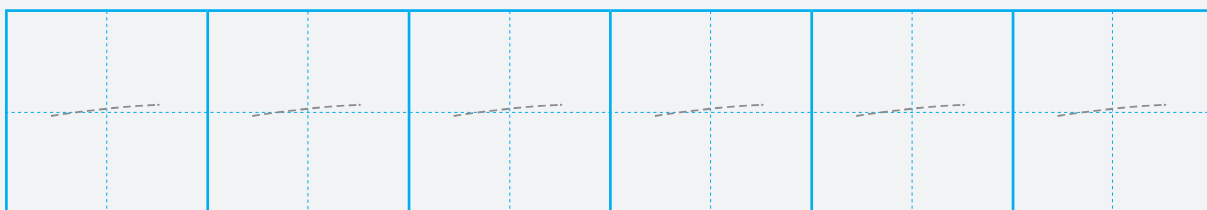
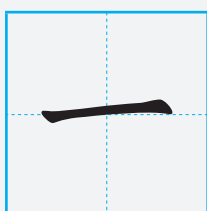
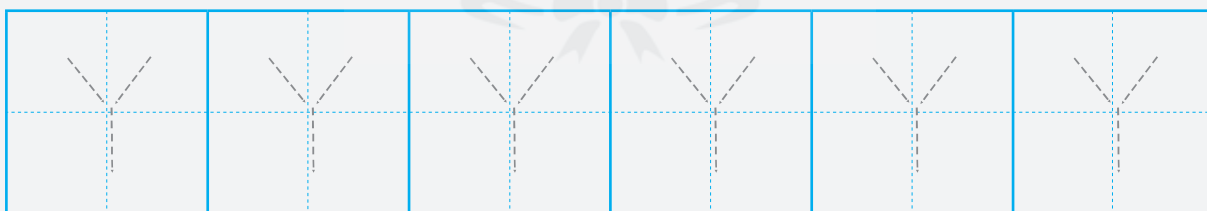
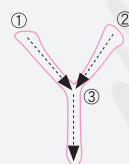
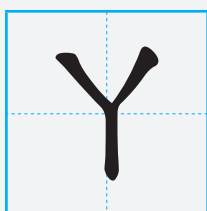
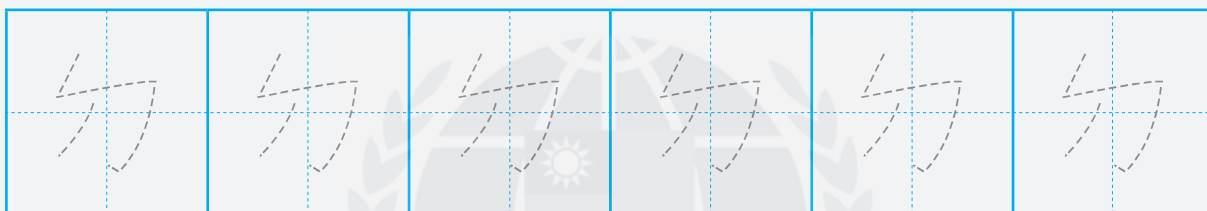
Write ㄉ, ㄚ and 一.



ㄉ

ㄚ

一



Part III 課堂活動：發音炸彈



Classroom Activity: Pronunciation Bomb

1. 老師念本課生詞，如果該生詞含有聲母ㄗ，則學生須舉起雙手。

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

2. 如果該生詞不含聲母ㄗ，則學生不能有反應。

If a word does not contain the sound ㄗ, 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。

If the teacher says "Hello", students are to stand up.

4. ㄗ可以抽換為ㄌ、ㄆ、ㄋ、ㄣ、一。
ㄌ, ㄆ, ㄋ, ㄣ, and 一 can be used in place of ㄗ.

參考生詞 Reference Vocabulary Words

ㄗ
一

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第^二課

我^七歳

メ^七 く ム^七 ,

女^七 カ^七 ム^七 。

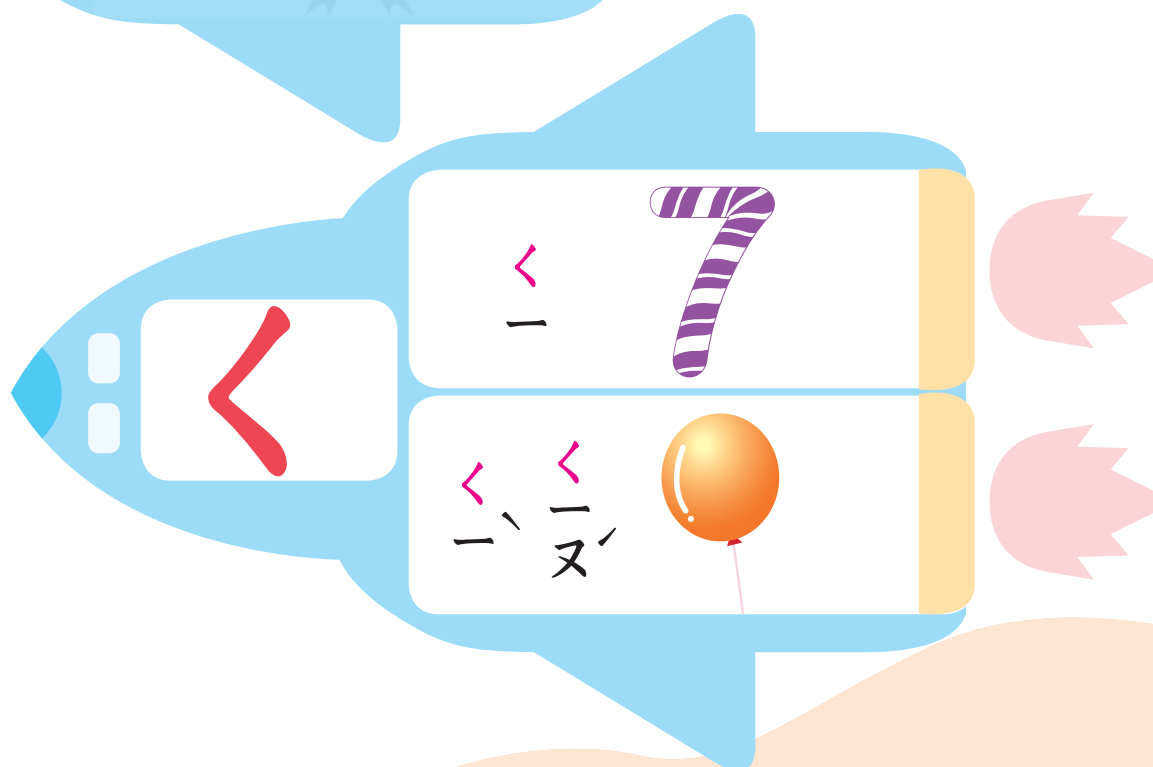
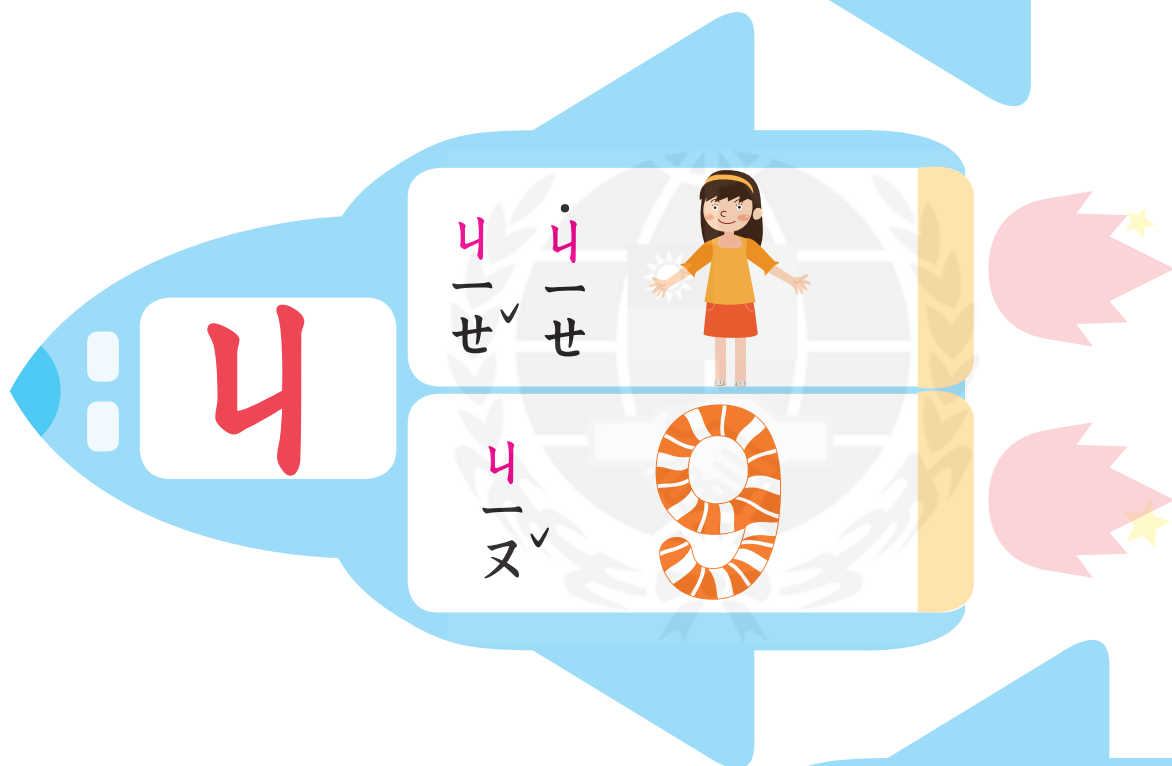


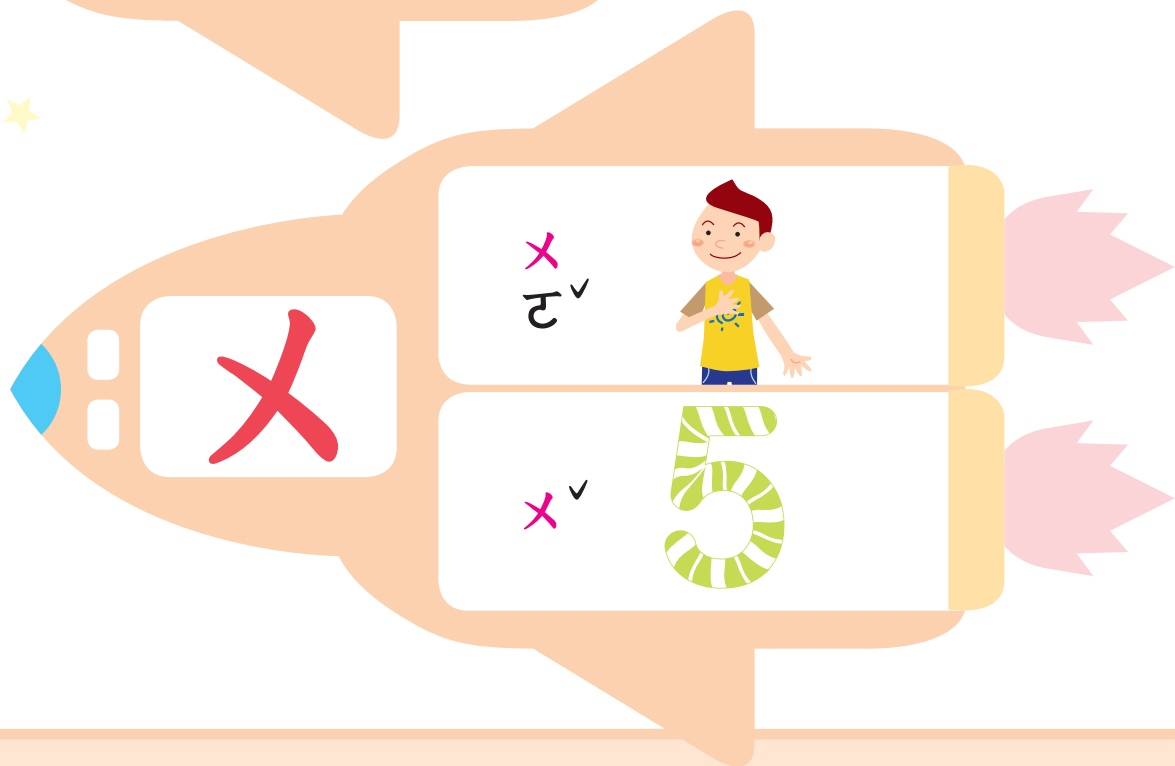
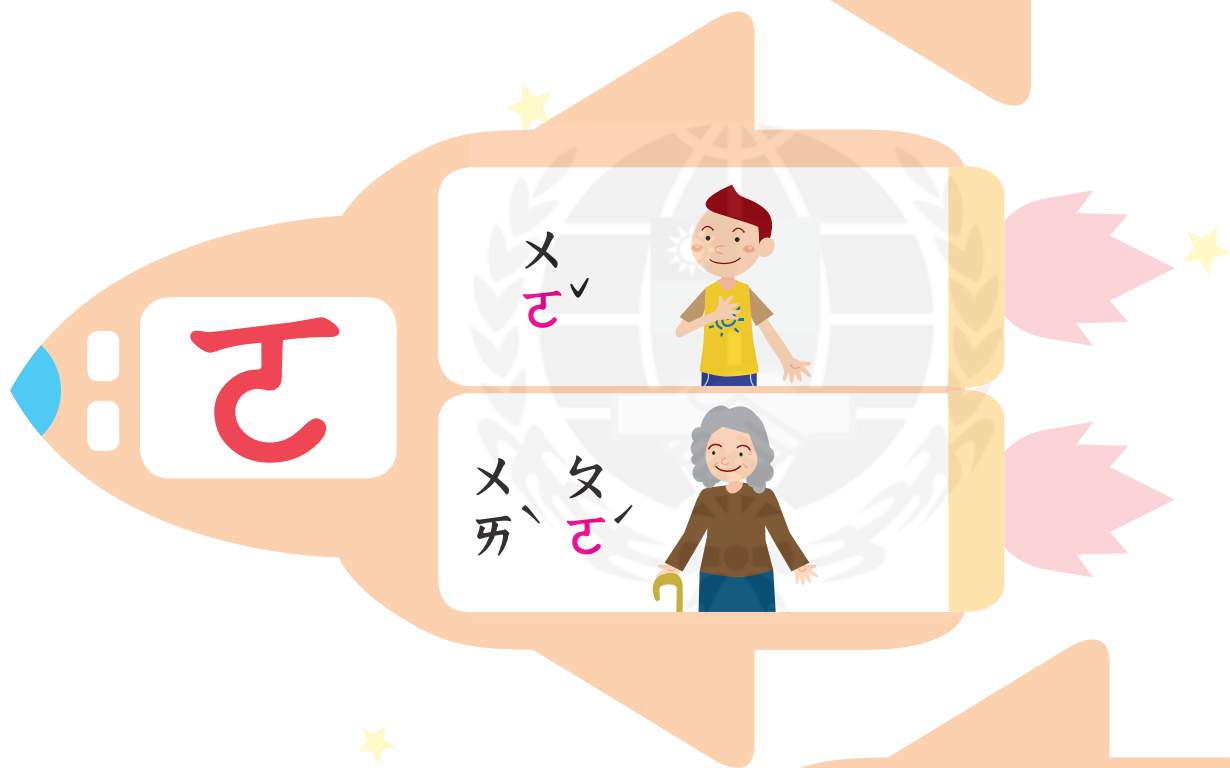
生^七詞^七 Vocabulary Words

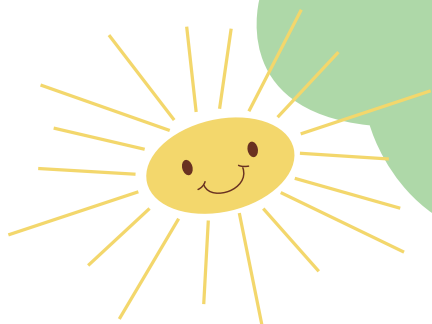
メ^七 く ム^七 女^七



念^{ㄋㄧㄢˋ}念^{ㄋㄧㄢˋ}看^{ㄎㄢˋ} Read aloud







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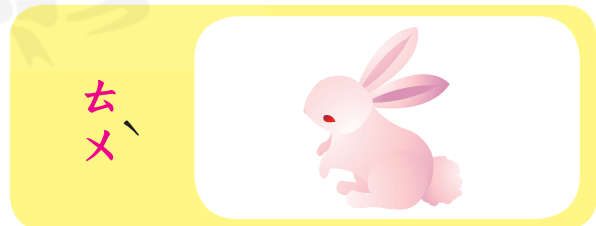
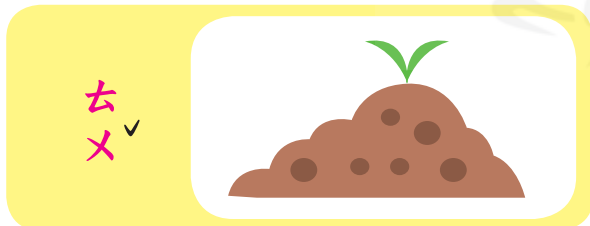
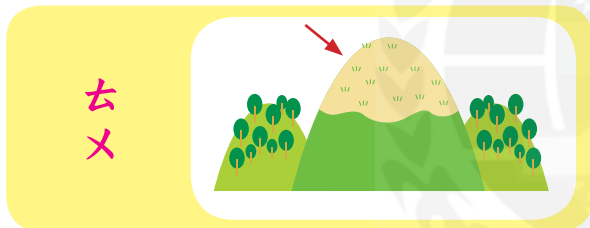
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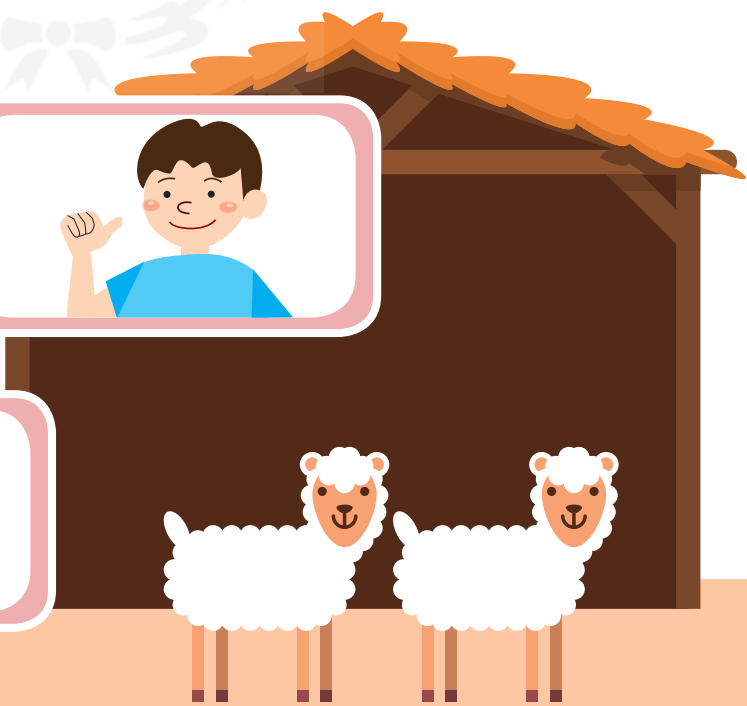
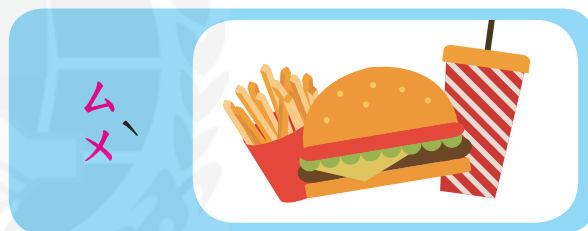
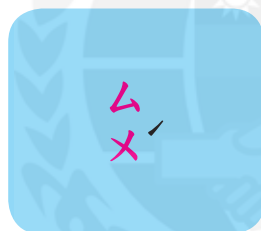
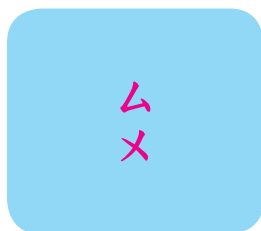
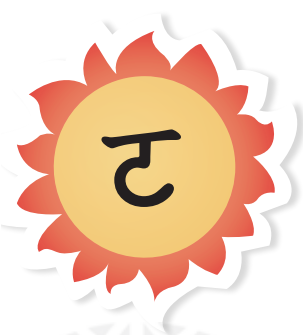
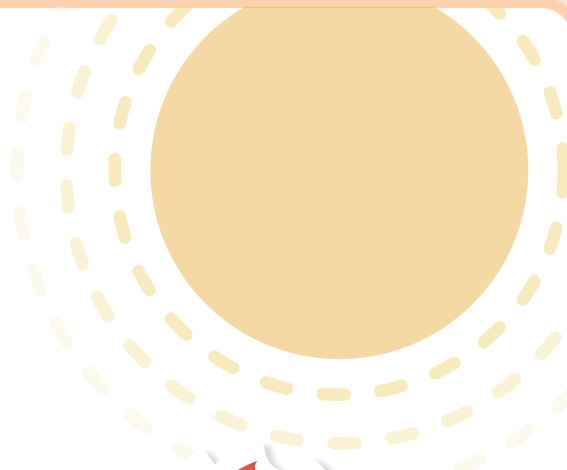




拼拼看 Write out

請聽音檔跟著念一次。 Listen and repeat.

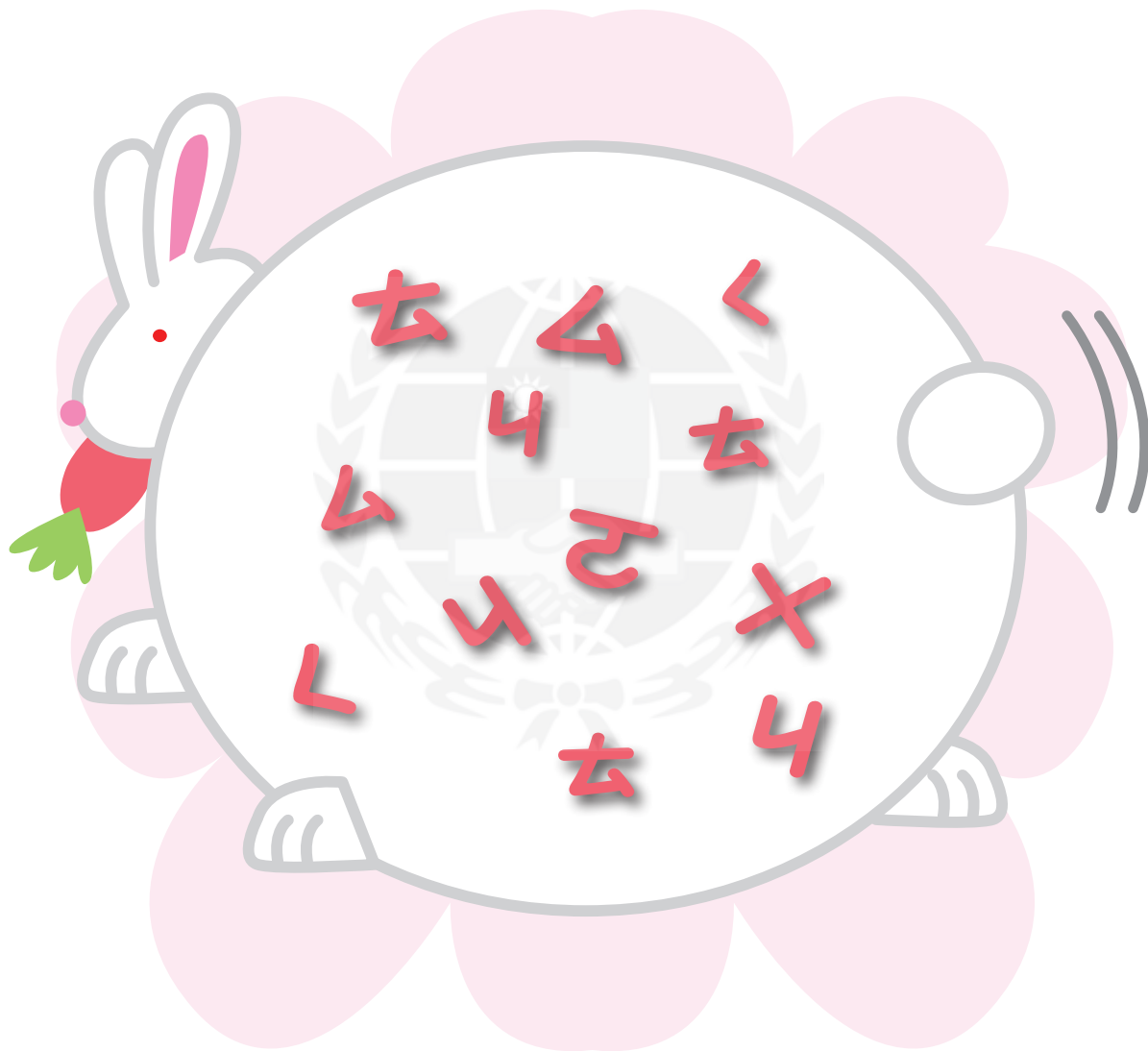




練習 Exercise

Part I

A. 圈圈看：請圈出圖中的ㄣ、ㄣ、
 ㄣ。 Circle ㄣ, ㄣ and ㄣ in the picture below.

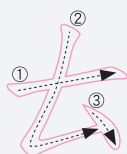


B. 數數看：請數數看圖中有幾個
 ㄣ、ㄣ、ㄣ。 Count how many ㄣ, ㄣ and ㄣ are in the
 picture above.

ㄣ () ㄣ () ㄣ ()

C. 寫_ㄩ寫_ㄩ看_ㄔ：請_ㄎ照_ㄘ樣_ㄩ寫_ㄩ出_ㄩㄣ、ㄣ、ㄣ。
Write ㄣ, ㄣ and ㄣ.

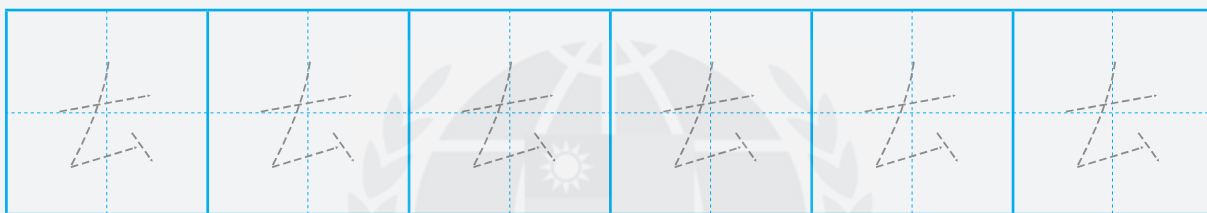
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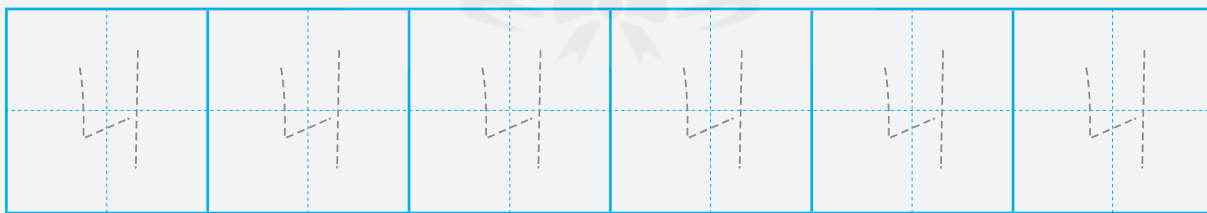
ㄣ

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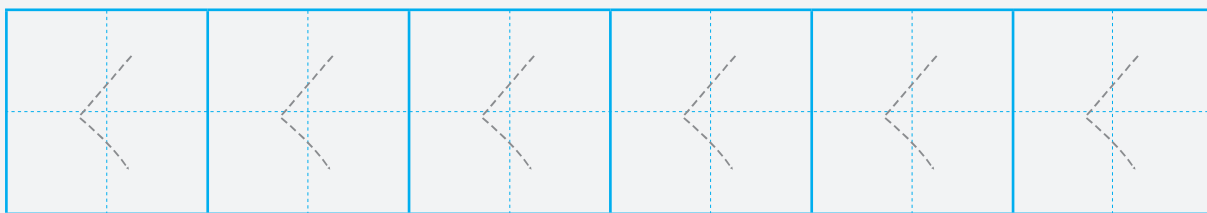
ㄣ



ㄣ



ㄣ



Part II

- A. 圈^く圈^く看^み：請^く圈^く出^だ圖^ち中^ち的^のム、ㄣ、
メ。 Circle ム, ㄣ and メ in the picture below.

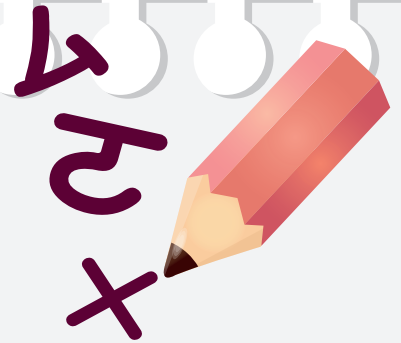
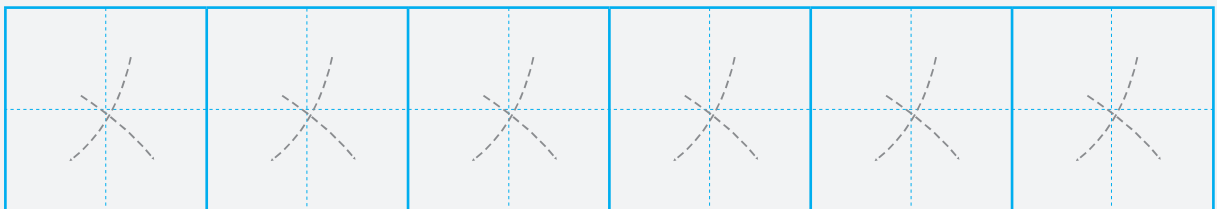
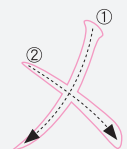
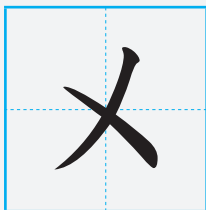
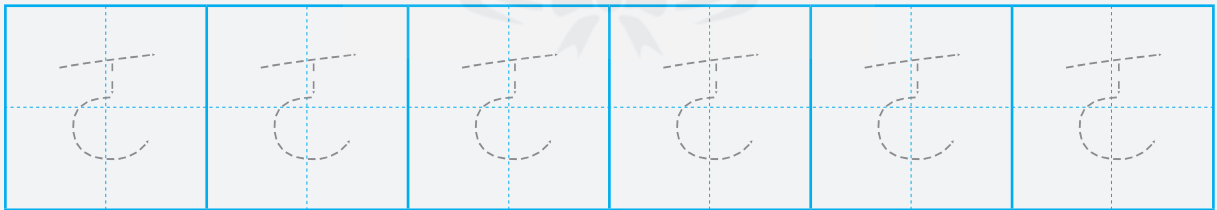
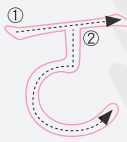
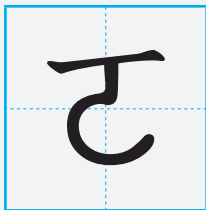
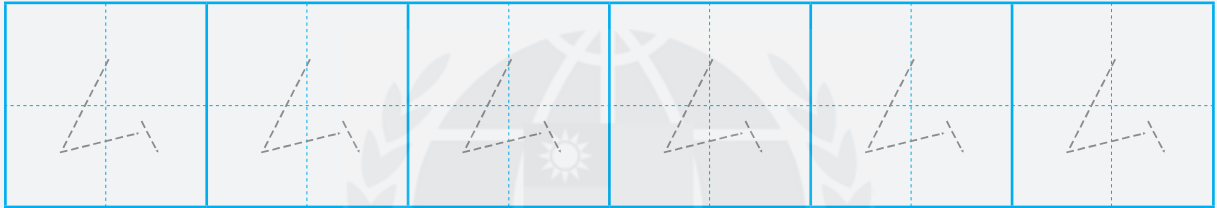
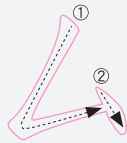
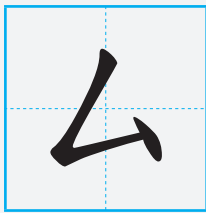


- B. 數^か數^か看^み：請^く數^か數^か看^み圖^ち中^ち有^あ幾^{いく}個^こ
ム、ㄣ、メ。 Count how many ム, ㄣ and メ are in the
picture above.

ム () ㄣ () メ ()

C. 寫^ㄩ寫^ㄣ看^ㄛ：請^ㄎ照^ㄙ樣^ㄩ寫^ㄩ出^ㄩム、ㄣ、ㄩ。

Write ム, ㄣ and ㄩ.



Part III 課堂活動：翻牌遊戲 Classroom Activity: Card Flip

1. 將生字卡沿虛線剪下。每人有12張生字卡。
Remove the vocabulary words by cutting along the dotted lines. Each students takes 12 flash cards.
2. 兩人一組，將24張生字卡排成6 x 4的長方形，有生詞的那一面在下。
Students are to pair up. They are to arrange their 24 flash cards face down in a 6 x 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.
4. 翻到兩張一樣的生字卡可以得一分，而且可以再翻一次。翻到不一樣生字卡，要把生字卡蓋回去，由另一個同學翻。
Each times 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。
When all of the cards are turned over, the student with the most points wins.



第三課
爸爸媽媽

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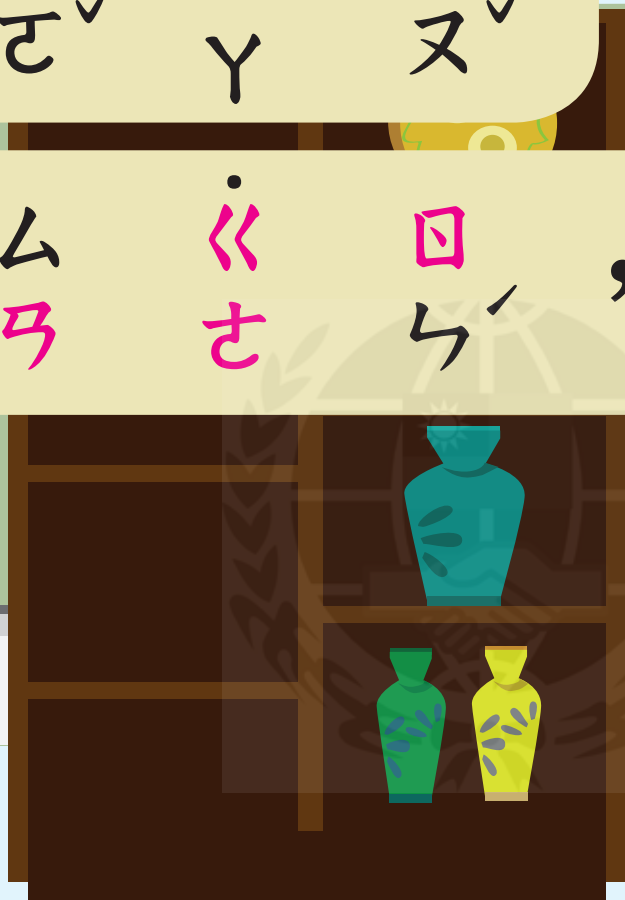


第^カ三^ム課^カ

爸^ヤ爸^ヤ媽^バ媽^バ

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エ ヲ ヌ

ム ム[・] 日[・]
ヲ 古[・] ラ[・] ,



生^ア詞^ム Vocabulary Words

ム
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ム[・]
古[・]

日[・]
ラ[・]

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Y Y

ㄣ ㄣˊ ㄣˊ ㄣˊ
Y Y Y Y

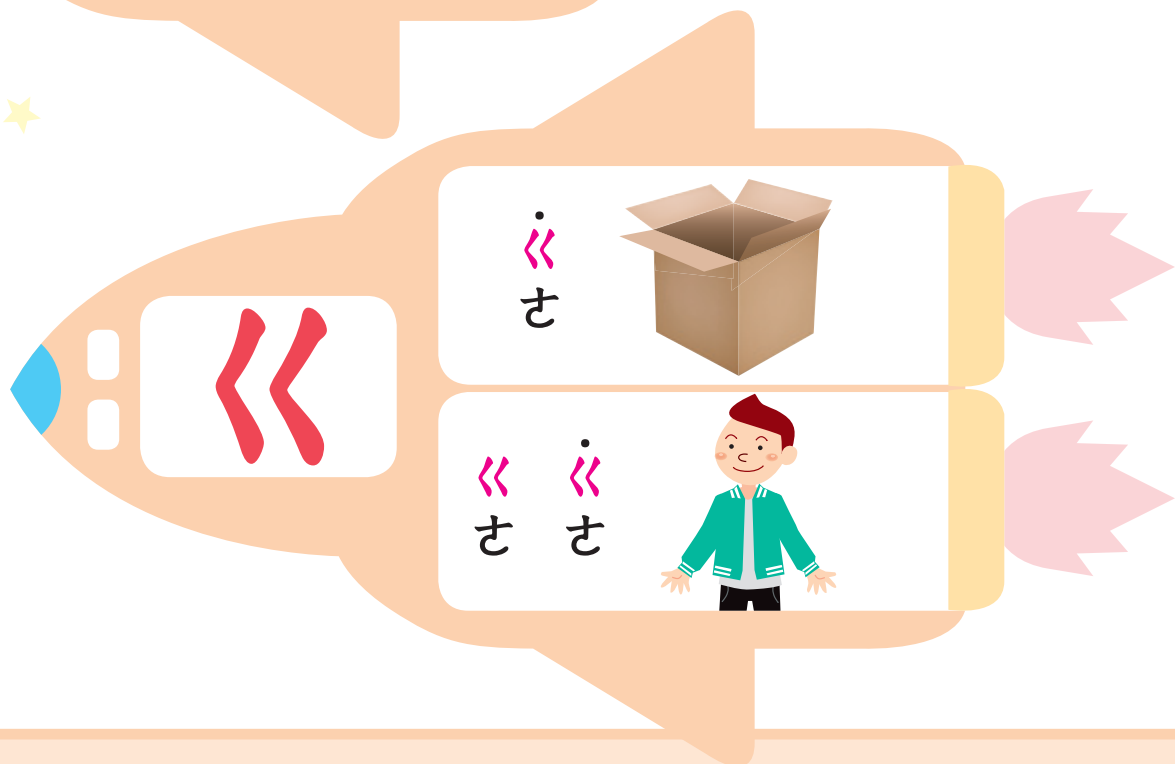
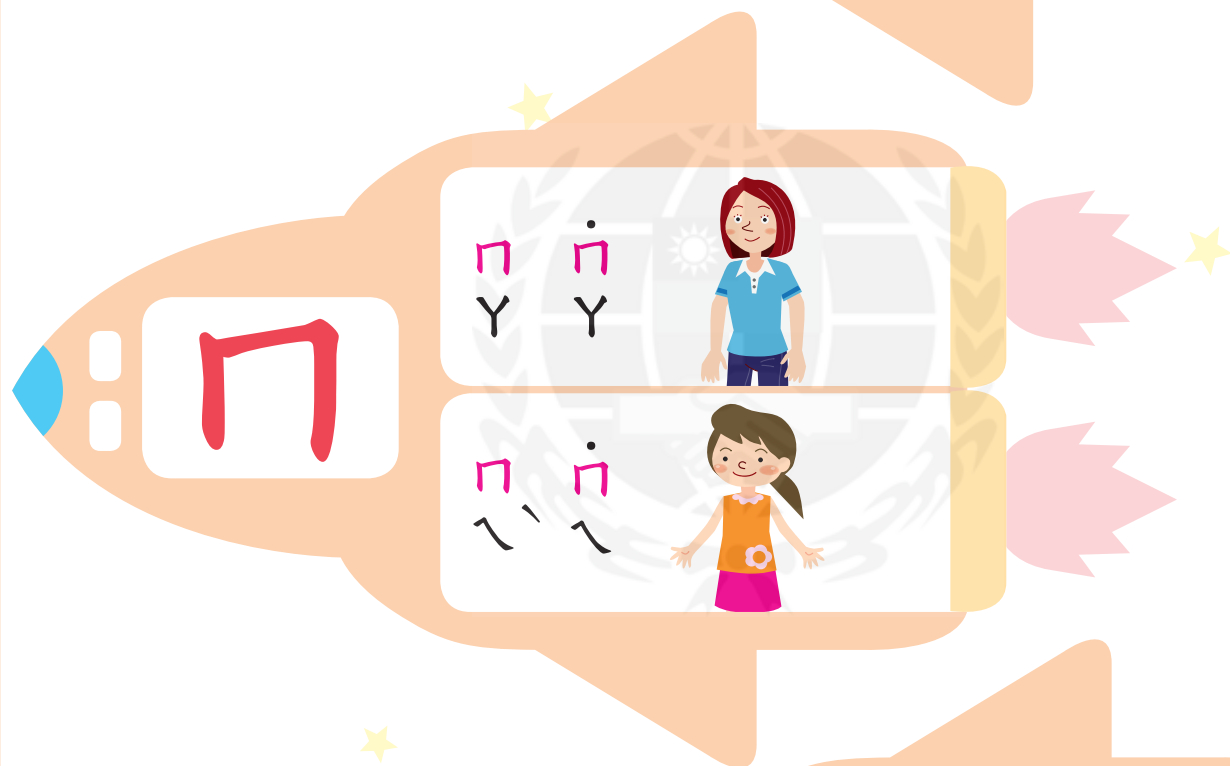
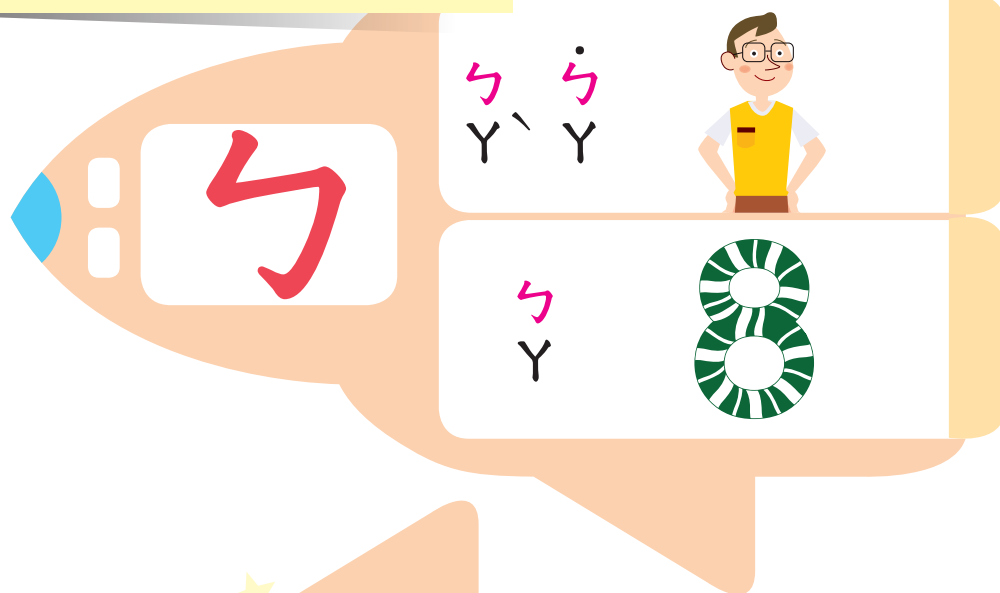


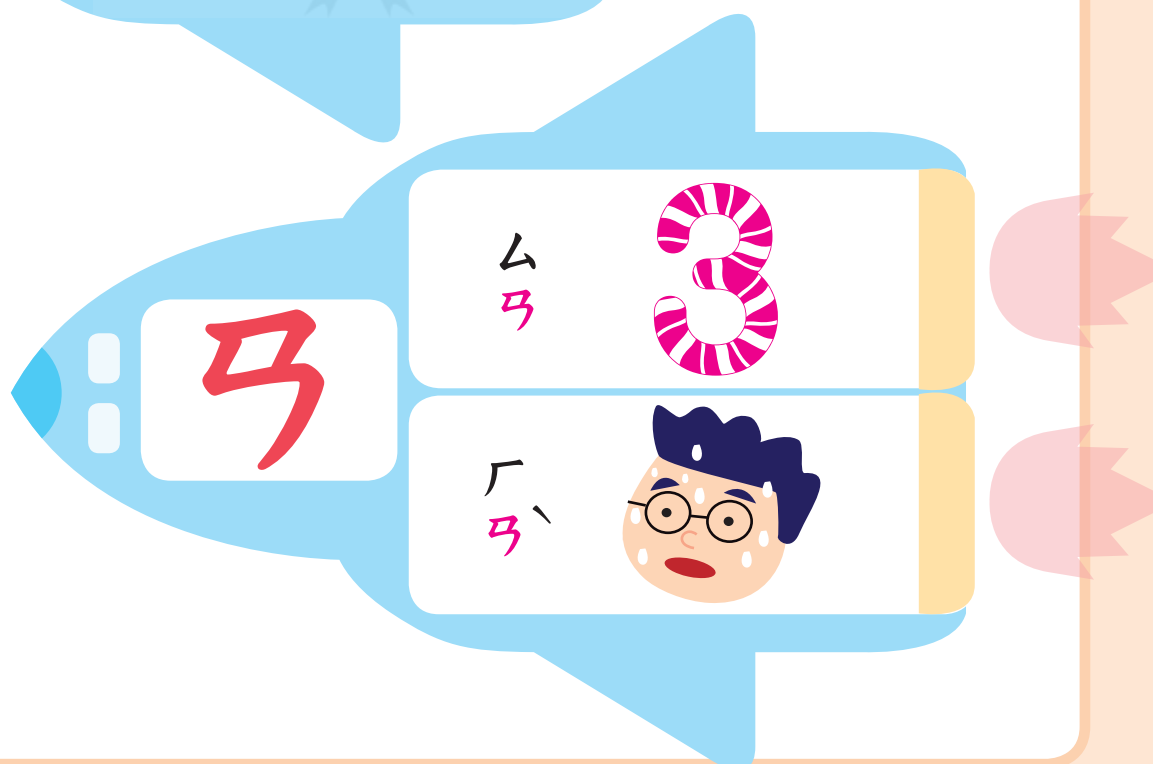
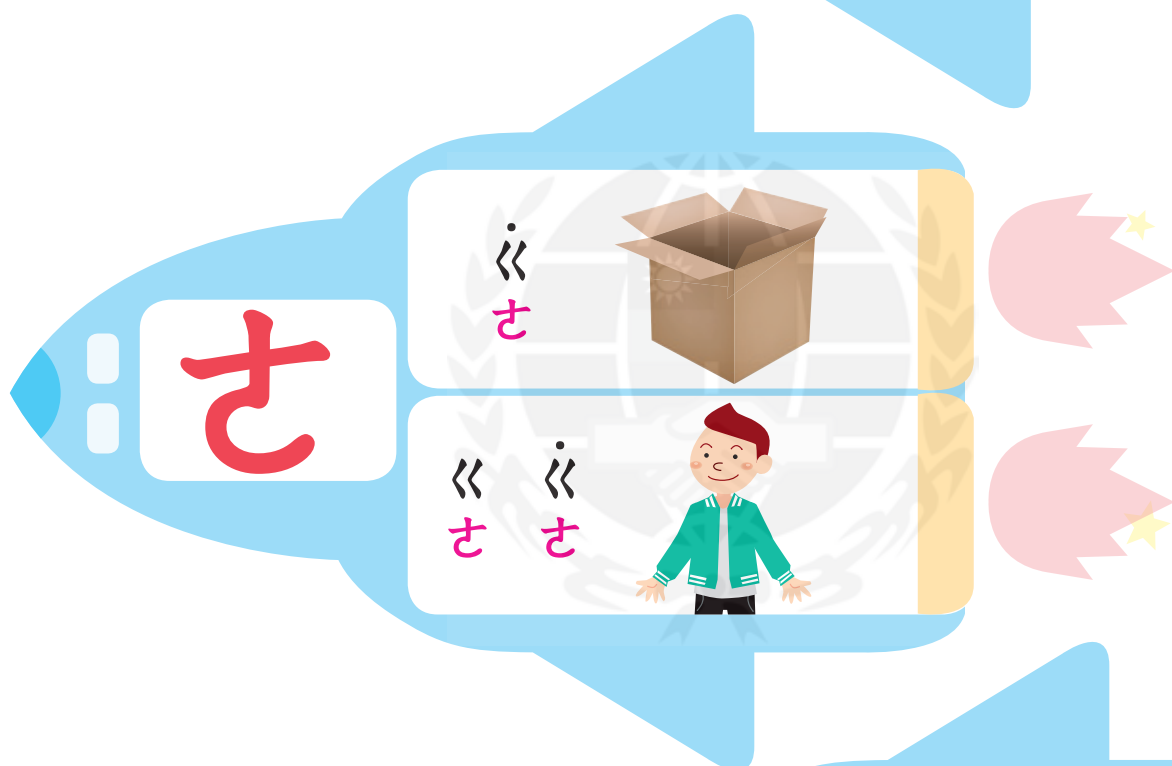
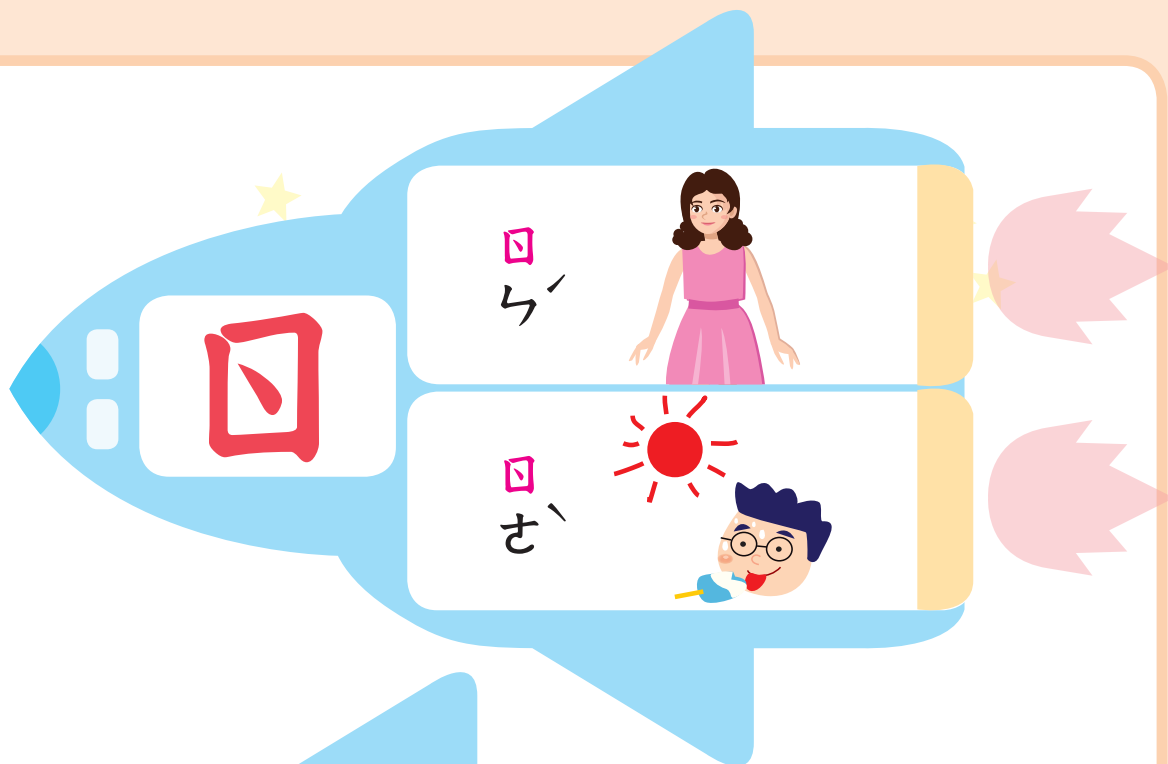
ㄣ ㄣˊ
Y Y

ㄣ ㄣˊ
Y Y



念^{ㄣˊ}念^{ㄣˊ}看^{ㄎㄢˋ} Read aloud





メ[✓] ㄣ[✓] 一[✓]
 ㄟ[✓] ㄩ[✓] ㄣ[✓]

メ[✓] ㄣ[✓] ㄣ[✓] ,

ㄣ[✓] ㄣ[✓] 、 ㄣ[✓] ㄣ[✓] 、

ㄣ[✓] ㄣ[✓] 、

ㄣ[✓] ㄣ[✓] ㄣ[✓] ㄣ[✓] 。

メ[✓] ㄣ[✓] 一[✓]
 ㄟ[✓] ㄩ[✓] ㄣ[✓]

ム[✓] ㄣ[✓] ㄣ[✓] ,

ㄣ[✓] ㄣ[✓] 、 ㄣ[✓] ㄣ[✓] 、

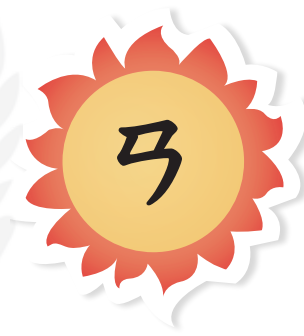
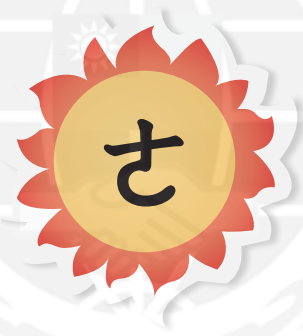
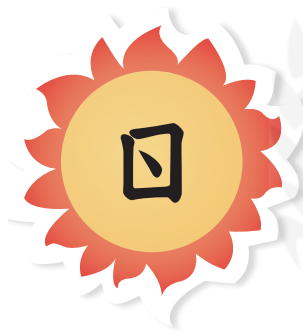
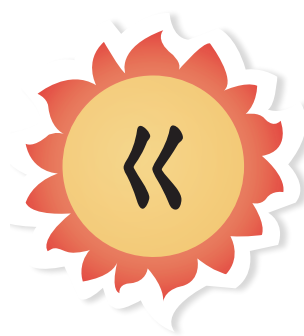
ㄣ[✓] ㄣ[✓] ㄣ[✓] ㄣ[✓] 。





拼^{ㄅㄧㄣ} 拼^{ㄅㄧㄣ} 看^{ㄎㄢ} Write out

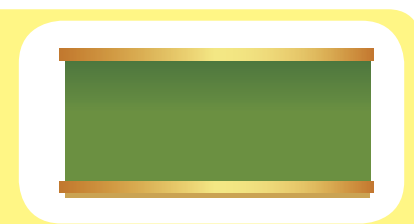
請^{ㄑǐng} 聽^{ㄊīng} 音^{ㄧㄢ} 檔^{ㄉㄤ} 跟^{ㄍēn} 著^{ㄓㄜ} 念^{ㄋㄧㄢˋ} 一^ㄧ 次^{ㄘㄧˋ} 。 Listen and repeat.



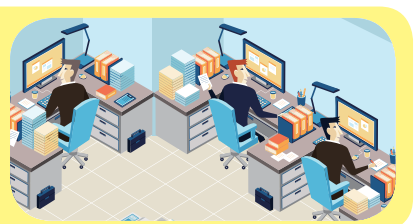
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ㄋ✓



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ㄋ



爸爸



爸爸



爸爸

爸爸

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媽媽

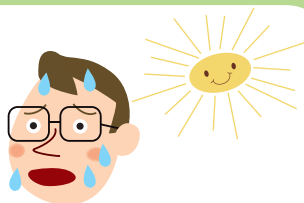


媽媽



太陽

太陽



練習 Exercise

Part I

A. 圈圈看：請圈出圖中的ㄣ、ㄣ、《。 Circle ㄣ, ㄣ and 《 in the picture below.

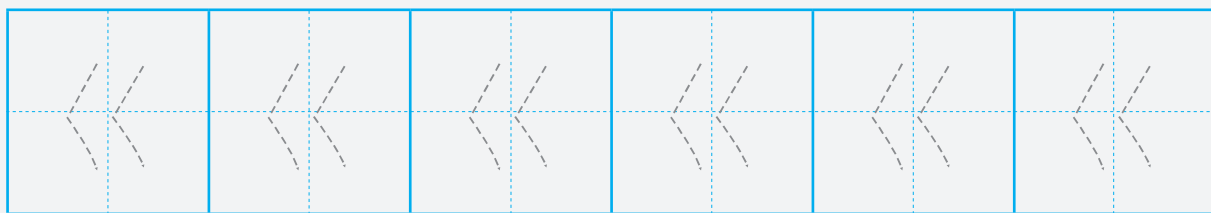
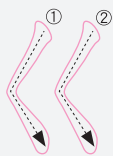
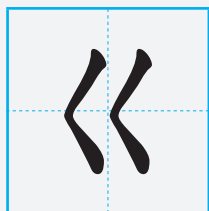
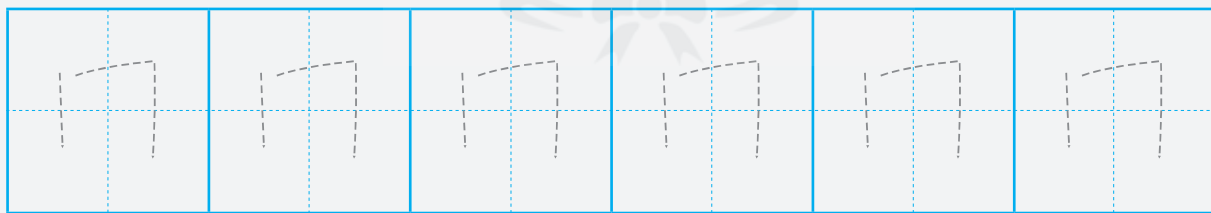
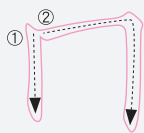
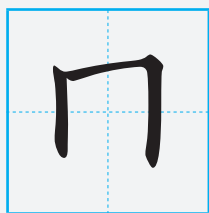
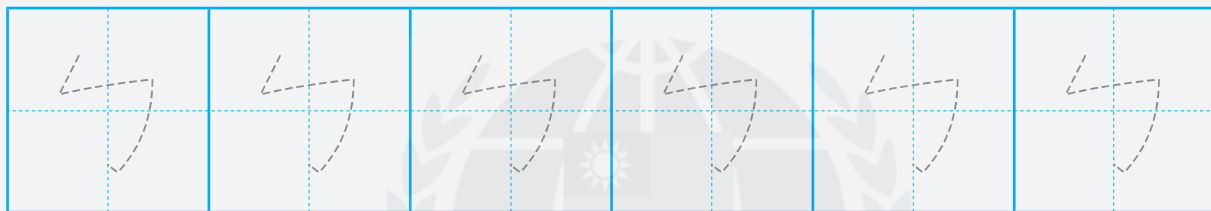
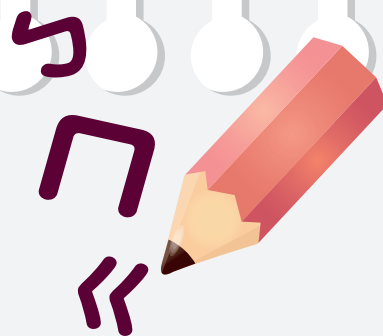
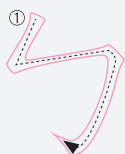
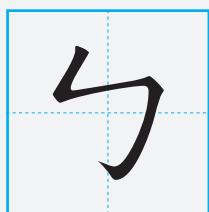


B. 數數看：請數數圖中有幾個ㄣ、ㄣ、《。 Count how many ㄣ, ㄣ and 《 are in the picture above.

ㄣ () ㄣ () 《 ()

C. 寫^ㄒ寫^ㄒ看^ㄎ：請^ㄘ照^ㄘ樣^ㄧ寫^ㄒ出^ㄨㄣ、ㄣ、《。

Write ㄣ, ㄣ and 《.



Part II

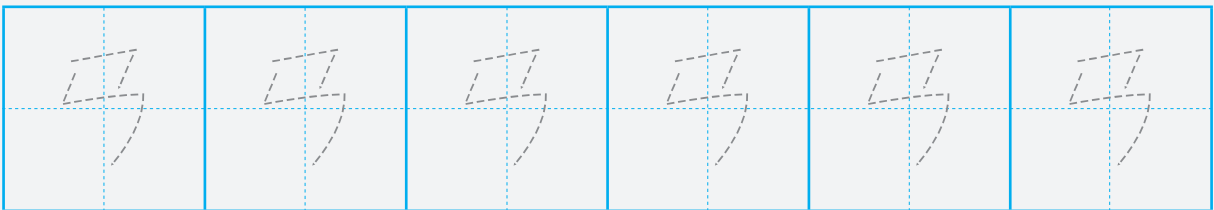
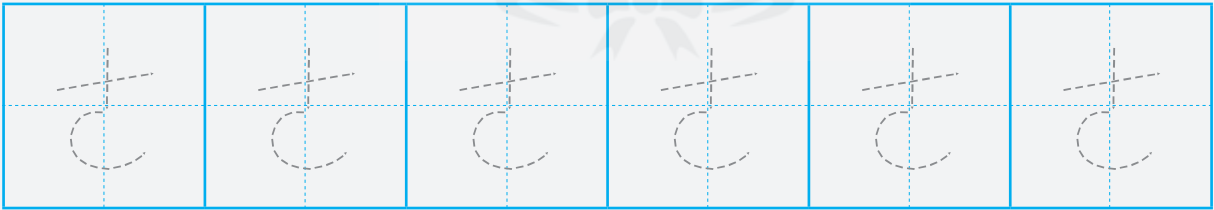
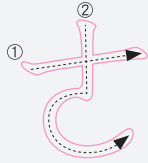
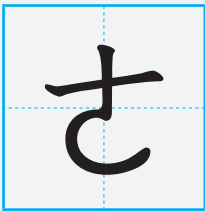
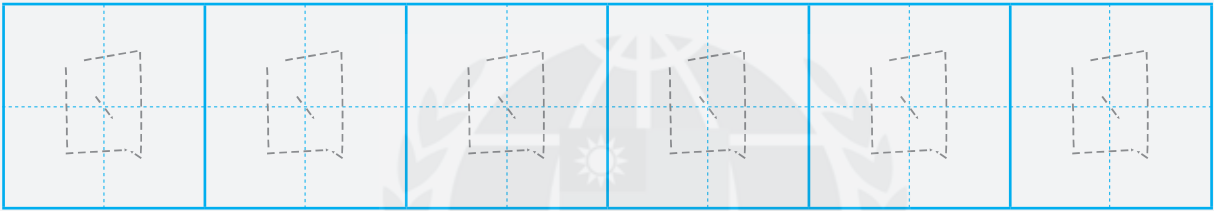
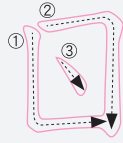
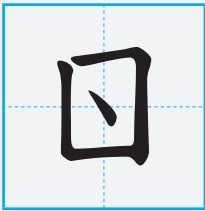
A. 圈^く圈^く看^ち：請^く圈^く出^イ圖^ハ中^ニ的^カ日^ヒ、^セ、^マ。
Circle 日, ㄗ and ㄛ in the picture below.



B. 數^ス數^ス看^ち：請^く數^ス數^ス看^ち圖^ハ中^ニ有^ニ幾^リ個^ハ日^ヒ、^セ、^マ。 Count how many 日, ㄗ and ㄛ are in the picture above.

日 () ㄗ () ㄛ ()

C. 寫^ㄒ寫^ㄒ看^ㄎ：請^ㄑ照^ㄗ樣^ㄧ寫^ㄒ出^ㄨ日、ㄗ、ㄎ。
Write 日, ㄗ and ㄎ.



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，兩方代表向前踏步，數到三往後轉身，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^カ四^ム課^チ
小^ト狗^{クヌ}

ㄅ

ㄊ

ち

ㄆ

ㄌ

又





第^カ四^ム課^チ 小^コ狗^{イヌ}

メ^メ 一^{ヒト} 一^{ヒト} 出^デ

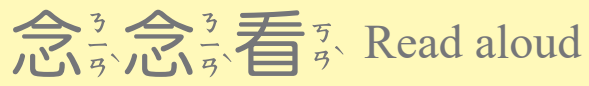
丁^{テイ} 一^{ヒト} 一^{ヒト} 出^デ 〇

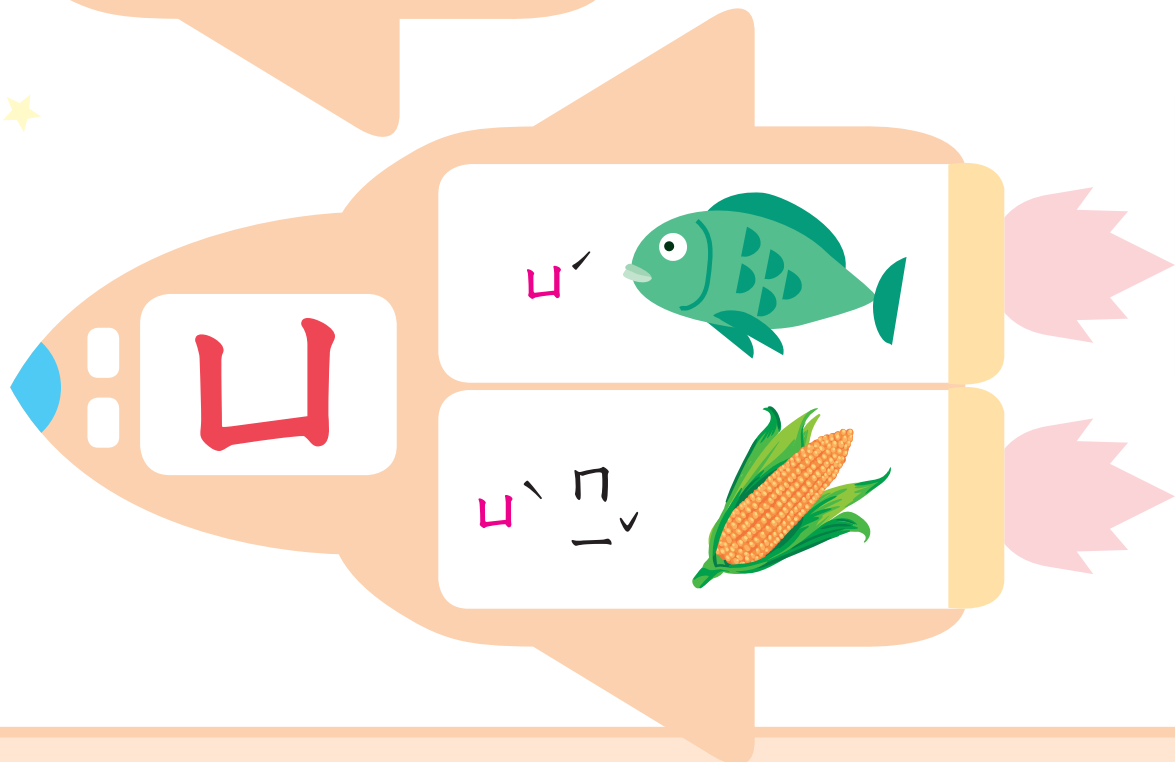


生^ア詞^ム Vocabulary Words

出^デ

丁^{テイ} 一^{ヒト} 一^{ヒト} 出^デ 〇





夕
 夕
 夕

一、 虫 ち、 夕、 〇

夕、 夕、 一、
 夕、 夕、 夕

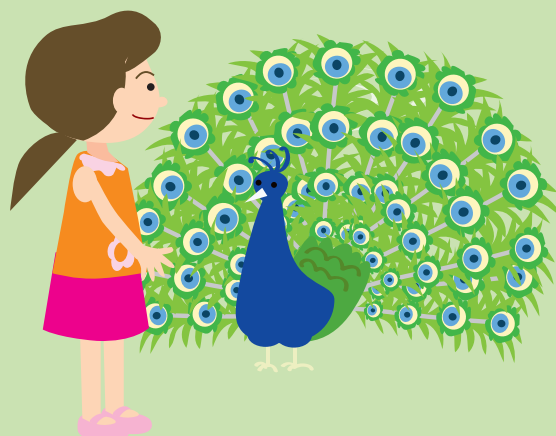
一、 虫 厂、 市、 〇
 夕、 夕、 夕

夕、 夕、 一、
 夕、 夕、 夕

一、 虫 夕、 夕、 夕、 〇
 夕、 夕、 夕、 夕

夕、 夕、 一、
 夕、 夕、 夕

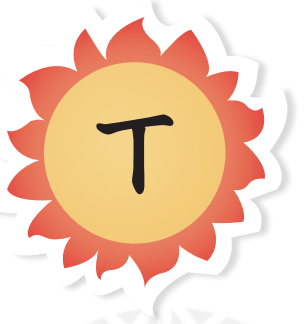
一、 夕、 夕、 〇
 夕、 夕、 夕





拼 拼 看 Write out

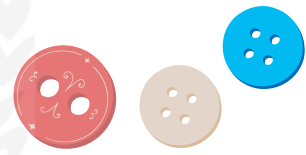
請聽音檔跟著念一次。 Listen and repeat.



万
又



万
又



出
又



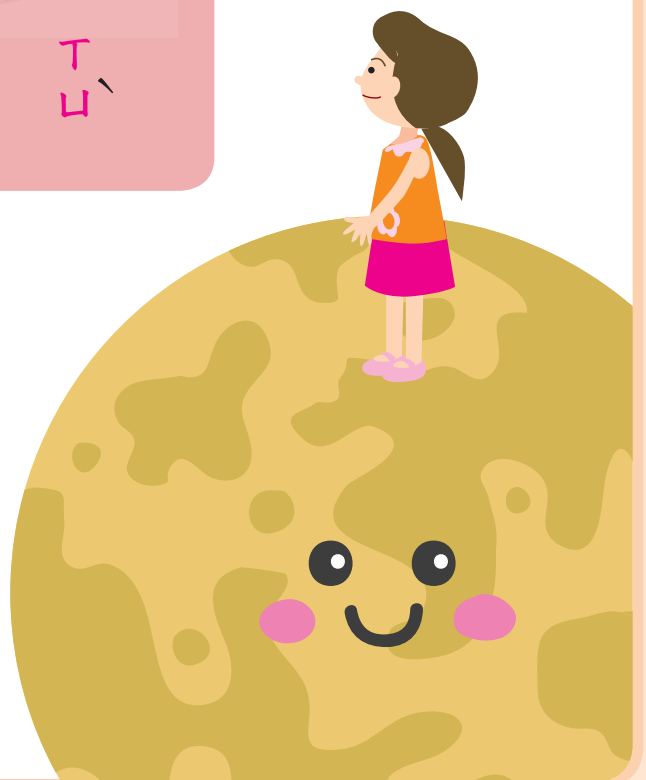
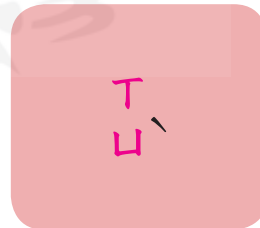
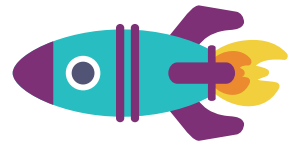
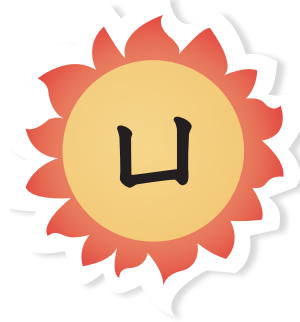
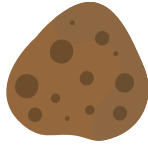
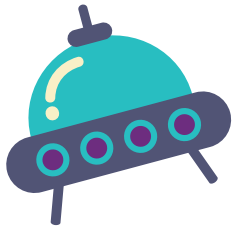
出
又

出
又



出
又

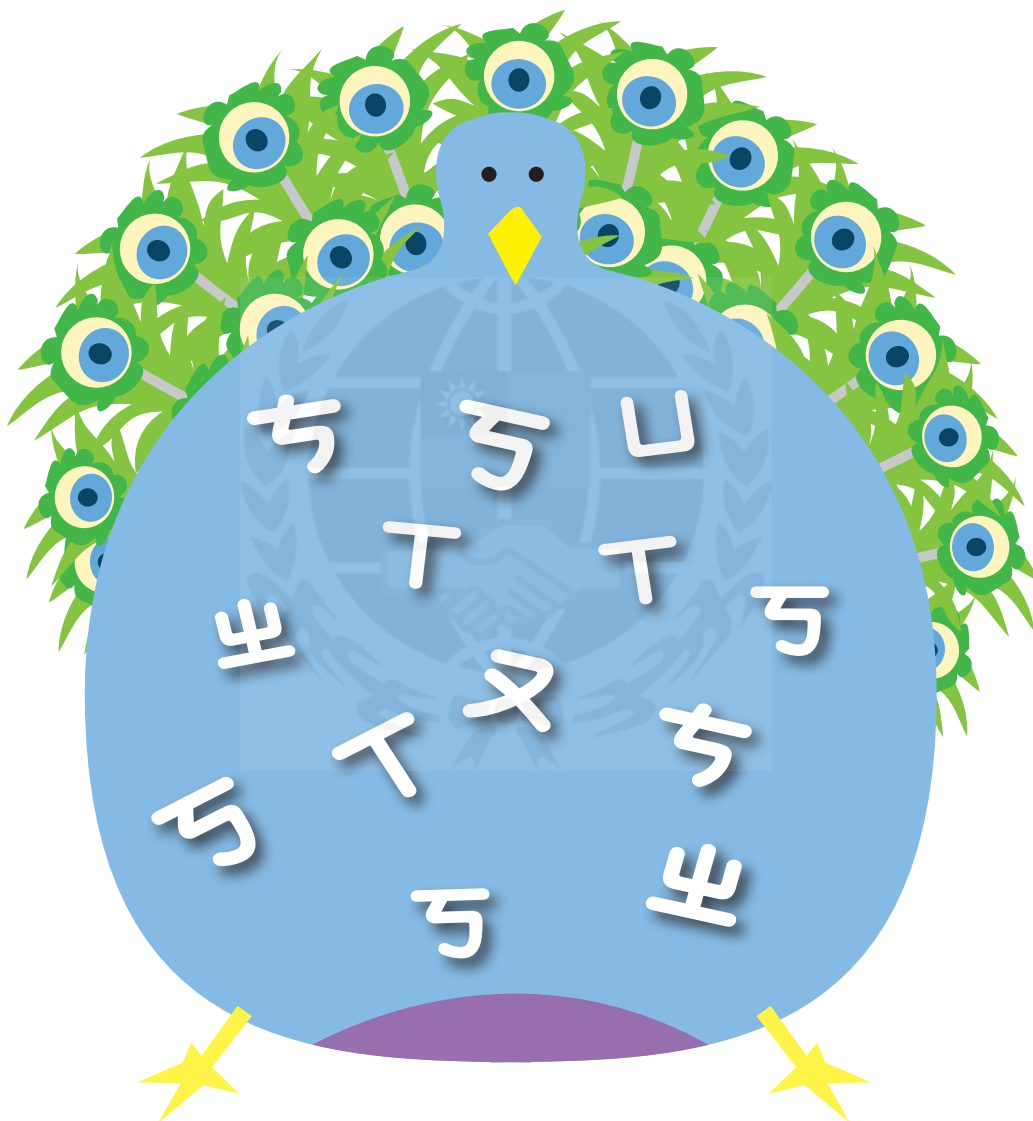




練習 Exercise

Part I

A. 圈看：請圈出圖中的ㄅ、ㄇ、出。 Circle ㄅ, ㄇ and 出 in the picture below.

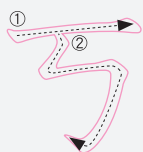


B. 數數看：請數數看圖中有幾個ㄅ、ㄇ、出。 Count how many ㄅ, ㄇ and 出 are in the picture above.

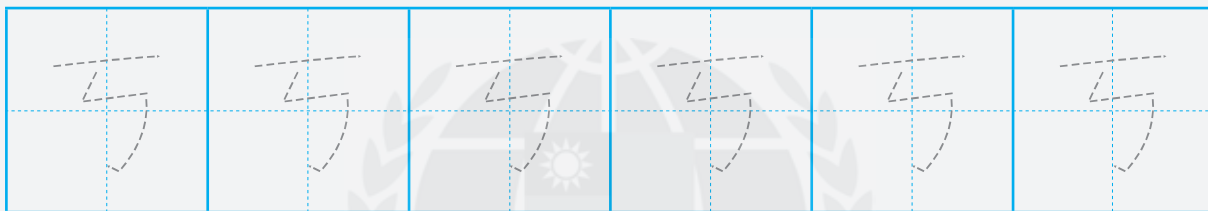
ㄅ () ㄇ () 出 ()

C. 寫_ㄩ寫_ㄩ看_ㄣ：請_ㄎ照_ㄣ樣_ㄣ寫_ㄩ出_ㄣㄣ、ㄣ、出。
Write ㄣ, ㄣ and 出.

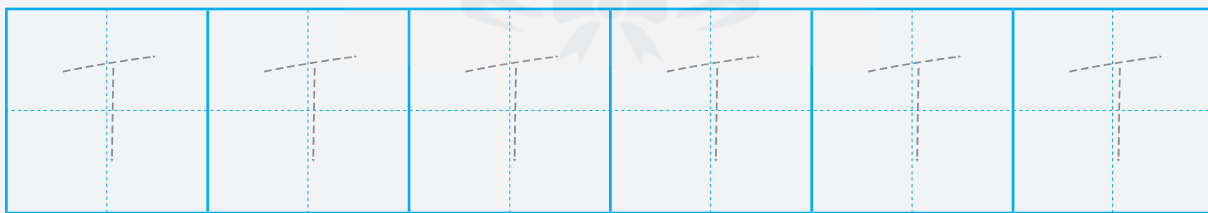
ㄣ



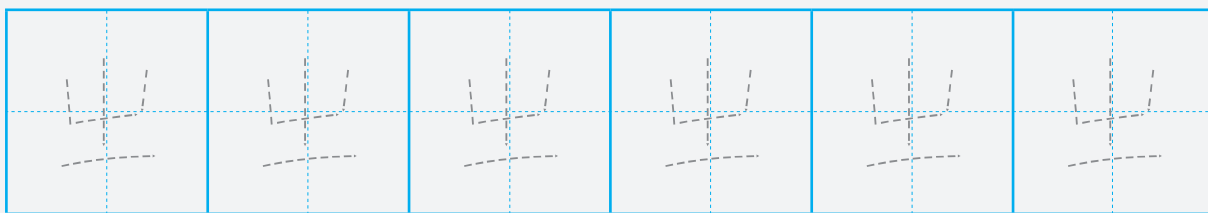
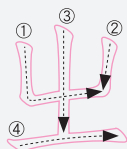
ㄣ
ㄣ
出



ㄣ



出



Part II

A. 圈^く圈^く看^み：請^く圈^く出^だ圖^ち中^ち的^のち、又、
 ㄣ。 Circle ち, 又 and ㄣ in the picture below.



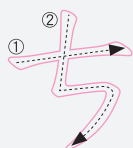
B. 數^あ數^あ看^み：請^く數^あ數^あ看^み圖^ち中^ち有^あ幾^{いく}個^こ
 ち、又、ㄣ。 Count how many ち, 又 and ㄣ are in the
 picture above.

ち () 又 () ㄣ ()

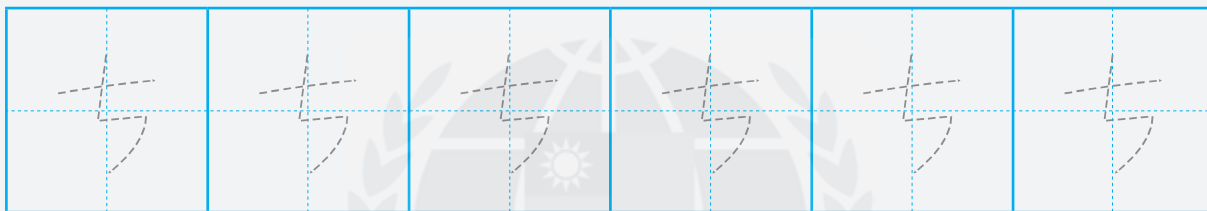
C. 寫^ㄩ寫^ㄩ看^ㄔ：請^ㄎ照^ㄙ樣^ㄩ寫^ㄩ出^ㄩㄔ、又、ㄣ。

Write ㄔ, 又 and ㄣ.

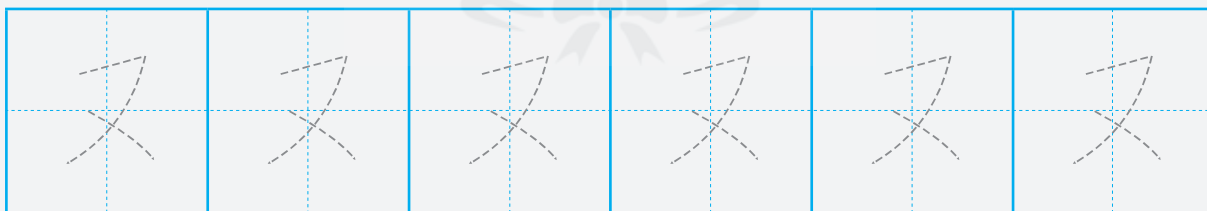
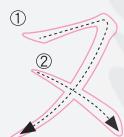
ㄔ



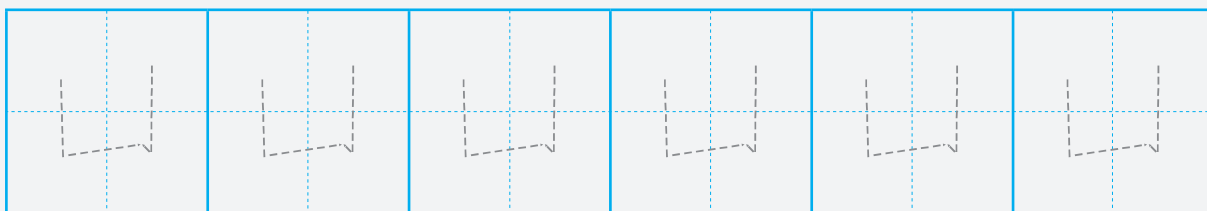
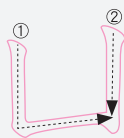
ㄔ
又
ㄣ



又



ㄣ



Part III 課堂活動：動物園

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。

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。

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

3. 最快說出動物名的隊伍獲勝。

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



參考生詞 Reference Vocabulary Words

ㄅ
ㄇ
ㄌ

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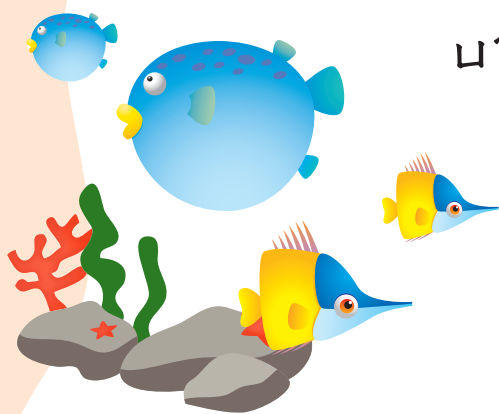
ㄍ

ㄍ

ㄍ



Part IV 歌曲 Song



口' 儿' 尸' 出' 一'
メ' メ' ム' ヌ'

詞^チ: 上官^{カミ}亮^{リョウ}
曲^ク: 范^{ファン}宇^ウ文^{ウェン}



口' 儿' 口' 儿' 尸' 出' 一' 一' 一' 一' 一' 一' 一' 一' ,



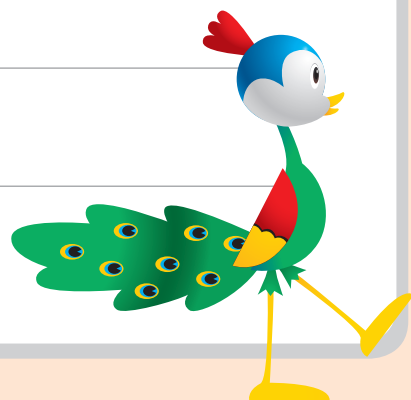
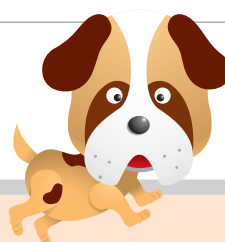
リ' 口' 一' 尸' 一' 一' 一' 一' 一' 一' 一' 一' ,



一' 一' 一' 一' 一' 一' 一' 一' 一' 一' 一' 一' ,



OP 臺北音樂教育學會 / SP 常夏音樂經紀有限公司



第五課
我的妹妹

一

戸

万

世

下





第^カ五^メ課^チ

我^メ的^カ妹^イ妹^イ

カ[✓] メ[✓] メ[✓] ヲ[✓]

メ[✓] カ[✓] イ[✓] イ[✓] 。

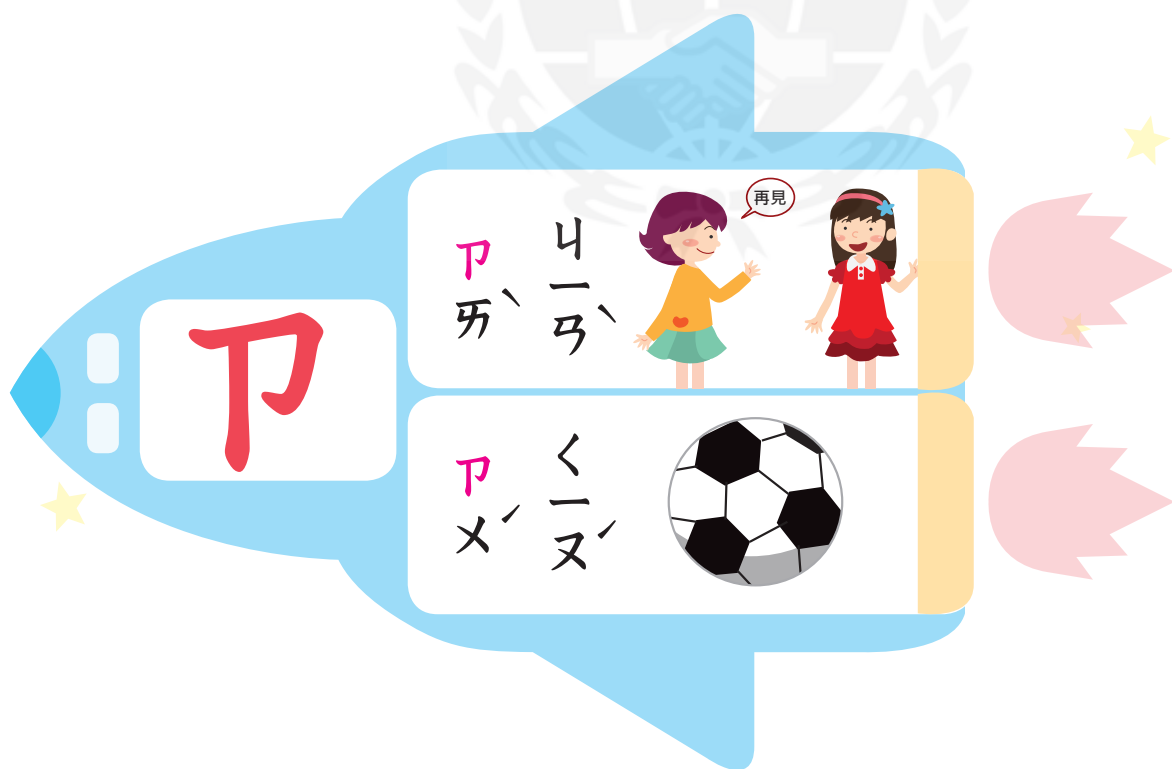


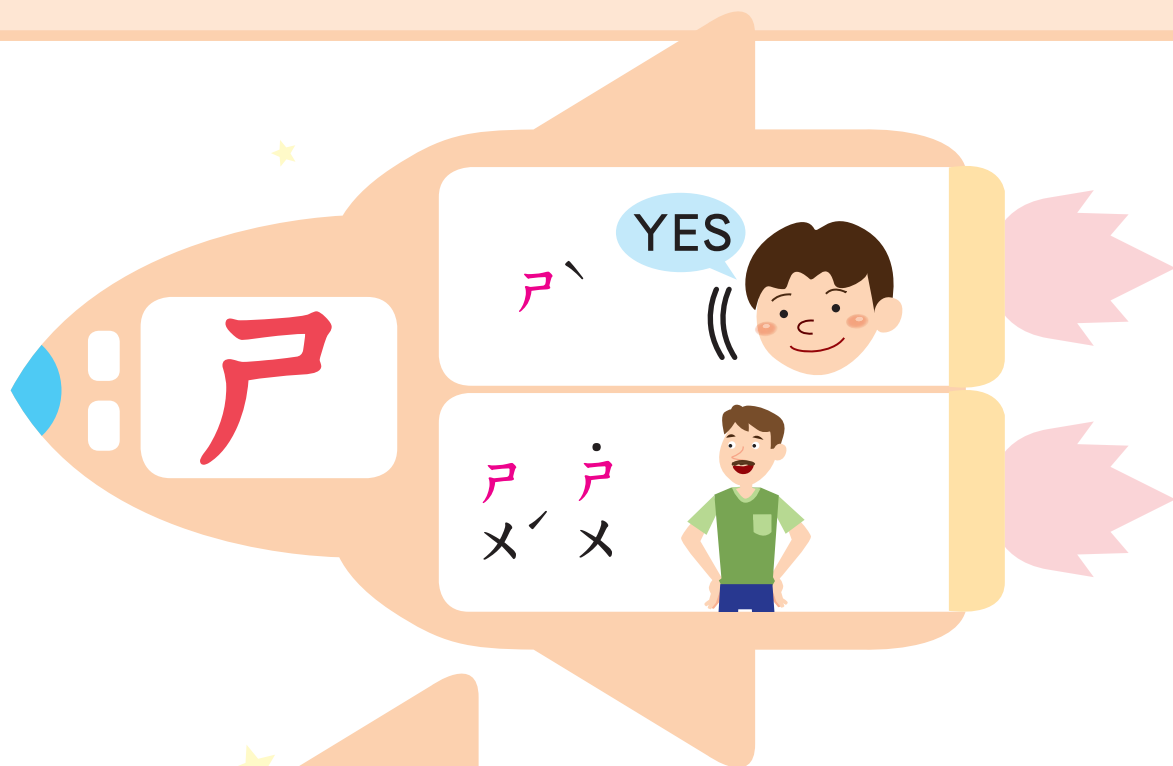
生^ア詞^チ Vocabulary Words

ヲ[✓]



念^ㄣ念^ㄣ看^ㄎ Read aloud







カゝ ㄆゝ ㄆゝゝ

ㄆゝ ㄆゝゝ ㄆゝ ㄆゝ ㄆゝ 。

ㄆゝ ㄆゝ ㄆゝゝ

ㄆゝ ㄆゝゝ ㄆゝ ㄆゝゝ ㄆゝ 。

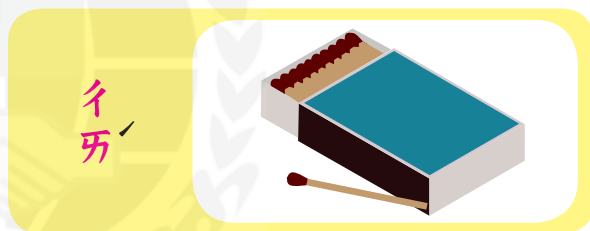
ㄆゝ ㄆゝ 。

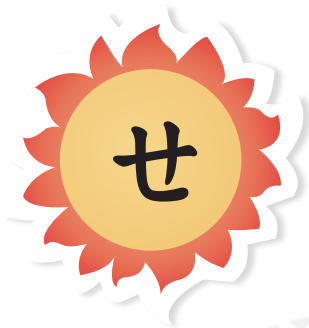




拼 拼 看 Write out

請 ク聽 キ音 キ檔 カ跟 カ著 キ念 キ一 キ次 キ。 Listen and repeat.







聲調 ㄆㄨㄣˊ ㄊㄩㄣˊ Tones

A. 請 ㄑㄩㄥˇ 聽 ㄊㄩㄥˇ 音 ㄧㄢ 檔 ㄉㄤ 念 ㄋㄧㄢˊ 念 ㄋㄧㄢˊ 看 ㄎㄢˋ 。 Listen and repeat.

ㄅ
ㄩ

ㄅ
ㄩˊ

ㄅ
ㄩˇ

ㄅ
ㄩˋ



B. 請 ㄑㄩㄥˇ 聽 ㄊㄩㄥˇ 音 ㄧㄢ 檔 ㄉㄤ 標 ㄅㄠ 上 ㄕㄨㄥˊ 聲 ㄕㄨㄥˊ 調 ㄊㄩㄣˊ 。 Listen and mark the tones.

ㄆ
ㄩ

ㄆ
ㄩ

ㄆ
ㄩˇ

ㄆ
ㄩ



練習 Exercise

Part I

A. 圈出看：請圈出圖中的イ、ㄇ、尸。 Circle い, ㄇ and 尸 in the picture below.



B. 數數看：請數數圖中有幾個イ、ㄇ、尸。 Count how many い, ㄇ and 尸 are in the picture above.

い ()

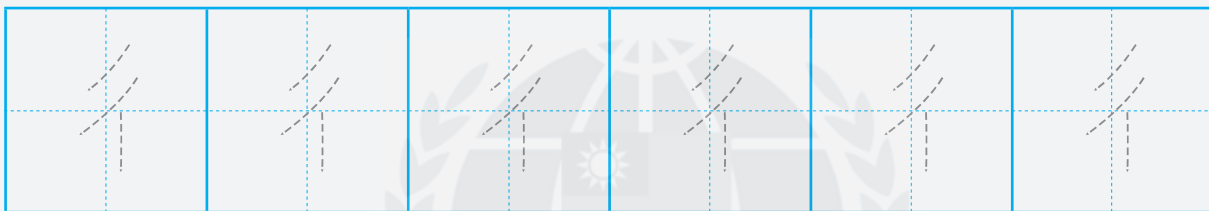
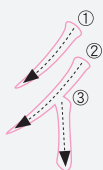
ㄇ ()

尸 ()

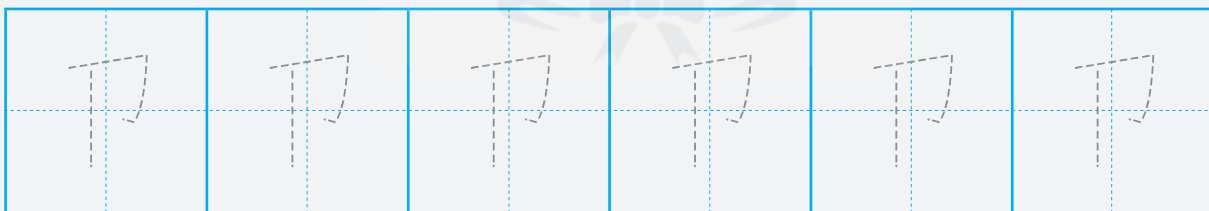
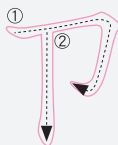
C. 寫^ㄒ寫^ㄒ看^ㄎ：請^ㄑ照^ㄓ樣^ㄧ寫^ㄒ出^ㄒイ、ㄐ、尸。

Write イ, ㄐ and 尸.

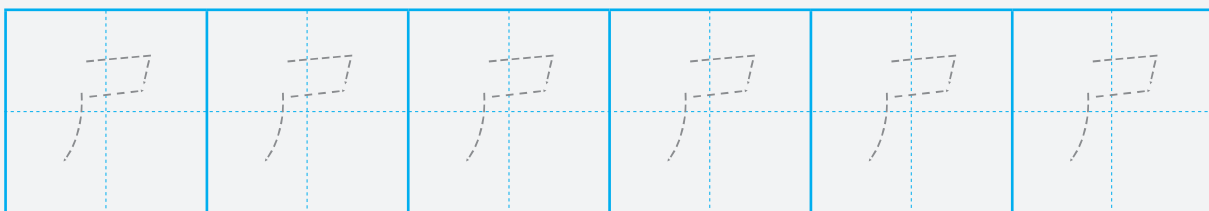
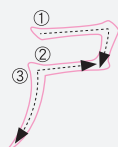
イ



ㄐ



尸



Part II

A. 圈_く圈_く看_ち：請_く圈_く出_イ圖_ム中_ノ的_カせ、 𠂔。

Circle せ and 𠂔 in the picture below.



B. 數_ス數_ス看_ち：請_く數_ス數_ス看_ち圖_ム中_ノ有_ニ幾_リ個_コせ、 𠂔。 Count how many せ and 𠂔 are in the picture above.

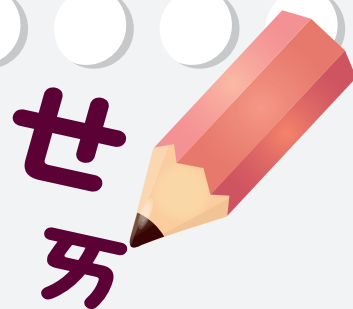
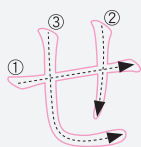
せ ()

𠂔 ()

C. 寫^ㄩ寫^ㄩ看^ㄎ：請^ㄑ照^ㄗ樣^ㄧ寫^ㄩ出^ㄨせ、 𠂔。

Write せ and 𠂔.

せ



せ せ せ せ せ せ

せ せ せ せ せ せ

𠂔



𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

Part III 課堂活動：蘿蔔蹲

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。

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

2. 每個人都拿角色字卡，並猜拳決定哪個人開始發號施令。

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!”

4. 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.



第六課

我是李大文

又

に

又

く





第^カ六^カ課^ウ

我^メ是^ハ李^カ大^カ文^メ

ろ 厂 ,
一 么

メ 戸 カ カ メ
エ ヲ 一 ヲ 。

メ く ム
エ 一 メ
エ ー ハ
ム ー ヲ

メ く ム
エ 一 ヲ
エ ー ヲ
ム ー ヲ



ㄅ ㄆ ㄇ ㄋ ㄣ

ㄏ ㄣ ㄍ ㄨ 。

ㄨ ㄣ
一 ㄨ
一 ㄨ ㄣ ㄨ 。

ㄣ 一 ㄨ ㄣ ㄨ ㄣ

ㄍ ㄨ 一 。



生詞 Vocabulary Words

一
又

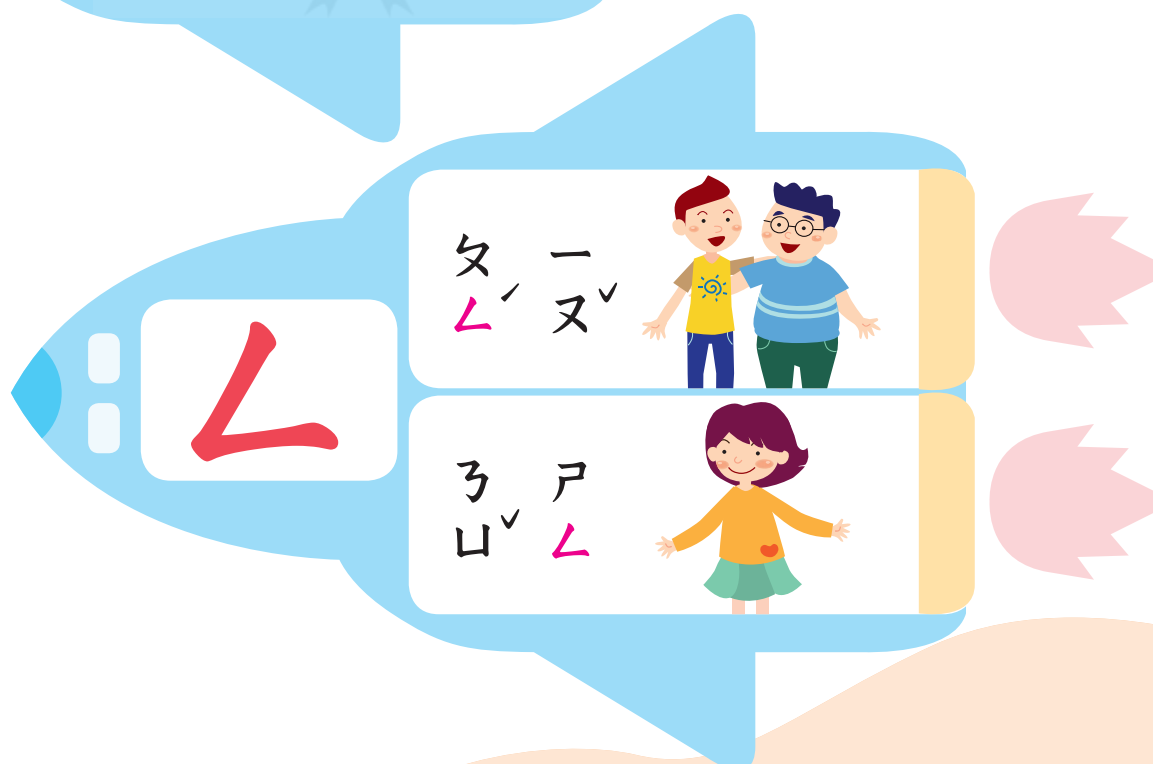
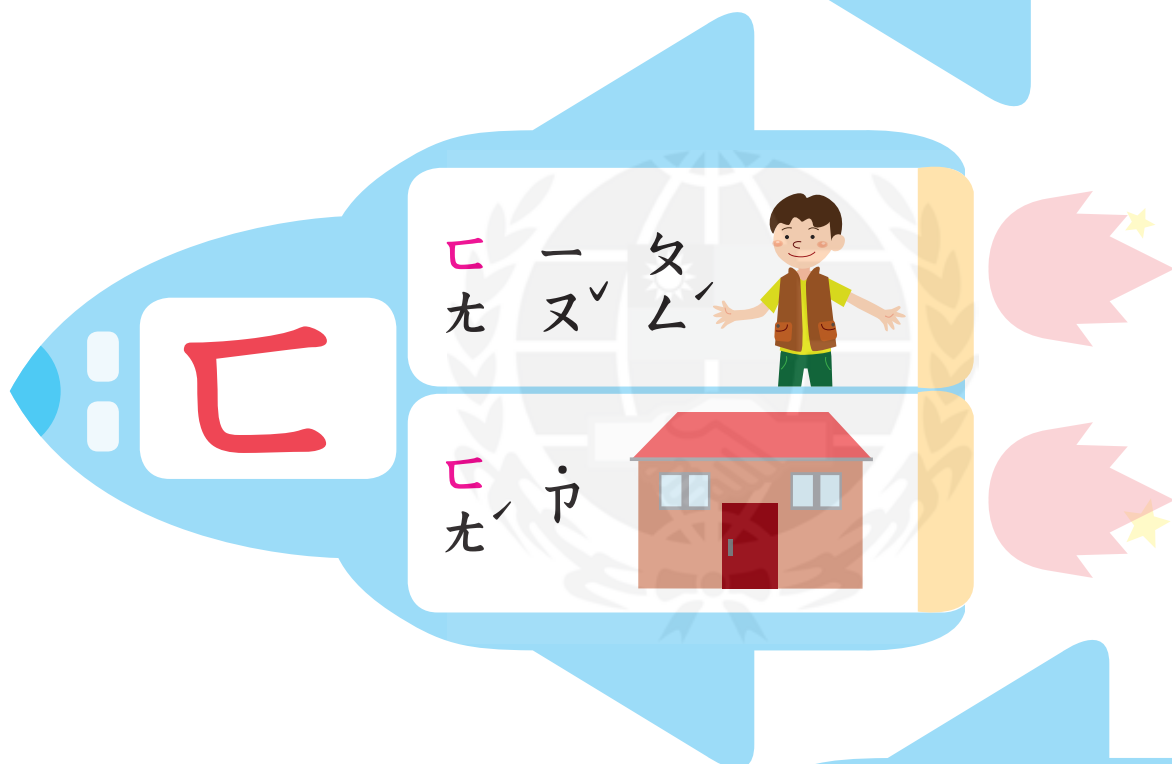
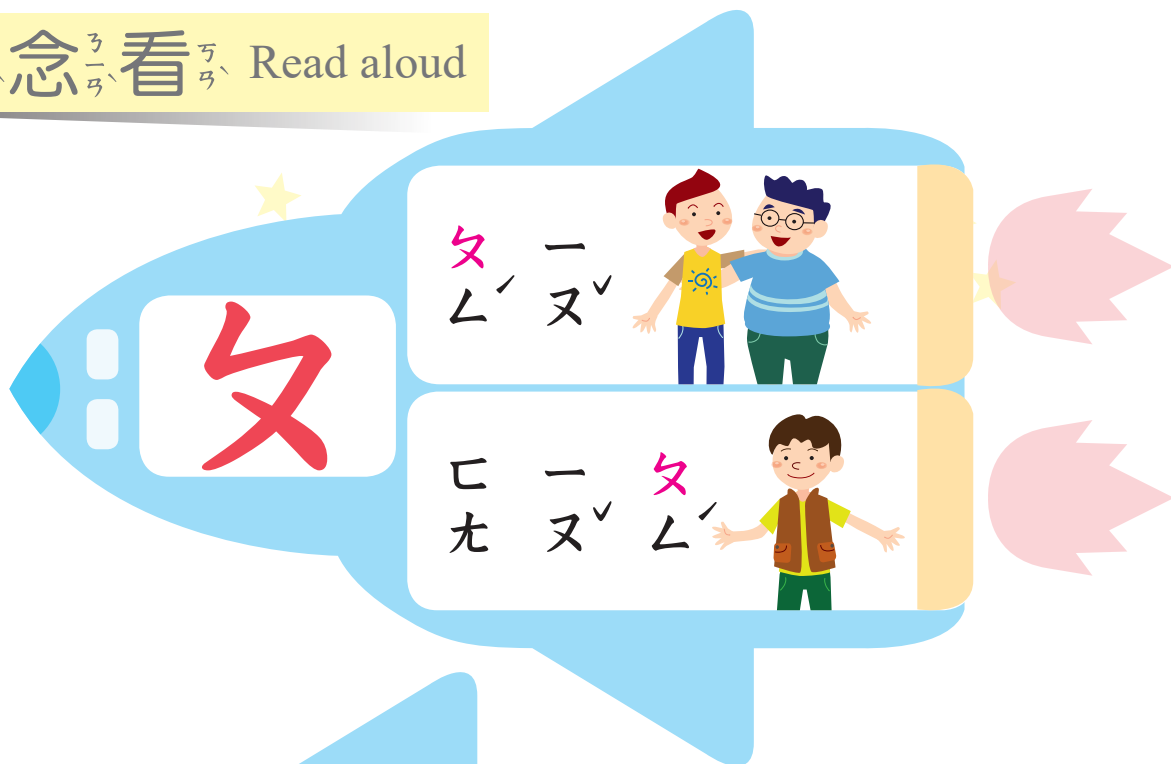
匕 一 夕
尤 又 厶

厂 夕 一
么 厶 又





念^{ㄋㄣˋ}念^{ㄋㄣˋ}看^{ㄎㄢˋ} Read aloud





拼拼看 Write out

請聽音檔跟著念一次。 Listen and repeat.



夕
夕

夕
夕



夕
夕



夕
夕



一
又

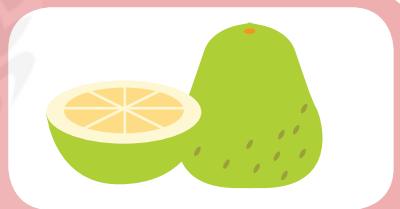
一
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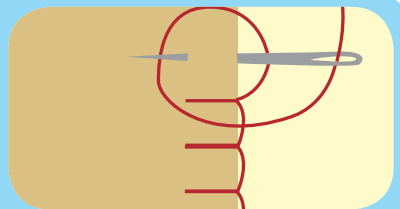
一
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匕
匕

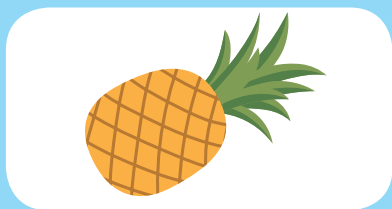


匕
匕



匕
匕

匕
匕



練習 Exercise

Part I

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



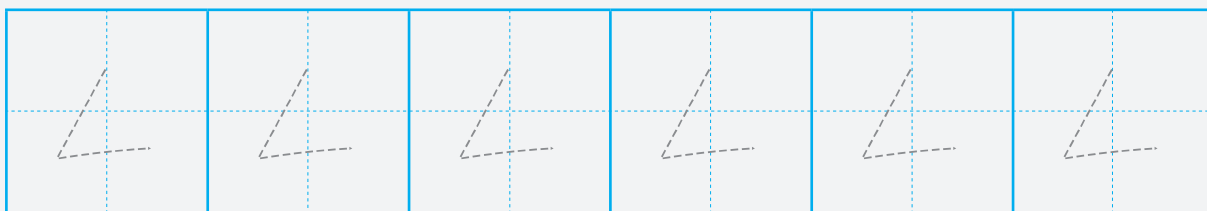
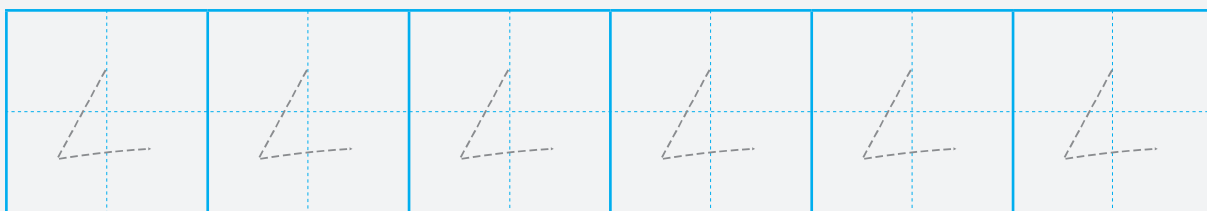
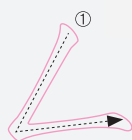
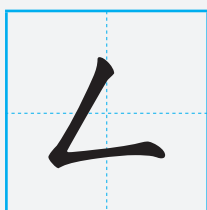
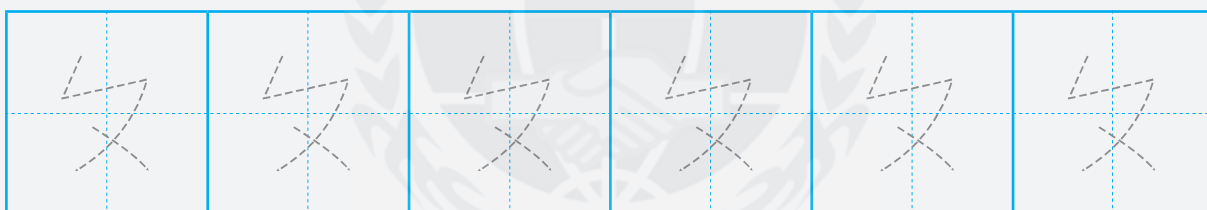
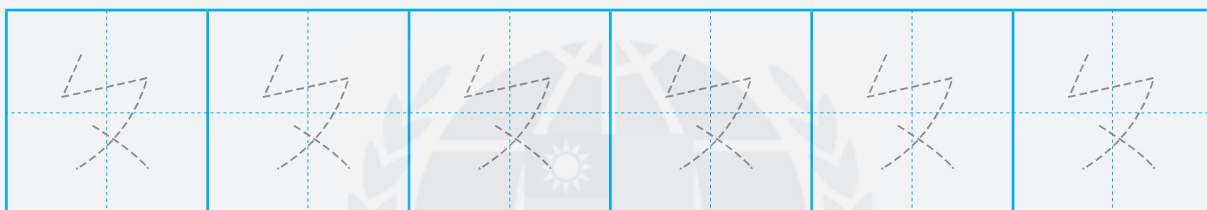
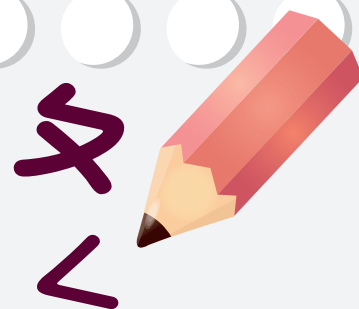
- B. 數數看：請數數圖中有幾個ㄅ、ㄥ。 Count how many ㄅ and ㄥ are in the picture above.

ㄅ ()

ㄥ ()

C. 寫_ㄩ寫_ㄩ看_ㄅ：請_ㄣ照_ㄣ樣_ㄣ寫_ㄩ出_ㄣㄅ、ㄣ。

Write ㄅ and ㄣ.



Part II

A. 圈^く圈^く看^み：請^く圈^く出^だ圖^ち中^ち的^のㄣ、ㄣ。
Circle ㄣ and ㄣ in the picture below.

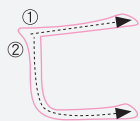
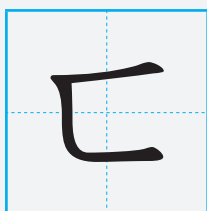


B. 數^す數^す看^み：請^く數^す數^す看^み圖^ち中^ち有^あ幾^{いく}個^こㄣ、ㄣ。 Count how many ㄣ and ㄣ are in the picture above.

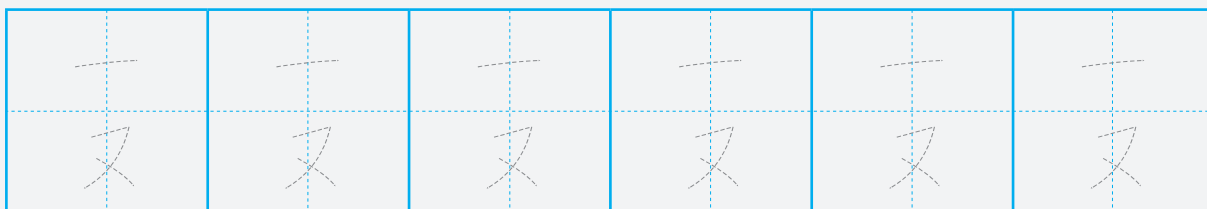
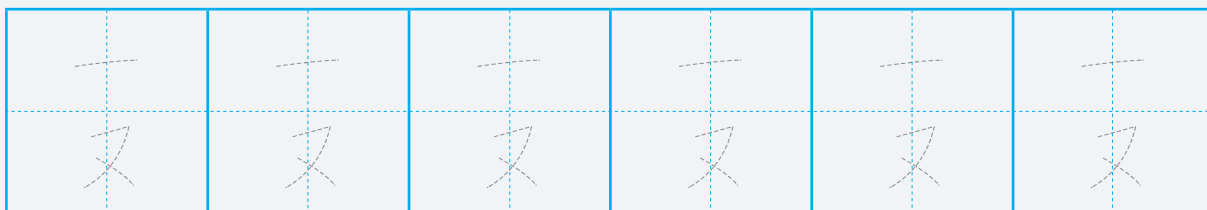
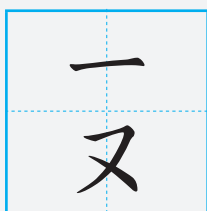
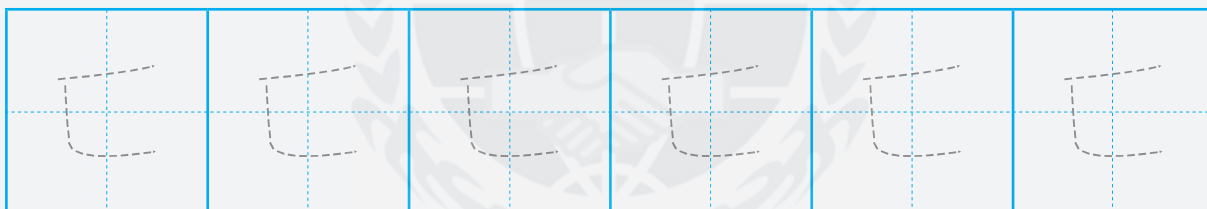
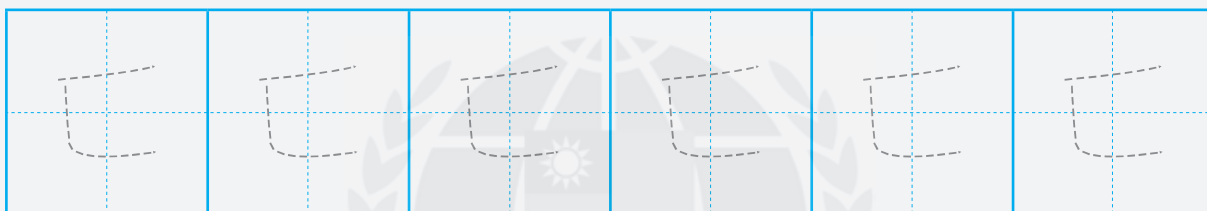
ㄣ ()

ㄣ ()

C. 寫^ㄩ寫^ㄩ看^ㄎ：請^ㄑ照^ㄓ樣^ㄧ寫^ㄩ出^ㄨㄣ、ㄩ。
Write ㄣ and ㄩ .



ㄣ
ㄩ



Part III 課堂活動：人體注音

Classroom Activity: Body Bopomofo

1. 每位小朋友各拿一張注音符號卡。
Each student takes a bopomofo card.
2. 老師念一個生詞，例如：朋友（ㄅㄨㄣˇ ㄩㄥˇ）。
The teacher reads a vocabulary word, such as “friend” (ㄅㄨㄣˇ ㄩㄥˇ).
3. 手拿ㄅ、ㄣ、一、ㄩ的的小朋友需上台依序排好。
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.
4. 未於時間內站到正確位置的的小朋友需唱一首歌。
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



ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ



初 一 十 五



唱詞／蘭陽戲劇團 撰文／孫懿芬

一 二 三 四 五 六 七 (臺 語)

一 二 三 四 五 六 七 (華 語)

一 二 三 四 五 六 七 (臺 語)

One two three four five six seven



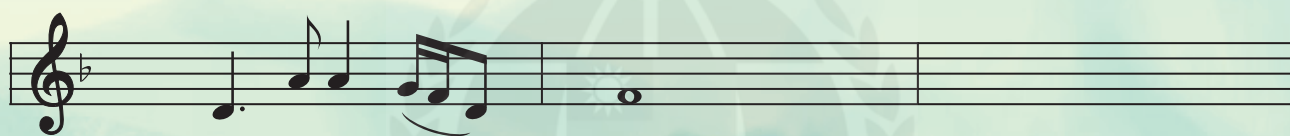
採歌仔戲的音調，藉念唱數字熟悉歌仔戲的曲調。



一 二 三 四 五 六 七 (臺語) 一 二 三 四 五 六



七 (華語) 一 二 三 四 五 六 七 One two
(臺語)



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

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

注音符號單音	拼音單音	注音符號單音	拼音單音
ㄅ	b	ㄘ	c
ㄆ	p	ㄙ	s
ㄇ	m	ㄟ	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
ㄐ	j	ㄠ	ao
ㄑ	q	ㄡ	ou
ㄒ	x	ㄢ	an
ㄗ	zh	ㄣ	en
ㄘ	ch	ㄤ	ang
ㄙ	sh	ㄥ	eng
ㄖ	r	ㄦ	er
ㄗ	z		

附錄：注音符号・漢語拼音對照表

Appendix: Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table

Ini- Finals	ㄅ b	ㄆ p	ㄇ m	ㄈ f	ㄉ d	ㄊ t	ㄋ n	ㄌ l	ㄍ g	ㄎ k	
ㄚ a	ㄅ ㄚ ba	ㄆ ㄚ pa	ㄇ ㄚ ma	ㄈ ㄚ fa	ㄉ ㄚ da	ㄊ ㄚ ta	ㄋ ㄚ na	ㄌ ㄚ la	ㄍ ㄚ ga	ㄎ ㄚ ka	
ㄛ o	ㄅ ㄛ bo	ㄆ ㄛ po	ㄇ ㄛ mo	ㄈ ㄛ fo							
ㄜ e			ㄇ ㄜ me		ㄉ ㄜ de	ㄊ ㄜ te	ㄋ ㄜ ne	ㄌ ㄜ le	ㄍ ㄜ ge	ㄎ ㄜ ke	
ㄝ ê											
ㄞ ai	ㄅ ㄞ bai	ㄆ ㄞ pai	ㄇ ㄞ mai		ㄉ ㄞ dai	ㄊ ㄞ tai	ㄋ ㄞ nai	ㄌ ㄞ lai	ㄍ ㄞ gai	ㄎ ㄞ kai	
ㄟ ei	ㄅ ㄟ bei	ㄆ ㄟ pei	ㄇ ㄟ mei	ㄈ ㄟ fei	ㄉ ㄟ dei		ㄋ ㄟ nei	ㄌ ㄟ lei	ㄍ ㄟ gei		
ㄠ ao	ㄅ ㄠ bao	ㄆ ㄠ pao	ㄇ ㄠ mao		ㄉ ㄠ dao	ㄊ ㄠ tao	ㄋ ㄠ nao	ㄌ ㄠ lao	ㄍ ㄠ gao	ㄎ ㄠ kao	
ㄡ ou		ㄆ ㄡ pou	ㄇ ㄡ mou	ㄈ ㄡ fou	ㄉ ㄡ dou	ㄊ ㄡ tou	ㄋ ㄡ nou	ㄌ ㄡ lou	ㄍ ㄡ gou	ㄎ ㄡ kou	
ㄢ an	ㄅ ㄢ ban	ㄆ ㄢ pan	ㄇ ㄢ man	ㄈ ㄢ fan	ㄉ ㄢ dan	ㄊ ㄢ tan	ㄋ ㄢ nan	ㄌ ㄢ lan	ㄍ ㄢ gan	ㄎ ㄢ kan	
ㄣ en	ㄅ ㄣ ben	ㄆ ㄣ pen	ㄇ ㄣ men	ㄈ ㄣ fen			ㄋ ㄣ nen		ㄍ ㄣ gen	ㄎ ㄣ ken	
ㄤ ang	ㄅ ㄤ bang	ㄆ ㄤ pang	ㄇ ㄤ mang	ㄈ ㄤ fang	ㄉ ㄤ dang	ㄊ ㄤ tang	ㄋ ㄤ nang	ㄌ ㄤ lang	ㄍ ㄤ gang	ㄎ ㄤ kang	
ㄥ eng	ㄅ ㄥ beng	ㄆ ㄥ peng	ㄇ ㄥ meng	ㄈ ㄥ feng	ㄉ ㄥ deng	ㄊ ㄥ teng	ㄋ ㄥ neng	ㄌ ㄥ leng	ㄍ ㄥ geng	ㄎ ㄥ keng	
ㄦ er											
ㄧ yi/-i	ㄅ ㄧ bi	ㄆ ㄧ pi	ㄇ ㄧ mi		ㄉ ㄧ di	ㄊ ㄧ ti	ㄋ ㄧ ni	ㄌ ㄧ li			
ㄧ ㄚ yia/-ia								ㄌ ㄧ ㄚ lia			
ㄧ ㄛ yo											
ㄧ ㄜ ye/-ie	ㄅ ㄧ ㄜ bie	ㄆ ㄧ ㄜ pie	ㄇ ㄧ ㄜ mie		ㄉ ㄧ ㄜ die	ㄊ ㄧ ㄜ tie	ㄋ ㄧ ㄜ nie	ㄌ ㄧ ㄜ lie			
ㄧ ㄞ yai											

	ㄏ h	ㄐ j	ㄑ q	ㄒ x	ㄓ zh	ㄔ ch	ㄕ sh	ㄖ r	ㄗ z	ㄘ c	ㄙ s
	ㄏ ㄩ ha				ㄓ ㄩ zha	ㄔ ㄩ cha	ㄕ ㄩ sha		ㄗ ㄩ za	ㄘ ㄩ ca	ㄙ ㄩ sa
	ㄏ ㄜ he				ㄓ ㄜ zhe	ㄔ ㄜ che	ㄕ ㄜ she	ㄖ ㄜ re	ㄗ ㄜ ze	ㄘ ㄜ ce	ㄙ ㄜ se
	ㄏ ㄞ hai				ㄓ ㄞ zhai	ㄔ ㄞ chai	ㄕ ㄞ shai		ㄗ ㄞ zai	ㄘ ㄞ cai	ㄙ ㄞ sai
	ㄏ ㄟ hei				ㄓ ㄟ zhei	ㄔ ㄟ shei	ㄕ ㄟ shei		ㄗ ㄟ zei		
	ㄏ ㄠ hao				ㄓ ㄠ zhao	ㄔ ㄠ chao	ㄕ ㄠ shao	ㄖ ㄠ rao	ㄗ ㄠ zao	ㄘ ㄠ cao	ㄙ ㄠ sao
	ㄏ ㄡ hou				ㄓ ㄡ zhou	ㄔ ㄡ chou	ㄕ ㄡ shou	ㄖ ㄡ rou	ㄗ ㄡ zou	ㄘ ㄡ cou	ㄙ ㄡ sou
	ㄏ ㄢ han				ㄓ ㄢ zhan	ㄔ ㄢ chan	ㄕ ㄢ shan	ㄖ ㄢ ran	ㄗ ㄢ zan	ㄘ ㄢ can	ㄙ ㄢ san
	ㄏ ㄣ hen				ㄓ ㄣ zhen	ㄔ ㄣ chen	ㄕ ㄣ shen	ㄖ ㄣ ren	ㄗ ㄣ zen	ㄘ ㄣ cen	ㄙ ㄣ sen
	ㄏ ㄤ hang				ㄓ ㄤ zhang	ㄔ ㄤ chang	ㄕ ㄤ shang	ㄖ ㄤ rang	ㄗ ㄤ zang	ㄘ ㄤ cang	ㄙ ㄤ sang
	ㄏ ㄥ heng				ㄓ ㄥ zheng	ㄔ ㄥ cheng	ㄕ ㄥ sheng	ㄖ ㄥ reng	ㄗ ㄥ zeng	ㄘ ㄥ ceng	ㄙ ㄥ seng
		ㄐ 一 ji	ㄑ 一 qi	ㄒ 一 xi							
		ㄐ 一 ㄩ jia	ㄑ 一 ㄩ qia	ㄒ 一 ㄩ xia							
		ㄐ 一 ㄜ jie	ㄑ 一 ㄜ qie	ㄒ 一 ㄜ xie							

Ini- Finals	ㄅ b	ㄆ p	ㄇ m	ㄈ f	ㄉ d	ㄊ t	ㄋ n	ㄌ l	ㄍ g	ㄎ k	
ㄟ yao/-iao	ㄅㄟ biao	ㄆㄟ piao	ㄇㄟ miao		ㄉㄟ diao	ㄊㄟ tiao	ㄋㄟ niao	ㄌㄟ liao			
ㄟㄨ you/-iou			ㄇㄟㄨ miu		ㄉㄟㄨ diu		ㄋㄟㄨ niu	ㄌㄟㄨ liu			
ㄟㄣ yan/-ian	ㄅㄟㄣ bian	ㄆㄟㄣ pian	ㄇㄟㄣ mian		ㄉㄟㄣ dian	ㄊㄟㄣ tian	ㄋㄟㄣ nian	ㄌㄟㄣ lian			
ㄟㄣ yin/-in	ㄅㄟㄣ bin	ㄆㄟㄣ pin	ㄇㄟㄣ min				ㄋㄟㄣ nin	ㄌㄟㄣ lin			
ㄟㄣ yang/-iang							ㄋㄟㄣ niang	ㄌㄟㄣ liang			
ㄟㄣ ying/-ing	ㄅㄟㄣ bing	ㄆㄟㄣ ping	ㄇㄟㄣ ming		ㄉㄟㄣ ding	ㄊㄟㄣ ting	ㄋㄟㄣ ning	ㄌㄟㄣ ling			
ㄨ wu/-u	ㄅㄨ bu	ㄆㄨ pu	ㄇㄨ mu	ㄈㄨ fu	ㄉㄨ du	ㄊㄨ tu	ㄋㄨ nu	ㄌㄨ lu	ㄍㄨ gu	ㄎㄨ ku	
ㄨㄚ wa/-ua									ㄍㄨㄚ gua	ㄎㄨㄚ kua	
ㄨㄛ wo/-uo					ㄉㄨㄛ duo	ㄊㄨㄛ tuo	ㄋㄨㄛ nuo	ㄌㄨㄛ luo	ㄍㄨㄛ guo	ㄎㄨㄛ kuo	
ㄨㄞ wai/-uai									ㄍㄨㄞ guai	ㄎㄨㄞ kuai	
ㄨㄟ wei/-ui					ㄉㄨㄟ dui	ㄊㄨㄟ tui			ㄍㄨㄟ gui	ㄎㄨㄟ kui	
ㄨㄢ wan/-uan					ㄉㄨㄢ duan	ㄊㄨㄢ tuan	ㄋㄨㄢ nuan	ㄌㄨㄢ luan	ㄍㄨㄢ guan	ㄎㄨㄢ kuan	
ㄨㄣ wen/-un					ㄉㄨㄣ dun	ㄊㄨㄣ tun		ㄌㄨㄣ lun	ㄍㄨㄣ gun	ㄎㄨㄣ kun	
ㄨㄤ wang/-uang									ㄍㄨㄤ guang	ㄎㄨㄤ kuang	
ㄨㄥ weng/-ong					ㄉㄨㄥ dong	ㄊㄨㄥ tong	ㄋㄨㄥ nong	ㄌㄨㄥ long	ㄍㄨㄥ gong	ㄎㄨㄥ kong	
ㄩ yu/-ü							ㄋㄩ nǚ	ㄌㄩ lǚ			
ㄩㄝ yue/-üe							ㄋㄩㄝ nǚe	ㄌㄩㄝ lǚe			
ㄩㄢ yuan/-üan								ㄌㄩㄢ lǚan			
ㄩㄣ yun/-ün											
ㄩㄥ yong/-iong											

	ㄏ h	ㄐ j	ㄑ q	ㄒ x	ㄓ zh	ㄔ ch	ㄕ sh	ㄖ r	ㄗ z	ㄘ c	ㄙ s
		ㄐㄧㄠ jiao	ㄑㄧㄠ qiao	ㄒㄧㄠ xiao							
		ㄐㄧㄡ jiu	ㄑㄧㄡ qiu	ㄒㄧㄡ xiu							
		ㄐㄧㄢ jian	ㄑㄧㄢ qian	ㄒㄧㄢ xian							
		ㄐㄧㄣ jin	ㄑㄧㄣ qin	ㄒㄧㄣ xin							
		ㄐㄧㄤ jiang	ㄑㄧㄤ qiang	ㄒㄧㄤ xiang							
		ㄐㄧㄥ jing	ㄑㄧㄥ qing	ㄒㄧㄥ xing							
	ㄏㄨ hu				ㄓㄨ zhu	ㄔㄨ chu	ㄕㄨ shu	ㄖㄨ ru	ㄗㄨ zu	ㄘㄨ cu	ㄙㄨ su
	ㄏㄨㄚ hua				ㄓㄨㄚ zhua	ㄔㄨㄚ chua	ㄕㄨㄚ shua				
	ㄏㄨㄛ huo				ㄓㄨㄛ zhuo	ㄔㄨㄛ chuo	ㄕㄨㄛ shuo	ㄖㄨㄛ ruo	ㄗㄨㄛ zuo	ㄘㄨㄛ cuo	ㄙㄨㄛ suo
	ㄏㄨㄞ huai				ㄓㄨㄞ zhuai	ㄔㄨㄞ chuai	ㄕㄨㄞ shuai				
	ㄏㄨㄟ hui				ㄓㄨㄟ zhui	ㄔㄨㄟ chui	ㄕㄨㄟ shui	ㄖㄨㄟ rui	ㄗㄨㄟ zui	ㄘㄨㄟ cui	ㄙㄨㄟ sui
	ㄏㄨㄢ huan				ㄓㄨㄢ zhuan	ㄔㄨㄢ chuan	ㄕㄨㄢ shuan	ㄖㄨㄢ ruan	ㄗㄨㄢ zuan	ㄘㄨㄢ cuan	ㄙㄨㄢ suan
	ㄏㄨㄣ hun				ㄓㄨㄣ zhun	ㄔㄨㄣ chun	ㄕㄨㄣ shun	ㄖㄨㄣ run	ㄗㄨㄣ zun	ㄘㄨㄣ cun	ㄙㄨㄣ sun
	ㄏㄨㄤ huang				ㄓㄨㄤ zhuang	ㄔㄨㄤ chuang	ㄕㄨㄤ shuang				
	ㄏㄨㄥ hong				ㄓㄨㄥ zhong	ㄔㄨㄥ chong		ㄖㄨㄥ rong	ㄗㄨㄥ zong	ㄘㄨㄥ cong	ㄙㄨㄥ song
		ㄐㄩ jǔ	ㄑㄩ qǔ	ㄒㄩ xǔ							
		ㄐㄩㄝ jǔe	ㄑㄩㄝ qǔe	ㄒㄩㄝ xǔe							
		ㄐㄩㄢ jǔan	ㄑㄩㄢ qǔan	ㄒㄩㄢ xǔan							
		ㄐㄩㄣ jǔn	ㄑㄩㄣ qǔn	ㄒㄩㄣ xǔn							
		ㄐㄩㄥ jiong	ㄑㄩㄥ qiong	ㄒㄩㄥ xiong							

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網址：Students.Taiwan-World.Net ， QRcode

臺灣是東西文化交流薈萃之地，具備優質的教育環境與完善的教育制度，為鼓勵全球各地更多優秀僑生來臺升學，培育成為海外僑臺商企業及當地產業所需之技術人才，僑委會除專為僑生辦理大學先修教育外，近年亦加強推廣3+4僑生技職專班及海外青年技術訓練班，針對僑生提供完善的在學輔導措施與照護，如新僑生接機、僑生社團補助、工讀金及學習扶助金、獎助學金、醫療急難救助、僑保及健保補助等，讓海外家長放心將小孩送到臺灣讀書及學習。

為提供僑生來臺就學相關資訊，僑委會於官方網站闢建「僑生服務專區」，只要以手機掃描下方QRcode即可瞭解相關就學資訊。

一、海外僑生來臺就學管道

國小



國中、高中、高職、五專



大學及研究所



二、僑生申請來臺就讀3+4產學攜手合作僑生專班

東南亞地區(越南、印尼、馬來西亞、緬甸、泰國、柬埔寨、菲律賓)招生簡章及宣傳摺頁



三、海外僑生申請來臺就讀海外青年技術訓練班 海青班線上招生服務專區



中華民國僑務委員會

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第二課（一）

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

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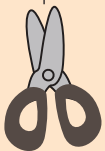
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第二課（二）

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

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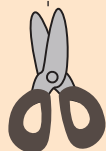
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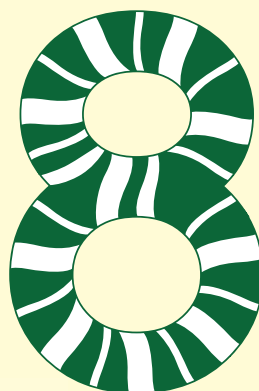
第三課 (一)

課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards



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第三課 (二)

課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards



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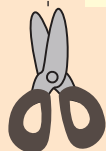
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第三課 (三)

課堂活動：雙人對決

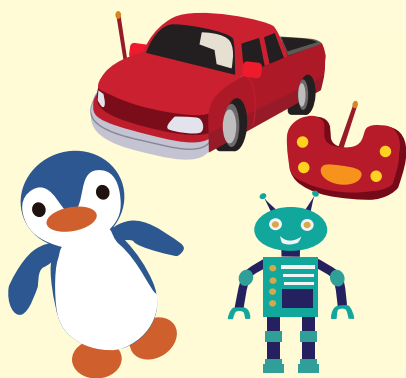
Classroom Activity: Dueling Flash Cards



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第五課（一）

課堂活動：蘿蔔蹲

Classroom Activity: The Daikon Squat

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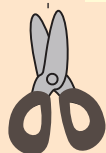
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第五課（二）

課堂活動：蘿蔔蹲

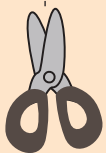
Classroom Activity: The Daikon Squat

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第六課（一）

課堂活動：人體注音

Classroom Activity: Body Bopomofo

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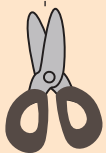
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第六課（二）

課堂活動：人體注音

Classroom Activity: Body Bopomofo

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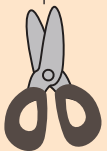
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第六課（三）

課堂活動：人體注音

Classroom Activity: Body Bopomofo

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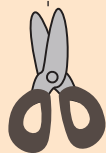
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第六課（四）

課堂活動：人體注音

Classroom Activity: Body Bopomofo

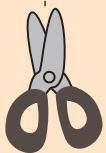
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