

學華語向前走



Let's Learn Chinese

入門冊

課本 Textbook A

漢語拼音版



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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.

林東明 (Tony Lin) :
lín dōng míng

1 愛交朋友
ài jiāo péng yǒu

Tony Lin: Loves to make friends

李大文 (Devin Li) :
lǐ dà wén

2 開朗
kāi lǎng

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 xiàng hài xiū

Joe Fang: Introverted, shy



第一課 你好

dì yī kè

nǐ hǎo

h

n

l

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

niàn niàn kàn

n

nǐ hǎo



nǎi nai



l

Lín dōng míng



Zhāng lì



h

nǐ hǎo



hóu zi



d

dàn gāo



Lín dōng míng

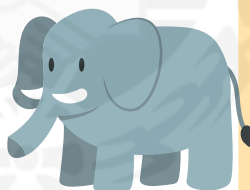


a

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 .

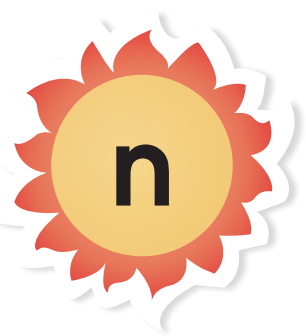


拼拼看 Write out
pīn pīn kàn

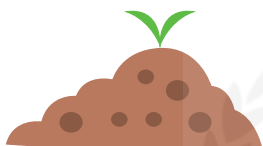
請聽音檔跟著念一次。

qīng tīng yīn dǎng gēn zhe niàn yí cì

Listen and repeat.



ní



nǐ

nì

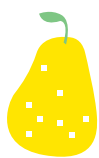
nā



nǎ

nà

lí



lǐ



lì

lā



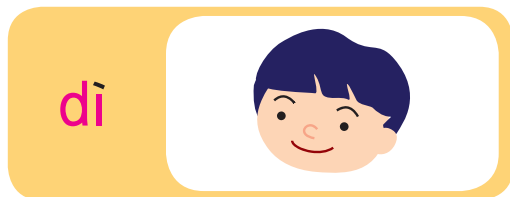
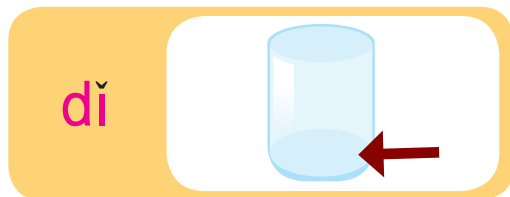
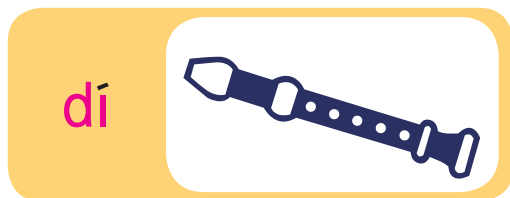
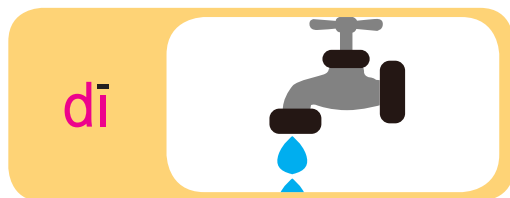
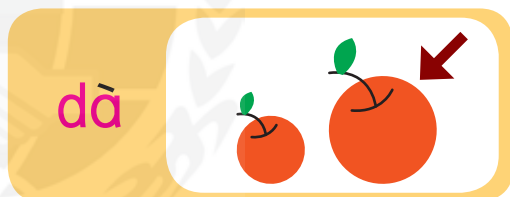
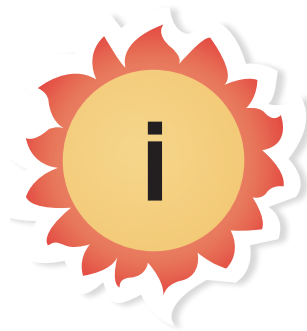
là



hā



hǎ



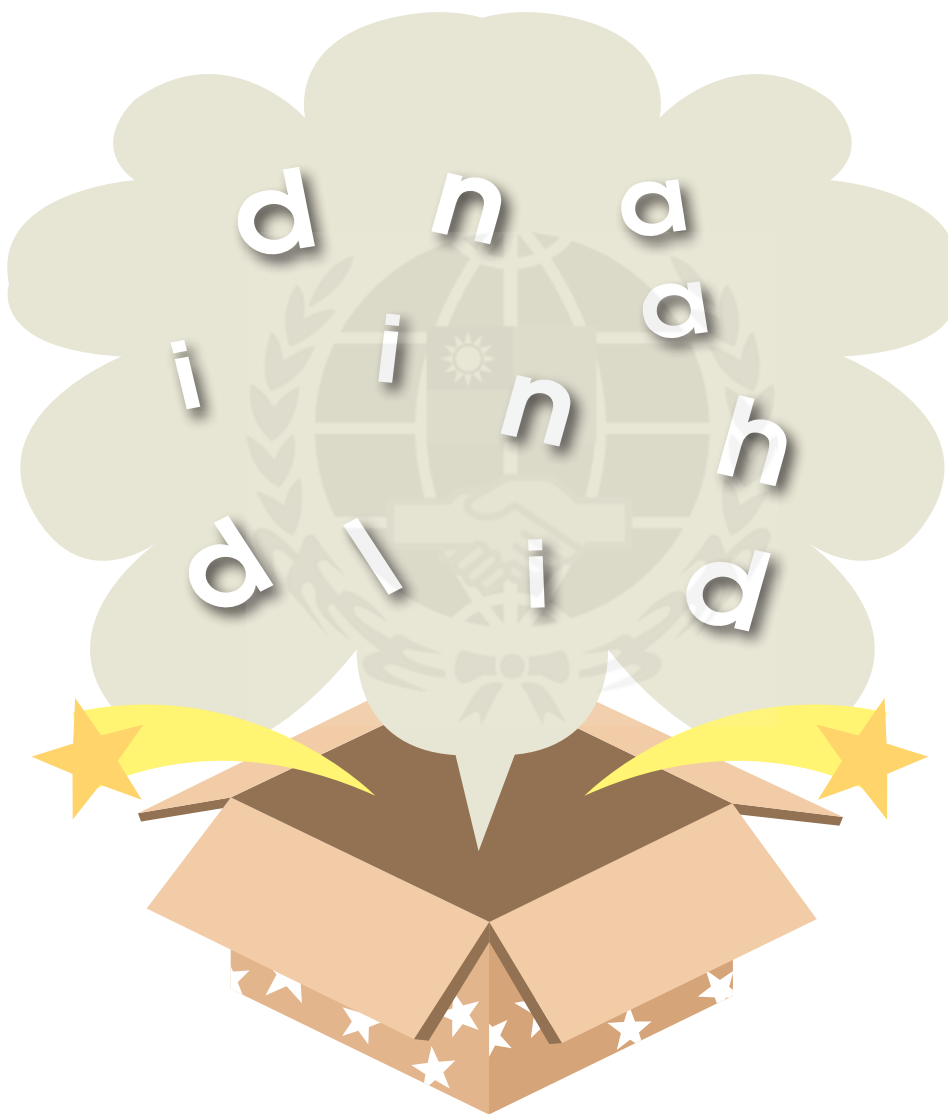
練習 Exercise
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **n**、**l**、**h**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

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

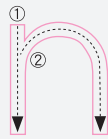
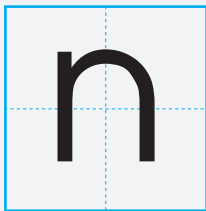
n () **l** () **h** ()

C. 寫寫看：請照樣寫出 n、l、h。

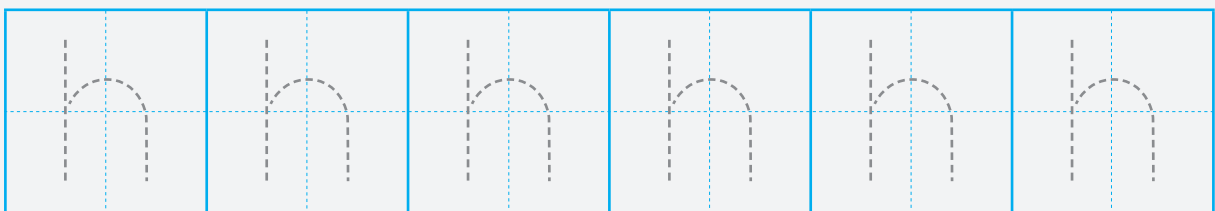
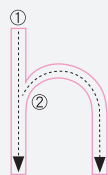
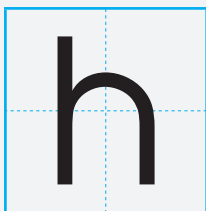
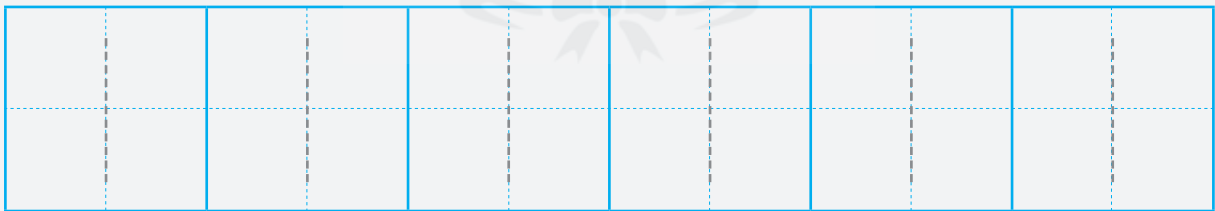
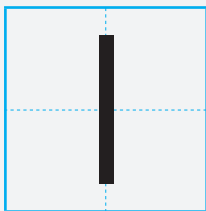
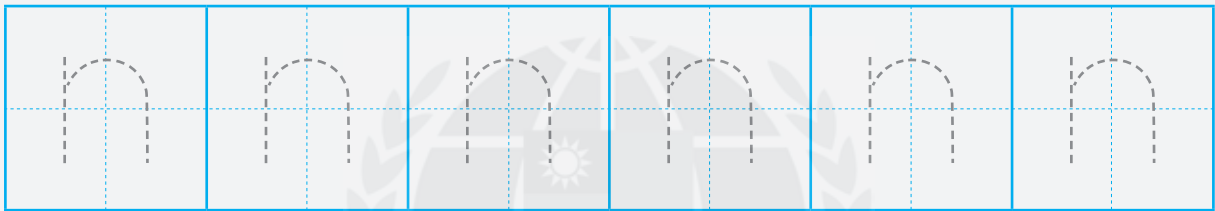
xiě xiě kàn

qǐng zhào yàng xiě chū

Writing: Please write n, l and h.



n
l
h

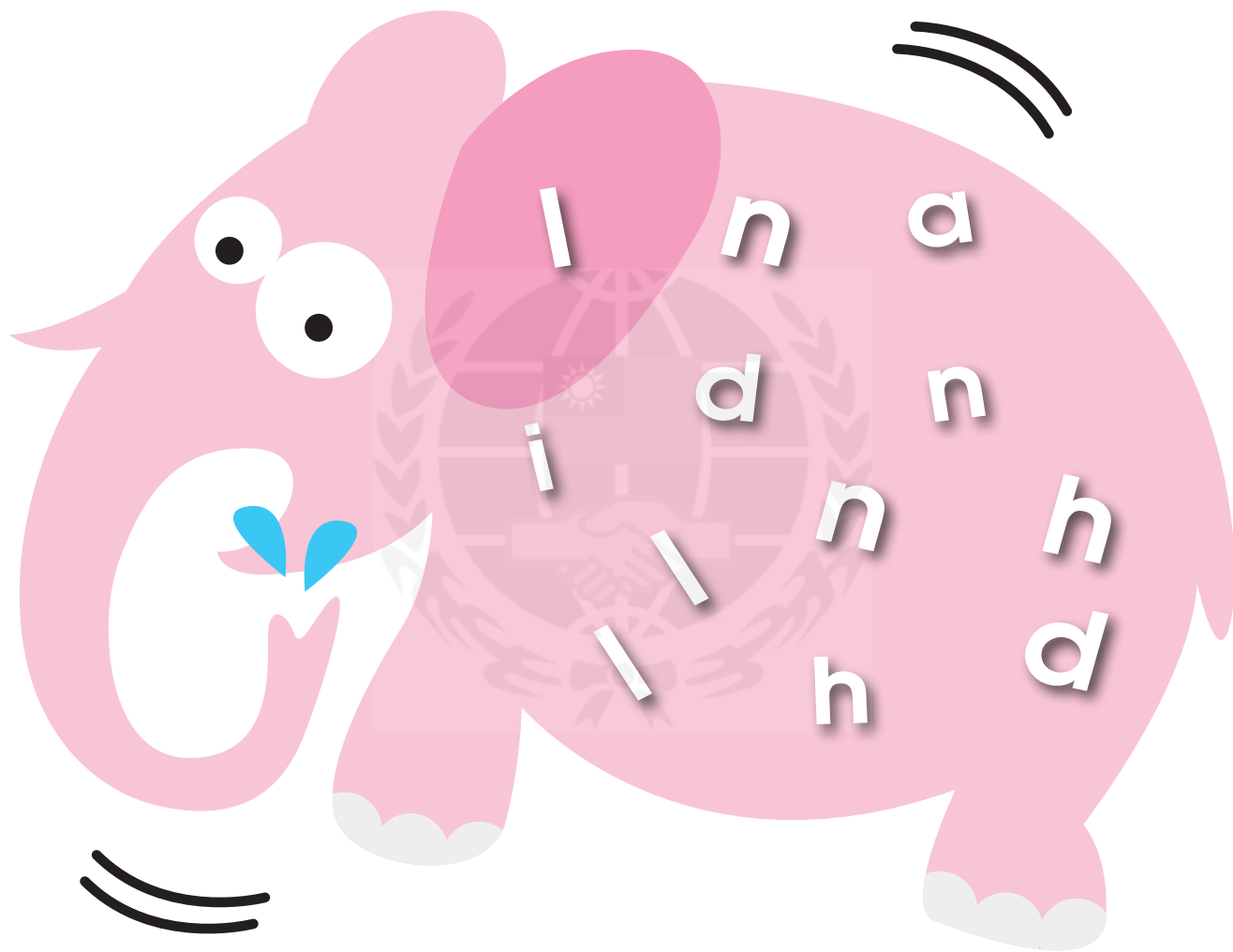


Part II

A. 圈圈看：請圈出圖中的 **d**、**a**、**i**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

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

d ()

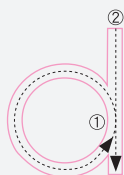
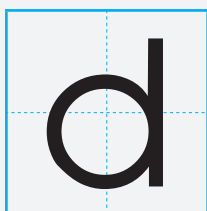
a ()

i ()

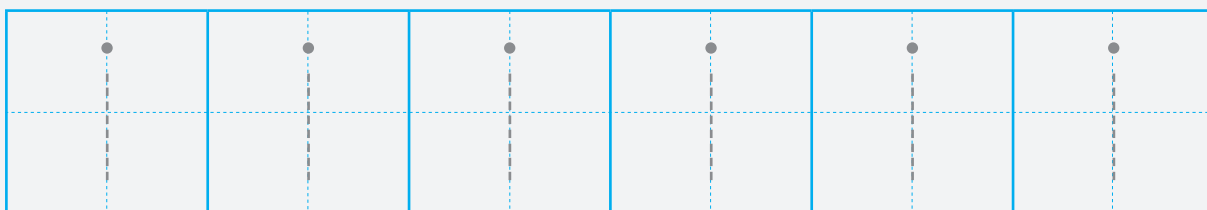
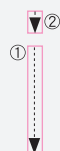
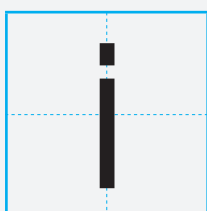
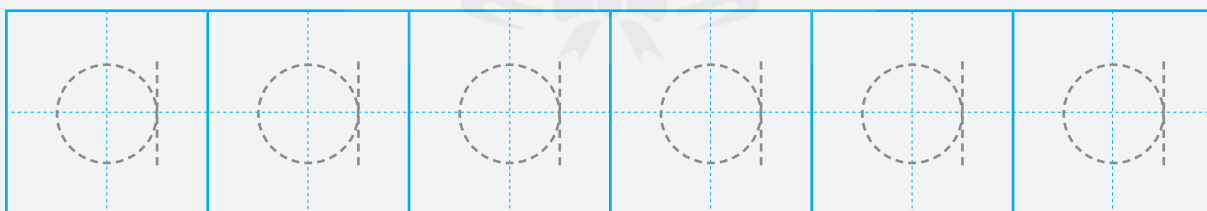
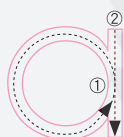
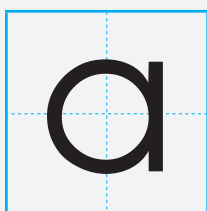
C. 寫寫看：請照樣寫出 d、a、i。

xiě xiě kàn qǐng zhào yàng xiě chū

Write d, a and i.



d
a
i



Part III 課堂活動：發音炸彈

kè táng huó dòng

fā yīn zhā 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 niàn běn kè shēng cí

rú guǒ gāi shēng cí hán yǒu shēng mǔ

zé xué shēng xǔ jǔ 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 fǎn yīng

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 niàn chū

nǐ hǎo

zhè ge cí

quán bān tóng xué xǔ 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 dì

nán shēng

第二課 我七歲

dì èr kè

wǒ qī suì

wu

q

j

t

o

s





第二課

dì èr kè

我七歲

wǒ qī suì

wǒ qī suì ,

tā liù suì .



生詞

Vocabulary Words

shēng cí

wǒ

qī

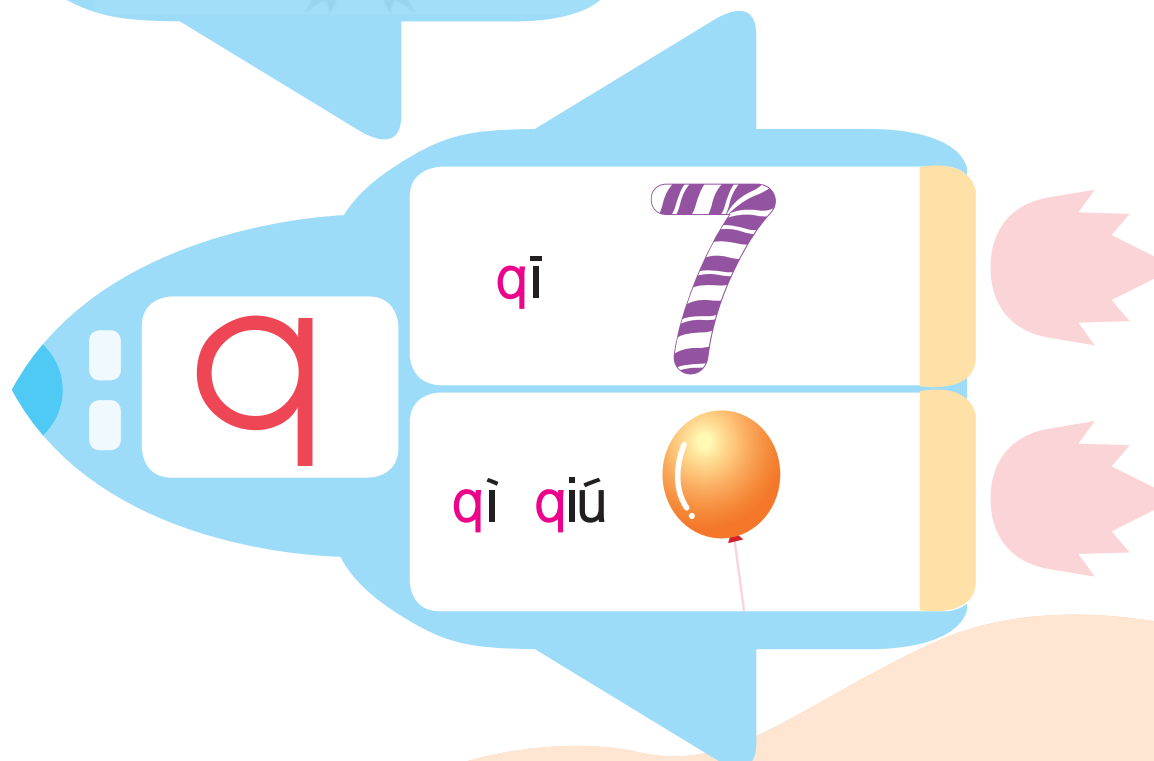
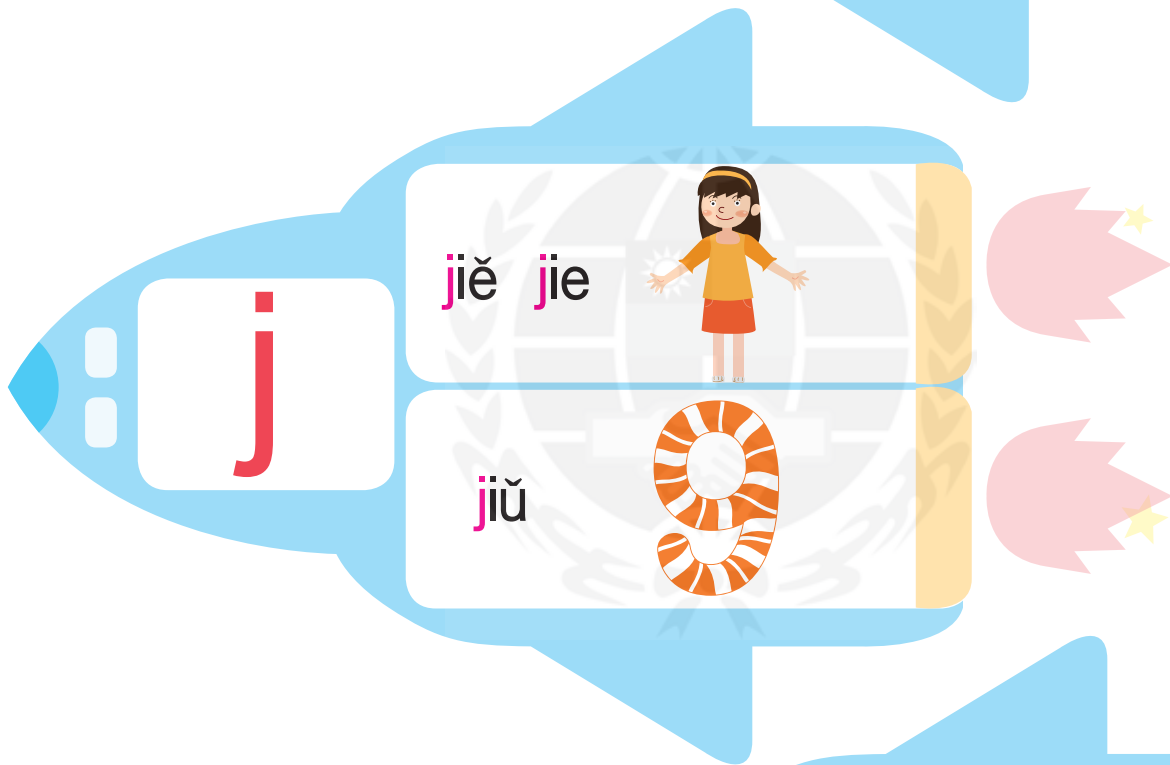
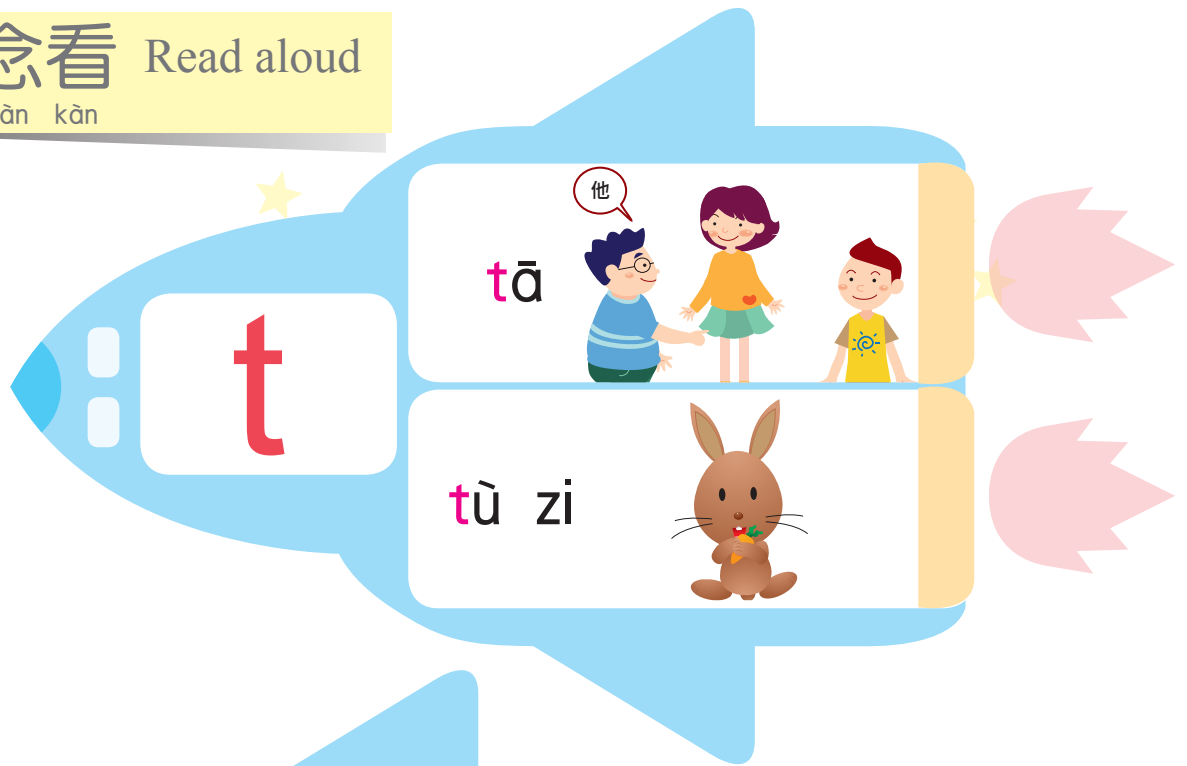
suì

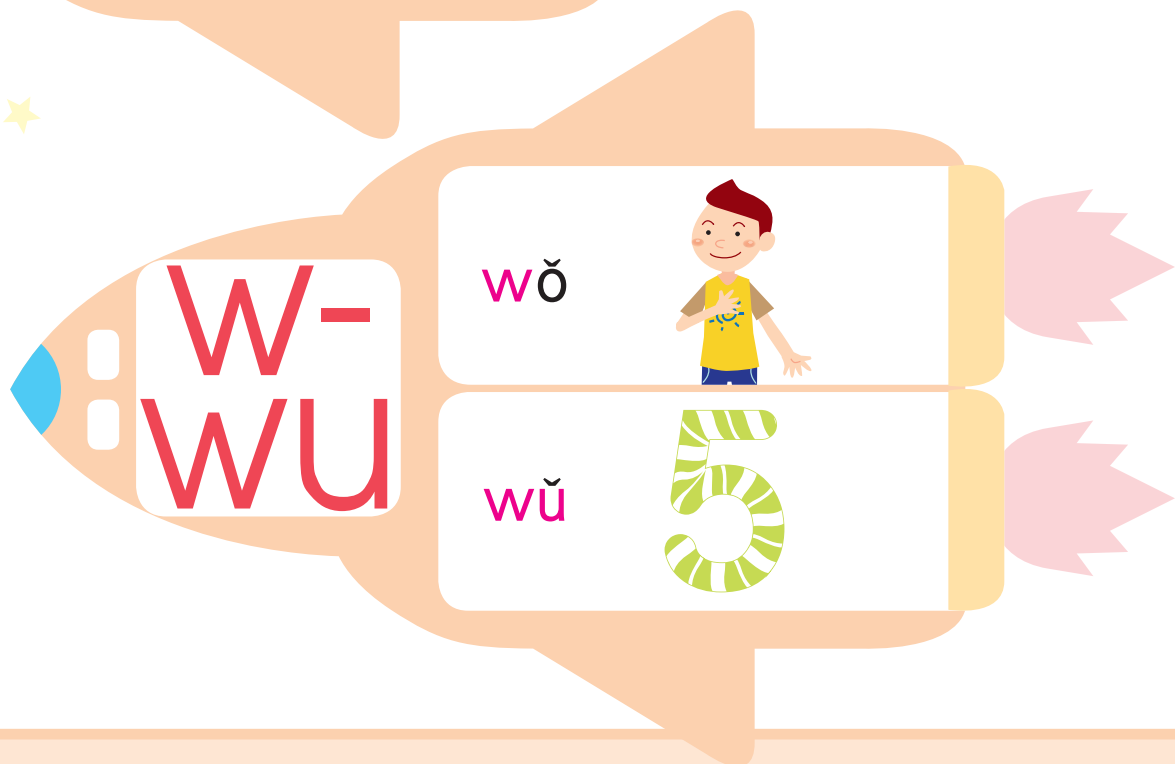
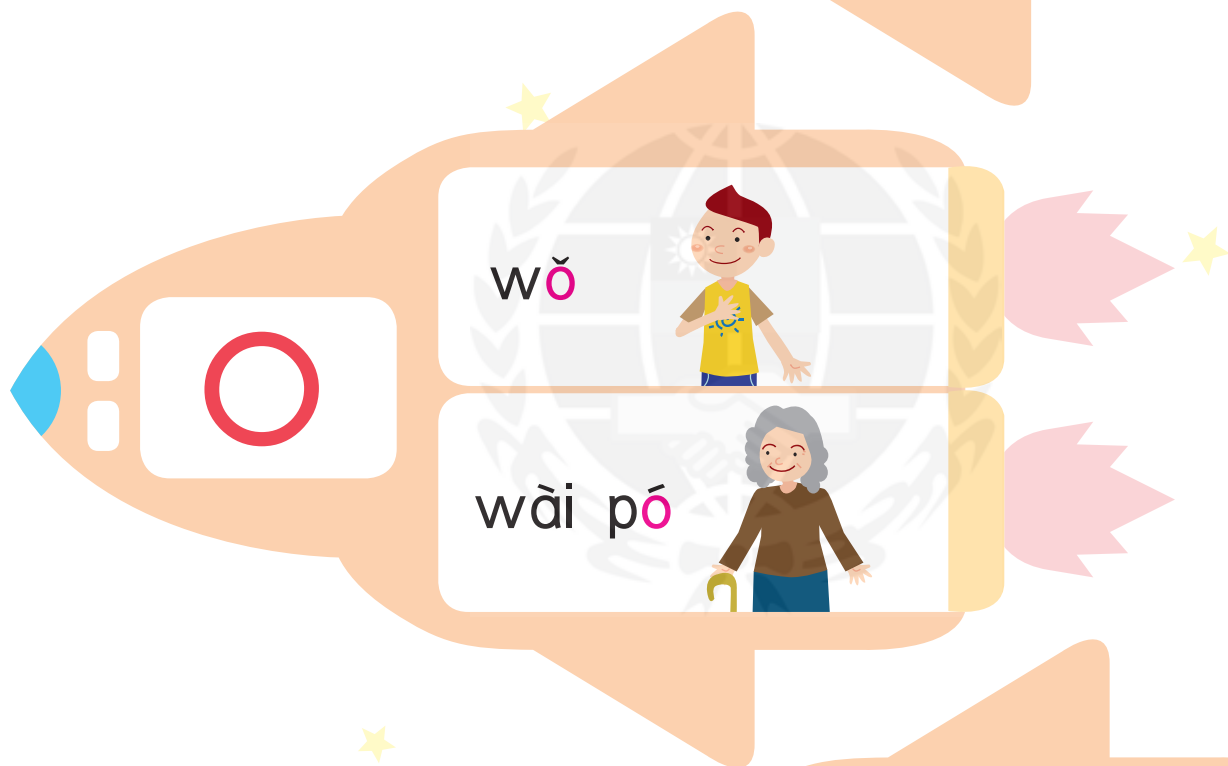
tā

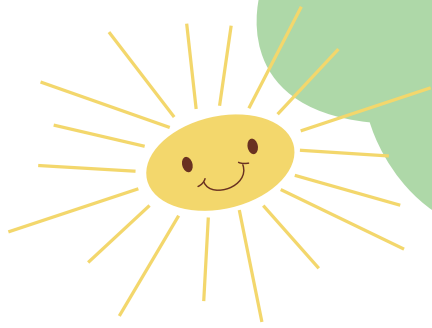


念念看 Read aloud

niàn niàn kàn







jǐě jīe jǐǔ suì ,

mèi mei wǔ suì .



dà wén qī suì ,



wén wén liù suì .





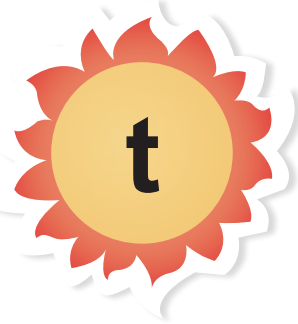
拼拼看 Write out

pīn pīn kàn

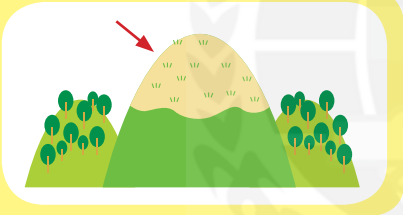
請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niàn yí cì

Listen and repeat.



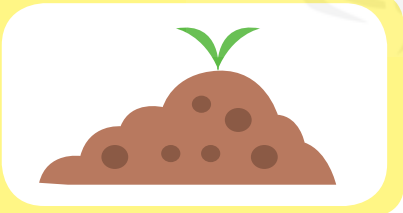
tū



tú

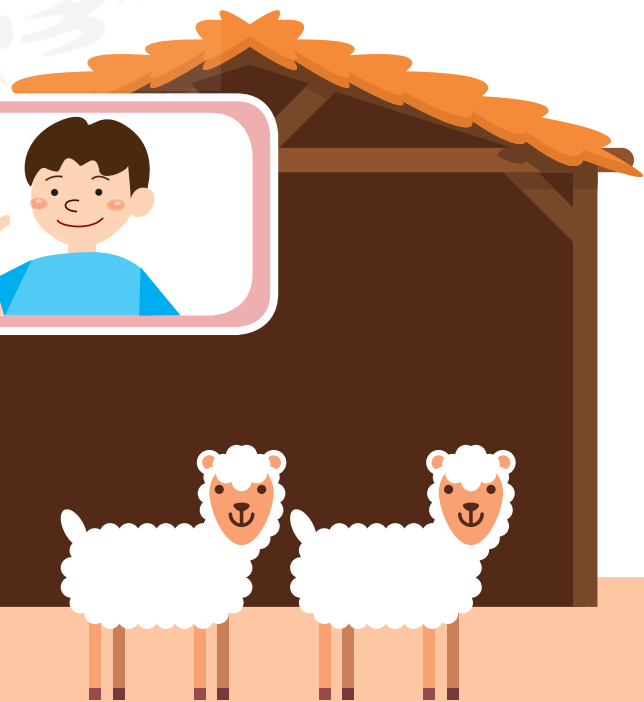
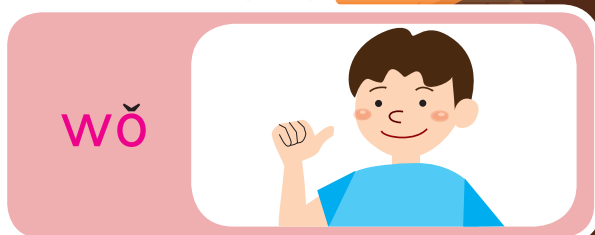
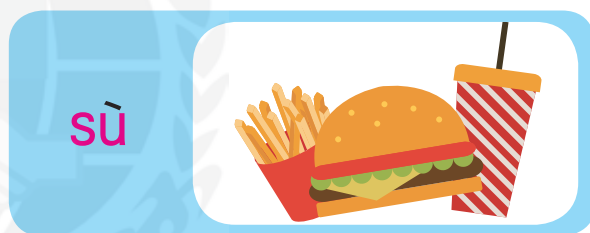
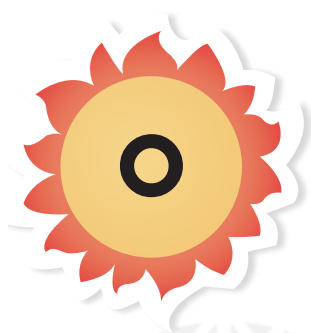


tǔ



tù





練習

Exercise

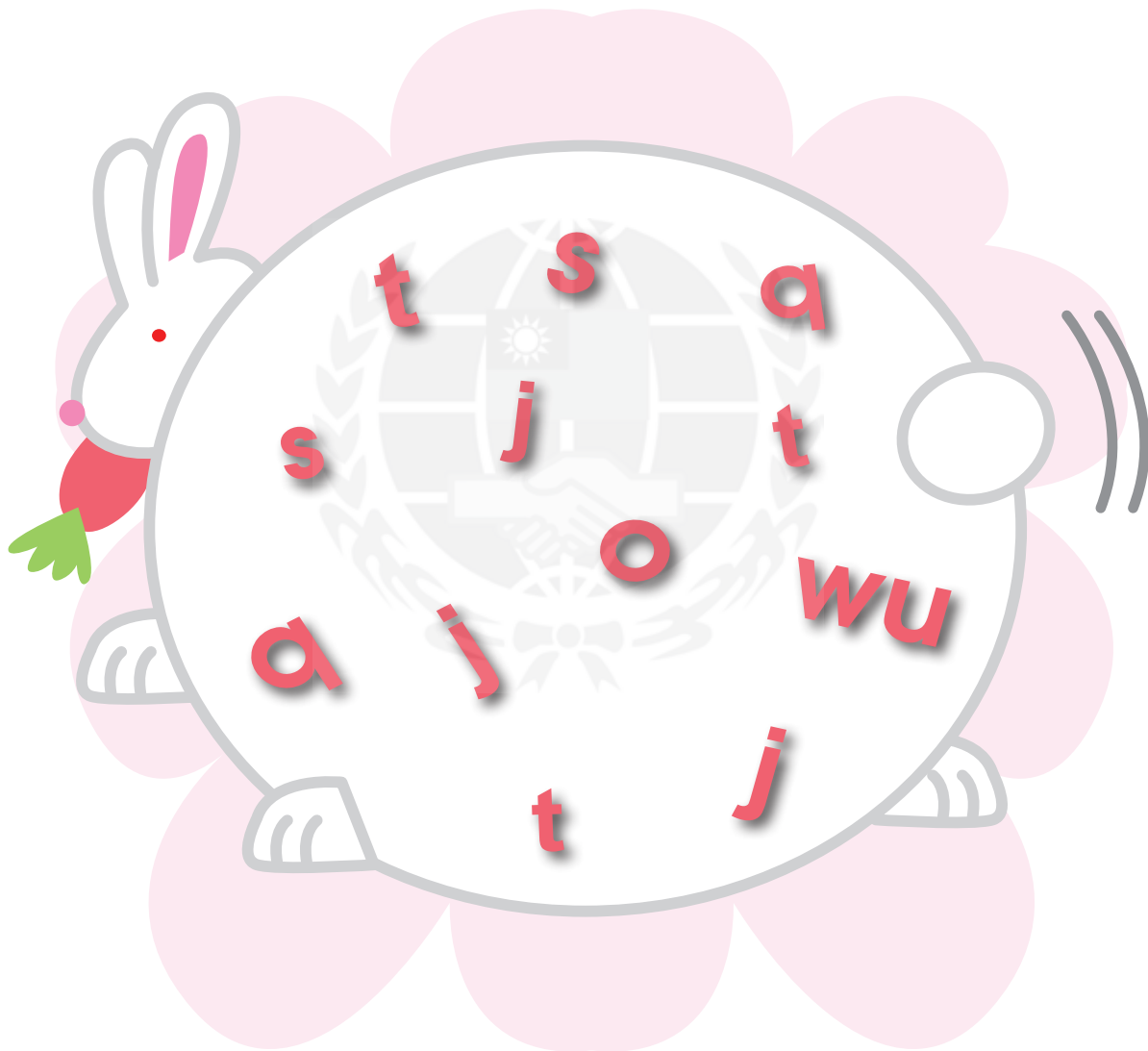
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **t**、**j**、**q**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

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

t ()

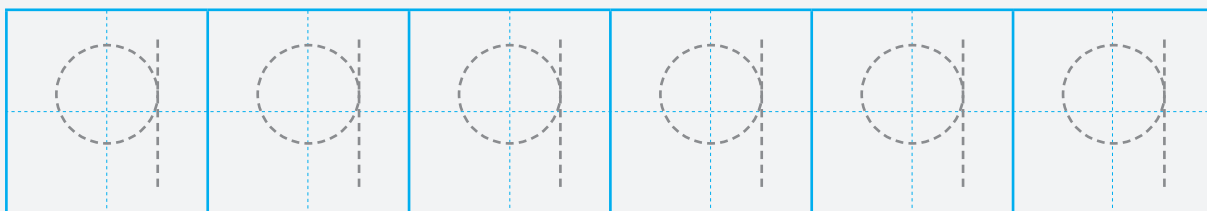
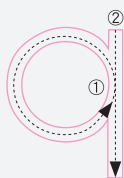
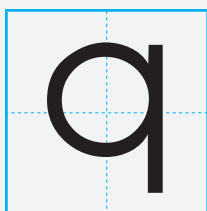
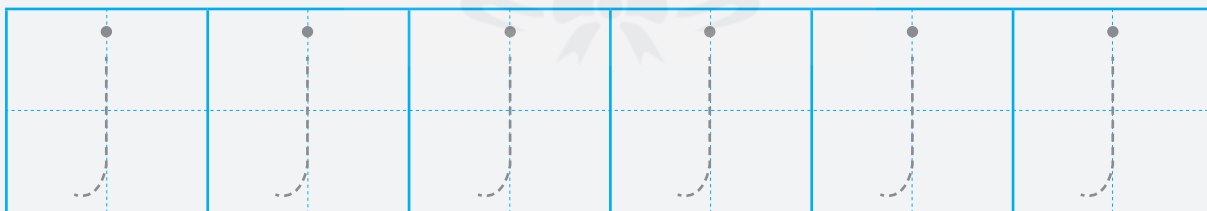
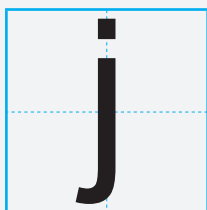
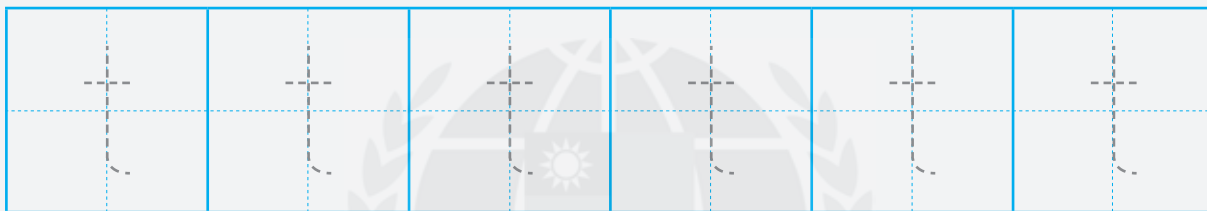
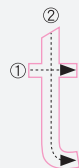
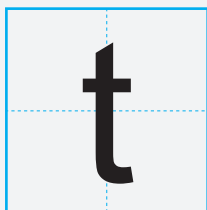
j ()

q ()

C. 寫寫看：請照樣寫出 t、j、q。

xiě xiě kàn qīng zhào yàng xiě chū

Write t, j and q.



t

j

q



Part II

A. 圈圈看：請圈出圖中的 **s**、**o**、**wu**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

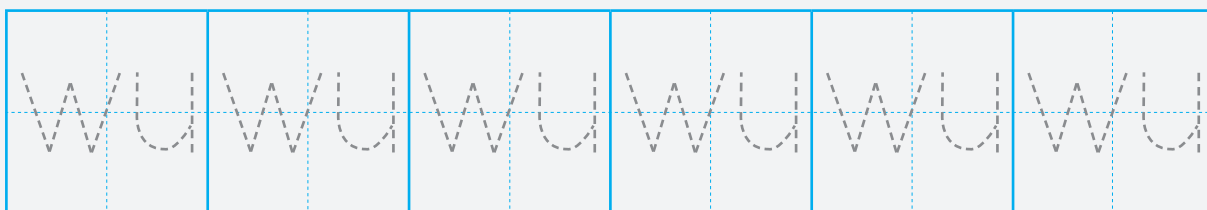
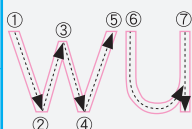
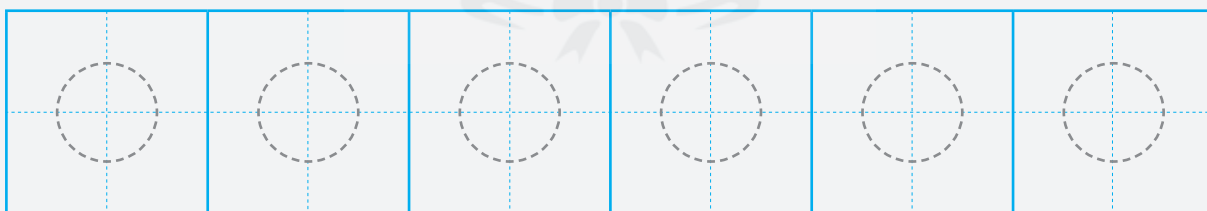
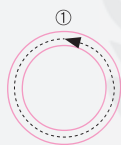
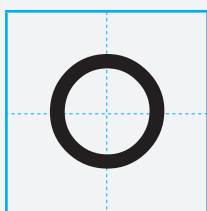
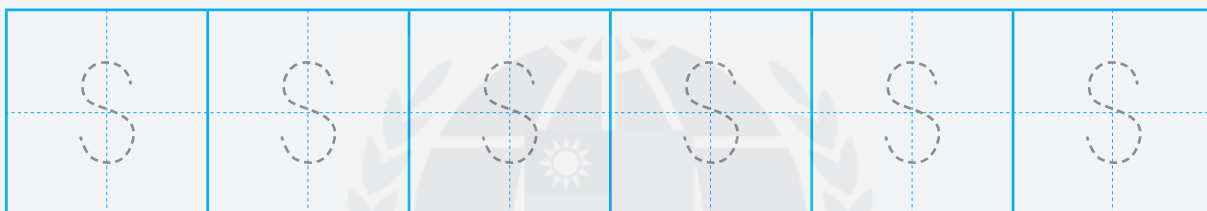
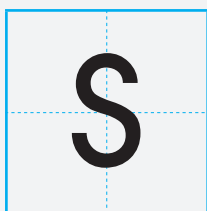
Count how many **s**, **o** and **wu** are in the picture above.

s () **o** () **wu** ()

C. 寫寫看：請照樣寫出 s、o、wu。

xiě xiě kàn qǐng zhào yàng xiě chū

Write s, o, and wu.



s

o

wu



Part III 課堂活動：翻牌遊戲

kè táng huó dòng fān pái yóu xì

Classroom Activity: Card Flip

1. 將生字卡沿虛線剪下。每人有 12 張生字卡。

jiāng shēng zì kǎ yán xū xiàn jiǎn xià měi rén yǒu zhāng shēng zì kǎ

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。

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

那一面在下。

nà yí miàn zài xià

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。

liǎng rén cāi quán yíng de xiān fān pái fān pái shí yào niǎn chū shēng zì yí ge rén yí cì

翻兩張牌。

fān liǎng zhāng pái

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 qiě kě yǐ zài fān yí cì

翻到不一樣生字卡，要把生字卡蓋回去，由另一個同學

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

翻。

fān

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。

zuì 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 Vocabulary Words

shēng cí

sān

ge

rén

bā ba ,

mā ma hàn wǒ .



bā ba

mā ma



念念看 Read aloud

niàn niàn kàn

b

bā ba



bā



m

mā ma



mèi mei



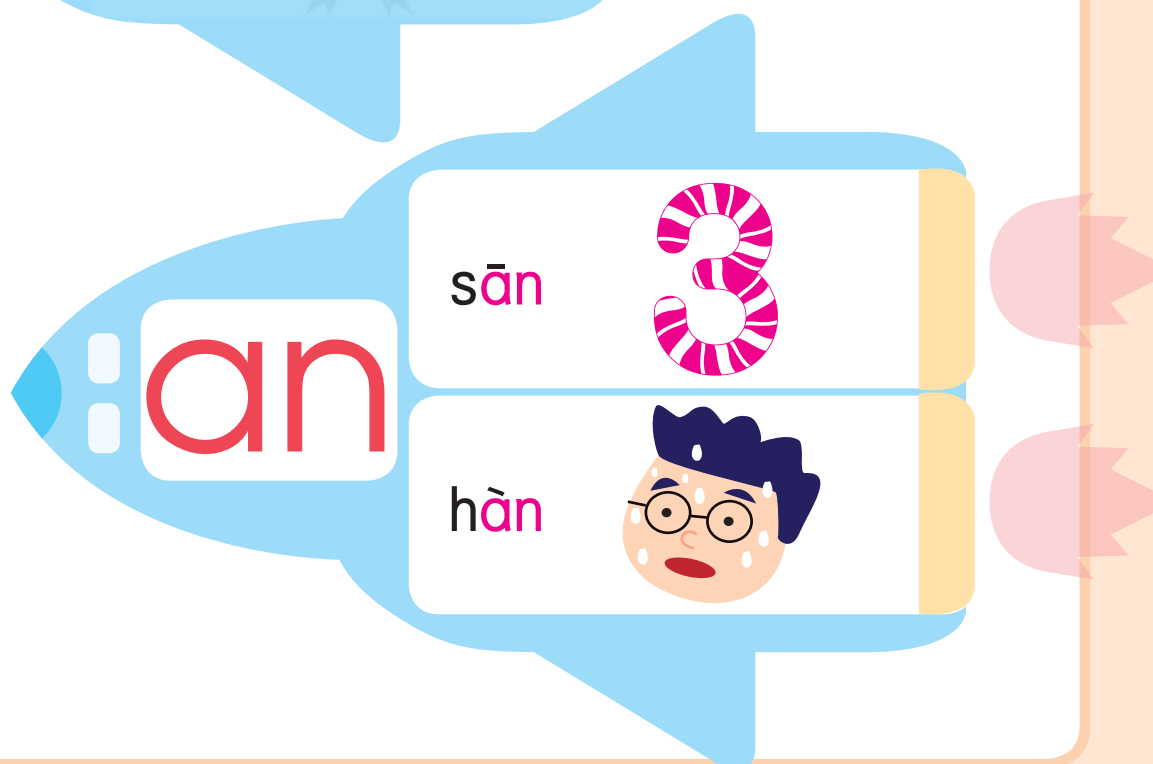
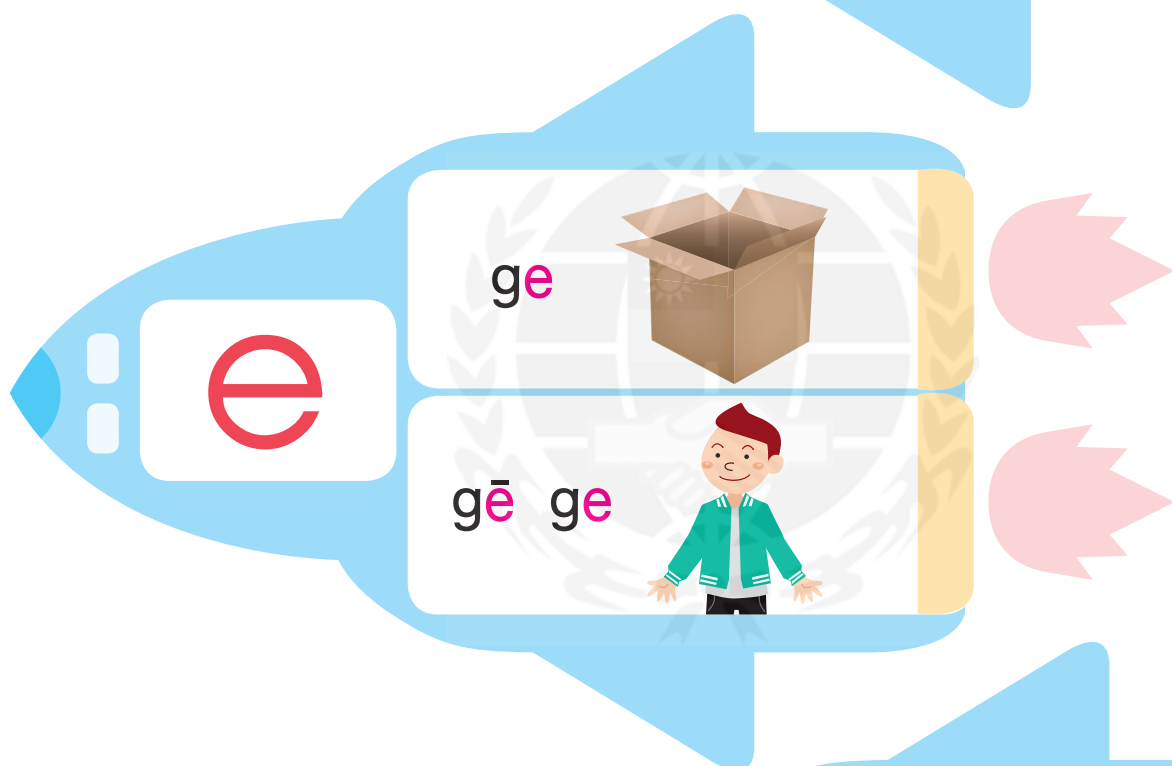
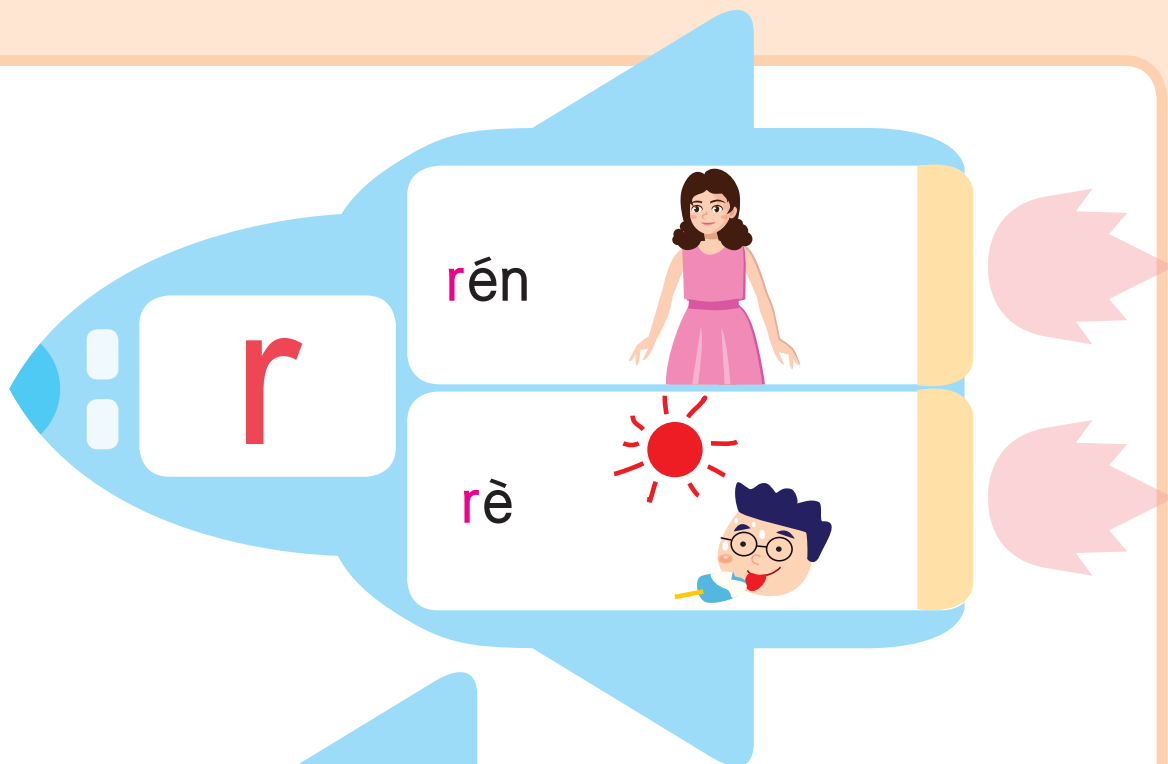
g

ge



gē ge





wǒ jiā yǒu

wǔ ge rén ,

bà ba , mā ma ,

gē ge ,

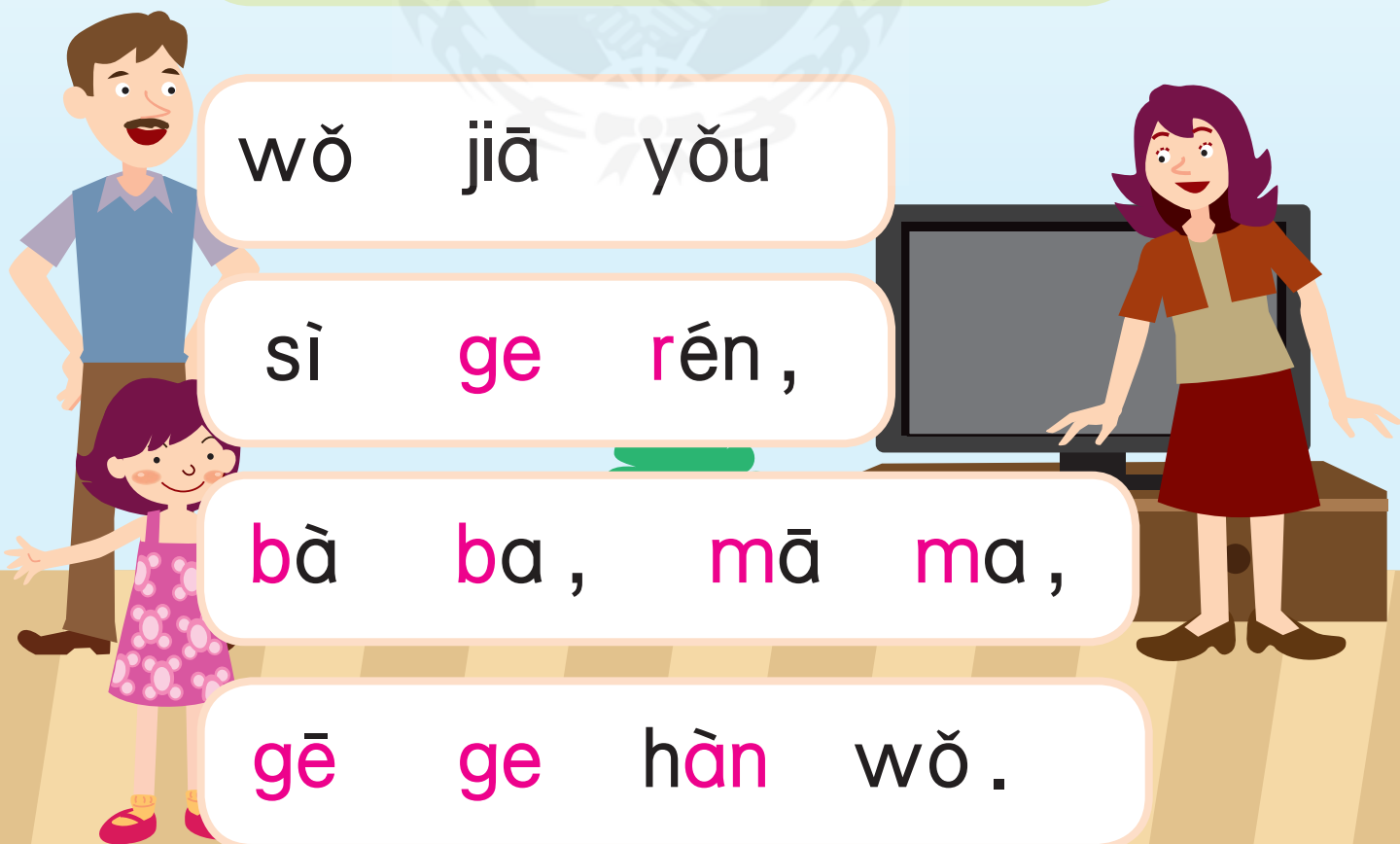
mèi mei hàn wǒ .

wǒ jiā yǒu

sì ge rén ,

bà ba , mā ma ,

gē ge hàn wǒ .





拼拼看 Write out

pīn pīn kàn

請聽音檔跟著念一次。

qīng tīng yīn dǎng gēn zhe niàn yí cì

Listen and repeat.

b

m

g

r

e

an

bān



bǎn



bàn



gē



gē



gě

gē

mān

mǎn

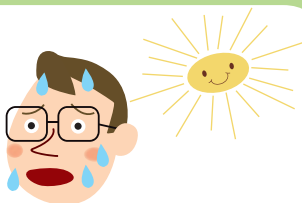


mǎn



rě

rě



練習 Exercise

liàn xí

Part I

A. 圈圈看：請圈出圖中的 **b**、**m**、**g**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn 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。

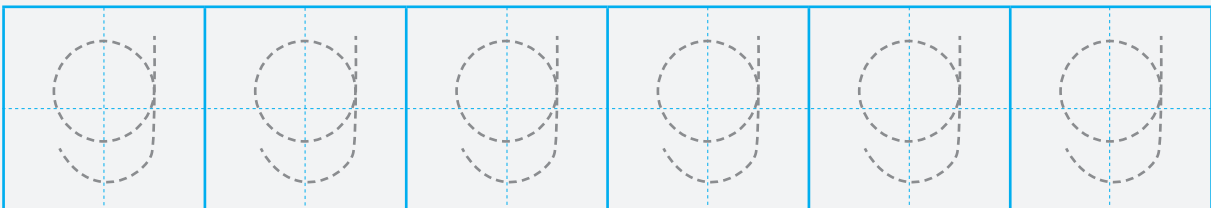
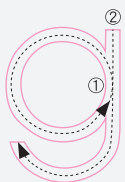
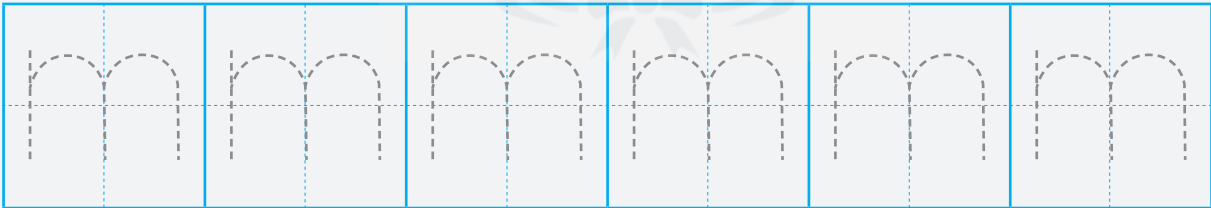
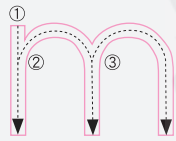
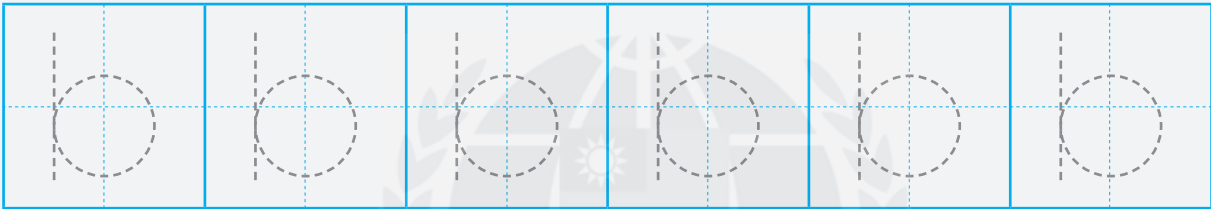
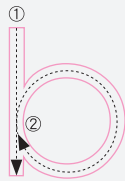
xiě xiě kàn qīng zhào yàng xiě chū

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

qīng 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

qīng 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 kàn

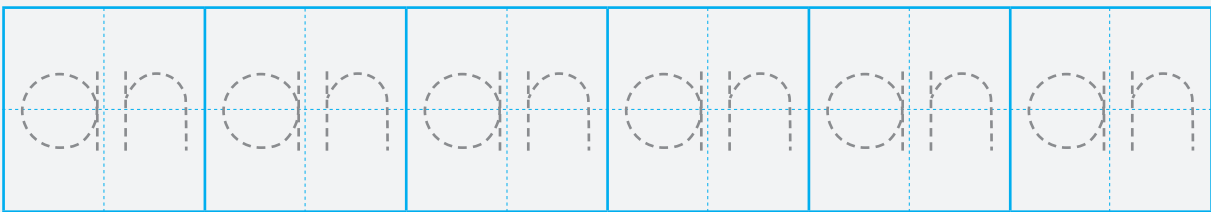
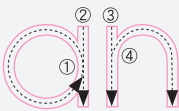
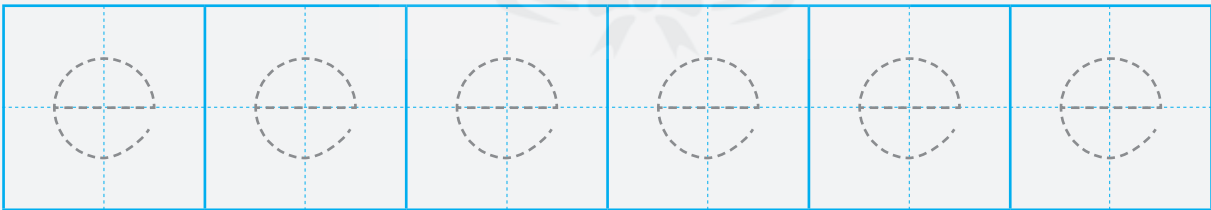
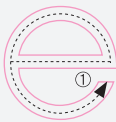
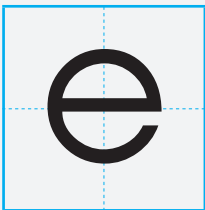
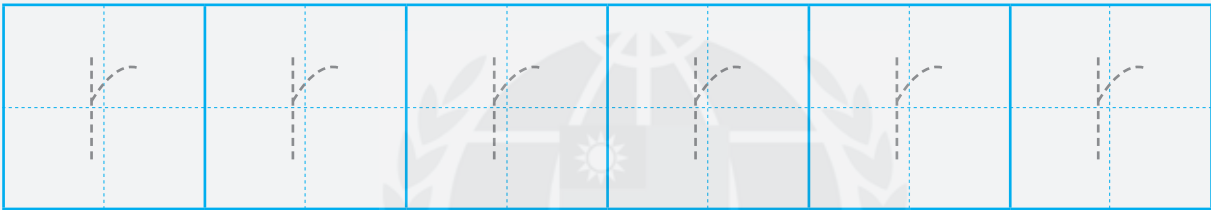
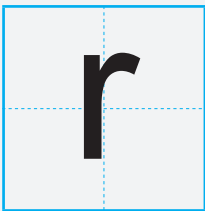
qǐng zhào yàng xiě chū

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 yī xù pài chū yī wèi dài biǎo cān yǔ jìng 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 yòng tú kǎ fù xí cí huì fù xí wán yǐ hòu shuāng fāng dài biǎo bèi duì bèi lǎo

shī fēn bié gěi měi duì dài biǎo yī zhāng tú kǎ bù néng ràng duì fāng dài biǎo kàn 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

yóu xī kāi shǐ hòu liǎng fāng dài biǎo xiàng qián tà bù shù dào sān wǎng hòu zhuǎn shēn zuì kuài

正確念出對方圖卡的代表獲勝。

zhèng què niàn chū duì fāng tú kǎ de dài 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

xiǎo gǒu

wǒ yǒu yì zhī

xiǎo gǒu .



生詞 Vocabulary Words

shēng cí

zhī

xiǎo gǒu



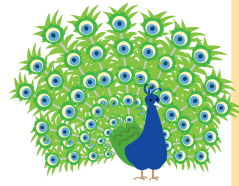
念念看

Read aloud

niàn niàn kàn

k

kǒng què



kǒng lóng



x

xiǎo gǒu



xiǎo māo



zh

zhī zhū

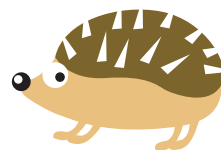


Zhāng lì



C

cì wèi



cāng yíng



ou

hóu zi

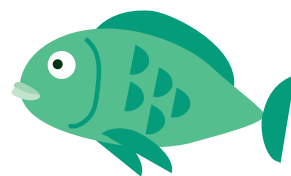


hǎi ōu



yu

yú



yù mǐ



dōng míng yǒu

yì zhī cì wèi .



dà wén yǒu

yì zhī hóu zi .

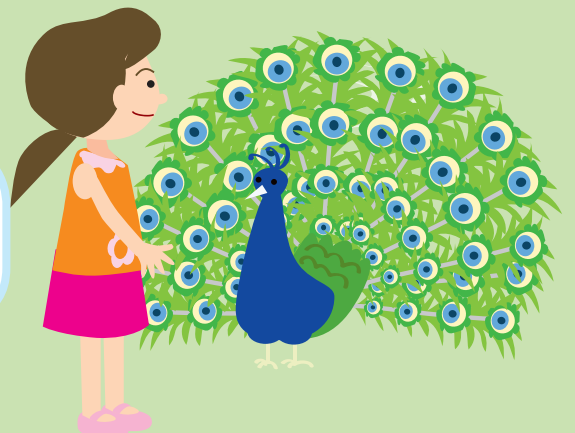
wén wén yǒu

yì zhī kǒng què .



xīn měi yǒu

yì tiáo yú .





拼拼看 Write out

pīn pīn kàn

請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niàn yí cì

Listen and repeat.

k

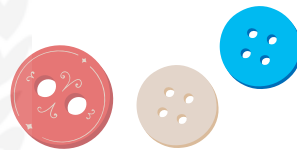
x

zh

kǒu



kòu



zhōu

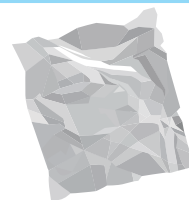


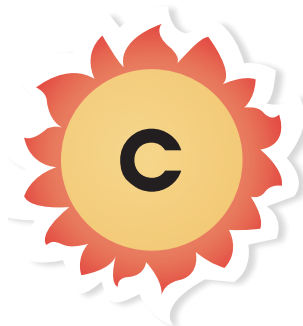
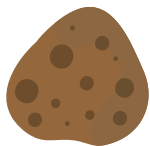
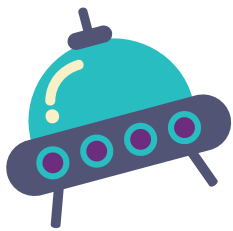
zhǒu

zhǒu

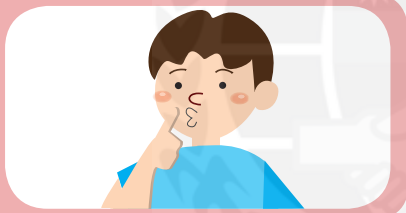


zhòu

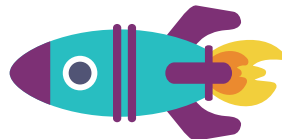




xū



xú

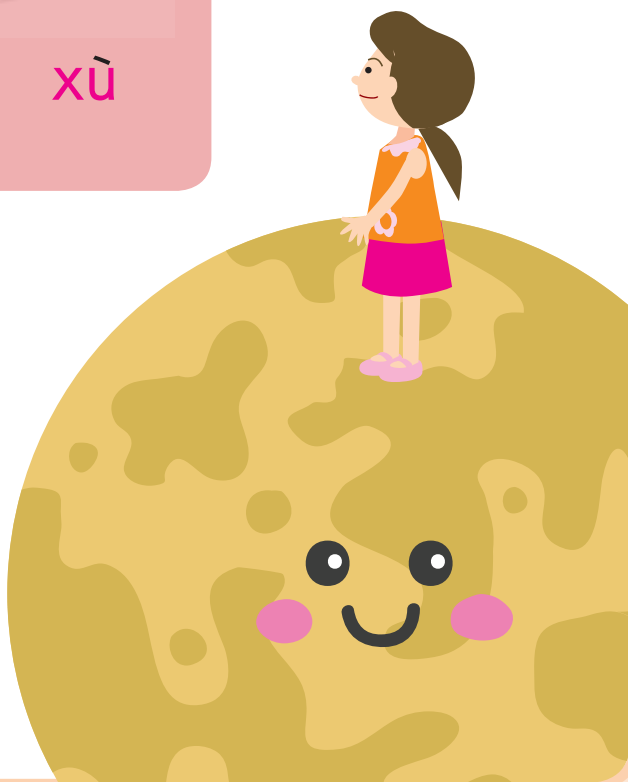


xǔ



xù

còu



練習 Exercise

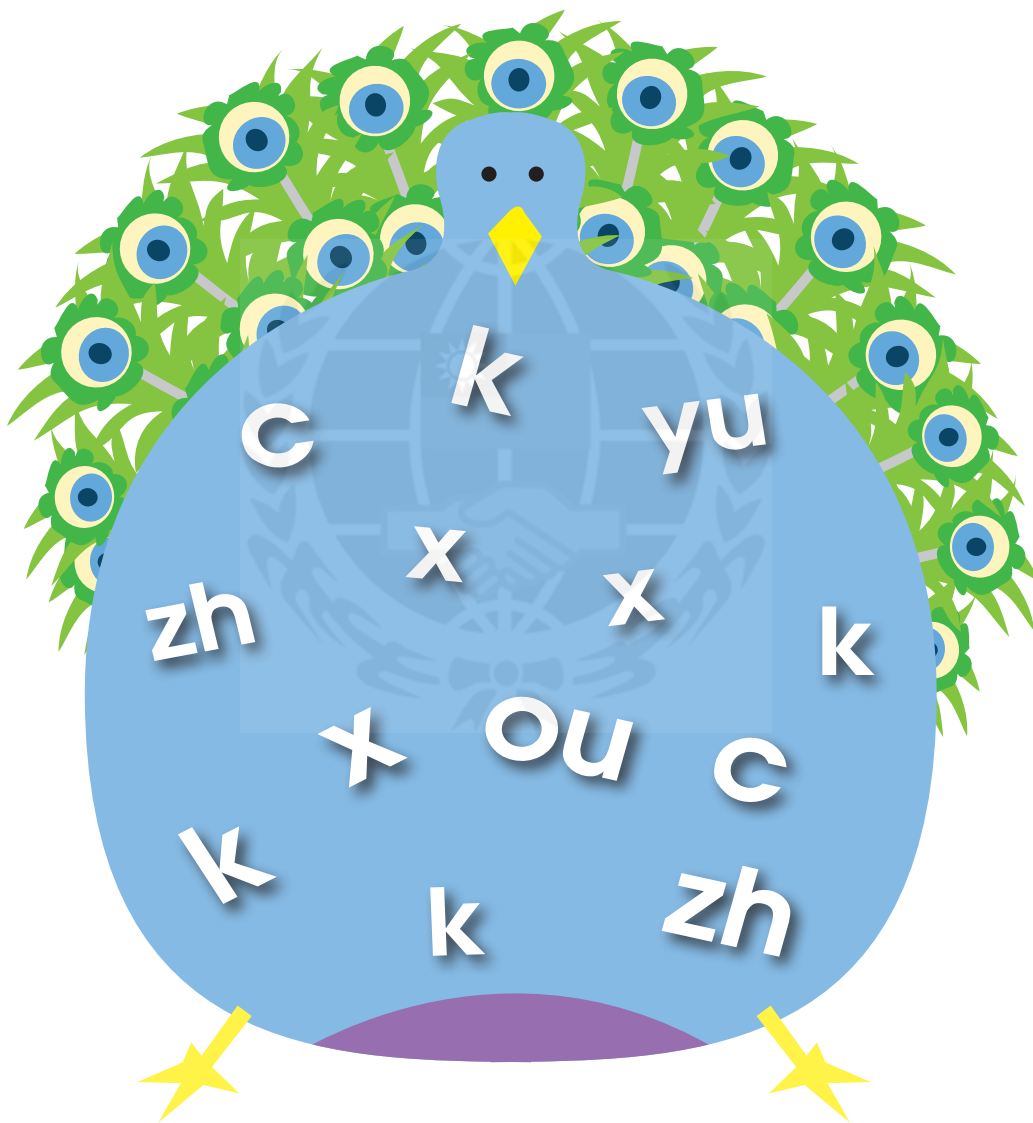
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **k**、**x**、**zh**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

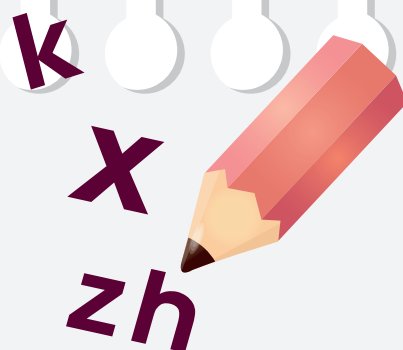
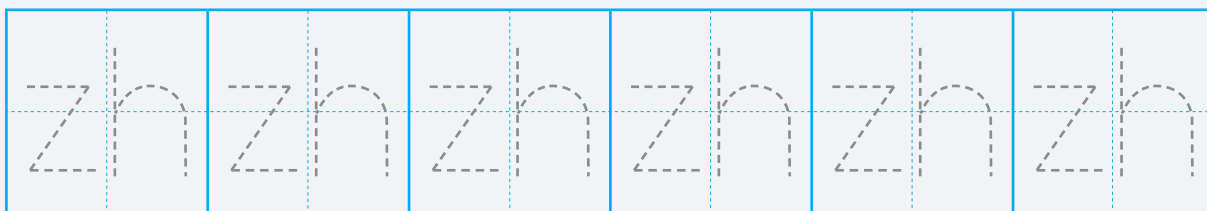
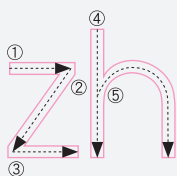
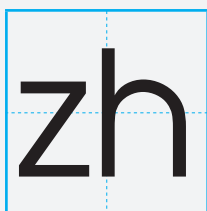
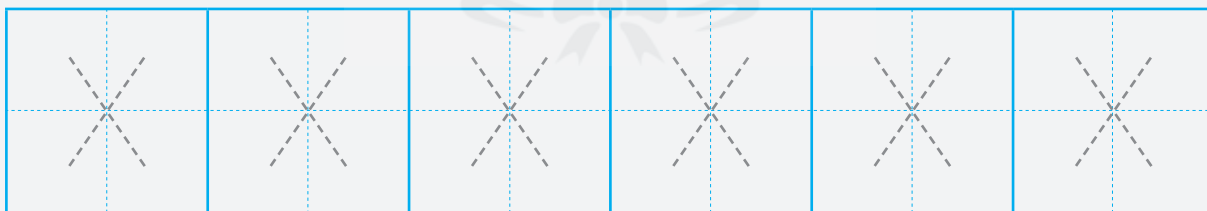
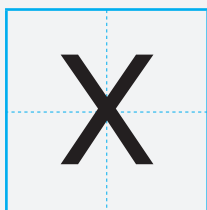
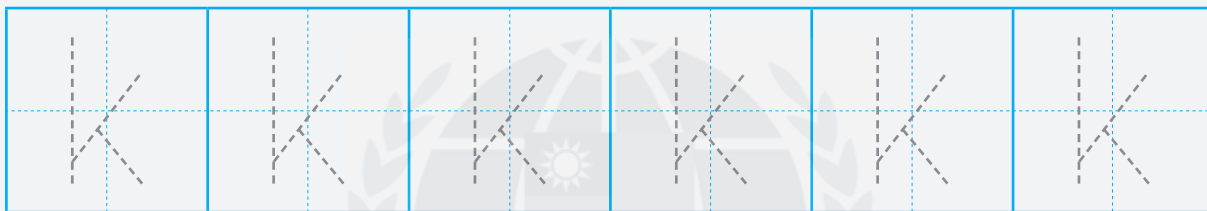
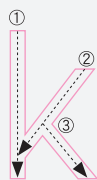
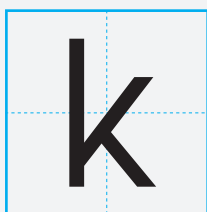
Count how many **k**, **x** and **zh** are in the picture above.

k () **x** () **zh** ()

C. 寫寫看：請照樣寫出 k、x、zh。

xiě xiě kàn qīng 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 kàn qīng 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 kàn qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

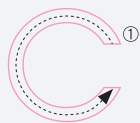
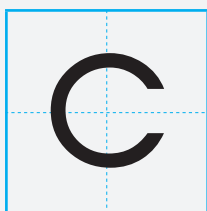
Count how many **c**, **ou** and **yu** are in the picture above.

c () **ou** () **yu** ()

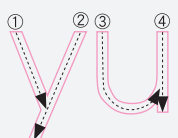
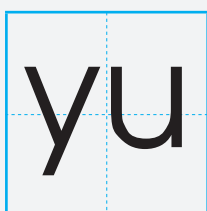
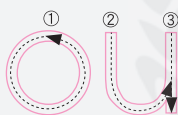
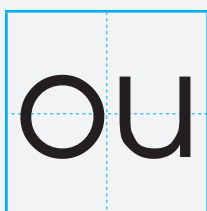
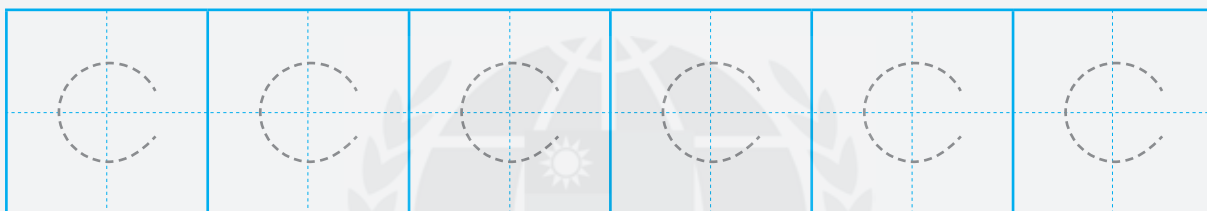
C. 寫寫看：請照樣寫出 c、ou、yu。

xiě xiě kàn qǐng zhào yàng xiě chū

Write c, ou and yu.



c
ou
yu



Part III 課堂活動：動物園

kè táng 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 pài chū yī wèi dài biǎo cān yǔ jìng 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 dài biǎo kàn zì kǎ liǎng duì dài biǎo xū yào yǎn chū gāi dòng 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 dòng 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

xiǎo gǒu

xiǎo māo

zhī zhū

qì é

cāng yíng

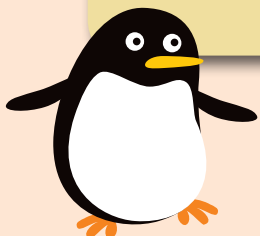
hóu zi

hǎi ōu

yú

cì wèi

tù zi



Part IV 歌曲 Song

gē qǔ



yú ér shuǐ zhōng yóu

詞：上官亮

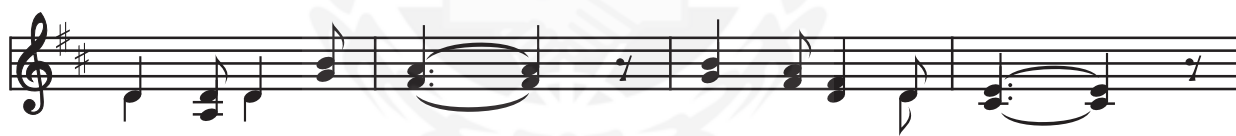
cí shàng guān liǎng

曲：范宇文

qǔ fàn yǔ wén



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



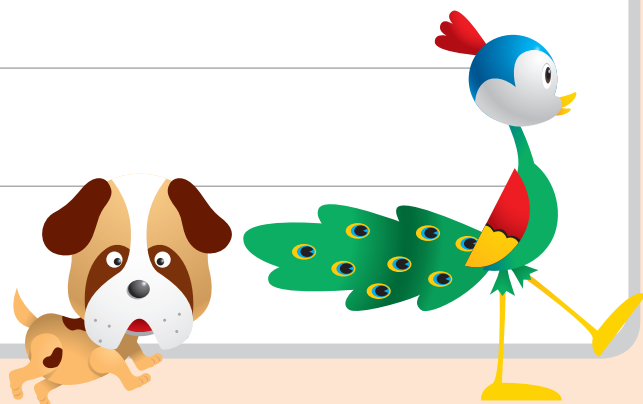
juàn le wò shuǐ cǎo ē le mī xiǎo chóng ,



le yóu yóu , le 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

niàn niàn kàn

ch

Chén xīn měi



cháng jǐng lù



z

zài jiàn



再見



zú qiú



sh

shì

YES

((



shú shu



e

jiě jie



yīn yuè



ai

zài jiàn



再見



nǎi nai





Lǐ dà wén

shì wǒ de gē ge .

Chén xīn měi

shì wǒ de jiě jie .

zài jiàn .





拼拼看 Write out

pīn pīn kàn

請聽音檔跟著念一次。

qǐng tīng yīn dǎng gēn zhe niàn yí cì

Listen and repeat.

ch

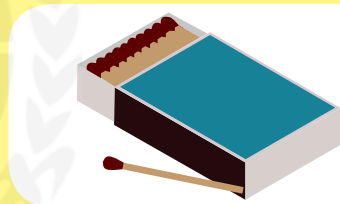
z

sh

chāi



chái

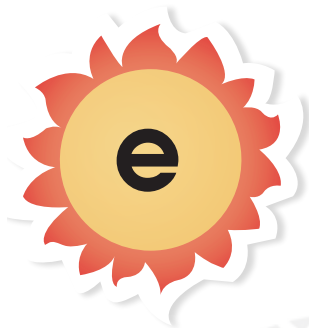


zāi



zǎi

zài



shāi



shǎi

shài





聲調 Tones

shēng diào

A. 請聽音檔念念看。

qīng tīng yīn dǎng niàn niàn kàn

Listen and repeat.

bā

bá

bǎ

bà



B. 請聽音檔標上聲調。

qīng tīng yīn dǎng biāo shàng shēng diào

Listen and mark the tones.

mā

ma

mǎ

ma



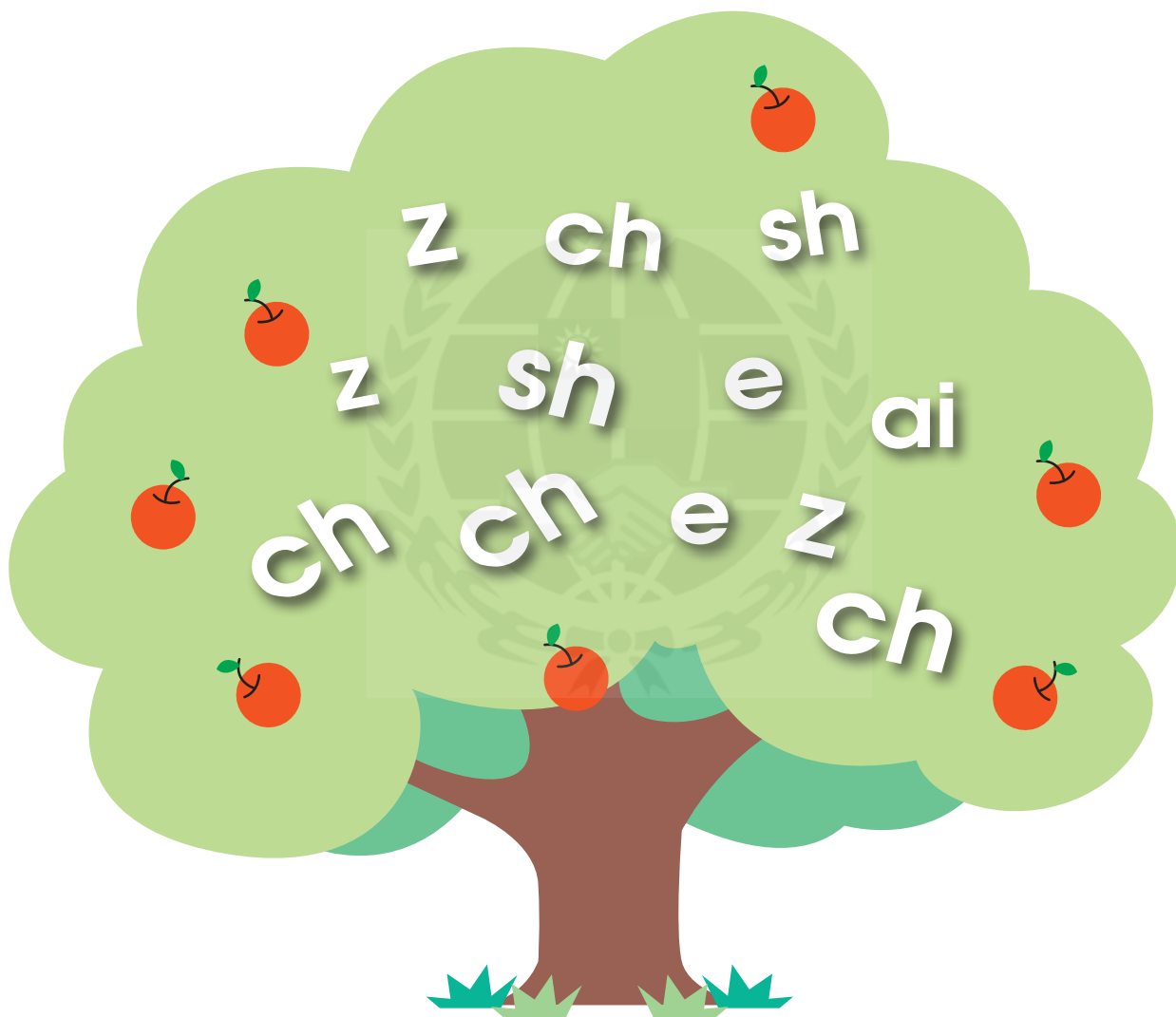
練習 Exercise
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **ch**、**z**、**sh**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

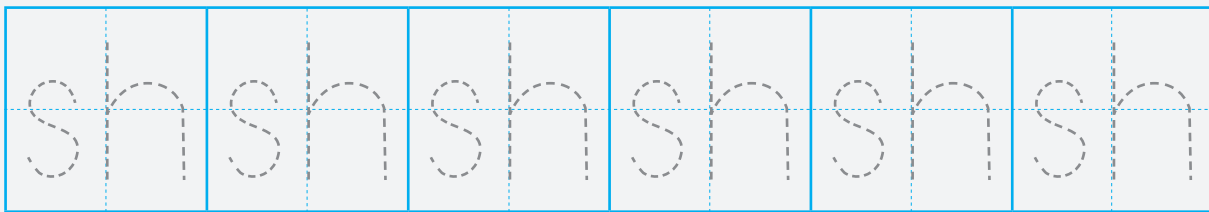
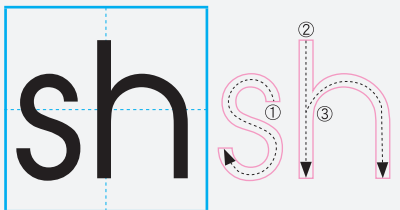
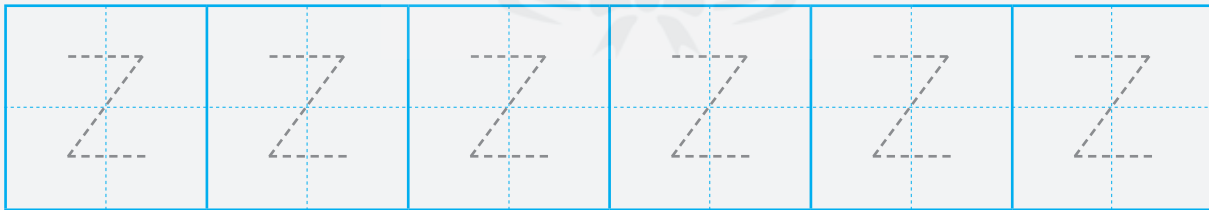
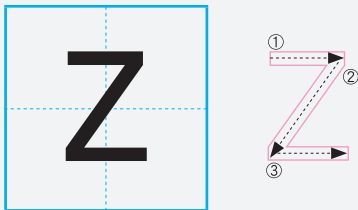
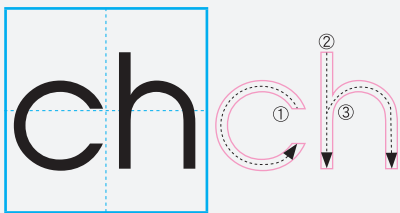
Count how many **ch**, **z** and **sh** are in the picture above.

ch () z () sh ()

C. 寫寫看：請照樣寫出 ch、z、sh。

xiě xiě kàn qīng zhào yàng xiě chū

Write ch, z and sh.



ch

z

sh

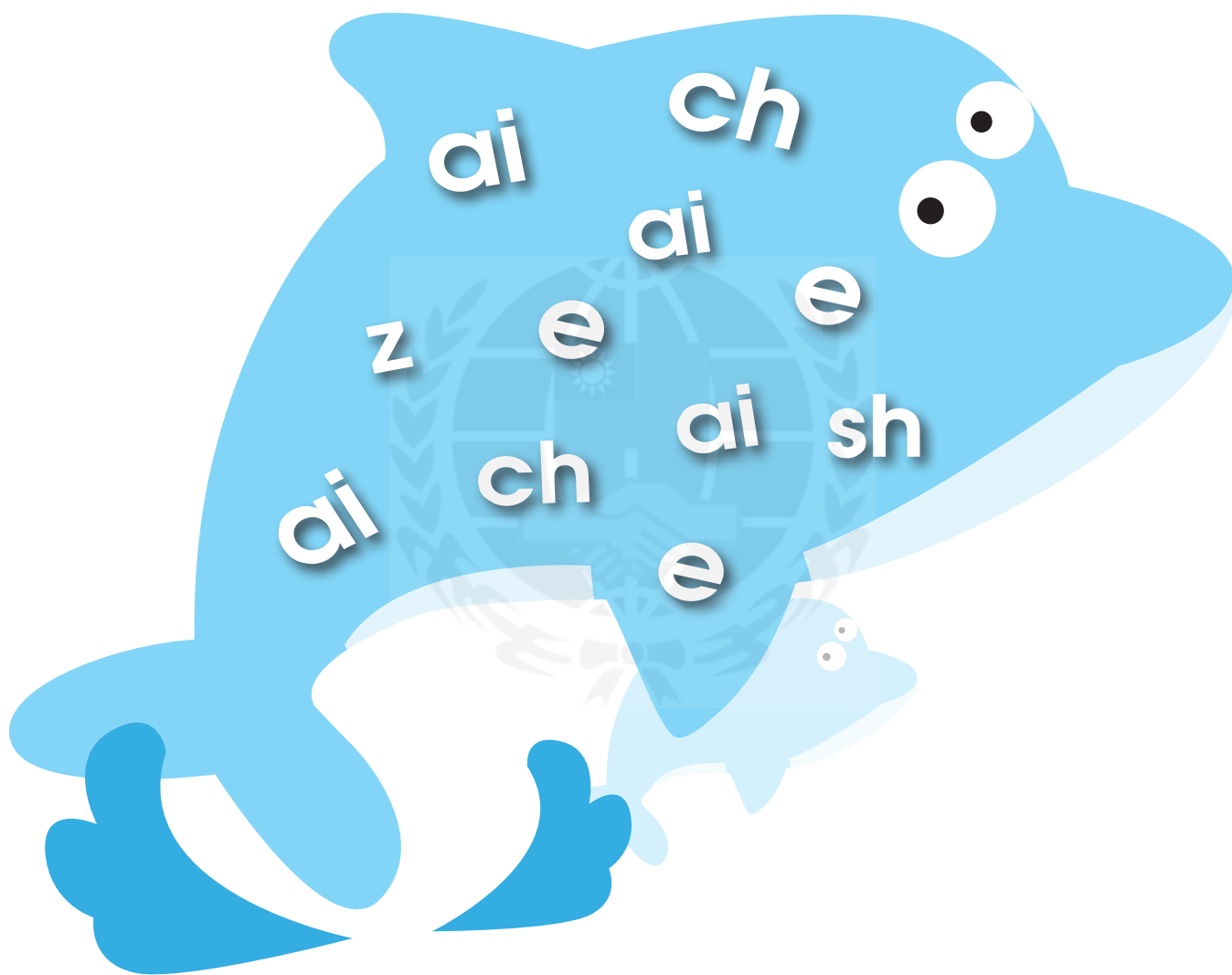


Part II

A. 圈圈看：請圈出圖中的 e、ai。

quān quān kàn qīng 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 qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

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

e ()

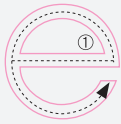
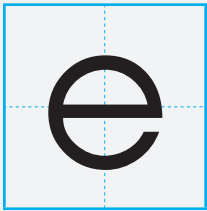
ai ()

C. 寫寫看：請照樣寫出 e、ai。

xiě xiě kàn

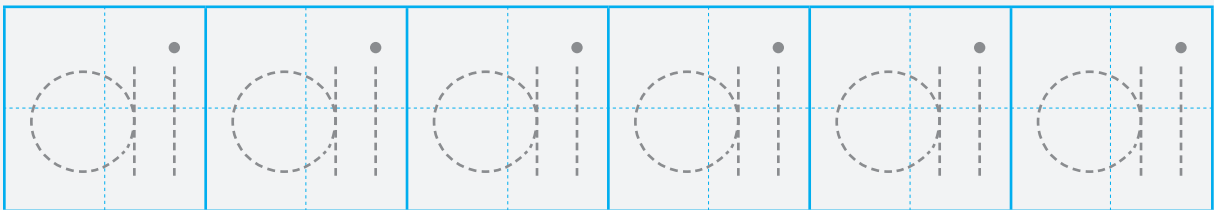
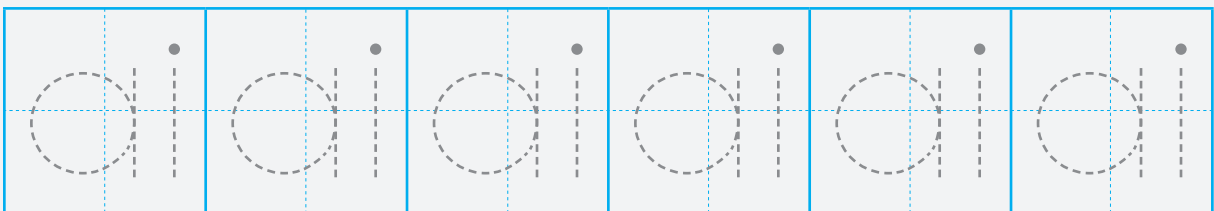
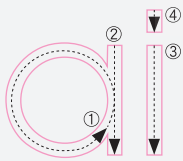
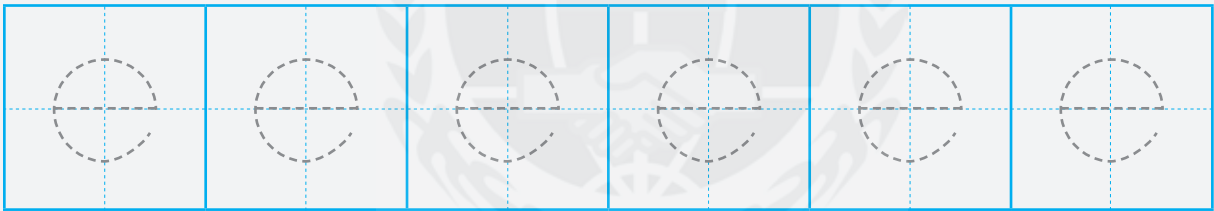
qǐng zhào yàng xiě chū

Write e and ai.



e

ai



Part III 課堂活動：蘿蔔蹲

kè táng 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。

jiāng bān shàng tóng xué wéi chéng yī 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 bīng cāi quán jué dìng nǎ ge rén kāi shǐ 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

bèi diǎn míng de jiǎo sè xū yì biān dūn yì biān zhǐ dìng xià yí ge jiǎo sè lì rú bèi 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 bà ba zé bà ba yào yì biān dūn yì biān shuō bà ba dūn bà

爸爸蹲，爸爸蹲完，XX 蹲」。

bà dūn bà 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. 必須在限定時間內開始動作並完成指定下一個角色的指

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

令，沒做到的那個角色被淘汰。

líng méi zuò dào de nà ge jiǎo sè bèi 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

niàn niàn kàn

Read aloud

p

péng yǒu



Fāng yǒu péng

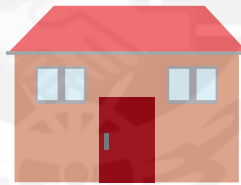


f

Fāng yǒu péng



fāng zi



eng

péng yǒu



nǚ shēng





拼拼看 Write out
pīn pīn kǎn

請聽音檔跟著念一次。

qīng tīng yīn dǎng gēn zhe niàn yī cì

Listen and repeat.



pēng

péng



pěng



pèng



yōu

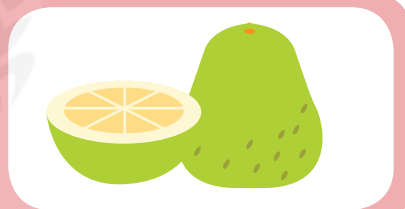
yóu



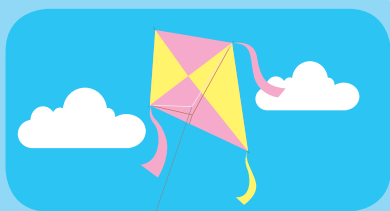
yǒu



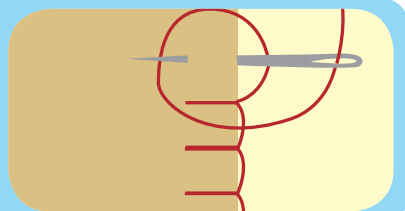
yòu



fēng

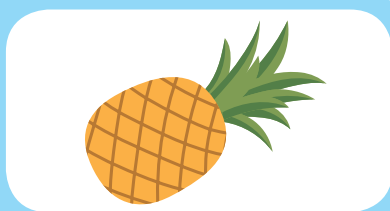


féng



fěng

fèng



練習 Exercise

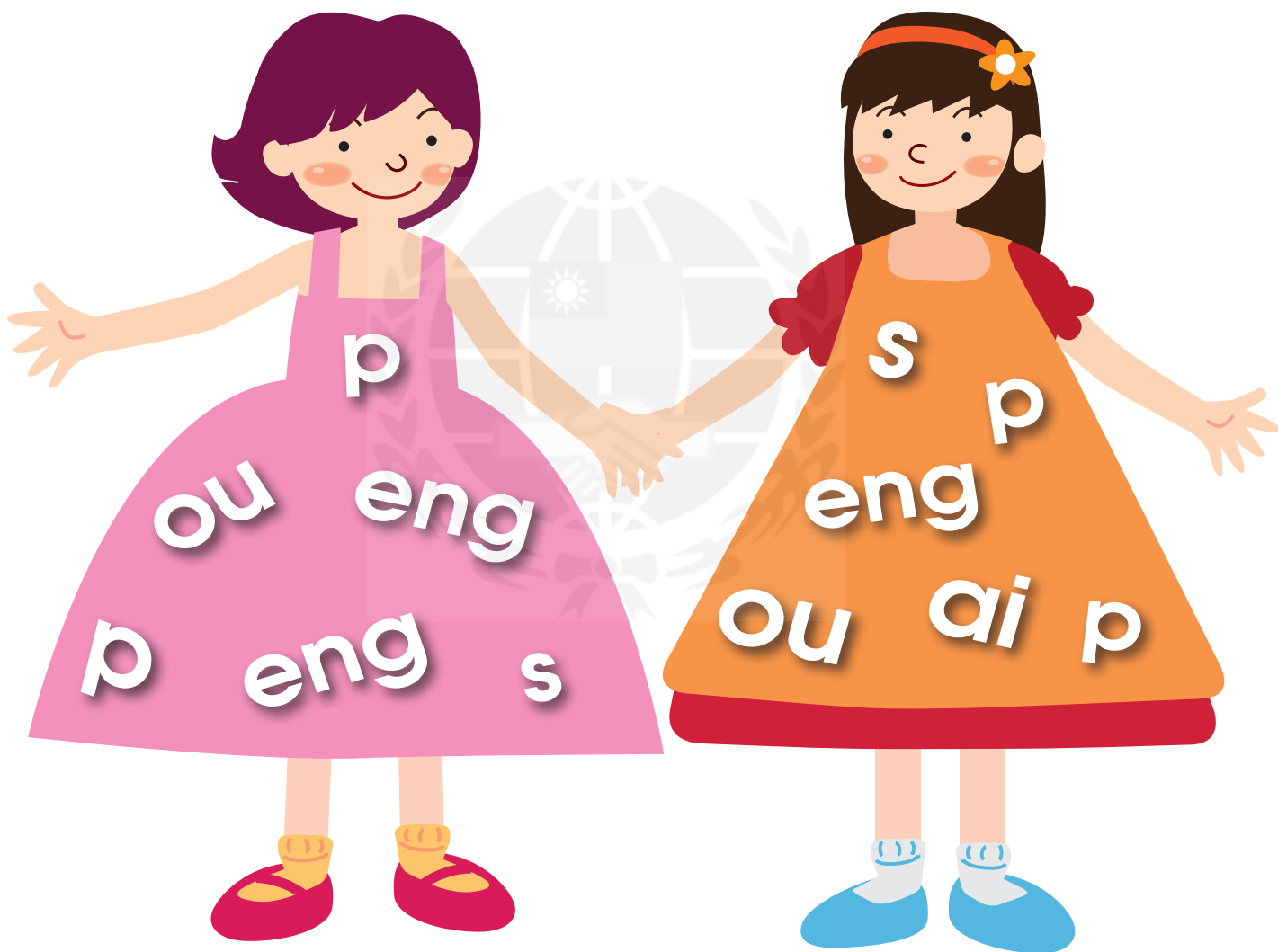
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **p**、**eng**。

quān quān kàn qīng 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 qīng shǔ shǔ kàn tú zhōng yǒu jǐ ge

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

p ()

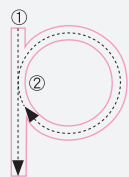
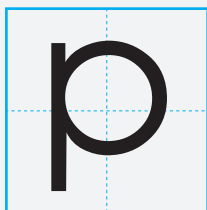
eng ()

C. 寫寫看：請照樣寫出 p、eng。

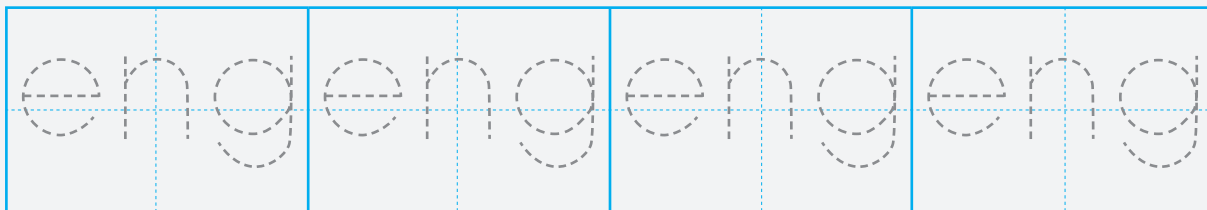
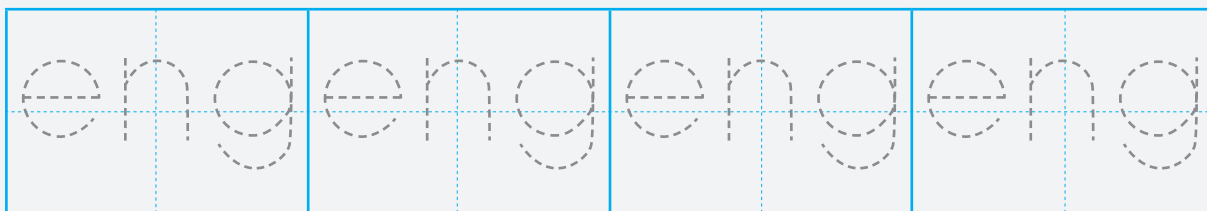
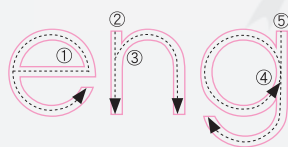
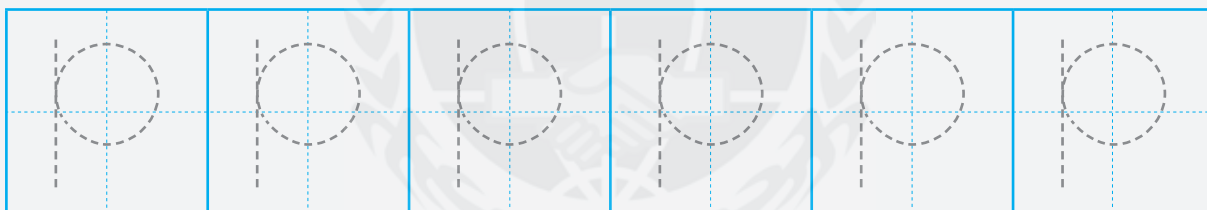
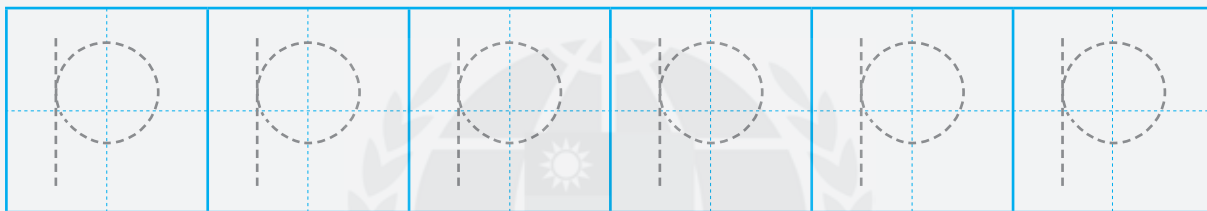
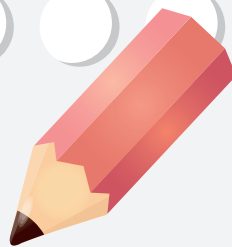
xiě xiě kàn

qǐng zhào yàng xiě chū

Write p and eng.



p
eng



Part II

A. 圈圈看：請圈出圖中的 **f**、**you**。

quān quān kàn qīng 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 kàn qīng shǔ shǔ kàn 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。

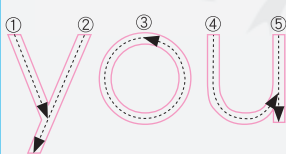
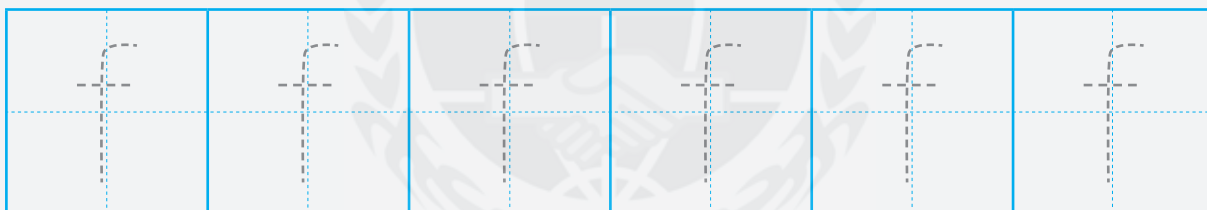
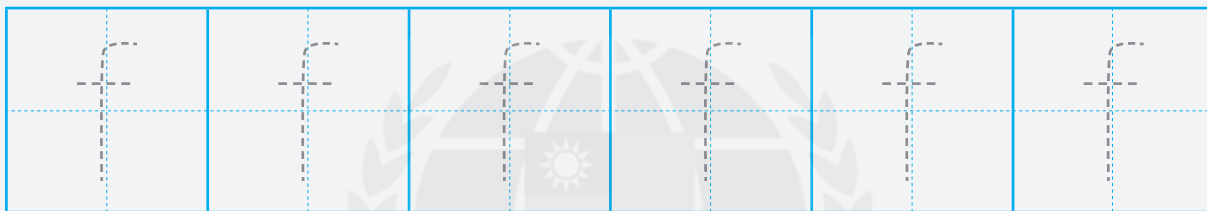
xiě xiě kàn

qǐng zhào yàng xiě chū

Write f and you.



f
you



Part III 課堂活動：人體拼音

kè táng huó dòng rén tǐ pīn yīn

Classroom Activity: Body Pinyin

1. 每位小朋友各拿一張拼音卡。

měi wèi xiǎo péng yǒu gè nǎ yì zhāng pīn yīn kǎ

Each student takes a pinyin card.

2. 老師念一個生詞，例如：朋友（ péng yǒu ）。

lǎo shī niàn yì ge shēng cí lì rú péng yǒu

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

3. 手拿 p、eng、y、ou 的小朋友需上台依序排好。

shǒu nǎ 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.

4. 未於時間內站到正確位置的小朋友需唱一首歌。

wèi yú shí jiān nèi zhān dào zhèng què wèi zhī 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 zi

tù zi

sī jī

gǒu

péng yǒu

fáng zi

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)
tāi yǔ

一 二 三 四 五 六 七 (華 語)
yī èr sān sì wǔ liù qī huá yǔ

一 二 三 四 五 六 七 (臺 語)
tāi yǔ

One two three four five six seven



採歌仔戲的音調，
cǎi gē zǐ xì de yīn diào

藉念唱數字熟悉歌
jiè niàn chàng shù zì shóu xī gē

仔戲的曲調。
zǐ xì de qǔ diào



一 二 三 四

五

六

七

(臺語)
tāi yǔ

一

二

三

四

五

六

yī èr sān sì wǔ liù



七 (華語)
qī huá yǔ

一 二 三 四

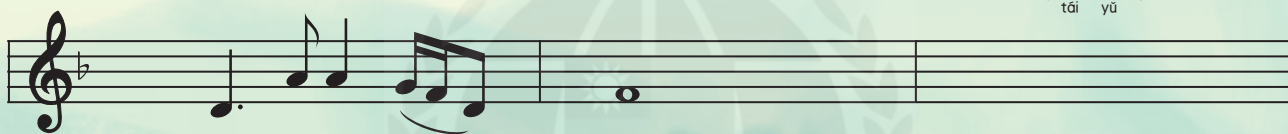
五

六

七

One two

(臺語)
tāi yǔ



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

fù lù zhù yīn hàn pīn dān yīn duì zhào biǎo

Appendix: Monosyllabic Mandarin Phonetic Symbols and Hanyu Pinyin Comparison Table

注音單音 zhū yīn dān yīn	拼音單音 pīn yīn dān yīn	注音單音 zhū yīn dān yīn	拼音單音 pīn yīn dān yīn
ㄅ	b	ㄘ	c
ㄆ	p	ㄙ	s
ㄇ	m	ㄣ	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：注音符號・漢語拼音對照表

fù lù zhū yīn fú hào hàn yǔ pīn yīn duì zhào biǎo

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 ㄧ ji	ㄑ ㄧ qi	ㄒ ㄧ xi							
		ㄐ ㄧ ㄩ jia	ㄑ ㄧ ㄩ qia	ㄒ ㄧ ㄩ xia							
		ㄐ ㄧ ㄜ jie	ㄑ ㄧ ㄜ qie	ㄒ ㄧ 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			
ㄟㄢ yan/-ian	ㄅㄟㄢ bian	ㄆㄟㄢ pian	ㄇㄟㄢ mian		ㄉㄟㄢ dian	ㄊㄟㄢ tian	ㄋㄟㄢ nian	ㄌㄟㄢ lian			
ㄟㄣ yin/-in	ㄅㄟㄣ bin	ㄆㄟㄣ pin	ㄇㄟㄣ min				ㄋㄟㄣ nin	ㄌㄟㄣ lin			
ㄟㄤ yang/-iang							ㄋㄟㄤ niang	ㄌㄟㄤ liang			
ㄟㄥ ying/-ing	ㄅㄟㄥ bing	ㄆㄟㄥ ping	ㄇㄟㄥ ming		ㄉㄟㄥ ding	ㄊㄟㄥ ting	ㄋㄟㄥ ning	ㄌㄟㄥ 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 nüe	ㄌㄩㄝ lüe			
ㄩㄢ yuan/-üan								ㄌㄩㄢ lǖan			
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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僑生服務專區



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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



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第二課 (一)

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

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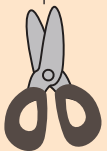
tù zì

táng guǒ

jiǔ

jiě jie

qī



第二課 (二)

課堂活動：翻牌遊戲

Classroom Activity: Card Flip

qì qiú

suì

sì

wǒ

wài pó

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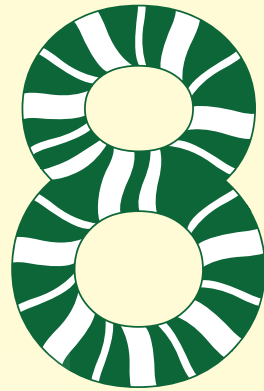
第三課 (一)

課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards



bà ba



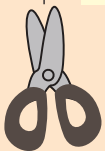
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第三課 (二)

課堂活動：雙人對決

Classroom Activity: Dueling Flash Cards



gē ge



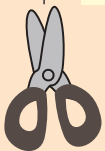
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第三課 (三)

課堂活動：雙人對決

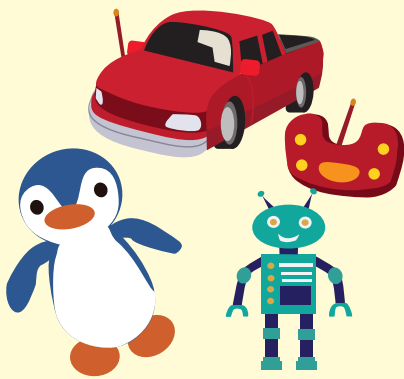
Classroom Activity: Dueling Flash Cards



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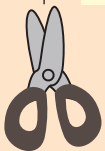
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wán jù



shēng rì



第五課（一）

課堂活動：蘿蔔蹲

Classroom Activity: The Daikon Squat

bà ba

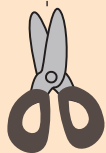
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第五課（二）

課堂活動：蘿蔔蹲

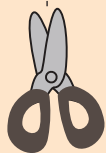
Classroom Activity: The Daikon Squat

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gū gu

wài pó

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第六課（一）

課堂活動：人體拼音

Classroom Activity: Body Pinyin

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第六課 (二)

課堂活動：人體拼音

Classroom Activity: Body Pinyin

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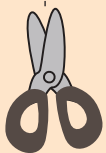
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第六課 (三)

課堂活動：人體拼音

Classroom Activity: Body Pinyin

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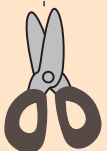
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第六課（四）

課堂活動：人體拼音

Classroom Activity: Body Pinyin

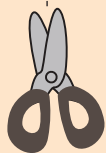
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