

學華語向前走



Let's Learn Chinese

入門冊

課本 Textbook A



目_メ

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Table of Contents

A 本_{ホン}

	Lessons	Topics	Pages
1	一 _{イチ} One	你 _ニ 好 _コ How are You	9
2	二 _ニ Two	我 _ワ 七 _シ 歲 _{サイ} I am Seven Years Old	19
3	三 _{サン} Three	爸 _バ 爸 _バ 媽 _マ 媽 _マ Mother and Father	29
4	四 _シ Four	小 _コ 狗 _コ Puppy	41



	Lessons	Topics	Pages
5	五 Five	我的妹妹 My Little Sister	53
6	六 Six	我是李文 I am Devin Li	65

附錄：課文英譯 Appendix: Text Translation	145
---------------------------------------	-----

附錄：注音符號・漢語拼音對照表 Appendix: Comparative Table of Mandarin Phonetic Symbols and Hanyu Pinyin	146
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語音檔請至「全球華文網」下載，

網址 www.huayuworld.org/upload/epaper/106/page1.html

序 言

海外僑教推廣為我國文化扎根與傳承之重要工作，因應全球華語文教學趨勢變化以及華語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，並適時導入中華文化內涵，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。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。

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，達成語文教育肩負傳承文化內涵之使命。

僑務委員會



Preface

Overseas Chinese education is important work for putting down roots for and preserving cultural heritage. In response to changing trends in global Chinese-language education and Chinese learning environments, Overseas Community Affairs Council (OCAC) brought together many scholars and experts with experience teaching Chinese overseas, as well as other deeply experienced Chinese-language teachers from around the world. Their outline for these teaching materials was formulated based on the “Chinese as a Second Language” concept, with reference to the topics in every stage of the U.S. state of California’s World Language Content Standards as well as the language teaching standards set by the American Council on the Teaching of Foreign Languages. Chinese cultural content and special local characteristics were added when appropriate. Not only can these teaching resources increase ethnic Chinese students’ interest in learning the Chinese language; they are also suitable for students of other ethnic backgrounds.

Let’s Learn Chinese is a textbook series with 12 volumes, and 12 lessons for each volume. The content gradually increases in difficulty. The lessons revolve around daily conversation, and the content fits the principles of communication, cultures, connection, comparisons, and communities. They are suitable for the elementary and junior high school levels. Their goal is to cultivate students’ ability to use Chinese to communicate in everyday life, so they can immediately use what they’ve learned either at home or in a Chinese-language environment. The after-class practice focuses on task-based teaching. Many kinds of communication models are integrated where appropriate, including bilateral communication, performance and interpretation, and unilateral comprehension, in order to improve students’ listening, speaking, reading, writing, and cross-cultural Chinese-language abilities.

The lesson content includes conversational texts, new words, and sentence structure training as well as other kinds of application exercises. 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, and the vocabulary and grammar in each volume advance “from low to high proficiency level with the concept of spiral curriculum,” and are very common and usable. The grade levels have shared themes tying together the series. They expand from the narrow to the broad and are appropriate for schools to use for topic-based education, in anticipation of advancing learners’ familiarity with this range of common topics.

Going forward, OCAC will uphold the principle of seeking ever greater improvement by continuing to research and develop excellent Chinese-teaching materials in order to raise ethnic Chinese children’s interest in studying the Chinese language. By helping overseas Chinese schools strengthen their teaching capabilities, OCAC will burnish the excellent brand of Taiwan’s teaching of the Chinese language via traditional characters, accomplishing its mission of preserving the 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，完整提供『注音符號』版及『漢語拼音』版兩版別：

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

三、其他資源

1. 活動字卡（附於課本後）。
2. 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/page1.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 and sentence patterns of each lesson and the sequence of initials and finals, and is allocated by amount.
3. The theme of each lesson is aligned with the entire set of teaching materials, with student interest being the guiding principle. This enables students to learn phonetics while practicing communicative language abilities.
4. Examples of reading phonetic symbols, rhymes, and combination practice are given in the first, second, and third volumes of the textbook as the foundation. They can help students prepare and familiarize themselves with the relevant content so that students can learn easily and effectively.
5. Using the superior phonetics abilities of children, the system progresses step by step through the classroom activities, the large number of word cards, and game-style exercises. This enables students to naturally become familiar with phonetic symbols, to set in place the foundation of communication and prepare them for the goal of learning Chinese characters.

II. Structure of the Teaching Materials

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

1. Learning core: A comprehensive phonetics system, lessons in core sentence patterns (using phonetic symbols), and vocabulary (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 Index: Vocabulary words indexed by Bopomofo and Hanyu Pinyin are found at the end of each textbook.

III. Other Resources

1. Activity word cards (attached to each textbook)
2. Please download the audio files (files of lesson texts, vocabulary and sentence patterns, phonetic symbols, etc. and workbook listening exercises) from the huayuworld website at www.huayuworld.org/upload/epaper/106/page1.html.

1

林東明 (Tony Lin) :
愛交朋友
Tony Lin: love to make friends

2

李大文 (Devin Li) :
開朗
Devin Li: outgoing

3

李文文 (Vivian Li) :
可愛, 大文的妹妹
Vivian Li: adorable, Devin's
younger sister

4

陳心美 (May Chen) :
活潑、友善
May Chen: lively, friendly

5

張莉 (Lily Zhang) :
長髮, 愛漂亮
Lily Zhang: long-haired, likes
to look pretty

6

方友朋 (Joe Fang) :
內向, 害羞
Joe Fang: introverted, shy



第一課
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第一課 你好

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メ 尸 力 夕 又
エ ヲ 一 Y 々 。



生詞 Vocabulary

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一 么

力 夕 又
一 Y 々



念^{ㄋㄧㄢˋ} 念^{ㄋㄧㄢˋ} 看^{ㄎㄢˋ} Reading

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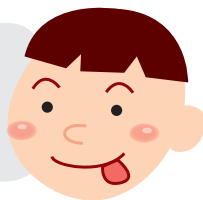
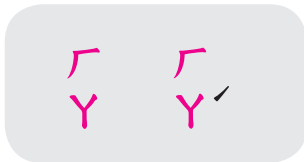
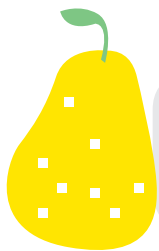
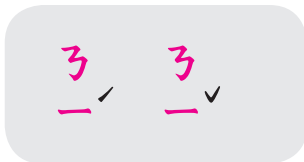
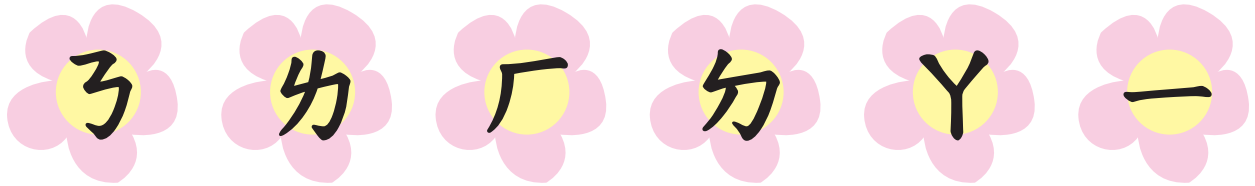
ろゝ 厂 幺 ,

メテ 戸、 力 一、 メ 厶、 メ 厶、 。



拼拼看 Spelling

請聽 CD 跟著念一次。 Listen to the CD and read along with it out loud.



練習 Practicing

Part I

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

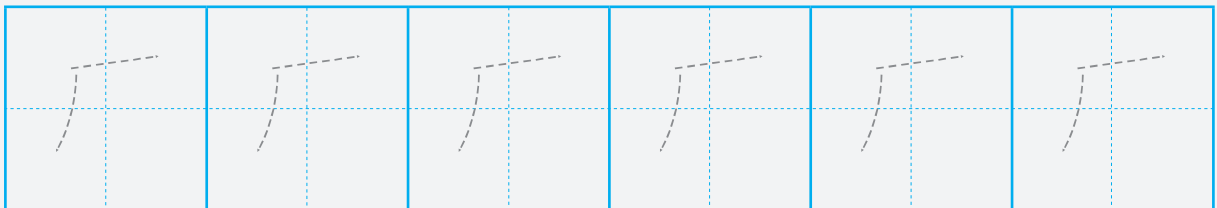
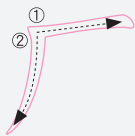
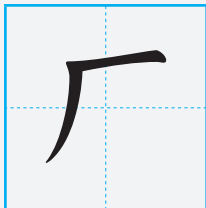
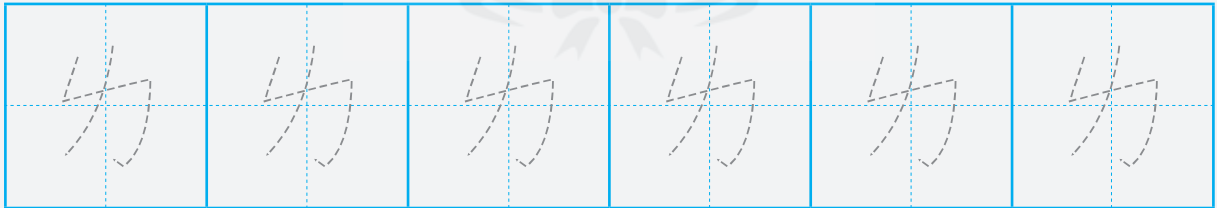
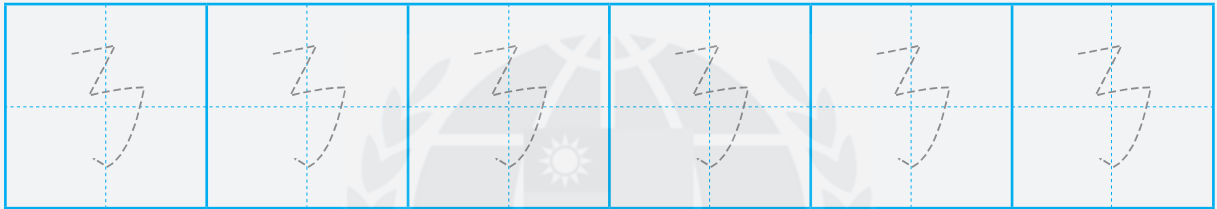


B. 數數看：請數數圖中有幾個ㄋ、ㄣ、ㄥ。 Counting: Please count how many ㄋ, ㄣ and ㄥ are in the picture.

ㄋ () ㄣ () ㄥ ()

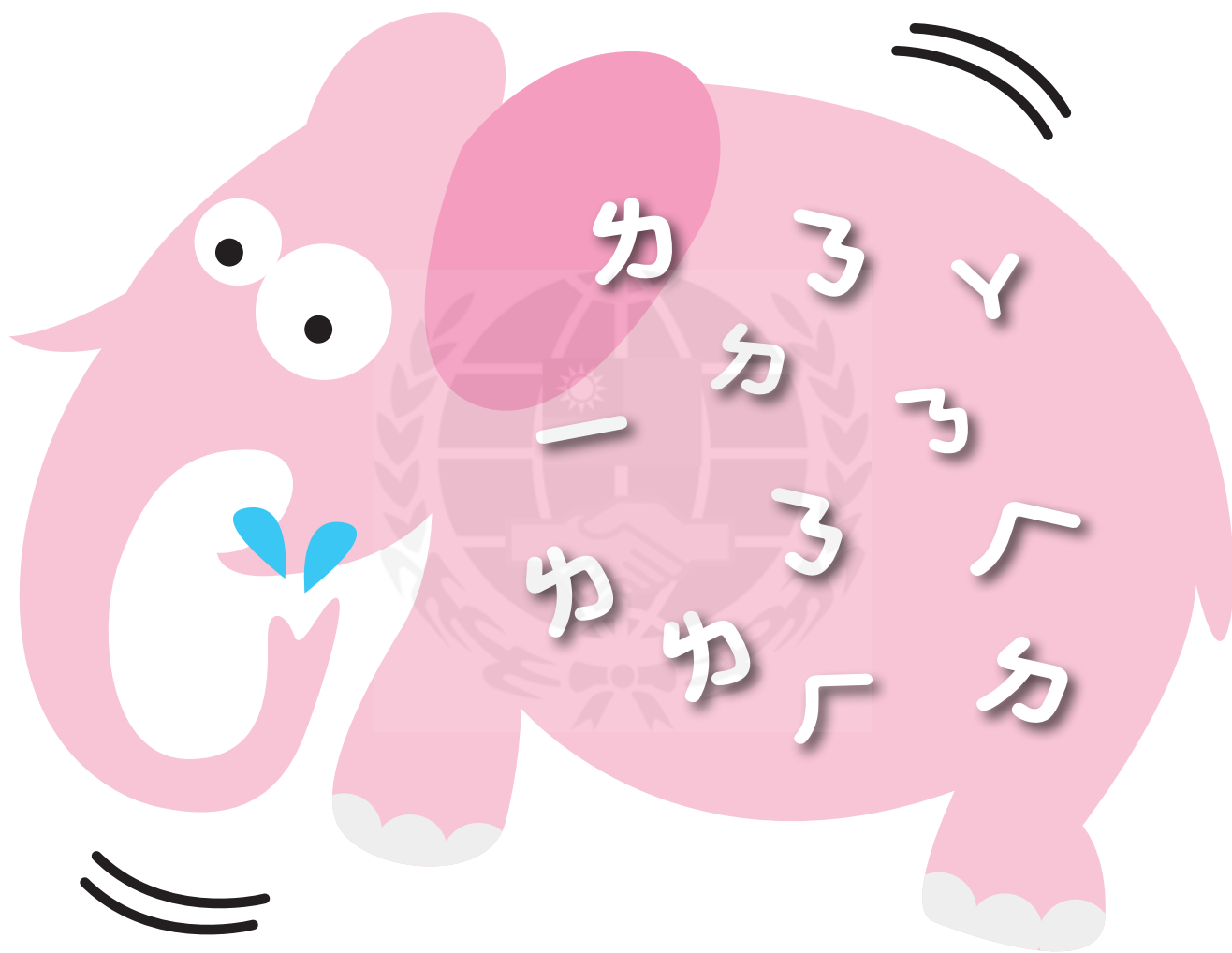
C. 寫_ㄩ寫_ㄩ看_ㄔ：請_ㄑ照_ㄗ樣_ㄩ寫_ㄩ出_ㄩㄋ、ㄌ、ㄈ。

Writing: Please write ㄋ, ㄌ and ㄈ.



Part II

- A. 圈^{くわ}圈^{くわ}看^{かん}：請^く圈^{くわ}出^だ圖^ち中^{ちゅう}的^のㄉㄛ、ㄚ、一。 Circling: Please circle ㄉㄛ, ㄚ and 一 in the picture.

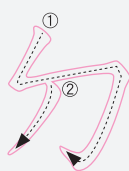


- B. 數^す數^す看^{かん}：請^く數^す數^す看^{かん}圖^ち中^{ちゅう}有^あ幾^{いく}個^こㄉㄛ、ㄚ、一。 Counting: Please count how many ㄉㄛ, ㄚ and 一 are in the picture.

ㄉㄛ () ㄚ () 一 ()

C. 寫_ㄩ寫_ㄩ看_ㄔ：請_ㄑ照_ㄗ樣_ㄩ寫_ㄩ出_ㄩ ㄉ、 ㄚ、 一。

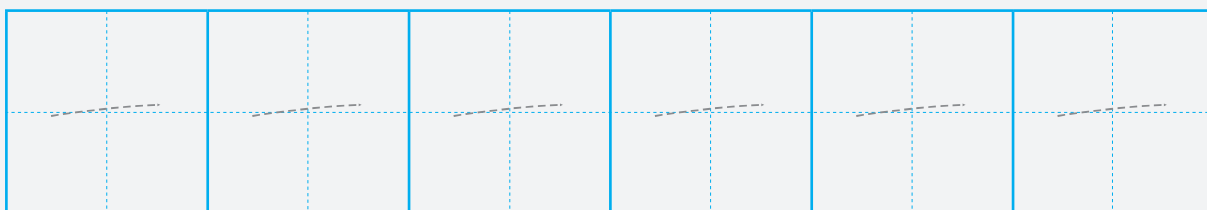
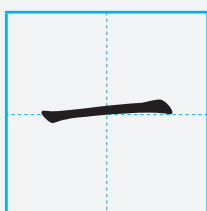
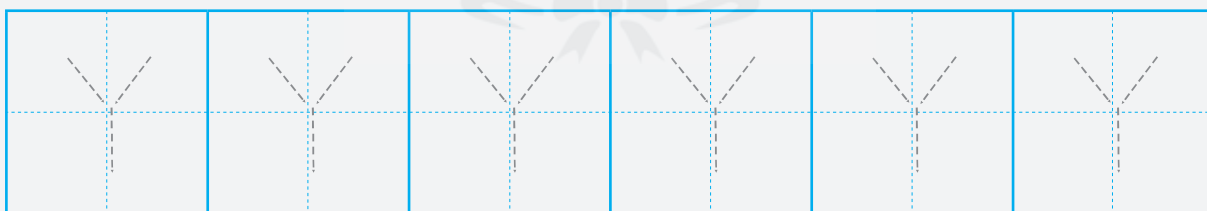
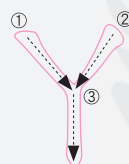
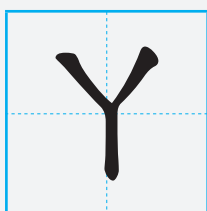
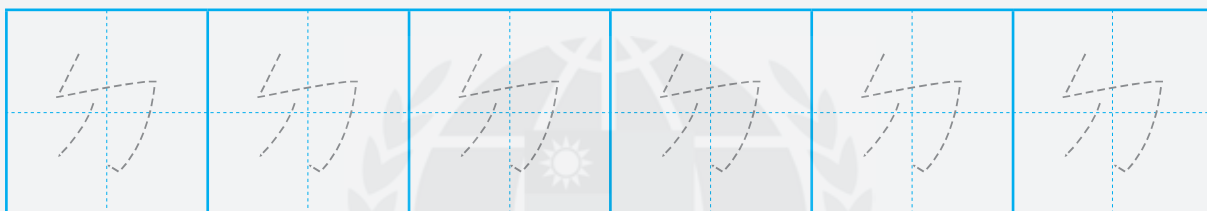
Writing: Please write ㄉ, ㄚ and 一.



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 the students should 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, the students should not react.

3. 如果老師念出「你好」這個詞，全班同學需起立。

If the teacher says "Hello", the students must all stand up.

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

參考生詞 Reference words

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第二課
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第二課 我七歲

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生詞 Vocabulary

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念^{ㄋㄧㄢˋ} 念^{ㄋㄧㄢˋ} 看^{ㄎㄢˋ} Reading

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口 へ	口 へ	メ✓	ム メ へ	。
カ ヤ	メ ラ	く 一	ム メ へ	,
メ ラ	メ ラ	カ 一 ヌ	ム メ へ	。



拼拼看 Spelling

請聽 CD 跟著念一次。 Listen to the CD and read along with it out loud.

ㄅ ㄣ ㄎ ㄣ ㄛ ㄨ

ㄅ ㄅ ㄅ ㄅ
ㄨ ㄨ ㄨ ㄨ



ㄣ ㄣ ㄣ
ㄨ ㄨ ㄨ

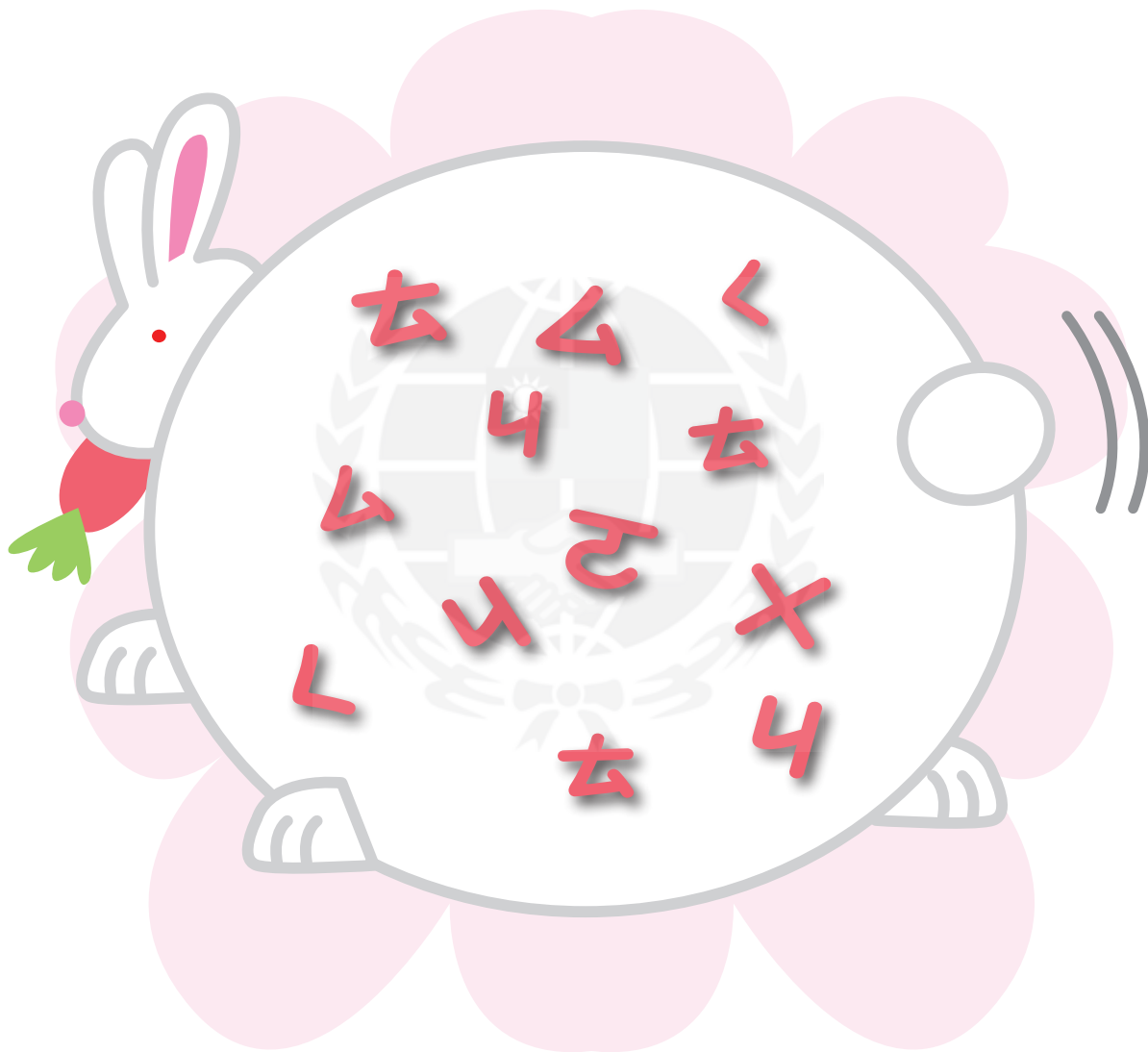
ㄨ ㄨ ㄨ
ㄛ ㄛ ㄛ



練習 Practicing

Part I

A. 圈圈看：請圈出圖中的ㄣ、ㄣ、
 ㄣ。 Circling: Please circle ㄣ, ㄣ and ㄣ in the picture.

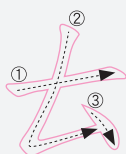
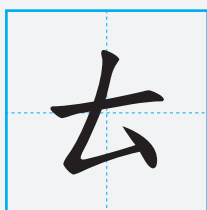


B. 數數看：請數數看圖中有幾個
 ㄣ、ㄣ、ㄣ。 Counting: Please count how many ㄣ, ㄣ
 and ㄣ are in the picture.

ㄣ () ㄣ () ㄣ ()

C. 寫_ㄩ寫_ㄩ看_ㄔ：請_ㄑ照_ㄗ樣_ㄩ寫_ㄩ出_ㄩㄣ、ㄣ、ㄣ。

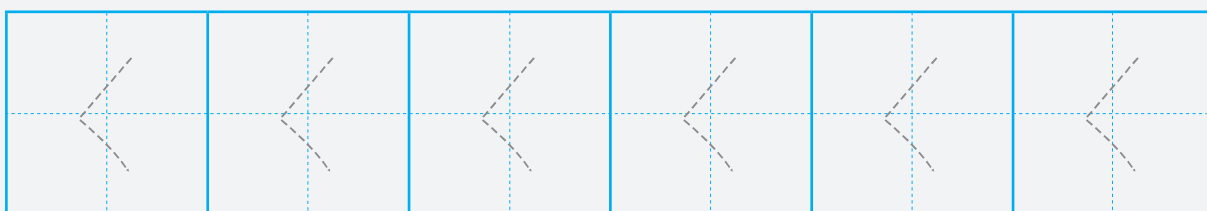
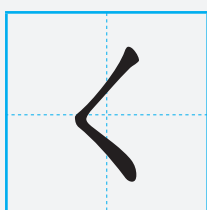
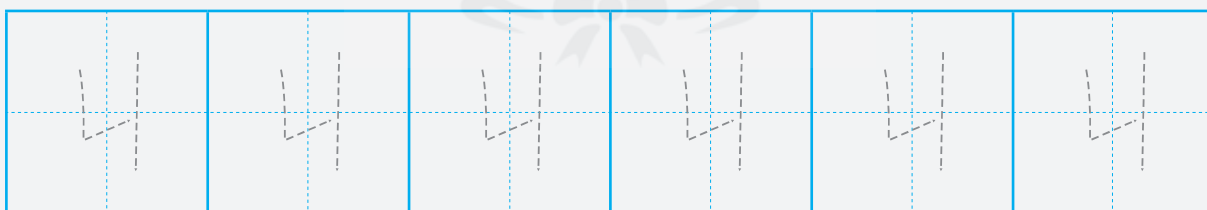
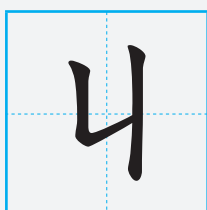
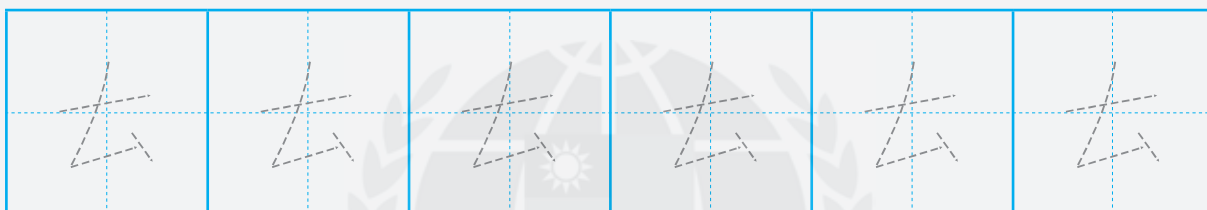
Writing: Please write ㄣ, ㄣ and ㄣ.



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、ㄟ、
メ。 Circling: Please circle ム, ㄟ and メ in the picture.

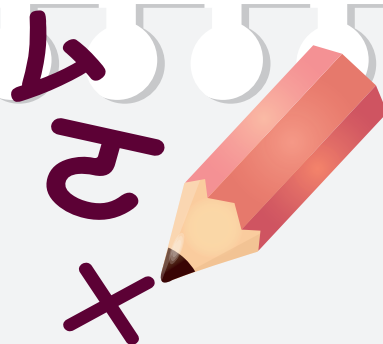
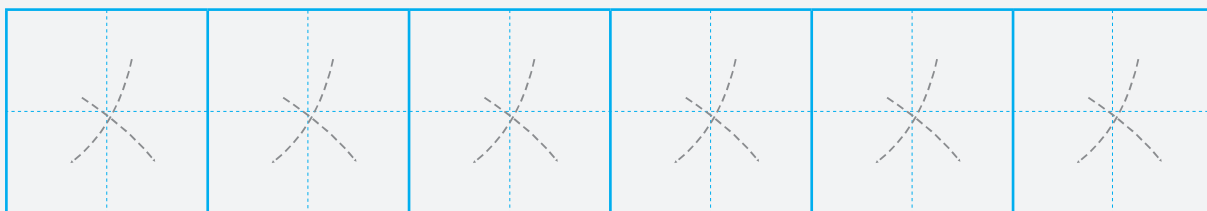
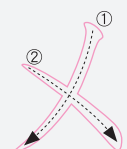
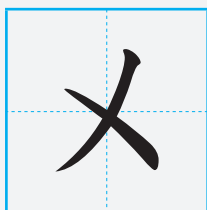
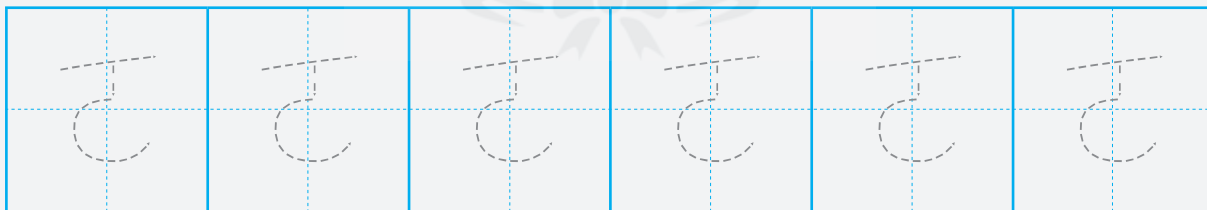
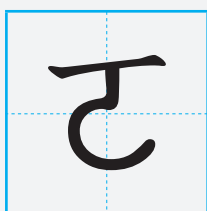
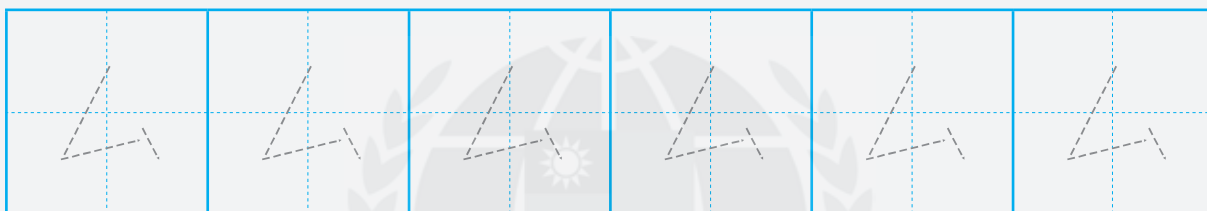
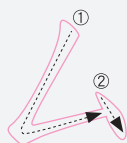
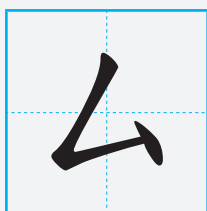


- B. 數^か數^か看^み：請^く數^か數^か看^み圖^ち中^ち有^あ幾^{いく}個^こ
ム、ㄟ、メ。 Counting: Please count how many ム, ㄟ
and メ are in the picture.

ム () ㄟ () メ ()

C. 寫_ㄩ寫_ㄩ看_ㄨ：請_ㄣ照_ㄣ樣_ㄣ寫_ㄣ出_ㄣム、ㄣ、メ。

Writing: Please write ム, ㄣ and メ.



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。
Cut out the vocabulary words along the line. Each person must have 12 vocabulary 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 should form pairs. They should arrange the 24 vocabulary cards in a 6 x 4 grid with the vocabulary cards face down.
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 does rock-paper-scissors to determine who goes first. The winner flips a card. When the card is flipped, the character on it must be read aloud. Each student flips two cards each time.
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。
When a student flips two matching cards, they get one point, and they get to go again. When they turn over two different cards, they must flip them back over, and let the other student take a turn.
5. 最後得分最多的同學獲勝。
The student with the most points at the end is the winner.



第三課
爸爸媽媽

ㄅ

ㄆ

ㄇ

ㄉ

ㄊ

ㄋ





第^カ三^ム課^カ

爸^ヤ爸^ヤ媽^バ媽^バ

メ[✓] リ[✓] 一[✓]
エ ヲ ヌ

ム ム[・] 日[・]
マ マ ラ[✓] ,



生^ア詞^ム Vocabulary

ム
マ

ム[・]
マ

日[・]
ラ[✓]

ㄣ ㄣˊ ㄣˋ

ㄣ ㄣˊ ㄣˋ ㄣˊ ㄣˋ



ㄣ ㄣˊ ㄣˋ

ㄣ ㄣˊ

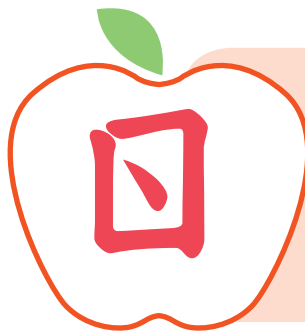


念^{ㄣˊ}念^{ㄣˊ}看^{ㄎㄢˋ} Reading



ㄣˊ ㄣˊ
Y Y

ㄣ
Y



ㄣˊ
ㄣˊ

ㄣˊ
ㄣˊ



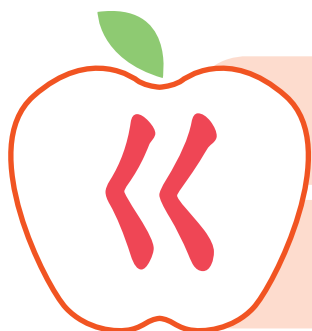
ㄣˊ ㄣˊ
Y Y

ㄣˊ ㄣˊ
ㄣˊ ㄣˊ



ㄣˊ
ㄣˊ

ㄣˊ ㄣˊ
ㄣˊ ㄣˊ



ㄣˊ
ㄣˊ

ㄣˊ ㄣˊ
ㄣˊ ㄣˊ



ㄣ
ㄣ

ㄣˊ
ㄣˊ



メ^ˇ ㄣ^ˊ
ㄛ^ˇ ㄩ^ˊ 一^ˇ
ヌ^ˇ

メ^ˇ ㄥ^ˊ ㄣ^ˊ ,
ㄛ^ˇ ㄩ^ˊ ㄛ^ˇ

ㄣ^ˊ ㄣ^ˊ 、 ㄣ^ˊ ㄣ^ˊ 、
ㄩ^ˊ ㄩ^ˊ ㄩ^ˊ ㄩ^ˊ ㄩ^ˊ

ㄥ^ˊ ㄥ^ˊ 、
ㄛ^ˇ ㄛ^ˇ ㄛ^ˇ

ㄣ^ˊ ㄣ^ˊ ㄣ^ˊ メ^ˇ 〇
ㄩ^ˊ ㄩ^ˊ ㄩ^ˊ ㄛ^ˇ ㄛ^ˇ

メ^ˇ ㄣ^ˊ 一^ˇ
ㄛ^ˇ ㄩ^ˊ ヌ^ˇ

ム^ˊ ㄥ^ˊ ㄣ^ˊ ,
ㄛ^ˇ ㄩ^ˊ ㄛ^ˇ

ㄣ^ˊ ㄣ^ˊ 、 ㄣ^ˊ ㄣ^ˊ 、
ㄩ^ˊ ㄩ^ˊ ㄩ^ˊ ㄩ^ˊ ㄩ^ˊ

ㄥ^ˊ ㄥ^ˊ ㄣ^ˊ メ^ˇ 〇
ㄛ^ˇ ㄛ^ˇ ㄛ^ˇ ㄛ^ˇ ㄛ^ˇ





拼拼看 Spelling

請聽 CD 跟著念一次。 Listen to the CD and read along with it out loud.

ㄅ ㄆ ㄇ ㄉ ㄊ ㄋ



ㄅ ㄅ ㄅ
ㄅ ㄅ ㄅ

ㄇ ㄇ ㄇ
ㄇ ㄇ ㄇ

ㄆ ㄆ ㄆ
ㄆ ㄆ ㄆ

ㄉ ㄉ
ㄉ ㄉ



練習 Practicing

Part I

A. 圈圈看：請圈出圖中的ㄣ、ㄣ、《。 Circling: Please circle ㄣ, ㄣ and 《 in the picture.

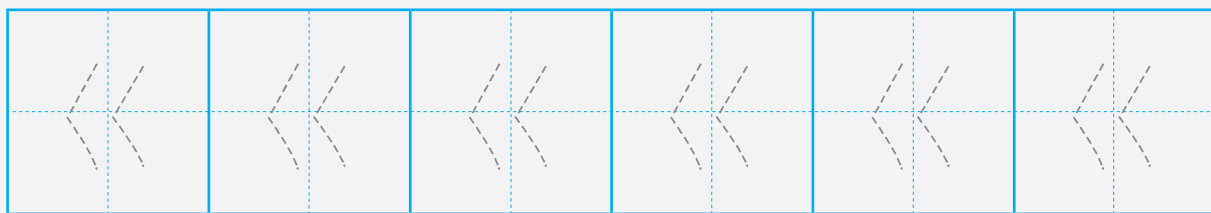
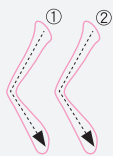
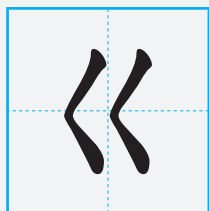
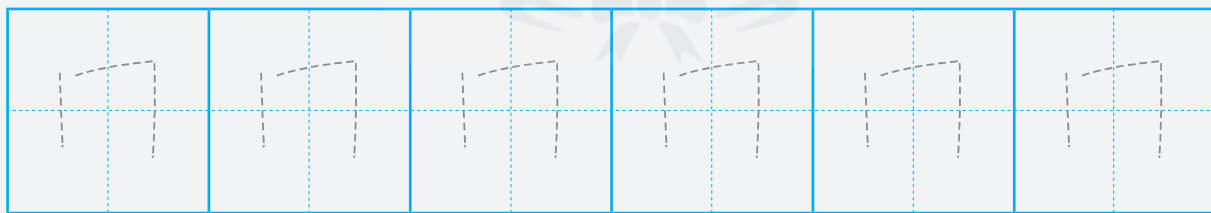
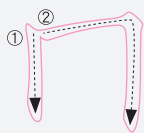
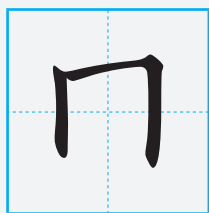
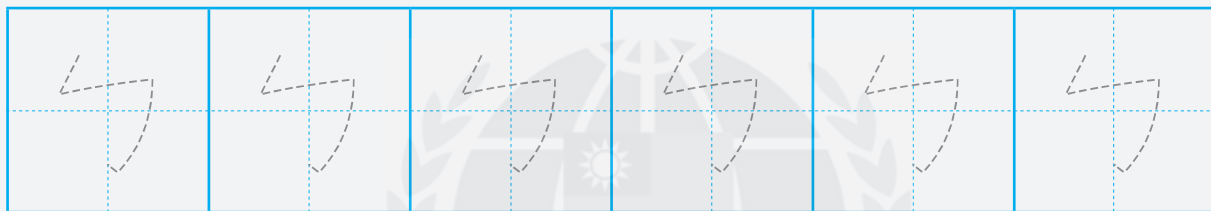
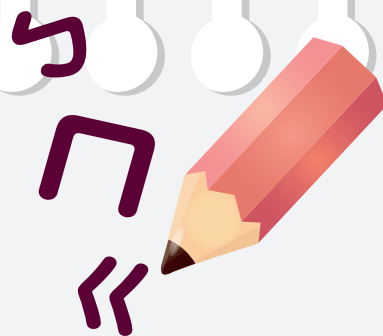
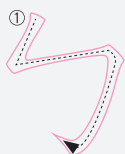
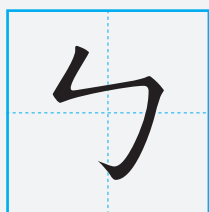


B. 數數看：請數數圖中有幾個ㄣ、ㄣ、《。 Counting: Please count how many ㄣ, ㄣ and 《 are in the picture.

ㄣ () ㄣ () 《 ()

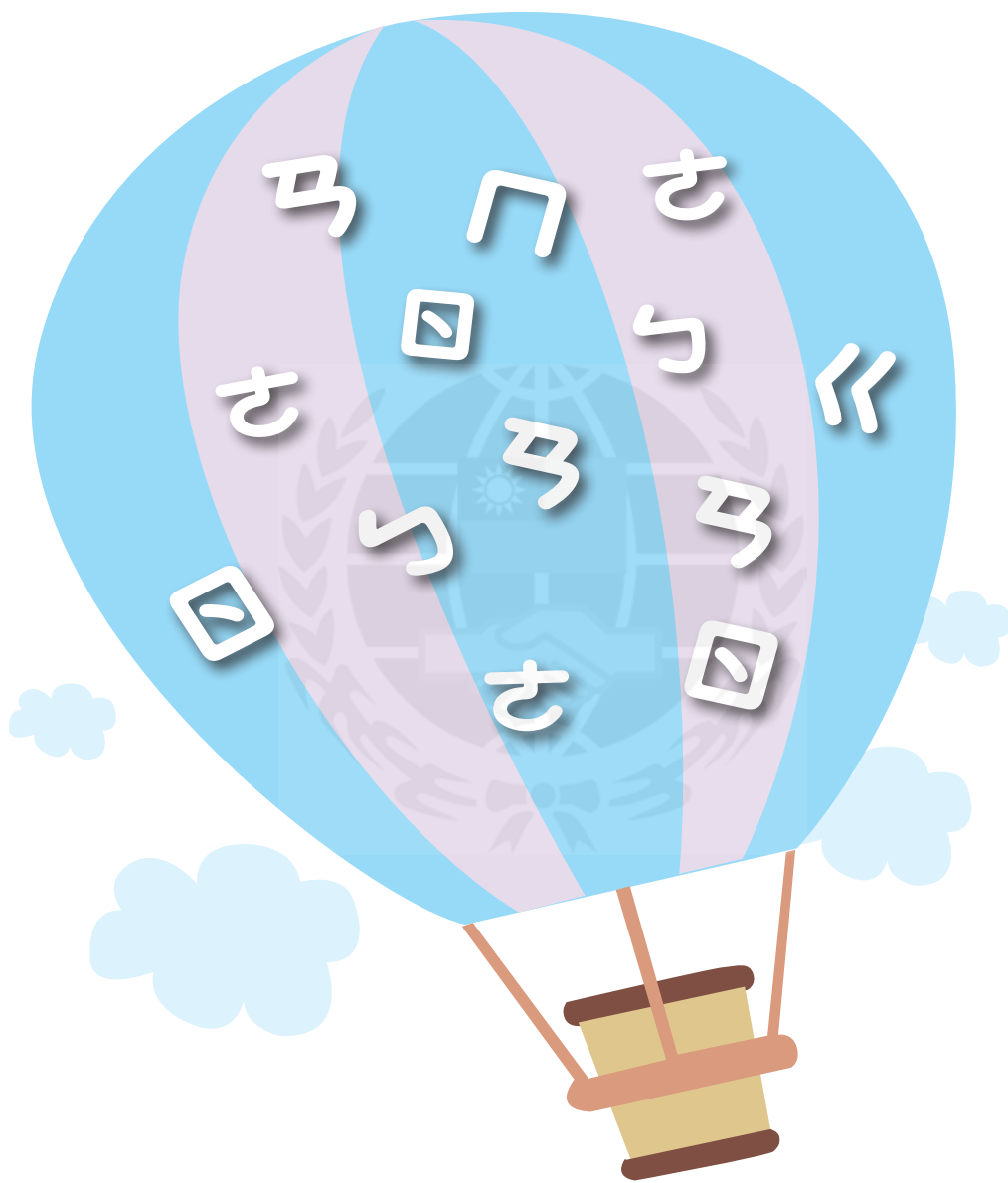
C. 寫^ㄩ寫^ㄩ看^ㄣ：請^ㄣ照^ㄣ樣^ㄣ寫^ㄩ出^ㄩㄣ、ㄣ、《。

Writing: Please write ㄣ, ㄣ and 《.



Part II

A. 圈^く圈^く看^ち：請^く圈^く出^イ圖^ハ中^ノ的^カ日^ヒ、^セ、^マ。
Circling: Please circle 日, ㄗ and ㄛ in the picture.

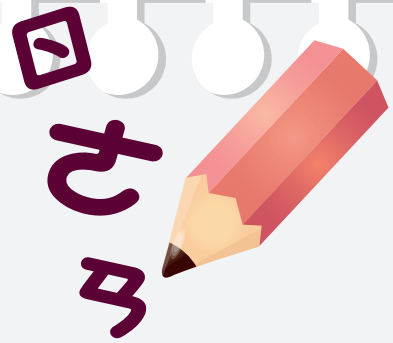
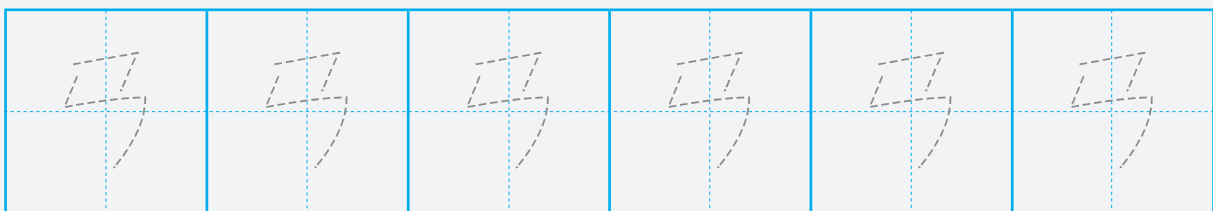
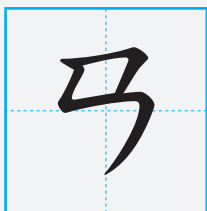
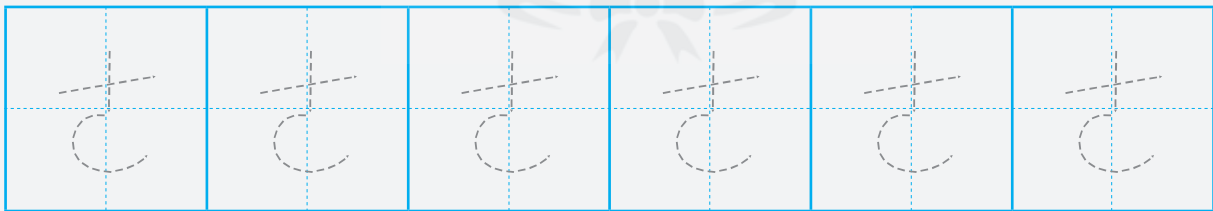
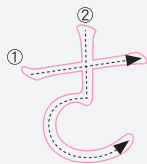
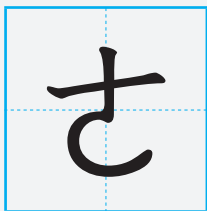
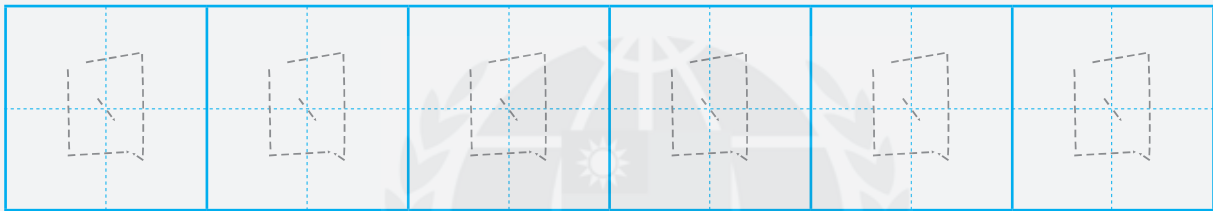
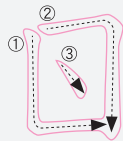
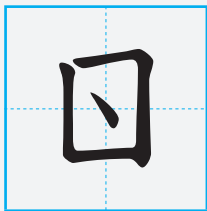


B. 數^ス數^ス看^ち：請^く數^ス數^ス看^ち圖^ハ中^ノ有^ニ幾^リ個^コ
日^ヒ、^セ、^マ。 Counting: Please count how many 日, ㄗ and ㄛ are in the picture.

日 () ㄗ () ㄛ ()

C. 寫^ㄒ寫^ㄒ看^ㄎ：請^ㄑ照^ㄗ樣^ㄧ寫^ㄒ出^ㄨ日、ㄗ、ㄎ。

Writing: Please write 日, ㄗ and ㄎ.



Part III 課堂活動：神射手

Classroom activity: Archer

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 and sentence patterns. When the review is finished, the two team representatives turn to face the teacher, who gives each team representative a picture card (opposing representatives should not see each other's cards).

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。

When the game begins, each representative steps forward one step, counts to three, and then turns around. The first one to correctly read aloud the vocabulary or sentence pattern on the 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

出^デ

丁^{テイ} 一^{ヒト} 一^{ヒト} 出^デ 〇



念^{ㄋㄧㄢˋ} 念^{ㄋㄧㄢˋ} 看^{ㄎㄢˋ} Reading

ㄎ

ㄎㄨㄟ

ㄎㄨㄟ

ㄎㄨㄟ

ㄎㄨㄟ

ㄘ

ㄘㄟ

ㄘㄟ

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ㄗ

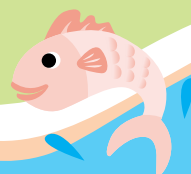
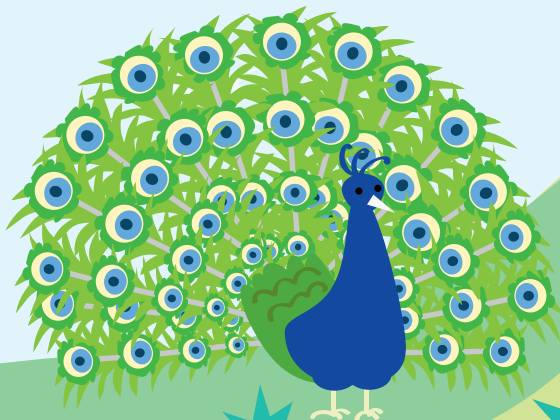
ㄗ

ㄗ

ㄣ

ㄣ

ㄣ



ㄉㄨˊ ㄇㄣˊ 一
ㄨ ㄣˇ 又✓

一、 出 ち、 ㄨ、 。



ㄉㄨˊ ㄨ、 ㄨ、 一
ㄣˇ ㄣˇ 又✓

一、 出 ㄉ、 ㄖ
又✓ 。

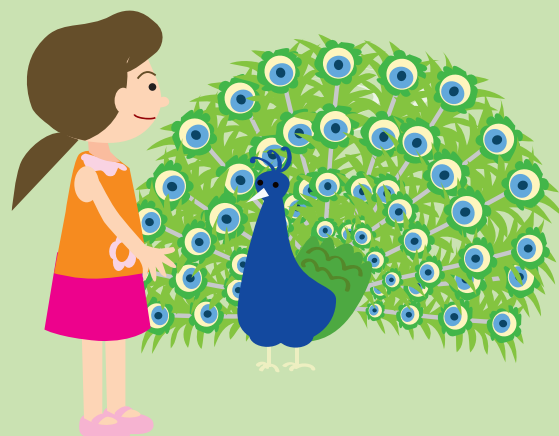
ㄨ、 ㄨ、 一
ㄣˇ ㄣˇ 又✓

一、 出 ㄨ、 ㄨ、
ㄣˇ ㄣˇ 。



ㄉ ㄇㄣˊ 一
ㄣˇ ㄣˇ 又✓

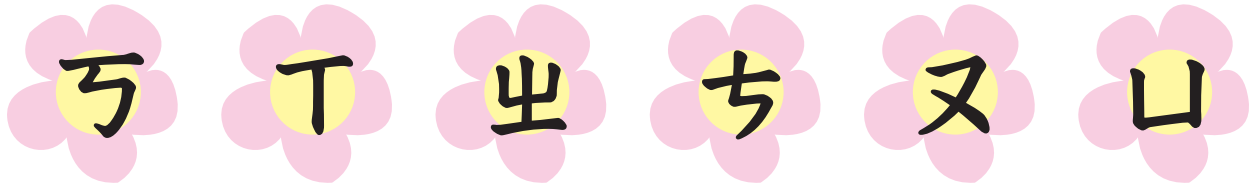
一、 ㄨ、 ㄣ
ㄣˇ 。





拼拼看 Spelling

請聽 CD 跟著念一次。 Listen to the CD and read along with it out loud.



ㄅ ㄅ
又 又

ㄕ ㄕ ㄕ ㄕ
又 又 又 又

ㄊ ㄊ ㄊ ㄊ
ㄣ ㄣ ㄣ ㄣ

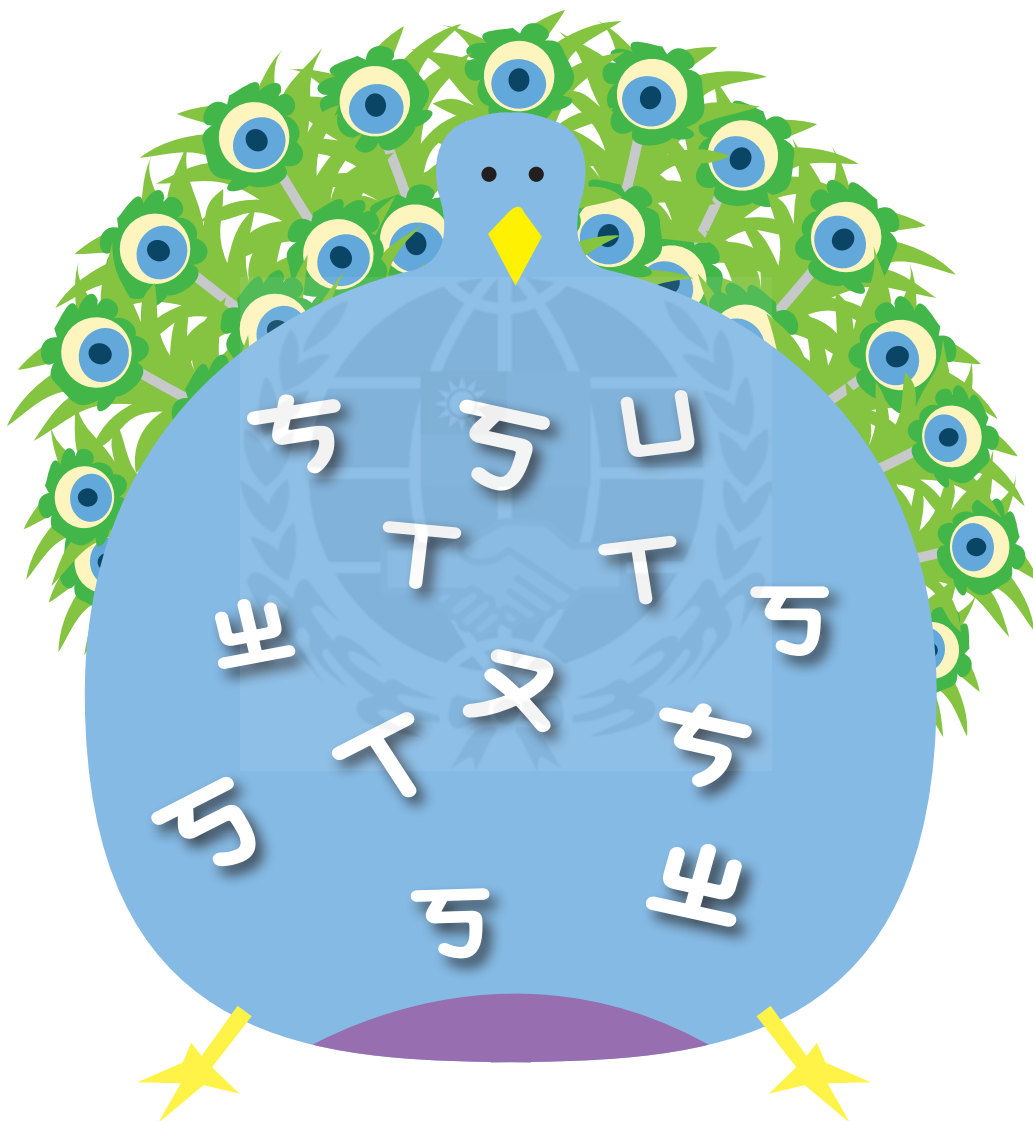
ㄗ
又



練習 Practicing

Part I

A. 圈看：請圈出圖中的、
。 Circling: Please circle , and in the picture.

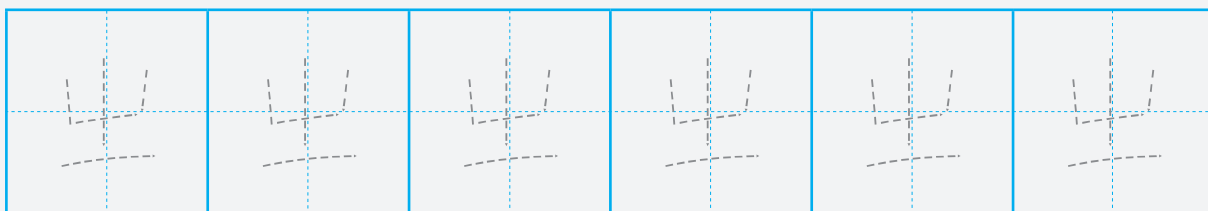
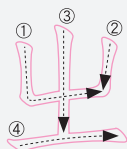
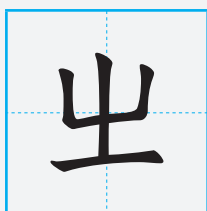
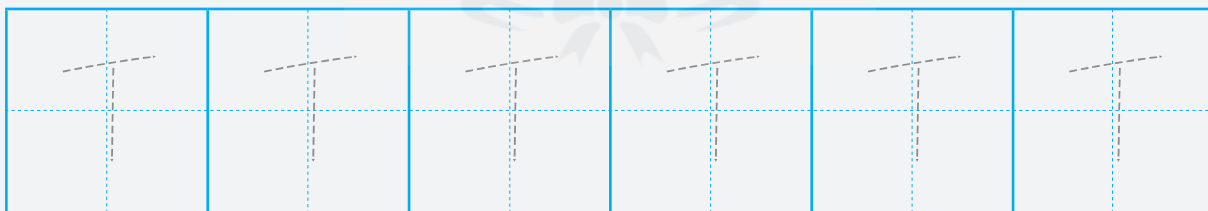
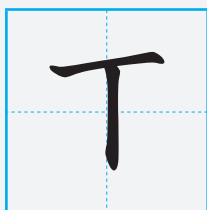
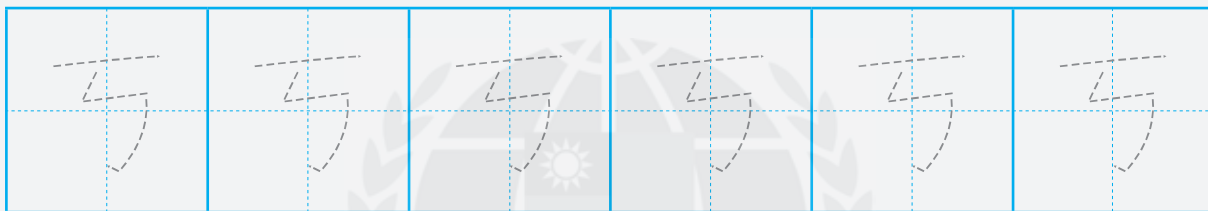
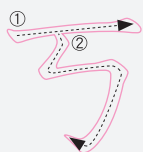
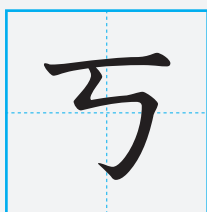


B. 數數看：請數數看圖中有幾個
、
、
。 Counting: Please count how many , and are in the picture.

万 () 丁 () 生 ()

C. 寫^ㄩ寫^ㄩ看^ㄎ：請^ㄑ照^ㄗ樣^ㄧ寫^ㄩ出^ㄨ ㄅ、 ㄒ、 出。

Writing: Please write ㄅ, ㄒ and 出.



Part II

- A. 圈^く圈^く看^み：請^く圈^く出^だ圖^ち中^{ちゅう}的^のち、又、
 ㄣ。 Circling: Please circle ち, 又 and ㄣ in the picture.



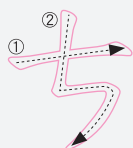
- B. 數^あ數^あ看^み：請^く數^あ數^あ看^み圖^ち中^{ちゅう}有^あ幾^{いく}個^こ
 ち、又、ㄣ。 Counting: Please count how many ち, 又
 and ㄣ are in the picture.

ち () 又 () ㄣ ()

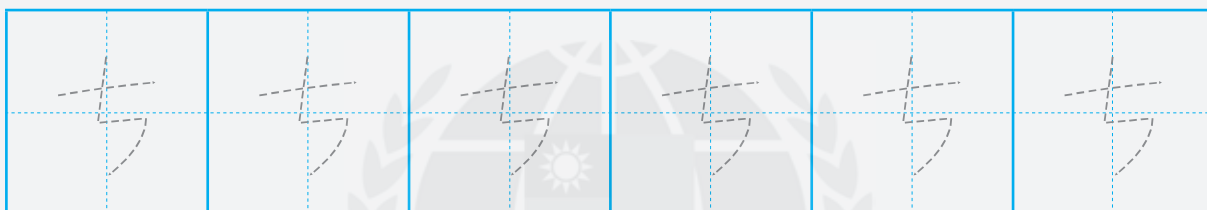
C. 寫^ㄩ寫^ㄩ看^ㄔ：請^ㄎ照^ㄙ樣^ㄩ寫^ㄩ出^ㄩㄔ、又、ㄣ。

Writing: Please write ㄔ, 又 and ㄣ.

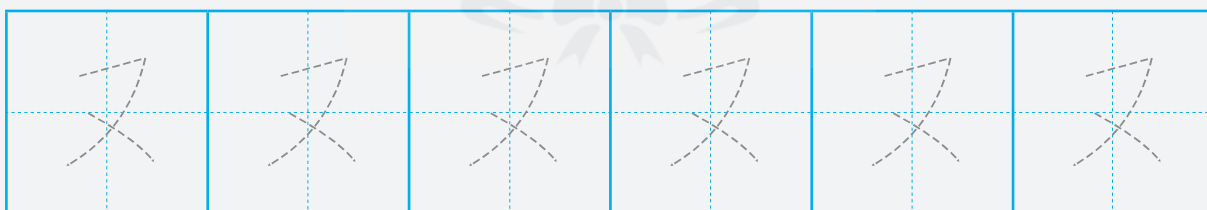
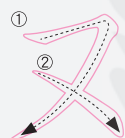
ㄔ



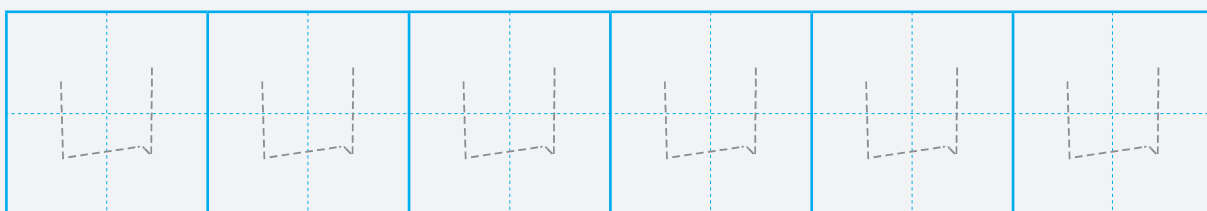
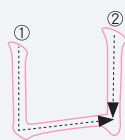
ㄔ
又
ㄣ



又



ㄣ



Part III 課堂活動：動物園

Classroom activity: 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。

The teacher lets each representative see a vocabulary card. Each representative must act out the animal on the card.

3. 最快說對動物的隊伍獲勝。

Whichever team says the name of the animal the fastest wins.



參考生詞 Reference words

ㄅ
ㄇ
ㄌ

ㄍ
ㄎ
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ㄅ
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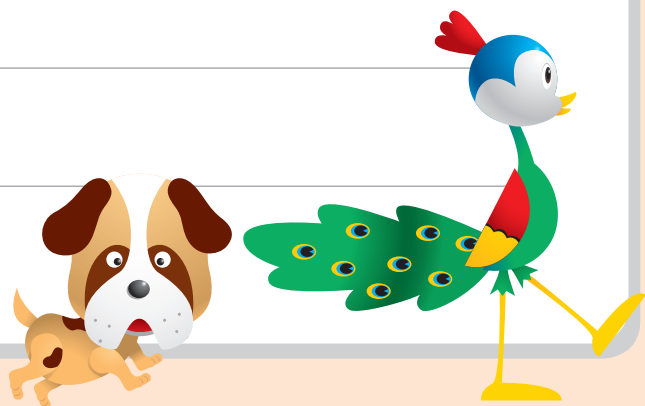
ㄅ

ㄍ

ㄍ

ㄍ





第五課
我的妹妹

一

戸

万

世

下





第^{カ、}五^メ課^{チ、}

我^メ的^カ妹^ハ妹^ハ

カ
一[✓]

メ
ら[✓]

メ
ら[✓]

尸[✓]

メ
て[✓]

カ
た

口
へ[✓]

口
へ

。



生^ア詞^チ Vocabulary

尸[✓]



念^{ㄋㄧㄢˋ}念^{ㄋㄧㄢˋ}看^{ㄎㄢˋ} Reading

イ

イ^ㄟ ㄧ^{ㄣˊ} ㄏ^ㄟ

イ^ㄟ ㄧ^{ㄣˊ} ㄆ^ㄟ

せ

ㄌㄧ^{ㄣˊ} ㄙ^ㄟ

ㄌㄧ^{ㄣˊ} ㄙ^ㄟ

ㄆ

ㄆ^ㄟ ㄌㄧ^{ㄣˊ}

ㄆ^ㄟ ㄌㄧ^{ㄣˊ}

ㄆ

ㄆ^ㄟ ㄌㄧ^{ㄣˊ}

ㄆ^ㄟ ㄌㄧ^{ㄣˊ}

ㄆ

ㄆ^ㄟ

ㄆ^ㄟ ㄌㄧ^{ㄣˊ}





カゝ カゝ メゝ
一ゝ ヱゝ ㄨゝ

尸ゝ メゝ ㄨゝ ㄨゝ ㄨゝ
ㄨゝ ㄨゝ ㄨゝ

ㄨゝ ㄨゝ ㄨゝ
ㄨゝ ㄨゝ ㄨゝ

尸ゝ メゝ ㄨゝ ㄨゝ ㄨゝ
ㄨゝ ㄨゝ ㄨゝ ㄨゝ ㄨゝ

尸ゝ ㄨゝ ㄨゝ
ㄨゝ ㄨゝ ㄨゝ





拼拼看 Spelling

請聽 CD 跟著念一次。 Listen to the CD and read along with it out loud.

ㄟ

ㄇ

尸

ㄝ

ㄎ





聲調 Tone

A. 請聽 CD 念念看。 Please listen to the CD and read out loud.

ㄅ
ㄩ

ㄅ
ㄩˊ

ㄅ
ㄩˇ

ㄅ
ㄩˋ



B. 請聽 CD 標上聲調。 Please listen carefully and write the tones.

ㄆ
ㄩ

ㄆ
ㄩ

ㄆ
ㄩˇ

ㄆ
ㄩ



練習 Practicing

Part I

A. 圈圈看：請圈出圖中的イ、ㄖ、尸。 Circling: Please circle い, ㄖ and 尸 in the picture.

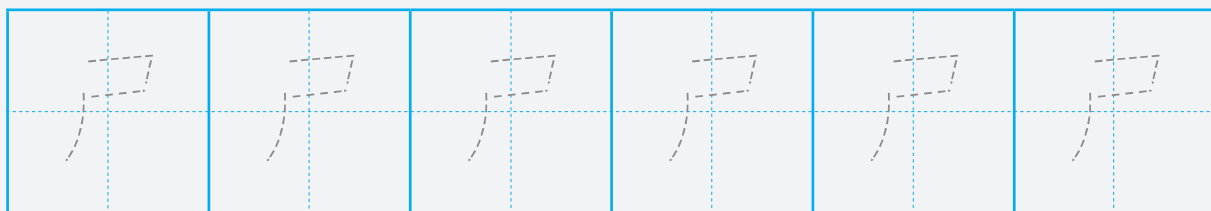
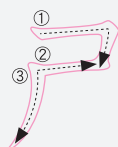
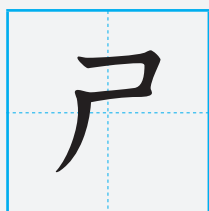
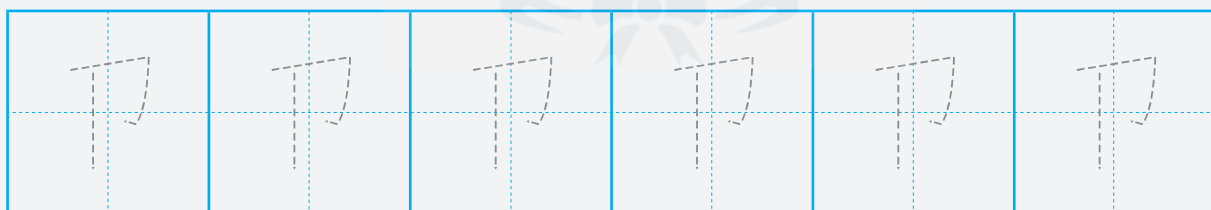
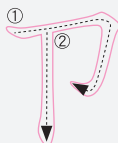
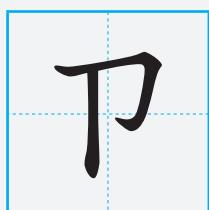
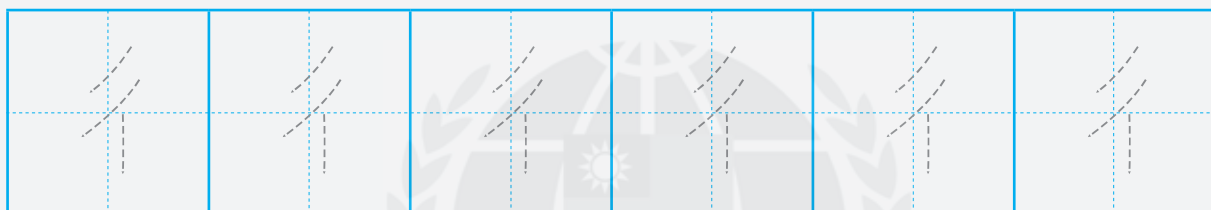
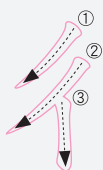


B. 數數看：請數數圖中有幾個い、ㄖ、尸。 Counting: Please count how many い, ㄖ and 尸 are in the picture.

い () ㄖ () 尸 ()

C. 寫^ㄩ寫^ㄩ看^ㄅ：請^ㄎ照^ㄘ樣^ㄩ寫^ㄩ出^ㄩイ、ㄐ、尸。

Writing: Please write イ, ㄐ and 尸.



Part II

A. 圈_く圈_く看_ち：請_く圈_く出_イ圖_ム中_ノ的_カせ、 𠂔。

Circling: Please circle せ and 𠂔 in the picture.



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。 Counting: Please count how many せ and 𠂔 are in the picture.

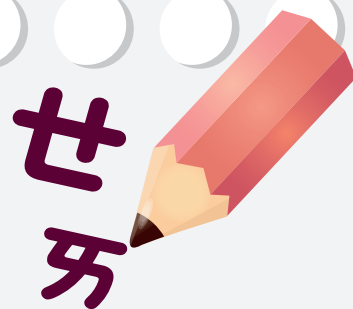
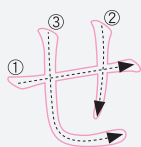
せ ()

𠂔 ()

C. 寫^ㄩ寫^ㄩ看^ㄎ：請^ㄑ照^ㄓ樣^ㄧ寫^ㄩ出^ㄨせ、 𠂔。

Writing: Please 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: Squat like a Radish

1. 將班上同學圍成一圈，每個同學抽籤決定角色。

The teacher forms the students into a circle. The students then draw lots to see who plays what role.

2. 每個人拿角色字卡，並猜拳決定哪個人開始發號施令。

Each student holds a role card and then decides which student is the leader.

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 leader squats and points to the next role. For example, if the father is pointed at, the student with the father card must squat and say “father squats, father squats, father is finished squatting, XX squats”.

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 new leader must finish squatting, speaking, and pointing to the next leader within a fixed period of time. If the student doesn't complete all the tasks within that time, the student is eliminated.



第^カ六^カ課^カ

我^メ是^ハ李^カ大^カ文^メ

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 へ

メ 4 一
エ ヲ ヲ 又

ム 々 日 ,
エ 。



ㄅ ㄆ ㄇ ㄋ ㄣ
 ㄅ ㄆ ㄇ ㄋ ㄣ
 ㄅ ㄆ ㄇ ㄋ ㄣ

ㄇ ㄏ ㄏ ㄏ ㄏ
 ㄇ ㄏ ㄏ ㄏ ㄏ
 ㄇ ㄏ ㄏ ㄏ ㄏ

ㄏ ㄏ ㄏ ㄏ ㄏ ㄏ
 ㄏ ㄏ ㄏ ㄏ ㄏ ㄏ
 ㄏ ㄏ ㄏ ㄏ ㄏ ㄏ



生詞 Vocabulary

一
又

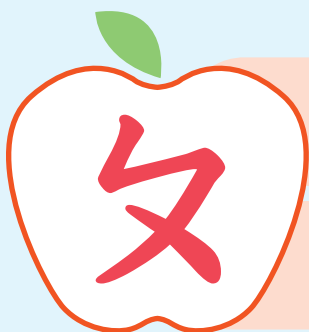
匕 一 夕
尤 又 厶

厂 夕 一
么 厶 又





念^{ㄋㄧㄢˋ}念^{ㄋㄧㄢˋ}看^{ㄎㄢˋ} Reading



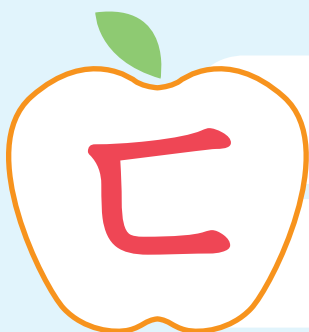
夕^ㄅ 一^ㄟ
夕^ㄅ 又^ㄩ

ㄘ 一^ㄟ 夕^ㄅ
尤^ㄩ 又^ㄩ 夕^ㄅ



夕^ㄅ 一^ㄟ
ㄥ^ㄥ 又^ㄩ

ㄘ 尸^ㄕ
ㄥ^ㄥ ㄥ^ㄥ



ㄘ 一^ㄟ 夕^ㄅ
尤^ㄩ 又^ㄩ 夕^ㄅ

ㄘ^ㄘ 尤^ㄩ ㄗ



夕^ㄅ 一^ㄟ
ㄥ^ㄥ 又^ㄩ

一^ㄟ ㄥ^ㄥ
又^ㄩ ㄥ^ㄥ



拼^ㄅ拼^ㄅ看^{ㄎㄢˋ} Spelling

請^ㄘ聽^ㄊ CD 跟^ㄍ著^ㄓ念^{ㄋㄧㄢˋ}一^ㄟ次^ㄘ。 Listen to the CD and read along with it out loud.



夕^ㄅ 夕^ㄅ 夕^ㄅ 夕^ㄅ

一^ㄟ 一^ㄟ 一^ㄟ 一^ㄟ

ㄘ ㄘ ㄘ

練習 Practicing

Part I

A. 圈圈看：請圈出圖中的ㄅ、ㄥ。

Circling: Please circle ㄅ and ㄥ in the picture.



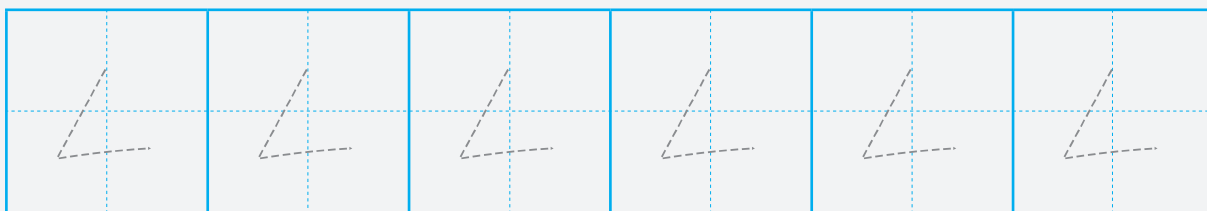
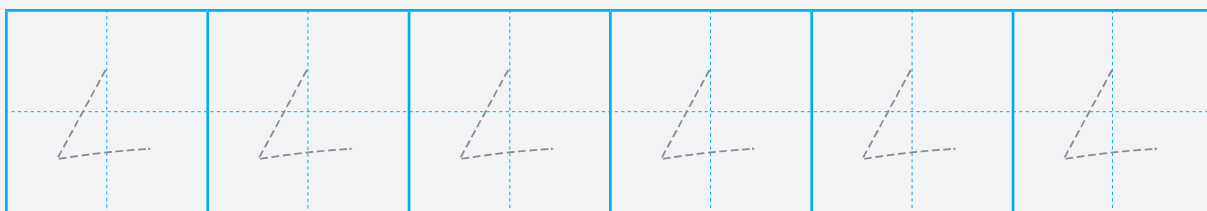
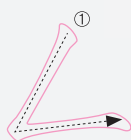
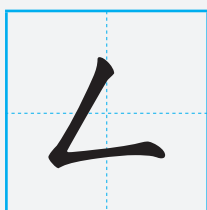
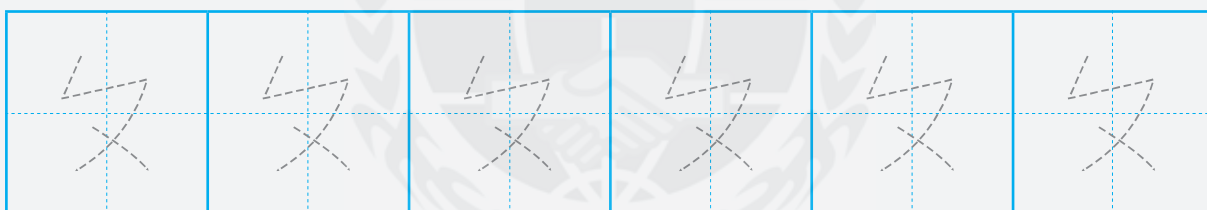
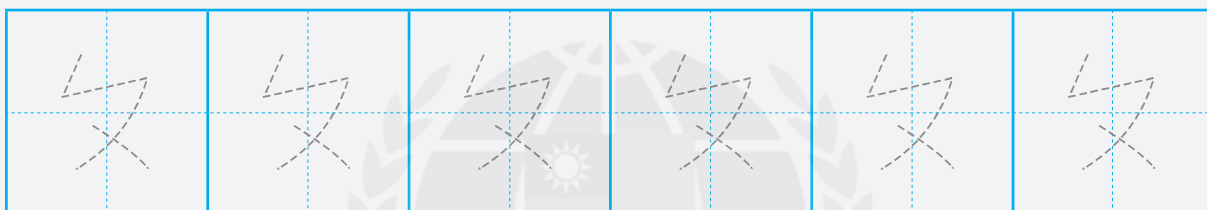
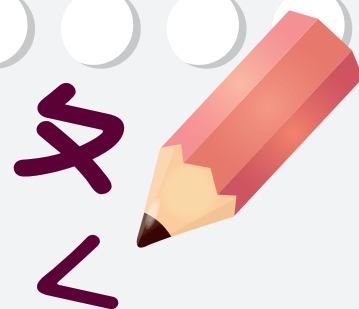
B. 數數看：請數數圖中有幾個ㄅ、ㄥ。 Counting: Please count how many ㄅ and ㄥ are in the picture.

ㄅ ()

ㄥ ()

C. 寫_ㄩ寫_ㄩ看_ㄎ：請_ㄑ照_ㄓ樣_ㄧ寫_ㄩ出_ㄩㄋ、ㄥ。

Writing: Please write ㄋ and ㄥ.



Part II

A. 圈^く圈^く看^ち：請^く圈^く出^イ圖^ち中^中的^のㄣ、ㄣ。

Circling: Please circle ㄣ and ㄣ in the picture.



B. 數^ア數^ア看^ち：請^く數^ア數^ア看^ち圖^ち中^中有^一幾^リ個^個

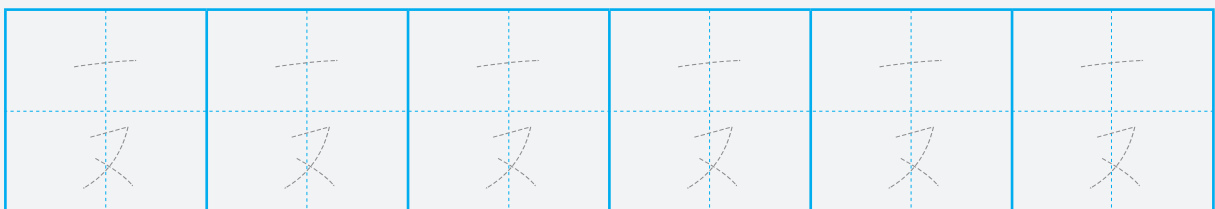
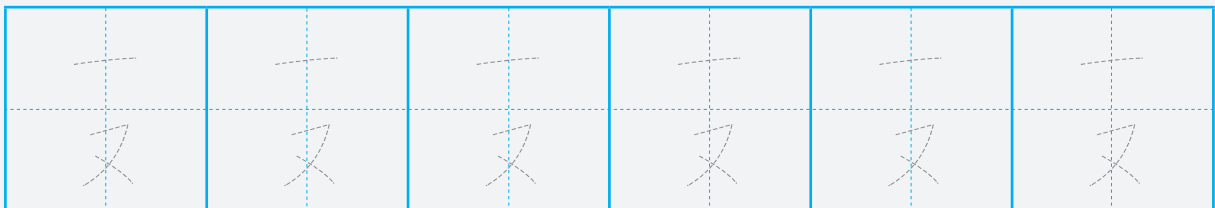
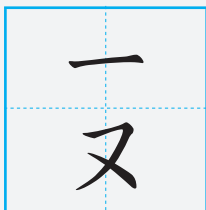
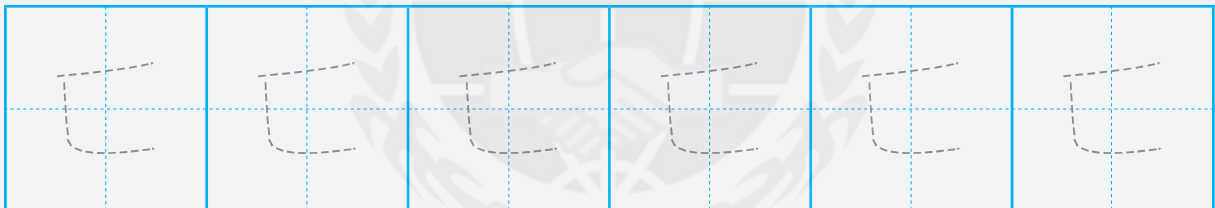
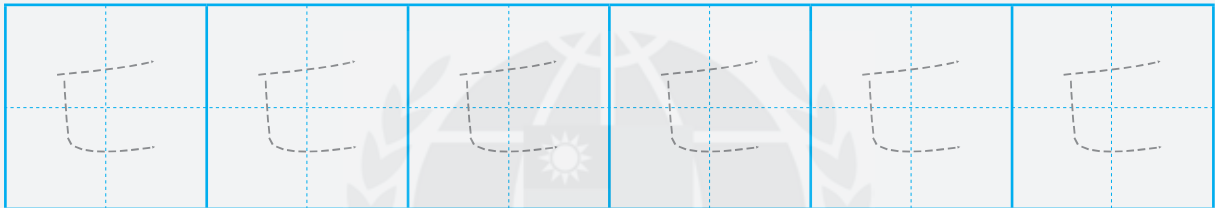
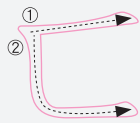
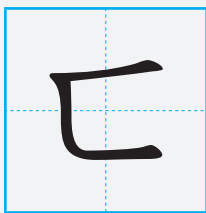
ㄣ、ㄣ。 Counting: Please count how many ㄣ and ㄣ are in the picture.

ㄣ ()

ㄣ ()

C. 寫^ㄩ寫^ㄩ看^ㄎ：請^ㄑ照^ㄓ樣^ㄧ寫^ㄩ出^ㄨㄣ、ㄣ。

Writing: Please write ㄣ and ㄣ.



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、又的的小朋友需上台依序排好。
The students holding the cards representing those sounds must come to the front of the class and line up in the order of the sounds.
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 get in order in time must sing a song.

參考生詞 Reference words



ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

ㄅ

ㄅ ㄣ

ㄅ ㄣ

ㄅ ㄣ

漢語拼音版



目

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lù

Table of Contents

A 本

běn

Lessons

Topics

Pages

1

一

yī

One

你好

nǐ hǎo

How are You

79

2

二

èr

Two

我七歲

wǒ qī suì

I am Seven Years Old

89

3

三

sān

Three

爸爸媽媽

bā ba mā ma

Mother and Father

99

4

四

sì

Four

小狗

xiǎo gǒu

Puppy

111



	Lessons	Topics	Pages
5	五 wǔ Five	我的妹妹 wǒ de mèi mei My Little Sister	123
6	六 liù Six	我是李大文 wǒ shì Lǐ dà wén I am Devin Li	135

附錄：課文英譯 fù lù kè wén yīng yì	145
Appendix: Text Translation	

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	146
Appendix: Comparative Table of Mandarin Phonetic Symbols and Hanyu Pinyin	



語音檔請至「全球華文網」下載，

網址 www.huayuworld.org/upload/epaper/106/page1.html

林東明 (Tony Lin) :
lín dōng míng

1 愛交朋友
ài jiāo péng yǒu

Tony Lin: love to make friends

李大文 (Devin Li) :
lǐ dà wén

2 開朗
kāi lǎng

Devin Li: outgoing

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: adorable, Devin's younger sister

陳心美 (May Chen) :
chén xīn měi

4 活潑、友善
huó pō yǒu shàn

May Chen: lively, friendly

張莉 (Lily Zhang) :
zhāng lì

5 長髮，愛漂亮
cháng fà ài piào liàng

Lily Zhang: long-haired, likes to look pretty

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

shēng cí

nǐ hǎo

Lǐ dà wén



念念看 Reading

niàn niàn kàn

n

nǐ hǎo

nǎi nǎi

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 .



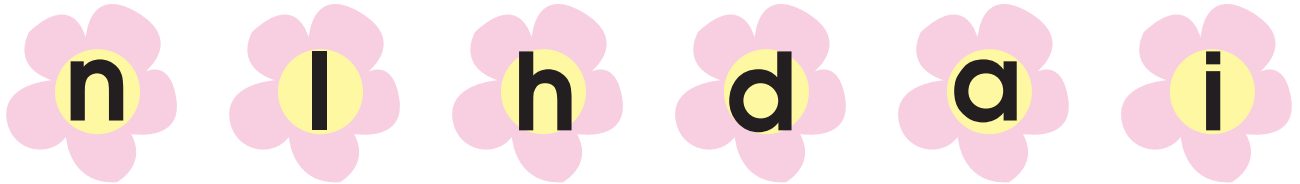
拼拼看 Spelling

pīn pīn kàn

請聽 CD 跟著念一次。

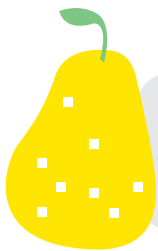
qīng tīng gēn zhe niàn yí cì

Listen to the CD and read along with it out loud.



ní nǐ

nā nǎ nà



lí lǐ lì

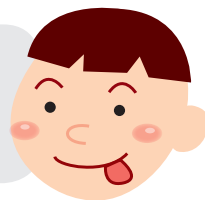
lā là



hā há

dā dǎ dǎ dǎ

dī dī dǐ dǐ

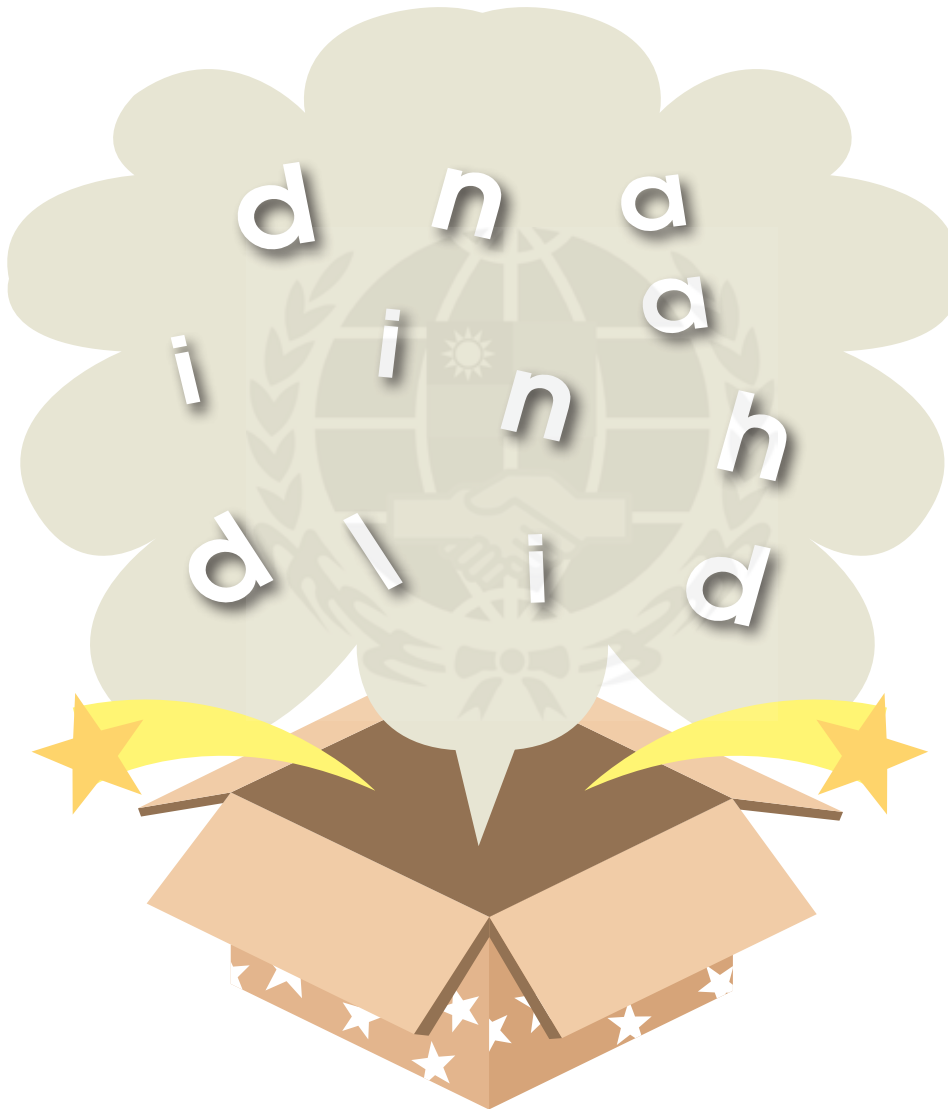


練習 Practicing
liàn xí

Part I

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

Circling: Please circle **n**, **l** and **h** in the picture.



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

Counting: Please count how many **n**, **l** and **h** are in the picture.

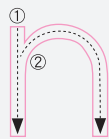
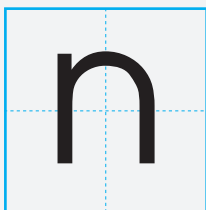
n () **l** () **h** ()

C. 寫寫看：請照樣寫出 n、l、h。

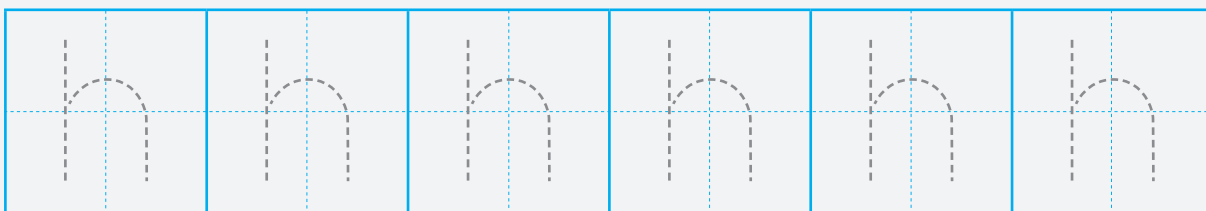
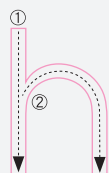
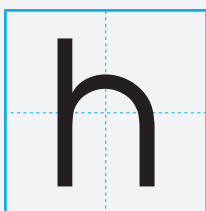
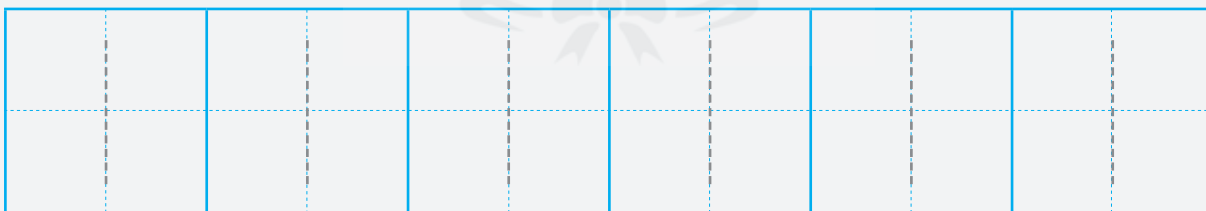
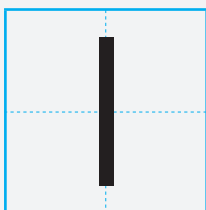
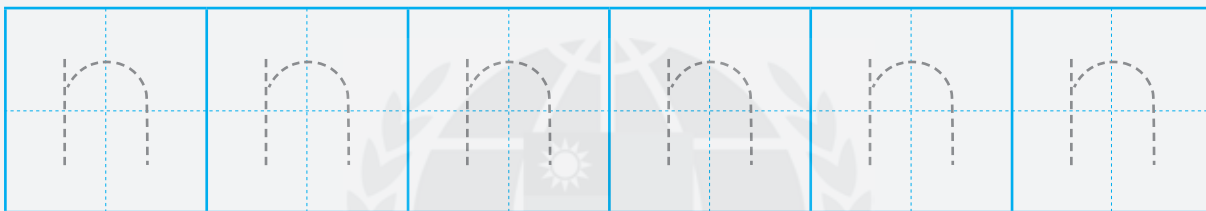
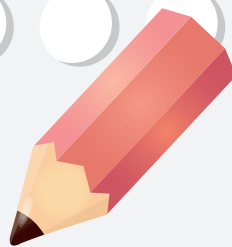
xiě xiě kàn

qǐng zhào yàng xiě chū

Writing: Please write n, l and h.



n
l
h

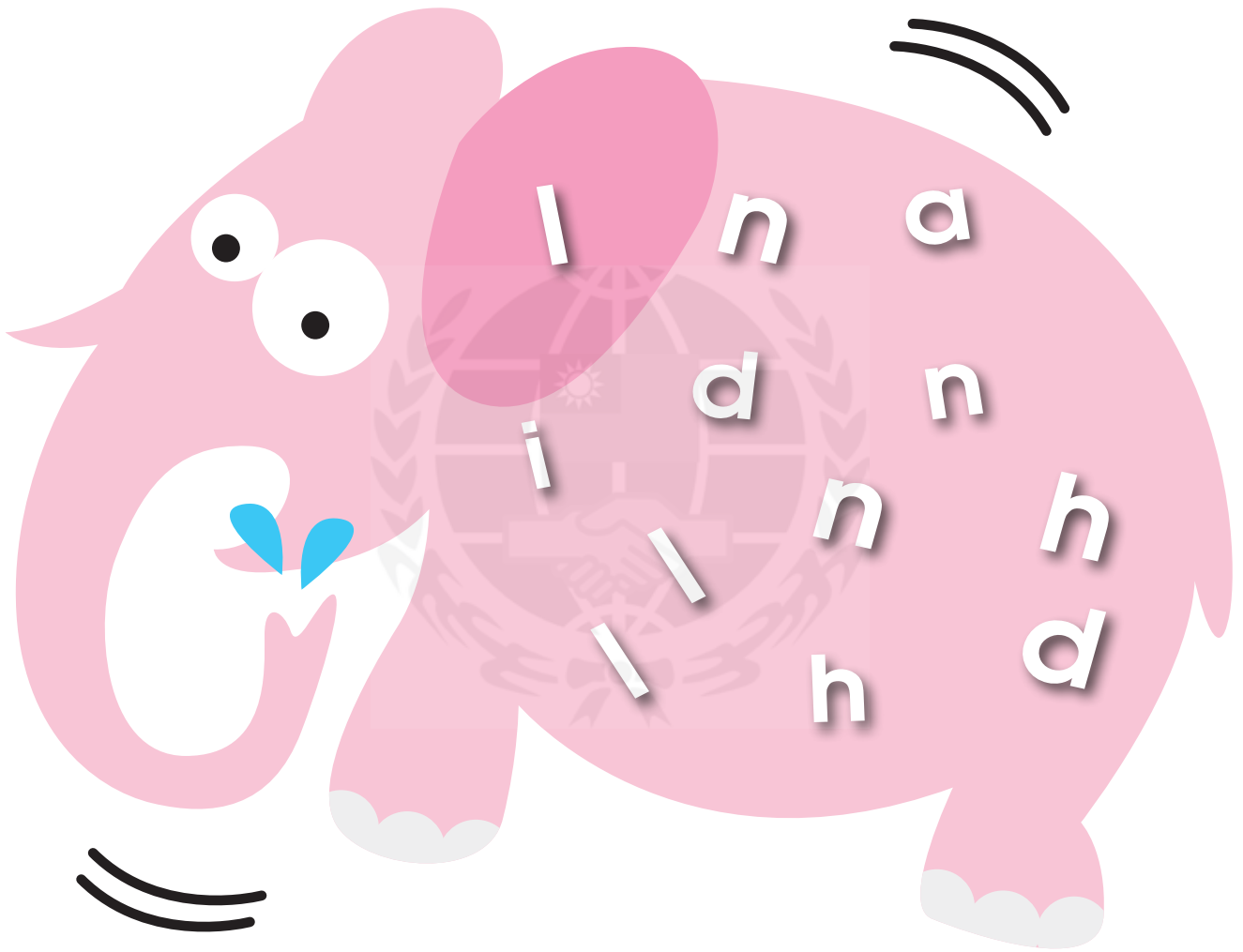


Part II

A. 圈圈看：請圈出圖中的 **d**、**a**、**i**。

quān quān kàn qīng quān chū tú zhōng de

Circling: Please circle **d**, **a** and **i** in the picture.



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

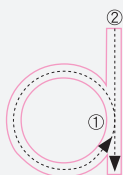
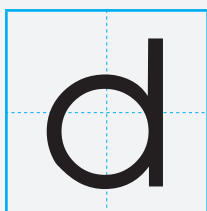
Counting: Please count how many **d**, **a** and **i** are in the picture.

d () **a** () **i** ()

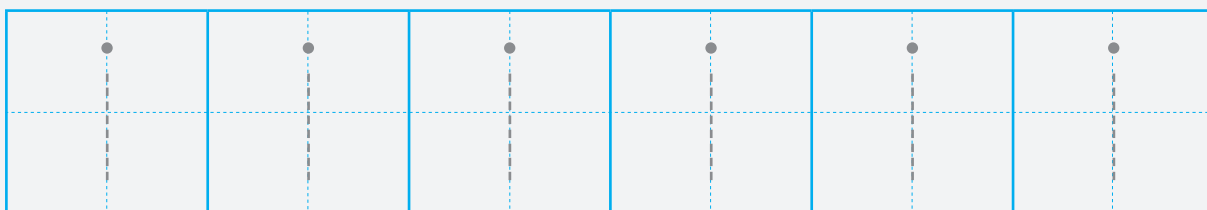
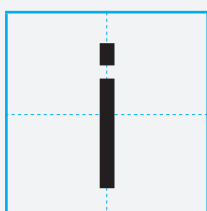
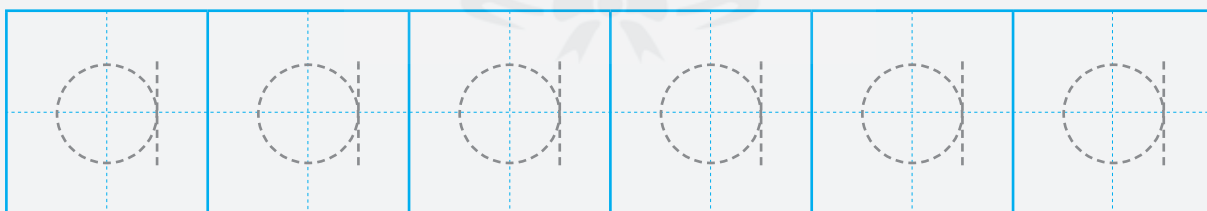
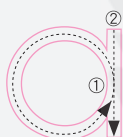
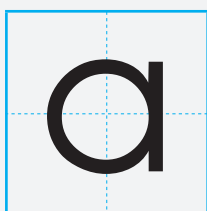
C. 寫寫看：請照樣寫出 d、a、i。

xiě xiě kàn qǐng zhào yàng xiě chū

Writing: Please 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 the students should 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, the students should not react.

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", the students must all stand up.

4. n 可以抽換為 l、h、d、a、i。

kě yǐ chōu huàn wéi

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

參考生詞

Reference 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 我七歲

dì èr kè

wǒ qī suì

wǒ qī suì ,

tā liù suì .



生詞 Vocabulary

shēng cí

wǒ qī suì tā



念念看 Reading

niàn niàn kàn

t

tā

tù zì

s

suì

sì

j

jiě jie

jiǔ

o

wǒ

wài pó

q

qī

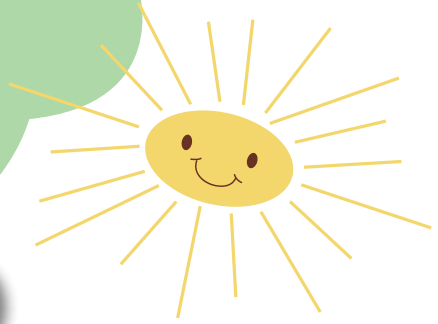
qì qiú

w-
wu

wǒ

wǔ





jǐě jīe jǐǔ suì ,

mèi mei wǔ suì .

dà wén qī suì ,

wén wén liù suì .





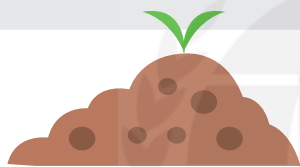
拼拼看 Spelling

pīn pīn kàn

請聽 CD 跟著念一次。

qīng tīng gēn zhe niàn yí cì

Listen to the CD and read along with it out loud.



練習 Practicing

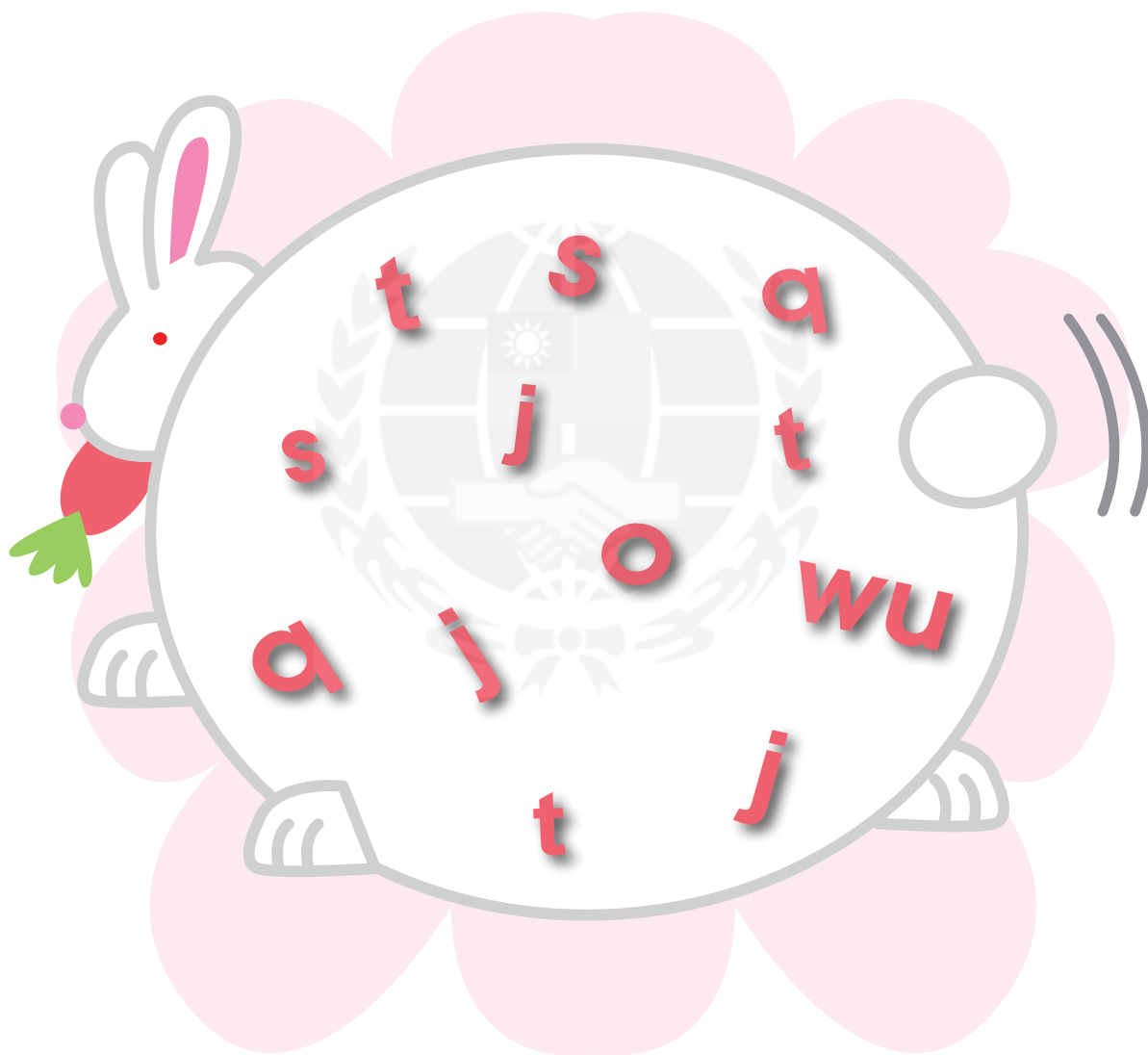
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **t**、**j**、**q**。

quān quān kàn qīng quān chū tú zhōng de

Circling: Please circle **t**, **j** and **q** in the picture.



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

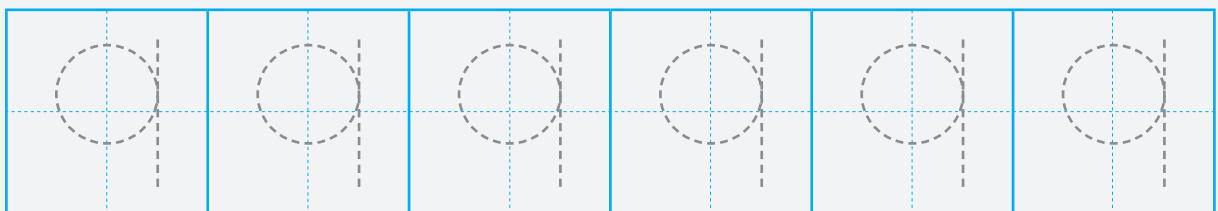
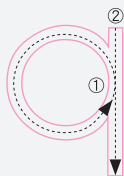
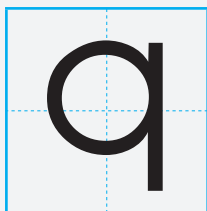
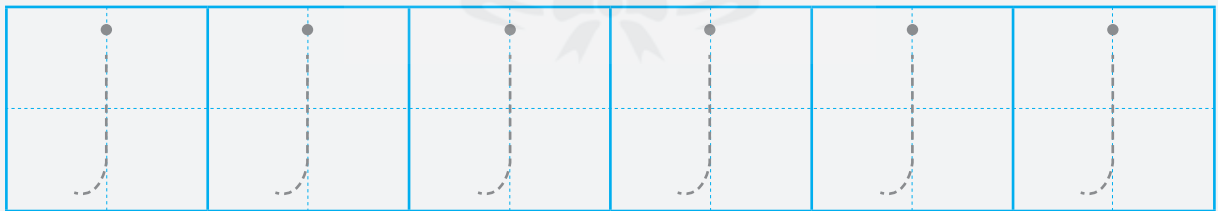
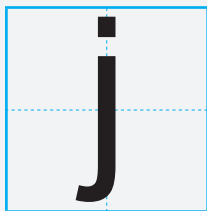
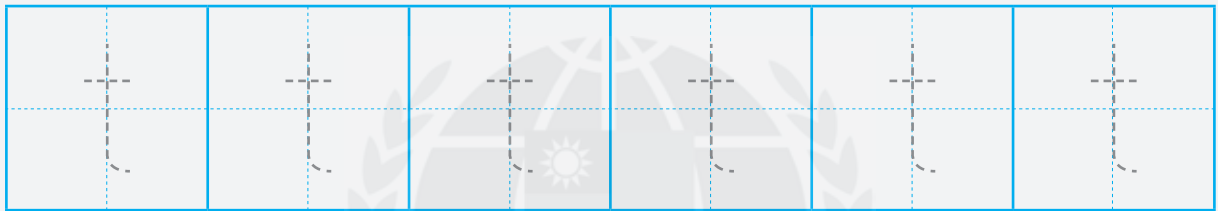
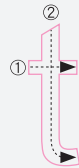
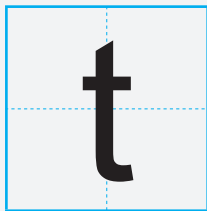
Counting: Please count how many **t**, **j** and **q** are in the picture.

t () **j** () **q** ()

C. 寫寫看：請照樣寫出 t、j、q。

xiě xiě kàn qīng zhào yàng xiě chū

Writing: Please 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

Circling: Please circle **s**, **o** and **wu** in the picture.



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

Counting: Please count how many **s**, **o** and **wu** are in the picture.

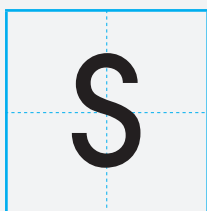
s () **o** () **wu** ()

C. 寫寫看：請照樣寫出 s、o、wu。

xiě xiě kàn

qǐng zhào yàng xiě chū

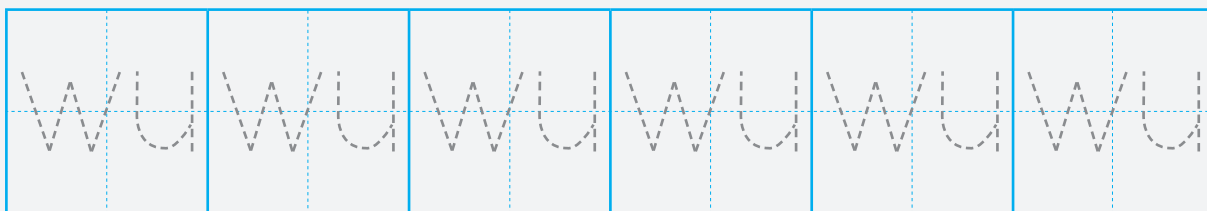
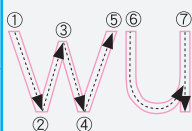
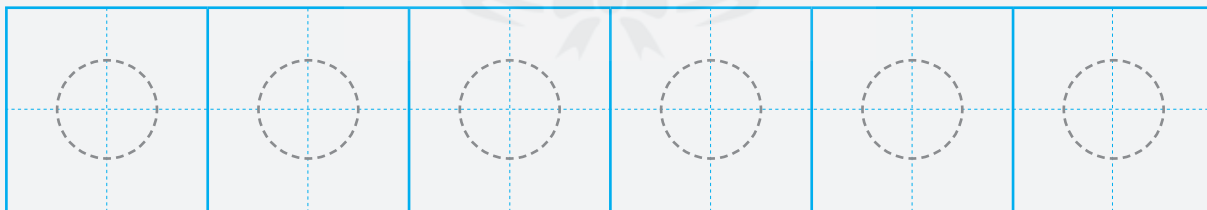
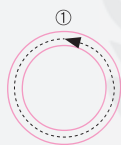
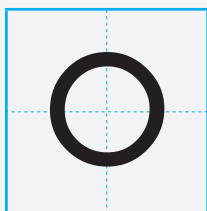
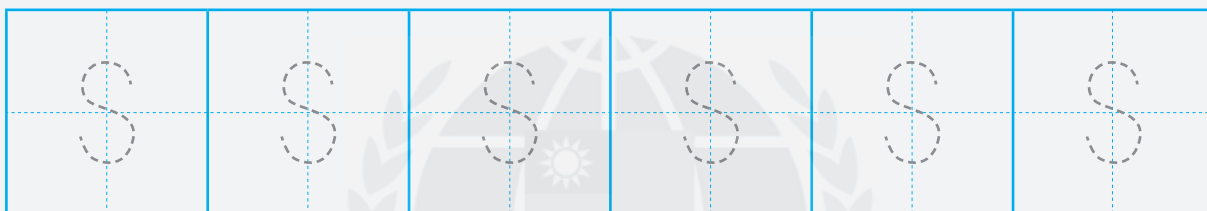
Writing: Please write s, o, and wu.



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

Cut out the vocabulary words along the line. Each person must have 12 vocabulary 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 should form pairs. They should arrange the 24 vocabulary cards in a 6 x 4 grid with the vocabulary cards face down.

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 does rock-paper-scissors to determine who goes first. The winner flips a card. When the card is flipped, the character on it must be read aloud. Each student flips two cards each time.

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

When a student flips two matching cards, they get one point, and they get to go again. When they turn over two different cards, they must flip them back over, and let the other student take a turn.

5. 最後得分最多的同學獲勝。

zuì hòu dé fēn zuì duō de tóng xué huò shèng

The student with the most points at the end is the winner.



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

shēng cí

sān

ge

rén

bā ba ,

mā ma hàn wǒ .



bā ba

mā ma

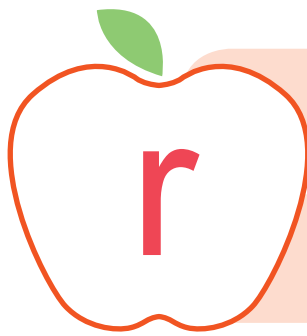


念念看 Reading
niàn niàn kàn



bā ba

bā



rén

rè



mā ma

mèi mei



ge

gē ge



ge

gē ge



sān

hàn



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 Spelling

pīn pīn kàn

請聽 CD 跟著念一次。

qǐng tīng gēn zhe niàn yí cì

Listen to the CD and read along with it out loud.

b

m

g

r

e

an

bān bǎn bàn



gē gē gě gè



mán mǎn màn



rě rè



練習 Practicing
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

Circling: Please circle **b**, **m** and **g** in the picture.



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

Counting: Please count how many **b**, **m** and **g** are in the picture.

b () m () g ()

C. 寫寫看：請照樣寫出 b、m、g。

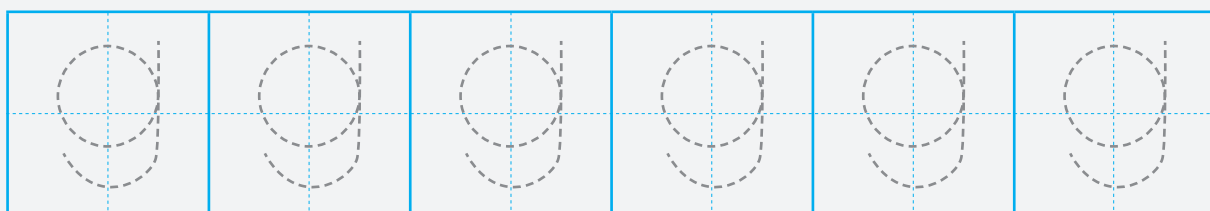
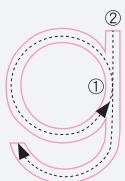
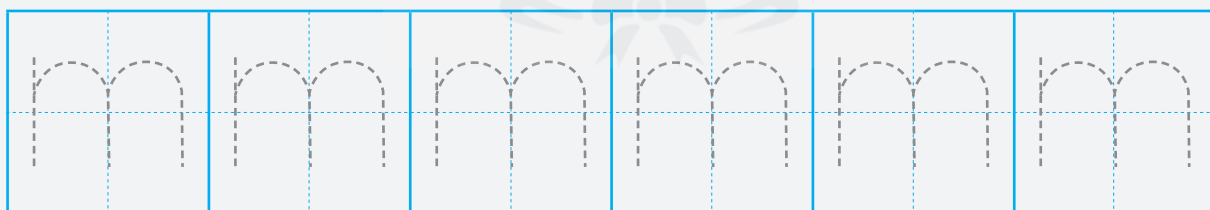
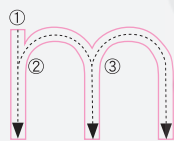
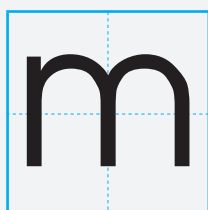
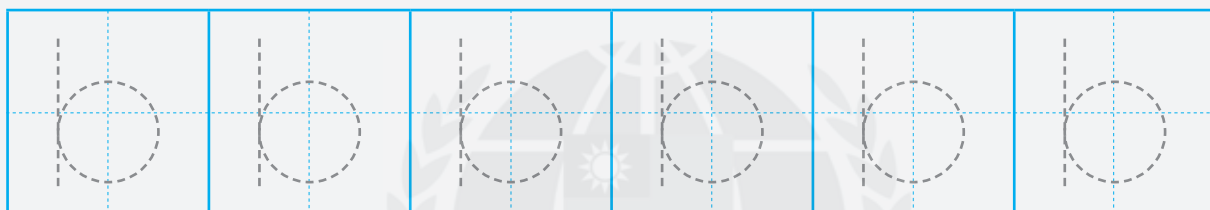
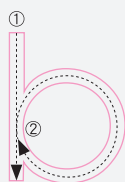
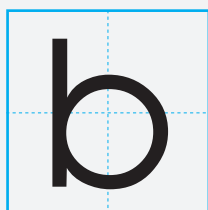
xiě xiě kàn qīng zhào yàng xiě chū

Writing: Please 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

Circling: Please circle **r**, **e** and **an** in the picture.



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

Counting: Please count how many **r**, **e** and **an** are in the picture.

r () **e** () **an** ()

C. 寫寫看：請照樣寫出 r、e、an。

xiě xiě kàn

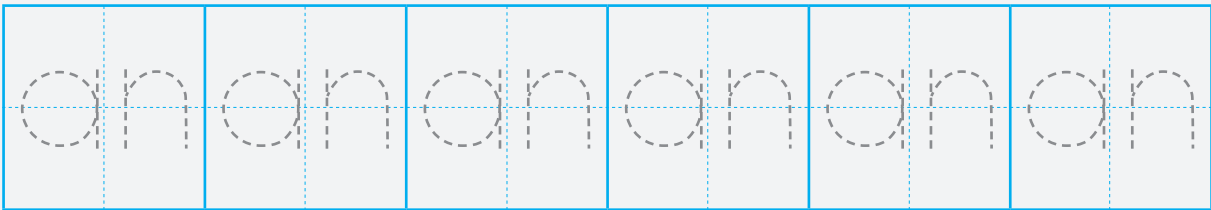
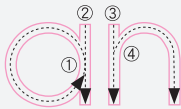
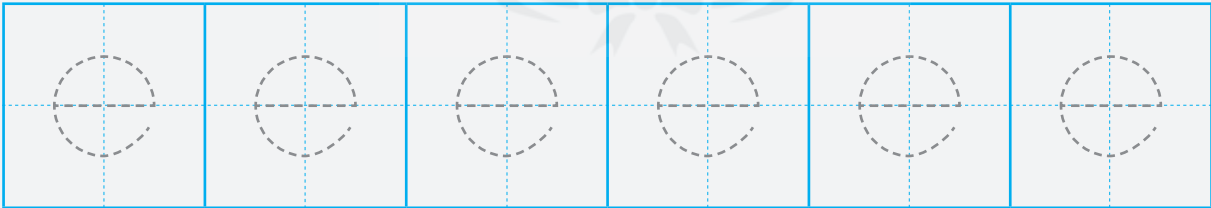
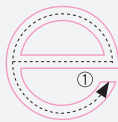
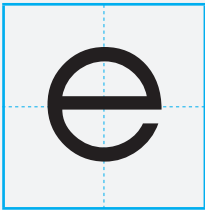
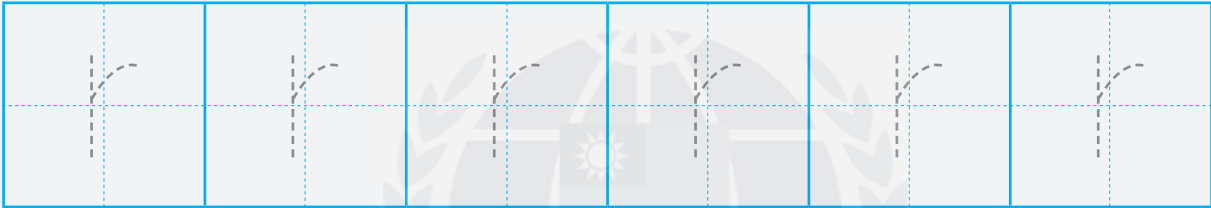
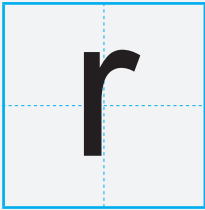
qǐng zhào yàng xiě chū

Writing: Please write r, e and an.

r

e

an



Part III 課堂活動：神射手

kē táng huó dòng shén shè shǒu

Classroom activity: Archer

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 and sentence patterns. When the review is finished, the two team representatives turn to face the teacher, who gives each team representative a picture card (opposing representatives should not see each other's cards).

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 shǔ 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

When the game begins, each representative steps forward one step, counts to three, and then turns around. The first one to correctly read aloud the vocabulary or sentence pattern on the 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

shēng cí

zhī

xiǎo gǒu



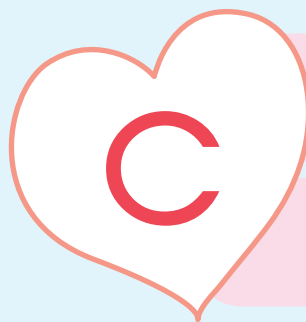
念念看 Reading

niàn niàn kàn



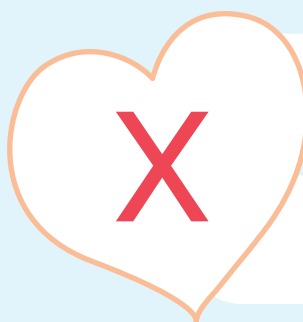
kǒng què

kǒng lóng



cì wèi

cāng yíng



xiǎo gǒu

xiǎo māo



hóu zi

hǎi ōu



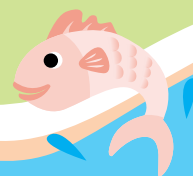
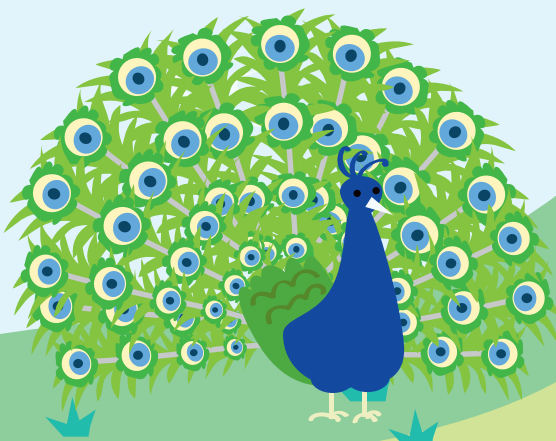
zhī zhū

Zhāng lì



yú

yù mǐ



dōng míng yǒu

yì zhī cì wèi .



dà wén yǒu

yì zhī hóu zi .

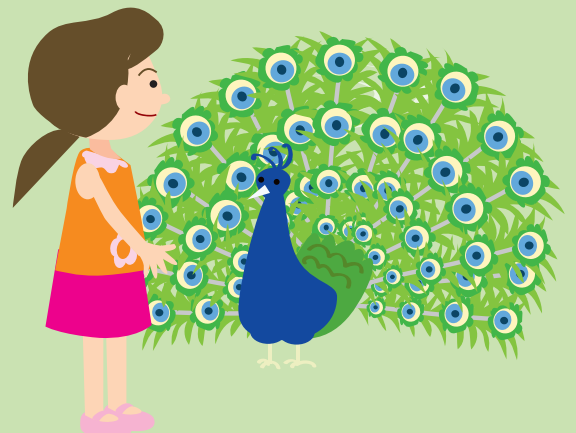
wén wén yǒu

yì zhī kǒng què .



xīn měi yǒu

yì tiáo yú .





拼拼看 Spelling

pīn pīn kàn

請聽 CD 跟著念一次。

qīng tīng gēn zhe niàn yí cì

Listen to the CD and read along with it out loud.



kǒu kòu

zhōu zhóu zhǒu zhòu

xū

xú

xǔ

xù

còu



練習 Practicing

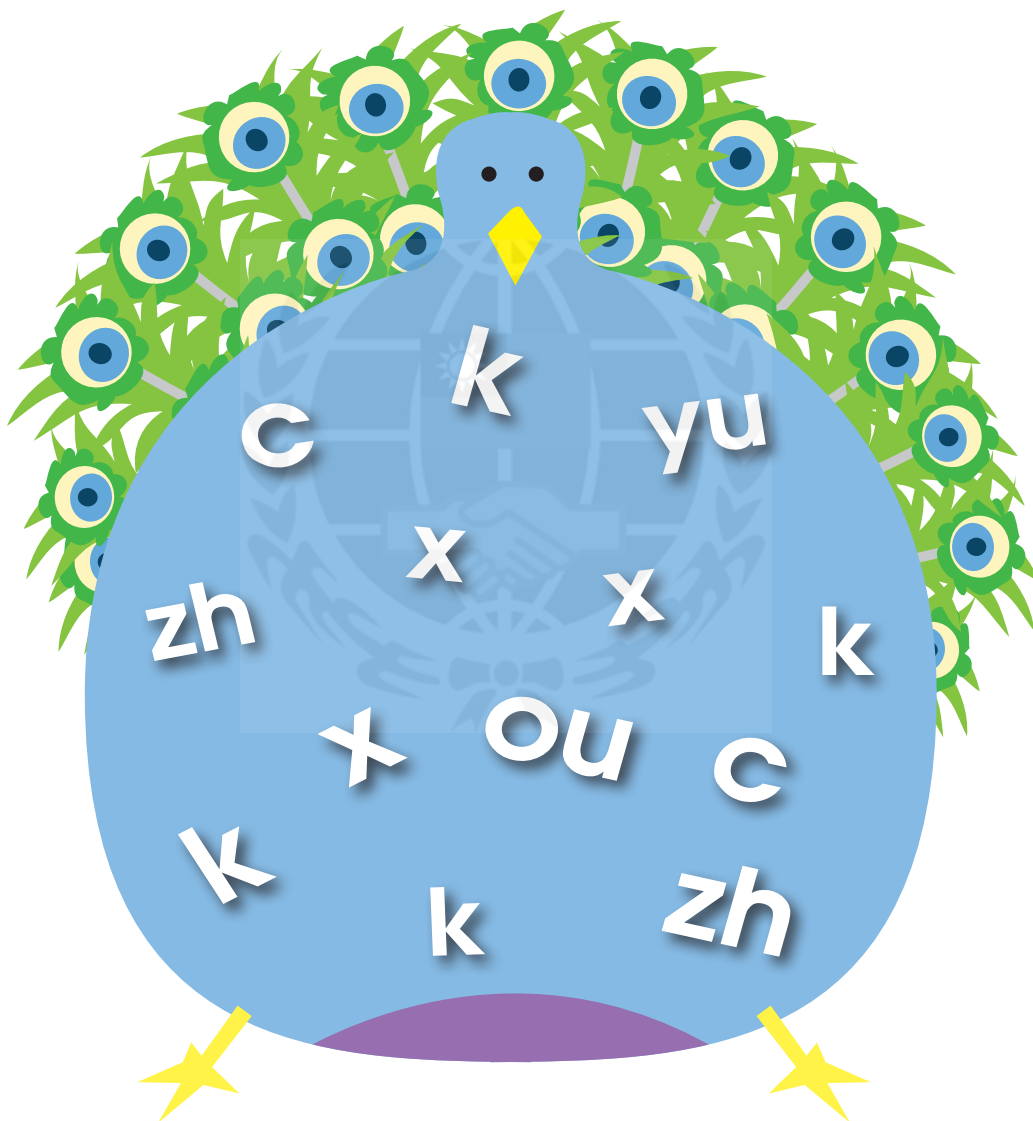
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **k**、**x**、**zh**。

quān quān kàn qīng quān chū tú zhōng de

Circling: Please circle **k**, **x** and **zh** in the picture.



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

Counting: Please count how many **k**, **x** and **zh** are in the picture.

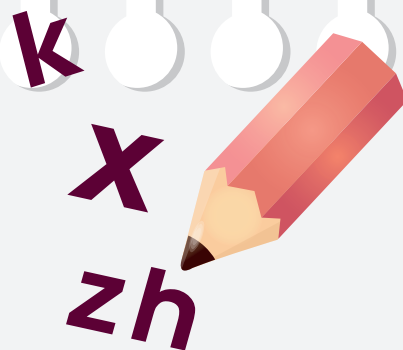
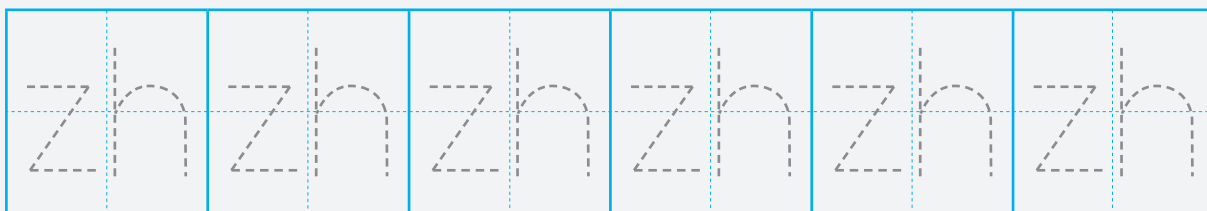
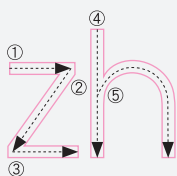
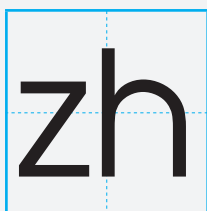
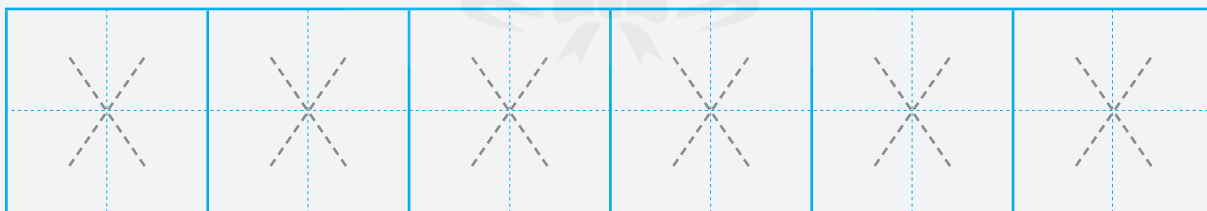
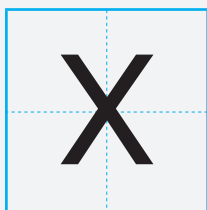
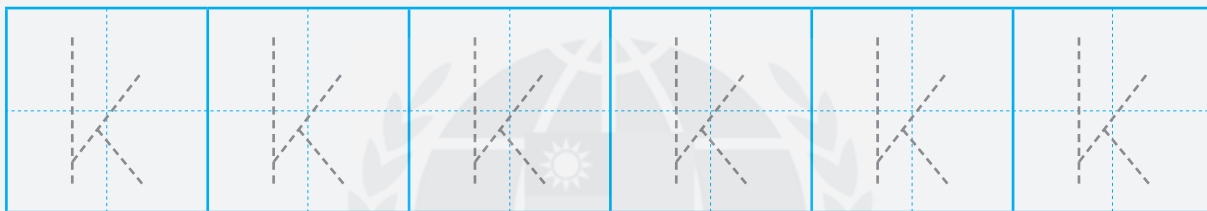
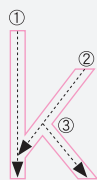
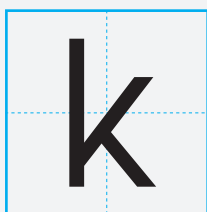
k () **x** () **zh** ()

C. 寫寫看：請照樣寫出 k、x、zh。

xiě xiě kàn

qǐng zhào yàng xiě chū

Writing: Please 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

Circling: Please circle **c**, **ou** and **yu** in the picture.



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

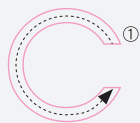
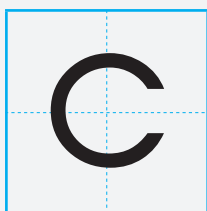
Counting: Please count how many **c**, **ou** and **yu** are in the picture.

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

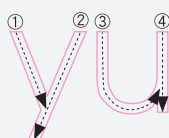
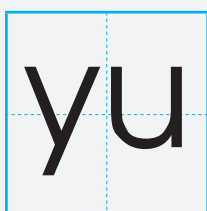
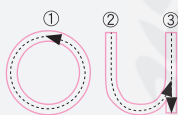
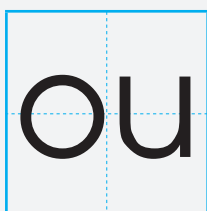
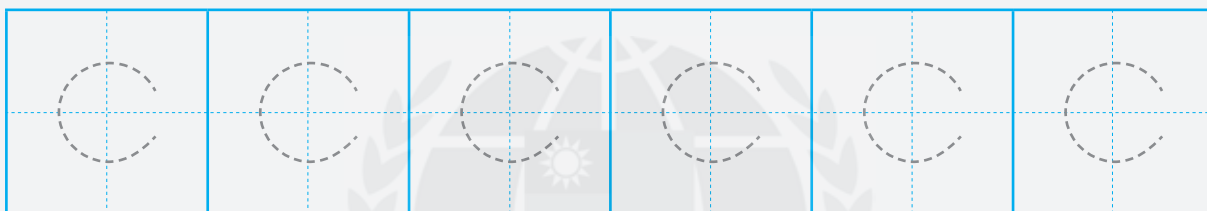
C. 寫寫看：請照樣寫出 c、ou、yu。

xiě xiě kàn qǐng zhào yàng xiě chū

Writing: Please 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: 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

The teacher lets each representative see a vocabulary card. Each representative must act out the animal 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

Whichever team says the name of the animal the fastest wins.

參考生詞 Reference words

cān kǎo shēng cí



kǒng què

kǒng lóng

xiǎo gǒu

xiǎo māo

zhī zhū

qì é

cāng yíng

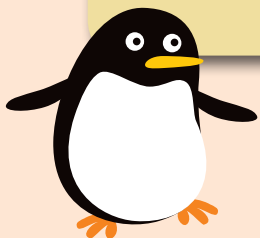
hóu zi

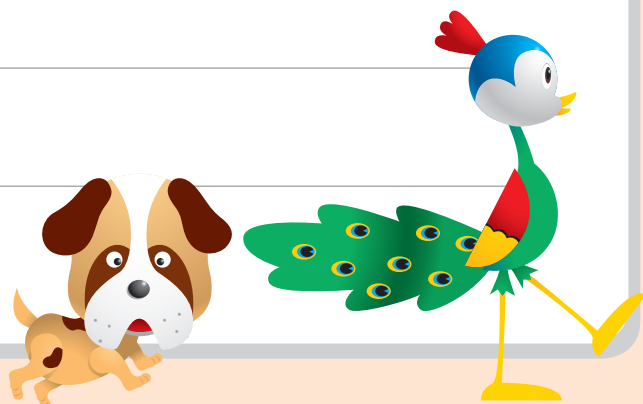
hǎi ōu

yú

cì wèi

tù zi





第五課 我的妹妹

dì wǔ kè

wǒ de mèi mei

ch

sh

ai

e

z





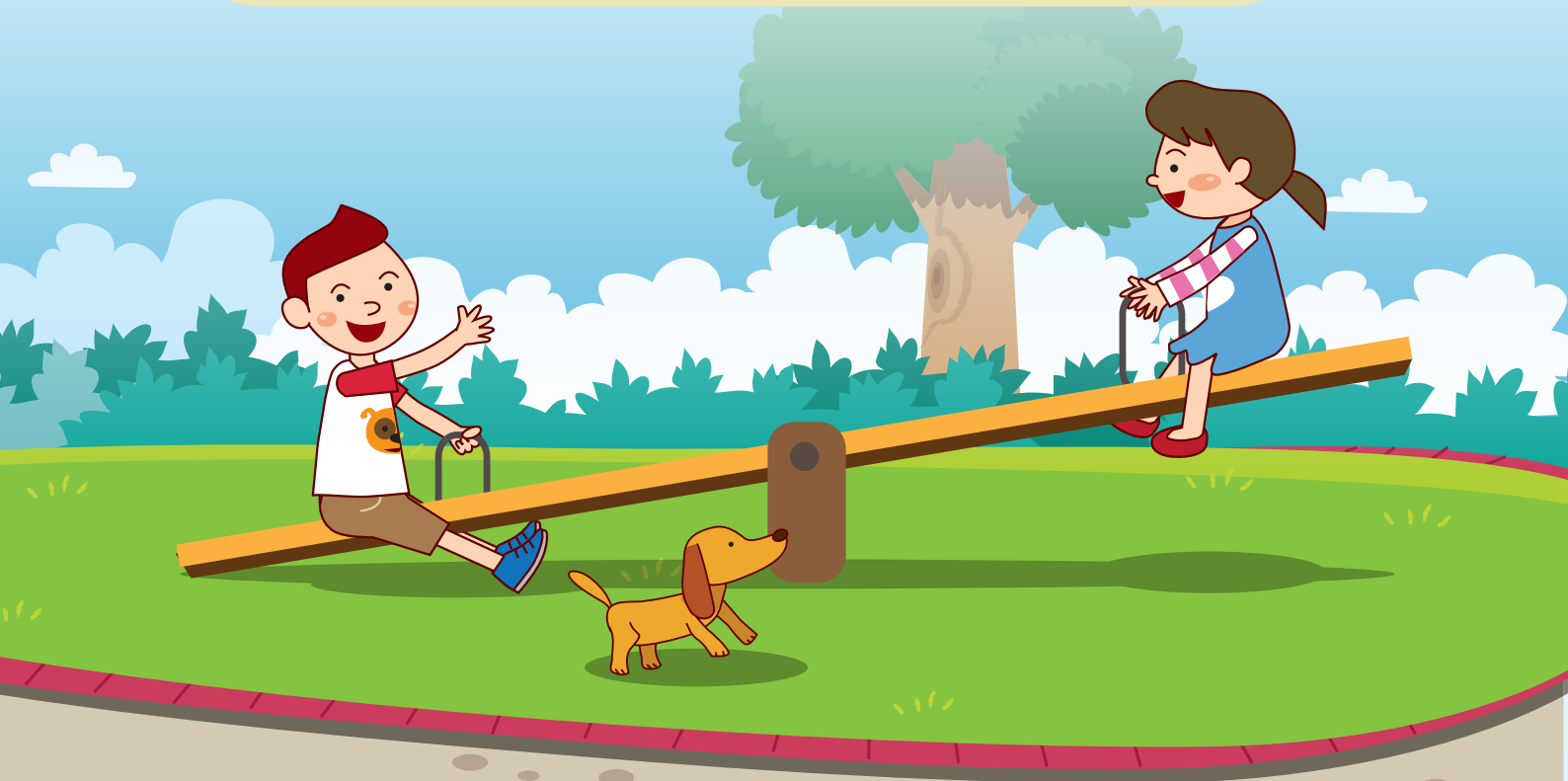
第五課 我的妹妹

dì wǔ kè

wǒ de mèi mei

Lǐ wén wén shì

wǒ de mèi mei .



生詞 Vocabulary

shēng cí

shì



念念看 Reading
niàn niàn kàn

ch

Chén xīn měi

cháng jǐng lù

e

jiě jiē

yīn yuè

z

zài jiàn

zú qiú

ai

zài jiàn

nǎi nai

sh

shì

shú shu





Lǐ dà wén

shì wǒ de gē ge .

Chén xīn měi

shì wǒ de jiě jie .

zài jiàn .





拼拼看 Spelling

pīn pīn kàn

請聽 CD 跟著念一次。

qīng tīng gēn zhe niàn yí cì

Listen to the CD and read along with it out loud.

ch

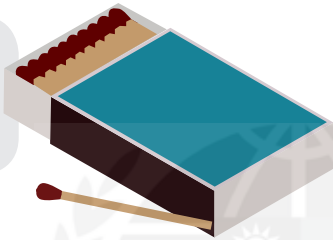
z

sh

e

ai

chāi chái



zāi zǎi zài

shāi shǎi shài



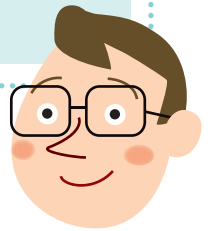


聲調 Tone
shēng diào

A. 請聽 CD 念念看。
qǐng tīng niàn niàn kàn

Please listen to the CD and read out loud.

bā bá bǎ bà



B. 請聽 CD 標上聲調。
qǐng tīng biāo shàng shēng diào

Please listen carefully and write the tones.

mā mǎ



練習 Practicing

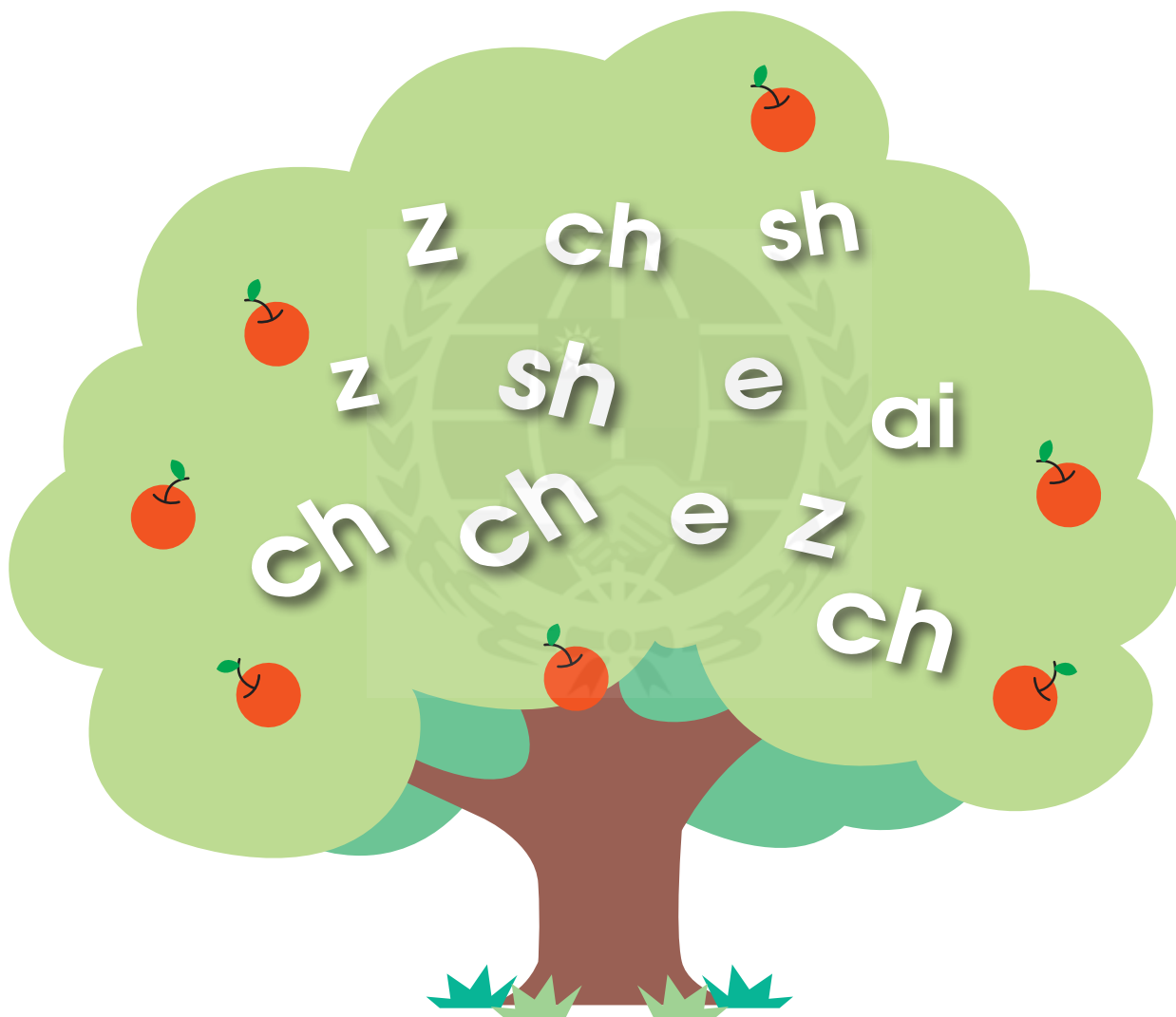
liàn xí

Part I

A. 圈圈看：請圈出圖中的 **ch**、**z**、**sh**。

quān quān kàn qīng quān chū tú zhōng de

Circling: Please circle **ch**, **z** and **sh** in the picture.



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

Counting: Please count how many **ch**, **z** and **sh** are in the picture.

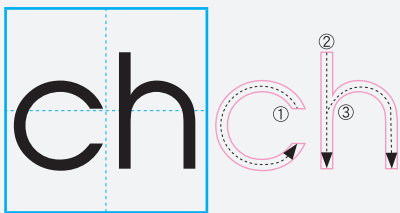
ch () z () sh ()

C. 寫寫看：請照樣寫出 ch、z、sh。

xiě xiě kàn

qīng zhào yàng xiě chū

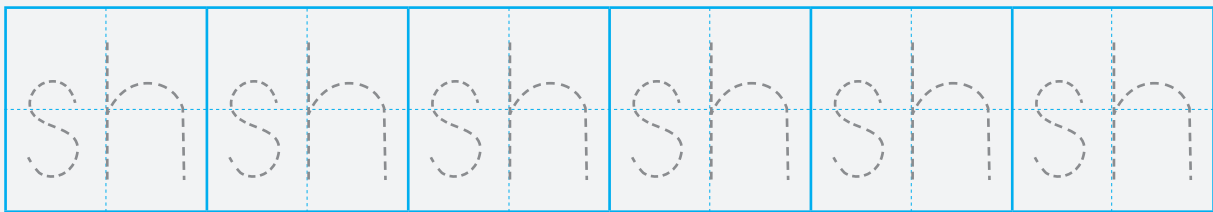
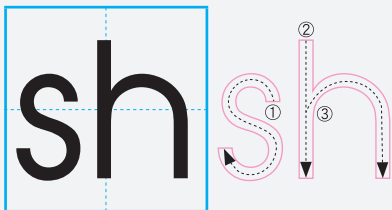
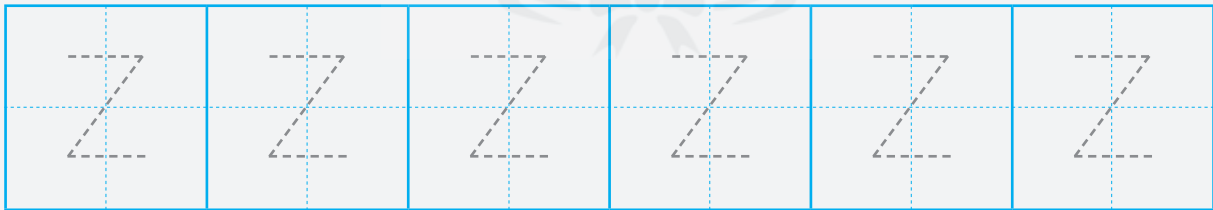
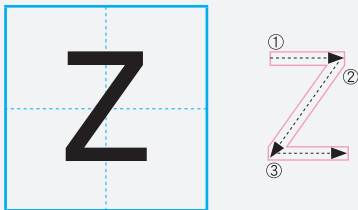
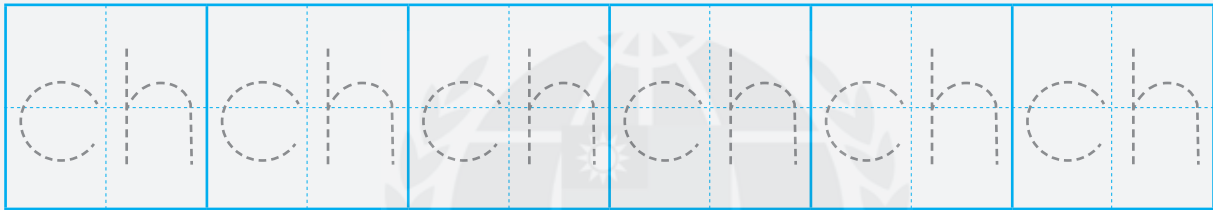
Writing: Please write ch, z and sh.



ch

z

sh

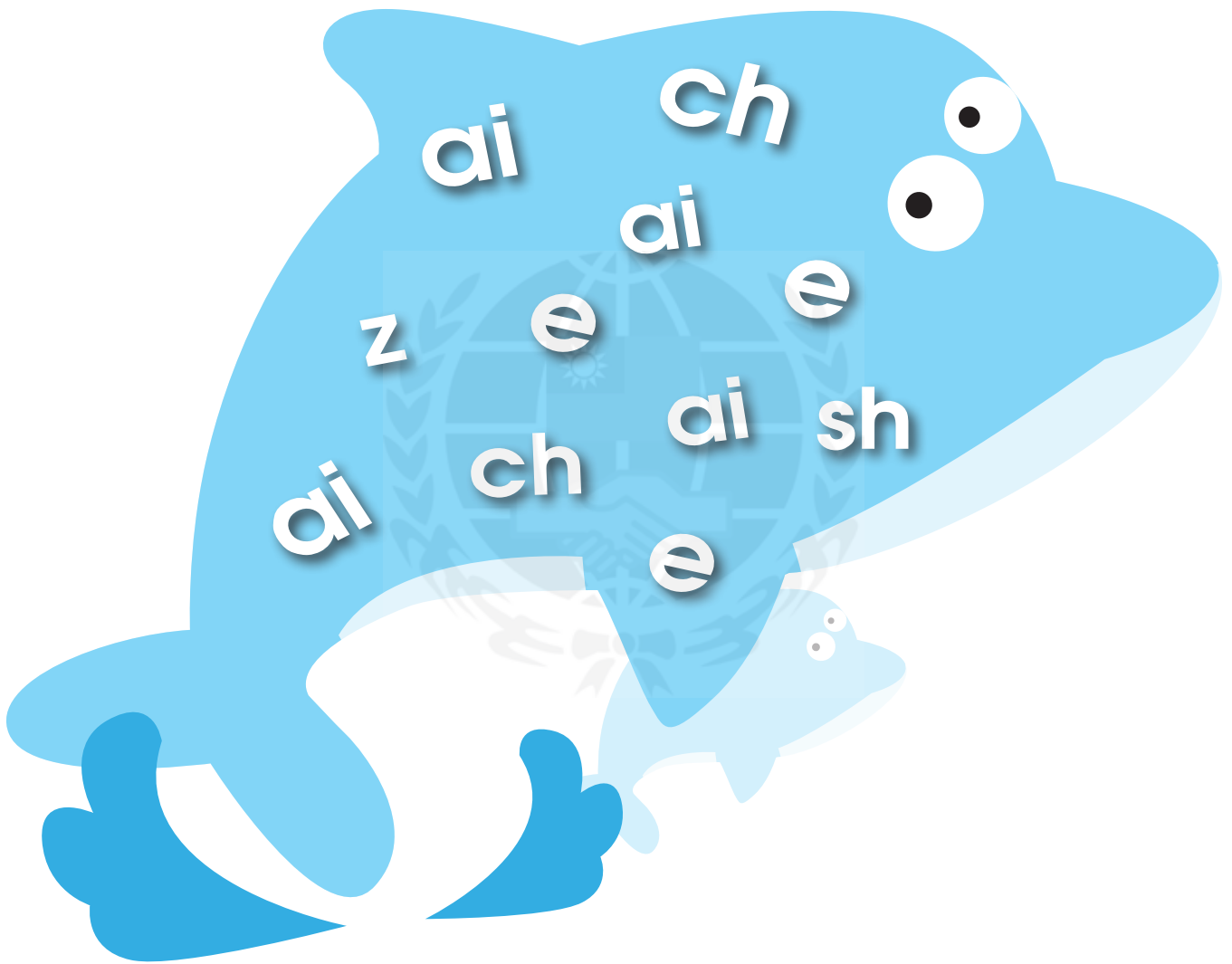


Part II

A. 圈圈看：請圈出圖中的 e、ai。

quān quān kàn qīng quān chū tú zhōng de

Circling: Please circle e and ai in the picture.



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

Counting: Please count how many e and ai are in the picture.

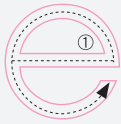
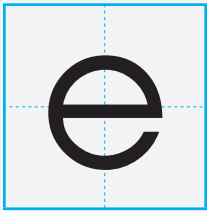
e ()

ai ()

C. 寫寫看：請照樣寫出 e、ai。

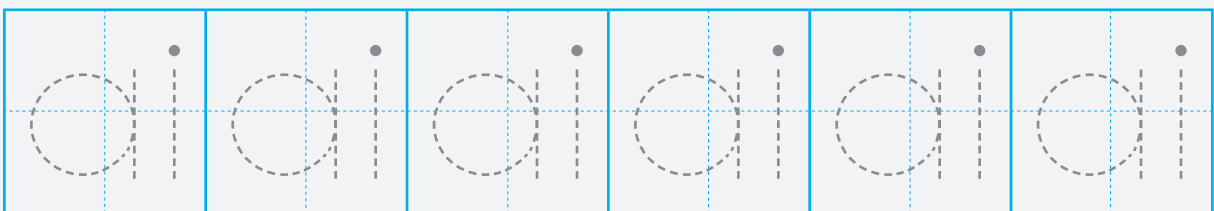
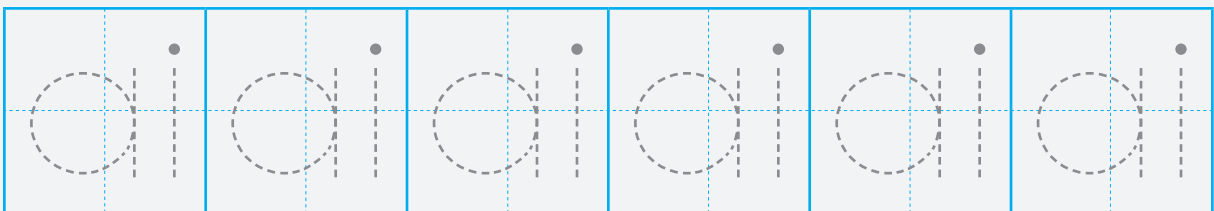
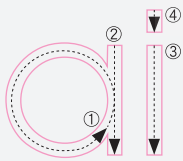
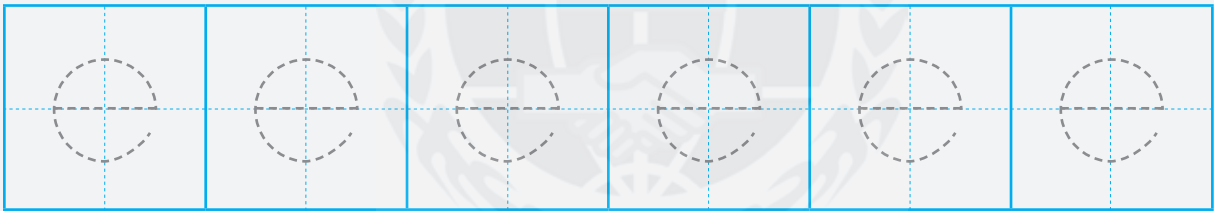
xiě xiě kàn qīng zhào yàng xiě chū

Writing: Please write e and ai.



e

ai



Part III 課堂活動：蘿蔔蹲

kè táng huó dòng

luó bo dūn

Classroom activity: Squat like a Radish

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 teacher forms the students into a circle. The students then draw lots to see who plays what role.

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 holds a role card and then decides which student is the leader.

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

bà ba dūn, bà

爸爸蹲，爸爸蹲完，XX 蹲」。

bà dūn bà ba dūn wán

dūn

The leader squats and points to the next role. For example, if the father is pointed at, the student with the father card must squat and say “father squats, father squats, father is finished squatting, XX squats”.

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 new leader must finish squatting, speaking, and pointing to the next leader within a fixed period of time. If the student doesn't complete all the tasks within that time, the student is eliminated.



爸爸蹲完
媽媽蹲

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

shēng cí

yǒu Fāng yǒu péng

hǎo péng yǒu





念念看 Reading

niàn niàn kàn



péng yǒu

Fāng yǒu péng



péng yǒu

nǚ shēng



Fāng yǒu péng

fāng zi



péng yǒu

yóu yǒng



拼拼看 Spelling

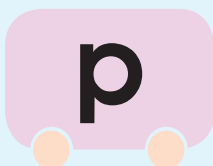
pīn pīn kàn

請聽 CD 跟著念一次。

qǐng tīng

gēn zhe niàn yī cì

Listen to the CD and read along with it out loud.



pēng péng pěng pèng

yōu yóu yǒu yòu

fēng féng fèng

練習 Practicing

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

Circling: Please circle **p** and **eng** in the picture.



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

Counting: Please count how many **p** and **eng** are in the picture.

p ()

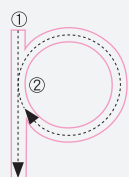
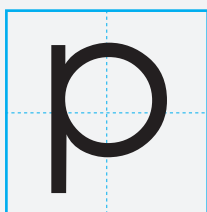
eng ()

C. 寫寫看：請照樣寫出 p、eng。

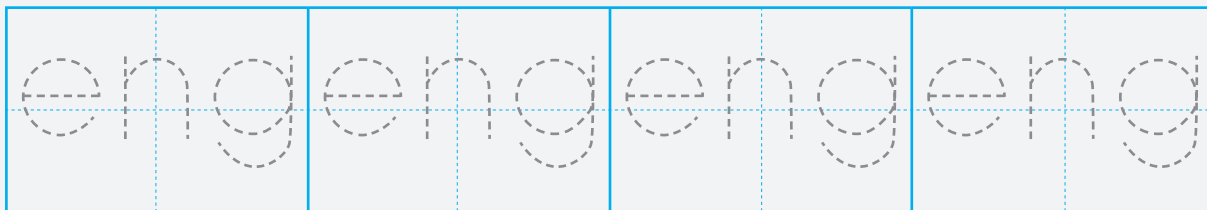
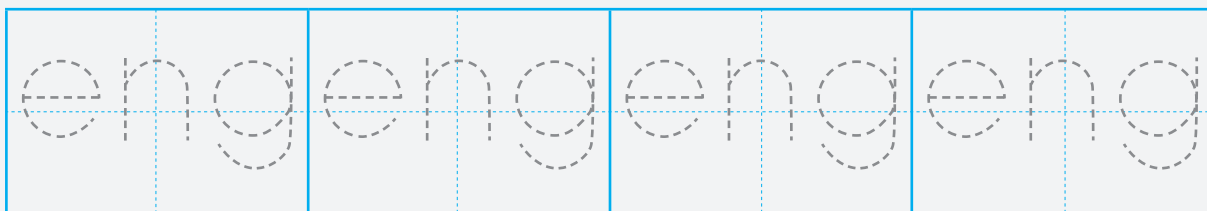
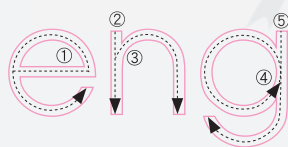
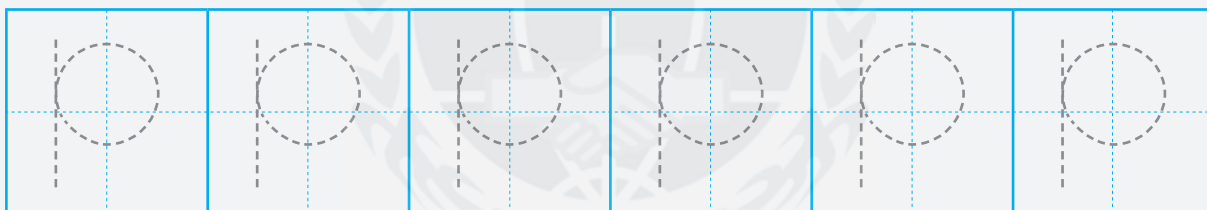
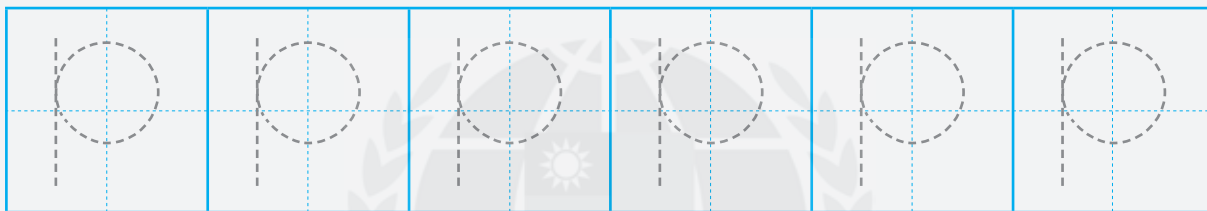
xiě xiě kàn

qǐng zhào yàng xiě chū

Writing: Please 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

Circling: Please circle **f** and **you** in the picture.



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

Counting: Please count how many **f** and **you** are in the picture.

f ()

you ()

C. 寫寫看：請照樣寫出 f、you。

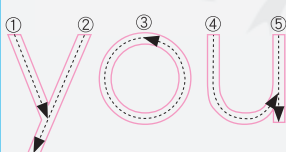
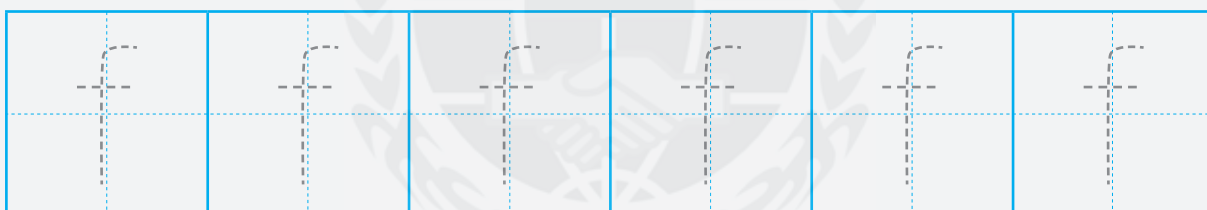
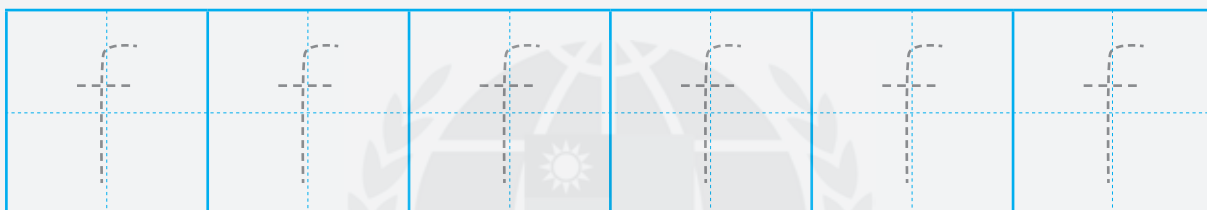
xiě xiě kàn

qǐng zhào yàng xiě chū

Writing: Please 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 ná 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、yi、ou 的小朋友需上台依序排好。

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

The students holding the cards representing those sounds must come to the front of the class and line up in the order of the sounds.

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 zhàn dào zhèng què wèi zhì de xiǎo péng yǒu xū chàng yī shǒu gē

Students who do not get in order in time must sing a song.

參考生詞 Reference words

cān kǎo shēng cí



nán shēng

nǚ shēng

lǐ wù

hóu zi

tù zi

sī jī

gǒu

péng yǒu

fáng zi

zhī zhū

附錄：課文英譯

Appendix: Text Translation

Lesson 1 How are You

How are you? I am Devin Li.

Lesson 2 I am Seven Years Old

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

Lesson 3 Mother and Father

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：注音符號・漢語拼音對照表

Appendix: Comparative Table of Mandarin Phonetic Symbols and Hanyu Pinyin

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 zha	ㄘ ㄩ cha	ㄙ ㄩ sha
	ㄏ ㄜ he				ㄓ ㄜ zhe	ㄔ ㄜ che	ㄕ ㄜ she	ㄖ ㄜ rhe	ㄗ ㄜ zhe	ㄘ ㄜ che	ㄙ ㄜ she
	ㄏ ㄞ hai				ㄓ ㄞ zhai	ㄔ ㄞ chai	ㄕ ㄞ shai		ㄗ ㄞ zhai	ㄘ ㄞ chai	ㄙ ㄞ shai
	ㄏ ㄟ hei				ㄓ ㄟ zhei	ㄔ ㄟ shei	ㄕ ㄟ shei		ㄗ ㄟ zhei		
	ㄏ ㄠ hao				ㄓ ㄠ zhao	ㄔ ㄠ chao	ㄕ ㄠ shao	ㄖ ㄠ rhao	ㄗ ㄠ zhao	ㄘ ㄠ chao	ㄙ ㄠ shao
	ㄏ ㄡ hou				ㄓ ㄡ zhou	ㄔ ㄡ chou	ㄕ ㄡ shou	ㄖ ㄡ rhou	ㄗ ㄡ zhou	ㄘ ㄡ chou	ㄙ ㄡ shou
	ㄏ ㄢ han				ㄓ ㄢ zhan	ㄔ ㄢ chan	ㄕ ㄢ shan	ㄖ ㄢ rhan	ㄗ ㄢ zhan	ㄘ ㄢ chan	ㄙ ㄢ shan
	ㄏ ㄣ hen				ㄓ ㄣ zhen	ㄔ ㄣ chen	ㄕ ㄣ shen	ㄖ ㄣ rhen	ㄗ ㄣ zhen	ㄘ ㄣ chen	ㄙ ㄣ shen
	ㄏ ㄤ hang				ㄓ ㄤ zhang	ㄔ ㄤ chang	ㄕ ㄤ shang	ㄖ ㄤ rhang	ㄗ ㄤ zhang	ㄘ ㄤ chang	ㄙ ㄤ shang
	ㄏ ㄥ heng				ㄓ ㄥ zheng	ㄔ ㄥ cheng	ㄕ ㄥ sheng	ㄖ ㄥ rheng	ㄗ ㄥ zheng	ㄘ ㄥ cheng	ㄙ ㄥ sheng
		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 nǔ	ㄌㄩ lǔ			
ㄩㄝ yue/-üe							ㄋㄩㄝ nǚe	ㄌㄩㄝ lǚe			
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 rhu	ㄗㄨ zhu	ㄘㄨ chu	ㄙㄨ shu
	ㄏㄨㄚ hua				ㄓㄨㄚ zhua	ㄔㄨㄚ chua	ㄕㄨㄚ shua				
	ㄏㄨㄛ huo				ㄓㄨㄛ zhuo	ㄔㄨㄛ chuo	ㄕㄨㄛ shuo	ㄖㄨㄛ rhuo	ㄗㄨㄛ zhuo	ㄘㄨㄛ chuo	ㄙㄨㄛ shuo
	ㄏㄨㄞ huai				ㄓㄨㄞ zhuai	ㄔㄨㄞ chuai	ㄕㄨㄞ shuai				
	ㄏㄨㄟ hui				ㄓㄨㄟ zhui	ㄔㄨㄟ chui	ㄕㄨㄟ shui	ㄖㄨㄟ rhui	ㄗㄨㄟ zhui	ㄘㄨㄟ chui	ㄙㄨㄟ shui
	ㄏㄨㄢ huan				ㄓㄨㄢ zhuan	ㄔㄨㄢ chuan	ㄕㄨㄢ shuan	ㄖㄨㄢ rhuan	ㄗㄨㄢ zhuan	ㄘㄨㄢ chuan	ㄙㄨㄢ shuan
	ㄏㄨㄣ hun				ㄓㄨㄣ zhun	ㄔㄨㄣ chun	ㄕㄨㄣ shun	ㄖㄨㄣ rhun	ㄗㄨㄣ zhun	ㄘㄨㄣ chun	ㄙㄨㄣ shun
	ㄏㄨㄤ huang				ㄓㄨㄤ zhuang	ㄔㄨㄤ chuang	ㄕㄨㄤ shuang				
	ㄏㄨㄥ hong				ㄓㄨㄥ zhong	ㄔㄨㄥ chong		ㄖㄨㄥ rhong	ㄗㄨㄥ zhong	ㄘㄨㄥ chong	ㄙㄨㄥ shong
		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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出版機關：中華民國僑務委員會

地址：臺北市徐州路五號十六樓

電話：（02）2327-2600

網址：<http://www.ocac.gov.tw>

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

美編設計：加斌有限公司

承印：

定價：新臺幣200元（A、B本不拆售）

出版年月：中華民國一〇六年四月初版

版（刷）次：中華民國一〇六年四月初版一刷

GPN：1010503218

ISBN：978-986-05-2201-3