



應用英語系

一〇〇級畢業專題書面報告

華語數位教學

Chinese E-Learning

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摘要

由於近年來到台灣學習華語的人士日漸增加，也有更多人投入華語教學。但是大部分的教育機構仍然以傳統課堂教學為主，華語數位學習的教材並不多。因此本專題設計了一套專為華語學習者的數位教材，讓學華語的外籍人士緊密地模擬真實生活的情況，可以馬上練習學著說華語。

在傳統課堂教學法中，學生若要複習上課所教的只能藉由紙本或錄音帶。但若是數位學習環境中，可以讓學生課後可以有更多的選擇，如多媒體影音、數位化教材等讓學習者可以主動學習，並改善挫折、焦慮、沒有自信的情形，華語數位教學是為了讓學習者也不再受限於傳統面對面的授課，不受時間、地點的限制，可以隨時隨地透過網路進行互動教學並提高學習華語之實質效益，學習者也可以依自己的喜好和需求，決定自己的學習內容，彈性地調整自己的學習進度。

本專題針對崑山科技大學及成功大學的外籍學生進行問卷調查而選出了打招呼、問路、銀行、旅遊、醫院等單元，製作出不同的情境會話影片以及雜誌，以生動的畫面讓學習者可以更有效率的學習華語。

Abstract

Because the number of people who come to Taiwan to learn Chinese increasing this year, there are more and more people begin to teach Chinese. However, most of the teaching systems still teach in traditional ways. This monograph designs a digital teaching material for people who are learning Chinese to combine what they learn with their real lives.

In traditional teaching ways, if students want to review what they have learned after class, they can only use textbooks and tapes. In E-learning, they have more choices like multimedia systems and digital teaching materials which can make them study actively and increase their confidents.

Chinese E-learning make students escape from traditional teaching ways so that they can study without limited by time and space and use the internet to increase their benefits any time. Learners can also decide what they want to learn and adjust their learning schedule freely.

This monograph chooses greeting, asking for direction, going to the bank and the hospital and traveling through the questionnaires by the international students of Kun Shang University and National Cheng Kung University to design different conversation videos and magazines to let learners learn Chinese effectively.

TABLE OF CONTENTS

中文摘要.....	i
ABSTRACT.....	ii
CHAPTER 1 INTRODUCE.....	1
Background.....	1
Purpose of Study.....	2
CHAPTER 2 LITERATURE REVIEW.....	3
Chinese Teaching Theory.....	3
E-learning.....	5
CHAPTER 3 STUDY METHOD.....	7
Research Architecture.....	7
Study Methods.....	10
Schedule.....	16
CHAPTER 4 CONCLUSION.....	17
Reference.....	19
Appendix 1 Questionnaire.....	22
Appendix 2 Teaching Plan.....	24
Appendix 3 Script.....	32

CHAPTER 1

Introduction

This chapter states the basic concept of study. The first concept states the background of research. The second states motivation and purpose of research.

Background

When speak of international language, the most people direct respond to English. Nowadays, for the Chinese economical rise up, makes new wave and become one of international language and also holds the important position by learning Chinese. This new wave pulls a great people come to Asia, and everyone has different ideas to learn it. For example: work, get marriage, interested, education and so on. These days, Taiwan is into international time, due to government, education, tourism etc. However, the modern internet and 3C products are speedy and encouraging person life. It is the important about integration and performance of language in the global culture. Learning language is easily use advancing products, and it is new one way, cell phone with downloads class in the whole world.

How many people learning Mandarin? The research show: speaking Chinese of 13 billion and upward, in 2005, learner of Chinese will rise up 3ten million, the learning of population expect step up 1 billion about 100 nations, over 2,500 university at teach

Chinese by 2010. (Chinese education department statistical by 2007) Korean has over 300 million learns, who is gone to china learning Chinese's students studying aboard had 19 million 5,503 among Korean

Purpose of Study

Learning Chinese has become a trend of all over the world. Non-native Chinese speaker come to Asia for it more and more. The combination do not lost in local language, but the biggest problem is "language." Now Chinese marketing, not only paper teaching or one on more people teaching, but also get together developing with 3C technology already. Wherever one goes somewhere, we can use telephone (i.e. I phone, HTC...), computer and so on. Chinese material is limited of learning or lots, and also quality is lift up to user out on the market.

The main propose of project research to effect learn Chinese let foreigners is relaxed and happy. Then, our looking for conversation of the life they need in the local life, and make a digital material. Let non-native person can easy speaking with local people.

CHAPTER 2

Literature Review

Chinese Teaching Theory

1. Definition

“Hua Yu” is what we say “Chinese” in Taiwan. In China, it is called “Mandarin”.

Chinese teaching theory is a theory to discuss the quality and characters of Chinese teaching for non-Chinese native speakers (林仲彬, 2007).

2. Chinese Teaching Skill

- **Phonetics Teaching:** It is the way to correct the skill of pronunciation through sound, rhyme and tone.
- **Vocabulary Teaching:** It is the most important basement of language ability. It can be divided to the skill of vocabulary explaining, training and accumulate (崔永華, 1997).
- **Grammar Teaching:** It is the teaching phrases and sentences and the combining rules of words (趙金銘, 1996).
- **Character Teaching:** It is the skill of character explaining, training and dictionary using.

3. Chinese Conversation Teaching

Why do we use conversation to teach Chinese?

The main purpose is to let students learn how to explain their questions through different situations so that they can use it in their lives. It can also increase their interests.

Conversation Teaching (張慧貞, 2008):

- Understanding the conversation.
- A solution to the problem in different situations.
- Role-playing.

4. Language Skills Training:

Language skills include listening, speaking, reading and writing:

- Listening Training: It is the way to train the skills, abilities and attention.
- Speaking Training: It is the way to train talking skills.
- Reading Training: It is an important way to receive new information. It includes the ability of understanding vocabularies, sentences and articles.
- Writing Training: It is the skill of explaining what you think by writing.

5. Conclusion

Chinese teaching can divide into character teaching, vocabulary teaching, grammar teaching, phonetics teaching. Language ability include listening, writing, reading, speaking. Those skills can help learners get what they need when they are learning Chinese.

E-learning

1. Definition

Information renews rapidly today. Studying in class is not the only way to learn.

Because of the raising of internet, E-learning becomes a new way of learning.

2. Theory of E-learning Designing

The theory of E-learning designing can be divided to Planned Behavior Theory, Cognitive Learning Theory and Situated Cognition.

Planned Behavior Theory:

- The cover should be pleasing to the eye to raise the motivation of studying.
- Provide a good interface so that the learners can use it easily.
- Raise the interest of learning

Cognitive Learning Theory:

- Connect the new experience with the new one.
- Provide ways to let the learners participate actively moderately.
- Because of the ability to memorize, the changing of the teaching material should not be too fast.
- The time of each screen should not be controlled moderately.

Situated Cognition:

- The main purpose of material designing should be teaching, not studying.

- Use the Virtual Reality to design the study active moderately.
- Use the situation of lives as teaching materials.

3. Blended Learning

Blended learning is not only good at the using of time, budgets and the result of learning but also provides a more natural and freer way of learning. It also makes learning simpler and lifelong study possible.

4. Advantage of Blended Learning

- The raising of learning motivation.
- The developing of the learners' views.
- The ability of solving problems raise.
- Provide more chances to study.
- The result of studying raise.

5. Conclusion

Combine the causes of those theories, and adjust the levels moderately so that we can raise the interests and results of the learners.

CHAPTER 3

Studying Method

Because this monograph is to discuss how to make international students in Taiwan learn Chinese more effectively and conveniently, we design a digital Chinese teaching material to provide them more diverse studying ways.

After deciding the topic, we searched information from internet, books and essays as reference. Then we designed questionnaires to let participants answer to realize which topics they thought are the most important in their lives and what items should be contained in the teaching materials. The participants are international students of Kun Shang University and National Cheng Kung University.

The questionnaire includes:

1. What they think is the most difficult part when they learn Chinese.
2. The most necessary conversation in their lives.
3. What items should be included in each unit.
4. The tests of learning, speaking, reading and writing.

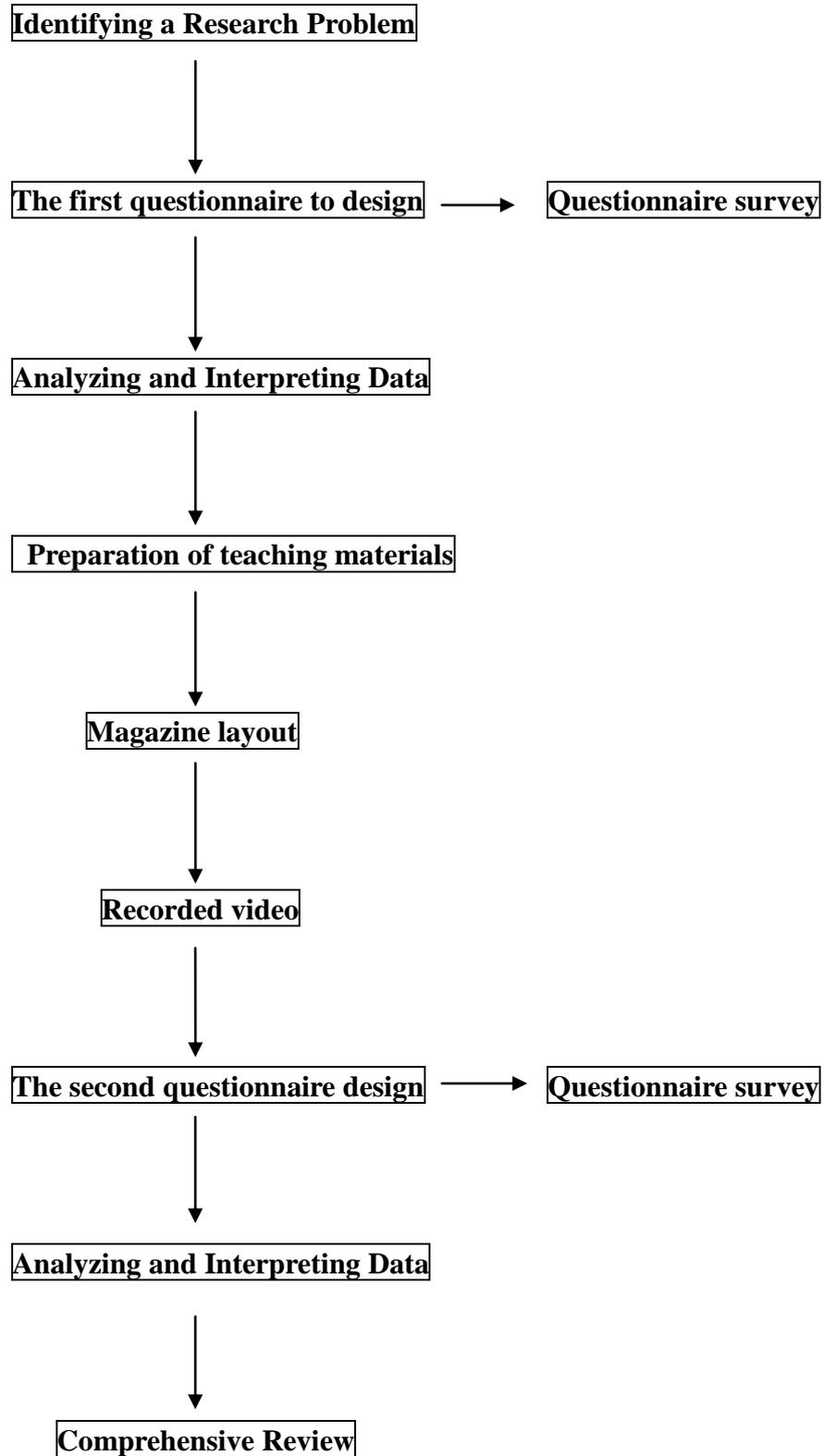
We use strongly agree, agree, normal, disagree, strongly disagree in every questions to calculate what part they want to improve.

We record five video in different situations and the teaching videos of the vocabularies and sentences in the conversation. Greeting is the way to introduce you to a

stranger. Asking for direction is the way to get the way to the goal you want to go by simple ways. Going to the bank is talking about how to withdraw money. Traveling is the ways to take buses and buying tickets. Going to the hospital is the way to tell the doctor your illness.

Otherwise, we make our monograph like a magazine to let student read without any pressure so that increasing their interest of learning Chinese.

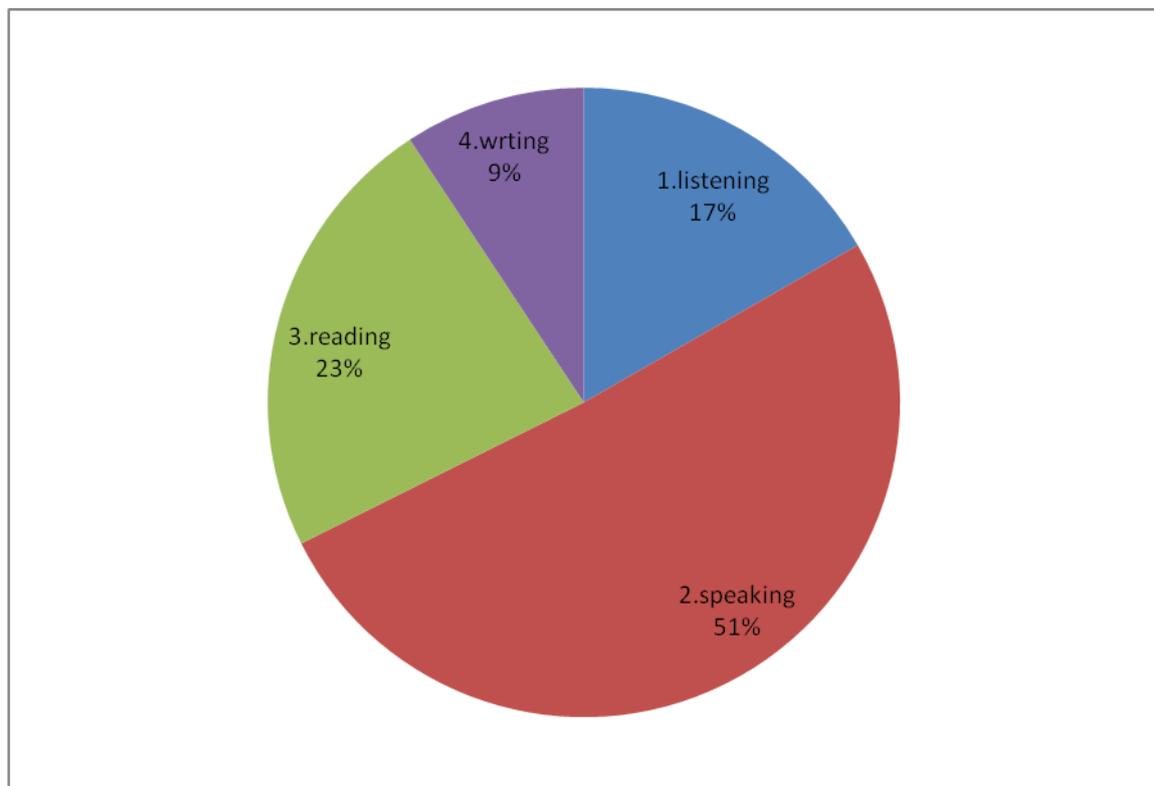
Research Flow Chart



Study Methods

We make questionnaires for the international students of Kun Shang University and National Cheng Kung University. The ages of the participants are about 20 to 30. We analyzed the result of the questionnaires and realized what they think about.

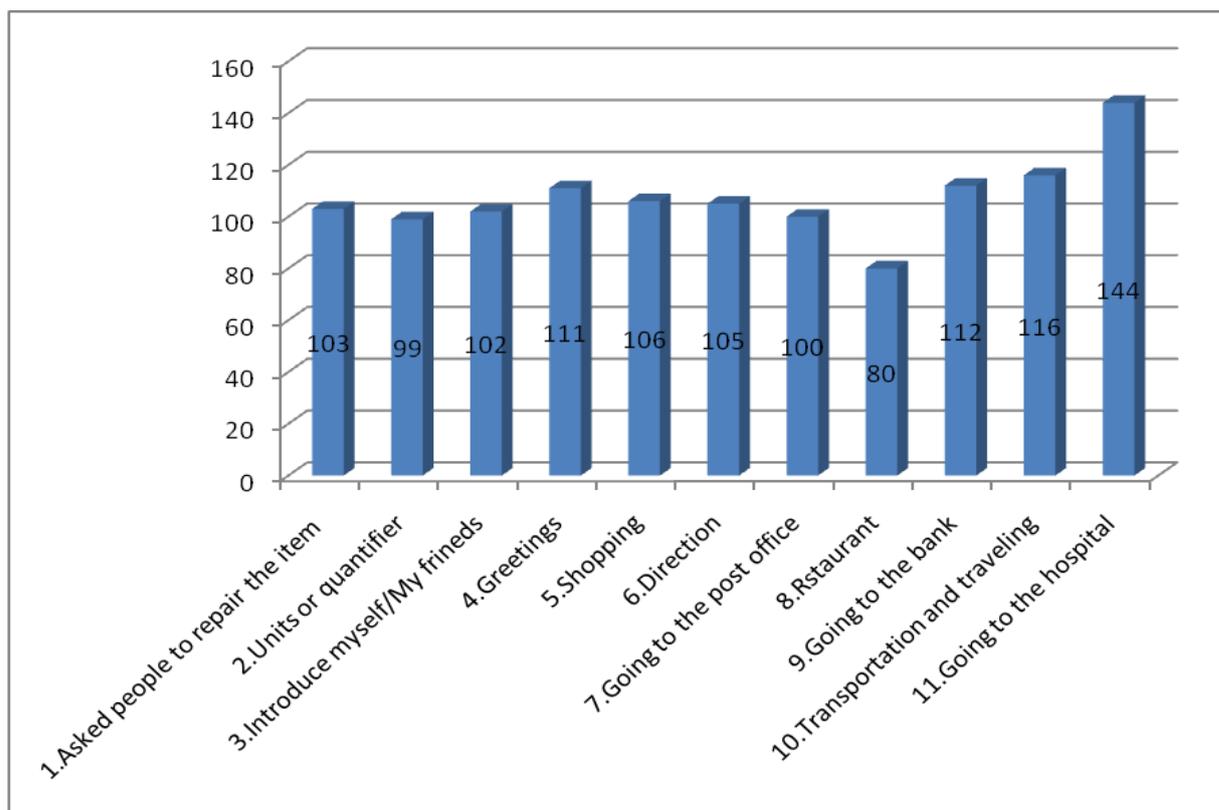
1. What's the most difficult item when you I learn Chinese(Multiple choice)



According to the picture, we find that the most difficult part of them is speaking.

Because of the environments, they should correct their pronunciations. In addition to the writing ability, we can understand what they mean through the words they write. Because of the reason, this monograph does not let them do conversation and just teach them some simple sentences they would use in their real lives.

2. The Chinese digital materials which topics and contents should be included?

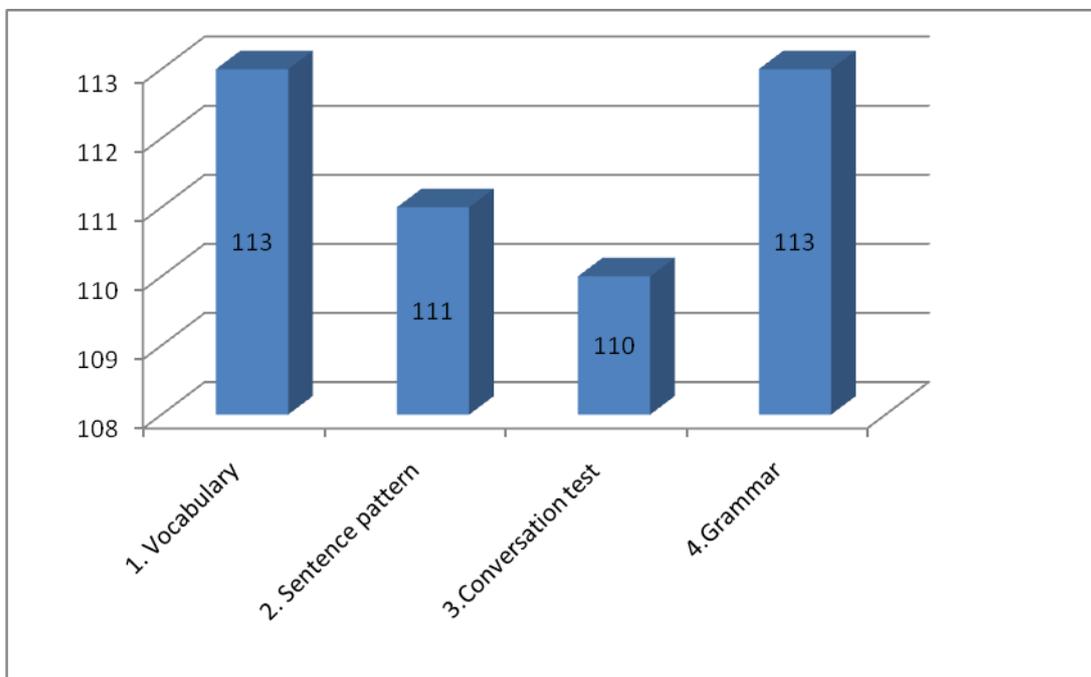


The Chinese digital materials which topics and contents should be included?					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Asked people to repair the item	40	48	15	0	0
2. Units or quantifier	30	48	21	0	0
3. Introduce myself/My friends	35	52	15	0	0
4. Greetings	50	44	15	2	0
5. Shopping	55	48	3	0	0

6.Direction	45	48	12	0	0
7.Going to the post office	25	64	9	2	0
8.Restaurant	48	20	12	0	0
9.Going to the bank	65	44	3	0	0
10.Transportation and traveling	80	36	0	0	0
11.Going to the hospital	75	36	33	0	0

According to the picture, we choose five of the highest ones in eleven items. There are going to the hospital, traveling, going to the bank, greeting and shopping.

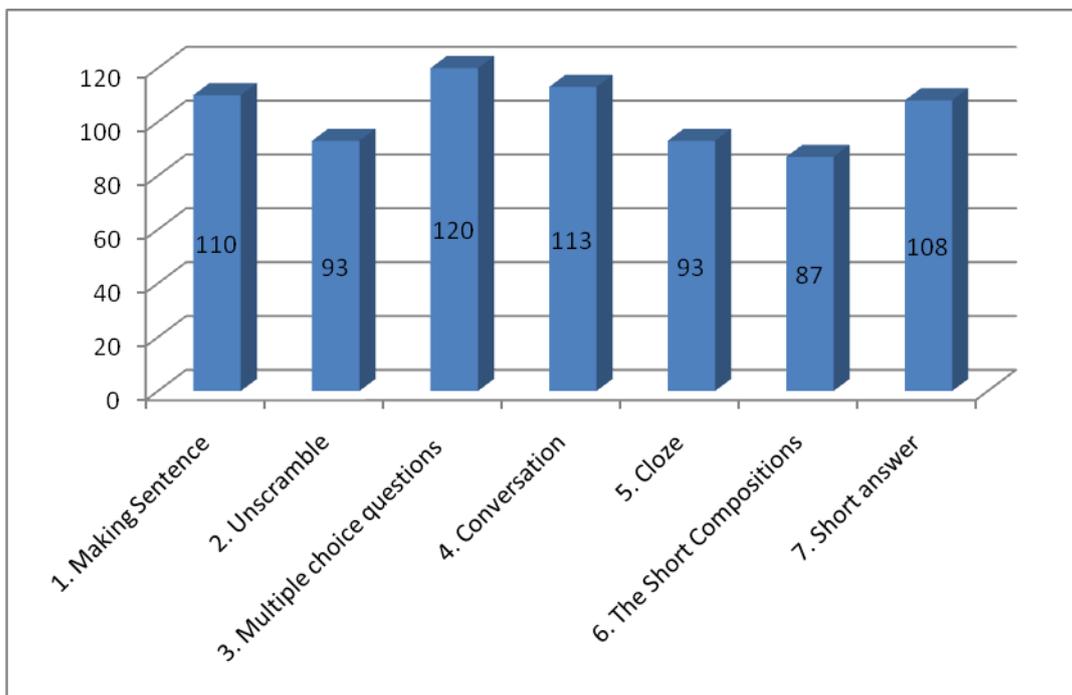
3. The text should be including



The text should be including					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Vocabulary	75	36	0	2	0
2. Sentence pattern	70	36	3	2	0
3. Conversation test	60	44	6	0	0
4. Grammar	75	32	6	0	0

According to the picture, vocabularies and grammars have great rates. For international students think the use of vocabularies and grammars is the most necessary.

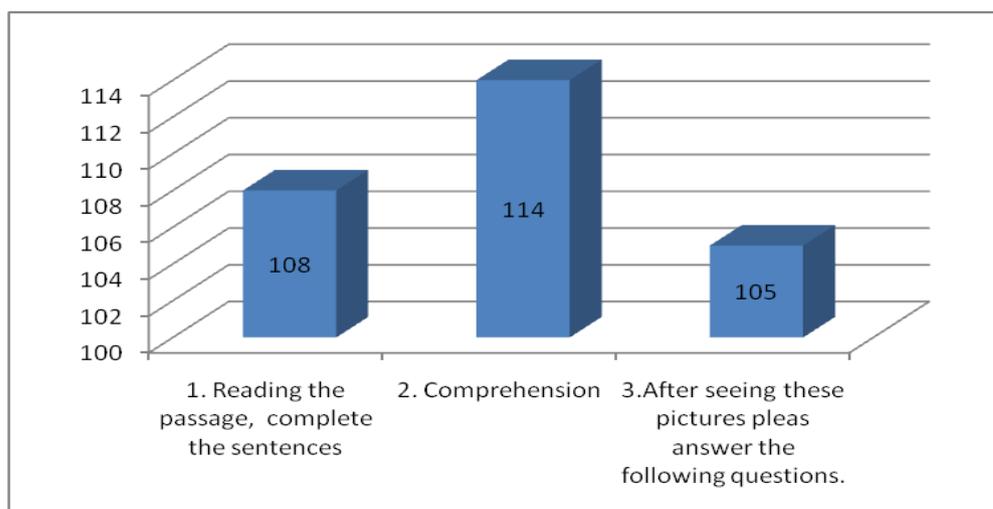
4. self-Test (Read and Write)



Self-Test(Read and Write)					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Making Sentence	60	48	0	2	0
2. Unscramble	25	56	12	0	1
3. Multiple choice questions	55	60	3	2	0
4. Conversation	75	32	6	0	0
5. Cloze	20	56	15	2	0
6. The Short Compositions	40	39	6	2	0
7. Short answer	55	44	9	0	0

According to the picture, multiple choice questions are the best way the like to test themselves of all the self-tests. In addition, they do not like completing sentences the most.

5. Listening Test



Listening Test					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Reading the passage, complete the sentences	50	52	6	0	0
2. Comprehension	80	32	0	2	0
3. After seeing these pictures please answer the following questions.	65	28	9	2	1

According to the picture, comprehensions have the highest rate in listening parts. For international students, understanding the meaning before doing listening tests is most important. Because completing sentences by using the vocabularies they do not know after reading is very difficult, it only get 108 scores. Answering questions after reading

pictures is the worst part.

Schedule

Time(Month) Items	2011											
	1	2	3	4	5	6	7	8	9	10	11	12
Decide the Topic	■											
Search for Information		■	■									
Design Questionnaires			■	■								
Collect Questionnaires				■	■							
Calculate Questionnaires					■							
Design teaching material						■	■					
Record videos								■				
Design Magazine									■			
Conclusion										■	■	
Design Poster											■	■

CHAPTER 4

Conclusion

According to the questionnaire for foreign students in the subject, we edited digital conversation teaching materials. It includes magazines, DVD and electronic books. In addition to reading by written, foreign students can use iPad to learn Chinese everywhere in anytime.

The student can paced their learning to their way through the digital teaching materials in the subject. The foreigner are relaxing pleasant effective learning Chinese.

However, we encountered difficulties in editing subject. As follows:

1. Reference material is Insufficient: Domestic Chinese digital teaching materials are very rare. Therefore, it is hard to get sufficient reference materials.
2. Subject research time is Insufficient: we spend a lot of time to collect information and edited teaching materials. Therefore, it is no opportunity let foreign students reading the teaching materials. And then understanding the teaching materials of view of the foreign students further.
3. The limit of recording teaching materials and magazine layout: Owing to the Non-professional teachers, the teaching materials are not fully showed its ideal outcome.

Recommendations for future research

Owing to the editing time of subject urgently, it is hard to know the effectiveness of teaching. We hope to implement Post-test in the future. And then increasing the unit of learning of self-assessment and Listening exercises, the Chinese digital teaching materials would be more complete.

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Appendix 1

Questionnaire

Hi everyone,

To know your expect about Chinese teaching materials, we designed this questionnaire. Please spend some time finishing it.

Thank you for your cooperation.

Instructor : Ting-Ting Chang

Members : 4E3B Hsiang-Chun Hsu

4E3B Yu-Wei Cheng

4E3B Chih-Yin Hsueh

4E3B Ma-Chia Yang

4E3B Yi-Tang Lin

May 19, 2011

I 、 Personality

1 、 Sex : male female

2 、 Age : under 20 21~30 31~40 above 40

3 、 Nationality : _____

4 、 Level of education : college graduate school

5 、 How long have you studied Chinese : _____

6 、 Why do you want to learn Chinese :

work marriage immigrant education others _____

II 、 What's the most difficult item when you learn Chinese (Multiple choice) :

Listening

Speaking

Reading

Writing

Others _____

III 、 The Chinese digital materials which topics and contents should be included ?

	Strongly agree	agree	neutral	disagree	strongly disagree
1. Asked people to repair the item	<input type="checkbox"/>				
2. Units or quantifier	<input type="checkbox"/>				
3. Introduce myself / My friends	<input type="checkbox"/>				
4. Greetings	<input type="checkbox"/>				
5. Shopping	<input type="checkbox"/>				
6. Direction	<input type="checkbox"/>				
7. Going to the post office	<input type="checkbox"/>				
8. Restaurant	<input type="checkbox"/>				
9. Going to the bank	<input type="checkbox"/>				
10. Transportation and traveling	<input type="checkbox"/>				
11. Going to the hospital	<input type="checkbox"/>				
12. Others _____					

IV 、 The text should be including

	Strongly agree	agree	neutral	disagree	strongly disagree
1. Vocabulary	<input type="checkbox"/>				
2. Sentence pattern	<input type="checkbox"/>				
3. Conversation test	<input type="checkbox"/>				
3. Grammar	<input type="checkbox"/>				

V 、 Self-Test(Read and Write)

	Strongly agree	agree	neutral	disagree	strongly disagree
1. Making Sentence	<input type="checkbox"/>				
2. Unscramble	<input type="checkbox"/>				
3. Multiple choice questions	<input type="checkbox"/>				
4. Conversation	<input type="checkbox"/>				
5. Cloze	<input type="checkbox"/>				
6. The Short Compositions	<input type="checkbox"/>				
7. Short answer	<input type="checkbox"/>				

VI 、 Listening Test

	Strongly agree	agree	neutral	disagree	strongly disagree
1. Reading the passage, Complete the sentences	<input type="checkbox"/>				
2. Comprehension		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. After seeing these pictures please answer the following questions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2

Teaching Plan

Lesson 1

你好！我叫阮氏香 Hello, My Name is Shih-Hsiang Ruan.

Conversation

阮氏香：早安，查裡。

Shin-Hsiang: Good morning, Charles.

查裡：早安，氏香，好久不見。這位是新同學-金甄美。

Charles: Good morning, shih-hsiang. Long time no see. She is our new classmate-jen-mei Jin.

阮氏香：你好，金同學，我叫阮氏香。

Shin-Hsiang: Hello, M.S Jin, my name is shih-hsiang Ruan.

金甄美：你好，氏香。你可以叫我甄美。

Jen-Mei: Hello, shih-hsiang. You can call me jen-mei.

查裡：我從薩爾瓦多來，你們呢？

Charles: I come from El Salvador, and you?

阮氏香：我來自越南。

Shin-Hsiang: I am from Vietnam.

金甄美：我是韓國人。我剛從韓國到台灣讀書。

Jen-Mei: I am a Korean. I come to Taiwan to study.

阮氏香和查裡：歡迎你來到台灣。

Shin-Hsiang & Charles: Welcome to Taiwan.

金甄美：謝謝你們！

Jen-Mei Jin: Thank you!

Vocabulary

1. 早 安 Good morning
2. 你 好 Hello
3. 叫 Call
4. 好 久 不 見 Long time no see
5. 新 new
6. 同 學 classmate
7. 歡 迎 welcome

8. 你 們 you(plural)
9. 謝 謝 to thank
10. 剛 just now

Sentence pattern

◇ 從+地方+來/去/到+地方

- 我從韓國來台灣讀書。

◇ 我姓金，名字叫甄美→ 我叫金甄美。

- 她姓阮，名字叫氏香→ 她叫阮氏香。

◇ 她剛到台灣。

- 我剛到學校。

- 她剛到家。

Lesson 2

請問往崑山醫院要怎麼走? How can I Go to the Kun Shan Hospital?

Conversation

A: 不好意思，請問往崑山醫院要怎麼走？

A: Excuse me! How can I go to Kun Shan hospital?

B: 從前面往左轉，經過三個紅綠燈後會看到一間郵局，到郵局之後往左轉，左轉後直走，大約十分鐘後會看到一棟白色的建築物，那就是崑山醫院了。(B 一邊講解一邊用手指出大概的方向)

B: Turn left at the intersection. Go through three traffic lights and you'll see a post office. Turn left at the post office. Go straight about 10 minutes and you'll see a white building. That is Kun Shan hospital.

A: 請問附近有沒有甚麼明顯的標誌呢？

A: Are there any road signs?

B: 醫院的左邊是警察局，正對面有一間書店。

B: There is a police office across the hospital and a bookstore beside it.

A：請問搭公車可以到嗎？

A: Can I get there by bus?

B：你可以搭 4 號公車。這條路口往右邊轉就能看到公車站牌了。

B: You can take bus no.4. Turn left at the intersection and you'll see a bus station.

A：請問搭幾站可以到達呢？

A: How many stations should I take?

B：搭 2 站就可以到了。你要在崑山站下車。

B: You should take 2 stations and take off at the Kun Shan station.

A：我知道了。謝謝你。

A: OK, thank you.

B：不客氣。

B: You're welcome.

Vocabulary

1. 左 left
2. 右 right
3. 轉彎 turn
4. 左轉 turn left
5. 右轉 turn right
6. 直走 go straight
7. 路口 intersection
8. 紅綠燈 traffic lights

Sentence pattern

◇ 請問往 **醫院** 要怎麼走？

- 圖書館
- 郵局
- 銀行

◇ 醫院在郵局的 **對面**。

- 左邊
- 右邊
- 後面

◇ 從紅綠燈(左/右)轉後直走就能到警察局。

Lesson 3

我肚子不舒服 I have Uncomfortable in Stomach

Conversation

(情境 Situation)

沙必娜: 莉莉, 你看起來很沒有精神。

Sabina: Lily! You look down.

莉莉: 是嗎? 最近身體不太舒服。

Lily: Really? I feel uncomfortable recently.

沙必娜: 你怎麼了? 哪裡不舒服?

Sabina: What was wrong with you? Where didn't you feel well?

莉莉: 肚子不舒服而且頭痛。

Lily: My stomach is not feeling well, and I have a headache.

沙必娜: 看醫生了嗎?

Sabina: Did you see a doctor?

莉莉: 還沒有。

Lily: Not yet.

沙必娜: 我陪你去看醫生吧!!

Sabina: I can go with you.

(在醫院 At the Hospital)

醫生: 哪裡不舒服呢?

Doctor: What's the complaint?

莉莉: 我肚子不舒服和頭痛。

Lily: I have a stomachache and headache.

醫生:: 有多久了。

Doctor: How long?

莉莉: 大概三到四天。

Lily: About three to four days.

護士: 我們先量量體溫吧! 你發燒了喔! 三十八度

Nurse: Let me take your temperature and see if there's a fever. You've got a fever, 38 degrees.

醫生:: 你得了重感冒, 我開藥給你吃。請多多休息多喝溫水。

Doctor: You got a serious cold, and I'll prescribe medicine for you. Take enough breaks and drink more water.

莉莉: 好的兒, 謝謝醫生:。

Lily: Ok! Thank you, Doctor.

Vocabulary

1. 精神 Spirit
2. 不舒服 not feeling well (Adj.)
3. 肚子 Stomach, Abdomen (N.)
4. 頭 Head (N.)
5. 醫生 Doctor (N.)
6. 醫院 Hospital, Clinic (N.)
7. 量量 To (try to) measure (V.)
8. 發燒 Fever (V.)
9. 重感冒 catch a severe cold
10. 藥 Medicine (N.)

Sentence pattern

◇ 肚子痛

甲、 N. + Adj.

肚子	痛
頭	痛
胃	痛

◇ 量量(看)體溫

甲、 (片語) 重複動詞 + v. = 表示要做某件事情

量量	看
做做	看
吃吃	看

◇ 開藥

乙、 V. + O.

開	藥
教	英文
唱	歌

Lesson 4

我要領錢 I'd Like to Withdraw

Conversation

琳達：我要領錢。

Linda: I'd like to Withdraw

行員：要領多少呢？

Staff: How much do you want to withdraw?

琳達：我要領 500 元。這是我的提款單和存款簿。

Linda: I'd like to withdraw \$500. This is my withdrawal slip and passbook.

行員：好！請稍等一下。

Staff: Please wait a minute.

琳達：嗯！

Linda: Ah!

行員：這樣就可以了。

Staff: that's OK

琳達：謝謝。

Linda: Thanks.

行員：不客氣

Staff: you are welcome

Vocabulary

1. 領錢 (V) withdraw
2. 提款單 (N.) withdrawal slip
3. 存款簿 (N.) deposit section
4. 帳戶 (N.) account

Sentence pattern

◇ 我想從**帳戶**中領錢

◇ 這是我的**提款單**和**存款簿**

Lesson 5

你可以搭乘捷運 You can take the MRT

Conversation

(詢問路人中 asking somebody)

小陳：不好意思，請問故宮博物院要怎麼走？

Xiao Chen: Excuse me. How can I get to the Palace Museum?

路人甲：不好意思，我不是本地人，所以我也不知道，請你問別人吧！

Passerby: I am sorry. I am new here too, so I don't know. Please ask other people.

小陳：好，謝謝。

Xiao Chen: Thanks.

小陳：不好意思，請問你知道要如何到故宮博物院嗎？

Xiao Chen: Excuse me. Do you know how can I get to the Palace Museum?

路人乙：哦~你可以搭乘捷運淡水線到士林站下車，然後轉搭公車 255，就可以直

達於故宮博物院。

Lu Ren Yi: Well, you can take the MRT Danshui Line to Shilin station, then transfer to bus 255, and you can direct at the Palace Museum.

小陳：我知道了，謝謝你。

Xiao Chen: I got it. Thank you.

路人乙：不客氣。

Passerby: You are welcome.

(在故宮博物院 at National Palace Museum)

售票員：您好，請問您要買門票嗎？

Ticket Agent: Hi, may I help you?

小陳：對，我要買一張門票，請問多少錢？

Xiao Chen: I want to buy a ticket. How much is it?

售票員：一張票是 160 元。

Ticket Agent: It is one hundred sixty dollars.

小陳：我要買一張。

Xiao Chen: I want to buy one.

售票員：收您兩百元。這是你的票及找你的零錢共 40 元。

Ticket Agent: Take you two hundred dollars.

小陳：謝謝。

Xiao Chen: Thank you.

售票員：不客氣。

Ticket Agent: You are welcome.

Vocabulary

1. 不好意思 excuse me
2. 捷運 MRT

3. 公車 bus

4. 我知道了 I got it

5. 謝謝你 thank you

6. 不客氣 welcome

7. 門票 ticket

8. 多少錢 how much

Sentence pattern

◇ 你可以搭乘 **交通工具**

- 捷運
- 公車
- 火車

◇ **我要買 / 幾張 / 票**

- 我要買兩張門票。
- 他要買三張電影票。
- 我們要買四張火車票。

Appendix 3

Script

Greeting

Classroom A.M. / Indoor Shih-Hsiang Ruan, Charles and Jen-Mei Jin

△Charles and Jen-Mei Jin are chatting in the classroom. Shih-Hsiang Ruan is coming.

阮氏香：早安，查裡。

查裡：早安，氏香，好久不見。

這位是新同學—金甄美。

阮氏香：你好，金同學，我叫阮氏香。

金甄美：你好，氏香。

你可以叫我甄美。

查裡：我從薩爾瓦多來，你們呢？

阮氏香：我來自越南。

金甄美：我是韓國人。

我剛從韓國到台灣讀書。

阮氏香和查裡：歡迎你來到台灣。

金甄美：謝謝你們！

Teaching Vocabulary/Sentences Pattern

Teacher: Hello, everyone. I'm Sabina.

Teacher: Today I am going to teach you about greeting vocabulary. First word is “早^{ㄉㄠˋ}安^ㄢ”

安^ㄢ，早安 means good morning. Follow me” 早^{ㄉㄠˋ}安^ㄢ”

Teacher: The second word is “好^{ㄏㄠˊ}久^{ㄉㄠˋ}不^{ㄉㄠˋ}見^{ㄐㄢˋ}” “，好久不見 means Long time no

see. Follow me” 好^{ㄏㄠˊ}久^{ㄉㄠˋ}不^{ㄉㄠˋ}見^{ㄐㄢˋ}” (wave)

Teacher: Next word is “同^{ㄊㄨㄥˊ}學^{ㄒㄨㄝˊ}” “，同學 means classmate. Follow me” 同^{ㄊㄨㄥˊ}學^{ㄒㄨㄝˊ}”

Teacher: Next word is “歡^ㄉ迎^ㄩ”，歡迎 means welcome. Follow me” 歡迎”

Teacher: Last one is “謝^ㄒ謝^ㄒ”，謝謝 means to thank. Follow me” 謝謝”

Teacher: 你來自哪裡？你來自哪裡 mean where are you from? Follow me”你來自哪裡？”

Teacher: 我來自~，我來自~ means I come from~ follow me, “我來自~”

△ You are so good. Let's watch video again!!!!!!

Asking directions

on the way P.M / Outdoor A,B

△ Asking directions

A：不好意思，請問往崑山醫院要怎麼走？(Find out some passerby 找到了一位路人)

B：從前面往左轉，經過三個紅綠燈後會看到一間郵局，到郵局之後往左轉，左轉後直走，大約十分鐘後會看到一棟白色的建築物，那就是崑山醫院了。(B is talking to A, and B points the directions.)

A：請問附近有沒有甚麼明顯的標誌呢？

B：醫院的左邊是警察局，正對面有一間書店。

A：請問搭公車可以到嗎？

B：你可以搭 4 號公車。這條路口往右邊轉就能看到公車站牌了。

A：請問搭幾站可以到達呢？

B：搭 2 站就可以到了。你要在崑山站下車。

A：我知道了。謝謝你。(B nods)

B：不客氣。

Teaching Vocabulary/Sentences Pattern

Hello, everyone! I am Kevin. I'm going to teach you about how to ask directions..

Teacher: First word is “左” means left. Follow me” 左”

Teacher: Second word is “右” , means right. Follow me “右”

Teacher: The third word is “轉彎” means turn. Follow me “轉彎”

Teacher: Next word is “左彎” means turn left. Follow me “左彎”

Teacher: Next word is “右彎” means turn right. Follow me “右彎”

Teacher: Next word is “直走” means go straight. Follow me “直走”

Teacher: Next word is “路口” means intersection. Follow me “路口”

Teacher: Last one is “紅綠燈” means traffic lights. Follow me “紅綠燈”

Teacher: The first sentence is “往崑山醫院要怎麼走?” means How can I go to the Kun Shan hospital? Follow me “往崑山醫院要怎麼走?”

Teacher: The second is “從前面往左轉，經過三個紅綠燈後會看到一間郵局。” Turn left at the intersection. Go through three traffic lights and you'll see a post office. Follow me. “從前面往左轉，經過三個紅綠燈後會看到一間郵局。”

Teacher: Next sentence is “左轉後直走，大約走十分鐘後會看到一棟白色建築物，那就是崑山醫院了。 Turn left at the post office. Go straight about 10 minutes and you'll see a white building. That is Kun Shan hospital.

△ Let's watch video again!!!!!!

Seeing a Doctor

The gate of elevator P.M. / Indoor Sabina, Lily

△ Sabina and Lily ran into each other.

沙畢娜: 莉莉，你看起來很沒有精神。

莉莉: 是嗎? 最近身體不太舒服。

沙畢娜: 你怎麼了? 哪裡不舒服?

莉莉: 肚子不舒服而且頭痛。

沙畢娜: 你看醫生了嗎?

莉莉: 還沒有。

沙畢娜: 我陪你去看醫生吧!!

△ They go to the hospital together.

△ Lily was arrived at the hospital.

醫生：哪裡不舒服呢？

莉莉：我肚子不舒服和頭痛。

醫生：有多久了。

莉莉：大概三到四天。

△ The nurse take a thermometer

護士：我們先量量體溫吧！你發燒了喔！三十八度。

醫生：你得了重感冒，我開藥給你吃。請多多休息多喝溫水。

莉莉：好的兒，謝謝醫生。

Teaching Vocabulary/Sentences Pattern

Hi~ I am Maja. Today I am going to teach you about vocabulary for seeing a doctor.

1. 精神 Spirit/energy ㄌㄧㄣ ㄩㄣˇ
例句：你今天看起來很沒有精神。
(You look not feeling well today.)
2. 不舒服 uncomfortable ㄉㄨㄛˋ ㄩㄣˇ ㄘㄨㄣˇ
例句：我最近身體不太舒服。
(My body not felt well recently.)
3. 肚子 Stomach ㄉㄨㄛˋ ㄉㄨㄣ˙
例句：我肚子不舒服。
(My Stomach is not feeling well.)
4. 頭 Head ㄉㄨㄣ˙
例句：我頭痛。
(My have a headache.)
5. 醫生 Doctor ㄉㄨㄣ˙
例句：這位醫生人很好。
(This is doctor is good.)
6. 醫院 Hospital/Clinic ㄉㄨㄣ˙ ㄌㄧㄠˋ
例句：我昨天去醫院(診所)。
(I went to the hospital yesterday.)
7. 量量 To(try to) measure) ㄉㄨㄣ˙ ㄩㄣˇ ㄉㄨㄣ˙ ㄩㄣˇ
例句：我們先量量體溫吧。

(Let me take your temperature.)

8. 發燒 Fever ㄈㄨㄝˋ ㄩㄢˋ

例如:我發燒了。

(I got a fever.)

9. 重感冒 Catch a severe cold ㄘㄨㄥˋ ㄇㄢˋ ㄉㄨㄛˋ ㄨㄛˋ ㄇㄢˋ ㄉㄨㄛˋ

例句: 我得了重感冒。

(I got a severe cold.)

10. 藥 Medicine ㄩㄢˋ

例句: 醫生開藥給我吃。

(A doctor prescribed for me.)

△ Do you Understanding?!!! Let's watch video again!!!!!!!

Withdrawal

Classroom A.M. / Indoor Linda, Staff

△ Linda go to the Bank

△ Service person asking Marry

服務人員: 您好, 需要什麼服務呢?

Marry: 我要從戶頭中領錢。

服務人員: 請先抽號碼牌, 然後填提款單。

Marry: 好。

△ Marry come to the desk.

行員: 需要什麼服務呢? (Looking at her and asking with smile)

Marry: 我要從戶頭中領錢。

行員: 請問你有寫提款單嗎?

Marry: 有, 我填好了。

Marry: 我要領 500 元, 這是我的提款單和存款簿。

行員: 好! 請稍等一下。

Marry: 嗯!

△ The staff 行員這時低頭忙了一下...

行員: 這是你的錢, 讓你久等了, 這樣就可以了。

Marry: 謝謝。

行員: 不客氣。

Teaching Vocabulary/Sentences Pattern

Hello, everyone! I am Iren. I'm going to teach you about banking vocabulary.

Teacher: First word is “帳戶” 帳戶 means Account. Follow me” 帳戶”

Teacher: Next word is “領錢 “，領錢 means Withdrawal. Follow me” 領錢”

Teacher: The third word is “提款單” 提款單 means Withdrawal slip. Follow me” 提款單”

Teacher: Next word is “存款簿” 存款簿 means passbook. Follow me，存款簿。

Teacher: “我想從帳戶中領錢” 我想從帳戶中領錢 means I want to get the money from account. Follow me” 我想從帳戶中領錢”

Teacher:” 這是我的提款單和存款簿” 這是我的提款單和存款簿 means Here is my withdrawal slip and passbook. Follow me” 這是我的提款單和存款簿”

△ Let's watch video again!!!!!!

Traveling

Hallway A.M. / Out Door Xiao Chen, Passerby1 and Passerby2

△ Xial Chen seeing the passerby 1

小陳:不好意思，請問故宮博物院要怎麼走?

路人甲:不好意思，我不是本地人，所以我也不知道，請你問別人吧!

小陳: 謝謝。

小陳:不好意思，請問你知道要如何到故宮博物院嗎?(Xial Chen nods)

△ Xiao Chen seeing the passerby 2

路人乙:哦~你可以搭乘捷運淡水線到士林站下車，然後轉搭公車 255，就可以直達於故宮博物院。

小陳:我知道了，謝謝你。(Xial Chen nods)

路人乙: 不客氣。

△ Xiao Chen go to the ticket window

售票員:您好，請問您要買門票嗎?

小陳:對，我要買一張門票，請問多少錢?

售票員:一張票是 160 元。

售票員:收您兩百元。。

小陳:謝謝。

售票員:不客氣。

Teaching Vocabulary/Sentences Pattern

Hello, everyone! I am Andrew. I'm going to teach you about traveling.

Teacher: First word is “不好意思”means excuse me. Follow me，不好意思

Teacher: Next word is “捷運” means MRT. Follow me，捷運

Teacher: The third word is“公車”means bus. Follow me，公車

Teacher: Next word is“我知道了”means I got it. Follow me，我知道了

Teacher: Next vocabulary is “謝謝你” means thank you. Follow me “謝謝你”

Teacher: Next word is “不客氣” means you are welcome. Follow me” 不客氣”

Teacher: Next word is “門票” means ticket. Follow me “門票”

Teacher: Last one vocabulary is “多少錢” means how much. follow me"多少錢”

Teacher: First “請問故宮博物院要怎麼走?” How can I get to the National Palace Museum? Follow me “請問故宮博物院要怎麼走?”

Teacher: Second “你可以搭乘捷運。” you can take the MRT. Follow me “你可以搭乘捷運。”

Teacher: Third”我要買一張門票。”I want to buy a ticket. Follow me 我要買一張門票。

△ Let's watch video again!!!!!!