



Global Textbook



# 中文滚雪球

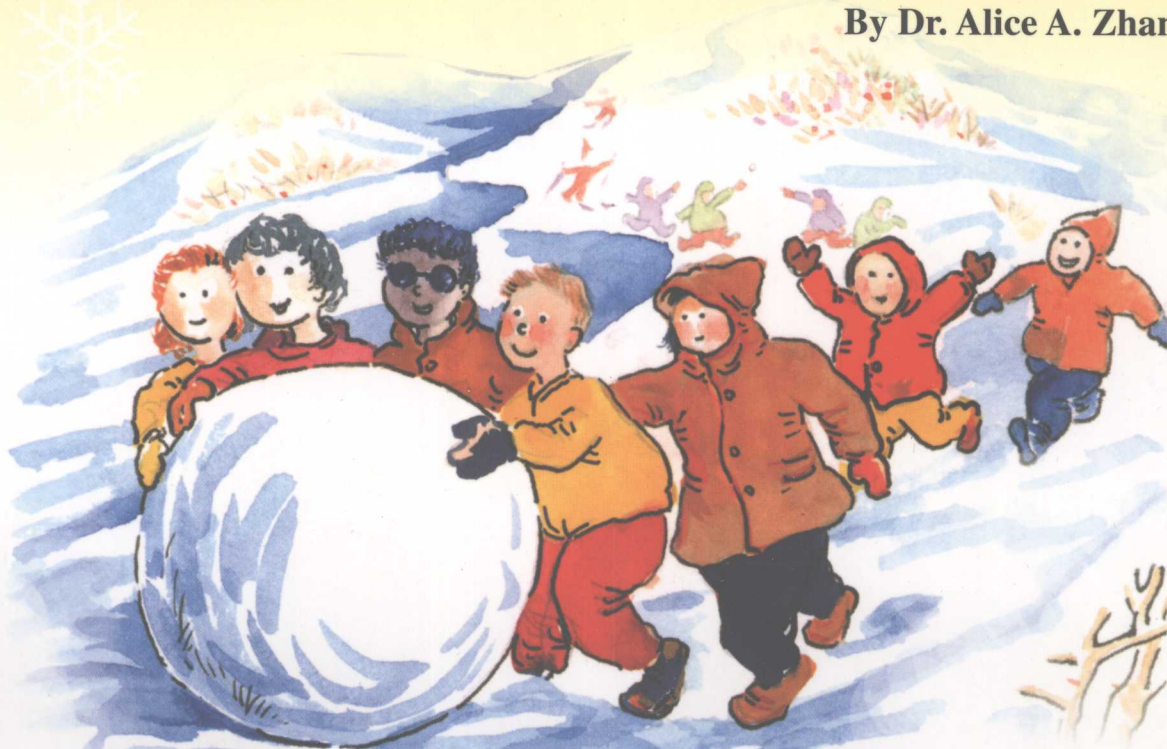
Chinese Snowball

少儿课本

for kids

詹爱平 编著

By Dr. Alice A. Zhan



姓名 / Name: \_\_\_\_\_

班级 / Class: \_\_\_\_\_



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## 前言

我怀着十分喜悦的心情向大家介绍中文滚雪球系列教材，这是一部专为国际学校学生所设置的、以教授汉语为第二语言的小学教材。作者詹爱平博士于2002年毕业于加拿大多伦多大学安大略教育研究院，在国际学校里教授汉语数十年，具有丰富的教学经验。目前，她是香港康乐园国际学校中文部教研主任，世界比较教育协会成员和中蒙国际学校协会会员。她的研究专注于国际学校的汉语初级教学和如何根据学生的不同教育背景及学习特点发展教学方法。中文滚雪球系列教材可以说是她教学经验和教学思想的总结。

本系列教材包括课本、练习册和阅读，各12册，每学年2册。课本1~4册注重拼音和汉语基本结构的学习。5~12册逐步增加词汇量，重在提高学生运用语言的能力。

由于中文滚雪球少儿课本的主要教学对象是国际学校的学生，每一课都是根据国际学校的环境和国际学生的特点而设置的。课文配有句型操练、看图说写和各种游戏。汉语拼音和英语译文贯穿全书，为学生自学和家长参与提供了方便。同时这部教材包含了大量的内容以满足各种层次学生的需要。课文中还有许多字、词、句，采用了押韵的效果，读起来琅琅上口，利于学生准确地掌握语音和语言。犹如这部教材的书名所示，通过系统学习，学生的汉语知识和能力将如雪球滚下山坡，迅速发展扩大。

这部教材的学习目标是：

一、打下坚实的小学汉语基础，识字量达到2500~3000字，理解汉语的基本结构。

二、运用汉语口语和书面语言进行日常交流和课堂教学活动，包括与以汉语为母语的同學进行交流。

三、学习中国文化的有关知识和价值观念，了解社会习俗、科技、传统、音乐、艺术、文学、历史等。

四、发展和运用听、说、读、写、唱、画等技能，提高用汉语思考和解决问题的能力。





从课程设计的角度来看，三个重要的特征使中文滚雪球系列教材脱颖而出。

其一，如吴伟平博士指出，在第一、二册中设拼音为索引，带领课程发展，连接课文内容和练习活动。在国际学校，由于担心对学习母语产生影响，教师常常难以确定是否在小学一、二年级教授汉语拼音，并且如何教也是一个难题。这部教材为这些教师提供了一个范例。在课文中每一个声母或每一个韵母引出一个主题，将拼音知识与学生对语言理解的实际能力和经历联结一起。这样就把学习拼音的枯燥环节变成一个有趣味的寓学于乐的过程，使学生能有的放矢地学习汉语。



其二，以主题为中心组织课程发展，配合情景交流进行教学。比如在第三册第一课“数字”，第二课“比高矮”中，我们看到每一课都有一个学生所熟悉的中心主题，各种教学内容和活动将围绕这一中心往周边纵深发展。这样中心主题就起到一个启动整个教学活动开展的作用，将课程内容和教学方法结合起来，将学生的自我经历和学习环境结合起来。通过教师的精心指导，采用适合学生学习特点的教学方式，因材施教，学生也积极参与包括听、说、读、写、唱、画、练各种学习活动，将所学的知识融会贯通运用到实际生活和学习中来。

其三，该教材还配备了相关的连环画阅读，对提高孩子学习中文的兴趣、培养他们的中文阅读习惯都大有帮助。



总之，一部好的教科书应该引导学生和教师共同努力创造一个积极的学习氛围。在那里学生能够充分发挥潜力掌握自己的学习。我认为《中文滚雪球》正是这样一部国际学校汉语教学所需要的教科书。

加拿大多伦多大学  
仲宁莎 博士







## Forward

It is a great honor for me to write an introduction to *Chinese Snowball*, a new series of textbooks in teaching Chinese (Mandarin) as a second language at the elementary school level. It is compiled by Dr. Alice Aiping Zhan, who obtained her doctoral degree in the Ontario Institute for Studies in Education, University of Toronto in 2002, and has had considerable teaching experience in elementary and secondary schools. Currently she is the Subject Leader of the Chinese Studies Department at Hong Lok Yuan International School in Hong Kong. She is a member of the Comparative and International Education Society (CIES) and a member of the Association of China and Mongolia International Schools (ACAMIS). Her research focuses on development of relevant instructions for young learners with different educational background and learning styles. *Chinese Snowball* can be considered as a summary of her teaching experience and application of her ideas of education to practice.



The series consists of 12 books, two for each grade. For each book, there is an additional exercise book and picture book, both intended to give students more practical training for interactive learning. Books 1 to 4 focus on *Pinyin* and the basic structure of the Chinese language. Books 5 to 12 gradually build up the students' vocabulary and develop their ability to use the Chinese language in daily life and communication.

These textbooks created in particular for students in the international schools. It has taken into account uniqueness of the learning environment in the international schools and students' learning styles. Each lesson was carefully designed with a combination of words, sentences, pictures, games, songs, and exercises. English translation is provided throughout the series to help students and parents. The series contains a large quantity of materials that meet the needs of students at all the levels. Most importantly, the textbooks, exercises and picture books provide as much rhyme for children to learn the language, and this makes it easier for them to catch up to the meaning and usage of words and sentences. As the metaphor "snowball" indicates, the series will enable students' learning to grow at a rapid speed, like a snowball rolls down the hill. In completion of this series, students are expected to:



1. Have a solid foundation in Chinese with a vocabulary of 2500-3000 characters and understand the basic structure of the language.
2. Use oral and written Chinese for daily needs and participate in classroom activities and communicate with native speakers.







3. Obtain knowledge of Chinese culture that includes social customs, and values, scientific inventions, music, art, literature, and history etc.
4. Apply their language skills of listening, reading, speaking, and writing to practice and develop critical thinking skills and problem-solving abilities.

Three additional features make *Chinese Snowball* stand out as a novel tool for teaching and learning Chinese as a second language. In his review, Dr. Wu Weiping from the Chinese University of Hong Kong pointed out that the use of *Pinyin* as the index and sequencing key is unique as it leads the development of curriculum and enhances student learning. In the international school, it is always a challenge to teachers to choose whether *Pinyin* should be taught at a young age as it may confuse students who are learning their mother tongue at the same time. If the answer is yes, then, how much should be taught and how to teach it. This series presents a guide to teaching and learning of *Pinyin* as each vowel or consonant stands out as a theme to link what is learned in the textbook to the student and his/her surroundings. Then the process of learning *Pinyin* becomes a meaningful, also fun part, for students to relate their experience to the Chinese language.



The second is the organization of content through themes and an interactive approach to language learning. Each lesson is organized by a theme or topic which is meaningful to the students, e.g., “Numbers” (see Lesson 1 of Book 2) or “Comparing Who Is Taller” (Lesson 2 of Book 2). The theme functions as a means to integrate curriculum content that may go beyond the information given and learning strategies that relate the student’s learning experience to the contexts. Through well designed structured or non-structured instructions, students are engaged in an active process of learning activities including singing, drawing, playing games, story-telling, and writing. Thus, they are able to reconstruct their knowledge and skills in the Chinese language based on their own experience in language learning and on the interaction with the teacher, classmates, and textbooks.



The third is the picture books of reading series correspondent with the textbooks of “*Chinese Snowball*”. It is really helpful for children to raise their interests in Chinese language and nurture their good habit of Chinese reading from their young ages.

In conclusion, a good textbook must guide both students and teachers to create a learning environment in which students are able to develop their full potential and take charge of their own learning. I am pleased to see that *Chinese Snowball* is an example of the kind.

**Dr. Ningsha Zhong**

University of Toronto, Canada







## 编著者的话

《中文滚雪球》以学生最终能够通过中国“汉语水平考试”/Hanyu Shuiping Kaoshi(HSK)为目标。学生识字量可达2000~2500。笔者根据自己多年在中国内地、加拿大和中国香港的教学经验、本着“因材施教”(注意:此处强调人“才”,而非教“材”)的教育理念,运用比较教育学的方法,针对每个少年儿童不同的才能、认知的心理、智力发展阶段以及学习特点,设计编著《中文滚雪球》第三册。为国际学校或其他环境下学习中文的学生,提供优质的中文核心知识及文化熏陶,也希望在一定程度上减轻国际学校老师一人教多组,一班用多书的备课负担,使师生在“滚雪球”的游戏中,共享学、教快乐。

1. 第三册每课情景对话部分,加强了汉语口语学习,让学生应用前两册所学的拼音技巧和基本字、词、句,比较自如地应对日常生活中的语言需要,表达自己。

2. 第三册根据课文中的汉字,开始系统地介绍偏旁部首,以期在汉字的形、音、义方面给学生打下扎实的语言基础,有利于他们今后读、写方面的学习。

3. 第三册保持中英双语的优势,方便语言背景不同的国际学生学习。由于第三册仍然是初级阶段的用书,考虑到国际学校或周末中文班随时有学生插班,如果没学过前面两册,直接进入第三册会有困难,所以本册课文不但没有取消拼音,而且在本册书末附有前一、二册的生字新词表,便于这样的学生在较短时间内赶上已学过前两册的同学。

4. 第三册以二十个复韵母为线,串联各课,目的在于复习和巩固全部声母、韵母和整体认读音节,使学生熟练掌握拼音系统,并且运用到生字新词的拼读,课文、歌词的朗读,对话的流利表达等实际需要中去。

5. 第三册的连环画阅读本也同时配套出版,以培养学生实际阅读中文的能力,扩大与课文相关的词汇,养成阅读的好习惯,并进行问答、思考、绘画等阅后练习,保持学习兴趣。

第三册提供了足够的甚至多于需要的学习资料,便于各位使用者按实际情况剪裁。世界各地的老师们所教的部分可以有所不同:有的用课文,有的用对话,有的用歌词来作重点内容学习。总之要以孩子为中心,课时多少、长短由学校和老师根据具体情况来定。如学生程度好,可教快一点,不然,可以放慢速度。每一课,课文部分强调书面语的表达;说唱部分突出口头表达;书写部分注重中文基本结构。每课还设计了画图画、唱歌、做游戏等,以提高学生学习兴趣,使中文易懂易记易应用,进而开发少年儿童的想象和创意。

习题是从听、说、念、唱、画、做(游戏)、译、读、写等方面来编排的,由简单到复杂,调动眼、耳、口、手、脑各个学习器官,以适应不同学习风格的孩子。一般听、说、念、







唱、画、做（游戏）放在课本上，由老师带着学生一起做，效果比较好。读、写、译等习题放在作业本上，学生带回家也能自己比较独立地完成。对能力强的学生，可以鼓励他们把十道作业题都做完（包括具挑战性的题目），一般的做到七八题。稍差的做到五六题。A、B两册作业本，是个跨学科知识的练习，其中不乏中文、英文、数学、社会科学、信息技术和美术习题等。要真正使学生把核心知识掌握住，再扩展到一定的深度和广度，滚动向前。这样，不同水平的学生都各有所得，到了下一课，大家又一起开步向前走。雪球因此就会越滚越大，越滚越结实。



这里我要衷心感谢青年画家蒙光昌先生，他以精湛画技为本教材课本部分绘制了大量活泼可爱的图画，很受孩子们欢迎。少儿时期是培养良好阅读习惯的黄金时期。鉴于此，《中文滚雪球：阅读》给孩子们随着课本发展配备了相关的连环画阅读系列。大声朗读可以锻炼口语，增强语感，扩大词汇，丰富知识，体会幽默，了解各国文化。笔者在此也对青年画家古玉青女士表示由衷的感谢，她绘制的童趣横生的各个形象和场景将得到孩子们的喜爱。



笔者对第三册教材顾问委员会的仲宁莎博士、伍锋教授、谭伊琳(Ms Elaine Goddard-Tame)校长表示最诚挚的感谢，他们在对外汉语教学和研究方面的真知灼见，给了我很大启迪和帮助。谭校长批准笔者在香港康乐园国际学校(Hong Lok Yuen International School, Hong Kong)进行《中文滚雪球》教材的实验教学，也给了此教材有力的实践支持。笔者对该校的学生们和老师们参与进行的教学实验和提出的建议十分感谢！笔者对伍锋教授为本册的英文所做的校对工作深表感谢。本教材部分文字输入和英文翻译也得到了Mr. Samuel Cang 的帮助，对此笔者也表示衷心感谢。

笔者对北京大学出版社使第三册得以付梓表示感谢。责任编辑孙娴女士的勤奋努力和认真细致，进一步使本册出版的质量有了保障。“汉之风”工作室的王晓蕾女士雷厉风行的工作作风，也为该册及时出版立下了功劳。在北京参与本教材录音的各位老师和同学不辞劳苦，使得教材CD光碟保质按时完成，笔者在此向他们一并感谢！另外，笔者对北京大学出版社决定出版本教材的CR-Rom（电脑光盘）也极为感谢！

笔者对家人的大力支持深深感谢：妹妹詹爱华，某报社主任编辑，对本教材做了文字润色、语法订正和中文校对。女儿恬翼(Tina)七岁时在加拿大作的图画《滚雪球》对妈妈给本教材取名也起到了很大的启发作用。

需要说明的是，本教材为非牟利写作计划。盈利将捐献给中国文联主持的“朝霞工程”，用以资助中国西南贵州省的边远贫困山区少数民族少年儿童完成中小学学业。自去年七月





第一册出版以来,已经资助了十三个孩子的学习和生活需要,希望今后对那些等候名单上的孩子,也有一些支援。事实上,在国际学校或其他学校的学生用此教材学习中文的同时,他们已经在帮助别的有需要的孩子们了。笔者谨代表那些孩子们,在此对每一个使用本教材的老师、同学表示深深的感激!愿更多的人一起来“滚雪球”,愿“朝霞”更灿烂,愿世界更美好!

詹爱平


2006年7月于香港








## Words from the Author



*Chinese Snowball* sets a goal to enable the learners to pass China's "Hanyu Shuiping Kaoshi (HSK) / Chinese Proficiency Test. Students are expected to reach the objective of recognizing 2000-2500 Chinese characters. With my many years of teaching experiences in China, Canada and Hong Kong, holding the educational ideal of "teaching all of varied abilities" (it's the abilities not the materials), applying the method of comparative education that I studied in the University of Toronto, and taking into account the differences in each child's aptitude, psychology, intelligence development stages and his/her study styles, I have explored my way in designing this set of teaching materials—*Chinese Snowball*, hoping to render high quality teaching of core knowledge of the Chinese language and essence of the culture to children at international schools and in other settings. It is also hoped it can alleviate the burden on international school teachers from preparing lessons for multiple levels or from digesting multiple textbooks for each class. Let both teachers and students amidst the enjoyable games of "snowballing" and pleasure by integrating instruction and learning activities.

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- 1) Book III has a part of "Dialogue", which reinforces the learning of spoken Chinese. It can enable students to apply their phonetics (Pinyin) skills, basic characters, words and sentences learned in Books I and II to express themselves in the need of their daily life.
  - 2) Based on the characters appearing in each text, Book III starts a systemic section of "Radical Learning". It aims to help the learners to lay a solid foundation in the understanding of images, sounds and meanings of Chinese characters for their further learning of reading and writing in Chinese.
  - 3) Book III still keeps the Chinese-English bilingual format, so that it will be convenient for the international learners. This volume is still a book at the primary stage. Considering in an international school or a Chinese school (a weekend programme) there will be new students who did not learn the Books I and II but just join in when the Book III is taught, then this volume not only continue to use the Pinyin notes in the texts but also attach at the end of Book III the New Word Tables of Books I and II. With such materials provided to these new students they can catch up with the normal students who have





learned Books I and II in a relatively shorter time.

- 4) The Lessons in Book III are linked by the double vowels of Pinyin. The importance and the purpose is not leaning the vowels, but reviewing and consolidating with familiar all the consonants and vowels as well as the whole-pronounced syllabus in the Pinyin system. Then apply the Pinyi skills to the actual need such as pronounce the new characters and word, read aloud the texts and verses, fluent the dialogues and so on.
- 5) The “Picture Readings” of Book III is published together with the Textbook and Workbooks. This is to cultivate the students’ real abilities of reading in Chinese. They can enlarge their vocabularies pertaining to the Textbook and form a good habit of reading. After the reading they can practice exercises of questioning, thinking and illustrating for maintaining their interests in learning Chinese.



Book III provides to the teachers enough material or even more than what is needed, the purpose is to let teachers conveniently tail the materials for their own needs. The particular part they teach of emphasize may vary: some take the “Text”, some the “Dialogue”, still some the “Verse”. a “child centered” approach is suggested when a school decides the number and length of class periods with levels of the children. If the children have a good level of Chinese, the pace can be faster, or, should be slowed down. The text part in each lesson stresses on expressions in writing while the speaking and singing parts stress on oral expressions. The writing part builds up the basic structures of Chinese language. Most texts are designed with rooms for drawing, speaking, singing and playing games in order to stimulate children’ interests and to make the language easier for kids to understand, memorize and be applied to daily life. Thus the critical thinking and communicating skills of the children will naturally develop.



The items of exercises include listening, speaking, reciting, singing, drawing, playing (games), translating, reading and writing, from simplicity to complexity, activating all the learning organs such as the eyes, ears, mouth, hands and brain to benefit from one way or another to suit the needs of children with different learning styles. Generally certain parts are included in the Textbook, they are listening, speaking, reading aloud, singing, drawing and doing games. Some parts are in the exercise books which students can take home and practice them independently. Children of higher aptitude are encouraged to finish all ten







exercise items, including the challenging ones. Average children may do 7 or 8 exercises, with the minimum of 5 or 6 exercises. The two Workbooks A and B cover cross-disciplinary exercises of Chinese, English, Mathematics, Social Science, Information Technology and Art questions etc. The idea is to help them firmly master the core knowledge and then expand in depth and width. The same process repeats in each subsequent lesson and so on, thus all the children with different abilities can start a new lesson together. The “snowball”, i.e. the Chinese language learning, will thus grow and become more solid as it rolls.



Here I sincerely extend my cordial appreciation to Mr. Guangchang Meng, a young artist, who has, with his exquisite techniques, produced a large number of vivid and lovely drawings for the textbooks and workbooks, greatly adding to the charm of this set of books. The childhood is the gold age to foster a superior reading habit. Therefore *Chinese Snowball: Picture Reading*, a series of comics, is designed for each grade to go along with the textbooks corresponding to the unfolding pace of them. Reading aloud is a good way to develop fluency, sensitivity, vocabulary, knowledge, sense of the language and humor and the foreign cultures. I would extend my cordial appreciation to Ms. Yuqing Gu, another young artist, whose drawings of various characters and sceneries full of taste catering for children will surely be loved by the youngsters.



I am here expressing my greatest appreciation to the consultant committee of this series: Dr. Ningsha Zhong, Professor Feng Wu, and Ms Elaine Goddard-Tame, whose insights in “Teaching Chinese as a Second Language (TCSL)” have greatly inspired and helped me. A great support is generously proffered in the practice process of the textbook from Principal Goddard-Tame who has kindly permitted the experimental teaching with *Chinese Snowball* in Hong Lok Yuen International School in Hong Kong. I am also very grateful to the colleagues and children in this school participating in the pioneering teaching and learning. I would thank very much Professor Feng Wu for his proof-reading of the English of the Book III. My sincere thanks also go to Mr. Samuel Cang for his time-consuming work in some part of English translation.

Deep thanks go also to the Peking University Press (PUP) whose has made the publishing of this series come true. Many thanks to Ms Xian Sun the editor-in-charge of this book





at PUP, whose diligent efforts and careful style have served as quality guarantee for the series. Thanks to Ms Xiaoqiang Wang, the leader of the “Wind of Chinese” workshop, who, together with her colleagues, have acted promptly toward on-time publication in formatting the attractive appearance of the series. I also thank the teachers and children in Beijing who have worked so hard to record the CDs in such a short time. And it is also an encouraging news that the PUP decided to make CD-ROMs for this series.

I am very grateful to the full support from my family. For instance, Ms Aihua Zhan, my younger sister, a senior editor of a newspaper press, has done a wonderful job in polishing the sentences, correcting the grammar and proof-reading all the Chinese texts. I give special credit to my daughter, Tina, who drew a lovely picture—“Snowballing” when she was only seven at an elementary school in Canada. It is that picture that has inspired me in naming this series of teaching/learning materials *Chinese Snowball*.



Finally I would make a note that the goal of the series is not for profit. Proceeds over costs will be donated to the “Dawning Streak Project” administered by the Union of Chinese Literature Writers in order to support the poverty-stricken children of the minority nationalities in the mountainous areas in Guizhou Province, South-west of Mainland China, so that they can complete their basic education. It has financing 13 children for their schooling and living since last July of the Book I was published. Hopefully it can support some other children enrolled in the waiting list. Actually by using this series the children in international schools or elsewhere are helping out those needy children. On their behalf I would extend the deepest appreciation to every teacher and student who uses this series! May more people come to join the parade of snowballing! May the “Dawning Streak” become more colorful and the world more beautiful!



Dr. Alice Aiping Zhan,  
July, 2006, Hong Kong





# 目录

Lesson

1

第一课

page

2

shù zì  
数字

Lesson

2

第二课

page

10

bǐ gāo ǎi  
ai 比高矮

Lesson

3

第三课

page

20

xiǎo niǎo fēi  
ei 小鸟飞

Lesson

4

第四课

page

30

xiǎo māo yí suì  
ui 小猫一岁

Lesson

5

第一课

page

40

bú yào chǎo  
ao 不要吵

Lesson

6

第一课

page

50

zhòng guā zhòng dòu  
ou 种瓜种豆

Lesson

7

第一课

page

60

dà qiú xiǎo qiú  
iu 大球小球

Lesson

8

第一课

page

70

piàn piàn shù yè  
ie/ye 片片树叶

Lesson

9

第九课

page

78

tài yáng yuè liang  
üe/yue 太阳月亮

Lesson

10

第十课

page

88

yì shuāng ěr duo  
er 一双耳朵

Lesson

11

第十一课

page

98

yā zi shàng àn  
an 鸭子上岸

Lesson

12

第十二课

page

108

huà yuán  
üan/yuan 画圆

Lesson

13

第十三课

page

118

yuán jiǎo fēn  
en 元角分

Lesson

14

第十四课

page

128

jiě jie jì xìn  
in/yin 姐姐寄信

Lesson

15

第十五课

page

138

xué zhōng wén  
un/wen 学中文

Lesson

16

第十六课

page

148

lán tiān bái yún  
ün/yun 蓝天白云



Lesson

17

第十七课

page

158

xiǎo hái chàng gē

ang 小孩唱歌

Lesson

18

第十八课

page

168

kāi dēng guān dēng

eng 开灯关灯

Lesson

19

第十九课

page

178

qīng wā

ing 青蛙

Lesson

20

第二十课

page

188

pàngōng gōng

ong 胖公公

New Words Review

生词复习

Page

197

New Words Table

生词表

Page

212

Table of New Words

in the Song

歌中生词词表

Page

219

Table of Radicals

偏旁表

Page

223

Words of Songs

歌词

Page

227