

今日台灣

Taiwan Today

中級汉语课程

An Intermediate Course

Third Edition

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This text is not a passive reader. Rather, *Taiway Today* invites students to actively participate in the process of acquiring skills in intermediate modern Chinese—from listening and speaking to reading and writing. While the main texts of this volume are presented in a written style, most of the exercises are in spoken form. We intend the texts to serve as jumping-off points for extended and active conversation and discussion in the classroom.

This newly revised and expanded third edition features two brand new lessons—Lessons 13 and 14—along with audio material for each lesson that provides students with the native pronunciation of texts, vocabulary, grammar structures, and select exercises (see page iv for details about downloading the audio). Lessons 7 and 12, about Taiwan’s educational system and China-Taiwan relations respectively, have been revised to keep students informed about significant changes in Taiwanese society. With these added and updated materials, students’ understanding of Taiwanese culture will develop as their language skills improve.

We have also added parts of speech for each new vocabulary item in this edition. The system of parts of speech used in this volume departs significantly from the traditional systems found in other textbooks but is familiar to those in Chinese linguistic circles. The glosses to each part of speech and the examples given ought to make the new system fairly transparent. It is our belief that parts of speech not only should be given but also should be taught in class. If any users of this textbook, whether instructors or learners, wish to obtain further information on the new system, you may contact the authors in care of the publisher at editor@cheng-tsui.com.

Since the focus of this book is on Taiwan, information is primarily presented in traditional Chinese characters and the language usage reflects that of contemporary Taiwan. To accommodate learners of simplified Chinese characters, we have added simplified character versions of texts, new vocabulary words, grammar examples, and exercises. (The simplified versions of supplementary vocabulary words, which do not appear in the texts, are provided in the index.) Wherever differences in language usage exist in contemporary speech, we have presented the Taiwan usage in the traditional text and the Mainland China usage in the simplified text. Such differences in regional usage are indicated by dual vocabulary entries in the vocabulary lists; readers may also refer to the “Contrastive Vocabulary” chart in the Supplementary Materials for Lesson 12 for a list of words that reflect regional variations in usage. Finally, we’ve added a bopomofo–pinyin conversion chart to introduce learners to the phonetic transcription system used in Taiwan.

Course Overview

This text is geared to intermediate Chinese language students, i.e., those currently in the second semester of their second year of Chinese language study and who undergo five hours of classroom instruction per week. It can follow or be used concurrently with an intermediate conversational textbook, and should precede the introduction of authentic materials at the third year level. We have tailored the language used in this volume so that it can serve as a bridge between textbooks and authentic materials.

A typical semester in an American college lasts fifteen weeks, but trimming the semester by vacations, holidays, and examinations leaves twelve solid weeks of instruction. *Taiwan Today*, Third Edition, includes fourteen lessons from which teachers can choose. Where semester schemes vary, instructors will find this book quite expandable by working extensively with the supplementary materials included at the end of each lesson.

Components of the Lessons

Texts

The fourteen lessons in this volume introduce students to some common topics about today's Taiwan, such as the separation of Taiwan from Mainland China and the state of Taiwan's economy. The lessons also cover traditional themes, such as religions in China. However, instructors are urged to make use of the book's contents as points of departure and to extend the scope of discussion to cover China as a whole.

Each narrative is deliberately short so that students do not spend a whole week working on the text. Instead, the authors encourage users to talk about the topics in class discussions that go beyond the narrative texts.

Grammar

A common assumption in the field of teaching Chinese as a second language is that learning "grammar" is a task for first-year students and instructors. We take a different stance in this book and demonstrate that there is plenty of intermediate-level grammar to cover, even towards the end of the second year. Some grammatical points introduced here are used in advanced-level colloquial speech and some are literary but commonly used in daily conversation by educated native speakers.

We also believe that students using this book should fine-tune their mastery of the modern language by being able to compare one grammatical usage with another of the same linguistic element. Therefore, many grammatical elements covered in this book are given an integrated presentation at the risk of repetition.

Brief grammatical definitions are followed by sentences illustrating usage. Immediately thereafter, students are invited to try out their understanding of the grammar presented by completing sentences and English-to-Chinese translations. Instructors are encouraged to devise extra sentences or applications, time permitting.

Exercises

The exercises constitute the core of this book. They are varied in nature and in purpose. Some items take half an hour to complete and some require a couple of days or longer. Students may find that they must invest a great deal of time and energy on this component of the book, and it may be necessary for their instructors to spend an equal amount of time, or longer, to go over corrections and assist in student presentations. However, we hope that the work will be rewarding.

Some themes of the exercises are borrowed from Western language pedagogy and some are indigenous to Chinese culture. We understand that students or instructors will not find all the exercises beneficial or practical. Variations of themes are therefore encouraged. For instance, Role Play may be impractical for a very large or a very serious class, but suggested topics can be easily adapted to controlled composition. Though some of the exercises are more lighthearted in nature, none are to be taken as games. There is a linguistic intent behind each type of exercise.

Supplementary Materials

The concluding section of each lesson consists of sub-topics related to the main passage, presented in systematically organized tables. Some present rather valuable information that may not be otherwise available to students (for instance, the uniquely Chinese terms used to describe the effects that certain foods have on the body). It is entirely at the instructor's discretion as to how to work with such materials. We intentionally do not give explanations of these tables, and not all of the items are translated into English. They can even be discussed in English so that important cultural information is understood.

Some tables, charts, or pictures included in this section are, however, directly related to sections of the vocabulary or exercises. Where this is the case, a brief note within the lesson directs readers' attention to the supplementary materials.

Video Materials

The *Taiwan Today* program does not include video materials. Fortunately, a wealth of material is available from the archives of the former Public Television Corporation of Taiwan, as well as the Taiwan Public Television Service. See page 259 for a list of suggested video materials and contact information for PTS. Because these are authentic video clips, the language used in documentaries is advanced and, thus, English may be necessary from time to time to guide students.

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Shou-hsin Teng
November 2008

第九課



鹽水的蜂炮



傳統的節慶在現代的中國社會仍然扮演了重要的角色。每逢春節、清明、端午和中秋等節日，不論在什麼地方的中國人都一定不會忘記好好慶祝一下。但是同樣的節日，常常因為每個地方風俗習慣不同，而有不一樣的慶祝方式。

在台灣，最具地方色彩的節慶可算是台南鹽水鎮慶祝元宵節的『蜂炮』了！在鹽水，慶祝元宵既沒有花燈也沒有遊行，而是瘋狂地點蜂炮。蜂炮是用無數枝沖天炮做成的。只要點燃一枝，其他數萬枝也就跟著射出，造成驚人的效果。因為射出的速度和數量就好像蜜蜂出巢一樣嚇人，所以叫做『蜂炮』。有些蜂炮做成像動物、城門甚至於汽車和坦克的形狀。

蜂炮的起源非常傳奇。傳說在清朝時，因為鹽水鎮發生了一場大瘟疫，死了無數鎮民。鹽水人認為一定有惡鬼作怪。所以在一個元宵節，鎮民去廟裡求神幫助他們，並且大放煙火、鞭炮，希望能把惡鬼趕走。結果鹽水的瘟疫真的就消失了。從此以後，每年元宵鹽水人都舉行類似的慶祝活動。你如果有機會去參加，千萬記住戴上耳塞和安全帽；否則蜂炮才響你可能就被炮聲嚇跑了！



传统的节庆在现代的中国社会仍然扮演了重要的角色。每逢春节、清明、端午和中秋等节日，不论在什么地方的人都一定不会忘记好好庆祝一下。但是同样的节日，常常因为每个地方风俗习惯不同，而有不一样的庆祝方式。

在台湾，最具地方色彩的节庆可算是台南盐水镇庆祝元宵节的『蜂炮』了！在盐水，庆祝元宵既没有花灯也没有游行，而是疯狂地点蜂炮。蜂炮是用无数枝冲天炮做成的。只要点燃一枝，其它数万枝也就跟着射出，造成惊人的效果。因为射出的速度和数量就好像蜜蜂出巢一样吓人，所以叫做『蜂炮』。有些蜂炮做成像动物、城门甚至于汽车和坦克的形状。

蜂炮的起源非常传奇。传说在清朝时，因为盐水镇发生了一场大瘟疫，死了无数镇民。盐水人认为一定有恶鬼作怪。所以在一个元宵节，镇民去庙里求神帮助他们，并且大放烟火、鞭炮，希望能把恶鬼赶走。结果盐水的瘟疫真的就消失了。从此以后，每年元宵盐水人都举行类似的庆祝活动。你如果有机会去参加，千万记住戴上耳塞和安全帽；否则蜂炮才响你可能就被炮声吓跑了！



生詞 Vocabulary

1.	鹽水	盐水	yánsuǐ	<i>N.</i>	Yanshui (name of a town in Southern Taiwan)
2.	蜂炮	蜂炮	fēngpào	<i>N.</i>	beehive-like platforms lifted with fire-crackers
3.	節慶	节庆	jiéqìng	<i>N.</i>	festivities
4.	仍然	仍然	réngrán	<i>Adv.</i>	still
5.	扮演	扮演	bànyǎn	<i>V.</i>	to play the part of, to act
6.	角色	角色	jiǎosè, juésè	<i>N.</i>	role, part
7.	逢 每逢	逢	féng měiféng	<i>V.</i> <i>V.</i>	to meet, to come upon every time or whenever (a season, festival or some specific occasion comes)
8.	春節	春节	chūnjié	<i>N.</i>	Spring Festival, the lunar new year holidays
9.	清明	清明	qīngmíng	<i>N.</i>	Tomb-Sweeping Day (April 5), when people visit their ancestral tombs
10.	端午	端午	duānwǔ	<i>N.</i>	Dragon Boat Festival (the fifth day of the fifth lunar month)
11.	中秋	中秋	zhōngqiū	<i>N.</i>	Mid-Autumn Festival (the fifteenth day of the eighth lunar month)
12.	節日	节日	jiérì	<i>N.</i>	festival, holiday
13.	慶祝	庆祝	qìngzhù	<i>V.</i>	to celebrate; <i>N.</i> celebration
14.	風俗	风俗	fēngsú	<i>N.</i>	custom
15.	具	具	jù	<i>V.</i>	to possess, to have
16.	元宵	元宵	yuánxiāo	<i>N.</i>	Lantern Festival (the night of the fifteenth day of the first lunar month)
17.	花燈	花灯	huādēng	<i>N.</i>	festive lantern (as displayed during the Lantern Festival)
18.	遊行	游行	yóuxíng	<i>N.</i>	parade, rally, demonstration; <i>V.i.</i> to march, to rally
19.	瘋狂	疯狂	fēngkuáng	<i>Vs.</i>	frantic, crazy, mad, insane
20.	點	点	diǎn	<i>V.</i>	to light (a fire)
21.	無數	无数	wúshù	<i>Vs-attr.</i>	numerous, countless
22.	沖天	冲天	chōngtiān	<i>V.i.</i>	to shoot up to the sky
23.	點燃	点燃	diǎnrán	<i>V.</i>	to light up, to ignite

24.	射出	射出	shèchū	<i>V.</i>	to shoot, to fire
25.	造成	造成	zàochéng	<i>V.</i>	to create, to cause, to bring
26.	驚人	惊人	jīngrén	<i>Vs.</i>	astonishing, amazing
27.	效果	效果	xiàoguǒ	<i>N.</i>	effect, result
28.	速度	速度	sùdù	<i>N.</i>	speed
29.	數量	数量	shùliàng	<i>N.</i>	quantity, amount
30.	巢	巢	cháo	<i>N.</i>	nest, hive
31.	坦克	坦克	tǎnkè	<i>N.</i>	armored tank
32.	形狀	形状	xíngzhuàng	<i>N.</i>	form, shape, appearance
33.	傳奇	传奇	chuánqí	<i>N.</i>	a legend
34.	傳說	传说	chuánshuō	<i>Adv.</i>	it is said, people say; <i>N.</i> hearsay
35.	清朝	清朝	qīngcháo	<i>N.</i>	Qing Dynasty
36.	瘟疫	瘟疫	wēnyì	<i>N.</i>	plague, epidemic, pestilence
37.	惡鬼 鬼	恶鬼	èguǐ guǐ	<i>N.</i> <i>N.</i>	ferocious devil ghost, spirit
38.	作怪	作怪	zuòguài	<i>Vi.</i>	to do mischief, to act mischievously
39.	煙火	烟火	yānhuǒ	<i>N.</i>	fireworks, firecrackers
40.	鞭炮	鞭炮	biānpào	<i>N.</i>	firecrackers
41.	趕走	赶走	gǎnzǒu	<i>V.</i>	to drive away, to expel
42.	消失	消失	xiāoshī	<i>Vp.</i>	to disappear, to vanish
43.	從此	从此	cóngcǐ	<i>Conj.</i>	from then on
44.	類似	类似	lèisì	<i>Vst.</i>	similar
45.	千萬	千万	qiānwàn	<i>Adv.</i>	by all means
46.	耳塞	耳塞	ěrsāi	<i>N.</i>	earplug
47.	否則	否则	fǒuzé	<i>Conj.</i>	otherwise, if not, or else
48.	響	响	xiǎng	<i>Vs.</i>	to make a sound; noisy, loud



Each pattern below is illustrated by sample sentences. When blanks are provided, complete the sentences. When English sentences are provided, give Chinese counterparts.

I. 等 děng: (Nominal Particle)

(Concludes exhaustive or non-exhaustive listings. When reduplicated, it always stands alone.)

- a. 這學期我選了政治、經濟、西方文學、西洋文化史、哲學史等五門課。
(这学期我选了政治、经济、西方文学、西洋文化史、哲学史等五门课。)
This semester I am taking five courses: political science, economics, Western literature, Western civilization, and the history of philosophy.
- b. 想要上大學的學生都得通過高中，大學等兩次入學考試。
(想要上大学的学生都得通过高中，大学等两次入学考试。)
Students who want to attend college must pass two entrance exams: one before high school and one before college.
- c. 本班車開往廣州，一路上經過北京、上海、南京等地。
(本班车开往广州，一路上经过北京、上海、南京等地。)
This train goes to Guangzhou; along the way, it stops at such places as Beijing, Shanghai, and Nanjing.
- d. 那家店到現在還沒有開張是因為水、電...等都還沒有裝好。
(那家店到现在还没有开张是因为水、电...等都还没有装好。)
That store has not opened yet due to work still being done on the water, electrical, and other systems.
- e. 大學商店有日用品、文具、衣服...等等。品質跟價錢都還算合理。
(大学商店有日用品、文具、衣服...等等。品质跟价钱都还算合理。)
The university store carries such items as daily necessities, stationery, and clothing. Their quality and prices are quite reasonable.
- f. 這次夏季運動會比賽的項目有游泳、體操、划船...等等。
(这次夏季运动会比赛的项目有游泳、体操、划船...等等。)
The summer games this year include swimming, gymnastics, rowing, etc.
- g. _____ 等地都是很受 _____ 歡迎的城市。
(_____ 等地都是很受 _____ 欢迎的城市。)
- h. _____ 等人都是世界上 _____ 的人物。
(_____ 等人都是世界上 _____ 的人物。)

2. 既...也 vs. 既...又 jì ... yě jì ... yòu: (Adv.) not only ... but also ...

(These are literary counterparts of 不但...還..., 也...也..., and 又...又... The former merely intensifies a situation, and the latter carries additional elements such as surprise, complaint, etc. Compare the two possible situations given below.)

a. 學習一種外語，既要練習聽說，也 (or 又) 要練習讀寫。

(学习一种外语，既要练习听说，也 (or 又) 要练习读写。)

When learning a foreign language, one must practice not only listening and speaking, but also reading and writing.

(i) 也: Two equally important things

(ii) 又: Too much hard work involved

b. 他平時既不注意飲食，也 (or 又) 不作健身運動，可是身體居然驚人地健康。

(他平时既不注意饮食，也 (or 又) 不作健身运动，可是身体居然惊人地健康。)

He doesn't usually pay much attention to what he eats, nor does he exercise, but he is surprisingly healthy. (又 is more appropriate in this case)

c. 她在戲里扮演白蛇的角色，演得既生動又活潑。

(她在戏里扮演白蛇的角色，演得既生动又活泼。)

She played the role of the White Snake. Her acting was both lively and spirited.

d. 顏太太抱怨她這次旅行既 _____ 又 _____ 。

(颜太太抱怨她这次旅行既 _____ 又 _____ 。)

e. 半工半讀 _____ 。

(半工半读 _____ 。)

3. 不是...而是... búshì ... érshì ...: (Conj.) not merely ... but actually ...

a. 鎮民相信這次大火不是人為的，而是惡鬼作怪所引起的。

(镇民相信这次大火不是人为的，而是恶鬼作怪所引起的。)

The villagers believe the fire was not caused by man but by an evil spirit.

b. 人口問題不是某個國家的問題而是整個世界的問題。

(人口问题不是某个国家的问题而是整个世界的问题。)

Overpopulation is not merely the problem of certain countries; it is actually a global concern.

c. 真正講究喝咖啡的人不用即溶咖啡而是 _____ 。

(真正讲究喝咖啡的人不用即溶咖啡而是 _____ 。)

d. 他們並不是自由戀愛認識的而是 _____ 。

(他们并不是自由恋爱认识的而是 _____ 。)

e. A university president does not represent just the professors, but should represent the whole campus.

f. Mr. White did not travel to China just for pleasure, but rather to seek friends of forty years ago.

4. 好像...一樣... *hǎoxiàng ... yíyàng ...: look like, as if*

(*In the subjunctive mood, 一樣 can be replaced or followed by 似的.*)

a. 那個紙做的汽車做得好像真的一樣。

(那个纸做的汽车做得好像真的一样。)(似的 would be inappropriate in this case)

That model car (made of paper) looks so real!

b. 他說得那麼生動，好像事情就發生在眼前一樣。

(他说得那么生动，好像事情就发生在眼前一样。)(or 似的)

His description of it was so vivid, it was as if it were happening right in front of our eyes.

c. 他跳舞跳得那麼高興好像忽然年輕了二十歲似的。

(他跳舞跳得那么高兴好像忽然年轻了二十岁似的。)

He danced so energetically, as if he were suddenly twenty years younger.

d. 他看到老高就好像看到鬼一樣那麼怕。

(他看到老高就好像看到鬼一样那么怕。)(or 似的)

He was terrified at seeing Lao Gao, it was as if he had seen a ghost.

e. 那塊石頭的形狀好像_____一樣。

(那块石头的形状好像_____一样。)

f. 他吃了一塊月餅就好像_____似的。

(他吃了一块月饼就好像_____似的。)

g. John likes to dress like a Catholic priest.

h. Steve sings folk songs so solemnly, it is as if he were singing a national anthem.

5. 否則 *fǒuzé: (Conj.) otherwise, if not, then ...*

(*This is a literary counterpart of both 不然 and 要不然 and is freely interchangeable with them.*)

a. 他一定有要緊的事找你，否則不會一再打電話來。

(他一定有要紧的事找你，否则不会一再打电话来。)

He must have something urgent to talk to you about; otherwise he would not have telephoned you repeatedly.

b. 好像他已經離開那個地方了，否則為什麼沒有他的消息？

(好像他已经离开那个地方了，否则为什么没有他的消息？)

He may have left that place; otherwise, why haven't we heard from him?

c. 除非有特別情況，否則他不可能改變原來的旅行計劃。

(除非有特別情況，否則他不可能改變原來的旅行計劃。)

Unless something urgent turns up, (otherwise) he will not alter his original travel plans.

d. 你快去航空公司跟他解釋一下，否則_____。

(你快去航空公司跟他解釋一下，否則_____。)

e. 明天的活動你一定要來參加，否則_____。

(明天的活動你一定要來參加，否則_____。)

f. Perhaps he was not feeling well; otherwise, he would definitely have accepted the invitation.

g. Unless the typhoon arrives tomorrow, it is going to be a bright sunny day.

6. 才 cái ... 就 jiù ...: (Adv.) only just ...and already ...

(Referring to immediate occurrence of one thing after another resulting in something unexpected.)

a. 他怎麼才吃了藥就睡著了呢？

(他怎么才吃了药就睡着了呢？)

How come he's fast asleep already when he just took the medicine a minute ago?

b. 辦公室的電腦才買沒幾天就讓人給偷走了。

(办公室的电脑才买没几天就让人给偷走了。)

It was only a couple of days ago that we bought a computer for the office, and it was already stolen.

c. 才告訴你畢業舞會在哪裡舉行，你就忘得一乾二淨！

(才告诉你毕业舞会在哪里举行，你就忘得一干二净！)

We just told you where the graduation dance is being held, and now you can't remember anything!

d. 怎麼才過了聖誕節就_____？

(怎么才过了圣诞节就_____？)

e. 老王跟小李才舉行了婚禮就_____。

(老王跟小李才举行了婚礼就_____。)

f. You just came back from a tour of China and now you are planning a trip to Japan?!

g. You've only been in the calligraphy class for two weeks and you want to drop it already?

1. 寫出對等的詞 Related Words

Fill in the blank with an appropriate answer so as to make the second or third pair of words parallel with the first one:

例子 EXAMPLE → 丈夫:妻子 = _____:新娘

答案 ANSWER → 丈夫:妻子 = 新郎:新娘

a. 戴 (戴): 安全帽 (安全帽) = _____: 鞭炮 (鞭炮)

b. 相同 (相同): 類似 (類似) = 不然 (不然): _____

c. 春節 (春節): 拜年 (拜年)

= _____: 吃月餅 (吃月餅)

= _____: 提花燈 (提花燈)

d. 扮演 (扮演): 角色 (角色)

= _____: 節日 (節日)

= _____: 活動 (活動)

e. 失敗 (失敗): 成功 (成功) = _____: 出現 (出現)

f. 蜜蜂 (蜜蜂): 蟲 (蟲)

= _____: 病 (病)

= _____: 朝 (朝)

g. 多少 (多少): 數量 (數量) = 快慢 (快慢): _____

h. 記得 (記得): 記住 (記住) = 樣子 (樣子): _____

2. 完成句子 Complete the Sentences

a. 在 _____, 最具地方色彩的 _____。
(在 _____, 最具地方色彩的 _____。)

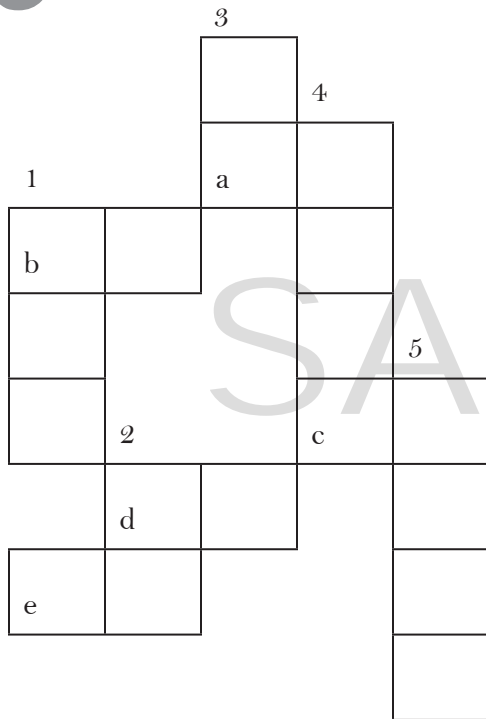
b. _____ 在 _____ 扮演了重要的角色。
(_____ 在 _____ 扮演了重要的角色。)

c. _____ 可算是他做過最瘋狂的事了。
(_____ 可算是他做過最瘋狂的事了。)

d. _____, 讓我們 _____ 好好慶祝一下。
(_____, 讓我們 _____ 好好慶祝一下。)

- e. 如果 _____ ，千萬 _____ 。
- (如果 _____ ，千萬 _____ 。)
- f. 傳說在月圓的那天晚上， _____ 。
- (传说在月圓的那天晚上， _____ 。)
- g. _____ 和 _____ 一樣嚇人。
- (_____ 和 _____ 一樣吓人。)

3. 填字遊戲 Crossword Puzzle



橫 Across

- a. 走在路上的人。
(走在路上的人。)
- b. 傳說鹽水鎮在這時發生了一場瘟疫。
(传说盐水镇在这时发生了一场瘟疫。)
- c. 站在港口，一陣陣 _____ 吹來，覺得十分舒服。
(站在港口，一阵阵 _____ 吹来，觉得十分舒服。)
- d. _____ 時得請大家喝喜酒。
(_____ 时得请大家喝喜酒。)
- e. 念書時一定要專心，不然 _____ 不好念了也是白念。
(念书时一定要专心，不然 _____ 不好念了也是白念。)

直 Down

1. 每年四月五日，要去掃墓。
(每年四月五日，要去扫墓。)
2. 這樣亂吵下去不會有什麼 _____ 。
- (这样乱吵下去不会有什么 _____ 。)
3. 在美國，每逢七月四日許多城市都會在街上舉行這種活動。
(在美国，每逢七月四日许多城市都会在街上举行这种活动。)
4. 人多，擠得要死。
(人多，挤得要死。)
5. 因為每個地方的 _____ 都不一樣，所以去外地時應該先了解一下，否則常會發生一些讓人不好意思的事。
(因为每个地方的 _____ 都不一样，所以去外地时应该先了解一下，否则常会发生一些让人不好意思的事。)

4. 代表討論會 Panel Discussion

A. 請先閱讀以下短文：（請先閱讀以下短文：）

First read the following paragraph:

鹽水鎮元宵節的蜂炮慶典年年舉行，每年都吸引了大批看熱鬧的觀光客；因此也給這個小鎮帶來了季節性的繁榮。然而，由於點燃蜂炮的花費很高，鹽水鎮的居民每家平均每年要花掉幾萬元台幣。這對收入不多的家庭來說，的確是一個很大的負擔。同時，每年在蜂炮節的時候往往會發生一些不幸的事。不但每年總有十幾個人被炮火燒傷，而且慶典之後的髒亂，更是讓人頭痛。於是，有的人建議停止這個慶典，有的人卻認為應該保持這個很有特色的民俗活動。到底鹽水該不該舉行蜂炮慶呢？

(盐水镇元宵节的蜂炮庆典年年举行，每年都吸引了大批看热闹的观光客；因此也给这个小镇带来了季节性的繁荣。然而，由於点燃蜂炮的花费很高，盐水镇的居民每家平均每年要花掉几万元台币。这对收入不多的家庭来说，的确是一个很大的负担。同时，每年在蜂炮节的时候往往会发生一些不幸的事。不但每年总有十几个人被炮火烧伤，而且庆典之后的脏乱，更是让人头痛。於是，有的人建议停止这个庆典，有的人却认为应该保持这个很有特色的民俗活动。到底盐水该不该举行蜂炮庆呢？)

繁榮	繁荣	fánróng	prosperity, prosperous
平均	平均	píngjūn	average
收入	收入	shōurù	income
負擔	负担	fùdān	burden, encumbrance
不幸	不幸	búxìng	unfortunate, tragic
建議	建议	jiànyì	to suggest, suggestion
保持	保持	bǎochí	to maintain, to keep

B. 對於上面所提出的問題，鹽水鎮特別舉行了一次公開討論會，由下面五個人參加。請分成五組，每組各扮演其中一位。各組成員請先自行討論立場，準備一下好所說的要點。然後由老師主持，進行討論。

(对于上面所提出的问题，盐水镇特别举行了一次公开讨论会，由下面五个人参加。请分成五组，每组各扮演其中一位。各组成员请先自行讨论立场，准备一下好所说的要点。然后由老师主持，进行讨论。)

The town of Yanshui decided to hold a panel discussion, consisting of five members and a moderator, to discuss the above mentioned problem. The class divides into five groups, each representing one of the five members mentioned below. The groups prepare statements and arguments before the discussion. The teacher acts as the moderator.

- a. 觀光客
(觀光客)
- b. 鹽水小吃店老板
(鹽水小吃店老板)
- c. 鹽水居民，放蜂炮的地點在他家門前的街上
(鹽水居民，放蜂炮的地点在他家门前的街上)
- d. 鹽水的警察
(鹽水的警察)
- e. 大學人類學系教授
(大学人类学系教授)

5. 動腦時間 Brainstorming Session

你要組織一個旅行團，去參加某地的一個民俗活動、節慶或展覽。請出一張海報，做個簡介，並註明時間、行程、交通工具的安排，費用及報名的方法。
(你要组织一个旅行团，去参加某地的一个民俗活动、节庆或展览。请出一张海报，做个简介，并注明时间、行程、交通工具的安排，费用及报名的方法。)

You are organizing a field trip to a folk festival, fair, or exhibition. Make a poster with a brief introduction and specifying the schedule, transportation, fees, and persons to contact.

6. 作文 Composition

請敘述聖誕節或感恩節的起源。
(请叙述圣诞节或感恩节的起源。)

Describe the origin of Christmas or Thanksgiving.



補充資料 Supplementary Materials

1. 西方節慶 Festivities in the West

西方節慶 Festivities in the West		
聖誕節	Shèngdànjié	Christmas
復活節	Fùhuójié	Easter
萬聖節	Wànshèngjié	Halloween
感恩節	Gǎn'ēnjié	Thanksgiving

2. 中國的節慶 Chinese Festivals

中國的節慶 jiéqìng Chinese Festivals			
節日	日期	活動	食物
新年 Xīnnián	農曆一月一日	拜年, 舞龍, 舞獅	年糕 niángāo
元宵節 Yuánxiāo jié	農曆一月十五日	賞花燈	湯圓 tāngyuán
清明節 Qīngmíng jié	四月五日	掃墓	春捲 chūnjuǎn
端午節 Duānwǔ jié	農曆五月五日	划龍船	粽子 zòngzi
中秋節 Zhōngqiū jié	農曆八月十五日	賞月	月餅 yuèbǐng

* 農曆 nóngli: Lunar Calendar 陽曆 yángli: Solar Calendar



端午節龍舟賽 Dragon-Boat Race



新年舞獅 Lion Dance at New Year

3. 民俗技藝 Chinese Folk Art

民俗技藝 jìyì Folk Art		
剪紙	jiǎnzhǐ	paper-cutting
捏麵人	niē miànrén	dough sculpture
中國結	Zhōngguó jié	Chinese macramé
抽陀螺	chōutuólúo	whipping the top
踢毽子	tī jiànzi	kicking the shuttlecock
皮影戲	píyǐngxì	shadow puppet
布袋戲	bùdàixì	hand-held puppet show

- a. Hand-Held Puppets
- b. 大陀螺 Dà tuólúo
- c. 捏麵人 Niēmiànrén
- d. 如意結 Rúyì Jié

