

Hangzhou International School · 2018-2019

杭州国际学校

Dragon Chinese

Language and Learning

小学与中学中文语言与文学项目



Chinese at HIS

School Structure

低年级与高年级课程结构

Grade Level Requirements

各年级和各水平的阅读和写作要求

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HIS
HANGZHOU



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From the Director

Our school strives to meet high levels of engagement in host country awareness and appreciation for the Mandarin language. In this edition of Dragon News, we celebrate this commitment, in this special edition titled "Dragon Chinese". Over the following pages, I hope you enjoy some samples of our students Mandarin learning, along with a variety of activities recently undertaken around the school.

我们学校致力于在更高层次提高学生对所在国语言中文的认识和欣赏。本期的Dragon News杂志，我们特别推出一期名为Dragon Chinese的专刊，以展示我们对此的承诺。在此次的专刊中，您将欣赏到许多我们学生中文学习的优秀作品，以及学校最近开展的一些丰富的活动。



While most international schools in China do provide students with the opportunity to learn the Mandarin language, HIS has committed to providing students with the opportunity to develop or maintain their Mandarin from beginner through to native level proficiencies at all grade levels. In addition, all new non-native Mandarin speaking students study Chinese language and culture. Native classes provide students with a challenging and strong academic program.

虽然大部分在中国的国际学校都为学生提供学习中文的机会，但我们杭州国际学校致力于面向所有年级的学生，为初级到母语高级所有等级的学生提供提高和发展中文水平的机会。此外，所有母语非中文的学习者将致力于学习并了解中国的语言和文化，而母语班的学生则会力求达到更高层次、更具挑战性的语言能力。

We look forward to working with our entire community in furthering our efforts to give students unique and memorable opportunities to explore and learn the host country language and culture. From parents and teachers leading weekend walking tours of places of interest to connecting us with external community members who may be able to provide our students with access to rare learning experiences, we welcome any and all suggestions as to how to expand and improve opportunities for our international community to experience China and its language.

我们期待与所有人一起共同努力，为我们的学生创造独特而难忘的学习机会，去探索和学习所在国中国的语言和文化。不管是能够在周末带领学生徒步游览名胜古迹的父母和老师，还是能够为我们的学生提供宝贵学习经验，带领我们与外部社区建立联系的社区成员，我们都欢迎您建言献策，和我们一起，为我们的国际社区，创造更多、更好、更广的机会，去探索中国以及中文的魅力。

Warm Regards,

Jeffrey R. Stubbs
HIS Director

Chinese at HIS

Our students are inquirers, thinkers, communicators, knowledgeable and risk-takers

At HIS, our Mandarin program offers a challenging, engaging and exciting curriculum for both native Chinese and non-native Chinese learners at a variety of levels to suit their needs.

Each year, our students and teachers in Mandarin work closely with the homerooms across the grade levels to provide connections to both literacy and inquiry. Students undertake a variety of investigations outside the classroom and then returning to build on and making deeper meaning what they have observed. By embedding Mandarin learning in authentic and meaningful situations, the children are developing into more confident and competent Mandarin speakers and listeners.

We recognize that children use language as a vehicle for inquiry, self-expression and for the communication of ideas. Thoughtful, reflective communicators are able to understand, comprehend and appreciate the world around them. It is through the use of language that children develop responsible attitudes and take appropriate action in order to make a difference in the world.

The ability to communicate in more than one language allows students to participate more fully in their community and in the greater global community, and as Mandarin is the host language in China, we are proud to see our students engaging with the Mandarin curriculum and putting it to use in a variety of ways.

在HIS学中文

在这里，我们的学生是探索者，思想家，传播者，求学者和冒险家。

在HIS，我们的普通话课程为来自不同层次的母语汉语和非母语汉语学习者提供具有挑战性，吸引力和激动人心的课程，以满足他们的需求。

每年，我们各年级的中文课师生打破教室界限，贯穿相通，将中文学习与探索紧密结合。学生在课外进行各种调研，然后返回课堂上将他们所观察到的进行创造和深入。通过将中文学习嵌入真实而有意义的情境中，孩子们正在发展成为更加优秀自信的中文演讲者和听众。

我们认识到，儿童将语言应用作为他们探索世界、自我表达和思想交流的工具，一个深思熟虑并善于反思的交流者更能够领悟、理解和欣赏周围的世界。也正是通过语言使用，使孩子们逐渐形成负责任的态度，采用适当的行动去推动世界发展。

多语言交流的能力可以让学生们更充分地参与到他们的群体以及更广泛的全球化范畴，而中文作为中国的母语，我们很骄傲看到我们的学生主动参与到了中文课程里，并自如地以各种方式来实现应用。

S.Bateman贝老师

Head of Mandarin中文部负责人

Chinese Language Department Policy Guidelines

At Hangzhou International School, we acknowledge the importance of a secure grounding in a child's mother tongue, and value our students' multi-lingual backgrounds. Proficiency in one's mother tongue is recognized as an essential factor for language and cognitive development and the maintenance of cultural identity. Our goal is for our students to become academically and socially bilingual or multi-lingual, and to develop their additional languages in ways that will enhance the linguistic skills that they already possess. We believe that parents and community play a vital role in the development of a student's mother tongue and encourage cultural and linguistic exchanges between various stakeholders at HIS.

HIS is enriched by our engagement in our local and national community; Chinese traditions and culture are celebrated and cultivated through our language program, and Mandarin is offered at all levels.

In Lower School from ECE through to Grade 5, it is mandatory for all students take Mandarin daily. We have two streams to meet the varying needs of students in our school.

1. Mandarin for Heritage/Native students (MLL- Language and Literature)
2. Mandarin for Speakers of Other Languages (MSOL)

Within these streams, there are appropriate grouping/leveling of students depending on language proficiency.

In the Upper School, there is a variety of language options or pathways available to students, depending on their proficiencies, interests, and future plans. The pathways undertaken in the MYP are geared towards helping students make the best choices for their courses of study during the DP.

Pathways include:

1. Language and Literature (English) + Language and Literature (Mandarin)

Students undertaking both Language and literature courses are considered equally proficient, or nearly so, in both languages. By taking both courses, their conceptual understanding in each is reinforced, but they also are enabled to study key literary texts in both Chinese and English-speaking traditions. This pathway ensures a richer understanding of the literary canon in two cultures. The pathway potentially leads to two Language A courses at Diploma Programme level.

2. Language and Literature (English) + Language Acquisition (Mandarin)

This pathway is one taken by a significant number of HIS students. The literary tradition of English-speaking nations is addressed through the first course, and language is developed through the second. Typically, a student with English as his/her first language would consider this pathway, which would lead to a Language A (English) and Language B (Mandarin) course selection at DP.

3. Language and Literature (Mandarin) + Language Acquisition (English)

For students with high levels of Mandarin and English as an Additional Language, this pathway may be most appropriate. It enables a student to acquire English while continuing to develop his/her Mother Tongue, an essential component of second-language learning. Typically, this would lead to Language A (Mandarin) and Language B (English) at DP.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

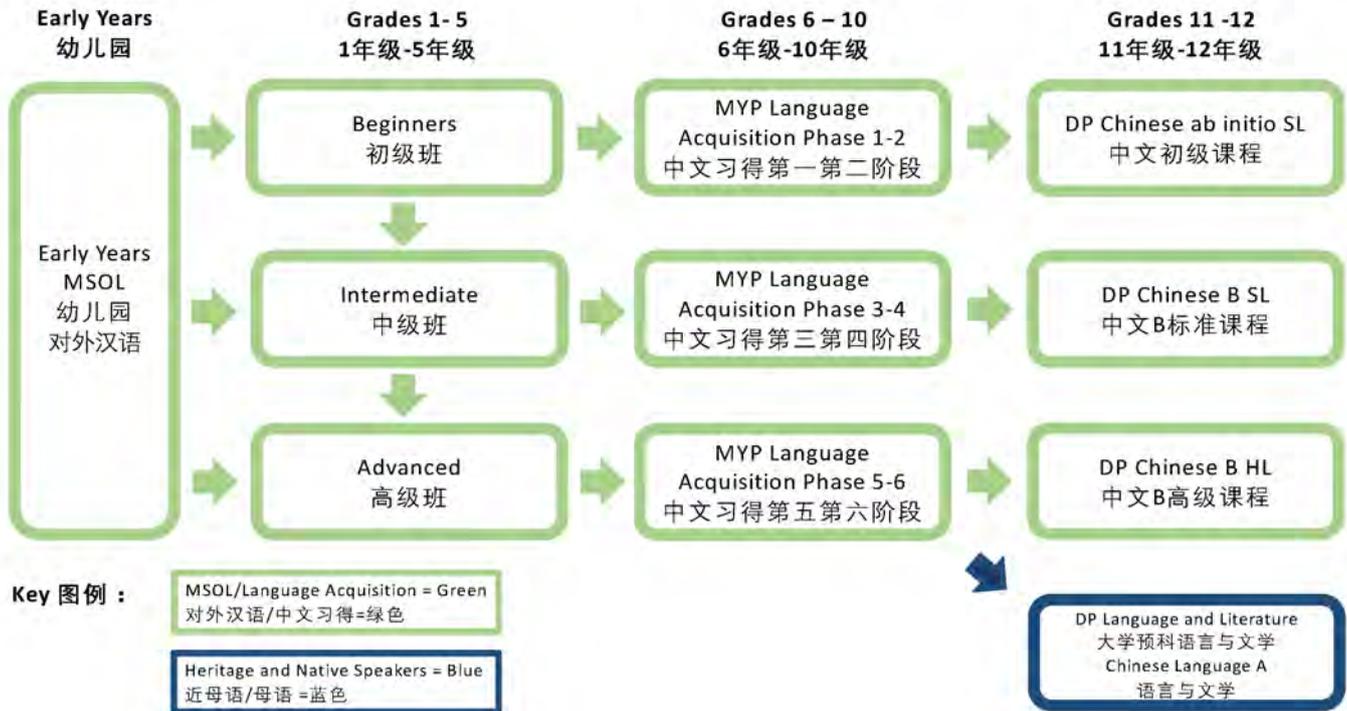
REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

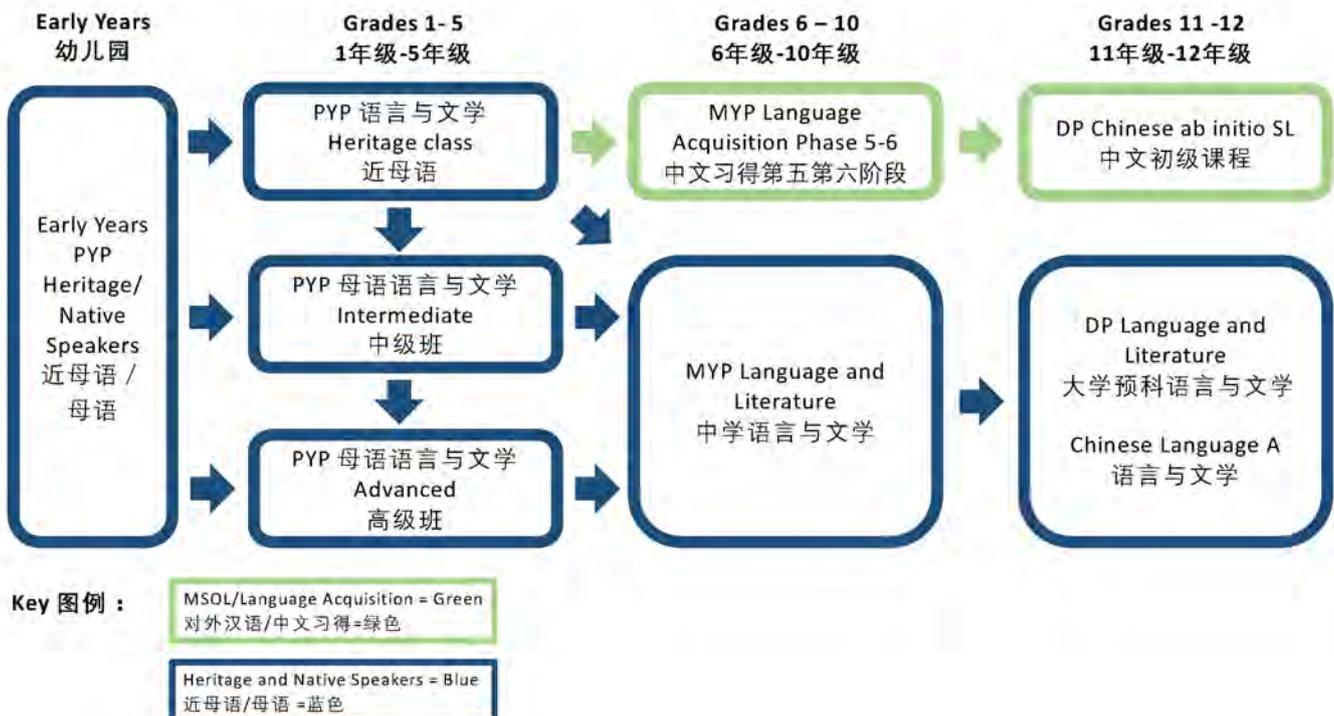
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Progression of Levels

Mandarin for Speakers of Other Languages (MSOL) 对外汉语 and Chinese Language Acquisition 中文习得



Heritage and Native Speakers 近母语/母语语言与文学



Lower School Structure

Lower School Mandarin structure 2018-19 小学组中文课程结构 2018-2019

Two Streams: Two separate programs to meet the varying needs of the students in our school.
满足我们学校学生不同的需求，分为两组不同的课程

Native Speakers Language and Literacy
近母语 / 母语语言与文学

- Focus on Literacy and links with PYP where appropriate
针对语言文学并与PYP和适衔接

Mandarin for Speakers of Other Languages
对外汉语

- Thematic language approach and links with PYP where appropriate
专题语言教学并与PYP和适衔接

Pre school, PreK, Kindergarten 幼儿园: 小班, 中班, 大班

Monday to Friday 40 minutes per day
星期一到星期五 每节课40分钟

Heritage/Native Speakers
近母语 / 母语



- Mandarin Assistant Teacher teaches the class
中文老师教学
- Links with Early Years PYP
适当与PYP衔接

Mandarin for Speakers of Other Languages
对外汉语

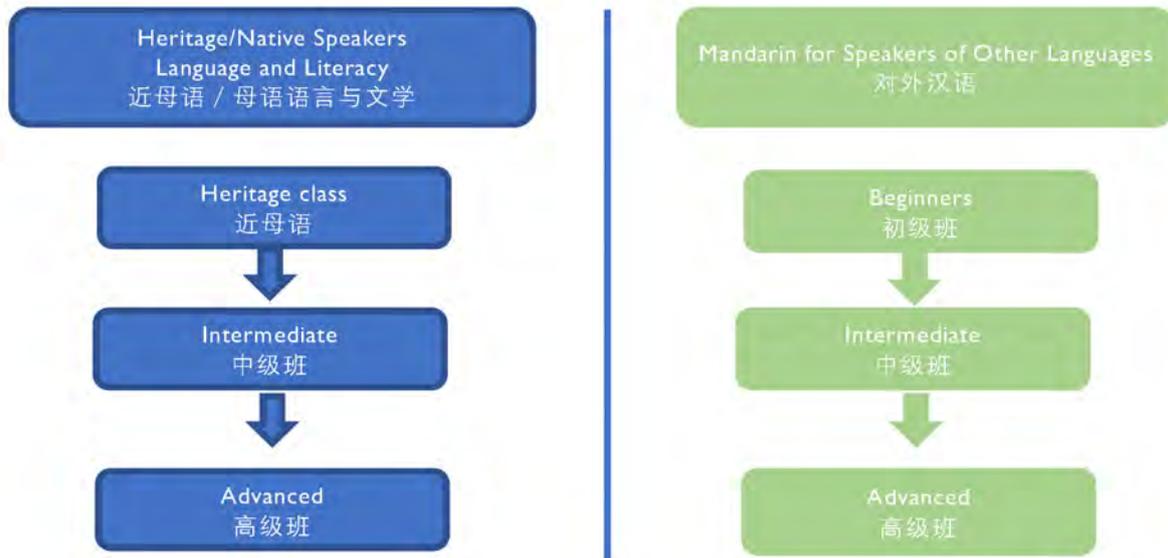


- One group in each grade
每个年级有1个对外汉语班
- Students mix from homeroom classes of grade level
每个中文班学生来自班主任班级并且打乱组成
- Mandarin Assistant Teacher teaches the class.
中文老师教学

Progression of Levels

Grades 1 -5 Levels

一年级到五年级



Grades 1-5

Monday to Friday 星期一到星期五
40 minutes per lesson 每节课40分钟



Lower School Structure

Assessment 评估

Regular assessment of student progress will take place throughout each term.
每学期末的评估

Types of assessment may include (for example):
评估形式

- Writing tasks 写作类
- Reading aloud 阅读类
- Quizzes 考试类
- In-class projects and activities 课堂活动与作品类

Students Placement Levels 水平测试

Teachers will review student placement levels each term based on assessment results and make recommendations as to whether a student would benefit from a change in level.

在学期末，教师都会根据学生的水平和需求来作适当调整



Upper School Mandarin structure 2018-19 中学组中文课程结构 2018-2019

Two Streams: Two separate programs to meet the varying needs of the students in our school.
满足我们学校学生不同的需求，分为两组不同的课程

Heritage and Native Speakers 近母语/母语语言与文学

- Focus on Literacy and links with MYP and DP where appropriate
针对语言文学并与MYP和DP适当衔接

Chinese Language Acquisition 中文习得

- Thematic language approach and links with MYP and DP where appropriate
专题语言教学并与MYP和DP适当衔接

Grades 6-8 初中

3 blocks per week, 210 minutes
每周三节课，共210分钟

Heritage and Native Speakers 近母语/母语语言与文学

One group:
一个班:

- Chinese Language and Literature
中文语言与文学

Chinese Language Acquisition 中文习得

Three groups:
三个班:

- Group 1 (Phase 1-2)
中文习得第一第二阶段
- Group 2 (Phase 3-4)
中文习得第三第四阶段
- Group 3 (Phase 5-6)
中文习得第五第六阶段

Upper School Structure

Grades 9-10 高中

3 blocks per week, 210 minutes
每周三节课，共210分钟

Heritage and Native Speakers
近母语/母语语言与文学



One group:
一个班:

- Chinese Language and Literature
中文语言与文学

Chinese Language Acquisition
中文习得



Three groups:
三个班:

- Group 1 (Phase 1-2)
中文习得第一第二阶段
- Group 2 (Phase 3-4)
中文习得第三第四阶段
- Group 3 (Phase 5-6)
中文习得第五第六阶段

Grades 11-12 大学预科

3 blocks per week, 225 minutes
每周三节课，共225分钟

Heritage and Native Speakers
近母语/母语语言与文学
Chinese A



One group:
一个班:

- Chinese Language and Literature SL/HL
中文语言与文学 标准水平 / 高级水平

Chinese Language Acquisition
中文习得
Chinese B



Two groups:
两个班:

- Mandarin ab initio SL
中文初级课程
- Chinese B SL/HL
中文B标准水平 / 高级水平

Chinese A & Chinese B are two parallel streams that have different objectives. Switching in and out of streams will be disruptive to the process of accumulative learning. 中文A和中文B是两个平行的系统，学习目标各不相同，两个系统不能随意转换。 Students' Chinese teacher makes the final recommendation based on his/her learning outcomes. 教师最终根据学生的实际学习情况推荐选班。

Assessment 评估

Regular assessment of student progress will take place throughout each term.
每单元至少两次总结性评估

Types of assessment may include (for example):
评估形式

- Criterion A Comprehension spoken and visual text
- 标准A:理解口头和视觉材料
- Criterion B Comprehension written and visual text
- 标准B:理解书面和视觉材料
- Criterion C Communicating in response to spoken and/or written and/or visual text
- 标准C:通过回应口头材料和/或书面材料和/或视觉材料进行交流
- Criterion D Using language in spoken and/or written form
- 标准D:以口头和/或书面的形式运用语言

Students Placement Levels 水平测试

Teachers will review student placement levels each term based on assessment results and make recommendations as to whether a student would benefit from a change in level.



PYP and MYP Reading Requirements

PYP Reading word count requirements
小学阅读字数要求
 (length of texts encountered and studied)

| Grade 年级 | Language and Literature 母语-字数要求 | | Mandarin for Speakers of other Languages 非母语-字数要求 | | |
|-------------|------------------------------------|------------------------------|--|---------------------|------------------|
| | Advanced 高级班 | Intermediate/Heritage 中级班 | Advanced 高级班 | Intermediate 中级班 | Beginners 初级班 |
| 1 | 250 | 60-150 | 80-100 | 30-50 | 5-50 |
| 2 | 350-450 | | | | |
| 3 | 500-600 | 250-400 | 150-200 | 80-150 | 5-80 |
| 4 | | | | | |
| 5 | 650-750 | 400-500 | 250-300 | 150-200 | 5-120 |

MYP Reading word count requirements
中学阅读字数要求
 (length of texts encountered and studied)

| Language and Literature 语言与文学 | |
|-------------------------------|-----------------------------|
| Grade 年级 | Word Count requirement 字数要求 |
| 6 | 650-750 |
| 7 | 800-900 |
| 8 | 900-1000 |
| 9 | 1000-1200 |
| 10 | 1200+ |

| Language Acquisition 中文习得 | |
|---------------------------|-----------------------------|
| Phase 阶段 | Word Count requirement 字数要求 |
| 1 | 50-150 |
| 2 | 150-250 |
| 3 | 250-350 |
| 4 | 400-500 |
| 5 | 500-600 |
| 6 | 600+ |

PYP and MYP Writing Requirements

PYP Writing word count requirements

小学字数要求

(length of responses to be written)

| Grade 年级 | Language and Literature 母语-字数要求 | | Mandarin for Speakers of other Languages 非母语-字数要求 | | |
|-------------|------------------------------------|------------------------------|---|--|--|
| | Advanced 高级班 | Intermediate/Heritage 中级班 | Advanced (mostly characters with some pinyin) 高级班 | Intermediate (both characters and some pinyin) 中级班 | Beginners (Pinyin and some characters) 初级班 |
| 2 and 3 | 300-350 | 200-250 | 80-100 | 30-50 | 5-40 |
| 4 | 500-650 | 250-400 | 150-200 | 80-150 | 50-80 |
| 5 | 650-750 | 400-500 | 150-200 | 80-150 | 80-100 |

MYP Writing word count requirements

(length of responses to be written)

中学字数要求

| Language and Literature 语言与文学 | |
|-------------------------------|-----------------------------|
| Grade 年级 | Word Count requirement 字数要求 |
| 6 | 650-750 |
| 7 | 700-750 |
| 8 | 800-850 |
| 9 | 900-950 |
| 10 | 1000-1200 |

| Language Acquisition 中文习得 | |
|---------------------------|-----------------------------|
| Phase 阶段 | Word Count requirement 字数要求 |
| 1 | 50-100 |
| 2 | 100-150 |
| 3 | 200-250 |
| 4 | 250-350 |
| 5 | 350-400 |
| 6 | 400-500 |

Lower School Chinese - How We Express Ourselves



Samuel Bateman
*Lower School
Chinese Language*

Recently in Mandarin our students have been using the inquiry unit “How we express ourselves” to gain a deeper understanding of how Chinese culture is expressed during the new year period.

Students researched and participated in a variety of traditions through the medium of dance, music, food, symbols, and art. In particular, we investigated the significance of performance from various geographical places and historical points in China. Students learnt the steps of how some of these dances are performed, with groups of students from across grades coming together to put together a special New Year performance and our annual New Year Concert.

Students have developed a deeper sense of how Chinese culture is expressed through the medium of performance, as well as how costume design and music influences this.



Upper School Chinese - Culture Adaptation

The current topic in Mandarin classes is "Culture Adaptation". In order to help the students to better understand and adapt to the Chinese culture, we organized a variety of traditional activities for students from different grade levels. There were three parts of the Chinese New Year celebration in Upper School.

Grades 6 and 7 students cooked the Chinese dishes and learned the cultural meanings behind the dishes. Jiao zi (Dumpling) is one of the most important foods in Chinese New Year. Since the shape of dumpling is similar to ancient gold or silver ingots, they symbolize wealth. Traditionally, the members of a family get together to make dumplings during New Year's Eve. It is also in other Chinese holidays or festivals, so it is part of the Chinese culture or tradition.

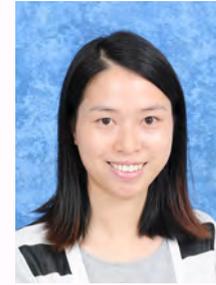
"Nian gao," also known as a rice cake, is a homonym for "higher year." The Chinese word (nián), meaning "sticky", is identical in sound to (nián) meaning "year", and the word (gāo), meaning "cake" is identical in sound to (gāo), meaning "high or tall". As such,

eating nian gao has the symbolism of raising oneself taller in each coming year (niánnián gāoshēng).

Tang yuan is usually eaten together with family. The round shape of the balls and the bowls where they are served, come to symbolize the family togetherness. It was also called (yuan xiao), meaning "first evening". It was only modified later on because one emperor's name was Yuan Shikai, and yuanxiao sounded like (yuán xiāo), which implicated "removing Yuan" from power. People still refer to Lantern Festival as "(yuán xiāo jié)" and some people still call Tang Yuan by their more poetic name, "(yuán xiāo)"

The Grades 8 and 9 students showcased their Chinese cultural understanding through cultural presentations, including introducing the preparation activities, celebration activities and traditional customs such as writing spring festival couplets, traditional paper cutting and traditional string games.

Grades 10 and 11 students experienced the whole process of



Lily Lin
Upper School
Chinese Language



making dumplings. It was a good opportunity for the students to experience and learn Chinese traditional culture through a joyous atmosphere.



Lower School Chinese PYP Units



Samuel Bateman
Lower School
Chinese Language

It is always exciting to see our Lower school Mandarin lessons in action! Semester one saw students focusing on five aspects of the PYP learner profile during their learning. Here are some highlights:

“We are Communicators” (wǒmen shànyú jiāoliú)

Grade 1 Native Language students have been developing their reading and communication skills using a variety of story books. Students take the role of the teacher to present the story to the class, reading it aloud, then preparing activities and questions to share with the other students!

“We are Inquirers” (wǒmen jījí tànjiù)

Grade 2 have been inquiring into the environment around Hangzhou in both homeroom and Mandarin



classes. Students took a learning walk to the river and looked into the differences between the built and natural environments. Upon their return to class they designed maps and wrote reports about what they discovered during the inquiry process.



“We are Thinkers” (wǒmen qín yú sāi kǎo)

Grade 3 Native/Background students have been thinking about what makes a good role model. They collaboratively brainstormed their ideas and prepared their own posters to present. The depth of student ideas was impressive!

“We are Knowledgeable” (wǒmen zhīshì yuānbó)

Grade 4 Foreign Language students have been developing their knowledge of characters, focusing on correct stroke order. They have applied their knowledge in a variety of forms such as using large brushes outside, using light and sand, and electronic charac



ters with “skritter”. Their new character knowledge has assisted them in reading materials of increasing length and complexity!

“We are Risk-takers” (wǒmen yǒngyú chángshì)

Grade 5 Foreign Language students have been developing their confidence as risk-takers by using their oral Mandarin in real life situations. Having completed a unit on shopping and restaurant scenarios, students used their new vocabulary and sentence structures at the café, cafeteria and at the local vegetable market.



Hangzhou Cuisine Museum



Jenny Wang
Upper School
Chinese Language

In Chinese Language Acquisition class, students have been focusing on the unit of Food. The key concept of 'Culture' helps students understand that food is a part of the culture, and how different cultures influence different eating habits. In order to support their understanding of the Chinese food culture, we went to the local Hangzhou Cuisine Museum on Friday, February 9th. The museum consists of two floors with very accurate models of various foods, tools needed to prepare the dishes and sculptures of old Chinese households. Students learned what kind of food people eat in Hangzhou and the culture, history, or legends behind the foods themselves. When the story of Dongpo pork, Hangzhou's signature dish, was introduced,

students were very interested. None of the students knew that Dongpo was a person's name, nor knew how Dongpo pork was created. It was a wonderful trip for them and students said they have learned a lot from this trip in many aspects.

"I love to learn about the origin and story of the foods, such as drying meat so it is able to be preserved. I also saw what tools and cooking methods the Chinese people used. I think that this was a very fun and educational trip."
—Rayden Chia

"I learned that China has so many creative ideas of the food, that they could use one ingredient make several dishes. I felt they were really smart."
—Haru Sukegawa

"Rather than simply being inside a classroom and learning from a book, these kinds of activities showed a completely different perspective to me, especially in the Hangzhou Cuisine Museum where we went. The stories that Ms. Wang told us were more

effective than reading an article about the same subject." —JaeWoo Kim

"I learned about many different dishes in Hangzhou Cuisine museum and about what the food symbolizes in Chinese culture. I think that this trip was overall very insightful on Hangzhou cuisine and history." —Grace Tan

"One thing I found a bit troubling was that I cannot read all Chinese characters, which made me not learn all the names of the food. I think I should work harder at learning Chinese characters from now on." —Min-Sang Yoo

"I learned the history behind popular dishes and how the different ingredients affect the dish. I like this trip because we are able to see visual representations of the food we researched, which allowed us to gain more knowledge about our topic, Chinese food. When we discussed what we learned on the ride back to school, I believe it was very beneficial." —Natalia Stubbs



Chinese Homesickness



Jenny Wang
Upper School
Chinese Language

"Home is a light that never goes out in people's hearts." People, far away from homeland, will always reveal their homesickness. In the long river of Chinese history, there are countless literati and scholars who expressed their homesickness in their own different ways.

Grade 6 and 7 in Ms. Wang's Chinese Language Acquisition class recently have learned a series of nostalgic poems and essays on the theme of homesickness to understand how the Chinese literati were expressing their homesickness. Students read, recited and appreciated ancient poetry and essays to experience the poets' and writers' strong feeling of missing their homes. In order to enhance

the students' oral communication skills, the students had an oral activity with options. Some liked to recite, some chose a drama performance and some preferred to make a short video. They were also encouraged to write a composition "Going back home after 20 years".

Students depicted a vivid and interesting picture of returning home after 20 years. As I was reading their compositions, it was as if I had followed them into their world of 20 years into the future. I marveled at their rich imagination and high level of writing skills, especially when I read some moving and emotional details.

"初次见面，请多关照。"这是我们之间说的第一句。现在是在2038年，距离我和他们约定的日子已经过去了20年。还记得我们年少时许下的承诺。我们曾说过，永远这两个字才说的出口吧，所以我们约定的期限是：二十年。不过六百多公里，而我们约定的地点是在杭州，我们非馆.....

那时候，我们经常放学，就约上几个玩伴，坐打闹，发呆，渐渐的，我们与咖啡馆的老板也熟识了。大叔，总是能容忍我们的吵闹和幼稚。一天，老门呐，二十年后要是还能来这里坐，我请你们每得很清楚，当时在场的有六个孩子，大家都傻傻得上设置二十年后的闹钟。而真正把这句话记在心里，那时，我初一，她六年级。

接下来的一年里，发生了很多事。离别，静悄悄对离别都还没有什么概念，总觉得这两个字离了转眼，曾经的朋友，兄弟们就各奔东西了。其中，有的选择出国留学，去往世界的各个角落，被他们丢在记忆库的哪个角落了。我选择去美国，而她，也再读一年，高一去，她初二。

一年后的一个夜晚，那天，我把仅剩的照片看彼此那即将会让人想念万分的面庞。有的人为离别感到可惜，有的为了表示感怀所以的，还有...强忍着泪水强颜欢笑告别时，大家简单地道了别，也就散了。曾经多年的经历在眼前来回播放，那天，我高二毕业，她高一。接下来的二十年，我们除了节假日几年



便曾经的人、物、青春的样子，身边是我的伙伴，当我缓过神来，看着脚下这片熟悉的土地，我们的学校已经被拆除了，取而代之的只是一片可看着我们青春的记忆成为了现在的这个模样，秋到噪音沙迹。还是那棵老树上，还是那几只鸟鸣片平地，依旧有孩子在上面玩耍，孩童口中的天空的候鸟，一片飘落的黄叶，还有那我最熟悉的于它们来讲，我只能算是一个匆匆而过的旅人。我们每个人都有一辆列车，总是让人遗憾火车总会鸣笛提醒你：醒醒，该上车了，放去往更为艰难的下一站。你明知道这辆列车站会更糟，可惜，你买的是一张单程票，前的时光了，你没有回到起点站的机会，走向哪条轨道的权利。这班列车的名字很长。

这些虽然都是我回忆的一部分，可拼图弄丢了，明明那片拼图曾经就在我到它完全碎成粉末我才追悔莫及，甚有，即便我可能认不出她了，又或是在这，我也不知道该如何开口。从我耳边那个腼腆又青涩的声音：

"初次见面，请多关照。"
"好久不见，请多关照"
我甚至都分不清那一次是真

Upper School Chinese

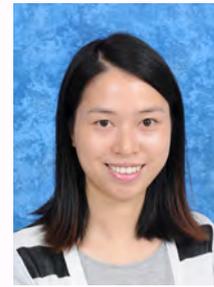
6/11/2017 科学助力保护海南珊瑚礁

珊瑚礁对海洋生态非常重要。虽然占据海
 不到0.25%，珊瑚礁底护和滋养了四分之一以上的
 海南有全球十大珊瑚礁重点保护区之一，但因全球
 捕鱼，旅游业发展，等原因，使南海的珊瑚礁资
 陈宏，一位海南南海热带海洋研究所的所长，把
 命设为保护珊瑚。他被人们称为“珊瑚爸爸”，在30
 年，修护和培育珊瑚。科学掌握了大种不同的培育
 技术，慢慢在珊瑚的领域处于世界领先地位。

中国对环境加重意识能够保护中国的美
 在科学课上做了调查，发现如果世界持续的变
 都会面临绝种。如果中国的科学家们能继续
 研究，那可以保护海南的珊瑚。

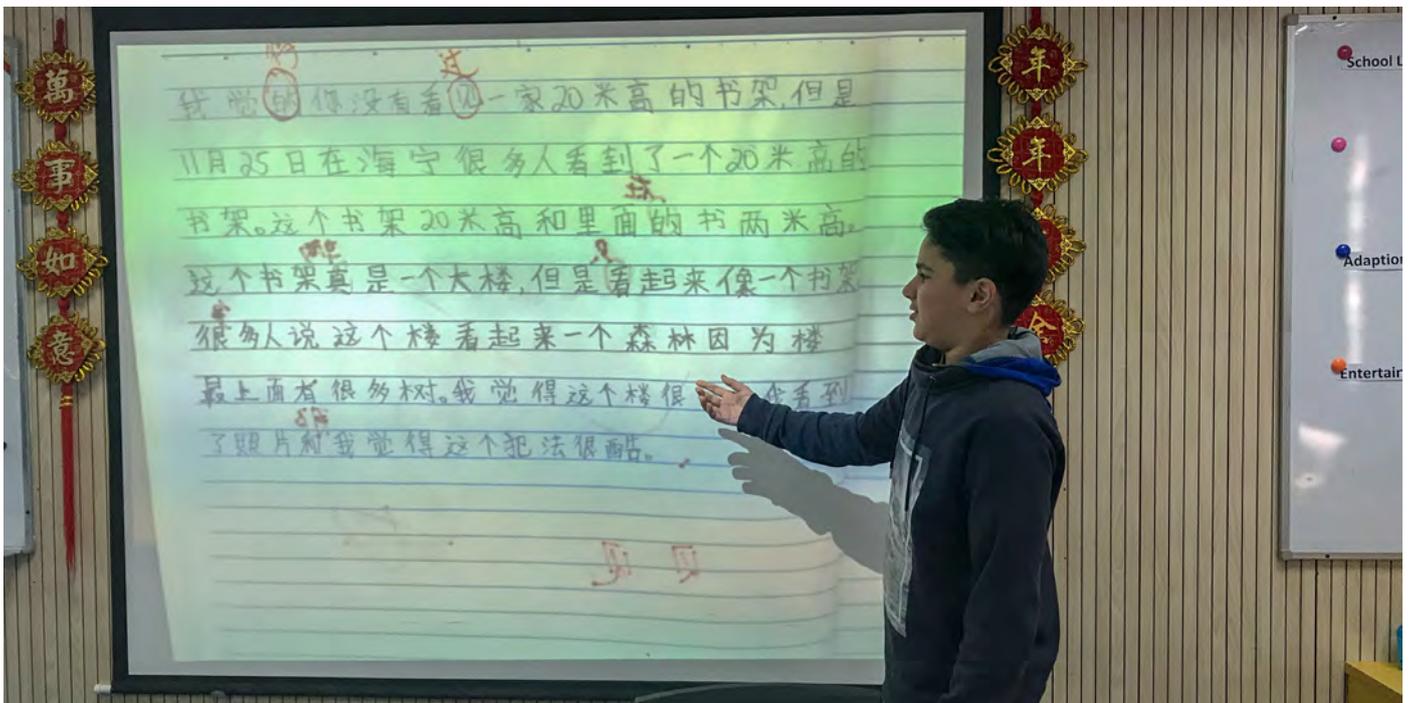
词语：

| | | | | | |
|----------|----------|---------|---------------|--------------------------|---|
| huī fù | lǐng yù | zhàn jù | bǐ hù | to shield | 滋 |
| 恢复 | 领域 | 占据 | 庇护 | to put under protection) | |
| zhǎng wò | shèn zhì | jiān cè | duō yàng xìng | | |
| 掌握 | 甚至 | 监测 | 多样性 | | |
| jī guāng | bó ruò | fán zhí | jiān xìn | lǚ xíng | |
| 激光 | 薄弱 | 繁殖 | 坚信 | 履行 | |



Lily Lin
 Upper School
 Chinese Language

Reading is an important component of language learning, which enriches vocabulary and improves language sense. The students in Ms. Lin's Mandarin class have been involved in the weekly reading program since August. They have been requested to read Chinese articles from the recommended websites, and are encouraged to read news on a variety of topics, according to their Chinese level. They reflect on the content by writing a summary of the article and by giving their own opinions and comments. By the end of the winter break, students had read 20 Chinese articles. The students have showed great improvement in both reading skills and writing with more detailed information.





GIN stands for Global Issues Network. At the local level, GIN is a student-led organization that encompasses the globe. Its mission is to “Nurture and mobilize trans-generational communities of global citizens to build an equitable and sustainable world (GIN).” At HIS, GIN is open to students from Grade 8 through Grade 12. The club is the primary contributor to the Library Project charity, in which our students set up libraries across rural China.

Recently, students led a field trip to CIRS Laboratory, which tests everything from air quality to toys. They discovered the importance of knowing the quality of the environment in which we live. The representatives from CIRS Laboratory found “much of Hangzhou’s air pollution comes from construction debris and automobile emissions, since most factories have moved out of Hangzhou.” CIRS recommended masks from well-known companies, such as 3M, on high AQI days. The visit was both informative and exciting.

CIRS Laboratory welcomes future visits by HIS students and hopes to build a lasting relationship.

GIN continues to have a big impact in our local community by visiting the children’s hospital in Binjiang. During their visits, students read, color, and complete activities with children who have little interaction with others due to their illness. GIN members JaeWoo Kim and Joana Schuett had this to say about the experience: “It was wonderful to help little kids in need,”

and “It was really nice to play with the little children and talk with their families.” GIN hopes to continue these regular visits in the upcoming year.

As GIN moves into our next school year, we will continue successful programs such as the Library Project, Laboratory Trips, and Children’s Hospital visits. New opportunities for GIN club members are also arising, such as beautifying our school with indoor plants, creating a garden space where students grow food for local people in need, and nurturing endangered insects to increase their populations. With all of these exciting opportunities, we know that GIN at HIS is creating a community that will support a sustainable world.

Global Issues Network.
Elegant Themes, 2018, <http://globalissuesnetwork.org>.



Chinese New Year Celebrations



Andrea Stubbs
*Admissions and
Community
Relations*

HIS students, parents, faculty and staff started the day of Chinese traditional celebrations to welcome the New Year with a traditional Lion and Dragon Dance guided by the JiangCun women community. Upper School students were invited to guide the Dragon and learn more about this long dance tradition.

The celebrations continued with beautiful Lower School students' performances. The talented students presented traditional Chinese dances, recited poems, played traditional Chinese instruments, and showed off their skills through acrobatic, gymnastic and magic performances.

Upper School students prepared a wonderful cultural display for the community to showcase and share many of the Chinese traditions.

Students made dumplings and wrote couplets to teach the HIS community about China.

The Dongxin community shared caramelized fruit, which is a dessert tradition from China. It is without a doubt that everyone enjoyed the sweet treat!

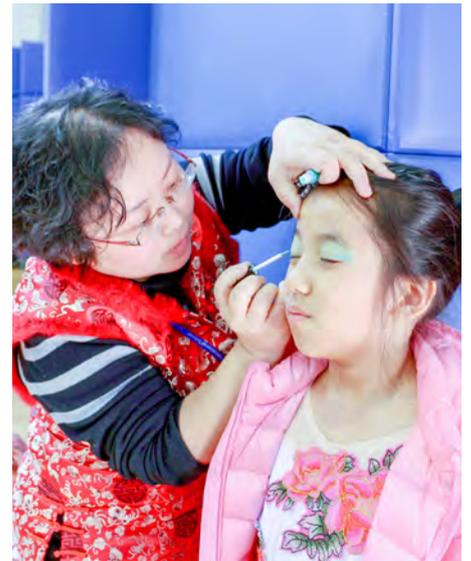
The day ended with numerous traditional Chinese cultural and culinary activities inside the classrooms guided by the parents. Families made lanterns, tried delicious food, listened to stories, and wrote auspicious Chinese characters to bring good luck. Everyone at

HIS had the opportunity to enjoy and welcome a New Year before heading for a holiday.









Chinese Culture School Facility Additions



▲ **Pavillion** August 2017



▲ **Tech Pagoda** March 2018



Dragon Shop January, 2018



Dragon Spine Walkway January, 2018



A week without walls: Upper School China Trips!



We sent our students and teachers out to experience, explore, interact, and understand the far-flung parts of China during the week of 18 – 22 September. The grade level trips encouraged cultural understanding, group interaction, personal challenges, and development in many areas.

“Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis” (AEE, 2017). With the support of the teachers and the trip providers (Karst Climber and Black Rock Adventures) our students had myriad opportunities to reflect and synthesize their learning. Whether they were facing a challenging activity, learning about the local life in the villages of Guizhou, or interacting with students in local schools, our HIS students rose to the challenge and learned from the experience.

Their teachers returned overwhelmingly positive feedback about how the students tried new foods, observed, asked questions, solved problems, and constructed meaning throughout the trip. As they return home, they will continue to return to the memories they made and shared during the trip as life-changing experiences that encourage them to understand the world around them.

We’re proud of the HIS students, and appreciate their willingness to explore, challenge themselves, and ultimately gain from it.

Grade 6 -- Simingshan

Grade 6 students challenged themselves in the Simingshan experience, where they hiked a mountain pathway, scaled a challenging ropes course, and learned about the physics of building catapults. The beautiful landscapes around Ningbo area, were backdrops for a great trip.





Grade 6 – Simingshan



Grade 7 – Yangshuo



Grade 6 – Simingshan



Grade 7 – Yangshuo



Grade 7 – Yangshuo

The grade 7 students took on a Design element in their China trip to Yangshuo. Nestled in the Karst mountains and caves, the grade 7 students had a chance to hike, climb, and explore caves, but also learned about sustainable tourism, farming, and designing prosthetic hands for disabled farmers. It was a great experience for all of them, and they returned with beautiful photos of the trip and activities.



Grade 8 – Xiamen

Grade 8 students explored a cultural and historical gem of China in Fujian Province, when they traveled to Xiamen. They had a chance to explore the ancient round houses as well as challenge themselves on the Via Ferrata and the laser tag portion of the trip. They were able to visit a school and take part in local village life at different parts in the trip. Overall, their experience allowed them to learn more about a different area of China.



Grade 8 – Xiamen



Grade 9 – Guizhou



Grade 9 – Guizhou

Grade 9 students experienced personal challenge in a remote, but beautiful area of Guizhou Province. Getu National Park is an area that is newly opened to tourism, and students were able to visit a local family during a hike up into the mountains, climb some of the mountains, and share a visit with a local school. Although it was challenging, the students came away with a new perspective and understanding of their own lives.



Grade 10 – Inner Mongolia

Grade 10 students traveled far north to Inner Mongolia. They explored the desert environment where they camped in a tent and cooked their own food one night, stayed in a traditional yurt another night, and rode camels and slid down sand dunes on another day. They had a chance to visit a local Mongolian school and interact with the students there. Throughout their experience, they challenged themselves in a completely different environment, but enjoyed the opportunity.





Grade 10 – Inner Mongolia



Grade 11– Yunnan



Grade 11 – Yunnan

Grade 11 students spent the week in southern Yunnan province, in a village called Shaxi. There, they learned more about the minority group living in that area, and had a chance to hike, ride bicycles, learn about the food, and work in the village. They shared a positive experience with the community members, and returned with beautiful photos as a result.



Grade 12 – Hangzhou

Grade 12 spent the week in Hangzhou preparing for College applications and working on their Extended Essays and IB internal assessments, but also hiking around the beautiful scenery that Hangzhou offers. They will be having their China Trip after their IB exams.



■ Dragon Chinese

▼ University Acceptances

Congratulations to the Class of 2018! They have worked hard, completed their IBDP exams, and traveled to Sanya, Hainan, for a week in the sun! Their hard work has paid off, as many have been accepted to top universities around the world. With 21 graduates, they will be potentially going to eight different countries for university. We wish them the best as Dragon Alumni. We celebrated their achievements on June 8, 2018, at the HIS Commencement Ceremony at 4pm in the HIS Gymnasium.

University Acceptances

Congratulations to those students who have already received acceptances for next year. We will continue to update as we receive information.

- **Tanay Bapna** - RMIT, University of Sydney Medical program, Deakin University, Monash University
- **Alexandre Canon** - Les Roches Jin Jiang International Hotel Management College
- **Andrea Chen** - University of Illinois Urbana-Champaign, Boston University, University of Wisconsin-Madison, University of California Davis, University of California Irvine, Ohio State University
- **Gallen Chen** - Ohio State University, Purdue University, School of the Art Institute of Chicago, University of Washington, Pratt Institute, Parsons New School of Art, California College of Art
- **Kashish Gakhar** - Tsinghua University, University of New South Wales, University of Sydney, RMIT
- **Ji Won (Kale) Hwang** - Hong Kong University, Hong Kong Science and Technology University
- **Nishita Jethani** - Les Roches Jin Jiang International Hotel Management College
- **Ana Li** - Seattle Central College, Fischer College, University of Miami, Fischer College, North Bennett Street School
- **Daniel Junda Lu** - Maryland Institute College of Art; School of the Art Institute of Chicago, University of Illinois at Chicago
- **Shrey Parekh** - University of New South Wales, University of Technology Sydney, University of Sydney, Monash University, RMIT, University of Melbourne
- **Jiahui Qiu Zhang** - University of York, University of Leicester, Tsinghua University, University of British Columbia, University of Bristol, Durham University, University of Manchester, University of Hong Kong
- **Aanchal Rughani** - University of Sydney, University of

- Surrey, University of Manchester Metropolitan, University of East London, University of Birmingham, University of Melbourne, Monash University, Birkbeck University of London, RMIT, Deakin University, La Trobe University
- **Jung Woo Shin** - University of Minnesota, Ohio State University
- **Saarthak Sikri** - University of Tulsa, Purdue University, Rutgers University, Rutgers University, New Jersey Institute of Technology, University of British Columbia, SUNY Stony Brook, University of Toronto, City University of Hong Kong
- **Prachi Sukhnani** - University of Toronto, University of Hong Kong
- **C.W. Tan** -- University of Bristol, University of Nottingham, University of Sydney, University of Southampton, University of Manchester
- **Steven Wan** - Tulane University, Purdue University, Boston University, Northeastern University, Pennsylvania State University
- **Dominick Xu** - Georgetown University, Notre Dame University, University of Michigan, Vanderbilt University





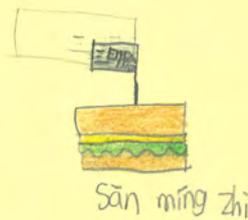
Wǒ jiào Yelun, wǒ 8 suì。
 Wǒ shì hán guó rén, wǒ shuō hán yǔ。 wǒ jiā yǒu sì kǒu rén。 bà ba, mā ma, jiě jie hé wǒ。
 Wǒ bà ba shì hán guó rén tā shuō hán yǔ。 wǒ mā ma shì hán guó rén tā shuō hán yǔ。 wǒ jiě jie shì hán guó rén。
 tā shuō hán yǔ。



wǒ xiǎng chī mǎi piān,
 wǒ xiǎng chī niú nǎi.
 我要吃面包，
 我要吃牛奶。

wǒ xiǎng chī sān míng zhī,
 Pingguǒ hé shuǐ.
 我
 我想吃三明治，
 苹果和水。

wǒ xiǎng chī xiāng cháng,
 miàn bāo, pào cài hé shuǐ.
 我
 我想吃香肠，
 面包，泡菜和水。

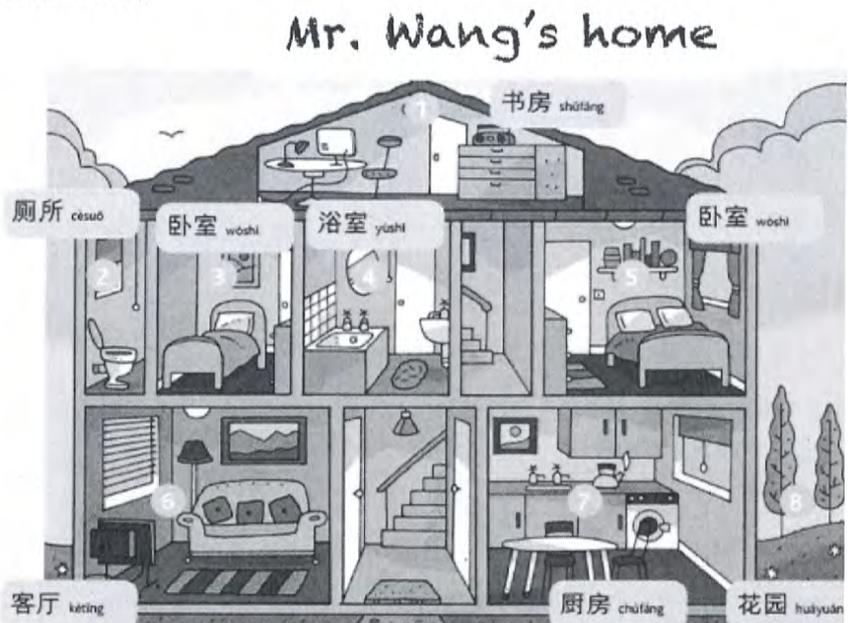


6月14日

吴老师

Guided writing-Answer the following questions, by putting them together, you will find that you have completed an essay.

- ✓ Mr.Wang 的房子里有几个房间?
- ✓ Mr.Wang 的房子里有几个卧室, 还有什么房间?
- ✓ Mr.Wang 的房子有花园吗?
- ✓ 客厅里有什么?
- ✓ 厨房里有什么?
- ✓ 书房里有什么?
- 你觉得 Mr.Wang 喜欢这个房子吗?



Mr. Wang 有九个房间, 有一个卧室, 还有客厅, 厨房, 厕所和书房. Mr. Wang 有花园. 客厅里有一个沙发, 电视柜, 火丁. 厨房里有桌子, 椅子, 柜子. 书房里有一个门, 电脑, 桌子和椅子. 我觉得 Mr. Wang 喜欢这个房子, 因为 Mr. Wang 的房子很大.



6/19 吴

G5 长相及身体部位 5月14日

姓名: ROMA

Essay: Write about one of your relatives.

1. Which relative are you closest to?
2. Give some information about him/her.
3. What is his/her built in terms of height and weight.
4. How do you describe his/her hair/nose/mouth/hair/legs?
5. Whom does she/he look alike?
6. Why are you two close?
7. What would you do together?
8. How often do you see him/her?

✕✕ 我有一个堂姐。我最喜欢见她。她叫 Drishya。
 Drishya 是我阿姨的最大的孩子。她是一个女孩子。她十
 三岁。Drishya 没有小名，我都叫她 Drishya。
 Drishya 有长长的卷头发，她没有结婚。她长得不高不
 矮，她比我高有一点点胖，她是一个很好的人。Drishya 长得有
 点儿像叔叔，也有点儿像阿姨。她有一个圆圆的头。她也
 有一个圆圆的鼻子，黑黑的头发，咖啡色的眼睛粗的眉毛，不
 大不小的嘴巴，不大不小的牙齿，长长的舌头，不大不小的耳
 朵。她没有眼镜。她很聪明。她很温柔。她有不长不短的
 腿。她有短短的脚趾。她的皮肤是棕色的。
 我每年去看 Drishya。我们一起玩，听音乐，吃饭。我们最喜欢
 一起玩。她不但很漂亮，而且很好玩。她是我的小老师。
 我最喜欢她！

吴老师

zhōu jì
 周记
 jīn tiān wǒ hé wǒ de péng you
 今天我和我的朋友
 yì qǐ qù tiào jiē wǔ。 wǒ xué le
 一起去跳舞。我学了
 yòng xī gài zhuǎn quān。 dì yī cì wǒ
 用膝盖转圈。第一次我
 yǒu yì diǎn diǎn gāo bù qīng chǔ ràng hòu
 有一点点搞不清楚^然让后
 nòng cuò le, kě shì lǎo shī bāng wǒ
 弄错了, 可是老师帮我
 le yí xià, guò le yí huì er wǒ
 了一下, 过了一会儿我
 jiù nòng duì le。 wǒ ài tiào wǔ。
 就弄对了。我爱跳舞!

爱跳舞, 并能快速掌握, 期待未来的展示!

周记

今天，我和爸爸、
妈妈去书店看书。书店
的名字叫“言几又”，书店
里除了书，还有玩具、咖
啡和家具。我^看了一本关
于机场的立体英文书。
我了解了各种各样的飞

机，还有机场里的工作
流程。我喜欢这家有个
性的书店！

真的是一家很特别很有
个性的书店呢！

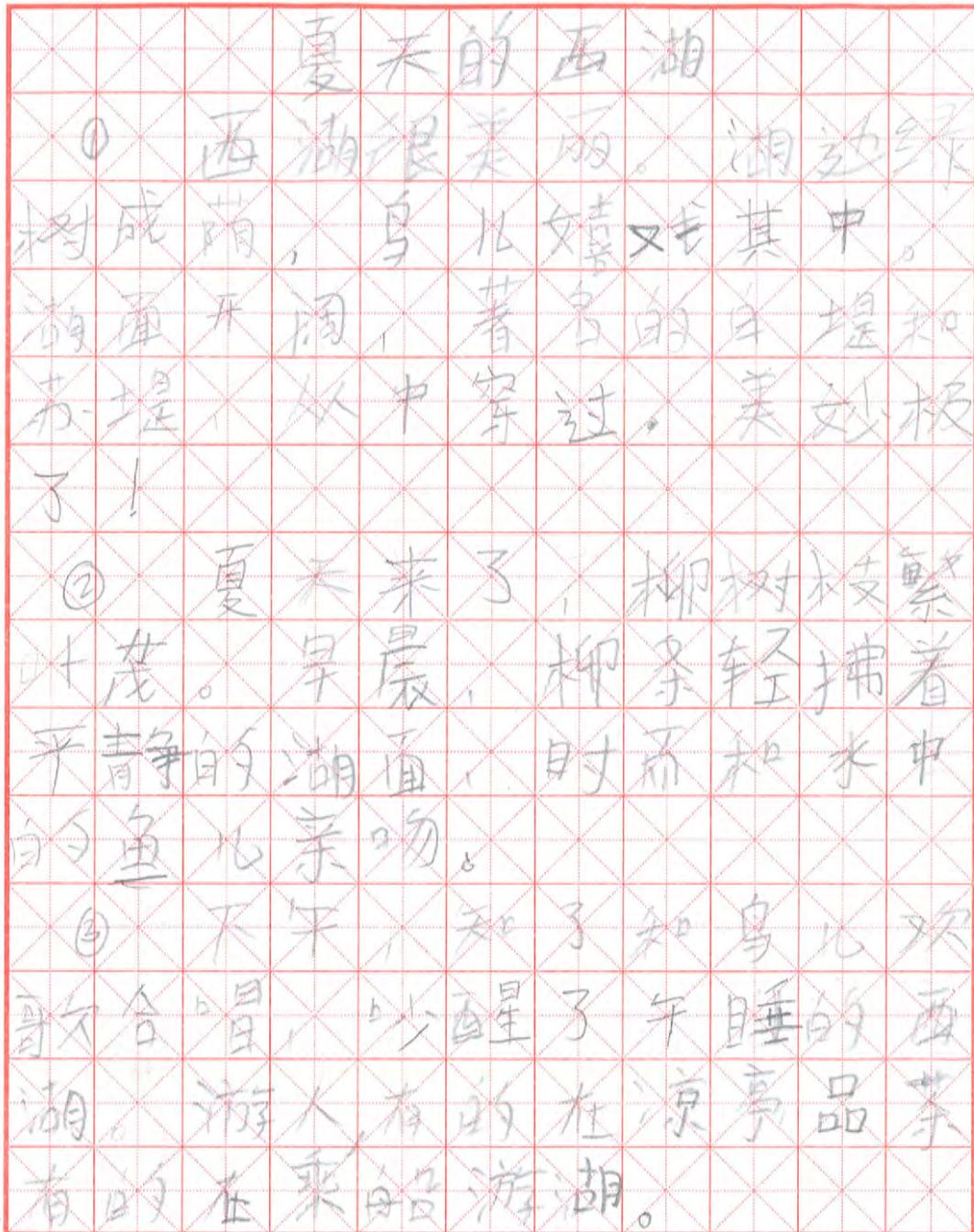


周记

今天，我看了一本
书，书的名字叫《找到

字如其心,在一笔一划中修行

_____年____月____日



南国书香书法纸



请扫我，
加入有温度的练字圈

字如其心,在一笔一划中修行

____年__月__日

④ 荷花池里，蜻蜓停在
 荷花的花苞上，开了的荷
 花有红的，白的，黄的，好
 看极了。青蛙从一个荷叶
 跳到另一个荷叶上。

④ 我喜欢夏天生机勃勃
 的西湖！

南国书香书法纸



请扫我，
 加入有温度的练字圈

西山公园

今天我和 sissi 去了西山森林公园。这里到处是高高的竹子和奔流的小溪，时不时还能看到个亭子。

西山森林公园，其实不是杭州新造出来的一个森林公园。西山其实就是杭州西部群山的简称，这里本来就有的自然人文资源，经过统一规划后，以全新的面貌呈现在人们面前。

山上的绿竹各有神韵，纤细柔美，蓬勃向上，生机盎然。竹子都长得很高，且并

通树的几倍。它的杆子是一节一节的，很像我们平常吃的甘蔗。杆子上长着许多细长的枝条，枝条上长着许多像刀片一样的叶子。它还是一个天然的乐器呢！只要把叶子放在嘴唇上一吹，就会发出清脆悦耳的声音。我还发现了一件很神奇的事，外面明明艳阳高照，然而进了竹林就好像春天一样的凉爽。到了夏天，我猜这里一定是个乘凉的好地方。

小河在快乐地唱着歌，仿佛在说“欢迎您！”我们看

见小河上横着个管子，我试
着想去上面走一走，结果下
坡的时候，我先摔了一跤，
真倒霉。不过我没掉进河里，
哈哈！

下山的时候，我和 Sissi
从斜坡上跑下去，速度快很
我都刹不住车了。Sissi 弟弟也
想跑，可是他跑出去的第一
步就摔跤了。小孩子可不能
模仿哦。

跑到山脚的时候，我发
现我一点也不累。为什么呢？
游泳的体能训练对我帮助还
是挺大的。我跟 Sissi 说好下次

万科公望

我家住在美丽的万科公望，它座落在苍翠巍峨的大山上。四周都是绿树红花，空气特别清新。

一到小区门口你就能看到左右两边各有两个醒目的大字——万科和公望。沿着路往里走，迎面而来的是一座拱桥，它全身米白色，两旁的横栏则是灰色的，上面坐着小小的石狮子，好像在列队欢迎你的到来。

走过拱桥，就来到会所前。这是一座栋木式建筑，四周被绿树包围着。绕到后面，有一个美丽的大湖泊。湖水清澈见底，碧绿无瑕，好似一块翡翠。各种颜色的金鱼在水中自由自在地嬉戏，互相追逐打闹，溅起的水花形成了一圈圈的水晕，美丽极了！

走过湖泊就来到了一幽静的林间小路。道路两旁栽满了香樟树，树上长满了五彩斑斓的鲜花。有红似火的杜鹃，有白似雪的栀子花，还有蓝似海的喇叭花争奇斗艳，竞相开放。

沿着林间小路再往前走一公里左右，就能看到一座古朴的亭子。亭子前有一个巨大的花坛，芬芳的香气引来无数的蜜蜂蝴蝶来采蜜，热闹极了！

我的小区山清水秀，鸟语花香，希望你也有机会也走一走，观赏观赏大自然的风景。

春在学校里

春,在哪里?春,在哪里?

春?你在哪呵,快出来吧!

噢?你怎么在我的学校里呀,总算把你给盼回来了,.....

你可不知道,蝴蝶早睡醒了,都在等你呢!你现在看到了吧,我在学校里呢!蝴蝶绽放她们那五彩缤纷的翅膀,高高飞翔,多姿多彩。有白色的和黄色的,我最喜爱是白色的蝴蝶,刚做完春梦,白蝴蝶就迫不及待地拖你出来,把你那春光明媚洒在一块块的草。你瞧瞧,蝴蝶为你使了回春之术,让你春回大地。

春啊,你还是去赶活吧,还有那春风雨露需要你去指路呢!万物是要复苏了,你,又把那露珠,洒落到了人间,为每一株植物,你把春风也招了。风把每一滴水滴吹给了万物,使得春色“满园”(校园)。

那些水珠也送给了竹笋,雨后春笋怒发,小笋儿从软绵绵的泥土里钻了出来,头发努力地往上爬,身子渐渐高长,春长不老,笋儿有的是时间慢慢儿长,不久,就会竹笋成林,竹木成阴!学校也被加了更多色彩。

春暖花开,百花齐放。而我,最喜欢你培的樱花了。我走着走着,目光投入了纯净瑰丽,美不胜收的樱花了!满树烂漫的樱花,小的飘飞似雪,颜色白里透红。樱花太美了,美如天仙啊!

水珠送给了花儿,那草儿呢?草儿也收了你的礼,唱得饱饱的,在土里的草,出门了!春草初萌,一点儿点儿,一捏捏的嫩草含青,抱着春天的希望,紧紧抱着,抱着比大人物还远的一颗梦,那就是能听见在学校里小朋友的春笑。

春,谢谢你给我的礼物。可我想要最大的礼物和你给小草的一样,你会给我我朋友的春笑吗?



G5

新安江山水画廊记 By: 赵树诚 Victor

数日前,吾携家人乘一叶舟,游于新安江山水画廊。

登其舟,见一船夫摇其舟而吾观。见数山,绿如滴水,其树甚茂,青树翠蔓,参差披拂。视其水,则绿中有蓝,蓝中有绿。日光下澈,影布石上,水平如镜,可见座座大山映于水中,且见碧蓝之天,行一幅上天、林、中茶、果之树,下水、且有鱼之画,赞为观止。

舟行数里,醉然其间,船夫忽曰:"已至,下而观其捕鱼之盛状!"吾下,持手携相机,见数人坐而观之,吾入其行,见一渔人曰:"恭迎众宾,视九姓捕鱼之盛状"吾视多法捕鱼,而得吾心则二:鱼鹰捕鱼及巨网捕鱼。只见一人系细绳于鹰之月索且扔其入水,见鱼鹰寻其鱼于水下,迅如闪电,不及半时则鱼已满。只见另外渔夫拖一巨网出水,见鱼甚是慌张,跳出水以求生,可谓欲鱼者,必先得鱼性也。见渔人已捕数鱼,且曰:"九姓捕鱼已毕,请客各回其舟"望乐也吾回吾舟而曰:"其景甚是壮观,甚以言语绘!"

MYP Phase 1-2

四. 连词成句 (12')

suoyi⁴ xiaxue³ meilai⁶ yinwei¹ xuexiao⁷ zuotian² women⁵
 1. 所以 下雪 没来 因为 学校 昨天 我们

因为昨天下雪所以我們没來

gong ke² zuoye² laoshi⁴ ruguo³ wobuzuo¹ dawo⁵
 2. 作业 老师 如果 我不做 打我

我不做作业如果老师打我

huijia³ shuijiao⁵ ta¹ yi² jiu⁴
 3. 回家 睡觉 她 一 就

她一回家就睡觉

chifan³ kandianshi⁵ yibian² yibian⁴ women¹
 4. 吃饭 看电视 一边 一边 我们

我們一边吃饭一边看电视

五. 填空(8')

| | |
|---|---|
| 女 | |
| 儿 | 子 |

| | |
|---|---|
| 时 | 候 |
| 小 | |

阅读理解：

请根据下面的文章，回答问题。

在大城市学中文也有问题：能说英语的人太多。在北京，连出租车司机也能说几句英语。来北京以前，很多人曾经告诉我，在大城市学中文不如在中小城市学好。在中小城市学有两个好处：一个是没那么多人想和你用英语对话。在大城市，很多时候你刚说出“你好”，好学的中国人就会马上说起英语来。由于你的汉语不如他们的英语流利，所以常常是他们说，你听。第二，如果你在一个中小城市呆的时间足够长，还能学会一种方言。我的朋友曾经在东北呆过两年，严肃时，他能流利地说标准的普通话，跟“新闻联播”^①主持人一样；高兴时，他会用很重的东北口音说：“干哈^②呀？”

名字: Riva

阅读文章，回答问题。

1. 在大城市汉语好还是在中小城市好？

他的朋友说在大城市学汉语更好,但是他觉得在小城市学汉语更好。

2. 在中小城市学汉语有什么好处？

第一个是没有那么人想用英语跟你说话。
第二,如果你在~~小城市~~呆的时间足够长,你会学会一种方言。

3. 他的朋友在哪儿呆了多长时间？

东北; 两年

4. 他的朋友汉语怎么样？

如果他的朋友是严肃,他会说非常好的中文。
但是如果他是高兴,他会用很重的东北口音说,“干啥呀”。

5. 这个内容要告诉我们的是什么？

是告诉我们小城市比大城市学汉语更好。

6. 给上面的内容加一个小题目：《

哪里学汉语更好？大城市还是小城市？》

MYP Language acquisition Phase 3-4 中文习得第三第四阶段

第一部分

以下三题选一题，你可以选第三题，或者第四题，或者第五题。(最少144个字)

3. 你要参加一个中文演讲比赛，题目是：“为什么应该学中文？”。写这个演说稿。
4. 你是中文社的社长，写一篇文章在学校的校刊。介绍这个中文社也告诉同学们为什么应该参加中文社。
5. 你参加一个比赛，得了第一名，写一篇日记谈谈你的感觉。

我觉得学中文很有用，因为很多人会说汉语。我也觉得学习中文很有意思。很多外国人有点儿怕学习中文，因为中文有点儿难，所以外国人不喜欢学习中文。去年我也觉得汉语很难，但现在我觉得中文容易，我越

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0614

学越喜欢。去年我一汉字也
 不会写，但是现在我会写一
 百多汉字。我的汉语越说越
 好听。所以如果你越学中文
 越喜欢学中文。

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各位老师,同学:

大家好!

我叫Danielle。今天我跟你说一说不同的地方有不同的风俗习惯。到了别的国家,这种感觉更加明显。下面是我的经验。

我到中国的时候才发现那里的人既不喜欢用叉子又不喜欢用刀,他们用筷子和勺子。他们用筷子夹菜,用勺子喝汤。在墨西哥,大多数人用手抓食品。但是在美国我们用刀子,叉子和勺子。

大多数的外国人认为墨西哥人讲墨西哥语,但我们真的说西班牙语。如果有人问我们是否说墨西哥语,我们认为他们很笨。世界上很多人会说英文,所以我可以用英语跟他们交流。

在西方的食品市场里,绝对没有活着的动物。可是墨西哥的市场里会有活鱼,甚至有活鸡和活猪。那里的商人会当着客人的面杀死这些动物给你后为你烹饪。但他们在早上这样做,所以我认为带孩子去市场没问题。

因为我住在这么多的国家,没有什么令人惊讶的,而且很常见。我喜欢看不同的文化。虽然

Media and Entertainment Summative:

1. 采访至少 10 个人以上，包含至少 4 种不同的职业，了解他们如果不能看电视，不能听广播，不能用电话和电脑，也不能去电影院看电影将会怎么进行不同的娱乐方式，然后将你的调查结果以口头展示的形式或者 video 的形式呈现出来。

2. 在一个星期内不能看电视，不能听广播，不能用电话和电脑，也不能去电影院看电影。除了上学（8:00-15:00）以外，你将怎样安排你的课余时间使自己同样得到最好的娱乐方式？

要求：

- a. 活动要丰富多彩，符合学生年龄、生活和物质条件。
- b. 星期一到星期五的每天晚上做两个小时的功课。从放学后到睡觉前这段时间里要安排活动。
- c. 星期六、星期日分别是做两个小时的功课要，其余时间要安排活动。
- d. 最后谈谈你的感想。
- e. 请做一篇你的计划安排表和写一篇活动后感想。

Sample:

活动感想

我们生活里有各种各样的娱乐方式。最近的技术发展让我们花很多的时间在手机和电脑上。所以我们的娱乐方式也在改变。我们可以在我们手机和电脑上玩儿游戏，聊天，购物，看视频，和听音乐。因为这些东西非常容易得到，和给我们带来很多欢乐，我们常常会在我们的手机上和电脑上。

我最近的中文作业让我列一个时间表。做这个时间表的时候，我要想，如果我一个星期没有电脑，电视，手机，广播，还不可以去电影院，我会怎么花我的时间。会用什么娱乐方式消磨时间。这个作业对我来说有点儿难，因为我想不出来我什么时后跟技术离开了 8 个小时。虽然只是要写出来，不用自己真的做，我还是想不出来我每天从 8:00-3:00 可以做什么。我发现很多时间花在手机上。我以前知道我花太多时间在手机上，可是一看到我那么多时间不知道怎么打发。

当我列好时间表，我发现我其实有很多的时间。做有意义的活动。像跟妈妈聊天，散步，读书，和拉大提琴。我觉得这样花时间对一个人有益的。我决定我回花少一点的时间在我的手机上，因为我可以利用我在手机花的时间来帮助我作更多有意义的事情。

我们的作业还让我们采访 10 个人。问他们说，如果 3 天没有技术，他们会怎样消磨时间。我利用这个假期采访我的家人和朋友。我发现很多男生说他们会打篮球或者其他的锻炼，很多女生说她们会搞卫生和读书。虽然我采访了不同年纪和职业的人，他们的答案都很相似。这就说明，没有技术，我们还可以有很多其他的娱乐方式。

| 名字 | 年龄 / 性别 | 职业 | 活动 |
|-----|---------|-----|-----------------------|
| 靳波 | 55 / 女 | 医生 | 读小说, 搞卫生, 锻炼身体 |
| 睿睿 | 11 / 男 | 学生 | 打篮球, 乒乓球, 羽毛球, 做作业 |
| 朱怡铉 | 14 / 女 | 学生 | 吃零食, 读书, 写故事 |
| 谭晓娇 | 46/女 | 会计 | 搞卫生, 做饭, 散步 |
| 欧阳帆 | 36 / 男 | 公务员 | 做饭, 旅行, 跑步, 打篮球, 读书 |
| 谭桂娇 | 61 / 女 | 老师 | 做手工, 唱歌, 读书, 健身操, 搞卫生 |
| 谭芬莱 | 54 / 男 | 科学家 | 散步, 踢足球, 做饭, |

外国朋友滨江开跑 慈善捐款超过 3 万元!

Information

Once per lifetime

要珍惜哦

记者: Eric 6.1

2017 年五月二十日, 杭州国际学校举办了一个名为“Dragon Run”的 5000 米跑活动, 一共有 300 多名学生、老师、家长和志愿者参加。一共获得超过 3 万元人民币的慈善捐款。

9 点准时开跑, 现场气氛热烈

比赛的成员在 8 点多就快到齐了, 紧张的等着比赛开始。九点整, 300 多名参赛者冲出了学校, 沿着钱塘江边的跑道用全力冲向终点线。到了赛场的中间, 有一个准备好的台子给参赛者提供水。当每个人到终点时, 都拿到一瓶水和一根香蕉。每一个人都跑得满头大汗, 气喘吁吁。

进行颁奖仪式, 赛后节目丰富

比赛结束不久, 学校校长就开始颁奖了。整个比赛的胜利者是一位叫 Felix 的游泳教练。学校的学生里胜利者是一位叫 Nirvaan Daruka 的 12 年级学生。在小学里, 胜利者是一位叫 Angely 的法国人。同时, 学校里还有很多项目, 像是篮球、“Slip and Slide”等等, 每一个参加者都很开心。



慈善捐款超过 3 万元

这场由杭州国际学校举办的活动一共获得了超过 3 万元捐款, 都捐给了康乃馨孤儿院。另外, 每一个参赛者的比赛 T 恤后都印了赞助餐厅或者商家的标志。杭州国际学校的校长表示, 以后每年都会举办这项有意义的活动。

习作：二十年后回故乡

本单元所学的诗歌、散文都是写对故乡的思念之情。你长大后，或许会离开家乡，想象一下，当某一天你回到了阔别已久的家乡，将会是怎样的情景呢？

以“二十年后回故乡”为内容写一篇作文。尽情发挥你的想象，可以写家乡发生了哪些变化，哪些地方引起了你的回忆，可以写与亲人或同学见面的情景，也可以写你想写的其他内容。回忆一下所学作者表达思乡之情的方法，并尝试在自己的作文中加以运用。要求一定是原创，写出自己的真实情感。

“初次见面，请多关照。”这是我们之间说的第一句话。

现在是 2038 年，距离我和他们约定的日子已经不远了，但愿她还记得我们年少时许下的承诺。我们曾说过：永远这两个字，只有小孩和骗子才说的出口吧，所以我们约定的期限是：二十年。从美国到加拿大也不过六百多公里，而我们约定的地点是在杭州，我们初中对角的那个咖啡馆……

那时候，我们经常放了学，就约上几个玩伴，坐在咖啡馆里玩游戏，打闹，发呆，渐渐的，我们与咖啡馆的老板也熟了起来。他是一位中年大叔，总是能容忍我们的吵闹和幼稚。一天，老板半开玩笑地说：“你们呐，二十年后要是还能来这里坐，我请你们每个人喝十杯奶昔！”我记得很清楚，当时在场的有六个孩子，大家都傻傻地笑着，有的还在手机上设置二十年后的闹钟。而真正把这句话记在心里的只有两个人，我，和她，那时，我初一，她六年级。

接下来的一年里，发生了很多事。离别，静悄悄地来了，曾经的我们对离别都还没有什么概念，总觉得这两个字离我们还隔着一座长城，可转眼，曾经的朋友，兄弟们就各奔东西了。有的选择留在国内继续读高中，有的选择出国留学，去往世界的各个角落，而我们的约定，也不知被他们丢在记忆库的哪个角落了。我选择留在杭州，再读一年，高二去往美国，而她，也再读一年，高一去往加拿大留学。那年，我初三，她初二。

又一年后的一个夜晚，那天，我把我仅剩的几个死党叫来，最后再看看彼此那即将会让人想念万分的面庞。那个夜晚，气氛有些微妙，有的人为离别感到可惜，有的为了表示感情深厚戴上哭脸面具，有玩得忘乎所以的，还有…强忍着泪水强颜欢笑。而我们，都属于最后一种。离别时，大家简单地道了别，也就散了。我们相视一笑，那一瞬，好长，曾经多年的经历在眼前来回播放，缓过神来，我们彼此都装作一笑了之，那天，我高二毕业，她高一。

接下来的二十年，我们除了节假日几句客套的寒暄，基本断了联系。都是回忆了。

我坐在车上，发着呆，看着窗外的风景闪过，我甚至都没有意识到，我离我的回忆只有一百米的距离。

到了，我背上包，下车，四处张望了一下，又看见以前的我揉着眼睛无精打采的去上学的样子，身边是我的伙伴，和在远处的她，即便曾经的人、物、青春、都早已不在了。

当我缓过神来，看着我脚下的这片熟悉的土地，欣赏着陌生的风景，我已不奢望还会有任何人记得我们的约定了，即便我还记得。

我们的学校已经被拆除了，取而代之的只是一片可以称为废墟的空地，看着我们青春的记忆成为了现在的这个模样，秋风枯叶遍地，老墙爬上了岁月的痕迹。还是那棵老树上，还是那几只乌鸦，只是现在当它们叫到噪音沙哑，已再没人回答。曾经承载着我们欢乐的操场，即便只是一片平地，依旧有孩子在上面玩耍，孩童口中的歌谣，仍是儿时哼的调。唯一还保留着的，是校门口的这把长椅，坐下小息一会，一对划破天空的候鸟，一片飘落的黄叶，还有那我最熟悉的老银杏树，让我意识到于它们来讲，我只能算是个匆匆而过的旅人。

我们每个人都有一辆列车，总是让人遗憾和意犹未尽，沿途的风景总是那么美好，每当你下车想要好好享受沉浸在这美好的梦境中时，火车总会鸣笛提醒你：醒醒，该上车了，放下你所拥有的一切，快跟我去往更为艰难的下一站。你明知道这辆列车的终点是哪，你明知道下一站会更糟，可惜，你买的是一张单程票，无论你多么后悔，都追不回从前的时光了，你没有回到起点站的机会，你有的是可以决定这辆列车会走向哪条轨道的权利。这班列车的名字叫人生，列车行驶的过程叫做成长。

这些虽然都是我回忆的一部分，可好像还是把我那最珍贵的那片拼图弄丢了，明明那片拼图曾经就在我手里，看着它一点点的消失，直到它完全碎成粉末我才追悔莫及，甚至，我提醒她来学校的勇气都没有，即便我可能认不出她了，又或是她可能早就忘了我了，即便…她就在这，我也不知道该如何开口。从我到杭州开始，一直如蜂鸣般盘旋在我耳边那个腼腆又青涩的声音：

“初次见面，请多关照。”

“好久不见，请多关照”

我甚至都分不清那一次是真的，直到我愣神了几秒，反应过来转身一看，彻底愣住了。

她的样貌已然改变了许多，我们都不再年轻了，她微笑时眼角也多了几条皱纹，不过她还是以前那个活泼的少女，我还是那个腼腆又内向的少年，这种说不清楚的熟悉感，说不清楚她的好，甚至还有一点讨厌彼此，可是又渐渐的越来越依赖彼此，一切都仍是我们年少时模样。

熟悉的她，熟悉的校门口，熟悉的相视一笑，最值得庆幸的是，时间还没有来得及让这一切面目全非，甚至，物是人非。

请根据《变色龙》这部短篇小说写小说续集——奥丘梅洛夫离开广场后发生了什么呢？

要求：

1. 尊重契诃夫小说创作的风格，符合小说所要传达的主题，不可以违背作者的初衷。
2. 尽量采用多种写作手法来展现人物性格特点。
3. 字数在 600 字以上。

《我的叔叔于勒》改写

父亲忽然看见两位打扮漂亮的太太围着一位衣着华贵的先生从贵宾舱一边抱怨着一边走到了甲板上。隔着狭窄的走廊依稀可以听到他们的谈话：

“这船也真是又破又旧，要不是先生您赶时间谈生意，下次绝对不让管家定这么磕碜的行程了。”左边那位头戴毡帽的小姐埋怨着。

“就是就是，连个盥洗室梳妆台都没有，怎么配得上我们先生。”右边那位身着礼服小姐应声附和道。

父亲显然是被这阔绰的排场打动了，他怯怯的往前迈了几步，想去和这高贵的人家搭话。谁知他突然双目圆睁，不敢相信的望着这位先生的方向。母亲怕被人误会，赶忙把父亲拉了回来，责备着他。

父亲却突然不安起来，结结巴巴的说不出话，过了好一会，才悄声在母亲耳边低语道：“这简直太难以置信了。这位高贵的少爷，怎么长得这么像于勒？”

母亲有点莫名其妙，就问：“于勒？哪个于勒？”

父亲说：“就……就是我的弟弟呀……要是我不知道他现在是在美洲，我可能真会以为是他呢。”

这时母亲突然惊喜起来：“要是……要是这位少爷真是于勒，那我们岂不是发财了？我亲眼上去瞧瞧，把事情弄个清楚！”

母亲很快回来了，喜悦的声音里带着颤抖：“哦我的天哪，我想这就是他。快！我们上去道个安，看看他近来可好。”

于是我和两个姐姐就被精心梳妆打扮了一番，拉着去见于勒叔叔了。

母亲一上来就陪着笑脸，阿谀奉承的和于勒叔叔唠着家常，瞎扯了一些，来信之前多么多么担心他盼他回来的事。于勒叔叔也没料到这次突然的重逢，在一旁一脸尴尬的应付着，也说着

根据所读小说《活着》，写一篇读后感。

读《活着》有感

余华说，“人是为了活着本身而活着，不是为了除活着以外的一切事物而活着。”这句话，道明了这篇悲惨的故事《活着》主题。我记得几年前我是因为余华说的一句话，对他产生了好奇心：“以笑的方式哭，在死亡的伴随下活着。”我很疑惑，这位作者经历了什么让他能说出这样深刻并带有深意的话，因此我开始接触余华的作品。《活着》，《许三观卖血记》都一一让我刮目相看，看到了这个世界还未向我崭露头角的一面。

福贵则是那个经历一生的苦难与失去，成为余华笔下的那个人。从他身上，折射出了中国近几十年来的动荡与变迁；从他身上，也折射出父辈与老一代人的隐忍与苦楚；从他身上，更折射出一种几近乎无奈的荡气回肠的故事。相信你已经对福贵产生了好奇，可以说，最不可能发生的带有传奇色彩的事情都发生了在他的身上。福贵早年玩物丧志，家道中落，妻子背离，父亲惨死。年少的福贵因贪图享乐而活着，一步一步走向生活的陷阱，不得自拔，最终落得苟活之地。三十而立时的福贵，家境清贫却自得，生活艰苦而自乐，在一切渐入佳境之时，迫入壮丁，背井离乡，烽火连月，随遇而安。这时的福贵为了重回故乡而活着，在尘世间摸爬滚打，在硝烟土灰里破茧重生。中年时的福贵，白发人送黑发

作业要求：

根据所学诗词 5 首，选择其中一首用第一人称“我”来改写，可以写前传、后传或者中间补写一段。

《武陵春》李清照 后传

是的，即使知道自己心中的积郁不能褪得一干二净，但还是来到了这个名为“双溪”的风景名胜区。很早便已听说过，不论男女老少，游完此地则都是欢声笑语，心情舒畅。今日，作为历经万千波折的我，便要来看看，这“双溪”是否真有那么传神。只有一个真正美丽而牵引人心的地方，才能让积攒已久的悲伤一扫而光。

双溪，顾名思义，便是溪流河水。整个游览过程除了坐船，也不含其它特色了。

已赏过千次山水，也载过万只小船。我大致地环顾了一圈四周，道道小桥，盈盈流水，户户人家……千篇一律的景色再也不能触动我了。果然，如所料

之中，我终究还是无法带着悲恸的命运寻回曾拥有的一切了么。无奈之际，我轻推一把岸边的小船，宛如推着一位清闲自在的老先生。征得了他的同意一般，小船默默滑落水中，溅起阵阵涟漪，静候着我的来临。暗自叹息着，我踏上小船，不紧不慢地开始了这短暂而漫长的旅途。

映入眼帘的是一幅朦胧的水墨画，朴实恬静。风，那么轻柔，带着丝丝凉意，温柔地抚过我的脸庞。石拱桥优雅地倾斜在清澈的水面上，紧密接连着左右两岸，就连我那颗早已淡待一切的心也差点被连入其中。桥上满是磨损的壁画，那是岁月流逝的痕迹，悄悄地带走了焕然一新的曾经。坐在乌篷船上，双手任由清凉的河水从指间流来淌去，一波接着一波，瞬息万变，就像那跌宕起伏的命运。一旦迷茫地收回双手，便再也无法彻底洗去水的味道。因为它早已渗透进皮肤，造成了永久的改变，或是微小，或是巨大。看够了水，便是与水密不可分的岸。杨柳拂堤，碧草如丝，繁花点点，令人心旷神怡。这里的一切都毫无保留地展现着，远看是静，近看是动，万物早已融为一体。

唯一不负我心的，依旧是山水啊。

“你是那么质朴无华，你是那么自由自在。只怕多年后，若也惨遭世事沧桑变迁，是否会任凭你的下半生坠入无尽的低谷呢？”无助地呐喊着，我渺小的身躯借着船身而立于山水之中。

霎时，风儿从幽静的山间呼啸而来，掀起无数波澜，吹来无限生机。不抵这突如其来的强风，我一不留意跌坐在船上，眼睛半闭着，同时感受着这股坚毅而倔强的傲气。当重新睁开双眼的那一瞬间，我仿佛领略了新的世界。是啊，即使历史的汹涌波涛执意要冲垮我一生的怡悦，我也会不停地脱胎换骨，亲自证明给那残酷的事实——

李清照，永远不忘初心！

小说创作：

根据所学的小说的风格与特点，借鉴其中的一种风格或写作手法独立创作一篇短篇小说，注意利用人物的描写方法来刻画人物形象。

创作的要求：

1. 一定要是现实生活的反应
2. 可以是揭露或批判某种不良的社会风气
3. 也可以是歌颂或赞扬具有时代风貌的正能量
4. 总之，你的小说要反应现实生活，不是天马行空的科幻篇，也不是离奇古怪的鬼片，你得实实在在地反映现实生活，歌颂真善美，批判假恶丑。

水壶

“呼...”加班到深夜，终于写完了明天开会要用的所有资料。刚想拖着疲惫的身躯回家，手机却突然警铃般响起，声音在这栋几乎已经没人了的写字楼里尖叫显得格外突兀。

是姐姐。即使是她也压不下我心中的烦躁，什么事不能明天再说？非要深更半夜来刺激我的神经。

“喂，有什么事快说。”我皱着眉接起了电话，语气却是不大好。“.....”电话那头久久的沉默使我更加上火。“有什么事快说，不说我挂了。”

“...是...是爸。”她的声音断断续续的，还带了点鼻音。

“爸？爸怎么了？不是你上周才去看过吗？”说的虽说轻描淡写，但心却还是不受控的一紧，好像有什么事要发生。

“爸...没了...”说完这句话就挂了，只留下最后隐约的呜咽声。

爸...没了？一瞬间，脑子里只有一片空白，甚至忘了哭泣。

我不记得是如何行尸走肉般离开写字楼的，更不知道自己是怎么来到老房子的。

妈好像早料到了我的到来，凌晨也没有睡下，看到我的车便从屋里迎了出来。

进了屋，一室寂静，唯有低低压抑着的啜泣声。

“妈.....”我刚开口，就被她微微摇头制止了。“他有个东西说要你好好保管，记住他说过的话。”

她从一个老旧的实木箱底取出了一件东西。斑驳的白漆与凹凸不平的磕碰霎那间刺痛了我的眼，泪水也模糊了视线。

三十多年前的一天，黄昏。

我和姐姐在屋里逗着蟋蟀玩，门突然被“砰”的一声撞开，是爸回来了。他的手里高举着一个用红布包裹着的什么东西，脸上因眉飞色舞而隆起的一道道丘壑也不知是因高兴还是劳累涨得通红，年近百百的人活脱脱像个鸡狗嫌的顽童。

我们却是没多大开心，因为他如雷震耳的开门声直接吓跑了我们好不容易抓来的蟋蟀。母亲也迎了出了，皱着眉埋怨他这是要拆了这门，可眉间眼里却又藏不住对他归来的笑意。

“我找到了个好门路！咱俩孩子都能上学了！”红布包着的東西被小心翼翼的放在了桌中央。

“是什么是什么！”母亲匆匆忙忙地把湿手往围裙上抹了抹就坐到了桌旁。

父亲故作玄虚没回答，努了努嘴，示意母亲打开那个被红布精心包着的東西。

母亲像也被父亲所营造的神秘气氛所感染，大气不敢出一声，指尖捻着布角，一点一点地打开了那个“神秘”的东西。

“水壶...？”母亲的声音带着些许疑惑。“这...”

父亲没回答母亲的疑问，却反问道，“毒尾巴，知道吧？”

母亲也点了点头，“知道，但这毒尾巴...怎么了？”

“哈哈你是不知道啊，有人告诉我，这毒尾巴在城里可是个抢手货啊，说它是又能治病又能泡酒，怎么用都好。那人还领我去了城里的集市，哎哟喂，那一只就能赚三分钱呢！”父亲说得眉飞色舞，手在空中不停地比划着，燥红黝黑的脸上也闪着一层异样的光芒。

“三分钱！”母亲惊呼出声，父亲似也是很享受母亲的诧异，抬了抬下巴，灌了一大口冷水，一抹脸继续道：“这水壶就算用来装这些精贵玩意儿的，不大不小刚刚好，装个十几二十可不是问题。”

“可为啥花钱去买这么个花里胡哨中看不中用的壶呢？”母亲显然有些心疼买这壶的钱，这壶光洁的白漆还捎着花，一看就不是什么便宜货。

“你这傻婆娘懂啥？咱这一片毒尾巴虽说是多，但要让旁人得知了去，那这满后山的毒尾巴怕是没多久就全没了。有了这水壶，谁知道我是在抓毒尾巴？”父亲扬了扬脖子，说教道。

母亲听到没多久就会没了时顿时眉头一紧，眼睛骨碌转了几圈，咬着嘴唇看向父亲，事态严峻地点了点头，“你考虑的周到，都听你的。”

父亲和母亲在说什么我自然是懂的。咱们这一片一共就一个能上学的地儿，来年我就转十岁了，也该上学了，但家里的情况却使我上学也成了梦想。咱们山这片是这块地方最穷的地方，而咱家又是这穷中之穷——最穷的一户。

山丘里大部分的孩子都早早跟着父母干活去了，但父亲却基本从不让我干什么农活，反倒是用本就不多的积蓄给我们买了许多书和画报。父亲从未上过学，和山里所有的人一样大字不识一个，可却对我的学业有着极严苛的要求。每日都要求我读书与他听，还逼我在沙地里用树枝仿着大字报练字。父亲虽是只知扁担不知一，可每每我要些滑头，将一个笔画繁多的字“简化”成一个寥寥几笔的四不像时，他总能皱着眉指出，“这字，看着不像啊。”

他也不知这字到底对不对，但用他的话说便是“字都带它自己的韵味，你这字，味儿琢磨着总有些不对。”

姐姐比我大三岁，本是早该上学的年纪了，可家里的条件却使她只能待在家中帮母亲操劳些家务和手工活。

父亲不是一个重男轻女的老迂腐，但在姐姐和我中选择一个接受教育时，他还是选择了。为此他平时也对姐姐也格外温和些，不像对我时般的疾言厉色。

听到父亲有办法让她也上学了，姐姐的顿时抬头瞪大了眼睛听着父亲说。眼神中是我看不懂也无法理解的向往。

切。

我只觉着无趣，还以为我也能不用上学了呢，这下好，来年去上学怕是板子钉钉子的事了。读书有什么好。我心中默默鄙视姐姐的无知。她知道读书有多枯燥吗？知道字有多难记吗？有什么可向往的。

一年后。

“我今天又捡了七只！七只啊！加上前两个星期抓的，一共就是...就是...”

“就是四十二只。”我略带嫌弃地瞟了父亲一眼，继续往嘴里扒饭。

“呵呵呵呵对！四十二只，四十二只！真聪明。”父亲赞许地拍了拍我的头，也不知是没看到还是无视了我眼中的鄙夷。

“那就是...多少钱来着？”

“是一元二角六分，妈。”姐姐略沉思了片刻道。

我没做声，大口地往嘴里扒着饭。数学课我就没好好听，听了也听不懂，这么难的题我自然是无能为力了。

“哈哈对对对，一元多呢！”平时淡然温和的母亲嘴角也抵不住笑意，“一一聪明啊，这学没白上。”

一一是我姐的名字，父母大字不识一个，只知扁担一横，这名字便那么定了。听到母亲那么夸姐，我心中不免有些发酸。姐姐虽然比同龄人晚了两年上学，也从未像我一样读书写字

过，可现在的功课却是数一数二的好。次次考试都是前三名，我虽学得早却从未在课上好好听过，也不愿回家温习功课，自是不如她了。

“嘣！”是父亲的碗突然落地，饭粒与碎片夹杂着散落了一地。父亲面色尴尬的朝我们笑了笑，伸手便要去捡碎片。

姐姐突然惊呼，“爸！你，你的手...？”

父亲的手突然停在半空，伸也不是收也不是，愣了几秒后颤颤地往衣袖里缩了缩。我疑惑地低头看了一眼。露在衣袖外的几个指头与半个手背上布满斑斑点点的疤点，有些还是泛着红的肿块看着还是新添的伤，大小的不一深浅不同的疤痕叠加在黝黑皴裂的手上。

得触目惊心，令本就老茧斑斑的手肿得溃不成形，就是小指都有半根萝卜的粗细。“爸，这是...？”

母亲略带责备与心疼的看了父亲一眼，好像早就知道了，没出声。

“呵呵，没什么没什么，就不小心被那些个毒尾巴蛰了几口而已。”父亲向我们笑道，“赚的钱呀够交你们来年的学杂费了。”

母亲似是无奈又无可辩驳地看了父亲一眼，姐姐眉头拽的紧紧的，咬着牙没发声，我便看着撇了撇嘴。

.....一室寂静，只有父亲伏着背拾碎片的细碎声音。

一年飞逝。

“砰！”门口传来一声巨响，“嘭。”另一声较轻的声响也随之从门外传来。

“家人自己出来抬！”一个粗犷的男声响起，随后一群人的一阵脚步声渐渐远去。

是父亲！如同一条死狗般躺在家门口的男人竟然是我们的父亲！他的脸上青紫一片，身子蜷着微微颤抖，试图几次爬起却都因打颤的双腿而有心无力.....瓷白的水壶躺在一边，还微微地打着转，重击下瓶身不免打下了几块凹凸，露出的金属光泽在夕阳下恍的人直眼疼。

三个人轮流照顾了父亲一个晚上，终于在第二天中午醒来了。

原来，这片小山丘早在年前便被几个有钱的商人包了下来，作为药材的原材料开采地，任何人不许摘取山上的一草一木。父亲几次被警告却还是铤而走险，昨日，便是被“教育”了一顿。

“那个水壶呢？有看到吗？那个装毒尾巴的水壶？”父亲说完事情经过便开始焦急地询问，“那个壶里还有十二只毒尾巴呢，是我今天新抓的！”

姐姐拿起了一旁的水壶递给了他，微微笑了笑，可谁都看得出，那是苦笑。

家里没了父亲抓毒尾巴的收入来源，要同时供我与姐姐上学的学杂费就是天方夜谭。大家都明白。母亲坐在床边低着头呆呆望着地，父亲半卧在床上盯着窗外若有所思。

从那以后，好像并没有什么改变，除了父亲不用抓毒尾巴到天黑才回家了。只是时不时回家时脸色都不大好，那个曾经用了装毒尾巴的水壶也回归了它的本职，父亲都用它来喝水，而令我奇怪的是父亲喝水的量也越来越大了。

说来也是可笑，那么多改变的地方我居然一点都没有察觉，也从来没有疑惑过为什么我还是能去上学。直到有一天，姐姐突然昏倒的那天。

那天姐姐回来的比平时晚，但她这几个月总是有几天回来的比较晚，我们也从未上心，只觉得她是和课上的小姐妹们聊的开心了，误了回家的时候。可一进门，她便猛然倒在了地上，怎么叫也叫不醒。最后还是父亲将她背到了医院，才知道这几个月她都干了什么，也让我知道了，在这将近一年中，父亲都做了什么。

一进医院门，看诊的大夫便指着姐姐叫了起来，“这不是那个丫头吗，哎，我都说了多少次了，她的身体真的受不了了，这下好了，刚刚抽出去的血不还是要用回自己的身体了吗？”

“大夫你这是什么意思，我女儿怎么了？”父亲心急地问道。

“她是你女儿啊！你们父女俩怎么一个样，都跟你们说了你们的身体真的受不了了。”原来，父亲在被断了抓毒尾巴的赚钱法子后，走投无路，便想到了有偿献血。每隔一两

周便要去献一次，为了有足够的血来献，他常常趴在医院中间那口井那，用那已带着岁月痕迹的水壶不停的喝水。来往的人都说他像个疯子一样，拿着一个瓷白的大瓶从水井捞上个一大瓶井水，有时一口气便要灌上个七八瓶的水，又有时憋不住了又会一股脑地吐了出来，又捡起水壶继续喝。

而姐姐，竟发现了父亲的所作所为，为了不添加父亲的负担，早早的便从学校辍学了。在一个小餐馆中找了份白天的工作，更是如父亲那样时不时的去有偿献血。若不是这次的昏倒，我们哪知道姐姐早早地就私自辍了学，甚至瞒着所有人去有偿献血。

在父亲的眼神示意下，我跟他来到了病房外。

“儿啊，你也看到了。”父亲顿了顿，喉结上下一滚，“一定要做一个有出息的人，这才对得起我和你姐姐的付出。”

“.....嗯。”我的声音已带着哽咽，似乎在得知真相的那一瞬间，我飞快地跨过了青春年少的阶段，从此肩负起了全家的希望。

“儿啊，一定要做一个有出息的人，这才对得起我和你姐姐的付出.....”那苍老，饱含辛酸的语句还在我耳边久久回荡无法散去。

水壶依旧，但那持壶人却是不见了。

我接过水壶，“妈，我一直记着。”拭去了徘徊在眼眶的泪水，视线顿时一片清晰。

我抬头，回以母亲了一个最灿烂的微笑。

就像当年父亲给予我的那个。



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