

校长报告 Principal's Message

Principal: Sharon Xiong

The past academic year 2009 to 2010 was a challenge but fruitful year for Great Wall Chinese Academy. When school started last fall, we faced the tough financial challenge. We have to pay facility usage fee. The free facility benefit we received for many years no longer exists. Although we had moderate tuition increase, it barely covers renting cost to all classrooms, cafeteria and gym. Our admin team worked hard to seek ways for balancing our school financial. We did more frozen food sale, and other fundraising events. I am proud to say that our financial continues kept in balance.

Our annual Chinese New Year celebration had a huge success this year. Continued teaming with Highland's Ranch Cultural Affair Association, our school performance becomes even more popular in the community. All tickets were sold out one week before the show time day. Lot of visitors stopped our culture fair tables and tasted Chinese food. Our students' performance team was invited to perform for School of Mine Chinese New Year Celebration and for Governor Ritter's Chinese New Year celebration party. These events offered our students great opportunities to share their culture heritage with local communities.

Academically, our school continues offering different curriculum to meet students' need. The teachers are dedicated to their classroom teaching. They made hard efforts work with students and parents. Starting this year, teachers send email homework weekly. Overall, we have strong growth in preschool classes, stable growth in immersion classes as well as bilingual classes.

Our parents have always been the life supply to our school. They help at front desk every week on maintaining school order, safety and promote school activities. I have to mention that our parent volunteers, whose kids attended performances, had put so many hours and efforts to support our school. They bring their kids to rehearsal as well as performance whenever school is in need. I remembered vividly the Friday evening at School of Mine performance; they fought heavy traffic and snowy weather to drive their kids to the performance hall. If our school becomes so reputable and well-known in the region today, I would have to say that they are our schools' behind the scene heroes.

It is close the end of my two-year term serving as principal to this school. Looking back, I have had a lot of fun to work with our admin team, parents and teachers. Their dedication, commitment and loving hearts made our school successful. I am proud that we have such a great team. Therefore I encourage more parents to step up joining them. Lastly, I wish the school continued to thrive under the new leadership.

教师教学总结报告 Teachers' Reports

中文幼儿班 Preschool

教师: 何璐

时间飞快, 转眼一年的中文学校生活又快结束了. 看着这些可爱的孩子渐渐地成长, 进步, 我深感欣慰. 学前班的学生是长城中文学校年级最低的班级, 孩子们的年龄都在 3-5 岁之间, 这个年龄段的孩子的最喜欢玩和认之性最强的时候, 如何让他们在玩的当中学到知识并保持对学中文的兴趣呢? 通过这一年的教学探索, 总结出以下几点: 首先, 选择教材. 应选择一套合适这些孩子教材, 这套教材必须是具体的与他们日常生活有关事物和日常用语. 其次, 方法. 通过多次重复大声朗读来提高他们的记忆能力. 通过一些朗诵

及小儿歌来激发孩子们的活泼性. 还有各种有趣的手工制做, 也给孩子们带来了很大的兴趣, 当然这些手工不仅能够给孩子们带来玩乐, 而且还能增加他们的记忆. 把教学融合到玩乐当中, 从而调动孩子们的学习积极性, 才能加深记忆. 再次, 通过具体的事物和直观的图片教学来增加孩子们的认知性. 经过一年的学习, 孩子们已经掌握了许多中文单词和日常用语句子. 开始愿意开口说中文了. 喜欢上中文学校了. 这些可爱的孩子就象一朵朵美丽的鲜花值得我们去培育, 每一个孩子都值得我们去欣赏. 学习中文, 从现在开始, 从娃娃开始. 感谢长城中文学校给孩子们提供了这么好的学习环境.

[Teacher: Yanjuan Zhu] I have enjoyed working with the newly split and lovely preschool class. The PreK class was split into two at the beginning of quarter three. It is hard to make changes, especially for young children. The first class was a little difficult, with one student unwilling to come inside a new classroom and have a new teacher and a few others looking uncertain about the new change. However, their unwillingness and uncertainty disappeared, because I showed that my class is fun and that I care about them. To stimulate students' interest in learning Chinese, I would carefully plan each class and use songs, dancing, picture reading, activities, and handicraft making in my teaching. I understand that the attention span of young children at the age of three to five is quite short, and therefore, I try to alternate those instruction formats in each class session. Considering the age group of the students, I mainly focused on their listening and speaking skills in Chinese. In addition, I also teach them to recognize and write simple Chinese characters.

After five weeks. I am glad to see smile faces, the students making progress and I feel that they have begun to like my class.

中文学前班 Kindergarten

教师: 康京

学前一班共有 17 位学生, 4 - 5 岁的学生占多数. 他们都出生在美国. 有一半左右孩子的父母都不会讲中文. 这一年, 我们学完了马立平学前班教材的一至三章中的 25 首儿歌. 认字和写字 25 个. 教学形式是: 首先复习学过的儿歌及单字, 讲解新儿歌, 反复带领学生朗读新儿歌, 并分组训练让每个学生都得到开口练习的机会. 在认字和写字方面, 解释字的含义及书写顺序, 带领每个学生在黑板上进行生字的书写练习, 使学生对中国文字的书写笔画有所熟悉. 在认字的同时还针对一些常用的字进行提问, 并让学生对新字进行组词. 每到这个时候, 孩子们都争先恐后的举手抢着回答. 为了考虑到许多孩子的家长都不会讲中文, 孩子在家做作业会有困难, 所以作业安排在课堂上完成. 采用的作业本是马立平学前班作业本. 主要是针对所学的儿歌进行填空练习和写字练习.

这些孩子聪明, 好学. 一年下来每个孩子都可以说上几句中文, 念上几首儿歌, 认读一些单字. 看到这些孩子们的成长, 做老师的心里说不出的欣慰. 感谢家长们的大力支持. 也祝愿这些孩子在未来的学年中取得更大的进步.

中文双语一班 B-1

教师: 王春燕

We have a wonderful year in learning Chinese. All students work hard to study Chinese! I love all my students! We have learned over hundreds of new words, phrases and sentences. In the class, we have also learned Chinese songs, games and cultures. The Chinese culture topics including spring festival, lantern festival and Chinese zodiac. It helps students to further understand Chinese traditions, culture and history. As a result, students have demonstrated interest in learning Chinese. All my students are from non Chinese-heritage families. I imagine

learning Chinese is very hard for them. I admire my students for their efforts very much. This is a busy, productive, wonderful and memorable year, especially for me, because it is my first year for teaching Chinese in Great Wall. I hope we will do even better in next year!

中文二班 C-1

教师: 陈韶华

简直 不敢相信又到了写年终总结的时候了, 好像我和马立平一年级的这九个小家伙才刚刚从相知到相熟。虽然他们年纪不大, 比我以前所教的同年级的孩子要小, 但是他们的学习精神, 进取心及学习的主动性却一点不比年龄大的孩子差。在最初接管这个班时我有一点担心, 怕不能按时完成教学任务, 可能要放慢进度, 但是一个学期不到, 我的顾虑就烟消云散了。我们在这一年内不仅按时完成了马立平一年级所有三册书共计 20 课的内容, 包括 128 个生字及一些偏旁和笔画, 更在学习相关课文的基础上额外学习了两首童谣及四首儿歌, 并参加了学校的庆祝中国新年的合唱表演。通过这一年的观察, 我还发现这些小家伙写起中文字来一点都不马虎, 一笔一画, 有板有眼, 而且在辨别表音及表意部首偏旁及汉字结构时也很厉害, 我相信他们所打下的这些良好的基础会使他们在今后的中文学习中受益匪浅。家长们的支持及帮助也是我们班中文教学中极为重要的一部分, 不论天气如何, 不论路程远近 (有些学生住在 DIA 或者 Lakewood), 保证按时出勤。按照我的教学要求帮助孩子检查作业, 准备字卡, 考试前的准备复习等等。

我希望自己的中文教学能给这些小家伙们带来一些学习中文的兴趣, 而不是压力或者负担, 也祝愿他们在未来的所有学习中不断进步成长!

中文一班 C-2

教师: 吴雯

时光飞逝, 转眼一个学年即将结束。C-2 班我已经接手快 2 年了, 班级里有 12 个活泼可爱的学生。在本学年, 我们学习了马立平二年级的第一第二册内容。

回顾一个学年来的语文教学, 我认为, 听, 说, 读, 写是语文教学的四个基本环节, 在低年级“说”和“读”的重要性尤为突出。所以, 在教学中我特别重视“说”和“读”的训练。尽量照顾发言面的广, 让全班同学都能得到锻炼。对同学们的发言及时表扬, 给予指正, 鼓励他们的勇气, 增强同学们的自信心。对于不同的同学有不同的要求。平时发言很少的同学, 能讲几句, 就给予表扬。相反, 成绩较好, 口头表达能力较强的同学要求能用新学的词语, 有顺序, 有感情地表达。通过一个学期的训练, 我发现同学们的表达能力有较大的进步, 逻辑思维能力也增强了。在“说”的过程中, 有一个与之相促进的过程不容光焕发忽视, 那就是“读”。俗话说: 读书百遍, 其义自现。语文“读”的要求, 首先要读准字音, 读通句子, 读通课文。读完后, 能弄清读懂了什么还有哪些不明白的; 其次, 用“读”来感悟文章, 理解文章的意思。在理解文章的基础上, 再来有感情地朗读。读的形式多样, 可以采用个别读, 齐读, 小组读, 分角色朗读等。平时, 我每教一篇新课文, 都会让学生分角色表演课文内容, 既能帮助学生理解课文, 又使学生的表达能力得到了锻炼。

通过一年的努力学习, 也在家长支持帮助下, 学生们均有了不同程度的进步。作为教师, 还有比这更令人高兴的事吗?

中文双语二班 B-2

教师: 于军 Olivia Yu

It is another happy year being with the students of B-2.

After the hard work of the first year, the students are showing their big progress in learning Chinese within this year. They follow up every step of the lessons in the class very well. They read and

present the dialogues of the lessons fluently with right pronounce. They are good at define the structure of the Chinese characters. They are getting more vocabularies and building up the sentences with two or more phrases. With the developing of speaking and reading, the skills of listening and writing are progressing as well. Because of the increase of their skills, we are able to finish our learning schedule early and get to work more lessons. We have finished Book 1 of Standard Chinese, and get to Lesson 9 of Book2. In the 19 lessons we have learned this year, we practiced the sentences about cooking, buying food and clothes, describing objects, playing, studying, vocation, and school life. My lovely students never showed that the new high level book is hard for them. They always do their work accurately and did their test very well.

I am so happy to see the confidence is built in their Chinese learning. B-2 students are on the right track of learning Chinese, and at fast developing situation.

中文四班 C-4

教师: 肖燕

I took over this class in February 2010. Although it's been less than three months, my students have made good progress. Here are the highlights:

1. All students in C-4 class have made strong effort to converse in understanding the lessons and assigned reading materials. They all are very enthusiastic in participating in class discussions.
2. All students have made improvement in Chinese reading (loud) including those who had difficult time in reading loud from the beginning of the quarter.
3. Most of the students are able to make sentences by using new words from the new lessons. Once in a while a couple of them might make minor errors, but were able to understand what's wrong and why it was wrong after I explained to them.
4. The majority of the students did very well during the weekly new words dictation and a couple still needed a little help.
5. The whole class has had a major breakthrough in Chinese handwriting. It showed in last several weeks of the class that everyone's handwriting in Chinese has improved from the beginning of the year.
6. I have added oral Chinese presentation to this class. I believe that everyone will benefit from doing it in many ways. All students have been trying hard to grasp Chinese oral presentation skills. A few of them need some help during the oral presentation. I don't grade students on this presentation, but will give everyone extra credit for doing it.
7. Class discipline. The students were a little too active from the beginning of the year. It has made good improvements and students are trying hard to behave themselves and respect others. It's very nice to see the class making such a good progress in such a short period time.
8. The students had better understanding on the class lessons and meanings of Chinese phrases, characters and the lessons since I used more English explaining them during the class. I will continue using English in class but will gradually reduce the usage of the English as class continues making progress.

中文双语四班 B-4

教师: 刘捷 Jie Liu

For the Bilingual B-4 class I am teaching, all of my students have made a significant progress during the calendar year 2009-2010. My class has 11 students who are really in diverse heritage. They only have limited opportunities to practice Mandarin Chinese at home. For them the most learning and cognition of Chinese are basically from my Chinese language learning class. My goal is to motivate my students to actively involve in the class

learning. I have tried to create as many opportunities as possible for the students to practice Chinese in my classroom.

B-4 class is using the textbook of "Ma-Li-Ping Chinese 1". Throughout the school year, the students have learned and are able to recognize more than 1500 Chinese characters that are in common usage. They can also skillfully write the 500 most commonly used Chinese characters. What's more impressive is they can use hundreds of words to make simple sentences and apply them to their daily lives. Our class has finished learning 20 lessons of the textbook that includes contents such as folk songs, poems, and short funny stories. In addition, I guided my students to practice and master more than 200 practice sentences and 26 short articles that are listed in the reading comprehension part of the textbook. With the students' continuous hard efforts to learn and practice Chinese in this school year, they have made a huge progress improving their listening and speaking skills.

Besides the course study, I also encourage my students to actively participate in many extra-curricular Chinese learning activities. For example, I asked all of my 11 students to participate in "the first Chinese Character Writing Contest." Students and I practiced Chinese handwritings diligently in my class. The students kept improving their Chinese handwritings with time marching on. As result, two students in my class were honored in the Elementary Group Winners and the other nine students got the Honorable Mentions Prizes. By preparing for and participating in the Chinese Character Writing Contest, my students developed more confidence in studying the Mandarin Chinese language. They also had a lot of fun practicing the Chinese handwritings. The parents were also joyful to see their children's steady progress in learning Chinese and thanked me for my diligent and fruitful work. I believe both my students and their parents now show more interest and enthusiasm than ever before in learning Chinese at Great Wall Chinese Academy.

To effectively teach a bilingual class with students aging from 9-12, I need to apply many teaching strategies to my classroom to increase comprehensible input and teacher-student interaction. I carefully observe my students' response to my lesson and constantly adjust the content and pace of my lecture to satisfy my students' needs. For example, I may increase the number of repetitions of the course texts to help my students better understand the texts. I may choose more key vocabularies with detailed explanations to facilitate my students' learning. I also design more questions to foster and facilitate more effective classroom discussions. Further, I write the course text on the chalkboard and add "Pin Yin" to each character as a way of proving visual scaffolding. I encourage every student to actively participate in my lesson, celebrating everyone's progress.

As a teacher, the happiest thing is to see students' endeavor to learn and the progress they have made. I will work even harder to help my students make more progress in mastering the Mandarin Chinese and continue their happy Chinese learning journey at the Great Wall Chinese Academy.

中文六班 C-6 班

教师：吴瑞红，

写着教师学期总结，记录着同学们这一学期的表现，顿然嘴角弯弯的暗喜涌现上来……

我在长城中文学校这个的家庭已经快一个学期，能够参与教学成为真正意义的教师，让我终于在异国他乡找到了归属感，心中的感激和感慨难以言表。回想初到美国我如同一个身形高大但思想幼稚的小学生一样，好奇新鲜的感知这个陌生的国家，充满期待又处

处碰壁，闹出笑话。现在的我深深感到，我在这里吸收养分，学习经验，与我亲爱的同学们，同事们，长城中文学校一同成长，互相伴随。教语言不是我的专业，所以要想胜任这份新的挑战，就要好好向同事们取经。我先后观摩了何璐、吴雯、杨渝花老师精彩的教学课堂，又得到经验老到的程少梅老师亲自指导，才开始找到教中文的门路来。后来又得到采娟和罗杨媚老师的耐心指点，我的新工作慢慢上轨道了。

在 C-6 班上有 6 位是活泼的女孩，再加一位大气沉稳的男生。他们的中文比我想象的优秀，听说读写的能力很强，所以我的主要工作就是继续激发他们学习中文的兴趣，强化他们中文的听说阅读能力，在这基础上再慢慢训练书写能力。中文如同任何语言，多听多说，创设中文学习环境非常重要。所以我要求家庭学校互相配合，在家也应该多以中文与孩子交流沟通。所以衷心感激各位任劳任怨的家长，潜移默化而又举足轻重地做着举大的努力。每周课堂的安排一般是首 15 分钟一般安排复习汉字常用词，要求会认会写。这部分字词是已经学过但又经常使用的词，需要强化记认。为了激发学习兴趣，我经常让学生在黑板写意思相近或相反的常用字来训练。接着一般花 5-10 分钟复习上一课的生字词，记认生字卡。然后学习新课生字，标注拼音，阅读课文，理解大意，总结主题，一般需要 30-40 分钟。这其中又会再反复记认朗读。接着用 15 分钟讲解语法并让同学活学活用，造句。最后花 10 分钟做一篇课文阅读理解材料并当堂完成相应的课后练习，这样做是为训练学生的阅读和独立思考的能力。每两周会抽时间给同学介绍中国自然地理，文化历史。这就是我们班的教学基本活动总结，今后会根据学生家长反馈适时调整教学活动，以便于更好提高课堂效率。

中文八班 C-8

教师：闭彩娟

C-8 班共有 12 名学生，学生们都处于青少年阶段，而且家庭背景和语言环境都相仿。对于处在这个容易叛逆的年龄阶段和相当的中文基础的青少年来说，学习中文是件很无奈的事情，总是觉得没有意思，没有用；然而，对于学生的父母和学生本身的发展来说，学习中文是极其有必要的；在老师看来，C-8 班的所有学生个个都是聪明伶俐，活跃朝气，代表着父母，老师，社会以及国家的未来，他们的求知欲和想象力就像是下午 2 点钟的太阳咄咄逼人，有时令老师觉得一个头两个大，有时又觉得阳光明媚；因此，这班“太阳”能否正确领悟学习的意义，端正学习态度和吸取知识不仅仅是学生的问题，亦是家长和老师的任务。

C-8 班学生生活在有中国语言和文化熏陶的环境下，听说读写都有一定的基础。针对 C-8 班学生情况，教学的计划是利用这一学年来学习马立平第五册教材《西游记》，主要是通过朗读和学习《西游记》这本中国四大名著之一来达到词汇累积的效果，并进行初步写作练习。

经过从 2009 年秋到 2010 年春，通过学生，老师，学校和家长的几番努力和合作下，C-8 班同学的中文有了长足进展。

1. 增加词汇和运用词汇造句。《西游记》共 20 章节，每个章节有硬性必学的 36 个生字，加上非硬性的，课文出现的生字，大概有十多个，换句话说，每节课学生们都会碰到 50 个生字左右，因而或多或少他们都可以累积到词汇。学生们学习生字，要学以致用，在课堂上口头造句。词汇造句的作用为理解运用词汇，而且练习句子结构的完整性都有帮助，通过不断的练习，学生进步很大。

2. 课文阅读和理解。《西游记》故事情节丰富精彩，人物形象生动鲜明；学生们代号入座，进入分配好的角色进行课文朗读，理解课文说的是什么，分析人物特性，从而学生们增强了阅读和分析能力。课堂表现和作业完成。终归终矩的学习是青少年学生最厌恶的，为了让他们可以喘口气，也为了活跃课堂，丰富内容，我们在

课堂上进行不同的作法，比如：生字一拼音一解释对对碰；通过台下同学们的各种提示拼写出词汇；中国笑话解读等等。在家庭作业完成部分，大部分的学生都能认真完成。

4. 写作。这一学年坚持训练下来，同学们的写作虽然没有突飞猛进的大跨越，但是相比之前，情况好了很多，至少学生们尝试去写自己的想法，尽管句子存在一定的语法问题，尽管用词还不够完全恰当。

希望 C-8 班的同学，珍惜现在学习中文的机会，继续努力加油。

中文十班

教师：吕平

时间真的如白驹过隙，转眼我来到美国已经快五年了。想起刚到长城中文学校时我的生涩不禁莞尔。有幸这么多年来学校以及家长们给我成长的机会，使我体会到教学相长的快乐。

当我再看到两年前教过的那帮孩子们时，他们的个子高了一大截，行为举止也成熟了很多，我的心底不禁涌现出多种情绪：激动；自豪；欣慰。我也时时鞭策自己不要忘了教师两字头上承担的责任：不仅要教书，也要育人。

我们 C10 的同学都是 Teenager，我时常折服于他们思维的敏捷和开阔，我也惊讶于他们的自我意识和独立意识。看到他们侃侃而谈女性地位的问题；关于职业；学习压力的问题以及由中国的计划生育政策牵涉到的人口问题，我会有这样的错觉：他们真的是初中生吗？怎么会知道得那么多！这也迫使我这个中国来的中文老师时时查询或重温一些关于这方面的东西，好在面对学生时胸有成竹。当我听到或感觉到他们说“哦！原来是这样！”，我想做老师的快乐就在这里了吧。作为高年级的中文老师，我有机会批改他们的作文，从而分享到美国学生的点滴想法，这真的是一份难得的经验，尤其对我这个新手妈妈来说。

我们一周只有一次中文课，我尽量每周做一些相关主题的 poster，比如《论语》里节选的经典名言“温故而知新”“临渊羡鱼，不如退而结网”；古诗词里的一句话“梦里寻它千百度，那人却在灯火阑珊处”，一来了解些许中国的古代文化，二来丰富了学生的语言；三来算是额外的期许：培养高尚的情操。学生们正处于青春期，不服管教，不易管教。在这有限的两小时里，让学生不自觉地接触一些中国的灿烂的文化，从而给学生正面的积极的思想指导，这是我的初衷。在这点上，我并不能肯定我成功了。毕竟，这不只是一周一次课就可以完成的任务，这需要学校家长的努力。

我们使用的是《新实用汉语》第四册，作业量还是比较大的（相比每日都上中文课的大学生），我有时也很同情他们，但是同学们大都努力完成了！我为他们感到骄傲！也感谢幕后全力支持的父母们！有幸成为 C10 的老师，我很快乐很自豪！

中文十二班

教师：王云

本班是为 SAT II 和 AP 备考学生提供针对性辅导和练习的班级，现有 7 个学生，其中两位去年考过 AP 并取得了好成绩，今年又有两位准备应试，还有几位还不到考 AP 的年龄，但“听、说、读、写”综合汉语水平也相当不错。

根据 AP 中文考试以沟通能力、文化体认、融会贯通、文化比较和社区运用为目标。学生需要了解中华文化的体现和产物，在中美文化、语法等进行比较学习，并且超越课堂，灵活地掌握实际沟通能力。我们选择针对 AP 中文考试的教材《收获》，以中国文化为依托，针对 AP 听说读写的要求做针对性地训练和练习。

1、由于对电脑的依赖，学生对写汉字没有动力。我们只好改变去年 email 交作业的方式，鼓励学生手写为主。每次正式上课之前，先花 15 分钟时间在白板上写生词，标注拼音，遇到不会的生词，大家互相提示和帮助，尽量把生词放到句子里面运用。

2、以小组讨论和练习为主。课堂以阅读练习为主，有意分配给他们相比较而言弱的方面进行练习，有必要的时候强弱搭配组成

讨论伙伴，然后个小组公布他们的练习答案和讨论结果，并接受其他小组的提问和指正。

3、针对 AP 做对话和 presentation 的训练。教材的内容是和中国国情紧密相连的，有些固定的说法，对美国长大的孩子不一定熟悉，而且 AP 考试是有时间限制的，因此在一定的时间内准确地用中文表达思想和情感成文会话练习中的一个挑战，我们课堂 40% 的时间都用在情景对话和 Presentation 上了。

4、把中国的历史地理和文化融入语言中。教材包括中国文化，民情，风俗，尤其是在体育运动和学校生活，节日等方面有意要学生对美国和中国进行比较。有些学生跟父母回过国，也去过不少地方，结合教学内容，除了给他们机会分享他们在国内“好吃好看”的体会和经验外，有意引导他们回答一些和地理位置气候环境，历史故事、风俗习惯等问题，尤其是通过 email 和 personal letter 的方式练习写作的同时，对中西方的文化也做出了比较。

5、课堂以阅读、演讲练习为主，听力和写作部分由学生自主完成，课堂只做修改和反馈。总体来说，准备参加 AP 的同学完成情况不错，其他同学能坚持每周来上课已经很不容易，尤其是考过 AP 的几位同学，主动地分享考试的经验和帮助其他同学，在教学中起到了非常积极作用。

学生作文选 Students Essays

学习中的压力 刘夏欢

学习中有压力是个好事。只有通过压力，我做事才会做得更快，更好。这是因为要是我没做好的话，我就会受到不同程度的惩罚。我拉小提琴就是个例子。我父母多次警告我，要是我拉得不好，他们就把课停掉。因为他们的这个压力，我经常不管什么都要练琴。我另外一个朋友也有同样的经历。他父母规定他在高中的成绩要全 A。要是他没有达到这个规定，他父母就会把他的手机，电脑，和电视全拿走。要是没有他父母的压力，他就不会这么用功地学习。我觉得学习上的压力就像大自然里的生存压力一样。动物都要有压力才能提高生存能力。所以我认为学习一定要有压力才能学。学习上的压力为小孩面对以后的压力做准备。

电子书信 苏展

你好！暑假你过得怎么样啊？

这次暑假，我回中国看望我的家人了。中国的变化巨大，大的我都变成路痴了。我的亲戚们都很健康，但我祖祖都已经 98 岁了。差一点就认不到我了。我弟弟差不多 4 岁了。他看见我买雪糕吃也闹着要吃。我还到我弟弟的奶奶家去了。他奶奶住在宜宾的一个小岛上。那里有很多可以抓得竹峰和知了。而且还有牛可以骑。你骑过牛吗？每天早晨我都要一个人骑自行车到电子科大去练乒乓球。我的乒乓球技艺突飞猛进。你喜欢打乒乓球吗？也许哪天我们可以一起打乒乓球怎么样啊？暑假里我还去了北京，你去过吗？而且我还爬了万里长城呢！“不到长城非好汉”哟！我相信你也一定去过长城。我还颐和园里走过世界上最长的长廊！

祝你学习顺利！

电子书信 卢也

你这个星期过得怎么样？有没有什么特别的事发生？我可是忙得不得了。。。整个星期都在忙作业，都没什么机会做别的事。

星期一去上学时，因为路上堵车，就迟到了。还好，那天早上的老师比较了解我的情况，所以没说我什么。如果这件事和碰星期二的第一节老师发生，她一定会把我的头吃了！

昨天，我妈带我去 Far East Center 那里剪头发，差点就刮成光头了。哈哈，开玩笑！不过，现在我头发比以前短的多，希望它快快长长。后来，我妈带我去中国店，真费时间。还好，她买的东西不多，所以过了一会儿就回家了。

希望你过地这星期比我的还丰富！