

夏天在中国旅行

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我高中是在夏威夷州火奴鲁鲁市普纳荷学校读的。这个学校每两年的夏天会送一些学生去中国旅行。学生一路上可以看到很多重要的城市，像北京和上海，学中国文化，也学习中文。学生也有一个特别的机会，可以去湖南省访问。很多去中国的旅客只参观旅游景点，认识不到真正的中国文化。由于普纳荷和湖南省保靖县第一中学的合作关系，让学生有很不寻常的旅行经历。

我二零零八年七月的时候，参加了这个旅行团，我们在中国还是先参观了很多旅游景点，比如北京市的天安门广场和上海市外滩，我们都知道这次旅行的目的是去湖南省的保靖县教中学学生英文。因为这些学生住的是一个比较贫困地区的省，所以他们学英语的机会很少。能跟美国学生有交流，是很难得的。这些学生都希望能上大学，可是很多根本没有这样的机会。这些学生都知道他们住在一个越来越全球化的世界，学别国的文化和语言很重要。虽然我们这些美国学生只有十五到十八岁，可是大家都希望能帮助改进这些中国学生的生活。

旅行的第二个星期我们就坐火车从北京市到保靖县去。我们的旅行团一共有四十二人，其中两位是带队的老师，四位是大学生。到了旅馆以后，我们马上走到那所中学去。在那儿我们看到了两百多位学生，大家都很兴奋。老师们说了几句话以后，每一位美国学生就跟几位中国学生开始上英文课。我的那一组也有十位中国学生。他们都是十岁或十一岁。我先自我介绍，我再请每一位中学生自我介绍，然后我给他们英文名字。他们没有很多说英文或写英文的经验，因此，他们没有办法用英文交流。在那两个星期每天都去他们学校三个小时；早上常常上英文课，下午我们跟中国学生一起做中国文化活动。有时候我们跟学生去参观湖南省的名胜古迹。每次出去参观时，我们用英文交谈。虽然我觉得中国学生在教

室里面学习了很多英文，我觉得这样活动的时候练习英文有用多了。

两个星期以后我们的旅行团终于回去夏威夷州了，我觉得这个经历对美国和中国学生都有帮助。

生词

夏威夷州	Xiàwēiyí Zhōu	prop. n. State of Hawai'i
火奴鲁鲁市	Huǒnúlǔlǔ Shì	prop. n. City of Honolulu
普纳荷学校	Pǔnàhé Xuéxiào	prop. n. Punahou School
重要	zhòngyào	adj. important, significant
湖南省	Húnán Shěng	prop. n. Hunan Province, South Central China
访问	fǎngwèn	v. to visit
旅客	lǚkè	n. traveler, tourist
旅游景点	lǚyóujǐngdiǎn	n. tourist attraction, travel sight
真正	zhēnzhèng	adj. genuine, real, true
由于	yóuyú	conj. due to, as a result of
保靖县	Bǎojìng Xiàn	prop. n. Baojing County
合作	hézuò	v. to cooperate, to collaborate
关系	guānxì	n. relation, relationship
不寻常	bùxúncháng	adj. unusual, curious, somewhat extraordinary
经历	jīnglì	n. experience
天安门广场	Tiān'ānmén Guǎngchǎng	prop. n. Tiananmen Square, Beijing, China
外滩	Wàitān	prop. n. The Bund, Shanghai, China
目的	mùdì	n. purpose, aim, goal, objective
贫困地区	pínkùndìqū	n. poor region, impoverished area
难得	nándé	adj. seldom, rare, hard to come by
根本	gēnběn	adv. Simply
越来越	yuèláiyuè	adv. more and more
全球化	quánqiúhuà	n. globalization
世界	shìjiè	n. world
改进	gǎijìn	v. to improve, to make better
生活	shēnghuó	n. life, livelihood

团	tuán	n. group
兴奋	xīngfèn	adj. excited
自我介绍	zìwǒjièshào	v. to introduce oneself
经验	jīngyàn	n. experience
名胜古迹	míngshènggǔjì	n. historical sites and scenic spots
欣赏	xīnshǎng	v. to appreciate, to enjoy

Summer Travel in China

My high school was Punahou School in Honolulu, Hawai'i. Every other summer, Punahou School sends students to China to travel. The students, on the journey, see many important cities, such as Beijing and Shanghai, study Chinese culture, and study Chinese language. We also had a special opportunity to visit Hunan Province. Many travelers who go to China only see tourist attractions, not being able to see genuine Chinese culture. By a cooperative relationship between Punahou School and the Hunan Province Baojing County No. 1 Middle School, we had a rare travel experience.

In July 2008, while we visited many tourist attractions in China, such as Beijing's Tiananmen Square, and Shanghai's Bund, the purpose of the trip was to travel to Hunan Province's Baojing County to teach middle school students English. Because the province they live in is a rather poor area, their opportunities to study English are rather few. Having American students go there to teach these Chinese students is rare. They all wish to attend college, but many students simply will not have this type of opportunity. These students all know we all live in an increasingly globalized world, so studying other nations' cultures and languages is very important. Although we American students are only 15 – 18 years old, we hope that we were able to improve these Chinese students' lives.

On the second week of the trip, we took a train from Beijing to get to Baojing County. Our travel group in total had 42 people, including two teacher-chaperones and four college students. After we arrived at the hotel, we immediately went to the middle school. There, we saw more than 200 students, every one of them excited. After the teachers said a few words, every American student and a couple of Chinese students started English class. My group had 10 students. They were all 10 – 11 years old. I first introduced myself, and then asked the students to introduce themselves, and then I gave them English names. They had very little English speaking and writing practice. Thus, they had poor command of the English language. However, every day we went back to their school for three hours; in the morning we often held English class, and in the afternoon, we went with the Chinese students to do Chinese cultural activities. Sometimes all of the students and us went to visit Hunan's historical and scenic spots. Every time we went out, we conversed with the students in English. Although I think the Chinese students learned much English in the classroom, I also think on these types of activities the Chinese students learned and practice English more.

Although we American travelers eventually had to go back to Hawai'i, I hope these students appreciated our teaching.