Elementary Chinese Vol 2

This book is the first scholarly study of the famous Jesuit Chinese children's primer, the Four Character Classic, written by Giulio Aleni (1582–1649) while living in Fujian, China. This book also includes masterful translations of both Wang Yinglin's (1551–1602) hallowed Confucian Three Character Classic and Aleni's Chinese catechism that was published during the Qing (1644–1911). Clark's careful reading of the Four Character Classic provides new insights into an area of the Jesuit mission in early modern China that has so far been given little attention, the education of children. This book underscores how Aleni's published work functions as a good example of the Jesuit use of normative Chinese print culture to serve the catechetical exigencies of the Catholic mission in East Asia, particularly his meticulous imitation of Confucian children's primers to promote decidedly Christian content.

The Routledge Course in Mandarin Chinese is a two-year undergraduate course for students with no prior background in Chinese study. Designed to build a strong foundation in both the spoken and written language it develops all the basic skills such as pronunciation, character writing, word use and structures, while placing strong emphasis on the development of communicative skills. The complete course consists of Textbook Level 1, Workbook level 1 - including free CDs, Textbook level 2 and workbook level 2 including free CDs. All books are available separately in simplified as well as traditional characters and take the students from complete beginner to post-intermediate level. Textbook Level 2 incorporates the innovative features of Level 1 including the separation of vocabulary from characters, a "basic to complex" introduction of grammatical structures, a comprehensive companion workbook with extensive practice in all language skills and functions, and a Teachers' Manual. Level 2 adds a "Narrative" Component to support the learner as they move from spoken Mandarin to formal written Chinese, and from the comprehension and production of short sentences to paragraphs and essays. Level 2 of this Course in Modern Mandarin bridges the gap that characterizes the transition between basic level Chinese courses and more advanced work. The Narrative Component includes: Model narratives that introduce formal written Chinese with explanations of the features of each narrative. Focus on narrative function including description, comparison, explanation, persuasion, and hypothesis. Reading and writing assignments that guide students to internalize model structures, to read for information, and to compose original essays for specific purposes. The course is also fully supported by an interactive companion website which contains a wealth of additional resources for both teachers and students. Teachers will find lesson plans in both English and Mandarin, providing a weekly schedule and overall syllabus for fall and spring, as well as activities for each lesson and answer keys. Students will be able to access downloadable character practice worksheets along with interactive pronunciation, vocabulary and character practice exercises. All the audio material necessary for the course is also available online and conveniently linked on screen to the relevant exercises for ease-of-use. For more information about the course and to access these additional resources, please visit the companion website at www.routledge.com/textbooks/9780415472517 For bundle discounts please visit: http://www.routledge.com/books/details/9780415533089/

An innovative text which adopts the tools of cultural studies to provide a fresh approach to the study of Chinese language, culture and society. The book tackles areas such as grammar, language, gender, popular culture, film and the Chinese diaspora and employs the concepts of social semiotics to extend the ideas of language and reading. Covering a range of cultural texts, it will help to break down the boundaries around the ideas and identities of East and West and provide a more relevant analysis of the Chinese and China.

This book is the first part of a series of three textbooks to help Western students of Chinese prepare for the official Chinese Language Proficiency Test (HSK) in the People's Republic of China. It covers all the language material (Chinese characters, vocabulary, grammar points) required for the first two HSK exam levels 1 and 2 at the elementary stage of Chinese language studies, following the most recent official curricula and guidelines of the competent examination body (Hanban). These three essential "material" main areas of Chinese language studies are covered in depth and will help the student pass the respective language proficiency tests successfully.

Elementary Chinese

The Field of Chinese Language Education in the U.S.A Retrospective of the 20th Century

Routledge

This book, the first in its field in a Western language, examines China's native phonological tool with regard to reconstruction, theory, and linguistic philosophy. After an introductory essay on the nature of the tables and the history of their interpretation, the book concentrates on three areas: application of rime table theory to reconstruction, the history of rime table theory, and the application of the tables to descriptive linguistics. An appendix details a number of 20th century systems for transcribing their phonology into Roman letters. Major topics include Altaic contact-influence on Chinese, early native understanding of the tables' meaning, the phonological work of Yuen Ren Chao, and Stammbaumtheorie/diasystemic thinking about Chinese. New reconstructions of Han and "Common Dialectal" phonology appear here, as do complete texts and translations of the Shouwen fragments and Yunjing preface.

"DeFrancis's book is first rate. It entertains. It teaches. It demystifies. It counteracts popular ignorance as well as sophisticated (cocktail party) ignorance. Who could ask for anything more? There is no other book like it. ... It is one of a kind, a first, and I would not only buy it but I would recommend it to friends and colleagues, many of whom are visiting China now and are adding 'two-week-expert' ignorance to the two kinds that existed before. This is a book for everyone." --Joshua A. Fishman, research professor of social sciences, Yeshiva University, New York "Professor DeFrancis has produced a work of great effectiveness that should appeal to a wide-ranging audience. It is at once
Download Ebook Elementary Chinese Vol 2

instructive and entertaining. While being delighted by the flair of his novel approach, the reader will also be led to ponder on some of the most fundamental problems concerning the relations between written languages and spoken languages. Specifically, he will be served a variety of information on the languages of East Asia, not as dry pedantic facts, but as appealing tidbits that whet the intellectual appetite. The expert will find much to reflect on in this book, for Professor DeFrancis takes nothing for granted." --William S.Y. Wang, professor of linguistics, University of California at Berkeley

Cultural Foundations of Chinese Education describes the evolution of Chinese education for more than 5,000 years, and analyzes in depth its interaction with Chinese culture.

Ni Hao, Level 2 (3rd edition) consists of a student textbook, student workbook and four audio CDs. Lessons 2 and 3 have been renamed but the content is primarily the same. Lesson 6 was eliminated. One more review lesson has been added as Lesson 5. A new section "About Pinyin and characters" has been added to this new edition. It highlights some areas that students would like to know when learning the rules of pronunciation. In the student workbook the first section of each lesson provides word recognition practices instead of listening to statements and identifying the picture as in the 2002 edition. The audio CDs cover all sections in each lesson which provide support to students for independent listening opportunities. The sections in the student textbook and workbook exercises are clearly announced.

This open access book contains the oral histories that were inspired by the work of the Special Olympics in conjunction with the 50th anniversary of its founding. The foreword and preface materials provide an overview of the Special Olympics and its growth in the Peoples Republic of China. The sections that follow record interview transcripts of individuals with intellectual disabilities living in Shanghai. In addition to chronicling the involvement of these individuals and their families in the Special Olympics movement, the interview transcripts also capture their daily lives and how they have navigated school and work.

This book is Volume 2 of First Chinese Reader for Beginners. There are simple and funny Chinese texts for easy reading. The book consists of Elementary course with parallel Chinese-English texts. The author maintains learners' motivation with funny stories about real life situations such as meeting people, studying, job searches, working etc. The method utilizes the natural human ability to remember words used in texts repeatedly and systematically. Phonetic transcription Pinyin transcribes the sounds of Mandarin using the western (Roman) alphabet. The book is equipped with the audio tracks. The address of the home page of the book on the Internet, where audio files are available for listening and downloading, is listed at the beginning of the book on the copyright page. As you read a bilingual reader, your brain begins to remember words and phrases simply because you are exposed to them several times. You don't even realize, until you recall what you've learned, that you have already learned the new words and phrases. The graded language book with a parallel translation has helped many to uncover their potential for learning multiple languages. Whether you are learning a language as a hobby or for a necessary purpose, you will find such books are supportive. A good idea is to use the free VLC media player to control the playing speed. You can control the playing speed by decreasing or increasing the speed value on the button of the VLC media player's interface. Read and listen at the same time!

Includes authors, titles, subjects.

The book has been written by an international group of very active researchers and scholars who have a passion for the study of Chinese mathematics education. It aims to provide readers with a comprehensive and updated picture of the teaching and learning of mathematics involving Chinese students from various perspectives, including the ways in which Chinese students learn mathematics in classrooms, schools and homes, the influence of the cultural and social environment on Chinese students' mathematics learning, and the strengths and weaknesses of the ways in which Chinese learn mathematics. Furthermore, based on the relevant research findings, the book explores the implications for mathematics education and offers sound suggestions for reform and improvement. This book is a must for anyone who is interested in the teaching and learning of mathematics concerning Chinese learners. Contents:Overview and International Perspectives:How Have Chinese Students Performed in Mathematics? A Perspective from Large-Scale International Comparisons (L-H Fan & Y Zhu)The Mathematics Curriculum: Toward Globalization or Westernization? (N-Y Wong et al.)Thinking Mathematically by Chinese Learners: A Cross-National Comparative Perspective (J-F Cai & V Cifarelli)An Examination of Coherence in a Chinese Mathematics Classroom (T Wang & J Murphy)A Chinese Cultural Model of Learning (J Li)Official Curriculum in Mathematics in Ancient China: How Did Candidates Study for the Examination? (M K Siu)Context and Teaching Materials:The "Two Basics": Mathematics Teaching and Learning in Mainland China (D-Z Zhang et al.)A Comparative Study on Composite Difficulty between New and Old Chinese Mathematics Textbooks (J-S Bao)Textbook Use Within and Beyond Chinese Mathematics Classrooms: A Study of 12 Secondary Schools in Kunming and Fuzhou of China (L-H Fan et al.)Thorough Understanding of the Textbook: A Significant Feature of Chinese Teacher Manuals (J-H Li)Effects of Cram Schools on Children's Mathematics Learning (H M Huang)Pedagogy and Learning Processes:Teaching with Variation: A Chinese Way of Promoting Effective Mathematics Learning (L-Y Gu et al.)Cracking the Paradox of Chinese Learners: Looking into the Mathematics Classrooms in Hong Kong and Shanghai (R-J Huang & K S Leung)Identifying a Pattern of Teaching: An Analysis of a Shanghai Teacher's Lessons (F Lopez-Real et al.)Differences Within Communality: How Is Mathematics Taught in Rural and Urban Regions in Mainland China? (Y-P Ma et al.)Teaching Approach: Theoretical or Experimental? (J Li)The CHC Learner's Phenomenon: Its Implications on Mathematics Education (N-Y Wong)How Do Chinese Learn Mathematics? Some Evidence-Based Insights and Needed Directions (J-F Cai et al.)Readership: Researchers, educators, lecturers, and graduate students in mathematics and education. Keywords:Chinese Education;Chinese Learners;Mathematics Education;Cultural Influence;Teaching and Learning;Chinese Classrooms;Key Features:Represents a concerted research effort in mathematics education of Chinese children, the first of its kindContains contributions from the world's leading scholars and most active researchers in this area and beyondProvides comprehensive coverage and insiders' perspectives on relevant issuesReviews: "A noteworthy feature of the book is that eleven of the chapter authors work in mainland China … The edited collection is a significant contribution to the research literature and provides an important resource in the field." Research in Mathematics Education "In a context of revolving reforms of the mathematical curricula in the West, the research presented in How Chinese Learn Mathematics certainly gives a lot of food for thought about effectively combining a
problem-oriented approach to basic mathematical knowledge and skills with a conceptual and abstract representation of mathematical objects." EASTM "The book copes with the issue of mathematics education in a culturally attentive way and offer hints to reconsider policies on mathematics education in the Western world. Hence, it should be present in the library of each education department. "EMS Newsletter" These volumes contain selected papers from the Second International Conference on Contrastive Semantics and Pragmatics that was held at Newnham College, University of Cambridge, in September 2003. They include papers on negation, temporality, modality, evidentiality, eventualities, grammar and conceptualization, grammaticalization, metaphor, cross-cultural pragmatics and speech acts and the semantics-pragmatics boundary. There are contributions by, amongst many others, Les Bruce, Ilinca Crainiceanu, Thorsten Fretheim, Saeko Fukushima, Ronald Gelyukens, Javier Gutiérrez-Rexach, Klaus von Heusinger, K. M. Jaszczolt, Susumu Kubo, Akiko Kurosawa, Eva Lavric, Didier Maillat, Márta Maleczki, Steve Nicolle, Sergei Tatevosov, L. M. Tovena, Jacqueline Visconti and Krista Vogelberg. This book offers a range of perspectives on the Africa-China partnership in the context of the Forum on China and Africa Cooperation (FOCAC). Incorporating historical, political, social and cultural dimensions, it offers innovative views on the Africa-China relationship that combine theory and practice, and critically examines the prospects of a Pan-African policy towards China, complementary to China's comprehensive African policy. The chapters address a number of key questions, including: What steps are being taken to achieve a more coordinated approach and policy towards China on the African continent? Does Africa even need a collective strategy in the first place? How would a coherent policy framework affect Africa's relations with Europe and other external partners? How do the pillars of the partnership align with the African Union's Agenda 2063 and the United Nation's 2030 Agenda for Sustainable Development? This Festschrift is dedicated to the former Director and Editor-in-chief of the Monumenta Serica Institute in Santt Augustin (Germany), Roman Malek, S.V.D. in recognition of his scholarly commitment to China. The two-volume work contains 40 articles by his academic colleagues, companions in faith, confreres, as well as by the staff of the Monumenta Serica Institute and the China-Zentrum e.V. (China Center). The contributions in English, German and Chinese pay homage to the jubilarians's diverse research interests, covering the fields of Chinese Intellectual History, History of Christianity in China, Christianity in China Today, Other Religions in China, Chinese Language and Literature as well as the Encounter of Cultures. Following the prohibition of missionary activity after 1724, China's Christians were effectively cut off from all foreign theological guidance. The ensuing isolation forced China's Christian communities to become self-reliant in perpetuating the basic principles of their faith. Left to their own devices, the missionary seed developed into a panoply of indigenous traditions, with Christian ancestry as the common denominator. Christianity thus underwent the same process of inculturation as previous religious traditions in China, such as Buddhism and Judaism. As the guardian of orthodoxy moral, the prosecuting state sought to exercise all-pervading control over popular thoughts and social functions. Filling the gap within the discourse of Christianity in China and also as part of the wider analysis of religion in late Imperial China, this study presents the campaigns against Christians during this period as part and parcel of the campaign against 'heresy' and 'heretical' movements in general. Over the past several years, Mainland China has undertaken reforms in various domestic areas, including culture and society, education, the economy, and the Communist Party. In addition, since September 1982 Peking has begun to pursue an independent course in foreign relations. In this volume, based on the Thirteenth Sino-American Conference in Tai...
Originally published in 1974. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

Everything you need to learn the 349 most basic Chinese characters quickly and easily is in this book - our #1 Chinese language learning kit! 349 Flash Cards. A Handy Organizing Ring. Audio Recordings of More than 2000 words and phrases. Plus a 32-page study booklet. To succeed in mastering Chinese characters, there are just 3 secrets: begin with the most useful characters, study them in the most effective order, and use repetition galore! Flash cards remain one of the most effective tools for rapid memorization, and Tuttle's flash cards are the best available today. Whether on a train from Beijing to Shanghai or sitting under a tree in Berkeley, you can study Chinese with this well-designed, easy-to-use set of flashcards. Developed with HSK study and AP test-prep in mind, the front of Tuttle's Chinese Flash Cards give one Chinese character, a stroke order guide, 4 words and phrases, and look-alike alerts to help avoid confusion. On the reverse is as much information as a dictionary entry: Romanized pronunciation and English meanings, sample sentences for correct usage, plus helpful mnemonics and learning tips. An audio CD gives native-speaker pronunciations and a handy organizing ring is the perfect way to keep the cards all together when you're on the go.


First published in 2009, Routledge is an imprint of Taylor & Francis, an informa company.

In the past fifty years, scholars of human development have been moving from studying change in humans within sharply defined periods, to seeing many more of these phenomenon as more profitably studied over time and in relation to other processes. The Handbook of Life-Span Development, Volume 2: Social and Emotional Development presents the study of human development conducted by the best scholars in the 21st century. Social workers, counselors and public health workers will receive coverage of the social and emotional aspects of human change across the lifespan. This book constitutes the thoroughly refereed post-workshop proceedings of the 21st Chinese Lexical Semantics Workshop, CLSW 2020, held in Hong Kong, China in May 2020. Due to COVID-19, the conference was held virtually. The 76 full papers included in this volume were carefully reviewed and selected from 233 submissions. They are organized in the following topical sections: Lexical semantics and general linguistics, AI, Big Data, and NLP, Cognitive Science and experimental studies.

Reproduction of the original: The Englishman in China During the Victorian Era, Vol. II by Alexander Michie

This book examines the textual, social, cultural, practical and institutional environments to which the expression “teaching and learning contexts” refers. It reflects on the extent to which studying such environments helps us to better understand ancient or modern sources, and how notions of “teaching” and “learning” are to be understood. Tackling two problems: the first, is that of certain sources of scientific knowledge being studied without taking into account the various “contexts” of transmission that gave this knowledge a long-lasting meaning. The second is that other sources are related to teaching and learning activities, but without being too precise and demonstrative about the existence and nature of this “teaching context”. In other words, this book makes clear what is meant by “context” and highlights the complexity of the practice hidden by the words “teaching” and “learning”. Divided into three parts, the book makes accessible teaching and learning situations, presents comparatist approaches, and emphasizes the notion of teaching as projects embedded in coherent treatises or productions.

Chinese Research Perspectives on Educational Development, Volume 3 informs the Western readers of the current educational development in policy, practice, and research in China. Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses—pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

The Hindu–Arabic numeral system (1, 2, 3, ...) is one of mankind's greatest achievements and one of its most commonly used inventions. How did it originate? Those who have written about the numeral system have hypothesized that it originated in India; however, there is little evidence to support this claim. This book provides considerable evidence to show that the Hindu–Arabic numeral system, despite its commonly accepted name, has its origins in the Chinese rod numeral system. This system was widely used in China from antiquity till the 16th century. It was used by officials, astronomers, traders and others to perform addition, subtraction, multiplication, division and other arithmetic operations, and also used by mathematicians to develop arithmetic and algebra. Based on this system, numerous mathematicians and algebraists were written. Sun Zi suanjing (The Mathematical Classic of Sun Zi), written around 400 AD, is the earliest existing work to have a description of the rod numerals and their operations. This treatise as a central reference, the first part of the book discusses the development of arithmetic and the beginnings of algebra in ancient China and, on the basis of this knowledge, advances the thesis that the Hindu–Arabic numeral system has its origins in the rod numeral system. Part Two gives a complete translation of Sun Zi suanjing. In this revised edition, Lam Yung has included an edited text of her plenary lecture entitled “Ancient Chinese Mathematics and Its Influence on World Mathematics”, which was delivered at the International Congress of Mathematicians, Beijing 2002, after she received the prestigous Kenneth O. May Medal conferred by the International Commission on the History of Mathematics. This should serve as a useful and easy-to-comprehend introduction to the book. Contents:The Sun Zi Suanjing (The Mathematical
Classic of Sun Zi
Numbers and Numerals
The Fundamental Operations of Arithmetic
The Common Fraction
On Extracting Roots of Numbers
Tables of Measures
The Various Problems
Socioeconomic Aspects in Sun Zi's China
Did the Hindu–Arabic Numeral System have its Origins in the Rod Numeral System?
Readership: Historians of science, mathematicians and those interested in numbers.
Keywords: Hindu-Arabic Numeral System; Rod Numerical System; China; Arithmetic; Algebra
Reviews: "This book continues to be an excellent resource on the history and influence of Chinese mathematics." Choice
"This book not only stimulates the reader's interest in this centuries-old issue concerning the origins of the decimal place-value system, but also provides an excellent introduction to one of the important ancient Chinese mathematical texts for English readers, along with full translation of The Mathematical Classic of Sun Zi… Fleeing Footsteps should be read by anyone interested in the history of Chinese mathematics or in the origins of number systems." MAA Online Book Review
For contents, see Author Catalog.