

Chapter 1 : Project MUSE - Teaching and Learning Chinese as a Foreign Language

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Missionary preaching in China using The Wordless Book In , attacks took place across China in connection with the Boxer Rebellion which targeted Christians and foreigners. The China Inland Mission lost more members than any other agency: However, in , when the allied nations were demanding compensation from the Chinese government, Hudson Taylor refused to accept payment for loss of property or life in order to demonstrate the meekness of Christ to the Chinese. In the same year, Dixon Edward Hoste was appointed to the directorship of the mission. Growth amid war and revolution[edit] The early s saw great expansion of missionary activity in China following the Boxer Rebellion, during the Revolution of and the establishment of the Chinese Republic. William Whiting Borden , wealthy heir of the Borden, Inc. He died in Egypt while still in training. A musician and an engineer named James O. Fraser was the first to bring the Gospel message to the Lisu tribes of Yunnan in southwest China. This resulted in phenomenal church growth among the various tribes in the area that endured to the 21st century. The Warlord period brought widespread lawlessness to China and missionary work was often dangerous or deadly. John and Betty Stam were a young couple who were murdered in by Communist soldiers. Their biography, "The Triumph of John and Betty Stam", inspired a generation of missionaries to follow in the same steps of service despite the trials of war and persecution that raged in China in the s and s. The Japanese invasion further complicated efforts as the Japanese distrusted anyone with British or American nationalities. Many missionaries were put into concentration camps, such as Weifang , which lasted until the end of the war. The entire Chefoo School run by the mission at Yantai was imprisoned at a concentration camp. As the children and teachers were marched off they sang: Therefore we will not fearâ€¦. In addition to reducing some languages to written form, the Bible was translated, and basic theological education was given to neglected tribal groups. The publication and distribution of Christian literature were prioritized among both the rural tribes people and the urban working classes and students. The goal remained for every community to have a church in East Asia and thereby the Gospel would be preached "to every creature". The proclamation of the Christian message also included medical work. Three hospitals were opened in rural Thailand as well as a leprosy control programme. Many of the patients were refugees. In the Philippines, community development programs were launched. Alcoholic rehabilitation began in Japan, and rehabilitation work among prostitutes was begun in Taipei and Bangkok. We can never forget that we came into existence as the China Inland Mission. Patrick Fung, a Chinese Christian appointed in , is the first Asian to lead the mission. The work continues to the present day. By the late 19th century, when the CIM building was commissioned, what was once a rural village had long been subsumed into the metropolis. Newington Green had grown up around a core of English Dissenters and their famous academies. The CIM headquarters sit between two other listed buildings on the green , Newington Green Unitarian Church , and the oldest brick terrace in London, the Green, where one of the notable minister Richard Price lived. The building was refurbished by Haworth Tompkins.

Chapter 2 : Top 5 Park Avenue Elementary, Bell Gardens, CA Math Tutors | Wyzant Tutoring

Open Library is an initiative of the Internet Archive, a (c)(3) non-profit, building a digital library of Internet sites and other cultural artifacts in digital form.

Contact Wen Li D. I love to help students to learn math. Each student is different, so I often adjust my teaching method for each individual. I always try to stimulate my student? The interest mainly comes from having confidence in math, so my purpose is to build my students? I graduated from California State University with a single subject credential in mathematics. Over the past 20 years, I have tutored many students and have taught math at Jordan High School After one session, my daughter understood the new concepts and was able to catch up with all her back homework. I am planning to have her over at least once a week to insure she will receive at least a B in the class. My score was very low Not only did she arrive on time, but she comes prepared. She brought an arsenal of resources with her and left me with study tasks to complete before our next meeting. She also taught me HOW to read the CBEST test questions properly, which I struggled with along with learning and relearning content from 30 years ago, as I am 39 now and have not had a math class in forever. My final math score was 45 and I passed all because of her tutoring sessions. She went out of her way to fit me in her schedule and she approached the problems in numerous ways to get me to understand. She is awesome and worth every penny! Wen Li is doing an excellent job of getting her ready! She has a plan and curriculum for math SAT preparation and cares about her students. I highly recommend her. She knows how to explain the problems well and asked if I had any trouble understanding the problems. She helps you understand concepts and rules of math and arithmetic reasoning in the most simplistic form. Make sure to practice! My daughter was struggling with this class that past school year. She is no longer afraid to raise her hand in class and ask questions. She even wrote an essay on Wen Li outlining what a difference she has made in her life to help her get back on track in math so she can enjoy and continue to play sports. With such great results, I have hired Wen Li to tutor my son as well. We have no doubt our child will succeed in this subject this semester. A Million Thanks for your excellent teaching! She always prompt and patient and my daughter is gaining her confidence in the materials she went through with Wen. Would love to have Wen tutor again for next year in H Pre-Calc class. Thanks for all help - Rosa A. She is knowledgeable, patient and cares about her students grades. We have noticed a jump in our daughters grade within the first 2 sessions. She is knowledgeable, patient, and follows through with her student. We are lucky to have found her. We are excited for our upcoming lessons with Wen. She is very clear, patient, and supportive. She has provided clarity and confidence to my child. He has dyslexia and has always had issues processing math. He says she is very patient and explains things in a way he can understand. She provided custom lessons to my ability and was very flexible with my schedule. She was a very good teacher and I would recommend her to anyone looking for a Chinese language tutor. She very patient and knowledgeable. Would highly recommend her - Frank G. She is very knowledgeable in the subject and knows exactly what the student needs to stay focused on. She is patient, knowledgeable, and she encourages Shanaya to think through a problem, not just give her the answer. She is very professional; and she is someone I would recommend to a parent.

Chapter 3 : UC Irvine Tutor near Irvine, CA | Wen Li D.

Excerpt from Lessons in Elementary Wen-Li One of the most noticeable changes introduced into China during this generation is the creation of a new style of writing, and a new terminology.

Missionary career[edit] Following his conversion to Christianity at age 17 Baller was one of the first students of the Missionary Institute established in the East End of London by Henry Grattan Guinness. Henry Taylor, and Mary Bowyer. They arrived at Shanghai on 5 November The following year, he and Mary Bowyer were married at Shanghai on 17 September Mary was a veteran missionary to China from the beginning of the China Inland Mission, who had ventured out with Hudson Taylor on the Lammermuir clipper in She had been baptised by Taylor, along with some others, en route at the Sunda Strait. Baller studied the Chinese language in Nanking Nanjing , then just recently liberated from the ravages of the Taiping rebels. Baller was then appointed superintendent of missions in Anhui and Jiangsu with the China Inland Mission. He went to Shanxi in with George King to distribute famine relief. Hudson Taylor , the single women missionaries Horne and Crickmay. Baller took a China Inland Mission party through Hunan , facing antforeign opposition, to Guiyang in , visiting the capital of Guizhou. Writing and teaching career[edit] In he was appointed principal of the new training home for CIM male missionaries at Anqing , Sichuan. There he not only helped train missionaries in the Chinese language but also published his lectures in "Letters, from an Old Missionary to His Nephew" In he began his extensive literary work. After the death of his first wife, Baller married H. Fleming on 23 January In Baller went on furlough after nineteen years of uninterrupted service in China. Baller died in and was buried in Shanghai shortly after completing his book on Taylor. Lessons in elementary Wen-li. Retrieved 15 May

Chapter 4 : Frederick W. Baller - Wikipedia

One of the most noticeable changes introduced into China during this generation is the creation of a new style of writing, and a new terminology. The example of Japan, and the opening of the world to travel.

Additional Information In lieu of an abstract, here is a brief excerpt of the content: Citizens of a global village: Information technology and Chinese language instruction – A search for standards. The Ties That Bind, pp. Northeast Conference on the Teaching of Foreign Languages. Affect in Language Learning. Reference to Abstract Objects in Discourse. Fundamental Considerations in Language Testing. Making multimedia an integral part of curricular innovation. Journal of the Chinese Language Teachers Association 38 2: Lessons in Elementary Wen-Li. Does the home make a difference? A comparison of home-exposure and non-home-exposure students of Mandarin. Journal of the Chinese Language Teachers Association 30 3: Two innovations for teaching tones. Journal of the Chinese Language Teachers Association 26 3: Teaching and learning Chinese in France. A Key to Chinese Speech and Writing. New York and London: Language Processing in Bilingual Children. Conversation, continuation, and connectives. A Course in the Analysis of Chinese Characters. The organization of discourse. The Cambridge Survey, Vol. Relevance and Linguistics Meaning: The Semantic and Pragmatic of Discourse Markers. The fundamental character of foreign language learning. A Book of Readings, pp. Newbury House Bley-Vroman, R. What is the logical problem of foreign language learning? Evidence of auditory enhancement. Journal of Phonetics Outline Guide for the Practical Study of Languages. Linguistic Society of America. Intonation and Its Parts: Melody in Spoken English. Intonation and Its Uses: Melody in Grammar and Discourse. References Boltz, W. Language and Language Learning: Harcourt, Brace and World. Communicative Methodology in Language Teaching. The Communicative Approach to Language Teaching. Coherence in Spoken and Written Discourse. You are not currently authenticated. View freely available titles:

Chapter 5 : Wen Li D. - Calculus, Geometry, and Chinese Tutor in Los Alamitos, CA | Wyzant Tutoring

*Lessons in Elementary Wen-Li [Baller F. W. (Frederick Will) on blog.quintoapp.com *FREE* shipping on qualifying offers. Unlike some other reproductions of classic texts (1) We have not used OCR(Optical Character Recognition).*

It was written to show how Classical Chinese has become an impractical language for speakers of modern Chinese because Classical Chinese when spoken aloud is largely incomprehensible. However the poem is perfectly comprehensible when read silently because Literary Chinese, by its very nature as a written language using a logographic writing system, can often get away with using homophones that even in spoken Old Chinese would not have been distinguishable in any way. However, such homophones are far more common in Literary Chinese than in English. However none of these systems has seen extensive use. Classical Chinese grammar Classical Chinese is distinguished from written vernacular Chinese in its style, which appears extremely concise and compact to modern Chinese speakers, and to some extent in the use of different lexical items vocabulary. An essay in Classical Chinese, for example, might use half as many Chinese characters as in vernacular Chinese to relate the same content. In terms of conciseness and compactness, Classical Chinese rarely uses words composed of two Chinese characters; nearly all words are of one syllable only. This stands directly in contrast with modern Northern Chinese varieties including Mandarin, in which two-syllable, three-syllable, and four-syllable words are extremely common, whilst although two-syllable words are also quite common within modern Southern Chinese varieties, they are still more archaic in that they use more one-syllable words than Northern Chinese varieties. This phenomenon exists, in part, because polysyllabic words evolved in Chinese to disambiguate homophones that result from sound changes. This is similar to such phenomena in English as the penâ€”pin merger of many dialects in the American south and the caught-cot merger of most dialects of American English: Because Classical Chinese is based on the literary examples of ancient Chinese literature, it has almost none of the two-syllable words present in modern Chinese varieties. Classical Chinese has more pronouns compared to the modern vernacular. In syntax , Classical Chinese is always ready to drop subjects and objects when a reference to them is understood pragmatically inferable. Also, words are not restrictively categorized into parts of speech: Beyond grammar and vocabulary differences, Classical Chinese can be distinguished by literary and cultural differences: There are some grammar notes on it, which were to help Japanese speakers better understand it. Classical Chinese was the main form used in Chinese literary works until the May Fourth Movement , and was also used extensively in Japan, Korea, and Vietnam. Classical Chinese was used to write the Hunmin Jeongeum proclamation in which the modern Korean alphabet hangul was promulgated and the essay by Hu Shi in which he argued against using Classical Chinese and in favor of written vernacular Chinese. The latter parallels the essay written by Dante in Latin in which he expounded the virtues of the vernacular Italian. Most government documents in the Republic of China were written in Classical Chinese until reforms in the s, in a reform movement spearheaded by President Yen Chia-kan to shift the written style to vernacular Chinese. Buddhist texts, or sutras , are still preserved in Classical Chinese from the time they were composed or translated from Sanskrit sources. In practice there is a socially accepted continuum between vernacular Chinese and Classical Chinese. For example, most official notices and formal letters are written with a number of stock Classical Chinese expressions e. With the exception of professional scholars and enthusiasts, most people today cannot write in full Classical Chinese with ease. Most Chinese people with at least a middle school education are able to read basic Classical Chinese, because the ability to read but not write Classical Chinese is part of the Chinese middle school and high school curricula and is part of the college entrance examination. Classical Chinese is taught primarily by presenting a classical Chinese work and including a vernacular gloss that explains the meaning of phrases. Tests on classical Chinese usually ask the student to express the meaning of a paragraph in vernacular Chinese, using multiple choice. They often take the form of comprehension questions. The contemporary use of Classical Chinese in Japan is mainly in the field of education and the study of literature. Learning the Japanese way of decoding Classical Chinese is part of the high school curriculum in Japan. The use of Classical Chinese in these regions is limited and is mainly in the field of Classical studies. In addition,

many works of literature in Classical Chinese such as Tang poetry have been major cultural influences. However, even with knowledge of grammar and vocabulary, Classical Chinese can be difficult to understand by native speakers of modern Chinese, because of its heavy use of literary references and allusions as well as its extremely abbreviated style.

Chapter 6 : Classical Chinese - Wikipedia

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Classical Chinese is a traditional style of written Chinese that evolved from the classical language, making it different from any modern spoken form of Chinese. Literary Chinese was used for almost all formal writing in China until the early 20th century, and also, during various periods, in Japan, Korea and Vietnam. Among Chinese speakers, Literary Chinese has been largely replaced by written vernacular Chinese, a style of writing that is similar to modern spoken Mandarin Chinese, while speakers of non-Chinese languages have largely abandoned Literary Chinese in favor of local vernaculars. Strictly speaking, Classical Chinese refers to the written language of the classical period of Chinese literature, from the end of the Spring and Autumn period early 5th century BC to the end of the Han Dynasty AD, [3] while Literary Chinese is the form of written Chinese used from the end of the Han Dynasty to the early 20th century, when it was replaced by vernacular written Chinese. It is often also referred to as "Classical Chinese", but sinologists generally distinguish it from the language of the early period. During this period the dialects of China became more and more disparate and thus the Classical written language became less and less representative of the varieties of Chinese cf. Classical Latin, which was contemporary to the Han Dynasty, and the Romance languages. Although authors sought to write in the style of the Classics, the similarity decreased over the centuries due to their imperfect understanding of the older language, the influence of their own speech, and the addition of new words. It can be compared to the position of Classical Arabic relative to the various regional vernaculars in Arab lands, or of Latin in medieval Europe. The Romance languages continued to evolve, influencing Latin texts of the same period, so that by the Middle Ages, Medieval Latin included many usages that would have baffled the Romans. The coexistence of Classical Chinese and the native languages of Japan, Korea, and Vietnam can be compared to the use of Latin in countries that natively speak non-Latin-derived Germanic languages or Slavic languages, to the position of Arabic in Persia or the position of the Indic language, Sanskrit, in South India, Southeast Asia, Tibet, China and Indonesia. However, the non-phonetic Chinese writing system causes a unique situation where the modern pronunciation of the classical language is far more divergent and heterogeneous, depending on the native tongue of the reader than in analogous cases, complicating understanding and study of Classical Chinese further compared to other classical languages. Christian missionaries coined the term Wen-li Chinese: Though composed from Chinese roots, this term was never used in that sense in Chinese, [5] and was rejected by non-missionary sinologists.

Old Chinese phonology and Middle Chinese The shape of the Oracle bone script character for "person" may have influenced that for "harvest" which later came to mean "year". Chinese characters are not alphabetic and only palely reflect sound changes. The tentative reconstruction of Old Chinese is an endeavor only a few centuries old. With the progress of time, every dynasty has updated and modified the official Phonology Dictionary. But since the Imperial Examination required the composition of Shi genre, in non-Mandarin speaking parts of China such as Zhejiang, Guangdong and Fujian, pronunciation is either based on everyday speech as in Cantonese; or, in some varieties of Chinese e. Southern Min, with a special set of pronunciations used for Classical Chinese or "formal" vocabulary and usage borrowed from Classical Chinese usage. In practice, all varieties of Chinese combine these two extremes. Mandarin and Cantonese, for example, also have words that are pronounced one way in colloquial usage and another way when used in Classical Chinese or in specialized terms coming from Classical Chinese, though the system is not as extensive as that of Southern Min or Wu. See *Literary and colloquial readings of Chinese characters* Japanese, Korean, or Vietnamese readers of Classical Chinese use systems of pronunciation specific to their own languages. Since the pronunciation of all modern varieties of Chinese is different from Old Chinese or other forms of historical Chinese such as Middle Chinese, characters that once rhymed in poetry may not rhyme any longer, or vice versa, which may still rhyme in Min or Cantonese. Poetry and other rhyme-based writing thus becomes less coherent than the original reading must have been. However, some modern Chinese varieties have certain phonological characteristics that are closer to the older pronunciations than others, as shown by the

preservation of certain rhyme structures. Some believe Classical Chinese literature, especially poetry, sounds better when read in certain varieties that are believed to be closer to older pronunciations, such as Cantonese or Southern Min, because the rhyming is often lost due to sound shifts in Mandarin. Another phenomenon that is common in reading Classical Chinese is homophony words that sound the same. More than 2,000 years of sound change separates Classical Chinese from any modern variety, so when reading Classical Chinese in any modern variety of Chinese especially Mandarin or in Japanese, Korean, or Vietnamese, many characters which originally had different pronunciations have become homonyms. It was written to show how Classical Chinese has become an impractical language for speakers of modern Chinese because Classical Chinese when spoken aloud is largely incomprehensible. However the poem is perfectly comprehensible when read silently because Literary Chinese, by its very nature as a written language using a logographic writing system, can often get away with using homophones that even in spoken Old Chinese would not have been distinguishable in any way. However, such homophones are far more common in Literary Chinese than in English. However none of these systems has seen extensive use. Classical Chinese grammar Classical Chinese is distinguished from written vernacular Chinese in its style, which appears extremely concise and compact to modern Chinese speakers, and to some extent in the use of different lexical items vocabulary. An essay in Classical Chinese, for example, might use half as many Chinese characters as in vernacular Chinese to relate the same content. In terms of conciseness and compactness, Classical Chinese rarely uses words composed of two Chinese characters; nearly all words are of one syllable only. This stands directly in contrast with modern Northern Chinese varieties including Mandarin, in which two-syllable, three-syllable, and four-syllable words are extremely common, whilst although two-syllable words are also quite common within modern Southern Chinese varieties, they are still more archaic in that they use more one-syllable words than Northern Chinese varieties. This phenomenon exists, in part, because polysyllabic words evolved in Chinese to disambiguate homophones that result from sound changes. This is similar to such phenomena in English as the *pen*–*pin* merger of many dialects in the American south: Because Classical Chinese is based on the literary examples of ancient Chinese literature, it has almost none of the two-syllable words present in modern Chinese varieties. Classical Chinese has more pronouns compared to the modern vernacular. In syntax, Classical Chinese is always ready to drop subjects and objects when a reference to them is understood pragmatically inferable. Also, words are not restrictively categorized into parts of speech: Beyond grammar and vocabulary differences, Classical Chinese can be distinguished by literary and cultural differences: Classical Chinese was the main form used in Chinese literary works until the May Fourth Movement, and was also used extensively in Japan, Korea, and Vietnam. Classical Chinese was used to write the Hunminjeongeum proclamation in which the modern Korean alphabet hangul was promulgated and the essay by Hu Shi in which he argued against using Classical Chinese and in favor of written vernacular Chinese. The latter parallels the essay written by Dante in Latin in which he expounded the virtues of the vernacular Italian. Exceptions to the use of Classical Chinese were vernacular novels such as *Dream of the Red Chamber*, which was considered "vulgar" at the time. Most government documents in the Republic of China were written in Classical Chinese until reforms in the 1950s, in a reform movement spearheaded by President Yen Chia-kan to shift the written style to vernacular Chinese. Buddhist texts, or sutras, are still preserved in Classical Chinese from the time they were composed or translated from Sanskrit sources. In practice there is a socially accepted continuum between vernacular Chinese and Classical Chinese. For example, most notices and formal letters are written with a number of stock Classical Chinese expressions. Letters or essays written completely in Classical Chinese today may be considered quaint, old-fashioned or even pretentious by some, but may seem impressive to others. Most Chinese people with at least a middle school education are able to read basic Classical Chinese, because the ability to read but not write Classical Chinese is part of the Chinese middle school and high school curricula and is part of the college entrance examination. Classical Chinese is taught primarily by presenting a classical Chinese work and including a vernacular gloss that explains the meaning of phrases. Tests on classical Chinese usually ask the student to express the meaning of a paragraph in vernacular Chinese, using multiple choice. They often take the form of comprehension questions. The contemporary use of Classical Chinese in Japan is mainly in the field of education and the study of literature. Classical Chinese is part of the

high school curriculum in Japan. The use of Classical Chinese in these regions is limited and is mainly in the field of Classical studies. In addition, many works of literature in Classical Chinese such as Tang poetry have been major cultural influences. However, even with knowledge of grammar and vocabulary, Classical Chinese can be difficult to understand by native speakers of modern Chinese, because of its heavy use of literary references and allusions as well as its extremely abbreviated style.

Chapter 7 : F. W. Baller | Open Library

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Chinese, Chinese Whatever the reasons you want to learn Mandarin Chinese, I can help you to reach your goal. I am a native speaker of Mandarin Chinese and have extensive experience to help learners with the language. As a tutor, I conducted small classes and one-on-one basis, to teach students listening, speaking, reading, writing, and grammar. In addition, I often add interesting things into my lessons. As an experienced teacher of ESL, I already have many years of experience helping Chinese students to learn English grammar and composition and I understand how to conduct an interesting and productive lesson. I enjoy working with them. All my students have improved their grades and become confident in their math studies. Each student improves their grades and doing well on the tests. Homeschool Algebra 1, Algebra 1 Together, we will master the following topics: Symbols and Expressions 2. Integers and Rational Numbers 3. Inequalities and Their Graphs; Solving Inequalities 5. Exponents and Polynomials 6. Graphing Linear Equations 8. Solving Systems of Equations 9. Graphing Systems of Linear Inequalities Inequalities and Absolute Value Rational Expressions and Equations Radical Expressions and Equations Relations and Functions Introduction to Trigonometry Operating with real numbers 2. Solving word problems 3. Inequalities and Proof 4. Linear Equations and Functions 5. Products and Factors of Polynomials 6. Quadratic Equations and Functions 8. Variation and Polynomial Equations 9. Exponential and Logarithmic Functions Sequences and Series Trigonometric Graphs; Identities Statistics and Probability Matrices and Determinants Calculus, Calculus Together, we will master the following topics: Limits an Continuity 2. Applications of Differentiation 4. Applications of Integration 6. Techniques of Integration 7. Parametric Equations and Vectors in the Plane Solid Analytic Geometry and Vectors in Space Functions in several Variables Geometry, Geometry Together, we will master the following topics: Definitions, postulates, axioms, and theorems relating Points, Lines, and Planes 2. Inductive and Deductive Reasoning 3. Parallel Lines and Planes 4. Inequality in Geometry 7. Area of Figures Areas and Volumes of 3-Dimensions Transformations Prealgebra, Prealgebra Together, we will master the following topics: Introduction to Algebra 2. Polynomials and Factoring 7. Graphs and Linear Equations 8. Systems of Equations 9. Inequalities and Absolute Value Probability and Statistics Precalculus, Precalculus Together, we will master the following topics: Functions and Their Graphs 2. Polynomial and Rational Functions 3. Exponential and Logarithmic Functions 4. Additional Topics in Trigonometry 7. Linear System and Matrices 8. Sequences, Series, and Probability 9. Topics in Analytic Geometry Geometry in Three Dimension We will work on the problems you have questions about. Plus, I will show you the strategies to maximum your math scores. Math Algebra 1, Algebra 1 Together, we will master the following topics: Differential Equations Geometry, Geometry Together, we will master the following topics: Trigonometry Trigonometry Together, we will learn the following topics: The Trigonometric Functions 2. Solutions of Right Angles 3. Graphical Representation of the Trigonometric Functions 5. Trigonometric Equations and Inverse Functions 6. Vectors and Applications 8. Probability and Statistics Precalculus Precalculus Together, we will master the following topics: Summer Algebra 1, Algebra 1 Together, we will master the following topics: You need to know how to get and choose the correct answers. To do this, you must practice the similar problems. I will work with you together and help you to achieve high scores. To do this, you have to practice the similar problems. First, you do a practice test to see which math topics you need help the most.

Chapter 8 : 58 best Math images on Pinterest | Activities, Math centers and Teaching math

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Chapter 9 : Full text of "Lessons in elementary Wen-li"

These Lessons have been drawn up with a view to help students of Chinese who know some Mandarin, and who are desirous of commencing the study of Wenli. One of the most noticeable changes introduced into China during this generation is the creation of a new style of writing, and a new terminology.