LEARNING CHINESE CHARACTERS

LCC

汉字快易学

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前 言

相对于市场上对外汉语的听说和综合教材的普遍流行，汉字教材的开发明显滞后，远不能满足海外蓬勃兴起、快速升温的中文潮、汉语热的需求。因此，编写一本适合外国学习者快速学习掌握并且对外汉语教师使用起来得心应手的汉字教材便迫在眉睫。

在二十多年对外汉语教学实践中，我们发现不少美国学生/学习者宁愿选西班牙文、法文、德文甚至意大利文或俄文，而不愿意学汉语，特别是学写汉字。据美国国防语言学院的分析，汉语授课时数为法文、西班牙文、意大利文的三倍，而所达到的成效却只有这三种语言的三分之一。对于那些习惯了拼音文字的外国学习者来说，汉语之难，难在汉字。很多学习者对学习汉语充满兴趣和期待，然而却常常望字兴叹，无果而终。这种结果产生的根源在于汉字本身的四难——难写、难记、难认、难读。对那些已经习惯于以拼音文字记录其母语的绝大多数国家的汉语学习者来说，汉字无疑就像"天书"一样，完全是一种陌生、异己、繁难的东西，要掌握它们殊为不易，非下苦功夫不可。在当今这个人们普遍争分夺秒、追求效率的世界，许多外国学习者是没有耐心一笔一划地去"画"那些让他们望而生畏的汉字"图画"，去组合那些纵横交错的线条的。"听说读写"中的"写"，最是令外国学习者发怵，甚至有的外国学习者谈"字"色变。由于多数汉字笔画繁多、结构复杂、不易辨认、不易记忆、不易书写，许多人因而把"听说"领先，变成"听说"即止，而将汉字的"读写"弃之不学。久而久之，汉字成为对外汉语教学的最大瓶颈。

据统计，当今世界80%以上的国家使用拼音文字，在普及程度上占压倒性优势。汉字是象形文字，虽然历经几千年的演化发展，最初的象形功能已经有所减弱并且抽象化，但是其象形表义的本质没有改变，加上信息技术的迅猛发展和字母语言文化的冲击，汉语受到前所未有的冲击和挑战。作为对外汉语教育工作者，我们应该怎么办呢？汉字的难写、难记、难认、难读也是与生俱来的，恐怕根本无法改变，我们是否就可以就此心安理得地顺其自然，沿着传统的汉字教法无休止地教下去呢？我们的答案是否定的。我们的主张是，对外汉字教育必须改弦更张，另辟途径，采取新策略，探索新路子，让拼音为汉字教学服务；让电脑辅助汉字教学，不再将"输入法"只视为文字处理的工具，而将其视为汉语教学本身的方法、汉字教学的有效工具，从而改变以汉字手写方式来学习读写认汉字的传统汉字教法，探索出一条学习汉字的捷径。我们改变的是花大量时间学习掌握繁杂的汉字，让电脑汉字输入为我们解决教汉字难、学汉字更难的瓶颈，为不学手写汉字提供强有力的物质基础。这样一来，只要会说会认，就能用拼音在电脑上打出汉字，以便大量练习认读并翻译汉语的词、句子和文章段落，还可以用这些语料反复进行汉语的听说读打译的训练，让学习者改变手写汉字费时费力的学习障碍，以电脑为笔，让学习者听说读打译的能力在短时间内齐头并进，相得益彰。

有的人也许会有疑问：汉字只识不写，这可能吗？笔者认为完全没有问题。我们多年的电脑辅助汉字教学的实践业已充分证明，不用手写汉字照样可以认识汉字、记住汉字。外国学习者不用手写汉字，而是用电脑辅助打汉字，这样他们同样能认识、记住、读出、
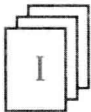
打出并应用这些汉字。很显然，这是由人类共同的记忆机制所决定的：人的记忆可以借助多种感觉器官，并不一定非得依靠手。当然，在最初介绍汉字的起源、演变的教学中，我们也设计了一些汉字手写练习，以满足学习者跃跃欲试的愿望和强烈的好奇心，为接下来学习用电脑打汉字奠定基础。

与其他呈线性排列平面组合的拼音文字相比，汉字本身具有更高的区别性、识别率和理据性。我们在美国二十多年的汉字教学实践已经证明，汉字的这些特点使它更便于整体识记、认读、打写。我们希望通过利用电脑教授汉字读打的新方法，带领那些"望字却步"，"望字兴叹"的外国汉语学习者绕过手写汉字的曲径，另辟一条让他们掌握汉字的捷径，从而开辟出汉字教育的一片新天地，达到事半功倍的汉字学习效果。这就是本书作者编写《LCC汉字快易学》的缘由和初衷。

《LCC 汉字快易学》教材介绍

《LCC汉字快易学》是一本初中级简明实用的新型汉字学习教材，这本教材易懂易学易通易掌握，集听说读打写译为一体。本教材以全新的思路，丰富的内容，全方位、多架构、多层次、多形式的练习作依托，充分利用汉语拼音和电脑汉字输入法的优势，把新的汉字教学研究成果贯穿于全书，并充分利用国外汉字教学第一线教师丰富的教学经验，拓宽对外汉语教学中汉字教学的思路，力求解决汉语教材在美国和其他英语为母语的国家"水土不服"的问题，让更多的外国学习者从一开始接触汉语就能够走近汉字、学习汉字、应用汉字，从而掌握汉字，并且享受学习汉字的乐趣和益处，为全面掌握汉语打下坚实的基础。

众所周知，如果汉语学习者不掌握汉字，就很难把汉语学好，也无法利用大量的汉语书面文献来获取信息。我们力求在《LCC汉字快易学》中采用"听而不写"，"说而不写"，"读而不写"，"打而不写"，"译而不写"的新颖独特的汉字教学法，改变外国学习者头脑中"汉字难学，难于上青天"的固有观念。让学习者在学习汉语的过程中认识并记住汉字。当然，我们的前提是在一开始教授汉字的时候，就让学习者搞清楚汉字并不是杂乱无章的笔画汇集，而是由构造单位（笔画、部件等）在一定的书写规则下组成的一个有序的系统集合，让外国学习者亲身感受汉字便于整体认知的特点，了解用电脑辅助学习汉字已不再是费时费力、收效甚微的过程。这样一来他们就可以把更多的时间放在提高听说读打译的能力上，让听说读打译等能力多头并进，化繁为简，充分享受在汉字学习中的成就感和自信心。

《LCC 汉字快易学》教材的内容特色

《LCC汉字快易学》突破了传统汉字教材沿用的编纂模式，运用电脑辅助汉字教学法，借助个人电脑在"读写分流"之间增加一个"说打同步"的环节，让电脑帮助学习者"写字"，使学汉字变得轻松愉快，让学习者见汉字就想读、想打，使汉字学习者一学就会，学了就用得上。本教材主要内容特色：

• 前两课集中介绍汉语语音和语法知识并分别辅以相应的语音语法强化练习

- 在介绍汉字的起源、演变和书写体系时配以形式多样妙趣横生的汉字辨认练习
- 提供多种汉字辨认书写练习，为用电脑打字奠定基础
- 详尽介绍视窗操作系统中文字处理软件的下载及使用技巧
- 每课以主体句段开头，句型短小精练，朗朗上口
- 拼音汉字英文三位一体，排列新颖，利于识读
- 学打汉字，兼顾听说读写译，一举多得
- 课文中出现的生字重复率高，易于快速整体识记
- 精挑细选的生词不超出国家汉办编发的800个常用汉字之列
- 交际问答内容丰富，形式活泼
- 练习内容多样，形式新颖，不拘一格，采用由字到词—由词到句—由句到段—由段到篇的编排模式
- 集"听说读打写译"为一体的综合性任务训练
- 用所学汉字打写"email"/电子邮件以激发学习者进一步深入学习汉字的热情和积极性
- 教材编写理念以汉字为主，打字为辅；识读听说领先，写作翻译跟上，让"听说读打写译"多管齐下，相得益彰
- 教材中处处体现以学生为本为主，教师为辅为助的教学原则
- 书后附有十篇阅读课文及相关任务型练习，全部采用本书所学的汉字生词和语法句型以方便学习者复习自测

《LCC 汉字快易学》教材内容及编写框架

　　本书将所有汉语拼音的介绍和练习都放在第一课集中学习，强化掌握，为外国学习者日后能够讲一口流利的普通话并能流畅顺利地在电脑上"写"汉字，用汉字进行交际交流打下坚实的基础。

　　本书的编写思路和内容与传统的汉字教材截然不同，全书除了第一课和第二课集中介绍汉语语音和语法并辅以强化练习以外，其余十四课均由识认写打汉字为主、听说读译为辅的内容组成。"汉语书写体系 /Chinese Writing System"一课，系统详细地介绍了汉字的起源，偏旁部首，笔画笔顺，如何使用汉语字典等内容，并辅以这些偏旁部首的描红和写写练练等练习，引起学习者的好奇心和跃跃欲试的冲动。"汉字入门 / Introduction to Chinese Characters "一课介绍了汉字的发展和特点以及如何从甲骨文、象形字等逐渐发展到如今的简体汉字。课后的"猜猜写写"、汉字匹配及单项选择练习都编写得妙趣横生，让学习者对不同形态的汉字过目不忘。在"动手写汉字 /Writing Chinese Characters"一课，学习者强烈的汉字求知欲、跃跃欲写的好奇心和亲自操笔书写汉字的欲望都得到了满足。学到了这一课，再不让他们动手写写恐怕都不成。"汉字综合练习 /Comprehensive Exercises for Chinese Characters"一课把各种与汉字笔画、笔顺、偏旁部首、汉字部件及结构、汉字的独体合体字的归类书写等综合练习更是发挥到了极致，为学习者接下来用电脑学习打字奠定了扎实的基础。"电脑辅助汉字书写 /Computer-Assisted Character Writing"一课详尽地向学习者介绍了下载 / 激活电脑系统中的中文软件的具体步骤和方法以及如何使用视窗操作系统下文字处理软件打汉字的技巧。

从第八课到第十六课（问候语 /Simple Chinese Greetings; 自我介绍 /Self Introduction; 实用数字 /Practical Numbers; 兴趣爱好 /Interest and Hobby; 衣食住行 /Daily Life; 谈论工作 Talk about Work; 旅行度假 /Travel and Vacation; 外出购物 /Shopping）的内容均以常用短语开始，接下来就是每课以各种问题形式出现的交际问答以巩固该课所学的内容。为了测试学习者的学习进度，对所学汉字掌握的程度，识记速记的效果，编者还设计了一套帮助学习者复习所学汉字的字、词、句、段、篇、章的不同形式的练习模块，如：

◆ 举一反三　　　　◆ 先说后打　　　　◆ 见字思义
◆ 边听边打　　　　◆ 边打边译　　　　◆ 组段成句
◆ 段落生成　　　　◆ 望文选字　　　　◆ 问答写作
◆ 打写任务　　　　◆ 电子邮件

《LCC 汉字快易学》的编写以简易实用、有趣易学为宗旨，在发展听说读写译能力的基础上，培养学习者听说读写打译等诸多综合技能，最大限度地体现了书名的本意。

《LCC 汉字快易学》适用对象

本教材是为美国、加拿大、英国、澳大利亚、新西兰及其它英语为母语国家的四年制大学、两年制社区学院、孔子学院以及晚间和周末业余中文学校的汉字及电脑辅助汉字课程编纂的，也适用于汉字自学者使用。

IV

鸣谢

借此机会我们要向所有帮助完成本教材的人致谢。首先要感谢的是本书责任编辑刘正老师为本书的编辑出版所付出的心血，感谢北京大学出版社沈浦娜女士对本书提出了很好的修改意见，并在写作过程中所给予的鼓励和支持。我们还要特别感激多年来一直试用本书原稿的波特兰州立大学国际管理研究生院和孔子学院以及波特兰社区学院选修中文课程的学生。正是基于对他们的教学实践才激发了我们尝试运用电脑辅助进行汉字教学，利用电脑开展听、说、读、打、写、译等多种方式教授汉字，从而才产生了编写本书的灵感和经验。最后，我们还要感谢Daniel Nie先生对本书前言的翻译工作所做的努力。

编　者
2010年秋于美国波特兰

编者简介

刘美如博士，现任美国波特兰州立大学教授及孔子学院院长，负责该校孔子学院中文课程和国际管理研究生院商务中文的课程设计、教材开发及教学和管理工作，具有二十多年在中国和美国大学教授普通和商务语言的丰富经验。她已出版的著作除其所研究的学术领域外，还包括商务汉语教材、商务文化教材/专著、汉语口语等诸套系列教材并多次在国内外学术会议上宣读论文，并在学术刊物上发表论文多篇。

吕丽娜博士，自1986年起，在美国及加拿大多所大学讲授中文及中美文化比较课程。1992年获美国波特兰州立大学文化交流研究硕士学位，1997年获该校教育博士学位。目前担任俄勒冈州中文教师学会主席，俄勒冈州外语教师协会理事会理事等职务。主要研究领域包括汉语作为第二语言教学、文化交流、中美教育比较。出版了汉语口语等系列教材。

PREFACE

Compared to the abundant supply of Chinese speaking, listening and integrated teaching materials on the market, the development of teaching materials for learning Chinese characters has lagged behind. As enthusiasm for Chinese language study has soared, the available materials have fallen far short of meeting the exuberant demand. Consequently, there is an urgent need for the development of Chinese character learning materials that can facilitate both ease of use for Chinese language instructors and the rapid mastery of Chinese characters by foreign students of the language.

Through over twenty years of experience teaching Chinese as a foreign language, we have found that many American students would rather study European languages than make the much larger time commitment of learning Chinese, and especially, Chinese characters. According to analysis conducted by the Defense Language Institute, studying Chinese requires three times the classroom hours of studying French, Spanish, and Italian, and even then, Chinese language students achieve only a third of the success of their counterparts studying these European languages. For students accustomed to alphabetic writing systems, the difficulty in studying Chinese lies in learning Chinese characters.

Many students approach studying Chinese full of interest and hope, but when it comes to Chinese characters, they often give up, exasperated. This frustration springs from the four intrinsic difficulties of studying Chinese characters: they are hard to read, hard to write, hard to recognize, and hard to remember. For students of Chinese from countries with alphabetic scripts, Chinese characters seem to be an enigmatic, alien, and abstruse system, requiring tremendous effort to master.

In today's results-driven, time-conscious world, many students do not have the patience to painstakingly "draw" the complicated "pictures" of crisscrossing lines and patterns. Students of Chinese are most terrified of the "writing" part of "speaking, listening, reading and writing," to the point that many beginners grow pale at the mere mention of "characters." The reason is that most Chinese characters are complicated in structure and difficult to recognize, memorize, and write. As a consequence, many students only learn to speak and listen, and abandon hope of reading and writing. Gradually, Chinese characters have become the principal bottleneck in the study of Chinese as a foreign language.

According to statistics, over 80% of the countries in the world use alphabetical writing systems. These systems thus have an overwhelming preponderance over other writing systems. Chinese characters are a pictographic writing system. During thousands of years of history and evolution, the initial pictographic functions of the characters have become more abstract, but their essential pictographic significance has not changed, especially in comparison to alphabetical writing. Today, the Chinese language faces unprecedented challenges from information technology, rapid development, and the influence of alphabetical languages.As Chinese language teachers, how do we respond? Chinese characters cannot be transformed into an alphabetical

writing system in the short term, and the difficulty of learning Chinese characters is intrinsic to their nature. So should we accept this status quo and use the traditional methods to continue to teach Chinese characters, day after day? Our answer is "no."We advocate a fresh start in the teaching of Chinese characters. By seeking new strategies and exploring new approaches, we can use *Pinyin* romanization and information technology to facilitate the study of Chinese characters. Computer character inputting should be seen not only as a word processing tool, but also an effective method for teaching Chinese and Chinese characters. This new approach can provide a shortcut to learning Chinese characters, avoiding the traditional methods of one-by-one memorization through handwriting practice. Avoiding the handwriting of Chinese characters is not the same as avoiding the study of Chinese characters.What we wish to avoid is having students spend too much time learning the nuances of complicated Chinese characters. By using computer inputting methods to mitigate the bottleneck of teaching and studying Chinese characters, we can provide a robust foundation for the study of Chinese characters without handwriting. If students can speak Chinese and recognize Chinese characters, then they can use *Pinyin* to type Chinese characters on a computer. This way, students can focus on reading, recognizing and translating vocabulary words, phrases, sentences, paragraphs, essays, texts and works of literature. Then students can use these materials to hone their listening, speaking, reading, typing, writing and translating Chinese language skills. Using the computer as a pen, students can avoid the exhausting obstacle of handwriting Chinese characters, and thus will be able to rapidly progress in listening, speaking, reading, typing, writing and translating at the same time.

Some people may wonder if it is possible to be able to recognize Chinese characters without knowing how to write them. We believe that it is absolutely no problem. Through years of practical experience using computer-assisted Chinese character teaching techniques, we have found ample proof that one can remember and recognize Chinese characters without handwriting them. By using computers to type Chinese characters, instead of handwriting them, students can simultaneously recognize, memorize, read, type and apply Chinese characters. The effectiveness of this approach lies in the mechanisms of human memory: memory benefits from all kinds of sensory processing, and need not solely rely on handwriting. Of course, in the initial lessons during which the origins and evolution of Chinese characters are introduced, we have included some handwriting practice to satisfy the curiosity of students and lay the foundation for computer-assisted study.

Compared to the linear organization of alphabetical writing systems, Chinese characters possess a higher level of distinctiveness, differentiation, and rationale. Over more than twenty years of teaching Chinese characters in the United States, we have found that these characteristics make Chinese characters well-suited to the integration of memorization, recognition and composition. We hope that this new method of computer instruction of Chinese character reading, typing and writing will take the lead in overcoming students'fear and exasperation regarding Chinese characters. By opening a new channel through which students can master Chinese and Chinese characters, this method will reach a new frontier in the teaching of Chinese characters and achieve improved results with less effort. This was our intention in creating *LEARNING CHINESE CHARACTERS (LCC)*.

An Introduction to LEARNING CHINESE CHARACTERS (LCC)

LEARNING CHINESE CHARACTERS (LCC) is a new type of beginning and intermediate level Chinese character textbook. It is easy to understand and simple to use, and it integrates the listening, speaking, reading, typing, writing and translation of the Chinese language. *LEARNING CHINESE CHARACTERS (LCC)* employs a completely new approach, rich and concise content, practical applicability and comprehensive and diverse practice exercises to exploit the advantages of Hanyu Pinyin and computer character input methods. New research on Chinese character teaching and learning have informed the text, which also applies the abundant experience of first-rate international Chinese language instructors. The result is a textbook that bridges the linguistic gap between native English speakers and the mastery of Chinese characters, and allows more foreign students of the Chinese language to make immediate progress in understanding, learning, applying and appreciating Chinese characters. Therefore, through this new method, students can enjoy their study of Chinese characters while laying a firm foundation for the comprehensive mastery of the Chinese language.

As everyone knows, it is very difficult for students who do not master Chinese characters to learn Chinese well. Furthermore, such students cannot draw information from written Chinese sources. *LEARNING CHINESE CHARACTERS (LCC)* applies the new, unique Chinese teaching method of learning to listen, speak, read, recognize, type and translate Chinese without writing. With this method, we seek to dispel the plateau effect experienced by many students of Chinese by helping them recognize and remember vocabulary recorded in Chinese characters. Of course, our approach is based on the premise that students understand right from the start that that Chinese characters are not a disorganized collection of crisscrossing lines. The *LEARNING CHINESE CHARACTERS (LCC)* course demonstrates that characters are governed by discrete units (strokes, components, etc), structural patterns, rules of writing, the six basic strokes (heng, shu, pie, na, dian, and zhe), and so on. By showing that Chinese writing assumes the form of solid, similarly sized characters assembled into an ordered system, the teaching materials allow students to personally understand how Chinese characters should be recognized, memorized and differentiated. Through the integration of computer-assisted study methods, the previously frustrating and time-consuming study of Chinese characters becomes productive and efficient. This way, students can use more of their time to develop their listening, speaking, reading, writing and translating abilities. By simultaneously developing these abilities and learning to recognize and write Chinese characters with computer-assisted study methods, the overall study of the Chinese language is streamlined. The result is a far more enjoyable and effective way of studying Chinese that fuels the enjoyment and confidence of Chinese language students.

Principal Characteristics of LEARNING CHINESE CHARACTERS (LCC)

LEARNING CHINESE CHARACTERS (LCC) breaks from the mold of traditional Chinese character teaching materials by using computer-assisted character learning methods. Computers are used to add "synchronized speaking/typing" to reading and writing practice, assist students in the study of "writing," and make the study of Chinese characters more a relaxed and pleasant experience. This method makes students enthusiastic about the study and application of Chinese characters, and also facilitates rapid progress in character recognition and use. The result is that

students will become determined and diligent in their pursuit of strong Chinese character skills. There are many differences between *LEARNING CHINESE CHARACTERS (LCC)* and traditional Chinese character teaching materials:

• The first two lessons address Chinese pronunciation and grammar, providing practice exercises for these two subjects.

• An introduction of the origins and evolution of the writing system, as well as strokes, stroke order, and radicals, is accompanied by various clever Chinese character recognition and writing exercises.

• Several kinds of integrated character recognition and writing exercises are included, laying the foundation for typing practice.

• There is a detailed introduction of how to download and use Windows word processing software and Chinese character input methods.

• Each lesson begins with a short, topical excerpt that is concise, fluent, and easy to read aloud.

• *Pinyin*, Chinese characters and English are used simultaneously in an original arrangement to facilitate ease of reading and study.

• Typing practice is combined with listening, speaking, reading, writing and translating, allowing simultaneous progress in each.

• New vocabulary words in the text reappear often, facilitating rapid character acquisition.

• Vocabulary words were carefully selected using characters from the list of 800 commonly used characters issued by the Office of Chinese Language Council International.

• The interactive question and answer content is rich, lively and diverse, including all of the sentence patterns and Chinese characters from the text.

• The practice content is diverse and original, employing a step-by-step progression from characters to words, then sentences, then paragraphs, then essays, with highly applicable models for composition, outlining and structuring.

• Writing email with acquired characters is used to stimulate student enthusiasm and application of language skills.

• The teaching materials were created with Chinese characters as the central priority and typing as a learning technique; reading, listening and speaking come first, followed by writing and translation. This way, students simultaneously improve in "listening, speaking, reading, typing, writing and translating" as each technique complements the others.

• A student-first educational approach is manifest throughout the teaching materials.

• For the purpose of convenient review and self-evaluation, the appendix includes ten texts and related practice exercises, all of which use the characters, vocabulary words and sentence structures that appear earlier in the text.

LEARNING CHINESE CHARACTERS (LCC) Framework and Contents

In *LEARNING CHINESE CHARACTERS (LCC)* , the information about *Hanyu Pinyin*, pronunciation, intonation and standard Chinese is concentrated in the first lesson. By placing this essential knowledge at the beginning, the teaching materials allow students to begin studying and mastering it right away, laying the foundation so that they'll quickly become able to speak a sentence of fluent Mandarin, successfully "write" Chinese characters with a computer, and use Chinese characters for communication and exchange.

The premise and the content of *LEARNING CHINESE CHARACTERS (LCC)* are both completely divergent from traditional Chinese language and character teaching materials. Introductions of *Hanyu Pinyin*, pronunciation and intonation are concentrated in the first two lessons; the remaining fourteen lessons all focus on recognizing and typing Chinese characters, with the integrated approach supported by practice in listening, speaking, reading, and translating sentences, paragraphs, articles and essays. The "Chinese Writing System" lesson systematically introduces the origins of Chinese characters, radicals, strokes, and stroke order. The lesson also includes information on how to use Chinese dictionaries. Tracing and writing practice of characters, components and radicals provide students with an opportunity to experience the delight of writing Chinese - enough to fuel their curiosity and enthusiasm. The "Introduction to Chinese Characters" lesson introduces the development and characteristics of Chinese characters, describing how oracle bone inscriptions and pictographs gradually evolved into today's Simplified characters. "Guess and Write," character matching, and multiple choice drills at the end of the chapter are cleverly composed, helping students remember the different forms of Chinese characters. The "Writing Chinese Characters" lesson offers more valuable information about the composition of Chinese characters while satisfying students' curiosity about handwriting. The "Comprehensive Exercises for Chinese Characters" lesson includes various integrated exercises for strokes, stroke order, radicals, components, structures, and single-component and multi-component characters. This lesson concludes the introduction to the Chinese writing system, leaving students prepared to begin using computers to study Chinese characters. In the "Computer-Assisted Character Writing" lesson, there are detailed instructions for how to download and activate Chinese writing software, as well as techniques for using Windows word processing software to type Chinese characters. Lessons 8-16 ("Simple Chinese Greetings"; "Self Introduction"; "Practical Numbers"; "Interest and Hobby"; "Daily Life"; "Talk about Work"; "Travel and Vacation"; and "Shopping") begin with commonly used phrases, which are followed by various Question and Answer drills designed to consolidate the knowledge contained in each lesson. In order to gauge students' progress, evaluate their grasp of the studied characters, and measure their retention skills, the compilers have also designed a series of practice modules to help students review the characters, words, sentences, paragraphs, and essays they have studied, such as:
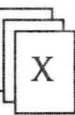
◆ Simulation and examples

◆ Make communicative Dialogues first, then type the dialogue into *Hanzi*

◆ Thinking of its meaning when seeing a character

◆ Listen while typing

◆ Typing while translating

◆ Combining individual words and phrases into a sentence

◆ Generating paragraphs

◆ Choosing meaning of characters

◆ Writing and typing

◆ Typing and writing tasks

◆ Emails

LEARNING CHINESE CHARACTERS (LCC) was created with the goal of providing easy to use, practical, fast, effective, interesting, lively and clever content. The course seeks to cultivate students'integrated listening, speaking, reading, writing, translating, and typing skills, reflecting the course title to the greatest extent possible.

LEARNING CHINESE CHARACTERS (LCC) Target Audience

This textbook is designed for four-year undergraduate programs, two-year community colleges, Confucius Institutes, and night and weekend Chinese courses in the US, Canada, UK, Australia, New Zealand, and other English-speaking countries. They are also appropriate for self-study of Chinese characters.

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The Author
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About the Authors

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