

# GCSE (9-1) Gujarati



## Specification

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Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati (1GU0)

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*First teaching from September 2018*

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*First certification from June 2020*

Issue 1



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# 1 Introduction

## Why choose Edexcel GCSE Gujarati?

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We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

### **Engaging and popular topics**

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

### **Manageable content**

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

### **Content and assessments that provide an engaging real-world focus**

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

### **Straightforward assessments that are accessible to all students**

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

### **Carefully selected texts**

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

### **Clear and precise assessment criteria**

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

### **Continuous progression**

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

# Supporting you in planning and implementing this qualification

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## Planning

To support you in delivering this specification, our **Getting Started** guide, available on our website, gives you an overview of the new GCSE qualification.

- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.

## Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide to questions in the target language
- student guide
- online and face-to-face training events.

## Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- marked exemplars of student work with examiner commentaries

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

## Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at [qualifications.pearson.com](https://qualifications.pearson.com)

## Qualification at a glance

### Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

**The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.**

<b>Paper 1: Listening and understanding in Gujarati (*Paper code: 1GU0/1F and 1H)</b>
<p><b>Written examination</b></p> <p><b><i>Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks</i></b></p> <p><b><i>Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks</i></b></p> <p><b><i>25% of the total qualification</i></b></p>
<p><b>Content overview</b></p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p>
<p><b>Assessment overview</b></p> <p>Students are assessed on their understanding of standard spoken Gujarati by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Gujarati speakers.</p> <p>Students must answer all questions in both sections.</p> <p>There is no requirement for students to produce written responses in Gujarati.</p> <p><b>Foundation tier</b></p> <ul style="list-style-type: none"><li>• Section A is set in English. The instructions to students are in English.</li><li>• Section B is set in Gujarati. The instructions to students are in Gujarati.</li></ul> <p><b>Higher tier</b></p> <ul style="list-style-type: none"><li>• Section A is set in Gujarati. The instructions to students are in Gujarati.</li><li>• Section B is set in English. The instructions to students are in English.</li></ul> <p>The listening audio files are available on our website.</p>

<b>Paper 2: Speaking in Gujarati (*Paper code: 1GU0/2F and 2H)</b>
<p><b><i>Internally conducted and externally assessed</i></b></p> <p><b><i>Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks</i></b></p> <p><b><i>Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks</i></b></p> <p><b><i>25% of the total qualification</i></b></p>
<p><b>Content overview</b></p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p>
<p><b>Assessment overview</b></p> <p>Students are assessed on their ability to communicate and interact effectively through speaking in Gujarati for different purposes and in different settings.</p> <p>There are three tasks which must be conducted in the following order:</p> <p>Task 1 – a role play based on one topic that is allocated by Pearson</p> <p>Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson</p> <p>Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.</p> <p>The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.</p>
<b>Paper 3: Reading and understanding in Gujarati (*Paper code: 1GU0/3F and 3H)</b>
<p><b><i>Written examination</i></b></p> <p><b><i>Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks</i></b></p> <p><b><i>25% of the total qualification</i></b></p>
<p><b>Content overview</b></p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p>
<p><b>Assessment overview</b></p> <p>Students are assessed on their understanding of written Gujarati across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.</p> <p>Students must answer all questions in each of the three sections:</p> <p>Section A is set in English. The instructions to students are in English</p> <p>Section B is set in Gujarati. The instructions to students are in Gujarati</p> <p>Section C includes a translation passage from Gujarati into English with instructions in English.</p>

<b>Paper 4: Writing in Gujarati (*Paper code: 1GU0/4F and 4H)</b>
<p><b>Written examination</b></p> <p><b>Foundation tier: 1 hour 15 minutes; 60 marks</b></p> <p><b>Higher tier: 1 hour 25 minutes; 60 marks</b></p> <p><b>25% of the total qualification</b></p>
<p><b>Content overview</b></p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p>
<p><b>Assessment overview</b></p> <p>Students are assessed on their ability to communicate effectively through writing in Gujarati for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Gujarati. The instructions to students are in Gujarati. Word counts are specified for each question. Students must answer all questions.</p> <p><b>Foundation tier</b> – three open-response questions and one translation into Gujarati.</p> <p><b>Higher tier</b> – two open-response questions and one translation into Gujarati.</p>

\*See *Appendix 6: Codes* for a description of this code and all other codes relevant to this qualification.



## 2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati allows students to develop their ability to communicate with Gujarati native speakers in both speech and writing. Students will study a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Gujarati -speaking communities and countries. These contexts are listed under *Themes and topics*.

Students will need to develop and use their knowledge and understanding of Gujarati grammar progressively through their course of study. Grammar requirements are given in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

## Themes and topics

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Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Gujarati is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Gujarati-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students' home country and that of countries and communities where Gujarati is spoken.**

*Theme 1: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

*Theme 2: Local area, holiday and travel*

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

*Theme 3: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

*Theme 4: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

*Theme 5: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

# Paper 1: Listening and understanding in Gujarati

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## Content

Students are assessed on their understanding of standard spoken Gujarati in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Gujarati language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

## Assessment information

- First assessment: May/June 2020.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Gujarati-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
  - 35 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
  - Section B contains two questions set in Gujarati. The question type is multiple-response. The instructions to students are in Gujarati.
- *Higher tier*
  - 45 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains two questions set in Gujarati. The question type is multiple-response. The instructions to students are in Gujarati.
  - Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Gujarati.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document.

## Paper 2: Speaking in Gujarati

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### Content

Students are assessed on their ability to communicate and interact effectively through speaking in Gujarati for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a 'perfect' command of Gujarati.

These are assessed through a series of three consecutive tasks.

### Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the *Role play mark grid* within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses. All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Gujarati, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. **not** on the theme International and global dimension, as this theme lends itself better to the picture-based task and the conversation.

### Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Gujarati, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.

The use of register is not assessed in the picture-based tasks. Therefore it is acceptable for students to use formal or informal register in their responses.

### Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see *Themes and topics*) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Gujarati, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.

## Assessment information

### General information

- First assessment: April/May 2020.
- The entire assessment must be conducted in Gujarati.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Gujarati, General instructions to the teacher* section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three days before the student takes the assessment. This is to enable the teacher to prepare for the assessment.
- Students are presented with instructions in English but must communicate entirely in Gujarati for the duration of the assessment.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which changes each year.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1*). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.



**Foundation tier assessment time and marks**

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

**Higher tier assessment time and marks**

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

## Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

## Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

### Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

### Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol '?'), and where an unpredictable question is posed to them by the teacher (indicated by the symbol '!').

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Gujarati. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

*At Foundation tier*, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a conditional tense where it is more natural to do so.

*At Higher tier*, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. For four of the prompts, students are required to speak in the present tense or they may use a conditional tense if it is more natural to do so. They must respond to one question set in a past tense.

## Task 2 – Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

### Teacher cards

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

### Candidate cards

*At Foundation tier*, students are provided with a picture and five bullets in Gujarati to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

*At Higher tier*, students are provided with a picture and five bullets in Gujarati to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

## Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on 'school types' and 'rules and pressures', or
- choose to focus only on 'rules and pressures'.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

## Administration and general information about the conduct of the speaking assessment

### Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

### Sample assessment materials

Sample candidate and teacher cards for the role plays and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

## Marking guidance for Paper 2: Speaking in Gujarati

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier – Part 1

### Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document.

### Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register:** includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

**Formal register:** includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

## Assessment criteria for the Foundation tier – Part 2

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</li><li>• A straightforward opinion may be expressed but without justification</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed</li><li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</li><li>• Straightforward, brief opinions are given but without justification</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>

#### Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.

**Picture-based task: linguistic knowledge and accuracy – Foundation tier**

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events</li><li>Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation</li></ul>
3–4	<ul style="list-style-type: none"><li>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
7–8	<ul style="list-style-type: none"><li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>

**Additional guidance**

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Assessment criteria for the Foundation tier – Part 3

### Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates limited information relevant to the topics and questions</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification</li><li>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification</li><li>• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>

## **Additional guidance**

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

### Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question</li><li>• Short, undeveloped responses, many incomplete</li><li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout</li></ul>
4–6	<ul style="list-style-type: none"><li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question</li><li>• Short responses, any development depends on teacher prompting</li><li>• Limited ability to sustain communication, pace is mostly slow and hesitant</li></ul>
7–9	<ul style="list-style-type: none"><li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>• Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
10–12	<ul style="list-style-type: none"><li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>• Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>

### Additional guidance

**Rephrasing/repair strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

### Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation</li><li>• Limited accuracy, minimal success when referring to past, present and future events</li><li>• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation</li></ul>
4–6	<ul style="list-style-type: none"><li>• Uses straightforward, repetitive, grammatical structures</li><li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication</li></ul>

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 1

### Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati Sample Assessment Materials (SAMs)* document.

### Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register:** includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

**Formal register:** includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

## Assessment criteria for the Higher tier – Part 2

### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions effectively and gives justification which is mostly developed</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions with ease and gives fully-developed justification</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

#### Additional guidance

**Adaptation of language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Picture-based task: linguistic knowledge and accuracy – Higher tier**

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>
5–6	<ul style="list-style-type: none"><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions</li><li>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions</li><li>• Responses are coherent, any errors do not hinder the clarity of the communication</li></ul>

**Additional guidance**

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Assessment criteria for the Higher tier – Part 3

### Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

## **Additional guidance**

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

### Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
4–6	<ul style="list-style-type: none"><li>Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>
7–9	<ul style="list-style-type: none"><li>Responds to most questions spontaneously, resulting in mostly natural interaction</li><li>Mostly able to initiate and develop the conversation independently</li><li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation</li></ul>
10–12	<ul style="list-style-type: none"><li>Responds spontaneously and with ease to questions, resulting in natural interaction</li><li>Consistently able to initiate and develop the conversation independently</li><li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow</li></ul>

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

### Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a variety of grammatical structures, some variety of complex structures</li><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events</li><li>• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates a wide variety of grammatical structures, frequent use of complex structures</li><li>• Consistently accurate grammatical structures, consistently successful references to past, present and future events</li><li>• Fully coherent speech; any errors do not hinder the clarity of the communication</li></ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Paper 3: Reading and understanding in Gujarati

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### Content

Students are assessed on their understanding of written *Gujarati* across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Gujarati into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Gujarati into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Gujarati-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Gujarati language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.

## Assessment information

- First assessment: May/June 2020.
- The assessment time is:
  - Foundation tier – 50 minutes in length
  - Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Gujarati. The instructions to students are in Gujarati:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Gujarati into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document.

## Paper 4: Writing in Gujarati

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### Content

Students are assessed on their ability to communicate effectively through writing in Gujarati.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

### Assessment information

- First assessment: May/June 2020.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Gujarati.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Gujarati.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Gujarati*.
- The instructions to students are all in Gujarati.
- The use of dictionaries is not permitted.
- *Foundation tier*
  - The assessment time is 1 hour and 15 minutes in length.
  - The paper consists of three open questions and one translation from English into Gujarati.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.



- o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Gujarati*.
- o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Gujarati*. This question is common to the Higher tier.
- o Question 4 is the translation question. Students are required to translate five sentences from English to Gujarati. The sentences are ordered by increasing level of difficulty.
- *Higher tier*
  - o The assessment time is 1 hour and 25 minutes in length.
  - o The paper consists of two questions and one translation from English into Gujarati.
  - o Students must answer all questions.
  - o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Gujarati*. This question is common to the Foundation tier.
  - o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Gujarati*.
  - o Question 3 is the translation question. Students are required to translate a short paragraph from English into Gujarati. The individual sentences are ordered by increasing level of difficulty.

## Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

## Marking guidance for Paper 4: Writing in Gujarati

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier

### Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common, familiar vocabulary and expression with frequent repetition</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common, familiar vocabulary and expression with some repetition</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common, familiar vocabulary and expression with little repetition</li></ul>

## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Produces simple, short sentences in isolation</li><li>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Produces simple, short sentences with little linking</li><li>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>• Produces simple sentences with some linking</li><li>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</li></ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited information given likely to consist of single words and phrases</li><li>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</li><li>• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</li><li>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some brief information given, basic points made without development</li><li>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</li><li>• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</li><li>• Occasional appropriate use of register and style</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some relevant information given appropriate to the task, basic points made with little development</li><li>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</li><li>• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material</li><li>• Mostly appropriate use of register and style, mostly sustained</li></ul>
7–8	<ul style="list-style-type: none"><li>• Relevant information given appropriate to the task, basic points made with some development</li><li>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</li><li>• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</li><li>• Appropriate use of register and style sustained</li></ul>

### **Additional guidance**

***Independently selected vocabulary and expression:*** students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

***Register and style definition: formal*** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Repetitive use of minimal selection of straightforward grammatical structures</li> <li>• Produces individual words/set phrases</li> <li>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Use of a restricted range of straightforward grammatical structures, frequent repetition</li> <li>• Produces simple, short sentences, which are not linked</li> <li>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces simple, short sentences; minimal linking</li> <li>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, occasional repetition</li> <li>• Produces predominantly simple sentences occasionally linked together</li> <li>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication</li> </ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



### Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Communicates brief information relevant to the task with little development</li><li>Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>Communicates information relevant to the task, with development of the occasional key point and idea</li><li>Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li><li>Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>Appropriate use of register and style is evident but with inconsistencies</li></ul>
7–9	<ul style="list-style-type: none"><li>Communicates information relevant to the task, with development of some key points and ideas</li><li>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>Appropriate use of register and style is evident but with occasional inconsistency</li></ul>
10–12	<ul style="list-style-type: none"><li>Communicates information relevant to the task with expansion of key points and ideas</li><li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li><li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li><li>Appropriate use of register and style throughout with minimal inconsistency</li></ul>

#### Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 4 – Foundation tier (12 marks)

### Translation mark grids

**Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</li></ul>
2	<ul style="list-style-type: none"><li>Meaning fully communicated with occasional errors that do not hinder clarity</li></ul>

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>Some words are communicated but the overall meaning of the sentence is not communicated</li></ul>
2	<ul style="list-style-type: none"><li>The meaning of the sentence is partially communicated</li><li>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</li></ul>
3	<ul style="list-style-type: none"><li>The meaning of the sentence is fully communicated</li><li>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</li></ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.



## Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Communicates brief information relevant to the task with little development</li> <li>Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li> <li>Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li> <li>Variable use of appropriate register and style</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of the occasional key point and idea</li> <li>Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li> <li>Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li> <li>Appropriate use of register and style is evident but with inconsistencies</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of some key points and ideas</li> <li>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li> <li>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li> <li>Appropriate use of register and style is evident but with occasional inconsistency</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Communicates information relevant to the task with expansion of key points and ideas</li> <li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>Appropriate use of register and style throughout, with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li><li>• Some effective adaptation of language to narrate, inform, interest/convince</li><li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</li><li>• Appropriate use of register and style with the occasional inconsistency</li></ul>
5–8	<ul style="list-style-type: none"><li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li><li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li><li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</li><li>• Appropriate use of register and style with few inconsistencies</li></ul>
9–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li><li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li><li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</li><li>• Predominantly appropriate use of register and style</li></ul>
13–16	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li><li>• Consistently effective adaptation of language to narrate, inform, interest/convince</li><li>• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</li><li>• Consistent use of appropriate register and style throughout</li></ul>

## Additional guidance

**Creative use of language:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li> <li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li> <li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li> <li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Uses a variety of grammatical structures including some different examples of complex language</li> <li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li> <li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Uses a wide variety of grammatical structures, including complex language</li> <li>• Fluent response throughout with extended, well-linked sentences</li> <li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Question 3 – Higher tier (12 marks)

### Translation mark grid

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</li><li>Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–9	<ul style="list-style-type: none"><li>The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>The meaning of the passage is fully communicated</li><li>Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment Objectives

Students must:		% in GCSE
<b>AO1</b>	Listening – understand and respond to different types of spoken language	25
<b>AO2</b>	Speaking – communicate and interact effectively in speech	25
<b>AO3</b>	Reading – understand and respond to different types of written language	25
<b>AO4</b>	Writing – communicate in writing	25
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in Gujarati	25	0	0	0	25%
Paper 2: Speaking in Gujarati	0	25	0	0	25%
Paper 3: Reading and understanding in Gujarati	0	0	25	0	25%
Paper 4: Writing in Gujarati	0	0	0	25	25%
<b>Total for GCSE</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## 3 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

### Access arrangements, reasonable adjustments, special consideration and malpractice

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Gujarati. For listening and reading, all student work must follow the instruction provided for the individual question.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

### Foundation and Higher tier

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2020.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

## Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Gujarati. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Gujarati-speaking countries and their cultures.

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## Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation-tier and Higher-tier candidates. Please indicate the tier below.

<b>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati</b>	<b>1GU0: 2F/2H* (*Please delete as appropriate)</b>
Centre name:	Centre number:

Candidate name and number		Declaration and permissions signature and date*		Role play	Picture-based discussion	Conversation (1) (2)	
<b>Teacher name</b>		<b>Declaration and permissions signature and date*</b>					

*\*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

## Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Gujarati grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

### Gujarati (Foundation tier)

#### Nouns:

- gender;
- singular and plural forms;
- case.

#### Articles:

- definite and indefinite.

#### Adjectives:

- agreement;
- position;
- comparative and superlative;
- comparative with the word કરતાં (R);
- superlative with the word સૌ કરતાં (R);
- demonstrative (આ, પેલું, તે);
- indefinite (દરેક, ઘણું);
- possessive (મારી, તમારી, તેની);
- interrogative (કોનું, કયું, ક્યાં).

#### Adverbs:

- formation;
- comparative and superlative;
- comparative with the word કરતાં (R);
- superlative with the word સૌથી (R);
- interrogative (ક્યારે, કેમ, શા માટે);
- adverbs of time and place (અહીં, ત્યાં, હમણાં, પછી);
- adverbs of manner (ઝડપથી);
- adverbs of affirmation (ભલે, ચોક્કસ, ખરેખર);
- adverbs of negation (કદી નહિ, ક્યારેક જ);
- adverbs of reason (એટલે, તેથી);
- adverbs of probability (કદાચ);
- common adverbial phrases (વારંવાર, જ્યાંત્યાં, ચાલતાંચાલતાં).

**Quantifiers/intensifiers:**

- થોડુંક, બહુ, ખાસ કરીને, બહુ નહીં.

**Pronouns:**

- personal: all subjects (હું, તું, તે) in all cases;
- possessive;
- reflexive;
- interrogative (કોણ, શું, કેવું, કયું);
- relative (જે/તે);
- object: direct (R) and indirect (R);
- position and order of object pronouns (R);
- disjunctive (મને);
- demonstrative (આ, તે બધા);
- indefinite (કાંઈક, અમુક) (R).

**Verbs:**

- regular and irregular verbs, including reflexive verbs;
- all persons of the verb, singular and plural;
- modes of address (તું, તમે; આપ);
- negative forms;
- interrogative verbs;
- reflexive constructions (મારી જાતે કરું/પોતે કરું);
- tenses;
- present indicative;
- present continuous;
- perfect;
- imperfect;
- future;
- conditional;
- pluperfect (R);
- gerund (R);
- passive voice: present tense (R);
- imperative common forms, including negative;
- subjunctive present common forms.

**Prepositions:**

- common prepositions: e.g. માટે, અંદર, બહાર, સાથે, પર, પાસે, પાછળ, તરફ;
- common compound prepositions: e.g. ના પછી, -ના વગર, -ના બદલે, -ની સાથે, -ની નીચે.

**Conjunctions:**

- common coordinating conjunctions, e.g. ને, અને, પણ, માટે, અથવા;
- common subordinating conjunctions, e.g. કારણ કે, એટલે કે, તેમ છતાં.

**Number, quantity, dates and time:**

- including the use of 'since' in different constructions (R).

## Gujarati (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

### Adjectives:

- comparative with the word કરતીં;
- superlative with the word સૌ કરતીં.

### Adverbs:

- comparative and superlative;
- comparative with the word કરતીં;
- superlative with the word સૌથી;
- superlative phrases મોટામાં મોટું.

### Pronouns:

- object: direct and indirect;
- position and order of object pronouns;
- indefinite (કોઈક, અમુક).

### Verbs:

- tenses;
- pluperfect;
- passive voice: future, imperfect and perfect tenses (R);
- perfect infinitive;
- present participle;
- subjunctive imperfect (R);
- compound verbs (કરવી જોઈએ, દરરોજ કસરત કરવી જોઈએ);
- gerund.

### Number, quantity, dates and time:

- including the use of 'since' in different constructions.

## Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati.

However/students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly/students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation-tier assessments.

### Word lists

#### ***Section 1: High-frequency language***

Common verbs

Common adjectives

Common adverbs

Prepositions

Colours

Numbers

Ordinal numbers

Quantities and measures

Some useful connecting words

Time expressions

Times of day

Days of the week

Months and seasons of the year

Question words

Other useful expressions

Other high-frequency words

Countries

Continents

Nationalities

Administrative regions of Gujarat with English equivalents

Areas/mountains/seas

Useful acronyms

Social conventions

Language used in dialogue and messages

## **Section 2: Topic-specific language**

Although words are listed under specific topic headings/the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list/with a few others included under a specific topic.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the student's home country and that of countries and communities where Gujarati is spoken.**

### *Theme 1: Identity and culture*

**Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

**Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of/advantages and disadvantages)

**Cultural life:** celebrations and festivals; reading; music; sport; film and television

### *Theme 2: Local area/holiday and travel*

**Holidays:** preferences, experiences and destinations

**Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

**Town/region and country:** weather; places to see; things to do

### *Theme 3: School*

**What school is like:** school types; school day; subjects; rules and pressures; celebrating success

**School activities:** school trips; events and exchanges

### *Theme 4: Future aspirations/study and work*

**Using languages beyond the classroom:** forming relationships; travel; employment

**Ambitions:** further study; volunteering; training

**Work:** jobs; careers and professions

### *Theme 5: International and global dimension*

**Bringing the world together:** sports events; music events; campaigns and good causes

**Environmental issues:** being 'green'; access to natural resources

## Section 1: High-frequency language

### Common verbs

to accept	સ્વીકારવું
to accompany	સાથે રહેવું/સાથ આપવો
to add	ઉમેરવું
to advise	સલાહ આપવી
to agree	સહમત થવું/માનવું/કબૂલ કરવું
to allow	રજા આપવી/પરવાનગી આપવી
to annoy	પજવવું/ચીડવવું/ગુસ્સે કરવું
to answer/to reply	જવાબ આપવો
to apply	અરજી કરવી
to argue	દલીલ કરવી
to appreciate	કદર કરવી
to arrive	આવવું/ પહોંચવું
to ask	પૂછવું
to ask a question	પ્રશ્ન/સવાલ પૂછવો
to ask for	તે માટે પૂછવું
to attend	હાજર રહેવું/હાજરી આપવી
to avoid	ટાળવું
to babble	બબડવું/બડબડાટ કરવો
to bank	જમા કરવું
to bath/to bathe	નહાવું
to be	હોવું
to be able to	માટે સમર્થ હોવું
to be able to afford	પોષાવું/પરવડવું
to be absent	ગેરહાજર રહેવું
to be about to (do)	કરવા તૈયાર હોવું
to be alert	સજાગ રહેવું
to be born	જનમવું/જન્મ લેવો
to be called	બોલાવવામાં આવવું/બોલાવવું



### Common verbs (continued)

to be careful	સાવચેત રહેવું/ધ્યાન રાખવું
to be crushed/run over	કચડાવવું
to be cold	ઠંડુ હોવું
to be defeated	હારવું
to be free	બંધનરહિત/મુક્ત રહેવું
to be frightened	ડરવું/બીવું
to be hot	ગરમ હોવું
to be hungry	ભૂખ્યાં હોવું
to be in a hurry	ઉતાવળમાં/જલદીમાં હોવું
to be hurt	દુખી હોવું
to be ill	બીમાર/માંદા હોવું
to be independent	સ્વતંત્ર હોવું
to be interested in	માં રસ હોવો/માં રસ ધરાવવો
to be keen	આતુર હોવું
to be located	સ્થિત હોવું/સ્થાને હોવું
to be lucky	નસીબદાર/ભાગ્યશાળી હોવું
to be missing	ગાયબ હોવું/ગુમ થવું/ખૂટતું હોવું
to be of the opinion	અભિપ્રાય હોવો
to be proud	ગર્વ લેવો
to be saved	બચવું
to be scared	ડરવું
to be sleepy/to be tired	ઊંઘમાં હોવું/નિંદરમાં હોવું/થાકેલાં હોવું
to be sorry	માફ કરવું/દિલગીર હોવું
to be successful	સફળ/કામચાબ હોવું
to be thirsty	તરસ્યું હોવું
to bear	સહન કરવું
to beat	મારવું/ફટકા મારવા
to beat (heart)	ધડકવું
to become	બનવું
to become free	છૂટી જવું/મુક્ત થવું

### Common verbs (continued)

to beg	ભીખ માંગવી
to begin/start	શરૂ કરવું/શરૂઆત કરવી
to believe	માનવું/ધારવું
to bite	કરડવું/બટકું ભરવું
to bless	આશીર્વાદ આપવા
to bloom	ખીલવું
to blow up	કુલાવવું/ફૂટી જવું
to boil	ઉકળવું
to boil, e.g. potatoes	બાફવું
to borrow	ઊછીનું લેવું
to book	નોંધવું
to bounce	ઉછળવું
to bow/express greetings	પગે લાગવું/નમન કરવું/નમસ્કાર કરવા/
to break	તોડી નાખવું/ભાંગી નાખવું
to bring	લાવવું
to brush (hair)	વાળ ઓળવા
to build	બાંધવું
to bully	દાદાગીરી કરવી
to bump	ભટકાવવું
to bump into	માં ભટકાવું
to burn	બાળી નાખવું/બાળવું
to burn	દાઝવું/દઝાવું/બળી જવું
to burn something	કંઈક બાળવું
to buy	ખરીદવું
to buy tickets (for a show)	ટિકટ ખરીદવી
to call	બોલાવવું
to camp	છાવણી નાખવી
to cancel	રદ કરવું
to care	સંભાળ/દેખભાળ રાખવી

### Common verbs (continued)

to carry	ઊંચકવું
to catch	પકડવું
to caution	ચેતવણી આપવી
to celebrate	ઊજવવું/ઉજવણી કરવી
to change/to exchange	બદલાવવું/બદલવું/અદલાબદલી કરવી
to change (trains etc.)	બદલવી/બદલવું
to chase	ની પાછળ પડવું/દોડવું
to chat	વાતચીત કરવી/ગપાટા મારવા
to cheat	છેતરવું/ઠગાઈ કરવી
to check	તપાસ કરવી
to chew	ચાવવું
to chill	ઠંડુ કરવું
to choose	પસંદ કરવું
to chop	કાપવું/સમારવું
to clean	ચોખ્ખું કરવું/સફાઈ કરવી/સાફ કરવું
to climb	ચડવું
to climb mountains	પર્વત ચડવા/પર્વતારોહણ કરવું
to close	બંધ કરવું
to collect	ભેગું કરવું/એકત્રિત કરવું/એકઠું કરવું
to collide/to crash	અથડાવું
to combine	ભેળવવું
to come	આવવું
to comment	ટિપ્પણી કરવી/અભિપ્રાય આપવો
to compare	સરખાવવું/સરખામણી કરવી
to complain	ફરિયાદ કરવી
to complete/finish	પૂરું કરવું/પૂર્ણ કરવું/સમાપ્ત કરવું
to complicate	ગૂંચવણભર્યું બનાવવું
to congratulate	અભિનંદન આપવા
to consider	ધ્યાનમાં લેવું/ધ્યાનપૂર્વક વિચારવું
to contact	સંપર્ક કરવો

### Common verbs (continued)

to continue/carry on	ચાલું રાખવું/જારી રાખવું
to convince	મનાવવું
to cook	રાંધવું
to cope	પહોંચી વળવું
to copy	નકલ કરવી
to correct	સુધારવું
to cost	કિંમત આંકવી
to count	ગણવું
to cover	ઢાંકવું
to criticise	ટીકા કરવી
to cross	વટાવવું/ટપવું
to cry	રડવું
to cut	કાપવું
to dance	નાચવું/નૃત્ય કરવું
to decide	નક્કી કરવું
to decorate	સજાવવું/સજાવટ કરવી
to delete/to erase	છેકવું/કાઢી નાખવું
to depart/leave	છોડીને જવું
to depend on	આધાર રાખવો
to describe	વર્ણન કરવું
to deserve	લાયક/પાત્ર હોવું
to die	મરણ પામવું/મૃત્યું પામવું/મરવું
to dig	ખોદવું
to digest	પચાવવું
to dine/eat dinner/meal	જમવું/ભોજન કરવું
to direct	દિશા બતાવવી/ચીંધવું
to discuss	ચર્ચા કરવી
to dislike	ન ગમવું/નાપસંદ હોવું
to dismiss	કાઢી મૂકવું/રજા આપવી/ડુખસદ કરવું

### Common verbs (continued)

to distribute	વહેંચણી કરવી
to dive	ડૂબકી મારવી
to do	કરવું
to doze	ઝોકું ખાવું
to drag	ઢસડવું
to draw	દોરવું/ખેંચવું
to dress	કપડાં/વસ્ત્ર પહેરવા
to drip	ટપકવું
to drive	ચલાવવું/હંકારવું
to drown	ડૂબી જવું
to dry	સૂકવવું
to dry up	સૂકાઈ જવું
to eat	ખાવું/જમવું
to earn	કમાવું
to economise	કરકસર કરવી
to educate	ભણાવવું/શિક્ષણ આપવું/કેળવવું
to encourage	ઉત્તેજન આપવું/પ્રોત્સાહિત કરવું
to end	અંત લાવવો/પૂરું કરવું/સમાપ્ત કરવું
to enjoy	મજા માણવી/આનંદ કરવો
to enter	અંદર આવવું/પ્રવેશ કરવો/દાખલ થવું
to escape	ભાગી જવું/નાસી જવું/છટકવું
to exercise	કસરત કરવી
to exhibit	પ્રદર્શિત કરવું
to experience	અનુભવ કરવો
to explain	સમજાવવું/સમજણ આપવી
to fail (an exam)	નાપાસ થવું
to fall	પડી જવું
to fall asleep	ઊઘી જવું

### Common verbs (continued)

to fall (leaves)	ખરવું
to feed	ખવડાવવું/જમાડવું
to feel	લાગણી થવી/અડવું
to feel scared	ગભરાવું
to fetch/get/bring	લાવવું/લઈ આવવું
to fill	ભરવું
to fill (a form)	પત્રક ભરવું/ફોર્મ ભરવું
to find	શોધવું/ખોળવું
to fine	દંડ કરવો
to finish	પૂરું કરવું/અંત લાવવો
to fish	માછલી પકડવી
to flash	ચમકવું/ઝબકવું
to fly	ડોડવું
to fly away	ડોડી જવું
to flow	વહેવું
to fold	વાળવું/સંકેલવું/ગડી કરવી
to follow	અનુસરવું/ની પાછળ જવું
to forbid	મનાઈ કરવી/રોકવું
to forget	ભૂલી જવું/વીસરવું
to forgive	માફ કરવું/ક્ષમા કરવી
to freeze	થીજવું/થીજી જવું
to fry	તળવું
to gain	મેળવવું
to gallop	છલાંગ મારવી
to get (good) marks	સારા ગુણ મેળવવા
to get angry	ગુસ્સે/ક્રોધિત થવું
to get bored	કંટાળી જવું
to get caught up in	ફસાઈ જવું/ફસાવું

### Common verbs (continued)

to get dressed/ready	તૈયાર થવું
to get into (bus/car/train)	માં ચડવું/પર ચડવું
to get out of (bus/car/train)	માંથી ઉતરવું/પરથી ઉતરવું
to get ready	તૈયાર થવું
to get tired	થાકી જવું
to get undressed	કપડાં ઊતારવા
to get up	ઊઠવું
to get used to	ટેવાઈ જવું
to give	આપવું
to give (presents)	(ભેટ) આપવી
to give an invitation/to invite	આમંત્રણ આપવું/આમંત્રિત કરવું
to give orders	હુકમ આપવા
to give responsibility	જવાબદારી આપવી
to go bad	બગડી જવું/ખરાબ થઈ જવું
to go down	નીચે ઉતરવું
to go for a walk/stroll	ચાલવા જવું
to go often	વારંવાર જવું/અવારનવાર જવું
to go on holiday	રજા પર જવું
to go out	બહાર જવું
to go past (by car/on foot)	પસાર થવું
to go shopping	ખરીદી કરવા જવું
to go to bed	સૂઈ જવું
to go through	વચ્ચેથી જવું/વીતવું
to go towards	તરફ જવું
to go wrong	ખોટું થવું
to grow	ઉછેરવું/ઉગાડવું/વધવું
to guide	માર્ગદર્શન આપવું
to hail	જય જયકાર કરવો

### Common verbs (continued)

to hang	લટકાવવું/ટિંગાડવું
to hand over	સોંપવું
to hate	ધિક્કારવું
to have/to own	હોવું/માલિકીનું હોવું
to have a bath	નહાવું/સ્નાન કરવું
to have a break	વિરામ લેવો
to have a cold	શરદી થવી
to have a rest	આરામ કરવો
to have breakfast	સવારનો નાસ્તો કરવો
to have dinner/supper	રાતનું ભોજન જમવું/કરવું/ રાત્રીભોજન
to have lunch	બપોરનું ભોજન જમવું
to have to/must	જરૂર કરવું/અવશ્ય કરવું
to hear	સાંભળવું
to help	મદદ કરવી
to hide	સંતાડવું/છુપાવવું
to hire	ભાડે રાખવું
to hit (a ball/a person)	લગાડવું/મારવું
to hold	પકડવું
to hope	આશા રાખવી
to hum	ગુંજવું/ગુંજન કરવું/ગણગણવું
to hurry	જલદી કરવું/ઉતાવળ કરવી
to hurt	ઈજા કરવી/લગાડવું
to imagine	ધારવું/કલ્પના કરવી
to improve	સુધારવું/સુધારો કરવો
to include	સામેલ કરવું/સમાવવું/સમાવેશ કરવો
to indicate	દર્શાવવું/બતાવવું
to inform	જણાવવું
to insist	આગ્રહ કરવો



### Common verbs (continued)

to instruct	સૂચના આપવી/સૂચન કરવું
to intend	ઈરાદો/ઉદ્દેશ/આશય હોવો
to interrupt	વચમાં રોકવું/બોલવું
to introduce (someone)	ઓળખાણ આપવી/કરાવવી/પરિચય આપવો
to invite	આમંત્રણ આપવું/આમંત્રિત કરવા
to iron	ઈસ્ટ્રી કરવી
to jump	ફૂદવું/ફૂદકા મારવા
to justify	પુરવાર કરવું/સમર્થન કરવું
to keep	રાખવું
to knock/hit	અથડાવું/ઠોકવું/ખખડાવવું/ફટકો મારવો
to know	જાણકારી હોવી/જાણવું
to know (be familiar with)	પરિચિત હોવું
to know (someone)	ઓળખવું
to land	ઊતરવું
to last	ટકી રહેવું/ટકવું
to laugh	હસવું
to lay	પાથરવું
to lay the table	મેજ ગોઠવવું
to lead	દોરવવું/રસ્તો બતાવવો
to learn	શીખવું
to leave (an object)	છોડી દેવું/મૂકી દેવું/છોડવું
to leave/to depart/go	પ્રસ્થાન કરવું/રવાના થવું
to lecture	ભાષણ આપવું
to lend	ઉછીનું આપવું/વ્યાજ આપવું
to lick	ચાટવું
to lie	ખોટું/જૂઠું બોલવું
to lie down	સૂવું/આડા પડવું
to lift	ઉપાડવું/ઊંચકવું

### Common verbs (continued)

to like	ગમવું/પસંદ પડવું
to like the taste	સ્વાદ ભાવવો
to limp	લંગડાવું
to listen	સાંભળવું
to live	જીવવું/જીવંત/જીવતું રહેવું
to load	ભાર લાદવો
to lock up	તાળું મારવું
to lock up (somebody)	પૂરી દેવું (કોઈને)
to look at	જોવું/નીરખવું/નિહાળવું
to look after	સંભાળ/દેખભાળ/દેખરેખ રાખવી
to look for	ની શોધ કરવી
to look forward	ની પ્રતિક્ષા કરવી
to look like/to resemble	ના જેવું/ને મળતું હોવું/એકસરખું લાગવું
to loosen/to lose	ઢીલું કરવું
to love	પ્યાર/પ્રેમ કરવો
to make	બનાવવું/રચવું
to maintain	જાળવવું/નિભાવવું/ટકાવવું
to make a mistake	ભૂલ કરવી
to publicise	જાહેર કરવું
to manage	સંચાલન/નિયંત્રણ કરવું
to marry	લગ્ન કરવા/પરણવું
to measure	માપવું
to melt	ઓગળવું/પીગળવું
to miss	ચૂંકી જવું
to misunderstand	ગેરસમજ થવી
to misuse	દુરુપયોગ કરવો
to mix	ભેળવવું/ભળવું/મિશ્રણ કરવું
to move	હલવું/હલાવવું/ખસેડવ

### Common verbs (continued)

to muddle	ગોટાળો કરવો
to mumble	બબડવું/ગણગણવું
to need	જરૂરી/જરૂરિયાત હોવી/આવશ્યકતા હોવી
to note	નોંધ કરવી
to notice	ધ્યાનમાં લેવું
to notify	વાકેફ કરવું/ખબર આપવી
to nurse	સારવાર/માવજત કરવી
to object/to oppose	વિરોધ કરવો
to offer	ધરવું
to open	ખોલવું/ઉઘાડવું
to order	મંગાવવું/ફરમાવવું/આદેશ આપવો
to organise	ગોઠવવું/વ્યવસ્થા કરવી/આયોજન કરવું
to overflow	ઊભરાઈ જવું
to own	માલિકી ધરાવવી
to paint	રંગવું/ચિત્રકામ કરવું
to park (vehicle)	ગાડી ઊભી રાખવી/વાહન ઊભું રાખવું
to pass by	પસાર થવું
to part	ભાગ પાડવા/વિખૂટ પડવું
to pass away	મરણ પામવું/મૃત્યુ પામવું/મરી જવું
to paste	ચોંટાડવું
to pay	ચૂકવવું/પૈસા ભરવા
to pay the bill	બિલ ચૂકવવું
to peel	ફોલવું/છોલવું
to persuade	મનાવવું
to pick	વીણવું/ચૂંટવું
to pile	થપ્પી કરવી/ઢગલો કરવો
to place	રાખવું/મૂકવું
to plan	યોજના કરવી

### Common verbs (continued)

to plant	વાવવું/ઉગાવવું
to play (game/sport)	રમવું/રમત રમવી
to play (musical instrument)	વગાડવું
to plead	દલીલ કરવી/આજીજી કરવી
to please	ખુશ કરવું/આનંદ આપવો
to point	ચીંધવું
to possess	પાસે હોવું
to postpone	મુલતવી રાખવું/ઠેલવવું
to pour	રેડવું
to pour (wastefully)	ઢોળવું
to practice	મહાવરો કરવો/અભ્યાસ કરવો
to pray	પ્રાર્થના કરવી/નમાજ પઢવું
to prefer	પસંદ હોવું
to prepare	તૈયારી કરવી
to present	ભેટ આપવી/રજૂઆત કરવી/રજૂ કરવું
to press	દબાવવું
to preserve	સાચવવું/જાળવવું
to pressurise	દાબ મૂકવો/દબાણ કરવું
to prevent	રોકવું/અટકાવવું
to prick	ભોંકવું/ખૂંચવું/ખટકવું
to print	છાપવું
to proceed	આગળ વધવું
to produce	ઉત્પાદન કરવું/પેદા કરવું
to progress	વિકાસ કરવો
to prolong	લંબાવવું
to protect	બચાવવું/રક્ષણ કરવું
to protest	વિરોધ કરવો/વાંધો ઉઠાવવો
to publish	પ્રકાશન કરવું/પ્રસિદ્ધ કરવું/પ્રગટ કરવું

### Common verbs (continued)

to pull	ખેંચવું/તાણવું
to pull (plant)	ઉખેડવું
to punch	મુક્કો મારવો
to pursue	ની પાછળ પડવું/આગળ ધપાવવું
to push	ધક્કો મારવો/ધકેલવું
to put	મૂકવું
to put back	પાછું મૂકવું
to put on/to apply (e.g. cream)	ચોપડવું/લગાવવું
to qualify	લાયક હોવું/થવું/બનવું
to quarrel	ઝઘડવું/ઝઘડો કરવો
to queue	હાર/કતારમાં ઊભવું
to quote	અંદાજ આપવો
to rain	વરસવું
to raise	ઉઠાવવું/ઊભું કરવું
to read	વાંચવું
to realise	સમજવું
to reap	કાપણી/લણણી કરવી
to receive/to be host to	મેળવવું/આવકારવું
to recommend	ભલામણ કરવી/સૂચન કરવું
to rehearse	પૂર્વપ્રયોગ કરવો
to refer	ઉલ્લેખ કરવો
to refill	ફરીથી ભરવું
to refresh	ફરીથી તાજું કરવું
to refund	પાછું આપવું
to regret	પસ્તાવો થવો
to reject	નકારવું/અસ્વીકાર કરવો
to release	છોડી દેવું/છૂટું કરવું

### Common verbs (continued)

to remember	યાદ રાખવું
to remain	પાછળ રહેવું
to remove	કાઢી નાખવું/ખસેડી લેવું
to rent	ભાડે રાખવું
to repeat	ફરીથી કહેવું
to replace	ની બદલી કરવી/મૂળ સ્થાને પાછું મૂકવું
to reply	જવાબ આપવો
to reprimand	સજા આપવી/ઠપકો આપવો
to research	સંશોધન કરવું
to reserve/to book	અનામત રાખવું/અલગ રાખવું/નોંધાવવું
to respond	જવાબ આપવો/પ્રતિક્રિયા કરવી
to retire	નિવૃત્ત થવું
to return	પાછું જવું/પાછું આપવું
to revise	ફરી તપાસવું/પૂનરાવર્તન કરવું
to reward	ભેટ/બક્ષિસ આપવી/ઈનામ આપવું
to ride a horse	ઘોડેસવારી કરવી
to ripen	પાકવું
to rise (sun)	ઊગવું
to roam about	ભટકવું/રખડવું
to roar	ગર્જવું/રાડો પાડવી
to roast	શેકવું
to roll	ગબડવું
to rot	સડી જવું
to rub	ભૂસવું/ઘસવું/ચોળવું
to run	દોડવું
to run a shop	દુકાન ચલાવવી
to run away	ભાગી જવું/નાસી જવું
to rush	ઊતાવળ કરવી/જલદી કરવું

### Common verbs (continued)

to rust	કાટ ચડવો
to sail	નૌકાવિહાર/વહાણમાં સહેલ કરવી
to salute	સલામ કરવી
to save	બચત કરવી
to satisfy	સંતોષવું
to say/to tell	કહેવું/બોલવું
to say goodbye	આવજો કહેવું
to scare	ભિવડાવવું/ડરાવવું
to scold	ખીજાવું/ઠપકો આપવો
to scratch/itch	ખંજવાળવું
to scream	ચીસો પાડવી/રાડો પાડવી
to scrub	ઘસવું
to secure	સલામત/સુરક્ષિત કરવું
to see	જોવું/નિહાળવું
to seek	ખોળવું/શોધવું
to seem	લાગવું
to select	પસંદ કરવું
to sell	વેચવું
to send	મોકલવું
to separate	અલગ/નોખું કરવું/છૂટું પાડવું
to serve	પીરસવું/સેવા આપવી
to set	જમાવવું
to set (sunset)	આશમવું
to settle (live/reside)	વસવાટ કરવો/વસવું
to sew	સીવવું
to share	વહેંચવું
to shave	દાઢી બનાવવી/હજામત કરવી
to shine	પ્રકાશવું/ચળકવું

### Common verbs (continued)

to shout	બૂમરાડ પાડવી
to shop	ખરીદી કરવી
to show	દેખાડવું/બતાવવું
to shower	નહાવું (ફૂવારાથી)
to sign	સહી કરવી
to sit	બેસવું
to sit down	નીચે બેસવું
to skip	દોરડાથી ફૂંદવું
to skin/shell	ફોલવું/છાલ ઊતારવી
to slap	તમાચો મારવો/થપાટ મારવી
to sleep	ઊઘવું/સૂવું
to slip	લપસી જવું/લપસવું
to slice	ચીરી કાપવી
to slide	સરકવું/સરકાવવું
to smile	હસવું/સ્મિત કરવું/મલકવું
to smoke	બીડી પીવી/બીડી ફૂંકવી/ધુમ્રપાન કરવું
to sniff	સૂંધવું
to snow	બરફ પડવો/હિમવર્ષા થવી
to socialise	હળવુંમળવું
to solve (a problem)	ઉકેલવું/ઉકેલ કરવો/જવાબ ખોળવો
to speak	બોલવું
to spend (money)	વાપરવું/ખરચવું
to spend (time)	સમય પસાર કરવો
to spit	થૂંકવું
to spray	છાંટવું
to spread	ફેલાવવું/પાથરવું/પ્રસારણ કરવું
to stand	ઊભા રહેવું
to stand up	ઊભું થવું



### Common verbs (continued)

to start/to begin	શરૂ કરવું/ચાલું કરવું/આરંભ કરવો
to stay/to remain	રહેવું/રોકાવું/ટકી રહેવું
to steal	ચોરવું/ચોરી કરવી
to stick	ચોંટાડવું
to stir	હલાવવું
to stitch	સીવવું/ટાંકવું
to stop	રોકવું/અટકાવવું/બંધ કરવું/થોભવું
to strain	ખેંચવું/તંગ કરવું
to stretch	તાણવું/ખેંચવું
to stroll/go for a walk	ચાલવું/ચાલવા જવું
to study	ભણવું/અભ્યાસ કરવો
to stuff	માં ભરવું
to succeed	સફળ થવું/ફતેહમંદ થવું/આબાદ થવું
to suck	ચૂસવું
to suffer	સહન કરવું
to suggest	સૂચવવું/સૂચન આપવું
to suit	શોભવું
to sunbathe	સૂર્યસ્નાન કરવું
to surf the internet	ઇન્ટરનેટ પર તપાસવું
to sweep (floor)	વાળવું
to swell	સોજો ચડવો/ફૂલી જવું/સોજી જવું/સોજા આવવા
to swim	તરવું
to swing	ઝૂલવું/ઝૂલાવવું/હીંચકવું
to take	લેવું
to take off (plane)	ઊપડવું
to take advantage of	નો લાભ લેવો
to take back	પાછું લેવું
to take photographs	ફોટા પાડવા/છબી પાડવી
to take part	ભાગ લેવો

### Common verbs (continued)

to taste	ચાખવું
to teach	શીખવવું
to tear	ફાડવું/ચીરવું
to tease	ચીડવવું/સતાવવું
to tell	કહેવું
to test	કસોટી કરવી/પરીક્ષા કરવી
to thank	આભાર માનવો
to thaw	ઓગાળવું
to think/believe	વિચારવું/માનવું
to throw	ફેંકવું/ફેંકી દેવું
to tidy	સાફ કરવું/સ્વચ્છ કરવું
to tie	બાંધવું
to toast	શેકવું
to touch	અડવું/સ્પર્શ કરવું
to train	તાલીમ આપવી
to translate	ભાષાંતર/આનુવાદન કરવું
to travel	સફર કરવી/મુસાફરી કરવી/પ્રવાસ કરવો
to trip	ગોથું ખાવું
to try	કોશિશ કરવી/પ્રયત્ન કરવો/અજમાવવું
to turn	ફરવું/ફેરવવું/વળવું
to turn around	પાછું ફરવું/ગોળ ફરવું/ચક્કર ફરવું
to twist	મરડવું/વાંકું કરવું
to understand	સમજવું
to use	વાપરવું/ઉપયોગ કરવો
to visit	મળવા જવું/મુલાકાત લેવી
to wait for	રાહ/વાટ જોવી
to wake up	જાગવું/ઊઘીને ઊઠવું
to walk	ચાલવું

### Common verbs (continued)

to want	જોઈતું હોવું
to warm up	ગરમ કરવું/ગરમ થવું/તપાવવું
to warn	ચેતવણી આપવી
to wash (oneself)	નાહવું/સ્નાન કરવું
to wash up	ઘોવું/સાફ કરવું
to watch	નજર રાખવી/જાગ્રત રહેવું
to wear	પહેરવું
to weigh	વજન કરવું/તોલવું
to wipe	લૂછવું
to win	જીતવું/જીત મેળવવી
to wish	ઇચ્છા હોવી/ઇચ્છવું
to work	કામ કરવું
to worry	ચિંતા/ફિકર કરવી
to write	લખવું

### Common adjectives

able	શક્તિવાળું/સમર્થ
active	સક્રિય/પ્રવૃત્તિમય/ક્રિયાશીલ
all	બધાં/સર્વે/સમગ્ર/સંપૂર્ણ/પૂરેપૂરું
alike	સરખું/-ના જેવું/એકસમાન
alone/lonely	એકલું/એકલવાયું
amusing	વિનોદી/મનોરંજક
angry	ગુસ્સે થયેલું
any sort of	કોઈ પણ જાતનું/પ્રકારનું
appropriate	યોગ્ય/અનુકૂળ
awful	બહુ ખરાબ/ભયાનક
bad	ખરાબ/નકામું/બૂરું/બગડેલું

### Common adjectives (continued)

beautiful	સુંદર/સોહામણું/સુશોભિત/રૂપાળું
better	વધારે સારું/સાજું થયેલું
big/large	મોટું/વિશાળ
bitter	કડવું
bland	સ્વાદ વિનાનું/મોળું
blind	આંધળું
boiling	ઉકળતું
boring	કંટાળાજનક/કંટાળા ભરેલું
brave	હિંમતવાળું/બહાદુર
brief	ટૂંકું/ટૂંકા સમયનું
bright	પ્રકાશવાળું/અજવાળું/હોશિયાર
brilliant	તેજસ્વી/તેજસ્વી (વિદ્યાર્થી)
broad	પહોળું/ચોડું
broken	તૂટેલું/ફૂટેલું/ભાંગેલું
burnt	બળેલું/ઢાઝેલું
calm	શાંત
careful	કાળજીવાળું
caring	દેખરેખ રાખનાર/સંભાળ રાખનાર
cheap	સસ્તું
clean/neat/tidy	ચોખ્ખું/સ્વચ્છ/સાફ
clever	હોશિયાર
close	નજીકનું/નજદીક
closed	બંધ
cold	ઠંડું/ઠાઢું
colourful	રંગબેરંગી

### Common adjectives (continued)

comfortable	સ્વસ્થ/સુખદાયક/આરામદાયક
complex/complicated	ગૂંચવણભર્યું
cool	ઠંડું/શીતલ
cosy	હૂંફાળું
cracked	ચિરાડ પડેલું
creamy	મલાઈવાળું
crispy	કકરું
crooked	વાંકું
cruel	નિર્દય/કઠોર
crushed	છૂંદેલું
curly	વાંકડિયું/વાકુંચું
dangerous	જોખમકારક/ભયજનક/ખતરનાક
deaf	બહેરું
deep	ઊંડું
definite	ચોક્કસ
delicious	સ્વાદિષ્ટ/રસાળ
difficult	અઘરું/મુશ્કેલ
dirty	મેલું/અસ્વચ્છ/ગંદું
disabled	અપંગ/અસમર્થ
disgusting	ચીતરી ચડાવનારું
dry	સૂકું/કોરું
dull	આંખું/ચળકાટ વિનાનું
dunce	હોઠ નિશાળિયો
dynamic	ગતિશીલ
easy	સહેલું/સરળ
elderly/old person	વડીલ/પ્રૌઢ/વૃદ્ધ
emotional	ભાવનાશીલ/લાગણીશીલ/ભાવનાત્મક
empty	ખાલી
entertaining	મનોરંજક

### Common adjectives (continued)

every	દરેક/ પ્રત્યેક
excellent	ઉત્તમ/સર્વશ્રેષ્ઠ
excited/exciting	ઉત્તેજિત/ઉત્તેજક
expensive	મોંઘું/કીમતી
extra	વધારાનું
fair (complexion)	ગોરું/ઊજળું
fair	વાજબી/ન્યાયી/નિષ્પક્ષ
false	ખોટું/નકલી
famous	પ્રખ્યાત
fashionable	પ્રચલિતશૈલીનું/પ્રચલિત ઢબનું/ટાપટીપિયું
fast/quick	ઝડપી
fat	જાડું/ભરાવદાર
fatty	ચરબીવાળું
favourite	માનીતું/મનપસંદ
feeble	નબળું/અશક્ત/દુર્બળ
flavoured	લહેજતદાર
flavourless	ફિક્કું
foreign	પરદેશી/વિદેશી
flexible	વાળી શકાય તેવું
fluffy	ડુવાંટીવાળું
foolish	મૂર્ખ/બેવફૂફ
former/antique/old	અગાઉનું/પૂર્વેનું/પ્રાચીન/જૂનું
formal	ઔપચારિક
free (no cost)	મફત
free	મુક્ત/બંધનરહિત/છૂટું કરેલું
fresh	તાજું
freezing cold	સખત ઠંડું
friendly	મિત્રતાવાળું/મૈત્રીભાવવાળું
frightening	ડરામણું/ભયભીત

### Common adjectives (continued)

full/complete	પૂરું/ભરેલું/સંપૂર્ણ
fun	મોજ/મસ્તી/મજા
funny	રમૂજી
generous	ઉદાર
genuine/original/real	અસલ/મૂળનું
good/nice	સરસ/શુભ/સારું
grateful	આભારી
greasy/oily	તેલવાળું
great	મહાન/ભવ્ય
great	મોટું/વિશાળ/કદાવર
great/marvellous	ચડિયાતું/અદ્ભુત
guilty	ગુનેગાર/દોષી
handsome/pretty/charming	દેખાવડું/રૂપાળું/મોહક
happy/cheerful	ખુશ/આનંદી
hard	કઠણ/સખત/કડક/અઘરું
hardworking	મહેનતું
healthy	તંદુરસ્ત/સ્વસ્થ/નિરોગી/આરોગ્યદાયક
heavy	ભારે/વજનદાર
hexagon	ષટ્કોણ
high/tall	ઊંચું/ઊંચાઈવાળું
honest	પ્રમાણિક/ઈમાનદાર
hot	ગરમ
horrific	ગભરાવનારું
hot and spicy	ચટાકેદાર
hot tempered	ગરમ મગજનું
huge	ઘણું મોટું/વિશાળ
ideal	આદર્શ
important	અગત્યનું/મહત્વનું
in a good mood	સારા મિજાજમાં

### Common adjectives (continued)

independent	સ્વતંત્ર
informal	અનૌપચારિક
innocent	નિર્દોષ/નિષ્કપટ
intelligent	બુદ્ધિશાળી/સતેજ/હોશિયાર
interesting	રસપ્રદ/રસદાયક/રસિક
invaluable	અમૂલ્ય
jealous	અદેખું/ઈર્ષાળુ
jolly	આનંદી/વિનોદી/રમૂજી
juicy	રસવાળું
kind	માયાળુ/દયાળું
last/latest	છેલ્લું/છેલ્લામાં છેલ્લું/અંતિમ
lazy	આળસુ
light	અજવાળું
light (weight)	હળવું/હલકું
lively	ઉલ્લાસવાળું/ચેતનવાળું
local	સ્થાનિક
locked	બંધ/પૂરેલું
long	લાંબું
lost	ખોવાયેલું/ગુમ થયેલું
loud/noisy	મોટા અવાજવાળું/ઘોંઘાટિયું
lukewarm	નવશેકું
magnificent	ભવ્ય
main	મુખ્ય
marvellous	અદ્ભૂત
mature	પરિપક્વ/પૂર્ણ વિકાસ પામેલું
mild (food)	મોળું
mixing	મળતાવડું/મિલનસાર
modern	આધુનિક
moist	ભેજવાળું



### Common adjectives (continued)

narrow	સાકડું
naughty	તોફાની/મસ્તીખોર
necessary	જરૂરી/આવશ્યક
negative	નકારાત્મક
new	નવું
next	પછીનું/આવતું/બીજું
numerous	સંખ્યાબંધ
nutritious	પૌષ્ટિક/પોષક
old fashioned	જૂના વિચારનું
only/just	ફક્ત/માત્ર
open	ખુલ્લું/ઉઘાડું
other/another/different	બીજું/જુદું
own	પોતાનું
peaceful	શાંતિભર્યું
plain	સાદું
pleasant	આનંદકારક/સોહામણું
pleased	રાજી/ખુશ
perfect	પરિપૂર્ણ/બરાબર
polite	વિવેકી/નમ્ર
poor	ગરીબ
popular	લોકપ્રિય
positive	હકારાત્મક/સકારાત્મક
practical	વ્યવહારુ
quiet	શાંત
raw	કાચું
ready	તૈયાર
reasonable	વાજબી
recent	તાજેતરનું/હાલનું
rectangle	લંબચોરસ

### Common adjectives (continued)

responsible	જવાબદાર
rich	પૈસાદાર/ધનવાન
ripe	પાકેલું
rough	ખરબચડું/કકરું
round	ગોળ
rotten	સડેલું
ruthless	કઠોર/નિર્દય
sad	ઉદાસ/દુખી
safe	સલામત/સુરક્ષિત
same/alike	સરખું/એકસમાન
satisfied	સંતુષ્ટ/સંતોષી
savoury/spicy	ફરસું/મસાલેદાર
selfish	સ્વાર્થી
sensational	ઉત્તેજનાત્મક
serious	ગંભીર
shallow	છીછરું
sharp	અણીદાર
short	ટૂંકું
shy	શરમાળ
shrewd	ચતુર/ચાલાક
silent	શાંત
silly/stupid	બેવકૂફ/મૂર્ખ
situated/established	સ્થિત/સ્થાપિત
slender	પાતળું
slow	ધીમું/મંદ
small	નાનું
smooth	લીસું
soft	પોચું/નરમ

### Common adjectives (continued)

sought after	જેની ખૂબ માંગ/માગ છે તેવું
special	ખાસ/વિશિષ્ટ
splendid	ભવ્ય/શોભાયમાન
square	ચોરસ
stale	વાસી
sticky	ચીકણું
strange	વિચિત્ર
strict	કડક/સખત
strong	મજબૂત/બળવાન/શક્તિશાળી
suitable	યોગ્ય/અનુકૂળ/બંધબેસ્તું
superb	સર્વશ્રેષ્ઠ/સર્વોત્તમ
surprised	આશ્ચર્યચકિત
sweet	મીઠું/ગળ્યુ
sweet (person)	પ્યારું
talkative	વાતોડિયું/બોલકું
tall	ઊંચું
terrible	ભયંકર/ભયજનક
thick	ઘાટું/જાડું
thin	આછું/પાતળું
tired	થાકેલું
together	ભેગાં/સાથે/સંગાથે/સાથેસાથે
traditional	પ્રણાલિક/પરંપરાગત
triangle	ત્રિકોણ
trustworthy	વિશ્વાસુ/ભરોસાપાત્ર
ugly	કદરૂપું
unbelievable	માની ન શકાય તેવું
understanding	સમજદાર
unfair	ગેરવાજબી/અનુચિત
unhappy	નાખુશ

### Common adjectives (continued)

unhealthy	અસ્વસ્થ
unique	અનોખું/અનેકું
unpleasant	અપ્રિય
unsalted	મીઠા/લૂણ વગરનું/નિમક વગરનું
useful	ઉપયોગી/કામનું
useless	નકામું/બિનજરૂરી
valid	માન્ય
valuable	કીમતી/મૂલ્યવાન
various	અનેક/વિવિધ/જાતજાતનું
weak	દુર્બળ/અશક્ત
weak minded	નબળા મનનું
well known	જાણીતું/પ્રખ્યાત/વિખ્યાત
wet	ભીનું
wide	પહોળું
wise	ડાહ્યું/અક્કલવાળું
wonderful	અદ્ભૂત
worried	ચિંતિત/ફિકરમંદ
worse	વધુ ખરાબ
young	નાની વયનો

## Common adverbs

again/again and again	ફરીથી/વારંવાર
almost	લગભગ
already	અગાઉથી/પહેલેથી
also	પણ/ઉપરાંત/વળી
always	હંમેશાં
approximately	આશરે/લગભગ
badly	ખરાબ રીતે
better	વધારે સારું
below (down)	નીચે
cheaply	સસ્તું/સસ્તામાં
completely	સંપૂર્ણપણે/સમગ્ર રીતે
earlier	વહેલેથી/પહેલેથી
early	વહેલું
especially	ખાસ કરીને/મુખ્યત્વે
everywhere	દરેક જગ્યાએ/જગ્યાએ/ઠેકઠેકાણે/ઠેરઠેર
fairly	વાજબી/વ્યાજબી રીતે/ન્યાયીપણે
for a long time	લાંબા સમયથી
fortunately	સારા નસીબે/સદ્ભાગ્યે
hardly	ક્યારેક
here	અહીં
inexpensively	સસ્તામાં/ઓછા ખર્ચે
immediately	તુરંત/તાત્કાલિત
later	પછીથી/પાછળથી
loudly	મોટેથી/જોરથી
more	વધારે/વધુ
never	કદી નહિ/ક્યારેય નહિ
nevertheless	તેમ છતાં/તોપણ
not yet	હમણાં નહિ/અત્યારે નહિ
nowhere	ક્યાંય નહિ

### Common adverbs (continued)

often	વારંવાર/અનેક વાર
only	ફક્ત/એકમાત્ર/માત્ર
over there	ત્યાં
perhaps	કદાચ
possibly	શક્ય/સંભવિત
quickly	જલ્દી
rarely	ભાગ્યે જ
rather	તેના કરતાં
rather/quite	ખરું જોતાં
really	ખરેખર
recently	હાલમાં/તાજેતરમાં
regularly	નિયમિતપણે
similarly	એ જ રીતે
simply	સાદાઈથી/સાદાઈપૂર્વક
slowly	ધીરેથી/ધીમેથી
sometimes	કોઈ વખત
somewhere	ક્યાંક/કોઈ ઠેકાણે
soon	થોડાં વખતમાં/ટૂંક સમયમાં
still (yet)	હજુ
straight away	હમણાં જ
there	ત્યાં
together	સાથેસાથે/એક સાથે/સંગાથે
too	વધારામાં/ઉપરાંત
unfortunately	કમનસીબે/સદ્ભાગ્યે
up	ઉપર
up there	ત્યાં ઉપર
usually/generally	સામાન્ય રીતે
very	ઘણું
well	સારી રીતે

## Prepositions

about	લગભગ/-ના વિશે
above	-થી ઉપર
according to	મુજબ/પ્રમાણે
after	ત્યાર પછી
against	-ની બાજુમાં/ને અડીને
against	વિરોધમાં
among	-ની વચ્ચે
around here	અહીં આસપાસ/આજુબાજુ
at (someone's house)	કોઈને ત્યાં
at the back	પાછળ
at the end of	-ને છેડે/-ને અંતે/-માં છેલ્લે
at/to	પાસે/તરફ
because of	તે કારણે/એટલે/ને લીધે
before	-ની પહેલાં/વહેલાં થી/આગળ
behind	પાછળ
between	-ની વચ્ચે/વચમાં
during	એ દરમિયાન
except	તે સિવાય
far (from)	દૂર/ઘણો અંતરે
for/in order to	તે માટે/તે કારણે
from	માંથી
in	અંદર
in front of	તેની આગળ
in the aeroplane	વિમાનમાં
in the background	પાછળની બાજુએ
in the middle of	મધ્યમાં
inside	અંદરની બાજુ
next to	તેની બાજુમાં
on (subject)	તેના વિશે/ની બાબતે

### Prepositions (continued)

on one side	એક બાજુ
on the corner of	ખૂણામાં
on the left	ડાબી બાજુ
on the other side	બીજી બાજુ
on the road	રસ્તામાં
on the right	જમણી બાજુ
on the peak	ટોચ ઉપર
under	નીચે/હેઠળ
opposite	સામે
outside/out of	બહાર/તેની બહાર
through	ની મારફતે
towards	ની તરફ
until	જ્યાં સુધી/જ્યાર સુધી
with	ની સાથે
without	તેના વિના/વગર

### Colours

black	કાળો
blue	ભૂરો
brown	કથ્થાઈ/બદામી
dark	ઘેરો
gold/golden	સોનેરી
green	લીલો
grey	રાખોડી
light	આછો
lilac/lavender	આછો જાંબલી/જાંબુડી/લવંડર
orange/saffron	કેસરી
parrot green	પોપટી
pink	ગુલાબી
pink (as in pomegranate)	દાડમી



### Colours (continued)

purple	જાંબલી
red	લાલ
silver	રૂપેરી
sky blue	વાદળી
violet	જાંબુડિયો
white	સફેદ
yellow	પીળો

### Numbers

1	એક
2	બે
3	ત્રણ
4	ચાર
5	પાંચ
6	છ
7	સાત
8	આઠ
9	નવ
10	દસ
11	અગિયાર
12	બાર
13	તેર
14	ચૌદ
15	પંદર
16	સોળ
17	સત્તર
18	અઠાર
19	ઓગણીસ
20	વીસ

## Numbers (continued)

21	એકવીસ
22	બાવીસ
23	ત્રેવીસ
24	ચોવીસ
25	પચીસ/પચીસ
26	છવીસ
27	સત્યાવીસ
28	અઠ્યાવીસ
29	ઓગણત્રીસ
30	ત્રીસ
31	એકત્રીસ
32	બત્રીસ
33	તેત્રીસ
34	ચોત્રીસ
35	પાંત્રીસ
36	છત્રીસ
37	સાડત્રીસ
38	આડત્રીસ
39	ઓગણચાલીસ
40	ચાલીસ
50	પચાસ
60	સાંઠ
70	સીતેર
80	એંસી
90	નેવુ
100	સો
200	બસો
300	ત્રણસો
400	ચારસો
500	પાંચસો

### Numbers (continued)

600	છસો
700	સાતસો
800	આઠસો
900	નવસો
1000	એક હજાર
1001	એક હજાર ને એક
1100	અગિયારસો
1200	બારસો
2000	બે હજાર
100,000	એક લાખ
200,000	બે લાખ
1,000,000	દસ લાખ
2,000,000	વીસ લાખ

### Ordinals

first	પહેલું
second	બીજું
third	ત્રીજું
fourth	ચોથું
fifth	પાંચમું
sixth	છઠું
seventh	સાતમું
eighth	આઠમું
ninth	નવમું
tenth	દસમું
eleventh	અગિયારમું
twelfth	બારમું
twenty first etc.	એકવીસમું

## Quantities and measures

a bag of	ની એક કોથળી
a bottle	ની બાટલી
a box of	નું ખોખું/બોક્સ
a dozen	ડઝન
a glass of	નો પ્યાલો
a heap	નો ઢગલો
a jar of	ની બરણી
a little bigger	થોડું મોટું
a little of	થોડું
a little smaller	થોડું નાનું
a lot	ઘણું
a packet of	નું પડીકું
a part of	નો ભાગ
a piece of	નો ટુકડો
a pile of, e.g. wood	નો ભારો (દા.ત. લાકડાનો)
a pile of, e.g. books/clothes	ની થપ્પી (દા.ત. પુસ્તક/કપડાની)
a quarter of	પા/પા ભાગનું
a slice of	ની ચીરી
a third of	ત્રીજા ભાગનું
a tin of	નો ડબ્બો
a tiny bit	થોડુંક જ
all (countable/uncountable)	બધા/બધું/આખું/કુલ/પૂરેપૂરું
anything	કંઈ પણ
approximately	આશરે/લગભગ
army	લશ્કર
both	બન્ને
bunch of bananas	કેળાની લૂમ
bunch of coriander	ધાણાની ઝૂડી
bunch of flowers	ફૂલોનો ગુચ્છો

### Quantities and measures (continued)

bunch of grapes	દ્રાક્ષનો ઝૂમખો
bundle	ગાંસડી
bundle of clothes	કપડાંનું પોટલું
collection	સંગ્રહ
crowd	ટોળું (લોકોનું)
cup	કપ
definitely	ચોક્કસ
double/twice	બે ગણું/બમણું
enough	પૂરતું
equal	સમાન/સરખું
exactly	માપસર
gramme	એક ગ્રામ
half	અડધું
heaped	છલોછલ/ઢગલાબંધ
herd	ટોળું (જાનવરોનું)
how many	કેટલા
in most cases	મોટે ભાગે
in wholesome	જથ્થાબંધ
a jug of	જગ ભરીને
kilogram	કિલોગ્રામ
litre	લિટર
lump of sugar	ખાંડનો ગાંગડો
majority	મોટાભાગના
many	ઘણા
many times	ઘણી વખત
measure	કદ/સંખ્યા/માપ
metre	મીટર
most	સૌથી વધુ
maximum	મહત્તમ/મોટામાં મોટું/વધુમાં વધુ

### Quantities and measures (continued)

minimum	લઘુત્તમ/ઓછામાં ઓછું
nobody	કોઈ નહીં
none/nothing	કાંઈ નહીં/બિલકુલ નહીં/કશુ નહીં
not much	બહુ નહીં
not valuable	કિંમત વગરનું
pack of cards	પત્તાની સટ
packet	પડીકું
percentage	ટકા
piece of	ટુકડો
quantity	જથ્થો/રકમ/સંખ્યા
quarter	પા
roll of paper	કાગળનો વીંટો (m)
row of	ની હાર
same	સરખું/સમાન/એકસમાન
several	કેટલાક
some	કેટલુંક/કેટલાક/થોડું/થોડા/કંઈક
somebody	કોઈ વ્યક્તિ
someone	કોઈક
something	કાંઈક/અમુક/કોઈ વસ્તુ
some people	કોઈ લોકો
till	છેક/ત્યાં સુધી
three quarters	પોણું
too	પણ
weight	વજન
whole	પૂરેપૂરું/આખું

### Some useful connecting words

although	તેમ છતાં/તેમ હોવા છતાં/છતાં પણ
and	અને
any how	ગમે તે રીતે/ફાવે તેમ
as	એટલું જ/એ રીતે/તે રીતે/ના રૂપે/જેથી/કારણ કે
because	કારણ કે/કેમ કે/તેથી/એટલે
but	પણ/પરંતુ/ફક્ત/છતાં
during	દરમિયાન
even	તે પણ
finally	છેવટે/અંતે/આખરે/અંતિમ
however	તેમ છતાં/તોપણ/છતાં પણ
if	જો/અથવા/કે/જોકે
if not	તો નહિ/અથવા નહીં
in order to	તે કારણે/તેને લીધે
it is obvious	દેખીતું છે/સ્પષ્ટ છે
last time	છેલ્લી વાર/આખરી વખત/છેલ્લો સમય
like that	એ/તે રીતે/પ્રમાણે
moreover	વળી/વધારામાં/ઉપરાંત
neither... nor...	આ નહીં કે તે નહીં
or	અથવા/અગર/નહિ તો/નહિતર
other than	તેના કરતાં
perhaps	કદાચ
same as	એકસરખું/એકસમાન
since	ત્યારથી/તે પછીથી
so that	એટલે કે
some time	ક્યારેક/કોઈ વખત/અમુક વખતે/સમયે
that as well	તે પણ
then/afterwards	તે પછી/પછીથી/ત્યાર બાદ
there and then	ત્યાં ને ત્યારે જ
therefore	તેથી/એટલે/આથી/એના પરિણામ રૂપે

### Some useful connecting words (continued)

though	છતાં/તેમ છતાં
whether	કે.....અથવા નહિ/કે/અગર
whoever	કોઈ પણ

### Time expressions

afternoon/in the afternoon	બપોરે/બપોરના (m)
after this	તેના પછી/તે બાદ
ago	પૂર્વે/અગાઉ
always	હંમેશાં/સદાચે/સદાકાળ
another day	બીજો દિવસ
at dawn	પરોઢિયે
at night	રાતના/રાત્રીના
at noon	બપોરે/મધ્યાહ્ને/બપોરે બાર વાગ્યે
at sunset	સૂર્યાસ્તે
at the beginning	શરૂઆતમાં/આરંભમાં
at the end	આખરે/અંતમાં
at the last moment	છેલ્લી ઘડીએ/આખરી/અંતિમ સમયે
at the start	શરૂઆતમાં
at this time	આ સમયે
continuous	ચાલુ/સતત/એકધારું
day	દિવસ (m)
day (a whole day)	આખો દિવસ
day after tomorrow	આવતી કાલે
day before yesterday	ગઈકાલે
date	તારીખ
during this week	અઠવાડિયા દરમિયાન
evening	સાંજ (f)
everyday	દરેક/પ્રત્યેક દિવસે/દરરોજ/રોજ
every half an hour	દર અડધી કલાકે



### Time expressions (continued)

every hour	દર કલાકે
every now and then	વારંવાર
every week	દર અઠવાડિયે
first of all	સૌ પહેલાં/સૌ પ્રથમ
for an hour/two hours...	એક કલાકથી/કલાક માટે/બે કલાક માટે...
for a little while	થોડી/જરા વાર માટે
fortnight	પખવાડિયું
from	ત્યારથી
from time to time	અવારનવાર
going on	ચાલું
in a minute	એક મિનિટમાં
in the end	આખરમાં/અંતમાં/છેલ્લે
in the evening	સાંજના
in a few minutes	થોડી મિનિટમાં
in half an hour	અડધી કલાકમાં
in the morning	સવારે/સવારના/સવારમાં
in a little while	થોડી વારમાં/થોડાં વખતમાં
just now/straight away	હમણાં જ/અત્યારે જ/હમણાં ને હમણાં જ
in a moment	પળમાં/ક્ષણમાં/ક્ષણભરમાં
last	છેલ્લું/આખરનું/અંતિમ
last night	ગઈ રાતે
last time	છેલ્લો વખત/સમય
last week	ગયે અઠવાડિયે
last Wednesday	ગયા બુધવારે
last year	ગયા વરસે/વર્ષે/ગઈ સાલે
late	મોડું
later	પછીથી/પાછળથી
midday/noon	મધ્યાહ્ન/બપોરે બાર વાગ્યે
mid-morning	મધ્ય સવારે
midnight	મધરાત/મધ્યરાત્રી (f)

### Time expressions (continued)

minute	મિનિટ (f)
month	મહિનો/માસ (m)
next Wednesday	આવતા બુધવારે
next week	આવતા અઠવાડિયે
next year	આવતા વરસે/વર્ષે/આવતી સાલ
night/at night	રાત/રાતે (f)
now	હમણાં
occasionally	ક્યારેક
on time	સમયસર
once	એક વખત/એક વાર
once in a year	વર્ષે એક વાર/વરસમાં એક વખત/એક વાર
once upon a time	એક સમયે
seldom	ભાગ્યે જ/ક્યારેક જ
since/from	ત્યારથી/તે સમયથી
some time	કોઈ વખત
soon	થોડાં વખતમાં/જલદી/વેળાસર
starting again	ફરી શરૂ કરવું
the next day	બીજે/તે પછીના દિવસે
the night before	આગલી રાતે
then	પછી/ત્યાર પછી
this week	આ અઠવાડિયે
till tomorrow	આવતી કાલ સુધી
till the evening	સાંજ સુધી
to continue further	ચાલું રાખવું
today	આજે
tomorrow	આવતી કાલે
tomorrow morning	આવતી કાલ સવારે
twenty-first century	વીસમી સદી
very early	બહુ/ખૂબ વહેલું

### Time expressions (continued)

very late	બહુ/ખૂબ મોડું
week	અઠવાડિયું
weekend	શનિરવિ
year	વરસ/વર્ષ/સાલ
years ago	વર્ષો પહેલાં
yesterday	ગઈકાલે
wait a moment	થોડીવાર થોભો/ઊભા રહો

### Times of day

at one o'clock (1 am)	સવારે એક વાગ્યે
at one o'clock (1 pm)	બપોરે એક વાગ્યે
at two o'clock (etc.)	બે વાગ્યે
five past two (etc.)	બે ને પાંચ મિનિટે
half past three (etc.)	સાડા ત્રણે
at half past one	દોઢ વાગ્યે
at quarter past two	સવા બે વાગ્યે
at quarter to three	પોણા ત્રણે
at half past two	અઢી વાગ્યે
hour	કલાક
in the evening	સાંજે
in the morning	સવારે
it's ten o'clock	દસ વાગ્યા છે
it's two o'clock (etc.)	બે વાગ્યા છે
ten to two (etc.)	બેમાં દસ વાગ્યે

### Days of the week

Monday	સોમવાર (m)
Tuesday	મંગળવાર (m)
Wednesday	બુધવાર (m)
Thursday	ગુરુવાર (m)
Friday	શુક્રવાર (m)
Saturday	શનિવાર (m)
Sunday	રવિવાર (m)
(on) Monday/on Mondays	સોમવારે/સોમવારના (m)
(on) Monday morning	સોમવારે સવારે
(on) Monday evening	સોમવારે સાંજે
every Monday	દર સોમવારે
last Monday	ગયા સોમવારે

### Months of the year

January	જાન્યુઆરી (m)
February	ફેબ્રુઆરી (m)
March	માર્ચ (m)
April	એપ્રિલ (m)
May	મે (m)
June	જૂન (m)
July	જુલાઈ (m)
August	ઓગસ્ટ (m)
September	સપ્ટેમ્બર (m)
October	ઓક્ટોબર (m)
November	નવેમ્બર (m)
December	ડિસેમ્બર (m)

### Seasons of the year

spring	વસંત (f)
summer	ઉનાળો (m)
autumn	પાનખર (f)
winter	શિયાળો (m)
monsoon	ચોમાસું
season	ઋતુ (f)

### Hindu calendar months

Kartik	કારતક (m)
Margashirasha	માગશિર (m)
Pausa	પોષ (m)
Magha	મહા (m)
Phalgun	ફાગણ (m)
Chaitra	ચૈત્ર (m)
Vaishaka	વૈશાખ (m)
Jyeshtha	જેઠ (m)
Ashada	આષાઢ (m)
Shravan	શ્રાવણ (m)
Bhadrapada	ભાદરવો (m)
Ashvina	આસો (m)

### Question words

at what time?	કેટલા વાગ્યે?
from where?	ક્યાંથી?
how long?	કેટલો સમય?
how much?	કેટલું?
how many?	કેટલા?
how?	કઈ રીતે/કેવી રીતે?
to there	ત્યાં સુધી
to where?	ક્યાં સુધી?
what for?	શાના માટે?
what?	શું?
what colour?	કયો રંગ?
when?	ક્યારે?
where?	ક્યાં?
where to?	ક્યાં સુધી?
which?	કયું?
who?	કોણ?
whose?	કોનું?
why?	કેમ/શા માટે/શા કારણે?

### Other useful expressions

agree	કબૂલ છે/સહમત છું
all the better	સારા માટે
alternately/one after the other	વારાફરતી/એકાંતરે/એક પછી એક
finally/ultimately	અંતિમ/અંતમાં
good luck	સારા નસીબ
great	ખૂબ સરસ
here is/are	આ રહ્યું
here you are	તમે અહીંયા છો
how do I get to	હું ત્યાં કઈ રીતે પહોંચું
I don't know	મને ખબર નથી
I don't mind	મને વાંધો નથી
I don't understand	મને સમજ/સમજણ નથી પડતી
I like it	મને ગમે/પસંદ છે
I'm fine	મને સારું છે/હું બરાબર/મજામાં છું
I've had enough	બસ થયું/બસ, હવે બહુ થયું!
in my opinion	મારા અભિપ્રાય/મત મુજબ/પ્રમાણે
in my view	મારા વિચાર મુજબ/પ્રમાણે, મારા માનવા મુજબ
it annoys me	મને તંગ કરે છે/ગુસ્સે કરે છે
it doesn't matter	વાંધો નહિ
it is a bad idea	તે વિચાર સારો નથી
it is a good idea	તે સારો વિચાર છે
it makes me laugh	મને હસાવે છે
may be	કદાચ
of course	ખરેખર/અલબત્ત
okay (I agree)	ભલે(મારી સંમતિ/સહમતી છે)
once again	ફરી એક વાર/વખત
once upon a time	એક વખતે/સમયે
one of the following	નીચેમાંના/નીચેનામાંથી એક
personally	સ્વયં/જાતે

### Other useful expressions (continued)

so much better

so/so

that does not interest me

that's enough

there you are

thank you

this is true

too bad

usually/generally

well done!

what a shame

whatever

what does that mean?

what it is like?

with pleasure

whoever

not allowed to

you can

you must

you should

ઘણું સારું

ચાલે એવું

તે મને રસપ્રદ નથી લાગતું

પૂરતું છે/બસ એટલું જ

આ રહ્યા તમે/આ રહ્યો તું

આભાર/ધન્યવાદ

એ સાચું છે

બહુ ખરાબ

સામાન્ય રીતે

શાબાશ!

કેવું શરમજનક કહેવાય

જે કાંઈ

તેનો શું અર્થ છે?/મતલબ છે?

તે કેવું છે?

ખુશીથી

જે કોઈ

રજા નથી/મનાઈ છે/પરવાનગી નથી

કરી શકો છો

જરૂરી છે

કરવું જોઈએ



### Other high-frequency words

figure (number)	આંકડો
for example	દાખલા તરીકે
if	જો/અગર
middle/half	અડધું/વચ્ચું/વચ્ચેનું
Miss	કુમારી (f)
Mr	શ્રીમાન (m)
Mrs	શ્રીમતી (f)
no	ના/નહીં
opinion	અભિપ્રાય (m)
reason	કારણ
someone	કોઈક
something	કોઈ વસ્તુ
that/those	તે/તેઓ/તેણું
thing	વસ્તુ/ચીજ
this/these	આ
time	સમય/વખત
type/kind/sort	પ્રકાર/જાત
way	રસ્તો/માર્ગ/રીત
with	સાથે
without	વગર/વિના
yes	હા

### Countries

Afghanistan	અફઘાનિસ્તાન
Argentina	આર્જેન્ટિના
Australia	ઓસ્ટ્રેલિયા
Austria	ઓસ્ટ્રીયા
Belgium	બેલ્જિયમ
Brazil	બ્રાઝિલ

### Countries (continued)

Bangladesh	બંગ્લાળ
Burma	બર્મા/બ્રહ્મદેશ
Canada	કેનેડા
Cambodia	કંબોડિયા
China	ચાઇના/ચીન
Denmark	ડેન્માર્ક
Egypt	ઈજિપ્ત
England	ઈંગ્લેન્ડ
Finland	ફિનલેન્ડ
France	ફ્રાન્સ
Germany	જરમની/જર્મની
Great Britain	ગ્રેટ બ્રિટન
Greece	ગ્રીસ
Holland	હોલેન્ડ
India	ભારત
Indonesia	ઈન્ડોનેશિયા
Ireland	આયરલેન્ડ
Italy	ઈટલી
Japan	જાપાન
Kenya	કેન્યા
Morocco	મોરોક્કો
Nigeria	નાઈજીરિયા
New Zealand	ન્યૂઝીલેન્ડ
Pakistan	પાકિસ્તાન
Peru	પેરુ
Portugal	પોર્ટુગલ/પોર્ચુગલ
Russia	રશિયા
Saudi Arabia	સાઉદી અરબસ્તાન
Scotland	સ્કોટલેન્ડ

### Countries (continued)

South Africa	સાઉથ આફ્રિકા/દક્ષિણ આફ્રિકા
Sri Lanka	શ્રી લંકા
Spain	સ્પેન
Sweden	સ્વીડન
Tibet	તિબેટ
Turkey	ટર્કી/તુર્કસ્તાન
Switzerland	સ્વિટ્ઝર્લેન્ડ
United Kingdom (U.K.)	યુનાઈટેડ કિંગડમ
United States (U.S.A.)	યુનાઈટેડ સ્ટેટ્સ
Vietnam	વિયેટનામ/વિયેતનામ
Wales	વેઈલ્સ

### Continents

Africa	આફ્રિકા
Antarctica	એન્ટાર્કટિકા
Asia	એશિયા
Australia	ઓસ્ટ્રેલિયા
Europe	યુરોપ
North America	ઉત્તર અમેરિકા
South America	દક્ષિણ અમેરિકા

### Nationalities

American	અમેરિકન
Argentinian	આરજેન્ટિનિયન
Austrian	ઓસ્ટ્રિયન
Belgian	બેલ્જિયન
Brazilian	બ્રેઝિલિયન
British	બ્રિટીશ
Canadian	કેનેડિયન

### Nationalities (continued)

Danish	ડેનીશ
Dutch	ડચ
English	અંગ્રેજ
European	યુરોપિયન
French	ફ્રેન્ચ
German	જરમન/જર્મન
Greek	ગ્રીક
Irish	આઈરીશ
Indian	ભારતીય
Italian	ઈટાલિયન
Kenyan	કેનિયન
Pakistani	પાકિસ્તાની
Russian	રશિયન
Scottish	સ્કોટીશ
Spanish	સ્પેનિશ
Swedish	સ્વિડીશ
Swiss	સ્વિસ
Turkish	તુરકિશ
Welsh	વેલ્શ

### Administrative regions of Gujarat

Kutch region	કચ્છ રાજ્ય
Kutch	કચ્છ
Central Gujarat	મધ્ય ગુજરાત
Ahmedabad	અમદાવાદ
Anand	આણંદ
Bharuch	ભરૂચ
Chhota Udaipur	છોટા ઉદેપુર
Dahod	દાહોદ

### Administrative regions of Gujarat (continued)

Kheda	ખેડા
Nadiyad	નડિયાદ
Panchmahal	પંચમહેલ
Vadodara	વડોદરા
North Gujarat	ઉત્તર ગુજરાત
Aravalli	અરવલ્લી
Banaskantha	બનાસકાંઠા
Gandhinagar	ગાંધીનગર
Mehsana	મહેસાણા
Patan	પાટણ
Sabarkantha	સાબરકાંઠા
Saurashtra	સૌરાષ્ટ્ર
Amreli	અમરેલી
Bhavnagar	ભાવનગર
Botad	બોટાડ
Devbhoomi Dwarka	દેવભૂમી દ્વારકા
Gir Somnath	ગીર સોમનાથ
Jamnagar	જામનગર
Junagadh	જૂનાગઢ
Morbi	મોરબી
Porbandar	પોરબંદર
Rajkot	રાજકોટ
Surendranagar	સુરેન્દ્રનગર
South Gujarat	દક્ષિણ ગુજરાત
Dang	ડાંગ
Navsari	નવસારી
Surat	સુરત
Valsad	વલસાડ
Vapi	વાપી

### Areas/mountains/seas/rivers

Alps	આલ્પસ/આલ્પ્સ (પર્વતમાળા)
Andes	એન્ડિસ (પર્વતમાળા)
Antarctic Ocean (southern)	એન્ટાર્ક્ટિક મહાસાગર
Arabian Sea	અરેબિયન/અરબી સમુદ્ર
Arctic Ocean (northern)	આર્ટિક મહાસાગર
Atlantic Ocean	એટલાંટિક મહાસાગર
Bay of Bengal	બંગાળનો ઉપસાગર
Ganges River	ગંગા નદી
Indian Ocean	હિંદી મહાસાગર
Indus River	સિંધુ નદી
Himalayas	હિમાલય (પર્વતમાળા)
Mahisagar	મહીસાગર/મહી નદી
Narmada	નર્મદા નદી
Tapi	તાપી નદી
Sabarmati River	સાબરમતી નદી
Mediterranean Sea	ભૂમધ્ય સમુદ્ર
Pacific Ocean	પ્રશાંત મહાસાગર

### Social conventions

I am sorry	મને માફ કરો
best wishes	શુભેચ્છાઓ
bye/goodbye	આવજો
enjoy yourself/selves	મજા કરજો/આનંદ માણજો
good morning	શુભસવાર
goodnight	શુભરાત્રી
have a safe journey	તમારી સફર સલામત રહે
hello (on the telephone)	નમસ્તે
help!	મદદ કરો!
hi	હાઈ
how are you?	તમે કેમ છો?
I beg your pardon	મને માફ કરો
please (request)/please (polite)	મહેબાની કરી/કૃપા કરી
see you later	પછી મળશું
see you soon	જલ્દી મળીશું/હમણા જ પાછા મળીશું
see you tomorrow	આવતીકાલે મળીશ/મળીશું
see you at 6 o'clock	છ વાગ્યે મળીશ/મળીશું
sorry	માફ કરજો
thank you very much	તમારો ખૂબ આભાર

### Language used in dialogues and messages

address	સરનામું (f)
area code	વિસ્તારનો કોડ (m)
at the moment	હાલમાં
call me (informal/formal)	મને ટેલિફોન કર/કરો
can I give him/her a message?	હું તેને/તેણીને સંદેશો આપું?
can I help you?	હું તને/તમને મદદ કરું?
could you say that again please?	મહેરબાની કરી તું તે ફરી કહીશ/તમે તે ફરી કહેશો?
dial the number	નંબર ફેરવો/લગાવો
directory enquiries	ટેલિફોન નંબરની પૂછપરછ
email	ઈમેઈલ (m)
emergency call	કટોકટીના સમયનો કોલ
for the attention of	ના લક્ષ માટે/ના સંબંધમાં
hold on please	મહેરબાની કરી ચાલું રાખો
I agree	હું સહમત છું
I am disappointed	હું નિરાશ છું
I am grateful	હું આભારી છું
I am happy that	હું ખુશ છું કે
I am listening	હું સાંભળું છું
I am not sure about that	મને તે બાબતે ચોક્કસ ખબર નથી
I am sorry	મને માફ કરો/હું દિલગીર છું
I am worried	હું ચિંતિત/ચિંતામાં છું
I can't recall	મને યાદ નથી આવતું
I have forgotten	હું ભૂલી ગઈ/ગયો છું
I hope that	હું આશા રાખું છું કે
I remember	મને યાદ છે
I'll be right back	હું હમણા જ પાછી/પાછો આવું છું
I'll call again later	હું પછી પાછો ફોન કરીશ
I'm listening	હું સાંભળું છું
in communication with	તેની/તેમની સાથે વાતચીત કરું છું



### Language used in dialogues and messages (continued)

in fact	હકીકતમાં
it doesn't seem to be there	ત્યાં નથી લાગતું
it's lost	ગૂમ થઈ/ખોવાઈ ગયું છે
it's not available here now	અહીં નથી મળતું/ઉપલબ્ધ નથી
it's not enough	પૂરતું નથી
it's still there	હજુ ત્યાં જ છે
it will be available here	અહીં મળી શકશે
it's there	તે ત્યાં છે
it's alright	તે બરાબર છે
it's impossible to say	તે કહેવું અશક્ય છે
it's surprising	તે આશ્ચર્યજનક છે
message	સંદેશો (m)
mobile phone	મોબાઈલ ફોન
(for a) moment	ક્ષણભર માટે/થોડી વાર માટે
most probable	મોટે ભાગે સંભવિત છે/શક્ય છે
oh!	ઓહ!/અરે/અરેરે!
on the line	ટેલિફોન પર છું
please repeat that	મહેરબાની કરી તે પાછું/ફરી કહો
really	ખરેખર
receiver (telephone)	ટેલિફોનનું રિસીવર
STD code	એસટીડી કોડ
sender	મોકલનાર
sent by	વતી મોકલેલું
stay on the line	ચાલું રાખો
telephone	ટેલિફોન (m)
telephone book	ટેલિફોન નંબરની પુસ્તિકા (f)
tell him/her I'll call back	તેને/તેમને કહો હું ફરી ફોન કરીશ
text (message)	ટેક્સ્ટ (દ્વારા સંદેશો)
the following	નીચે પ્રમાણે
that's possible	એ શક્ય છે

**Language used in dialogues and messages (continued)**

that's right	એ બરાબર છે/સાચું છે
that's wrong	એ ખોટું છે
the number is engaged	નંબર વ્યસ્ત છે
tone	અવાજ
trying to connect you	તને/તમને જોડવાની કોશિશ કરું છું
voice mail	વોઇસ મેઇલ/ટેલિફોન પર સંદેશો
wait	વાટ/રાહ જુઓ
who is calling/speaking?	કોણ બોલે છે?
wrong number	ખોટો નંબર (m)
well done	શાબાશ
yes/this is good	હા/આ સારું છે
yes/that is a really good idea	હા/એ બહુ/ખૂબ સારો વિચાર છે

## Section 2 – Topic-specific vocabulary

### Identity and culture: daily life/food and drink/including eating out

#### Foundation tier

almond	બદામ (f)
appetite	ભૂખ (f)
apple	સફરજન
apricot	જરદાલુ/જરદાળુ
aubergine	રીંગણ
banana	કેળું
beans	દાણા (m)
bill	બિલ/ભરતિયું
biscuit	બિસ્કુટ
bread	પાઉં (m)
breakfast	સવારનો નાસ્તો (m)
butter	માખણ
cabbage	પાન કોબી (f)
capsicum	ભૂંગળ મરચું
café	કેફે
cake	કેક (m)
cardamom	એલચી (f)
carrot	ગાજર (m)
cashew nut	કાજુ (m)
cauliflower	કુલકોબી (f)
cereal	સિરિયલ
cheese	ચીઝ/પનીર
chappati	રોટલી (f)
cherry	ચેરી (f)
chickpea	ચણા (m)
chilli	મરચું
chips/crisps	બટાકાની તળેલી કાતરી/કાચરી(f)

### Foundation tier (continued)

chutney	ચટણી (f)
chocolate	ચોકલેટ
choice	પસંદગી (f)
cinnamon	તજ (f)
clarified butter	ધી
closed (on Mondays)	બંધ (સોમવારે)
cloves	લવિંગ
cocoa	કોકો
coconut	નાળિયેર/ટોપરું
coffee	કોફી (f)
cooked	રાંધેલું/a
cooked rice	ભાત (m)
cooker	ચૂલો (m)
confectionery	મીઠાઈ (f)
coriander	ધાણા/કોથમીર (f)
cream	મલાઈ
crop	અનાજ
cucumber	કાકડી (f)
cup	કપ (m)
curry	શાક
custard apple	સીતાફળ (m)
custom	રિવાજ/રીત (f)
customer	ધરાક/ગ્રાહક (m)
daily	દરરોજ
date	ખજૂર
dessert	મીઠી વાનગી (f)
dining room	ભોજન ખંડ (m)
dish	વાનગી (f)
dried fruit and nuts	સૂકો મેવો(m)

### Foundation tier (continued)

drink	પીણું
egg	ઈંડું
enjoy your meal!	તમારા ભોજનનો આનંદ માણો
evening meal/dinner/supper	સાંજનું ભોજન/ખાણું
fat	ચરબી (f)
fenugreek	મેથી (f)
fibre	રેસા
fig	અંજીર
filling/stuffing	પૂરણ
fish	માછલી (f)
menu	ભોજનપત્ર (m)
flattened bread/chapati	રોટલી/રોટલાં/ભાખરી (f m f)
food	ખોરાક/ખાવાનું/આહાર/ખાણું
fork	કાંટો (m)
fruit juice	ફળનો રસ (m)
fried leavened bread	પૂરી/પરોઠાં (f/m)
frying pan	કડાઈ/તાવડી
full	ભરેલું
garlic	લસણ
ginger	આદું
grapes	દરાખ/દ્રાક્ષ (f)
gravy	રસો
guava	જામફળ
healthy	આરોગ્યદાયક
home-made	ઘેર બનાવેલું
honey	મધ
hot chocolate	ગરમ ચોકલેટનું પીણું
hotchpotch	ખીચડી (f)
husk	થુલું
ice	બરફ (m)

### Foundation tier (continued)

ice cream	આઈસ્ક્રીમ
ice-cream parlour	આઈસ્ક્રીમનો ગલ્લો/...ની દુકાન
ingredients	સામગ્રી
jaggery	ગોળ
jam	જામ
juice	રસ (m)
juicy	રસવાળું/a
knife	છરી/ચાકુ/ચપ્પુ
lady's finger/okra	ભીંડા
lassie/buttermilk	છાશ (f)
leaf	પાન
lemon	લીંબુ
Lentil (red)	મસૂર
lentil curry	દાળ (f)
lettuce/salad	સલાડ
lunch	બપોરનું ભોજન
margarine	મારજરીન/માર્જરીન
mango	કેરી(f)
meal	જમણ/ભોજન
meat	માંસ
melon	ટેટી/તરબૂચ
milk	દૂધ
millet	બાજરી (f)
millet bread	બાજરીના રોટલા
mixture	મિશ્રણ
money	પૈસા (m)
mushroom	બિલાડીનો ટોપ
mustard	રાઈ (m)
napkin/handkerchief	રૂમાલ (m)

**Foundation tier** (*continued*)

neem	લીંબડો (m)
non-vegetarian	માંસાહારી/a
onion	ડુંગળી (f)/કાંદા
orange	નારંગી (f)
packet	પડીકું
pappadam	પાપડ (m)
pasta	પાસ્તા
pawpaw	પપૈયું
peas	મટર/વટાણા
peach	પીચ
pear	નાસપતી
peanut	મગફળી/શીંગ
peel/skin	છાલ (f)
pepper (black or white)	મરી
pepper (vegetable)	મરચું
petal	પાંખડી
pickle	અથાણું
picnic	ઉજાણી
pigeon pea	તુવેરના દાણા
pineapple	અનાનસ
pistachio	પિસ્તા
pizza	પીઝા
plate	થાળી (f)
plum	આલું
pomegranate	દાડમ (m)
portion/section	ભાગ/વિભાગ
popcorn	ધાણી (f)
potato	બટેટું
prepared food/ready meal	તૈયાર ખાણું/ભોજન
pulses	કઠોળ (m)

### Foundation tier (continued)

radish	મૂળો (m)
raisins	સૂકી દરાખ/દ્રાક્ષ (f)
raspberry	રાસ્પબેરી (f)
recipe	વાનગી બનાવવાનો નુસખો
refreshments	નાસ્તાપાણી
rest day/day off	આરામનો દિવસ/છૂટીનો દિવસ
restaurant	રેસ્ટોરાં/ઉપાહારગૃહ/ભોજનગૃહ (f)
rice	ચોખા (m)
rice pudding	ખીર (f)
saffron	કેસર (f)
salt	નીમક/મીઠું
savoury/savoury dishes	ફરસું/ફરસાણની વાનગીઓ
salad	સલાડ/કચુંબર
sandwich	સેન્ડવીચ (f)
saucepan	તપેલી
seed	બી
self-service	પોતાની જાતે લેવાની સેવા
service	સેવા (f)
sesame	તલ (m)
snack	નાસ્તો (m)
snack bar	નાસ્તાગૃહ
soup	સૂપ
special	ખાસ/વિશિષ્ટ/a
speciality	ખાસિયત/વિશિષ્ટતા
spices	મસાલા
spoon	ચમચી/ચમચો (f m)
strainer/colander	ગરણી/ચાળણી (f)
stone/pip	ઠળિયો (m)
strawberry	સ્ટ્રોબેરી (f)



**Foundation tier** (*continued*)

sugar	ખાંડ (f)
sugar cane	શેરડી (f)
sweet lime	મોસંબી
sweet-meat shop	કંદોઈની/મીઠાઈની દુકાન (f)
sweet/round edible balls	લાડુ
table	મેજ (m)
tablecloth	મેજનું પાથરણ
tamarind	આંબલી (f)
tangerine	સંતરું
tea	ચા (f)
teaspoon	ચાની ચમચી (f)
tip (money)	બક્ષિસ (f)
to chill	ઠંડુ કરવું
to chop	સમારવું
to combine	ભેળવવું
to grill	શેકવું
to lay	પાથરવું
tomato	ટમેટું
turmeric	હળદર (f)
vegan	કડક શાકાહારી/વિગન
vegetables	શાકભાજી
vegetarian	શાકાહારી
waiter/waitress	પીરસનાર (m f)
water	પાણી
watermelon	તડબૂચ/તરબૂચ
wheat	ઘઉં (m)
yoghurt	દહીં

### Higher tier

appetising	ખાવાનું મન થઈ જાય તેવું
asafoetida	હિંગા/વધારણી (f)
barley	જવ (m)
beetroot	બીટ
betel-leaf	નાગરવેલનું પાન
bishopweed seed	અજમો(m)
bitter gourd	કારેલાં
black-eyed beans	ચોળા (m)
boiled egg	બાફેલું ઈંડું
cumin	જીરું
curried yoghurt	કઢી (f)
dry ginger	સૂંઠ (f)
edible	ખાવા યોગ્ય
fennel	વરિયાળી(f)
lump sugar	સાકર (f)
jackfruit	ફણસ
minerals	ખનીજ પદાર્થો(m)
mung beans	મગ (m)
nutmeg	જાયફળ
nutritious	પૌષ્ટિક
organic food	ઓર્ગેનિક ખોરાક/કાર્બનિક ખોરાક
pulp	ગરભ/ગર (m)
raw vegetables	કાચાં શાકભાજી
root vegetables	મૂળવાળા શાકભાજી/કંદમૂળ
spinach	પાલખ (f)
to blend	પીસવું
to carve	કોતરવું
to drain	નિતારવું

**Higher tier** *(continued)*

to grate	ખમણવું
to grease	તેલ ચોપડવું
to knead	મસળવું
to mash	છૂંદવું
to pound	ખાંડવું
to saute	સાંતળવું
to sizzle	તતડાવું
to sprinkle	છાંટવું
white gourd	દૂધી (f)
yam	રતાળું

## Identity and culture – what my friends and family are like

### Words relating to dress and style

#### Foundation tier

a pair of	ની જોડ (f)
anklet	ઝાંઝર/પાયલ
article	ચીજવસ્તુ
bangle/bracelet	બંગડી (f)
belt	પટ્ટો (m)
blouse	ચોળી
cap	ટોપી (f)
changing room	કપડાં બદલવાનો ઓરડો
clothes	કપડાં/પોશાક
clothes shop	કપડાંની દુકાન (f)
coat/overcoat	કોટ/ડગલો (m)
cotton	સુતરાઉ
diamond	હીરો (m)
dhoti	ધોતિયું
dress	ફ્રાક/ફ્રોક
earring	એરિંગ/બુટ્ટી
fashion	ફેશન/ઢબ
fashionable	આધુનિક ઢબનું/ટાપટીપિયું
gloves	હાથના મોજાં
handbag	હાથ થેલી (f)
handspun/handwoven cloth	ખાદી
heel	એડી/પાની (f)
jacket	જાકિટ
jeans	જિન્સ
jeweller	ઝવેરી
jewellery	દાગીના/ઘરેણાં/ઝવેરાત
jumper	જમ્પર
leather	ચામડું

**Foundation tier** (*continued*)

make/brand	બનાવટ
make up	ચહેરાની સજાવટ કરવી
medium (size)	મધ્યમ (માપનું)
necklace	માળા/હાર (f m)
nightdress	સૂવાનો પોશાક
pants/trousers	પાટલૂન
briefs	ચઢી (f)
perfume/scent	અત્તર
petticoat	ચણિયો
pocket	ખિસ્સું
ring	વીંટી (f)
sandal	સેન્ડલ
sari	સાડી (f)
scarf	મફલર
shawl	શાલ (f)
shirt	ખમીસ
shoes	જોડાં/બૂટ(m)
shoelaces	જોડાં/બૂટની વાદળી
shoe shop	જોડાં/બૂટની દુકાન
size	માપ
shoe size	જોડાંનો માપ
skirt	સ્કર્ટ
sleeve	બાંય
slipper	ચંપલ
smart	દેખાવડું
socks	મોજાં
spectacles	ચશ્માં
sports kit	રમતગમતના સરસામાનનો થેલો
sports shirt	રમતગમતનું ખમીસ

### Foundation tier (continued)

style	અદા/રીત/ઢબ
suit	સૂટ
sweater-	સ્વેટર
swimming costume/trunks	તરવાનો પોશાક/સ્વીમસુટ
tracksuit	રમતગમતનો પહેરવેશ
trainers	રમતગમતના જોડાં
umbrella	છત્રી (f)
uniform	ગણવેશ (m)
vest	બંડી/ગંજી (f)
wallet	પાકીટ
watch	ઘડિયાળ (f)
waves (water)	મોજા(પાણીના)
woollen	ઊનનું
wrist watch	કાંડાનું ઘડિયાળ

### Higher tier

cardigan	ઊનનું ગૂંથેલું સ્વેટર
dressing gown	ઘરમાં પહેરવાનો ઢીલો ઝભ્ભો (m)
dyed	રંગેલું
hairpin	માથાની પીનવાળની આંકડી (f)
garland (eg. flower garland)	માળા/હાર (ફૂલનો હાર) (f m)
kurta	કુરતી/ઝભ્ભો
lipstick	લિપસિટક/હોઠરંગવાની પેનિસિલ (f)
Nose ring	નથ/નાકની વાળી (f)
raincoat	રેઈનકોટ
plait	ચોટલો (m)
silk (made of silk)	રેશમ/(રેશમી)a

**Higher tier** *(continued)*

tight	તસતસતું/ઠાંસેલું/તસોતસ
to have one's hair cut	વાળ કપાવવા
to have one's hair done	વાળ ઓળાવવા
traditional	પ્રણાલિકાગત/પરંપરાગત
turban	પાઘડી (f)
velvet (made of velvet)	મખમલનું

## Words on relations/relationships/personal and physical characteristics

### Foundation tier

adolescent	કિશોર/તરુણ(m)/કિશોરી/તરુણી (f)
adult/grown-up	પુખ્ત વયનું (m f)
adventurous	સાહસિક/a
age	ઉંમર (f)
alone	એકલું/a
at home/at my/our house	ઘેર/ઘરે/મારે/અમારે ઘેર
aunt	કાકી/માસી/ફોઈ/મામી/(f)
baby (commonly used for animal babies)	બચ્ચું
baby/child	બાળક/બચ્ચું
bald	ટાલ (f)
bathroom	નાવણી/સ્નાનગૃહ
beard	દાઢી (f)
bedroom	સૂવાનો ઓરડો/શયનખંડ (m)
bed (single/double)	ખાટલો/પલંગ/પથારી
bed cover/bed linen	ઓછાડ/ચાદર
(date of) birth	જન્મતારીખ (f)
birthday	જન્મ/જનમદિવસ (m)
birthplace	જન્મસ્થળ
block (of flats)	મોટી ઈમારત (f)
born	જન્મેલું/a
bossy	ઘમંડી
body	શરીર/અંગ
boy/girl	છોકરો (m)/છોકરી (f)
brother	ભાઈ (m)
brother-in-law	સાળો/બનેવી/દિયર/જેઠ/નણંદોઈ(m)
brothers and sisters	ભાઈ-બહેન/ભાઈઓ ને બહેનો
cat	બિલાડી (f)
celebrity	નામી/પ્રખ્યાત વ્યક્તિ (m f)



### Foundation tier (continued)

chair/armchair	ખુરશી/આરામખુરશી (f)/હાથાવાળી ખુરશી(f)
character/characteristic	વિશિષ્ટ લક્ષણ/લાક્ષણિકતા/ખાસિયત
character/personality	વ્યક્તિત્વ
charming	હસમુખો/ખી, મોહક/આનંદદાયક
chatty	વાતોડિયું
childhood	બચપણ/બાળપણ
coating	પડ ચડાવવું
cousin	પિતરાઈ ભાઈ/બહેન (કાકા/મામા/માસા/ફોઈનું સંતાન)
curly (hair)	વાંકડિયાં (વાળ)
dad	પિતાજી(m)/પપ્પા (m)
daughter	દીકરી (f)
dead/death	મરેલું/મૃત્યુ
divorce	ફારગતી/છૂટાછેડા
dog/puppy	ફતરો/ગલુંડિયું (m)
engaged/engaged (people)	રોકાયેલું/સગાઈ/સગપણ
eyes	આંખ/આંખો (fpl)
face	ચહેરો (m)
family	કુટુંબ/પરિવાર (f)
father	પિતા/પિતાજી (m)
feeling	લાગણી (f)
flat/apartment	ફ્લેટ (m)
friend (male)	દોસ્ત/ભાઈબંધ
friend (female)	બહેનપણી/સખી (f)
friend (male/female)	મિત્ર/દોસ્ત
friendship	મિત્રતા/દોસ્તી (f)
furniture	રાયરચીલું
garden	બગીચો/બાગ (m)
garage	ગરાજ/મોટરગાડીઓ રાખવાનું છાપરું
girl	છોકરી (f)

### Foundation tier (continued)

glass (material)	કાચ
goldfish	સોનેરી માછલી (fpl)
granddad/grandfather	દાદા/નાના (m)
grandmother/grandma/granny	દાદી/નાની (f)
grandson/daughter/child	પૌત્ર(m)/પૌત્રી(f)/બાળક
grass	ઘાસ
guy/dude/bloke	છોકરો (m)/પુરુષ/માણસ
habit	ટેવ/આદત
hair	વાળ
hermitage/monastery	સંન્યાસાશ્રમ/આશ્રમ
home/house	ઘર
human/human being	માનવ/માનવજાતિ
husband – wife	વર (m) –વહુ(f)
husband – wife	પતિ (m) –પત્ની (f)
in love	પ્રેમમાં/a
invitation	આમંત્રણ (f)
invitation card/wedding-invitation card	આમંત્રણ પત્રિકા (f)/કંકોત્રી (f)
kitchen	રસોડું/રસોઈઘર
joy	હર્ષ/ઉલ્લાસ
joy/delight	આનંદ
kiss	બચી/પપ્પી/ચુંબન
life	જીવન/જિંદગી (f)
living room/sitting room/lounge	બેઠકખંડ (m)
loft	માળિયું/કાતરિયું
man/woman	માણસ/પુરુષ (m)/સ્ત્રી (f)
marriage	લગ્ન/શાદી
married	પરિણીત
mattress/cushion	ગાદલું/તકિયો
mean	લુચ્ચું/નીચ/હલકટ
member of the family	કુટુંબી/કુટુંબીજન (m)

### Foundation tier (continued)

mood	મિજાજ (m)
mother	માતા (f)
mother/father- in- law	સાસુ (f)/સસરા (m)
moustache	મૂછ (f)
mouth	મોઢું/મોં
multicultural	વિવિધ સંસ્કૃતિ/બહુસાંસ્કૃતિક
mum	માતા (f)
neighbour	પાડોશી/a (mf)
nephew	ભત્રીજો/ભાણો/ભાણેજ (m)
nice/kind	સરસ/દયાળુ
nickname	હુલામણું નામ/ટૂંકાવેલું નામ
niece	ભત્રીજી/ભાણી (f)
normal/common	સામાન્ય
older (brother/sister)	મોટા (ભાઈ/બહેન)
optimistic	આશાવાદી
parents	વાલી (mpl)
party	મિજબાની (f)
pen friend	કલમ મિતર (mf)
people/population	વસ્તી
people (in general)	લોકો/માણસો
person	જણ/વ્યક્તિ (f)
pessimistic	નિરાશાવાદી
pet animal	પાળેલું પ્રાણી
picture (painting)	ચિત્ર (ચિત્રકારે ચિતરેલું)
place of residence	રહેઠાણ/નિવાસ્થાન/ઘર
present/gift	ભેટ/બક્ષિસ
pretty	રૂપાળું/દેખાવડું/a
rabbit	સસલું
relationship	સગપણ/સંબંધ
religion	ધર્મ (m)

### Foundation tier (continued)

roof top/terraced roof of a house	અગાસી
secret	ગુપ્ત/ખાનગી વાત
semi-detached house	અર્ધ અલગ ઘર (f)
separated	અલગ / છૂટું/a
single	એકલું
sister-in-law	સાળી/દેરાણી/જેઠાણી/નણંદ (f)
sofa/ settee	સોફા
son/daughter	બેટા/દીકરો/પુત્ર(m)/બેટી/દીકરી/પુત્રી(f)
son-in-law/daughter-in-law	જમાઈ (m)/વહુ (f)
straight (e.g. hair)	સીધું/સીધા વાળ
study (room)	અભ્યાસખંડ (m)
surname	અટક (f)
survey	ઝીણવટ પૂર્વક તપાસ
terraced house	એક સરખાં ઘરોની હાર/અગાસીવાળું ઘર
to babysit	બાળકની સંભાળ રાખવી/ધ્યાન રાખવું
to be in a good/bad mood	સારા મિજાજમાં હોવું/ખરાબ મિજાજમાં હોવું
to chat (online)	ઓન લાઇન ગપ્પાં મારવાં
to get on (well) with	કોઈની સાથે સારું ફાવવું
to look (e.g. angry/happy etc.)	દેખાવું (e.g. ગુસ્સામાં/ખુશ વગેરે.)
to respect	માન આપવું
to separate/to split up	જુદા થવું/છૂટા પડવું
tortoise	કાચબો
twin	જોડી (f)
twins	જોડિયા બાળકો (pl)
uncle	કાકા/મામા/માસા/ફૂઆ (m)
unemployed	બેકાર/a
unbearable	અસહ્ય
untidy	જમતેમ વિખરાયેલું/અવ્યવસ્થિત/a
visit	મુલાકાત(f)
well behaved	ડાહ્યો(m)/ડાહી(f)

### Foundation tier (continued)

wife/woman	પત્ની (f)/સ્રી (f)
youth (i.e. the time of life)	યૌવન/યુવાવસ્થા

### Higher tier

a good deed	સારું કાર્ય/ઉપકાર(m)
acquaintance/introduction	પરિચય/a
adopted	દત્તક લીધેલું/a
annoying	ત્રાસ આપે તેવું
argument	દલીલ(f)/તકરાર(f)
career	કારકિર્દી (f)
cheeky	મસ્તીખોર
conceited	અહંકારી/ગર્વિષ્ઠ
depressed	નિરુત્સાહી/a
discrimination	ભેદભાવ
faith (religious)	શ્રદ્ધા (f)
fiancé(e)	જેની સાથે સગાઈ થઈ હોય તે વ્યક્તિ(f)
furnished	રાચરચીલાથી સુસજ્જ
gang	ગુંડા/મવાલીની ટોળી (f)
gender/sex	જાતિ/લિંગ
humour	રમુજ/વિનોદ
identical twins	સમરૂપ જોડકાં (mpl)
Independent/self reliant	સ્વતંત્ર/સ્વાધીન
joint family	સંયુક્ત કુટુંબ
loyal/faithful	વફાદાર/વિશ્વાસુ
mad/crazy	પાગલ/ગાંડું a
meet/meeting	મળવું/સભા (f)
old age	ઘડપણ/વૃદ્ધાવસ્થા(f)
old people's home	વૃદ્ધાશ્રમ (m)
pensioner	નિવૃત્તિ વેતન પામનાર

### Higher tier (continued)

pretentious	ઢોંગી/a
priest	પૂજારી/ગોર/પાદરી
racist	કોમવાદી/જાતિવાદી/જાતિભેદ કરનાર(mf)
relationship	સગપણ/સગાઈ (f)
relative/relation	સગું/સંબંધી (f)
reliable	ભરોસાદાર/વિશ્વાસપાત્ર
role model	આદર્શરૂપ વ્યક્તિ (m)
self-confidence	આત્મવિશ્વાસ
sensitive	સંવેદનશીલ/લાગણીપ્રધાન
sense of humour	વિનોદવૃત્તિ
similar	સમાન/સરખું
single person	એક જ વ્યક્તિ
spoilt	બગાડવું/બગડેલું/a
spot/pimple	ડાઘ/ખીલ/(m)/ફોડકી (f)
stubborn	હઠીલું /જીદી
to be disadvantaged	પ્રતિકૂળ સંજોગો કે પરિસ્થિતિમાં મુકાયેલું
to pick on/to harass/to bully	દોષ કાઢવો/પજવવું/દાદાગીરી કરવી
to resemble/look like	-ના જેવું લાગવું/સરખું દેખાવું
to suffer	સહન કરવું/વેઠવું/ભોગવવું
to support	ટેકો/સહારો આપવો
underage	સગીર
understanding	સમજણ/સમજશક્તિ (f)
well balanced	સમતોલ/a

## Identity and culture: cultural life

### Foundation tier

activity	પ્રવૃત્તિ (f)
address	સરનામું
adventure film	સાહસિક ચલચિત્ર (f)
affection	મમતા/વહાલ
athletics	વ્યાયામની રમતો (f)
badminton	બેડમિન્ટન
ball	દડો
band/group	વાજાંવાળાઓની મંડળી (f)/બેન્ડ/સંગીત મંડળી
basketball	ટોપલીદડાની રમત (f)/બાસ્કેટબોલ
book	ચોપડી (f)/પુસ્તક
boxing/wrestling	મુક્કાબાજી/કુસ્તી (f)
bridegroom	વરરાજા (m)
camera	કેમેરા/છબીચંત્ર
candle	મીણબત્તી
cartoon	વ્યંગ્યચિત્ર/હાસ્યચિત્ર/(m)
CD (compact disc)	સી ડી(f)
chess	શેતરંજની રમત (f)
Christmas	નાતાલ (f)
church	દેવળ
clarinet	બંસરી/વાંસળી જેવું મોઢેથી વગાડવાનું લાકડાનું એક વાદ્ય
classic	સર્વોત્તમ
classical music	શાસ્ત્રીય સંગીત
climbing/rock climbing	ચઢવું/પર્વતારોહણ
club	ક્લબ/મંડળ/મંડળી(group) (f)
collection	સંગ્રહ કરવો/એકત્રિત/એકઠું કરવું
comic (magazine)	રમૂજી (સામાયિક)
competition	સ્પર્ધા (f)
computer game	કોમ્પ્યુટર પર રમાતી રમતો (f)
concert	સંગીત જલસો (m)

**Foundation tier (continued)**

consolation	દિલાસો/આશ્વાસન
cycling	સાઈકલ ચલાવવી (f)
dancing sticks	દાંડિયા
detective/(detective story)	જાસૂસ/જાસૂસી વાર્તા(f)
devotee	ભક્ત
disco (place)	ડિસ્કો ક્લબ (f)
documentary	દસ્તાવેજી (f)
drums	ઢોલ/નગારું
Easter	ઈસ્ટર
entertainment	મનોરંજન
equipment	સાધનસામગ્રી (f)
extreme	અત્યંત
fanatical	ધર્મીય માણસ
Fantasy/imagination	કાલ્પનિક/તરંગી/કલ્પના (f)
flute	વાંસળી/મોરલી (f)
folk music	લોકસંગીત(f)
football	પગદડો(m)
free time	ફ્રીસમય/નવરાશનો સમય(m)
game	રમત/બાજી
Good Friday	પુણ્ય શુક્રવાર (m)/ગુડ ફ્રાઇડે
guitar	ગિટાર (f)
gymnastics	વ્યાયામશાસ્ત્ર/શારીરિક કસરતો (f)
hall	વિશાળ ખંડ/મોટો ઓરડો (m)
handball	હાથદડો (m)/હેન્ડબોલ
happy birthday!	જન્મદિવસની શુભેચ્છા!
Happy New Year!	નૂતન વર્ષાભિનંદન!
harmonium	વાજાપેટી/હાર્મોનિયમ
hobby	શોખ (m)
hockey	હોકી(f)



**Foundation tier (continued)**

horror film	ભયાનક/ડરામણું ચલચિત્ર
horse riding	ઘોડેસવારી
ice skating	બરફ પર સરકવું/બરફ પર સ્કેટિંગ
judo	જૂડો(એક જાપાનીઝ રમત)
karate	કરાટે (f)
kite festival	ઉતરાણ/મકરસંક્રાંતિ
leisure	નવરાશ/કુરસદ (f)
leisure activity/hobby	નવરાશ/કુરસદના સમયની પ્રવૃત્તિ (f)
Lent (period leading up to Easter)	ઈસ્ટર પહેલાંના ચાળીસ દિવસના ઉપવાસનું પર્વ
live telecast	જીવંત પ્રસારણ
magazine	સામયિક
marriage/wedding	લગ્ન
martial arts	માર્શલ આર્ટ્સ
medium (height/length)	મધ્યમ ઉંચાઈ/લંબાઈ
medium	માધ્યમ(અંગ્રેજી માધ્યમ)/મધ્યમ
mosque	મસ્જિદ
Mothers' Day	માતૃદિન (m)
mountain bike	બાઈસિકલ (f)/સાઈકલ/સાયકલ
mountaineering	પર્વતારોહણ
music	સંગીત(f)
musical instrument	સંગીતનું વાજિંત્ર
muslim prayer	નમાજ
New Year	નવું વર્ષ
news	સમાચાર
orchestra	સંગીત-વાજિંત્ર વગાડનારાની મંડળી
parachute	હવાઈ છત્રી (f)
party	મિજબાની
piano	પિયાનો (m)
pilgrimage	યાત્રા
play (theatre)/drama	નાટક
player	ખેલાડી

### Foundation tier (continued)

pleasure/amusement	મોજશોખ/ખુશીની વાત/-નું મનોરંજન કરવું તે
pocket money	ખિસ્સા ખર્ચ (m)
postcode	પિનકોડ (m)
popcorn	મકાઈની ધાણી
prayer	પ્રાર્થના
pure	શુદ્ધ/પવિત્ર
race/racing	જાતિ/દોડવાની હરીફાઈ
rap	રેપ સંગીત(f)
recorder (instrument)	પાવો (m)
referee	નિર્ણાયક
revered/respected	પૂજ્ય/માનનીય
ritual	ધાર્મિક વિધિનું
romantic	રોમાંચક/ભાવનાપ્રધાન/a
romantic film	રોમાંચક/ભાવનાપ્રધાન ચલચિત્ર (f)
rugby	રગ્બી – એક જાતની ફૂટબોલ જેવી રમત
sailing boat	સઢની મદદથી ચાલતી હોડી કે વહાણ (f)
saxophone	સેક્સોફોન
science-fiction film	વૈજ્ઞાનિક ઉપજાવી કાઢેલી કે કલ્પિત ફિલ્મ (f)
secret/mystery/suspense story	રહસ્યમય વાર્તા
series	શ્રેણી (f)
singer	ગાયક (mf)
skiing	બરફ ઉપર સરકવાની રમત (f)/સ્કીઈંગ
soap (opera)	ધારાવાહી શ્રેણી (f)
song	ગીત (f)
sport	રમત (f)/ક્રીડા(f)/ખેલ (m)
sports ground	રમતનું મેદાન
sportsmanship	ખેલદિલી
spy story	જાસૂસી વાર્તા
squash (sport)	સ્ક્વોશ (રમત)

### Foundation tier (continued)

stage	મંચ/રંગમંચ
stereo system/music centre	સ્ટેરિઓ સિસ્ટમ (m)/સંગીત કેન્દ્ર
surfing	પાટિયાની મદદથી મોટા મોજા પર સવાર થઈને કિનારે જવું/સર્ફિંગ
table-tennis	ટેબલટેનિસ/પિંગપોંગ
team	ટુકડી/જથ્થો
television programme	દૂરદર્શનનો કાર્યક્રમ
temple/Sikh temple	મંદીર/ગુરુદ્વારા
tennis	ટેનિસ
thriller	રોમાંચકારી વાર્તા કે નવલકથા
toy	રમકડું
trampolining	ટ્રેમ્પલીન
trumpet	હાથીનો મોટો અવાજ/સીંગું ફૂંકવું
channel	ટીવી ચેનલ
violin	વાયોલિન
volley-ball	વોલિ બોલ
water skiing	પાણી પર સરકવાની રમત (f)
western (film etc.)	પશ્ચિમી/પશ્ચિમની (ફિલ્મ/વગેરે) (f)
youth club (activity; place)	યૂથ ક્લબ/(યુવકોની નવરાશની પ્રવૃત્તિઓની જગ્યા)

### Higher tier

archery	તીરંદાજી/બાણવિદ્યા/ધનુર્વિદ્યા
board game/electronic game	પાટિયા પર રમાતી રમત/વીજળીક રમત (m)
cable TV	કેબલ ટીવી
camcorder/video camera	કેમકોર્ડર/વિડિઓ કેમેરા
championship	ખેલફૂલમાં સર્વોપરિતા
do it yourself/DIY	પોતાની જાતે બનાવવું
drama (TV etc.)	નાટક (m)

### Higher tier (continued)

earphones	રેડિયો અથવા ટેલિફોન સાંભળવા માટે કાને પહેરાતું સાધન
fence/fencing	ખેતર ફરતી વાડ/તલવારની પટાબાજી
knowledge	જાણવું તે/જ્ઞાન
league/division (sports)	સંગઠન/હરીફોનો વર્ગ
marriage ceremony	લગ્ન સમારંભ
melody/tune	મધુર સંગીત/સૂર (f)
original version	અસલ કૃતિ/મૂળ વૃત્તાંત (f)
remote control	રીમોટ કંટ્રોલ/દૂરવર્તી નિયંત્રણ
rowing boat	હલેસાં વતી ચલાવાતી હોડી
satellite TV	સેટલાઈટ ટીવી
Sitcom/musical comedy	હાસ્યરસ પીરસતો/સંગીતમય રમૂજી કાર્યક્રમ
sports equipment	રમતગમતના સાધનો (mpl)
subtitles	પેટામથાળાં (mpl)
tournament	ક્રીડાચુક્ર
viewer/audience	પ્રેક્ષક/શ્રોતાજન
to be a member of	-ના સભ્ય હોવું
to go bowling (tenpin)	બોલિંગની રમત રમવા જવું
to do sport	રમત રમવી/રમતગમત કરવી
to do gymnastics	વ્યાયામ કરવો/અંગકસરત કરવી
to hike/ramble	પગપાળા પર્યટન કરવું. રખડપટ્ટી કરવી
to rollerskate	પૈડાવાળા જોડા પહેરી રસ્તા પર સરકવું/સ્કેટિંગ
to score a goal	ગોલ કરવો (દા.ત. પગદડાની રમતમાં)
to shoot	લક્ષ્ય પર ગોળી મારવી
to skateboard	પૈડાવાળા પાટિયા પર ઊભા રહીને સરકવું
to train	તાલીમ આપવી

## Identity and culture: using social media

### Foundation tier

blog	બ્લોગ (m)
chatroom	વાતચીત કરવાનો ઓરડો
computer	કંપ્યુટર
connection	જોડાણ (f)
cyber bullying	સાઈબર પર દાદાગીરી/ગુંડાગીરી કરવી
digital	આંકડાવાળું/ડીજીટલ
disk	ચપટી સપાટ તકતી/ડિસ્ક
email	ઈ-મેઈલ
forward slash	આગળની તરફ ત્રાંસી લીટી કરવી
homepage	પહેલું પાનું/હોમપેજ
internet	ઇન્ટરનેટ
internet page	ઇન્ટરનેટ પાનું
key (of keyboard)	કીબોર્ડ ઉપરના બટન/કી
keyboard	કીબોર્ડ
mouse	માઉસ(કંપ્યુટર)/મૂષક (ઉંદર)
password	પાસવર્ડ
printer	છાપવાનું યંત્ર
programmer	કંપ્યુટરનો પ્રોગ્રામ બનાવનાર
risk	જોખમ
screen	પડદો
social network	સામાજિક નેટવર્ક
software	સોફ્ટવેર
to download	ડાઉનલોડ કરવું
to store	સંગ્રહ કરવો
to type	લખાણ ટાઈપ કરવું
to upload	અપલોડ કરવું
virus/virus (health)	વાયરસ (કંપ્યુટર)/રોગ પેદા કરનાર અતિસૂક્ષ્મ જંતુ
web	જાળું(કરોળિયો-spider's)/વેબ (કંપ્યુટર)
webcam	વેબ કેમેરા
webpage	વેબ પેઈજ/વેબ પાનું

## Local area, holiday and travel

### Foundation tier

(to) turn/switch off	ચાંપ બંધ કરવી
(to) turn/switch on	ચાંપ ચાલું કરવી
abroad	પરદેશમાં/દેશની બહાર
accommodation	રહેઠાણ/રહેવાની સગવડ
admission/entry fee	દાખલો/પ્રવેશ/દાખલ ફી/પ્રવેશ ફી (f)
admission/entry ticket	પ્રવેશ કરવા/દાખલ થવા માટેની ટિકિટ (f)
advertisement/advert	જાહેરખબર/જાહેરાત/વિજ્ઞાપન
airport	હવાઈમથક
appointment	મુલાકાતનો સમય
art gallery	કળા પ્રદર્શન કરવાનું સ્થળ
autonomous community	સ્વયંશાસિત સમાજ
baker	ભઠિયારો
balcony	ઝરૂખો (m)
bank	બેંક/નદીનો કાંઠો
basement	ભોંયતળિયું/ભોંયરું
bath towel	નાહીને શરીર કોરું કરવાનો ટુવાલ/ટુવાલ
bath tub	નાહવાનું ટબ
beach	દરિયા કિનારો
berth/bunk (on boat or train)	વહાણમાં કે ટ્રેનમાં સૂવાની જગ્યા/પાટિયું(f)
bike (motorbike)	મોટરબાઇક/મોટરસાઇકલ (f)
bike hire	બાઇક ભાડેથી લેવી/ભાડુતી સાઇકલ/મોટરસાઇકલ
boat	હોડી/વહાણ
book shop	ચોપડીની દુકાન/પુસ્તક વિક્રેતાની દુકાન (f)

**Foundation tier (continued)**

book (of tickets)	ટિકિટોની નાનકડી ચોપડી
bowling alley (tenpin)	બોલિંગ માટેની સાંકડી જગ્યા (f)
brand/make	બનાવટની જાત
bridge	પુલ (m)
brochure/leaflet	પત્રિકા
building	મકાન/ઈમારત
bullfight	આખલાની સાઠમારી (f)
bull ring	આખલાની સાઠમારીનું મેદાન
bus	બસ (f)
bus stop	બસ સ્ટોપ
bus/coach station	બસ/કોચ સ્ટેશન
business/trade	ધંધો/વ્યવસાય/વેપાર (m)
butcher's shop	કસાઈની દુકાન (f)
café	ચા-નાસ્તાની દુકાન (f)/ઉપાહારગૃહ
calm/peaceful	શાંત/a
camp site	છાવણીની જગ્યા
capital city	મુખ્ય શહેર/રાજધાની/પાટનગર
car	મોટરગાડી
car hire	મોટરગાડી ભાડે લેવી
caravan	કેરેવાન
car park	ગાડી ઊભી રાખવાની જગ્યા
carriage (train)	ડબ્બો (આગગાડીનો) (m)
carry straight on	સીધે સીધા જાવ
castle	ગઢ/કિલ્લો (m)
cathedral	મુખ્ય દેવળ
chemist's	દવાની દુકાન (f)/ઔષધાલય
cinema	સીનેમા/ચલચિત્રઘર
city	શહેર
coast	દરિયા કિનારો/સાગરતટ

**Foundation tier (continued)**

compartment	અલગ પાડેલો ભાગ (m)
concert	સંગીતનો જલસો (m)
connection (transport)	જોડાણ (પરિવહન)
corner (of street)	ખાંચો/બે રસ્તાઓ મળતાં પડતો ખૂણો
country (i.e. country side)	ગામડાંનો પ્રદેશ/ગ્રામવિસ્તાર (m)
country (i.e. nation)	દેશ/પ્રદેશ (m)
country side/scenery	ગ્રામવિસ્તારનું સૌંદર્ય
crossroads	ચારરસ્તા
cycle path	સાઈકલ માટેની કેડી (f)/માર્ગ (m)
degree (temperature)	અંશ (તાપમાનનો એકમ) (m)
delay	મોડું કરવું (m)
department store	જાતજાતનો માલ વેચતી મોટી દુકાન
departure	વિદાય/પ્રયાણ (f)
diesel (fuel)	ડીઝલ એન્જિનમાં વપરાતું ભારે ખનિજ તેલ/ડીઝલ
direction	દિશા (f)
discount	ભાવ/કિંમતમાં ઘટાડો
district/part of town	જિલ્લો(m)
diversion/detour	બીજે વાળવું તે
double room	બે જણા માટેનો ઓરડો
drinking water	પીવાનું પાણી
driver	વાહન ચલાવનાર/ગાડીવાન/વાહનચાલક (m)
driving licence	મોટર ચલાવવા માટેનો પરવાનો/ગાડીનો પરવાનો (m)
dustbin	કચરાપેટી (f)
east	પૂર્વ
entrance	પ્રવેશદ્વાર
exhibition	પ્રદર્શન
exit	બહાર જવું તે/બહાર જવાનો માર્ગ
factory	ફાર્માનું
farm	ખેતર



**Foundation tier (continued)**

ferry	નિયમિત સેવા માટે ફરતી હોડી/ફેરી (f)
field (farm/playing)	ખેતર/રમતગમતનું મેદાન/ક્ષેત્ર
fishmonger	માછલાંનો વેપારી
floor (1st/2nd)/storey	માળ/મજલો (પહેલો માળ/બીજો માળ) (m)
foreigner	પરદેશી/a
form (paper/shape)	પત્રક/આકાર/ઘાટ
available/vacant	ઉપલબ્ધ/ખાલી
fruit shop	ફળની દુકાન (f)
full board (in hotel)	પૂરેપૂરી સુવિધા સાથે (હોટેલમાં)
games room	રમતગમતનો ઓરડો
grocer's shop	કરિયાણાની દુકાન (f)
ground floor	તળિયેનો માળ
guest (in a hotel)	હોટેલના મહેમાન/પ્રવાસી/ઘરાક
half board (in hotel)	અડધી સુવિધા સાથે (હોટેલમાં)
heating	ગરમી (f)
hill	ટેકરી (f)
historic	ઐતિહાસિક/a
holiday/fair	રજા/મેળો (f)
hospital	દવાખાનું/ઇસ્પિતાલ
hotel	હોટેલ (f)
household goods shop	ઘરવખરીની દુકાન (f)
hut	ઝૂંપડી
hypermarket	મોટી બજાર
ice rink	બરફનું મેદાન/પટ
identity card	ઓળખપત્ર
idol/statue	મૂર્તિ/પૂતળું
in advance	પહેલેથી/આગળથી
in the open air	ખુલ્લી હવામાં
included/inclusive of	સમાવેશ કરેલો હોય તે

**Foundation tier (continued)**

indoor swimming pool	મકાનની અંદરનો તરણહોજ
industrial	ઔદ્યોગિક
industry	ઉદ્યોગ (m)
information centre	માહિતીકેન્દ્ર
inhabitant	રહેવાસી (m/f)
island	ટાપુ
journey/trip	પ્રવાસ (m)/મુસાફરી (f)/પર્યટન
key	ચાવી (f)
lake	તળાવ/સરોવર (m)
launderette	કપડા ધોવા માટેની દુકાન (f)
left luggage (locker)	સામાન રાખવાની જગ્યા (f)
leisure centre	મનોરંજન કેન્દ્ર
lift	લિફ્ટ
line/route	રસ્તો
litter/rubbish bin	કચરો/કચરાપેટી
lorry	ખટારો/મોટરટ્રક
luggage	સામાન (m)
main road	મુખ્ય રસ્તો
map (of the town)	નકશો (શહેરનો) (m)
market	બજાર
market square/marketplace	બજાર ભરાય તે ખુલ્લી જગ્યા (f)
means of transport	વાહનવ્યવહાર માટેના સાધનો (m)
metro/underground (railway/train)	ભૂગર્ભ રેલ્વે
meeting place	મળવા માટેની જગ્યા
monument	સ્મારક
moped	મોટરવાળી બાઇસિકલ
motorway/highway	મોટર માર્ગ/ઘોરી માર્ગ
mountain	પર્વત/પહાડ (m)
museum	સંગ્રહાલય/સંગ્રહસ્થાન/મ્યુઝિયમ

**Foundation tier (continued)**

nature	કુદરત
newspaper	છાપું/સમાચારપત્ર/વર્તમાનપત્ર
newspaper stall/kiosk	છાપાં વેચવાની નાની દુકાન/લારી/હાટડી
night club	રાત્રી ક્લબ
nightlife	રાત્રી જીવન
occupied; taken (seat etc.)	કબજે કરેલું
office	કચેરી/કાર્યાલય(f)
on foot	પગે ચાલીને/પગપાળા
one-way street/system	એક તરફ જતો રસ્તો (m)
opening hours/times	ખુલ્લું રાખવાનો સમય
outing	આનંદપર્યટન (m)
outside	બહારની બાજુ
outskirts (of town/city)	સીમા (શહેરની બહારની હદ) (f pl)
owner	માલિક
palace	મહેલ (m)
park	બાગ/બગીચો (m)
part of town	શહેરનો ભાગ
passenger	પ્રવાસી/મુસાફર/a
passport control	પાસપોર્ટ તપાસવાની જગ્યા
pavement	ફૂટપાથ/પગથી/પગદંડી (f)
pedestrian	પગપાળા પ્રવાસ કરનાર (m/f)
pedestrian area	પગપાળા પ્રવાસી માટે ચાલવાની જગ્યા (f)
pedestrian crossing	પગે ચાલનાર માટે રસ્તો ઓળંગવાની જગ્યા (f)
petrol	પેટ્રોલ
petrol station	પેટ્રોલ સ્ટેશન/પેટ્રોલ પંપ
picturesque	રમ્ય/નયનરમ્ય
pillow	ઓશીકું
place	જગ્યા/સ્થાન

**Foundation tier (continued)**

plane	વિમાન/હવાઈજહાજ
platform	ઓટલો (m)
playground	રમતનું મેદાન
police	પોલીસ
police station	પોલીસ સ્ટેશન/મથક
police officer	પોલીસ અધિકારી
port	બંદર
post office	ટપાલ-કચેરી (f)
postcard	પોસ્ટકાર્ડ
poster/notice	મોટું છાપેલું ચિત્ર/ભીંતપત્ર/સૂચના
press (printing)	છાપખાનું
price list	વસ્તુની કિંમતની યાદી
priority	અગ્રતા
problem	મુશ્કેલ સવાલ/સમસ્યા
public holiday	જાહેર રજા (f)
public/municipal	સાર્વજનિક/નગરપાલિકા
reception	રિસેપ્શન (f)
receptionist	રિસેપ્શનિસ્ટ
reduction	ઘટાડવું/ઘટાડો
region/area	મુલક/વિસ્તાર/પ્રદેશ
rent	ભાડું
reservation	અલગ રાખેલી જગ્યા/અનામત રાખવું (f)
return ticket	જવા આવવાની ટિકિટ
river	નદી (f)
road (main road)	સડક/રસ્તો (મુખ્ય રસ્તો)
road map	રસ્તા માટેનો નકશો (m)
road/street	સડક/શેરી(f)
room (e.g. hotel room)	ઓરડો (હોટેલ રૂમ)

**Foundation tier (continued)**

roundabout (traffic)	ચકરાવાવાળું/ચકરડું
rucksack	બે પટ્ટાવાળી પીઠ પર લટકતી થેલી
seat (train/plane)	બેઠક (f)
seat/bench	બાંકડો(m)
service station	સેવાગૃહ/ઢાબું
shopping centre	ખરીદી કેન્દ્ર
sight/place of interest	જોવાલાયક સ્થળ/વસ્તુ
signpost (road sign)	રસ્તો બતાવનાર પાટિયું
single/one-way ticket	માત્ર એક તરફ જવાની ટિકિટ
sleeping bag	બિસ્તરની સામગ્રી વાળો કોથળો/બિસ્તરો
sleeping car (on train)	આગાડીનો સૂવાનો ડબ્બો/શયનયાન
snack bar/buffet	નાસ્તાની વસ્તુઓની દુકાન/બુફે (f)
soap	સાબુ (m)
souvenir	યાદગીરી/સ્મરણ ચિન્હ
sports centre	રમતગમતનું કેન્દ્ર
square (in a town)	ખુલ્લો ચોક
stadium	ક્રીડાંગણ
staircase	દાદર
station (railway)	રેલ મથક/સ્ટેશન/રેલ્વે સ્ટેશન
suburb	પટ્ટું/ઉપનગર
suitcase	પેટી/બેગ (f)
summer camp	ઉનાળામાં યોજેલ શિબીર
supplement	ઉમેરો/પૂરવણી
table booking/reservation	મેજની નોંધણી
taxi	ટેક્સી (f)
tennis court	ટેનિસ રમવાની જગા
tent	તંબૂ
theatre	થીયેટર/નાટકગૃહ/નાટ્યગૃહ
ticket	ટિકિટ

### Foundation tier (continued)

ticket inspector	ટિકિટ તપાસનાર
ticket office (station etc.)	ટિકિટ કચેરી(f)
till (cashier's desk/counter)	ગલ્લો (દુકાનદારના પૈસા નાખવાની પેટી)
timetable	સમયપત્રક
to be situated	અમુક જગ્યાએ મૂકવાનું/સ્થાપન કરવાનું/a
to camp (in a tent)	છાવણી/શિબિર કરવી
to cross	ઓળંગવું
to follow/carry on	-ની પાછળ જવું કે આવવું/ચાલું રાખવું
to function/to work	કામ કરવું
to pack/unpack (cases)	વસ્તુઓ પેટીમાં ભરવી/ખાલી કરવી
to validate a ticket	કાયદેસર ટિકિટ માન્ય કરાવવી
toilet	જાજરૂ/સંડાસ
toilet paper	સંડાશમાં વપરાતા કાગળ
toothbrush	દાંત સાફ કરવાની પીંછી/દાંતણ
toothpaste	દંતમંજન
tour	પ્રવાસ/સફર/પર્યટન
tour (on transport)	વાહનમાં પ્રવાસ કરવો
tour (walking)	પગપાળા પ્રવાસ કરવો
tourist	પ્રવાસી
tourist information office	પ્રવાસ માહિતી કચેરી
tower	મિનારો
town	શહેર/નગર
town centre	શહેરની મધ્યમાં
town hall	નગરભવન
track/platform (railway)	રેલ્વેનાં પાટા
traffic	વાહનોની અવરજવર/ટ્રાફિક
traffic jam	રસ્તામાં વાહનોની ભારે ભીડ/અટકેલો વાહનવ્યવહાર
traffic lights	ટ્રાફિક લાઈટ્સ

**Foundation tier (continued)**

train	ટ્રેન/આગગાડી/રેલગાડી
tram	ટ્રામ
tube	ભૂગર્ભ ટ્રેન
twin room	બે જણ માટેનો ઓરડો
underground station	ભૂગર્ભ સ્ટેશન
unleaded (petrol)	અનલેડેડ પેટ્રોલ
vehicle	વાહન
view (over/of)	જોવું/અવલોકન કરવું
village	ગામ/ગામડું
visit	મુલાકાત
wardrobe	કબાટ
washbasin	હાથ ધોવાનું ફ્રંડું/બેસીન /વોશબેસીન
way (or road)	રસ્તો
welcome	આવકાર/સ્વાગત
well worth seeing	જોવા જેવું
west	પશ્ચિમ
window	બારી
(shop) window	દુકાનની બારી
wood/forest	વન/જંગલ
youth hostel	યૂથ હોસ્ટેલ/યુવક છાત્રાલય
zoo	પ્રાણીઘર

**Higher tier**

air conditioning	વાતાનુકૂલન
canal	નહેર
customs (i.e. at border crossing)	જકાત
emergency exit	કટોકટીના સમયે બહાર નીકળવાનો દરવાજો
province	પ્રાંત/ઇલાકો
waiting room	પ્રતીક્ષાલય

### Higher tier (continued)

event	ઘટના/બનાવ/કીસ્સો (m)
experience	અનુભવ
fireworks	ફટાકડાં
fountain	ફૂવારો
heavy goods vehicle	ભારે સામાન લઈ જતું વાહન
helicopter	હેલિકોપ્ટર
hospitality	આતિથ્યસત્કાર/પરોણાગત/મહેમાનગીરી
ironmonger	લોઢાના સામાનનો વેપારી
level crossing	ફાટક/લેવલ ક્રોસિંગ
memorial/monument	સ્મારક
memory	યાદગીરી/સ્મરણ(f)
motorway services	ઢાબું/ઘોરીમાર્ગમાં પેટ્રોલ/નાસ્તો/ભોજન મળે તેવું સ્થળ
noise	અવાજ/ઘોંઘાટ
no parking	ગાડી ન ઊભી રાખવી
package holiday	પેકેજ હોલીડે/ટુર
procession	સરઘસ
registration/booking	નોંધાવું તે/નોંધણી
run over (traffic accident)	કોઈ પ્રાણી કે માણસ ઉપર વાહન ચલાવવું/(અકસ્માત)
rush hour	ભારે અવરજવરનો સમય
savings bank	બચત બેંક (f)
seaport/harbour	બંદર
seaside resort	દરિયા કિનારે રજા માણવાની જગા/રિસોર્ટ
seatbelt	વાહનમાં સલામતી માટે બાંધવાનો પટો
stream	ઝરણું/નાની નદી
business (also shop)	વેપાર/ધંધો/દુકાન
speed (limit)	વેગ (મર્યાદા)
surrounding area/vicinity	આસપાસનો વિસ્તાર
to confirm	મંજૂર કરવું
to board/embark (on plane/boat)	વહાણ કે વિમાનમાં ચડવું



### Higher tier (continued)

to brake	બ્રેક મારીને રોકવું
to overtake	આગળ નીકળી જવું
to put someone up; to accommodate	રહેવાની સગવડ કરી આપવી
to stay (for a holiday)	રજા માટે રહેવું
to take place	કોઈની જગા લેવી
toll	કરવેરો(m)
town centre	શહેરની મધ્યમાં
winter/skiing holiday	શિયાળાની/બરફ પર સરકવા જવા માટેની રજા

### Phrases associated with weather

#### Foundation tier

bad	ખરાબ
bright	ઉજાશવાળું
climate	હવામાન/આબોહવા
cloud	વાદળ
cloudy	વાદળિયું
cold	ઠંડી
dry	કોરું
fog	ધુમ્મસ
foggy	ધુમ્મસવાળું
heat	ગરમી
highest temperature	ઉચ્ચતમ તાપમાન
in the east	પૂર્વમાં
in the north	ઉત્તરમાં
in the south	દક્ષિણમાં
in the west	પશ્ચિમમાં
it is freezing	સખત ઠંડી પડે છે
lightning	વીજળી ચમકે છે

### Foundation tier (continued)

it is raining	વરસાદ પડે છે
it is snowing	બરફ પડે છે
thundering	વીજળીનો કડાકો/મેઘગર્જના
lowest temperature	લઘુતમ તાપમાન
overcast	વાદળાંથી ઢંકાયેલું
rain (light rain)/drizzle	વરસાદ/વર્ષા (f)/ઝરમર ઝરમર વરસાદ વરસવો
rainy	વરસાદવાળું
sky	આકાશ
storm/thunderstorm	ગાજવીજ સાથેનું વાવાઝોડું
sun	સૂરજ/સૂર્ય (m)
sunny	સૂરજ/સૂર્ય ના પ્રકાશવાળું
temperature	તાપમાન/ઉષ્ણતામાન
the sun is shining	સૂર્યનો પ્રકાશ આવે છે
weather	હવામાન
weather forecast	હવામાનની આગાહી
weather report	હવામાનનો હેવાલ આપવો
wind	પવન (m)

### Higher tier

average temperature	સામાન્ય તાપમાન
bright spell	થોડા સમય માટે ઉજાશ આવવો
changeable	બદલાતું/અનિયમિત
hail	બરફનાં કરા
it's freezing!	ઠરી જવાય તેવી ઠંડી પડે છે
it's misty	ધુમ્મસથી ઘેરાયલું છે
low (temperature)	નીચું તાપમાન
rainfall	વરસાદનું પ્રમાણ /વરસાદ
shower	વરસાદનું ઝાપટું
stormy	વાવાઝોડું (તોફાની)
windy	વાવંટોળવાળું/પવન વાવો

### Asking for directions

are you going on foot/in a car?	તમે ચાલતા જવાના છો/કે ગાડીમાં?
as far as	જ્યાં સુધી
continue	ચાલુ રાખો
cross (over)	ઓળંગવું
go straight on	સીધે સીધા જાવ
high street/main street	મુખ્ય રસ્તો/શેરી
it is 100 metres away	તે સો મીટર દૂર છે
it is very close	તે બહુ નજીક છે
take the first road on the left	ડાબી બાજુનો પહેલો રસ્તો લેજો
turn left	ડાબી તરફ/બાજુ વળજો
turn right	જમણી તરફ/બાજુ વળજો

## Dealing with problems

### Foundation tier

accident	અકસ્માત (m)
bandage	-ને પાટો બાંધવો
breakdown	ભાંગી પડવું
broken	તૂટેલું/a
crash/collision	અથડાવું/વાહન ની સામસામી ટક્કર થવી (f)
customer service	ઘરાકને સેવા આપવી
damage	નુકશાન
delivery	સોંપણી (f)
email address	ઈ-મેઈલ એડ્રેસ (f)
instructions for use	ઉપયોગ કરવા માટેની સૂચના
insurance	વીમો (m)
lost-property office	ખોવાયેલી વસ્તુઓની કચેરી (f)
mistake/fault	ભૂલ (f)/વાંક (m)
problem	સમસ્યા/મુશ્કેલી/તકલીફ
progress/improvement	પ્રગતિ(f)/સુધારો (m)
purse	પાકિટ/બટવો (m)
quantity	જથ્થો
receipt	રસીદ (f)
theft/robbery	ચોરી/લૂંટફાટ
to deliver	પહોંચાડવું
to insure	વીમો ઉતરાવવો
to return/give back	પાછું આપવું
treatment/remedy/cure	સારવાર/ઉપાય
waiting time	રાહ જોવાનો નો સમય (m)
a fine	દંડ
crime	ગુનો
criminality	ગુનાવૃત્તિ
thief	ચોર

## School

### Foundation tier

absent	ગેરહાજર
A Levels (equivalent)	એ લેવલ
achievement	પ્રાપ્તિ/સિદ્ધિ/ઉપલબ્ધિ
annual	વાર્ષિક
answer	જવાબ/ઉત્તર
art	કળા/ચિત્રકામ
biology	જીવવિજ્ઞાન
board (blackboard/whiteboard etc.)	પાટિયું (કાળુ પાટિયું/સફેદ પાટિયું વગેરે.)
break time	વિરામનો સમય/વિશ્રાંતિ/રીસેસ
calculator	કેલ્ક્યુલેટર/ગણકયંત્ર
canteen	ભોજનઘર
careers adviser	કારકિર્દી સલાહકાર (mf)
caretaker	રખેવાળ
chemistry	રસાયણશાસ્ત્ર/રસાયણવિજ્ઞાન
choir	ગાયકવૃંદ
classroom	વર્ગખંડ
college	કોલેજ
comprehensive school	બહુ અભ્યાસક્રમ શાળા
copy/script (exam paper)	નકલ/લખાણ (પરિક્ષાનું પ્રશ્નપત્ર)
desk	મેજ
detention	અટકાયત/અટકમાં રાખવું તે
dictionary	શબ્દકોશ(m)
drama	નાટક
drama group	નાટકમંડળી
drawing	દોરેલું ચિત્ર
DT (design technology)	ડિઝાઇન ટેકનોલોજી
education	શિક્ષણ/કેળવણી
English	અંગ્રેજી (f)
essay	નિબંધ (m)

### Foundation tier (continued)

examination	પરીક્ષા (f)
exchange	અદલાબદલી (f)
exercise book	અભ્યાસ માટે વપરાતી ચોપડી
exercise/practice	અભ્યાસ/મહાવરો (f)
experiment	પ્રયોગ (m)
extracurricular	વધારાનો અભ્યાસક્રમ
facility/convenience	સગવડ/સુવિધા
felt tip	ફેલ્ટ ટીપ/સ્કેચ પેન
first day at school	નિશાળનો પહેલો દિવસ
food technology	ખોરાકની પ્રક્રિયા પદ્ધતિ/ફૂડ ટેકનોલોજી
foreign languages	વિદેશી ભાષાઓ
fountain pen	ફાઉન્ટેન પેન/શાહી ભરેલી કલમ (f)
French	ફ્રેન્ચ
future plans	ભવિષ્યની યોજના
GCSE	જીસીએસઈ
geography	ભૂગોળ (f)
German	જર્મન (m)
glue	ગુંદર (m)
Gujarati	ગુજરાતી
gym	વ્યાયામશાળા/અખાડો
gymnastics	વ્યાયામ/અંગ કસરત (f)
half-term	અર્ધ સત્ર
hard working	મહેનતુ/a
head teacher	મુખ્ય શિક્ષક/આચાર્ય(m)
history	ઇતિહાસ
history/geography	ઇતિહાસ/ભૂગોળ
(school) holidays	શાળાની રજાઓ
homework	ઘરકામ
ICT	આઇસીટી

**Foundation tier (continued)**

kindergarten/nursery school	બાળમંદિર
laboratory	પ્રયોગશાળા(f)
languages (modern)	ભાષાઓ (આધુનિક) (fpl)
latin	લેટિન
lesson (on timetable)	વિષયો (સમયપત્રક ઉપર)
library	વાચનાલય/પુસ્તકાલય(f)
lunch break	બપોરના જમણનો સમય
mark/grade	ગુણ/શ્રેણી
maths	ગણિત
mixed	ભેગું/a
oral	મૌખિક
paper	કાગળ (m)
page	પાનું
paragraph	ફકરો
PE (physical education )	શારિરીક શિક્ષણ (f)
pencil	પેન્સિલ
pencil box	પેન્સિલ મૂકવાનો ડબ્બો (m)
physics	ભૌતિકવિજ્ઞાન/ભૌતિકશાસ્ત્ર
plan/project	યોજના (f)/પ્રોજેક્ટ (m)
present (in school)	હાજર
primary school	પ્રાથમિક શાળા (f)
private school	ખાનગી શાળા (f)
projector	પ્રોજેક્ટર
personal and social education (PSE)	વ્યક્તિગત અને સામાજિક શિક્ષણ
pupil	વિદ્યાર્થી
qualification	લાયકાત/યોગ્યતા (f)
question	સવાલ/પ્રશ્ન (m)
religious studies	ધાર્મિક શિક્ષણ
report	હેવાલ (m)

**Foundation tier (continued)**

result	પરિણામ
rubber	રબર (f)
rule/regulation	નિયમ
ruler	કુટપટ્ટી (f)
school	શાળા/નિશાળ
school bag/satchel	દફતર
school book	શાળાની ચોપડી
school bus	શાળાની બસ
school day	શાળાનો દિવસ
school group/party	શાળાનું મંડળ/ટોળી
school hall	શાળાનો ખંડ (m)
school keeper/caretaker	શાળાનો રખેવાળ/સુરક્ષા કર્મચારી
school newspaper	શાળાનું સમાચારપત્ર
school office	શાળાની કચેરી/શાળાનું કાર્યાલય
school report/certificate	શાળાનો હેવાલ/પ્રમાણપત્ર (m)
school trip	શાળાનો પ્રવાસ
school year	શાળાનું વરસ
sciences	વિજ્ઞાન
scissors	કાતર
serious (hardworking)	ગંભીર/મહેનતુ
semester/term	સત્ર
sentence	વાક્ય
sharpener	સંચો/પેન્સિલની અણી કાઢવાનું સાધન
sociology	સમાજશાસ્ત્ર
sports hall/gym	વ્યાયામખંડ/વ્યાયામશાળા
staff room	શાળાના કર્મચારીઓનો ઓરડો/ખંડ/શિક્ષક ખંડ
state	રાજ્ય/સરકાર
state school	સરકારી શાળા



**Foundation tier (continued)**

strict	કડક/a
student	વિદ્યાર્થી/છાત્ર (mf)
subject	વિષય
success	સફળતા
successful	સફળ/a
summer holidays	ઉનાળાની રજાઓ
team	ટુકડી/પક્ષ
technology	ટેકનોલોજી (f)
test	કસોટી (f)
tie	નેકટાઈ(f)
timetable	સમયપત્રક
to attend school	શાળામાં હાજર રહેવું
to calculate	ગણતરી કરવી
to carry on	આગળ વધવું
to pay attention/to be careful	ધ્યાન આપવું/સાવચેત રહેવું
to repeat a year	એ જ વર્ષમાં પાછું હોવું
to sing	ગીત ગાવું
to sit an exam	પરીક્ષામાં બેસવું
to work hard	ખૂબ મહેનત કરવી
total	કુલ/આખું
training/education	તાલીમ (f)/ભણતર/કેળવણી (f)
unfair	અન્યાય/ગેરવ્યાજબી/અનુચિત
uniform	ગણવેશ (m)
vocational school/technical college	વ્યવસાયી શાળા/ટેકનિકલ કોલેજ
weak/bad at (subject)	નબળું/કોઈ વિષયમાં કમજોર હોવું/a
word	શબ્દ
work book	નોટબુક/કામ કરવાની ચોપડી (f)
sixth form	ઘોરણ બાર-તેર/એએસ લેવલ

### Foundation tier (continued)

year 7	સાતમું ધોરણ
year 8	આઠમું ધોરણ
year 9	નવમું ધોરણ
year 10	દસમું ધોરણ
year 11	અગિયારમું ધોરણ
year 12	બારમું ધોરણ
year 13	તેરમું ધોરણ

### Higher tier

boarding school	છાત્રાલય
business studies	વ્યવસાયિક અભ્યાસ
class register	વર્ગનું હાજરીપત્રક
core/compulsory subject	મૂળ/ફરજિયાત વિષયો
degree (university)	મહાવિદ્યાલયની પદવી/યુનિવર્સિટીની ડીગ્રી (f)
discussion	ચર્ચાવિચારણા
economics	અર્થશાસ્ત્ર
final exam	અંતિમ પરિક્ષા
foreign language assistant/interpreter	દુભાષિયો
headphones	હેડ ફોન
ink cartridge	ફાઉન્ટેન પેનમાં શાહી ભરવાની નળી-
optional (subject)	મરજિયાત (વિષય)
parents' evening	વાલીસભા
permission	પરવાનગી (f)
pressure to achieve good marks/grades	સારા ગુણ મેળવવા માટેનું દબાણ કરવું
pronunciation	ઉચ્ચાર (m))
secondary school	માધ્યમિક શાળા
sociology	સમાજશાસ્ત્ર
supervisor	પરિનિરીક્ષક
technology	પ્રૌદ્યોગિક વિજ્ઞાન/ટેકનોલોજી (f)

### Higher tier (continued)

textbook	પાઠ્યપુસ્તક
to be cancelled (lessons)	લેસન રદ કરવું
to drop a subject	વિષય છોડી દેવો
to have a detention	શાળામાં મોડે સુધી રહેવાની સજા મળવી
to improve (one's knowledge/skills in)	જ્ઞાન/કૌશલમાં પ્રગતિ કરવી
to move up (to the next form/year)	બીજા ઉપરના વર્ગમાં જવું
to pronounce	ઉચ્ચાર કરવો
to skive/to skip/bunk lessons	લેસન છોડી દેવું/લેસનમાંથી નાસી જવું
to spell	શબ્દની જોડણી કહેવી કે લખવી
to translate	અનુવાદ કરવો/ભાષાંતર કરવું
training centre	તાલિમ કેન્દ્ર
translation	અનુવાદ/ભાષાંતર
university	મહાવિદ્યાલય/વિશ્વવિદ્યાલય(f)
waste of time	સમયનો બગાડ કરવો
(to do a) written punishment/lines	લીટીઓ લખવાની સજા કરવી

## Future aspirations/study and work

### Foundation tier

abroad	પરદેશ/દરિયાપાર
actor/actress	નટ/અભિનતા (m)/નટી/અભિનેત્રી (f)
air hostess/air steward	વિમાન પરિચારિકા (f)/વિમાન સેવક (m)
ambition	મહત્ત્વાકાંક્ષા
apprenticeship	કામ કરવા બંધાઈને ધંધો શીખવો
artist	કલાકાર/કળાકાર
badly paid	ખરાબ રીતે ચૂકવેલું/ઓછા વેતન વાળી (નોકરી)
baker	ભઠિયારો/બેકર
builder	મકાન બાંધનાર/કડિયો
business/shop	વ્યાપાર/દુકાન
busy	કામમાં વ્યસ્ત/કામમાં રોકાયેલું
butcher	કસાઈ
cashier/treasurer	રોકડીયો/ખજાનચી
charity	દાન/ખેરાત
chemist/pharmacist	દવાઓ વેચનાર/રસાયણશાસ્ત્રી
civil servant	સરકારી નોકર/નોકરી કરનાર/મુલકી સેવામાં નોકરી કરનાર
clerk	કારકુન (m)
coffee (tea/lunch) break	કોફી/(ચા/બપોરનું ભોજન) ની છૂટી
colleague	સહકાર્યકર/સાથી
computer science	કંપ્યુટર વિજ્ઞાન
computer scientist	કંપ્યુટર વૈજ્ઞાનિક
conference	પરિષદ
cook	રસોઈયો (m) રસોયણ(f)
decorator	સજાવટ કરનાર (m)
dentist	દંતવૈદ્ય/દાંતનો દાકતર (m)
designer	ડિઝાઇનર
doctor	દાકતર
drama artist	નાટ્ય કલાકાર
dream	સ્વપ્ન/સપનું
editor	તંત્રી

**Foundation tier (continued)**

educational	શૈક્ષણિક
electrician	ઇલેક્ટ્રીશિયન
(bank/office) employee	(બેન્ક/ઓફિસ) કર્મચારી
employer/boss	શેઠ
engineer	ઇજનેર
experienced	અનુભવી
factory	કારખાનું
farmer	ખેડૂત
file	ફાઇલ
fireman	આગ હોલવનાર/બંબાવાળો
interview (job)	ઇન્ટરવ્યૂ/મુલાકાત (નોકરી માટે)
interview (e.g. TV or magazine)	ઇન્ટરવ્યૂ/મુલાકાત (ટીવી કે સામયિક માટે)
job	કામ/નોકરી
journalist	પત્રકાર/ખબરપત્રી
manager	સંચાલક/મેનેજર
marketing	ખરીદ-વેચાણ/ માર્કેટિંગ
mechanic	મિકેનિક/કારીગર (ગાડીનો)
message	સંદેશો
musician	સંગીતકાર
nurse	પરિચારિકા/નર્સ
opportunity	તક/મોકો
part time	થોડા સમય માટે
pay	પગાર/વેતન
per hour	દર કલાકના/કલાક દીઠ
personal quality	અંગત ગુણ/ખાસિયત
planned	યોજિત/આયોજિત
plumber	પ્લમ્બર
Representative/sales rep	પ્રતિનિધિ/વેચાણ પ્રતિનિધિ
respond	જવાબ આપવો
sailor	ખલાસી
satisfaction	સંતોષ

### Foundation tier (continued)

sewing/tailoring	સીવવું/સિલાઈકામ/દરજીકામ
singer	ગવૈયો/ગાયક
situation wanted	જોઈએ છે?/જરૂર છે (જાહેરખબર)
skill	આવડત/કૌશલ્ય
society/company	સમાજ/કંપની/મંડળી
tailor	દરજી
teacher	શિક્ષક
teacher (primary)	પ્રથમ શિક્ષક/પ્રાથમિક શાળાના શિક્ષક
technician	કસબી/કારીગર/ટેકનિશિયન
terms of employment	નોકરીની શરતો
to apply for a job	નોકરી માટે અરજી કરવી
to cut/to cut off (phone)	(ફોનનું) જોડાણ કપાઈ જવું/અચાનક બંધ થઈ જવું કે કપાઈ જવું
to do a course	અભ્યાસક્રમ/કોર્સ કરવો
to fill an application form	અરજીપત્રક ભરવું
to file	ફાઇલ કરવું
travel agency	પ્રવાસ એજન્સી/પ્રવાસન
voluntarily/without pay	સ્વૈચ્છિક રીતે/વેતન વગર
as a volunteer	સ્વયંસેવક કે સ્વયં સેવિકા તરીકે
well paid	સારો પગાર મળવો
worker	કામદાર
work experience	કામનો અનુભવ

### Higher tier

aim/goal	ધ્યેય/લક્ષ્ય
air pilot/aviator	પાયલોટ/વિમાનચાલક/વૈમાનિક
application/enrol	અરજી/નોંધવું/ભરતી કરવું
appointment	આયોજિત મુલાકાત
architect	સ્થપતિ/શીલ્પી/આર્કિટેક
at (in email address: @)	@ (ઈ-મેઈલ સરનામામાં @)
charity sale (e.g. bake sale)	દાન માટે કરેલું વેચાણ
database	કંપ્યુટરમાં સંઘરેલી માહિતી/ડેટાબેઝ
enclosed	બીડેલું/ બંધ
hard disk	કંપ્યુટરમાં માહિતીનો સંગ્રહ કરવા માટેની હાર્ડ ડિસ્ક
higher education	ઉચ્ચ શિક્ષણ
impression	છાપ પાડવી
in aid of	-ની મદદ માટે
internship	ફરજિયાત મુકામી સેવા/ઇન્ટર્નશીપ
job advert/vacancy	નોકરીની જાહેરાત/નોકરીની ખાલી જગા
job/position	નોકરી/પદ/હોદ્દો
law (to study law)	કાયદો/કાનૂન (કાયદા-કાનૂનનો અભ્યાસ કરવો)
letter of application	અરજીપત્ર
link	-ની સાથે જોડાવું
medicine (to study medicine)	દવા (દાક્તર બનવા માટેનો અભ્યાસ કરવો)
memory card	કંપ્યુટરની માહિતી ભરી રાખવાનો કાર્ડ/મેમરી કાર્ડ
photographer	છબીકાર
photography	છબીકળા
profession/job/occupation	વ્યવસાય/નોકરી/ધંધો/રોજગાર
promotion prospects	આગળ વધવાની/બઢતીની સંભાવના/શક્યતા
qualified	લાયક/યોગ્ય
teaching/education	શિક્ષકનું કામ/કેળવણી/શિક્ષણ
to introduce oneself	પોતાની ઓળખાણ આપવી
underscore	પરીક્ષામાં ઓછા ગુણ મેળવવા
webmail	વેબ મેઈલ
word processing	વર્ડ પ્રોસેસીંગ

## International and global dimension: bringing the world together/ environmental issues

### Foundation tier

advantages/disadvantages	ફાયદા/ગેરફાયદા
animals	પ્રાણીઓ
campaign	સંગઠિત કાર્યક્રમ/ઝુંબેશ
climatic	આબોહવા
coal	કોલસો (m)
destruction	વિનાશ
disaster	મોટી દુર્ઘટના
drought	દુકાળ/વરસાદ પાણીનો અભાવ
earth	પૃથ્વી (f)
earthquake	ધરતીકંપ/ભૂકંપ (m)
energy/power	શક્તિ(f)
environment	વાતાવરણ/પર્યાવરણ
extermination	નિકંદન
fair trade	સદ્વ્યાપાર
(music) event/festival	(સંગીત) ઉત્સવ/જલસો (m)
famine	દુકાળ
flood/flooding	પૂર/રેલ/પૂર આવવું/રેલ આવવી - જળપ્રલય
for/against	-ની તરફેણમાં/-ની વિરુદ્ધમાં
(rain) forest	(વરસાદ) વન/જંગલ
fresh water	તાજું(મીઠું- ખારું નહિ તેવું)પાણી (f)
gas	વાયુ (m)
greedy	લોભી
global	વિશ્વવ્યાપક/સમગ્ર જગત
global warming	પૃથ્વીનું તાપમાન વધવું
hunger	ભૂખ/ભૂખમરો
hurricane/whirlwind	વાવાઝોડું/વાવંટોળિયો
infection	રોગનો ચેપ લાગવો
International;national	આંતરરાષ્ટ્રીય/રાષ્ટ્રીય



**Foundation tier (continued)**

lack (of)	-ની અછત હોવી
lion	સિંહ
natural resources	કુદરતી સંપત્તિ
oil	તેલ
Olympic Games	ઓલિમ્પિક રમતો
people	જનતા (f)/લોકો
planet	ગ્રહ
pollution	પ્રદૂષણ
poverty	ગરીબાઈ (f)
protection	રક્ષણ
recycling	નકામી વસ્તુનો ફરી ઉપયોગ
salt water	ખારું પાણી (f)
to benefit	લાભ થવો/ફાયદો થવો
to die	મરી જવું
to lack	અછત હોવી
to sort/separate (e.g. rubbish)	જુદું પાડવું (દા.ત. કચરો)
to stay in contact	સંપર્કમાં રહેવું
tree	વૃક્ષ/ઝાડ
war	યુદ્ધ/લડાઈ(f)
world	દુનિયા/વિશ્વ/જગત
World Cup (football)	વિશ્વકપ (પગલડાની રમત)

### Higher tier

destruction; destruction/extinction	વિનાશ/ઉપઘાત/પ્રલય/નિકંદન
equality	સમાનતા
instant	તરત થાય તેવું/તાત્કાલિક
needy	જરૂરતમંદ/નિરાધાર
rights of man/peoples' rights	લોકોનો હક(mpl)
self-reliance	સ્વાવલંબન
solar power	સૂર્યની ઉર્જા (f)
species	જાત/પ્રકાર
strength	તાકાત
to (make) compost	ખાતર બનાવવું
to pollute/to contaminate	પ્રદૂષણ હોવું/દૂષિત થવું/ચેપ લાગવો
to survive	અકસ્માતમાંથી બચી જવું
to threaten	ધમકી આપવી
unfortunate	કમનસીબ
volcano	જ્વાળામુખી (m)

## Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

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<sup>[1]</sup> Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

## From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

### **Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

### **Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

### **Bahram Bekhradnia**

President, Higher Education Policy Institute

### **Professor Jonathan Osborne**

Stanford University

### **Dame Sally Coates**

Principal, Burlington Danes Academy

### **Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

### **Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

### **Professor Bob Schwartz**

Harvard Graduate School of Education

### **Dr Peter Hill**

Former Chief Executive ACARA

All titles correct as at May 2014

# Appendix 5: Transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:<sup>[2]</sup>

## Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. <sup>[3]</sup>

## Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

## Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>[2]</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

## Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs.  Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.  The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is:  603/2623/2
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1GU0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1GU0/01 Paper 2: 1GU0/02 Paper 3: 1GU0/03 Paper 4: 1GU0/04

\*[www.gov.uk/government/publications/2018-performance-tables-discount-code](http://www.gov.uk/government/publications/2018-performance-tables-discount-code)

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