This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

GCSE (9-1) Gujarati

Specification
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati (1GU0)
First teaching from September 2018
First certification from June 2020

Issue 2
### Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati specification

#### Issue 2 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment to the administration of the speaking component (Paper 2):</td>
<td>14</td>
</tr>
<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
<td></td>
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<tr>
<td>'The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three <strong>working</strong> days before the <strong>prescribed five week assessment period</strong>. This is to enable the teacher to prepare for the assessment. <strong>The assessment materials in this pack must not be removed from the centre premises</strong>.'</td>
<td></td>
</tr>
</tbody>
</table>

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Gujarati?

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

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
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.

<table>
<thead>
<tr>
<th>Paper 1: Listening and understanding in Gujarati (*Paper code: 1GU0/1F and 1H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td>Foundation tier: 35 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
<tr>
<td>Higher tier: 45 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
<tr>
<td>25% of the total qualification</td>
</tr>
<tr>
<td><strong>Content overview</strong></td>
</tr>
<tr>
<td>This paper draws on vocabulary and structures across all the themes and topics.</td>
</tr>
<tr>
<td><strong>Assessment overview</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Students must answer all questions in both sections.</td>
</tr>
<tr>
<td>There is no requirement for students to produce written responses in Gujarati.</td>
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</tbody>
</table>

**Foundation tier**

- Section A is set in English. The instructions to students are in English.
- Section B is set in Gujarati. The instructions to students are in Gujarati.

**Higher tier**

- Section A is set in Gujarati. The instructions to students are in Gujarati.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.
### Paper 2: Speaking in Gujarati (*Paper code: 1GU0/2F and 2H*)

**Internally conducted and externally assessed**

**Foundation tier:** 7–9 minutes plus 12 minutes’ preparation time; 70 marks  
**Higher tier:** 10–12 minutes plus 12 minutes’ preparation time; 70 marks  
**25% of the total qualification**

**Content overview**  
This paper draws on vocabulary and structures across all the themes and topics.

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

There are three tasks which must be conducted in the following order:

- **Task 1** – a role play based on one topic that is allocated by Pearson
- **Task 2** – questions based on a picture stimulus based on one topic that is allocated by Pearson
- **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.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

### Paper 3: Reading and understanding in Gujarati (*Paper code: 1GU0/3F and 3H*)

**Written examination**

**Foundation tier:** 50 minutes; 50 marks. **Higher tier:** 1 hour 5 minutes; 50 marks  
**25% of the total qualification**

**Content overview**  
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**  
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.

Students must answer all questions in each of the three sections:

- **Section A** is set in English. The instructions to students are in English
- **Section B** is set in Gujarati. The instructions to students are in Gujarati
- **Section C** includes a translation passage from Gujarati into English with instructions in English.
### Paper 4: Writing in Gujarati (*Paper code: 1GU0/4F and 4H*)

**Written examination**

*Foundation tier: 1 hour 15 minutes; 60 marks*  
*Higher tier: 1 hour 25 minutes; 60 marks*

**25% of the total qualification**

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

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.

- **Foundation tier** – three open-response questions and one translation into Gujarati.
- **Higher tier** – two open-response questions and one translation into Gujarati.

*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

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

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

- 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

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.
  o Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  o Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  o 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.
• 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.
• The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
• Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
• Students are presented with instructions in English but must communicate entirely in Gujarati for the duration of the assessment.
• 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.

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

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

<table>
<thead>
<tr>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | Limited response to set questions, likely to consist of single-word answers  
Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond  
A straightforward opinion may be expressed but without justification  
Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 5–8  | Responds briefly to set questions, there is much hesitation and continuous prompting needed  
Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond  
Straightforward, brief opinions are given but without justification  
Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 9–12 | Responds to set questions with some development, some hesitation and some prompting necessary  
Some effective adaptation of language to describe, narrate and inform in response to the set questions  
Expresses opinions with occasional, brief justification  
Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 13–16| Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
Expresses opinions and gives justification with some development  
Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

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

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Limited accuracy when responding to set questions; minimal success when referring to past, present and future events  
      - Individual words and phrases are coherent when responding to past questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4  | - 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  
      - Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6  | - Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
      - Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8  | - Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
      - Responses are generally coherent although errors occur that occasionally hinder clarity of communication |

### 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>Communicates limited information relevant to the topics and questions</td>
</tr>
<tr>
<td></td>
<td>Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification</td>
</tr>
<tr>
<td></td>
<td>Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</td>
</tr>
<tr>
<td>4–6</td>
<td>Communicates brief information relevant to the topics and questions</td>
</tr>
<tr>
<td></td>
<td>Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification</td>
</tr>
<tr>
<td></td>
<td>Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</td>
</tr>
<tr>
<td>7–9</td>
<td>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</td>
</tr>
<tr>
<td></td>
<td>Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</td>
</tr>
<tr>
<td></td>
<td>Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</td>
</tr>
<tr>
<td>10–12</td>
<td>Communicates information relevant to the topics and questions, with some extended sequences of speech</td>
</tr>
<tr>
<td></td>
<td>Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</td>
</tr>
<tr>
<td></td>
<td>Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</td>
</tr>
</tbody>
</table>
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**

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<tr>
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</table>
| 1–3  | - Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question  
- Short, undeveloped responses, many incomplete  
- Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4–6  | - Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question  
- Short responses, any development depends on teacher prompting  
- Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7–9  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
- Occasionally able to initiate and develop responses independently but regular prompting needed  
- Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10–12| - Responds spontaneously to some questions, interacting naturally for parts of the conversation  
- Sometimes able to initiate and develop the conversation independently, some prompting needed  
- Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

**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

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| 1–3  | • Uses straightforward, individual words/phrases; limited evidence of language manipulation  
      • Limited accuracy, minimal success when referring to past, present and future events  
      • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6  | • Uses straightforward, repetitive, grammatical structures  
      • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
      • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9  | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12| • Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      • Generally accurate grammatical structures, generally successful references to past, present and future events  
      • Generally coherent speech although errors occur that sometimes hinder clarity of communication |

### 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)

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**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

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<tbody>
<tr>
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</tbody>
</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary  
- Some effective adaptation of language to describe, narrate and inform in response to the set questions  
- Expresses opinions with occasional, brief justification  
- Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
- Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
- Expresses opinions and gives justification with some development  
- Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary  
- Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions  
- Expresses opinions effectively and gives justification which is mostly developed  
- Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16| - Responds to the set questions with consistently fluent and developed responses  
- Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions  
- Expresses opinions with ease and gives fully-developed justification  
- Pronunciation and intonation are consistently accurate and intelligible |

### 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

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<tbody>
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</tr>
</tbody>
</table>
| 1–2  | ● Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
      ● Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4  | ● Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
      ● Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6  | ● Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions  
      ● Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8  | ● Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions  
      ● Responses are coherent, any errors do not hinder the clarity of the communication |

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

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
| 1–3  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
- Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
- Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
- Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4–6  | - Communicates information relevant to the topics and questions, with some extended sequences of speech  
- Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
- Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
- Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–9  | - Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech  
- Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions  
- Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes  
- Pronunciation and intonation are intelligible and predominantly accurate |
| 10–12| - Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
- Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
- Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
- Pronunciation and intonation are consistently accurate and intelligible |
**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

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<tbody>
<tr>
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</tr>
</tbody>
</table>
| 1–3  | • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
      • Occasionally able to initiate and develop responses independently but regular prompting needed  
      • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4–6  | • Responds spontaneously to some questions, interacting naturally for parts of the conversation  
      • Sometimes able to initiate and develop the conversation independently, some prompting needed  
      • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7–9  | • Responds to most questions spontaneously, resulting in mostly natural interaction  
      • Mostly able to initiate and develop the conversation independently  
      • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10–12| • Responds spontaneously and with ease to questions, resulting in natural interaction  
      • Consistently able to initiate and develop the conversation independently  
      • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

### 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

<table>
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<tbody>
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</tr>
</tbody>
</table>
| 1–3  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      - Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      - Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6  | - Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      - Generally accurate grammatical structures, generally successful references to past, present and future events  
      - Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9  | - Manipulates a variety of grammatical structures, some variety of complex structures  
      - Predominantly accurate grammatical structures, mostly successful references to past, present and future events  
      - Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12| - Manipulates a wide variety of grammatical structures, frequent use of complex structures  
      - Consistently accurate grammatical structures, consistently successful references to past, present and future events  
      - Fully coherent speech; any errors do not hinder the clarity of the communication |

### 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

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

- 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

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

- 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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>● Some relevant, basic information without development</td>
</tr>
<tr>
<td></td>
<td>● Uses language to inform, give short descriptions and express opinions with limited success</td>
</tr>
<tr>
<td></td>
<td>● Uses limited selection of common, familiar vocabulary and expression with frequent repetition</td>
</tr>
<tr>
<td>3–4</td>
<td>● Mostly relevant information, minimal extra detail</td>
</tr>
<tr>
<td></td>
<td>● Uses language to give short descriptions, simple information and opinions with variable success</td>
</tr>
<tr>
<td></td>
<td>● Uses small selection of common, familiar vocabulary and expression with some repetition</td>
</tr>
<tr>
<td>5–6</td>
<td>● Relevant information with occasional extra detail</td>
</tr>
<tr>
<td></td>
<td>● Uses language to give short descriptions, simple information and opinions with some success</td>
</tr>
<tr>
<td></td>
<td>● Uses small selection of common, familiar vocabulary and expression with little repetition</td>
</tr>
</tbody>
</table>
## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 1–2  |● Produces simple, short sentences in isolation  
● Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  |● Produces simple, short sentences with little linking  
● 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 |
| 5–6  |● Produces simple sentences with some linking  
● 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 |

### 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

<table>
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<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 1–2  | Limited information given likely to consist of single words and phrases  
      | Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
      | Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
      | Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | Some brief information given, basic points made without development  
      | 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  
      | Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
      | Occasional appropriate use of register and style |
| 5–6  | Some relevant information given appropriate to the task, basic points made with little development  
      | Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
      | 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  
      | Mostly appropriate use of register and style, mostly sustained |
| 7–8  | Relevant information given appropriate to the task, basic points made with some development  
      | Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
      | Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
      | Appropriate use of register and style sustained |
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

<table>
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<tr>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 1–2  | - Repetitive use of minimal selection of straightforward grammatical structures  
|      | - Produces individual words/set phrases  
|      | - Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | - Use of a restricted range of straightforward grammatical structures, frequent repetition  
|      | - Produces simple, short sentences, which are not linked  
|      | - Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | - Uses straightforward grammatical structures, some repetition  
|      | - Produces simple, short sentences; minimal linking  
|      | - 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 |
| 7–8  | - Uses straightforward grammatical structures, occasional repetition  
|      | - Produces predominantly simple sentences occasionally linked together  
|      | - 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 |

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

<table>
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<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  |  ● Communicates brief information relevant to the task with little development  
   |  ● Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
   |  ● Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
   |  ● Variable use of appropriate register and style |
| 4–6  |  ● Communicates information relevant to the task, with development of the occasional key point and idea  
   |  ● Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
   |  ● Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
   |  ● Appropriate use of register and style is evident but with inconsistencies |
| 7–9  |  ● Communicates information relevant to the task, with development of some key points and ideas  
   |  ● Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
   |  ● 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  
   |  ● Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12|  ● Communicates information relevant to the task with expansion of key points and ideas  
    |  ● Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
    |  ● Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
    |  ● Appropriate use of register and style throughout with minimal inconsistency |

### 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

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<tr>
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<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 1–2  | Uses straightforward grammatical structures, some repetition  
|      | Produces brief, simple sentences, limited linking of sentences  
|      | Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | Uses mostly straightforward grammatical structures, occasional repetition  
|      | Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
|      | 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 |
| 5–6  | Different examples of straightforward grammatical structures are evident  
|      | Produces some extended sentences that are linked with familiar, straightforward conjunctions  
|      | 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 |
| 7–8  | Some variation of grammatical structures, occasional complex structure  
|      | Produces frequently extended sentences, well linked together  
|      | Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>● Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
</tbody>
</table>
| 2    | ● The meaning of the sentence is partially communicated  
     ● Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3    | ● The meaning of the sentence is fully communicated  
     ● Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

**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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
      - Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
      - Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
      - Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
      - Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
      - Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
      - Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
      - Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      - 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  
      - Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| - Communicates information relevant to the task with expansion of key points and ideas  
      - Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
      - Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
      - Appropriate use of register and style throughout, with minimal inconsistency |

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | Uses straightforward grammatical structures, some repetition  
        ● Produces brief, simple sentences, limited linking of sentences  
        ● Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | Uses mostly straightforward grammatical structures, occasional repetition  
        ● Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
        ● 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 |
| 5–6  | Different examples of straightforward grammatical structures are evident  
        ● Produces some extended sentences that are linked with familiar, straightforward conjunctions  
        ● 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 |
| 7–8  | Some variation of grammatical structures, occasional complex structure  
        ● Produces frequently extended sentences, well linked together  
        ● Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

### 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style with the occasional inconsistency</td>
</tr>
<tr>
<td>5–8</td>
<td>Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Frequently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style with few inconsistencies</td>
</tr>
<tr>
<td>9–12</td>
<td>Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Mostly effective adaptation of language, to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Predominantly appropriate use of register and style</td>
</tr>
<tr>
<td>13–16</td>
<td>Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Consistently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Consistent use of appropriate register and style throughout</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | ● Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
      ● Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
      ● 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 |
| 4–6  | ● Some variation of grammatical structures, including some repetitive instances of complex language  
      ● Prolonged sequences of fluent writing, some extended, well-linked sentences  
      ● Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | ● Uses a variety of grammatical structures including some different examples of complex language  
      ● Predominantly fluent response; frequent extended sentences, mostly well linked  
      ● Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| ● Uses a wide variety of grammatical structures, including complex language  
      ● Fluent response throughout with extended, well-linked sentences  
      ● Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

**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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</td>
</tr>
<tr>
<td></td>
<td>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</td>
</tr>
<tr>
<td>4–6</td>
<td>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>7–9</td>
<td>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</td>
</tr>
<tr>
<td>10–12</td>
<td>• The meaning of the passage is fully communicated</td>
</tr>
<tr>
<td></td>
<td>• Consistently accurate language and structures, any errors do not hinder clarity</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>AO</th>
<th>Assessment</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td>AO2</td>
<td>Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td>AO3</td>
<td>Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td>AO4</td>
<td>Writing – communicate in writing</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

## Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1 %</td>
<td>AO2 %</td>
</tr>
<tr>
<td>Paper 1: Listening and understanding in Gujarati</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Paper 2: Speaking in Gujarati</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Gujarati</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paper 4: Writing in Gujarati</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

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

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

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

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
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). The form can be emailed to 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). The form, supporting documentation and as much information as possible can be emailed to 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.

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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
<td>1.000</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>
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**

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.
Appendices

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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.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati</th>
<th>1GU0: 2F/2H*</th>
<th>(*Please delete as appropriate)</th>
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</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 करता (R);
- superlative with the word सी करता (R);
- demonstrative (आ, पें, ते);
- indefinite (दरण, घण);
- possessive (मारी, तमारी, तेनी);
- interrogative (कोण, कुं, शा).

Adverbs:
- formation;
- comparative and superlative;
- comparative with the word करता (R);
- superlative with the word सी करता (R);
- interrogative (खारे, केम, शा माटे);
- adverbs of time and place (अहिं, त्यं, हम्म, पछी);
- adverbs of manner (झडप्पी);
- adverbs of affirmation (बले, योक्सि, परें)
- adverbs of negation (घेरी नूहि, खारे जः)
- adverbs of reason (चेट्टे, तेघी);
- adverbs of probability (कड्ण)
- common adverbial phrases (वारेवार, ज्यांत्यां, यात्तांयात्तां).
Quantifiers/intensifiers:
- થોક, બુક, ખાસ કરને, બુક નહીં.

Pronouns:
- personal: all subjects (હું, તું, તે) in all cases;
- possessive;
- reflexive;
- interrogative (કોણ, હું, કેદું, કેયું);
- relative (કે/તે);
- object: direct (R) and indirect (R);
- position and order of object pronouns (R);
- disjunctive (મને);
- demonstrative (આ, તે બધા);
- indefinite (કંઈક, અનુક) (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 કંઈક/પોતે કંઈક);
- 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. ભાર, આદર, ભક્તાર, સાથે, પર, પાસે, પાછળ, તરફ;
- common compound prepositions: e.g. ના પાઠ્ય, -ના બંગાર, -ના બંધે, -ના સાથે, -ની નીચે.
Conjunctions:
- common coordinating conjunctions, e.g. ने, अने, पण, माटे, अथवा;
- common subordinating conjunctions, e.g. कारण, एटले, तેમ 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 કરતાં;
- superlative with the word સૌ કરતાં.

Adverbs:
- comparative and superlative;
- comparative with the word કરતાં;
- superlative with the word સૌથી;
- superlative phrases મોટામાં મોટું.

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

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

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to accept</td>
<td>સ્વીકારવું</td>
</tr>
<tr>
<td>to accompany</td>
<td>સાથે રહું/સાથ આપવો</td>
</tr>
<tr>
<td>to add</td>
<td>ઉમેરવું</td>
</tr>
<tr>
<td>to advise</td>
<td>સલાહ આપવી</td>
</tr>
<tr>
<td>to agree</td>
<td>સહમત થવું/માનવું/કબૂલ કરવું</td>
</tr>
<tr>
<td>to allow</td>
<td>રજી આપવી/પરવાનગી આપવી</td>
</tr>
<tr>
<td>to annoy</td>
<td>પજવું/ચીડવું/રસ્તી કરવું</td>
</tr>
<tr>
<td>to answer/to reply</td>
<td>જવાબ આપવો</td>
</tr>
<tr>
<td>to apply</td>
<td>અરજ કરવી</td>
</tr>
<tr>
<td>to argue</td>
<td>દલીલ કરવી</td>
</tr>
<tr>
<td>to appreciate</td>
<td>કદર કરવી</td>
</tr>
<tr>
<td>to arrive</td>
<td>આવવું/ પહોંચવું</td>
</tr>
<tr>
<td>to ask</td>
<td>પુછવું</td>
</tr>
<tr>
<td>to ask a question</td>
<td>પુછ/વિચાર પુછવો</td>
</tr>
<tr>
<td>to ask for</td>
<td>તે માટે પુછવું</td>
</tr>
<tr>
<td>to attend</td>
<td>હસ્તો રહેવું/હસ્તો આપવી</td>
</tr>
<tr>
<td>to avoid</td>
<td>ટાળવું</td>
</tr>
<tr>
<td>to babble</td>
<td>બબલબલ કરવો</td>
</tr>
<tr>
<td>to bank</td>
<td>જેમા કરવું</td>
</tr>
<tr>
<td>to bath/to bathe</td>
<td>નહેવું</td>
</tr>
<tr>
<td>to be</td>
<td>હોવું</td>
</tr>
<tr>
<td>to be able to</td>
<td>માટે સમર્થ હોવું</td>
</tr>
<tr>
<td>to be able to afford</td>
<td>પોષણ આપવું/સરકાર કરવું</td>
</tr>
<tr>
<td>to be absent</td>
<td>ગરાવા/રહેવું</td>
</tr>
<tr>
<td>to be about to (do)</td>
<td>કરવા/તૈયાર હોવું</td>
</tr>
<tr>
<td>to be alert</td>
<td>સફળ હોવું</td>
</tr>
<tr>
<td>to be born</td>
<td>જનમ લેવો/જનમ કરવું</td>
</tr>
<tr>
<td>to be called</td>
<td>બોલાવવામાં આવવું/બોલાવવું</td>
</tr>
</tbody>
</table>
Common verbs (continued)

to be careful
સાબ્યેત રહેવું/ધયાન રાખવું


to be crushed/run over
કચડાવું


to be cold
ઠંક હોવું


to be defeated
હારવું


to be free
બંધનરહેત/મુક્ત રહેવું


to be frightened
ડરાઈ હોવું


to be hot
ગરમ હોવું


to be hungry
ખુખ્યાં હોવું


to be in a hurry
ઉતાવળમાં/જલદીમાં હોવું


to be hurt
દુખી હોવું


to be ill
બીમાર/માંડા હોવું


to be independent
સ્વતંત્ર હોવું


to be interested in
માં રસ હોવો/માં રસ ધરાવવો


to be keen
આદર હોવું


to be located
સથત હોવું/સ્થાને હોવું


to be lucky
નસીબદાર/ભાગ્યશાળી હોવું


to be missing
ગાયબ હોવું/ગુમ થાવું/મુટ્ટન હોવું


to be of the opinion
અભપ્રાય હોવો


to be proud
ગાવ હોવો


to be saved
બચાવું


to be scared
ડરાવું


to be sleepy/to be tired
ઘમા હોવું/િનદદરમાં હોવું/થાકાં હોવું


to be sorry
માફ કરવું/દૃદધી હોવું


to be successful
સફળ/કામયાબ હોવું


to be thirsty
તરસયું હોવું


to bear
સહન કરવું


to beat
ફટાકા મારવા


to beat (heart)
પકડવું


to become
ઘણાવું


to become free
ઘરી જવું/મુક્ત થાવું
Common verbs (continued)

to beg

બીજી માંગવી

to begin/start

શરૂ કરવું/શરૂઆત કરવી

to believe

માનવું/ધારાવું

to bite

કરડાવું/

to bless

આશીવાદ આપવા

to bloom

ખીલાવું

to blow up

લાલાવું/

to boil

બાફું

to boil, e.g. potatoes

બાફું

to borrow

ઊછીનું લેવું

to book

નધું

to bounce

ઉછલાવું

to bow/express greetings

પગે લાગું/

to break

નાખવું/

ભાંગી નાખવું

to bring

લાવવું

to brush (hair)

વાળોલવા

to build

બાંધવું

to bully

દાદાગીરી કરવી

to bump

ભટકાવું

to bump into

માંભટકાવું

to burn

બાળા નાખવું/

to burn

બાળા નાખવું/

to burn something

કંઈક બાળા નાખવું

to buy

ખરીદવી

to buy tickets (for a show)

ટિકેટ ખરીદવી

to call

બોલાવવું

to camp

છાયાભાજ નામવી

to cancel

રચ કરવું

to care

સંભાળ/દખભાળ રાખવી
### Common verbs (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to carry</td>
<td>ચચકું</td>
</tr>
<tr>
<td>to catch</td>
<td>પકડું</td>
</tr>
<tr>
<td>to caution</td>
<td>ચેતવણી આપવી</td>
</tr>
<tr>
<td>to celebrate</td>
<td>ઊજવણી કરવી</td>
</tr>
<tr>
<td>to change/to exchange</td>
<td>બદલવી/બદલાંકન કરવી</td>
</tr>
<tr>
<td>to change (trains etc.)</td>
<td>બદલવી/બદલાંકન કરવી</td>
</tr>
<tr>
<td>to chase</td>
<td>ની પાછળ પડું</td>
</tr>
<tr>
<td>to chat</td>
<td>વાતચીત કરવી/ગાપડા મારવા</td>
</tr>
<tr>
<td>to cheat</td>
<td>ચીતરાઈ કરવી</td>
</tr>
<tr>
<td>to check</td>
<td>તપાસ કરવી</td>
</tr>
<tr>
<td>to chew</td>
<td>ચાવું</td>
</tr>
<tr>
<td>to chill</td>
<td>ઠંઠકું</td>
</tr>
<tr>
<td>to choose</td>
<td>પસંદ કરવું</td>
</tr>
<tr>
<td>to chop</td>
<td>કાપું/સમારૂહ કરવું</td>
</tr>
<tr>
<td>to clean</td>
<td>ચોખ્કું/સફાઈ કરવી/સાફ કરવું</td>
</tr>
<tr>
<td>to climb</td>
<td>ચડવું</td>
</tr>
<tr>
<td>to climb mountains</td>
<td>પવર્તક ચડવા/પવર્તકરોહણ કરવું</td>
</tr>
<tr>
<td>to close</td>
<td>બંધ કરવું</td>
</tr>
<tr>
<td>to collect</td>
<td>ભેરું કરવું/એકિત્ર કરવું/એક કરવું</td>
</tr>
<tr>
<td>to collide/to crash</td>
<td>અઠડા કરવું</td>
</tr>
<tr>
<td>to combine</td>
<td>ભેળવું</td>
</tr>
<tr>
<td>to come</td>
<td>આવવું</td>
</tr>
<tr>
<td>to comment</td>
<td>ફેરયાદ કરવી</td>
</tr>
<tr>
<td>to compare</td>
<td>સર્વકંઇ કરવી</td>
</tr>
<tr>
<td>to complain</td>
<td>ફેરવાદકરી કરવી</td>
</tr>
<tr>
<td>to complete/finish</td>
<td>પૂર્ણ કરવું/પૂર્ણ કરવું/સમાપ્ત કરવું</td>
</tr>
<tr>
<td>to complicate</td>
<td>કચ્ચવણભનવું</td>
</tr>
<tr>
<td>to congratulate</td>
<td>અભિપ્તિ આપવા</td>
</tr>
<tr>
<td>to consider</td>
<td>ધ્યાનમાં લેવું/ધ્યાનપૂર્વક વિચારવું</td>
</tr>
<tr>
<td>to contact</td>
<td>સંપક કરવો</td>
</tr>
</tbody>
</table>
Common verbs (continued)

to continue/carry on

 Gujarati: ચાલું રાખવું/જારી રાખવું

 to convince
 Gujarati: મનાવવું

 to cook
 Gujarati: રાંધવું

 to cope
 Gujarati: પહેલી વળવું

 to copy
 Gujarati: નકલ કરવી

 to correct
 Gujarati: સુધારવું

 to cost
 Gujarati: કિમત આવીને

 to count
 Gujarati: ગણવું

 to cover
 Gujarati: ઢાંકવું

 to criticise
 Gujarati: ટકાવી

 to cross
 Gujarati: વટાવવું/ડપવું

 to cry
 Gujarati: રાખવું

 to cut
 Gujarati: કાપવું

 to dance
 Gujarati: નાચવું/જીવન કરવું

 to decide
 Gujarati: નિશચિત કરવું

 to decorate
 Gujarati: સ્વાળ કરવી

 to delete/to erase
 Gujarati: છેકવી/કાઢ નાખવી

 to depart/leave
 Gujarati: છોડવું

 to depend on
 Gujarati: આધાર રાખવો

 to describe
 Gujarati: વર્ણન કરવું

 to deserve
 Gujarati: લાયક/પાત્ર હોવું

 to die
 Gujarati: મરણ પામવું/પાત્ર હોવું

 to dig
 Gujarati: ખોદવું

 to digest
 Gujarati: પચાવવું

 to dine/eat dinner/meal
 Gujarati: જીવન કરવું

 to direct
 Gujarati: દિશા બતાવવી/ચલાવવી

 to discuss
 Gujarati: ચચાર્ કરવી

 to dislike
 Gujarati: નાગમ હોવું/નામસંદ હોવું

 to dismiss
 Gujarati: કાઢી મૂકી રાખવી/ઉપચાર કરવું
<table>
<thead>
<tr>
<th>English Verb</th>
<th>Gujarati (Gujarati)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to distribute</td>
<td>વહેંચણી કરવી</td>
</tr>
<tr>
<td>to dive</td>
<td>દૂબકી મારવી</td>
</tr>
<tr>
<td>to do</td>
<td>કરવું</td>
</tr>
<tr>
<td>to doze</td>
<td>ઓખા બાતું</td>
</tr>
<tr>
<td>to drag</td>
<td>ઢસડણું</td>
</tr>
<tr>
<td>to draw</td>
<td>દોરણું / ખેચણું</td>
</tr>
<tr>
<td>to dress</td>
<td>કપડાં / વસા પહેરવા</td>
</tr>
<tr>
<td>to drip</td>
<td>ટપકણું</td>
</tr>
<tr>
<td>to drive</td>
<td>ચલાવું / હંકાર કરું</td>
</tr>
<tr>
<td>to drown</td>
<td>સૂબી જવું</td>
</tr>
<tr>
<td>to dry</td>
<td>સુકવું</td>
</tr>
<tr>
<td>to dry up</td>
<td>સુકાં જવું</td>
</tr>
<tr>
<td>to eat</td>
<td>ખાણું / જમણું</td>
</tr>
<tr>
<td>to earn</td>
<td>કમાવું</td>
</tr>
<tr>
<td>to economise</td>
<td>કરકસર કરવી</td>
</tr>
<tr>
<td>to educate</td>
<td>મારાવવું / શિક્ષા આપવું / જેવું</td>
</tr>
<tr>
<td>to encourage</td>
<td>ઉદ્ધર આપવું / પ્રતાપિત કરવું</td>
</tr>
<tr>
<td>to end</td>
<td>અંત લાવવો / પુણે કરવું / સમાપ્ત કરવું</td>
</tr>
<tr>
<td>to enjoy</td>
<td>મજા માગવી / આંખ કરવો</td>
</tr>
<tr>
<td>to enter</td>
<td>સાક્ષર આવવું / પ્રવેશ કરવો / હાસણ થવું</td>
</tr>
<tr>
<td>to escape</td>
<td>બાળી જવું / નાસ્તી જવું / છેટકટ જવું</td>
</tr>
<tr>
<td>to exercise</td>
<td>કસરત કરવી</td>
</tr>
<tr>
<td>to exhibit</td>
<td>પ્રદાશીત કરવું</td>
</tr>
<tr>
<td>to experience</td>
<td>અનુભવ કરવો</td>
</tr>
<tr>
<td>to explain</td>
<td>સમજાવવું / સમજાવ આપવી</td>
</tr>
<tr>
<td>to fail (an exam)</td>
<td>નાપાસ થવું</td>
</tr>
<tr>
<td>to fall</td>
<td>પડી જવું</td>
</tr>
<tr>
<td>to fall asleep</td>
<td>હીંધી જવું</td>
</tr>
</tbody>
</table>
Common verbs (continued)

to fall (leaves)  ખરું

to feed  ખવડાવું / જમાડું

to feel  લાગણી થવી / અડું

to feel scared  ગભરાું

to fetch/get/bring  લાવું / લઈ આવું

to fill  ભરું

to fill (a form)  પત્રક ભરું / ફોમર્ ભરું

to find  શોધું / ખોળું

to fine  દંડ કરવો

to finish  કરું / લાવવો

to fish  માછલી પકડવી

to flash  ચમકું / ઝબકું

to fly  ઊડું

to fly away  ઊડું જું

to flow  વહું

to fold  વાળું / સંકલં / ગડી કરવી

to follow  અનુસરું / ની પાછળ જું

to forbid  મનાઈ કરવી / રોકું

to forget  બુલી જું / દીવસરું

to forgive  માફ કરું / ક્ષમા કરવી

to freeze  થીજું / થી જું

to fry  તળું

to gain  મેળવું

to gallop  છલાંગ મારવી

to get (good) marks  સારા ગુણ મેળવવા

to get angry  ગુસ્સે / ક્રોિધત થું

to get bored  કંટાળં જું

to get caught up in  કુસાઈ જું / કુસાં
**Common verbs (continued)**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to get dressed/ready</td>
<td>તૈયાર થવું</td>
</tr>
<tr>
<td>to get into (bus/car/train)</td>
<td>માં ચડું/પર ચડું</td>
</tr>
<tr>
<td>to get out of (bus/car/train)</td>
<td>માંથી ઉતરશું/પરથી તીતરશું</td>
</tr>
<tr>
<td>to get ready</td>
<td>તૈયાર થવું</td>
</tr>
<tr>
<td>to get tired</td>
<td>થાક્યું</td>
</tr>
<tr>
<td>to get undressed</td>
<td>કપડાં ઊતારવા</td>
</tr>
<tr>
<td>to get up</td>
<td>ઊઠશું</td>
</tr>
<tr>
<td>to get used to</td>
<td>ટેવાઈ જવું</td>
</tr>
<tr>
<td>to give</td>
<td>આપું</td>
</tr>
<tr>
<td>to give (presents)</td>
<td>ભેટ આપવી</td>
</tr>
<tr>
<td>to give an invitation/to invite</td>
<td>આમંત્રણ આપવું/આમંત્રિત કરવું</td>
</tr>
<tr>
<td>to give orders</td>
<td>કુશ્મ આપવા</td>
</tr>
<tr>
<td>to give responsibility</td>
<td>જવાબદારી આપવી</td>
</tr>
<tr>
<td>to go bad</td>
<td>બાળસભ્ય થઈ જવું</td>
</tr>
<tr>
<td>to go down</td>
<td>નીચે ઉતરશું</td>
</tr>
<tr>
<td>to go for a walk/stroll</td>
<td>ચાલવા જવું</td>
</tr>
<tr>
<td>to go often</td>
<td>વારંવાર જવું</td>
</tr>
<tr>
<td>to go on holiday</td>
<td>રાજ પર જવું</td>
</tr>
<tr>
<td>to go out</td>
<td>બહાર જવું</td>
</tr>
<tr>
<td>to go past (by car/on foot)</td>
<td>પસાર થવું</td>
</tr>
<tr>
<td>to go shopping</td>
<td>ખરીદી કરવા જવું</td>
</tr>
<tr>
<td>to go to bed</td>
<td>શુભ જવું</td>
</tr>
<tr>
<td>to go through</td>
<td>સાજીદી જવું/વીતવું</td>
</tr>
<tr>
<td>to go towards</td>
<td>તરફ જવું</td>
</tr>
<tr>
<td>to go wrong</td>
<td>મોટું થવું</td>
</tr>
<tr>
<td>to grow</td>
<td>ઉછેરવું/ઉગવવું/વધવું</td>
</tr>
<tr>
<td>to guide</td>
<td>માગેર્ન આપવું</td>
</tr>
<tr>
<td>to hail</td>
<td>જર જભાર કરવો</td>
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</tbody>
</table>
Common verbs (continued)

to hang
	લટકાવું/ટિગાડું

to hand over
	સ્પાંદણ

to hate
	િધારણ

to have/to own
	હોણું/માલિકીમાં હોણું

to have a bath
	નહાવું/સ્વાસ કરવું

to have a break
	વિરામ લેવો

to have a cold
	શારીરિક દર્દી

to have a rest
	આરામ કર્યો

to have breakfast
	સવારનો નાસ્તો કર્યો

to have dinner/supper
	રાત્રું ભોજન જમ્યું/કર્યું/ રાત્રીભોજન

to have lunch
	બેપોરું ભોજન જમ્યું

to have to/must
	જીર કર્યું/અવશ્ય કર્યું

to hear
	સાંભળવું

to help
	મદદ કરવી

to hide
	સંતાડવું/સ્પાવું

to hire
	ભાડ્ય રાખું

to hit (a ball/a person)
	લગાડું/મારું

to hold
	પકડું

to hope
	આશા રાખવી

to hum
	શુંજણ/શુંજન કરવું/ગણગણાવું

to hurry
	જલદું કર્યું/ઉતાવલ કરવી

to hurt
	ઈક કર્યું

to imagine
	ધારણ/કલ્પના કરવી

to improve
	સુધારણું/સુધારશી કરવો

to include
	સામેલ કરવું/સમાવવું/સમાવેશ કરવો

to indicate

to inform

to insist
	આગ્રહ કર્યો
<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to instruct</td>
<td>સૂચના આપવી/સૂચન કરવું</td>
</tr>
<tr>
<td>to intend</td>
<td>ઈરાદો/ઉદ્દેશ/આશય હોવો</td>
</tr>
<tr>
<td>to interrupt</td>
<td>વચમાં રોકું/બોલવું</td>
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<tr>
<td>to introduce (someone)</td>
<td>ઓળખાણ આપવી/કરાવવી/પરિચય આપવો</td>
</tr>
<tr>
<td>to invite</td>
<td>આમંત્રણ આપવું/આમંત્રિત કરવા</td>
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<tr>
<td>to iron</td>
<td>ઇંક કરવી</td>
</tr>
<tr>
<td>to jump</td>
<td>હૂદૂં/હૂદું મારવા</td>
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<tr>
<td>to justify</td>
<td>સમારોહ કરું</td>
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<tr>
<td>to keep</td>
<td>રાખું</td>
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<tr>
<td>to knock/hit</td>
<td>અથડા દું/ઠોક મારવા</td>
</tr>
<tr>
<td>to know</td>
<td>પરિમિત હોવું</td>
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<tr>
<td>to know (be familiar with)</td>
<td>ઓળખાણ હોવું</td>
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<tr>
<td>to know (someone)</td>
<td>ઓળખ કરું</td>
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<tr>
<td>to land</td>
<td>ઊતરું</td>
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<tr>
<td>to last</td>
<td>ટકું રહું/ટકું</td>
</tr>
<tr>
<td>to laugh</td>
<td>હસું</td>
</tr>
<tr>
<td>to lay</td>
<td>પાથર મારવું</td>
</tr>
<tr>
<td>to lay the table</td>
<td>મેજ ગોઠવું</td>
</tr>
<tr>
<td>to lead</td>
<td>દોરવું/રસ્તો બતાવવો</td>
</tr>
<tr>
<td>to learn</td>
<td>શીખું</td>
</tr>
<tr>
<td>to leave (an object)</td>
<td>છોડ દું/છોક્કદું</td>
</tr>
<tr>
<td>to leave/to depart/go</td>
<td>પ્રસ્થાન કરું/રવાના થું</td>
</tr>
<tr>
<td>to lecture</td>
<td>ભાષણ આપવું</td>
</tr>
<tr>
<td>to lend</td>
<td>ઉછા આપવું/વાંચ આપવું</td>
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<tr>
<td>to lick</td>
<td>ચાટું</td>
</tr>
<tr>
<td>to lie</td>
<td>ખોંં/ખૂંં બોલવા</td>
</tr>
<tr>
<td>to lie down</td>
<td>સૂચન આપવું</td>
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<tr>
<td>to lift</td>
<td>ઊપાડવું/ઊચકું</td>
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</tbody>
</table>
Common verbs (continued)

to like

to like the taste

to limp

to listen

to live

to load

to lock up

to lock up (somebody)

to look at

to look after

to look for

to look forward

to look like/to resemble

to loosen/to lose

to love

to make

to maintain

to make a mistake

to publicise

to manage

to marry

to measure

to melt

to miss

to misunderstand

to misuse

to mix

to move

ગમવુ/પસંદ પડવુ

સ્વાદ લાવવો

લંગડાવુ

સંભળવુ

ધવવુ/જ્વાંત/જ્વાંત રહેણુ

બાર લઈનો

તાળું ભારું

ફૂલી ટેવુ (કોઈને)

જોવુ/નીરભરવુ/નીકલવુ

સંખયા/સ્થાન/સભ્ય રાખવી

ની શોધ કરવી

ની પ્રતિક્ષા કરવી

ના જેવને મળતનું હોવુ/અકસરનું લાગવુ

દીવનું કરવુ

ાસ/પ્રેમ કરવો

બનાવવુ/રચવુ

અસાધારણ/નિખારવુ/ટકાવુ

બૂટ કરવી

ઝહેર કરવુ

સંબંધ/નિર્ધારણ કરવુ

દખાવવા/પરણાવનું

માપવુ

ઓલાવવુ/પીળવનુ

યુદ્ધ જેવનુ

ગેરસમજ થવી

કયાપયોગ કરવો

ભેળવુ/ભડાવુ/ભલાંખ કરવુ

હળવુ/હલવાં/અરેબાં/
Common verbs (continued)

to muddle

to mumble

to need

to note

to notice

to notify

to nurse

to object/to oppose

to offer

to open

to order

to organise

to overflow

to own

to paint

to park (vehicle)

to pass by

to part

to pass away

to paste

to pay

to pay the bill

to peel

to persuade

to pick

to pile

to place

to plan

ગોટાળો કરવો  
બબડા/ગણગણાવવું  
જરૂરી/જરૂરિયકત હોવી/આવશ્યકતા હોવી  
નોધ કરવી  
ધ્યાનમાં લેવું  
વાકેક કરવું/અભાર આપવી  
સારવાર/ભારજત કરવી  
બિરોધ કરવો  
પસાર તથા  
બોરલખું/ઉધારખું  
મંગળવાળું/કરમારખું/અહેસ આપવી  
ગોઠવવું/વિવચાર કરવી/આઇડોન કરવું  
ધીનરાખી જયં  
માલિકી ધરાવવી  
રંગું/ભિમાખમ કરવું  
ઘડી જીવી રામવી/બાહન રીતું રાખવા  
સસાર ધવા  
ખાણ પાઠવા/ભિમભૂ પાઠવા  
મારા પામાં મૂલ્ય પામવું/મશી જયં  
શોટાખું  
યુક્તખું/પૈસા લરવા  
બિલયુક્તખું  
શોલખું/શોલખું  
મનાખું  
વીઝા/એંડટાખું  
શળ્બી કરવી/હાગલો કરવો  
રામખું/મુકખું  
યોજના કરવી
Common verbs (continued)

to plant  
vaavuu/ùgaavuu  
raavuu/raavunaravuu  
vaagaaavuu

to play (game/sport)  
ramu/ramat ramavuu  
vaagaaavuu  
halil karravuu/àajòò jik evuu  
mûsh karravuu/ânánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to play (musical instrument)  
wâlil karravuu/àajòò jik evuu  
mûsh karravuu/ânánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to plead  
àâlîîîil karravuu/àajòò jik evuu  
mûsh karravuu/ânánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to please  
ùsh karravuu/àanánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to point  
chûdî karravuu  
ùsh karravuu/àanánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to possess  
pâsé hîlî karravuu  
mûlitari râbavuu/hêlêvuu  
rêfuu

to postpone  
âlîîîil karravuu/àajòò jik evuu  
mûsh karravuu/ânánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to pour  
ràvî karravuu  
mûsh karravuu/ânánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to pour (wastefully)  
ràvî karravuu  
mûsh karravuu/ânánd áapavo  
chiilavuu  
pásá áiló  
mûlntari râbavuu/hêlêvuu  
rêfuu

to practice  
mâhàvâvû karravuu/âvâbhâvû karravuu  
pârûîîîna karravuu/ñûmâj pâtû  
pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to pray  
pàrûîîîna karravuu/ñûmâj pâtû  
pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to prefer  
Pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to prepare  
Pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to present  
Pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to press  
Pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to preserve  
Pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to pressurise  
Pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to prevent  
Pàsît hîlî  
àëanârî karravuu  
hevèt áapavo/àâjòòvîîn karravuu/àâjòò karravuu  
edévûvû

to prick  
bhâkî karravuu  
bhîkî karravuu/ñûkîvû/ñakkûvû  
exûvû

to print  
exûvû

to proceed  
exûvû

to produce  
xàibâvûvû karravuu/peèdà karravuu  
vèkkas karravuu

to progress  
vèkkas karravuu  
xàibâvûvû

to prolong  
vèkkas karravuu  
xàibâvûvû

to protect  
vèkkas karravuu  
xàibâvûvû

to protest  
vèkkas karravuu/ñàâîhî ìnhûvû  
ësèvûvû  
ësèvûvû/ñàâîhî ìnhûvû  
ësèvûvû
Common verbs (continued)

to pull

 Gujarati

પ્રયો/તાળવું

 to pull (plant)

 Gujarati

ઉખેડું

 to punch

 Gujarati

મુક્કો મારવો

 to pursue

 Gujarati

ની પાછળ પડું/આગળ ધપાવું

 to push

 Gujarati

મુક્કો મારવો/પડેલાં

 to put

 Gujarati

પાંઢુ મૂકવું

 to put back

 Gujarati

શોભબુ/ટગાવવું

 to put on/to apply (e.g. cream)

 Gujarati

ચોપડું/લગાવું

 to qualify

 Gujarati

લાયક હોં/થં/બનું

 to quarrel

 Gujarati

ઝઘડો કરવો

 to queue

 Gujarati

હાર/કતારમા ઊભું

 to quote

 Gujarati

દાઃજ આપવો

 to rain

 Gujarati

વરસું

 to raise

 Gujarati

ઉઠાવું/ઊં કરું

 to read

 Gujarati

વાંચું

 to realise

 Gujarati

સમજું

 to reap

 Gujarati

કાપણી/લણણી કરવી

 to receive/to be host to

 Gujarati

મેળવું/આવકારું

 to recommend

 Gujarati

ભલામણ કરવી/ભૂવર્પ્રયોગ કરવો

 to rehearse

 Gujarati

ઉલ્લેખ કરવો

 to refer

 Gujarati

ટપલ કરવો

 to refill

 Gujarati

ફરથી ભરું

 to refresh

 Gujarati

ફરથી તાં કરું

 to refund

 Gujarati

પાંઢુ આપવું

 to regret

 Gujarati

પસંદ થવો

 to reject

 Gujarati

નકારવુ/અસ્વીકાર કરવો

 to release

 Gujarati

છોડી દેવુ/છૂં કરવુ
Common verbs (continued)

to remember
to remain
to remove
to rent
to repeat
to replace

to reply

to reprimand

to research

to reserve/to book

to respond

to retire

to return

to revise

to reward

to ride a horse

to ripen

to roam (sun)

to roam about

to roar

to roast

to roll

to rot

to rub

to run

to run a shop

to run away

to rush

\begin{itemize}
\item याद राखना ( memory )
\item पाछल रखना ( memory )
\item कही नामांकन/असेकड़ी लेना ( memory )
\item बांटे रखना ( memory )
\item करीबी देखना ( memory )
\item कोई बदली चर्चा/मूल स्थाने पाएँ मुक्तन ( memory )
\item जवाब आपना ( memory )
\item सजा आपने/पकड़े आपने ( memory )
\item संशोधन करना ( memory )
\item अनामत रामना/अलग रामना/नोदाता चर्चा ( memory )
\item जवाब आपना/प्रतिक्रिया करना ( memory )
\item निवृत धार ( memory )
\item पाएँ धार/पाएँ आपना ( memory )
\item कुरी तपासना/जूतराहतन करना ( memory )
\item लेख/बक्सेस आपना/जनांभ आपना ( memory )
\item गौडेस्वारी करना ( memory )
\item पाण्डव ( memory )
\item हिगना ( memory )
\item अभारव ( memory )
\item गजनु/राकी पाण्डवी ( memory )
\item शोकव ( memory )
\item गजव ( memory )
\item सड़ी जठ ( memory )
\item बुःव ( धाःव / घोस्तव ) ( memory )
\item होक्व ( memory )
\item कृष्ण विचारव ( memory )
\item सागी जठ/नासी जठ ( memory )
\item उत्तरावण करना/जलदी करना ( memory )
\end{itemize}
Common verbs (continued)

to rust  
શાટ ચડવો

to sail  
તલાકાસર/વહાણમાં સહલ કરવી

to salute  
સલામ કરવી

to save  
બસત કરવી

to satisfy  
સંતોષનું

to say/to tell  
કહું/બોલું

to say goodbye  
આવજો કહું

to scare  
ઝલવારણવું/ડરાવું

to scold  
ખીલું/ઠપકો આપવો

to scratch/itch  
ખંજવાળનું

to scream  
ચીસો પાડવી/રાડો પાડવી

to scrub  
ઘસવું

to secure  
સલામત/સુરક્ષિત કરવું

to see  
જોં/િનહાળનું

to seek  
ખોળું/શોધું

to seem  
લાગું

to select  
પસંદ કરવું

to sell  
વેચવું

to send  
મોકલવું

to separate  
અલગ/નોંછ કરવું/મુટ પાડવું

to serve  
પીરસવું/સેવા આપવી

to set  
જમાવવું

to set (sunset)  
આથમવું

to settle (live/reside)  
વસવાત કરવો/વસવું

to sew  
સીવં

to share  
વધેખવું

to shave  
દાઢની બનાવવી/ફજામત કરવી

to shine  
પ્રકાશનું/ચળકનું
Common verbs (continued)

to shout | પાડવી
to shop | ખરાબ કરવી
to show | દૃષ્ટિ કરવી
to shower | નહાવું (જ્યારે જ્યારે)
to sign | સ્ટી કરવી
to sit | બેસવું
to sit down | નીચે બેસવું
to skip | હોરાડી કરવું
to skin/shell | ફોલ છાલ ઊતારવી
to slap | તમાચો મારવો / થપાત મારવી
to sleep | ઘુમં / રુમં
to slip | લપસ જું / લપસ કરવું
to slice | ચીર કાપવી
to slide | સરકાવું / સરકાવવું
to smile | હસં / સમેત કરવું / મલકબં
to smoke | બીડ પીવી / બીડ કંકરી / ધંમકાન કરવું
to sniff | દંઘ કરવું
to snow | બરફ પડવો / હૃદમવષાર્ થવી
to socialise | હળ મળવું
to solve (a problem) | Úક લું / Úક કરવો / જવાબ ખોલવો
to speak | બોલ કરવું
to spend (money) | વાપર કરવું / મધ્યમ પોલ કરવો
to spend (time) | સમગ્ર પસાર કરવો
to spit | શુંકવું
to spray | છંટવું
to spread | ફોલાવવું / પાસ્ત્ર પસાર કરવું
to stand | દીશા રહેવું
to stand up | દીશા થવું
**Common verbs (continued)**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to start/to begin</td>
<td>શાર કરવું/યાંટું કરવું/અંદાજ કરવો</td>
</tr>
<tr>
<td>to stay/to remain</td>
<td>રહેવું/રાહ રહેવું/ટીકી રહેવું</td>
</tr>
<tr>
<td>to steal</td>
<td>ચોર કરવી/ચોરી કરવી</td>
</tr>
<tr>
<td>to stick</td>
<td>ચોટાવવું</td>
</tr>
<tr>
<td>to stir</td>
<td>હલાવવું</td>
</tr>
<tr>
<td>to stitch</td>
<td>છીઝવું/ટાંકાવું</td>
</tr>
<tr>
<td>to stop</td>
<td>રોકવું/ચંપવું/બંધ કરવું/શોલવું</td>
</tr>
<tr>
<td>to strain</td>
<td>ભેચું/ટાગ કરવું</td>
</tr>
<tr>
<td>to stretch</td>
<td>તાજું/અર્ધ કરવું</td>
</tr>
<tr>
<td>to stroll/go for a walk</td>
<td>આત્મા/ફોટો જવું</td>
</tr>
<tr>
<td>to study</td>
<td>છાપવું/અભ્યાસ કરવો</td>
</tr>
<tr>
<td>to stuff</td>
<td>મા ખરી ખરી ખરી ખરી</td>
</tr>
<tr>
<td>to succeed</td>
<td>લક્ષણ થવું/ક્રેટાસ્ક થવું/અબાદ થવું</td>
</tr>
<tr>
<td>to suck</td>
<td>ઉસ ઘું</td>
</tr>
<tr>
<td>to suffer</td>
<td>સ્વયંબંધ/સદ્ધાન આપવું</td>
</tr>
<tr>
<td>to suggest</td>
<td>શોલવું</td>
</tr>
<tr>
<td>to suit</td>
<td>સૂર્જનનાં કરવું</td>
</tr>
<tr>
<td>to sunbathe</td>
<td>છેટરનેટ પર તપાસવું</td>
</tr>
<tr>
<td>to surf the internet</td>
<td>વાળું</td>
</tr>
<tr>
<td>to sweep (floor)</td>
<td>સોલ ખરી ખરી ખરી ખરી ખરી ખરી</td>
</tr>
<tr>
<td>to swell</td>
<td>તરવં</td>
</tr>
<tr>
<td>to swim</td>
<td>જુર/જુરાવું/સીયાબ લેવું</td>
</tr>
<tr>
<td>to swing</td>
<td>હીયરવું</td>
</tr>
<tr>
<td>to take</td>
<td>લીકાંક લેવું</td>
</tr>
<tr>
<td>to take off (plane)</td>
<td>નો તાલન લેવો</td>
</tr>
<tr>
<td>to take advantage of</td>
<td>પાંખ લેવું</td>
</tr>
<tr>
<td>to take back</td>
<td>શોલ નાખવા/છોટી ખરી ખરી</td>
</tr>
<tr>
<td>to take photographs</td>
<td>સાગ લેવો</td>
</tr>
</tbody>
</table>
| to take part           | }
**Common verbs (continued)**

to taste           याबं 

to teach           शीवां 

to tear           कडवं/शीरवं 

to tease           शीरवं/सताववं 

to tell           कહवं 

to test          कसोटी करवी/परीक्षा करवी 

to thank          आभार मानवो 

to thaw           ओगालवं 

to think/believe वियारवुं/मानवुं 

to throw          फकवं/फक्के देवं 

to tidy           साफ करवुं/स्वच्छ करवुं 

to tie            बांधवं 

to toast          शेकवुं 

to touch         अडवुं/स्पशर्करवं 

to train         तालीम आपवी 

to translate भाषांतर/आनुवादन करवं 

to travel     सफर करवी/मुसादरी करवी/प्रवास करवो 

to trip          गोंवु आवं 

to try          क्रिशिय वरवी/प्रयालं करवो/अज्ञाववं 

to turn          करवं/करतवं/कलवं 

to turn around पांजुं करवं/गोलं करवं/यक्कर करवुं 

to twist        उडङवुं/उडङ्कोळं करवं 

to understand    समजवं 

to use          वापसवुं/उपयोग करवं 

to visit        मनावा जयवुं/मुलाकात लेवी 

to wait for      राख/बाट जोंवी 

to wake up     जगवुं/ैंधिले बिखवुं 

to walk         खालवं
### Common verbs (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to want</td>
<td>જોઈ હોણ</td>
</tr>
<tr>
<td>to warm up</td>
<td>ગરમ કરવું/ગરમ થવું/તપાવવું</td>
</tr>
<tr>
<td>to warn</td>
<td>ચેતવણી આપવી</td>
</tr>
<tr>
<td>to wash (oneself)</td>
<td>જાણવું/સ્વસાન કરવું</td>
</tr>
<tr>
<td>to wash up</td>
<td>ધોવું/સાફ કરવું</td>
</tr>
<tr>
<td>to watch</td>
<td>નજર રાખવી/ખાત રહેવું</td>
</tr>
<tr>
<td>to wear</td>
<td>પહરાવું</td>
</tr>
<tr>
<td>to weigh</td>
<td>વજન કરવું/તોલવું</td>
</tr>
<tr>
<td>to wipe</td>
<td>મસૂદવું</td>
</tr>
<tr>
<td>to win</td>
<td>જાત મનવાડવી</td>
</tr>
<tr>
<td>to wish</td>
<td>કામ કરવું</td>
</tr>
<tr>
<td>to work</td>
<td>વિચાર/ચક્ર કરવી</td>
</tr>
<tr>
<td>to worry</td>
<td>તમબું</td>
</tr>
</tbody>
</table>

### Common adjectives

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>able</td>
<td>સમ્યાપાં/સમચ્યાપાં</td>
</tr>
<tr>
<td>active</td>
<td>પ્રવૃત્તમાં/પ્રવૃત્તિ/સવસ્થિત</td>
</tr>
<tr>
<td>all</td>
<td>બધાં/સામાન/સંપૂર્ણ/સંપાદ</td>
</tr>
<tr>
<td>alike</td>
<td>એકસમાન</td>
</tr>
<tr>
<td>alone/lonely</td>
<td>એકલવાં</td>
</tr>
<tr>
<td>amusing</td>
<td>મનોરંજક</td>
</tr>
<tr>
<td>angry</td>
<td>ગુસ્સે થવેલું</td>
</tr>
<tr>
<td>any sort of</td>
<td>કોઈ પણ જતનું/પ્રકારનું</td>
</tr>
<tr>
<td>appropriate</td>
<td>યોગ્ય/અપૂર્ણ</td>
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<tr>
<td>awful</td>
<td>બકુ પરામ/બધાનક</td>
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<tr>
<td>bad</td>
<td>પરામ/નકામ/બધુ/માડકલું</td>
</tr>
</tbody>
</table>
### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>સુંદર/સૌંદર્ય/સુશોભિત/સુપાણ</td>
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<tr>
<td>better</td>
<td>વધારે સારુ/સાધુ/ધ દશાનું</td>
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<tr>
<td>big/large</td>
<td>મોટુર/વિશાળ</td>
</tr>
<tr>
<td>bitter</td>
<td>કઢવું</td>
</tr>
<tr>
<td>bland</td>
<td>સ્વાદ વિનાનું/મોંગું</td>
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<tr>
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<td>અંધગું</td>
</tr>
<tr>
<td>boiling</td>
<td>ઉક્કતનું</td>
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<tr>
<td>boring</td>
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<tr>
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<td>હિંમતવાણુ/ખહાડર</td>
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<tr>
<td>brilliant</td>
<td>તેજસ્વી/તેજસ્વી (વિદ્યાથી)</td>
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<td>બલેલ/ડાલેલ</td>
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<tr>
<td>colourful</td>
<td>રંગમેંટી</td>
</tr>
</tbody>
</table>
Common adjectives (continued)

comfortable

complex/complicated

cool

cosy

cracked

creamy

crispy

crooked

cruel

crushed

curly

dangerous

deaf

definite

delicious

difficult

dirty

disabled

disgusting

dry

dull

dunce

dynamic

easy

elderly/old person

emotional

empty

entertaining
Common adjectives (continued)

- every  દર્ક/ પ્રત્યેક
- excellent  ઉંમ/સવર્શ્રેષ્ઠ
- excited/exciting  ઉેજત/ઉેજક
- expensive  મોંગું/કીમતી
- extra  વધારાનું
- fair (complexion)  ગોઠ/દૃષ્ટિ 
- fair  વાજબી/ ન્યાયી/નિષ્પક્ષ 
- false  ખોં/નકલી 
- famous  પ્રખ્યાત
- fashionable  પ્રચલતશૈલીં/પ્રચલત
- fast/quick  ઝડપી 
- fat  ભરાવદાર 
- fatty  ચરબીવાં 
- favourite  માનીં/મનપસંદ 
- feeble  નબં/અશક્ત/ટાપટિપં 
- flavoured  લહોજદાર 
- flavourless  લહોજ 
- foreign  પરદશી/િવદશી 
- flexible  વાળશકાય 
- fluffy  ઉંવાંટશવાં 
- foolish  બેવેફ 
- former/antique/old  અગાઉં/પ્રાચીન 
- formal  ઔપચારક 
- free (no cost)  મફત 
- free  બંઘનરહત/બંગારં 
- fresh  તાળુ ં 
- freezing cold  સખત 
- friendly  િમત્રતાવાં/મૈત્રીભાવવાં 
- frightening  ડરામં/ભયભીત
### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
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</thead>
<tbody>
<tr>
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<td>પૂરુ/સારે/સંપૂર્ણ</td>
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<td>મોજ/મસતી/મજ ન</td>
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<td>મજુ ર</td>
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<tr>
<td>generous</td>
<td>ઉદાર</td>
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<tr>
<td>genuine/original/real</td>
<td>અસલ/મૂળનં</td>
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<tr>
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<td>આભારર</td>
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<tr>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
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<tr>
<td>happy/cheerful</td>
<td>શુભ/આનંદ મૃશ/આનતી</td>
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<tr>
<td>hard</td>
<td>કઠણ/સખત/કડક/અઘરHouston</td>
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<tr>
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<td>મહનનં</td>
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<tr>
<td>healthy</td>
<td>તંદુરસ્ત/સ્વસ્થ/નહોંગી/આરોગ્યદાયક</td>
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<tr>
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<td>પગાં/પગાં/અદાલત</td>
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<td>hexagon</td>
<td>ષટ્કોણ</td>
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<tr>
<td>high/tall</td>
<td>હોથુ/હોથાંબાં</td>
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<tr>
<td>honest</td>
<td>પ્રમાણક/ઈમાનદાર</td>
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<tr>
<td>hot</td>
<td>ગરમ</td>
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<tr>
<td>horrific</td>
<td>ગરમાવાં</td>
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<tr>
<td>hot and spicy</td>
<td>હટાખેટર</td>
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<tr>
<td>hot tempered</td>
<td>ગરમ માગજનં</td>
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<tr>
<td>huge</td>
<td>ઘાજુ મોડે/વિશાળ</td>
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<tr>
<td>ideal</td>
<td>આદરશ</td>
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<tr>
<td>important</td>
<td>અગાઉનં/મહત્વનં</td>
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<tr>
<td>in a good mood</td>
<td>સારા મજજલી</td>
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</tbody>
</table>
### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>independent</td>
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<tr>
<td>informal</td>
<td>અનૌપચારક</td>
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<tr>
<td>innocent</td>
<td>નિષ્કપત</td>
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<tr>
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<td>ભસ્તરકાળી/સતેજ/હેલિયાર</td>
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<td>અમૂલ્ય</td>
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<td>jealous</td>
<td>અદું/ઇષાર્ ં</td>
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<tr>
<td>jolly</td>
<td>આનંદ/બીનોદ/રમુજ</td>
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<tr>
<td>juicy</td>
<td>રસપ્રદ/રસદાયક/રિસક</td>
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<td>kind</td>
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<td>આલુ</td>
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<td>light (weight)</td>
<td>હળ/હલં</td>
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<td>ઉલ્લાસવાં/ચેતનવાં</td>
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<tr>
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<tr>
<td>locked</td>
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<tr>
<td>long</td>
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<tr>
<td>lost</td>
<td>પોલાયેલુ/ગુમ યલેલુ</td>
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<tr>
<td>loud/noisy</td>
<td>મોટા અવાજાં/ઘોંઘલાં નવશેંક</td>
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<tr>
<td>lukewarm</td>
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<td>magnificent</td>
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<td>main</td>
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<tr>
<td>marvellous</td>
<td>મળવાં/મલનસાર</td>
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<tr>
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<td>આધુનિક</td>
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<tr>
<td>mild (food)</td>
<td>મીશવાં</td>
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<tr>
<td>modern</td>
<td>મેલેજવાં</td>
</tr>
<tr>
<td>moist</td>
<td>મેલેજ</td>
</tr>
</tbody>
</table>

---

This document contains a list of common adjectives in English and their translations into Gujarati.
Common adjectives (continued)
narrow
naughty
necessary
negative
new
next
numerous
nutritious
old fashioned
only/just
open
other/another/different
own
peaceful
plain
pleasant
pleased
perfect
polite
poor
popular
positive
practical
quiet
raw
ready
reasonable
recent
rectangle

- सखऱं
- तोकऱ्णी/मस्तीफोरे
- जऱरी/आवश्यक
- नकारात्मक
- नयूं
- पहीं/आवृत्ति/वीजूं
- संप्यांबंध
- पौष्टिक/पोषक
- जऱना वियारनुं
- भूतका/भाग
- मुदतऱुं/उधारऱुं
- बीजूं/जऱ।
- पोतानुं
- शांतिसम्युं
- साँ
- आनंदकरक/सोहामयुं
- राूंख/भूख
- परिपूरंक/बरसाबर
- विवेकी/नम्न
- गरीब
- लोकपिथ
- हकारात्मक/सकारात्मक
- व्यवहारऱुं
- शांत
- झाँंडुं
- तैयार
- वाजऱी
- ताजूतरऱं/हलतऱं
- लंबयोर्स
### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsible</td>
<td>જવાબદાર</td>
</tr>
<tr>
<td>rich</td>
<td>પૈસાદાર/પૈસાદાર</td>
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<tr>
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<td>પાકિય/પાકિય</td>
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<td>ખરબચું/કક્ષ</td>
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<td>ગોળ</td>
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<td>હાણુ</td>
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<td>ઘોય/નરમ</td>
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<tr>
<td>English</td>
<td>Gujarati</td>
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<td>--------------</td>
<td>-------------------------------</td>
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<td>જેની ભૂલ માગ/માગ છે તેનું</td>
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<td>sweet (person)</td>
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<td>વાતોઢુ/રાખુ</td>
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<td>thick</td>
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<tr>
<td>tired</td>
<td>લેગા/સાથે/સંગાથે/સાથેસાથે</td>
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<tr>
<td>together</td>
<td>પ્રશાલિક/પરાજાગત</td>
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<tr>
<td>traditional</td>
<td>વિશ્લેષ/બિમલસપત રਾ</td>
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### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
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<tbody>
<tr>
<td>unhealthy</td>
<td>અસ્વસ્થ</td>
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<tr>
<td>unique</td>
<td>અનો/અને</td>
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<tr>
<td>unpleasant</td>
<td>અપ્રય</td>
</tr>
<tr>
<td>unsalted</td>
<td>મીઠા/પકવાર વગરાનું/ભાગક વગરાનું</td>
</tr>
<tr>
<td>useful</td>
<td>ઉપયોગી/કામનું</td>
</tr>
<tr>
<td>useless</td>
<td>નકામુ/બિનજુરી</td>
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<tr>
<td>valid</td>
<td>માન્ય</td>
</tr>
<tr>
<td>valuable</td>
<td>કામતી/મૂળભૂત</td>
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<td>various</td>
<td>અનેક/વિવિધ/જાતજાતનું</td>
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<tr>
<td>weak</td>
<td>દૂર/અશક્ત</td>
</tr>
<tr>
<td>weak minded</td>
<td>નબળ/અવશક</td>
</tr>
<tr>
<td>well known</td>
<td>પ્રખ્યાત/ઉમાંગાત</td>
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<tr>
<td>wet</td>
<td>પ્રીતનુ</td>
</tr>
<tr>
<td>wide</td>
<td>પાલેણુ</td>
</tr>
<tr>
<td>wise</td>
<td>આશકતવાળું</td>
</tr>
<tr>
<td>wonderful</td>
<td>અદ્દત</td>
</tr>
<tr>
<td>worried</td>
<td>ચિતત/ચુકીમંડ</td>
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<tr>
<td>worse</td>
<td>વધુ વધારો</td>
</tr>
<tr>
<td>young</td>
<td>નાની વધારો</td>
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</table>
### Common adverbs

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>again/again and again</td>
<td>ફરાથી/વારંવાર</td>
</tr>
<tr>
<td>almost</td>
<td>લગભગ</td>
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<tr>
<td>already</td>
<td>અભાગ્યથી/પહેલાથી</td>
</tr>
<tr>
<td>also</td>
<td>પછી/ઉપરાંત/વળી</td>
</tr>
<tr>
<td>always</td>
<td>હંમેશાં</td>
</tr>
<tr>
<td>approximately</td>
<td>આસરી/લંબા</td>
</tr>
<tr>
<td>badly</td>
<td>ભરાવ રીતે</td>
</tr>
<tr>
<td>better</td>
<td>વધારે સાંજ</td>
</tr>
<tr>
<td>below (down)</td>
<td>નીચે</td>
</tr>
<tr>
<td>cheaply</td>
<td>સસ્તામાં/ઓછા ખચમાં</td>
</tr>
<tr>
<td>completely</td>
<td>સમપૂર્ણ/સમ રીતે</td>
</tr>
<tr>
<td>earlier</td>
<td>પહેલા/ફહેલાથી</td>
</tr>
<tr>
<td>early</td>
<td>પહેલું</td>
</tr>
<tr>
<td>especially</td>
<td>આસ કરીની/મુઢભાગે</td>
</tr>
<tr>
<td>everywhere</td>
<td>દર્ક જગયાી/જગયા/ફહેણાં/ફહેણાર</td>
</tr>
<tr>
<td>fairly</td>
<td>વાજબી/વાજબી રીતે/ફાણીપણે</td>
</tr>
<tr>
<td>for a long time</td>
<td>લંબા સમયથી</td>
</tr>
<tr>
<td>fortunately</td>
<td>સારી નસીબ/સાદુનામાં</td>
</tr>
<tr>
<td>hardly</td>
<td>કાફી/ક્ષયારક</td>
</tr>
<tr>
<td>here</td>
<td>અહી સાદુમાં/અશોભા પણે</td>
</tr>
<tr>
<td>inexpensively</td>
<td>તુફાન/તાપલિફ કાફી પણે/પાણાજણ કાફી/ક્ષયાઅરક</td>
</tr>
<tr>
<td>immediately</td>
<td>વધારે/વધુ</td>
</tr>
<tr>
<td>later</td>
<td>કદાં નહ/કાફાર નહ</td>
</tr>
<tr>
<td>loudly</td>
<td>તમ છતાં/ટોપાડુ</td>
</tr>
<tr>
<td>more</td>
<td>કમાણી નહ/કાફાર નહ</td>
</tr>
<tr>
<td>never</td>
<td>કદાં નહ/કાફાર નહ</td>
</tr>
<tr>
<td>nevertheless</td>
<td>તમામ છતાં/ટોપાડુ</td>
</tr>
<tr>
<td>not yet</td>
<td>કદાં નહ/કાફાર નહ</td>
</tr>
<tr>
<td>nowhere</td>
<td>કદાં નહ</td>
</tr>
</tbody>
</table>
Common adverbs (continued)

often  વારંવાર/અનેક વાર
only  ફક્ત/એકમાત્ર/માત્ર
ever there  તથા
perhaps  કદાચ
possibly  શચ/સંમોહિત
quickly  જલ્દી
rarely  ભાગ્યે
rather  તેના કરતાં
rather/quite  પણ જોતાં
really  જરૂર
recently  હલામાં/દાખલીરમાં
regularly  લિખિત/લિખિત
similarly  એ રીતે
simply  સાધારણ
slowly  ધીમે ધીમે
sometimes  કોઈ વખત
somewhere  કોઈ ઠાકરે
soon  તમામ વખતમાં/સમયમાં
still (yet)  હંમેશા
straight away  હમણાં જ
there  તથા
together  એક સાથે/સંગાથે
too  વધારામાં/ઉપરાંત
unfortunately  કમનસીબે/સદ્દભાગ્યે
up  ઉપર
too  ઉપર
too  ઉપર
too  ઉપર
usually/generally  સામાન્ય રીતે
very  ધાણુ
well  સારી રીતે
### Prepositions

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>લગભગ/-ના વિશે</td>
</tr>
<tr>
<td>above</td>
<td>-થી ઊપર</td>
</tr>
<tr>
<td>according to</td>
<td>મુજ્જ/પ્રમાણએ</td>
</tr>
<tr>
<td>after</td>
<td>તયાર પહી</td>
</tr>
<tr>
<td>against</td>
<td>-ની વાજ્યા/ને અહીં વર્ણિતમાં</td>
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<tr>
<td>among</td>
<td>-ની વસ્તુમાં</td>
</tr>
<tr>
<td>around here</td>
<td>એક આસપાસ/એક ભાજુ</td>
</tr>
<tr>
<td>at (someone's house)</td>
<td>કોઈને ત્યાં</td>
</tr>
<tr>
<td>at the back</td>
<td>પાછળ</td>
</tr>
<tr>
<td>at the end of</td>
<td>-ને છેલ્લે/-ને છેલ્લે/માં છેલ્લે</td>
</tr>
<tr>
<td>at/to</td>
<td>પાસે/ક પર</td>
</tr>
<tr>
<td>because of</td>
<td>તે કરાશે/અઠ્ઠલા/ને લીધે</td>
</tr>
<tr>
<td>before</td>
<td>-ની પહેલાં/બહેલાં થી/આગળ</td>
</tr>
<tr>
<td>behind</td>
<td>-ની વસ્તુમાં વચ્ચે</td>
</tr>
<tr>
<td>between</td>
<td>-ની વચ્ચે/વચમાં</td>
</tr>
<tr>
<td>during</td>
<td>એ એરફ્લેન</td>
</tr>
<tr>
<td>except</td>
<td>તે સુધાર</td>
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<tr>
<td>far (from)</td>
<td>દૂર/દર્શન અંતરથી</td>
</tr>
<tr>
<td>for/in order to</td>
<td>તે માટે/તે કરાશે</td>
</tr>
<tr>
<td>from</td>
<td>માંથી</td>
</tr>
<tr>
<td>in</td>
<td>અંદર</td>
</tr>
<tr>
<td>in front of</td>
<td>તેની આગળ</td>
</tr>
<tr>
<td>in the aeroplane</td>
<td>વિમાનમાં</td>
</tr>
<tr>
<td>in the background</td>
<td>પાછળની બાજુમાં</td>
</tr>
<tr>
<td>in the middle of</td>
<td>મધ્યમાં</td>
</tr>
<tr>
<td>inside</td>
<td>અંદરની બાજુ</td>
</tr>
<tr>
<td>next to</td>
<td>તેની બાજુમાં</td>
</tr>
<tr>
<td>on (subject)</td>
<td>તેમણે વિશે/ની બાબતે</td>
</tr>
</tbody>
</table>
Prepositions (continued)

on one side  એક બાજુ
on the corner of  છણામાં
on the left  ડાબીબાજુ
on the other side  બીજી બાજુ
on the road  રસ્તામાં
on the right  જમણીબાજુ
on the peak  ટોચઉપર
derunder
opposite  સામે
outside/out of  બહાર/તેની બહાર
through  ની મારખેલ
through  ની તરખ
until  જયા સુધી/જયાર સુધી
with  તેના સાથે
without  તેના વિના/વગર

Colours

black  કાળો
blue  ફૂંઓ
brown  કથ્થાઈ/બદામી
dark  ઘેરો
gold/golden  સોનેરો
green  લીલો
grey  રાજોડી
light  આચી
lilac/lavender  આચી રાનલી/રાબુડી/લાવંડર
orange/saffron  શોર્પટી
parrot green  ગુલાબી
pink  ડાકમી
pink (as in pomegranate)  ડાડમી
Colours (continued)

purple  જંબલી
red  લાલ
silver  ઉપેરી
sky blue  વાદળી
violet  શંબુડિયો
white  સફેડ
yellow  પીલી

Numbers

1  એક
2  બે
3  ઐણા
4  યાર
5  પાંચ
6  છ
7  સાત
8  આઠ
9  નવ
10  દસ
11  અભિયાર
12  ભાર
13  તેર
14  ઓઢા
15  પંડર
16  સૌ
17  સંતર
18  અડાર
19  અમાંડિસ
20  વીસ
<table>
<thead>
<tr>
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<th>Gujarati</th>
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<tbody>
<tr>
<td>21</td>
<td>એકવીસ</td>
</tr>
<tr>
<td>22</td>
<td>બાવીસ</td>
</tr>
<tr>
<td>23</td>
<td>ત્રેવીસ</td>
</tr>
<tr>
<td>24</td>
<td>ચોવીસ</td>
</tr>
<tr>
<td>25</td>
<td>પચ્ચીસ/પચીસ</td>
</tr>
<tr>
<td>26</td>
<td>છેવીસ</td>
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<tr>
<td>27</td>
<td>સત્યાવીસ</td>
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<td>28</td>
<td>અહયાવીસ</td>
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<tr>
<td>29</td>
<td>ઓગાડાટ્રીસ</td>
</tr>
<tr>
<td>30</td>
<td>ટીસ</td>
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<td>31</td>
<td>બેક્ટ્રીસ</td>
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<td>32</td>
<td>બટ્રીસ</td>
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<td>33</td>
<td>ટેટ્રીસ</td>
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<td>ટોટ્રીસ</td>
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<td>35</td>
<td>પાંટ્રીસ</td>
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<td>36</td>
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<td>37</td>
<td>સણ્ટ્રીસ</td>
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<td>ઓગાડાયાલીસ</td>
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<td>60</td>
<td>સાંહ</td>
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<td>70</td>
<td>સીટેર</td>
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<td>90</td>
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<tr>
<td>100</td>
<td>સો</td>
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<tr>
<td>200</td>
<td>બસો</td>
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<tr>
<td>300</td>
<td>માણ્સો</td>
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<tr>
<td>400</td>
<td>બારસો</td>
</tr>
<tr>
<td>500</td>
<td>પાંચસો</td>
</tr>
</tbody>
</table>
Numbers (continued)

600  છસો
700  સાત્સો
800  આંત્રો
900  નવસો
1000  અનેક હજાર
1001  અનેક હજાર ને અનેક
1100  અનેખાયારો
1200  બારોસો
2000  બે હજાર
100,000  અનેક લાખ
200,000  બે લાખ
1,000,000  દસ લાખ
2,000,000  વીસ લાખ

Ordinals

first  પહેલું
second  બીજું
third  ત્રીજું
fourth  ચોજું
fifth  પાંચું
sixth  છંદું
seventh  સાત્રું
eighth  આંત્રું
ninth  નવ્રું
tenth  દસરું
eleventh  અનેકાયરોરું
twelfth  બારરું
twenty first etc.  અનેકવીસરું
### Quantities and measures

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bag of</td>
<td>ની એક કોથળી</td>
</tr>
<tr>
<td>a bottle</td>
<td>ની બાટલી</td>
</tr>
<tr>
<td>a box of</td>
<td>નું બોક્સ / બોક્સ</td>
</tr>
<tr>
<td>a dozen</td>
<td>ઘણાં</td>
</tr>
<tr>
<td>a glass of</td>
<td>નો પાયાલો</td>
</tr>
<tr>
<td>a heap</td>
<td>નો કાંગળો</td>
</tr>
<tr>
<td>a jar of</td>
<td>ની બરશળી</td>
</tr>
<tr>
<td>a little bigger</td>
<td>ઠોકું મોકું</td>
</tr>
<tr>
<td>a little of</td>
<td>ઠોકું</td>
</tr>
<tr>
<td>a little smaller</td>
<td>ઠોકું નાંં</td>
</tr>
<tr>
<td>a lot</td>
<td>ઘણાં</td>
</tr>
<tr>
<td>a packet of</td>
<td>નો સાંગ</td>
</tr>
<tr>
<td>a part of</td>
<td>નો ટ્રઝકો</td>
</tr>
<tr>
<td>a piece of</td>
<td>નો સાંગ (એલ.એલ. પાસ્ટિક/કપડાની)</td>
</tr>
<tr>
<td>a pile of, e.g. wood</td>
<td>ની થ્યાળી (એલ.એલ. પુસ્તક/કપડાની)</td>
</tr>
<tr>
<td>a pile of, e.g. books/clothes</td>
<td>પા/પા લાંગણુ</td>
</tr>
<tr>
<td>a quarter of</td>
<td>ની થીરી</td>
</tr>
<tr>
<td>a slice of</td>
<td>ત્રીજા લાંગણુ</td>
</tr>
<tr>
<td>a third of</td>
<td>નો કાંબો</td>
</tr>
<tr>
<td>a tiny bit</td>
<td>ઠોકું જ</td>
</tr>
<tr>
<td>all (countable/uncountable)</td>
<td>બધા/બધા/ધાણં/કુલ/પૂરેપૂરે</td>
</tr>
<tr>
<td>anything</td>
<td>આશરે/કાલાંગ</td>
</tr>
<tr>
<td>approximately</td>
<td>તાકર</td>
</tr>
<tr>
<td>army</td>
<td>બ્યાબ્યા</td>
</tr>
<tr>
<td>both</td>
<td>કેળાની તૂમ</td>
</tr>
<tr>
<td>bunch of bananas</td>
<td>ધાણાની જૂડી</td>
</tr>
<tr>
<td>bunch of coriander</td>
<td>કપડાની નું ચોઢો</td>
</tr>
<tr>
<td>bunch of flowers</td>
<td>સ્ટોકનો ગુયખો</td>
</tr>
</tbody>
</table>
Quantities and measures (continued)
bunch of grapes
definitely
double/twice
enough
equal
exactly
gramme
half
heaped
herd
how many
in most cases
in wholesome
a jug of
kilogram
litre
lump of sugar
majority
many
many times
measure
metre
most
maximum

કાક્ષનો સુમારો
ગંસકી
કપડાંનું પોટલું
સંગઠ
ટોંગ (લોકોનું)
કપ
ઓકસ
બે ગાંધુ/બમાંગુ
પૂરનું
સમાન/સરભું
માપસર
એક ગમ
કારણું
નડોં/નડાલાંખાં
ટોંગ (નાનડારોનું)
કેટલા
મેટે લાગે
જોકાંખાં
બાળ / બરીને
ડલોગમ
લિટર
બાંડ ગંધકિ
મોટાસામગ્ર
ઘણા
ઘણી વજન
કર/ સંખ્ય/ માપ
મીટર
લીખી વધુ
મહત્મ/ મોટામાં મોટે/ વધુમાં વધુ
Quantities and measures (continued)

- **minimum**
- **nobody**
- **none/nothing**
- **not much**
- **not valuable**
- **pack of cards**
- **packet**
- **percentage**
- **piece of**
- **quantity**
- **quarter**
- **roll of paper**
- **row of**
- **same**
- **several**
- **some**
- **somebody**
- **someone**
- **something**
- **some people**
- **till**
- **three quarters**
- **too**
- **weight**
- **whole**

- **લખુતમ/ઓછામાં ઓછું**
- **કોઈ નથી**
- **કાંઈ નથી/બિલકુલ નથી/કાલ નથી**
- **બેઠ નથી**
- **કંમત વાગ્રનું**
- **પતાની સાથ**
- **પડીણું**
- **રતા**
- **જ્ઞાન કાલ/રકમ/સંખ્યા**
- **પા**
- **કાગળનો વ્લોટ (m)**
- **ની હાર**
- **સરભુ/સમાન/એકસમાન**
- **ડેટ્લાક**
- **ડેટ્લાક/ડેટ્લાક/અથી/કોડ/કડક**
- **સોલ વ્યક્તि**
- **સોલીક**
- **અબ્લક/સોલ વસ્તુ**
- **સોલ લોકો**
- **છી/તમા સુધી**
- **પોસું**
- **પાણુ**
- **ભજ્ન**
- **પૂરેપૂરુ/આબું**
Some useful connecting words

although
and
any how
as
because
but
during
even
finally
however
if
if not
in order to
it is obvious
last time
like that
moreover
neither... nor...
or
other than
perhaps
same as
since
so that
some time
that as well
then/afterwards
there and then
therefore
tem છતાં / તેમ હોવા છતાં / છતાં પણ
�ને
ગમે તે રીતે / શું તેમ
tેલલુ જ / તે રીતે / તે રીતે / ના હે / કેથી / કારણ કે
કારણ કે / તેમ કે / તેમ કે
પણ / પરંતુ / ઇકત / છતાં
એરમિથાન
તે પણ
તેવે / અંતે / આજે / અંતમ
તેમ છતાં / તો પણ / છતાં પણ
જો / અથવા / કે / સૌથી
tો નહીં / અથવા નહીં
તે કરશે / તેને લીધે
કહીને છે / સાથે છે
છેલલી વાર / આજેથી વાંચત / છેલ્લો સમય
ઓ / તે રીતે / પ્રમાણ
વળી / વધાર માંક / ઉપરાંત
આ નહીં કે તે નહીં
અથવા / રજા / નહીં તઓ / નહીં તર
તેના કરતાં
કહોય
અંકરશું / અંકરમાન
લ્યારિથી / તે પછીથી
અંકર કે
શ્રેષ્ઠ / કેછેખ વાંચત / અમૂક વાંચત / સમયે
tે પણ
તે પછી / પછીથી / તયાર બાક
લયાં ને તયારે જ
tેથી / અંકરલે / આજી / આથી પરિસ્થિતિમાં હું

Some useful connecting words (continued)

though  છતાં/ઠેં છતાં
whether  કે....અથવા નહીં/કે/ગાર
whoever  કોઈ પણ

Time expressions

afternoon/in the afternoon  બપોર/બપોરના (m)
after this  તેના પછી/સ્થાન
ago  પૂર્વ/અગાઉ
always  હંમેશા/સહાય/સહાયક
another day  બીજો દિવસ
at dawn  પરોક્ષે/પરોક્ષ (m)
at night  રાત/રાત્રીના
at noon  બપોર/મધ્યાહ્ન/બપોરની બાજુ
at sunset  સૂક્ષમ/અંત/અંતમાં
at the beginning  શરુઆત/આરંભ
at the end  આખર/અંતમાં
at the last moment  છેલ્લી ઘડી/આખર/અંતિમ સમય
at the start  આ/સમયે
at this time  તમા/તાર/અંદર ટિવસ (m)
day  દિવસ
day (a whole day)  આંત ટિવસ
day after tomorrow  આવતી કાલ
day before yesterday  ગઈકાલ
date  તારીખ
during this week  ઉમેરયા દરમયાન
evening  સાંજ (f)
everyday  દિવસ/દિવસે/દરેક/દરેક
every half an hour  દર અડધી કલાક
Time expressions (continued)

every hour
every now and then
every week
first of all
for an hour/two hours...
for a little while
fortnight
from
from time to time
going on
in a minute
in the end
in the evening
in a few minutes
in half an hour
in the morning
in a little while
just now/straight away
in a moment
last
last night
last time
last week
last Wednesday
last year
late
later
midday/noon
mid-morning
midnight

dar kalake
varevar
dar akhavadas
so pahelaa/so pratham
ach ek kalakdhri/kalak maate/be kalak maate...
loki/jara var maate
purnavadhyu
lyaradi
achvaravar
adal
ach minnatma
achvarma/anantma/chellte
sanjana
loki minnatma
achdhie kalakmaa
savar/savarana/savarmaa
loki varamaha/loki vahtatmaa
hamalaa j/anvadare mhemalaa ne hemalaa j
palamaa/khalamaa/khalamarmaa
chellu/achvaranju/antim
gah raate
chellaa vahtat/samay
gave akhavadas
gatha bhagavaare
gatha varse/varse/gah saate
mohu
paari/saali
madhavak/apore baa vaayee
madva savare
madharaat/madharaati (f)
Time expressions (continued)

minute
month
next Wednesday
next week
next year
night/at night
now
occasionally
on time
once
once in a year
once upon a time
seldom
since/from
some time
soon
starting again
the next day
the night before
then
this week
till tomorrow
till the evening
to continue further
today
tomorrow
tomorrow morning
twenty-first century
very early

минута (f)
месяц (m)
на следующей среду
на следующей неделе
на следующий год
ночь/надо ночь
нынешний
несколько
на эти годы/на эти годы
на эти годы
на следующий день
на следующий день
на следующий день
неделя
неделя
ночь/надо ночь
нынешний
**Time expressions (continued)**

very late
week
weekend
year
years ago
yesterday
wait a moment

**Times of day**

at one o’clock (1 am)
at one o’clock (1 pm)
at two o’clock (etc.)
five past two (etc.)
half past three (etc.)
at half past one
at quarter past two
at quarter to three
at half past two
hour
in the evening
in the morning
it’s ten o’clock
it’s two o’clock (etc.)
ten to two (etc.)
### Days of the week

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>સોમવાર (m)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>મંગળવાર (m)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>બુજુઘાર (m)</td>
</tr>
<tr>
<td>Thursday</td>
<td>ગુજરવાર (m)</td>
</tr>
<tr>
<td>Friday</td>
<td>શુક્રવાર (m)</td>
</tr>
<tr>
<td>Saturday</td>
<td>શિનવાર (m)</td>
</tr>
<tr>
<td>Sunday</td>
<td>રાવીવાર (m)</td>
</tr>
<tr>
<td>(on) Monday</td>
<td>સોમવાર/સોમવારના (m)</td>
</tr>
<tr>
<td>(on) Monday morning</td>
<td>સોમવાર સવાર</td>
</tr>
<tr>
<td>(on) Monday evening</td>
<td>સોમવાર સાંજ</td>
</tr>
<tr>
<td>every Monday</td>
<td>દર સોમવાર</td>
</tr>
<tr>
<td>last Monday</td>
<td>ગયા સોમવાર</td>
</tr>
</tbody>
</table>

### Months of the year

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>જેનુઆરી (m)</td>
</tr>
<tr>
<td>February</td>
<td>ફેબ્રુઆરી (m)</td>
</tr>
<tr>
<td>March</td>
<td>માર્ચ (m)</td>
</tr>
<tr>
<td>April</td>
<td>એપ્રિલ (m)</td>
</tr>
<tr>
<td>May</td>
<td>મે (m)</td>
</tr>
<tr>
<td>June</td>
<td>જૂન (m)</td>
</tr>
<tr>
<td>July</td>
<td>જુલાઈ (m)</td>
</tr>
<tr>
<td>August</td>
<td>એપ્રિલ (m)</td>
</tr>
<tr>
<td>September</td>
<td>સ૆પ્ટેમ્બર (m)</td>
</tr>
<tr>
<td>October</td>
<td>ઓક્ટોબર (m)</td>
</tr>
<tr>
<td>November</td>
<td>નવેમ્બર (m)</td>
</tr>
<tr>
<td>December</td>
<td>ડિસેમ્બર (m)</td>
</tr>
</tbody>
</table>
### Seasons of the year

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>spring</td>
<td>વસંત (f)</td>
</tr>
<tr>
<td>summer</td>
<td>ઉનાળો (m)</td>
</tr>
<tr>
<td>autumn</td>
<td>પાનખર (f)</td>
</tr>
<tr>
<td>winter</td>
<td>શેખાળો (m)</td>
</tr>
<tr>
<td>monsoon</td>
<td>થોમાસુ (f)</td>
</tr>
<tr>
<td>season</td>
<td>કલુ (f)</td>
</tr>
</tbody>
</table>

### Hindu calendar months

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kartik</td>
<td>કારતક (m)</td>
</tr>
<tr>
<td>Margashirasha</td>
<td>માગશર (m)</td>
</tr>
<tr>
<td>Pausha</td>
<td>પોષ (m)</td>
</tr>
<tr>
<td>Magha</td>
<td>મહિલ (m)</td>
</tr>
<tr>
<td>Phalguna</td>
<td>ફાગણ (m)</td>
</tr>
<tr>
<td>Chaitra</td>
<td>ચૈટ્ર (m)</td>
</tr>
<tr>
<td>Vaishaka</td>
<td>વૈશાખ (m)</td>
</tr>
<tr>
<td>Jyeshta</td>
<td>જેઠ (m)</td>
</tr>
<tr>
<td>Ashada</td>
<td>આષાડ (m)</td>
</tr>
<tr>
<td>Shravan</td>
<td>શ્રાવણ (m)</td>
</tr>
<tr>
<td>Bhadrapada</td>
<td>ભાડરવો (m)</td>
</tr>
<tr>
<td>Ashvina</td>
<td>આસો (m)</td>
</tr>
</tbody>
</table>
Question words

at what time?
from where?
how long?
how much?
how many?
how?
to there
to where?
what for?
what?
what colour?
when?
where?
where to?
which?
who?
whose?
why?

કેટલા વાજે?
કાંધી?
કેટલો સમય?
કેટલું?
કેટલા?
કહ રીતે/કેવી રીતે?
લંબ સુધી
કાંખ સુધી?
શાના માટે?
શું?
કાંખ રંગ?
કાંખરે?
કાંખ?
કાંખ સુધી?
કાંખ?
કોષ?
કોણ?
કેમ/કાં માટે/કા કારણે?
Other useful expressions

agree
all the better
alternately/one after the other
finally/ultimately
good luck
great
here is/are
here you are
how do I get to
I don't know
I don't mind
I don't understand
I like it
I'm fine
I've had enough
in my opinion
in my view
it annoys me
it doesn't matter
it is a bad idea
it is a good idea
it makes me laugh
may be
of course
okay (I agree)
once again
once upon a time
one of the following
personally
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

घરूं साढ़े
आते वहूँ
ते मने रसपुढ़ नदी लागतुँ
पूरतुँ हे/बस थेटहुँ हे
आ रखल तमेमे/आ रखो तुँ
आधार/धन्यवाद
अे सायुं हे
बहु भरावान
सामान्य रीते
शाबाशाः
ढ़युं शरमजनक कहेवाय
जे खांहें
तेनो जुं अर्थ हे?/भततब हे?
ते तेरु हे?
पुश्तिवी
जे कोहें
रजा नदी/मनाहें हे/परवानगी नदी
कारी जाओ ही
जरुरी हे
करइ ही जोहे
Other high-frequency words

figure (number)  આંકડો
for example  દાખલા તરીકે
if  જો/અગર
middle/half  અડું/વચું/વચ્ચેં
Miss  કુમારી (f)
Mr  શ્રીમાન (m)
Mrs  શ્રીમતી (f)
no  ના/નહીं
opinion  અભ્યપ્રાય (m)
reason  કારણ
someone  કોઈક
something  કોઈ વસ્તુ
that/those  તે/તેઓ/પેંટું
thing  વસ્તુ/શીખ
this/these  આ
time  સમય/સમાંત
type/kind/sort  પ્રકાર/જીત
way  રસ્તો/માગર/રાત
with  સાથે
without  વગર/વિના
yes  હા

Countries

Afghanistan  અફઘાિનસ્તાન
Argentina  આજિયના
Australia  ઓસ્ટ્રાલયા
Austria  ઓસ્ટ્રિયા
Belgium  બেલ્જયમ
Brazil  બ્રાઝિલ
<table>
<thead>
<tr>
<th>Countries (continued)</th>
<th>Countries (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>બંગાલ</td>
</tr>
<tr>
<td>Burma</td>
<td>બમ્બાઇ/મુમબાઈ</td>
</tr>
<tr>
<td>Canada</td>
<td>કેનેડા</td>
</tr>
<tr>
<td>Cambodia</td>
<td>ક્યામોડિયા</td>
</tr>
<tr>
<td>China</td>
<td>ચાઇન/ચીન</td>
</tr>
<tr>
<td>Denmark</td>
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<td>Scotland</td>
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<tr>
<td>South Africa</td>
<td>સૌથ આફ્રિકા</td>
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<tr>
<td>Sri Lanka</td>
<td>શ્રી લંકા</td>
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<tr>
<td>Spain</td>
<td>સ્પેન</td>
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<td>Sweden</td>
<td>સ્વીડન</td>
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<tr>
<td>Tibet</td>
<td>તિબેટ</td>
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<td>Turkey</td>
<td>ત્રીયા/ટુરીસ્ટિયન</td>
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<td>Switzerland</td>
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<td>Vietnam</td>
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### Continents

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<td>Africa</td>
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<tr>
<td>Antarctica</td>
<td>એન્टાક્રિકા</td>
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<td>Asia</td>
<td>એશિયા</td>
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<tr>
<td>Australia</td>
<td>ઓસ્ટ્રેલિયા</td>
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<tr>
<td>Europe</td>
<td>યુરોપ</td>
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<tr>
<td>North America</td>
<td>ઉત્તર અમેરિકા</td>
</tr>
<tr>
<td>South America</td>
<td>દક્ષિણ અમેરિકા</td>
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### Nationalities

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Gujarati</th>
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<tr>
<td>American</td>
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<tr>
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<td>આર્જેન્ટીનન</td>
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<td>Austrian</td>
<td>ઓસ્ટર્ટિયન</td>
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<tr>
<td>Belgian</td>
<td>બેલિજિયન</td>
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<td>Brazilian</td>
<td>બ્રાઝિલિયન</td>
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<td>British</td>
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<tr>
<td>Canadian</td>
<td>કેનેડિયન</td>
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</table>
Nationalities (continued)

Danish デンマーク
Dutch オランダ
English イギリス
European ウロピアノ
French フランス
German ドイツ
Greek ギリシャ
Irish アイルランド
Indian インド
Italian イタリア
Kenyan ケニア
Pakistani パキスタン
Russian ロシア
Scottish スコットランド
Spanish スペイン
Swedish スウェーデン
Swiss スイス
Turkish ツルク
Welsh ウェールズ

Administrative regions of Gujarat

Kutch region カッチ
Kutch カッチ
Central Gujarat セントラル・グジャラット
Ahmedabad アハメダバード
Anand アンァン
Bharuch バルチック
Chotta Udaipur チッタ・ウダイプラ
Dahod ダホド
### Administrative regions of Gujarat (continued)

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<th>English</th>
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<td>નદીયાદ</td>
<td>Nadiyad</td>
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<td>પંચમહલ</td>
<td>Panchmahal</td>
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<td>વડોડાર</td>
<td>Vadodara</td>
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<td>ઉદ્યાગ્રહા</td>
<td>North Gujarat</td>
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<tr>
<td>અરવલી</td>
<td>Aravalli</td>
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<td>બનાસકાંઠા</td>
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<td>Amreli</td>
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<td>બોટાડ</td>
<td>Botad</td>
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<td>હેદ્ભૂમી દ્વારકા</td>
<td>Devbhoomi Dwarka</td>
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<td>ગીર સોમનાથ</td>
<td>Gir Somnath</td>
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<td>વાપી</td>
<td>Vapi</td>
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</table>
Areas/mountains/seas/rivers

Alps
Andes
Antarctic Ocean (southern)
Arabian Sea
Arctic Ocean (northern)
Atlantic Ocean
Bay of Bengal
Ganges River
Indian Ocean
Indus River
Himalayas
Mahisagar
Narmada
Tapi
Sabarmati River
Mediterranean Sea
Pacific Ocean

આલ્પસ/આલ્પ્સ (પવર્તમાળા)
એન્ડસ (પવર્તમાળા)
અંતારકિક મહાસાગર
અરવિઘણ/અરબી સમુદ્ર
અલ્ટિક મહાસાગર
અલ્ટિક મહાસાગર
બંગાળનો ઉપસાગર
ગંગા નદી
અરબયન/અરબી સમુદ્ર
અરબી સમુદ્ર
અરબી સમુદ્ર
અરબી (પવર્તમાળા)
ખિલાદય/ખિલાદી નદી
ખિલાદય (પવર્તમાળા)
ખિલાદય/ખિલાદી નદી
નર્મદા નદી
તાપી નદી
સાબરમતી નદી
તમામ સમુદ્ર
પ્રશાંત મહાસાગર
Social conventions

I am sorry

best wishes

bye/goodbye

enjoy yourself/selves

good morning

goodnight

have a safe journey

hello (on the telephone)

help!

hi

how are you?

I beg your pardon

please (request)/please (polite)

see you later

see you soon

see you tomorrow

see you at 6 o’clock

sorry

thank you very much

મને માફ કરો

શુભેચ્છાઓ

આલામાં

મજુ કરશો/આનંદ માફશો

શુભસવાર

શુભરાત્રી

તમારી સફર સલામત રહે

નમસ્તે

મદદ કરો!

હાં

તમે કેમ છો?

મને માફ કરો

મહેશાણી કરી/ખૂબ કરી

પાછી મળશું

જાતી માફીશું/ખમાણ જ પાછી માફીશું

આભાર કલે માફીશ/માફીશું

છ વાજ્યે માફીશ/માફીશું

મદદ કરશો

તમારો ભૂખ આભાર
Language used in dialogues and messages

address
area code
at the moment
call me (informal/formal)
can I give him/her a message?
can I help you?
could you say that again please?
dial the number
directory enquiries
directory enquiries
email
equipment of
hold on please
I agree
I am disappointed
I am grateful
I am happy that
I am listening
I am not sure about that
I am sorry
I am worried
I can't recall
I have forgotten
I hope that
I remember
I'll be right back
I'll call again later
I'm listening
in communication with

સરનામં (f)
બિસટારનો કોડ (m)
હાલમાં
મને ટેલિફોન કર/કરો
હું તેને/તેણીને સંદેશ આપું?
હું તેને/તમને મદદ કરું?
ભેરવાની કરી તું તે કરી કહીશ/ભેરવાની કરી તેણી?
નંબર ફેરવો/લગાવો
ટેલિફોન નંબરની પૂછપરછ
ધ્મેશ્લત (m)
કટોકટના સમયનો કોલ
 ના લાક્ષ માટે/ના સંબંધમાં
 મને ભેરવાની કરી યાદુ રાજો
હું સહબાત છું
હું નિરાશ છું
હું આભારી છું
હું પ્રૂઇ છું કે
હું સાંભાગણું છું
મને તે બાબતે યોક્ષણ પહંચ નથી
મને માફ કરો/હું દીદલગીર છું
હું વિચિત્ર/વિચારમાં છું
મને યાદ નથી આવતું
હું બૂલી ગાડ/ગાડો છું
હું આશા રાખું છું કે
મને યાદ છે
હું કામાં જ પછી/પછી આવું છું
હું પછી પછી કોણ કરીશ
હું સાંભાગણું છું
તેમણે/તેમની સાથે વાતચીત કર્યું છું
Language used in dialogues and messages (continued)

in fact  હકીકતમાં
it doesn’t seem to be there  ત્યાં નથી લાગતું
it’s lost  ગુમ થયા/બોવાય ગયા છે
it’s not available here now  અહી નથી મળતું/ઉપલબ્ધ નથી
it’s not enough  પૂરતું નથી
it’s still there  હજુ તયા જ છે
it will be available here  અહી મળી શકે છે
it’s there  તે તયા છે
it’s alright  તે વરાબર છે
it’s impossible to say  તે કહ્યું અશક્ત છે
it’s surprising  તે આશ્ચર્જક છે
message  સંદેશો (m)
mobile phone  મોબાઇલ ફોન
(for a) moment  ક્ષણભર /થોડો વાર માટે
most probable  સંભવતે મોટી ભાગે સંભિવત છે/શાક્ય છે
oh!  ઓહ/અર/અર રે!
on the line  ટેલિફાન પર છું
please repeat that  મહીરબાની કરી તે ફર કહો/
really  ખરાખર
receiver (telephone)  ટેલિફાન રેસીવર
STD code  એસટીડી કોડ
sender  મોકલનાર
sent by  વાતી મોકલવાનું
stay on the line  આવતું રાખો
te’ll  call back  ટેલિફાનનું રિસીવર
tell him/her I’ll call back  તેને/ટેમને કહો એ શક્ય છે
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
that's wrong
the number is engaged
tone
trying to connect you
voice mail
wait
who is calling/speaking?
wrong number
well done
yes/this is good
yes/that is a really good idea

अे बराबर छ/सायुं छ
अे फोडू छ
नंबर व्यस्त छ
अवाज
तने/तमने जोडवानी घोषित कुं छु
वोक्स मेलेन/टेलिफोन पर संदेश
वाट/राख जुगो
कौं बोलो छे?
फोडी नंबर (m)
शाबाश
हा/आ साँटुं छे
हा/अे बघु/पूल सारो विचार छे
## Section 2 – Topic-specific vocabulary

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

#### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>almond</td>
<td>બદામ (f)</td>
</tr>
<tr>
<td>appetite</td>
<td>ખૂબ (f)</td>
</tr>
<tr>
<td>apple</td>
<td>સુકકરણ</td>
</tr>
<tr>
<td>apricot</td>
<td>જરડાજુ/જરડાજુ</td>
</tr>
<tr>
<td>aubergine</td>
<td>રિંગાજુ</td>
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<tr>
<td>banana</td>
<td>ડીજુ</td>
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<tr>
<td>beans</td>
<td>દાળા (m)</td>
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<td>bill</td>
<td>બલ/ભરિતિયું</td>
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<td>biscuit</td>
<td>બસ્કુટ</td>
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<td>bread</td>
<td>પાઉ (m)</td>
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<td>breakfast</td>
<td>સવારનો નાસ્તો (m)</td>
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<td>પાન ડોલી (f)</td>
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<tr>
<td>cake</td>
<td>કેક (m)</td>
</tr>
<tr>
<td>cardamom</td>
<td>એલચી (f)</td>
</tr>
<tr>
<td>carrot</td>
<td>ગાજર (m)</td>
</tr>
<tr>
<td>cashew nut</td>
<td>કાજુ (m)</td>
</tr>
<tr>
<td>cauliflower</td>
<td>કુલકોબી (f)</td>
</tr>
<tr>
<td>cereal</td>
<td>સિરિયલ</td>
</tr>
<tr>
<td>cheese</td>
<td>થીસ/પનનીર</td>
</tr>
<tr>
<td>chappati</td>
<td>રોટલી (f)</td>
</tr>
<tr>
<td>cherry</td>
<td>ચેરી (f)</td>
</tr>
<tr>
<td>chickpea</td>
<td>ખાડું (m)</td>
</tr>
<tr>
<td>chilli</td>
<td>મરયુ</td>
</tr>
<tr>
<td>chips/crisps</td>
<td>બટાકાની તલેલી કાતરી/કાચરી(f)</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

chutney
chocolate
choice
cinnamon
clarified butter
closed (on Mondays)
cloves
cocoa
coconut
coffee
cooked
cooked rice
cooker
confectionery
coriander
cream
crop
cucumber
cup
curry
custard apple
custom
customer
daily
date
dessert
dining room
dish
dried fruit and nuts

ચુટ્યણી (f)
ચોકલેટ
પસંદગી (f)
તજ (f)
ઝી
બંધ (સોમવાર)
લિવંગ
ચોકલેટ
નાળખેર/ટોપણુ
કોકો
કોકા
નાળભગ])(
કાકડ (f)
કપ (m)
શાક
સીતફળ (m)
રંધંડ/રંધંડ (f)
ખજ (m)
નલીકાર (f)
ભાત (m)
યુલી (m)
મીઠાઈ (f)
અનાજ
કાકડી (f)
ડાપ (m)
શાંક
સીતફળ (m)
રંધંડ/રંધંડ (f)
ધરાંક/ધરાંક (m)
ખજ
મીઠા વાનગી (f)
ભોજ ખંડ (m)
મીઠા વાનગી (f)
સૂક્ષ્મ મેલો (m)
drink
egg
enjoy your meal!
evening meal/dinner/supper
fat
fenugreek
fibre
fig
filling/stuffing
fish
menu
flattened bread/chappati
food
fork
fruit juice
fried leavened bread
frying pan
full
garlic
ginger
grapes
gravy
guava
healthy
home-made
honey
hot chocolate
hotchpotch
husk
ice
Foundation tier (continued)

- ice cream
- ice-cream parlour
- ingredients
- jaggery
- jam
- juice
- juicy
- knife
- lady's finger/okra
- lassie/buttermilk
- leaf
- lemon
- Lentil (red)
- lentil curry
- lettuce/salad
- lunch
- margarine
- mango
- meal
- meat
- melon
- milk
- millet
- millet bread
- mixture
- money
- mushroom
- mustard
- napkin/handkerchief
### Foundation tier (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>neem</td>
<td>લીબિઝદ (m)</td>
</tr>
<tr>
<td>non-vegetarian</td>
<td>માંસહારી/એ</td>
</tr>
<tr>
<td>onion</td>
<td>કલ કલ (f)/કલસ કલ (f)</td>
</tr>
<tr>
<td>orange</td>
<td>નારંગી (f)</td>
</tr>
<tr>
<td>packet</td>
<td>પકડ્ડું</td>
</tr>
<tr>
<td>pappadam</td>
<td>પાપડ (m)</td>
</tr>
<tr>
<td>pasta</td>
<td>પાસટા</td>
</tr>
<tr>
<td>pawpaw</td>
<td>પેપીડીયું</td>
</tr>
<tr>
<td>peas</td>
<td>મટર/વટાણા</td>
</tr>
<tr>
<td>peach</td>
<td>પીય નાસપક્કતી</td>
</tr>
<tr>
<td>pear</td>
<td>મંગભૂ /શીગ</td>
</tr>
<tr>
<td>peanut</td>
<td>છાલ (f)</td>
</tr>
<tr>
<td>peel/skin</td>
<td>મરી</td>
</tr>
<tr>
<td>pepper (black or white)</td>
<td>મર યું</td>
</tr>
<tr>
<td>pepper (vegetable)</td>
<td>પાંખડો</td>
</tr>
<tr>
<td>petal</td>
<td>અધાણું</td>
</tr>
<tr>
<td>pickle</td>
<td>તદાદું</td>
</tr>
<tr>
<td>picnic</td>
<td>અનાનસે</td>
</tr>
<tr>
<td>pigeon pea</td>
<td>પિસ્તા</td>
</tr>
<tr>
<td>pineapple</td>
<td>પીજમા થાળી (f)</td>
</tr>
<tr>
<td>pistachio</td>
<td>આલું</td>
</tr>
<tr>
<td>pizza</td>
<td>દાર્મ (m)</td>
</tr>
<tr>
<td>plate</td>
<td>માંસ/વિસ્લાગ ધાળી (f)</td>
</tr>
<tr>
<td>plum</td>
<td>વડેથું</td>
</tr>
<tr>
<td>pomegranate</td>
<td>તીથાર માંસ/સોજન કઠોળ (m)</td>
</tr>
<tr>
<td>portion/section</td>
<td>તીથાર માંસ/સોજન</td>
</tr>
<tr>
<td>popcorn</td>
<td>પ્રેપ્રેપ્ડ ફૂડ/રેડી મીનલ</td>
</tr>
<tr>
<td>potato</td>
<td>પ્રેપ્રેપ્ડ ફૂડ/રેડી મીનલ</td>
</tr>
<tr>
<td>prepared food/ready meal</td>
<td>પ્રેપ્રેપ્ડ ફૂડ/રેડી મીનલ</td>
</tr>
<tr>
<td>pulses</td>
<td>પ્રેપ્રેપ્ડ ફૂડ/રેડી મીનલ</td>
</tr>
</tbody>
</table>
radish
raisins
raspberry
recipe
refreshments
rest day/day off
restaurant
rice
rice pudding
saffron
salt
savoury/savoury dishes
salad
sandwich
saucepan
seed
self-service
service
sesame
snack
snack bar
soup
special
speciality
spices
spoon
strainer/colander
stone/pip
strawberry
Foundation tier (continued)
sugar  ખાંડ (f)
sugar cane  શેરડ� (f)
sweet lime  મોસંબી
sweet-meat shop  કંદોઈની/મીઠાઈની દુકાન (f)
sweet/round edible balls  લાલ /ચીન (f)
table  મેજ (m)
tablecloth  મેજનું પાથરણ
tamarind  આંબલી (f)
tangerine  સંબંંં (f)
tea  ચા (f)
teaspoon  ચાની ચમચી (f)
tip (money)  બચસ (f)
to chill  ઠંચવું
to chop  સમારવું
to combine  લેંબવું
to grill  શેકવું
to lay  પાથરવું
tomato  ટમેટો
turmeric  હળદર (f)
vegan  કડકશાકાહાર/વિગન
tomato  ટમેટો
vegetables  શાકભાજ
vegetarian  શાકાહારી
waiter/waitress  પીરસનાર (m f)
water  પાણી
watermelon  તડ્ડાચ /તરબૂય
wheat  ધરુ (m)
yoghurt  દહું
**Higher tier**

- appetising
- asafoetida
- barley
- beetroot
- betel-leaf
- bishopweed seed
- bitter gourd
- black-eyed beans
- boiled egg
- cumin
- curried yoghurt
- dry ginger
- edible
- fennel
- lump sugar
- jackfruit
- minerals
- mung beans
- nutmeg
- nutritious
- organic food
- pulp
- raw vegetables
- root vegetables
- spinach
- to blend
- to carve
- to drain
### Higher tier (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to grate</td>
<td>મશાલણું</td>
</tr>
<tr>
<td>to grease</td>
<td>તેલ યોજવું</td>
</tr>
<tr>
<td>to knead</td>
<td>મસણણું</td>
</tr>
<tr>
<td>to mash</td>
<td>ખૂંડણું</td>
</tr>
<tr>
<td>to pound</td>
<td>પાણમણું</td>
</tr>
<tr>
<td>to saute</td>
<td>સાંતલણું</td>
</tr>
<tr>
<td>to sizzle</td>
<td>તતડાણું</td>
</tr>
<tr>
<td>to sprinkle</td>
<td>છાંટણું</td>
</tr>
<tr>
<td>white gourd</td>
<td>દૃધી (f)</td>
</tr>
<tr>
<td>yam</td>
<td>રતાણું</td>
</tr>
</tbody>
</table>
Identity and culture – what my friends and family are like

Words relating to dress and style

Foundation tier

a pair of  
anklet  
article  
bangle/bracelet  
belt  
blouse  
cap  
changing room  
clothes  
clothes shop  
coat/overcoat  
cotton  
diamond  
dhoti  
dress  
earring  
fashion  
fashionable  
gloves  
handbag  
handspun/handwoven cloth  
heel  
jacket  
jeans  
jeweller  
jewellery  
jumper  
leather

ની જોડ (f)  
અંગર/પાયલ  
યીઝવસ્તુ  
બંગડી (f)  
પઠો (m)  
ચોળી  
ટોપી (f)  
કપડાં બદલવાનો ઓરડો  
કપડાં/પોશાક  
કપડાણી ફ્રોક (f)  
કોટ/ડગલો (m)  
સુતરાઉ  
નિલો (m)  
ઘોટિયું  
ક્રિંદ/કિચ  
ઔરંગ/બુટી  
ડેશન/ડબ  
આધુનિક ઘાનન/ ટાપટિંગું  
લખાના મોજાં  
લખ થેલી (f)  
હેડી  
ઓડી/પાણી (f)  
ખિંટ  
જેનસ  
અસેસરી  
ડાગીના/ઘરેણા/ઝવેરાત  
જમપર  
યામું
Foundation tier (continued)

make/brand

make up

medium (size)

necklace

nightdress

pants/trousers

briefs

perfume/scent

petticoat

pocket

ring

sandal

sari

shawl

shirt

shoes

shoelaces

shoe shop

size

shoe size

skirt

sleeve

slipper

smart

socks

spectacles

sports kit

sports shirt

Bhanavat

Chheran ni scharv pat

Madham (Maapnu)

Mala/haar (f m)

Suuvano poeshak

Pataclun

Yuki (f)

Aatar

Yachiyo

Missun

Vidi (f)

Sandal

Sari (f)

Maklar

Shal (f)

Bamis

Jorda/joot (m)

Jorda/jootni vaadani

Jorda/jootni dukhan

Maap

Jordano maap

Kharte

Bant

Yampa

Debavard

Mochan

Yashma

Ramtagamtana sarasamavan no thelo

Ramtagamtana Bamis
**Foundation tier (continued)**

- style
- suit
- sweater.
- swimming costume/trunks
- tracksuit
- trainers
- umbrella
- uniform
- vest
- wallet
- watch
- waves (water)
- woollen
- wrist watch

**Higher tier**

- cardigan
- dressing gown
- dyed
- hairpin
- garland (eg. flower garland)
- kurta
- lipstick
- Nose ring
- raincoat
- plait
- silk (made of silk)
Higher tier (continued)

tight

to have one’s hair cut

to have one’s hair done

traditional

turban

velvet (made of velvet)
# Words on relations/relationships/personal and physical characteristics

## Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>adolescent</td>
<td>દિકશોર/તૃણ (m)/દિકશીરી/તૃણી (f)</td>
</tr>
<tr>
<td>adult/grown-up</td>
<td>પુષ્ણ વયનુ (m f)</td>
</tr>
<tr>
<td>adventurous</td>
<td>સાહિસિક/a</td>
</tr>
<tr>
<td>age</td>
<td>ઉમર (f)</td>
</tr>
<tr>
<td>alone</td>
<td>અકલુ/a</td>
</tr>
<tr>
<td>at home/at my/our house</td>
<td>ઘર/घરે/મારે/અમારે ઘર</td>
</tr>
<tr>
<td>aunt</td>
<td>કાકી/માસી/કોઈ/ભાઈણી(f)</td>
</tr>
<tr>
<td>baby (commonly used for animal babies)</td>
<td>બાળું</td>
</tr>
<tr>
<td>baby/child</td>
<td>બાળક/બાળું</td>
</tr>
<tr>
<td>bald</td>
<td>દાઢ (f)</td>
</tr>
<tr>
<td>bathroom</td>
<td>નાવણી/સ્નાન હૃદ (m)</td>
</tr>
<tr>
<td>beard</td>
<td>દાઢી (f)</td>
</tr>
<tr>
<td>bedroom</td>
<td>સુખારો/શયાનજાં (m)</td>
</tr>
<tr>
<td>bed (single/double)</td>
<td>ખાટો/પલંગ/પથરાણ</td>
</tr>
<tr>
<td>bed cover/bed linen</td>
<td>ઓછાડ/ચાદર</td>
</tr>
<tr>
<td>(date of) birth</td>
<td>જન્મતારીખ (f)</td>
</tr>
<tr>
<td>birthday</td>
<td>જન્મ/જનમદિવસ (m)</td>
</tr>
<tr>
<td>birthplace</td>
<td>જન્મસ્થળ</td>
</tr>
<tr>
<td>block (of flats)</td>
<td>મોટી ઘાટારત (f)</td>
</tr>
<tr>
<td>born</td>
<td>જન્મેલુ/a</td>
</tr>
<tr>
<td>bossy</td>
<td>ઘમંડી</td>
</tr>
<tr>
<td>body</td>
<td>શરીર/અંગ</td>
</tr>
<tr>
<td>boy/girl</td>
<td>છોકરો (m)/છોકરી (f)</td>
</tr>
<tr>
<td>brother</td>
<td>ભાઈ (m)</td>
</tr>
<tr>
<td>brother-in-law</td>
<td>સાળો/બનેવી/બનેવી/ભદ/નણંદોઈ (m)</td>
</tr>
<tr>
<td>brothers and sisters</td>
<td>ભાઈ-બહેન/ભાઈઓ ને બહેનો</td>
</tr>
<tr>
<td>cat</td>
<td>બિલાડી (f)</td>
</tr>
<tr>
<td>celebrity</td>
<td>નામી/પ્રખ્યાત વ્યક્તિ (m f)</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

chair/armchair

character/characteristic

character/personality

charming

chatty

childhood

coating

cousin

curly (hair)

dad

daughter

dead/death

divorce

dog/puppy

engaged/engaged (people)

eyes

face

family

father

feeling

flat/apartment

friend (male)

friend (female)

friend (male/female)

friendship

furniture

garden

garage

girl
<table>
<thead>
<tr>
<th>English Word</th>
<th>Gujarati Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass (material)</td>
<td>કાચ</td>
</tr>
<tr>
<td>goldfish</td>
<td>સોનેર-માછલી (fpl)</td>
</tr>
<tr>
<td>granddad/grandfather</td>
<td>દાદા/નાના (m)</td>
</tr>
<tr>
<td>grandmother/grandma/granny</td>
<td>દાદી/નાની (f)</td>
</tr>
<tr>
<td>grandson/daughter/child</td>
<td>પૌત્ર (m)/પૌત્રી (f)/બાળક</td>
</tr>
<tr>
<td>grass</td>
<td>ઘાસ</td>
</tr>
<tr>
<td>guy/dude/bloke</td>
<td>છોકરો (m)/માણસ</td>
</tr>
<tr>
<td>habit</td>
<td>આદત/ટબ</td>
</tr>
<tr>
<td>hair</td>
<td>વાળ</td>
</tr>
<tr>
<td>hermitage/monastery</td>
<td>સંન્યાસાશ્રમ/આશ્રમ</td>
</tr>
<tr>
<td>home/house</td>
<td>ઘર</td>
</tr>
<tr>
<td>human/human being</td>
<td>માનવ/માનવજીત</td>
</tr>
<tr>
<td>husband – wife</td>
<td>પત્ની (f)</td>
</tr>
<tr>
<td>husband – wife</td>
<td>પત્ની (f)</td>
</tr>
<tr>
<td>in love</td>
<td>પ્રેમમાં</td>
</tr>
<tr>
<td>invitation</td>
<td>આમંત્રણ</td>
</tr>
<tr>
<td>invitation card/wedding-invitation card</td>
<td>કંકોત્રી (f)</td>
</tr>
<tr>
<td>kitchen</td>
<td>રસોઈ/રસોઈઘર</td>
</tr>
<tr>
<td>joy</td>
<td>ઉલ્લાસ/હષર્</td>
</tr>
<tr>
<td>joy/delight</td>
<td>આનંદ</td>
</tr>
<tr>
<td>kiss</td>
<td>બચી/પપ્પી/ઈમબ</td>
</tr>
<tr>
<td>life</td>
<td>જીવન/સિંહગી (f)</td>
</tr>
<tr>
<td>living room/sitting room/lounge</td>
<td>બેઠકખંડ (m)</td>
</tr>
<tr>
<td>loft</td>
<td>માલિકથ/કાતરથ</td>
</tr>
<tr>
<td>man/woman</td>
<td>માણસ/પુરુષ (m)/સી (f)</td>
</tr>
<tr>
<td>marriage</td>
<td>લગ્ન/શાદી</td>
</tr>
<tr>
<td>married</td>
<td>પિત/પત્ની</td>
</tr>
<tr>
<td>mattress/cushion</td>
<td>ગાદુ/તફિયા</td>
</tr>
<tr>
<td>mean</td>
<td>લુયાર/નીયા/હલકટ</td>
</tr>
<tr>
<td>member of the family</td>
<td>કુંઠી/કુંઠીલિંશ (m)</td>
</tr>
</tbody>
</table>
Foundation tier (continued)
mood  
mother  
mother/father-in-law  
moustache  
mouth  
multicultural  
mum  
neighbour  
nephew  
nice/kind  
nickname  
niece  
normal/common  
older (brother/sister)  
optimistic  
parents  
party  
pen friend  
people/population  
people (in general)  
person  
pessimistic  
pet animal  
picture (painting)  
place of residence  
present/gift  
pretty  
rabbit  
relationship  
religion
Foundation tier (continued)

roof top/terraced roof of a house
secret
semi-detached house
separated
single
sister-in-law
sofa/ settee
son/daughter
son-in-law/daughter-in-law
straight (e.g. hair)
study (room)
surname
survey
terraced house
to babysit
to be in a good/bad mood
to chat (online)
to get on (well) with
to look (e.g. angry/happy etc.)
to respect
to separate/to split up
tortoise
twin
twins
uncle
unemployed
unbearable
untidy
visit
well behaved

�ગાસી
ગુજ/બાનગી વાલ
અધ અલગ ઘર (f)
અલગ/ અલગ (a)
ઘેરું
સાતી/ ટેરાપઝ/જેન્લી/નળંડ (f)
સોજ
બેટા/ બેટરી/ પન્ન (m)/ બેટી/ બેટરી/ સ્ન્ન (f)
જમાઈ (m)/ જમાઈ (f)
સીધા/ સીધા વાળ
અભ્યાસકાંડ (m)
અટક (f)
નિવેદન પૂછી તપાસ
અન神仙 ઘર/ અંગી/ ઘર
સહાળ સાથે રાજયી/ સાથે રાયી
સાયા મિજાંજામણ હોવું/ સાયા મિજાંજામણ હોવું
ઓન લાઈફ ગેન મારવા
સૌથી સાથે સાથે શામા
ટેનાં (e.g. ગુજરાતના/ ગુજરાતી)
માન આપવું
જ્ડા / ડ્યું / ડ્રોટ પકડવું
કાયા કો
જોડી (f)
જોડકા/ જોડકા (pl)
ડાશ/ માસ/ માસ/ ક્યાં (m)
બેટા/ બેટી
અસહ્ય
અધમતમ/ અધમતમ/ અદાવશીલ/ અદાવશીલ/ અદા
મૂલકાલ (f)
કાલો/ કાલી (f)
### Foundation tier (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>wife/woman</td>
<td>પત્ની (f)/સ્ત્રી (f)</td>
</tr>
<tr>
<td>youth (i.e. the time of life)</td>
<td>યૌવન/યૌવવસ્તા</td>
</tr>
</tbody>
</table>

### Higher tier

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>a good deed</td>
<td>સાંભળ કાયર્ (m)</td>
</tr>
<tr>
<td>acquaintance/introduction</td>
<td>પરિયથા/એક ચીજ</td>
</tr>
<tr>
<td>adopted</td>
<td>ઈટક કવીલા/એક ચીજ</td>
</tr>
<tr>
<td>annoying</td>
<td>ત્રાસ આપે તેવું</td>
</tr>
<tr>
<td>argument</td>
<td>દલીલ(એક)/ટકક્રાર(એક)</td>
</tr>
<tr>
<td>career</td>
<td>કારકદાકી કારકદાકી</td>
</tr>
<tr>
<td>cheeky</td>
<td>મસ્તીશર</td>
</tr>
<tr>
<td>conceited</td>
<td>આહંકાર/ગિવષ</td>
</tr>
<tr>
<td>depressed</td>
<td>ક્રોઝ આપે તેવું</td>
</tr>
<tr>
<td>discrimination</td>
<td>ભેદભાવ</td>
</tr>
<tr>
<td>faith (religious)</td>
<td>શ્રી ત ત ત ત ત ત</td>
</tr>
<tr>
<td>fiancé(e)</td>
<td>સાથે સાથે સાથે સાથે થઈ હોય તે વયક્તિ(f)</td>
</tr>
<tr>
<td>furnished</td>
<td>રાજયચીટાયી સુકું વા</td>
</tr>
<tr>
<td>gang</td>
<td>ગુજરાત/માલિની દોલી (f)</td>
</tr>
<tr>
<td>gender/sex</td>
<td>જિલ લીંગ</td>
</tr>
<tr>
<td>humour</td>
<td>રામજગ/વિનોડ</td>
</tr>
<tr>
<td>identical twins</td>
<td>સમૂહ જોડકાં (mpl)</td>
</tr>
<tr>
<td>Independent/self reliant</td>
<td>સ્વતંત્ર/સ્વાધીન</td>
</tr>
<tr>
<td>joint family</td>
<td>સંઘરૂપક કુટબન</td>
</tr>
<tr>
<td>loyal/faithful</td>
<td>શ્રીકાર/વિશ્બા શુ</td>
</tr>
<tr>
<td>mad/crazy</td>
<td>પાણિ/ગાડું એક</td>
</tr>
<tr>
<td>meet/meeting</td>
<td>મળું/સૂચા (f)</td>
</tr>
<tr>
<td>old age</td>
<td>ધરાપત્ર/ધરાપત્રસ્થા(f)</td>
</tr>
<tr>
<td>old people's home</td>
<td>વૃક્ષાશ્મ(m)</td>
</tr>
<tr>
<td>pensioner</td>
<td>વિવૃતી વેતન પામનાર</td>
</tr>
</tbody>
</table>
Higher tier (continued)

pretentious
priest
racist
relationship
relative/relation
reliable
role model
self-confidence
sensitive
sense of humour
similar
single person
spoilt
spot/pimple
stubborn
to be disadvantaged
to pick on/to harass/to bully
to resemble/look like
to suffer
to support
underage
understanding
well balanced

ઢોગી/a
પુજારી/ગોર/જાદી
કેમવાડી/જાતિવાડી/નાટકકરનાર(mf)
સાગપુર/સાગર (f)
સૂં/સંબંધી (f)
બંરીસાદર/બંરીસાદી
આધારૂભસ વિકિત (m)
આદભૂત
સંવેદનશીલ/તાંગણીપ્રધાન
વિનોખવૃતી
સમાન/સરળ
ઓક જ વિકિત
બાળકું/હાલનું/a
સાથ/પીલું/(m)/ઢીંકી (f)
હનીલું/જની
પ્રતિફળ સંદર્ભો કદ પરિસ્થિતિમાં મુખ્યો હોવ
ઉદ્યમ કાર્યક્રમ/પકડવું/હાલાંકિરણ કરવો
-નાત જેવું લાગિં/સરળ દેખાવું
સખ્ત કરવું/વેશં/લોગું
ટકરી/સહારી આપવો
સાધ્ય
સમજાું/સમજશક્તि (f)
સમતોલ/ા
Identity and culture: cultural life

**Foundation tier**

activity

address

adventure film

affection

athletics

badminton

ball

band/group

basketball

book

boxing/wrestling

bridegroom

camera

candle

cartoon

CD (compact disc)

classic

classical music

climbing/rock climbing

club

collection

comic (magazine)

competition

computer game

concert

प્રવૃત્તि (f)

સ્રણામુ

સાહિતિક ચલચિત્ર (f)

મમતા/વહાલ

વ્યાખ્યાની રમતો (f)

બેક્સ્ક્રિટ

દોર

વાંચાત્ર મંડળી (f)/બેન્ડ/સંગીત મંડળી

ટોપલી રમત (f)/બાસ્કેટબોલ

યોજક (f)/પુસ્તક

મુક્તિદી/ક્રેટી (f)

વરરાજ (m)

ફેમર/શ્રીશંખ

મીશાનની

વંચિત/પ્રભિત/(m)

સી.ડી(f)

શેતરંજની રમત (f)

નાટક (f)

ઓભાડ

બંગાર/વાંચાત્ર જેબું મોદેશી વાજડાવાનું લાખાણા એક વાડ્ય સાત્રણમ

શાસ્ત્રીય સંગીત

યુદ્ધ/પાર્ટ્રેડ્સ

કલા/મંડળ/મંડળી(group) (f)

સંગીત કર્તા/ચેકિટ/ચેકક્ક કરવું

રમૂજજ ( સામાજિક)

સહયોગી (f)

ફોમ્બ્યુટર પર રમાતી રમતો (f)

સંગીત જતસો (m)
Foundation tier (continued)

consolation
cycling
dancing sticks
detective/(detective story)
devotee
disco (place)
documentary
drums
Easter
entertainment
equipment
extreme
fanatical
Fantasy/imagination
flute
folk music
football
free time
game
Good Friday
guitar
gymnastics
hall
handball
happy birthday!
Happy New Year!
harmonium
hobby
hockey
Foundation tier (continued)

horror film
horse riding
ice skating
judo
karate
kite festival
leisure
leisure activity/hobby
Lent (period leading up to Easter)
live telecast
magazine
marriage/wedding
martial arts
medium (height/length)
medium
mosque
Mothers’ Day
mountain bike
mountaineering
music
musical instrument
muslim prayer
New Year
news
orchestra
parachute
party
piano
pilgrimage
play (theatre)/drama
player

ભયાનક/ધોકાદવારી
બરડું/સરડું/હસ્તઓ યાં સમયેલા (f)
ઉત્સવ/મહારસિદ્ધ
નવારાશ/કુરસથ (f)
નવારાશ/કુરસથના સમયની પ્રવૃત્ત (f)
સામિયક (f)
માંગતર
માધ્યમ (ઉચ્ચ/લંબાઈ)
માધ્યમ(અંગેજ માધ્યમ)/માધ્યમ
મિશત્ર
માટ્રિક (m)
વાયરસિકતલ (f)/સાયરસિક/સાયરસિક
પાર્વતાલાંદું
સંગીત (f)
સંગીતનું વાંચીત
નમાજ
નવી વર્ષ
સમાચાર
સંગીત-વાંચીત વાગેનારાણી મહણી
હવાઈ ફની (f)
મિષણની
પ્રિયાની (m)
યાત્રા
નાટક
ભેલાડી
Foundation tier (continued)
pleasure/amusement
pocket money
postcode
popcorn
prayer
pure
race/racing
rap
recorder (instrument)
referee
revered/respected
ritual
romantic
romantic film
rugby
sailing boat
saxophone
science-fiction film
secret/mystery/suspense story
series
singer
skiing
soap (opera)
song
sport
sports ground
sportsmanship
spy story
squash (sport)

મોજશોખ/મુશીની વાત/-નું મનોરંજન કરવું તે
મોજશોખ/મુશીની વાત/-નું મનોરંજન કરવું તે
મોજશોખ/મુશીની વાત/-નું મનોરંજન કરવું તે
પાર્શ્વ
પાર્શ્વ
પાર્શ્વ
શુભ/પશ્ચિમ
શુભ/પશ્ચિમ
જાતિ/એકવાણી હારીને અને રધપ સંગીત(f)
પાટી (m)
નિર્ણયક
નિર્ણયક
નિર્ણયક
રોમાંચક/લાવવાયાધાન/અક્ષેત્ર
રોમાંચક/લાવવાયાધાન/અક્ષેત્ર (f)
રખો – એક જાતની ફૂટબોલ જડી રમત
રખો – એક જાતની ફૂટબોલ જડી રમત
સહની મદદથી ચાલતી હોડી કે ચલપાડું (f)
સહની મદદથી ચાલતી હોડી કે ચલપાડું (f)
સેક્સોફોન
સેક્સોફોન
સેક્સોફોન
સેક્સોફોન
વૈજ્ઞાનિક ઉપખચરી કાઢવામાં કલ્પતિના તિલમ (f)
રાહ્સયમય વાતારી
શ્રેણી (f)
ગાયક (mf)
ગાયક (mf)
ધારાવાહી શ્રેણી (f)
ગીત (f)
રધપ (f)/સક્ષિકા (f)/અથ (m)
રધપ (f)/સક્ષિકા (f)/અથ (m)
રધપ અથવા મેદાન
રધપ અથવા મેદાન
અરુણી વાતારી
રધપ અથવા મેદાન
**Foundation tier (continued)**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>stage</td>
<td>મંચ/એંડસન્ડની</td>
</tr>
<tr>
<td>stereo system/music centre</td>
<td>સ્ટીરો સિસ્ટમ (m)/સંગીત કેનડ</td>
</tr>
<tr>
<td>surfing</td>
<td>પાટયા/પાટયા મહેંદિયા મોટા મોટા પર સમય ધરાને ડિનાર જવા/સંગીત ટેલિભિસન/પિંગપોંગ</td>
</tr>
<tr>
<td>table-tennis</td>
<td>ટેબલ ટેનિસ/પિંગપોંગ</td>
</tr>
<tr>
<td>team</td>
<td>ટીમ</td>
</tr>
<tr>
<td>television programme</td>
<td>ટીવી પ્રોગ્રામ</td>
</tr>
<tr>
<td>temple/Sikh temple</td>
<td>મંદિર/સીક મંદિર</td>
</tr>
<tr>
<td>tennis</td>
<td>ટીનિસ</td>
</tr>
<tr>
<td>thriller</td>
<td>રોમાંચકારી વાતો કે નવલકથા</td>
</tr>
<tr>
<td>toy</td>
<td>રમકાણ</td>
</tr>
<tr>
<td>trampolining</td>
<td>ટ્રમ્પલિન</td>
</tr>
<tr>
<td>trumpet</td>
<td>હાથીનો મોટો અવાજ/સૌંદર કનાર</td>
</tr>
<tr>
<td>channel</td>
<td>ટ્વિયલેન</td>
</tr>
<tr>
<td>violin</td>
<td>વિવોલન</td>
</tr>
<tr>
<td>volleyball</td>
<td>વોલ બોલ</td>
</tr>
<tr>
<td>water skiing</td>
<td>પાણી પર સરકવા/સરકવા (f)</td>
</tr>
<tr>
<td>western (film etc.)</td>
<td>પિલની/પિલની (ફિલ્મ/વગેરી) (f)</td>
</tr>
<tr>
<td>youth club (activity; place)</td>
<td>યૂષન ક્લબ/યૂષન ક્લબ</td>
</tr>
</tbody>
</table>

**Higher tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>archery</td>
<td>તીરંદાજી/બાણિજયા/પણનિજયા</td>
</tr>
<tr>
<td>board game/electronic game</td>
<td>પટખી પર રમાણી રમત/વીજલક રમત (m)</td>
</tr>
<tr>
<td>cable TV</td>
<td>ટીવી</td>
</tr>
<tr>
<td>camcorder/video camera</td>
<td>કેમ્બેરડર/વિડિયો કેમેરા</td>
</tr>
<tr>
<td>championship</td>
<td>અલઠેન્સમાં સર્વોપરિતા</td>
</tr>
<tr>
<td>do it yourself/DIY</td>
<td>પોતાની જાતે બનાવવા/બનાવવા (m)</td>
</tr>
<tr>
<td>drama (TV etc.)</td>
<td>નાટક (m)</td>
</tr>
</tbody>
</table>
Higher tier (continued)

earphones
fence/fencing
knowledge
league/division (sports)
mariage ceremony
melody/tune
original version
remote control
rowing boat
satellite TV
Sitcom/musical comedy
sports equipment
subtitles
tournament
viewer/audience
to be a member of
to go bowling (tenpin)
to do sport
to do gymnastics
to hike/ramble
to rollerskate
to score a goal
to shoot
to skateboard
to train

રીડિયો અથવા ટેલિસ્ક્રીન સામગ્રી માટે કાને પહેરાં સાધન
ઓઠર કરતી વાક/તલાવારની પટાબાજ જમણું તે/શીખો
સંગીત/અરીફની વર્ગ
લગાં સમારોહ
મધ્યર સંગીત/સૂર (f)
અપસલ કૃતિ/મૃણ વૃદ્ધિન (f)
રીમબટ ઇન્સ્ટ્રુમેન્ટ/કશ્રયાત્મક
હલેસા વતી યાત્રાવાતી હોવી
સેટલાઇટ ટીવી
હસ્યચિત્ર પીયરસટી/સંગીતમય રૂપી કાળ્પનક
રમતગમતના સાધનો (mpl)
પેટામથાળાં (mpl)
બીડાયુક
પ્રેક્ષક/શ્રોતાજન
-ના સભ્ય હોવું
બોલિયની રમત રમવા જવું
રમત રમવી/રમતગમત કરવી
ચીતામ કરવો/અંગેક્સર કરવી
ઘરાવા પરયાય કરવું. રમતગમત કરવી
પિનડાવાણા બોડા પહેરી રસ્તા પર સરકવું/હેડેટિંગ
gોલ કરવો (દ.લ. ઘરાવાણી રમતમાં)
ક્રમ પર ગોળી મારવી
pિનડાવાણા પાડિયા પર બીલાશી રહીને સરકવું
તાલીમ આપવી
Identity and culture: using social media

**Foundation tier**

- blog
- chatroom
- computer
- connection
- cyber bullying
- digital
- disk
- email
- forward slash
- homepage
- internet
- internet page
- key (of keyboard)
- keyboard
- mouse
- password
- printer
- programmer
- risk
- screen
- social network
- software
- to download
- to store
- to type
- to upload
- virus/virus (health)
- web
- webcam
- webpage

- બલોગ (m)
- વાતચીત કરવાની ઓરડો
- કંપ્યુટર
- જોડાણ (f)
- સાહેબ પર હાસાસી/ગુનાહીરી કરવી
- આંકડાબાજુ/ડિજિટલ
- અપટી સપાટ તકતી/ડિસ્ક
- એ-મેલલ
- આગળી તરફ અંસી લીધી કરવી
- ફેંકવું પાંચ/લેફેલ
- હોમનેટ
- હોમનેટ પાંચ
- ક્રીપ્ટર ઉપરના બટન/ક્ર.
- ક્રિપ્ટર
- મેસ (કંપ્યુટર)/મૂસક (ઉડર)
- પાસવર્ડ
- છાપવાનું દંડ
- કંપ્યુટરનો પ્રોગ્રામ બનાવવાર
- જોબમ
- પાંચ
- સામાજિક નેટવર્ક
- સોફ્ટવેર
- ડાઉનલોડ કરવું
- સંગ્રહ કરવો
- તફાવત ટાઇપ કરવું
- અપલોડ કરવું
- વાયરસ (કંપ્યુટર)/રોગ પેદા કરવાર અતિશીલમ જંતુ
- જનજીવની-સ્પિડર્સ/વેબ (કંપ્યુટર)
- વેબ કેમેરા
- વેબ પેજ વેબ પાંચ
Local area, holiday and travel

Foundation tier

(to) turn/switch off
(to) turn/switch on
abroad
accommodation
admission/entry fee
admission/entry ticket
advertisement/advert
airport
appointment
art gallery
autonomous community
baker
balcony
bank
basement
bath towel
bath tub
beach
berth/bunk (on boat or train)
bike (motorbike)
bike hire
boat
book shop

ચાંપ બંધ કરવી
ચાંપ ચાનું કરવી
પરદેશમાં/દેશની બહાર
રહેયાં/રહેવાની સાગર
દાખલો/પ્રવેશ/ડાખલ ક્રમ/પ્રવેશ ક્રમ (f)
ફ્રી કરવા/ડાખલ થવા માટેની ટિકિટ (f)
અહેરભર/અહેરાત/વિશાપન
ઉદ્યાનમધ્ય
ભૂમાદાતનની સમય
ભાગ પ્રકારના કરવાનું સ્થાન
સ્વયંસ્વીત સમાજ
લહીયારો
અરુણો (m)
બેડ/બેડલો (m)
સોલનણીયં/બોધું
નાહીં શારીર ક્રડું કરવાનું ટવાલ/ટવાલ
નાહીંવાલનો ટબ
ડરિયા દીનારો
વહાણમાં કે ટ્રનમાં સુવાસની જગ્યા/પાટિયં (f)
મોટરાઇડિંગ/મોટરસાઇકલ (f)
માણી બારી લેવી/સાડતી સાઇકલ/મોટરસાઇકલ
સ્ટોર/વહાળ
થોપીની દુકાન/પુસ્તક વિકેલની દુકાન (f)
book (of tickets)
bowling alley (tenpin)
brand/make
bridge
brochure/leaflet
building
bullfight
bull ring
bus
bus stop
bus/coach station
business/trade
butcher's shop
café
calm/peaceful
camp site
capital city
car
car hire
caravan
car park
carriage (train)
carry straight on
castle
cathedral
chemist's
cinema
city
coast


**Foundation tier (continued)**

- compartment
- concert
- connection (transport)
- corner (of street)
- country (i.e. country side)
- country (i.e. nation)
- country side/scenery
- crossroads
- cycle path
- degree (temperature)
- delay
- department store
- departure
- diesel (fuel)
- direction
- discount
- district/part of town
- diversion/detour
- double room
- drinking water
- driver
- driving licence
- dustbin
- east
- entrance
- exhibition
- exit
- factory
- farm

- અલગ પાડેલો ભાગ (m)
- સંજીવતનો જલસો (m)
- કોસ્ટ્યુમ (પરવહન)
- પ્રવેશ/પરાણ (f)
- ગ્રામવિસ્તાર/ગ્રામવિસ્તારનું સૌદેય
- યારરસતા
- સાધકત मાઈની ક્રિયા (f)/માર્ગ (m)
- અંશ (તાપમાનનો થોકમ) (m)
- મોટું કરવું (m)
- જાતજીતનો માલ વેપાર મોતી ડુકાન
- વિડયા/જાહેર (f)
- ડીઝલ ઓલ્ડિનમાં સારાંશ લાય જેલ/ડીજલ ટીપા (f)
- બે/ઇંડટમાં ઘરાડી
- ફ્રીલો(m)
- બીજે વાહન વે
- બે જીના માઈનો ઓરડ કરો
- પીવાંનું પક્કો
- વાહન યાલાયનની જાહેર/જાહેર/જાહેરનાંટક (m)
- મોટર યાલાયનની માઈનો પરાણ/જાહેરનો પરાણ (m)
- કરાંટાપીલ (f)
- પૂર્વ
- પ્રવેશાબદ
- પ્રદેશ
- ભાર જાવનુ તે/ભાર જાવનો મારા
- કારનાંયું
- પેટર...

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Foundation tier (continued)

ferry
field (farm/playing)
fishmonger
floor (1st/2nd)/storey
foreigner
form (paper/shape)
available/vacant
fruit shop
full board (in hotel)
games room
grocer's shop
ground floor
guest (in a hotel)
half board (in hotel)
heating
hill
historic
holiday/fair
hospital
hotel
household goods shop
hut
hypermarket
ice rink
identity card
idol/statue
in advance
in the open air
included/inclusive of
Foundation tier (continued)

indoor swimming pool
industrial
industry
information centre
inhabitant
island
journey/trip
key
lake
laundrette
left luggage (locker)
leisure centre
lift
line/route
litter/rubbish bin
lorry
luggage
main road
map (of the town)
market
market square/marketplace
means of transport
metro/underground (railway/train)
meeting place
monument
moped
motorway/highway
mountain
museum

મકાનની અંદરનો તરશ્ચીઝ
ઓયોજિક
ઉડીગો (m)
મહિલાઓને
રહેવાસી (m/f)
ટાપુ
પ્રવાસ (m)/મુસાફરી (f)/પર્યાટન યાત્રી (f)
તળાવ/સરોવર (m)
કપડા ધોવા માટેની દુકાન (f)
સામાન રાખવાની જગ્યા (f)
સામાનજ દેખાણ
લિક્ટ
રસ્તો
કલાકો/કલારાઝી
બટારો/મોટરટ્રક
સામાન (m)
મુખ્ય રસ્તો
નકશો (શહેરના) (m)
પણ શહેર
પણ શહેર તે પુલકી જગ્યા (f)
વાહનમાટ માટેના સાધનો (m)
બુજોખ રેલવે
માટ માટેની જગ્યા
સ્પનદ
મોટરવાળી બાઇકસિકલ
મોટર માર્ગ/ઘોડી માર્ગ
પર્યાટ/પકાડ (m)
સંગ્રહલય/સંગ્રહસ્થાન/મ્યુઝીયમ
Foundation tier (continued)

nature
newspaper
newspaper stall/kiosk
night club
nightlife
occupied; taken (seat etc.)
office
on foot
one-way street/system
opening hours/times
outing
outside
outskirts (of town/city)
owner
palace
park
part of town
passenger
passport control
pavement
pedestrian
pedestrian area
pedestrian crossing
petrol
petrol station
picturesque
pillow
place

કુદરત
છાપુ/સમાચારપત્ર/વર્તમાનપત્ર
છાપાં વેચવાની નાની ક્ષણ/લારી/લાકડી
રાખી કરવા
રાખી જવાન
ડરણ્ય કરેલા
અખાદી/કારખાનો(f)
પાણી ખાવાની/પગફળા
એક તરક જતો રસ્તો (m)
બુઝ્યા સમયાની સમય
અંગધારી રસ્તો (m)
બહારની બાંધ
સીમા (શહેરની બહારની કેડ) (f pl)
માલિક
મહેલ (m)
બાગ/બાગીયો (m)
શહેરનો બાગ
પ્રવાસી/બાંધકર/સ
પાસપોટે તપાસવાની જગ્યા
ટ્રેફિક/પગધી/પગફળા (f)
પાલ્ફળા પ્રવાસ કરનાર (m/f)
શહેરના પ્રવાસી માટે યાત્રાની જગ્યા (f)
પણે યાત્રાનાર માટે રસ્તો ઓળખવાની જગ્યા (f)
પેટ્રોલ
પેટ્રોલ સ્ટેશન/પેટ્રોલ પંપ
રભય/નભનરભય
ઓશીફી
જગ્યા/સ્થાન
**Foundation tier (continued)**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane</td>
<td>વિમાન/ધાર્મિક વિમાન</td>
</tr>
<tr>
<td>platform</td>
<td>એટલી (m)</td>
</tr>
<tr>
<td>playground</td>
<td>રમતનું મેડાન</td>
</tr>
<tr>
<td>police</td>
<td>પોલીસ</td>
</tr>
<tr>
<td>police station</td>
<td>પોલીસ સ્ટેશન/મથક</td>
</tr>
<tr>
<td>police officer</td>
<td>પોલીસ અધિકારી</td>
</tr>
<tr>
<td>port</td>
<td>બંરર</td>
</tr>
<tr>
<td>post office</td>
<td>ટફાલ-કચરી (f)</td>
</tr>
<tr>
<td>postcard</td>
<td>પોસ્ટકાડર્</td>
</tr>
<tr>
<td>poster/notice</td>
<td>પોસ્ટકાડર્/ભૂતપત્ર/ચત્ર</td>
</tr>
<tr>
<td>press (printing)</td>
<td>છાપખાંં/બ્યુટપ્રિંટ/સૂચના છાપાનું</td>
</tr>
<tr>
<td>price list</td>
<td>વસ્તુની કનૂની યાદ કમાની</td>
</tr>
<tr>
<td>priority</td>
<td>અજગરા</td>
</tr>
<tr>
<td>problem</td>
<td>મુલકેલ સલામ/સમસ્યા</td>
</tr>
<tr>
<td>public holiday</td>
<td>જરે રણ (f)</td>
</tr>
<tr>
<td>public/municipal</td>
<td>સાચચચિનક/નગરપાલિકા</td>
</tr>
<tr>
<td>reception</td>
<td>રિસેપ્શન (f)</td>
</tr>
<tr>
<td>receptionist</td>
<td>રિસેપ્શનસ્ટ</td>
</tr>
<tr>
<td>reduction</td>
<td>ગાંડાવંડ/ધપડડો</td>
</tr>
<tr>
<td>region/area</td>
<td>મુલંક/વિસટાર/પ્રેટેશ</td>
</tr>
<tr>
<td>rent</td>
<td>સિળા રામલી જગ્યા/અનામેલ જગ્યા (f)</td>
</tr>
<tr>
<td>reservation</td>
<td>જવા આવવાની ટિકિટ</td>
</tr>
<tr>
<td>return ticket</td>
<td>હિ (f)</td>
</tr>
<tr>
<td>river</td>
<td>સડક/રસ્તો (મુખ્ય રસ્તો)</td>
</tr>
<tr>
<td>road (main road)</td>
<td>રસ્તા માટેની નકશો (m)</td>
</tr>
<tr>
<td>road map</td>
<td>સડક/શેરી (f)</td>
</tr>
<tr>
<td>road/street</td>
<td>ઓરડો (હોટેલ રમ)</td>
</tr>
</tbody>
</table>
Foundation tier (continued)
roundabout (traffic)
rucksack
seat (train/plane)
seat/bench
service station
shopping centre
sight/place of interest
signpost (road sign)
single/one-way ticket
sleeping bag
sleeping car (on train)
snack bar/buffet
soap
souvenir
sports centre
square (in a town)
stadium
staircase
station (railway)
suburb
suitcase
summer camp
supplement
table booking/reservation
taxi
tennis court
tent
theatre
ticket

ચકરાવાવાં/ચકરં
બે પાસવાળી પીઠ પર લંટકતી થેતી
બેઠક (f)
બાંડડી(m)
સેવાગૃહ/દાંડુ
બાંડડી ડેના
સેવાલાખા સ્થાન/વસ્તુ
રસ્તો બનાવવાર પાટિયનું
માત્ર એક તરફ જવાની ટિકીટ
બિસ્તરની સામુદ્રિક વાળી બીચલો/બિસ્તરો
આગગાડીનો સુખાણો કાર્યાલય/સ્થયનાન
નાસ્તાણી વસ્તુચોલની દુકાન/પુઢક (f)
સાબુ (m)
યાદગિરી/સ્મરણ ચિત્ર
રમતગમતનું કેનદ્ર
બુરલો યોક
કોટાંગણું
ડાદર
રેલ મધ્યક/સેટશન/રેલવે સેટશન
પુઢે/ઉપનગર
Pડી/બેસ (f)
દુનાલામાં યોજન શીખર
dુનેશ/પુરાણી
મેળની નોભાળી
ટેક્સલી (f)
ટેનિસ રમવાની જગા
ટંબુ
શીલેટર/નાટકગૃહ/નાટયગૃહ
ટિકીટ
ticket inspector

ticket office (station etc.)

till (cashier’s desk/counter)

timetable

to be situated

to camp (in a tent)

to cross

to follow/carry on

to function/to work

to pack/unpack (cases)

to validate a ticket

toilet

toilet paper

toothbrush

toothpaste

tour

tour (on transport)

tour (walking)

tourist

tourist information office

tower

town

town centre

town hall

track/platform (railway)

traffic

traffic jam

traffic lights

ticket inspector

ticket office (station etc.)

till (cashier’s desk/counter)

timetable

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tourist information office

tower

town

town centre

town hall

track/platform (railway)

traffic

traffic jam

traffic lights

ટિકિટ તાફાસનાર

ટિકિટ કરેલી(f)

ગલ્લો (કડાનદારના પૈસા નામબરની પેટી)

સમયપત્ર

અમુક જગયાએ મુકવાનું/સથાપન કરવાનું/a

ડાવવા/શુંભિર કરવાય

ઓભાંગવં

-ની પાણી જવં કે આખં યાખું રામં કધું

કચ્ચવો પેટીમાં બનવી/બલી કરવી

ડાયરેસર ટિકિટ માન્ય કરવાય

જાં સંકાસ

અકાલ્સ-અપારત પડાણ

દાંત સાક કરવાની ફરજી/દાંતણ

દાંતમંજન

પ્રવાસ/સકર/પર્વટન

વાહનમાં પ્રવાસ કરવ્યો

પગપાળા પ્રવાસ કરવો

પ્રવાસી

પ્રવાસ મહિલા કાયરી

મનારે

શહેર/નગર

શહેરની મધયમાં

નગરભાવન

રેલવેનામાં પાટા

પાકની અવાજના કાર

રસ્તામાં પાકની બારે લીડ અથવા વાનણ અભાજ

ટ્રાફિક લાઇટસ
Foundation tier (continued)

train
tram
tube
twin room
underground station
unleaded (petrol)
vehicle
view (over/of)
village
visit
wardrobe
washbasin
way (or road)
welcome
well worth seeing
west
window
(shop) window
wood/forest
youth hostel
zoo

Higher tier

air conditioning
canal
customs (i.e. at border crossing)
emergency exit
province
waiting room
Higher tier (continued)

event
experience
fireworks
fountain
heavy goods vehicle
helicopter
hospitality
ironmonger
level crossing
memorial/monument
memory
motorway services
noise
no parking
package holiday
procession
registration/booking
run over (traffic accident)
rush hour
savings bank
seaport/harbour
seaside resort
seatbelt
stream
business (also shop)
speed (limit)
surrounding area/vicinity
to confirm
to board/embark (on plane/boat)

ઘટના/બનાવ/ક્રસ્સ (m)
અનુભવ
ઉદ્ભાસ
ફૂંકડા કુવસારો
બારે સમાવન લઈ જતું વાહન
હેલિકોપ્ટર
આંતરિક સાબિતા/પરિસ્થિતિ/મહંમાનગરી
લોકાત્મક સમાવનના દેવારી
ક્લટક/લેવલ ક્રિસેંગ
સમરક
આદ્ભુત/સમાજી (f)
હાં/ધૌરીમાં પેટ્રોલ/નાસ્તો/ભોજન મળે તેવું સ્થળ
અધિક/ઘોડાત
ગાડી ન હાથી રાખવી
પેટ્રોલ હોલીડા/ડ્રાઇવ
સરધાસ
નોધાંગ તે/નોધાંગી
ટોટા પાણી કે માઇક્સ ઉપર વાહન યલાવવું/(અકસ્માત)
બારે અવરકાપણી સમય
અસંગ બેંક (f)
વંદાર
હરિયા દીનારી રજા માલાવાની જગ/રિસોર્ટ
વાહનમાં સાધારણતા માટે બાંધવાનો પટો
અરાંદૂ/નાની નહીં
નેપાર/ધંઘો/ડ્રિફ
નેગ (માયોઝ)અસપાસનો વિસ્તાર
મૃશુર કન્યા
વધારુ કે વિમાનમાં ઉડવું
Higher tier (continued)

to brake

બ્રેક મારીને રોકને

to overtake

આગળ નીકળી જવું

to put someone up; to accommodate

રહેવાની સગવડ કરી આપવી

to stay (for a holiday)

જન માટે રહેવું

to overtake

કોઈની જગા તેવી

toll

કરવેરો(m)

town centre

શહેરની મધ્યમાં

winter/skiing holiday

શૈલાની/બરફ પર સરકવા જવા માટેની રજ

Phrases associated with weather

Foundation tier

bad

ખરાબ

bright

ઉશવાં

climate

હવામાન/આબોહવા

cloud

વાદળ

cloudy

વાદલીયું
cold

ઠંડી
dry

કોં
fog

ફુમ્મ

foggy

ફુમ્મવાં

heat

ગરમી

highest temperature

ઉચ્ચતમ તાપમાન

in the east

દૂર્માં
in the north

ઉરમાં
in the south

દક્ષણમાં
in the west

પિણમાં

it is freezing

સખત ઠંડી પડે છે

lightning

વીજળચમકે છે
**Foundation tier (continued)**

- it is raining
- it is snowing
- thundering
- lowest temperature
- overcast
- rain (light rain)/drizzle
- rainy
- sky
- storm/thunderstorm
- sun
- sunny
- temperature
- the sun is shining
- weather
- weather forecast
- weather report
- wind

- વરસાદ પડે છે
- બરફ પડે છે
- વીજળીનો કડાણુ/મેઘગાના
- લિંગભાઇ તાપમાન
- બાક્સાંથી ઢંકાયેલું
- વરસાદ/વરસાદ એવા લવન જામય એવા વરસાદ વરસાદાનું
- આકાશ
- આકાશીજ સાથે વાવાઝોડું
- સૂર્ય/સૂર્ય (m)
- સૂર્ય/સૂર્ય ના પકાશાનું
- તાપમાન/ઉષ્ણતામાન
- સૂર્યની પકાશ આવે છે
- હવામાન
- હવામાણી આગાહી
- હવામાણી હિવલ આપવો
- પવન (m)

**Higher tier**

- average temperature
- bright spell
- changeable
- hail
- it’s freezing!
- it’s misty
- low (temperature)
- rainfall
- shower
- stormy
- windy

- સામાન્ય તાપમાન
- ઘોંસલા સમય માટે ઉષ્ણ આવવો
- બહારલાય/અનિયમિત
- બરણાં કરા
- કરી જવાવ તેવી કંડી પડે છે
- ધૂમમાળી ઘેરાવલું છે
- નીચું તાપમાન
- વરસાદું પ્રમાણ /વરસાદ
- વરસાદું આપવું
- વાવાજોડું (લોકજોડું)
- વાવાજોડું/પવન વાવો
**Asking for directions**

- are you going on foot/in a car?
- as far as
- continue
- cross (over)
- go straight on
- high street/main street
- it is 100 metres away
- it is very close
- take the first road on the left
- turn left
- turn right

- તમે ખાલતા જવાના છો/કે આવીયા?
- જખ્ખું સુધી
- આવુ રાખો
- ઓનાગબુ
- સીધે સીધા જવ
- મુખ્ય રસ્તો/શેરટી
- તે સો મીટર દૂર છે
- તે બહુ નજૂક છે
- કાબી બાજુનો પહેલો રસ્તો લેજો
- કાબી તરડ/બાજુ વળજો
- જમણી તરડ/બાજુ વળજો

- Gujarati
**Dealing with problems**

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident</td>
<td>અકસ્માત (m)</td>
</tr>
<tr>
<td>bandage</td>
<td>ને પાટો બાંધવો</td>
</tr>
<tr>
<td>breakdown</td>
<td>બંધાઈ પડવું</td>
</tr>
<tr>
<td>broken</td>
<td>તેને/એ ભાંગી પડશું</td>
</tr>
<tr>
<td>crash/collision</td>
<td>અથડાવું/વાહન ની સામસામી ટકરાવી (f)</td>
</tr>
<tr>
<td>customer service</td>
<td>ઘરાકને સેવા આપવી</td>
</tr>
<tr>
<td>damage</td>
<td>નુકશાન</td>
</tr>
<tr>
<td>delivery</td>
<td>સોપણી (f)</td>
</tr>
<tr>
<td>email address</td>
<td>ઈ-મેઈલ એડ્રસ (f)</td>
</tr>
<tr>
<td>instructions for use</td>
<td>ઉપયોગ કરવા માટેની સૂચના</td>
</tr>
<tr>
<td>insurance</td>
<td>વીમો (m)</td>
</tr>
<tr>
<td>lost-property office</td>
<td>ખોવાયેલી વસ્તુઓની કચેરી (f)</td>
</tr>
<tr>
<td>mistake/fault</td>
<td>તેનું/એ વાણી (m)</td>
</tr>
<tr>
<td>problem</td>
<td>સમસ્યા/યુક્ષ્ણ/ટકલિક</td>
</tr>
<tr>
<td>progress/improvement</td>
<td>પ્રગતિ(f)/સુધારી (m)</td>
</tr>
<tr>
<td>purse</td>
<td>પાંકટ/બટવો (m)</td>
</tr>
<tr>
<td>quantity</td>
<td>જથ્થો</td>
</tr>
<tr>
<td>receipt</td>
<td>રસીદ (f)</td>
</tr>
<tr>
<td>theft/robbery</td>
<td>ચોરી/ચોરફાટ</td>
</tr>
<tr>
<td>to deliver</td>
<td>પહેલી/સુપ્તકાટ</td>
</tr>
<tr>
<td>to insure</td>
<td>વીમો ઉતિસવિયો</td>
</tr>
<tr>
<td>to return/give back</td>
<td>પાંકૂ આપવું</td>
</tr>
<tr>
<td>treatment/remedy/cure</td>
<td>સારવાર/ઉપાય</td>
</tr>
<tr>
<td>waiting time</td>
<td>રાહ જોવાનો નો સમય (m)</td>
</tr>
<tr>
<td>a fine</td>
<td>દંડ</td>
</tr>
<tr>
<td>crime</td>
<td>ગુનાંધ</td>
</tr>
<tr>
<td>criminality</td>
<td>ગુનવત્તા</td>
</tr>
<tr>
<td>thief</td>
<td>ખોર</td>
</tr>
</tbody>
</table>
**School**

**Foundation tier**

- absent
- A Levels (equivalent)
- achievement
- annual
- answer
- art
- biology
- board (blackboard/whiteboard etc.)
- break time
- calculator
- canteen
- careers adviser
- caretaker
- chemistry
- choir
- classroom
- college
- comprehensive school
- copy/script (exam paper)
- desk
- detention
- dictionary
- drama
- drama group
- drawing
- DT (design technology)
- education
- English
- essay
Foundation tier (continued)

examination
exchange
exercise book
exercise/practice
designed
facilities
fountain pen
future plans
GCSE
geography
German
french
German
French
German
French
German
French
German
French
German
French
German
French
German

hard working
head teacher
history
history/geography
holiday
homework
ICT
Foundation tier (continued)

kindergarten/nursery school
laboratory
languages (modern)
latin
lesson (on timetable)
library
lunch break
mark/grade
maths
mixed
oral
paper
page
paragraph
PE (physical education)
pencil
pencil box
physics
plan/project
present (in school)
primary school
private school
projector
personal and social education (PSE)
pupil
qualification
question
religious studies
report

பாளம்டிர

prügeschule (f)

languages (modern)

Latin

lesson (on timetable)

library

lunch break

mark/grade

maths

mixed

oral

paper

page

paragraph

PE (physical education)

pencil

pencil box

physics

plan/project

present (in school)

primary school

private school

projector

personal and social education (PSE)

pupil

qualification

question

religious studies

report
Foundation tier (continued)

result
rubber
rule/regulation
ruler
school
school bag/satchel
school book
school bus
school day
school group/party
school hall
school keeper/caretaker
school newspaper
school office
school report/certificate
school trip
school year
sciences
scissors
serious (hardworking)
semester/term
sentence
sharpener
sociology
sports hall/gym
staff room
state
state school

પરિણામ
રબર (f)
નિયમ
ઘૂમપડી (f)
શાળનિશાના/
દફતર
શાળની ચોપડી
શાળની બસ
શાળનો ટિવિસ
શાળનું મંડળનારી/ (m)
શાળનો ચુંટક (m)
શાળનો રાજયના કર્મચારી સુરક્ષા/
શાળનું સમાચારપત્ર
શાળની કાળીવારીય શાળનું/
શાળનો દેશાલંબપાયપાટ (m)
શાળનો પ્રવાસ
શાળનું દરસ
વિશાળ
કશ્તર
સંકીર્ણ/અંધી પેનસલની/
સમાચાર
વયાયામાંક/વયાયામશાળા/
શાળના કર્મચારીઓનો ઓરડાબાંડ વિશ્લેષ/બંક/
રાજચેતસરકાર/
સરકારી શાળા
Foundation tier (continued)

strict
student
subject
success
successful
summer holidays
team
technology
test
tie
timetable
to attend school
to calculate
to carry on
to pay attention/to be careful
to repeat a year
to sing
to sit an exam
to work hard
total
training/education
unfair
uniform
vocational school/technical college
weak/bad at (subject)
word
work book
sixth form

કરક/a
વિદ્યાર્થી/છાત્ર (mf)
વિષય
સક્ષમતા
સફળ
ઉનાળાની રજયો
ઉઠકી/પક્ષ
ડેટનોલોજી (f)
કસોટી (f)
નેકરાઈ (f)
સમયપત્ર
શાળમાં હજર રહેં
ગાંઠરી કરવી
આગળ વધારું
ધ્યાન આપવું/સાવચેત રહેવું
એ વર્ષમાં પાંચ હોવું
ગીત ગાવું
પરિકાશમાં બેસવું
મૂક મહેંનત કરવી
ચુક/આંદુ
તાલીમ (f)/સફળતા/કન્વલવાણી (f)
અન્વય/અનુચિત
gાણવેશ (m)
વ્યવસાયિક શાળા/ટેકનિકલ કોલેજ
નબળું/સૌથી વિષયમાં કમલો હોવું/a
શ્રેણ
નોટબુક/સામાનની યોગ્યતા (f)
ધોરણ બાર-ટેર/યે/એસલેવલ
Foundation tier (continued)

year 7
year 8
year 9
year 10
year 11
year 12
year 13

Higher tier
boarding school
business studies
class register
core/compulsory subject
degree (university)
discussion
economics
final exam
foreign language assistant/interpreter
headphones
ink cartridge
optional (subject)
parents’ evening
permission
pressure to achieve good marks/grades
pronunciation
secondary school
sociology
supervisor
technology
**Higher tier (continued)**

**textbook**

*to be cancelled (lessons)*

*to drop a subject*

*to have a detention*

*to improve (one’s knowledge/skills in)*

*to move up (to the next form/year)*

*to pronounce*

*to skive/to skip/bunk lessons*

*to spell*

*to translate*

*training centre*

*translation*

*university*

*waste of time*

*(to do a) written punishment/lines*
Future aspirations/study and work

Foundation tier

abroad
actor/actress
air hostess/air steward
ambition
apprenticeship
artist
badly paid
baker
builder
business/shop
busy
butcher
cashier/treasurer
charity
chemist/pharmacist
civil servant
clerk
coffee (tea/lunch) break
colleague
computer science
computer scientist
conference
cook
decorator
dentist
designer
doctor
drama artist
dream
editor

将来/留学
俳優/女優
空中小姐/空の看護
野心
実習
芸術家
低賃金
ベーカー
ビルダー
ビジネス/ショップ
忙しい
にぎやか
屠殺者
現金預金者/財務長
チャリティ
薬剤師/薬師
公務員
事務員
休憩
同僚
コンピュータ科学
コンピュータ科学者
会議
料理人
装飾師
歯科
設計
医師
ドラマ芸術家
夢
編集者
Foundation tier (continued)

- educational
- electrician
- (bank/office) employee
- employer/boss
- engineer
- experienced
- factory
- farmer
- file
- fireman
- interview (job)
- interview (e.g. TV or magazine)
- job
- journalist
- manager
- marketing
- mechanic
- message
- musician
- nurse
- opportunity
- part time
- pay
- per hour
- personal quality
- planned
- plumber
- Representative/sales rep
- respond
- sailor
- satisfaction

- શૈક્ષણિક
- છેલ્લેક્ટ્રિશનન
- (બેંક/ઑફિસ) કામયારી
- શેખ
- છજનેર
- અનુભવી
- કારભાણું
- પેદ્યા
- કાલગ
- આગ હોલવનાર/બંબાવાળો
- છાત્રદ્વય/મુલાકાત (નોકરિ માટે)
- છાત્રદ્વય/મુલાકાત (ટીવી કે સામાજિક માટે)
- કામ/નોકરી
- પટ્ટકર/બારબરટી
- સંખાલક/મેનેજર
- ભરીર-ડેશયલ/મેકીનિક
- મિસલીલ/કાટીયાર (આકોલણ)
- રાંધો
- રાંધીકાર
- પરિયોજિકા/નાસ
- તક/મોક્લો
- યોડા સમય માટે
- પગાર/વેતન
- દર કલાકાઈ/કલાક ટીક
- અંગત ગુજા/ભાસિત
- યોજિત/આયોજિત
- પલમસર
- પ્રતિનિધિ/સેના પ્રતિનિધિ
- જવાબ આપવાનો
- ભલાસી
- સંતોષ
Foundation tier (continued)

sewing/tailoring
singer
situation wanted
skill
society/company
tailor
teacher
teacher (primary)
technician
terms of employment
to apply for a job
to cut/to cut off (phone)
to do a course
to fill an application form
to file
travel agency
voluntarily/without pay
as a volunteer
well paid
worker
work experience
Higher tier
aim/goal
air pilot/aviator
application/enrol
appointment
architect
at (in email address: @)
charity sale (e.g. bake sale)
database
enclosed
hard disk
higher education
impression
in aid of
internship
job advert/vacancy
job/position
law (to study law)
letter of application
link
medicine (to study medicine)
memory card
photographer
photography
profession/job/occupation
promotion prospects
qualified
teaching/education
to introduce oneself
underscore
webmail
word processing

ધ્યેય/લક્ષણ
ાયપલોટ/વિમાનયાલક/ડેમાનિક
અસ્ત્ર/નોંધભંડ/સરતી કરાં
આયોજિત મુલાકાત
સ્થાપિત/શીલ્પી/એટિક
@ (એ-મેઈલ સરનામામાં @)
ડાન માટે કરેલ વેષાળા
સ્થયિત અને સંઘયક કરવા માટેની હેર ડિસ્ક
કાયદો શિક્ષણ
છાપ પાણી
-ની મદદ માટે
કરશ્યકત મુકમિ સેવા/છોટનશીલ
નોકરી જ્યારે/નોકરી પાલી જગા
નોકરી/પ્રશ્નદરી
કાયદો/સન્ન (ભાવથી ભાવના અભિવાદન
અરજપત
-ની સાથે જોડાં
પ્લાંટ (પ્લાંટ બનાવવા માટેની અભિવાદન
કરવા
રહી મારી રામયાંશનો કાર/સેવા કાર
ચાલીકાર
ચાલીકાર
વ્યવસાય/નોકરી/પ્લાંટ/રાજગાર
આગળ વધારવાની/બધાની સંભાવના/સાહકાર
દાદા દોનો
શિક્ષકનું કામ/કાઉન્સલિંગ/શિક્ષક
પોતાની ઓળખપાત્ર આપવી
પરિહાસમાં ઓછા ગુણની ખુબ મેળવવા
યુન મેનેલ
વર્ડ પ્રોસેસર
International and global dimension: bringing the world together/environmental issues

Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>advantages/disadvantages</td>
<td>ફયદા/ગેરફાયદા</td>
</tr>
<tr>
<td>animals</td>
<td>પ્રાણીઓ</td>
</tr>
<tr>
<td>campaign</td>
<td>સંગ્રહિત કાર્યકામ/જ્ઞાનશીલ</td>
</tr>
<tr>
<td>climatic</td>
<td>આબોહવા</td>
</tr>
<tr>
<td>coal</td>
<td>કોલસો (m)</td>
</tr>
<tr>
<td>destruction</td>
<td>વિનાશ</td>
</tr>
<tr>
<td>disaster</td>
<td>મોટી દુઃખદાન</td>
</tr>
<tr>
<td>drought</td>
<td>કુઠવા / વરસાદ પાણીનો અભાવ</td>
</tr>
<tr>
<td>earth</td>
<td>પૃથ્વી (f)</td>
</tr>
<tr>
<td>earthquake</td>
<td>ઘરતીખપ/સુખપ (m)</td>
</tr>
<tr>
<td>energy/power</td>
<td>શક્તિ(f)</td>
</tr>
<tr>
<td>environment</td>
<td>વાતાવરણ/પયાર્વરણ</td>
</tr>
<tr>
<td>extermination</td>
<td>નિકંતન</td>
</tr>
<tr>
<td>fair trade</td>
<td>સદ્વ્યાપાર</td>
</tr>
<tr>
<td>(music) event/festival</td>
<td>(સંગીત) ઉત્સવ/જલસો (m)</td>
</tr>
<tr>
<td>famine</td>
<td>કુઠવા</td>
</tr>
<tr>
<td>flood/flooding</td>
<td>પૂર/રેલ/પૂર આવવા/રેલ આવવા - જનપુલય</td>
</tr>
<tr>
<td>for/against</td>
<td>-ની તરડેલિયા/-ની વિચારણ</td>
</tr>
<tr>
<td>(rain) forest</td>
<td>(વરસાદ) વન/જંગલ</td>
</tr>
<tr>
<td>fresh water</td>
<td>તાજુ (મીઠુ - આંદુ નહી લેવું) પાણી (f)</td>
</tr>
<tr>
<td>gas</td>
<td>વાયુ (m)</td>
</tr>
<tr>
<td>greedy</td>
<td>લોભી</td>
</tr>
<tr>
<td>global</td>
<td>વિશ્વવિદાયક/સમગ્ર જ્ઞાત</td>
</tr>
<tr>
<td>global warming</td>
<td>પૃથ્વીનું તાપમાન વધવું</td>
</tr>
<tr>
<td>hunger</td>
<td>બૂખ/બૂખમરી</td>
</tr>
<tr>
<td>hurricane/whirlwind</td>
<td>વાવાજોડુ/વાવંટોડો</td>
</tr>
<tr>
<td>infection</td>
<td>લેખનો ચેપ લાગ્યો</td>
</tr>
<tr>
<td>International;national</td>
<td>આંતરરાષ્ટ્રીય/રાષ્ટ્રીય</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

- lack (of)
- lion
- natural resources
- oil
- Olympic Games
- people
- planet
- pollution
- poverty
- protection
- recycling
- salt water
- to benefit
- to die
- to lack
- to sort/separate (e.g. rubbish)
- to stay in contact
- tree
- war
- world
- World Cup (football)

- ની અન્યત હોવી
- સિહ
- કુદરતી સમૃદિઃ.
- તેલ
- ઓલિમ્પિક રમતો
- જનતા (f)/લોકો
- ગિંદું
- પ્રકૃતિ
- ગરીવાણી (f)
- રક્ષણ
- નકશીલ વસ્તુઓ કદરી ઉપયોગ
- પાણી પાણી (f)
- તાર થયો/કાયદો થયો
- મરી જબું
- અન્યત હોવી
- જૂધ પાંખુ (દ.એ કશ્તો)
- સંપાદિમા રહેવનું
- વૃક્ષ/સૂક્ષ
- વૃક્ષ/લેખી(f)
- વિશ્લેષણ/વિશ્લેષણ/જગત
- વિશ્લેષણ (ધેરેટાની રમત)
<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>destruction</td>
<td>વિનાશ/ઉપઘાત/પ્રકાર/દિક્સન</td>
</tr>
<tr>
<td>destruction/extinction</td>
<td>ઉપઘાત/પ્રકાર/દિક્સન</td>
</tr>
<tr>
<td>equality</td>
<td>સમાનતા</td>
</tr>
<tr>
<td>instant</td>
<td>તરત થાય તેના/તાત્કાલિક</td>
</tr>
<tr>
<td>needy</td>
<td>જરુતમંદ/સિરામાર</td>
</tr>
<tr>
<td>rights of man/people’s rights</td>
<td>લોકોનો હક (mpl)</td>
</tr>
<tr>
<td>self-reliance</td>
<td>સ્વાયાલંબન</td>
</tr>
<tr>
<td>solar power</td>
<td>સૂર્યની ઉર્ (f)</td>
</tr>
<tr>
<td>species</td>
<td>જાત/પ્રકાર</td>
</tr>
<tr>
<td>strength</td>
<td>તાકાત</td>
</tr>
<tr>
<td>to (make) compost</td>
<td>ખાતર બનાવું</td>
</tr>
<tr>
<td>to pollute/to contaminate</td>
<td>પ્રથ્યાય લેવું/દ્વિતીય થાવું/યેથ લાગવો</td>
</tr>
<tr>
<td>to survive</td>
<td>અકસ્માતમાંથી બચી જાઓ</td>
</tr>
<tr>
<td>to threaten</td>
<td>અકસ્થમાં અઠવા કે પ્રથ્યાય લાગવો</td>
</tr>
<tr>
<td>unfortunate</td>
<td>ઘમાડી આપવી</td>
</tr>
<tr>
<td>volcano</td>
<td>વસ્તાનાવું (m)</td>
</tr>
</tbody>
</table>
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles\(^1\) 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.

\(^1\) 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
- subjected 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)  Professor Lee Sing Kong
Chief Education Advisor, Pearson plc Director, National Institute of Education, Singapore

Bahram Bekhradnia  Professor Jonathan Osborne
President, Higher Education Policy Institute Stanford University

Dame Sally Coates  Professor Dr Ursula Renold
Principal, Burlington Danes Academy Federal Institute of Technology, Switzerland

Professor Robin Coningham  Professor Bob Schwartz
Pro-Vice Chancellor, University of Durham 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.'[1]

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:[2]

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. [3]

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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## Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>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.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>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.</td>
<td>The QN for this qualification is: 603/2623/2</td>
</tr>
<tr>
<td>Subject codes</td>
<td>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.</td>
<td>GCSE – 1GU0</td>
</tr>
<tr>
<td>Paper codes</td>
<td>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</td>
<td>Paper 1: 1GU0/01 Paper 2: 1GU0/02 Paper 3: 1GU0/03 Paper 4: 1GU0/04</td>
</tr>
</tbody>
</table>

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