This 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 4
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati specification

Issue 4 changes

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<td>Removal of Subject Advisor name:</td>
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<td>Update to Foundation tier paper timing:</td>
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<td>Clarification of question titles appearing in English added:</td>
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<td>‘Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register.’</td>
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<td>Reference to ‘GCE AS’ removed in the following sentence:</td>
<td>68</td>
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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 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.

| Paper 1: Listening and understanding in Gujarati (*Paper code: 1GU0/1F and 1H) |
| Written examination |
| **Foundation tier: 35 minutes, including 5 minutes’ reading time; 50 marks** |
| **Higher tier: 45 minutes, including 5 minutes’ reading time; 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 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. |
| Students must answer all questions in both sections. |
| There is no requirement for students to produce written responses in Gujarati. |
| **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*)

<table>
<thead>
<tr>
<th>Internally conducted and externally assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation tier: 7–9 minutes plus 12 minutes’ preparation time; 70 marks</td>
</tr>
<tr>
<td>Higher tier: 10–12 minutes plus 12 minutes’ preparation time; 70 marks</td>
</tr>
<tr>
<td>25% of the total qualification</td>
</tr>
</tbody>
</table>

**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*)

<table>
<thead>
<tr>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks</td>
</tr>
<tr>
<td>25% of the total qualification</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Paper 4: Writing in Gujarati (*Paper code: 1GU0/4F and 4H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td><em>Foundation tier: 1 hour 20 minutes; 60 marks</em></td>
</tr>
<tr>
<td><em>Higher tier: 1 hour 25 minutes; 60 marks</em></td>
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<tr>
<td><strong>25% of the total qualification</strong></td>
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<table>
<thead>
<tr>
<th>Content overview</th>
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<tr>
<td>This paper draws on vocabulary and structures across all the themes and topics.</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment overview</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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.
- 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.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

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

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

- 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 via the online Learner Work Transfer (LWT) portal.
- 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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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</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>
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</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 set 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>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 1–3  | - Communicates limited information relevant to the topics and questions  
- Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification  
- Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary  
- Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6  | - Communicates brief information relevant to the topics and questions  
- Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification  
- Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary  
- Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9  | - 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 |
| 10–12| - 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 |
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

<table>
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<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</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)

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.

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<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 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

<table>
<thead>
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</thead>
<tbody>
<tr>
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</tr>
</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

<table>
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<tbody>
<tr>
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<td>No rewardable material</td>
</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>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
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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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</thead>
<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

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<tbody>
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</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 in Gujarati. The question titles appear in English.
- The use of dictionaries is not permitted.

Foundation tier
- The assessment time is 1 hour and 20 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.
Question 2 has two options from which students have to select one. This question 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.

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.

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

The assessment time is 1 hour and 25 minutes in length.

The paper consists of two questions and one translation from English into Gujarati.

Students must answer all questions.

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.

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.

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

<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:
- 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>
</tr>
</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>
</tr>
</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>
<tr>
<td>2</td>
<td>The meaning of the sentence is partially communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>3</td>
<td>The meaning of the sentence is fully communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are accurate with only occasional errors that 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 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>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<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.

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

<table>
<thead>
<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>
| 1–4 | Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
Some effective adaptation of language to narrate, inform, interest/convince  
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  
Appropriate use of register and style with the occasional inconsistency |
| 5–8 | Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
Frequently effective adaptation of language to narrate, inform, interest/convince  
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  
Appropriate use of register and style with few inconsistencies |
| 9–12 | Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
Mostly effective adaptation of language, to narrate, inform, interest/convince  
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  
Predominantly appropriate use of register and style |
| 13–16 | Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
Consistently effective adaptation of language to narrate, inform, interest/convince  
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  
Consistent use of appropriate register and style throughout |
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>
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<th>Mark</th>
<th>Descriptor</th>
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</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>
</tbody>
</table>
| 1–3  | - Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference
        - Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6  | - The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated
        - Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9  | - The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated
        - Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12| - The meaning of the passage is fully communicated
        - Consistently accurate language and structures, any errors 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 Objectives

**Students must:**

<table>
<thead>
<tr>
<th>Objective (AO)</th>
<th>Description</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>
</tbody>
</table>

**Total** 100%

### Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper Description</th>
<th>AO1 %</th>
<th>AO2 %</th>
<th>AO3 %</th>
<th>AO4 %</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Gujarati</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Speaking in Gujarati</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Gujarati</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4: Writing in Gujarati</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>100%</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.

<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>
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<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>
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<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 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

Appendix 1: Candidate speaking examination record form (CS2) 71
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Appendix 5: Transferable skills 196
Appendix 6: Codes 197
## 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* (*Please delete as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</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>
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<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 करतां (R);
- superlative with the word सौ करतां (R);
- demonstrative (आ, ए, ते);
- indefinite (दरक, घुं);
- possessive (मार, तमार, ते);
- interrogative (कों, कूं, शा).

Adverbs:
- formation;
- comparative and superlative;
- comparative with the word करतां (R);
- superlative with the word सौ तां (R);
- interrogative (खारे, के, भा माटे);
- adverbs of time and place (अह, त्यं, हमां, पशं);
- adverbs of manner (झडपथी);
- adverbs of affirmation (भले, खरखर, अर्थपर);
- adverbs of negation (कदाच, कदाच ज);
- adverbs of reason (केह, तेह);
- adverbs of probability (केवल);
- common adverbial phrases (वारंवार, चालता, चालता).
Quantifiers/intensifiers:
- થોડું, મધ્ય, પશ્ચિમ હોયે, બધું નહીં.

Pronouns:
- personal: all subjects (હું, તું, તે) in all cases;
- possessive;
- reflexive;
- interrogative (કોણ, કોણા, કઠીન);
- relative (જે/તે);
- object: direct (R) and indirect (R);
- position and order of object pronouns (R);
- disjunctive (મને);
- demonstrative (આ, તે બધા);
- indefinite (કાંઇક, અમંક) (R).

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

Prepositions:
- common prepositions: e.g. માટે, અંગર, બહાર, સાથે, પર, પાસે, પાછળ, તરફ;
- common compound prepositions: e.g. ના પાછ્છી, -ના વગર, -ના બધાનું, -ની સાથે, -ની નીચે.
Conjunctions:
- common coordinating conjunctions, e.g. ને, અને, પણ, માટે, અથવા;
- common subordinating conjunctions, e.g. કારણ, કે, એટલે કે, તેમ છતાં.

Number, quantity, dates and time:
- including the use of ‘since’ in different constructions (R).
Gujarati (Higher tier)

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

Adjectives:
- comparative with the word 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, અમુક).

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

Number, quantity, dates and time:
- including the use of ‘since’ in different constructions.
Appendix 3: Vocabulary list

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

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

**Word lists**

*Section 1: High-frequency language*

- Common verbs
- Common adjectives
- Common adverbs
- Prepositions
- Colours
- Numbers
- Ordinal numbers
- Quantities and measures
- Some useful connecting words
- Time expressions
- Times of day
- Days of the week
- Months and seasons of the year
- Question words
- Other useful expressions
- Other high-frequency words
- Countries
- Continents
- Nationalities
- Administrative regions of Gujarat with English equivalents
- Areas/mountains/seas
- Useful acronyms
- Social conventions
- Language used in dialogue and messages
Section 2: Topic-specific language

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

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

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

**Theme 1: Identity and culture**

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

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

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

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

**Holidays**: preferences, experiences and destinations

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

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

**Theme 3: School**

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

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

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

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

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

**Work**: jobs; careers and professions

**Theme 5: International and global dimension**

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

**Environmental issues**: being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

to accept
સ્વીકારયું
sabh rheyu/saath aapvo

to accompany
સાથે રહું/સાથ આપવો

to add
ઉમેરું

to advise
સલાહ આપવી

to agree
સહમત થું/માનવું / કહુલ કરવું

to allow
રજ આપવી/પરવાનગી આપવી

to annoy
પજવું/ચીડવું/લુસ્સે કરું

to answer/to reply
જવાબ આપવો

to apply
અર્થ કરવી

to argue
દલીલ કરવી

to appreciate
કદ્ર કરવી

to arrive
આવું/ પહોંચું

to ask
જૂં

to ask a question
પ્રશ્ન પૂછવો

to ask for
તે માટે પૂછવું

to attend
કરવા તૈયાર હોવું

to avoid
ટાળું

to babble
બબડું/ બડબડાટ કરવો

to bank
જમા કરવું

to bath/to bathe
હાજર રહું/હાજર આપવી

to be
હોં

to be able to
સમથર્હોવં/પરવડું

to be able to afford
પોસાવું/પરમર્થયું

to be absent
ગેરહાજર રહું

to be about to (do)
કરવા તૈયાર હોવું

to be alert
સાજ રહેવું

to be born
જનમવં/જનમ લેવો

to be called
બોલાવવામાં આવવું/બોલાવવં
Common verbs (continued)

- to be careful
- to be crushed/run over
- to be cold
- to be defeated
- to be free
- to be frightened
- to be hot
- to be hungry
- to be in a hurry
- to be hurt
- to be ill
- to be independent
- to be interested in
- to be keen
- to be located
- to be lucky
- to be missing
- to be of the opinion
- to be proud
- to be saved
- to be scared
- to be sleepy/to be tired
- to be sorry
- to be successful
- to be thirsty
- to bear
- to beat
- to beat (heart)
- to become
- to become free
Common verbs (continued)

to beg

to begin/start

to believe

to bite

to bless

to bloom

to blow up

to boil

to boil, e.g. potatoes

to borrow

to book

to bounce

to bow/express greetings

to break

to bring

to brush (hair)

to build

to bully

to bump

to bump into

to burn

to burn something

to buy

to buy tickets (for a show)

to call

to camp

to cancel

to care

ભીખ માંગવી
શરુ કરવું/શરુઆત કરવી
માનવું/ધારવું
કરવાં/બટાવવાં
અશીલીયે આપવા
ભીખવું
કુલાવવું/કુદરી જું
ઉભાવું
બાંખવું
ઉભીનું લેવું
નોપાવું
પ્રેરણાનું
બાગ લાગવું/નમન કરવું/નમસ્તેર/પ્રણામ કરવાં
લોકી નામવું/લાંખી નામવું
લાખવું
બાળ ઓળખવા
બાંખવું
દાઝવા/દઝાવા
બાળવાં
બાળવાં
કંઈક બાળવાં
કંઈક બાળવાં/બાળી નામવું/સંગઠાવવું
વરીયું
બાળકી ભરીયી
બાળલાવાં
કોઇઓ નામવી
રશ કરવું
સંભાળ/ટેબલના રાખવી
Common verbs (continued)

to carry

to catch

to caution

to celebrate

to change/to exchange

to change (trains etc.)

to chase

to chat

to cheat

to check

to chew

to chill

to choose

to chop

to clean

to climb

to climb mountains

to close

to collect

to collide/to crash

to combine

to come

to comment

to compare

to complain

to complete/finish

to complicate

to congratulate

to consider

to contact
Common verbs (continued)

to continue/carry on

to convince

to cook

to cope

to copy

to correct

to cost

to count

to cover

to criticise

to cross

to cry

to cut

to dance

to decide

to decorate

to delete/to erase

to depart/leave

to depend on

to describe

to deserve

to die/to pass away

to dig

to digest

to dine/eat dinner/meal

to direct

to discuss

to dislike

to dismiss
Common verbs (continued)

to distribute  
વહેચણી કરવી/વિતરણ કરવું  

-

to dive  
ડબકી મારવી  

-

to do  
કરવું  

-

to doze  
જોડું  

-

to drag  
હોસાવું  

-

to draw  
હોસું/જેવું  

-

to dress  
કપડા/ખસ પહેરવાં  

-

to drip  
ટપકું  

-

to drive  
હંકારું  

-

to drown  
દૂબી જવું  

-

to dry  
સુકવું  

-

to dry up  
સુકવાં માટે  

-

to eat  
જમું/ખાયાં  

-

to earn  
કમાવું  

-

to economise  
કરકસર કરવી  

-

to educate  
શિક્ષણ આપવું/કેળવાં  

-

to encourage  
ઉદેજન આપવું/પ્રોત્સાહન કરવું  

-

to end  
લાવવો/કરવું/સમાપ્ત કરવું  

-

to enjoy  
માણવી/આનંદ કરવો  

-

to enter  
પ્રવેશ કરવો  

-

to escape  
ભાગી જવું/નાસી જવું/કૂઠક જવું  

-

to exercise  
કસરત કરવી  

-

to exhibit  
પ્રદિશાત કરવું  

-

to experience  
અભ્યાસ કરવો  

-

to explain  
સમજણ આપવી  

-

to fail (an exam)  
નાપાસ થવું  

-

to fall  
પકડી જવું  

-

to fall asleep  
હેરી જવું  

-
Common verbs (continued)

to fall (leaves)  

 Gujarati:  ખરું  

to feed  

 Gujarati:  ખવડાવું / જમાડું  

to feel  

 Gujarati:  લાગણી થવી / અડું  

to feel scared  

 Gujarati:  ગભરાં  

to fetch/get/bring  

 Gujarati:  લાવું / લઈ આવું  

to fill  

 Gujarati:  ભરું  

to fill (a form)  

 Gujarati:  પત્રક ભરું / ફોંમર્ ભરું  

to find  

 Gujarati:  શોધું / ખોળું  

to fine  

 Gujarati:  દંડ કરવો  

to finish  

 Gujarati:  કોણા કરું / કતલ લાવવો  

to fish  

 Gujarati:  માછલી પકડવી  

to flash  

 Gujarati:  ચમકું / ઝબકું  

to fly  

 Gujarati:  ઊડું  

to fly away  

 Gujarati:  ઊડું જું  

to flow  

 Gujarati:  વહું  

to fold  

 Gujarati:  વાળું / સંકૂં / ગડ કરવી  

to follow  

 Gujarati:  અનુસરણથી / ની પાછળ જું  

to forbid  

 Gujarati:  મનાઈ કરવી / રોકું  

to forget  

 Gujarati:  ઝૂલી જું / વીસરં  

to forgive  

 Gujarati:  માફ કરું / ક્ષમા કરવી  

to freeze  

 Gujarati:  થીજું / થીં જું  

to fry  

 Gujarati:  તળું  

to gain  

 Gujarati:  મેળવું  

to gallop  

 Gujarati:  છલાંગ મારવી  

to get (good) marks  

 Gujarati:  સારા શુણ મેળવવા  

to get angry  

 Gujarati:  ખુસે / ક્રોિધત થવું  

to get bored  

 Gujarati:  કંટાળ જું  

to get caught up in  

 Gujarati:  ફસાઈ જું / ફસાું
<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>-બાદી ઊટરું/પરથી ઊટરું</td>
</tr>
<tr>
<td>to get ready</td>
<td>તૈયાર થવું</td>
</tr>
<tr>
<td>to get tired</td>
<td>થાકું થાકું</td>
</tr>
<tr>
<td>to get undressed</td>
<td>કપડાં ઉતારવા</td>
</tr>
<tr>
<td>to get used to</td>
<td>ટેવાઈ જું</td>
</tr>
<tr>
<td>to give</td>
<td>આપવું</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/આમંત્રાન કરવું</td>
</tr>
<tr>
<td>to give orders</td>
<td>ખૂણમ આપવા</td>
</tr>
<tr>
<td>to give responsibility</td>
<td>જવાબદારી આપવી</td>
</tr>
<tr>
<td>to go bad</td>
<td>બગડું/ખરાબ થઈ જું</td>
</tr>
<tr>
<td>to go down</td>
<td>નીચે ઊતરું</td>
</tr>
<tr>
<td>to go for a walk/stroll</td>
<td>આલવા જું/સહેલ કરવા જું</td>
</tr>
<tr>
<td>to go often</td>
<td>વારંવાર જું/અવારનવાર જું</td>
</tr>
<tr>
<td>to go on holiday</td>
<td>રશ પર જું</td>
</tr>
<tr>
<td>to go out</td>
<td>પહેર જું</td>
</tr>
<tr>
<td>to go past (by car/on foot)</td>
<td>પરસાર થવું</td>
</tr>
<tr>
<td>to go shopping</td>
<td>પરિસ્થિતિ કરવા જું</td>
</tr>
<tr>
<td>to go to bed</td>
<td>સુશી જું</td>
</tr>
<tr>
<td>to go through/to suffer</td>
<td>વ્રાયથી જું/વીતવું/લોગવું</td>
</tr>
<tr>
<td>to go towards</td>
<td>તરક જું</td>
</tr>
<tr>
<td>to go wrong</td>
<td>પોંડ થું</td>
</tr>
<tr>
<td>to grow</td>
<td>ઉફફાવું/ઉગમવું/વધવું</td>
</tr>
<tr>
<td>to guide</td>
<td>માર્ખાંન આપવું</td>
</tr>
<tr>
<td>to hail</td>
<td>જવ જયદાર કરવો</td>
</tr>
</tbody>
</table>
Common verbs (continued)

to hang

લટકાવું/ટટક્કાવું

sopavun

ધીખાવું

loavu/मાટીકીનું લોયું

nkhavu/સ્થાન કરવું

vrâhâm levo

shârdî thâvî

ââûâm karâvî

swârânî natsî karâvî

râtanî bôjhan jhmavû/રાતીલોજન કરવું

âphôrûn bôjhan jhmavû

jâhu karâvû/અવાજ કરવું

sâlalavû

mâd kârvî

sûlâàkavû/સુભાવવું

lâd râbhû

âghâkdavû/માઘું

paâkavû

ââsâ râbhû

gûjâvû/સુજું કરવું/ગજગાએબું

jâlûhi karâvû/ઉતાવવાન કરવી

chîzhâ kârvî/લાગાôavû

bââsôvû/કલપના કરવી

sûkhâravû/સુખારીં કરવો

sâmâtâ kârvû/સમાવયું/સમાવેશ કરવો

dâshâvû/દિગતાવં

ââûâm karâvî

ââghû kârvî

to hand over

સનપં

loavun/માટીકીનું લોયું

to hate

િધારું

to have/to own

હોં

mâalâkînû hûn

to have a bath

નહાં

/ sânam karâvû

to have a break

vîrâm levo

to have a cold

shârdî thâvî

to have a rest

ââûâm karâvî

to have breakfast

sârânhôo nôsâtô karâvî

to have dinner/supper

râôtû bôjhan jhmavû/રાતીલોજન કરવું

to have lunch

bâpûrávû

bhôjâvû

to have to/must

jâr

aâvû
to help

mâdâ

to hide

sântâàdûn

to hire

bhâdârâvû

to hit (a ball/a person)

làgâdûn/mârû

paâkûn

to hold

pâtâ

saâmâl kârvî

to hope

ââsâ râbhû

to hum

gûjâvû/સુજીં કરવું/ગજગાએબું

to hurry

chîzhâ kârvî/લાગાôavû
to hurt

bââsôvû/કલપના કરવી

to imagine

sûkhâravû/સુખારીં કરવો

to improve

sâmâtâ kârvû/સમાવયું/સમાવેશ કરવો

to include

dâshâvû/દિગતાવં

to indicate

jânâvû

to inform

to insist

आâghû kârvî
Common verbs (continued)

to instruct

to intend

to interrupt

to introduce (someone)

to invite

to iron

to jump

to justify

to keep

to knock/hit

to know

to know (be familiar with)

to know (someone)

to land (e.g a job/ a plane)

to last

to laugh

to lay

to lay the table

to lead

to learn

to leave (an object)

to leave/to depart/go

to lecture

to lend

to lick

to lie

to lie down

to lift

सूचना आपत्ती/सूचन करवूं
कराड़ो/किद्रा/अश्वय होलो
दूरमारे रेडवूं/बोलवूं
ओलामारे आपत्ती/करावूरी/परियत आपत्ती
आमंत्रण आपवूं/आमंत्रित करवा
छसी करवो
ख्खलवूं/ख्खल भाषवा
पुरवार करवूं/समर्थन करवूं
शावूं
अवधावूं/हेडवूं/मन्दावूं/भाषवूं
ज्ञातकोरी होली/जाहवूं
परेतिंत होवूं
ओलावूं
मेणवूं/ हलावूं (e.g. नोकरी/विभाग)
टकी रेडवूं/टकवूं
हसवूं
पाहरवूं
मेज गोठवूं
होरवूं/रस्तो अताववो
शीवलुं
छोटी टेबलूं/मुडी टेबलूं/छीलवूं
प्रश्नहान करवूं/रवाना थवूं/जवूं
वाष्प्ता आपवूं
छीलन आपवूं/मास पर आपवूं
आटवूं
पोड़े/ जुड़े बोलवूं
सेवा/आठा पडवूं
उपार्वूं/ हीयडवूं
<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to like</td>
<td>ગમં/પસંદ પડં</td>
</tr>
<tr>
<td>to like the taste</td>
<td>સ્વાદ ભાવવો/સ્વાદષ્ટલાગં</td>
</tr>
<tr>
<td>to limp</td>
<td>લંગડાં</td>
</tr>
<tr>
<td>to listen</td>
<td>સાંભળં</td>
</tr>
<tr>
<td>to live</td>
<td>રહૂં/રહં/રહંગ રહો</td>
</tr>
<tr>
<td>to load</td>
<td>ભાર લાદવો</td>
</tr>
<tr>
<td>to lock up</td>
<td>તાં મારં</td>
</tr>
<tr>
<td>to lock up (somebody)</td>
<td>દૂર દાં (કોઈને)</td>
</tr>
<tr>
<td>to look at</td>
<td>જોં/નીરખં/નિહાળં</td>
</tr>
<tr>
<td>to look after</td>
<td>સંભાળ/દાખભાળ/દાખરહ રાખવી</td>
</tr>
<tr>
<td>to look forward</td>
<td>ની પ્રતીક્ષા કરવી</td>
</tr>
<tr>
<td>to look like/to resemble</td>
<td>ના ને મળં/એકવાંલાગં</td>
</tr>
<tr>
<td>to loosen/to lose</td>
<td>ઢાં કરૂં</td>
</tr>
<tr>
<td>to love</td>
<td>પ્રેમ કરવો</td>
</tr>
<tr>
<td>to make</td>
<td>બનાવું/રચું</td>
</tr>
<tr>
<td>to maintain</td>
<td>રાખવું/નિભાવું/ટકાવું</td>
</tr>
<tr>
<td>to make a mistake</td>
<td>ગૂલ કરવી</td>
</tr>
<tr>
<td>to publicise</td>
<td>હોર કરવો</td>
</tr>
<tr>
<td>to manage</td>
<td>સંચાલન/નિયંત્રણ કરૂં</td>
</tr>
<tr>
<td>to marry</td>
<td>લગ્ન કરવા/પરણં</td>
</tr>
<tr>
<td>to measure</td>
<td>માપૂં</td>
</tr>
<tr>
<td>to melt</td>
<td>ઓગળં/પીગળં</td>
</tr>
<tr>
<td>to miss</td>
<td>ઝૂકં</td>
</tr>
<tr>
<td>to misunderstand</td>
<td>ગેરસમજ થવી</td>
</tr>
<tr>
<td>to misuse</td>
<td>દુરર્થોગ કરવો</td>
</tr>
<tr>
<td>to mix</td>
<td>મિશ્રણ કરવું</td>
</tr>
<tr>
<td>to move</td>
<td>હલવું/હલાવું/અસેડવું</td>
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</tbody>
</table>
### Common verbs (continued)

<table>
<thead>
<tr>
<th>English Verb</th>
<th>Gujarati Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>to muddle</td>
<td>ગોટાળો કરવો</td>
</tr>
<tr>
<td>to mumble</td>
<td>બબડ/ગણગણ કરવો</td>
</tr>
<tr>
<td>to need</td>
<td>જરી/જરીયત હોવી/આવશ્યકતા હોવી નોંધ કરવો</td>
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<tr>
<td>to note</td>
<td>ધ્યાનમાં લેવું</td>
</tr>
<tr>
<td>to notify</td>
<td>વાકીઓ કરવું/અપાર આવાણો સારવાર/માપણ કરવી વિશેષ કરવો</td>
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<tr>
<td>to object/to oppose</td>
<td>િવરોધ કરવો</td>
</tr>
<tr>
<td>to offer</td>
<td>ધરં/ફરમાવવું</td>
</tr>
<tr>
<td>to open</td>
<td>ખોલ/ઉઘાડાવું</td>
</tr>
<tr>
<td>to order</td>
<td>મંગાવું/કરલાવું/આદેશ આપવો જોડાવું/વયસ્થા કરવી/આયોજન કરવું</td>
</tr>
<tr>
<td>to organise</td>
<td>ગોઠવું/વ્યવસ્થા કરવી/આયોજન કરવું</td>
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<tr>
<td>to overflow</td>
<td>ઊભરાઈ જું</td>
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<tr>
<td>to own</td>
<td>માલક ધરાવવી</td>
</tr>
<tr>
<td>to paint</td>
<td>રંગ/વિક્રમ કરવું</td>
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<tr>
<td>to park (vehicle)</td>
<td>વાહન ઊંચ રાખાવું</td>
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<tr>
<td>to pass by</td>
<td>પસાર થવું</td>
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<tr>
<td>to part</td>
<td>ભાગ પાડવા/િવૂં પડાવું</td>
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<tr>
<td>to paste</td>
<td>ઢહપી કરવી/ઢહળો કરવો</td>
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<tr>
<td>to pay</td>
<td>પૈસા ભરવા</td>
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<tr>
<td>to pay the bill</td>
<td>બલ ભરવું</td>
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<tr>
<td>to peel</td>
<td>ચડત્રકામ કરું</td>
</tr>
<tr>
<td>to persuade</td>
<td>મનાવવું</td>
</tr>
<tr>
<td>to pick</td>
<td>કોટલં/થીંં કરવું</td>
</tr>
<tr>
<td>to pile</td>
<td>સ્વભાવ કરવી/ડાગલો કરવી</td>
</tr>
<tr>
<td>to place</td>
<td>રાખવું/ મૂકવું</td>
</tr>
<tr>
<td>to plan</td>
<td>યોજના કરવી</td>
</tr>
<tr>
<td>English Verb</td>
<td>Gujarati, Sanskrit, Latin</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------</td>
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<tr>
<td>to plant</td>
<td>વાવું/ઉગાડું/રોપું</td>
</tr>
<tr>
<td>to play (game/sport)</td>
<td>રમું/રમત રમવી</td>
</tr>
<tr>
<td>to play (musical instrument)</td>
<td>વાજાવું (વાજિતા)</td>
</tr>
<tr>
<td>to plead</td>
<td>વિનંતી/આજ્જછ કરવી/ઠેક કરવી</td>
</tr>
<tr>
<td>to please</td>
<td>પ્રેસ કરવું/આનંદ આપવો</td>
</tr>
<tr>
<td>to point</td>
<td>ઓખવું</td>
</tr>
<tr>
<td>to possess</td>
<td>પાસે (બસતુ) હોવી/માલકિનું હોવું</td>
</tr>
<tr>
<td>to postpone</td>
<td>મૂલતાવી રામબુ/કેલવું</td>
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<tr>
<td>to pour</td>
<td>રોડું</td>
</tr>
<tr>
<td>to pour (wastefully)</td>
<td>ઢોળું</td>
</tr>
<tr>
<td>to practice</td>
<td>મહાવરો કરવો/અભ્યાસ કરવો</td>
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<tr>
<td>to pray</td>
<td>પ્રાથમિક કરવી/નમાજ પહડાણ</td>
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<tr>
<td>to prefer</td>
<td>પસંદ હોવું</td>
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<tr>
<td>to prepare</td>
<td>તૈયારી કરવી</td>
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<tr>
<td>to present</td>
<td>લેખ આપવી/જુદ્ધક કરવી/રાજ કરવું</td>
</tr>
<tr>
<td>to press</td>
<td>ઓખવું</td>
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<tr>
<td>to preserve</td>
<td>સાચવું/ભાંધવું</td>
</tr>
<tr>
<td>to pressurise</td>
<td>દાબ મૂકવો/દબાજો કરવું</td>
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<tr>
<td>to prevent</td>
<td>અટકાવવું</td>
</tr>
<tr>
<td>to prick</td>
<td>ભેંખવું/મૃશ્રૂનું/ખટકવું</td>
</tr>
<tr>
<td>to print</td>
<td>છાપવું</td>
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<tr>
<td>to proceed</td>
<td>આગળ વધવું</td>
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<tr>
<td>to produce</td>
<td>ઉત્પાદન કરવુ/પેટા કરવુ</td>
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<tr>
<td>to progress</td>
<td>વિકાસ કરવો</td>
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<tr>
<td>to prolong</td>
<td>લંબાવું</td>
</tr>
<tr>
<td>to protect</td>
<td>પ્રભાવછૂ રક્ષણ કરવું</td>
</tr>
<tr>
<td>to protest</td>
<td>વિરોધ કરવો/વાંખી ઊંધવવો</td>
</tr>
<tr>
<td>to publish</td>
<td>પ્રકશન કરવુ/પ્રસિદધ કરવુ/પ્રગટ કરવુ</td>
</tr>
</tbody>
</table>
Common verbs (continued)

to pull

to pull (plant)

to punch

to pursue

to push

to put

to put back

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

to qualify

to quarrel

to queue

to quote

to rain

to raise

to raise funds

to read

to realise

to reap

to receive/to be host to

to recommend

to rehearse

to refer

to refill

to refresh

to refund

to regret

to reject

to release

ખેચૂં/તાણૂં
ઉખેડૂં (छોડ)
મુક્ષી મારવો
ની પાણી પકવું/અગળ ધપાવવું
પક્ષી મારવો/પક્ષેલવું
મુક્ષું
પાંઢું મુક્ષું
ઓપડં/ડાગાવવું
લાખ લેવું/થાવું/બનવું
અધકારું/અધકો કરવાથી
કાર/કલારમા જલાવું
અંદાજ આપવો
દરરૂં
ઉઠાવૂં/ચમકું કરવું/દીઠરૂં
સલો ઉધરાવવો
વાંચું
સમજું
કાપણી/લાખી કરવી
આવકારવું/ વધમાન બનવું
બલાભારી કરવી/સ્થાન કરવું
પૂર્વપ્રોજા/અલફાસ/મહાવાત કરવી
ઉદલમ્બ કરવો
કુરિધી લગાવવું
કુરિધી તાજુ કરવું
પાંઢું આપવું
સસ્તાવી થવો
નકારવું/અસ્થિકાર કરવો
છોકરી દેવું/લુંઢુ કરવું
Common verbs (continued)

- to remember
- 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 rise (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

- to remember
- to remove
- to rent
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**Common verbs (continued)**

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<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>to rust</td>
<td>કાટ ચડવો</td>
</tr>
<tr>
<td>to sail</td>
<td>નૌકા વહાણમાં સહલ કરવી</td>
</tr>
<tr>
<td>to salute</td>
<td>સલામ કરવી</td>
</tr>
<tr>
<td>to save</td>
<td>બચત કરવી</td>
</tr>
<tr>
<td>to satisfy</td>
<td>સંતોષ કરવી</td>
</tr>
<tr>
<td>to say/to tell</td>
<td>કહું/બોલું</td>
</tr>
<tr>
<td>to say goodbye</td>
<td>આવજો કહું</td>
</tr>
<tr>
<td>to scare</td>
<td>ડરાવું/ખંડવાળું</td>
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<tr>
<td>to scold</td>
<td>ખંડવાળું/હાપી આપવો</td>
</tr>
<tr>
<td>to scratch/itch</td>
<td>પશ્ચિમ પાડવી/સહલ કરવી</td>
</tr>
<tr>
<td>to scream</td>
<td>ચીસનું પાડવી</td>
</tr>
<tr>
<td>to scrub</td>
<td>ઘસવી</td>
</tr>
<tr>
<td>to secure</td>
<td>સલામત/સુરક્ષિત કરવું</td>
</tr>
<tr>
<td>to see</td>
<td>જોં/િનહાળ કરવું</td>
</tr>
<tr>
<td>to seek</td>
<td>ખોળવું/શોધવું</td>
</tr>
<tr>
<td>to seem</td>
<td>લાગું (મને લાગે છે કે...)</td>
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<tr>
<td>to select</td>
<td>પસંદ કરવું</td>
</tr>
<tr>
<td>to sell</td>
<td>વેળા સેવા આપવી</td>
</tr>
<tr>
<td>to send</td>
<td>મોકલવું</td>
</tr>
<tr>
<td>to separate</td>
<td>અલગ/નો કરવું/ફૂચી પાડવું</td>
</tr>
<tr>
<td>to serve</td>
<td>પીરસવું/સેવા આપવી</td>
</tr>
<tr>
<td>to set</td>
<td>જમાવવું</td>
</tr>
<tr>
<td>to set (sunset)</td>
<td>આથમભં</td>
</tr>
<tr>
<td>to settle (live/reside)</td>
<td>વસવાટ કરવો/બનાવવી</td>
</tr>
<tr>
<td>to sew</td>
<td>સીવવું</td>
</tr>
<tr>
<td>to share</td>
<td>વહાણમાં સહલ કરવી</td>
</tr>
<tr>
<td>to shave</td>
<td>હાથી બનાવવી/જમાવત કરવી</td>
</tr>
<tr>
<td>to shine</td>
<td>પ્રકાશ પાડવાનું</td>
</tr>
</tbody>
</table>
Common verbs (continued)

to shout

-to shout

-to shop

-ખરીદાવી

-to show

-દર્શાવી

-to shower

-નહાવું (વારાથી)

-to sign

-સહેકરવી

-to sit

-બેસું

-to sit down

-નીચે બેસું

-to skip

-ડોરડાથી દૂદું

-to skin/shell

-ફોલં/કુલં ઊતારવી

-to slap

-ટમાચો ૏રવો/થપાટ ૏રવી

-to sleep

-ખૂં/ખૂં

-to slip

-લાફી/લાફી જું

-to slice

-ચીરી કાપવી

-to slide

-સરકાવું/સરકાવવું

-to smile

-હસું/હસ્ત મલકં/મલકં

-to smoke

-બીડ પીવી/બીડ મલકં

-to sniff

-સુંઘું

-to snow

-બરફ પડવો/બરફાટ થવી

-to socialise

-હળ-મળ

-to solve (a problem)

-ઉકલં/ઉકલ કરવો/જવાબ શોધવો

-to speak

-બોલું

-to spend (money)

-વાપર ખરચ

-to spend (time)

-સમય પસાર કરવો

-to spit

-શૂંકું

-to spray

-છાંટું

-to spread

-ફાલાવું/પાથરં/પ્રસારણ કરવું

-to stand

-ઊભા રહ્યું

-to stand up

-ઊં

Common verbs (continued)

to start/to begin

to stay/to remain

to steal

to stick

to stir

to stitch

to stop

to strain

to stretch

to stroll/go for a walk

to study

to stuff

to succeed

to suck

to suffer

to suggest

to suit

to sunbathe

to surf the internet

to sweep (floor)

to swell

to swim

to swing

to take

to take off (plane)

to take advantage of

to take back

to take photographs

to take part

शुरू करવું/ચલાવું/આરંભ કરવો

રહેવું/ફેલાયેલું/ડીડી રહેવું

ઓષ્ઠ કરવી/ઓષ્ઠ કરવું

હલાવવું

સીવું/ટાંકું

ડોકાબું/અપકારું/બળકરવું/શોષણ કરવું

દૃષ્ટ્રં/અકાર કરી

બાળવું/બંધ કરવું

થોભું/જંડઃં

છંટકરવું/છેણ તાવા હવું

ભોજે ધવં/અતેખમાં ધવં/અબાદ ધવં

યુષ્થશવ

સહાન કરી

સ્વભાવવું/સ્વયં આપવું

શોષણ કરવું

સુખાન કરવું

સૂર્યાન આપવું

શોષણ કરવું

સ્નેહનકરી

છોટરનેત પર તપાસવું

ધાલવું

સોષે યાદ્યો/કુલી હવું/સોજ હવુ/સોજ આદવા

તરં

ઝુલં/ઝલાવં/ફેલાકડં

લેવું

નીધકં

નો લાલ લેવો

ફાળં લેવું

શેટા પકડવા/ખૂબ પકડવી

માં લેવો
Common verbs (continued)
to taste to teach to tear to tease to tell to test to thank to thaw to think/believe to throw to tidy to tie to toast to touch to train to translate to travel to trip to try to turn to turn around to twist to understand to use to visit to wait for to wake up to walk

ચાખવું
શીખવું
કશેલવું/સીમવું
વીધવું/સલાવું
કરવું
કરોડીએ કરવી/પરીક્ષા કરવી
આલાદ માનવો
ઓગાલવું
વિચારવું/માનવું
ઢેકું/ડીકી ડેબું
સાલ કરવું/સ્વચ્છ કરવું
બંધવું
શેકવું
અ કરવું/સંપૂર્ણ કરવું
તાલીમ આપવી
બાય અનુબંધન કરવું
સદર કરવી/મુસાફર કરવી/પ્રવાસ કરવો
હેસ વાસવી/ગોઠ આવું
શીલિસ કરવી/પ્રથના કરવો/આજમાંઓએ
કરવું/કરવું/વાનું
પાંછ કરવું/જોડી કરવું/યસકર કરવું
મરાંદવું/બંધક કરવું
સમશવું
વાપરવું/ઉપયોગ કરવો
મળવા જવું/મુલાકાત લેવી
શહ/બાદ જોવા
જાગવું/ધિકરને ધિકવું
યાલવું
**Common verbs (continued)**

to want

to warm up

to warn

to wash (oneself)

to wash up

to watch

to wear

to weigh

to wipe

to win

to wish

to work

to worry

to write

**Common adjectives**

able

active

all

alike

alone/lonely

amusing

angry

any sort of

appropriate

awful

bad

 Gujarati:

<table>
<thead>
<tr>
<th>Gujarati</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>જોઈં/હોઈં</td>
<td>to want</td>
</tr>
<tr>
<td>ગરમ કરી/તપાવી કરી</td>
<td>to warm up</td>
</tr>
<tr>
<td>ચેતવણી આપવી</td>
<td>to warn</td>
</tr>
<tr>
<td>નાહી/સ્નાન કરી</td>
<td>to wash (oneself)</td>
</tr>
<tr>
<td>ફોં સાફ કરી</td>
<td>to wash up</td>
</tr>
<tr>
<td>નજર રાખવી/જોઈ</td>
<td>to watch</td>
</tr>
<tr>
<td>પહેરી</td>
<td>to wear</td>
</tr>
<tr>
<td>તોળી/વજન કરી</td>
<td>to weigh</td>
</tr>
<tr>
<td>ચેકવી</td>
<td>to wipe</td>
</tr>
<tr>
<td>જીતવી/જીત મેળવવી</td>
<td>to win</td>
</tr>
<tr>
<td>ઇચ્છા હોવી/ઇચ્છું</td>
<td>to wish</td>
</tr>
<tr>
<td>કામ કરી</td>
<td>to work</td>
</tr>
<tr>
<td>ચીટા/ધીકર કરવી</td>
<td>to worry</td>
</tr>
<tr>
<td>લખવી</td>
<td>to write</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gujarati</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>શક્તવાં/સમથર /સક્ષમ</td>
<td>able</td>
</tr>
<tr>
<td>સક્રય/પ્રાકૃતિક/પ્રવાીલ</td>
<td>active</td>
</tr>
<tr>
<td>સવી/સમાં/સંપૂર્ણ/પૃઆપૂરૂં</td>
<td>all</td>
</tr>
<tr>
<td>એક સામાન</td>
<td>alike</td>
</tr>
<tr>
<td>એક/એકલવાં</td>
<td>alone/lonely</td>
</tr>
<tr>
<td>મોટી/મનોર્જક</td>
<td>amusing</td>
</tr>
<tr>
<td>ગુસ્સે ભયેલું</td>
<td>angry</td>
</tr>
<tr>
<td>કોઈ પણ જતનુ/પકારનુ</td>
<td>any sort of</td>
</tr>
<tr>
<td>આનંદિત/અનુશન</td>
<td>appropriate</td>
</tr>
<tr>
<td>બહુ સારા/સારાંક</td>
<td>awful</td>
</tr>
<tr>
<td>સારા/સાર્ય/સાઝીલ</td>
<td>bad</td>
</tr>
</tbody>
</table>
### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>સૂંદર/ ઉપાય/ સુશોભન/ સોહભયાં</td>
</tr>
<tr>
<td>better</td>
<td>વધારે સારુ/ સાર ઘેરું</td>
</tr>
<tr>
<td>big/large</td>
<td>માંદન/ વિશ્યાં</td>
</tr>
<tr>
<td>bitter</td>
<td>કડશ/ માંડશ/ રસાં વિનાં</td>
</tr>
<tr>
<td>bland</td>
<td>સોશ/ સોશ થયેલ/ આંખ છૂં</td>
</tr>
<tr>
<td>boiling</td>
<td>ઉક્રલા/</td>
</tr>
<tr>
<td>boring</td>
<td>ઇન્ટારિસનક</td>
</tr>
<tr>
<td>brave</td>
<td>હાયાતવાં બહકર</td>
</tr>
<tr>
<td>brief</td>
<td>છૂં પ્રકાશાં/ અંશ્યાં/ હોિશયાર (વિદ્યાથ)</td>
</tr>
<tr>
<td>bright</td>
<td>તેજસ્વી/ તેજસ્વી (વિદ્યાથ)</td>
</tr>
<tr>
<td>brilliant</td>
<td>પહોં/ ચોં</td>
</tr>
<tr>
<td>broad</td>
<td>ચોં</td>
</tr>
<tr>
<td>broken</td>
<td>બૂટલુ/ બૂટલુ/ ભાંગી/ કાઢુ/</td>
</tr>
<tr>
<td>burnt</td>
<td>પણ્ણલુ/ ખાંડુ/</td>
</tr>
<tr>
<td>calm</td>
<td>શાંત</td>
</tr>
<tr>
<td>careful</td>
<td>ફાંચવાં/ સાવચેત</td>
</tr>
<tr>
<td>caring (person)</td>
<td>દખરખ/ સંભાળ રાખનાં</td>
</tr>
<tr>
<td>cheap</td>
<td>સસ્ય/</td>
</tr>
<tr>
<td>clean/neat/tidy</td>
<td>ચોક્છ/ સ્વચ્છ/ સાફ</td>
</tr>
<tr>
<td>clever</td>
<td>હોિશયાર</td>
</tr>
<tr>
<td>close</td>
<td>નજુક/ પાસ/ નજુકનં</td>
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<tr>
<td>closed</td>
<td>બંગ</td>
</tr>
<tr>
<td>cold</td>
<td>ઠંદ/</td>
</tr>
<tr>
<td>colourful</td>
<td>રંગબેરંગી</td>
</tr>
<tr>
<td>English</td>
<td>Gujarati</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>comfortable</strong></td>
<td>સુમદાયક/અસરમદાયક</td>
</tr>
<tr>
<td><strong>complex/complicated</strong></td>
<td>ગુજરાતપણા / નાગરકપણા</td>
</tr>
<tr>
<td><strong>cool</strong></td>
<td>ઠંઠં</td>
</tr>
<tr>
<td><strong>cosy</strong></td>
<td>શીતલ</td>
</tr>
<tr>
<td><strong>cracked</strong></td>
<td>તિરશક પડેલું</td>
</tr>
<tr>
<td><strong>creamy</strong></td>
<td>મલાનીયાં કરું</td>
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<tr>
<td><strong>crispy</strong></td>
<td>કકારૂં</td>
</tr>
<tr>
<td><strong>crooked</strong></td>
<td>વાંકં</td>
</tr>
<tr>
<td><strong>cruel</strong></td>
<td>કઠોર/બિહિર</td>
</tr>
<tr>
<td><strong>crushed</strong></td>
<td>બંદું</td>
</tr>
<tr>
<td><strong>curly</strong></td>
<td>વાંકં/વાંકારતૂં</td>
</tr>
<tr>
<td><strong>dangerous</strong></td>
<td>જોખમકારક/ભયજનક/ખતરનાક</td>
</tr>
<tr>
<td><strong>deaf</strong></td>
<td>બહું</td>
</tr>
<tr>
<td><strong>deep</strong></td>
<td>થું</td>
</tr>
<tr>
<td><strong>definite</strong></td>
<td>ચોસ</td>
</tr>
<tr>
<td><strong>delicious</strong></td>
<td>સ્વાદશ્ચ</td>
</tr>
<tr>
<td><strong>difficult</strong></td>
<td>અઘું/અશવશ કરું</td>
</tr>
<tr>
<td><strong>dirty</strong></td>
<td>મેં/અસ્વચા/ગંભીર</td>
</tr>
<tr>
<td><strong>disabled</strong></td>
<td>અક્ષમ/ડિવશાંગ</td>
</tr>
<tr>
<td><strong>disgusting</strong></td>
<td>ચીતરચંડાં જયિકા</td>
</tr>
<tr>
<td><strong>dry</strong></td>
<td>કોરૂં</td>
</tr>
<tr>
<td><strong>dull</strong></td>
<td>ઝાંકાર/ચળકાટિનારું</td>
</tr>
<tr>
<td><strong>dunce</strong></td>
<td>ઠોઠ</td>
</tr>
<tr>
<td><strong>dynamic</strong></td>
<td>ગિતશીલ</td>
</tr>
<tr>
<td><strong>easy</strong></td>
<td>સહું/સરળ</td>
</tr>
<tr>
<td><strong>elderly/old person</strong></td>
<td>પ્રૌઢ/અંગુ ય્યક કરું</td>
</tr>
<tr>
<td><strong>emotional</strong></td>
<td>ભાવનાશીલ/લાગણીશીલ/ભાવનાત્મક</td>
</tr>
<tr>
<td><strong>empty</strong></td>
<td>ખાલી</td>
</tr>
<tr>
<td><strong>entertaining</strong></td>
<td>મનોરંજક</td>
</tr>
</tbody>
</table>

*Common adjectives (continued)*
Common adjectives (continued)

every
excellent
excited/exciting
expensive
extra
fair (complexion)
false
famous
fashionable
fast/quick
fat
fatty
favourite
feeble
flavoured
flavourless
foreign
flexible
fluffy
foolish
former/antique/old
formal
free (no cost)
free
fresh
freezing cold
friendly
frightening

دارة/ بائیب
عالم/شریف
عطرشی/عطر
می‌توان/آرشین
دماشان
گداز/غیر
پچ/آشی/سقاخش
پیچ/نرگلی
پرخاشت
پرورشتناهات/آموزشی/کارگاه
انگار
جلد/مشکار
خوشبختی/خوشبخت
نیور/آشکت/کریست
لالختدار
کیشک
پرشه/نیرشی
فانتازی شکاپ تنو
۳ روز پیش از سه‌ماهه/سه‌ماهه دویی جدو می‌توان/بی‌گناه
آگاهی/پویانه/پوری/ژن
اوپلاستیک
مکت
مکت/بی‌فناوری/بی‌کیفیت
شزرا
سنگن‌د
میزبانی/سیدی/سی‌لان
تازگان/آشیشیت
Common adjectives (continued)

- full/complete
- fun
- funny
- generous
- genuine/original/real
- good/nice
- grateful
- greasy/oily
- great
- great (size)
- great/marvellous
- guilty
- handsome/pretty/charming
- happy/cheerful
- hard
- hardworking
- healthy
- heavy
- hexagon
- high/tall
- honest
- hot
- horrific
- hot and spicy
- hot tempered
- huge
- ideal
- important
- in a good mood
Common adjectives (continued)

independent
informal
innocent
intelligent
interesting
invaluable
jealous
jolly
juicy
kind
last/latest
lazy
light
light (weight)
lively
local
locked
long
lost
loud/noisy
lukewarm
magnificent
main
marvellous
mature
mild (food)
mixing
modern
moist

स्वतंत्र
अनौपचारिक
निरोध/निकट
बुद्धिशाली/सतेज/होशियार
रसपूर्ण/रसदायक/रसिक
अमूल्य
अटेजु/अर्जु
आनंदी/विनोदी/रमुज
रसायन/रसार
मायावु/मयावु
छल्लु/छल्लामा छल्लु/अंतिम
आलस्य
अज्ञात
हल्लु/हल्लक
झंपन/झंपसावलु/जेतनवंतु
स्थानिक
पंप/पुरेरु
त्तियु
बोवाऊलु/गुम थिशेलु
मोटा अवाजवाणु/घोडालिबु
नवशेकु
मल्ल
मुख्य
अखुबुत/आधुनिक
परिपक्व/पुरुष विकास पामेलु
मोंगु
मननावलु/मिलनसार
आधुनिक
लेखवाणु
<table>
<thead>
<tr>
<th>English</th>
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<tbody>
<tr>
<td>narrow</td>
<td>સાંકું</td>
</tr>
<tr>
<td>naughty</td>
<td>તોફાની/મસ્તીખોર</td>
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<tr>
<td>necessary</td>
<td>જનરાલફક</td>
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<tr>
<td>negative</td>
<td>નકારાત્મક</td>
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<tr>
<td>new</td>
<td>નવું</td>
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<td>next</td>
<td>આગામી/પછીનું/વીજુ આવતું</td>
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<tr>
<td>numerous</td>
<td>સંખ્યાબંઘ</td>
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<tr>
<td>nutritious</td>
<td>પૌષ્ટક/પોષક</td>
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<tr>
<td>old fashioned</td>
<td>જૂના વિયારનું</td>
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<td>only/just</td>
<td>ફક્ત/માત્ર</td>
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<tr>
<td>open</td>
<td>ઉઘાં</td>
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<tr>
<td>other/another/different</td>
<td>બીજું/અન્ય/જૂદુ</td>
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<td>own</td>
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<td>peaceful</td>
<td>શાંતભંદાન</td>
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<td>plain</td>
<td>સાંબંધ</td>
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<tr>
<td>pleasant</td>
<td>સોહામંદ</td>
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<td>રાખ/બશ</td>
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<td>લોકપ્રય</td>
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<tr>
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<tr>
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<td>વાજભલ</td>
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<tr>
<td>recent</td>
<td>તાજેતરનું/હાલનું</td>
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<tr>
<td>rectangle</td>
<td>લંબયોરસ</td>
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</tbody>
</table>
Common adjectives (continued)

responsible
rich
ripe
rough
round
rotten
ruthless
sad
safe
same/alike
satisfied
savoury/spicy
selfish
sensational
serious
shallow
sharp
short
shy
shrewd
silent
silly/stupid
situated/established
slender
slow
small
smooth
soft

जवाबदार
पैसादार/धनवान
पाटेलुं
परवधू/कठूं
गोल
सतेलुं
क्षोर/निर्याय
उदास
सलामत/सुरक्षित
सर्वं/ एक समान
संतुष्ट/संतोषी
कुरसूं/मसालेदार
स्वादी
उसेजनात्मक
बंबीर
छींछुं
अघुदीधर
झंक
शर्माण
चुंट/चालाक
शौर्य
अश्वकुंकुं/मूर्ण
स्थिर/स्थापित
पातणु
प्रीमुं/मंद
नाणु
लीसुं
पोयुं/नरम
**Common adjectives (continued)**

- sought after
- special
- splendid
- square
- stale
- sticky
- strange
- strict
- strong
- suitable
- superb
- surprised
- sweet
- sweet (person)
- talkative
- tall
- terrible
- thick
- thin
- tired
- together
- traditional
- triangle
- trustworthy
- ugly
- unbelievable
- understanding
- unfair
- unhappy
**Common adjectives** (continued)

<table>
<thead>
<tr>
<th>English</th>
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</tr>
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<tbody>
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<td>unhealthy</td>
<td>અસ્વસ્થ</td>
</tr>
<tr>
<td>unique</td>
<td>અનોનું/અનેં અશિંગ</td>
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<td>unpleasant</td>
<td>ઉપજોગી/કમનું</td>
</tr>
<tr>
<td>unsalted</td>
<td>નકાબમુ/વિનજુડરી માનવ</td>
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<tr>
<td>useful</td>
<td>ઉપયોગી/કામમા માનવ</td>
</tr>
<tr>
<td>useless</td>
<td>નકાબનજરાનું માનવ</td>
</tr>
<tr>
<td>valid</td>
<td>કામમા/કામમા માનવ</td>
</tr>
<tr>
<td>valuable</td>
<td>પ્રખ્યાત/વિજ્ઞાત</td>
</tr>
<tr>
<td>various</td>
<td>ઇવિવધ/અતિસૂક્ષ્મ જંતર</td>
</tr>
<tr>
<td>virus (health)</td>
<td>રોગ પેદા કરનાર અતિસૂક્ષ્મ જંતર</td>
</tr>
<tr>
<td>weak</td>
<td>અશક્ત/અશક્ત</td>
</tr>
<tr>
<td>weak minded</td>
<td>નબળા મનં</td>
</tr>
<tr>
<td>well known</td>
<td>પ્રખ્યાત/વિજ્ઞાત</td>
</tr>
<tr>
<td>wet</td>
<td>પ્રખ્યાત/જિવા મળે જંતર</td>
</tr>
<tr>
<td>wide</td>
<td>અશક્ત/અશક્ત</td>
</tr>
<tr>
<td>wise</td>
<td>ચીતી પોતરમેડ</td>
</tr>
<tr>
<td>wonderful</td>
<td>વાણ પરામ</td>
</tr>
<tr>
<td>worried</td>
<td>નબળા વાણ/જુડાન</td>
</tr>
<tr>
<td>worse</td>
<td>વાણ પરામ</td>
</tr>
<tr>
<td>young</td>
<td>નબળા વાણ/જુડાન</td>
</tr>
</tbody>
</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>
</tr>
<tr>
<td>already</td>
<td>અગાઉથી/પહેલેથી</td>
</tr>
<tr>
<td>also</td>
<td>પણ/ઉપરાંત/વળી</td>
</tr>
<tr>
<td>always</td>
<td>હંમેશાં</td>
</tr>
<tr>
<td>approximately</td>
<td>આશરે/લગભગ</td>
</tr>
<tr>
<td>badly</td>
<td>ભરાબ રીતે</td>
</tr>
<tr>
<td>better</td>
<td>વધારે સાંભળે</td>
</tr>
<tr>
<td>below (down)</td>
<td>નીચે</td>
</tr>
<tr>
<td>cheaply</td>
<td>સસ્તામાં</td>
</tr>
<tr>
<td>completely</td>
<td>સંપૂર્ણપણે/સમગ્ર રાખે</td>
</tr>
<tr>
<td>earlier</td>
<td>પહેલાં ભરાબ રીતે</td>
</tr>
<tr>
<td>early</td>
<td>વહેલું</td>
</tr>
<tr>
<td>especially</td>
<td>આસ કરીને/મુખ્યત્વે</td>
</tr>
<tr>
<td>everywhere</td>
<td>એર જગાણી/જગાણી/કેટકેકાલે/કેટરબેર</td>
</tr>
<tr>
<td>fairly</td>
<td>વજાણી/વયાજણી રીતે/યાયીપણે</td>
</tr>
<tr>
<td>for a long time</td>
<td>લાંબા સમયથી</td>
</tr>
<tr>
<td>fortunately</td>
<td>સારા નસીબે/સદ્દભાગે</td>
</tr>
<tr>
<td>hardly</td>
<td>કાઢારે</td>
</tr>
<tr>
<td>here</td>
<td>અહીં</td>
</tr>
<tr>
<td>inexpensively</td>
<td>સાતામાં/ઓછા રીતે</td>
</tr>
<tr>
<td>immediately</td>
<td>તુરંત/તાત્કાલિકત</td>
</tr>
<tr>
<td>later</td>
<td>પછીથી/પાછળથી</td>
</tr>
<tr>
<td>loudly</td>
<td>મોટી/જોરથી</td>
</tr>
<tr>
<td>more</td>
<td>વધારે/વધુ</td>
</tr>
<tr>
<td>never</td>
<td>કદાચ/નહીં</td>
</tr>
<tr>
<td>nevertheless</td>
<td>તેમ છતાં/ટોપણ</td>
</tr>
<tr>
<td>not yet</td>
<td>હમેશાં નહીં/અત્યારં નહીં</td>
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<tr>
<td>nowhere</td>
<td>કાઢી નહીં/કવરેય નહીં</td>
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</tbody>
</table>

The Gujarati adverbs correspond to the English adverbs provided.
Common adverbs (continued)

- often
- only
- over there
- perhaps
- possibly
- quickly
- rarely
- rather
- rather/quite
- really
- recently
- regularly
- similarly
- simply
- slowly
- sometimes
- somewhere
- soon
- still (yet)
- straight away
- there
- together
- too
- unfortunately
- up
- up there
- usually/generally
- very
- well

- वारंवार/अनेक बार
- क्षण/एक्षण/भ्रम
- त्यां
- कढां
- शत/संबंधित
- जलदी
- लागे ज
- तेना करता
- नष्ट जोता
- बरेबर
- क्षत्रिय/तत्क्षत्र
- लिखितपणे
- अह रीते
- साधारणी/साधारणपूर्वक
- धीरी/धीरेन्द्री
- रोख वर्त
- अंक/अंक ठेकलो
- थिका वर्तमान/देख समयमान
- हुं/हुं
- हमारां ज
- त्यां
- साधी साधी/अच साधी/संगाली
- वधारमान/उपरांत
- क्षत्रियी/सक्षमां
- ऊपर
- त्यां ऊपर
- सामान्य रीते
- भिन्न
- सारी रीते
Prepositions

about
above
according to
after
against
among
around here
at (someone's house)
at the back
at the end of
at/to
because of
before
behind
between
during
except
far (from)
for/in order to
from
in
in front of
in the aeroplane
in the background
in the middle of
inside
next to
on (subject)
Prepositions (continued)

on one side
on the corner of
on the left
on the other side
on the road
on the right
on the peak
under
opposite
outside/out of
through
towards
until
with
without

Colours

black
blue
brown
dark
gold/golden
green
grey
light
lilac/lavender
orange/saffron
parrot green
pink
pink (as in pomegranate)
**Colours (continued)**

- purple  શંબતલી
- red  લાલ
- silver  જુલની
- sky blue  વાદળી
- violet  શંબુડયોથી
- white  સફ્દ
- yellow  પીળો

**Numbers**

- 1  એક
- 2  બે
- 3  ત્રણ
- 4  ચાર
- 5  પાંચ
- 6  છ
- 7  સાત
- 8  આધ
- 9  નવ
- 10  દસ
- 11  અખિલાર
- 12  બાર
- 13  તેર
- 14  યૌદ
- 15  પંડર
- 16  સોળ
- 17  સ્નતર
- 18  અભાર
- 19  ઓગણીસ
- 20  વીસ


**Numbers (continued)**

<table>
<thead>
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<tr>
<td>23</td>
<td>ત્રેવીસ</td>
</tr>
<tr>
<td>24</td>
<td>યોવીસ</td>
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<td>25</td>
<td>પચ્ચીસ/પચીસ</td>
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<tr>
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<td>છ્યીસ</td>
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<td>27</td>
<td>સહયાવીસ</td>
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### Numbers (continued)

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<tr>
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<tr>
<td>800</td>
<td>આધસો</td>
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<td>અગયારસો</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>1,000,000</td>
<td>દસ લાખ</td>
</tr>
<tr>
<td>2,000,000</td>
<td>વીસ લાખ</td>
</tr>
</tbody>
</table>

### Ordinals

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>પહેવું</td>
</tr>
<tr>
<td>second</td>
<td>બીજું</td>
</tr>
<tr>
<td>third</td>
<td>ત્રીજું</td>
</tr>
<tr>
<td>fourth</td>
<td>ચોજું</td>
</tr>
<tr>
<td>fifth</td>
<td>પાંચમું</td>
</tr>
<tr>
<td>sixth</td>
<td>છેજું</td>
</tr>
<tr>
<td>seventh</td>
<td>સાતમું</td>
</tr>
<tr>
<td>eighth</td>
<td>આખમું</td>
</tr>
<tr>
<td>ninth</td>
<td>નવમું</td>
</tr>
<tr>
<td>tenth</td>
<td>દસમું</td>
</tr>
<tr>
<td>eleventh</td>
<td>અગયારમું</td>
</tr>
<tr>
<td>twelfth</td>
<td>બીજા વીસમું</td>
</tr>
<tr>
<td>twenty first etc.</td>
<td>એકવીસમું</td>
</tr>
</tbody>
</table>
Quantities and measures

- a bag of
- a bottle
- a box of
- a dozen
- a glass of
- a heap
- a jar of
- a little bigger
- a little of
- a little smaller
- a lot
- a packet of
- a part of
- a piece of
- a pile of, e.g. wood
- a pile of, e.g. books/clothes
- a quarter of
- a slice of
- a third of
- a tin of
- a tiny bit
- all (countable/uncountable)
- anything
- approximately
- army
- both
- bunch of bananas
- bunch of coriander
- bunch of flowers
### Quantities and measures (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
</table>
| bunch of grapes| દ્રાક્ષનો સમુદ્રણ | ગાંસડા /
| bundle         | ગાંસડમાં/પોટમાં | સમાન/સારમાં  
| bundle of clothes| કપડાં પોટમાં | પૂર્ણ/ સમાન/સારમાં 
| collection     | કપડો, પોટો | તકલ પરાલ કપડો 
| crowd          | ટોં, (લોકો ટોં) | અમૂલ 
| cup            | કપ | 
| definitely     | ચોસ | 
| double/twice   | બે/બમાં | 
| enough         | ઉપર | 
| equal          | સમ/સરમ | 
| exactly        | તદ/બરાબર | 
| gramme         | ગ્રામ | 
| half           | અડં / ઢલલાબંધ | 
| heaped         | છલોછલ | 
| herd           | ટોં (લાવરોં) | 
| how many       | કટલા | 
| in most cases  | મોટ/ભાગ | 
| in wholesale   | 
| a jug of       | એક જગ | 
| kilogram       | કલો/ગાંસડમાં | 
| litre          | લટર | 
| lump of sugar  | ખાંડનો ગાંસડો | 
| majority       | બુમા/મોટા | 
| many           | ઘણા | 
| many times     | ઘણા/વખત | 
| measure        | 
| metre          | 
| most           | 
| maximum        | 

*Note: The table above includes a selection of quantities and measures with their corresponding translations in Gujarati.*
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

લાખું/એલષ્યામાં લાખું
કોઈ નહી
કાંઠ નહી/બીલકુલ નહી/ક્ષેત્ર નહી
બહુ નહી
દિમાત વળશનુ
પતાણી સટ/ગંધકનાં પતા
પીફા
હક
ishki
જમી/રકમ/સંખ્યા
પા
કાગળનો વીટો (m)
ની હાર
સરભૂ/સમાન/એક સમાન
ketlal/અનેક
ketlal/keetlal/થોડી/થોડી/કંઈક
કોઈ વસ્તી
કોઈક
કંઈક/અમુક/કોઈ વસ્તુ
ketlal loko
છક/અં સુધી
પોપુ
પાપ
ાજન
પુરેપણ/આંજન
Some useful connecting words

although
dand
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 छતां/तेम होवा छतां/छतां पछ
अने
जमे ते रीते/झावे तेम
अेठूं ज/ये रीते/ते रीते/ना घुपे/जथी/कारण के
कारण के/केम के/तेथी/अेठूं
पछ/परंतू/किंत/छतां
दरमियान
tे पछ
छेवटे/अंते/आघरे/अंतम
tेम छतां/तोपडां/छतां पछ
जो/अथवा/के/जोके
tो नाही/अथवा नाही
tे कारणे/तेने लिघे
केपणावं के/चये
छेली वार/आघरी वाम्त/छेली समय
अे/ते रीते/प्रमाणे
वणी/वधारामां/उपरंत
tो...न/अ/नाही... ते पछ नाही
अथवा/अंतरा/नाही तो/नाहीतर
tेना कर्तां/ ते सिवाय
क्षत्र
अेकसरणु/अेकसऱ्भान
t्याखी/ते पाठी
अेठूं के
क्षारे/कोय क्षमत/अमख क्षमते/सम्ये
tे पछ
tे पाठी/पाठी/त्या बाब
t्यां ने त्यां ज/त्यारे ने त्यारे ज
tेथी/अेठूं/आधी/अेना परिशाम हुपे
Some useful connecting words (continued)

though  છતાં/છતાં/છતાં
whether  ક......આધવા નહી/ક/અગર
whoever  કોઈ પણ

Time expressions

afternoon/in the afternoon  બપોર/બપોર
to this  તેના પછી/ટે બાદ
ago  પૂર્વ/અગાઉ
always  હંમેશા/સહાયે/સહાય
another day  બીજો દિવસ
at dawn  પરોડયે
at night  રાત/રાત્રીના
at noon  બપોર/મધ્યાહન/બપોર બાર હાથે
at sunset  સૂર્યાર્થે
at the beginning  શુભાતમા/અંતમાં
at the end  આંખો/અંતમાં
at the last moment  છેલ્લી ઘડી/આંખો/અંતમ સમયે
at the start  શુભાતમાં
at this time  આ સમયે
date  તારીખ
during this week  આ અહીં/દિવસે દરમિયાન
evening  સાંજ (f)
everyday  દર્દિક/દરરોજ/રોજ
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

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

 diarr kalaate

vaarvar

dar akhvaadiye

so phele/so pratham

ak dar kalaadhi/ak dalaak mate/ak dalaak mate...

woode/so kara var mate

panvadaadhiyo

tyareedhi

ADVANEVAR

chaloo

ak minnatam

aabaram/antam/chhale

sangana

woode minnatam

aadhar kalaadham

sabare/sabana/sabarai

woode barai/woode yamantam

hamaad o/aktaaare o/hamaad le n hamaad o

pannam/kasaada/kasamardham

chhaaloo/aabaran/antim

gare rate

chhaalo yamna/sambha

gare akhvaadiye

gata pugdhaare

gata varse/varse/gare saale

moor

pakhi/dhaakhardhi

mabhaak/bapore baar vaane

mabha sabare

mabharat/mabharatii
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

mint
mahino/maas
aawat vadhware
aawat vadhvaide
aawat vares/vares/aawatii sath
rath/rathre
hamvan
kharek
samvase
hek vamat/hek vaar
vares/hek vaar/varasman hek vamat/hek vaar
hek samaye
bajye/jhiarek j
tyareedi/te sumadhi
hek vamat
hek samadhi/thoka vamatman/jhaladi
khirish karvun
voos/te pahinna di vasen
aagadi rane
pahii/toor pahii
aa aahvaide
aawatii thal sudhi
sang sudhi
aandu ranvun
aah
aawatii thale
aawatii thal savare
visomii sudhi
bahu/bhoo vahlenu
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>બુધવાર (m)</td>
</tr>
<tr>
<td>Thursday</td>
<td>ગુરુવાર (m)</td>
</tr>
<tr>
<td>Friday</td>
<td>શુભવાર (m)</td>
</tr>
<tr>
<td>Saturday</td>
<td>શનિવાર (m)</td>
</tr>
<tr>
<td>Sunday</td>
<td>રવીવાર (m)</td>
</tr>
</tbody>
</table>

- (on) Monday/on Mondays: સોમવાર/સોમવારના (m)
- (on) Monday morning: સોમવારની સવાર (m)
- (on) Monday evening: સોમવારની સાંજ (m)
- every Monday: દર સોમવાર (m)
- last Monday: ગયા સોમવાર (m)

### Months of the year

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>જન્યુઆરી (m)</td>
</tr>
<tr>
<td>February</td>
<td>ફ૆બ્રુઆરી (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>આગસ્ટ (m)</td>
</tr>
<tr>
<td>September</td>
<td>સ્પેટેમ્બર (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

- spring - વસંત (f)
- summer - ઉનાળો (m)
- autumn - પાનખર (f)
- winter - શીખાળી (m)
- monsoon - યોમાસુ (f)
- season

Hindu calendar months

- Kartak - કારતક (m)
- Magshar - માગશર (m)
- Posh - પોષ (m)
- Maha - મહા (m)
- Phagan - ફાગણ (m)
- Chaitra - ચૈત્ર (m)
- Vaishakh - વૈશાખ (m)
- Jeth - જેઠ (m)
- Ashadh - અષાઢ (m)
- Shravan - શ્રાવણ (m)
- Bhadarvo - ભાદરવો (m)
- Aaso - આસો (m)
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?
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

મંત્ર/કબુલ/સહમત

સારા માટે

વારાંકરતી/એકાંતરે/એક પછી એક

અંતમ/અંતમાં

સારા નસીબ

ભલ સરસ

અસ રાખું

તમે અહીંયા છો

ઉં ત્યાંકારapikey રીતે પહોંચું

મને ભાર નથી

મને વાંધો નથી

મને સમજ/સમજા નથી પહોંચતી

મને ગમે/પસંદ છે

મને સારુ છે/એક બારરી/બજામાં છું

બસ ઘાડુ/બસ, હવે બધુ ઘાડું

મારા અભ્યાસ/માત્ર મૂજ્જ/પ્રમાણ

મારી દૃષ્ટિઓ/મારા વિચાર પ્રમાણે/મારા માનવા મૂજ્જ

મને તંગ કરે છે/ગમે કરે છે

વાંધો નહી

છે/તે વિચાર સારો નથી

છે/તે સારો વિચાર છે

મને હસાવે છે

કાઢ્ય

અષ્ટ્રાઇ/અલંબત

બલા(મારી સંબંધ/સહમતિ છે)

કુલી એક વાર/વાંચત

એક વાંચત/સમયે

નીચેમાંના/નીચેનાંમાંથી એક

સ્વા અને/જેટ
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

धાંખું સાંભું
યાતે અવ્યું
તે મને રસપ્રેક્ષત નથી લાગતું
પુલતું છે/બસ અથવા જ
આ રહીએ/આ શીખી તૂ/આ રહી તૂ
આલા/પણથવાદ
શે સાંભું છે
બહુભારત
સામાન્ય રીતે
શાબાશ!
કેબું શરમશિલક કહેવાય
જ કાંઈ
tેની શું અર્થ છે?/અર્થલાય છે?
tે કેબું છે?
નુષીઢી
જ કેબું
જ નથી/પરાવાનગી નથી
કદરી શાકી છો
જરૂરી છે
kરવું જોઈએ
Other high-frequency words

figure (number)
for example
if
middle/half
Miss
Mr
Mrs
no
opinion
reason
someone
something
that/those
thing
this/these
time
type/kind/sort
way
with
without
yes

Countries
Afghanistan
Argentina
Australia
Austria
Belgium
Brazil

Others

打破了
达布达
３０/अगर
अघू/बख़्लु/बख़्लेनु
कुमारी (f)
श्रीमान (m)
श्रीमती (f)
ना/नहीं
अभिप्राय (m)
कारण
कोई
cोई वस्तु
ते/तेखो/पेलुं
वस्तु/चीज
वा
समय/वक़त
प्रकार/जात
रस्तो/मार्ग/सीत
साथे
वजर/विना
हाँ
<table>
<thead>
<tr>
<th>Countries (continued)</th>
<th>કંપ્યુઝર કલ્પ્યન (આવ્યા)</th>
<th>કંપ્યુઝર કલ્પ્યન (આવ્યા)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>બંગાલ</td>
<td>બંગાલ</td>
</tr>
<tr>
<td>Myanmar (Burma)</td>
<td>મ્યાનમાર/બ્રહ્મદેશ (અમ્મ)</td>
<td>મ્યાનમાર/બ્રહ્મદેશ (અમ્મ)</td>
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<tr>
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<td>કેનેડા</td>
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<tr>
<td>Cambodia</td>
<td>ક્યોર્ડિયા</td>
<td>ક્યોર્ડિયા</td>
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<tr>
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<td>કાઇના/કીન</td>
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<td>ડેન્માર્ક</td>
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<td>કન્યા</td>
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<td>Morocco</td>
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</table>
**Countries (continued)**

South Africa  
Sri Lanka  
Spain  
Sweden  
Tibet  
Turkey  
Switzerland  
United Kingdom (U.K.)  
United States (U.S.A.)  
Vietnam  
Wales  

**Continents**

Africa  
Antarctica  
Asia  
Australia  
Europe  
North America  
South America  

**Nationalities**

American  
Argentinian  
Austrian  
Belgian  
Brazilian  
British  
Canadian  

South Africa  
Sri Lanka  
Spain  
Sweden  
Tibet  
Turkey  
Switzerland  
United Kingdom (U.K.)  
United States (U.S.A.)  
Vietnam  
Wales  

Africa  
Antarctica  
Asia  
Australia  
Europe  
North America  
South America  

American  
Argentinian  
Austrian  
Belgian  
Brazilian  
British  
Canadian
Nationalities (continued)

Danish  
Dutch  
English  
European  
French  
German  
Greek  
Irish  
Indian  
Italian  
Kenyan  
Pakistani  
Russian  
Scottish  
Spanish  
Swedish  
Swiss  
Turkish  
Welsh

Administrative regions of Gujarat

Kutch region  
Bhuj  
Central Gujarat  
Ahmedabad  
Anand  
Bharuch  
Chotta Udaipur  
Dahod
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<tr>
<th>Administrative regions of Gujarat (continued)</th>
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<tbody>
<tr>
<td>Kheda</td>
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<td>Nadiyad</td>
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<td>Panchmahal</td>
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<td>Vadodara</td>
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<tr>
<td>North Gujarat</td>
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<tr>
<td>Aravalli</td>
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<tr>
<td>Banaskantha</td>
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<td>Gandhinagar</td>
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<td>Mehsana</td>
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<td>Patan</td>
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<td>Sabarkantha</td>
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<td>Amreli</td>
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<td>Devbhoomi Dwarka</td>
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<td>Gir Somnath</td>
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<td>Jamnagar</td>
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<td>Junagadh</td>
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<td>Morbi</td>
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<td>Porbandar</td>
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<tr>
<td>Rajkot</td>
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<tr>
<td>Surendranagar</td>
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<tr>
<td>South Gujarat</td>
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<tr>
<td>Dang</td>
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<td>Navsari</td>
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<tr>
<td>Surat</td>
</tr>
<tr>
<td>Valsad</td>
</tr>
<tr>
<td>Vapi</td>
</tr>
</tbody>
</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/આલ્પસ (પવર્તમાળા)
એંડસ (પવર્તમાળા)
અંતારકિંમત મહાસાગર (દક્ષિણ)
અરબીયન/અરબી સમુદ્ર
આંકર્તિક મહાસાગર (ઉદ્ભવ)
અંતારકિંમત મહાસાગર
બંગાળનો ઉપસાગર
gાંગા નદી
hિંદ મહાસાગર
sિંહુ નદી
hિમાલય (પવર્તમાળા)
mહિસાબાર/મહિ નદી
નર્મહદી નદી
tાપી નદી
sાબરમતી નદી
bુમધ્ય 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

मने माफ करो
शुभेच्छा
आवश्यक
मझ करो/आनंद माफ
शुभस्वार
शुभरात्री
तमारी सफर सलामत रહे
नमस्ते/हेल्लो
माफ करो!
हाँ
तमें केम छो?
मने माफ करो
महेरवानी करें/कुप्रा करी
पाछी मज़ाँ
जल्दी मनीश/कमाफ़ा ज पाणी मनीश
आवतीकाले मनीश/मनीशु
छ वाने मनीश/मनीशु
माफ करो
तमारे पूण आधार
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
email
emergency call
for the attention 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

sarname (f)
visitarano kro (m)
halma
mene telefon kar/karo
hun tene/tendine sante shio aapu?
hun tene/tame manak kro?
mahervani kari tu te kari kahiya/tame te kari khaish?
nabar terbo/laabo
telefon naborani phulpat
chomeh (m)
korekore swabhishno kro
na laks mate/na sambandhmana
mahervani karine yahu raho
hun samhato hun
hun nirasha hun
hun aalari hun
hun bhusa hun ke
hun sambalung hun
mene te bave te yakkas abar nahi
mene mako/hun helijeri hun
hun bhitit/bhitama hun
mene yah nahi aavantu
hun suleti gath/gaio hun
hun aasha raho hun ke
mene yah ke
hun hamasha ja pase/aashe aavu hun
hun pahi pase khaish karish
hun sambalung hun
tene/tameni sache vatayil kru hun
Language used in dialogues and messages (continued)

in fact  

it doesn’t seem to be there  

it’s lost  

it’s not available here now  

it’s not enough  

it’s still there  

it will be available here  

it’s there  

it’s alright  

it’s impossible to say  

it’s surprising  

message  

mobile phone  

(for a) moment  

most probable  

oh!  

on the line  

please repeat that  

really  

receiver (telephone)  

STD code  

sender  

sent by  

stay on the line  

telephone  

telephone book  

tell him/her I’ll call back  

text (message)  

the following  

that’s possible
Language used in dialogues and messages (continued)

that's right
એ ખરાબ છે/સાથું છે

that's wrong
એ પોતાં છે

the number is engaged
નંબર વસ્તુ છે

tone
અવાજ

trying to connect you
તને/તમને જોડવાની કોશિશ કરી રહ્યું છું

voice mail
વોઇસ મેઇલ/ટેલિફન પર સંદેશ

wait
રાહ રાહ દીઠ

who is calling/speaking?
કોણ બોલે છે?

wrong number
ખોટો નંબર (m)

well done
શાબાશ

yes/this is good
હા/આ સાધુ છે

yes/that is a really good idea
હા/એ પહુંચ/મૂદ્ર સાથે વિચાર છે
# Section 2 – Topic-specific vocabulary

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

<table>
<thead>
<tr>
<th>Foundation tier</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>almond</td>
<td>બદામ (f)</td>
</tr>
<tr>
<td>appetite</td>
<td>ભૂખ (f)</td>
</tr>
<tr>
<td>apple</td>
<td>સુકરજન</td>
</tr>
<tr>
<td>apricot</td>
<td>જરદાજ/જરદાજ</td>
</tr>
<tr>
<td>aubergine</td>
<td>રીગાજ</td>
</tr>
<tr>
<td>banana</td>
<td>કેળુ</td>
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<tr>
<td>beans</td>
<td>દાળિ (ડહીલ) (m)</td>
</tr>
<tr>
<td>bill</td>
<td>બિલ/બેરતરિયું</td>
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<td>biscuit</td>
<td>બિસકુટ</td>
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<tr>
<td>bread</td>
<td>પાઈ (m)</td>
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<tr>
<td>breakfast</td>
<td>સવારનો નાસ્તો (m)</td>
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<td>butter</td>
<td>માખણ</td>
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<td>cabbage</td>
<td>પાન કોબ (f)</td>
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<tr>
<td>capsicum</td>
<td>મુંગડ મરચ/ ઘોલર મરચ</td>
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<td>café</td>
<td>કફ ડાટ</td>
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<td>cake</td>
<td>કેક (m)</td>
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<td>cardamom</td>
<td>એલચી (f)</td>
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<td>carrot</td>
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<td>cashew nut</td>
<td>કાજુ (m)</td>
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<td>કુલ્લ કામલી (f)</td>
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<td>cereal</td>
<td>સિરિયલ</td>
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<td>cheese</td>
<td>ચીઝ/પનીર</td>
</tr>
<tr>
<td>chappati</td>
<td>રોટલી (f)</td>
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<td>cherry</td>
<td>ચેરી (f)</td>
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<tr>
<td>chickpea</td>
<td>ચણા (m)</td>
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<tr>
<td>chili</td>
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<tr>
<td>chips/crisps</td>
<td>બટાકાની તળે લી કાતર/કાચર (f)</td>
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</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

\begin{tabular}{ll}
chutney & ચટણી \\
chocolate & ચોકલેટ \\
choice & પસંદગી \\
cinnamon & તજ \\
clarified butter & ઘી \\
closed (on Mondays) & બંધ (સોમવાર) \\
cloves & લિવ \& \\
cocoa & કોકો \\
coconut & નાળયેર/ટોપું \\
coffee & કોફી \\
cooked & રાંધેલ \\
cooked rice & ભાત \\
cooker & ગુટો \\
confectionery & મીઠાઈ \\
coriander & ધાણા/કોથમીર \\
cream & મલાઈ \\
crop & પાક/પેદાશ \\
cucumber & કાકડ \& \\
cup & કપ \\
curry & શાક \\
custard apple & સીતફળ \\
custom & રિવાજ/રીત \\
customer & મીઠી વાનગી \\
daily & વાર \\
date & વેદાસ \\
dessert & વાનગી \\
dining room & લુંદ \\
dish & સૂક્ષ્ણ મેલો \\
dried fruit and nuts & \\
\end{tabular}
Foundation tier (continued)

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

પીઠું
છોડ
તમારા ભોજનનો આનં્દ માણો
સાંજલી ભોજન/ખાવા
ખરબલી (f)
મથી (f)
રેસા
અંજૂર
પુરણું
માણું
માણું (f)
ભોજનપત્રક (m)
રોઠલી/રોઠલા/ભાપરી (f m f)
ધોરણ/ધોરણ/ધોરણ/ધોરણ/ધોરણ (m)
કળાં (m)
કળાં (m)
પુરી/પરચી/શરું
કાંક્ષત/ભાવના
દરેંદુ
ટાસણ
આંખ
બાંખ (f)
રસો
ઝ્યાદર
ારાંશ્યાર
ઘર બનાવેલા
મૂખ
ગરમ ચોકલેટનં પીઠું
ભીયદી (f)
શુષ્ટું
બરાંડી (m)
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>neem</td>
<td>લીંદરી (m)</td>
</tr>
<tr>
<td>non-vegetarian</td>
<td>માંસહરિ/એ</td>
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<tr>
<td>onion</td>
<td>કાળીઝલી (f)ઝંક માંણી (m)</td>
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<td>orange</td>
<td>નારેણી (f)</td>
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<td>packet</td>
<td>પાકટ (m)</td>
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<tr>
<td>pappadam</td>
<td>પાપડ (m)</td>
</tr>
<tr>
<td>pasta</td>
<td>પાસ્તા (m)</td>
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<tr>
<td>pawpaw</td>
<td>પાવો (m)</td>
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<td>peas</td>
<td>વટાણા (m)</td>
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<td>peach</td>
<td>પીય (m)</td>
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<tr>
<td>pear</td>
<td>નાસપતિ (m)</td>
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<td>peanut</td>
<td>મગફળ/શયગ (m)</td>
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<tr>
<td>peel/skin</td>
<td>છાલ (f)</td>
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<td>pepper (black or white)</td>
<td>મરી (f)</td>
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<td>pepper (vegetable)</td>
<td>મરી (f)</td>
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<td>પાંખડ (f)</td>
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<td>pickle</td>
<td>અથાં ડું (m)</td>
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<td>picnic</td>
<td>ઉલ્લેખ (m)</td>
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<td>pigeon pea</td>
<td>તુલંબા (m)</td>
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<td>pineapple</td>
<td>અનાનસ (m)</td>
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<td>pistachio</td>
<td>પિસ્તા (m)</td>
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<td>pizza</td>
<td>પીજા (m)</td>
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<td>plate</td>
<td>થાળ (f)</td>
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<td>plum</td>
<td>આલુ (m)</td>
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<td>pomegranate</td>
<td>દાદમ (m)</td>
</tr>
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<td>portion/section</td>
<td>ભાગ/િવભાગ (m)</td>
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<td>popcorn</td>
<td>ધાળુ (f)</td>
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<td>pot (metal/earthen pot to carry or store water)</td>
<td>ધાળુ/વેષણ (m)</td>
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<td>potato</td>
<td>બટાણુ (m)</td>
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<td>prepared food/ready meal</td>
<td>તૈયાર ભોજન/સોજન (m)</td>
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<td>pulses</td>
<td>કઠોળ (m)</td>
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<td>English</td>
<td>Gujarati</td>
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<td>radish</td>
<td>રાડિષ (m)</td>
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<td>raisins</td>
<td>રાઇસ (f)</td>
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<td>raspberry</td>
<td>રાસ્પ્બરી (f)</td>
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<td>વાનગી (f)</td>
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<td>refreshments</td>
<td>નાસ્તાપાણી (f)</td>
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<td>rest day/day off</td>
<td>આરામનો દિવસ / સ્વરૂપિત દિવસ</td>
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<td>salt</td>
<td>નીમક (m)</td>
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<td>savoury/savoury dishes</td>
<td>ફરું / ફરસાણની વાનગી</td>
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</table>
Foundation tier (continued)

sugar
sugar cane
sweet lime
sweet-meat shop
sweet/round edible balls
table
tablecloth
tamarind
tangerine
tea
teaspoon
tip (money)
to chill
to chop
to combine
to grill
to lay
tomato
turmeric
vegan
vegetables
vegetarian
waiter/waitress
water
watermelon
wheat
yoghurt

ખાંડ (f)
શેરડી (f)
મોસંબી
કંદોઈની/મીઠાઈની દુકાન (f)
લાડુ
મેજ (m)
મેજનું પાથરં
આંખલી (f)
બચસ (f)
બાંની રમભડી (f)
ભસિલ (f)
ખરબંધ (f)
સમારવું
વેલવં
શેકવું
શેકવં
પાથરવં
ટમેઠુ
હળદર (f)
કરક શાકભાજી/વીજાન
શાકભાજી
શાકભાજી
પીરસનાર (m f)
પાણી
તરભૂજ/કલિંગર
ઘાડુ (m)
દહી
**Higher tier**

appetising

asafoetida

barley

beetroot

betel-leaf

bishopsweed 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

ભાવના મન ઘૂંચું જવ તેવું

હંગ/હંગારો (f)

જવ (m)

બીજ

બાળરેલવનું પાન

અખભો(m)

કાંદલા

યોલા (m)

બાઢનું ઠીક

ઘૂંઠ (f)

ઝૂંખ (f)

બાલ યોગ્ય

પાકવાળી(f)

સાક્ષર (f)

કૃષ્ણ

અનીજ પદાર્્થ(m)

મંગ (m)

શખકાળ

પૌંછક

સેનીવી/ઓગ્રાનીક પનરાણ

ગરલ/ગર (m)

કાયથી શાકભાજી

મુદાવાળા શાકભાજી/કંડમૂન

પલખ (f)

પીસવાં

શ્વિતરવું

નિતારવું
Higher tier (continued)

to grate

to grease

to knead

to mash

to pound

to saute

to sizzle

to sprinkle

white gourd

yam
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

\begin{itemize}
\item नी पूक (f) 
\item अंगरां/पायल 
\item चीज/वस्तु 
\item बंगडी (f) 
\item पटो (m) 
\item ओली/स्लाइड 
\item हापू (f) 
\item कपड़ा बदलवानो ओरडो 
\item कपड़ा/पोशाक 
\item कपड़ानी कुंक (f) 
\item फॉट/डेगलो (m) 
\item सुतराक 
\item हीरो (m) 
\item मोतियुं 
\item कुरह/किक 
\item बुडू/बुडीयां 
\item फैशन/इल 
\item अधुनिक डेवन्यु/टापीडीपियुं 
\item हड़णा मोजां 
\item हाथ चॉली (f) 
\item बाडी 
\item अडी/पानी (f) 
\item जैट 
\item जिन्स 
\item जीवां 
\item ज्योतीना/ज्योतीयां/जंजेशर 
\item जमार 
\item जामुं 
\end{itemize}
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<thead>
<tr>
<th>Foundation tier (continued)</th>
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<tbody>
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<td>make/brand</td>
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<td>make up</td>
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<td>medium (size)</td>
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<td>necklace</td>
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<td>nightdress</td>
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<td>pants/trousers</td>
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<td>briefs</td>
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<td>ring</td>
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<td>shoes</td>
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<td>shoelaces</td>
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<td>shoe shop</td>
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<td>size</td>
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<td>shoe size</td>
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<td>skirt</td>
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<td>sleeve</td>
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<td>slipper</td>
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<tr>
<td>smart</td>
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<td>socks</td>
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<tr>
<td>spectacles</td>
</tr>
<tr>
<td>sports kit</td>
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<tr>
<td>sports shirt</td>
</tr>
</tbody>
</table>
**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)

- તસતસતું/કાંસેલું/ટલેલું
- વાળ કપાવવા
- વાળ ઓળાવવા
- પ્રાણલિકાગત/પરંપરાગત
- પાહડી (f)
- મખમલનું
## Words on relations/relationships/personal and physical characteristics

### Foundation tier

<table>
<thead>
<tr>
<th>Term</th>
<th>Gujarati (M)</th>
<th>Gujarati (F)</th>
<th>Hindi (M)</th>
<th>Hindi (F)</th>
<th>Marathi (M)</th>
<th>Marathi (F)</th>
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<tbody>
<tr>
<td>adolescent</td>
<td>તેલું (દિશોર)</td>
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<td>पुષ्पत</td>
<td>पुષ्पત</td>
<td>साहसिक</td>
<td>साहसिक</td>
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<td>adventurous</td>
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<tr>
<td>at home/at my/our house</td>
<td>ઘર</td>
<td>ઘર</td>
<td>ઘર</td>
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<td>baby (commonly used for animal babies)</td>
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<td>સ્નાનદ્ધ</td>
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<td>(date of) birth</td>
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<td>boy/girl</td>
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<td>brothers and sisters</td>
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<td>નામી/પ્રખ્યાત વ્યક્તિ</td>
<td>નામી/પ્રખ્યાત વ્યક્તિ</td>
<td>નામી/પ્રખ્યાત વ્યક્તિ</td>
<td>નામી/પ્રખ્યાત વ્યક્તિ</td>
<td>નામી/પ્રખ્યાત વ્યક્તિ</td>
<td>નામી/પ્રખ્યાત વ્યક્તિ</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

chair/armchair
character/characteristic
character/personality
charming
chatty
childhood
coating
cousin
curly (hair)
curtain
dad
daughter
death/dead
divorce
dog/puppy
dog/puppy engaged/engaged (people)
eyes
face
family
father
feeling
flat/apartment
friend (male)
friend (female)
friend (male/female)
fold/fold (people)
friendship
furniture
garden
garage
girl

chair/armchair
character/characteristic
character/personality
charming
chatty
childhood
coating
cousin
curly (hair)
curtain
dad
daughter
death/dead
divorce
dog/puppy
dog/puppy engaged/engaged (people)
eyes
face
family
father
feeling
flat/apartment
friend (male)
friend (female)
friend (male/female)
fold/fold (people)
friendship
furniture
garden
garage
girl
<table>
<thead>
<tr>
<th>English Word</th>
<th>Gujarati Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass (material)</td>
<td>કાચ</td>
</tr>
<tr>
<td>goldfish</td>
<td>સોનેરી માછલી (fpl)</td>
</tr>
<tr>
<td>granddad/maternal grandfather</td>
<td>દાદા/નાના (m)</td>
</tr>
<tr>
<td>grandmother/maternal grandma/granny</td>
<td>દાદી/નાની (f)</td>
</tr>
<tr>
<td>grandson/daughter/child</td>
<td>પૌત્ર/પૌત્રી (m/f)</td>
</tr>
<tr>
<td>grass</td>
<td>ઘાસ</td>
</tr>
<tr>
<td>guy/dude/bloke</td>
<td>છોકરો (m)/ માણસ (m)</td>
</tr>
<tr>
<td>habit</td>
<td>આદત</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</td>
</tr>
<tr>
<td>husband – wife</td>
<td>પિત (m) – 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>આમંત્રણ પિત્રકા</td>
</tr>
<tr>
<td>kitchen</td>
<td>રસોઈઘર</td>
</tr>
<tr>
<td>joy</td>
<td>હષર્</td>
</tr>
<tr>
<td>joy/delight</td>
<td>આનંદ</td>
</tr>
<tr>
<td>kiss</td>
<td>એ મિ પપ્પી</td>
</tr>
<tr>
<td>life</td>
<td>જીવન</td>
</tr>
<tr>
<td>living room/sitting room/lounge</td>
<td>બેઠકખંડ</td>
</tr>
<tr>
<td>loft</td>
<td>માલા કાતરં</td>
</tr>
<tr>
<td>man/woman</td>
<td>માણસ/સ્ત્રી</td>
</tr>
<tr>
<td>marriage</td>
<td>લગ્ન</td>
</tr>
<tr>
<td>married</td>
<td>પરશ્રમ</td>
</tr>
<tr>
<td>mattress/cushion</td>
<td>ઓશી તાકયા</td>
</tr>
<tr>
<td>mean</td>
<td>લુખુ/ લી ઇલકાગ કાઢુ/ કુલિલ વીજન (m)</td>
</tr>
<tr>
<td>member of the family</td>
<td>પદિબિજન</td>
</tr>
<tr>
<td>mental health</td>
<td>માનિસક સ્વાસ્થ્ય/આરોગ્ય</td>
</tr>
</tbody>
</table>
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

मिज़ ज (m)
माता (f)
सासु (f)/ससरा (m)
मूं (f)
मोड़/मो
विविध संस्कृति/भारत संस्कृति
माता (f)
पारिशी/अ (mf)
बात्तीजो/बाखो/बाघेज (m)
सरस/आयुष्य
कुलमाणु नाम/दुकानेवाला नाम
जानीजो/बाखो (f)
सामाजिक
मोटा (बाहरी/भेंड़न)
आश्वादी
वाली (mpl)
मिज़वानी (f)
कलम बित्र
वस्ती
लोको/आपसे
जु़त/भ्रम (f)
निराशावादी
पालतों पासी
चित्र (चित्रकृत चित्रलेखा)
रेखाचार्य/निर्माण/घर
लेत/पक्षी
उपासको/उपासकः
संसदीय
संगपण/संबंध
धर्म (m)
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
spider’s web
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
untidy
visit
well behaved

अगासी
guilty/ blameworthy
to be in a good/bad mood
visit
well behaved

roof top/terraced roof of a house
guilty/ blameworthy
secret
separated
single
sister-in-law
sofa/ settee
son/daughter
son-in-law/daughter-in-law
spider’s web
straight (e.g. hair)
study (room)
surname
survey
terraced house
unemployed
unbearable
untidy
visit
well behaved

Foundation tier (continued)
### 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/સુવાવસ્થા</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 કારય (m)</td>
</tr>
<tr>
<td>acquaintance/introduction</td>
<td>પરિવર્ત/ન/ા</td>
</tr>
<tr>
<td>adopted</td>
<td>દરદ લીધેલુ/ા</td>
</tr>
<tr>
<td>annoying</td>
<td>આસ આપે તેવા</td>
</tr>
<tr>
<td>argument</td>
<td>દલીલ(ફ)/તલખર(ફ)</td>
</tr>
<tr>
<td>career</td>
<td>કારણિય (f)</td>
</tr>
<tr>
<td>carpet</td>
<td>પાલમ</td>
</tr>
<tr>
<td>cheeky</td>
<td>મસ્તીખોર</td>
</tr>
<tr>
<td>conceited</td>
<td>આખકાર/ગફ્ફિઝ</td>
</tr>
<tr>
<td>cymbals</td>
<td>મંડા /મવાલીની ટોળ(ફ)</td>
</tr>
<tr>
<td>depressed</td>
<td>ફ્રેંસીથી</td>
</tr>
<tr>
<td>discrimination</td>
<td>બેદલાડ</td>
</tr>
<tr>
<td>enthusiasm</td>
<td>ઉત્સાહ</td>
</tr>
<tr>
<td>faith (religious)</td>
<td>શિખા (f)</td>
</tr>
<tr>
<td>fiancé(e)</td>
<td>વાગ્દાત/વાગ્દમા (f)/લેની સાથે સાથે બધાં બધા હોય તે વાગ્દાત/વાગ્દમા</td>
</tr>
<tr>
<td>furnished</td>
<td>રમાણ/વિનોડ</td>
</tr>
<tr>
<td>gang</td>
<td>સમાવેશ જોડકાં (mpl)</td>
</tr>
<tr>
<td>gender/sex</td>
<td>સ્વતંત્ર/સ્વાધીન</td>
</tr>
<tr>
<td>humour</td>
<td>સંયુકત કુટુંબ</td>
</tr>
<tr>
<td>identical twins</td>
<td>વધારા/વિશ્લેષ</td>
</tr>
<tr>
<td>Independent/self reliant</td>
<td>પાગલ/ગાંડ</td>
</tr>
<tr>
<td>joint family</td>
<td>મળવાની સાથ (f)</td>
</tr>
<tr>
<td>loyal/faithful</td>
<td>ધરાપણ/વૃક્ષભૂ્મ (f)</td>
</tr>
<tr>
<td>mad/crazy</td>
<td>વૃક્ષભૂ્મ (m)</td>
</tr>
<tr>
<td>meet/meeting</td>
<td>નિવૃત્ત-વેતતન મેળવનાર</td>
</tr>
<tr>
<td>old age</td>
<td>નિષ્ણાત-વેતતન મેળવનાર</td>
</tr>
<tr>
<td>old people's home</td>
<td></td>
</tr>
</tbody>
</table>
Higher tier (continued)

pretentious

priest

racist

relationship

relative/relation

reliable

role model

self-confidence

to be disadvantaged

to breathe

to pick on/to harass/to bully

to resemble/look like

underage

understanding

well balanced

pronunciation

пૂજારી/ગોર/પાડી

ક્રમવાહી/જાતિવાહી/જાતિસ્થળ કરનાર (mf)

સંગભૂત/સંબંધિત (f)

સંગભૂત/સંબંધિત (f)

બંધસ્થાન/બંધસ્થાન/ આદર્શ વ્યક્તि (m)

આદર્શ વ્યક્તि

સંબંધી/તાલાગ્યપૂર્ણ

ભૂલભરોસા/ભૂલભરોસા/ભૂલભરોસા

સમાન/સરખા

એક જ વ્યક્તि

ભાગદૂત/ભાગદૂત/એ

ધાં/ધીત(m)/ધીતકી (f)

હિંદીનું /જાતીનું

પ્રત્યેક સંજોગો કે પરિસ્થિતિમાં મુક્તાચેલન

આસ લેવો

દોષ કાઢવો/પજવો/દાદાગીરી કરવી

-ના જેવું લાગાવું/સરખા દેખાવું

સહાન કરવું/દેખાવું/સોજવું

ટેક્ટ/સહાન આપવો

સંજોગ/સંજોગધરત (f)

સમતૂલ/a
## Identity and culture: cultural life

### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>activity</td>
<td>પ્રવૃત્િ (f)</td>
</tr>
<tr>
<td>address</td>
<td>સરનામુ</td>
</tr>
<tr>
<td>adventure film</td>
<td>સહાસિક ચલચિત્ર (f)</td>
</tr>
<tr>
<td>affection</td>
<td>મમતા/વહાલ</td>
</tr>
<tr>
<td>Aarti plate (a decorative plate with candles on it, used for worshipping)</td>
<td>આરતીની થાળી</td>
</tr>
<tr>
<td>athletics</td>
<td>વ્યાખ્યાનની રમતો (f)</td>
</tr>
<tr>
<td>badminton</td>
<td>બાડમિંટન</td>
</tr>
<tr>
<td>ball</td>
<td>દડો</td>
</tr>
<tr>
<td>band/group</td>
<td>વાંબાળાઓની મંડળી (f)/બેન્ડ/સંગીત મંડળી</td>
</tr>
<tr>
<td>basketball</td>
<td>ટોપલીધાનની રમત (f)/બાસ્કેટબોલ</td>
</tr>
<tr>
<td>book</td>
<td>ગુંડલા/કિંદરી (f)</td>
</tr>
<tr>
<td>boxing/wrestling</td>
<td>ફ્રીસ્ટીલ</td>
</tr>
<tr>
<td>bridegroom</td>
<td>વરરા (m)</td>
</tr>
<tr>
<td>camera</td>
<td>કામેરા</td>
</tr>
<tr>
<td>candle (Indian)</td>
<td>દોવવ (m)</td>
</tr>
<tr>
<td>cartoon</td>
<td>વ્યંગ્યચલચ્ચિત્ર (m)/હાસ્યચલચ્ચિત્ર (m)</td>
</tr>
<tr>
<td>CD (compact disc)</td>
<td>સીડી (f)</td>
</tr>
<tr>
<td>chess</td>
<td>શેલટંઝનની રમત (f)</td>
</tr>
<tr>
<td>Christmas</td>
<td>નાઇટલ (f)</td>
</tr>
<tr>
<td>church</td>
<td>દેવગર</td>
</tr>
<tr>
<td>clarinet</td>
<td>બંસરા/વાંસરાએં મોહતિ વાગાડવાનું લાખા અનુભવ કરવાનું શવરૂઠમ</td>
</tr>
<tr>
<td>classic</td>
<td>સવિમ</td>
</tr>
<tr>
<td>classical music</td>
<td>શાસ્ત્રીય સંગીત</td>
</tr>
<tr>
<td>climbing/rock climbing</td>
<td>ચેડું/પવર્તારોહણ</td>
</tr>
<tr>
<td>club</td>
<td>ક્લબ/મંડળ/મંડળી(group) (f)</td>
</tr>
<tr>
<td>collection</td>
<td>સંગુઠ/એનિટ્િ/એકખંડ કરવા (ફાળો)</td>
</tr>
<tr>
<td>comic (magazine)</td>
<td>રમુધ (સામાજિક)</td>
</tr>
<tr>
<td>competition</td>
<td>સફ્ટા/ફરીફરી (f)</td>
</tr>
<tr>
<td>computer game</td>
<td>ક્ન્યુટ પર રમતી રમતો (f)</td>
</tr>
<tr>
<td>concert</td>
<td>સંગીત જલસો (m)</td>
</tr>
<tr>
<td><strong>Foundation tier (continued)</strong></td>
<td><strong>Gujarati</strong></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>consolation</td>
<td>હ્યુલાસો/અશાશાન</td>
</tr>
<tr>
<td>cycling</td>
<td>સાધિકત ચલાવી (f)</td>
</tr>
<tr>
<td>dancing sticks</td>
<td>હિડિયા</td>
</tr>
<tr>
<td>detective/(detective story)</td>
<td>જમું/જમુંસી વારતી(f)</td>
</tr>
<tr>
<td>devotee</td>
<td>પ્રેરણા</td>
</tr>
<tr>
<td>disco (place)</td>
<td>મનોરંજન</td>
</tr>
<tr>
<td>documentary</td>
<td>સાધનીસામગ્રી (f)</td>
</tr>
<tr>
<td>doll</td>
<td>આષાણ</td>
</tr>
<tr>
<td>drums</td>
<td>ઢોલ/નાગડુ/તબલા</td>
</tr>
<tr>
<td>Easter</td>
<td>એસ્તર</td>
</tr>
<tr>
<td>entertainment</td>
<td>મનોરંજન</td>
</tr>
<tr>
<td>equipment</td>
<td>સાધનીસામગ્રી (f)</td>
</tr>
<tr>
<td>extreme</td>
<td>આષાણ</td>
</tr>
<tr>
<td>fanatical</td>
<td>ધમાધમાણસ</td>
</tr>
<tr>
<td>Fantasy/imagination</td>
<td>કલ્પિનક/તરંગી/કલ્પના (f)</td>
</tr>
<tr>
<td>Festival</td>
<td>તહાવાર/ઉત્સવ</td>
</tr>
<tr>
<td>Festival of colours (Holi-Dhuleti)</td>
<td>ઘુલેટી (હોળી)</td>
</tr>
<tr>
<td>Festival of light (Diwali)</td>
<td>હૂલેટી (હોળી)</td>
</tr>
<tr>
<td>flute</td>
<td>વાંસળી/મોર્લી (f)</td>
</tr>
<tr>
<td>folk music</td>
<td>લોકસંગીત(f)</td>
</tr>
<tr>
<td>football</td>
<td>પાણીક (m)</td>
</tr>
<tr>
<td>free time</td>
<td>કુરસદ/નવરાશણો સમય(m)</td>
</tr>
<tr>
<td>game</td>
<td>રમત/બાજુ</td>
</tr>
<tr>
<td>Good Friday</td>
<td>જુદ ક્લિંકે</td>
</tr>
<tr>
<td>guitar</td>
<td>ગીટાર (n)</td>
</tr>
<tr>
<td>folkdance of Gujarat (one of many)</td>
<td>રાસ-ગરભા</td>
</tr>
<tr>
<td>gymnastics</td>
<td>વ્યાયામ/શારીરિક ક્ષતરો (f)</td>
</tr>
<tr>
<td>hall</td>
<td>વિશાલ બંક/ઢોલ ઓરડો (m)</td>
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<tr>
<td>handball</td>
<td>હસ્તાક્ષરીય હબદો (m)/તેકનઝોડલ</td>
</tr>
<tr>
<td>happy birthday!</td>
<td>જનમદિનની શુભેચ્છા!</td>
</tr>
<tr>
<td>Happy New Year!</td>
<td>નૂતન વષાદંતન!</td>
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<tr>
<td>harmonium</td>
<td>વાંસળી/લોકોનામ્ય</td>
</tr>
<tr>
<td>Henna</td>
<td>મેડી/મહેંડી</td>
</tr>
</tbody>
</table>
**Foundation tier (continued)**

hide and seek (game)  
hide and seek (game)  
hopscotch  
hobby  
hockey

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>hide and seek</td>
<td>સંતાંકડ</td>
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<tr>
<td>hopscotch</td>
<td>લંગડ</td>
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<tr>
<td>hobby</td>
<td>શોખ (m)</td>
</tr>
<tr>
<td>hockey</td>
<td>હૉકી (f)</td>
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</tbody>
</table>
Foundation tier (continued)

horror film

horse riding

ice skating

judo

javelin

karate

kite festival

lamp (Indian)

lantern (Indian)

leisure

leisure activity/hobby

Lent (period leading up to Easter)

live telecast

Lord Ganesha

magazine

marriage/wedding

martial arts

medium (height/length)

medium

mosque

Mothers’ Day

mountain bike

mountaineering

music

musical instrument

muslim prayer

New Year

news

Offering (food or other offering to deity and eaten after worship)

orchestra

parachute

party

ભયાનક/ભયાનક ચલચિત્ર

ઘોડસવારી

બર્ડ પર સરકારણ/ બર્ડ પર સેફ્ટી

જુડી/ જુડી જાપાની રમત

માલ્ટિદેક

કરાઈ (f)

ઉતરાણ/ મકરસંક્રાંત (પતંગો ઉત્સવ)

ટીવી

ખાંસ

નવરાશ/ કુંઠદે (f)

નવરાશ/ કુંઠદેના સમયની પ્રવૃત્તિ (f)

અસ્તર પહેલાંના શાળાસીનના ઉપવાસનું પવંદત પ્રસારણ

ગણેશ ભગવાન/ગણપિતદે

સમાચાર

દાન

માર્શલ આઈસ

મધયમ ઉખાસ/ લાંબાઇ

મધયમ (અંગીય મધયમ)/ મધયમ

મિલ્ચ

માઉન્ટન (m)

(પર્વત) સાહકાર/સાહકાર

પર્વતાલોકાર

સંગીત (f)

સંગીતનું વાજાણ

નમાજ

નવું વર્ષ

સમાચાર

પ્રસાર

વાક્યાંધક/ સંગીત-વાજાણના મંડળી

હવાઈ છતી (f)

મિષ્માલી
**Foundation tier (continued)**

- **piano**
- **pilgrimage**
- **play (theatre)/drama**
- **player**
- **pleasure/amusement**
- **poem**
- **pocket money**
- **postcode**
- **popcorn**
- **prayer**
- **prayer songs (hymn)**
- **pure**
- **race/racing**
- **rap**
- **recorder (instrument)**
- **referee**
- **Republic Day (India’s)**
- **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**

<table>
<thead>
<tr>
<th>Gujarati</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>પિયાનો (m)</td>
<td>piano</td>
</tr>
<tr>
<td>યાત્રા</td>
<td>pilgrimage</td>
</tr>
<tr>
<td>નાટક</td>
<td>play (theatre)/drama</td>
</tr>
<tr>
<td>ખેલાડી</td>
<td>player</td>
</tr>
<tr>
<td>મોજશોંભ/મૂલશીની યાત/નું માણડ્રાનું કરવાનું તે</td>
<td>enjoyment</td>
</tr>
<tr>
<td>જિસાં અચ (m)</td>
<td>pocket money</td>
</tr>
<tr>
<td>પોસ્ટકોડ/પીનકોડ</td>
<td>postcode</td>
</tr>
<tr>
<td>મારણની ધારણી</td>
<td>popcorn</td>
</tr>
<tr>
<td>પ્રાથર્ના</td>
<td>prayer</td>
</tr>
<tr>
<td>ભજન</td>
<td>prayer songs (hymn)</td>
</tr>
<tr>
<td>પુનઃ/પવિત્ર</td>
<td>pure</td>
</tr>
<tr>
<td>જાત/રહસ્ય (યાત/યાથ/ઘોડા વગેરે)ની હરજીભ</td>
<td>race/racing</td>
</tr>
<tr>
<td>રેપ સંગીત (f)</td>
<td>rap</td>
</tr>
<tr>
<td>પાતો (m)</td>
<td>recorder (instrument)</td>
</tr>
<tr>
<td>વિવિધપણ</td>
<td>referee</td>
</tr>
<tr>
<td>પ્રસાદ દન</td>
<td>Republic Day (India’s)</td>
</tr>
<tr>
<td>માનની માનની ધામિક વિચિનુ</td>
<td>revered/respected</td>
</tr>
<tr>
<td>રોમાંચક/સ્ફના/પ્રધાન/ચ</td>
<td>romantic</td>
</tr>
<tr>
<td>રોમાંચક/સ્ફના/પ્રધાન વલચિત્ર (f)</td>
<td>romantic film</td>
</tr>
<tr>
<td>રાહી- એક જાતની પગદા જેવી રમત</td>
<td>rugby</td>
</tr>
<tr>
<td>સહની મદદથી યાતલી હોડી કે પહાણ (f)</td>
<td>sailing boat</td>
</tr>
<tr>
<td>સેક્સોફોન</td>
<td>saxophone</td>
</tr>
<tr>
<td>ઉપજાદ્ય કહેલી ક કલપત વિજ્ઞાનિક ફિલમ (f)</td>
<td>science-fiction film</td>
</tr>
<tr>
<td>રહસ્યમય વાતા</td>
<td>secret/mystery/suspense story</td>
</tr>
<tr>
<td>શ્રેણી (f)</td>
<td>series</td>
</tr>
<tr>
<td>ગાયક (m)/ગાયકા (f)</td>
<td>singer</td>
</tr>
<tr>
<td>ભરક ઉપર સરકબાની રમત (f)/ક્રિયા</td>
<td>skiing</td>
</tr>
<tr>
<td>ધારાવાહી શ્રેણી (f)</td>
<td>soap (opera)</td>
</tr>
<tr>
<td>ગીત (f)</td>
<td>song</td>
</tr>
<tr>
<td>રમત (f)/ક્રિયા(f)/વિદ (m)</td>
<td>sport</td>
</tr>
<tr>
<td>રમતનું મેદાન</td>
<td>sports ground</td>
</tr>
<tr>
<td>વેલિક્ટિ</td>
<td>sportsmanship</td>
</tr>
</tbody>
</table>
**Foundation tier (continued)**

spy story
squash (sport)
stage
stereo system/music centre
surfing

*continued*

**Higher tier**

archery
board game/electronic game
bridal saree (Indian)
cable TV
camcorder/video camera
championship
do it yourself/DIY
drama (TV etc.)
earphones
fence/fencing
knowledge
league/division (sports)
melody/tune
occasion
remote control
rowing boat
satellite TV
Sitcom/musical comedy
sports equipment
subtitles
tournament
vedic swastika
vermilion
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

- રેડિયો અધયાવસ ટેલિફોનના સામગ્રી માટે કાને પહેરાવતું સાધન
- પ્રેતર કરતી વાણ/નાલવારની પકડવું
- જસુંબંધ તે/શાન
- સંગીત/કર્તિ વગેરી વાર
- લગ્ન સમારોહ
- મધ્ય સંગીત/ચાર (f)
- અસાળ ચૂકા/બુધ ચૂકાં (f)
- પ્રૂસંગ
- રીમોટ કાઉલ/ફ્રેક્ટરી નિવચાર
- હલેસં વાતી યાત્રભરી હોફી
- સેટલાઇટ ટીવી
- હસ્ત્રકસ પીઠસ્તો/સંગીતમય રમત કાર્યક્રમ
- રમતગમતના સાધનો (mpl)
- પેટામથાં (mpl)
- ક્રડાં કુડાં (માંગકર સમારંભ)
- વૈદિક/ધ્રમંનું એક શુભ વિચાર
- કંકુ/સિંહદૂર (ધૂલ, તાજગિયિ વગેરેમાં યાત્રાઓ વાત રંગ)
- પ્રેક્ષક/શ્રોતાસ
- સાધનો (બોલિયા/ધ્રમંનું એક શુભ વિચાર)
- કંકુ/સિંહદૂર (ધૂલ, તાજગિયિ વગેરે, તાજગિયિ વગેરે વાત) વાત
- માંગકર સમારંભ
- બોલિયા (ટેન્પીલેulings રમત રમવા) જું
- રમત રમવી/રમતગમત કરવી
- વાયાઠમ કરવો/અંગકર્તા કરવી
- (પાટપાટ) પાટપાટ કરવું/રાજકૃષ્ટ ຫિરી કરવી
- પીનાલા જોડ પહેરી રહ્યા પર સરહડું/ રોલર-સ્કેટિંગ
- ગોલ કરવો (એલ.એટ. પાટપાટની રમતમાં)
- (બધુકિની) ગોલ યાત્રારી/સીમા લેવી
- પીનાલા પાટિયા પર દીલા રહીને સરહડું
- તાલીમ આપવી
### Identity and culture: using social media

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>blog</td>
<td>બ્લોગ (m)</td>
</tr>
<tr>
<td>chatroom</td>
<td>ચાતમાં લેવા માટે ઓરડો</td>
</tr>
<tr>
<td>computer</td>
<td>કંપ્યુટર</td>
</tr>
<tr>
<td>connection</td>
<td>જોડાણ (f)</td>
</tr>
<tr>
<td>cyber bullying</td>
<td>સાઇબર પર આગળની/ગણતરસી કરવી</td>
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<tr>
<td>digital</td>
<td>ઑક્ટ્યુબર/કીજટલ</td>
</tr>
<tr>
<td>disk</td>
<td>ડિસ્ક</td>
</tr>
<tr>
<td>email</td>
<td>ઈ-મેઇલ</td>
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<td>forward slash</td>
<td>આગળની તરફ ત્રાંસીલ કરવી</td>
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<tr>
<td>homepage</td>
<td>હોમપેજ</td>
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<tr>
<td>internet</td>
<td>ઇન્ટરનેટ</td>
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<tr>
<td>internet page</td>
<td>ઇન્ટરનેટ પાનું</td>
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<tr>
<td>key (of keyboard)</td>
<td>કીબોડર ઉપરના બટન/કી</td>
</tr>
<tr>
<td>keyboard</td>
<td>કીબોડર</td>
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<tr>
<td>mouse</td>
<td>મોસ (કંપ્યુટર)</td>
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<td>password</td>
<td>પાસવર્ડ</td>
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<tr>
<td>printer</td>
<td>છાપવાનું યંત્ર</td>
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<td>programmer</td>
<td>કંપ્યુટર નો પ્રોગ્રામ બનાવનાર</td>
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<tr>
<td>risk</td>
<td>જોખમ</td>
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<tr>
<td>screen (computer)</td>
<td>સ્ક્રીન (કંપ્યુટર)</td>
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<td>social network</td>
<td>સામાજક નેટવર્ક</td>
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<tr>
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<td>સોફ્ટવેર</td>
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<td>to download</td>
<td>ડાઉનલોડ કરવું</td>
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<tr>
<td>to store</td>
<td>સંગ્રહ કરવો</td>
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<tr>
<td>to type</td>
<td>તાજા ટાઇપ કરવું</td>
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<td>to upload</td>
<td>અપલોડ કરવું</td>
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<td>virus</td>
<td>વેર (કંપ્યુટર)</td>
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<td>web</td>
<td>વેબ (કંપ્યુટર)</td>
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<tr>
<td>webcam</td>
<td>વેબ કેમેરા</td>
</tr>
<tr>
<td>webpage</td>
<td>વેબ પેઇજ/વેબ પાનું</td>
</tr>
</tbody>
</table>
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  
ar gallery  
autonomous community  
baker  
balcony  
bank (monetary)  
basement  
bath towel  
bath tub  
beach (sandy)  
berth/bunk (on boat or train)  
bike (motorbike)  
bike hire  
boat  
book shop  

- **ચાંપ બંધ કરવી**  
- **ચાંપ ચાલુ કરવી**  
- **પરદાશમાં/ઉદયની બહાર**  
- **રહેલા/રહેલા સગાવાં**  
- **દાખલો/પ્રવેશ/દાખલ ક્રી/પ્રવેશ ક્રી (f)**  
- **પ્રવેશ કરવા/ડાખલ થવા માટેની ટિકીટ (f)**  
- **જાહેરામબર/જાહેરાત/વિજાયન**  
- **યવાયંદાયખ**  
- **મુલાકાતની સમય**  
- **કળા પ્રજાતનું સ્થળ**  
- **સ્વયંશાસત સમાજ**  
- **ભાથયારો**  
- **અંદરો (m)**  
- **બેંક (નાણાકીય)**  
- **બોલવાલિનું/બોલવં**  
- **નાહીને શાશ્વત કોઈ કરવાનો ટબ્બ/ટબલ નાહવાલ ટબ**  
- **(રંગતા) અલિયાલિયા પાટ/સાગરટત**  
- **વહાણમાં કે ટ્રનમાં સુવાણની જગ્યા/પાટીયં ફ**(f)  
- **મોટરવાહક/મોટરસાઇકલ (f)**  
- **સાહિત્ય બાડકી લેવી**  
- **ટિકી/વહાણ**  
- **યોપ્રીય દુકાન/પુસ્તક વિકેલ્તાની દુકાન (f)**
Foundation tier (continued)

book (of tickets)  બ્રુક (નાનકડાની થોપડા)
bowling alley (tenpin)  બોલિંગ માઠની સંકડા જગયા (f)
brand/make  બનાવટની જત
bridge  પથરડા
brochure/leaflet  પિતકા
building  મકાન / ઈમારત
bullock  બળદ
bullfight  આખલાની સાહબારી (f)
bull ring  આખલાની સાહબારીનું મેદાન
bus  બસ (f)
bus stop  બસ સ્ટોપ
bus/coach station  બસ / કોચ સ્ટેશન
business/trade  ધંધો / વ્યવસાય / વેપાર (m)
butcher's shop  કસાઈની કુકાન (f)
café  ચા - નાસ્તાની કુકાન (f) / ઉપહાર કુકાન (f)
calm/peaceful  શાંત
camp site  છાવણીની જગયા
capital city  મુખ્ય શહર / રાજધાની / પાટનગર
car  મોટરગાડી
car hire  મોટરગાડી ભાડી લેવી
caravan  કાર્વાન
car park  ગાડી જરી રાખવાની જગયા
cart (hand-cart, horse/camel cart)  લારી / ગાડી / કાલમના, ઘોડા / ઘોટમના
carriage (train)  ડબ્બો (આગગાડનો) (m)
carry straight on  સીધે સીધા જવ
castle  ગઢ / કલ્લો (m)
cathedral  મુખ્ય / એડીકલ ટેચન
chemist's  દવાની કુકાન (f) / ઔષધાલય
cinema  ચલચિત્ર ઘર
city  શહર
coast  સમુદ્રની કીનારો
compartment (continued)
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

अલગ પાડીલો ઝાં (m)
સંગીતનો ઝાંખો (m)
જોડાણ (પરિવહન)
પૂર્ણો (ગલીનો)
ગામડાંનો પ્રવેશ/આંખી વર્ગ (m)
દેશ (m)
ગ્રામિવસ્તારનું સૌદર્ય
યાર રસતા
સામેદામ માટેની ખેડી (f)/ખેડી (m)
યાંખ (તાલનાનો ચેકમ) (m)
મોં કરવું (m)
જાટજાટનો માલ વેચતી મોટી ખુન
બીજા પ્રવાશ / પ્રવાશ (f)
ડીજેટ આન્ડેન્જનમાં વસારતું ફેલ / ડીજેટ
દિશા (f)
બીજા ફાળવા તે
વે જૂના માટેનો ઓરડો
પીલાવું પાણી
વાહન પરબનાર / ગાડીયાના / ગાડીયાના તલક (m)
મોટર વાહન માટેનો/ ગાડીનો પરવાનો (m)
કરશીઓ (f)
પૂર્વ
પ્રશેષહર
પ્રકાર
બહાર જાણું તય બહાર જવાનો માર્ગ
કારાબાંનું
ભેલર
<table>
<thead>
<tr>
<th><strong>Foundation tier</strong> (continued)</th>
<th><strong>ગુજરાતી અર્થ</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ferry</td>
<td>નિવભૂમિ સેવા માટે કરતી હોડી/કેરી (f)</td>
</tr>
<tr>
<td>field (farm/playing)</td>
<td>ફેલી/રસ્તામાં મેધાન/કેન માજલાંનો વેપાર</td>
</tr>
<tr>
<td>fishmonger</td>
<td>માજલા (ફાંદી માણ/ભીષે માણ) (m)</td>
</tr>
<tr>
<td>floor (1st/2nd)/storey</td>
<td>પરદોશી</td>
</tr>
<tr>
<td>foreigner</td>
<td>પટક/આકાર/ઘાડ</td>
</tr>
<tr>
<td>form (paper/shape)</td>
<td>ઉપલબ્ધ/ભાલી</td>
</tr>
<tr>
<td>available/vacant</td>
<td>કુઠળી કુશન (f)</td>
</tr>
<tr>
<td>fruit shop</td>
<td>પૂરેફૂરી સુખા સાથે (હોટેલમાં)</td>
</tr>
<tr>
<td>full board (in hotel)</td>
<td>રસ્તીમાં ઓરડરો</td>
</tr>
<tr>
<td>games room</td>
<td>તલિયાણી કુશન (f)</td>
</tr>
<tr>
<td>grocer’s shop</td>
<td>હોટેલમાં મહેમાન/પ્રવાસી/ઘરાક</td>
</tr>
<tr>
<td>ground floor</td>
<td>અરધી સુખા સાથે (હોટેલમાં)</td>
</tr>
<tr>
<td>guest (in a hotel)</td>
<td>ગરમી (f)</td>
</tr>
<tr>
<td>half board (in hotel)</td>
<td>ટેકરી (f)</td>
</tr>
<tr>
<td>heating</td>
<td>શૈલીલિફ્ટ</td>
</tr>
<tr>
<td>hill</td>
<td>રશ/મેલો (f)</td>
</tr>
<tr>
<td>historic</td>
<td>દ્વારપાલન/ધ્વજચાલ</td>
</tr>
<tr>
<td>holiday/fair</td>
<td>હોટેલ (f)</td>
</tr>
<tr>
<td>hospital</td>
<td>ઘરવારની કુશન (f)</td>
</tr>
<tr>
<td>hotel</td>
<td>મોડી બઝાર</td>
</tr>
<tr>
<td>household goods shop</td>
<td>ધરવારની મેધાન/પટ</td>
</tr>
<tr>
<td>hut</td>
<td>આલખપટ</td>
</tr>
<tr>
<td>hypermarket</td>
<td>મૂન્ન/પૂઠણ</td>
</tr>
<tr>
<td>ice rink</td>
<td>પહેલી/આંગલાંક</td>
</tr>
<tr>
<td>identity card</td>
<td>સમાવેશ કરેલો ક્રિયા તે</td>
</tr>
<tr>
<td>idol/statue</td>
<td>ભરડું મેધા/પટ</td>
</tr>
<tr>
<td>in advance</td>
<td>અલખપટ</td>
</tr>
<tr>
<td>in the open air</td>
<td>મૂન્ન/પૂઠણ</td>
</tr>
<tr>
<td>included/inclusive of</td>
<td>પહેલી/આંગલાંક</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

indoor swimming pool
industrial
industry
information centre
inhabitant
island
journey/trip
key
lake
launderette
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 અંડરનો તરફું પૌષ્ઠ
આદ્રોલિઝ
ઉદ્યોગ (m)
માઉનટી નેટ
રહેવાસી (m/f)
ટાપુ
પ્રવાસ (m)/મુસાફરી (f)/પક્ષપાતન યાદી (f)
તલાવ/સાર્બટર (m)
kપડાં ધોવા માટેની દુકાન (f)
સામાન રાખવાની જગ્યા (f)
મનોરંજન કેન્દ્ર
લિફ્ટ
રસ્તો
ક્ષેત્ર/કાટરેટી
બટરો/મોડર્ટરક
સામાન (m)
મુખ્ય રસ્તો
નાખશો (શહેરનો) (m)
મિરાજ
મિરાજના તે પુલતી જગ્યા (f)
બાઇનલાઇન લાઈન માટેના સાધનો (m)
બૂલગાબરન રાસ્તે
મળવા માટેની જગ્યા
સંગ્રહાલય
મોપેડ
મોડર્ટર/ઘોરી માર્જ
પર્વત/પહાડ (m)
સંગ્રહસ્થાન/સંગ્રહલય/મ્યુઝીયમ
<table>
<thead>
<tr>
<th>English Word</th>
<th>Gujarati Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>nature</td>
<td>કુદરત</td>
</tr>
<tr>
<td>newspaper</td>
<td>છાપુ/સમાચારપત્ર/વતર્માનપત્ર</td>
</tr>
<tr>
<td>newspaper stall/kiosk</td>
<td>છાપાં વેચવાની નાની કુશળ/લારી/હાટકી</td>
</tr>
<tr>
<td>nightlife</td>
<td>રાખી કુલાં</td>
</tr>
<tr>
<td>occupied; taken (seat etc.)</td>
<td>કુશલ કરેલું</td>
</tr>
<tr>
<td>office</td>
<td>કરી/કાશ્યોલય(f)</td>
</tr>
<tr>
<td>on foot</td>
<td>પણે વાવલી/પઃપાળા</td>
</tr>
<tr>
<td>one-way street/system</td>
<td>એક માગિયય ગલી/એક તરફ સહલગાહ રસ્તો/વાસ ખાંડણી સમય</td>
</tr>
<tr>
<td>opening hours/times</td>
<td>સહલગાહ તારી સહલગાંની હાટડા/લાર (f pl)</td>
</tr>
<tr>
<td>owner</td>
<td>માલક</td>
</tr>
<tr>
<td>palace</td>
<td>મહલ (m)</td>
</tr>
<tr>
<td>park</td>
<td>બાગ/બાજપીય (m)</td>
</tr>
<tr>
<td>part of town</td>
<td>શહેરનો બાગ</td>
</tr>
<tr>
<td>passenger</td>
<td>પ્રવાસી/મુસાફર</td>
</tr>
<tr>
<td>passport control</td>
<td>પાસપોર્ટ તપાસવાની જગ્યા</td>
</tr>
<tr>
<td>pavement</td>
<td>પંપઢ પગધી/પગધી (f)</td>
</tr>
<tr>
<td>pedestrian</td>
<td>પસપાળા પ્રવાસ કરનાર (m/f)</td>
</tr>
<tr>
<td>pedestrian area</td>
<td>પસપાળા પ્રવાસી માટે યાલનાર જગ્યા (f)</td>
</tr>
<tr>
<td>pedestrian crossing</td>
<td>પંપઢ યાલનનાર માટે રસ્તો યોજનગાવવાની જગ્યા (f)</td>
</tr>
<tr>
<td>petrol</td>
<td>પેટ્રોલ</td>
</tr>
<tr>
<td>petrol station</td>
<td>પેટ્રોલ સ્ટેશન/પેટ્રોલ પંપ</td>
</tr>
<tr>
<td>picturesque</td>
<td>રમ્ય/નયનરમ્ય</td>
</tr>
<tr>
<td>pillow</td>
<td>ઓશીંકુ</td>
</tr>
<tr>
<td>place</td>
<td>જગ્યા/સથાન</td>
</tr>
<tr>
<td><strong>Foundation tier (continued)</strong></td>
<td><strong>Gujarati</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>plane</td>
<td>વિમાન/રેવાફકર્ષ</td>
</tr>
<tr>
<td>platform</td>
<td>ઓટલો (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/મધક</td>
</tr>
<tr>
<td>police officer</td>
<td>પોલીસ અધિકારી</td>
</tr>
<tr>
<td>port</td>
<td>બંદર</td>
</tr>
<tr>
<td>post office</td>
<td>ટપાલ-કચેર (f)</td>
</tr>
<tr>
<td>postcard</td>
<td>પોસ્ટકાડર્</td>
</tr>
<tr>
<td>poster/notice</td>
<td>મોં છાપેલા ચિત્ર/બીતપત્ર/સ્ફુંઠા</td>
</tr>
<tr>
<td>press (printing)</td>
<td>છાપમાણું</td>
</tr>
<tr>
<td>price list</td>
<td>ભાવની/વસ્તુની ભાવમતી યાદક</td>
</tr>
<tr>
<td>priority</td>
<td>અગ્રતા</td>
</tr>
<tr>
<td>problem</td>
<td>મુશકેલ સંસથા/સંસ્થા</td>
</tr>
<tr>
<td>public holiday</td>
<td>જહેર રાજ (f)</td>
</tr>
<tr>
<td>public/municipal</td>
<td>સાંજ્હિક/નગરપાલિકા</td>
</tr>
<tr>
<td>reception</td>
<td>રિસેપ્શન (f)</td>
</tr>
<tr>
<td>receptionist</td>
<td>રિસેપ્શિનસ્ટ</td>
</tr>
<tr>
<td>reduction</td>
<td>ઘટકદાર</td>
</tr>
<tr>
<td>region/area</td>
<td>મુલક/પ્રેદ્ય/વિસ્તાર</td>
</tr>
<tr>
<td>rent</td>
<td>લાડુ</td>
</tr>
<tr>
<td>reservation</td>
<td>અલગ રાખેલી જગ્યા/અનામત રાખ્યા (f)</td>
</tr>
<tr>
<td>return ticket</td>
<td>જવા આવવાની ટિકમદ</td>
</tr>
<tr>
<td>river</td>
<td>નદી (f)</td>
</tr>
<tr>
<td>road (main road)</td>
<td>સડક/રસ્તો (મુખ્ય રસ્તો)</td>
</tr>
<tr>
<td>road map</td>
<td>રસ્તા માટેની નક્શા (m)</td>
</tr>
<tr>
<td>road/street</td>
<td>સડક/શેરી (f)</td>
</tr>
<tr>
<td>room (e.g. hotel room)</td>
<td>ઓરડો (હોટલ 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)  
station (railway)  
suburb  
suitcase  
summer camp  
supplement  
table booking/reservation  
taxi  
tennis court  
tent  
theatre  
ticket
Foundation tier (continued)
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

ટિકીટ તાપસનાર
ticket kacheri

galti (竽કાટનદારના પૈસા નામખાના પેટી)

સમયપત્રક

અમુક જાયાઓ મુકદમાણે/સ્થાપન કરવાનું/અણવાણી/શિબિર કરવી

ઓળંગવુ

-ની પાછળ જવું કે આવવું/યાદુ રાખવું

કામ કરવું

લગ્નઘરમાં બારવરી/આતેલી કરવી

બાયેસર ટિકીટ માન્ય કરવારી

જાણ/સંકાસ/શૌચાલય

સંકાસમાં વપરાતા કાગળ

ટ્રાફિક

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ટાલવાના પ્રવાસ

ટાલવાના પ્રવાસ
**Foundation tier (continued)**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>ટ્રેન/અખગડી/રેલગડી</td>
</tr>
<tr>
<td>tram</td>
<td>ટ્રામ</td>
</tr>
<tr>
<td>tube</td>
<td>બૂગાંટ્રેન</td>
</tr>
<tr>
<td>twin room</td>
<td>બે જ્યા માટનો ઓરડો</td>
</tr>
<tr>
<td>underground station</td>
<td>બૂગાંસ્ટેશન</td>
</tr>
<tr>
<td>unleaded (petrol)</td>
<td>અનલેડ પેટ્રોલ</td>
</tr>
<tr>
<td>vehicle</td>
<td>વાહન</td>
</tr>
<tr>
<td>view (over/of)</td>
<td>જોવા/અલ્લોકન કરવું</td>
</tr>
<tr>
<td>village</td>
<td>ગામ/ગામડું</td>
</tr>
<tr>
<td>visit</td>
<td>મુલાકાત</td>
</tr>
<tr>
<td>wardrobe</td>
<td>ક્ષેત્ર</td>
</tr>
<tr>
<td>washbasin</td>
<td>હાથ ધોવાનું બેસીન /વોશબેસીન</td>
</tr>
<tr>
<td>way (or road)</td>
<td>રસ્તો</td>
</tr>
<tr>
<td>welcome</td>
<td>આવકાર/સ્વાગત</td>
</tr>
<tr>
<td>well (water)</td>
<td>દૂવો</td>
</tr>
<tr>
<td>well worth seeing</td>
<td>જોવા જેવું</td>
</tr>
<tr>
<td>west</td>
<td>પ્ફાંથમ</td>
</tr>
<tr>
<td>window</td>
<td>બાણી</td>
</tr>
<tr>
<td>(shop) window</td>
<td>ક્ષેત્રભાગીની બાણી</td>
</tr>
<tr>
<td>wood/forest</td>
<td>વન/જંગલ</td>
</tr>
<tr>
<td>youth hostel</td>
<td>યુસ્થ હોસ્ટેલ/યુસ્થ છાત્રાલય</td>
</tr>
<tr>
<td>zoo</td>
<td>પ્રાણીઘર</td>
</tr>
</tbody>
</table>

**Higher tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>air-conditioning</td>
<td>વાતાનું કોશિકા</td>
</tr>
<tr>
<td>canal</td>
<td>નખીર</td>
</tr>
<tr>
<td>customs (i.e. at border crossing)</td>
<td>જાહેર</td>
</tr>
<tr>
<td>emergency exit</td>
<td>કેટરેટીના સમયે બહાર નીકળવાનો દરવાજો</td>
</tr>
<tr>
<td>province</td>
<td>પાંચ/જંગલાંકો</td>
</tr>
<tr>
<td>waiting room</td>
<td>પ્રથીલક્ષાલય</td>
</tr>
</tbody>
</table>
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**
- **pond**
- **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)**
**Higher tier (continued)**

to brake  
ब्रेक मारीने रोकवू

to overtake  
आगल नीकली जुँ

to put someone up; to accommodate  
रहेवानी सगवड करी आपवू/समावेश करवू

to stay (for a holiday)  
रेह जा देवी

to take place  
कोई जगा लेवी

toll  
करवेने(म)

town centre  
नगर डेंज/शहरी डेंज

winter/skiing holiday  
शिवाणानी/बरड पर सरकवा जवा माटेनी जज

**Phrases associated with weather**

**Foundation tier**

bad  
बराब

bright  
उजसवालु

climate  
हवामान/आबोहवा

cloud  
वालु

cloudy  
वाललिण्णवाळलु

cold  
हंडी

dry  
डेँग

fog  
धुमस

foggy  
धुमसवाळु

heat  
गरमी

highest temperature  
उच्चतम तापमान

in the east  
पूर्वमां

in the north  
उत्तरमां

in the south  
दक्षिणमां

in the west  
पश्चिममां

it is freezing  
समत हंडी पडे हे/थठरावी नांचे अेंडी हंडी पडे हे

lightning  
वीजली यमके हे
**Foundation tier (continued)**

- it is raining
- it is snowing
- thunder
- 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
- બારુડ પડે છે
- મેઘગણના/વીજળીનો કાું કેઢી લાગું
- તાપમાન
- વાદળાંથી ઢંકાયેલું
- વરસાદ/વરસાદ (ના)/ગરભ ગરભ વરસાદ વરસાદ વરસાદનું
- આકાશ
- વાણીજ સાહેનું વાણીજોડું
- ઝરણ ઝરણ વરસાદ ઝરણ વરસાદ
- સૂર્ય/સૂર્યના પ્રકાશ માટે ઉભી આવેલ છે
- સૂર્ય પ્રકાશ
- સૂર્ય/સૂર્યના પ્રકાશ
- તાપમાન/ઉભી તાપમાન
- સૂર્યના પ્રકાશ આવે છે
- સૂર્ય પ્રકાશ
- સૂર્ય
- સૂર્ય/સૂર્યના
- તાપમાન/ઉભી તાપમાન
- સૂર્યના પ્રકાશ
- સૂર્ય
- સૂર્ય/સૂર્યના
- તાપમાન/ઉભી તાપમાન
- સૂર્યના
- સૂર્ય
- સૂર્ય/સૂર્યના
- તાપમાન/ઉભી તાપમાન
- સૂર્યના
- સૂર્ય
- સૂર્ય/સૂર્યના
- તાપમાન/ઉભી તાપમાન
- સૂર્યના
- સૂર્ય
- 

**Higher tier**

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

- સરેરાશ તાપમાન
- શોકિયા સમય માટે ઉભી આવો
- બહુલાંટ/અનિયમિત
- બરકાં કરા
- ક્ષીણ જબાદ તેની થી થી પડે છે
- ગુમસદી ઘરાંબર છે
- ગુમસદી ઘરાંબર છે
- ગુમસદી ઘરાંબર
- ગુમસદી ઘરાંબર
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- ગુમસદી ઘરાંબર
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**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 ચાલતા જવાના છો/કે ગાડીમાં?
- જથાં સુધી
- આદુ રાખો
- ઓફલાગવું
- સીધે સીધા જવ
- મુખ્ય રસ્તો/શેરી
- તે સો મીટર દૂર છે
- તે બહુ નજ્જર છે
- કાપી બાજુનો પહેલો રસ્તો લેજો
- કાપી તરક/બાજુ વાંચો
- જમણી તરક/બાજુ વાંચો
# 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>પાટો (બાંધવો)</td>
</tr>
<tr>
<td>breakdown</td>
<td>બાંધી પડવું</td>
</tr>
<tr>
<td>broken</td>
<td>તૃતીયં</td>
</tr>
<tr>
<td>crash/collision</td>
<td>અથડાવું/વાહનની સામસામી ટકર થવું (f)</td>
</tr>
<tr>
<td>customer service</td>
<td>ઘરાકને સેવા આપવી</td>
</tr>
<tr>
<td>damage</td>
<td>નુકસાન</td>
</tr>
<tr>
<td>delivery</td>
<td>લોકપણી (f)</td>
</tr>
<tr>
<td>email address</td>
<td>ઇ-મેલ એડ્રેસ (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>ખોવાયેલ વસ્તુઓની કચેરી (f)</td>
</tr>
<tr>
<td>mistake/fault</td>
<td>મૂલ (f)/ઘાંફક (m)</td>
</tr>
<tr>
<td>problem</td>
<td>સમસ્યા/મુક્ષણી/તકલિક</td>
</tr>
<tr>
<td>progress/improvement</td>
<td>પ્રગતિ(f)/સુધારો (m)</td>
</tr>
<tr>
<td>purse</td>
<td>પાકટ/બટાવો (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/ળુંટકાત</td>
</tr>
<tr>
<td>to deliver</td>
<td>પહોંચાડવું</td>
</tr>
<tr>
<td>to insure</td>
<td>લીધો ઉતારવો</td>
</tr>
<tr>
<td>to return/give back</td>
<td>પાંખુ આપવું</td>
</tr>
<tr>
<td>treatment/remedy/cure</td>
<td>સારવાર/ઉપાય</td>
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<td>waiting time</td>
<td>રાહ જોવાનો સમયગાળો</td>
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<td>thief</td>
<td>થોર</td>
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### School

#### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
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<tbody>
<tr>
<td>absent</td>
<td>ગેરહાજર</td>
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<tr>
<td>A Levels (equivalent)</td>
<td>શે લેવલ</td>
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<tr>
<td>achievement</td>
<td>પ્રાપ્ત/સિકલ/ઉધારણ</td>
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<tr>
<td>annual</td>
<td>વાષ્ક</td>
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<td>answer</td>
<td>જવાબ/ઉતર</td>
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<tr>
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<td>કલા/ચેતકામ</td>
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<td>જિવિવિદાન</td>
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<td>board (blackboard/whiteboard etc.)</td>
<td>પાડભૂદ/બલભૂદ/સફર્દુભૂદ વગરે.</td>
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<td>break time</td>
<td>વેરામનો સમય/વશ્રાંત/ઉદ્ર રસેસ</td>
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<td>calculator</td>
<td>કલ્કુલેટર/ગણકયંત્ર</td>
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<td>ભોજનઘર</td>
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<td>સવર્લક્ષી શાળા</td>
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<td>copy/script (exam paper)</td>
<td>નકલ/લખાણ (પરીક્ષાનું પ્રશ્નપત)</td>
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<td>desk</td>
<td>મેજ</td>
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<td>શબ્દકોશ (m)</td>
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<td>નાટકમંડળ</td>
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<td>હોરલુ ચેત</td>
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<td>પહેલો દિવસ</td>
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<td>ભાદ/પ્રોક્ટ ટેક્નોલોજી</td>
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<td>પેન્સલ મુક્યવાનો ડબ્બો (m)</td>
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<td>plan/project</td>
<td>યોજના (f)/પ્રોજેક્ટ (m)</td>
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<td>મુદ્દા/મુદ્દાઓ</td>
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<td>હજર</td>
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<td>માનગી શાળા (f)</td>
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### Foundation tier (continued)

<table>
<thead>
<tr>
<th>Word</th>
<th>Gujarati Translation</th>
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<td>result</td>
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<td>rule/regulation</td>
<td>નયમ</td>
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<td>ruler</td>
<td>રૂલપક્કી (f)</td>
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<td>શાળાનિશાળ/</td>
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<td>school bag/satchel</td>
<td>ટક્કર</td>
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<td>school book</td>
<td>શાળાની ખ્યાલી</td>
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<td>શાળાની બસ</td>
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<td>શાળાનો ટિયાર્ડ</td>
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<td>school group/party</td>
<td>શાળાનું મંડળ/ટોળા</td>
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<tr>
<td>school hall</td>
<td>શાળાનો બંદ (m)</td>
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<td>school keeper/caretaker</td>
<td>શાળાનો રાજ્યસરકાર કરમયારी/</td>
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<tr>
<td>school newspaper</td>
<td>શાળાનું સમાચારપત્ર</td>
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<td>school office</td>
<td>શાળાની કરેટાર ખંડ/ કાયાર્લય</td>
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<td>school report/certificate</td>
<td>શાળાનો અહેવાલ/પ્રમાણપત્ર (m)</td>
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<td>શાળાનો પ્રવાસ</td>
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<td>school year</td>
<td>શાળાનું વર્ષ/વરસ</td>
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<td>serious (hardworking)</td>
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<td>sports hall/gym</td>
<td>વ્યાયામખંડ/વ્યાયામશાળા /</td>
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<td>રાજ્યસરકાર/</td>
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<td>સરકારી શાળા</td>
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</table>
**Foundation tier (continued)**

strict          કડક
student        વિદ્યાથિ/છાત્ર (mf)
subject        વિષય
success        સફળતા
successful     સફળ
summer holidays ઉનાળાની રજાઓ
technology     ટેક્નોલોજી (f)
test           કસોટી (f)
tie            નેકટાઈ (f)
timetable      સમયપત્રક
to attend school શાળામાં હાજર રહું
to calculate   ગણતરી કરી
to carry on    આગળ વધું
to pay attention/to be careful ધ્યાન આપો/સાવચેત રહો
to repeat a year એ જ વર્ષમાં પાંચ હોયું
to sing        ગીત ગાવું
to sit an exam  પરીક્ષામાં બેસું
to work hard   બુધ મહેનત કરવી
total          સ્વરૂપ/આં
training/education તાલીમ (f)/અક્ષરતા/ડેક્સવલ્યુષ (f)
unfair         અન્યાય/સાન્યાલી/અનુચિત
teaching/education અનુચિત (m)
vocational school/technical college વ્યવસાયી શાળા/ટેકનિકલ કોલેજ
weak/bad at (subject) નબં/કોઈ વિષયમાં કમજોર હોયું
work book      નોટબુક/કામ કરવાની યોજના (f)
sixth form     ધોરણ બાર-ટર/એ/એચ લેવલ
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

economy

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

- પાઠ્યપુસ્તક
- લેસન રૂપરેષણ
- વિષય છોડી દેવો
- શાળામાં મોડે સુધી રહેવાની સાજ મળવી
- વીજા ઉપરના વર્ગમાં જવું
- ઉભાર કરવો
- લેસન છોડી દેવું/લેસનમાં નાસી જવું
- માટે જાડી ક્રમે કે લાભવા અનુસાર કરવો/સાંભાલ કરવું
- તાલીમ કેન
- અનુસાર સાંભાલ
- મહાશાળય/વિશ્વવિદ્યાલય(ફ)
- સમબંધો બંધ કરવો
- લીટીઓ લાભવાની સાજ કરવી
**Future aspirations/study and work**

**Foundation tier**

- **abroad** (પરતેશ/પરાશપાર)
- **actor/actress** (નટ/નટી/નાટકારી (m)/નાટકારી (f))
- **air hostess/air steward** (િવમાન પરિયારિઝક (f)/િવમાન સેવક (m))
- **ambition** (મહત્ત્વાકાંક્ષા)
- **apprenticeship** (કામ કરવા બંધાઈને ધંધો શીખવો)
- **artist** (કલાકાર/કલાકાર)
- **badly paid** (પટાં રીતે યુકભેલું/ઓછા વેતનવાળ કરનાર/નોકરી)
- **baker** (ભસાય કરનાર/બેકર)
- **builder** (િમાન બાંધનાર/કિહિયાયો)
- **business/shop** (વ્યાપાર/ુકાન)
- **busy** (કામમાં વ્યસ્ત/કામમાં રોકાઇયો)
- **butcher** (કસાઈ)
- **cashier/treasurer** (ખાનચી/રોકડયો/અભિભાઇ)
- **charity** (દાન/અભિભાઇ)
- **chemist/pharmacist** (દવાઓ વેચનાર/રસાયણશાસ્ત્રી)
- **civil servant** (સરકાર નોકર/ટાકનપૂર્વ સેવામાં નોકર કરનાર)
- **clerk** (કારુલ (m))
- **coffee (tea/lunch) break** (કોફી/(બપોરના ભોજન)ની ટ્ટી)
- **colleague** (સહકાયર્કર/સહકમર્ચાર)
- **computer science** (કંપ્યુટર વિજ્ઞાન)
- **computer scientist** (કંપ્યુટર વૈજ્ઞાનિક)
- **conference** (પરિષદ)
- **cook** (રસોઇયો (m) રસોયાણ (f))
- **decorator** (સજાવત કરનાર (m))
- **dentist** (દંતવૈદ્ય/ડાંતનો દાક્યતર (m))
- **designer** (ડિજાઇનર)
- **doctor** (એકાતર)
- **drama artist** (નાટય કલાકાર)
- **dream** (સ્વપ્ન/સપનાં)
- **editor** (લસ્ટ્રી)
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
Foundation tier (continued)

sewing/tailoring
singer
situation vacant (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

સીવો/સિલાઇકામ/દરકામ
ગાવી/ગાયક
સથિત/જગ્યા ખાલી (જોઈએ છે/જાણું છે-જાહેરનાર)
આવકત/કૃષિ
સમાજ/કંપની/મંડળ
દરજ
શિખક
શિખક/પ્રાથમિક શાળાના શિખક
કસબી/કારિગર/ટેક્નિકલ
નોકરીની શરતો
નોકરી માટે અરજ કરવી
અભ્યાસક્રમ/કોર્સ કરવો
અરજ પાડવા માટે
જોડાણ કપાઈ જું
સ્વયંસેવક
સારો પગાર
જમદગર
જમનો અનુમાન

(એટલે જાણું) જોડાણ કપાઈ જું/અચાનક બંધ જું
જાણું કપાઈ જું
અક્ષાસકમ/કોર્સ
જાણું
પ્રવાસ એજન્સી/પ્રવાસન
સ્વીચ્છક રીતે/વેતન વગર
tવસા સેવક
tવસા સેવક ક સ્વયં
સારો પગાર
dમદાર
dમનો અનુમાન
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
International and global dimension: bringing the world together/campaign and good causes/environmental issues

Foundation tier

advantages/disadvantages  ફાયદા/ગેરફાયદા
animals  પાણીઓ
birds  પક્ષીઓ
buffalo  બેસ
campaign  સંગઠિત કાર્યક્રમ/જુંગબેશ
climatic  આવણોહવા
coal  તલસો (m)
cow  ગાય
destruction  વિનાશ
disaster  મોડી દ્વારણા
drought  કાળ, વરસાદનો/ પાણીનો અભાવ
earth  પૃથ્વી (f)
earthquake  ઘરોખંડપ/સુકંડપ (m)
energy/power  શક્તી(f)
environment  વાતાવરણ/પયાર્વરણ
exterrmination  ઇન્કંદન
inspiration  પ્રેરણા
fair trade  સદ્વ્યાપાર / ફેર ટ્રેડ
c(music) event/festival  (સંગીત) ઉત્સવ/જલસો (m)
famine  ફાયદા
flood/flooding  પૂર/રેલ/પુર આવવું/રેલ આવવી - જળપ્રલય
for/against  -ની તરફેલ/ની વિનિદેશ
(rain) forest  (વરસાદે) વન/જંગલ
fresh water  તારુ/(બાદું- આટું નહી લેવું)પાણી (f)
fund (raising money)  ક્લાસો ઉઘરાવવો/સોનો ઉઘરાવવુ
gas  વાયુ (m)
good deed/causes  સદ્કાયર્ /સત્કાયર્
greedy  લોભી
global  વિશ્વવાપક/સમય જગત
global warming  પૃથ્વીનું તાપમાન વધયું
hunger  મૂડ/બૂઝમરો
hurricane/whirlwind  વાવાઝોં/વાવંદોળ
infection  શોધતી ઘડાગી
international;national  આંતરરાષ્ટ્રીય/રાષ્ટ્રીય
### Foundation tier (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack (of)</td>
<td>-ની અખત હોવી</td>
</tr>
<tr>
<td>lion</td>
<td>સિંહ</td>
</tr>
<tr>
<td>natural resources</td>
<td>કુદરતી સંપત્તિ</td>
</tr>
<tr>
<td>oil</td>
<td>તેલ</td>
</tr>
<tr>
<td>Olympic Games</td>
<td>ઑલિમ્પિક રમતો</td>
</tr>
<tr>
<td>people</td>
<td>જનતા (f)/લોકી</td>
</tr>
<tr>
<td>planet</td>
<td>ગ્રહ</td>
</tr>
<tr>
<td>plant</td>
<td>છોખ</td>
</tr>
<tr>
<td>pollution</td>
<td>પ્રૂષણ</td>
</tr>
<tr>
<td>poverty</td>
<td>ગરીબાઈ (f)</td>
</tr>
<tr>
<td>protection</td>
<td>રક્ષણ</td>
</tr>
<tr>
<td>recycling</td>
<td>નકામી વસ્તુઓ કરી ઉપયોગ</td>
</tr>
<tr>
<td>salt water</td>
<td>પાણી (f)</td>
</tr>
<tr>
<td>to benefit</td>
<td>લાભ થવો/ફાયદો થવો</td>
</tr>
<tr>
<td>to die</td>
<td>મરજું</td>
</tr>
<tr>
<td>to lack</td>
<td>ખામી હોવી/ઓં હોં</td>
</tr>
<tr>
<td>to light (candle)</td>
<td>પાણનો [દિવો (m)]/સંજાગાવવું [મીળાવતી (f)]</td>
</tr>
<tr>
<td>to sort/separate (e.g. rubbish)</td>
<td>સંપકર્માં રહેવું</td>
</tr>
<tr>
<td>to stay in contact</td>
<td>સંપર્કમાં રહેવું</td>
</tr>
<tr>
<td>tree</td>
<td>વૃક્ષ/ઝાડ</td>
</tr>
<tr>
<td>war</td>
<td>યુદ્ધ/લડાઈ (f)</td>
</tr>
<tr>
<td>world</td>
<td>વિશ્વા/વિશ્વ/જગત</td>
</tr>
<tr>
<td>World Cup (football)</td>
<td>વિશ્વકપ (પગદડાની રમત)</td>
</tr>
<tr>
<td>Higher tier</td>
<td>Gujarati</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>destruction; destruction/extinction</td>
<td>વિનાશ/ઉપઘાટ/પ્રલય/નિકંત</td>
</tr>
<tr>
<td>equality</td>
<td>સમાનતા</td>
</tr>
<tr>
<td>instant</td>
<td>તરત થય તેબં/તાત્કાલિક</td>
</tr>
<tr>
<td>lush green (greenery)</td>
<td>લીંછમ (હરયાળ)</td>
</tr>
<tr>
<td>needy</td>
<td>જુરતમંડ/નિરાધાર</td>
</tr>
<tr>
<td>rights of man/peoples’ rights</td>
<td>લોકોનો હક (mpl)</td>
</tr>
<tr>
<td>self-reliance</td>
<td>સ્વાવલંબન</td>
</tr>
<tr>
<td>solar power</td>
<td>સૂર્યની ઉર્જા (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>પ્રૂષણ કરવું/ચેપ લગાવો</td>
</tr>
<tr>
<td>to survive</td>
<td>પશુઓ જુવુ/ટકુ રહેવુ/જલિત રહેવુ</td>
</tr>
<tr>
<td>to threaten</td>
<td>ધમકી આપવી</td>
</tr>
<tr>
<td>unfortunate</td>
<td>કમનસીવી</td>
</tr>
<tr>
<td>volcano</td>
<td>જુબાનામુખી (m)</td>
</tr>
<tr>
<td>wild life</td>
<td>વનયજ્ઞો/પાણીસૂચી</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
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

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

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

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

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

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

## 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&lt;br&gt; Paper 2: 1GU0/02&lt;br&gt; Paper 3: 1GU0/03&lt;br&gt; Paper 4: 1GU0/04</td>
</tr>
</tbody>
</table>

About Pearson

We are the world’s leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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All information in this specification is correct at time of publication.

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Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

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