GCSE (9-1) Russian

Specification
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Russian (1RU0)
First teaching from September 2017
First certification from June 2019

Issue 3
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Russian Specification

Issue 3 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
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<tr>
<td>Amendment to the administration of the speaking component (Paper 2):</td>
<td>14</td>
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<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
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<td>‘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’.</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 Russian?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Russian 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 to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.

- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2009 qualification.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:
- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:
- marked exemplars of student work with examiner commentaries.

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

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

Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Russian 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 Russian (*Paper code: 1RU0/1F 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 Russian 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 Russian speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Russian.

Foundation tier

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

Higher tier

- Section A is set in Russian. The instructions to students are in Russian.
- 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 Russian (*Paper code: 1RU0/2F and 2H*)

**Internally conducted and externally assessed**

*Foundation tier: 7–9 minutes plus 12 minutes’ preparation time; 70 marks*

*Higher tier: 10–12 minutes plus 12 minutes’ preparation time; 70 marks*

*25% of the total qualification*

**Content overview**

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

**Assessment overview**

Students are assessed on their ability to communicate and interact effectively through speaking in Russian 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.

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### Paper 3: Reading and understanding in Russian (*Paper code: 1RU0/3F and 3H*)

**Written examination**

*Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks*

*25% of the total qualification*

**Content overview**

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

**Assessment overview**

Students are assessed on their understanding of written Russian 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 Russian. The instructions to students are in Russian
- **Section C** includes a translation passage from Russian into English with instructions in English.
### Paper 4: Writing in Russian (*Paper code: 1RU0/4F and 4H*)

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

**25% of the total qualification**

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

**Assessment overview**
Students are assessed on their ability to communicate effectively through writing in Russian for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Russian. The instructions to students are in Russian. Word counts are specified for each question. Students must answer all questions.

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

*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 Russian allows students to develop their ability to communicate with Russian native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Russian-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Russian 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 Russian 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 Russian-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 Russian 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 Russian

Content

Students are assessed on their understanding of standard spoken Russian 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 Russian 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 Russian-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.

**Foundation tier**
- 35 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Section B contains two questions set in Russian. The question type is multiple-response. The instructions to students are in Russian.

**Higher tier**
- 45 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains two questions set in Russian. The question type is multiple-response. The instructions to students are in Russian.
- 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 Russian.

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 Russian Sample Assessment Materials (SAMs) document.
Paper 2: Speaking in Russian

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Russian 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 Russian.

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 Russian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Russian, 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 Russian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Russian, 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.
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 Russian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Russian, 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

- The entire assessment must be conducted in Russian.
- 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 Russian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Russian, 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 Russian for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.
**Foundation tier assessment time and marks**

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

**Higher tier assessment time and marks**

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

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

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

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

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

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

Task 1 – Role play

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

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

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

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

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

Each candidate card contains instructions in English and the task is in Russian. 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 for four of the prompts.

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. Students are required to speak in the present tense for four of the prompts and 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 Russian 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 Russian 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-play 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 Russian Sample Assessment Materials (SAMs)* document. Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Russian

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>
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<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 Russian 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 as well as informal greetings, endearments and forms of address. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address. 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>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.</td>
</tr>
<tr>
<td>5–8</td>
<td>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.</td>
</tr>
<tr>
<td>9–12</td>
<td>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.</td>
</tr>
<tr>
<td>13–16</td>
<td>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.</td>
</tr>
</tbody>
</table>

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>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Limited accuracy when responding to set questions; minimal success when referring to past, present and future events  
    • Individual words and phrases are coherent when responding to 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 doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

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

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

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

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

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
**Conversation: interaction and spontaneity – Foundation tier**

<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  | - 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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Uses 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 doing the action, i.e. 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</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 Russian 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 as well as informal greetings, endearments and forms of address. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address. 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>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</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>
<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  | ● 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 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 doing the action, i.e. 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>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</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**

<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  | • 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.

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

<table>
<thead>
<tr>
<th>Mark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
     • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
     • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6  | • Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
     • Generally accurate grammatical structures, generally successful references to past, present and future events  
     • Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9  | • Manipulates a variety of grammatical structures, some variety of complex structures  
     • Predominantly accurate grammatical structures, mostly successful references to past, present and future events  
     • Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12| • Manipulates a wide variety of grammatical structures, frequent use of complex structures  
     • Consistently accurate grammatical structures, consistently successful references to past, present and future events  
     • Fully coherent speech; any errors do not hinder the clarity of the communication |

### Additional guidance

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

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

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

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity:**
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Paper 3: Reading and understanding in Russian

Content

Students are assessed on their understanding of written Russian 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 Russian 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 Russian 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 Russian-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 Russian 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 Russian. The instructions to students are in Russian:
  - 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 Russian 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 Russian Sample Assessment Materials (SAMs) document.
Paper 4: Writing in Russian

Content

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

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 Russian.
- 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 Russian.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Russian.
- The instructions to students are all in Russian.
- The use of dictionaries is not permitted.
• **Foundation tier**
  o The assessment time is 1 hour and 15 minutes in length.
  o The paper consists of three open questions and one translation from English into Russian.
  o Students must answer all questions.
  o Question 1 assesses students on their ability to write to describe and to express opinions.
  o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*.
  o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*. This question is common to the Higher tier.
  o Question 4 is the translation question. Students are required to translate five sentences from English to Russian. The sentences are ordered by increasing level of difficulty.

• **Higher tier**
  o The assessment time is 1 hour and 25 minutes in length.
  o The paper consists of two questions and one translation from English into Russian.
  o Students must answer all questions.
  o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*. This question is common to the Foundation tier.
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*.
  o Question 3 is the translation question. Students are required to translate a short paragraph from English into Russian. 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 Russian Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Russian

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 15–20 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>
</tbody>
</table>
| 1–2  | • Some relevant, basic information without development  
      • Uses language to inform, give short descriptions and express opinions with limited success  
      • Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4  | • Mostly relevant information, minimal extra detail  
      • Uses language to give short descriptions, simple information and opinions with variable success  
      • Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6  | • Relevant information with occasional extra detail  
      • Uses language to give short descriptions, simple information and opinions with some success  
      • Uses small selection of common, familiar vocabulary and expression with little repetition |
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 30–35 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>
</tbody>
</table>
| 1–2  | Limited information given likely to consist of single words and phrases  
|      | Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
|      | Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
|      | Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | Some brief information given, basic points made without development  
|      | Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
|      | Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
|      | Occasional appropriate use of register and style |
| 5–6  | Some relevant information given appropriate to the task, basic points made with little development  
|      | Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
|      | Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
|      | Mostly appropriate use of register and style, mostly sustained |
| 7–8  | Relevant information given appropriate to the task, basic points made with some development  
|      | Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
|      | Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
|      | Appropriate use of register and style sustained |
Additional guidance

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

*Register and style definition: formal* register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<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 that 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 60–65 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>
</tbody>
</table>
| 2    | • The meaning of the sentence is partially communicated  
      • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3    | • The meaning of the sentence is fully communicated  
      • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

Additional guidance

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

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

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.
Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.  
**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

The student is expected to produce 60–65 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>
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<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates brief information relevant to the task with little development  
|      | • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
|      | • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
|      | • Variable use of appropriate register and style |
| 4–6  | • Communicates information relevant to the task, with development of the occasional key point and idea  
|      | • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
|      | • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
|      | • Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | • Communicates information relevant to the task, with development of some key points and ideas  
|      | • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
|      | • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
|      | • Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| • Communicates information relevant to the task with expansion of key points and ideas  
|      | • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
|      | • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
|      | • Appropriate use of register and style throughout, with minimal inconsistency |

**Additional guidance**

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

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view 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 90–110 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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</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>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
      • Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
      • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | • Some variation of grammatical structures, including some repetitive instances of complex language  
      • Prolonged sequences of fluent writing, some extended, well-linked sentences  
      • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | • Uses a variety of grammatical structures including some different examples of complex language  
      • Predominantly fluent response; frequent extended sentences, mostly well linked  
      • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| • Uses a wide variety of grammatical structures, including complex language  
      • Fluent response throughout with extended, well-linked sentences  
      • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

Additional guidance

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

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that **do not hinder clarity**:  
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

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

Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing 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>AO</th>
<th>Assessment</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td>AO2</td>
<td>Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td>AO3</td>
<td>Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td>AO4</td>
<td>Writing – communicate in writing</td>
<td>25</td>
</tr>
</tbody>
</table>

Total 100%

Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Russian</td>
<td>25 0 0 0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Speaking in Russian</td>
<td>0 25 0 0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Russian</td>
<td>0 0 25 0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4: Writing in Russian</td>
<td>0 0 0 25</td>
<td>25%</td>
</tr>
<tr>
<td>Total for GCSE</td>
<td>25% 25% 25% 25%</td>
<td>100%</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 Russian 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, schools and colleges they wish to progress to 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 have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

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 Russian. 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 JÉCQ 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 JÉCQ 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>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
<td>1.000</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.
The first certification opportunity for this qualification will be 2019.

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 Russian builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

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

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

This qualification offers a suitable progression route to GCE AS and GCE A Level in Russian. 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 Russian-speaking countries and their cultures.
## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
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<tbody>
<tr>
<td>Appendix 1: Candidate speaking examination record form (CS2)</td>
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<tr>
<td>Appendix 2: Grammar list</td>
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<td>Appendix 3: Vocabulary list</td>
<td>76</td>
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<td>Appendix 4: The context for the development of this qualification</td>
<td>131</td>
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<td>Appendix 5: Transferable skills</td>
<td>133</td>
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<tr>
<td>Appendix 6: Codes</td>
<td>134</td>
</tr>
</tbody>
</table>
## 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 Russian</th>
<th>1RU0: 2F/2H*</th>
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</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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<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>
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<tbody>
<tr>
<td></td>
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</table>

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

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

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A ‘Word’ version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Russian 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.

Russian (Foundation tier)

Nouns
- Nouns
- Gender, number, case
- Common irregular forms, for example друзья, дома
- Adjectives used as nouns, for example столовая, русский, мороженое

Adjectives
- Long forms in all cases, singular and plural
- Prefixed with не-
- Simple use of short forms, for example тепло, отлично
- Comparatives ending in -ее (R), for example быстрее
- Common special short form comparatives, for example больше, меньше
- Expressing 'than' after a comparative using чем
- Comparatives formed with более (R)
- Superlatives formed with самый (R)

Adverbs
- Forms in -о, for example быстро
- Forms such as по-русски, по-английски
- Comparative forms (R)

Quantifiers/intensifiers
- очень, довольно, слишком

Pronouns
- Personal pronouns for I/me, etc., in all cases
- Other personal pronouns in nominative, accusative, dative cases (R)

Pronouns (continued): demonstratives, interrogatives, relatives, etc.
- Этот, кто, что, какой, каждый in all cases, singular (and, where relevant, plural (R))
- Тот, такой in all cases, singular and plural (R)
- Который, весь (etc) in all cases, singular and plural (R)

Possessives
- Possessives in nominative, singular and plural
- Его, её, их
Verbs
- Tenses: present, imperfective (and perfective (R)) past, and imperfective future
- Infinitives
- Reflexive verbs
- Common imperatives: дай/те and classroom commands only
- Common use of ходить, идти, пойти and ездить, ехать, поехать
- Commonly used prefixed verbs of motion, for example приходить/прийти, уезжать/уехать (R)
- Other verbs of motion: only as listed in Foundation vocabulary
- Past passive participles открыт and закрыт only

Impersonal constructions
- Нравиться (present tense)
- Common impersonal constructions for ‘feeling’ for example (мне) холодно, мне тепло (present tense)
- Надо (= нужно) (present tense)
- Можно (present tense)

Numbers and quantity
- Cardinal numbers in nominative (other cases for common uses = R)
- Ordinal numbers for dates, including years (R)
- Ordinal numbers for floor numbers, for example на первом этаже
- Expressions of quantity with genitive, for example много, мало (R)

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Prepositions
As listed in Foundation-tier vocabulary

Conjunctions
As listed in Foundation-tier vocabulary

Times and dates
- Times using 24-hour clock format, for example 8.30, 19.25 (R)
- Days, months (R)
- Personal date and year of birth
- Other dates, years (R)
- Time structures with and without prepositions, for example утром, по субботам, в среду (R)
- Duration, for example пять дней, на неделю
- Frequency, for example два раза в неделю (R)

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Negation
- Simple negation using не
- Нет + genitive (present tense) (other tenses = R)
- Negative prefix ни- (including case forms without prepositions (R)), for example никто, никогда
Russian (Higher tier)

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

**Adjectives**
- Common short form adjectives, singular and plural (R)
- должен, нужен (R)
- Comparatives in –ee and with более
- Comparatives with менее (R)
- Use of prefix по- with short form comparatives, for example побольше (R)
- Common special long form comparatives, for example лучший, старший in nominative, singular and plural
- Expressing ‘than’ after a comparative using the genitive (R), for example моложе брата
- Superlatives formed with самый in nominative, singular and plural; other cases = (R)

**Adverbs**
- Comparative forms
- Forms in –ски, for example практически (R)
- Use of prefix по- (R)

**Personal pronouns**
- Personal pronouns I, he, she, they in all cases
- Other personal pronouns in all cases (R)

**Pronouns (continued): demonstratives, interrogatives, relatives, etc.**
- Этот, кто, что, какой, каждый in all cases, singular and plural
- Тот, такой in all cases
- Который, in simple usage (for example друг, которого зовут Андрей)
- Common use of –нибудь, -то (R)
- Друг друга (etc.) (R)
- Use of всё, что and то, что (R)

**Possessives**
- Possessives in all cases, singular
- Possessives in all cases plural (R)
- Свой in all cases, singular and plural (R)

**Verbs**
- Tenses: perfective past; perfective future in first person singular; perfective future in other persons (R)
- Imperatives – second person singular and plural; first person plural (R)
- Use of third person plural without они (R)
- Use of бы with хотеть in first person singular (хотел/а бы)

**Impersonal constructions**
- Нравиться (all tenses)
- Хотеться present tense (other tenses = R)
- Common impersonal constructions for ‘feeling’ for example (мне) холодно, мне тепло (all tenses)
- Надо (= нужно) (all tenses)
- Можно (all tenses)
Numbers and quantity

- Cardinal numbers (all cases)
- Inversion for approximation (R), for example минут десять
- Ordinal numbers for dates, including years
- Expressions of quantity with genitive, for example много, мало

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Prepositions

A wider range of prepositions (R), as listed in Higher-tier vocabulary

Conjunctions

As listed in Higher-tier vocabulary

Times and dates

- Times using 24-hour clock format, for example 8.30, 19.25
- Times using 12-hour clock format, for example полшестого, без четверти, etc. (R)
- Other dates, years
- Time structures with and without prepositions, for example утром, по субботам, в среду
- Duration, for example пять дней, на неделю
- Frequency, for example два раза в неделю

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Negation

- Нет + genitive (all tenses)
- Negative prefix ни- with prepositions (R), for example ни с кем
- ни..., ни..., (R)
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 Russian.

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
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 Russian 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
### Common verbs

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to accept</td>
<td>принимать/принять</td>
<td>to argue</td>
<td>спорить/поспорить</td>
</tr>
<tr>
<td>to ask</td>
<td>спрашивать/спросить</td>
<td>to ask (for something)</td>
<td>просить/попросить (что-нибудь)</td>
</tr>
<tr>
<td>to ask a question</td>
<td>задавать/задать вопрос</td>
<td>to bathe</td>
<td>купаться/ис-</td>
</tr>
<tr>
<td>to be born</td>
<td>рождаться/родиться</td>
<td>to begin, start</td>
<td>начинать(ся)/начать(ся)</td>
</tr>
<tr>
<td>to be ill; to hurt</td>
<td>больеть/за-</td>
<td>to be interested in</td>
<td>интересоваться/за-</td>
</tr>
<tr>
<td>to be missing</td>
<td>отсутствовать</td>
<td>to be situated</td>
<td>находиться</td>
</tr>
<tr>
<td>to become</td>
<td>становиться/стать</td>
<td>to believe</td>
<td>верить/по-</td>
</tr>
<tr>
<td>to buy</td>
<td>покупать/купить</td>
<td>to carry</td>
<td>носить/нести//понести</td>
</tr>
<tr>
<td>to chat</td>
<td>разговаривать</td>
<td>to check</td>
<td>проверять/проверить</td>
</tr>
<tr>
<td>to change</td>
<td>меняться</td>
<td>to choose</td>
<td>выбирать/выбрать</td>
</tr>
<tr>
<td>to clean</td>
<td>чистить/по-</td>
<td>to clear away</td>
<td>убирать/убрать</td>
</tr>
<tr>
<td>to close</td>
<td>нажимать/нажать</td>
<td>to click (ICT)</td>
<td>закрывать/закрыть</td>
</tr>
<tr>
<td>to collect</td>
<td>собирать/собрать</td>
<td>to close</td>
<td>приходить/прийти</td>
</tr>
<tr>
<td>to come</td>
<td>считать</td>
<td>to consider</td>
<td>связываться/связаться</td>
</tr>
<tr>
<td>to consider</td>
<td>связываться/связаться</td>
<td>to contact</td>
<td>продолжаться</td>
</tr>
<tr>
<td>to continue</td>
<td>продолжать/продолжить</td>
<td>to continue/carry on</td>
<td>убеждать/убедить</td>
</tr>
<tr>
<td>to convince</td>
<td>убеждать/убедить</td>
<td>to cook</td>
<td>готовить/при-</td>
</tr>
<tr>
<td>to cope/manage/get by</td>
<td>справляться/справляться</td>
<td>to copy</td>
<td>копировать/с-</td>
</tr>
<tr>
<td>to cross, go across</td>
<td>переходить/перейти</td>
<td>to cost</td>
<td>стоить</td>
</tr>
<tr>
<td>to cry</td>
<td>плакать/за-</td>
<td>to cross, go across</td>
<td>переходить/перейти</td>
</tr>
<tr>
<td>to decide</td>
<td>решать/решить</td>
<td>to depart/leave</td>
<td>уезжать/уехать</td>
</tr>
<tr>
<td>to depart/leave</td>
<td>уезжать/уехать</td>
<td>to depart/leave</td>
<td>уезжать/уйти</td>
</tr>
<tr>
<td>to describe</td>
<td>описывать/описать</td>
<td>to die</td>
<td>умирать/умереть</td>
</tr>
<tr>
<td>to discuss</td>
<td>обсуждать/обсудить</td>
<td>to discuss</td>
<td>обсуждать/обсудить</td>
</tr>
<tr>
<td>to do</td>
<td>делать/с-</td>
<td>to eat</td>
<td>есть/с-</td>
</tr>
<tr>
<td>to draw</td>
<td>рисовать/на-</td>
<td>to eat</td>
<td>кушать/по-</td>
</tr>
<tr>
<td>to drink</td>
<td>пить/вы-</td>
<td>to eat</td>
<td>кушать/по-</td>
</tr>
<tr>
<td>to drive</td>
<td>водить/вести/повести машину</td>
<td>to eat</td>
<td>кушать/по-</td>
</tr>
<tr>
<td>to earn</td>
<td>зарабатывать/заработать</td>
<td>to eat</td>
<td>кушать/по-</td>
</tr>
<tr>
<td>to eat</td>
<td>есть/с-</td>
<td>to eat</td>
<td>кушать/по-</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to end, finish
кончать(ся)/кончить(ся); заканчивать(ся)/закончить(ся)
to enjoy
увлекаться, хорошо проводить/провести время
to enjoy oneself
хорошо проводить/провести время
to enter/go in
входить/войти
to exist
существовать
to explain
объяснять/объяснить
to fail (exam)
проваливать/провалить экзамен
to fail
падать/упасть
to fall asleep
засыпать/заснуть
to feed, nourish
кормить/по-
to fill/fill in
заполнять/заполнить
to find
находить/найти
to find out
знавать/знать
to finish
заканчивать(ся)/закончить(ся)
to fly
летать/лететь/полететь
to follow
следовать/по-
to forget
забывать/забыть
to forgive
прощать/простить
to get angry
сердиться/рассердиться
to get dressed
одеваться/одеться
to get into (bus, car, train)
садиться/сесть в (автобус, машину, поезд)
to get out of (bus, car, train)
выходить/выйти из (автобуса, машины, поезда)
to get undressed
раздеваться/раздеться
to get up
вставать/встать
to give
dавать/дать
to give (a gift/present)
дарить/п-
to give back
отдавать/отдать
to go
ходить/идти//пойти
to go (and come back); make a round trip
сходить пфv
to go (in a car)
ездить/ехать/поехать (в машине)
to go down
спускаться/спуститься
to go for a walk
гулять/по-
to go out
выходить/выйти
to go to bed
лежать/лечь спать
to go up
подниматься/подняться
to grow
расти/вы-
to happen
случатся/случиться
to harm/damage
вредить/по-
to hate
ненавидеть/воз-
to have breakfast
завтракать/п-
to have lunch
обедать/по-
to have dinner/supper
ужинать/по-
to hear
слышать/у-
to help
помогать/помочь
to hire
брать/взять напрокат
to hit
ударять/ударить
to hold
держать/по-
to hope
надеяться
to hurry
спешить/по-
to improve
лучшать/лучшить
to inform
сообщать/сообщить
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to intend</td>
<td>намереваться</td>
</tr>
<tr>
<td>to intend</td>
<td>собираться</td>
</tr>
<tr>
<td>to interest</td>
<td>интересоваться/за-</td>
</tr>
<tr>
<td>to introduce (a person)</td>
<td>представлять/представить</td>
</tr>
<tr>
<td>to invite</td>
<td>приглашать/пригласить</td>
</tr>
<tr>
<td>to iron</td>
<td>гладить/по-</td>
</tr>
<tr>
<td>to jump</td>
<td>прыгать/прыгнуть</td>
</tr>
<tr>
<td>to justify</td>
<td>оправдывать/оправдать</td>
</tr>
<tr>
<td>to knock</td>
<td>стучать/стукнуть</td>
</tr>
<tr>
<td>to knock over</td>
<td>сбивать/сбить (с ног)</td>
</tr>
<tr>
<td>to know</td>
<td>знать</td>
</tr>
<tr>
<td>to know how to</td>
<td>уметь</td>
</tr>
<tr>
<td>to land</td>
<td>приземляться/приземлиться</td>
</tr>
<tr>
<td>to last</td>
<td>длиться</td>
</tr>
<tr>
<td>to laugh</td>
<td>смеяться/за-</td>
</tr>
<tr>
<td>to lead</td>
<td>водить/вести//повести</td>
</tr>
<tr>
<td>to learn</td>
<td>учиться</td>
</tr>
<tr>
<td>to leave (behind)</td>
<td>оставлять/оставить</td>
</tr>
<tr>
<td>to leave; to depart</td>
<td>уезжать/уехать</td>
</tr>
<tr>
<td>to leave; to depart</td>
<td>уходить/уйти</td>
</tr>
<tr>
<td>to lie</td>
<td>лежать/по-</td>
</tr>
<tr>
<td>to lie down</td>
<td>ложиться/лечь</td>
</tr>
<tr>
<td>to light, turn/skip on</td>
<td>включать/включить</td>
</tr>
<tr>
<td>to like</td>
<td>нравиться/по-</td>
</tr>
<tr>
<td>to listen</td>
<td>слушать/по-</td>
</tr>
<tr>
<td>to live</td>
<td>жить</td>
</tr>
<tr>
<td>to look after/mind (child, dog)</td>
<td>присматривать/присмотреть</td>
</tr>
<tr>
<td>to look for</td>
<td>искать/по-</td>
</tr>
<tr>
<td>to lose</td>
<td>терять/по-</td>
</tr>
<tr>
<td>to lose</td>
<td>проигрывать/проиграть</td>
</tr>
<tr>
<td>to love</td>
<td>любить/по-</td>
</tr>
<tr>
<td>to manage (business)</td>
<td>руководить</td>
</tr>
<tr>
<td>to manage, to cope</td>
<td>справляться/справиться</td>
</tr>
<tr>
<td>to mean to (do)</td>
<td>собираться/собраться</td>
</tr>
<tr>
<td>to mean/to signify</td>
<td>значить</td>
</tr>
<tr>
<td>to meet</td>
<td>встречать(ся)/встретить(ся)</td>
</tr>
<tr>
<td>to miss (appointment, etc)</td>
<td>пропускать/пропустить</td>
</tr>
<tr>
<td>to miss (train, bus etc)</td>
<td>опаздывать/опоздать (на поезд, автобус)</td>
</tr>
<tr>
<td>to notice</td>
<td>замечать/заметить</td>
</tr>
<tr>
<td>to offer</td>
<td>предлагать/предложить</td>
</tr>
<tr>
<td>to open</td>
<td>открывать/открыть</td>
</tr>
<tr>
<td>to order</td>
<td>заказывать/заказать</td>
</tr>
<tr>
<td>to organise</td>
<td>организовать</td>
</tr>
<tr>
<td>to park</td>
<td>парковаться/при-</td>
</tr>
<tr>
<td>to park</td>
<td>ставить/по- (машина)</td>
</tr>
<tr>
<td>to pay</td>
<td>платить/за-</td>
</tr>
<tr>
<td>to phone</td>
<td>звонить/по-</td>
</tr>
<tr>
<td>to play</td>
<td>играть/по-</td>
</tr>
<tr>
<td>to pop in/go in</td>
<td>заходить/зайти</td>
</tr>
<tr>
<td>to possess</td>
<td>иметь</td>
</tr>
<tr>
<td>to prefer</td>
<td>предпочитать/препочесть</td>
</tr>
<tr>
<td>to prepare</td>
<td>готовить(ся)/подготовить(ся)</td>
</tr>
<tr>
<td>to present</td>
<td>представлять/представить</td>
</tr>
<tr>
<td>to prevent</td>
<td>предотвращать/предотвратить</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to produce

<table>
<thead>
<tr>
<th>to put</th>
<th>клась/положить</th>
</tr>
</thead>
<tbody>
<tr>
<td>to put back</td>
<td>клась/положить на место</td>
</tr>
<tr>
<td>to put on</td>
<td>надеваь/надеть</td>
</tr>
<tr>
<td>to read</td>
<td>читать/про-</td>
</tr>
<tr>
<td>to receive</td>
<td>получать/получить</td>
</tr>
<tr>
<td>to recommend</td>
<td>рекомендовать</td>
</tr>
<tr>
<td>to refund</td>
<td>возмещать/возместить</td>
</tr>
<tr>
<td>to regret, be sorry</td>
<td>жалеть/сожалеть</td>
</tr>
<tr>
<td>to remain</td>
<td>оставаться/остаться</td>
</tr>
<tr>
<td>to remember</td>
<td>помниь/вс-</td>
</tr>
<tr>
<td>to reminisce, recall</td>
<td>вспоминать</td>
</tr>
<tr>
<td>to repair</td>
<td>чинить/по-</td>
</tr>
<tr>
<td>to repeat</td>
<td>повторять/повторить</td>
</tr>
<tr>
<td>to replace</td>
<td>заменять/заменить</td>
</tr>
<tr>
<td>to reply</td>
<td>отвечать/ответить</td>
</tr>
<tr>
<td>to research</td>
<td>исследовать/от-</td>
</tr>
<tr>
<td>to reserve</td>
<td>заказывать/заказать</td>
</tr>
<tr>
<td>to rest</td>
<td>отдыхать/отдохнуть</td>
</tr>
<tr>
<td>to return</td>
<td>возвращать/вернуть</td>
</tr>
<tr>
<td>to return; to go back</td>
<td>возвращаться/вернуться</td>
</tr>
<tr>
<td>to ride a horse</td>
<td>кататься на лошади</td>
</tr>
<tr>
<td>to ring (a bell)</td>
<td>звонить/по-</td>
</tr>
<tr>
<td>to run</td>
<td>бегать/бежать//побежать</td>
</tr>
<tr>
<td>to save</td>
<td>спасать/спасти</td>
</tr>
<tr>
<td>to say</td>
<td>говорить/сказать</td>
</tr>
<tr>
<td>to see</td>
<td>видеть/у-</td>
</tr>
<tr>
<td>to seem</td>
<td>казаться/по-</td>
</tr>
<tr>
<td>to sell</td>
<td>продавать/продаь</td>
</tr>
<tr>
<td>to send</td>
<td>посылать/послать</td>
</tr>
<tr>
<td>to serve</td>
<td>служить</td>
</tr>
<tr>
<td>to show</td>
<td>показывать/показать</td>
</tr>
<tr>
<td>to sign</td>
<td>подписывать/подписать</td>
</tr>
<tr>
<td>to sing</td>
<td>петь/с-</td>
</tr>
<tr>
<td>to sit</td>
<td>сидеть/по-</td>
</tr>
<tr>
<td>to sit down</td>
<td>садиться/сесть</td>
</tr>
<tr>
<td>to sit (someone); to plant</td>
<td>садить/по-</td>
</tr>
<tr>
<td>to skate</td>
<td>кататься на коньках</td>
</tr>
<tr>
<td>to ski</td>
<td>кататься на лыжах</td>
</tr>
<tr>
<td>to sleep</td>
<td>спать/по-</td>
</tr>
<tr>
<td>to smile</td>
<td>улыбаться/улыбнуться</td>
</tr>
<tr>
<td>to smoke</td>
<td>курить/вы-</td>
</tr>
<tr>
<td>to solve (a problem)</td>
<td>решать/решить (проблему)</td>
</tr>
<tr>
<td>to speak</td>
<td>говорить/сказать</td>
</tr>
<tr>
<td>to spend (money)</td>
<td>тратить/по- (деньги)</td>
</tr>
<tr>
<td>to spend (time)</td>
<td>проводить/провести (время)</td>
</tr>
<tr>
<td>to stand</td>
<td>стоять/по-</td>
</tr>
<tr>
<td>to stand up</td>
<td>вставать/встать</td>
</tr>
<tr>
<td>to steal</td>
<td>красть/у-</td>
</tr>
<tr>
<td>to stop</td>
<td>останавливать(ся)/остановить(ся)</td>
</tr>
<tr>
<td>to stroll, go for a walk</td>
<td>гулять/по-</td>
</tr>
<tr>
<td>to study (a subject)</td>
<td>изучать</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to study (be a student) — учиться

to sunbathe — загорать

to swim — плавать/плыть/поплыть

to take — брать/взять

to take (clothes etc) — снимать/снять

to take off (plane) — раздеваться/раздеться

to taste — пробовать/по-

to tell/recount — рассказывать/рассказать

to tell/to say — говорить/сказать

to thank — благодарить/по-

to think (about) — думать/по- (о чём-либо)

to throw — бросать/бросить

to touch — трогать/тронуть

to try — пробовать/по-

to understand — понимать/понять

to use — использовать

to use — пользоваться/ис-

to vacuum — пылесосить/про-

to visit (person) — навещать/навестить

to visit (place) — посещать/посетить

to wait for; to expect — ждать/подождать

to wake up — просыпаться/проснуться

to walk — ходить/идти//пойти

to want — хотеть/за-

to warn — предупреждать/предупредить

to wash — мыть/вы-

to wash (oneself) — умываться/умыться

to wash, launder — стирать/по-

to watch — смотреть/по-

to wear — носить/нести//понести

to weigh (have weight) — весть

to weigh (sth.) — взвешивать/взвесить

to win — выигрывать/выиграть

to wish — желать/по-

to work — работать/по-

to write — писать/на-

Common adjectives

active — активный

alike; the same — похож/-а/-е/и

any sort of — любой

bad — плохой

better, best — лучший

big, large — большой

boring — скучный

cheap — дешёвый

children’s — детский

clean — чистый

complex, complicated — сложный
<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>cosy</td>
<td>уютный</td>
</tr>
<tr>
<td>dangerous</td>
<td>опасный</td>
</tr>
<tr>
<td>dirty</td>
<td>грязный</td>
</tr>
<tr>
<td>easy</td>
<td>лёгкий</td>
</tr>
<tr>
<td>every</td>
<td>каждый</td>
</tr>
<tr>
<td>excellent</td>
<td>отличный</td>
</tr>
<tr>
<td>exciting, entertaining</td>
<td>увлекательный</td>
</tr>
<tr>
<td>expensive</td>
<td>дорогой</td>
</tr>
<tr>
<td>fair</td>
<td>справедливый</td>
</tr>
<tr>
<td>famous</td>
<td>знаменитый</td>
</tr>
<tr>
<td>fashionable</td>
<td>модный</td>
</tr>
<tr>
<td>fast</td>
<td>быстрый</td>
</tr>
<tr>
<td>fat</td>
<td>толстый</td>
</tr>
<tr>
<td>favourite</td>
<td>любимый</td>
</tr>
<tr>
<td>foreign</td>
<td>иностранный</td>
</tr>
<tr>
<td>former</td>
<td>бывший</td>
</tr>
<tr>
<td>free (at no cost)</td>
<td>бесплатный</td>
</tr>
<tr>
<td>free (unoccupied, available)</td>
<td>свободный</td>
</tr>
<tr>
<td>friendly</td>
<td>дружелюбный</td>
</tr>
<tr>
<td>frightening</td>
<td>страшный</td>
</tr>
<tr>
<td>full</td>
<td>полный</td>
</tr>
<tr>
<td>fun; amusing</td>
<td>забавный</td>
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<tr>
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<td>смешной</td>
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<tr>
<td>generous</td>
<td>щедрый</td>
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<tr>
<td>genuine</td>
<td>настоящий</td>
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<tr>
<td>glad</td>
<td>рад/-а/-о/-ы</td>
</tr>
<tr>
<td>good</td>
<td>хороший/-а/-я/-ее</td>
</tr>
<tr>
<td>good (well behaved)</td>
<td>послушный</td>
</tr>
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<td>grateful</td>
<td>благодарный</td>
</tr>
<tr>
<td>great</td>
<td>великий</td>
</tr>
<tr>
<td>happy, fortunate</td>
<td>счастливый</td>
</tr>
<tr>
<td>hard (not soft)</td>
<td>твёрдый</td>
</tr>
<tr>
<td>hard, difficult</td>
<td>трудный</td>
</tr>
<tr>
<td>hardworking</td>
<td>трудолюбивый</td>
</tr>
<tr>
<td>harmful</td>
<td>вредный</td>
</tr>
<tr>
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<td>здоровый</td>
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<tr>
<td>heavy</td>
<td>тяжёлый</td>
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<tr>
<td>high; tall (building)</td>
<td>высокий</td>
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<tr>
<td>honest</td>
<td>честный</td>
</tr>
<tr>
<td>hot (of liquid)</td>
<td>горячий</td>
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<tr>
<td>huge</td>
<td>огромный</td>
</tr>
<tr>
<td>ideal</td>
<td>идеальный</td>
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<tr>
<td>ill (chronic)</td>
<td>больной</td>
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<tr>
<td>important</td>
<td>важный</td>
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<tr>
<td>in a good mood</td>
<td>в хорошем настроении</td>
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<td>independent</td>
<td>независимый</td>
</tr>
<tr>
<td>intelligent; clever</td>
<td>умный</td>
</tr>
<tr>
<td>interesting</td>
<td>интересный</td>
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<tr>
<td>jolly, happy</td>
<td>весёлый</td>
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<tr>
<td>kind</td>
<td>добрый</td>
</tr>
<tr>
<td>last</td>
<td>последний</td>
</tr>
<tr>
<td>lazy</td>
<td>ленивый</td>
</tr>
<tr>
<td>light</td>
<td>светлый</td>
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<tr>
<td>Common adjective (cont)</td>
<td>Russian</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>long</td>
<td>длинный</td>
</tr>
<tr>
<td>lost</td>
<td>потеряный</td>
</tr>
<tr>
<td>loud</td>
<td>громкий</td>
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<tr>
<td>magnificent</td>
<td>великолепный</td>
</tr>
<tr>
<td>main</td>
<td>главный</td>
</tr>
<tr>
<td>marvellous</td>
<td>замечательный</td>
</tr>
<tr>
<td>modern</td>
<td>современный</td>
</tr>
<tr>
<td>narrow</td>
<td>узкий</td>
</tr>
<tr>
<td>naughty</td>
<td>непослушный</td>
</tr>
<tr>
<td>necessary, needed</td>
<td>нужный</td>
</tr>
<tr>
<td>necessary, unavoidable</td>
<td>необходимый</td>
</tr>
<tr>
<td>negative</td>
<td>негативный</td>
</tr>
<tr>
<td>new</td>
<td>новый</td>
</tr>
<tr>
<td>next</td>
<td>следующий</td>
</tr>
<tr>
<td>nice; likeable</td>
<td>приятный</td>
</tr>
<tr>
<td>noisy</td>
<td>шумный</td>
</tr>
<tr>
<td>normal</td>
<td>обычный</td>
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<tr>
<td>OK</td>
<td>нормальный</td>
</tr>
<tr>
<td>old</td>
<td>старый</td>
</tr>
<tr>
<td>old (former)</td>
<td>бывший</td>
</tr>
<tr>
<td>old fashioned</td>
<td>старомодный</td>
</tr>
<tr>
<td>open</td>
<td>открытый</td>
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<tr>
<td>optimistic</td>
<td>оптимистичный</td>
</tr>
<tr>
<td>original</td>
<td>оригинальный</td>
</tr>
<tr>
<td>other</td>
<td>другой</td>
</tr>
<tr>
<td>patient (im-)</td>
<td>(не)терпеливый</td>
</tr>
<tr>
<td>peaceful</td>
<td>спокойный</td>
</tr>
<tr>
<td>pessimistic</td>
<td>пессимистичный</td>
</tr>
<tr>
<td>pleasant, nice</td>
<td>приятный</td>
</tr>
<tr>
<td>pleased</td>
<td>довольный</td>
</tr>
<tr>
<td>polite (im-)</td>
<td>(не)вежливый</td>
</tr>
<tr>
<td>poor</td>
<td>бедный</td>
</tr>
<tr>
<td>popular</td>
<td>популярный</td>
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<td>possible</td>
<td>возможный</td>
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<tr>
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<td>позитивный</td>
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<tr>
<td>practical</td>
<td>положительный</td>
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<tr>
<td>pretty</td>
<td>практичный</td>
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<tr>
<td>quiet</td>
<td>симпатичный</td>
</tr>
<tr>
<td>ready, prepared</td>
<td>тихий</td>
</tr>
<tr>
<td>real</td>
<td>готовый</td>
</tr>
<tr>
<td>reasonable</td>
<td>реальный</td>
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<tr>
<td>recent</td>
<td>разумный</td>
</tr>
<tr>
<td>reliable</td>
<td>недавний</td>
</tr>
<tr>
<td>responsible</td>
<td>надёжный</td>
</tr>
<tr>
<td>rich</td>
<td>ответственный</td>
</tr>
<tr>
<td>rich</td>
<td>богатый</td>
</tr>
<tr>
<td>sad</td>
<td>грустный</td>
</tr>
<tr>
<td>safe</td>
<td>безопасный</td>
</tr>
<tr>
<td>same</td>
<td>одинаковый</td>
</tr>
<tr>
<td>selfish</td>
<td>эгоистичный</td>
</tr>
<tr>
<td>sensational</td>
<td>сенсационный</td>
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<tr>
<td>serious</td>
<td>серьезный</td>
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### Common adjectives (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
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<tbody>
<tr>
<td>short</td>
<td>короткий</td>
</tr>
<tr>
<td>short (person)</td>
<td>невысокий</td>
</tr>
<tr>
<td>silent</td>
<td>молчаливый</td>
</tr>
<tr>
<td>silly</td>
<td>глупый</td>
</tr>
<tr>
<td>situated</td>
<td>расположенный</td>
</tr>
<tr>
<td>slender</td>
<td>стройный</td>
</tr>
<tr>
<td>slow</td>
<td>медленный</td>
</tr>
<tr>
<td>small</td>
<td>маленький</td>
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<tr>
<td>soft</td>
<td>мягкий</td>
</tr>
<tr>
<td>splendid</td>
<td>прекрасный</td>
</tr>
<tr>
<td>strange</td>
<td>странный</td>
</tr>
<tr>
<td>strict</td>
<td>строгий</td>
</tr>
<tr>
<td>strong</td>
<td>сильный</td>
</tr>
<tr>
<td>suitable</td>
<td>подходящий</td>
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<tr>
<td>super</td>
<td>классный</td>
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<tr>
<td>surprised</td>
<td>удивлённый</td>
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<tr>
<td>talkative</td>
<td>разговарчивый</td>
</tr>
<tr>
<td>terrible</td>
<td>ужасный</td>
</tr>
<tr>
<td>thin, slim</td>
<td>тонкий</td>
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<tr>
<td>tired</td>
<td>устал/-а/-о/и</td>
</tr>
<tr>
<td>typical</td>
<td>типичный</td>
</tr>
<tr>
<td>ugly</td>
<td>некрасивый</td>
</tr>
<tr>
<td>unfair</td>
<td>несправедливый</td>
</tr>
<tr>
<td>unhappy</td>
<td>несчастный</td>
</tr>
<tr>
<td>unhealthy</td>
<td>нездоровый</td>
</tr>
<tr>
<td>unique</td>
<td>уникальный</td>
</tr>
<tr>
<td>unpleasant</td>
<td>неприятный</td>
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<tr>
<td>useful</td>
<td>полезный</td>
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<tr>
<td>useless</td>
<td>бесполезный</td>
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<tr>
<td>valuable</td>
<td>ценный</td>
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<td>various</td>
<td>разный</td>
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<tr>
<td>weak</td>
<td>слабый</td>
</tr>
<tr>
<td>well-known</td>
<td>известный</td>
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<tr>
<td>wet</td>
<td>мокрый</td>
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<tr>
<td>wise</td>
<td>мудрый</td>
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<tr>
<td>wonderful</td>
<td>чудесный</td>
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<tr>
<td>worse</td>
<td>худший</td>
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<tr>
<td>young</td>
<td>молодой</td>
</tr>
<tr>
<td>younger</td>
<td>младший</td>
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</table>

### Common adverbs

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
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</thead>
<tbody>
<tr>
<td>(for) a long time</td>
<td>долго</td>
</tr>
<tr>
<td>again</td>
<td>опять</td>
</tr>
<tr>
<td>almost</td>
<td>почти</td>
</tr>
<tr>
<td>already</td>
<td>уже</td>
</tr>
<tr>
<td>also</td>
<td>также</td>
</tr>
<tr>
<td>always</td>
<td>всегда</td>
</tr>
<tr>
<td>approximately</td>
<td>примерно</td>
</tr>
<tr>
<td>badly</td>
<td>плохо</td>
</tr>
<tr>
<td>better</td>
<td>лучше</td>
</tr>
<tr>
<td>cheap(ly)</td>
<td>дёшево</td>
</tr>
<tr>
<td>completely</td>
<td>совсем</td>
</tr>
<tr>
<td>down (there)</td>
<td>внизу</td>
</tr>
<tr>
<td>earlier</td>
<td>раньше</td>
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</tbody>
</table>
Common adverbs (cont)

early
especially
everywhere
fairly; quite
fortunately (un-)
hardly
here
here
inexpensive(ly)
later
long ago
loud(ly)
ever
not yet
nowhere
often
only
over there
perhaps
possibly
practically
quickly
rarely
rather
recently
regularly
similarly
simply
slowly
sometimes
somewhere
soon
still
straight away
to here
to there
together
too
up (there)
usually
very
very
well
worse

Prepositions

about
after
among
around
at
at (someone’s house)
at the back
Prepositions (cont)
because of
before
behind
between
far from
from
in
in front of
in the background
in the foreground
in the middle (of)
near (to)
near (to)
next to
on
onto
opposite
outside
through
to
towards
under
until
with

Colours
black
blue (dark)
bronze
brown
brown (eyes)
chestnut brown
dark
gold
green
grey
grey (hair)
light
light blue
orange
pink
purple
red
red (of hair)
silver
violet
white
yellow
### Numbers

<table>
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<tr>
<th>Number</th>
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<td>2</td>
<td>два</td>
</tr>
<tr>
<td>3</td>
<td>три</td>
</tr>
<tr>
<td>4</td>
<td>четыре</td>
</tr>
<tr>
<td>5</td>
<td>пять</td>
</tr>
<tr>
<td>6</td>
<td>шесть</td>
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<tr>
<td>7</td>
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<td>8</td>
<td>восемь</td>
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<td>9</td>
<td>девять</td>
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<td>10</td>
<td>десять</td>
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<tr>
<td>11</td>
<td>одиннадцать</td>
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<td>12</td>
<td>двенадцать</td>
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<td>14</td>
<td>четырнадцать</td>
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<td>16</td>
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<td>двадцать один</td>
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<td>22</td>
<td>двадцать два</td>
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<td>23</td>
<td>двадцать три</td>
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<td>24</td>
<td>двадцать четыре</td>
</tr>
<tr>
<td>25</td>
<td>двадцать пять</td>
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<td>26</td>
<td>двадцать шесть</td>
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<tr>
<td>27</td>
<td>двадцать семь</td>
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<td>28</td>
<td>двадцать восемь</td>
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<tr>
<td>29</td>
<td>двадцать девять</td>
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<tr>
<td>30</td>
<td>тридцать</td>
</tr>
<tr>
<td>31</td>
<td>тридцать один</td>
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<tr>
<td>32 etc</td>
<td>тридцать два и т. д.</td>
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<tr>
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<td>сорок</td>
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<td>50</td>
<td>пятьдесят</td>
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<td>80</td>
<td>восемьдесят</td>
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<td>90</td>
<td>девяносто</td>
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<td>100</td>
<td>сто</td>
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<tr>
<td>101</td>
<td>сто один</td>
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<td>120</td>
<td>сто двадцать</td>
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<td>200</td>
<td>двести</td>
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<tr>
<td>1000</td>
<td>тысяча</td>
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<tr>
<td>1100</td>
<td>тысяча сто</td>
</tr>
<tr>
<td>2000</td>
<td>две тысячи</td>
</tr>
<tr>
<td>1.000.000</td>
<td>один миллион</td>
</tr>
<tr>
<td>2.000.000</td>
<td>два миллиона</td>
</tr>
</tbody>
</table>
Ordinal numbers
first
second
third
fourth
fifth
sixth
seventh
eight
ninth
ten
eleventh
twelfth
twenty first

Quantities and measures
a bottle
a box
a jar
a kilo
a litre
a little
a lot
a packet
a piece
a slice
about a hundred
centimetre
enough
gramme
half
kilometre
less
majority
many
metre
more
not much/not many
percent(age)
quantity
quarter
several
some
third
too
weight

Some useful connecting words
also
although
and
as, since
because

первый
второй
третий
четвёртый
пятый
шестой
седьмой
восьмой
девятый
десятый
одиннадцатый
двенадцатый
dвадцать первый
бутылка
коробка
банка
килограмм
литр
немного
много
пачка
кусок
кусочек
сотня
сантиметр
достаточно
грамм
половина
километр
меньше
большинство
много
метр
больше
мало
процент
коли́чество
четверть
несколько
некоторые
треть
слишком
вес
также
хотя
и
так, как
потому что
Some useful connecting words (cont)
because of
but
even
finally
first of all
however
if
in order to
in short
it is obvious
moreover
neither... nor...
or
perhaps
so
then
then, next
therefore
this is, here is
whether

Time expressions
after
ago
already
always
as soon as
at night
at the same time
at the start
before
day
day (24 hours)
day off
during
early
evening
every day
fortnight
from
from time to time
hour
immediately
in the afternoon
in the evening
in the morning
in the night
last night (during the night)
last night (yesterday evening)
late
later
midday
midnight

из-за
но
dаже
наконец
прежде всего
однако
если
чтобы
короче говоря
очевидно
к тому же
ни..., ни....
или
возможно
итак, так
тогда
потом
поэтому
это
ли
после
назад
уже
всегда
как только
ночью
в одно и то же время
в начале
do
dень
сутки
выходной
во время, в течение
рано
вечер
каждый день
dве недели
от
время от времени
час
сразу
dнём
вечером
утром
ночью
прошлой ночью
вчера вечером
поздно
позже
полдень
полночь
**Time expressions (cont)**

- minute
- morning
- night
- now
- on time
- once
- once, one day
- right now
- since
- soon
- the day after tomorrow
- the day before yesterday
- the day/evening before
- the next day; following day
- time
- today
- tomorrow
- twice
- week
- weekend
- what is the time?
- year/s
- yesterday

**Times of day**

- 1 a.m.
- 1 p.m.
- nine o’clock in the evening
- 13.00
- at exactly 2 o’clock
- at about...... o’clock
- it is five past three
- five to three
- half past nine
- ten past four
- ten to four
- quarter to six
- quarter past seven

**Days of the week**

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday
- (on) Monday
- (on) Monday morning
- (on) Monday evening
- on Mondays
- every Monday

- минута
- утро
- ночь
- теперь
- вовремя
- один раз
- однажды
- сейчас
- с
- скоро
- послезавтра
- позавчера
- накануне
- на следующий день
- время
- сегодня
- завтра
- два раза
- неделя
- выходные; уик-энд
- который час?
- год/лет
- вчера
- 1 час ночи
- 1 час дня
- девять часов вечера
- 13.00
- ровно в 2 часа
- примерно в .... часа/часов
- пять минут четвёртого
- без пяти три
- половина десятого, полдесятого
- десять минут пятого
- без десяти четыре
- без четверти шесть
- четверть восьмого
- понедельник
- вторник
- среда
- четверг
- пятница
- суббота
- воскресенье
- в понедельник
- в понедельник утром
- в понедельник вечером
- по понедельникам
- каждый понедельник
### Months and seasons of the year

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<td>month</td>
<td>месяц</td>
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<tr>
<td>January</td>
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<td>март</td>
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<td>апрель</td>
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<td>May</td>
<td>май</td>
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<td>June</td>
<td>июнь</td>
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<td>июль</td>
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<tr>
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<td>ноябрь</td>
</tr>
<tr>
<td>December</td>
<td>декабрь</td>
</tr>
<tr>
<td>season</td>
<td>сезон, время года</td>
</tr>
<tr>
<td>autumn (in)</td>
<td>осень (осенью)</td>
</tr>
<tr>
<td>spring (in)</td>
<td>весна (весной)</td>
</tr>
<tr>
<td>summer (in)</td>
<td>лето (летом)</td>
</tr>
<tr>
<td>winter (in)</td>
<td>зима (зимой)</td>
</tr>
</tbody>
</table>

### Question words

- (at) what time? - во сколько?, в котором часу?
- from where? - откуда?
- how much, how many? - сколько?
- how? - как?
- to there? - туда?
- to where? - куда?
- what colour? - какого цвета?
- what like? - какой?
- what/which? - какой/который?
- what? - что?
- when? - когда?
- where? - где?
- who? - кто?
- why? - почему?

### Other useful expressions

- agree - согласен/согласна/согласно/согласны
- all the better - тем лучше
- false (this is) - (это) неправда
- finally, ultimately - в конце концов
- good luck - удачи, счастливо
- great! - супер!
- here is/are - вот
- how do I get (to)? - как мне пройти (в)?
- how do you spell that? - как это пишется?
- I don't know - я не знаю
- I don't mind - я не против / мне всё равно
- I don't understand - я не понимаю
- I like it - это нравится мне
- I'm fine; it's OK - у меня всё в порядке; всё нормально
- I've had enough - достаточно, хватит
- in general - вообще
- in my opinion - по-моему
- in my view - на мой взгляд
Other useful expressions (cont)

- it annoys me
- it depends
- it doesn’t matter
- it makes me laugh
- it’s all the same to me
- let’s
- most of all
- must
- of course
- okay (in agreement)
- once again
- one of the following
- personally
- so much the better
- so, so
- suddenly
- that doesn’t interest me
- that’s enough
- the thing is that ...
- there is/are
- too bad, what a shame
- true (this is)
- well done!
- what does that mean?
- what is it like?
- with pleasure
- you are not allowed to
- you can (one can)
- you must (one must)

Other high-frequency words

- apart from
- as, like
- end
- everybody
- everything
- except
- figure (number)
- for example
- Miss
- Mr (also Sir)
- Mrs (also Madam)
- number
- number (e.g. phone number)
- opinion
- reason
- someone
- something
- that
- thing
- time (occasion)
- type (kind of)
- with
- without
### Countries

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### Continents

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### Nationalities

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### Areas/mountains/seas/places

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<td>область f</td>
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<td>восток</td>
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<td>Кремль</td>
</tr>
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<td>north</td>
<td>север</td>
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<td>Pacific Ocean</td>
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<td>юг</td>
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<td>степь</td>
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<td>тайга</td>
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<td>the Arctic</td>
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<tr>
<td>the Channel Tunnel</td>
<td>тоннель под Ла-Маншем</td>
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<td>Bronze Horseman</td>
<td>Медный всадник</td>
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<td>Catherine Palace</td>
<td>Екатеринский дворец</td>
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</table>
Areas/mountains/seas/places (cont)

Hermitage
Lenin Mausoleum
Peterhof
Red Square
Saint Isaac's Cathedral
Winter Palace

Useful abbreviations and acronyms

Commonwealth of Independent States (CIS)
comprehensive school
European Union
express train
high-speed train
homeless
Russian national railway company
school leaving exam
service
suburban electric train
youth club

Social conventions

best wishes
(I’m) sorry (informal/formal)
bye!
Could you say that again, please?
Dear (to begin formal letter)
don’t mention it
good afternoon
good evening
good morning
goodbye
goodnight
have a good journey
hello
hello (on the telephone)
help!
hi!
how are you?
it is time to
I beg your pardon? Pardon?
It’s a pleasure
meet you at 6 o’clock
meeting; meeting place
nightmare!
no thank you
of course
please
see you later
see you soon
see you tomorrow/on Friday
sorry
thank you (very much)
Social conventions (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>that doesn't matter/that's ok</td>
<td>ничего</td>
</tr>
<tr>
<td>what is (your) name?</td>
<td>как (вас) зовут?</td>
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Language used in dialogues and messages

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<td>адрес</td>
</tr>
<tr>
<td>area code</td>
<td>код региона</td>
</tr>
<tr>
<td>call me (informal/formal)</td>
<td>позвони(те) мне</td>
</tr>
<tr>
<td>dial the number</td>
<td>набирать/набрать номер</td>
</tr>
<tr>
<td>email</td>
<td>электронная почта</td>
</tr>
<tr>
<td>I’ll be right back</td>
<td>я сейчас вернусь</td>
</tr>
<tr>
<td>I’m listening</td>
<td>я вас слушаю</td>
</tr>
<tr>
<td>message</td>
<td>сообщение</td>
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<tr>
<td>mobile phone</td>
<td>мобильный телефон, мобильник</td>
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<td>moment</td>
<td>момент</td>
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<td>on line</td>
<td>онлайн</td>
</tr>
<tr>
<td>on the line/speaking</td>
<td>на линии / слушаю</td>
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<tr>
<td>please repeat that</td>
<td>пожалуйста, повторите</td>
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<td>индекс</td>
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<td>sender</td>
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<td>не кладите трубку</td>
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<td>telephone</td>
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<td>text message</td>
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<td>tone</td>
<td>тон</td>
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<td>voice mail</td>
<td>голосовая почта</td>
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<tr>
<td>wait</td>
<td>подождите</td>
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<tr>
<td>wrong number</td>
<td>не тот номер / вы ошиблись номером</td>
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</tbody>
</table>
Topic-specific vocabulary

Identity and culture: daily life, food and drink, including eating out

Foundation tier

appetite
apple
banana
beans
beef
Beef Stroganov
beer
beetroot
beetroot soup, borscht
bill
biscuit
bottle
bread
breakfast
business lunch
butter
cabbage
cabbage soup
café
cake
carrot
caviar
champagne
cheese
chicken
chips
chocolate
closed (on Mondays)
coconut
coffee
crisps
cucumber
cup
custom
customer
daily
delicious
dessert
dining room
dish
drink
egg
enjoy your meal!
euro
evening meal, dinner
everyday
fast food
first course

аппетит
яблоко
банан
фасоль
говядина
Бефстроганов
пиво
свёкла
борщ
счёт
печенье
бутылка
хлеб
завтрак
бизнес-ланч
масло
капуста
щи
кафе
торт
морковь
икра
шампанское
сыр
курица
картофель фри
шоколад
закрыто (по понедельникам)
какао
кофе
чипсы
огурец
чашка
обычай
покупатель, клиент
повседневный
вкусно
десерт
столовая
блюдо
напиток
яйцо
приятного аппетита
евро
ужин
повседневный
фаст-фуд
первое (блюдо)
Foundation tier (cont)

fish  рыба
fizzy water  газированная вода
fresh  свежий
food  еда
foodstuffs  продукты
fruit  фрукты
fruit juice  сок
grapefruit  грейпфрут
grapes  виноград
ham  ветчина
hamburger  гамбургер
hot chocolate  горячий шоколад
ice cream  мороженое
ice cream parlour  кафе-мороженое
I’ll take it!  Я возьму!
jam  варенье, джем
juice  сок
kebab  шашлык
lemon  лимон
lemonade  лимонад
lettuce, salad  салат
life  жизнь
lunch  обед
main course  второе (блюдо)
margarine  маргарин
meal  обед
meat  мясо
menu  меню
milk  молоко
milkshake  молочный коктейль
mineral water  минеральная вода
money  деньги
mushroom  гриб
napkin  салфетка
oil  масло
omelette  омлет
onion  лук
orange  апельсин
packet  пачка
pancakes  блины
pasta  макароны
peach  персик
pelmeni (meat parcels)  пельмени
pepper  перец
pizza  пицца
pizzeria, pizza restaurant  пиццерия
porridge  каша
portion  порция
potato  картофель, картошка
price  цена
restaurant  ресторан
rice  рис
rouble  рубль
Foundation tier (cont)
salami, cooked sausage  колбаса
salt  соль
sandwich  бутерброд, сандвич
sausages  сосиски
service  сервис
sideboard, dresser  буфет
snack  закуска
snack bar  буфет
soup  суп
soured cream  сметана
speciality  специальность
starters  закуски
steak  бифштекс
still water  негазированная вода
sugar  сахар
supermarket  супермаркет
supper  ужин
sweet  конфета
sweet (tasting)  сладкий
sweet course, dessert  сладкое (блюдо)
table  стол
tasty  вкусный
teat  чай
to have breakfast  завтракать/по-
to have lunch  обедать/по-
to have supper  ужинать/по-
to pay  платить/за-
tomato  помидор
vegetables  овощи
vegetarian  вегетарианец, вегетарианка
vitamins  витамины
vodka  вodka
waiter/waitress  официант/официантка
water  вода
watermelon  арбуз
wine  вино
yoghurt  йогурт

Higher tier
choice  выбор
chop (e.g. pork/lamb)  котлета
cooked  приготовленный
cream  сливки
duck  утка
fork  вилка
fried egg  яичница
garlic  чеснок
glass  стакан
homemade  домашний
honey  мёд
jar  банка
knife  нож
**Higher tier (cont)**

lamb  баранина
mayonnaise  майонез
medium  средний
mince  фарш
mixed  смешанный
mustard  горчица
natural, organic food  натуральная еда
noodles  лапша
nuts  орехи
organic food  экологически чистая еда
pastries  пирожные
pear  груша
peas  горох
pineapple  ананас
plate  тарелка
pork  свинина
raspberry  малина
roll (bread)  булочка
salmon  лосось
sausage  соус
sea food  морепродукты
self-service  самообслуживание
service  обслуживание
slice  кусочек
spoon  ложка
strawberry  клубника
table cloth  скатерть
taste, preference  вкус
tip (money)  на чай
to get to know  знакомиться/по-
to serve  обслуживать/обслужить
to taste  пробовать/по
towel  полотенце
turkey  индейка
vinegar  уксус

**Identity and culture: what my friends and family are like**

**Words relating to dress and style**

**Foundation tier**

belt  пояс
blouse  блузка
boots  сапоги
bracelet  браслет
brand, label  бренд
cap  кепка
clothes  одежда
clothes shop  магазин одежды
cloak/overcoat  пальто
dress  платье
dressed in  одет в
fashion  мода
fashionable  модный
Foundation tier (cont)

flowers  цветы
footwear  обувь
fur coat  шуба
fur hat  шапка
handbag  сумка
hat  шляпа
jacket  пиджак
jeans  джинсы
jumper  джемпер
leather  кожа
made of leather  кожаный
make  марка
makeup  косметика
pants, briefs  трусы
pyjamas  pijama
rucksack  рюкзак
scarf  шарф
shirt  рубашка
shoes  туфли
shorts  шорты
size  размер
skirt  юбка
small  маленький
smart  элегантный
socks  носки
sportsman  спортсмен
sportswoman  спортсменка
style  стиль
suit  костюм
sweater  свитер
swimming costume  купальник, купальный костюм
tee shirt  футболка
tie  галстук
tracksuit  спортивный костюм
trainers  кроссовки
trousers  брюки
umbrella  зонтик
uniform  форма
vest  майка
watch  часов

Higher tier

cardigan  кофта
cotton (made of cotton)  хлопок (сделано из хлопка)
glove  перчатка
hairdresser's  парикмахерская
heel  каблук
lipstick  помада
loose (i.e. too big)  велика/а/о/и
neat  аккуратный
perfume  духи
raincoat  плащ
ring  кольцо
slippers  тапочки
Higher tier (cont)

- tattoo — татуировка
- tights — колготки
- to put on makeup — краситься

Words on relations, relationships, personal and physical characteristics

Foundation tier

- age — возраст
- alcohol — алкоголь
- arm, hand — рука
- armchair — кресло
- at home — дома
- at my/our house — у меня /у нас дома
- aunt — тётя
- back — спина
- bald — лысый
- bath — ванна
- bathroom — ванная
- beard — борода
- bearded — с бородой
- beautiful — красивый
- bed (linen) — постель
- bed(stead) — кровать
- bedroom — спальня
- bedside cabinet — тумбочка
- bird — птица
- birthday — день рождения
- birthplace — место рождения
- block (of flats) — дом
- blond/e — блондин/ка
- boy — мальчик
- brother — брат
- brunette — брюнет/ка
- brothers and sisters, siblings — братья и сёстры
- cat — кошка
- cat (m) — кот
- chair — стул
- character, personality — характер
- charming, nice — милый
- child — ребёнок
- children — дети
- comfortable (house, furniture) — удобный
- curly — кудрявый
- curtains — занавески
- dacha, country cottage — дача
- daily routine — режим дня
- dad — папа
- date of birth — дата рождения
- daughter — дочь
- diet — диета
- dining room — столовая
- dog — собака
- door — дверь
- ear/s — ухо/уши
**Foundation tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>energetic</td>
<td>энергичный</td>
</tr>
<tr>
<td>enthusiasm</td>
<td>энтузиазм</td>
</tr>
<tr>
<td>eyes</td>
<td>глаза</td>
</tr>
<tr>
<td>face</td>
<td>лицо</td>
</tr>
<tr>
<td>family</td>
<td>семья</td>
</tr>
<tr>
<td>father</td>
<td>отец</td>
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<tr>
<td>first name</td>
<td>имя</td>
</tr>
<tr>
<td>flat; apartment</td>
<td>квартира</td>
</tr>
<tr>
<td>friend (f)</td>
<td>подруга</td>
</tr>
<tr>
<td>friend (m)</td>
<td>друг</td>
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<tr>
<td>friends</td>
<td>друзья</td>
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<tr>
<td>furniture</td>
<td>мебель</td>
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<tr>
<td>garage</td>
<td>гараж</td>
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<tr>
<td>garden</td>
<td>сад</td>
</tr>
<tr>
<td>girl (older)</td>
<td>девочка</td>
</tr>
<tr>
<td>girl (young)</td>
<td>девочка</td>
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<tr>
<td>glasses</td>
<td>очки</td>
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<tr>
<td>goldfish</td>
<td>золотая рыбка</td>
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<tr>
<td>grandchild (f)</td>
<td>внучка</td>
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<tr>
<td>grandchild (m)</td>
<td>внук</td>
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<tr>
<td>grandfather, grandad</td>
<td>дедушка</td>
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<tr>
<td>grandmother, grandma, granny</td>
<td>бабушка</td>
</tr>
<tr>
<td>grandparents</td>
<td>бабушка и дедушка</td>
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<tr>
<td>guest</td>
<td>гость</td>
</tr>
<tr>
<td>guinea pig</td>
<td>морская свинка</td>
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<tr>
<td>hair</td>
<td>волосы</td>
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<tr>
<td>hamster</td>
<td>хомяк</td>
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<tr>
<td>head</td>
<td>голова</td>
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<tr>
<td>health</td>
<td>здоровье</td>
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<tr>
<td>horse</td>
<td>лошадь</td>
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<tr>
<td>house</td>
<td>дом</td>
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<tr>
<td>house (small)</td>
<td>домик</td>
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<tr>
<td>ideal</td>
<td>идеальный</td>
</tr>
<tr>
<td>identity</td>
<td>личность</td>
</tr>
<tr>
<td>intelligent, clever</td>
<td>умный</td>
</tr>
<tr>
<td>kind</td>
<td>добрый</td>
</tr>
<tr>
<td>kitchen</td>
<td>кухня</td>
</tr>
<tr>
<td>lamp, light</td>
<td>лампа</td>
</tr>
<tr>
<td>lazy</td>
<td>ленивый</td>
</tr>
<tr>
<td>leg, foot</td>
<td>нога</td>
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<tr>
<td>life</td>
<td>жизнь</td>
</tr>
<tr>
<td>live, lively, alive</td>
<td>живой</td>
</tr>
<tr>
<td>living room, front room</td>
<td>гостиная</td>
</tr>
<tr>
<td>man</td>
<td>мужчина</td>
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<tr>
<td>member of the family</td>
<td>член семьи</td>
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<tr>
<td>mother</td>
<td>мать</td>
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<tr>
<td>mouse</td>
<td>мышь</td>
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<tr>
<td>moustache</td>
<td>усы</td>
</tr>
<tr>
<td>mouth</td>
<td>рот</td>
</tr>
<tr>
<td>mum</td>
<td>мама</td>
</tr>
<tr>
<td>neck</td>
<td>шея</td>
</tr>
<tr>
<td>nice, pleasant</td>
<td>приятный</td>
</tr>
<tr>
<td>normal</td>
<td>обычный</td>
</tr>
<tr>
<td>nose</td>
<td>нос</td>
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<tr>
<td>old</td>
<td>старый</td>
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</tbody>
</table>
Foundation tier (cont)

optimist
organiser
parents
party
penfriend (f)
penfriend (m)
people
person
personal
pessimist
pet
picture
plant
present; gift
public holiday
rabbit
refrigerator
relationship
religion
sauna
serious
Shrove Tuesday
sister
slim
snake
sofa; settee
son
staying as a guest
stomach
straight (hair)
study (room); office
surname
table
talent
talented
teenager
terrace
thin
throat
to be called (person)
to be called (place)
to be healthy, fit
to look (e.g. angry/happy etc)
to seem
to stay as a guest
tooth
tropical fish
ugly
uncle
visit
wife
woman
younger
youth

оптимист
организатор
родители
вечеринка
подруга по переписке
dруг по переписке
люди
человек
персональный
пессимист
домашнее животное
картина
растение
подарок
праздник
кролик
холодильник
отношения (pl.)
религия
сауна
серьёзный
масленица
сестра
тонкий
змея
диван
сын
в гостях
жизнь
прямые (волосы)
кабинет
фамилия
стол
талант
талантливый
tинейджер
терраса
худой
горло
звать
называться
быть в форме
выглядеть
казаться/по-
гостить
зуб
тропические рыбки
некрасивый
дядя
визит
жена
женщина
моложе
молодость
<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquaintance</td>
<td>знакомый</td>
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<tr>
<td>adult, grown-up</td>
<td>взрослый</td>
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<tr>
<td>alone</td>
<td>один/одна/одно</td>
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<tr>
<td>argument</td>
<td>спор</td>
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<tr>
<td>body</td>
<td>тело</td>
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<tr>
<td>brave, adventurous</td>
<td>смелый</td>
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<tr>
<td>career</td>
<td>карьера</td>
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<tr>
<td>carpet</td>
<td>ковёр</td>
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<tr>
<td>celebrity</td>
<td>знаменитость</td>
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<tr>
<td>character (in film, etc)</td>
<td>персонаж</td>
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<tr>
<td>character trait</td>
<td>черта характера</td>
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<td>character, nature</td>
<td>характер</td>
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<tr>
<td>confident, sure</td>
<td>уверенный</td>
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<tr>
<td>cousin</td>
<td>двоюродный брат/двоюродная сестра</td>
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<td>discrimination</td>
<td>дискриминация</td>
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<td>eating, diet</td>
<td>питание</td>
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<td>elbow</td>
<td>локоть</td>
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<td>elder</td>
<td>старший</td>
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<td>elderly</td>
<td>пожилой</td>
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<td>example</td>
<td>пример</td>
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<td>faith (religious)</td>
<td>вера</td>
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<td>family (adjective)</td>
<td>семейный</td>
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<td>famous</td>
<td>знаменитый</td>
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<td>farewell</td>
<td>прощальный</td>
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<td>feeling</td>
<td>чувство</td>
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<td>furnished</td>
<td>меблированный</td>
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<td>gender, sex</td>
<td>пол</td>
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<tr>
<td>guy, dude, bloke</td>
<td>парень</td>
</tr>
<tr>
<td>habit</td>
<td>привычка</td>
</tr>
<tr>
<td>hall (in house)</td>
<td>коридор</td>
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<tr>
<td>hungry</td>
<td>голодный</td>
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<tr>
<td>husband</td>
<td>муж</td>
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<td>initiative</td>
<td>инициатива</td>
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<tr>
<td>invitation</td>
<td>приглашение</td>
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<tr>
<td>knee</td>
<td>колено</td>
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<tr>
<td>loft</td>
<td>чердак, мансарда</td>
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<tr>
<td>loyal, faithful</td>
<td>лoyalный</td>
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<tr>
<td>married</td>
<td>замужем (f) / женат (m)</td>
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<tr>
<td>meeting</td>
<td>встреча</td>
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<td>mirror</td>
<td>зеркало</td>
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<tr>
<td>mood</td>
<td>настроение</td>
</tr>
<tr>
<td>neighbour</td>
<td>сосед/соседка</td>
</tr>
<tr>
<td>old age</td>
<td>старость</td>
</tr>
<tr>
<td>old people’s home</td>
<td>дом престарелых</td>
</tr>
<tr>
<td>older</td>
<td>старше</td>
</tr>
<tr>
<td>oldest (brother/sister)</td>
<td>самый старший</td>
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<tr>
<td>only child</td>
<td>единственный ребёнок</td>
</tr>
<tr>
<td>participant</td>
<td>участник</td>
</tr>
<tr>
<td>pensioner</td>
<td>пенсионер/ка</td>
</tr>
<tr>
<td>place of residence</td>
<td>место жительства</td>
</tr>
<tr>
<td>project</td>
<td>проект</td>
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<tr>
<td>racist</td>
<td>расистский</td>
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<tr>
<td>reasonable</td>
<td>разумный</td>
</tr>
<tr>
<td>relative, relation</td>
<td>родственник</td>
</tr>
</tbody>
</table>
**Higher tier (cont)**

- reliable
- sauna (Russian-style)
- self (myself, yourself etc)
- selfish
- sense of humour
- sensitive
- similar
- study, office
- survey
- stereotype
- thin/slender
- tired
- to argue
- to babysit
- to be in a good/bad mood
- to do the washing up
- to feel
- to get on (well) with
- to move house
- to participate
- to respect
- to support
- understanding
- unemployed
- wages
- wanted
- way of life, lifestyle
- younger

**Identity and culture: cultural life**

**Foundation tier**

- accordion
- aerobics
- art gallery
- a sport
- athletics
- badminton
- balalaika
- ball
- ballet
- band/group
- basketball
- book
- boxing
- camera
- cartoon
- cat
- CD (compact disc)
- celebration
- chess
- choir
- Christmas
- cinema (medium)

- аккордеон
- аэробика
- галерея
- вид спорта
- атлетика
- бадминтон
- балалайка
- мяч
- балет
- группа
- баскетбол
- книга
- бокс
- фотоаппарат
- мультфильм
- кошка
- компакт-диск
- праздник
- шахматы
- хор
- Рождество
- кино
Foundation tier (cont)
clarinet
classical, classic
case
collection
computer game
concert
cultural
culture
cycle
dance
detector/police (story)
documentary
drum
Easter
event
festival
film
flute
football
free time
game
guitar
gymnastics
Happy birthday!
Happy New Year!
hobby; leisure activity
hockey
ice skating
idea
information
instrument
interest
lottery
magazine
method
mobile phone
MP3 player
music
musical (show)
New Year
news
nightclub
opera
orchestra
photo(graph)
piano
ping pong
player
pop music
programme, broadcast
rap
reading
rock music
role model
romantic

кларнет
классический
клуб
коллекция
компьютерная игра
концерт
культурный
культура
велосипед
tанец
dетектив
документальный фильм
барабан
Пасха
событие
праздник
фильм
флейта
футбол
свободное время
игра
гитара
гимнастика
С днём рождения!
С Новым Годом!
хобби
хоккей
катание на коньках
идея
информация
инструмент
интерес
лотерея
журнал
метод
мобильный телефон
MP3 плеер
музыка
музикл
Новый год
новости
ночной клуб
опера
оркестр
фото(графия)
пианино
пинг-понг
игрок
поп-музыка
передача
рэп
чтение
рок-музыка
пример
романтический
Foundation tier (cont)
rugby
saxophone
science fiction film
sculpture
series
show (theatre etc)
show, performance
skate boarding
skiing
socialising
sport
sports ground
sports hall
sporty
spy film
squash
surfing
swimming
team
television (medium)
tennis
theme
thriller
tradition
traditional
to adore
to celebrate
to collect
to dance
to do sport
to get married
to socialise with
to take a dog out for a walk
toy
(TV) channel
video camera
video/computer game
violin
volleyball
windsurfing

Higher tier
adventure film
amusement
any (sort of)
audience
author
boat
bowling (tenpin)
budget
ceremony
Christmas tree
comedy
competition

регби
саксофон
научно-фантастический фильм
скульптура
шоу
спорт
катание на лыжах
общение
спорт
спешивийский филам
сквош
плыание
команда
телевидение
тенис
тема
триллер
традиция
традиционный
обожать
отмечать/отметить
собирать/собрать
танцевать
заниматься спортом
выходить/выйти замуж (f) / жениться/
общаться с
гулять с собакой
игрушка
(телевизионный) канал
камера
видеоигра
скрипка
волейбол
виндсерфинг
приключенческий фильм
развлечение
любой
аудитория
автор
лодка
булиля
бирюжет
церемония
ёлка
комедия
соревнование; конкурс
## Higher tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>drama (TV etc)</td>
<td>драма</td>
</tr>
<tr>
<td>earphones</td>
<td>наушники</td>
</tr>
<tr>
<td>entertainment</td>
<td>развлечение</td>
</tr>
<tr>
<td>extreme sports</td>
<td>экстремальные виды спорта</td>
</tr>
<tr>
<td>fantasy (literature, film)</td>
<td>фантастика</td>
</tr>
<tr>
<td>fencing</td>
<td>фехтование</td>
</tr>
<tr>
<td>figure skating</td>
<td>фигурное катание</td>
</tr>
<tr>
<td>genre</td>
<td>жанр</td>
</tr>
<tr>
<td>goal</td>
<td>гол</td>
</tr>
<tr>
<td>horror film</td>
<td>фильм ужасов</td>
</tr>
<tr>
<td>knowledge</td>
<td>знание</td>
</tr>
<tr>
<td>league</td>
<td>лига</td>
</tr>
<tr>
<td>leisure</td>
<td>досуг</td>
</tr>
<tr>
<td>melody</td>
<td>мелодия</td>
</tr>
<tr>
<td>mountain bike</td>
<td>горный велосипед</td>
</tr>
<tr>
<td>mountaineering</td>
<td>альпинизм</td>
</tr>
<tr>
<td>play (theatre)</td>
<td>пьеса</td>
</tr>
<tr>
<td>pleasure</td>
<td>удовольствие</td>
</tr>
<tr>
<td>plot</td>
<td>сюжет</td>
</tr>
<tr>
<td>pocket money</td>
<td>карманные деньги</td>
</tr>
<tr>
<td>poet</td>
<td>поэт</td>
</tr>
<tr>
<td>poetry</td>
<td>поэзия</td>
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<tr>
<td>prize</td>
<td>приз</td>
</tr>
<tr>
<td>prize winner</td>
<td>призёр</td>
</tr>
<tr>
<td>referee</td>
<td>судья</td>
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<tr>
<td>review</td>
<td>отзыв</td>
</tr>
<tr>
<td>riding</td>
<td>верховая езда</td>
</tr>
<tr>
<td>roller blading</td>
<td>катание на роликах</td>
</tr>
<tr>
<td>sailing</td>
<td>парусный спорт</td>
</tr>
<tr>
<td>short story</td>
<td>рассказ; повесть f</td>
</tr>
<tr>
<td>singer</td>
<td>певец/певица</td>
</tr>
<tr>
<td>soap (opera)</td>
<td>мыльная опера</td>
</tr>
<tr>
<td>song</td>
<td>песня</td>
</tr>
<tr>
<td>speakers</td>
<td>колонки</td>
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<tr>
<td>special effects</td>
<td>спецэффекты</td>
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<tr>
<td>stage</td>
<td>сцена</td>
</tr>
<tr>
<td>subtitles</td>
<td>субтитры</td>
</tr>
<tr>
<td>table tennis</td>
<td>настольный теннис</td>
</tr>
<tr>
<td>to (be) relax(ed)</td>
<td>расслаблять(ся)/расслабить(ся)</td>
</tr>
<tr>
<td>to bathe</td>
<td>купаться/ис-</td>
</tr>
<tr>
<td>to celebrate (a public holiday/festival)</td>
<td>праздновать/от-</td>
</tr>
<tr>
<td>to congratulate</td>
<td>поздравлять/поздравить</td>
</tr>
<tr>
<td>to create</td>
<td>создавать/создать</td>
</tr>
<tr>
<td>to do gymnastics</td>
<td>заниматься гимнастикой</td>
</tr>
<tr>
<td>to exercise</td>
<td>делать/с- зарядку</td>
</tr>
<tr>
<td>to fish/go fishing</td>
<td>ловить рыбу</td>
</tr>
<tr>
<td>to go for a walk/stroll</td>
<td>гулять/по-</td>
</tr>
<tr>
<td>to hike, ramble</td>
<td>ходить/идти//пойти в походку</td>
</tr>
<tr>
<td>to manage, control</td>
<td>управлять</td>
</tr>
<tr>
<td>to occupy oneself, do</td>
<td>заниматься/заняться</td>
</tr>
<tr>
<td>to participate</td>
<td>участвовать</td>
</tr>
<tr>
<td>to roller-skate</td>
<td>кататься на роликах</td>
</tr>
<tr>
<td>to sail</td>
<td>заниматься парусным спортом</td>
</tr>
<tr>
<td>to score a goal</td>
<td>забивать/забить гол</td>
</tr>
</tbody>
</table>
**Higher tier (cont)**

to sew

to skateboard

to swim

to take part (in)

to train

tournament

training

trumpet

unforgettable

viewer

writer

Xbox

youth club

**Identity and culture: using social media**

**Foundation tier**

advantage

blog

chatroom

computer

disadvantage

disk

electronic

email

internet

laptop

new technology

programme

risk

screen

social media

technology

to chat online

to download

to use

use of technology

virtual

virus

web

web page

webcam

website

**Higher tier**

connection

gadget

homepage

page

password

social network

technical

to be concerned, worried
Higher tier (cont)

to erase, delete

to load

to save, to store

to surf (the net)

to type

to worry, concern

to upload

Local area, holiday and travel

Foundation tier

accommodation

door

air

door

airport

door

aquarium

door

area (in town)

door

art gallery

door

atlas

door

back

door

balcony

door

bank

door

bar

door

barbecue

door

bath

door

bathroom

door

beach

door

bed

door

bicycle/bike

door

boat

door

bowling alley

door

brand/make

door

bridge

door

brochure

door

building

door

bus (by bus)

door

bus stop

door

bus/coach station

door

business

door

café

door

camp

door

campsite

door

capital city

door

car

door

car, automobile

door

cathedral

door

centre

door

chemist’s

door

cheque; receipt

door

church

door

cinema (building)

door

circuit

door

closed

удалять/удалить

загружать/загрузить

сохранять/сохранить

бродить/по-по интернету

печатать/на-

беспокоить/по-

загружать/загрузить

жильё

воздух

аэропорт

аквариум

(городской) район

gалерея

атлас

обратно

балкон

банк

бар

барбекю

ванна

ванная

пляж

кровать

велосипед

лодка

боулинг

марка

мост

брошюра

здание

автобус (автобусом)

автобусная остановка

автовокзал

бизнес

кафе

лагерь m

кемпинг

столица

машина

автомобиль

собор

центр

аптека

чек

церковь

кинотеатр

цирк

закрыть
Foundation tier (cont)

coach          автобус
coast          берег моря
concert        концерт
country (i.e. nation)       страна
countryside    деревня
credit card    кредитная карточка
department (in a shop)     отдел
department store место назначения
destination    прямой
direct         дверь
disco          диско
door           вход
entrance       выход
experience     опыт
fact           факт
factory        завод
factory        фабрика
farm           ферма
festival       фестиваль
flight tickets авиабилеты
floor (1st, 2nd) этаж
form           бланк
fountain       фонтан
ground floor   первый этаж
guest          гость
guide          гид, экскурсовод
guided tour    экскурсия
help           помощь
hire           прокат
historic       исторический
holidays (school)   каникулы
hospital       больница
hotel          гостиница
hotel (5*)     отель
ice rink       каток
information office справочное бюро
journey (short), trip поездка
key            ключ
lake           озеро
library        библиотека
lift           лифт
local area     местность
luggage        багаж
map            карта
map (of town)  план (города)
market         рынок
means of transport вид транспорта
microwave      микроволновка
monument       памятник
motorbike      мотоцикл
mountain       гора
museum         музей
Foundation tier (cont)

newspaper stall  газетный киоск
night club  ночной клуб
occupied/taken  занято
office  офис
on foot  пешком
on the left  слева
on the right  справа
open  открыто
palace  дворец
paper  бумага
park  парк
passenger  пассажир
passport  паспорт
passport control  паспортный контроль
petrol  бензин
place  место
plane  самолёт
platform  платформа
policeman  полицейский; милиционер
port  порт
post office  почта
postcard  открытка
poster  плакат
priority  приоритет
problem  проблема
public  общественный
public transport  городской транспорт
radio  радио
railway  железная дорога
railway carriage  вагон
recommendation  рекомендация
region, area  регион
region, district  район
resort  курорт
return ticket  обратный билет
river  река
droad  дорога
room  комната
room (in hotel)  номер
Russian doll  матрёшка
sea  море
season  сезон, время года
shop  магазин
shopping  покупки
shopping centre  торговый центр
show  шоу
shower  душ
sight, tourist attraction, place to see  достопримечательность f
single ticket  билет в одну сторону
snack bar  буфет
snack bar, buffet (on a train)  вагон-ресторан
souvenir  сувенир
Foundation tier (cont)

sports centre
square (in town)
stadium
station (mainline railway)
station (metro)
stop (bus, tram etc)
street
suburb; outskirts of town
suitcase
supermarket
supermarket
swimming pool
taxi
teenager
television set
tennis court
tent
theatre
ticket
ticket office
ticket; tram, bus or metro ticket
till; cash desk
to photograph
toilets
token (metro)
tour
tourism
tourist
tourist (adjective)
tourist information office
town
town centre
train
tram
travel agency
trolleybus
underground railway
underground station
vacation
view (over)
village
way out/exit
welcome
window
winter holidays
yard, courtyard
youth hostel
zoo

спортивный центр
площадь
стадион
вокзал
станция
остановка
улица
пригород
чемодан
супермаркет
универсам
бассейн
такси
тинейджер
телевизор
теннисный корт
палатка
театр
билет
билетная касса
билет; билет на трамвай, автобус, метро
касса
фотографировать/с-
tуалеты
жетон
тур
туризм
турист
туристический
туристическое бюро
город
центр города
поезд
трамвай
турагентство
троллейбус
метро
станция метро
отпуск
вид (на)
деревня
выход
добро пожаловать
окно
зимние каникулы
двор
молодёжная гостиница
зоопарк
**Higher tier**

accident
(to) overtake
(to) validate a ticket (e.g. train, tram)
abroad
accommodation
adolescent
adult
agricultural
air conditioning/air-con
airline
ancient
area
arrival
ATM
baker’s shop
bank card
basement
border
calm/peaceful
canal
car park
castle
change
crossroads
deathly
departure
diesel (fuel)
direction
double room
driver
driver (professional)
driving licence
entertainment
event
exhibition
ferry
fireworks
flight
forbidden to
foreigner
fortress
free (available, vacant)
full (hotel etc)
games room

авария
обгонять/обогнать
компостировать/за- билет
за границей; за ребежом
жильё
подросток
взрослый
сельскохозяйственный
кондиционер
авиакомпания
древний
площадь f
прибытие
банкомат
булочная
банковская карточка
подвал
граница
спокойный
канал
стоянка, парковка
замок
сдача
храм
удобный
коммерческий
купе
бетон(ный)
условия
плита
угол
перекрёсток
мёртвый
отправление
дизельное топливо
направление
номер на двоих
водитель
шофёр
водительские права
развлечение
событие
выставка
паром
фейерверк
полёт
запрещается
иностранец
крепость
свободный
нет мест
игровая комната
Higher tier (cont)

garage, service station, petrol station
heating
helicopter
hill
hire of/hiring
hospitality
in advance
included
industrial
industry
inhabitant
inside
landscape
laundrette
left luggage office
line (underground)
list
litter
local
lorry
lost property office
luxurious
mosque
nature
no parking
noise
Open-air pool
outside
outside/in the open air
package holiday
park
pavement
pedestrian
pedestrian area
pedestrian crossing
picturesque
pillow
playground
police station
police officer
procession
population
receipt
reception
receptionist
reduction
registration/booking in
route
rush hour
savings bank
seat belt
ship

заправочная станция
отопление
вертолёт
холм
прокат
гостеприимство
заранее
включено
промышлённый
промышлённость
житель
внутри
пейзаж
прачечная
камера хранения
линия
список
мусор
местный
грузовик
бюро находок
роскошный
мечеть
природа
парковка запрещена
шум
бассейн на открытом воздухе
на улице
на свежем воздухе
путёвка
пак
тротуар
пешеход
пешеходная зона
переход
живописный
подушка
детская площадка
полицейский участок
полицейский; милиционер
процессия
население
квитанция
регистрация
администратор гостиницы
скидка
регистрация
маршрут
час пик
сберегательный банк
ремень безопасности
корабль
Higher tier (cont)

sign  знак
silence  тишина
single room  номер на одного
situated  расположенный
ski resort  лыжный курорт
skiing  катание на лыжах
sleeping bag  спальный мешок
sleeping car (in a train)  спальный вагон
soap  мыло
speed  скорость
speed limit  ограничение скорости
star  звезда
summer camp  летний лагерь
ticket inspector  контролёр
timetable  расписание
to add  добавлять/добавить
to enjoy  наслаждаться/насладиться
to have time to  успевать/успеть
to pack (cases)  упаковывать/упаковать
to represent  представлять/представить
to send (set off)  отправлять(ся)/отправить(ся)
to spend the night  ночевать/пере-
to unpack (cases)  распаковывать/распаковать
toilet paper  туалетная бумага
toothbrush  зубная щётка
toothpaste  зубная паста
tower  башня
trade  торговля
traffic  движение
traffic jam  пробка
traffic lights  светофор
tavel  путешествие
traveller  путешественник
twin-bedded room  номер с двумя кроватями
waiting room  зал ожидания
walk, stroll  прогулка
wash basin  умывальник
winter holiday  зимний отдых

Phrases associated with weather

Foundation tier

bad  плохо
climate  климат
cloudy  облачный
cold  холодный
degree (temperature)  градус
fog  туман
highest temperature  максимальная температура
hot  жаркий
in the east  на востоке
in the north  на севере
Foundation tier (cont)
in the south  на юге
in the west  на западе
it is chilly  прохладно
it is freezing  морозно
it is raining  идёт дождь
it is snowing  идёт снег
it is windy  дует ветер
lowest temperature  минимальная температура
mist  (лёгкий) туман, дымка
overcast  пасмурно
rain  дождь
snow  снег
storm  гроза
sun  солнце
sunny  солнечно
the sun is shining  светит солнце
to be expected  ожидаться
warm  тепло
weather  погода
weather forecast  прогноз погоды
wind  ветер

Higher tier
average temperature  средняя температура
bright  яркий
changeable  переменчивый
cloud  облако
downpours  ливни, ливневые дожди
dry  сухой
hail  град
heat  жара
high temperature  высокая температура
it is frosty  стоит мороз
it is lightning  сверкает молния
lightning  молния
low temperature  низкая температура
misty  туманно
sky  небо
thunder  гром

Asking for directions
Foundation tier
as far as  до
far  далеко
from here  отсюда
go  идите
go left  идите налево
go right  идите направо
high street/main street  главная улица
how do I get to?  как мне пройти?
in a car  на машине
Foundation tier (cont)

it is very close
not far
on foot
on the left
on the right
straight on

Higher tier

are you going in a car?
are you going on foot?
cross (over)
it is 100 metres away
take the first road on the left
turn left
turn right

Dealing with problems

Foundation tier

address
bill
colour
correct
customer
customer service
e-mail address
form
guarantee
part
purse
receipt
size
telephone number
to pay
to work, function
wrong

Higher tier

a fine
broken
complaint
crime
crime, criminality
customer
customer service
fault
improvement
instructions
insurance
mistake
progress
quantity

это очень близко
недалеко
пешком
слева
справа
прямо

вы поедете на машине?
вы пойдёте пешком?
переходить/перейти
это в ста метрах отсюда
вам нужен первый поворот налево
поверните налево
поверните направо

адрес
счёт
цвет
правильный
клиент
сервис
электронный адрес
бланк
гарантия
часть
кошельёк
чек
размер
номер телефона
платить/за-
работать
неправильный

штраф
сломанный
жалоба
преступление
преступность
покупатель,
обслуживание
вина
улучшение
инструкция
страхование
ошибка
прогресс
количество
Higher tier (cont)

reduction
repair
theft
thief
to bring back, take back
to complain
to exchange
to fine
to guarantee
to insure
to pay
to repair
to return/give back
wallet

School

Foundation tier

answer
article
art, drawing
beginning, start
biology
board (blackboard, whiteboard etc)
book
break
business studies
calculator
calendar
canteen
chemistry
choir
circle, club
class
class test
classroom
copy
corridor
cupboard
desk
dining room
drama (school subject)
DT (design technology)
English
event (at school)
examination
exchange
exercise
exercise book
experiment
expert
French
future plans

скидка
ремонт
кража
вор
возвращать/вернуть
жаловаться/по-
обменивать/обменять
штрафовать/o-
гарантировать
страховать/за-
платить/за-
чинить/по-
отдавать/отдать обратно
бумажник
ответ
статья
рисование
начало
биология
dоска
книга
перерыв
бизнес
калькулятор
календарь
столовая
химия
хор
клуб
класс
тест
классная комната
копия
коридор
шкаф
парта
столовая
театр
английский язык
мероприятие (в школе)
экзамен
обмен
упражнение
тетрадь
эксперимент
эксперт
французский язык
планы на будущее
Foundation tier (cont)

geography
German
gym
gymnastics
headteacher
history
homework
ICT
Italian
laboratory
languages
latin
lesson
lessons; studies; activities
letter
library
literature
lunch (adjective)
lunch break
maths
music
PE
pen
pencil
pencil case
physics
plan
pupil (f)
pupil (m)
practice
pressure
progress
projector
question
religion, religious studies
result
rubber
rule
ruler
Russian (language)
school
school activities
school bag
school bus
school day
school group/party
school trip
schoolchild (f)
schoolchild (m)
sociology
Spanish
specialist

география
немецкий язык
спортзал
gимнастика
директор
история
dомашнее задание
информатика
итальянский язык
лаборатория
языки
латынь
урок
занятия
письмо
библиотека
литература
обеденный
перерыв на обед
математика
музыка
физкультура
ручка
карандаш
пенал
физика
план
ученица
ученик
практика
dавление
прогресс
проектор
вопрос
религия
результат
резинка
правило
линейка
русский язык
школа
школьные мероприятия
школьная сумка
школьный автобус
школьный день
школьная группа
школьная поездка
школьница
школьник
социология
испанский язык
специалист
Foundation tier (cont)
sports hall, gym
stress
student
study
subject
success
summer holidays
team
technology
the future
the past
tie
timetable
type
uniform
year

Higher tier
able
art
assessment
attention
ballpoint pen
boarding school
briefcase
circle, club
compulsory subject
core subjects
degree (university)
dictionary
discipline
discussion
do badly; fail an exam
drama group, acting group
economics, economy
education
essay
exchange
felt tip
finishing/completing school
foreign languages
fountain pen
glue
hardworking
headteacher
kindergarten
locker
mark, grade
means, way
meeting
mixed
optional (subject)
Higher tier (cont)
oral pad of paper page parents’ evening permission pressure primary school private school project pronunciation punishment qualification report rule school leaving certificate school report school textbook science scissors secondary school seminar sharpener shelf sixth form sociology sports ground staff room state strict strong, good at (subject) studies successful term textbook to agree (with) something to calculate to cancel (lessons) to correct to drop a subject to improve to pass (exam) to pay attention to practise to pronounce to repeat to revise to sit an exam to skive/to skip/bunk lessons to teach to translate to work hard translation
**Higher tier (cont)**

unfair
village
vocational school; technical college
waste of time
weak, bad at (subject)

**Future aspirations, study and work**

**Foundation tier**

actor
actress
advertisement
air hostess
ambition
architect
army
aspiration
assistant
banker
beyond (the classroom)
builder
business
career
cashier
coffee (tea/lunch) break
colleague
company
computer
computer science
cook
degree
dentist
designer
doctor
dream (aspiration)
driver
electrician
employment
engineer
farmer
farmer worker
fashion
file
fireman
driver
fold
form
future
interview
job
journalist
language
lawyer
Foundation tier (cont)

lecture  лекция
male nurse  медбрат
manager  менеджер
marketing  маркетинг
mechanic  механик
medal  медаль f
medicine (study of the subject)  медицина
member  член
model  фотомодель f
musical  музыкальный
musician  музыкант
nurse  медсестра
officer  офицер
per hour  в час
poet  поэт
printer  принтер
profession  профессия
programmer  программист
project  проект
reporter  репортёр
sales assistant  продавец/продавщица
soldier  солдат
sponsor  спонсор
student  студент(ка)
study  изучение
teacher  учитель, преподаватель
teacher (f)  учительница
technician  техник
telephone  телефон
to build  строить/построить
to organise  организовать
to study  изучать; учиться
training (sport)  тренинг
training (study)  обучение
travel agency  турагентство
university  университет
vet  ветеринар
volunteer  волонтёр
waiter/waitress  официант/официантка
work  работа
work experience  трудовая практика

Higher tier

aim; goal  цель
ambition  амбиция
answerphone  автоответчик
artist  художник
badly paid  плохо оплачиваемый
civil servant  государственный служащий
dream  мечта
**Higher tier (cont)**

- driver 
- educational
- employer
- enclosed
- experienced
- hard disk
- higher education
- impression
- in aid of
- internship
- interview
- job
- job advert
- keyboard
- law (study of the subject)
- link
- model
- mouse
- part time
- photo model
- plumber
- programmer
- prospects
- qualification
- qualified
- representative
- salary, wages
- signature
- situation wanted
- skills
- society
- surgeon
- to apply for a job
- to apply to / get in to university
- to attach
- to do a course
- to enclose
- to fill in a form
- to introduce oneself
- to print out
- to telephone
- to type
- to volunteer
- unemployment
- vacancy
- voluntarily
- voluntary work
- webmail
- well paid
- without pay

- водитель
- образовательный
- работодатель
- прилажаемый
- опытный
- жёсткий диск
- высшее образование
- впечатление
- в помощь
- стажировка
- собеседование
- работа
- объявление о работе
- клавиатура
- юриспруденция
- связь
- манекенщица
- мышка
- на полставки
- фото модель
- сантехник
- программист
- перспектива
- квалификация
- квалифицированный
- представитель
- зарплата
- подпись
- ищу работу
- навыки
- общество
- хирург
- подавать/подать заявление на работу
- поступать/поступить в университет
- прилагать/приложить
- проходить/пройти курс
- вкладывать/вложить
- заполнять/заполнить бланк
- представляться/предстаться
- распечатывать/расспечатать
- звонить/по- по телефону
- печатать/на-
- выступать/выступить волонтёром
- безработица
- вакансия
- добровольно
- волонтёрская работа
- веб-почта
- хорошо оплачиваемый
- без зарплаты
**International and global dimension: bringing the world together, environmental issues**

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
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<tbody>
<tr>
<td>access to</td>
<td>доступ к</td>
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<td>against</td>
<td>против</td>
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<td>животные</td>
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<td>атмосфера</td>
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<td>campaign</td>
<td>кампания</td>
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<tr>
<td>championship</td>
<td>чемпионат</td>
</tr>
<tr>
<td>charity</td>
<td>благотворительная организация</td>
</tr>
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<td>country</td>
<td>страна</td>
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<tr>
<td>earth</td>
<td>земля</td>
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<td>экологический</td>
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<tr>
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<td>экология</td>
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<td>эффект</td>
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<td>electricity</td>
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<td>энергия</td>
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<td>экологические проблемы</td>
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<td>issues</td>
<td>фестиваль</td>
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<td>за</td>
</tr>
<tr>
<td>for</td>
<td>лес</td>
</tr>
<tr>
<td>forest</td>
<td>газ</td>
</tr>
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<td>gas</td>
<td>благое дело</td>
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<td>good cause</td>
<td>глобальный</td>
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<tr>
<td>global</td>
<td>зелёный</td>
</tr>
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<td>green</td>
<td>ураган</td>
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<td>hurricane</td>
<td>нелегальный</td>
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<td>международный</td>
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<td>международный аспект</td>
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<tr>
<td>international</td>
<td>легальный</td>
</tr>
<tr>
<td>dimension</td>
<td>музыкальный фестиваль</td>
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<tr>
<td>legal</td>
<td>музыкальное мероприятие</td>
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<td>music festival</td>
<td>природные ресурсы</td>
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<tr>
<td>musical event</td>
<td>океан</td>
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<tr>
<td>natural resources</td>
<td>нефть</td>
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<td>ocean</td>
<td>Олимпийские игры</td>
</tr>
<tr>
<td>oil</td>
<td>организация</td>
</tr>
<tr>
<td>Olympic games</td>
<td>люди</td>
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<tr>
<td>organisation</td>
<td>планета</td>
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<tr>
<td>people</td>
<td>политический</td>
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<tr>
<td>planet</td>
<td>политика</td>
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<tr>
<td>political</td>
<td>переработка</td>
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<tr>
<td>politician</td>
<td>спортивное мероприятие</td>
</tr>
<tr>
<td>politics; policy</td>
<td>тигр</td>
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<tr>
<td>recycling</td>
<td>умирать/умереть</td>
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<tr>
<td>sporting event</td>
<td>жить</td>
</tr>
<tr>
<td>tiger</td>
<td>перерабатывать</td>
</tr>
<tr>
<td>to die</td>
<td>мир</td>
</tr>
<tr>
<td>to live</td>
<td>чемпионат мира (по футболу)</td>
</tr>
<tr>
<td>to recycle</td>
<td></td>
</tr>
<tr>
<td>world</td>
<td></td>
</tr>
<tr>
<td>World Cup (football)</td>
<td></td>
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</tbody>
</table>
Higher tier
advantages
bear
cannabis
charity
climate (adjective)
coal
disadvantages
disaster
drinking water
drought
drugs
earthquake
economising
ecotourism
elephant
environment
fair trade
field
flood; flooding
general, common
global warming
hunger; famine
international
island
lack (of)
natural resources
pesticide
peace
plastic
pollution
poverty
protection
rights of man; human rights
rubbish
security
solar power
species
sports event
Spying
starving
threat
to contaminate, pollute
to preserve
to protect, defend
to recycle
to save, economise
to save, rescue
to sort/separate (e.g. rubbish)
to stay in contact
to survive

преимущества
медведь
гашish
благотворительная организация
кламптический
уголь
недостатки
катастрофа
питьевая вода
засуха
наркотики
землетрясение
экономия
экотуризм
слон
окружающая среда
этичная торговля
поле
наводнение
общий
глобальное потепление
голод
международный
остров
недостаток
природные ресурсы
пестицид
мир
пластмасса
пластмассовый
загрязнение
нищета
охрана
права человека
мутор
безопасность
солнечная энергия
порода
спортивное мероприятие
шпионаж
голодующий
угроза
загрязнять/загрязнить
сохранять/сохранить
защищать/защитить
перерабатывать/переработать
экономить/с-
спасать/спасти
сортировать/рас-
поддерживать/поддержать связь
выживать/выжить
**Higher tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to threaten</td>
<td>угрожать</td>
</tr>
<tr>
<td>volcano</td>
<td>вулкан</td>
</tr>
<tr>
<td>war</td>
<td>война</td>
</tr>
<tr>
<td>waste products</td>
<td>отходы</td>
</tr>
<tr>
<td>world(-wide)</td>
<td>мировой</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 indicating 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: 603/1200/2</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 – 1RU0</td>
</tr>
</tbody>
</table>
| Paper codes                      | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | Paper 1: 1RU0/01  
Paper 2: 1RU0/02  
Paper 3: 1RU0/03  
Paper 4: 1RU0/04 |

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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