

INTERNATIONAL GCSE

Chinese (9-1)

SPECIFICATION

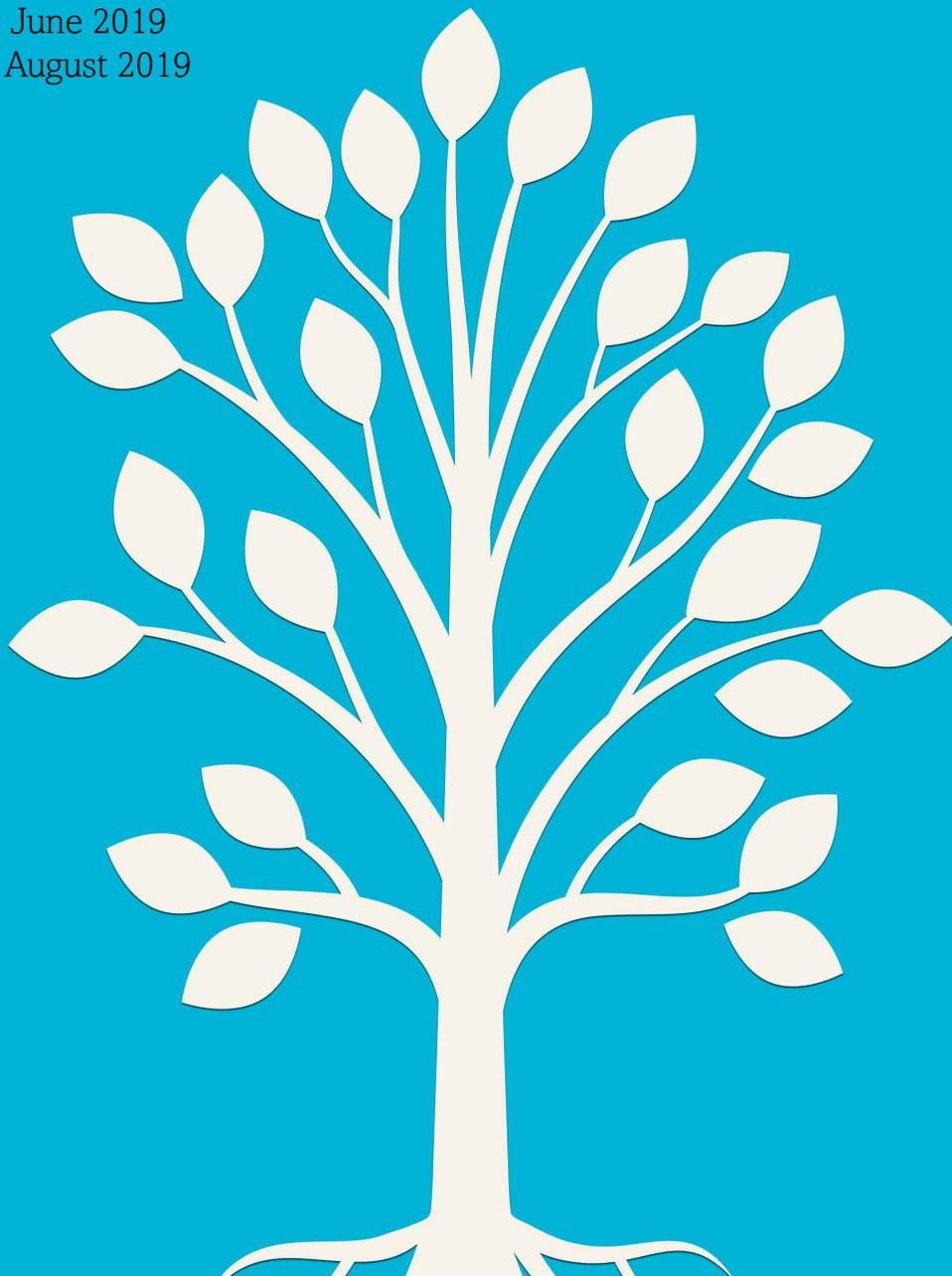
Pearson Edexcel International GCSE in Chinese (4CN1)

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Issue 2



Edexcel, BTEC and LCCI qualifications

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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

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Summary of Pearson Edexcel International GCSE in Chinese specification Issue 2 changes

| Summary of changes made between previous issue and this current issue | Page number |
|--|-------------|
| Reference to speaking test preparation time has been removed from the specification. | 9 |
| <p>In section <i>3.3 Preparation for the speaking test</i>, explanations in parentheses have been added to the following bullet points for further guidance:</p> <p>The picture MUST contain the following elements:</p> <ul style="list-style-type: none">• people (at least two people)• objects (in the background)• interactions (showing what people are doing). <p>In section <i>3.4 Conduct of the speaking test</i>, the following sentence has been added to the specification:</p> <p>Speaking assessments must take place on consecutive days unless there are extenuating circumstances communicated in advance and approved by the International GCSE Modern Foreign Languages team at Pearson at languagesassessment@pearson.com</p> | 24 |

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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About this specification

The Pearson Edexcel International GCSE in Chinese is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not part of the UK Regulated Qualifications Framework (RQF).

Key features

This specification includes the following key features.

Structure

The Pearson Edexcel International GCSE in Chinese is a linear qualification.

All papers must be taken at the end of the course of study.

Content

The content is relevant, engaging and up to date. It covers five topics: Home and abroad; Education and employment; Personal life and relationships; The world around us; and Social activities, fitness and health. Each topic has a number of sub-topic areas.

Assessment

100% external assessment.

Approach

A foundation for students wishing to progress to further study of Chinese at schools and colleges.

- Listening skills are assessed separately in Paper 1.
- Reading and writing skills are tested in separate exercises in Paper 2.
- Speaking communication skills are assessed separately in Paper 3.
- Assessment is in the June examination series.
- For the purpose of communication, topics relate to student interests related to studying Chinese, for example study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example at school or in the media.
- Culturally sensitive and authentic texts are used throughout.
- Tests will measure achievement against many of the benchmarks of Levels A2 and B1 of the Council of Europe's *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Specification updates

This specification is Issue 2 and is valid for first teaching from September 2017, with first assessment from June 2019 and first certification from August 2019.

If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com.

Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all of the bullet points in the content must be taught.

Assessments: use a range of material. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in the subject content section.

Qualification aims and objectives

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

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through writing, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- knowledge and understanding of the target language grammar and its practical application
- knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.

Why choose Pearson Edexcel qualifications?

Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Pearson Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Pearson Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Pearson Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Pearson Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Pearson Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the World Class Qualification process and principles please go to *Appendix 2* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose the Pearson Edexcel International GCSE in Chinese?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international students and give them skills that will support progression to further study of Chinese and a wide range of other subjects. The qualification will also enhance future educational or employment prospects.

Topics – the topics (and related texts) used in the Reading and Writing paper are engaging and suitable for all students. They are based on contexts that students are likely to encounter and are diverse in their content. Culturally sensitive and authentic reading and listening texts are used throughout.

Student selected picture – students will select their own picture as part of the speaking examination. This empowers the students to confidently prepare for a topic of their choice, and personalise one element of their examination.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges. Assessment objectives are assessed discretely, with one paper assessing Listening, one paper assessing Reading and Writing, and the third paper assessing Speaking. Our mark schemes are straightforward, so that assessment requirements are clear.

Broad and deep development of skills – the design of the revised International GCSE aims to extend students' knowledge by broadening and deepening skills, for example students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinions
- participate in extended discussion.

Progression – International GCSE qualifications enable successful progression to Level 3 study and beyond. Through our world-class qualification development process we have consulted with International A Level and GCE A Level teachers, as well as university teaching staff to validate the appropriateness of this qualification, including content, skills and assessment structure.

More information about the qualifications can be found on our website (qualifications.pearson.com) on the Pearson Edexcel International GCSE pages.

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in Chinese to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will provide you with an editable course planner and schemes of work.
- Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

- Our skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.
- A range of teaching and learning resources that promote any time, any place learning to improve student motivation and encourage new ways of learning.

Preparing for exams

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

- specimen papers to support formative assessments and mock exams
- examiner commentaries following each examination series.

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 them.

Training events

In addition to online training, for teachers to deepen their understanding of our qualifications, we host a series of training events each year.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Pearson Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com.

Qualification at a glance

Qualification overview

The Pearson Edexcel International GCSE in Chinese consists of three externally-examined papers.

The Pearson Edexcel International GCSE in Chinese is a linear qualification. All papers must be taken at the end of the course of study.

Content and assessment overview

| | |
|---|-------------------------------------|
| Paper 1: Listening | *Paper code: 4CN1/01 |
| Externally assessed Written examination: 30 minutes, plus 5 minutes' reading time Availability: June 40 marks | <i>25% of the qualification</i> |
| Content overview This paper assesses listening skills across five topic areas: <ul style="list-style-type: none">• Home and abroad• Education and employment• Personal life and relationships• The world around us• Social activities, fitness and health. | |
| Assessment overview Seven questions, which are a combination of multiple-choice, multiple-matching, note-taking and gap-fill questions. All five topic areas are assessed. The listening audio files are available on our website. Recordings of spoken Chinese will be available in Mandarin and Cantonese. | |

| | |
|--|-------------------------------------|
| Paper 2: Reading and Writing | *Paper code: 4CN1/02 |
| Externally assessed Written examination: 1 hour 45 minutes Availability: June 80 marks | <i>50% of the qualification</i> |
| <p>Content overview</p> <p>This paper assesses reading and writing skills in separate sections across five topic areas:</p> <ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health. | |
| <p>Assessment overview</p> <p>Section A: Reading</p> <p>Five questions, which are a combination of multiple-choice, note-taking, gap-fill and short-answer questions.</p> <p>Section B: Writing</p> <p>There are two open-response writing tasks, each linked to a topic area. There is also a question involving translation of four sentences into Chinese. All four sentences are linked to one topic area.</p> <p>The assessment will be available in traditional and simplified characters. All questions and texts are printed twice, once in English and traditional/full characters, and once in English and simplified characters. Students may work from whichever version they wish.</p> | |

| | |
|---|--|
| Paper 3: Speaking | *Paper code: 4CN1/03M and 03C |
| Internally conducted and externally assessed Spoken examination: 8–10 minutes Availability: March–May 40 marks | <i>25% of the qualification</i> |
| <p>Content overview</p> <p>This paper assesses speaking skills across five topic areas:</p> <ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health. <p>Sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper (see <i>Topics</i> section for the list of sub-topics).</p> | |
| <p>Assessment overview</p> <p>The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture that is related to one of the topic areas. They will also discuss two different topics, chosen at random by Pearson.</p> <p>The assessment will be available in Mandarin and Cantonese. The option chosen for each student is indicated by its entry code:</p> <p>Mandarin – 4CN1/03M Cantonese – 4CN1/03C.</p> <p>The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.</p> | |

*See *Appendix 1: Codes* for a description of this code and all other codes relevant to this qualification.

Detailed content

| | |
|------------------------------|----|
| Topics | 11 |
| Paper 1: Listening | 12 |
| Paper 2: Reading and Writing | 14 |
| Paper 3: Speaking | 23 |

Topics

Topic

Sub-topics

A. Home and abroad

- A1 Life in the town and rural life
- A2 Holidays, tourist information and directions
- A3 Services (e.g. bank, post office)*
- A4 Customs
- A5 Everyday life, traditions and communities

B. Education and employment

- B1 School life and routine
- B2 School rules and pressures
- B3 School trips, events and exchanges
- B4 Work, careers and volunteering
- B5 Future plans

C. Personal life and relationships

- C1 House and home
- C2 Daily routines and helping at home
- C3 Role models*
- C4 Relationships with family and friends
- C5 Childhood*

D. The world around us

- D1 Environmental issues
- D2 Weather and climate*
- D3 Travel and transport
- D4 The media
- D5 Information and communication technology

E. Social activities, fitness and health

- E1 Special occasions
- E2 Hobbies, interests, sports and exercise
- E3 Shopping and money matters
- E4 Accidents, injuries, common ailments and health issues*
- E5 Food and drink

*These sub-topics will not be assessed in Paper 3: Speaking.

Paper 1: Listening

Externally assessed

1.1 Content description

Listening

Students are required to convey their understanding of spoken Chinese through a series of listening tasks.

Students must be able to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

This paper will feature questions drawn from a variety of sources, which all relate to the topics. These sources should be considered as different contexts in which students can write and understand Chinese. Specialist and/or technical Chinese vocabulary or detailed specialist knowledge of the topics are not required.

1.2 Assessment information

Listening

The listening examination lasts 30 minutes. It consists of 40 marks.

This paper will consist of seven tasks, each based on a single recorded text.

Students will be given five minutes to read the questions before the paper begins and will be expected to respond to the questions as they listen.

Students will hear each text twice.

Recorded texts may be in the form of short statements, monologues and dialogues between two or more speakers. Where there is more than one speaker, the identity of each speaker will be clearly signposted.

Recordings and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified. Recorded material features both male and female voices and represents different age groups.

The topics of the listening texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. One task type will be used with each listening text.

The examination will begin with shorter statements, which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking and gap-fill questions.

All questions and instructions to students are in English. Students are required to produce written responses in English. Correct spelling and grammatical accuracy will not be a requirement as long as the student's response is comprehensible.

Paper 2: Reading and Writing

Externally assessed

2.1 Content description

Reading

Students are required to convey their understanding of written Chinese through a series of reading tasks.

Students must be able to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

This section will feature questions drawn from a variety of sources that all relate to the topics. The sources should be considered as different contexts in which students can write and understand Chinese. Specialist and/or technical Chinese vocabulary or detailed specialist knowledge of the topics are not required.

Writing

Students need to draw on their knowledge of Chinese language, grammar and lexis in selecting appropriate forms of words to complete sentences, and demonstrate an ability to manipulate Chinese language in continuous writing. As part of their International GCSE, students should undertake regular writing activities.

This section will require students to:

- write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies
 - write using a wide range of grammatical forms and structures
 - write using a wide range of relevant and appropriate vocabulary
 - translate sentences from English into Chinese to convey key messages accurately and to apply grammatical knowledge of language and structures in context.
-

2.2 Assessment information

Reading

Students should spend half of the examination time on this section. It consists of 40 marks.

This section will consist of five tasks, each based around a collection of short texts or a longer, single text.

The literary text consists of a short extract from a text that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, essays, novels or plays to contemporary and historical sources.

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, emails, website pages, newspaper and magazine articles and literary texts.

Stimuli and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the stimulus texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. A different task type may be used with each stimulus text.

In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details.

Task types demand a variety of input from students and include multiple-choice, note-taking, gap-fill and short-answer questions.

All questions and instructions to students are in English. Students are required to produce written responses in English. Correct spelling and grammatical accuracy will not be a requirement in this section of the paper as long as the student's response is comprehensible.

Writing

Students should spend half of the examination time on this section. It consists of 40 marks.

This section will consist of two writing tasks and a translation of four sentences into Chinese.

The first writing task is short and the student will be asked to write 60–75 characters, including four prescribed words or short phrases.

The second writing task is longer than the first and contains an element of choice. The student will be able to choose from three questions drawn from different topics and they will need to write up to 150 characters in response to the question, addressing four bullet points.

Questions and instructions to students in the writing tasks are set in English and Chinese. Questions and instructions to students in the translation question are set in English. Students are required to produce all written responses in this section of the paper in Chinese. Grammatical accuracy, punctuation and character formation will be assessed.

2.3 Assessment criteria for Writing

For questions 6 to 8, students' work is marked using the assessment criteria provided in the mark grids of the following pages.

Question 6 (writing task 1)

| Mark | Communication and content (A03) |
|------|--|
| 0 | No rewardable material. |
| 1 | <ul style="list-style-type: none">• Isolated examples of relevant information.• Only isolated words and phrases are communicated, as appropriate to the task.• Only isolated items are comprehensible. |
| 2 | <ul style="list-style-type: none">• The response contains little relevant information, with limited use of detail. There may be repetition.• Expresses simple ideas and opinions, as appropriate to the task.• Just about comprehensible overall but with sentences that are mostly unconnected. |
| 3 | <ul style="list-style-type: none">• The response contains some relevant information with occasional use of detail.• Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.• Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity. |
| 4 | <ul style="list-style-type: none">• Some detail and mostly relevant response to the task.• Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.• Coherent with logical flow and sequence of ideas, though there may be some lapses. |
| 5 | <ul style="list-style-type: none">• Detailed and fully relevant response to the task.• Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.• Coherent with logical flow and sequence of ideas. |

| Mark | Linguistic knowledge and accuracy (A03) |
|-------------|--|
| 0 | No rewardable language. |
| 1 | <ul style="list-style-type: none"> • Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language. |
| 2 | <ul style="list-style-type: none"> • Uses very familiar and predictable vocabulary and structures, often repetitive. • Uses simple, familiar and predictable language to write short sentences or phrases. • Occasional correct phrases but more complex characters may be missing, frequent errors in character formation even for easier characters; frequent errors in word order. |
| 3 | <ul style="list-style-type: none"> • Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but some errors in character formation and some significant errors in word order. |
| 4 | <ul style="list-style-type: none"> • Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. errors in character formation and measure words. Occasional errors in word order. |
| 5 | <ul style="list-style-type: none"> • Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences. • Very accurate with only isolated minor errors, e.g. errors in character formation and measure words. |

Question 7 (writing task 2)

| Mark | Communication and content (A03) |
|------|---|
| 0 | No rewardable material. |
| 1–2 | <ul style="list-style-type: none"> The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured. |
| 3–4 | <ul style="list-style-type: none"> The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear. |
| 5–6 | <ul style="list-style-type: none"> The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear. |
| 7–8 | <ul style="list-style-type: none"> The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response. |
| 9–10 | <ul style="list-style-type: none"> The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. The response is entirely coherent and, while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful. |

| Mark | Linguistic knowledge and accuracy (A03) |
|------|--|
| 0 | No rewardable language. |
| 1–2 | <ul style="list-style-type: none"> • Very limited range and variety of vocabulary and grammatical structures, use of only one timeframe, with a high degree of repetition. • Very little evidence of correct character formation and word order. |
| 3–4 | <ul style="list-style-type: none"> • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second timeframe, though with a significant amount of repetition. • Occasional evidence of correct character formation and word order. |
| 5–6 | <ul style="list-style-type: none"> • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two timeframes, though with some noticeable repetition. • Some evidence of correct character formation and word order. |
| 7–8 | <ul style="list-style-type: none"> • Good range of vocabulary and grammatical structures, and secure use of at least two timeframes, with little noticeable repetition. • Significant evidence of correct character formation and word order. |
| 9–10 | <ul style="list-style-type: none"> • Excellent range of vocabulary and grammatical structures, and secure use of at least three timeframes, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct character formation and word order. |

Additional guidance

Complex lexical items are considered to be:

- lexical items that express abstract ideas/convey justified arguments
- conceptually more challenging language.

Question 8 (translation)

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

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

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

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material. |
| 1 | <ul style="list-style-type: none">• Some words are communicated but the overall meaning of the sentence is not communicated. |
| 2 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a mis-formed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

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 incorrect timeframes
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

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 incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Paper 3: Speaking

Externally assessed

3.1 Content description

Speaking

Students are required to convey their understanding of spoken Chinese through three speaking tasks.

Students must be able to:

- describe the contents of a picture
 - describe possible past or future events related to people in the picture
 - respond to questions about the picture and its related topic
 - take part in a spontaneous conversation on two further topics. In **each** conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.
-

3.2 Assessment information

Task A (picture-based discussion)

The intention of this task is to enable students to speak about a situation or scenario with which they have some familiarity. Students will have to select a picture before the exam.

Students will select a picture from any sub-topic area, excluding sub-topics A3, C3, C5, D2 and E4. These will not be assessed in Task A.

Tasks B and C (conversations on topics)

The intention of Tasks B and C is to test students on two topics that have not been prepared specifically, so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Task B and Task C.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Tasks B and C.

Three distinct topics **must** be examined across Tasks A, B and C. The topic chosen for Task A must be different from the topic selected at random for Task B. The topic for Task C, also selected at random, will be different from both of the previous topics in Tasks A and B. If any topics are the same, the task(s) will be discounted and the student will receive zero marks for that task(s).

3.3 Preparation for the speaking test

Picture selection in Task A

To ensure that students have access to the full range of assessment criteria and the opportunity to score well in Task A, it is essential they select a picture that follows the guidelines below.

The picture **MUST** contain the following elements:

- people (at least two people)
- objects (in the background)
- interactions (showing what people are doing).

The picture must not contain any text that could support students in their responses.

For examples of pictures, please see the *Sample Assessment Materials* document, available on our website.

Teachers/examiners must not practise Task A with their students using the picture they will be using in the test. They may use other pictures on the same topic but they may not practise or rehearse using the student's chosen picture.

Notification of Task A focus

Students must provide a copy of the picture for the teacher/examiner in advance of the test.

3.4 Conduct of the speaking test

General information

The assessment must be conducted entirely in Chinese.

Students must complete all three tasks in consecutive order.

The assessment for the three tasks must be conducted in one continuous session.

Speaking assessments must take place on consecutive days unless there are extenuating circumstances communicated in advance and approved by the International GCSE Modern Foreign Languages team at Pearson at languagesassessment@pearson.com

Use of notes

Candidates must not take notes with them into the examination. However, they should bring their picture for Task A.

Timings of the tasks

The total assessment time is 8–10 minutes. Students are assessed on the quality of responses, so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

Tasks B and C should not exceed 7 minutes.

If the assessment time exceeds ten minutes, only the first ten minutes will be assessed.

Randomisation grid

In order to avoid misconduct in centres, teachers will receive randomisation grids three days in advance of the window for the speaking assessment from Pearson.

Based on the topic chosen for the picture-based discussion task, the teacher/examiner will use a randomisation grid to select the discussion topics for the first and second conversation (Tasks B and C).

If conducting more than five tests in a day, return to the beginning of the sequence after the 5th candidate. If conducting tests on more than one day, start each new day at the beginning of the sequence.

Instructions for Task A

Teachers/examiners must ask each student five questions in total (plus the allowed prompts – see below). There are five types of questioning which teachers/examiners must cover in the discussion. Each question type must be asked once.

Question type 1: A description of what you can see in the picture

Question type 2: Specific factual information about the picture

For example, select a person or persons in the picture and state what they are doing.

Question type 3: Past or future hypothesis

This question must ask the student to imagine a possible past or potential future event relating to the picture.

This is the opportunity to support the student in using additional timeframes.

Question type 4: Opinions about the picture

This question elicits the student's opinions on the picture and/or the topic.

Question type 5: Evaluation

The teacher/examiner should elicit an evaluation from the student. This question will move away from the content of the picture and exploit the wider topic area.

For examples of these questions, please see the *Sample Assessment Materials* document, available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Prompts

In order to enable students to develop their responses, teachers/examiners are allowed to use prompts for questions. Only the following three prompts may be used:

- 为什么 (不) 呢? - Why (not)?
- 还有吗? - Anything else?
- 你还有时间, 请继续。 - You still have time, please continue.

There must be no other supplementary questions and teachers/examiners must not deviate from these prompts.

Instructions for Tasks B and C

For **each** conversation teachers/examiners should:

- ask open questions
- ask questions at an appropriate level for the student's ability
- link the questions to the previous response as far as possible
- elicit a range of timeframes (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide students with an opportunity to expand
- respect timings.

For examples of these questions, please see the *Sample Assessment Materials* document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Recording of candidates' speaking tests

All candidates' speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, you must re-examine as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly, and recording is taking place
- the position of the microphone favours the student and not the examiner
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and examiner's name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate's name and number are announced at the start of each test
- the timing starts when the candidate answers the first assessment question
- the topic area is announced at the beginning of each task.

Interruption of recordings

The recording must not be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for Chinese at Pearson. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Authentication of student responses

The teacher/examiner and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 7: Candidate cover sheet (Paper 3: Speaking)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero marks for the component.

3.5 Assessment criteria for speaking

For the speaking assessment, students' language is marked using the assessment criteria provided in the mark grids of the following pages.

Task A (picture-based discussion)

| Mark | Communication and content (AO4) |
|------|---|
| 0 | No rewardable material. |
| 1–2 | <ul style="list-style-type: none"> • Responds briefly to questions, some responses may consist of single-word answers, much hesitation, continuous prompting needed. • Limited success in adapting language to describe, narrate, inform in response to questions; sometimes unable to respond. • Straightforward opinions may be expressed but generally without justification. • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication. |
| 3–4 | <ul style="list-style-type: none"> • Responds to questions with some development, some hesitation and some prompting necessary. • Some effective adaptation of language to describe, narrate and inform in response to the questions. • Expresses opinions with occasional, brief justification. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 5–6 | <ul style="list-style-type: none"> • Responds to questions with frequently-developed responses, only occasional hesitation, and only occasional prompting necessary. • Frequently effective adaptation of language to describe, narrate and inform in response to questions. • Expresses opinions effectively and gives justification with some development. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 7–8 | <ul style="list-style-type: none"> • Responds to questions with consistently fluent and developed responses • Consistently effective adaptation of language to describe, narrate and inform, in response to questions. • Expresses opinions with ease and gives fully-developed justification. • Pronunciation and intonation are consistently accurate and intelligible. |

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.

Intonation: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

Inaccuracies in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the student is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in **tones** that lead to **impairment in communication**:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.

| Mark | Linguistic knowledge and accuracy (A04) |
|------|--|
| 0 | No rewardable language. |
| 1 | <ul style="list-style-type: none"> Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events. Occasional coherent phrases and short sentences in responses to questions; regular instance of errors, which sometimes prevent meaning being conveyed. |
| 2 | <ul style="list-style-type: none"> Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity. Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 3 | <ul style="list-style-type: none"> Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity. Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |
| 4 | <ul style="list-style-type: none"> Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions. Responses are fully coherent, any errors do not hinder the clarity of the 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 misuse of measure words
- 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 incorrect timeframe
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example missing subject, incorrect word order
- mother-tongue interference.

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

Tasks B and C (conversations)

| Mark | Communication and content (AO4) |
|-------|--|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none"> Communicates brief information relevant to the topics and questions. Uses language to express straightforward ideas and opinions but generally without justification. Repetitive use of familiar vocabulary and expression; communication is disjointed and sometimes breaks down because of restricted range of vocabulary. Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication. |
| 4–6 | <ul style="list-style-type: none"> 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, inaccuracies occasionally affect clarity of communication. |
| 7–9 | <ul style="list-style-type: none"> Communicates information relevant to the topics and questions, usually with extended sequences of speech. Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions. Uses a variety 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. |
| 10–12 | <ul style="list-style-type: none"> 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.

Intonation: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

Inaccuracies in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the student is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in tones that lead to impairment in communication:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.

| Mark | Interaction and spontaneity (A04) |
|-------|---|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none"> • Basic exchange in which answers rely on rehearsed language, which is occasionally irrelevant to the question. • Short responses, some incomplete, any development depends on examiner prompting. • Limited ability to sustain communication, pace is mostly slow and hesitant. |
| 4–6 | <ul style="list-style-type: none"> • Able to respond spontaneously to some questions, some examples of natural interaction although often stilted. • Sometimes able to initiate and develop responses independently but regular prompting needed. • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 7–9 | <ul style="list-style-type: none"> • Responds spontaneously to most questions, interacting naturally for parts of the conversation. • Mostly able to initiate and develop the conversation independently, occasional prompting needed. • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation. |
| 10–12 | <ul style="list-style-type: none"> • 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

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).

| Mark | Linguistic knowledge and accuracy (A04) |
|------|--|
| 0 | No rewardable language. |
| 1 | <ul style="list-style-type: none"> • Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation. • Occasionally accurate use of structures, occasional success when referring to past, present and future events, much ambiguity. • Occasional coherent phrases and short sentences; regular instance of errors, which sometimes prevent meaning being conveyed. |
| 2 | <ul style="list-style-type: none"> • Manipulates a 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 hinder clarity of communication and sometimes prevent meaning being conveyed. |
| 3 | <ul style="list-style-type: none"> • 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 occasionally hinder clarity of communication. |
| 4 | <ul style="list-style-type: none"> • 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:

- 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 which 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 misuse of measure words
- 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 incorrect timeframe
- 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, for example missing subject, incorrect word order
- mother-tongue interference.

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

3.6 Advice for examiners during Task A discussion and Tasks B and C conversations

- Do not point at anything (people, objects or interactions) in the picture for Task A.
- Avoid yes/no questions, except as a lead-in to something more challenging. Ensure that questions allow students to achieve their maximum potential, for example by covering a range of timeframes and opinions as appropriate within the prescribed time for the conversation. Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher/examiner should enable students to: (1) answer questions freely, in turn allowing them to produce extended sequences of speech, (2) develop conversations and discussions, (3) give and justify own thoughts and opinions, (4) refer to past, present and future events.
- Never correct a student's language, however inaccurate, during a test.
- Avoid finishing sentences for students except where it would be in their interest to move on to something else.
- Try to stimulate students to produce their best performance, taking them to their 'linguistic ceiling' but being careful not to press on with questions of a certain difficulty if it becomes clear that a student cannot cope at that level.
- Interventions (questions, brief statements, instructions, comments, etc.) should always flexibly develop and build logically on what students have said.
- Students should be encouraged to speak independently and spontaneously and must not be allowed to produce rehearsed speeches – students who repeat pre-learned or memorised material should be encouraged to produce more spontaneous discourse.

Assessment information

Assessment requirements

The Pearson Edexcel International GCSE in Chinese consists of three externally-examined papers.

Students must complete all assessments and these must be taken in the terminal series at the end of the course of study.

All papers will be available for assessment from June 2019.

| Paper | Assessment information | Number of raw marks allocated in the paper |
|------------------------------|--|--|
| Paper 1: Listening | <p>The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks.</p> <p>This paper will consist of seven tasks, each based around a single recorded text.</p> <p>Students must not bring a dictionary into the examination room.</p> | 40 marks |
| Paper 2: Reading and Writing | <p>The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks.</p> <p>The paper is divided into two sections: reading, and writing and translation.</p> <p>The first section will consist of five tasks, each based around a collection of short texts or a longer, single text.</p> <p>The second section will consist of two writing tasks and a translation task.</p> | 80 marks |
| Paper 3: Speaking | <p>The examination is made up of three tasks (A, B and C).</p> <p>The tasks must be conducted in consecutive order.</p> <p>The total assessment time is 8–10 minutes. Students are assessed on the quality of responses, so the length of tasks is representative of their relative demand.</p> <p>Assessment times for the tasks are as follows.</p> <ul style="list-style-type: none"> • Task A: 2 to 3 minutes • Task B: 3 to 3 minutes 30 seconds • Task C: 3 to 3 minutes 30 seconds. <p>Task C should continue without a pause or interruption from Task B.</p> <p>Tasks B and C should not exceed 7 minutes.</p> <p>Excess candidate material will not be assessed.</p> | 40 marks |

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International GCSE in Chinese Sample Assessment Materials (SAMs)* document.

Assessment objectives and weightings

| | | % in International GCSE |
|------------|--|--------------------------------|
| AO1 | Understand and respond, in writing, to spoken language | 25 |
| AO2 | Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately | 25 |
| AO3 | Understand and respond, in writing, to written language | 25 |
| AO4 | Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately | 25 |

Relationship of assessment objectives to components/papers

| Paper | Assessment objective | | | | |
|-------------------------------------|-----------------------------|------------|------------|------------|--------------|
| | AO1 | AO2 | AO3 | AO4 | Total |
| Paper 1 | 25% | 0% | 0% | 0% | 25% |
| Paper 2 | 0% | 25% | 25% | 0% | 50% |
| Paper 3 | 0% | 0% | 0% | 25% | 25% |
| Total for International GCSE | 25% | 25% | 25% | 25% | 100% |

Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE/International GCSE qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress 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 UK 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 only. For speaking and writing assessments, all student work must be in Chinese. For the speaking assessment, students have a choice between speaking in Mandarin or Cantonese. For listening and reading, all student work must be in English.

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 student 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 student 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, timeframes or affects 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.

Candidate malpractice

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

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. 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

The International 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. The first certification opportunity for the Pearson Edexcel International GCSE in Chinese will be in August 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

Students will develop the skills they need to progress successfully onto further study at Level 3, for example International A Levels in comparable subjects.

Appendices

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Appendix 1: Codes

| Type of code | Use of code | Code |
|---------------|--|---|
| Subject codes | The subject code is used by centres to cash-in the entry for a qualification. | International GCSE – 4CN1 |
| Paper codes | These codes are provided for information. For Paper 3, entries must be made for either Mandarin or Cantonese. | Paper 1: 4CN1/01 Paper 2: 4CN1/02 Paper 3: 4CN1/03M 4CN1/03C |

Appendix 2: Pearson World Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

“I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.” Sir Michael Barber.

Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International GCSE development process

May 2014

“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 world class qualification development process that has included, where appropriate:

- 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.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidenced process which means that 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 but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE 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

Dr Peter Hill

Former Chief Executive ACARA

Professor Jonathan Osborne

Stanford University

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Janice Kay

Provost, University of Exeter

Jason Holt

CEO, Holts Group

Professor Lee Sing Kong

Dean and Managing Director, National Institute of Education International, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Dame Sally Coates

Director of Academies (South), United Learning Trust

Professor Bob Schwartz

Harvard Graduate School of Education

Jane Beine

Head of Partner Development, John Lewis Partnership

All titles correct as at May 2014

Appendix 3: Transferable skills

The need for transferable skills

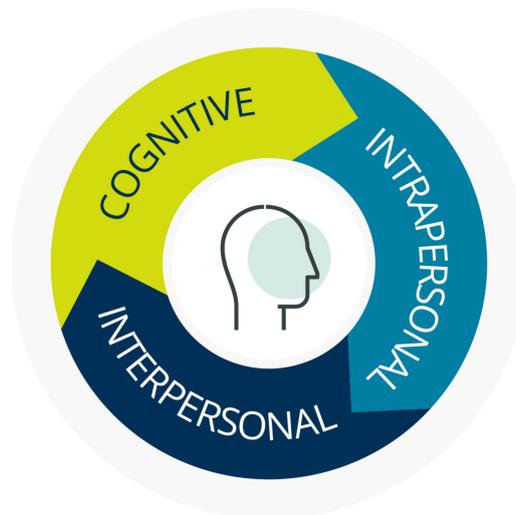
In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

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 ^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in the International GCSE in Chinese and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website:

qualifications.pearson.com

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

| | | | |
|-----------------------------|------------------------------------|---|---|
| Cognitive skills | Cognitive processes and strategies | <ul style="list-style-type: none"> • Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning • Executive function | Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims. |
| | Creativity | <ul style="list-style-type: none"> • Creativity • Innovation | |
| Intrapersonal skills | Intellectual openness | <ul style="list-style-type: none"> • Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity | |
| | Work ethic/ conscientiousness | <ul style="list-style-type: none"> • Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity | Writing continuously, fluently and relevantly to a high standard. |
| | Positive core self-evaluation | <ul style="list-style-type: none"> • Self-monitoring/self-evaluation/self-reinforcement | |
| Interpersonal skills | Teamwork and collaboration | <ul style="list-style-type: none"> • Communication • Collaboration • Teamwork • Cooperation • Empathy/perspective taking • Negotiation | Undertaking a speaking task involving dialogue or undertaking a writing task; or when a student responds to prompts from another student. |
| | Leadership | <ul style="list-style-type: none"> • Responsibility • Assertive communication • Self-presentation | |

Appendix 4: Glossary

| Term | Definition |
|-----------------------|--|
| Assessment objectives | The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework/non-examined assessment. Assessment objectives may be assessed individually or in combination. |
| External assessment | An examination that is held at the same time and place in a global region. |
| Linear | Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study. |

Appendix 5: Grammar list

Students are expected to have acquired knowledge and understanding of Chinese grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

Full/traditional characters

Stative verb

今天冷。

我冷。

他不冷。

Verb to be

我是中國人。

我不是中國人。

Question words

他是誰？

這是什麼？

他在哪兒？

誰去？

哪個好？

你為什麼學中文？

你每天怎麼去學校？

這本書多少錢？

你什麼時候吃飯？

你會不會說法語？

Simplified characters

Stative verb

今天冷。

我冷。

他不冷。

Verb to be

我是中国人。

我不是中国人。

Question words

他是谁？

这是什么？

他在哪儿？

谁去？

哪个好？

你为什么学中文？

你每天怎么去学校？

这本书多少钱？

你什么时候吃饭？

你会不会说法语？

Subject and object

他喝茶。

他不喝茶。

Adverb

他常常喝茶。

他特別愛吃水果。

我非常喜歡聽音樂。

Modal verb

他會說普通話。

我們應該做作業。

Coordinated subjects/topics + *dou*

小明和小英都喜歡看書。

小明和小英都不喜歡看書。

Indirect questions

他問我去哪兒。

Pivotal construction

他請我喝茶。

Modification of nouns

With and without *de*

我有一個小電視。

我有一個很小的電視。

Choice type questions

你冷不冷？

你是不是英國人？

你喜不喜歡吃魚？

Subject and object

他喝茶。

他不喝茶。

Adverb

他常常喝茶。

他特別愛吃水果。

我非常喜歡聽音樂。

Modal verb

他會說普通話。

我們應該做作業。

Coordinated subjects/topics + *dou*

小明和小英都喜歡看書。

小明和小英都不喜歡看書。

Indirect questions

他問我去哪兒。

Pivotal construction

他請我喝茶。

Modification of nouns

With and without *de*

我有一個小電視。

我有一個很小的電視。

Choice type questions

你冷不冷？

你是不是英國人？

你喜不喜歡吃魚？

你冷嗎？

你是英國人嗎？

你喜歡吃魚嗎？

Measure words

他三歲。

多少天？十四天。

Quantifying

多少人？十個。

幾本書？三本。

Specifying

哪個人？那個人。

哪本書？這本書。

每個人都喝茶。

Number, measurement, currency

Asking quantity, price, etc.

多少錢？

多高？

有幾本書？

他幾歲？

Prices

三十塊錢。

三十元。

三十鎊。

Prices for items (asking)

蘋果多少錢一斤？

你冷吗？

你是英国人吗？

你喜欢吃鱼吗？

Measure words

他三岁。

多少天？十四天。

Quantifying

多少人？十个。

几本书？三本。

Specifying

哪个人？那个人。

哪本书？这本书。

每个人都喝茶。

Number, measurement, currency

Asking quantity, price, etc.

多少钱？

多高？

有几本书？

他几岁？

Prices

三十块钱。

三十元。

三十鎊。

Prices for items (asking)

苹果多少钱一斤？

Prices for items (answering)

十塊一斤。

Reduplication of measure words (every)

他天天都去看電影。

Use of modal particle /e

a) to indicate that limits have been passed

他太高興了。

b) to indicate a new situation or progression

他累了。

我不想打球了。

c) to express an imminent action

北京快到了。

快要下雨了。

d) to express a completed action

中學畢業後，他就上了大學。

e) to express an accomplished fact

他已經到北京了嗎？

早就到了。

Conjunctions

和

雖然……，但是……

要是……，就……

因為……，所以……

也……，也……

Prices for items (answering)

十块一斤。

Reduplication of measure words (every)

他天天都去看电影。

Use of modal particle /e

a) to indicate that limits have been passed

他太高兴了。

b) to indicate a new situation or progression

他累了。

我不想打球了。

c) to express an imminent action

北京快到了。

快要下雨了。

d) to express a completed action

中学毕业后，他就上了大学。

e) to express an accomplished fact

他已经到北京了吗？

早就到了。

Conjunctions

和

虽然……，但是……

要是……，就……

因为……，所以……

也……，也……

除了……以外，……都/也……

一…… 就……

越…… 越……

如果…… 就……

不但…… 而且……

Expression of location

你家在哪兒？

在市中心。

Stative verbs as adverbs

好吃，好看，容易找，

難學 etc.

Coverbs *zai, yong, gei*, etc.

他在小學教書。

請你用普通話說。

我給他寫信。

我替他做飯。

Extended usage of question words

a) used in indefinite sense

我不買什麼。

不怎麼清楚。

b) used to express inclusiveness and exclusiveness

我什麼都吃。

誰都不認識他。

除了……以外，……都/也……

一…… 就……

越…… 越……

如果…… 就……

不但…… 而且……

Expression of location

你家在哪儿？

在市中心。

Stative verbs as adverbs

好吃，好看，容易找，

难学 etc.

Coverbs *zai, yong, gei*, etc.

他在小学教书。

请你用普通话说。

我给他写信。

我替他做饭。

Extended usage of question words

a) used in indefinite sense

我不买什么。

不怎么清楚。

b) used to express inclusiveness and exclusiveness

我什么都吃。

谁都不认识他。

Verbs of movement

coming and going

我從家裏來。

他要從法國去德國。

means of travel

從倫敦到北京坐飛機要多少錢？

purpose in coming and going

我去郵局買郵票。

他去朋友家聽音樂。

Time expressions

a) asking the time

幾點（鐘）？

你甚麼時候去？

b) word order in time expressions year,

month, day: 年月日

time of day, hour: 早上, 點, 分

c) time expressions placed before verb

火車幾點鐘開？

d) expression of length of time

從你家到學校要幾個小時？

e) Use of *jiu* and *cai* with time expressions

他早上七點就來了，太早了。

我十一點才到，太晚了。

Verbs of movement

coming and going

我从家里来。

他要从法国去德国。

means of travel

从伦敦到北京坐飞机要多少钱？

purpose in coming and going

我去邮局买邮票。

他去朋友家听音乐。

Time expressions

a) asking the time

几点（钟）？

你什么时候去？

b) word order in time expressions year,

month, day: 年月日

time of day, hour: 早上, 点, 分

c) time expressions placed before verb

火车几点钟开？

d) expression of length of time

从你家到学校要几个小时？

e) Use of *jiu* and *cai* with time expressions

他早上七点就来了，太早了。

我十一点才到，太晚了。

Experiential suffix *guo*

你去過中國嗎？

我沒去過。

Comparison

上海比南京大。

他的自行車跟我的一樣。

他的自行車跟我的一樣好。

Degree of comparison

他比他哥哥更高。

他比他哥哥高一點兒。

她比他哥哥高得多。

Comparison of verb phrases

他打球打得比我好。

他打球比我打得好。

他球打得比我好。

Verb complements

Resultative and potential complements

看見 看不見 看得見

買到 買不到 買得到

Directional complements

跑上去 走下來 站起來

Intensifying complements

冷得很 冷極了 冷得不得了

美得很 美極了 美得不得了

Experiential suffix *guo*

你去過中國嗎？

我沒去過。

Comparison

上海比南京大。

他的自行車跟我的一樣。

他的自行車跟我的一樣好。

Degree of comparison

他比他哥哥更高。

他比他哥哥高一點兒。

她比他哥哥高得多。

Comparison of verb phrases

他打球打得比我好。

他打球比我打得好。

他球打得比我好。

Verb complements

Resultative and potential complements

看見 看不見 看得見

買到 買不到 買得到

Directional complements

跑上去 走下來 站起來

Intensifying complements

冷得很 冷極了 冷得不得了

美得很 美極了 美得不得了

Distance

火車站離這兒多遠？

火車站離這兒很近/遠。

Distance

火车站离这儿多远？

火车站离这儿很近/远。

Ba construction

他把我的自行車騎走了。

我把你的書放在桌子上了。

Ba construction

他把我的自行车骑走了。

我把你的书放在桌子上了。

Adverbial de

他生氣地走了。

她高興地跑過來。

Adverbial de

他生气地走了。

她高兴地跑过来。

Appendix 6: Minimum core vocabulary list

The following vocabulary list is intended to help you plan work in relation to your programmes of study. Assessment tasks targeted at grades 1 to 5 will be based on this vocabulary list, although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. As well as specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months, etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. Many of the vocabulary items included under 'High Frequency Language' are covered in the specification (please also see *Appendix 5: Grammar list*).

Traditional characters

High Frequency Language

Pronouns

| | |
|--------|---------------------|
| 我 | <i>I, me</i> |
| 你 | <i>you</i> |
| 他 | <i>he, him</i> |
| 她 | <i>she, her, it</i> |
| 我們 | <i>we, us</i> |
| 你們 | <i>you (plural)</i> |
| 他們, 她們 | <i>they, them</i> |
| 這 | <i>this</i> |
| 那 | <i>that</i> |

Countries/nationalities/languages

| | |
|--------|---|
| 中國 | <i>China</i> |
| 英國 | <i>United Kingdom</i> |
| 法國 | <i>France</i> |
| 美國 | <i>United States</i> |
| 國家 | <i>country</i> |
| 國籍 | <i>nationality</i> |
| 漢語/普通話 | <i>Modern Standard Chinese/Mandarin</i> |
| 中國話 | <i>Chinese language</i> |
| 法文 | <i>French language</i> |
| 英語 | <i>English language</i> |
| 外語 | <i>foreign language</i> |
| 語言 | <i>language</i> |

Numbers

一, 二, 三, 四, 五,
六, 七, 八, 九, 十

1 - 10

兩

(for quantity) two + measure word + noun

百

hundred

千

thousand

多

many, how (+ adjectives)

少

few

幾個

several

Quantities

個

the most common measure word

本

measure word for books

只

measure word for animals

件

an item of (clothing)

張

measure word for table, picture, map, etc.

條

*a measure word for fish, rivers, boats, tie, etc.
(something narrow and long)*

片

measure word denoting 'slice', 'strip'

Colours

顏色

colour

白

white

黑

black

紅

red

黃

yellow

藍

blue

綠

green

金

gold

銀

silver

Time expressions

| | |
|--------|--------------------------|
| 現在 | <i>now</i> |
| 點 | <i>o'clock</i> |
| 半 | <i>half</i> |
| 時間 | <i>time</i> |
| 月 | <i>month</i> |
| 號/日 | <i>date</i> |
| 昨天 | <i>yesterday</i> |
| 今天 | <i>today</i> |
| 明天 | <i>tomorrow</i> |
| 每天, 天天 | <i>every day</i> |
| 去年 | <i>last year</i> |
| 今年 | <i>this year</i> |
| 明年 | <i>next year</i> |
| 早上 | <i>morning</i> |
| 上午 | <i>morning, forenoon</i> |
| 中午 | <i>midday</i> |
| 下午 | <i>afternoon</i> |
| 晚上 | <i>evening</i> |
| 星期 | <i>week</i> |
| 週末 | <i>weekend</i> |
| 上(個)星期 | <i>last week</i> |
| 這個星期 | <i>this week</i> |
| 下(個)星期 | <i>next week</i> |
| 上個月 | <i>last month</i> |
| 這個月 | <i>this month</i> |
| 下個月 | <i>next month</i> |
| 小時/鐘頭 | <i>hour</i> |
| 分, 分鐘 | <i>minute</i> |

| | |
|---------------|--------------------------------|
| 從..... 到..... | <i>from... to...</i> |
| 將來 | <i>future, in the future</i> |
|以前 | <i>before...</i> |
|以後 | <i>after...</i> |
|的時候 | <i>when, at the time of...</i> |
| 總是 | <i>always</i> |
| 有時候 | <i>sometimes</i> |
| 常常 | <i>often</i> |
| 已經 | <i>already</i> |
| 馬上 | <i>immediately</i> |
| 很久 | <i>(for a) long time</i> |

Days of the week

| | |
|-----------------------|---|
| 星期一, 二, 三, 四, 五, 六 | <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> |
| 星期日, 星期天 | <i>Sunday</i> |

Months of the year

| | |
|-------------------|---|
| 一, 二, 三,十二月 | <i>January, February, March... December</i> |
|-------------------|---|

Verbs

| | |
|-------|--|
| 是 | <i>to be</i> |
| 有 | <i>to have</i> |
| 在 | <i>to be in, at, on</i> |
| 叫 | <i>to call, to be named</i> |
| 說 | <i>to say, speak, talk</i> |
| 借 | <i>borrow</i> |
| 吃 | <i>to eat</i> |
| 喝 | <i>to drink</i> |
| 學 (習) | <i>to learn, to study</i> |
| 打 | <i>to play (ball game), make (phone call), to beat</i> |

| | |
|-------|---|
| 上 | <i>(to ascend) to be on board, to begin (a lesson)</i> |
| 下 | <i>(to descend) to have alighted (from a vehicle), to finish (a lesson)</i> |
| 做 | <i>to do, to be/become (occupation)</i> |
| 問 | <i>to ask</i> |
| 懂 | <i>to understand</i> |
| 聽 | <i>to listen/hear</i> |
| 寫 | <i>to write</i> |
| 畫 (圖) | <i>to draw/paint (picture)</i> |
| 練習 | <i>Practice/practice</i> |
| 看 | <i>to see, read, watch, look at</i> |
| 見/見面 | <i>to see, to meet</i> |
| 住 | <i>to live</i> |
| 請 | <i>to invite, to ask, please</i> |
| 讓 | <i>to let, to allow, to make</i> |
| 進 | <i>to enter</i> |
| 出 | <i>to go out</i> |
| 坐 | <i>to sit, to travel by</i> |
| 唱 | <i>to sing</i> |
| 踢 | <i>to play (football), kick</i> |
| 跳 | <i>to jump</i> |
| 玩 | <i>to play</i> |
| 買 | <i>to buy</i> |
| 賣 | <i>to sell</i> |
| 穿 | <i>to wear, to put on</i> |
| 用 | <i>to use</i> |
| 來 | <i>to come</i> |
| 去 | <i>to go</i> |
| 回 | <i>to return</i> |

| | |
|-----------------|---|
| 到 | <i>to arrive, to get to</i> |
| 試 | <i>to try</i> |
| 停 | <i>to stop</i> |
| 等 | <i>to wait for</i> |
| 放 | <i>to put, to set free</i> |
| 給 | <i>to give</i> |
| 記 | <i>to remember, to write down</i> |
| 忘 | <i>to forget</i> |
| 笑 | <i>to laugh, smile</i> |
| 洗 | <i>to wash</i> |
| 找 | <i>to find, to look for</i> |
| 過 | <i>to cross (road, bridge, river, etc.), to celebrate</i> |
| 騎 (馬/自行車) | <i>to ride (a horse, bicycle)</i> |
| 租 | <i>to rent</i> |
| 訂 | <i>to book, to reserve</i> |
| 開車 | <i>to drive a car</i> |
| 開 (燈/電視/門 etc.) | <i>to open, switch on, turn on</i> |
| 關 (燈/電視/門 etc.) | <i>to close, to switch off, to turn off</i> |
| 換 (錢/車/衣服 etc.) | <i>to change (money/car/clothes)</i> |
| 花 (時間/錢) | <i>to spend (time/money)</i> |
| 送 (禮物) | <i>to give (present), to deliver, to say goodbye to someone</i> |
| 發 (電子郵件) | <i>to send (an email)</i> |
| 寄 (信) | <i>to send (a letter)</i> |
| 接 | <i>to answer a phone call, to pick up someone</i> |
| 睡覺 | <i>to sleep</i> |
| 告訴 | <i>to tell</i> |
| 知道 | <i>to know</i> |
| 認識 | <i>to know (be familiar with)</i> |

| | |
|------------|----------------------------|
| 希望 | <i>to hope</i> |
| 開始 | <i>to begin</i> |
| 覺得 | <i>to think, to feel</i> |
| 參加 | <i>to take part in</i> |
| 參觀 | <i>to visit (places)</i> |
| 幫助 | <i>to help</i> |
| 回答 | <i>to answer, to reply</i> |
| 對..... 有興趣 | <i>to be interested in</i> |
| 愛 | <i>to love</i> |
| 喜歡 | <i>to like</i> |

Modal verbs

| | |
|----|--|
| 會 | <i>can, to be able to</i> |
| 想 | <i>to plan to, to want</i> |
| 要 | <i>would like to, to want, to need</i> |
| 能 | <i>can, be able to, to be allowed to</i> |
| 可以 | <i>may, can</i> |
| 應該 | <i>should</i> |

Adjectives

| | |
|-----|--------------|
| 大 | <i>big</i> |
| 小 | <i>small</i> |
| 早 | <i>early</i> |
| 晚 | <i>late</i> |
| 好 | <i>good</i> |
| 壞 | <i>bad</i> |
| 老/舊 | <i>old</i> |
| 新 | <i>new</i> |
| 忙 | <i>busy</i> |
| 累 | <i>tired</i> |

| | |
|------|-----------------------------------|
| 快 | <i>fast, quick</i> |
| 慢 | <i>slow</i> |
| 餓 | <i>hungry</i> |
| 飽 | <i>full up with food</i> |
| 渴 | <i>thirsty</i> |
| 髒 | <i>dirty</i> |
| 冷 | <i>cold</i> |
| 熱 | <i>hot</i> |
| 對 | <i>correct, right</i> |
| 錯 | <i>incorrect, wrong</i> |
| 遠 | <i>far</i> |
| 近 | <i>near, close</i> |
| 胖, 肥 | <i>fat</i> |
| 瘦 | <i>thin</i> |
| 高 | <i>high, tall</i> |
| 长 | <i>long</i> |
| 短 | <i>short</i> |
| 難 | <i>hard, difficult</i> |
| 容易 | <i>easy</i> |
| 努力 | <i>hardworking</i> |
| 舒服 | <i>comfortable</i> |
| 高興 | <i>pleased, happy, glad</i> |
| 快樂 | <i>happy</i> |
| 開心 | <i>happy</i> |
| 好玩兒 | <i>interesting, amusing, cute</i> |
| 好吃 | <i>delicious</i> |
| 生氣 | <i>angry</i> |
| 安靜 | <i>quiet</i> |
| 漂亮 | <i>beautiful</i> |

| | |
|-----|---------------------------|
| 可愛 | <i>lovely, loveable</i> |
| 健康 | <i>healthy, health</i> |
| 乾淨 | <i>clean</i> |
| 有趣 | <i>funny, interesting</i> |
| 有意思 | <i>interesting</i> |
| 沒意思 | <i>boring</i> |
| 有用 | <i>useful</i> |
| 有錢 | <i>rich</i> |
| 一樣 | <i>same</i> |

Adverbs

| | |
|------|--------------------------------------|
| 不 | <i>not</i> |
| 沒（有） | <i>not (have)</i> |
| 很 | <i>very</i> |
| 也 | <i>also, too</i> |
| 都 | <i>both, all</i> |
| 再 | <i>again</i> |
| 还 | <i>still, yet, also, furthermore</i> |
| 更 | <i>even more</i> |
| 當然 | <i>certainly/of course</i> |

Question words

| | |
|-------|----------------------------|
| 嗎 | <i>a question particle</i> |
| 呢 | <i>a modal particle</i> |
| 吧 | <i>a modal particle</i> |
| 還是……? | <i>or...?</i> |
| 什麼 | <i>what</i> |
| 誰 | <i>who</i> |
| 哪 | <i>which</i> |
| 哪兒 | <i>where</i> |

| | |
|------|-------------------------------------|
| 為什麼 | <i>why</i> |
| 什麼時候 | <i>when</i> |
| 幾，多少 | <i>how many/how much</i> |
| 幾點 | <i>what time (o'clock)</i> |
| 怎麼 | <i>how?, how to...</i> |
| 怎麼樣 | <i>what is... like? , how is...</i> |

Locations

| | |
|-----------|------------------------------------|
| 這裡，這兒 | <i>here</i> |
| 那裡，那兒 | <i>there</i> |
| 左 | <i>left</i> |
| 右 | <i>right</i> |
| 前（邊） | <i>in front of</i> |
| 後（邊） | <i>behind</i> |
| 中間（兒） | <i>middle</i> |
| 對面 | <i>opposite</i> |
| 附近 | <i>nearby</i> |
| 在..... 之間 | <i>in between...</i> |
| 離 | <i>away from, distant/far from</i> |
| 往 | <i>towards</i> |

Connecting words

| | |
|---------------------------|---------------------------------------|
| 和 | <i>and</i> |
| 然後 | <i>then, afterwards</i> |
| 因為 | <i>because</i> |
| 所以 | <i>so, therefore</i> |
| 雖然 | <i>although</i> |
| 可是/但是 | <i>but, however</i> |
| 一邊（兒）..... 一邊 （兒）..... | <i>while... (at the same time)...</i> |

| | |
|---------------|--------------------------------|
| 比 | <i>(comparative) than</i> |
| 越..... 越..... | <i>the more... the more...</i> |
| 越來越..... | <i>more and more...</i> |
| 又..... 又..... | <i>not only... but also...</i> |

Social conventions

| | |
|-----|--------------------------|
| 你好 | <i>hello</i> |
| 大家好 | <i>hello everyone</i> |
| 晚上好 | <i>good evening</i> |
| 晚安 | <i>good night</i> |
| 再見 | <i>goodbye</i> |
| 明天見 | <i>see you tomorrow</i> |
| 請問 | <i>excuse me</i> |
| 謝謝 | <i>thank you</i> |
| 對不起 | <i>sorry</i> |
| 沒關係 | <i>it doesn't matter</i> |

Useful abbreviations

| | |
|-------------------------|-----------------|
| 中學會考 | <i>GCSE</i> |
| 高等程度會考 | <i>A Levels</i> |
| CD | <i>CD</i> |
| DVD | <i>DVD</i> |
| MP3 (pronounced as san) | <i>MP3</i> |
| iPad | <i>iPad</i> |
| U 盤 | <i>USB</i> |

Other high frequency words & expressions

| | |
|---------------|--|
| 的 | <i>a structure particle for noun phrases</i> |
| 地 | <i>adverbial marker, used before a verb</i> |
| 得 | <i>complement of degree, used after a verb</i> |
| 最 | <i>the most</i> |
| 每 | <i>every</i> |
| 第 | <i>prefix (for ordinal numbers)</i> |
| 太太 | <i>Mrs</i> |
| 小姐 | <i>Miss</i> |
| 先生 | <i>Mr, Sir</i> |
| 一点儿 | <i>a bit</i> |
| 些/一些 | <i>some</i> |
| 号码 | <i>number</i> |
| 東西 | <i>thing</i> |
| 事情 | <i>matter</i> |
| 一直走 | <i>go straight on</i> |
| 下一個 | <i>the next</i> |
| 還可以 | <i>Okay, alright</i> |
| 差不多 | <i>almost</i> |
| 不錯 | <i>quite good</i> |
| 非常 | <i>extremely</i> |
| 太..... 了 | <i>too...</i> |
|極了 | <i>extremely...</i> |
| 先..... 再..... | <i>first... then...</i> |
| 跟/和..... 一起 | <i>together with...</i> |
| 快要..... 了 | <i>to be about to...</i> |
| 可能 | <i>perhaps, possibly</i> |
| 正在 | <i>to be in the process of</i> |

為了.....

for, in order to...

我認為

in my opinion

我覺得

I think, I feel, in my opinion

Topic-related vocabulary

Topic area A – Home and abroad

1 Life in the town and rural life

| | |
|-----|-------------------------------------|
| 地方 | <i>place</i> |
| 城市 | <i>city</i> |
| 市中心 | <i>city centre</i> |
| 郊區 | <i>suburb</i> |
| 路 | <i>road, line/route, bus number</i> |
| 北京 | <i>Beijing</i> |
| 上海 | <i>Shanghai</i> |
| 廣州 | <i>Guangzhou</i> |
| 香港 | <i>Hong Kong</i> |
| 臺灣 | <i>Taiwan</i> |
| 倫敦 | <i>London</i> |
| 工廠 | <i>factory</i> |
| 橋 | <i>bridge</i> |
| 方便 | <i>convenient</i> |

2 Holidays, tourist information and directions

| | |
|---------|--|
| 放假 | <i>to be on holiday, to have a holiday</i> |
| 假期 | <i>holiday</i> |
| 旅遊 | <i>to travel, tour, tourism</i> |
| 訂（房, 票） | <i>book (tickets/hotel, etc.)</i> |
| 飯店/酒店 | <i>hotel</i> |
| 服務員 | <i>attendant</i> |
| 問題 | <i>question, problem</i> |
| 空調 | <i>air-conditioning</i> |

| | |
|--------|--|
| 房間 | <i>room</i> |
| 廁所/洗手間 | <i>toilet</i> |
| 電視（機） | <i>TV, television (set)</i> |
| 游泳池 | <i>swimming pool</i> |
| 廣場 | <i>square</i> |
| 入口 | <i>entrance</i> |
| 出口 | <i>exit</i> |
| 地圖 | <i>map</i> |
| 送 | <i>to see someone off, to give something to someone as a present</i> |
| 行李 | <i>luggage</i> |
| 照相機 | <i>camera</i> |
| 護照 | <i>passport</i> |
| 紀念品 | <i>souvenir</i> |
| 明信片 | <i>postcard</i> |
| 風景 | <i>scenery</i> |
| 禮物 | <i>present, gift</i> |

3 Services (e.g. bank, post office)

| | |
|-----|-----------------------------|
| 銀行 | <i>bank</i> |
| 圖書館 | <i>library</i> |
| 博物館 | <i>museum</i> |
| 體育館 | <i>gym, gymnasium</i> |
| 醫院 | <i>hospital</i> |
| 電影院 | <i>cinema</i> |
| 表演 | <i>perform, performance</i> |
| 警察局 | <i>police station</i> |
| 郵局 | <i>post office</i> |
| 郵票 | <i>stamp</i> |
| 小吃店 | <i>snack bar</i> |

| | |
|-----|-----------------------------|
| 快餐店 | <i>fast food restaurant</i> |
| 公園 | <i>park</i> |
| 動物園 | <i>zoo</i> |

4 Customs

| | |
|------|------------------------|
| 廟 | <i>temple</i> |
| 大教堂 | <i>cathedral</i> |
| 教堂 | <i>church</i> |
| 禮物 | <i>present, gift</i> |
| 生日 | <i>birthday</i> |
| 聖誕快樂 | <i>happy Christmas</i> |
| 慶祝 | <i>to celebrate</i> |
| 復活節 | <i>Easter</i> |
| 耶誕節 | <i>Christmas</i> |
| 節日 | <i>Festival</i> |
| 紅包 | <i>red pocket</i> |
| 傳統的 | <i>traditional</i> |
| 宗教 | <i>religion</i> |
| 習慣 | <i>habit</i> |

5 Everyday life, traditions and communities

| | |
|-------|-------------------------|
| 長城 | <i>the Great Wall</i> |
| 天安門廣場 | <i>Tiananmen Square</i> |
| 熊貓 | <i>panda</i> |
| 風箏 | <i>kite</i> |
| 筷子 | <i>chopsticks</i> |
| 書法 | <i>calligraphy</i> |
| 國畫 | <i>Chinese painting</i> |
| 毛筆 | <i>Chinese brush</i> |

| | |
|---------|---|
| 春節/中國新年 | <i>Spring Festival/Chinese New Year</i> |
| 端午節/龍舟節 | <i>the Dragon Boat Festival</i> |
| 龍舟 | <i>dragon boat</i> |
| 中秋節 | <i>the Mid-Autumn Festival</i> |
| 舞龍 | <i>dragon dance</i> |
| 舞獅 | <i>lion dance</i> |

Topic area B – Education and employment

1 School life and routine

| | |
|-------|--|
| 學生 | <i>student</i> |
| 小學 | <i>primary school</i> |
| 中學 | <i>secondary school</i> |
| 大學 | <i>university</i> |
| 同學 | <i>schoolmate, classmate</i> |
| 學校 | <i>school</i> |
| 學期 | <i>school term</i> |
| 起床 | <i>get up</i> |
| 睡覺 | <i>sleep</i> |
| 上學 | <i>to go to school (as a student)</i> |
| 上課 | <i>to attend class, to go to class</i> |
| 作業 | <i>homework</i> |
| 課本 | <i>textbook</i> |
| 考試 | <i>examination</i> |
| 科目 | <i>school subject</i> |
| 數學 | <i>maths</i> |
| 科學 | <i>science</i> |
| 體育 | <i>P.E. (physical education)</i> |
| 歷史 | <i>history</i> |
| 地理 | <i>geography</i> |
| 音樂 | <i>music</i> |
| 美術/藝術 | <i>art</i> |
| 戲劇 | <i>drama</i> |
| 教室 | <i>classroom</i> |
| 禮堂 | <i>assembly hall</i> |
| 運動場 | <i>sports ground</i> |

| | |
|-----|----------------|
| 圖書館 | <i>library</i> |
| 書 | <i>book</i> |
| 筆 | <i>pen</i> |

2 School rules and pressures

| | |
|-------|------------------------------------|
| 書 | <i>book</i> |
| 教室 | <i>classroom</i> |
| 字典 | <i>dictionary</i> |
| 考試 | <i>examination</i> |
| 交換 | <i>exchange</i> |
| 外語 | <i>foreign languages</i> |
| 地理 | <i>geography</i> |
| 上學 | <i>go to school (as a student)</i> |
| 上課 | <i>have a lesson</i> |
| 校長 | <i>head teacher</i> |
| 歷史 | <i>history</i> |
| 作業 | <i>homework</i> |
| 數學 | <i>maths</i> |
| 音樂 | <i>music</i> |
| 筆 | <i>pen</i> |
| 壓力 | <i>pressure</i> |
| 小學 | <i>primary school</i> |
| 成績 | <i>results, marks, achievement</i> |
| 規則 | <i>rule</i> |
| 學校 | <i>school</i> |
| 學校的一天 | <i>school day</i> |
| 學期 | <i>school term</i> |
| 校服 | <i>school uniform</i> |
| 同學 | <i>schoolmate, classmate</i> |

| | |
|-------|----------------------------|
| 科學 | <i>science</i> |
| 中學 | <i>secondary school</i> |
| 學生 | <i>student</i> |
| 科目 | <i>subject</i> |
| 老師/教師 | <i>teacher</i> |
| 生物 | <i>Biology</i> |
| 休息 | <i>break</i> |
| 慶祝成功 | <i>celebrating success</i> |
| 化學 | <i>Chemistry</i> |
| 文章 | <i>essay</i> |
| 畢業 | <i>graduate</i> |
| 分數 | <i>mark, grade</i> |
| 物理 | <i>physics</i> |

3 School trips, events and exchanges

| | |
|-----------|--|
| 校際交換 | <i>school exchange</i> |
| 學校活動 | <i>school events/school activities</i> |
| 留學生 | <i>student studying abroad</i> |
| （上課 ） 時間表 | <i>timetable</i> |
| 集中/用心 | <i>to pay attention</i> |
| 暑假 | <i>summer holiday</i> |
| 打算 | <i>plan, intention</i> |
| 學校類型 | <i>type of school</i> |
| 大學 | <i>university</i> |
| 高考 | <i>GCE equivalent</i> |
| 中學會考 | <i>GCSE equivalent</i> |
| 計畫 | <i>plan, to plan</i> |

4 Work, careers and volunteering

| | |
|-----------|--------------------------------|
| 工作 | <i>job</i> |
| 兼職 | <i>part-time</i> |
| 工資 | <i>salary</i> |
| 校長 | <i>headteacher</i> |
| 老師 | <i>teacher (title)</i> |
| 廚師 | <i>cook, chef</i> |
| 司機 | <i>driver</i> |
| 記者 | <i>journalist</i> |
| 演員 | <i>actor/actress</i> |
| 歌星 | <i>singer</i> |
| 經理 | <i>manager</i> |
| 科學家 | <i>scientist</i> |
| 工程師 | <i>engineer</i> |
| 作家 | <i>writer, author</i> |
| 商人 | <i>businessman</i> |
| 工人 | <i>worker</i> |
| 做生意 | <i>do business/trade</i> |
| 醫生/大夫 | <i>doctor</i> |
| 護士 | <i>nurse</i> |
| 訪問/採訪 | <i>interview</i> |
| 上班/下班 | <i>go to work/ finish work</i> |
| 申請 | <i>to apply, application</i> |
| 訓練/培訓 | <i>training</i> |
| 兼職 | <i>part time</i> |
| 全職 | <i>full time</i> |
| 志願者/義工 | <i>volunteer</i> |
| 志願服務/義工服務 | <i>volunteering</i> |

5 Future plans

| | |
|-----|------------------------------|
| 將來 | <i>the future</i> |
| 賺錢 | <i>to earn money</i> |
| 工作 | <i>work, job</i> |
| 工資 | <i>salary, wages</i> |
| 公司 | <i>company</i> |
| 休息 | <i>break, rest</i> |
| 打算 | <i>plan, intention</i> |
| 畢業 | <i>graduate</i> |
| 申請 | <i>to apply, application</i> |
| 零用錢 | <i>pocket money</i> |

Topic area C – Personal life and relationships

1 House and home

| | |
|----|-------------------------------|
| 房子 | <i>house</i> |
| 樓 | <i>floor/storey, building</i> |
| 花園 | <i>garden</i> |
| 廚房 | <i>kitchen</i> |
| 飯廳 | <i>dining room</i> |
| 臥室 | <i>bedroom</i> |
| 客廳 | <i>sitting room</i> |
| 沙發 | <i>sofa</i> |
| 冰箱 | <i>fridge</i> |
| 桌子 | <i>table</i> |
| 椅子 | <i>chair</i> |
| 衣櫃 | <i>wardrobe</i> |
| 書架 | <i>bookshelf</i> |
| 燈 | <i>light, lamp</i> |
| 門 | <i>door</i> |
| 鐘 | <i>clock</i> |

2 Daily routines and helping at home

| | |
|----|--------------------------------|
| 貓 | <i>cat</i> |
| 鳥 | <i>bird</i> |
| 寵物 | <i>pet</i> |
| 家務 | <i>housework</i> |
| 做飯 | <i>to cook, prepare a meal</i> |
| 打掃 | <i>clean</i> |

3 Role models

| | |
|-------|----------------------|
| 演員 | <i>actor/actress</i> |
| 廣告 | <i>advert</i> |
| 歌星 | <i>singer</i> |
| 偶像 | <i>idol</i> |
| 歌 | <i>song</i> |
| 有名/著名 | <i>famous</i> |
| 足球運動員 | <i>footballer</i> |
| 榜樣 | <i>role model</i> |
| 報紙 | <i>newspaper</i> |
| 雜誌 | <i>magazine</i> |
| 明星 | <i>celebrities</i> |

4 Relationships with family and friends

| | |
|------|--------------------------------|
| 媽媽 | <i>mother</i> |
| 哥哥 | <i>elder brother</i> |
| 姐姐 | <i>elder sister</i> |
| 弟弟 | <i>younger brother</i> |
| 妹妹 | <i>younger sister</i> |
| 兄弟姐妹 | <i>sibling(s)</i> |
| 男 | <i>male</i> |
| 女 | <i>female</i> |
| 先生 | <i>Mr., husband</i> |
| 太太 | <i>Mrs., wife</i> |
| 父母 | <i>parents</i> |
| 自己 | <i>self, oneself</i> |
| 介紹 | <i>introduce</i> |
| 名字 | <i>first name, family name</i> |

| | |
|--------|--------------------------|
| 姓名 | <i>full name</i> |
| 年齡 | <i>age</i> |
|歲 | <i>...years old</i> |
| 生日 | <i>birthday</i> |
| 年 | <i>year</i> |
| 出生 | <i>birth, to be born</i> |
| 出生日期 | <i>date of birth</i> |
| 地點 | <i>venue, place</i> |
| 朋友 | <i>friend</i> |
| 年輕人 | <i>young people</i> |
| 老年人 | <i>elderly people</i> |
| 頭髮 | <i>hair</i> |
| 眼睛 | <i>eye</i> |
| 眼鏡 | <i>glasses</i> |
| 個子 | <i>height</i> |
| 衣服 | <i>clothes</i> |
| 校服 | <i>school uniform</i> |
| 鞋 | <i>shoe(s)</i> |
| 運動鞋 | <i>trainer(s)</i> |
| 裙子 | <i>skirt</i> |
| 褲子 | <i>trousers</i> |
| 毛衣 | <i>sweater/jumper</i> |
| 手錶 | <i>watch</i> |

5 Childhood

| | |
|--------|-----------------------|
| 童年/小時候 | <i>childhood</i> |
| 兒童/孩子 | <i>child/kid</i> |
| 長大 | <i>to grow up</i> |
| 成人 | <i>grown-up/adult</i> |

| | |
|-----|--------------------------|
| 講故事 | <i>to tell (a story)</i> |
| 更喜歡 | <i>to prefer</i> |
| 玩具 | <i>toy</i> |
| 年輕人 | <i>young person</i> |

Topic area D – The modern world

1 Environmental issues

| | |
|------|-----------------------|
| 山 | <i>mountain, hill</i> |
| 河/江 | <i>river</i> |
| 湖 | <i>lake</i> |
| (大)海 | <i>sea</i> |
| 土地 | <i>land/earth</i> |
| 花 | <i>flower</i> |
| 草 | <i>grass</i> |
| 樹 | <i>tree</i> |
| 森林 | <i>forest</i> |
| 天空 | <i>sky</i> |
| 空氣 | <i>air</i> |
| 新鮮 | <i>fresh</i> |
| 太陽 | <i>sun</i> |
| 月亮 | <i>moon</i> |
| 地球 | <i>earth</i> |
| 污染 | <i>Pollution</i> |
| 紙 | <i>paper</i> |
| 保護 | <i>protection</i> |
| 環境 | <i>enviroment</i> |

2 Weather and climate

| | |
|----|---------------|
| 春天 | <i>spring</i> |
| 夏天 | <i>summer</i> |
| 秋天 | <i>autumn</i> |
| 冬天 | <i>winter</i> |
| 晴天 | <i>sunny</i> |
| 多雲 | <i>cloud</i> |

| | |
|----|--------------------|
| 風 | <i>wind</i> |
| 颶風 | <i>being windy</i> |
| 雨 | <i>rain</i> |
| 下雨 | <i>to rain</i> |
| 雪 | <i>snow</i> |
| 霧 | <i>fog</i> |
| 太陽 | <i>sun</i> |
| 月亮 | <i>moon</i> |

3 Travel and transport

| | |
|--------|------------------------------------|
| 東 | <i>east</i> |
| 南 | <i>south</i> |
| 西 | <i>west</i> |
| 北 | <i>north</i> |
| 歡迎 | <i>to welcome</i> |
| 火車 | <i>train</i> |
| 汽車 | <i>car</i> |
| 公共汽車 | <i>public bus</i> |
| 計程車/的士 | <i>taxi</i> |
| 校車 | <i>school bus</i> |
| 馬 | <i>horse</i> |
| 站 | <i>a station, a stop, to stand</i> |
| 地鐵 | <i>underground</i> |
| 飛機 | <i>plane</i> |
| 飛機場 | <i>airport</i> |
| （坐）船 | <i>(travel by) boat</i> |
| 自行車，單車 | <i>bicycle</i> |
| 走路 | <i>on foot, to walk</i> |
| 行人 | <i>pedestrian</i> |

| | |
|------|-------------------------|
| 人行道 | <i>pavement</i> |
| 票 | <i>ticket</i> |
| 免費 | <i>free (of charge)</i> |
| 到（達） | <i>arrive</i> |

4 The media

| | |
|-----|----------------------------|
| 新聞 | <i>news</i> |
| 節目 | <i>programme</i> |
| 有名 | <i>famous, well known</i> |
| 名人 | <i>celebrities</i> |
| 電臺 | <i>radio station</i> |
| 報紙 | <i>newspaper</i> |
| 雜誌 | <i>magazine</i> |
| 電影 | <i>film</i> |
| 電視劇 | <i>soap</i> |
| 音樂會 | <i>concert</i> |
| 表演 | <i>performance</i> |
| 歌 | <i>song</i> |
| 舞 | <i>dance</i> |
| 廣告 | <i>Advertisement</i> |
| 國際 | <i>international</i> |
| 國內 | <i>domestic</i> |
| 世界 | <i>world</i> |
| 本地 | <i>local</i> |
| 有錢人 | <i>wealthy/rich people</i> |

5 Information and communication technology

| | |
|-------|-----------------------------------|
| 電話 | <i>telephone</i> |
| 手機 | <i>mobile</i> |
| 電腦 | <i>computer</i> |
| 電腦遊戲 | <i>computer game</i> |
| 電子郵件 | <i>email</i> |
| 上網 | <i>to be online, surf the web</i> |
| 網友 | <i>e-pal</i> |
| 網站 | <i>website</i> |
| 網頁 | <i>webpage</i> |
| 網址 | <i>email address</i> |
| 下載 | <i>download</i> |
| 詞典 | <i>dictionary</i> |
| 電子產品 | <i>electronic gadgets</i> |
| （發）短信 | <i>(to send) a text message</i> |
| 平板電腦 | <i>iPad</i> |

Topic area E – Social activities, fitness and health

1 Special occasions

| | |
|-------|-------------------------------|
| 生日 | <i>birthday</i> |
| 祝 | <i>to wish</i> |
| 新年好 | <i>Happy New Year</i> |
| 耶誕節 | <i>Christmas</i> |
| 餐廳/飯館 | <i>restaurant</i> |
| 外賣 | <i>takeaway</i> |
| 菜單 | <i>menu</i> |
| 點菜 | <i>to order (from a menu)</i> |
| 空閒時間 | <i>free time</i> |

2 Hobbies, interests, sports and exercise

| | |
|-------|--|
| 愛好 | <i>hobby</i> |
| 興趣 | <i>interest</i> |
| 小說 | <i>novel</i> |
| 散步 | <i>to take a walk, go for a stroll</i> |
| 爬山 | <i>climbing hills or mountains</i> |
| （做）運動 | <i>(to do) sport, exercise</i> |
| （踢）足球 | <i>(to play) football</i> |
| 網球 | <i>tennis</i> |
| 乒乓球 | <i>table tennis</i> |
| 籃球 | <i>basketball</i> |
| 羽毛球 | <i>badminton</i> |
| 游泳 | <i>swimming</i> |
| 跑步 | <i>running, jogging</i> |
| 滑雪 | <i>skiing</i> |
| 看書 | <i>read/reading</i> |
| 隊 | <i>team</i> |

| | |
|-------|---------------------------------|
| 隊員 | <i>team member, player</i> |
| 運動員 | <i>athlete, sportsman/woman</i> |
| 比賽 | <i>match, competition</i> |
| 看報(紙) | <i>to read a newspaper</i> |

3 Shopping and money matters

| | |
|---------------|--|
| 買 | <i>buy</i> |
| 賣 | <i>sell</i> |
| 買東西 | <i>shopping</i> |
| 便宜 | <i>cheap</i> |
| 貴 | <i>expensive</i> |
| 錢 | <i>money</i> |
| 錢包 | <i>wallet, purse</i> |
| 付錢 | <i>to pay</i> |
| 信用卡 | <i>credit card</i> |
| 零花錢/零用錢 | <i>pocket money</i> |
| (大)減價 | <i>(big) sale, discount, reduction</i> |
| 多少錢 | <i>how much?</i> |
| 商店 | <i>shop</i> |
| 關門 | <i>close</i> |
| 購物中心 | <i>shopping centre</i> |
| 超級市場 | <i>supermarket</i> |
| 百貨公司 | <i>department store</i> |
| (英)鎊 | <i>pound sterling</i> |
| 元/塊 | <i>yuan</i> |
| 歐元 | <i>Euro</i> |
| 號(大號, 中號, 小號) | <i>size (large, medium, small)</i> |

4 Accidents, injuries, common ailments and health issues

| | |
|-----|-------------------------------|
| 身體 | <i>body</i> |
| 病 | <i>ill</i> |
| 酒 | <i>wine, alcohol</i> |
| 吸煙 | <i>smoking, to smoke</i> |
| 疼/痛 | <i>ache, hurt, pain, sore</i> |
| 發燒 | <i>to have a fever</i> |
| 感冒 | <i>have a cold, flu</i> |
| 咳嗽 | <i>cough</i> |
| 頭 | <i>head</i> |
| 牙 | <i>teeth, tooth</i> |
| 耳 | <i>ear</i> |
| 心 | <i>heart</i> |
| 肚子 | <i>stomach</i> |
| 手 | <i>hand</i> |
| 腳 | <i>foot</i> |

5 Food and drink

| | |
|-------|-----------------------------|
| 米飯 | <i>(cooked/boiled) rice</i> |
| 早飯/早餐 | <i>breakfast</i> |
| 午飯/午餐 | <i>lunch</i> |
| 晚飯/晚餐 | <i>dinner</i> |
| 麵包 | <i>bread</i> |
| 面/麵條 | <i>noodles</i> |
| 魚 | <i>fish</i> |
| 雞 | <i>chicken</i> |
| 鴨 | <i>duck</i> |
| 蛋 | <i>egg(s)</i> |
| 炒 | <i>to fry, fried</i> |

| | |
|------|---------------------------|
| 炒飯/面 | <i>fried rice/noodles</i> |
| 烤 | <i>roast</i> |
| 肉 | <i>meat</i> |
| 豬肉 | <i>pork</i> |
| 牛肉 | <i>beef</i> |
| 點心 | <i>snack</i> |
| 青菜 | <i>vegetable</i> |
| 水 | <i>water</i> |
| 開水 | <i>boiled water</i> |
| 水果 | <i>fruit</i> |
| 果汁 | <i>fruit juice</i> |
| 牛奶 | <i>milk</i> |
| 湯 | <i>soup</i> |
| 汽水 | <i>fizzy drinks</i> |
| 茶 | <i>tea</i> |
| 咖啡 | <i>coffee</i> |
| 酒 | <i>wine, alcohol</i> |
| 餃子 | <i>dumpling</i> |
| 粽子 | <i>rice dumpling</i> |
| 月餅 | <i>moon cake</i> |

Simplified characters

High Frequency Language

Pronouns

| | |
|--------|---------------------|
| 我 | <i>I, me</i> |
| 你 | <i>you</i> |
| 他 | <i>he, him</i> |
| 她 | <i>she, her, it</i> |
| 我们 | <i>we, us</i> |
| 你们 | <i>you (plural)</i> |
| 他们, 她们 | <i>they, them</i> |
| 这 | <i>this</i> |
| 那 | <i>that</i> |

Countries/nationalities/languages

| | |
|--------|---|
| 中国 | <i>China</i> |
| 英国 | <i>United Kingdom</i> |
| 法国 | <i>France</i> |
| 美国 | <i>United States</i> |
| 国家 | <i>country</i> |
| 国籍 | <i>nationality</i> |
| 汉语/普通话 | <i>Modern Standard Chinese/Mandarin</i> |
| 中国话 | <i>Chinese language</i> |
| 法文 | <i>French language</i> |
| 英语 | <i>English language</i> |
| 外语 | <i>foreign language</i> |
| 语言 | <i>language</i> |

Numbers

一, 二, 三, 四, 五,
六, 七, 八, 九, 十

1 - 10

两

(for quantity) two + measure word + noun

百

hundred

千

thousand

多

many, how (+ adjectives)

少

few

几个

several

Quantities

个

the most common measure word

本

measure word for books

只

measure word for animals

件

an item of (clothing)

张

measure word for table, picture, map, etc.

条

*a measure word for fish, rivers, boats, tie etc.
(something narrow and long)*

片

measure word denoting 'slice', 'strip'

Colours

颜色

colour

白

white

黑

black

红

red

黄

yellow

蓝

blue

绿

green

金

gold

银

silver

Time expressions

| | |
|--------|--------------------------|
| 现在 | <i>now</i> |
| 点 | <i>o'clock</i> |
| 半 | <i>half</i> |
| 时间 | <i>time</i> |
| 月 | <i>month</i> |
| 号/日 | <i>date</i> |
| 昨天 | <i>yesterday</i> |
| 今天 | <i>today</i> |
| 明天 | <i>tomorrow</i> |
| 每天, 天天 | <i>every day</i> |
| 去年 | <i>last year</i> |
| 今年 | <i>this year</i> |
| 明年 | <i>next year</i> |
| 早上 | <i>morning</i> |
| 上午 | <i>morning, forenoon</i> |
| 中午 | <i>midday</i> |
| 下午 | <i>afternoon</i> |
| 晚上 | <i>evening</i> |
| 星期 | <i>week</i> |
| 周末 | <i>weekend</i> |
| 上(个)星期 | <i>last week</i> |
| 这个星期 | <i>this week</i> |
| 下(个)星期 | <i>next week</i> |
| 上个月 | <i>last month</i> |
| 这个月 | <i>this month</i> |
| 下个月 | <i>next month</i> |
| 小时/钟头 | <i>hour</i> |
| 分, 分钟 | <i>minute</i> |

| | |
|--------------|--------------------------------|
| 从.....到..... | <i>from... to...</i> |
| 将来 | <i>future, in the future</i> |
|以前 | <i>before...</i> |
|以后 | <i>after...</i> |
|的时候 | <i>when, at the time of...</i> |
| 总是 | <i>always</i> |
| 有时候 | <i>sometimes</i> |
| 常常 | <i>often</i> |
| 已经 | <i>already</i> |
| 马上 | <i>immediately</i> |
| 很久 | <i>(for a) long time</i> |

Days of the week

| | |
|-------------------|---|
| 星期一，二，三，四，五， 六 | <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> |
| 星期日，星期天 | <i>Sunday</i> |

Months of the year

| | |
|---------------|---|
| 一，二，三.....十二月 | <i>January, February, March... December</i> |
|---------------|---|

Verbs

| | |
|------|--|
| 是 | <i>to be</i> |
| 有 | <i>to have</i> |
| 在 | <i>to be in, at, on</i> |
| 叫 | <i>to call, to be named</i> |
| 说 | <i>to say, speak, talk</i> |
| 借 | <i>borrow</i> |
| 吃 | <i>to eat</i> |
| 喝 | <i>to drink</i> |
| 学（习） | <i>to learn, to study</i> |
| 打 | <i>to play (ball game), make (phone call), to beat</i> |

| | |
|-------|---|
| 上 | <i>(to ascend) to be on board, to begin (a lesson)</i> |
| 下 | <i>(to descend) to have alighted (from a vehicle), to finish (a lesson)</i> |
| 做 | <i>to do, to be/become (occupation)</i> |
| 问 | <i>to ask</i> |
| 懂 | <i>to understand</i> |
| 听 | <i>to listen/hear</i> |
| 写 | <i>to write</i> |
| 画 (图) | <i>to draw/paint (picture)</i> |
| 练习 | <i>Practice/practice</i> |
| 看 | <i>to see, read, watch, look at</i> |
| 见/见面 | <i>to see, to meet</i> |
| 住 | <i>to live</i> |
| 请 | <i>to invite, to ask, please</i> |
| 让 | <i>to let, to allow, to make</i> |
| 进 | <i>to enter</i> |
| 出 | <i>to go out</i> |
| 坐 | <i>to sit, to travel by</i> |
| 唱 | <i>to sing</i> |
| 踢 | <i>to play (football), kick</i> |
| 跳 | <i>to jump</i> |
| 玩 | <i>to play</i> |
| 买 | <i>to buy</i> |
| 卖 | <i>to sell</i> |
| 穿 | <i>to wear, to put on</i> |
| 用 | <i>to use</i> |
| 来 | <i>to come</i> |
| 去 | <i>to go</i> |
| 回 | <i>to return</i> |

| | |
|-----------------|---|
| 到 | <i>to arrive, to get to</i> |
| 试 | <i>to try</i> |
| 停 | <i>to stop</i> |
| 等 | <i>to wait for</i> |
| 放 | <i>to put, to set free</i> |
| 给 | <i>to give</i> |
| 记 | <i>to remember, to write down</i> |
| 忘 | <i>to forget</i> |
| 笑 | <i>to laugh, smile</i> |
| 洗 | <i>to wash</i> |
| 找 | <i>to find, to look for</i> |
| 过 | <i>to cross (road, bridge, river, etc.), to celebrate</i> |
| 骑 (马/自行车) | <i>to ride (a horse, bicycle)</i> |
| 租 | <i>to rent</i> |
| 订 | <i>to book, to reserve</i> |
| 开车 | <i>to drive a car</i> |
| 开 (灯/电视/门 etc.) | <i>to open, switch on, turn on</i> |
| 关 (灯/电视/门 etc.) | <i>to close, to switch off, to turn off</i> |
| 换 (钱/车/衣服 etc.) | <i>to change (money/car/clothes)</i> |
| 花 (时间/钱) | <i>to spend (time/money)</i> |
| 送 (礼物) | <i>to give (present), to deliver, to say goodbye to someone</i> |
| 发 (电子邮件) | <i>to send (an email)</i> |
| 寄 (信) | <i>to send (a letter)</i> |
| 接 | <i>to answer a phone call, to pick up someone</i> |
| 睡觉 | <i>to sleep</i> |
| 告诉 | <i>to tell</i> |
| 知道 | <i>to know</i> |
| 认识 | <i>to know (be familiar with)</i> |

| | |
|------------|-------------------------------|
| 希望 | <i>to hope</i> |
| 开始 | <i>to begin</i> |
| 觉得 | <i>to think, to feel</i> |
| 参加 | <i>to take part in</i> |
| 参观 | <i>to visit (places)</i> |
| 帮助 | <i>to help</i> |
| 回答 | <i>to answer, to reply</i> |
| 对..... 有兴趣 | <i>to be interested in...</i> |
| 爱 | <i>to love</i> |
| 喜欢 | <i>to like</i> |

Modal verbs

| | |
|----|--|
| 会 | <i>can, to be able to</i> |
| 想 | <i>to plan to, to want</i> |
| 要 | <i>would like to, to want, to need</i> |
| 能 | <i>can, be able to, to be allowed to</i> |
| 可以 | <i>may, can</i> |
| 应该 | <i>should</i> |

Adjectives

| | |
|-----|--------------|
| 大 | <i>big</i> |
| 小 | <i>small</i> |
| 早 | <i>early</i> |
| 晚 | <i>late</i> |
| 好 | <i>good</i> |
| 坏 | <i>bad</i> |
| 老/旧 | <i>old</i> |
| 新 | <i>new</i> |
| 忙 | <i>busy</i> |
| 累 | <i>tired</i> |

| | |
|------|-----------------------------------|
| 快 | <i>fast, quick</i> |
| 慢 | <i>slow</i> |
| 饿 | <i>hungry</i> |
| 饱 | <i>full up with food</i> |
| 渴 | <i>thirsty</i> |
| 脏 | <i>dirty</i> |
| 冷 | <i>cold</i> |
| 热 | <i>hot</i> |
| 对 | <i>correct, right</i> |
| 错 | <i>incorrect, wrong</i> |
| 远 | <i>far</i> |
| 近 | <i>near, close</i> |
| 胖, 肥 | <i>fat</i> |
| 瘦 | <i>thin</i> |
| 高 | <i>high, tall</i> |
| 长 | <i>long</i> |
| 短 | <i>short</i> |
| 难 | <i>hard, difficult</i> |
| 容易 | <i>easy</i> |
| 努力 | <i>hardworking</i> |
| 舒服 | <i>comfortable</i> |
| 高兴 | <i>pleased, happy, glad</i> |
| 快乐 | <i>happy</i> |
| 开心 | <i>happy</i> |
| 好玩儿 | <i>interesting, amusing, cute</i> |
| 好吃 | <i>delicious</i> |
| 生气 | <i>angry</i> |
| 安静 | <i>quiet</i> |

| | |
|-----|---------------------------|
| 漂亮 | <i>beautiful</i> |
| 可爱 | <i>lovely, loveable</i> |
| 健康 | <i>healthy, health</i> |
| 干净 | <i>clean</i> |
| 有趣 | <i>funny, interesting</i> |
| 有意思 | <i>interesting</i> |
| 没意思 | <i>boring</i> |
| 有用 | <i>useful</i> |
| 有钱 | <i>rich</i> |
| 一样 | <i>same</i> |

Adverbs

| | |
|------|--------------------------------------|
| 不 | <i>not</i> |
| 没（有） | <i>not (have)</i> |
| 很 | <i>very</i> |
| 也 | <i>also, too</i> |
| 都 | <i>both, all</i> |
| 再 | <i>again</i> |
| 还 | <i>still, yet, also, furthermore</i> |
| 更 | <i>even more</i> |
| 当然 | <i>certainly/of course</i> |

Question words

| | |
|-------|----------------------------|
| 吗 | <i>a question particle</i> |
| 呢 | <i>a modal particle</i> |
| 吧 | <i>a modal particle</i> |
| 还是……? | <i>or...?</i> |
| 什么 | <i>what</i> |
| 谁 | <i>who</i> |

| | |
|-------|-------------------------------------|
| 哪 | <i>which</i> |
| 哪儿 | <i>where</i> |
| 为什么 | <i>why</i> |
| 什么时候 | <i>when</i> |
| 几, 多少 | <i>how many/how much</i> |
| 几点 | <i>what time (o'clock)</i> |
| 怎么 | <i>how?, how to...</i> |
| 怎么样 | <i>what is... like? , how is...</i> |

Locations

| | |
|-----------|------------------------------------|
| 这里, 这儿 | <i>here</i> |
| 那里, 那儿 | <i>there</i> |
| 左 | <i>left</i> |
| 右 | <i>right</i> |
| 前(边) | <i>in front of</i> |
| 后(边) | <i>behind</i> |
| 中间(儿) | <i>middle</i> |
| 对面 | <i>opposite</i> |
| 附近 | <i>nearby</i> |
| 在..... 之间 | <i>in between...</i> |
| 离 | <i>away from, distant/far from</i> |
| 往 | <i>towards</i> |

Connecting words

| | |
|-------|-------------------------|
| 和 | <i>and</i> |
| 然后 | <i>then, afterwards</i> |
| 因为 | <i>because</i> |
| 所以 | <i>so, therefore</i> |
| 虽然 | <i>although</i> |
| 可是/但是 | <i>but, however</i> |

| | |
|---------------------|---------------------------------------|
| 一边（儿）…… 一边 （儿）…… | <i>while... (at the same time)...</i> |
| 比 | <i>(comparative) than</i> |
| 越…… 越…… | <i>the more... the more...</i> |
| 越来越…… | <i>more and more...</i> |
| 又…… 又…… | <i>not only... but also...</i> |

Social conventions

| | |
|-----|--------------------------|
| 你好 | <i>hello</i> |
| 大家好 | <i>hello everyone</i> |
| 晚上好 | <i>good evening</i> |
| 晚安 | <i>good night</i> |
| 再见 | <i>goodbye</i> |
| 明天见 | <i>see you tomorrow</i> |
| 请问 | <i>excuse me</i> |
| 谢谢 | <i>thank you</i> |
| 对不起 | <i>sorry</i> |
| 没关系 | <i>it doesn't matter</i> |

Useful abbreviations

| | |
|---------------------------|-----------------|
| 中学会考 | <i>GCSE</i> |
| 高等程度会考 | <i>A Levels</i> |
| CD | <i>CD</i> |
| DVD | <i>DVD</i> |
| MP3 (pronounced as "san") | <i>MP3</i> |
| iPad | <i>iPad</i> |
| U 盘 | <i>USB</i> |

Other high frequency words & expressions

| | |
|--------------|--|
| 的 | <i>a structure particle for noun phrases</i> |
| 地 | <i>adverbial marker, used before a verb</i> |
| 得 | <i>complement of degree, used after a verb</i> |
| 最 | <i>the most</i> |
| 每 | <i>every</i> |
| 第 | <i>prefix (for ordinal numbers)</i> |
| 太太 | <i>Mrs</i> |
| 小姐 | <i>Miss</i> |
| 先生 | <i>Mr, Sir</i> |
| 一点儿 | <i>a bit</i> |
| 些/一些 | <i>some</i> |
| 号码 | <i>number</i> |
| 东西 | <i>thing</i> |
| 事情 | <i>matter</i> |
| 一直走 | <i>go straight on</i> |
| 下一个 | <i>the next</i> |
| 还可以 | <i>Okay, alright</i> |
| 差不多 | <i>almost</i> |
| 不错 | <i>quite good</i> |
| 非常 | <i>extremely</i> |
| 太.....了 | <i>too...</i> |
|极了 | <i>extremely...</i> |
| 先.....再..... | <i>first... then...</i> |
| 跟/和.....一起 | <i>together with...</i> |
| 快要.....了 | <i>to be about to...</i> |
| 可能 | <i>perhaps, possibly</i> |
| 正在 | <i>to be in the process of</i> |

为了.....

for, in order to...

我认为

in my opinion

我觉得

I think, I feel, in my opinion

Topic-related vocabulary

Topic area A – Home and abroad

1 Life in the town and rural life

| | |
|-----|-------------------------------------|
| 地方 | <i>place</i> |
| 城市 | <i>city</i> |
| 市中心 | <i>city centre</i> |
| 郊区 | <i>suburb</i> |
| 路 | <i>road, line/route, bus number</i> |
| 北京 | <i>Beijing</i> |
| 上海 | <i>Shanghai</i> |
| 广州 | <i>Guangzhou</i> |
| 香港 | <i>Hong Kong</i> |
| 台湾 | <i>Taiwan</i> |
| 伦敦 | <i>London</i> |
| 工厂 | <i>factory</i> |
| 桥 | <i>bridge</i> |
| 方便 | <i>convenient</i> |

2 Holidays, tourist information and directions

| | |
|--------|--|
| 放假 | <i>to be on holiday, to have a holiday</i> |
| 假期 | <i>holiday</i> |
| 旅游 | <i>to travel, tour, tourism</i> |
| 订（房，票） | <i>book (tickets/hotel, etc.)</i> |
| 饭店/酒店 | <i>hotel</i> |
| 服务员 | <i>attendant</i> |
| 问题 | <i>question, problem</i> |
| 空调 | <i>air-conditioning</i> |
| 房间 | <i>room</i> |

| | |
|--------|--|
| 厕所/洗手间 | <i>toilet</i> |
| 电视（机） | <i>TV, television (set)</i> |
| 游泳池 | <i>swimming pool</i> |
| 广场 | <i>square</i> |
| 入口 | <i>entrance</i> |
| 出口 | <i>exit</i> |
| 地图 | <i>map</i> |
| 送 | <i>to see someone off, to give something to someone as a present</i> |
| 行李 | <i>luggage</i> |
| 照相机 | <i>camera</i> |
| 护照 | <i>passport</i> |
| 纪念品 | <i>souvenir</i> |
| 明信片 | <i>postcard</i> |
| 风景 | <i>scenery</i> |
| 礼物 | <i>present, gift</i> |

3 Services (e.g. bank, post office)

| | |
|-----|-----------------------------|
| 银行 | <i>bank</i> |
| 图书馆 | <i>library</i> |
| 博物馆 | <i>museum</i> |
| 体育馆 | <i>gym, gymnasium</i> |
| 医院 | <i>hospital</i> |
| 电影院 | <i>cinema</i> |
| 表演 | <i>perform, performance</i> |
| 警察局 | <i>police station</i> |
| 邮局 | <i>post office</i> |
| 邮票 | <i>stamp</i> |
| 小吃店 | <i>snack bar</i> |
| 快餐店 | <i>fast food restaurant</i> |

公园 *park*

动物园 *zoo*

4 Customs

庙 *temple*

大教堂 *cathedral*

教堂 *church*

礼物 *present, gift*

生日 *birthday*

圣诞快乐 *happy Christmas*

庆祝 *to celebrate*

复活节 *Easter*

圣诞节 *Christmas*

节日 *Festival*

红包 *red pocket*

传统的 *traditional*

宗教 *religion*

习惯 *habit*

5 Everyday life, traditions and communities

长城 *the Great Wall*

天安门广场 *Tiananmen Square*

熊猫 *panda*

风筝 *kite*

筷子 *chopsticks*

书法 *calligraphy*

国画 *Chinese painting*

毛笔 *Chinese brush*

春节/中国新年 *Spring Festival/Chinese New Year*

端午节/龙舟节 *the Dragon Boat Festival*

龙舟

dragon boat

中秋节

the Mid-Autumn Festival

舞龙

dragon dance

舞狮

lion dance

Topic area B – Education and employment

1 School life and routine

| | |
|-------|--|
| 学生 | <i>student</i> |
| 小学 | <i>primary school</i> |
| 中学 | <i>secondary school</i> |
| 大学 | <i>university</i> |
| 同学 | <i>schoolmate, classmate</i> |
| 学校 | <i>school</i> |
| 学期 | <i>school term</i> |
| 起床 | <i>get up</i> |
| 睡觉 | <i>sleep</i> |
| 上学 | <i>to go to school (as a student)</i> |
| 上课 | <i>to attend class, to go to class</i> |
| 作业 | <i>homework</i> |
| 课本 | <i>textbook</i> |
| 考试 | <i>examination</i> |
| 科目 | <i>school subject</i> |
| 数学 | <i>maths</i> |
| 科学 | <i>science</i> |
| 体育 | <i>P.E. (physical education)</i> |
| 历史 | <i>history</i> |
| 地理 | <i>geography</i> |
| 音乐 | <i>music</i> |
| 美术/艺术 | <i>art</i> |
| 戏剧 | <i>drama</i> |
| 教室 | <i>classroom</i> |
| 礼堂 | <i>assembly hall</i> |

运动场 *sports ground*

图书馆 *library*

书 *book*

笔 *pen*

2 School rules and pressures

书 *book*

教室 *classroom*

字典 *dictionary*

考试 *examination*

交换 *exchange*

外语 *foreign languages*

地理 *geography*

上学 *go to school (as a student)*

上课 *have a lesson*

校长 *head teacher*

历史 *history*

作业 *homework*

数学 *maths*

音乐 *music*

笔 *pen*

压力 *pressure*

小学 *primary school*

成绩 *results, marks, achievement*

规则 *rule*

学校 *school*

学校的一天 *school day*

学期 *school term*

校服 *school uniform*

| | |
|-------|------------------------------|
| 同学 | <i>schoolmate, classmate</i> |
| 科学 | <i>science</i> |
| 中学 | <i>secondary school</i> |
| 学生 | <i>student</i> |
| 科目 | <i>subject</i> |
| 老师/教师 | <i>teacher</i> |
| 生物 | <i>Biology</i> |
| 休息 | <i>break</i> |
| 庆祝成功 | <i>celebrating success</i> |
| 化学 | <i>Chemistry</i> |
| 文章 | <i>essay</i> |
| 毕业 | <i>graduate</i> |
| 分数 | <i>mark, grade</i> |
| 物理 | <i>physics</i> |

3 School trips, events and exchanges

| | |
|---------|--|
| 校际交换 | <i>school exchange</i> |
| 学校活动 | <i>school events/school activities</i> |
| 留学生 | <i>student studying abroad</i> |
| （上课）时间表 | <i>timetable</i> |
| 集中/用心 | <i>to pay attention</i> |
| 暑假 | <i>summer holiday</i> |
| 打算 | <i>plan, intention</i> |
| 学校类型 | <i>type of school</i> |
| 大学 | <i>university</i> |
| 高考 | <i>GCE equivalent</i> |
| 中學會考 | <i>GCSE equivalent</i> |
| 计划 | <i>plan, to plan</i> |

4 Work, careers and volunteering

| | |
|-----------|--------------------------------|
| 工作 | <i>job</i> |
| 兼职 | <i>part-time</i> |
| 工资 | <i>salary</i> |
| 校长 | <i>headteacher</i> |
| 老师 | <i>teacher (title)</i> |
| 厨师 | <i>cook, chef</i> |
| 司机 | <i>driver</i> |
| 记者 | <i>journalist</i> |
| 演员 | <i>actor/actress</i> |
| 歌星 | <i>singer</i> |
| 经理 | <i>manager</i> |
| 科学家 | <i>scientist</i> |
| 工程师 | <i>engineer</i> |
| 作家 | <i>writer, author</i> |
| 商人 | <i>businessman</i> |
| 工人 | <i>worker</i> |
| 做生意 | <i>do business/trade</i> |
| 医生/大夫 | <i>doctor</i> |
| 护士 | <i>nurse</i> |
| 访问/采访 | <i>interview</i> |
| 上班/下班 | <i>go to work/ finish work</i> |
| 申请 | <i>to apply, application</i> |
| 训练/培训 | <i>training</i> |
| 兼职 | <i>part time</i> |
| 全职 | <i>full time</i> |
| 志愿者/义工 | <i>volunteer</i> |
| 志愿服务/义工服务 | <i>volunteering</i> |

5 Future plans

| | |
|-----|------------------------------|
| 将来 | <i>the future</i> |
| 赚钱 | <i>to earn money</i> |
| 工作 | <i>work, job</i> |
| 工资 | <i>salary, wages</i> |
| 公司 | <i>company</i> |
| 休息 | <i>break, rest</i> |
| 打算 | <i>plan, intention</i> |
| 毕业 | <i>graduate</i> |
| 申请 | <i>to apply, application</i> |
| 零用钱 | <i>pocket money</i> |

Topic area C – Personal life and relationships

1 House and home

| | |
|----|-------------------------------|
| 房子 | <i>house</i> |
| 楼 | <i>floor/storey, building</i> |
| 花园 | <i>garden</i> |
| 厨房 | <i>kitchen</i> |
| 饭厅 | <i>dining room</i> |
| 卧室 | <i>bedroom</i> |
| 客厅 | <i>sitting room</i> |
| 沙发 | <i>sofa</i> |
| 冰箱 | <i>fridge</i> |
| 桌子 | <i>table</i> |
| 椅子 | <i>chair</i> |
| 衣柜 | <i>wardrobe</i> |
| 书架 | <i>bookshelf</i> |
| 灯 | <i>light, lamp</i> |
| 门 | <i>door</i> |
| 钟 | <i>clock</i> |

2 Daily routines and helping at home

| | |
|----|--------------------------------|
| 猫 | <i>cat</i> |
| 鸟 | <i>bird</i> |
| 宠物 | <i>pet</i> |
| 家务 | <i>housework</i> |
| 做饭 | <i>to cook, prepare a meal</i> |
| 打扫 | <i>clean</i> |

3 Role models

| | |
|-------|----------------------|
| 演员 | <i>actor/actress</i> |
| 广告 | <i>advert</i> |
| 歌星 | <i>singer</i> |
| 偶像 | <i>idol</i> |
| 歌 | <i>song</i> |
| 有名/著名 | <i>famous</i> |
| 足球运动员 | <i>footballer</i> |
| 榜样 | <i>role model</i> |
| 报纸 | <i>newspaper</i> |
| 杂志 | <i>magazine</i> |
| 明星 | <i>celebrities</i> |

4 Relationships with family and friends

| | |
|------|--------------------------------|
| 妈妈 | <i>mother</i> |
| 哥哥 | <i>elder brother</i> |
| 姐姐 | <i>elder sister</i> |
| 弟弟 | <i>younger brother</i> |
| 妹妹 | <i>younger sister</i> |
| 兄弟姐妹 | <i>sibling(s)</i> |
| 男 | <i>male</i> |
| 女 | <i>female</i> |
| 先生 | <i>Mr., husband</i> |
| 太太 | <i>Mrs., wife</i> |
| 父母 | <i>parents</i> |
| 自己 | <i>self, oneself</i> |
| 介绍 | <i>introduce</i> |
| 名字 | <i>first name, family name</i> |
| 姓名 | <i>full name</i> |

| | |
|--------|--------------------------|
| 年龄 | <i>age</i> |
|岁 | <i>...years old</i> |
| 生日 | <i>birthday</i> |
| 年 | <i>year</i> |
| 出生 | <i>birth, to be born</i> |
| 出生日期 | <i>date of birth</i> |
| 地点 | <i>venue, place</i> |
| 朋友 | <i>friend</i> |
| 年轻人 | <i>young people</i> |
| 老年人 | <i>elderly people</i> |
| 头发 | <i>hair</i> |
| 眼睛 | <i>eye</i> |
| 眼镜 | <i>glasses</i> |
| 个子 | <i>height</i> |
| 衣服 | <i>clothes</i> |
| 校服 | <i>school uniform</i> |
| 鞋 | <i>shoe(s)</i> |
| 运动鞋 | <i>trainer(s)</i> |
| 裙子 | <i>skirt</i> |
| 裤子 | <i>trousers</i> |
| 毛衣 | <i>sweater/jumper</i> |
| 手表 | <i>watch</i> |

5 Childhood

| | |
|--------|--------------------------|
| 童年/小时候 | <i>childhood</i> |
| 儿童/孩子 | <i>child/kid</i> |
| 长大 | <i>to grow up</i> |
| 成人 | <i>grown-up/adult</i> |
| 讲故事 | <i>to tell (a story)</i> |

更喜欢

to prefer

玩具

toy

年轻人

young person

Topic area D – The modern world

1 Environmental issues

| | |
|------|-----------------------|
| 山 | <i>mountain, hill</i> |
| 河/江 | <i>river</i> |
| 湖 | <i>lake</i> |
| （大）海 | <i>sea</i> |
| 土地 | <i>land/earth</i> |
| 花 | <i>flower</i> |
| 草 | <i>grass</i> |
| 树 | <i>tree</i> |
| 森林 | <i>forest</i> |
| 天空 | <i>sky</i> |
| 空气 | <i>air</i> |
| 新鲜 | <i>fresh</i> |
| 太阳 | <i>sun</i> |
| 月亮 | <i>moon</i> |
| 地球 | <i>earth</i> |
| 污染 | <i>Pollution</i> |
| 纸 | <i>paper</i> |
| 保护 | <i>protection</i> |
| 环境 | <i>enviroment</i> |

2 Weather and climate

| | |
|----|---------------|
| 春天 | <i>spring</i> |
| 夏天 | <i>summer</i> |
| 秋天 | <i>autumn</i> |
| 冬天 | <i>winter</i> |
| 晴天 | <i>sunny</i> |
| 多云 | <i>cloud</i> |

| | |
|----|--------------------|
| 风 | <i>wind</i> |
| 刮风 | <i>being windy</i> |
| 雨 | <i>rain</i> |
| 下雨 | <i>to rain</i> |
| 雪 | <i>snow</i> |
| 雾 | <i>fog</i> |
| 太阳 | <i>sun</i> |
| 月亮 | <i>moon</i> |

3 Travel and transport

| | |
|---------|------------------------------------|
| 东 | <i>east</i> |
| 南 | <i>south</i> |
| 西 | <i>west</i> |
| 北 | <i>north</i> |
| 欢迎 | <i>to welcome</i> |
| 火车 | <i>train</i> |
| 汽车 | <i>car</i> |
| 公共汽车 | <i>public bus</i> |
| 出租汽车/的士 | <i>taxi</i> |
| 校车 | <i>school bus</i> |
| 马 | <i>horse</i> |
| 站 | <i>a station, a stop, to stand</i> |
| 地铁 | <i>underground</i> |
| 飞机 | <i>plane</i> |
| 飞机场 | <i>airport</i> |
| （坐）船 | <i>(travel by) boat</i> |
| 自行车，单车 | <i>bicycle</i> |
| 走路 | <i>on foot, to walk</i> |

| | |
|------|-------------------------|
| 行人 | <i>pedestrian</i> |
| 人行道 | <i>pavement</i> |
| 票 | <i>ticket</i> |
| 免费 | <i>free (of charge)</i> |
| 到（达） | <i>arrive</i> |

4 The media

| | |
|-----|----------------------------|
| 新闻 | <i>news</i> |
| 节目 | <i>programme</i> |
| 有名 | <i>famous, well known</i> |
| 名人 | <i>celebrities</i> |
| 电台 | <i>radio station</i> |
| 报纸 | <i>newspaper</i> |
| 杂志 | <i>magazine</i> |
| 电影 | <i>film</i> |
| 电视剧 | <i>soap</i> |
| 音乐会 | <i>concert</i> |
| 表演 | <i>performance</i> |
| 歌 | <i>song</i> |
| 舞 | <i>dance</i> |
| 广告 | <i>Advertisement</i> |
| 国际 | <i>international</i> |
| 国内 | <i>domestic</i> |
| 世界 | <i>world</i> |
| 本地 | <i>local</i> |
| 有钱人 | <i>wealthy/rich people</i> |

5 Information and communication technology

| | |
|-------|-----------------------------------|
| 电话 | <i>telephone</i> |
| 手机 | <i>mobile</i> |
| 电脑 | <i>computer</i> |
| 电脑游戏 | <i>computer game</i> |
| 电子邮件 | <i>email</i> |
| 上网 | <i>to be online, surf the web</i> |
| 网友 | <i>e-pal</i> |
| 网站 | <i>website</i> |
| 网页 | <i>webpage</i> |
| 网址 | <i>email address</i> |
| 下载 | <i>download</i> |
| 词典 | <i>dictionary</i> |
| 电子产品 | <i>electronic gadgets</i> |
| （发）短信 | <i>(to send) a text message</i> |
| 平板电脑 | <i>iPad</i> |

Topic area E – Social activities, fitness and health

1 Special occasions

| | |
|-------|-------------------------------|
| 生日 | <i>birthday</i> |
| 祝 | <i>to wish</i> |
| 新年好 | <i>Happy New Year</i> |
| 圣诞节 | <i>Christmas</i> |
| 餐厅/饭馆 | <i>restaurant</i> |
| 外卖 | <i>takeaway</i> |
| 菜单 | <i>menu</i> |
| 点菜 | <i>to order (from a menu)</i> |
| 空闲时间 | <i>free time</i> |

2 Hobbies, interests, sports and exercise

| | |
|-------|--|
| 爱好 | <i>hobby</i> |
| 兴趣 | <i>interest</i> |
| 小说 | <i>novel</i> |
| 散步 | <i>to take a walk, go for a stroll</i> |
| 爬山 | <i>climbing hills or mountains</i> |
| （做）运动 | <i>(to do) sport, exercise</i> |
| （踢）足球 | <i>(to play) football</i> |
| 网球 | <i>tennis</i> |
| 乒乓球 | <i>table tennis</i> |
| 篮球 | <i>basketball</i> |
| 羽毛球 | <i>badminton</i> |
| 游泳 | <i>swimming</i> |
| 跑步 | <i>running, jogging</i> |
| 滑雪 | <i>skiing</i> |
| 看书 | <i>read/reading</i> |
| 队 | <i>team</i> |

| | |
|-------|---------------------------------|
| 队员 | <i>team member, player</i> |
| 运动员 | <i>athlete, sportsman/woman</i> |
| 比赛 | <i>match, competition</i> |
| 看报（纸） | <i>to read a newspaper</i> |

3 Shopping and money matters

| | |
|-------------|--|
| 买 | <i>buy</i> |
| 卖 | <i>sell</i> |
| 买东西 | <i>shopping</i> |
| 便宜 | <i>cheap</i> |
| 贵 | <i>expensive</i> |
| 钱 | <i>money</i> |
| 钱包 | <i>wallet, purse</i> |
| 付钱 | <i>to pay</i> |
| 信用卡 | <i>credit card</i> |
| 零花钱/零用钱 | <i>pocket money</i> |
| （大）减价 | <i>(big) sale, discount, reduction</i> |
| 多少钱 | <i>how much?</i> |
| 商店 | <i>shop</i> |
| 关门 | <i>close</i> |
| 购物中心 | <i>shopping centre</i> |
| 超级市场 | <i>supermarket</i> |
| 百货公司 | <i>department store</i> |
| （英）镑 | <i>pound sterling</i> |
| 元/块 | <i>yuan</i> |
| 欧元 | <i>Euro</i> |
| 号（大号，中号，小号） | <i>size (large, medium, small)</i> |

4 Accidents, injuries, common ailments and health issues

| | |
|-----|-------------------------------|
| 身体 | <i>body</i> |
| 病 | <i>ill</i> |
| 酒 | <i>wine, alcohol</i> |
| 吸烟 | <i>smoking, to smoke</i> |
| 疼/痛 | <i>ache, hurt, pain, sore</i> |
| 发烧 | <i>to have a fever</i> |
| 感冒 | <i>have a cold, flu</i> |
| 咳嗽 | <i>cough</i> |
| 头 | <i>head</i> |
| 牙 | <i>teeth, tooth</i> |
| 耳 | <i>ear</i> |
| 心 | <i>heart</i> |
| 肚子 | <i>stomach</i> |
| 手 | <i>hand</i> |
| 脚 | <i>foot</i> |

5 Food and drink

| | |
|-------|-----------------------------|
| 米饭 | <i>(cooked/boiled) rice</i> |
| 早饭/早餐 | <i>breakfast</i> |
| 午饭/午餐 | <i>lunch</i> |
| 晚饭/晚餐 | <i>dinner</i> |
| 面包 | <i>bread</i> |
| 面/面条 | <i>noodles</i> |
| 鱼 | <i>fish</i> |
| 鸡 | <i>chicken</i> |
| 鸭 | <i>duck</i> |
| 蛋 | <i>egg(s)</i> |

| | |
|------|---------------------------|
| 炒 | <i>to fry, fried</i> |
| 炒饭/面 | <i>fried rice/noodles</i> |
| 烤 | <i>roast</i> |
| 肉 | <i>meat</i> |
| 猪肉 | <i>pork</i> |
| 牛肉 | <i>beef</i> |
| 点心 | <i>snack</i> |
| 青菜 | <i>vegetable</i> |
| 水 | <i>water</i> |
| 开水 | <i>boiled water</i> |
| 水果 | <i>fruit</i> |
| 果汁 | <i>fruit juice</i> |
| 牛奶 | <i>milk</i> |
| 汤 | <i>soup</i> |
| 汽水 | <i>fizzy drinks</i> |
| 茶 | <i>tea</i> |
| 咖啡 | <i>coffee</i> |
| 酒 | <i>wine, alcohol</i> |
| 饺子 | <i>dumpling</i> |
| 粽子 | <i>rice dumpling</i> |
| 月饼 | <i>moon cake</i> |

Appendix 7: Candidate cover sheet (Paper 3: Speaking)

To be completed by the teacher/examiner:

| | | | | | |
|------------------------|--|-------------------|--|---------------------|---------------|
| Centre name: | | Centre number: | | Language: | |
| Candidate name: | | Candidate number: | | Specification code: | |
| Date of speaking test: | Name of teacher/examiner conducting test (block capitals): | | | CD number: | Track number: |

Topic area

Sub-topic

| | | |
|-----------------------------------|--|--|
| Task A | <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | |
| Task B, Conversation 1 | <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | |
| Task C, Conversation 2 | <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | |

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support the professional development and training of centre teachers/examiners and Pearson examiners.

Signed (candidate): _____ Date: _____

Signed (teacher/examiner): _____ Date: _____

To be completed by the Pearson Examiner:

Task A

| Communication and content | | Linguistic knowledge and accuracy | | TOTAL: | |
|---------------------------|-----------------|-----------------------------------|-----------------|------------------|-----------------|
| Pearson Examiner | Senior Examiner | Pearson Examiner | Senior Examiner | Pearson Examiner | Senior Examiner |
| | | | | | |

Tasks B and C

| Communication and content | | Interaction and spontaneity | | Linguistic knowledge and accuracy | | TOTAL: | |
|---------------------------|-----------------|-----------------------------|-----------------|-----------------------------------|-----------------|------------------|-----------------|
| Pearson Examiner | Senior Examiner | Pearson Examiner | Senior Examiner | Pearson Examiner | Senior Examiner | Pearson Examiner | Senior Examiner |
| | | | | | | | |

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