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Cambridge
Pre-U

Teacher Guide

Cambridge Pre-U
Mandarin Chinese
9778 and 1341

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Foreword

The Teacher Guide to Cambridge Pre-U Mandarin Chinese is intended to offer useful additional material to that which is provided in the syllabus, with advice and ideas for teaching and course planning, as well as a more detailed discussion and explanation of the syllabus, examination papers and mark schemes. It has been written to support you.

In addition to this Teacher Guide, the syllabus, past papers, Examiner Reports and other teacher support materials are available on the Cambridge Teacher Support website at <http://teachers.cie.org.uk>

Both the Teacher Guide and the Cambridge Teacher Support website will help and support those teachers delivering the Cambridge Pre-U Mandarin Chinese syllabus.

Introduction

The syllabus aims to bring the teaching and learning of Mandarin Chinese into close contact with the target language culture and, above all, with authentic language. The development of Mandarin Chinese linguistic skills is complemented by the development of analytical study skills and essay-writing skills for the Chinese Culture component, thus resulting in a syllabus which provides a very sound foundation for study at university level.

Cambridge Pre-U has a clear focus on students' preparation for entry into higher education. It is underpinned by a clear set of educational aims:

- encouraging the development of well-informed, open and independent-minded individuals
- promoting deep understanding through subject specialisation, with a depth and rigour appropriate to progression to higher education
- helping learners to acquire specific skills of problem-solving, critical-thinking, creativity, team-working, independent learning and effective communication
- recognising the wide range of individual talents and interests
- promoting an international outlook and cross-cultural awareness

Cambridge Pre-U Mandarin Chinese, like all the Cambridge Pre-U syllabuses, is not a modular course. This linear approach gives teachers of the Cambridge Pre-U Mandarin Chinese Principal Course (9778) full use of teaching and study time over the two years, which is so important in enabling students to reach their potential. There is the opportunity to reclaim a term currently lost in the UK to revision and examination and to focus on steady progression, rather than retakes.

It is intended that the Cambridge Pre-U Mandarin Chinese Principal Course (9778) should be delivered through 380 hours of guided learning while 180 hours is required for the Short Course (1341). This is a notional measure of the substance of the course, but should help teachers when planning the course and discussing with colleagues the time allowed for Mandarin Chinese in the school curriculum. These guided-learning-hour totals include an estimate of teaching time, together with other structured learning time such as directed assignments or supported individual study and practice. They exclude learner-initiated private study.

A note for parents and students

Students and their parents will, particularly at the beginning of the Cambridge Pre-U course, be familiar with modular specifications. This may make them uncertain about the demands of linear syllabuses; they can be given the following reassurance:

- The syllabus has been especially written for learners of Chinese as a foreign language. In the language components of the examination, the skills of speaking, listening, reading and writing are supplemented by Chinese-specific skills: accurate identification of Roman transliteration (pinyin) including tones, and the use of a radical-indexed Chinese dictionary.
- Character acquisition is time consuming. By giving students time to develop over two years – without the interruption of external examinations – this enables the level of their Chinese to progress to a stage where they can access topics in the target language which are intellectually stimulating and interesting.
- It follows that the language examination papers can also be both intellectually engaging as well as linguistically challenging. This is very motivating for students in a language where access to interesting texts is often problematic, due to insufficient progress in Chinese character acquisition.
- Students have the opportunity to engage seriously in aspects of Chinese culture, literature and film. The requirement to produce essays written in English makes it possible for students to develop the kind of higher-level literary and historical analysis skills valued by universities and which would be impossible for foreign language learners of Chinese to achieve if they were writing such essays in Chinese.
- The course is therefore looked upon favourably by universities.

Assessment at a glance

Principal Course (9778)

For the Principal Pre-U qualification in Mandarin Chinese, candidates take all four components together at the end of the course in the same examination session.

Component	Component name	Duration	Weighting (%)	Type of assessment
Paper 1	Speaking	c. 15 mins	20	Externally assessed oral
Paper 2	Listening, Reading and Translation	2 hours 30 minutes	30	Externally set and marked written paper
Paper 3	Writing and Usage	2 hours	25	Externally set and marked written paper
Paper 4	Chinese Culture	2 hours 30 minutes	25	Externally set and marked written paper

Short Course (1341)

Component	Name	Duration	Weighting (%)	Type of assessment
Paper 1	Speaking	c. 15 mins	40	Internally assessed oral – externally moderated
Paper 2	Chinese Culture	1 hour 15 minutes	60	Externally set and marked written paper

Candidates take both components together at the end of the course in the same examination session.

Assessment Objectives

There are four Assessment Objectives for the Principal Course and for the Short Course. The Assessment Objectives for the Principal Course are printed below. The Assessment Objectives for the Short Course are the same as for the Principal Course except that AO1 and AO2 are simplified slightly to reflect the fact that in the Short Course examination, students do not encounter written material in Chinese and do not have to write in Chinese (see the syllabus for the Short Course Assessment Objectives in full).

AO1 Understand and respond to texts written in the target language and to spoken material

This Assessment Objective is relevant to Speaking (Component 1) and to Listening, Reading and Translation (Component 2). To achieve this Assessment Objective, students will need to develop vocabulary, grammar and syntax and also have an understanding of the broad cultural context of countries where Chinese is spoken. Students should have developed the ability to infer meaning, so that dissection of meaning in a written text will be quite forensic in the search for clues. Students will also have been used to listening to material which is slightly beyond their level, so that they are not afraid of listening for gist or thrown if they do not understand every word.

Answers to Listening and Reading comprehension questions on this question paper are required in English so that AO2 is rightly not tested here and students can concentrate on the skills of listening and reading.

AO2 Manipulate the target language accurately in spoken and written forms to demonstrate a capacity to choose appropriate examples of lexis and structures.

This Assessment Objective is relevant to Speaking (Component 1) and to Writing and Usage (Component 3). In the same way as for AO1, students will need to develop vocabulary, grammar and syntax and also have an understanding of the broad cultural context of countries where Chinese is spoken. The transition from (I)GCSE to Cambridge Pre-U involves a move towards more development of argument, and expression of opinion as a result of analysis rather than personal preference. Students need to learn to express more sophisticated ideas, whilst sticking to a language level which is within their grasp.

AO3 Select information and present it in Mandarin Chinese and in English, organising arguments and ideas logically.

This Assessment Objective is relevant to Speaking (Component 1), to Writing and Usage (Component 3) and to Chinese Culture (Component 4). It incorporates all the linguistic skills discussed in AO1 and AO2, but also involves the fundamental skill of knowing what information to present and how to develop arguments and ideas in a coherent way. Students moving from Cambridge Pre-U to university to study any subject need to know how to develop an argument or line of thought and draw conclusions backed up by evidence; AO3 focuses on the development of these skills.

AO4 Demonstrate knowledge and understanding of aspects of Chinese society

Even though this Assessment Objective only officially appears in the Assessment Scheme for Speaking (Component 1) and Chinese Culture (Component 4), a knowledge and understanding of Chinese society is fundamental to the Cambridge Pre-U Mandarin Chinese course. Language cannot be taught successfully without its cultural setting and teachers may want to plan Schemes of Work which address both language requirements and cultural contextualisation when developing all 4 language skills, as well as when preparing for Component 4, Chinese Culture.

Topic areas and core vocabulary

All textual material used in Components 2 and 3 will be drawn from the Topic Areas set out below, with reference to China or other areas where the language is spoken. The questions in general conversation in Component 1 will also be drawn from these Topic Areas. The purpose of this is to provide a manageable content which both offers the possibility for teachers to plan an interesting course, but also places restrictions on the Topic Areas from which examiners may make their choice of material. A limited number of Topic Areas and the Core Vocabulary list (See Appendix 1 – students may expect to encounter unfamiliar vocabulary in the examination, but only items in the list will be tested) give a clear framework to course planning.

1. Family
2. Young People
3. Education
4. Tourism (for last examination in 2013)
5. Urban and Rural Life (for last examination in 2014)
6. The Environment

Topics 1, 2, and 3 will remain constant from year to year.

Topics 4, 5 and 6 will change on a rolling basis. The topics listed above are those in the syllabus at the time of writing this guide. No Topic Area will appear on the syllabus for fewer than three years. Details of the replacement topic areas 4 and 5 will be available from the Cambridge website from September 2012.

Teachers are free to explore the topic areas in any way they choose. They may find the following examples (which are not prescriptive) a useful guide to planning courses. All these suggestions and other themes chosen by the teacher from within the topic areas should be studied with reference to China and other countries, areas and communities where the language is spoken. This strong cross-cultural approach should encourage engagement from the students in the language and culture they are studying.

Family and young people

- family activities; new patterns of family activities; status of the elderly and responsibility for their care
- generation gap; conflicts in the family; young people and the older generation; attitudes of young people to the family environment
- young people and their peer group; young people's hobbies and interests; young people's aspirations and ways of communicating; young people and advertising

Education

- education systems and types of school
- patterns of curriculum, relationship between education and training
- further and higher education provision
- examinations

Tourism (for last examination in 2013)

- development of tourism; group and individual travel; eco-tourism; how tourism can affect a locality; intercultural exchange; why people want to travel at home and abroad; advantages and disadvantages of travel

Urban and Rural Life (for last examination in 2014)

- city life; town life; country life; facilities in the town and country; advantages and disadvantages of living in the town or country; differences in lifestyle, standard of living, expectations; comparison between the difference between urban and rural life in China and elsewhere; how to bridge the gap in standard of living

The Environment

- the individual in his/her surroundings in China and in other countries; effect of environment on individuals; protecting one's own locality; environmental awareness
- air pollution; water pollution; recycling
- development and the environment in China; importance of environmental education

Further information about how these topics could be developed in the context of a conversation can be found in Appendix 2.

Examination components (Principal Course and Short Course)

Between them, all four components test all the skills necessary for confident entry into higher education, as well as engaging students in a variety of interesting and challenging tasks.

A list of resources for the language components and the Chinese Culture component can be found on page 32 of this Teacher Guide.

Question papers are only printed in simplified characters and the speaking examination can only be taken in Mandarin.

Candidates for the **Short Course** take two components – Component 1 as per the Principal Course and a modified version of the Principal Course Component 4 (Chinese Culture); this becomes Component 2 of the Short Course and its format will be explained in full when this component is dealt with below. The Short Course is a stand-alone course and the examination could be taken at the end of Year 12 or the end of Year 13, depending on local conditions and whether or not sixth form students are taking it after a (I)GCSE in Chinese or ab initio.

Component 1: Speaking

The general structure of this examination is described in full in the syllabus. It is important to note that the structure of the examination is the same for students taking both the Principal Course and the Short Course. However, there are two crucial differences:

- the Principal Course speaking examination is examined by an External Examiner, whereas the Short Course speaking examination is examined by an Internal Examiner, i.e. generally the student's own teacher at school.
- the Short Course speaking examination only covers three Topic Areas (1, 2, 3), whereas there are six Topic Areas for the Principal Course speaking examination.

In both cases, moderation of the examining and marks of all Centres is undertaken by the Principal Examiner. Note that the weighting for this component is 20% (or 40% if it is taken as part of the two-component Short Course).

Teachers, whether or not they are examining students themselves, need to ensure that they are well-prepared and competent speaking examiners, as students need to have been exposed to some practice before they enter the examination room.

Section 1: Prepared topic and topic conversation (5–7 minutes)

Teachers should ensure that the student has had plenty of practice in class and with fellow students at presenting his/her prepared topic and answering questions on it. The topic will need to relate to the history, current affairs or culture of the Chinese world.

The prepared topic which a student chooses can come outside the prescribed list of topic areas and the student may, of course, use vocabulary outside the core vocabulary list.

Many students may need guidance from their teachers during the topic selection period to ensure (a) that they pick a suitable topic in which they are interested; (b) that they can talk about it competently; and (c) most importantly that they have enough vocabulary to deal with unprepared questions about it.

This Level 3 speaking examination represents a considerable step up from Level 2 ((I)GCSE). In their preparation for the examination, students should be encouraged to think carefully about what questions they may be asked in the topic conversation section and how they might answer such questions. In the examination, however, they will also need to be able to answer questions for which they have not prepared and as part of their course they will need to develop strategies which allow them to cope with the unexpected question. Bearing the above in mind, it is crucial for students to choose a topic which allows them to show off their grasp of spoken Chinese, but which remains manageable in terms of the underlying concepts and vocabulary required in the ensuing conversation (e.g. students should be encouraged to avoid topics requiring a great deal of specialist vocabulary).

Section 2: General conversation (6–8 minutes)

This conversation will begin with straightforward questions to allow the student to warm up, but will quickly move on to a more mature conversation. It will typically cover two or three Topic Areas from the list on page 7. However, it may cover more if the Examiner has difficulty finding topics which the student is interested in or can talk about. For Principal Course candidates, at least one topic covered will be taken from Topics 4, 5 and 6.

Examiners cannot give credit for the student's use of language if the student does not speak; therefore, a fundamental part of the Examiner's work is to find a way to engage the student, to allow them to speak as much as possible, keeping the Examiner's input to a minimum with short, succinct, open-ended questions. It is then the student's responsibility to be as responsive as possible.

The following are some examples of how a mature conversation can develop from a straightforward opening question. (There are also further examples of how a conversation in Chinese can unfold and a sheet on how to develop good practice in oral examining in Appendix 2.) You will see the way in which a mature discussion can develop from a very straightforward initial question. You should also note the use of the 'Why' question.

Education – Tell me about your school

Is it a good school? Why? / Why not?

What would you like to change about it? Why?

What differences do you think there are between the education system here and the one in China?

What can we learn from the education system in China and vice versa?

What is the point of education?

Education – What subjects are you studying?

Why?

What do you think about your Chinese course? What do you think would improve it?

Why do you think it is important to learn Chinese in the modern world?

Do you think that the Chinese language will become more important than English in the next 50 years?
Why?

Tourism – Have you visited China / any other countries?

Comparisons between the country visited and your own? In what way are they the same/different?
...leading to discussion of life-styles, attitudes, family life

Tell me about your experiences in other countries. Which do you prefer? Why? Where would you live if you could choose? Why?

Is tourism important in China? How do you think it might be improved?

What impressions do you think Chinese tourists receive when they first come here?

Urban and Rural Life – Have you always lived in this area?**Answer: no**

Where did you live before?

Which area do you prefer?

Why?

What is important to you about the area in which you live?

Why?

...leading on to questions of city v country life / social problems

Answer: yes

What can young people / tourists find to do in this area?

What do you think of the area?

What extra facilities would you like?

Why?

What is important to you about the area in which you live?

Why?

...leading on to questions of city v country life / social problems

Skills required for Component 1: presenting a researched topic, discussion and response, expressing opinions.**Component 2: Listening, Reading, Chinese sayings and Translation**

This question paper has four sections as described in the syllabus: listening, reading (comprehension), Chinese sayings and translation. The length of the question paper is 2 hours and 30 minutes and it is intended to test key skills at the Cambridge Pre-U level. One of the important skills in which to train students is self-discipline with respect to not spending too long on the listening section and also to not

wasting undue time consulting their dictionary. The copy of the dictionary used in the examination should not contain any student annotation or underlining.

The prescribed dictionary is the Oxford Chinese Dictionary (see syllabus). There is an online version of this dictionary which is available by subscription at Oxford Language Dictionaries Online (www.oxfordlanguagedictionaries.com); this might be a quicker alternative dictionary for students to use during their course, although they also need to get plenty of practice at looking up characters from the Oxford Chinese Dictionary in book format too, as the online version is not permitted in the examination.

The weighting of this component is 30%. It is only taken by Principal Course candidates.

Section 1: Listening (20 marks)

Students are advised to spend 30 minutes on this section, but they will be able to play and replay the recording provided as often as they wish during the examination. It is therefore important that they learn to move on rather than worry about and repeatedly replay sections of the recorded material which they cannot understand.

The first exercise tests a vital skill for learners of Mandarin Chinese as a foreign language who will often experience the situation where they hear a word or phrase, but have no idea of what the characters are. The only way to be able to find the meaning in a dictionary is by being able to note down the pinyin and the correct tones. Without the correct tones, the process of finding the word can become very time-consuming and often the word's meaning will never be ascertained.

The listening test then goes on to test comprehension with two short extracts. However, it is worth noting that sometimes students find these exercises harder than longer passages as there is no 'padding' round the words being listened out for and so students can feel that the passage is over very quickly before they have time to gather their thoughts. They therefore need plenty of practice at extracting information from short pieces as well as the longer and seemingly more testing pieces. Students should be reminded that in the examination they should not spend too long on these short pieces, as the marks allocated to them are relatively few.

Finally the listening test moves to two longer pieces, one will be tested through comprehension questions and the other will be tested through students providing a gist summary of what they have heard; this summary has to be written in English and must follow the bullet points provided.

This is a listening test, not a reading or writing test; therefore, reading and writing in Chinese are not tested and students answer in English or through visuals throughout. This is also a closer approximation to real life. For instance, if a student went on to use his/her Chinese at a business meeting, then it is very likely that they would jot down notes about what they were hearing in English or pinyin, rather than characters. The ability to extract the main points from spoken material, and not be deterred by the fact that one doesn't understand every word, is a key foreign language skill.

Section 2: Reading (18 marks)

This section contains two reading comprehension passages with objective questions and questions requiring written answers in English. Again the focus is on testing Chinese reading skills and on not testing Chinese writing skills as well. Usage also tries to mirror real life, where someone who has learned Chinese as a foreign language – unless a very high degree of proficiency has been attained – is likely to write notes on a passage they are reading in their mother tongue rather than in Chinese.

Passages will be written in the vernacular style, using grammatical structures as used in all popular textbooks.

Section 3: Chinese sayings (Chengyu) (6 marks)

The prescribed list of 25 chengyu (成语) can be found in the syllabus. Students will be given three chengyu (成语) from this list in the examination and will have to provide a literal translation and an explanation of the saying in English. Chengyu (成语) are intellectually interesting, providing an exciting glimpse of the richness of the Chinese language for students whose Chinese language will still be – in the grand scheme of things – at quite an elementary level. Chinese people are always very appreciative of the occasional chengyu (成语) from a foreign language learner and it is with these points in mind and the aim to encourage student interest in ‘collecting’ chengyu (成语) that a small section of the question paper has been reserved to develop this skill.

Section 4: Translation (16 marks)

Section 4 of the question paper is a short translation from Chinese to English. Again there is a focus on the development of skills which will be useful for university study; the examiner will be looking at the transfer of meaning in the translation rather than looking for a literal translation of the Chinese. Students should be trained to read through the translations they produce to confirm for themselves that the finished piece reads like English.

Skills required for Component 2: comprehension, inference, transfer of meaning, summary skills

Component 3: Writing and Usage

Section 1 (10 marks)

The first task on this question paper (identifying three characters by their radical and providing correct stroke order for them) only accounts for a small number of marks, but is nonetheless very important. For students to progress in their study of the Chinese language they must be able to identify the radical of a character and identify the number of strokes in it, otherwise they will never be able to use a dictionary successfully. Furthermore, as the number of characters the student can write increases, it is more and more important that stroke order is consolidated if they are to have any chance of remembering the characters accurately and maybe progressing towards calligraphy in which so many students are interested.

The short cloze test is also there to focus students on grammar markers, aspect markers and measure words and to ensure that these are not overlooked during the course of the syllabus, as they are the foundation for further study.

Section 2: Letter writing (20 marks)

In this section, students have to write a short letter of 80–100 characters. The question will be in English, though there may be a stimulus in Chinese. Students are not expected to write in a formal style, but nonetheless to use appropriate language. However, attention should be paid to the use of a formal register in opening and closing the letter. This level of formality is realistically attainable for a foreign language learner and there is a book with plenty of examples of beginnings and endings to letters in the resources list below; it is called ‘Developing Writing Skills in Chinese’.

Section 3: Opinion essay (30 marks)

There will be a choice of six titles, one on each of the topic areas outlined in Section 5, Topic Areas and Vocabulary. In this component, the examiner wants to see how well the student can write and therefore the essay titles are provided in Chinese and in English, so that no misunderstandings can arise from the

reading of the question. Below are some titles which were used in sample assessment materials when the Cambridge Pre-U syllabus was being developed.

1 家庭 – Family

为什么有的年轻人常说‘我父母什么都不懂’？

Why do some young people often say that their parents don't understand a thing?

2 年轻人 – Young people

讲一讲广告上都用什么办法让年轻人买他们宣传的东西。

Discuss the methods employed by advertisers to encourage young people to buy the products they are promoting.

3 教育 – Education

如果你是校长，你会怎样改进你现在的学校？

If you were the Headteacher, how would you improve the school you currently attend?

4 旅游 – Tourism (to be replaced for first examination in 2014)

在你所居住的地区，旅游业的发展对当地人的生活有什么影响？

What effect does tourism have on the lives of local people where you live?

5 城市和乡村 – Urban and rural life (to be replaced for first examination in 2015)

为什么说在中国城市和乡村的差别比在西方城乡差别大得多？

Why is it said that the difference between town and countryside in China is much greater than that in the West?

6 环境 – Environment

你对环境保护有什么看法？

What are your views on environmental protection?

Essay writing guidance

Teachers may find it useful to pass on the following guidance about essay writing in the Target Language to students during the course:

Choosing the subject – Students should first make a careful evaluation of the relative ease or difficulty of the questions; this will be dependent on their own knowledge of a subject, the degree to which they have worked on it during the course and the confidence they have in their ability to write the characters relevant to this particular topic area.

Points of view – Essay titles at this level are asking for opinions from the students. However, it should be emphasised that there are no right or wrong answers to the titles. A well-argued essay with accurate use of language will score well, however controversial or unusual the opinions expressed.

Planning – The time allocated for the examination does not allow for endless drafts and re-drafts. However, a brief plan will ensure that the writing is focused and the argument coherent. It is extremely important to decide on the point of view to be presented and to ensure that all the writing leads ultimately to the presentation of that point of view. Students must take care to answer the specific question that appears on the question paper and to avoid merely producing an essay on the general topic area.

Structure – This will be in part dependent on the title chosen and the manner in which it is being treated. However, all essays will require an introduction, a middle and a conclusion. This sounds obvious, but students do not always follow this fundamental structure. Arguments for and against a particular case or a discussion of the issues round a particular question should be followed by a conclusion which answers the question in the title.

The prescribed dictionary is the Oxford Chinese Dictionary (see syllabus). There is an online version of this dictionary which is available by subscription at Oxford Language Dictionaries Online (www.oxfordlanguagedictionaries.com); this might be a quicker alternative for students to use during their course, although they also need to get plenty of practice at looking up characters from the Oxford Chinese Dictionary in book format too, as the online version is not permitted in the examination.

Skills required for Component 3: accuracy, comprehension, range, idiom, development and organisation of ideas, use of relevant examples

Component 4: Chinese Culture

The topics for Sections 1 and 2 of this question paper can be found in the syllabus, but are also reproduced here for convenience.

For the **Principal Course**, students must choose and prepare ONE option from Section 1 and ONE option from Section 2. In the examination, students will be required to answer TWO questions in English, one on each of their chosen options. The recommended length is 600–750 words per essay. There will be a choice of two questions per option. The examination will last 2 hours and 30 minutes. This part of the examination will assess students' knowledge and understanding of their chosen cultural options and ability to use this knowledge to answer a question in a clear and focused manner.

For **Short Course** candidates, this is the second of the two components which they take – the first being the Speaking component. Short Course candidates must choose and prepare ONE option from either Section 1 or Section 2. The examination will last 1 hour 15 minutes and students will be required to answer ONE question on their chosen option. The recommended length is 600–750 words. There will be a choice of two questions per option.

Section 1: Topics in Chinese culture

There will be three options for this section:

- The founding of the People's Republic of China***
- Chinese economic trends since 1978***
- The city of Beijing*

Section 2: Chinese literature and film

There will be three options for this section:

- Fiction – The Picador Book of Contemporary Chinese Fiction*
- Fiction – Red Dust, Ma Jian**
- Film – Yellow Earth, Chen Kaige**

* Options marked with **ONE** asterisk will also be set for 2012 and 2013.

** Options marked with **TWO** asterisks will also be set for 2012, 2013 and 2014.

*** Options marked with **THREE** asterisks will also be set for 2012, 2013, 2014 and 2015.

Please note that these are the options available at the point of writing this guide. Teachers must consult the syllabus for the appropriate year for details of the options that will be available in that year.

Texts in Section 2 are to be read and studied **in English** in order to allow students the opportunity to read, interact with and respond intelligently to an entire book. The alternative would be to require students to study a short excerpt from a text in Chinese, but it was felt that while this would oblige them to struggle with reading the characters and to contend with very long vocabulary lists, it would not provide the same level of challenge in terms of intellectual rigour and sophistication of response.

There is no objection to any of these options being used as a basis for the Prepared Topic in the Speaking Test.

Students write their essays for this question paper **in English**. The Cambridge Pre-U provides training for university level education where students can only succeed if they can write coherent, insightful and well-argued essays. With quite an elementary level of Chinese, only very superficial essays on literature or history would be possible; requiring the essays to be written in English is a preparation for studying Chinese at university when students will generally use English for essays of this nature.

Teaching this part of the course may be quite a challenge for many teachers who are used to concentrating on teaching Chinese language. Delivery of lessons around the Culture component could be done in conjunction with another department in the school e.g. history or economics. In a later section of this Teacher Guide, there are specific resources for Section 1 of the Chinese Culture question paper and also a special section on essay writing advice for both sections of the paper.

It is hoped that teachers will use the Cambridge Pre-U Mandarin Chinese online discussion forum to share ideas and to seek advice for teaching this component.

Skills required for Component 4: use of books, texts (primary and secondary), film etc. to ensure acquisition of a broad cultural knowledge; development and organisation of ideas; literary, historical and economic analysis

Course planning

Planning delivery of Cambridge Pre-U Mandarin Chinese depends on local conditions and what suits particular teachers and their approach to teaching. It is also dependent on how much Chinese the students have studied before coming into the sixth form – e.g. Did they have a crash course in (I)GCSE Chinese from Year 10 or did they have a longer lead in to (I)GCSE, starting their study of Chinese in Year 7?

In the case of the Short Course, are students covering it in one or two years? Do they already have (I)GCSE Chinese or a Level 2 qualification? What do the students want out of their Short Course? There is flexibility in the course and so – as an example – it could be organised round a ‘business approach’ with students researching and presenting seminars on topics around business/the economy in China for the Speaking component and studying the post 1978 economy for the Culture component.

Whether Principal or Short Course, there are some basic questions for teachers to consider, when beginning to think about scheme of work planning, which are common to all.

- How much does one plan the course around topic work as a way to structure the year?
- Should grammar stand alone, be integrated into topic work or be integrated into discursive essay preparation?
- How should the core vocabulary be integrated into the course?
- Is it going to be possible/preferable to involve other departments in the delivery of some of input for the Culture component? If so, how could this best be organised?
- What linguistic elements constitute the core of the transition from (I)GCSE to Cambridge Pre-U language work?
- Oral work dovetails well with discursive essays in terms of vocabulary and structures – how can this be encouraged in the classroom?
- What proportion of classwork to homework is appropriate?

Before embarking on course planning, teachers need to have as clear an idea as possible of what is required of students in the examination. This Teacher Guide is designed to complement the syllabus booklet in the delivery of this clear understanding and the intention is that these documents will in turn be supported by INSET training and access to the Cambridge Pre-U online discussion forum, on the Cambridge Teacher Support website, where ideas can be shared with other teachers.

The core vocabulary gives a basis for the development of vocabulary, but teachers will also need to make a plan to cover grammar. For those students who have already studied (I)GCSE Chinese, the teacher will of course want to consolidate the (I)GCSE grammar, but also consider the following (this is not intended to be an exhaustive list):

- More work on 了 as an aspect particle and as a modal particle
- Consolidation of knowledge on word order
- More complicated clauses with 的
- More on 得 particularly when the verb is repeated or time (‘how long’) phrases are involved
- Use of 地
- Resultative endings

- Directional and compound directional complements
- Potential complements
- 把 clauses
- 被 clauses
- Appropriate formal beginnings and endings to letters

As well as linguistic development, teachers need to take into account the more general skills outlined at the end of the description of each examination paper and reproduced here.

- Skills required for Component 1: presenting a researched topic, discussion and response, expressing opinions.
- Skills required for Component 2: comprehension, inference, transfer of meaning, summary skills.
- Skills required for Component 3: accuracy, comprehension, range, idiom, development and organisation of ideas, use of relevant examples.
- Skills required for Component 4: use of books, texts (primary and secondary), film etc to ensure acquisition of a broad cultural knowledge; development and organisation of ideas; literary, historical and economic analysis.

Teachers also need to keep a focus on the Assessment Objectives, which were discussed in an earlier section.

Below is what a very general preliminary scheme of work might look like; it is not intended that teachers should in any way feel obliged to follow this, but it may serve to spark some ideas and encourage sharing and development of more detailed schemes of work on the online forum. In this 'imagined' scenario, there are two strands – one strand for the delivery of the language course and the other strand for the delivery of the Culture component, using a topic-based approach for the language elements. One of these strands is essentially delivered in Chinese and the other in English. The scheme of work deals with topics/options which are on the syllabus at the time of writing this guide, as this makes the discussion more 'real'. However, the topics/options on the syllabus will change and teachers will need to consult the syllabus for the appropriate year when planning their own teaching.

Year 1: a = first half term, b = second half term

	Strand 1	Strand 2
Term 1 a & b	General introductory course on China since 1949 to serve as a background to the culture component and to the general depth of topic understanding for the language components	
Term 1 a & b	Study of Family Topic	Seminars on the Picador Book of Contemporary Chinese Fiction
Term 1 b (circa mid November)	Beginning of the Study of the Young People Topic	Seminars on the Picador Book of Contemporary Chinese Literature
Term 2a	Continuation of Young People Topic	Seminars on the Picador Book of Contemporary Chinese Literature
Term 2b	Study of Education Topic	Seminars on the Founding of the PRC
Term 3a	Study of Education/ Tourism Topic	Seminars on the Founding of the PRC
Term 3b	Study of Tourism Topic	Seminars on the Founding of the PRC

Year 2: a = first half term, b = second half term

	Strand 1	Strand 2
Term 1 a & b	Study of Environment Topic	Seminars on the film Yellow Earth, contemporary Chinese cinema and the debate around Yellow Earth
Term 2 a & b	Study of the Urban and Rural Life Topic	Seminars on the Chinese Economy post 1978

Approaches to teaching the language components

Topic based approach

The Cambridge Pre-U is designed to give as much potential as possible to teaching flexibility in such a way as to be intellectually stimulating for the students involved. There are resources – listed in the **Resources** section of this Teacher Guide which will help teachers in the planning and delivery of the course.

A topic based approach to language teaching means that the topics for the language components can dovetail into the topics for the Culture component, as indicated in the outline scheme of work in the **Course planning** section; contextualising language learning in this way provides very useful ‘hooks’ on which learners can ‘hang’ new vocabulary and structures. Certain aspects of grammar can be the subject of a particular focus during the study of a certain topic and vocabulary relevant to the topic can be selected from the core vocabulary list (and more widely).

Grammar and vocabulary exercises

Grammar and vocabulary exercises also have a role to play in the consolidation of particular aspects of grammar or areas of vocabulary. De-contextualised learning should be avoided. Although there is no escape from the rote-learning of Chinese character writing, there are online websites which will support stroke order learning and help support a student’s visual build up of the character, before they try writing it themselves.

The following is a list of possible activities for encouraging active vocabulary practice:

- Define in your own words
- Find the odd one out
- Translate the underlined words
- Ask the question that gives the answer
- Match the pairs
- Match the opposites
- Make a list of ...
- Cloze test
- Make a list of bullet points for a topic etc.

With respect to individual vocabulary and character learning strategies, students need to be given a variety of strategies and choose the one which best suits them. By now, they will have accumulated quite a number of characters and so a variety of approaches is possible – for learning Chinese characters, a little and often is vital:

- Customisation of lists around radical/topic area
- Putting the lists on flashcards – hard copy or online
- Looking at the origin of a character or making up your own description of what it depicts
- Concentrating on the compounds built up from a particular character – this could be done by way of a mind map e.g. with 人 in the middle and then 人口, 人类, 人工, 人员 etc round the edge or 电 with 电视, 电影, 电脑, 电灯, 电话, 电子邮件, etc.

- Annotations of items e.g. characters which only need to be recognised not written, characters which are particularly hard and which need regular testing, characters which can be verbs or adjectives, characters which can be nouns or verbs, characters useful to express opinions etc.
- Calligraphy – writing vocabulary lists with a brush

Use of ICT

There are very many ways in which ICT can be used in developing language. The following are just a few ideas:

- The class can create its own blog for arguments on a topic and language practice, as a result of taking part in a discussion.
- Webcams and video cameras can be used to create news reports, lectures and presentations, which could even be shared between schools.
- PowerPoint presentations enable the student to practise both written and oral presentation and also allow for aspects of the topic to be student rather than teacher led.
- There are lots of online forums for Chinese learners to try out their language skills by posting a comment.

Oral work

As preparation for a discursive essay:

- Brainstorm topic vocabulary
Present controversial picture
Describe and analyse picture
(write accompanying report)
- Introduce structures
Present topic stimuli
Discuss using structures
(write exemplar sentences)
- Introduce/brainstorm/review topic vocabulary
Take a stand and justify
Take opposite stand and justify
Choose one side and justify
(write discursive essay)

Broad cultural context

All this language learning needs to take place within the cultural context of the topic area. Background 'cultural work' on the topic area can be done both in the target language and through the use of English, where necessary. Much of this work can be student presentation/seminar led; this is a very good preparation for university teaching.

Approaches to teaching Component 4: Chinese Culture

The first part of this section looks at each of the options in the Culture component and breaks them down into more detail to support teachers in lesson planning. The second part looks at how the teaching might be approached.

The options referred to are those on the syllabus at the time of writing this guide. However, teachers must consult the syllabus for the appropriate year for details of the options that will be tested in that year.

Section 1: Topics in Chinese Culture

There will be three options for this section:

The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.

The founding of the People's Republic of China

This topic broadly deals with the period 1937–56 and below are some of the key areas of study:

- The United Front
- The Yan'an Period
- The mass line
- Sino-Japanese War, 1937-45
- The Civil War, 1946-1949
- Land Reform
- Sino-Soviet relations
- The Nationalists
- The Korean War
- First Five Year Plan
- Education
- Politics in Command – Mass Campaigns in the fifties

Chinese economic trends since 1978

- Four Modernisations
- Open Door Policy
- Diplomatic Relations Established with US
- Reform in the Countryside and the Household Responsibility System
- One Child Policy
- Special Economic Zones

- Economic Growth Rates and overheating
- Town and Village Enterprises and State Owned Enterprises
- Corruption and piracy
- Commercial legislative framework
- Environmental issues
- From Planned Economy to Socialist Market Economy
- 3 Gorges Dam Project and energy demand
- Overheating of the economy
- Foreign Trade – Reform and Opening Up
- World Trade Organisation
- East China Development versus development in the interior – migrant workers
- China's economic role in the twenty-first century and exchange rate policy

Students need to understand the trends and the key issues and have some key facts and/or case studies which they can quote.

The city of Beijing

- Early history
- Emergence of Beijing as an Imperial capital
- Beijing during the Ming dynasty
- The Imperial Capital of the Qing and the Forbidden City
- Yuanmingyuan and the Summer Palace (Yiheyuan)
- Beijing in the Republican era
- Beijing under Mao 1949-1976
- Economic Reform and Social Change
- Geography and Climate
- Political Administration
- Structure and Architecture of the City
- Urban Transformation and Beijing
- Beijing as an Olympic City
- The City Walls and Tiananmen Square

Section 2: Chinese literature and film

There will be three options for this section:

The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.

Fiction – The Picador Book of Contemporary Chinese Fiction

Students need to know the stories and be able to discuss literary techniques, structure and language, mood and tone. They should also be able to compare and contrast stories. Sometimes the question will refer to specific stories and at other times, the question will ask the student to refer to two or three stories to illustrate their answer. Students will also need to have some background on the following

- The main authors
- The socio-political situation in China at the time
- The authors and their audiences
- Censorship and self-censorship

Fiction – Red Dust, Ma Jian

- Red Dust as a travelogue
- Social, political and economic background at the time in China
- Working in China as a writer at the time – urban voices and rural/local customs (by contrast)
- The author as a narrator
- The author's journey as a spiritual quest
- The author's travels as a mirror for China's development.
- Narrative techniques
- The author's audience in China and in the West

Film – Yellow Earth, Chen Kaige

- Themes
- Ideology
- Techniques
- Audience impact
- Critical reaction in China
- Critical reaction in the West
- Symbolism in the film
- Chen Kaige and the Fifth Generation
- Cinematography
- Rural China
- Change and Tradition

In some schools, it may be that the Culture component will be taught by the Chinese department with support from the history, economics or even English department. For most Chinese language teachers, teaching the Culture component through the medium of English will be a new experience and the Cambridge Pre-U online forum will be a place to ask questions and receive support from the online moderator and fellow teachers.

The syllabus lends itself to both teacher-led lectures followed by student research e.g. for the founding of the People's Republic of China topic; alternatively the Picador Book of Contemporary Chinese Fiction

could be taught exclusively through a series of student-led seminars with an individual student leading a discussion on a particular short story and the sharing of research and ideas. Both modes of delivery can revolve round student discussion of ideas, which will then prepare students well for essay writing.

The next section concentrates on the kind of essays which students will have to write. In order to be able to write good essays, students will need to be exposed to a variety of inputs, ideas and source materials and be subjected to and take part in a variety of arguments. They will need to understand that there is no right answer to a question, but that a well-constructed argument backed up by specific points of evidence is the key.

Essay writing advice for Component 4: Chinese Culture

Introduction

The syllabus booklet states that ‘this part of the examination will assess students’ knowledge and understanding of their chosen cultural options and their ability to use this knowledge to answer a question in a clear and focused manner’. The performance indicators in the same booklet distinguish between the ‘limited argument’ which is given a pass grade and the ‘well-argued response’ which is rewarded with a distinction.

This section explains how students can best write a well-argued response in a clear and focused manner. It is designed to be both a useful support for teachers and their students.

Section 1: Topics in Chinese Culture

The question

The first point that students should realise is that each question is phrased in ways which invite a range of responses. There is no ‘correct’ answer to the question. Examiners are certainly not looking for a ‘right’ response in terms of content. They will, however, award higher marks for answers which have the right approach, which show a good essay technique. This means that knowledge of the topic is not an end in itself, it is a means to a more important end, the ability to develop an argument.

In a very broad sense, there are two types of questions requiring an argumentative approach, ‘**how far**’ questions and ‘**why**’ questions.

‘**How far**’ questions are part of a wider group of questions. They can be identified by certain key words and phrases, including:

- Discuss (often following a quotation)
- Analyse
- Evaluate
- To what extent
- How far

‘**How far**’ includes other phrases which begin with ‘how’, e.g. ‘**how valid**’ or ‘**how accurate**’ or ‘**how successfully**’.

The difference between a ‘**how far**’ and a ‘**how**’ question is small but very significant in terms of approach. ‘**How**’ questions require an essentially descriptive answer, students having to explain the ways in which something happened. Questions which ask to ‘**describe**’ or ‘**outline**’ are also ‘**how**’ questions. ‘How did the Chinese Communist Party become the party of government in 1949’ is an example of such a question and one about which there is little, if any dispute. ‘How far did the Chinese Communist Party become the party of government in 1949’ is a very different question, one about which historians and commentators will disagree. Students’ answers will need to identify and explain these disagreements before going on to analyse and evaluate them, as considered below.

The second type of question which invites discussion and debate is the **'why'** question. Even though it is less obviously an argumentative question, it still requires an argumentative approach. 'Why did the Chinese Communist Party seize power in 1949' is a matter about which historians still disagree – and probably always will. As with **'how far'** questions, students will need to explain, analyse and evaluate the different arguments concerning the topic. Having evaluated different causes, students need finally to decide which are the more important.

Having identified the type of question, students need then to consider carefully the wording of the question. There is often a key word or phrase around which arguments can be built. This is especially the case with quotations which students are required to discuss. In a question which asks students to discuss the view that 'the rule of Chiang Kai-shek was a complete disaster for China' the phrase 'complete disaster' provides the focus of the debate and argument. Even apparently harmless words often need further consideration, words such as 'foundation' or 'transformation'. What exactly do they mean in the context of modern China? How meaning is defined will affect the argument that is developed.

It cannot be said too often that careful analysis of the wording of the question is essential to examination success. Too often, in their hurry to answer the question, students misread the question or fail to read with sufficient care. Students need to ask themselves 'what exactly does this question require me to do?' And then, as they write, they must frequently remind themselves of these requirements. Having started with good intentions, too many students drift away from the point.

The essay

For a distinction, students must write a well-argued essay which is clear and focused. Let us consider each in turn.

Well-argued

Arguments cannot happen unless different points of view are expressed. Arguments are usually disorganised, scrappy affairs which rarely result in agreement. Essay arguments, by contrast, must be well organised and result in a conclusion which reconciles the different points of view. Essay questions need only two arguments to be developed: those for the assertion and those against. Take the assertion that the rule of Chiang Kai-shek was a complete disaster for China. Some evidence supports the case while some can be used to refute the argument. Students need to identify the main arguments on either side. Three of each is probably sufficient. Then they should write half the essay putting the case for the assertion, half against. Then comes the conclusion, in which students explain which of the two sets of arguments they find more convincing – and give reasons why they do so.

Arguments for and against need to be based on specific evidence, which is where knowledge and understanding come into play. The more accurate, the more precise, the more detailed the example(s), the more credit examiners can give. Students should realise that it is not necessary to describe a specific event or development at great length; to do so is to slip into a descriptive, narrative approach, is to explain 'how' rather than to argue 'how far'. Doing so also means that there is less time left to develop other arguments. Such answers become lop-sided. Arguments must come first, evidence second.

A well argued essay requires consistency of argument. As different arguments are explained and analysed, contradictions should become apparent. Students can, indeed should, point these out. They should not, however, contradict themselves. Doing so suggests they have a confused understanding of the question.

Some people see using the same event or development on either side of the argument as inconsistent. It isn't. Different historians can interpret the same event in very different ways, depending upon the perspectives they take. Thus students can help themselves as they study the subject throughout the year, if they get used to identifying different interpretations of the same event. In other words, they should

benefit greatly if they know something about the historiography of the subject, about the changing nature of historical debate on the history of China.

This historiography can involve two kinds of interpretations. Firstly, historians group around different approaches to interpreting the past, as for example Marxist historians compared with Western liberal historians. Secondly, views of the past, especially of topics of great controversy, change over time. Thus an initial or traditional explanation of, say, the Chinese revolution, is challenged some time later by a revisionist interpretation before both eventually provoke a third interpretation, usually called post-revisionist. If students can identify these different schools of interpretation wherever they can, then identifying two sides of the historical argument is made much easier.

Evidence used to support arguments can involve quotations, either from people of the period under examination or from later historians. Such quotations must be relevant to the argument being made. Sometimes students include quotations, whether relevant or not, in an attempt to impress; if not relevant, they achieve the opposite effect.

So 'well argued' means careful and balanced analysis and evaluation of the different sides of the argument. Analysis requires examining the argument in some detail, breaking it down into its constituent parts. Evaluation means identifying the strengths and weaknesses of the argument, usually by measuring it against contextual knowledge or other historical interpretations. It also means writing a carefully-argued conclusion. Here students pull together their separate arguments, evaluating them as they do so before writing one last sentence in which, for the first time, they answer the question directly: 'Contrary to established opinion, Chiang Kai-shek's rule was more of a success than it was a complete disaster', for example.

It is worth pointing out that a well argued answer is not one which agrees with the assertion of the question. Nor is it one which splits the difference, sitting in the middle, hedging its bets. It is one in which arguments are well organised, carefully analysed and properly evaluated. If an essay's arguments lead to the quote being totally rejected, then so be it – so long as it is based on historical evidence and reasoning.

Clear

Clarity can mean one of two things: clarity of argument or clarity of expression.

The first is implicit in the previous section. A clear argument is a structured argument, one which is easy to follow. Each paragraph should start with a sentence which links it to the question and to the previous paragraph and should finish with a sentence which summarises the main argument of the paragraph. Such structural devices make arguments clear to examiners, enabling them to assess the essay more positively. They show that students are in control of the argument, know where the argument is going.

The second concerns the quality of English. Some students write more fluently than others. Such skills are hard to teach – or to learn. All students, however, can learn to write as accurately as they can, avoiding grammatical errors and punctuating their work correctly. In doing so, they produce a literate answer, which merits higher marks.

Some might ask whether clarity of handwriting matters. The short answer is that it doesn't; examiners will assess and mark every script, however hard to read.

Focused

The meaning of this requirement is simple: focused on the question, which means the question actually set. Questions can be similar to questions on past papers, which students have already answered. Very rarely, however, are they identical. And yet students often overlook the fine differences and reproduce an answer they have already written to an earlier question. In doing so, they can lose valuable marks.

Students should not rely on re-using answers to a similar question they have attempted in the past. They must follow the standard procedures, which should be very familiar by the time they sit the examination:

- Analyse the question carefully
- Identify the main arguments on either side
- Find examples to support your arguments
- Write a paragraph on each of the arguments with relevant examples
- Conclude by evaluating the arguments and making your own reasoned judgement.

If they do so, they will find that even the hardest question can be answered in a clear and focused way.

Thus students must focus on the question actually set; and they must do so until they have finished answering it. So often, students start with good intentions of answering the question but then forget to do so, preferring the relative ease of telling the story of the topic before returning to the question in a brief and marginal conclusion.

The introduction

Some students spend too long on the introduction to their essays. Some take up to half a side. If the introduction states what the student intends to do or if it includes information which is later included anyway, then the introduction has little value. Repeating a point or an argument does not receive additional credit. If, however, the introduction launches one side of the argument, perhaps by reference to a specific example or with a relevant quotation from an historian, then the introduction is well worthwhile.

Some students also answer the question in the first sentence or two. This is not to be recommended. It gives the game away. It suggests a closed mind rather than an open one. Even if students have made up their mind at the start, it is better to keep their thoughts to themselves until the conclusion. Doing so keeps the examiner more involved in the unfolding argument and analysis.

Summary

Writing essays which are awarded a distinction in this examination requires the development of sophisticated intellectual skills and the ability to apply them against the clock. Learning any such skill does not come easily. The word 'essay' derives from the Old French term 'essayer', to attempt or to try. Students should practise as often as they can the art of writing such essays, initially taking the time they need, with the help of notes and books, eventually against the clock, with just their memory and intelligence to assist them. If they do so, they will eventually become masters of the art of writing analytical essays. Examiners will then be generous towards answers they write because they will be well argued, clear and focused. Students will then gain the educational rewards they need and want – and deserve.

Section 2: Chinese literature and film

Many of the points about essay writing outlined in Section 1: Chinese Culture are also relevant for the questions on literature and film. However, the following section outlines some additional advice for students and their teachers.

Historical and cultural background

Students need to understand the historical, social, political and cultural background to the text or film they study. This invites the possibility of a rich variety of seminars on China, which will feed into the

student's general knowledge of China which will also be immediately useful when working on the language components, as well as useful for study at university and beyond. In order to make a sound academic evaluation of Ma Jian's travels, Wang Anyi's 'Life in a Small Courtyard' or Cui Qiao's family, Cambridge Pre-U students will need a more in-depth understanding of the context of such works than would be within the grasp of the average Western reader/viewer.

Novels / short stories

When studying a novel/short stories, students should not stop short at a synopsis of the plot and brief sketches of the main characters. Students should know these, but also ask themselves how important they are in illustrating the writer's principal themes and ideas. They will also need to think about some aspects of structure. Is the novel/story narrated in a straightforward chronological way? If there is a first person narrator, how does this affect the reader? If there is an autobiographical narrator, how does the author present events and characters?

Film

Much of what is presented above is also relevant to the study of a film, but it is important to remember that a film is intended for a wide audience and it is necessary to imagine its impact on a large audience, not just the individual. The films chosen for this syllabus will have had differing impacts on Chinese audiences at home and abroad and on Western audiences. Good answers will often need to show awareness of a variety of critical impacts.

Introduction

When writing an answer, students should start with an introduction which shows an understanding of the question, and, without giving away a conclusion at this stage, gives a rough idea of the direction their argument will pursue.

Central points

When the central section of the answer is reached, it is essential that students illustrate each point made with solid reference to the text or film. This can take the form of a quotation or reference to a specific action or event. There is no need to tell the whole story. Students should never be afraid to express their own ideas – providing that they can back up these ideas with well chosen examples from the text/film they are discussing and that what they say remains clearly linked to the question. There is rarely one 'right' answer and they are at liberty to disagree with the point of view expressed in a question; sometimes it is put there by the examiner to provoke them.

Conclusion

In their conclusion, students will need to sum up the points they have made in the course of their answer and to show clearly why they agree or not with the original question. The thread of their argument must run through the essay and then be pulled together in the conclusion.

Resources

When teachers are thinking about how to approach the teaching of the course, it is, of course, vital to have a look at what help is out there already. The following resource list is split into three parts: the language components, the culture component and useful resources.

Language components

There is a wide variety of very useful material from publishers. This guide just concentrates on material available which is specifically focused on/useful for a Level 3 qualification in Chinese in the UK. It merely provides a starting point for those embarking on teaching Cambridge Pre-U.

1. Carruthers, K. ed, 2009 GCSE Chinese, Pearson (ISBN: 9781846905179)

Whilst this is a GCSE (Level 2) book, there is plenty of extension material which goes beyond GCSE and which provides good KS4/KS5 transition material. (Have a look at Chapter 9, the self-access reading and writing material on page 188 onwards and the listening and reading assignments on the controlled assessment pages at the end of each chapter.)

2. Fredlein, S. and Fredlein, P. Ni Hao Books 4 and 5. Many teachers use this book to GCSE level; it is published in Australia. Now the author has written Book 4 and Book 5, with material appropriate for Level 3 study.

3. Li, X. and Ma, Y. Chinese Made Easy Book 5 and Workbook (ISBN: 9789620425929 and 9789620425936 respectively). This book has some good well-structured activities and exercises, many of which can be used for Cambridge Pre-U students. Yamin Ma and Xinying Li are two very experienced teachers from the Island School in Hong Kong.

4. Tate, M. ed, 2008 Chinese for AS, Hodder (student's and teacher's resource book – ISBN: 9780340967843 and 9780340967867). These books are not designed specifically for Cambridge Pre-U, but there is useful material, ideas and vocabulary lists.

5. Tate, M. ed, Chinese for A2, Hodder (student's and teacher's resource book – ISBN: 9780340967850 and 9780340967836). As per comments above.

6. Yuan, Boping and Kan, Qian Developing Writing Skills in Chinese, Routledge (ISBN: 0415215846)

7. Yu, Bin. ed, 2009 Chinese AS and A2 – Chinese Examination Study Guides, Cypress (ISBN: 9781845700072) These books have a lot of practice exercises and activities which you may want to use with your class.

8. Zhang X. Chinese for A level (ISBN: 9781845700119)

9. GoChinese Language Learning Platform (www.gochinese.net). This online platform allows users to submit articles in Chinese and then listen to the spoken Mandarin as well as view English definitions and Hanyu Pinyin phonetics. It opens up the possibility for students to access, independently, a much wider range of material than would otherwise be possible at this level of Chinese language learning.

Component 4: Chinese Culture

Section 1

1. The founding of the PRC

Core readings: Rana Mitter, *Bitter Revolution*; Philip Short, *Mao: A Life*; Anita Chan, Richard Madsen, and Jonathan Unger, *China: From Empire to People's Republic 1900–49 and The People's Republic of China 1949–76* (Access to history; series editor: Michael Lynch).

Recommended: Li Zhisui, *The Private Life of Mao Zedong*; Frederick Teiwes, *Politics at Mao's Court*; Judith Shapiro, *Mao's War Against Nature*.

2. Chinese economic trends since 1978

Core: Barry Naughton, *The Chinese Economy: Transitions and Growth*; Peter Nolan, *China and the Global Economy*; Jim Mann, *Beijing Jeep*.

Recommended: Gordon Chang, *The Coming Collapse of China*; SH Donald, *State of China Atlas*; Susan Shirk, *China: The Fragile Superpower*; James Watson, *Golden Arches East*; Orville Schell, *Mandate of Heaven*; James Kynge, *China Shakes the World: The Rise of a Global Superpower*.

3. The city of Beijing

Core: Wu Hung, *Remaking Beijing*; Susan Naquin, *Peking Temples and City Life*; Anne-Marie Broudehoux, *The Making and Selling of Post-Mao Beijing*; Vincent Gousseart, *The Taoists of Peking, 1800-1949*; Wong Young-tsu, *Paradise Lost: The Imperial Garden Yuan Mingyuan*; David Strand, *Rickshaw Beijing*.

Recommended: Jasper Becker, *City of Heavenly Tranquillity: Beijing in the History of China*; Li, Dray-Novey & Kong, *Beijing from Imperial Capital to Olympic City*.

4. General

Recommended journals: *The China Quarterly* and *The China Journal*.

General history is well covered in Jonathan Spence, *Search for Modern China* and a good general introduction on the Chinese state today is Tony Saich, *Governance and Politics of China*. A general introduction is provided in *China 1900–76* (Heinemann Advanced History) or Rana Mitter, *Modern China: A very short introduction*.

Useful resources

The following website and accompanying TV programmes give a good insight to education in China:

www.open2.net/chineseschool/index.html

Mark schemes and marking

All Cambridge Pre-U Mandarin Chinese question papers are marked positively. Examiners are looking to award marks; they are looking to find evidence which shows what a student can do rather than find evidence of mistakes so that they can deduct marks. This is a fundamental marking principle across all the papers.

Printed below are the generic mark schemes which remain the same from year to year. They are in the following order:

- Component 1: Speaking
- Component 3: Letter
- Component 3: Opinion essay
- Component 4: Chinese Culture

Other mark schemes will vary depending on the answers required. Mark schemes will be published after each examination session.

Component 1: Speaking mark scheme

This component is marked holistically using the mark bands as follows. Table A gives the marking grid for the prepared topic, which is split into 10 marks for content/presentation and 5 marks for language giving a total of 15 marks. The same mark scheme is used for the Principal Course and the Short Course. The Principal Course speaking test is examined by an external Examiner and the Short Course test is examined internally with external moderation.

Table A: Prepared topic (15 marks)

(i) A mark out of 10 for Content/Presentation.

Candidates whose Prepared Topic does not relate to the Chinese world should have their mark for Content/Presentation halved.

(ii) A mark out of 5 for Language.

Content/Presentation Knowledge of facts; ability to express opinions and raise issues for discussion.	Language
9–10 Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; Examiner's interest sustained.	5 Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7–8 Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps Examiner's interest.	4 Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5–6 Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3 May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3–4 Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the Examiner's interest.	2 Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0–2 Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	0–1 Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

Table B: Topic conversation (15 marks) AND general conversation (15 marks)

- (i) A mark out of 5 for Comprehension & Responsiveness.
- (ii) A mark out of 10 for Accuracy and Range of Language.

Comprehension & Responsiveness	Accuracy and Range of Language
<p>5 Very good No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.</p>	<p>9–10 Very good Consistently accurate. Only occasional minor slips. Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.</p>
<p>4 Good Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner's lead.</p>	<p>7–8 Good Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage. Has sufficient range of vocabulary and structures to handle reasonably mature subjects.</p>
<p>3 Satisfactory Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. OR Relies heavily on prepared responses.</p>	<p>5–6 Satisfactory Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage. Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.</p>
<p>2 Weak Has general difficulty in understanding. Limited response to questions on the majority of topics raised.</p>	<p>3–4 Weak Generally inaccurate use of the language. Severe limitations of vocabulary and structures restrict discussion to a very basic level.</p>
<p>0–1 Poor Severe problems of comprehension. Very marked hesitation. Limited responsiveness.</p>	<p>0–2 Poor No grasp of grammatical accuracy. Errors constant and repeated. Very restricted vocabulary. Only simple sentences and no variety of structure.</p>

Table C: Impression – feel for the language & accuracy of tones (15 marks)

At the end of the examination, a mark is awarded for the candidate's Feel for the Language and Pronunciation/Accuracy of Tones. This is based on the candidate's overall performance.

- (i) A mark out of 10 for Feel for the Language.
- (ii) A mark out of 5 for Pronunciation/Accuracy of Tones.

Feel for the Language	Pronunciation/Accuracy of Tones
9–10 <i>Very good</i> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.	5 Outstanding pronunciation and accuracy of tones; an occasional slight mistake or hesitation. Not necessarily a native speaker.
7–8 <i>Good</i> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.	4 Good pronunciation and accuracy of tones; some mistakes and/or hesitation.
5–6 <i>Satisfactory</i> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.	3 A fair degree of accuracy in pronunciation and tones; quite a number of errors.
3–4 <i>Weak</i> Has scant feeling for the idiom. Generally translates literally from the mother tongue.	2 Intelligible but shows marked influence of mother tongue and very many errors of pronunciation; inaccurate tones.
0–2 <i>Poor</i> Has no feeling for the target language.	0–1 Very poor; many gross errors; frequently incomprehensible.

This gives a total of 60 marks for the speaking test.

Component 3: Letter mark scheme

Communication of required elements (5 marks) (including 1 mark for appropriate opening and closing in formal register)

For example, the question below

Write a letter in Chinese applying for a holiday job with a bank in China. This post has been advertised as being suitable for a young English speaker without prior experience.

Explain why you would like to work in China, ask about what the job entails and ask one further question about the job.

You should write between 80 and 100 characters. You should include an appropriate opening and closing in formal register.

could attract the following content marks:

- Introduction of yourself as the applicant (1 mark)
- Why you would like to work in China (1 mark)
- Question about the job (1 mark)
- Further question about the job (1 mark)
- Appropriate opening and closing in formal register (1 mark)

Marks would then be awarded for language according to the following mark bands, giving a total potential language mark of 15.

Accuracy of characters (5 marks)

5 marks	Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.
4 marks	Not as consistently accurate nor as wide a range as the highest level, but a good range of characters attempted with easy and moderately easy characters correctly written.
3 marks	A more limited range with most easy characters correctly written.
2 marks	Substantially inaccurate despite several examples of correctly written characters.
1 mark	Substantially inaccurate, with only isolated examples of correctly written characters.
0 marks	No relevant material presented.

Accuracy of grammar and structures (10 marks)

10/9 marks	Highly accurate including use of more complex structures, but with occasional minor slips.
8/7 marks	Accurate in use of simpler structures, except for occasional more serious errors/ more frequent slips.
6/5 marks	Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures).
4/3 marks	Substantially inaccurate, despite several examples of accurate usage.
2/1 marks	Substantially inaccurate, with only isolated examples of accurate usage.
0 marks	No relevant material presented.

This gives a total of 20 marks for the section.

Component 3: Opinion essay mark scheme

- Accuracy and linguistic range (20 marks)
- Development and organisation of ideas (10 marks)

Where only a few relevant points are made it is unlikely that candidates will score more than a satisfactory mark for accuracy and linguistic range.

Accuracy and linguistic range	Development and organisation of ideas
19–20 Excellent	10 Excellent
Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
16–18 Very good	8–9 Very good
Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
12–15 Good	6–7 Good
Generally accurate. Good range of vocabulary and some complex sentence patterns.	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
8–11 Satisfactory	4–5 Satisfactory
Predominantly simple sentence patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
4–7 Weak	2–3 Weak
Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.

1-3 <i>Poor</i>	1 <i>Poor</i>
Little evidence of grammatical awareness. Very limited vocabulary.	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0 No relevant material presented.	0 No relevant material presented.

This gives a total of 30 marks for the section.

Component 4: Chinese Culture mark scheme

The question paper is divided into two sections. Principal Course candidates are required to answer two questions in total, one from each section. Short Course candidates are required to answer one question, from either section. Answers must be written in English and should be about 600–750 words in length. Answers will be assessed for Content and Structure according to the criteria below.

- Content (25 marks)
- Structure (5 marks)

The question paper is intended to test candidates' knowledge and understanding of cultural topics and ability to use this knowledge to answer questions in a clear and focused manner. Great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have chosen to study. Candidates may have been encouraged to depend closely on prepared notes and quotation: quotation for its own sake is not useful, although it will gain credit if used appropriately to illustrate a point in the answer.

Candidates should write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates are not penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in these areas is likely to influence judgements concerning the overall clarity and effectiveness of the writing.

Candidates will not tend to show all the qualities or faults described in any one mark band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a flexible approach, and even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

Content	
23–25	Excellent Excellent ability to organise material in relation to the question. Comprehensive response with an extensive number of relevant points targeting the terms of the question with precision. Displays detailed knowledge and sustained analysis.
19–22	Very good A thoughtful and well-argued response to the question. Includes a large number of relevant points, well illustrated. Displays thorough knowledge, good understanding and analysis of the material.
15–18	Good A well-argued response to the question. Includes a good number of relevant points, most of which are developed and illustrated. Some limitations of insight, but a coherent approach.
11–14	Satisfactory A mainly relevant response to the question. Shows fair knowledge and understanding of the material. Includes a fair number of relevant points not always linked and/or developed.
6–10	Weak An uneven OR basic response to the question. Shows some knowledge and understanding of the material. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative/description.
1–5	Poor Little attempt to answer the question. Only elementary knowledge and understanding of the material. Makes very few relevant points and even these are largely undeveloped and unsubstantiated. OR a response which makes hardly any attempt to address the terms of the question but which displays a basic general knowledge of the material.
0	No rewardable content.

Structure
5 Very good A well-structured and coherent piece of writing, with ideas and arguments clearly linked throughout. All paragraphs well constructed. Includes a comprehensive introduction and conclusion.
4 Good A clear structure, with logical presentation of ideas. Most paragraphs well-constructed. Includes an adequate introduction and conclusion.
3 Satisfactory Some success in organising material and ideas into a structured piece of writing. A reasonable attempt to paragraph but weakness in introduction and conclusion.
2 Weak Some attempt to organise material and ideas into a structured piece of writing. Many single-sentence paragraphs or no attempt at paragraphing. Organisation of ideas not always logical.
1 Poor No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order.
0 No rewardable structure.

Indicative content

With the mark scheme each year for this component, there will also be published some indicative content for each question on the question paper. Questions are open to interpretation and, therefore, the indicative content is not intended to be prescriptive but is to give an indication of some of the points which could be made in response to each question. The indicative content is by no means exhaustive, but is intended to be helpful to both teachers and students looking at past papers in future years.

Two examples of indicative content follow:

- The founding of the People's Republic of China

Shortly after the founding of the People's Republic of China, China engaged in the Korean War. What effect did the war have on the development of the new state?

The Korean War came at a time when China had just undergone two costly wars that, apart from the human victims, also severely weakened the Chinese economy. However, the new government could rely on huge support particularly from the rural sector and thus could use the Korean War to its advantage and accelerate the process of building a new China.

Without needing to discuss the origin of the war, and the reasons China entered it, the outcome was a success for the new leadership. China stood up militarily for the first time in nearly two centuries against Western powers (here in particular the United States), if not winning the war outright then certainly not losing it either, and thus regained international respect as well as giving confidence back to their own people. At the time, the war was called 'War to Resist America and Aid Korea', reflecting the internal propaganda. With Mao's own son among the casualties, the Party's sacrifice was genuine. The war

brought the country that had just undergone a bloody civil war, together again, reawakened Nationalism and Patriotism and reconciled these ideas with the leadership of the CCP. The People's Liberation Army, attributed with the victory not only over the Nationalist troops (KMT) but also with the victory over Japan, added another victory to cement its reputation and maintain the support of the population.

- **Film – Yellow Earth, Chen Kaige**

How does the director employ colour schemes in the film? What are the symbolic meanings of these colour schemes?

There are more than one example to draw from, and more than one colour can be used to show the cinematographer's effectiveness. The cinematographer, Zhang Yimou, was later to become a director of equal importance to Chen Kaige, and his obsession with colour can also be seen in later films such as *Judou*.

The central colour here, not least accorded its importance by inclusion in the title of the film, is of course yellow. Yellow has a unique significance in China's history as the very origin of the nation stems from the valley of the Yellow River. The first emperor, Qin Shi Huangdi, called himself 'Yellow Emperor'. In Imperial times, only the Emperor was allowed to wear the colour yellow.

In the film, the colour yellow is used to evoke the grandeur of China's landscape, and in extension the might of its history and tradition. The almost blinding effect of the sun in the prayer scene for instance shows the force of nature but also how much the people are bound to their land and to their traditions.

A juxtaposition for the colour yellow occurs in the usage of the colour red. The traditional joyful colour for weddings, it was also adopted by the Chinese Communist Party. In the film, evidence for the use of these colour schemes can be found to support the conflict between the two main doctrines that form the spine of the narrative.

Grading and reporting

The Cambridge International Level 3 Pre-U Certificates in the Principal Courses are qualifications in their own right. Principal Courses are acceptable as an alternative to A Level and Short Course subjects as an alternative to AS (or other Level 3 qualifications) for entry into Higher Education or employment. Each individual Principal or Short Course Subject is graded separately on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3; Merit 1, Merit 2, Merit 3; Pass 1, Pass 2, Pass 3.

Principal Courses can also be combined with two core components to meet the requirements for eligibility for the Cambridge International Level 3 Pre-U Diploma. More details about the Diploma requirements and the core components can be found in a separate Diploma syllabus. The results of the individual Principal Courses are reported on a separate certificate to the Diploma result.

The Short Course does not form part of the overall Cambridge Pre-U Diploma.

Appendix 1: Core vocabulary

Cambridge Pre-U Mandarin Chinese Principal Course core vocabulary (includes additional vocabulary for the Principal Course topic areas of tourism, environment and urban & rural life).

By the end of the course of study leading to Cambridge Pre-U Mandarin Chinese, students will recognise all characters listed below. Additional characters may appear on the question papers but will not be tested explicitly. Where there is a need to include any additional characters essential to the answering of a question, these will be glossed in English.

…分之…	… fēn zhīout of... (e.g., 8 out of 10)
…极了	… jí le ...	extremely...
…的时候	…de shí hòu	when
阿姨	ā yí	aunt
爱	ài	love
矮	ǎi	short
爱好	ài hào	hobby
爱护	ài hù	cherish, take good care of
爱情	ài qing	love, romance
安静	ān jìng	quiet
安排	ān pái	arrange; arrangement
安全	ān quán	safety; safe
奥地利	ào dì lì	Austria
吧	ba	
把	bǎ	
八	bā	eight
爸爸	bà ba	daddy
白	bái	white
百	bǎi	hundred
摆	bǎi	put, lay, place, set in order
白菜	bái cài	Chinese cabbage
百货商店	bǎi huò shāng diàn	department store
白酒	bái jiǔ	Chinese liquor; white wine
白天	bái tiān	day time
半	bàn	half
班	bān	class
板	bǎn	board; plank
搬	bān	move; take away

办法	bàn fǎ	way; means; method
办公室	bàn gōng shì	office; bureau
帮忙	bāng máng	help
帮助	bāng zhù	help; assistance; assist
傍晚	bàng wǎn	at dusk, towards evening, at nightfall
包	bāo	bag
抱	bào	hold/carry in the arms
饱	bǎo	have eaten one's fill; be full
报告	bào gào	report
保护	bǎo hù	protect; protection
包括	bāo kuò	include; consist of; comprise; contain
报名	bào míng	enrol
抱歉	bào qiàn	be sorry; feel apologetic; regret
保证	bǎo zhèng	(v.) assure, guarantee; (n.) pledge
报纸	bào zhǐ	newspaper
包子	bāo zi	steamed stuffed bun
北	běi	north
杯	bēi	cup
倍	bèi	times; -fold
被	bèi	duvet; to be something-ed
背包	bēi bāo	rucksack
北边/面	Běi bian /miàn	north side
背后	bèi hòu	behind; at the back; in the rear
北京	běi jīng	Beijing
本	běn	measure word
本地	běn dì	local
本来	běn lái	original; it goes without saying
本子	běn zi	exercise book
笔	bǐ	pen
比	bǐ	compare
笔记	bǐ jì	notes
比较	bǐ jiào	quite
比如	bǐ rú	for example
比赛	bǐ sài	competition
必要	bì yào	necessary

毕业	bì yè	graduate (v.)
笔友	bǐ yǒu	penfriend
鼻子	bí zi	nose
边	biān	Side
便	biàn	then, so
变	biàn	change
遍	biàn	number of times
变化	biàn huà	change
表	biǎo	table; chart; form; watch
表现	biǎo xiàn	behave; manifest; behaviour; manifestation
表演	biǎo yǎn	perform
表扬	biǎo yáng	compliment; praise
标准	biāo zhǔn	standard; criterion
别	bié	other; do not
别的	bié de	other
宾馆	bīn guǎn	hotel
病	bìng	illness
饼干	bǐng gān	biscuit
冰箱	bīng xiāng	fridge
博物馆	bó wù guǎn	museum
脖子	bó zi	neck
布	bù	cloth
不但...而且	bú dàn ... ér qiě	not only...but also
不得不	bù dé bù	cannot help but
不断	bú duàn	incessantly, without stopping
部分	bù fen	part; part of
不管	bù guǎn	regardless of
不过	bú guò	but; nevertheless; however
不论	Bú lùn	no matter
不如	bù rú	not equal to; not as good as
不是	bú shì	be not
不舒服	bù shū fu	unwell; uncomfortable
不同	bù tóng	different
补习	bǔ xí	attend make-up lessons
步行	bù xíng	walk
布置	bù zhì	arrange; assign; decorate

不准	bù zhǔn	disallowed
擦	cā	wipe/mop (with a cloth)
才	cái	later than expected
菜	cài	food,vegetable,dish
猜	cāi	guess
菜单	cài dān	menu
材料	cái liào	material
彩色	cǎi sè	multicolour
采用	cǎi yòng	adopt, employ, use
参观	cān guān	visit; look around
餐厅	cān tīng	canteen; restaurant
操场	cāo chǎng	sports ground
草地	cǎo dì	meadow; lawn; green area
厕所	cè suǒ	toilet
层	céng	layer; storey
曾经	céng jīng	ever
茶	chá	tea
查	chá	check; find out; investigate; look up
差	chà	differ from; fall short of; not up to standard
插 (插入)	chā (chā rù)	insert (insert into)
差别	chā bié	difference
茶几	chá jī	coffee table
叉子	chā zi	fork
长	cháng	long
常常	cháng cháng	often
长城	cháng chéng	the Great Wall
场地	chǎng dì	venue, site
唱歌	chàng gē	Sing
长江	cháng jiāng	the Yangtze river
长期	cháng qī	long term
畅游	chàng yóu	enjoy a sightseeing tour
炒	chǎo	stir fry
吵	chǎo	argue; noisy
超过	chāo guò	exceeding
超级市场	chāo jí shì chǎng	supermarket
车房	chē fáng	garage

衬衫	chèn shān	shirt
乘	chéng	ride (a bus, etc.); times
程度	chéng dù	degree
成功	chéng gōng	success; succeed; successful
成绩	chéng jì	result; achievement; success
成立	chéng lì	establish, found, set up
成人	chéng rén	adult
城市	chéng shì	town
成熟	chéng shú	mature
成为	chéng wéi	become, turn into
吃(饭)	chī (fàn)	eat
迟到	chí dào	be late
吃惊	chī jīng	be startled; be shocked; surprise
尺子	chǐ zi	ruler
宠物	chǒng wù	pet
臭	chòu	smelly; stink
出	chū	exit
出版	chū bǎn	publish
出发	chū fā	set out
厨房	chú fáng	kitchen
初级	chū jí	elementary
出口	chū kǒu	exit
除了...以外	chú le...yǐ wài	besides
出生	chū shēng	be born
除夕	chú xī	eve
出现	chū xiàn	appear, arise, emerge
出租车	chū zū chē	taxi
穿	chuān	wear
传统	chuán tǒng	tradition; traditional
床	chuáng	bed
窗户	chuāng hu	window
创造	chuàng zào	create
吹	chuī	blow
春节	chūn jié	Spring festival
春卷	chūn juǎn	spring roll
春天	chūn tiān	Spring

次	cì	number of times
词典	cí diǎn	dictionary; lexicon
辞退	cí tuì	dismiss, discharge
词语	cí yǔ	words
从	cóng	from
从来	cóng lái	always; all along
聪明	cōng míng	clever; intelligent
从前	cóng qián	before; formerly
从事	cóng shì	go in for, be engaged in (a profession, a cause, etc.)
醋	cù	vinegar
粗	cū	wide; coarse
促进	cù jìn	promote
存钱	cún qián	deposit (some money in a bank); save up money
存在	cún zài	exist
错误	cuò wù	mistake; mistaken, wrong
打电话	dǎ diàn huà	make a phone call
大多数	dà duō shù	great majority
大概	dà gài	approximately; about
打开	dǎ kāi	open; turn on
打球	dǎ qiú	play (ball) games
大使馆	dà shǐ guǎn	embassy
打算	dǎ suàn	plan; intend; intention
打网球	dǎ wǎng qiú	play tennis
大象	dà xiàng	elephant
大小	dà xiǎo	size
大学	dà xué	university
大衣	dà yī	coat
打印机	dǎ yìn jī	printer
大约	dà yuē	approximately; about
打折	dǎ zhé	sell at a discount
打针	dǎ zhēn	give/ receive an injection
戴	dài	wear
带	dài	take with
呆	dāi	stay; slow-witted; blank
代表团	dài biǎo tuán	delegation
大夫	dài fu	doctor

单程票	dān chéng piào	one-way ticket
蛋糕	dàn gāo	cake
担任	dān rèn	take responsibility for
单位	dān wèi	unit of measurement; unit of organisation
担心	dān xīn	worry about
单元	dān yuán	unit
当	dāng	work as...; in sb's presence; when...
当地	dāng dì	local
当前	dāng qián	present, current
当然	dāng rán	naturally; of course
到	dào	arrive
倒	dǎo	fall, topple, tumble down
到达	dào dá	arrive; reach
道理	dào lǐ	argument, reason, point; hows and whys
导游	dǎo yóu	tour guide
刀子	dāo zi	knife
的	de	
得	de	
得到	dé dào	get; obtain; gain; receive
德国	dé guó	Germany
得	děi	have to
灯	dēng	light
登记	dēng jì	register
第	dì	
低	dī	low
弟弟	dì di	younger brother
地点	dì diǎn	place
地方	dì fāng	place
地理	dì lǐ	geography
地球	dì qiú	the Earth; globe
地区	dì qū	district; region
地铁	dì tiě	underground
地图	dì tú	map
地下	dì xià	underground
地址	dì zhǐ	address
点菜	diǎn cài	order food

电动	diàn dòng	electric, electronic
电脑	diàn nǎo	computer
电梯	diàn tī	elevator; lift
点头	diǎn tóu	nod
点心	diǎn xin	snack
典型	diǎn xíng	(n.)model, typical example; (adj.)typical, representative
点钟	diǎn zhōng	o'clock (indicating time of day)
电子邮件	diàn zi yóu jiàn	e-mail
调查	diào chá	investigate
钓鱼	diào yú	go fishing
顶	dǐng	top; peak; go against; prop up
订票	dìng piào	book tickets
丢	diū	lose; throw away
懂	dǒng	understand
东	dōng	east
东北	dōng běi	northeast
东北边 / 面	dōng běi bian /miàn	northeast side
东边 / 面	dōng bian /miàn	east side
动画片	dòng huà piàn	cartoon
东南	dōng nán	southeast
东南边 / 面	dōng nán bian/miàn	southeast side
冬天	dōng tiān	winter
动物	dòng wù	animal
动物园	dòng wù yuán	zoo
东西	dōng xi	things
都	dōu	both,all
豆腐	dòu fu	tofu
度	dù	degree; spend
堵车	dǔ chē	traffic jam; traffic congestion
度假	dù jià	go on holiday
读书	dú shū	read (book)
读者	dú zhě	reader
肚子	dù zi	abdomen
段	duàn	paragraph, section
短	duǎn	short; brief
短裤	duǎn kù	shorts

锻炼	duàn liàn	take exercise; have physical training
端午节	duān wǔ jié	the Dragon Boat Festival
短信	duǎn xìn	text message
队	duì	team
对...感兴趣	duì ... gǎn xìng qù	be interested in...
对不起	duì bu qǐ	sorry
对方	duì fāng	the other side/ person
对话	duì huà	converse; conversation
对面	duì miàn	opposite
队长	duì zhǎng	group/ team leader
多	duō	many
多么	duō me	how...; what...(indicating high degree)
多少	duō shǎo	how much
多云	duō yún	cloudy
饿	è	hungry
二	èr	two
耳朵	ěr duo	ear
儿童	ér tóng	children
法国	fǎ guó	France
罚款	fá kuǎn	impose a fine; (n.) fine
法律	fǎ lǜ	law
发烧	fā shāo	have fever
发生	fā shēng	happen; occur
法文	fǎ wén	French
发现	fā xiàn	find; discover
发音	fā yīn	pronounce; pronunciation
发邮件	fā yóu jiàn	send an e-mail
发展	fā zhǎn	develop; development
饭店	fàn diàn	hotel, restaurant
反对	fǎn duì	oppose; be against
饭馆	fàn guǎn	restaurant
烦恼	fán nǎo	(adj.) upset; (n.) trouble
翻译	fān yì	translate; interpret
放	fàng	release
方便	fāng biàn	convenient
方便面	fāng biàn miàn	instant noodles

方法	fāng fǎ	way; means; method
放风筝	fàng fēng zhēng	fly a kite
放假	fàng jià	on holiday
房间	fáng jiān	room
方面	fāng miàn	aspect; area
放弃	fàng qì	give up
方式	fāng shì	way, fashion, pattern
访问	fǎng wèn	visit; call on
方向	fāng xiàng	direction
放心	fàng xīn	feel relieved; set one's mind at rest
防止	fáng zhǐ	prevent
房子	fáng zi	house
非	fēi	not
非...不可	fēi ... bù kě	must; will inevitably
非常	fēi cháng	extraordinarily
飞机	fēi jī	plane
非洲	fēi zhōu	Africa
分	fēn	minute
分配	fēn pèi	distribute, assign
分数	fēn shù	mark, grade (in a test)
封	fēng	seal; confer upon
丰富	fēng fù	abundant; rich (in resources, experience, etc.)
风景	fēng jǐng	scenery
风俗	fēng sú	social customs
富	fù	rich; affluent
附近	fù jìn	nearby
妇女	fù nǚ	woman
付钱	fù qián	pay
父亲	fù qīn	father
服务	fú wù	service
服务员	fú wù yuán	waiter/waitress
复习	fù xí	revise
复印	fù yìn	photocopy
复杂	fù zá	complicated; complex
负责	fù zé	be responsible for; in charge of
服装店	fú zhuāng diàn	clothes shop

改变	gǎi biàn	change, alter, transform
改善	gǎi shàn	improve
敢	gǎn	dare to...
干杯	gān bēi	toast
感到	gǎn dào	feel
干活儿	gàn huór	work; work (usually do some manual work)
干净	gān jìng	clean
感冒	gǎn mào	catch cold
感情	gǎn qíng	emotion; feelings; affection
感受	gǎn shòu	feel, experience
感想	gǎn xiǎng	reflections; thoughts
感谢	gǎn xiè	thank; be grateful to
干燥	gān zào	dry (adj.)
刚	gāng	just; exactly
钢笔	gāng bǐ	pen, fountain pen
刚才	gāng cái	just now, a moment ago
高	gāo	high
搞	gǎo	(colloquial) go in for, be engaged in (a profession, etc.)
告别	gào bié	say goodbye; farewell
高级	gāo jí	advanced; senior
告诉	gào sù	tell
高兴	gāo xìng	happy
个	gè	measure word
隔壁	gé bì	next-door neighbour
胳膊	gē bo	arm
哥哥	gē ge	older brother
各种	gè zhǒng	various kinds of
个子	gè zi	height; build
给	gěi	give
跟	gēn	with
根据	gēn jù	according to
跟...一样	gēn...yí yàng	same as
更	gèng	even more
工厂	gōng chǎng	factory
工程师	gōng chéng shī	engineer
公共汽车	gōng gòng qì chē	bus

公斤	gōng jīn	kilo
工具	gōng jù	tool
公里	gōng lǐ	kilometre
工人	gōng rén	worker
公司	gōng sī	company
工业	gōng yè	industry
工艺	gōng yì	technology; craft
公园	gōng yuán	park
工资	gōng zī	wages; salary
工作	gōng zuò	work
狗	gǒu	dog
购物	gòu wù	shopping
古代	gǔ dài	ancient times
古典	gǔ diǎn	classical
故宫	gù gōng	The Forbidden City
顾客	gù kè	customer
古老	gǔ lǎo	ancient
鼓励	gǔ lì	encourage
姑娘	gū niang	girl, young woman
故事	gù shi	story
故乡	gù xiāng	home town
挂	guà	hang; put up
刮风	guā fēng	windy
拐	guǎi	turn
观察	guān chá	observe
冠军	guàn jūn	champion; gold medallist
管理	guǎn lǐ	manage, administer; management, administration
关系	guān xì	relation; relationship; link; connection
关心	guān xīn	be concerned with; care for; regard
关于	guān yú	about; with regards to
官员	guān yuán	official
观众	guān zhòng	audience, spectator, viewer
逛	guàng	stroll; roam
广播	guǎng bō	broadcast
广场	guǎng chǎng	square
广告	guǎng gào	advert

光盘	guāng pán	CD
广州	guǎng zhōu	Canton
贵	guì	expensive
规定	guī dīng	set; stipulate; stipulation
柜台	guì tái	counter
过	guò	pass; past
国籍	guó jí	nationality
国际	guó jì	international
过路人	guò lù rén	passer-by
国内	guó nèi	domestic
过年	guò nián	celebrate/spend the (Chinese) New Year
过去	guò qù	the past
果汁	guǒ zhī	fruit juice
还	hái	in addition to, still
海报	hǎi bào	poster
海关	hǎi guān	customs; customs house
害怕	hài pà	frightened (of); scared (of)
海滩	hǎi tān	seashore; beach
海鲜	hǎi xiān	seafood
孩子	háizi	child
汗	hàn	(n.) sweat
喊	hǎn	shout
汉堡包	hàn bǎo bāo	hamburger
寒假	hán jià	winter holiday
汗衫	hàn shān	sweatshirt
汉语	hàn yǔ	Chinese
航空	háng kōng	airline; by air
行业	háng yè	profession, trade, industry
号	hào	number, day of month
好	hǎo	good
好处	hǎo chù	(n.) benefit; advantage
豪华	háo huá	luxurious
号码	hào mǎ	number; code
好像	hǎo xiàng	(prep.) like; as if
和	hé	and
河	hé	river

喝	hē	drink
合理	hé lǐ	reasonable
合适	hé shì	suitable; fitting; appropriate
合资	hé zī	joint capital (project; joint venture)
盒子	hé zi	box; case
合作	hé zuò	cooperate; cooperation; work together
黑	hēi	black
很	hěn	very
红	hóng	red
红绿灯	hóng lǜ dēng	traffic lights
后边/面	hòu bian/ miàn	behind
后来	hòu lái	afterwards; later
猴子	hóu zi	monkey
湖	hú	lake
壶	hú	kettle; pot
互联网	hù lián wǎng	internet
忽然	hū rán	suddenly
护士	hù shi	nurse
胡同	hú tòng	lane; hu-tong
呼吸	hū xī	breathe, respire
互相	hù xiāng	each other
护照	hù zhào	passport
滑板	huá bǎn	skateboard; slide
滑冰	huá bīng	ice-skate
划船	huá chuán	row a boat
画画儿	huà huàr	paint a picture
华人	huá rén	Chinese (usually used after 海外, meaning <i>overseas Chinese</i>)
滑雪	huá xuě	ski
花园	huā yuán	garden
坏	huài	(adj.) bad; (n.) go bad
坏处	huài chu	disadvantage; harm
环绕	huán rào	encircle; surround
环境	huán jìng	environment; surroundings
换钱	huàn qián	change money
欢迎	huān yíng	welcome
欢迎光临	huān yíng guāng lín	welcome

黄	huáng	yellow
黄瓜	huáng guā	cucumber
黄河	huáng hé	the Yellow River
黄油	huáng yóu	butter
回	huí	return
会	huì	know how to
灰	huī	grey
回报	huí bào	repay
回答	huí dá	reply
回国	huí guó	go back to one's native country
会考	huì kǎo	examination (for students from various schools in a locality)
汇率	huì lǜ	exchange rate
回忆	huí yì	call to mind, recall
会议	huì yì	meeting; conference
会员	huì yuán	member
婚礼	hūn lǐ	wedding
婚姻	hūn yīn	marriage
火车	huǒ chē	train
活动	huó dòng	activity
活泼	huó pō	lively; vivacious
或者	huò zhě	or; ...or...
极	jí	extremely
急	jí	be anxious, worry
几	jǐ	how many; several
记	jì	write [jot; take] down; record
挤	jǐ	crowded; push against
CD机	jī	CD player
DVD机	jī	DVD player
既...又...	jì ... yòu ...	both...and...
基本	jī běn	basic; essential
基础	jī chǔ	foundation, basis
鸡蛋	jī dàn	egg
机动	jī dòng	motorised
激烈	jī liè	intense; fierce
及格	jí gé	up to the standard; pass an exam

机关	jī guān	department, organisation
集合	jí hé	gather, assemble
几乎	jī hū	almost
计划	jì huà	plan
机会	jī huì	opportunity
积极	jī jí	active, energetic
季节	jì jié	season
纪念品	jì niàn pǐn	souvenir
机器	jī qì	machine
既然	jì rán	since; now that
及时	jí shí	in time
技术	jì shù	technology
计算	jì suàn	calculate
寄信	jì xìn	post letter
继续	jì xù	continue
记忆	jì yì	remember, recall
记者	jì zhě	reporter; correspondent; newsman; journalist
记住	jì zhù	remember; learn by heart
家	jiā	family
家具	jiā jù	furniture
价钱	jià qián	price
加强	jiā qiáng	strengthen, reinforce
加入	jiā rù	join
加上	jiā shàng	(v.) add; (prep.) plus
家庭	jiā tíng	family; household; home
家乡	jiā xiāng	home town
家长会	jiā zhǎng huì	parents' evening (at school)
件	jiàn	measure word
检查	jiǎn chá	inspect; examine; check up
坚持	jiān chí	insist on
简单	jiǎn dān	easy; simple
减价	jiǎn jià	reduce price; at a reduced price
健康	jiàn kāng	health; healthy
建设	jiàn shè	build
健身房	jiàn shēn fáng	gymnasium
建议	jiàn yì	suggest; suggestion;

建筑	jiàn zhù	building
讲	jiǎng	speak
将	jiāng	to be going to
奖	jiǎng	award
降低	jiàng dī	(v.) lower; reduce
讲话	jiǎng huà	speech; make a speech
将来	jiāng lái	in the future
降落	jiàng luò	descend; land
将要	jiāng yào	be about to
酱油	jiàng yóu	soy sauce
讲座	jiǎng zuò	(n.) lecture
叫	jiào	call, be called
脚	jiǎo	foot
角	jiǎo	edge; corner; horn
教材	jiào cái	teaching material
交给	jiāo gěi	give
交换学生	jiāo huàn xuésheng	exchange student
交流	jiāo liú	exchange
郊区	jiāo qū	suburb
教授	jiào shòu	professor
教堂	jiào táng	church
交通	jiāo tōng	traffic
教育	jiào yù	education
饺子	jiǎo zi	dumplings
接	jiē	receive
街	jiē	street
节	jié	festival; holiday; section (in a textbook, etc.)
结果	jié guǒ	result; consequence; outcome
姐姐	jiě jie	older sister
解决	jiě jué	solve
节目	jié mù	program
节日	jié rì	festival
解释	jiě shì	explain; explanation
接受	jiē shòu	accept
借书	jiè shū	borrow book
结婚	jié hūn	get married

结束	jié shù	(v.) finish
结账	jié zhàng	pay the bill
接着	jiē zhe	carry on, go on to, resume
近	jìn	near
斤	jīn	500g
金	jīn	gold
进步	jìn bù	advance; progress; improve
今后	jīn hòu	thereafter
进口	jìn kǒu	import
尽快	jìn kuài	as soon as possible
近况	jìn kuàng	recent developments; how things stand
尽量	jìn liàng	to the best of one's abilities, as far as possible
今天	jīn tiān	today
进行	jìn xíng	be in progress; carry on
紧张	jǐn zhāng	nervous; tense
禁止	jìn zhǐ	ban; forbidden
精彩	jīng cǎi	brilliant, wonderful
警察	jǐng chá	police
经常	jīng cháng	often
景点	jǐng diǎn	scenic spots
景观	jǐng guān	landscape
经过	jīng guò	pass by; go through; process
经济	jīng jì	economy
京剧	jīng jù	Beijing opera
经历	jīng lì	go through; undergo; experience
经理	jīng lǐ	manager
竟然	jìng rán	to one's surprise, unexpectedly
竞争	jìng zhēng	compete; competition
精神	jīng shén	spirit, essence
经验	jīng yàn	experience
镜子	jìng zi	mirror
旧	jiù	old
就	jiù	as early as
久	jiǔ	for a long time
九	jiǔ	nine
酒吧	jiǔ bā	pub; bar

救护车	jiù hù chē	ambulance
就业	jiù yè	employment
纠正	jiū zhèng	correct (v.)
举	jǔ	lift; raise; hold up
巨大	jù dà	huge
举动	jǔ dòng	movement
拒绝	jù jué	refuse
俱乐部	jù lè bù	club
距离	jù lí	distance
居民	jū mín	resident
具体	jù tǐ	in detail
举行	jǔ xíng	(v.) hold (an event, a meeting, etc.)
剧院	jù yuàn	theatre
句子	jù zi	sentence
觉得	jué de	feel
决定	jué dìng	decide; decision
绝对	jué duì	absolute
卡车	kǎ chē	lorry
咖啡	kā fēi	coffee
开	kāi	open
开发	kāi fā	develop
开会	kāi huì	hold a meeting
开始	kāi shǐ	begin
开玩笑	kāi wán xiào	make a joke
开往	kāi wǎng	leave for; be bound for
看不起	kàn bù qǐ	despise; look down upon
看电视	kàn diàn shì	watch TV
看电影	kàn diàn yǐng	watch a film
看法	kàn fǎ	perspective; viewpoint
看书	kàn shū	read a book
考虑	kǎo lǜ	consider, believe
考生	kǎo shēng	candidate for an examination; examinee
考试	kǎo shì	exam
烤鸭	kǎo yā	roast duck
课	kè	lesson
刻	kè	quarter

渴	kě	thirsty
棵	kē	measure word (for tree, etc.)
可爱	kě ài	cute; lovable; likable; lovely
课程表	kè chéng biǎo	school timetable
克服	kè fú	overcome (a difficulty, etc.)
科技	kē jì	science and technology
可乐	kě lè	cola
可怜	kě lián	pitiful
可能	kě néng	perhaps; possible; maybe
咳嗽	ké sòu	cough
客厅	kè tīng	living room
可惜	kě xī	it's a pity; unfortunately
科学家	kē xué jiā	scientist
可以	kě yǐ	be able
肯定	kěn dìng	definite; certainly; surely
空气	kōng qì	air
空调	kōng tiáo	air conditioner
空儿	kòngr	spare time
口语	kǒu yǔ	oral; speaking (element of a language)
酷	kù	cool (to describe a person or a thing, colloquial)
苦	kǔ	bitter
哭	kū	cry; weep; sob
裤子	kù zi	trousers
块	kuài	Chinese dollar; measure word (a piece of...)
快	kuài	fast
快餐	kuài cān	fast food
会计师	kuài jì shī	senior accountant; accountant
快乐	kuài lè	happy
筷子	kuài zi	chopsticks
矿泉水	kuàng quán shuǐ	mineral water
困难	kùn nán	difficulty; difficult
辣	là	spicy
拉	lā	pull
垃圾	lā jī	rubbish; garbage
来	lái	come
蓝	lán	blue

浪费	làng fèi	waste
老百姓	lǎo bǎi xìng	ordinary people; civilians
老板	lǎo bǎn	boss
劳动	láo dòng	(n.) labour, work; (v.) work (usually on manual work)
老虎	lǎo hǔ	tiger
姥姥	lǎo lao	grandmother (on mother's side)
老师	lǎo shī	teacher
姥爷	lǎo ye	grandfather (on mother's side)
了	le	
累	lèi	tired
冷	lěng	cold
离	lí	be apart from
梨	lí	pear
李	lǐ	Li (a surname)
礼拜天	lǐ bài tiān	Sunday
里边/面	lǐ biān / miàn	inside
理发	lǐ fà	haircut; hairdressing
厉害	lì hài	severe; serious; powerful
离开	lí kāi	leave; departure
立刻	lì kè	immediately, at once, right away
礼貌	lǐ mào	polite; courteous
例如	lì rú	for instance
历史	lì shǐ	history
礼堂	lǐ táng	assembly hall; auditorium
礼物	lǐ wù	gift
利益	lì yì	benefit, interest
利用	lì yòng	make use of
例子	lì zi	example
脸	liǎn	face
连…都/也…	lián ... dōu /yě ...	even...is/does also
恋爱	liàn' ài	be in love
联系	lián xì	contact; connection;
连衣裙	lián yī qún	a woman's dress; one-piece dress
两	liǎng	two
亮	liàng	shiny; bright
辆	liàng	measure word for vehicles

俩	liǎng	two (a combination of 和 and 们)
凉快	liáng kuai	(of weather) cool
了解	liǎo jiě	understand; comprehend
聊天儿	liáo tiānr	chat
邻居	lín jū	neighbour
零	líng	zero
领带	lǐng dài	(n.) tie
领导	lǐng dǎo	leader; (v.) lead
零钱	líng qián	change (in money)
另外	lìng wài	in addition; moreover; besides; other
六	liù	six
留	liú	remain; ask sb. to stay; reserve
刘	liú	Liu (a surname)
流利	liú lì	fluent; smooth
留念	liú niàn	as a souvenir/memento
流行	liú xíng	popular; fashionable
留学生	liú xué shēng	student studying abroad
留言	liú yán	message; leave a message
龙	lóng	dragon
楼	lóu	a storied building; storey
楼梯	lóu tī	stairs; staircase
路	lù	road
绿	lǜ	green
率	lǜ	rate, ratio
路程	lù chéng	journey; distance travelled
旅程	lǚ chéng	route; itinerary
路过	lù guò	pass by
旅客	lǚ kè	passenger
路口	lù kǒu	junction
律师	lǜ shī	lawyer; barrister; solicitor
路线	lù xiàn	route
录像	lù xiàng	picture recording; videotape; record a video of
旅行	lǚ xíng	travel
旅行社	lǚ xíng shè	travel agency
录音	lù yīn	sound recording; film recording
旅游	lǚ yóu	tour, tourism

乱	luàn	in a mess; confused; disordered
论坛	lùn tán	forum
论文	lùn wén	thesis; dissertation; treatise; paper
萝卜	luó bo	carrot; turnip radish; turnip
落后	luò hòu	fall behind; lag behind
吗	Ma	question particle
马	mǎ	horse
骂	mà	call names; curse; scold
马虎	mǎ hu	careless
马路	mǎ lù	road
妈妈	mā ma	mummy
卖	mài	sell
买	mǎi	buy
慢	màn	slow
满	mǎn	full, packed
馒头	mán tou	steamed bun
满意	mǎn yì	satisfactory
忙	máng	busy
毛	máo	tenth of a dollar
猫	māo	cat
毛病	máo bìng	defect; fault; illness
矛盾	máo dùn	contradiction; disagreement; contradictory
毛衣	máo yī	jumper
贸易	mào yì	trade
帽子	mào zi	hat
每	měi	every
美 (美丽)	měi (měi lì)	beautiful, pretty
没关系	méi guān xi	it doesn't matter
美国	měi guó	USA
妹妹	mèi mei	younger sister
美术馆	měi shù guǎn	art gallery
没有	méi yǒu	have not
美元	měi yuán	American dollar
美洲	měi zhōu	America (continent)
门	mén	door
梦	mèng	dream

米饭	mǐ fàn	rice
迷路	mí lù	be lost
秘书	mì shū	secretary
面	miàn	aspect
面对	miàn duì	in the face of; be confronted with
面条	miàn tiáo	noodles
秒	miǎo	second (=1/60 of a minute)
民族	mín zú	nation; nationality
明白	míng bái	understand
名片	míng piàn	name card
名胜古迹	míng shèng gǔ jì	scenic spots and historical sights
明天	míng tiān	tomorrow
名字	míng zi	given name
末班车	mò bān chē	the last bus/coach
墨水	mò shuǐ	ink
摩托车	mó tuō chē	motorbike
某	mǒu	some...; a certain...
目标	mù biāo	target; goal; aim
目的	mù dì	purpose; aim; goal
目前	mù qián	at present; at the moment
母亲	mǔ qīn	mother
那	nà	that
哪	nǎ	which
拿	ná	hold, take
那么	nà me	in that case
奶奶	nǎi nai	grandmother (on father's side)
难	nán	difficult
男	nán	male
南	nán	South
南边 / 面	nán bian / miàn	south side
难过	nán guò	(adj.) upset; feel sorry; feel bad
南京	nán jīng	Nanjing
难受	nán shòu	feel unwell; feel unhappy
脑子	nǎo zi	brain; mind
哪儿	nǎr	where
呢	ne	

内容	nèi róng	content
能	néng	be able
能力	néng lì	ability; power
你	nǐ	you (singular)
你们	nǐ men	you (plural)
年	nián	year
年级	nián jí	year (in a school setting)
年纪	nián jì	age
年龄	nián líng	age
年轻	nián qīng	young
念书	niàn shū	go to school; read
鸟	niǎo	bird
您	nín	you (polite)
牛奶	niú nǎi	milk
牛肉	niú ròu	beef
牛仔褲	niú zǎi kù	jeans (trousers only)
农村	nóng cūn	countryside
农民	nóng mín	farmer; peasant
农业	nóng yè	agriculture
女	nǚ	female
努力	nǚ lì	effort; put in an effort
女士	nǚ shì	madam; lady; Ms
暖和	nuǎn huo	warm
暖气	nuǎn qì	central heating; heating installation
欧洲	ōu zhōu	Europe
爬山	pá shān	climb a mountain
拍	pāi	pat; take (a picture); shoot (a film)
派出所	pài chū suǒ	local police station; police substation
派对	pài duì	party
盘	pán	plate
盼望	pàn wàng	look forward to
盘子	pán zi	plate
胖	pàng	fat
旁边	páng biān	next to
跑步	pǎo bù	run
陪	péi	accompany

培训	péi xùn	(v.) train; (n.) training
朋友	péng you	friend
匹	pǐ	measure word
皮肤	pí fū	skin
啤酒	pí jiǔ	beer
批评	pī píng	criticise; criticism
篇	piān	piece; sheet (of paper; etc.)
便宜	pián yi	cheap
票	piào	ticket
漂亮	piào liang	pretty
拼音	pīn yīn	phonetic transcription; combine sounds into syllables
瓶	píng	bottle
平	píng	flat (adj.)
平安	píng ān	peaceful
苹果	píng guǒ	apple
乒乓球	pīng pāng qiú	table tennis
平时	píng shí	usually; normally
瓶子	píng zi	bottle
破坏	pò huài	do damage to; harm; destroy
葡萄酒	pú táo jiǔ	wine
普通话	pǔ tōng huà	Mandarin
铺位	pù wèi	bunk
骑	qí	ride
七	qī	seven
汽车	qì chē	car
起飞	qǐ fēi	(of aircraft) take off; lift-off; launch
气氛	qì fēn	atmosphere
奇怪	qí guài	strange
气候	qì hòu	climate; weather
其实	qí shí	in fact
其他	qí tā	other; else
其它	qí tā	other; else
期望	qī wàng	hope, expect
气温	qì wēn	air temperature; atmospheric temperature
企业	qǐ yè	enterprise
妻子	qī zi	wife

钱	qián	money
千	qiān	thousand
浅	qiǎn	shallow
钱包	qián bāo	wallet
铅笔	qiān bǐ	pencil
前边/面	qián bian /miàn	in front
前途	qián tú	way forward
签证	qiān zhèng	visa
强	qiáng	strong
墙	qiáng	wall
桥	qiáo	bridge
亲爱的	qīn ài de	(adj.) dear
亲戚	qīn qī	(n.) relatives
请	qǐng	invite
轻	qīng	light (in weight)
青菜	qīng cài	vegetable
清楚	qīng chu	(adj.) clear
请假	qǐng jià	ask for a leave
请进	qǐng jìn	please come in
请客	qǐng kè	be the host; foot the bill
情况	qíng kuàng	situation
青年	qīng nián	youngster
轻松	qīng sōng	relaxed; relaxing
晴天	qíng tiān	sunny
请问	qǐng wèn	please may I ask ...
庆祝	qìng zhù	celebrate
穷	qióng	poor
秋天	qiū tiān	autumn
去	qù	go
区	qū	district
区别	qū bié	(v.) differentiate, distinguish; (n.) difference
取得	qǔ dé	achieve (success, progress, etc.)
去年	qù nián	last year
取钱	qǔ qián	withdraw money
取消	qǔ xiāo	cancel
全	quán	(adj.) complete, full

全部	quán bù	whole, entire
确实	què shí	indeed
裙子	qún zi	skirt
然后	rán hòu	then, afterwards
让	ràng	make, let (sb. do sth.)
热	rè	hot
热狗	rè gǒu	hotdog
热闹	rè nao	busy and bustling
热情	rè qíng	enthusiasm, warmth; enthusiastic
人	rén	person
人工	rén gōng	man-made
人家	rén jiā	household
人口	rén kǒu	population
人民	rén mín	the people
认为	rèn wéi	consider, believe
认真	rèn zhēn	serious, conscientious, earnest; seriously, conscientiously, earnestly
日	rì	sun; day; day-of-month
日本	rì běn	Japan
日记	rì jì	diary
日期	rì qī	date
日子	rì zi	days
容易	róng yì	easy
如果	rú guǒ	if
入口	rù kǒu	entrance
软件	ruǎn jiàn	software
软卧	ruǎn wò	soft sleeper (on a train, etc.)
弱	ruò	(adj.) weak
三	sān	three
伞	sǎn	umbrella
散步	sàn bù	take a walk
嗓子	sǎng zi	throat; voice
森林	sēn lín	forest
沙发	shā fā	sofa
沙子	shā zi	sand
山	shān	hill

上	shàng	go up, get on
上	shàng	last
商店	shāng diàn	shop
上海	shàng hǎi	Shanghai
商量	shāng liáng	discuss, consult, exchange views, talk over
商品	shāng pǐn	commodity, goods
商人	shāng rén	business person
上网	shàng wǎng	surf the internet
上午	shàng wǔ	morning
伤心	shāng xīn	sad, heartbroken
上学	shàng xué	attend school
烧	shāo	stew
勺子	sháo zi	spoon
少年	shào nián	juvenile
少数	shǎo shù	minority
蛇	shé	snake
设备	shè bèi	equipment
社会	shè huì	society
设计	shè jì	design
设立	shè lì	establish, set up, found
设施	shè shī	facilities
设置	shè zhì	set up, put up, install
谁	shéi/shuí	who
深	shēn	deep
什么	shén me	what
身体	shēn tǐ	body
省	shěng	save (money, energy, etc.)
生产	shēng chǎn	(v.) produce
生词	shēng cí	new word
圣诞节	shèng dàn jié	Christmas
声调	shēng diào	tone
生活	shēng huó	life; exist, survive
生命	shēng mìng	life
生气	shēng qì	get angry, be furious; vitality, vigour
生日	shēng rì	birthday
生态	shēng tài	ecology

生物	shēng wù	living thing, organism
生意	shēng yì	business
十	shí	ten
是	shì	be
使	shǐ	make (sb. do sth.)
试	shì	(v.) test, try
失败	shī bài	failure; fail
市场	shì chǎng	market
十分	shí fēn	fully, very, deeply
师傅	shī fu	master (who gives instruction in trade, business or art)
时候	shí hou	time
时间	shí jiān	time
世界	shì jiè	world
时刻表	shí kè biǎo	timetable
食品	shí pǐn	food
事情	shì qing	(n.) matter
时事	shí shì	current affairs
食堂	shí táng	canteen
实验室	shí yàn shì	laboratory
事业	shì yè	cause, undertaking
失业	shī yè	unemployment; unemployed
实用	shí yòng	(adj.) practical
使用	shǐ yòng	make use of, employ
时装店	shí zhuāng diàn	fashion shop
受	shòu	receive
瘦	shòu	thin
首	shǒu	(n.written) head; (adj.) first, foremost
手	shǒu	hand
收	shōu	bring in, put in proper place
手表	shǒu biǎo	(n.) watch
首都	shǒu dū	capital (of a country)
手段	shǒu duàn	means, measure, trick
售货员	shòu huò yuán	shop assistant
手机	shǒu jī	mobile phone
收据	shōu jù	receipt
收入	shōu rù	income

受伤	shòu shāng	get injured
收拾	shōu shi	tidy up
手套	shǒu tà	glove
手提包	shǒu tí bāo	handbag; bag
首先	shǒu xiān	first of all
兽医	shòu yī	vet
收音机	shōu yīn jī	radio
手指	shǒu zhǐ	finger
树	shù	tree
数	shǔ	(v.) to count
书	shū	book
数	shù	(n.) number
输	shū	lose (a match, etc.)
鼠标	shǔ biāo	mouse (of a computer)
蔬菜	shū cài	vegetable
舒服	shū fu	comfortable
暑假	shǔ jià	summer holiday
书架	shū jià	book shelf
树林	shù lín	woods
数码	shù mǎ	digital
输入	shū rù	input
叔叔	shū shu	uncle
薯条	shǔ tiáo	chips
数学	shù xué	maths
梳子	shū zi	comb
帅	shuài	handsome
摔	shuāi	fall or tumble (after losing one's balance); (cause to) fall and break
双	shuāng	pair (as a measure word)
水	shuǐ	water
水果	shuǐ guǒ	fruit
睡觉	shuì jiào	sleep
水平	shuǐ píng	(n.) standard; level; (adj.) horizontal, level
顺利	shùn lì	smooth; smoothly
顺着	shùn zhe	(prep.) along
说	shuō	speak

说明	shuō míng	explain, illustrate; explanations, instructions
四	sì	four
死	sǐ	die; dead
司机	sī jī	driver
私人	sī rén	private
思想	sī xiǎng	thought
送	sòng	give
速度	sù dù	(n.) speed
宿舍	sù shè	dormitory
算了	suàn le	forget it
酸奶	suān nǎi	yogurt
算账	suàn zhàng	work out accounts
岁	suì	year of age
虽然...但是	suī rán...dàn shì	although... (but)
孙女	sūn nǚ	granddaughter
孙子	sūn zi	grandson
所有	suǒ yǒu	all; (v.) own, belong to; possessions
他	tā	he, him
她	tā	she, her
他们	tā men	they, them
她们	tā men	they, them
态度	tài dù	attitude
太极拳	tài jí quán	taichi
太太	tài tai	Mrs
台湾	tái wān	Taiwan
太阳	tài yáng	the sun
弹钢琴	tán gāng qín	play piano
谈话	tán huà	conversation, talk; have a conversation
弹吉他	tán jí tā	play guitar
糖	táng	sugar
躺	tǎng	lie (on a surface)
汤	tāng	soup
糖果	táng guǒ	sweets
套	tào	measure word (a set of...)
讨论	tǎo lùn	discuss; discussion
讨厌	tǎo yàn	detest

特别	tè bié	special, distinctive; unusually, extraordinarily
特点	tè diǎn	characteristics, distinguishing or unique features
疼	téng	painful
提	tí	lift
替	tì	take the place of, substitute for
踢足球	tī zú qiú	play football
提高	tí gāo	improve, raise, boost
体会	tǐ huì	(n.) experience, understanding; (v.) realise, know from experience
题目	tí mù	topic
提问	tí wèn	raise a question
提醒	tí xǐng	remind, wake up
体验	tǐ yàn	learn through experience, experience
体育	tǐ yù	PE
体重	tǐ zhòng	body weight
甜	tián	sweet
天	tiān	day
天安门	tiān ān mén	Tiananmen
天气预报	tiān qì yù bào	weather forecast
填写	tián xiě	fill out (a form, etc.)
条	tiáo	measure word
条件	tiáo jiàn	condition
跳舞	tiào wǔ	dance
铁路	tiě lù	railway
听	tīng	listening
停	tíng	stop; pause
挺	tǐng	(adv.) rather, quite
停车场	tíng chē chǎng	parking lot
桶	tǒng	barrel
通过	tōng guò	pass through, (v.) cross; (prep.) by means of, by way of
痛苦	tòng kǔ	suffering, pain; painful
童年	tóng nián	childhood
同时	tóng shí	at the same time, simultaneous
同学	tóng xué	classmate
同意	tóng yì	consent, agree, approve
通知	tōng zhī	notify; (n.) notice

头	tóu	head
偷	tōu	(v.) steal
头发	tóu fa	hair
土豆	tǔ dòu	potato
突然	tū rán	all of a sudden
图书馆	tú shū guǎn	library
兔子	tù zi	rabbit
腿	tuǐ	leg
推	tuī	(v.) push
退休	tuì xiū	retire
脱	tuō	take off (clothes)
袜子	wà zi	socks
外边/面	wài bian / miàn	outside
外汇	wài huì	foreign exchange
玩	wán	play
完	wán	finish
碗	wǎn	bowl
万	wàn	ten thousand
完成	wán chéng	(v.) accomplish, complete
玩具	wán jù	toy
完全	wán quán	completely
晚上	wǎn shang	evening
往	wǎng	(prep.) to, towards
网吧	wǎng bā	internet café
往返票	wǎng fǎn piào	return ticket
忘记	wàng jì	forget
网民	wǎng mín	people who surf the internet
网站	wǎng zhàn	website
网址	wǎng zhǐ	internet address
位	wèi	measure word (for people)
胃	wèi	stomach
喂	wèi	hello, hey
为 (了)	wèi (le)	(prep.) for
伟大	wěi dà	great
味道	wèi dào	(n.) taste
围巾	wéi jīn	scarf

卫生间	wèi shēng jiān	bathroom
危险	wēi xiǎn	danger; dangerous
卫星电视	wèi xīng diàn shì	satellite TV
问	wèn	ask
稳定	wěn dìng	stable
温度	wēn dù	temperature
问候	wèn hòu	greet; greetings
文化	wén huà	culture
文件	wén jiàn	document
文具	wén jù	stationary
文凭	wén píng	diploma
问题	wèn tí	question
文学	wén xué	literature
文章	wén zhāng	article
文字	wén zì	characters, script, writing
我	wǒ	I, me
我们	wǒ men	we, us
握手	wò shǒu	shake hands
五	wǔ	five
雾	wù	fog
物理	wù lǐ	physics
污染	wū rǎn	pollute; pollution
武术	wǔ shù	martial art
无所谓	wú suǒ wèi	don't care; look indifferent
屋子	wū zi	room
洗	xǐ	wash
西	xī	West
系	xì	department (in a university setting)
细	xì	thin, slender
西安	xī ān	Xian
西北	xī běi	northwest
西北边 / 面	xī běi bian / miàn	northwest side
西边 / 面	xī bian / miàn	west side
西方	xī fāng	west(ern world)
西瓜	xī guā	water melon
习惯	xí guàn	habit

西红柿	xī hóng shì	tomato
喜欢	xǐ huan	like
西南	xī nán	southwest
西南边/面	xī nán bian / miàn	southwest side
希望	xī wàng	hope
吸烟/抽烟	xī yān chōu yān	(v.) smoke
洗衣机	xǐ yī jī	washing machine
洗澡	xí zǎo	take a bath/shower
下	xià	go down
下	xià	next
虾	xiā	shrimp, prawn
下降	xià jiàng	decrease
夏令营	xià lìng yíng	summer camp, summer school
夏天	xià tiān	summer
下午	xià wǔ	afternoon
下雪	xià xuě	snow
下雨	xià yǔ	rain
下载	xià zǎi	download
先进	xiān jìn	advanced
现代	xiàn dài	modern
现金	xiàn jīn	cash
先生	xiān sheng	Mr
现在	xiàn zài	now
想	xiǎng	think
向	xiàng	(prep.) towards
像	xiàng	alike, look like
香	xiāng	fragrant, scented, aromatic
乡村	xiāng cūn	countryside
相当	xiāng dāng	quite, fairly; (v.) match, be equal to
想法	xiǎng fǎ	opinion, view
香港	xiāng gǎng	Hong Kong
香蕉	xiāng jiāo	banana
项目	xiàng mù	project
橡皮	xiàng pí	rubber
相同	xiāng tóng	the same
详细	xiáng xì	detailed

想像	xiǎng xiàng	imagine
相信	xiāng xìn	believe
箱子	xiāng zi	box, case, trunk, chest
笑	xiào	laugh
小费	xiǎo fèi	(n.) tip (given to a waiter/waitress, etc.)
效果	xiào guǒ	effect, result
小伙子	xiǎo huǒ zi	(colloquial) young man, young lad
小姐	xiǎo jiě	Miss
小卖部	xiǎo mài bù	a small shop
小人书	xiǎo rén shū	(colloquial) comical books
潇洒	xiāo sǎ	(adj.) natural and elegant
小时	xiǎo shí	hour
小说	xiǎo shuō	(n.) novel
消息	xiāo xī	news
小心	xiǎo xīn	be careful
校园	xiào yuán	campus
校长	xiào zhǎng	headteacher
小学	xiǎoxué	primary school
鞋	xié	shoe
写	xiě	write
些	xiē	some, several
写作	xiě zuò	composition
谢谢	xièxie	thanks
信	xìn	letter
新	xīn	new
心	xīn	heart
信封	xìn fēng	envelope
辛苦	xīn kǔ	hard, painstaking
心灵	xīn líng	soul, heart, spirit
心情	xīn qíng	mood
新闻	xīn wén	news
信箱	xìn xiāng	mailbox
信心	xìn xīn	confidence
信用卡	xìn yòng kǎ	credit card
姓	xìng	surname (also vb)
醒	xǐng	wake up

性别	xìng bié	gender
行动	xíng dòng	move about, take action
兴奋	xīng fèn	excited
幸福	xìng fú	happy, blissful; happiness
性格	xìng gé	disposition, character, temperament
行李	xíng li	luggage
星期	xīng qī	week
星星	xīng xing	star
幸运	xìng yùn	fortunately; fortunate
兄弟	xiōng dì	brothers
熊猫	xióng māo	panda
修建	xiū jiàn	renovate, restore
修理	xiū lǐ	repair
休息	xiū xi	rest
需要	xū yào	(adj.) necessary; (v.) need
宣传	xuān chuán	promote
选择	xuǎn zé	choose; choice
学生	xué sheng	student
学位	xué wèi	academic
学习	xué xí	study
学校	xué xiào	school
学院	xué yuàn	college
牙齿	yá chǐ	tooth
牙膏	yá gāo	toothpaste
压力	yā lì	pressure
牙刷	yá shuā	toothbrush
亚洲	yà zhōu	Asia
盐	yán	salt
宴会	yàn huì	banquet
眼睛	yǎn jīng	(n.) eye
眼镜	yǎn jìng	glasses
研究	yán jiū	(n.) research; (v.) to research on
颜色	yán sè	colour
演员	yǎn yuán	actor/actress
严重	yán zhòng	serious
养	yǎng	raise (a pet, etc.)

阳光	yáng guāng	sunshine
羊肉	yáng ròu	lamb
样子	yàng zi	appearance
要	yào	want
药	yào	medicine
要紧	yào jǐn	important, vital
邀请	yāo qǐng	invitation; invite
要求	yāo qiú	require; requirement
要是	yào shi	if
钥匙	yào shi	key (to a lock)
也	yě	also
页	yè	page
野餐	yě cān	picnic
夜里	yè li	at night
业务	yè wù	vocational work, professional work, business
也许	yě xǔ	perhaps, probably
爷爷	yé ye	grandfather (on father's side)
业余	yè yú	sparetime
一	yī	one
亿	yì	hundred million
一...就...	yī ... jiù ...	as soon as
一般	yī bān	as...as...; general; ordinary
一边 ...一边	yī biān...yī biān	while, at the same time
一点儿	yī diǎnr	a bit
衣服	yī fu	clothing
一共	yī gòng	altogether
衣柜	yī guì	wardrobe
以后	yǐ hòu	after
意见	yì jiàn	objections; criticism
已经	yǐ jīng	already
一起	yī qǐ	together
以前	yǐ qián	before
医生	yī shēng	doctor
意识	yì shí	awareness
艺术	yì shù	art
以为	yǐ wéi	think, consider

意义	yì yì	meaning, sense; significance
医院	yī yuàn	hospital
一阵	yī zhèn	for a while
一直	yī zhí	continuously
阴	yīn	(of the weather) overcast, cloudy
银(色)	yín (sè)	silver (colour)
饮茶	yǐn chá	drink tea
银行	yín háng	bank
阴天	yīn tiān	overcast
因为…所以	yīn wéi ... suǒ yǐ	because ... so
音响	yīn xiǎng	hi-fi
印象	yìn xiàng	impression
音乐	yīn yuè	music
音乐会	yīn yuè huì	concert
赢	yíng	(v.) win
应该	yīng gāi	should
英国	yīng guó	UK
硬件	yìng jiàn	hardware
英文	yīng wén	English
硬卧	yìng wò	hard sleeper (on a train, etc.)
影响	yǐng xiǎng	influence; affect
营养	yíng yǎng	nutrition
营业	yíng yè	(shop or other business) open
英语	yīng yǔ	English
椅子	yǐzi	chair
用	yòng	use
永远	yǒng yuǎn	forever
由	yóu	by, from
有	yǒu	have
忧	yōu	worry
右边	yòu bian	on the right
邮递员	yóu dì yuán	postman
幼儿园	yòu ér yuán	kindergarten
邮局	yóu jú	post office
游览	yóu lǎn	go sightseeing;
游乐场	yóu lè chǎng	recreational park/place

邮票	yóu piào	postage stamp
尤其	yóu qí	especially, particularly
有趣	yǒu qù	interesting; amusing
有时候	yǒu shí hou	sometimes
游戏	yóu xì	game
优秀	yōu xiù	excellent
友谊	yǒu yì	friendship
有意思	yǒu yì si	interesting
游泳	yóu yǒng	swim
有用	yǒu yòng	useful
游泳池	yóu yǒng chí	swimming pool
由于	yóu yú	due to, because of
鱼	yú	fish
与	yǔ	(written style) and
语法	yǔ fǎ	grammar
愉快	yú kuài	joyful, cheerful
娱乐	yú lè	amusement, recreation
羽毛球	yǔ máo qiú	badminton
于是	yú shì	then
语文	yǔ wén	language and literature (a school subject in China)
预习	yù xí	prepare and study a lesson before class
语言	yǔ yán	language
元	yuán	Chinese dollar
远	yuǎn	far
圆	yuán	(adj.) round
原谅	yuán liàng	forgive
愿望	yuàn wàng	wish
愿意	yuàn yì	be willing to
原因	yuán yīn	cause (of a result)
院子	yuàn zi	court yard
月	yuè	month
越...越...	yuè ... yuè ...	the more...the more...
约会	yuē huì	appointment, date
越来越	yuè lái yuè	more and more
月亮	yuè liang	moon
运动	yùn dòng	do exercise

运动场	yùn dòng chǎng	sports field
运动衣	yùn dòng yī	track suit
运气	yùn qì	luck
允许	yǔn xǔ	allow, permit; permission
运作	yùn zuò	operate
杂技	zá jì	aerobatics
杂志	zá zhì	magazine, journal
在	zài	be located
再	zài	again
咱们	zán men	we/us (including the speaker him/herself)
脏	zāng	dirty
早晨	zǎo chén	early morning
早上	zǎo shang	morning
怎么	zěn me	how
增加	zēng jiā	increase
炸薯条	zhà shǔ tiáo	chips
站	zhàn	stand
展览	zhǎn lǎn	exhibit; exhibition
展示	zhǎn shì	(v.) put on display, show
张	zhāng	measure (for paper, tickets, etc.)
丈夫	zhàng fu	husband
找	zhǎo	look for
照顾	zhào gù	take care of
着急	zháo jí	anxious
着凉	zháo liáng	catch cold, catch a chill
找钱	zhǎo qián	give change
招手	zhāo shǒu	wave hand
照相机	zhào xiàng jī	camera
这	zhè	this
这么	zhè me	so, such, like this, this way
真	zhēn	truly
诊所	zhěn suǒ	clinic
真正	zhēn zhèng	genuine
政府	zhèng fǔ	government
证件	zhèng jiàn	certificate, papers
整齐	zhěng qí	tidy

正确	zhèng què	(adj.) correct
正式	zhèng shì	formal
证书	zhèng shū	certificate
正在	zhèng zài	just ...ing
政治	zhèng zhì	politics
直	zhí	(of something) straight
只	zhī	measure word
支	zhī	measure word (for pencil, pen, etc.)
支持	zhī chí	support
知道	zhī dào	know
值得	zhí dé	worth
制定	zhì dìng	work out, formulate
只好	zhǐ hǎo	cannot but
支票	zhī piào	cheque
只是	zhǐ shì	merely, just; but then
知识	zhī shì	knowledge
植物	zhí wù	vegetable
只要...就	zhǐ yào ... jiù	as long as
职业	zhí yè	occupation
之一	zhī yī	one of ...
只有...才	zhǐ yǒu ... cái	only (if)
种	zhòng	plant
重	zhòng	heavy
中餐	zhōng cān	Chinese cuisine
中国	zhōng guó	China
中间	zhōng jiān	in the middle
中秋节	zhōng qiū jié	mid autumn festival
重视	zhòng shì	attach importance to, pay attention to
中暑	zhòng shǔ	heatstroke, sunstroke; suffer heatstroke
中文	zhōng wén	Chinese
中午	zhōng wǔ	noon
中心	zhōng xīn	centre
中学	zhōng xué	middle school
重要	zhòng yào	important
中药	zhōng yào	traditional Chinese medicine

中医	zhōng yī	traditional Chinese medical science; doctor of traditional Chinese medicine
周末	zhōu mò	weekend
周围	zhōu wéi	surroundings
住	zhù	live
煮	zhǔ	(v.) stew
主持人	zhǔ chí rén	host/hostess (of a radio/TV programme, etc.)
祝贺	zhù hè	congratulate; congratulations
著名	zhù míng	famous, well-known
主任	zhǔ rèn	director/head (of a university department, etc.)
猪肉	zhū ròu	pork
主席	zhǔ xí	chairman
主要	zhǔ yào	(adj.) main, major, principal
注意	zhù yì	pay attention to
住址	zhù zhǐ	address
注重	zhù zhòng	lay emphasis on, pay special attention to
转	zhuǎn	change; shift
专家	zhuān jiā	specialist; expert
专心	zhuān xīn	concentrate, focus
专业	zhuān yè	specialized subject; professional
撞	zhuàng	collide; crash; bump into
装	zhuāng	install; load; fit (an equipment); pretend
准备	zhǔn bèi	prepare
准时	zhǔn shí	on time
桌子	zhuō zi	table
紫	zǐ	purple
字典	zì diǎn	dictionary
自己	zì jǐ	own
资料	zī liào	data, material, reference
自然	zì rán	nature, naturally
自行车	zì xíng chē	bicycle
自由	zì yóu	(adj.) free; (n.) freedom
资源	zī yuán	resources
棕	zōng	brown
总统	zǒng tǒng	president (of a country)
走路	zǒu lù	walk

组	zǔ	group
足够	zú gòu	enough, plenty of
祖国	zǔ guó	home country
组织	zǔ zhī	organise; organisation
最	zuì	most
醉	zuì	drunk
嘴	zuǐ	mouth
嘴巴	zuǐ ba	mouth
尊敬	zūn jìng	respect
做	zuò	do
坐	zuò	sit
左边	zuǒ bian	on the left
作家	zuò jiā	writer
做客	zuò kè	be a guest
做梦	zuò mèng	(v.) dream
昨天	zuó tiān	yesterday
作为	zuò wéi	(prep.) as
座位	zuò wèi	seat
作业	zuò yè	homework
作者	zuò zhě	author

Tourism

(旅游)

保险	bǎo xiǎn	insurance
场所	chǎng suǒ	place, arena
长途	cháng tú	long-distance
出境	chū jìng	leave a country
传说	chuán shuō	legend
古迹	gǔ jì	historic site, place of historic interest
观光	guān guāng	go sightseeing, visit, tour
航线	háng xiàn	air or shipping line, route, course
接待	jiē dài	receive, admit
门票	mén piào	entrance ticket
民俗	mín sú	folk custom
入境	rù jìng	enter a country

山地	shān dì	mountainous region, hilly area
事故	shì gù	accident
特色	tè sè	characteristic, distinguishing feature
天然	tiān rán	natural
文明	wén míng	civilization
吸引	xī yǐn	attract
吸引力	xī yǐn lì	attraction
消费	xiāo fèi	consume
休闲	xiū xián	leisure
意外	yì wài	(adj.) unexpected; (n.) accident
游客	yóu kè	tourist, sightseer, visitor

Environment

(环境)

超额	chāo é	above quota
储存	chǔ cún	store up, keep in reserve
处理	chǔ lǐ	dispose of, handle, deal with
废物	fèi wù	waste material, trash
分类	fēn lèi	classify
环保	huán bǎo	environmental protection
回收	huí shōu	retrieve, recover, reclaim
绿化	lǜ huà	make (a place) green by planting trees, flowers, etc.
能源	néng yuán	energy resources
排污	pái wū	get rid of waste water
缺乏	quē fá	lack, be short of
收集	shōu jí	collect, gather
损失	sǔn shī	lose
危机	wēi jī	crisis
污水	wū shuǐ	waste water
运输	yùn shū	transport
灾害	zāi hài	disaster, calamity
噪音	zào yīn	noise
综合	zōng hé	synthesise
作用	zuò yòng	effect

Urban & rural life

(城乡生活)

处境	chǔ jìng	unfavourable situation, plight
措施	cuò shī	measure, step
繁华	fán huá	flourishing, bustling, busy
繁荣	fán róng	prosperous, booming
范围	fàn wéi	scope, limits, range
公民	gōng mǐn	citizen
和睦	hé mù	harmony, in amity with
和谐	hé xié	harmony, concord
获得	huò dé	gain, obtain, achieve
经营	jīng yíng	manage, run
贫穷	pín qióng	poor, needy, impoverished
贫困	pín kùn	poor, impoverished, in straitened circumstances
品位	pǐn wèi	grade
权利	quán lì	right
权力	quán lì	power, authority
人类	rén lèi	mankind, humanity
生存	shēng cún	live, exist
时代	shí dài	times, age, era; a period in one's life
市民	shì mǐn	residents of a city, townspeople
时期	shí qī	period
收获	shōu huò	harvest, gains
推进	tuī jìn	carry forward, push on
外资	wài zī	foreign capital
现实	xiàn shí	reality, actuality
乡镇	xiāng zhèn	small town
小城镇	xiǎo chéng zhèn	small town
医疗	yī liáo	medical treatment
优惠	yōu huì	preferential, favourable
政策	zhèng cè	policy
质量	zhì liàng	quality
住房	zhù fáng	housing
自来水	zì lái shuǐ	tap water

Appendix 2: Questioning techniques for the speaking component

Examiners need to arrive at a consistent, objective and fair assessment and need to think up appropriate questions pitched at the right level.

Good practice:

- Examiners must aim to make candidates feel at ease
- Need to come over as friendly and sympathetic human beings!
- Need to be well prepared
- Once a question has been asked, allow the candidate to give as full an answer as he/she is capable of
- Examiners should ask short, succinct, open-ended questions and keep what they say to a minimum
- Aim to ask open-ended questions that encourage candidates to express and develop their own ideas
- Avoid questions that elicit one-word answers (except when this is a starter question to lead into more open-ended questioning)
- Do not correct errors or invite candidates to correct their own errors
- Aim to vary questions from one candidate to another
- Candidates should not be allowed to deliver substantial chunks of rote-learned material
- One of our prime aims must be to give the candidates the opportunity to defend and justify their opinions, to expand, develop, exemplify and explain points
- Do not repeat/labour a question when it is obvious that the line of questioning is not going to elicit anything positive
- Think about the sort of questions that might be appropriate to achieve this aim

Suggestions of question types

Topic 1: Family

Let's talk about the size of families.

谈一谈你对家庭大小的看法。

Is your own family big or small? How many siblings do you have?

你的家是大家庭还是小家庭? 你有几个兄弟姐妹?

Do you think a big family or a small one is better? Why?

你觉得是大家庭好还是小家庭好? 为什么?

Do your grandparents live with your family? Why/why not?

你的祖父祖母跟你们一起住吗? 为什么?

In China, family size is decreasing. Why has it changed? What are the advantages and disadvantages?

在中国, 家庭变得越来越小了。为什么会有这样的变化? 这样的变化有什么好处和坏处? 为什么?

What, in general, are the advantages and disadvantages of a "one – child family"?

一般来说, 独生子女家庭有哪些好处和坏处?

What kind of a relationship do you think siblings should have with each other?

你认为兄弟姐妹之间的关系应该是怎样的?

Tell me about your family.

谈一谈你的家庭。

Do you enjoy spending time with your family? Why/why not?

你喜欢跟家人在一起吗? 为什么?

If you and any member of your family has a difference of opinion, how do you resolve it?

如果你和家人之间发生了矛盾, 你会怎么解决?

How important are your family's views when you make decisions?

当你需要作决定的时候, 你家人的意见有多重要?

Who do you listen to more: your parents or your friends?

你是更愿意听父母的意见, 还是更愿意听朋友的意见?

Would you see yourself living with your family when you go to university or after you graduate? Why/why not?

上大学以后, 或者毕业以后, 你会跟家人一起住吗? 为什么?

With respect to bringing up children, what are the differences between parents in China and in the UK?

在抚养孩子方面, 中国父母和英国父母有哪些不同?

Are attitudes to the family in China different to those in the UK? How?

中国和英国在对待家庭的态度方面, 是不是不一样? 怎么不一样?

Topic 2: Young people

Tell me about your spare time.

谈一谈你的空闲时间。

What do you enjoy doing in your spare time?

有空儿的时候, 你喜欢做些什么?

Are hobbies important to young people? Why/why not?

兴趣爱好对年轻人来说很重要吗? 为什么?

Some people say, young people should spend more of their spare time studying, not going out with friends. Do you agree? Why/why not?

有人说, 年轻人应该利用空闲时间多学习, 而不是跟朋友们在一起。你同意吗? 为什么?

Some people just stay at home and chat with friends online at the weekend. What are your views on this?

周末的时候, 有的人只是呆在家里在网上跟朋友聊天。你怎么看?

Do you think doing voluntary work in your spare time is a good idea? Why/why not?

利用空闲时间做一些志愿者工作, 你认为好不好? 为什么?

Do young people in the UK and China enjoy doing the same things? Why/Why not?

英国的年轻人和中国的年轻人喜欢做的事情一样吗? 为什么?

The role of young people

年轻人的作用

What kind of expectations do your family have for your future?

你的家人对你的将来有什么样的期望?

What do you think about the young people around you?

你觉得你身边的年轻人怎么样?

In your view, how can young people help each other?

你认为年轻人可以在哪些方面互相帮助?

What kind of contribution do you think young people can make to society?

你认为年轻人能为社会做些什么?

What sort of problems do young people have to deal with today?

现在的年轻人需要处理哪些问题?

It is said that nowadays young people are not as happy as they were in the past. Do you agree? Why/why not?

有人说现在的年轻人不如过去的年轻人幸福。你同意这样的说法吗? 为什么?

What do you like about being young?

作为年轻人, 你感觉怎么样?

Topic 3: Education

Tell me about your school and your teachers.

谈一谈你的学校和老师。

Is it a good school? Why/why not?

你的学校好不好? 为什么?

How would you like to change it? Why?

你希望你的学校有哪些改变? 为什么?

Do you have a favourite teacher? What is he/she like?

你有没有最喜欢的老师? 他/她是什么样的人?

Do you think a teacher can influence your life? Why/why not?

你认为一个老师可能会影响你的一生吗? 为什么?

Who plays a more important role in young people's education, teachers or parents?

对年轻人的教育, 是老师更重要还是家长更重要?

Who would you like to keep in touch with after graduation from school or university, teachers or classmates? Why?

毕业以后, 你是更愿意跟老师保持联系, 还是更愿意跟同学保持联系? 为什么?

With respect to the relationship between teachers and students, what are the differences between China and UK?

在教师和学生之间的关系方面, 中国和英国有什么不同?

What differences do you think there are between the education system here and the one in China?

你认为这里的教育系统和中国的教育系统有哪些不同?

What can we learn from the education system in China and vice versa?

从中国的教育系统中我们能学到什么?从英国的教育系统中呢?

What is the point of education?

教育的意义是什么?

What subjects are you studying?

你学习哪些科目?

What subjects do you like? Why?

你喜欢哪些科目?为什么?

What do you think about your Chinese course? How do you think it could be improved?

你的中文课怎么样?你认为可以怎样改进?

What do you know about the differences in subjects studied at school in China and the UK?

在学习科目方面,中国和英国有什么不同?

Those who study well at school and university will achieve more in their future life. Do you think this is true? Why/Why not?

在学校学习好的学生,将来在工作中也会取得好成绩。这样的说法对不对?为什么?

Why do you think it is important to learn Chinese in the modern world?

在当今世界,学习中文非常重要。为什么?

Do you think that the Chinese language will become more important than English in the next 50 years?

在今后的50年,你认为学中文会比学英文更重要吗?

Topic 4: Tourism

Tell me about your holidays.

谈一谈你的假期。

How do you usually spend the school holidays?

你通常怎么过假期?

What kind of places do you like going to on holiday?
Why?

你喜欢去什么样的地方度假? 为什么?

Do you like going on holidays by yourself, with your family or with friends? Why?

你是喜欢一个人去度假、跟家人一起度假还是跟朋友一起度假? 为什么?

Why are holidays important to people?

为什么说假期对人们很重要?

Would you rather visit another country or travel within your own country? Why?

你是喜欢去国外旅行还是喜欢在国内旅行? 为什么?

We don't need to go travelling because we can see everywhere on TV or the Internet. Do you agree? Why/why not?

在电视上和网络上就能看各个地方, 所以不需要去外地旅游度假。你同意吗? 为什么?

What do you think about tourism?

你怎样看旅游业?

Do you like being part of a tour group organised by a travel agent? Why/why not?

你喜欢参加旅行社组织的旅行团吗? 为什么?

What kind of transportation do you like to use when travelling? Why?

旅行时你喜欢用哪些交通工具? 为什么?

Which do you prefer - visiting places of historic interest or enjoying natural scenery on holiday? Why?

你是喜欢游览历史古迹还是看自然风光? 为什么?

What does a tourist attraction need to do to increase its number of visitors?

旅游景点应该怎样做才能吸引更多的游客?

What advantages and disadvantages could tourism cause the local people?

你认为旅游业能给当地人带来哪些好处和坏处?

Is 'green' tourism possible?

你认为“绿色旅游”可能吗?

If you were recommending a trip to China to a friend, where would you tell them to go? Why?

如果一个朋友想去中国旅行, 你会向他/她推荐什么地方? 为什么?

Topic 5: Urban and rural life

Tell me about your home town.

谈一谈你的家乡。

Do you come from a city, a town or a village? How do you like it?

你的家乡是在城市还是在农村? 你怎么看你的家乡?

What kind of changes have there been in your hometown since you were a small child? Do you think there are any more changes needed?

跟你小时候比, 你的家乡有哪些变化? 你认为你的家乡还需要改变什么?

Is it possible to develop tourism in your hometown? How?

在你的家乡能不能发展旅游业? 怎样发展?

Some people say that the countryside is a better place for people to live. Do you agree? Why/why not?

有人说农村更适合人类居住生活, 你同意吗? 为什么?

What are the differences between the countryside and cities?

农村和城市有哪些差别?

Do you want your children to live in the countryside or in a city? Why?

你希望你的孩子住在农村还是住在城市? 为什么?

Some people say "The cities are for the rich and the young." Do you agree? Why/why not?

有人说: "城市是有钱人和年轻人住的地方。"你同意这种说法吗? 为什么?

What lifestyle differences are there between the countryside and the cities?

在生活方式上, 农村和城市有什么不同?

In big cities, the relationship between people is more and more distant. What do think?

在大城市里, 人和人之间的关系越来越远了。你怎么看这个问题?

In China, there is a big gap in the standard of living between the countryside and cities. How do you think that the gap might be decreased?

在中国, 农村的生活条件跟城市比有很大的差别。你认为应该怎样减小这些差别?

Topic 6: Environment

Talk about pollution issues.

谈一谈污染问题。

What is the environment like where you live? What kind of pollution is there?

你居住的地方环境怎么样? 有哪些污染?

How has the environment of our planet changed compared to the time when you were at primary school?

跟你上小学的时候比, 我们的地球环境发生了哪些变化?

What problems does pollution cause?

环境污染会带来哪些问题?

Do you think overpopulation is an important environmental issue? Why/why not?

你认为人口过多是一个很严重的环境问题吗? 为什么?

How serious are the pollution issues in the UK? Who is more responsible for addressing the issues – citizens or government? Why?

英国的环境污染有多严重? 对这一问题, 谁应该负更多的责任? 是政府还是老百姓? 为什么?

How serious are the pollution issues in China? Can you talk about any pollution problems in China?

中国的环境污染有多严重? 可以谈一谈中国的某些污染问题吗?

Tell me how to protect the environment. Which items which you use daily can be recycled?

谈一谈怎样保护环境。

在日常生活中哪些东西可以回收利用?

What can you do to protect the environment in your own daily life?

在日常生活中你应该怎样保护环境?

Why is it very important to protect the environment? How can we educate people to protect the environment?

为什么保护环境非常重要? 怎样教育人们保护环境?

How can we use resources rationally? What kind of new energy resources could we develop?

我们怎样做到合理利用资源? 我们可以开发哪些新能源?

What efforts have the people made for protecting the environment in your country?

在你们国家, 人们为保护环境做了哪些努力?

Do you think developing the economy may damage the environment? Why/why not?

你认为发展经济会破坏环境吗? 为什么?

What do you know about how China is tackling environmental issues?

为了解决环境问题, 中国在做些什么?

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