

# IGCSE

Chinese

Teacher's guide

Edexcel IGCSE in Chinese (4CN0)

First examination 2011



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### *Acknowledgements*

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Authorised by Roger Beard  
Prepared by Alice Jones

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# Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in Chinese is designed for schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

## About this guide

This guide is for teachers who are delivering, or planning to deliver, the Edexcel IGCSE in Chinese qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students. The guide:

- expands on the information in the specification on course requirements
- provides details of Assessment Objectives (AO) and criteria
- provides support in training students in listening and reading skills
- provides support in preparing students for the writing test
- gives guidance for the speaking test
- explains assessment procedures
- offers you suggestions for a range of websites
- provides a substantial and comprehensive glossary of vocabulary.



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## Why choose this qualification?

The Edexcel IGCSE in Chinese has been developed:

- to enable students to show what they know, understand and can do
- to provide a single tier of entry which tests the whole ability range
- to provide written assessment in listening, reading and writing skills (reading stimuli are available in both simplified and traditional script)
- to provide a separately endorsed examination of spoken language (options are available in both Mandarin and Cantonese)
- with rubrics in English and the target language
- with clearly defined lists of topic areas
- to provide progression to GCE AS and Advanced GCE level, and other equivalent qualifications.

Go to [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) for more information about this IGCSE and related resources.

## Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with IGCSE 2009.

### Website

Our dedicated microsite [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) is where you will find the resources and information you need to successfully deliver IGCSE qualifications. To stay ahead of all the latest developments visit the microsite and sign up for our email alerts.

### Ask Edexcel

Ask Edexcel is our free, comprehensive online enquiry service. Use Ask Edexcel to get the answer to your queries about the administration of all Edexcel qualifications. To ask a question please go to [www.edexcel.com/ask](http://www.edexcel.com/ask) and fill out the online form.

### Ask the Expert

This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about IGCSE 2009 and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Visit [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert) for contact details.

### Regional offices

If you have any queries about the IGCSE 2009 qualifications, or if you are interested in offering other Edexcel qualifications your Regional Development Manager can help you. Go to [www.edexcel.com/international](http://www.edexcel.com/international) for details of our regional offices.

### Head Office – London

If you have a question about IGCSE 2009 and are not sure who you need to ask email us on [IGCSE2009@edexcel.com](mailto:IGCSE2009@edexcel.com) or call our Customer Services Team on +44 (0) 1204770696.

### Training

A programme of professional development and training courses, covering various aspects of the specification and examination is available. Go to [www.edexcel.com](http://www.edexcel.com) for details.



# Section A: Qualification content

## Introduction

The IGCSE in Chinese is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

## Key subject aims

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

## Assessment and progression

- Two single-tier papers which cover written assessment in listening, reading and writing skills.
- Grading A\* to G.
- First assessment in June 2011.
- Provides a separately endorsed examination of spoken language with rubrics in English and the target language, with clearly defined lists of topic areas.
- Provides a foundation for Edexcel GCE AS and Advanced GCE in Chinese and other equivalent qualifications.

## Information for centres starting the Edexcel IGCSE for the first time

The content of the Edexcel IGCSE in Chinese reflects the content in other examination board IGCSE and O Level specifications. Teachers who have taught other IGCSE and O Level Chinese qualifications will therefore be familiar with all topic areas in this qualification.

It is unlikely that teachers will need to substantially adapt their existing resources in order to teach this qualification successfully and effectively.



## Section B: Assessment

### Assessment overview

The table below gives an overview of the assessment for this course.

We recommend that you make this information available to students to help ensure they are fully prepared and know exactly what to expect in the assessment of these papers.

### Papers 1 and 2

The scheme of assessment consists of a single tier targeted at grades A\* to G, and two components (Paper 1 and Paper 2). Students are required to take both components. The examination papers assess the full range of achievement.

<b>Paper 1: Listening</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
<b>4CN0/01 (Chinese)</b> Externally assessed	$33\frac{1}{3}$	30	30 minutes (plus 5 minutes reading time)	June examination series First assessment June 2011
<b>Paper 2: Reading and Writing</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
<b>4CN0/02 (Chinese)</b> Externally assessed	$66\frac{2}{3}$	60 (30 for reading/ 30 for writing)	1 hour 30 minutes	June examination series First assessment June 2011

### Optional Paper 3 – Separately endorsed assessment of spoken language

In addition to the Paper 1 and Paper 2 components, students may also take a test of spoken language. This will be separately endorsed, and awarded a grade on a scale of A\* to G. The certificate awarded will report achievement in spoken language separately. There will be an additional fee for each student entering the spoken language test.

<b>Paper 3: Speaking</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
<b>4CN0/03 (Chinese)</b> Externally assessed	100	60	Maximum of 10 minutes	June examination series First assessment June 2011

## Assessment Objectives and weightings

### Papers 1 and 2

		<b>% in IGCSE</b>
<b>AO1:</b>	understand and respond to spoken language	33 $\frac{1}{3}$ %
<b>AO2:</b>	communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	33 $\frac{1}{3}$ %
<b>AO3:</b>	understand and respond to written language	33 $\frac{1}{3}$ %
<b>Total</b>		<b>100%</b>

### Optional Paper 3

		<b>% in spoken language</b>
<b>AO4:</b>	communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	100%
<b>Total</b>		<b>100%</b>

## Assessment summary

Paper 1: Listening	Description	Knowledge and skills
<p><b>4CN0/01 (Chinese)</b></p>	<p>There will be two sections as follows.</p> <p><b>Section A (15 marks)</b></p> <p>Students will be required to listen to a range of factual and non-factual materials of varying lengths, in different contexts and in different registers.</p> <p>The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticking boxes or performing matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal. Questions targeted at grades D to G will require mainly non-verbal answers.</p> <p><b>Section B (15 marks)</b></p> <p>There will be <b>two</b> longer extracts in Section B. Comprehension will be tested through a range of question types, both verbal and non-verbal.</p> <p><b>Overall total: 30 marks</b></p>	<p>The Assessment Objectives (AO) covered in this assessment are:</p> <p>AO1: 33<math>\frac{1}{3}</math>% AO2: 0% AO3: 0%</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• identify and note main points</li> <li>• deduce the meaning of words from context</li> <li>• extract specific details</li> <li>• identify points of view</li> <li>• show some understanding of unfamiliar language</li> <li>• understand reference to past, present and future events</li> <li>• recognise attitudes, emotions and opinions</li> <li>• draw inferences and conclusions.</li> </ul>

Paper 2: Reading and Writing	Description	Knowledge and skills
<p><b>4CN0/02 (Chinese)</b></p>	<p>The paper will consist of <b>three</b> sections, detailed below. Students are advised to spend about 30 minutes on each section.</p> <p><b>Section A</b></p> <p><b>Part 1 (15 marks for reading)</b></p> <p>The aim of Section A Part 1 is to assess students' abilities to understand and use information from a range of texts. Answers required in Section A Part 1 will be mainly non-verbal. Answers will be assessed for communication only, according to a mark scheme. Grammatical accuracy will not be assessed in this part of the paper.</p> <p><b>Part 2 (10 marks for writing)</b></p> <p>Students will be required to write about 50 Chinese characters in the target language, on a topic related to the final reading passage in Section A Part 1. The response will be assessed for communication and language.</p> <p><b>Section B</b></p> <p><b>Part 1 (5 marks for reading)</b></p> <p>Students will be required to answer questions on one reading passage. Answers required in Section B Part 1 will be mainly non-verbal.</p> <p><b>Part 2 (10 marks for reading, 5 marks for writing)</b></p> <p>Students will be required to read a longer passage and to respond to a series of questions. 10 marks will be available. Students will be required to show the ability to manipulate the language of the original text, and/or to use their own words and phrases to express ideas from the text.</p>	<p>The Assessment Objectives (AO) covered in this assessment are:</p> <p>AO1: 0%</p> <p>AO2: 33<math>\frac{1}{3}</math> %</p> <p>AO3: 33<math>\frac{1}{3}</math> %</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• identify and note main points</li> <li>• extract specific details</li> <li>• identify points of view</li> <li>• understand and respond to references to past, present and future events</li> <li>• recognise attitudes, emotions and opinions</li> <li>• draw inferences and conclusions</li> <li>• understand grammatical structures and functions, in context.</li> </ul>

<b>Paper 2: Reading and Writing (continued)</b>	<b>Description</b>	<b>Knowledge and skills</b>
<b>4CN0/02 (Chinese)</b>	<p><b>Section C (15 marks for writing)</b></p> <p>Students will select <b>one</b> writing task from a choice of three. They will be expected to write a continuous response of between 100 and 150 Chinese characters.</p> <p>Students aiming for grade C and above will be expected to express opinions and to use references to past, present and future time (or events), using aspect markers, and more complex language.</p> <p>The tasks will encompass a range of writing styles, such as narrative, descriptive and discursive, and a range of formats such as an informal letter, a postcard, an email, a report, an article, a page from a diary, etc. The 15 marks available for this section will be sub-divided into 5 marks for content and communication, 5 marks for knowledge and application of language and 5 marks for accuracy.</p> <p><b>Overall total: 60 marks</b></p>	

Paper 3: Speaking	Description	Knowledge and skills
<p><b>4CN0/03 (Chinese)</b></p> <p>Optional – separately endorsed</p>	<p><b>Section A: Presentation and discussion based on a single picture</b></p> <ul style="list-style-type: none"> <li>• Maximum four minutes.</li> <li>• Total of 20 marks.</li> </ul> <p>Each student will give a presentation for up to one minute about their chosen picture. A conversation with the interviewer about the picture will then follow, for up to three minutes. The student will be assessed according to the criteria on pages 16 and 17 of the specification.</p> <p>Up to 5 marks will be awarded for each of the following areas:</p> <ul style="list-style-type: none"> <li>• communication, content, intonation and pronunciation</li> <li>• spontaneity and fluency</li> <li>• knowledge and application of language</li> <li>• accuracy.</li> </ul> <p><b>Section B: Two conversations</b></p> <ul style="list-style-type: none"> <li>• Maximum six minutes.</li> <li>• Total of 40 marks (20 for each conversation).</li> </ul> <p>Students will take part in conversations with the interviewer on <b>two</b> separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of six minutes; approximately three minutes per conversation.</p> <p><b>Overall total: 60 marks</b></p>	<p>The Assessment Objectives (AO) covered in this assessment are: AO4: 100%.</p>

## Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the standardisation of examiners process, the mark scheme is updated and expanded to cover unexpected but correct student responses.



# Section C: Planning and teaching

## Progression and differentiation

### Specification content

The specification content may be divided into **two** areas:

- 1 **knowledge, skills and understanding**, which must be demonstrated through the main
- 2 **topic areas**.

The aim of this section is to give guidance on how the two content areas can be linked and how students can progress within a topic area.

You should concentrate on training your students to recognise the topic-specific vocabulary and linguistic items of the minimum core vocabulary. It is important to stress, however, that students' language skills should be developed for application across topics rather than within topics.

The five topics have been divided into sub-topics in order to give specific guidance on the areas the topics will cover. The level of language is prescribed by the linguistic structures. Therefore, a sub-topic such as 'environmental issues' in listening or reading might be assessed through an interview giving factual information, or a longer text about a specific issue, including attitudes and opinions.

The following pages give an indication and some guidance on the kinds of activity you may wish to include when preparing your students for this qualification. Each one represents a sub-topic from the specification. The 'prior knowledge' includes areas which are likely to have been taught already. Activities are graded within each skill area. The first activity in each box would be the final activity for the weakest students, but could also be the introductory activity for the more able, who could progress to the second or third activities in the box.

## Home and abroad: weather and climate

### Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Days of the week, months, time, numbers, adjectives

Landscape, town, names of places/countries

Suggested activities	
Listening	Match weather symbols to words or phrases heard on tape. Recognise sentences from a weather report; match with text. Note down, in the target language, details from weather report heard on tape or identify locations from 'radio broadcast'.
Reading	Sequence text to match set of weather/seasons/climate symbols. Read account of weather conditions (severe/unusual) and match up paraphrased sentences. Using a narrative centred on bad weather conditions, pose questions in target language.
Writing	Write a weather diary for a week and comment in past timeframe about own feelings/hopes for future weather. Describe a holiday which was spoiled by bad weather or terrible climate (real or imaginary). Give reasons for visiting or not returning to the same place.

Optional	
Speaking	Briefly describe the weather today or during a season. In conversation, talk about holiday destination and the weather/climate expected. Compare weather experienced on holiday with conditions at home in a previous year.

## Education and employment: work

### Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Days of the week, months, time, numbers, adjectives

Jobs and places of work

Letter-writing conventions

Suggested activities	
Listening	<p>Listen to advert for jobs and match to pictures.</p> <p>Listen to a radio advertisement and note down details in the target language.</p> <p>Listen to someone talking about a particular job and note advantages and disadvantages in the target language.</p>
Reading	<p>Match pictures to short job advertisements.</p> <p>Read a letter sent by a firm to a prospective employee outlining a job and conditions; identify a set number of correct statements from a list of phrases which involve paraphrasing.</p> <p>Read an account written by someone who recently returned from working abroad; recognise positive and negative attitudes; summarise in the target language.</p>
Writing	<p>Write an advertisement for a particular job.</p> <p>Respond to a job advertisement giving details of past experience, future plans and reasons for interest; include a word-processed CV.</p>

Optional	
Speaking	<p>Answer simple questions on personal identification.</p> <p>Working with a partner, conduct a short interview about a real or imagined job; make a recording of the interview.</p> <p>Telephone to find out details about a summer job. Give reasons for wanting the job and some details about yourself.</p>

## The modern world: media (films, TV, radio, newspapers)

### Prior knowledge

Vocabulary (use the minimum core vocabulary list as a guide)

Countries, cultural information

Dates, present timeframe, adjectives

Suggested activities	
Listening	<p>Match people to their favourite TV programmes, based on a taped interview.</p> <p>Listen to a radio advertisement about a forthcoming event and note down details in the target language.</p> <p>Listen to a radio broadcast or TV news item of a major sporting/entertainment event or coverage of topical issue; fill in missing details in gapped transcript.</p>
Reading	<p>Match headlines/captions to visuals of news items/events.</p> <p>Match headlines/captions to short texts of news items or recent events.</p> <p>Choose the most appropriate headline/caption for a selection of news items/descriptions of personalities or recent events.</p> <p>Complete sentences about a film/programme reviewed in a newspaper article.</p>
Writing	<p>Write a short newsletter to describe a recent radio broadcast.</p> <p>Write a short article about a forthcoming programme.</p> <p>Write an article for exchange partner's school magazine about a film just released in your country.</p>

Optional	
Speaking	<p>Conduct a simple survey to find out opinions on a current television programmes.</p> <p>Answer questions about a recent or forthcoming event.</p> <p>Present a news item on a recent or forthcoming event (include opinions, evaluation).</p>

## The minimum core vocabulary list

The minimum core vocabulary list is a guide to help teachers plan their work. It is arranged under five topic headings. There is an additional section, listed grammatically, which covers vocabulary which is not topic specific. The list represents the range of vocabulary on which assessment tasks designed for students aiming at grades D to G will be based.

In compiling the vocabulary list, a general policy of listing characters under only one heading has been adopted. 'Table', for example, might be legitimately listed in *house, home and daily routine, education and employment (school life)* and *home and abroad*. In a few instances, the characters may appear more than once.

Each character/character and its compound will usually be located under one heading and this will support teachers in encouraging students to develop a wider understanding of characters in different contexts and move them away from compartmentalising their vocabulary learning. The table below, although not exhaustive, illustrates where vocabulary areas can be applicable to more than one topic.

The lists do not include prefixes or suffixes to words already listed, nor do they cover derivatives or common opposites. This will give scope in teaching for focusing on those aspects of the foreign language which develop students' language awareness. It can encourage them to work confidently in building up and enriching their vocabulary in the foreign language. The vocabulary lists are not intended to be restrictive. Assessment tasks designed for grade D to G students will be based on the lists, but students working towards higher grades can expect to meet vocabulary not included in the lists. Teachers will find opportunities to use the vocabulary lists as a basis for extending their knowledge and understanding of the foreign language in accordance with the scheme of work.

Topic areas	Sub-topic areas	Other topics where available
A – Home and abroad	Weather and climate	Topic D – The modern world
B – Education and employment	Work/careers	Topic E – Shopping and money matters
	School life and routine	Topic C – Information about myself
C – House, home and daily routine	Information about self, family and friends	Topic E – Hobbies, interests, sports and exercise
	Food and drink	Topic A – Holidays Topic A – Customs and religion Topic E – Special occasions Topic E – Health issues
D – The modern worlds and the environment	The media (TV, film, radio, newspapers)	Topic B – Work Topic E – Hobbies, interests, special occasions
E – Social activities, fitness and health	Accidents, injuries, common ailments and health issues	Topic A – Services Topic D – Environmental issues, the media

## Dictionaries

Dictionaries are **not** allowed in any of the components of the examinations. However, during lessons, students should continue to make use of a dictionary for general language learning purposes.

You may find the following helpful when developing students' dictionary skills:

- ensure students understand the way the dictionary is set out and that they understand the abbreviations used, for example: 名, 形, 量, 连 (noun, adjective, measure word, conjunction).
- help students to choose the appropriate characters when alternatives are given, by explaining that the first entry is usually the most common. Encourage them to check meaning by cross-referencing.
- encourage students to extend their range of vocabulary and language by making a note of any new characters they encounter in a vocabulary book, database or bilingual glossary.
- raise awareness of language by encouraging students to search out similars, opposites, etc, which do not feature in the minimum core vocabulary lists.
- raise awareness of language and the application of grammatical rules through teaching students to use the dictionary effectively, for example how to recognise radicals and how to use a specific measure word and specialist words.
- remind students that dictionaries are just one of the resources available to them and that memory, deduction based on context, and their own experience may be a better and more efficient support.

# Target language testing

## Introduction

The papers use a combination of symbols, pictures and target language prompts or questions, as described in the specification. All questions will be set in the target language and will require either a non-verbal response (box-ticking, filling in a letter or a number) or a response in the target language.

## Preparing students for target language assessment

Course books and other teaching materials, such as those found on websites, provide opportunities for practise in target language assessment. There is a list of useful websites on page 28.

## Rubrics

Rubrics are in the target language and also in English. Clear, concise instructions for tasks in all the papers are designed to support students of all abilities.

## Test types

Students will encounter a wide variety of test types in each of the papers, as listed in the specification. It is essential to give students regular practice and to train them to respond to all test types across the topic areas.

## Points for guidance

- a When objective test types are used (ticking boxes, letter, number), an example will generally be given. Students should be trained to look at the example. Answers used in the example will not be used again in the same question.
- b Where answers in the target language are required for listening and reading tasks, it is important that students give easily identifiable responses (that is the accuracy of language will not be considered, provided that the meaning is clear). The only exception to this is Paper 2 Section B Part 2. Here, some marks will be awarded for the quality of language used in response to the reading task.
- c Where students have to read questions or instructions in the target language, the language used will be kept as simple as possible and will be less demanding than the language used in the text that is being tested.
- d Where students have to match pictures, headlines or captions to text, there will often be extra pictures, headlines or captions, for example six short texts matched with six out of seven titles.
- e For notetaking or summary, students will always be given guidance. This guidance could take the form of an information sheet to complete, points to list or paragraph headings.

## Training students in listening skills

In the listening test, students will be required to:

- identify and note main points
- deduce the meaning of characters from their context
- extract specific details
- identify points of view
- show some understanding of familiar language in unfamiliar contexts
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand references to past, present and future events.

You should train your students to:

- make the best of the five minutes reading time by:
  - reading the questions and working out what they have to do
  - looking at the titles, subtitles and contexts of each question, in order to identify the topics and the kind of vocabulary likely to be encountered
  - deciding what kind of answer is needed (for example a place, a number, a day, etc)
  - concentrating on the question forms ('who'/'when'/'where'/'why'? etc) to work out what kind of information is required. So if the question is 'When?', they could expect to hear: a time, a date, a day, an expression of time like today, tomorrow, this evening
- look at the example
- note the number of marks available – this will tell them how much detail they need to give
- listen not only for individual items of vocabulary, but also for sequences of language
- recognise time indicators, for example yesterday, weekend and future
- make connections between nouns, verbs and adjectives
- identify opinions and key concepts and draw conclusions
- listen for negatives, comparisons and 'qualifiers', for example a lot, few, sometimes, rarely or very
- answer concisely and unambiguously, where an answer in the target language is required.

Students should be given regular opportunities to practise the various test types. Most textbooks incorporate the different types of test. Numbers, dates, prices and times should be practised on a regular basis.



## Training students in reading skills

Students will be required to:

- identify and note main points
- deduce the meaning of characters from their context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand and respond to references to past, present and future events.

You should train your students to:

- look at the context, title, subtitles (they will give students a clue to the type of vocabulary that they are about to read) and visuals
- read the questions carefully
- read the text to pick out key characters and phrases, and ignore redundant material. Students must realise that they do not need to know every character to understand a text. They should try to work out or guess the meaning of characters they do not know
- deduce meaning from the context and/or by applying grammatical knowledge
- give detailed responses that fully answer the question but which are also concise and unambiguous
- identify opinions and key concepts and draw conclusions
- look out for negatives, comparisons and qualifiers
- look for time indicators
- answer every question and check that the amount of information given (or the number of ticks) matches the mark allocation for the question
- write clearly and legibly
- note the number of marks available – this will tell them how much detail they need to give.

Again, students should be given regular opportunities to practise the various types of test.

## Training students for the writing test

Details of the requirements can be found in the specification. The assessment criteria will also give detailed information of what is expected from students.

You may find it helpful to:

- link writing tasks with oral preparation
- use the grade descriptions and assessment criteria to make students aware of how to access the higher marks
- encourage students to learn characters
- encourage students to read in the foreign language to improve accuracy
- teach students to allow time to check their writing
- train students to look at the reading passages (Section A Part 2 and Section B Part 2) to check characters and structures
- teach students how to check their work methodically by reading it several times and looking for different possible mistakes each time (components of characters, word orders etc).

The following advice and guidance is for students aiming for grade C and above:

- read the instructions carefully
- check that all bullet points are covered (if applicable)
- ensure that the style is appropriate
- demonstrate ability to use a wide range of vocabulary and idiom
- include time references/phrases
- link sentences by using connecting words and other links
- express and justify ideas and points of view
- try to use comparisons
- be aware that a degree of sophistication is needed for the higher marks
- avoid repetition, as this does not show off a range of syntax and/or vocabulary
- try to show more complex structures, such as use of conjunctions, pronouns, adverbs subordinate clauses, time phrases, connecting words, etc
- check characters
- look carefully at work that has been marked, note any mistakes and work out what was wrong.

# Training students for the speaking test

## Introduction

The aim of the speaking test is to give students as much opportunity as possible to perform to the best of their ability. In the first part of the test, students are expected to present a picture of their choice relating to one of the five topic areas, and engage in a discussion about the picture with the centre-appointed interviewer. In the second part, students are expected to take part in conversations based on **two** other topics chosen by the interviewer at the time of the test.

For the conversations students will cover two topics. The interviewer, who must ensure that all topics are evenly covered across the centre, will select both topics. For each student, the interviewer must also ensure that there is no overlap of subject matter across the various sections of the test. The discussion, based on the student's picture and the two conversations, must be based on three out of the five broad topic areas.

Section	Timing	Test type	Mark Allocation	Topics
Section A	1 minute maximum	Presentation	20	Student's free choice of topic
	3 minutes maximum	Discussion		
Section B	3 and 3 minutes maximum (total of 6 minutes)	Conversation	20 and 20	Interviewer chooses <b>two</b> further topics

Students have a free choice of the first topic area (the main theme of their chosen picture). The same picture must not be used by more than **three** students from the centre, in any examination session. Ideally, students will select their own picture for Section A.

## Preparation of students

Throughout the course, you will have been working with students on developing and improving their skills through a variety of classroom activities, such as role play, question and answer exercises, presentations and discussions.

Students may also have been encouraged to make recordings of their own conversations and interactions. In preparing students for the IGCSE speaking tests, you will want to build on familiar classroom routines and procedures to increase performance levels for students of all abilities. Those aiming at grade C and above will be expected to express opinions and to use references to past, present and future time (or events), using aspect markers.

The suggestions that follow are intended to support you and students in preparing for both sections of the speaking test.

## **Section A: Presentation and discussion based on a picture**

Students effectively choose the first topic of the speaking test because they can select their picture. This selection should be made before the examination. It is recommended that you give your students a choice to ensure that they have access to the full range of marks in the assessment criteria. For example, the picture should contain enough details to allow for plenty of relevant information to be given; it should give the opportunity to bring in a range of timeframes and opinions.

Students at the lower end of the spectrum may be confined to descriptions but others should be prepared to cope with narration, supposition, extrapolation and justification. The picture should enable students to use as wide a range of vocabulary and structures as appropriate to their ability.

Students have the opportunity to briefly introduce their chosen topic (no longer than one minute) to enable them to make a confident start. After this short initial presentation, the discussion, based on the picture and its theme, should develop in a natural way. Students aiming for a grade C and above should be able to give opinions, to expand and justify points of view (for the higher grades); they should also be ready to use a range of time references to describe the picture, to express possible past events and to anticipate developments. Students should be trained to show these skills and the interviewer should ask questions that allow students to demonstrate them.

The presentation and the ensuing discussion will be assessed globally in accordance with the assessment criteria described in the specification. Students must be aware of the demands of the assessment criteria in order to achieve the grade they are targeting.

## **Section B: Conversations**

As in the case of Section A of the speaking test, it is the intention in the conversations to encourage as natural an exchange as possible between student and interviewer.

The interviewer must choose both topics from the main topic areas and is free to develop any related conversation sub-topic or sub-topics. Examples of possible sub-topics are identified in the following grid. Students could talk about all the relevant sub-topics or focus on just one.

## Suggested sub-topics

Topic areas	Suggested themes from the sub-topic areas
A – Home and abroad	<ul style="list-style-type: none"> <li>• Region/town in target language countries either visited or researched by the student</li> <li>• Holidays</li> <li>• Travelling</li> </ul>
B – Education and employment	<ul style="list-style-type: none"> <li>• School life and routine</li> <li>• Future plans</li> <li>• Work/career</li> </ul>
C – House, home and daily routine	<ul style="list-style-type: none"> <li>• Home and domestic routine</li> <li>• Family</li> <li>• Friends</li> <li>• Food and drink</li> </ul>
D – The modern world and the environment	<ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• TV, film, radio, newspapers, magazines</li> <li>• Technological advances</li> </ul>
E – Social activities, fitness and health	<ul style="list-style-type: none"> <li>• Hobbies, interests, sports, exercise</li> <li>• Shopping</li> <li>• Health issues</li> </ul>

Sample assessment questions are provided for each main topic area with the sample assessment materials papers covering all levels of ability. They are neither exhaustive nor prescriptive, but are intended as a guide to the type of questions you might ask and the breadth of coverage appropriate to the topic area.

There is inevitably some overlap between topics, and you should not feel that the divisions are so rigid that they might inhibit a natural conversation; for example ‘hobbies and interests’ (social activities, fitness and health) may overlap with ‘TV’ (the modern world – media).

All students should be given the opportunity through practice and preparation to achieve optimum results. Students at the lower end of the ability range will need to be given opportunities to show what they can do in a supported situation. Students aiming for C or D grades or above will need to be confident in their use of time references for different time frames and be able to give opinions. Students aiming for the higher grades should be given opportunities to develop their answers and to give and justify opinions and points of view.

The interviewer will be free to develop any related conversation sub-topic or sub-topics that relate to the main topic areas. The choice, number and use of sub-topics is at the centre-appointed interviewer’s discretion. There is no requirement to develop any additional sub-topics to those listed, although this will be permissible.

For example, an interviewer who has chosen the main topic area ‘education and employment’ for a topic of conversation may wish to focus on school or to extend the conversation by offering a student the opportunity to talk about future plans. The decision to restrict questioning to one sub-topic or to open up the conversation to different sub-topics would very much depend on the experience and ability of the students, and on the depth of response they can offer.

Consequently, it is important to identify all potential topic/sub-topic areas and to earmark them for exploitation in the centre’s scheme of work.

It is also important to tell students that the two conversations are assessed separately and that a poor performance on one topic area need not affect the marks on the other.

## **Preparing for the conversation**

You may find the following suggestions useful in preparing for the conversation section of the speaking test:

- familiarise your students with all main topic areas and identify sub-topics
- build up banks of questions and practise them
- consolidate structures, vocabulary and idioms used in speaking practice through writing tasks on various topics
- use time references for different time frames and express opinions:
  - activate use of past and future time frames and expression of opinion through activities based on surveys, questionnaires and interviews
  - train students to expand their ideas, to see advantages and disadvantages, and to use such expressions as ‘in my opinion’
  - where appropriate, encourage students to listen to radio and watch TV.

It must be emphasised that the conversation should retain a level of spontaneity. Rote learning of prepared questions does not encourage a natural conversation. When practising with students it is important that you vary the wording of questions and their order.

## Conducting the conversations

### Exemplar questions

The sample assessment papers contain guidance on the type of questions that might be suitable for the full range of ability.

The assessment criteria for conversations in the specification give details of likely student performance across the range in terms of communication and language. You may find the points made below useful as you prepare, or the interviewer prepares, for conducting the conversations in the speaking test.

### Students aiming at grades G, F or E

#### Points to avoid

- Asking questions that can be answered by yes or no (closed questions).
- Duplicating questions: *How old is your brother? How old is your sister? etc.*
- Using overcomplicated phrasing of questions.

#### Positive strategies

- Give personal examples to prompt response.
- Provide simple extensions.

### Students aiming at grades D or C

#### Points to avoid

- Asking too many simple questions, which limit potential for student response.
- Accepting without intervention a pre-learned description or catalogue of events.

#### Positive strategies

- Give students opportunities to respond in past or future time reference by reacting to information as well as by asking a direct question.
- React positively to students' readiness to demonstrate a good degree of preparation but be prepared to interrupt a monologue to allow the student to show ability to expand or offer an opinion.
- Phrase the questions to give students the opportunity to use complex sentences and a variety of vocabulary.

## **Students aiming at grades B, A or A\***

### **Points to avoid**

- Limiting students' performance at the highest level by engaging too enthusiastically in the exchange and talking more than the student.
- Failing to ask searching questions that allow the student to show full potential and demonstrate the level of response needed to access the higher marks.
- Persisting with a question the student has failed to understand in determination to enable the student to answer; good students are often thrown by this.

### **Positive strategies**

- Respond to any questions asked by the student with interest but turn them back to the student; it is their performance that is being assessed.
- Ask students open-ended questions to encourage wide-ranging responses.

### **General advice for the interviewer**

- Keep to the time limits (maximum four minutes for Section A and six minutes for Section B).
- The two conversations are assessed separately and should be of equal length, ie three minutes each.
- Keep assessment criteria in mind to ensure that students are given a chance to perform at the highest possible level, according to their ability.
- It is helpful to announce the change of topic (in the target language).
- Use the suggested questions in the sample assessment materials papers as a guide only.
- Avoid a series of closed questions.
- Give students the opportunity to use timeframes other than the present and to express and justify opinions.
- Encourage students aiming for a grade C and above to expand beyond a simple reply to each question and to aim for a natural conversation.
- Allow students to take the initiative but intervene if a student tries to recite pre-learnt material.
- Listen carefully to the student's answers and relate subsequent questions to the information acquired.
- Try to link questions – sudden changes are confusing, especially to less able students.
- If a question is not understood after one repetition, move on to another question; further questions may just confuse or discourage the student.
- Never correct a student's language, however inaccurate.
- Show an interest in the student's responses; comment and respond naturally but briefly to what the student says.



## **Assessment**

All speaking tests will be externally marked by Edexcel.

All three components of the speaking test (Section A presentation and conversation, and the two conversations in Section B) are assessed separately according to the assessment criteria published in the specification.

## **Administration**

A template copy of the candidate's cover sheet for the speaking test is included in Appendix 3.

## **Application of grammatical knowledge and accuracy**

One of the aims of this qualification is to develop knowledge and understanding of the grammar of the modern foreign language and the ability to apply it.

The linguistic structures, of which students are expected to have acquired knowledge and understanding, are listed in the specification. The degree to which these are developed will depend on the ability of the individual student. However, as far as possible, they should be encouraged to manipulate structures and language to suit a purpose and in order to express what they want to write or say.

Students should be taught how to structure the language, for example how to make statements, how to ask questions and how to develop the complexity of their language through using a range of time references, the use of subordination, pronouns, adverbial and other phrases, etc. They also need to be able to use language appropriately (for example correct register).

The teaching method will depend on the institution and style of the individual teacher and should be appropriate to students' needs. Learning the measure words table is not appropriate for many students who need a more active, practical approach.

Students should be trained to be as accurate as possible in both their writing and speaking in the target language. In their writing work, this includes characters, components of characters and correct applications of grammatical conventions such as plurals and measure words. In their speaking, it includes pronunciation and intonation.

Students should also be trained to check their work thoroughly using the grammatical rules they have already learnt and by consulting dictionaries to check characters. All students, and in particular the least able, should be trained to check characters copied from the board or textbook and to use a dictionary to check characters when they are not sure.

## Resources

Please note that while resources are correct at the time of publication, website addresses may change at any time.

### General websites

[www.cilt.org.uk](http://www.cilt.org.uk)

[www.linguanet.org.uk](http://www.linguanet.org.uk)

<http://schools.becta.org.uk>

[www.camsoftpartners.co.uk](http://www.camsoftpartners.co.uk)

[www.bbc.co.uk/education/languages](http://www.bbc.co.uk/education/languages)

[www.languagelearn.net](http://www.languagelearn.net)

### Useful websites

<http://english.cri.cn/08chinese>

China Radio International offers a comprehensive coverage of resources on learning Chinese, including Chinese characters, idioms, songs and exclusive interviews.

[www.hanyu.com.cn/en/enhome.aspx](http://www.hanyu.com.cn/en/enhome.aspx)

This online learning platform offers webcasts and e-magazines on Chinese language learning, plus Chinese culture and entertainment.

[www.clavisinica.com/resources.html](http://www.clavisinica.com/resources.html)

This website offers an online Chinese character test, flashcards, dictionary, text annotator, vocabulary extractor, vocabulary list converter, and a text and audio library.

<http://english.hanban.org/zyjc1.php>

Hanban (the Chinese Language Council International) offers a range of resources on textbooks, dictionaries and news.

[www.echinausa.com/chteforad.html](http://www.echinausa.com/chteforad.html)

eChinaUSA offers a large selection of Chinese language learning textbooks, CDs, DVDs, free videos and MP3s to learners of different levels. Its 'Find any books for you' program allows you to order any books and media published on the Chinese mainland.

[www.mandarintools.com](http://www.mandarintools.com)

This website introduces Chinese culture, and offers online tools for learning and using Chinese.

[www.chinese-forums.com](http://www.chinese-forums.com)

Chinese-forums.com is an online community of people with an interest in Chinese language and culture.

[www.chinese.cn](http://www.chinese.cn)

The Confucius Institute online offers a comprehensive coverage of resources on learning Chinese, including Chinese characters, idioms, songs and games.

## Search engines

<http://cn.yahoo.com>

Chinese Yahoo

[www.163.com](http://www.163.com)

Net Easy

[www.baidu.cn](http://www.baidu.cn)

Baidu

[www.google.com/intl/zh-CN](http://www.google.com/intl/zh-CN)

Chinese Google

## Textbooks

Atkinson J – *Quick and Easy Cantonese* (Cypress Book Co, 2008) ISBN 9781845700188

Bin Y and Youping H – *Chinese GCSE – Chinese Examination Guide* (Cypress Book Co, 2007) ISBN 9781845700065

Zhang G, Li L, et al – *Chinese in Steps (Volume 1-3)* (Cypress Book Co, 2005) ISBN 9781845700027



# Appendices

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## **Appendix 1: Minimum core vocabulary**

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

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. The list does not include prefixes or suffixes to words already listed, derivatives nor common opposites.

## Simplified characters

### Verbs

是	<i>to be</i>
有	<i>to have</i>
做	<i>to do, to be/become (occupation)</i>
吃	<i>to eat</i>
喝	<i>to drink</i>
叫	<i>to call, to be named</i>
学习	<i>to learn, to study</i>
说	<i>to say, speak, talk</i>
想	<i>to want</i>
要	<i>to want, to need</i>
喜欢	<i>to like</i>
爱	<i>to love</i>
会	<i>can, to be able to</i>
觉得	<i>to think, to feel</i>
问	<i>to ask</i>
知道	<i>to know</i>
懂	<i>to understand</i>
听	<i>to listen/hear</i>
写	<i>to write</i>
画 (图)	<i>to draw/paint (picture)</i>
看	<i>to see, read, watch, look at</i>
见 / 见面	<i>to meet</i>
住	<i>to live</i>
请	<i>to invite, to ask, please</i>
让	<i>to let, to allow, to make</i>
进	<i>to enter</i>



出	<i>to go out</i>
坐	<i>to sit</i>
骑	<i>to ride (horse, bicycle)</i>
唱	<i>to sing</i>
跳	<i>to jump</i>
玩	<i>to play</i>
开 (灯 / 电视 / 门 etc)	<i>to switch on, turn on, open</i>
关 (灯 / 电视 / 门 etc)	<i>to close, to switch off, to turn off</i>
告诉	<i>to tell</i>
来	<i>to come</i>
去	<i>to go</i>
回	<i>to return</i>
到	<i>to arrive, to get to</i>
对.....有兴趣	<i>to be interested in</i>
认识	<i>to know (be familiar with)</i>
应该	<i>should</i>
希望	<i>to hope</i>
祝	<i>to wish</i>
试	<i>to try</i>
帮助	<i>to help</i>
买	<i>to buy</i>
卖	<i>to sell</i>
打	<i>to play (ball game), make (phone call), to beat</i>
踢	<i>to play (football), kick</i>
穿	<i>to wear, to put on</i>
用	<i>to use</i>
换 (钱 / 车 / 衣服 etc)	<i>to change (money/car/clothes)</i>
开始	<i>to begin</i>

开车	<i>to drive</i>
停	<i>to stop</i>
等	<i>to wait for</i>
放	<i>to put, to set free</i>
给	<i>to give</i>
送（礼物）	<i>to give (present), to deliver, to say goodbye to someone</i>
发（电子邮件）	<i>to send (an email)</i>
寄（信）	<i>to send (a letter)</i>
记	<i>to remember, to write down</i>
忘	<i>to forget</i>
笑	<i>to laugh, smile</i>
洗	<i>to wash</i>
生气	<i>to get angry</i>
安静	<i>to be quiet</i>
好像	<i>to seem</i>
找	<i>to find, to look for</i>
花（时间 / 钱）	<i>to spend (time/money)</i>
参观	<i>to visit (places)</i>
增加	<i>to increase</i>
减少	<i>to reduce</i>
节约	<i>to save</i>
浪费	<i>to waste</i>
保护	<i>to protect</i>

## Adjectives

有趣	<i>funny</i>
有意思	<i>interesting</i>
没意思	<i>boring</i>
有用	<i>useful</i>
有害	<i>harmful</i>
有毒	<i>poisonous</i>
有钱	<i>rich</i>
漂亮	<i>beautiful</i>
可爱	<i>lovely, loveable</i>
健康	<i>healthy, health</i>
干净	<i>clean</i>
脏	<i>dirty</i>
舒服	<i>comfortable</i>
高兴	<i>pleased, happy, glad</i>
快乐	<i>happy</i>
好玩儿	<i>interesting, amusing, cute</i>
好吃	<i>delicious</i>
快	<i>fast, quick</i>
慢	<i>slow</i>
忙	<i>busy</i>
累	<i>tired</i>
饿	<i>hungry</i>
饱	<i>full up</i>
渴	<i>thirsty</i>
新	<i>new</i>
老 / 旧	<i>old</i>
好	<i>good</i>
坏	<i>bad</i>

最	<i>the most</i>
大	<i>big</i>
小	<i>small</i>
难	<i>hard, difficult</i>
容易	<i>easy</i>
努力	<i>hardworking</i>
冷	<i>cold</i>
热	<i>hot</i>
对	<i>correct, right</i>
错	<i>incorrect, wrong</i>
远	<i>far</i>
近	<i>near, close</i>
胖, 肥	<i>fat</i>
瘦	<i>thin</i>
高	<i>high, tall</i>
长	<i>long</i>
短	<i>short</i>
一样	<i>same</i>
先进	<i>advanced</i>

### **Colours**

颜色	<i>colour</i>
红	<i>red</i>
黄	<i>yellow</i>
蓝	<i>blue</i>
绿	<i>green</i>
白	<i>white</i>
黑	<i>black</i>

## Adverbs

这里，这儿	<i>here</i>
那里，那儿	<i>there</i>
附近	<i>nearby</i>
不	<i>not</i>
没（有）	<i>not (have)</i>
很	<i>very</i>
也	<i>too</i>
都	<i>both, all</i>
有时候	<i>sometimes</i>
常常	<i>often</i>
再	<i>again</i>
可能	<i>perhaps, possibly</i>
很久	<i>(for a) long time</i>
马上	<i>immediately</i>
已经	<i>already</i>
更	<i>even more</i>
差不多	<i>almost</i>
特别	<i>especially</i>
正在	<i>to be in the process of</i>
太.....了	<i>too (adjectives)</i>
非常.....	<i>extremely</i>

## Numbers 1-100

一, 二, 三, 四, 五,  
六, 七, 八, 九, 十

*1 – 10*

两

*(for quantity) two + Measure Word + noun*

百

*hundred*

千

*thousand*

万

*10 thousand*

## Quantities

多

*many, how (+ adjectives)*

少

*few*

几个

*several*

个

*the most common measure word (before nouns which do not have special measure words of their own)*

条

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

只

*measure word for animals*

本

*measure word for books*

张

*measure word for table, picture, map, etc*

件

*a piece of (garment)*

碗

*a bowl of (rice, noodles)*

## Time expressions

从

*from*

今天

*today*

明天

*tomorrow*

昨天

*yesterday*

每天, 天天

*every day*

早

*early*

晚

*late*

早上

*morning*

上午	<i>morning, forenoon</i>
中午	<i>midday</i>
下午	<i>afternoon</i>
晚上	<i>evening</i>
现在	<i>now</i>
星期	<i>week</i>
周末	<i>weekend</i>
上星期	<i>last week</i>
下星期	<i>next week</i>
点	<i>o'clock</i>
小时 / 钟头	<i>hour</i>
分, 分钟	<i>minute</i>
半	<i>half</i>
今年	<i>this year</i>
明年	<i>next year</i>
去年	<i>last year</i>
月	<i>month</i>
号 / 日	<i>date</i>
将来	<i>future, in the future</i>

## Times

### Days of the week

星期一	<i>Monday</i>
星期二	<i>Tuesday</i>
星期三	<i>Wednesday</i>
星期四	<i>Thursday</i>
星期五	<i>Friday</i>
星期六	<i>Saturday</i>
星期日, 星期天	<i>Sunday</i>

### Months of the year

一月	<i>January</i>
二月	<i>February</i>
三月	<i>March</i>
四月	<i>April</i>
五月	<i>May</i>
六月	<i>June</i>
七月	<i>July</i>
八月	<i>August</i>
九月	<i>September</i>
十月	<i>October</i>
十一月	<i>November</i>
十二月	<i>December</i>



## Connecting words

和	<i>and</i>
然后	<i>then, afterwards</i>
因为	<i>because</i>
所以	<i>so</i>
虽然	<i>although</i>
可是 / 但是	<i>but</i>
除了..... 以外	<i>besides</i>
要是..... 就	<i>if...</i>
一..... 就	<i>as soon as</i>
一边..... 一边.....	<i>while... (at the same time) ...</i>
比	<i>(more) than</i>
越..... 越.....	<i>the more... the more...</i>
越来越.....	<i>more and more</i>

## Question words

吗	<i>a question particle</i>
呢	<i>a modal particle</i>
吧	<i>a modal particle</i>
还是.....?	<i>or...?</i>
什么	<i>what</i>
谁	<i>who</i>
哪	<i>which</i>
哪儿	<i>where</i>
为什么	<i>why</i>
什么时候	<i>when</i>
几, 多少	<i>how many/how much</i>
几	<i>which (month/date/years old, etc)</i>
怎么	<i>how</i>

### Other expressions

的	<i>a structure particle</i>
地	<i>adverbial marker, adverbial modifier</i>
得	<i>complement of degree</i>
我认为	<i>in my opinion</i>
挺好的	<i>quite good, very good</i>
还可以	<i>okay</i>
不错	<i>quite good</i>
再	<i>once again</i>
快要.....了	<i>to be about to</i>
太糟糕了	<i>too bad</i>

### Other high frequency words

我	<i>I, me</i>
你	<i>you</i>
他	<i>he, him</i>
她	<i>she, her</i>
我们	<i>we, us</i>
你们	<i>you (plural)</i>
他们, 她们	<i>they, them</i>
这	<i>this</i>
那	<i>that</i>
些 / 一些	<i>some</i>
东西	<i>thing</i>
时间	<i>time</i>
办法	<i>way, method</i>
太太	<i>Mrs</i>
小姐	<i>Miss</i>

先生	<i>Mr, Sir</i>
女士	<i>Ms., Madam</i>
号码	<i>number</i>

### **Countries/nationalities/languages**

国家	<i>country</i>
中国	<i>China</i>
英国	<i>United Kingdom</i>
法国	<i>France</i>
美国	<i>United States</i>
亚洲	<i>Asia</i>
非洲	<i>Africa</i>
欧洲	<i>Europe</i>
国籍	<i>nationality</i>
人	<i>people, person</i>
语言	<i>language</i>
外语	<i>foreign language</i>
汉语 / 普通话	<i>Standard Chinese language</i>
英语	<i>English language</i>
中文	<i>Chinese language</i>
法文	<i>French language</i>
德文	<i>German language</i>
西班牙文	<i>Spanish language</i>

## Social conventions

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

## Prepositions

在	<i>in, at, on</i>
..... 以前	<i>before...</i>
..... 以后	<i>after...</i>
..... 的时候	<i>during...</i>
跟..... 一起	<i>together with</i>
里 (边)	<i>in, inside</i>
外 (边)	<i>outside</i>
前 (边)	<i>in front of</i>
后 (边)	<i>behind</i>
中间	<i>middle</i>
对面	<i>opposite</i>
附近	<i>nearby</i>
上	<i>up, on</i>
下	<i>down, under</i>
在..... 之间	<i>in between...</i>

离	<i>away from</i>
到处 / 处处	<i>everywhere</i>
往	<i>towards</i>
为了	<i>for, in order to</i>

### **Language used in dialogues and messages**

地址	<i>address</i>
电话本	<i>telephone book</i>
打电话给我	<i>phone me</i>
接	<i>to answer a phone call, to pick up someone</i>
留言	<i>voice message</i>
短信	<i>text message</i>
页	<i>page</i>
回答	<i>to answer, to reply</i>

### **Useful abbreviations**

中学会考	<i>GCSE</i>
高等程度会考	<i>A Levels</i>
个人简历	<i>CV</i>
BBC 二台	<i>BBC2</i>
音响	<i>Hi-fi</i>
CD 盘	<i>CD</i>
DVD 盘	<i>DVD</i>
DVD 机	<i>DVD player</i>
MP3 (pronounced as san)	<i>MP3</i>
ipod	<i>iPod</i>
U 盘	<i>USB</i>
抄送	<i>Cc</i>

## Context related language

### Topic area A: Home and abroad

欢迎	<i>to welcome</i>
火车	<i>train</i>
汽车	<i>car</i>
公共汽车	<i>public bus</i>
出租汽车 / 的士	<i>taxi</i>
旅游车	<i>coach</i>
校车	<i>school bus</i>
马	<i>horse</i>
站	<i>station, to stand</i>
地铁	<i>underground</i>
飞机	<i>plane</i>
飞机场	<i>airport</i>
船	<i>boat</i>
自行车, 单车, 脚踏车	<i>bicycle</i>
走路	<i>on foot, to walk</i>
打的	<i>go by taxi</i>
加油站	<i>service station, petrol station</i>
地方	<i>place</i>
票	<i>ticket</i>
售票处	<i>ticket office</i>
单程	<i>single journey</i>
回程	<i>return journey</i>
免费	<i>free (of charge)</i>
到达	<i>arrive</i>
出发	<i>depart</i>
停留	<i>stay</i>

送	<i>to see someone off, to give something to someone as a present</i>
行李	<i>luggage</i>
照相机	<i>camera</i>
护照	<i>passport</i>
纪念品	<i>souvenir</i>
明信片	<i>postcard</i>
市中心	<i>city/town centre</i>
市区	<i>town</i>
郊区	<i>suburb</i>
街	<i>street</i>
路 / 公路 / 马路	<i>road</i>
高速公路	<i>motorway</i>
桥	<i>bridge</i>
房子	<i>house</i>
工厂	<i>factory</i>
银行	<i>bank</i>
图书馆	<i>library</i>
博物馆	<i>museum</i>
体育馆	<i>gym, gymnasium</i>
医院	<i>hospital</i>
电影院	<i>cinema</i>
表演	<i>perform, performance</i>
警察局	<i>police station</i>
邮局	<i>post office</i>
邮票	<i>stamp</i>
大教堂	<i>cathedral</i>
教堂	<i>church</i>
小吃店	<i>snack bar</i>

自助餐	<i>buffet</i>
酒吧	<i>pub, bar</i>
音乐会	<i>concert</i>
展览会	<i>exhibition</i>
花园	<i>garden</i>
公园	<i>park</i>
动物园	<i>zoo</i>
红绿灯	<i>traffic light</i>
行人	<i>pedestrian</i>
人行道	<i>pavement</i>
大转盘 / 环形交叉路	<i>roundabout</i>
名胜古迹	<i>famous spots and historic sites</i>
商店	<i>shop</i>
超级市场	<i>supermarket</i>
百货公司	<i>department store</i>
餐厅 / 饭馆	<i>restaurant</i>
外卖	<i>takeaway</i>
菜单	<i>menu</i>
点菜	<i>to order (from a menu)</i>
钱	<i>money</i>
钱包	<i>wallet, purse</i>
付钱	<i>to pay</i>
信用卡	<i>credit card</i>
旅行支票	<i>traveller's cheque</i>
英镑 / 镑	<i>pound sterling</i>
元 / 块	<i>yuan</i>
转	<i>to turn</i>
购物中心	<i>shopping centre</i>



地图	<i>map</i>
一直走	<i>straight on</i>
过	<i>to cross (road, bridge, river, etc)</i>
下一个	<i>the next</i>
风景	<i>scenery</i>
桥	<i>bridge</i>
路	<i>road, line/route, bus number</i>
东	<i>east</i>
南	<i>south</i>
西	<i>west</i>
北	<i>north</i>
春天	<i>spring</i>
夏天	<i>summer</i>
秋天	<i>autumn</i>
冬天	<i>winter</i>
天气预报	<i>weather forecast</i>
气温	<i>temperature</i>
晴天	<i>sunny</i>
多云	<i>cloud</i>
风	<i>wind</i>
刮风	<i>being windy</i>
雨	<i>rain</i>
下雨	<i>to rain</i>
打雷	<i>thunder</i>
雪	<i>snow</i>
雾	<i>fog</i>
度	<i>degree</i>
太阳	<i>sun</i>
月亮	<i>moon</i>

旅游	<i>tour, tourism</i>
订 (房,票)	<i>book (tickets/hotel, etc)</i>
饭店 / 酒店	<i>hotel</i>
服务台	<i>service desk</i>
服务员	<i>attendant</i>
问题	<i>question, problem</i>
空调	<i>air-conditioning</i>
房间	<i>room</i>
厕所	<i>toilet</i>
电视, 电视机	<i>TV, television (set)</i>
游泳池	<i>swimming pool</i>
停车场	<i>car park</i>
广场	<i>square</i>
入口	<i>entrance</i>
出口	<i>exit</i>
放假	<i>to be on holiday, to have a holiday</i>
假期	<i>holiday</i>
时间表	<i>timetable</i>
城市	<i>city</i>
北京	<i>Beijing</i>
上海	<i>Shanghai</i>
广州	<i>Guangzhou</i>
香港	<i>Hong Kong</i>
台湾	<i>Taiwan</i>
伦敦	<i>London</i>
长城	<i>the Great Wall</i>
天安门广场	<i>Tiananmen Square</i>

兵马俑	<i>Terracotta Army</i>
熊猫	<i>panda</i>
庙	<i>temple</i>
风筝	<i>kite</i>
筷子	<i>chopsticks</i>
书法	<i>calligraphy</i>
国画	<i>Chinese painting</i>
毛笔	<i>Chinese brush</i>
春节 / 中国新年	<i>Spring Festival/Chinese New Year</i>
端午节 / 龙舟节	<i>the Dragon Boat Festival</i>
中秋节	<i>the Mid-Autumn Festival</i>
圣诞节	<i>Christmas</i>
活动	<i>activity</i>
舞龙	<i>dragon dance</i>
舞狮	<i>lion dance</i>
鞭炮	<i>fire crackers</i>
龙舟	<i>dragon boat</i>

### **Topic area B: Education and employment**

教育	<i>education</i>
学生	<i>student</i>
学校	<i>school</i>
学期	<i>school term</i>
暑假	<i>summer holiday</i>
寒假	<i>winter holiday</i>
同学	<i>schoolmate, classmate</i>
大学	<i>university</i>
中学	<i>secondary school</i>
小学	<i>primary school</i>

上学	<i>to go to school (as a student)</i>
上课	<i>to attend class, to go to class</i>
作业	<i>homework</i>
练习	<i>practice/exercise</i>
阅读	<i>read</i>
准备	<i>prepare</i>
课本	<i>textbook</i>
考试	<i>examination</i>
成绩	<i>results, marks, achievement</i>
科目	<i>school subject</i>
数学	<i>maths</i>
科学	<i>science</i>
体育	<i>PE (physical education)</i>
历史	<i>history</i>
地理	<i>geography</i>
音乐	<i>music</i>
美术 / 艺术	<i>art</i>
戏剧	<i>drama</i>
教室	<i>classroom</i>
礼堂	<i>assembly hall</i>
运动场	<i>sports ground</i>
图书馆	<i>library</i>
书	<i>book</i>
笔	<i>pen</i>
报纸	<i>newspaper</i>
杂志	<i>magazine</i>
新闻	<i>news</i>
广告	<i>advertisement</i>

赚钱	<i>to earn money</i>
零花钱 / 零用钱	<i>pocket money</i>
公司	<i>company</i>
工资	<i>salary, wages</i>
工作经验	<i>work experience</i>
休息	<i>break, rest</i>
计划	<i>plan, to plan</i>
打算	<i>plan, intention</i>
申请	<i>to apply, application</i>
面试	<i>(job) interview</i>
访问	<i>interview</i>
工作	<i>work, job</i>
职业	<i>occupation, profession</i>
全职	<i>full-time</i>
兼职	<i>part-time</i>
工资	<i>salary</i>
校长	<i>headteacher</i>
教师	<i>teacher (occupation)</i>
老师	<i>teacher (title)</i>
司机	<i>driver</i>
记者	<i>journalist</i>
演员	<i>actor/actress</i>
歌星	<i>singer</i>
经理	<i>manager</i>
科学家	<i>scientist</i>
工程师	<i>engineer</i>
作家	<i>writer, author</i>
商人	<i>businessman</i>
工人	<i>worker</i>

服务员	<i>attendant</i>
做生意	<i>do business/trade</i>
医生/大夫	<i>doctor</i>
护士	<i>nurse</i>

### Topic area C: House, home and daily routine

家	<i>home, family</i>
家人	<i>family (member)</i>
祖父 / 爷爷	<i>(paternal) grandfather</i>
祖母 / 奶奶	<i>(paternal) grandmother</i>
外祖父 / 姥姥 / 外婆	<i>(maternal) grandfather</i>
外祖母 / 姥爷 / 外公	<i>(maternal) grandmother</i>
爸爸 / 父亲	<i>father</i>
妈妈 / 母亲	<i>mother</i>
哥哥	<i>elder brother</i>
姐姐	<i>elder sister</i>
弟弟	<i>younger brother</i>
妹妹	<i>younger sister</i>
自己	<i>self, oneself</i>
介绍	<i>introduce</i>
结婚	<i>marry</i>
离婚	<i>divorce</i>
名字	<i>first name</i>
姓名	<i>full name</i>
年龄	<i>age</i>
..... 岁	<i>... years old</i>
生日	<i>birthday</i>
年	<i>year</i>
出生	<i>birth, to be born</i>

出生日期	<i>date of birth</i>
地点	<i>venue, place</i>
地址	<i>address</i>
男	<i>male</i>
女	<i>female</i>
丈夫	<i>husband</i>
妻子	<i>wife</i>
父母	<i>parents</i>
兄弟姐妹	<i>sibling</i>
朋友	<i>friend</i>
网友	<i>e-pal</i>
年轻人	<i>young people</i>
老年人	<i>elderly people</i>
头发	<i>hair</i>
眼睛	<i>eye</i>
眼镜	<i>glasses</i>
衣服	<i>clothes</i>
校服	<i>school uniform</i>
鞋	<i>shoe</i>
裙子	<i>skirt</i>
裤子	<i>trousers</i>
毛衣	<i>sweater/jumper</i>
手表	<i>watch</i>
运动鞋	<i>trainers</i>
独立式房子	<i>detached house</i>
半独立式房子	<i>semi-detached house</i>
排房	<i>terraced house</i>
公寓	<i>flat</i>

花园	<i>garden</i>
房间	<i>room</i>
厨房	<i>kitchen</i>
浴室	<i>bathroom</i>
饭厅	<i>dining room</i>
卧室	<i>bedroom</i>
客厅	<i>sitting room</i>
沙发	<i>sofa</i>
冰箱	<i>fridge</i>
礼物	<i>present, gift</i>
桌子	<i>table</i>
椅子	<i>chair</i>
柜子	<i>wardrobe</i>
地毯	<i>carpet</i>
书架	<i>bookshelf</i>
灯	<i>light, lamp</i>
门	<i>door</i>
窗	<i>window</i>
钟	<i>clock</i>
起床	<i>get up</i>
睡觉	<i>sleep</i>
洗澡	<i>bath</i>
淋浴	<i>shower</i>
家务	<i>housework</i>
米饭	<i>(cooked/boiled) rice</i>
做饭	<i>to cook, prepare a meal</i>
早饭 / 早餐	<i>breakfast</i>
午饭 / 午餐	<i>lunch</i>



晚饭 / 晚餐	<i>dinner</i>
面包	<i>bread</i>
面 / 面条	<i>noodle</i>
鱼	<i>fish</i>
鸡	<i>chicken</i>
鸭	<i>duck</i>
蛋	<i>egg</i>
烤	<i>roast</i>
肉	<i>meat</i>
猪肉	<i>pork</i>
牛肉	<i>beef</i>
点心	<i>snack</i>
蛋糕	<i>cake</i>
蔬菜 / 青菜	<i>vegetable</i>
素食者	<i>vegetarian</i>
水	<i>water</i>
开水	<i>boiled water</i>
水果	<i>fruit</i>
果汁	<i>fruit juice</i>
牛奶	<i>milk</i>
汤	<i>soup</i>
汽水	<i>fizzy drinks</i>
茶	<i>tea</i>
咖啡	<i>coffee</i>
酒	<i>wine</i>
饺子	<i>dumpling</i>
粽子	<i>rice dumpling</i>
月饼	<i>moon cake</i>

宠物	<i>pet</i>
狗	<i>dog</i>
猫	<i>cat</i>
鸟	<i>bird</i>

**Topic area D: The modern world and the environment**

新闻	<i>news</i>
节目	<i>programme</i>
政治	<i>politics</i>
政府	<i>government</i>
经济	<i>economy</i>
战争	<i>war</i>
妇女	<i>women</i>
儿童	<i>children</i>
穷人	<i>the poor</i>
富人	<i>the rich</i>
平等	<i>equal</i>
广告	<i>advertisement</i>
娱乐	<i>entertainment</i>
访问	<i>interview</i>
名人	<i>celebrities</i>
国际	<i>international</i>
国内	<i>domestic</i>
技术	<i>technology</i>
报纸	<i>newspaper</i>
杂志	<i>magazine</i>
电台	<i>radio station</i>
电视	<i>television</i>

电影	<i>film</i>
连续剧	<i>soap</i>
音乐会	<i>concert</i>
表演	<i>performance</i>
歌曲	<i>song</i>
舞	<i>dance</i>
山	<i>mountain, hill</i>
河 / 江	<i>river</i>
湖	<i>lake</i>
海 / 大海	<i>sea</i>
土地	<i>land/earth</i>
花	<i>flower</i>
草	<i>grass</i>
树	<i>tree</i>
森林	<i>forest</i>
天空	<i>sky</i>
空气	<i>air</i>
太阳	<i>sun</i>
月亮	<i>moon</i>
地球	<i>earth</i>
环境	<i>environment</i>
大自然	<i>nature</i>
污染	<i>pollution</i>
废物	<i>waste</i>
噪音	<i>noise</i>
回收	<i>recycle</i>
电脑	<i>computer</i>
互联网	<i>internet</i>
网址	<i>email address</i>

电子邮件	<i>email</i>
上网	<i>to be online, surf the web</i>
下载	<i>download</i>
网站	<i>website</i>
聊天室	<i>chat-room</i>
电脑游戏	<i>computer game</i>
电话	<i>telephone</i>
手机	<i>mobile</i>
短信 / 短讯 / 简讯	<i>text messages</i>

### **Topic area E: Social activities, fitness and health**

生日	<i>birthday</i>
祝	<i>to wish</i>
新年好	<i>Happy New Year</i>
圣诞节	<i>Christmas</i>
气球	<i>balloon</i>
买	<i>buy</i>
卖	<i>sell</i>
买东西	<i>shopping</i>
便宜	<i>cheap</i>
贵	<i>expensive</i>
省钱	<i>save money</i>
零花钱 / 零用钱	<i>pocket money</i>
大减价	<i>sale</i>
价格	<i>price</i>
多少钱	<i>how much</i>
种类	<i>varieties</i>
空余时间	<i>free time</i>

夏令营	<i>summer camp</i>
旅行社	<i>travel agency</i>
介绍	<i>introduction, to introduce</i>
看书	<i>book reading</i>
小说	<i>novel</i>
下棋	<i>play chess</i>
散步	<i>to take a walk, go for a stroll</i>
爬山	<i>hiking</i>
运动	<i>sport</i>
足球	<i>football</i>
网球	<i>tennis</i>
乒乓球	<i>table tennis</i>
篮球	<i>basketball</i>
羽毛球	<i>badminton</i>
游泳	<i>swimming</i>
跑步	<i>running, jogging</i>
滑雪	<i>skiing</i>
溜冰	<i>ice skating</i>
队	<i>team</i>
队员	<i>team member, player</i>
运动员	<i>athlete, sportsman</i>
比赛	<i>match, competition</i>
酒	<i>alcohol</i>
吸烟	<i>smoking</i>
疼 / 痛	<i>ache, in pain</i>
发烧	<i>fever</i>
感冒	<i>have a cold, flu</i>
咳	<i>cough</i>

吐	<i>to be sick</i>
身体	<i>body</i>
头	<i>head</i>
牙	<i>teeth</i>
耳	<i>ear</i>
眼睛	<i>eye</i>
鼻子	<i>nose</i>
心	<i>heart</i>
肚子	<i>stomach</i>
手	<i>hand</i>
脚	<i>foot</i>
药	<i>medicine</i>

## Traditional characters

### Verbs

是	<i>to be</i>
有	<i>to have</i>
做	<i>to do, to be/become (occupation)</i>
吃	<i>to eat</i>
喝	<i>to drink</i>
叫	<i>to call, to be named</i>
學習	<i>to learn, to study</i>
說	<i>to say, speak, talk</i>
想	<i>to want</i>
要	<i>to want, to need</i>
喜歡	<i>to like</i>
愛	<i>to love</i>
會	<i>can, to be able to</i>
覺得	<i>to think, to feel</i>
問	<i>to ask</i>
知道	<i>to know</i>
懂	<i>to understand</i>
聽	<i>to listen/hear</i>
寫	<i>to write</i>
畫 (圖)	<i>to draw/paint (picture)</i>
看	<i>to see, read, watch, look at</i>
見 / 見面	<i>to meet</i>
住	<i>to live</i>
請	<i>to invite, to ask, please</i>
讓	<i>to let, to allow, to make</i>
進	<i>to enter</i>

出	<i>to go out</i>
坐	<i>to sit</i>
騎	<i>to ride (horse, bicycle)</i>
唱	<i>to sing</i>
跳	<i>to jump</i>
玩	<i>to play</i>
開 (燈 / 電視 / 門 etc)	<i>to switch on, turn on, open</i>
關 (燈 / 電視 / 門 etc)	<i>to close, to switch off, to turn off</i>
告訴	<i>to tell</i>
來	<i>to come</i>
去	<i>to go</i>
回	<i>to return</i>
到	<i>to arrive, to get to</i>
對.....有興趣	<i>to be interested in</i>
認識	<i>to know (be familiar with)</i>
應該	<i>should</i>
希望	<i>to hope</i>
祝	<i>to wish</i>
試	<i>to try</i>
幫助	<i>to help</i>
買	<i>to buy</i>
賣	<i>to sell</i>
打	<i>to play (ball game), make (phone call), to beat</i>
踢	<i>to play (football), kick</i>
穿	<i>to wear, to put on</i>
用	<i>to use</i>
換 (錢 / 車 / 衣服 etc)	<i>to change (money/car/clothes)</i>
開始	<i>to begin</i>



開車	<i>to drive</i>
停	<i>to stop</i>
等	<i>to wait for</i>
放	<i>to put, to set free</i>
給	<i>to give</i>
送（禮物）	<i>to give (present), to deliver, to say goodbye to someone</i>
發（電子郵件）	<i>to send (an email)</i>
寄（信）	<i>to send (a letter)</i>
記	<i>to remember, to write down</i>
忘	<i>to forget</i>
笑	<i>to laugh, smile</i>
洗	<i>to wash</i>
生氣	<i>to get angry</i>
安靜	<i>to be quiet</i>
好像	<i>to seem</i>
找	<i>to find, to look for</i>
花（時間/ 錢）	<i>to spend (time/money)</i>
參觀	<i>to visit (places)</i>
增加	<i>to increase</i>
減少	<i>to reduce</i>
節約	<i>to save</i>
浪費	<i>to waste</i>
保護	<i>to protect</i>

## Adjectives

有趣	<i>funny</i>
有意思	<i>interesting</i>
沒意思	<i>boring</i>
有用	<i>useful</i>
有害	<i>harmful</i>
有毒	<i>poisonous</i>
有錢	<i>rich</i>
漂亮	<i>beautiful</i>
可愛	<i>lovely, loveable</i>
健康	<i>healthy, health</i>
乾淨	<i>clean</i>
髒	<i>dirty</i>
舒服	<i>comfortable</i>
高興	<i>pleased, happy, glad</i>
快樂	<i>happy</i>
好玩兒	<i>interesting, amusing, cute</i>
好吃	<i>delicious</i>
快	<i>fast, quick</i>
慢	<i>slow</i>
忙	<i>busy</i>
累	<i>tired</i>
餓	<i>hungry</i>
飽	<i>full up</i>
渴	<i>thirsty</i>
新	<i>new</i>
老 / 舊	<i>old</i>
好	<i>good</i>

壞	<i>bad</i>
最	<i>the most</i>
大	<i>big</i>
小	<i>small</i>
難	<i>hard, difficult</i>
容易	<i>easy</i>
努力	<i>hardworking</i>
冷	<i>cold</i>
熱	<i>hot</i>
對	<i>correct, right</i>
錯	<i>incorrect, wrong</i>
遠	<i>far</i>
近	<i>near, close</i>
胖, 肥	<i>fat</i>
瘦	<i>thin</i>
高	<i>high, tall</i>
長	<i>long</i>
短	<i>short</i>
一樣	<i>same</i>
先進	<i>advanced</i>

### **Colours**

顏色	<i>colour</i>
紅	<i>red</i>
黃	<i>yellow</i>
藍	<i>blue</i>
綠	<i>green</i>
白	<i>white</i>
黑	<i>black</i>

## Adverbs

這裏，這兒	<i>here</i>
那裏，那兒	<i>there</i>
附近	<i>nearby</i>
不	<i>not</i>
沒（有）	<i>not (have)</i>
很	<i>very</i>
也	<i>too</i>
都	<i>both, all</i>
有時候	<i>sometimes</i>
常常	<i>often</i>
再	<i>again</i>
可能	<i>perhaps, possibly</i>
很久	<i>(for a) long time</i>
馬上	<i>immediately</i>
已經	<i>already</i>
更	<i>even more</i>
差不多	<i>almost</i>
特別	<i>especially</i>
正在	<i>to be in the process of</i>
太.....了	<i>too (adjectives)</i>
非常.....	<i>extremely</i>

## Numbers 1-100

一, 二, 三, 四, 五, 六, 七, 八, 九, 十	<i>1 – 10</i>
兩	<i>(for quantity) two + Measure Word + noun</i>
百	<i>hundred</i>
千	<i>thousand</i>
萬	<i>10 thousand</i>

## Quantities

多	<i>many, how (+ adjectives)</i>
少	<i>few</i>
幾個	<i>several</i>
個	<i>the most common measure word (before nouns which do not have special measure words of their own)</i>
條	<i>a measure word for fish, rivers, boats, etc (something narrow and long)</i>
隻	<i>measure word for animals</i>
本	<i>measure word for books</i>
張	<i>measure word for table, picture, map, etc</i>
件	<i>a piece of (garment)</i>
碗	<i>a bowl of (rice, noodles)</i>

## Time expressions

從	<i>from</i>
今天	<i>today</i>
明天	<i>tomorrow</i>
昨天	<i>yesterday</i>
每天, 天天	<i>every day</i>
早	<i>early</i>
晚	<i>late</i>

早上	<i>morning</i>
上午	<i>morning, forenoon</i>
中午	<i>midday</i>
下午	<i>afternoon</i>
晚上	<i>evening</i>
現在	<i>now</i>
星期	<i>week</i>
週末	<i>weekend</i>
上星期	<i>last week</i>
下星期	<i>next week</i>
點	<i>o'clock</i>
小時/鐘頭	<i>hour</i>
分, 分鐘	<i>minute</i>
半	<i>half</i>
今年	<i>this year</i>
明年	<i>next year</i>
去年	<i>last year</i>
月	<i>month</i>
號 / 日	<i>date</i>
將來	<i>future, in the future</i>

## Times

### Days of the week

星期一	<i>Monday</i>
星期二	<i>Tuesday</i>
星期三	<i>Wednesday</i>
星期四	<i>Thursday</i>
星期五	<i>Friday</i>
星期六	<i>Saturday</i>
星期日, 星期天	<i>Sunday</i>

### Months of the year

一月	<i>January</i>
二月	<i>February</i>
三月	<i>March</i>
四月	<i>April</i>
五月	<i>May</i>
六月	<i>June</i>
七月	<i>July</i>
八月	<i>August</i>
九月	<i>September</i>
十月	<i>October</i>
十一月	<i>November</i>
十二月	<i>December</i>

## Connecting words

和	<i>and</i>
然後	<i>then, afterwards</i>
因為	<i>because</i>
所以	<i>therefore, as a result, so</i>
雖然	<i>although</i>
可是 / 但是	<i>but</i>
除了..... 以外	<i>besides</i>
要是..... 就	<i>if...</i>
一..... 就	<i>as soon as</i>
一邊..... 一邊.....	<i>while...(at the same time)...</i>
比	<i>(more) than</i>
越..... 越.....	<i>the more...the more...</i>
越來越.....	<i>more and more</i>

## Question words

嗎	<i>a question particle</i>
呢	<i>a modal particle</i>
吧	<i>a modal particle</i>
還是.....?	<i>or.....?</i>
什麼 / 甚麼	<i>what</i>
誰	<i>who</i>
哪	<i>which</i>
哪兒	<i>where</i>
為什麼 / 為甚麼	<i>why</i>
什麼時候 / 甚麼時候	<i>when</i>
幾, 多少	<i>how many/how much</i>
幾	<i>which (month/date/years old, etc)</i>
怎麼	<i>how</i>



### Other expressions

的	<i>a structure particle</i>
地	<i>adverbial marker, adverbial modifier</i>
得	<i>complement of degree</i>
我認爲	<i>in my opinion</i>
挺好的	<i>quite good, very good</i>
還可以	<i>okay</i>
不錯	<i>quite good</i>
再	<i>once again</i>
快要.....了	<i>to be about to</i>
太糟糕了	<i>too bad</i>

### Other high frequency words

我	<i>I, me</i>
你	<i>you</i>
他	<i>he, him</i>
她	<i>she, her</i>
我們	<i>we, us</i>
你們	<i>you (plural)</i>
他們, 她們	<i>they, them</i>
這	<i>this</i>
那	<i>that</i>
些 / 一些	<i>some</i>
東西	<i>thing</i>
時間	<i>time</i>
辦法	<i>way, method</i>
太太	<i>Mrs</i>
小姐	<i>Miss</i>

先生	<i>Mr, sir</i>
女士	<i>Ms., Madam</i>
號碼	<i>number</i>

### **Countries/nationalities/languages**

國家	<i>country</i>
中國	<i>China</i>
英國	<i>United Kingdom</i>
法國	<i>France</i>
美國	<i>United States</i>
亞洲	<i>Asia</i>
非洲	<i>Africa</i>
歐洲	<i>Europe</i>
國籍	<i>nationality</i>
人	<i>people, person</i>
語言	<i>language</i>
外語	<i>foreign language</i>
漢語 / 普通話	<i>Standard Chinese language</i>
英語	<i>English language</i>
中文	<i>Chinese language</i>
法文	<i>French language</i>
德文	<i>German language</i>
西班牙文	<i>Spanish language</i>

## Social conventions

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

## Prepositions

在	<i>in, at, on</i>
..... 以前	<i>before...</i>
..... 以後	<i>after...</i>
..... 的時候	<i>during...</i>
跟..... 一起	<i>together with</i>
裏（邊） / 裡（邊）	<i>in, inside</i>
外（邊）	<i>outside</i>
前（邊）	<i>in front of</i>
後（邊）	<i>behind</i>
中間	<i>middle</i>
對面	<i>opposite</i>
附近	<i>nearby</i>
上	<i>up, on</i>
下	<i>down, under</i>
在..... 之間	<i>in between...</i>

離	<i>away from</i>
到處 / 處處	<i>everywhere</i>
往	<i>towards</i>
爲了	<i>for, in order to</i>

### Language used in dialogues and messages

地址	<i>address</i>
電話本 / 電話簿	<i>telephone book</i>
打電話給我	<i>phone me</i>
接	<i>to answer a phone call, to pick up someone</i>
留言	<i>voice message</i>
短訊	<i>text message</i>
頁	<i>page</i>
回答	<i>to answer, to reply</i>

### Useful abbreviations

中學會考	<i>GCSE</i>
高等程度會考	<i>A Levels</i>
個人簡歷	<i>CV</i>
BBC 二台	<i>BBC2</i>
音響	<i>Hi-fi</i>
CD 盤	<i>CD</i>
DVD 盤	<i>DVD</i>
DVD 機	<i>DVD player</i>
MP3 (pronounced as san)	<i>MP3</i>
ipod	<i>iPod</i>
U 盤	<i>USB</i>
抄送	<i>Cc</i>

## Context related language

### Topic area A: Home and abroad

歡迎	<i>to welcome</i>
火車	<i>train</i>
汽車	<i>car</i>
公共汽車	<i>public bus</i>
出租汽車 / 的士	<i>taxi</i>
旅遊車	<i>coach</i>
校車	<i>school bus</i>
馬	<i>horse</i>
站	<i>station, to stand</i>
地鐵	<i>underground</i>
飛機	<i>plane</i>
飛機場	<i>airport</i>
船	<i>boat</i>
自行車, 單車, 腳踏車	<i>bicycle</i>
走路	<i>on foot, to walk</i>
打的	<i>go by taxi</i>
加油站	<i>service station, petrol station</i>
地方	<i>place</i>
票	<i>ticket</i>
售票處	<i>ticket office</i>
單程	<i>single journey</i>
回程	<i>return journey</i>
免費	<i>free (of charge)</i>
到達	<i>arrive</i>
出發	<i>depart</i>
停留	<i>stay</i>

送	<i>to see someone off, to give something to someone as a present</i>
行李	<i>luggage</i>
照相機	<i>camera</i>
護照	<i>passport</i>
紀念品	<i>souvenir</i>
明信片	<i>postcard</i>
市中心	<i>city/town centre</i>
市區	<i>town</i>
郊區	<i>suburb</i>
街	<i>street</i>
路 / 公路 / 馬路	<i>road</i>
高速公路	<i>motorway</i>
橋	<i>bridge</i>
房子	<i>house</i>
工廠	<i>factory</i>
銀行	<i>bank</i>
圖書館	<i>library</i>
博物館	<i>museum</i>
體育館	<i>gym, gymnasium</i>
醫院	<i>hospital</i>
電影院	<i>cinema</i>
表演	<i>perform, performance</i>
警察局	<i>police station</i>
郵局	<i>post office</i>
郵票	<i>stamp</i>
大教堂	<i>cathedral</i>
教堂	<i>church</i>
小吃店	<i>snack bar</i>

自助餐	<i>buffet</i>
酒吧	<i>pub, bar</i>
音樂會	<i>concert</i>
展覽會	<i>exhibition</i>
花園	<i>garden</i>
公園	<i>park</i>
動物園	<i>zoo</i>
紅綠燈	<i>traffic light</i>
行人	<i>pedestrian</i>
人行道	<i>pavement</i>
圓環 / 迴旋處 / 環形交叉路	<i>roundabout</i>
名勝古蹟	<i>famous spots and historic sites</i>
商店	<i>shop</i>
超級市場	<i>supermarket</i>
百貨公司	<i>department store</i>
餐廳 / 飯館	<i>restaurant</i>
外賣	<i>takeaway</i>
菜單	<i>menu</i>
點菜	<i>to order (from a menu)</i>
錢	<i>money</i>
錢包	<i>wallet, purse</i>
付錢	<i>to pay</i>
信用卡	<i>credit card</i>
旅行支票	<i>traveller's cheque</i>
英鎊 / 鎊	<i>pound sterling</i>
元/塊	<i>yuan</i>
轉	<i>to turn</i>
購物中心	<i>shopping centre</i>
地圖	<i>map</i>

一直走	<i>straight on</i>
過	<i>to cross (road, bridge, river, etc)</i>
下一個	<i>the next</i>
風景	<i>scenery</i>
橋	<i>bridge</i>
路	<i>road, line/route, bus number</i>
東	<i>east</i>
南	<i>south</i>
西	<i>west</i>
北	<i>north</i>
春天	<i>spring</i>
夏天	<i>summer</i>
秋天	<i>autumn</i>
冬天	<i>winter</i>
天氣預報	<i>weather forecast</i>
氣溫	<i>temperature</i>
晴天	<i>sunny</i>
多雲	<i>cloud</i>
風	<i>wind</i>
颳風	<i>being windy</i>
雨	<i>rain</i>
下雨	<i>to rain</i>
打雷	<i>thunder</i>
雪	<i>snow</i>
霧	<i>fog</i>
度	<i>degree</i>
太陽	<i>sun</i>
月亮	<i>moon</i>
旅遊	<i>tour, tourism</i>



訂 (房,票)	<i>book (tickets/hotel, etc)</i>
飯店 / 酒店	<i>hotel</i>
服務台	<i>service desk</i>
服務員	<i>attendant</i>
問題	<i>question, problem</i>
空調	<i>air-conditioning</i>
房間	<i>room</i>
廁所	<i>toilet</i>
電視, 電視機	<i>TV, television (set)</i>
游泳池	<i>swimming pool</i>
停車場	<i>car park</i>
廣場	<i>square</i>
入口	<i>entrance</i>
出口	<i>exit</i>
放假	<i>to be on holiday, to have a holiday</i>
假期	<i>holiday</i>
時間表	<i>timetable</i>
城市	<i>city</i>
北京	<i>Beijing</i>
上海	<i>Shanghai</i>
廣州	<i>Guangzhou</i>
香港	<i>Hong Kong</i>
臺灣 / 台灣	<i>Taiwan</i>
倫敦	<i>London</i>
長城	<i>the Great Wall</i>
天安門廣場	<i>Tiananmen Square</i>
兵馬俑	<i>Terracotta Army</i>
熊貓	<i>panda</i>
廟	<i>temple</i>

風箏	<i>kite</i>
筷子	<i>chopsticks</i>
書法	<i>calligraphy</i>
國畫	<i>Chinese painting</i>
毛筆	<i>Chinese brush</i>
春節 / 中國新年	<i>Spring Festival/Chinese New Year</i>
端午節 / 龍舟節	<i>the Dragon Boat Festival</i>
中秋節	<i>the Mid-Autumn Festival</i>
聖誕節	<i>Christmas</i>
活動	<i>activity</i>
舞龍	<i>dragon dance</i>
舞獅	<i>lion dance</i>
鞭炮	<i>fire crackers</i>
龍舟	<i>dragon boat</i>

#### **Topic area B: Education and employment**

教育	<i>education</i>
學生	<i>student</i>
學校	<i>school</i>
學期	<i>school term</i>
暑假	<i>summer holiday</i>
寒假	<i>winter holiday</i>
同學	<i>schoolmate, classmate</i>
大學	<i>university</i>
中學	<i>secondary school</i>
小學	<i>primary school</i>
上學	<i>to go to school (as a student)</i>
上課	<i>to attend class, to go to class</i>
作業	<i>homework</i>

練習	<i>practice/exercise</i>
閱讀	<i>read</i>
準備	<i>prepare</i>
課本	<i>textbook</i>
考試	<i>examination</i>
成績	<i>results, marks, achievement</i>
科目	<i>school subject</i>
數學	<i>maths</i>
科學	<i>science</i>
體育	<i>PE (physical education)</i>
歷史	<i>history</i>
地理	<i>geography</i>
音樂	<i>music</i>
美術 / 藝術	<i>art</i>
戲劇	<i>drama</i>
教室	<i>classroom</i>
禮堂	<i>assembly hall</i>
運動場	<i>sports ground</i>
圖書館	<i>library</i>
書	<i>book</i>
筆	<i>pen</i>
報紙	<i>newspaper</i>
雜誌	<i>magazine</i>
新聞	<i>news</i>
廣告	<i>advertisement</i>
賺錢	<i>to earn money</i>
零花錢 / 零用錢	<i>pocket money</i>

公司	<i>company</i>
工資	<i>salary, wages</i>
工作經驗	<i>work experience</i>
休息	<i>break, rest</i>
計劃	<i>plan, to plan</i>
打算	<i>plan, intention</i>
申請	<i>to apply, application</i>
面試	<i>(job) interview</i>
訪問	<i>interview</i>
工作	<i>work, job</i>
職業	<i>occupation, profession</i>
全職	<i>full-time</i>
兼職	<i>part-time</i>
工資	<i>salary</i>
校長	<i>headteacher</i>
教師	<i>teacher (occupation)</i>
老師	<i>teacher (title)</i>
司機	<i>driver</i>
記者	<i>journalist</i>
演員	<i>actor/actress</i>
歌星	<i>singer</i>
經理	<i>manager</i>
科學家	<i>scientist</i>
工程師	<i>engineer</i>
作家	<i>writer, author</i>
商人	<i>businessman</i>
工人	<i>worker</i>
服務員	<i>attendant</i>

做生意	<i>do business/trade</i>
醫生/大夫	<i>doctor</i>
護士	<i>nurse</i>

### Topic area C: House, home and daily routine

家	<i>home, family</i>
家人	<i>family (member)</i>
祖父 / 爺爺	<i>(paternal) grandfather</i>
祖母 / 奶奶	<i>(paternal) grandmother</i>
外祖父 / 姥姥 / 外婆	<i>(maternal) grandfather</i>
外祖母 / 姥爺 / 外公	<i>(maternal) grandmother</i>
爸爸 / 父親	<i>father</i>
媽媽 / 母親	<i>mother</i>
哥哥	<i>elder brother</i>
姐姐	<i>elder sister</i>
弟弟	<i>younger brother</i>
妹妹	<i>younger sister</i>
自己	<i>self, oneself</i>
介紹	<i>introduce</i>
結婚	<i>marry</i>
離婚	<i>divorce</i>
名字	<i>first name</i>
姓名	<i>full name</i>
年齡	<i>age</i>
..... 歲	<i>... years old</i>
生日	<i>birthday</i>
年	<i>year</i>
出生	<i>birth, to be born</i>

出生日期	<i>date of birth</i>
地點	<i>venue, place</i>
地址	<i>address</i>
男	<i>male</i>
女	<i>female</i>
丈夫	<i>husband</i>
妻子	<i>wife</i>
父母	<i>parents</i>
兄弟姐妹	<i>sibling</i>
朋友	<i>friend</i>
網友	<i>e-pal</i>
年輕人	<i>young people</i>
老年人	<i>elderly people</i>
頭髮	<i>hair</i>
眼睛	<i>eye</i>
眼鏡	<i>glasses</i>
衣服	<i>clothes</i>
校服	<i>school uniform</i>
鞋	<i>shoe</i>
裙子	<i>skirt</i>
褲子	<i>trousers</i>
毛衣	<i>sweater/jumper</i>
手錶	<i>watch</i>
運動鞋	<i>trainers</i>
獨立式房子	<i>detached house</i>
半獨立式房子	<i>semi-detached house</i>
排房	<i>terraced house</i>
公寓	<i>flat</i>

花園	<i>garden</i>
房間	<i>room</i>
廚房	<i>kitchen</i>
浴室	<i>bathroom</i>
飯廳	<i>dining room</i>
臥室	<i>bedroom</i>
客廳	<i>sitting room</i>
沙發	<i>sofa</i>
冰箱	<i>fridge</i>
禮物	<i>present, gift</i>
桌子	<i>table</i>
椅子	<i>chair</i>
櫃子	<i>wardrobe</i>
地毯	<i>carpet</i>
書架	<i>bookshelf</i>
燈	<i>light, lamp</i>
門	<i>door</i>
窗	<i>window</i>
鐘	<i>clock</i>
起床	<i>get up</i>
睡覺	<i>sleep</i>
洗澡	<i>bath</i>
淋浴	<i>shower</i>
家務	<i>housework</i>
米飯	<i>(cooked/boiled) rice</i>
做飯	<i>to cook, prepare a meal</i>
早飯 / 早餐	<i>breakfast</i>
午飯 / 午餐	<i>lunch</i>

晚飯 / 晚餐	<i>dinner</i>
麵包	<i>bread</i>
面 / 麵條	<i>noodle</i>
魚	<i>fish</i>
雞	<i>chicken</i>
鴨	<i>duck</i>
蛋	<i>egg</i>
烤	<i>roast</i>
肉	<i>meat</i>
豬肉	<i>pork</i>
牛肉	<i>beef</i>
點心	<i>snack</i>
蛋糕	<i>cake</i>
蔬菜 / 青菜	<i>vegetable</i>
素食者	<i>vegetarian</i>
水	<i>water</i>
開水	<i>boiled water</i>
水果	<i>fruit</i>
果汁	<i>fruit juice</i>
牛奶	<i>milk</i>
湯	<i>soup</i>
汽水	<i>fizzy drinks</i>
茶	<i>tea</i>
咖啡	<i>coffee</i>
酒	<i>wine</i>
餃子	<i>dumpling</i>
粽子	<i>rice dumpling</i>
月餅	<i>moon cake</i>



寵物	<i>pet</i>
狗	<i>dog</i>
貓	<i>cat</i>
鳥	<i>bird</i>

**Topic area D: The modern world and the environment**

新聞	<i>news</i>
節目	<i>programme</i>
政治	<i>politics</i>
政府	<i>government</i>
經濟	<i>economy</i>
戰爭	<i>war</i>
婦女	<i>women</i>
兒童	<i>children</i>
窮人	<i>the poor</i>
富人	<i>the rich</i>
平等	<i>equal</i>
廣告	<i>advertisement</i>
娛樂	<i>entertainment</i>
訪問	<i>interview</i>
名人	<i>celebrities</i>
國際	<i>international</i>
國內	<i>domestic</i>
技術	<i>technology</i>
報紙	<i>newspaper</i>
雜誌	<i>magazine</i>
電臺	<i>radio station</i>
電視	<i>television</i>

電影	<i>film</i>
連續劇	<i>soap</i>
音樂會	<i>concert</i>
表演	<i>performance</i>
歌曲	<i>song</i>
舞	<i>dance</i>
山	<i>mountain, hill</i>
河 / 江	<i>river</i>
湖	<i>lake</i>
海 / 大海	<i>sea</i>
土地	<i>land/earth</i>
花	<i>flower</i>
草	<i>grass</i>
樹	<i>tree</i>
森林	<i>forest</i>
天空	<i>sky</i>
空氣	<i>air</i>
太陽	<i>sun</i>
月亮	<i>moon</i>
地球	<i>earth</i>
環境	<i>environment</i>
大自然	<i>nature</i>
污染	<i>pollution</i>
廢物	<i>waste</i>
噪音	<i>noise</i>
回收	<i>recycle</i>
電腦	<i>computer</i>
互聯網	<i>internet</i>

網址	<i>email address</i>
電子郵件	<i>email</i>
上網	<i>to be online, surf the web</i>
下載	<i>download</i>
網站	<i>website</i>
聊天室	<i>chat-room</i>
電腦遊戲	<i>computer game</i>
電話	<i>telephone</i>
手機	<i>mobile</i>
短訊 / 簡訊	<i>text messages</i>

#### **Topic area E: Social activities, fitness and health**

生日	<i>birthday</i>
祝	<i>to wish</i>
新年好	<i>Happy New Year</i>
聖誕節	<i>Christmas</i>
氣球	<i>balloon</i>
買	<i>buy</i>
賣	<i>sell</i>
買東西	<i>shopping</i>
便宜	<i>cheap</i>
貴	<i>expensive</i>
省錢	<i>save money</i>
零花錢/零用錢	<i>pocket money</i>
大減價	<i>sale</i>
價格	<i>price</i>
多少錢	<i>how much</i>
種類	<i>varieties</i>

空餘時間	<i>free time</i>
夏令營	<i>summer camp</i>
旅行社	<i>travel agency</i>
介紹	<i>introduction, to introduce</i>
看書	<i>book reading</i>
小說	<i>novel</i>
下棋	<i>play chess</i>
散步	<i>to take a walk, go for a stroll</i>
爬山	<i>hiking</i>
運動	<i>sport</i>
足球	<i>football</i>
網球	<i>tennis</i>
乒乓球	<i>table tennis</i>
籃球	<i>basketball</i>
羽毛球	<i>badminton</i>
游泳	<i>swimming</i>
跑步	<i>running, jogging</i>
滑雪	<i>skiing</i>
溜冰	<i>ice skating</i>
隊	<i>team</i>
隊員	<i>team member, player</i>
運動員	<i>athlete, sportsman</i>
比賽	<i>match, competition</i>
酒	<i>alcohol</i>
吸煙	<i>smoking</i>
疼 / 痛	<i>ache, in pain</i>
發燒	<i>fever</i>
感冒	<i>have a cold, flu</i>

咳	<i>cough</i>
吐	<i>to be sick</i>
身體	<i>body</i>
頭	<i>head</i>
牙	<i>teeth</i>
耳	<i>ear</i>
眼睛	<i>eye</i>
鼻子	<i>nose</i>
心	<i>heart</i>
肚子	<i>stomach</i>
手	<i>hand</i>
腳	<i>foot</i>
藥	<i>medicine</i>



## Appendix 2: Use of information and communication technology

### Introduction

Information and communication technology (ICT) can be a very useful tool to improve achievement in Chinese. The use of ICT should be seen as an integral part of teaching and learning and you should encourage students to become increasingly independent users of ICT within the centre and at home. The availability of software packages is increasing and you should encourage students to make use of these for home study and revision.

ICT helps students to develop a wider range of expression and gives access to a more extensive range of unfamiliar language (through reading and listening) in a variety of materials from countries and communities where the languages are spoken. It is a very good motivator, allowing students to learn in a variety of ways best suited to their particular learning styles, thus enabling them to engage intensively with the target language. Most importantly, it provides a window on the world and introduces native speakers to students.

### Making the most of ICT in this qualification

A range of ICT applications may be useful in preparing students for their IGCSE in Chinese.

### Developing knowledge and understanding of grammar and the ability to apply it

ICT is an excellent tool for practising and consolidating all aspects of grammar.

- **Text manipulation software** improves students' knowledge and understanding of the language through a number of activities ranging from gap filling and sequencing to reconstructing texts. This can help to develop fluency and accuracy.
- **Integrated learning systems** also provide tools for independent practice on vocabulary and structures and give individual feedback to students. You can develop work programmes suited to individual student needs.
- **Text-manipulation software** or **CD ROM** packages enable students to work at their own pace and can be customised by you to fit individual needs.

### Developing listening skills through ICT

- Access to authentic materials and a variety of topics via **satellite TV** or **video clips** on the **web** helps the development of more sophisticated listening skills, particularly the ability to listen for general idea and to identify the main points and details from a variety of types of authentic and spoken language. Video clips provide excellent paralinguistic clues to support comprehension.
- **Multi-media digital language labs** enable students to listen to a wide variety of texts and play them back at their own speed. They can take notes on an integrated notepad.

- Software packages such as **multi-media CD ROMs** enable students to practise the key aspects of language at home or at school. Some packages allow students to practise numbers, time and dates, an area where even the best students can falter at IGCSE.
- Those seeking A and A\* grades will be able to develop their **independent** listening by selecting from and responding to recorded sources according to their interests.

## Developing reading skills through ICT

- Communicating via **email** provides immediate access to native speakers and brings target language into the classroom. **Online dictionaries** are particularly useful for students who are accessing authentic texts via the **web**.
- Using foreign **search engines** such as Baidu enables students to search for suitable websites relating to a particular topic area or to expand their reading. Using search engines can be a useful way of developing skimming and scanning techniques.
- **Databases** enable students to extract specific detail and identify and note main points.
- **Favourite websites** can be put on the school/college **intranet** to avoid unnecessary searches of too much material, and can be related to the different topic areas. These materials give variety and students can be encouraged to choose a text and discern the general idea.
- Authentic texts from **websites** can be used for developing skimming and scanning techniques. They take borderline students beyond reading for main facts, to developing an understanding of unfamiliar language. This encourages them to develop the ability to extract meaning from more complex language.
- **Printouts of web pages** can be used for whole class teaching, providing a useful and creative possibility for devising interesting and topical classroom resources.
- **Multi-media electronic encyclopaedias** such as Encarta can be used by students to research and retrieve information about a country where the target language is spoken.

## Developing writing skills through ICT

- **Word processors** can be used to help students to redraft their writing and improve its accuracy, quality and presentation.
- **Grammar checkers** are a useful tool to highlight mistakes and give reasons for mistakes. However, students should not become reliant on them; they are not infallible.
- **Spell checkers** help with improving accuracy. The mistake is highlighted, so students first look at the error and are then given the correct version.
- **Online dictionaries** enable students to extend their writing skills, improve accuracy and extend their range of language and expressions.
- **DTP (desktop publishing) packages**, for example Adobe InDesign, together with authentic clip art and access to illustrations via the internet, enable students to present information in a particular way with regard to an audience about their school/college combining graphics with text.
- **Email** can be used to share ideas and work with native speakers. Joint projects can be organised between schools and colleges with students collaborating on topics – this provides a real context for communication and an audience for writing. Email can also be used to request information about a specific area in the target language.



- **School and college websites** provide an excellent location for students to publish their work.
- **Text-manipulation software** can be used as a guided writing tool, prior to students producing a specific piece of written work.
- The **web** provides an invaluable resource for authentic stimulus material for coursework, providing up-to-date access to material in all topic areas.

## Developing speaking skills through ICT

- Generic **multi-media presentation packages**, such as PowerPoint, provide an excellent tool for combining skill areas but also for putting together multi-media presentations in the target language.
- Using a **video camera** is a good motivator and a useful tool for enabling students to improve their own learning performance in preparation for IGCSE speaking. Peer assessment of work allows students to assess communication and quality of language grades, making them more aware of the precision and accuracy required to score at the higher levels.
- **Video conferencing** has enormous potential and is an excellent medium for practising both speaking and listening skills through direct communication with native speakers; it provides a real context for learning.

## Revision and study support

The broad range of Chinese software now available on the market, and online learning services such as the BBC Real Chinese and Confucius Institute online, enable students to practise aspects of language intensively with greater concentration both at home and at school.

## Ten top tips for using ICT in languages

- 1 Carry out short, limited projects, with clear goals and outcomes.
- 2 Target single ICT applications; don't try to use everything at once.
- 3 Be aware of students' skills: if using new applications or new techniques, you must ensure that students have sufficient time to learn the new elements before applying them in the language context.
- 4 If possible, try to use authentic language versions of software.
- 5 Let students with higher-level ICT skills 'shine' – perhaps by teaching you how to use a piece of software.
- 6 Get students to listen to target language radio online or watch TV clips online.
- 7 Email could be one of the best ways of encouraging students to use their language, but email projects must be carefully prepared with an opposite number in the overseas school.
- 8 Make the most of multimedia. It gives students opportunities to practise speaking and listening, even with very basic software.
- 9 Use the school/college website to provide an international audience for your students' language skills.
- 10 Get your students to use a spreadsheet or database to collate the results of a target language questionnaire, and use the graphing facilities to help with the production of a report.



### Appendix 3: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name:		Centre number:		Language:		
Candidate name:		Candidate number:		Specification number:		
Date of speaking test:		Name of teacher conducting test (block capitals):		Cassette/CD number:		
...../...../20.....				Side (A/B):		
Section A (Topic of the presentation and discussion based on a picture) .....						
Section B (Topic for Conversation 1) .....Section B (Topic for Conversation 2) .....						

To be completed by the Edexcel Examiner:

CONVERSATION 1						
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)		Accuracy (maximum 5 marks)
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner
TOTAL (maximum 20 marks)						Edexcel Examiner
						Senior Examiner

<b>CONVERSATION 2</b>							
<b>Communication, content, intonation and pronunciation (maximum 5 marks)</b>		<b>Spontaneity and fluency (maximum 5 marks)</b>		<b>Knowledge and application of language (maximum 5 marks)</b>		<b>Accuracy (maximum 5 marks)</b>	<b>TOTAL (maximum 20 marks)</b>
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

<b>CONVERSATION 3</b>							
<b>Communication, content, intonation and pronunciation (maximum 5 marks)</b>		<b>Spontaneity and fluency (maximum 5 marks)</b>		<b>Knowledge and application of language (maximum 5 marks)</b>		<b>Accuracy (maximum 5 marks)</b>	<b>TOTAL (maximum 20 marks)</b>
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

<b>TOTAL NUMBER OF MARKS OUT OF 60:</b>	<b>Edexcel Examiner</b>	<b>Senior Examiner</b>

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