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Introduction

Is this book for me?

This book has been designed with **YOU** in mind!

- If you are a student who is **studying, revising or preparing for a GCSE/IGCSE Chinese as a foreign language** exam;
- If you are a teacher who **teaches a GCSE/IGCSE Chinese as a foreign language** course;

then this is the book for YOU!

Why should I use this book?

This book has six chapters; each chapter focuses on a particular area to support both students and teachers of GCSE/IGCSE Chinese as a foreign language courses and in preparing for the exams. By working on activities and practising exam type questions, students will build up strong key Chinese language skills, and fully prepare for achieving their best possible grade in the exam.

What kinds of activities are in this book?

This book provides activities for:

- vocabulary revision
- listening, reading and translation exercises
- speaking and writing exam type questions practise

There are abundant digital resources (sound tracks, listening transcripts, exercise answers, exercise templates etc.) provided for the exercises and questions. Please scan the QR code



or log into our website www.jpchinese.org/GCSE-IGCSE_CFL to see these digital resources.











How can students use this book?

Students can practise these activities and exercises at both school and home:

- individually
- together with friends or classmates
- with the teacher

Detailed instructions for the exercises and activities are provided in the user guide at the beginning of each chapter.

What do the icons mean?

			
Listening	Speaking	Reading	Writing
★☆☆	★★★	★★★★	
Easy	Medium	Difficult	
♡♡♡	♡♡♡	♡♡♡	♡♡♡
No idea	Not confident	Fairly confident	Very confident
			
Writing plan	Check list	Tools	Cutable
			
User guide	Tips for the learners		

Chapter

1

Vocabulary in Chunks

词语归类复习





Many learners find that memorising Chinese words is not easy. However, if the words are grouped together into “chunks” with some connections in each “chunk” and between “chunks”, you will find your capacity to remember words increases hugely. In addition, it will be easier for you to use the words that you have learnt in the correct context. This is a much more efficient method than learning isolated words and trying to put them together into comprehensible sentences.

The vocabulary listed in this book has been reclassified into six units, in order to assist you in the process of language acquisition to meet the requirements of GCSE/IGCSE Chinese as a foreign language syllabi. These units are outlined as follows:



1. **WHO** - words relating to people, including titles, names, family members, occupations, etc.



2. **WHERE** - words relating to location, including homes, rooms of the house, school, public facilities, the natural environment, directions, countries, etc.



3. **WHEN** - words relating to time, including telling the time, years, months, dates, days of the week, seasons, festivals, etc.



4. **WHAT** - most of the words that are used to answer “what” questions in Chinese are in this unit, such as:

- “What do you do?” - verb and verb-object phrases
 - “What do you eat and drink?” - diet-related words
 - “What does someone / something look like?” - lists of words about appearance
 - “What kind of symptoms do you have?” - words to describe illness
- etc.



5. **HOW** - this unit covers adjectives and adverbs that can be used to describe nouns and verbs. For example: big, small, slow, fast, etc.



6. **Other Vocabulary** - words that cannot be classified into the above categories are in this section.

The average person can only keep around seven new “items” in their short-term memory. As such, it is helpful to revise in short bursts, “little but often” is the key to longer-term retention of vocabulary. The layout of this book is designed so that vocabulary is divided into small language “chunks” of fewer than 10 words. This will optimize your acquisition of new or forgotten vocabulary.

You may notice:

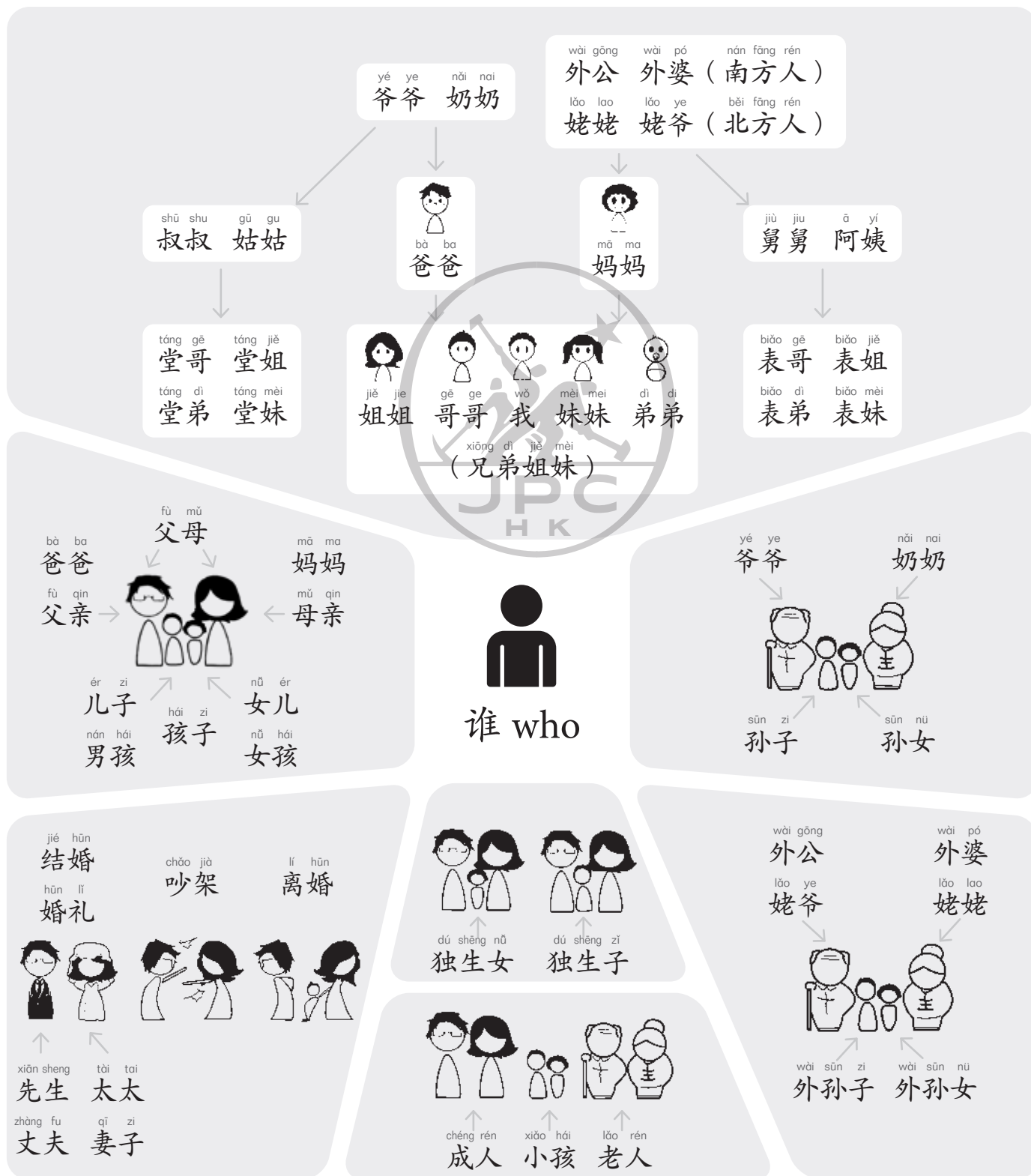
- Some words appear more than once in different “chunks”; this is intentional: making connections from different angles solidifies learning and enables you to retain the words in the long term.
- A small number of words in this book are beyond the scope of the GCSE/IGCSE syllabus. However, remember that in the GCSE/IGCSE Chinese exam you will come across some unknown words which are not on the syllabus vocabulary list. Working out the meaning of unknown words through the context of surrounding words within the language “chunk” is an essential language skill that will facilitate your further study of Chinese.
- The vocabulary in Chapter 1 can also be practised in the exercise forms of Chapter 2.

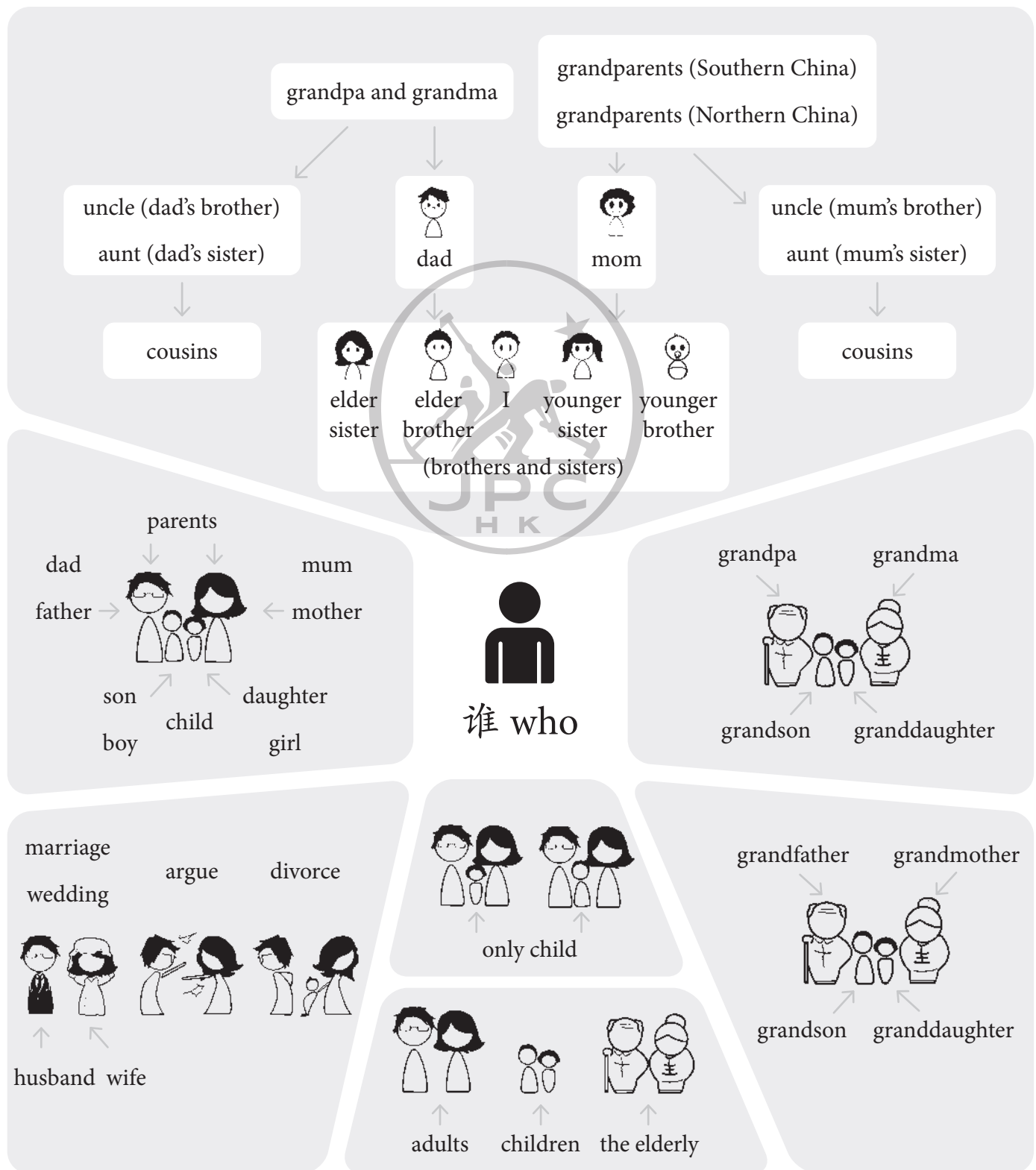
Instead of giving you a glossary, the translations for the vocabulary in “chunks” are provided on the opposite page, to help you look up the meaning of the words easily if you need to. You may notice if you only read the English page, some of the words seem to be not in the same category, and sometimes there are lots of repetitions, and occasionally even not making sense. However, this is the fun part, if you compare the two languages, you will work out the differences between the languages’ rules, and find you can understand Chinese easier than before. Have fun!

1.1 Who 谁

1. Family Members and Relationships

家庭成员及关系





4. Identity and Jobs

身份和职业

xué xiào

学校

lǎo shī
老师

xué shēng
学生

jiā zhǎng
家长

shēng

生

xué shēng
学生

nán shēng
男生

nǚ shēng
女生

kǎo shēng
考生

zhǎng

长

xiào zhǎng
校长

jiā zhǎng
家长

jiāo huàn shēng / jiāo huàn xué shēng
交换生 / 交换学生

liú xué shēng
留学生

bì yè shēng
毕业生

jiào
教

jiào shòu
教授

jiào shī
教师

tóng
同

tóng xué
同学

tóng bān tóng xué
同班同学

tóng zhuō
同桌

tóng bàn
同伴

tóng shì
同事

yī yuàn

医院

yī shēng
医生

yá yī
牙医

shòu yī
兽医

hù shì
护士

bìng rén
病人

shī
师

lǎo shī
老师

jiào shī
教师

lǚ shī
律师

chú shī
厨师

gōngchéng shī
工程师

kuài jì shī
会计师

yuán
员

gōng zuò rén yuán
工作人员

yuán gōng
员工

zhí yuán
职员

yǎn yuán
演员

yùn dòng yuán
运动员

shòu huò yuán
售货员

shòu piào yuán
售票员

fú wù yuán
服务员

yóu dì yuán
邮递员

fēi xíng yuán
飞行员

jiā
家

zuò jiā
作家

huà jiā
画家

kē xué jiā
科学家

zhě
者

jì zhě
记者

zhì yuàn zhě
志愿者

mín
民

nóng mín
农民

wǎng mín
网民

shì mín
市民

rén mín
人民

jū mín
居民

kōng
空

kōng chéng
空乘

kōng jiě
空姐

dǎo
导

dǎo yǎn
导演

dǎo yóu
导游

dǎo shī
导师

gōng
工

gōng rén
工人

yì gōng
义工

yuán gōng
员工

zhí gōng
职工

gōngchéng shī
工程师

gōng
工

gōng zuò
工作

gōngchǎng
工厂

gōng zī
工资

gōngchéng
工程


rén
人

gōng rén
工人

shāng rén
商人



谁 who



谁 who

school teacher student parent	student student boy girl exam candidate exchange student international student graduate	hospital doctor dentist vet nurse patient	teacher teacher teacher lawyer chef engineer accountant	member staff employee office clerk actor / actress athlete salesman conductor attendant postman pilot
head president parent	words using 同 (together) fellow student classmate deskmate companion colleague		expert writer painter scientist	
teach professor teacher			person reporter volunteer	people farmer netizen (people who regularly use the Internet) citizen people resident
words using 空 (sky) flight attendant stewardess	guide director tour guide tutor	work worker volunteer employee employee engineer	work job factory wages engineering	

Chapter 2

Vocabulary Exercises

词语练习



This chapter has five different types of exercises for you to practise applying the Chinese words you have learnt.

1. Chinese radicals — classify Chinese characters with the same radicals, and then form new words using those characters / radicals.



作	作业	homework

2. Chinese character structure — use two simple Chinese characters to form a new Chinese character into a left-right structure character or up-down structure. In this way you will learn three characters in one go.

哥 青 舍 欠 月 羊
其 鱼 立 + 争 予 冒 =
亲 巾 石 斤 占 马

期	星期	week

田 比 父
雨 日 次
自 又 日
+ =
十 贝 巴
土 心 十
心 令 取

思	意思	meaning

3. Form words with characters — use the four high frequency characters in the exercise to form three or more new words. This exercise builds awareness of how the same character is used in different words, and how it can have a different meaning in different contexts.

数 学
长 校

数学	math
学校	
校长	

4. Taboo — work out meanings by reading two or three other words. This exercise helps you understand the meaning of Chinese words and to use synonyms (different words with a similar or the same meaning) – a key skill for the exam.

1 爷爷	2	3	4	5
家人 老人 男人	新闻 报纸	圣诞节 礼物	大学 科目 教	住 旁边

5. Who am I — work out the words (people, jobs, places, fruits and vegetables etc.) by reading descriptive sentences or phrases. This exercise helps you to transition from vocabulary learning to reading comprehension.

Box A

厨师 孤儿 留学生 牙医
老师 义工 网友 空姐

Box B

① 我在医院工作。 我给人看牙。	牙医
② 我在飞机上工作。 我是女生，我给客人服务。	

Each type of exercise has three different levels of challenge; start with the easy ones and see how far you can go.



Easy



Medium



Difficult

By working on the above activities, you will consolidate your vocabulary learning; thereby embedding Chinese characters into your long-term memory.

Exercise 2

First take the character in the middle and add one character adjoining it; combine these two components to make a new character. Then write a new word in the next box followed by the English translation.

☆☆☆



女	+	且	=	姐	小姐	Miss
	+		=			
	+		=			
	+		=			
	+		=			
	+		=			



	+		=			
	+		=			
	+		=			
	+		=			
	+		=			
	+		=			



	+		=			
	+		=			
	+		=			
	+		=			
	+		=			
	+		=			

Chapter 3

Listening and Reading Exercises


听力 & 阅读练习





As different exam boards have slightly different levels of difficulty and question types, there are three types (A, B, C) of exercises in this chapter to help you practise your listening and reading skills. The type A, type B, and type C are roughly respective matches for the question types of the three main exam boards. Each type of question set contains listening exercises and reading exercises.

Regardless of which exam board you enroll in for your exam, you can also choose questions from other exam boards at the right level of difficulty to match your ability. This will improve your listening and reading skills further.

The symbol of a headphone indicates there are sound tracks available for you to listen to, for example  is track 1. You can find the sound track from https://jpchinese.org/GCSE-IGCSE_CFL or scan the QR code:



Before you do the reading exercises, you can use the same text to do the listening exercises first as a warm-up.

There are several ways to use the texts to practise your listening, reading and writing skills according to your ability and needs, you can tick the box to indicate which activity you have completed.

- ☐ Listen to the recording and answer the questions in English.
- ☐ Listen to the recording and answer the questions in Chinese.
- ☐ Listen to the recording and answer the questions orally in Chinese.
- ☐ Read the text and answer the questions in English.
- ☐ Read the text and answer the questions in Chinese.

Tick the heart symbol to indicate how confident you feel about the activity after you check your answers at the end of the book.

- Very confident
- Fairly confident
- Not confident
- No idea



Chapter 4

Speaking Exercises

口语练习





How to use the Question and Answer cards

The question cards cover 14 topics, and each topic has 12 sets of questions and answers. They are designed to be cut into flash cards; you can use them in many different ways:

- Answer or ask the questions on the cards verbally to practise your speaking skills.
- Write down your answers in Chinese to practise your writing skills.
- Match the questions and answers to practise your reading skills.

You can also use these cards with your teachers and friends to play games. Be creative! Have fun!

How to use the Photo Task cards

This book provides you with 20 photo task cards to practise your speaking. Each card includes one photo and five tasks. Here are 3 Top Tips to help you achieve the best score for the photo tasks:

- When you are describing the photo, make sure you follow the instructions on page 199 **“How to draw a description of a photo”**.
- It is important to show that you can use different tenses in Chinese – including past, present and future. You will (usually) be asked 1 question in each tense. You therefore need to listen to or read the questions carefully to make sure you answer using the correct tense.
- There is always at least one question which asks you to express your opinion (e.g. Why? Or what is your opinion about this?). Make sure you refer to the instructions on page 207 **“How to express your opinions”**.

How to use the Role Play cards

There are 30 role play cards in this section. Each card gives you and your teacher/ friend a role to play. There is also some information describing the role play situation so that you know what to talk about. There are five tasks on each card. It is important to remember that you need to show your ability to:

- use past tense
- use future tense
- give reasons or opinions
- ask a question

The role play cards are written in both Chinese and English; you can also use them to practise your reading and writing by answering the questions verbally or in written form.

4.3 Role Play 角色扮演

How to Express Your Opinions

如何表达观点



我觉得 / 我认为 / 我想
I think



有用 useful

有意思 interesting

好玩儿 fun

重要 important

好吃 delicious

好看 beautiful

没用 useless

没意思 boring

不好玩儿 dull

不重要 unimportant

不好吃 unpalatable

不好看 ugly

好看 good looking

漂亮 beautiful

美 pretty

干净 clean

便宜 cheap

容易 easy

难看 unseemly

丑 ugly

脏 dirty

贵 expensive

难 difficult

应该
Should

不应该
Should not

A 比 B...

A is more ... than B

A 和 B 一样

A is like B

A 没有 B...

A is not as ... as B

两个都...

Both are ...



我对...感兴趣
I'm interested in ...

我对...不感兴趣
I'm not interested in ...

我喜欢
I like

我讨厌 / 不喜欢
I hate/dislike

我想做
I want to

我不想做
I don't want to

我同意
I agree

我反对
I oppose

因为 Because

对...有好处 it's good for...

对...有害 it's bad for...

好处是... benefits are...

优点是... advantages are...

...不对 ...is wrong

新鲜 fresh

健康 healthy

风景优美 beautiful scenery

有污染 polluted

Role Play



1



You: yourself
你：你自己



Your teacher: the student who is next to you on the school bus
你的老师：校车上坐在你旁边的同学

You are on the school bus and are chatting with a student next to you:
你在校车上跟一位坐在你旁边的同学聊天



- 你上几年级?
- 你今天有什么课?
- 你最喜欢哪个科目的老师?
- 这个老师长什么样?

- Say which year group are you in.
- Say which lessons you have today.
- Say which subject teacher you like the best.
- Say what this teacher looks like.

❓ 明年你想学什么课?

❓ Ask the student which subjects he/she wants to learn about next year.

2



You: yourself
你：你自己



Your teacher: your friend
你的老师：你的朋友

Your friend is talking to you about your birthday party:
你的朋友正在和你谈论你的生日会



- 你的生日是哪一天?
- 你今年多大了?
- 你想请谁来参加你的生日会?
- 你想去哪儿办你的生日会?

- Say when your birthday will be.
- Say how old you are this year.
- Say who you would like to invite to your birthday party.
- Say where you would like to go for your birthday party.

❓ 你想在生日会的时候做什么?

❓ Ask your friend what he/she would like to do at his/her birthday party.

Chapter 5

Translation Exercises

翻译练习





Translation is one of the vital skills you need to master in your Chinese language study.

There are two types of exam style questions that you can practise in this chapter.

1. Individual Sentence Translation from English into Chinese:

- All the sentence structures required in the GCSE/IGCSE Chinese syllabi are covered in this exercise.
- Translating these sentences will help you consolidate and master Chinese sentence structures. In the exam you need to show that you can use a variety of Chinese sentence structures in order to achieve the top grades. These translation exercises will build your confidence by consolidating and mastering a variety of sentence structures.

2. Longer Text Translation from English into Chinese:

- The length of each English passage is similar to those of the exam translation questions.
- Each English passage contains present, future and past tenses; it is important that you focus on using the appropriate tense when writing in Chinese.
- Each English passage also contains at least one distinct type of sentence structure; it is important that you practice using the different sentence structures accurately.

Chapter 6

Writing Exercises

写作练习





Most learners find that writing is the most difficult part of their Chinese GCSE/IGCSE exams. This chapter provides you with four types of writing exercises to help you build up your writing skills and better prepare you for the writing exam. The requirements and formats for these exercises are very similar to the exam questions used in real GCSE/IGCSE Chinese exams.

1. Write five words in Chinese for each category:

- There are 30 different categories for you to practise.
- You can add more categories if you wish to.
- You are welcome to write more than five words for each category if you can.
- This exercise helps you to prepare the words you need for longer writing tasks.
- Learning the words in the same category will also help you to find alternative words, if you can't remember how to write some characters in your writing exam.

2. Fill in the forms in Chinese:

- There are 20 form-filling tasks for you to complete in Chinese.
- Each form is a task for you to practise communicating in written Chinese.
- Full sentences are not needed; just use the key words or short phrases in response to the given context.

3. Directed writing tasks:

- You need to write between 80-100 characters in response to a given context.
- There are 10 directed writing tasks for you to practise.

4. Extended writing tasks:

- You need to write between 150-180 characters in response to a given context.
- There are 10 extended writing tasks that require you to use formal/informal language in response to given contexts (5 each).

① Sports centre

给你的朋友写一封邮件介绍你家附近的一家体育中心，说说：

- 体育中心的营业时间;
 - 你怎么去这个体育中心;
 - 体育中心有什么设施;
 - 你觉得这个体育中心怎么样, 为什么;
 - 下次去这个体育中心你打算做什么。

Use appropriate language for an **informal** email. (非正式邮件)

Draft Writing Plan

- ☐ 5 keywords that I will use in my writing
(1 for each bullet point):
 - ☐ Grammatical structures I will use:
 - ☐ Past and future tenses I will use:
 - ☐ Words or phrases I will use to show my opinion and give reasons for my opinion:

Writing Checklist



- | | |
|---|--|
| <input type="checkbox"/> I have covered all the points in the task brief. | <input type="checkbox"/> I have given more detail for each bullet point if needed. |
| <input type="checkbox"/> I have written information relevant to the task. | <input type="checkbox"/> I have used some complex sentence structures. |
| <input type="checkbox"/> I have used appropriate language for formal or informal writing. | <input type="checkbox"/> I have used a wide range of vocabulary. |
| <input type="checkbox"/> I have expressed my opinions clearly. | <input type="checkbox"/> I have written all characters correctly. |
| <input type="checkbox"/> I have given reasons to support my opinions. | <input type="checkbox"/> I have met the word count requirement. |
| <input type="checkbox"/> I have used connective words to make my writing more coherent. | |