

Edexcel International
London Examinations
GCE Ordinary Level

This document has been extracted from the main O level languages syllabus and specimen paper booklet (publications code UO014293) which contains information relating to all languages in the suite.

Syllabus and Specimen Paper

London Examinations GCE Ordinary Level

Bengali (7606)

First examination May/June 2005

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel International centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please contact our International Customer Relations Unit:

Tel: +44 20 7758 5656

Fax: +44 20 7758 5959

E-mail: international@edexcel.org.uk

www.edexcel-international.org

October 2003

Publications Code UO014293

All the materials in this publication are copyright
© London Qualifications Limited 2003

Contents

General information	1
Syllabus, examination papers and teacher resources	
Enquiries	
Subject availability	
Introduction	3
Rationale for the syllabus	
Key features	
Aims	
Assessment objectives	
Scheme of assessment	5
Grade descriptions	6
Assessment overview and criteria	9
Appendix A - Defined Topics	
Appendix B - Grammar	
Specimen Paper	

NOTE: the Specimen Paper is not language specific and is meant as guidance for the structure of the examination paper only.

General information

Syllabus, examination papers and teacher resources

Copies of recent examination papers may be purchased from:

Edexcel Publications
Adamsway
Mansfield
Notts
NG18 4FN
UK

Telephone: +44 1623 467 467
Fax: +44 1623 450 481
E-mail: intpublications@linneydirect.com

This syllabus, information about any additional resources and Mark Schemes with Examiners' Reports are available on our web site (www.edexcel-international.org).

Enquiries

For all enquiries please contact the International Customer Response Unit (ICRU) at:

Edexcel International
London Examinations
Stewart House
32 Russell Square
London
WC1B 5DN
UK

Telephone: +44 20 7758 5656
Fax: +44 20 7758 5959
E-mail: international@edexcel.org.uk

Centres are also encouraged to check the Edexcel International Website on a regular basis for any updates in information and advice, or to contact the International Customer Response Unit with any queries.

Subject availability – May/June 2005 and January 2006

Subject Title	Subject Number	May/June Examination	January Examination
Bengali	7606	✓	✓
Chinese	7609	✓	
Hindi	7620	✓	
Malay	7626	✓	
Maltese	7627	✓	
Swahili	7642	✓	
Turkish	7646	✓	
Urdu	7648	✓	✓
Gujarati	7616	✓	
*Panjabi	7634	✓	
*Sinhala	7641	✓	
*Tamil	7644	✓	
*Thai	7645	✓	

*Mode 2 Subjects

Edexcel International offers a number of Ordinary level language papers that have been prepared specifically to meet the requirements of centres in certain areas. These languages are approved by London Examinations and the question papers are set and marked by our examiners.

Introduction

Students who successfully follow a course leading to an O level qualification in one of these languages will have developed the ability to communicate effectively in the written language, and to translate to and from English and the target language. The qualification provides an appropriate foundation for further study or employment.

Rationale for the syllabus

It is some time since the syllabus has been revised, and the main purpose of the current revision is to provide teachers with more helpful guidance. The changes to the syllabus content and the structure of the question paper are relatively minor.

The revised syllabus provides a framework for the development of effective language learning and authentic use of the target language in defined, contemporary contexts. It offers positive and appropriate assessment for learners of modern languages.

It combines an emphasis on written communication and transmission (translation) skills with reward for practical application of the target language structures and grammar.

A list of defined topics has been produced to provide a clear focus for study. These topics relate to the target language country. It should also be noted that not all of the listed topics will feature in every examination paper. The topics will be rotated over the years.

Key features

- A list of defined topics on which the examination will be based.
- Detailed guidance for candidates and teachers.
- Comparability and consistency of test types across all languages in the suite.
- Clear guidance on language-specific grammar points.
- Revised, uniform assessment criteria on which teachers can base their teaching.

Aims

The aim of the GCE O Level syllabus in the suite of languages is to provide a framework for the development of written and transmission skills combined with the practical application of grammar of the target language. Transmission skills are defined as transfer of meaning and translation skills. This syllabus is designed to enable students to:

- develop an understanding of the written forms of the language within defined contexts
- develop the ability to communicate effectively in the target language, through the written word, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of the language and its practical application
- develop transmission skills from English into the target language and from the target language into English
- develop continuous writing skills in the target language
- develop positive attitudes to language learning
- provide a suitable foundation for further study of the languages.

Assessment objectives

Candidates will be required to demonstrate an ability to:

- understand contemporary written texts in the target language and translate these into English (AO1)
- understand contemporary written texts in English and translate these into the target language (AO2)
- apply grammatical structures correctly within a defined context (AO3)
- communicate in continuous writing showing knowledge of and applying accurately the grammar and structures of the target language prescribed in the syllabus (AO4).

Scheme of assessment

Dictionaries must **not** be used in the examination.

The examination will consist of one 3 hour paper, containing:

Question 1: Translation from target language into English

Candidates will be required to translate 200-250 words from the target language into English (candidates following 7609 Chinese will be required to translate 180-220 Chinese characters). The test will consist of **either** one **or** two passages of authentic target language material. The texts will be chosen from a wide variety of contemporary sources and will be based on the defined topics (Appendix A).

(Total 25 marks)

Question 2: Translation from English into target language

Candidates will be required to translate 200-250 words from English into the target language. The test will consist of **either** one **or** two passages. The texts will be chosen from a wide variety of contemporary sources and will be based on the defined topics (Appendix A).

(Total 25 marks)

Question 3: Practical application of grammar

Candidates will be required to translate **five** sentences from English into the target language. Each sentence will be 6-12 words long. The sentences, which will be graded according to an incline of difficulty, will test specific grammar points as itemised for each language in Appendix B.

(Total 15 marks)

Question 4: Writing in the target language (choice of essay or letter)

Candidates will be required to produce a piece of continuous writing of between 200-250 words in the target language (candidates following 7609 Chinese will be required to write 180-220 Chinese characters). The options available are:

either

an essay (narrative, imaginative or discursive). A choice of three titles will be offered.

or

a letter based on a given stimulus.

(Total 35 marks)

Grade descriptions

Grade descriptions give a general indication of the standards of achievement shown by candidates awarded particular grades. The grade awarded will depend upon the extent to which the candidate meets the assessment objectives overall. Low attainment in some aspects of the performance criteria may be compensated by higher attainment in others.

Grade A

Translation

Candidates will be able to:

- identify and transmit effectively virtually all the main points of the text
- recognise and transmit most points of detail in the text
- recognise and transmit most points of view, attitudes and emotions in the text
- demonstrate an ability to understand and transmit most sections containing inference in the text
- show an ability to understand and transmit effectively for the most part more complex lexis, structures and idioms in the text
- produce a largely coherent and accurate version of the original text into the relevant language.

Writing

Candidates will be able to:

- narrate events, give and justify opinions effectively
- produce longer, more varied sentences using a wide range of lexis and structures with appropriate use of tense concepts/time referents
- produce spelling, grammar and syntax that is largely accurate
- produce a style that is nearly always fluent and appropriate to the purpose.

Grade C

Translation

Candidates will be able to:

- identify and transmit effectively some of the main points of the text although they encounter problems with certain points of detail and more complex language
- demonstrate the ability to recognise and transmit attitudes and points of view with varying degrees of success
- recognise and transmit effectively some sections of the text containing idiom and inference, whilst experiencing some problems
- recognise and transmit effectively familiar language in unfamiliar contexts, whilst experiencing some problems
- produce a reasonable version of the original text with however several sections not fully understood.

Writing

Candidates will be able to:

- narrate factual events with some success although they experience some difficulty with more abstract language
- express straightforward personal opinions although these may not always be justified
- function effectively overall in main clauses although there may not be many successful examples of subordination and/or more complex language
- deploy a range of vocabulary and structures that is generally appropriate although somewhat restricted. They may experience some problems with tense concept/time referents
- produce spelling, grammar and syntax that contains errors of varying degrees of seriousness, but communication is rarely impaired
- produce a style that is basic with however occasional appropriate use of more unusual lexis and structures at times.

Grade E

Translation

Candidates will be able to:

- identify and transmit points from the original texts, which are predominantly straightforward and concrete
- identify and transmit straightforward points of view and/or the occasional abstract concept
- produce some sections of successful, coherent and straightforward transmission although even these may contain errors of style and interpretation.

Writing

Candidates will be able to:

- write in short sentences and/or phrases with very little, if any, use of subordination
- narrate straightforward events with very little beyond
- deploy a range of lexis and structures that is restricted. They experience significant problems with tense concept and/or time referents
- produce spelling, grammar and syntax that contains errors, some of a fairly basic nature, but the overall message communicates
- Produce a style that is very basic with very little use of more complex structures and lexis.

Assessment overview

The table below shows how marks are distributed.

Question	Transmission Communication/Content	Quality of Language	Total for Question
1	15%	10%	25%
2	15%	10%	25%
3	10%	5%	15%
4	20%	15%	35%

Assessment criteria and mark schemes

Assessment criteria reflect the standard expected at GCE O level. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

Minor errors include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors, auxiliary verb or adjectival agreement.

Major errors include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

Question 1 and Question 2 - Translation

	Transmission
13-15	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.
10-12	A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.
7-9	The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.
4-6	Only the more straightforward concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.
1-3	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.
0	No language worthy of credit.

	Quality of Language
9-10	A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.
7-8	A high level of accuracy overall with however occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure although occasional lapses are evident. Pleasant to read for the most part.
5-6	Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate with several items unknown. Problems at times with tense concept/time sequence. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.
3-4	Some inaccuracies in basic grammar although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives, and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.
1-2	A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little of credit.
0	No language worthy of credit.

Question 3 – Practical application of grammar

Five sentences each worth 2 marks plus a global mark for Quality of Language.

Marks are awarded for **Communication** as well as for **Quality of Language**.

Please refer to the following grids:

Communication	
2	Fully communicated in the target language although with some ambiguity in the expression.
1	At least half the sentence is correctly communicated in the target language.
0	No relevant communication.

The Quality of Language grid is applied **GLOBALLY** to all five sentences.

Quality of language	
5	High level of accuracy with only minor errors.
4	Level of accuracy generally secure but incidence of error increases in more complex language.
3	Accuracy variable with some basic errors.
2	High incidence of error which impedes communication at times. Inconsistent.
1	Frequent basic error with only isolated examples of accurate language.
0	No language worthy of credit.

Question 4 - Writing

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

	Communication and content
17-20	Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.
13-16	Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.
9-12	Majority of task completed with, however, some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.
5-8	Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.
1-4	Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.
0	No language worthy of credit.

	Quality of Language
13-15	Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily flawless.
10-12	Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task at hand with, however, some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.
7-9	Fairly accurate in simple language however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies the basic message is conveyed.
4-6	Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and/or adverbial phrases. Not easy to read.
1-3	A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.
0	No language worthy of credit.

Appendix A

Defined Topics

At home and abroad	<ul style="list-style-type: none">• Life in the town and rural life• Weather and climate• Travel, transport and directions• Holidays and tourist information• Services (e.g. telephone, bank, post office)• Customs and religion• Everyday life and traditions in target-language countries and communities
Education and employment	<ul style="list-style-type: none">• Childhood, school life and routine• Different types of careers• Future plans
House, home and daily routine	<ul style="list-style-type: none">• Types of home• Information about self, family and friends• Helping around the house• Food and drink
Current affairs	<ul style="list-style-type: none">• Current affairs and social issues• Environmental issues• The media (TV, film, radio, newspapers)• Modern Communication (e.g. Internet, e-mail, websites, mobile phones)
Social activities, fitness and health	<ul style="list-style-type: none">• Special occasions• Hobbies, interests, sports and exercise• Shopping and money matters• Accidents, injuries, common ailments and health issues

Appendix B

Grammar

GCE O Level candidates will be expected to have acquired knowledge and understanding of the grammar of the language during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists.

Bengali

LINGUISTIC STRUCTURES

(1) Nouns: বিশেষ্য

Nouns are naming words. They are used to name things, people and places etc.

নামবাচক বিশেষ্য - উদহরণ- নজরুল, রবিন্দ্রনাথ, লন্ডন, বাইবেল, কোরান, গঙ্গা, হিমালয় ইত্যাদি।

জাতিবাচক বিশেষ্য - গরু, ঘোড়া, মুসলমান, হিন্দু ইত্যাদি।

বস্তুবাচক - সোনা, রূপা, জল, দুধ ইত্যাদি।

সমষ্টিবাচক - সভা, সমিতি, ঝাংক, বাহিনী ইত্যাদি।

গুনবাচক - মায়া, মমতা, দারিদ্র, সুখ, দুঃখ ইত্যাদি।

ক্রিয়াবাচক - ভোজন, দর্শন ইত্যাদি।

Plural forms of nouns - মুসলমানরা, পশুদের, ইত্যাদি।

Cases of Nouns and Pronouns

Nominative - আবুল রোজ স্কুলে যায়। সে ছোট ছেলেমেদের একটা গল্প বলেছিল।

Objective - রিনা একটা বাঘ দেখেছিল।

Possessive - এটা রামের বই। গরুর দুধ মিষ্টি।

Locative - বইটা টেবিলে আছে।

Accusative - বাবাকে বাজারে যেতে বল।

(2) Articles - টি, টা, একটা, কিছু ইত্যাদি

Indefinite - মাঠে একটা আম গাছ আছে। আমাকে একটি কলম দাও। নরেনবাবু একজন ভালো শিক্ষক। আমাকে একটা গল্প বল। এক ডজন ডিম কিনবে। এই গ্রামে এক হাজার মানুষ আছে।

Definite - আমি এই বইটা পড়বো। অনেক মাছ আছে এই পুকুরে। পাখিরা আকাশে উড়ছে। ঘোড়াগুলো খুব দৌড়াতে পারে। ফুলগুলি লাল। তোমরা লাইনে দাড়াও।

Gender - ময়ূর/ ময়ূরী, সাহেব/ মেম ইত্যাদি

হৃদয় আমার নাচেরে আজিকে

ময়ূরীর মত নাচেরো।

(3) Adjectives - Adjectives are describing words.

3.1 Regular adjectives: These agree with the gender and number of the nouns being described. আমার বাড়ি বড়। এই বইটা খুব মজার।

3.2 Irregular adjectives: এটা লাল।

3.3 Position adjectives: Most adjectives come before noun. একটা লাল জামা।

3.3 Comparative and superlative: Adjectives can be used to compare things with each other. তেনজিং নোরকে হিমালয় পর্বতের উচ্চতম চূড়ায় উঠতে পেরেছিলেন।

শহরে দ্রুততর জানবাহন থাকায় চলাফেরার খুব সুবিধা।

টকটকে লাল ফুল আমার খুব পিয়।

3.4 Demonstrative adjectives (এই, এইগুলি): These adjectives come before noun, and like other adjectives they agree with the noun. এই ছেলোটা, এ সব কাজ আমার ভালো লাগে না।

3.5 Possessive adjectives: Possessive adjectives show who owns something. They come before the noun and agree with the noun.

তার বোন একজন শিক্ষিকা। আমার ভাই কলেজে পড়ে।

3.6 Gender of adjectives -

বিরহী সাজাহান মমতাজের নামে তাজমহল তৈরী করেছিলেন।

কবুনাময়ী মাকে আমার পুনাম জানাই।

অবশেষে আমার সুন্দরী কন্যা শিউলীর বিবাহ হইল এক জমিদার বংশে।

এক বিশাল বটবৃক্ষের নীচে বসিয়া তাহারা কিছুক্ষন বিশ্রাম করিল।

এই সুন্দর ছেলেটি কে?

3.7 Number as an adjective -

আট কিলোগ্রাম চালে পঞ্চাশজন লোক খেতে পারবে।

মনে হচ্ছে সহস্র রজনী কেটে গেছে তবুও তার চোখে ঘুম নেই।

(4) Pronouns - Pronouns stand in place of a noun

সুমন রোজ স্কুলে যায়। সে ভালো লেখাপড়া করে।

রাজিয়া রোজ দৌড়ায়। সে ভালো সাঁতারও কাটে।

রমেন বাবু বাস চালান। তিনি আমাদের পাশের বাড়িতে থাকেন।

আমি ভালোবাসি মোর ধরণীর পূজাপতিটির পাখা।

গান গেয়ে তরী বেয়ে কে আসে ওপারে।

ওরা কাজ করে নগরে বন্দরে।

নিজে-নিজেই অংকটি কর।

যাহা পাই তাহা চাই না।

আপনি ঝরিয়া পড়ে বনে বনফুল।

কেহ গালি দেয়, কেহ করে দূর দূর।

মা ছেলেকে বললেন, 'তুই আজ আপনা-আপনি খেয়ে নে বাবা!'

এটা কি বলছো আমি বুঝতে পারছি না।

ওটি একটা হরীণ।

তোমাকে যে বইগুলো দিয়েছিলাম সেগুলো কোথায়?

তাকে খেতে দিয়েছ?

কার জন্যে এ সব করছো?

কারা এসেছে বলতো?

আমার দাদিমা নিজে-নিজে সব কাজ করতে পারেন।

(5) Adverbs - Adverbs are used to describe a verb.

তাড়াতাড়ি কর। কখনও মিথ্যা কথা বলিবে না। মৃদুমন্দ বহে সমীরণ। খুব আস্তে কথা বল।

(6) Verbs - Verbs are doing words.

6.1 The infinitive: This is the verb in its unchanged form. As you find it in the dictionary, e.g.:

দেখা, শেষ করা

6.2 The present tense:

সূর্য পূবদিকে উদিত হয়।

টিপ্ টিপ্ করে বৃষ্টি পড়ছে।

পাখি উড়ে।

শন্ শন্ করে বাতাস বইছে।

তখাতী বসে তখাত বোনো।

6.3 The perfect tense: The perfect tense is used to talk about something, which has happened.

বুলবুলিতে ধান খেয়েছে।

অধার সন্ধ্যা ঘনিয়ে এলা।

6.4 The imperfect tense: The imperfect tense is used to:

* describe what things are like in the past

* say what was happening at a given moment

* say what used to happen

জামান সাহেব আমাদের বাংলা পড়াতেন।

আমি ছেলেবেলা ফুটবল খেলতাম।

6.5 The near future tense: The near future tense is used to talk about what is going to happen in the future.

আমরা এখন গান শুনব। তুমি কি আজ আমাদের বাড়ি আসবে?

6.6 The future tense: The future tense is used to talk about what will happen in the future.

আমি বাজারে যাব।

6.7 The imperative: The imperative form of the verb is used to tell somebody what to do. It is a command or instruction.

তোমাকে সকাল সাতটায় যেতে হবে।

ওষুধটা দিনে তিনবার খাবে।

6.8 The present participle: আমরা যখন আকাশ দিয়ে উড়ে যাচ্ছিলাম বিমানের জানালা দিয়ে দেখেছিলাম মেঘের স্তূপ।

(7) Postpositions

উপরে, নিচে, পাশে, সামনে, পিছনে -UP/ABOVE/ON, BELOW, ON THE SIDE, IN FRONT, AT THE BACK

কাপটা টেবিলের উপর।

বিড়ালটা টেবিলের নিচে।

তুমি আমার পাশে বস।

বাড়ির সামনে বাগান।

বাড়ির পিছনে পুকুর।

তুমি আমার কাছে এস।

কাপটা টেবিলের উপর রাখ।

আমরা গাছের নিচে বসে বিশ্রাম করেছিলাম।

আজ পর্যন্ত তার কোন চিঠি পাইনি।

গাড়িটা ঢাকা পর্যন্ত যাবে।

বিমান লন্ডন থেকে ছাড়বে।

জঙ্গলের ভিতর দিয়ে একটা শরু রাস্তা আছে।

স্কুল ছুটি হবে তিনটার সময়।

(8) Conjunctions:

চল তুমি আর আমি আজ বাজারে যাই।

এখনকার চিড়িয়াখানায় কালো এবং সাদা ভালুক দেখতে পাবে।

আমার এই জামাটা পছন্দ হয়েছে কিন্তু আজ বেশী টাকা আনিনি।

তোমার সাথে দেখা করার ইচ্ছা আছে তবে আজ সময় নেই।

তুমিতো যাবে না তাহলে আমাদের সিনেমার টিকিট কাটবে কে?

(9) Number

১এক	২১একশ	৪১একচল্লিশ	৬১একষাট্টি	৮১একাশি
২দুই	২২বাইশ	৪২বিয়াল্লিশ	৬২বাষাট্টি	৮২বিরাশি
৩তিন	২৩তেইশ	৪৩তেতাল্লিশ	৬৩তেষাট্টি	৮৩তিরাশি
৪চার	২৪চব্বিশ	৪৪চুয়াল্লিশ	৬৪চৌষাট্টি	৮৪চুরাশি
৫পাঁচ	২৫পাঁচিশ	৪৫পাঁয়তাল্লিশ	৬৫পয়ষাট্টি	৮৫পাঁচাশি
৬ছয়	২৬ছাব্বিশ	৪৬ছেচল্লিশ	৬৬ছেষাট্টি	৮৬ছিয়াশি
৭সাত	২৭সাতাশ	৪৭সাতচল্লিশ	৬৭সাতষাট্টি	৮৭সাতাশি
৮আট	২৮আটাশ	৪৮আটচল্লিশ	৬৮আটষাট্টি	৮৮অষ্টাশি
৯নয়	২৯উনত্রিশ	৪৯উনপঞ্চাশ	৬৯উনসত্তর	৮৯উননব্বই
১০দশ	৩০ত্রিশ	৫০পঞ্চাশ	৭০সত্তর	৯০নব্বই
১১এগার	৩১একত্রিশ	৫১একান্ন	৭১একাত্তর	৯১একানব্বই
১২বার	৩২বত্রিশ	৫২বায়ান্ন	৭২বাহাত্তর	৯২বিরানব্বই
১৩তের	৩৩তেত্রিশ	৫৩তিপ্পান্ন	৭৩তিয়াত্তর	৯৩তিরানব্বই
১৪চৌদ্দ	৩৪চৌত্রিশ	৫৪চুয়ান্ন	৭৪চুয়াত্তর	৯৪চুরানব্বই
১৫পনের	৩৫পাঁয়ত্রিশ	৫৫পঞ্চান্ন	৭৫পাঁচাত্তর	৯৫পাঁচানব্বই
১৬ষোল	৩৬ছত্রিশ	৫৬ছাপ্পান্ন	৭৬ছিয়াত্তর	৯৬ছিয়ানব্বই
১৭সত্তর	৩৭সাইত্রিশ	৫৭সাতান্ন	৭৭সাতাত্তর	৯৭সাতানব্বই
১৮আঠার	৩৮আটত্রিশ	৫৮আটান্ন	৭৮আটাত্তর	৯৮আটানব্বই
১৯উনিশ	৩৯উনচল্লিশ	৫৯উনষাট্টি	৭৯উনআশি	৯৯নিরানব্বই
২০বিশ	৪০চল্লিশ	৬০ষাট্টি	৮০আশি	১০০একশ

(10) Quantity

পাঁচ কিলো মাংস দাও।

এক মগ (গ্লাস) জল দাও।

তুমি এক কাপ চা খাবে?

আমি দুটা রুটি খাব।

এক থালা ভাত। এক বাটি ডাল।

এখান থেকে কোলকাতা একশ কিলোমিটার দূর।

(11) Dates and Time

১লা বৈশাখ, ২২শে শ্রাবন, ৩রা মাঘ, ৪ঠা কার্তিক, ১০ই পৌষ, পঞ্চমী, ষষ্ঠী, সপ্তমী ইত্যাদি।

Telling the time - ঘড়ির সময়

টা-O'CLOCK -

Example: Now it is 12 O'clock.

এখন বারোটো বাজে। এখন একটা বাজে। এখন তিনটা বাজে।

সাড়ে-HALF PAST-

Example: Now it is half past ten (10.30)

এখন সাড়ে দশটা বেজেছে।

A.M & P.M. (সকাল এবং বিকাল/রাত) -

Example: It is 5 O'clock in the morning. It is 7.30 PM.

এখন সকাল ৫টা বেজেছে।

এখন সকাল সাড়ে সাতটা বেজেছে।

এখন বিকাল ৫-৩০ বেজেছে।

এখন রাত দশটা বেজেছে।

পৌনে - Quarter to.

Example: It is quarter to four(3.45).

3.45- এখন পৌনে চারটা বাজে।

5.45- এখন পৌনে ছটা বাজে।

সওয়া- Quarter past.

Example: It is quarter past six (6.15).

(6.15) এখন সওয়া ছটা বেজেছে।

(11.15) এখন সওয়া এগারোটা বেজেছে।

বেজে-

Example: It is ten minutes past ten.

10.10 - এখন দশটা বেজে দশ মিনিট হয়েছে।

12.05 - এখন বারটা বেজে পাঁচ মিনিট হয়েছে।

বাজতে-

Example: It is ten minutes to four (3.50)

3.50 - এখন চারটে বাজতে দশ মিনিট বাকি আছে।

7.40- এখন আটটা বাজতে বিশ/কুড়ি মিনিট বাকি আছে।

(12) Months and Seasons

বাংলা মাসের ও ঋতুর নাম

মাস - (বৈশাখ জ্যৈষ্ঠ)(আষাঢ় শ্রাবণ)(ভাদ্র আশ্বিন)

(কার্তিক অগ্রহায়ণ)(পৌষ মাঘ)(ফাল্গুন চৈত্র)

ঋতু- গ্ৰীষ্মকাল বর্ষকাল শরৎকাল
হেমন্তকাল শীতকাল বসন্তকাল

NOTE: the Specimen Paper is not language specific and is meant as guidance for the structure of the examination paper only.

London Examinations GCE

Languages

Ordinary Level

Specimen Paper

First examination May/June 2005

Time: 3 hours

Materials required for examination

Answer book (AB16)

Items included with question papers

Nil

Instructions to Candidates

Answer **ALL** questions

In the boxes on the answer book, write the name of the examining body (London Examinations), your centre number, candidate number, the subject title, the paper reference, your surname, initials and signature.

Answer your questions in the answer book. Make sure your answers to parts of questions are clearly numbered. Use supplementary answer sheets if necessary

Information for Candidates

The total mark for this paper is 100. The marks for each question are shown in brackets.

This paper has 4 questions

Dictionaries must **not** be used in the examination.

Advice to Candidates

Write your answers neatly and, where appropriate, in good English

Turn over

1. Translate the following passage into English:

अब इस आवश्यकता का बहुत देर से आभास हो रहा था कि दिल्ली में अपना छोटा-सा मकान खीना चाहिए। प्लैट खरीदने के लिए कुल जोड़ में डेढ़-दो लाख रुपए कम पड़ रहे थे। तब याद आई गांव में पड़ी अपने हिस्से की जमीन। बारह तेरह एकड़ जमीन आखिर किस दिन काम आएगी? खेतीबाड़ी करने के लिए तो गांव लौट कर जाना नहीं है फिर जमीन रखे रहने का क्या फायदा? मन ही मन में अपने पिता जी की याद करने लगा जिन्होंने जीते-जी हम दोनों भाइयों के बीच बटवारा कर दिया था। अन्यथा भाई-भतीजों के ईमान का क्या भरोसा?

मैंने प्लैट खरीदने के साथ यह भी निश्चय कर लिया कि गांव में पड़ी अपने हिस्से की जमीन बेच डालूंगा। इसी उद्देश्य से जब गांव चलने की बात हुई तो सोचा, क्यों न बेटा नंदिनी की भी साथ ले चलूं। उसको भी कुछ दिनों के लिए ऊब तथा अकेले-पन से छुटकारा मिल जाएगा। मेरा गांव भी देख लेगी। नंदिनी अपने जीवन में सिर्फ दो बार गोरखपुर के पास के एक गांव में गई है। पड़ोस में ही मेरे एक मित्र रहते थे, उन्हीं के परिवार के साथ।

जब ही मैंने नंदिनी की अपने गांव चलने की बात कही थी, वह बड़ी-बड़ी निर्दोष आंखों से मुझे, मेरे अंतर्मन की छूती रही। जैसे कि वह कह रही थी कि - "पिता जी! आज किधर से निकला है सूरज!" बहुत खुश होकर कहने लगी वह, "पिता जी शीर्ष चलिए ना! मैं अपने गांव जाना बहुत पसंद करूंगी!"

(Total 25 marks)

2. Translate the following passage into the target language:

People are attracted to working overseas for a variety of reasons. These range from experiencing life in a different culture, living in an exotic climate and possibly making a lot of money while working in a highly paid job.

Some people's vision of working abroad is to live in an English speaking community. Others, often more idealistically, seek a spell as a volunteer in a Third World community, sharing the lifestyle and the conditions of local people. Between these two situations lie many other possibilities. Obviously the difference in pay and living conditions can be considerable. Exciting overseas opportunities abound – from grape picking and casual work lasting only a matter of days or weeks to executive postings continuing for years or decades.

For many people, a spell of working abroad can be a period of self discovery which stands them in good stead for the future. When recruiting, many employers recognise that someone who has travelled and worked abroad is likely to possess qualities such as maturity and independence.

People who are working abroad must respect the law and traditions of the culture they choose to live in. Knowledge of a foreign language is not always necessary.

(Total 25 marks)

3. Translate the following sentences into the target language:

- (a) My favourite colours are blue and green.
- (b) We must finish this job before we go out.
- (c) The Turkish football team came third in the World Cup.
- (d) I shall not go to visit my uncle unless you accompany me.
- (e) If he thinks that he should join us, let him do so.

(Total 15 marks)

4. Write an essay in the target language of about 200-250 words on one of the following subjects:

Either

- (a) If there were no computers.

अगर कंप्यूटर न होता

- (b) Would you like to live in a village or city ? Why?

आप गाँव में रहना पसंद करेंगे या शहर में और क्यों ?

- (c) The problem of pollution in your city.

आपके शहर में प्रदूषण की समस्या ।

Or

- (d) You have recently been on a trip. Write a letter to your friend explaining where you went and why you went there.

कुछ ही समय पहले आप एक यात्रा से लौटे हैं । अपने मित्र / सहेली को यह बताने के लिए एक पत्र लिखें कि आप कहाँ और उसी स्थान पर ही क्यों गये थे / थीं ।

(Total 35 marks)

TOTAL FOR PAPER: 100 MARKS

END

Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4LN, UK
Tel + 44 1623 450 781
Fax + 44 1623 450 481
Email: intpublications@linneydirect.com

Order Code: UO014293

For more information on Edexcel qualifications please contact us:
International Customer Relations Unit,
Stewart House, 32 Russell Square, London, WC1B 5DN, UK
Tel + 44 20 7758 5656
Fax + 44 20 7758 5959
International@edexcel.org.uk
www.edexcel-international.org

London Qualifications Limited, Registered in England and Wales No. 4496750
Registered Office: Stewart House, 32 Russell Square, London WC1B 5DN, UK