
GCSE

BENGALI

(8638)

Specification

For teaching from September 2017 onwards
For exams in June 2019 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8638
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Bengali

1.1.1 A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Bengali language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

1.1.2 Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We're confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

You can find out about all our Bengali qualifications at aqa.org.uk/languages

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

1.2.1 Teaching resources

Visit aqa.org.uk/8638 to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- training courses to help you deliver AQA Bengali qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8638 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8638

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/from-2017

Alternatively, you can call or email our subject team direct.

E: mfl@aqa.org.uk

T: 01423 534 381

2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Students study all of the following themes on which the assessments are based:

[Theme 1: Identity and culture](#) (page 11)

[Theme 2: Local, national, international and global areas of interest](#) (page 11)

[Theme 3: Current and future study and employment](#) (page 12)

2.2 Assessments

GCSE Bengali has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
<p>What's assessed</p> <p>Understanding and responding to different types of spoken language.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier). 40 marks (Foundation Tier), 50 marks (Higher Tier). 25% of GCSE. <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> Section A – questions in English, to be answered in English or non-verbally. Section B – questions in Bengali, to be answered in Bengali or non-verbally.



Paper 2: Speaking
<p>What's assessed</p> <p>Communicating and interacting effectively in speech for a variety of purposes.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)



Paper 3: Reading
<p>What's assessed</p> <p>Understanding and responding to different types of written language.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally. • Section B – questions in Bengali, to be answered in Bengali or non-verbally. • Section C – translation from Bengali into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).



Paper 4: Writing
What's assessed Communicating effectively in writing for a variety of purposes.
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)• 50 marks at Foundation Tier and 60 marks at Higher Tier• 25% of GCSE
Questions Foundation Tier <ul style="list-style-type: none">• Question 1 – message (student produces four sentences in response to a photo) – 8 marks.• Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks.• Question 3 – translation from English into Bengali (minimum 35 words) – 10 marks.• Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks. Higher Tier <ul style="list-style-type: none">• Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.• Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks.• Question 3 – translation from English into Bengali (minimum 50 words) – 12 marks.

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Bengali is spoken.

3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points.

Topic 1: Me, my family and friends

- Relationships with family and friends.
- Marriage/partnership.

Topic 2: Technology in everyday life

- Social media.
- Mobile technology.

Topic 3: Free-time activities

- Music.
- Cinema and TV.
- Food and eating out.
- Sport.

Topic 4: Customs and festivals in Bengali speaking countries/communities

3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points.

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work.
- Healthy/unhealthy living.

Topic 3: Global issues

- The environment.
- Poverty/homelessness.

Topic 4: Travel and tourism

3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics.

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events

- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Bengali into English.

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language as appropriate, to note down key points, express and justify individual thoughts and points of view in order to interest, inform or convince
- translate sentences and short texts from English into Bengali to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier. GCSE students will be expected to have acquired knowledge and understanding of Bengali

grammar during the course. In the exam, they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not inclusive. For structures marked (R), only receptive knowledge is required. Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

3.3.1 Foundation Tier

3.3.1.1 Nouns

Cases: nominative, accusative (কে), genitive (র/এর), locative-instrumental (এ/তে),

Plural forms for personal nouns (রা/এরা; দের)

3.3.1.2 Articles

Definite article: ordinary and diminutive; singular and plural (টা/টি; গুলো/গুলি)

Indefinite article (একটা/একটি)

Use of জন

3.3.1.3 Adjectives

Ordinary adjectives

Demonstrative adjectives: ordinary and diminutive; singular and plural; here, there and elsewhere (এ...টা, সে...টি, ও...গুলো, etc)

Repetition of adjectives to express plurality

Use of চেয়ে/সবচেয়ে; of থেকে/সবথেকে to express comparisons

Interrogative adjectives (কী, কোন, কতো, কোথায় etc)

Indefinite adjectives (কোনো কিছু etc)

3.3.1.4 Adverbs

Formation of adverbs from adjectives using করে, ভাবে etc.

Special adverbs (তড়াতাড়ি etc)

Interrogative adverbs (কেন, কেমন, কোথায় etc)

Adverbs of time and place (এখন, এখানে, ওখানে etc)

3.3.1.5 Quantifiers/intensifiers

(খুব, বেশি, একটু, অনেক etc)

3.3.1.6 Pronouns

Demonstrative pronouns: ordinary and diminutive; singular and plural; here, there and elsewhere (এটা, ওটি, সেগুলো etc)

Personal pronouns: singular and plural, familiar and polite; nominative, accusative and genitive case

Interrogative pronoun (কী, কে, কার, কারা etc)

Use of কিছু

Reflexive pronoun (নিজে, নিজের etc)

3.3.1.7 Verbs

Zero verb and negative of zero verb (নই, নয় etc)

Use of আছে in present and past, for location, possession, well-being (ভালো আছেন), states (বসে আছে etc)

Use of থাকা a future for আছে

Tenses: future, simple present, present continuous, simple past, perfect, past perfect, past habitual, past continuous; familiar and polite forms

Use of না and নি

Imperatives: present and future; use of affirmative and negative না

Infinitive and verbal noun

Use of পরা, পাওয়া, চাওয়া, চেষ্টা করা and other common verbs requiring an infinitive before them

Participles: past (রেখে etc) and conditional (দেখলে etc)

Common extended (non-causative) verbs (ঘুমানো, পাঠানো etc)

Compound verbs (ফিরে আসা, রাগ করা, বেড়াতে যাওয়া etc)

Common impersonal constructions expressing like/dislike (লাগা), need (লাগা, দরকার) convenience/inconvenience (সুবিধা/অসুবিধা), anger, illness etc

Obligation constructions: must/have to (করতে হবে etc); ought/should (উচিত)

Verbal noun + যাওয়া construction (দেখা যায় etc)

3.3.1.8 Postpositions

Following genitive case (কাছে, উপর etc)

Following nominative case (পর্যন্ত, থেকে, দিয়ে etc)

Use of সময় to express appointments (তিনটার সময় etc)

3.3.1.9 Conjunctions

আর, এবং, কিন্তু, যদি (but not express hypothetical conditions), তবে, তাহলে etc.

3.3.1.10 Particles

Idiomatic uses of ও (= 'also') and to

Number, quantity, time:

Numbers up to 20, plus 25, 30, 40, 50, 60, 70, 75, 80, 90 and 100

Use of numbers with and without articles

Use of কয়টা বাজে, with সোয়া, সাড়ে and পৌনে

3.3.2 Higher Tier

All grammar and structures listed for Foundation Tier plus:

3.3.2.1 Articles

Use of থানা / থানি

3.3.2.2 Adjectives

Adjectival postpositions (তোমার সামনের টেবিলটা etc)

Adjective + definite article (ছোটোটা etc)

Certain feminine adjective forms (প্রিয়, সুন্দরী etc)

3.3.2.3 Pronouns

Use of very familiar pronoun তুই

Indefinite pronouns (কেউ, কারো)

Relative pronouns and co-relatives such as এ...সে, ইনি...তিনি

3.3.2.4 Verbs

Repetition of infinitive to express a present participle (করতে করতে)

Extended (causative) verbs in all tenses and forms

Contracted extended verb participle, especially when combined with দেওয়া (জ্বলে দেওয়া, পৌঁছে আসা etc)

Combining verbs with দেওয়া, নেওয়া, থাকা, ফেলা etc

Use of হওয়া to express the passive

Use of না before a participle or infinitive, or before the verb in যদি clauses

Use of past habitual tense to express hypothetical conditions

Use of কথা with a verbal noun to express 'supposed to'

Use of verbal noun with সময় to express 'while' (যাওয়ার সময় etc)

Genitive and locative of verbal noun (করার/করবার, করতে/করিয়ে etc)

3.3.2.5 Postpositions

Double postpositions (ভিতর দিয়ে, কাছ থেকে etc)

3.3.2.6 Conjunctions

Pairs of conjunctions such as যখন...তখন, যতো...ততো, এখানে...সেখানে etc

Use of যদি...তবে/তাহলে to express hypothetical conditions

Use of যদিও...তবু to express 'although'

3.3.2.7 Number, quantity, dates and time

Remaining numbers

Ordinal numbers up to 'tenth'

Time in minutes using বেজে and বাজতে Dates (English and Bengali months, year)

3.3.2.8 Note on spelling

Students should be made aware of variations in Bengali spelling, particularly in the use of া. In general, words employing difficult conjuncts will not be used at Foundation Tier. At Higher Tier, recognition (though not necessarily active use) of most conjuncts will be expected.

3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Bengali, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies that can be used to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

3.4.1 Ignoring words which are not needed

Many texts contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

3.4.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word জ্যোতির্বিজ্ঞান might be able, after some appropriate practice, to deduce from the following context that it is some sort of academic subject:

বাঙালি শিক্ষাবিদরা যেসব বাংলা পাঠশালা প্রচলন করেছিলেন, তাতে ভাষা শিক্ষা, ভূগোল, জ্যোতির্বিজ্ঞান, গণিত – সবই পড়ার ব্যবস্থা করেছিলেন।

or that সাম্পান is a means of transport in a sentence like:

অন্যদিকে ডিঙি নৌকা, পানসি নৌকা, সাম্পান ইত্যাদি মাল বহনের জন্য ব্যবহৃত হয়।

or we can deduce from স্বপন আমার প্রাণের বন্ধু that স্বপন is a name.

3.4.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the ways verbs change to form tenses, word order and other such features to help them to recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

For instance, the verb form at the end of a sentence suggests what the subject is even if the subject has been omitted:

অঙ্কের মতো তাঁকে অনুসরণ করতে লাগলাম।

বোকার মতো কথা বলছে কেন?

3.4.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for the students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to anticipate words and their meaning, in a given context. This is one reason why it is important for a Bengali course to develop awareness and understanding of countries and communities where Bengali is spoken.

3.4.5 Using common patterns with Bengali

Knowledge of the following patterns of word formation in Bengali will be assumed.

1. non-finite verb forms:

গিয়ে, গেলে, যেতে from যাওয়া

দিয়ে, দিলে, দিতে from দেওয়া

খেয়ে, খেলে, খেতে from খাওয়া

এসে, এলে, আসতে from আসা

চালিয়ে, চালালে, চালাতে from চালা etc

2. causative verbs from simple verbs:

জানানো from জানা

বোঝানো from বোঝা

দেখানো from দেখা

লাগানো from লাগা

করানো from করা

বসানো from বসা

3. negative or intensifying prefixes:

অ: শিক্ষিত > অশিক্ষিত; নিয়ম > অনিয়ম

অন: উপযুক্ত > অনুপযুক্ত; আদর > অনাদর

নি: দারুণ > নিদারুণ; বারণ > নিবারণ

নির্: দোষ > নির্দোষ; ভেজাল > নির্ভেজাল

বি: দেশ > বিদেশ; লুপ্ত > বিলুপ্ত

3.4.6 Strategies specifically for reading and understanding

There are many English words which have been accepted in Bengali and which are frequently used in written Bengali. Students will be expected to understand and say these words with the correct pronunciation. For example, hospital is written in Bengali as হাসপাতাল and is pronounced differently. There are many other English words which fall into a similar category. A few of these are listed below:

বিস্কুট biscuit

টেবিল table

অফিস, আপিস office

বোতল bottle

রেস্তোরাঁ restaurant

For Bengali students growing up in a British environment, there are quite a few more English words which are in common use and which are often quite difficult to read because the sequence of letters is unusual for Bengali words. These words should be prepared and practised in class.

Examples are:

কমিউনিটি সেন্টার

কম্পিউটার

টুথ পেস্ট

এয়ারপোর্ট

টিউব স্টেশন

জিসিএসই

A useful strategy for dealing with this kind of problem would be to present students with a list of words which cause such a difficulty.

3.4.7 Strategies specifically for listening and understanding

It is expected that strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context.

In order to hear accurately students should have the specific differences of the spoken language brought to their attention such as the difference in sound between unaspirated and aspirated consonants ক > থ; গ > ঘ; চ > ছ; জ > ঝ; ট > ঠ; ড > ঢ; ত > থ; দ > ধ; প > ফ; ব > ভ.

However some of the general strategies for understanding listed above can, with practice, be used successfully in listening, namely:

- ignoring words which are not needed for successful completion of the task set
- using the (visual and) verbal context
- making use of the social and cultural context
- using common patterns within Bengali.

3.4.8 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some test items, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

3.4.9 Non-verbal strategies

3.4.9.1 Pointing and demonstration

This may be accompanied by some appropriate language eg এটা; কী এটা?; জিনিসটা; ঐ যে;, ঐ লোক; ও, ওগুলো; এগুলো; জানি না, ঐ দিকে; ওদিকে

3.4.9.2 Expression and gesture

This may be accompanied, where appropriate, with sounds (eg 'Oh!' which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

হায়; রে; দূর; ছি, গোঁ, হঁ; বাহ; ও মা; বাবা

3.4.9.3 Mime

Mime, which again can be accompanied by appropriate sounds and language, can sometimes help communication to be maintained when it might otherwise break down eg কী আবার? কী বলতে পারি? কী করতে পারি? or with a suitable mime if one has forgotten words such as সমস্যা and সাহায্য. This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

3.4.9.4 Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance home).

3.4.10 Verbal Strategies

3.4.10.1 Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he has forgotten the word eg জিনিসটা for ঘড়ি or ফলটা for আনারস. This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.

3.4.10.2 Description of physical properties

This can be used to refer to something of which the name has been forgotten eg

টেবিলের উপর যা আছে

ঐ গলাসে যা আছে

The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

3.4.10.3 Requests for help

These can include requests for translation eg

এটা বাংলায় কী? বাংলায় এটা কী বলে? এটার মানে কী?

It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

3.4.10.4 Simplification

This is when a student avoids the use of a form of which he/she is unsure eg

সে দেশে ঘুরে বেড়াচ্ছে।

he/she says only this

সে দেশে ঘোরে

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in students failing to make full use of their capabilities.

3.4.10.5 Paraphrase

This is where the student uses words and messages in acceptable Bengali, avoiding the use of words which he/she has forgotten. For example, when he/she cannot remember the word দৃশ্য and instead says দেখার জিনিস or when he/she cannot recollect the word পঞ্চম and says পাঁচ নম্বর

When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use would be assessed accordingly in an exam.

3.4.10.6 Reference to specific features

Reference to specific features eg যাতে রান্না করা হয় for চুলা or প্রধান নারী চরিত্র for নায়িকা is often quite effective and its use would be assessed accordingly in an exam.

3.4.10.7 Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it is a commonly used strategy which is usually effective in communicative terms.

Another strategy sometimes used by language students is word coinage, the creation of words based either on English or Bengali words. This strategy usually produces words which do not exist in Bengali or, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance, behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. It is an important part of the teaching and learning process.

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Bengali include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Bengali should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification must encourage students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Bengali is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Bengali specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment objective weightings for GCSE Bengali

4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Bengali, requiring non-verbal responses or responses in Bengali. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone

messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the general conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Bengali.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria.

4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Bengali, requiring non-verbal responses or responses in Bengali. In Section C, there will be a translation from Bengali into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Bengali.

4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Bengali.

4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

4.7.1.3 Question 3 (10 marks)

A translation from English into Bengali, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Bengali.

4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

4.7.2.3 Question 3 (12 marks)

A translation from English into Bengali, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

4.8.2.1 Foundation Tier

Part 1: Role-play (15 marks)

There are five tasks for the role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

Communication

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.

Level	Mark	Range and accuracy of language
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.

Level	Mark	Spontaneity and fluency
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.2.2 Higher Tier

Part 1: Role-play (15 marks)

There are five tasks for the role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.

Mark	Knowledge and use of language
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.

Level	Mark	Range and accuracy of language
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.

Level	Mark	Spontaneity and fluency
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.

Mark	Communication
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Question 2 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for quality of language, but apart from that, the content mark does not limit the mark for quality of language.

Question 3 (10 marks)

The translation is assessed for conveying key messages (5 marks) and application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

Question 4 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.

Level	Mark	Response
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 1 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.

Level	Mark	Response
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

Question 2 (32 marks)

There are two compulsory bullet points, assessed for content (15 marks), range of language (12 marks) and accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.

Level	Mark	Response
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for range of language. Apart from that, the content mark does not limit the mark for range of language.

Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for accuracy. Apart from that, the content mark does not limit the mark for accuracy.

Question 3 (12 marks)

The translation is assessed for conveying key messages (6 marks) and application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.

Level	Mark	Response
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Bengali	Foundation Tier	8638F	TBC
	Higher Tier	8638H	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/1130/7.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at aqa.org.uk/becomeacentre

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at aqa.org.uk/privatecandidates
- email privatecandidates@aqa.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8638

You can talk directly to the Bengali subject team:

E: mfl@aqa.org.uk

T: 01423 534 381

Appendix

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

Comparisons

মতো, সদৃশ	similar
ভিন্নভাবে, , অন্য রকম, অন্যভাবে	different(ly)
উল্টা, উল্টো, বিপরীত, মুখোমুখি, সামনাসামনি	opposite
একই রকম, সমান, সঠিক, অবিকল, অভিন্ন	same, equal

	English
উঁচু, উচু; উচ্চতর, অপেক্ষাকৃত উচু; উচ্চতম, সর্বোচ্চ	high; higher; highest
মোট কথা, সামগ্রিকভাবে	by and large
যখন, যতো, ততো, যেমন, তেমন	as ... as
যতোটা, যতোখানি/যতোগুলো	as much/many ... as
পার্থক্য, ভিন্নতা	difference
অন্য রকম, ভিন্ন, বিচিত্র	different
তুলনা করা	to compare
তুলনা	comparison
অন্য রকম, ভিন্ন	different
বেশি, অনেক/আরও বেশি, সবচেয়ে বেশি	much; more; most
কমপক্ষে, অন্ততপক্ষে কম করে হলেও, অনূ্যন	at least

Conjunctions

	English
যখন	when
যেন	as if
আগে, পূর্বে, অতীতে, ইতিমধ্যে	before, in the meantime
যে পর্যন্ত না, যতক্ষণে না, না হওয়া পর্যন্ত, অবধি	until, to
যখন, যতো, ততো, কারণ, কেননা, সুতরাং	as, because
কাজেই, বলে, তাই	so that, in order that
থেকে	as, since
হয় .. না হয়	either ... or ...
পর, তারপর, পরে, পেছনে, পিছনে, পশ্চাতে, পরবর্তীকালে, শেষে	after, afterwards
শুধু নয় ... তবুও	not only ... but also
যদি	whether
যদিও	although

তারপর/তখন থেকে, ইতিমধ্যে	since, in the meantime
সুতরাং, কাজেই	so ... that
উভয়েই ...এবং	both ... and...
জন্যে, জন্য, উদ্দেশ্যে	(in order) to
যখন	while
কোনোটাই নয়, এটাও না ওটাও না	neither ... nor

Connectives

	English
এছাড়া	apart from this
গুটা ধরে নিলে, ধরে নেওয়া যাক	assuming that
তাছাড়া, ব্যতীত	besides, apart from, except
তাছাড়া, অধিকন্তু	besides, furthermore
তারপর, পরে	afterwards
যা, যেমন	that is (ie)
তথাপি, তবু, তা সত্ত্বেও	nevertheless
তাই, সে কারণে	therefore, because of that
তাছাড়া,	therefore, because of that
সব সত্ত্বেও, অন্যদিকে, হ্যাঁ	after all, on the contrary, yes
তৃতীয়ত	thirdly
প্রকৃতপক্ষে, সত্যি সত্যি	actually, really
প্রথমত	firstly
তবে, অবশ্য	however,
দুর্ভাগ্যবশত, দুর্ভাগ্যক্রমে	unfortunately,
অবশ্যই	of course,
স্বাভাবিকভাবে, স্বভাবত, অকৃত্রিমভাবে	without a doubt, naturally
অবশেষে, সবশেষে, শেষে	eventually, in the end, finally
অন্যদিক থেকে, নয়তো, অথবা	otherwise, or else
যাইহোক, কোনোমতে, যেভাবে হোক, যখনি	anyway, anyhow, in any case
তথাপি, তবু, তা সত্ত্বেও হোক, যখনি	nevertheless
যদি, যখন	provided that
প্রথমে, প্রারম্ভে, শুরুতে	(at) first
হঠাৎ, ঘটনাক্রমে, ঘটনাচক্রে	by chance
দ্বিতীয়ত	secondly

Prepositions

	English
থেকে, হতে,	from, out of
এ, তে, দিকে, প্রতি, অভিমুখে, উপরে, কাছে, কাছাকাছি,	at, to, on, close by
উর্দে, অতিরিক্ত	on, upon, onto, on top of
কাছে, নিকটে	near

	English
ভিতর/ভেতর দিয়ে, মধ্য দিয়ে	through
বরাবর, পাশাপাশি	along
বিপক্ষে, বিরুদ্ধে, প্রায়	against, at about, around
মুখোমুখি, উল্টো/উল্টাদিক, অপরদিকে	opposite
পেছনে/পিছনে, পিছে	behind
পরে, অনুসারে, অনুযায়ী	after, according to
পাশে	next to
ছাড়া, বিনা, ব্যতীত, অভাবে	without
উপর, ওপর, মাথার উপর	over, above
সম্বন্ধে, সম্পর্কে, নিয়ে	about
নিচে, নীচে	under, below
থেকে, হতে, মধ্যে	from, by, of
সামনে, আগে, পূর্বে	in front of, before, ago
উপরে, পার হয়ে, পেরিয়ে	over, past, by
সময়ে, চলাকালীন	during
কেননা, কারণ, কারণবশত	because of
জন্য, দিয়ে	to, at, for
মধ্যে, দুইয়ের মধ্যে	between

Negatives

	English
মোটাই না, আদৌ না, একটুও না	not at all
কেবল মাত্র নয়	not even
আর নয়	no longer
কিছু না	nothing
কখনো/কখনও নয়/ না	never
অসম্ভব/হতেই পারে না	impossible
কেউ নয়/না	nobody
না	no...
এখনো নয়	not yet, still not

Alphabet

Students are expected to know the letters of the alphabet, including the sounds, and symbols.

	English
অক্ষর	letter
বানান করা	to spell

Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 1,000,000 (Million, die).

They are also expected to know the ordinal numbers first–tenth eg 1st = প্রথম; 2nd = দ্বিতীয়; 3rd = তৃতীয় etc.

Other expressions

	English
বারোটা	dozen
সংখ্যা, নম্বর	number
জোড়া	pair

Money

	English
নগদ টাকা/অর্থ	cash
একটি এক/দুই/পাঁচ পয়সার বাংলাদেশী মুদ্রা	a 1/2/5 Bangladeshi coin
একটি দশ/ বিশ/কুড়ি / পঞ্চাশ টাকার বাংলাদেশী নোট	a 10/20/50 Bangladeshi note
নোট, কাগজের টাকা	note
পয়সা, মুদ্রা	coin
ভাংতি/ভাঙতি	change
পাউন্ড, ডলার	pound, dollar
পকেটমানি, হাতখরচ	pocket money
ভাঙানো	to change

Question words

	English
কখন? কবে? কোন সময়? কোন তারিখ? কতো তারিখ?	When?
কেন?	Why?
কোন ধরনের, কী ধরনের?	What sort/type of...?
কী? কি?	What?
কোন?	Which?
কে?	Who?

	English
কতোক্ষণ, কতো সময়	How long?
কতো? কতোটা? / কতোগুলো?	How much/many?
কেমন? কী রকম? কীভাবে/কিভাবে?	How?
কেন? কী/কেমন করে?	Why? How come ...?
কোথায়?	Where?
কোথা থেকে?	Where from?
কোথায়/ কোনদিকে	Where to?
কিসের সঙ্গে/সাথে	What with?

Greetings and exclamations

	English
শুভেচ্ছা/শুভকামনা/শুভাশিস রইলো/ কল্যাণ হোক	All the best
পরে দেখা হবে	See you later
মাফ/ক্ষমা করবেন, দুঃখিত	Excuse me/Sorry
শুভ ঈদ/ ঈদ মোবারক / শুভ দিওয়ালী/দেওয়ালী	Happy Eid/Diwali
এটা বলো না/উল্লেখ করো না	Don't mention it
স্বাগতম/অভ্যর্থনা	Welcome
অভিনন্দন	Congratulations
খুশির/আনন্দের কথা	Cheers
ছুটি সুন্দর/ভালোভাবে কাটুক	Have a good/nice holiday
ভাগ্য ভালো/প্রসন্ন হোক/খোদা হাফেজ	Good luck

Opinions

	English
ধারণা, সন্দেহ, সংশয়, অবিশ্বাস, বিশ্বাসহীনতা	idea, suspicion
হাসির, মজার, মজাদার, হৈচৈপূর্ণ, কৌতুকপূর্ণ	amusing, funny
সুখকর, মনোরম, মনোজ্ঞ, মনোমুগ্ধকর প্রীতিকর, সম্মত	pleasant, agreeable
ভয় পাওয়া, ঘাবড়ানো, আতঙ্কিত হওয়া	to be afraid/scared
চিন্তিত, উদ্বিগ্ন, উৎকর্ষিত, শঙ্কিত	anxious, apprehensive
চমৎকার, দারুণ	excellent
আরামদায়ক, স্বস্তিপূর্ণ	comfortable
নিশ্চয়ই, অবশ্যই, নিঃসন্দেহে	definite(ly)/certain(ly)
সস্তা, কমদামী, নিচুমানের	cheap
বোকা, নির্বোধ	stupid

	English
অর্থহীন. বাজে, তুচ্ছ, জঘন্য	nonsense, rubbish
দুষ্ট, অবাধ্য, পাজি, বদমায়েশ, শয়তান, রাগী	naughty, evil, angry
কোনো কিছুর সপক্ষে	(to be) in favour of something
কোনো কিছুর বিপক্ষে	(to be) against/opposed to something
এটা কিছু না/এতে আমার কিছু এসে যায় না	it doesn't matter, it's all the same to me
ভেবে দেখা, চিন্তা করা	to think
হতাশ, নিরাশ, মনমরা, বিষাদগ্রস্ত	depressed
কোনো কিছুর সঙ্গে খাপ খাওয়ানো	to be fed up with something
চিত্তাকর্ষক, হৃদয়গ্রাহী, মনোলোভা	impressive
সরল, নিরীহ, সাদামাটা, সাদাসিধা, সহজ	simple, simply, easy
ভয়ংকর, ভীষণ, ভয়াবহ, ভয়ানক, জঘন্য	terrible, awful, appalling
ওটা স/ঠিক নয়	that's (not) right/correct
আমি ওটা পছন্দ করি, এটা আমাকে আনন্দ দেয়	I like it (it pleases me)
এটা নির্ভর করে..যদি..	it depends on ..., whether ...
সুখী, খুশি, আনন্দিত	happy, glad, pleased
জঘন্য, ভয়াবহ, খুব খারাপ, অপ্ৰীতিকর	terrible, dreadful, awful
পছন্দ করা, খুশি করা	to like, to please
আরামদায়ক, গরম, উষ্ণ	cosy, comfortable
উপভোগ করা	to enjoy
বিশ্বাস করা	to believe
ঘৃণা করা	to hate
চমৎকার, চমকপ্রদ, অপূর্ব, গৌরবময়, জাকজমকপূর্ণ	marvellous, magnificent, glorious
চমৎকার, বিশিষ্ট, উৎসাহজনক	excellent, outstanding
আগ্রহী হওয়া	to be interested in
কোনো ধারণা না থাকা	to have no idea/no clue
চমৎকার, দারুণ	brilliant, great, awesome
জটিল	complicated
একঘেয়ে লাগা	to be bored
সহজলভ্য / সহজ	easy
দয়ালু, সুন্দর, প্রিয়	kind, lovely, dear
ভালোবাসা	to love
মজার, হাসির	funny

	English
অস্বস্তিকর, বেমানান, বিব্রতকর, বিশী	awkward
মতামত, অভিমত. মত	opinion
পচা, বাজে, মন্দ, খারাপ	rotten, lousy
সম্ভব, অসম্ভব	possible, impossible
নিরলস, অক্লান্ত	effortless
শ্রমসাধ্য, কষ্টসাধ্য, দুঃসাধ্য, কষ্টকর	arduous, laborious, with difficulty
উপকারী, কাজের, দরকারী, প্রয়োজনীয়	useful
অকাজের, অপদার্থ, অকেজো	useless
রাগ হওয়া, বিরক্ত হওয়া	to be cross, annoyed
লজ্জার কথা	it's a shame/pity
জঘন্য, ভয়ংকর/ভয়ঙ্কর	terrible, horrible
কঠিন, কষ্টের, কষ্টকর	difficult
স্পর্শকাতর, সংবেদনশীল	sensitive
নিশ্চিত, নিরাপদ	sure, safe
এমনকি	even
চমৎকার	great
দামি, দামী, ব্যয়বহুল, প্রিয়	expensive, dear
বৈশিষ্ট্যসূচক (ভাবে)	typical(ly)
বিস্মিত, অবাক, আশ্চর্য হওয়া	surprised
অবিশ্বাস্য	unbelievable
অসম্ভব	impossible
অনিশ্চিত	unsure
সম্ভবত	perhaps
সম্পূর্ণভাবে	completely
চমৎকার	to prefer
হয়তো	probably
আবশ্যিক, দরকারী, প্রয়োজনীয়, গুরুত্বপূর্ণ	important, necessary
সত্যি সত্যি, বাস্তবিকই	real(ly)
অनावশ্যিক, অদরকারী, অপ্রয়োজনীয়	unnecessary, useless
চমৎকার, অদ্ভুত, অপূর্ব	wonderful
জমকালো, অত্যন্ত.খুব সুন্দর	gorgeous, very beautiful
ইচ্ছা/ইচ্ছে/আশা করা	to wish
তৃপ্ত, পরিতৃপ্ত, খুশি, সুখী	content, happy
রাজি, একমত, সম্মত হওয়া	to agree

Expressions of time

Seasons

G	English
ঋতু, কাল	season

Months of the year

	English
বছর	year
মাস	month

The clock

	English
ঠিক, যথাযথ/নির্ভুল ভাবে	exactly
অর্ধেক	half
দুপুর বেলা	midday
মধ্য/মাঝ রাত	midnight
আস্তে/ধীরে চলা	to be slow
সময়নিষ্ঠ, সময়মতো, যথাসময়	punctual, on time
দেরি/ দেরী, বিলম্ব	late
ঘন্টা	hour (length)
ঘড়ি, হাতঘড়ি, টা	clock, watch, o'clock
কয়টার/ক'টার সময়, কখন?	at what time, when?
সোয়া, সওয়া/ পৌনে	quarter
তাড়াতাড়ি/ দ্রুত করা	to be fast
কয়টা/ক'টা বাজে?	What time is it?
সময়	time

Other expressions of time

	English
মাঝেমাঝে / মাঝেমাঝে / কখনো কখনো	now and again
সন্ধ্যা/সন্ধ্যাবেলা	evening
সন্ধ্যায়/সন্ধ্যাবেলায়	in the evening
শুরু / আরম্ভ	beginning, start
মুহূর্ত / তাৎক্ষণিক	moment, instant
শেষ হওয়া/ সমাপ্ত	to be over, finished

	English
শিগগির/তাড়াতাড়ি / অবিলম্বে	soon
তখন/ তখনকার দিনে/সময়	then, in those days
তারিখ	date
টিকে থাকা	to last
আগের / আগেকার/	former
একবার	once
শেষ পর্যন্ত/শেষে	finally
সর্ব প্রথম/প্রথমে, মাত্র	(at) first, only
প্রায়	almost, nearly
আগে/পূর্বে/ সকাল সকাল	early
বর্তমানে/এখন	present (time, tense)
এইমাত্র/সবেমাত্র	just
গতকাল	yesterday
সাধারণত, সচরাচর, স্বাভাবিকভাবে	usually, normally
এক মিনিটের মধ্যে/ অবিলম্বে / এক্ষুণি	immediately, in a minute
আজ/আজকে	today
আজকাল, এই সময়	nowadays, these days
অগ্রিম	in advance
সবসময়, সর্বদা	always
বারবার	again and again
এর মধ্যে	in the meantime
শতাব্দী / শতক	century
এখন	now
সম্প্রতি	recently, lately
ধীরে ধীরে/আস্তে আস্তে	slow(ly)
শেষ	last
সময় সময়/ মধ্যে মধ্যে	sometimes
প্রতি সোমবার	on Mondays
আগামী/ আগামিকাল	tomorrow
ভোরে / সকালে	morning
আগামীকাল সকালে	tomorrow morning
প্রতিদিন / রোজ সকালে	in the morning, every morning

	English
পরে/পরবর্তী কালে, শেষে	afterwards
অপরাহ্ন / বিকাল/বিকেল	afternoon
পরের	next
রাত/ রাত্রি	night
রাতের বেলা / রাত্রি বেলা	at night
সম্প্রতি / কিছুদিন আগে / সেদিন	recently, the other day
আবারও / আরেকবার	once again, once more
হঠাৎ করে/ আকস্মিকভাবে, আচমকা	suddenly
নিয়মিত	regular
ইতিমধ্যে/আগে থেকে / পূর্ব থেকে	already
তখন থেকে	since, for (length of time)
কদাচিৎ / খুব কম / বিরল	seldom, rarely
অবিলম্বে / এক্ষুণি	immediately, straightaway
দৈনিক, রোজকার	daily
আগামী পরশু	the day after tomorrow
আগে / পূর্বে	past (time, tense)
গত, গতকাল	last, yesterday
কিছুদিন আগে পর্যন্ত	(until) recently
গত পরশু	the day before yesterday
আগে/এর আগে	before(hand)
আবার	again
সময়মতো / যথাসময়ে	in time, timely
শেষ হওয়া / সমাপ্তি হওয়া/সম্পন্ন হওয়া	to come to an end, to finish
ভবিষ্যৎ / ভবিষ্যত	future (time, tense)

Location and distance

	English
বাহির	outside
বাইরে	outside of
থাকা	to stay
এখানে, সেখানে, ওখানে	here, there

	English
বাহির, বহির্ভাগ	outside, outdoors
ভিতর, ভেতর, মধ্যে	inside, indoors
সেখানে, ওখানে, ঐখানে	over there
কোণ, মোড়	corner
অনেক দূর, দূরে	distant, (far) away
সামনের দিকে, সোজা সামনে	straight ahead
থেকে / হতে	to and fro
যাওয়া আর আসা, ফিরতি	there and back, return (ticket)
দূরে, দূর	away ~ (from the speaker)
কাছাকাছি/একেবারে কাছে	nearby, close to
কোথাও, কোনো জায়গায়	somewhere
থাকা, অবস্থিত	to lie, to be situated (in)
মাইল	mile
মাঝখানে, মধ্যস্থলে	in the middle of
কাছে / নিকটে	near
কোথাও নয়	nowhere
উপর / উপরে / ওপরে	above, up
জায়গা / স্থান	place
পাশে	side
সব জায়গায় / সর্বত্র	everywhere
গোড়ায়, তলায়	at the bottom, below, down
সামনে, সামনের দিকে	forwards
অনেক দূর	away
বহুদূর প্রসারিত, বিস্তীর্ণ	wide, far
পিছনে, পেছনে	back

Weights and measures

	English
সব, সমস্ত, যাবতীয়, পুরোপুরি, সম্পূর্ণ	all, all the
শেষ হয়ে যাওয়া	to be all gone, to have run out (of)
সবকিছু, সর্বস্ব	everything
অন্য, অপর, ভিন্ন, অন্যরকম	other, different
উভয়	both

	English
চওড়া, প্রশস্ত	wide, broad
পুরু, মোটা	thick, fat
জিনিস	thing
ক্যান, টিন	can, tin
সরু, পাতলা	thin
সামান্য, একটু	a little
অল্প, স্বল্প, দুয়েকটা	a few, a couple
প্রচুর, অনেক,	a lot of, lots
কিছু, কয়েকটা	some, a few
মাত্র এক, এক	single
প্রায় কাছাকাছি, মোটামুটিভাবে	about, roughly
বোতল	bottle
আস্ত, পুরো, অটুট, সম্পূর্ণভাবে	whole, complete, quite
যথেষ্ট, পর্যাপ্ত	enough
প্রচুরভাবে	enormously
ওজন	weight
মাপ, সাইজ	size
কিছু, কয়েকটা	some...
মোটা/শক্ত কাগজ/পিচবোর্ডের বাক্স	cardboard box
বাক্স, খাপ, বুড়ি	box, case, crate
নামেমাত্র, খুব কম	hardly
খালি, শূন্য	empty
হালকা, হালকা	light
মাপ, পরিমাপ, পরিমাণ	measure
কতিপয়, কয়েক	several
মাপ নেওয়া	to measure
অন্ততপক্ষে, কমপক্ষে	at least
মাঝারি মাপের	medium-sized
শান্ত, স্থির	still
ছোটো পার্সেল/ মোড়ক	small parcel
প্যাকেট, বাঁচকা, পুটলি	packet, pack
ডাকযোগে পাঠানোর মোড়ক, পার্সেল	parcel
পাউন্ড, ব্রিটিশ মুদ্রা	pound, sterling
প্রতি, প্রতিটিতে, মাথাপিছু,	per

	English
বাক্স, মোড়ক	box, packet
চওড়া ফালি	slice
ভারী, প্রবল, প্রচণ্ড	heavy
টুকরো, টুকরা	piece
ব্যাগ, থলি, থলে	bag
প্রায়	about
ভরতি, ভরা, পূর্ণ, পরিপূর্ণ, ভরপুর	full
কম, অল্প, স্বল্প, বেশি/ বেশী নয়/না	little, not much
ওজন নেওয়া/করা	to weigh

Shape

	English
বৃত্ত, বৃত্তাকার	circle
গোল, গোলাকার	round
চৌকো	square

Weather

	English
মেঘাচ্ছন্ন, মেঘলা, মেঘে ঢাকা	overcast, cloudy
বিজলি, বিদ্যুৎ চমকানো	lightning
বজ্র, বাজ	thunder
বিদ্যুৎ চমকাচ্ছে	it's lightning
বজ্রপাত হচ্ছে	it's thundering
শিল/শিলা পড়ছে	it's hailing
ভেজা, আর্দ্র, স্যাঁতসেঁতে	damp
হিম, হিমায়িত, ঠাণ্ডায় জমানো	to freeze
টাটকা, তাজা, বিশুদ্ধ,	fresh
বজ্রঝড়	thunderstorm
ডিগ্রি, ডিগ্রী	degree
শিল/শিলা	hail
প্রবল, তীব্র, প্রচণ্ড	heavy, severe
উজ্জ্বল, সুন্দর, স্বচ্ছ, মনোরম, বৃষ্টিহীন	bright, fine, clear, fair
আকাশ	sky
জলবায়ু	climate

	English
ঠাণ্ডা, শীতল	cool
চাঁদ	moon
ভেজা	wet
কুয়াশা	fog
কুয়াশাচ্ছন্ন	foggy
বৃষ্টিপাত, তুষারপাত	precipitation
বৃষ্টি	rain
বৃষ্টি হওয়া	to rain
ছায়া	shadow
ছায়াচ্ছন্ন, ছায়াময়, ছায়াবৃত	shady
পশলা বৃষ্টি	shower
চকচক করা	shine
বরফ পড়া	to snow
ঝড়	storm
ঝোড়ো	stormy
শুকনো, শুকনা, শুষ্ক	dry
আবহাওয়া বার্তা, রিপোর্ট	weather report
আবহাওয়ার পূর্বাভাস	weather forecast
মেঘ	cloud
মেঘলা, মেঘাচ্ছন্ন, মেঘে ঢাকা	cloudy

Access

	English
খোলা হবে	to be open
খুলে দেওয়া	to open
বের হওয়ার পথ	exit (motorway)
বাহির	exit (building)
ব্যস্ত/জড়িত থাকা	occupied, engaged
প্রবেশ, প্রবেশপথ	entry, entrance
টোকা নিষেধ	no entry
ভর্তি	admission
মুক্ত, বিনা মূল্যে /পয়সায়	free
বন্ধ	closed
খোলা	open

	English
শূন্য, ফাঁকা	empty
বন্ধ করা	to close
নিষিদ্ধ	forbidden
সারা / পুরো	whole, entire
খোলা	to open

Correctness

	English
অশুদ্ধ, মিথ্যা	false, wrong, incorrect
ভুল	mistake, error
ঠিক হওয়া	to be right
ঠিক, শুদ্ধ	right, correct
ভুল হওয়া	to be wrong
ঠিক/ শুদ্ধ/ সংশোধন/উন্নতি করা	to correct, to improve
সংশোধন, উন্নতিসাধন	correction, improvement

Materials

	English
সুতি, সুতা	cotton
তৈরি, তৈরী	to consist of, to be made of/from
লোহা	iron
কাঠ	wood
চামড়া	leather
প্লাস্টিক	plastic
রেশম	silk
কাঁচ	glass
পশম	wool

Common abbreviations

	English
পাউন্ড, ব্রিটিশ মুদ্রা	£ = pound sterling
স্কুল পাঠক্রমের চেয়ে আলাদা	extra-curricular
যেমন	ie = that is
বাংলাদেশ রেলওয়ে	Bangladesh Railways
ডাক্তার/চিকিৎসক	doctor

	English
মিশ্র	mixed
দ্রুতগামী দূরপাল্লার রেলগাড়ি	fast long-distance train
অন্তর্ভুক্ত	included
লরি	lorry
ডাক-সংকেত	postcode
ইত্যাদি	etc
যেমন, উদাহরণস্বরূপ	eg = for example

Theme-based vocabulary (Foundation Tier)

Identity and culture

Me, my family and friends

	English
একা, একাকী	alone
বয়স	age
অপ্রচলিত	old-fashioned
বিরক্ত হওয়া	to be annoyed
কাউকে বিরক্ত/ বিচলিত, উত্যক্ত/উত্তেজিত করা	to get on one's nerves
মানিয়ে নেওয়া	to get on (with)
দেখতে, সদৃশ	to look like
পরিচয় পত্র	identity card
দাড়ি	beard
বিখ্যাত, নামকরা, প্রসিদ্ধ, নামীদামি	famous
দেখা/দর্শন	visit
দেখা করা	to visit
বেশি / বেশী পছন্দ করা, শ্রেয় মনে করা	to favour, to prefer
জিজ্ঞাসা/জিজ্ঞেস/অনুন্নয় করা	to ask, to beg
কলম বন্ধু /বান্ধবী	pen-friend
চশমা	spectacles, glasses
স্বার্থপর	selfish
সৎ	honest
একমাত্র ছেলে/মেয়ে, সন্তান	only child
নাতি/নাতনি	grandchild
মাফ/ক্ষমা চাওয়া	to apologise

	English
অনুমতি দেওয়া	to allow
গম্ভীর, রাশভারী	serious
প্রাপ্তবয়স্ক	adult, grown-up
পরিবারের সদস্য/ সদস্যা	member of the family
ধুষ্ট	cheeky
বন্ধুত্ব	friendship
সৌন্দর্য	beauty
সুন্দর	beautiful, pretty
অনুভব করা	to feel
খাওয়ানো	to feed
জন্ম নেওয়া/ জন্মগ্রহণ করা	born (on)
জন্ম	birth
জন্ম তারিখ	date of birth
জন্মস্থান	place of birth
ধৈর্যশীল, রোগী	patient
অনুভূতি	feeling
নীচ, ইতর, ঘৃণ্য	mean
পছন্দ করা, ভালো লাগা	to like
তালাকপ্রাপ্ত/ তালাকপ্রাপ্তা	divorced
পুরুষ, স্ত্রী	sex, gender
বিচ্ছিন্ন, বিচ্ছেদ হওয়া	separated
সোজা, বরাবর, মসৃণ	straight, smooth
খুশি, সুখী, আনন্দিত	happy
কারণ	reason
খোশমেজাজ/বদমেজাজ	good/bad tempered
কুৎসিত, বিশী, কদর্য	ugly
বিয়ে করা	to marry
উপকারী, সহায়ক, কাজের	helpful
বিয়ে	wedding
নম্র, ভদ্র	polite
সুন্দর, সুন্দরী	pretty
বেরসিক, নির্বোধ	humorless, no sense of humor
রসিক	humorous, witty
আমার খুব/ ভীষণ পছন্দ/আমি খুব পছন্দ করি	I like ... (very much)
আমি পছন্দ করি না/ আমি সহ্য করতে পারি না	I can't stand .../I don't like ...

	English
তরুণ/তরুণী	youth
ছেলে বালক	boy
কাউকে জানা	to know (a person)
জানা, অবগত হওয়া	to get to know
মজার, কৌতুকময়, অদ্ভুত, বিসদৃশ	funny, comical, strange, odd
দেখাশুনা করা	to look after
অপ্রস্তুত/বিব্রত হওয়া	to be embarrassed
উপেক্ষা করা, অগ্রাহ্য করা	to ignore
থাকা, বাস করা	to live
প্রাণপ্রাচুর্যে ভরা, উচ্ছল, প্রাণবন্ত	lively
এক, একা, একটি	single
লোকজন, মানুষজন	people
কোঁকড়া, কোঁকড়ানো	curly
মানুষ	human being
নাম রাখা, নাম ডাকা	to name, to call
কাউকে উত্যক্ত/ বিচলিত করা	to get on someone's nerves
কান	ear
পরিষ্কার, পরিচ্ছন্ন, পরিপাটী	tidy, neat
ব্যক্তিত্ব	personality
ছাড়পত্র	passport
চুপচাপ, শান্ত	quiet, calm
লজ্জা পাওয়া, লজ্জিত হওয়া	to be/feel ashamed
তালাক নেওয়া	to get divorced
মোচ	moustache
লাজুক	shy
মোটা, স্থূল	fat, obese
রোগা-পাতলা	slim
লম্বা, দীর্ঘ	tall(person), long, lengthy(time)
বেঁটে, খাটো, ছোটো	short, small
আত্ম, নিজের	self
স্বাধীন	independent
কারো প্রতি সদয় হওয়া	to care (for), to look after
ডাক নাম	nick name
সৎ	step ~
নীরব, শান্ত	quiet

বাগড়া, কলহ, তর্ক	argument
বাগড়া/ কলহ/ তর্ক করা	to quarrel, to argue
কঠোর, রাগী	strict

	English
উলকি আঁকা	tattoo
স্বপ্ন	dream
দুখী	sad
আলাদা/পৃথক করা	to separate
পুরুষ মানুষ	type, person, bloke
রোমাঞ্চপ্রিয়, দুঃসাহসী	adventurous, like doing lots of things
সহায়তা করা	to support
ক্ষমা করা	to forgive
সম্পর্ক	relationship
বিবাহিত	married
নিয়োজিত থাকা	to get engaged
বিয়ের বন্ধনে জড়ানো	engaged (to someone)
মানিয়ে চলা	to get on with
প্রথম নাম	first name
নিজের পরিচয় দেওয়া	to introduce oneself
কাঁদা, কান্নাকাটি করা	to cry
মজার	funny
বসবাসের/থাকার জায়গা	place of living
দাঁত	tooth
চেহারা	appearance
একসাথে/একসঙ্গে	together
যমজ	twins

Technology in everyday life

	English
প্রিন্ট করা, ছাপানো	to print (out)
টেলিফোন	telephone
ফোন করা	to call, to ring (phone)
ব্যবহার করা	to use
নিজের পরিচয় দেওয়া	to describe (oneself)
টুইটার	twitter
তথ্য	data
প্রিন্টার. ছাপানোর যন্ত্র	printer
কম্পিউটার/ফোনে তথ্য ভরা	to enter (data into computer/phone)

	English
পাওয়া, গ্রহণ করা	to receive
উন্নতি করা	to develop
উন্নয়ন	development
চালু করা	to work, to function
বিপদ	danger
মোবাইল	mobile
ডাউনলোড	download
আপলোড	upload
রিংটোন	ringtone
তথ্যপূর্ণ, উপদেশমূলক, শিক্ষামূলক	informative, instructive, educational
মুছে ফেলা, কেটে দেওয়া	to delete
মিডিয়া	media
গালি	abuse
গালি দেওয়া	to abuse
মেসেজ, বার্তা	messages
ব্লগ	blog
নেটওয়ার্ক	network
অস্বস্তিকর, লজ্জাজনক	embarrassing
মেইল বক্স (ই-মেইল)	mail box (email)
ডট	dot
ফোন ক্যালকুলেটর	calculator (phone)
ঝুঁকি	risk
পাঠানো	to send
কী-বোর্ড	keyboard
সংরক্ষণ, পাহারা	protection
টেক্সট মেসেজ/বার্তা পাঠানো	to send a text message
সোশ্যাল মিডিয়া	social media
কম্পিউটারে তথ্য সংরক্ষণ করা	to save (data on computer)
হোমপেইজ (ইন্টারনেট)	homepage (internet)
শেয়ার করা, ভাগাভাগি করা	to share
চ্যাট রুম/রুম	chat room
ওয়াইফাই	wifi

Free-time activities

	English
রোমাঞ্চকর/দুঃসাহসপূর্ণ ছায়াছবি	adventure film
পুরনো কাহিনী / চলচ্চিত্র/ছায়াছবি	old film / story
গোয়েন্দা কাহিনী	detective story/film
প্রেমের গল্প /কাহিনী	romantic / love story
বিজ্ঞানভিত্তিক কাহিনী	science fiction
প্রামাণ্য/তথ্যচিত্র	documentary film
হাসির ছবি	comedy film
দুঃখের ছবি	tragedy film
মজা করা	to have fun, to enjoy oneself
আনারস	pineapple
আরম্ভ/শুরু করা	to start, begin
মাছ ধরা	to fish
কমলা	orange
সাঁতারের পোশাক	swim suit
সাঁতার কাটা	swimming
পরিবেশন করা	to serve
নালিশ করা/অভিযোগ করা	to complain
অর্ডার /আদেশ / ফরমাশ দেওয়া	to order
পাওনা মেটানো, পয়সা দেওয়া	to pay
টিভি, কম্পিউটারের পর্দা, স্ক্রিন	screen (TV, computer)
পেয়ার	pear
রেকর্ডার	recorder
ফুলকপি	cauliflower
সিম	bean
মাংসের রোস্ট	meat roast
ভাজা কাবাব	fried kebab
দাবানো	press
তেষ্ঠা, তৃষ্ণা, পিপাসা	thirst
তৃষ্ণার্ত, পিপাসিত	thirsty
ডিম	egg
প্রবেশ মূল্য	admission fee
ভেতরে/ভিতরে ঢোকান টিকিট/টিকেট	(admission) ticket
আইসক্রিম পার্লার, আইসক্রিমের দোকান	ice cream parlour
আইস-স্কেটিং	ice-skating

সুপারিশ করা	to recommend
মটরশুটি	pea
স্ট্রবেরী	strawberry
সিরকা	vinegar

	English
বেড়া/ ঘেরা দেওয়া	to fence
ব্যাডমিন্টন	badminton
অনুসরণ করা, পিছে/ পেছনে যাওয়া	to follow
সুইমিং পুল, সাঁতার কাটার জায়গা	swimming pool
মাংসের বড়া/ মিট বল	meat ball
ফলের রস	fruit juice
শসা	cucumber
সিরিয়াল	cereal
ফিটনেস ক্লাব, শরীর সুস্থ রাখার সমিতি	fitness club
কঠিন, শক্ত	hard
মেইন কোর্স, প্রধান পদ (খাবার)	main course
ওয়েটার/ওয়েট্রেস, পরিচারক, পরিচারিকা	waiter
রাস্পবেরী	raspberry
আনা, নিয়ে আসা	to fetch, to get
হাল্কা খাবার, নাশতা	snack
হাল্কা খাবারের দোকান, ক্যাফে	snack bar, cafe
মিষ্টির দোকান	sweet shop
আগ্রহী হওয়া	to be interested in
ইয়ুথ ক্লাব, যুব সংঘ	youth club
কফি	coffee
চা, কফির কেটলি/ কেতলি	pot (tea, coffee)
আলু	potato
চীজ, পনির	cheese
বোলিং	bowling (nine pin)
বিস্কুট	biscuits
চেরি	cherry
চড়া, উঠা, ওঠা	to climb
নেটবল	netball
সুস্বাদু, মজাদার	delicious
ল্যাম্ব চপ	lamb chop
ভয়ের ছবি/বই	scary (film/book), thriller
হাসা	to laugh
দৌড়ানো	to run

মশলাদার, মশলাযুক্ত	spicy
সিনেমার বড়ো পর্দা	(big) screen (in cinema)
মঞ্চ, থিয়েটার, নাটক	stage, theatre, play/drama
গান	song
নাচ-গান	music and dance
কবিতা আবৃত্তি	recitation
জলসা, সংগীতানুষ্ঠান, অনুষ্ঠান, প্রদর্শনী	concert / musical programme, programme, show
কিছু করার ইচ্ছা	to feel like doing something
সদস্য	member
খবর/সংবাদ	news
মিষ্টি	dessert
আচার / চাটনি	pickle
নুডল্‌স, পাসতা	noodles, pasta
বাদাম	nut
ফল	fruit
তেল	oil
মরিচ	chilli
পিচ	peach
প্লাম	plum
মাশরুম	mushroom
চকলেটের বাক্স	chocolate (in a box of chocolates)
চেখে দেখা	to try, to taste
মুরগি	chicken
বিল	bill
জগিং করা, ব্যায়ামের জন্য আস্তে দৌড়ানো	to jog
ঘ্রাণ নেওয়া/গন্ধ শোঁকা	to smell
কুস্তি করা	to wrestle
স্লেজগাড়িতে যাওয়া	to go sledging
কাঁচা	raw
সেদ্ধ	boiled
বালসানো	grilled
রান্না	cooked
বাটপট রান্না	ready steady cook
মশলাদার, ঝাল	spicy, hot
রস	juice
ক্রিম, সর (দুধের)	cream
পেট ভরে খাওয়া	to be full up, have had enough (to eat)
জোগাড় / সংগ্রহ করা	to collect
রোলার স্কেটিং-এ যাওয়া	to go roller skating

দাঁড় বেয়ে নৌকা চালানো	to row
দাবা	chess

	English
তরকারি	curry
গুলি করা	to shoot
স্বাদ নেওয়া	to taste
পাল তোলা নৌকা	sailing boat
অনুষ্ঠান	programme
সরিষা	mustard
সিরিজ, পর্ব	series
সিট, আসন	seat
বসা	to sit
উত্তেজনাপূর্ণ, শিহরণমূলক	exciting, thrilling
মেনু / খাদ্য-তালিকা	menu
খাবার হল, রুম, খাবার ঘর	dining hall, dining room
খেলনা	toy(s)
পালংশাক	spinach
এক ধরনের খেলা	type of sport
লাফানো	to jump
স্টেডিয়াম, ক্রীড়া উদ্যান	stadium
গলার স্বর	voice
বোনা	to knit
সুপ	soup
মিষ্টি	sweet
দিনের বিশেষ খাবার	dish of the day
দিনের খাদ্য-তালিকা	menu of the day
ডুব /ঝাঁপ দেওয়া	to dive
টুনা	tuna
লক্ষ্য, উদ্দেশ্য	goal
কেক	cake
ট্র্যাক-সুট, দৌড়ানোর পোশাক	track suit

	English
দৌড়ানোর জুতা	sport shoe, trainers
কারো সাথে দেখা করা	to meet (someone)
বখশিশ (ওয়েটার/ওয়েট্রেসের জন্য)	tip (for waiter/waitress)
শরীর চর্চা করা	to do gymnastics
গল্প করা	to have a chat
বিনোদন	entertainment
নিরামিষভোজী	vegetarian
হেরে যাওয়া	to lose
লোক সঙ্গীত	folk music
পরামর্শ দেওয়া	to suggest
স্টার্টার, প্রথম পর্ব (খাদ্য তালিকায়)	starter (on menu)
দেখানো হচ্ছে, প্রদর্শন, প্রদর্শনী	showing, show, performance, exhibition
হাঁটা, জোরে হাঁটা	to hike, to walk
নরম	soft
বাহুরের মাংস/ ল্যাম্ব কাটলেট(হাড্ডি/হাড় ছাড়া)	veal/lamb cutlet (boneless)
আঙুর/আঙ্গুর	grape
বিজ্ঞাপন	advertisement
ছোঁড়া/ ছুঁড়ে মারা	to throw
প্রতিযোগিতা	competition
মাছের টুকরা/টুকরো	fish piece
বিল চাওয়া	to ask for the bill
কার্টুন, ব্যঙ্গচিত্র/রঙ্গচিত্র	cartoon
ম্যাগাজিন/পত্রিকা, সাময়িকী	magazine
খবরের কাগজ/সংবাদপত্র	newspaper
চালক/ড্রাইভার	driver
টানা/টানাটানি করা	pull
লেবু	lemon
চিনি	sugar
দর্শক	spectator, member of the audience
পিঁয়াজ/পেঁয়াজ	onion

Customs and festivals in Bengali-speaking countries/communities

English

	English
আলো /বাতি জ্বালানো	to light/switch on
ফুলের তোড়া	bouquet of flowers
গান গাওয়া/করা	to sing
রোজা/উপবাস/রোজা রাখা	fast/fasting
রমজান (রোজার মাস)	Ramadan (fasting month)
পাওয়া/ গ্রহণ করা	to get, to receive
ধন্যবাদ দেওয়া/জানানো	to thank
দাওয়াত/নিমন্ত্রণ/আমন্ত্রণ করা	to invite
দাওয়াত/নিমন্ত্রণ/আমন্ত্রণ	invitation
উদ্যাপন	celebration
উদ্যাপন/পালন করা	to celebrate
সরকারি ছুটি	public holiday
উৎসব	festival
বাজি ফোটানো/পোড়ানো	fireworks
অপেক্ষা করা	to look forward to
কোনোকিছুতে খুশি হওয়া	to be pleased about something
অতিথি/মেহমান	guest
মেজবান, উপস্থাপক	host/to host
উপহার	present
ঘুড়ি ওড়ানো/উড়ানো, ঘুড়ি উৎসব	flying kite/kite festival
জোছনা, চাঁদের আলো	moonlight
ঈদের নামাজ	Eid prayer
ঈদ উৎসব	Eid festival
মোমবাতি	candle
ধর্মীয়	religious
ভাজা রুটি	fried chapatti
বাংলা নববর্ষ	Bengali New year
আন্তর্জাতিক মাতৃভাষা দিবস	International Mother Tongue Day
পহেলা বৈশাখ	Bengali New Year's Day (1 st Baishakh)
বৈশাখী মেলা	Bengali New Year fair
ইস্টারের ছুটি	Easter holiday
ইস্টার	Easter

ক্রিসমাস, বড়োদিন	Christmas
পূজা উৎসব, দুর্গা পূজা	Puja festival, Durga Puja
সাজানো	to decorate
নববর্ষ	New Year
দিওয়ালী/দেওয়ালী	Diwali

	English
রাস্তার মিছিল	street procession
ভ্যালেন্টাইন দিবস	St Valentine's Day
ছদ্মবেশ নেওয়া, জাঁকজমকপূর্ণ পোশাক পরা	to dress up, to disguise oneself, to put on fancy dress
লুকানো	to hide
মোনাজাত/প্রার্থনা করা.উপাসনা করা	to pray, worship
মসজিদ, মন্দির, গির্জা. গীর্জা	mosque, temple, church
ত্যাগ, বলিদান	sacrifice
ঈদের দিন	Eid Day
জন্মদিন	birthday

Local, national, international and global areas of interest

Home, town, neighbourhood and region

	English
ট্রাফিক লাইট, রাস্তা পার হওয়ার বাতি	traffic light, pedestrian light
রাস্তা পারাপার	pedestrian crossing
সড়ক দুর্ঘটনা	road accident
প্রস্তাব/করা	offer, propose
সুইচ টিপে চালু করা/ বন্ধ করা	to turn/switch on/ switch off
পরে দেখা (কাপড়-চোপড়)	to try on (clothes)
ফার্মেসী/কেমিস্ট	pharmacy/chemist
যন্ত্রপাতি	apparatus, appliance
পরিষ্কার করা	to tidy (up)
খরচ/ব্যয় করা (টাকা)	to spend (money)
সেইল, মূল্যহ্রাস	sale
বিক্রি হয়ে গেছে	sold out
বেইকারী, বেইকারি, রুটির দোকান	bakery
ওভেন	oven
গোসল/স্নান করা	to have a bath
বাথটাব, গোসলের টব	bathtub
খামার বাড়ি	farm house
খামার, জমি	farm, land
গাছ, গাছপালা	tree, trees
চারা/চারাগাছ	plant/s
চারাগাছ লাগানো	planting
কৃষক, চাষী	farmer

	English
পাহাড়/পর্বত	mountain
ছবি	picture
ফুল	flower
ভাজা	to fry
পুল	bridge
লাইব্রেরি/ লাইব্রেরী, পাঠাগার	library
বইয়ের দোকান	book shop
ফুটপাথ/ পায়ে চলার পথ	pavement
ছাদ	roof
চিলেকোঠা	attic, loft
কম্বল	blanket
স্মৃতিসৌধ	monument
হল, মিলনায়তন	hall
ইলেকট্রিসিটি/ বিদ্যুৎ	electricity
পেট্রোল, জ্বালানি	petrol, fuel
বাড়ি, বাসা	house
দূরত্ব/দূরে	distance
কোণ, কোনা, মোড়	corner
নিজের	own
দালান	building
কেনাকাটা করা, বাজার করা	to shop
পুলিশ স্টেশন	police station
বাজারের থলি/ব্যাগ	shopping bag
বাজার করার ট্রলি	shopping trolley
মোড়ানো	to wrap (up)
বাসিন্দা	inhabitant/resident
বৈদ্যুতিক যন্ত্রপাতির দোকান	shop for electrical goods
নিচের তলা	ground floor
বাড়ি/ভবনের তল/তলা	floor, storey
খাট, বাচ্চাদের খাট	bed, cot
কারখানা	factory
বাসের টিকিট	ticket (eg for bus)
মাঠ, ময়দান	field
ফ্ল্যাট	flat
মাংসের দোকান	butcher' shop

	English
হলঘর, করিডোর	hall, corridor
নদী	river
নাপিত	hairdresser
মেঝে	floor
পথচারী	pedestrian
কাঁটা আর ছুরি	fork & knife
গ্যাসের চুলা	gas cooker
দালান	building
অঞ্চল, এলাকা	region, area
যুক্তিসম্মত	reasonable
পোতাশ্রয়, বন্দর	harbour, port
চিড়িয়াখানা, জীবজন্তু	zoo, animals
রেলওয়ে/ রেল স্টেশন	railway station
রাজধানী শহর	capital city
পরিবার-পরিজন, গার্হস্থ্য	household
ঝোপ	hedge
হিটিং, তাপন	heating
শিরস্ত্রাণ	helmet
চুলা, স্টোভ	cooker, stove
উঁচু উঁচু দালান-কোঠা	high rise block of flats/buildings
সবুজ বন	green forest
দ্বীপ	island
গহনার/ সোনার দোকান	jeweller's
ভাঙ্গা	broken
টিল, ক্যাশ পয়েন্ট	till, cash point
ডিপার্টমেন্টাল স্টোর, বড়ো দোকান	department store
ঘোড়ার গাড়ি	horse-drawn carriage
ভাড়ার গাড়ি	rental car
রিকসা, রিকশা	rickshaw
কাপড়ের দোকান	clothes shop
বেল বাজানো	to ring (bell)
টোকা দেওয়া/ধাক্কানো	to knock (door)
রান্না করা	to cook
চুলা	hob
দেরাজ আলমারি	chest of drawers

মিষ্টি, কেক ইত্যাদির প্রস্তুতকারক / ময়রা

confectioner's

	English
বালিশ	pillow
বিনামূল্য	free of charge
চৌমাথা	crossroads
ফ্রিজ	fridge
খদ্দের/কাস্টমার	customer
আর্ট গ্যালারী	art gallery
দোকান	shop
জমি, পল্লি/পল্লী এলাকা, গ্রামাঞ্চল	land, countryside
প্রাকৃতিক ছন্দ	landscape
গ্রোসার, মুদির দোকান	grocer's
খালি করা	to empty
দোকানদার	shopkeeper
বাতি, আলো	light
বিলি করা, পৌছে দেওয়া	to deliver
চামচ	spoon
ঘাস কাটা	to mow
খাওয়ার, খাবার, খাওয়ার সময়	meal, mealtime
সুযোগসুবিধা	facilities
বাজারের জায়গা	market place
দেওয়াল	wall (outside)
ছুরি	knife
বসার ঘর/লাউঞ্জ	living room/lounge
ভাড়া	rent
ভাড়া দেওয়া, ভাড়া করা	to rent, to hire
মাইক্রোওয়েভ ওভেন	microwave oven
আসবাবপত্র	furniture
মোটর চালিত সাইকেল	(motorised) bicycle
মোটর বাইক	motor bike
বাড়িতে যাওয়া	(going) home
উপর/ওপরতলা	upstairs
নিচেরতলা	downstairs
প্রতিবেশি/ প্রতিবেশী	neighbour
অসুবিধা	disadvantage
বিছানার পাশের আলমারি/ দেরাজ	bedside cabinet

	English
জরুরী অবস্থায় বের হওয়ার পথ	emergency exit
মাছের দোকান	fishmonger
ফরমাশ/ হুকুম/আদেশ দেওয়া	order
গাড়ি রাখার জায়গা	parking place
ঐতিহাসিক স্থান/জায়গা/দর্শনীয় স্থান	historical places, places of interest
রাজা-রাণীর ছবি/ তৈলচিত্র	royal photos, oil paintings
সংগ্রহ, স্মারক, স্মৃতিচিহ্ন	collection/s, souvenir
পোস্টার/ দেওয়ালপত্র, নোটিশ/বিজ্ঞপ্তি	poster, notice
জায়গা	place
দাম, মূল্য	price
গোসলখানা	bathroom
রসিদ	receipt
লন, ছাঁটা ঘাসে ঢাকা বাগান	lawn
তালা, চাবি	lock, key
সংলগ্ন/লাগানো বাড়ি	terraced house
বিছানার চাদর	bed sheet
চলন্ত সিঁড়ি	escalator
জিনিস	thing; stuff
প্রথমগামী ট্রেন	first train
রাস্তা	street
দোকানের জানালা	shop window
লাইনে দাঁড়ানো	to queue
দেবরাজ	drawer
আলমারি	cupboard
স্টেশনারী/মনিহারি/মনিহারী দোকান	stationery shop
দাম কমানো	to reduce
বিশেষ দাম/মূল্য	special offer
আর কিছু চাই/লাগবে?	Anything else?
আয়না	mirror
খেলার মাঠ, ময়দান	play ground
শহরের প্রান্ত	outskirts of a town
দেওয়ালচিত্র, বিজ্ঞপ্তি	poster, notice
সোজা / খাড়া করে রাখা	to put, to place (upright)
ট্রাম	tram
পেট্রোল/ডিজলে ভরা	to fill up with petrol/diesel
পেট্রোল স্টেশন	petrol station

	English
কাপ, পেয়ালা	cup
চায়ের চামচ	teaspoon
থালা/ থালি/ প্লেট	plate
কার্পেট, গালিচা	carpet
ফ্রিজার	freezer
টেবিল ক্লথ, টেবিলের চাদর	table cloth
তাওয়া	pan
সিঁড়ি	stairs
উঁচু দালানের সারি	tower block
আন্ডারগ্রাউন্ড ট্রেন, টিউব, পাতাল রেল	underground train, tube
.. দিয়ে ঘেরা	surrounded by
চারপাশের এলাকা	surrounding area
বাড়ি/বাসা বদল	to move (house)
পর্দা	curtain
শহরতলী	suburb
সুবিধা	advantage
বন, জঙ্গল	wood, forest
ভেতরের/ভিতরের দেওয়াল	wall (inside)
ফুলদানী / ফুলদানি	vase
হাত ধোয়ার বেসিন	wash basin
জংলী ফুলের মাঠ	meadow
কাঁচ দিয়ে ঘেরা বসার জায়গা	conservatory
কাউন্সিলের ফ্ল্যাট	council flats
রাস্তা পার হওয়ার জায়গা	zebra crossing

Social issues

	English
নির্ভর করা, নির্ভরশীল হওয়া	to be dependent on
ওজন কমানো	to lose weight
শিরা, রগ	vein
বৃদ্ধাশ্রম, বয়স্ক লোকজনের/বৃদ্ধ-বৃদ্ধাদের থাকার জায়গা	old people's home
নামহীন, অপ্রকাশিত/ছদ্মনাম	anonymous
শ্বাস	breath
ছেড়ে দেওয়া	to give up

	English
থামা, থামানো	to stop
বিদেশী	foreigner
বিদেশ	foreign
মাতাল	drunk, intoxicated
নড়াচড়া, ব্যায়াম	movement; exercise
অচেতন, অজ্ঞান	unconscious
সচেতনতা	consciousness
কাশ, কাশি	cough
রক্ত	blood
অসুস্থ হওয়া, ভেঙ্গে পড়া	to be sick; to break
মাদক, মাদক দ্রব্য	drug
মাদক ব্যবসায়ী	drug dealer
নেশাগ্রস্ত, মাদকাসক্ত	drug addict
বহিরাগত	immigrant
আরাম /বিশ্রাম করা	to relax
খাবার/খাওয়ার, পুষ্টি, পুষ্টিকর	food, nutrition, nutritious
প্রাথমিক চিকিৎসা	First Aid
আমি ভালো আছি, ভালো নেই	I am fine, well/not well
চর্বি,	fat
চর্বিযুক্ত, চর্বি জাতীয়	fatty (food)
মোটা, ভীষণ মোটা, স্থূল	obese, fat
দমকল বাহিনী	fire brigade
স্বেচ্ছাসেবামূলক	voluntarily
স্বেচ্ছাসেবী	volunteer
ভাঙ্গা	broken
স্বাস্থ্যকর	healthy
স্বাস্থ্য	health
ওজন	weight
জেতা, জয় করা	to win
সাম্যতা	equality
ধরে রাখা, রাখা, রেখে দেওয়া	to hold, to keep
চামড়ার রঙ	colour of the skin
বাড়ি, ছাত্রাবাস, হস্টেল	home, hostel
সাহায্য করা	to help

	English
হাট, হৃৎপিণ্ড	heart
সাহায্য	help
অসহায়	helpless
(শরীর) ঠিক/ভালো/সুস্থ থাকা	to be in form/in (good) shape
(শরীর) অসুস্থ	ill
হাসপাতাল	hospital
এ্যাম্বুলেন্স	ambulance
অসুস্থতা	illness
ক্যান্সার	cancer
লিভার, কলিজা	liver
পেট, পাকস্থলী	stomach
ঔষুধ, ঔষধ	medicine
সহানুহুতি	sympathy
পুরস্কার	prize
বর্ণ	race
বর্ণবাদ	racism
বর্ণবাদী	racist
উপদেশ	advice
সিগারেট খাওয়া, ধূমপান করা	to smoke
রেডক্রস	Red Cross
শান্তি, শান্ত, শান্ত অবস্থা	peace, quiet, tranquillity
ক্ষতিগ্রস্ত, দুর্গত, ক্ষতিকর	damaging, harmful
ব্যথা, বেদনা	pain, ache
ব্যথা/ বেদনা করা/থাকা	to have ...ache
চিন্তা, দুশ্চিন্তা	worry
দেখাশুনা/যত্ন করা	to care for, to look after
দান করা	to donate
সিরিঞ্জ, ইনজেকশান, টিকা	syringe, injection, vaccination
টোকানো, ঢুকানো	to inject
মরা, মারা যাওয়া	to die
আসক্তি	addiction
আসক্ত	addicted
জীবজন্তুর আশ্রয়স্থল	animal shelter
মৃত	dead

	English
আমি অসুস্থ বোধ করছি	I feel ill, sick
দুর্ঘটনা	accident
রগ	vein
সড়ক দুর্ঘটনা	traffic accident
আহত হওয়া, আঘাত পাওয়া	to be/get injured
ক্ষত, জখম, আঘাত	injury
আঘাত করা	to hurt
দরিদ্র সেবা, দান	charity
সেবামূলক কাজের জন্য অনুষ্ঠান/উৎসব	charity concert, event
হার্ট এ্যাটাক, হৃদরোগে আক্রান্ত	heart attack
ওজন বেড়ে যাওয়া	to put on weight

Global issues

	English
আবর্জনা, বর্জ্য	rubbish, waste
আবর্জনা পাত্র, ময়লা ফেলার পাত্র	rubbish bin, litter bin
নির্গত ধোঁয়া	exhaust fumes
সম্মান, অত্যন্ত শ্রদ্ধা	respect, esteem
শক্তির বিকল্প উৎস	alternative source of energy
অকেজো/অপ্রয়োজনীয় কাগজ	waste paper
জন্মানো, বড়ো হওয়া, বেড়ে ওঠা, বৃদ্ধি পাওয়া	to grow
বেকার	unemployed
গরিব, গরীব দরিদ্র	poor
দারিদ্র	poverty
মরে যাওয়া, অবলুপ্ত হওয়া	to die out
ভয় দেখানো, হুমকি দেওয়া, শাসানো	to threaten
পেট্রোল	petrol
ভিখারী, ভিক্ষুক	beggar
জনসংখ্যা	population
ন্যায়	justice
জ্বালানি	fuel
ধার, দেনা, ঋণ	debt, loan
দরকার লাগা /প্রয়োজন হওয়া	to need
দৈনিক, দৈনন্দিন, রোজকার	daily

	English
রাসায়নিক	chemical
চোর	thief
বৈষম্য	discrimination
একাকী, একা	lonely
নষ্ট করে ফেলা	to dispose of (waste, refuse, sewage)
ঠাণ্ডায় মারা যাওয়া	to freeze to death
সাইকেল লেইন	bicycle track/lane
পালানো, পালিয়ে/ ভেগে যাওয়া	to flee
হোমলেস, গৃহহীন, নিরাশ্রয়	homeless
ব্যবহার, আচার-ব্যবহার	usage
বিপজ্জনক,	dangerous
সমাজ	society
সহিংসতা	violence
হিংস্র	violent
আঘাত করা	to heat
কয়লা	coal
বাইরে, বাহিরে	outside
নির্মমতা, ত্রুদ্বতা	cruelty
স্থায়ী ঠিকানাবিহীন	to have no fixed abode
মশা	mosquitoes
বিদ্যুৎকেন্দ্র	power station
যুদ্ধ	war
মানুষের তৈরি জিনিস	man-made/synthetic material
শোরগোল, গোলমাল, কোলাহল	noise
কোলাহলপূর্ণ, হৈচৈপূর্ণ	noisy
জীবন	life
বাতাস, বায়ু	air
বায়ু দূষণ	air pollution
শব্দ দূষণ	noise pollution
আবর্জনাপাত্র, ময়লা ফেলার পাত্র	dustbin
দরকার, চাহিদা, প্রয়োজন	need
অপরাধ	crime
জনসমক্ষে, প্রকাশ্যে	public(ly)

	English
ঘটনা/দুর্ঘটনার শিকার	victim
ও-জোন স্তরে ছিদ্র	hole in the ozone layer
ও-জোন স্তর	ozone layer
জমা	deposit
ধনী	rich
পরিষ্কার করা	to clean
পরিষ্কার	clean
অক্সিজেন	oxygen
এসিড রেইন	acid rain
ধ্বংস/ক্ষতি করা	to damage, to harm
ধ্বংস/ক্ষতি	damage
ক্ষতিকর	harmful
খোসা	skin (fruit), peel (potato), shell (egg)
নোংরা, ময়লা	dirty
রক্ষা করা, নিরাপদে রাখা, বাঁচানো	to protect
দুর্বল	weak
বন্যা	flood
সৌর শক্তি	solar energy
বেকার ভাতা	unemployment benefit
কাউন্সিলের ফ্ল্যাট	council flat
সঞ্চয় করা/সঞ্চয়িত রাখা	to save, to conserve
শক্তিশালী	strong
চুরি করা	to steal
গ্রিনহাউস এফেক্ট	greenhouse effect
জনাধিক্য	over-populated
অতি বেগুনী রশ্মি	ultra-violet rays
জরিপ, জরীপ	survey
পরিবেশ	environment
পরিবেশের শত্রু	environmentally hostile
পরিবেশের বন্ধু/ পরিবেশবাদী	environmentally friendly
সহায়তা করা	to support
সহায়, সাহায্য	support, help

	English
ভোগ করা, খরচ করা, শেষ করে ফেলা	consumption
অপরাধ	crime
অপরাধী	criminal
যানজট	traffic jam
যানবাহন/পরিবহন	means of transport
মোড়ক	package
দূষিত করা	to pollute
দূষণ	pollution
অদৃশ্য হওয়া, মিলিয়ে যাওয়া	to disappear
তাড়িয়ে দেওয়া, বের করে দেওয়া	to drive out, to expel
জল/পানি বিদ্যুৎ শক্তি	hydroelectric power
পানি/জল দূষণ	water pollution
ফেলে দেওয়া	to throw away
বিশ্বজোড়া/পৃথিবীজোড়া	worldwide
ধ্বংস/নষ্ট করা	to destroy
বাড়ি/বাসা	home, house

Travel and tourism

	English
ছাড়া, ছেড়ে যাওয়া	to leave, to depart
সংগ্রহ করা, তোলা, তুলে নেওয়া	to collect, to pick up
আসা, আগমন, এসে পৌঁছানো	to arrive
এশিয়া	Asia
বাংলাদেশ, ভারত(ইন্ডিয়া)	Bangladesh, India
ঢাকা, সিলেট, কলকাতা, দুবাই	Dhaka, Sylhet, Kolkata, Dubai
ট্রিপ, ভ্রমণ, শিক্ষা সফর	trip, excursion
পূরণ করা	to fill in
বিদেশ	foreign country, abroad
দেখা	view
বাস থেকে নামা	to alight, get off (bus)
প্ল্যাটফর্ম	platform
জানা, পরিচিত	known
জনপ্রিয়, বিখ্যাত, প্রসিদ্ধ	popular
দৃশ্য দেখা, দর্শন করা, চোখ মেলে দেখা	to sightsee, to visit, to have a look
বাস করা, থাকা	to stay

দৃষ্টি, এক পলক দেখা

view, glance

	English
নৌকা	boat
ডাকবাক্স	letter box
ডাকটিকিট/টিকেট	postage stamp
দুর্গ	castle
প্রাসাদ	palace
জাদুঘর, যাদুঘর	museum
ক্যাম্পসাইট	campsite
ম্যাপ, মানচিত্র	map
ডাবল রুম, দুই বিছানার ঘর	double room
ঢোকা	to get in
এক বিছানার ঘর	single room
টিকিট লাগানো/ টিকিট বৈধ করা	to stamp/validate a ticket
স্মৃতি	memory
অভিজ্ঞতা হওয়া/লাভ করা	to experience
কমে যাওয়া, হ্রাস	reduction
ফেরি, খেয়াতরি, খেয়াপথ	ferry
টিকেট/টিকিট মেশিন	ticket machine
টিকিট (কেনার) অফিস	ticket office
ভাড়া	fare
ভাড়ার সাইকেল	bicycle hire
যাত্রা, সফর, ভ্রমণ	journey
ফ্লাইট, বিমানভ্রমণ	flight
এয়ারপোর্ট, বিমানবন্দর	airport
উড়োজাহাজ, প্লেন	plane
ফর্ম,	form
ক্যামেরা	camera
নির্ধারিত সফর	guided tour
মালপত্র	luggage
সুটকেস	suitcase
আরোহন, ওঠা, চড়া	boarding
দ্বীপ	island
চারিদিকে ভ্রমণ করা	to travel around
ইয়ুথ হস্টেল, যুব নিবাস	youth hostel
গ্রীস	Greece
পারফিউম, সুগন্ধি, সুবাস, আতর	perfume, scent

	English
উপকূল	coast
সারি, সংখ্যা (রেলের, বাসের)	line, number (train, bus)
সমুদ্র	sea
ভূমধ্যসাগরীয়	Mediterranean
দুবাই	Dubai
ডিজনীল্যান্ড	Disneyland
ইউরোপ/ইওরোপ	Europe
গ্রীস	Greece
বঙ্গোপসাগর	Bay of Bengal
গাড়ি অচল হওয়া/ চাকা ছিদ্র /ফুটো/ফুটা হওয়া	breakdown, puncture, (tyre)
যাত্রী	passenger
হোটেল	hotel
আগ্রার তাজমহল	Tajmahal of Agra
যাত্রা, ভ্রমণ, সমুদ্র যাত্রা	journey, trip, voyage
ট্রাভেল এজেন্ট	travel agency
কোচ	coach
যাত্রা/ভ্রমণ করা	to travel
পর্যটক/যাত্রী	traveller
বৈদেশিক মুদ্রা বিনিময়	foreign exchange
ভ্রমণ ব্যাগ	travel bag
গন্তব্য	destination
মালপত্র	luggage
নির্দেশ	direction
ট্রিপ/ট্রিপ, সফর, যাত্রা, ভ্রমণ	trip, tour
মধ্যপ্রাচ্য	Middle East
লকার, জিনিসপত্র রাখার ছোটো আলমারি	locker
প্রাসাদ	palace
লেইক, হ্রদ	lake
ঝরনা, পাহাড়ী ঝরনা	stream, natural fountain
যাত্রায় / ভ্রমণে অসুস্থতা	travel sickness
দৃশ্য দেখার বাস	sightseeing bus
দর্শনীয় জায়গা/স্থান	tourist attraction, sight
নিরাপত্তা বেল্ট, সিট বেল্ট	safety belt, seat belt

	English
রোদ পোহানো/ রৌদ্রস্নান/ রোদে বসে/শুয়ে থাকা	to sunbathe
রোদে পোড়া	sunburn
সান ক্রিম, লোশন	suntan lotion
ট্রেনে খাবারের গাড়ি	dining car, restaurant car (train)
পায়ে হেঁটে শহর ঘুরে দেখা/ শহরে পায়চারি করা	stroll through town
দোকানের জানালায় সাজানো জিনিসপত্র দেখা	window shopping
যানজট	traffic jam
সাগর/সমুদ্রতীর, সৈকত, বেলাছমি	seaside, beach, sandy beach
রাস্তার ম্যাপ/মানচিত্র	road map
খোঁজা, দেখা	to look for, search
সাগর/সমুদ্রপাড়ি/পারা পার/রাস্তা পারাপার	crossing (sea, road)
রাত্রি যাপন/রাত কাটানো	to stay overnight
বেড এন্ড ব্রেকফাস্ট	B&B
যানবাহন বদল করা	to change (means of transport)
পথে/রাস্তায়	on the way
ছুটি	holiday
সময় কাটানো	to spend (time)
হারানো / সুযোগ হারানো	to miss
দেরি/দেরী/বিলম্ব	delay
অপেক্ষা করা/ বসে থাকা	to wait (for)
যাত্রীদের বিশ্রামঘর	waiting room (eg station)
পথ, রাস্তা	way, path
ছেড়ে যাওয়া, অন্যখানে ভ্রমণ করা /যাওয়া	to leave, to travel away
চলে যাওয়া, বিদায় হওয়া	to leave, to go away
ভ্রমণ / যাত্রা করা	to travel on
আবার / পুনরায়	again
গ্রাম / পল্লী এলাকা / অঞ্চল	country side
ক্যারাভান	caravan
তাঁবু	tent
ক্যাম্প /শিবির করা	to camp
	English
দুই বিছানার ঘর	twin bed room

Current and future study and employment

My studies

	English
হেড টিচার / প্রধান শিক্ষক/প্রিন্সিপাল/অধ্যক্ষ	headteacher, principal
বিষয়/সাবজেক্ট	subject
বিদেশী ভাষা	foreign language
ন্যায়, ন্যায় সম্মত	fair, just
চালাক, চতুর, বুদ্ধিমান/বুদ্ধিমতি	clever, intelligent
শেখানো, শিক্ষা দেওয়া	to teach
স্কুলের পাঠ্য বিষয়	school subject
টিচার, শিক্ষক/শিক্ষিকা	teacher
লেসন/ ক্লাশ/ক্লাস	lesson
অন্যায়, অনুচিত, অন্যায়	unfair

Life at school/college

	English
বেশ /খুব /ভীষণ ভালো	very good
ভালো	good
সন্তোষজনক	satisfactory, fair
যথেষ্ট, পর্যাপ্ত, ঢের, শুধু পাশ	sufficient, pass (just)
অসন্তোষজনক, ফেল	poor, unsatisfactory, fail
ভীষণভাবে খারাপ, অপ্রতুল	extremely poor, inadequate
স্কুল ছাড়ার সার্টিফিকেট	school leaving certificate
পেন্সিল শার্পনার	pencil sharpener
উত্তর	answer
উত্তর/ জবাব দেওয়া	to answer
কাপড়/পোশাক পরা	to get dressed
মানানসই	suit
মনোযোগ দেওয়া	to pay attention
ওঠা	to get up
ঘুম থেকে ওঠা	to wake up

	English
এসেম্বলী হল, সমাবেশশালা	(assembly) hall
বিনিময়	exchange
বাছাই, পছন্দ	choice
উদাহরণ, দৃষ্টান্ত	example
পরীক্ষায় পাস করা/উত্তীর্ণ হওয়া	to pass (exam/test)
কাজ থেকে পালানো	to skip work, to play truant
অঙ্ক, গণিত	Mathematics
টেকা, টিকে থাকা	to last
সাফল্য, সফলতা	success
সফল	successful
বুঝিয়ে দেওয়া, ব্যাখ্যা করা	to explain
বলা, বর্ণনা করা,	to tell, to narrate
অলস, আলসে	lazy
অনুপস্থিত	absent
স্কুলের ছুটি	school holidays
পরিশ্রমী	hard working, industrious
প্রশ্ন	question
জিজ্ঞাসা / জিজ্ঞেস করা	to ask
স্কুল /বিদ্যালয়	school
সেকেন্ডারী স্কুল/ মাধ্যমিক বিদ্যালয়	secondary school
পত্তন /স্থাপন করা	to found
প্রাইমারী স্কুল / প্রাথমিক বিদ্যালয়	primary school
ইংরেজি	English
নকল করা	to copy
দেখাশোনাকারী/তত্ত্বাবধায়ক	caretaker
সার্ট, ব্লাউজ/ জামা	shirt, blouse
ট্রাউজার, পাতলুন, প্যান্ট	trousers
আবাসিক স্কুল	boarding school
পরীক্ষা	test
স্কুল ট্রিপ, স্কুলের সফর/ভ্রমণ	school trip
মেয়েদের পোশাক / ড্রেস	dress
শুদ্ধ / ঠিক করা	to correct
টাই	tie

	English
সাদা বোর্ড	white board
ল্যাবরেটরী, গবেষণাগার	laboratory
স্টাফ রুম, শিক্ষক-শিক্ষিকাদের বসার ঘর	staff room
রুলার	ruler
রঙ করা	to paint
লাঞ্চ ব্রেইক/ দুপুরে খাওয়ার বিরতি	lunch break
মৌখিকভাবে, মুখে মুখে	orally
শাস্তি পাওয়া	to have a detention
গ্রেড, নম্বর	grade, mark
ভালো নম্বর/ গ্রেড পাওয়ার চাপ	pressure to achieve good marks/grades
বিরতি	break
গল্প করা, কথা বলা	to chat, to talk
হোমওয়ার্ক, বাড়ির কাজ (স্কুল বিষয়ক)	homework
পড়া, লেখা, শোনা ও বলা	to read, write, listen & speak
রুম, ঘর, কক্ষ, কামরা	room
কলম	pen
গণনা, হিসাব করা	to calculate, to do sums
নিয়ম-কানুন	rules
স্কুলের পোশাক	school uniform
স্কার্ফ, গলবস্ত্র	scarf
সাজগোজ করা	to put on make-up
লিখিত	written
ছাত্র/ছাত্রী	student
স্কুলের মাঠ/খেলার মাঠ	school yard, playground
বই	book
পাতা / পৃষ্ঠা	page
স্কুলের অফিস, রিসেপশান, অভ্যর্থনা	office (school), reception
বসা	to sit down
স্কুল বর্ষ	school year
স্কুল কাউন্সিল, নির্বাচন	school council election
ভাষা	language
টাইমটেবিল, সময়সূচী	timetable
পড়ার টেবিল	desk
খেলাধুলার হল, মিলনায়তন	sports hall

	English
অভ্যাস /প্রয়াস করা	to practise
ব্যায়াম	exercise
কাপড় বদলানোর ঘর	changing room
কাপড় বদলানো	to get changed, change clothes
স্কুল শুরু/আরম্ভ হয়	school starts
স্কুল শেষ হয়	school finishes
একঘেয়ে, বিরক্তিকর	boring
বোঝা	to understand
চেষ্টা করা	to try
পছন্দ করা	to choose
উৎসাহজনক, মজার	interesting
বারবার বলা, করা, পুনরাবৃত্ত করা	to repeat
জানা	to know
ডিকশনারী, অভিধান	dictionary
দাঁতের ব্রাশ	toothbrush
টুথপেস্ট, দাঁতের পেস্ট/মাজন	toothpaste
আঁকা	to draw
স্কুলের রিপোর্ট, প্রতিবেদন	school report
কাঁচি	scissors

Education post-16

	English
এ্যাপ্রেন্টিস, শিক্ষানবিস	apprentice, trainee
এ-লেভেল সমতুল্য	A-level equivalent
কাজের অভিজ্ঞতা	work experience
কাজ করা	to work
তাক গোছানো	shelving
দামের কাগজ	price tag/s
কাজের সাথে জড়িত শিক্ষা	work related learning
ট্রেনিং, প্রশিক্ষণ, শিক্ষা	(job) training, education
পদখালি, চাকরী খালি	vacancy
ক্যারিয়ার/পেশা উপদেষ্টা/অ্যাডভাইজার/পরামর্শদাতা	careers adviser
পেশা/ জীবিকা	profession/career
দরখাস্ত / আবেদন করা	to apply for
দরখাস্ত ফর্ম / আবেদনপত্র	application

	English
চিঠি	letter
ওপরওয়ারা/উপরওয়ালা/কর্মকর্তা	boss
স্থির করা/সিদ্ধান্ত নেওয়া	to decide
অভিজ্ঞতা	experience
তৈরী, প্রস্তুত	ready, done
ড্রাইভিং লাইসেন্স, গাড়ি চালানোর অনুমতিপত্র	driving license
সুযোগ	opportunity
সহকর্মী	colleague
কোর্স	course
ব্যক্তিগত তথ্য	curriculum vitae (CV)
এ্যাপ্রেন্টিসশীপ, শিক্ষানবিসি	apprenticeship
বেতন, পারিশ্রমিক	wage
সবচেয়ে কম বেতন	minimum wage
পার্ট-টাইম চাকরী, খণ্ডকালীন চাকরী	part-time job
সিক্সথ ফর্ম এর সমতুল্য	equivalent to sixth-form
উপদেশ	advice
টার্ম	term
ইউনিভার্সিটি / বিশ্ববিদ্যালয়	university
লেখাপড়া	studies
আয়/ রোজগার করা	to earn

Jobs, career choices and ambitions

	English
কর্মচারী	employee
ফার্মাসিস্ট	pharmacist
কাজের ঘন্টা/ কাজের সময়	working hours
বেইকার, রুটি প্রস্তুতকারক	baker
দিন মজুর	daily labourer
বানানো, তৈরি / নির্মাণ করা	to build
পেশাদার	professional
সরকারী কর্মচারী	civil servant
চাকরি/চাকরী, পেশা	job, occupation
কাজের জায়গায়	at work place

	English
ব্যস্ত, কর্মব্যস্ত, নিয়োজিত	busy, employed
কর্মকর্তা, নিয়োগকর্তা	employer
মালিকানা	to own
মালিক	owner
পাওনা পরিশোধ	payment
পিওন/ডাকপিওন	postman
অফিস, দফতর	office
পূর্ণ /পালন করা	to fulfil
দমকলকর্মী	fireman
কশাই	butcher
নাপিত	hairstylist
সারাদিন	all day
মালি	gardener
বেতন	salary
গৃহিণী	housewife
শেফ, বাবুর্চি, রাধুনে	chef, cook
নার্স / সেবিকা	nurse
গায়ক/গায়িকা	singer
ব্যাক্ষ কর্মচারী, ক্যাশিয়ার, হিসাবরক্ষক	cashier, bank clerk
প্লামার, পানির মিস্ত্রি	plumber
ব্যবসায়ী	businessman
ডাক্তার, চিকিৎসক	doctor
লরি চালক	lorry driver
যে রঙ করে, সাজায়	painter, decorator
ইঞ্জিনিয়ার, প্রকৌশলী	engineer
পুরোহিত, পাদ্রী, ঈমাম	priest, vicar, imam
পুলিশ	policeman
সৈনিক	soldier
উকিল	lawyer
অবসরপ্রাপ্ত	pensioner/retired
অভিনেতা / অভিনেত্রী	actor/actress
শিফট এর কাজ	shift work
নিয়োগের তারিখ	date of appointment
পার্ট-টাইম চাকরী/কাজ, খণ্ডকালীন কাজ	Part time job

	English
মেকানিক, মিস্ত্রি, কারিগর	mechanic
ছুতার মিস্ত্রি	carpenter
দোকান সহকারী	shop assistant
ফুল-টাইম চাকরী/কাজ, পূর্ণকালীন কাজ	full time work
চাকরীর ইন্টারভিউ, চাকরীর জন্য সাক্ষাৎকার	job interview
দক্ষতা, যোগ্যতা	skills / expertise, qualification/s
মিলেমিশে / দলভুক্ত হয়ে কাজ করা	team work
স্বাধীনভাবে স্বনির্ভর হয়ে কাজ করা	working independently
আত্মবিশ্বাসী	self-confident / self-reliant
গ্যারাজ, গাড়িঘর	garage
ইচ্ছা	wish

Theme-based vocabulary (Higher Tier)

Identity and culture

Me, my family and friends

	English
একমাত্র সন্তান	single child
স্বাধীন	independent
কোঁকড়া চুল	curly hair
দেখাশুনা করা	to look after
সুষম	balanced
পরিচয়, বন্ধু	acquaintance, friend
সম্পর্ক	relationship
কনে	bride
বর	groom
বিয়ে	marriage
হিংসুটে	jealous
জাতীয়তা	nationality
আত্মাভিমानी	conceited
নাতি	grandson
নাতনি	granddaughter
ব্যক্তিত্ব	personality
দয়ালু	generous
অবিবাহিত	bachelor

প্রাণবন্ত	lively
ঘনিষ্ঠ সম্পর্ক	close relationship
কষ্ট পাওয়া	to suffer
যুবক/যুবতী, তরুণ/তরুণী	youth, teen
অল্প/কমবয়সী	young (age)
মধ্যবয়সী	middle aged
বয়সী, বয়স্ক/বয়স্কা, বুড়ো/বুড়া/বুড়ি, বৃদ্ধ/বৃদ্ধা	elderly, old

	English
একসাথে	with one another, together
ভাইপো, বোনপো	nephew
ভাইঝি, বোনঝি	niece
কাঁধ	shoulder
দেবর, ভাঙ্গুর, শালা, দুলাভাই	brother-in-law
ননদ, ননাস, ভাবী, শালী	sister-in-law
অভিভাবক	guardian
আত্মনির্ভরশীল	self-confident
বিয়ের অনুষ্ঠান	wedding (ceremony)
বিশ্বাসী	faithful
বয়স্ক/বয়স্কা, বয়সী	elderly
পাগল	crazy
আত্মীয়	relative
মাফ/ক্ষমা করা	to forgive
বিবাহিত জীবন	married life
পার্থক্য	differences
থাপ খাওয়ানো	to cope with
বিশ্বাসযোগ্য	reliable
সন্দেহ করা	to doubt
জীবন সাথী	life partner
স্বামী ও স্ত্রী	husband and wife
অভিভূত হওয়া	to become ashtonished
শশুরবাড়ির লোকজন	In-laws
তালাকপ্রাপ্ত/ তালাকপ্রাপ্তা	divorced
বন্ধু-বান্ধব, সহকর্মী	friends/colleagues
আয়োজিত বিয়ে	arranged marriage
পছন্দের বিয়ে	choice/love marriage
সান্ত্বনা দেওয়া	to console
মেলামেশা	socialising
উদ্ধত	arrogant
যৌতুক	dowry

Technology in everyday life

	English
এ্যাপ্লিকেশান্স	applications
ব্যবহারকারী	users
অবকাঠামো	settings
শক্তিশালী(ব্যাটারী, প্রসেসর)	powerful (battery, processor)
নিরাপত্তা	safety
ব্লগ, টুইটার, ফেইসবুক, স্কাইপ	blog, twitter, face book, skype
ইন্টারনেট, ওয়েবসাইট, ই-মেইল	Internet, website, email
কম্পিউটার, ল্যাপটপ, মোবাইল ফোন, আইপ্যাড	computer, laptop, mobile phone, iPad

Free-time activities

	English
লিপিবদ্ধ করা	to record
উত্তেজনাপূর্ণ	exciting
পাহাড়ে ওঠা	mountain climbing
পরিচালক	conductor
ঘুরে বেড়ানো	wandering
দৃশ্য /জায়গা দেখা	sight seeing

	English
হাঁস	duck
ফলাফল	result
ক্লান্তিকর	tiring
ফ্ল্যাট পর্দার টেলিভিশন	flat screen TV
টিভি বক্স	TV, box, telly
ট্রাউট	trout
রাজহাঁস	goose
বেহালা	violin
ধূমায়িত	smoked
সেমি স্কিম করা দুধ, অর্ধেক ননি/সরতোলা দুধ	semi-skimmed milk
ঘরের তৈরী	home made
মধু	honey
বাছুর	veal
রশুন	garlic
স্যামন	salmon
ল্যাঘ / ভেড়ার মাংস	lamb
দৌড়বাঁপ	athletics, running
স্কিম করা দুধ, ননি/সরতোলা দুধ	skimmed milk
ময়দা	flour
বাঁশি	flute
দৌড় প্রতিযোগিতা	race
গরুর মাংস	beef
ঢোল	drums
আইস স্কেটিং	ice skating
সুস্বাদু	tasty
ডিম ভাজি	fried egg
খনিজ পানি	mineral water
টার্কি	turkey
বিস্ময়	surprise
ক্লাব, সংঘ, সমিতি	club
আনন্দ, উপভোগ	fun, enjoyment

	English
চর্বিভরা দুধ	full fat milk
মশলাদার	spicy

Customs and festivals in Bengali-speaking countries/communities

	English
বাংলা নববর্ষ	Bengali new year
ঈদ, পূজা, দেওয়ালী, নবান্ন	Eid, Puja, Dewali, harvest festival
স্বাধীনতা দিবস	Independence day

Local, national, international and global areas of interest

Home, town, neighbourhood and region

	English
স্টোররুম, ভাণ্ডার, গুদাম ঘর	storeroom
বাতি নেভানো	to switch off
কাঁটা, ছুরি, চামচ	cutlery
একদিকে যাওয়ার রাস্তা	one way street
বাতি জ্বালানো	to switch on
রান্নাঘরে খাওয়ার জায়গা	eating area (eg in the kitchen)
বাস/ ট্রেনের টিকিট	ticket (public transport)
যন্ত্রপাতি	appliance
প্রশস্ত	roomy, spacious
থালা-বাসন, গ্লাস	crockery
বিনামূল্যে	free of charge
সবুজ জায়গা, পার্ক	green area, park
অনেকগুলো পরিবারের বাসস্থান (তিন থেকে ছয়তলা)	house for several families (three to six storeys)
আসবাবপত্র	furniture
সম্ভাবনা	possibilities
জনপরিবহন	public transport
কপর্দকশূন্য হওয়া	to be skint
সস্তা	good value for money, cheap
কমদাম	discount
কানাগলি	cul-de-sac
টাকা-পয়সার লেনদেন	money transaction

	English
শহরের অংশ	part of the town
জেলা	district
তলা	floor, storey
বিদ্যুৎ	electricity
দেবাজ ফ্রিজার	chest freezer
সিঁড়ি	staircase
বাসা /বাড়ি বদল করা	move, moving (house)
আকাশচুম্বী দালান	sky-scraper

Social issues

	English
মদ পান বিরোধী	teetotal
শ্বাস	breath
শ্বাসকষ্ট	breathing difficulties
দায়িত্ব নেওয়া	to commit
অসুবিধা করা	to disadvantage
নড়াচড়া করা	to move
মাদকাসক্তদের জন্য পরামর্শকেন্দ্র	advice centre for drug addicts
সেচ্ছাপ্রবৃত্ত হয়ে	honorary, voluntarily
ওষুধ	medicine ...
শ্বাস নেওয়া	to breathe in
সম্পূর্ণতা, সংহতি	integration
মাদকদ্রব্য সেবনকারীদের পূর্ণবাসন	rehab for drug addiction/alcoholism
অসুস্থ হওয়া	to be sick
কম চর্বিওয়ালা	low in fat
মগজ	brain
জীবিত	alive
খাদ্যভীতি	anorexic
খাবার, পুষ্টিসাধন	food, nourishment
বর্ণবাদী কুসংস্কার	racial prejudice

	English
বর্ণবাদী	racist
মাদক	drug
ক্ষতি করা	to harm
অপরাধ ও দোষ	crime and offence
মিষ্টি	sweets
অতিরিক্ত সেবন	overdose
অতিরিক্ত ওজন	overweight
এড়িয়ে যাওয়া	to avoid

Global issues

	English
বন-জঙ্গল ধ্বংস/উজাড়	deforestation
নির্গত ধোঁয়া	exhaust fumes
দীনদরিদ্র, কাঙাল	needy
সার	fertiliser
পুনরায় ব্যবহারের অযোগ্য বোতল	non-recyclable bottle
সাম্য	equality
ঘন-বসতি	dense habitation
মানুষ, মানব, মানবিক	human, humane
জৈব বর্জ্য	waste disposal
পরিবেশের সমস্যা	environmental issues
গৃহহীনদের হস্টেল/বাসস্থান/আবাস	hostel for homeless people
রেড ক্রস	Red Cross
বেড়ে যাওয়া, বৃদ্ধি পাওয়া	to exceed
দূষিত করা	to pollute
অপচয়/নষ্ট করা	to waste
ব্যবহার করা	to use
রি-সাইকেল /পুনরায় ব্যবহার করা	to recycle
পুনর্ব্যবহার	recycling
জীবাণু	bacteria
পোড়া জ্বালানি	burnt fuel
ওজোন স্তরের ছিদ্র	hole in o-zone layer
দস্তামুক্ত পেট্রোল	unleaded petrol

Travel and tourism

	English
স্মারক চিহ্ন	souvenir
কোনোকিছু দেখা	to have a look at something
	English
ইংলিশ চ্যানেল	English Channel
থাকা	stay
তথ্য	information
ভাড়ার গাড়ির ফার্ম	car rental (firm)
তাড়াতাড়ি/জলদি করা	to hurry
সঙ্গ দেওয়া	to accompany
প্রতিপন্ন করা	to confirm
হ্রদ	lake
বাষ্পচালিত নৌকা	steam boat
হোটেল অভ্যর্থনা (ডেস্ক)	welcoming, reception (hotel)
আবিষ্কার করা	to discover
মনে রাখা, স্মরণ করা	to remember
সাইকেল ভাড়া করা	bicycle hire
ঐতিহাসিক দর্শনীয় স্থান	place of historical interest
পয়সা দিয়ে যেখানে তুমি মালপত্র রাখতে পারো	place where one can leave luggage for payment
শীতাপত-নিয়ন্ত্রিত	air conditioning
ব্রসার, প্রচারপত্র	brochure, leaflet
সৈকতে বসার চেয়ার	beach chair
সংযোগ, যোগাযোগ	connection
পর্যটন তথ্য দফতর	tourist information office
ছুটির জন্য দোকানপাট/আকর্ষণগুলো বন্ধ	shops/attractions) closed because of holiday
প্রথা, সামাজিক রীতিনীতি	customs
নির্ধারিত মাসুলের অতিরিক্ত দাবি, অধিশুলক	extra charge, surcharge

Current and future study and employment

My studies

	English
ভাষা সহকারী	language assistant

Life at school/college

	English
নকল করা	to copy
অনুপস্থিত	absent
উপস্থিত, উপস্থিতি	present, attendance
সময়ানুবর্তীতা	punctuality
নিয়ম/নিয়মকানুন	rules
স্কুল পালানো, শাস্তি	truanting, punishment, detention
হোমওয়ার্ক, বাড়ির কাজ, কোর্সওয়ার্ক	homework, coursework
লেখাপড়া, পরীক্ষার প্রস্তুতি	studies, exam preparation
পরীক্ষার ফলাফল/ফল	exam results
রিসার্চ, গবেষণা	research
গ্যাপ ইয়ার, বিরতি বছর	gap year
সেচ্ছাসেবী	volunteer

	English
উচ্চারণ	pronunciation
উত্তর দেওয়া	to answer
পরীক্ষায় ফেল করা / অকৃতকার্য হওয়া	to fail (exam/test)
প্রশ্ন করা	to ask a question
ফলাফল	result, outcome
কৃতিত্ব	achievement
কার্টিজ, কারতুজ	cartridge
কাঁচি	scissors
স্কুল পালানো ছেলে/ মেয়ে	truant
শাস্তি	punishment
উপরের ক্লাসের/ক্লাশের সাথে যাওয়া	to be moved up to the next year group

Education post-16

	English
নিয়োগ করা	to employ
প্রকৌশল কলেজ/মহাবিদ্যালয়	technical college
গার্হস্থ্য অর্থনীতি	home economics
বাধ্যতামূলক বিষয়াদি	compulsory subjects
সমাজ বিদ্যা, রাজনীতি	social studies, politics
ঐচ্ছিক বিষয়াদি	optional subjects
ব্যবসা পাঠ, অর্থনীতি	Business studies, Economics

Jobs, career choices and ambitions

	English
নিয়োগকর্তা	employer
ফার্মাসিস্ট	pharmacist
সভা, আলোচনা	meeting, discussion
অফিস, ব্যবসা প্রতিষ্ঠান	office, business organisation
উদ্বেগ	concern
দুশ্চিন্তা	worries
কাউকে বরখাস্ত করা	to sack someone
আয়োজন করা	to arrange

পুরস্কৃত করা	rewarding
আয়, রোজগার	income
বার্ষিক	annual
নিয়োগ	appointment

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