



# Mark Scheme (Results)

November 2024

Pearson Edexcel International GCSE  
In Bangla (4BA0) Paper 1  
Reading, Writing and Translation

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Paper 1 marking principles for Sections A and B

### Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- There are no marks for quality of language in this paper, so errors and omissions in spelling and grammar will be tolerated as long as they do not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

### Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable*.
- Where appropriate, responses are separated with 'AND' for compulsory answers and 'OR' for possible answers.
- Any parts of an answer that are not essential are bracketed, for example: *Q: What did he study? A: (He studied) Maths*.
- Candidates are likely to write variants on the acceptable answers listed, and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

## Paper 1: Reading, Writing and Translation Mark Scheme

### Section A

| Question number | Answer | Mark |
|-----------------|--------|------|
| Example:        | H      |      |
| 1(a)            | G      | (1)  |
| 1(b)            | D      | (1)  |
| 1(c)            | B      | (1)  |
| 1(d)            | E      | (1)  |
| 1(e)            | L      | (1)  |
| 1(f)            | I      | (1)  |

| Question number | Answer         | Mark |
|-----------------|----------------|------|
| Example:        | Dorin          |      |
| 2(a)            | Murad          | (1)  |
| 2(b)            | Dorin and Mitu | (2)  |
| 2(c)            | Murad          | (1)  |
| 2(d)            | Mitu           | (1)  |
| 2(e)            | Murad          | (1)  |
| 2(f)            | Dorin and Mitu | (2)  |

| Question number | Answer                                                         | Accept                                                                                                             | Reject                                                      | Mark |
|-----------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------|
| 3(a)            | শিক্ষার্থী (1)<br><b>AND</b><br>লেখক/কবি (1)                   | ছাত্র-ছাত্রী/সাহিত্যিক/গল্পকার                                                                                     | লোকজন/মানুষজন/<br>দোকানদার                                  | (2)  |
| 3(b)            | সস্তা (বই) (1)<br><b>AND</b><br>আর ছাপানো হয় না এমন বই (1)    | সস্তায়/কম দামে বই কিনতে পারা<br><br>প্রকাশিত হয় না এমন বই                                                        | বিদেশি বই/ভিড়<br><br>অটোগ্রাফ                              | (2)  |
| 3(c)            | অটোগ্রাফ দেওয়া বই/অটোগ্রাফ (1)<br><b>AND</b><br>বিদেশি বই (1) | লেখকের অটোগ্রাফসহ বই<br><br>দেশের বাইরের বই                                                                        | প্রিয় গল্পের বই<br>দেশি পাঠ্যপুস্তক<br>বই/বিদেশি           | (2)  |
| 3(d)            | নিউমার্কেট (1)<br><b>AND</b><br>অতি পরিচিত (1)                 | নিউমার্কেটের দিকে<br><br>পরিচিত/প্রিয়/পুরোনো                                                                      | ঢাকা<br>কলেজে/নীলক্ষেত<br>রাস্তার ওপারে                     | (2)  |
| 3(e)            | স্মৃতিকাতর (1)<br><b>AND</b><br>পুরোনো দিনগুলোতে/অতীতে (1)     | স্মৃতিকাতর<br><br>(ঢাকা কলেজের) ফেলে আসা<br>দিনগুলোতে/সেখানে (নীলক্ষেতে) ঘন্টার<br>পর ঘন্টা সময় কাটানোর দিনগুলোতে | উত্তেজিত/আগ্রহী<br>/অতীতে<br>ঢাকা<br>কলেজে<br>/অনুভূতিপ্রবণ | (2)  |

|             |                                                           |                                                                                                              |                                    |            |
|-------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------|------------|
| <b>3(f)</b> | ধুলো/ঝুলে ভরা<br><b>AND</b><br>কেনাবেচা নেই<br><b>(1)</b> | ধুলায় ও ঝুলে ঢেকে গেছে<br><br>বই বিক্রি হয় না/লোকজন<br>অনলাইনে বই পড়েন/ডিজিটাল<br>মাধ্যমে বই পড়তে আগ্রহী | বন্ধ/খোলা নেই<br><br>ব্যবসা কম হয় | <b>(2)</b> |
|-------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------|------------|

| Question number   | Answer                                                                                                                   | Accept                                                                                  | Reject                                                             | Mark       |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------|
| <b>4(a)(i)</b>    | যশোরে <b>(1)</b>                                                                                                         | যশোর শহরে                                                                               | পাবনায়                                                            | <b>(1)</b> |
| <b>4(a)(ii)</b>   | যেখানে পূর্বপুরুষদের বাস <b>(1)</b>                                                                                      | পূর্বপুরুষদের বসবাস যেখানে                                                              | যেখানে জন্ম                                                        | <b>(1)</b> |
| <b>4(a)(iii)</b>  | কৃষ্ণনগর <b>(1)</b>                                                                                                      | কৃষ্ণনগরে                                                                               | মালোপাড়া                                                          | <b>(1)</b> |
| <b>4(a)(iv)</b>   | ঘুড়ি উড়িয়ে <b>(1)</b>                                                                                                 | ঘুড়ি ওড়ানো                                                                            | নৌকা বেয়ে                                                         | <b>(1)</b> |
| <b>4(a)(v)</b>    | জেলে <b>(1)</b>                                                                                                          | মাছ ধরা/নৌকা চালানো                                                                     | নৌকা নির্মাণ/কামার-<br>কুমোর                                       | <b>(1)</b> |
| <b>4(a)(vi)</b>   | নিচের দুটি:<br><br>বই থেকে <b>(1)</b><br><br><b>AND</b><br>লোকমুখের কথা শুনে <b>(1)</b>                                  | বই পড়ে<br><br>মানুষের মুখের ভাষা থেকে                                                  | নিজে দেখে<br><br>নিজে করে/বাস্তবের<br>সাথে মিল রেখে                | <b>(2)</b> |
| <b>4(a)(vii)</b>  | শ্রুতিমধুর <b>(1)</b>                                                                                                    | মিষ্টি ভাষা                                                                             | নানা শ্রেণির মানুষের<br>জীবনযাপন                                   | <b>(1)</b> |
| <b>4(a)(viii)</b> | শব্দের সাথে বাস্তব জীবনের সংযোগ<br>ঘটিয়ে <b>(1)</b><br><br><b>AND</b><br>মানুষের কাছ থেকে জানতে চেয়ে<br><br><b>(1)</b> | বাস্তবের সাথে মিল রেখে/নামের<br>সাথে রূপের সংযোগ ঘটিয়ে<br><br>লোকজনের কাছে জিজ্ঞেস করে | শুধু বাইরের জগত<br>থেকে<br><br>শুধু বই<br>পড়ে/লোকজনের<br>কথা শুনে | <b>(2)</b> |

| Question number | Answer                                                                                                                                                               | Accept                                                                                                                                                                        | Reject                                                                                | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------|
| <b>4(b)(i)</b>  | আন্তরিকতা/সামাজিকতা/<br>যোগাযোগ বজায় রাখতে<br>পারে <b>(1)</b><br><br><b>AND</b><br>সংস্কৃতি/অভিজ্ঞতা সম্পর্কে জানতে<br>পারা/ প্রমিত ভাষা শিখতে সহায়ক<br><b>(1)</b> | সোহেল নিজেকে আন্তরিক /মিশুক<br>হিসেবে উপস্থাপন করতে পারে।<br>সোহেল সেখানকার সংস্কৃতি সম্পর্কে<br>সরাসরি জানার সুযোগ<br>পাবে/অভিজ্ঞতা লাভ করবে/সহজে<br>প্রমিত ভাষা শিখতে পারবে | আঞ্চলিক ভাষা<br>বুঝে/বলতে<br>পারে<br>আঞ্চলিক<br>ভাষায় কথা<br>বলবে/প্রতিবেদন<br>লিখবে | <b>(2)</b> |

|                        |                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                                              |                   |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------|
| <p><b>4(b)(ii)</b></p> | <p>কথায় আঞ্চলিকতার ছাপ থাকে/এক অঞ্চলের ভাষা অন্য অঞ্চলের লোকজন বুঝতে পারে না/সব আঞ্চলিক ভাষা জানা বা শেখা সম্ভব না <b>(1)</b></p> <p><b>AND</b></p> <p>প্রমিত ভাষা সকলের ব্যবহারের জন্য/</p> <p>কর্মক্ষেত্রে প্রমিত ভাষা ব্যবহার করতে</p> <p>হয় <b>(1)</b></p> | <p>নীলার উচ্চারণে আঞ্চলিকতার প্রভাব পড়ে/ আঞ্চলিক ভাষা অঞ্চলভেদে ভিন্ন</p> <p>নীলা তার জীবিকার জন্য প্রমিত ভাষার প্রয়োজন আছে বলে মনে করে/</p> <p>দুটো ভাষাই জানা দরকার</p> | <p>আঞ্চলিক ভাষা সবাই জানে</p> <p>আমাদের জীবনে দুধরনের ভাষার প্রয়োজন নেই</p> | <p><b>(2)</b></p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------|

## Section B

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

#### Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

**Assessment Criteria Question 5 (14 marks)**

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 80 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 5: communication and content mark grid**

| Mark | Descriptor                                                                                                                                                                                                                                                                                                                   |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0    | <ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>                                                                                                                                                                                                                                                   |
| 1-2  | <ul style="list-style-type: none"> <li>• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful</li> <li>• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style</li> </ul>    |
| 3-5  | <ul style="list-style-type: none"> <li>• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful</li> <li>• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style</li> </ul> |
| 6-7  | <ul style="list-style-type: none"> <li>• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful</li> <li>• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style</li> </ul>          |

**Additional guidance**

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

**Question 5: linguistic knowledge and accuracy mark grid**

| Mark | Descriptor                                                                                                                                                                                                                                                                                                    |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0    | <ul style="list-style-type: none"> <li>No rewardable material</li> </ul>                                                                                                                                                                                                                                      |
| 1-2  | <ul style="list-style-type: none"> <li>Produces individual words and set phrases</li> <li>Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed</li> </ul>                        |
| 3-5  | <ul style="list-style-type: none"> <li>Produces simple, short sentences, which are sometimes linked</li> <li>Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed</li> </ul>      |
| 6-7  | <ul style="list-style-type: none"> <li>Produces some more complex sentences with some appropriate linking</li> <li>Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed</li> </ul> |

**Additional guidance**

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message, for example consistent mismatching of subject, predicate and parts of speech; incorrect choice of vocabulary; use of spoken language; wrong tense; and spelling errors that change the meaning. For instance, মাতা (mother) and কালো (black) should be considered acceptable but মাতা (head) and কালো (deaf) should not

- errors that convey the wrong message
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

**Question 6 (26 marks)**

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

The student is expected to produce 140 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 6: communication and content mark grid**

| Mark        | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>    | <ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b>1-3</b>  | <ul style="list-style-type: none"> <li>• Communicates brief information relevant to the task with little development</li> <li>• Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success</li> <li>• Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language</li> </ul>   |
| <b>4-7</b>  | <ul style="list-style-type: none"> <li>• Communicates information relevant to the task with some development of key points and ideas</li> <li>• Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success</li> <li>• Some appropriate use of vocabulary, register and style; some different examples of common familiar language</li> </ul> |
| <b>8-10</b> | <ul style="list-style-type: none"> <li>• Communicates information relevant to the task with development of key points and ideas</li> <li>• Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully</li> <li>• Appropriate use of vocabulary, register and style; some examples of uncommon language</li> </ul>               |

|       |                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11-13 | <ul style="list-style-type: none"> <li>Communicates information relevant to the task with consistent expansion of key points and ideas</li> <li>Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair</li> <li>Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used</li> </ul> |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Additional guidance

**Creative language use** – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

**Register and style definition** – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

**Question 6: linguistic knowledge and accuracy mark grid**

| Mark  | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | <ul style="list-style-type: none"> <li>No rewardable material</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| 1-3   | <ul style="list-style-type: none"> <li>Uses mainly straightforward grammatical structures</li> <li>Occasional sequences of fluent writing, with occasional extended, linked sentences</li> <li>Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication</li> </ul>          |
| 4-7   | <ul style="list-style-type: none"> <li>Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>Prolonged sequences of fluent writing, with some extended, well-linked sentences</li> <li>Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication</li> </ul> |
| 8-10  | <ul style="list-style-type: none"> <li>Uses a variety of grammatical structures including some different examples of complex language</li> <li>Mostly fluent response, with frequent extended sentences, mostly well linked</li> <li>Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication</li> </ul>                          |
| 11-13 | <ul style="list-style-type: none"> <li>Uses a wide variety of grammatical structures, including complex language</li> <li>Fluent response throughout with extended, well-linked sentences</li> <li>Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication</li> </ul>                                |

**Additional guidance**

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

***Straightforward*** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning, for example incorrect use of a pronoun where there is no confusion as to whom the pronoun refers; incorrect arrangement of words that does not hinder clarity; occasional use of spoken language that does not affect the meaning; incomplete sentences that convey the intended message.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

**NB:** these are examples only and do not constitute a finite list.

## Paper 1 Marking Principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Bangla speaker would understand the translation without having understood the text in its original language.

| Question number | Text                                     | Correct answer                         | Acceptable answers                                 | Reject                                | Mark       |
|-----------------|------------------------------------------|----------------------------------------|----------------------------------------------------|---------------------------------------|------------|
| <b>7</b>        | Writing by hand                          | হাতে লেখা                              | হাত দিয়ে লেখা                                     | টাইপ করা                              | <b>(1)</b> |
|                 | helps in learning.                       | শিখতে সাহায্য করে।                     | শিখতে সহায়তা করে।                                 | শেখায় আগ্রহ কমায়।                   | <b>(1)</b> |
|                 | Scientists think that                    | বিজ্ঞানীরা মনে করেন যে                 | বিজ্ঞানীদের মতে,                                   | লোকজন মনে করে                         | <b>(1)</b> |
|                 | it makes the brain work more.            | এটা মস্তিষ্ককে বেশি কাজ করায়।         | এভাবে লিখলে মগজ/মাথা বেশি কাজ করে।                 | টাইপ করা আমাদের বেশি নিষ্ক্রিয় রাখে। | <b>(1)</b> |
|                 | Some students were                       | কয়েকজন শিক্ষার্থীকে                   | কিছু ছেলেমেয়েকে                                   | একটি ছেলেকে                           | <b>(1)</b> |
|                 | asked to write what appeared on a screen | স্ক্রিনে যা আছে তা লিখতে বলা হয়েছিলো। | স্ক্রিনে যা ভেসে আসে/দেখাবে তা লিখতে বলা হয়েছিলো। | কাগজে লিখতে ও পড়তে বলা হয়েছিলো।     | <b>(1)</b> |
|                 | They used a digital pen                  | তারা একটি ডিজিটাল কলম ব্যবহার করেছিলো  | তারা ডিজিটাল কলম ব্যবহার করেছিলো                   | পেনসিল/ আধুনিক কলম ব্যবহার করেছিলো    | <b>(1)</b> |
|                 | directly on a touchscreen .              | সরাসরি একটি টাচস্ক্রিনে।               | টাচস্ক্রিনের ওপর।                                  | সরাসরি কাগজে                          | <b>(1)</b> |
|                 | To type,                                 | টাইপ করার জন্য,                        | টাইপ করতে গিয়ে,                                   | কথা বলার সময়                         | <b>(1)</b> |
|                 | they used a single finger                | তারা একটি আঙুল ব্যবহার করেছিলো         | একটি আঙুল তারা ব্যবহার করেছিলো                     | রেকর্ড করেছিলো                        | <b>(1)</b> |

|  |                                                       |                                                    |                                          |                                   |            |
|--|-------------------------------------------------------|----------------------------------------------------|------------------------------------------|-----------------------------------|------------|
|  | to press keys on a keyboard                           | কীবোর্ডের কী টিপতে।                                | কীবোর্ডে কী চাপতে।                       | ডিজিটাল ফোনে।                     | <b>(1)</b> |
|  | The result was totally amazing.                       | এর ফলাফল ছিলো খুবই আশ্চর্যজনক/অসাধারণ।             | ফলাফলটি ছিলো খুবই অবাক করার মতো।         | কাজটি ছিলো হতাশার।                | <b>(1)</b> |
|  | It was clear that                                     | এটা স্পষ্ট যে                                      | স্পষ্টতই                                 | সেটা অস্পষ্ট যে                   | <b>(1)</b> |
|  | when using a pen,                                     | কলম ব্যবহার করার সময়,                             | যখন কলম ব্যবহার করা হয়                  | যে যখন কথা বলা হয়                | <b>(1)</b> |
|  | hand movements,                                       | হাতের নড়াচড়া                                     | তখন হাতের নড়াচড়া                       | তখন কণ্ঠের কম্পন                  | <b>(1)</b> |
|  | promote learning.                                     | শেখার উন্নতিতে অবদান রাখে।                         | আরও ভালোভাবে শেখার উন্নয়ন ঘটায়।        | শব্দ প্রকাশে সাহায্য করে।         | <b>(1)</b> |
|  | It is recommended that teachers also must             | এটা সুপারিশ করা হয় যে শিক্ষকদেরও অবশ্যই           | এটা বলা হয়েছে যে শিক্ষকগণও অবশ্যই       | শিক্ষকদের এড়িয়ে যেতে বলা হয়েছে | <b>(1)</b> |
|  | to record learners' work,                             | শিক্ষার্থীদের কাজ রেকর্ড করতে                      | ছেলেমেয়েদের কাজ লিপিবদ্ধ করতে গিয়ে     | শিক্ষার্থীদের ফোনের               | <b>(1)</b> |
|  | new technological methods such as apps on smartphones | প্রযুক্তির নতুন উপায় যেমন স্মার্টফোনের অ্যাপগুলোর | নতুন প্রযুক্তি যেমন স্মার্টফোনের অ্যাপের | ব্যবহার                           | <b>(1)</b> |
|  | keep up with                                          | সাথে তাল মিলিয়ে চলতে হবে।                         | সাথে হালনাগাত থাকেন।                     | শ্রেণিকক্ষে।                      | <b>(1)</b> |

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