

IELTS Band Scores

Academic Reading

| Score | Correct Answers |
|-------|-----------------|
| 9 | 39 - 40 |
| 8.5 | 37 - 38 |
| 8 | 35 - 36 |
| 7.5 | 33 - 34 |
| 7 | 30 - 32 |
| 6.5 | 27 - 29 |
| 6 | 23 - 26 |
| 5.5 | 19 - 22 |
| 5 | 15 - 18 |
| 4.5 | 13 - 14 |
| 4 | 10 - 12 |

General Reading

| Score | Correct Answers |
|-------|-----------------|
| 9 | 40 |
| 8.5 | 39 |
| 8 | 37 - 38 |
| 7.5 | 36 |
| 7 | 34 - 35 |
| 6.5 | 32 - 33 |
| 6 | 30 - 31 |
| 5.5 | 27 - 29 |
| 5 | 23 - 26 |
| 4.5 | 19 - 22 |
| 4 | 15 - 18 |

Listening

| Score | Correct Answers |
|-------|-----------------|
| 9 | 39 - 40 |
| 8.5 | 37 - 38 |
| 8 | 35 - 36 |
| 7.5 | 32 - 34 |
| 7 | 30 - 31 |
| 6.5 | 26 - 29 |
| 6 | 23 - 25 |
| 5.5 | 18 - 22 |
| 5 | 16 - 17 |
| 4.5 | 13 - 15 |
| 4 | 10 - 12 |

Please note that these scores are approximate



Listening

Channel :Banglay ielts ,Asad yaqub.ielts liz,

Podcast :Aljajera ,Ted talk,bbc,dw

Book : Cambridge 14-continue

4 sections

- 1 Social (2 speakers)
- 2 Social (one speaker)
- 3 Academic (three/four speakers)
- 4 Academic(one speaker) class lecture

Question types :

- 1 Mcq
- 2 Sentence completion
- 3 Summary completion
- 4 Fill in the gapes
- 5 Table completion
- 6 Map completion
- 7 Table completion
- 8 Diagram labelling (Rarely seen)
- 9 Form completion (Rarely)
- 10 Note,flowchart completion (Rarely)

Important things:

- 1 Practice using answer sheet
- 2 Use pencil
- 3 Write capital or lower case (GARDEN or garden)(MR BROWN or Mr Brown)
- 4 Number of words for each answer
- 5 No more than two words and or a number means :
 - a)craftsman
 - b)local craftsman
 - c) 60 local craftsman
- 6 Spell correctly
- 7 If you miss a question then focus on next
- 8 Answer can be paraphrased
- 9 Write short note or words what you hear
- 10 Plurals are important
- 11 Scan and select and underline keyword (noun,verb,wh word,adjective)
- 12 Think about probable synonym
- 13 Singular,plural,name,number can't be paraphrased
- 14 While listening differentiate speaker
- 15 Don't read everything only look at keywords
- 16 Everything comes in order
- 17 30 minutes audio and 10 minutes for answer transfer
- 18 Transcribing korbo part 2 and 4 (audio shune exact jinish likhar tey korbo)
- 19 44 sound of english
- 20 Work on part 3 individually
- 21 Target part 1,2
- 22 Tv series/british podcast(tedtslk,ted ed))

<https://www.ielts-mentor.com/> This can be used for testing your listening skill.

| Clock Time | |
|------------|---|
| 6:00 | It's 6 o'clock |
| 6:05 | It's 5 past 6. (It's six oh five) |
| 6:15 | It's quarter past 6. (It's six fifteen) |
| 6:30 | It's half past 6 (It's six thirty) |
| 6:35 | It's 25 to 7. (It's six thirty-five) |
| 6:45 | It's quarter to seven.(It's six forty-five.) |
| 6:55 | It's 5 to 7.(It's six fifty-five.) |

Alternative ways to Recommend

1. You should
2. You ought to
3. I'd advise you to
4. It's advisable to
5. I suggest that
6. It's a good idea to
7. It's best to
8. If I were you,I'd
9. If I were in your shoes,I'd

Not Allowed

1. You can't/mustn't
2. It's forbidden to
3. It's not permitted to
4. It's banned
5. It's not permissible to
6. It's not accessible
7. There's a strict rule that
8. It's not authorised/approved
9. You won't be able to

Map vocabulary:

Here are definitions of these two types of vocabulary to make sure that you understand the difference between them, and a few examples of each type.

Location - where something is in relation to another object or place.

Direction - the position towards which someone moves or faces.

Common vocabulary of location:

near, in front of, next to, beside, across from, between

Common vocabulary of direction:

turn right, turn left, go straight on, travel northwest, go past

IELTS Listening Map Vocabulary - Set 1

facing

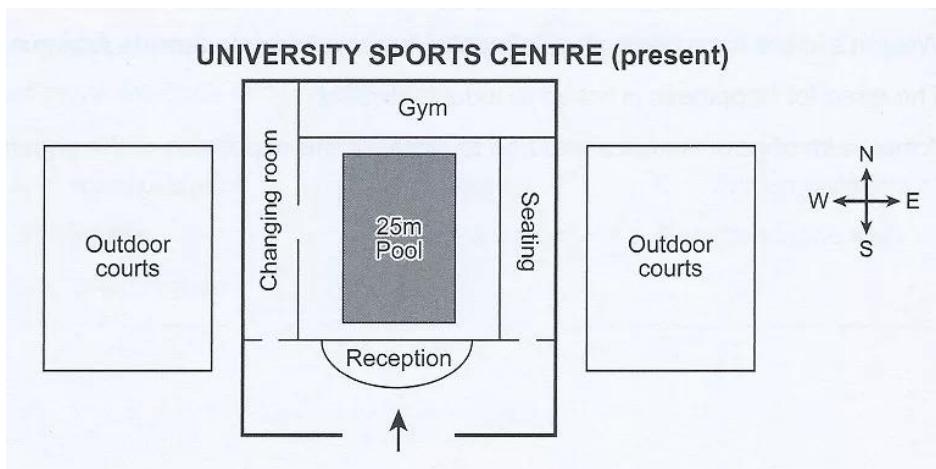
between

in the middle / centre of

next to / by

behind

in front of



The entrance is **in front of** the reception desk.

The reception desk is **facing** the entrance.

The pool is **in the centre of / in the middle of** the sport's centre.

The gym is **behind** the swimming pool.

The pool is **between** the reception and the gym.

The seating area is **next to / by** the pool.

IELTS Listening Map Vocabulary - Set 2

left-hand side

beyond

right-hand side

along

turn right

corner

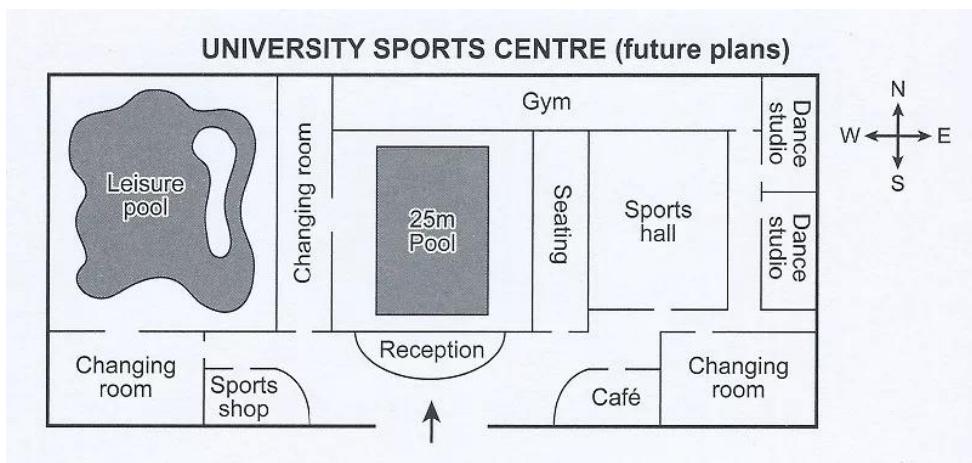
to your right

go straight

pass through

beside

on the other side



The sports shop is **on the left-hand side** as you enter the sports centre.

To the right-hand side of the entrance, there's a café.

N Pass through the entrance, **turn right** and the café is immediately **in front of** you.

The leisure pool is **on the other side** of the sports centre to the dance studios.

There is a large changing room just **beyond** the café.

Walk along the side of the sports hall and you'll find the second dance studio in **the far corner of the building**.

Go straight along the corridor **beside** the sports hall and to your right, you'll see two dance studios.

Set 3

Maps nearly always have compass points shown .The 8 points are:

north

northeast

south

northwest

east

southeast

west

southwest

There are several different ways you might hear them used.

to the north / to the south

heading east

in the northeast / in the southwest...

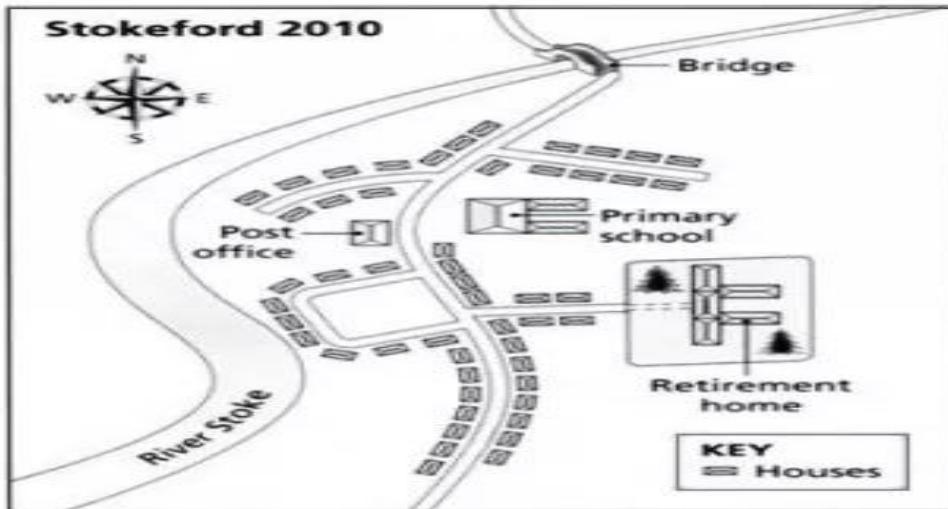
slightly west of

north side / east side/west side/south side

just southeast of

Other vocabulary:

near
on the left
first/second turning
straight ahead

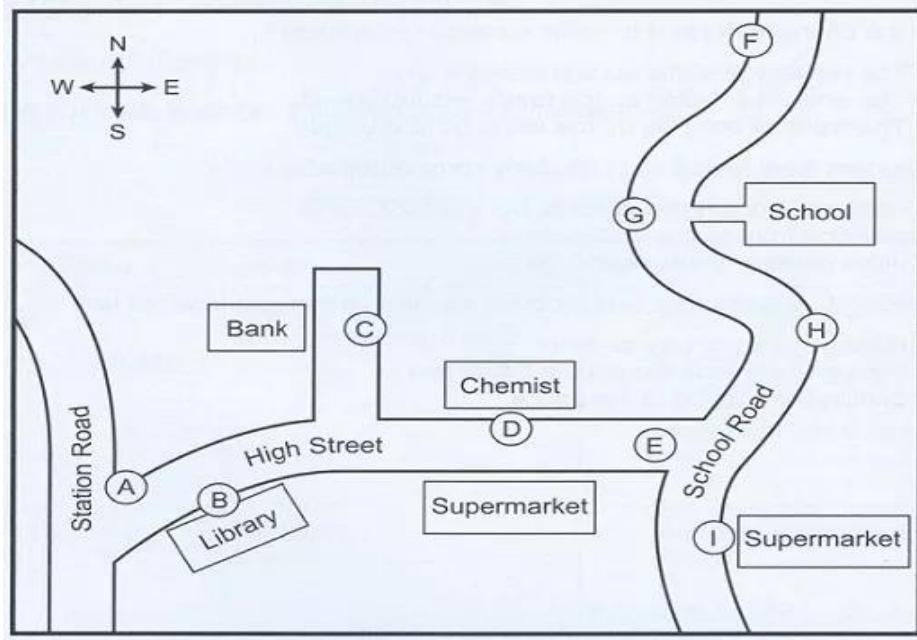


The houses immediately **to the north and south of** the Post Office are very near the river.
The bridge is **just beyond** the final row of houses heading north.
After crossing the bridge, take the second **turning** on the left and you'll see the retirement home **straight ahead**

The retirement home is just **southeast of** the primary school.
The post office is to the **northwest of** the retirement home.
The village of Stokeford is **slightly east** of the River Stoke.
There is a housing estate to **the west side of** the retirement home.

IELTS Listening Map Vocabulary - Set 4

opposite
junction
across the road
dead end
same side
leads off
before you get to



The chemist is **opposite** a supermarket.

They are going to build new houses **across** the road from the school at point G.

There is a supermarket **on the same side** of the road as the library.

Walk **west along** High Street and you'll pass the library before you get to the **junction** with Station Road.

The bank is **on a dead end road** that **leads off** the High Street.

IELTS Listening Map Vocabulary - Set 5

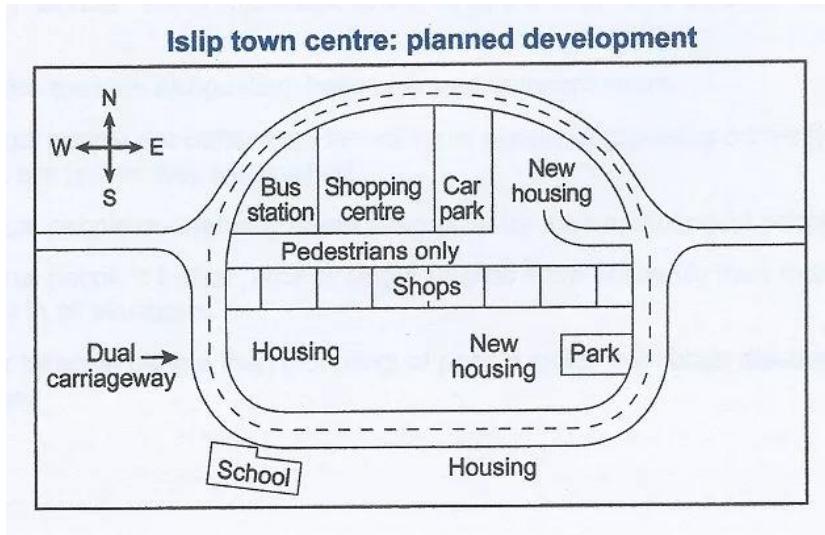
bend

adjoining

just past

carry straight on

alongside



The school is situated on a **bend** in the dual carriageway.

The bus station is **on the right** just past the shopping centre.

The town centre has a pedestrian walkway running **alongside** a row of **adjoining** shops.

After passing the school on your right, carry **straight on** and you'll see the park **on your left** around the next bend.

Listening words :

1. Thursday
2. Weekend
3. Mustard
4. Mauve ফিকে লাল
5. Rust মরিচা
6. Maroon
7. Proofreading/editing
8. Syllabus
9. Dissertation গবেষণামূলক
10. Antarctica
11. Zimbabwe
12. Philippines
13. Filipino
14. Achievement
15. Pioneer/**leader**
16. Diligent/ industrious
17. Perseverance
18. Inquiry/enquiry
19. Assembly
20. Restaurant
21. Voucher
22. Exchequer রাজকোষ

- 23. Deficit
- 24. Counterfeit জাল
- 25. Deficit ঘাটতি
- 26. Persuade/seduce
- 27. Parachute প্যারাসুট
- 28. Snorkeling/under swimming/ Scuba diving
- 29. Pottery মৃতশিল্প
- 30. Woodcarving কাঠ খোদাই করা
- 31. Tranquil প্রশান্ত
- 32. Recessionary মন্দা
- 33. Canoeing/kayaking
- 34. Paragliding
- 35. Abseiling পাহাড় থেকে রশি দিয়ে নামা
- 36. Bungee jumping (পাহাড় থেকে লাফ)
- 37. Surfing
- 38. Snooker/pool khela/ Billiards
- 39. Shallow অগভীর
- 40. Parallelogram
- 41. Humid/ Moist আর্দ্ধ
- 42. Breezy হাওয়া
- 43. Precipitation/rain
- 44. Anomaly অসঙ্গতি
- 45. Mishap/ accident
- 46. Gust দমকা
- 47. Downpour মুষলধারে বৃষ্টি
- 48. Cassette
- 49. Appliance যন্ত্র
- 50. Machinery
- 51. Apparatus
- 52. Utensils
- 53. Exhibition প্রদর্শনী
- 54. Correspondence সামৃদ্ধ্য
- 55. Artistry (শৈলিকতা)
- 56. Craftsmanship (কারুকার্য)
- 57. Dexterity (নিপুণতা)
- 58. Expertise/sagacity/experience
- 59. Beverage (পানীয়)
- 60. theatre
- 61. Camper (Ambulance)
- 62. Double-decker bus
- 63. Tow truck (carrier)

- 64. Ferry
- 65. Caravan (কাফেলা)
- 66. Forklift truck (ফর্কলিফ্ট ট্রাক)
- 67. Millennium
- 68. Fortnight (একপক্ষ)
- 69. lumber/wood
- 70. Fur(পশম)
- 71. Cereals (ভক্ষ্য শস্য)
- 72. Yoghurt
- 73. Beans (মটরগুটি)
- 74. Pork/pig
- 75. Remedy (প্রতিকার)
- 76. pepper (মরিচ)
- 77. Chilly
- 78. Blackcurrant (জাম ফলবিশেষ)
- 79. Pineapple
- 80. Robustness (দৃঢ়তা)
- 81. Verdure (তাজাভাব)
- 82. Healthiness
- 83. Biopsy ৱেগনির্ণয়ের বা পরীক্ষার জন্য জীবদেহ থেকে কোষকলা কেটে বা
চঁচে নেওয়া
- 84. Hypotension (রক্তের নিম্নচাপ)
- 85. Anti-inflammatory (প্রদাহ বিরোধী)
- 86. fiddle (বেহালা)
- 87. Surgeon
- 88. Infirmary/hospital
- 89. Volunteer
- 90. Waitress
- 91. Menial jobs (সামান্য কাজ)
- 92. Valley
- 93. Desertification
- 94. Cliff
- 95. Oasis (মরুঘৰীপ)
- 96. Dam/ barrage
- 97. Canyon (গভীর গিরিখাত)
- 98. Avalanche (তুষারপাত)
- 99. Reef (প্রবালপ্রাচীর)
- 100. Peninsula (উপঘৰীপ)
- 101. Typhoon /cyclone/hurricane/tornado
- 102. Meadow (তণভূমি)
- 103. Amphibian (উভচর)

104. Twig (leaf)
 105. Drought
 106. Afforestation (বনায়ন)
 107. Carcinogen (ক্যান্সারজনক পদার্থ)
 108. Penthouse (cover)
 109. Bungalow
 110. Thatched cottage খড়ের কুটির
 111. Condominium (দুই সার্বভৌম সরকারের যুগ্ম শাসন)
 112. Household (গৃহস্থ)
 113. Edifice /building
 114. Residence
 115. Downtown (শহরের কেন্দ্রস্থল)
 116. Auburn/brown
 117. Spare room/extra room
 118. Burglar (theif)
 119. Terrace (ভবনশ্রেণী)
 120. Tenant/renter (ভাড়াটিয়া)
 121. Vacuum cleaner
 122. Economical/ Frugal
 123. Topflight/ Top-notch (যথাসম্ভব উত্কৃষ্ট)
 124. Excursion (tour)
 125. Souvenir (memorial)
 126. Overdue (বিলম্বিত)
 127. Athenaeum (সাহিত্যভবন)
 128. Sophomore (বিশ্ববিদ্যালয়ের দ্বিতীয় বর্ষের ছাত্র বা ছাত্রী)
 129. Plough through (বাধাবিপত্তি ঠেলিয়া বা শক্তি প্রয়োগ করিয়া অগ্রসর হওয়া)
 130. Sign up for
 131. Enroll in
 132. Receipt
 133. Baby crib (শিশুশয়া)
 134. Multiple glazing (চাকচিক্যময়)
 135. Recipient (প্রাপক)
 136. Encyclopedia
 137. Guarantee
 138. Ramification (শ্রেণীবিভাগ)
 139. Dialect (স্থানীয় ভাষা)
 140. SARS
 141. Toothache(দাঁতে ব্যথা)
 142. Sneeze হাঁচি
 143. Diabetes

- 144. Sore throat(গলা ব্যথা)
- 145. Runny nose(সর্দি)

Reading:

Channel: Banglay ielts,asad yaqub,jibon ielts

Book: Cambridge:14-continue

Pattern:

- 1. Total 40 questions
- 2. 3 passages: 1st passage 13 questions
- 3. 2nd passage 13 questions
- 4. 3rd passage 14 questions
- 5. Total 60 minutes

Question types:

- 1. Mcq
- 2. Matching paragraph(hardest***)
- 3. Matching list
- 4. Maching names
- 5. List of heading
- 6. Sentence ending
- 7. True/false/not given (most important)
- 8. Gap fill (most important)(summary completion with clues and without clues)
- 9. Short answer question(Rarely)

Question types that usually maintain order:

- 1. All types of gap-fill (sentences, summaries, diagrams etc.)
- 2. True, false, not given/ Yes, no, not given
- 3. Multiple choice questions
- 4. Matching sentence endings
- 5. 'Short answer' questions

Question types that never follow order

- 1. Matching paragraph headings
- 2. Which paragraph contains the information?
- 3. Matching names with statements or information

Important things:

1. Do all questions type simultaneously
2. Don't waste too much time on a single question
3. Read one article everyday from these sources like cambridge books
4. Try to learn new words after finishing a test (again read passage 3 at least)
5. Last passage korar somoykon qsn type kon jaiga theke ashce locate korbo
6. Subheading(paragraph er 1st and last line porley buja jay)
7. Future related jinish last para te thake

Gap fill:

1. Sequential
2. Noun(80%):countable,uncountable,singular,plural,(article+noun),as a subject,as an object
3. a/an+singular countable
4. the +singular/plural
5. if there is no article then we will use plural/uncountable
6. Many/some/various/several+plural noun +...
7. Many+ a/an+singular countable noun+....
8. { Adjective (adj+noun; to be verb+adj
9. Verb(adverb+verb)
10. To be+adjective(most of the time)
11. Adverb(How+adv+sub+verb+obj) } (20%)
12. Scan and locate and look at around to find keyword
13. Do it one answer at a time
14. There are 4 or 5 types of gap feeling (diagram,table ,passage ,summary etc)
15. Comma,fullstop er age answer pawa jay
16. That/which er age uttor pawa jay
17. Such as,for example,for instance er pore uttor pawa jay
18. Article er pore answer pawa jay
19. Only one word bolle prothom ta bad dibo

Summary completion:(with clue)

1. Paraphrase kora part kete dibo tahole uttor pawa jabe
2. Passage porar agey predict korbo
3. Conflict information avoid korbo

T/F/NG:

1. Step1 scan word (noun,italic,scientific word,numbers etc)

2. Step2 Target word (adjective,adverb,only,most,always,few,any,all)(qsn e jdi target word (that means jdi keyword na pawa jay)na thake tahole not given howar possibility thake)
3. Step3 go and locate (True and False always be contradiction)
4. Information pailew true na pailew true
5. Manusher bissash jatiyo kotha thkle false
6. More/most jukto thkle not given
7. False er information easily pawa jabe kintu main bishoy biporit thkbe
8. Not given er information easily pawa jabe kintu main bishoy bhinno thkbe/thkbena

| qsn | passage | t/f |
|---|--------------|-----|
| may | Can | T |
| all | most | F |
| most | Maximum | T |
| minimum | maximum | F |
| Few | A few | F |
| A little | Little | F |
| More than half | Above 50 | F |
| More than half | Less than 50 | F |
| Most,more,lowest,highest, Comparative,superlative degree,than,compare,only,solely egula thakle | | ng |

List of heading :

Do it last if it comes with t/f/ng

Step1: Skim the paragraphs by considering :

1. Check 1st 3 line and last 3 line ,theme predict kore ans kora jay,or 1st line/last line dekha
2. Linking /structural languages egular sathe passage and qsn er mil dekhe ans kora jay (but,however ,two idea)
3. Repeating words like goal,plan,aim ...
4. Passage ar qsn dekhe Positive /negative feeling buje ans kora jay
5. Look at end of the para
6. 1st duita passage bad diye shuru korbo
7. Jeta ans hoye jabe take kete dibo
8. Future ralated jinis thkley passage er last ee thake (qsn ar passage er mil buje ans korajay)
9. Question answer passage theke shudu answer ta kaje lage heading milanor somoy
10. Passage ta ki story related? Tahole heading ee descriptive indicator thkbe
11. Challenge/tough/hard/difficult/problematic/tricky
12. Same word qsn and passage e thkle sheta trap

Matching names:

1. Do it 1st
2. Step1 : read the instructions
3. Step2: find the names from passages together
4. Step3 : solve one by one name

Paragraph Matching :

1. Do it last
2. It will break the order
3. Protita qsn theke ekta kore keyword nibo
4. Common word gulo keyword hishebe nibo na
5. Sobsomoy keyword er synonym miliye ans korbo
6. Qsn e example word ti thkle obviously passage example er dike takabo
7. Singular/plural kheyal korbo
8. No lines of paragraph will violate the statement mentioned in the question
9. Challenge/tough/hard/difficult/problematic/tricky

Mcq :

1. Doesn't break the order
2. Summary jekhan theke ashbe mcq shekhan theke ashe na(summary age korbo)
3. Read only question not options
4. Read from passage by using keywords
5. Eliminate options which are irrelevant
6. Unknown word dekhley bujbo ekhaney answer thkte pre
7. Gk avoid korbo
8. Many,more,not,most,almost thkle carefully dekhbo
9. Exact jinish tay option ee thake

Break the order :

1. Summary
2. Diagram
3. Table

When do they break order ?

1. If two questions come from one sentence of a passage
2. When many gaps having same quality come from same paragraph (it comes rarely)

Sentence ending:

1. Sentence structure mathay rakhbo

2. Ekoy subject ekadikbar use korle onno way te use korbe,exact name ekadikbar use korbena.
3. Endings er ending gulo mark korbo
4. Duita ending same mone hole prothom diker information binno hobe
5. By+name

Writing

Channel: ielts up online (task 1 :line ,bar,diagram ,pie) , ielts up banglay(table,diagram,combine graph)

Book : Makkar ielts for writing task 1,2 ,Rachel Mitchell writing task 1,2

Website :

<https://www.ielts-mentor.com/> (for important recent graphs),
lielielts (for sample answers)

Pattern :

2 sections

Total 60 minutes

Important things:

- 1.Note down important keywords that you would like to explain in your task 1/2 before writing.
- 2.Idea generate and keyword select by brainstorming.(for task 2)
- 3.Should use more complex,compound,conditional ,passive,question sentences rather than simple sentence.(for task 2)

Task 1 :

20 minutes should be consumed

No personal opinion is acceptable

Four parts :

1. Introduction(just paraphrase the given question and add units if it is available)
2. Overview (describe some general trends and features,never write numbers,percentages or dates)
3. Key feature 1 (specific features of chart/charts)
4. Key feature 2 (same thing we have to do)
5. Key feature 3 (if necessary)

Question types:

1. Bar chart
2. Pie chart
3. Line chart
4. Diagram (process ,flowchart ,cycle)
5. Maps
6. Tables
7. Combine graphs

How to write introduction:

| Starting | Type | Verb | description |
|--|---|--|---|
| The /the given/ the supplied/ the provided/ the presented/ the shown | Bar graph/ pie chart /line chart /diagram/ table/ graph/ chart/ data/ map | Represents / depicts/ enumerates /illustrates /expresses demonstrates | The comparison of The differences The changes The information on The proportion of The percentage of The ratio of |

Overview :

1. Overall,it can be seen that
2. As can be seen,
3. As it is observed ,
4. From a broader perspective, it is noticeable that...

Explaining Fluctuations:

1. Be erratic ...
2. Rise and fall erratically
3. Changes sporadically
4. Rise and fall irregularly
5. Changes intermittently
6. Zigzag movement

② Be erratic

Example: The stock market can be erratic, making it hard to predict future trends.

Bengali: শেয়ার বাজার অস্থির হতে পারে, যা ভবিষ্যতের প্রবণতা পূর্বানুমান করা কঠিন করে তোলে।

③ Rise and fall erratically

Example: The temperature in the desert rises and falls erratically, making it difficult to prepare

for the day.

Bengali: মরুভূমিতে তাপমাত্রা অস্থিরভাবে ওঠানামা করে, যা দিনটি প্রস্তুত করা কঠিন করে তোলে।

The figure shows some rises and falls that are erratic."

The figure shows rises and falls erratically."

¶ Changes sporadically

Example: The internet connection changes sporadically, causing interruptions in the online meeting.

Bengali: ইন্টারনেট সংযোগ বিচ্ছিন্নভাবে পরিবর্তিত হয়, যা অনলাইন মিটিংয়ে বিষয় সৃষ্টি করে।

¶ Rise and fall irregularly

Example: The water level in the river rises and falls irregularly, depending on the rainfall.

Bengali: নদীর পানি স্তর অস্থাভাবিকভাবে ওঠানামা করে, বৃষ্টিপাতের উপর নির্ভর করে।

¶ Changes intermittently

Example: The lights in the building change intermittently, causing discomfort among the workers.

Bengali: বিল্ডিংয়ের আলো মাঝেমধ্যে পরিবর্তিত হয়, যা কর্মীদের মধ্যে অস্বস্তি সৃষ্টি করে।

¶ Zigzag movement

Example: The car took a zigzag movement to avoid hitting the potholes on the road.

Bengali: গাড়িটি সড়কের গর্তগুলো এড়াতে জিগজ্যাগ গতিতে চলেছিল।

To show how many times :

1. Exactly the same
2. Roughly the same
3. Practically the same
4. Half
5. Equal
6. Double ,twice (two times)
7. Triple,thrice (three times)
8. Quadruple(four times)

Map vocab:

1. Horizontal,vertical
2. Circle,square ,rectangle
3. Across,across from
4. Under,over,inside,beside,on top of

5. Adjacent,next to,opposite
6. Along,through,as far as
7. Midpoint,halfway,in the middle
8. Intersection,overlapping
9. Parallel to,parallel,perpendicular to
10. Edge,diagonal
11. In front of the,behind the
12. To the right,to the left ,
13. On the right/left-hand side
14. North ,south,east,west
15. Northern,southern,eastern,western
16. To the north,to the east
17. In which ,to which,from which
18. Built ,erected (খাড়া),replaced
19. situated on,located in
20. changed to/converted/gave way to /became
21. while in 2001,it was,later it was converted to
22. Expansion,reduction,development,transformation,construction,conversion,preservation
23. Forest,lake
24. It is clear that the principle change was
25. One more striking change was
26. Another notable development was
27. Demolition: ভাঙ্চুর
28. Modernization: আধুনিকায়ন
29. In the middle: মাঝখানে
30. Surrounded/ encircled/enclosed/ringed/beset by: দ্বারা পরিবেষ্টিত
31. In the northwest corner: উত্তর-পশ্চিম কোণে
32. Across from: বিপরীতে
33. Near: কাছাকাছি
34. Far from: দূরে
35. Residential area: আবাসিক এলাকা
36. Commercial area: বাণিজ্যিক এলাকা
37. Parkland: উদ্যান এলাকা
38. Industrial zone: শিল্প এলাকা
39. Farmland: কৃষি এলাকা
40. Riverbank: নদীর তীর
41. Mountain range: পর্বতমালা
42. Significantly: উল্লেখযোগ্যভাবে
43. Slightly: সামান্য

44. Dramatically: নাটকীয়ভাবে
45. Gradually: ধীরে ধীরে
46. Over the years: বছর ধরে
47. As it was in: যেমন ছিল
48. Map: মানচিত্র
49. Example: The map depicts the changes in the layout of a town between 1990 and 2020.
50. Demolition: ভাঙ্গুর
51. Example: The market was relocated to the eastern side of the map.
52. In the middle: মাঝখানে
53. Example: A fountain was placed in the middle of the square.
54. Significantly: উল্লেখযোগ্যভাবে
55. Example: The city center changed significantly over the 20 years.
56. Slightly: সামান্য
57. Example: The residential area was slightly expanded to the west.
58. Gradually: ধীরে ধীরে
59. Example: The village gradually transformed into a modern town.
60. Layout (বিন্যাস)
61. Orientation: অভিমুখ
62. Scale: মাপ
63. Relocation: স্থানান্তর/
64. Renovation
65. a new industrial zone with warehouses and factories **sprang up** around the school and airport.(ghore utha)

Explain Large changes :

1. Significant,significantly
2. Rapid,rapidly
3. Dramatic,dramatically,considerable,considerably/strikely/remarkably
4. Sharply ,suddenly,steeplly(খাড়া)

Small changes :

Slightly,slowly,minimally, Inconsequentially, Barely

Medium changes :

Gradually,moderately, Mildly, Reasonably

No changes :

1. To remain the same
2. To remain static

3. To remain unchanged
4. A period of stability

Upward movement/trend:

1. A rise/growth/jump/peak
2. Go up / escalated /went up
3. An increase/improvement

Downward movement/trend:

1. A decrease
2. A fall
3. A decline
4. A drop

Collocations:

1. Increased significantly
2. Rose steeply
3. Improved considerably
4. Dropped dramatically
5. Fluctuated slightly
6. A gradual decrease

Approximations:

| Approximate | More | Less |
|---|--------------------|--------------------|
| Roughly | More than | Less than |
| Approximately | Well over | well below |
| Around | A large proportion | A small proportion |
| About/nearly/almost/very nearly/just about | Just over | Just below |
| Exactly | | |

Percentages:

1. 6% : a small proportion
2. 10%: one in ten
3. 20%: a fifth
4. 25% : a quarter
5. 23% : just under a quarter
6. 27% : just over a quarter
7. 48%: almost a half
8. 50% : exactly a half

9. 53% : more than half
10. 75%: exactly three quarters
11. 80% : four-fifths
12. 96% : a significant majority
13. Use these terms to show percentages/proportions :Accounted for/comprised of /was/made up

Comparison:

1. In comparison to,as compared with
Example: Mortality rates are lower for women as compared with men.
2. As against,as opposed to
Example : The company achieved sales of 404M ,as against 310M in the previous year.

Contrast:

1. On the contrary
2. However
3. Whereas/while
4. Though/even though
5. Nevertheless
6. Unlike/in spite of/despite

Linker:

1. Apart from this / besides /in addition/what is more/ On top of that
2. As well as/side by side
3. Not only ..but also /both..and
4. Firstly,to begin,
5. following this/next/in the subsequent stage

Time expressions:

1. In the year 2000
2. At the end
3. Beginning of the period ,first of all,firstly,to begin,after that,in the next stage ,following this ,subsequently,then.
4. Througout/during the period
5. By 2000
6. Meanwhile /in the mean time

General Process Vocabulary:

1. Process – প্রক্রিয়া
2. Stage – ধাপ

3. Step – পদক্ষেপ
4. Cycle – চক্র
5. Sequence – অনুসরণ
6. Sequence of events – ঘটনা অনুসরণ
7. Phase – পর্যায়
8. Procedure – পদ্ধতি
9. Method – পদ্ধতি
10. System – সিস্টেম

Verbs for Describing Processes

11. Begin/start – শুরু করা
12. Follow – অনুসরণ করা
13. Continue – চলতে থাকা
14. End/finish – শেষ করা
15. Transfer – স্থানান্তর করা
16. Combine – একত্রিত করা
17. Mix – মিশ্রিত করা
18. Separate – আলাদা করা
19. Add – যোগ করা
20. Remove – অপসারণ করা
21. Heat – গরম করা
22. Cool – ঠাণ্ডা করা
23. Stir – নাড়া দেওয়া
24. Process – প্রক্রিয়া করা
25. Filter – ছাঁকনো
26. Prepare – প্রস্তুত করা

27. Extract – নির্যাস বের করা

28. Compress – সংকুচিত করা

29. Cut – কাটা

30. Grind – পিষে নেওয়া

31. Press – চাপ দেওয়া

32. Freeze – জমে যাওয়া

33. Concentrate – ঘনীভূত করা

Linking Words for Process

34. First – প্রথম

35. Then – তারপর

36. Next – পরবর্তী

38. After that – এরপর

39. Subsequently – পরবর্তী ভাবে

40. Meanwhile – এই সময়

41. At the same time – একসাথে

42. Finally – শেষমেশ

43. Eventually – অবশেষে

44. Consequently – এর ফলে

45. Thereafter – পরে

Describing Transitions in a Process

46. Change into – পরিণত হওয়া

47. Turn into – হয়ে ওঠা

48. Move to – সরানো

49. Shift – স্থান পরিবর্তন করা

50. Be transferred – স্থানান্তরিত হওয়া

51. Be added – যোগ করা হয়
52. Be removed – অপসারণ করা হয়
53. Be mixed – মিশ্রিত করা হয়
54. Be combined – একত্রিত করা হয়
55. Be filtered – ফিল্টার করা হয়
56. Be separated – আলা দা করা হয়

Descriptive Adverbs

57. Carefully – সতর্কভাবে
58. Gradually – ধীরে ধীরে
59. Simultaneously – একযোগে
60. Thoroughly – সম্পূর্ণভাবে
61. Slowly – ধীরে

General Process Vocabulary:

1. Process: প্রক্রিয়া

Example: The diagram illustrates the process of water purification.

2. Stage: ধাপ

Example: The process consists of four main stages.

3. Step: পদক্ষেপ

Example: Each step of the process must be followed carefully.

4. Diagram: চিত্র

Example: The diagram shows the steps involved in recycling paper.

5. Flow: প্রবাহ

Example: The flow of materials is carefully monitored in the production process.

Verbs for Describing Processes:

1. Begin/start: শুরু করা

Example: The process begins by heating the raw materials.

2. Follow: অনুসরণ করা

Example: After that, the liquid is filtered, following the initial heating.

3. Continue: চলতে থাকা

Example: The process continues with the mixing of the ingredients.

4. Move to: সরানো

Example: The liquid moves to the next tank for further purification.

5. Complete/finish: সম্পূর্ণ করা

Example: The process finishes when the product is packaged.

6. Transfer – স্থানান্তর করা

Example: The liquid is transferred into a cooling tank for further processing.

7. Combine – একত্রিত করা

Example: The raw materials are combined to form a mixture.

8. Separate – আলা দা করা

Example: The solid waste is separated from the usable material.

Linking Words for Describing Process Flow

1. First: প্রথম

Example: First, the seeds are cleaned and sorted.

2. Then: তারপর

Example: Then, they are placed in a machine for grinding.

3. After that: এরপর

Example: After that, the mixture is boiled to remove impurities.

4. Next – পরবর্তী

Example: Next, the product is cooled down before packaging.

5. Meanwhile: এ সময়

Example: Meanwhile, the raw materials are prepared for the next batch.

6. Finally / lastly: শেষমেশ

Example: Finally, the finished product is packaged and shipped.

Describing Transitions in Process

1. Transfer: স্থানান্তর করা

Example: The liquid is transferred from the filtration unit to the storage tank.

2. Change into: এ পরিণত হওয়া

Example: The solid material changes into a liquid form during the heating stage.

3. Separate from: আলা দা করা

Example: The waste is separated from the usable materials.

4. Combine to / in: একত্রিত করা

Example: The two substances are combined in a large container.

5. Filter to: ছাঁকনো

Example: The mixture is filtered to remove large particles.

6. Move to – সরানো

Example: The product is moved to the next stage for further refinement.

7. Be added – যোগ করা

Example: After the mixing stage, the chemicals are added to the solution.

8. Be removed – অপসারণ করা

Example: The impurities are removed during the filtration process.

Useful Adjectives and Adverbs

1. Simultaneously: একযোগে

Example: The raw materials are heated and stirred simultaneously.

2. Carefully: সতর্কতার সাথে

Example: Each step must be followed carefully to avoid mistakes.

3. Gradually: ধীরে ধীরে

Example: The temperature gradually increases during the heating process.

4. Thoroughly: সম্পূর্ণভাবে

Example: The ingredients are thoroughly mixed before the next step.

After this/At the first stage

Next /The next step is that /Firstly/secondly/finally

The first step is that/The following step is that /following this

1.In man-made process, You will be using passive present tense for your verbs to talk about what happens.

2.Natural processes usually use active voice, not passive voice because people are not usually involved in the natural process, so actions are not being done by somebody. It could be used passive tense sometimes for example “clouds are flown by the winds”, but most of the time we use active tense for natural processes.

NATURAL PROCESS LANGUAGE

SEQUENCERS

- Gradually,
- In order to,
- As a result of this,
- Having completed all of these steps,
- The step after this,
- The final stage of the cycle is when,
- At this point in the cycle,
- Overtime

ORDERING

- The first stage is when + noun + verb
- To begin with
- The process commences with

MIDDLE STAGES

- Eventually,
- This step involves verb-ing

- After this stage is complete,
- The next step is when + noun + verb
- By this stage,
- The step after this + verb
- At the same time,
- While/as
- Once A has finished, B is able to start

LAST STAGE

- Once the final stage has been completed,

EXPRESSING PURPOSE

- A is done (so as) to produce B
- A is done so that/in order that B can be produced

EXPRESSING CAUSE AND RESULT

- As a result,
- This results in + noun
- A results from B/in B
- A happens, which results in B
- A happens, which leads to B
- A happens, which causes B
- A happens, with the result that B happens

Topic - Line Chart / Graph

General Terms:

1. Line chart - **রেখা চার্ট** Example: The line chart shows the changes in temperature over a year.
2. Axis - **অক্ষ** Example: The X-axis represents time, and the Y-axis shows the number of sales.
3. Data - **ডেটা/তথ্য** Example: The data clearly indicates a rising trend.

Trends:

1. Trend - প্রবণতা Example: The trend shows a steady increase in sales.
2. Pattern - প্যাটার্ন/নকশা Example: The pattern reveals a significant growth in the first half of the year.
3. Movement - গতিবিধি Example: The movement of the graph is mostly upward.

20 Verbs for Describing Changes: Increasing

1. Increase - বৃদ্ধি পাওয়া Example: The number of users increased steadily over the period.
2. Rise - উত্থান Example: The sales figures rose sharply between 2010 and 2015.
3. Grow - বৃদ্ধি পাওয়া
Example: The Company's revenue grew by 20%.
4. Soar - দ্রুত বৃদ্ধি পাওয়া
Example: The profits soared in the second quarter.
5. Climb - ধীরে ধীরে বৃদ্ধি পাওয়া
Example: The unemployment rate climbed gradually.
6. Improve - উন্নতি করা
Example: Sales improved significantly after the new product launch.
7. Surge - অপ্রত্যাশিতভাবে বৃদ্ধি পাওয়া
Example: Electricity usage surged by 10% to 20% in 2010 .(by age to pore)
9. Advance - অগ্রসর হওয়া
Example: Technology advanced rapidly in the last decade.
10. Escalate - বাড়তে থাকা
Example: Housing costs escalated due to urbanization.
11. Jump - হঠাতে বৃদ্ধি পাওয়া
Example: The stock prices jumped in just two days.
13. Elevate - উচ্চতায় বৃদ্ধি পাওয়া
Example: The pollution levels elevated in urban areas.
14. Boom জোয়ার আসা
Example: The tourism industry boomed after the restrictions were lifted.
15. Inflate স্ফীত হওয়া
Example: Prices inflated due to the rise in demand.
16. Multiply - বহুগুণ বৃদ্ধি পাওয়া
Example: The Company's sales multiplied in the second quarter.
17. Strengthen (শক্তিশালী হওয়া)
Example: The currency strengthened against the dollar.
18. Expand - বিস্তৃত হওয়া
Example: The industry expanded rapidly over the decade.

19. Elevate উন্নতি হওয়া

Example: Living standards were elevated significantly in urban areas.

20. Propel (উৎকর্ষে উঠানো)

Example: New policies propelled economic growth in the region.

16 Verbs for Describing Changes: Decreasing

1. Decrease - হাস পাওয়া

Example: The number of visitors decreased significantly in the winter.

2. Decline - হাস পাওয়া

Example: The population of rural areas declined steadily.

3. Fall পতন হওয়া

Example: The birth rate fell sharply in the late 1990s

4. Drop - হ্রাস

Example: There was a slight drop in the sales figures.

5. Plunge - হঠাতে করে হ্রাস পাওয়া

Example: The stock prices plunged due to the economic crisis.

6. Plummet - নাটকীয়ভাবে নিচে নেমে যাওয়া

Example: Stock prices plummeted in the wake of the global financial crisis.

7. Reduce - হ্রাস করা

Example: The government reduced taxes to support businesses.

8. Shrink - সঞ্চুচিত হওয়া

Example: The workforce shrank by 10% due to automation.

9. Dip - সামান্য নিচে নামা

Example: The graph shows a slight dip in profits in March.

10. Wane - ক্ষয় হওয়া

Example: Public interest in the product waned after its initial success.

11. Diminish - কমে যাওয়া

Example: The forest area diminished due to deforestation.

12. Collapse ধসে পড়া

Example: The housing market collapsed after the economic downturn.

13. Slump মন্দায় পড়া

Example: Sales slumped during the economic recession.

14. Subside - নিম্ন পর্যায়ে যাওয়া

Example: The panic subsided as the market stabilized.

15. Tumble - গত্তিয়ে পড়া

Example: The Company's profits tumbled after losing its largest client.

16. Deplete - নিঃশেষ হওয়া

Example: The natural resources in the region were depleted over the years.

Describing Fluctuate Vocabulary:

1. Fluctuate - ওঠানামা করা

Example: The temperature fluctuated between 15°C and 20°C.

2. Variation - পরিবর্তন Example: There was a noticeable variation in sales during the holiday season.

3. Oscillate দোলায়িত হওয়া

Example: The graph shows that the stock prices oscillated throughout the year.

4. Vary - ভিন্নতা দেখা

Example: The rainfall varied significantly across different regions.

5. Up and Down উর্ধ্বমুখী ও নিম্নমুখী

Example: The prices moved up and down over the course of the year.

6. Volatile - অস্থির/পরিবর্তনশীল

Example: The stock market was highly volatile during the recession.

7. Peak সর্বোচ্চ বিন্দুতে পৌঁছানো

Example: The sales peaked at 20 million dollars in December.

Describing Remaining or Stable Vocabulary:

1. Stabilize - স্থিতিশীল হওয়া

Example: The prices stabilized at 20 million dollars after an initial decline.

2. Plateau - স্থিতিশীল থাকা

Example: After a sharp increase, the trend plateaued.

3. Remain steady - স্থির থাকা

Example: The number of customers remained steady at 500.

4. Stay - থাকা

Example: The unemployment rate stayed the same for two years.

5. Remain Unchanged - অপরিবর্তিত থাকা

Example: The population remained unchanged for several years.

6. Hold Steady - স্থির থাকা

Example: The number of visitors held steady during the summer months.

7. Constant - স্থির, অপরিবর্তিত

Example: The price of gold remained constant for the past few months.

8. Unchanged (অপরিবর্তিত)

Example: The tax rate remained unchanged for five years.

Adverbs and Adjectives:

1. Sharply - তীব্রভাবে

Example: Sales increased sharply in the first quarter.

2. Steadily – স্থিরভাবে

Example: The population rose steadily over the decade.

3. Gradually - ধীরগতিতে

Example: There was a gradual increase in demand.

4. Dramatically - নাটকীয়ভাবে

Example: The profit figures dropped dramatically in 2008.

5. Significantly - উল্লেখযোগ্যভাবে

Example: The unemployment rate decreased significantly last year.

6. Slightly সামান্য

Example: The percentage of smokers dropped slightly over the period.

7. Moderately - মাঝামাঝি ভাবে

Example: The prices rose moderately throughout the year.

8. Rapidly - দ্রুত

Example: The number of internet users grew rapidly in the 2000s.

9. Suddenly - হঠাৎ করে

Example: The stock prices suddenly dropped in 2015.

Phrases for Trends:

1. A steady increase একটি স্থির বৃদ্ধি

Example: The line chart shows a steady increase in the number of internet users from 2010 to 2020.

2. A slight decline একটি সামান্য হ্রাস

Example: Between 2005 and 2010, there was a slight decline in the population of rural areas.

3. A significant rise একটি উল্লেখযোগ্য বৃদ্ধি

Example: The graph highlights a significant rise in smartphone sales after 2015.

4. A sharp fall - একটি তীব্র পতন

Example: The chart illustrates a sharp fall in oil prices during the financial crisis of 2008.

5. An upward trend একটি উর্ধ্বমুখী প্রবণতা

Example: There was an upward trend in the demand for electric vehicles over the decade.

6. A downward trend একটি নিম্নমুখী প্রবণতা

Example: The graph reveals a downward trend in the birth rate from 1990 to 2020.

Time-Related Vocabulary:

1. over the period সময়ের মধ্যে

Example: Over the period, the number of tourists visiting the country increased dramatically.

2. throughout the year বছরের পুরো সময়

Example: The graph shows that sales remained steady throughout the year.

3. by the end of the period সময়ের শেষে

Example: By the end of the period, the population had doubled in size.

4. during this time - এই সময়ে

Example: During this time, there was a slight decline in production levels.

5. in the first quarter - প্রথম প্রাতিক্রিয়া

Example: In the first quarter, the company experienced a sharp increase in profits.

Connecting Vocabulary:

1. Followed by - তারপরে

Example: Sales increased sharply in January, followed by a slight decline in February.

2. Compared to - তুলনায়

Example: The revenue in 2020 was higher compared to 2019.

3. While - যখন

Example: While the production of cars increased, the demand for bikes decreased.

4. Whereas - যেখানে

Example: Urban areas showed an increase in population, whereas rural areas experienced a decline.

5. However - তবে

Example: The sales increase in the first half of the year. However, they dropped significantly in the second half.

6. Similarly - একইভাবে

Example: The number of tourists visiting France increased. Similarly, Spain saw a rise in its tourist numbers.

7. Conversely - বিপরীতভাবে

Example: The price of smartphones dropped. Conversely, the price of laptops increased.

Introduction pie chart

"The pie chart illustrates..."

"The pie chart provides information about..."

"The given pie chart represents..."

"The chart is divided into..."

Examples:

The pie chart illustrates the proportion of energy consumption in different sectors in Bangladesh in 2023.

The given pie chart provides information about the market share of five companies in 2022.

2. Percentages and Proportions:

Vocabulary:

"X accounts for..."

"X constitutes..."

"X represents..."

"A significant proportion of..."

"A majority of..."

"A minority of..."

"X makes up..."

"X comprises..."

Examples:

A significant proportion of the energy, 45%, is consumed by the industrial sector.

Residential usage accounts for 25% of the total energy consumption.

3. Comparisons:

Vocabulary:

"In comparison to..."

"Similarly..."

"In contrast..."

"While X accounts for..., Y represents..."

"The largest/smallest share of..."

"Compared to..."

Examples:

In comparison to the residential sector (20%), the industrial sector consumes nearly double the energy (40%).

Similarly, both education and health sectors account for 15% each.

Trends and Changes:

"The proportion of..."

"There is a significant increase/decrease in..."

"The largest/smallest share..."

"Shows a steady growth/decline..."

"Remains unchanged at..."

"Fluctuated between..."

Examples:

The proportion of renewable energy increased from 15% to 25% over the decade.

The percentage of agricultural energy usage remained unchanged at 10%.

Describing Sectors:

Sector/Category/Segment"

"Represents the largest/smallest proportion"

"Occupies a major/minor part of..."

"Is divided into..."

Examples:

The largest segment of the chart represents industrial usage at 50%.

The chart is divided into four categories: education, health, agriculture, and industry.

6. Overall Trends:

"Overall, it can be observed that..."

"It is evident that..."

"The majority of..."

"The least amount of..."

Examples:

Overall, it is evident that the industrial sector consumes the largest share of energy, while the agricultural sector uses the least.

The majority of the resources are allocated to industrial and residential sectors.

7. Time Periods:

"Over a period of..."

"In the year..."

"Between... and..."

Examples:

Over a period of 10 years, the share of renewable energy doubled.

Between 2000 and 2020, the residential sector's consumption decreased by 10%.

8. Linking Words:

"However..."

"Moreover..."

"On the other hand..."

"As a result..."

Examples:

The industrial sector saw significant growth; however, the agricultural sector remained unchanged.

Moreover, both health and education sectors showed a steady rise in their proportions

Topic – Table Chart / Graph

Describing Trends:

1. Increase - বৃদ্ধি

Example - The sales increased by 20% in June.

2. Decrease - হ্রাস

Example - The population decreased over the decade.

3. Fluctuate - ওঠানামা

Example - The price of oil fluctuated significantly last year.

4. Rise - বৃদ্ধি পাওয়া

Example - There was a rise in employment rates in 2021.

5. Fall - কমম যাওয়া

Example - The profits fell by 15% compared to the previous year.

6. Decline - হ্রাস পাওয়া

Example - The percentage of smokers declined steadily.

7. Stabilize - স্থিতিশীল হওয়া

Example - After a period of fluctuation, the market stabilized in May.

8. Surge - ফোর্ট বৃদ্ধি

Example - The demand for masks surged during the pandemic.

9. Dip - সামান্য হ্রাস

Example - The temperature dipped slightly during the night.

Describing Comparisons:

1. Higher than - এর চেময় চৰস্তু

Example - The salary in New York is higher than in Texas.

2. Lower than - এর চেময় কম

Example - The temperature was lower than last week.

3. Similar to - অনুরূপ

Example - The trend is similar to that of 2019.

4. Equal- সমান

Example - The profits of both companies are equal.

5. Twice as much as - দ্বিগুণ

Example - Exports were twice as much as imports in 2020.

6. Half as much as – অমধ্যেক

Example - The production was half as much as last year.

7. Largest - সবচেয়ে বড়

Example - The largest proportion of voters supported him.

8. Smallest - সবচেয়ে ছোট

Example - The smallest increase was seen in March.

Describing Changes Over Time:

1. Over a period of time - স্থানস্থানে সময়ের মধ্যে

Example - The rate increased over a period of ten years.

2. In the past decade - পুর্ণ দশক

Example - In the past decade, there has been steady growth.

3. During the year - এই বছরে মধ্যে

Example - During the year, the sales figures fluctuated.

4. Between 2000 and 2010 - ২০০০ এবং ২০১০ এর মধ্য

Example - The population grew significantly between 2000 and 2010.

Expressions for Percentages and Proportions:

1. Percentage Example - The percentage of students increased to 80%.

2. Proportion

Example - A large proportion of the population is elderly.

3. Fraction –Example - Only a small fraction of people use bicycles.

4. Majority - সংখ্যাগতিক

Example - The majority of respondents agreed with the policy.

5. Minority - সংখ্যালঘু

Example - A minority of workers opposed the changes.

Describing Extent and Degree:

1. Slight - সামান্য

Example - There was a slight increase in the number of cars.

2. Substantial (ullekhjoggo)

Example - The company reported a substantial growth in profit.

3. Marginal – সীমান্তবী

Example - Marginal changes were observed in sales figures.

4. Drastic (intense)

Example - Drastic measures were taken to improve efficiency.

Topic – Bar Chart / Graph

General Vocabulary:

1. Bar chart (বার বাৰ্চ নাচি ত্ৰ)

Example: The bar chart illustrates the number of students enrolled in different courses.

2. Horizontal axis (X-axis) (অনা ভূ

চিক অক্ষ)

Example: The horizontal axis shows different years.

3. Vertical axis (Y-axis) (উল্লম্ব অক্ষ)

Example: The vertical axis displays the number of visitors.

4. Categories (শ্রেণি)

Example: The chart compares three categories of income.

5. Legend (বাণিজ্যিক নামসূচি)

ক চি হ্র)

Example: The legend indicates male and female data.

Describing increasing Trends:

1. Increase (বাচি)

Example: The population of Dhaka increased significantly.

2. Rise (উপ্খা না)

Example: The number of students studying abroad has risen steadily.

3. Grow (বাড়া)

Example: The economy grew by 5% last year.

4. Climb (উর্ধ্ব গচি)

Example: The price of rice climbed sharply in July.

5. Surge (ব্র বাচি)

Example: There was a surge in mobile phone usage after 2010.

6. Soar (দ্র উর্ধ্ব গচি)

Example: The demand for IELTS courses soared in recent years.

7. Jump (লাচিঁয়ে & বাড়া)

Example: Sales of smartphones jumped dramatically last month.

8. Escalate (ক্র গ বাচি)

Example: The cost of living has escalated over the last decade.

9. Rocket (হঠা কয়ের বাচিৎ)

Example: Fuel prices rocketed after the announcement of new taxes.

10. Elevate (উন টি)

Example: The government elevated its budget for education by 20%.

11. Peak (

ড়া & শ্রে +, ছায়েনা)

Example: Tourism peaked during the winter months.

12. Expand (চিবাঞ্চা র লাভু কর)

Example: The Company expanded its operations in rural areas.

13. Boom (উন্ন &য়ে না র গচি বাচি)

Example: The IT sector is experiencing a boom.

14. Improve (উন্ন চি কর)

Example: Employment rates have improved over the years.

15. Advance (অগ্রগ চি)

Example: The technology sector has advanced rapidly.

Describing decreasing Trends:

1. Decrease (হ্রাসু)

Example: The population of rural areas decreased significantly.

2. Decline (+ না)

Example: There was a decline in agricultural production last year.

3. Drop (+ না হও&)

Example: Sales dropped sharply in December.

4. Fall (+য়েড়া যাও&)

Example: The price of oil fell gradually over the year.

5. Plunge (ব্রহ্মাসু)

Example: The stock market plunged after the economic crisis.

6. Plummet (আকচি4ক + না)

Example: The value of the currency plummeted last month.

7. Dip (সু নাত চিনাম গ চি)

Example: There was a slight dip in electricity usage during the summer.

8. Shrink (সূঞ্চে ক'না)

Example: The workforce in the agricultural sector shrank in recent years.

9. Diminish (ত্বাসু +ও&)

Example: The popularity of radio has diminished over time.

10. Reduce (কমেনা)

Example: The government reduced taxes on small businesses.

11. Curtail (সীমিত করা)

Example: The Company curtailed its expenses due to low revenue.

12. Slide (চিনায়ে না)

Example: Profits slid down during the economic downturn.

13. Ease (চিকছাটা ত্বাসু)

Example: Inflation eased slightly after the policy change.

14. Declining Trend (ত্বাসু না প্র বার্ণ)

Example: There has been a declining trend in job opportunities in rural areas.

15. Collapse (ধসূ)

Example: The housing market collapsed during the recession.

Adjectives for Describing Changes:

1. Significant /wide/strike/remarkable/wild/substantial(উঘেল্ল খয়ে যা গুৰি)

Example: There was a significant increase in the literacy rate last year.

2. Slight (সূ নাৰি)

Example: The price of vegetables showed a slight decline in winter.

3. Dramatic (নাটোক&)

Example: There was a dramatic rise in the number of students applying for scholarships.

4. Moderate (ধৰ্ম্ম5)

Example: The Company reported a moderate increase in profits.

5. Gradual (ধৰণগতি রং)

Example: The temperature showed a gradual decrease during autumn.

6. Rapid (দ্রুত)

Example: The use of mobile phones increased rapidly in rural areas.

7. Sharp (ক্ষুণ্ণ)

Example: There was a sharp drop in the stock market after the announcement.

8. Steady (চিনি-রং)

Example: The population of the city grew steadily over the decade.

9. Subtle (অন্ধকাৰ)

Example: The new policy brought a subtle improvement in customer satisfaction.

10. Sudden (হঠাৎ)

Example: The sudden rise in fuel prices caused concern among consumers.

Describing Comparisons:

1. Higher than (উচ্চ রং)

Example: The literacy rate in urban areas is higher than in rural

areas.

2. Lower than (চিনাম র)

Example: The average income in Bangladesh is lower than in many developed countries.

3. Twice as much as (চি@গুর্ণ শ্বে বা চিB)

Example: The number of students enrolled in 2023 is twice as much as in 2010.

4. The most (সূ বাচিধক)

Example: Dhaka has the most crowded public transport system in Bangladesh.

5. The least (সূ বাচিনাম)

Example: The southern region experienced the least rainfall this year.

6. Equal to (সূ না)

Example: The profits of both companies were almost equal to each other.

7. Similar to (না কু +)

Example: The population growth in Chittagong is similar to that in Dhaka.

8. In contrast (চিবা+রয়ে)

Example: In contrast to rural areas, urban areas have better access to healthcare.

9. Compared to (লানাএ)

Example: The cost of living in Dhaka is higher compared to other cities in Bangladesh.

10. Proportionally (অনা+চি কভু যে বা)

Example: Proportionally, the younger population contributes more to the workforce.

Describing Percentages and Fractions:

1. Percentage (B 7B)

Example: 60% of the population prefers public transport.

2. Proportion (অনা+)

Example: A large proportion of students study abroad every year.

3. Ratio (অনা+)

Example: The ratio of male to female employees in the company is 3:2.

4. Half (অয়েধ ক)

Example: Half of the respondents were satisfied with the service.

5. Quarter (ৰ্থাং 7B)

Example: A quarter of the students failed the exam.

6. One-third (এক &7B)

Example: One-third of the budget was allocated to education.

7. Majority (সূ 7 খ5গচিৱষ্ঠ)

Example: The majority of people in the survey supported the new policy.

8. Minority (সূ 7 খ5লাঘু)

Example: Only a minority of participants agreed with the proposal.

9. Two-thirds (দুই &7B)/one -third

Example: Two-thirds of the population lives in rural areas.

10. Three-quarters (চি নার্থাং 7B)

Example: Three-quarters of the employees are under 30 years

old.

Phrases for Describing Features:

1. It can be observed that (এটি যাইবাক্ষর কর যা & শে যা)

Example: It can be observed that the sales of smartphones

increased steadily over the decade.

2. The chart highlights (টি চিটায়ে লা ধয়ে র)

Example: The chart highlights the difference in income levels
between rural and urban areas.

3. The data reveals (থাং ৫ চিটা প্র কB কয়ের)

Example: The data reveals a gradual decline in the number of
smokers over the years.

4. The most noticeable trend (সূ বায়ে যে & লাক্ষণ & প্র বার্ণ)

Example: The most noticeable trend is the rapid growth in online
shopping.

5. Another striking feature (অনাত একচিটা উয়েল্ল খয়েয়া গত বৈবাচিষ্ট্য)

Example: Another striking feature is the consistent increase in
renewable energy usage.

6. In terms of (এর চিদু ক শ্রেথাংয়ে ক)

Example: In terms of population, Dhaka is the largest city in
Bangladesh.

7. Overall, it is clear that (সূ চিগ কভু যে বা এটি স্পষ্ট শে যা)

Example: Overall, it is clear that renewable energy is becoming
more popular worldwide.

8. A closer look at the chart shows (যেটা র আয়ে র গভু র +যাইবাক্ষর শেদু খ&)

Example: A closer look at the chart shows that female
employment rates have increased more rapidly than male rates.

9. On the other hand (অনাত্তিদুয়ে ক)

Example: Urban areas have more hospitals; on the other hand, rural areas lack basic healthcare facilities.

10. By contrast (চিবা+রয়ে)

Example: By contrast, the number of car users decreased in rural areas while increasing in urban areas.

Time-Related Vocabulary:

1. Over the years (বাচ্চার ধয়ে র)

Example: Over the years, the population of Dhaka has grown significantly.

2. Throughout the period (সূ প্র সূ &কয়েলা)

Example: Throughout the period, the sales of electric cars steadily increased.

3. During this time (এই সূ ঘে&)

Example: During this time, there was a sharp decline in agricultural production.

4. In the following years (+রবা বাচ্চারগু চিলায়ে)

Example: In the following years, the number of tourists visiting Cox's Bazar doubled.

5. At the beginning (শুরুয়ে)

Example: At the beginning, internet usage was relatively low.

6. At the end (শেষ ঘেৰো)

Example: At the end of the year, the company saw a dramatic rise in profits.

7. In the first year (প্রথম বাচ্চায়ে র)

Example: In the first year, the project attracted only a few

participants.

8. By the last year (শেষ B O বাছায়ে র)

Example: By the last year, the unemployment rate had dropped to its lowest point.

9. Within five years (+P বাছায়ে র র মেধ5)

Example: Within five years, the company expanded to 20 different countries.

10. Over a decade (এক দু Bয়েক র মেধ5)

Example: Over a decade, renewable energy usage increased by 50%.

Important sentence structure

The price of gas stood at \$2.75 per gallon.

In 2005, the sugar export accounted for about 10% of total exports.

there was a decrease in the price of gas/ gas prices.

- There was an increase in the sugar export/ export of sugar/ exported sugar.
 - Gas prices/ the price of gas decreased.
 - The export of sugar/ the sugar export/ the exported sugar increased.
 - Gas prices/ the price of gas experienced a decrease.
 - The export of sugar/ the sugar export/ the exported sugar witnessed an increase.
- CD sales increased steadily from 2005 until 2010, then fell slightly in the following year.
- CD sales increased steadily from 2005 until 2010, before falling slightly in the following year.
 - After increasing steadily from 2005 until 2010, CD sales fell slightly in the following year.

There was a slight fall in CD sales in 2010.

- (The year) 2010 saw a slight fall in CD sales.
- CD sales experienced a slight fall in 2010.

CD sales increased slightly from 52 (million) to 70 million units between 2009 and 2010.

- CD sales increased slightly from 52 million units in 2010 to 70 million the following year.

- CD sales increased by eight million units from 2009 to 2010.
- During the period from 1990 to 1995, there was a decrease in gas prices from \$2.70 to \$2.75 per gallon.
- There was an increase in the sugar export between May and August from about 10% to over 20%.
- Between 1990 and 1995, the price of gas decreased from \$2.75 to \$2.70 per gallon.
- The sugar export increased from approximately 10% to more than 20% between May and August.
- From 1990 to 1995, the price of gas experienced a decrease from \$2.75 to \$2.70 per gallon.
- The sugar export witnessed an increase between May and August from around 10% to over 20%.

Honda was the most popular motorbike. (Superlative language)

Or: Honda produced the most sold motorbikes.

- Honda was more popular than any other motorbike. (Comparison language)
- More males than females chose Honda.
- Fewer females than males chose Honda.
- Honda was more popular among males than females.
- Honda was less popular among females than males.
- The most popular means of transport was Honda.
- Honda was more popular than any other means of transport.
- Honda was the most popular means of transport.
- Honda was chosen by more males than females.
- A higher percentage of males chose Honda than females.
- Compared to/with the number of females, the number of males were considerably higher.
- The number of males were considerably higher compared to/with the number of females.

Soar/rocket/plunge/plummet don't take adverb.

The temperature **levelled off** at a comfortable 22°C after the storm passed.

After the sudden drop, the market **stabilized** and began showing steady growth.

Car sales **reached a low/started at a low/ began at a high of** 15.000 in 2000.

The number of tourists **reached a peak of** 15 million in 1995.

The number of sales **stood at** 4 million in 2010.

the amount of meat consumed weekly **began at/started at/ended at/finished at** about 150 grams.

Experienced/witnessed/underwent(experience/witness/undergo)

Laptop prices experienced a decrease/a decline.

Laptop prices underwent a decrease/a decline.

The price of laptop saw a fall/decrease/a decline.

The price of laptop witnessed a fall/decrease/a decline.

As the graph shows, in January, the figure stood at more than 1500.

Regarding novel sales, in January, the figure stood at just over 1500 before declining steadily to a low of nearly 90,000.

Sales = income = revenue = turnover = how much money was made.

The prediction/expectation/projection/forecast/anticipations/liability + shows/reveals/indicates/is that there will be a dramatic increase in the number of car users.

The anticipation shows/reveals/indicates/is that there will be an increase in the price of food from 20 dollars in 2005 to 25 dollars in 2025.

The forecast shows/reveals/indicates/is that the price of food will undergo/witness/experience an increase from 20 dollars in 2005 to 25 dollars in 2025.

It is predicted/expected/projected/estimated/ anticipated/forecast/likely that the number of car users will increase dramatically.

It is predicted/expected/anticipated/forecast/estimated that the price of food will increase from 20 dollars in 2005 to 25 dollars in 2025.

It is predicted/expected/anticipated/forecast/estimated that the price of food will undergo/witness/experience an increase from 20 dollars in 2005 to 25 dollars in 2025.

The number of car users are predicted/expected/projected/estimated/ anticipated/forecast to increase dramatically.

The price of food is predicted/expected/anticipated/forecast/estimated to decline from 20 dollars in 2000 to 10 dollars in 2025.

The price of food is predicted/expected/anticipated/forecast/estimated to experience a decline from 20 dollars in 2000 to 10 dollars in 2025

the price of food is expected to decline to 20 dollars in 2020"

the price of food is expected to have declined to 20 dollars by 2020"

Or "the price of food is expected to have experienced a decline to 20 dollars by 2020"

Or "it is expected that the price of food will have declined to 20 dollars by 2020"

In 2010, the figure stood at... (Past tense)..., but it's expected to increase slightly

to... (Future tense)

California is in the west of the United States/ Phu My

Hung is in the south of HCM city.

China is to the north of

Vietnam/ Cambodia is to the west of Vietnam.)

Be located/situated in: The shopping mall was located/situated in the center of the city was knocked down to make way for a new university.

Opposite: A restaurant has been built on the opposite side of the road where the shop used to be.

Next to: A new car park has been constructed next to the hotel.

Along: there was a new sidewalk along the river.

Across from: The park is across from the school.

The school located in the south of the city was knocked down/ demolished/ constructed/ built/ erected to make way for a car park.

The park disappeared/appeared

All the trees were removed/uprooted/cut down/chopped down/cleared away and replaced by a factory.

An airport was established/installed/placed/put in

the park was transformed into the airport (because a park is an area of land)

We cannot say “the trees were transformed into the airport”, we cannot change a tree into an airport. Instead, we can say “the trees were chopped down and replaced with the airport.

Converted into-porinoto kora

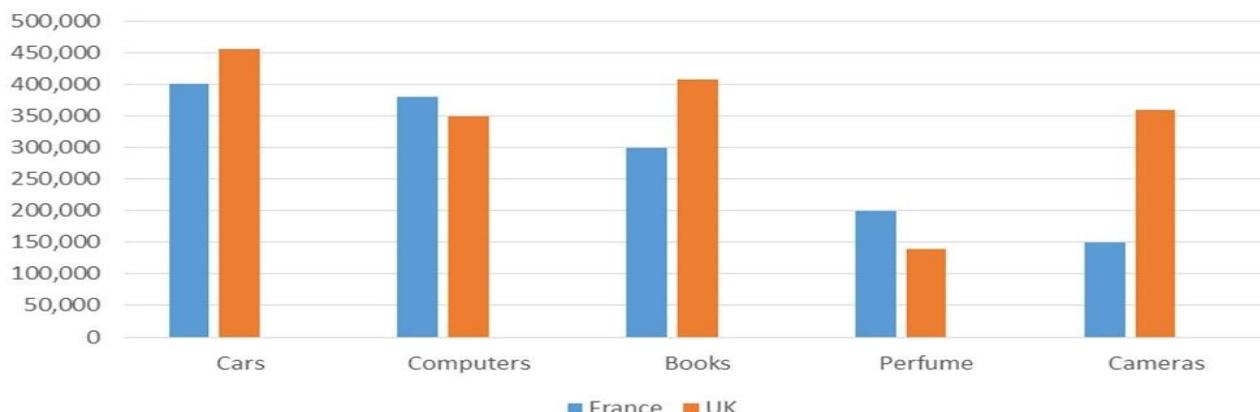
Transformed into -rupantor kora

Bar chart :

Overview (describe general trends by using the concept of increasing & decreasing trend and oscillation,also you can consider the highest/lowest rates,unit of measurement)

Rest of the two/three paragraphs can be used to explain the grouping data which has been measured by using given question.

The chart below shows the expenditure of two countries on consumer goods in 2010.
(pounds sterling)



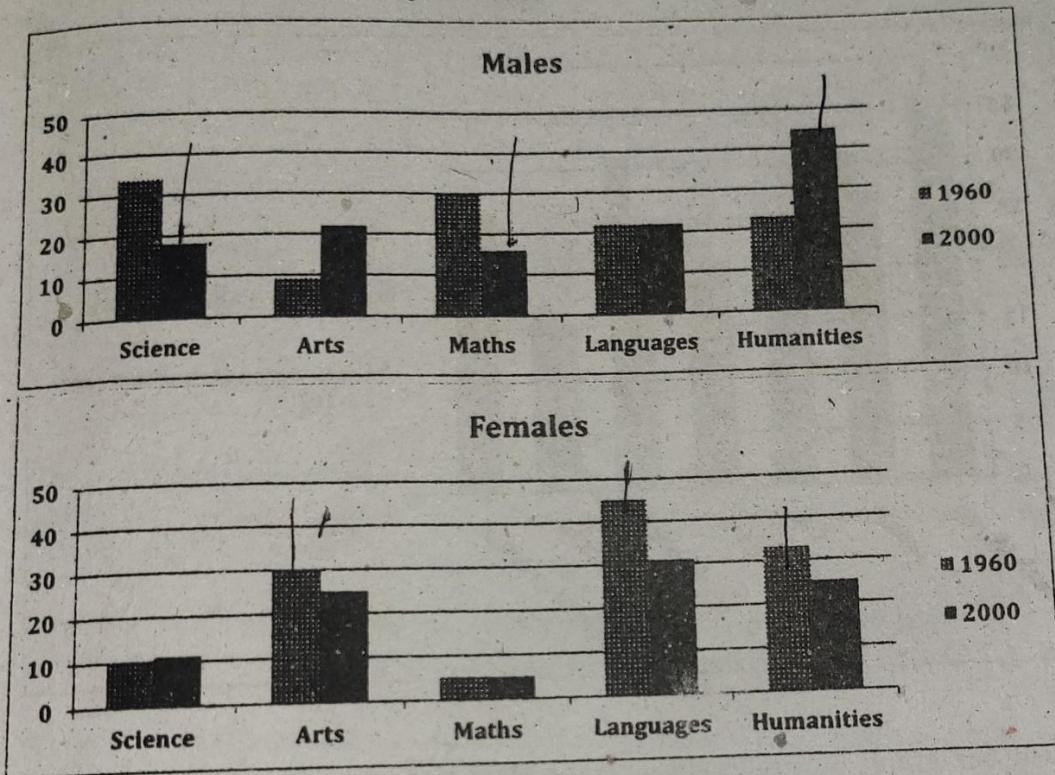
The chart illustrates the amount of money spent on five consumer goods (cars, computers, books, perfume and cameras) in France and the UK in 2010. Units are measured in pounds sterling.

Overall, the UK spent more money on consumer goods than France in the period given. Both the British and the French spent most of their money on cars whereas the least amount of money was spent on perfume in the UK compared to cameras in France. Furthermore, the most significant difference in expenditure between the two countries was on cameras.

In terms of cars, people in the UK spent about £450,000 on this as opposed to the French at £400,000. Similarly, the British expenditure was higher on books than the French (around £400,000 and £300,000 respectively). In the UK, expenditure on cameras (just over £350,000) was over double that of France, which was only £150,000.

On the other hand, the amount of money paid out on the remaining goods was higher in France. Above £350,000 was spent by the French on computers which was slightly more than the British who spent exactly £350,000. Neither of the countries spent much on perfume which accounted for £200,000 of expenditure in France but under £150,000 in the UK.

9. The charts below show the percentages of male and female students getting top grades in 1960 and 2000. Summarise the information by selecting and reporting the main features and make comparisons where relevant.



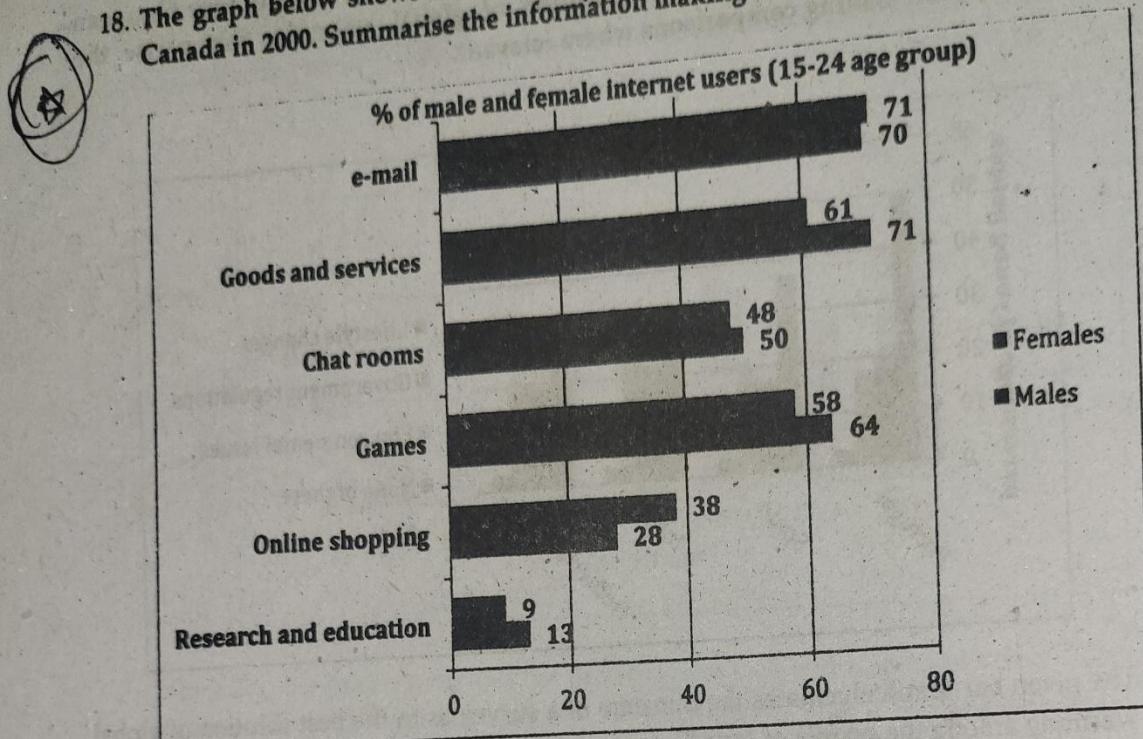
The given bar graphs compare the proportion of boys and girls getting top grades in five subjects, which are science, arts, maths, languages and humanities, in 1960 and 2000. It is clear from the graph that girls scored higher in Arts and languages, whereas boys scored higher in science and math in the given years.

In 1960, slightly over 30% boys scored good grades in science and maths, whereas in languages and humanities the high scorers were 20% each. Only one in ten scored high in Arts. In contrast, girls did much better in languages, Arts and humanities, with 45%, 32% and 30% scoring high in these subjects respectively. Only 10% girls scored high in science and the least (5 %) scored high in maths.

In 2000, among boys, the percentage of top scorers in arts and humanities almost doubled where as that in science and math became approximately half as compared to the figures of 1960. The percentage of top scorers in languages remained the same. Among girls, however, the percentage of top scorers in arts, languages and humanities decreased moderately, whereas that in science and maths remained the same.

Overall, it is surprising to see that boys scored better than girls in humanities in the year 2000.

18. The graph below shows the way in which men and women used the Internet in Canada in 2000. Summarise the information making comparisons where relevant.



The given bar graph compares the percentage of males and females, of 15-24 age group, who used the Internet for various purposes in Canada in 2000. It is manifest from the graph that the least percentage of both genders used the Internet for research and education.

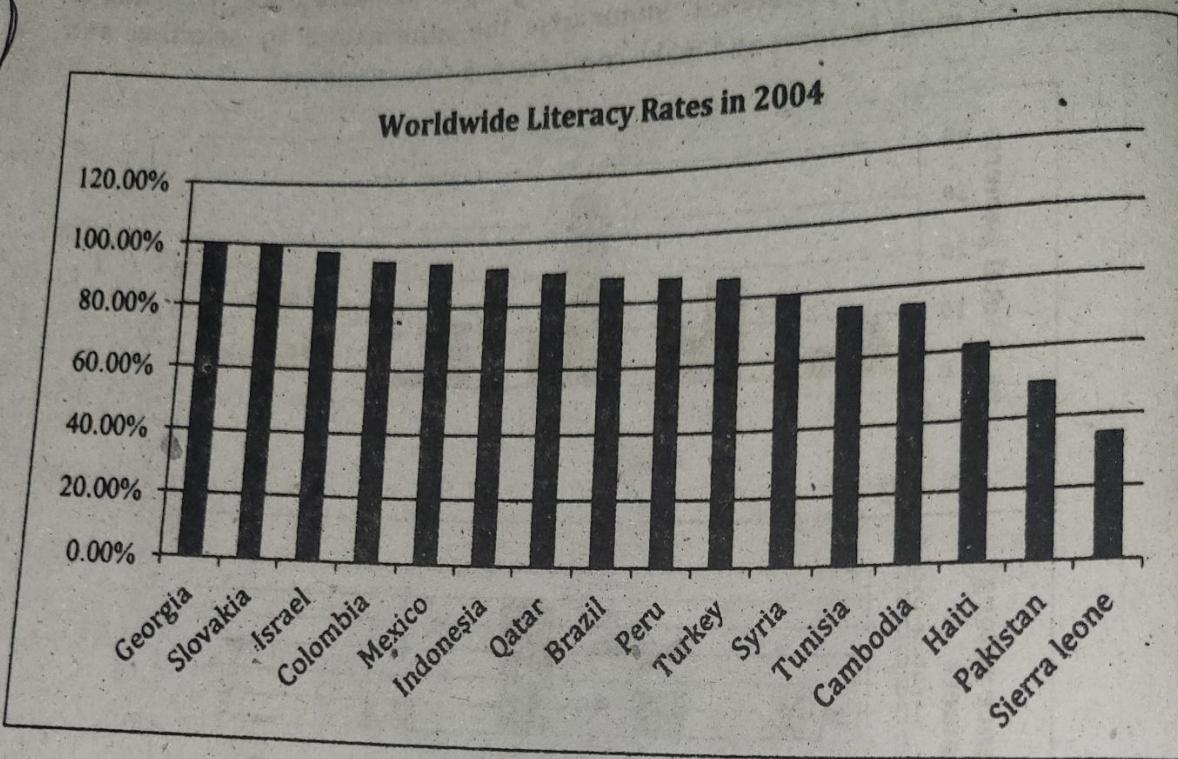
It is clear from the graph that the maximum number of men used the Internet for goods and services (71%). The second most popular use among the males was for sending e-mails (70%). A slightly higher percentage of women (71%) used the Internet for e-mails. However, a significantly lesser percentage (61%) of women used the Internet for goods and services.

Chat rooms were almost equally popular among both genders with 50% males and 48% females using the internet for this purpose respectively. Online shopping was more popular among women. 38% women used the net for this purpose and only 28% men used the Internet for online shopping.

Games were slightly more popular among males (64%) than females (58%). Research and education was the least popular activity among both men and women. 9% women and 13 % men used the Internet for this purpose.

Overall, it can be seen that women were ahead of men in using the internet for e-mailing and online shopping. In all other given activities, males superseded women.

26. The bar graph below outlines literacy rates for a number of nations in 2004. Write a report for a university lecturer describing the information shown here.



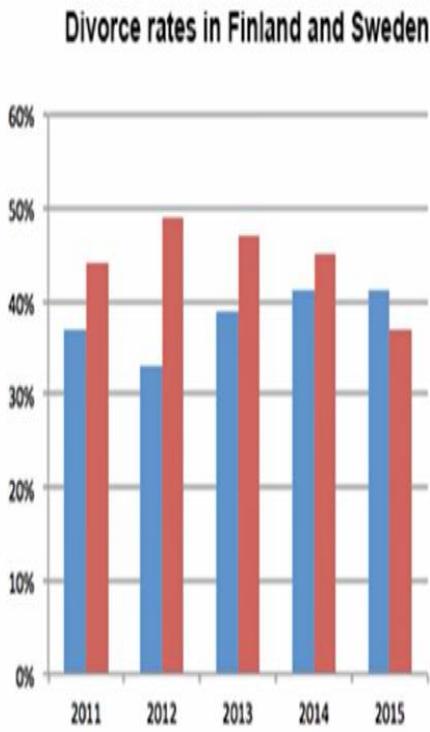
The given bar graph illustrates the various literacy levels of a handful of countries around the world in 2004. The countries are plotted on the x-axis, whereas the literacy rate on the y-axis.

According to the graph, Georgians and Slovaks, with literacy rates of 100% were the most literate in the list for this time period. Israel ranked the third most literate, with roughly 97% literacy rate. Colombia, Mexico, Indonesia, Qatar, Brazil, Peru and Turkey appeared to share an almost identical literacy rate of 88%. Literacy in Syria in 2004 was slightly lower, at 80%, while Tunisia and Cambodia had a literacy rate of slightly below 70%. Haiti, at 62%, Pakistan, at less than 50% had fairly lesser literacy rates than the countries mentioned earlier. Sierra Leone, at 35%, made up the least literate country among the given countries.

Overall, eleven of the countries given in the graph had a literacy rate of 80% or above literacy rate in 2004.

Full band 9 answer

The bar chart provides information about the percentages of divorces in Finland and Sweden between 2011 and 2015.



Overall, Sweden experienced a downward trend, while Finland showed an upward trend throughout the period. Both countries' divorce rates had some fluctuations. Although Finland initially had a lower rate, it outraced Sweden at the end of the period.

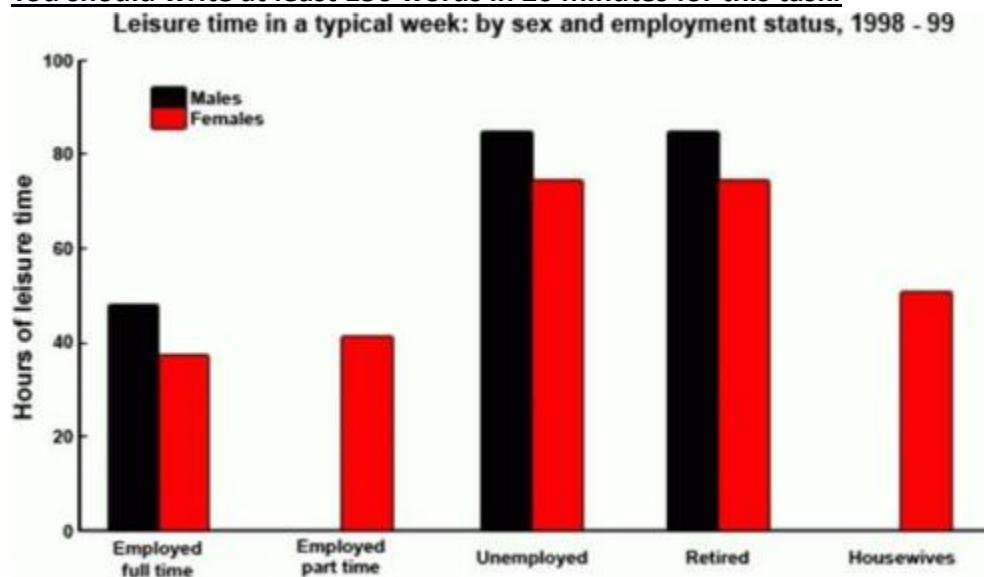
Sweden's divorce rate was about 45% in 2011, being higher than Finland's rate by approximately 8%. Then, it rose to almost fifty percent in 2012. However, the figure showed a gradual decrease to about 47% in 2013, and continued to decline steadily to the end of the period, reaching around 45% in 2014 and hitting a low-point of about 37% in 2015.

Percentage of divorces in Finland was less than 40% in 2011, and it decreased in 2012, when about one third of marriages in Finland ended with a divorce (as opposed to almost a half in Sweden). However, the figure experienced a steady growth during the next two years. It rose to approximately 39% in 2013, then increased by around 3% in 2014, and remained steady for the next year, outracing the rate of Sweden.

The chart below shows the amount of leisure time enjoyed by men and women of different employment status.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words in 20 minutes for this task.



The bar chart compares the amount of free time per week that males and females of five categories of employment status had between 1998 and 1999.

It is clear that men enjoyed more hours of leisure time per week than women in three out of five categories. However, only figures for women are shown in two categories, namely employed part-time and housewives.

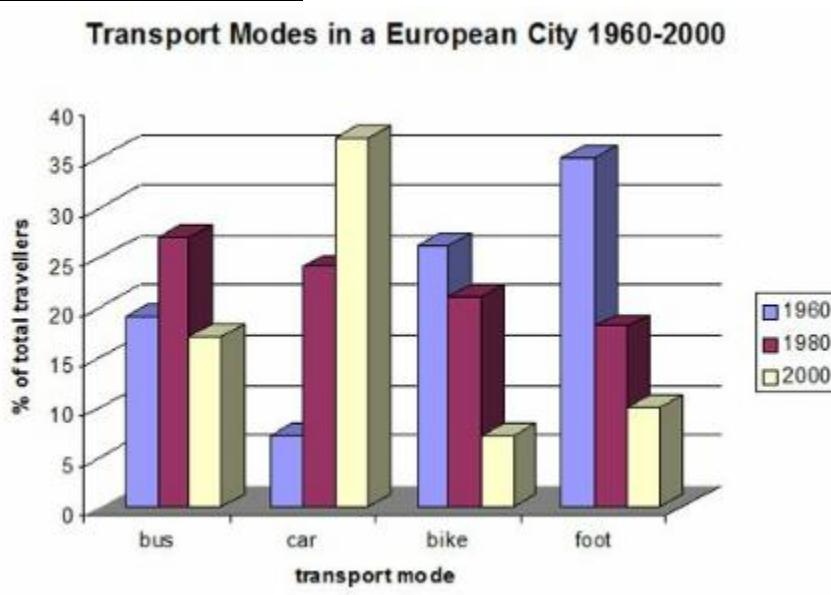
Regarding the full-time employed, obviously men had slightly more leisure time than women, with approximately 45 hours of free time per week, compared to around 38 hours for women. Obviously, unemployed and retired people of both genders enjoyed the most hours of leisure time. Moreover, the figures for retired males and females were exactly the same as those for the unemployed, at around 85 and 78 hours of free time per week, respectively.

Housewives enjoyed 50 hours of spare time, a little more than part-time working women who had just over 40 leisure hours each week. No data is given for men in either of these categories

The following bar chart shows the different modes of transport used to travel to and from work in one European city in 1960, 1980 and 2000.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



The bar chart illustrates the information about the proportion of travellers who used different types of vehicles to commute to work in a European city during a period from 1960 to 2000.

Overall, the percentage of commuters who used cars rose steadily over the period, while the proportion of people who travelled by other means of transport fell.

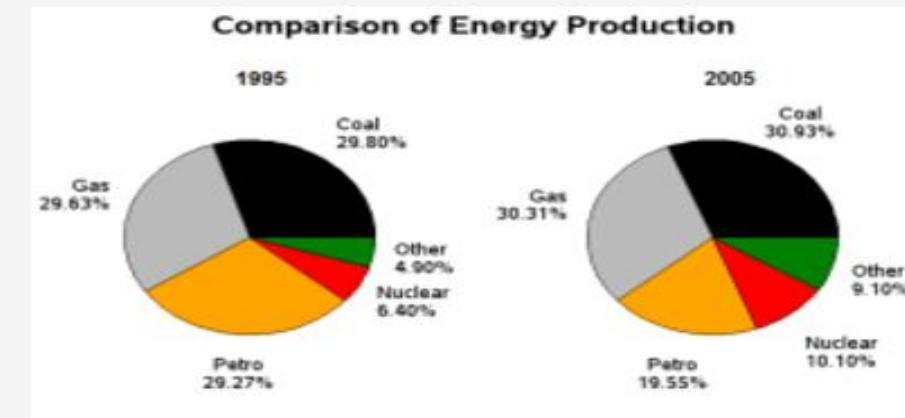
In 1960, approximately 35% of people commuted to work on foot, compared to only about 5% of people travelled by car. The percentage of those who used bikes and buses were around 25% and 18% respectively. However, in 1980 travelling by bus was by far the most popular transport mode, accounting for over 25% of total travelers, whereas only 17% of people travelling on foot. The figures for bike and car were around 20% and 22% respectively.

At the end of the period, more than 35% of commuters used cars to commute to work in this city in 2000, which was much higher than the figure for bus users, at around 16%. The percentage of those who travelled to work on foot and by bike fell to 9% and 6% respectively.

Pie chart:

Overview(you can consider the highest/lowest rates, largest/smallest segment, least/most contributed/significant portion, made up the lowest/highest contribution, smallest/biggest part, unit of measurement, understand what is measured , type of change)

The pie charts below show the comparison of different kinds of energy production of France in two years.



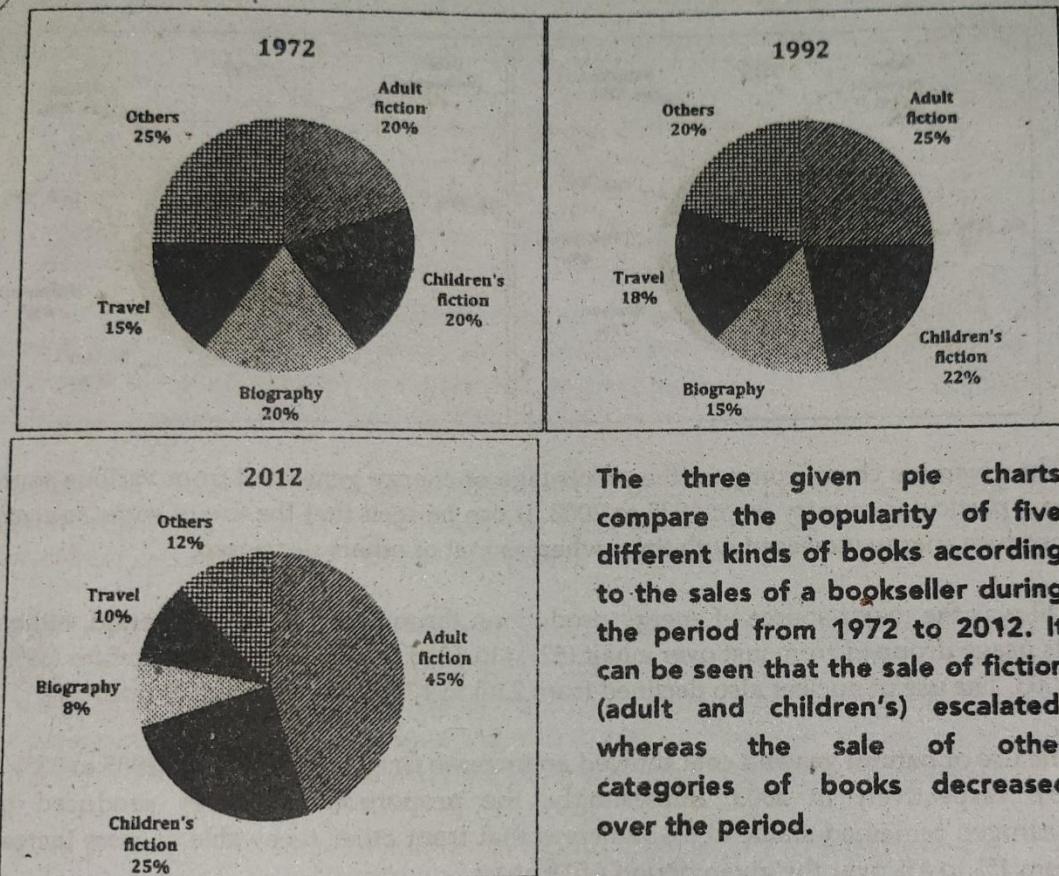
The two pie charts illustrate the proportion of five sources of energy production (coal, gas, nuclear, petrol and other sources) in France in two years (1995 and 2005).

Overall, in both years coal and gas accounted for over half of all energy production, while the least was other energy sources. There was only a very minimal increase in production from gas and coal, whereas nuclear and other sources almost doubled. Petrol was the only energy source to decrease over the period.

Energy produced by coal comprised of 29.80% in 1995 and by 2005, it increased by about 1% to 30.9%. Likewise, the amount of energy generated by gas went up by approximately 1% from 29.63% in the first year to 30.1% by the final year. The use of nuclear power rose significantly from 6.40% in 1995 to 10.10% in 2005. Other sources of energy production accounted for 4.90% but then climbed to 9.10%.

Petrol, on the other hand, produced 29.27% of all energy in 1995 but 10 years later only 19.55% of energy came from this source.

79. The charts below show the percentage of five kinds of books sold by a bookseller between 1972 and 2012. Summarise the information by selecting and reporting the main points and make comparisons where relevant.



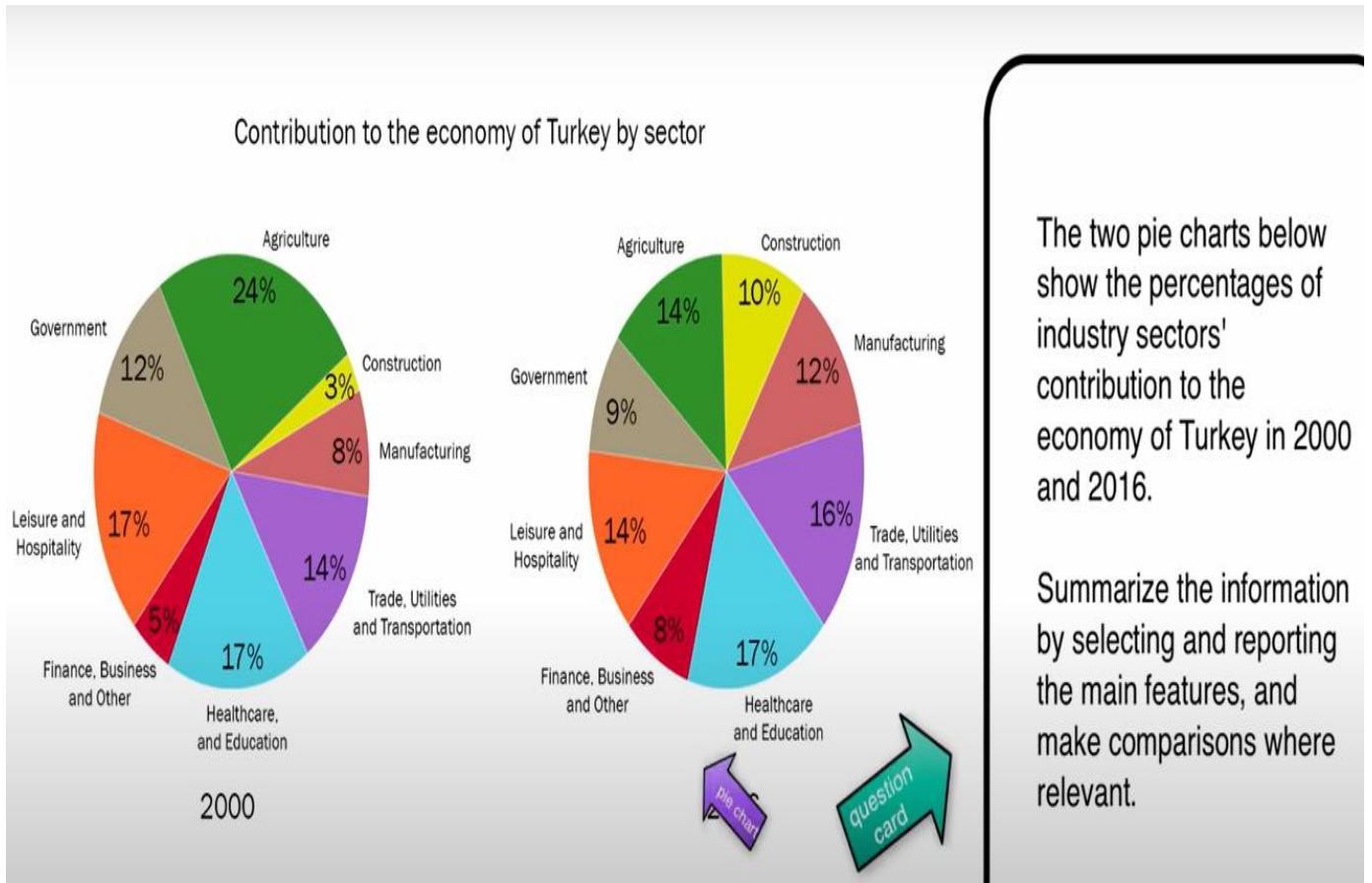
The three given pie charts compare the popularity of five different kinds of books according to the sales of a bookseller during the period from 1972 to 2012. It can be seen that the sale of fiction (adult and children's) escalated, whereas the sale of other categories of books decreased over the period.

In 1972, there was an equal sale of adult fiction, children's fiction and biographies, which constituted 20% each. Travel books had the least sale of 15%, whereas all other books had the maximum sale of 25%.

In 1992, a quarter of the sales were of adult fiction, which was a rise of 5% from the figures on 1972. The sale of children's fiction and travel grew by 2% and 3% respectively, whereas that of biography and other books dropped by 5% each.

The sale of adult fiction almost doubled after another two decades (2012), and reached 45%. Children's fiction had slightly more retail (25%) than that in 1992. Together, adult and children's fiction, dominated the market with a sale of just under three quarters. The sale of all other categories fell markedly and together made up for just over a quarter of the sales.

Overall, fiction gained popularity, while biographies, travel books and other miscellaneous books lost their public appeal over the given period of four decades.



The provided two pie charts illustrate how different industry sectors contributed to the economy of Turkey percentagewise in the years 2000 and 2016.

Overall, it can be seen that at the beginning of the period construction contributed the least to the economy of Turkey, while agriculture was the most significant economic sector. In comparison, at the end of the period healthcare and education became the largest economic segment and the lowest contribution was made by finance, business and other services.

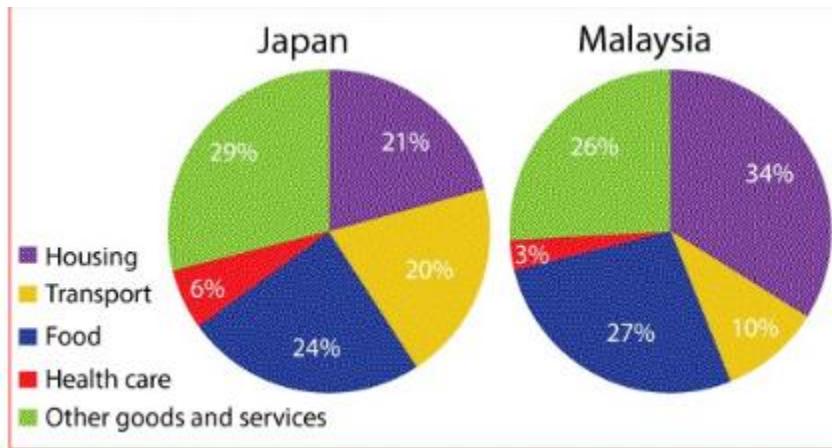
Construction sector accounted for 3% of Turkey's economy in 2000, and experienced a more than threefold increase to one-tenth in 2016. Economic income from trade, utilities and transportation was 14% in 2000 and had a slight growth of 2% in 2016. At the beginning of the period, manufacturing and finance, business and other services made up 8% and 5% to Turkey's economy respectively, and these figures rose to 12% and 8% in 2016.

Agriculture, which comprised almost a quarter of Turkey's economy in 2000, fell to 14% in 2016. In 2000, economic outputs from government and leisure and hospitality sectors were at 12% and 17%, respectively, and both decreased by 3% after 16-year period. In contrast, contribution from healthcare and education sector remained constant in both years at 17%.

Rest of the two/three paragraphs can be used to explain the grouping data which has been measured by using given question

The pie charts below show the average household expenditures in Japan and Malaysia in the year 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant



The pie charts compare the average household spending in Japan and Malaysia in terms of five important categories in 2010.

Overall, it is clear that Japanese and Malaysian people spent the largest proportion of their budget on just three categories, namely housing, food and other goods and services. Moreover, the expenditures on healthcare and transport in Japan were double the figures for Malaysia.

In Malaysian households, the greatest proportion of spending was on housing, which represented 34% of the total expenditure, while in Japan, the figure for this category was just 21%. Japanese householders spent the largest amount of their income on other goods and services, at 29%. Meanwhile, the rate of spending on this category in Malaysia was slightly lower, at 26%. In terms of food, the percentages of expenses for both nations were relatively similar, at 27% for Malaysia and 24% for Japan.

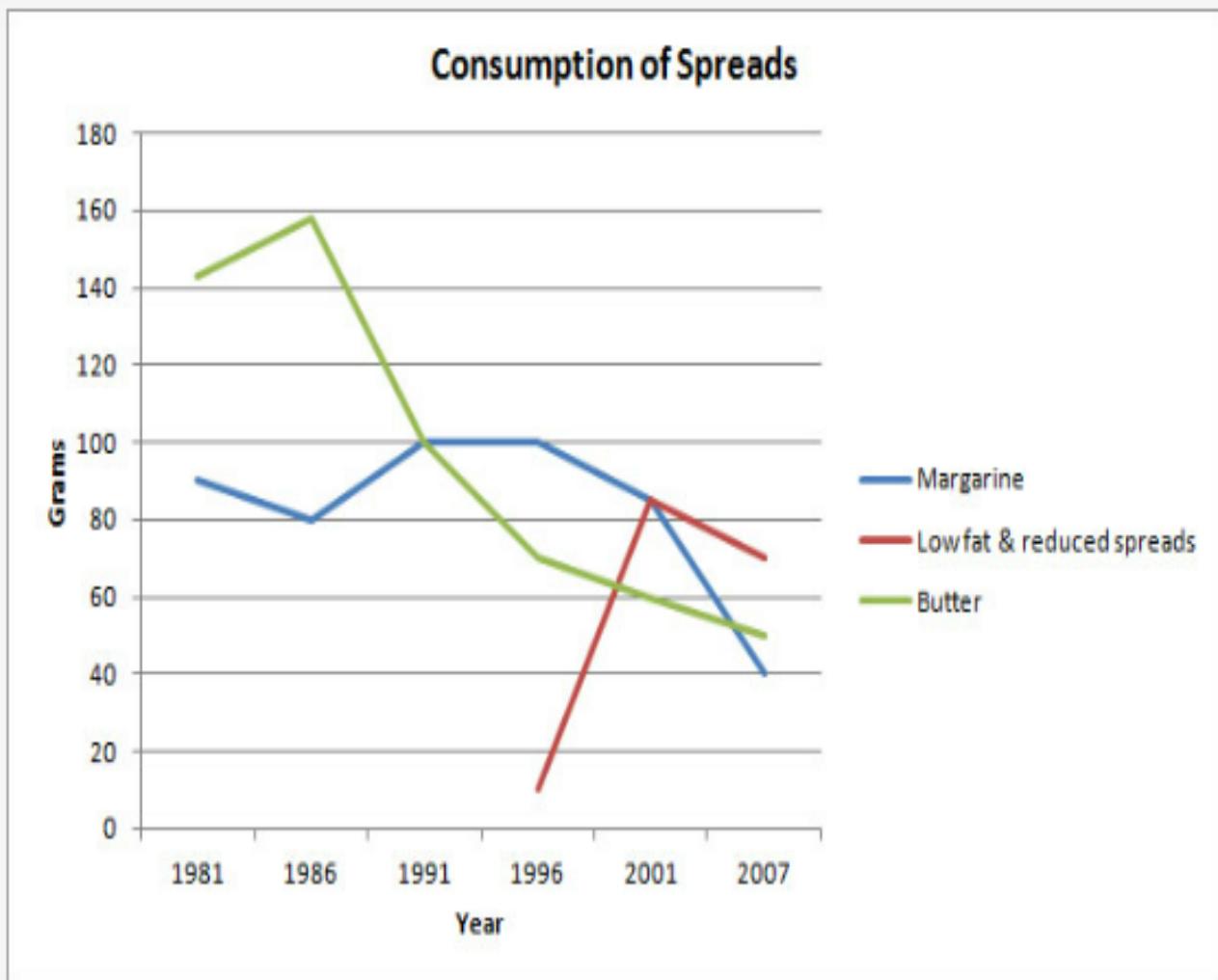
In both countries, the smallest proportion of spending was on health care. In Malaysia, this accounted for 3% of the total household expenses, while the figure for transport represented 10%. These figures were exactly doubled in Japan which were 6% and 20% respectively

Line chart:

Overview(consider upward/downward trend highest/lowest rates etc ,bar chart concepts can be used)

Rest of the two/three paragraphs can be used to explain the grouping data considering the common features which have been measured by using given question.

The graph below shows the consumption of three spreads from 1981 to 2007.



The line graph illustrates the amount of three kinds of spreads (margarine, butter, and low fat and reduced spreads) which were consumed from 1981 to 2007. Units are measured in grams.

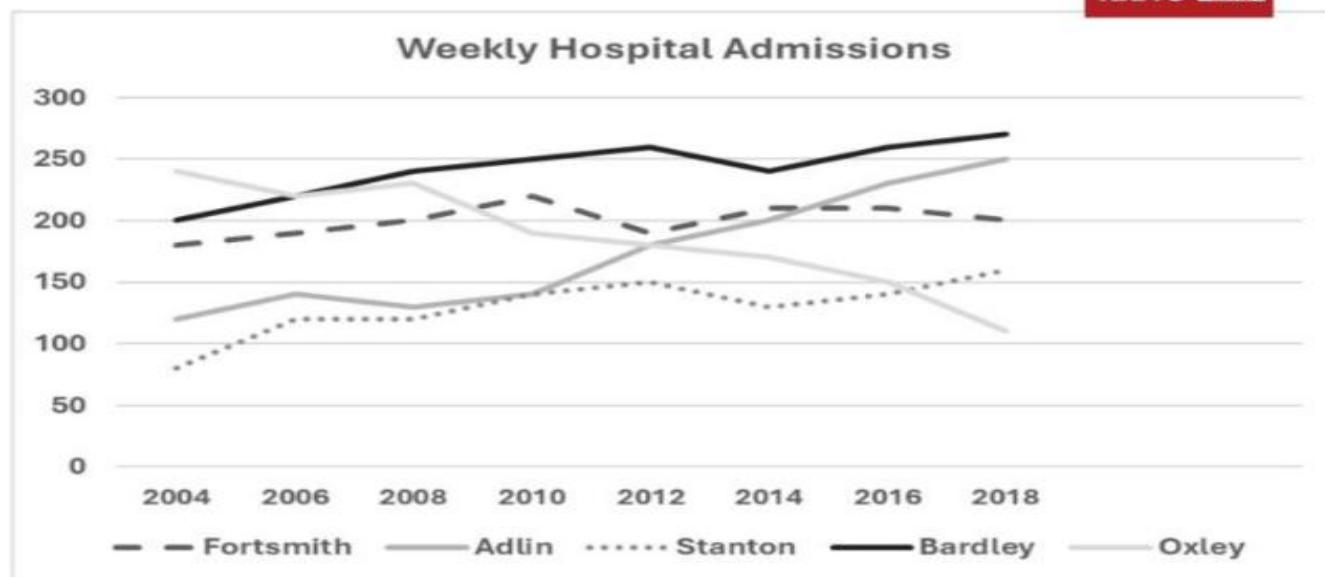
Overall, the consumption of margarine and butter decreased over the period given, while for low fat and reduced spreads, it rose. At the start of the period, butter was the most popular spread. Margarine was the most widely consumed in the middle of the period but, by the end, low fat and reduced spreads was most popular.

With regards to the amount of butter used, it began at around 140 grams and then peaked at 160 grams in 1986 before falling dramatically to about 50 grams in the last year. Likewise, approximately 90 grams of margarine was eaten in the first year, after which the figure fluctuated slightly and dropped to a low of 40 grams in 2007.

On the other hand, the consumption of low fats and reduced spreads only started in 1996 at about 10 grams. This figure, which reached a high of just over 80 grams five years later, fell slightly in the final years to approximately 70 grams in 2007.

The graph below shows the hospital admissions for five hospitals in a European country from 2004 to 2018.

IELTS Liz



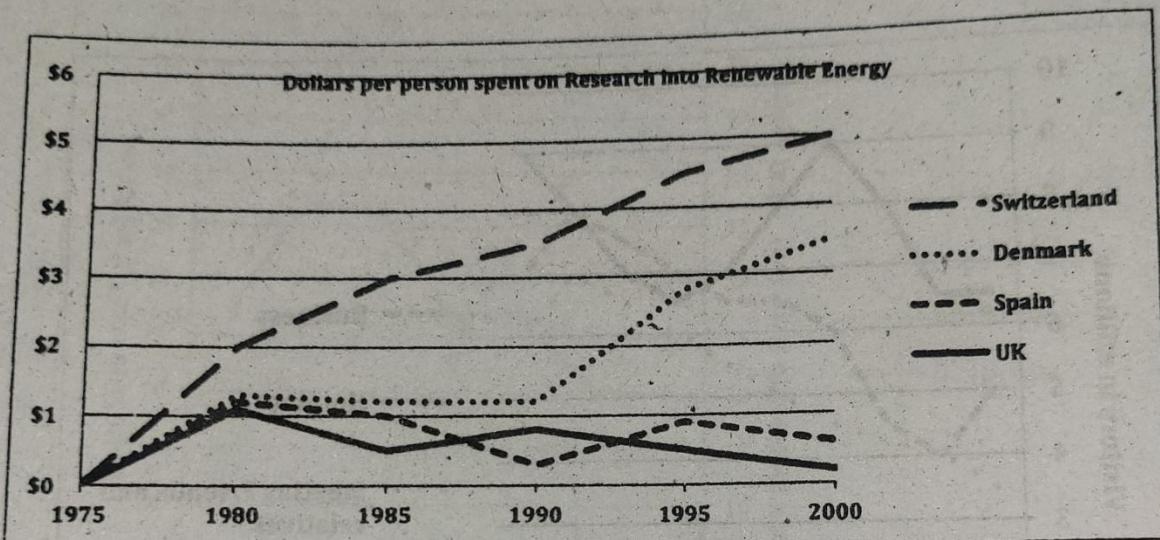
The line graph illustrates how many weekly hospital admissions there were in Fortsmith, Adlin, Stanton, Bardley and Oxley, which are hospitals located in a European country, between 2004 and 2018.

Overall, for most of the period given Bardley had the most admissions, while Stanton had the least. Oxley was the only hospital to see a decline in admissions and Fortsmith was unique in that their admission figures remained relatively stable over the period. Admissions to all other hospitals increased during the years given.

Admissions to Oxley hospital started at just under 250 a week in 2004 but more than halved by the final year (just over 100 admissions). Fortsmith weekly hospital admissions fluctuated at around 200 for the whole period.

On the other hand, the number of people admitted to Adlin hospital rose dramatically from just over 100 in the first year to 250 by 2018. Likewise, Bardley also saw a rise from 200 to peak at over 250, the highest for any hospital. In terms of Stanton hospital, only approximately 70 people were admitted in 2008 and this gradually climbed to slightly over 150 in 2018.

40. The graph below shows the spending on research into renewable sources of energy in four countries between 1975 and 2000. Summarise the information by selecting and reporting the main features and make comparisons where relevant.



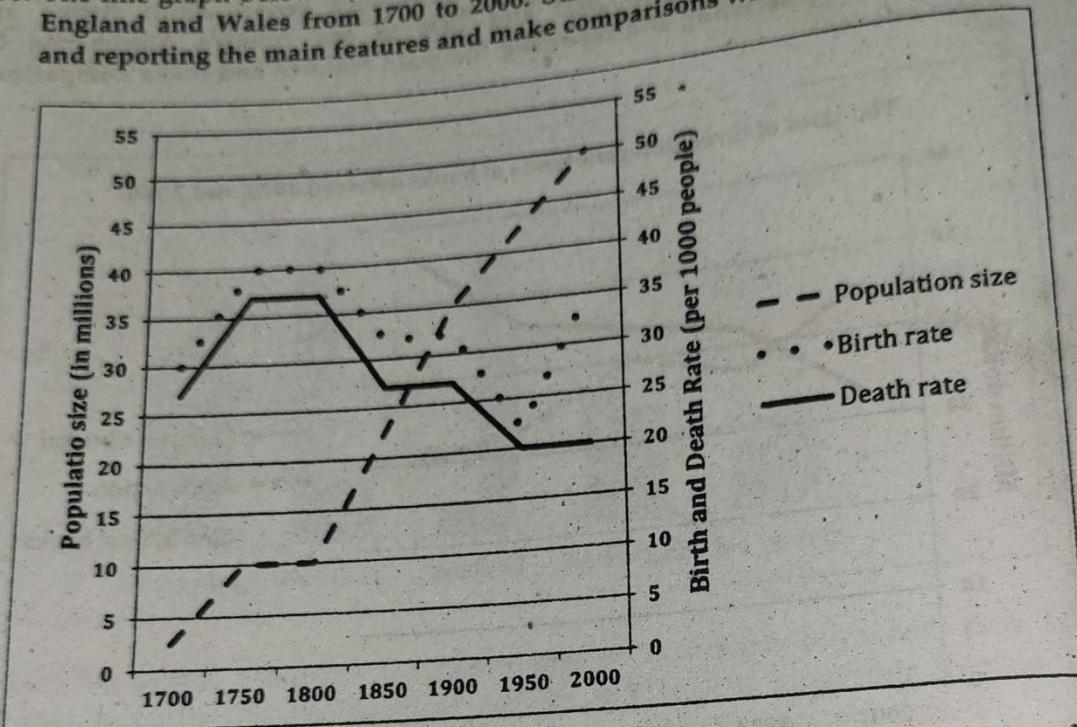
The given line graph illustrates the spending patterns of four countries in conducting research about renewable sources of energy from 1975 to 2000. It is clear that Switzerland spent the most among the given four countries, on research into renewable sources of energy throughout the entire period.

From 1975 to 1980, the Swiss spending on research increased from nothing to \$2 per person. From then on, the figure climbed steadily and reached \$5 per person by 2000. On the other hand, the UK spent the least throughout the period except for a brief time in 1990 when Spain spent the least. By 2000, the Britisher's spending on research reached an all time low of 0.2 dollars per person.

As for the remaining two countries, Spain's research budget fluctuated at around \$1 for the entire period, spending just a little bit more than UK. Denmark's spending was around \$1.2 per person in 1980 and remained steady for ten years. From 1990, the amount climbed steeply until reaching its all time high of \$3.5 per person in 2000.

Overall, the four countries spent varying amounts on research into renewable sources of energy, but The Swiss and the Danes showed the maximum interest in these alternative sources.

38. The line graph below shows the population size, birth rate and the death rate of England and Wales from 1700 to 2000. Summarise the information by selecting and reporting the main features and make comparisons where relevant.



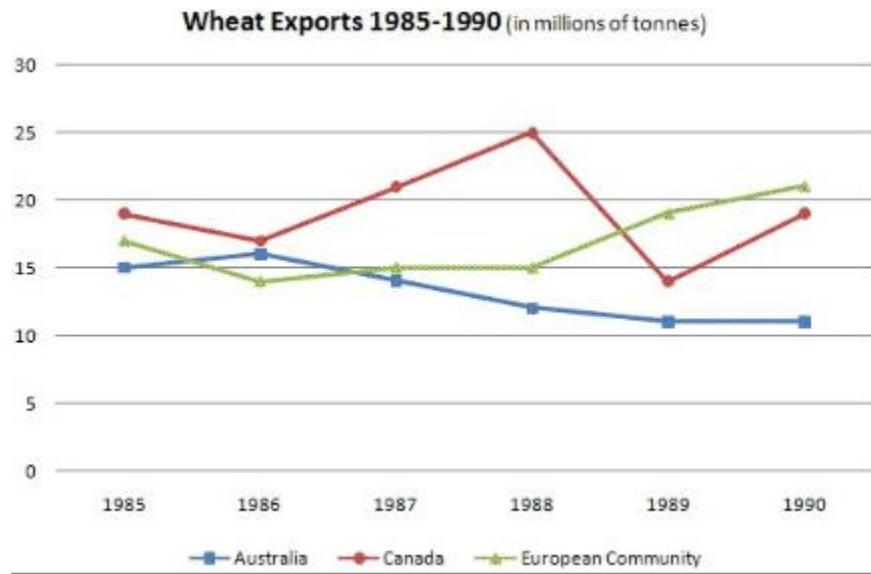
The given line graph illustrates the information about the population size, and also compares the birth and mortality rate of England and Wales for a period of 300 years starting 1700. It is evident that the population showed an upward trend, whereas death and birth rate showed a fluctuating trend.

The death and the birth rates followed a similar trend from 1700-1950. From 1700-1750, an increase was seen in both these, with the birth rate rising from 30 to 40 births per 1000 people and the death rate increasing from 27 to 37 per 1000 people. There was stability in both for the next 50 years, after which there was a sharp fall with both rates reaching an all time low of around 20 per thousand people by 1950. In between, from 1850 to 1900, birth and death rate again showed a leveling off. From 1950 to 2000, the death rate remained stable. In contrast, the birth rate increased dramatically, from 22 to 35 births per 1000 people.

The three centuries saw a dramatic escalation in population from 2.5 million in 1700 to 50 million in 2000, with a short period of stability from 1750-1800.

The graph below shows the differences in wheat exports over three different areas.

Write a report for a university lecturer describing the information shown below. Write at least 150 words



The line graph compares three regions in terms of exports of wheat between 1985 and 1990.

Overall, the three regions experienced different trends in the time period. While the wheat export in Canada and European countries rose with some fluctuations, the export in Australia fell over time.

As the graph shows, Australia's wheat export figure started at 15 million tons in 1985 followed by a small increase to around 16 million tons in 1986. Then, it declined steadily until it fell to just over 10 million tons in 1990. Regarding Canada's exports, in 1985 they shipped approximately 19 million tons of wheat. This figure fell to about 17 million in 1986, but then their exports experienced considerable growth to 25 million tons in 1988. Afterward, the figure plunged to below 15 million in 1989, but then subsequently rose to just under 20 million in 1990.

By contrast, the wheat exports from the European Community experienced an increase in the six year period. In 1985, nearly 16 million tons were exported, but this number fell

to about 14 million in 1986. Then, the exports increased to exactly 15 million tons in 1987 and 1988 before witnessing steady growth to 19 million and 21 million tons in 1989 and 1990, respectively.

Table:

Overview (LMN) (lowest/least,most/highest point,natural/common trends)

Rest of the two/three paragraphs can be used to explain the grouping data considering the common features which have been measured by using given question.

The table below shows information and predictions regarding the change in percentage of the population aged 65 and above in three countries.

| Country | 1988 | 2000 | 2030 |
|---------|-------|-------|-------|
| Canada | 16.32 | 20.67 | 26.35 |
| Germany | 20.45 | 25.32 | 30.42 |
| UK | 14.23 | 14.89 | 20.35 |

The table gives information about the proportion of the population aged 65 years and over in 3 countries (Canada, Germany and the UK) in 1988, 2000 and an estimated percentage for 2030.

Overall, the population of elderly people is predicted to rise in all three countries over the period given. The highest percentage of older people was in Germany, which is forecast to continue to remain the highest for the entire period, while the lowest proportion can be seen in the UK.

Between 1988 and 2000, the aging population of Canada and Germany went up by around 5% to 20.67% and 25.32% respectively. The UK, on the other hand, showed relatively little change in the proportion of its population who were 65 years old and above remaining at just under 15% in both years.

By 2030, it is expected that the population of people aged 65 and above will increase by approximately 5.5% in all three countries. The percentage is predicted to reach 30.42% in Germany, 26.35% in Canada and 20.35% in the UK.

The tables show results of 2 surveys done in 1980 and 2010 on various aspects of city living in a particular city. Units are measured in percentage.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Year 1980

| Aspects | Good | Neither good Nor Bad | Bad |
|-------------|------|----------------------|-----|
| Education | 72 | 23 | 5 |
| Healthcare | 82 | 10 | 8 |
| Environment | 72 | 22 | 6 |
| Shops | 64 | 24 | 12 |
| Employment | 62 | 22 | 10 |
| Transport | 52 | 16 | 32 |

Year 2010

| Aspects | Good | Neither good Nor Bad | Bad |
|-------------|------|----------------------|-----|
| Education | 82 | 11 | 9 |
| Healthcare | 74 | 14 | 12 |
| Environment | 71 | 13 | 16 |
| Shops | 60 | 24 | 16 |
| Employment | 72 | 5 | 23 |
| Transport | 39 | 23 | 38 |

The tables illustrate the proportion of people assessing six aspects of one city's life as good, average, or bad, in 1980 and 2010.

Overall, healthcare, education, and the environment were given the highest scores in both years, and transport facilities received the lowest. Meanwhile, education's rating rose over the period, while that of transportation fell.

In 1980, people rated healthcare, education, and the environment the highest, with over 80% approving of healthcare, while the other two had figures of 72%. Under 10% of respondents thought these three services were bad. As for shopping and unemployment, both had similar figures, as 62-64% expressed approval, and 22-24% said they were average. Only a half of those surveyed gave a high score to transportation, with roughly a third stating it was bad.

Turning to 2010, the most significant changes were seen in education, as over 80% were happy with it, and in healthcare whose good rating fell to 74%. The employment situation improved, as in 2010, almost three-quarters of those asked expressed satisfaction. In contrast, approval of the transport facilities fell to 39%, and a similar proportion stated it was bad. Finally, with regard to the environment and shopping, their approval levels both remained relatively unchanged.

The table below gives information about consumer spending on different items in five different countries in 2002.

| Country | Food/Drinks/ Tobacco | Clothing/ Footwear | Leisure/ Education |
|---------|-------------------------|-----------------------|-----------------------|
| Ireland | 28.91% | 6.43% | 2.21% |
| Italy | 16.36% | 9.00% | 3.20% |
| Spain | 18.80% | 6.51% | 1.98% |
| Sweden | 15.77% | 5.40% | 3.22% |
| Turkey | 32.14% | 6.63% | 4.35% |

The table illustrates the proportion of consumer expenditure in Ireland, Italy, Spain, Sweden and Turkey on three types of consumer goods in 2002.

Overall, the category of consumer goods that all countries spent most on was food, drinks and tobacco, which was three times higher than on the other types of goods. The lowest spending could be seen in the category of leisure and education in all five countries. The outlay of Turkey was generally higher than the other four countries.

In terms of food, drinks and tobacco, Turkey spent the most at 32.14%. The expenditure of Ireland was also high (28.91%) compared to Sweden which spent the least (15.77%). Spain and Italy spent 18.80% and 16.36% respectively. On the other hand, the lowest expenditure was on leisure and education which accounted for under 5% in all countries. Turkey spent most on these items at just 4.35% of their national expenditure which is around double that of Spain (1.98%).

Clothing and footwear was the third category of consumer goods and outlays for those items were between 9% in Italy and 5.40% in Sweden. The national spending in this area for the remaining countries averaged around 6.5%.

TABLE

The table below gives information about the average annual spending of university students in three different countries.

| Countries | Country A | Country B | Country C |
|------------------------|-----------|-----------|-----------|
| Total spending | USS 5000 | 4500 | 1500 |
| Different living costs | | | |
| Accommodation | 45% | 35% | 30% |
| Food | 22% | 28% | 36% |
| Books | 3% | 9% | 21% |
| Leisure | 22% | 23% | 12% |
| Others | 8% | 5% | 1% |

The given table compares the percentage of expenditure which college students from 3 countries spend on different living expenses each year.

Overall, the total spending of students in country A was higher than the expenditure of students in countries B and C. In all the countries, students spent the highest proportion of their budget on accommodation and food.

In country A, the total spending of students is highest, at 5000\$ per year, compared with \$4500 and \$1500 for students in countries B and C respectively.

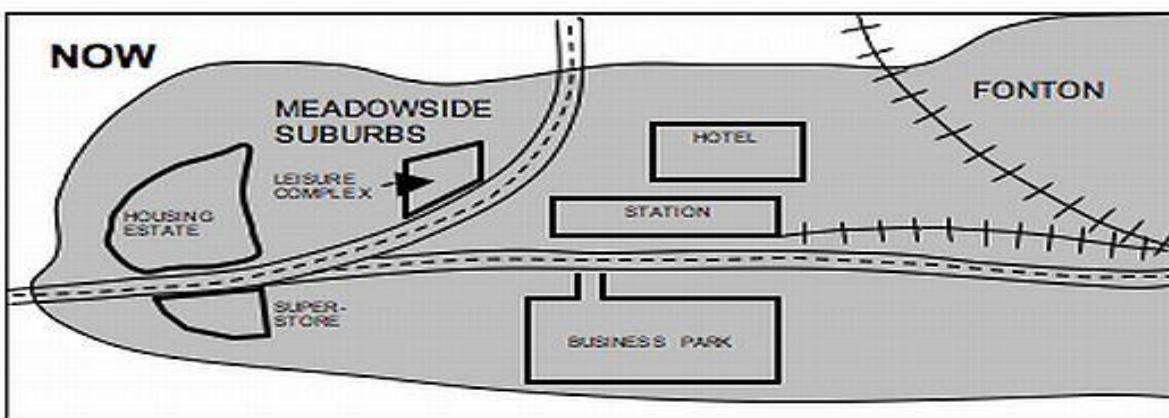
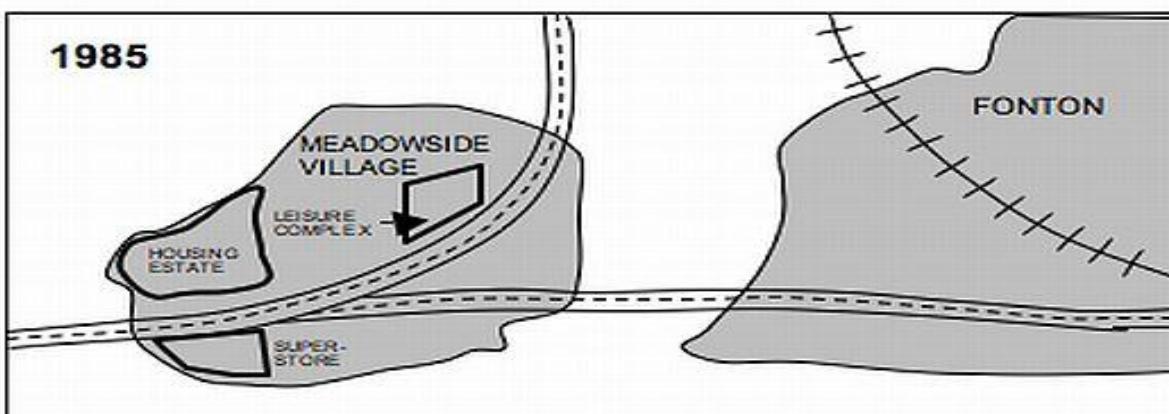
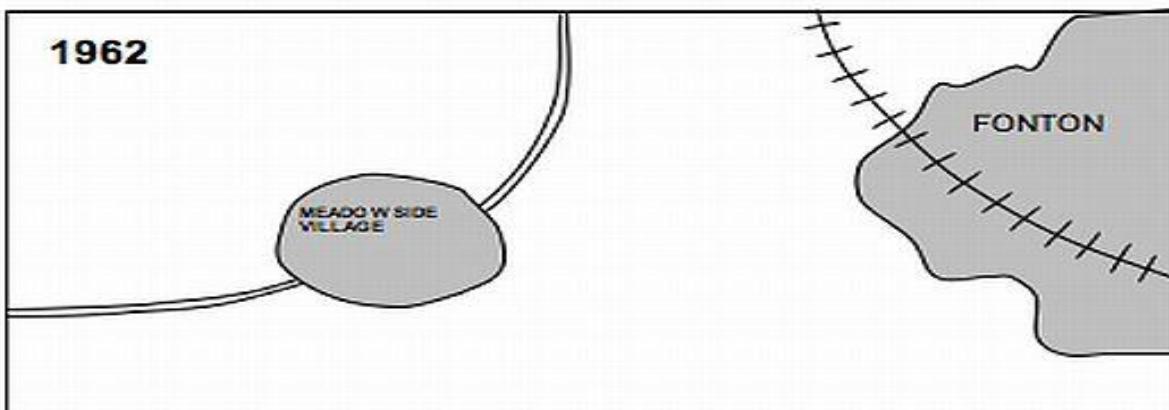
Accommodation accounts for 45% of the total expenditure of students in country A, while the proportions were lower for students in country B at 35%, and country C, at only 30%. However, in term of food, students in country C spend the largest percentage of their money on it, accounting for 36%. The figures for country A and B are only 22% and 28% respectively. Students in country C also spent a high percentage of their budget on books, at 21%, compared with 9% for students in country B and just 3% for students in country A. By contrast, students in countries A and B spent 22% and 23% respectively of their budget on leisure, while students in country C spent only 12% of their total money on this category.

Map:

Overview(LMN) (latest figure,Mention early figure,Natural changes).

Rest of the paragraphs can be used to describe all the provided map technically by covering key changes .

Question:The maps below show the changes that have taken place in Meadowside village and fonton,a neighbouring town,since 1962.



The three maps illustrate how Meadowside village and Fonton, which is a nearby town, have developed from 1962 to the present.

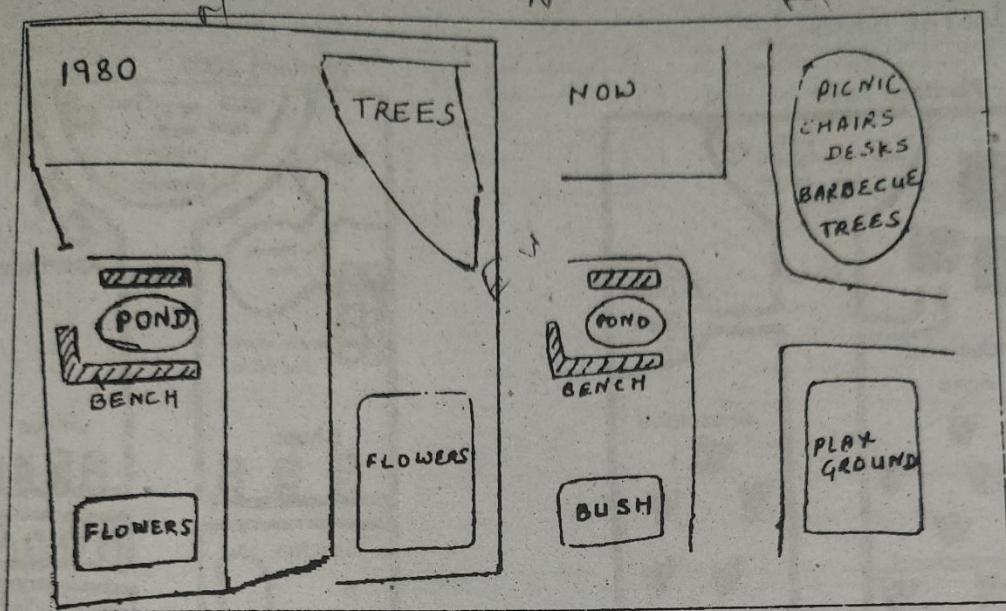
Overall, both Fonton and Meadowside village increased in size over the years until they eventually merged together, at which point Meadowside became a suburb. Furthermore, there have been significant changes to infrastructure, housing and facilities over the period given.

In 1962, both Meadowside and Fonton were completely separate with no roads or rail connecting them. While Fonton had a railway line running to the north, Meadowside, located to the west of Fonton, only had a small road from the west.

By 1985, Meadowside had expanded and the small road had become a main road. A further main road had been built to connect the village to Fonton. Within Meadowside, a superstore, leisure complex and housing estate had been developed. By this time, Fonton had also grown in size.

Currently, Meadowside is known as Meadowside Suburbs after joining with Fonton. Between both places, a hotel, station and business park have been built on either side of the railway line.

91. The picture below shows the changes of a park from 1980 to now. Summarise the information by selecting and reporting the main features and make comparisons where relevant.



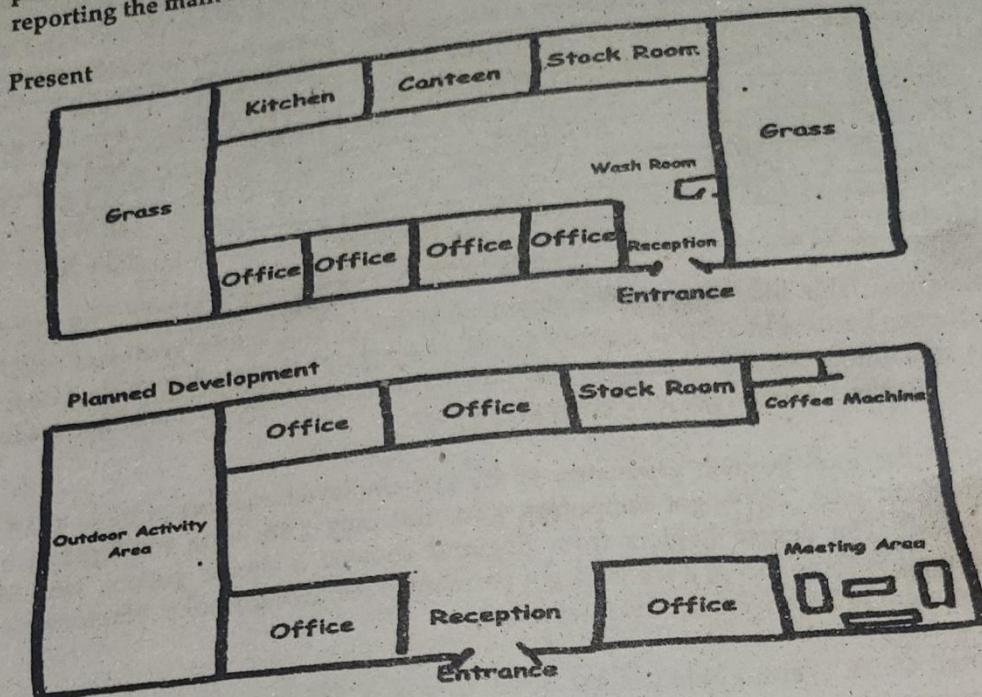
The given pictures illustrate the layout of a park, in 1980, and also show the changes till the present time. It can be seen that there are a few similarities but many differences in the two layouts.

In 1980, the rectangular park was walled on all four sides with two gates, one towards the west and one towards the south. An 'L' shaped road connected the two gates. A small pond was there between the road and the west wall of the park. There were benches on three sides of the pond. On each side of the road, towards the southeast and southwest were flower beds, with beautiful flowers. In the north east of the park, there was an area full of trees.

A lot of changes can be seen in the present view of the park. The boundary wall has been totally removed. The main road has been extended to the north and the east side. Amidst the trees, some picnic chairs and tables have been placed and people can also enjoy the barbecue over there. The flower area on the southwest has been replaced by a bush, and that on the south east has been replaced by the play ground. The small pond and the benches have not been touched.

Overall, the park has become an open space with no walls and gates.

116. The diagrams below show how an office building looks at present and the plan for its future development. Summarise the information by selecting and reporting the main features and make comparisons where relevant.



The given layouts depict the current and proposed plans of an office building. It is manifest from the graph that radical changes have been planned for the future office building.

Presently, there are two grass areas located on the west and east of the building, with a wash room and a reception towards the lower left part of the eastern grass land. Four offices are there on the south between the western grass area and the reception. Opposite these offices towards the north, a kitchen, a canteen and a stock room can be seen.

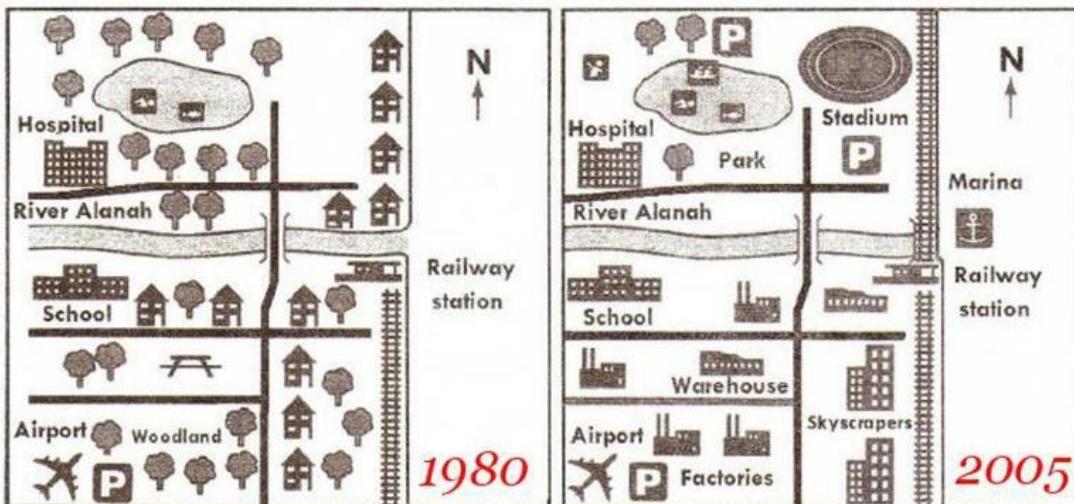
Enormous changes have been planned for the future office building. The western grassland will be converted into an outdoor activity area, whereas the eastern one will be modified into a coffee counter at the north and a meeting area in the south. The reception and the entrance are also intended to be relocated to the mid of the two office rooms on the south. The kitchen and the canteen on the north are planned to be replaced by two office rooms. The stock room will retain its place.

Overall, it is clear that the office building is planned to be totally renovated in the future.

Always check the date on the maps.:

1. if the map is **dated in the past**, you must use past tense. For example, "The hospital was located to the north side of the town"
2. if the map **shows a future plan**, you must use future forms, such as "it will be extended and will no longer be used as an office, but instead used as a reception room."
3. if the map is dated as "Present" or "Now", you would use the present tense.
4. If there is a **comparison of dates**, you must be flexible with the tenses in your sentences: "the office was located on the ground floor but in the future it will be moved to the first floor."
5. You will also notice that the passive voice is sometimes used for map reports for writing task 1.

The maps show changes that took place in Youngsville in New Zealand over a 25 year period from 1980 to 2005.



The maps illustrate the developments which took place in the coastal town of Youngsville between 1980 and 2005.

Overall, a comparison of the two maps reveals a complete transformation from a largely rural to a mainly urban area.

In the year 1980, the town was a much greener residential area with a large number of

trees and individual houses, but during the next 25 years, the town saw a number of significant changes. The most noticeable is that all of the trees in the south of the River Alanah were chopped down, with all the houses along the railway line being demolished to make way for skyscrapers. Moreover, a new industrial zone with warehouses and factories sprang up around the school and airport.

In contrast, only a few trees in the north of the river remained. The woodland was cleared and converted into a golf course, a park, and car parking facilities. Further developments were the construction of a stadium next to the north-east corner of the lake and the extension of the railway line from the river running directly to the north. A Marina was also constructed at the mouth of the river.

Diagram:

Important things :

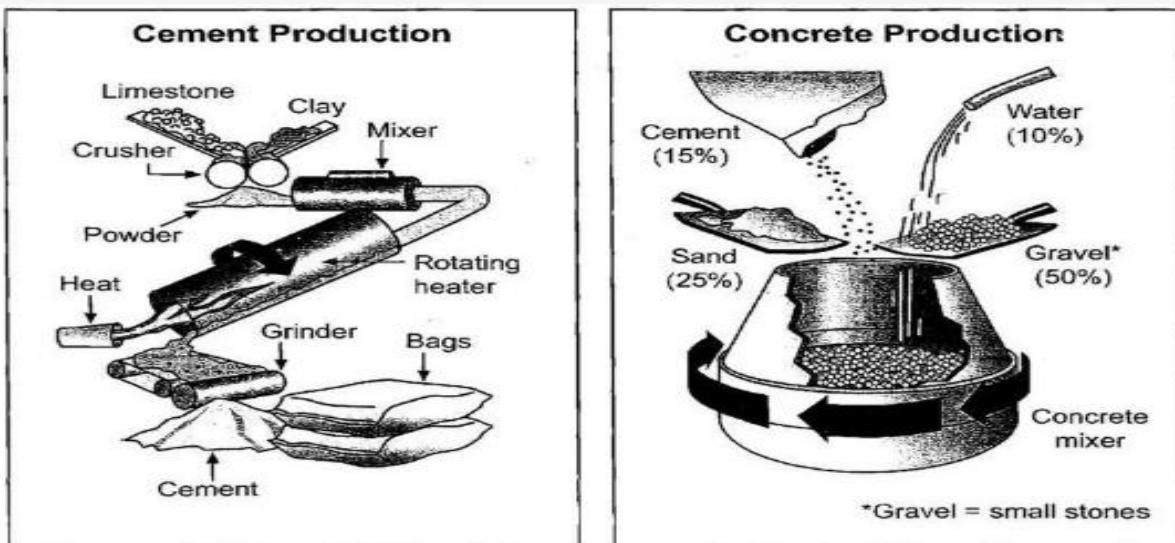
1. Sometimes you may need to know yourself more questions about the program
2. Is the process cyclic?
3. Are there any loops or repeating stages?
4. Are there some things happening at the same time?

Overview: consider number of stages, starting point/part/stage, ending point, key points, If the diagram has loops or repeating stages or the process is cyclic comment on that too.

How to divide data into paragraphs?

1. Unlike graphs, charts, tables, diagrams have no general rules for grouping data
2. We can use 2-3 paras to specify features

The diagram below shows the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes.



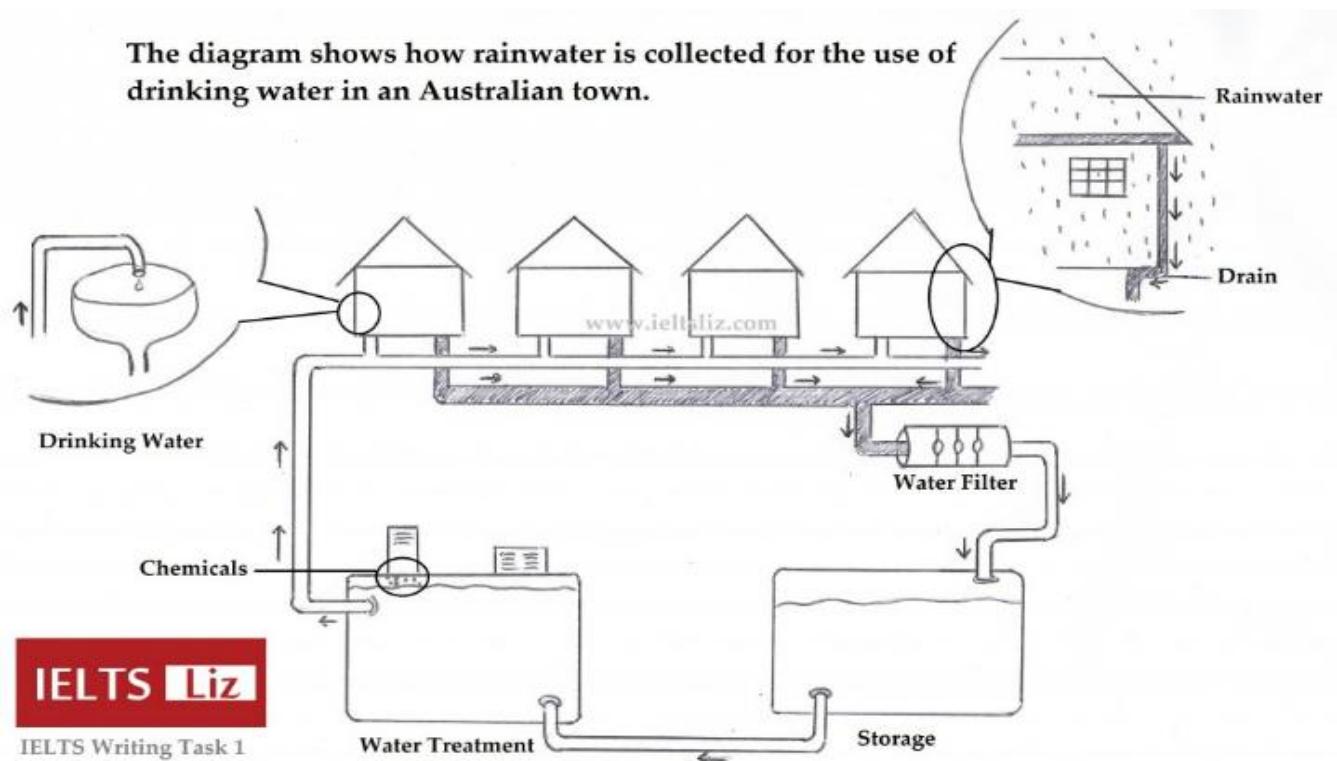
The diagrams illustrate the steps and equipment involved in the production of cement and the way in which cement is then used to make concrete.

Overall, limestone and clay pass through four stages before being bagged ready for use as cement. Cement is then combined with three other materials to create concrete. While the process of making cement uses a number of tools, the production of concrete is simpler and requires only a concrete mixer.

In the first stage of making cement, limestone and clay are crushed together to form a powder using a crusher. This powder is then combined in a mixer before passing into a rotating heater which has constant heat applied at one end of the tube. The resulting mixture is ground in order to produce cement. The final product is afterwards put into bags ready to be used.

Regarding the second diagram, concrete consists of mainly gravel, which is small stones, and this makes up 50% of the ingredients. The other materials used are sand (25%), cement (15%) and water (10%). These are all poured into a concrete mixer which continually rotates to combine the materials and ultimately produces concrete.

The diagram shows how rainwater is collected for the use of drinking water in an Australian town.



IELTS Liz

IELTS Writing Task 1
Reported Oct 2015

The diagram illustrates how an Australian town processes rainwater to use as drinking water.

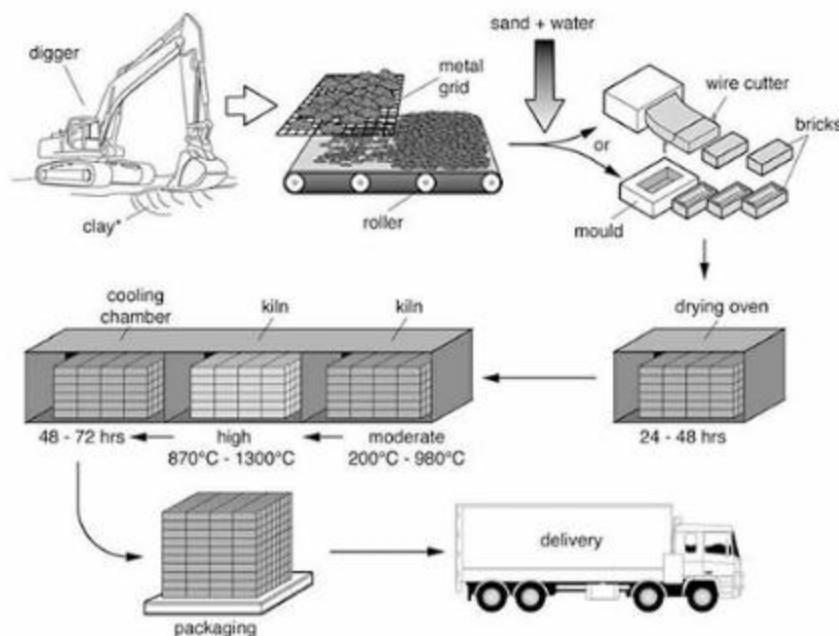
Overall, rainwater is collected from houses and then passes through a filter into storage where it is then treated with chemicals to make it fit for human consumption.

Initially, the rain which falls on the rooftop is collected by the gutter and then runs down the pipe at the side of the house into the drain at the bottom. Each house collects rainwater in this way and the rainwater is then passed along underground drains to the water filter.

The rainwater passes through the water filter to remove any impurities. Once it has been filtered, it continues along the pipes to a storage tank. From this point, the water goes from storage to the water treatment. At this stage of the process, the water is treated with chemicals in order to make it fit for consumption. When the water is ready for drinking, it travels along pipes that lead back into the houses in the town where people can use the water for daily consumption.

The diagram illustrates the process that is used to manufacture bricks for the building industry.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.



The flow chart shows the way in which bricks are made for the building industry.

Overall, there are 7 stages in the whole brick producing process, beginning with the digging up of clay and ending with the delivery of the bricks to the customers.

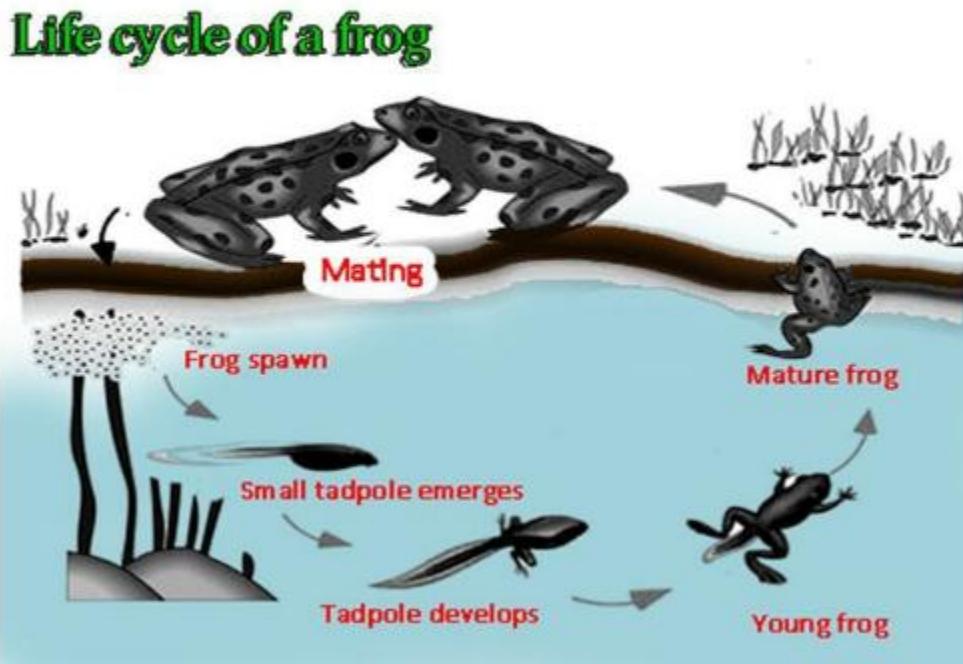
To begin, the clay used to make the bricks is dug up from the ground by a large digger. This clay is then placed onto a metal grid, which is used to break up the clay into smaller pieces. A roller assists in this process. Following this, sand and water are added to the clay, and this mixture is turned into bricks by either placing it into a mould or using a wire cut. Next, these bricks are placed in a drying oven to dry for 24 – 48 hours.

In the subsequent stage, the bricks go through a heating and cooling process. They are heated in a kiln at a moderate and then a high temperature (ranging from 200c to 1300c), followed by a cooling process in a cooling chamber for 48 – 72 hours. Finally, the

bricks are packed and delivered to their destinations.

NATURAL PROCESS SAMPLE

Life Cycle of a Frog



The flow chart illustrates the development of a frog from egg during its life cycle.

Overall, it is clear that there are six distinct stages illustrated in the process, commencing with producing eggs in the water and ending with the development of a mature frog.

The first stage is when the eggs, shown as frogspawn, float on the surface of the lake.

The next step after this is the emergence of the small tadpole after the frogspawn hatches. At this point in the cycle, the small tadpole has a small body with a long tail. Over time, the tadpole grows and its body becomes bigger while the tail becomes longer. At the same time, the legs begin to form so as to prepare the tadpole's future life on land. Eventually, the tadpole starts to grow into a young frog with a wider mouth, a shorter tail and larger legs although it continues to live in the water. Gradually, the frog becomes mature, ready to leave the water and moves onto the land. When being on land,

it starts to breathe air and loses the tail. The final stage of the cycle is when the adult frog finds a mate in order to lay eggs. Having completed all these steps, the lifecycle will then begin again.

Combine Graph:

Overview: cover key features of two graphs.

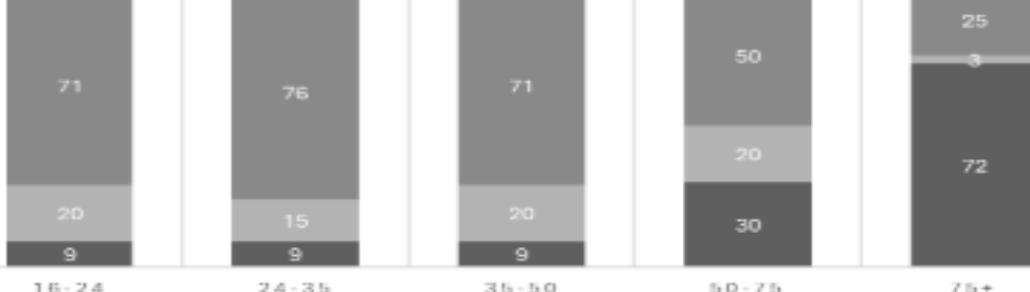
Rest of two paras Is used to describe two graphs consecutively.

The charts below give information about levels of education in Glasgow, a city in Scotland, in 2010.

IELTS Liz

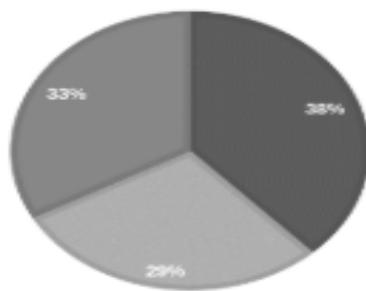
EDUCATION LEVELS BY AGE GROUP
GLASGOW, 2010

■ No Qualifications ■ School Certificate ■ University Degree

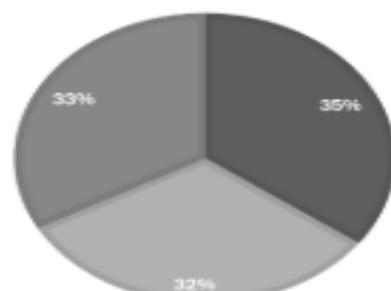


Education Levels by Gender in 2010 (any ages)

WOMEN



MEN



■ No Qualifications ■ University Degree ■ School Certificate

The bar chart and pie charts illustrate the percentage of people in Glasgow having three levels of education (university, school and those with no qualifications) in 2010. Information is divided into five age groups in the bar chart and by gender in the pie charts.

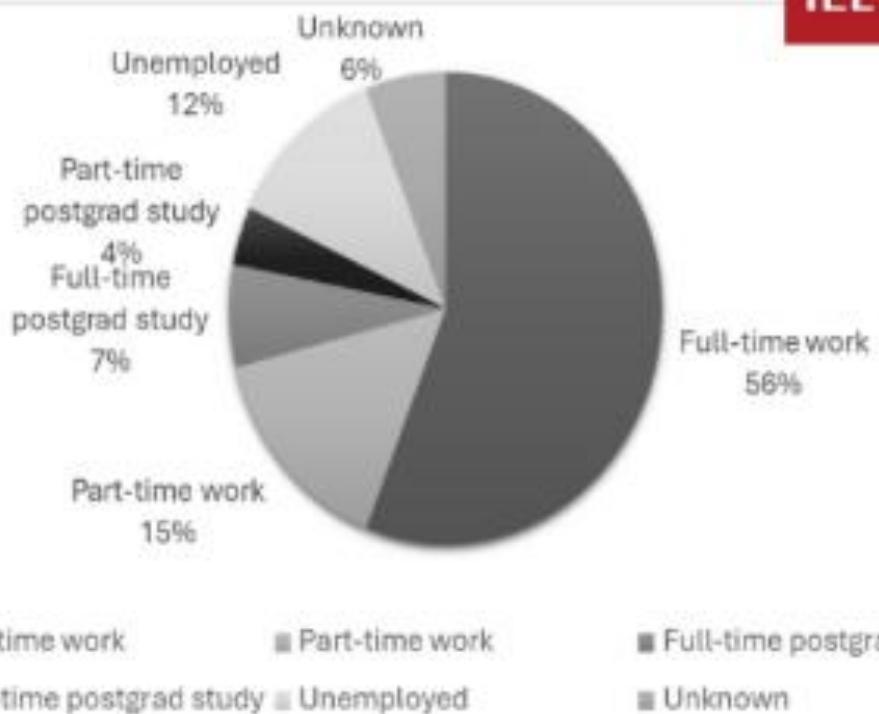
Overall, the majority of people with university education were in younger age groups, while in the oldest age group most people did not have any qualifications. The proportions of men and women were similar and showed little difference between the levels of education.

The percentage of people with university education was up to 76% in the younger three age groups compared to only 50% in those ages 50 to 75 and just 25% in those over 75. This trend was reversed in those with no qualifications (9% in younger people rising to 72% in the oldest age group). The figure for those with school education was relatively constant at around 20% but was as low as 3% in the over 75's.

The proportion of men and women in each level of education was around one third with only a slight difference of 3% in university graduates as well as those who didn't have educational qualifications.

The chart below shows what History graduates did after completing their undergraduate degree course from a university in the UK. The table shows the sectors these graduates were employed in within six years of graduating and their average incomes.

IELTS Liz



- Full-time work ■ Part-time work ■ Full-time postgrad study
- Part-time postgrad study ■ Unemployed ■ Unknown

Employment Sectors of History Graduates

| Employment Sectors | Percentage | Average Income in Pounds Sterling |
|--------------------|------------|-----------------------------------|
| Solicitor | 18% | 57,000 |
| History Teacher | 30% | 32,000 |
| Archaeologist | 6% | 29,000 |
| Historian | 9% | 49,000 |
| Other | 37% | 30,000 |

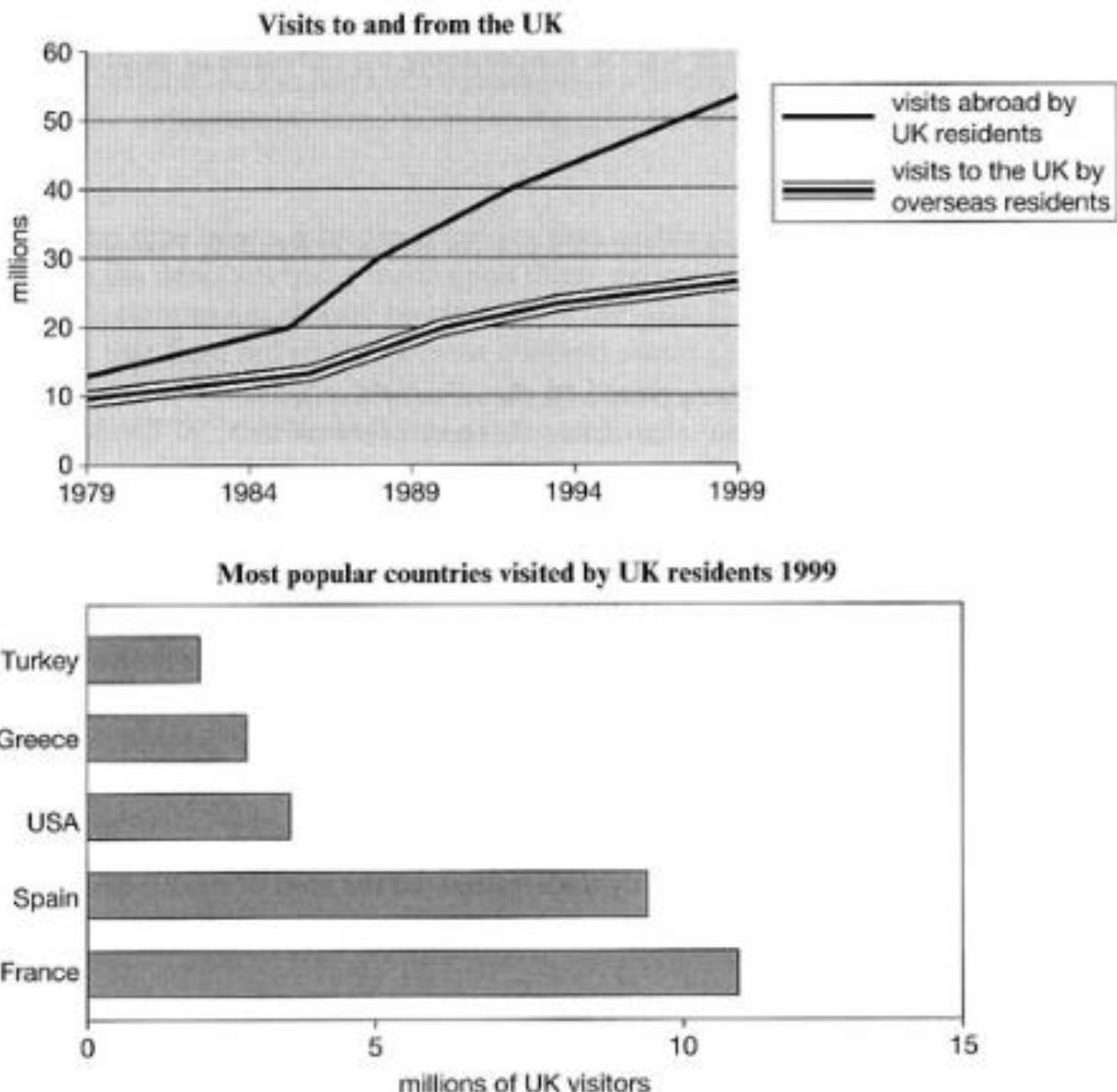
The pie chart illustrates the destination of history graduates from a British university after they finished their undergraduate degree, while the table gives information about the areas of employment they chose and their typical incomes within six years of their graduation.

Overall, the overwhelming majority of history graduates were employed in full-time work, while the lowest percentage of graduates entering part-time postgrad courses. Most graduates were employed as history teachers and the least as archaeologists, with the lowest income. The highest income was those working as a solicitor.

Well over half of all history graduates were in either employed in full-time or part-time work (56% and 15% respectively) as opposed to only 12% who became unemployed. For those on postgrad courses, 7% were on full-time courses and 4% on part-time courses. 6% of graduates had unknown destinations.

Regarding employment, 30% became history teachers with an income of £32,000 , whereas only 9% were employed as historians, earning £49,000. Only 6% worked as archaeologists with an income of £29,000. The highest paid were solicitors, who accounted for 18% of graduates, earning around £57,000. 37% of those graduating had unknown employment with a salary of about £30,000.

The line graph shows visits to and from the UK from 1979 to 1999.
The bar chart shows the most popular countries visited by UK residents in 1999.



The line graph illustrates the number of UK residents going abroad from the UK and overseas residents visiting the UK between 1979 and 1999. The bar chart gives information about how many UK residents travelled to five of the most popular countries in 1999. Units are measured in millions of people.

Overall, there was an increase in the number of visits to and from the UK and there were more visits abroad by UK residents than visits to the UK by overseas residents over the period given. Furthermore, the most popular country to visit by UK residents was France in 1999.

According to the line graph, the number of UK residents visiting overseas began at just under 15 million in 1979 and rose significantly to reach over 50 million in 1999. Around 10 million overseas residents visited the UK in the first year before climbing steadily to just under 30 million by the final year.

Regarding the bar chart, in 1999, the two most popular countries were France and Spain (visited by 10 million UK residents and approximately 9 million respectively). The USA and Greece had about 4 million and 3 million visitors. The least popular country visited was Turkey, which had only about 2 million UK residents going there.

Writing Task 2:

Writing task 2:

Channel: ielts up online (task 2: cause / solutions ,agree and disagree),ielts mahir(to what extent do you agree,problem/solution),Asp english(outweigh),Asad yaqub(advantages/disadvantages,discuss both views and give your opinion),

Book: Makkar ielts for writing task 2 ,Rachel Mitchell writing task 2

Question types:

Argumentative essay/opinion essay:

1. Do you agree or disagree/Do you agree?(no counter argument needed)
2. What do you think/what is your opinion?
3. To what extent do you agree ?/To what extent do you agree or disagree?(how much (slightly agree/disagree ,moderately agree/disagree,completely/entirely agree/disagree) do you agree/disagree with this statement.
4. Do advantages outweigh disadvantages/alternative essay rarely seen
5. Do you think it's a positive or negative development?

Discussion essay:

1. Discuss both views
2. Discuss both views and give your opinion.

Cause/effect/solution:

1. Cause/effect
2. Effect/solution
3. problem solution
4. Cause/solution
5. Cause/effect/solution(rarely seen)(just use five paragraphs:intro+body1 for causes+body2 for effects+body3 for solutions+conclusion)
6. Solution only(rarely seen)(use 4 paragraphs:intro+body1 for 1st solution+body 2 for 2nd solution+conclusion)

Descriptive:

1. Advantage/disadvantage

Direct questions:

1. One/double/2 or 3 questions
2. Positive or negative development

At the start of an 'Introduction'

Many/some people think/believe/claim/opine that.....

It is often said/believed that....

There is no denying that...

These days.../ Nowadays.../ In the contemporary time...

It goes without saying/arguing that...

It is universally/commonly accepted/agreed that...

It is argued that /it is considered that/it is thought that

At the end of an 'Introduction'

I'll examine both of these views before giving/reaching to my final/concrete/calculative decision.

The following paragraphs discuss whether...or ...and reach/deliver/construct a reasonable/calculative decision. and

However, I strongly/fully believe/feel that...

I 'oppose/am not in favour of the view and my reasons/logic will be explained/presented in the following paragraphs.

I'm in support/favour of this view with arguments/logic in the following paragraphs.

I ,personally believe/feel that...

Thus, the advantages far outweigh the disadvantages....

For 'Body para 1'

To start/begin with

At first/ Firstly /First of all/ First and foremost

On the one hand

Many/Some people think/believe that

It is considered by many that...(very good to use)

Some people support the opinion that..(very good to use)

It is commonly believed that....(very good to use)

For 'Body para 2,3,4...

Secondly/Thirdly

Besides

In addition

Consequently

Furthermore/ Moreover

Other people feel/think/believe

On the other hand

Finally/ Last but not least

To make a 'Point stronger/ Adding emphasis'

It goes without saying that

Needless to say

There is a little doubt that

Although/ Though

Nonetheless/Nevertheless/specifically/especially/obviously/particularly/in particular

Still/ Yet

Therefore/Thus

Other 'Transitional/Connective words'

Then

Besides

Otherwise

As soon/much as

To 'Sum up' at the end of a paragraph

To sum up

In short

To summarise

For 'Comparison'

Likewise/similarly

Admittedly(undoubtedly)/however/alternatively/another option could be/even though/by contrast

At the same/contemporary time/by contrast/on the flip side(biporit pokkhe)/on the one hand(ekpokkhe)

To give/show an example

As an example/instance

For instance/example

To exemplify/give/show an example

Like/As/Such as Specially/Particularly.....

To include

For presenting 'Ideas/Data'

Research 'shows/has found that Survey 'shows/has found that

A leading newspaper/magazine has published that

In a survey

To show 'Reason/Result/Effect/Consequence'

As a result/consequence

Consequently

In my opinion

From my point of view

Second/Secondly

On the other hand

Last but not least

In conclusion/To conclude

As a consequence

As an effect

Thus / So

The reason why

Therefore/ Hence/Eventually

Because of

For this/that reason

Due to

For expressing 'opinion'

In my opinion..

I strongly opine that

I strongly agree with the idea of that/I concur(agree)/I disagree(cannot accept)

I strongly 'disagree with/oppose' the given topic

My opinion is that

I feel/think/believe/admit

From my perspective

As far as I'm concerned

It 'seems/looks like/appears' to me that

The project was successful, **but this is by no means** the final step."

"প্রকল্পটি সফল ছিল, কিন্তু এটি একদমই চূড়ান্ত পদক্ষেপ নয়।"

(On account of the fact)/due to/owing to that the security charge or elevator fees will not be included if

they reside in merely a double-storied building.

In my opinion/view: In my opinion/view, men and women should have the same educational opportunities.

· To my mind: To my mind, everyone should be encouraged to stay in school until 18.

· To my way of thinking: To my way of thinking, there are various reasons why people decide to live in big cities.

· As far as I am concerned: As far as I am concerned, shopping online is very convenient.

· It seems to me that: It seems to me that death penalty is essential to prevent human from committing serious crimes.

· I believe that: I believe that it is more beneficial for children to have homework.

Of course: Of course, the most effective way for you to improve your writing skill is through practice.

· Obviously: Obviously, this method can help people reduce stress and negative feelings.

· obviously/Needless to say: Needless to say, the number of criminals increases in many countries nowadays.

· Essentially: Essentially, unemployed people need to find a way to make a living.

Enough: to be sufficient, to be adequate

· Not enough: to be insufficient, to be inadequate, a shortage of..., a lack of....

· Many: numerous, various, a variety of, large number of, a range of, an increasing number/ amount, countless

· Things: objects, matters, issues, sectors, items, concern

· Big: tremendous, significant, considerable, substantial, immense, vast, profound

- Important: principal, crucial, major, essential, critical, vital
 - Get: obtain, receive, acquire, gain
 - Have: possess, encounter, undergo, experience,
 - Give: provide, supply, contribute, offer, present
 - Do: participate, conduct, perform, undertake, engage to, be involved in, implement
- More: further, additional, added
- Too much: an excess of, to be excessive
 - Important people: leading, powerful, influential, well-known, prominent, famous, supportive.

Listing

1. However/nevertheless
2. inspite of /yet/while
3. firstly/another point to consider/a further consideration/another issue/at the outset
4. last but not least/finally/lastly

Conclusion

1. In conclusion /To recapitulate
2. To conclude/in brief
3. To summarise/therefore
4. under the circumstances /overall/to sum up
5. Eventually(অবশ্যে)
6. consequently/accordingly

Company

Along with/together with/accompanied by/side by side

Cause+result

Consequently/as such/accordingly/due to/owing to/since/as

Results in (smoking results in cancer)

Result + cause

As /since/because/it is because/the reason being

Results from (success results from hard labour)

purpose

1. In order to /with a view to
2. Unless/even if

3. By/without/otherwise

condition

1. If/provided that
2. In case of
3. As if /as though

Time

1. Simultaneously/while
2. Subsequently/afterwards/later/then

Situation

1. Hopefully/fortunately
2. Accidentally/unfortunately
3. Always/never
4. Often/sometimes/occasionally
5. Hardly/rarely

Emphasis

1. Undoubtedly/in fact/actually/indeed
2. In the true sense of terms

Alternatives

1. Either of/Neither of
2. Either..or/neither..nor
3. Whether..or

Structure for all types

Agree/disagree/To what extent /outweigh

Introduction:

Use three/two statements(paraphrase questions by considering overall meaning of statement not using synonym like task 1 and give a thesis statement representing main points and introducing your opinion to reader)

Body paragraph1:paragraph must be started with a topic sentence presenting 1st main idea or central theme(so called supporting point).Then you should develop your idea adding opinion or information which are necessary .

Sentence1:state the reason why you agree/disagree
sentence(2-3):explain your reason by thinking that the examiner doesn't have any knowledge regarding your reason.

Sentence4:give an example

Sentence5:write a short summary of your idea

Body paragraph 2: paragraph must be started with a topic sentence presenting 2nd main idea or central theme(so called supporting point).Then you should develop your idea adding opinion or information which are necessary .(same sentence structure will be followed)

Body 3: if you agree with the given statement then explain the opponents view in this paragraph ,likewise you can describe the opponents view when you are holding a decision representing disagreement.

Conclusion: Restate your main ideas shortly containing 2/3 sentences/briefly summarize what you have written before.(to sum up or use another phrase to indicate conclusion+restate your opinion+restate your 2/3 reasons)(To conclude,cosidering the factors discussed above,I believe +....)

1.Big salary is much more important than job satisfaction.(statement)(no counter argument needed in this type of question)

Do you agree or disagree?

It is often argued that it is more advantageous to choose a job with high wage, even if it doesn't appeal to you at all. I completely disagree with this opinion and think that job satisfaction is much more important than salary.

First of all, I believe that job satisfaction gives people a sense of fulfillment that no money can guarantee. Even if someone is earning a high salary, but feels tensed and compromises with his conscience, this person won't enjoy his life. While pursuing one's interests will always bring pleasure and feeling of satisfaction. For example, a lot of famous researchers made their career choices not because of appealing wages, but because they were passionate about science. That's why it's more important to choose the kind of work that makes you happy than to look only at a high salary.

Secondly, doing what you like keeps you motivated and therefore leads to a career growth. In other words, there is a strong relation between job satisfaction and productivity. People who love their jobs can easily excel in their fields of work and achieve better results than those, who put salary on the first place. For instance, Henry Miller decided to leave his everyday job despite a good wage and ventured to become a writer. And after enduring years of ups and downs he became one of the most famous and well-paid authors of the twentieth century. Thus, advantages of jobs that keep you satisfied outweigh the drawback of a low salary in a long-term perspective.

To conclude, I strongly believe that job satisfaction is more beneficial than high salary because it makes people happy and motivated. (277 words)

2. Many people believe that social networking sites (such as Facebook) have had a huge negative impact on both individuals and society.

To what extent do you agree?

Social networking sites, for instance Facebook, are thought by some to have had a detrimental effect on individual people as well as society and local communities. However, while I believe that such sites are mainly beneficial to the individual, I agree that they have had a damaging effect on local communities.

With regards to individuals, the impact that online social media has had on each individual person has clear advantages. Firstly, people from different countries are brought together through such sites as Facebook whereas before the development of technology and social networking sites, people rarely had the chance to meet or communicate with anyone outside of their immediate circle or community. Secondly, Facebook also has social groups which offer individuals a chance to meet and participate in discussions with people who share common interests.

On the other hand, the effect that Facebook and other social networking sites have had on societies and local communities can only be seen as negative. Rather than individual people taking part in their local community, they are instead choosing to take more interest in people online. Consequently, the people within local communities are no longer forming close or supportive relationships. Furthermore, society as a whole is becoming increasingly disjointed and fragmented as people spend more time online with people they have never met face to face and who they are unlikely to ever meet in the future.

To conclude, although social networking sites have brought individuals closer together, they have not had the same effect on society or local communities. Local communities should do more to try and involve local people in local activities in order to promote the future of community life.

Schools should not force children to learn a foreign language. To what extent do you agree with this statement?

It is true that some people argue that a foreign language should not be one of the compulsory subjects studied in schools. While I believe that it is useful for schoolchildren to learn a foreign language, I completely agree that they should not be forced to do so.

On the one hand, it will benefit the education of most children if they are encouraged to learn a foreign language during their school years. Firstly, through studying the language they will learn about the culture of that country, and some schools even arrange exchange visits, to enable students to briefly immerse themselves in the culture of the foreign country whose language they are learning. Secondly, children can access information in another language. For example, if they are studying English, they can enjoy websites which are only available in English on any topic in which they are

interested. Finally, children can be encouraged to learn a foreign language through the range of enjoyable and fun materials available nowadays, especially interactive online learning.

On the other hand, it would be counterproductive to forcibly oblige schoolchildren to learn a foreign language. One reason is that children will not learn effectively through compulsion alone. They must be motivated to do so and this is only achieved through enthusiastic teachers who select stimulating language-learning activities. Another reason is that schoolchildren will be reluctant to learn a foreign language if they cannot see why it might be relevant to their present or future lives. For example, individual Vietnamese pupils should not be forced to learn English if they are certain that they will never need or want to use it in the future.

In conclusion, I would argue that schools should encourage, but not compel, children to learn a foreign language.

3. The growing number of overweight people is putting a strain on the health care system in an effort to deal with the health issues involved. Some people think that the best way to deal with this problem is to introduce more physical education lessons in the school curriculum. To what extent do you agree or disagree?

Owing to the problems which a growing population of overweight people cause for the health care system, it is thought that the key to solving this issue is to have more sport and exercise in schools. I agree that this is one way to tackle the problem, but diet must also be taken into consideration.

Increasing sport or regular exercise in schools is a useful way to tackle weight problems in the long run in the general population. This method will encourage a new generation to develop vital habits which support overall health and also help them maintain a reasonable weight. At the moment, the average child in the West does sport possibly twice a week, which is not enough to counteract their otherwise sedentary lifestyle that comes from many hours each day of sitting at a desk for their lessons. By incorporating more exercise time and possibly extracurricular physical activities, they will undoubtedly become fitter and more active, and continue living that way after leaving schools.

However, targeting physical exercise in school children to reduce the current issue of obesity in the wider population is not effective enough on its own. Firstly, children in schools need to also be educated about what constitutes healthy foods and why in order to ensure a new generation of people who understand clean eating. Secondly, for a more immediate impact, it is important to look at reducing the number of Ultra processed foods (UPFs) on the market which too many people gravitate towards. For example, the government could impose a tax on UPFs to increase the price, and also reduce the cost of healthy foods, such as vegetables, to encourage a better diet.

In conclusion, I believe the best approach to tackling weight issues in the population starts with diet and exercise in schools but must also include encouraging a healthier diet through price changes targeting specific foods on the market.

Some people believe that people have the right to university education, and government should make it free no matter what their financial background. To what extent do you agree or disagree?

It is true that some people argue for the universal right to free university education.

While I accept that this may suit many people, I believe that it is impractical for governments to implement such a policy.

On the one hand, it is not a practical dream to expect government authorities to fund higher education for those poorer sections of society, with low incomes and no savings.

Without such funding, people from poor backgrounds would be unable to attend university. As a result, they would be excluded from many well-paid careers as engineers, doctors or lawyers. Social inequalities would be perpetuated and society as a whole would suffer, since those from low-income backgrounds would have no opportunity to develop their talents. The example of the US, during the struggle for civil rights for blacks and other minorities, shows the folly of denying equal educational opportunities for the poor.

On the other hand, there would be an enormous strain on government budgets if free access to university were a right for everyone. At its simplest, people from rich families can afford to pay tuition fees and for their own maintenance during their studies.

Attendance at university is a privilege, not a right, and if students can afford to pay for their studies, they should do so. In practical terms, governments cannot pay for the rich as well as the poor. Governments are faced with practical decisions on how to allocate their finite budgets, and funding free higher education for everyone would mean less money to spend on pressing issues such as health care or the environment.

In conclusion, I disagree with the view that free higher education should be a right for everyone in society, and funding should be limited to those who otherwise could not

afford to attend university

4. In recent years, more and more people are choosing to read e-books rather than paper books.

Do the advantages outweigh the disadvantages?

An increasing number of people are using e-books as a reading tool, such as a kindle, instead of traditional paper books. I believe there are significant benefits to using e-books over paper books with only a few minor drawbacks.

E-books have enormous advantages over the paper book mainly because of the vast number of books that an e-book device, namely a kindle, can contain. Kindles are able to contain thousands of books which you can categorise and organise on a device that is lighter than a tablet. For people who are travelling or those who want easy access to multiple books, these devices are perfect. Furthermore, e-books can be purchased with the click of a button giving instant access to the book without having to wait for delivery.

On the other hand, there is a downside to choosing an e-book over a paper book. The main issue is that it can be hard to find books on specialist subjects in electronic form. Many specialist and old books are only available as a paper book and can only be found in libraries. Another point to consider is that e-books are yet another device which people are glued to and that does have an impact on eyesight and health in general. It has long been known that people spend too much time on their devices and therefore reading a paper book might actually be preferable from time to time.

In conclusion, I think e-books have brought numerous gains to people's lives through accessibility and convenience that truly benefit people's lives, but there are disadvantages that should not be ignored.

Do you think positive or negative development:

5. In some countries, fast food restaurants and supermarkets give money to schools to promote their products. Why is this the case? Do you think this is a positive or negative development?

In the highly competitive era of today, marketers such as restaurants and supermarkets have realized the marketing opportunity offered by schools and so are giving money to schools. Even though the administrators of schools are using that money to raise funds for school activities, this is definitely disadvantageous for school children.

There are many reasons why the funding provided by fast food outlets and supermarkets is negative. To begin with, adverts of fast foods and their availability within school premises would help to develop children's taste for such foods. This can increase problems like obesity, which in turn is the root cause of many other health issues among children. As it is, children today have sedentary lifestyles, which makes it imperative that healthier food options should be made available to them. The welfare of students should be the top priority of schools and they should not fall in the bait of these companies for monetary benefits.

Secondly, such commercial intrusions within the academic environment can promote consumerism. For instance, if schools promote advertisements of any products like toys or computer games from supermarkets through educational materials, billboards or school television, children would think that they have the approval of teachers and school authorities. Consequently, these vulnerable children

pester their parents to buy those products, which can upset the family budget. This is a very vivid example of how commercialization of schools can promote materialism in children.

Supporters of such practices claim that the money such companies give for promoting their products inside the campus, helps financially-strapped schools to buy library books or improve sports facilities. They claim that children benefit from the additional resources and facilities that schools can afford due to such funding. What they fail to see is that commercial intrusions are already present in children's lives these days and there is no scope for more.

To sum up, it is definitely a negative development to use schools to advertise their products as this may lead to unhealthy eating and a materialistic attitude in children

Plan followed

Intro: It is a negative development

Para 1: It promotes unhealthy eating and thus obesity

Para 2: It promotes consumerism

Para 3: View of the supporters of such practices

Conclusion: reiterate opinion

Discussion essay: It's one kind of debate; you have to consider proponents and opponents views. When they will question you to consider both views, you don't have to give your explanation.

1. Introduction: general sentence related to topic+paraphrase question+thesis sentence(give your clear opinion)
2. Body1: 1st view explain
3. Body2: 2nd view explain
4. Body3: give your opinion
5. Conclusion: What do you do? It's easy. You can certainly remind the reader of what the

topic was. You can paraphrase yourself basically, you will paraphrase the sentence you wrote in the introduction. The first sentence of the introduction might look very similar, but not identical to the first sentence of your conclusion. Then you rephrase and summarize the two opinions.

Example: "In conclusion, studying abroad is very popular these days. Some people claim that causes home sickness and it's too expensive, while other people think it creates opportunities for education and personal development." You just told me the two main ideas from the both sides.

Discuss both sides and give your opinion.

6.Completing university education is thought by some to be the best way to get a good job. On the other hand, other people think that getting experience and developing soft skills is more important.

It is considered by some that being a university graduate is the key to securing a good job, while there are others who think that it is better to have experience and soft skills. In my opinion, I believe that having university education is essential for academic jobs, while soft skills and experience are more useful in business.

On the one hand, many people think finding a good job is easier if they have a graduate degree because having tertiary education puts people one step ahead of others. For many employers, this can be the deciding factor between job applicants. Furthermore, a certain level of university education is required for particular jobs, such as being a doctor or teacher. For this reason, I believe that in the case of jobs that require academic knowledge, having a tertiary education is the key to success.

On the other hand, having work experience and soft skills, such as leadership skills and other interpersonal skills, can also throw the balance in favour of the job applicant. For someone who is applying for management positions having experience of how to manage a team as well as strong interpersonal skills to support and direct staff, experience and soft skills are critical. Business is also an area of work where experience puts a person ahead of the competition in a way that university education could not. For this reason I also believe that such skills do have a relevant place in the workplace.

In conclusion, getting a good job requires a relevant background either in experience or education depending on the type of work and field. Some positions require an academic background, while others benefit more from experience and skills.

Some people say that what children watch influences their behavior. Others believe the amount of time they spend on television influences their behavior most.

Discuss both views and give your opinion.

While it is true that watching TV affects children, it is difficult to determine whether it is the content of the programs or the length of time spent watching them that has a more significant impact on children. It seems to me that although the amount of time does affect youngsters, it is the content of the programs that has a more marked influence on them.

On the one hand, the consequences of watching TV for long periods of time can be deleterious. Firstly, the longer children are exposed to TV programs, the more likely it is for them to become addicted to watching television. When children become over-reliant on television for entertainment, they might neglect engagement in outdoor activities. This may result in a sedentary lifestyle that is highly detrimental to their

physical health. More importantly, excessive TV watching impairs children's communication abilities, so they find it hard to play or live in harmony with others. As a result, children would feel discouraged from having real interactions with people around them if they spent a huge amount of time in front of the screen, which may hinder their development of social skills.

On the other hand, it is the broadcasted images that have the most direct effects on young viewers. Firstly, in most countries the majority of TV shows present glamorized depictions of inappropriate materials such as violence, drug abuse or casual sex, thus youngsters may adopt unhealthy habits and improper behavior. For example, they might fall under the impression that the use of alcoholic drinks is fashionable without being aware of the health risks they carry and later end up consuming these substances.

Besides, in our modern consumer society, commercials also affect how children behave. Unwary young viewers could be easily swayed by captivating advertisements for junk food or video games, products whose target audience includes children, and so may pester their parents to buy these goods impulsively.

In conclusion, although both factors have their own implications, I believe the element with more considerable impacts on children is the content. Hence, parental involvement is essential in controlling children's TV viewing habits and in shaping a child's values to help them enter adult life with a healthy mind.

Some people believe that studying at university or college is the best route to a successful career, while others believe that it is better to get a job straight after school. Discuss both views.

Right after finishing high school, teenagers often wonder whether they ought to continue their education or get a job. While many people believe that keeping on studying at a college or university will be the best way to guarantee a successful career, others claim that working straight after school is a better option.

Start working straight after graduation is beneficial for several reasons. Firstly, by working, young people will be able to start earning money as soon as possible. As a result, they will be mature enough, and be able to live independently on their own

income. Secondly, a person who decides to look for a job rather than pursuing higher education is likely to have a chance to obtain a lot of real experience and practical skills. This may lead them to progress more quickly in their chosen profession.

On the other hand, some people argue that it is more beneficial for young people to continue their studies after high school. Firstly, a college education prepares students to meet academic qualifications, which most employers require nowadays. Consequently, university graduates usually have opportunities to earn higher salaries than those without qualifications. In addition, the job market is becoming increasingly competitive since hundreds of applicants often chase one position in an organization. Having a degree is an obvious advantage that university graduates have. In many countries, students who graduate with an engineering degree are highly paid and have an easy time getting a good job.

In conclusion, it is true to say that both working straight after high school and continuing higher-level studies each has their own unique advantages.

Descriptive essay(Advantages/disadvantages): you can use 2 body paragraphs to describe two advantages and two disadvantages in separate paragraphs.

Introduction:general sentence related to topic+paraphrase question+thesis sentence

Body1:explain 1st advantage

Body2:explain 2nd advantage

Body3:explain 1st disadvantage

Body4:explain 2nd disadvantage

Conclusion

7.The development of tourism contributed to English becoming the most prominent language in the world. Some people think this will lead to English becoming the only language to be spoken globally.

What are the advantages and disadvantages to having one language in the world?

It is thought by some people that English, which is now the most widely spoken language in the world, may one day predominate over all other languages and result in their eventual disappearance. Having one language would certainly aid understanding and economic growth but there will also be some drawbacks.

One evident benefit to having one global language is that it would enable greater understanding between countries. In other words, if everyone spoke one language, there would be complete

understanding between not only countries but all people throughout the world which would promote learning, the flow of information and ideas. Another reason that one language would be advantageous is that it would help economic growth. With all people speaking the same language, there would be fewer barriers and therefore trade would flourish between countries, resulting in a healthier world economy.

On the other hand, there are obvious downsides to having only one global language. Firstly, it would mean that all other languages would eventually disappear and, along with them, their cultures. The diversity of cultures is one of the joys this world has to offer. Each culture is unique with its own way of life and own perspectives of the world which would all be lost if there were only one language. Secondly, it would result in the collapse of tourism because there would be no reason to travel for pleasure and interest if all countries had the same language and similar cultures. This would devastate many countries economically that rely on tourism as a source of income.

In conclusion, while there are plus points to having one global language, too much would be lost as a result. Maintaining local languages and cultures should be prioritised to ensure a rich world heritage for future generations.

International travel has many advantages to both travelers and the country that they visited. Do Advantages outweigh the disadvantages?

It is true that the growth of the international travel industry has brought many benefits to both travelers and the host nations which receive them. While there are serious negative consequences of this development, I would argue that these are outweighed by the advantages.

On the one hand, there are some aspects of international travel. Principally the tourist trade, which raises cause for concern. In terms of the tourists themselves, they often arrive at an overseas destination only to find that the prices of everything are grossly inflated. They may be overcharged for everything from a taxi, a meal in a restaurant or buying a souvenir. In terms of the host country, the problems of waste disposal, pollution and unregulated construction of hotels and tourist attractions often result in permanent damage to the environment. Many beach resorts in Thailand and Malaysia, for example, have become "concrete jungles" of high-rise hotels and apartments to accommodate mass tourism from Europe.

On the other hand, despite such grave issues, these are not insurmountable and must be considered against the advantages of the growing international travel industry. Firstly, there is ever-greater competition among tour operators to provide value for money holidays, so that holiday-makers can enjoy their experience of a foreign country and

culture to the full. Secondly, the influx of foreign tourists brings money to the host country through the provision of jobs and services for the developing hotel and construction industries. Employees in these sectors generally benefit from higher wages and improved living standards.

In conclusion, I believe that the advantages of international travel for both travelers and host countries are greater than the drawbacks, though these are serious.

Online learning brings a multitude of benefits.

The benefits of online learning are vast and varied.

The perks of online education are substantial.

There are many upsides to/of online learning.

Cause/problem/effect/solution essay:

Important things to know:

- Problem - issues, resulting, situation
- Cause - reasons, why
- Solution - deal with, addressed, tackled, remedied, improved, measures taken, solved, prevent

Difference betⁿ problem' & 'cause'

- Problem -

I've missed the last bus home after visiting my friend for the evening.

- Cause -

I misread the timetable and thought the bus left at 22.45 when it actually left at 22.35.

Cause/solution: you will use 4 paragraphs. Determine 3 things during writing

1. Problem
2. Causes
3. Solutions

Introduction:paraphrase question+tell you are going to describe causes and solutions.

Body1:describe two main causes by developing your points with examples separately.

Body2:explain two solutions by supporting your points with examples and by giving conclusion.

Conclusion:summarize everything.

8.Influence of human beings on the world's ecosystem is leading to the extinction of species and loss of bio-diversity.

What are the primary causes of loss of bio-diversity?

What solutions can you suggest?

Introduction:sentence 1 paraphrase the statement(you can also add general statement before paraphrasing)

Despite knowing about biodiversity's importance for a long time, human activity has been causing massive extinctions of different species.

sentence 2 - tell the examiner what I am going to describe in my essay

This essay will examine the main causes of loss of biodiversity and possible solutions to this problem.

Body1:sentence 1 - general idea of the whole paragraph (state 2 main causes of biodiversity loss)

The two main causes of species extinction are change of their habitats and overexploitation of natural resources.

sentences 2-4 - explain 1st cause and give an example

When humans artificially transform the environment, they destroy vegetation and animals' natural habitat. For instance, to build new roads people cut down trees and cement the soil, altering the environment. Because of that, a lot of species die out.

sentences 5-7 - explain 2nd cause and give an example

Also, when activities connected with capturing and harvesting a natural resource are too intense in a particular area, the resource becomes exhausted. For example, too frequent fishing doesn't leave enough time for fish to reproduce and makes them disappear.

Body2:sentence 1 - general idea of the whole paragraph (two possible solutions to the problem)

Some possible solutions to this problem are protecting natural areas and promoting awareness among people.

sentence 2-4 - explain each of the solutions + support them with examples

By protecting areas where human activity is limited and avoiding overexploitation of its resources, we can save the untouched environment and prevent species from dying out. Moreover, the next step in fighting bio- diversity loss is informing the general population about the dangers of this problem. This way, people will be more conscious of the environment and won't overuse or destroy its resources.

For causes-solutions essay, you can write the conclusion paragraph in the following way:

sentence 1-restate the causes of the problem

sentence 2 - remind the reader of possible solutions

To conclude, people's activities that change the environment have negative impact on the world's ecosystem. However, we can significantly lessen the extinction of species by protecting natural areas and enlightening people about this problem.

Model essay

Despite knowing about biodiversity's importance for a long time, human activity has been causing massive extinctions of different species. This essay will examine the main causes of loss of biodiversity and possible solutions to this problem.

The two main causes of species extinction are change of their habitats and overexploitation of natural resources. When humans artificially transform the environment, they destroy vegetation and animals' natural habitat. For instance, to build new roads people cut down trees and cement the soil, altering the environment. Because of that, a lot of species die out. Also, when activities connected with capturing and harvesting a natural resource are too intense in a particular area, the resource becomes exhausted. For example, too frequent fishing doesn't leave enough time for fish to reproduce and makes them disappear. Thus, human activities often deplete local flora and fauna and cause loss of bio-diversity.

Some possible solutions to this problem are protecting natural areas and promoting awareness among people. By protecting areas where human activity is limited and avoiding overexploitation of its resources, we can save the untouched environment and prevent species from dying out. Moreover, the next step in fighting bio-diversity loss is informing the general population about the dangers of this problem. This way, people will be more conscious of the environment and won't overuse or destroy its resources.

To conclude, people's activities that change the environment have negative impact on the world's ecosystem. However, we can significantly lessen the extinction of species by protecting natural areas and enlightening people about this problem.

Problem/solution:

Introduction:same as cause/solution essay

Body1:explain two main problems by supporting your points with examples.That means ,you have to consider what you are facing which can be called difficulties and restrictions.

Body2:explain two solutions by developing your points and by giving examples.

Conclusion:just summarize everything

9.An increasing number of professionals, such as doctors and teachers, are leaving their own poorer countries to work in developed countries. What problems does this cause? What can be done to deal with this situation?

More and more professionals from developing or underdeveloped countries are choosing to live and work in richer countries. As a result, poorer countries will struggle to develop but this can be tackled by offering more incentives to stay and better living conditions.

The main problem faced by poorer countries due to the brain-drain, in fields such as medicine and education, is that they will struggle to develop and find it difficult to improve their economy as well as living conditions. One of the main ways that a developing country can better themselves is through the skills and dedication of their professionals which is negated when they choose to take their skills to benefit another country. Consequently, less developed countries will not be able to offer their citizens

high levels of education or health care, and this in turn will hinder their ability to compete on a global scale, to entice investors and ultimately to stop the poverty cycle.

One effective solution to deal with professionals leaving their country is for their government to encourage them to stay by offering better work conditions. This can be done by increasing wages and investing in state-of-the-art equipment and training to tempt doctors and teachers to continue working there. Another possible answer is for poorer countries to offer better standards of living, more tolerance and a positive future as a way to entice their professionals back to their own country after they have completed their training abroad. However, these solutions are financially demanding which means poorer governments may have to look to developed countries for aid in order to implement these changes.

In conclusion, poorer countries are unable to develop due to the brain-drain which can only be tackled by enticing professionals to remain in their country of origin through better conditions.

The gap between the rich and the poor is increasingly wide, as rich people become richer and poor people grow poorer. What problems could this situation cause? What are the solutions to address those problems?

It is true that the gap between the rich and the poor is growing wider in many regions of the world. While the problems that result are complex, fundamental solutions based on expanding education should be adopted to tackle this problem.

Increasing levels of poverty and rising wealth inequalities impact on the economic growth of a country and the security of its citizens. In economic terms, the existence of a large mass of unemployed or low-paid workers directly affects domestic businesses, such as local shops and factories. As nobody has money to buy their products, they are themselves forced to close, creating further unemployment. In terms of public security, without the means of obtaining money through work, the poor may turn to crimes such as drug trafficking, prostitution, robbery and violent attacks on others. Youth unemployment has, in particular, been linked with rising crime rates.

Governments must, therefore, expand educational opportunities to benefit all their citizens, in order to reduce the gap between the rich and the poor. The provision of a better standard of schooling in slum areas of cities and in poor rural regions would enable children to reach a higher level of educational attainment. Grants and scholarships could be used to help students to remain in education for longer and gain qualifications. In particular, technical education could be expanded, helping poorer

children to learn trades. In construction, engineering, and agriculture, a highly-educated workforce will be needed in the future, and skilled workers will be able to command high salaries and enjoy a decent standard of living. As work opportunities improve, crime rates will fall.

Thus, dealing with the problem at its roots, by expanding educational opportunities, the authorities would be able to reduce the gap between the wealthy and poor sectors of society.

Cause/effect:

Introduction

Body paragraph 1 -explain 2 main causes

Body paragraph 2 – explain 2 main effects

Conclusion

10.Today more people are overweight than ever before.

What in your opinion are the primary causes of this?

What are the main effects of this epidemic?

Introduction

Write your introduction in two sentences:

Sentence 1 - paraphrase the statement (you can use 'nowadays/today/these days' to start):

Nowadays the number of overweight people is constantly growing.

Sentence 2 - say what you'll write about in your essay:

This essay will discuss the main reasons of this epidemic and then describe the possible effects of the problem.

Body paragraph 1 - causes

Sentence 1 - state all the main causes of obesity:

In my opinion, the foremost causes of obesity are inactive lifestyle and unhealthy eating habits.

Sentences 2-3 - describe the first cause. Assume that your examiner has no knowledge in this area and you have to explain all the details to him.

Today more and more people rely on cars instead of walking, have less physical demands at work and prefer inactive leisure activities. This results in burning less calories and gaining weight.

Sentences 4-5 - describe the second cause. Don't forget that it's useful to give examples while describing causes!

Moreover, the problem is accentuated by the growing number of people, who eat irregularly and consume large portions of high-calorie food. For example, about 50% of the adult population in Europe with so-called disordered eating suffer from obesity.

Body paragraph 2 - effects

Sentence 1 - state all the possible effects:

The possible effects of this problem include physical health problems and loss of productivity.

Sentences 2-3 - explain the first effect and give an example:

First of all, obesity results in incorrect functioning of the human body and contributes to the risk of developing some chronic illnesses. For example, as body fat percentage increases, the person's metabolism worsens, which in turn may result in diabetes or heart diseases.

Sentences 4-6 - explain the second effect and support it with an example:

Secondly, overweight people are very unhealthy and often suffer from stress and tiredness. This lessens their work capacity and results in lower productivity. For example, it has been proven that an obese person needs to put more effort to complete some task than a person with normal weight.

Conclusion

For the conclusion you need simply to restate the problem and sum up the causes and effects that you described in your body paragraphs:

To sum up, obesity is a big problem that affects a lot of people nowadays. It's mainly caused by inactive lifestyle and eating disorders and results in severe health problems and loss of productivity.

Model essay

Nowadays the number of overweight people is constantly increasing. This essay will discuss the main reasons of this epidemic and then describe the possible effects of the problem.

In my opinion, the foremost causes of obesity are inactive lifestyle and unhealthy eating habits. Today more and more people rely on cars instead of walking, have less physical demands at work and prefer inactive leisure activities. This results in burning less calories and gaining weight. Moreover, the problem is accentuated by the growing number of people, who eat irregularly and consume large portions of high-calorie food. For example, about 50% of the adult population in Europe with so-called disordered eating suffer from obesity.

The possible effects of this problem include physical health problems and loss of productivity. First of all, obesity results in incorrect functioning of the human body and contributes to the risk of developing some chronic illnesses. For example, as body fat percentage increases, the person's metabolism worsens, which in turn may result in diabetes or heart diseases. Secondly, overweight people are very unhealthy and often suffer from stress and tiredness. This lessens their work capacity and results in lower productivity. For example, it has been proven that an obese person needs to put more effort to complete some task than a person with normal weight.

To sum up, obesity is a big problem that affects a lot of people nowadays. It's mainly caused by inactive lifestyle and eating disorders and results in severe health problems and loss of productivity.

Effect/solution:

Introduction

Body paragraph 1 -explain 2 main effects

Body paragraph 2 – explain 2 main solutions

Conclusion

11. Consumers are faced with Increasing numbers of advertisements from competing companies. To what extent do you think are consumers influenced by advertisements? What measures can be taken to protect them?

Advertising is the heart of trade. To survive in the competitive market of today, every product has to be advertised. There is a huge impact of these ads on the people, which is both positive, as well as negative. This essay shall analyse these effects on the common man, and suggest ways to protect people from the negative effects of adverts.

There are many ways in which these ads are helpful. First, ads tell us about the new products that are launched in the market. They also tell us about the working of these products. After seeing the ads, consumers can go to the market and select things of their choice. What is more, the advertising industry provides jobs to many. Many models and other people make a living through this industry. Ads also touch social issues. For example, there are ads which aware people that they can stand up against domestic violence and female foeticide. We also have ads, which warn people about the harmful effects of smoking. Another big positive influence of the ads of today is the entertainment they provide. They are made so hilarious that you feel like watching them again and again.

On the other hand, advertisements promote consumerism. These ads can cause people to be dissatisfied with what they already have and make them want more. Not all parents are in the position to afford the goods, which the children see advertised and want to possess. This often leads to feelings of inadequacy among them. In addition to this, this materialism leads to workaholism. People are prepared to work long hours, or even turn to crime to get these goods. Finally, ads can be very annoying at times. This is especially true of Internet ads. The increasing number of advertisements and the never-ending list of ad-networks are making the Internet users' experience worse than ever. The ads, which have audio are very troubling and some ads are flash based. Telephone ads are also very irritating. When you are driving or in an important meeting, the bell rings and disturbs everyone.

The solutions are not simple, as advertising is a very persuasive medium. It would be unwise to ban ads, as this would cause more problems than it would solve. However, advertisements, which make false claims, should be banned. Advertisements for liquor and those ads, which show stunts, should also be banned. Then there should be consumer awareness programmes. Consumers should be warned against too much consumerism. Our celebs have a big role in selecting what products they should endorse. People, who follow these celebs would buy anything they say even without needing it.

To conclude, today we are influenced a lot by adverts, both in positive and negative ways. Without adverts we would lose a valuable source of revenue, which is used for the benefit of majority. However, many steps can be taken to mitigate the negative influence of ads.

Plan followed

Intro-

Para 1-positive effects

Para 2-advertisements have negative points

Para 3-solutions

conclusion

Direct questions:

Intro-General statement related to topic+paraphrase the question+connect all of the questions are given by another sentence

Para 1-Answer 1st question by following previous rule

Para 2- Answer 2nd question by following previous rule

Conclusion

12. Some people think that money is one of the most essential factors in promoting happiness.

Do you think people can be happy without much money?

What other factors contribute towards happiness?

Money is considered by many people to be one of the most important contributing factors towards happiness. In my opinion, it is possible for people to be happy even if they have little money and other aspects of life can play a more vital role in creating happiness than wealth alone.

Although money allows people to afford luxuries and treats, which certainly do bring temporary enjoyment and satisfaction, a substantial number of people are happy without money. Firstly, money is no guarantee of happiness, particularly if disease or disaster feature largely in someone's life. Secondly, as long as people have the money to cover their necessities, doing without luxury items does not negatively affect the pleasures that a good life can bring.

Another way people can gain satisfaction in their life is through their work rather than money. For instance, a doctor doing volunteer service overseas in underdeveloped countries may earn little or no

money, but the reward of doing such work is profoundly rewarding. Not only that but it can be a long-term fulfilment that they carry with them through life in the form of rich memories and the knowledge of a life well-lived.

Finally, another influencing factor of contentment in life is having supportive and loving people in one's life. While money may bring opportunities to enjoy pleasures, few people would enjoy them in isolation. Being surrounded by a loving and caring family is considered by many people to be the most valuable thing in life. This is one aspect of life that money certainly cannot buy.

In conclusion, money is not essential for happiness, which can be found through job satisfaction as well as family. If more people strived in life towards true happiness rather than money, the world would be a better place.

13. More and more adults are playing computer games.

Why is this happening? Is it a positive or negative trend?

It seems that the current trend is for an increasing number of adults to enjoy playing computer games in their free time. With the development of game technology, it is hardly surprising that adults are playing games, but whether it is positive or negative depends on the games played and the time spent on them.

In terms of why so many adults are choosing to spend time playing computer games, it is mainly because the technology behind the games is becoming more sophisticated. Initially, when games first came out, they were very simplistic and appealed mainly to children. However, things have moved on since then and games have become visually appealing, very absorbing, require great dexterity and some also have a strategic challenge to them which adults particularly like. Such games can attract professional adults looking to hone tactics and skills to other adults wishing just to relax and switch off.

However, whether this trend in adults towards computer games is beneficial or not can be challenged. Some adults use complex, challenging games as a form of escapism which keeps their mind sharp and helps them relax at the same time. As long as the time spent on such games is balanced with other healthier pursuits, it can be constructive. Unfortunately, adults who ignore their physical health and spend too much time on mindless, repetitive games develop a sedentary lifestyle which can be detrimental to their wellbeing.

In conclusion, computer games have become more fascinating and tempting to adults. While games that help develop tactics and knowledge might be advantageous, no game, particularly senseless games, should be played to excess and certainly should not replace healthier leisure activities.

14. Nowadays, more people are choosing to socialise online rather than face to face. Is this a positive or negative development?

An increasing number of people meet and talk to their friends online instead of in person. In my opinion, this is a negative development which can lead to isolation, potentially harmful situations and also problems later on in life.

One serious problem that can arise from people socialising online is that it can lead to isolation. Before the internet, people would frequently go out to meet friends, for example in cafes, bars or restaurants, whereas now people prefer to stay at home alone, chatting online. As a result, people are starting to

spend the majority of their time alone at home in their room without meeting others. Isolation of this kind is not healthy and can sometimes lead to depression and other issues.

Another issue is that meeting people online can be risky. In other words, people can assume fake identities online as well as hide their true characteristics. This is particularly concerning for teenagers who are impressionable and can easily be led into dangerous situations. Furthermore, as this interaction is online, parents have no way of monitoring it and protecting their children.

Finally, socialising online can end in difficulties years later as conversations and shared photos that had been forgotten reappear. This situation is currently critical for many people, again especially for teenagers who do not think carefully before posting online. That is to say, information which is put online can remain there forever and while people may share intimate communications with close friends, these words can then resurface later on leading to much embarrassment.

In conclusion, although it has become more popular for people to socialise through the internet, it has brought about too many problems for this to be considered a positive trend.

In many countries, more and more people choose to buy imported food rather than food produced locally. Why do people buy imported food? What could be done to encourage people to buy local food?

It is true that the consumption of imported food has increased in recent years. There are some factors which help to account for this trend, but measures can be implemented to encourage more people to eat food which is grown locally.

In many countries, people are buying more imported food and there are a number of reasons to explain why this is happening. Firstly, the attractive marketing and presentation of imported food products give them an appealing and appetizing appearance. Consumers then come to expect certain high standards of packaging, so that food looks tasty, safe, hygienic and, in the case of some products, easy to prepare.

Secondly, the availability of a wide range of imported food enables people to vary their diet and experiment with new recipes. This may provide a welcome change from eating the same meals every day, which inevitably becomes tedious and no longer stimulates the taste buds.

It is possible, however, to take steps to encourage the consumption of locally produced food. Local growers should ensure that their products always look clean and fresh. In Vietnam, for example, all the fruit and vegetables, meat and fish on display at local markets must be presented in scrupulously hygienic conditions, protected by plastic wrapping to keep away dust or flies. The government should enforce strict food safety

regulations. Another measure could be to increase the variety of food produced by local farmers, which would then eliminate the need to import those foods from other countries. This would stimulate the local economy and reduce the environmental costs of transportation known as food miles.

In conclusion, while there are some obvious reasons to explain the rise in popularity of imported food, some simple measures should be adopted by local food growers to meet this challenge.

Today, more people are traveling than ever before. Why is this the case? What are the benefits of traveling for the traveler?

It is true that in many countries the number of people traveling has increased over recent years. There are reasons which can be identified to account for this trend and travelers undoubtedly benefit from the chance to travel more frequently and to visit even the most far-flung destinations.

At least two important factors help to explain why an increasing number of people are now able to enjoy domestic and international travel. Firstly, growing prosperity and a rise in living standards in many countries have enabled people to enjoy things which they could never have before. With greater disposable income, family luxuries such as holidays have now become affordable. Secondly, competition among tour operators has reduced the cost of traveling. Only a few decades ago, for example, budget airlines did not exist, but now they are used by millions of passengers each year.

In my view, in the case of both domestic and international travel, there are clear advantages for travelers. People now have a wide choice of places to go and things to see and do. They are now able to experience other parts of their own countries or to enjoy the richness of unfamiliar and, sometimes, exotic destinations. Thailand, for instance, is immensely popular with tourists from all over the world, including Vietnam. Visitors enjoy not only the unique cuisine but also the rich historical heritage of Thai temples and traditions. Another advantage for many people, now that travel is less costly, is the chance to be reunited with family members who have moved abroad because of work, study or simply in search of a better life. Family ties can be

maintained and strengthened thanks to the greater opportunities to travel.

In conclusion, there are clear reasons why more people are traveling and there are obvious advantages for travellers.

Speaking

Channel: ielts advantage,Rose ielts

Book: Makkar ielts speaking

Pattern:

3 parts

1st part: General speaking topics for instance myself ,hometown,hobby and so on.

2nd part:Main part (speaking with cue card) ,have to speak 2-3 minutes .

3rd part: Relevant question of 2nd part .

Phrase and idioms:

1. why /how /where/when on earth - বিরক্তি বা বিশ্বায় প্রকাশ(why on earth did you go there -কেন যে তুমি সেখানে গিয়েছিলে)
2. on and on -ক্রমাগত
3. time and again -বারবার
4. every other day -একদিন পরপর
5. at best- বড়জোর
6. like the back of hand -নখ দর্পণে
7. once in a blue moon- মাঝে মাঝে
8. get the ball rolling -কাজ শুরু করা
9. at the 11th hour -শেষ মুহূর্তে
10. burning question -প্রকট সমস্যা
11. Cut a good /sorry figure -ভালো / খারাপ ফলাফল করা
12. I am at a loss -কি বলবো ভেবে পাচ্ছিনা
13. so so- মোটামুটি
14. how so -তা কি করে হয়
15. little by little -ক্রমান্বয়ে
16. so be it - তবে তাই হোক
17. so far so good -এ পর্যন্ত সবই ভালো
18. i tend to think-আমার কেন যেন মনে হয় /
19. at sixes and sevens -এলোমেলো
20. A bed of roses
21. At a stretch- একটানা
22. A dark horse - silentkiller

- 23.** Apple of one's eye - নয়নের মণি
- 24.** Black and blue - নির্মমভাবে
- 25.** beyond doubt – নিঃসন্দেহে
- 26.** bread and butter - জীবিকা
- 27.** by hook or by crook- যেকোন উপায়ে
- 28.** Dead against - ঘোর বিরোধী
- 29.** every nook and cranny -সব জায়গায়
- 30.** far and near /wide - সর্বত্র
- 31.** from time immemorial - অবরণাতীত কাল থেকে
- 32.** get/learn by heart -মুখ্স্ত করা
- 33.** heart and soul- মনে প্রানে
- 34.** hard nut to crack -সমাধান করা কঠিন
- 35.** Hanker after - পিছু ছোটা
- 36.** in cold blood - ঠাণ্ডা মাথায়
- 37.** in full swing - পুরো দমে
- 38.** InS and outs- খুঁটিনাটি সবকিছু
- 39.** let the cat out of the bag -ঘটনা ফাঁস করা
- 40.** leave no stone unturned -চেষ্টার ক্রটি না করা
- 41.** nip in the bud - বিনাশ করা
- 42.** on the sly - গোপনে
- 43.** out and out -পুরোপুরি
- 44.** on the instant -তাৎক্ষণিকভাবে
- 45.** once for all -চিরকালের জন্য
- 46.** part and parcel -অবিচ্ছেদ্য অংশ
- 47.** rainy day – দুর্দিন
- 48.** skim through -চোখ বুলানো
- 49.** slow coach - অলস বা অপদার্থ
- 50.** to and fro - এদিক সেদিক
- 51.** the lions share -সিংহভাগ
- 52.** ups and downs -উথানপতন
- 53.** by the by- অচিরে
- 54.** Birds eye view - এক নজরে সব দেখা
- 55.** be all and end all -একমাত্র লক্ষ্য
- 56.** by and large -মোটামুটি ভাবে
- 57.** by turns - পর্যায়ক্রমে
- 58.** cock and Bull story - আষাঢ়ে গল্প
- 59.** for the time being -আপাতত
- 60.** first and formost - সবার আগে
- 61.** in the long run- পরিণামে
- 62.** Jack of all trades – সবজান্তা

- 63.** near and dear - অন্তরঙ্গ
64. So to say - এক কথায়
65. Tall talk - বড় বড় কথা
66. crying need - জরুরী প্রয়োজন
67. fight shy - এড়িয়ে চলা
68. golden mean - মধ্যপদ্ধতি
69. green horn – অনভিজ্ঞ
70. irony of fate - ভাগ্যের নির্মম পরিহাস
71. make up one's mind - মন স্থির করা
72. Sixth sense - জ্ঞান ইন্স্রিয়
73. A bolt from the blue - সম্পূর্ণ অপ্রত্যাশিত
74. a piece of cake - খুব সহজ
75. Apple of discord - বিবাদের বিষয়
76. Bad debts - যে খণ্ড শোধ করা যাবে না
77. big cheese - গুরুত্বপূর্ণ ব্যক্তি
78. by leaps and bounds - অতি দ্রুত গতিতে
79. fish out of water - অস্বস্তি কর অবস্থা
80. Pros and cons – খুঁটিনাটি
81. stone's throw - অতি নিকটে
82. by no means - কোনভাবেই না
83. when pigs fly - কখনো না
84. word of no implication - কথার কথা
85. all and sundry – দুর্বোধ্য
86. as long as - যত দূর সম্ভব
87. bag and baggage - সবাকিছু নেওয়া
88. On the same page:

Meaning: To agree or have the same understanding.

Example: "My friend and I are on the same page about studying abroad."

89. A blessing in disguise:

Meaning: Something that seems bad at first but turns out to be good.

Example: "Not getting that job was a blessing in disguise because I found a better one."

90. Once in a blue moon:

Meaning: Something that happens very rarely.

Example: "I eat fast food only once in a blue moon because I prefer cooking."

91. Burning the midnight oil:

Meaning: Staying up late working or studying.

Example: "I often burn the midnight oil before an important exam."

92. Over the moon:

Meaning: Extremely happy or excited.

Example: "I was over the moon when I got my IELTS results."

93. Throw in the towel:

Meaning: To give up.

Example: "I wanted to throw in the towel, but my family encouraged me to keep going."

94. Food for thought:

Meaning: Something worth thinking about.

Example: "Studying abroad is food for thought, but I need to consider the expenses."

95. The best of both worlds:

Meaning: A situation where you can enjoy the benefits of two different things.

Example: "Living in Dhaka offers the best of both worlds – city life and traditional culture."

96. Actions speak louder than words:

Meaning: What you do is more important than what you say.

Example: "Actions speak louder than words; it's not enough to just promise to help people."

97. Bite the bullet:

Meaning: To face a difficult or unpleasant situation with courage.

Example: "Sometimes you just have to bite the bullet and make tough decisions."

98. Hit the nail on the head:

Meaning: To be exactly right about something.

Example: "My teacher hit the nail on the head when she advised me to improve my grammar."

99. A piece of cake:

Meaning: Something very easy to do.

Example: "For my friend, learning languages is a piece of cake."

100. In the same boat:

Meaning: In the same situation.

Example: "All my classmates are in the same boat – worried about exams."

101. Weather the storm:

Meaning: To survive a difficult situation.

Example: "I had to weather the storm during the pandemic, but it made me stronger."

102. A tough nut to crack:

Meaning: A difficult problem or person to deal with.

Example: "Time management is a tough nut to crack for me."

103. Go the extra mile:

Meaning: To put in more effort than expected.

Example: "If you want to succeed, you need to go the extra mile."

104. Back to the drawing board:

Meaning: To start over and come up with a new plan.

Example: "After my first idea failed, I had to go back to the drawing board."

105. Break the ice:

Meaning: To start a conversation and make people feel more comfortable.

Example: "I try to break the ice by asking about their hobbies."

106. On cloud nine:

Meaning: Extremely happy.

Example: "I was on cloud nine when I won the competition."

107. All ears:

Meaning: Listening eagerly.

Example: "Whenever my teacher speaks, I'm all ears because I don't want to miss any details."

108. Move mountains:

Meaning: To achieve something difficult or seemingly impossible.

Example: "With hard work, you can move mountains."

109. Hit the ground running:

Meaning: To begin a task or project with a lot of energy and enthusiasm.

Example: "When I get to university, I want to hit the ground running."

110. Bite off more than you can chew:

Meaning: To take on more work or responsibility than you can handle.

Example: "I bit off more than I could chew when I joined three clubs at once."

111. Change of heart:

Meaning: A change in one's opinion or feelings about something.

Example: "I had a change of heart about my career and now want to be a teacher."

112. The tip of the iceberg:

Meaning: A small part of a much larger issue or problem.

Example: "The environmental problems we see today are just the tip of the iceberg."

Overall vocab for all module:

Topic 1: People

Self-esteem = belief in yourself

Stereotypical = having typical qualities
Fallible = able to make mistakes and be wrong
Sociable = friendly or seeking company
Tendency = recurring action or behavior
Lifetime = period of time you are alive
Empathise = understand someone's feelings
Habitually = usually or repeatedly
IELTS vocabulary **Band +7** "Topic: **People**"
Adolescent = teenager Sibling = brother or sister
Individual = person Resemble = look like
Reliable = can be trusted Bond = close tie / link

Topic 2: Health and fitness

IELTS vocabulary **Band +7** "Topic: **Health & fitness**"
Allergic = react badly to Harmful = unsafe
Appetite = desire for food Lifestyle = the way you live
Nutritious = full of VIT Suffer = feel pain
IELTS vocabulary Band +8 "Topic: **Health & fitness**"
Sedentary = sitting a lot or inactive
Psychological = mental
Beneficial = helpful / positive
Intake = amount you take in
Detrimental = harmful / negative
Eradicate = get rid of / eliminate / wipe out
Well-being = health and happiness

Topic 3: Science

IELTS vocabulary Band +7 "Topic: **Science**"
Elementary = basic Combine = mix together
IELTS vocabulary Band +8 "Topic: **Science**"
Ascertain = make sure or establish
Breakthrough = important new discovery
Release = allow to
escape(gas) or give off
Synthetic = man-made or artificial
Potential = ability /capability
Advances = progress or developments
Precise = exact or accurate Quantify = count or measure

Vocabulary for IELTS: Education, Environment, Food

Topic 4: Community

IELTS vocabulary Band +7 "Topic: **Community**"

Antisocial = against society Conform = follow the rules

Cooperate = work together Mindset = attitude

Minority = small percentage Shun = avoid

Conventional = traditional Interaction = communication

Pressure = stress Conduct = behavior

IELTS vocabulary Band +8 "Topic: **Community**"

Considerate = Kind and Helpful or thoughtful

Mainstream = common or average (ideas)

Civilization = culturally advanced human society

Supportive = helpful and encouraging

Appropriate = suitable Engage = join in or get involved

Voluntary = done willingly or without payment

Charitable = helping the poor or needy

Foster = help something grow (attitude or idea)

Multicultural = having many different cultures

Topic 5: Study

IELTS vocabulary Band +7 "Topic: **Study**"

Theoretical = academic or not proven Educational

Acquire = gain or get Compulsory = must be done

Valid = reasonable Determine = discover or find out

Establish = prove Significant = important

Review = check or go over Concentrate = think very hard

IELTS vocabulary Band +8 "Topic: **Study**"

Specialize = concentrate on one subject

Profound = deep or intense (effect or feeling)

Cognitive = connected to thinking or mental

Curiosity = desire to know or find out / interest

Achievement = reaching a goal or success

Failure = lack of success or collapse

Determination = trying hard or not giving up

Miscalculation = bad judgment or calculation

Collaborate = work together with

Methodical = in a careful or ordered way

Topic 6: Advertising

IELTS vocabulary Band +7 "Topic: **Advertising**"

Persuade = get to agree Convinced

Unavoidable = certain to happen

Commercialized = focused on profits

Effective = achieving its aims Ploy = trick or gimmick

Visualise = mentally picture Intrusive = not welcome

Promote = advertise Exaggerate = magnify the truth

IELTS vocabulary Band +8 "Topic: **Advertising**"

Ignore = pay no attention Endorse = recommend a product or brand

Guarantee = promise that will happen

Prominent = noticeable / stand out

Pressure = forcefully persuade compel

Incorporate = use / include /contain

Bombard = attack continuously / pester

Inescapable = cannot be avoided / unavoidable

Vocabulary for IELTS: Money, Travelling, Media

Topic 7: Travel and places

IELTS vocabulary Band +7 "Topic: **Travel & Places**"

Memorable = unforgettable Inhabitants = people living in a place

Custom = local tradition Attract = act like a magnet

Remote = distant / far away Spectacular = amazing

Landscape = large area of countryside

Outweigh = be more important than

IELTS vocabulary Band +8 "Topic: **Travel & Places**"

Cautious = avoiding risks /wary

Wander = walk without aim /stroll / roam

Adventurous = willing to try new thing / daring

Spontaneous = act without planning / unplanned

Unspoilt/ unspoiled = beautiful or undamaged (place)

Wilderness = land not used

Paradise = a perfect place Leisurely = in a relaxed way / not rushed (adj+adv)

Foreign = strange or unfamiliar

Rival = be good as else

Topic 8: Government

IELTS vocabulary Band +7 "Topic: **Government**"

Blame = accuse Childcare = care for children
Govern = control a place Provide = give / make available
Regulation = official rule Depend = need help / support
Entitlement = right or privilege
Healthcare = care for the sick
Oppose = be against Assistance = help / aid
IELTS vocabulary Band +8 "Topic: **Government**"
Guidelines = official advice / rules
Consensus = general agreement / unity
Instil/induce/influence = put an idea or feeling in mind
Taxpayer = person paying tax / ordinary citizen
Corrupt = dishonest / abusing their power
Expenditure = total amount a government spends
Resolve = firmly decide / undertake
Authority = legal power / right
Instability = lack of stability or uncertainty
Bureaucracy = admin system / official procedures

Topic 9: Animals

IELTS vocabulary Band +7 "Topic: **Animals**"
Endangered = dying out Venomous = poisonous
Domesticates = tame / not wild
Thrive = grow = be successful
Predator = animals that hunt another
Vulnerable = easily hurt
Nocturnal = active at night Dwindle = become smaller or fewer
Habitat = A natural environ. Prey
IELTS vocabulary Band +8 "Topic: **Animals**"
Survival = continuing to live or exist
Co-exist = live in the same time or place
Abandon = leave
permanently = desert
Captive = the state of being locked up
Cruelty = behavior that causes pain
Sanctuary = safe = protected place
Defence = reaction to attack/ self-protection
Conservation = protecting them

Colony Creature = living thing

Vocabulary for IELTS: Crime, Space, Art

Topic 10: Space

IELTS vocabulary Band +7 "Topic: **Space**"

Explode = break up violently Explore = search a new area

Risky = dangerous Debris = large broken pieces

Frightening = makes u afraid Infinite = without end

Acclimatise = adjust / adapt/ get used to

Fascinating = extremely interesting

Surface = top layer Astronaut = working in space

IELTS vocabulary Band +8 "Topic: **Space**"

Collide = crash into / strike Universal = worldwide / existing everywhere

Misuse = bad usage of S Boost = (give)added power /increase

Hollow = empty inside Prolonged = lengthy / over a long time

Rotation = spinning /turning

Fragile = easily broken /delicate

Vertical = pointing, going up Transmit = send out(a signal)

Topic 11: Technology and Computer

IELTS vocabulary Band +7 "Topic: **Technology & Computer**"

Virtual = not real Digital = computerized

Embrace = accept eagerly Online = via the internet

Addicted = obsessed Secure = safe

Cutting-edge = the very latest Cyberbullying = attacking online

Technological = relate to tech Dated = old-fashioned

IELTS vocabulary Band +8 "Topic: **Technology & Computer**"

Appliance = domestic machine Creativity = imagination / ingenuity

Surpass = beat / outperform / do or be better than

Run-down = neglected / in a bad condition

Hardware = the phys. Parts PC Upgrade = improve the quality

Innovative = inventive / a new use of something

Computerized = run or controlled by computer

Devise = come up with = invent Equipped = have(a tool) included or attached

Topic 12: Machines

IELTS vocabulary Band +7 "Topic: **Machines**"

Device = gadget or tool Manufactured = made in a factory

Operate = work(a machine) Convey = transport

Automated = done by mach. Mechanical
Accelerate = go faster Manually = by hand
Technique = method Rotate = turn
Sports Vocabulary for IELTS Speaking

Topic 13: Fashion

IELTS vocabulary Band +7 "Topic: **Fashion**"
Consumer = user of goods Passing = short-lived
Trendy = fashionable Lasting = long-term
Impulsive = acts without thinking
Consumerism = buying and owning goods
Purchase = bought Impractical = unsuitable for a situation
Discard = throw away Mass-produced = made on large scale

IELTS vocabulary Band +8 "Topic: **Fashion**"
Ethical = morally right Emerge = appear / arise
Disposable = intended to be thrown away
Second-hand = used / not new
Possessions = things you own/ belongings
Donate = give money or goods to charity
Individuality = what makes you different or unique
Impulse = sudden urge or desire
Manufacturer = company making goods / producer
Material = physical / related to possessions

Topic 14: The city

IELTS vocabulary Band +7 "Topic: **City**"
Inadequate = not good enough
Transportation = means of travel
Pedestrian = person walking Commute = journey to work
Pavement = footpath Slums = poor quality housing
Infrastructure = services in an area
Overpopulated = having too many people
Outskirts = edge of the city Isolated = alone / separate

IELTS vocabulary Band +8 "Topic: **City**"
Imbalance = inequality / lack of balance
Overwhelmed = unable to cope / strongly affected
Shortage = lack / not enough of
Affluent = rich / wealthy / prosperous

Deprived = poor /disadvantaged

Congested = having too much traffic

Sanitation = system to remove dirty water or waste

Homelessness = the issue of people having no home

Poverty = the condition of being poor

Amenities = facilities / conveniences

Topic 15: Environment

IELTS vocabulary Band +7 "Topic: **Environment**"

Agricultural Cultivate = make grow

Disaster = terrible event or accident

Erosion = loss of soil

Environmental Logging = cutting down trees

Vital = very important Irrigation = watering system

Impact Pesticide = insect killer

IELTS vocabulary Band +8 "Topic: **Environment**"

Urgent = pressing / needing quick attention

Pollutant = a substance that pollutes

Ecosystem = all living things in an area

Vegetation = Plants and trees in an area

Unprecedented = never seen before / unheard-of

Intervene = step in / become involved

Hazardous = dangerous to health or safety

Degrade = become spoiled or lower in quality

Safeguard = keep safe / protect

Deforestation = removal of trees / logging

Topic 16: Energy

IELTS vocabulary Band +7 "Topic: **Energy**"

Generate = produce Alternative = not traditional

Renewable = can be made again

Sustainable = will not run out

Maximize = make the most of

Consumption = use

Curb = limit the use of Emissions = gases released

IELTS vocabulary Band +8 "Topic: **Energy**"

Abundant = in large quantities / plentiful

Regulate = control S with rules

Scarce = not easy to find = rare
Supply = give or provide a supply
Unsustainable = using more
Squander = waste(money, supplies or opportunity)
Exploit = take advantage or make the most of
Biofuels = fuel made from a living thing or waste
Achievable = realistic / attainable
Finite = limited / have end

Topic 17: Issues

IELTS vocabulary Band +7 "Topic: **Issues**"
Globalization = worldwide trade Modernization
Tackle = deal with (a prob.) Worsen = get worse
Overcome = beat = conquer Pressing = urgent
Development = growth /becoming advanced
Diversity = including different types
Tolerate = willing to accept (BH)
Ongoing = continuing

IELTS vocabulary Band +8 "Topic: **Issues**"
Scenario = possible future situation
Critical = very serious or important / crucial
Escalate = become worse / intensify
Dispute = argument / disagreement
Contemplate = consider /think carefully
Crisis = extremely bad situation/ emergency
Inevitable = certain to happen / unavoidable
Acknowledge = admit or accept that S is true
Chaos = total confusion / disorder = turmoil
Measures = preventive actions/ steps

Topic 18: Business & Work

IELTS vocabulary Band +7 "Topic: **Business & Work**"
Occupation = job Overtime = extra working Hrs.
Rewarding = satisfying Deadline = due date
Recruit = take on new staff Conditions = (work) environ.
Negotiate = discuss details(of a deal)
Colleague = person you work with
Financial = related to money Employee = worker

IELTS vocabulary Band +8 "Topic: ***Business & Work***"

Competitive = involving competition with others

Household = of the people in a house / domestic

Flexibility = ability to adapt Delegate = give tasks to others / pass on

Monopoly = no competitors / exclusive control

Demanding = stressful / need a lot of attention

High-street = ordinary or traditional (shops)

Ambitious = having a strong desire to success

Leadership = the ability to lead

Entrepreneurs = people who start businesses cue cards

Topic 19: Crime

IELTS vocabulary Band +7 "Topic: ***Crime***"

Imprison = put in jail Commit = carry out (crime)

Petty = small (crimes) Deter = frighten off

Juvenile = relating to young Prevent = stop

Consequence = Effect or result

Enforce = ensure people obey (law)

Offence = crime Harsh = very tough (punish.)

IELTS vocabulary Band +8 "Topic: ***Crime***"

Vandalism = damage to property

Predominantly = mostly / largely

Bystander = watching nearby / onlooker

Weapon = object used to fight

Wrongdoing = any bad or illegal action

Prohibit = legally prevent S / forbid / ban

Legalise = make legal / authorize

Prosecute = legally accuse of a crime

Punish = Make S suffer for a crime

Topic 20: Media

IELTS vocabulary Band +7 "Topic: ***Media***"

Tabloid = less serious news papers

Biased = one-sided

Inform = give the facts Impartial = neutral / balanced

Medium = one type of media

Well-informed = having a lot of information

Emphasize = highlight Verify = check S is true

Sensational = aiming to shock

IELTS vocabulary Band +8 "Topic: **Media**"

Speculate = make guess

Scrutinize = examine very carefully/assess

Viewer = person watching TV Censor = control what is published

Manipulate = control or in a negative way

Distorted = altered / inaccurate

Controversial = causing disagreement

Spotlight = public attention /publicity / limelight / being in the public eye

Infamous = famous for bad or negative / notorious

Imply = suggest without stating it

Topic 21: The Art

IELTS vocabulary Band +7 "Topic: **Art**"

Dramatic = full of emotions Comical = funny

Atmosphere = mood or feeling (of a place)

Entertaining = providing amusement

Lively = full of energy Participate = take part

Exhibition = a public display Perform = play or act on stage

Subjective = personal view Tedious = boring / tiresome

IELTS vocabulary Band +8 "Topic: **Art**"

Audience = the who watch or read

Moving = causing sadness / emotional

Influence = cause S to change / affect

Inspire = make you want to do or create

Convey = communicate or express (emotion)

Venue = place where an even happens

Spectator = person watch a live event

Interactive = actively involving the visitor or user

Escapism = a way to avoid reality to being bored

Topic 22: Changes

IELTS vocabulary Band +7 "Topic: **Changes**"

Imminent = coming soon Gradual = little by little

Endure = last a long time Temporary = for a short time

Moderate = slight Retrospect = looking back

Shift = change Preceding = earlier

Abrupt = sudden Turbulent = not calm

IELTS vocabulary Band +8 "Topic: ***Changes***"

Instantly = immediately Minute = tiny / very small

Topical = current / happening now

Imperceptible = invisible / unnoticeable

Insignificant = slight / unimportant

Subtle = small but important

Persist = continue to do happen (negative)

Considerable = large /noticeable / significant

Consistently = in a constant or unchanged way

Topic 23: Letter & General

IELTS vocabulary Band +7 "Topic: ***Letter & General***"

Grateful = thankful Apologies = say sorry

Sincerely = genuinely Appreciate = thankful for

Enclosed = put inside Delighted = very pleased

Dissatisfied = not happy with Service = treatment of a customer

Propose = suggest Available = free / not busy

IELTS vocabulary Band +8 "Topic: ***Letter & General***"

Inconvenient = causing problems and difficulties

Unforeseen = unexpected /sudden

Behalf = acting for S Response = answer / reaction

Consider = think about an idea

Privileged = (feel) special/given advantages

Hesitate = pause before acting / stop to think

Accidently = not deliberately / unintentionally

Ruined = spoiled/ damaged Unpleasant = not enjoyable / upsetting

Topic 24: Describing Data

IELTS vocabulary Band +7 "Topic: ***Describing data***"

Percentage Reach = get up to (level)

Fluctuate = vary a great deal Indicate = show

Projected Steadily = in a constant way

Steep = at a sharp angle Anticipated = expected

Noticeable = visible/evident Proportion = fraction

IELTS vocabulary Band +8 "Topic: ***Describing data***"

Marked = very clear/noticeable

Decline = become worse or lower / go down

Plateaued = remained steady or unchanged

Previous = the one before/earlier
Relatively = judged in relation to S else
Comparison = examining the differences
Repeatedly = again and again Variation = change
Forecast = say what will happen /predicted
Upward = going up

Topic 25: Essay Writing

IELTS vocabulary Band +7 "Topic: **Essay Writing**"
Moreover = in addition Overall = in general
Notion = idea Nevertheless = despite this
Whereas = on the other hand Furthermore = as well/more importantly
Challenge = difficulty/problem Unbelievable
Definitely = in a very clear way
Consequently = as a result

Punctuation:

Semicolon (;)

1. We use a semicolon instead of using the conjunction AND.

I went to the museum to do some research on Monday; Mondays are usually crowded.

2. A semicolon is used between two complete sentences when the sentences are not related to each other.

I went to the library to read books; My mother went to the market.

3. instead of writing

a. Riya, My best friend;

b. Sam, My brother;

c. Diya, sam's sister.

Write this

Riya, My best friend;

Sam, My brother:

Diya, Sam's sister.

COLON(:)

2. A colon is used after an introduction.

These are the rules you must follow to make maggie:

3. A colon is used to extend the sentence to identify something that was mentioned earlier in that sentence.

used to extend the sentence

To master English fluency you need 3 qualities: Practice, practice, and practice.

Dashes(-)

1. To show a range between dates or times.

1997-2004

2. Whenever you want to extend a sentence, you use a dash.

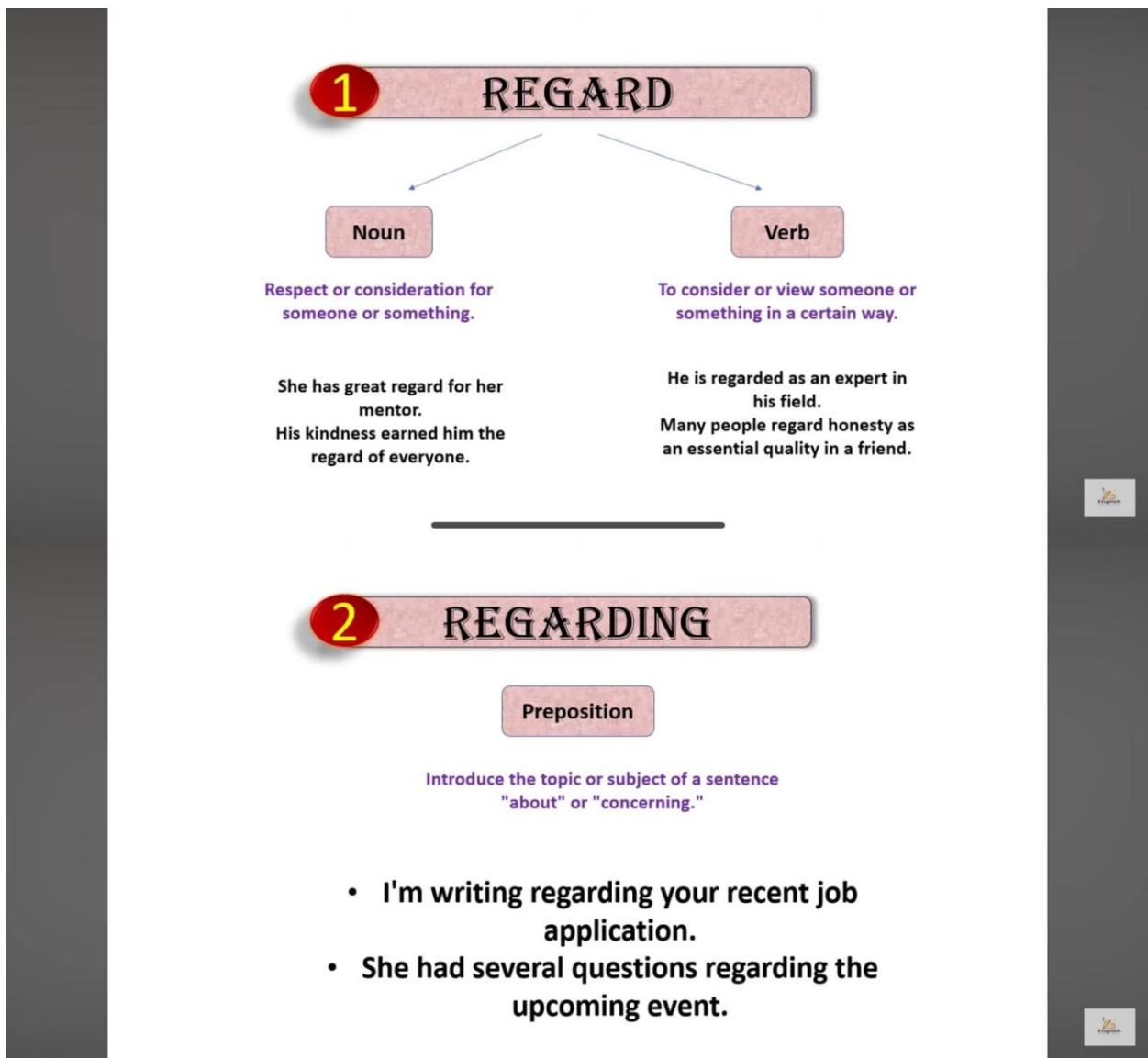
The project depends on one thing - teamwork.

Tell me and I forget. Teach me and I remember. Involve me and I learn.

-Benjamin Franklin

Hyphen (-)

A hyphen is used to join words or parts of words together to avoid any confusion whereas a dash separates words into related statements.



3

IN REGARD TO

Phrase

Introduce the topic or subject of a sentence
"about" or "concerning."
(Formal)

- The company has made changes in regard to its hiring policies.
- In regard to safety, all employees must wear protective equipment.



4

WITH REGARD TO

Phrase

Introduce the topic or subject of a sentence
"about" or "concerning."
(More formal)
Often used in business, professional, or academic writing.

- With regard to your concerns, we are taking steps to address them.



5

AS REGARDS

Phrase

Introduce the topic or subject of a sentence

"about" or "concerning."

(More formal)

it's a bit less common in modern usage.

- As regards the new policy, we will notify all employees next week.



6

REGARDS

Phrase

"best wishes" or "kind thoughts."

Often used as a closing phrase in letters and emails

- Regards, Uzma Shaheen.
- Pay my regards to your parents.



7

DISREGARD

Verb

To ignore or pay no attention to something.

- Please disregard the previous message.
- She disregarded his advice and made the decision on her own.

**8**

REGARDLESS

Adverb

"despite" or "without taking into account."

- He went ahead with his plans regardless of the risks.
- Regardless of the weather, the event will take place tomorrow.



reliable নিভৰযোগ্য(credible, trustworthy) extent limit

impromtu/ instantaneous

traits/feature /attribute

conventional/traditional/ trivial

thorough/ comprehensive

apt

adaptability /conformation

Integrity/ impartiality /Fidelity

Undertake/ responsibility/ take up

meticulous /rigorous /diligent

Undeniable /obvious/ evident/ undisputable

Alleviate /debate/ reduce/ mitigate

daunting /hard
counterpart/ fellow/ duplicate /replication
enterprise /enthusiasm /exertion
outshine /overshadow/unforeseen
Resort/ take action
Severity /brutality/ intensity/ strictness
Imperative/ obligatory/ compulsory
Laid /placed
Arduous/ uphill
Sceptical/ suspicious/ incredulous
Confine/ impede/ restrain
Prone/ vulnerable/(The region is prone to flooding during the rainy season.)
Rein/ obstruct /impede
Hasty/ urgent
sexagenarian
octagenarians
longevity/ lifetime /Long life
Proponents/ advocate/ patron
Menace/ awe /dread/ fright
Spur/ motivate /impel
Untoward
admittedly /clearly/ indisputably
discrepancy/ odds/ discord /imbalance
disparity /dissimilarity
Resentment /disgust
backlash /counteraction
attrition/ erosion/ deterioration
dysfunction
disproportionately
retain/ hold
Retention /memory
sought /searched
Soar/ fly
Stagnated/ freeze/ repose
Widening /broad /extended/ amplified
Hinder /obstruct/interrupt

Compensation/ restitution/ payoff /retaliation
Utmost/ ultimate/ absolute
Outweigh
Apprehensive /agitated
Mettle/ bravery/ courage/ guts
Egalitarian /identical /equal
Juvenile/ adolescent /preadult /youth
Onus/ duty/ obligation
Frown/ Trivial /cracky/ petty/ insignificant /tender
Recession
Regress/ comeback
Detrimental/ harmful /deleterious/ injurious
Irrefutable/ indisputable
Delve
Compulsion/ binding/ liability
Consumerism
Downshifting
Contentment/ pleasure /satisfaction
Rapport/ relation
Solely/ only
Snatch/ seize/ ravish
Exorbitant/ extra/ spare
Worthwhile /useful
Wonder/ amazement
Deem/ reckon/ suppose/ regard
Gratification/ pleasure
Essence/ summary
Doom/ destiny
Remuneration/payment/ wage/ lure
allure/ tempt
compliance/ consent /upbringing /obedience
self-esteem/ self-respect
booming/ thriving /flourishing
chronically
substantial /bonafide/ factual
cutthroat/ baleful /poisonous

wherein/ so as to/ in order that
deplete/decrease/evacuate/ exhaust/ devour
tiresome /tedious /boring
elevate /raise /prosper/ uplift
Untrodden/ Hurdle/ obstacle
Prerequisites/ preconditions
Excel/ overstep/surpass/beyond
Exposure/ disclosure/ manifestation
Indispensable/ inevitable
Fingertip
Exploitation /soak/ absorption
Infringement/ violation/ crossing
Reluctance/ unwillingness
Legislation/ Boomerang
Instill /induce/influence
Openness/ ingenuity/ plainness
Impart/ deliver
Stiffer/ tenacious/rigid
Materialistic
Quest/ hunt /seek /search out
Weave/ comprise /constitute
Introspect/consider/contemplate
Perceive/ grasp /understand
Ameliorate /elevate/ raise uplift
Ascribe /impose
Painstaking /hardy
Exceedingly /exceptionally
Pave/ cover
Encroachment extravagance trespass luxury
Pavement footpath
Consumption Expenditure expense
Prospect anticipation hope
Misery affliction
Judiciously
Grossly fairly
Archiac outdated outmoded

Revoke overrule withdraw
Arouse stimulate
Intrusion
Counteract prevent repel
Pester
Vivid apparent
Apparently pointedly
Accentuate/make more noticeable or prominent
Exquisite acute severe
Workaholic
Endorse support
Resurface
Outrage
Subjective
Navigate /activity /process
Resentful irritated
Hindsight
Elusive difficult to achieve
Stigmatized tarnished
Stifle
Unmet not achieved
Engorgement edacity hunger
Tow rope
Plump unhesitatingly
Repress suppress restrain refrain subdue
Bummed annoyed
Blow flow
Velvety soften
Luscious lovely delightful
Tweak /adjust/adapt
Articulate clear evident
Succumb
Numb neutralise
Unveil
Despair disappointment letdown
Devastation demolition extermination

Rumination rumour
Conducive
Defecate
Urinate
Constipation
Elevate raise develop
Urge insist persist
Occlusion barricade blockade
Precede forego Come before
Clench support
Accommodate Rush
Encounter face
Replenish
Rusted tarnished
Disrupt interrupt
Persistent unwavering steady
Prognosis forecast (medically)
Anomaly exception obliqueness
Refractory stubborn
Dislodge displace dislocate
Lopsided unbalanced
Stagnation motionlessness
Vicious
Predominant
Apprise inform convey notify
Imitate copy counterfeit fabricate forge
Shrug carry responsibility
Afflict distress offend
Wholesome useful
Imprint portray
Culmination highest stage
Involuntary done without will
Prolapse dislocation
Vague uncertain unclear

Reading words

Spectacular/ eye-catching
Bygone/ past
Inhabitant /resident
Irrigation /watering
Utilitarian /useful
Heyday/ good day
Recede /move back from position
Crater/ hole
Paving/ wide road
Tier /layer
Storey/ floor
Relentless /endless/ continuous
Embellish/ garnish
Comb/investigate/brush
Derelict /abandoned
Dry spells /period of dry weather
Silted
Pristine /primitive
Shrine/ temple
Striking/ remarkable /noticeable
Gaze (একদৃষ্টিতে তাকানো)
Alter/ renovate /rebuild/change
Conceive/imagine/suppose
Vigorous/strong
Fleet/channel
Frontier/border
Abolish/extract/invalidate/close down
Haulage/freight/commercial transport of goods
Tip/signal/indicate
Imperative/crucial
Adapt/accommodate
Ambitious/aspiring/having high determination
Attributable/regarded as being caused by/43% of all deaths were attributable to corona
Deteriorate/collapse/weaken/become progressively worse
Marginalisation/prantikikoron
Emerge/arise/uprise/come up/appear

Complementary/fulfilling
Revitalise/reanimate
Mobility/dynamism
Counterintuitive/contray to intuition
Intuition/feeling
Invariably/always
Accomplish/achieve
Rival/competing
Inhibit/prevent
Exhibit/point out/unfold
Overbearing/arrogant
Quintet/group of 5 people
Enigma/mysterious/riddle
Flourish/promote
Succumb/fail to resist pressure
Wary/aware
Appraisal/appreciation
Prevalence /wideness /outbreak
Contention/argument
Forge/imitate/fake/counterfeit
Pervasive/ spreading/ diffusive
Persuasive /initiative
Persuade/ seduce/ Liquor
Succinctly/briefly
Merely/barely/sheerly/just/only/solely
Autonomy/freedom
Facilitate/make easy/simplify
Provision/rule
Vow/promise/commitment/pledge
Hegemonic force/adipottobadi shokti
Reinforce/amplify
Wreath /bunch
Captive/imprisonment/confinement
Plot/intrigue/conspire
Resort/adopt/take up/take shelter
Repress/afflict/subdue

Implicate/engage/involve
Facsimile/copy/imitation
Content/contentment/allowness
Apprentice/beginner
Implicit/innate/inherent/inner
Assortment/repository/reservoir
Notion/idea/conception
Deter/discourage
Prescribe/ascertain/identify
Render/give back/turn
Fidelity/integrity/adhesion
Awe/a feeling of respect with fear
Conviction/belief
Aristocrat/standing on high class
Obscure/vague/unknown/incognito
Amorphous/formless
Debacle/ downfall
Hastily/hurriedly/quickly
Turmoil/unrest/disquiet
Topple/make fall
Concede/acknowledge/reconcilement
Disrupt/retard/impede/interrupt to make disturbance
Urge/deep request
Erupt/spread something/surve
Intimidate/threaten/frighten
Overwhelmed /possessed
Overwhelming/irresistable/very large in amount
makeshift/temporary/transient
Sanctuary /citadel/haven/shelter
Recount/call up/
Severe/intense/terrible
Surveillance/close observation
Embody/exteriorize/objectify/expression of making something visible
Pledge/commit/vow/undertake/promise
Flaw/fault/mistake
Inclusive/encyclopaedic/thoroughgoing/wide

Spearhead/lead
Tenure/possession
Sack/dismiss/fire/depose
Aspiration/desire
Commendable/praiseworthy/good
Speculation/utterance/reflexion/discussion
Eloquent/fluent/vocal
Quest/seek/search for
Deficit/shortage/deficiency/scarcity
Liberalism/holding of liberal views
Pluralism/multitude/plurality
Egalitarian/equal/identical
Proactive/active
Repatriate/send back refugees
Siphoned out of/smuggled
Perceive/understand/recognize/realize/be conscious about something
Mob lynching/gonopituni
Redundant/unnecessary/needless
Mandate/allowance/commandment
Reprisal/retaliation
Inflict/asccribe/torture/torment
Punitive/vindictive/correctional/shastimulok
Maim/mutilate/make disable someone
Oust/evict/abrogate/drive out from position
Stupefying/confound/puzzle/making one unable to think
Take a toll/marattok provab(taking a toll on something)
Waiver/mowkuf
Expedite/hurry
Disbursement/payment of money from a fund
Rehabilitation/restoring someone normal life after imprisonment,addiction/punorbason
Less-lethal/kom pranghati
Bystander/pedestrain/looker/viewer/
Impairment/loss/damage/harm/infringement
Austerity/hardness
Extradition/make force someone to get back criminal
Overstate/exaggerate

Hover/situation
Roll out/open up /begin something
Persistent/static/stationary
Mar/impair/harm
Prompt/quick/rapid/
Untoward/unexpected/
Attire/clothing/
Excruciating/intensely painful
Compartmentalize/divide into sections
Minute/tiny/small
Inextricably/deeply/intensely
Intertwined/involved/intricate
Splurge/spend too much money
Shatter/smash/disrupt/break up
Rush/move
Void/empty
Robustness/well-being/wellness
Jeopardy/risk/danger
Bedridden/confined to bed by sickness or old age
Inspect/observe/examine/investigate/assess
Anomaly/exception/irregularity/obliqueness
Procure/instigate/provoke/persuade
Consignment/dispatch/invoice/batch of goods for delivery
Pile on/increase
Stern/adamant/rigorous/relentless
Protagonist/lead character
Antagonist/opponent/
Dilute/make thinner
Mundane/wordly/temporal
Abrupt/sudden/unexpected
Expenditure/outlay/expense/costs/spending/consumption/charge
Stroller/maverick/independent-minded person
Ruthless/grim/merciless
Nuisance/disturbance
Assertion/statement
Repercussion/retaliation/response

Staggering/tremendous/incredible
Untenable/unsupported
Deceased/dead
Complainant/accuser
Sue/mamla kora
Enforced disappearance/forcefully ghum
Waterboarding/one kind of punishment
Abduction/kidnapping
Subjected to /dominated /subordinate
Hurl/throw with great force
As per laws /according to laws
If not for/in the absence of something or someone
Comical/hilarious/ridiculous
Surface-level/weak/prone
Dire impacts/extreme effects
Imperative/obvious
Plague/spread
Brick kiln/iter vhata
Perishable/baleful/pochonshil
Fall apart/alada hoye jawa
Roll out/calu kora
Choose/elect/determine/adopt/designate/brace/take
Contain/hold/have/
Enclose/Include /Embrace/Comprise/ Incorporate/Consist of Encompass/Store
Apocalypse/an event involving destruction/wildfires
Insanity/madness
Usher/guide someone
Substandard/unsatisfactory
Illegible/vague/obscure/fuzzy/unreadable
Skyrocketing/akashcumbi
Reel from /kosto bhog kora
Surpass/exceed/go beyond
Exacerbate/make worse something
Elude/put off/koushole erano
Unscrupulous/ill-considered/dishonest/blindfold/bare-faced
Middleman/intermediary/broker

Hoarder/mojuddar
Underlying/inner
Throng/flock/crowd
Deviating/detached/separated
Avert/defend/counteract
Menial/small job
Stiff/hard
Conviction/judgement/faith
Convict/offender/the accused
Repellent/repellant/annoying/
Take a toll/konokichur upor khotikor provab pore
Verdict/judgement/pronouncement/decision
Ordeal/crucible/ogniporikkha
Cater/provide food and drink
Enrage/infuriate/ragano
Annihilation/destruction
Trepidation/feeling of fear/restlessness
Detain/repress/imprison
Appaling/terrible/greatly dismay or horrify
Worse still/aro dukkhojonok
At the crux of reasons/at the root of reasons
Halt/stop
Plight/dangerous situation
Detention/hindrance/atok
Exonerate/release someone from a duty or obligation
Incriminate/blame/accuse/
Detain/hold back/arrest/imprison
Stigma/kolonko/dark spot
Patriachal society/purushtantrik somaj
Sensationalized/romanchokor
Purport/essence
Unsubstantiate/niskrio kora
Erode/exhaust/dissipate
Languish/tarnish/become dry/fade
Revoke/withdraw/nulify
Deport/exile/expatriate

Far-fetched/unlikely/unconvincing
Stride/walk with long step
Reap/gather
Rubble/stone chip
Dissent/disagree/grudge/opponency
Defiance/open resistance/bold disobedience
Ramification/a consequence of an action or event/classification
Concede/acknowledge/recognize
Unearth/unroll/detect
Confiscate/seize/forfeit
Probe/discover a mystery
Belongings/property/accessories/possession/substance
Fruition/success/fulfillment
Multipronged/versatile/diverse
Blatantly/coromvabe
Tweak/twist
Useful/beneficial/helpful/advantageous/functional/productive/effective/practical/fruitful
Fund/endowment/grant/
Electrocute/bidduter karone mara jawa
Contempt/neglect/disregard
Misconstrue/interpret wrongly/misunderstand
Audacity/impudence/arrogance/spordha
Sweep under the rug/gopon rakha
Countenance/patronize/encourage
Stipulate/demand or specify a requirement
Dismantle/demolish/destroy
Incite/induce/influence
Sweltering/extremely hot
Resilient/lively/zestful
Infer/deduce/conclusion e asha
Seamlessly/continuously/smoothly
Scrawl/hijibiji lekha
Tangible/dhorachowar moddhe
Gravitate/jhuke pora/move toward or be attracted
Bump off/murder/
Fanatic/fundamentalist/superstitious people/dhormando

Trek/arduous journey on foot
Flounder/make a mistake/raghobvowal
Tariff/tax/cess/undercharge/
Sale/selling/exchanging
Economic lagard/instability
Stagnation/motionlessness/pillar
Coalition/an alliance for combined action/link/attachment
Strife/conflict/rivalry/dispute/duel
Ram/strike/
Onlooker/spectator/viewer
Lodge/stick/hold up
Fore/ahead/onward
Brunt/stress/strain
Inexhaustible/unending/never-ending
Fathom/pursue/ascertain/seek
Elude/evade or escape from(a danger,enemy or pursuer)
Deficiency/lack/shortage/insufficiency
Incendiary/fiery/uttejona sristikari
Lackluster/dull
Woefully/unfortunately
Worrisome/troublesome/udvegjonok
Posit/hod on/hang up/jothasthane rakha
Irreparable/impossible to repair
Countervail/balance/offset
Levy/impose
anticipate/foreshadow
Vulnerable/risk
Aggressive/assertive/pushy
Bloom/flourish
Ambitious/aspiring
Antagonise /provoke/embitter
Aptitude/skill/ability
Clumsy/awkward/uncoordinated
Ratify/endorse/accept
Appearance/physiognomy
Aspects of life /existence

Assistant/apprentice
Appeal/interest/attraction
Prevailing wind /dominate/against the wind
Animals/livestock
agencies/jurisdictions
Sense of duty/moral obligation
Chilly/cool
Colors/hues
Consulted/asked advice
Coincidental/fortuitous
Civil/municipal
Commence/open
Quick-witted/ intelligent
Allowed/entitled
Beautiful (view)/breathtaking
Artificial/fake/synthetic
Arrogant/haughty
Advocate /support/recommend
Adequate /ample
Ask/question/enquire
adjourn/postpone/recess
Ordinary/fair/average
Become troublesome/intefere with
Cut/reduce
Enchanting /appealing/charming
Damning/fatal/lethal/piece of evidence which strongly suggesting guilt or error
Embolden/exhort/encourage
Uptick/small increase
Insurmountable/Unbeatable/Impassable/Unconquerable/Unsurpassable/Invincible/
Overwhelming /Indomitable/Unyielding
Redressal/remedy or compensation for a wrong
Mug/snatch/heist/robbing
Aid/assitant/supporter
Hue and cry/shorgol
Bump into/collide violently with an obstacle
Concession/approval/authorization/

Trafficking/deal or trade in something illegal
Staved off /prevent/resist/avert/put back
conscientious /scrupulous/virtuous
Cool/frosty/frigid
congested/overcrowded/stuffed
Conventional/customary/traditional
Comply/conform/obey
Contemplate/think about/consider
Cognitive /perceptual/mental
Channel their feelings /emotional forces in harness
Dull/banal/blunt/boring
Dominant/overbearing
Dissuade /deter
Drop/discard
Discoveries /breakthroughs
Deposit/place
Devise/formulate/invent
Due primarily to/mainly because of
Documented evidence/data incidence /scale
Deduct/subtract
Detest/dislike/hate
Docile /tame/gentle/obedient
Disagreement/incompatibility
Compatibility /balance/accordance
eyesight/vision
Significance/impact
Stop/halt/cessation
Easy/effortless
Epitome/perfect example of something
Evil/wicked
Excite/incite/provoke/arouse
Excited/ Turbulent
Expensive /pricey/dear
Enemy/ally
Earnings /pay/remuneration
Decipher/decode

Fast/swift
Fixed/determined/resolute
Fatal/deadly/mortal
Frivolous /trivial/unimportant
Full/packed/stuffed
Feasible /practical//possible/attainable
Ferocious/fierce/savage
Famous /eminent Fair/impartial
Furious /angry/enraged/infuriated
Fixed/immobile
Firm/steady
Gentle/tender/mild
go around /orbit
Genuine /sincere
Goal/iimperative/objective
Goals/the highest levels of expertise
Have a major impact on /transformed
Come about/happen
Hard/firm/solid
Humiliate /embarrass
Happy/content
Help/ have a positive effect on
Instructed/told
Insufficient /sparse
Incompetent /inept
Innocent/guiltless
Interior access/inner staircases
Initiate/ bring about
In excess of/ over
Introduction /invention
Identical/duplicate/alike
Ignore/disregard
Indulge/satisfy
Intrigued/fascinated/curious
Interesting/enchanting/engaging/intriguing/engrossing/provocative
In essence/essentially

Ingenious /clever/creative
Innate/inner/inborn/intrinsic
Impetuous /reckless/impulsive
Immaculate/spotless/pure
Imperative /compulsory/mandatory
Incompatible characteristics/paradox
Kind/tender/thoughtful
Knowledgeable/smart
Keep/save/protect/guard
Lived apart/be separated at birth
Lethargic /tired/weary / fatigued
Life-expectancy /lifetime
Leave out/omit /strip out
Lower secondary school/middle-years education
Liable to /can happen
long-lost traits/ancestral features
Left/soared out of
Limited/imcomplete
Large city /megalopolis
little doubt/almost certainly
luxurious /extravagant/elegant
Like/love/cherish/treasure
Man-made/synthetic
Moulded/reshaped
Mean /unkind/malicious/inconsiderate
Mishandling /bungling
motifs/patterns/images
Modified/,qualified
Movement/transport
Mobile/moveable
Mild/moderate
Movable/portable
shudder/palpitation/kompito howa(I shudder to think what my parents will say about her.)
condone/remit/forgive/pardon/forbear
embolden/encourage/foster/exhort/cheer up
unbecoming/incompatible/unsuited/illegitimate

torment/agonize/inFLICT/oPPress
sadden/make unhappy
inculcate/instill/introduce/induce/influence
far-reaching/widespread/deep-rooted
brazen/impudent/shameless
non-fossil-based fuels / renewable energy
nature/essence
not traditional /new
natural forests/ primary forests
not limit / transcend/never reach maximum
noisy / rowdy
nervous energy/ psychic tension
over the counter/ in the shops
overdirect /too much guidance
one explanation/ another possibility
obsolete/ dated/ antiquated/outdated/old-fashioned
odor/odour/smell
outgoing / assured
objective/goal
pleasing/ appealing
paradox/ incompatible characteristics
pioneered/ first suggested
physiognomy/ appearance
persuasive/ initiative
potential/ possibilities
promptly / immediately/punctually/in due course
policy initiative/ strategy
plants/ stations
provide a view of / overlook/supervise/oversee
place/ deposit/put/establish
prior to/ beforehand/Previously
prominent / distinguished / eminent
pessimistic view /seems to be getting worse
prevail upon / have influence in / persuade
plausible/ believable /reasonable / logical
per person/ per capita

produce accurate work / make fewer errors
prevent misunderstanding / resolve any confusion
preceding/ previous
pale in significance/insignificance
prospect/ Outlook/Expectation/Potential
question / interrogate / inquire/ ask
restrict/ curb
rainfall / precipitation
researchers with differing attitudes /sceptics and advocates
rational thinking / judgment/sensible
responsibility/ moral obligation
reticence / shyness
relies on / draw on
resolute/determined/firm/unyielding
relationships with other people / social experience
retain / learn
release / punctured
recommence/ continue
resist / oppose/ withstand
reputable / honorable
remote / secluded/ isolated / distant
shut out water / seal off from water
suffers / experiences
shade /shelter from the heat
share /interchange
site / station
strenuous / vigorous / laborious/arduous
success rate /hit-rate
separate from / independent of
shy /timid
sparse / empty/rare
scatter /disperse
selfish /stingy
sloppy / disorderly
slim / slender / thin
successful / thriving / prosperous / triumphant

sales / turnover / how much money is made / income/ revenue
strange / odd / weird/outlandish/curious/unique/exclusive/ irregular
the folklore / the local belief
take gambles /take chances
the question /the puzzle
transmitted / sent back/sent out
underestimate/ overlook
unjust /unfair
unlike /a fundamental difference
unpredictably /erratically
unnecessary /superfluous /redundant
unexpectedly /without warning /unpredictable
unbiased / impartial / unprejudiced / fair
ubiquitous/global/thoroughgoing/universal
utterly/completely
unaware/oblivious
views / convictions/attitudes
vague / ambiguous/unclear/indistinct/obscure
works of art / pieces
wholehearted / sincere
wild / stubborn
weak / frail
wasteful / extravagant/luxury
extricate/rescue/get rid of
roomy/wide/broad/ample/spacious
plausible/probable
moral obligation/sense of responsibility
morale/mettle/courage
judgement/rational thinking/relevant
move on rails /not fixed
drive/control
accounts vary/doubt
pleasing/appealing/satisfying
linger/delay/postpone
not a typical book/differs from most books
incompatible/inconsistent/contradictory/irrational

genetic and environmental processes/ nature and nurture

nurture/nutrition

short period/momentarily

monopoly/dominance

prejudice/injustice

perennial theme/significant theme