

IELTS CUBE

The Way
to study



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IELTS

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IELTS

Academic

Listening

An Overview of IELTS Listening

Module format

IELTS Listening has four sections, each with 10 items (or questions). Each item is worth one mark. The items are designed so that the answers appear in order in the listening passage. During the test, time is given for candidates to read the questions and write down and check their answers. Answers are written on the Question Paper as candidates listen. When the tape ends, ten minutes are allowed for candidates to transfer their answers onto an Answer Sheet.

The table below provides a summary of IELTS Listening.

SECTION	Topic Area	Input	Main Skill Focus	Number of Questions
1	Social needs	Conversation with a transactional purpose e.g. finding out about travel services	Listening for and noting specific factual information	10
2	Social needs	Monologue or prompted monologue with a transactional purpose e.g. giving information about a public event	Listening for and noting specific factual information	10
3	Education and training	Discussion between 2 - 4 people in an academic context, e.g. tutorial or seminar	Following a conversation which involves negotiation of meaning. Listening for specific information, attitudes, and speakers' opinions	10
4	Education and training	Monologue in an academic context e.g. lecture	Following an academic argument. Listening for main ideas, specific information, attitude and speaker's opinion	10

Answer format

Candidates write their answers on an answer sheet.

Timing

Approximately 30 minutes plus 10 minutes transfer time.

Marks

Each question carries one mark, giving a total of 40 marks.

Listening texts

The first two sections are concerned with social needs. There is a dialogue between two speakers, for example a conversation about travel arrangements, and then a monologue, for example a recording about museum opening times.

The final two sections are concerned with situations related more closely to educational or training contexts. There is a conversation between up to four people, for example a conversation between a tutor and a student about an assignment, and then a further monologue, for example a lecture of general academic interest.

Task types

A variety of task types is used. The principal task types are:

Task Type 1	Forms/Notes/Table/Flow-chart/Summary Completion
Task Type 2	Multiple Choice
Task Type 3	Short-answer Questions
Task Type 4	Sentence Completion
Task Type 5	Labelling a Diagram/Plan/Map
Task Type 6	Classification
Task Type 7	Matching

Recordings

Each section is played ONCE only. The recordings include a range of accents, including British, Australian, New Zealand and American.

IELTS Listening - Task Type 1 - Form/Notes/Table/Flow-chart/Summary Completion

Task Description

What are candidates required to do?

Candidates have to fill in gaps in an outline of part or of all of the listening text. The outline will focus on the main ideas in the text.

In all cases except the summary, note form can be used when completing the gaps. This means that articles, auxiliary verbs etc. may be omitted when they are not necessary for the meaning. The summary is written in connected sentences and so it must be grammatically correct.

What variations are there on this task type?

The outline may be

1. a form: often used to record factual details such as names.
2. a set of notes: used to summarise any type of information using the layout to show how different items relate to one another.
3. a table: used as a way of summarising information which relates to clear categories - e.g. place/time/price.
4. a flow-chart: used to summarise a process which has clear stages. The direction of the process is shown by arrows.
5. a summary: used to summarise any information in the form of a complete text.

Candidates may have to

- select their answers from a list on the Question Paper.
- identify the missing words from the recording which fit into the form/notes etc. In this case, they should not change the words from the recording in any way, and should keep to the word limit stated in the instructions.

How many words or numbers can be used to fill the gaps?

Candidates should read the instructions very carefully as the number of words or numbers they should use to fill the gaps will vary.

Understanding the Task

Examples of Task Type 1 - Completion of Form, Notes, Table, Flow-Chart or Summary

Example 1 – summary completion with a list of answers to choose from

Complete the summary below using words from the box.

earthquakes
farms
floods
fruit
jungle
mountains
rice
towns
villages

The island consists of a coastal plain with **1** in the North. There are many **2** on the coastal plain, where **3** is grown. However, this region also suffers from occasional **4** The capital city was originally in the North, but it was completely destroyed by **5** in the nineteenth century.

Example 2 – table completion

Complete the table below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Activity	People involved	Time spent per week	Problems
Cooking	1	15 hours	lack of 2
Cleaning	Sue and Steve	3	no electricity
4	Alanis	6 hours	5

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Do the notes form a record of the main points in the conversation?
2. What is the maximum number of words / letters you can write for each answer?
3. Can an answer consist of just one word?
4. Where there is a measurement, as in Questions 4 and 5, is it necessary to write the unit (e.g. metres, centimetres)?
5. What should be copied onto the Answer Sheet?

IELTS Listening - Task Type 2 - Multiple Choice

Task Description

What are candidates required to do?

There is a question or a sentence beginning followed by three possible answers or sentence endings. Candidates have to choose the one correct answer A, B or C.

What form do the questions take?

They may involve sentence completion - the stem gives the first part of a sentence and candidates choose the best way to complete it from the options. The stem could also be worded as a complete question, with the candidates choosing the option which best answers it.

What variations are there on this task type?

Sometimes candidates are given a longer list of possible answers and told that they have to choose more than one. In this case they should read the question carefully to check how many answers are required.

What skills are being tested?

Multiple Choice items are used to test a wide range of skills. They may require the candidate to have a detailed understanding of specific points or an overall understanding of the main points of the listening text.

Understanding the Task

Examples of Task Type 2 - Multiple Choice

Example 1 – where there is one answer

Choose the correct letter, **A**, **B** or **C**.

1 Paul and Jill decide to travel by

- A** taxi.
- B** bus.
- C** train.

Example 2 – where there is more than one answer

Choose **TWO** letters **A-E**.

1 Which **TWO** hotel facilities are inspected?

- A** bathrooms
- B** bedrooms
- C** dining-room
- D** kitchen
- E** reception

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. What type of listening skill is being tested here?
2. How many letters can you choose for each question?
3. Does it matter how you mark your answer on the Question Paper?
4. In which question, 9 or 10, does the correct answer come just from the customer?
5. In which question, 9 or 10, do you need to combine information given by the agent and the customer to get the right answer?
6. Are the words in the recording the same as the words on the Question Paper?

IELTS Listening - Task Type 3 - Short-answer Questions

Task Description

What are candidates required to do?

Candidates read a question to which they have to write a short answer using information from the listening text. A word limit is given, usually no more than three words and/or a number. (Candidates should check this carefully for each task.)

What variations are there on this task type?

Sometimes candidates are given a question which asks them to list two or three points.

Are candidates penalised for writing more than the stated number of words?

Yes. If candidates write more than the number of words asked for, they will lose the mark even if their answer includes the correct word(s).

What about contractions or hyphenated words?

Contracted words will not be tested. Hyphenated words count as single words.

Understanding the Task

Example 1

Answer the questions below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

In which newspaper did Ahmed see the advertisement?

1

.....

At what time did he arrive at the theatre?

2

.....

Example 2

List **THREE** things which Carla wants to buy in the department store.

Write **NO MORE THAN THREE WORDS** for each answer.

- 1
2
3

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. What type of information do these questions focus on?
2. Do the answers have to be complete sentences?
3. Do the answers have to include words such as a/the?
4. What is the maximum number of words/letters/numbers you can write for each answer?
5. Can some of the answers consist of just one word?
6. Where the answer is a sum of money, is it necessary to write the currency symbol? (e.g. £/\$)

IELTS Listening - Task Type 4 - Sentence Completion

Task Description

What are candidates required to do?

Candidates read a set of sentences summarising key information from all the listening text or from one part of it. They have to complete a gap in each sentence using information from the listening text. They usually have to write no more than three words and/or a number.

How are candidates asked to write their answers?

The words should be taken directly from the listening text and written in the space on their Question Paper to be transferred later.

Are candidates penalised for writing more than the stated number of words?

Yes. If candidates write more than the number of words asked for, they will lose the mark even if their answer includes the correct word(s).

What about contractions, or hyphenated words?

The rules for Short-answer Questions also apply here. Contracted words will not be tested. Hyphenated words count as single words.

Understanding the Task

Example of Task Type 4 - Sentence Completion

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** for each answer.

- Hume was one of the first philosophers to question the
- 1
- Hume's philosophical works were particularly influential in
- 2 in the late 19th century.

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. What type of information is summarised in these sentences?
2. How many words can you write for each answer?
3. Are the sentences on the Question Paper exactly the same as the sentences you hear in the recording?
4. Do you have to write down the words in exactly the same form as you hear them?
5. Do the missing words have to be spelled correctly?
6. Should the completed sentences be grammatically correct?

IELTS Listening - Task Type 5 - Labelling a Diagram, Plan or Map

Task Description

What are candidates required to do?

Candidates have to complete labels on a visual. The answers are usually selected from a list on the Question Paper. Candidates should transfer the letter of the option they have selected to the Answer Sheet in the time allowed.

What variations are there on this activity?

The visual may be

- a diagram (e.g. a piece of equipment)
- a set of pictures
- a plan (e.g. of a building)
- a map (e.g. of part of a town)

Understanding the Task

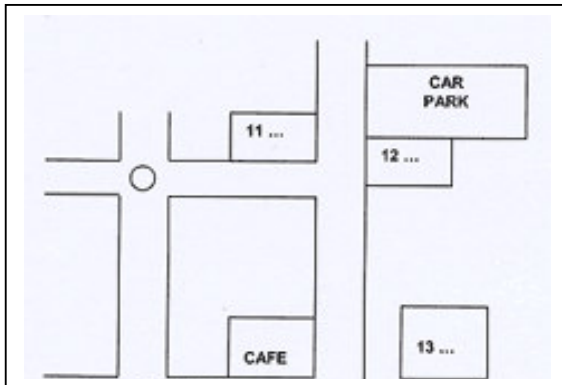
Example of Task Type 5 - Labelling a Diagram, Plan or Map

Example – Labelling a map

Label the map below.

Choose **FOUR** answers from the box and write the correct letter **A-G** next to questions 11-14.

- A** bank
- B** block of flats
- C** dentist
- D** flower shop
- E** garage
- F** Post Office
- G** school



Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. What does the speaker tell you at the beginning of the talk to help you understand the plan?
2. Do the numbers of the labels on the plan follow the order of the recording?
3. Do you have to label every room?
4. Do you have to write whole words or just letters in the spaces?
5. Do you need to use all the places (A - I) you are given in the box?
6. What listening skill is this task type testing?

Task Description

What are candidates required to do?

Candidates have to match a numbered list of items from the listening text to a set of criteria.

What skills are being tested?

This task type is designed to test candidates' ability to recognize relationships and connections

between facts in the listening text, and is most often used with texts dealing with factual information. Candidates need to be able to listen for detail.

Understanding the Task

Example of Task Type 6 – Classification

When did the following take place?

- A** in the early 17th century
- B** in the late 17th century
- C** in the early 18th century

Write the correct letter, **A**, **B**, or **C** next to questions 1-4.

- | | | |
|----------|--------------------------------|-------|
| 1 | increases in unemployment | |
| 2 | mass migrations | |
| 3 | educational reforms | |
| 4 | frequent changes of government | |

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Did the questions focus on details of the courses, or the speaker's attitudes to them?
2. Did you have to listen for paraphrases of the three categories given (A - C)?
3. Could you use the same answer more than once?
4. Did the information needed for the answers come just from one speaker, or from both?

IELTS Listening - Task Type 7 - Matching

Task Description

What are candidates required to do?

Candidates have to match a numbered list of items from the listening text to a set of items in a box.

What variations are there in this task type?

Many variations of this task type are possible as far as the type of options to be matched are concerned.

Understanding the Task

Example of Task Type 7 - Matching

What does the lecturer say about each book?

Choose your answers from the box and write the correct letter **A-H** next to questions 1-4.

- A** confusing
- B** detailed
- C** expensive
- D** good exam preparation
- E** needs updating
- F** oversimplified
- G** useful problems
- H** well illustrated

- | | | |
|----------|--|-------|
| 1 | Basics in Economics (<i>Bryson & Spark</i>) | |
| 2 | An Introduction to Economic Analysis (<i>Kettle</i>) | |
| 3 | Economics in Action (<i>Fodor</i>) | |
| 4 | Economics Today (<i>Smith & Wyler</i>) | |

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. What type of information did this task type focus on?
2. Were the hotels described in the same order as they are listed?
3. Did you have to listen for paraphrases of the descriptions?
4. What type of listening skill is being tested?

DOs and DON'Ts

✓	Listen carefully to the introduction to each section. This will give you useful information about the situation and the speakers.
✓	Use the time at the beginning of each section (and in the middle of Sections 1 - 3) to look through the questions and think about the topic.
✓	Read the instructions for each task carefully. Remember to check the maximum number of words allowed.
✓	Write all your answers as you listen - remember you won't hear the recording a second time.
✓	Check that what you write makes sense in the context.
✓	Answer all the questions even if you don't feel sure about an answer - you may have understood more than you think.
✓	Wait until the end of the test to transfer your answers. You have ten minutes for this which is plenty of time.
✓	Write clearly when you transfer your answers. If an answer isn't clear on your answer sheet, you will lose the mark.
✓	Check your spelling (and grammar where necessary).
✗	Don't worry if you have to cross out or change an answer.
✗	Don't panic if you miss one question. Look ahead and concentrate on the next one.
✗	Don't try to rephrase what you hear. Write down the words you hear which fit the question.
✗	Don't write more than the maximum number of words or letters allowed for each answer.
✗	Don't copy any words that were printed on the Question Paper when you transfer your answers to the Answer Sheet.

Developing General and Academic Listening Skills

Expectations of students at IELTS level

IELTS Listening is taken by both General Training and Academic candidates and is designed to cover the full range of ability from non-user to expert user. It covers the basic survival skills in a broad social and educational context, as well as the skills required for academic purposes.

How we listen in our own language

Listening involves both linguistic and non-linguistic knowledge. Linguistic knowledge includes understanding of lexis, grammar, phonology and discourse. Non-linguistic knowledge may include understanding of the context or situation, the topic and the purpose of the interaction. When we listen in our first language we apply both types of knowledge at the same time to make sense of what we hear. We can use our existing knowledge to predict what might come next, and check each prediction in the light of the information we receive.

By using these skills, we can make sense of input in which individual sounds may be unclear, either because of background noise or because they are affected by other sounds in the stream of speech. We can also understand the meaning carried by stress and intonation, and we can hold pieces of information in our short-term memory long enough to relate it to further information given later on. In addition, we are able to interpret not just the surface meaning of the information conveyed but the underlying attitudes and opinions.

Developing listening skills in a foreign language

Students may develop listening skills in the classroom through listening to and interacting with the teacher and other students. In this case the context and purpose of the interaction is usually clear, and the student can let the speaker know if he or she has not understood what was said.

Listening skills are also developed more formally through listening to recorded materials via a variety of media. In this case the context and purpose may not be apparent, so students may need to be provided with this information before they start listening. Specific listening tasks are usually given in order to focus the students. Such tasks are likely to involve a degree of reading and writing.

Outside the classroom there is an increasing number of opportunities for students of English to listen to different varieties of English through leisure and educational activities on video and TV, through songs or computer and internet activities, as well as through interaction with other speakers of English.

The difference between general and academic spoken English

IELTS Listening tests understanding of both general English in transactional situations, such as making arrangements for transport, accommodation and leisure activities, and academic situations, such as taking part in a seminar or listening to a lecture. In addition, candidates listen to both conversations and monologues. In each case the context, purpose and relationship between speakers will affect the language used.

- **IELTS Listening Section 1 (conversation with a transactional purpose)**
The conversation may be between two friends. In this case the speakers may use fillers, phrasal verbs and colloquial expressions, they may leave sentences unfinished or interrupt one another. If the conversation is between two people who do not know one another well (e.g. a conversation between a shopkeeper and customer) the language is likely to be more formal with phrases typical of this type of interaction (e.g. *'What I was hoping is that you could give me some sort of a refund.'*)
- **IELTS Listening Section 2 (monologue with a transactional purpose)** The speaker may be addressing the listeners directly - e.g. a speech by a tour guide. In this case, the language may be quite informal. Alternatively, this section may present information in the form of a recorded message or a radio broadcast directed at an unseen audience. In this case the language may be more formal and with longer sentences and more complex syntax.

- **IELTS Listening Section 3 (conversation in an academic context)**
The conversation may display similar features of speech to those in Section 1, depending on the relationship between the speakers, but the lexis and structures are likely to reflect those more often heard in an academic context. The range of vocabulary is likely to be wider than that of Section 1 conversations, and there is likely to be more negotiation of meaning.
- **IELTS Listening Section 4 (monologue in an academic context)**
A monologue in an academic context is likely to have been carefully prepared and the speaker may be referring to notes as he/she gives the talk or lecture. This section is likely to be the closest to written language, with dense information and complex sentences with subordinate clauses. However, the speaker will also usually use signposting language to help the listener follow the argument.

IELTS Preparation - Teaching or Testing?

Teachers can train and support their students in IELTS preparation classes by

- selecting listening tasks on topics related to the students' knowledge and interests
- providing activities to remind students of what they already know about the topic and the related language before they listen
- making sure that students are quite clear about what they have to do for each task type, and the type of listening required
- pausing the tape or replaying when necessary in practice activities
- allowing plenty of time for checking and discussion of answers, and giving students access to tapescripts at this stage
- providing additional opportunities for listening in a range of non-exam formats - e.g. songs, videos, news broadcasts, real-life speakers - with tasks aimed at developing confidence and motivation

General and Academic English - Worksheet

Look at each of the extracts below and decide which section of IELTS Listening it could come from, and what features of the language or content helped you to make your decision. (You may be able to justify more than one answer.)

		Section 1	Section 2	Section 3	Section 4
1.	that'd be great				
2.	Good evening, and welcome to ...				
3.	The port'd be fine - I've got transport that end.				
4.	We begin our series of lectures on ...				
5.	I've never learnt how to organise my work				
6.	Finally, I would suggest that ...				
7.	they left a wealth of evidence of their civilisation.				
8.	These seem to have been replaced some time around or after 900				
9.	I'm ringing to make enquiries about ...				
10.	So I'm going to talk first about ...				
11.	I'm glad I've bumped into you.				
12.	Various theories attribute the decline of ...				
13.	But first can you tell me, you know, very generally ...				
14.	Yes, there's ... there's also some toys.				
15.	I found I needed to maintain a high level of motivation,				
16.	My other suggestion is that ...				
17.	Oh I've been stung before with economy insurance				
18.	I've been asked to talk to you briefly about				
19.	What makes it easier is that the degree is made up of modules				
20.	the prehistoric cultures of the American south-west				

IELTS

Academic

Reading

IELTS Academic Reading

An Overview of IELTS Academic Reading

Module format

IELTS Academic Reading has 3 passages and 40 items (questions). The number of items for any one passage may vary. Each item is worth one mark.

The texts and items appear in Question Booklets.

Answer format

Candidates record their responses on Answer Sheets.

Timing

IELTS Academic Reading takes 60 minutes to complete. Candidates are not given extra time to transfer their answers onto the Answer Sheet. They should do this as they work through the test.

Marks

One mark is awarded for each correct answer.

Texts

The passages used in the test are based on authentic texts, and are taken from sources such as magazines, journals, books and newspapers. They are designed to present the candidate with materials similar to those which they might need to read on a university course. Passages may also contain non-verbal material such as diagrams, graphs, illustrations etc. The passages may be written in a variety of styles, for example narrative, descriptive or discursive/argumentative. They deal with issues which are interesting, recognisably appropriate, and accessible to candidates entering postgraduate or undergraduate courses or seeking professional registration. At least one of the passages will contain detailed argument.

Length

The total word count for the three passages is between 2000 and 2750 words.

Task Types

There are 10 basic task types, some with possible variations. They are:

Task Type 1 Multiple Choice

Task Type 2 Short-answer Questions

Task Type 3 Sentence Completion

Task Type 4 Notes, Summary or Table/Flow-chart Completion

Task Type 5 Labelling a Diagram

Task Type 6 Choosing Headings for Paragraphs or Sections of a Text

Task Type 7 Locating Information

Task Type 8 Identification of Writer's Views/Claims or of Information in a Text

Task Type 9 Classification

Task Type 10 Matching

Academic Reading Skills and Strategies in IELTS

What reading skills are tested in IELTS Academic Reading?

This is a test of reading comprehension in a general academic context. The texts used and the skills tested are intended to reflect the target language needs of undergraduate and postgraduate students, without bias for or against students of any particular discipline. Candidates may have to:

- identify the writer's overall purpose, target audience, sources etc.
- identify and follow key arguments in a text
- identify opinions and attitudes as opposed to facts
- locate specific information
- read for detailed information
- extract relevant information
- distinguish the main idea from supporting detail
- recognise key points for a summary
- group pieces of information in a text in accordance with salient criteria
- extract information from a prose text to put into a diagrammatic representation
- make inferences
- use correct spelling and correct grammar in their answers

How do we read text?

In everyday life we use different strategies or approaches to read different texts. Sometimes we read quickly, skimming for general ideas or scanning for a specific point. Sometimes we read slowly, trying to gain a detailed understanding. How we read depends on the text - its length, its type - and our purpose in reading it.

What is skimming?

When we skim a text we read very quickly. We just look at the headings and subheadings and the first lines of each section or paragraph. We also notice the key words that are repeated throughout the text. Our purpose is to understand the **gist** - the general idea of the text. Skimming is a useful strategy to use throughout IELTS Academic Reading.

What is scanning?

When we scan a text we are looking for a specific piece of information or specific words. We ignore information that is not relevant to our purpose. Scanning is a useful strategy to apply when the questions ask for specific factual information. It is also a useful strategy to use to find the section of a text about which a question is asked.

What is reading for detail?

When we read for detail we read every word in a text and think carefully about the meaning of every sentence. It is often necessary in IELTS Academic Reading to read a certain section of a text in detail in order to answer a question correctly. Usually a candidate must skim or scan the text first to find the right section and then, having found the relevant section, read for detail.

IELTS Academic Reading - Task Type 1 - Multiple Choice

Task Description

What are candidates required to do?

Candidates are asked to choose the best answer from four alternatives A, B, C or D, and to write the letter of the answer they have chosen on the Answer Sheet.

What form do the questions take?

They may involve sentence completion - the stem gives the first part of a sentence and candidates choose the best way to complete it from the options. The stem could also be worded as a complete question, with the candidates choosing the option which best answers it.

Are there any variations of this task type?

Sometimes there may be more than four alternative answers, and candidates may have to pick more than one correct answer. There may also be a global multiple choice question at the end of the set of questions, for example asking candidates to choose the most suitable title for the reading passage.

Are the questions in text order?

The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on.

What text type is this task type used with?

It may be used with any text type.

What skills are being assessed?

Multiple choice items are used to test a wide range of reading skills. They may require the candidate to have a detailed understanding of specific points or an overall understanding of the main points of the text.

Understanding the Task

Examples of Task Type 1 - Multiple Choice

Example 1 – where there is one possible correct answer

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write your answer in box 1 on your answer sheet.

Human irritability may be influenced by

- A** how nervous and aggressive people are.
- B** reaction to certain weather phenomena.
- C** the number of ions being generated by machines.
- D** the attitude of people to thunderstorms.

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Did you read the instructions carefully?
2. Did you read the whole passage before you read the questions?
3. Did you read the first question and then read the passage carefully from the beginning?
4. Did the items occur in order in the passage?
5. Did the alternative answers form a coherent set?
6. Did identical words in the question and the passage help you to find the correct answer?
7. What skills did you use to complete this task?

Example 2 – where there are multiple answers for one mark

Choose **TWO** letters, **A-E**.

Write your answers in box 1 on your answer sheet.

In which **TWO** of the following years were laws passed allowing British women to vote?

- | | |
|----------|------|
| A | 1906 |
| B | 1909 |
| C | 1914 |
| D | 1918 |
| E | 1928 |

IELTS Academic Reading - Task Type 2 - Short-answer Questions

Task Description

What are candidates required to do?

This task type requires candidates to answer questions about details in the passage. Questions usually relate to factual information. Candidates must write their answers in words or numbers on the Answer Sheet.

How many words are candidates asked to write?

Often the instructions will state 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', but sometimes 'ONE word', or 'NO MORE THAN TWO WORDS'. Numbers can be written using figures or words.

Are candidates penalised for writing more than the stated number of words?

Yes. If candidates write more than the number of words asked for, they will lose the mark even if their answer includes the correct word(s).

What about contractions or hyphenated words?

Contracted words will not be tested. Hyphenated words count as single words.

What skills are tested in this task type?

This task type tests candidates' ability to locate and understand precise information in the passage.

Are the questions in text order?

The questions are usually arranged so that the answers appear in order in the passage.

What text type is this task type used with?

It is most likely to be used with a passage that contains a lot of factual information and detail.

Understanding the Task**Example of Task Type 2 - Short-Answer Questions****Example**

Questions 1 and 2

Answer the questions below.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Write your answers in boxes 1 and 2 on your answer sheet.

- 1** Apart from underground cables, what other development first made longer-distance telephone calls possible?
- 2** What kind of media that can be integrated using ISDN does the writer mention?

Things to consider

1. How would you approach this task type?
2. What kind of information do the instructions give you?
3. What skills are being tested in this task type?
4. How could you help your students to develop these skills?

IELTS Academic Reading - Task Type 3 - Sentence Completion**Task Description****What are candidates required to do?**

There are two variations of this task type.

- Type A: candidates are asked to complete the sentence in a given number of words taken from the passage.
- Type B: candidates are given the first half of a sentence based on the text and asked to complete it from a list of possible options.

In Type A candidates will be told in the instructions the maximum number of words that they can use to complete the sentence. The instructions for this type usually state 'NO MORE THAN THREE WORDS AND/OR A NUMBER', but sometimes candidates may be asked to write 'ONE WORD', or NO MORE THAN TWO WORDS. Numbers can be written as figures or words.

In Type B candidates will have to choose the best option from a list. Candidates will have more options to choose from than there are questions.

What text type is used with this task type?

It may be used with any text type.

How are candidates asked to write their answers?

Where candidates are required to supply the words to complete the sentence, the words should be taken directly from the passage and written in the space on their answer sheet as they work through the questions. When choosing an answer from a list of possible answers, candidates should write the letter of their chosen answer on the answer sheet.

Are candidates penalised for writing more than the required number of words?

Yes. If candidates write more than the number of words asked for, they will lose the mark even if their answer includes the correct words.

What about contractions, or hyphenated words?

The rules relating to Short-answer Questions also apply here. Contracted words will not be tested. Hyphenated words count as single words.

Understanding the Task

Look at the example below.

Examples of Task Type 3 - Sentence Completion

Example 2 using a box of possible answers (Type B)

Question 1 – 4

Complete each sentence with the correct ending A-G from the box below.

Write the correct letter A-G in boxes 1-4 on your answer sheet.

- | | |
|----------|---|
| 1 | It is unreasonable to assume that a child's language |
| 2 | The predetermined biological programme governing the development of visual perception |
| 3 | The child's exposure to normal language use |
| 4 | Penfield suggested that seemingly quick and effortless first language acquisition |

- | |
|---|
| <p>A is influenced by having dual-nationality parents.</p> <p>B is frequently inadequate and often defective.</p> <p>C derives from the verbal behaviour of other people.</p> <p>D has no clear start or finish.</p> <p>E is linked to the development of the brain.</p> <p>F is contingent for its activation on external stimulation.</p> <p>G can be linked to socio-economic grouping.</p> |
|---|

Things to consider

1. How would you go about locating the answers?
2. When you begin the second question, would you scan from the beginning of the passage?
3. Is the structure of the sentence halves useful in joining them together?
4. What skills are being tested in this task type?

IELTS Academic Reading - Task Type 4 - Notes/Table/Summary/Flow-chart Completion

Task Description

What are candidates required to do?

With this task type, candidates are given some type of summary of a section of the passage, and are required to complete it with information drawn from the passage. Note that the summary will usually be of only one part of the passage rather than the whole.

In what form is the summary presented?

The given information may be in the form of

- several connected sentences of text (referred to as a summary);
- a table with some of its cells empty (referred to as a table);
- several unconnected notes (referred to as notes) or
- a series of boxes or steps linked by arrows to show a sequence of events, with some of the boxes or steps empty (referred to as a flow-chart)

Do the answers occur in order in the passage?

Not necessarily. However, the answers will usually come from one section rather than the entire passage.

Are there any variations of this task type?

Yes, there are two variations. Candidates may be asked either

- to select words from the passage
- to select from a list of answers

Where words have to be selected from the passage, the instructions will clearly state how many words are required; the number of words will never be more than three. Candidates may also be required to write numbers from the passage. Where a list of answers is provided, they most frequently consist of a single word.

What text type is most often used with this task type?

This task type often relates to precise factual information, and so is often used with descriptive texts.

Understanding the Task

Look at the example below.

Examples of Task Type 4 - Notes/Table/Summary/Flow-chart Completion

Example 1

Questions 1 – 4

Complete the summary with words (**A-K**) from the box below.

Write the correct letter **A-K** in boxes 1-4 on your answer sheet.

Respondents to the survey mentioned several factors they think reduce **1** in engineering design and thus innovation. Among them were the development costs associated with high-tech products, globalisation and **2** justified on safety grounds, all of which inhibit the freedom of designers to design. The trend towards inter-company **3** on the subject of, for example, patents gives further cause for concern. On the other hand some respondents deny that there is any great problem, welcoming an improved system of **4** For this reason, there is, these respondents argue, the possibility that innovation is on the increase. Certainly, they would not be surprised if that was so.

A excellence

B standards

C production

D diversity

E communication

F regulations

G disputes

H specifications

I agreements

J selection

K rivalries

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Did you read the whole passage before you read the questions?
2. Did you scan the passage for words needed to allow you to complete the flow-chart?
3. Did you read through the flow-chart once you had completed it?
4. What skills are being tested in this task type?
5. How can you assist students to develop these skills?

IELTS Academic Reading - Task Type 5 - Labelling a Diagram which has Numbered Parts

Task Description

What are candidates required to do?

In this task type, candidates are required to label numbered parts of a diagram which relates to a description contained in the passage, and to write the correct labels in the spaces on their answer sheet.

What form do these labels take?

The label may consist of up to three words, which will be taken directly from the passage. It might also consist of a combination of words and numbers; if this is the case, it is clearly indicated in the instructions.

Do the answers occur in order in the passage?

Not necessarily. However, the answers will usually come from one section rather than the entire passage.

What sort of diagrams are used in this task type?

The diagram may be of some type of machine, or of parts of a building or of any other element that can be represented pictorially. The diagram may be partly labelled, in which case candidates are asked to complete the labelling.

What text type is used with this task type?

This task type is often used with texts describing processes or with descriptive texts.

Understanding the Task

Example of Task Type 5 - Labelling a Diagram which has Numbered Parts

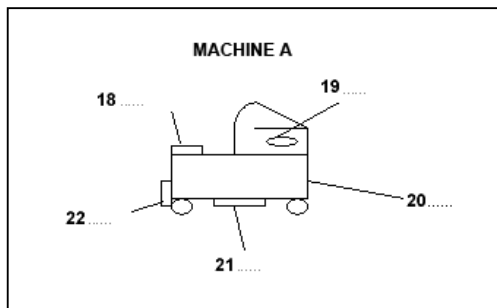
Example

Questions 18 – 22

Label the diagram below.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Write your answers in boxes 18–22 on your answer sheet.



Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. How did you find the section where the information was located?
2. How did you begin the task?
3. What sort of words are likely to be tested?
4. What skills are being tested in this task type?
5. How can you help your students to develop these skills?

IELTS Academic Reading - Task Type 6 - Choosing Headings for Paragraphs or Sections of a Text

Task Description

What are candidates required to do?

In this task type, candidates are given a list of headings, usually identified with lower-case Roman numerals (i, ii, iii etc). A heading will refer to the main idea of the paragraph or section and candidates must match the heading against paragraphs or sections of the text which are marked alphabetically. They are asked to write the appropriate Roman numerals in the boxes on their answer sheets.

Are there the same number of headings as there are paragraphs or sections to be matched with them?

There will always be more headings than there are paragraphs or sections, so that some headings will not be used. It is also possible that some paragraphs or sections may not be included in the task. One or more paragraphs or sections may already be matched with a heading as an example for candidates.

What text type is used in this task?

It is used with passages that contain paragraphs or sections with clearly defined themes.

Understanding the Task

Example of Task Type 6 - Choosing Headings for Paragraphs or Sections of a Text

Questions 1 – 4

Reading Passage 1 has four sections, **A-D**.

Choose the correct heading for each section from the list of headings below.

Write the correct number **i-viii** in boxes 1-4 on your answer sheet.

List of Headings

- | | |
|-------------|--|
| i | Different types of modernization |
| ii | Measuring modernization: what is a modern society? |
| iii | Modernization around the world |
| iv | Modernization in six developing countries |
| v | Modernization: a poorly defined concept |
| vi | Rational thinking and modernization |
| vii | The history of modernization |
| viii | The industrial basis of modernization |

1 Section **A** **2** Section **B** **3** Section **C** **4** Section **D**

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Did you read the whole passage carefully before beginning?
2. How should you attempt the task?
3. Did you scan the passage for words contained in each heading?
4. Did you find any part of a paragraph especially useful in answering?
5. What skills are being tested in this task type?

IELTS Academic Reading - Task Type 7 - Locating Information

Task Description

What are candidates required to do?

In this task type, candidates are asked to locate specific information in the numbered paragraphs of the passage, and to write the letters corresponding to the correct paragraph in the boxes on their answer sheet.

What kind of information might candidates be asked to find?

Candidates may be asked to find

- specific details
- an example of some kind
- the reason for an event, change etc
- a description
- a comparison
- a summary
- an explanation

Will candidates need to find information in every paragraph of the text?

Not necessarily.

Is it possible to identify a section or paragraph more than once?

There may be more than one piece of information that candidates need to locate in a given paragraph. When this is the case, candidates will be told that they can use a letter more than once.

What type of text is most frequently used with this task type?

This task type can be used with any text as it may test a wide range of reading skills, from locating detail to recognising a summary or definition etc.

Understanding the Task

Example of Task Type 7 - Locating Information

Example

Questions 1 – 6

Reading Passage 1 has seven paragraphs, **A-G**.

Which paragraph contains the following information?

Write the correct letter **A-G** in boxes 1-6 on your answer sheet.

NB You may use any letter more than once.

- 1** details of the exploratory voyages of Polynesians
- 2** a description of the Polynesian monarchical system
- 3** an account of the Polynesian colonisation of New Zealand
- 4** challenges to the theories of Polynesian migration
- 5** how Western civilisation has influenced Polynesian societies
- 6** the justification of recent research into Polynesian culture

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Did you read the passage carefully before beginning the task?
2. How did you begin the task?
3. Did you look for key words in the item and then scan the passage for them?
4. What skills are being tested in this task type?
5. How can you help your students to develop these skills?

IELTS Academic Reading - Task Type 8 - Identification of Writer's Views/Claims or of Information in a Text

Task Description

What are candidates required to do?

This task type has two variations. The candidate will be given a number of statements and asked

‘Do the following statements agree with the views/claims of the writer?’

or

‘Do the following statements agree with the information in the text?’

How are the candidates required to answer?

In the first variation, candidates are asked to write 'yes', 'no' or 'not given' in the boxes on their answer sheet. In the second variation, candidates are asked to write 'true', 'false' or 'not given'.

What skills are tested in this task type?

The first variation of this task type aims to test the candidate's ability to recognise opinions or ideas, and is thus often used with discursive or argumentative texts. The second variation tests the candidate's ability to recognise particular points of information conveyed in the passage. It can thus be used with more factual texts.

Understanding the Task

It is important to explain the difference between 'no' and 'not given' (or 'false' and 'not given'). In the first variation of the task, 'no' means that the opinions or claims of the writer explicitly disagree with the statement - i.e., the writer somewhere expresses a view or makes a claim which is opposite to the one given in the question; 'not given' means that the view or claim or statement is neither confirmed nor contradicted. (Students need to understand that any knowledge they may bring with them from outside the passage should not play a part when deciding on their answers.)

Similarly, in the second variation, 'no' means that the passage states the opposite of the statement in the question; 'not given' means that the statement is neither confirmed nor contradicted by the information in the passage.

Examples of Task Type 8 - Identification of Writer's Views/Claims or of Information in a Text

Example 1

Questions 1 – 4

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 1-4 on your answer sheet write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 1 It is surprising that concrete was the first building material considered by the bridge designers.
- 2 The problems encountered during the construction of the bridge should have been foreseen.
- 3 The delayed start to the tunnelling was the principal cause of the increase in the final cost of the bridge.
- 4 The current number of bridge users is smaller than was expected.

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. How did you begin this task?
2. Did you note key words in the statements that you could check?
3. Did the key words appear in any part of the passage enabling you to answer the question?
4. Did the areas containing the answers appear in order in the passage?

5. What skills did you use to complete this task?
6. How can you help your students to develop these skills?

IELTS Academic Reading - Task Type 9 - Classification

Task Description

What are candidates required to do?

This task type requires candidates to classify events, characteristics or other pieces of information in the passage into given categories; for example, events could be classified into historical periods, or characteristics into age groups mentioned in the passage. In a passage dealing with the history of the aeroplane, candidates might, for example, be asked to classify developments according to the twenty-year period in which they occurred; in a text dealing with current developments in the genetic modification of wheat they might be asked to classify experiments according to the laboratory where they were undertaken. Note that the items to be classified will form a coherent set.

How are candidates required to answer?

Categories are identified by letters, and candidates are asked to write the correct letter in the relevant box on their answer sheet. There will normally be a larger number of events, characteristics, etc than there are groups into which to classify them, so a number of questions may be answered with the same letter.

What skills are tested in this task type?

This task type is designed to test candidates' ability to recognise relationships and connections between facts in the passage, and is most often used with texts dealing with factual information; for example descriptive texts. Candidates need to be able to skim and scan the passage in order to locate the required information and to read for detail.

Understanding the Task

Example of Task Type 9 - Classification

Example

Questions 1 – 3

According to the information in Reading Passage 1, classify the following events as occurring

- A** before 1940
- B** between 1940 and 1942
- C** after 1942

*Write the correct letter, **A**, **B** or **C** in boxes 1-3 on your answer sheet.*

- 1** The cost of bread was first subsidised by the government.
- 2** Women were conscripted into the army.
- 3** A curfew was imposed.

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. How did you approach this task?
2. Did you then continue to work through the passage item by item?
3. Were the items found in order in the passage?
4. What skills did you use to complete this task?
5. How can you help your students to develop these skills?

IELTS Academic Reading - Task Type 10 - Matching Task Description

What are candidates required to do?

In this task type, candidates are given a number of options, for example, names of people, and are required to match them with, for example, a theory, discovery or statement credited to them, and to write the letters of the correct options in the boxes on their Answer Sheets. It is possible that some options may go unused, and that others may be used more than once. The instructions will inform candidates if an option may be used more than once.

What variations are there of this task type?

Many variations of this task type are possible as far as the type of options to be matched are concerned - for example, events or discoveries could be matched against periods; artists against the techniques they used; earthquake scientists against their theories on earthquake prediction or plants against their genetic characteristics.

What skills are tested in this task type?

This task type is designed to test the candidates' ability to recognise opinions or theories.

What sort of texts are used with this task type?

It is often used with discussion texts, or those where current opinions on a controversial topic are reported. However, it may sometimes be used with other text types as well.

Understanding the Task Example of Task Type 10 - Matching

Example

Questions 1 – 3

Look at the following list of statements (Questions 1-3) based on research into aspects of memory.

*Match each statement with the correct person **A-C**.*

*Write the correct letters **A-C** in boxes 1-3 on your answer sheet.*

- 1 The body may have a biological mechanism for erasing bad memories.
- 2 Persistent memories are controlled by emotions.
- 3 Embarrassing memories automatically become less painful over time.

List of Researchers

A Antonio Damasio **B** Bessel van der Kolk **C** Nader and Scafe

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Did you read the whole passage carefully before beginning?
2. How did you begin the task?
3. What skills did you use to complete this task?
4. How can you help your students to develop these skills?

Tips for Teachers

- Remind students to read the instructions carefully. The instructions will tell them where to find the answers, what they need to do, what kind of answer is required of them, and how many words they need to write. The instructions will also tell them if an option can be used more than once and will remind them to transfer their answers to the Answer Sheet.
- Remind students which task types have questions which follow the order of information in the reading passage.
- Encourage students to read all the questions very carefully.
- Encourage students to scan for key words in the extracts or the reading passage that match the items. Encourage students to also scan for paraphrases of key words.
- Remind students that in tasks which involve writing words or numbers, e.g. Short-answer Questions, the answers have to be grammatically correct and should be spelt correctly. Accuracy in spelling and word form are very important and candidates will be penalised for incorrect spelling.
- Encourage students to use the information provided in the notes, tables, diagrams or flow-charts as well as any examples to predict the type of information that is required.
- In classroom activities, encourage students to discuss the type of information they need for each task type they might meet in the test.
- Encourage students to underline key words and phrases when they read, as well as paying attention to key words in the questions.
- Give students practice in recognising synonyms, summary words etc. to help them locate information.
- Give students practice in suggesting different ways of expressing the same ideas or information in a text.
- Give students practice in reading skills such as skimming and scanning for information.
- Some students are convinced that only test practice will really help them, and want to do test after test. This can be discouraging, as they do not see the rapid progress they would like. Encourage them to read widely, e.g. newspapers, journals, magazines and books, and use materials from these sources in your classroom activities.
- Make your students aware of the different text types and how best to approach them. Give practice in the full range of IELTS Academic Reading task types. Take time in class to discuss the differences between task types and the skills that are being tested.
- You should make sure that your students understand that there is more than one way to read a text. Some believe that they must read every text slowly and carefully, underlining every unknown word and stopping to worry about it. You should stress that their main aim is to locate the answers to the questions. They do not need to read in the same way they would if they needed to remember the contents of the texts. You should try to desensitise them to the presence of unknown words, and also give practice in guessing meaning from context. Discourage them from looking up every unknown word in the dictionary.
- Make sure that students read the instructions carefully in every case: many task types contain variations, and it is easy for students to confuse them if they do not check carefully what it is they are required to do.
- Stress that students should remain conscious of time limits during the test, and that they should move on rather than spending too much time on by a particular question to which they are unable to find the answer.
- Make students aware of the dangers of relying on locating the exact words in the text that they find in a question: give as much practice as you can in paraphrasing and locating paraphrase in a text.
- In task types where the information is located in order in the text, train students to avoid returning to the beginning of the text for each question.
- Advise students to take care when copying a word or words from the text onto their Answer Sheets. Copying incorrectly will lead to loss of marks.
- Make sure that students get practice in using an answer sheet.

Tips for Students

- Remember to read the instructions carefully. The instructions will tell you where to find the answers, what you need to do, what kind of answer is required, and how many words you need to write. The instructions will also tell you if an option can be used more than once, and will remind you to transfer your answers to your Answer Sheet.
- Remember that the questions for certain task types follow the order of information in the reading passage.
- Remember to read all the questions very carefully.
- Practise scanning for key words in the extracts or the reading passage that match the items. You can also practise scanning for paraphrases of key words.
- Remember that in most tasks which involve writing words or numbers, e.g. Short-answer Questions, the answers have to be grammatically correct and spelt correctly. Accuracy in spelling and word form are very important and you will be penalised for incorrect spelling.
- Use the information provided in the notes, tables, diagrams or flow-charts, as well as any examples, to predict the type of information that is required.
- In classroom activities, discuss the type of information you need for each task type you might meet in the test.
- Underline key words and phrases when you read as well as paying attention to key words in the questions.
- Practise using synonyms, summary words etc. to help you locate information.
- Practise different ways of expressing the same ideas or information in a text.
- Practise reading skills such as skimming and scanning for information.
- Some students are convinced that only test practice will really help them, and want to do test after test. This can be discouraging, as they do not see the rapid progress they would like. You should read widely, e.g. newspapers, journals, magazines and books, and use materials from these sources when preparing for the test.
- Be aware of the different text types and how best to approach them. Practise the full range of IELTS Academic Reading task types. Take time in class to discuss the differences between task types and the skills that are being tested.
- You should make sure that you understand that there is more than one way to read a text. Some students believe that they must read every text slowly and carefully, underlining every unknown word and stopping to worry about it. You should remember that your main aim is to locate the answers to the questions. You do not need to read in the same way you would if you needed to memorise something. You should try not to worry too much about the presence of unknown words, and you should also practise guessing meaning from context. Try not to look up every unknown word in the dictionary.
- Make sure that you read the instructions carefully in every case: many task types contain variations, and it is easy for you to confuse them if you do not check carefully what it is you are required to do.
- You should remain conscious of time limits during the test, and you should move on rather than spending too much time on a particular question to which you are unable to find the answer.
- Be aware of the dangers of relying on locating the exact words in the text that you find in a question: practise using paraphrases and locating paraphrase in a text.
- In task types where the information is located in order in the text, remember you don't need to go back to the beginning of the text for each question.
- Take care when you need to copy a word or words from the text onto your Answer Sheet. Copying incorrectly will lead to loss of marks.
- Make sure that you get some practice in using an answer sheet.

DOs and DON'Ts

✓	Keep an eye on the time: it will probably seem to pass very quickly, so take care not to spend too much time on any one passage or question. Remember that you only have 60 minutes to answer the questions and to transfer your answers to your Answer Sheet.
✓	Start at the beginning of the test and work through it. If you cannot do a particular question, leave it and go on to the next. You can then return to that question later if you have time. Put a mark next to this question on the Question Paper so that you can find it again quickly.
✓	Answer as many questions as you can.
✓	Look carefully at the title of the passage and any subtitles and illustrations it may have. You can get a quick idea of what the passage is about from these.
✓	Read the instructions for each set of questions very carefully: it is important to do exactly what you are asked to do
✓	Where appropriate remember to skim the questions before reading the passage so that you have a purpose for reading.
✓	Make sure you give the passage a quick read through so that you are familiar with the topic and how it is developed in the passage. An understanding of the text structure can be very helpful in answering the questions.
✓	Use the glossary, if there is one provided, to help you understand unfamiliar words.
✓	Pay attention to any examples that are provided.
✓	Make sure that your answers keep to the word limit asked for: if you are asked for 'NO MORE THAN THREE WORDS', for example, then do not write more.
✓	Make sure that you copy words accurately from the text: spelling mistakes will mean that you will lose the mark for that question.
✓	Make sure that where you have to write an answer yourself, your answer is grammatically correct, (e.g. Short-answer Questions, Sentence Completion, Summary Completion).
✗	Don't waste time reading the whole passage each time for each set of questions. Remember that many task types ask you to locate or check details in the text. In cases like this you need to skim quickly through the passage rather than read it all carefully.
✗	Don't go back to the beginning of the passage for each question when you know from the task type that the answers will come in the order of the information in the passage.
✗	Don't forget that questions can come before the reading passage as well as after.
✗	Don't become anxious if there are questions you cannot answer. Leave them and move onto the next questions. You can always come back to the ones you couldn't answer at the end of the test if you have time.
✗	Don't worry if you don't understand every word. It may not be necessary to understand all the words in order to answer the questions correctly.
✗	Don't forget that you must write your answers on your Answer Sheet. You will not be given extra time to do this at the end of the test.
✗	Don't write more than one answer when only one is required; even if one of your answers is correct, you will not receive a mark.

Skills Development

Developing Academic Reading Skills

IELTS Academic Reading tests students' ability to read, understand and answer questions on a range of text types at a reasonably high level of difficulty. Both global reading skills (skills needed to comprehend the main ideas of a text) and micro-skills (skills needed to locate and interpret detailed information in the text) are tested. Students may be expected to understand opinion and attitude and be able to distinguish these from fact. They will also be expected to distinguish main ideas from supporting points.

General Reading vs. Test Practice

Students often feel that reading materials other than those from IELTS practice books are somehow irrelevant, and they may wish to do a great deal of test practice. While it is important to become familiar with the test, teachers should explain that improving their reading skills in general will inevitably improve their chances in the test, and that test practice alone may not result in this improvement of reading skills.

What to Read

In training students to take IELTS Academic Reading, it is important for teachers to concentrate on improving students' reading skills in these areas, using generally available reading materials at a suitable level, rather than concentrating too much on test practice. Suitable practice materials might include book extracts; the editorial section of newspapers; feature articles (those which deal with topics of general interest rather than daily news); general interest magazines; journals. If none of these are available, reading texts from coursebooks could be used with specially adapted tasks provided by the teacher.

How to Read

Many students are unfamiliar with the idea of adapting their reading habits according to the text and the task. They may have been trained (at school, for example) to read every word slowly and carefully, and not to move on until they have understood everything. It is important to break these habits. The paragraphs which follow outline some of the skills that students need to acquire or practise.

Guessing the meaning of unknown words from context

Teachers can introduce this idea by offering sentences containing a nonsense word - for example 'When I got home I found that the postman had delivered several xxxyls.' - and asking questions such as

What could a xxxyl be? (Answers might include a letter, a parcel, a magazine, a bill etc)

Teachers could then move on to short paragraphs, using an unknown word in one or two of the sentences, preferably where the word would not have much impact on the general meaning of the sentence. Short periods of this sort of practice may move students away from the belief that an unknown word spells disaster.

Activities where speed is emphasised

Many students feel daunted by the idea that they must read quickly during the test. Any activity where speed is emphasised can help to break down the idea that reading slowly and carefully is the only way to understanding. Teachers could begin by setting very simple scanning tasks (asking students to locate names or other nouns that occur in the text). This can help to build up confidence. Teachers could then move on to ask students to locate simple synonyms (asking

students to find a word meaning ‘a building’ - ‘house’ perhaps, or a word meaning ‘a vehicle’ - maybe ‘truck’.) Gradually increase the difficulty of the exercise; tasks should be moderately challenging, but should not be too far beyond the ability level of the majority of your students.

Locating the Main Idea

You can help your students to separate the main idea from attendant details by teaching them how paragraphs are constructed:

- a main idea expressed in a topic sentence which often comes at or close to the beginning of the paragraph, or sometimes at the end;
- explanations, examples or other detailed information designed to expand on or clarify the main idea

Vocabulary

Any activity which helps to expand students’ vocabularies will be useful in helping them to perform tasks based on understanding paraphrase. Encourage your students to use learners’ dictionaries which offer a lot of example sentences to help them with usage. You should discourage the use of bilingual dictionaries which, while useful for elementary students, prevent more advanced students from experiencing the constant paraphrase practice they get from using an English-English dictionary.

Vocabulary of Special Interest

It is important to make students aware of vocabulary which may occur frequently in certain text types. For example, in discussion texts, or those which report on a variety of opinions, students need to be familiar with a range of words and phrases such as ‘x agreed with/disagreed with/questioned the findings of y’, ‘x queried the validity of y’s data’ or ‘x claimed that y’s conclusions were not well-supported’. Further examples of statements of agreement or disagreement could be collected from a suitable text. Verbs used in quoting may also be useful for this type of text; you could for example, teach students to differentiate between words such as ‘stated’, ‘claimed’, ‘denied’, ‘admitted’, ‘implied’ etc.

Language Development for Reading Comprehension

Many of the reading skills candidates need for IELTS Academic Reading apply to all situations in which they need to read in English. Success in IELTS Academic Reading is influenced by the candidates’ ability to apply these skills, as well as their general proficiency in the English language.

You can assist your students in applying these skills and develop their general proficiency in English by encouraging them to:

- expand their vocabulary
- guess the meaning of words in context
- understand the different forms of cohesion
- increase their understanding of English grammar

More information about applying reading skills as well as ideas for classroom activities can be found through the links on the left.

Vocabulary Development

In order to understand a text written in English it is necessary to understand the majority of the words in the text.

Encourage students to identify the types of words that are useful to learn - the ones that appear in many different texts - and to distinguish these from words that have low usage. Remind them that the meaning of very low frequency words, which are central to the comprehension of the text, will be given in a glossary. However, this only occurs infrequently.

Encourage students to experiment with different ways of expanding their vocabulary. They can create their own vocabulary book and organise it either alphabetically or functionally. They should not only write the meaning of words in their own language, but write many examples of its usage in English. They can also write synonyms and antonyms as well as words representing bigger categories to which this word belongs.

Guessing the Meaning of Words from Context

Students should be encouraged to try to guess the meaning of unfamiliar words using clues in the context. These clues may be in the surrounding words. The text may provide a definition that explains the unfamiliar word, or it may give examples to illustrate the unfamiliar word. There may be connecting words used after the familiar word that indicate similarity or contrast. If the student is familiar with the item that is being compared or contrasted this should provide a clue to the unknown word. Another strategy is to break the word down into syllables. Sometimes knowledge of common roots and affixes or similarity to words in the students' own language can help them guess the meaning of a particular word.

Cohesion

It is important to develop in students an awareness of the different ways that the meanings in one sentence in a text are connected with the meanings in other sentences.

There are a number of different ways of showing connections between sentences.

These include:

- the use of **reference** words such as pronouns (it, he, she, this, those etc.) and the use of articles (first reference may be with 'a' and the next references to the same thing with 'the')
- the use of **words** referring to the same thing; either the same word repeated or synonyms or class terms used
- the use of **connecting words** to show the relationship in meaning such as 'also', 'as a result' and 'in contrast'
- the use of **substitution words** such as 'such' or 'so' that take the place of whole phrases or sentences
- the **omission of words** that the reader is expected to understand because they were used in a previous sentence

Grammar and Meaning

It is important to develop students' understanding of English grammar so that they know when different sentence structures are used to convey the same meaning and when different sentence structures convey a difference in meaning.

They should know, for example, that a sentence such as 'The ancient Olympics were abolished by the Roman Emperor Theodosius' has the same meaning as 'The Roman Emperor Theodosius abolished the ancient Olympics'. The same meaning can be expressed using the passive voice of the verb and the active voice of the verb.

Similarly, they should know that a change in the tense of the verb, for example, may make the meaning in a statement quite different. A sentence such as 'The Scandinavians have objected to a winter games' means something quite different from 'The Scandinavians object to a winter games'.

Frequently Asked Questions (FAQs)

What aspects of reading are tested in IELTS Academic Reading?

Candidates are tested on their ability to identify main ideas, supporting ideas, writer's opinions and specific information.

How long should candidates spend on each passage?

Candidates have 60 minutes to read through three passages and answer 40 questions. Candidates are advised to spend about 20 minutes on each passage. Candidates should make sure that they do not waste time worrying about items they can't answer and that they use their time sensibly to read through what they can and answer as many questions as possible.

How do candidates record their answers?

All answers must be entered on an Answer Sheet during the 60-minutes allowed. Candidates may first write their answers on the Question Paper if they wish to, but no extra time is allowed to transfer answers to the Answer Sheet.

How many different task types are there in IELTS Academic Reading?

There are 10 basic task types, some with possible variations. A variety of task types are used in Academic Reading and more than one task type may be used for each passage. Some questions may appear before a passage and some may come after, depending on the nature of the questions.

When the instructions state that the candidate should answer in, for example, NO MORE THAN THREE WORDS, would they lose marks by writing an answer with more than three words, even if one is 'a' or 'the'?

Yes. Answers which exceed the word limit will be marked incorrect.

Are candidates penalised for spelling and grammar mistakes made in their answers?

All words that candidates will need in order to answer the questions will be given in the passage, so they should be encouraged to transfer their answers to the Answer Sheet with care. Candidates should be aware that poor spelling and grammar are penalised.

How is the band score for Academic Reading calculated?

One mark is awarded for each of the 40 questions in the test. A band score conversion table is produced for each version of Academic Reading, which translates scores out of 40 onto the IELTS 9-band scale. Scores are reported as a whole band or a half band.

How does the Academic Reading score relate to the overall band score?

The overall score is an average of the band scores for the four Modules; the final score may be reported as a whole band or a half band.

IELTS

Academic

Writing

An Overview of IELTS Academic Writing

Module format

IELTS Academic Writing lasts a total of 60 minutes. It consists of 2 tasks (Writing Task 1 and Writing Task 2) and candidates must answer BOTH tasks.

Answer format

Candidates write their answers in pen or pencil on Answer Sheets provided.

Timing

Students are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2. They must complete both tasks in one hour.

Task 1

For Writing Task 1 candidates are given some visual information which may be presented in the form of one or more related diagrams, charts, graphs or tables. Candidates are asked to describe the information or data. They must write at least 150 words on this task.

Writing Task 1 assessment is based on the following criteria:

- 1) Task Achievement
- 2) Coherence and Cohesion
- 3) Lexical Resource
- 4) Grammatical Range and Accuracy

Task 2

For Writing Task 2, candidates are presented with an opinion, problem or issue which they must discuss. They may be asked to present the solution to a problem, present and justify an opinion, compare and contrast evidence or opinions, or evaluate and challenge an argument or idea. Candidates must write at least 250 words and are advised to spend 40 minutes on this task.

Writing Task 2 assessment is based on the following criteria:

- 1) Task Response
- 2) Coherence and Cohesion
- 3) Lexical Resource
- 4) Grammatical Range and Accuracy

Each of the tasks is assessed separately by a trained and qualified examiner and given a score. Writing Task 2 is worth more marks than Writing Task 1 so candidates should be sure to leave plenty of time to complete Writing Task 2. Academic Writing band scores are reported in whole bands or half bands.

IELTS Academic Writing - Task 1

Task Description

What are candidates required to do?

In this part candidates may be asked to describe facts or figures presented in one or more charts, graphs or tables on a related topic; or they may be given a diagram of a machine, a device or a process and asked to explain how it works. Candidates should make sure to include the most important and the most relevant points in the diagram. Some minor points or details may be left out.

How long does it take?

Candidates should not spend more than 20 minutes on this task.

What skills are being tested?

Candidates will be assessed on their ability to choose and clearly describe the most important and relevant information on the diagram or chart. They will be assessed on how well they can organise the information as well as the accuracy of their use of language. The register or style of Task 1 is academic, so an academic writing style should be used. Candidates are also asked to write at least 150 words and will be penalised if their answer is too short. However, candidates will not be penalised for writing more than 150 words, but they should remember that a longer Task 1 answer may mean that they have less time to spend on Task 2 and so they may lose marks there. Remember that Task 2 is worth more marks and candidates should make sure that they have left themselves an adequate amount of time.

How is Task 1 assessed?

Examiners assess the answer according to these criteria:

- Task Achievement (i.e. how effectively the candidate has identified, illustrated and reported the key features of the information in the task)
- Coherence and Cohesion (i.e. how well the information and ideas are organised, and how well the information is linked)
- Lexical Resource (i.e. the range of vocabulary used, how accurately it is used and how appropriate it is for the task)
- Grammatical Range and Accuracy (i.e. the range of structures used, how accurately they are used and how appropriate they are for the task)

Are there any other regulations candidates need to know?

- Candidates must write their answers on the Answer Sheet provided.
- If they write less than the minimum word limit they will be penalised.
- They will be penalised for irrelevance if the response is off-topic.
- They will be severely penalised if their writing is plagiarised (i.e. copied from another source).
- They will be penalised if their answer is not written as full, connected text (e.g. using bullet points in any part of the response, or note form etc.)

Understanding the Task

For Writing Task 1 it is very important that candidates are able to understand information that is presented in diagram/graph/chart/table form. They must also be able to choose the most significant information to include in their description and be sure to focus on the overall trends within the data (if data is presented) in order to give an overview of it. They may also need to compare and contrast information.

To understand better how candidates need to approach this task, it may help you to do the task yourself and analyse what you had to do to provide a good answer.

Look at this sample Writing Task 1. Complete the task, thinking about how you are doing it.

Things to consider

Now look at these questions about how you approached the task and consider your answers.

Identifying rubrics

1. Are the instructions for this task printed in normal type?
2. Is there only one instruction here?
3. Is the question candidates must answer printed in bold italics?
4. Is the information about High School students?
5. Should candidates just copy the information on the question paper for their introductory statement?

Understanding the data

1. Is the information about one period of time only?
2. Does the data in the darker colour refer to full-time students?
3. Do the first three pairs of bars and figures refer to men only?
4. According to the table, were 200 males in full-time education in Britain between 1990 and 1991?

Planning the Answer

1. In this answer, can candidates choose to talk about either males or females?
2. Is it best to focus on one specific year in each separate sentence?
3. Can candidates write their answer in bullet points or note form?
4. Do candidates need to write a separate introduction or conclusion?
5. Are spelling and grammar important in Academic Writing Task 1?

IELTS Academic Writing - Task 2

Task Description

What are candidates required to do?

In Writing Task 2 candidates are given a topic to write about. Answers should be a discursive consideration of the relevant issues, as required by the rubric. The writing style should be formal and academic. Candidates should make sure that they read and answer the question fully. If the topic is computers they should make sure they understand exactly what aspect of computers they need to discuss. They should not simply write about computers in general. Candidates should write at least 250 words.

Is Task 2 compulsory?

Yes, it is. Because Task 2 carries more marks, candidates who fail to attempt to answer this task will greatly reduce their chance of reaching a good band.

How long does it take?

Candidates are asked to spend no more than 40 minutes on this task.

What style must candidates write in?

Semi-formal/neutral. Discursive writing is usually written in this style, even when a specific reader is not identified.

What skills are being tested?

For this task candidates are assessed on their ability to present an argument clearly giving evidence or examples to support their ideas. They are also assessed on how well their ideas are organised and the accuracy of the language they use. They should make sure that each of their ideas is sufficiently developed and that all of their ideas are relevant to the question. Candidates are expected to write at least 250 words. Short answers will be penalised. Candidates will not be penalised if an answer is longer. However, if they write a very long answer they may not have time for checking and correcting at the end and some ideas may not be directly relevant to the question.

They may also produce handwriting which is unclear. Candidates should try to discipline themselves to plan their ideas, select the most relevant ones and organise these so that they are presented as clearly and as accurately as possible within the time allowed. Finally candidates should make sure that they do not copy directly from the Question Paper because if they do, this will not be assessed. Candidates should use their own words when writing their answer.

How are answers assessed?

Examiners assess the answers according to these criteria:

- Task Response (i.e. how fully and appropriately the candidate has answered all parts of the task; the extent to which the candidate's ideas are relevant, developed and supported; the extent to which the candidate's position is clear and effective)
- Coherence and Cohesion (i.e. how well the information and ideas are organised and presented, including paragraphing; how well the information is linked)
- Lexical Resource (i.e. the range of vocabulary used, how accurately it is used and how appropriate it is for the task)
- Grammatical Range and Accuracy (i.e. the range of structures used, how accurately they are used and how appropriate they are for the task)

Are there any other regulations the candidate needs to know?

- They must write their answers on the Answer Sheet provided.
- If candidates write less than the minimum word limit, they will be penalised.
- They will be penalised for irrelevance if the response is off-topic.
- Any writing which is plagiarised (i.e. copied from another source) will be severely penalised.
- They will be penalised if their answer is not written as full connected text (e.g. using bullet points in any part of the response, or note form etc).

Understanding the Task

To understand better how candidates need to approach this task, it may help you to do the task yourself and analyse what you had to do to produce a good answer.

Look at this sample Writing Task 2. Complete the task, thinking about how you are doing it.

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. Is the text in normal print simply advice, or do candidates have to follow it?
2. Are there two sentences that give candidates instructions here?
3. Is the writing in bold italics the question candidates have to answer?
4. Do candidates only have to answer the question 'To what extent do you agree or disagree'?
5. Do candidates have to be able to talk about cars in Britain between 1888 and 2000?
6. Do candidates have to talk specifically about cars and not trains or buses?
7. Is it enough for candidates to just give their own opinion about this topic?
8. Do candidates have to pretend to be a specialist when they are writing their answer?
9. Do candidates have to write a formal letter to answer this question?
10. Do candidates have to talk about problems with cars in the past as well as the future?

Focus on Assessment

Assessment Criteria

The writing scripts are marked by fully qualified IELTS examiners. The examiners are trained and monitored following a rigorous standardisation process. On the day of your test, the writing scripts are distributed randomly to a group of examiners. Each writing task is assessed individually and assigned a separate mark. The final score is then calculated and a final band score is awarded. Academic Writing band scores are reported in whole bands or half bands.

Task 1 scripts are assessed on the following criteria:

- Task Achievement (i.e. how effectively the candidate has identified, illustrated and reported the key features of the information in the task)
- Coherence and Cohesion (i.e. how well the information and ideas are organised, presented and linked)
- Lexical Resource (i.e. the range of vocabulary used, how accurately it is used and how appropriate it is for the task)
- Grammatical Range and Accuracy (i.e. the range of structures used, how accurately they are used and how appropriate they are for the task)

Task 2 scripts are assessed on performance on the following areas:

- Task Response (i.e. how fully and appropriately the candidate has answered all parts of the task; the extent to which the candidate's ideas are relevant, developed and supported; the extent to which the candidate's position is clear and effective)
- Coherence and Cohesion (i.e. how well the information and ideas are organised, presented and linked)
- Lexical Resource (i.e. the range of vocabulary used, how accurately it is used and how appropriate it is for the task)
- Grammatical Range and Accuracy (i.e. the range of structures used, how accurately they are used and how appropriate they are for the task)

DOs and DON'Ts

✓	Make sure that you read all of the information in the questions very carefully and respond appropriately.
✓	Make sure that you follow all instructions including the number of words that you need to write.
✓	Make sure that you stop Writing Task 1 after 20 minutes to allow enough time to answer Writing Task 2.
✓	Remember that Writing Task 2 carries more marks, so you need plenty of time to answer it.
✓	Make sure that, for Task 1, you use figures or data from the question paper accurately.
✓	Make sure that you plan your ideas before you begin to write. For Writing Task 1, stop to locate and select the most important pieces of information. For Writing Task 2, take time to organise your ideas and argument.
✓	Be sure to provide supporting evidence for any of your claims or views in Writing Task 2.
✓	Leave time to check your answer for careless mistakes at the end. Try to check for spelling mistakes, verb and subject agreement, singular/plural nouns, tense mistakes and problems of fluency.
✓	Make sure that all of your ideas are relevant to the question.
✓	Try to avoid repeating the same words, phrases and ideas too often. Try to use a range of vocabulary. Try to make sure that you do not repeat the same idea too often, make sure you explore different ideas to provide a well-balanced response.
✓	Make sure you write as clearly as possible.
✓	Make sure that you produce organised and linked paragraphs and that the style of your language is academic.
✗	Don't copy from other people's work.
✗	Don't write less than the required number of words.
✗	Don't repeat task instructions in your writing.
✗	Don't use note form or bullet points.
✗	Don't leave out any required information.
✗	Don't waste your time learning essays by heart to use in the exam. You will be penalised for this and you will waste valuable time that could be spent developing good writing skills.
✗	Don't simply copy words and phrases from the question paper, try to use your own words at all times by paraphrasing the question.

Developing Academic Writing Skills

- You can help to improve your students' writing skills by focusing on writing when you are working on other skill areas. For example, when looking at a reading passage, encourage your students to notice how the text or the argument has been organised. You can point out new vocabulary and focus on cohesion or referencing. This will help to make your course a truly integrated one. When you are working on listening and speaking skills, you can draw your students' attention to the difference in style between the spoken and the written form of the language.
- It also helps to vary the focus of your writing lessons. You may want to focus on any of the following areas at different times: fluency in writing; accuracy in writing; using new vocabulary; paragraphing; introductions and conclusions; organising your ideas; planning an essay; using the correct style; checking and correcting your own work.
- Another way to vary the focus of your lessons is to achieve a balance between i) writing at the sentence level, ii) paragraph building and iii) producing whole texts. Train your students to actively participate in their own learning by telling them which areas they will be working on and why. Point out what they can gain from practising a particular activity.

What are the main skills these two kinds of writing require?

1. General writing skills

- Matching the piece of writing to its audience and purpose
- Structuring writing
- Coherence and cohesion
- Clarity of expression
- Accuracy of language

2. Skills specific to Task 1

- Choosing the most relevant information
- Organising information
- Describing data correctly and clearly
- Writing in the correct style and register

3. Skills Specific to Task 2

- Following discursive writing conventions:
- Appropriate style
- Appropriate order of information

What do the above terms mean? Try to define them yourself, then read the definitions below.

Matching the piece of writing to its audience and purpose

All writing is written for a reason and to a particular audience.

Your reason for writing influences what you write (e.g. an email or a letter or a report): the contents and style.

Your audience also influences the contents of what you write and the style in which you write.

Structure of writing

Different kinds of writing follow different conventions for the order in which they structure information (For example, introduction → body → conclusion in essays). Structure is also given to a piece of writing through the use of paragraphs, topic sentences and signalling phrases.

We use paragraphs to signal that we, the writer, are moving on to a new point or new type of information. Paragraphs help the reader to understand our message because they show that one point has ended and another is just beginning. It is also much easier to read small chunks of text than long, continuous ones.

Topic sentences contain the theme of the paragraph. They make the theme of the paragraph clear to the reader and so help to give the text coherence. The rest of the paragraph is usually elaboration and/or exemplification of the theme.

Signalling phrases are phrases we include in our writing (and speaking) to signal to the reader what we are going to talk about next e.g. I'd now like to discuss the advantages ...; my second argument against this statement is ...; finally I would like to ... They are used particularly in longer and more formal kinds of writing.

Coherence and cohesion

Coherence involves following expected sequences of discourse e.g. a greeting is usually followed by a greeting in spoken language, or in essay writing the introduction is followed by the body then the conclusion. This linking is achieved through using our shared knowledge of these conventions and our knowledge of the world rather than through explicit language linkers. Relevance and comprehensiveness of ideas are further examples of coherence.

Cohesion involves using language to mark the links in a stretch of text. Examples of cohesive devices are conjunctions, pronouns, lexical sets, articles, possessive adjectives e.g. in the sentences 'The girl left the room. This surprised her friend', 'This' is a pronoun linking back to the whole of the previous sentence, and 'her' is a possessive adjective linking back to 'the girl'.

Clarity of expression

Expressing yourself clearly involves using language accurately and with an appropriate range, writing coherently and cohesively, following the conventions of the particular kind of writing (e.g. a letter or an essay), and writing relevantly and comprehensively.

Accuracy of language

This means using the correct forms of language i.e. language which contains no mistakes of grammar, punctuation, spelling or vocabulary use.

Report Writing for IELTS Academic Writing Task 1

- Comprehension of data - make sure you spend a couple of minutes at the beginning of the text examining the data to make sure you understand it. You cannot describe it if you don't understand what it is trying to convey to you.
- Choosing data - make sure that you have included a summary of the trends that are apparent in the data as well as giving detailed information.
- Organising the report - make sure that you present your report in an organised manner so that the reader can easily follow what you want to say.
- Appropriate style - make sure your style is neutral and unbiased.

Discursive writing conventions for IELTS Academic Writing Task 2

- Appropriate style - in discursive writing this is usually a neutral or slightly formal style of writing.
- Appropriate order of information - essays in English follow the pattern of introduction → body → conclusion. There are also common patterns within the body of the writing. The pattern used depends on the kind of discursive writing (e.g. discussing advantages and disadvantages, evaluating evidence, giving your opinion).

Introduction to Teaching Writing Skills

GENERAL

- Make sure that your students are at the right level before they attempt the Academic Writing Tasks. Lower level students will not be able to complete these writing tasks and you should always make sure that the writing tasks you give are at the right level for your students.
- Make sure that you focus on the writing process as well as on the testing process. You can do this by giving students essays to write in their own time at home as well as timed essays in class under exam conditions. It is important to develop their writing skills as well as to give them exam practice.
- Try to provide a balance of activities so that you do not always focus on grammatical accuracy. While accuracy is important it is equally important to develop planning skills, organisational skills and fluency and coherence in writing. This will also ensure that your lessons are more balanced.
- Encourage students to adopt new language learning strategies. For example, you can encourage them to take an active approach to learning vocabulary by recording new words and ensuring that they attempt to actively use them as often as possible.
- Increase your students' motivation to write by making their writing more important. You can do this by 'publishing' their work around the classroom or in a class journal. You can also vary the reader of their work by swapping essays with a different class or with their classmates or showing them to a different teacher.
- To do well in an exam situation, students need to perform independently of their teacher. If your classes are usually teacher-centred then you may need to train your students by organising more student-centred activities. Make sure that you encourage your students to actively participate in their own learning process.
- Timed writing practice is essential for your students to be able to do their best in the exam. They need to develop a feel for how to plan, write and check their answers within the time allowed. Timed writing practice can be done in class and also for homework so that your students become less dependant on you telling them to stop one task and begin the next.

Increasing Motivation

Clearly, getting your students to write is the best way for them to practice this skill. However, motivation is often a problem as, while some might enjoy the writing process, many find it a laborious task even in their own language. Below are some ways to increase student motivation to do more writing practice.

- Make it clear from the start of your course how many pieces of writing you expect your students to produce. Tell them when they will be due. If you set this into their weekly timetable, they will develop an expectation to be writing at a particular time. You can also get each student to commit to this at the start of the course.
- Explain exactly what will happen to the writing they produce. Will they be given feedback 1 or 2 days later or will this take longer? Will they be expected to re-write their essays? Decide where, when and how you will handle marking, correction and feedback and let your students know what to expect.
- Encourage your students to build up a portfolio of their writing and to look back at their progress from time to time.
- Vary the class organisation. They may write individually, in pairs or as a group. You may choose to produce one whole essay as a class onto an OHT. You could ask them to write ideas onto large sheets of paper, in a poster format, to put around the classroom, or they could write onto OHTs so that they may be discussed as a class. Any means you can use to get your students writing will help.

Correction and Giving Feedback

- Train your students to use a checklist for content. When checking their answer at the end they should be sure to carefully re-read their answer to check that 1) they have addressed the task fully and no important details are missing 2) that their ideas are well-organised with sufficient supporting evidence and 3) that their writing communicates well.
- Think about where, when and how you will give feedback on accuracy to your students. If you cannot discuss their mistakes individually, you could make written comments and give general feedback to the class. If you have a large class, it may help to adopt a marking scheme, though you will need to make sure you explain this to your students.
- Students often make the same mistakes. One way to deal with this is to highlight the mistakes which are often repeated in a particular colour. Do not correct them. When the essays are handed back, your students should count up how many of these mistakes there are and keep a record, they should aim to reduce this number as much as possible throughout your course. Point out to your students that these mistakes are the careless mistakes that they should be checking for in the last few minutes of the exam.
- When they have completed an essay in class, ask your students to swap with a partner and ask them to check for common mistakes. It is often easier to spot mistakes in someone else's writing.
- Vary the focus of your correction to teach your students that factors other than grammatical accuracy are important. In your feedback, you should make sure to include comments on: the use of arguments, ideas and evidence; planning and organisation; coherence and cohesion; communicative quality; task completion.
- If your class size is very large, it may be helpful to get your students to write on paper which is pre-printed with a feedback section at the end such as the following:

Task Completion	Good use of:	Areas to improve next time:

- Make sure that you focus on the positive aspects of their writing as well as areas that need to be improved.

Frequently Asked Questions (FAQs)

How is Academic Writing different from General Training Writing?

The table shows that the first tasks in General Training Writing and Academic Writing are different. The differences in these tasks mean that candidates are required to produce different kinds of writing. The second tasks are quite similar in that they are both discursive and candidates may need to present a solution to a problem, present and justify an opinion, or evaluate and challenge ideas, evidence or arguments. However, the topics in General Training Writing are topics of general interest which tend to be more concrete and personal than those in Academic Writing. The topics and instructions in General Training Writing require candidates to provide general factual information and usually do not require the same degree of comparison and contrast of evidence, opinion or implication as Academic Writing does. The second task in Academic Writing also assumes an academic context and should therefore be formal in style.

	General Training Writing tasks	Academic Writing tasks
Task 1	Writing an informal, semi-formal or formal personal letter	Presenting information from a chart, table, graph or diagram in the candidate's own words
Task 2	Writing a discursive piece of writing	Writing a discursive piece of writing that involves consideration of more abstract issues

Is Academic Writing Task 1 always a bar chart?

No, the information students are given to interpret and describe may be in the form of one or more diagrams, charts, graphs or tables on a related theme.

Do my students need to write a separate introduction and conclusion for Academic Writing Task 1?

In Task 1 candidates are asked to describe the visual information and are expected to present this information in an organised, coherent way. This necessarily requires an introductory statement, however brief. Similarly, a statement summarising the main trends or features would be an appropriate ending. Speculation about the information or attempt to explain it are not required by the task.

What genre is Academic Writing Task 2?

Writing Task 2 has no specific genre although it always requires a discursive response and you should advise your students to read each question carefully and respond appropriately to the individual task they are given. For Writing Task 2 students may be asked to: present a solution to a problem; present and justify an opinion; compare and contrast opinions and evidence; evaluate and challenge an idea, argument or opinion. Their answer should always be in the form of a short formal essay for a tutor or examiner.

Will my students lose marks if they do not write a formal introduction and conclusion for Academic Writing Task 2?

There are no separate marks given for introductions and conclusions. However, one of the assessment criteria for Writing Task 2 is 'Task Response'. If ideas are presented without an appropriate introduction and conclusion they may not be effectively argued or organised and so marks may be lost in this area.

Is the marking equally weighted for the two tasks?

Task 2 carries more marks than Task 1.

How is Academic Writing assessed?

The IELTS writing scripts are assessed by IELTS examiners. All IELTS examiners are fully trained in how to assess IELTS writing and speaking performances. Examiners' training is kept up to date by regular standardisation sessions and by a process called 'certification'. This requires the examiners to demonstrate that throughout their examining they continue to adhere to the required assessment procedures and standards.

What criteria are used to assess the answers?

These are the assessment criteria used:

Task 1: Task Achievement; Coherence and Cohesion; Lexical Resource and Grammatical Range and Accuracy

Task 2: Task Response; Coherence and Cohesion; Lexical Resource and Grammatical Range and Accuracy

Are marks deducted for untidy handwriting?

No, marks are not deducted for handwriting specifically but, obviously, an illegible script cannot be marked. However, clear handwriting by candidates allows their message to be more easily understood by the examiner. Clear handwriting also helps students to communicate their ideas more effectively, so you should encourage your students to write as clearly as possible.

THE IELTS WRITING TEST

Each Writing Test consist of two tasks to be completed in 1 hour.

TASK 1

Write a letter in response to a given problem or situation.

Time: 20 minutes

Length: 150 words minimum

What skills are needed?

- identify and communicate the main purpose for writing the letter
- deal with all three listed aspects of the situation or problem effectively, using clear paragraphs
- write clearly and accurately in the appropriate register, style and tone

WHAT IS THE EXAMINER LOOKING FOR?

Assessment Criteria

In other words...

Task Achievement

Have you tackled all three elements of the letter using an appropriate and consistent style and tone?

Coherence/Cohesion

Have you built and organised your letter so that its purpose is clear, the contents are easy to crack and the layout includes appropriate paragraphs? Is your information connected effectively from sentence to sentence?

Lexical Resource

Is your vocabulary appropriate, varied and accurate?

Grammatical Range and Accuracy

Are your sentences grammatically accurate, with a variety of complex as **well as simple** sentences?

TASK 2

Write an essay in response to a point of view, argument or problem.

Time: 40 minutes **Length:** 250 words minimum

What skills are needed?

- read and understand the essay question
- generate ideas and a viewpoint, or appropriate response to the topic and task
- organise your ideas into paragraphs
- write clearly and accurately in an appropriate style

WHAT IS THE EXAMINER LOOKING FOR?

Assessment Criteria	In other words...
Task Response	Is your response or viewpoint developed clearly and appropriately with enough relevant ideas and supporting examples?
Coherence/Cohesion	Have you built and organised your paragraphs into a short essay so that overall meaning is easy to track? Are your ideas connected effectively between paragraphs and from sentence to sentence?
Lexical Resource	Is your vocabulary appropriate, varied and accurate?
Grammatical Range and Accuracy	Are your sentences grammatically accurate, with a variety of complex as well as simple sentences?

EXAMINERS' SUGGESTIONS

Here's what IELTS examiners have to say about some of the most common problems they see in Writing Tests, along with suggestions for improvement.

Problems

Timing

Task 2 answers unfinished if too much time is spent on Task 1.

Too short

If you write less than the minimum number of words for either task, you will lose marks.

Off topic

An essay or letter that doesn't address the topic will lose marks, even if it is well written.

Repetition

Saying the same thing in slightly different ways shows you don't have enough ideas.

Irrelevant information

Filling out an essay or letter with information unrelated to the question won't get marks.

Mixed up

Some essays have too many ideas and too little organization. They are difficult to follow.

Unreadable

It is impossible to give a good mark, if the writing is illegible.

Suggestions

Stop working on Task 1 after 20 minutes.

Task 2 is worth more marks, so give yourself the full 40 minutes to complete your Task 2 answer.

Practise regularly. Once you learn the essay patterns you will be able to write the required number of words without wasting time counting.

Keep going back to the task statement while planning and writing to make sure you relate your response to the task as it is written.

This is usually a problem of planning. Think of as many ideas as you can before you start to write. Decide on a topic for each paragraph and which examples to include.

Check back to the wording of the task. Is the idea/example relevant to the topic? Does it answer the question as given? If not, leave it out.

Stick to one main idea per paragraph, stated clearly in the topic sentence. Use the rest of the paragraph to develop and support that idea with examples.

Be kind to the examiner:

- draw a line under your plan to separate it from the answer.
- leave space between paragraphs.
- cross out words neatly.
- write legibly!

More about Task 1 ... and how to do it

Task 1 involves writing a letter in response to a given situation or problem. It may involve giving information, an explanation, a request, a description, or similar reasons for writing. The letter may be to a stranger, a friend, or an organization. There are usually three listed aspects of the problem that your letter is required to include.

Think First..	This means...
Analyse the Task	<ul style="list-style-type: none">-Read the task and decide on the main purpose of the letter.-Establish the relationship between you and the person who will receive your letter. Do you know that person well?-Make a plan which shows your ideas for content and the planned paragraph structure for including all three aspects listed in the task.-Decide the order, and balance of importance of the three aspects.
Ask questions	<ul style="list-style-type: none">-Does my writing style need to be formal, semi-formal or personal?-Is the tone required friendly, neutral, businesslike, enthusiastic?-What kind of language will I need? For example: main tenses? appropriate vocabulary? Will I need to use modals (such as <i>can</i>, <i>might</i>) to soften the language, to ensure politeness, or to indicate something is not definite?-How can I make a good, clear start to my letter?-How can I write a variety of simple and complex sentences and connect them smoothly without too much repetition?-How can I signal and move smoothly from paragraph to paragraph? How can I finish off the letter in an appropriate way?

Then write the letter	
Introduction	<ul style="list-style-type: none">-Remember that you do not need to include any addresses.-Explain your purpose in writing if it is a formal letter; perhaps offer a friendly greeting or remark first, if writing to a friend.
Main points	<ul style="list-style-type: none">-Use your plan to develop clearly the three aspects listed in the task.-Be sure to use clear paragraphs, and topic sentences, if appropriate.-Remember the main overall purpose of your letter at all times.-Monitor your vocabulary choices for appropriacy, and over-use.-Avoid too much repetition; write fluently to help the reader.
Ending	<ul style="list-style-type: none">-Try to end politely and in a style/tone appropriate to the rest of the letter e.g.<ul style="list-style-type: none">-I <i>hope you will reply to this letter at your earliest convenience</i> (more formal); <i>I'm really looking forward to hearing from you soon</i> (more personal).-Choose an appropriate exit expression, e.g. <i>Yours faithfully / sincerely</i> (formal); <i>Best wishes</i>, <i>All the best</i> (personal) Use your first name for friends, full name for strangers.

To build your letter-writing skills it is a good idea to work through all six of the Task 1's before starting Task 2's.

More about Task 2 ... and how to do it

Task 2 essays require you to explore issues by comparing, evaluating or challenging ideas. You may be asked to present a point of view or offer a solution to a problem. This means demonstrating your understanding of the topic by including examples from your own experience. You should think of your audience as a non-specialist, educated reader. Some essay types are outlined below, but you may not meet all of them in General Training Task 2.

Step 1 Analyse the task

- Become familiar with some main **essay types** and how to respond to them.
- Read and highlight/underline **key words** related to (1) the topic and (2) the task.
- If necessary, explain key terms in your introduction.

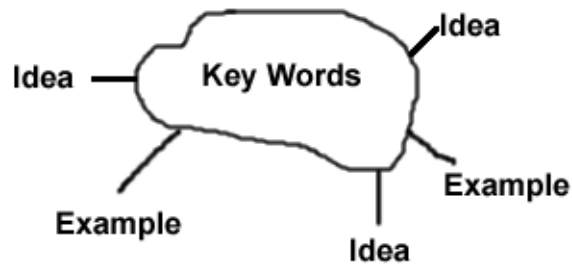
Essay Types	Task words	This means...
Problem/solution	<i>What can be done to solve...?</i> <i>How can this problem be addressed?</i> <i>What challenges...?</i> <i>What strategies...?</i>	Explain 2 or 3 aspects of the issue. (1 paragraph each) Suggest solutions. Make recommendations.
Agree or disagree	<i>Do you agree or disagree?</i> <i>Explain your position.</i> <i>Justify your opinion.</i> <i>Write in support of one of these views.</i>	Take a position.. Defend it strongly. Give several reasons to support your position. (1 paragraph each) It is useful to acknowledge the opposite view (counter argument) and say why you don't accept it.
Two sides of an argument	<i>Discuss</i> <i>Compare/contrast</i> <i>Advantages/disadvantages</i>	Give a balanced presentation. This means you should write equally about both sides of the issue. In the conclusion you can indicate your position.
Explain a problem or situation	<i>What are the reasons for...?</i> <i>Why...?</i>	Give reasons or explanations cautiously and support them.
Evaluate an issue or problem	<i>To what extent...?</i> <i>How important/serious...?</i> <i>What do you think?</i>	You will probably take a position which is neither in total agreement (100%) nor total disagreement (0 %), but somewhere in between. Explain why.

Step 2 Generate ideas

Brainstorm:

Using Spider Diagrams

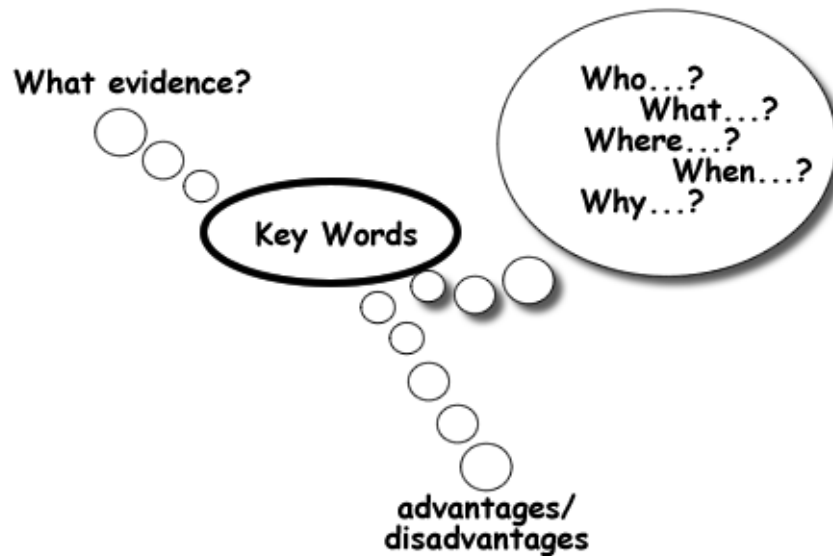
- Write key topic word(s) in the centre of a circle.
- Note down any related ideas or examples that come to mind.
- Do the same for other important words from the Task.
- Group the ideas to become your paragraph topics.



Or

Using Questions

- Start with key topic word(s).
- Think about the Task and ask relevant questions.
- Group the answers to become your paragraph topics.



Step 3 Plan your Essay

Introduction	(1 short paragraph)	General statement(s) about the topic followed by thesis statement (what you are going to write about or what position you intend to take on the question.)
Body	(3-4 paragraphs)	Begin each paragraph with a topic sentence (main idea} followed by examples/evidence for support.
Conclusion	(1 short paragraph)	Summarise, but don't repeat, main ideas. Include recommendation if necessary or (re)-state your position, to bring essay to a close.

Beginning Task 2 practice?

- A good answer is more important than a fast one, so don't worry about time at first.
- It is more important to plan carefully and write a good answer.
- The more you practise, the faster and more proficient you will become.

REMEMBER!

First plan **WHAT** you want to say: how many paragraphs what supporting evidence/ ideas to include what order to put them in

Then focus on **HOW** to say it.

As you write, think about:

grammar
vocabulary
spelling
punctuation

DON'T TRY TO DO BOTH AT ONCE

INSTRUCTION FOR TEST PRACTISE

Test section format

Test papers are clearly marked in the next section.

Note: There are 3 pages of activities including a sample answer for Task 1 and Task 2 of each Writing Test.

To practise under test conditions

Total time allowed for each test (Task 1 plus Task 2): 60 minutes **DO NOT** use a dictionary.

How to use this section

Test practice focus

Do a complete practice test (Task 1 and Task 2). Compare your essays with the

Sample Answers. Use **Plan your answer** and **Build your language skills**

to improve organisation, grammar and vocabulary.

Re-write your essays if you have found ways to improve them.

Need more help?

Work through all Task 1s before beginning Task 2s.

Use **Plan your answer** to get started.

Do the activities in **Build your language skills** and **Gapped**

Sample Answer/Editing Workout.

Study the **Sample Answer** and **Notes**.

...THEN write your own answer.

Sample Answers are a useful reference; however, try not to imitate them when you write your essays. Your **own** writing style will develop with practice.

WRITING

You should spend about 40 minutes on this task.

Write about the following topic:

Children in many countries are eating more fast food and convenience snacks.

Why are children doing this and how serious are the consequences?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

PLAN YOUR ANSWERS

Step 1 Analyse the task *Read carefully to understand all the details*

What type of essay is it?	evaluate and explain a social issue
What are the key words?	children / eating more fast food / snacks / Why? / how serious / consequences

Step 2 Generate ideas Ask questions (based mostly on the key words)

Why are children eating more fast food?	increasing number of fast food outlets pocket money; peer pressure image of eating fast food as 'international'
What are parents doing?	too busy; late home from work; less discipline; pressure from children; international food has an attractive image
Some serious consequences	health problems; loss of nutrition from traditional diet; money problems

Step 3 Structure the ideas

Introduction	task statement is true - there are more international fast food restaurants; essay will explain why children eat more fast food and assess consequences
Paragraph 1	Why are children eating more fast food?
Paragraph 2	Why don't parents control their children's diet?
Paragraph 3	consequences are very serious
Conclusion	fast food is a threat to healthy, traditional diets parents have to think hard and make wise choices for their children

TEXT EDITING WORKOUT

Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page. If you travel to almost any city of world you can see western-style fast food outlets serving burgers, pizzas, coffee, fried chicken, and sandwich. Children enjoy these food; 3 however, they parents are not supervise them very carefully. This essay will try explain why and assess some of the consequences.

Why are children eat more fast food? A key reason is the ever larger numbers of fast food restaurant. In addition, children at some countries has more pocket money to spend and - seem to associate first food with international culture. Also, young people are affect by peer pressure; so, if fast food seen as 'cool', then eating help them to he accepted by other.

Can you find and correct a total of 16 errors?

Your score? 9(Good) 7(OK) 5(Good Try) 3(Awake up call)

Build Your Language Skills

1 Use of ...ing expressions

Read the sample answer then write in the missing ...ing words (Try not to look again!)

- ...you can see western-style fast food outlets _____ ing burgers, pizzas, coffee, fried chicken, and sandwiches.
 - ...pressure from children who are frightened of _____ ing different from classmates.
 - Finally, by _____ ing fast food regularly, children get used to _____ ing money...
 - Parents should think through the consequences of _____ ing their children eat fast food.
 - Traditional diets may not be fashionable, but they are healthy and worth _____ ing.

2 Using modals (can/could/may/might) to show possibility

Modal forms like 'can', 'may', 'might' are used effectively to indicate that something is possible rather than definitely true. Put a suitable modal into these phrases from the sample answer.

- Eating fast food frequently _____ cause obesity...
- As adults, children _____ experience health problems like diabetes.
- This (*spending more money*) _____ create poor money management in adulthood.
- Traditional diets _____ not be fashionable...

3 Noun partners

It helps a writer to be economical if nouns can be grouped together to communicate the maximum amount of information quickly. Match each noun on the left with a partner noun on the right. Check the sample answer for help.

Noun 1	Partner Noun 2
peer	management
pocket	traditions
advertising	problems
health	pressure
money	images
eating	money

Answers

1 serving / seeming / eating; spending / letting / protecting 2 can / might / could / may 3 peer pressure / pocket money / advertising images / health problems / money management / eating traditions (Note, some other combinations are possible)

SAMPLE ANSWER

If you travel to almost any city of the world you can see western-style fast food outlets serving burgers, pizzas, coffee, fried chicken, and sandwiches. Children enjoy this food; however, their parents are not supervising them very carefully. This essay will try to explain why and assess some of the consequences.

Why are children eating more fast food? A key reason is the ever larger numbers of fast food restaurants, in addition, children in some countries have more pocket money to spend and seem to associate fast food with international culture. Also, young people are affected by peer pressure so, if fast food is seen as 'cool', then eating it helps them to be accepted by others.

As it is often children who eat fast food, we can ask why parents don't control their kids eating habits a little more. Possibly, parents today are working harder and longer and don't talk with their children about diet. Moreover, they have to deal with a lot of pressure from children who are frightened of seeming 'different' from classmates. Added to this, in some societies, parents no longer use strong discipline, and find it hard to resist the powerful advertising images which fast food companies use.

The consequences are really serious, however. Eating fast food frequently can cause obesity in some children, and it may mean an unbalanced diet, with too much processed and sweet food. As adults, children might experience health problems like diabetes. Finally, by eating fast food regularly, children get used to spending money too easily. This could create poor money management in adulthood.

Parents should think through the consequences of letting their children eat fast food. It is not just a question of diet, there is also a threat to cultural values and eating traditions. Traditional diets may not be fashionable, but they are healthy and worth protecting.

(309 words)

Notes

- The introduction ends with the less personal. *This essay will try to explain...* rather than *I will try to explain...*
- As the essay is giving a range of points in support of topic sentences, there is frequent use of a variety of connecting expressions to signal additional points, for example, *'Moreover', 'Added to this', 'In addition'*.
- The writer tries to avoid too much repetition of the word *'children'* by using synonyms (*kids, young people, classmates*).
- Each main paragraph has a single theme (often in the form of a question requiring some answers) which is developed after each topic sentence.

WRITING

You should spend about 40 minutes on this task.

Write about the following topic:

Buying fashionable clothes is wasteful because people don't need new clothes all the time. Clothing should be bought and used more wisely.

Do you agree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

PLAN YOUR ANSWERS

Step 1 Analyse the task *Read carefully to understand all the details*

What type of essay is it? agree or disagree
Key words fashionable clothes / wasteful / don't need / should be bought / used wisely / ...agree?

Step 2 Generate ideas *Ask questions (based mostly on the key words)*

Why is fashion wasteful? it changes quickly, so clothes are only worn for a short time then replaced / may not be recycled;
Why is fashion powerful? a) young people are building identity - image conscious
b) it is often elitist (available only to rich people)
Are classic styles preferable? are better / last longer, but are more standardised (accessories can add variety)
What about comfort? most frequently worn clothes are the most comfortable ones

Step 3 Structure the ideas

Introduction express your point of view, either agreeing or disagreeing with the view in the question, give some introductory examples of problems with fashion
Paragraph 2 argue for benefits of classic styles (+ examples); contrast with lure of fashion for young people
Paragraph 3 mention elitism of fashion versus cheaper classic styles / uses of accessories to add individuality
Conclusion favourite clothes are comfortable clothes; re-state economic benefits of clothes that last a long time.

TEXT EDITING WORKOUT

Correct these paragraphs. The number of errors to find is indicated below. Check your corrections with the sample answer over the page.

I agree with the fashion industry is wasteful. Every season, the major fashion houses generate popular styles and colours, and people buying clothes in order to look and feeling 'up to date'. Every time we watching TV shows from the past we can tell how old they are because of clothes. Most people have too much clothes in their wardrobes, not because they need or wear all of them but often because they are clothes that axe no longer fashionable and so are no longer wore. This is wasteful especially if those clothes are not given away or recycle.

Of course there are classic style which are more durable - denim jeans, for example, are worn by all age in all countries and still seem to feet fashionable. Certain shoe styles, sweaters and coats are also timeless. Young people, however, are often search for their cents of self and likes to experiment with dress, or with new looks. They are vulnerable to exploitation by fashion and it is to this people that the industry direct much of ifs marketing.

Can you find and correct a total of 17 errors?

Your score? 10 (Good) 8 (OK) 6 (Try harder) 4 (More work needed!)

1 Comparative and superlative adjectives

Complete this table of adjectives from the sample answer.

Adjective	Comparative	Superlative
fashionable	_____	most fashionable
_____	more durable	_____
_____	cheaper	_____
creative	_____	_____
expensive	_____	_____
_____	better	_____
_____	_____	most comfortable

2 Extending sentences to achieve fluency of argument

Sometimes writers use connecting expressions to extend a sentence rather than write several short sentences. This often helps fluency of argument.

Write in the missing linking expressions in these sentences from the sample answer.

- Most people have too many garments in their wardrobes, n_____ b_____ they need or wear all of them b_____ often b_____ they are clothes w_____ are no longer fashionable and s_____ are no longer worn.
- There is a risk of standardisation w_____ only limited choice and a small range of styles. B_____ individuals can be creative with accessories l_____ scarves r_____ t_____ buying expensive ... clothing.
- Usually w_____ you ask people about their favourite clothes, they mention n_____ their most fashionable items b_____ those t_____ are the most comfortable, o_____ those items t_____ have become almost part of them.

3 Using synonymy to avoid repetition of 'clothes'

Which alternative expressions does the writer use to avoid writing the word 'clothes' every time? Find 4 different synonyms in the sample answer.

Synonym 1 _____ Synonym 2 _____ Synonym 3 _____ Synonym 4 _____

Answers

1 more fashionable; durable / most durable; cheap / cheapest; more creative / most creative; more expensive / most expensive; good / best; comfortable / more comfortable 2 not because; but; because; which; so / with; but; like; rather than / when; not; but; that; or; that 3 styles / items / garments / fashion wear

SAMPLE ANSWER

I agree that *the fashion industry is wasteful. Every season, the major fashion houses generate popular styles and colours, and people buy clothes in order to look and feel 'up to date'. Every time we watch TV shows from the past we can tell how old they are because of the clothes. Most people have too many clothes in their wardrobes, not because they need or wear a\\ of them but often because, they are clothes that are no longer fashionable and so are no longer worn. This is wasteful especially if those clothes are not given away or recycled.*

Of course there are classic styles which are more durable-denim jeans, for example, are worn by all ages in all countries and still seem to feel fashionable. Certain shoe styles, sweaters and coats are also timeless. Young people, however, are often searching for their sense of self and like to experiment with dress, or with new looks. They are vulnerable to exploitation by fashion and it is to these people that the industry directs much of its marketing.

Fashion wear is also elitist, in the sense that only wealthy people can afford top quality designer clothes. Classic styles, on the other hand, are often cheaper and more available to people. There is a risk of standardisation with only limited choice and a small range of styles, but individuals can be creative with accessories like scarves rather than buying expensive, ephemeral items of clothing.

Usually when you ask people about their favourite clothes, they mention not their most fashionable items but those that are the most comfortable, or those items that have become almost part of them. It would thus be much better to use scarce natural resources like cotton or wool to produce more durable classic clothing styles which are long lasting and enable people to economise.

(307 words)

Notes

- The writer expresses the main opinion in the very first topic sentence. This is direct and creates a strong beginning,
- The essay uses a wide range of vocabulary of an advanced nature (e.g. *elitist, ephemeral standardisation, durable, vulnerable*). This makes the essay seem more mature.
- The essay expresses its viewpoint strongly but lacks careful organisation of ideas, so paragraph structure (e.g. topic sentences) is not well crafted.
- A valid essay can be written disagreeing with the topic statement but should still focus on the issue of wastefulness.

IELTS

Academic

Speaking

An Overview of IELTS Speaking

Module format

IELTS Speaking is a one-to-one interaction between the candidate and an examiner. The three parts give the candidate the opportunity to use a range of different speaking skills. IELTS Speaking is recorded.

Timing

11 - 14 minutes

Marks

Candidates are assessed on their performance throughout the test.

PART	Nature of Interaction	Timing
1	Introduction and interview	4 - 5 minutes
	After introductions and identity check, the examiner asks the candidate questions about familiar topics.	
2	Long turn	3 - 4 minutes
	The candidate receives a task card with a topic. S/He then has 1 minute to prepare and make notes before speaking about the topic for 1 to 2 minutes.	
3	Discussion	4 - 5 minutes
	The examiner discusses with the candidate more abstract aspects of the topic in Part 2.	

IELTS Speaking - Part 1

Task Description

What happens in this part?

In this part, the examiner introduces him/herself and checks the candidate's identity. Then s/he asks the candidate about familiar topics such as friends, hobbies or food. To ensure consistency, questions are taken from a scripted examiner frame.

How long does it last?

4 - 5 minutes.

What skill is being assessed?

The candidate's ability to communicate opinions and information on everyday topics and common experiences or situations by answering a range of questions.

Understanding the Task

To understand better how students should approach this task, it may help you to do the activity yourself first and analyse what you have done and what you needed to know to do it.

You can ask a fellow teacher or friend to act the role of the examiner, or you can do both parts yourself. Record the interaction on tape so you can go back and listen to what you said and how you said it.

EXAMPLE PART ONE

Let's talk about your home town or village...

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? (Why?)

Let's move on to talk about accommodation...

Tell me about the kind of accommodation you live in?

How long have you lived there?

What do you like about living there?

What sort of accommodation would you most like to live in?

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. What is the candidate expected to do in this part?
2. What kinds of topics are likely to be included?
3. What language areas/functions is the candidate likely to need?
4. How long should the candidate's answers be?

IELTS Speaking - Part 2

Task Description

What happens in this part?

This is the long turn section. The examiner gives the candidate a task card, and a pencil and some paper to make notes.

The task card gives the topic, some points to include in the long turn and a final prompt asking the candidate to explain one aspect of the topic. Using the prompts on the task card effectively will help the candidate think of appropriate things to say, organise what s/he says, and keep talking for 2 minutes. Making notes during the preparation time also helps the candidate structure the long turn. The candidate has a minute to prepare, after which the examiner asks him/her to speak about the topic for 1 to 2 minutes. Then the examiner stops the candidate after 2 minutes, and asks one or two questions to round off the long turn.

How long does it last?

3 - 4 minutes, including the preparation time.

What skill is being assessed?

The candidate's ability to speak at length on a given topic (without further prompts from the examiner), using appropriate language and organising his/her ideas coherently. It is likely that the candidate will need to draw on his/her own experience to complete the long turn.

Understanding the Task

To understand better how students should approach this task, it may help you to do the activity yourself first and analyse what you have done and what you needed to know to do it.

You can ask a fellow teacher or friend to act the role of the examiner, or you can do both parts yourself. Record the interaction on tape so you can go back and listen to what you said and how you said it.

EXAMPLE PART TWO**Candidate Task Card**

Describe something you own which is very important to you.

You should say:

**where you got it from
how long you have had it
what you use it for**

and explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.
You have one minute to think about what you're going to say.
You can make some notes to help you if you wish.

Rounding off questions

- **Is it valuable in terms of money?**
- **Would it be easy to replace?**

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. How long is the candidate expected to speak for?
2. Does the candidate need to make notes?
3. Does the candidate need to talk about the points on the task card?

4. Should the candidate start speaking as soon as they receive the task card?
5. Should the candidate worry if the examiner interrupts them?
6. Will the examiner make comments during the long turn?
7. Does the candidate need to be able to speak on a wide range of topics?
8. Are Part 2 topics always about present-day situations?

IELTS Speaking - Part 3

Task Description

What happens in this part?

In this part, the examiner and the candidate discuss issues related to the topic in Part 2 in a more general and abstract way, and where appropriate, in greater depth.

How long does it last?

4 - 5 minutes.

What skill is being assessed?

The candidate's ability to express and justify opinions, analyse, discuss and speculate about issues.

Understanding the Task

To understand better how students should approach this task, it may help you to do the activity yourself first and analyse what you have done and what you needed to know to do it.

You can ask a fellow teacher or friend to act the role of the examiner, or you can do both parts yourself. Record the interaction on tape so you can go back and listen to what you said and how you said it.

EXAMPLE PART THREE

Let's consider first of all how people's values have changed....

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Finally let's talk about the role of advertising....

- Do you think advertising influences what people buy?

Things to consider

Now look at these questions about how you approached the task and consider your answers.

1. How does the approach to the topic change in Part 3?
2. What kind of language areas/functions are candidates likely to need?
3. What structures are candidates likely to use?
4. Does the candidate need to initiate in this discussion?

Focus on Assessment

Assessment Criteria

The four criteria used in IELTS Speaking to assess candidates are as follows:

- Fluency and Coherence
- Lexical Resource
- Grammatical Range and Accuracy
- Pronunciation

The criteria have equal weighting in their contribution to the final band, which is currently given as a whole band. From 1 July 2007, speaking Scores will be reported on a scale including half bands.

Half band score reporting in Writing and Speaking from July 2007

From July 2007 Writing and Speaking will be reported in half bands as is the case currently with Listening and Reading. This does not mean that Writing or Speaking will be assessed differently by Examiners. Reporting in half bands means that Writing and Speaking are measured on a more finely tuned scale and this therefore more accurately reflects candidates' Writing and Speaking performances. This does mean that some candidates may receive a slightly different score in these tests e.g. a candidate who would achieve a band score of 6 in Writing on the whole band reporting system may from July 2007 get a 5.5, 6 or a 6.5 in that test. Many candidate scores will not change and the mean bandscore achieved by all candidates for Writing and Speaking will be unaffected.

Fluency and Coherence

This refers to the candidate's ability to talk with normal levels of continuity, speech rate and effort, and to link ideas and language together in coherent, connected speech.

Lexical Resource

This refers to the range of vocabulary the candidate can use and how clearly meanings and attitudes can be expressed. This includes the variety of words used and the ability to get round a vocabulary gap by expressing the idea in a different way.

Grammatical Range and Accuracy

This refers to the range of structures available to the candidate and how accurately and appropriately s/he can use them. Assessment takes into account the length and complexity of utterances as well as the effect of grammatical errors on communication.

Pronunciation

This refers to the candidate's ability to produce comprehensible utterances and to use a range of pronunciation features to communicate meaning. Assessment takes into account the amount of strain caused to the listener, and the noticeability of L1 influence.

Developing General Speaking Skills

Briefly, it is very important to do regular speaking activities in class to develop general speaking skills.

Students must be made aware that speaking is as important for their final band as the other skills, and involves skills that can be both practised and improved.

- If your students are reluctant speakers, get them involved in a 5-minute discussion in pairs or groups at the beginning or end of every lesson on a current event or issue. When they are used to doing this, you can slowly introduce other longer and more directed speaking activities and tasks.
- Most coursebooks have sections on speaking skills which are especially useful if your students don't give due importance to their speaking ability.
- For pronunciation, coursebooks are also particularly useful - if your students are not very strong in this area, it is worth spending time doing the activities in them, which are usually both fun and useful in raising students' awareness of common difficulties and giving them practice. Accompanying cassettes provide good models for sounds, stress and intonation patterns, which contribute to intelligibility.
- Be aware yourself of how much and how often your students are speaking to each other in the classroom, especially when this is not a specific 'speaking activity'. Where appropriate, give feedback or pick up on any good or weak aspects you notice. This will help your students to recognise the value of speaking in class.
- Remember that students can also practise speaking on their own. Even though there is no response or feedback, simply speaking gives the opportunity to try different ways of saying things, which can help to increase confidence. Describing what you see around you and what is happening in the street when you walk or drive somewhere, predicting the events of the day in the morning and then remembering them at night, even telling yourself what you need, and why, as you walk around the supermarket: all these give additional practice in expressing ideas in English and 'loosening the tongue'.

Integrating Speaking Skills Development

Integrating speaking skills development is important for various reasons such as improving students' confidence and 'loosening their tongues', not to mention giving them practice in using their grammatical and lexical knowledge in context. It is very different knowing a structure or a word and having to produce it orally when needed.

- Make sure your students always speak English in the classroom, and as much as possible outside it.
- Use English yourself at all times with your students, outside the class, before and after, etc. as well as during class.
- Unless there is a good reason for doing an activity in the first language, for example, in order to gain insights into one of the parts of IELTS Speaking, do all discussion activities in English, including checking answers for listening activities, and so on. Linked with feedback, this makes valuable practice.
- Use topics and lexis from reading and listening texts to set up discussions or related tasks, so that you give your students opportunities to practise new vocabulary.
- Encourage students to follow news and current events by reading English language newspapers and magazines, or listening to English language broadcasting. The internet too is a good source of material. The information gained can be used in different ways to develop all four skills.

Correction and Giving Feedback

Why give feedback?

Although getting your students to talk can often be half the battle, they also need to be helped as much as possible to improve their speaking ability. This means giving feedback of some kind every

time they do a speaking activity, and as often as appropriate when they are speaking during any activity, even though speaking isn't the primary focus. There are many reasons for this:

- a speaking activity is like a writing activity - your students would probably complain if you didn't correct their writing, so why should speaking be different?
- your students will feel that they are not wasting time when they speak because they get feedback
- it shows your students how and where they are improving, as well as what they need to work on
- you can focus on lexis or grammatical structures you have been working on, and so recycle them

How can you organise giving feedback?

There are many ways that you can give feedback to your students, and many aspects that you can focus on. Here are some ideas.

- Feedback should be positive as well as negative - tell your students what they do well, as well as what they are getting wrong.
- You can give feedback to the whole class, to small groups or pairs or to individuals. Vary how you do it.

Feedback to the **whole class** is good:

- a) if you want to keep it short
- b) if there are mistakes common to several students
- c) if you want to focus on a recently studied structures or lexical items

Feedback to **small groups** is good:

- a) when students have been working in groups
- b) if you want students to work out what the mistake is, or what the correct way of saying it is
- c) if you are focusing on interaction

Feedback to **individuals** is good:

- a) if you have the time in class to listen to each student
- b) when each student is speaking in turn, for example if you are practising Part 2
- c) if you want students to correct their mistakes for homework

This can also be done in **individual tutorials**:

- a) if you want to focus on individuals' problems and don't feel you can appropriately spend time on it in class
- b) if you want to give praise and set individual targets

How can you give feedback?

Clearly, the way in which you deal with these different groupings will vary. Sometimes you will want to give feedback on the board, other times it may be oral: the way you choose will depend on how much time you want to spend on it, how serious you feel the point is, what you are correcting, and so on.

Here are some **general ideas** for giving feedback.

- Always have paper and pen in hand when monitoring, so you can note things down. Make 2 columns, one for things your students are doing well and the other for mistakes.
- Try not to write when your students are looking at you - it will put them off and they will start to focus more on your pen than on what they are talking about.
- Don't feel you always have to be up close to monitor - once your students know that you are going to give feedback, they won't mind where you are in the room. They know you are listening!
- Make sure you always give positive feedback as well as negative. Sometimes, you may only have positive feedback, or may want to focus mainly on the positive - for example, if the Speaking test date is very close or if there has been real improvement in an area that has previously caused trouble.
- There is no need to mention which student made a mistake or did the good thing, unless you want to. It is amazing how students can often recognise what they said.
- Make sure your feedback focuses on the different assessment criteria used in IELTS Speaking, for example by using the criteria categories to structure your feedback.
- Sometimes you will want to let students do the activity and to focus in general on how they perform.
- Sometimes, you can choose one or two criteria and focus just on your students' performance in these areas. You can tell them this before they begin the activity, or only when they have finished. Vary how you do it.
- Sometimes you may want to focus on your students' use of a specific structure or lexical set they have recently studied. Again, you can tell them this before they begin the activity, or when they have finished. Vary how you do it.

Here are some ideas for giving feedback to the **whole class**.

- Don't just give all the correct answers; elicit them from your students too.
- Some correction needs to be shown on the board, but you can also elicit correction orally.
- Most students like to write down the corrections, so make sure you put them on the board clearly. Try to avoid the risk of your students writing down the mistakes.
- If you give or elicit corrections orally, also write them on the board for students to copy.
- Keep the pace up - change the way you correct or elicit corrections. Don't do it all on the board, or all orally.

Here are some ideas for giving feedback to **small groups**.

- Have a sheet of paper for each group and write mistakes directly onto these sheets. Then you can just give them to the group to work on.
- Divide the sheets into sections, either those used in the assessment criteria or others you choose, and write the positive aspects and mistakes in the appropriate section. This will help your students to know what they need to look at.
- Put the positive points first.
- Don't write down everything that is wrong - be selective and limit yourself to a predetermined number. With practice, you will get better at selecting what to note down.
- Don't expect students to be able to correct everything, especially complex points. It is better to do these together as a whole group.
- Monitor and help the groups to correct their mistakes.

Here are some ideas for giving feedback to **individuals**.

- Use small slips of paper, one for each student with their name on.
- Write positive points first.
- Limit the number of mistakes you note down and try to focus on things that are really affecting your students' communication.

- Use this type of feedback to praise and correct items that are really individual. It's especially useful for multilingual groups.
- Organise weekly individual tutorials, where you can discuss strengths and weaknesses more discreetly, and set objectives for the student to work on, reviewing and praising progress in subsequent weeks, as well as setting new targets.

DOs and DON'Ts

✓	Talk to the examiner - you'll feel more involved in the conversation.
✓	Listen carefully to the questions you're asked so that your answers are relevant.
✓	Answer the questions you're asked with some detail so that your answers are long enough.
✓	Practise speaking for 2 minutes for the long turn in Part 2.
✓	Use the preparation time in Part 2 to think about what is written on the card.
✓	Use the instructions and prompts on the card in Part 2 to help you to organise your long turn.
✓	Practise ways of delaying answers to give yourself time to think in Part 3.
✓	Explain your opinions and give examples to support them.
✗	Don't learn answers by heart.
✗	Don't give very short answers except when the examiner interrupts you at the end of the 2 minutes in Part 2. At this point the examiner needs to move on to Part 3 of the test and only expects a short answer to his/her questions.
✗	Don't talk about something different from what's on the card in Part 2.
✗	Don't worry if the examiner stops you in Part 2. It means you have spoken enough, and s/he has to keep to the timing of the test.
✗	Don't worry if you can't think of a word, try to paraphrase and get round it.
✗	Don't write on the task card.
✗	Don't worry if you realise you've made a mistake. It's OK to correct yourself. If you can't correct yourself, forget it and carry on.
✗	Don't ask the examiner if what you say is correct.

Frequently Asked Questions (FAQs)

Are the questions the same for every candidate?

No. A wide choice of questions and topics is possible, so no two tests will be the same.

What can a candidate take into the test room?

S/He can only take his/her identity document. Everything needed in the test will be provided by the examiner.

Why is IELTS Speaking recorded?

The recording is needed in case the candidate's performance needs to be re-marked.

What if a candidate doesn't know anything about the topic in Part 2?

The topics are carefully chosen to reflect common experiences, so candidates don't need special knowledge to talk about them. It is extremely unlikely that a candidate would be unable to talk about the topic given.

Can a candidate start speaking before the 1 minute preparation time is over?

Yes. If a candidate doesn't need the whole minute, s/he can begin speaking when s/he is ready. It is advisable, though, for candidates to make full use of the preparation time.

How long should the candidate talk for in Part 2?

Every candidate is given the opportunity to talk for 2 minutes. S/He should aim to talk for the full 2 minutes to provide the examiner with a good sample of language for rating.

What should a candidate do if s/he doesn't understand a question or the Part 2 task?

The candidate should tell the examiner. S/He should say s/he doesn't understand. In Part 1 or 2 the examiner will be able to repeat the question. In Part 2 the candidate should look carefully at the task card because the prompts may help them guess the meaning of a word they have not understood. In Part 3 the examiner will be able to reformulate the question, or may be able to offer further clarification, depending on the particular difficulty.

Does the candidate have to write notes in Part 2?

No, making notes is an option available to the candidate. Some candidates prefer just to think about what to say whereas others find making notes helps them to organise their ideas and to keep talking.

Can the candidate write on the task card?

No, this is not allowed. The examiner gives the candidate paper to make notes on.

Is it a good idea for a candidate to learn short speeches about his/her town or job by heart?

No, s/he should listen carefully to the examiner and just respond to the question. Learnt speeches usually miss the point of the question, and may adversely affect pronunciation.

Can the result of Speaking be a half band, as in Reading or Listening?

Yes, Speaking scores are reported in whole bands or half bands so a candidate could get 5.5 as well as 5 or 6.

Will the examiner give the candidate any feedback?

No, the examiner is not permitted to give feedback, and the candidate should not ask him/her to do so.

A list of 100 English idioms and idiomatic expressions.

A bit much

If something is excessive or annoying, it is a bit much.

A OK

If things are A OK, they are absolutely fine.

Abide by a decision

If you abide by a decision, you accept it and comply with it, even though you might disagree with it.

Abject lesson

(India) An abject lesson serves as a warning to others. (In some varieties of English 'object lesson' is used.)

Above board

If things are done above board, they are carried out in a legal and proper manner.

Accident waiting to happen

If something is an accident waiting to happen, there's definitely going to be an accident or it's bound to go wrong. ('Disaster waiting to happen' is also used.)

Acid test

An acid test is something that proves whether something is good, effective, etc, or not.

Across the board

If something applies to everybody, it applies across the board.

Actions speak louder than words

This idiom means that what people actually do is more important than what they say- people can promise things but then fail to deliver.

Add fuel to the fire

If people add fuel to the fire, they make a bad situation worse.

Against the grain

If doing something goes against the grain, you're unwilling to do it because it contradicts what you believe in, but you have no real choice.

Age before beauty

When this idiom is used, it is a way of allowing an older person to do something first, though often in a slightly sarcastic way.

All along

If you have known or suspected something all along, then you have felt this from the beginning.

All and sundry

This idiom is a way of emphasizing 'all', like saying 'each and every one'.

All mod cons

If something has all mod cons, it has all the best and most desirable features. It is an abbreviation of 'modern convenience' that was used in house adverts.

All of the above

This idiom can be used to mean everything that has been said or written, especially all the choices or possibilities.

All over the map

(USA) If something like a discussion is all over the map, it doesn't stick to the main topic and goes off on tangents.

All over the place

If something is completely disorganized or confused, it is all over the place.

All over the shop

If something is completely disorganized or confused, it is all over the shop.

All set

If you're all set, you are ready for something.

All square

If something is all square, nobody has an advantage or is ahead of the others.

All the rage

If something's all the rage, it is very popular or fashionable at the moment.

Alter ego

An alter ego is a very close and intimate friend. It is a Latin phrase that literally means 'other self'.

Always a bridesmaid, never a bride

If someone is always a bridesmaid, never a bride, they never manage to fulfill their ambition- they get close, but never manage the recognition, etc, they crave.

Answers on a postcard

This idiom can be used to suggest that the answer to something is very obvious or that the person would really like to hear what people think.

As a rule

If you do something as a rule, then you usually do it.

As neat as a new pin

This idiom means tidy and clean.

As you sow, so shall you reap

This means that if you do bad things to people, bad things will happen to you, or good things if you do good things.

Asleep at the switch

If someone is asleep at the switch, they are not doing their job or taking their responsibilities very carefully. 'Asleep at the wheel' is an alternative.

At a loose end

(UK) If you are at a loose end, you have spare time but don't know what to do with it.

At loggerheads

If people are at loggerheads, they are arguing and can't agree on anything.

At loose ends

(USA) If you are at a loose end, you have spare time but don't know what to do with it.

At odds

If you are at odds with someone, you cannot agree with them and argue.

At the coalface

If you work at the coalface, you deal with the real problems and issues, rather than sitting in a office discussing things in a detached way.

At the end of your rope

(USA) If you are at the end of your rope, you are at the limit of your patience or endurance.

At the end of your tether

(UK) If you are at the end of your tether, you are at the limit of your patience or endurance.

At your wit's end

If you're at your wit's end, you really don't know what you should do about something, no matter how hard you think about it.

Avowed intent

If someone makes a solemn or serious promise publicly to attempt to reach a certain goal, this is their avowed intent.

Awe inspiring

Something or someone that is awe inspiring amazes people in a slightly frightening but positive way.

AWOL

AWOL stands for "Absent Without Leave", or "Absent Without Official Leave". Originally a military term, it is used when someone has gone missing without telling anyone or asking for permission.

Back burner

If an issue is on the back burner, it is being given low priority.

Back number

Something that's a back number is dated or out of fashion.

Back to the drawing board

If you have to go back to the drawing board, you have to go back to the beginning and start something again.

Bad shape

If something's in bad shape, it's in bad condition. If a person's in bad shape, they are unfit or unhealthy.

Basket case

If something is a basket case, it is so bad that it cannot be helped.

Batten down the hatches

If you batten down the hatches, you prepare for the worst that could happen to you.

Be that as it may

Be that as it may is an expression which means that, while you are prepared to accept that there is some truth in what the other person has just said, it's not going to change your opinions in any significant manner.

Be up the spout

(UK) If a woman is up the spout, she is pregnant.

Bear the brunt

People who bear the brunt of something endure the worst of something bad.

Beat someone to the draw

(USA) If you beat someone to the draw, you do something before they do.

Beck and call

Someone who does everything for you, no matter when you ask, is at your beck and call.

Bend over backwards

If someone bends over backwards, they do everything they can to help someone.

Beside the point

If something is beside the point, it's not relevant to the matter being discussed or considered.

Beside yourself

If you are beside yourself, you are extremely angry.

Better safe than sorry

This idiom is used to recommend being cautious rather than taking a risk.

Between the lines

If you read between the lines, you find the real message in what you're reading or hearing, a meaning that is not available from a literal interpretation of the words.

Beyond a shadow of a doubt

If something's beyond a shadow of a doubt, then absolutely no doubts remain about it.

Beyond belief

If people behave in such a way that you find it almost impossible to accept that they actually did it, then you can say that their behavior was beyond belief.

Beyond our ken

If something's beyond your ken, it is beyond your understanding.

Beyond the pale

If something's beyond the pale, it is too extreme to be acceptable morally or socially.

Big picture

The big picture of something is the overall perspective or objective, not the fine detail.

Bit part

If someone has a small or unimportant role in something, they have a bit part.

Bit player

A bit player has a small or unimportant role in something.

Bite off more than you can chew

If you bite off more than you can chew, you take on more responsibilities than you can manage. 'Don't bite off more than you can chew' is often used to advise people against agreeing to more than they can handle.

Bits and bobs

Bits and bobs are small, remnant articles and things- the same as odds and ends.

Bitter end

If you do something to the bitter end, you do it to the very end, no matter how unsuccessful you are.

Bitter pill to swallow

A bitter pill to swallow is something that is hard to accept.

Blessing in disguise

If some bad luck or misfortune ultimately results in something positive, it's a blessing in disguise.

Blow a gasket

If you blow a gasket, you get very angry.

Blow hot and cold

If you blow hot and cold on an idea, your attitude and opinion keeps changing; one minute you are for it, the next you are against.

Blow off steam

(USA) If you blow off steam, you express your anger or frustration.

Blow out of the water

If something, like an idea, is blown out of the water, it is destroyed or defeated comprehensively.

Blow the cobwebs away

If you blow the cobwebs away, you make sweeping changes to something to bring fresh views and ideas in.

Blow your stack

If you blow your stack, you lose your temper.

Bottom line

In accountancy, the bottom line is net income, and is used idiomatically to mean the conclusion.

Box and dice

Box and dice means everything.

Boxing and coxing

If people are boxing and coxing, they are sharing responsibilities so that one of them is working while the other isn't. It can also be used when couples are sharing a house, but their relationship has broken down and when one is at home, the other stays out.

Brass tacks

If you get down to brass tacks, you get down to the real business.

Break even

If you break even, you don't make any money, but you don't lose any either.

Break ground

If you break ground, or break new ground, you make progress, taking things into a new area or going further than anyone has gone before. 'Ground-breaking' is used as an adjective.

Broad strokes

If something is described or defined with broad strokes, then only an outline is given, without fine details.

Brownie points

If you try to earn Brownie points with someone, you do things you know will please them.

Burn the candle at both ends

Someone who burns the candle at both ends lives life at a hectic pace, doing things which are likely to affect their health badly.

Burn the midnight oil

If you stay up very late working or studying, you burn the midnight oil.

Busted flush

Someone or something that had great potential but ended up as a useless failure is a busted flush.

By a long chalk

(UK) If you beat somebody by a long chalk, you win easily and comfortably.

By hook or by crook

If you are prepared to do something by hook or by crook, you are willing to do anything, good or bad, to reach your goal.

By leaps and bounds

Something that happens by leaps and bounds happens very quickly in big steps.

By the book

If you do something by the book, you do it exactly as you are supposed to.

Call a spade a spade

A person who calls a spade a spade is one who speaks frankly and makes little or no attempt to conceal their opinions or to spare the feelings of their audience.

Call the shots

If you call the shots, you are in charge and tell people what to do.

Can't dance and it's too wet to plow

(USA) When you can't dance and it's too wet to plow, you may as well do something because you can't or don't have the opportunity to do anything else.

Can't hold a candle

If something can't hold a candle to something else, it is much worse.

Carry the can

If you carry the can, you take the blame for something, even though you didn't do it or are only partly at fault.

Cast doubt on

If you make other people not sure about a matter, then you have cast doubt on it.

Cast your mind back

If somebody tells you to cast your mind back on something, they want you to think about something that happened in the past, but which you might not remember very well, and to try to remember as much as possible.

Catch as catch can

This means that people should try to get something any way they can.

Change tack

If you change tack, you use a different method for dealing with something.

Cheap shot

A cheap shot is an unprincipled criticism.

Chip off the old block

If someone is a chip off the old block, they closely resemble one or both of the parents in character.

Clean as a whistle

If something is as clean as a whistle, it is extremely clean, spotless. It can also be used to mean 'completely', though this meaning is less common nowadays.

Clean bill of health

If something or someone has a clean bill of health, then there's nothing wrong; everything's fine.

Clean break

If you make a clean break, you break away completely from something.

Clean slate

If you start something with a clean slate, then nothing bad from your past is taken into account.

Clean sweep

If someone makes a clean sweep, they win absolutely everything in a competition or contest.

Close call

If the result of something is a close call, it is almost impossible to distinguish between the parties involved and to say who has won or whatever.

Closed book to me

If a subject is a closed book to you, it is something that you don't understand or know anything about.

Collateral damage

Accidental or unintended damage or casualties are collateral damage.

Collect dust

If something is collecting dust, it isn't being used any more.

Come a cropper

(UK) Someone whose actions or lifestyle will inevitably result in trouble is going to come a cropper.

Come clean

If someone comes clean about something, they admit to deceit or wrongdoing.

Come out in the wash

If something will come out in the wash, it won't have any permanent negative effect.

Come what may

If you're prepared to do something come what may, it means that nothing will stop or distract you, no matter how hard or difficult it becomes.

Come with the territory

If something comes with the territory, it is part of a job or responsibility and just has to be accepted, even if unpleasant.

Comfort zone

It is the temperature range in which the body doesn't shiver or sweat, but has an idiomatic sense of a place where people feel comfortable, where they can avoid the worries of the world. It can be physical or mental.

Corner a market

If a business is dominant in an area and unlikely to be challenged by other companies, it has cornered the market.

Crash a party

If you crash a party, or are a gatecrasher, you go somewhere you haven't been invited to.

Cut and dried

If something is cut and dried, then everything has already been decided and, in the case of an opinion, might be a little stale and predictable.

Cut it fine

If you cut it fine, you only just manage to do something- at the very last moment. 'Cut things fine' is the same. 'Cut it a bit fine' is a common variation.

Cut to the chase

If you cut to the chase, you get to the point, or the most interesting or important part of something without delay.

Cut to the quick

If someone's cut to the quick by something, they are very hurt and upset indeed.

Damp squib

(UK) If something is expected to have a great effect or impact but doesn't, it is a damp squib.

Dear John letter

A letter written by a partner explaining why they are ending the relationship is a Dear John letter.

Derring-do

If a person shows derring-do, they show great courage.

Diamond in the rough

A diamond in the rough is someone or something that has great potential, but isn't not refined and polished.

Die is cast

If the die is cast, a decision has been made that cannot be altered and fate will decide the consequences.

Different ropes for different folks

(USA) This idiom means that different people do things in different ways that suit them.

Different strokes for different folks

(USA) This idiom means that different people do things in different ways that suit them.

Discretion is the better part of valour

This idiom means that it is often better to think carefully and not act than to do something that may cause problems.

Do the running

(UK) The person who has to do the running has to make sure that things get done. ('Make the running' is also used.)

Do their dirty work

Someone who does someone's dirty work, carries out the unpleasant jobs that the first person doesn't want to do. Someone who seems to enjoy doing this is sometimes known as a 'henchman'.

Do's and don't's

The do's and don't's are what is acceptable or allowed or not within an area or issue, etc.

Don't judge a book by the cover

This idiom means that you should not judge something or someone by appearances, but should look deeper at what is inside and more important.

Don't upset the applecart

If you are advised not to upset the applecart, you are being told not to disturb the way things are done because it might ruin things.

Don't hold your breath

If you are told not to hold your breath, it means that you shouldn't have high expectations about something.

Don't wash your dirty laundry in public

(UK) People, especially couples, who argue in front of others or involve others in their personal problems and crises, are said to be washing their dirty laundry in public; making public things that are best left private. (In American English, 'don't air your dirty laundry in public' is used.)

Down and out

If someone is down and out, they are desperately poor and need help.

Down in the dumps

If someone's down in the dumps, they are depressed.

Down the pan

If something has gone down the pan, it has failed or been ruined.

Down the tubes

If something has gone down the tubes, it has failed or been ruined.

Down to the wire

(USA) If something goes down to the wire, like a competition, then it goes to the very last moment before it is clear who has won.

Draw a blank

If you try to find something out and draw a blank, you don't get any useful information.

Draw a line in the sand

If you draw a line in the sand, you establish a limit beyond which things will be unacceptable.

Draw a long bow

If someone draws a long bow, they lie or exaggerate.

Draw the line

When you draw the line, you set out limits of what you find acceptable, beyond which you will not go.

Drive a wedge

If you drive a wedge between people, you exploit an issue so that people start to disagree.

Drop in the bucket

(USA) A drop in the bucket is something so small that it won't make any noticeable difference.

Dull as ditchwater

(UK) If something is as dull as ditchwater, it is incredibly boring. A ditch is a long narrow hole or trench dug to contain water, which is normally a dark, dirty colour and stagnant (when water turns a funny colour and starts to smell bad). (In American English, 'things are dull as dishwater'.)

Each to their own

Different people have different preferences. In American English, 'Each to his own' is more common.

Easier said than done

If something is easier said than done, it is much more difficult than it sounds. It is often used when someone advises you to do something difficult and tries to make it sound easy.

Easy come, easy go

This idiom means that money or other material gains that come without much effort tend to get spent or consumed as easily.

Even keel

If something is on an even keel, it is balanced.

Every trick in the book

If you try every trick in the book, you try every possible way, including dishonesty and deceit, to get what you want.

Explore all avenues

If all avenues are being explored, then every conceivable approach is being tried that could possibly get the desired result.

F-word

The F-word is a euphemism for 'fuck'.

Fair and square

If someone wins something fair and square, they follow the rules and win conclusively.

Fair crack of the whip

(UK) If everybody has a fair crack of the whip, they all have equal opportunities to do something.

Fair shake of the whip

(USA) If everybody has a fair shake of the whip, they all have equal opportunities to do something.

Familiarity breeds contempt

This means that the more you know something or someone, the more you start to find faults and dislike things about it or them.

Fast and furious

Things that happen fast and furious happen very quickly without stopping or pausing.

Fat chance!

This idiom is a way of telling someone they have no chance.

Fat hits the fire

When the fat hits the fire, trouble breaks out.

Fat of the land

Living off the fat of the land means having the best of everything in life.

Feel free

If you ask for permission to do something and are told to feel free, the other person means that there is absolutely no problem

Fine and dandy

(UK) If things are fine and dandy, then everything is going well.

Fire away

If you want to ask someone a question and they tell you to fire away, they mean that you are free to ask what you want.

First port of call

The first place you stop to do something is your first port of call.

Fit for a king

If something is fit for a king, it is of the very highest quality or standard.

Fit the bill

If something fits the bill, it is what is required for the task.

Flat out

If you work flat out, you work as hard and fast as you possibly can.

Fly off the handle

If someone flies off the handle, they get very angry.

Fly the flag

If someone flies the flag, they represent or support their country. ('Wave the flag' and 'show the flag' are alternative forms of this idiom)

Fools rush in where angels fear to tread

This idiom is used where people who are inexperienced or lack knowledge do something that more informed people would avoid.

For kicks

If you do something for kicks, or just for kicks, you do it purely for fun or thrills.

Foregone conclusion

If the result of, say, a football match is a foregone conclusion, then the result is obvious before the game has even begun.

Free rein

If someone has a free rein, they have the authority to make the decisions they want without any restrictions. ('Free reign' is a common mistake.)

From pillar to post

If something is going from pillar to post, it is moving around in a meaningless way, from one disaster to another.

From scratch

This idiom means 'from the beginning'.

From the get-go

(USA) If something happens from the get-go, it happens from the very beginning.

From the sublime to the ridiculous

If something declines considerably in quality or importance, it is said to have gone from the sublime to the ridiculous.

From the word go

From the word go means from the very beginning of something.

Full circle

When something has come full circle, it has ended up where it started.

Full Monty

(UK) If something is the Full Monty, it is the real thing, not reduced in any way.

Full swing

If a something is in full swing, it is going or doing well.

Gather steam

If something gathers speed, it moves or progresses at an increasing speed.

Get along famously

If people get along famously, they have an exceedingly good relationship.

Get my drift

If you get someone's drift, you understand what they are trying to say. ('Catch their drift' is an alternative form.)

Get the green light

If you get the green light to do something, you are given the necessary permission, authorization.

Get up and go

If someone has lots of get up and go, they have lots of enthusiasm and energy.

Gift of the gab

If someone has the gift of the gab, they speak in a persuasive and interesting way.

Gilded cage

If someone is in a gilded cage, they are trapped and have restricted or no freedom, but have very comfortable surroundings- many famous people live in luxury but cannot walk out of their house alone.

Give and take

Where there is give and take, people make concessions in order to get things they want in negotiations.

Give it some stick

(UK) If you give something some stick, you put a lot of effort into it.

Give someone a piece of your mind

If you give someone a piece of your mind, you criticize them strongly and angrily.

Give someone stick

(UK) If someone gives you stick, they criticize you or punish you.

Go against the grain

A person who does things in an unconventional manner, especially if their methods are not generally approved of, is said to go against the grain. Such an individual can be called a maverick.

Go awry

If things go awry, they go wrong.

Go fly a kite

(USA) This is used to tell someone to go away and leave you alone.

Go off on a tangent

If someone goes off on a tangent, they change the subject completely in the middle of a conversation or talk.

Go round in circles

If people are going round in circles, they keep discussing the same thing without reaching any agreement or coming to a conclusion.

Go south

If things go south, they get worse or go wrong.

Go spare

(UK) If you go spare, you lose your temper completely.

Go the extra mile

If someone is prepared to go the extra mile, they will do everything they can to help or to make something succeed, going beyond their duty what could be expected of them .

Go with the flow

If you go with the flow, you accept things as they happen and do what everyone else wants to do.

Gone for a burton

(UK) If something's gone for a burton, it has been spoiled or ruined. If a person has gone for a burton, they are either in serious trouble or have died.

Gone to pot

If something has gone to pot, it has gone wrong and doesn't work any more.

Good antennae

Someone with good antennae is good at detecting things.

Good shape

If something's in good shape, it's in good condition. If a person's in good shape, they are fit and healthy.

Good spell

A spell can mean a fairly or relatively short period of time; you'll hear weather forecasts predict a dry spell. Sports commentators will say that a sportsperson is going through a good spell when they're performing consistently better than they normally do.

Great unwashed

This is a term used for the working class masses.

Grin and bear it

If you have to grin and bear it, you have to accept something that you don't like.

Gung ho

If someone is gung ho about something, they support it blindly and don't think about the consequences.

Half-baked

A half-baked idea or scheme hasn't not been thought through or planned very well.

Hammer and tongs

If people are going at it hammer and tongs, they are arguing fiercely. The idiom can also be used when people are doing something energetically.

Hang in the balance

If an outcome is hanging in the balance, there are at least two possibilities and it is impossible to predict which will win out.

Hang out to dry

If you hang someone out to dry, you abandon them when they are in trouble.

Hard of hearing

Someone who's hard of hearing is a bit deaf.

Hard sell

If someone puts a lot of pressure on you to do or buy something, they are hard selling it.

Haste makes waste

This idiom means that if you try to do something quickly, without planning it, you're likely to end up spending more time, money, etc, doing it.

Hatchet job

A piece of criticism that destroys someone's reputation is a hatchet job.

Have a bash

If you have a bash at something, you try to do it, especially when there isn't much chance of success.

Having a gas

If you're having a gas, you are having a laugh and enjoying yourself in company.

Headstrong

A headstrong person is obstinate and does not take other people's advice readily.

Hear a pin drop

If there is complete silence in a room, you can hear a pin drop.

Heavy-handed

If someone is heavy-handed, they are insensitive and use excessive force or authority when dealing with a problem.

Hiding to nothing

If people are on a hiding to nothing, their schemes and plans have no chance of succeeding. 'Hiding to nowhere' is an alternative.

High and dry

If you are left high and dry, you are left alone and given no help at all when you need it.

High-wire act

A high-wire act is a dangerous or risky strategy, plan, task, etc.

Hit and miss

Something that is hit and miss is unpredictable and may produce results or may fail.

Hit the fan

When it hits the fan, or, more rudely, the shit hits the fan, serious trouble starts.

Hit the ground running

If someone hits the ground running, they start a new job or position in a very dynamic manner.

Hit the nail on the head.

If someone hits the nail on the head, they are exactly right about something.

Hit the sack

When you hit the sack, you go to bed.

Hoist with your own petard

If you are hoist with your own petard, you get into trouble or caught in a trap that you had set for someone else.

Hold all the aces

If you hold all the aces, you have all the advantages and your opponents or rivals are in a weak position.

Hold the bag

(USA) If someone is responsible for something, they are holding the bag.

Hollow victory

A hollow victory is where someone wins something in name, but are seen not to have gained anything by winning.

Honest truth

If someone claims that something is the honest truth, they wish to sound extra-sincere about something.

Honors' are even

If honors' are even, then a competition has ended with neither side emerging as a winner.

Hop, skip, and a jump

If a place is a hop, skip, and a jump from somewhere, it's only a short distance away.

Hope against hope

If you hope against hope, you hope for something even though there is little or no chance of your wish being fulfilled.

Horns of a dilemma

If you are on the horns of a dilemma, you are faced with two equally unpleasant options and have to choose one.

Hostile takeover

If a company is bought out when it does not want to be, it is known as a hostile takeover.

Hot air

Language that is full of words but means little or nothing is hot air.

Hot ticket

(USA) A hot ticket is something that is very much in demand at the moment.

Hot water

If you get into hot water, you get into trouble.

How come

If you want to show disbelief or surprise about an action, you can ask a question using 'how come'. How come he got the job? (You can't believe that they gave the job to somebody like him)

How long is a piece of string

If someone has no idea of the answer to a question, they can ask 'How long is a piece of string?' as a way of indicating their ignorance.

Hue and cry

Hue and cry is an expression that used to mean all the people who joined in chasing a criminal or villain. Nowadays, if you do something without hue and cry, you do it discreetly and without drawing attention.

I hereby give notice of my intention

Hereby is used sometimes in formal, official declarations and statements to give greater force to the speaker' or the writer's affirmation. People will say it sometimes to emphasize their sincerity and correctness.

In a cleft stick

If you are in a cleft stick, you are in a difficult situation, caught between choices.

In a flash

If something happens in a flash, it happens very quickly indeed.

In a jam

If you are in a jam, you are in some trouble.

In a jiffy

If something happens in a jiffy, it happens very quickly.

In a tick

(UK) If someone will do something in a tick, they'll do it very soon or very quickly.

In all honesty

If you say something in all honesty, you are telling the complete truth. It can be used as a way of introducing a negative opinion whilst trying to be polite; in all honesty, I have to say that I wasn't very impressed.

In cahoots

If people are in cahoots, they are conspiring together.

In dire straits

If you're in dire straits, you're in serious trouble or difficulties.

In dribs and drabs

If people arrive in dribs and drabs, they come in small groups at irregular intervals, instead of all arriving at the same time.

In droves

When things happen in droves, a lot happen at the same time or very quickly.

In full swing

If things are in full swing, they have been going for a sufficient period of time to be going well and very actively.

In hot water

If you are in hot water, you are in serious trouble.

In my bad books

If you are in someone's bad books, they are angry with you. Likewise, if you are in their good books, they are pleased with you.

In my book

This idiom means 'in my opinion'.

In my good books

If someone is in your good books, you are pleased with or think highly of them at the moment.

In spades

(UK) If you have something in spades, you have a lot of it.

In stitches

If someone is in stitches, they are laughing uncontrollably.

In tandem

If people do things in tandem, they do them at the same time.

In the hot seat

If someone's in the hot seat, they are the target for a lot of unwelcome criticism and examination.

In the long run

This means 'over a long period of time', 'in the end' or 'in the final result'.

In the loop

If you're in the loop, you are fully informed about what is happening in a certain area or activity.

In the offing

If something is in the offing, it is very likely to happen soon.

In the pipeline

If something's in the pipeline, it hasn't arrived yet but its arrival is expected.

In the same boat

If people are in the same boat, they are in the same predicament or trouble.

In the swim

If you are in the swim, you are up-to-date with and fully informed about something.

In the swing

If things are in the swing, they are progressing well.

In two minds

If you are in two minds about something, you can't decide what to do.

Ins and outs

If you know the ins and outs of something, you know all the details.

Into thin air

If something vanishes or disappears without trace, it vanishes into thin air; no-one knows where it has gone.

Irons in the fire

A person who has a few irons in the fire has a number of things working to their advantage at the same time.

It ain't over till the fat lady sings

This idiom means that until something has officially finished, the result is uncertain.

Jump through hoops

If you are prepared to jump through hoops for someone, you are prepared to make great efforts and sacrifices for them.

Just around the corner

If something is just around the corner, then it is expected to happen very soon.

Just coming up to

If the time is just coming up to nine o'clock, it means that it will be nine o'clock in a very few seconds. You'll hear them say it on the radio in the morning.

Just deserts

If a bad or evil person gets their just deserts, they get the punishment or suffer the misfortune that it is felt they deserve.

Keep abreast

If you keep abreast of things, you stay informed about developments.

Keep at bay

If you keep someone or something at bay, you maintain a safe distance from them.

Keep mum

If you keep mum about something, you keep quiet and don't tell anyone.

Keep posted

If you keep posted about something, you keep up-to-date with information and developments.

Keep your options open

If someone's keeping their options open, they aren't going to restrict themselves or rule out any possible course of action.

Keep your pecker up

If someone tells you to keep your pecker up, they are telling you not to let your problems get on top of you and to try to be optimistic.

Kick away the ladder

If someone kicks away the ladder, they remove something that was supporting or helping someone.

Kick the bucket

When someone kicks the bucket, they die.

Kindred spirit

A kindred spirit is someone who feels and thinks the way you do.

Kith and kin

Your kith and kin are your family; your next of kin are close relations you nominate to deal with your affairs in the event of your death on a document, like a passport.

Knock on wood

This idiom is used to hope for good luck.

Know full well

When you know full well, you are absolutely sure that you know.

Know the ropes

Someone who is experienced and knows how the system works know the ropes.

Know your place

A person who knows their place doesn't try to impose themselves on others.

Labor of love

A labor of love is a project or task undertaking for the interest or pleasure in doing it rather than the reward, financial or otherwise.

Labour of love

A labour of love is a project or task undertaking for the interest or pleasure in doing it rather than the reward, financial or otherwise.

Land of nod

If someone has gone to the land of nod, they have fallen asleep or gone to bed.

Larger than life

If something is excessive or exaggerated, it is larger than life.

Last hurrah

If an elderly person does something special before they die, it is a last hurrah.

Last-ditch

A last-ditch attempt is a desperate attempt that will probably fail anyway.

Leave no stone unturned

If you look everywhere to find something, or try everything to achieve something, you leave no stone unturned.

Leave well alone

If you leave something well alone, you keep a safe distance from it, either physically or metaphorically.

Left in the dark

If you are left in the dark about something, you aren't given the information that you should have.

Let alone

This is used to emphasise how extreme something could be: 'We hadn't got the money to phone home, let alone stay in a hotel.' This emphasises the utter impossibility of staying in a hotel.

Let bygones be bygones

If people decide to let bygones be bygones, they decide to forget old problems or grievances they have with each other.

Let the cat out of the bag

If you accidentally reveal a secret, you let the cat out of the bag.

Lie through your teeth

Someone who is always lying, regardless of what people know, lies through their teeth.

Lightning rod

Someone or something that attracts a lot of negative comment, often diverting attention from other problems, is a lightning rod.

Like the clappers

If something is going like the clappers, it is going very fast.

Like wildfire

If something happens or spreads like wildfire, it happens very quickly and intensely.

Lines of communication

Lines of communication are the routes used to communicate by people or groups who are in conflict; a government might open lines of communication with terrorists if it wished to negotiate with them.

Live wire

A person who is very active, both mentally and physically, is a live wire.

Lo and behold

This phrase is used to express surprise.

Lock, stock and barrel

This is an expressions that means 'everything'; if someone buys a company lock, stock and barrel, they buy absolutely everything to do with the company.

Look after number 1

You are number one, so this idiom means that you should think about yourself first, rather than worrying about other people.

Look before you leap

This idiom means that you should think carefully about the possible results or consequences before doing something.

Lose the plot

If someone loses the plot, they have stopped being rational about something.

Lose your marbles

If someone has lost their marbles, they've gone mad.

Lower the bar

If people change the standards required to make things easier, they lower the bar.

Make a pitch

If you make a pitch for something, you make a bid, offer or other attempt to get it.

Make a request

If you request something, or make a request, you are asking for something you want or need.

Make a song and dance

(UK) If someone makes a song and dance, they make an unnecessary fuss about something unimportant.

Make an enquiry

If you make an enquiry, you ask for general information about something.

Make headway

If you make headway, you make progress.

Make yourself scarce

If someone makes themselves scarce, they go away from a place, especially to avoid trouble or so that they can't be found.

Mark my words

Mark my words is an expression used to lend an air of seriousness to what the speaker is about to say when talking about the future. You often hear drunks say it before they deliver some particularly spurious nonsense.

Meet someone halfway

If you meet someone halfway, you accept some of their ideas and make concessions.

Meet your expectations

If something doesn't meet your expectations, it means that it wasn't as good as you had thought it was going to be; a disappointment.

Meet your match

If you meet your match, you meet a person who is at least as good if not better than you are at something.

Melting pot

A melting pot is a place where people from many ethnicities and nationalities live together.

Method in his madness

If there's method in someone's madness, they do things in a strange and unorthodox way, but manage to get results.

Mind the gap

Mind the gap is an instruction used on the Underground in the UK to warn passengers to be careful when leaving the tube or train as there is quite a distance between the train and the platform.

Mind your own beeswax

(USA) This idiom means that people should mind their own business and not interfere in other people's affairs.

Mind Your P's and Q's

If you are careful about the way you behave and are polite, you mind Your P's and Q's.

Miss is as good as a mile

A miss is as good as a mile means that if you fail, even by the smallest margin, it is still a failure.

Miss the boat

If you miss the boat, you are too late to take advantage of an opportunity.

More haste, less speed

The faster you try to do something, the more likely you are to make mistakes that make you take longer than it would had you planned it.

More heat than light

If a discussion generates more heat than light, it doesn't provide answers, but does make people angry.

Mover and shaker

A person who is a mover and shaker is a highly respected, key figure in their particular area with a lot of influence and importance.

Mud-slinging

If someone is mud-slinging, they are insulting someone and trying to damage that person's reputation.

Muddy the waters

If somebody muddies the waters, he or she makes the situation more complex or less clear.

Murky waters

Where people are behaving in morally and ethically questionable ways, they are in murky waters.

New lease of life

If someone finds new enthusiasm and energy for something, they have a new lease of life.

Newfangled

People who don't like new methods, technologies, etc, describe them as newfangled, which means new but not as good or nice as the old ones.

Nitty gritty

If people get down to the nitty gritty, they concentrate on the most important and serious issues.

No can do

No can do means that the speaker can't do whatever it is that has been asked of him or her.

No great shakes

If someone is no great shakes at something, they are not very good at it.

No ifs or buts

Ifs and Buts is a term used to describe the reasons people give for not wanting to do something. To show that you don't wish to accept any excuses, you can tell somebody that you wish to hear no ifs or buts Here IF & BUT have become nouns

No love lost

If there is no love lost between two people they have a strong enmity towards or hate for the other and make no effort to conceal it.

No quarter

This means without mercy. We can say no quarter given or asked.

No question

This idiom means that something is certain or definite.

No questions asked

If something is to be done and no questions asked, then it doesn't matter what methods are used or what rules are broken to ensure that it gets done.

No time for

If you have no time for an activity, you have absolutely no desire to spend or waste any time doing it. You can have no time for people, too.

None so blind as those who will not see

This idiom is used when people refuse to accept facts presented to them. ('None so deaf as those who will not hear' is an alternative.)

Not all there

If someone isn't all there, they are a little bit stupid or crazy.

Not much cop

Describing a film or something as not much cop is a way of saying that you didn't think much of it.

Not wash

If a story or explanation will not wash, it is not credible.

Nothing to crow about

If something's nothing to crow about, it's not particularly good or special.

Null and void

If something's null and void, it is invalid or is no longer applicable.

Nuts and bolts

The nuts and bolts are the most essential components of something.

Object lesson

An object lesson serves as a warning to others. (In some varieties of English 'object lesson' is used.)

Odds and ends

Odds and ends are small, remnant articles and things- the same as bits and bobs.

Off the beaten track

Somewhere that's off the beaten track is in a remote location.

Off the chart

If something goes off the chart, it far exceeds the normal standards, good or bad, for something.

Off the hook

If someone is off the hook, they have avoided punishment or criticism for something they have done.

Off the rails

If someone has gone off the rails, they have lost track of reality.

Off the scale

If something goes off the scale, it far exceeds the normal standards, good or bad, for something.

Off your rocker

(UK) Someone who is off their rocker is crazy.

Oldest trick in the book

The oldest trick in the book is a well-known way of deceiving someone, though still effective.

On a fishing expedition

If someone is on a fishing expedition, they are trying to get information, often using incorrect or improper ways to find things out.

On a roll

If you're on a roll, you're moving from success to success.

On a silver platter

If you hand or give something on a silver platter to someone, you let them have it too easily.

On hold

If something is on hold, no action is being taken.

On tenterhooks

This means that she is waiting impatiently and excitedly for something.

On the blink

(UK) Is a machine is on the blink, it isn't working properly or is out of order.

On the blower

(UK) If someone is on the blower, they are on the phone.

On the cheap

If you do something on the cheap, you spend as little as possible to do it.

On the dot

If someone says that they're leaving at seven on the dot, don't be late; they mean at exactly seven o'clock.

On the fiddle

(UK) Someone who is stealing money from work is on the fiddle, especially if they are doing it by fraud.

On the fly

If you do things on the fly, you do things without preparation, responding to events as they happen.

On the ground

Events on the ground are where things are actually happening, not at a distance.

On the level

If someone is honest and trustworthy, they are on the level.

On the map

If a place becomes widely known, it is put on the map. A place that remains unknown is off the map.

On the never-never

(UK) If you buy something on the never-never, you buy it on long-term credit.

On the same page

If people are on the same page, they have the same information and are thinking the same way.

On the shelf

If something like a project is on the shelf, nothing is being done about it at the moment.

On the sly

If someone does something on the sly, they do it furtively or secretly.

On the take

(UK) Someone who is stealing from work is on the take.

On the trot

(UK) This idiom means 'consecutively'; I'd saw them three days on the trot, which means that I saw them on three consecutive days.

On the up and up

If you are on the up and up, you are making very good progress in life and doing well.

On top of the world

If you are on top of the world, everything is going well for you.

Open book

If a person is an open book, it is easy to know what they think or how they feel about things.

Out and about

If someone is out and about, they have left their home and are getting things done that they need to do.

Out in the sticks

(UK) If someone lives out in the sticks, they live out in the country, a long way from any metropolitan area.

Out like a light

If you are out like a light, you fall fast asleep.

Out of sight, out of mind

Out of sight, out of mind is used to suggest that someone will not think or worry about something if it isn't directly visible or available to them.

Out of sorts

If you are feeling a bit upset and depressed, you are out of sorts.

Out of the box

Thinking out of the box is thinking in a creative way. However, it can also be used for a ready-made product that requires no specialist knowledge to set it up.

Over a barrel

If someone has you over a barrel, they have you in a position where you have no choice but to accept what they want.

Over the hill

If someone is over the hill they have reached an age at which they can no longer perform as well as they used to.

Over the moon

If you are over the moon about something, you are overjoyed.

Over the top

If something is over the top, it is excessive or unnecessary.

Paddle your own canoe

(USA) If you paddle your own canoe, you do things for yourself without outside help.

Paint yourself into a corner

(USA) If someone paints themselves into a corner, they get themselves into a mess.

Part and parcel

If something is part and parcel of your job, say, it is an essential and unavoidable part that has to be accepted.

Pass muster

If something passes muster, it meets the required standard.

Pass the buck

If you pass the buck, you avoid taking responsibility by saying that someone else is responsible.

Perish the thought

Perish the thought is an expression meaning that you really hope something will not happen.

Piping hot

If food is piping hot, it is very hot indeed.

Plain as a pikestaff

(UK) If something is as plain as a pikestaff, it is very clear.

Plain sailing

If something is relatively easy and there are no problems doing it, it is plain sailing.

Play fast and loose

If people play fast and loose, they behave in an irresponsible way and don't respect rules, etc.

Play havoc

Playing havoc with something is creating disorder and confusion; computer viruses can play havoc with your programs.

Play the fool

If someone plays the fool, they behave in a silly way to make people laugh. ('Act the fool' is an alternative form.)

Play with fire

If people take foolish risks, they are playing with fire.

Playing to the gallery

If someone plays to the gallery, they say or do things that will make them popular, but which are not the right things to do.

Pop the question

When someone pops the question, they ask someone to marry them.

Pot-luck

If you take pot-luck, you take whatever happens to be available at the time.

Pour oil on troubled waters

If someone pours oil on troubled waters, they try to calm things down.

Powers that be

The powers that be are the people who are in charge of something.

Presence of mind

If someone behaves calmly and rationally in difficult circumstances, they show presence of mind.

Pull in the reins

When you pull in the reins, you slow down or stop something that has been a bit out of control.

Pull strings

If you pull strings, you use contacts you have got to help you get what you want.

Pull the other one, it's got brass bells on

This idiom is way of telling somebody that you don't believe them. The word 'brass' is optional.

Pull your chain

(USA) If someone pulls your chain, they take advantage of you in an unfair way or do something to annoy you.

Pull your weight

If someone is not pulling their weight, they aren't making enough effort, especially in group work.

Push the envelope

This means to go to the limits, to do something to the maximum possible.

Put you in mind

If something suggests something to you, it puts you in mind of that thing.

Queer Street

If someone is in a lot of trouble, especially financial, they are in Queer Street.

Queer your pitch

If someone queers your pitch, they interfere in your affairs and spoil things.

Queue jumping

Someone who goes to the front of a queue instead of waiting is jumping the queue.

Quick as a flash

If something happens quick as a flash, it happens very fast indeed.

Rack and ruin

If something or someone goes to rack and ruin, they are utterly destroyed or wrecked.

Rake over old coals

(UK) If you go back to old problems and try to bring them back, making trouble for someone, you are raking over old coals.

Rake someone over the coals

(USA) If you rake someone over the coals, you criticize or scold them severely.

Rather you than me

Rather you than me is an expression used when someone has something unpleasant or arduous to do. It is meant in a good natured way of expressing both sympathy and having a bit of a laugh at their expense.

Raw deal

If you get a raw deal, you are treated unfairly.

Read from the same page

When people are reading from the same page, they say the same things in public about an issue.

Revenge is sweet

When you are happy to be proved right, then you know that revenge is sweet.

Rewrite history

If you rewrite history, you change your version of past events so as to make yourself look better than you would if the truth was told.

Rhyme or reason

If something is without rhyme or reason, it is unreasonable. ('Beyond rhyme or reason' is an alternative.)

Ride roughshod

If someone rides roughshod over other people, they impose their will without caring at all for other people's feelings.

Right royal

(UK) A right royal night out would be an extremely exciting, memorable and fun one.

Ring a bell

If something rings a bell, it reminds you of something you have heard before, though you may not be able to remember it very well. A name may ring a bell, so you know you have heard the name before, but cannot place it properly.

Rob Peter to pay Paul

If you rob Peter to pay Paul, you try to solve one problem, but create another in doing so, often through short-term planning.

Rock the boat

If you rock the boat, you destabilise a situation by making trouble. It is often used as advice; 'Don't rock the boat'.

Rolling in the aisles

If the audience watching something are laughing loudly, the show has them rolling in the aisles.

Rooted to the spot

If someone is rooted to the spot, they cannot move, either physically or they cannot think their way out of a problem.

Rough and ready

If something is rough and ready, it has not been carefully prepared, but is fit for its purpose. If a person is rough and ready, they are not very refined or mannered.

Rough around the edges

If someone is rough around the edges, they haven't mastered something, though they show promise.

Rough edges

If something has rough edges, it is still not a finished product and not all of a uniform standard.

Rough-hewn

If something, especially something made from wood or stone, is rough-hewn, it is unfinished or unpolished.

Round the bend

If someone has gone round the bend, they have stopped being rational about something. If something drives you round the bend, it irritates you or makes you angry.

Rub someone up the wrong way

If you annoy or irritate someone when you didn't mean to, you rub them up the wrong way.

Rudderless ship

If an organisation, company, government, etc, is like a rudderless ship, it has no clear direction and drifts about without reaching its goals.

Ruffle a few feathers

If you ruffle a few feathers, you annoy some people when making changes or improvements.

Run before you can walk

If someone tries to run before they can walk, they try to do something requiring a high level of knowledge before they have learned the basics.

Run circles around someone

If you can run circles around someone, you are smarter and intellectually quicker than they are.

Run out of gas

If a campaign, project, etc, runs out of gas, it loses energy and momentum, and progress slows or halts.

Run rings around someone

If you run rings around someone, you are so much better than them that they have no chance of keeping up with you.

Run the show

If someone runs the show, they like to be in control and make all the decisions.

Run-of-the-mill

If something is run-of-the-mill, there is nothing exceptional about it- it is ordinary or average.

Running on empty

If you are exhausted but keep going, you are running on empty.

Safe and sound

If you arrive safe and sound, then nothing has harmed you on your way.

Safe bet

A proposition that is a safe bet doesn't have any risks attached.

Safety in numbers

If a lot of people do something risky at the same time, the risk is reduced because there is safety in numbers.

Say when

People say this when pouring a drink as a way of telling you to tell them when there's enough in your glass.

Say-so

If you do something on someone else's say-so, you do it on the authority, advice or recommendation.

Scraping the barrel

When all the best people, things or ideas and so on are used up and people try to make do with what they have left, they are scraping the barrel.

Screw loose

If someone has a screw loose, they are crazy.

Seamy side

The seamy side of something is the unpleasant or sordid aspect it has.

Searching question

A searching question goes straight to the heart of the subject matter, possibly requiring an answer with a degree of honesty that the other person finds uncomfortable.

Second thoughts

If someone has second thoughts, they start to think that an idea, etc, is not as good as it sounded at first and are starting to have doubts.

Second wind

If you overcome tiredness and find new energy and enthusiasm, you have second wind.

See the light

When someone sees the light, they realize the truth.

See you anon

(UK) If somebody says this when leaving, they expect to see you again soon.

Seeing is believing

This idiom means that people can only really believe what they experience personally.

Seen better days

If something's seen better days, it has aged badly and visibly compared to when it was new. The phrase can also be used to describe people.

Set in stone

If something is set in stone, it cannot be changed or altered.

Set the wheels in motion

When you set the wheels in motion, you get something started.

Shades of meaning

Shades of meaning is a phrase used to describe the small, subtle differences in meaning between similar words or phrases; 'kid' and 'youth' both refer to young people, but carry differing views and ideas about young people.

Shape up or ship out

If someone has to shape up or ship out, they have to improve or leave their job, organization, etc.

Shilly-shally

If people shilly-shally, they can't make up their minds about something and put off the decision.

Short shrift

If somebody gives you short shrift, they treat you rudely and brusquely, showing no interest or sympathy.

Shot in the dark

If you have a shot in the dark at something, you try something where you have little hope of success.

Show someone a clean pair of heels

If you show someone a clean pair of heels, you run faster than them when they are chasing you.

Sight to behold

If something is a sight to behold, it means that seeing it is in some way special, either spectacularly beautiful or, equally, incredibly ugly or revolting, etc.

Silence is golden

It is often better to say nothing than to talk, so silence is golden.

Silver bullet

A silver bullet is a complete solution to a large problem, a solution that seems magical.

Silver screen

The silver screen is the cinema.

Sink or swim

Of you are left to sink or swim, no one gives you any help and it's up to you whether you fail or succeed.

Sit pretty

Someone who's sitting pretty is in a very advantageous situation.

Sleep like a log

If you sleep like a log, you sleep very soundly.

Slim chance

A slim chance is a very small chance.

Slippery customer

A person from whom it is difficult to get anything definite or fixed is a slippery customer.

Slow but sure

If something or someone is slow but sure, they may take their time to do something, but they are reliable.

Smoke and mirrors

An attempt to conceal something is smoke and mirrors.

Smokestack industry

Heavy industries like iron and steel production, especially if they produce a lot of pollution, are smokestack industries.

So on and so forth

And so on and so forth mean the same as etcetera (etc.).

Soft soap someone

If you soft soap someone, you flatter them.

Sound as a bell

If something or someone is as sound as a bell, they are very healthy or in very good condition.

Spanner in the works

(UK) If someone puts or throws a spanner in the works, they ruin a plan. In American English, 'wrench' is used instead of 'spanner'.

Spick and span

If a room is spick and span, it is very clean and tidy.

Spinning a line

When someone spins you a line, they are trying to deceive you by lying.

Spinning a yarn

When someone spins you a yarn, they are trying to deceive you by lying.

Spitting image

If a person is the spitting image of somebody, they look exactly alike.

Spot on

If something is spot on, it is exactly right.

Square peg in a round hole

If somebody's in a situation, organization, etc, where they don't fit in and feel out of place, they are a square peg in a round hole.

Squeaky clean

If something is squeaky clean, it is very clean indeed- spotless. If a person is squeaky clean, they have no criminal record and are not suspected of illegal or immoral activities.

Stand in good stead

If something will stand you in good stead, it will probably be advantageous in the future.

State of the art

If something is state of the art, it is the most up-to-date model incorporating the latest and best technology.

Status quo

Someone who wants to preserve the status quo wants a particular situation to remain unchanged.

Steer clear of

If you steer clear of something, you avoid it.

Step up to the plate

If someone steps up to the plate, they take on or accept a challenge or a responsibility.

Stick-in-the-mud

A stick-in-the-mud is someone who doesn't like change and wants things to stay the same.

Sticking point

A sticking point is a controversial issue that blocks progress in negotiations, etc, where compromise is unlikely or impossible.

Stone's throw

If a place is a stone's throw from where you are, it is a very short distance away.

Straw poll

A straw poll is a small unofficial survey or ballot to find out what people think about an issue.

Streets ahead

If people are streets ahead of their rivals, they are a long way in front.

Sure-fire

If something is sure-fire, it is certain to succeed. ('Surefire' is also used.)

Sweep things under the carpet

If people try to ignore unpleasant things and forget about them, they sweep them under the carpet.

Swimmingly

If things are going swimmingly, they are going very well.

Swings and roundabouts

If something's swings and roundabouts, it has about as many disadvantages as it has advantages.

Take a leaf out of someone's book

If you take a leaf out of someone's book, you copy something they do because it will help you.

Take someone down a peg

If someone is taken down a peg (or taken down a peg or two), they lose status in the eyes of others because of something they have done wrong or badly.

Take someone for a ride

If you are taken for a ride, you are deceived by someone.

Take the plunge

If you take the plunge, you decide to do something or commit yourself even though you know there is an element of risk involved.

Take the rough with the smooth

People say that you have to take the rough with the smooth, meaning that you have to be prepared to accept the disadvantages as well of the advantages of something.

Take your breath away

If something takes your breath away, it astonishes or surprises you.

Taken as read

If something can be taken as read, it is so definite that it's not necessary to talk about it.

Talk of the town

When everybody is talking about particular people and events, they are the talk of the town.

Talk shop

If you talk shop, you talk about work matters, especially if you do this outside work.

Tall order

Something that is likely to be hard to achieve or fulfill is a tall order.

Tall story

A tall story is one that is untrue and unbelievable.

Tally ho!

(UK) This is an exclamation used for encouragement before doing something difficult or dangerous.

Taste of your own medicine

If you give someone a taste of their own medicine, you do something bad to someone that they have done to you to teach them a lesson.

Test the waters

If you test the waters, or test the water, you experiment to see how successful or acceptable something is before implementing it.

The be all and end all

The phrase 'The be all and end all' means that a something is the final, or ultimate outcome or result of a situation or event.

The common weal

If something is done for the common weal, it is done in the interests and for the benefit of the majority or the general public.

The more the merrier

The more the merrier means that the greater the quantity or the bigger the number of something, the happier the speaker will be.

The plot thickens

When the plot thickens, a situation become more complicated and difficult.

There's the rub

The meaning of this idiom is 'that's the problem'.

Thick and fast

If things are happening thick and fast, they are happening so fast they seemed to be joined together.

Thin as a rake

A rake is a garden tool with a long, thin, wooden handle, so someone very thin is thin as a rake.

Thin end of the wedge

The thin end of the wedge is something small and seemingly unimportant that will lead to something much bigger and more serious.

Thin line

If there's a thin line between things, it's hard to distinguish them- there's a thin line between love and hate.

Think outside the box

If you think outside the box, you think in an imaginative and creative way.

Think the world of

To hold something or someone in very high esteem. To love or admire immensely.

Third rail

The third rail of something is dangerous to alter or change. Originally, the third rail is the one carrying the electricity for a train.

Thrilled to bits

If you are thrilled to bits, you are extremely pleased or excited about something.

Through thick and thin

If someone supports you through thick and thin, they support you during good times and bad.

Throw a sickie

If you pretend to be ill to take a day off work or school, you throw a sickie.

Throw the book at someone

If you throw the book at someone, you punish them as severely as possible.

Throw your weight around

If someone throws their weight around, they use their authority or force of personality to get what they want in the face of opposition.

Tie the knot

When people tie the knot, they get married.

Tight rein

If things or people are kept on a tight rein, they are given very little freedom or controlled carefully.

Tight ship

If you run a tight ship, you control something strictly and don't allow people much freedom of action.

Till the pips squeak

If someone will do something till the pips squeak, they will do it to the limit, even though it will make other people suffer.

Tilt at windmills

A person who tilts at windmills, tries to do things that will never work in practice.

Tipping point

Small changes may have little effect until they build up to critical mass, then the next small change may suddenly change everything. this is the tipping point.

Tit for tat

If someone responds to an insult by being rude back, it's tit for tat- repaying something negative the same way.

To a fault

If something does something to a fault, they do it excessively. So someone who is generous to a fault is too generous.

To a T

If something is done to a T, it is done perfectly.

To little avail

If something is to little avail, it means that, despite great efforts, something ended in failure, but taking comfort from the knowledge that nothing else could have been done to avert or avoid the result.

Top notch

If something is top notch, it's excellent, of the highest quality or standard.

Touch base

If you touch base with someone, you contact them.

Touch wood

If someone says 'Touch wood' before they do something, they are wishing for good luck.

Touch wood

(UK) This idiom is used to wish for good luck.

Touch-and-go

If something is touch-and-go, it is very uncertain; if someone is ill and may well die, then it is touch-and-go.

Tough row to hoe

(USA) A tough row to hoe is a situation that is difficult to handle. ('A hard row to hoe' is an alternative form.)

Tread water

If someone is treading water, they are making no progress.

Tried and tested

If a method has been tried and tested, it is known to work or be effective because it has been successfully used long enough to be trusted.

Trump card

A trump card is a resource or strategy that is held back for use at a crucial time when it will beat rivals or opponents.

Truth will out

Truth will out means that, given time, the facts of a case will emerge no matter how people might try to conceal them.

Turn the tables

If circumstances change completely, giving an advantage to those who seemed to be losing, the tables are turned.

Twenty-four seven

Twenty-four seven or 24/7 means all the time, coming from 24 hours a day, 7 days a week.

U-turn

If a government changes its position radically on an issue, especially when they have promised not to do so, this is a U-turn.

Under a flag of convenience

If a ship sails under a flag of convenience, it is registered in a country where taxes, etc, are lower than in the country it comes from, so if someone does something under a flag of convenience, they attempt to avoid regulations and taxes by a similar means.

Under fire

If someone is being attacked and criticized heavily, they are under fire.

Under the radar

If something slips under the radar, it isn't detected or noticed.

Under the wire

(USA) If a person does something under the wire, they do it at the last possible moment.

Under your breath

If you say something under your breath, you whisper or say it very quietly.

Unwavering loyalty

Unwavering loyalty does not question or doubt the person or issue and supports them completely.

Up for grabs

If something is up for grabs, it is available and whoever is first or is successful will get it.

Up in the air

If a matter is up in the air, no decision has been made and there is uncertainty about it.

Up sticks

(UK) If you up sticks, you leave somewhere, usually permanently and without warning- he upped sticks and went to work abroad.

Up the ante

If you up the ante, you increase the importance or value of something, especially where there's an element of risk as the term comes from gambling, where it means to increase the stake (the amount of money bet).

Up the creek

If someone or something is up the creek, they are in real trouble. 'Up the creek without a paddle' is an alternative, and 'up shit creek (without a paddle)' is a ruder form.

Up the spout

(UK) If something has gone up the spout, it has gone wrong or been ruined.

Up to scratch

If something doesn't come up to scratch, it doesn't meet the standard required or expected.

Up to snuff

If something isn't up to snuff, it doesn't meet the standard expected.

Up to speed

If you bring someone up to speed, you update them on something.

Vicious circle

A vicious circle is a sequence of events that make each other worse- someone drinks because they are unhappy at work, then loses their job... 'Vicious cycle' is also used.

Waiting in the wings

If someone is waiting in the wings, or in the wings, they are in the background, but nearby, ready to act on short notice.

Wake-up call

A wake-up call is a warning of a threat or a challenge, especially when it means that people will have to change their behavior to meet it.

Walk a fine line

If you have to walk a fine line, you have to be very careful not to annoy or anger people or groups that are competing. ('Walk a thin line' is an alternative.)

Walk a tightrope

If you walk a tightrope, you have to be very careful not to annoy or anger people who could become enemies.

Warpath

If someone is on the warpath, they are very angry about something and will do anything to get things sorted the way they want.

Waste not, want not

If you don't waste things, you are less likely to end up lacking.

Watching paint dry

If something is like watching paint dry, it is really boring.

Watering hole

(UK) A watering hole is a pub.

What goes around comes around

This saying means that if people do bad things to other people, bad things will happen to them.

What will be will be

The expression what will be will be is used to describe the notion that fate will decide the outcome of a course of events, even if action is taken to try to alter it.

What's your take on that?

This idiom is way of asking someone for their opinion and ideas.

Where there's a will, there's a way

This idiom means that if people really want to do something, they will manage to find a way of doing it.

Whet your appetite

If something whets your appetite, it interests you and makes you want more of it.

Whole ball of wax

(USA) The whole ball of wax is everything.

Whole shebang

The whole shebang includes every aspect of something.

Wide berth

If you give someone a wide berth, you keep yourself well away from them because they are dangerous.

Will never fly

If an idea or project, etc, will never fly, it has no chance of succeeding.

Will-o'-the-wisp

Something that deceives by its appearance is a will-o'-the-wisp; it looks good, but turns out to be a disappointment.

Window dressing

If something is done to pretend to be dealing with an issue or problem, rather than actually dealing with it, it is window dressing.

Winner takes all

If everything goes to the winner, as in an election, the winner takes all.

With a heavy hand

If someone does something with a heavy hand, they do it in a strict way, exerting a lot of control.

Words fail me

If words fail you, you can't find the words to express what you are trying to say.

Worse for wear

If something's worse for wear, it has been used for a long time and, consequently, isn't in very good condition. A person who's worse for wear is drunk or high on drugs and looking rough.

Wouldn't touch it with a bargepole

(UK) If you wouldn't touch something with a bargepole, you would not consider being involved under any circumstances. (In American English, people say they wouldn't touch it with a ten-foot pole)

Wouldn't touch it with a ten-foot pole

(USA) If you wouldn't touch something with a ten-foot pole, you would not consider being involved under any circumstances. (In British English, people say they wouldn't touch it with a bargepole)

Wrap yourself in the flag

If someone wraps themselves in the flag, they pretend to be doing something for patriotic reasons or out of loyalty, but their real motives are selfish. ('Drape yourself in the flag' is an alternative form of this idiom)

Wrench in the works

(USA) If someone puts or throws a wrench, or monkey wrench, in the works, they ruin a plan. In British English, 'spanner' is used instead of 'wrench'.

Writ large

If something is writ large, it is emphasized or highlighted.

Wrong end of the stick

If someone has got the wrong end of the stick, they have misunderstood what someone has said to them.

X factor

The dangers for people in the military that civilians do not face, for which they receive payment, are known as the X factor.

X marks the spot

This is used to say where something is located or hidden.

Yah boo sucks

Yah boo & yah boo sucks can be used to show that you have no sympathy with someone.

Yen

If you have a yen to do something, you have a desire to do it.

You can say that again

If you want to agree strongly with what someone has said, you can say 'You can say that again' as a way of doing so.

You what?

This is a very colloquial way of expressing surprise or disbelief at something you have heard. It can also be used to ask someone to say something again.

Your name is mud

If someone's name is mud, then they have a bad reputation.

Academic Essay Introductions and Starters

1. Based on what has been announced by the authorities.
2. They are to address the state economy.
3. The government's policy of détente (desire to reduce tensions, as through negotiation or talks) should be extended.
4. Thieves love crowds.
5. They are blown away by the wind.
6. Timber can be dated by means of counting the rings.
7. Two wrought (Shaped by hammering with tools. Used chiefly of metals or metalwork. 3. Made delicately or elaborately) iron tubes.
8. With this power come considerable responsibilities.
9. This gap would even become wider in the light of recent policies.
10. Participants seemed unanimous over a main topic.
11. Mutual cooperation has proved to be fruitful for peace in the region.
12. The state of prosperity.
13. Reserves are no longer flared.
14. Helping to change our fortunes dramatically.
15. This transition is still taking shape.
16. This energy should certainly be pegged (To secure in a fixed position by means of a metal or wooden device) to recover.
17. It is the last area where high interest is drawn.
18. Make it more than a desirable choice.
19. He is taking on a solid role.
20. They are commercially sound and viable.
21. The said items are for the sell.
22. As a matter of fact...
23. I take this to be an expression of will.
24. In return ...
25. With minor and short term ambitions.
26. A long-term approach has to be adopted.
27. If he aims to accomplish the project ...
28. Facing serious challenges in this regard.
29. In this regard ...
30. On the whole ...
31. Another reputable company.
32. On the contrary ...
33. Obviously ...
34. To enhance recovery ...
35. Dynamic partnership and complimentary interaction will replace the traditional struggle over.
36. The trade will be highly volatile and risky.
37. Based on the concept of ...
38. For getting the momentum of the next century.
39. Beyond ...
40. Furthermore ...
41. Out of ...
42. A demanding market.
43. It will boost the economy.
44. A turning point in ...
45. By looking at his entourage (One's environment or surroundings)
46. The session highlighted the important things and efforts.
47. Trade embargo. (Restriction)
48. Betterment of relations.
49. It seems to be unending.
50. It continues to roar along.
51. The economy is weirdly out of joint.
52. It will drag economy back into recession.

53. Hand in date.
54. Hand over ...
55. They add to this trend by ...
56. It gets benefited by ...
57. It tends to ...
58. Earned by ...
59. Both of them can share in the provision (The act of supplying or fitting out. Something provided) of services.
60. The facts are learned and reinforced.
61. It cannot determine why.
62. Too many variables to deal with.
63. He displays his wealth by driving expensive cars.
64. This argument will not sway (To swing back and forth or to and fro.) Him for telling the truth.
65. It sounds so good but difficult to attain.
66. It is the price for being No. 1 again.
67. If there is one message that echoes forth from this conference, it is...
68. Into the predawn hours of last Friday.
69. They were wretchedly seasick.
70. It is time to start thinking macroscopically.
71. Work is set to begin next year.
72. The road is frequently snowbound in winter.
73. Despite the critics who have decreed quotas to keep the TV programs homegrown
74. In her blackest despair (To lose all hope) she tried to kill herself.
75. He willed (The mental faculty by which one deliberately chooses or decides upon a course of action) his diaries to the British library.
76. Frantic (uncontrolled, wild) attempt.
77. The last ditch (To get rid of; discard) effort.
78. Smorgasbord (A varied collection) approach.
79. Lavish (produced with extravagance and profusion) lunch.
80. Utter (To send forth with the voice) nonsense.
81. He wasted no time in reshuffling his cabinet.
82. She was joyriding in the stolen car that crashed through an army checkpoint.
83. He was striving (To exert much effort or energy; endeavor) to present himself as the only one
84. capable of building bridge between right and left party.
85. During enemy bombing raids.
86. Embossed medal that winks (To close and open the eyelid of one eye deliberately, as to convey a message, signal,) back the light.
87. Ethnic (. Of, relating to, or distinctive of members of such a group) cleansing.
88. His interest now lies in distancing himself from the company.
89. The embargo (A government order prohibiting the movement of merchant ships into or out of its ports) constitutes the most important obstacle to a comprehensive (A government order prohibiting the movement of merchant ships into or out of its ports) regional peace.
90. It is a mistake to run in our struggle for peace with the chains of sanction on our leg.
91. Pilots take evasive (Intentionally vague or ambiguous; equivocal: *an evasive*, Hard to pin down) maneuvers to avoid being fired upon.
92. He is a dicey (Involving or fraught with danger or risk) partner
93. His obduracy (Unyielding adherence to a goal, opinion, or course of action: stubbornness) on matters.
94. Put up or shut up.
95. He has amply (Greatly) proved his ability over the matter.
96. Posh suburbs (Modern suburbs)
97. Unirule institute.
98. We are dreaming to be the China's Gallup (It is a trade center in a ranching and mining area).
99. When he was freely gadding (Wondering about) about.
100. And complete forfeiture (Dispossession, The condition of being deprived of something: deprivation) of his assets.
101. A boy friend who toyed with her affections.

102. The marriage ceremony was bracketed (To include or exclude by establishing specific boundaries) with tragedy.
103. Now a jury must weigh (ponder or evaluate) the depths of her despair against the monstrosity of her crime.
104. Emotional havoc (Widespread destruction, Devastation).
105. She has no regard for bottom lines or other totems (ancestor, or guardian) of corporate life.
106. Variety of staples like rice. (A major item of trade in steady demand)
107. Generating breakthroughs in agriculture.
108. It seems farfetched.
109. These have been stuff of fiction for decades.
110. An assemblage (A collection of people or things) of entities (Something that exists as a particular and discrete unit).
111. This term is much abused lately.
112. But even these impressive feats (A notable act or deed, especially an act of courage) will soon seem old hat.
113. Using the gloves will not foil (To prevent from being successful) the snoop (Given to intruding in other people's affairs) sensors.
114. It provides crisp handling.
115. Countless permutation. (A complete change; a transformation)
116. Meantime there are several companies are jumping in to do what the previous original company is hemming (To fold back and stitch down the edge of. To surround and shut in; enclose) and hawing (To fumble in speaking) about.
117. A noteworthy improvement is ...
118. High fidelity (accuracy. The degree to which an electronic system accurately reproduces the sound or image of its input signal.) audio transmission.
119. With a pool of talented techies (. One who studies or is highly interested or proficient in a technical field) and a recently upgraded communications...
120. The firmly entrenched (To provide with a trench, especially for the purpose of fortifying or defending) and inefficient company...
121. At the time of budget constraints (Something that restricts or limits: restriction, circumscription,...)
122. Unfulfilled.
123. He is diffident (Lacking or marked by a lack of self-confidence; shy and timid).
124. With prevalent realism of 1990's.
125. Political ferment of pre war. (Agitation & disturbance)
126. The anniversary brought a surge of remembrance.
127. By familiarizing someone with something.
128. Which you are likely to meet in.
129. Answer the question without straying (To move away from a group, deviate from the correct course,) from the topic.
130. At my leisure time.
131. Swarms (aggregation of persons or animals, especially when in turmoil or moving in mass) of tourists are expected to tramp (To walk with a firm, heavy step; trudge) over the marble and moss. They can buy upscale mementos (A reminder of the past) to grace (elegance, polish, urbanity, class, taste) their living room.
132. The ubiquitous (Being or seeming to be everywhere at the same time) tearooms dishing out scones (A small, rich, biscuit like pastry or quick bread) and creams.
133. Gloriously decorated.
134. Restoration would be tantamount to creation. (Equivalent in effect or value)
135. On the day before the blaze.
136. A bleak (Cold and cutting; raw) tract of land.
137. The strife-torn (Heated, often violent dissension; bitter conflict) Bosnia...
138. She was a victim of hospital mishap (Bad luck. An unfortunate accident).
139. He is a devout (Sincere; earnest) Christian.
140. A book, I have been rehearsing (To practice (a part in a play, for example) in preparation for a public performance) all my life to write.
141. Japanese cars are equipped with the latest technological gadgetry.
142. It's been a revelatory (Informational, educational, educative, enlightening, eye-opening, illuminating,) summer.

144. Hotels are making do with a bit less pampering (To treat with excessive indulgence) these days.
145. How far we have yet to go to realize the dream.
146. He is a crack addicted.
147. Being an obstacle to Transracial adoption.
148. Deserted streets were patrolled by armored carriers.
149. Murdering dozen of peasants he believed to be informants (One that gives information).
150. His ruthless takeover tactics.
151. It provides advanced fully integrated communications services on a truly global scale.
152. With such an impression of unprepared ness
153. For all their panache (Dash; verve. A bunch of feathers or a plume, especially on a helmet)
154. His post election approval ratings have slipped sharply.
155. His antimonarchical bent may turn him into a do -nothing king.
156. He answered their question with astonishing aplomb (Self-confident assurance, confidence).
157. He shrugged (To raise (the shoulders), especially as a gesture of doubt).
158. Open the road for me.
159. By attending he would lend prestige to the conference.
160. No one wants to take the blame in case things go wrong.
161. He is the alleged ringleader.
162. They fled into the surrounding hills to escape the roundup.
163. Refugees were picked up and trucked to the borders.
164. They had done little to assuage (To make (something burdensome or painful) less intense or severe, to pacify or calm) the fears.
165. He is worried about the growing lawlessness in the border region.
166. Siberian timber as a source of cash to prop up (strengthen, support) an economy that continues to flounder (To move or act clumsily and in confusion.)
167. There are many who decry (To condemn openly) the theft of national patrimony (Money or goods left to one's heirs: legacy, patrimony, inheritance,)
168. He fought an obscenity (Indecency, lewdness, or offensiveness in behavior) charge brought against him.
169. An absolutely confident film that breaks the conventions (An agreement between states, sides, or military forces, especially an international agreement dealing with a specific subject).
170. At last justice has embraced a Blackman.
171. What will the media dish out for us next?
172. The children were placed in foster (To bring up; nurture) care.
173. He promised to take painful revenge on him. The rifle shot cracked the mountain stillness.
174. He was still alive and kicking.
175. Hefty wad (A compressed ball, roll, or lump) of money in his hand.
176. Explain without straying from the topic.
177. Be stricter with yourself about...
178. They loom up (To come into view. appear, materialize, and break through) on the horizon.
179. Devoid of logos and signage.
180. We are going to use it sensibly not excessively.
181. Abstract (A selection taken from a larger work: excerpt, extract, portion) thoughts.
182. Gratification (A state of proud and happy satisfaction: triumph, exultation) for child.
183. Conscience or superego.
184. She was spiritually afraid of something.
185. The pain is unendurable.
186. The sanction imposed by US
187. From this stand point...
188. Go along and we will get along.
189. She is an iceberg waiting for titanic.
190. They wish to pursue...
191. It is imperative (Arising from civil or religious authority) to act now.
192. This argument lacks coherence it is rather chatty.
193. Sense of belonging to the community.
194. Which fail to take into consideration
195. The individuals concerns and rights
196. Did you leave yourself enough time to check?

197. Care should be taken in implementing the proposal.
198. In my opinion ...
199. It still applies today
200. Wheeled vehicles
201. It was not given much priority
202. Due to ...
203. Until the motor cars superseded (take the place of; replace) the horse and carts.
204. This disaster was the greatest modern plague.
205. Another innovative
206. The moment of realization worth a thousands prayers.
207. To sum up...
208. Plainly saying ...
209. Despite ...
210. In spite of ...
211. Moreover ...
212. It could be argued that ...
213. To what extend is ...
214. To what extend ...
215. The majority of ...
216. A large number of ...
217. Most ...
218. Very few ...
219. Hardly any ...
220. A sharp fall in ...
221. An equal amount of ...
222. A percentage of ...
223. The minority ...
224. And
225. But
226. While
227. Although
228. As...as...
229. It covers up ...
230. Are similar to ...
231. Are close to ...
232. Relatively small number of ...
233. It results ...
234. Are similar to ...
235. A quite number of ...
236. A great deal of ...
237. To show the trend
238. To show the pattern
239. Take place
240. Over a period of time
241. To look at the overall pattern
242. A significant feature
243. Within it
244. A rise
245. A fall
246. An increase
247. A decrease
248. Has risen considerably
249. A drop
250. A decline
251. A pick/dip
252. Sharp(ly)
253. Dramatic (ally)
254. Considerable (ly)
255. Steady (ily)
256. Slight (ly)

- 257. Gentle (ly)
- 258. Gradual (ly)
- 259. Relative (ly)
- 260. Remain the same
- 261. Reach a plateau
- 262. Remain stable
- 263. Remain / stay constant
- 264. Reach a pick
- 265. Hit/fall to the lowest point
- 266. At the bottom of ...
- 267. A surge
- 268. Over flow
- 269. A drought
- 270. A shortage
- 271. A flux in ...
- 272. A hike
- 273. Upturn
- 274. A growth
- 275. An inflation
- 276. Deflation
- 277. Reduction
- 278. Accumulate
- 279. Diminish
- 280. Swelling manner
- 281. A stable pattern
- 282. A constant pattern
- 283. A peak
- 284. Since the time ...
- 285. Between this period
- 286. Along the ...
- 287. Over a period of ...
- 288. During this time ...
- 289. In about ...
- 290. In the period of ...
- 291. At variable pattern
- 292. Fewer
- 293. Fewest
- 294. Lower
- 295. Lowest
- 296. Higher
- 297. Highest
- 298. According to ...
- 299. Fluctuation
- 300. Rise and fall evenly with a plateau around lunchtime.
- 301. The lowest number being recorded at 4.00 o'clock.
- 302. It falls significantly.
- 303. To interpret graphs
- 304. To compare with
- 305. In contrast to
- 306. Appropriately
- 307. While/whilst
- 308. Whereas
- 309. However
- 310. On the other hand
- 311. Even so
- 312. Nevertheless
- 313. Less...than
- 314. More...than
- 315. Different from
- 316. Differ

317. Although
318. Conversely
319. Unlike
320. Likewise
321. Similarly
322. Just as
323. In the same way
324. Like
325. Alike
326. To reflect
327. To mirror
328. To have in common
329. Overall
330. With regard to ...
331. Reference to ...
332. In connection with ...
333. To express my concern about ...
334. To express my dissatisfaction about ...
335. I would like to draw your attention about/to ...
336. I am writing with reference to ...
337. I wonder if you would be kind enough to ...
338. I recently ...
339. I am unhappy about ...
340. I am not comfortable about/with ...
341. Is not what I expected ...
342. I was expecting that ...
343. Does not suite me ...
344. I am sorry that I ...
345. I regret that ...
346. Please accept my apologies for ... ing
347. Please forgive me for ...
348. Unfortunately I ...
349. Regrettably I ...
350. What I am looking for is ...
351. What would suit me best is ...
352. I am very keen to ...
353. I would very much like to ...
354. I would be grateful if you could ...
355. Thank you very much for ...
356. I very much appreciated that ...
357. I am grateful to you for ...
358. Although I stated that ...
359. Despite my request for ...
360. Even though I told about ...
361. I was delighted about/by ...
362. I thoroughly enjoyed ...
363. I was very impressed about ...
364. It was very enjoyable about ...
365. Interested in ...
366. I suggest that ...
367. Please avoid ...ing
368. It would be better that ...
369. I would recommend that ...
370. I would appreciate it if ...
371. Disagree with ...
372. I am unconvinced by ...
373. It has been argued
374. To sum up ... that ...
375. In conclusion ...
376. Overall ...

- 377. To conclude ...
- 378. In the final analysis ...
- 379. Ultimately ...
- 380. As a result ...
- 381. This would imply that ...
- 382. It is undoubtedly true that ...
- 383. It can generally be observed that ...
- 384. It seems that ...
- 385. This suggest that ...
- 386. In addition ...
- 387. I would argue that ...
- 388. I firmly believe that ...
- 389. It seems to me that ...
- 390. I tend to think that ...
- 391. People argue that ...
- 392. Some people think that ...
- 393. Some people say that ...
- 394. It is understood that ...
- 395. It is generally accepted that ...
- 396. Despite the fact that ...
- 397. Admittedly ...
- 398. As far as I can tell ...
- 399. I am unconvinced that ...
- 400. I don't believe that ...
- 401. It is hard to accept that ...
- 402. It is little evidence to support that ...
- 403. It is unjustifiable to say that ...
- 404. In other words ...
- 405. By this I mean ...
- 406. To be more precise ...
- 407. Here I am referring to ...
- 408. It is often said that ...
- 409. It is essential that ...
- 410. In favor of ...
- 411. In some way ...
- 412. I doubt that ...
- 413. Honestly don't think that ...
- 414. It is rather ...
- 415. Regrettably though ...
- 416. From this stand point ...
- 417. For example ...
- 418. For instance ...
- 419. Indeed ...
- 420. In fact ...
- 421. Of course ...
- 422. If this is the case ...
- 423. Firstly ...
- 424. Naturally ...
- 425. In my experience ...
- 426. Let me illustrate ...
- 427. I strongly approve ...
- 428. I would contend ...
- 429. In spite of ...
- 430. Despite that ...
- 431. Generally speaking ...
- 432. Here is some controversy over ...
- 433. Take for example ...
- 434. Obviously ...
- 435. One of the main differences is that ...
- 436. To have in common

- 437. To be similar
- 438. As far as I can see ...
- 439. I mean that ...
- 440. It implies that ...
- 441. Clearly ...
- 442. An excuse for ...ing
- 443. Connecting words:
- 444. And
- 445. While
- 446. Which
- 447. Whose
- 448. Whether
- 449. That
- 450. Surprisingly
- 451. Yet
- 452. The majority
- 453. The minority
- 454. Although
- 455. Though
- 456. Nevertheless
- 457. Not only
- 458. But also
- 459. When
- 460. Overall
- 461. Besides
- 462. As well as
- 463. Often
- 464. Able to
- 465. Similarly
- 466. Rather
- 467. Because
- 468. However
- 469. On the other hand
- 470. Like
- 471. Alike
- 472. Hoping to
- 473. First, second, etc
- 474. Moreover
- 475. Furthermore
- 476. In addition
- 477. Nonetheless
- 478. On the other hand
- 479. On the one hand
- 480. Consequently
- 481. Likewise
- 482. Conversely
- 483. In contrast
- 484. In consequence
- 485. Meanwhile
- 486. Even though
- 487. Since
- 488. Thus
- 489. In turn
- 490. Such
- 491. Even
- 492. So
- 493. For
- 494. Almost.
- 495. Give me a buzz (Telephone) at nine
- 496. Buzz off (To leave quickly; go away)

497. Apartment with amenities (Pleasant, Facilities) including air conditioning
498. Exploit (An act or deed, especially a brilliant or heroic one) one's talents.
499. A country that exploited peasant labor.
500. Subliminal (Below the threshold of conscious perception) propaganda.
501. Eked out (To supplement with great effort) an income by working two jobs.
502. Abruptly
503. A stack (A large quantity) of work to do.
504. I think all Christians ... agree in the essential articles, and that their differences are trivial, (Of little significance or value. 2. Ordinary; commonplace) and rather political than religious.
505. To remain feebly alive for some time before dying.
506. Carry on,
507. Go on,
508. Keep on.
509. Reluctant to leave.
510. An authentic (Conforming to fact and therefore worthy of trust, reliance, or belief) account by an eyewitness.
511. Contrive (To plan with cleverness or ingenuity; devise) ways to amuse the children.
512. Contrived a plot to seize power.
513. The nurses catered (provide food or entertainment. 2. To be particularly attentive) to my every need.
514. The legislation catered to various special interest groups.
515. A business that caters banquets and weddings.
516. Pored (To gaze intently; stare. To meditate deeply; ponder) on the matter.
517. A rich artistic performance, full of nuance (A subtle or slight degree of difference, as in meaning, feeling, or tone; a gradation).
518. The vibrant streets of a big city.
519. A vibrant group that challenged the ... system.
520. Vibrant hue.
521. Sifted (To examine and sort carefully) the candidates for the job.
522. Sift the evidence.
523. Sifted through back issues of the magazine.
524. look over (scrutinize, check out)
525. overlook (disregard)
526. Tramp (To walk with a firm, heavy step; trudge. To travel on foot; hike. To wander about aimlessly. To traverse on foot) the fields.
527. Pined (To wither or waste away from longing or grief) away and died.
528. Caught in the clutches (To grasp and hold tightly. To seize; snatch, Being or occurring in a tense or critical situation) of sin.
529. Foul (Full of dirt or mud; dirty, having an offensive odor; smelly) air.
530. Used foul (Violating accepted standards or rules) means to gain power
531. An energy crisis compels (To force, drive, or constrain) fuel conservation.
532. An incentive (Something, such as the fear of punishment or the expectation of reward) bonus for high productivity.
533. I had to assert (To state or express positively; affirm) myself in the meeting in order to ensure acquisition of the new book.
534. Armies contending for control of strategic territory.
535. Passed the motion with little debate (To dispute or argue about).
536. The most versatile (Capable of doing many things competently) of vegetables is the tomato.
537. A versatile temperament.
538. Impose (To establish or apply as compulsory) a tax.
539. Impose a peace settlement.
540. You are always imposing (To take unfair advantage) on their generosity.
541. The street was plunged (To thrust or throw forcefully into a substance or place) in cool shadow.
542. We plunged into the icy mountain lake.
543. The students plunged into their examinations.
544. The disabled aircraft plunged to the ground and burst into flames.

545. **My spirits sagged** (To sink, droop, or settle from pressure or weight) **after I had been rejected for the job.**
546. **Stock prices sagged after a short rally.**
547. **Exorbitant** (Exceeding all bounds, as of custom or fairness, excessive) **prices.**
548. **A teacher who helps to mold** (frame or model around or on which something is formed or shaped) **the minds of his students.**
549. **Colleges recruiting** (To supply with new members or employees) **minority students.**
550. **re-cession** (The act of withdrawing or going back).
551. **Upturn, upswing, rise.**
552. **The last hurdle** (An obstacle or difficulty to be overcome) **before graduation.**
553. **Won by a substantial** (Considerable in importance, value, degree, amount, or extent) **margin.**
554. **Overdraw** (To draw against (a bank account) in excess of credit).
555. **Installment** (chapter, installment, episode, part, passage, portion, scene, section, segment).
556. **A scientific expedition** (A journey undertaken by a group of people with a definite objective) **the**
557. **South Pole.** (ai p p g . co m)
558. **A reluctant smile.**
559. **We seek the truth, and will endure** (To carry on through, despite hardships; undergo, to bear with)
560. **Endure an Arctic winter.**
561. **A breakneck** (Dangerously fast) **pace.**
562. **A breakneck curve.**
563. **Creeping or snail-like** (slow) **pace.**
564. **A pile** (A quantity of objects stacked or thrown together in a heap) **of trouble.**
565. **Piled the table with books.**
566. **Opted** (To make a choice or decision) **for early retirement.**
567. **Opted not to go.**
568. **The formidable** (Arousing fear, dread, or alarm) **prospect of major surgery.**
569. **A formidable** (Difficult to undertake, surmount, or defeat) **challenge.**
570. **A formidable opponent.**
571. **Endorse** (To give approval of or support to, especially by public statement) **a political candidate.**
572. **Charter** (To hire or lease) **an oil tanker.**
573. **Incurred** (To acquire or come into (something usually undesirable) **substantial losses during the stock market crash.**
574. **Kept dodging** (to avoid) **the reporter's questions.**
575. **The child dodged** (To move aside or in a given direction by shifting or twisting suddenly) **through the crowd.**
576. **All the decisions were left to our discretion** (The quality of being discreet; circumspection. See. Synonyms at prudence. Ability or power to decide responsibly. Freedom to act or judge on one's own).
577. **Devised** (To form, plan, or arrange in the mind; design or contrive) **a new system for handling mail orders.**
578. **They were explicit** (Fully and clearly expressed; leaving nothing implied) **in their criticism.**
579. **An explicit sign of trouble.**
580. **Integrated** (To make into a whole by bringing all parts together; unify) **the new procedures into the work routine.**
581. **A gardening implement** (A tool or an instrument used in doing work).
582. **Implement** (To put into practical effect; carry out, Synonyms at enforce, put into practice, put to use) **the new procedures.**
583. **A tense naval encounter** (A meeting, especially one that is unplanned, unexpected, or brief, a hostile or adversarial confrontation).
584. **The dialect** (A regional variety of a language distinguished by pronunciation) **of science.**
585. **Spanish and French are Romance dialects.**
586. **His language has become increasingly stark** (Bare; blunt).
587. **Stark poverty.**
588. **A stark contrast.**
589. **He is an exceedingly insular** (exclusive, exclusionary, restricted, restrictive) **man and so deeply private.**

590. An incentive (Something, such as the fear of punishment or the expectation of reward, that induces action or motivates) **bonus for high productivity.**
591. With the promise of...
592. The teams met in fierce contention (The act or an instance of striving in controversy or debate) **for first place.**
593. A vain (Not yielding the desired outcome; fruitless) **attempt.**
594. In vain (To no avail; without success).
595. Our labor was in vain.
596. To bring great harm or suffering to someone.
597. To treat injuriously or unjustly.
598. Haphazard growth,
599. Development on the outskirts of a city.
600. Urban sprawl (Haphazard growth).
601. An increase in span.
602. Alcoholism often leads to the alienation (emotional isolation or dissociation) **of family and friends.**
603. Misery that surpasses (To be beyond the limit, powers, or capacity of) **comprehension.**
604. Global monetary policies.
605. A feasible (Capable of being done) **plan.**
606. Feasible new sources of energy.
607. A feasible explanation.
608. abruptly
609. Popped (To make a short, sharp, explosive sound to move quickly or unexpectedly; appear abruptly) **me on the head.**
610. A thorny (Spiny. Painfully controversial; vexatious) **situation.**
611. Thorny issues.
612. Flipped (To throw or toss with a light, brisk motion) **the pages of the report.**
613. Fish flipping about in the net.
614. The lid flipped open.
615. Flip (Marked by casual disrespect; impertinent) **answer to a serious question.**
616. Flip (To throw (a coin) in order to decide something) **a coin.**
617. A ski lodge (A cottage or cabin, often rustic, used as a temporary abode or shelter).
618. Lodges (to provide with temporary quarters, especially for sleeping) **travelers in the shed.**
619. This cabinet lodges (To serve as a depository for) **our oldest wines.**
620. Documents lodged with a trusted associate.
621. Lodge a bullet in a wall.
622. The ball lodged in the fence.
623. When torn jeans were all the rage (Violent, explosive anger, a burning desire; a passion).
624. Raged (To speak or act in violent anger) **at the mindless bureaucracy.**
625. A storm raged through the mountains.
626. The plague raged for months.
627. Does negotiated disarmament deter (To prevent or discourage from acting, as by means of fear or doubt) **war.**
628. The obtrusive (Tending to push self-assertively forward) **behavior of a spoiled child.**
629. An obtrusive (Undesirably noticeable) **scar.**
630. An impoverished speech.
631. A region impoverished by drought.
632. Down-and-out (poor, bad off, indigent, penniless, penurious, poor, poverty-stricken, ruined, wiped out, pauper).
633. An innate (Possessed at birth; inborn. Inherent) **knowledge of right and wrong.**
634. Holy Grail (The object of a prolonged endeavor).
635. Good company and good discourse are the very sinews (Vigorous strength; muscular power, the source or mainstay of vitality and strength) **of virtue.**
636. A precision (The state or quality of being precise; exactness) **tool.**
637. Precision bombing.
638. Attentiveness to detail.
639. A morass (An area of low-lying, soggy ground. Something that hinders, engulfs, or overwhelms) **of detail.**
640. Payment is overdue.
641. Delinquency (Juvenile delinquency. Failure to do what law or duty requires) **problems.**

642. **Sine qua non** (fundamental, keystone, necessity, prerequisite, requirement, requisite, indispensable; a requirement).
643. **Spoke to me under the guise** (False appearance; pretense) **of friendship.**
644. **Huddled on the street in the guise of beggars.**
645. **An apprentice**
646. **The realm** (particular area of activity, study, or interest: specialty, field, area, arena) **of science.**
647. **The urge to wider voyages ... caused men to stumble** (To miss one's step in walking or running; to come upon accidentally or unexpectedly) **upon New America.**
648. **The President followed historical precedent** (An act or instance that may be used as an example in dealing with subsequent similar instances, Convention or custom arising from long practice) **in forming the Cabinet.)**
649. **A prize** (Something offered or won as an award for superiority or victory, as in a contest or competition. See Synonyms at bonus. Something worth striving for; a highly desirable possession) **cup.**
650. **A terrestrial** (Of or relating to Earth or its inhabitants) **plant or animal.**
651. **Immense.**
652. **Enormous .**
653. **colossal**
654. **Voyaged** (A long journey, as: A journey by sea to a foreign or distant land) **the western ocean.**
655. **An ample** (Of large or great size, amount, extent, or capacity) **living room.**
656. **An ample reward.**
657. **Ample evidence.**
658. **Had ample food for the party.**
659. **considerable amount**
660. **substantial amount**
661. **Compile** (To gather into a single book. To put together or compose from materials gathered from several sources) **an encyclopedia.**
662. **Not a shred** (A small amount; a particle) **of evidence.**
663. **Winds churning** (To shake or agitate vigorously) **up the piles of leaves.**
664. **Waves churning in the storm.**
665. **So angry it made my stomach churn.**
666. **Churns out four novels a year.**
667. **A rigorous program to restore physical fitness.**
668. **A rigorous climate.**
669. **decrease,**
670. **shriveling,**
671. **decrement,**
672. **abatement,**
673. **diminishment,**
674. **diminution,**
675. **dwindling,**
676. **curtailment,**
677. **cut,**
678. **cutback,**
679. **lessening,**
680. **reduction,**
681. **slash,**
682. **ebb,**
683. **Falloff.**
684. **Indisputable** (Beyond dispute or doubt; undeniable) **evidence.**
685. **Completely conspicuous** (Easy to notice; obvious. Attracting attention, as by being unusual or remarkable).
686. **The original ban on private trading had long since been waived** (To refrain from insisting on or enforcing).
687. **Relinquish** (To retire from; give up or abandon. To put aside or desist from) **a grip.**
688. **Temperate latitudes** (The angular distance north or south of the earth's equator).
689. **A mystical religion.**
690. **Etch** (To cut into the surface of (glass, for example) by the action of acid) **a design on glass.**

691. A landscape that is forever etched in my memory.
692. Trees that were etched against the winter sky.
693. Government fiat (command or regulation announced by a lawful authority: decree).
694. Prevailed (To be greater in strength or influence; triumph) **against great odds.**
695. Hoped justice would prevail.
696. A region where snow and ice prevail.
697. An ancient tradition that still prevails.
698. Pass through a sieve (To sort into different parts).
699. The ripple (To form or display little undulations or waves on the surface, as disturbed water does) of a flag.
700. No pain no gain.
701. A ripple of laughter.
702. An issue of seismic (Of, subject to, or caused by an earthquake or earth vibration) proportions and ramifications.
703. The patient bounced (To move jerkily; bump) **back to good health.**
704. Children bouncing into the room.
705. A check that bounced.
706. To fail to keep up a pace.
707. lag,
708. straggle,
709. Trail.
710. Confessed under duress (Constraint by threat, coercion).
711. A hail (Precipitation in the form of pellets of ice and hard snow) **of criticism.**
712. Condemnations hailed down on them.
713. They hailed insults at me.
714. Pay tribute (A gift, payment, declaration, or other acknowledgment of gratitude) **to...**
715. Uttered (To send forth with the voice, to articulate (words); pronounce or speak) **a cry.**
716. Managed to dispel (To rid one's mind of, to cause to separate and break up.) **my doubts.**
717. One of the adornments of the culture.
718. The play was an aesthetic (Characterized by a heightened sensitivity to beauty) **success.**
719. A recessive trait (A distinguishing feature, as of a person's character, quality).
720. Emotions that transcend (To pass beyond the limits of, to be greater than, as in intensity or power; surpass) **understanding.**
721. Love that transcends infatuation.
722. The aristocrat (A member of a ruling class or of the nobility, one considered the best of its kind) of cars.
723. Jumble (To mix in a confused way; throw together carelessly) **socks in a heap in the closet.**
724. The rapid-fire questioning jumbled the witness's thoughts.
725. Dividers that keep the files from jumbling.
726. A jumble of paper scraps in a drawer.
727. Financial accounts in a jumble.
728. Embroider (To ornament with needlework) **a pillow cover.**
729. Embroider a design on a bedspread.
730. A parade (A line or extended group of moving persons or things, an extended, usually showy succession, extravaganza,) **of fads** (A fashion that is taken up with great enthusiasm for a brief period of time; a craze) **and styles.**
731. **Make a parade of one's talents.**
732. An irrational (Not endowed with reason. Affected by loss of usual or normal mental clarity)
733. dislike.
734. A frivolous (Unworthy of serious attention; trivial) **novel.**
735. A frivolous (Inappropriately silly) **purchase.**
736. A business tax cut is needed to spur (A spur like attachment or projection, to incite or stimulate)
737. industrial investment.
738. Urge (To force or drive forward or onward; impel) **on...**
739. meager,
740. inadequate,
741. mere,
742. insubstantial,
743. scant,

744. scanty,
745. skimpy,
746. sparse,
747. scarce,
748. infinitesimal,
749. exiguous,
750. inappreciable,
751. inconsiderable,
752. spare,
753. poor,
754. limited,
755. small,
756. little,
757. paltry,
758. slight,
759. trifling,
760. trivial,
761. Insignificant.
762. trivial
763. The weekly outlay (The spending or disbursement of money) on **groceries**.
764. Huge new outlays for the military,
765. German artillery superiority on the Western Front was a **myth** (A traditional, typically ancient story dealing with supernatural beings).
766. Had many **misconceptions** (A mistaken thought, idea, or notion; a misunderstanding) **about** the new tax program.
767. I wish to confront my accuser in a court of law.
768. The defendant was confronted with incontrovertible evidence of guilt.
769. Confronted danger at every turn.
770. She didn't argue or confront.
771. There remain some truths too **ephemeral** (Lasting for a markedly brief time) **to be captured** in the cold pages of a court transcript or ... **opinion**.
772. This dreadful (Extremely unpleasant; distasteful or shocking) **heat**.
773. Incurred (To acquire or come into (something usually undesirable); sustain) **substantial losses** during the stock market crash.
774. Management **smothered** (To suffocate (another). To deprive (a fire), to conceal, suppress, or hide) **the true facts of the case**.
775. We **smothered** our indignation (Anger aroused by something unjust, mean, or unworthy) and pressed onward.
776. Smother chicken in sauce.
777. The grandparents **smothered** (To lavish a surfeit of a given emotion on (someone)) **the child** with affection.
778. Legible (Plainly discernible; apparent, Capable of being read) **weaknesses in character and disposition**.
779. An ego that **crumbles** (To break into small fragments or particles, to fall into small fragments or particles; disintegrate, to give way; collapse) **under pressure**.
780. Wearing a button that **proclaimed** (To announce officially and publicly; declare) **my choice** for president.
781. To **strive** (To exert much effort or energy; endeavor) **in opposition to**.
782. To attempt to harm
783. Reluctant (Unwilling; disinclined) **to help**.
784. Compliant (Disposed or willing to comply) **with**
785. Revolution **loomed** (To come into view as a massive, distorted, or indistinct image, to appear to the mind in a magnified and threatening form) **but the aristocrats paid no heed**.
786. Hang over.
787. Convene (To come together usually for an official or public purpose; assemble formally) a special session of Congress.
788. Buoyant (carefree, fancy-free, jaunty, nonchalant, raffish, rakish) **balloon**
789. Buoyant spirits.
790. In a buoyant mood.
791. A vivid (Perceived as bright and distinct; brilliant) **description**.

792. A vivid star.
793. A vivid imagination.
794. The new building is more spacious than its predecessor (Something that has been succeeded by another, *Antonyms*: follower).
795. His vision, unobstructed by ideological preconception.
796. Soon tired of the constraint (threat or use of force to prevent, restrict, or dictate the action or thought of others) of military life.
797. Ignored all moral constraints in his pursuit of success.
798. An arrogant (Having too high an opinion of oneself, egotistical, prideful, vain, big-headed, cocksure, cocky, haughty, egocentric, egoistic, egoistical, boastful, vainglorious) contempt for the weak.
799. Wires that convey (To take or carry from one place to another; transport) electricity.
800. A look intended to convey sympathetic comprehension.
801. The new ambassador presented her credentials (That which entitles one to confidence, credit, or authority) to the president.
802. A persuasive (Having the power to persuade or convince) argument.
803. Glimpsed (A brief, incomplete view or look. A brief flash of light) at the headlines.
804. Was up all night cramming (To force, press, or squeeze into an insufficient space; stuff, to fill too tightly. To gorge with food) for the history midterm.
805. Hasty study for an imminent examination.
806. She tucked (To make one fold or several folds in) her scarf into her blouse.
807. Tuck away millions.
808. He tucked his chin into his chest.
809. An apt (Exactly suitable; appropriate) reply.
810. She is apt (Having a natural tendency; inclined) to take offense easily.
811. An apt student.
812. The intimate (Marked by close acquaintance, association, or familiarity, Essential; innermost) structure of matter.
813. An intimate (Marked by informality and privacy) nightclub.
814. An intimate (Very personal; private) letter.
815. Eager for
816. An infallible (Incapable of erring, Incapable of failing) guide.
817. An infallible source of information.
818. An infallible antidote.
819. An infallible rule.
820. Perceptible (Capable of being perceived by the senses or the mind, detectable, apparent, palpable, obvious) sounds in the night.
821. Perhaps,
822. Conceivably (Perceptible)
823. To make children fit to live in a society by persuading (To induce to undertake a course of action or embrace a point of view by means of argument, reasoning, or entreaty) them to learn and accept its codes.
824. An effect like that of stereo speakers slightly out of sync (Synchronization).
825. In sync with today's fashions.
826. Just a tentative (Not fully worked out, concluded, or agreed on, Uncertain; hesitant. Attempted or advanced on an experimental or provisional basis, experimental, exploratory) schedule.
827. The voters' consensus (An opinion or position reached by a group as a whole or by majority will) was that the measure should be adopted.
828. Government by consensus.
829. Consensus politics.
830. Consensus management.
831. Resentful (anger, ire, crossness, asperity, ill will, rancor) desire for another's advantages
832. How are you faring (To get along) with your project?
833. Dismal (Causing gloom or depression) weather.
834. Took a dismal (dullness, or a lack of merit) view of the economy.
835. A dismal book.
836. A dismal performance on the cello.
837. Armies contending (To strive in opposition or against difficulties; struggle) for control of strategic territory.

838. Had to contend with long lines at the airport.
839. The defense contended that the evidence was inadmissible.
840. Go up against...
841. Stand up to...
842. Withstand...
843. Contest (A struggle for superiority or victory between rivals) **a will.**
844. Contested with other bidders for the antique.
845. To be uncertain about...
846. Skeptical (uncertain) about...
847. The floodwaters finally receded (To move back or away from a limit, point, or mark).
848. With the passage of time, my unhappy memories of the place receded.
849. Price increases that forecast (To estimate or calculate in advance, especially to predict) inflation.
850. Escalated (increase, enlarge, or intensify) the hostilities in the Persian Gulf.
851. Had an ice-cream concession (admission, acknowledgment, concession, confession, disclosure, divulgence, owning) **in the subway station.**
852. The incongruous design is a compromise (A settlement of differences in which each side makes concessions. The result of such a settlement) **between high tech and early American.**
853. An embassy that was compromised (To expose or make liable to danger, suspicion, or disrepute, average, center, compromise, happy medium, mean, median, middle, norm) **by hidden listening devices.**
854. The settlement of differences through mutual concession.
855. A state of hardship
856. Rehashing (To bring forth again in another form without significant alteration) **old ideas.**
857. A rehash of an old plot.
858. Put another way
859. Put into...
860. The principal's prerogative (The exclusive right and power to command, decide, rule, or judge, license, claim, due, pretension, privilege, title, right, birthright, warrant) **to suspend a student.**
861. Sympathetic insight into others' feelings
862. Was averse (opposition, distaste, or aversion; strongly disinclined) **to sharing a table with them.**
863. Investors who are averse to risk-taking.
864. Does negotiated disarmament deter (To prevent or discourage from acting, as by means of fear or doubt) war?
865. Captive (prisoner of war, that is forcibly confined, subjugated, or enslaved) **birds.**
866. A captive market.
867. Visitors bolstered (To support, To buoy up, To keep from yielding or failing during stress or difficulty) **the patient's morale.**
868. A landmark decision that set a legal precedent (A judicial decision that may be used as a standard in subsequent similar cases)
869. The President followed historical precedent in forming the Cabinet.
870. Requests that grew more and more imperative (Expressing a command or plea. Having the power or authority to command or control).
871. Imperative (Impossible to deter or evade; pressing) **needs.**
872. Social imperatives (A command; an order. An obligation).
873. A people driven to aggression by territorial imperatives.
874. We allowed the warm water to embrace us.
875. The debater refused to cede (To surrender possession of, especially by treaty. See Synonyms as relinquish) **the point to her opponent.**
876. A surge (A sudden onrush) of joy.
877. He says that there isn't any energy crisis at all, that it's all a hype (Exaggerated or extravagant claims made especially in advertising or promotional material, Something deliberately misleading; a deception), **to maintain outrageous profits for the oil companies.**
878. The warmth of a naturally charismatic (Having the power to persuade or convince. persuasive, cogent, convincing, suasive, influential, compelling) **leader.**
879. A murder suspect with links to the Mob (The mass of common people; the populace, An organized gang of criminals; a crime syndicate).

880. A mob of boats in the harbor.
881. Devised (To form, plan, or arrange in the mind; design or contrive) a new system for handling mail orders.
882. To pay back or compensate for...
883. Repatriate (To restore or return to the country of birth, citizenship, or origin) war refugees.
884. Not only came to doubt the worth of his extraordinary body of work, but repudiated (To reject the validity or authority of) it.
885. Repudiated the accusation.
886. Our society permits people to sue for libel so that they may vindicate (To clear of accusation, blame, suspicion, or doubt with supporting arguments or proof) their reputations.
887. Vindicate (To provide justification or support for) one's claim.
888. Hibernation has long intrigued (To effect by secret scheming or plotting. To arouse the interest or curiosity of) biologists.
889. A train rattled (to make or emit a quick succession of short percussive sounds) along the track.
890. Rattled (To talk rapidly and at length, usually without much thought) on about this and that.
891. Rattled the dishes in the kitchen.
892. Rattled (To utter or perform rapidly or effortlessly) off a list of complaints.
893. Put at ease.
894. And in turn make the...
895. Averaging approximately similar.
896. Expanding overall.
897. Attribute to...
898. Seek to...
899. gap
900. An itinerant (Traveling from place to place, especially to perform work or a duty) judge.
901. Itinerant labor.
902. A burning desire to...
903. An older pupil whose accomplishments and style I emulated (To strive to equal or excel, especially through imitation).
904. To attain equality with...
905. harp on (To say or do again or repeatedly)
906. linger on (To say or do again or repeatedly)
907. make an issue of (To say or do again or repeatedly)
908. persist in (To say or do again or repeatedly)
909. stress on (To say or do again or repeatedly)
910. tarry over (To say or do again or repeatedly)
911. An empire is the aggregate (Constituting or amounting to a whole; total) of many states under one common head.
912. The nurses' schedules dovetailed, (To combine or interlock into a unified whole) so that one was always on duty.
913. Go together harmoniously.
914. Commuters thronging (A large group of people gathered or crowded closely together) the subway platform.
915. Move in a throng.
916. Stifled (To interrupt or cut off (the voice, for example).2. To keep in or hold back; repress) my indignation.
917. Tried to hush up (To make silent or quiet. To calm; soothe. To keep from public knowledge; suppress mention of) the damaging details.
918. To state one's intention to take...
919. They lost the contract because their bid (To issue a command to; direct, To make an offer to pay or accept specified price, The amount offered or proposed) was too high.
920. Made a bid (An earnest effort to win or attain something) for the presidency.
921. Put forward...
922. A teacher granted tenure (The status of hold ing one's position on a permanent basis without periodic contract renewals) on a faculty.
923. The dog ran off, trailing (To allow to drag or stream behind, as along the ground) its leash.
924. Trail (To follow the traces or scent of, as in hunting; track. To follow the course taken by; pursue) a fugitive.

925. The queen's long robe trailed (To drag or be dragged along, brushing the ground) **behind.**
926. Smoke trailing (To drift in a thin stream) **from a dying fire.**
927. His voice trailed off (To become gradually fainter; dwindle) **in confusion.**
928. The senator, followed by a trail of reporters.
929. Left a trail of broken promises.
930. The trail of a hunted animal.
931. Gave a sober (Devoid of frivolity, excess, exaggeration, or speculative imagination; straightforward) **assessment of the situation.**
932. A feeling of regret for one's misdeeds.
933. A queer (Deviating from the expected or normal; strange) **situation.**
934. Might try to queer (To ruin or thwart) **the Games with anything from troop movements.**
935. A stadium with four tiers (One of a series of rows placed one above another) **of seats.**
936. Balconies that tier upward.
937. Just a figment (Something invented, made up, or fabricated) **of the imagination.**
938. Not a shred (A long, irregular strip cut or torn off. A small amount; a particle) **of evidence.**
939. Always prying (To look or inquire closely, curiously, or inquisitively, often in a furtive manner; snoop) **into the affairs of others.**
940. Stipulate (To lay down as a condition of an agreement; require by contract. To specify or arrange in an agreement) **a date of payment and a price.**
941. Expropriated (To deprive of possession, confiscate, grab, To take another's property illegally or without permission) **the property owners who lived in the path of the new highway.**
942. Nothing could avail (To be of use or advantage to) **the dying patient.**
943. Halfway measures will no longer avail (To be of use, value, or advantage; serve).
944. Could be trusted to expedite (To speed up the progress of; facilitate. To perform quickly and efficiently) **the matter.**
945. The routine but indispensable (Not to be dispensed with; essential. Obligatory; unavoidable, *SYNONYM: indispensable, essential, necessary, needful, requisite*) **ceremonies of state.**
946. Ventured (To expose to danger or risk) **her entire fortune.**
947. Ventured her entire fortune.
948. Ventured the high seas in a small boat.
949. I would venture to guess that...
950. Ventured into the wilderness.
951. play with fire (take chances)
952. sail close to the wind (take chances)
953. skate on thin ice (take chances)
954. Showing intense feeling.
955. Motivated by a strong desire to achieve...
956. Last hurdle (An obstacle or difficulty to be overcome) **before graduation.**
957. To put in force by legal authority.
958. Signed a pledge (A solemn binding promise to do, give, or refrain from doing something) **never to reveal the secret.**
959. A pledge of money to a charity.
960. Put an article in pledge (Something given or held as security to guarantee payment of a debt or fulfillment of an obligation).
961. A loan that required a pledge of property.
962. Pledge loyalty to a nation.
963. Pledged their cooperation.
964. Pledged themselves to the cause.
965. Drink in honor of...
966. Drink to compliment...
967. Drink to commemorate...
968. Making great strides (A step of progress; an advance. Often used in the plural) **in their studies.**
969. To ride a horse at a canter (A smooth gait, especially of a horse, that is slower than a gallop but faster than a trot).
970. Dive in...(To start work on vigorously. tackle, attack,)
971. get to work,(To start work on vigorously. tackle, attack,)
972. Go at...(To start work on vigorously. tackle, attack,)
973. Plunge into...(To start work on vigorously. tackle, attack,)

974. Set to work...(To start work on vigorously. tackle, attack,)
975. Wade into... (To start work on vigorously. tackle, attack,)
976. Give birth to...
977. Repatriate (to restore or return to the country of birth, citizenship, or origin) **war refugees.**
978. He not only came to doubt about it, but repudiated (To reject the validity or authority of) it.
979. Repudiated the accusation.
980. Repudiate (*Antonyms*: vindicate) a debt.
981. Our society permits people to sue for libel so that they may vindicate (To clear of accusation, blame, suspicion, or doubt with supporting arguments or proof) **their reputations.**
982. Vindicate one's claim.
983. Hibernation has long intrigued (A secret or underhand scheme; a plot, To arouse the interest or curiosity of) **biologists.**
984. To arouse the interest and attention of...
985. To work out a plan
986. A train rattled (To make or emit a quick succession of short percussive sounds) **along the track.**
987. Rattled (To talk rapidly and at length, usually without much thought) **on about this and that.**
988. Rattled (To cause to make a quick succession of short percussive sounds) **the dishes in the kitchen.**
989. Rattled (To utter or perform rapidly or effortlessly) **off a list of complaints.**
990. The accident rattled (To make or become nervous or upset) **me.**
991. An older pupil whose accomplishments and style I emulated (To strive to equal or excel, especially through imitation).
992. Aggregate (Constituting or amounting to a whole; total) **sales in that market.**
993. An empire is the aggregate of many states under one common head.
994. Ships docked two abreast (Side by side).
995. Keeping abreast (Up to date with) **of the latest developments.**
996. And, withal (In addition; besides), **a wider publicity was given to thought-provoking ideas.**
997. Apropos (With regard to; concerning) **our date for lunch, I can't go.**
998. Succeeded by dint (Force or effort; power) **of hard work.**
999. To put a dent in...
1000. Went on strike in defiance (bold resistance to an opposing force or authority) **of union policy.**
1001. The pursuit (The act or an instance of chasing or pursuing) **of higher education.**
1002. The quest (The act or an instance of seeking or pursuing something; a search) **for the Holy Grail.**
1003. To go on a quest.
1004. To search for...
1005. In the midst (The middle position or part; the center) **of the desert.**
1006. A stranger in our midst (A position of proximity to others).
1007. Being surrounded or beset by something.
1008. In the midst of all of our problems.
1009. In the midst of the war.
1010. Proceeding from...
1011. And conformable to...
1012. Moving to and fro (Away; back).
1013. A pretense (The act of pretending; a false appearance or action intended to deceive) **of**
1014. nonchalance (Casual lack of concern, Lack or avoidance of formality).
1015. Under false pretenses (A professed but feigned reason or excuse; a pretext).
1016. An outward appearance meant to deceive.
1017. To cover-up (disguise, guise, mask, pretense, veneer)...
1018. Put on a show (pretense).
1019. This question remains a vital consideration **anent** (Regarding; concerning, with regard to) **the**
1020. **debate over the possibility of limiting nuclear war to military objectives.**
1021. The Stars that shoot athwart (From side to side; crosswise or transversely) **the Night.**
1022. A-slant (At a slant; obliquely)
1023. A-thwart (From side to side; crosswise or transversely)

1024. **With-al** (In addition; besides)
1025. **A-midst** (In or into the middle of, among, amid, amidst, amongst, mid)
1026. **Be-twixt** (Between, In an intermediate position)
1027. **A-loft** (In or into a high place; high or higher up)
1028. **Birds perching aloft telephone wires.**
1029. **And, withal, a wider publicity was given to thought-provoking ideas .**
1030. **We have seen too much defeatism, too much pessimism** (A tendency to stress the negative or unfavorable or to take the gloomiest possible view), **too much of a negative approach.**
1031. **The doctrine or belief that the evil in the world outweighs the good.**
1032. **An agreeable personality is a great asset.**
1033. **One of our assets** (A spy working in his or her own country and controlled by the enemy) **working out of Leningrad managed to take a drive out of town.**
1034. **Take the vows** (An earnest promise to perform a specified act or behave in a certain manner, especially a solemn promise to live and act in accordance with the rules of a religious order) **of a nun.**
1035. **Vowing revenge on their persecutors.**
1036. **Bound to do...**
1037. **Ditched** (A long narrow trench or furrow dug in the ground, to get rid of; discard) **the old yard furniture.**
1038. **A glider buoyed** (A float, often having a bell or light, moored in water as a warning of danger or as a marker for a channel, to keep afloat or aloft) **by air currents.**
1039. **The persistent ... takeover speculation, which has buoyed up** (To maintain at a high level; support) **the shares of banks.**
1040. **Buoyed up** (To hearten or inspire; uplift) **by the team spirit and the pride of the older generation back at home.**
1041. **Spiteful** (Deliberately harmful. malicious, abusive, mean, nasty) **person.**
1042. **Beef on the hoof** (The foot of such an animal, especially a horse, To go on foot; walk, Not yet butchered).
1043. **An embargo** (A prohibition by a government on certain or all trade with a foreign nation) **on the sale of computers to unfriendly nations.**
1044. **An embargo** (prohibition; a ban) **on criticism.**
1045. **To impose an embargo on...**
1046. **To abstain from using...**
1047. **Dealing with...**
1048. **A duo** (A duet. Two performers singing or playing together) **of negotiators.**
1049. **Lived in a barn** (A large farm building used for storing farm products and sheltering livestock) **of a country house.**
1050. **Grouse** (An expression of dissatisfaction or resentment).
1051. **The press corps** (A group of people organized to work together: team, a separate branch or department of the armed forces having a specialized function).
1052. **The prisoners were shorn** (*shear*, to remove the hair or fleece from, to divest or deprive as if by cutting) **of their dignity.**
1053. **Shear** (To move or proceed by or as if by cutting) **through the wheat.**
1054. **Shearing stress.**
1055. **Shear stress.**
1056. **A shearing strain.**
1057. **To rise and taper steeply.**
1058. **The hair on the dog's neck bristled** (A stiff hair, to stand stiffly on end like bristles).
1059. **The cat bristled** (A stiff hair, to stand stiffly on end like bristles) **at the sight of the large dog.**
1060. **The author bristled** (To react in an angry or offended manner) **at the suggestion of plagiarism** (To put forth as original to oneself the ideas or words of another).
1061. **The path bristled** (To be covered or thick with or as if with bristles) **with thorns.**
1062. **An ethic** (set of principles of right conduct. A theory or a system of moral values) **of service is at**
1063. **war with a craving for gain.**
1064. **Medical ethics** (The rules or standards governing the conduct of a person or the members of a profession).
1065. **A carefully wrought** (A past tense and a past participle of **work**. Put together; created) **plan.**
1066. **Skimming** (To remove (floating matter) from a liquid) **stones on the pond.**

1067. **Skimmed** (To give a quick and superficial reading, scrutiny, or consideration; glance) **through the newspaper.**
1068. I **pegged** (To classify; categorize) **her as an opportunist.**
1069. **Why do you have me pegged** (To fix (a price) at a certain level or within a certain range. *Informal* To classify; categorize) **as the rowdy one?**
1070. An **exquisite** (Characterized by intricate and beautiful design or execution) **chalice.**
1071. An **exquisite sunset.**
1072. **Plays the piano with exquisite technique.**
1073. An **exquisite sense of color.**
1074. **Suffered exquisite pain.**
1075. The **soaring rise in interest rates finally appeared to be losing momentum** (Impetus of a physical object in motion. Impetus of a nonphysical process, such as an idea or a course of events).
1076. The **nurses catered** (To provide food or entertainment. To be particularly attentive or solicitous; minister) **to my every need.**
1077. The **legislation catered to various special interest groups.**
1078. A business that **caters** (To provide food service for) **banquets and weddings.**
1079. A problem in thermodynamics that **stymied** (An obstacle or obstruction) **half the class.**
1080. The **warmth of a naturally charismatic** (divinely inspired powers, as of healing, prophecy, and the gift of tongues, having the power to persuade or convince) **leader.**
1081. **Gobbled up** (To take greedily; grab) **the few remaining tickets.**
1082. A **central and contentious** (Given to contention; quarrelsome. See Synonyms at **argumentative**) **element of the book.**
1083. **And bicker** (To engage in a petty, bad-tempered quarrel; squabble. See Synonyms at **argue** . To flicker; quiver) **like a flame.**
1084. **Barter** (To trade goods or services without the exchange of money) **economy.**
1085. An **obsolete** (No longer in use, old) **word.**
1086. An **obsolete** (Outmoded in design, style, or construction) **locomotive.**
1087. **Brushed her hair until it was sleek** (Smooth and lustrous as if polished; glossy).
1088. **Sleeked** (Polished or smooth in manner, especially in an unctuous way) **his hair with pomade.**
1089. **Scrounged** (To obtain (something) by begging or borrowing with no intention of reparation) **a few dollars off my brother.**
1090. **Trendy** (Of or in accord with the latest fad or fashion) **clothes.**
1091. **International trendies** (One who is drawn to and represents the latest trends) **have spread the**
1092. **word about the area's new nightclubs.**
1093. The **urge to wider voyages ... caused men to stumble** (To proceed unsteadily or falteringly; flounder, to make a mistake; blunder, to come upon accidentally or unexpectedly) **upon New America.**
1094. The **sea otter is gentle and relatively tame** (Brought from wildness into a domesticated or tractable state).
1095. A **tame** (Insidious; flat) **Christmas party.**
1096. A **tame** (Sluggish; languid; inactive) **river.**
1097. **Torrential** (Resembling, flowing in, Resulting from the action of fast-flowing streams) **Mountain streams.**
1098. A **torrential downpour.**
1099. **Torrential** (Flowing or surging abundantly; wild) **applause.**
1100. **Climbed a tree to view the surrounding terrain** (An area of land; ground, a particular geographic area; a region).
1101. A **guide who knows this terrain well.**
1102. **Boots designed for rugged terrain.**
1103. His **language has become increasingly stark** (Bare; blunt), **to the point of sounding strident.**
1104. **Stark** (Complete or utter) **poverty.**
1105. They found it hard to accept such a **stark** (Harsh; grim) **portrait of unrelieved failure.**
1106. **Stark** (Utterly; entirely) **raving mad.**
1107. **Murky** (Dark, dim, or gloomy) **dungeon** (A dark, often underground chamber or cell used to confine prisoners).
1108. **Murky** (Darkened or clouded with sediment) **waters.**

1109. **Auspices** (Protection or support; patronage, A sign indicative of future prospects) **for the venture seemed favorable.**
1110. **Stifled** (To keep in or hold back; repress) **my indignation** (Anger aroused by something unjust, mean, or unworthy).
1111. **A moratorium** (An authorized period of delay in the performance of an obligation, A suspension of an ongoing or planned activity) **on the deployment of a new weapon.**
1112. **To worry over trifles.**
1113. **To be in a state of emotional or mental turmoil.**
1114. **Serene** (Unaffected by disturbance; calm and unruffled) **Skies and a bright blue sea.**
1115. **Her Serene** (Used as a title and form of address for certain members of royalty) **Highness.**
1116. **We felt awe** (A mixed emotion of reverence, respect, dread, and wonder inspired by authority, genius, great beauty, sublimity, or might) **when contemplating the works of Bach.**
1117. **The imprisoned soldiers were in awe** (A mixed emotion of reverence, respect, dread, and wonder inspired by authority, genius, great beauty, sublimity, or might) **of their captors.**
1118. **To inspire with awe.**
1119. **To fill with wonder, awe, or astonishment.**
1120. **Rioters running amuck** (In a frenzy to do violence or kill) **in the streets.**
1121. **The plans went amuck** (In or into a jumbled or confused state).
1122. **Amuck** (Crazed with murderous frenzy) **troops.**
1123. **Mutilate** (To deprive of a limb or an essential part; cripple , to disfigure by damaging irreparably) **a statue.**
1124. **It issues a spate** (A sudden flood, rush, or outpouring, A sudden heavy fall of rain) **of words from the loudspeakers and the politicians.**
1125. **Parents with a medieval** (Old-fashioned; unenlightened) **attitude toward dating.**
1126. **An apt** (Exactly suitable; appropriate) **reply.**
1127. **She is apt** (Having a natural tendency; inclined) **to take offense easily.**
1128. **An apt** (Quick to learn or understand) **student.**
1129. **About to do...**
1130. **On the brink of...**
1131. **On the point of...**
1132. **On the verge of...**
1133. **A news hound** (A domestic dog of any of various breeds one who eagerly pursues something).
1134. **A coffee hound.**
1135. **Hounded me until I agreed to cut my hair.**
1136. **The arduous** (Demanding great effort or labor; difficult) **work of preparing a Dictionary of the**
1137. **English Language.**
1138. **A long, arduous** (onerous, rough, strenuous, toilsome, tough, uphill, wearisome), **and exhausting war.**
1139. **Reached assent** (Agreement; concurrence) **on a course of action.**
1140. **Gave my assent** (consent, Approval for an action as granted by an authority) **to the plan.**
1141. **The voters' consensus** (An opinion or position reached by a group as a whole or by majority will) **was that the measure should be adopted.**
1142. **Government by consensus.**
1143. **Consensus politics.**
1144. **Consensus management.**
1145. **Tenuous** (Long and thin; slender) **strands.**
1146. **A tenuous** (Having little substance) **argument.**
1147. **Convocation** (assembly, caucus, colloquium, conclave, confabulation, conference, congregation, congress, convention, convocation, gathering, symposium).
1148. **Endorse** (To give approval of or support to, to write one's signature on the back) **a political candidate.**
1149. **Put up a plaque as a tribute** (A gift, payment, declaration, or other acknowledgment of gratitude, respect, or admiration) **to his generosity.**
1150. **Her home is a tribute** (Evidence attesting to some praiseworthy quality or characteristic) **to her good taste.**
1151. **An ambiguous** (Open to more than one interpretation, Doubtful or uncertain) **reply.**
1152. **Had to ask the school principal to adjudicate** (To hear and settle (a case) by judicial procedure) **the quarrel.**

1153. To gather in a huddle (To crowd together).
1154. During the crisis the President's national security advisers huddled (To gather together for conference or consultation).
1155. Any policy or practice of separating or segregating groups.
1156. Prowled (To roam through stealthily, as in search of prey or plunder) the alleys of the city after dark.
1157. Cats prowling (To rove furtively or with predatory intent) through the neighborhood.
1158. Salespeople on the prowl (Actively looking for something) for better jobs.
1159. A television news program famed for the charisma (Personal magnetism or charm) of its anchors.
1160. Tried to conjure (To influence or effect by or as if by magic) away the doubts that beset her.
1161. Arizona conjures up (To call or bring to mind; evoke) an image of stark deserts for most Americans.
1162. A country in turmoil (A state of extreme confusion or agitation) over labor strikes.
1163. Hibernation has long intrigued (To engage in secret or underhand schemes; plot, to arouse the interest or curiosity of) biologists.
1164. Their faces prune (Any kind of plum that can be dried without spoiling, To make a facial expression exhibiting ill temper or disgust, An ill-tempered, stupid, or incompetent person) at the slightest provocation.
1165. Yet no one knew ... how his abilities would be deployed (To position (troops) in readiness for combat, to put into use or action).
1166. An odyssey (A trip, often a lengthy one: journey, odyssey, peregrination, pilgrimage, tour, trek, voyage, expedition, excursion, quest, flight, cruise, junket, divagation) of discovery.
1167. Despaired (To lose all hope) of reaching shore safely.
1168. Unmotivated students that are the despair (Complete loss of hope) of their teachers.
1169. Slum housing.
1170. Slum districts.
1171. A candidate with the will (Diligent purposefulness; determination) to win.
1172. Lacked the will to overcome the addiction.
1173. It is the sovereign's will that the prisoner be spared.
1174. Let it be known that I took this course of action against my will.
1175. Guided only by will.
1176. Full of good will (Bearing or attitude toward others; disposition).
1177. She makes you will (To yearn for; desire) your own destruction.
1178. We willed (To induce or try to induce by sheer force of will) the sun to come out.
1179. Humongous (Extremely large; enormous) baked potatoes piled high with sour cream.
1180. Recounted the saga (A long, detailed report) of their family problems.
1181. Made a wry (Dryly humorous, often with a touch of irony. Temporarily twisted in an expression of distaste or displeasure) face.
1182. He was inconsolable (Impossible or difficult to console; despondent) after his pet died.
1183. Precision (The state or quality of being precise; exactness) tool.
1184. Precision (The state or quality of being precise; exactness) components.
1185. Precision (The state or quality of being precise; exactness) bombing.
1186. He is attentive to details.
1187. Frantic (Highly excited with strong emotion or frustration) with worry.
1188. Made a frantic (Characterized by rapid and disordered or nervous activity) last-minute search for the lost key.
1189. Marked by intense activity.
1190. Insistence upon rules of conduct marks the ebb (A period of decline or diminution) of religious fervor.
1191. To become less active or intense.
1192. subside,
1193. abate,
1194. die down,
1195. ease off,
1196. ebb,
1197. fall,
1198. fall off,
1199. lapse,

- 1200. let up,
- 1201. moderate,
- 1202. relent,
- 1203. slacken,
- 1204. Wane.
- 1205. decrease,
- 1206. shriveling,
- 1207. decrement,
- 1208. abatement,
- 1209. diminishment,
- 1210. diminution,
- 1211. dwindling,
- 1212. curtailment
- 1213. cut,
- 1214. cutback,
- 1215. lessening,
- 1216. reduction,
- 1217. slash,
- 1218. Falloff.
- 1219. retreat,
- 1220. retrograde,
- 1221. retrogress,
- 1222. subside,
- 1223. fall back,
- 1224. retract,
- 1225. retrocede,
- 1226. withdraw
- 1227. Grow,
- 1228. Rise,
- 1229. Heighten,
- 1230. Intensify.
- 1231. Sidewalks slick (Smooth, glossy, and slippery) **with ice.**
- 1232. A slick (Superficially attractive or plausible but lacking depth or soundness) **writing style.**
- 1233. A garbage slick (A floating film of oil. A trail of floating material).
- 1234. Romulus is the eponym (A person whose name is or is thought to be the source of the name of something, such as a city, country, or era) **of Rome.**
- 1235. The debut (first public appearance, as of a performer, the beginning of a course of action) **of a new foreign policy.**
- 1236. The brim (projecting rim or edge) **of a hat.**
- 1237. The cup is brimming (To be full to the brim. To overflow) **over with water.**
- 1238. Present in great abundance.
- 1239. The losing candidate conceded (To yield or grant (a privilege or right, for example), to make a concession. To let have as a favor or privilege. v.grant, accord, award, give, To recognize or regard (often reluctantly) as being valid or true) **at midnight after the polls had closed.**
- 1240. Understate (To state with less completeness or truth, to express with restraint or lack of emphasis, to state (a quantity, for example) that is too low) **corporate financial worth.**
- 1241. Glimpsed (To look briefly; glance) **at the headlines.**
- 1242. Waded (To walk in or through water or something else that similarly impedes normal movement, to make one's way arduously) **through a boring report.**
- 1243. Waded (To plunge into, begin, or attack resolutely and energetically) **into the task.**
- 1244. Federal courts have a certain cachet (A mark or a quality, as of distinction, individuality, or authenticity) **which state courts lack.**
- 1245. A smorgasbord (A buffet meal featuring a varied number of dishes, A varied collection) **of fashionable paranormal beliefs.**
- 1246. Had a hunch (An intuitive feeling or a premonition, a hump. A lump or chunk) **that he would lose.**
- 1247. I hunched (To bend or draw up into a hump) **my shoulders against the wind.**
- 1248. The cat hunched (To assume a crouched or cramped posture) **in a corner.**
- 1249. An arms dealer who served as a conduit (A tube or duct for enclosing electric wires or cable. A means by which something is transmitted) **for intelligence data.**

1250. Lavish (Characterized by or produced with extravagance and profusion) **buffet**.
1251. The critics were **lavish** (Immoderate in giving or bestowing) **with their praise**.
1252. Lavished (To give or bestow in abundance; shower) **attention on his customers**.
1253. A **shrewd** (Sharp; penetrating) **wind**.
1254. Marked by or capable of **keen insight or perception**.
1255. Able to draw or make **fine distinctions**.
1256. The teams met in **fierce contention** (The act or an instance of striving in controversy or debate. See Synonyms at discord) **for first place**.
1257. **Regal** (Of or relating to a monarch; royal) **attire** (To dress or clothe, especially in elaborate or splendid garments).
1258. **Utter** (Complete; absolute; entire) **nonsense**.
1259. **Utter** (Complete; absolute; entire) **darkness**.
1260. **Bunk** (A narrow bed built like a shelf into or against a wall, as in a ship's cabin, To sleep in a bunk or bed. To stay the night) **over at a friend's house**.
1261. **Bunked down** (To go to bed) **early**.
1262. **Overestimation of...**
1263. The **signatory** (Bound by signed agreement) **parties to a contract**.
1264. **Exerted** (To put to use or effect; put forth) **all my strength to move the box**.
1265. **Exert** (To bring to bear; exercise) **influence**.
1266. **Exerted** (strenuous effort) **ourselves mightily during the campaign to raise funds**.
1267. **Put out...**
1268. A **vain** (Not yielding the desired outcome; fruitless) **attempt**.
1269. **Vain** (Lacking substance or worth) **talk**.
1270. **Our labor was in vain** (To no avail; without success).
1271. **Took the name of the Lord in vain** (In an irreverent or disrespectful manner).
1272. **Ominous** (Menacing; threatening) **black clouds**.
1273. **Ominous rumblings of discontent** (Absence of contentment; dissatisfaction. A restless longing for better circumstances. One who is discontented).
1274. **Police quelled** (To put down forcibly; suppress) **the riot**.
1275. **Finally quelled** (To pacify; quiet) **the children's fears**.
1276. **moderate,**
1277. **calm,**
1278. **calm down,**
1279. **lessen,**
1280. **decrease,**
1281. **diminish,**
1282. **ease,**
1283. **lighten,**
1284. **mellow,**
1285. **relax,**
1286. **tone down,**
1287. **cool,**
1288. **cool down,**
1289. **cool off,**
1290. **chill out,**
1291. **allay,**
1292. **assuage,**
1293. **quiet,**
1294. **alleviate,**
1295. **mitigate,**
1296. **palliate,**
1297. **dampen,**
1298. **quell,**
1299. **reduce,**
1300. **relieve,**
1301. **soothe,**
1302. **temper**
1303. The president **reshuffled** (To arrange or organize anew) **the advisory committee**.
1304. He soon became **sufficiently inured** (To habituate to something undesirable, especially by prolonged subjection; accustom) **to it**.

1305. **Light that emanated** (To come or send forth, as from a source) **from a lamp.**
1306. **A stove that emanated** (To come or send forth, as from a source) **a steady heat.**
1307. **Derive from...**
1308. **Come from...**
1309. **A raid** (A surprise attack by a small armed force) **on a gambling den.**
1310. **To enter in order to plunder or conquer.**
1311. **Emboss** (To mold or carve in relief) **a design on a coin.**
1312. **Emboss** (To decorate with or as if with a raised design) **leather.**
1313. **The whole buoy was embossed with barnacles** (Any of various marine crustaceans of the subclass Cirripedia that in the adult stage form a hard shell and remain attached to submerged surfaces, such as rocks and ships' bottoms).
1314. **Etch** (To cut into the surface of (glass, for example) by the action of acid. To make or create by this method) **a design on glass.**
1315. **A landscape that is forever etched** (To impress, delineate, or imprint clearly) **in my memory.**
1316. **Trees that were etched against the winter sky.**
1317. **A philanthropic** (humanitarian. Organized to provide humanitarian or charitable assistance) **society.**
1318. **A fact documented by two contemporary** (Belonging to the same period of time) **sources.**
1319. **Contemporary** (Of about the same age) **trends in design.**
1320. **Shelley and Keats were contemporaries** (One of the same time or age).
1321. **A succinct** (Characterized by clear, precise expression in few words; concise and terse) **reply.**
1322. **A succinct** (Characterized by clear, precise expression in few words; concise and terse) **style.**
1323. **Her friends disputed** (To argue about; debate. To question the truth or validity of; doubt) **her intentions.**
1324. **Disputed** (To strive against; resist) **the actions of his competitors.**
1325. **In his testimony, the nominee came off as ... a chameleon** (A changeable or inconstant person) **of legal philosophy.**
1326. **Coaxed** (To persuade or try to persuade by pleading or flattery; cajole. To obtain by persistent persuasion) **the secret out of the child.**
1327. **Shortly Tom came upon the juvenile pariah** (A social outcast) **of the village.**
1328. **Reluctant** (Unwilling; disinclined) **to help.**
1329. **A reluctant** (Exhibiting or marked by unwillingness) **smile.**
1330. **The ship lurched** (To stagger. See Synonyms at blunder. To roll or pitch suddenly or erratically) **in the storm.**
1331. **The car gave a start and then lurched** (To roll or pitch suddenly or erratically) **forward.**
1332. **The mythical** (Of or existing in myth) **unicorn.**
1333. **Took evasive** (Inclined or intended to evade, Intentionally vague or ambiguous, elusive, dodgy, evanescent, evasive, fleeting, fugitive, illusory, shifty, slippery, tricky) **action.**
1334. **Contemplated** (To look at attentively and thoughtfully, To consider carefully and at length; meditate on or ponder) **the problem from all sides.**
1335. **Contemplated** (To look at attentively and thoughtfully, To consider carefully and at length; meditate on or ponder) **the mystery of God.**
1336. **Contemplate** (To have in mind as an intention or possibility) **marriage. Forced by the accident to contemplate** (To have in mind as an intention or possibility) **retirement.**
1337. **Think through...**
1338. **To have in mind as a goal.**
1339. **To foresee...**
1340. **Government fiat** (An arbitrary order or decree. Authorization or sanction).
1341. **Accorded** (To cause to conform or agree; bring into harmony. To grant, especially as being due or appropriate) **the President the proper deference.**
1342. **I accord** (See Synonyms at grant. To bestow upon) **you my blessing.**
1343. **Act in accord** (To be in agreement, unity, or harmony. See Synonyms at agree) **with university policies.**
1344. **The children returned on their own accord** (Spontaneous or voluntary desire to take a certain action).
1345. **A formal settlement between nations.**
1346. **An extremely dicey** (Involving or fraught with danger or risk) **future.**
1347. **Intercepted** (To stop, deflect, or interrupt the progress or intended course of) **me with a message as I was leaving.**

1348. The tribunal (Something that has the power to determine or judge) of public opinion.
1349. Judicial tribunal.
1350. Behavior that epitomizes (To make an epitome of; sum up. To be a typical example of, to make or give a summary of) selfishness.
1351. Despised (To regard with contempt or scorn) all cowards and flatterers.
1352. Despised (To dislike intensely; loathe) the frigid weather in January.
1353. Despised (To regard as unworthy of one's interest or concern) any thought of their own safety.
1354. To regard with extreme dislike and hostility.
1355. To regard with distaste or aversion.
1356. To regard with contempt.
1357. To present...
1358. Make an offer...
1359. Make a proposal to...
1360. Preliminary action taken to elicit a favorable response.
1361. Perpetrate (To be responsible for; commit) a crime.
1362. Perpetrate (To be responsible for; commit) a practical joke.
1363. To take action in accordance with the requirements of...
1364. To bring about...
1365. To cause to undergo...
1366. An object of extreme dislike.
1367. Deep-seated hatred.
1368. Public outcry (A loud cry or clamor. A strong protest or objection) over the rise in prices.
1369. Drag into...
1370. Draw into...
1371. To attract cunningly or adroitly into something wrong or foolish.
1372. To gain control of or an advantage over by or as if by trapping.
1373. Having a keen intelligence.
1374. Able to draw or make fine distinctions.
1375. A salary commensurate (Corresponding in size or degree; proportionate) with my performance.
1376. A veneer (A decorative facing, as of brick. A deceptive, superficial show; a façade) of friendliness. To give a deceptively attractive appearance to.
1377. A morass (An area of low-lying, soggy ground. Something that hinders, engulfs, or overwhelms) of detail.
1378. Plead (To appeal earnestly; beg) for more time.
1379. Plead (To offer reasons for or against something; argue earnestly) against a bill. To offer reasons for...
1380. Your youth and simplicity plead (To provide an argument or appeal) for you in this instance.
1381. To put forward a plea of a specific nature in court.
1382. Plead (To put forward a plea of a specific nature in court) guilty.
1383. To put forward...
1384. To address...
1385. Plead (To assert as defense, vindication, or excuse; claim as a plea) illness.
1386. Sue for...
1387. Cry out for...
1388. Call for...
1389. To subject to...
1390. The act or practice of deceiving.
1391. The high collar chafed (To warm by rubbing, as with the hands. To rub and cause irritation or friction) against my neck.
1392. Chafed (To become worn or sore from rubbing. To feel irritated or impatient) at the delay.
1393. To be in a state of emotional or mental turmoil.
1394. Blow up...
1395. Easy to get along with...
1396. The light and vivacity (liveliness) that laugh in the eyes of a child.
1397. Tempestuous (Tumultuous; stormy) gales (A very strong wind).
1398. A tempestuous relationship.
1399. A reestablishment of friendship or harmony.

1400. A totally insignificant person.
1401. A wild party that created havoc (Widespread destruction; devastation. Disorder or chaos) in the house.
1402. Capable of inducing...
1403. Appalling (Causing consternation or dismay; frightful) working conditions.
1404. Appalling (Causing consternation or dismay; frightful) violence.
1405. They are bereft (A past tense and a past participle of bereave, Deprived of something) of their dignity.
1406. Today's graduates seem keenly aware that the future is bereft (Lacking something needed or expected) of conventional expectations.
1407. The bereft (Suffering the death of a loved one; bereaved) parents.
1408. The play lacks verve (Energy and enthusiasm in the expression of ideas).
1409. Let your conscience (The awareness of a moral or ethical aspect to one's conduct together with the urge to prefer right over wrong) be your guide.
1410. A document that serves as the nation's conscience (A source of moral or ethical judgment or pronouncement).
1411. A person of unflagging (Impossible to exhaust.inexhaustible, indefatigable, tireless, untiring, unflagging, energetic) conscience (Conformity to one's own sense of right conduct).
1412. To flaw (An imperfection, often concealed, that impairs soundness, A wrong calculation :error, misjudgment, miscalculation) the soundness or perfection of...
1413. A flaw (An imperfection, often concealed, that impairs soundness) in the crystal that caused it to shatter.
1414. They share the character flaw (A defect or shortcoming in something intangible) of arrogance.
1415. Disseminate (To spread abroad; promulgate) information.
1416. Refrained (To hold oneself back; forbear) from swearing.
1417. A law that was declared constitutional (Consistent with, sanctioned by, or permissible according to a constitution) by the court.
1418. The constitutional (fundamental, basic, rudimental, underlying, foundational, primary, main, central, principle, constitutional, inherent, intrinsic, organic) right of free speech.
1419. Constitutional amendment.
1420. Constitutional government.
1421. A constitutional (Of or proceeding from the basic structure or nature of a person or thing; inherent) inability to tell the truth.
1422. Always bailing (Security, usually a sum of money, exchanged for the release of an arrested person as a guarantee of that person's appearance for trial, To extricate from a difficult situation) you out of trouble.
1423. Stock prices plummeted (To decline suddenly and steeply).
1424. A book of devotions (Prayers or religious texts).
1425. Lofted (To propel in a high arc) the ball into the outfield.
1426. Pampered (To treat with excessive indulgence) their child.
1427. He pampered (To give in to; gratify) his ambition for wealth and fame.
1428. Concoct (To prepare by mixing ingredients, as in cooking. To devise, using skill and intelligence; contrive) a mystery story.
1429. To break into...
1430. To fall into...
1431. An ego that crumbles (To give way; collapse) under pressure.
1432. To break up into...
1433. To give in from...
1434. An insatiable (Impossible to satiate or satisfy) appetite.
1435. An insatiable (Impossible to satiate or satisfy) hunger for knowledge.
1436. Salutory (Effecting or designed to effect an improvement; remedial) advice.
1437. A salutary (Favorable to health; wholesome) climate.
1438. Nothing could avail (To be of use or advantage to; help) the dying patient.
1439. Halfway measures will no longer avail (To be of use, value, or advantage; serve).
1440. Labored to no avail (Use, benefit, or advantage).
1441. The children cavorted (To bound or prance about in a sprightly manner; caper. To have lively or boisterous fun; romp) in the water, splashing and ducking each other.
1442. To subject to...
1443. A political pundit (A learned person. A person of great wisdom or extensive knowledge).

1444. Took extra payments on the sly (Playfully mischievous; roguish, In a way intended to escape notice).
1445. The formidable (Arousing fear, dread, or alarm) prospect of major surgery.
1446. Though a true hero, he was also a thoroughgoing bureaucrat and politician, a formidable (Arousing fear, dread, or alarm, Inspiring awe, admiration, or wonder) combination.
1447. A formidable (Difficult to undertake, surmount, or defeat) challenge.
1448. A formidable (Difficult to undertake, surmount, or defeat) opponent.
1449. Traffic creeps (To move stealthily or cautiously. To move or proceed very slowly) at that hour.
1450. A moan that made my flesh creep (To have a tingling sensation, made by or as if by things moving stealthily).
1451. That house gives me the creeps (A sensation of fear or repugnance, as if things were crawling on one's skin).
1452. Tyranny (A government in which a single ruler is vested with absolute power) that spawned (The source of something; a germ or seed. A product or an outcome) revolt (To attempt to overthrow the authority of the state; rebel).
1453. A family that had spawned (To cause to spawn; bring forth; produce) a monster.
1454. A lurid (Causing shock or horror; gruesome. Marked by sensationalism) account of the crime.
1455. Lurid (Glowing or shining with the glare of fire through a haze) flames.
1456. The blow staggered (To begin to lose confidence or strength of purpose; waver. To cause to totter, sway, or reel) him.
1457. Theater seats that were staggered (To place on or as if on alternating sides of a center line; set in a zigzag row or rows) for clear viewing.
1458. Staggered (To arrange in alternating or overlapping time periods) the nurses' shifts.
1459. A staggered pattern.
1460. A staggering gait and frequent falling.
1461. The pianist made a conquest (The act or process of conquering, One that has been captivated or overcome) of every audience for which she played.
1462. Grew up with the totems (A venerated emblem or symbol) and taboos typical of an Irish Catholic kid in Boston.
1463. Catholic kid in Boston.
1464. Corporate (Of or relating to a corporation) assets.
1465. Corporate (Of or relating to a corporation) culture.
1466. Made a corporate effort to finish the job.
1467. Wallow (To roll the body about indolently or clumsily in or as if in water, snow, or mud. To luxuriate; revel) in self-righteousness.
1468. Wallowing (To be plentifully supplied) in money.
1469. The car wallowed back through the slush, with ribbons of bright water trickling down the windshield from the roof.
1470. If you can harness (Something resembling such gear or tackle, Armor for a man or horse, to bring under control and direct the force of) your energy, you will accomplish a great deal.
1471. Wheat is a staple (A principal raw material or commodity grown or produced in a region, A basic dietary item, A basic or principal element or feature, Produced or stocked in large quantities to meet steady demand) crop.
1472. A staple (Principal; main) topic of conversation.
1473. A theme (A topic of discourse or discussion, A subject of artistic representation, An implicit or recurrent idea; a motif) of powerlessness that runs through the diary.
1474. A party with a tropical island theme (A topic of discourse or discussion, A subject of artistic representation, An implicit or recurrent idea; a motif).
1475. An archaic (Of, relating to, or characteristic of a much earlier, often more primitive period) bronze statuette.
1476. Archaic (No longer current or applicable; antiquated) laws.
1477. Out of vogue (The prevailing fashion, practice, or style, popular acceptance or favor; popularity).
1478. Seamless (Perfectly consistent) stockings.
1479. A seamless (Perfectly consistent) plot in the novel.
1480. There has been a growing body of opinion in favor of...
1481. A very rigorous process of evaluation is called for...
1482. It indicates no overall pattern of increase or decrease.
1483. Although there has been fluctuation in this trend.
1484. Size needs to be taken into account in this analysis.

1485. This must be a worrying trend.
1486. Society has undergone a dramatic change.
1487. It is important to establish the correct balance between....
1488. Completely,
1489. Absolutely,
1490. Entirely,
1491. To the fullest extent
1492. fully,
1493. wholly,
1494. thoroughly,
1495. totally,
1496. entirely,
1497. utterly,
1498. in full,
1499. in Toto,
1500. exhaustively,
1501. 100 percent,
1502. from start to finish,
1503. absolutely,
1504. without exception,
1505. perfectly,
1506. every inch,
1507. from A to Z,
1508. from alpha to omega
1509. piecemeal,
1510. partially,
1511. bit by bit,
1512. Inch by inch.
1513. to the max
1514. soup to nuts,
1515. through and through,
1516. from stem to stern,
1517. Dogs' ears that perk (To stick up or jut out).
1518. The dog perked (To cause to stick up quickly) its ears at the noise.
1519. To regain one's good spirits or liveliness.
1520. New furniture and paint perked up (To refresh the appearance of) the room.
1521. To give support to...
1522. Mum's (Say nothing of the secret you know) the word on the surprise party.
1523. Mumbled (To utter indistinctly by lowering the voice or partially closing the mouth) an insincere apology.
1524. An investment that entailed (To have, impose, or require as a necessary accompaniment or consequence) high risk.
1525. Call for... (entail, asks for, crave, take, necessitate, require, demand)
1526. Heavy traffic clogged (To obstruct movement on or in; block up) the freeways.
1527. Attorneys clogging (To hamper the function or activity of; impede) our courts with actions designed to harass state and local governments.
1528. The pipes had clogged (To become obstructed or choked up) with rust.
1529. To do a clog (stick together) dance.
1530. Jot (A small, often insignificant amount, to write down briefly or hastily) down an address.
1531. Implored (beseech, to beg for urgently; entreat) the tribunal to have mercy.
1532. To make an earnest appeal (Implore, petition, supplicate, appeal, apply, beg, beseech).
1533. A summer day that sizzled (To make the hissing sound, to seethe with anger or indignation, to be very hot).
1534. Groped (To reach about uncertainly; feel one's way) for the telephone.
1535. Grope (To search blindly or uncertainly) for an answer.
1536. A full-fledged (Having reached full development; mature. Having full status or rank) lawyer.
1537. A belated (Having been delayed; done or sent too late) birthday card.
1538. The moral shock of our nascent (Coming into existence; emerging) imperialism.
1539. A valley hemmed (To fold back and stitch down the edge of. To surround and shut in; enclose, Synonyms at enclose) in by mountains.

1540. A leader, who cannot make up his or her mind, never knows what to do, hems (To hesitate in speech, To be hesitant and indecisive; equivocate) and haws (An utterance used by a speaker who is fumbling for words, To fumble in speaking).
1541. Assimilate (To incorporate and absorb into the mind) knowledge.
1542. To alter (a sound) by assimilation (To make similar; cause to resemble).
1543. A noteworthy (Deserving notice or attention; notable) advance in cancer research.
1544. Three-ply (One of the strands twisted together to make yarn, rope, or thread. Often used in combination) cord.
1545. Arguments that only entrench (To provide with a trench, especially for the purpose of fortifying or defending. To fix firmly or securely) you more firmly in error.
1546. Congress enacted (To make into law) a tax reform bill.
1547. Enacted (To act (something) out, as on a stage) the part of the parent.
1548. The twins halve (To divide (something) into two equal portions or parts, To share (something) equally) everything.
1549. The public's appetite for them has burgeoned (To grow and flourish).
1550. Bear and foster (To bring up; nurture) offspring.
1551. Detect and foster (To promote the growth and development of; cultivate) artistic talent.
1552. Foster (To nurse; cherish) a secret hope.
1553. Foster (Providing parental care and nurture to children not related through legal or blood ties) parents. A foster home.
1554. A rampant (Extending unchecked; unrestrained) growth of weeds in the neglected yard.
1555. A rampant epidemic.
1556. Rampant (Occurring without restraint and frequently, widely, or menacingly; rife) corruption in city government.
1557. The menace (A possible danger; a threat) of nuclear war.
1558. A toddler who was a menace (A troublesome or annoying person) in a shop full of crystal.
1559. Soon tired of the constraint (The state of being restricted or confined within prescribed bounds) of military life.
1560. Ignored all moral constraints (One that restricts, limits, or regulates; a check) in his pursuit of success.
1561. All constraint had vanished between the two, and they began to talk.
1562. Southeast that boasts (To speak of with excessive pride) bountiful coal fields.
1563. The pervasive (Having the quality or tendency to pervade or permeate) odor of garlic.
1564. They had extra work foisted (To impose (something) or someone unwanted) upon another by coercion or trickery) on them because they couldn't say no to the boss.
1565. Foisted (To insert fraudulently or deceitfully) unfair provisions into the contract. As one might say...
1566. The antiquated (Too old to be fashionable, suitable, or useful; outmoded) Earth.
1567. Revolting (To oppose or refuse to accept something) against high taxes.
1568. To revolt (To feel disgust or repugnance) at a public display of cruelty.
1569. They revolted (To turn away in revulsion or abhorrence) from the sight.
1570. Students in revolt (The state of a person or persons in rebellion) over administrative policies.
1571. He is diffident (Lacking or marked by a lack of self-confidence; shy and timid) and placid (Undisturbed by tumult or disorder; calm or quiet).
1572. A retrospective (An extensive exhibition or performance of the work of an artist over a period of years) art exhibition.
1573. Creation anew through the power of the memory or imagination. (evocation)
1574. A frugal (Practicing or marked by economy, as in the expenditure of money or the use of material resources. See Synonyms at sparing. Costing little; inexpensive) lunch.
1575. Reluctant to part with money or possessions. (frugal)
1576. A penurious (miserly, Scrooge-like, cheap, frugal, parsimonious, penny-pinching, penurious, stingy, tight, tightfisted) land.
1577. Suffering from oppressive heat. (sweltering)
1578. A drought that brought desolation (Devastation; ruin) to the region.
1579. A sense of utter desolation (The state of being abandoned or forsaken; loneliness) following the death of his parents.
1580. A desolate sense of loss. (Wretchedness; misery)
1581. Emotions that transcend (To pass beyond the limits of) understanding.
1582. Love that transcends (To be greater than, as in intensity or power; surpass) infatuation.

1583. One never can see the thing in itself, because the mind does not transcend (To exist above and independent of) phenomena.
1584. Go beyond the limits of...
1585. Exceed,
1586. overreach,
1587. overrun,
1588. overstep,
1589. surpass,
1590. overdo,
1591. transcend,
1592. surmount,
1593. overshoot,
1594. pass,
1595. outreach,
1596. outrun,
1597. outpace,
1598. Outstrip.
1599. Appearing worn and exhausted.
1600. To be deep in thought.
1601. Brooded (To focus the attention on a subject persistently and moodily; worry) over the insult for several days.
1602. A brood (Kept for breeding) hen.
1603. She slants (To give a direction other than perpendicular or horizontal to; make diagonal; cause to slope) her letters from upper right to lower left.
1604. The story was slanted (To present so as to conform to a particular bias or appeal to a certain audience) in favor of the strikers.
1605. To have or exhibit a tendency or inclination toward...
1606. To give a false or inaccurate view of...
1607. Demotic (Of or relating to the common people; popular) speech.
1608. Demotic (Of or relating to the common people; popular) entertainments.
1609. Marked by excessive pride in oneself and disdain (To regard or treat with haughty contempt; despise, snobbish, hoity-toity) for others.
1610. The present aspect of society is portentous (Full of unspecifiable significance; exciting wonder and awe) of great change.
1611. Such a portentous (Full of unspecifiable significance; exciting wonder and awe) and mysterious monster roused all my curiosity.
1612. A situation that presents difficulty or uncertainty. (dilemma, enigma, mystery, paradox)
1613. When truths collide (To come together with violent, direct impact. To meet in opposition; conflict), compromise becomes the first casualty.
1614. start looking at the ways of ...
1615. need to feed extra mouths ...
1616. Work by persuasion rather than compulsion.
1617. Social engineering can create as many problems as it solves.
1618. This is the situation which now prevails.
1619. Asserted (To state or express positively; affirm) his innocence.
1620. I had to assert (To put (oneself) forward boldly or forcefully in an effort to make an opinion known, SYNONYM: assert, asseverate, declare, affirm, aver, avow) myself in the meeting in order to ensure acquisition of the new book.
1621. Give fresh vitality to....
1622. figure out,
1623. puzzle out,
1624. iron out,
1625. To cover with...
1626. The custodian (One that has charge of something; a caretaker) of a minor child's estate.
1627. The custodian (One that has charge of something; a caretaker) of an absentee landlord's property.
1628. Worked nights as custodian of a high school.
1629. A purveyor (One that furnishes provisions, especially food. One that promulgates something) of lies.
1630. Tramp (To traverse on foot) the fields.

1631. Tramp (To tread down; trample) **down snow.**
1632. Intended for...
1633. An upscale (Of, intended for, or relating to high-income consumers) **neighborhood.**
1634. Upscale (Of, intended for, or relating to high-income consumers) **fashions.**
1635. Like a ubiquitous (Being or seeming to be everywhere at the same time; omnipresent) **spook.**
1636. A natural aristocrat (A member of a ruling class or of the nobility) **who insists on the best accommodations.**
1637. The aristocrat (One considered the best of its kind) **of cars.**
1638. A bureaucracy like any other, chiefly concerned with turf (The range of the authority or influence of a person, group, or thing; a bailiwick) **promotions, the budget, and protecting the retirement system.**
1639. Turfed (A surface layer of earth containing a dense growth of grass and its matted roots; sod. An artificial substitute for such a grassy layer, as on a playing field, A green tract of cultivated land: lawn, grassland, greensward, sod, sward) **the front yard.**
1640. A ski lodge (A cottage or cabin, often rustic, used as a temporary abode or shelter).
1641. Lodges (To provide with temporary quarters, especially for sleeping) **travelers in the shed.**
1642. Lodged (To rent a room to. To place or establish in quarters) **the children with relatives after the fire.**
1643. This cabinet lodges (To serve as a depository for; contain) **our oldest wines.**
1644. Lodge (To fix, force, or implant) **a bullet in a wall.**
1645. Rye lodged (To beat (crops) down flat) **by the cyclone.**
1646. The ball lodged (To be or become embedded) **in the fence.**
1647. They could detract (To draw or take away; divert) **little from so solid an argument.**
1648. A decorating scheme that detracts (To divert or draw away qualities or a quality essential to the value, importance, or effect of something) **but does not enhance.**
1649. A request tantamount (Equivalent in effect or value) **to a demand.**
1650. Life in the Aran Islands has always been bleak (Gloomy and somber; dreary) **and difficult.**
1651. A bleak (Providing no encouragement; depressing) **prospect.**
1652. Bleak (Cold and cutting; raw) **winds of the North Atlantic.**
1653. The bleak (Exposed to the elements; unsheltered and barren), **treeless regions of the high Andes.**
1654. Solvable or comprehensible only with painstaking effort.
1655. A regime that finally crumpled (To cause to fall apart. To become wrinkled. To fall apart; collapse).
1656. Braided (To interweave three or more strands, strips) **the rags into a strong rope.**
1657. Braid (To create (something) by such interweaving) **a rug.**
1658. Braided (To mingle (discrete elements, for example) as if by such interweaving) **the ideas into a complex thesis.**
1659. Finished the jacket by braiding (To decorate or edge (something) with a trim of interwoven strands) **the collar and cuffs.**
1660. A stream braiding (To flow, twist, or wind as if interwoven) **through the woods.**
1661. A cunning (Marked by or given to artful subtlety and deceptiveness. See Synonyms at sly. Executed with or exhibiting ingenuity. Delicately pleasing; pretty or cute) **little pet.**
1662. Forge (To give form or shape to, especially by means of careful effort) **a treaty.**
1663. Forge (To give form or shape to, especially by means of careful effort) **a close relationship.**
1664. Forge (To fashion or reproduce for fraudulent purposes; counterfeit) **a signature.**
1665. To make a fraudulent copy of...
1666. Plangent (Loud and resounding) **bells.**
1667. From a doorway came the plangent (Expressing or suggesting sadness; plaintive) **sounds of a guitar.**
1668. An eloquent (Characterized by persuasive, powerful discourse) **speaker.**
1669. An eloquent (Characterized by persuasive, powerful discourse) **sermon.**
1670. A look eloquent (Vividly or movingly expressive) **with compassion.**
1671. Devout (Devoted to religion or to the fulfillment of religious obligations, Sincere; earnest) **wishes for their success.**
1672. The mountains which beset (To attack from all sides. To trouble persistently; harass. See Synonyms at attack. To hem in; surround) **it round.**
1673. Lay siege to... (surround)
1674. He could mesmerize (To spellbind; enthrall, To hypnotize) **an audience by the sheer force of his presence.**

1675. A connoisseur (A person with expert knowledge or training, especially in the fine arts) **of fine wines.**
1676. Poach (To cook in a boiling or simmering liquid) **the fish in wine.**
1677. To have a strong longing or obsessive desire for...
1678. The distinction between Mrs. and Miss and its concomitant revelatory features.
1679. Contemplated (To look at attentively and thoughtfully, to consider carefully and at length; meditate on or ponder) **the problem from all sides.**
1680. Contemplated (To look at attentively and thoughtfully, to consider carefully and at length; meditate on or ponder) **the mystery of God.**
1681. The inaugural (Of, relating to, or characteristic of an inauguration. Initial; first) **issue of a magazine.**
1682. Working conditions not conducive (Tending to cause or bring about; contributive) to productivity.
1683. To bring about...
1684. An exquisite (Characterized by intricate and beautiful design or execution) **chalice (A cup or goblet).**
1685. An exquisite (Of such beauty or delicacy as to arouse delight) **sunset.**
1686. Plays the piano with exquisite (Excellent; flawless) **technique.**
1687. An exquisite (Acutely perceptive or discriminating) **sense of color.**
1688. Suffered exquisite (Intense; keen) **pain.**
1689. Callous (Having calluses; toughened) **skin on the elbow.**
1690. A callous (Emotionally hardened; unfeeling) **indifference to the suffering of others.**
1691. Bitterness that festered (To undergo decay; rot. To be or become an increasing source of irritation or poisoning; rankle) **and grew.**
1692. Allowed the once beautiful park to fester (To be subject to or exist in a condition of decline).
1693. A campaign derailed (To run or cause to run off the rails) **by lack of funds.**
1694. A policy that derailed (To run or cause to run off the rails) **under the new administration.**
1695. A tandem (A two-wheeled carriage drawn by horses harnessed one before the other. 2. A team of carriage horses harnessed in single file) **bicycle.**
1696. Driving horses in tandem (An arrangement of two or more persons or objects placed one behind the other).
1697. A tragedy that tarnished (discolor, especially by exposure to air or dirt. To detract from or spoil) **our hopes.**
1698. Slander (Oral communication of false statements injurious to a person's reputation) **that tarnished (To cast aspersions on; sully) the senator's image.**
1699. I'm shacking up (To sleep together or live in sexual intimacy without being married. To live, room, or stay at a place) **with my cousin till I find a place of my own.**
1700. Slamming the door in Meg's face, Aunt March drove off in high dudgeon (A sullen, angry, or indignant humor).
1701. Indignation (Anger aroused by something unjust, mean, or unworthy) **caused by an insult or slight (To treat as of small importance; make light of. 2. To treat with discourteous reserve or inattention).**
1702. Heisted (To steal, expropriate, misappropriate, rob, thief, burglarize, hijack, lift, pocket, loot, plunder, pirate, swipe) **the collection of jewels from the museum.**
1703. A shower stall (A compartment for one domestic animal in a barn or shed. A booth, cubicle, or stand used by a vendor, as at a market. A small compartment).
1704. To stall (To put or lodge in a stall. To maintain in a stall for fattening) **cattle.**
1705. Negotiations stalled (To come to a standstill) .
1706. The car stalled (To stop running as a result of mechanical failure) **on the freeway.**
1707. An architect of premier (First in status or importance; principal or chief) **rank.**
1708. Gave only lukewarm (Mildly warm; tepid. Lacking conviction or enthusiasm, neither hot nor cold)
1709. support to the incumbent (Imposed as an obligation or a duty; obligatory) **candidate.**
1710. Felt it was incumbent (Imposed as an obligation or a duty; obligatory) **on us all to help.**
1711. The incumbent (Currently holding a specified office) **mayor.**
1712. Defeated the incumbent (A person who holds an office or ecclesiastical benefice) **in a close election.**
1713. A moratorium (An authorized period of delay in the performance of an obligation. A suspension of an ongoing or planned activity) **on the deployment of a new weapon.**

1714. **Ethnic enclaves** (A distinctly bounded area enclosed within a larger unit) **in a large city.**
1715. **Drizzled** (To rain gently in fine, mist like drops. To let fall in fine drops or particles) **melted butter over the asparagus.**
1716. **Drizzled** (To moisten with fine drops) **the asparagus with melted butter.**
1717. **Police quelled** (To put down forcibly; suppress) **the riot.**
1718. **Finally quelled** (To pacify; quiet) **the children's fears.**
1719. **The president reshuffled** (To arrange or organize anew) **the advisory committee.**
1720. **Though the food became no more palatable, he soon became sufficiently inured** (To habituate to something undesirable, especially by prolonged subjection; accustom) **to it.**
1721. **Prodigious** (Impressively great in size, force, or extent; enormous, Portentous; ominous) **storm.**
1722. **The young Mozart's prodigious** (Extraordinary; marvelous) **talents.**
1723. **High interest rates put a curb** (A concrete border or row of joined stones forming part of a gutter along the edge of a street, something that checks or restrains) **on spending.**
1724. **To restrain the freedom of...**
1725. **A philanthropic** (Organized to provide humanitarian or charitable assistance) **society.**
1726. **Tangled** (To be or become entangled. *Informal.* To enter into argument, dispute, or conflict) **with the law.**
1727. **A state of bewilderment** (The condition of being confused or disoriented. A situation of perplexity or confusion).
1728. **Lack of...**
1729. **A hiker who was encumbered** (To put a heavy load on; burden) **with a heavy pack.**
1730. **A life that has always been encumbered** (To put a heavy load on; burden) **with responsibilities.**
1731. **Restrictions that encumber** (To hinder or impede the action or performance of) **police work.**
1732. **An estate that is encumbered** (To burden with legal or financial obligations) **with debts.**
1733. **Hitched** (To connect or attach, as to a vehicle) **the horses to the sleigh** (To ride in a vehicle designed to glide on snow).
1734. **Hitch up** (To move or raise by pulling or jerking) **one's suspenders.**
1735. **We got hitched** (*Slang.* To get married) **last weekend.**
1736. **A hitch** (An impediment or a delay) **in our plans.**
1737. **Foresaw** (To see or know beforehand) **the rapid increase in unemployment.**
1738. **A chunk** (A thick mass or piece) **of ice.**
1739. **Won quite a chunk** (A substantial amount) **of money.**
1740. **Listened to the electronic printer chunk** (To make a dull clacking sound) **along.**
1741. **Stood at the epicenter** (The point of the earth's surface directly above the focus of an earthquake. A focal point) **of the international crisis.**
1742. **To flow or leak out...**
1743. **Testimony that incriminated** (To cause to appear guilty of a crime or fault; implicate) **the defendant.**
1744. **Drag into...**
1745. **Draw into...**
1746. **To make an accusation against...**
1747. **Society may sometimes show signs of repentance** (A feeling of regret for one's misdeeds: remorse, attrition, compunction, contriteness, contrition, penitence) **and amendment** (The act of changing for the better; improvement).
1748. **The 19th Amendment** (Formal revision of, addition to, or change, as in a bill or a constitution. A statement of such a change) **to the Constitution gave women the right to vote.**
1749. **The debut** (The formal presentation of a young woman to society. The beginning of a course of action) **of a new foreign policy.**
1750. **The hype** (Excessive publicity and the ensuing commotion) **surrounding the murder trial.**
1751. **It is pure hype** (Exaggerated or extravagant claims made especially in advertising or promotional material), **a gigantic PR job.**
1752. **He says that there isn't any energy crisis at all, that it's all a hype** (Something deliberately misleading; a deception), **to maintain outrageous profits for the oil companies.**
1753. **Hyped** (To publicize or promote, especially by extravagant, inflated, or misleading claims) **the new book by sending its author on a promotional tour.**
1754. **Buildup...**
1755. **To emphasize the positive features of...**

1756. **Spicy aromas embalmed** (To prevent the decay of (a corpse) by treatment with preservatives, mummify, preserve, to impart fragrance to; perfume) **the air.**
1757. **A conglomerate** (To form or cause to form into an adhering or rounded mass. A corporation made up of a number of different companies that operate in diversified fields) **of color, passion, and artistry.**
1758. **The nation's pediatrician laureate** (Worthy of the greatest honor or distinction) **is preparing to lay down his black bag.**
1759. **A Nobel laureate** (One honored or awarded a prize for great achievements especially in the arts or sciences).
1760. **Jeered** (To speak or shout derisively; mock. To abuse vocally; taunt) **the speaker off the stage.**
1761. **Make fun of...**
1762. **Poke fun at...**
1763. **Gave a stunning** (Of a strikingly attractive appearance. Impressive) **performance.**
1764. **The President's final decision came with stunning** (Surprising) **suddenness.**
1765. **A scandal that is a sad commentary** (A series of explanations or interpretations, An apt explanation or illustration) **on national politics.**
1766. **New building is more spacious than its predecessor** (One who precedes another in time, especially in holding an office or a position).
1767. **A face that exuded** (To discharge or emit (a liquid or gas, for example) gradually. To exhibit in abundance) **self-satisfaction.**
1768. **Don't mince** (To cut or chop into very small pieces, to moderate or restrain (words) for the sake of politeness and decorum; euphemize) **words: say what you mean.**
1769. **The play lacks verve** (Energy and enthusiasm in the expression of ideas, especially in artistic performance or composition).
1770. **Gulls hovering** (To remain floating, suspended, or fluttering in the air) **over the waves.**
1771. **Hovering** (To remain or linger in or near a place) **around the speaker's podium.**
1772. **Hovered** (To remain in an uncertain state; waver) **between anger and remorse.**
1773. **Helicopter in hover.**
1774. **Exhorted** (To urge by strong, often stirring argument, admonition, advice, or appeal) **the troops to hold the line.**
1775. **Not only came to doubt the worth of his extraordinary body of work, but repudiated** (To reject the validity or authority of) **it.**
1776. **Repudiated** (To reject emphatically as unfounded, untrue, or unjust) **the accusation.**
1777. **Repudiate** (To refuse to recognize or pay) **a debt.**
1778. **She swayed** (To swing back and forth or to and fro, and put out a hand to steady herself.
1779. **Ran afoul of** (In or into collision, entanglement, or conflict with. Up against; in trouble with) **the law.**
1780. **The anchor fell afoul of** (Entangled with) **the wreckage.**
1781. **Students attend chapel** (A place of worship that is smaller than and subordinate to a church) **each morning.**
1782. **An invalid's frail** (Physically weak; delicate) **body.**
1783. **Evidence too frail** (Not strong or substantial; slight, perishable) **to stand up in court.**
1784. **To strive in opposition to...**
1785. **To struggle hand to hand against an opponent.**
1786. **An alleged incident is an event that is said to have taken place but has not yet been verified.**
1787. **Taught to be wary** (On guard; watchful) **of strangers.**
1788. **A wary** (Characterized by caution) **glance at the black clouds.**
1789. **This tire will give very good mileage** (The amount of service, use, or wear estimated by miles used or traveled).
1790. **A tape player that still has a lot of mileage** (The amount of service something has yielded or may yield in the future; usefulness) **left.**
1791. **To render powerless or motionless by inflicting severe injury.**
1792. **That honeyed charm that he used so effectively to lull** (To cause to sleep or rest; soothe or calm. To deceive into trustfulness) **his victims.**
1793. **A lull** (A relatively calm interval, as in a storm. An interval of lessened activity) **in sales.**
1794. **Interim** (An interval of time between one event, process, or period and another) **government.**
1795. **An interim agreement.**

1796. **Reckon** (To count or compute) **the cost.**
1797. **To draw an inference on the basis of insufficient information.** (Reckon, presuppose)
1798. **The editorial contained an inference** (A finding arrived at by reasoning from principles) **of foul play in the awarding of the contract.**
1799. **To trudge** (To walk in a laborious, heavy-footed way; plod. A long, tedious walk) **along or over.**
1800. **Lament** (To express grief for or about; mourn) **a death.**
1801. **He lamented** (To regret deeply; deplore) **his thoughtless acts.**
1802. **A foe** (A personal enemy. An enemy in war. An adversary; an opponent) **of tax reform.**
1803. **Endemic diseases that were the foe** (Something that serves to oppose, injure, or impede) **of economic development.**
1804. **Dark clouds scudding** (To run or skim along swiftly and easily) **by.**
1805. **Disguise** (To conceal or obscure by dissemblance or false show; misrepresent) **one's true intentions.**
1806. **She ensconced** (To settle (oneself) securely or comfortably, to place or conceal in a secure place) **herself in an armchair.**
1807. **Repatriate** (To restore or return to the country of birth, citizenship, or origin) **war refugees.**
1808. **Wartime propaganda that demonizes** (To turn into or as if into a demon. To possess by or as if by a demon) **the enemy.**
1809. **Assuage** (To make (something burdensome or painful) less intense or severe, See Synonyms at relieve) **her grief.**
1810. **Assuage** (To pacify or calm) **their chronic insecurity.**
1811. **Intensify= heighten= increase.**
1812. **Moderate= calm= calm down= lessen= decrease= diminish= ease= lighten= mellow= relax=tone down= cool= cool down= cool off= chill out= allay= assuage= quiet= alleviate= mitigate=palliate= dampen= quell= reduce= relieve= soothe= temper.**
1813. **The automobile engine faltered** (To be unsteady in purpose or action, as from loss of courage or confidence, to operate or perform unsteadily or with a loss of effectiveness).
1814. **Mandated** (To make mandatory, as by law; decree or require, To prescribe expressly and with authority) **desegregation of public schools.**
1815. **Stopped at the first motel we passed an arbitrary** (Determined by chance, whim, or impulse, and not by necessity, reason, or principle) **choice.**
1816. **Arbitrary** (Determined by chance, whim, or impulse, and not by necessity, reason, or principle) **division of the group into halves.**
1817. **The diet imposes overall calorie limits, but daily menus are arbitrary** (Based on or subject to individual judgment or preference).
1818. **An arbitrary** (Established by a court or judge rather than by a specific law or statute) **penalty.**
1819. **The arbitrary** (Not limited by law; despotic) **rule of a dictator.**
1820. **Insistence upon rules of conduct marks the ebb** (A period of decline or diminution) **of religious fervor.**
1821. **Decrease= shriveling= decrement= abatement= diminishment= diminution= dwindling=curtailment= cut= cutback= lessening= reduction= slash= ebb= falloff.**
1822. **Recede= back up= draw back= ebb= retreat= retrograde= retrogress= subside= fall back=retract= retrocede=withdraw.**
1823. **To practice a policy of racial segregation** (To separate or isolate from others or from a main body or group).
1824. **An inveterate** (Firmly and long established; deep-rooted) **seer** (One that sees, A person who predicts the future) **of sights.**
1825. **Inveterate** (Firmly and long established; deep-rooted) **preferences.**
1826. **An inveterate** (Persisting in an ingrained habit; habitual) **liar.**
1827. **Crimp** (To press or pinch into small, regular folds or ridges) **a pie crust.**
1828. **Supplies of foreign oil were crimped** (To have a hampering or obstructive effect on) **by the embargo.**
1829. **Managed to procure** (To get by special effort; obtain or acquire) **a pass.**
1830. **Procure** (To bring about; effect) **a solution to a knotty problem.**
1831. **Sneak** (To move, give, take, or put in a quiet, stealthy manner) **candy into one's mouth.**
1832. **Sneaked** (To move, give, take, or put in a quiet, stealthy manner) **a look at the grade sheet.**
1833. **Sneak preparations for war.**
1834. **A sneak attack by terrorists.**

1835. To move silently and furtively (Marked by cunning, deviousness, or underhandedness).
1836. To mock (To find amusement or delight at the expense of another. taunt, jeer at, jeer, mock, insult, tease, rag) at...
1837. Treat with derision (Contemptuous or jeering laughter; ridicule).
1838. The proposal was held in derision (A feeling of superiority mingled with aversion : contempt, contemptuousness, despised) by members of the board.
1839. Make a mockery (fun at) of...
1840. Make fun of...
1841. Poke fun at...
1842. One who habitually violates the law or fails to answer court summonses. (scoff-law)
1843. This is most evident in...
1844. It is clear from the data given that...
1845. I would like to begin by pointing out that...
1846. In many ways...
1847. Negative impact.
1848. Surely few would seek to preserve...
1849. In addition...
1850. In conclusion...
1851. The following conclusions can be drawn from it.
1852. It turns out to be less likely that...
1853. From then on...
1854. The major conclusion that I've drawn using
1855. Can not really give the solution to the cyclical problem which has been existing for a long time.
1856. It is the time to consider the consequences of
1857. In some way responsible though not obliged for the future of...
1858. This is just one example out of many possible approaches.
1859. Education has become a priority for...
1860. Eventually...
1861. To sum up...
1862. I strongly disagree with...
1863. Problems that call for bold, not timid (Fearful and hesitant), responses.
1864. Tinkered (To make unskilled or experimental efforts at repair; fiddle) with the engine, hoping to discover the trouble.
1865. Tinkering (One who enjoys experimenting with and repairing machine parts) with the economy by trying various fiscal policies.
1866. fuss with=mess with= fool around =screw around with =fool around with=toy with= trifle with
1867. A skeptical (Marked by or given to doubt; questioning) attitude.
1868. Skeptical (Marked by or given to doubt; questioning) of political promises.
1869. A keen (Intense; piercing) wind.
1870. A keen (Pungent; acrid) smell of skunk was left behind.
1871. A keen (Ardent; enthusiastic) chess player.
1872. Keen (Eagerly desirous) on going to Europe in the spring.
1873. What a keen (Great; splendid; fine) day!
1874. An ardent (Expressing or characterized by warmth of feeling; passionate) lover.
1875. An impassioned age, so ardent (Displaying or characterized by strong enthusiasm or devotion; fervent) and serious in its pursuit of art.
1876. Ardent (Burning; fiery. Glowing; shining) eyes.
1877. Envisaged (To conceive an image or a picture of, especially as a future possibility) a world at peace.
1878. A salary commensurate (Corresponding in size or degree; proportionate) with my performance.
1879. Diversify (To give variety to; vary) a menu.
1880. To have a strong longing or obsessive desire for... (covet) hanker for= hunger for= covet= desire= yearn for= ache for= dream of= pine for= sigh for=eat one's heart out for= itch for= have an itch for= hanker for= long for= pant for= thirst for= lust for= have a litch.
1881. Clung (To hold fast or adhere to something, as by grasping, sticking, embracing, or entwining) to the rope to keep from falling.

1882. **Fabrics that cling** (To hold fast or adhere to something, as by grasping, sticking, embracing, or entwining) **to the body.**
1883. **We clung** (To remain close; resist separation) **together in the storm.**
1884. **Clinging** (To remain emotionally attached; hold on) **to outdated customs.**
1885. **A sea of troubles.**
1886. **The high-rise garbage repository is a metaphor** (A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison) **for both accomplishment and failure.**
1887. **Pristine** (Remaining in a pure state; uncorrupted by civilization. Remaining free from dirt or decay; clean) **mountain snow.**
1888. **A frigid** (See Synonyms at cold. Lacking warmth of feeling. Stiff and formal in manner) **refusal to a request.**
1889. **An artist who was inspired** (To affect, guide, or arouse by divine influence. To fill with enlivening or exalting emotion) **by Impressionism.**
1890. **A sales force that was inspired** (To stimulate to action; motivate) **by the prospect of a bonus.**
1891. **The falling leaves inspired** (To affect or touch) **her with sadness.**
1892. **A teacher who inspired** (To draw forth; elicit or arouse) **admiration and respect.**
1893. **An invention that inspired** (To be the cause or source of; bring about) **many imitations.**
1894. **A leader who inspires** (To stimulate energies, ideals, or reverence) **by example.**
1895. **The discussion is very controversial.**
1896. **They undoubtedly suffer...**
1897. **Her report is very promising.**
1898. **Offer to cover the cost.**
1899. **It provides basis for...**
1900. **Commenting on attempts by...**
1901. **Paid tribute to...**
1902. **We favor holding free election in our country.**

✓ **What can I bring into the examination room?**

Only your ID, PENCILS, ERASER.. Correction fluid must not be used. You must leave anything which you do not need, or which is not allowed, either outside the examination room, or as instructed by the supervisor. Mobile phones and pagers must be switched off and placed with personal belongings in the area designated by the supervisor. Any candidate who does not switch off their phone/pager, or who retains one in their possession, will be disqualified.

✓ **Is the IELTS test completed in one day?**

The Listening, Reading and Writing components of the test are always completed immediately after each other and in this same order. The Speaking test can be taken up to 7 days either before or after the test date.

✓ **What kind of accents will I hear in the Listening and Speaking tests?**

As IELTS is an international test, a variety of English accents are used in both of these examinations.

✓ **Will the listening tape provide me with all the necessary instructions and pauses?**

Yes. At the beginning of the test, candidates receive instructions and hear a sample question. Next, candidates read Section One questions and then listen to Section One and answer the questions on the question paper as they listen. The same procedure follows for Sections Two, Three and Four. This takes approximately 30 minutes to complete. In the final ten minutes, candidates transfer their answers onto the answer sheet.

✓ **Is there a similar period of ten minutes at the end of the Reading test for the transfer of answers?**

No. The Reading test is one hour, and you must write all your answers on the answer sheet in this time.

✓ **Can I complete the Listening and Reading answer sheet in pen?**

No. The answer sheet is scanned by a computer which cannot read pen.

✓ **Can I make some notes on the Listening and Reading Question paper?**

Yes. The examiner will not see your question paper.

✓ **What is the Speaking test?**

The Speaking test is conducted as a one-to-one interview with a certified examiner, which is recorded on an audiocassette.

✓ **What should I bring for the Speaking test?**

You need to bring the same identification documents you supplied on registration, as these must be checked again against the information on the application form. These documents will be checked by the administrator and the Speaking examiner prior to you entering the interview room.

✓ **What happens if I lose my Test Report form?**

At any time within two years of the date of the examination, you can apply to the centre which administered the test to be sent 5 copies of the original Test Report Form free of charge. These Test Report Forms will not be sent to you, but will go directly to the university, Embassy or Consulate that require them. For any further copies, there is an administration charge of W5,000 per copy. Please contact us for further details.

▼ **When will I receive my results?**

Under normal circumstances, you will receive your Test Report Forms approximately three weeks after you complete the test.

▼ **What help is available for disabled candidates?**

Test centres make every effort to cater for the special needs of any disabled candidates, to enable them to best understand questions and tasks and to give their answers. It is our aim for the language level of all candidates, irrespective of disability, to be assessed fairly and objectively. Candidates with special needs should inform us when applying so that appropriate arrangements can be made.

▼ **What happens if I am delayed by circumstances beyond my control (e.g. a transportation strike)?**

We will offer you an alternative test date as soon as possible.

▼ **What happens if I want to postpone or cancel my application?**

Check our Cancellation and Postponement pages for full details.

▼ **What happens if I am absent on the day of the test without giving prior notice?**

You will lose your full test fee. However, if you can provide a medical certificate within 5 days of the test date then 75% of the fee will be refunded or you can register for a later IELTS test date.

▼ **What can I do if I am unhappy with my results?**

You can apply for your test to be re-marked within four weeks of receiving your results. There is a fee for this which is refunded should your band score change.

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