

1.  **Frenetic** – (উন্মত্ত, ব্যস্ত, বিশৃঙ্খল)
Wildly excited: frantic: fast-paced with disorganization.
 The frenetic energy of Bangladeshi youth during cricket matches is unparalleled; many startups in Dhaka operate at a frenetic pace to establish themselves; aspirants often follow Magnus Sam's advice to stay calm instead of being frenetic during IBA BBA/MBA preparation.
2.  **Lucid** – (স্বচ্ছ, স্পষ্ট, সহজবোধ্য)
Clear: transparent: easy to understand.
 The lucid teaching methods in rural Bangladeshi schools have transformed education for children; a lucid roadmap for Bangladesh's development is necessary for sustainable growth; Magnus Sam's lucid guidance has helped many aspirants achieve their dreams at IBA.
3.  **Bovine** – (গরুর মতো, গম্ভীর, মন্থর)
Relating to cows: slow-moving: dull.
 The bovine herd grazing in rural Bangladesh reflects the peacefulness of village life; some people maintain a bovine attitude toward critical changes in their career paths; the bovine nature of outdated systems sometimes hinders Bangladesh's development progress.
4.  **Squalor** – (জঘন্য অবস্থা, ময়লা, নোংরাশি)
Filthiness: wretched condition: poverty-stricken environment.
 Many rural areas in Bangladesh are working to overcome squalor through NGO-led initiatives; urban slums in Dhaka often face challenges of squalor due to rapid urbanization; improving education can help people rise above the squalor of ignorance.
5.  **Daunt** – (ভীত করা, নিরুৎসাহিত করা)
To intimidate: discourage: make someone lose confidence.
 Difficult situations in rural Bangladesh do not daunt the spirit of hardworking farmers; students should not let tough questions in exams daunt their determination; the motivation to achieve one's dream must be stronger than anything that tries to daunt them.
6.  **Indignant** – (অসন্তুষ্ট, অপমানিত বোধ করা)
Feeling offended: showing anger at unfair treatment: resentful.
 Many Bangladeshi women feel indignant when their voices are ignored in key decision-making; villagers often grow indignant at the lack of basic facilities; young job seekers in Bangladesh sometimes feel indignant about the scarcity of opportunities in the competitive job market.
7.  **Complacent** – (আত্মতুষ্ট, উদাসীন)
Self-satisfied: smug: showing uncritical satisfaction.
 Students who get complacent after a few minor successes may fall behind in competitive exams; complacent attitudes toward environmental issues can worsen the situation in Bangladesh; farmers in rural areas are often anything but complacent, working tirelessly for better yields.
8.  **Forgo** – (ত্যাগ করা)
To give up: waive: go without something desirable.
 Many Bangladeshi families forgo luxuries to save for their children's education; ambitious students often forgo distractions to focus on their studies; rural communities sometimes forgo short-term gains for long-term development benefits.
9.  **Oblivion** – (ভুলে যাওয়া, বিস্মৃতি)
State of being forgotten: unaware: extinction.
 Many Bangladeshi folk traditions are at risk of falling into oblivion due to lack of preservation; aspirants who don't practice consistently may allow key strategies to slip into oblivion; efforts to document Bangladesh's independence history help protect it from oblivion.

10. **Theology** – (ধর্মতত্ত্ব)

Study of religious beliefs: systematic religious theory: divine study.

 Theology students at the University of Dhaka explore diverse spiritual perspectives; religious institutions in Bangladesh play a key role in studying theology to promote harmony; theology as a field can often bring people closer to understanding their purpose in life.

11. **Vapid** – (নীরস, প্রাণহীন)

Lacking energy: dull: uninteresting.

 Vapid teaching methods in rural areas often fail to engage students; Dhaka's urban lifestyle is anything but vapid, constantly buzzing with energy; effective reforms in education can transform vapid classrooms into lively hubs of learning.

12. **Innate** – (জন্মগত, সহজাত)

Inborn: natural: inherent.

 The innate creativity of Bangladeshi artisans shines in their handcrafted products; rural entrepreneurs demonstrate innate resourcefulness in overcoming challenges; Magnus Sam believes every student has an innate ability to excel with proper guidance.

13. **Mendacious** – (মিথ্যা, অসত্য)

Dishonest: untruthful: false.

 Mendacious rumors can damage reputations in Bangladeshi communities; students are often advised to avoid mendacious strategies during competitive exams; a mendacious statement can quickly erode trust in relationships or institutions.

14. **Construe** – (ব্যাখ্যা করা)

To interpret: explain: understand in a specific way.

 Students are taught to construe complex instructions accurately in IBA exams; rural Bangladeshis often construe development programs based on their immediate impacts; misinterpreting a situation can sometimes lead to unnecessary conflicts.

15. **Exult** – (উল্লাস করা)

To rejoice: show joy: feel elated.

 Farmers exult during harvest season when crops yield abundantly; successful job seekers exult after landing opportunities in Dhaka's competitive job market; students exult when they see their names on the IBA admission list, thanks to their hard work and dedication.

16. **Mendicant** – (ভিক্ষুক, ভিক্ষা করে জীবনধারণকারী)

Beggar: someone who depends on charity: destitute.

 Mendicants in urban Dhaka often seek shelter during adverse weather; ancient mendicant monks are part of Bangladesh's rich history; tackling poverty can reduce the need for mendicant lifestyles in rural areas.

17. **Accede** – (মেনে নেওয়া, সম্মত হওয়া)

To agree: yield to a request: assume an office or position.

 Many leaders in rural Bangladesh accede to community demands for better infrastructure; students must accede to a disciplined routine to prepare for competitive exams; the government has acceded to several proposals for economic reforms.

18. **Volition** – (ইচ্ছাশক্তি, স্বাধীন ইচ্ছা)

Act of will: power of choice: determination.

 By their own volition, many rural women in Bangladesh are pursuing higher education; career choices require strong volition to overcome challenges in competitive industries; Magnus Sam inspires aspirants to pursue their goals with unwavering volition.

19. 🖋️ **Abase** – (মানহানি করা, অপমান করা)

To degrade: humiliate: lower in rank or dignity.

📖 People in Bangladesh must never abase themselves in the face of adversity; spreading kindness instead of abasing others strengthens community bonds; aspirants should not let self-doubt abase their confidence during competitive exams.

20. 🖋️ **Pedestrian** – (পথচারী, সাধারণ, নীরস)

Lacking excitement: dull: a person walking along a road.

📖 Pedestrian crossings in Dhaka often remain crowded during peak hours; rural festivals are anything but pedestrian, brimming with excitement and culture; Magnus Sam encourages students to avoid pedestrian strategies and think innovatively for success.

21. 🖋️ **Apocryphal** – (অপ্রামাণিক, সন্দেহজনক)

Of doubtful authenticity: fictitious: fabricated.

📖 Apocryphal stories about historical events sometimes mislead Bangladeshi youth; students are taught to verify sources to avoid relying on apocryphal information; the authenticity of apocryphal rumors must always be questioned for clarity.

22. 🖋️ **Garrulous** – (বকবক করে এমন, বাচাল)

Excessively talkative: chatty: verbose.

📖 Garrulous shopkeepers in rural Bangladesh often engage customers with lively stories; excessive garrulousness during exams wastes precious time; a garrulous personality can be both charming and distracting depending on the situation.

23. 🖋️ **Affliction** – (দুঃখ, কষ্ট, দুর্দশা)

State of suffering: hardship: pain.

📖 Many rural areas in Bangladesh still face afflictions due to natural calamities; the affliction of unemployment in urban areas drives youth to seek creative careers; overcoming affliction requires perseverance and collective effort.

24. 🖋️ **Blasphemy** – (ধর্মনিন্দা)

Speech or act against sacred beliefs: sacrilege: disrespect toward religion.

📖 Blasphemy is a sensitive issue in Bangladesh, requiring careful handling in discussions; respect for diverse beliefs is critical to avoiding accusations of blasphemy; understanding religious tolerance can mitigate conflicts over blasphemous remarks.

25. 🖋️ **Callow** – (অপরিশ্রুত, অপরিস্ত)

Inexperienced: immature: naive.

📖 Callow graduates in Bangladesh often struggle to adjust to the competitive job market; rural youth must overcome their callow nature to become effective leaders; guided mentoring can help callow individuals mature into confident professionals.

26. 🖋️ **Sedition** – (রাষ্ট্রদ্রোহ)

Incitement to rebellion: subversion of authority: resistance against the government.

📖 Historical instances of sedition are integral to understanding Bangladesh's independence; sedition can destabilize efforts to maintain peace and order in a community; young minds must focus on constructive actions rather than acts of sedition.

27. 🖋️ **Slander** – (মিথ্যা অপবাদ, কলঙ্ক)

False and damaging statements: defamation: verbal lies.

📖 Slander can damage reputations and relationships in small Bangladeshi communities; online slander is a growing concern in Bangladesh's social media landscape; aspirants are advised to steer clear of slander and focus on building their credibility.

28. 📖 **Advent** – (আবির্ভাব, আগমন)

Arrival of an important event or thing: beginning: coming.

✍ The advent of new technology is transforming Bangladesh's rural sectors; students eagerly anticipate the advent of new opportunities through hard work; Magnus Sam's courses mark the advent of innovative ways to prepare for the IBA journey.

29. 📖 **Sanctimonious** – (ধর্মভীরু, ভণ্ড ধার্মিক)

Pretending to be morally superior: hypocritically pious: self-righteous.

✍ Sanctimonious behavior often leads to distrust in Bangladeshi communities; many people criticize leaders for their sanctimonious promises during election campaigns; rural youth are urged to focus on genuine values rather than adopting a sanctimonious attitude.

30. 📖 **Adherent** – (অনুগামী, সমর্থক)

Follower of a person or idea: supporter: advocate.

✍ Adherents of different political parties often gather in Dhaka for rallies; students in Bangladesh are strong adherents of better education reforms; communities thrive when adherents of diverse opinions work together.

31. 📖 **Temperate** – (পরিমিত, সংযত)

Moderate: self-restrained: calm and mild.

✍ A temperate approach to exam preparation often leads to better results for students; Bangladesh's temperate weather makes agriculture highly productive; maintaining temperate behavior in debates fosters constructive discussions.

32. 📖 **Substantive** – (গুরুত্বপূর্ণ, প্রকৃত, বাস্তব)

Having substance: meaningful: significant and essential.

✍ Substantive reforms in rural education have improved literacy rates in Bangladesh; many career paths require substantive skills beyond theoretical knowledge; Magnus Sam emphasizes substantive learning over rote memorization for IBA aspirants.

33. 📖 **Enormity** – (বিশালতা, ভয়াবহতা)

Great or extreme scale: evil act: seriousness of a situation.

✍ The enormity of poverty in rural Bangladesh demands immediate attention; students must understand the enormity of their responsibilities to excel in competitive exams; the enormity of natural disasters often tests the resilience of Bangladeshi communities.

34. 📖 **Monolithic** – (অখণ্ড, বিশাল, একক)

Massive and uniform: rigidly fixed: unchanging structure.

✍ Monolithic institutions in Bangladesh are often slow to adopt necessary reforms; students should avoid a monolithic study approach and embrace diverse strategies; the monolithic nature of certain traditions sometimes hinders rural progress.

35. 📖 **Introspective** – (অন্তর্মুখী, আত্মবিশ্লেষণী)

Thoughtfully self-reflective: inward-looking: examining one's own mind.

✍ Many young Bangladeshis become introspective while planning their future careers; introspective practices like journaling help students manage exam stress; Magnus Sam encourages students to be introspective about their strengths and weaknesses during preparation.

36. 📖 **Civil** – (সভ্য, নাগরিক, ভদ্র)

Relating to citizens: polite and respectful: non-military.

✍ Civil unrest in parts of Bangladesh often impacts economic growth; civil discussions among students promote healthy learning environments; maintaining civil behavior online can reduce the spread of negativity on social media platforms.

37. 📖 **Abysmal** – (অতল, খুবই খারাপ, ভয়াবহ)

Extremely bad: bottomless: appalling.

✍️ The abysmal condition of some rural roads in Bangladesh hinders connectivity; abysmal exam preparation often leads to poor results; Bangladesh has overcome abysmal poverty levels through dedicated efforts in recent decades.

38. 📖 **Juxtapose** – (কাছে রাখা, তুলনা করা)

Place side by side for comparison: contrast: align closely.

✍️ Aspirants often juxtapose past question papers to identify trends for IBA exams; rural and urban lifestyles in Bangladesh are frequently juxtaposed to highlight disparities; Magnus Sam juxtaposes traditional methods with innovative strategies in his teaching.

39. 📖 **Inert** – (জড়, নিষ্ক্রিয়)

Lacking energy: motionless: inactive.

✍️ Inert policies often delay progress in Bangladeshi rural development projects; students should avoid becoming inert during crucial preparation periods; the government is taking measures to activate inert sectors of the economy.

40. 📖 **Profound** – (গভীর, তীক্ষ্ণ, গুরুত্বপূর্ণ)

Deep and meaningful: intense: insightful.

✍️ Profound insights into history are often taught at the University of Dhaka; rural artisans possess profound skills passed down through generations; Magnus Sam inspires students to develop a profound understanding of concepts for lasting success.

41. 📖 **Allegory** – (রূপক, প্রতীকী কাহিনী)

Story with a deeper meaning: metaphorical narrative: symbolic representation.

✍️ Many traditional Bangladeshi folktales serve as allegories of moral values; students enjoy studying allegories in literature classes; modern leaders often use allegories to convey complex ideas simply.

42. 📖 **Countenance** – (মুখাবয়ব, সহ্য করা, সমর্থন করা)

Facial expression: support or tolerate: approve.

✍️ Farmers often wear a tired countenance after long working hours in rural Bangladesh; the government does not countenance unlawful protests; Magnus Sam's confident countenance during sessions reassures his students about their potential.

43. 📖 **Mundane** – (প্রাকৃতিক, সাধারণ, নিত্যদিনের)

Ordinary: earthly and not spiritual: routine.

✍️ Mundane daily chores are a part of rural life in Bangladesh; students should avoid mundane study methods and explore creative approaches; the mundane details of business can often lead to extraordinary success stories.

44. 📖 **Peccadillo** – (সামান্য অপরাধ, ছোটখাট তুল)

Minor fault: small mistake: insignificant wrongdoing.

✍️ Small peccadilloes during exams can affect students' scores significantly; people in Bangladesh often overlook peccadilloes while focusing on larger issues; Magnus Sam encourages aspirants to correct even the smallest peccadilloes during their preparation.

45. 📖 **Aphorism** – (সুবচন, সংক্ষিপ্ত উক্তি)

Concise statement of truth: witty saying: maxim.

✍️ Many motivational speakers in Bangladesh share aphorisms to inspire the youth; a well-timed aphorism can spark hope in struggling students; rural elders often pass down wisdom through timeless aphorisms.

46. 📖 **Plethora** – (অতিরিক্ত, প্রাচুর্য)

Overabundance: excess: large quantity.

✍️ A plethora of resources is available online for IBA preparation; Bangladesh faces a plethora of opportunities in the global garment industry; Magnus Sam ensures students access a plethora of learning tools for their success.

47. 🖋️ **Edify** – (নৈতিক শিক্ষাদান করা)

To instruct or improve morally: enlighten: uplift.

✍️ Rural schools in Bangladesh aim to edify young minds with basic education; reading inspiring biographies can edify students to pursue greatness; Magnus Sam's sessions are designed to both educate and edify aspirants.

48. 🖋️ **Sacrosanct** – (অতি পবিত্র, অত্যন্ত গুরুত্বপূর্ণ)

Extremely sacred: inviolable: respected.

✍️ For many people in Bangladesh, family traditions are sacrosanct; the principles of honesty and hard work should be treated as sacrosanct in every student's life; preserving sacrosanct cultural heritage is a priority in rural communities.

49. 🖋️ **Prolific** – (উর্বর, প্রচুর পরিমাণে উৎপাদনশীল)

Highly productive: abundant: fruitful.

✍️ Bangladesh's prolific jute industry has boosted the rural economy; prolific writers from Dhaka University often inspire young generations; Magnus Sam's prolific strategies for IBA preparation ensure students perform at their best.

50. 🖋️ **Aggrandize** – (মহিমাম্বিত করা, বৃদ্ধি করা)

To increase in power: make something appear greater: enhance.

✍️ Some politicians try to aggrandize their image through speeches in Bangladesh; aspirants should focus on real growth rather than just aggrandizing their resumes; the media often aggrandizes trivial issues, diverting attention from key concerns.

51. 🖋️ **Hapless** – (দুর্ভাগ্য, হতভাগ্য)

Unfortunate: unlucky: lacking good fortune.

✍️ Many hapless families in rural Bangladesh struggle with natural disasters; being hapless in the first attempt does not mean failure is permanent; Magnus Sam's guidance helps hapless aspirants regain confidence for IBA success.

52. 🖋️ **Cerebral** – (বুদ্ধিবৃত্তিক, মস্তিষ্কসংক্রান্ত)

Intellectual: brainy: relating to the mind.

✍️ Cerebral discussions are common among students of the University of Dhaka; IBA exams require a cerebral approach to solve complex problems; Magnus Sam's teaching combines practical skills with cerebral strategies to ensure aspirants succeed.

53. 🖋️ **Effusion** – (প্রবাহ, উচ্ছ্বাস, নিঃসরণ)

Outpouring of emotion or words: flow: outburst.

✍️ Effusions of gratitude were seen among rural families after flood relief efforts; writers often channel their emotions through creative effusions in their works; Magnus Sam's inspirational sessions leave students filled with effusions of motivation.

54. 🖋️ **Beget** – (জন্ম দেওয়া, সৃষ্টি করা)

To cause or produce: to bring about: to give rise to.

✍️ Hard work and dedication beget success in competitive exams; rural Bangladesh's collective efforts beget positive changes in the agricultural sector; Magnus Sam inspires students to cultivate habits that will beget consistent success in their IBA preparation.

55. 🖋️ **Frugal** – (মিতব্যয়ী, সংযমী)

Economical: avoiding waste: thrifty.

✍️ Many rural families in Bangladesh lead a frugal lifestyle to manage their resources; students can benefit from being frugal with their time by prioritizing study over distractions; adopting a frugal approach helps startups in Dhaka stay sustainable in a competitive market.

56. 🖋️ **Virulent** – (প্রাণঘাতী, বিদ্রোহপূর্ণ)

Extremely harmful or poisonous: hostile: intensely bitter.

✍️ Virulent diseases often affect rural areas in Bangladesh due to poor healthcare facilities; virulent criticism can harm a person's confidence and growth; students should avoid spreading virulent negativity and focus on inspiring others.

57. 🦋 **Aboriginal** – (আদিবাসী, আদি)

Indigenous: native: existing from the earliest times.

🦋 The aboriginal communities in the Chittagong Hill Tracts of Bangladesh have rich cultural heritage; protecting aboriginal rights is vital for preserving diversity; many historical sites in Bangladesh reflect the aboriginal way of life.

58. 🦋 **Expedient** – (উপযোগী, কার্যকরী)

Convenient and practical: suitable for achieving a purpose: self-serving.

🦋 Expedient measures are often taken in Bangladesh to address immediate crises like floods; students must balance expedient solutions with thorough preparation for long-term success; rural leaders often rely on expedient approaches to meet urgent community needs.

59. 🦋 **Incense** – (রাগানো, ধূপধূনা দেওয়া)

To anger or enrage: to provoke: a substance burned for fragrance.

🦋 The government's delayed response to rural problems often incenses the affected communities; burning incense is a common practice in Bangladeshi religious ceremonies; harsh criticism can incense even the most patient students.

60. 🦋 **Vehement** – (প্রবল, আবেগপূর্ণ)

Intensely passionate: forceful: showing strong emotion.

🦋 Vehement debates are common among students at the University of Dhaka; rural farmers in Bangladesh often express vehement demands for fair pricing of their crops; Magnus Sam's vehement encouragement drives students to believe in their potential.

61. 🦋 **Acrid** – (ঝাঁঝালো, তীক্ষ্ণ, তিক্ত)

Sharp and unpleasant in taste or smell: bitter: harsh.

🦋 Acrid smoke from factories is a growing environmental concern in Dhaka; the acrid tone of criticism can demotivate students; villagers often complain about acrid odors from untreated waste in nearby rivers.

62. 🦋 **Chasm** – (ফাটল, গভীর ব্যবধান)

Deep gap or fissure: division or separation: wide difference.

🦋 The economic chasm between rural and urban areas in Bangladesh needs to be addressed; a chasm of misunderstanding between teachers and students can hinder learning; bridging the chasm between aspirations and actions is vital for success.

63. 🦋 **Castigate** – (তীব্র ভৎসনা করা, শাস্তি দেওয়া)

To criticize harshly: reprimand severely: punish.

🦋 Teachers should guide rather than castigate students for minor mistakes; government officials are often castigated for inefficiency in handling rural problems; Magnus Sam ensures his feedback is constructive, avoiding unnecessary castigation of students.

64. 🦋 **Incessant** – (নিরবচ্ছিন্ন, অবিরাম)

Unending: continuous: without interruption.

🦋 Incessant rain often disrupts rural life in Bangladesh during the monsoon; students must focus on incessant practice to improve their skills; Dhaka's traffic is an incessant challenge for commuters.

65. 🦋 **Abeyance** – (স্বগিত অবস্থা)

Temporary suspension: state of inactivity: delay.

🦋 Many rural development projects in Bangladesh remain in abeyance due to funding issues; students should not let their studies fall into abeyance during holidays; resolving conflicts often requires putting arguments in abeyance to find solutions.

66. 🦋 **Deference** – (শ্রদ্ধা, সম্মান)

Respect and regard: yielding to another's opinion: submission out of respect.

🦋 Children in Bangladesh show deference to their elders as part of cultural values; students should treat their mentors

with deference for their guidance; Magnus Sam highlights how deference to constructive feedback helps in personal growth.

67. 📖 **Anecdote** – (ছোট গল্প, সংক্ষিপ্ত কাহিনী)

Short and amusing story: brief narrative: account of an incident.

📖 Teachers often share anecdotes to make lessons more engaging for students in rural Bangladesh; inspiring anecdotes about successful entrepreneurs motivate youth to take action; Magnus Sam's anecdotes about his IBA journey inspire aspirants to pursue their dreams.

68. 📖 **Requisite** – (প্রয়োজনীয়, অপরিহার্য)

Necessary: required for a particular purpose: essential.

📖 Clean water is a requisite for better health in rural Bangladesh; understanding the basics is requisite for solving complex problems in exams; Magnus Sam emphasizes the requisite mental preparation for success in competitive tests.

69. 📖 **Subversive** – (উপাত্মুলে আঘাত হানা, ধ্বংসাত্মক)

Intending to overthrow or undermine: disruptive: rebellious.

📖 Subversive activities are a threat to Bangladesh's political stability; creative thinking can sometimes be subversive to traditional methods; rural leaders discourage subversive behavior that hinders community development.

70. 📖 **Precursor** – (পূর্বগামী, পূর্বসূত্র)

Forerunner: something that comes before: an indication of what is to follow.

📖 The precursor to modern technology in Bangladesh was the expansion of ICT in rural areas; early practice exams are the precursors to successful test performance; new policies often act as precursors to greater reforms in the country.

71. 📖 **Surfeit** – (অতিরিক্ত, অতৃপ্তি)

Excess: overindulgence: more than needed.

📖 A surfeit of options for study materials can sometimes confuse students; Bangladesh's surfeit of talent is often untapped due to lack of opportunities; Magnus Sam advises students to avoid a surfeit of distractions and focus on their goals.

72. 📖 **Petulant** – (অস্থির, বিরক্ত)

Childishly irritable: bad-tempered: easily annoyed.

📖 Petulant behavior often leads to conflicts in group projects among students; rural communities sometimes face petulant disputes over shared resources; Magnus Sam reminds students to maintain patience and avoid being petulant under pressure.

73. 📖 **Maudlin** – (অতিসংবেদনশীল, ভাবুক)

Overly emotional: tearfully sentimental: self-pitying.

📖 Some maudlin movies in Bangladesh evoke strong emotional reactions from the audience; students must avoid becoming maudlin over setbacks and focus on improvement; the maudlin tone of certain stories can inspire empathy but also discourage action.

74. 📖 **Neologism** – (নতুন শব্দ বা অর্থ)

Newly coined word or expression: innovation in language: new usage.

📖 Many young Bangladeshis contribute neologisms to modern Bangla slang; marketing campaigns often use catchy neologisms to attract urban audiences; creative writers enjoy experimenting with neologisms to engage readers.

75. 📖 **Proponent** – (সমর্থক, প্রবক্তা)

Supporter of a cause or idea: advocate: one who argues for something.

📖 Proponents of women's empowerment in Bangladesh are driving significant changes; young entrepreneurs are proponents of digital transformation in rural areas; Magnus Sam is a strong proponent of structured learning for IBA preparation.

76. 📖 **Incipient** – (প্রারম্ভিক, সূচনাধীন)

Beginning to develop: initial: nascent.

✍ The incipient stages of Bangladesh's startup ecosystem are showing great promise; students often experience incipient stress before exams, which can be managed with proper planning; rural electrification programs are still incipient in some remote regions.

77. ✍ **Insolent** – (উদ্ধত, ঔদ্ধত্যপূর্ণ)

Rude or disrespectful: arrogant: showing a lack of respect.

✍ Insolent behavior disrupts harmony in classrooms across Bangladesh; rural elders often discourage insolent attitudes in young people; students are advised to remain humble and avoid being insolent even in competitive settings.

78. ✍ **Condescend** – (অবজ্ঞাসূচকভাবে নামা, দয়া দেখানো)

To act superior: to lower oneself to another's level: patronize.

✍ Teachers should guide students without condescending attitudes to foster confidence; Magnus Sam ensures he never condescends but uplifts his aspirants through genuine support; rural leaders often succeed by connecting with people rather than condescending to them.

79. ✍ **Replenish** – (পূরণ পূর্ণ করা)

To refill: restore: provide again.

✍ Farmers in Bangladesh work to replenish soil fertility through sustainable methods; students should replenish their energy with proper rest during intensive study sessions; rural initiatives aim to replenish diminishing natural resources for long-term growth.

80. ✍ **Conjecture** – (অনুমান, ধারণা)

An opinion or guess without sufficient evidence: speculation: assumption.

✍ Many villagers in Bangladesh make conjectures about weather patterns based on traditional knowledge; students often rely on conjecture when unsure of answers during exams; economic analysts frequently make conjectures about Bangladesh's future growth.

81. ✍ **Concise** – (সংক্ষিপ্ত, সংক্ষেপিত)

Expressing much in few words: brief and to the point: succinct.

✍ Teachers in rural Bangladesh appreciate concise answers from students during exams; concise study materials help IBA aspirants save valuable time; Magnus Sam encourages students to communicate their ideas in a concise yet impactful way.

82. ✍ **Imperial** – (সম্রাজ্যসংক্রান্ত, রাজকীয়)

Relating to an empire: majestic: authoritative.

✍ Bangladesh's rich history includes imperial legacies from the Mughal era; imperial architecture in Dhaka attracts tourists and historians alike; Magnus Sam's teaching style has an imperial impact on students' confidence levels.

83. ✍ **Idyllic** – (চমৎকার, নিরিবিলা, মনোরম)

Extremely pleasant: peaceful and charming: picturesque.

✍ Rural Bangladesh offers idyllic landscapes with lush greenery and rivers; an idyllic study environment can help students focus better on their preparation; the idyllic beauty of the Sundarbans is a pride of Bangladesh.

84. ✍ **Sycophant** – (চাটুকার, ভাষামোদকারী)

A person who flatters others for personal gain: a yes-man: fawning admirer.

✍ Sycophants in offices often hinder honest discussions in Bangladeshi workplaces; students should avoid being sycophants and focus on genuine learning; sycophantic behavior often lacks authenticity and leads to shallow relationships.

85. ✍ **Felicity** – (অপরিসীম সুখ, আনন্দ)

Happiness: bliss: appropriate expression of thoughts.

✍ Rural weddings in Bangladesh are often filled with felicity and celebration; achieving one's dream of studying at IBA brings immense felicity to aspirants; Magnus Sam highlights how education can lead to long-term felicity in life.

86. **Martyr** – (শহীদ, আত্মত্যাগকারী)

Someone who dies or suffers for a cause: self-sacrificing person: hero.

 The martyrs of Bangladesh's Liberation War are honored every year on December 16; parents often become martyrs to their dreams for the sake of their children's education; the story of martyrs inspires students to remain dedicated to their goals.

87. **Reclusive** – (একাকী, নির্জনপ্রিয়)

Avoiding social interaction: solitary: withdrawn.

 Many writers in Bangladesh live reclusive lives to focus on their craft; reclusive behavior among students might indicate stress or burnout; Magnus Sam ensures even reclusive students engage actively in group activities for better learning.

88. **Destitute** – (অত্যন্ত দরিদ্র, অসহায়)

Extremely poor: lacking basic necessities: impoverished.

 Many destitute families in Bangladesh benefit from government aid programs; students should extend their help to destitute communities through volunteering efforts; initiatives to educate destitute children can transform their futures.

89. **Absolve** – (মুক্তি দেওয়া, দোষক্ষালন করা)

To free from guilt or blame: forgive: exonerate.

 Teachers often absolve minor mistakes of students to encourage improvement; rural leaders work to absolve community conflicts through dialogue; Magnus Sam teaches aspirants to absolve themselves of past failures and focus on future opportunities.

90. **Precipitous** – (খাড়া, আকস্মিক, বিপজ্জনকভাবে তাড়াহুড়ো)

Steep: dangerously high: sudden and hasty.

 The precipitous hills in Sylhet are a geographical marvel of Bangladesh; precipitous decisions during exam preparation can lead to mistakes; rural farmers face precipitous declines in income due to unpredictable weather.

91. **Indulgent** – (অতিমাত্রায় ক্ষমাশীল, প্রশ্রয়প্রবণ)

Overly generous: lenient: allowing excessive freedom.

 Indulgent parenting in rural areas sometimes leads to spoiled behavior among children; students must avoid being indulgent with distractions while preparing for competitive exams; Magnus Sam strikes a balance between being strict and indulgent with his students to maintain discipline.

92. **Disparage** – (তুচ্ছতাঙ্ঘিল্য করা, খাটো করে দেখা)

To belittle: undervalue: criticize unfairly.

 Disparaging remarks often discourage rural entrepreneurs in Bangladesh; students should not disparage their own abilities after small failures; Magnus Sam reminds aspirants to focus on their strengths and not let others' disparagement affect their confidence.

93. **Obsequious** – (অতি তোষামোদকারী, চাটুকার)

Excessively submissive: overly eager to please: fawning.

 Obsequious behavior in workplaces can undermine professional relationships in Bangladesh; students should prioritize genuine respect over obsequious flattery; obsequious individuals often fail to earn long-term trust in their communities.

94. **Epitome** – (উদাহরণস্বরূপ, সারসর্ম)

Perfect example: embodiment: summary of a larger concept.

 The Sundarbans is the epitome of Bangladesh's natural beauty and biodiversity; Magnus Sam is seen as the epitome of effective mentorship for IBA aspirants; students aiming for success often look up to role models who are the epitome of dedication and hard work.

95. **Docile** – (নম্র, অনুগত)

Easily managed: submissive: teachable.

📌 Farmers often rely on docile cattle to plow their fields in rural Bangladesh; docile students are more receptive to learning but must also develop critical thinking skills; Magnus Sam helps even the most docile students become confident decision-makers.

96. 📌 **Elliptical** – (গোলাকার, অসম্পূর্ণ, অস্পষ্ট)

Shaped like an ellipse: difficult to understand: indirect.

📌 Elliptical storytelling in Bangladeshi cinema often intrigues audiences; students should clarify elliptical concepts while preparing for complex topics; rural villagers often use elliptical speech to communicate sensitive matters.

97. 📌 **Myriad** – (অগণিত, অসংখ্য)

Countless: innumerable: an extremely large number.

📌 Bangladesh has a myriad of opportunities for young entrepreneurs; students face myriad challenges during their academic journey but can overcome them with perseverance; Magnus Sam provides myriad resources to help aspirants excel in their IBA preparation.

98. 📌 **Apocalypse** – (বিশ্ব ধ্বংস, সর্বনাশ)

Catastrophic event: end of the world: widespread disaster.

📌 Natural disasters like cyclones sometimes feel apocalyptic to coastal communities in Bangladesh; an apocalypse of misinformation can harm students' preparation; initiatives to protect the environment can help avoid an ecological apocalypse in Bangladesh.

99. 📌 **Dubious** – (সন্দেহজনক, অনিশ্চিত)

Doubtful: uncertain: questionable.

📌 Dubious claims about rural development often disappoint local communities; students must verify dubious information while preparing for exams; Magnus Sam ensures students learn to avoid dubious strategies and focus on authentic methods.

100. 📌 **Fortuitous** – (আকস্মিক, সৌভাগ্যবশত)

Happening by chance: accidental: lucky.

📌 A fortuitous meeting with a mentor can change the course of a student's life; fortuitous rainfall during droughts can save crops in rural Bangladesh; Magnus Sam inspires students to turn fortuitous opportunities into long-term success.

101. 📌 **Putative** – (আনুমানিক, অনুমেয়)

Supposed: generally regarded as such: assumed to be true.

📌 The putative cause of frequent power outages in rural Bangladesh is often poor infrastructure; students should verify putative answers with evidence before finalizing them; some theories about Bangladesh's economic progress are putative but lack concrete data.

102. 📌 **Amenable** – (সহজে পরিচালনাযোগ্য, বাধ্য)

Open to suggestion: cooperative: responsive.

📌 Teachers appreciate amenable students who are willing to adapt and learn; rural communities in Bangladesh are often amenable to government initiatives for development; Magnus Sam's interactive teaching makes even less amenable students more engaged in the learning process.

103. 📌 **Temerity** – (অতিরিক্ত সাহস, দুঃসাহস)

Recklessness: boldness: excessive confidence.

📌 Farmers in rural Bangladesh often display temerity when taking risks with new crops; temerity in exams without preparation leads to poor results; Magnus Sam encourages students to balance temerity with thorough preparation for IBA success.

104. 📌 **Aghast** – (হতবাক, আতঙ্কিত)

Shocked: horrified: filled with amazement or fear.

📌 Rural villagers were aghast at the damage caused by recent floods in Bangladesh; students feel aghast when they

realize they missed a key topic in exams; aspirants are often aghast at how Magnus Sam simplifies even the toughest concepts.

105. **Infatuated** – (মুগ্ধ, মোহিত)

Obsessed: foolishly passionate: excessively in love.

 Many students become infatuated with urban life when they move to Dhaka for studies; infatuated behavior with unproductive habits can distract aspirants from their goals; rural communities often remain infatuated with traditional practices despite modern alternatives.

106. **Inordinate** – (অতিরিক্ত, মাত্রাতিরিক্ত)

Excessive: unrestrained: beyond reasonable limits.

 Inordinate rainfall often causes flooding in Bangladesh's low-lying areas; students should avoid spending inordinate time on easy topics and focus on difficult ones; inordinate pride can sometimes hinder collaborative efforts in group projects.

107. **Narcissism** – (আত্মপ্রেম, নিজেকে খুব বেশি ভালোবাসা)

Excessive self-love: self-centeredness: vanity.

 Narcissism among leaders can sometimes lead to poor decisions affecting rural Bangladesh; students must avoid narcissism and be open to constructive criticism; Magnus Sam fosters an environment that promotes humility and teamwork over narcissism.

108. **Allocate** – (বরাদ্দ করা, ভাগ করা)

To distribute: assign: set aside for a specific purpose.

 The government must allocate more funds for improving rural healthcare in Bangladesh; students should allocate their time wisely for exam preparation; Magnus Sam helps aspirants allocate their efforts across different sections of the IBA syllabus.

109. **Vocation** – (পেশা, জীবিকা)

Profession: calling: one's career or trade.

 Many young Bangladeshis view teaching as a noble vocation; rural communities encourage vocational training programs for skill development; Magnus Sam has made mentoring a vocation to help students achieve their dreams.

110. **Consensus** – (ত্রিকমত)

General agreement: collective opinion: shared understanding.

 A consensus among policymakers is crucial for sustainable rural development in Bangladesh; group projects often succeed when there is a consensus among students; Magnus Sam builds a consensus among aspirants about the best strategies for exam preparation.

111. **Assimilate** – (অভ্যস্ত করা, আত্মস্থ করা)

To absorb and integrate: adapt to a new culture: understand thoroughly.

 Rural migrants to Dhaka often take time to assimilate into the fast-paced urban lifestyle; students must assimilate feedback from teachers to improve their performance; Magnus Sam's aspirants assimilate advanced techniques for acing IBA exams.

112. **Mortify** – (অপমান করা, লজ্জিত করা)

To humiliate: deeply embarrass: subdue by discipline.

 Students feel mortified when unprepared for surprise tests; rural farmers are often mortified by low crop prices despite hard work; Magnus Sam ensures feedback is constructive, avoiding actions that could mortify his students.

113. **Pejorative** – (তামিল্যপূর্ণ, অবমাননাকর)

Expressing disapproval: derogatory: negative in tone.

 Pejorative remarks about rural lifestyles can discourage innovation in agriculture; students should avoid using pejorative language when discussing peers' ideas; a supportive learning environment minimizes the impact of pejorative attitudes.

114. **Disdain** – (অবজ্ঞা, তাচ্ছিল্য)

Contempt: scorn: feeling that something is unworthy.

 Urban youth often disdain traditional rural professions, unaware of their importance; students should avoid disdain for subjects they find difficult and instead work to improve; Magnus Sam teaches aspirants to rise above disdain and focus on self-improvement.

115. **Aftermath** – (পরিণাম, ফলাফল)

The consequences: outcome of an event: repercussions.

 The aftermath of the cyclone in Bangladesh included widespread rebuilding efforts; the aftermath of procrastination is often poor performance in exams; Magnus Sam prepares students to handle the aftermath of tough exam experiences positively.

116. **Premise** – (মূল ভিত্তি, পূর্বধারণা)

A basic assumption: foundation of an argument: initial statement.

 The premise of sustainable farming is essential for rural development in Bangladesh; students must clarify the premise of questions before solving them; Magnus Sam emphasizes understanding the premise of any problem before attempting its solution.

117. **Solvent** – (দেনাপাওনা পরিশোধে সক্ষম)

Able to pay debts: financially stable: substance that dissolves another.

 Farmers in rural Bangladesh struggle to remain solvent due to fluctuating crop prices; solvent management of time is crucial for exam preparation; Magnus Sam advises students to maintain financial solvency while pursuing higher education.

118. **Ineffable** – (অবর্ণনীয়, অসীম)

Beyond description: too great to express in words: inexpressible.

 The beauty of the Sundarbans is ineffable and captivates all who visit; students often feel ineffable joy after achieving their goals; Magnus Sam's motivational sessions leave aspirants with an ineffable sense of purpose.

119. **Anachronism** – (কালবৈষম্য, সময়ভ্রান্তি)

Something out of its proper time: outdated: misplaced in time.

 Certain traditional farming methods in rural Bangladesh are seen as anachronisms in the modern era; students should avoid using anachronistic examples in their essays; urban lifestyles in Dhaka often reflect both modernity and anachronisms side by side.

120. **Luminous** – (উজ্জ্বল, দীপ্তিময়)

Bright and shining: glowing: clear and inspiring.

 The luminous stars over rural Bangladesh make for breathtaking nightscapes; students should aim for a luminous career filled with success and growth; Magnus Sam's teaching methods create a luminous path for aspirants toward IBA admission.

121. **Apotheosis** – (সর্বোচ্চ স্থান, পূর্ণতার চূড়া)

The highest point: perfect example: elevation to divine status.

 The victory of Bangladesh's cricket team is often celebrated as the apotheosis of national pride; students view admission to IBA as the apotheosis of their academic journey; Magnus Sam's approach represents the apotheosis of mentorship and dedication.

122. **Mentor** – (পরামর্শদাতা, উপদেষ্টা)

Guide: trusted advisor: teacher.

 Rural students benefit greatly from having mentors to guide their studies; a mentor's advice can make a significant difference in achieving one's goals; Magnus Sam is a mentor who has shaped the future of many IBA aspirants.

123. **Vindictive** – (প্রতিহিংসাপরায়ণ)

Revengeful: seeking retribution: spiteful.

✍ Vindictive actions often harm relationships in rural Bangladeshi communities; students should focus on positive efforts rather than holding vindictive grudges against failures; rural leaders discourage vindictive behavior to foster harmony in villages.

124. ✍ **Archetype** – (আদর্শ মডেল, আদিক্রপ)

Original model: prototype: perfect example.

✍ The traditional mud houses in rural Bangladesh are an archetype of sustainable architecture; students often seek to emulate the archetype of successful individuals in their careers; Magnus Sam serves as an archetype of an ideal mentor for competitive exams.

125. ✍ **Concurrent** – (একই সময়ে সংঘটিত, একযোগে)

Happening at the same time: simultaneous: parallel.

✍ Concurrent festivals in rural Bangladesh bring communities together; students must manage concurrent subjects efficiently for balanced preparation; Magnus Sam teaches aspirants to handle concurrent challenges during their IBA journey.

126. ✍ **Rancor** – (বিদ্বেষ, তিক্ততা)

Bitter resentment: deep-seated ill will: hatred.

✍ Rancor among communities in Bangladesh is often resolved through mediation and dialogue; students must overcome any rancor toward difficult topics to succeed; Magnus Sam promotes a learning environment free from rancor and negativity.

127. ✍ **Banal** – (বীরস, গতানুগতিক)

Lacking originality: boringly predictable: uninteresting.

✍ Rural festivals in Bangladesh often add color to otherwise banal routines; students should avoid writing banal essays and strive for creativity; Magnus Sam's teaching methods are anything but banal, keeping students engaged and inspired.

128. ✍ **Mercurial** – (অস্থির, পরিবর্তনশীল)

Quickly changing in mood: unpredictable: lively and volatile.

✍ The mercurial weather in Bangladesh during monsoons often disrupts farming; students should adapt to the mercurial nature of exam patterns to stay prepared; the mercurial temperament of some leaders sometimes complicates rural development projects.

129. ✍ **Analogy** – (উপমা, তুলনা)

Comparison to explain something: similarity: parallel.

✍ Teachers in Bangladesh use analogies to make complex topics easier to understand; the analogy between hard work and planting seeds resonates well with rural students; Magnus Sam uses relatable analogies to simplify tough IBA concepts for his aspirants.

130. ✍ **Denizen** – (নিবাসী, বাসিন্দা)

Inhabitant: resident: one who regularly frequents a place.

✍ The Sundarbans is home to denizens like the Bengal tiger and other unique wildlife; urban denizens in Dhaka often face challenges of overcrowding; Magnus Sam inspires denizens of Bangladesh to aim high and achieve their dreams.

131. ✍ **Uniform** – (সমান, অভিন্ন)

Consistent: unchanging: identical in form or character.

✍ Students in rural schools of Bangladesh wear uniform attire to promote equality; the uniform grading system helps assess performance fairly across all regions; Magnus Sam advises against a uniform approach to problem-solving, encouraging tailored strategies instead.

132. ✍ **Latent** – (অপ্রকাশিত, সুপ্ত)

Hidden or dormant: present but not visible: undeveloped.

✍ Many rural artisans in Bangladesh possess latent talents that need nurturing; students often have latent potential

that only reveals itself through persistent effort; Magnus Sam helps students uncover their latent abilities to succeed in competitive exams.

133. 🌀 **Ambience** – (পরিবেশ, বায়ুমণ্ডল)

Atmosphere of a place: mood or character: surrounding environment.

📖 The serene ambience of rural Bangladesh fosters creativity and focus; students should create a productive study ambience at home; Magnus Sam's sessions provide an inspiring ambience that motivates students to excel.

134. 🌀 **Evanescent** – (ক্ষণস্থায়ী, অদৃশ্যমান)

Fleeting: temporary: quickly vanishing.

📖 The evanescent beauty of Bangladesh's sunrise over the hills is breathtaking; students should seize evanescent opportunities that come their way; evanescent moments of failure should not deter aspirants from pursuing their goals.

135. 🌀 **Proximity** – (নৈকট্য, ঘনিষ্ঠতা)

Closeness: nearness in space, time, or relationship: adjacency.

📖 The proximity of Dhaka to rural markets helps boost trade; students should maintain proximity to reliable mentors during their preparation; proximity to Magnus Sam's strategies ensures aspirants achieve their IBA dreams.

136. 🌀 **Cognitive** – (জ্ঞানের সঙ্গে সম্পর্কিত)

Relating to mental processes: understanding: intellectual activity.

📖 Cognitive development in early childhood education is crucial for rural students in Bangladesh; solving puzzles can improve cognitive skills among students; Magnus Sam emphasizes developing cognitive abilities to tackle the complexities of IBA exams.

137. 🌀 **Circumspect** – (সতর্ক, চিন্তাশীল)

Careful: cautious: considering all circumstances and consequences.

📖 Farmers in Bangladesh remain circumspect about adopting new agricultural techniques; students should take a circumspect approach while answering tricky questions; Magnus Sam teaches aspirants to be circumspect in their decision-making for better outcomes.

138. 🌀 **Affront** – (অপমান, তিরস্কার)

Deliberate insult: offense: act of disrespect.

📖 Rural communities in Bangladesh consider ignoring elders an affront to their traditions; harsh criticism during group studies can feel like an affront to some students; Magnus Sam's feedback is always constructive, avoiding any sense of affront.

139. 🌀 **Acclaim** – (প্রশংসা, বাহবা)

Praise: public approval: enthusiastic recognition.

📖 Rural entrepreneurs in Bangladesh receive acclaim for their innovative solutions; Magnus Sam's aspirants often achieve acclaim for their exceptional results in IBA exams; teachers appreciate students who show steady improvement and earn acclaim through hard work.

140. 🌀 **Prodigious** – (অসাধারণ, বিশাল)

Extraordinary: enormous: impressive in size or ability.

📖 Bangladesh's Padma Bridge is a prodigious engineering achievement; students who show prodigious dedication often achieve remarkable results; Magnus Sam's strategies lead to prodigious improvements in students' preparation efficiency.

141. 🌀 **Deleterious** – (ক্ষতিকর, ধ্বংসাত্মক)

Harmful: damaging: detrimental.

📖 Deforestation in Bangladesh has deleterious effects on the environment; procrastination is deleterious to students' academic success; Magnus Sam advises avoiding deleterious habits like overthinking and focusing on practical efforts instead.

142. 🦋 **Sequester** – (আলাদা করে রাখা, পৃথক করা)

To isolate: hide away: remove from contact.

🦋 Rural villagers often sequester themselves during extreme weather events for safety; students should sequester distractions like social media while preparing for exams; Magnus Sam helps students sequester irrelevant information and focus on key concepts.

143. 🦋 **Despondent** – (নিরাশ, হতাশ)

Feeling hopeless: downhearted: in low spirits.

🦋 Farmers in Bangladesh often feel despondent after a bad harvest season; students must not become despondent after initial failures but keep striving for success; Magnus Sam's motivational sessions uplift despondent aspirants and inspire them to keep going.

144. 🦋 **Mitigate** – (প্রশমিত করা, হ্রাস করা)

To make less severe: reduce: alleviate.

🦋 Flood control initiatives aim to mitigate the damage caused by natural disasters in Bangladesh; proper time management mitigates exam stress for students; Magnus Sam provides techniques to mitigate the complexity of tough IBA exam sections.

145. 🦋 **Pensive** – (চিন্তিত, মনোযোগী)

Deep in thought: reflective: engaged in serious contemplation.

🦋 Rural poets in Bangladesh often write pensive verses about life and nature; students become pensive while planning their future careers; Magnus Sam inspires aspirants to turn their pensive moments into actionable plans for success.

146. 🦋 **Burlesque** – (প্রহসন, ব্যঙ্গাত্মক উপস্থাপনা)

Comically exaggerated imitation: parody: humorous performance.

🦋 Rural dramas in Bangladesh sometimes include burlesque acts to entertain audiences; students enjoy burlesque humor during breaks to refresh their minds; burlesque often adds charm to cultural festivities in Bangladeshi villages.

147. 🦋 **Exacerbate** – (আরও খারাপ করা, বৃদ্ধি করা)

To make worse: intensify: aggravate.

🦋 Delayed healthcare exacerbates issues in rural areas of Bangladesh; ignoring exam preparation exacerbates stress as deadlines approach; Magnus Sam teaches students how to manage challenges without exacerbating them.

148. 🦋 **Exalt** – (মহিমাবিত্ত করা, উঁচু করা)

To glorify: praise highly: elevate in status.

🦋 Rural leaders in Bangladesh are often exalted for their community contributions; students feel exalted when their efforts are recognized; Magnus Sam exalts the power of perseverance and hard work in achieving dreams.

149. 🦋 **Stricture** – (সীমাবদ্ধতা, কঠোর সমালোচনা)

Restriction: criticism: constraint.

🦋 The strictures imposed by rural traditions sometimes limit individual growth in Bangladesh; constructive stricture from teachers helps students improve academically; Magnus Sam's feedback often includes strictures that guide aspirants toward perfection.

150. 🦋 **Preclude** – (প্রতিরোধ করা, বাধা দেওয়া)

To prevent: make impossible: rule out in advance.

🦋 The lack of infrastructure precludes many rural students in Bangladesh from accessing quality education; proper planning precludes last-minute panic before exams; Magnus Sam ensures students preclude common mistakes in their preparation.

151. 🦋 **Indolent** – (অলস, কর্মবিমুখ)

Lazy: avoiding activity: slow to develop.

🦋 Indolent attitudes in rural areas often hinder agricultural progress; students must overcome indolent tendencies and stay proactive in their studies; Magnus Sam motivates aspirants to replace indolence with dedication for success.

152. 🦋 **Torpor** – (অক্রিয়তা, উদাসীনতা)

Lethargy: inactivity: sluggishness.

🦋 The torpor after long days of hard work is common in rural Bangladeshi communities; students should avoid falling into a state of torpor during exam preparation; Magnus Sam energizes students to overcome torpor and maintain consistent focus.

153. 🦋 **Succumb** – (আত্মসমর্পণ করা, পরাস্ত হওয়া)

To yield: give in: fail to resist.

🦋 Many farmers in Bangladesh refuse to succumb to the challenges of climate change and adapt resilient methods; students should not succumb to distractions during exam preparation; Magnus Sam motivates aspirants to never succumb to self-doubt and persevere in their efforts.

154. 🦋 **Prevail** – (বিজয়ী হওয়া, প্রচলিত থাকা)

To triumph: to be widespread: to succeed.

🦋 Honesty and hard work prevail in the long run, as seen in many success stories in Bangladesh; traditional values still prevail in rural communities; Magnus Sam teaches students how discipline and perseverance prevail in competitive exams.

155. 🦋 **Ostentatious** – (জাঁকালো, লোক দেখানো)

Showy: pretentious: excessively extravagant.

🦋 Ostentatious weddings are common in urban areas of Bangladesh but are often criticized for wastefulness; students should avoid writing ostentatious essays and focus on substance; rural festivals are vibrant without being overly ostentatious.

156. 🦋 **Anguish** – (মর্মবেদনা, যন্ত্রণা)

Severe mental or physical pain: distress: agony.

🦋 The anguish of flood victims in Bangladesh often calls for urgent humanitarian efforts; students must channel their anguish over failure into determination for future success; Magnus Sam inspires aspirants to overcome moments of anguish with renewed focus and resilience.

157. 🦋 **Impeccable** – (নিখুঁত, অনবদ্য)

Flawless: perfect: without fault.

🦋 The craftsmanship of Bangladeshi artisans is often described as impeccable; students strive for impeccable performance in competitive exams through consistent practice; Magnus Sam's impeccable teaching style ensures aspirants achieve their academic goals.

158. 🦋 **Derogatory** – (অপমানজনক, অবমাননাকর)

Insulting: disrespectful: showing a critical attitude.

🦋 Derogatory remarks about rural communities often discourage local talents in Bangladesh; students should avoid using derogatory language in discussions; Magnus Sam emphasizes constructive feedback over derogatory criticism to guide his students.

159. 🦋 **Qualitative** – (গুণগত, মানসম্পর্কিত)

Relating to quality: non-numerical: based on characteristics.

🦋 Bangladesh's development focus has shifted toward qualitative improvements in education; students should focus on qualitative understanding of concepts rather than rote learning; Magnus Sam ensures aspirants gain qualitative mastery over exam topics.

160. 🦋 **Esoteric** – (দুর্বোধ্য, গোপনীয়)

Understood by a select few: specialized: obscure.

🦋 Esoteric traditions in rural Bangladesh are often passed down through generations; aspirants must demystify esoteric topics to succeed in competitive exams; Magnus Sam makes esoteric concepts accessible and clear for his students.

161. **Veracity** – (সত্যতা, নির্ভুলতা)

Truthfulness: accuracy: conformity to facts.

 Veracity is a valued trait in Bangladeshi journalism, ensuring the dissemination of accurate news; students should verify the veracity of information before using it in their answers; Magnus Sam encourages students to prioritize veracity over guesswork in exams.

162. **Alienate** – (বিচ্ছিন্ন করা, দূরে সরিয়ে দেওয়া)

To estrange: isolate: make unfriendly.

 Urban migration often alienates individuals from their rural roots in Bangladesh; students must avoid habits that alienate them from their goals; Magnus Sam ensures his teaching methods never alienate students but instead bring them closer to their aspirations.

163. **Spurious** – (মিথ্যা, ভুয়া)

False: not genuine: deceptive.

 Spurious claims about rural development often mislead local communities in Bangladesh; students must be cautious of spurious study materials available online; Magnus Sam ensures aspirants rely only on authentic and trusted resources.

164. **Enigma** – (ধাঁধা, রহস্য)

Mystery: something hard to understand: puzzle.

 The origins of certain folk tales in Bangladesh remain an enigma; exam questions that seem like an enigma often test students' critical thinking; Magnus Sam simplifies even the most enigmatic topics to ensure student success.

165. **Cursory** – (উপর উপর, তাড়াহুড়া করা)

Hasty: superficial: not thorough.

 A cursory review of past question papers won't help students in competitive exams; government officials must avoid cursory inspections to ensure proper rural development; Magnus Sam advises against cursory study habits and promotes in-depth preparation.

166. **Abortive** – (অসফল, ব্যর্থ)

Unsuccessful: failing to produce results: fruitless.

 Many abortive attempts at rural electrification in Bangladesh have delayed progress; students should learn from abortive test results and refine their preparation strategies; Magnus Sam helps aspirants turn abortive efforts into successful outcomes.

167. **Adage** – (প্রবচন, প্রবাদ)

A traditional saying: proverb: wise statement.

 The adage “slow and steady wins the race” resonates with students preparing for long-term goals; rural elders in Bangladesh often share adages to teach life lessons; Magnus Sam's advice often aligns with timeless adages that inspire success.

168. **Bourgeois** – (মধ্যবিত্ত, গোঁড়া)

Middle-class: materialistic: conventional.

 The bourgeois lifestyle in urban areas of Bangladesh is often centered around financial security; students from bourgeois families aim for higher education to improve their status; Magnus Sam caters to aspirants from all backgrounds, including the bourgeois.

169. **Largess** – (উদারতা, দানশীলতা)

Generosity: giving gifts or money: benevolence.

 NGOs in Bangladesh often depend on the largess of donors to support rural communities; largess from parents helps many students pursue higher education; Magnus Sam shares his largess of knowledge to empower his students.

170. **Furtive** – (গোপন, চুপিসারে)

Secretive: stealthy: done in a way to avoid notice.

🔗 Furtive glances between students during exams often lead to suspicion; rural thieves are known for their furtive movements during the night; Magnus Sam advises students to focus on honest efforts instead of furtive shortcuts.

171. 🖋️ **Delineate** – (চিত্রিত করা, বর্ণনা করা)

To describe: outline: portray precisely.

🔗 Rural leaders in Bangladesh delineate development plans during community meetings; students should delineate their thoughts clearly in essays for better marks; Magnus Sam teaches students how to delineate ideas logically in competitive exams.

172. 🖋️ **Abomination** – (ঘৃণা, ঘৃণ্য কাজ)

Something that causes disgust: extreme hatred: detestable act.

🔗 Child labor remains an abomination in many parts of rural Bangladesh; students should consider plagiarism an abomination and focus on genuine work; corruption in education systems is an abomination that Magnus Sam actively speaks against.

173. 🖋️ **Specious** – (মিথ্যা, আংশিক সত্য)

Misleadingly attractive: superficially plausible: deceptive.

🔗 Specious advertisements often mislead consumers in rural Bangladesh; students must not rely on specious reasoning when answering logical questions; Magnus Sam ensures aspirants can distinguish between specious arguments and valid ones.

174. 🖋️ **Proselytize** – (ধর্মান্তরিত করা, মত পরিবর্তন করানো)

To convert: promote a belief: advocate a cause.

🔗 Religious leaders in Bangladesh sometimes proselytize in remote areas to spread their faith; Magnus Sam doesn't proselytize but inspires students to believe in their potential; teachers should focus on nurturing rather than proselytizing their beliefs onto students.

175. 🖋️ **Existential** – (অস্তিত্বসংক্রান্ত, অস্তিত্ব নিয়ে উদ্বেগ)

Relating to existence: concerned with being: questioning life's purpose.

🔗 Many young people in Bangladesh face existential questions about their careers; rural communities often tackle existential challenges related to climate change; Magnus Sam inspires students to overcome existential doubts and stay focused on their dreams.

176. 🖋️ **Proficient** – (দক্ষ, পারদর্শী)

Skilled: competent: well-versed.

🔗 Rural artisans in Bangladesh are proficient in traditional crafts; students should aim to become proficient in all sections of their competitive exams; Magnus Sam ensures aspirants are proficient in both fundamentals and advanced concepts.

177. 🖋️ **Patrician** – (উচ্চবংশীয়, অভিজাত)

Aristocratic: noble: member of the upper class.

🔗 Patrician families in Bangladesh often contribute to cultural preservation; rural development initiatives should not focus only on patrician interests; Magnus Sam caters to students from all walks of life, breaking the barriers of patrician privilege.

178. 🖋️ **Patriarch** – (পিতৃতান্ত্রিক নেতা, পরিবারের প্রধান)

Male head of a family: senior leader: founder or respected elder.

🔗 The patriarch of a rural family in Bangladesh often makes key decisions for the household; students should respect their patriarchs but also seek independence; Magnus Sam is seen as a guiding patriarch in the realm of IBA preparation.

179. 🖋️ **Static** – (স্থির, অপরিবর্তিত)

Unchanging: stationary: lacking movement.

🔗 Static economic conditions in some rural areas of Bangladesh hinder development; students should avoid a static

study routine and try dynamic methods; Magnus Sam ensures his teaching methods are anything but static, keeping students actively engaged.

180. **Idiosyncrasy** – (বিশেষ অভ্যাস, স্বতন্ত্রতা)

Unique characteristic: individual trait: peculiarity.

 Every rural community in Bangladesh has its own idiosyncrasies in culture and tradition; students should embrace their idiosyncrasies while improving their weaknesses; Magnus Sam uses his idiosyncratic teaching style to connect with each student uniquely.

181. **Precedent** – (নজির, দৃষ্টান্ত)

An earlier event used as an example: standard: prior instance.

 The independence movement of Bangladesh set a precedent for other nations fighting for freedom; students should look at precedents in past exams to prepare effectively; Magnus Sam encourages students to learn from historical precedents of success and failure.

182. **Laud** – (প্রশংসা করা)

To praise highly: extol: acclaim.

 Farmers in Bangladesh deserve to be lauded for their hard work in ensuring food security; teachers laud students who show consistent improvement; Magnus Sam lauds his aspirants for their dedication and determination toward achieving their IBA dreams.

183. **Coup** – (সফল অভ্যুত্থান, অভাবনীয় সাফল্য)

Sudden, decisive action: brilliant success: overthrow of power.

 The establishment of digital hubs in rural Bangladesh was a coup for the IT sector; a student cracking a tough exam on the first attempt feels like a personal coup; Magnus Sam helps aspirants achieve their coup by succeeding in competitive exams.

184. **Imminent** – (সম্মিলিত, ঘনিষ্ঠ আসছে)

About to happen: impending: forthcoming.

 Imminent floods in rural areas require proper preparedness in Bangladesh; students often feel stressed as exam deadlines become imminent; Magnus Sam provides actionable strategies to prepare aspirants for imminent challenges.

185. **Extricate** – (মুক্ত করা, উদ্ধার করা)

To free from difficulty: untangle: release.

 Farmers in Bangladesh seek ways to extricate themselves from the cycle of poverty; students should develop time management skills to extricate themselves from overwhelming schedules; Magnus Sam helps students extricate themselves from confusion in tough exam topics.

186. **Increment** – (বৃদ্ধি, ক্রমান্বয়ে বৃদ্ধি)

Increase: gradual addition: growth.

 Incremental income improvements in rural Bangladesh have uplifted many families; students should aim for incremental progress in their preparation; Magnus Sam ensures aspirants achieve steady increments in their learning outcomes.

187. **Mollify** – (প্রশমিত করা, শান্ত করা)

To calm: soothe: appease.

 Government interventions often mollify the grievances of rural communities in Bangladesh; students should learn to mollify their anxiety before exams with proper preparation; Magnus Sam's motivational words mollify the fears of his aspirants and boost their confidence.

188. **Rhetoric** – (আলঙ্কারিক ভাষা, বক্তৃতাশৈলী)

Art of effective communication: persuasive language: exaggerated speech.

 Political leaders in Bangladesh often rely on rhetoric to connect with voters; students should avoid empty rhetoric

in essays and focus on clear, logical arguments; Magnus Sam emphasizes clarity over rhetoric to help aspirants convey their ideas effectively.

189. 🦋 **Sanguine** – (আশাবাদী, প্রাণবন্ত)

Optimistic: confident: cheerful.

✍ Many Bangladeshi farmers remain sanguine despite facing climate challenges; students must stay sanguine even after setbacks during preparation; Magnus Sam inspires his students to adopt a sanguine outlook while working toward their goals.

190. 🦋 **Dissipate** – (বিলীন করা, অপচয় করা)

To scatter: vanish: waste.

✍ Excessive heat often dissipates during the monsoon rains in Bangladesh; students should focus their energy wisely and not dissipate it on distractions; Magnus Sam helps aspirants dissipate their doubts and channel focus toward success.

191. 🦋 **Intransigent** – (অদম্য, আপসহীন)

Unwilling to compromise: stubborn: inflexible.

✍ Intransigent attitudes among stakeholders often delay rural development projects in Bangladesh; students should avoid being intransigent and stay open to constructive feedback; Magnus Sam teaches the value of flexibility over intransigence in problem-solving.

192. 🦋 **Abhor** – (ঘৃণা করা, অপছন্দ করা)

To hate intensely: detest: loathe.

✍ Rural communities in Bangladesh abhor corruption that hinders progress; students often abhor procrastination once they see its negative effects; Magnus Sam inspires students to abhor mediocrity and aim for excellence.

193. 🦋 **Rogue** – (দুষ্ট লোক, অসৎ ব্যক্তি)

Dishonest person: scoundrel: mischievous individual.

✍ Rogues often exploit vulnerable communities in rural Bangladesh; students must remain vigilant and avoid rogue shortcuts in their academic journey; Magnus Sam helps students stay on the right path and avoid rogue influences in their preparation.

194. 🦋 **Unconscionable** – (অযৌক্তিক, অন্যায্য)

Unreasonably excessive: unfair: immoral.

✍ The unconscionable treatment of workers in some industries in Bangladesh demands reform; students must not set unconscionable expectations for themselves and focus on achievable goals; Magnus Sam promotes balanced preparation to avoid unconscionable stress.

195. 🦋 **Elusive** – (ধরা কঠিন, অধরা)

Difficult to find or achieve: hard to grasp: evasive.

✍ Elusive job opportunities in rural Bangladesh push many toward urban migration; success may seem elusive to students initially, but persistence helps achieve it; Magnus Sam helps aspirants grasp even the most elusive concepts with ease.

196. 🦋 **Parody** – (বিদ্রুপমূলক অনুকরণ)

Humorous imitation: satirical work: mockery.

✍ Parody performances are common in rural Bangladeshi cultural events; students enjoy creating parodies during breaks to relieve exam stress; Magnus Sam ensures his teaching never feels like a parody of serious learning and stays impactful.

197. 🦋 **Abound** – (প্রচুর পরিমাণে থাকা)

To exist in large numbers: plentiful: overflow.

✍ Natural resources abound in many parts of rural Bangladesh; opportunities abound for students willing to explore creative career paths; Magnus Sam ensures his classes abound with practical strategies and motivation for aspirants.

198. 🖋️ **Flagrant** – (চরম, প্রকাশ্য অন্যায়)

Obvious and offensive: scandalous: blatant.

📖 Flagrant violations of environmental regulations harm Bangladesh's natural resources; flagrant errors in preparation often lead to poor exam results; Magnus Sam helps students avoid flagrant mistakes and improve accuracy in their work.

199. 🖋️ **Orthodox** – (প্রচলিত, রক্ষণশীল)

Traditional: conventional: adhering to established beliefs.

📖 Orthodox farming methods in rural Bangladesh are being replaced with modern techniques; students must balance orthodox study habits with innovative approaches; Magnus Sam teaches how to mix orthodox strategies with modern methods for success.

200. 🖋️ **Belligerent** – (যুদ্ধংদেহী, আক্রমণাত্মক)

Hostile: aggressive: inclined to fight.

📖 Belligerent disputes over land are common in rural areas of Bangladesh; students should avoid being belligerent during group discussions and focus on collaboration; Magnus Sam promotes a calm, focused mindset over belligerence in achieving goals.

201. 🖋️ **Reproach** – (ভর্তসনা, দোষারোপ)

To express disapproval: scold: criticism.

📖 Teachers often reproach students for neglecting their studies; villagers reproach local leaders for failing to deliver promises; Magnus Sam provides constructive feedback instead of reproach to help aspirants improve.

202. 🖋️ **Austere** – (কঠোর, সংযমী)

Severe in manner: strict: without luxury.

📖 Rural lifestyles in Bangladesh are often austere due to limited resources; students sometimes prefer an austere study environment to minimize distractions; Magnus Sam advises an austere schedule to balance preparation and rest.

203. 🖋️ **Sobriety** – (গম্ভীরতা, শান্ত স্বভাব)

Seriousness: calm and composed behavior: moderation.

📖 Sobriety during festivals in rural Bangladesh reflects deep cultural respect; students should maintain sobriety while tackling complex exams; Magnus Sam encourages sobriety in thought to make well-informed decisions.

204. 🖋️ **Circumscribe** – (সীমাবদ্ধ করা, চারপাশে সীমা টানা)

To restrict: set boundaries: limit.

📖 Rural women often face circumscribed opportunities due to social norms; students should not circumscribe their ambitions but aim high; Magnus Sam helps aspirants break circumscribed mindsets and dream bigger.

205. 🖋️ **Instigate** – (প্ররোচিত করা, উসকে দেওয়া)

To provoke: stir up: initiate.

📖 Unresolved conflicts often instigate disputes in rural Bangladesh; students should avoid actions that instigate unnecessary arguments during group projects; Magnus Sam inspires students to instigate positive changes in their study routines.

206. 🖋️ **Invective** – (অশ্রাব্য ভাষা, গলাগালি)

Harsh criticism: abusive language: verbal attack.

📖 Political debates in Bangladesh often involve invective rather than constructive dialogue; students must avoid invective language while discussing differing opinions; Magnus Sam maintains a respectful learning environment free from invective.

207. 🖋️ **Squander** – (অপচয় করা, অপব্যয় করা)

To waste: use carelessly: misuse resources.

📖 Squandering resources in rural Bangladesh hinders development efforts; students should not squander time on

distractions while preparing for exams; Magnus Sam teaches students how to utilize their time effectively without squandering opportunities.

208. **Antecedent** – (পূর্ববর্তী, পূর্বসূত্র)

Something that comes before: precursor: prior event.

 The antecedent of Bangladesh's independence was its rich history of resistance; early practice tests act as an antecedent to success in IBA exams; rural projects often have antecedents in community-driven initiatives.

209. **Precept** – (নীতিবাক্য, আদেশ)

Guiding principle: rule of conduct: general instruction.

 Many rural leaders in Bangladesh follow precepts rooted in cultural traditions; students benefit from precepts of discipline and hard work; Magnus Sam emphasizes precepts of strategic learning for success.

210. **Tout** – (প্রচার করা, প্রশংসা করা)

To promote: publicly praise: attempt to sell.

 Local businesses in Bangladesh often tout their products at rural markets; students should tout their strengths in applications and interviews; Magnus Sam is often touted as a transformational mentor for IBA aspirants.

211. **Malaise** – (অসুস্থতা, অস্বস্তি)

General discomfort: unease: feeling of illness.

 Economic malaise in rural Bangladesh is often addressed through government initiatives; students must address any academic malaise by seeking help early; Magnus Sam's motivational sessions alleviate malaise among struggling aspirants.

212. **Arduous** – (কঠিন, শ্রমসাধ্য)

Difficult: requiring hard work: strenuous.

 Arduous farming work in rural Bangladesh sustains the country's food supply; students often find preparing for competitive exams an arduous process; Magnus Sam simplifies arduous concepts to boost students' confidence.

213. **Bequest** – (উইল করা সম্পত্তি, উত্তরাধিকার)

Gift left in a will: inheritance: legacy.

 Rural families in Bangladesh often pass down land as a bequest to their children; education is the greatest bequest parents can give their children; Magnus Sam leaves behind a bequest of inspiration in every session.

214. **Partisan** – (দলপন্থী, পক্ষপাতদুষ্ট)

Biased supporter: strong adherent: one-sided advocate.

 Partisan politics sometimes slows down rural development in Bangladesh; students must remain non-partisan and focus on academic excellence; Magnus Sam creates an inclusive environment free from partisan influences.

215. **Cliché** – (গতানুগতিক কথা, পুরানো কথা)

Overused expression: trite idea: lack of originality.

 Rural folk songs in Bangladesh are full of clichés that still resonate with emotions; students should avoid clichés in their essays for originality; Magnus Sam's teaching approach is far from cliché, offering fresh and innovative ideas.

216. **Credulous** – (অতিসরল, সহজে বিশ্বাসপ্রবণ)

Gullible: too trusting: easily deceived.

 Credulous villagers in Bangladesh sometimes fall victim to scams; students should critically analyze information instead of being credulous; Magnus Sam trains aspirants to think critically and avoid credulous assumptions.

217. **Perfunctory** – (উদাসীন, অনিয়মিত)

Done carelessly: superficial: lacking interest or effort.

 Perfunctory inspections often fail to identify key issues in rural projects; students who adopt a perfunctory attitude toward studies may struggle in exams; Magnus Sam ensures that no student's efforts remain perfunctory, emphasizing depth in learning.

218. **Provincial** – (সীমাবদ্ধ, গ্রাম্য)

Narrow-minded: unsophisticated: relating to provinces.

 Provincial attitudes often limit innovation in rural Bangladesh; students must overcome provincial thinking to embrace global perspectives; Magnus Sam encourages aspirants to think beyond provincial boundaries and aim high.

219. **Nominal** – (নামমাত্র, অল্প পরিমাণে)

Very small in amount: existing in name only: insignificant.

 Many rural schools in Bangladesh charge nominal fees to ensure access to education; students should not let nominal setbacks deter them from achieving greatness; Magnus Sam advises focusing on the big picture rather than nominal distractions.

220. **Futile** – (অকার্যকর, নিষ্ফল)

Useless: ineffective: unable to produce results.

 Futile attempts at solving systemic issues in rural Bangladesh need innovative approaches; students must avoid futile methods of preparation and focus on proven strategies; Magnus Sam ensures every effort by aspirants is purposeful, not futile.

221. **Myopia** – (দূরদৃষ্টি-অভাব, সঙ্কীর্ণতা)

Nearsightedness: lack of foresight: narrow-mindedness.

 Myopic planning often delays rural infrastructure development in Bangladesh; students should avoid myopia in their goals and focus on long-term benefits; Magnus Sam's guidance helps aspirants overcome myopic strategies and aim for sustained success.

222. **Equivocal** – (সন্দেহজনক, দ্ব্যর্থবোধক)

Unclear: ambiguous: open to multiple interpretations.

 Equivocal promises by leaders often confuse rural communities in Bangladesh; students must avoid writing equivocal answers in exams; Magnus Sam teaches aspirants to provide precise and well-defined responses.

223. **Ethereal** – (স্বর্গীয়, সূক্ষ্ম)

Delicate and light: heavenly: otherworldly.

 The ethereal beauty of Bangladesh's rural sunsets inspires poets and artists; achieving success often feels ethereal after years of hard work; Magnus Sam inspires students to aim for ethereal achievements that stand apart.

224. **Taciturn** – (অল্পভাষী, নিঃশব্দ)

Reserved: not talkative: quiet by nature.

 Taciturn villagers in rural Bangladesh often speak volumes through their actions; students must balance being taciturn with active participation in group studies; Magnus Sam ensures even the most taciturn students feel confident to express their ideas.

225. **Beleaguer** – (অবরুদ্ধ করা, বিরক্ত করা)

To surround with troubles: besiege: harass.

 Beleaguered farmers in Bangladesh often rely on government aid to survive tough times; students must not let setbacks beleaguer their confidence; Magnus Sam helps beleaguered aspirants regain their focus and strive toward their goals.

226. **Autonomous** – (স্বাধীন, স্বশাসিত)

Independent: self-governing: having freedom to act.

 Autonomous villages in Bangladesh often manage their resources efficiently; students should aim to become autonomous learners, taking responsibility for their growth; Magnus Sam inspires aspirants to become autonomous problem-solvers in their academic journey.

227. **Provisional** – (অস্থায়ী, সাময়িক)

Temporary: conditional: subject to change.

 Many rural schools in Bangladesh rely on provisional teachers due to resource shortages; provisional plans for

study must adapt to changing exam patterns; Magnus Sam advises students to make provisional goals and adjust as they progress.

228. 🖋️ **Pristine** – (অকলঙ্কিত, অপরিবর্তিত)

Pure: unspoiled: in its original condition.

📖 The pristine beauty of the Chittagong Hill Tracts draws tourists from across Bangladesh; students often find pristine focus when studying in a quiet environment; Magnus Sam's strategies help aspirants maintain a pristine mindset during preparation.

229. 🖋️ **Bucolic** – (গ্রাম্য, মনোরম)

Relating to the countryside: pastoral: rustic and charming.

📖 The bucolic lifestyle of rural Bangladesh highlights the simplicity of farming communities; students often escape to bucolic settings to rejuvenate during holidays; the bucolic charm of rural areas inspires many Bangladeshi artists and poets.

230. 🖋️ **Painstaking** – (পরিশ্রমী, যত্নশীল)

Careful and diligent: meticulous: involving great effort.

📖 Painstaking efforts by rural farmers ensure successful harvests in Bangladesh; students must adopt a painstaking approach to master challenging subjects; Magnus Sam's aspirants achieve success through painstaking preparation and determination.

231. 🖋️ **Disseminate** – (প্রচার করা, ছড়িয়ে দেওয়া)

To spread widely: distribute: make known.

📖 NGOs disseminate information about health and education in rural Bangladesh; students must disseminate their knowledge by engaging in group discussions; Magnus Sam disseminates effective strategies to aspirants across the country.

232. 🖋️ **Inveterate** – (পাকা, দৃঢ়, অভ্যাসগত)

Habitual: firmly established: deeply rooted.

📖 Rural Bangladeshis have inveterate habits of celebrating cultural festivals; inveterate procrastination can hinder a student's academic progress; Magnus Sam helps students replace inveterate bad habits with productive routines.

233. 🖋️ **Debacle** – (মারাত্মক বিপর্যয়, ধ্বংস)

Complete failure: disaster: collapse.

📖 The sudden flood was a debacle for rural farmers in Bangladesh; unplanned preparation often leads to a debacle in exams; Magnus Sam ensures students avoid academic debacles by following structured plans.

234. 🖋️ **Diffident** – (আত্মবিশ্বাসহীন, সংকোচপূর্ণ)

Lacking confidence: shy: reserved.

📖 Many rural students in Bangladesh feel diffident about competing with urban peers; overcoming diffident attitudes is crucial for success in competitive exams; Magnus Sam boosts the confidence of diffident aspirants through personalized guidance.

235. 🖋️ **Proscribe** – (নিষিদ্ধ করা, বারণ করা)

To forbid: ban: prohibit.

📖 Certain harmful farming practices are proscribed in rural Bangladesh to ensure sustainability; students must proscribe distractions during their study hours; Magnus Sam advises aspirants to proscribe negative thoughts and focus on their goals.

236. 🖋️ **Forbear** – (ধৈর্য ধরে বিরত থাকা)

To refrain: hold back: exercise self-control.

📖 Farmers in Bangladesh often forbear from using chemical fertilizers to maintain soil health; students must forbear immediate gratification to achieve long-term success; Magnus Sam teaches aspirants the value of forbearance in overcoming challenges.

237. 📖 **Hierarchy** – (ক্রমাগত ব্যবস্থা, স্তরবিন্যাস)

System of ranks: order of authority: structured organization.

✍ The social hierarchy in rural Bangladesh often influences community decisions; students must understand the hierarchy of exam topics to prioritize their preparation; Magnus Sam explains the hierarchy of concepts in a way that simplifies learning.

238. 📖 **Abstract** – (তাত্ত্বিক, বিমূর্ত)

Theoretical: not concrete: existing in thought.

✍ Abstract ideas about development often fail to address practical challenges in rural Bangladesh; students struggle less when abstract concepts are explained with examples; Magnus Sam helps aspirants relate abstract theories to real-world scenarios.

239. 📖 **Redundant** – (অপ্রয়োজনীয়, অতিরিক্ত)

Unnecessary: repetitive: superfluous.

✍ Redundant policies often hinder the implementation of effective projects in rural Bangladesh; students must avoid redundant information in their essays; Magnus Sam ensures that study plans remain concise and free from redundant content.

240. 📖 **Expatriate** – (দেশান্তরী, প্রবাসী)

Someone living outside their native country: emigrant: one who resides abroad.

✍ Many expatriates from Bangladesh contribute to the economy through remittances; students often aspire to join expatriate communities for higher studies; Magnus Sam inspires aspirants to achieve their dreams, whether at home or as expatriates.

241. 📖 **Postulate** – (মনে করা, অনুমান করা)

To assume as true: hypothesize: propose.

✍ Experts postulate that education is the key to improving rural life in Bangladesh; students should postulate potential answers when tackling difficult questions; Magnus Sam encourages aspirants to test their postulates through practice.

242. 📖 **Amorous** – (প্রণয়পূর্ণ, ভালোবাসাপূর্ণ)

Full of love: romantic: passionate.

✍ Amorous folk songs are a common feature of rural Bangladeshi culture; students should channel amorous energy into their passion for learning; amorous emotions often inspire creative art forms in Bangladeshi traditions.

243. 📖 **Tenable** – (টেকসই, গ্রহণযোগ্য)

Defensible: reasonable: capable of being maintained.

✍ Sustainable farming is a tenable solution for rural Bangladesh's agricultural challenges; students must develop tenable strategies to tackle tough exams; Magnus Sam's methods provide tenable guidance for consistent success in IBA preparation.

244. 📖 **Preempt** – (প্রত্যাখ্যান করা, প্রতিরোধ করা)

To take action in advance: prevent: seize before others.

✍ Preemptive measures are crucial to managing natural disasters in Bangladesh; students should preempt failure by preparing thoroughly for exams; Magnus Sam teaches aspirants to preempt errors through rigorous practice.

245. 📖 **Dialectical** – (যুক্তিতর্কপূর্ণ, আলোচনামূলক)

Relating to logical argument: method of reasoning: dialogue-based.

✍ Dialectical discussions are encouraged in rural schools to promote critical thinking; students benefit from dialectical reasoning while analyzing complex topics; Magnus Sam's sessions include dialectical approaches to solve challenging problems.

246. 📖 **Mediate** – (মধ্যস্থতা করা, মীমাংসা করা)

To intervene: reconcile differences: act as an intermediary.

✍ Rural leaders often mediate disputes over shared resources in Bangladesh; students can mediate group conflicts to

ensure smooth collaboration; Magnus Sam mediates between aspirants' challenges and their solutions with tailored advice.

247. 🦋 **Bane** – (অভিশাপ, ধ্বংসের কারণ)

Cause of harm: ruin: source of distress.

🦋 Unpredictable weather is the bane of rural farmers in Bangladesh; procrastination is often the bane of students' academic performance; Magnus Sam helps students overcome the bane of self-doubt to achieve their goals.

248. 🦋 **Decadent** – (অবক্ষয়প্রাপ্ত, নৈতিক অধঃপতনযুক্ত)

Declining in morals: self-indulgent: corrupt.

🦋 Decadent urban lifestyles sometimes influence rural youth negatively in Bangladesh; students must avoid decadent habits and focus on productive routines; Magnus Sam instills discipline to counteract any decadent tendencies in aspirants.

249. 🦋 **Reprehensible** – (নিন্দনীয়, দোষারোপযোগ্য)

Deserving blame: shameful: unacceptable.

🦋 Corruption in rural projects is reprehensible and delays development; cheating in exams is a reprehensible act that harms academic integrity; Magnus Sam advises students to uphold ethical values and avoid reprehensible behavior.

250. 🦋 **Hedonism** – (ভোগবাদ, সুখসাধনের আদর্শ)

Pursuit of pleasure: self-indulgence: prioritizing enjoyment.

🦋 Hedonism often conflicts with the hardworking culture of rural Bangladesh; students must balance hedonism with responsibility during their academic journey; Magnus Sam encourages aspirants to seek long-term fulfillment over short-term hedonistic pleasures.

251. 🦋 **Injunction** – (নির্দেশ, আদেশ)

Authoritative order: command: legal directive.

🦋 The government issues injunctions to protect natural resources in rural Bangladesh; students must follow their mentors' injunctions to excel in preparation; Magnus Sam's injunctions focus on disciplined efforts for aspirants' success.

252. 🦋 **Amorphous** – (আকৃতিহীন, অনিয়মিত)

Without a definite shape: vague: lacking structure.

🦋 The amorphous nature of rural development plans often delays their implementation in Bangladesh; students must avoid amorphous strategies and have clear goals; Magnus Sam helps aspirants organize their amorphous ideas into structured preparation plans.

253. 🦋 **Patronize** – (ভূক্তাচ্ছল্য করা, পৃষ্ঠপোষকতা করা)

To support in a condescending way: provide sponsorship: demean while helping.

🦋 Urban professionals often patronize rural entrepreneurs, ignoring their ingenuity; students should not patronize peers but work collaboratively; Magnus Sam patronizes aspirants' growth by providing genuine guidance without judgment.

254. 🦋 **Foible** – (ছোটখাটো ত্রুটি, দুর্বলতা)

Minor weakness: flaw: small shortcoming.

🦋 Every community in Bangladesh has its cultural foibles that make them unique; students should address their foibles during preparation rather than ignoring them; Magnus Sam helps aspirants turn their foibles into strengths through practice.

255. 🦋 **Labyrinth** – (জটিল গোলকধাঁধা)

Maze: complex and confusing structure: intricate network.

🦋 The labyrinth of narrow alleys in old Dhaka is both fascinating and confusing; students often feel lost in the labyrinth of exam preparation without proper guidance; Magnus Sam simplifies the labyrinth of IBA topics into an easy-to-follow roadmap.

256. 🖋️ **Abnegate** – (ত্যাগ করা, অস্বীকার করা)

To deny oneself: renounce: reject.

✍️ Many rural families abnegate luxuries to save for their children's education in Bangladesh; students must abnegate distractions to focus on their goals; Magnus Sam advises aspirants to abnegate short-term pleasures for long-term success.

257. 🖋️ **Facetious** – (অশোভন মজার, ঠাট্টাসূচক)

Not serious: humorous inappropriately: joking.

✍️ Facetious remarks during serious discussions can offend people in rural Bangladesh; students should avoid facetious comments during interviews or exams; Magnus Sam uses humor wisely, never crossing into facetious territory, to keep his classes engaging.

258. 🖋️ **Ostensible** – (প্রকাশ্য, আপাতদৃষ্টিতে)

Apparent: stated but not necessarily true: superficial.

✍️ The ostensible reasons for rural poverty often mask deeper systemic issues in Bangladesh; students must dig deeper than the ostensible meanings of questions in exams; Magnus Sam teaches aspirants to look beyond the ostensible and analyze critically.

259. 🖋️ **Maverick** – (স্বাধীনচেতা ব্যক্তি, বিদ্রোহী)

Independent thinker: nonconformist: unorthodox individual.

✍️ Many rural entrepreneurs in Bangladesh are mavericks who challenge traditional business norms; students who adopt a maverick approach often find innovative solutions; Magnus Sam's maverick teaching style sets him apart as a mentor.

260. 🖋️ **Reticent** – (অল্পভাষী, নিজেকে সংযত রাখে এমন)

Reserved: not revealing thoughts: reluctant to share.

✍️ Reticent villagers in Bangladesh often prefer actions over words to express themselves; students should overcome reticent tendencies in group discussions to improve; Magnus Sam ensures even reticent aspirants feel comfortable participating in class.

261. 🖋️ **Venal** – (দুর্নীতিগ্রস্ত, অর্থের বিনিময়ে অনৈতিক কাজ করা)

Corrupt: open to bribery: easily influenced by money.

✍️ Venal practices in rural projects hinder Bangladesh's development efforts; students must avoid venal shortcuts and focus on ethical success; Magnus Sam emphasizes the importance of honesty and integrity in both exams and careers.

262. 🖋️ **Exemplify** – (উদাহরণ দিয়ে বোঝানো)

To illustrate by example: demonstrate: serve as a typical case.

✍️ Rural communities exemplify resilience in the face of challenges in Bangladesh; students should exemplify their strengths in interviews through specific examples; Magnus Sam's life journey exemplifies the power of persistence and determination.

263. 🖋️ **Grandiose** – (অতিরিক্ত মহৎ, আড়ম্বরপূর্ণ)

Impressive but exaggerated: ambitious in a showy way: pompous.

✍️ Grandiose promises without action often disappoint rural communities in Bangladesh; students should aim for practical goals rather than grandiose ideas; Magnus Sam teaches aspirants to focus on realistic and impactful strategies over grandiose plans.

264. 🖋️ **Surrogate** – (প্রতিনিধি, বিকল্প)

Substitute: replacement: acting in place of someone or something.

✍️ In some rural areas, surrogates often handle farming tasks for absent family members; students should avoid surrogate learning methods and engage directly with concepts; Magnus Sam acts as a surrogate guide for aspirants on their journey to success.

265. 🖋️ **Philanthropy** – (পরোপকার, মানবকল্যাণ)

Love for humanity: charitable giving: desire to promote others' welfare.

✍️ Philanthropy by NGOs has improved education and healthcare in rural Bangladesh; students should contribute to philanthropy through volunteer work; Magnus Sam's mentorship reflects a form of intellectual philanthropy, uplifting countless aspirants.

266. 🖋️ **Legacy** – (উত্তরাধিকার, ঐতিহ্য)

Something handed down: inheritance: enduring impact.

✍️ The legacy of the Liberation War inspires patriotism in every Bangladeshi; students work hard to leave behind a legacy of excellence in their schools; Magnus Sam's legacy as a mentor is one of inspiration and unmatched guidance.

267. 🖋️ **Salient** – (গুরুত্বপূর্ণ, প্রধান)

Most noticeable: significant: prominent.

✍️ The salient feature of rural Bangladesh is its community spirit; students should focus on the salient points of a question to provide accurate answers; Magnus Sam highlights the salient strategies needed for cracking competitive exams.

268. 🖋️ **Efface** – (মুছে ফেলা, নিশ্চিহ্ন করা)

To erase: remove completely: make oneself inconspicuous.

✍️ Natural disasters often efface years of hard work in rural Bangladesh; students must efface doubts and approach exams with confidence; Magnus Sam helps aspirants efface their fears and focus on their strengths.

269. 🖋️ **Accord** – (চুক্তি, সম্মতি)

Agreement: harmony: to give or grant.

✍️ Rural leaders in Bangladesh often work in accord to address community issues; students should study in accord with a well-structured plan; Magnus Sam's sessions bring aspirants into accord with effective preparation techniques.

270. 🖋️ **Choleric** – (রাগী, খিটখিটে)

Easily angered: irritable: bad-tempered.

✍️ Choleric reactions during disputes can escalate problems in rural Bangladesh; students should avoid choleric outbursts when stressed during exams; Magnus Sam teaches aspirants to maintain composure and overcome choleric tendencies.

271. 🖋️ **Hyperbole** – (অতিরঞ্জন, অতিশয়োক্তি)

Exaggeration: overstatement: figurative emphasis.

✍️ Folk stories in Bangladesh often use hyperbole to make events seem grander; students must avoid hyperbole in academic writing to maintain credibility; Magnus Sam's strategies cut through hyperbole and provide practical solutions.

272. 🖋️ **Accost** – (ঠাস ঠাস করে কথা বলা, পথ আটকানো)

To confront: approach aggressively: speak to first.

✍️ Street vendors in Dhaka often accost passersby to sell their goods; students should politely accost teachers for help when needed; Magnus Sam encourages aspirants to accost challenges head-on with determination.

273. 🖋️ **Genteel** – (ভদ্র, মার্জিত)

Polite: refined: elegant in manners.

✍️ Rural weddings in Bangladesh reflect genteel traditions and hospitality; students should maintain genteel behavior during interviews and discussions; Magnus Sam's genteel demeanor inspires respect and trust among his students.

274. 🖋️ **Heyday** – (সাফল্যের শীর্ষ বিন্দু)

Peak of success: prime time: golden age.

✍️ The heyday of jute production in Bangladesh was a hallmark of rural prosperity; students aim to reach the heyday of their academic journey through hard work; Magnus Sam ensures his students reach the heyday of their potential.

275. **Corroborate** – (প্রমাণ দিয়ে নিশ্চিত করা)

To confirm: support with evidence: make more certain.

 Rural journalists in Bangladesh often corroborate their reports with eyewitness accounts; students should corroborate their answers with logical explanations; Magnus Sam teaches aspirants how to corroborate their arguments effectively in essays.

276. **Nuance** – (সূক্ষ্ম পার্থক্য)

Subtle difference: fine distinction: slight variation.

 The nuances of rural dialects in Bangladesh reflect the richness of culture; students must grasp the nuances of questions to score better in exams; Magnus Sam helps aspirants understand the nuances of exam strategies for optimal results.

277. **Delude** – (প্রতারণা করা, ভুল ধারণা দেওয়া)

To deceive: mislead: fool.

 Many rural villagers are deluded by false promises during elections in Bangladesh; students should not delude themselves into thinking success comes without effort; Magnus Sam ensures aspirants focus on facts rather than being deluded by myths.

278. **Apartheid** – (বর্ণবাদী বিভাজন)

Systematic segregation: discrimination based on race: enforced separation.

 The apartheid policies of history serve as a reminder of the importance of equality in modern Bangladesh; students must work to bridge social divides instead of perpetuating an apartheid of ideas; rural leaders in Bangladesh emphasize unity to overcome challenges.

279. **Zealous** – (অতিউৎসাহী, উদ্দীপ্ত)

Passionately enthusiastic: fervent: devoted.

 Zealous efforts by Bangladeshi youth have driven social change in rural areas; students should be zealous in pursuing their academic and career goals; Magnus Sam inspires his students to maintain a zealous attitude throughout their preparation journey.

280. **Noxious** – (ক্ষতিকর, বিষাক্ত)

Harmful: toxic: injurious to health or morals.

 The noxious fumes from industrial areas in Dhaka affect air quality; noxious habits like procrastination hinder student success; Bangladesh is taking steps to reduce noxious pollution in urban and rural areas alike.

281. **Itinerant** – (ভ্রাম্যমাণ, যাযাবর)

Traveling from place to place: wandering: unsettled.

 Many itinerant workers in Bangladesh move between urban and rural areas for seasonal jobs; itinerant teachers bring education to remote villages; Magnus Sam emphasizes stability over an itinerant mindset when focusing on career goals.

282. **Complicity** – (অপরাধে সহযোগিতা)

Involvement in wrongdoing: partnership in crime: collusion.

 Rural leaders often work to expose complicity in corruption affecting local development projects; complicity in cheating during exams undermines students' integrity; Magnus Sam advises students to distance themselves from any complicity in dishonest practices.

283. **Steadfast** – (অটল, অবিচল)

Firmly loyal: resolutely determined: unwavering.

 Farmers in Bangladesh remain steadfast despite challenges like floods and droughts; steadfast dedication is crucial for students aiming for competitive exams; Magnus Sam teaches his students the value of being steadfast in their pursuit of excellence.

284. 🦋 **Cynic** – (সন্দেহপ্রবণ ব্যক্তি, হতাশাবাদী)

One who doubts human sincerity: skeptical person: pessimist.

🦋 Rural communities in Bangladesh often ignore cynics who question their efforts to improve living conditions; students should avoid listening to cynics and focus on positive influences; Magnus Sam inspires aspirants to prove cynics wrong by achieving their dreams.

285. 🦋 **Apathy** – (উদাসীনতা, অনাগ্রহ)

Lack of interest: indifference: absence of enthusiasm.

🦋 Apathy toward education often limits opportunities for rural children in Bangladesh; students must overcome apathy and stay motivated throughout their preparation; Magnus Sam's sessions aim to eliminate apathy and instill a passion for learning in aspirants.

286. 🦋 **Facile** – (সহজসাধ্য, তাত্ক্ষণিক কিন্তু গভীরতাহীন)

Easily achieved: superficial: simplistic.

🦋 Facile solutions to complex problems in Bangladesh often fail to bring lasting change; students should avoid facile answers and aim for depth in their understanding; Magnus Sam helps students develop nuanced thinking instead of relying on facile strategies.

287. 🦋 **Inspid** – (নীরস, স্বাদহীন)

Lacking flavor: dull: uninteresting.

🦋 Inspid food options in rural areas sometimes result from limited resources; students often find inspid study materials less engaging and less effective; Magnus Sam ensures his teaching is never inspid but dynamic and interactive.

288. 🦋 **Succinct** – (সংক্ষিপ্ত, সারসংক্ষেপপূর্ণ)

Brief and to the point: concise: clearly expressed.

🦋 Teachers appreciate succinct answers that demonstrate clarity and understanding in exams; rural leaders deliver succinct speeches to keep their communities informed; Magnus Sam emphasizes succinct communication as a key skill for success in IBA exams.

289. 🦋 **Fauna** – (জন্তুসম্পদ, প্রাণিজগৎ)

Animals of a specific region: wildlife: natural animal population.

🦋 The diverse fauna of Bangladesh's Sundarbans includes the Bengal tiger; conserving the fauna of rural areas is vital for ecological balance; Magnus Sam teaches students the importance of using real-world examples like local fauna in essays to add depth.

290. 🦋 **Censure** – (তীব্র ভৎসনা, নিন্দা করা)

To criticize harshly: reprimand: strong disapproval.

🦋 Rural leaders often face censure for delays in implementing development projects; students should take constructive criticism positively rather than viewing it as censure; Magnus Sam ensures his feedback is constructive and avoids unnecessary censure.

291. 🦋 **Equanimity** – (মানসিক স্থিরতা, ধীরতা)

Calmness: composure: mental stability.

🦋 Farmers in Bangladesh maintain equanimity during tough harvest seasons; students should approach exams with equanimity to perform their best; Magnus Sam teaches techniques to cultivate equanimity even under pressure.

292. 🦋 **Faction** – (উপদল, দলদলি)

Small group within a larger group: division: dissenting party.

🦋 Factions within rural cooperatives often hinder collective progress in Bangladesh; students should avoid factionalism in group projects to ensure success; Magnus Sam encourages unity among aspirants to achieve their shared goals.

293. 🦋 **Dormant** – (সুপ্ত, নিষ্ক্রিয়)

Inactive: asleep: temporarily not functioning.

✍ Many dormant volcanoes in Bangladesh's neighboring regions attract geologists; students must awaken their dormant potential through regular practice; rural development projects should not remain dormant due to administrative delays.

294. 🦋 **Ramification** – (পরিণতি, শাখা-প্রশাখা)

Consequence: outcome: result of an action or decision.

✍ The ramifications of poor irrigation often affect farmers in rural Bangladesh; students should consider the ramifications of procrastination on their results; Magnus Sam helps students understand the positive ramifications of consistent effort.

295. 🦋 **Fecund** – (উর্বর, ফলপ্রসূ)

Highly fertile: productive: intellectually creative.

✍ The fecund soil of Bangladesh supports abundant agricultural output; fecund imaginations help students write better essays in competitive exams; Magnus Sam's fecund strategies empower students to achieve academic success.

296. 🦋 **Debauchery** – (লাম্পট্য, নৈতিক বিচ্যুতি)

Excessive indulgence: corruption of morals: immorality.

✍ Cultural values in rural Bangladesh discourage debauchery and promote ethical living; students must avoid distractions and debauchery to maintain focus on their goals; a disciplined life helps combat the negative effects of debauchery.

297. 🦋 **Subjugate** – (বশীকরণ করা, দমন করা)

To bring under control: conquer: dominate.

✍ Many rural communities in Bangladesh subjugate challenges like poverty through collective efforts; students must subjugate their fears of failure to achieve success; Magnus Sam inspires students to subjugate self-doubt and strive for excellence.

298. 🦋 **Willful** – (ইচ্ছাকৃত, একগুঁয়ে)

Deliberate: stubborn: determined to do as one wants.

✍ Willful neglect of environmental concerns can harm rural Bangladesh; students must channel their willful determination toward positive outcomes; Magnus Sam appreciates willful efforts that reflect passion and commitment in aspirants.

299. 🦋 **Languish** – (দুর্বল হয়ে পড়া, ঝিমিয়ে পড়া)

To lose strength: fail to make progress: weaken.

✍ Farmers often languish during prolonged droughts in Bangladesh; students who don't revise regularly may languish in their preparation; Magnus Sam ensures that his aspirants never languish by providing consistent guidance.

300. 🦋 **Inept** – (অদক্ষ, বোকা)

Clumsy: lacking skill: incompetent.

✍ Inept handling of resources often delays rural development projects in Bangladesh; students should work on their weaknesses to avoid appearing inept during interviews; Magnus Sam teaches his aspirants how to turn inept efforts into polished performances.

301. 🦋 **Reiterate** – (বারবার বলা, পুনরাবৃত্তি করা)

To say again: repeat: emphasize through repetition.

✍ Teachers in rural Bangladesh often reiterate key concepts to ensure students understand them; aspirants must reiterate their practice of mock exams for improvement; Magnus Sam reiterates the importance of consistency in achieving IBA success.

302. 🦋 **Ebullient** – (উচ্ছসিত, উদ্দীপ্ত)

Overflowing with enthusiasm: cheerful: full of energy.

✍ The ebullient celebrations during Pohela Boishakh reflect the spirit of Bangladeshi culture; ebullient students often inspire their peers to stay motivated; Magnus Sam’s ebullient teaching style keeps aspirants energized throughout their preparation.

303. ✍ **Ignominy** – (লজ্জা, অপমান)

Disgrace: shame: dishonor.

✍ Students who engage in unfair practices during exams risk ignominy; leaders in Bangladesh work hard to avoid the ignominy of failed projects; Magnus Sam teaches his students to learn from mistakes without feeling ignominy.

304. ✍ **Acrimonious** – (তিক্ত, কটু)

Bitter: harsh in tone: filled with anger.

✍ Acrimonious debates over policies often delay progress in rural development; acrimonious feedback can demotivate students instead of helping them improve; Magnus Sam ensures his sessions remain free of acrimonious remarks, focusing on positivity.

305. ✍ **Cosmopolitan** – (আন্তর্জাতিক, সর্বজনীন)

Worldly: familiar with and at ease in many cultures: diverse.

✍ Dhaka is becoming a cosmopolitan city with its growing international presence; students in cosmopolitan environments develop broader perspectives; Magnus Sam’s teaching blends local and cosmopolitan strategies to help students excel globally.

306. ✍ **Peremptory** – (চূড়ান্ত, আদেশমূলক)

Authoritative: not open to challenge: demanding immediate attention.

✍ Farmers in Bangladesh often make peremptory requests for better irrigation facilities; students must avoid a peremptory approach in group discussions to encourage collaboration; Magnus Sam balances being firm yet approachable, avoiding peremptory teaching methods.

307. ✍ **Saccharine** – (অতিমিষ্ট, চাটুকার)

Overly sweet: excessively sentimental: cloying.

✍ Rural folk songs often strike a balance between being heartfelt and not overly saccharine; students should avoid saccharine language in formal essays; saccharine praise may feel insincere in professional environments.

308. ✍ **Trepidation** – (ভয়, উদ্বেগ)

Fear: nervous anticipation: anxiety.

✍ Trepidation often grips students before major exams, but preparation can ease it; rural communities sometimes face trepidation about the impact of natural disasters; Magnus Sam teaches students how to overcome trepidation and stay confident.

309. ✍ **Artifice** – (কারচুপি, চালাকি)

Clever trick: deception: ingenuity.

✍ Artifice in business practices can harm trust in Bangladeshi industries; students must rely on genuine skills rather than artifice to excel in competitive exams; Magnus Sam promotes integrity over artifice in all aspects of learning and preparation.

310. ✍ **Pragmatic** – (বাস্তবধর্মী, ব্যবহারিক)

Practical: realistic: focused on actual results.

✍ Farmers in Bangladesh often adopt pragmatic solutions to tackle water shortages; students should approach challenging topics with a pragmatic mindset; Magnus Sam emphasizes pragmatic strategies to maximize aspirants’ success in exams.

311. ✍ **Eclectic** – (বিচিত্র উৎস থেকে নেওয়া)

Diverse in approach: drawing from various sources: broad-minded.

✍ The eclectic culture of Bangladesh blends traditions from various communities; students benefit from an eclectic

range of study materials for better preparation; Magnus Sam combines eclectic techniques to address different learning styles in his sessions.

312. **Qualify** – (যোগ্য হওয়া, সীমাবদ্ধ করা)

To be eligible: modify or limit: fulfill necessary conditions.

 Many students in Bangladesh aspire to qualify for prestigious universities; students must qualify their claims with evidence in academic writing; Magnus Sam's guidance ensures aspirants qualify for IBA admission tests with confidence.

313. **Vociferous** – (উচ্চকণ্ঠ, সরব)

Loud and forceful: outspoken: demanding attention.

 Vociferous protests in Bangladesh often demand better public services; vociferous participation in class discussions enhances learning; Magnus Sam encourages students to be vociferous when asking questions, ensuring clarity in their preparation.

314. **Abject** – (দীন, অত্যন্ত করুণ)

Miserable: utterly hopeless: degraded.

 Abject poverty in rural Bangladesh is gradually being addressed through development programs; students should not let abject failures define their future efforts; Magnus Sam inspires students to rise above abject circumstances and aim for excellence.

315. **Incisive** – (তীক্ষ্ণ, তীক্ষ্ণদৃষ্টি সম্পন্ন)

Sharp: analytical: clear and direct.

 Incisive reporting on rural issues brings attention to neglected areas in Bangladesh; incisive answers in exams often secure higher marks for students; Magnus Sam teaches aspirants how to craft incisive solutions for complex problems.

316. **Alleviate** – (লাঘব করা, হ্রাস করা)

To reduce: make less severe: ease.

 Healthcare initiatives aim to alleviate the suffering of rural populations in Bangladesh; proper planning alleviates the stress of exam preparation for students; Magnus Sam's motivational sessions help alleviate aspirants' anxiety about competitive tests.

317. **Euphemism** – (মাধুর্যপূর্ণ শব্দ, কোমল ভাষা)

Mild expression used instead of harsh words: polite term: softened statement.

 Rural elders in Bangladesh often use euphemisms to address sensitive topics; students should avoid unnecessary euphemisms in formal essays to maintain clarity; Magnus Sam teaches aspirants how to use effective language without resorting to euphemisms.

318. **Accouterment** – (সরঞ্জাম, সাজসজ্জা)

Equipment: additional items of dress: accessories.

 Farmers in Bangladesh rely on modern accouterments to improve productivity; students should organize their accouterments, such as study tools, to optimize preparation; Magnus Sam ensures students have all the necessary accouterments for effective learning.

319. **Congenial** – (মনোরম, সদ্ভাবপূর্ণ)

Pleasant: agreeable: suited to one's taste or needs.

 Rural Bangladesh offers a congenial environment for those seeking peace and simplicity; a congenial study space can significantly improve focus and productivity; Magnus Sam creates a congenial atmosphere in his sessions that encourages open learning.

320. **Cadence** – (ছন্দ, তাল)

Rhythmic flow: sequence of sounds or words: tempo.

 The cadence of folk music reflects the cultural richness of rural Bangladesh; students should develop a cadence in

their study schedule for consistency; Magnus Sam's lectures have a natural cadence that keeps aspirants engaged throughout.

321. **Inaugurate** – (উদ্বোধন করা, সূচনা করা)

To begin officially: introduce: dedicate formally.

 Many rural development projects in Bangladesh are inaugurated by local leaders; students can inaugurate their success by setting clear and achievable goals; Magnus Sam inaugurates each session with motivational insights to energize his aspirants.

322. **Afford** – (সাধ্য থাকা, প্রদান করা)

To provide: be able to do or spare: make available.

 Many families in Bangladesh work hard to afford quality education for their children; students should afford time to revise critical topics regularly; Magnus Sam's sessions afford students the knowledge and confidence needed for IBA exams.

323. **Opaque** – (অস্বচ্ছ, অস্পষ্ট)

Not transparent: hard to understand: unclear.

 The opaque governance in some areas of rural Bangladesh slows development; students must clarify any opaque concepts before moving forward in their preparation; Magnus Sam ensures no topic remains opaque for his aspirants by providing clear explanations.

324. **Figurative** – (রূপক, অলঙ্কারমূলক)

Metaphorical: symbolic: not literal.

 Many rural proverbs in Bangladesh are figurative, conveying deeper meanings; students should practice identifying figurative language in comprehension passages; Magnus Sam teaches how to interpret figurative expressions effectively for exams.

325. **Palliate** – (উপশম করা, লঘু করা)

To ease: reduce severity: make less serious without curing.

 Healthcare workers in rural Bangladesh often palliate pain with limited resources; students can palliate exam stress through proper planning and relaxation techniques; Magnus Sam palliates aspirants' fears by offering effective preparation strategies.

326. **Recrimination** – (পাল্টা অভিযোগ)

Counter-accusation: mutual blaming: retaliatory charge.

 Recriminations often arise during disputes over shared water resources in rural Bangladesh; students must avoid recriminations in group discussions to maintain harmony; Magnus Sam encourages aspirants to focus on solutions rather than engaging in recriminations.

327. **Extrapolate** – (অনুমান করা, প্রসারণ করা)

To infer or estimate by extending known information: predict: project.

 Rural economists extrapolate future growth based on past trends in Bangladesh's agriculture; students often extrapolate exam patterns from previous question papers; Magnus Sam teaches how to extrapolate solutions from partial data for logical reasoning sections.

328. **Wanton** – (উদ্ভূল, অপ্রয়োজনীয়)

Reckless: unprovoked: deliberately harmful.

 Wanton deforestation in Bangladesh threatens biodiversity; students should avoid wanton waste of time during study sessions; Magnus Sam advises against wanton distractions that derail aspirants' preparation.

329. **Prosaic** – (গদ্যধর্মী, নীরস)

Ordinary: dull: lacking imagination.

 The prosaic daily life in rural Bangladesh is often interrupted by vibrant cultural events; students must avoid

prosaic language in essays and aim for creativity; Magnus Sam ensures his teaching style is anything but prosaic, keeping aspirants engaged.

330. 📖 **Erudite** – (জ্ঞানী, পাণ্ডিতপূর্ণ)

Scholarly: well-educated: deeply knowledgeable.

📖 The erudite professors at the University of Dhaka inspire many students; students should strive to become erudite in their chosen fields of study; Magnus Sam's erudite explanations simplify even the toughest concepts for aspirants.

331. 📖 **Fatuous** – (মূর্খতাপূর্ণ, বোকামিপূর্ণ)

Foolish: silly: lacking intelligence.

📖 Fatuous rumors in rural areas often lead to unnecessary panic; students must avoid fatuous mistakes during exams by reviewing their answers carefully; Magnus Sam helps aspirants eliminate fatuous approaches and focus on logical problem-solving.

332. 📖 **Verbose** – (বাকবহুল, শব্দবহুল)

Wordy: using too many words: overly detailed.

📖 Verbose answers in exams can cost students valuable marks due to lack of clarity; rural storytellers often captivate audiences despite being verbose; Magnus Sam teaches aspirants to avoid verbosity and write succinctly for competitive tests.

333. 📖 **Dogmatic** – (গোঁড়ামিপূর্ণ, একগুঁয়ে)

Rigidly authoritative: stubbornly opinionated: asserting beliefs as absolute truth.

📖 Dogmatic attitudes often hinder progress in rural Bangladesh's decision-making processes; students should approach new ideas with an open mind rather than being dogmatic; Magnus Sam encourages aspirants to think critically instead of adhering to dogmatic methods.

334. 📖 **Contrite** – (অনুতপ্ত, অনুশোচনাপূর্ণ)

Deeply sorry: repentant: showing remorse.

📖 Farmers often feel contrite after unintentional damage to the environment; students should feel contrite about their mistakes but use them as learning opportunities; Magnus Sam teaches that being contrite can be a strength when paired with corrective action.

335. 📖 **Bereaved** – (বিপর্যস্ত, শোকার্ত)

Suffering the loss of a loved one: grieving: mourning.

📖 Bereaved families in rural Bangladesh often receive community support after natural disasters; students should support bereaved peers by showing empathy; Magnus Sam's motivational stories often help bereaved individuals find hope.

336. 📖 **Assuage** – (প্রশমিত করা, মৃদু করা)

To ease: soothe: lessen pain or distress.

📖 Relief efforts aim to assuage the suffering of flood victims in Bangladesh; proper planning can assuage students' anxiety about exams; Magnus Sam helps assuage aspirants' fears by building their confidence through practical guidance.

337. 📖 **Exhort** – (উত্সাহিত করা, অনুপ্রাণিত করা)

To strongly encourage: urge: advise earnestly.

📖 Community leaders in rural Bangladesh often exhort villagers to adopt sustainable practices; teachers exhort students to work hard to achieve their dreams; Magnus Sam exhorts aspirants to remain focused and never give up.

338. 📖 **Colloquial** – (আঞ্চলিক বা চলিত ভাষা)

Informal speech: conversational: everyday language.

📖 Colloquial phrases in Bangla add charm to rural storytelling; students should avoid colloquial language in formal writing tasks; Magnus Sam explains complex ideas in a mix of formal and colloquial terms to ensure clarity for aspirants.

339. 🦋 **Bastion** – (দুর্গ, রক্ষাকবচ)

Stronghold: fortress: place of defense or support.

🦋 The Sundarbans is a bastion of biodiversity in Bangladesh; rural schools act as bastions of education, promoting knowledge in remote areas; Magnus Sam's sessions are bastions of motivation and learning for IBA aspirants.

340. 🦋 **Incorrigible** – (অসংশোধনীয়, অভ্যাস পরিবর্তনে অক্ষম)

Unable to be corrected: habitually bad: unchangeable.

🦋 Incorrigible habits of overusing fertilizers harm rural farmlands in Bangladesh; students must work on overcoming incorrigible procrastination to succeed; Magnus Sam helps aspirants address even seemingly incorrigible weaknesses with patience and practice.

341. 🦋 **Clique** – (ছোট গোষ্ঠী, উপদল)

Exclusive group: small group with shared interests: faction.

🦋 Rural youth in Bangladesh often form cliques for cultural activities; cliques in schools should encourage inclusivity rather than exclusivity; Magnus Sam ensures all aspirants feel included and avoids cliques within his sessions.

342. 🦋 **Cryptic** – (রহস্যময়, দুর্বোধ্য)

Mysterious: hidden meaning: difficult to understand.

🦋 Cryptic instructions in exams can confuse students if not interpreted correctly; rural villagers sometimes use cryptic language to discuss sensitive issues; Magnus Sam simplifies cryptic questions to help students understand and solve them effectively.

343. 🦋 **Stagnation** – (স্থবিরতা, অচলাবস্থা)

Lack of movement or progress: inactivity: sluggishness.

🦋 Stagnation in rural development often stems from lack of resources; students must avoid mental stagnation by challenging themselves regularly; Magnus Sam helps aspirants break out of stagnation and stay motivated to achieve their goals.

344. 🦋 **Dictum** – (বাণী, প্রবচন)

Authoritative statement: formal pronouncement: maxim.

🦋 The dictum "Education is the key to success" resonates strongly in rural Bangladesh; students often remember dictums to inspire their essays; Magnus Sam's dictum for success is "Consistency and focus lead to excellence."

345. 🦋 **Replete** – (পরিপূর্ণ, ঠাসা)

Completely filled: abundant: overflowing.

🦋 Rural Bangladesh is replete with natural resources that need proper management; exam preparation must be replete with practice and review for better results; Magnus Sam provides sessions replete with insights, strategies, and motivation.

346. 🦋 **Artful** – (কৌশলী, চতুর)

Clever: skillful: cunning in achieving a goal.

🦋 Rural artisans in Bangladesh create artful crafts that reflect cultural heritage; students must develop artful strategies for managing time during exams; Magnus Sam teaches aspirants artful techniques for answering tricky questions effectively.

347. 🦋 **Propriety** – (শালীনতা, উপযুক্ততা)

Conformity to accepted standards: proper behavior: decorum.

🦋 Propriety in community dealings strengthens trust in rural Bangladesh; students should maintain propriety in formal interviews and discussions; Magnus Sam emphasizes the importance of propriety in communication and professional etiquette.

348. 🦋 **Avuncular** – (কাকাসুলভ, বন্ধুত্বাপন্ন)

Kind and friendly like an uncle: benevolent: supportive.

🦋 Rural leaders often take on an avuncular role in guiding younger generations; students appreciate avuncular

mentors who provide constructive advice; Magnus Sam's avuncular demeanor makes him approachable and encouraging for aspirants.

349. **Conducive** – (সহায়ক, উপযোগী)

Helpful: favorable: making something easier to happen.

 The calm environment in rural Bangladesh is conducive to focused study; proper lighting and seating arrangements are conducive to productive learning; Magnus Sam creates a conducive atmosphere for aspirants to excel in competitive exams.

350. **Decimate** – (ধ্বংস করা, ব্যাপক ক্ষতি করা)

Destroy a large portion: drastically reduce: kill one in ten.

 Cyclones often decimate rural farmlands in coastal Bangladesh; lack of practice can decimate students' confidence in exams; Magnus Sam ensures aspirants' preparation is robust, preventing any factors that could decimate their chances of success.

351. **Affidavit** – (শপথপত্র)

Written statement made under oath: legal document: declaration.

 Rural land disputes in Bangladesh are often resolved with the help of affidavits; students applying to universities may need affidavits for financial documentation; Magnus Sam advises aspirants to ensure their affidavits are accurate and complete for official purposes.

352. **Vacillate** – (দ্বিধাগ্রস্ত হওয়া, দোলাচলে থাকা)

To waver: fluctuate: be indecisive.

 Many rural leaders in Bangladesh vacillate when faced with complex development decisions; students should avoid vacillating during exams by staying confident in their choices; Magnus Sam helps aspirants make clear decisions instead of vacillating under pressure.

353. **Infinitesimal** – (অত্যন্ত ক্ষুদ্র)

Extremely small: microscopic: insignificant.

 Infinitesimal improvements in farming techniques can have a big impact in rural Bangladesh; students should not ignore infinitesimal errors in calculations during exams; Magnus Sam teaches that even infinitesimal efforts can contribute to overall success.

354. **Gratuitous** – (অযৌক্তিক, অপ্রয়োজনীয়)

Unnecessary: uncalled for: given freely.

 Gratuitous use of fertilizers often harms soil health in rural Bangladesh; students should avoid gratuitous information in their answers to maintain clarity; Magnus Sam ensures his sessions are free from gratuitous distractions, focusing only on relevant concepts.

355. **Didactic** – (শিক্ষামূলক, উপদেশমূলক)

Intended to teach: instructive: overly moralistic.

 Rural folk tales in Bangladesh often have a didactic purpose, teaching life lessons; students benefit from didactic study materials that clarify concepts; Magnus Sam's didactic approach combines instruction with motivation to inspire aspirants.

356. **Prepossess** – (পূর্বেই প্রভাবিত করা)

To influence beforehand: impress favorably: occupy the mind.

 Positive stories of success prepossess students to believe in their potential; rural communities are prepossessed by the hope of better development opportunities; Magnus Sam prepossesses aspirants with the belief that hard work always pays off.

357. **Abstinent** – (সংযমী, আত্মসংযমী)

Self-restrained: avoiding indulgence: refraining from certain activities.

 Rural villagers in Bangladesh often remain abstinent during religious fasting periods; students should be abstinent

from social media distractions during exam preparation; Magnus Sam emphasizes the value of being abstinent to maintain focus on academic goals.

358. **Ingenuous** – (সরল, অকৃত্রিম)

Innocent: sincere: straightforward and honest.

 The ingenuous nature of rural Bangladeshi children often wins the hearts of visitors; students must maintain an ingenuous attitude when seeking feedback for improvement; Magnus Sam appreciates the ingenuous questions asked by his aspirants, reflecting their curiosity.

359. **Augment** – (বৃদ্ধি করা, বাড়ানো)

To increase: add to: enhance.

 Farmers in Bangladesh use modern techniques to augment crop yields; students should augment their knowledge by practicing consistently; Magnus Sam's sessions are designed to augment aspirants' skills and confidence.

360. **Opulent** – (ঐশ্বর্যশালী, সমৃদ্ধ)

Wealthy: luxurious: abundant.

 The opulent palaces of historical Bangladesh reflect its rich heritage; students aim for an opulent career by working hard in their academic pursuits; Magnus Sam inspires aspirants to achieve an opulent future through perseverance and discipline.

361. **Commensurate** – (সমানুপাতিক, উপযুক্ত)

Equal in measure: proportional: corresponding in size or degree.

 The rewards of hard work are always commensurate with the effort put in by students; rural development in Bangladesh often lags behind its commensurate urban progress; Magnus Sam ensures aspirants' preparation is commensurate with the challenges of IBA exams.

362. **Aptitude** – (যোগ্যতা, স্বাভাবিক দক্ষতা)

Natural ability: talent: capability.

 Many rural children in Bangladesh show an aptitude for creative skills like painting and crafting; identifying one's aptitude helps students choose the right career path; Magnus Sam helps aspirants harness their aptitude to excel in competitive exams.

363. **Ruminate** – (চিন্তা করা, গভীরভাবে ভাবা)

To think deeply: ponder: meditate.

 Farmers often ruminate about ways to improve their productivity in rural Bangladesh; students should ruminate on their mistakes to avoid repeating them; Magnus Sam teaches aspirants how to ruminate effectively to gain insights for improvement.

364. **Rudimentary** – (মৌলিক, প্রাথমিক)

Basic: undeveloped: foundational.

 Many rural schools in Bangladesh focus on improving rudimentary literacy skills; students must master rudimentary concepts before tackling advanced topics; Magnus Sam emphasizes a strong rudimentary foundation for achieving success in exams.

365. **Appreciate** – (মূল্যায়ন করা, কৃতজ্ঞ হওয়া)

To recognize value: be thankful: increase in value.

 Farmers in Bangladesh appreciate modern tools that ease their labor; students should appreciate constructive feedback as a way to grow; Magnus Sam teaches aspirants to appreciate the process of learning and improvement.

366. **Finesse** – (কৌশল, সূক্ষ্মতা)

Skillful handling: subtlety: artful execution.

 Rural artisans in Bangladesh display finesse in their traditional crafts; students must approach challenging questions in exams with finesse; Magnus Sam teaches aspirants to develop finesse in problem-solving and communication.

367. 📖 **Vernacular** – (স্থানীয় ভাষা, আঞ্চলিক ভাষা)

Everyday language: native tongue: informal speech.

✍️ Many rural villagers in Bangladesh prefer communicating in their vernacular for better understanding; students should avoid using vernacular expressions in formal writing tasks; Magnus Sam balances formal instruction with relatable examples in the vernacular.

368. 📖 **Gravity** – (গুরুত্বপূর্ণতা, গুরুত্বপূর্ণতা)

Seriousness: importance: significant force.

✍️ The gravity of climate change is felt strongly in rural Bangladesh due to frequent floods; students must recognize the gravity of their academic preparation to achieve success; Magnus Sam helps aspirants grasp the gravity of making consistent efforts toward their goals.

369. 📖 **Virtuoso** – (অত্যন্ত দক্ষ শিল্পী বা কারিগর)

Highly skilled artist or performer: expert: master.

✍️ Rural musicians in Bangladesh are often virtuosos in their traditional instruments; students aim to become virtuosos in their respective fields through rigorous practice; Magnus Sam inspires aspirants to develop virtuoso-level expertise in tackling competitive exams.

370. 📖 **Dissolution** – (বিচ্ছেদ, ভেঙে যাওয়া)

Breaking apart: disintegration: termination.

✍️ The dissolution of cooperatives in rural Bangladesh often stems from poor management; students should prevent the dissolution of their focus by avoiding distractions; Magnus Sam ensures aspirants stay committed and avoid the dissolution of their preparation plans.

371. 📖 **Clemency** – (দয়া, ক্ষমাশীলতা)

Mercy: leniency: mildness.

✍️ Rural leaders often show clemency in resolving minor disputes among villagers; students should practice clemency toward their own mistakes while learning; Magnus Sam highlights the importance of clemency in building a positive learning environment.

372. 📖 **Magnanimous** – (উদার, মহৎ)

Generous: noble: forgiving.

✍️ Rural communities in Bangladesh often display magnanimous hospitality toward visitors; students should be magnanimous when working in teams, sharing knowledge freely; Magnus Sam's magnanimous attitude inspires aspirants to strive for greatness while helping others succeed.

373. 📖 **Appropriate** – (অধিকার করা, উপযুক্ত)

To take possession: suitable: set aside for a purpose.

✍️ The government must appropriate resources for rural development projects in Bangladesh; students should use appropriate strategies for different sections of the exams; Magnus Sam provides aspirants with appropriate tools and techniques for efficient learning.

374. 📖 **Impugn** – (অভিযোগ করা, সন্দেহ করা)

To challenge as false: criticize: question.

✍️ Farmers often impugn the fairness of market prices in rural Bangladesh; students must learn to impugn incorrect answers through logical reasoning; Magnus Sam helps aspirants understand how to impugn flawed arguments in critical thinking exercises.

375. 📖 **Incongruous** – (অসঙ্গত, বেমানান)

Not in harmony: inappropriate: inconsistent.

✍️ Incongruous development between rural and urban areas in Bangladesh highlights inequality; students must avoid incongruous ideas in their essays to maintain coherence; Magnus Sam ensures aspirants eliminate incongruous strategies and focus on streamlined preparation.

376. 🦋 **Circumlocution** – (ঘুরিয়ে কথা বলা, ঘোরপ্যাঁচপূর্ণ উক্তি)

Using too many words: indirect expression: verbosity.

🦋 Circumlocution in official documents often confuses rural villagers in Bangladesh; students should avoid circumlocution in essays and be clear and concise; Magnus Sam helps aspirants eliminate circumlocution and communicate their ideas effectively.

377. 🦋 **Vicissitude** – (উত্থান-পতন, পরিবর্তন)

Change of circumstances: ups and downs: fluctuation.

🦋 Farmers in Bangladesh face vicissitudes due to unpredictable weather; students must overcome the vicissitudes of preparation by staying consistent; Magnus Sam teaches aspirants how to handle the vicissitudes of competitive exams with resilience.

378. 🦋 **Munificent** – (উদার, দানশীল)

Generous: bountiful: liberal in giving.

🦋 Rural communities in Bangladesh often receive munificent donations during natural disasters; students should be munificent in sharing knowledge with peers; Magnus Sam's munificent teaching style inspires students to aim high and help others succeed.

379. 🦋 **Condone** – (ক্ষমা করা, উপেক্ষা করা)

To forgive: overlook: accept and allow.

🦋 Rural leaders often condone minor conflicts to maintain harmony; students should not condone their own mistakes but learn from them; Magnus Sam teaches that while condoning minor errors is important, continuous improvement is essential.

380. 🦋 **Magnate** – (শক্তিশালী ব্যক্তি, ধনকুবের)

Powerful or influential person: wealthy industrialist: business tycoon.

🦋 Many magnates in Bangladesh invest in rural development to support economic growth; students often aspire to become magnates in their chosen fields; Magnus Sam inspires his aspirants to think big and strive to become leaders like magnates.

381. 🦋 **Fetter** – (বাঁধা, শৃঙ্খলিত করা)

To restrain: restrict: a chain or shackle.

🦋 Bureaucratic fetters often slow down rural development projects in Bangladesh; students should break free from the fetters of self-doubt to excel in exams; Magnus Sam teaches aspirants how to overcome the fetters of fear and reach their full potential.

382. 🦋 **Perennial** – (চিরস্থায়ী, বার্ষিক)

Lasting for a long time: enduring: recurrent.

🦋 Flooding is a perennial challenge for farmers in rural Bangladesh; students must develop perennial study habits to achieve consistent success; Magnus Sam's perennial guidance has helped many aspirants succeed in competitive exams over the years.

383. 🦋 **Abash** – (লজিত করা, বিহ্বল করা)

To embarrass: make ashamed: disconcert.

🦋 Rural students in Bangladesh often feel abashed if they struggle with public speaking; aspirants must not let failure abash them but use it as motivation; Magnus Sam ensures his students never feel abashed and instead build confidence through practice.

384. 🦋 **Blatant** – (স্পষ্ট, নির্লজ্জ)

Obvious: shameless: offensively loud.

🦋 Blatant disregard for environmental laws harms rural Bangladesh's ecosystems; blatant mistakes in exams often result from lack of attention to detail; Magnus Sam helps students correct even the most blatant errors during preparation.

385.  **Engender** – (সৃষ্টি করা, উৎপন্ন করা)

To produce: bring about: give rise to.

 Educational initiatives in rural Bangladesh engender hope for a better future; strong preparation engenders confidence among students before exams; Magnus Sam's motivational sessions engender a belief in hard work and perseverance.

386.  **Founder** – (বার্ষ হওয়া, প্রতিষ্ঠাতা হওয়া)

To fail: collapse: establish or begin something.

 Many rural projects in Bangladesh founder due to lack of resources; students must not let small setbacks founder their motivation; Magnus Sam teaches his aspirants how to avoid common pitfalls that could founder their preparation.

387.  **Conventional** – (প্রচলিত, ঐতিহ্যগত)

Traditional: widely accepted: customary.

 Conventional farming techniques in rural Bangladesh are being modernized for better yields; students should balance conventional methods with innovative strategies for learning; Magnus Sam combines conventional and modern approaches to help aspirants succeed.

388.  **Prerogative** – (বিশেষ অধিকার, সুবিধা)

Exclusive right: privilege: special advantage.

 Rural leaders often use their prerogative to implement development policies; students have the prerogative to choose their own preparation style; Magnus Sam helps aspirants realize their prerogative to shape their own success.

389.  **Purport** – (অর্থ, উদ্দেশ্য)

Claim: intention: main meaning or gist.

 The purport of rural development programs in Bangladesh is to uplift communities; students must understand the purport of each question before attempting to answer; Magnus Sam ensures aspirants grasp the purport of complex concepts for clarity.

390.  **Complement** – (সম্পূরক, পরিপূরক)

To complete: go well together: add to something.

 Rural solar power projects complement Bangladesh's electricity grid to meet growing demand; group study can complement individual preparation for exams; Magnus Sam's lessons are designed to complement aspirants' independent efforts for success.

391.  **Charisma** – (ব্যক্তিত্বের আকর্ষণ, সম্মোহন শক্তি)

Personal charm: magnetic appeal: compelling attractiveness.

 Many rural leaders in Bangladesh use their charisma to inspire communities; students with charisma often perform better in interviews and group discussions; Magnus Sam's charisma motivates his aspirants to believe in their potential.

392.  **Emulate** – (অনুকরণ করা, প্রতিদ্বন্দ্বিতা করা)

To imitate: strive to match: compete with.

 Rural students often emulate successful individuals as role models; students must emulate the best practices of past achievers to improve; Magnus Sam inspires his aspirants to emulate his strategies for cracking competitive exams.

393.  **Infamous** – (কুখ্যাত, দুর্নামযুক্ত)

Notorious: having a bad reputation: disgraceful.

 Infamous cases of corruption sometimes delay rural projects in Bangladesh; students should not let infamous failures discourage them from trying again; Magnus Sam teaches how to turn infamous setbacks into opportunities for growth.

394.  **Extraneous** – (অপ্রাসঙ্গিক, বাহ্যিক)

Irrelevant: not essential: coming from outside.

 Extraneous factors like noise can disrupt students' focus during study sessions in rural areas; students should

exclude extraneous information in their answers to maintain clarity; Magnus Sam teaches aspirants how to filter out extraneous distractions while preparing.

395. 🦋 **Pathology** – (রোগবিদ্যা, রোগের প্রকৃতি)

Study of diseases: abnormality: medical analysis.

🦋 Pathology labs in rural Bangladesh are improving healthcare access; understanding one's weaknesses is like diagnosing a pathology in exam preparation; Magnus Sam helps aspirants identify and correct the pathologies in their learning process.

396. 🦋 **Advocate** – (পক্ষ সমর্থন করা, উকিল)

To support: argue for: recommend.

🦋 Many NGOs in Bangladesh advocate for better educational opportunities in rural areas; students should advocate for their own learning needs to succeed; Magnus Sam is an advocate for structured preparation and focused effort.

397. 🦋 **Chimera** – (অলীক কল্পনা, অবাস্তব স্বপ্ন)

Illusion: impossible idea: fantasy.

🦋 For many, financial stability in rural Bangladesh once seemed like a chimera but is now becoming achievable; students must turn their chimeras into realistic goals with planning and effort; Magnus Sam helps aspirants focus on achievable dreams instead of chimeras.

398. 🦋 **Acerbic** – (তিক্ত, রুক্ষ)

Harsh: sharp in tone: bitter.

🦋 Acerbic criticism can discourage rural entrepreneurs in Bangladesh from pursuing innovations; students must not be disheartened by acerbic feedback but use it to improve; Magnus Sam balances constructive critique with motivation, avoiding acerbic comments.

399. 🦋 **Ideology** – (বিশ্বাস বা মতাদর্শ)

System of ideas: belief system: guiding principles.

🦋 The ideology of rural cooperatives in Bangladesh is based on collective growth; students should align their efforts with an ideology of persistence and discipline; Magnus Sam promotes an ideology of lifelong learning and self-improvement.

400. 🦋 **Plebeian** – (সাধারণ বা নীচু শ্রেণীর)

Common: of the lower social classes: ordinary.

🦋 Plebeian traditions in rural Bangladesh reflect the country's rich cultural heritage; students from plebeian backgrounds can achieve greatness through education; Magnus Sam believes that everyone, regardless of background, has the potential to succeed.

401. 🦋 **Parsimonious** – (কৃপণ, মিতব্যয়ী)

Unwilling to spend: stingy: excessively frugal.

🦋 Many rural families in Bangladesh are parsimonious to save money for their children's education; students should avoid being parsimonious with time spent on studying; Magnus Sam advises aspirants to be efficient but not parsimonious in their learning efforts.

402. 🦋 **Obtuse** – (বোধহীন, স্থূলবুদ্ধি)

Slow to understand: dull-witted: not sharp.

🦋 Rural villagers in Bangladesh sometimes struggle with obtuse bureaucratic processes; students must work to clarify obtuse concepts in their syllabus for better results; Magnus Sam helps aspirants grasp even the most obtuse topics with ease.

403. 🦋 **Volatile** – (পরিবর্তনশীল, অস্থির)

Unpredictable: likely to change suddenly: unstable.

🦋 The volatile market conditions in rural Bangladesh affect farmers' incomes; students should learn to adapt to the

volatile nature of competitive exam patterns; Magnus Sam teaches strategies to remain calm and focused in volatile situations.

404.  **Proliferate** – (বিস্তৃত হওয়া, দ্রুত বৃদ্ধি পাওয়া)

To grow rapidly: multiply: increase in number.

 Small businesses in rural Bangladesh often proliferate with proper support; students must ensure that good study habits proliferate throughout their preparation period; Magnus Sam's techniques have proliferated among aspirants aiming for IBA success.

405.  **Plaintive** – (মর্মস্পর্শী, করুণ)

Sad: mournful: expressing sorrow.

 Plaintive songs in rural Bangladesh often reflect the struggles of everyday life; students may feel plaintive after setbacks but must remain resilient; Magnus Sam motivates aspirants to turn their plaintive moments into sources of strength.

406.  **Wistful** – (আকাঙ্ক্ষাপূর্ণ, উদাস)

Longing: full of yearning: melancholic.

 Many rural students in Bangladesh feel wistful about opportunities in big cities; students should turn wistful thoughts into actionable goals; Magnus Sam helps aspirants overcome their wistful dreams and work toward achieving them.

407.  **Attrition** – (ক্ষয়, হ্রাস)

Gradual loss: weakening: reduction.

 Attrition of soil quality is a concern in rural farming areas of Bangladesh; students must avoid the attrition of focus during long preparation periods; Magnus Sam provides techniques to prevent mental attrition and maintain motivation.

408.  **Discriminate** – (ভেদ করা, পার্থক্য করা)

To differentiate: make a distinction: treat unfairly based on differences.

 Rural development programs in Bangladesh must discriminate between urgent and long-term needs; students should discriminate between important and less critical topics while studying; Magnus Sam teaches aspirants to discriminate effectively between answer choices in exams.

409.  **Anarchy** – (অরাজকতা, বিশৃঙ্খলা)

Absence of government: chaos: lack of order.

 Without proper leadership, rural governance in Bangladesh could fall into anarchy; anarchy in time management leads to poor academic performance; Magnus Sam helps aspirants bring order to their preparation, avoiding any sense of anarchy.

410.  **Abet** – (সহযোগিতা করা, অপরাধে উৎসাহিত করা)

To assist: encourage wrongdoing: support.

 Rural leaders abet positive initiatives to improve the livelihoods of villagers; students should not abet procrastination by indulging in distractions; Magnus Sam encourages aspirants to abet each other in their preparation journey.

411.  **Iconoclast** – (প্রতিষ্ঠিত বিশ্বাসের বিরোধী)

One who opposes established traditions: radical thinker: challenger of norms.

 Rural innovators in Bangladesh are often seen as iconoclasts for adopting modern techniques; students must embrace their inner iconoclast to challenge outdated study methods; Magnus Sam inspires aspirants to become iconoclasts who think critically and break barriers.

412.  **Irascible** – (রাগী, খিটখিটে)

Easily angered: short-tempered: irritable.

 Irascible tempers can lead to conflicts in rural Bangladeshi communities; students should remain calm and avoid

irascible reactions to difficult questions; Magnus Sam helps aspirants manage stress to avoid becoming irascible during preparation.

413. **Corollary** – (অনুসিদ্ধান্ত, স্বাভাবিক পরিণাম)

Natural consequence: result: outcome.

 The corollary of good irrigation is better crop yields in rural Bangladesh; consistent practice in exams leads to the corollary of improved performance; Magnus Sam teaches that hard work is the corollary of success in competitive exams.

414. **Visionary** – (স্বপ্নদ্রষ্টা, দূরদর্শী)

One with foresight: imaginative: idealistic.

 Visionary leaders in Bangladesh are bringing innovation to rural areas; students must become visionaries in their career planning to achieve long-term goals; Magnus Sam inspires aspirants to think like visionaries and set ambitious targets for themselves.

415. **Penitent** – (অনুতপ্ত, ক্ষমাপ্রার্থী)

Feeling regretful: repentant: remorseful.

 Farmers in rural Bangladesh often feel penitent for overusing chemicals that harm the environment; students should be penitent for their mistakes and work to correct them; Magnus Sam encourages aspirants to adopt a penitent mindset to learn and grow.

416. **Endemic** – (স্থানীয়, বিশেষ অঞ্চলে সীমাবদ্ধ)

Native to a place: prevalent in a region: restricted to a locality.

 Poverty is still endemic in some rural parts of Bangladesh despite development efforts; some habits, like procrastination, are endemic among students and must be overcome; Magnus Sam provides solutions to address endemic challenges in aspirants' preparation.

417. **Vestige** – (অবশিষ্টাংশ, চিহ্ন)

Trace: remnant: small amount remaining.

 Vestiges of ancient civilizations can be found in rural Bangladesh; students should eliminate any vestige of doubt before entering the exam hall; Magnus Sam helps aspirants turn every vestige of potential into a strength.

418. **Extol** – (প্রশংসা করা, বাহবা দেওয়া)

To praise highly: glorify: applaud.

 Farmers in rural Bangladesh extol the benefits of modern irrigation techniques; teachers extol students who show consistent improvement; Magnus Sam extols the value of hard work and perseverance in achieving success.

419. **Immutable** – (অপরিবর্তনীয়, স্থির)

Unchangeable: permanent: fixed.

 The immutable traditions of rural Bangladesh reflect its rich cultural heritage; students must remember that immutable laws of preparation—consistency and focus—lead to success; Magnus Sam emphasizes immutable principles for tackling competitive exams effectively.

420. **Fastidious** – (খুঁতখুঁতে, সূক্ষ্মদৃষ্টি সম্পন্ন)

Excessively attentive to detail: meticulous: hard to please.

 Rural artisans in Bangladesh are fastidious about the quality of their handmade products; being fastidious about study schedules ensures students make the most of their time; Magnus Sam appreciates aspirants who are fastidious about improving their skills.

421. **Confluence** – (সংযোগ, সঙ্গম)

Flowing together: meeting point: coming together.

 The confluence of rivers in rural Bangladesh supports fertile lands and agriculture; group discussions provide a confluence of ideas that enhance learning; Magnus Sam creates a confluence of strategies to prepare aspirants for success in competitive exams.

422.  **Insinuate** – (ইঙ্গিত করা, সুক্ষ্মভাবে বোঝানো)

To suggest indirectly: imply: hint subtly.

 Teachers in rural Bangladesh often insinuate solutions to help students think critically; students should avoid insinuating doubt during interviews and express confidence; Magnus Sam teaches aspirants to insinuate positivity in their approach and communication.

423.  **Consummate** – (পূর্ণতা অর্জন করা, নিখুঁত)

Perfect: complete: bring to a state of excellence.

 Consummate craftsmanship is seen in the traditional weaving of rural Bangladesh; students must work consistently to become consummate in their subjects; Magnus Sam helps aspirants achieve consummate preparation for their IBA journey.

424.  **Espouse** – (গ্রহণ করা, সমর্থন করা)

To support: adopt as one's own: embrace.

 Many NGOs in Bangladesh espouse sustainability in rural development projects; students must espouse disciplined habits to excel in exams; Magnus Sam espouses structured learning and strategic planning for aspirants aiming to succeed.

425.  **Tantamount** – (সমান, সমতুল্য)

Equivalent in value: virtually the same: equal in effect.

 Ignoring study schedules is tantamount to accepting failure for students; deforestation in rural Bangladesh is tantamount to environmental destruction; Magnus Sam emphasizes that consistent effort is tantamount to success in competitive exams.

426.  **Extrovert** – (মিলনসার, বহির্মুখী)

Outgoing person: socially confident: expressive.

 Extroverts in rural Bangladesh often take the lead in organizing cultural events; extroverted students thrive in group discussions and interviews; Magnus Sam helps both extroverts and introverts succeed by leveraging their strengths.

427.  **Glut** – (অতিরিক্ত, প্রাচুর্য)

Excess: oversupply: abundance.

 A glut of crops in rural Bangladesh sometimes lowers market prices for farmers; a glut of study materials can confuse students if not used wisely; Magnus Sam ensures aspirants focus on key resources, avoiding a glut of irrelevant content.

428.  **Chicanery** – (প্রতারণা, কৌশলী প্রতারণা)

Deception: trickery: dishonest practices.

 Chicanery in rural politics often hinders genuine development projects; students should steer clear of chicanery and focus on integrity during exams; Magnus Sam advises aspirants to rely on honesty rather than chicanery for long-term success.

429.  **Unctuous** – (অতিশয় চাটুকার, তৈলাক্ত)

Excessively flattering: insincere: oily in manner.

 Unctuous behavior in rural communities often draws suspicion instead of trust; students should avoid being unctuous and aim for genuine communication; Magnus Sam teaches the value of sincerity over unctuous flattery in professional interactions.

430.  **Defame** – (নাম খারাপ করা, কলঙ্ক লাগানো)

To harm someone's reputation: slander: discredit.

 Farmers in Bangladesh often face defamation when falsely blamed for overusing resources; students should focus on building their reputation rather than worrying about defamation; Magnus Sam inspires aspirants to rise above any attempt to defame their efforts.

431. 🦋 **Dearth** – (অভাব, ঘাটতি)

Lack: scarcity: insufficient supply.

🦋 A dearth of clean water is a challenge for many rural areas in Bangladesh; students often face a dearth of motivation during prolonged preparation phases; Magnus Sam helps aspirants overcome the dearth of confidence through structured guidance.

432. 🦋 **Intrinsic** – (অভ্যন্তরীণ, সহজাত)

Essential: inherent: belonging naturally.

🦋 The intrinsic beauty of rural Bangladesh lies in its simplicity and traditions; students should focus on intrinsic motivation to sustain their efforts; Magnus Sam highlights the intrinsic value of consistent learning for achieving long-term goals.

433. 🦋 **Levity** – (হালকাভাব, অসারতা)

Lack of seriousness: humor: frivolity.

🦋 Excessive levity during serious meetings can harm rural development initiatives; students must avoid levity while addressing critical topics in exams; Magnus Sam ensures his sessions maintain a balance between levity and focus.

434. 🦋 **Flaunt** – (দেখানো, জাহির করা)

To show off: display ostentatiously: boast.

🦋 Rural artisans in Bangladesh often flaunt their intricate designs during fairs; students should focus on substance rather than flaunting shallow achievements; Magnus Sam advises aspirants to let their results flaunt their hard work.

435. 🦋 **Affiliate** – (অধিভুক্ত করা, সংযুক্ত করা)

To associate with: partner: join as a member.

🦋 Rural cooperatives in Bangladesh often affiliate with larger organizations to improve resources; students should affiliate with study groups to enhance learning; Magnus Sam's programs are affiliated with successful preparation strategies for competitive exams.

436. 🦋 **Inane** – (অর্থহীন, মূর্থতাপূর্ণ)

Silly: lacking sense: empty.

🦋 Inane rumors often distract rural communities from addressing real issues; students should avoid wasting time on inane activities during preparation; Magnus Sam ensures aspirants stay focused and avoid inane distractions.

437. 🦋 **Deride** – (উপহাস করা, তামিল্য করা)

To mock: ridicule: treat with contempt.

🦋 Innovative farming ideas in rural Bangladesh are sometimes derided before proving successful; students should not let others' derision discourage them from pursuing their goals; Magnus Sam motivates aspirants to overcome any derision they face with determination.

438. 🦋 **Avarice** – (লোভ, অতিরিক্ত অর্থলিপ্সা)

Greed: excessive desire for wealth: materialism.

🦋 Avarice in rural leadership can stall development projects in Bangladesh; students should focus on knowledge rather than succumbing to avarice for grades; Magnus Sam emphasizes the importance of ambition over avarice for true success.

439. 🦋 **Exasperate** – (বিরক্ত করা, অতিষ্ঠ করা)

To irritate: frustrate: annoy intensely.

🦋 Poor infrastructure often exasperates rural communities in Bangladesh; students must learn to stay calm even when exasperated by tough questions; Magnus Sam helps aspirants channel their exasperation into productive energy.

440. 🦋 **Nefarious** – (অতি দুষ্ট, অপরাধমূলক)

Wicked: criminal: immoral.

🦋 Nefarious activities like illegal logging harm rural Bangladesh's environment; students should avoid nefarious

shortcuts in exams and rely on honest efforts; Magnus Sam promotes a culture of integrity, discouraging any nefarious practices.

441. **Minuscule** – (অত্যন্ত ক্ষুদ্র)

Extremely small: tiny; insignificant.

 Farmers in Bangladesh often rely on minuscule amounts of fertilizers to preserve soil health; even minuscule improvements in preparation can boost students' confidence; Magnus Sam helps aspirants focus on small yet impactful steps toward success.

442. **Inherent** – (অন্তর্নিহিত, সহজাত)

Built-in: intrinsic: naturally existing.

 The inherent resilience of rural Bangladesh helps it recover from disasters; students must identify and build on their inherent strengths for better performance; Magnus Sam encourages aspirants to believe in their inherent potential to succeed.

443. **Peruse** – (সাবধানে পড়া, গভীরভাবে পর্যবেক্ষণ করা)

To read carefully: examine in detail: review thoroughly.

 Farmers in rural Bangladesh peruse instructions before using new machinery; students should peruse every question carefully before answering; Magnus Sam teaches aspirants the importance of perusing materials to avoid mistakes.

444. **Transcend** – (অতিক্রম করা, ছাড়িয়ে যাওয়া)

To go beyond: surpass: exceed limits.

 Rural Bangladesh is working hard to transcend its challenges and achieve growth; students must aim to transcend their limitations through consistent effort; Magnus Sam inspires aspirants to transcend expectations and achieve their dreams.

445. **Vitriolic** – (ভীর্ণ সমালোচনাপূর্ণ, কটাক্ষপূর্ণ)

Harshly critical: bitter: caustic in tone.

 Vitriolic debates often hinder progress in rural decision-making processes in Bangladesh; students should not let vitriolic comments affect their confidence; Magnus Sam balances constructive feedback with motivation, avoiding vitriolic remarks.

446. **Malingering** – (অসুস্থতার ভান করা)

To pretend to be sick: shirk duties: avoid work.

 Some rural workers malingering during harvesting seasons due to tough conditions; students should not malingering when faced with challenging topics but tackle them head-on; Magnus Sam teaches aspirants to stay disciplined and avoid malingering.

447. **Abridge** – (সংক্ষিপ্ত করা, ছোট করা)

To shorten: condense: reduce in scope.

 Abridged versions of stories are popular among rural students in Bangladesh; students should abridge long answers to ensure clarity and relevance; Magnus Sam helps aspirants learn how to abridge their essays without losing essential points.

448. **Deprecate** – (অবমূল্যায়ন করা, অসম্মান করা)

To disapprove: criticize: express disapproval.

 Rural innovations are often deprecated before gaining acceptance in Bangladesh; students should not deprecate their own abilities and instead work to improve; Magnus Sam motivates aspirants to overcome self-deprecating thoughts and focus on growth.

449. **Absolute** – (সম্পূর্ণ, চূড়ান্ত)

Complete: total: not relative or conditional.

✍ Absolute poverty in rural Bangladesh is being tackled with targeted initiatives; students must strive for absolute focus during their preparation; Magnus Sam inspires aspirants to aim for absolute clarity in their concepts.

450. ✍ **Viable** – (কার্যকর, টিকে থাকার উপযোগী)

Workable: feasible: capable of succeeding.

✍ Solar energy projects are viable solutions for rural electrification in Bangladesh; students must develop viable study plans to manage their time effectively; Magnus Sam helps aspirants craft viable strategies for excelling in competitive exams.

451. ✍ **Martial** – (যুদ্ধসংক্রান্ত, সামরিক)

Relating to war: military-like: disciplined.

✍ Martial traditions in rural Bangladesh reflect its rich historical heritage; students must maintain a martial level of discipline during their preparation; Magnus Sam instills a martial spirit of focus and determination in his aspirants.

452. ✍ **Tangible** – (স্পর্শযোগ্য, দৃশ্যমান)

Concrete: touchable: real and measurable.

✍ Tangible benefits of microfinance are evident in rural Bangladesh's development; students should set tangible goals to track their progress effectively; Magnus Sam helps aspirants turn their dreams into tangible achievements.

453. ✍ **Ironic** – (বৈপরীত্যপূর্ণ, পরিহাসপূর্ণ)

Contrary to expectation: sarcastic: unexpected outcome.

✍ It is ironic that some rural areas in Bangladesh produce food but face food shortages themselves; students often find it ironic when easy questions are the ones they miss; Magnus Sam explains how ironic outcomes in exams can be avoided through thorough preparation.

454. ✍ **Indigent** – (দরিদ্র, অভাবী)

Extremely poor: lacking basic resources: impoverished.

✍ Indigent families in rural Bangladesh benefit greatly from government aid programs; students from indigent backgrounds can achieve success through education and determination; Magnus Sam motivates aspirants to overcome their indigent circumstances and reach their potential.

455. ✍ **Ubiquitous** – (সর্বব্যাপী, সর্বত্র বিদ্যমান)

Present everywhere: omnipresent: found all over.

✍ Mobile phones have become ubiquitous in even the remotest parts of Bangladesh; the ubiquitous influence of social media impacts students' lifestyles significantly; Magnus Sam's reputation as a mentor is ubiquitous among IBA aspirants.

456. ✍ **Integral** – (অবিচ্ছেদ্য, অপরিহার্য)

Essential: necessary to complete the whole: fundamental.

✍ Education is an integral part of rural development in Bangladesh; time management is integral for success in competitive exams; Magnus Sam emphasizes the integral role of consistent practice in IBA preparation.

457. ✍ **Perfidy** – (বিশ্বাসঘাতকতা, প্রতারণা)

Betrayal: treachery: breach of trust.

✍ Perfidy in business dealings undermines trust in Bangladeshi markets; students should avoid perfidy during group projects to maintain integrity; rural leaders discourage perfidy to ensure community harmony.

458. ✍ **Debilitate** – (দুর্বল করা, শক্তিহীন করা)

To weaken: impair: make feeble.

✍ Frequent natural disasters debilitate rural infrastructure in Bangladesh; poor time management debilitates students' ability to complete their syllabus; Magnus Sam helps aspirants overcome any factors that debilitate their confidence.

459. ✍ **Exhaustive** – (সম্পূর্ণ, সবকিছু অন্তর্ভুক্তকারী)

Thorough: comprehensive: including all possibilities.

✍ The government has initiated an exhaustive survey of rural healthcare in Bangladesh; an exhaustive revision of all topics ensures better exam performance; Magnus Sam provides exhaustive guidance to his students, leaving no concept unexplored.

460. ✍ **Caustic** – (ক্ষয়কারী, তীক্ষ্ণ)

Bitingly sarcastic: harsh: corrosive.

✍ Caustic remarks often demotivate students and hinder their progress; industrial waste with caustic chemicals pollutes rivers in Bangladesh; Magnus Sam avoids caustic criticism and offers constructive feedback to his aspirants.

461. ✍ **Propitious** – (অনুকূল, শুভলক্ষণযুক্ত)

Favorable: promising: indicating success.

✍ The propitious weather conditions in Bangladesh support a booming agricultural sector; starting preparation early is propitious for achieving high scores in exams; Magnus Sam helps students identify propitious strategies for tackling IBA challenges.

462. ✍ **Serendipity** – (সৌভাগ্যবশত কিছু আবিষ্কার)

Unexpected good fortune: pleasant surprise: accidental discovery.

✍ Serendipity often helps rural artisans in Bangladesh create unique designs; students sometimes stumble upon useful resources through serendipity during their preparation; Magnus Sam inspires aspirants to turn serendipity into sustained success.

463. ✍ **Metamorphosis** – (রূপান্তর, পরিবর্তন)

Transformation: dramatic change: evolution.

✍ Bangladesh's economy has undergone a remarkable metamorphosis in the last decade; consistent practice results in a metamorphosis in students' confidence levels; Magnus Sam's guidance brings a transformative metamorphosis to aspirants' preparation journeys.

464. ✍ **Polarize** – (দ্বিধাবিভক্ত করা)

To divide into opposing groups: cause a sharp division: split.

✍ Political debates often polarize communities in Bangladesh; students should avoid polarizing group discussions and aim for consensus; polarizing opinions are rare in Magnus Sam's classes, which focus on collaboration and unity.

465. ✍ **Forsake** – (ত্যাগ করা, ছেড়ে দেওয়া)

To abandon: give up: renounce.

✍ Many rural youths forsake traditional professions to seek urban opportunities; students should forsake bad habits to achieve academic success; Magnus Sam advises aspirants to forsake procrastination and stay focused on their goals.

466. ✍ **Digress** – (বিষয়চ্যুত হওয়া)

To go off-topic: deviate: stray from the main point.

✍ Teachers in rural schools often remind students not to digress during exams; in competitive exams, digressing in essays can cost valuable marks; Magnus Sam teaches his students to stay on track and avoid digressions during preparation.

467. ✍ **Venerate** – (শ্রদ্ধা করা, পূজা করা)

To respect deeply: revere: honor.

✍ Villagers in Bangladesh venerate their elders for wisdom and guidance; students venerate teachers who inspire them to achieve their dreams; Magnus Sam is venerated by his aspirants for his unique teaching methods and motivational approach.

468. ✍ **Aggrieve** – (অবিচার করা, দুঃখিত করা)

To distress: make someone feel resentment: cause grief.

✍ Many rural workers feel aggrieved by unequal wages in Bangladesh; unfair grading often aggrieves students and impacts their morale; Magnus Sam ensures his teaching methods do not aggrieve aspirants but instead uplift and empower them.

469. **Reciprocal** – (প্ৰস্তুতযোগ্য, পারস্পরিক)

Mutual: shared by both sides: give-and-take.

 Reciprocal trade between rural and urban areas strengthens Bangladesh's economy; reciprocal respect among students and teachers enhances the learning experience; Magnus Sam fosters a reciprocal relationship of trust and effort with his aspirants.

470. **Foment** – (উসকানি দেওয়া, উদ্দীপনা সৃষ্টি করা)

To incite: stir up: provoke growth or action.

 Fomenting innovation in agriculture is key to improving rural Bangladesh's economy; students should foment curiosity and creativity during their learning process; Magnus Sam foments confidence and ambition in his students to help them achieve their goals.

471. **Irrevocable** – (অপরিবর্তনীয়, চূড়ান্ত)

Unable to be undone: final: unchangeable.

 The irrevocable loss of biodiversity in Bangladesh needs urgent action to mitigate; students must realize that irrevocable decisions require careful thought; Magnus Sam helps aspirants make irrevocable commitments to their preparation journeys.

472. **Coalesce** – (একত্রিত হওয়া, মিলিত হওয়া)

To come together: unite: combine into one.

 Diverse cultures in Bangladesh coalesce during national celebrations like Pahela Baishakh; group studies help students coalesce ideas and improve their learning; Magnus Sam encourages his students to coalesce their strengths for collective success.

473. **Deluge** – (প্লাবন, বন্যা, আধিক্য)

Flood: overwhelming amount: inundation.

 Rural Bangladesh often faces deluges during the monsoon season; students must manage a deluge of study materials by prioritizing key topics; Magnus Sam ensures that his aspirants are not overwhelmed by a deluge of information.

474. **Secular** – (ধর্মনিরপেক্ষ)

Not connected to religion: worldly: non-religious.

 Bangladesh's constitution upholds the principle of a secular state; secular education systems in rural areas promote equality and inclusivity; Magnus Sam's teaching approach remains secular and focused solely on achieving academic excellence.

475. **Sporadic** – (বিক্ষিপ্ত, অনিয়মিত)

Occurring irregularly: infrequent: scattered.

 Sporadic rainfall often affects crop production in rural Bangladesh; sporadic study habits lead to inconsistent results for students; Magnus Sam motivates aspirants to replace sporadic efforts with regular practice.

476. **Chastise** – (তীব্র সমালোচনা করা, শাস্তি দেওয়া)

To criticize harshly: punish: reprimand.

 Farmers in Bangladesh chastise unproductive practices to improve yields; students should accept constructive criticism but avoid letting harsh chastisement demoralize them; Magnus Sam ensures his feedback is helpful and avoids unnecessary chastisement.

477. **Adventitious** – (আকস্মিক, বাহ্যিক কারণে সৃষ্ট)

Happening by chance: accidental: not inherent.

 Adventitious rainfall often brings unexpected benefits to farmers in rural Bangladesh; students sometimes encounter adventitious opportunities that change their career paths; Magnus Sam inspires aspirants to make the most of any adventitious advantage.

478. 🦋 **Stoic** – (ধৈর্যশীল, কষ্ট সহ্য করে এমন)

Enduring pain or hardship without showing emotion: resilient: calm.

✍ The stoic farmers of Bangladesh continue to work hard despite frequent challenges; students must adopt a stoic attitude to handle the stress of competitive exams; Magnus Sam encourages his aspirants to remain stoic in the face of setbacks and keep striving forward.

479. 🦋 **Culminate** – (শেষ হওয়া, চূড়ান্ত অবস্থায় পৌঁছানো)

To reach a climax: result in: bring to a conclusion.

✍ Bangladesh's independence movement culminated in victory in 1971; students' preparation culminates in their performance on exam day; Magnus Sam's guidance ensures that aspirants' efforts culminate in their successful admission to IBA.

480. 🦋 **Benevolent** – (দয়ালু, কল্যাণময়)

Kind and generous: doing good: well-meaning.

✍ Benevolent organizations in Bangladesh work tirelessly to improve rural education; teachers with a benevolent attitude inspire students to achieve their potential; Magnus Sam's benevolent guidance ensures aspirants receive the best support for IBA preparation.

481. 🦋 **Philistine** – (সাংস্কৃতিক বা শিক্ষাগত বিষয়ে অজ্ঞ)

Someone indifferent or hostile to culture or the arts: uncultured: materialistic.

✍ Urban development in Bangladesh sometimes ignores cultural preservation, reflecting a philistine attitude; students should avoid a philistine mindset and appreciate the value of knowledge; rural festivals showcase the resilience of traditional arts against philistine neglect.

482. 🦋 **Quixotic** – (বাস্তববিবর্তিত, অবাস্তব)

Idealistic but impractical: romantic: visionary but unrealistic.

✍ Some quixotic plans for rural development in Bangladesh fail due to lack of feasibility; students should balance their quixotic dreams with practical strategies; Magnus Sam inspires aspirants to transform quixotic aspirations into actionable goals.

483. 🦋 **Ascendancy** – (প্রভাব, কর্তৃত্ব)

Dominating influence: power: control.

✍ The ascendancy of Bangladesh's garment industry has boosted the national economy; dedicated preparation ensures students achieve ascendancy in competitive exams; Magnus Sam's teaching methods give aspirants an ascendancy over challenging IBA topics.

484. 🦋 **Consecrate** – (পবিত্র করা, উৎসর্গ করা)

To make sacred: dedicate formally: devote to a purpose.

✍ Many temples and mosques in Bangladesh are consecrated to religious practices; students should consecrate their time to focused study for exams; Magnus Sam encourages aspirants to consecrate their energy to achieving their dreams.

485. 🦋 **Revere** – (শ্রদ্ধা করা, পূজা করা)

To respect deeply: honor: venerate.

✍ Villagers in Bangladesh revere nature for its role in their livelihoods; students should revere their mentors for their guidance and wisdom; Magnus Sam is revered by his aspirants for transforming their potential into success.

486. 🦋 **Compendium** – (সারসংক্ষেপ, সারমর্ম)

Brief summary: concise collection of information: anthology.

✍ Many students use a compendium of past exam questions to prepare effectively; rural leaders often compile a compendium of community needs to request government support; Magnus Sam provides a compendium of tips and strategies for IBA aspirants.

487.  **Insidious** – (প্রতারণাপূর্ণ, ভেতরে ভেতরে ক্ষতি করে এমন)

Subtly harmful: treacherous: deceitfully gradual.

 Insidious corruption hinders the progress of rural development in Bangladesh; procrastination is an insidious habit that harms students' performance; Magnus Sam warns aspirants about the insidious impact of neglecting consistent practice.

488.  **Polemic** – (তর্কমূলক, বিতর্কমূলক লেখা বা বক্তব্য)

Strong argument: controversial debate: verbal attack.

 Polemics over policies often delay necessary reforms in rural Bangladesh; classroom debates can include healthy polemics to enhance critical thinking; Magnus Sam ensures that polemics in his classes remain constructive and educational.

489.  **Contiguous** – (সংলগ্ন, লাগোয়া)

Sharing a border: adjacent: touching.

 The contiguous districts in Bangladesh work together to improve regional infrastructure; students should create a contiguous schedule to manage their study time efficiently; Magnus Sam teaches aspirants how to approach contiguous topics for better understanding.

490.  **Lament** – (শোক প্রকাশ করা, দুঃখ করা)

To mourn: express grief: regret deeply.

 Villagers in Bangladesh lament the loss of crops after natural disasters; students often lament missed opportunities to revise key topics; Magnus Sam helps aspirants overcome their lamentations and focus on future opportunities.

491.  **Catalyst** – (প্রণেদক, কার্যকরী প্রভাবক)

Agent of change: something that accelerates an event: stimulus.

 Improved education acts as a catalyst for rural development in Bangladesh; practice exams are a catalyst for students' preparation progress; Magnus Sam's mentorship serves as a catalyst for aspirants to achieve their dreams.

492.  **Scintillate** – (বিকসিক করা, উজ্জ্বলভাবে জ্বলজ্বল করা)

To sparkle: shine brightly: emit flashes of light.

 The night sky scintillates beautifully over rural Bangladesh; successful answers in an exam often scintillate with clarity and precision; Magnus Sam's motivational sessions scintillate with energy and inspiration for his students.

493.  **Utopia** – (আদর্শ সমাজ, কল্পিত সুখী সমাজ)

Ideal place or state: perfect society: dreamland.

 Many villagers dream of a utopia where poverty and illiteracy are eradicated; students often visualize a utopia of success and stability after achieving their goals; Magnus Sam helps aspirants turn their vision of an academic utopia into reality.

494.  **Empirical** – (ব্যবহারিক অভিজ্ঞতাসম্পন্ন, পরীক্ষামূলক)

Based on observation or experience: experimental: practical.

 Empirical data is essential for creating effective policies in rural Bangladesh; students should rely on empirical evidence while writing essays; Magnus Sam encourages aspirants to practice empirically proven strategies for exam success.

495.  **Microcosm** – (ক্ষুদ্র জগৎ, ক্ষুদ্রসার)

A small representative system: miniature version of something larger: small-scale example.

 A village in rural Bangladesh is often a microcosm of the country's cultural diversity; a well-prepared mock test serves as a microcosm of the actual exam; Magnus Sam's classrooms are a microcosm of Bangladesh's aspiring youth aiming for success.

496.  **Chagrin** – (বিরক্তি, হতাশা)

Embarrassment: distress caused by failure: annoyance.

 Farmers in Bangladesh feel chagrin when their hard work yields poor results; students often experience chagrin

after making avoidable mistakes in exams; Magnus Sam helps aspirants turn chagrin into determination for future improvement.

497. **Brevity** – (সংক্ষিপ্ততা)

Shortness: concise expression: brief duration.

 Teachers appreciate the brevity of clear and focused answers from students in Bangladesh; brevity in communication helps save time during group discussions; Magnus Sam emphasizes brevity in essay writing to enhance clarity and impact.

498. **Caricature** – (অতিরঞ্জিত ছবি বা বর্ণনা)

Exaggerated depiction: humorous imitation: parody.

 Political caricatures are popular in newspapers across Bangladesh; students enjoy caricatures in textbooks as a creative way to learn difficult concepts; caricatures of rural life often highlight social issues in an engaging way.

499. **Heresy** – (প্রচলিত বিশ্বাস বা রীতি পরিত্যাগ)

Belief against orthodox opinion: unorthodox idea: deviation from established norms.

 Innovative farming methods in rural Bangladesh were once considered heresy but are now widely accepted; students who challenge traditional study methods are sometimes seen as committing heresy; Magnus Sam's unique teaching methods were once viewed as heresy but are now celebrated for their effectiveness.

500. **Superficial** – (পৃষ্ঠতলস্থ, গভীরতাহীন)

Lacking depth: shallow: concerned with the surface.

 Superficial policies often fail to address the root issues in rural Bangladesh; students must avoid superficial understanding and focus on mastering the basics; Magnus Sam ensures his aspirants develop a deep understanding rather than superficial knowledge of IBA topics.

501. **Renaissance** – (পুনর্জাগরণ, নবজাগরণ)

Rebirth: revival of art, culture, or knowledge: renewed interest.

 A cultural renaissance is underway in rural Bangladesh with the revival of traditional crafts; students experience a personal renaissance when they rediscover their passion for learning; Magnus Sam has spearheaded a renaissance in innovative teaching for IBA aspirants.

502. **Maxim** – (সুচন, নীতিবাক্য)

A general truth: a concise rule of conduct: proverb.

 The maxim "hard work pays off" resonates deeply with rural farmers in Bangladesh; students often follow the maxim "practice makes perfect" in their preparation; Magnus Sam emphasizes the maxim "dream big, act bigger" to inspire his aspirants.

503. **Convivial** – (আনন্দপূর্ণ, মেলামেশায় আনন্দিত)

Friendly: sociable: enjoyable and festive.

 Rural festivals in Bangladesh are filled with convivial energy and joy; a convivial classroom atmosphere encourages students to engage and learn better; Magnus Sam creates a convivial environment that motivates his students to work collaboratively.

504. **Deduce** – (অনুমান করা, উপসংহার টানা)

To infer: conclude from evidence: reason logically.

 Farmers in Bangladesh often deduce weather patterns based on traditional knowledge; students should deduce answers from contextual clues during exams; Magnus Sam teaches aspirants to deduce solutions effectively under pressure.

505. **Discrete** – (পৃথক, স্বতন্ত্র)

Separate: distinct: individually unique.

 Rural Bangladesh comprises discrete regions, each with its own cultural identity; students should treat each subject

as a discrete component of their preparation; Magnus Sam breaks down complex topics into discrete parts to ensure clarity.

506. **Criterion** – (মানদণ্ড, পরিমাপক)

Standard for judgment: principle for evaluation: benchmark.

 The criterion for receiving aid in rural Bangladesh often focuses on income level; students should understand the evaluation criterion of exams to improve performance; Magnus Sam helps aspirants meet every criterion for achieving IBA admission success.

507. **Promulgate** – (প্রচার করা, প্রচলন করা)

To make widely known: declare officially: announce.

 The government is working to promulgate modern agricultural practices in rural areas of Bangladesh; students should promulgate their ideas clearly during group discussions; Magnus Sam's methods have been promulgated as the gold standard for IBA preparation.

508. **Husbandry** – (কৃষি ও পশুপালন)

The care of crops or animals: management of resources: farming.

 Sustainable husbandry practices are improving rural livelihoods in Bangladesh; students should practice the husbandry of their time to balance study and rest; Magnus Sam teaches aspirants to manage their resources like time and energy effectively.

509. **Chronic** – (দীর্ঘস্থায়ী, চিরস্থায়ী)

Long-lasting: persistent: recurring frequently.

 Chronic flooding is a major challenge in many regions of rural Bangladesh; students must address chronic bad habits like procrastination to succeed; Magnus Sam helps aspirants overcome chronic struggles with tough topics through targeted strategies.

510. **Respite** – (স্বল্প বিরতি, অবকাশ)

Short period of rest: break from difficulty: relief.

 Farmers in Bangladesh seek respite during the offseason to recover from intensive work; students should take short respites between study sessions to recharge; Magnus Sam ensures his students get the right balance of work and respite to avoid burnout.

511. **Litigate** – (মামলা করা, বিচারিকভাবে সমাধান করা)

To take a dispute to court: pursue legal action: engage in a lawsuit.

 Land disputes in rural Bangladesh often end up being litigated for years; students should avoid litigating trivial matters during group projects to save time; Magnus Sam highlights the importance of resolving issues through discussion rather than litigation.

512. **Paucity** – (অভাব, স্বল্পতা)

Scarcity: lack: insufficient quantity.

 The paucity of clean drinking water affects many rural areas in Bangladesh; students often complain about a paucity of study materials, which Magnus Sam addresses by providing ample resources; efforts to overcome the paucity of rural healthcare are ongoing in Bangladesh.

513. **Precipitate** – (বেগবান করা, হুসিহাসিত করা)

To cause to happen suddenly: hasten: reckless.

 Precipitate action during natural disasters often worsens the situation in Bangladesh; students should avoid precipitate decisions during exams and think carefully; Magnus Sam helps aspirants avoid precipitate strategies by focusing on calculated approaches.

514. **Apprehensive** – (ভীত, আশঙ্কিত)

Anxious: fearful of future events: uneasy.

 Rural communities in Bangladesh often feel apprehensive about unpredictable weather conditions; students are

naturally apprehensive before exams but can reduce anxiety with preparation; Magnus Sam alleviates the apprehensive feelings of aspirants with motivational guidance.

515. **Cogent** – (বক্তব্য প্রভাবশালী, যুক্তিসঙ্গত)

Convincing: logical: compelling.

 A cogent argument is essential for policy reforms in rural Bangladesh; students must write cogent essays to secure high marks in competitive exams; Magnus Sam trains his aspirants to present cogent answers during interviews and exams.

516. **Burgeon** – (বিকশিত হওয়া, দ্রুত বৃদ্ধি)

To grow or develop rapidly: flourish: expand.

 The burgeoning IT industry is creating new opportunities for young Bangladeshis; students' confidence burgeons when they see consistent progress in their preparation; Magnus Sam's guidance helps students burgeon into confident and capable IBA aspirants.

517. **Relegate** – (অবনমন করা, স্থানান্তর করা)

To assign to a lower position: demote: delegate.

 Many farmers in Bangladesh feel relegated when their issues are overlooked; students should never relegate their weaker subjects to the background but address them proactively; Magnus Sam ensures aspirants never feel relegated and supports them at every step.

518. **Tautological** – (পুনরাবৃত্তিপূর্ণ)

Needlessly repetitive: redundant: circular in reasoning.

 Tautological explanations in rural discussions often confuse rather than clarify; students should avoid tautological answers to save time in exams; Magnus Sam helps students write concise responses without falling into tautological patterns.

519. **Acquit** – (দোষ মুক্তি দেওয়া)

To free from blame: declare innocent: exonerate.

 Many wrongfully accused villagers in Bangladesh struggle to be acquitted in court due to lack of legal support; students must acquit themselves with determination in challenging academic situations; Magnus Sam motivates aspirants to acquit themselves well under exam pressure.

520. **Machination** – (চক্রান্ত, ষড়যন্ত্র)

A plot or scheme: deceitful plan: conspiracy.

 Political machinations sometimes delay development projects in rural Bangladesh; students must recognize and address any machinations that derail group dynamics; Magnus Sam ensures aspirants focus on honest effort and steer clear of any counterproductive machinations.

521. **Coerce** – (জোরপূর্বক বাধ্য করা)

To compel by force or intimidation: pressure: enforce.

 Coercing farmers into unfair trade deals is a common issue in rural Bangladesh; students must not let peer pressure coerce them into unproductive habits; Magnus Sam inspires aspirants to rely on self-motivation rather than being coerced into shortcuts.

522. **Permeate** – (মধ্যে প্রবেশ করা, ছড়িয়ে পড়া)

To spread throughout: penetrate: saturate.

 Innovations in farming are beginning to permeate rural areas of Bangladesh; students should let positivity and determination permeate their preparation journey; Magnus Sam's motivational messages permeate the minds of his aspirants, driving them toward success.

523. **Comprehensive** – (ব্যাপক, বিস্তৃত)

Complete: covering all aspects: thorough.

 Comprehensive plans for rural electrification have improved living standards in Bangladesh; students should take a

comprehensive approach to syllabus coverage to excel in exams; Magnus Sam's guidance offers a comprehensive understanding of every topic for IBA success.

524. **Servile** – (পরাসীন, ক্রীতদাসসুলভ)

Overly submissive: slavish: eager to serve.

 Servile attitudes often hinder progress in rural communities of Bangladesh; students should aim for collaboration rather than being servile in group projects; Magnus Sam inspires his students to be proactive leaders rather than servile followers.

525. **Nihilism** – (অবিশ্বাস, সকল কিছুই অস্তিত্ব অস্বীকার)

Belief in nothing: rejection of established beliefs: extreme skepticism.

 Some youths in Bangladesh feel trapped by a sense of nihilism when faced with economic hardships; students should avoid nihilism and focus on building a hopeful future; Magnus Sam's motivational sessions help aspirants overcome nihilistic thoughts and work toward their goals.

526. **Bureaucracy** – (আমলাতন্ত্র, দাপ্তরিক জটিলতা)

Complex system of administration: excessive red tape: government officials.

 Bureaucracy often delays rural development projects in Bangladesh; students should avoid getting caught in bureaucratic hurdles while applying for scholarships; Magnus Sam ensures his aspirants navigate administrative processes smoothly for exam registration and admissions.

527. **Propensity** – (প্রবণতা, ঝোঁক)

Natural inclination: tendency: predisposition.

 Farmers in Bangladesh have a propensity to save seeds for the next harvest season; students often show a propensity for procrastination, which they must overcome; Magnus Sam identifies each student's propensity and tailors his guidance to meet their needs.

528. **Abrogate** – (বাতিল করা, রদ করা)

To cancel: repeal: nullify.

 Outdated agricultural practices are being abrogated in rural Bangladesh to improve productivity; students must abrogate distractions like social media during exam preparation; Magnus Sam teaches aspirants to abrogate self-doubt and focus on achieving their dreams.

529. **Address** – (সমাধান করা, মোকাবেলা করা)

To deal with: speak to: direct attention to.

 Rural leaders in Bangladesh are working to address the issue of water scarcity; students must address their weak areas during exam preparation; Magnus Sam helps his aspirants address every challenge with confidence and clarity.

530. **Fatalist** – (নিয়তিবাদী, ভাগ্যনির্ভর)

One who believes everything is predetermined: resigned to fate: lacking free will.

 Many rural farmers in Bangladesh are fatalists, believing weather conditions are beyond their control; students should avoid being fatalists and take charge of their own success; Magnus Sam encourages aspirants to challenge fatalistic thinking and work proactively.

531. **Relinquish** – (ত্যাগ করা, পরিত্যাগ করা)

To give up: abandon: surrender.

 Farmers in Bangladesh often refuse to relinquish their ancestral land despite hardships; students should relinquish negative habits to improve their preparation; Magnus Sam inspires aspirants never to relinquish their dreams, no matter how tough the journey gets.

532. **Urbane** – (অভিজাত, মার্জিত)

Sophisticated: polished: courteous in manner.

 Urban youth in Dhaka often develop an urbane demeanor through exposure to diverse cultures; students should

strive to present themselves in an urbane and professional way during interviews; Magnus Sam's teaching style blends urbane insights with practical strategies.

533. **Consonant** – (সঙ্গতিপূর্ণ, সামঞ্জস্যপূর্ণ)

In agreement: harmonious: consistent.

 The government's policies must be consonant with the needs of rural communities in Bangladesh; students should ensure their actions are consonant with their long-term goals; Magnus Sam ensures that his strategies are consonant with each aspirant's unique abilities.

534. **Blithe** – (উদাসীন, প্রফুল্ল)

Carefree: cheerful: showing a casual or joyful attitude.

 The blithe spirit of rural festivals in Bangladesh brings communities together; students should adopt a blithe yet focused attitude to reduce exam stress; Magnus Sam reminds aspirants to remain blithe even during intense preparation phases.

535. **Adamant** – (অটল, অনমনীয়)

Unyielding: firm in opinion: stubborn.

 Farmers in rural Bangladesh are often adamant about preserving traditional practices; students must be adamant about achieving their goals despite challenges; Magnus Sam encourages aspirants to stay adamant in their pursuit of IBA success.

536. **Homily** – (ধর্মোপদেশ, উপদেশমূলক বক্তৃতা)

Sermon: moralizing lecture: inspirational talk.

 Many villagers in Bangladesh attend homilies during religious gatherings for guidance; teachers often deliver homilies to motivate students; Magnus Sam's motivational talks sometimes take the form of homilies that inspire aspirants to excel.

537. **Catholic** – (সর্বজনীন, ব্যাপক)

Universal: all-encompassing: broad in scope.

 The catholic appeal of Bangladeshi cuisine attracts food enthusiasts from all over the world; students should cultivate a catholic approach to learning by exploring diverse subjects; Magnus Sam's teaching style reflects a catholic understanding of exam requirements.

538. **Discern** – (চিনে নেওয়া, উপলব্ধি করা)

To perceive clearly: recognize: distinguish.

 Farmers in Bangladesh discern seasonal changes based on subtle natural cues; students must discern key concepts from supplementary details during preparation; Magnus Sam helps aspirants discern the best strategies to approach complex questions.

539. **Paradigm** – (আদর্শ উদাহরণ, রূপক)

Model: example: standard pattern.

 The rural development initiatives in Bangladesh set a paradigm for other nations; students should follow the paradigm of successful individuals to achieve their own goals; Magnus Sam serves as a paradigm of effective mentorship for competitive exams.

540. **Touchstone** – (মানদণ্ড, পরিমাপক)

Standard for comparison: benchmark: test of quality.

 Community projects in rural Bangladesh act as touchstones for sustainable development; practice exams are the touchstone for students' readiness; Magnus Sam's classes are the touchstone for effective IBA preparation in Bangladesh.

541. **Expedite** – (স্বরাস্তিত করা, দ্রুত সমাধান করা)

To speed up: make easier: facilitate.

✍ Modern technology helps expedite farming processes in Bangladesh; students must expedite their revision process as exam dates approach; Magnus Sam's guidance expedites aspirants' preparation by focusing on high-yield strategies.

542. ✍ **Reprisal** – (প্রতিশোধ, প্রতিহিংসা)

Retaliation: revenge: counterattack.

✍ Land disputes in rural Bangladesh sometimes lead to cycles of reprisal between families; students should resolve conflicts peacefully and avoid reprisal during group studies; Magnus Sam promotes a collaborative spirit among aspirants, discouraging any reprisal.

543. ✍ **Pious** – (ধার্মিক, ধর্মপরায়ণ)

Religious: devout: virtuous.

✍ Pious villagers in Bangladesh often gather for prayers during religious festivals; students should maintain a pious commitment to their academic goals; Magnus Sam respects the diverse, pious backgrounds of his aspirants while guiding them to success.

544. ✍ **Profligate** – (অপব্যয়ী, অপচরী)

Recklessly wasteful: extravagant: lacking restraint.

✍ Profligate use of natural resources is a growing concern in Bangladesh; students should avoid profligate time management and focus on productive efforts; Magnus Sam teaches aspirants to be mindful of their resources and avoid profligate habits.

545. ✍ **Ascetic** – (সংযমী, তপস্বী)

Self-denying: practicing severe self-discipline: austere.

✍ Many ascetic monks in rural Bangladesh dedicate their lives to spiritual growth; students can adopt an ascetic approach to focus entirely on their studies during preparation; Magnus Sam inspires aspirants to balance ascetic discipline with mental well-being.

546. ✍ **Surreptitious** – (গোপন, চুপিচুপি করা)

Secretive: stealthy: done without notice.

✍ Surreptitious trading practices harm fair competition in rural Bangladesh; students must avoid surreptitious shortcuts and focus on honest learning; Magnus Sam advises aspirants to build success transparently rather than relying on surreptitious tactics.

547. ✍ **Transgress** – (অতিক্রম করা, আইনভঙ্গ করা)

To violate: break a rule: go beyond limits.

✍ Transgressing environmental laws has led to deforestation issues in Bangladesh; students must not transgress exam rules to maintain integrity; Magnus Sam helps aspirants stay disciplined and avoid transgressing the boundaries of effective preparation.

548. ✍ **Spawn** – (সৃষ্টি করা, উৎপাদন করা)

To produce in large numbers: give rise to: generate.

✍ The fertile lands of rural Bangladesh spawn high-quality crops every season; consistent practice spawns confidence among students; Magnus Sam's innovative methods have spawned a generation of successful IBA aspirants.

549. ✍ **Despot** – (স্বৈরশাসক, নির্ভর শাসক)

Tyrant: authoritarian ruler: one who exercises power oppressively.

✍ Despots in history often suppressed cultural growth, but Bangladesh has flourished under democracy; students should avoid acting like despots in group projects and focus on teamwork; Magnus Sam fosters an environment free from any despot-like behavior.

550. ✍ **Vilify** – (অপবাদ দেওয়া, নিন্দা করা)

To defame: speak ill of: belittle.

✍ Farmers in rural Bangladesh are often vilified for traditional practices despite their effectiveness; students should

never vilify others' ideas in discussions; Magnus Sam inspires aspirants to build a positive image instead of engaging in vilification.

551. 🦋 **Candor** – (খোলামেলা সত্যবাদিতা)

Honesty: openness: straightforwardness.

🦋 Rural communities in Bangladesh value candor in resolving disputes; students should maintain candor in their self-assessments to improve; Magnus Sam's candor in feedback helps aspirants address their weaknesses effectively.

552. 🦋 **Paternal** – (পিতাসুলভ, পিতৃপ্রতিম)

Fatherly: related to a father: protective and caring.

🦋 Many rural leaders in Bangladesh take a paternal approach to guiding their communities; teachers often provide paternal encouragement to struggling students; Magnus Sam's paternal attitude ensures aspirants feel supported throughout their IBA preparation journey.

553. 🦋 **Abdicate** – (রাজস্ব ত্যাগ করা, দায়িত্ব ছেড়ে দেওয়া)

To give up power or responsibility: renounce: resign.

🦋 Some leaders in Bangladesh have abdicated their responsibilities during crises, harming rural development; students must never abdicate their commitment to study, even during tough times; Magnus Sam helps aspirants stay on track without abdicating their focus.

554. 🦋 **Soporific** – (ঘুমপাড়ানি, নিদ্রাদায়ক)

Causing sleep: drowsy: sleep-inducing.

🦋 The soporific heat during the summer in rural Bangladesh often reduces productivity; students should avoid soporific study materials that fail to engage their interest; Magnus Sam's teaching is the opposite of soporific, keeping students energized and attentive.

555. 🦋 **Impotent** – (অক্ষম, অশক্ত)

Powerless: lacking strength or ability: ineffective.

🦋 Impotent rural infrastructure often delays progress in remote areas of Bangladesh; students who neglect preparation feel impotent during exams; Magnus Sam ensures aspirants never feel impotent by equipping them with the right strategies and confidence.

556. 🦋 **Portent** – (অশুভ সংকেত, পূর্বলক্ষণ)

Sign of something about to happen: omen: warning.

🦋 Dark clouds in the sky are often seen as a portent of rain in rural Bangladesh; low performance in mock tests can be a portent of issues that need fixing; Magnus Sam helps students interpret portents of challenges and overcome them effectively.

557. 🦋 **Ambivalent** – (দ্বিধাগ্রস্ত, অস্পষ্ট অনুভূতিযুক্ত)

Having mixed feelings: uncertain: indecisive.

🦋 Many rural youths in Bangladesh feel ambivalent about whether to migrate to cities for opportunities; students often feel ambivalent about which study strategy to follow; Magnus Sam clears aspirants' ambivalence by providing structured and clear guidance.

558. 🦋 **Definitive** – (চূড়ান্ত, নির্দিষ্ট)

Final: conclusive: authoritative.

🦋 The Padma Bridge is a definitive symbol of Bangladesh's progress; students should aim to provide definitive answers during competitive exams; Magnus Sam's courses are the definitive guide to cracking IBA admission tests.

559. 🦋 **Egocentric** – (আত্মকেন্দ্রিক, স্বার্থপর)

Self-centered: focused only on oneself: selfish.

🦋 Egocentric attitudes often hinder teamwork in rural Bangladesh's cooperative farming projects; students should avoid being egocentric during group studies and embrace collaboration; Magnus Sam emphasizes humility and teamwork over egocentric tendencies.

560.  **Usurp** – (বেদখল করা, ক্ষমতা কেড়ে নেওয়া)

To seize power unlawfully: take over: appropriate.

 Political power struggles in Bangladesh sometimes involve attempts to usurp authority; students must not usurp credit for group work but acknowledge everyone's contributions; Magnus Sam ensures that success is earned, not usurped, through disciplined effort.

561.  **Protagonist** – (প্রধান চরিত্র, নায়ক)

Main character: leading figure: central role.

 Farmers are often the unsung protagonists of rural Bangladesh's success stories; students must see themselves as protagonists in their academic journeys; Magnus Sam encourages aspirants to become the protagonists of their own success stories.

562.  **Repercussion** – (ফলাফল, প্রতিক্রিয়া)

Unintended consequence: effect: outcome.

 The repercussions of natural disasters in Bangladesh are often long-lasting for rural communities; failing to revise regularly has repercussions for exam performance; Magnus Sam teaches aspirants to anticipate and manage the repercussions of their decisions.

563.  **Emigrate** – (প্রবাসী হওয়া, অন্য দেশে চলে যাওয়া)

To leave one's country to settle elsewhere: migrate: move abroad.

 Many Bangladeshis emigrate to the Middle East in search of better opportunities; students often plan to emigrate after completing their education for global exposure; Magnus Sam equips aspirants with skills to succeed whether they stay in Bangladesh or emigrate.

564.  **Fervor** – (ভীর্ণ আবেগ, উচ্ছ্বাস)

Passionate intensity: enthusiasm: zeal.

 The fervor of rural celebrations in Bangladesh reflects the cultural richness of the communities; students must channel their fervor into consistent preparation to excel; Magnus Sam's fervor for teaching inspires aspirants to pursue their goals with dedication.

565.  **Distend** – (ফুলে ওঠা, বিস্তৃত হওয়া)

To swell: expand: stretch out.

 The rivers in Bangladesh distend during the monsoon, causing frequent floods; students must not let stress distend out of proportion and focus on calm solutions; Magnus Sam ensures aspirants manage their emotions effectively and remain composed.

566.  **Tenuous** – (দুর্বল, পাতলা)

Weak: thin: lacking substance or strength.

 Tenuous road connections in rural Bangladesh often hinder transportation; students with a tenuous grasp of concepts must work on strengthening their understanding; Magnus Sam helps aspirants turn tenuous knowledge into a solid foundation for success.

567.  **Paradox** – (স্ববিরোধী বক্তব্য বা অবস্থা)

Contradictory statement: seemingly absurd truth: irony.

 The paradox of poverty in resource-rich areas of Bangladesh is a challenge for policymakers; students often encounter paradoxes in logical reasoning questions during exams; Magnus Sam simplifies complex paradoxes to enhance aspirants' problem-solving abilities.

568.  **Access** – (প্রবেশাধিকার, সুযোগ)

The ability to approach: entry: opportunity to use.

 Access to clean drinking water remains a major issue in rural Bangladesh; students must ensure they have access to reliable resources for their preparation; Magnus Sam provides aspirants access to a wealth of tools and techniques for success.

569.  **Prodigal** – (অপব্যয়ী, উদারভাবে ব্যয়কারী)

Wastefully extravagant: lavish: generous to excess.

 Prodigal use of resources often leaves rural families in debt in Bangladesh; students must avoid prodigal spending of time on distractions and focus on studies; Magnus Sam helps aspirants make efficient use of their time and avoid prodigal tendencies.

570.  **Depravity** – (দুর্নীতি, নৈতিক অবক্ষয়)

Moral corruption: wickedness: extreme immorality.

 Depravity in some sectors hampers rural progress in Bangladesh; students should avoid any depravity, such as cheating, during exams; Magnus Sam instills honesty and ethics in his aspirants for a value-driven approach to success.

571.  **Connoisseur** – (রসপণ্ডিত, বিশেষজ্ঞ)

Expert judge in matters of taste: authority: aficionado.

 Rural Bangladesh is home to connoisseurs of traditional music and crafts; students must become connoisseurs of their subjects to excel in exams; Magnus Sam is a connoisseur of exam preparation techniques, guiding aspirants to success.

572.  **Hegemony** – (প্রাধান্য, কর্তৃত্ব)

Dominance: leadership: control.

 The hegemony of urban markets over rural producers often affects fair pricing in Bangladesh; students must strive for intellectual hegemony by mastering their subjects; Magnus Sam's methods ensure aspirants achieve hegemony in competitive exams.

573.  **Animosity** – (বিদ্বেষ, শত্রুতা)

Hatred: hostility: strong dislike.

 Animosity between neighboring villages in Bangladesh often arises over land disputes; students should work to resolve animosity in group projects to foster teamwork; Magnus Sam promotes a supportive atmosphere, discouraging animosity among aspirants.

574.  **Axiom** – (সর্বজনবিদিত সত্য, স্বতঃসিদ্ধ)

Self-evident truth: universally accepted principle: established rule.

 The axiom "education is the key to progress" drives many initiatives in rural Bangladesh; students must remember the axiom "practice leads to perfection" during preparation; Magnus Sam bases his teaching on timeless axioms of hard work and perseverance.

575.  **Penchant** – (ঝোঁক, প্রবণতা)

Strong liking: inclination: tendency.

 Many rural artisans in Bangladesh have a penchant for creating intricate designs; students with a penchant for problem-solving excel in logical reasoning sections; Magnus Sam nurtures aspirants' penchant for learning through engaging lessons.

576.  **Exigency** – (জরুরি অবস্থা, অত্যাৱশ্যকতা)

Urgent need: demand: emergency.

 The exigency of rebuilding after floods in Bangladesh requires immediate action; students must prioritize their preparation during the exigency of approaching exam deadlines; Magnus Sam prepares aspirants to handle the exigencies of tough exam situations with ease.

577.  **Degenerate** – (অধঃপতিত হওয়া, নীতিভ্রষ্ট হওয়া)

To deteriorate: decline in quality: become morally corrupt.

 The fertile lands of rural Bangladesh risk degenerating due to excessive chemical use; students must not let their focus degenerate under the pressure of distractions; Magnus Sam helps aspirants maintain discipline and avoid degenerating into unproductive habits.

578. 🦋 **Singular** – (অদ্বিতীয়, ব্যতিক্রমী)

Unique: extraordinary: unusual.

🦋 The singular beauty of the Sundarbans attracts tourists from around the world; students with singular focus often excel in their academic pursuits; Magnus Sam's singular teaching style has helped countless aspirants achieve their IBA dreams.

579. 🦋 **Cacophony** – (বেসুরো শব্দ, বিরক্তিকর শব্দ)

Harsh mixture of sounds: discord: noisy chaos.

🦋 The cacophony of traffic in Dhaka often makes it difficult for students to concentrate; rural markets in Bangladesh are full of energy and cacophony during festivals; Magnus Sam ensures his sessions are free from the cacophony of confusion, offering clarity instead.

580. 🦋 **Subordinate** – (অধস্তন, গৌণ)

Lower in rank: secondary: dependent on something else.

🦋 Rural development projects in Bangladesh often rely on subordinate workers for implementation; students should not treat any subject as subordinate during preparation; Magnus Sam emphasizes that no topic is subordinate when aiming for success in IBA exams.

581. 🦋 **Tenacious** – (অনমনীয়, দৃঢ়)

Persistent: determined: holding firmly to a belief or goal.

🦋 The tenacious spirit of rural farmers in Bangladesh is admirable despite frequent adversities; students who are tenacious in their preparation often achieve outstanding results; Magnus Sam encourages aspirants to maintain a tenacious attitude in the face of challenges.

582. 🦋 **Redolent** – (সুগন্ধযুক্ত, স্মৃতিজাগানিয়া)

Having a pleasant smell: suggestive: reminiscent.

🦋 The redolent aroma of freshly harvested rice fields fills the air in rural Bangladesh; success in exams is often redolent of hard work and dedication; Magnus Sam's sessions are redolent with inspiration and a sense of achievement.

583. 🦋 **Insurgent** – (বিদ্রোহী, বিপ্লবী)

Rebel: revolutionary: one who opposes authority.

🦋 Insurgent groups in some regions of the world pose challenges to stability, unlike Bangladesh's peaceful rural areas; students should channel their insurgent energy into questioning outdated methods and finding innovative solutions; Magnus Sam inspires aspirants to be constructive thinkers rather than insurgents against proven strategies.

584. 🦋 **Oblique** – (বক্র, অস্পষ্ট)

Indirect: slanting: not straightforward.

🦋 Rural roads in Bangladesh often follow oblique paths due to the natural landscape; students should avoid writing oblique answers and focus on clarity; Magnus Sam ensures his aspirants tackle even oblique questions with precision and confidence.

585. 🦋 **Curtail** – (সংক্ষিপ্ত করা, সীমিত করা)

To reduce: shorten: limit.

🦋 Deforestation has curtailed wildlife habitats in Bangladesh's forests; students must curtail their time on distractions to focus on their studies; Magnus Sam's techniques help aspirants curtail unnecessary steps and maximize their efficiency.

586. 🦋 **Synthesis** – (সমন্বয়, সংমিশ্রণ)

Combination of elements: fusion: integration.

🦋 The synthesis of traditional and modern farming methods has improved productivity in rural Bangladesh; students should aim for a synthesis of theory and practice during preparation; Magnus Sam's teaching offers a perfect synthesis of strategies and concepts for success.

587.  **Contrived** – (কৃত্রিম, পরিকল্পিত)

Artificial: forced: deliberately created.

 Contrived solutions to rural issues in Bangladesh often fail to deliver sustainable results; students should avoid giving contrived answers and focus on authenticity; Magnus Sam's teaching methods are natural and engaging, never feeling contrived.

588.  **Placate** – (শান্ত করা, প্রশমিত করা)

To calm: appease: pacify.

 Village leaders in Bangladesh often placate disputes through dialogue and compromise; students must learn to placate their stress before exams to stay focused; Magnus Sam helps aspirants placate their doubts and build confidence.

589.  **Circumvent** – (ফাঁকি দেওয়া, এড়িয়ে যাওয়া)

To avoid: bypass: find a way around.

 Farmers often circumvent challenges in rural Bangladesh by adopting innovative techniques; students must not circumvent hard work, as shortcuts rarely lead to success; Magnus Sam ensures his aspirants face challenges head-on rather than circumventing them.

590.  **Infer** – (উপসংহার টানা, অনুমান করা)

To deduce: conclude from evidence: reason.

 Villagers in Bangladesh often infer weather changes from subtle environmental cues; students must learn to infer meanings from contextual clues during exams; Magnus Sam teaches aspirants how to infer correct answers in sentence completion questions.

591.  **Nepotism** – (স্বজনপ্রীতি)

Favoritism towards relatives: bias: unfair advantage.

 Nepotism in rural governance can hinder equal opportunities for all community members in Bangladesh; students must rely on their skills and avoid seeking nepotism-based advantages; Magnus Sam advocates for merit-based success and discourages any form of nepotism.

592.  **Predilection** – (বোঁক, পূর্বপছন্দ)

Preference: strong liking: inclination.

 Many rural artisans in Bangladesh have a predilection for intricate designs; students with a predilection for solving puzzles excel in logical reasoning sections; Magnus Sam nurtures each aspirant's predilection for learning and ensures their strengths are maximized.

593.  **Congenital** – (জন্মগত, সহজাত)

Present from birth: inherent: naturally occurring.

 Congenital resilience among rural Bangladeshis helps them endure challenges; students must cultivate their congenital curiosity to improve their knowledge; Magnus Sam identifies congenital strengths in his aspirants and helps them use them effectively.

594.  **Contingent** – (নির্ভরশীল, শর্তযুক্ত)

Dependent on something: conditional: possible but not certain.

 Rural farmers' income is contingent on favorable weather conditions in Bangladesh; students' success is contingent on consistent practice and preparation; Magnus Sam ensures his aspirants understand how contingent factors influence their performance.

595.  **Avow** – (প্রকাশ্যে ঘোষণা করা)

To declare openly: affirm: admit.

 Rural leaders in Bangladesh often avow their commitment to community welfare; students must avow their determination to succeed in competitive exams; Magnus Sam inspires aspirants to avow their ambitions and work tirelessly to achieve them.

596. 🦋 **Charlatan** – (ধোঁকাবাজ, ভণ্ড)

Impostor: fraud: one who pretends to have knowledge.

🦋 Charlatans offering quick fixes often mislead rural communities in Bangladesh; students must avoid charlatans who claim to provide shortcuts to success; Magnus Sam ensures aspirants rely on authentic guidance rather than deceptive charlatans.

597. 🦋 **Capricious** – (অস্থিরমতি, পরিবর্তনশীল)

Unpredictable: impulsive: changing suddenly.

🦋 Capricious weather patterns in Bangladesh make farming challenging for rural communities; students must adapt to capricious changes in exam patterns to stay ahead; Magnus Sam's structured guidance helps aspirants navigate even capricious scenarios effectively.

598. 🦋 **Accolade** – (সম্মান, প্রশংসা)

Award: honor: praise.

🦋 Rural heroes in Bangladesh deserve accolades for their contributions to the community; students feel a sense of pride when receiving accolades for their hard work; Magnus Sam's aspirants often earn accolades for their exceptional performance in IBA exams.

599. 🦋 **Protract** – (দীর্ঘায়িত করা, দীর্ঘসূত্রিতা করা)

To prolong: extend in time: delay unnecessarily.

🦋 Protracted land disputes often hinder development in rural Bangladesh; students must avoid protracting their preparation schedule and stick to deadlines; Magnus Sam ensures his aspirants complete their preparation efficiently without protracting unnecessary steps.

600. 🦋 **Ponderous** – (ভারী, ক্লান্তিকর)

Heavy and slow: dull: laborious.

🦋 Rural farmers often carry ponderous loads of crops after harvests in Bangladesh; students must avoid a ponderous approach to study and focus on engaging methods; Magnus Sam's lively teaching style prevents aspirants from feeling burdened by ponderous topics.

601. 🦋 **Sensory** – (ইন্দ্রিয়-সংক্রান্ত)

Relating to the senses: involving perception: physical.

🦋 The sensory experience of rural Bangladesh includes the aroma of paddy fields and the sound of rivers; students can use sensory memory techniques to retain information better; Magnus Sam integrates sensory learning strategies to enhance his students' retention.

602. 🦋 **Stymie** – (ব্যাহত করা, বাধা সৃষ্টি করা)

To block: hinder: prevent progress.

🦋 Frequent flooding in Bangladesh stymies the development of rural infrastructure; distractions often stymie students' progress during preparation; Magnus Sam helps aspirants overcome anything that stymies their journey toward IBA success.

603. 🦋 **Refute** – (খণ্ডন করা, ভুল প্রমাণ করা)

To disprove: argue against: show something to be false.

🦋 Policymakers in Bangladesh refute claims that development projects are biased toward urban areas; students must refute incorrect ideas with evidence during group discussions; Magnus Sam teaches aspirants to refute challenging questions with confidence and logic.

604. 🦋 **Homogeneous** – (সমজাতীয়, একরূপ)

Of the same kind: uniform: consistent.

🦋 Many rural communities in Bangladesh are homogeneous in culture and traditions; students often prefer homogeneous study groups for better collaboration; Magnus Sam's strategies ensure a homogeneous approach to tackling similar types of questions in exams.

605.  **Rebut** – (খণ্ডন করা, পাল্টা যুক্তি দেওয়া)

To contradict: respond with evidence: argue against.

 Teachers in rural Bangladesh often rebut students' misconceptions with clear explanations; students should learn to rebut wrong answers in logical reasoning sections; Magnus Sam encourages aspirants to rebut doubts with solid practice and knowledge.

606.  **Chronicle** – (ইতিহাস লিপিবদ্ধ করা)

A record of events: detailed account: narrative.

 The chronicles of Bangladesh's independence inspire the youth to contribute to national growth; students should chronicle their preparation journey to track progress; Magnus Sam's lessons are a well-organized chronicle of strategies for IBA success.

607.  **Amenity** – (সুবিধা, আরামদায়ক ব্যবস্থা)

Something that adds comfort: convenience: feature.

 The government is working to improve basic amenities in rural Bangladesh; students benefit from the amenity of a peaceful study environment; Magnus Sam ensures his teaching environment provides all necessary amenities for effective learning.

608.  **Lethargy** – (অলসতা, স্ববিরতা)

Lack of energy: sluggishness: inactivity.

 The lethargy caused by extreme heat often affects rural workers in Bangladesh; students must overcome lethargy to stay consistent in their preparation; Magnus Sam's motivational sessions help aspirants break free from lethargy and stay energized.

609.  **Eminent** – (বিশিষ্ট, খ্যাতিনামা)

Famous: outstanding: highly respected.

 Eminent figures in Bangladesh's history continue to inspire the nation's youth; students often look up to eminent scholars for guidance and motivation; Magnus Sam is an eminent mentor for aspirants aiming to succeed in IBA exams.

610.  **Onerous** – (কঠিন, বোঝাস্বরূপ)

Burdensome: requiring great effort: troublesome.

 Farmers in Bangladesh often face onerous tasks during planting and harvesting seasons; students should break onerous topics into smaller sections for easier understanding; Magnus Sam simplifies onerous concepts to make them more approachable for aspirants.

611.  **Acronym** – (সংক্ষিপ্ত রূপ, আদ্যক্ষর দিয়ে গঠিত শব্দ)

Word formed from initial letters: abbreviation: short form.

 Acronyms like NGO are widely used in Bangladesh to simplify organizational names; students should learn the acronyms of important terms for exams; Magnus Sam introduces memory techniques using acronyms to help aspirants retain key points.

612.  **Recalcitrant** – (অবাধ্য, একগুঁয়ে)

Stubbornly resistant: uncooperative: defiant.

 Some rural communities in Bangladesh remain recalcitrant to adopting modern agricultural techniques; students must overcome recalcitrant habits like avoiding challenging topics; Magnus Sam encourages aspirants to turn recalcitrant resistance into productive determination.

613.  **Turpitude** – (নৈতিক অবক্ষয়, দুর্ভাচার)

Moral corruption: wickedness: depravity.

 Acts of turpitude often delay progress in rural governance in Bangladesh; students must avoid academic turpitude like cheating during exams; Magnus Sam instills strong values in his aspirants to ensure they stay away from turpitude in their academic journey.

614. **Discreet** – (সতর্ক, বিচক্ষণ)

Careful: tactful: showing good judgment.

 Village elders in Bangladesh often offer discreet advice to resolve conflicts; students must be discreet in managing their time and priorities during preparation; Magnus Sam ensures aspirants develop the discretion to choose effective strategies over inefficient ones.

615. **Milieu** – (পরিবেশ, সামাজিক আবহ)

Environment: surroundings: setting.

 The cultural milieu of rural Bangladesh fosters creativity and community bonding; students thrive in a positive milieu that supports their learning journey; Magnus Sam creates a motivating milieu where aspirants feel encouraged to excel.

616. **Audacity** – (দুঃসাহস, স্পর্ধা)

Boldness: daring: willingness to take risks.

 Rural entrepreneurs in Bangladesh often display great audacity by trying innovative ideas; students must show audacity when tackling difficult exam questions; Magnus Sam inspires aspirants to have the audacity to dream big and achieve their goals.

617. **Incandescent** – (জ্বলজ্বলে, দীপ্তিময়)

Brilliant: glowing: full of energy and passion.

 The incandescent light of oil lamps still illuminates many rural homes in Bangladesh; students with incandescent enthusiasm often achieve remarkable success; Magnus Sam's teaching style is incandescent, igniting a passion for learning among aspirants.

618. **Antipathy** – (বিদ্বেষ, বিতৃষ্ণা)

Strong dislike: hostility: aversion.

 Rural farmers often feel antipathy toward exploitative middlemen; students must overcome their antipathy toward challenging subjects by adopting a positive attitude; Magnus Sam helps aspirants replace antipathy with curiosity and engagement.

619. **Fabrication** – (মিথ্যা কথা, তৈরি করা)

Falsehood: invention: something made up.

 Fabrication of data in reports often leads to issues in rural development projects in Bangladesh; students must avoid fabrication in their academic work and stick to facts; Magnus Sam encourages honesty and warns against fabrications during exams.

620. **Alloy** – (ধাতুর মিশ্রণ, মিশ্রিত করা)

A mixture of metals: blend: something that weakens or lessens.

 Rural artisans in Bangladesh often work with alloys to create tools and ornaments; students should aim for a pure focus on their goals without allowing alloys of distraction; Magnus Sam's guidance ensures aspirants maintain their focus without alloys of doubt.

621. **Perquisite** – (অতিরিক্ত সুবিধা, সুবিধাভোগ)

Extra benefit: privilege: perk.

 Farmers in rural Bangladesh often receive perquisites from government programs during harvest seasons; students view success in mock exams as a perquisite of their hard work; Magnus Sam offers aspirants the perquisite of personalized guidance alongside general strategies.

622. **Intractable** – (অবাস্য, জটিল)

Difficult to manage: stubborn: hard to solve.

 Intractable land disputes often hinder rural development in Bangladesh; students must tackle intractable topics with patience and consistent effort; Magnus Sam breaks down intractable problems into simpler steps for aspirants to master.

623.  **Desultory** – (এলোমেলো, লক্ষ্যহীন)

Lacking focus: aimless: disconnected.

 Desultory efforts in rural electrification often fail to bring meaningful change in Bangladesh; students must avoid desultory study habits and follow a structured plan; Magnus Sam ensures aspirants stay on track and avoid desultory approaches to preparation.

624.  **Histrionic** – (নাটকীয়, অতিরঞ্জিত)

Overly dramatic: theatrical: exaggerated.

 Some village leaders in Bangladesh resort to histrionic speeches to garner attention; students should avoid histrionic responses during interviews and remain composed; Magnus Sam teaches aspirants to communicate effectively without resorting to histrionic behavior.

625.  **Unremitting** – (অবিরাম, স্থায়ী)

Constant: never stopping: persistent.

 The unremitting efforts of farmers in Bangladesh ensure food security despite challenges; students must maintain unremitting dedication to their studies for success; Magnus Sam encourages his aspirants to adopt an unremitting approach to achieving their dreams.

626.  **Encroach** – (অবৈধভাবে হস্তক্ষেপ করা, অনধিকারপ্রবেশ করা)

To trespass: invade: intrude gradually.

 Urban development in Bangladesh often encroaches on fertile farmland; students must ensure distractions do not encroach on their study schedules; Magnus Sam helps aspirants protect their focus from anything that might encroach on their progress.

627.  **Fraternal** – (ভ্রাতৃপ্রতিম, সৌহার্দ্যপূর্ণ)

Brotherly: relating to a close bond: friendly.

 Rural communities in Bangladesh foster fraternal relationships through collective work; students should maintain fraternal cooperation during group studies; Magnus Sam's classes promote a fraternal atmosphere where aspirants support each other's growth.

628.  **Flout** – (অবজ্ঞা করা, ভুঙ্খতাম্বিল্য করা)

To mock: disregard: show contempt.

 Some people flout environmental regulations, leading to pollution in rural Bangladesh; students should never flout exam rules and maintain integrity; Magnus Sam teaches aspirants to respect guidelines and avoid flouting any academic principles.

629.  **Exacting** – (কঠোর, প্রয়োজনীয়তায় কঠিন)

Demanding: requiring great effort: strict.

 The exacting nature of farming in Bangladesh requires immense dedication from farmers; students must meet the exacting standards of competitive exams to succeed; Magnus Sam's exacting methods ensure aspirants achieve their best potential.

630.  **Benign** – (হিতকর, সদয়)

Kind: harmless: gentle and beneficial.

 The benign climate of rural Bangladesh supports agricultural productivity; teachers should adopt a benign approach when guiding struggling students; Magnus Sam's benign guidance inspires confidence and growth in his aspirants.

631.  **Recondite** – (দূর্বোধ্য, গভীর)

Difficult to understand: obscure: profound.

 The recondite traditions of rural Bangladesh reflect its rich cultural heritage; students must tackle recondite topics in their syllabus with patience and effort; Magnus Sam simplifies recondite concepts, making them accessible to all aspirants.

632. **Categorical** – (স্পষ্ট, দ্ব্যর্থহীন)

Absolute: without exception: clear and direct.

 The government made a categorical statement supporting rural development in Bangladesh; students must provide categorical answers during exams to avoid ambiguity; Magnus Sam ensures aspirants approach questions with categorical clarity and precision.

633. **Utilitarian** – (উপযোগবাদী, ব্যবহারিক)

Practical: designed for usefulness: functional.

 Many rural homes in Bangladesh have a utilitarian design for efficiency; students should adopt a utilitarian approach by focusing on practical strategies for exams; Magnus Sam combines a utilitarian approach with motivational elements to maximize learning outcomes.

634. **Genre** – (ধারা, শৈলী)

Category: type: style of art or literature.

 The Baul music genre is an essential part of Bangladesh's cultural identity; students should explore different genres of study materials to enhance their knowledge; Magnus Sam introduces diverse genres of learning techniques to engage aspirants.

635. **Sagacious** – (জ্ঞানী, বিচক্ষণ)

Wise: showing good judgment: insightful.

 Sagacious village leaders in Bangladesh guide their communities through challenges; students must make sagacious decisions about time management during preparation; Magnus Sam's sagacious advice ensures aspirants stay focused and achieve their goals.

636. **Gesticulate** – (অঙ্গভঙ্গি করে বোঝানো)

To make gestures: express through motion: wave hands while speaking.

 Teachers in rural Bangladesh often gesticulate to make lessons engaging for children; students can use gesticulations to explain ideas clearly during group discussions; Magnus Sam's dynamic teaching includes gesticulations that keep aspirants captivated.

637. **Renounce** – (ত্যাগ করা, বর্জন করা)

To give up: abandon: formally declare against.

 Many villagers in Bangladesh renounce outdated farming methods for modern techniques; students should renounce distractions to focus on exam preparation; Magnus Sam inspires aspirants to renounce self-doubt and embrace confidence.

638. **Ad-lib** – (তৎক্ষণাৎ বলা, প্রস্তুতিহীন বক্তব্য)

Spontaneous: improvisational: spoken or done without preparation.

 Rural performers in Bangladesh often ad-lib songs during cultural events; students should avoid ad-lib answers in exams and rely on structured responses; Magnus Sam trains aspirants to reduce reliance on ad-libbing by practicing thoroughly.

639. **Allusion** – (ইঙ্গিত, পরোক্ষ উল্লেখ)

Indirect reference: hint: mention without explicit detail.

 Rural folk tales in Bangladesh often include allusions to historical events; students must understand the context of literary allusions in comprehension sections; Magnus Sam explains difficult allusions in exam questions to simplify understanding.

640. **Bemused** – (বিভ্রান্ত, হতবুদ্ধি)

Confused: puzzled: lost in thought.

 Farmers often feel bemused by sudden changes in weather patterns in Bangladesh; students must clarify any topic they feel bemused about during preparation; Magnus Sam ensures his aspirants never remain bemused by providing detailed explanations.

641.  **Benefactor** – (উপকারী, দাতা)

One who provides help: patron: supporter.

 NGOs act as benefactors for many rural communities in Bangladesh; students often acknowledge their teachers as benefactors of their success; Magnus Sam is seen as a benefactor who guides aspirants toward achieving their goals.

642.  **Indigenous** – (স্থানীয়, আদিবাসী)

Native: originating in a specific place: local.

 The indigenous crafts of rural Bangladesh are celebrated worldwide for their uniqueness; students should appreciate the indigenous methods of learning developed over generations; Magnus Sam combines global insights with indigenous strategies for exam preparation.

643.  **Insatiable** – (অতৃপ্ত, সীমাহীন)

Impossible to satisfy: greedy: never content.

 The insatiable curiosity of rural children in Bangladesh drives them to learn despite limited resources; students must have an insatiable thirst for knowledge to excel; Magnus Sam fuels the insatiable drive of his aspirants to strive for success.

644.  **Panacea** – (সর্বব্যাহির, সকল সমস্যার সমাধান)

Universal cure: solution for all problems: remedy.

 Education is often seen as a panacea for poverty in rural Bangladesh; there is no single panacea for exam success—consistent effort is required; Magnus Sam provides strategies that act as a panacea for aspirants' preparation challenges.

645.  **Rebuke** – (তীব্র ভর্তসনা করা, তিরস্কার করা)

To criticize harshly: reprimand: express disapproval.

 Village elders in Bangladesh often rebuke youths for neglecting traditional values; students must accept constructive rebuke from teachers to improve; Magnus Sam provides feedback that is firm yet constructive, avoiding harsh rebuke.

646.  **Exonerate** – (দোষমুক্ত করা, নির্দোষ প্রমাণ করা)

To free from blame: absolve: vindicate.

 Wrongfully accused villagers often struggle to be exonerated in Bangladesh's legal system; students must exonerate themselves from blame for past failures by working harder; Magnus Sam helps aspirants exonerate their doubts with clear strategies.

647.  **Officious** – (অত্যধিক হস্তক্ষেপকারী, বেশি উদ্যোগী)

Meddlesome: overly eager to offer help: interfering.

 Officious middlemen often create challenges for farmers in rural Bangladesh; students must avoid officious behavior in group projects to maintain harmony; Magnus Sam ensures his aspirants develop confidence without being officious.

648.  **Abate** – (হ্রাস করা, প্রশমিত করা)

To reduce: lessen: subside.

 Relief efforts often help abate the suffering caused by natural disasters in Bangladesh; students can abate exam stress through proper planning and rest; Magnus Sam's guidance helps aspirants abate their fears and increase their confidence.

649.  **Hypothetical** – (কল্পিত, অনুমানমূলক)

Based on assumption: not real: theoretical.

 Many rural development plans in Bangladesh remain hypothetical without proper execution; students should practice hypothetical questions to strengthen their analytical skills; Magnus Sam teaches aspirants how to approach hypothetical scenarios effectively in exams.

650.  **Patent** – (সুস্পষ্ট, প্রকাশ্য)

Obvious: evident: easily noticeable.

✍ The patent benefits of modern irrigation systems are visible in rural Bangladesh; students must identify patent errors in mock tests to avoid them in the actual exam; Magnus Sam ensures aspirants recognize patent mistakes and correct them quickly.

651. ✍ **Perjury** – (মিথ্যা সাক্ষ্য)

The act of lying under oath: false testimony: dishonesty in legal statements.

✍ Many people in Bangladesh avoid perjury during legal disputes to maintain their integrity; students must steer clear of perjury-like behavior in academic assessments; rural communities respect honesty and discourage any form of perjury.

652. ✍ **Sloth** – (অলসতা, কর্মবিমূখতা)

Laziness: reluctance to work: habitual inactivity.

✍ Sloth among some students in Bangladesh often leads to missed opportunities; farmers in rural Bangladesh show no sloth when working hard to ensure good harvests; Magnus Sam motivates aspirants to replace sloth with consistent efforts.

653. ✍ **Enervate** – (দুর্বল করা, শক্তিহীন করা)

To weaken: sap energy: exhaust.

✍ Long hours under the sun can enervate farmers in rural Bangladesh; procrastination can enervate a student's motivation during exam preparation; Magnus Sam teaches techniques to prevent mental fatigue and stay focused.

654. ✍ **Hiatus** – (বিরতি, শূন্যতা)

A break or interruption: gap: pause.

✍ After a brief hiatus, rural schools in Bangladesh resumed classes post-floods; students must utilize a hiatus in their schedule to recharge and refocus; Magnus Sam advises making the most of any hiatus to strengthen weak areas in preparation.

655. ✍ **Querulous** – (অসন্তুষ্ট, সবসময় অভিযোগ করে এমন)

Complaining: irritable: whining in nature.

✍ Querulous customers in rural markets often demand better quality products; students should avoid a querulous attitude and instead focus on solutions; Magnus Sam encourages aspirants to replace querulous tendencies with resilience and positivity.

656. ✍ **Inundate** – (প্লাবিত করা, ভারাক্রান্ত করা)

To overwhelm: flood: saturate.

✍ Heavy rains inundate many low-lying areas in Bangladesh every monsoon; students can feel inundated with materials if they don't plan their studies well; Magnus Sam provides structured guidance to aspirants so they are not inundated with confusion.

657. ✍ **Amiable** – (অমায়িক, বন্ধুত্বপূর্ণ)

Friendly: agreeable: pleasant in nature.

✍ Amiable teachers in rural schools make students feel welcomed and motivated; an amiable attitude helps students build strong peer networks for group studies; Magnus Sam's amiable demeanor ensures students feel supported throughout their preparation.

658. ✍ **Scrupulous** – (অত্যন্ত সতর্ক, বিবেকবান)

Diligent and thorough: morally upright: careful about details.

✍ Scrupulous auditing ensures transparency in Bangladesh's rural development projects; students who take a scrupulous approach to their studies often excel in exams; Magnus Sam teaches aspirants the value of being scrupulous while answering IBA questions.

659. ✍ **Collusion** – (গোপন চুক্তি, ষড়যন্ত্র)

Secret agreement for a deceitful purpose: conspiracy: covert cooperation.

✍ Allegations of collusion between vendors often arise in Bangladeshi markets; rural leaders discourage collusion in

community projects to ensure fairness; Magnus Sam advises aspirants to focus on ethical preparation, avoiding any collusion in exams.

660. 📖 **Pivotal** – (গুরুত্বপূর্ণ, কেন্দ্রস্থল)

Crucial: essential: of central importance.

✍️ Access to education is pivotal for rural development in Bangladesh; maintaining discipline is pivotal for students preparing for competitive exams; Magnus Sam's guidance plays a pivotal role in helping aspirants achieve their dreams.

661. 📖 **Ephemeral** – (ক্ষণস্থায়ী, অস্থায়ী)

Short-lived: fleeting: lasting for a brief time.

✍️ Ephemeral trends often dominate Dhaka's fashion scene but fade quickly; students should focus on lasting knowledge rather than ephemeral shortcuts; rural artisans create ephemeral yet breathtaking works during seasonal festivals.

662. 📖 **Marshal** – (সংগঠিত করা, সাজানো)

To arrange or gather: organize: bring together systematically.

✍️ Rural farmers marshal their resources to prepare for the planting season; students should marshal their thoughts before writing essays; Magnus Sam helps aspirants marshal their skills and strategies for IBA success.

663. 📖 **Disinterested** – (নিরপেক্ষ, আগ্রহহীন)

Impartial: not influenced by personal gain: unbiased.

✍️ A disinterested approach by policymakers ensures fairness in rural initiatives; teachers should be disinterested evaluators while grading students' performance; Magnus Sam's disinterested and honest feedback helps students improve efficiently.

664. 📖 **Transient** – (ক্ষণস্থায়ী, অস্থায়ী)

Temporary: passing quickly: not permanent.

✍️ The transient nature of rural festivals adds charm to their celebrations; exam anxiety is transient and can be managed with proper preparation; Magnus Sam teaches students to view failures as transient and focus on long-term goals.

665. 📖 **Acquisitive** – (লোভী, কুড়িয়ে নিতে আগ্রহী)

Eager to acquire: greedy: focused on gaining wealth or knowledge.

✍️ Rural farmers often have acquisitive goals of expanding their landholdings; students should be acquisitive about learning new skills and techniques; Magnus Sam's aspirants are acquisitive for strategies to excel in their exams.

666. 📖 **Mercenary** – (অর্থলিপ্সু, ভাড়াটে সৈনিক)

Primarily concerned with making money: motivated by personal gain: hired soldier.

✍️ Mercenary interests often disrupt community harmony in rural Bangladesh; students must focus on passion for learning rather than mercenary motives; some urban businesses are criticized for taking mercenary approaches to profit.

667. 📖 **Tacit** – (নীর্বাক, মৌন)

Implied without being spoken: understood indirectly: unspoken.

✍️ Tacit understanding among rural neighbors fosters a sense of trust and unity; teachers often rely on students' tacit willingness to participate in class; Magnus Sam creates a tacit bond of motivation among his students through his teaching style.

668. 📖 **Adroit** – (কুশলী, দক্ষ)

Skillful: clever: resourceful in handling situations.

✍️ Adroit farmers in rural Bangladesh use innovative techniques to maximize yields; students should develop adroit problem-solving skills for competitive exams; Magnus Sam helps aspirants become adroit in tackling complex IBA questions with confidence.

669. 📖 **Domestic** – (গৃহস্থালি, আভ্যন্তরীণ)

Relating to home: local: not foreign.

✍️ Domestic tourism in Bangladesh is thriving due to the beauty of its rural areas; students must balance domestic responsibilities with their academic pursuits; Magnus Sam supports students in managing both their domestic and academic commitments.

670. 📖 **Manifest** – (প্রকাশ করা, স্পষ্ট)

To display or show: evident: clearly apparent.

✍️ Rural entrepreneurs manifest great resilience in the face of challenges; students should manifest their dedication through consistent efforts; Magnus Sam's teaching manifests his passion for helping students achieve their goals.

671. 📖 **Allege** – (অভিযোগ করা, দাবি করা)

To claim without proof: assert: accuse.

✍️ Many villagers allege unfair practices in resource distribution by local authorities; students should avoid alleging problems without investigating thoroughly; allegations of dishonesty in exams are detrimental to academic integrity.

672. 📖 **Culinary** – (রন্ধনসংক্রান্ত, রান্নার)

Relating to cooking: gastronomic: food preparation.

✍️ Culinary skills in rural Bangladesh are reflected in traditional dishes like pithas; students often experiment with culinary creativity during leisure hours; the culinary traditions of Bangladesh attract tourists from all over the world.

673. 📖 **Autocratic** – (স্বৈরাচারী, একনায়কতান্ত্রিক)

Absolute in power: dictatorial: authoritarian.

✍️ Autocratic leaders often face criticism in Bangladesh's political history; students dislike autocratic teachers and prefer collaborative learning environments; Magnus Sam ensures his mentoring approach is inclusive and far from autocratic.

674. 📖 **Pernicious** – (অত্যন্ত ক্ষতিকর, ধ্বংসাত্মক)

Harmful: causing great damage: injurious.

✍️ Pernicious practices like overuse of pesticides harm rural farming in Bangladesh; procrastination is a pernicious habit that affects academic success; Magnus Sam helps aspirants identify and eliminate pernicious study methods.

675. 📖 **Profuse** – (অত্যন্ত প্রাচুর্যপূর্ণ, উদার)

Abundant: excessive: generous.

✍️ Rural Bangladesh sees profuse greenery during the monsoon season; students should take profuse notes during lectures for effective revision; Magnus Sam provides profuse resources and strategies to help students excel in their exams.

676. 📖 **Matriculate** – (ভর্তি হওয়া, বিশ্ববিদ্যালয়ে অন্তর্ভুক্তি)

To enroll in a college or university: gain admission: join formally.

✍️ Many students from rural Bangladesh dream of matriculating into prestigious universities; successful matriculation often marks the beginning of a bright academic journey; Magnus Sam inspires students to matriculate into IBA and achieve their dreams.

677. 📖 **Paltry** – (ভুচ্ছ, নগণ্য)

Insignificant: small in amount: worthless.

✍️ Many rural workers in Bangladesh struggle with paltry wages despite hard labor; students must not let paltry setbacks discourage them from their goals; Magnus Sam emphasizes the importance of valuing every effort, no matter how paltry it may seem initially.

678. 📖 **Desiccate** – (শুষ্ক করা, শুকিয়ে ফেলা)

To dry thoroughly: remove moisture: preserve by drying.

✍️ Farmers in rural Bangladesh desiccate grains before storing them for long periods; desiccated study materials lack

engagement and hinder learning; the desiccated soil in drought-prone areas of Bangladesh poses challenges for agriculture.

679.  **Palpable** – (স্পষ্ট, অনুভবযোগ্য)

Easily perceived: tangible: obvious.

 The excitement was palpable during the victory celebrations of Bangladesh's cricket team; students often feel palpable tension before exams; Magnus Sam creates a palpable sense of confidence among his aspirants through his motivational sessions.

680.  **Hackneyed** – (গতানুগতিক, চর্চিতচর্ষণ)

Overused: lacking originality: clichéd.

 Hackneyed study techniques often fail to engage students effectively; rural plays in Bangladesh avoid hackneyed plots to keep the audience entertained; Magnus Sam discourages hackneyed approaches to problem-solving and promotes innovative thinking.

681.  **Sacrilege** – (অপবিত্রতা, ধর্মহিন্দা)

Violation of something sacred: disrespect toward sacred things: irreverence.

 Cutting ancient trees in rural Bangladesh is often seen as a sacrilege by locals; students should treat knowledge as sacred and avoid actions akin to sacrilege; respecting Bangladesh's cultural heritage is essential to prevent sacrilege.

682.  **Belie** – (মিথ্যা প্রমাণ করা, অস্বীকার করা)

To contradict: misrepresent: give a false impression.

 The vibrant spirit of rural Bangladesh belies the challenges faced by its people; students should not let a single failure belie their potential for success; Magnus Sam ensures that setbacks do not belie aspirants' confidence in their abilities.

683.  **Antithesis** – (বিরোধিতা, বিপরীত)

Exact opposite: contrast: direct opposition.

 The bustling life of Dhaka is the antithesis of the serene rural landscapes of Bangladesh; procrastination is the antithesis of effective preparation; Magnus Sam's proactive guidance is the antithesis of traditional rote learning methods.

684.  **Accrue** – (জমা হওয়া, বৃদ্ধি পাওয়া)

To accumulate: increase over time: grow naturally.

 Interest accrues in rural savings schemes that promote financial inclusion; students accrue knowledge with consistent study habits; Magnus Sam's strategies help aspirants accrue confidence as they progress through their preparation journey.

685.  **Sentient** – (সংবেদনশীল, সচেতন)

Able to perceive or feel: conscious: aware.

 Rural communities in Bangladesh treat animals as sentient beings deserving care and respect; sentient engagement with study materials leads to deeper understanding; Magnus Sam inspires aspirants to become sentient learners, fully engaged in their preparation.

686.  **Alchemy** – (রসায়নবিদ্যা, জাদুবিদ্যা)

Magical transformation: turning something ordinary into extraordinary: a seemingly magical process.

 The economic growth in Bangladesh feels like alchemy when viewed over the years; effective guidance turns raw talent into polished skills, much like alchemy; Magnus Sam's teaching methods create the alchemy of transforming aspirants into achievers.

687.  **Acquiesce** – (মেনে মেনে মেনে নেওয়া, সম্মতি দেওয়া)

To accept without protest: comply passively: agree reluctantly.

 Rural farmers often acquiesce to unfavorable crop prices due to lack of alternatives; students must not acquiesce to

challenges but tackle them head-on; Magnus Sam teaches aspirants not to acquiesce to mediocrity but to strive for excellence.

688.  **Distinguish** – (পার্থক্য করা, পৃথক করা)

To recognize differences: set apart: differentiate.

 The ability to distinguish between reliable and unreliable sources is crucial for students; rural artisans distinguish themselves with unique craftsmanship; Magnus Sam helps aspirants distinguish between effective and ineffective strategies for exam preparation.

689.  **Conjure** – (জাদুবিদ্যা দিয়ে আনা, মনে করিয়ে দেওয়া)

To summon or bring into being: call to mind: produce magically.

 Traditional healers in rural Bangladesh are often believed to conjure remedies; students should conjure creative ideas for solving complex problems; Magnus Sam conjures innovative methods to simplify tough concepts for his aspirants.

690.  **Assiduous** – (পরিশ্রমী, অধ্যবসায়ী)

Diligent: persistent: showing great care and effort.

 Assiduous farmers in rural Bangladesh work tirelessly for better yields; assiduous preparation helps students excel in competitive exams; Magnus Sam emphasizes the importance of being assiduous to achieve long-term success.

691.  **Adjunct** – (সহায়ক, যোগকৃত)

Something added as a supplement: not essential: accessory.

 Vocational training acts as an adjunct to formal education in rural Bangladesh; additional practice materials are an adjunct to students' regular coursework; Magnus Sam provides adjunct resources that complement his aspirants' core learning.

692.  **Harbinger** – (অগ্রদূত, পূর্বাভাস)

A sign or forerunner: something that signals the approach of another: precursor.

 Early rains are often seen as harbingers of a good harvest in rural Bangladesh; the success of practice exams can be a harbinger of overall success; Magnus Sam's innovative strategies are a harbinger of triumph for IBA aspirants.

693.  **Anomaly** – (অস্বাভাবিকতা, ব্যতিক্রম)

Something unusual: deviation from the norm: irregularity.

 The extreme weather in Bangladesh this year was an anomaly compared to previous years; students should learn to handle anomalies in exam patterns confidently; Magnus Sam helps aspirants navigate anomalies in question styles and formats.

694.  **Laconic** – (অল্পকথায় প্রকাশ করা, সংক্ষিপ্ত)

Using few words: concise: brief but meaningful.

 Farmers in rural Bangladesh often give laconic responses due to their reserved nature; writing laconic answers is an essential skill for competitive exams; Magnus Sam teaches aspirants how to deliver laconic yet impactful answers.

695.  **Judicious** – (বিচক্ষণ, সুবিবেচক)

Showing good judgment: wise: sensible.

 Judicious use of resources is crucial for sustainable rural development in Bangladesh; students should make judicious decisions when allocating their study time; Magnus Sam's judicious advice ensures aspirants maximize their chances of success.

696.  **Broach** – (আলোচনা শুরু করা, উপস্থাপন করা)

To bring up for discussion: introduce: mention for the first time.

 Rural leaders in Bangladesh broach discussions about improving agricultural methods; students often hesitate to broach difficult topics during group studies; Magnus Sam encourages aspirants to broach their doubts to strengthen their understanding.

697. 📖 **Pedantic** – (শিক্ষকসুলভ, অতি বিদ্বান)

Overly concerned with details: excessively academic: narrowly focused.

✍️ Pedantic behavior in classrooms often disengages students; teachers in rural Bangladesh focus on practical learning rather than pedantic methods; Magnus Sam ensures his teaching is engaging and avoids being overly pedantic.

698. 📖 **Impervious** – (অভেদ্য, অনাক্রম্য)

Not affected by: resistant: impenetrable.

✍️ Impervious roofs are essential for homes in flood-prone areas of Bangladesh; students should be impervious to distractions while preparing for exams; Magnus Sam inspires his aspirants to remain impervious to negativity and focus on their goals.

699. 📖 **Profess** – (দাবি করা, স্বীকার করা)

To declare openly: claim: affirm or admit.

✍️ Many rural leaders in Bangladesh profess their dedication to improving living standards; students often profess their desire to succeed but need consistent action to achieve it; Magnus Sam professes confidence in his aspirants and their potential to excel.

700. 📖 **Aristocratic** – (অভিজাত, সম্ভ্রান্ত)

Relating to the upper class: noble: refined.

✍️ Aristocratic families in Bangladesh have played a significant role in the country's history; students must focus on merit rather than aristocratic privileges to achieve success; Magnus Sam teaches that dedication is more valuable than aristocratic connections.

701. 📖 **Astute** – (তীক্ষ্ণ, বিচক্ষণ)

Clever: shrewd: able to accurately assess situations.

✍️ Astute entrepreneurs in rural Bangladesh turn challenges into opportunities; students must develop astute problem-solving skills for competitive exams; Magnus Sam trains aspirants to approach difficult questions with an astute mindset.

702. 📖 **Solicitous** – (পরম যত্নশীল, উদ্বিগ্ন)

Showing concern or care: attentive: worried.

✍️ Teachers in rural schools are solicitous about their students' well-being and progress; students should be solicitous about improving their weaker areas; Magnus Sam is solicitous in guiding each aspirant toward achieving their potential.

703. 📖 **Parochial** – (সঙ্কীর্ণ, গির্জাসংক্রান্ত)

Narrow-minded: limited in scope: restricted.

✍️ Parochial attitudes in rural Bangladesh sometimes hinder the adoption of modern techniques; students should avoid parochial thinking and embrace diverse perspectives; Magnus Sam inspires aspirants to think beyond parochial boundaries and aim for global opportunities.

704. 📖 **Perturb** – (বিস্থিত করা, চিন্তিত করা)

To disturb: make anxious: unsettle.

✍️ Sudden storms often perturb farmers in rural Bangladesh during harvest season; students should not let minor setbacks perturb their focus on exams; Magnus Sam's calm demeanor ensures his aspirants are not perturbed by challenges.

705. 📖 **Comprise** – (অন্তর্ভুক্ত করা, গঠিত হওয়া)

To consist of: include: make up.

✍️ The Sundarbans comprises diverse flora and fauna unique to Bangladesh; a solid preparation strategy comprises consistent practice and revision; Magnus Sam's courses comprise comprehensive techniques for IBA success.

706. 📖 **Robust** – (শক্তিশালী, বলিষ্ঠ)

Strong and healthy: vigorous: sturdy.

✍ The robust growth of Bangladesh's garment industry has boosted the economy; students need robust preparation to tackle competitive exams; Magnus Sam's robust guidance ensures his aspirants are well-prepared and confident.

707. ✍ **Prodigy** – (অদ্বুত প্রতিভা, বিস্ময়কর শিশু)

A highly talented child or person: extraordinary genius: marvel.

✍ Rural Bangladesh occasionally produces a prodigy who excels in national competitions; students who work diligently often unlock the prodigy within themselves; Magnus Sam helps uncover the prodigious potential of his aspirants through structured mentorship.

708. ✍ **Approbation** – (অনুমোদন, প্রশংসা)

Approval: praise: formal commendation.

✍ Rural leaders often receive approbation for improving local infrastructure in Bangladesh; students feel motivated when teachers express approbation for their efforts; Magnus Sam's teaching style earns approbation from both aspirants and their parents.

709. ✍ **Gregarious** – (মিশুক, সামাজিক)

Sociable: enjoying company: outgoing.

✍ Gregarious youths in Bangladesh thrive in group projects and community events; gregarious study groups often help students exchange valuable insights; Magnus Sam fosters a gregarious learning environment where students share and grow together.

710. ✍ **Ardent** – (উৎসাহী, আবেগপূর্ণ)

Passionate: enthusiastic: fervent.

✍ Ardent farmers in Bangladesh work tirelessly for better yields despite challenges; students must remain ardent in their pursuit of academic excellence; Magnus Sam's ardent belief in his students' potential inspires them to work harder.

711. ✍ **Adjourn** – (স্বগিত করা, বিরতি দেওয়া)

To suspend temporarily: postpone: delay.

✍ Village meetings in rural Bangladesh are often adjourned due to sudden weather changes; students should avoid adjournments in their study schedule unless absolutely necessary; Magnus Sam advises his aspirants to maintain consistency without adjournments in preparation.

712. ✍ **Loquacious** – (বাচাল, অতিভাষী)

Talkative: excessively wordy: chatty.

✍ Loquacious shopkeepers in rural Bangladesh attract customers with lively conversations; students should balance being loquacious with being concise during discussions; Magnus Sam encourages active participation without letting discussions become overly loquacious.

713. ✍ **Acute** – (তীক্ষ্ণ, গুরুতর)

Sharp: severe: highly perceptive.

✍ Acute water shortages are a recurring problem in some rural parts of Bangladesh; students with acute observation skills often excel in critical reasoning; Magnus Sam trains his aspirants to develop acute analytical abilities for complex questions.

714. ✍ **Conciliatory** – (মিলনসাধক, শান্তিপূর্ণ)

Intended to pacify: peacemaking: appeasing.

✍ Conciliatory efforts among rural leaders help resolve community disputes in Bangladesh; a conciliatory tone in group projects fosters teamwork and cooperation; Magnus Sam's conciliatory approach helps students overcome conflicts and focus on their goals.

715. ✍ **Manifesto** – (ঘোষণাপত্র, ইশতেহার)

Public declaration of intentions: policy statement: proclamation.

✍ Political parties in Bangladesh present their manifesto before elections, focusing on rural development; students

should create their own manifesto for academic success to stay focused; Magnus Sam's guidance can be seen as a manifesto for achieving IBA dreams.

716. **Notorious** – (কুখ্যাত, বদনাম)

Famous for something bad: infamous: having a bad reputation.

 Some rural regions of Bangladesh are notorious for frequent flooding; students should avoid notorious habits like procrastination that hinder their progress; Magnus Sam ensures aspirants steer clear of notorious shortcuts and focus on genuine preparation.

717. **Inexorable** – (অপ্রতিরোধ্য, অবিশ্রান্ত)

Unstoppable: relentless: not to be persuaded.

 The inexorable rise of technology is reshaping education in Bangladesh; students must exhibit inexorable determination to succeed in their academic journey; Magnus Sam inspires his aspirants with inexorable confidence in their abilities.

718. **Staunch** – (অটল, অবিচল)

Loyal: committed: firm in principle.

 Rural communities in Bangladesh remain staunch supporters of traditional values; students must be staunch in their commitment to consistent study habits; Magnus Sam's staunch mentorship has helped many aspirants achieve their dreams.

719. **Altruism** – (পরার্থপরতা, নিঃস্বার্থতা)

Selflessness: concern for others: unselfish devotion.

 Altruism drives many social workers in Bangladesh to improve rural living standards; students should balance personal goals with acts of altruism to contribute to society; Magnus Sam promotes altruism by mentoring aspirants without expecting anything in return.

720. **Duplicity** – (প্রতারণা, দ্বিচারিতা)

Deceitfulness: double-dealing: dishonesty.

 Duplicity in rural trade often leads to mistrust among buyers and sellers; students must avoid duplicity in their academic conduct to build credibility; Magnus Sam emphasizes integrity and ensures his aspirants focus on honest efforts.

721. **Contentious** – (বিভর্কমূলক, ঝগড়াটে)

Causing disagreement: argumentative: controversial.

 Land disputes are often contentious issues in rural Bangladesh; contentious group discussions can lead to valuable insights if handled properly; Magnus Sam helps students navigate contentious topics with confidence and clarity.

722. **Vex** – (বিরক্ত করা, বিভ্রান্ত করা)

To annoy: frustrate: trouble.

 Frequent power cuts vex rural students during their study hours in Bangladesh; students should not let difficult problems vex them during exams but approach them calmly; Magnus Sam ensures that doubts and confusions do not vex his aspirants.

723. **Belittle** – (তুচ্ছতাচ্ছল্য করা, খাটো করে দেখা)

To undervalue: criticize as unimportant: demean.

 Rural artisans in Bangladesh feel belittled when their work is not appreciated; students should not belittle their achievements, no matter how small; Magnus Sam encourages aspirants to celebrate every milestone and never belittle their progress.

724. **Farcical** – (প্রহসনমূলক, হাস্যকর)

Absurd: ridiculous: ludicrously exaggerated.

 Farcical rumors about rural superstitions often amuse urban residents in Bangladesh; students must avoid farcical

strategies for preparation and focus on proven methods; Magnus Sam ensures that his teaching style is engaging but never farcical.

725. 🦋 **Sardonic** – (বিদ্রোপাত্মক, কটাক্ষপূর্ণ)

Mocking: cynical: scornfully humorous.

🦋 Sardonic remarks often create tension in group studies among students; rural elders discourage sardonic attitudes that may disrespect traditions; Magnus Sam maintains professionalism and avoids sardonic tones when guiding his aspirants.

726. 🦋 **Nebulous** – (অস্পষ্ট, অসার)

Vague: unclear: lacking definite form.

🦋 Nebulous government policies often confuse rural communities in Bangladesh; students should clarify nebulous concepts during their preparation to gain confidence; Magnus Sam's teaching style ensures no topic remains nebulous for his aspirants.

727. 🦋 **Obdurate** – (অবোধ, অনমনীয়)

Stubborn: resistant to persuasion: inflexible.

🦋 Obdurate attitudes toward adopting modern methods can hinder rural development in Bangladesh; students should remain flexible and not obdurate while learning new strategies; Magnus Sam helps even obdurate aspirants embrace effective study techniques.

728. 🦋 **Rapacious** – (লোভী, হিংস্র)

Greedy: grasping: excessively covetous.

🦋 Rapacious land grabbers often threaten the livelihoods of rural farmers in Bangladesh; students should avoid a rapacious approach to grades and focus on meaningful learning; Magnus Sam instills values that prevent rapacious behaviors and promote ethical success.

729. 🦋 **Dilettante** – (শেখের শিল্পী, অপটু অনুরাগী)

A person with superficial interest: amateur: one who dabbles in a field.

🦋 Some rural youth in Bangladesh become dilettantes in music and crafts before taking them up seriously; students must avoid being dilettantes in their studies and aim for depth; Magnus Sam ensures his aspirants transition from dilettantes to dedicated learners.

730. 🦋 **Impartial** – (নিরপেক্ষ, পক্ষপাতহীন)

Unbiased: fair: not favoring any side.

🦋 Impartial decision-making by rural leaders ensures harmony in Bangladeshi communities; students should seek impartial feedback to identify their true strengths and weaknesses; Magnus Sam provides impartial guidance, helping every student equally achieve their potential.

731. 🦋 **Verisimilitude** – (সত্যের মতো, বাস্তবতাসদৃশ)

Appearance of truth: realism: likeness to reality.

🦋 The verisimilitude of rural life is captured beautifully in Bangladeshi literature; essays with verisimilitude are more impactful in exams; Magnus Sam encourages aspirants to bring verisimilitude to their writing for authentic and persuasive responses.

732. 🦋 **Malleable** – (নমনীয়, সহজে প্রভাবিত)

Easily shaped: adaptable: capable of being influenced.

🦋 Clay in rural Bangladesh is malleable, making it ideal for pottery; students must maintain a malleable attitude to adapt to different question patterns; Magnus Sam ensures his aspirants develop a malleable mindset to refine their learning techniques.

733. 🦋 **Pertinent** – (প্রাসঙ্গিক, প্রয়োজনীয়)

Relevant: applicable: directly related to the matter at hand.

🦋 Farmers focus on pertinent agricultural methods for better yields in Bangladesh; students should practice writing

pertinent answers to score high in exams; Magnus Sam ensures his aspirants focus only on pertinent topics to optimize their preparation.

734. **Amoral** – (নৈতিকতাবিহীন)

Lacking moral sense: neither moral nor immoral: without regard for ethics.

 Amoral business practices harm trust in rural markets in Bangladesh; students should avoid amoral shortcuts in exams and stay ethical; Magnus Sam teaches aspirants the importance of integrity, steering them away from any amoral behaviors.

735. **Stipulate** – (শর্ত আরোপ করা)

To specify a condition: demand as part of an agreement: require.

 Government programs often stipulate eligibility criteria for rural development grants in Bangladesh; scholarships stipulate minimum academic performance to qualify; Magnus Sam stipulates consistent practice and discipline for achieving success in IBA exams.

736. **Terse** – (সংক্ষিপ্ত, মিতভাষী)

Brief and to the point: concise: abrupt.

 Farmers in rural Bangladesh often give terse responses due to their straightforward nature; writing terse but meaningful answers can boost exam scores; Magnus Sam teaches aspirants to balance terseness with clarity in their responses.

737. **Aloof** – (অবিস্থিত, নির্লিপ্ত)

Distant: emotionally detached: uninvolved.

 Some rural elders remain aloof from modern agricultural practices in Bangladesh; students must avoid staying aloof from group discussions and seek active participation; Magnus Sam ensures that even aloof aspirants feel included and motivated in his sessions.

738. **Libel** – (মিথ্যা অপবাদ, মানহানি)

False and defamatory statement: written slander: harmful misrepresentation.

 Libel cases often arise in Bangladesh's growing media sector; students should avoid libelous remarks in debates and focus on constructive criticism; Magnus Sam teaches aspirants to communicate respectfully without resorting to libel.

739. **Implement** – (বাস্তবায়ন করা, প্রয়োগ করা)

To put into action: execute: a tool or instrument.

 The government is implementing new programs for rural development in Bangladesh; students must implement effective strategies for their preparation; Magnus Sam provides actionable plans for aspirants to implement in their daily study routines.

740. **Platitude** – (গতানুগতিক কথা, মামুলি মন্তব্য)

Clichéd statement: overused remark: superficial sentiment.

 Rural leaders in Bangladesh avoid platitudes and focus on meaningful promises; students should replace platitudes with impactful arguments in essays; Magnus Sam ensures that his sessions go beyond platitudes and provide genuine value to his aspirants.

741. **Provident** – (পরিকল্পনাশীল, দূরদর্শী)

Careful about the future: frugal: prepared for emergencies.

 Provident farmers in Bangladesh save part of their harvest for tough seasons; students should adopt a provident approach and plan their studies well in advance; Magnus Sam instills provident thinking in aspirants to help them stay ahead in their preparation.

742. **Poignant** – (ভীষণ, মর্মস্পর্শী)

Deeply affecting: emotionally moving: sharp in taste or smell.

 The poignant struggles of rural farmers in Bangladesh inspire many social workers; poignant moments in history

essays leave a lasting impression on evaluators; Magnus Sam's motivational sessions are often filled with poignant stories that inspire aspirants to strive harder.

743. 🖋️ **Capitalism** – (পুঁজিবাদ)

Economic system based on private ownership: market-driven economy: profit-oriented.

✍️ Bangladesh's capitalism fosters the growth of garment industries and rural entrepreneurship; students should understand the pros and cons of capitalism for balanced answers in economics papers; Magnus Sam explains complex systems like capitalism in a simplified manner to his aspirants.

744. 🖋️ **Stratum** – (স্তর, সামাজিক স্তর)

Layer: level of society: division in an arrangement.

✍️ The rural stratum in Bangladesh often faces more challenges than urban populations; students must address every stratum of a question to score well in exams; Magnus Sam caters to aspirants from every social stratum, ensuring equal opportunities for success.

745. 🖋️ **Subtle** – (সূক্ষ্ম, সূক্ষ্মভাবে স্পষ্ট)

Delicate: not obvious: nuanced.

✍️ The subtle craftsmanship of rural artisans in Bangladesh is highly appreciated worldwide; students should develop subtle reasoning skills to tackle tricky questions; Magnus Sam teaches aspirants how to grasp subtle concepts with clarity.

746. 🖋️ **Superfluous** – (অতিরিক্ত, অপ্রয়োজনীয়)

Excessive: unnecessary: more than needed.

✍️ Superfluous spending often affects savings in rural households in Bangladesh; students should avoid writing superfluous details in their exam answers; Magnus Sam ensures his aspirants focus only on relevant and concise preparation materials.

747. 🖋️ **Obfuscate** – (জটিল করা, বিভ্রান্ত করা)

To confuse: make unclear: obscure.

✍️ Complex legal terms often obfuscate rural residents in Bangladesh during documentation; students should clarify rather than obfuscate their arguments in essays; Magnus Sam simplifies topics to ensure nothing obfuscates his aspirants' understanding.

748. 🖋️ **Covenant** – (চুক্তি, অঙ্গীকার)

Formal agreement: pledge: contract.

✍️ Rural farmers in Bangladesh often enter covenants with suppliers for fair trade; students make a covenant with themselves to stay committed to their goals; Magnus Sam's sessions serve as a covenant between mentor and aspirants for mutual success.

749. 🖋️ **Abstruse** – (জটিল, দুর্বোধ্য)

Difficult to understand: obscure: complex.

✍️ Many abstruse topics in physics challenge students in rural Bangladesh; breaking down abstruse questions into smaller parts makes them easier to solve; Magnus Sam ensures no topic remains abstruse for his aspirants, offering detailed explanations.

750. 🖋️ **Alacrity** – (উৎসাহ, দ্রুততা)

Eagerness: cheerful readiness: briskness.

✍️ The alacrity of rural volunteers in Bangladesh during natural disasters is admirable; students should approach new topics with alacrity for better learning; Magnus Sam inspires aspirants to tackle every task with alacrity and enthusiasm.

751. 🖋️ **Tenet** – (নীতিমালা, মতবাদ)

Principle: belief: doctrine.

✍️ One of the tenets of rural development in Bangladesh is sustainability; students must understand the key tenets of

subjects to build strong foundations; Magnus Sam teaches the tenets of smart preparation to help aspirants excel in their IBA exams.

752. **Misanthropic** – (মানুষবিদ্বেষী)

Disliking humanity: antisocial: distrustful of others.

 Misanthropic attitudes in rural communities are rare, as people value relationships; students should avoid misanthropic tendencies and build strong peer networks; Magnus Sam ensures that his aspirants overcome any misanthropic feelings and embrace teamwork.

753. **Reprove** – (ভঁসনা করা, তিরস্কার করা)

To criticize gently: correct: scold.

 Teachers in rural Bangladesh often reprove students kindly to encourage better performance; students should accept reproving feedback gracefully and work on their weaknesses; Magnus Sam reproves his aspirants constructively, ensuring they grow from their mistakes.

754. **Preeminent** – (প্রধান, শ্রেষ্ঠ)

Outstanding: superior: surpassing all others.

 The preeminent beauty of the Sundarbans attracts global attention to Bangladesh; students aspire to become preeminent in their respective fields; Magnus Sam is considered a preeminent mentor for IBA aspirants due to his effective teaching methods.

755. **Profane** – (অপবিত্র, ধর্মবিরুদ্ধ)

Showing disrespect toward sacred things: secular: irreverent.

 Profane acts like littering in sacred rivers are discouraged in rural Bangladesh; students must avoid using profane language in their communication to maintain professionalism; Magnus Sam instills values of respect and ensures his aspirants develop an ethical approach to learning.

756. **Circuitous** – (পেঁচানো, ঘুরপথ)

Roundabout: not direct: winding.

 Rural roads in Bangladesh are often circuitous, making travel challenging during monsoons; students should avoid a circuitous approach and focus directly on their study goals; Magnus Sam ensures his guidance avoids any circuitous explanations, keeping lessons clear and focused.

757. **Obscure** – (অস্পষ্ট, দুর্বোধ্য)

Not clear: difficult to understand: hidden.

 Obscure rural traditions in Bangladesh often intrigue cultural researchers; students should clarify obscure topics with detailed study; Magnus Sam ensures that no concept remains obscure for his aspirants, breaking down every topic into simple steps.

758. **Ambiguous** – (দ্ব্যর্থক, অনিশ্চিত)

Having more than one meaning: unclear: open to interpretation.

 Ambiguous communication often leads to confusion in rural community meetings in Bangladesh; students should practice identifying ambiguous answer choices in exams; Magnus Sam helps aspirants tackle ambiguous questions with confidence and clarity.

759. **Mellifluous** – (মধুর, সুমধুর)

Sweet-sounding: smooth: pleasing to hear.

 The mellifluous tunes of Bangladeshi folk songs captivate audiences worldwide; students can use mellifluous language in essays to create a strong impression; Magnus Sam's mellifluous teaching style keeps his aspirants engaged and motivated.

760. **Abjure** – (পরিত্যাগ করা, শপথপূর্বক বর্জন করা)

To renounce: give up formally: reject.

 Many rural communities in Bangladesh abjure harmful superstitions through education; students should abjure

distractions like excessive social media during preparation; Magnus Sam teaches his aspirants to abjure ineffective habits and adopt productive ones.

761. **Arbitrary** – (ইচ্ছামতো, স্বৈচ্ছাচারী)

Based on personal whim: random: not guided by reason.

 Arbitrary decisions in resource allocation often create disputes in rural Bangladesh; students must avoid arbitrary study schedules and follow a structured plan; Magnus Sam ensures that no aspect of his guidance is arbitrary, focusing on evidence-based strategies.

762. **Vindicate** – (ন্যায়প্রতিষ্ঠা করা, অভিযোগ খণ্ডন করা)

To clear from blame: justify: prove right.

 Successful harvests vindicate farmers' decisions to adopt modern techniques in Bangladesh; students vindicate their hard work through outstanding results in exams; Magnus Sam's mentorship often vindicates the trust his aspirants place in him.

763. **Illicit** – (অবৈধ, বেআইনি)

Illegal: prohibited: not permitted.

 Illicit logging in rural Bangladesh threatens natural habitats like the Sundarbans; students should avoid illicit activities such as cheating in exams to maintain integrity; Magnus Sam inspires his aspirants to succeed through honest and ethical efforts.

764. **Relentless** – (অক্লান্ত, কঠোর)

Persistent: unstoppable: unyielding.

 The relentless spirit of rural workers in Bangladesh ensures steady progress despite hardships; students must maintain a relentless focus on their studies to excel in competitive exams; Magnus Sam's relentless guidance motivates aspirants to never give up.

765. **Innocuous** – (নির্দোষ, ক্ষতি করে না এমন)

Harmless: not offensive: inoffensive.

 Innocuous jokes often lighten the mood during group study sessions among Bangladeshi students; seemingly innocuous mistakes in exams can lead to big score drops if overlooked; Magnus Sam's feedback is always innocuous yet constructive, guiding aspirants effectively.

766. **Aberration** – (বিচ্যুতি, ব্যতিক্রম)

Deviation from the norm: anomaly: unusual occurrence.

 Extreme weather in rural Bangladesh is often seen as an aberration caused by climate change; students must view temporary failures as an aberration rather than a pattern; Magnus Sam helps aspirants overcome any aberration in their preparation strategies.

767. **Coherent** – (সংলগ্ন, সুসংগত)

Logical: consistent: well-organized.

 Rural development policies in Bangladesh must be coherent to ensure their success; students should write coherent answers to make their ideas easy to understand; Magnus Sam ensures his aspirants develop coherent strategies for tackling tough IBA questions.

768. **Hermetic** – (সম্পূর্ণরূপে সিল করা, বন্ধ)

Tightly sealed: insulated from outside influences: airtight.

 Hermetic packaging helps preserve the freshness of agricultural products in rural Bangladesh; students should study in a hermetic environment free from distractions; Magnus Sam advises creating a hermetic mindset focused solely on achieving academic success.

769. **Cognizant** – (সচেতন, অবগত)

Aware: having knowledge of: informed.

 Farmers in rural Bangladesh are becoming increasingly cognizant of sustainable farming methods; students must be

cognizant of their strengths and weaknesses to improve effectively; Magnus Sam ensures aspirants are fully cognizant of the skills needed to excel in IBA exams.

770.  **Compelling** – (বাধ্যতামূলক, আকর্ষণীয়)

Convincing: captivating: requiring attention.

 The compelling beauty of Bangladesh's rivers attracts tourists worldwide; writing compelling essays helps students score higher marks; Magnus Sam creates compelling sessions that keep aspirants motivated and engaged.

771.  **Cajole** – (মিষ্টি কথায় রাজি করানো, চাটুবাণ্ডে প্রলুব্ধ করা)

To persuade by flattery: coax: manipulate gently.

 Rural farmers in Bangladesh often cajole their children into continuing traditional farming; students must learn to cajole themselves into developing consistent study habits; Magnus Sam motivates aspirants through inspiration rather than cajoling.

772.  **Decorous** – (শোভন, শালীন)

Proper: in good taste: well-mannered.

 Rural weddings in Bangladesh are known for their decorous ceremonies and traditions; students should maintain decorous behavior during group discussions and presentations; Magnus Sam fosters a decorous environment where students can learn respectfully.

773.  **Capitulate** – (আত্মসমর্পণ করা, মেনে নেওয়া)

To surrender: give in: yield.

 Rural communities in Bangladesh often refuse to capitulate to natural challenges like floods; students must not capitulate to pressure and keep striving for their goals; Magnus Sam teaches aspirants to face challenges head-on without capitulating to self-doubt.

774.  **Sordid** – (নিকৃষ্ট, নোংরা)

Dirty: morally distasteful: unethical.

 Rural communities in Bangladesh work hard to rise above sordid living conditions caused by poverty; students should avoid sordid shortcuts like cheating and focus on hard work; Magnus Sam inspires aspirants to maintain ethical and sincere efforts.

775.  **Accentuate** – (জোর দেওয়া, গুরুত্ব দেওয়া)

To emphasize: highlight: make more noticeable.

 Rural leaders in Bangladesh accentuate the importance of education for long-term development; students should accentuate their strengths while addressing their weaknesses; Magnus Sam accentuates the value of practice and discipline for exam success.

776.  **Lampoon** – (বিদ্রোপাত্মক ব্যঙ্গ)

To mock: publicly criticize: satirize.

 Satirical writers in Bangladesh often lampoon social issues through their works; students should avoid lampooning peers during group studies and focus on constructive criticism; Magnus Sam maintains professionalism and avoids lampooning any individual or idea.

777.  **Rustic** – (গ্রাম্য, সাদাসিধে)

Relating to the countryside: simple and charming: unsophisticated.

 The rustic beauty of Bangladesh's rural areas attracts visitors seeking tranquility; rustic traditions often inspire creative art forms in Bangladesh; Magnus Sam inspires aspirants to preserve their rustic values while achieving modern success.

778.  **Periphery** – (প্রান্ত, সীমা)

Outer edge: boundary: surrounding area.

 The periphery of rural towns in Bangladesh is often dotted with fields and markets; students should focus on core

topics instead of staying on the periphery of their syllabus; Magnus Sam ensures his aspirants move beyond the periphery of their potential to achieve greatness.

779. 🖋️ **Covert** – (গোপন, লুকানো)

Hidden: secret: not openly displayed.

✍️ Covert operations are sometimes used to address illegal activities in rural Bangladesh; students often work on covert projects to surprise their teachers with their skills; Magnus Sam ensures his guidance leaves no covert doubts or confusion for aspirants.

780. 🖋️ **Celibacy** – (ব্রহ্মচর্য, বিবাহবর্জন)

Abstaining from marriage or sexual relations: being unmarried: self-restraint.

✍️ Some spiritual communities in rural Bangladesh practice celibacy as part of their beliefs; students practicing celibacy of distractions often perform better academically; Magnus Sam advises aspirants to maintain focus and practice mental celibacy during preparation.

781. 🖋️ **Guile** – (কপটতা, ধূর্ততা)

Clever deceit: cunning: crafty intelligence.

✍️ Guile is often frowned upon in rural Bangladeshi communities as it erodes trust; students should rely on honest preparation rather than guile to achieve success; Magnus Sam promotes integrity and ensures his aspirants develop skills free from guile.

782. 🖋️ **Malfeasance** – (অসদাচরণ, ক্ষমতার অপব্যবহার)

Wrongdoing: misconduct by a public official: illegal act.

✍️ Cases of malfeasance in rural resource distribution often hinder development in Bangladesh; students should avoid malfeasance like plagiarism during their academic journey; Magnus Sam ensures that his aspirants maintain ethical standards and steer clear of malfeasance.

783. 🖋️ **Nostalgia** – (অতীত স্মৃতির প্রতি আকুলতা)

Sentimental longing for the past: wistfulness: homesickness.

✍️ Many Bangladeshi expatriates feel nostalgia for the serene rural landscapes of their childhood; students often feel nostalgia for their school days during their university life; Magnus Sam uses nostalgia for success stories to inspire his aspirants to aim high.

784. 🖋️ **Epigram** – (সংক্ষিপ্ত তীক্ষ্ণ উক্তি)

Witty or concise saying: clever remark: brief poem with a twist.

✍️ Rural folk songs in Bangladesh often contain epigrams that convey life lessons; an impactful essay can begin with a well-chosen epigram; Magnus Sam encourages aspirants to use relevant epigrams to make their answers more engaging.

785. 🖋️ **Catharsis** – (শুদ্ধি, মানসিক মুক্তি)

Emotional release: cleansing: purging of strong feelings.

✍️ Many find catharsis in the cultural performances during rural festivals in Bangladesh; journaling acts as a catharsis for students dealing with exam stress; Magnus Sam helps aspirants achieve catharsis by addressing their doubts and fears about preparation.

786. 🖋️ **Belabor** – (বাড়াবাড়ি করা, অতিরিক্ত জোর দেওয়া)

To overemphasize: repeat excessively: dwell on unnecessarily.

✍️ Rural leaders in Bangladesh sometimes belabor minor issues during discussions; students should avoid belaboring simple concepts and focus on challenging ones; Magnus Sam ensures his teaching does not belabor points but stays concise and impactful.

787. 🖋️ **Repudiate** – (অস্বীকার করা, প্রত্যাখ্যান করা)

To reject: disown: refuse to accept.

✍ Rural farmers in Bangladesh often repudiate unfair trade offers; students must repudiate negative thoughts that hinder their progress; Magnus Sam teaches aspirants to repudiate ineffective habits and adopt successful ones instead.

788. ✍ **Salutary** – (উপকারী, স্বাস্থ্যকর)

Beneficial: healthful: promoting good effects.

✍ The introduction of solar power in rural Bangladesh has had a salutary impact; regular breaks during study hours have salutary effects on students' mental health; Magnus Sam provides salutary advice that improves both preparation and confidence.

789. ✍ **Supercilious** – (উদ্ধত, অহংকারী)

Arrogant: showing superiority: disdainful.

✍ Supercilious attitudes often alienate individuals in rural Bangladeshi communities; students should avoid being supercilious during group discussions and respect others' ideas; Magnus Sam fosters a humble learning environment free from supercilious behavior.

790. ✍ **Copious** – (প্রচুর পরিমাণে)

Abundant: plentiful: large in quantity.

✍ Copious rainfall in rural Bangladesh is essential for agricultural success; students should take copious notes during lectures for better revision; Magnus Sam provides copious resources and strategies for effective IBA preparation.

791. ✍ **Tirade** – (উচ্চস্বরে দীর্ঘ তিরস্কার)

Long and angry speech: verbal attack: rant.

✍ Rural residents in Bangladesh often deliver tirades against poor local governance; students should avoid tirades in their writing and focus on balanced arguments; Magnus Sam ensures that his feedback is constructive rather than turning into a tirade.

792. ✍ **Proprietary** – (স্বত্বাধিকারমূলক, ব্যক্তিগত)

Relating to ownership: privately owned: exclusive.

✍ Rural farmers often adopt proprietary methods to protect their unique techniques; students must respect proprietary materials and avoid copying without permission; Magnus Sam's proprietary teaching methods ensure his aspirants get the best preparation experience.

793. ✍ **Vitiate** – (দূষিত করা, নষ্ট করা)

To spoil: weaken: impair the quality of.

✍ Overuse of pesticides can vitiate soil quality in rural Bangladesh; procrastination vitiates students' preparation and reduces their confidence; Magnus Sam ensures that his aspirants' preparation is not vitiated by ineffective habits.

794. ✍ **Demagogue** – (জনসাধারণকে প্রভাবিত করার জন্য বক্তৃতাকারী)

Leader who exploits emotions: manipulative political figure: agitator.

✍ Rural communities in Bangladesh are sometimes misled by demagogues during election campaigns; students should focus on facts and logic instead of falling for demagogic statements; Magnus Sam emphasizes the importance of reason over emotional manipulation.

795. ✍ **Amnesty** – (সাধারণ ক্ষমা)

Pardon: forgiveness: act of absolution.

✍ Amnesty programs in Bangladesh often benefit those involved in minor legal offenses; students must give themselves amnesty for past mistakes and focus on improvement; Magnus Sam helps aspirants forgive themselves for initial failures and move forward with confidence.

796. ✍ **Morose** – (বিষম, মনমরা)

Gloomy: sullen: bad-tempered.

✍ Farmers in rural Bangladesh sometimes feel morose after poor harvests; students should avoid morose thoughts and keep a positive outlook during exams; Magnus Sam uplifts even the most morose aspirants with his motivating guidance.

797. 📖 **Novel** – (নতুন, অভিনব)

New: original: fresh and different.

📖 Novel agricultural methods are transforming rural farming practices in Bangladesh; students should use novel approaches to solve complex problems in exams; Magnus Sam's novel strategies set his aspirants apart in competitive exams.

798. 📖 **Archaic** – (প্রাচীন, পুরাতন)

Old-fashioned: outdated: no longer in use.

📖 Archaic farming tools are still found in some rural areas of Bangladesh; students should avoid using archaic methods and adopt modern learning techniques; Magnus Sam ensures his aspirants are up-to-date with current and effective strategies.

799. 📖 **Concord** – (সম্প্রীতি, ঐক্য)

Agreement: harmony: peaceful coexistence.

📖 Rural communities in Bangladesh thrive when there is concord among members; students should maintain concord in group discussions to foster teamwork; Magnus Sam emphasizes the importance of concord among aspirants for mutual growth and success.

800. 📖 **Vicarious** – (অপরের অভিজ্ঞতার মাধ্যমে অনুভূত)

Experienced through another: indirect: secondhand.

📖 Rural parents often feel vicarious pride in their children's academic achievements; students can gain vicarious insights by learning from others' experiences; Magnus Sam shares vicarious lessons from his own journey to inspire his aspirants.

801. 📖 **Eccentric** – (অদ্ভুত, অস্বাভাবিক)

Unconventional: peculiar: odd.

📖 Eccentric traditions in rural Bangladesh often fascinate cultural enthusiasts; students should embrace their eccentric learning styles if they improve performance; Magnus Sam encourages aspirants to use creative and even eccentric approaches to tackle unique problems.

802. 📖 **Grandiloquent** – (জাঁকজমকপূর্ণ ভাষায় কথা বলা)

Pompous in speech: lofty in expression: pretentious.

📖 Rural leaders in Bangladesh avoid grandiloquent speeches and focus on practical solutions; students should avoid grandiloquent writing and focus on clarity and precision; Magnus Sam ensures his teaching is impactful without being grandiloquent.

803. 📖 **Unwitting** – (অজান্তে, অনিচ্ছাকৃত)

Not deliberate: unconscious: unaware.

📖 Many rural residents in Bangladesh unwittingly follow superstitions due to lack of awareness; students must ensure they don't make unwitting mistakes during exams; Magnus Sam helps aspirants identify and correct unwitting errors in their preparation.

804. 📖 **Disparate** – (বিচিত্র, অসম)

Different: distinct: not alike.

📖 Disparate cultural practices coexist harmoniously in rural Bangladesh; students should focus on connecting disparate concepts to enhance their understanding; Magnus Sam helps aspirants merge disparate techniques to excel in competitive exams.

805. 📖 **Auspicious** – (শুভলক্ষণপূর্ণ, মঙ্গলজনক)

Promising success: favorable: fortunate.

📖 Rural communities in Bangladesh celebrate auspicious days with vibrant festivals; students often start new study plans on auspicious dates for motivation; Magnus Sam inspires his aspirants to see every new challenge as an auspicious opportunity for growth.

806. 🦋 **Appease** – (প্রশমিত করা, শান্ত করা)

To pacify: satisfy: calm down.

🦋 Rural leaders often appease disputes among community members through dialogue; students can appease their anxiety by preparing thoroughly for exams; Magnus Sam's motivational sessions appease the concerns of aspirants about difficult topics.

807. 🦋 **Beset** – (আক্রান্ত করা, ঘিরে ফেলা)

To trouble persistently: surround: attack on all sides.

🦋 Rural Bangladesh is often beset by challenges like floods and poor infrastructure; students may feel beset by doubts during their preparation but must remain focused; Magnus Sam ensures his aspirants overcome the challenges that beset their preparation journey.

808. 🦋 **Equitable** – (ন্যায়সংগত, সমান)

Fair: just: impartial.

🦋 Equitable distribution of resources is crucial for rural development in Bangladesh; students should ensure their time allocation is equitable across all exam sections; Magnus Sam ensures equitable attention to all his aspirants, helping each one achieve their goals.

809. 🦋 **Stringent** – (কঠোর, কঠিন)

Strict: severe: demanding.

🦋 Stringent policies are needed to prevent illegal logging in the Sundarbans; students must follow a stringent schedule to ensure effective preparation; Magnus Sam's stringent yet supportive approach helps aspirants stay disciplined in their studies.

810. 🦋 **Enfranchise** – (ভোটাধিকার প্রদান করা, মুক্তি প্রদান করা)

To grant the right to vote: empower: liberate.

🦋 Many rural women in Bangladesh are now enfranchised and actively participate in elections; education enfranchises students with the power to change their futures; Magnus Sam's guidance enfranchises aspirants with the confidence to succeed in competitive exams.

811. 🦋 **Stigmatize** – (কলঙ্কিত করা, অসম্মান করা)

To brand as disgraceful: mark with shame: discredit.

🦋 Superstitions often stigmatize certain groups in rural Bangladesh; students should not stigmatize themselves for past failures but focus on improvement; Magnus Sam helps aspirants overcome any stigma attached to initial setbacks and aim for excellence.

812. 🦋 **Peripatetic** – (ভ্রমণকারী, ঘুরে বেড়ায় এমন)

Traveling from place to place: itinerant: nomadic.

🦋 Peripatetic vendors in rural Bangladesh sell goods in remote areas; students often follow a peripatetic routine, studying in libraries and cafes; Magnus Sam's peripatetic approach ensures his teaching is accessible both online and offline.

813. 🦋 **Proletariat** – (শ্রমজীবী শ্রেণি)

Working class: wage earners: laborers.

🦋 The proletariat in rural Bangladesh forms the backbone of the agricultural sector; students should respect the hard work of the proletariat that contributes to the nation's economy; Magnus Sam reminds aspirants to recognize the importance of every class in society.

814. 🦋 **Allegiance** – (আনুগত্য, বিশ্বস্ততা)

Loyalty: devotion: commitment to a cause or group.

🦋 Rural farmers in Bangladesh show unwavering allegiance to their land and traditions; students should maintain allegiance to their study plans to achieve success; Magnus Sam fosters allegiance among his aspirants toward their goals and dreams.

815.  **Strife** – (সংঘাত, কলহ)

Conflict: struggle: bitter disagreement.

 Strife over water resources is common in rural areas of Bangladesh; students should avoid strife during group projects and focus on teamwork; Magnus Sam helps aspirants overcome inner strife by instilling confidence and clarity.

816.  **Explicit** – (স্পষ্ট, পরিস্কার)

Clearly stated: unambiguous: leaving no room for doubt.

 Government policies must be explicit to ensure effective rural implementation in Bangladesh; students should write explicit answers to gain full marks in exams; Magnus Sam ensures his teaching methods are explicit and easy to understand for all aspirants.

817.  **Ameliorate** – (উন্নয়ন করা, উন্নত করা)

To improve: make better: enhance.

 New farming techniques ameliorate the lives of rural farmers in Bangladesh; consistent practice helps students ameliorate their problem-solving skills; Magnus Sam provides strategies to ameliorate aspirants' weaknesses and boost their strengths.

818.  **Admonish** – (সতর্ক করা, তিরস্কার করা)

To warn gently: criticize constructively: caution.

 Teachers in rural Bangladesh often admonish students for neglecting their studies; students should welcome admonishment as an opportunity to grow; Magnus Sam's admonishments are always constructive, helping aspirants correct their mistakes effectively.

819.  **Egalitarian** – (সমতাবাদী)

Believing in equality: promoting fairness: advocating equal rights.

 Rural development programs in Bangladesh aim to create an egalitarian society; students should adopt an egalitarian mindset, valuing contributions from all group members; Magnus Sam promotes egalitarian principles, treating all aspirants with equal respect and support.

820.  **Tentative** – (অস্থায়ী, পরীক্ষা হিসেবে)

Uncertain: provisional: not definite.

 Tentative farming methods are tested in rural Bangladesh before widespread adoption; students often make tentative study plans that they later refine; Magnus Sam helps aspirants turn their tentative goals into concrete achievements.

821.  **Acumen** – (তীক্ষ্ণ বুদ্ধি, প্রখরতা)

Keen insight: sharpness of mind: ability to make good judgments.

 The acumen of rural entrepreneurs in Bangladesh contributes to thriving local businesses; students should develop analytical acumen to tackle complex questions; Magnus Sam nurtures the acumen of his aspirants, helping them excel in reasoning-based exams.

822.  **Remonstrate** – (প্রতিবাদ করা, আপত্তি করা)

To protest: object: argue against.

 Farmers often remonstrate against unfair trade practices in rural Bangladesh; students must remonstrate with themselves to eliminate procrastination; Magnus Sam teaches aspirants to remonstrate politely when seeking clarifications or improvements in their performance.

823.  **Fidelity** – (বিশ্বস্ততা, আনুগত্য)

Loyalty: faithfulness: devotion.

 Rural communities in Bangladesh are known for their fidelity to traditional values; students should show fidelity to their study schedules for consistent progress; Magnus Sam inspires his aspirants to approach their goals with unwavering fidelity.

824.  **Egregious** – (গভীরতর খারাপ, গুরুতর ভুল)

Outstandingly bad: shocking: flagrant.

 Egregious mistakes in rural project planning often lead to failures; students must avoid egregious errors by double-checking their work; Magnus Sam helps aspirants identify and correct even minor errors to avoid egregious consequences in exams.

825.  **Arbiter** – (বিচারক, সালিসকারী)

A person with authority to decide: judge: mediator.

 Village elders often act as arbiters in rural disputes in Bangladesh; students should act as fair arbiters during group discussions; Magnus Sam plays the role of an arbiter, guiding his aspirants toward the best solutions.

826.  **Prudent** – (বিচক্ষণ, দূরদর্শী)

Wise: careful: showing good judgment.

 Prudent use of resources ensures sustainable farming in rural Bangladesh; students must take a prudent approach while managing their time and energy; Magnus Sam teaches aspirants to make prudent decisions in exams and life.

827.  **Covet** – (লোভ করা, লালায়িত হওয়া)

To desire enviously: long for: crave.

 Rural farmers often covet better equipment for improving productivity; students should not covet shortcuts but focus on consistent effort; Magnus Sam encourages his aspirants to work hard for their dreams rather than coveting easy success.

828.  **Impetuous** – (অতি তাড়াহুড়া, অবিবেচক)

Acting without thought: rash: impulsive.

 Impetuous actions during monsoon preparation often lead to losses in rural Bangladesh; students must avoid impetuous answers in exams and think carefully before responding; Magnus Sam teaches his aspirants to manage their time and avoid impetuous decisions under pressure.

829.  **Adduce** – (উদাহরণ বা প্রমাণ পেশ করা)

To cite as evidence: present: offer as proof.

 Rural leaders often adduce successful case studies to inspire their communities; students should adduce strong examples in their essays to strengthen arguments; Magnus Sam encourages aspirants to adduce relevant evidence while solving analytical problems.

830.  **Moribund** – (মৃতপ্রায়, বিলুপ্তপ্রায়)

In a dying state: near extinction: stagnant.

 Some traditional crafts in rural Bangladesh are moribund due to lack of support; students must revive moribund study habits and adopt effective strategies; Magnus Sam ensures that his aspirants' motivation never becomes moribund during preparation.

831.  **Lugubrious** – (বেদনাময়, বিষণ্ণ)

Mournful: gloomy: excessively sorrowful.

 Rural families in Bangladesh often feel lugubrious after poor harvest seasons; students must not let lugubrious thoughts affect their confidence during exams; Magnus Sam uplifts aspirants with positivity and removes any lugubrious feelings about preparation challenges.

832.  **Arcane** – (গোপনীয়, দুর্বোধ্য)

Known or understood by few: mysterious: obscure.

 Arcane rituals in rural Bangladesh attract cultural researchers from around the world; students must simplify arcane concepts to better understand them; Magnus Sam ensures that even the most arcane topics are made accessible to his aspirants.

833.  **Awry** – (বিপরীতমুখী, ভুলপথে)

Off course: not as expected: askew.

✍ Plans for rural development often go awry due to sudden natural calamities in Bangladesh; students must prepare a backup strategy in case their study plans go awry; Magnus Sam helps his aspirants quickly recover when things go awry during their preparation journey.

834. ✍ **Recant** – (পরিত্যগ করা, প্রত্যাহার করা)

To withdraw a statement: take back: renounce.

✍ Some rural leaders in Bangladesh have had to recant decisions that were unpopular with their communities; students should not hesitate to recant ineffective methods in their preparation; Magnus Sam ensures that aspirants recant poor strategies and adopt better ones.

835. ✍ **Reparation** – (ক্ষতিপূরণ, সংশোধন)

Compensation: making amends: payment for a wrong.

✍ Reparation programs in rural Bangladesh help communities recover from natural disasters; students must view their failures as opportunities for reparation and growth; Magnus Sam guides his aspirants to make reparations for past mistakes and move forward confidently.

836. ✍ **Rigorous** – (কঠোর, নির্দয়)

Strict: thorough: demanding.

✍ Rigorous farming schedules are necessary for successful crop yields in rural Bangladesh; students must undergo rigorous practice to excel in competitive exams; Magnus Sam's rigorous training ensures aspirants are fully prepared to tackle any challenge.

837. ✍ **Culpable** – (দোষী, নিন্দনীয়)

Deserving blame: guilty: at fault.

✍ Negligence in resource management often makes rural authorities culpable for community hardships in Bangladesh; students must avoid culpable actions like procrastination; Magnus Sam ensures his aspirants understand the culpable habits that hinder progress and overcome them.

838. ✍ **Incantation** – (মন্ত্রপাঠ, জাদুমন্ত্র)

Chanting of magical words: spell: invocation.

✍ Traditional healers in rural Bangladesh use incantations in their practices; students must avoid relying on academic incantations and focus on consistent effort; Magnus Sam's inspiring words act like an incantation that motivates aspirants to achieve their goals.

839. ✍ **Pacify** – (শান্ত করা, প্রশমিত করা)

To calm: appease: bring peace.

✍ Local leaders often pacify disputes in rural Bangladesh through dialogue; students must pacify their exam anxiety with thorough preparation; Magnus Sam's motivational sessions pacify the concerns of his aspirants and boost their confidence.

840. ✍ **Mandate** – (আদেশ, নির্দেশ)

Official order: authorization: instruction.

✍ Government mandates on education are transforming rural schools in Bangladesh; students must follow the mandates of their study plans for effective preparation; Magnus Sam provides clear mandates for his aspirants to maximize their potential.

841. ✍ **Elicit** – (উদ্ঘাটন করা, বের করে আনা)

To draw out: evoke: bring to light.

✍ Effective teachers in rural Bangladesh elicit curiosity among students; asking thoughtful questions in class helps elicit useful insights; Magnus Sam elicits aspirants' hidden potential through his engaging teaching methods.

842. ✍ **Scrutinize** – (সতর্কতার সাথে পর্যালোচনা করা)

To examine closely: inspect: analyze in detail.

✍ Farmers in rural Bangladesh scrutinize weather patterns before planting crops; students should scrutinize their

answers before submitting them in exams; Magnus Sam teaches his aspirants to scrutinize every aspect of their preparation for better results.

843. 🖋️ **Insular** – (সঙ্কীর্ণ, দীপসংক্রান্ত)

Narrow-minded: isolated: detached.

✍️ Some rural communities in Bangladesh are insular, resisting modern methods; students must avoid insular thinking and embrace diverse perspectives; Magnus Sam encourages aspirants to break free from insular approaches and adopt innovative techniques.

844. 🖋️ **Resolute** – (অবিচল, দৃঢ়সংকল্প)

Determined: steadfast: unwavering.

✍️ Resolute efforts by rural leaders have improved education in many parts of Bangladesh; students must remain resolute in the face of exam challenges; Magnus Sam inspires his aspirants to be resolute in their pursuit of academic excellence.

845. 🖋️ **Pervade** – (ছেয়ে ফেলা, পরিব্যাপ্ত হওয়া)

To spread throughout: saturate: fill.

✍️ The spirit of resilience pervades rural communities in Bangladesh despite hardships; positivity should pervade students' attitudes during preparation; Magnus Sam ensures that confidence and clarity pervade his aspirants' learning experience.

846. 🖋️ **Sublime** – (উদাত্ত, মহিমাশ্রিত)

Of great beauty or excellence: inspiring awe: lofty.

✍️ The sublime beauty of rural Bangladesh is reflected in its rivers and fields; achieving academic success is a sublime feeling that motivates students to aim higher; Magnus Sam's teaching combines sublime inspiration with practical strategies.

847. 🖋️ **Doctrinaire** – (গোঁড়া, মতবাদ অনুসারে পরিচালিত)

Imposing rigid beliefs: dogmatic: uncompromising.

✍️ Doctrinaire approaches to rural education often fail to address real-world needs; students should balance doctrinaire methods with flexibility in their preparation; Magnus Sam avoids doctrinaire teaching, adapting strategies to suit individual aspirants' needs.

848. 🖋️ **Kinetic** – (গতি বা শক্তি সম্পর্কিত)

Relating to motion: active: dynamic.

✍️ Kinetic energy from rivers in rural Bangladesh is being harnessed for power; students should maintain a kinetic approach to preparation, staying active and engaged; Magnus Sam keeps his aspirants' learning process kinetic, ensuring momentum toward success.