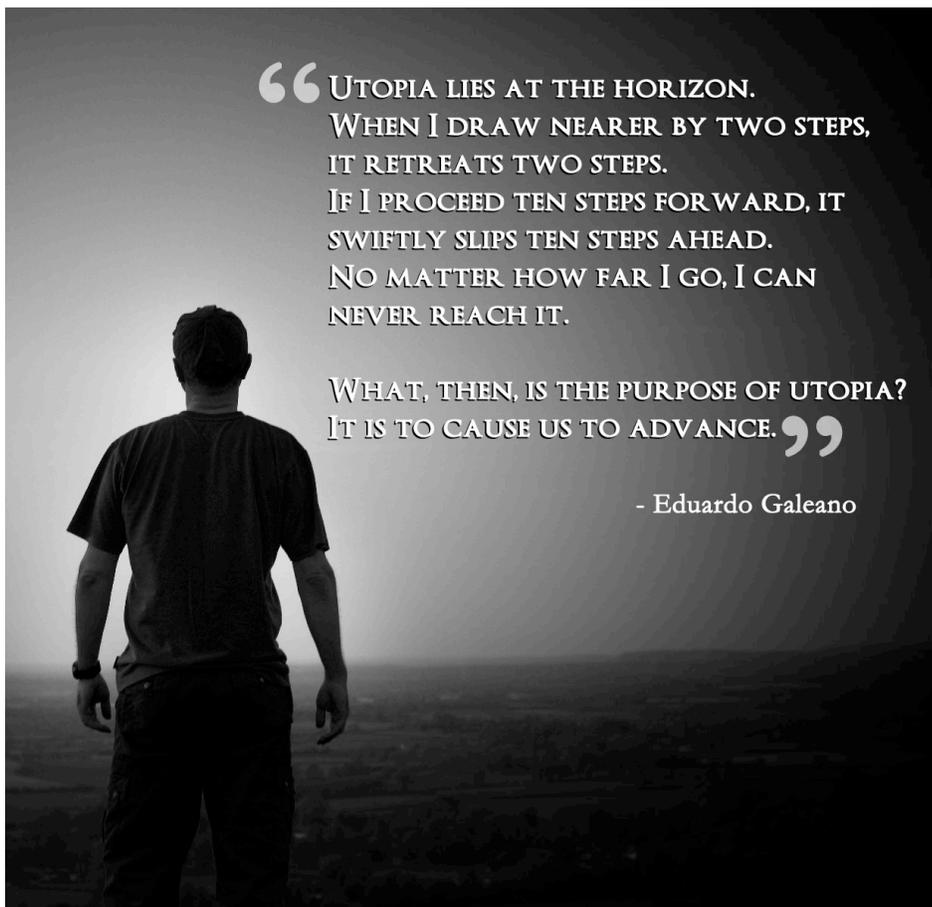


FIRST EDITION
MARCH-APRIL
2013

Horizon Language Gazette



“UTOPIA LIES AT THE HORIZON.
WHEN I DRAW NEARER BY TWO STEPS,
IT RETREATS TWO STEPS.
IF I PROCEED TEN STEPS FORWARD, IT
SWIFTLY SLIPS TEN STEPS AHEAD.
NO MATTER HOW FAR I GO, I CAN
NEVER REACH IT.

WHAT, THEN, IS THE PURPOSE OF UTOPIA?
IT IS TO CAUSE US TO ADVANCE.”

- Eduardo Galeano

Once again, we are back!

By Alireza Ramedani

Horizon Language Gazette started working about two years ago but we had to terminate our publication due to problems galore. The spring of 1392 (March-April, 2013) has brought with it many sweeping changes one of which being the present issue.

We are going green. No paper, a capital E! The all-electronic version gives us the upper hand from many angles. First, it can circulate more easily. Second no trees are being cut down for you to read this. Third, you shouldn't pay a dime to get your hands on the issues. It is a one-man show for the time being. There are no promises. Next issue may come next month or never! But keep your fingers crossed. The next bleep you here on your Pc, Mac, tablet or smartphone can be

us! This issue has a major difference with the previous ones. It does not merely include material pertinent to IELTS test. We have covered TOEFL, GRE and GMAT in this issue as well. A little taste of everything one may wonder! There are many benefits to doing so. More people can enjoy this edition. People who aim to sit for one of these exams can find a variety of topics.

English teachers who are interested in cooperating with us will find themselves more than welcome to email us their material. In order to contact us please use one of the following links:

www.rahpouyandegan.com

or you can call us for an appointment to submit the material personally (+511-7611960).

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Rahpouyandegan Language School:

A revolution in exam preparation



2013

IELTS IELTS IELTS IELTS IELTS IELTS IELTS IELTS IELTS
TOEFL TOEFL TOEFL TOEFL TOEFL TOEFL TOEFL TOEFL
GRE
GMAT GMAT GMAT GMAT GMAT GMAT GMAT GMAT



IELTS

	Reading	Writing	Speaking	Listening
All New Course Materials	Pre Select Reading (pre-intermediate)	Pre Fundamentals of English Grammar	Pre Get Ready For IELTS (SP)	Pre Get Ready For IELTS (Lis)
	IELTS 1 Select Reading (intermediate)	IELTS 1 Get Ready For IELTS (Wr)	IELTS 1 -Speaking for IELTS Improve your IELTS Speaking	IELTS 1 Listening Direct
	IELTS 2 IELTS Success: Preparation and Practice for Reading	IELTS 2 -IELTS Writing Compact - IELTS Digest Writing Skill	IELTS 2 -Speaking for IELTS -Improve your IELTS Speaking	IELTS 2 Listening Direct
	IELTS 3 IELTS Success: Preparation and Practice for Reading	IELTS 3 IELTS Digest Writing Skill Supplementary Selective Material	IELTS 3 -Speaking for IELTS Improve your IELTS Speaking Supplementary Selective Material	IELTS 3 Listening Direct Spelling Selective Material
		Idea Generation Ideas for IELTS Writing and Speaking		

TOEFL

Delta	Oxford iBT A Complete Guide	Selective Material	A Complete Guide
GRE ETS Official Book 800 Essential Words Barron's Verbal Workbook Princeton's Verbal Workout		Vocabulary Key Words for IELTS 504 Absolutely Essential Words	

HOLLYWOOD

Hollywood is always looking for new ways to make more money, and exporting American TV shows has become big business, last year generating about \$8 billion in revenue. In addition, shipping American movies overseas has also fueled much of Hollywood's recent growth. Where foreign receipts were once only an afterthought, today they can account for half—or more—of the total gross of box office sales. It is not surprising, then, that selling Hollywood movies abroad has influenced how they are made at home. In fact, foreign viewership is a major factor in the **explosion** of big-budget, high-concept action movies (which are easier to sell in Europe and Asia) over the last 25 years. It would appear, then, that much more is going on than just expansion of markets for American movies. What we are witnessing is how the globalization of the entertainment industry is becoming a two-way street.

Instead of a unidirectional process by which America distributes finished entertainment products around the world, we are now seeing more bidirectional collaboration as other countries' ideas come to Hollywood and influence the creation of those entertainment products. About a decade ago, Hollywood began to rely heavily on importing concepts from foreign TV shows and movies, and remaking them in America. On the **small screen**, this meant importing and remaking shows such as Survivor, Big Brother, and The Office. Likewise, foreign movies, such as Insomnia, Dark Water, and The Grudge were remade by American studios. As a sign of how successful this model of production has become, consider that the Academy Award winner for best picture in 2007, The Departed, was a remake of the 2002 Hong Kong movie Infernal Affairs and that American Idol, which Jeff Zucker recently called "the most impactful show in the history of television," began as a British show called Pop Idol.

This trend began as a simple business decision. **Entertainment executives, always looking to divine signs that a product will succeed, latched onto the idea of buying properties that a foreign director had already paid to produce and that audiences had already validated.** In other words, they decided to treat foreign markets, such as the Netherlands, or Britain, or Japan, like giant

focus groups. Consider the case of The Ring. The original movie, Ringu, was made in Japan for \$1.2 million. It was a success over there, taking in \$6.6 million. DreamWorks, an American movie studio, paid a (relatively) nominal fee to buy the rights to the property, and then remade it for \$40 million. It made \$129 million in America and \$120 million overseas, including, oddly enough, \$14 million in Japan.

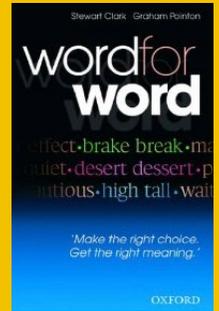
The remake game is not new. **[A]** For instance, John Sturges' 1960 movie The Magnificent Seven was a retelling of the Japanese masterpiece The Seven Samurai, and All in the Family was based on the British series

Death Do Us Part. **[B]** The American TV show Desperate Housewives will be remade in Ecuador; The Nanny, the long-canceled Fran Drescher sitcom, is set to be remade in Indonesia next fall. **[C]** All of which is to say that globalization, at least in the entertainment industry, is evolving to include not just pre-made products, but ideas, formulas and syntax. **[D]** This is an encouraging development. At least these programs will star actors from their own country instead of Americans and will be made written, directed, and produced by the native people of the country in which they are made.

Of course, it is possible to ascribe too much presence of mind to the entertainment industry. In a 2003 article on the remaking of Japanese movies, Tad Friend reported that, in 2001, Miramax executives purchased the rights to a Japanese kung-fu comedy called My Wife Is a Gangster after seeing a tape of the movie that did not even have subtitles. The producer who brokered the deal bragged that they bought it "without even knowing what the characters were talking about." Nonetheless, the evolution is a reminder that systems are complex; even when change is expected, it is often unpredictable. "Globalization" has become one of the **mantras** of our day, but it is a process, not a thing. And none of us yet knows where it may lead.

A Book to Read:

Word
for
Word



BIANNUAL

BIENNIAL

BIENNALE!!!!

1. Biannual (adj)
means twice a year. Potential confusion with "biennial" can be avoided by replacing biannual with 'semi-annual', 'half yearly', or 'every six month'.

2. biennial (adj & n)
as an adjective, means once every two years: 'As this course is biennial, it will not be taught next year'. Potential confusion with 'biannual' can be avoided by replacing 'biennial' with 'every second year', 'every other year'. As a noun, 'biennial' refers to a plant that lives for two years, and flowers only in the second, before dying: 'This plant did not flower this year as it is a biennial.'

3. Biennale (n)
means a large exhibition or music festival held on a "biennial" basis: 'This first biennale was held in Venice in 1895'.

Need to purchase a TOEFL iBT voucher?

you can call us for information regarding how you can register for a TOEFL iBT test.

Beginning January 2013, Sanjesh has stopped selling vouchers to TOEFL candidates due to the sanctions and the caused wild fluctuations in our currency value.

Therefore, ETS has officially announced that iBT candidates need to use credit cards to register.

1) The word explosion in paragraph 1 is closest in meaning to

- Detonation
- Blast
- Export
- Rapid increase

2) According to paragraph 2, which of the following is true of globalization?

- It demands a unidirectional process in movie making.
- It has caused Hollywood to decrease the size of its studios.
- Most Hollywood movies now have two directors
- Hollywood is now importing ideas as well as exporting movies.

3) The phrase small screen most likely refers to

- Television
- Movies that do not make a lot of money
- TV shows starring children
- Movies made on small budgets

4) In paragraph 2, why does the author mention "American Idol"?

- To compare it with "Pop Idol"
- To explain where the show's concept came from
- To explain Jeff Zucker's role in the show's success
- To explain its role in the history of British TV

5) Which of the following best expresses the information in the highlighted sentence?
Entertainment executives, always looking to divine signs that a product will succeed, latched onto the idea of buying properties that a foreign director had already paid to produce and that audiences had already validated.

- Movie moguls do not want to take chances, so they only invest in films that will definitely be a success when remade in America.
- Entertaining movie executives look divine and successful because they snatched up the idea of buying foreign property that had already been validated and paid for by audiences.
- Once audiences validated a successful movie, then entertainment executives thought it was a sign from god to make the movie using a foreign director.
- Forever hoping to be given proof of a new show's success, moviemakers decided to purchase movies that have

already been made and have succeeded abroad.

6) According to paragraph 3, why did Hollywood begin remaking foreign films?

- It was cheaper to make films abroad
- It was quicker than making a film about Hollywood
- The subject matter had already been proven to be of interest to audiences
- The scripts for the foreign movies told the story of business decisions

7) Insert the following sentence into paragraph 4 at one of the following locations:

[A], [B], [C], [D].

But what is fresh and exciting today is the enormous volume of remakes and the fact that the pipeline now runs in both directions.

- [A]
- [B]
- [C]
- [D]

8) The author's discussion of "The Nanny" mentions which of the following:

- The Hollywood version of "The Nanny" was set in Indonesia.
- Hollywood will be making new episodes of the Nanny this coming September.
- New episodes of the original show are no longer being made.
- Fran Drescher was fired from the show a long time ago.

9) The author of the passage implies that

- TV shows and movies from, for example, China should have Chinese actors
- American actors are the best in the world
- People from other countries prefer to see Americans on screen
- Hollywood is making more complex movies about evolution

10) The word it in paragraph 5 refers to

- The deal
- The producer
- The movie
- Miramax

11) The word mantras is closest in meaning to

- Often repeated words
- Economic disasters

- Dangerous thoughts
- Necessary evils

12) According to the passage, which of the following is NOT true of the current Hollywood entertainment industry?

- Many American movies and TV shows are remakes of foreign movies and TV shows
- The kinds of movies being made are influenced by overseas box-office sales
- American actors are going abroad to star in foreign remakes of their own movies.
- A number of American TV shows are being remade in foreign countries

13) An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

The relationship between Hollywood and foreign film studios has become a two-way street.

- Films that were originally made abroad are being remade in Hollywood.
- Hollywood wants every movie to be as successful overseas as The Ring was in Japan.
- The Indonesian version of The Nanny will have an all-Indonesian cast.
- The back and forth created between Hollywood and movie studios from other countries is one example of how globalization is affecting the entertainment industry.
- Much of the financial success currently being experienced by the American movie industry is indebted to the success that foreign films have had in their own country. American movies are often the basis for new foreign television shows because other countries cannot afford to make big budget films, but they can afford to make weekly television shows with the same characters.

1 (1)
2 (8) 3 (9) 4 (11) 5 (10) 6 (3) 7 (11) 8 (11) 9 (12) 10 (13) 11 (13) 12 (3) 13 (7)

Answers:

IELTS Speaking Exam Tips

By **Alireza Ramedani**
TESOL cert., IELTS cert., TEFL

...

Part 1

Giving full, relevant answers to the examiner's questions will help get the interview off to a good start.

1) Avoid giving short, uncommunicative replies.

Q: Where are you from?

A: I'm from Mashhad, Iran. **(Don't stop there!)** It's a modern city but with a lot of history and a lovely place to live.

2) Avoid short, 'yes', 'no' answers to closed questions. (These are questions beginning 'Have you ...', 'Do you ...', 'Is it ...' etc which can be answered simply with a yes or no answer).

Q: Have you visited any English speaking countries?

A: Yes. **(Don't stop there!)** I went to England last year and spent two weeks seeing the sights. A couple of years ago I went to New York with my parents and had a great time.

Q: Do you play any sports?

A: No. **(Don't stop there!)** I'm not really interested in playing sports. I like watching sport on TV and I really enjoyed keeping up with the Olympics recently.

3) Offer examples to help you explain a statement.

Q: Why are you preparing for the IELTS exam?

A: Because I need it for my studies. **(Don't stop there!)** I've been offered a place at a university in England to study on an MBA but I need to show my level of English is good enough.

Part 2

1. Use your 1 minute preparation time wisely and make notes of the points you'd like to make.

2. The question will help you with the structure of your talk. The introduction can include the item itself and maybe a brief description. The main body of your talk could describe the situation when you acquired the object and go on to explain when you use it. You can then end with an

explanation of why the object is so important.

3. Try to avoid giving a very dry, unimaginative introduction such as 'The object I'm going to describe is'. Get your talk off to a memorable start with something on the lines of: 'If I was about to lose everything and could only save one thing it would be my ...', or 'I've got several things that mean a lot to me but the one that really stands out is my ...'

Part 3

Look at this cue card:

It is sometimes argued that local cultures are being destroyed by tourism. Why do think people might feel this?

What benefits do people get from travelling to other countries?

Do you think people are becoming too materialistic?

To what extent are people's buying habits affected by advertising?

1. If you need time to collect your thoughts use expressions (sparingly) like: 'That's a good question.', 'Well, let me think ...'.

2. Don't forget to avoid short, 'yes', 'no' answers. Try to offer examples to back up a statement.

3. Help make your contributions memorable. Try explaining a point using a short, personal anecdote.

4. If the examiner asks a question that you don't understand, take control of the situation with questions such as those that appear below. Responding like this will show evidence of your communication skills.

A) If the examiner uses a word or phrase that you don't understand, say something like:

"Sorry but could you explain what you mean by" or "I haven't come across that word/expression before. Could you explain what you mean?"

B) If you simply didn't hear something that was asked, respond with:

"Excuse me, I didn't quite catch that. Could you say that again?"
"I'm sorry, but would you mind repeating that?"

C) If you want to make sure you've understood what the examiner has asked you could say:
"Do you mean"
"When you say, do you mean/are you asking"?

1. Keep calm
2. Try to speak clearly
3. Fast is not always good
4. Intonation matters
5. Chunking is important
6. Accent doesn't matter
7. Correct pronunciation
8. Listen Carefully
9. Stick to the question
10. Mark the end of your answer through a fall in intonation

TEST YOUR SPEAKING

If you like to know what score you are capable of getting in an IELTS test you may like to arrange a meeting with one of our consultants:

Alireza Ramedani

Mohammad Rasouli

Abdolreza Hedayati

Bahare Alizadeh

Call us on +98-511-767 6993

Shah Tashari



GRE TUTOR

For more information please visit our websites:

www.alirezamedani.com

www.rahpouyandegan.com

The courses are 20 sessions (GRE Verbal and Writing)

GRE Test: General Information

Information GRE Exam :

GRE exam is usually taken by students who want to take admission in foreign universities for graduate programs. GRE review is conducted by the Education Testing Service (ETS) on behalf of the GRE Board and Council of Graduate Schools. The reason for the review is objective with many option questions. This note is to review the criteria essential for taking admission in a foreign university.



ETS has made some changes in the arrangement of the GRE exam to review this student-friendly and less difficult compared to other tests. This new model will help universities to assess students as well, make the right choice and allow them to register candidates most admirable. This new model will be active from August 2011.

The team of the new model ERM 2011 said: "It is the major review of the history of the GRE, which is about 60 years." They also mentioned that changes in the demographics of the makers of trial, technological changes, etc, confident them to make changes in the review model and they are really excited about the new set-up. Now 10 important changes in the new system GRE.

1. **Improved Design:** The new modified design can go back and forward in a particular section and to change or make changes to your answers. In this new format, you can mark and return to a question to make changes and revise. This new format is different in style compared to the current GRE. The main objective behind this new model is to create a better testing experience and natural.

2. **Improving Data Quality:** The quality of data used for the GRE test will be better in the new model. The new format of the GRE examination will assess student skills that are really needed for graduate programs and business.

3. **Major Changes In The Verbal Section:** In this re-examination of the GRE verbal section has seen the most changes. In the new format, there will be a more complex reasoning. No antonyms and analogies will be required. There will be

no vocabulary that is called out of context. Expect new types of questions in this section.

4. **Quantitative Analysis:** The new model allows using the calculator to avoid small mistakes. The new model puts more emphasis on thinking skills and not on arithmetic. This new model focuses more on data explanation and real life scenarios.

5. **Written Summary:** In this section, there are no major changes, but there will be expectations respond more targeted and less generalizations.

6. **New test score Information:** due to new changes in the verbal and quantitative sections, the new range will be between 130 and 170 point scale with increments of 1 point increments instead of earlier points from 200 to 800 with 10 . The scale of the analytical section is unchanged from 0 to 6 in increments of 0.5. The new test is designed to provide sufficient opportunity for students to demonstrate their reasoning ability, regardless of their context.

7. **First new GRE Test Score & Test 2011:** The test score taken between August and October will be available in November. Candidates who want their score before November can test this by August 2011. The score of the statement will return to normal within 10-15 days after the end of November.

8. **Test Paper:** All students who are considering appear in the paper-based test, have to take the test before November, 2011. ETS has proposed various changes in the review model, these changes will be implemented from August 2011. All changes will be made in paper-based test as well.

9. **Split test to go:** If a student is to take this test in Asia such as China, Hong Kong and Taiwan, you may be using a split-test model. This format will not exist in the re-examination of the GRE. The modified version of GRE test will provide reports quickly, usually offered on the computer and can be done in a single day in one session only.

10. **GRE Test Prep Material:** GRE has already made available documents in the new practice for aspiring to familiarize them with the new examination format. GRE has launched the paper available for over a year before. You can also check the preparation materials by visiting the official site of the GRE test.

FAQ

Who needs GRE?

If you plan to pursue a degree in the US, you definitely need to take GRE. Other countries such as the UK and Germany recommend the applicants to sit the test as well. The number of universities which recognize GRE is on the rise. It can be a plus for students applying for a scholarship or TA position.

Is GRE held in Iran?

Yes, GRE general is held 3 times a year in Iran. The exam is held in Isfahan and Tehran. The test is usually administered in **Mehr, Aban and Bahamn** and the results are usually announced about 30-40 days later. So plan carefully because no GRE test is held in Iran in the first half of the



year. Under extreme circumstances, you can travel to Dubai, Yerevan, or Istanbul to take the test. The

test is \$190 and in order to register you need to have a credit card. In case, you have no access to a credit card, you can call us so we register the test for you

Can I take GRE in place of TOEFL/IELTS

No, GRE is a test of a very different nature. For those of you who want to apply for the US a combination of GRE and TOEFL is recommended.

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2013-2014

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IELTS
TOEFL
GRE
GMAT
Business

When it comes to taking risks we are the cord that keeps you from falling



A BRIEF HISTORY OF RP LANGUAGE SCHOOL.

“professionalism” and “perfectionism” are big words but if not for the big words, we would never recognize the best of them all.

RP- Rahpouyandegan- a well established exam-oriented institute in the north eastern city of Mashhad, was founded in 2005. RP's well-formed Educational Department and its four sub-divisions supervise the learning process of each student individually from the very beginning steps to the graduation time. Students are prepared in every aspect from knowledge of English to exam techniques to even psychological aspects of learning and exam taking. Mock Tests as well as specialized commentaries help students realize their potentials and zoom in on their goals.

There are unique programs which distinguish RP from any other language school across the country.

1. **Instructors:** the arsenal of our seasoned instructors is all you need to score high on the

IELTS/TOEFL/GRE/GMAT tests. Four of our team members- Mr. Pourvali, Mr. Kadkhodaei, Mr. Rostami and Mr. Ramedani have published books on exam preparation skills and their books are even used by students abroad.

2. **Up-to-date material:** We take teachers out of their comfort zone. The R&D at RP believes in using the newest material in the field. As soon as a new book is published by any prestigious publication it is on the operation table for a thorough scrutiny.

3. **Management that cares:** Everyone at RP has studied English academically. Knowing how it works is what you need to make it work.

IELTS GRANT

RP EXAM GRANT

Every year our school grants talented individuals a total of 2,600,000,000 Rls. to further their studies here at RP. There are other things on the next bus! keep waiting for our news.

Teachers' Corner: Collins to the rescue IELTS under control

By Alireza Ramedani

Get Ready for IELTS has been written for learners with a band score of 3 or 4 who want to achieve a higher score. Using this book will help them improve their pre-intermediate writing/speaking/reading/listening skills for the IELTS Academic test.

It can be used as a self-study course. People at Collins recommend that learners work systematically through the 12 units in each book in order to benefit from its progressive structure. It also may be used as a supplementary IELTS skills course for IELTS preparation classes. These books provide enough material for around 50 hours of class activity.

At a glance, you have everything you need at your fingertips. The 12 units focus on different topics which often appear on the IELTS exam. There are **Review units** are good as homework and you can even use them as short quizzes. **Practice tests** at the end of each book can give learners the opportunity to take an IELTS-style test under test conditions. There is a **glossary** at the end of the books which gives you a list of useful words from each unit with their Cobuild dictionary definitions.

Each unit consists of three parts: **Language development, skills development** and **exam practice**. There is also a **progress check** section which helps learners determine whether they have mastered/covered the key points in the unit. **Exam**

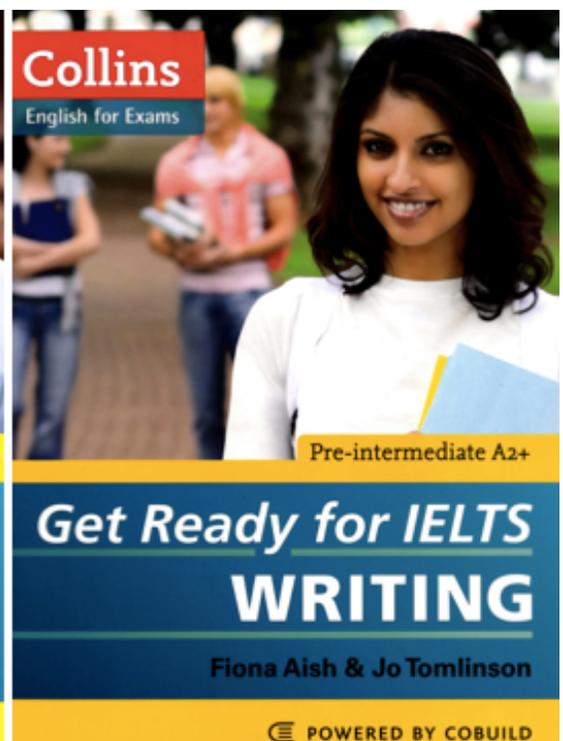
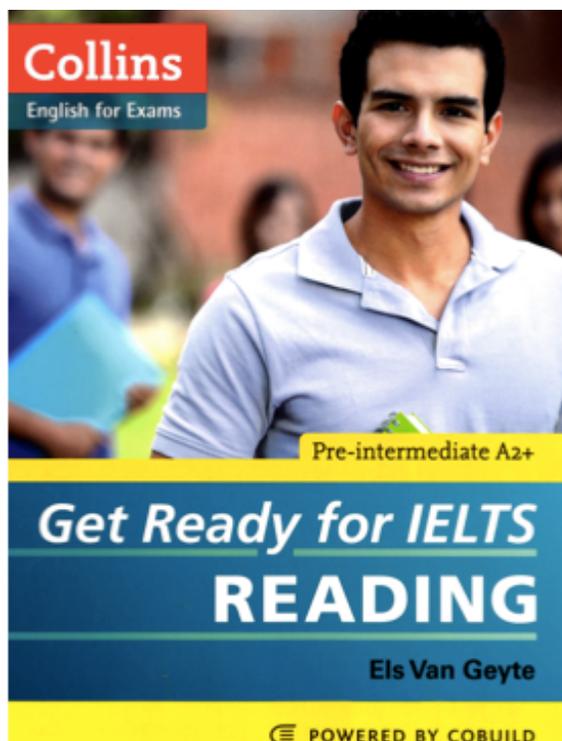
“For most IELTS trainers it has always been a pain in the neck to find a material suitable for students with lower proficiency. Collins new series leaves practically nothing to dream for in an IELTS preparation course book,” Ebrahim Parsa, Reading Specialist

information, exam tip and **watch out** are other parts of these books.

We had a test drive with these books at RP and the result has been amazing for our pre-IELTS students. The teachers feel comfortable with the book. The preparation is kept to the minimum. Learners are at ease too. The book does not put too much pressure on them. Yet it gives them the opportunity to get off a good start with a book which actually is about IELTS. Before the introduction of this book into our syllabus, we had to use other books which were not written specifically for this purpose. This put us at a disadvantage because most students believed they have to get their hands on IELTS material. Collins has come to our rescue. This series is neither too easy nor too difficult. Seldom has I seen such a well-calibrated collocation of IELTS material.

“Collins” speaks louder than words!

Make a start on your IELTS preparation with Collins Get Ready for IELTS. This book gives you everything you need to improved your pre-intermediate writing skills for the IELTS Writing/ Reading/Listening/ Speaking.



Q&A

TOEFL vs. IELTS (stresses and strains)

Is TOEFL reading easier than the IELTS version? (TOEFL 1-0 IELTS)

There is no simple answer to that. However, students feel a bit more comfortable with the TOEFL reading section. There are less intricacies and the content or the questions seldom try to deceive you. IELTS reading is more concerned with details. Another thing to consider is that most TOEFL reading questions are local and therefore it is much easier to find the answer to a specific question. There is no need to write anything in the TOEFL reading section and the overwhelming majority of the questions are multiple-choice. As a result, students tend to score higher in this section. A major downside of the TOEFL reading section is that you can not underline words, phrases or sentences or take notes as the test is administered on computers. A lot of practice is required for students to get used to this new format.

Is TOEFL listening easier than the IELTS version? (TOEFL 2-0 IELTS)

This one is even tougher. One main advantage of IELTS is that the questions are right in front of you. You can read them before listening and you know what you are expected to listen for. With TOEFL this is not the case at all. You have to listen to a lecture first before you are presented with the questions. As a result you need to take a lot of notes which most students find difficult. However, IELTS questions are more tricky and section four of the listening modules gets inordinately difficult. TOEFL lectures are more of an academic nature and therefore easier to focus on. My professional opinion is that with adequate exercise the TOEFL listening section is again easier than the one in the IELTS test.

What about writing? (TOEFL 2-1 IELTS)

The first task of the TOEFL iBT test in the writing section is called integrated writing as it marries writing skills with reading and listening. First, you need to read a short passage in 3 minutes and then listen to a lecturer either casting doubt on or giving credit to it. Then you have to write a report on it in 150-225 words. In the IELTS test you need to describe a graph/process/map in 150 words. Here, although the TOEFL test seems more complicated, it is easier as you are provided with the input. However, for students with lower proficiencies integrated writing poses more difficulties because they can not easily comprehend the material. Task 2 and independent writing are the same. The only major difference being that candidates need to write a minimum of 300 words in 30 minutes in TOEFL and a minimum of 250 words in 40 minutes in IELTS. TOEFL writing section is longer and candidates have to do it in less time. What's more, candidates need to type their answers which most find a strain.

Does TOEFL beat IELTS here too? (TOEFL 2-2 IELTS)

No!, TOEFL iBT speaking section is the only major weakness of the test. Lack of the human factor as well as the great stress caused by time restraints which candidates face in delivering their answer make IELTS speaking module, without a shadow of a doubt, a better test.

Prices (TOEFL 3-2 IELTS)

TOEFL is a bit cheaper but the price difference does not make much of a difference in my opinion. The only good thing about iBT here is the fact that everything is centralized on a website and prices are fixed worldwide.

Results (TOEFL 3-2 IELTS)

Humanitatis per seacula quarta decima et quinta decima Eodem modo typi; parum claram anteposuerit litterarum formas humanitatis per seacula quarta decima et quinta decima.

International recognition

IELTS used to be recognized by more universities; however, things have changed and both tests are well-recognized worldwide now.

Test administration (TOEFL 4-2 IELTS)

TOEFL is administered in one go while IELTS takes two days. That is another convenience for TOEFL candidates.

Technology and Learning



Five golden rules of creating flashcards

There is much to be said on the topic of how to create strong and efficient flashcards. But we need to start somewhere, and what better way to begin than by giving you the ultimate guide to creating something truly useful and valuable. So without further ado, here are 5 golden rules to help you get the most out of your flashcards.

IF YOU FOLLOW ALL THESE BASIC STEPS YOUR LEARNING EXPERIENCE WILL BE SMOOTH AND EFFICIENT

Rule No. 1: Short and simple is the key.

Your aim should be to find the smallest amount of information possible to put on the card, yet make sure that it still contains the most important facts – and only those.

Rule No. 2: Stick to what is truly relevant.

Not all simple facts are relevant.

Rule No. 3: Break down content into units.

No matter how short all individual facts may be, if you try to cram too much onto one card it defeats the purpose of quick revision. Why not find smaller units to break you content down? Start off with the most recent presidents, from 1945 until today.

Rule No. 4: Increase readability with bullets.

Make a list of keywords which you are much more likely to recall and can then put into context.

Rule No. 5: Choose variety in posing questions.

Not all subjects come in an already-made Q&A format. That does not mean that you cannot use flashcards to study.

EVERNOTE



THIS SOFTWARE IS AVAILABLE FOR ALMOST ALL OPERATING SYSTEMS. YOU CAN INSTALL IT ON YOUR PC OR MAC OR DOWNLOAD IT FOR ANDROID SMARTPHONES AS WELL AS IOS. IT GIVES YOU AN OPPORTUNITY TO MAKE NOTES (AUDIO, VIDEO, PDF, ETC.). THESE CAN BE LATER SHARED WITH YOUR CLASSMATES OR STUDENTS.

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BRAINSCAPE



YOU ARE FAMILIAR WITH LEITNER SYSTEM, RIGHT? THIS APPLICATION (ONLY AVAILABLE ON IOS, BUT ACCESSIBLE ON ITS WEBSITE AS WELL) IS IDEAL FOR THOSE WHO WANT TO LEARN NEW WORDS, ESPECIALLY GRE CANDIDATES. YOU CAN MAKE YOUR OWN FLASHCARDS OR PURCHASE THE MADE ONES.

A WORD OF ADVICE **MANAGERS!**

How to Promote Your Language Program in a Tough Market

by Sarah Elaine Eaton, M.A.

In 1998 "Asian flu" hit the markets, causing thousands of Korean, Japanese and other Asian students to stay home. In 2001 the World Trade Center in New York was destroyed and for a time, North America was no longer considered a "safe" destination for international students and enrollments dropped again. In 2003, the war in Iraq had a similar effect on educational programs relying on foreign student registration.

The situation worsened in Canada when Severe Acute Respiratory Syndrome (SARS) caused the World Health Organization (WHO) to recommend that anyone with travel plans to Toronto "consider postponing all but essential travel." Language programs in and around Toronto were hit hard. In fact, registration in language programs across the country dropped significantly at that time. Let's face it, international students and their parents may not know that Calgary or Vancouver are thousands of kilometers away from Toronto and hardly affected by SARS, but the reality is that for a few months Canada was branded, however informally, as an "unsafe" country for foreigners.

As an educational consultant who specializes in helping language programs market their courses better, this year I heard more managers than ever concerned about plummeting enrollments. Program managers from across North America have asked me the same question, "What do we do now?" The answer is not a "quick fix", but one focused on long-term vision and strategy.

Firstly, recognize that what may have been happening recently is by no means a disaster, nor is it

isolated. As we mentioned at the beginning, every few years something happens in the global economy that affects enrollment in our language programs, however small they may be. Don't be fooled into thinking that we are not affected by what happens in the global market place. Language programs that rely on foreign student enrollment to generate revenue are big business. What happens in international economics and markets will affect us. One mistake language program managers make is to think that education is not business. But when enrollments drop and you have to answer to senior administrators who want answers and more importantly, want a healthy bottom line, we recognize that we are indeed in the "business" of educating students.

We need to learn to think like business people. Our programs are the services that we offer to clients. Our market is international and therefore, what affects the global market for all goods, services, stocks and commodities affects us. If we take a look at history, we can see that every few years, some event occurs in the world that has a direct impact on our enrollment.

If you have historical program statistics, review them. More than likely, if all other factors are equal, you will be able to correlate significant drops in student enrollment with economic disruptions or political events across the globe. We need to look at the "big picture" and recognize that whatever it may be this time, it will be temporary. Say to yourself, "This too, will pass." Developing a long-term perspective will help you and your staff avoid the panic that so many program managers have felt this year. It will also help you answer to superiors who may be quick to blame lower enrollments on managers or coordinators (namely, you). If you have a clear idea of the big picture, you will be calmer, more confident and you will think more clearly about the decisions you have

to make and why you have to make them. Your staff and superiors may not like the fact that enrollments have dropped, but they will respect you more if you show strength, vision and a conservatively positive attitude in tough times.

Apart from keeping things in perspective and developing a long-term vision, there are things you can do when the markets are tough to continue promoting your program:

Take the time to strategize. Instead of flailing around to develop new courses that you hope may bring a few more students through the door, instead I recommend recognizing the situation for what it is: a slow market. This is the time to be proactive, not reactive. If you complained before that you never had time to figure out a marketing strategy for your program, now you have that time. Use it wisely. Figure out where you want your program to go over the next 5 years. (Realistically, you may want to factor in at least one more global event that will affect your enrollment during that time.) Assess your current marketing strategy and determine what, if anything, needs to change. Instead of letting panic rule how you run things in tough times, stay calm and develop a vision that will carry you through the difficulties and into the market recovery.

Keep your prices stable. Now is not the time to increase your prices because you are feeling a financial pinch. Instead, maintain current price structure and keep your long-term vision. Conversely, now is also not the time to lower prices or offer "special discounts due to SARS". Even if you don't say it directly, prospective students and their parents will recognize a certain level of financial concern on your part. They may be intuitively turned off your program if it looks like it's in financial trouble.

“...develop the language skills you need for success in your degree studies as well as in your career.”

– John Pope
Executive Director



Remind your staff that they each play a part in the success of your school, so remind them to stay positive. This may not be easy, especially if there have been layoffs due to lack of work. That's all the more reason for those who still have work to stay focused on the students and show a positive attitude around them. This will serve a double purpose. Not only will the students feel important and special, but by focusing on the students as much as possible, staff are less likely to dwell solely on the safety of their jobs or the dismal state of enrollment.

Take time to regroup, re-organize and even have some fun! Remind everyone that while these may not be the best of times, things will get better. There is nothing more detrimental to staff morale or to a program in general, than to have panic or a sense of hopelessness infect the school like a virus. We need to combat fear by maintaining a long term vision and most importantly, by staying productive in the meantime. This means hands-on work for teachers and staff to keep everyone busy while preparing for better times ahead. Now is the time to clean out your teachers' offices, resource rooms, filing cabinets, cupboards and bookshelves. Organize a second-hand book sale of any old textbooks or resources you

really don't need. Use the money to take the students on a field trip or buy pizza for the staff on a Friday afternoon. There is still room for fun and in fact, small ways of boosting staff morale that don't cost your program significant dollars can be a huge emotional investment in the mental health of your staff.

I tell language program managers to listen to their financial planners when it comes to having their language programs make it through tough times. Sound strange? Not really... Investment planners tell us not to make rash decisions when markets fluctuate unexpectedly. We need to think long term, plan for the future and stay calm. Your program is similar to your personal investments. Stay steady in your belief that all your hard work and investment in your program will not be lost and that the market will recover. The next time a market fluctuation causes a drop in your language program, you will be all the wiser.

A trip back in time:



In 1961, a force of 1,400 Cuban exiles from the USA landed at the Bay of Pigs in Cuba with the aim of overthrowing Fidel Castro's government. The insurgents landed with American support from the sea and air but were defeated by Cuban forces in just 3 days. More than 100 of the insurgents died in the attack, and 1,189 were taken prisoner. The failed invasion proved an embarrassment for the US government after their involvement was revealed.

Wordchecker

repel (verb): beat or drive back invaders

insurgents (noun): rebels; revolutionaries; fighters who attack a government

exile (noun): person living outside their native country, by choice or otherwise

overthrow (verb): take over; put another out of control

invasion (noun): the forceful entry into an area

Writing matters: Types of writing: Short texts



Introduction

Writing is often a neglected skill in the classroom and when it does take place it almost always seems to focus on long texts such as letters and essays. This is extremely unfortunate for a number of reasons.

Firstly, during their lives, students will be required to write a lot and yet their writing often doesn't truly reflect their language ability.

Secondly, writing helps consolidate other aspects of learning such as grammar and vocabulary. When students are writing they often have more time than they would if they were speaking and this gives them the opportunity to think about the language they use and learn from the choices they make.

A third issue I want to raise here is the type of texts we ask students to write. As previously mentioned, these are often quite long and this in itself is a problem as the texts students are more likely to need to write are short texts such as messages, notes and instructions. The features of these texts differ radically from long texts and yet students seem to be expected to be able to produce short texts with almost no teaching having taken place.

One of the most important things to emphasize is that writing texts of any kind requires an understanding of how such texts operate and what they look like. The key to this is exposure to the text types – in other words, opportunities to read such texts. The writing of any text cannot come in isolation – writing and reading are intertwined and the best writers are people who read a lot. Therefore, before expecting our students to start writing texts, whether they are short or long, we need to give them lots of examples – let them read the texts, notice features and think about the context and the message.

What is different about short texts?

To begin with it's important to state it is just that – they are short! And, because of this there are a number of implications. Firstly, the use of ellipsis (i.e. leaving out words as they are unnecessary for comprehension of the text / message). This requires an understanding of the context and a shared

A NOTE ON WRITING:

In the first of two articles on types of writing, Adrian Tennant focuses on short texts such as messages, notes, instructions and notices. Although these kinds of text are read and written on a regular basis, they are often neglected despite being extremely common in everyday life.

understanding (or at least the expectation of such) between the writer and reader. Secondly, the register used in short texts tends not to be very formal – this doesn't mean they are informal but simply that there is usually some kind of relationship between the writer and reader already, so a degree of informality is normal. Finally, short texts cut to the chase – the message is key and words are not wasted. This means that messages can appear to be almost rude in nature simply because of the brevity. All of these things are reflected in the language used in short texts.

What kind of language is used?

In short texts, grammar words – such as pronouns, articles, conjunctions and prepositions – are often omitted. This can be quite challenging for both the student and the teacher, especially if we've spent quite a lot of time teaching students how to use such words! It almost feels as if short texts are ungrammatical when, in fact, this is not the case. Although the words are not written, the reader will automatically reinsert them if necessary. Take a look at the example note below:



Some facts about IELTS Writing ...

. Iranian students tend to get their lost bandscore in this section.

. Most students focus on learning difficult structures and vocabulary, while the key to success is knowing how to use grammar and vocabulary efficiently and naturally. You should focus on learning a large number of good collocations. Avoid using very long sentences. You tend to make more mistakes when the sentences grow longer.

Gone to dentist's

You may want to pose the following questions to your students to test that they understand the nature of the message:

Q. Who has gone?

A. the writer

Q. Why doesn't the note say 'the dentist's'?

A. because there is an assumption that the reader knows which dentist the writer is referring to

Q. Why is there an apostrophe?

A. because it's the dental surgery that the person is visiting in order to see the dentist

Q. Why have they gone to the dentist's? What are they going to do there?

A. There is no explanation, however the reason in this case is fairly obvious.

The next thing students need to try and understand is the reason for the note. It's been written not just to tell the reader where the person has gone but why they aren't at the location where the note has been left. In other words, it's been left for someone to read who would be surprised not to see the person who wrote the note. So there is an underlying message, which could be something like *Don't worry!* or *You'll have to get your own dinner.*

Another feature that we often find in short texts such as notes and instructions is the use of the passive. There are two main reasons for this: the first is that what both the writer and reader are interested in is the action not the person doing the action (which is often known anyway); and, secondly, the passive is more neutral and almost helps soften the tone that a short text has, e.g. *Please make sure the rubbish is taken out.* However, even when the passive isn't used, the 'agent' or person being asked to do something is often left out (usually because the expectation is that it is the reader who is going to carry out any action that is required). For example:

Turn the lights off before leaving.

Please feed the dog!

Leave outdoor shoes here.

Instructions

Most of the examples of short texts we've looked at so far have been notes and messages, although some could be interpreted as instructions as well. For example, *Leave outdoor shoes here.* But what about other types of instructions such as directions or those left to tell someone how to do something? Here are two examples:

Go through the village and take the second turning on the right. Our house is the third on the left opposite the big tree.

Switch on at the wall. The red light should start flashing. When the light stops flashing, press the button.

Although these texts are longer than the other examples, many of the same features are evident. The 'agent' or person carrying out the action isn't mentioned. As with many of the other short texts, these start with a verb, but they do include articles and prepositions. One feature that is very evident from these texts is how short the sentences are and how the language is kept fairly simple.

Some practical ideas

What's the context?

Show your students a number of short texts (see the examples in the boxes below).

Put the students in pairs and ask them to discuss the following: Where would you see such a notice or message?

Give the students time to discuss each one, monitor and help where necessary and then check as a class.

Back soon	Please leave post with no. 42	Get well soon. Hope you like grapes!	Fragile! This way up!	Sorry, had to go out. Dinner's in the fridge.
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Suggested answers:

Back soon – a notice on a shop or office door or stuck to a computer screen at someone's desk

Please leave post with no. 42 – A note left for the postman (possibly on the front door). The use of *with* is interesting here as it refers to the person / people living at number 42 rather than the house itself.

Get well soon. Hope you like grapes! – a note either attached to a bunch of grapes or in an accompanying card sent to someone either in hospital or at home recuperating after being ill or having an operation

Fragile! This way up! – a note attached to a parcel or a case, either sent through the post or being taken as luggage on a plane

Sorry, had to go out. Dinner's in the fridge. – A note from a parent / partner to a son / daughter / partner. Probably left on the kitchen table or somewhere they know it will be seen and read.

Cross it out!

This is a fun activity that can be done with absolutely any level and pretty much any age of student. The main aim of the activity is to get students to focus on the core message and understand that often it is grammar words (words like articles, prepositions and pronouns) that can be left out.

Look at the message. It contains 26 words. Can you cross out 17 words so that there are only 9 in the message? Remember, the meaning still needs to be clear! You might want to change the order of the words as well.

Hi Barry,
Paul phoned and wanted to speak to you, but you weren't at your desk. Can you call him back? He says it's urgent.
Emma

Possible solution:

Barry,
URGENT – Paul phoned. Please call him back.
Emma

You can also try to reverse it by giving students a short text and asking them to put back the words that have been removed (the only problem with this is that there are often lots of possibilities).

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Gapped text / Reorder text

Students need to be exposed to as many different types of texts as possible. They also need the chance to develop an understanding of how the texts work – like teaching any aspect of the language, you need to do it step-by-step so students know how things are done. So, before asking students to write their own short texts they need models. It is also more helpful if students complete exercises around these models and not simply read them. Here are two simple ideas using the same short text.

Augue sit fugiat hasellus est, fusce lectus proin, neque cras eget, integer quam facilisi a adipiscing posuere. Imperdiet sem sapien.

MORBI NIBH

MAURIS

T – TH

MAGNIS VEL, LACINIA

M, W, F

Est ultrices hasellus ullamcorper ridiculus, donec id adipiscing sit placerat sit, eget euismod, luctus lectus eros vestibulum eu hac pede, neque et nonummy. Ante delectus laoreet felis turpis porta, nunc sem suspendisse turpis, hac massa morbi erat, amet condimentum pulvinar augue.

1. Complete the text with the words in the boxes.

check

close

drop

enjoy

open

press

put

switch

(1) _____ the machine on – the on / off switch is on the right-hand side. The light should start flashing. When it stops flashing, (2) _____ the flap at the top and (3) _____ the capsule in – the silver part facing towards you. (4) _____ the flap, (5) _____ a cup on the tray. (6) _____ that the water level is above minimum. (7) _____ the button next to the light. (8) _____ your coffee!

2. Put the sentences in the correct order.

- Check that the water level is above minimum.
- Close the flap, put a cup on the tray.
- Enjoy your coffee!
- Press the button next to the light.
- Switch the machine on – the on / off switch is on the right-hand side.
- The light should start flashing.
- When it stops flashing, open the flap at the top and drop the capsule in – the silver part facing towards you.

Conclusion

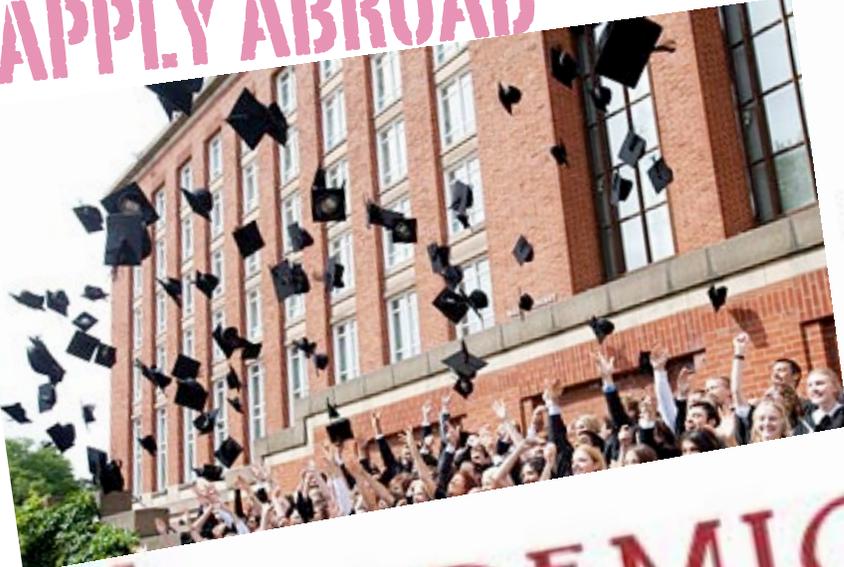
The earlier teachers start to incorporate the reading and writing of short texts in their lesson, the better. Students need to be equipped with the skills required to deal with what is an important area of language. This doesn't mean we need to use technical terms (e.g. they certainly don't need us to talk about ellipses); often what we are actually asking them to do is quite straight forward, i.e. cross out any words that aren't necessary for the core message, keep things clear, think about the context and what the reader needs to know.

I've often found lessons where part of the focus has been short texts have been lots of fun and extremely useful in getting students to think about grammar and vocabulary in terms of communication.

I'll just leave you with one short message: Try it!

ghhhhhhhhhhh

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But what sets us apart from every other language school is our team. From the creative planners who design our customized programs to our native-fluent instructors, we have assembled an educational staff unparalleled in our industry. Our instructors all have degrees, and their international experience makes them uniquely prepared to relate to the students in their language-learning process.

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We know that life doesn't stop when the office closes. And our teachers don't stop when the book closes. Helping students feel comfortable in social situations outside the classroom is another way we help reinforce the total language learning experience. It's one of the **many "pluses"** that make International Language Plus the school that provides the language experience you are looking for.

IDIOMS

To **'spice something up'** literally means to make food or drink spicier. You can also 'spice up' things like speeches, performances and events: by adding parts which make them more interesting and exciting.

Examples:

*This salad was a bit boring so I spiced it up with some chilli sauce.
Martin's speech was really dull. He should have spiced it up with some jokes!*



The phrase "**'it's just not cricket'**" is used in English to say that something is unfair or dishonest.

Examples:

I can't believe you got a ticket for the party and I didn't. It's just not cricket.

You can't copy your essay from the internet! It's just not cricket.

Diana admitted that she cheated in her A Level exams to get a place in a top university. It's just not cricket.



To **'go it alone'** means to do something by yourself, without help from other people.

Examples:

Now that I have enough experience, I've decided to go it alone and start my own business.

I'm not ready to go it alone yet. I need another few years working in this company.

We don't need your help with the project. We'll go it alone and see what happens.



If something is **'worth its weight in gold'** it is very valuable or useful.

Examples:

Mark's travel advice about visiting Venice really was worth its weight in gold. He recommended some fabulous restaurants and a brilliant cheap hotel.

Jill, you're a star. Thanks for all your help. You're worth your weight in gold!



'All that glitters is not gold': This proverb is used to describe things that are attractive on the surface but not as wonderful in reality.

Example:

Listen, Frankie. All that glitters is not gold. I know you think a job in fashion will be glamorous and fun, full of exciting parties and photo shoots; but there will also be a lot of competition and you will have to work really hard to succeed.

Rahpouyandegan 2

Syllabus



FCE

IELTS - TOEFL

UI3

American English File 4

UI2

American English File 4

UI1

American English File 4

PI3

American English File 2

PI2

American English File 2

PI1

American English File 2

S2

American English File Starter

S1

American English File Starter

I3

American English File 3

I2

American English File 3

I1

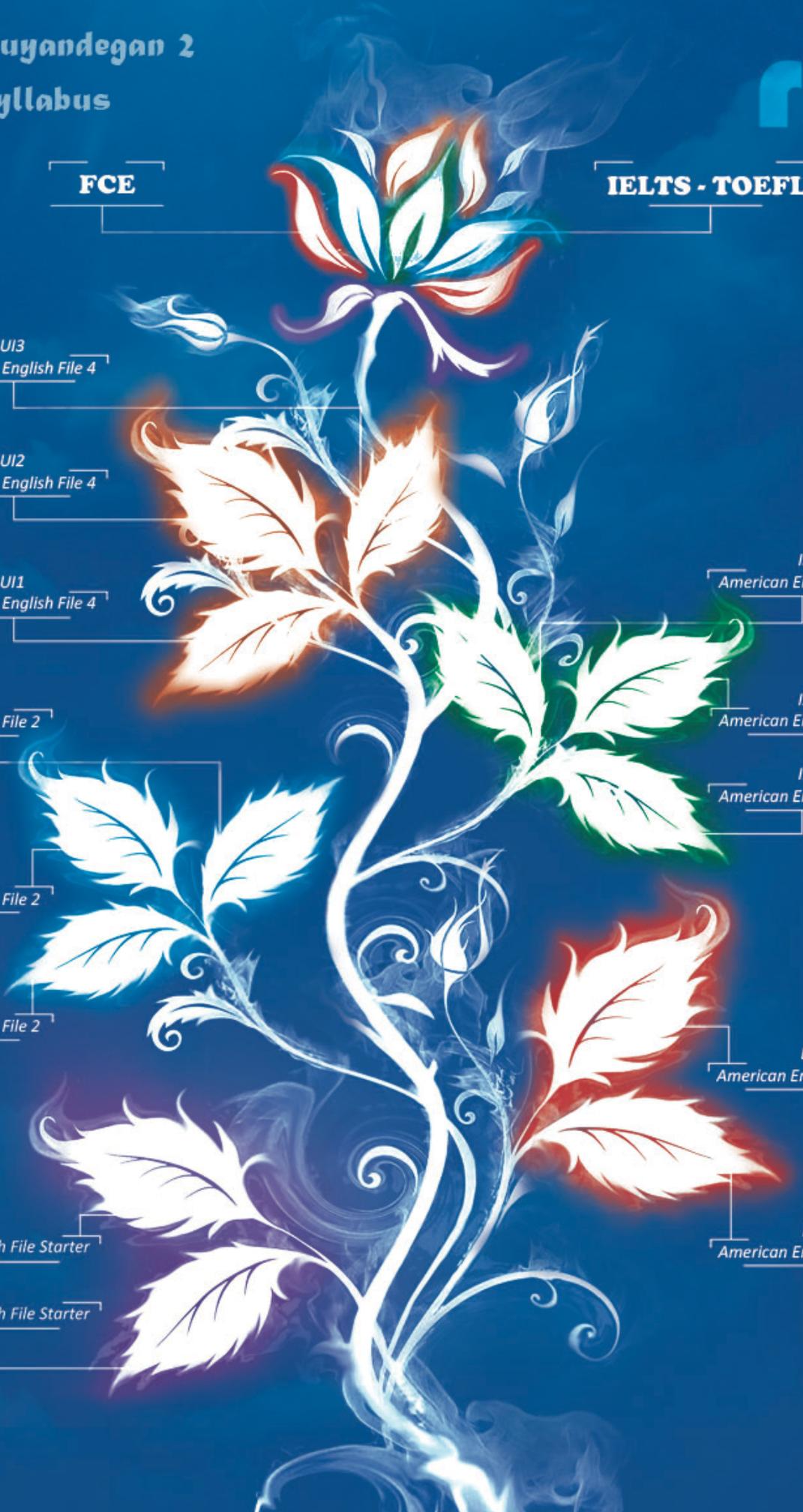
American English File 3

E2

American English File 1

E1

American English File 1





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