



State of Israel  
Ministry of Education  
Pedagogical Secretariat  
Language Department  
English Language  
Education

# Ladders

**The National Program to Promote  
English Teaching and Learning**



Suggested program for additional  
hours to reach 4 Points



## : Acknowledgements

The **Amal Network**, English Access Micro-Scholarship Program, sponsored by the American Embassy, for the use of their booklet: HOT Practice, Developing Reading and Higher Order Thinking Skills for the English Bagrut Examination, Modules C, D, E, Compiled by: Rina Akotonas, Pedagogical Advisors: Dr. Rachel Tal and Ahuva Dotan

The **Goralnik Institute** for the enhancement of teaching and learning, a part of **ORT Israel's** administration for R&D and Training for *The Ongoing Dialogue* feedback examples

Miriam Greif for the Literature for 3 and 4 pointers

Rachel Borenstien for the pre-reading materials

. Dr Tziona Levy for her input and feedback

Compiled and written by Michele Ben, Aharona Gvaryahu, Orit Keren and Gail Singer

Pilot version – November 2016

: Updates and additional materials will be available on the English Inspectorate website

[www.education.gov.il/english/](http://www.education.gov.il/english/) under the Ladders Program



## Table of Contents

1) Introduction	01
a. Profile	02
b. Skills needed	02
c. Building Success	03
d. Vocabulary and dictionary use	03
e. Nurturing Autonomy –tools to take responsibility	09
2) Assessment and tools	10
a. Pre-test and post-test	10
b. Student Friendly 3 year planner	11
3) Module C	14
a. Reading	14
i. Preparing Texts for teaching	14
ii. Working with Vocabulary	20
iii. Reading Skills	26
iv. Working with the dictionary	30
b. Writing	35
4) Module D	42
a. Literature for 3 and 4 pointers – guidelines – Miriam Greif	42
b. Suggestions for school organization	44
c. Making the LOG simple	45
d. Rubric for Post-reading Graded Component	47
5) Module E	48
a. Reading	48
i. Working with vocabulary	48
ii. Questions according to types	50
iii. Questions according to reading strategies	53
iv. Listening	57
6) Student Feedback	61



## 1. Introduction

The aim of this booklet is to provide tools and recommendations to assist students *aspiring* to achieve 4 points in English reach their goals. Therefore, the suggestions and implementation should first and foremost be *success* oriented. The tools and suggestions in this booklet are for the teacher to help guide the students to success.

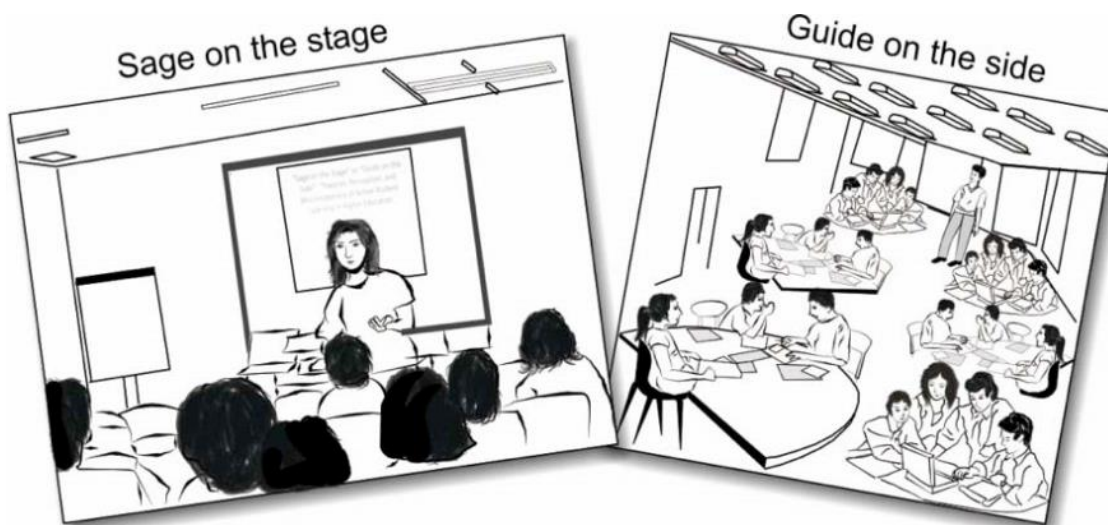
Please note that this booklet provides ideas and suggestions for modelling. It is NOT a complete program and NOT a textbook.

These are success oriented suggestions and activities aimed to help you the teacher guide your students toward your joint goal. By demonstrating your belief in your students they too will believe in their possibility for success.

This booklet aims to provide you with some of these tools BUT the most important way to encourage your students is your ATTITUDE. The additional 2 hours to work with these small groups of students are designed so that you can:

- *boost their confidence*
- *provide individual attention and personal feedback*
- *help them take responsibility* for their learning and monitor their own progress.

In order for our students to succeed it is vital to help them develop successful independent study skills so that they will have the necessary skills to work on their own, now and in the future. Thus, it is very important that the extra hours made available by this program, are used for that purpose. Begin each lesson with a short focused teaching point, followed by a guided individual task making the assignment accessible for the students and one that you can monitor. The navigation cards provided, as well as other tools are designed to help achieve that purpose.





## a. Profile

*Who are the potential candidates for this group of students?*

- The students *wants* to move up to 4 points
- The students are available to join the extra 4 hour group
- The students understand that in order to move up they need to *show improvement*
- The students understand that they will have to *make an effort* and work at home as well
- These students don't usually believe in themselves
- They have done quite well in 3 points and we want to help them do a higher level
- It is very possible that their reading fluency skills, poor vocabulary and lack of help and support are what pushed them down to 3 points.



## b. Skills needed

Devote these lessons to the skills your students need to successfully pass the 4 point Bagrut exam, especially those skills that you these students need to improve in. Often these are skills that are not dealt with in a regular 4 point class in high school as they are considered pre-requisites for 4 pointers. This booklet provides examples of these skills. You can then build on these examples to create more of your own.



- 1) Language skills
- 2) Vocabulary
- 3) Dictionary (also electronic) skills
- 4) Reading fluency skills
- 5) Reading comprehension skills
- 6) Listening skills
- 7) Writing skills
- 8) Speaking skills
- 9) Organizational skills
- 10) Test taking skills



### c. Building success

Here are some important points for building success:

- 1) Provide success oriented scaffolded tasks
- 2) Provide individual attention
- 3) Provide honest and positive feedback
- 4) Encourage your students to improve – show them they can do it!
- 5) Help your students take responsibility for their own learning and take pride in it.
- 6) Supply students with tools for success by setting clear goals and creating a plan to reach those goals. Let them know what to expect and where they are going. For example:
  - a. write the lesson plan on the board
  - b. Provide them with tracking charts to map their progress
  - c. Assist them in using all available resources

### d. Vocabulary and dictionary use

It is well known that **vocabulary size is a major factor for success in language skills**. Students should be constantly increasing their vocabulary by learning new words from texts they read, books they are reading as well as targeted vocabulary provided by the teacher. Give students tools to learn and retain vocabulary. **Quick dictations** of 10 – 15 words per week can be very useful for these students and consider implementing this as a regular feature in your lesson. During the dictation, students should hear the word in English, write it in English and write the translation. Students can check and grade each other's dictations quickly in class immediately after the dictation. Another option is for students to grade their own dictations. An important element of the success of taking dictations is keeping track on a record sheet. Below is an example of a dictation record keeping sheet that your students could keep in their notebook or file and fill in each week. It is important to give the students time during the lesson to fill in their pages while you mingle and provide assistance if necessary. You do not need to photocopy this page – simply put the headings up on the board and have the students copy into a table in their notebook or file.

Date	Number of words in dictation	Number of words spelled correctly	Number of words translated correctly	What do I want to focus on and improve for next week?



For further information on the importance of vocabulary acquisition we recommend the ministry publication: *A Practical Guide for Teaching Vocabulary* which is available for download on the English inspectorate website, Simply Google: [A Practical Guide for Teaching Vocabulary \(posted Aug. 11. 2014\)](#) to access. The booklet also has excellent examples of vocabulary activities to choose from.

### Using the dictionary

? verbs 1 2 3 ה' 11:47

arise	arose	arisen
awake	awoke, awaked	awoken, awaked
be	was, were	been
bear	bore	borne, born
beat	beat	beaten, beat
become	became	become

Yes, look in your dictionary, there should be a list there too 11:48 //

אוקי תודה 11:49

Is it in your dictionary? 12:16 //

כן, תודה שאמרת לי 12:17

So it doesn't mean don't learn them... but you know you can always check 12:17 //

The dictionary our students can use during their exams is a wonderful resource but only if they know what it includes and how to use it.

Students should therefore be familiar with their dictionary and practice using it as much as possible. Each dictionary is different, so it is important to prepare targeted lessons designed for your students to become familiar with the dictionary they are using. For example, if and where to find the V2 and V3 verb lists.

It is important to take the time to go through and explain all the different pages at the beginning and end of the dictionary – in all dictionaries; these offer a tremendous resource as well as guided help to looking up words.



**It doesn't matter how many resources you have, if you don't know how to use them, it will never be enough.**



It is also important to take the time to look at specific examples of words in the dictionary. Look at the example below and the differences between the Longman English-English-Arabic and the Oxford English- English-Hebrew dictionaries. Make sure to teach your students according to the dictionary they are using.

**as·pi·ra·tion** /æspɪˈreɪʃən/ *n* [C usually plural]  
a strong desire to have or to achieve something:  
*the aspirations of ordinary men and women*

تَطَلُّع، مَطْمَح

**as·pire** /əˈspaɪə/əˈspaɪr/ *v* [I] to have a strong  
desire to achieve something: + **to** *people who*  
*work hard and aspire to a better way of life*

يَطْمَح، يتطلع إلى

**aspire** *verb* [I] (formal) **aspire to something/to do something** to have a strong desire to have or do something: *She aspires to be a lawyer.*  
**aspiration** *noun* [C,U]

לְשֹׂאוֹף ל־  
שְׂאִיפָה

It is important to work on general dictionary skills and make sure your students are familiar with the different way things are presented and organized in their specific dictionary. The Longman English-English-Arabic dictionary has excellent guidance and even worksheets to assist your students in improving their dictionary skills. The Oxford English-English- Hebrew also has explanations and appendices that you could look through with your students.

Nation (2001) suggests a list of strategies that might be taught and tested in order to train learners in effective receptive dictionary use:

- 1) *Get information from the context where the word occurred.* This includes:
  - deciding on the part of speech
  - deciding if the word is an inflected or derived from that can be reduced to a base form
  - guessing the general meaning of the word
  - deciding if the word is worth looking up by considering its relevance to the task and general usefulness.
- 2) *Find the dictionary entry.* This includes:
  - knowing the order of the letters of the alphabet
  - knowing the dictionary symbols for the different parts of speech
  - knowing alternative places to search such as separate entries, sub-entries, word groups, derived forms, variant spellings and appendixes.
- 3) *Choosing the right sub-entry.* There may be a need to choose between different meanings and uses listed within the entry using information gained in step 1 above.
- 4) *Relate the meaning to the context and decide if it fits.* The learner needs to adapt the meaning found in the dictionary to the context of the word in the text and checking if the meaning fits the message of the text.

*Nation, J.S.P. (2001). Learning Vocabulary in Another Language. Cambridge Applied Linguistics, Cambridge University Press.*





### *How should dictionary skills be taught?*

Direct focus on each of the above strategies and skills should be given within the context of reading passages. Include form-oriented tasks in the reading passages should that are specifically geared towards words and are relevant to the task. In order to allow for greater incidental vocabulary acquisition, *it is necessary for the learner to intentionally learn effective dictionary skills*. Intentional learning involves the deliberate decision to commit information to memory in contrast to incidental learning which is a by-product of another activity.

The type of tasks given in order to focus on effective dictionary use and teach the necessary dictionary skills should be *authentic and demand of the learner to check, verify and negotiate the meaning*. Involve pupils in the learning process of dictionary skills just as they need to be involved in the learning of new vocabulary. *The process must include an authentic need for dictionary use (motivational), a search for the meaning and form and a selective decision of the correct use.*

Task ideas for teaching dictionary skills:

- Pupils can *classify words* into parts of speech in English and their mother tongue.
- Pupils *recite* (silently or aloud) the alphabet and practice putting lists of words into alphabetical order.
- Timed searches include both these skills and provide for *practice* needed in lowering look up time. Learners can then compete with each other on look up time.
- Different aspects of information can be focused on during the competition for example: different parts of speech, a sentence with the word used in the correct context, the meaning in L1, other possible meanings of the word.
- Pupils could identify the words in a text that need to be understood and list them in alphabetical order.

Look up tasks should focus on “problematic” words - words that have more than one meaning, form or use.

The value of spending *class time* on actually practicing working with a dictionary is valuable in that it:

- 1) Offers the learners the practice needed to reduce look up time, thereby reducing the cognitive effort involved in dictionary use.
- 2) Offers the learner a practical tool for using during reading comprehension which increases understanding of the text as well as increases incidental vocabulary acquisition.



The page below shows all the different abbreviations and visuals in the dictionary. It should be used with Hebrew speaking students. The Longman English-English-Arabic dictionary has a very similar page on pages iv and v. Students make notes next to each number arrow as to what it refers to.

Name \_\_\_\_\_

**4** → **goalpost** noun [C] (in football, hockey, etc.) one of the two posts that form the sides of a goal. They are joined together by a bar (the crossbar).  
מטף

**5** → **goat** noun [C] a small animal with horns which lives in mountain areas or is kept on farms for its milk and meat.  
עז  
A male goat is called a **billie** goat and a female goat is called a  **nanny**  goat.  
**goatee** noun [C] a small pointed beard on a man's chin.  
**gobble** verb [I, T] (informal) **gobble something (up/down)** to eat quickly and noisily.  
**gobbledygook** (also **gobbledygook**) noun [U] (informal) complicated language that is hard to understand.  
**go-between** noun [C] a person who takes messages between two people or groups.  
**12** → **goblet** noun [C] a glass or metal cup for wine, that has a stem and a base, but no handle.  
**goblin** noun [C] (in stories) a small ugly creature who tricks people.  
**gobsmacked** adj. (informal) so surprised that you cannot speak.  
**god** noun 1 (singular) **God** (not used with *the*) the being or spirit in Christianity, Islam and Judaism who people pray to and who people believe created the universe: Do you believe in **God**? • Muslims worship **God** in a mosque.  
2 (feminine **goddess**) (singular) a being or spirit that people believe has power over a particular part of nature or that represents a particular quality: *Mars was the Roman god of war and Venus was the goddess of love.*

371 **1** → **golden wedding** **2** → **godfather** promises to help and take a special interest in.  
**goddess** noun [C] a female god.  
**godfather** (also **godmother**; **god-parent**) noun [C] a person chosen by a child's family who promises to help the child and take a special interest in him/her.  
**godforsaken** adj. (used about a place) not interesting or attractive in any way.  
**godsend** noun [C] something unexpected that is very useful because it comes just when it is needed.  
**goggles** noun [pl.] special glasses that you wear to protect your eyes from water, wind, dust, etc. Look at mask.  
**going<sup>1</sup>** noun 1 (singular) (informal) the act of leaving a place: We were all saddened by his going.  
2 [U] the rate or speed of travel, progress, etc.: Three children in four years? That's not bad going!  
3 [U] how difficult it is to make progress: The path up the mountain was rough going. • It'll be hard going if we need to finish this by Friday!  
**going<sup>2</sup>** get out, go, leave, etc. while the going is good to leave a place or stop doing something while it is still easy to do so.  
**going<sup>3</sup>** adj. a going concern a successful business.  
**the going rate (for something)** the usual cost (of something): What's the going rate for an office cleaner?  
**going-over** noun (singular) (informal) 1 a careful examination of something: Give the car a going-over before deciding whether to buy it.  
2 a serious physical attack on somebody.  
**goings-on** noun [pl.] (informal) unusual things that are happening.  
**go-kart** noun [C] a vehicle like a very small car with no roof or doors, used for racing.  
**gold** noun 1 [U] (symbol Au) a precious yellow metal that is used for making coins, jewellery, etc.: Is your bracelet made of solid gold? • 22 carat gold • a gold chain/ring/watch.  
2 [C] = gold medal.  
**gold** adj.: The invitation was written in gold letters. Look at golden.  
**11** → **6** → **good** as gold → good



Students that have an accommodation to use an electronic dictionary require practice to learn how to use their dictionary effectively. They can be even more confusing than a paper dictionary if the students have not learnt the nuances and differences. Encourage your students with electronic dictionaries to practice, practice and more practice just like all your other students.

***If you are not familiar with the electronic dictionary your student has, please take the time to learn how to use this tool in order to help guide your students in correct usage.***

## **Approved Dictionaries for the English Bagrut Exams**

Hoffman, Y. (2013). *Olami English-Hebrew, Hebrew-English Dictionary*.  
(for the Haredi Sector only)

Hoffman, Y. (2014). *Universal English-Hebrew, Hebrew-English Dictionary*.

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*.

Pearson Education. (2011). *Longman Dictionary of Modern English, English-English-Arabic*

Zilberman, S. (2012). *New Comprehensive English-Hebrew, Hebrew-English Dictionary*



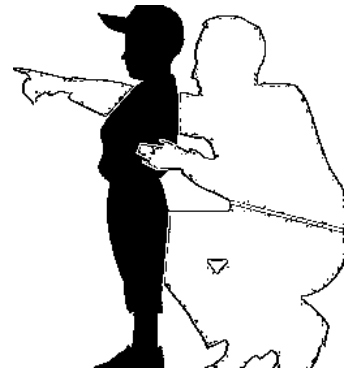
## 1) **Nurturing Autonomy –tools to take responsibility**

The Dictation record keeping sheet discussed above is an excellent example of giving your students autonomous tools for taking responsibility for their learning.

Date	Number of words in dictation	Number of words spelled correctly	Number of words translated correctly	What do I want to focus on and improve for next week?

The more you teach your students to keep track of their own work and take responsibility for their learning, you will not only be giving them tools to do better in English , you will also be giving them tools to succeed in life.

Your aim is to guide your students and show them the way so that they can do it themselves. They need to learn to focus on improving one skill or difficulty at a time. Be careful not to let them become overwhelmed. Instruction and learning should take place in small “bitable” sizes.





## 2. Assessment and tools

There are a few aims to assessments within the Ladders program:

- To identify your students level at the start of and during the course of the program.
- To give your students much needed practice in the different module exams.  
The more practice they get and the more guided feedback they receive on these practice assessments, the more they will improve.
- To help your students become familiar with the structure, the types of questions and the grading rubrics for each type of question in each module.

### a. Pre-test and post-test

Your students should take a pre-test and post-test for each module. In addition, they should constantly be doing practice tests which they grade themselves or together with you. The tests could be old exams. The more familiar the students are with the “look and feel” of the tests and the more practice and personalized feedback they get, the more they will improve.

Previous Bagrut exams and their answer keys are available on the ministry website:

[www.education.gov.il/english](http://www.education.gov.il/english) -> Bagrut -> archives

Take the time to go over your students errors with them, show them where they lost points and why. Then have them set goals for getting higher grades. Take a look below at the *Progressive checklist for monitoring reading comprehension skills* as an example for students to monitor their progress.

The following are the guidelines for pre-testing in order to accept students into the Ladders program for 4 points:

- If the student is in the 11<sup>th</sup> grade, they should succeed in passing (55%) a module C reading comprehension.
- If the student is in the 10<sup>th</sup> grade, they should succeed in passing (55%) of a module A reading comprehension.
- allow the opportunity for a re-test after going over the students errors with them and explaining how they lost points if they did not achieve 55%
- If a student does not reach these criteria, it is worth giving them the opportunity to participate in the classes for a month and then try again.



Planning pages, Tracking sheets and reflections on learning are all integral to students taking responsibility for their learning.

We have included a selection of different types of navigation sheets – do NOT use them all – you need to choose what works best for you and your students. You can also adapt any of them to suit your needs or create your own. Simply making notes in a notebook can also work for some.

### **c. Student friendly 3 year planner**

The aim of this planner is to allow for fluidity for students to move up from 3 to 4 points in the 10<sup>th</sup>, 11<sup>th</sup> or 12 grades during the time or after receiving extra help in the framework of the Ladders Program. Students receiving the extra hours of instruction could be:

- 1) Already studying in a 4 point class in the 10<sup>th</sup> grade but need extra help to stay there
- 2) Already studying in a 4 point class in the 11<sup>th</sup> grade but need extra help to stay there
- 3) Studying in a 3 point class in the 10<sup>th</sup> grade with the aim of moving up in the 11<sup>th</sup> grade
- 4) Studying in a 3 point class in the 11<sup>th</sup> grade with the aim of moving up in the 12<sup>th</sup> grade

A crucial stage in planning is pre-testing (using a past bagrut exam or two) and identifying your students' strengths on each module at least one semester before they take the actual exam. Once you have charted each student's skills on one of the forms provided in this kit, together with each student, spend some time with each student making sure they become aware of and know what they need to focus on in order to improve.

In order to allow for the necessary flexibility to pave the way for these students' easy transition, the planner should have as many common options as possible for both 3 and 4 pointers. For example, the Literature pieces chosen should be suitable and approved for both 3 and 4 pointers and be studied in both 3 and 4 point classes at the same time.

Below are two possibilities:



<b>Sample 1</b>	10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
<b>Module B</b> <b>Module D</b>	Poem	Book Report Short Story	Book Report Short Story Poem	Book Report Poem	Book Report Short Story <b>Complete LOG</b>	
<b>Module C</b>			<b>Charting Module C</b>	<b>Do Exam</b>		
<b>Module E</b>					<b>Charting Module E</b>	<b>Do Exam</b>
<b>Oral</b>		Project				<b>Do Exam</b>

<b>Sample 2</b>	10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
<b>Module B</b> <b>Module D</b>	Book Report Poem	Book Report Short Story Poem	Book Report Short Story Poem	Book Report Short Story <b>Complete LOG</b>		
<b>Module C</b>				<b>Charting Module C</b>	<b>Do Exam</b>	
<b>Module E</b>					<b>Charting Module E</b>	<b>Do Exam</b>
<b>Oral</b>		Project				<b>Do Exam</b>

The “safety-net” option - recommended option for students doing BOTH 3 and 4 points. If you or your school would prefer to create a “safety-net” option where students do BOTH 3 and 4 points completely – the planner below could serve as the guidelines for this purpose.

<b>3 and 4</b>	10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
<b>Module B</b> <b>Module D</b>	Book Report Short Story	Short Story	Book Report Poem <b>Complete LOG for B</b>	Book Report Short Story (D)	2 Poems (D) <b>Complete LOG for D</b>	
<b>Module A</b> <b>Module C</b>		<b>Charting Module A</b>	<b>Module A Exam Charting Module C</b>	<b>Module C Exam</b>		
<b>Module E</b>					<b>Charting Module E</b>	<b>Module E Exam</b>
<b>Oral</b>		Project				<b>Oral Exam</b>



Your students should take an active responsible role in their learning. In order for this to happen, they need to be able to assume ownership over the process. Therefore, the process needs to be clear and all the requirements absolutely transparent. We therefore recommend sharing a planner similar to the example below with your students. They can staple it to their notebook or put it in their file and mark off the sections as they complete them. You will need to adapt the planner to suit your school's work plan – especially in regards to the timing of each module and its components.

Blank planner to fill in:

	10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
<b>Module B</b>						
<b>Module D</b>						
<b>Module A</b>						
<b>Module C</b>						
<b>Module E</b>						
<b>Oral</b>						

Checklist of items to include in planner:

- ✓ Charting tests for modules A, C, and E
- ✓ 4 book reports
- ✓ 1 project
- ✓ 3 short stories \*
- ✓ 3 poems \*
- ✓ When each exam will be taken (A, C, E, Oral)
- ✓ When the literature log will be completed

*\*These literature items should include titles and be suitable for and common to both 3 and 4 pointers.*

A digital version of this planner (as well as additional resources) will be available on the English Inspectorate website under the section:

Ladders Program [www.education.gov.il/english/](http://www.education.gov.il/english/) -> ladders program





### 3) Module C

#### a. Reading

##### i. Preparing texts for teaching

Working with your students on preparing texts for reading will increase their reading fluency and their confidence in their ability to read independently. This is a very important stage to work on with these students even if some of the steps are easy or obvious to them. Chances are they are missing at least a few of the pre-reading skills below.

There is an excellent reading fluency program available at:  
[shetef-english.cet.ac.il](http://shetef-english.cet.ac.il)  
which actively helps students read more fluently

You can use any text for working with your students; preferably you'll use the texts in their textbooks. Preparation is vital. There are seven things to keep in mind while preparing a text.

1. **Sight words** in the text - find and point out sight words in the text.
2. **Victory vocabulary** – these are seven to nine words that are important and unique to the text. They should be common vocabulary word. These should be pre-taught.
3. **Reading rules** – choose one or two reading rules which are exemplified by words in the text.
4. **A grammar point** – choose one grammar point to reinforce while reading the text.
5. **Syntax** – point out how the way the words are arranged in a sentence, and how the sentences relate to each other.
6. **Schema** - identify to schema of the text. Look at how it's organized. Make connections to background knowledge.
7. **Purpose** – The text should have a purpose, a meaningful message to make reading it worthwhile.

When beginning to read a text, there are a number of pre-reading steps. Since these are things students also must do when they receive a test paper, briefly review them each time you work on a text. Scan for and highlight the following things in every text:

1. Highlight capital letters, especially mid-sentence capital letters.
2. Note the line numbers on the side and complete what's missing.
3. What's the text type? Is it an **article**, an **interview**, or a **review** of a book or movie?
4. Look at the visual aids. These are pictures or graphs. Try to understand what they represent before reading.
5. Note the number of paragraphs in the text.
6. Understand the title! Make sure every word in the title is clear.
7. Highlight numbers in the text.



8. Highlight punctuation marks.

Question mark ?	Exclamation point !	Quotation marks " "
Parentheses ( )	Dash --	A list of a few things ,---,---, and ---
Commas before and after a few words , -----,		

9. Highlight different types of fonts: **fonts**, *fonts*, fonts.

10. Highlight glossed words \* , and their meanings at the end of the text".

11. Highlight auxiliary (helping) verbs "be" (was /were, am /is/are, will be), "do" (did, do /does, will do) and "have" (had / has, have / will have).

(Thank-you to R. Borenstien for organizing the above information.)

### *An example of text preparation*

Below is an example of how to prepare a text for teaching. **Explanations follow.** This can be done with different color highlighting for additional clarity. The example text is at the level of Module B but we feel it will be effective as a beginning text for aspiring 4 pointers.

Read the film review below and then answer questions 1-8. ( מועד ב, 2016 קיץ תשע"ו, Module B)

## **A SUNDAY HORSE**

### *A Film Review by Ron Stone*

I just saw a new film called "A Sunday Horse". It tells the **true** story of Debi Connor, a horse rider and trainer. Connor dreamed of winning the Olympic gold medal for horse jumping since she was a child.

- 5 Connor's family *couldn't* pay for the horses or the training she needed. So she worked very hard on a horse farm to **earn money**. A businessman *who* saw her talent decided to help her. He *bought* Connor two horses and she started training them. After only **ONE** year, she got on the US Olympic team with her horse, *Touch of Class*. She believed her Olympic dream *could* **come true**.

- 15 Unfortunately, Connor had a bad **accident** on a horse and could not **participate** in the Olympics. Her doctors told her she would probably *never* walk *again*. So she sold Touch of Class. The *new* owner rode the horse in the Olympics and won two gold medals. Connor watched the **competition** from her wheelchair at home. **Surprisingly**, after *many* months of therapy, she became strong *enough* to ride again. She started to participate in competitions. She even **competed** against Touch of Class and **WON**.



20

Connor had to **deal with** so many difficulties but never **gave up**. Today she is a **successful** businesswoman. She buys and sells horses. She is *also* a **trainer** and still **competes** and wins prizes.

- 25 Many people say this is the most **realistic** film ever made about horse competitions. I think the actors are **excellent**, especially Nikki Reed who plays Debi Connor. You can feel her love of horses. I believe it is a movie that the whole family will enjoy. Even people who don't know much about horses will love this heart-warming film.

Answer questions 1-8 in English according to the film review. In questions 1, 5, 6, 7 and 8, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Debi Connor from lines 1-3?

- i) She is acting in a new film.
- ii) She rides and trains horses.
- iii) She won a medal at the Olympics.

(7 points)

2. How did a businessman help Connor? (lines 5-9)

ANSWER: \_\_\_\_\_  
\_\_\_\_\_. (8 points)

3. Why did Connor feel her Olympic dream could come true? (lines 5-9)

ANSWER: \_\_\_\_\_  
\_\_\_\_\_. (8 points)

4. Why didn't Connor compete in the Olympics? (lines 9-15)

ANSWER: \_\_\_\_\_  
\_\_\_\_\_. (7 points)

5. After Connor became strong enough to ride, (–). (lines 11-17)

- i) she participated in the Olympic games
- ii) she began to compete again
- iii) she bought Touch of Class

(7 points)



6. What does Connor do today? (lines 19-21)
- i) She makes movies.
  - ii) She sells horses.
  - iii) She trains the Olympic team. (7 points)
7. What did Ron Stone like about the movie? (lines 23-26)
- i) The wonderful acting
  - ii) The horse competitions
  - iii) The happy ending (8 points)
8. What do we learn about Debi Connor from the text? She always (–).
- i) wanted to be rich
  - ii) knew what she wanted
  - iii) helped other people (8 points)

Explanations:

A) **Pre-reading** items to pay special attention to:

- This text has many capital letters mid-sentence, which are mainly the first letters of names. The name of the horse, Touch of Class, is likely to cause confusion. Point out that the capital letters indicate that this is a name and does not need to be understood.
- The text type is a movie review. You see this under the title. The font is italicized. Since it's a review, we can expect to find an opinion in the text.
- The text has five paragraphs.

B) **Sight words** – *who, new, many, again, also, never*. You can prepare these on flash cards, and have the students find them in the text before reading.

C) **Victory vocabulary** –

- **true, accident, competition (competes, competed), participate, successful, realistic, excellent.** These can also be prepared on flashcards. Point out the relationship between "competition" and "compete". You may want to then ask what they think the noun for "participate" is (participation). You can do some vocabulary exercises, written or orally with these words to provide extra exposure before reading.



- **come true, earn money** – These are expressions. Earn money is a strong collocation. Come true is less strong but still worth pointing out.
- **gave up, deal with** – These are phrasal verbs. The addition of the preposition turns it into an expression.

D) *Reading rules* –

- could, would, touch, bought, enough. Point out the sounds of "ou", point out the different sounds of "ough."
- one – won. Homophones – same sound, different spellings and meanings. "One" is also a sight word.

E) A **grammar point** – This text has a great deal of past tense verbs. Have the students look for them by finding words that end with –ed. A few of the past tense verbs in the text are irregular. Point these out.

F) **Syntax** – This text has two syntactical points worth discussing.

- Line 6 – "...a business man who ..." The word *who* is not a question. It is a relative pronoun that indicates that information about the man follows in the rest of the sentence.
- Paragraph 3 - Unfortunately – what follows tells us what was unfortunate.  
Surprisingly – what follows tells us what was surprising.
- rider, trainer, owner - The addition of "er" to the word tells us that it's a person. Rider – a person who rides. Trainer – a person who trains. Owner – a person who owns something.

G) **Schema** –

- This is a great text to point out text organization. The first paragraph tells us that it's a film review and the topic of the film. The last paragraph gives us the reviewer's opinion. It's worthwhile pointing out that the reviewer's opinion is usually given in the final paragraph of a review. The three middle paragraphs tell the story of the film. Note that the verbs are in the past. However, the third sentence of the fourth paragraph begins with the word "Today." Now the verbs change to the present tense because the narrative is now telling us about what the character does now.



- Accessing prior knowledge – The students probably don't know much about horse riding competitions. However, the text is actually about overcoming obstacles in pursuit of a dream. The context is sports, and in this case the sport is horse riding. In fact, the students probably know a great deal about sports competitions so they can use this knowledge to understand the text.

H) There are two words here in the text that can be used to show what to be aware of when using the dictionary. "Plays" in this context means to act as in play a role, rather than the more familiar meaning of play a game. "Still" here means something that's continuing (עדיין), and not something that's not moving. When looking up each of these words in the dictionary, you can point out the multiple meanings.

Thorough text preparation before a lesson enables you to help students improve their reading and comprehension immensely. You don't have to work on all of the points mentioned here. That could be quite overwhelming. Choose a few to work on in each text. This is an example of points to work on in this text and you may find others. The points you choose depend on what you've worked on previously, what you want to review and the text itself. Keep track of what you've worked on.

It is especially important to work on the vocabulary to ensure that it is retained. Review the words learned in one text before reading a new text. You can have the kids look for those words in the new text before introducing new vocabulary. Use flash cards and keep the pile to show the students how many words they have learned.

### *Answering the questions*

You don't necessarily have to answer all the questions after reading a text. You can choose one paragraph and work on the questions that relate to that particular paragraph. However, it is very important to understand the question being asked. Have the students write the translation of the question, or stem, above it on the page. They must make sure that the question or stem they write makes sense. They can't just translate the question word by word. It is very difficult to answer a question you don't understand!



Give the page below to your students and translate into Hebrew or Arabic together with them in the right hand column. This translation process makes sure they understand what they need to do.

*Pre-reading steps*

	<b>HIGHLIGHT</b>	Translation
	Capital Letters Mid-Sentence	
	Line numbers on the side - complete what's missing	
	Text <u>TYPE</u> : Article, Interview, Book or Movie Review <b>WHAT IS THIS?</b>	
	Visual Aids (Pictures or Graphs)	
	Number of Paragraphs in the Text	
	Understand the Title	
	Numbers	
	Punctuation <ul style="list-style-type: none"> <li>• ?</li> <li>• !</li> <li>• " "</li> <li>• ( )</li> <li>• - (dash)</li> <li>• _____, (comma before and after a few words)</li> <li>• , , , and (a list of a few things)</li> </ul>	
	<i>fonts</i> , <b>fonts</b> , <u>fonts</u>	
	Glossed words *	
	"be", "do", "have" – am, is are, was were , do does, did, have , has , had Indicate <b>WHEN?</b>	

Thank-you to R. Borenstien for organizing this resource.



## ii. Working with vocabulary

Vocabulary games are a wonderful way to help your students increase and retain vocabulary items. Use games that they can quickly make themselves or online games such as quizlet that are really quick to produce.

An example of a quick game to make in class is bingo.

- Have your students create a table of 4 x 4 or 5 x 5
- Project or refer them to a vocabulary list in their books and ask them to copy 16 of the words onto the table, 1 in each square
- The teacher calls out one word at a time and if the student has chosen this word, they mark it off on their card
- The object is to get BINGO according to the teachers stipulation – horizontal, vertical, diagonal, full house

**Sample Bingo card:**






**Excerpts from Vocabulary Matters - A Handbook Prepared by Amal Teachers, English Access Micro-Scholarship Program, sponsored by the American Embassy.**

## **Making a Difference with Soap**

*prepared by Kawthar Abu Mokh*

Dan Springer **is saving** people's lives with **soap**. It all started seven years ago as a special **project** in his **basement** in Texas.

At that time, Dan traveled a lot as part of his job. Whenever he **stayed** in a hotel, he was given a bar of soap like all the **guests**. One night, Dan **wondered** what the hotel does with the used **bars of soap** after the guests leave. The **manager** told him that they **are thrown away**.

While doing some **research**, Dan discovered that millions of used bars of soap from hotels all over the world are thrown away daily. He also read an interview with Dr. William Warren from the United Nations. Dr. Warren said that many people in **developing countries** are dying from **diseases** that could easily be **prevented** by the use of soap.

"Keeping clean is a huge problem in developing countries. Many deadly diseases are **spread** through the **bacteria** on our hands," Dr. Warren explained. "In the U.S. it's easy to **keep clean**. Americans can find soap everywhere, including **public toilets, restaurants** and schools. This isn't true in many other countries." Dr. Warren remembered visiting a hospital in Africa where there was so little soap that **patients** had to bring their own soap from home.

To help **solve** this problem, Dan started his project. The **company** that developed from this small project is now called "Clean the World." It recycles soap that it collects from more than 4,000 hotels. It has **factories** in Las Vegas, Orlando and Hong Kong. These are cities with many hotels, where thousands of used bars of soap can be easily collected every day.

The soap **is recycled** through a simple process. First, it is put into machines that cut it up and remove the bacteria. It is then made into new bars of soap. The company has donated 25 million bars of recycled soap to over a hundred countries. It also sends its own teams into rural communities to teach people the importance of washing their hands.

"Many people are surprised to discover that one of the most **effective** ways to prevent disease and death is by just washing your hands with soap," said Dan. "We're hoping to **make a difference**." Text taken from Module "C" Winter Bagrut, 2016



**1. Translate the following words into Arabic / Hebrew according to the text you read. You may use your dictionary.**

1. manager _____	11. difference _____
2. developing countries _____	12. soap _____
3. diseases _____	13. save _____
4. prevent _____	14. project _____
5. research _____	15. stay _____
6. spread _____	16. guest _____
7. bacteria _____	17. wondered _____
8. public toilet _____	18. bar (of soap) _____
9. restaurant _____	19. are thrown away _____
10. patient (n.) _____	20. basement _____

**What's the word? Use words from the list above.**

1. We wash with it. soap
2. He or she comes for a visit. \_\_\_\_\_
3. The opposite of 'leave'. \_\_\_\_\_
4. A public place where we can have dinner. \_\_\_\_\_
5. It's under the house. \_\_\_\_\_

**2. Fill in the missing words. Use words from exercise 1.**

1. Use soap to wash your hands.
2. She and her family had dinner at the most famous \_\_\_\_\_ in the city.
3. The secretary asked the \_\_\_\_\_ for a day off, but he didn't agree.
4. The doctor is going to see that \_\_\_\_\_ in a minute.
5. One of the most dangerous \_\_\_\_\_ is Ebola.
6. The firemen could not \_\_\_\_\_ the dog from the fire.
7. Tomorrow, we are going to Jordan. We plan to \_\_\_\_\_ three days at my aunt's house.
8. When a \_\_\_\_\_ comes to our house, we serve him coffee and honey cake.



**3. Use the following words in meaningful sentences. You may change the form of the words.**

1. manager: \_\_\_\_\_
2. save: \_\_\_\_\_
3. restaurant: \_\_\_\_\_
4. difference: \_\_\_\_\_
5. guest: \_\_\_\_\_
6. wonder: \_\_\_\_\_
7. recycle: \_\_\_\_\_
8. company: \_\_\_\_\_
9. prevent: \_\_\_\_\_
10. solve: \_\_\_\_\_

**4. Match A and B to make phrases according to the text you read.**

A	B
1. a special <input checked="" type="checkbox"/> d	a. countries
2. developing <input type="checkbox"/>	b. soap
3. deadly <input type="checkbox"/>	c. toilets
4. public <input type="checkbox"/>	d. project
5. recycled <input type="checkbox"/>	e. ways
6. effective <input type="checkbox"/>	f. diseases

A	B
7. stay in <input type="checkbox"/>	g. lives
8. die from <input type="checkbox"/>	h. a hotel
9. save <input type="checkbox"/>	i. a difference
10. solve <input type="checkbox"/>	j. death
11. prevent <input type="checkbox"/>	k. diseases
12. make <input type="checkbox"/>	l. a problem



Choose **FOUR** of the phrases you made and use them in sentences of your own.

1. \_\_\_\_\_  
\_\_\_\_\_.
2. \_\_\_\_\_  
\_\_\_\_\_.
3. \_\_\_\_\_  
\_\_\_\_\_.
4. \_\_\_\_\_  
\_\_\_\_\_.

5. Read the sentences below and circle **YES** or **NO** to show that you understand the words in **bold**.

1. A **patient** needs medical care. YES / NO
2. You can eat at a **restaurant**. YES / NO
3. Cholera is a **deadly disease**. YES / NO
4. If you drive very fast, you will **prevent** accidents. YES / NO
5. **Developing countries** need money to improve their people's lives. YES / NO
6. Water alone can remove **bacteria** from your hands. YES / NO

6. Write an ad telling people to use soap. Give reasons.

Use at least **FIVE** of the following words/phrases.

You may change the form of the words.

toilet	spread diseases	bacteria	prevent
hospital	research	die	keep clean



iii. **Reading skills –**

*Adapted from: HOT Practice, Developing Reading and Higher Order Thinking Skills for the English Bagrut Examination, Modules C, D, E.  
Compiled by: Rina Akotonas, Amal Network.*

**1. UNDERSTANDING THE MAIN IDEA**

The main idea is the point that the writer is trying to convey. Understanding the main idea helps the reader to remember important information.

**MINDLESS EATING**

*From English Bagrut, Winter 2008, Module C:*

*Psychologist Brian Wansink has spent years studying people's eating habits. In his recent research he was surprised to find out that people overeat for reasons which are not connected to hunger. Instead, there are external factors in our environment which lead to what Wansink calls "mindless eating" — eating without being aware of what and how much we eat.*

Complete the sentence:

Wansink was surprised to find out that there is no connection between overeating and

---

**2. DISTINGUISHING BETWEEN GENERAL STATEMENTS AND EXAMPLES**

If a statement refers to a group of people or things, or covers more than one situation, we call it a generalization. A generalization applies to many things and many occasions. An example is a specific statement. It concerns one particular thing.

*For example:*

Generalization – Most Americans like Sports.

Example – Our school's soccer team is the best in the state.

**A STICKY PROBLEM**

*From English Bagrut, Summer 2008, Moed B, Module C*

*Chewing gum is harmful to the environment and recently it has become a serious pollution problem. A large percentage of gum is carelessly thrown away and ends up on city streets and sidewalks. In many cases, gum that sticks on sidewalks can remain there for 20 years because removing it is difficult and costly. In New York City, for example, special steam machines are used to clean gum off sidewalks. It costs about three dollars to remove one piece of gum!*

It is expensive to clean gum off New York's sidewalks.

Give ONE fact that shows this.

ANSWER: \_\_\_\_\_

---



### 3. DISTINGUISHING BETWEEN CAUSE AND EFFECT

Cause and effect statements identify the reasons for and results of actions and circumstances, explaining the connection between the two.

With the help of connectors of Reason and Result, we can show cause and effect.

*For example:*

Reason: The road was slippery.

Result: He had an accident.

The road was slippery and, as a result, he had an accident.

#### **MINDLESS EATING**

*From English Bagrut, Winter 2008, Module C*

*An additional factor that causes overeating is the way food is packaged. In one of his experiments, Wansink gave the audience in a movie theater two sizes of popcorn buckets: a big size and a giant size. Both buckets contained the same amount of popcorn, which was more than most people could eat. Wansink found that the group that got giant buckets ate an average of 53% more than those with the big buckets! "This shows that the size of the container determines how much people eat," says Wansink. "The reason for this is that bigger containers make portions look smaller, so people eat more."*

According to Wansink, why does the size of a container influence the amount we eat?

---

---

### 5. DISTINGUISHING BETWEEN FACT AND OPINION

A fact is something that is true and has been proven.

An opinion is something that we think or believe about something.

*For example:*

Fact – The sun rises in the east.

Opinion – As I see it, the situation is getting worse.



### **A STICKY PROBLEM**

*From English Bagrut, Summer 2008, Moed B, Module C*

*However, chewing gum is harmful to the environment and recently it has become a serious pollution problem. A large percentage of gum is carelessly thrown away and ends up on city streets and sidewalks. In many cases, gum that sticks on sidewalks can remain there for 20 years because removing it is difficult and costly. In New York City, for example, special steam machines are used to clean gum off sidewalks. It costs about three dollars to remove one piece of gum!*

CIRCLE THE NUMBER OF THE CORRECT ANSWER.

What information is given about removing gum from the streets of New York?

- (i) How successful the cleaning is.
- (ii) How the streets are cleaned.
- (iii) How often the streets are cleaned.
- (iv) How people feel about it.

It is expensive to clean gum off New York's sidewalks. Give ONE fact from lines 4-9 that shows this.

ANSWER: \_\_\_\_\_

### **6. COMPARISON AND CONTRAST**

Comparison and contrast help the reader to identify the similarities and differences between two or more things, and draw conclusions based on those findings.

*For example:*

Statement: John is an honest man, while his friend Bill is a criminal.

Conclusion: Bill is not worthy of John's friendship.

### **DISTANCE LEARNING: ANY TIME, ANY PLACE, ANY PACE**

*From English Bagrut, Summer 2007, Module C*

*Susan Clark is an 11th grade student in Florida. She wanted to learn Japanese but her high school didn't offer this course. So in addition to going to a regular school, Susan studies Japanese at the Florida Distance Learning School (FDLS). FDLS is a virtual school, which means that all courses are on the Internet and students study on their computers at home. They receive reading materials and homework, and "talk" to their teachers and other students — all by email. Many high schools now allow their students to take a limited number of courses at FDLS.*



How is FDLS different from a regular school? Give ONE answer from the passage.

ANSWER:

---

## 7. TRANSFERRING INFORMATION USING GRAPHIC ORGANIZERS

Graphic organizers, such as charts and tables, are used to help the reader understand the relationships between ideas or facts. The sample questions in this section require the student to organize and convey information using a graphic organizer.

### **THE HEALTHY WAY**

*From English Bagrut, Summer 2007, Moed B, Module C*

*Most parents are aware of the benefits of walking or bicycling to school, but they are concerned about safety. Parents refuse to let their children ride their bicycles in traffic for fear they might get hurt. Many parents are also unwilling to let their children walk to school alone because they are afraid that strangers might harm them.*

*In answer to these concerns, Dr. Miller is working on a number of ways to improve the safety of children on the way to school. So far, she has convinced several mayors to build bicycle paths in their cities. In addition, she is organizing groups of parents and teachers to walk with children to and from school.*

What are the safety problems parents are concerned about and what solutions does Dr. Miller suggest?

FILL IN THE MISSING INFORMATION IN THE TABLE BELOW.

Problem	Suggested Solution
(1)	(1) To build bicycle paths
(2)	(2)





#### iv. Working with the dictionary

Using the dictionary to help understand both the questions and the text is of extreme importance. The only way your students will actually use the dictionary effectively during the exam is to get lots of practice before hand. This is something you should spend a lot of time on in your extra hours with these students. The Module C text below provides guided dictionary use.

### READING FOR PLEASURE

by Miriam MacMillan

People don't read enough books. According to a survey done in 2002, only 46% of adults in America read literature such as novels, short stories, plays and poetry, as compared to 57% in 1982. The **survey** also stated that the biggest **drop** in the number of readers is among young adults aged 18-24.

Watching television is probably the main reason for the decline in reading. People, who do not read books or rarely read, watch television more than three hours a day. When interviewed for the survey, they said they prefer watching television to reading books because watching television is very relaxing and they don't have to think. On the other hand, people who don't watch a lot of television read 12 or more books a year. Another reason for the change in reading **habits** is that people are spending more time at the computer, **surfing** the Internet and playing computer games.

The survey also reported that people who read for pleasure are more likely to visit museums and go to musical **performances**. Readers go to sporting events twice as much as people who don't read. They also do more volunteer work.

What are the **benefits** of reading for people of all ages? Through reading, children improve their vocabulary and **gain** knowledge of the world. Researchers have also found that reading a lot improves students' grades. In addition, there is proof that reading for pleasure can improve an older person's memory.

So, how can we **encourage** people of all ages to read more books? Parents should read books aloud to their children even before they begin school. Schools can help by giving children time **during** the school day to read books they like. Finally, using the Internet can actually encourage adults to read, since now people can find book **reviews** and lists of recommended books on the Internet. They can also read a few chapters or even whole books and join a book club on the Internet. Hopefully, future surveys will show that people are reading more books for pleasure.



## Questions

1. In 1982, the survey showed that 57% of adults in America read literature. How did this change in 2002? (lines 1-4)

ANSWER: \_\_\_\_\_ (7 points)

2. What reason did people give for watching more TV and reading less?

ANSWER: \_\_\_\_\_ (6 points)

3. COMPLETE THE SENTENCE.

In lines 5-11 the Internet is mentioned as a reason for \_\_\_\_\_  
\_\_\_\_\_ (7 points)

4. People who read for pleasure also have other interests. Give TWO examples. (lines 12-14)

(i) \_\_\_\_\_

(ii) \_\_\_\_\_ (2x6=12 points)

5. FILL IN THE MISSING INFORMATION IN THE TABLE BELOW (lines 15-18). What benefits do the following people get from reading? (Write ONE thing in each empty box).

People	Benefit
(i) children	
(ii) students	
(iii) old people	

(3x5=15 points)

6. How can children be encouraged to read? Name TWO ways.

(1) \_\_\_\_\_

(2) \_\_\_\_\_ (2x6=12 points)

7. In what way does using the Internet encourage reading? Name ONE way. (lines 19- 25)

ANSWER: \_\_\_\_\_ (8 points)

8. What is the main problem discussed in this article?

ANSWER: \_\_\_\_\_ (8 points)



**אוצר מילים – Dealing with words - While Reading**

	The word	Line	What I look for in the dict.	Dict. Definition/s (Hebrew / Arabic)	As used in the text (Hebrew / Arabic)
1.	pleasure	Title			
2.	survey				
3.	compared				
4.	drop	3	drop	טיפה, מעט, ירידה	ירידה
5.	habits		habit		
6.	surfing				
7.	performances				
8.	benefits				
9.	gain				
10.	encourage				
11.	during				
12.	reviews				
13.					
14.					
15.					

- Table could be prepared in advance or done by the students. Always leave room for more words.
- It is important to fill in the LINES' rubric, as students tend to forget where the word was or even that they have looked for it already. This way they have their own mini-dict. Which also gives directions to the relevant point.
- Teach your students HOW to look for words in the dictionary – regular or electronic. Many of them look for the verb, for example, in the past tenses or the noun in the plural. (no. 3)
- Teach your students to check the definitions and choose the appropriate one. (no. 2)
  - One way to go about it is to translate and see which of the definitions best fits the text – this can be done AFTER reading the paragraph.
  - Another way is to "look around", meaning, we look at the phrase "the biggest **drop** in the number" and then check for translation according to parts speech.



The activities below will give an opportunity to the learners to use a dictionary effectively.

Table 1 (with answers)	
Activity Type	Example Question
Meaning	Use your dictionary to find 3 different meanings of “fall”. 1. <b>move downwards</b> 2. <b>become less or lower</b> 3. <b>autumn</b>
Spelling	How do you spell the noun form of “generous”? <b>generosity</b>
Parts of speech	Which one is the noun and which one is the verb? a. advice ( <b>noun</b> ) b. advise ( <b>verb</b> )
Definitions	Find the definition of the word “caution”. <b>great care and attention</b>
Register	What are the 3 informal ways of saying “grandmother”? 1. <b>gran</b> 2. <b>granny</b> 3. <b>nana</b>
Pronunciation	Which syllable is stressed in the words below? a. export (v) <b>ex</b> PORT b. export (n) <b>EX</b> port
Collocations	Find 3 adverbs which are usually used with the verb “love”. 1. <b>deeply</b> 2. <b>passionately</b> 3. <b>truly</b>
Antonyms-synonyms	Find 2 synonyms and 1 antonym of the word “increase”. <b>Synonyms: enhance/expand</b> <b>Antonym: decrease</b>
American vs. British English	What is the American word for “boot”? <b>trunk</b>



## Prerequisites to looking up words

*Students MUST know the sequence of the in Upper and Lower case letters!*

1. We can prepare an **Alphabet Ruler** with them to be put in the dictionary:
2. As Dictionaries follow alphabetical order, we can suggest to the students to put

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj  
Kk Ll Mm Nn Oo Pp Qq Rr Ss  
Tt Uu Vv Ww Xx Yy Zz

markers on the dictionary side to indicate the first page of each letter.

3. Teach/show them the inner part of the cover page where they can find almost the exact page of the entry they are looking for. This page gives the **guide words** that appear at the top of each page and give the first and the last words that appear on that page. (Only in the Oxford English- English – Hebrew dictionary)
4. Show the appendix, explain what it is good for and enhance the Irregular Verbs sections.
5. Students need to know most of the dictionary's defining vocabulary before they will be comfortable using a Learner Dictionary.

We should spend time on reading the introduction with the students explaining and giving examples of the key components, for example the different labels used:

Labels used in this dictionary	
AmE	American English
BrE	British English
formal	used in formal or official situations, but not usually in ordinary conversation
informal	used in conversations with friends and people who you know well, but not suitable for formal speech and writing
spoken	used mostly in spoken English
technical	used by doctors, scientists, or people who have a very detailed knowledge about a subject
old-fashioned	not used much any more
humorous	used in a joking way
law	used only when talking about the law and legal situations
nonstandard	sometimes used but normally considered incorrect
trademark	used as the official name of a product by a company
dialect	used by people living in a particular area of Britain or the US
Parts of Speech	
adj = adjective	n = noun
adv = adverb	number
auxiliary verb	phr v = phrasal verb
determiner	prefix
interjection	prep = preposition
linking verb	pron = pronoun
linking word	quantifier
modal verb	v = verb



## b. Writing

In order for your students to succeed in the new writing task in Module C it is first and foremost imperative that they understand what is expected of them. Therefore please share the table of specifications below as well as the scoring rubric with them. They should have a copy where they can make notes in their mother tongue.

In addition, show your students what 70 words of writing look like as in the example below. It is not that much!

My lunchtime is loud. Almost everybody in the lunchroom is making noise. We have very good food and nice cooks. We have 35 minutes to eat lunch. My lunch room is big and has a lot of tables. We have milk and a salad bar for the teachers that is what my lunch-room is about.

Table of specification - Written Social Interaction / Presentation

# pts	# tasks	Length	Benchmarks		Suggested Task Types
30	1	70 – 90 words	Foundation	Intermediate	<ul style="list-style-type: none"> <li>forms</li> <li>description</li> <li>informal letter</li> </ul>
			express feelings, likes and dislikes describing people, places, things and events  present information on limited content	express and elaborate on personal wishes and opinions	

Translate the table of specifications with your students so that they know what they need to know!



### Rubric for Assessing the Module C Written Task

Criteria	D e s c r i p t o r s				
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>task is fully on topic</li> <li>text is well organized</li> <li>content is easily understood</li> </ul>		<ul style="list-style-type: none"> <li>task is partially on topic</li> <li>text is fairly well organized</li> <li>content is sometimes difficult to follow</li> </ul>		<ul style="list-style-type: none"> <li>task is almost or completely off topic, but it is due to misunderstanding of topic</li> <li>text is poorly organized</li> <li>content cannot be understood</li> </ul>
	10	8	6	3	0
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>use of appropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>occasional use of inappropriate vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>consistent use of inappropriate vocabulary</li> </ul>
	6	5	4	2	1
<b>Language Use</b>	<ul style="list-style-type: none"> <li>correct use of basic language structures</li> <li>hardly any errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>occasional incorrect use of basic language structures</li> <li>several errors of word order, pronouns, prepositions</li> </ul>		<ul style="list-style-type: none"> <li>consistent incorrect use of basic language structures</li> <li>frequent errors of word order, pronouns, prepositions</li> </ul>
	11	8	6	3	1
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>hardly any errors of spelling, punctuation, capitalization</li> </ul>		<ul style="list-style-type: none"> <li>several errors of spelling, punctuation, capitalization</li> </ul>		<ul style="list-style-type: none"> <li>frequent errors of spelling, punctuation, capitalization</li> </ul>
	3	2	1	0	0

**TOTAL: 30 points**

Teachers can give in-between grades.

#### Deduction for Length (70-90 words)

# of words	# of points deducted
69 - 59	2
58 - 48	4
47 - 37	6
36 - 26	8
Fewer than 25	30



## Understanding what to do and taking notes.

Show your students how to take notes and build their essay stage by stage.

The first stage is to look at the instructions and make sure they understand ALL the words. If they don't, they MUST look them up in the dictionary.

*Describe an interesting event. For example, you can write about a trip, a performance or a sports activity. Explain what you liked or didn't like about it. Write 70-90 words. (Summer 2016)*

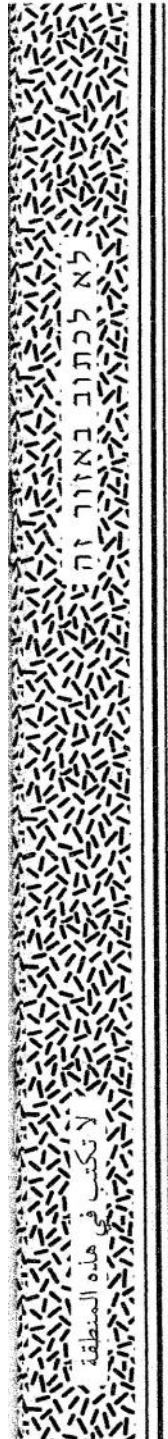
Look up the following words:

	The word	What I look for in the dict.	Dict. Definition/s (Hebrew / Arabic)
1.	describe		
2.	interesting		
3.	event		
4.	trip		
5.	performance		
6.	sports		
7.	activity		
8.	explain		
9.	like		
10.	didn't like		





Now show your students how to mark the important words and then start making notes:



אנגלית, קיץ תשע"ו, מס' 016382, גרסה ב'

- 5 -

**PART II: WRITTEN PRESENTATION (30 points)**

פרק שני: משימות כתיבה (30 נקודות) الفصل الثاني: مهمة كتابية (30 درجة)  
קרא את ההנחיות שלפניך, וכתוב על פיהן اقرأ التوجيهات التي أمامك، وكتب وفقًا لها  
חיבור ובו 90-70 מילים. موضوعًا إنشائيًا يحوي 90-70 كلمة.

10. Describe an interesting event. For example, you can write about a trip, a performance or a sports activity. Explain what you liked or didn't like about it. Write 70-90 words.

Use this page and the next (nos. 5-6) for writing a rough draft.

An interesting event

A trip:

Liked:

Didn't like:



Then show them how to add to the main topics they have extracted from the instructions:

אנגלית, קיץ תשע"ו, מס' 016382, גרסה ב' - 5 -

**PART II: WRITTEN PRESENTATION (30 points)**

פרק שני: משימות כתיבה (30 נקודות)      الفصل الثاني: مهمة كتابية (30 درجة)  
קרא את ההנחיות שלפניך, וכתוב על פיהן      اقرأ التوجيهات التي أمامك، واكتب وفقاً لها  
חיבור ובו 70-90 מילים.      موضوعاً إنشائياً يحوي 70-90 كلمة.

10. Describe an interesting event. For example, you can write about a trip, a performance or a sports activity. Explain what you liked or didn't like about it. Write 70-90 words.

Use this page and the next (nos. 5-6) for writing a rough draft.

An interesting event

A trip: Where? Eilat  
When? Summer

Liked: what? The sea  
Why? I love to swim  
I love the fish

Didn't like: what? Too many people  
Why? I like quiet



## Show you students how to write their draft:

First teach them that they need to write *full sentences*. Each sentence must have a subject and a verb.

Subject + verb + object

*I went on a trip.*

Clarify object

*I went on a trip to Eilat.*

Add adjective (discuss *place of adjectives*

*I went on an interesting trip to Eilat.*

BEFORE nouns in English)

Discuss *verb tenses* (keep it simple) – tell your students to use the same tense throughout their writing – usually past simple if they are describing something that happened.

Show them how to keep their *sentences short and simple*. When they want to add more information they should start a new sentence with a connector such as:

*in addition, also, furthermore, although, however, firstly, secondly*

Teach your students these connectors and have them study them for a dictation quiz.

Now your students can write a draft. They then go through the checklist below and make corrections before writing their final copy.

### *Writing checklist* (Have students write this in their mother tongue)

- ✓ Have I written full sentences?
- ✓ Are my adjectives BEFORE the nouns?
- ✓ Have I used the same verb tense throughout?
- ✓ Are my sentences short?
- ✓ Have I used connectors?
- ✓ Do I have an opening sentence and a final sentence?
- ✓ Do I have between 70 – 90 words?

Sample tasks (follow the upcoming bagrut exams for additional tasks):

Describe a place you visited recently. You may write about why you went there, what you saw there, what happened there, and how you felt. Write 70-90 words. (Summer B, 2016)

Describe someone who influenced your life. Write 70-90 words. You may relate to the following points:

- who the person is
- what this person does
- how this person influenced you

(Winter, 2016)



Now your students need practice, practice and more practice. BUT this practice MUST be with personalized feedback. Read a student's writing with him / her and go over the errors they made. Also show them their grade according to the rubric and have them set a goal for improving in the next writing task. They should focus on improving one area at a time.

Additional ideas for practice:

- 1) Model a composition as described above while writing it on the board. Then have your students translate it (in pairs if they prefer) into their mother tongue. Then cover up what you wrote and have your students translate BACK into English. Then show them what you wrote on the board and have them compare and mark the differences. Then they try to understand their errors – perhaps by filling in a tracking sheet similar to the one below.
- 2) Write a model composition on the board – for example – *I went to Eilat with my friends*. Then together as a class, rewrite it by changing the main character and main idea and / or other details - *for example I went to Turkey with my parents*. Discuss what needs to be changed and change it on the board. Then in pairs have them choose yet another topic but use the same model to write their own composition – *for example – We went to the football game in Haifa last week*.

For additional topics to practice adjust the topics from the Bagrut exam in a similar way. For example:

- Describe a *movie you saw* recently. You may write about *why you went to see it, what it was about*, and how you felt. Write 70-90 words.
- Describe a *meal you ate* recently. You may write about *who you ate with, what you ate, and what you did and didn't like*. Write 70-90 words.

A tracking sheet similar to the one below can be kept by each student to follow up on their writing achievements (students should write their focus in their mother tongue):

Date	Grade	Content and Organization	Vocabulary	Language Use	Mechanics	Focus for next task
<i>example</i>		<i>6/10</i>	<i>4/6</i>	<i>6/11</i>	<i>1/3</i>	<i>Organize better and use capital letters and punctuation</i>



## 4. Module D

We teach literature so that our students, with our help, can move from the letter, the word and the sentence, to the bigger world of culture and thought, and through literature learn to think about other people different from us, but sometimes very similar.

It is literature that is remembered, and a positive experience learning a story or a poem can remain with someone for the rest of his or her life. If the teacher likes the piece of literature that is being taught and can share that, then we have all succeeded.

The revised Literature program has effectively reduced the huge workload on both the students and the teachers and allows for aspiring 4 point students to complete the literature program while also focusing on improving their reading, writing and listening skills in order to succeed in modules C and E.

If your school has not moved over to the revised simple log for 4 pointers, and is still doing the exam, we urge you to consider doing the log with the students in the Ladders program. Making up the extra pieces in their log work as they complete the literature in class will be much easier for them than having to study for a test that includes ALL the literary pieces they have studied. The revised log needs to include a post-reading or bridging task for each literary piece, one summative assessment and one personal response for each year the literature program is studied. The personal response is not graded but needs to be included in the log.

The grade for Module D includes the book reports. Students should read from accessible books that are at their knowledge level. They should not have to look up more than 3 words a page. The first book could be done as intensive / extensive reading – where all the students read the same book and you do different activities and read some of the book together with them. The activities you do with them could be collated into a book report ( 3 or 4 short tasks).

### **a. Literature for 3-4 points - Miriam Greif, 2015**

Short stories and poems are interesting and should be taught at all levels. Pupils who can connect to the topic, can appreciate the story or poem. It requires brainstorming about the topic, connecting it to their real life, learning the vocabulary used in the story beforehand and then paying attention to the content of the story and not to the words they don't understand. Many pupils who are not literate do just that when they watch movies on TV



and figure out what they are about with the help of the pictures. Some cannot read the subtitles in Hebrew...

The main important thing is to connect to the content... Thus making the pre-reading activities crucial and plentiful. If the pupils know what to expect, they will not have a hard time understanding the content.

**Grandmother** - is there anyone who cannot connect to the topic of grandmother or old age?

**Count the Day Lost** - about being nice to friends and family or giving or getting support at a time of need.

**The Road Not Taken** - making decisions. We make decisions all day, every day, small ones, big ones such as: what we wear, what we eat, who we call, where we go, what we choose to study, who we choose as friends, what movie to see, which boyfriend/girlfriend we choose, what kind of work, what to study... There is no end to the amount of decisions we make.

**Thank you Ma'am** - such an easy plot and so much to talk about.

If the content is relevant and interesting, the level of English is less important. Reading for comprehension is reading for content not for words. The moment pupils connect to the content they don't pay that much attention to the words.

I believe that pupils of all ages can appreciate a good story even if they don't have a rich vocabulary. It all depends on how it is presented to them and how well they can connect to the topic. Thus I believe that 3 point pupils should be taught some of the bagrut literature in Kita Yod or Yod Alef so that the door remains open for 4 points. C is part of 3 points. D can be a log if the teacher collects everything the pupils do over the years. The pupils don't even have to know what they are collecting. Then what remains is E.

Some of the teachers in the miftanim have started teaching poems and short stories and the reaction of the pupils is fabulous. The teachers are also enjoying what they are teaching. It definitely beats working on "unseens"....

Pupils who cannot read can listen. There is no reason not to teach them a story because they can't read. As teachers, we put much too much stress on reading and much too little stress on listening. Many of the pupils have languages that they don't read such as spoken Arabic, Amaharic and Russian. Here too, breaking down the topic with proper lead-ins can make learning interesting and sophisticated.



Most of our “problematic” pupils are very smart. Their problem lies in the sitting not in their heads. Sometimes the problems lie in reading, decoding, etc., not in understanding. Don’t they all deserve to learn things that are interesting instead of where to put “is” or “are”?!

Teachers should read to the pupils. Allowing pupils to read usually spoils the story and the other pupils lose interest. Sending them to read on their own just doesn’t happen. Practicing reading should NOT be done on stories or poems. Reading and writing will be done in the exercises. The story or poem itself should be heard by the teacher who reads well and reads it all, not by pupils who read a paragraph or two and stumble over the unknown words.

**Hots** like “compare and contrast” are easy to learn. They do it all the time.

“Sequencing”, “predicting” – many of the hots are constantly used but were never called by their names. They are **NOT** difficult.

## **b. Suggestions for school organization**

In order to allow for maximum movement between 3 and 4 point groups, we recommend that your team should plan to teach literature pieces that are common to both 3 and 4 point groups if this is possible. Use the books available in your school and the pieces you are familiar with teaching. Below is a list of approved short stories common to both 3 and 4 pointers. Students who have completed the abridged or simplified versions can then study the original pieces at a 4 point level and make up the stages and LOG work during these extra hours.

<b>STORIES – ONLY THESE VERSIONS</b>			
<b>Text</b>		<b>Author</b>	<b>Appears in</b>
1.	All-American Slurp, The	Lensey Namioka	Loving Literature (AEL)
2.	Dusk	Saki	Celebrating Literature
3.	Good Lord Will Provide, The	Lawrence Treat and Charles M. Plotz	A Cool Collection 1 (ECB) Intermediate Reader 3 (more difficult) (ECB)
4.	Hitchhiker, The	Roald Dahl	A Cool Collection 1 (ECB)
5.	Last Leaf, The	O. Henry	The Last Leaf and Other Stories, Heinemann ELT Guided Readers
6.	Open Window, The	Saki	Celebrating Literature (UPP)
7.	Thank You, M’am	Langston Hughes	Celebrating Literature (UPP)
8.	Treasure of Lemon Brown, The	Walter Dean Myers	Connections (ECB)
9.	Umbrella Man, The	Roald Dahl	A Cool Collection 1 (ECB)
10.	Verger, The	W. Somerset Maugham	Communicating in English 1, Revised Edition
11.	While the Auto Waits	O. Henry	Intermediate Reader 3 (ECB) Communicating in English 1



### c. Making the LOG simple

The revised log is indeed simple – once your students complete the LOG for 3 points, they need to add a few more pieces to complete the log for 4 points. **If your school does not do the log then these extra hours should also be used for the ladders students to complete their log. If the school does do the log, these hours should be used for assisting them in organizing their logs.**

The four point log needs to include one post reading task from each literary piece studied and one test on one literary piece for each year the program is studied.

Here is an example if the literature program is completed at the end of the 11<sup>th</sup> grade. It could be adapted according to the pieces taught in your school.

Name: _____ 10 <sup>th</sup> grade – Literature Log		Name: _____ 11 <sup>th</sup> grade – Literature Log	
Item	Grade	Item	Grade
The Road Not Taken Post Reading		Mr Know All Post Reading	
While the Auto Waits Post Reading		Mr Know All Test	
Thank You, Ma'am Post Reading		As I Grew Older Post Reading	
Thank You, Ma'am Test		Poem 3 Post Reading	
Personal Response	Done / not done	Personal Response	Done / not done





**You can also keep the follow up sheet below to keep track of your students work:**

Literature Log – 10 <sup>th</sup> and 11 <sup>th</sup> grade – class follow up sheet								
Name	The Road Not Taken Post Reading	While the Auto Waits Post Reading	Thank You, M'am Test	Mr Know All Post Reading	Mr Know All Test	As I Grew Older Post Reading	Poem 3	Personal response



#### d) Rubric for Post-reading Component – Modules B and D

The rubric below shows the criteria for modules B and D for the post reading tasks. If you wish to regrade post reading tasks that were done in a 3 point class for the 4 point level, please do so according to the rubric below rather than just taking off 10 points. Also, do give the student the chance to correct their work and improve their grade. An additional option is to accept the work done in the 3 point class as is, but to require a 4 point level for work done once the student is studying in the Ladders program.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> <li>Instructions for task were followed.</li> <li>Content is clearly based on the text.</li> <li>All information is relevant and accurate.</li> <li>Content is well organized.</li> </ul>		<ul style="list-style-type: none"> <li>Instructions for task were partially followed.</li> <li>Content is partially based on the text.</li> <li>Some information is relevant and accurate.</li> <li>Content is fairly well organized.</li> </ul>		<ul style="list-style-type: none"> <li>Instructions were not followed.</li> <li>Content is not based on the text.</li> <li>Information is irrelevant or inaccurate</li> <li>Content is poorly organized.</li> </ul>
	B - 100		B – 60%		0%
	D - 90%		D - 45%		
Language	<ul style="list-style-type: none"> <li>Correct use of basic language structures.</li> <li>Mostly correct use of advanced language structures.</li> <li>Hardly any errors of mechanics (spelling, punctuation)</li> </ul>		<ul style="list-style-type: none"> <li>Mostly correct use of basic language structures.</li> <li>Incorrect or no use of advanced language structures.</li> <li>Some errors of mechanics (spelling, punctuation).</li> </ul>		<ul style="list-style-type: none"> <li>Incorrect use of basic language structures.</li> <li>Many errors of mechanics (spelling, punctuation).</li> </ul>
	B – 0%		D – 0%		0%
	D - 10%		D - 5%		



## 5. Module E

The Module E exam is the most difficult exam for these students, therefore it is important to take into account that each mistake is worth a lot of points and students should be extra careful, use their dictionaries and double check themselves so as not to lose points unnecessarily.

Students need to do lots of practice tests and analyze their mistakes as well as be made aware of how many points they lose for each “little” mistake.

### a. Reading

In order for students to minimize errors on the reading comprehension, they need to understand how important it is to understand the text. Contrary to popular practices, it is important for students to read the whole text at least once before looking at the questions. The aim of this reading is to get a general idea of what the text is about and to mark words they don't understand in order to determine whether to look them up in the dictionary later on.

It is also imperative that students understand both the question as well as the instructions for the question. Go over the different types of questions with your students and make sure they understand the requirements for each instruction and how they will lose points if they do not answer according to the instructions.

Your students should translate the questions. They do not always understand the nuances and the use of the negative NOT in the questions. They understand but often skip that word, they think they can still copy paste the answer and they cannot. We have to work with them quite a bit on getting to know the E module and creating increased accessibility to break it up, and put it back together successfully.

### i. Working with vocabulary

**Excerpts from Vocabulary Matters - A Handbook Prepared by Amal Teachers, English Access Micro-Scholarship Program, sponsored by the American Embassy.**

The example below shows how to work on expanding your students vocabulary while working on texts and reading comprehension. Encourage your students to use their dictionaries while doing these tasks. Be available to assist them with any look-up difficulties they may come up with. Use these difficulties as teaching opportunities to improve your students' dictionary look up skills.



## UNIT 10 – A “Green” Education

*Prepared by Otra Khalila*

*Adapted from the Amal Access Micro- scholarship program sponsored by the American Embassy*

### A “GREEN” EDUCATION

When young people think about which college or university to go to, they usually want to know what **courses** are offered and how much they cost. But today an additional **consideration** is affecting their **choice**. In a recent survey of 5,000 American students, more than half said they chose their **educational institution** because of its environmental, or “green,” **policies**. Moreover, the institutions themselves now realize that **adopting** such policies not only helps the **environment**, but also increases their appeal to students. Often, they turn to companies that specialize in advising educational institutions on how to become more “green.” One such company is FutureSites, headed by Dr. Diana Silver.

Making an institution “green” requires **efforts** on many levels. As Dr. Silver explains, “On the most basic level, it’s about **promoting individual** responsibility by **encouraging** students not to **waste** water or electricity. But it also means that the buildings themselves must be environmentally friendly, and this includes the use of **recycled materials** in their **construction** wherever possible.” In addition, she says, a “green” building has to have **excellent insulation** that keeps it warm in winter and cool in summer. This creates comfortable **surroundings** without the need for **air conditioning**.

While constructing a “green” **campus** costs a lot of money, the long-term savings are greater than the **costs**. Not only does the government help pay for “green” buildings, but running this type of campus is also cheaper than running an **ordinary** one. Furthermore, “green” architecture can have surprising **benefits**. Take, for example, the use of **natural daylight** wherever possible. According to Dr. Silver, students who study in natural light report fewer **headaches** than those working in rooms lit by electric lighting. And their grades were found to be higher as well.

The impact of a “green” campus goes beyond the **advantages** of the building design. Studying there, says Dr. Silver, can also **motivate** young people to get personally involved in environmental organizations throughout the country. Clearly, then, these institutions make an important **contribution to society** as a whole.

*Text taken from Module "E" Summer Bagrut, 2015.*



1. Mark (✓) the correct columns. In some cases, there is more than one possibility.  
Explain one of your choices to your classmates.

Example: A campus is “green” if it adopts an environmentally friendly policy.

	paper	a company	a building	electricity	a campus
1. is run					
2. is “green”					✓
3. is recycled					
4. is constructed					
5. is saved					

2. Give an example of:

- an educational institution a university
- a recycled material \_\_\_\_\_
- comfortable surroundings \_\_\_\_\_
- an environmental issue \_\_\_\_\_

3. Fill in one word in each space. Use words from the text you read.

Becoming (1) “green” is not an easy task, but each one of us can help save the environment. Individuals can start by (2) \_\_\_\_\_ water and electricity, and they can volunteer in one of the (3) \_\_\_\_\_ organizations. There, each individual can get involved in the major environmental (4) \_\_\_\_\_ affecting their (5) \_\_\_\_\_ by initiating environmentally friendly projects. For example, they can launch a campaign to encourage (6) \_\_\_\_\_ or university students to (7) \_\_\_\_\_ the amount of paper they use or (8) \_\_\_\_\_ used text books.

Not only individuals can help save the environment. Lately, many (9) \_\_\_\_\_ institutions have realized how important it is to (10) \_\_\_\_\_ “green” policies. They have even constructed the buildings in their campuses from recycled (11) \_\_\_\_\_ wherever possible. Their buildings have excellent (12) \_\_\_\_\_, which helps reduce the need for air (13) \_\_\_\_\_. Furthermore, they save a lot of energy with their “green” architecture by using as much natural (14) \_\_\_\_\_ as possible. To sum up, both individuals and institutions can help the environment, and so contribute to a “green” society.

(Possible list of words to use for filling in the cloze: environmental, college, daylight, “green”, issues, materials, conditioning, adopt, saving, surroundings, insulation, reduce, educational, recycle).



**6. Find the opposite of each of the following words in the text you read.**

Word	Opposite
1. old	young
2. decreases	
3. disadvantages	
4. discouraging	
5. more expensive	
6. passive	
7. warm	
8. short-term	
9. lower	
10. save	

**ii. Questions according to types**

**Multiple Choice**

In multiple choice questions, students should first eliminate two of the four options that they are absolutely sure are incorrect. They should then double check before choosing the correct answer from the remaining two options.

Show your students the example below (taken from Module E, Summer 2014). Model the thinking process of eliminating two of the options after reading lines 1 – 6 and then choosing the answer after reading carefully again. Guide your students to make sure they understand all the words connected to their choice making, and if they don't, to use their dictionaries. Remember that the answers are not clearly stated in the text and your students need to infer. Review text preparation skills and scanning skills with them.

What do we learn from lines 1-6 about the Olympic Games?

- i) Why they are only held every four years.
- ii) How they changed.
- iii) Why people don't know much about them.
- iv) What Stanton thinks of them.

(8 points)

Lines 1 – 6 from relevant text:

*Every four years, athletes from all over the world come together in one of the world's major cities to compete in the Olympic Games. The popular sports event, which has been held for over 100 years, attracts thousands of competitors. Few people are aware, however, that from 1912 to 1948 the competitions also included the arts – painting, literature, music and more. This is the subject of Richard Stanton's new book, The Forgotten Olympic Art Competitions.*



## Completion

Show your students the example below (taken from Module E, Summer 2014) and model the thinking process. Make sure that they understand that they **HAVE TO** complete the sentence and cannot just write their own sentence or they will lose points. Assist your students in using their dictionaries to help them.

Why does the writer mention that athletic achievements could be measured objectively? Give **ONE** answer according to lines 15-23.

**COMPLETE THE SENTENCE.**

He does this to explain why .....

.....

(8 points)

Lines 15 – 23 from relevant text:

*However, the inclusion of the arts in the modern Olympics was very problematic. In sports competitions, there was not much for the judges to do. Most athletic achievements could be measured objectively, and the medals simply went to the fastest runners or the highest jumpers. But in the arts, the winners were chosen by a group of judges who had to reach a majority decision. Unfortunately, they could only rely on their own taste, and they rarely agreed with each other. Moreover, the art competitions met with much criticism. Some critics objected to the fact that all the works of art had to be linked to sports. Others were opposed to the idea of artists competing against one another.*

## Choosing the 2 correct answers

As in multiple choice questions, the elimination process is in two stages. First eliminate the sentences that are obviously not correct after the first reading and then carefully choose the **TWO** correct answers. Make sure your students understand that they need to mark only 2 answers and that they should mark them clearly with a **✓**. Show your students the example below (taken from Module E, Summer 2014) and model the thinking process including using the dictionary when necessary.

2. What are we told in lines 7-14?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

..... i) Where Stanton got the idea to write his book.

..... ii) Why the IOC wanted to help Stanton.

..... iii) How Stanton got information about the subject.

..... iv) Where the first modern Games were held.

..... v) Why the original Olympics included the arts.

..... vi) Why Coubertin founded the modern Olympics.

(2x7=14 points)



*Lines 7– 14 from relevant text:*

*Stanton spent ten years doing research for the book, reading thousands of old documents in the archives of the International Olympic Committee (IOC). The idea of having arts in the modern Olympics, he writes, was first suggested by Baron Pierre de Coubertin, the founder of the modern Games. Since childhood, Coubertin had been fascinated by the original Olympics, held around 2500 years ago in ancient Greece. Participants in those competitions demonstrated not only athletic abilities, but artistic skills as well – for example, in music and poetry. Coubertin wanted to bring that tradition back to life.*

### iii. Questions according to reading strategies

The examples below were taken from the Amal Network, English Access Micro-Scholarship Program HOT Practice, Developing Reading and Higher Order Thinking Skills for the English Bagrut Examination, Modules C, D, E, Compiled by: Rina Akotonas, Pedagogical Advisors: Dr. Rachel Tal and Ahuva Dotan. The program is funded by the American Embassy.

#### 1. UNDERSTANDING THE MAIN IDEA

The main idea is the point that the writer is trying to convey. Understanding the main idea helps the reader to remember important information.

*A GAME TO MAKE YOU DANCE* - From English Bagrut, Summer 2008, Module E:

*Invented in Japan, DDR requires players to dance to electronic music in increasingly difficult patterns. As a song plays, arrows pointing in four different directions —forward, backward, left or right — appear on the TV screen in various combinations. Players "dance" in the directions shown on the screen by stepping on another set of arrows drawn on the floor mats."*

What is explained in this passage?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

#### 2. DISTINGUISHING BETWEEN GENERAL STATEMENTS AND EXAMPLES

**If a statement refers to a group of people or things, or covers more than one situation, we call it a generalization.** A generalization applies to many things and many occasions.

An example is a specific statement. It concerns one particular thing.

For example: Generalization – Most Americans like Sports.

Example – Our school's soccer team is the best in the state.

**WHERE EXHIBITS AND ENTERTAINMENT MEET**, English Bagrut, Summer 2008, Moed B Module E

*"Take a deep breath," says the voice of movie star Tom Hanks. "All the oxygen you just breathed in came from deep inside a star." Hanks' words, part of the opening show at the American Museum of Natural History, are a typical example of the new concept of*





*"edutainment." A combination of education and entertainment, edutainment is revolutionizing museum exhibitions around the world.*

The example in the first paragraph is used to show that museums today:

- (i) attract famous entertainers
- (ii) understand the importance of education
- (iii) provide information on new subjects
- (iv) are using new methods

### 3. SEQUENCING

Sequencing is the organization of events, instructions, or other items, in the correct order, i.e., the order in which they take place.

*For example:*

*First boil the water, next add the soup powder, then mix.*

CLICKERS ON CAMPUS, From English Bagrut, Summer 2007 ,Module E

*"It's very gratifying when I see that most students have understood the lesson," says biology professor Peter Holt of Wisconsin University. "Of course, when the results show otherwise, I'm disappointed. But at least I know whether to go back over material I've already covered, or to move on. And the students know immediately if they got a question right or wrong."*

How does the new technology affect Holt's teaching?

Complete the following sequence of cause and effect according to the passage.

*The numbers on the screen show that \_\_\_\_\_*  
\_\_\_\_\_



*Holt is not satisfied that \_\_\_\_\_*  
\_\_\_\_\_



*He \_\_\_\_\_*  
\_\_\_\_\_



#### 4. DISTINGUISHING BETWEEN CAUSE AND EFFECT

Cause and effect statements identify the reasons for and results of actions and circumstances, explaining the connection between the two.

With the help of connectors of Reason and Result, we can show cause and effect.

*For example: Reason: The road was slippery.*

*Result: He had an accident.*

The road was slippery and, as a result, he had an accident.

#### DON'T CALL, JUST WHISTLE

From English Bagrut, Summer 2005, Module E

*Until the end of the 1950s there were few roads in Gomera, and even fewer telephones." As kids we learned El Silbo in the streets," says 58-year-old Pedro Darias. "If you didn't want to do a lot of climbing up and down to find people, you had to use it." But in the 1960s, as roads were built and phones became common household items, the need for El Silbo rapidly declined.*

*In 1982, the local government decided to rescue the tradition by teaching El Silbo in the schools. Within three years, most children on the island were using the language. "It takes a lot of practice," explains Darias, who is one of the teachers. "When you've only got six sounds, a lot of words seem almost the same. So you really need the context of the whole message to tell you what you're hearing."*

Between the 1960s and the present, changes occurred in Gomera concerning El Silbo.

List the changes in the order in which they occurred by completing the sentences below.

(1) In the 1950s, the islanders used El Silbo.

(2) Later, \_\_\_\_\_.

(3) As a result, El Silbo was used less.

(4) Then, \_\_\_\_\_.

(5) As a result, \_\_\_\_\_.

#### 5. DISTINGUISHING BETWEEN FACT AND OPINION

A fact is something that is true and has been proven.

An opinion is something that we think or believe about something.

*For example: Fact – The sun rises in the east.*

*Opinion – As I see it, the situation is getting worse.*



## DON'T CALL, JUST WHISTLE

From English Bagrut, Summer 2005, Module E

*Like most kids on the tiny island of Gomera, 11-year-old Maria Garcia has her own cell phone. But another form of communication – one that doesn't require batteries – is just as common among the children of the mountainous island. It is known as El Silbo, the Gomera whistle. El Silbo is actually a simple kind of language. By shaping a finger like the letter U and putting it in one side of the mouth, the islanders are able to produce a set of six whistle sounds. Using those sounds to form words and sentences, they can communicate with people as far as 2.5 km away.*

What do we learn about "most kids on the tiny island of Gomera" (lines 1-3)?

Give TWO facts according to the passage.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_

## 6. COMPARISON AND CONTRAST

Comparison and contrast help the reader to identify the similarities and differences between two or more things, and draw conclusions based on those findings.

*For example: Statement: John is an honest man, while his friend Bill is a criminal.*

*Conclusion: Bill is not worthy of John's friendship.*

DIGGING FOR TREASURE, From English Bagrut, Summer 2006, Moed B, Module E

*This is good news for archeologists. Richard Gray, director of the US Archeological Research Center, explains, "In an ideal world we would never use untrained people to sift dirt and map the location of ancient civilizations. However, archeologists are always short of funds, so we welcome whatever manpower we can get. Besides, amateurs make up in enthusiasm for what they lack in knowledge."*

*Volunteers are often required to put in long hours of hard work in tough conditions, and to settle for rudimentary accommodations and simple meals. But still they come, attracted by the opportunity to travel to an exotic location at low cost or opportunity to travel to an exotic location at low cost or by the dream of making a historic discovery. At the very least, they get to see ancient objects before they make their way to museums. Says Ken Stanford, who has spent several vacations participating in excavations, "Where else could you view long-lost artifacts in their original surroundings? You might even be the first person in 2,000 years to touch them." With such exciting prospects awaiting them, it is likely that even more people will choose to go digging in their spare time.*

The archeologists and the volunteers mentioned in the article have to cope with some difficulties. Name ONE difficulty for each group. (lines 3-7)

For the volunteers: \_\_\_\_\_.

For the archeologists: \_\_\_\_\_.



## b. How to do the listening effectively

In order for students to succeed in the listening section of the module E exam they first and foremost need lots of practice. During the few months prior to your students taking the module E exam, plan to spend 30 minutes a week practicing a listening task from previous bagrut exams. In order to access the sound files for the listening tasks go to:

*education.gov.il/english -> then click on Bagrut -> and then Bagrut Archives -> and then on the link at the bottom to the listening files*



**English** >> Bagrut Archives >> **Bagrut**

### Bagrut

#### Bagrut Archives

[Search All Bagrut Exams on Agaf habehinot](#)

- [Bagrut 2015 Archives](#)
- [Bagrut 2014 Archives](#)
- [Bagrut 2013 Archives](#)
- [Bagrut 2012 Archives](#)
- [Bagrut 2011 Archives](#)
- [Bagrut 2010 Archives](#)
- [Bagrut 2009 Archives](#)

[Search All Bagrut Exams on Agaf habehinot](#)

[Listening Files of the Bagrut Examinations \(posted Nov. 3, 2014\)](#)

You can access the actual questions on the page above by going into the archives for each year.



As in the reading comprehension, the listening tasks also have question types that your students need to become familiar with. In addition, they need to use the questions to glean as much information as possible about the listening text **BEFORE** they hear the text. First and foremost they need to **UNDERSTAND** the questions – they should use their dictionary to look up any words they don't understand.

*Students should translate the entire question into their mother tongue in order to make absolutely sure that they understand the question and not just the words in the question.*

For this reason, it is important for your students to organize their time. The listening comprehension is usually played on the radio half an hour after the start of the exam. Therefore, they should take the first half an hour to read and understand the listening comprehension questions and look up any words they need to in their dictionaries.

### ***What can you learn from the questions?***

Practice with your students, using additional examples, how to get as much information as possible from the questions before they hear the text by modelling the example above. While teaching your students how to do this, you may have to use Hebrew or Arabic. It is also OK for your students to make notes in their mother tongue.

When they have understood the question they should ask themselves:

- 1) What does this tell me about what I am going to hear?
- 2) Is there any specific information I should listen for?
- 3) What additional reasons or arguments should I listen for?
- 4) What is the main topic? What are the sub-topics?

And so on – depending on the information in the questions.

Translate the questions above into L1 with your students and have them learn that these are the questions they should ask about the listening questions.



The stages in doing listening comprehension:

- ✓ Start reading and understanding the questions 30 minutes before the broadcast
- ✓ First read, translate and understand the title
- ✓ Read the questions and mark any words you don't understand
- ✓ Look up the words you marked in the dictionary
- ✓ Translate the questions into your mother tongue
- ✓ Now read and make sure you understand all the questions
- ✓ Then ask yourself what you can learn from the title and questions – make notes
- ✓ Ask yourself what information you should listen for, for each question (make notes of points you should listen for)
- ✓ During the first broadcast, LISTEN ONLY! Do not try to answer the questions.
- ✓ Try to answer the questions you can after the first broadcast
- ✓ Listen to the second broadcast while looking at the questions you haven't yet answered.
- ✓ Finish answering the questions and check yourself.

***Teach and practice the above stages with your students and make sure they understand that if they follow these steps they will make as few errors as possible.***

Model with your students how to infer and glean information from the questions. Here are some examples from Module E, Summer 2014. You can use the questions suggested or at first, simply ask your students: *What can we learn from this question?* Remind them again and again to make sure they understand ALL the words in the question before inferring anything. Remind them to use their dictionaries! *The questions below are examples – try to elicit from your students before volunteering them.*



<i>Look at the title – what do you think you are going to hear about?</i>	<b>SLEEP WELL</b>
<i>What options could the sub-topics be about?</i>	9. What did the study which was done in England show?  i) Why people have <b>trouble</b> sleeping. ii) Why sleeping well is <b>important</b> . iii) How much sleep people <b>need</b> . iv) How common sleep <b>problems</b> are.
<i>What specific reason/s are there?</i>	10. According to Dr. Milner, what may <b>prevent</b> people from sleeping well? Give ONE answer. ANSWER: .....
<i>What does and what doesn't help people sleep well?</i>	11. According to Dr. Milner, what may happen to people who don't <b>sleep well</b> ? Give ONE answer. COMPLETE THE SENTENCE. They may .....
<i>Do they help sleep?</i> <i>What else does he say?</i>	12. What does Dr. Milner say about <b>sleeping pills</b> ?  i) He doesn't give them to his patients. ii) They are not always helpful. iii) You should not take too many. iv) They can cause sleep problems.
<i>What does and what doesn't help people sleep well?</i>	13. According to Dr. Milner, what can help you get <b>enough sleep</b> ?  i) Sleeping during the day. ii) Going to sleep earlier. iii) Following a regular sleep routine. iv) Sleeping late on the weekend.
<i>What does and what doesn't help people sleep well?</i>	14. According to Dr. Milner, the <b>quality</b> of your sleep may improve if you avoid (–).  i) using your computer before bedtime ii) talking on the cellphone until late at night iii) eating certain foods before going to bed iv) doing too much physical exercise during the day



## 6) Student feedback

One of the main keys to creating a positive learning environment is that of enabling your students to reflect on their learning and provide both themselves and you with feedback in order to facilitate further learning.

**The Goralnik Institute for the enhancement of teaching and learning**, a part of ORT Israel's administration for R&D and Training has formulated a teaching approach called **The ongoing dialogue**. Their document suggests several forms of student feedback and we have included some of the examples for your choice of use. The following pages have been adapted from the Goralnik Institutes booklet.

The questions below are part of the ongoing dialogue between teacher and students and they appear in the personal journal of each student and are thus available at each session. Obviously, one does not ask the student to answer all these questions every lesson. It is a good idea to direct the students to give just one answer of particular relevance to the lesson topic. We believe that by having the students write the answers the teacher can discover the student's difficulties more effectively and more importantly, can find a suitable rapid and effective response in order to promote achievements.

Please note that this booklet will be available in Hebrew as well on the Ladders website. It is preferable that your students fill in these forms in their mother tongue.

1. Explain the topic in your own words or: What do you remember from the lesson?  
\_\_\_\_\_
2. What is this topic connected to? \_\_\_\_\_
3. What does this topic remind you of? \_\_\_\_\_
4. Why do you think this topic is important? \_\_\_\_\_
5. Give examples of this topic taken from real life \_\_\_\_\_
6. Use this new topic to explain another topic you have studied \_\_\_\_\_
7. Provide supporting evidence for the importance of the topic \_\_\_\_\_
8. How does this new topic differ from other topics you have studied? \_\_\_\_\_
9. How does this new topic fit in with other topics you have studied? \_\_\_\_\_
10. Does this new topic also include other topics studied? Explain \_\_\_\_\_





### Personal forecast – what will my final score be?

Choose either option **A** or Option **B** and complete the form:

#### A.

1. **Start of activity** (date: \_\_\_\_\_) I think my final score will be \_\_\_\_\_  
This is because \_\_\_\_\_
2. **Midway** (date: \_\_\_\_\_) I think my final score will be \_\_\_\_\_  
I changed the score I originally wrote because \_\_\_\_\_  
I learned about myself that \_\_\_\_\_
3. **Towards the end** (date: \_\_\_\_\_) I think my final score will be \_\_\_\_\_  
This is because \_\_\_\_\_  
I learned about myself that \_\_\_\_\_

#### B.

	Date	I think my final score will be	I undertake to do the following in order to succeed
Activity Start			
Midway			
Towards the end			
I _____ learned _____ about _____ myself _____ that _____			



## Feedback

In order to conduct a dialogue with the students, here are some suggestions how to maintain **written feedback** as a basis for the **spoken dialogue**.

### Selected suggestions

#### Suggestion 1

Student's name: \_\_\_\_\_

Dear Student,

In the questions below:

- if asked to choose between two options, **circle** the answer that suits you best.
- **complete** all of the sentences.

1. Until now I have / have not succeed in the subject of \_\_\_\_\_  
because \_\_\_\_\_

2. I want / don't want to succeed in this subject because \_\_\_\_\_  
\_\_\_\_\_

3. In order to succeed in this subject I need \_\_\_\_\_

4. In order to succeed in this subject I undertake \_\_\_\_\_

5. I want / don't want to fill out this form again in another \_\_\_\_\_ because  
\_\_\_\_\_

6. Add another sentence that you think is important for this form.  
\_\_\_\_\_

#### Your personal opinion of this form:

I think this form is / is not important because \_\_\_\_\_

This form helped me to learn the following about myself

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



### Suggestion 2

What did I learn in the extra class today?

Date: \_\_\_\_\_

<b>Topics</b>	
<b>Concepts / skills</b>	
<b>My knowledge – I understood / didn't understand</b>	
<b>I will ask the teacher to ..... so I will understand</b>	
<b>I undertake to do the following for the next session</b>	
<b>I want you to know that .....</b>	



### Suggestion 3

## Success leads to success

Learning from successes as part of the ongoing dialogue often promotes achievements

Dear Student,

1. Think back to an occasion that you consider to be a **success story**.

2. Answer the questions:

a. What happened? Tell me about this success.

---

---

---

b. Why do you consider this to be a success?

---

---

c. What circumstances do you think contributed to this success?

---

---

---

d. How do you think you could adapt the circumstances of your success to the subject you are studying now?

---

---

---