



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

Ladders

The National Program to Promote
English Teaching and Learning



Additional hours to reach 5 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.

The English team, Ort Greenberg, Kiryat Tivon for their sharing and input.

Dr Tziona Levy and Aharona Gvaryahu for their input and feedback.

Compiled and written by Gail Singer

Pilot version – November 2016

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

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	08
2) Assessment and tools	09
a. Pre-test and post-test	09
b. Planner and Navigation checklists	10
c. Student Friendly 3 year planner	10
d. Progressive checklist for monitoring reading comprehension skills	13
e. Reflective formative assessment form	14
3) Module E	16
a. Minimizing errors on the reading	16
i. Questions according to types	16
ii. Questions according to reading strategies	19
b. How to do the listening effectively	23
4) Module F	27
a. Suggestions for school organization	27
b. Making the LOG simple	27
c. Combined Rubric for Post-reading Graded Component – Modules D and F	29
d. List of Common Approved Literature Texts for both Four and Five Points	30
5) Module G	33
a. Reading	33
i. Main idea - sample questions and dictionary use	33
ii. Supporting details - sample questions	38
iii. Cause and effect - sample questions	40
iv. Fact and opinion - sample questions	42
v. Compare and Contrast - sample questions	43
b. Writing	46
i. Helping students understand the writing rubric	46
ii. Why write drafts?	48
iii. Error Analysis	49
iv. Writing Tips	50
v. Sample tasks from past exams	51
6) Student Feedback	53



1. Introduction

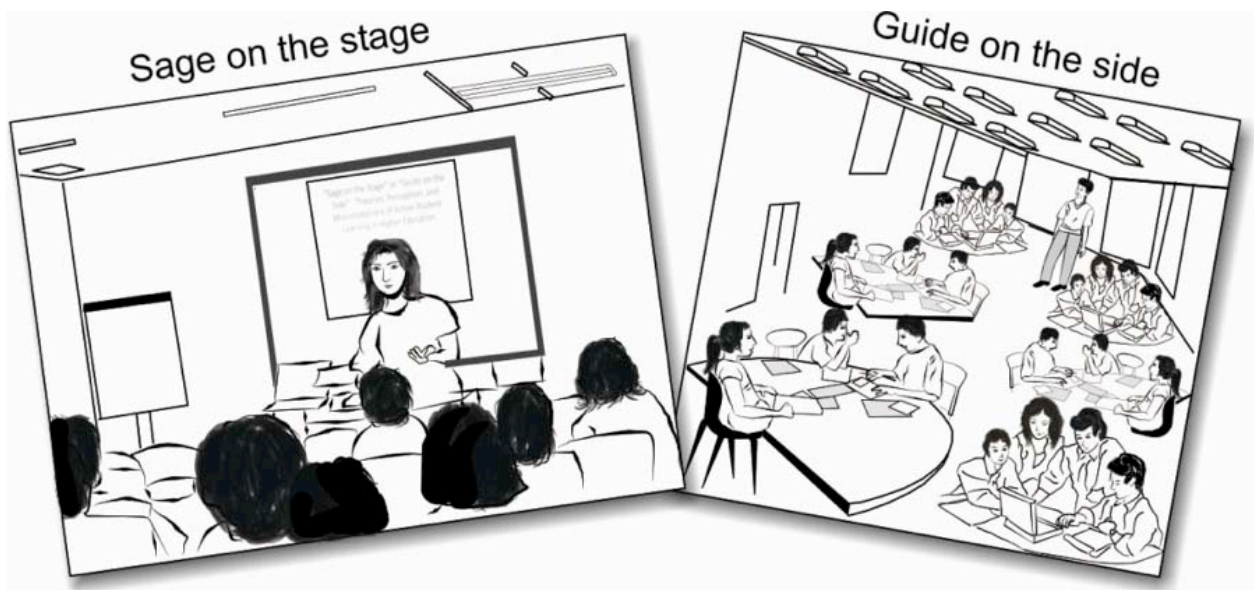
The aim of this booklet is to provide tools and recommendations to assist students *aspiring* to achieve 5 points in English reach their goals. Therefore, the suggestions and implementation should first and foremost be *success oriented* – you as the teacher need to *believe in* your students and show them they can *succeed*.

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

In addition, you need to provide your students with the tools to **believe in themselves**. 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 you have to work with these small groups of students are so that you can:

- *boost their confidence*
- *give them individual attention and personal feedback*
- *help them to organize as well as take responsibility for their learning and progression.*

For these reasons, it is imperative that you do not use these extra hours for additional frontal teaching. After short, focused teaching points, your students will need to learn to work on guided tasks provided by you while you give each of them individual feedback on the work they have done.





a. Profile

Who are the potential candidates for this group of students?

- The students *want* to move up to 5 points
- The students are available to join the extra 2 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 failed in the past and therefore think they are not good enough
- The students have done quite well in 4 points and therefore can and should be encouraged to do 5 points
- It is very possible that their grammar grades are what pushed them down to 4 points



b. Skills needed

These lessons should be devoted to the skills your students need to successfully pass the 5 point Bagrut exam, especially those skills that you find the students weak in. Often these are skills that are not dealt with in a regular 5 point class in high school as they are considered pre-requisites for 5 pointers. This booklet provides examples of these skills which you can then build on to create more of your own.



- 1) Reading comprehension skills
- 2) Listening skills
- 3) Writing skills
- 4) Speaking skills
- 5) Organizational skills
- 6) Dictionary skills
- 7) Test taking skills



c. Building success

Here are some important points for increasing student motivation:

- 1) Make sure the students are able to succeed in the tasks
- 2) Provide short, success oriented targets
- 3) Give your students individual attention
- 4) Encourage your students to improve – show them they can do it!
- 5) Teach your students to take responsibility for their own learning.
- 6) Supply your students with success tools – 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

We all know 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. Students should be given tools to learn and retain vocabulary. **Quick dictations** of 15 – 20 words per week can be very useful for these students and you should consider implementing this as a regular feature in your lesson. 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 types of vocabulary tasks you can do with your group.

Using the dictionary

? verbs 1 2 3 הלו 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 and you should prepare targeted lessons 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.

You should 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 /æspɪ'reɪʃən/ *n* [C usually plural]
 a strong desire to have or to achieve something:
the aspirations of ordinary men and women

تَطَلُّع، مَطْمَحٌ

as-pire /ə'spaɪə|ə'spaɪr/ *v* [I] to have a strong desire to achieve something: + to *people who work hard and aspire to a better way of life*

يَطْمَحُ، يَطْمَحُ إِلَى

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]

לְשֹׂאף ל־
 שְׂאִיפָה

The reading comprehension tasks in this booklet include guided dictionary work but in addition 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 should look through with your students.

Nation (2001) suggests a list of strategies that should 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 appendices.
- 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, I.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. The reading passages should include form-oriented tasks that are specifically geared towards words and should be 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*. Pupils should be involved 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 either by intuition or according to rules that guide the classification.
- Pupils *recite* (silently or aloud) the alphabet and practice putting lists of words into alphabetical order.
- Pupils *interpret dictionary skills* and describe different places to search.
- 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.

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



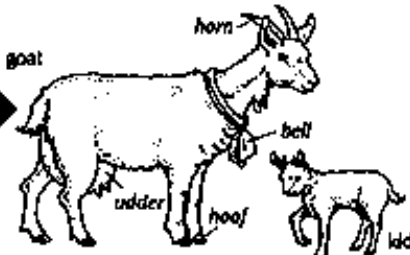
The page below should be used with Hebrew speaking students. The Longman English-English-Arabic dictionary has a very similar page on pages iv and v. Students should make notes next to each number arrow as to what it refers to.

Name _____

371

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).
מטד קטבנות

5 ↓

9 → 

8 → **goat** noun [C] a small animal with horns which lives in mountain areas or is kept on farms for its milk and meat
עז
goatee noun [C] a small pointed beard on a man's chin
פית
gobble verb [I, V] (informal) gobble something (up/down) to eat quickly and noisily
לרלו לבלוע עקר
gobbledygook (also **gobbledygook**) noun [U] (informal) complicated language that is hard to understand
דררו לא טבב; עקב אירורטיות
go-between noun [C] a person who takes messages between two people or groups
קטר
12 → **goblet** noun [C] a glass or metal cup for wine, that has a stem and a base, but no handle
גביע
goblin noun [C] (in stories) a small ugly creature who tricks people
טד
gobsmacked adj. (informal) so surprised that you cannot speak
קטט
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.
אילוקים
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.
עול עלי

1 ← **godfather** (also **god-mother**; **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
קדק; סקדקית
godforsaken adj. (used about a place) not interesting or attractive in any way
קטת; עול
godsend noun [C] something unexpected that is very useful because it comes just when it is needed
קטת; קטקית; קטקית

2 ← **golden wedding**

3 ← **goggles** noun [pl.] special glasses that you wear to protect your eyes from water, wind, dust, etc. ☞ Look at mask.
קטקית
going¹ noun 1 [singular] (formal) the act of leaving a place: We were all saddened by his going.
קטקית
2 [U] the rate or speed of travel, progress, etc.: Three children in four years? That's not bad going!
קטק
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!
קטק; קטקית; קטק
going² adj.
going concern a successful business
קטק
the going rate (for something) the usual cost (of something): What's the going rate for an office cleaner?
קטקית; קטקית
going-over noun [singular] (informal) 1 a careful examination of something: Give the car a good going-over before deciding whether to buy it.
קטקית
2 a serious physical attack on somebody
קטק
goings-on noun [pl.] (informal) unusual things that are happening
קטקית; קטקית
go-kart noun [C] a vehicle like a very small car with no roof or doors, used for racing
קטקית; קטק
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
קטק
2 [C] = gold medal
קטקית; קטק
gold adj.: The invitation was written in gold letters.
קטק
☞ Look at golden.
קטק
good as gold → good¹



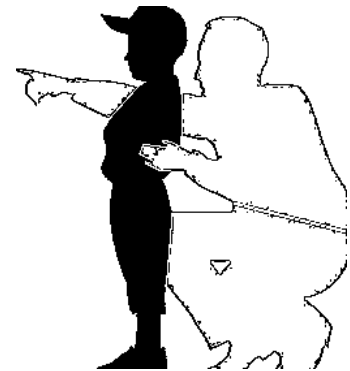
Nurturing Autonomy –tools to take responsibility

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.



Students that have a concession to use an electronic dictionary also need to practice and learn how to use their dictionary. 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.



2. Assessment and tools

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

- To map 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 should 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 -> 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 improving. 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 5 points:

- The student succeeds in passing (55%) of a module E 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%).
- The student writes 80 – 100 words on a topic from a previous Module G and receives at least 55% according to the writing scales for Module G.
- 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.



b. Planner and Navigation checklists

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 4 to 5 points in the 10th, 11th 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 5 point class in the 10th grade but need extra help to stay there
- 2) Already studying in a 5 point class in the 11th grade but need extra help to stay there
- 3) Studying in a 4 point class in the 10th grade with the aim of moving up in the 11th grade
- 4) Studying in a 4 point class in the 11th grade with the aim of moving up in the 12th grade

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 4 and 5 pointers. For example, the Literature pieces chosen should be approved for both 4 and 5 pointers and should be studied in both 4 and 5 point classes at the same time. Below are two possibilities:

Sample 1	10 th grade		11 th grade		12 th grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
Module D Module F	Book Report Short Story	Book Report Short Story	Book Report Short Story	Book Report 2 Poems	Novel (F) Poem (D) Complete LOG	
Module E			Mapping Module E	Do Exam		
Module C Module G					Mapping Module G	Do Exam
Oral		Project				Do Exam



Sample 2	10 th grade		11 th grade		12 th grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
Module D Module F	Book Report Short Story	Book Report Short Story Poem	Book Report Short Story Poem	Book Report Novel (F) Poem (D) Complete LOG		
Module E				Mapping Module E	Do Exam	
Module C Module G					Mapping Module G	Do Exam
Oral		Project				Do Exam

The “safety-net” option - recommended option for students doing BOTH 4 and 5 points. If you or your school would prefer to create a “safety-net” option where students do BOTH 4 and 5 points completely – the planner below could serve as the guidelines for this purpose.

4 and 5	10 th grade		11 th grade		12 th grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
Module D Module F	Book Report Short Story	Book Report Short Story	Book Report Short Story	Book Report 2 Poems + Poem (D) Complete LOG for D	Novel (F) Complete LOG for F	
Module E			Mapping Module E	Module E Exam		
Module C Module G			Mapping Module C	Module C Exam	Mapping Module G	Module G Exam
Oral		Project				Oral Exam

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.



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 mapped 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.

Blank planner to fill in:

	10 th grade		11 th grade		12 th grade	
	Semester A	Semester B	Semester A	Semester B	Semester A	Semester B
Module D Module F						
Module E						
Module C Module G						
Oral						

Checklist of items to include in planner:

- ✓ Mapping test for modules C, E, and G
- ✓ 4 book reports
- ✓ 1 project
- ✓ 3 short stories *
- ✓ 2 poems *
- ✓ Novel for F or poem for D
- ✓ When each exam will be taken (E, C / G, Oral)
- ✓ When the literature log will be completed

**These literature items should include titles and be common to both 4 and 5 pointers. See the literature section in this booklet for a list of common texts.*

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/ -> ladders program



The checklist below can be used by the student to track which types of questions they make errors in and which not in order to focus on improving their reading comprehension skills. This checklist should be used in conjunction with the tasks in the reading comprehension section of this booklet.

Progressive checklist for monitoring reading comprehension skills – student marks if they got the question correct or not and makes notes why					
	1	2	3	4	5
identify the main idea	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
find supporting details	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
locate specific information	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
distinguish between fact and opinion	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
cause and effect	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
compare and contrast	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
understand the sequence of events	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
use grammar to understand	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
use the dictionary	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
multiple choice	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
completion questions	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>



d. Reflective formative assessment form

This type of form can be used for students to reflect on their errors and set goals for improving. At first students will need assistance filling this out – do it together with them while going over their mistakes.

You can also do error analysis with the whole class and fill in a general form like this while doing so.

For example, show your students this writing example:

First of all, ~~use~~ using cell phone in the middle of the lesson make the students less concentrating, so ~~other~~ if they stop using it they will ~~can~~ learn more.

And this reading comprehension answer:

9. Why do market researchers "go directly to the brain" (line 11)? Base your answer on lines 1-8.
 COMPLETE THE SENTENCE.
They do so in order to ^{to} gaining a more accurate picture of preferences by predict consumer behavior.

10. What point...

Date	Module	Type of question	Describe the mistake	What can I do to improve?
	G	Writing	Mechanics	Start sentences with capital letters
	G	Writing	Language	Use correct form of verbs – tenses (concentrate less)
	G	Reading	Language	Use base verb after to Check how it is written in the text



Empty form:

Date	Module	Type of question	Describe the mistake	What can I do to improve?



mistake
+
correction
=
learning



3. Module E

The Module E exam should be the easiest exam for these students BUT 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. Minimizing errors on the 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.

i. 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.



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.





ii. 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

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: _____.

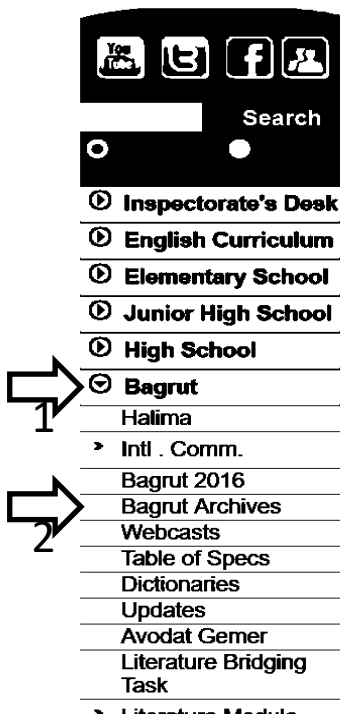
For the archeologists: _____.



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 you should spend 30 minutes of your time 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.

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.

Model with your students how to infer and glean information from the questions. Here are some examples from Module E, Summer 2014.

What can we learn from this question? The questions below are examples – try to elicit from your students before volunteering them.

Look at the title – what do you think you are going to hear about?

What options could the sub-topics be about?

The questions

SLEEP WELL

9. What did the study which was done in England show?
- i) Why people have trouble sleeping.
 - ii) Why sleeping well is important.
 - iii) How much sleep people need.
 - iv) How common sleep problems are.



What specific reason/s are there?

10. According to Dr. Milner, what may prevent people from sleeping well? Give ONE answer.

ANSWER:

.....

What does and what doesn't help people sleep well?

11. According to Dr. Milner, what may happen to people who don't sleep well? Give ONE answer.

COMPLETE THE SENTENCE.

They may

Do they help sleep?

What else does he say?

12. What does Dr. Milner say about sleeping pills?

- 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.

What does and what doesn't help people sleep well?

13. According to Dr. Milner, what can help you get enough sleep?

- i) Sleeping during the day.
- ii) Going to sleep earlier.
- iii) Following a regular sleep routine.
- iv) Sleeping late on the weekend.

What does and what doesn't help people sleep well?

14. According to Dr. Milner, the quality 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



The stages in doing listening comprehension:

- ✓ Start reading and understanding the questions 30 minutes before the broadcast
- ✓ First read the questions and mark any words you don't understand
- ✓ Look up the words you marked in the dictionary
- ✓ Now read and 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
- ✓ 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.



4. Module F

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 5 point students to complete the literature program while also focusing on improving their reading, writing and listening skills in order to succeed in modules E and G.

If your school has not moved over to the revised simple log and is still doing the exam, we urge you to consider doing the log with the students in the Ladders program. Completing their log work as they complete the literature in class will be more manageable 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 and a total of two summative assessments all in all. In addition, one personal response is required for each year the literature program is studied. The personal response is not graded but needs to be included in the log.

a. Suggestions for school organization

In order to allow for maximum movement between 4 and 5 point groups, your team should plan to teach literature pieces that are common to both 4 and 5 point groups. These can cover 5 of the 6 pieces and the 5 pointers will just add the novel / play. Please see below for a list of ALL the common approved literary texts for both 4 and 5 pointers. The texts in bold are those from the original option 1 or 2 which you probably have available in your books for your students.

Students who have come up from 4 points should have their work so far (4 point level) accepted as is BUT they must also do a summative assessment on the novel or play as well as one post-reading that is graded at the 5 point level.



b. Making the LOG simple

The revised log is indeed simple – it 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. If you complete the literature program by the end of the 11th grade, you need two tests. If you finish in the 12th grade, you will need three tests.

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.

A cover page for each log should be included and can be stapled to the plastic holder where the students log submissions are kept.

Here is an example if the literature program is completed at the end of the 11th grade:

Name: _____ 10 th grade – Literature Log		Name: _____ 11 th grade – Literature Log	
Item	Grade	Item	Grade
Mr Know All Post Reading		Rules of the Game Post Reading	
The Road Not Taken Post Reading		Rules of the Game Test	
The Road Not Taken Test		As I Grew Older Post Reading	
A Summer's Reading Post Reading		The Wave 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 th grade – class follow up sheet							
Name	Mr Know All Post Reading	The Road Not Taken Post Reading	The Road Not Taken Test	A Summer's Reading Post Reading	Personal Response	Book report 1	Book report 2



c. Combined Rubric for Post-reading Component – Modules D and F

The rubric below shows the criteria for both module D and module F for the post reading tasks. If you wish to regrade post reading tasks that were done in a 4 point class for the 5 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 4 point class as is but to require a 5 point level for work done once the student is studying in the Ladders program.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> ▪ Instructions for task were followed. ▪ Content is clearly based on the text. ▪ All information is relevant and accurate. ▪ Content is well organized. 		<ul style="list-style-type: none"> ▪ Instructions for task were partially followed. ▪ Content is partially based on the text. ▪ Some information is relevant and accurate. ▪ Content is fairly well organized. 		<ul style="list-style-type: none"> ▪ Instructions were not followed. ▪ Content is not based on the text. ▪ Information is irrelevant or inaccurate ▪ Content is poorly organized.
	F - 80%		F - 40%		0%
	D - 90%		D - 45%		
Language	<ul style="list-style-type: none"> ▪ Correct use of basic language structures. ▪ Mostly correct use of advanced language structures. ▪ Hardly any errors of mechanics (spelling, punctuation) 		<ul style="list-style-type: none"> ▪ Mostly correct use of basic language structures. ▪ Incorrect or no use of advanced language structures. ▪ Some errors of mechanics (spelling, punctuation). 		<ul style="list-style-type: none"> ▪ Incorrect use of basic language structures. ▪ Many errors of mechanics (spelling, punctuation).
	F - 20%		F - 10%		0%
	D - 10%		D - 5%		



d. Common Approved Literature Texts for BOTH Four and Five Points

The list below is a combined list of the texts approved to date for BOTH 4 and 5 points (Modules D and F) – we strongly recommend studying texts from these lists in order to allow maximum movement between the levels. For a complete and updated list of approved texts, please see the TLC site: tlc.cet.ac.il

	Poems	Author
1.	Prospective New Immigrants	Adrienne Rich
2.	Warren Pryor	Alden Nowlan
3.	Remember?	Alice Walker
4.	Introduction to Poetry	Billy Collins
5.	On Turning Ten	Billy Collins
6.	I am the People, The Mob	Carl Sandberg
7.	Valentine	Carol Ann Duffy
8.	Walking Away	Cecil Day Lewis
9.	At the Border	Choman Hardi
10.	Dream within a Dream, A	E.A.Poe
11.	Annabel Lee	Edgar Allen Poe
12.	One Art	Elisabeth Bishop
13.	Have You got a Brook in Your Heart	Emily Dickenson
14.	New Colossus, The	Emma Lazarus
15.	Casey at the Bat	Ernest Thayer
16.	Count That Day Lost	George Eliot
17.	The Tide Rises, The Tide Falls	H. W. Longfellow
18.	Warning	Jenny Joseph
19.	Checking Out me History	John Agard
20.	Turtle	Kay Ryan
21.	As I Grew Older	Langston Hughes
22.	I, Too	Langston Hughes
23.	Mother to Son	Langston Hughes
24.	Negro Mother, The	Langston Hughes
25.	Fable for When There's No Way Out	May Swenson
26.	Human Family, The	Maya Angelou
27.	I Know Why the Caged Bird Sings	Maya Angelou
28.	Still I Rise	Maya Angelou
29.	I do, I will, I have	Ogden Nash
30.	On a Good Dog	Ogden Nash
31.	Sympathy	Paul Lawrence Dunbar
32.	Fable	Ralph Waldo Emerson
33.	Acquainted with the Night	Robert Frost
34.	Mending Wall	Robert Frost
35.	On a Tree Fallen Across the Road	Robert Frost
36.	Road Not Taken, The	Robert Frost
37.	Stopping by Woods	Robert Frost
38.	Those Winter Sundays	Robert Hayden



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education – Ladders Program
The National Program to Promote English Teaching and Learning



	Poems	Author
39.	If	Rudyard Kipling
40.	Stranger, The	Rudyard Kipling
41.	Clouds on the Sea	Ruth Dallas
42.	Grandmother	Sameena Shiraze
43.	Perfect Heart, The	Shara McCallum
44.	Where the Sidewalk Ends	Shel Silverstein
45.	Ozymandias	Shelley
46.	Clown Punk	Simon Armitage
47.	Some of My Best Friends	Suheir Hammad
48.	Mirror	Sylvia Plath
49.	My Papa's Waltz	Theodore Roethke
50.	Miracles	Walt Whitman
51.	And Did Those Feet in Ancient Time	William Blake
52.	Poison Tree ,A	William Blake
53.	Schoolboy, The	William Blake
54.	Tyger, Tyger	William Blake

	Short Stories	Author
1.	Two Kinds	Amy Tan
2.	Magic Barrel, The	Bernard Malamud
3.	Summer's Reading ,A	Bernard Malamud
4.	So Much Unfairness of Things	C.D.B. Bryan
5.	Mudd Lark	Catherine J.H. MacDonald
6.	Letter from the Clearys	Connie Willis
7.	Flowers for Algernon	Daniel Keyes
8.	No Witchcraft for Sale	Doris Lessing
9.	Ship in a Bottle	Elizabeth Strout
10.	Circuit, The	Francisco Jimenez
11.	My Oedipus Complex	Frank O'Connor
12.	Top Chef, Negotiable	Ginny Swart
13.	Country of the Blind	HG Wells
14.	To Kill a Man	Jack London
15.	Eveline	James Joyce
16.	Present, The	Jerome Mandel
17.	Split Cherry Tree ,A	Jesse Stuart
18.	This Farm for Sale	Jesse Stuart
19.	Garden Party, The	Katherine Mansfield
20.	Mary	Katherine Mansfield
21.	Address Unknown	Kathrine Kressman Taylor
22.	More Shade than Stars	Leah Gebber
23.	Brother Who Failed , The	Lucy Maud Montgomery
24.	Mother in Manville, A	Marjorie K Rawlings
25.	Reb Aharon in Search of a Miracle	Miriam Zakon
26.	All the Years of Her Life	Morely Callaghan



	Short Stories	Author
27.	Cap for Steve, A	Morley Callaghan
28.	Retrieved Reformation, A	O' Henry
29.	Last Leaf, The	O. Henry
30.	Song Caruso Sang, The	Patrick McCallum
31.	Auggie Wren's Christmas Story	Paul Auster
32.	Enemy, The	Pearl S Buck
33.	Old Demon, The	Pearl S. Buck
34.	To Fly	Riva Pomeranz
35.	Beware of the Dog	Roald Dahl
36.	Genesis and Catastrophe	Roald Dahl
37.	Lamb to the Slaughter	Roald Dahl
38.	Landlady, The	Roald Dahl
39.	Umbrella Man, The	Roald Dahl
40.	Way Up to Heaven	Roald Dahl
41.	Moustache, The	Robert Cormier
42.	Lottery, The	Shirley Jackson
43.	Man in the Woods, The	Shirley Jackson
44.	One Ordinary Day with Peanuts	Shirley Jackson
45.	Mr. Know All	Somerset Maugham
46.	Geraldine Moore the Poet	Toni Cade Bambara
47.	War of the Wall, The	Toni Cade Barbara
48.	Monkey's Paw , The	W. W. Jacobs
49.	Ancient History and Low Hurdles	William Saroyan
50.	Misjudged	Ya'el Mermelstein
51.	Sixth Wish, The	Ya'el Mermelstein
52.	Special Petal, A	Ya'el Mermelstein
53.	Society, The	Yael Mermelstein





5. Module G

a. Reading

When answering reading comprehension questions, first and foremost, students need to make sure that they understand the questions. For this purpose it is imperative that they use their dictionaries and NOT guess the context. Within the framework of the different classes of questions, we have included some dictionary work to exhibit the importance of dictionary use for success in answering correctly.

Teach your students the steps to answering reading comprehension questions, they can use the following checklist (review from the types of questions for Module E):

- ✓ I have read the whole text at least once and marked the words I do not know
- ✓ I have read the question and looked up the words I do not understand in the dictionary
- ✓ I am sure I understand the question – reread it to make sure
- ✓ If the question is multiple choice, go through the elimination process to choose the correct answer
- ✓ If the question is a completion question, make sure to complete the question
- ✓ Double check that you have answered the question
- ✓ Check your grammar and spelling

i. Main idea - sample questions and dictionary use

Main idea questions ask for the SUBJECT, ISSUE or PROBLEM that the paragraph talks about. Your students should learn to identify the vocabulary used in “Main Idea Questions” as well as understanding what the difference is between a main idea and the supporting details. The questions may include some of the following vocabulary:

mostly, mainly, purpose, summary, suitable title, about, subject, issue, problem

When teaching these words, ask your students to create main idea questions – this metacognitive activity can help them understand the concept of main idea.

In general – for each type of question, teach your students the vocabulary associated with that type of question and then have them come up with examples of the question type (based on a short easy text).



1. Which of the following is true according to lines 1-6?

- (i) Nowadays more products are designed by professionals.
- (ii) Companies often change the design of their products.
- (iii) Fewer customers today are pleased with the products they buy.
- (iv) The public is increasingly involved in product design.

Have you ever had the urge to improve the design of a product so that it would be more attractive, more practical, or easier to operate? You are not alone – people all over the world believe they could do a better job than the professionals. Nowadays they are getting a chance to prove it: more and more manufacturers are making use of "crowdsourcing," a new business strategy in which companies ask for – and get – help from the general public, also known as "the crowd." (Module G, Winter, 2013)

Find the word "public" in the question and in the text. Read the definition from the dictionary excerpts below. Does this help you answer the question? Why?

public ² n **1** the public also the general public
 all the ordinary people in a country or place: The museum is open to the public five days a week.
 This product is not for sale to the general public.
 2 in public if you do something
 it in a place

عربي
 على رأي ومسمع من
 العامة، الجمهور، عامة الناس

1 the public people in general: The university swimming pool is open to the public in the evenings. • The public have asked for help from members of the public.
 • The public is/are generally in favour of the new law.
 הציבור (הרוב)
2 a group of people who are all interested in something or who have something in common: the travelling public
 ציבור; קהל

2. In lines 10-21, the writer presents (-).

- i) recommendations of the FAO
- ii) the goals of the FAO
- iii) findings reported by the FAO
- iv) effects of the FAO report

In recent years, the issue of food waste has begun receiving international attention. In 2013, the Food and Agriculture Organization (FAO) of the United Nations published a comprehensive report, listing the kinds and quantities of food that are wasted in different parts of the world. "It was shocking to read that 30% of the food produced worldwide never reaches consumers, or is thrown out after having been bought," says Dr. van Holten. "It's as if a third of the world's farmlands are being cultivated for no good reason." She also refers to another, often overlooked, aspect of food waste covered in the report – its environmental impact. "There's the added pollution caused by trucks transporting food that isn't even consumed," she says. "Even worse, food rotting in garbage dumps releases methane, a gas that plays a major role in global warming. And those are just two examples." (Module G, Summer 2014)



What is the difference between recommendations, goals, findings and effects?
Look at the dictionary definitions of these words and then check the text for the answer.

find ² *n* [C] something good or valuable that you discover by chance: *That little Greek restaurant was a real find.*

המציאה, האוצר, האיתור

find-ings /'faɪndɪŋz/ *n* [plural] something that has been learnt or decided as the result of an official study: *The Commission's findings are presented in a report.*

תוצאות (דרישה רשמית)

ef-fect ¹ /'ɛfekt/ *n* 1 [C,U] the way something is affected, changed, or influenced by something else: *What effect would a new road have on the village?*

1 - תאثير

2 [C,U] an idea or feeling that an artist, writer etc tries to make you have: *The paintings give an effect of light.* a word used just for effect

2 - האثر או הפיקורה التي يرمى إليها الكاتب أو الفنان

goal /gəʊl/ *n* [C] 1 when you make the ball go into the goal to win a point, or the point won by doing this: *Ramos scored two goals for the US.*

1 - هدف (في المرمى)

2 in sports such as football, the area into which a player tries to put the ball in order to win a point

2 - مرمى (كمرمي كرة القدم)

3 something that you hope to achieve in the future: *My goal is to study law at Harvard.*

3 - غاية، مقصد، هدف

rec-om-men-da-tion /,rekəmen'deɪʃən/ *n* 1 [C] a piece of advice, especially about what to do: **make a recommendation** *The committee was able to make detailed recommendations to the school.* | + **that** *The department's recommendation was that he should be fired.*

1 - توصية، تزكية - يوصي به

2 [U] when you say that someone or something is good, useful, enjoyable etc: **on sb's recommendation** (=because someone recommended it): *We took the tour on a friend's recommendation.*

2 - مديح، تقریظ - بناءً على توصية فلان

find ² *noun* [C] a thing or a person that has been found, especially one that is valuable or useful: *Archaeologists made some interesting finds when they dug up the field.*

• *This new young player is quite a find!* תגלית; ממצא

finder *noun* [C] a person or thing that finds something

מוצא

finding *noun* [C, usually pl.] information that is discovered as a result of research into something: *the findings of a survey/report/committee* ממצא; תסקירה

effect *noun* 1 [C,U] (an) effect (on somebody/ something) a change that is caused by something; a result: *the effects of acid rain on the lakes and forests* • *Her shouting had little or no effect on him.* • *Despite her terrible experience, she seems to have suffered no ill effects.* ➔ Look at **after-effect** and **side effect** and at the note at **affect**.

2 [C,U] a particular look, sound or impression that an artist, writer, etc. wants to create: *How does the artist create the effect of moonlight?* • *He likes to say things just for effect* (= to impress people).

אפקט; רושם; פעולה

goal *noun* [C] 1 (in football, rugby, hockey, etc.) the area between two posts into which the ball must be kicked, hit, etc. for a point or points to be scored: *He crossed the ball in front of the goal.*

שער

2 a point that is scored when the ball goes into the goal: *Everton won by three goals to two.* • *to score a goal*

שער; גול; נקודה

3 your purpose or aim: *This year I should achieve my goal of visiting all the capital cities of Europe.* מטרה

recommendation *noun* 1 [C,U] saying that something is good and should be tried or used: *I visited Seville on a friend's recommendation and I really enjoyed it.*

המלצה

2 [C] a statement about what should be done in a particular situation: *In their report on the crash, the committee make several recommendations on how safety could be improved.*

המלצה



Dictionary Look-Up check list:

What are the things we need to double check on when looking up words in the dictionary?

- What is the part of speech?
- Is there a base form in the word?
- Can I guess the general meaning of the word?
- Is it worth looking up?
- If there is more than one entry for the word, which is the one I need to look at?
- Does the meaning I chose match the text and make sense? Go back and check – if not – try again

Dictionary look up table:

Students can use this table if it suits their learning style better than the checklist above.

Word	Part of speech	Base form?	I guess it means	Dictionary translation	Does it fit the text?



3. Which of the following is a suitable title for the last paragraph (lines 32-40)?

- i) New methods of farming
- ii) Everyone can help
- iii) Successes and failures
- iv) Old habits are hard to change

Several initiatives are now being implemented in an attempt to reduce the waste. Farmers are being encouraged to allow local people to collect the crops left behind by machines, rather than leaving them to rot in the ground. In addition, activist groups are pressuring supermarkets to change their policies, and efforts are being made to educate consumers. A campaign launched last year by the UN offers advice on how to shop responsibly and make full use of whatever food you buy. The campaign name – "Think. Eat. Save." – says it all: Think before you shop, and eat what you buy. Save food, save money, and help save the planet. (Module G, Summer 2014)

4. What do we learn from lines 1-7?

- i) What makes a lucid dream frightening.
- ii) What helps people realize that they are just dreaming.
- iii) How lucid dreaming differs from ordinary dreaming.
- iv) Why some dreams seem more real than others.

Dreams can be strange and even frightening. One moment you are flying through the sky, and the next you're being chased through tall grass by an enormous cat. A dream can seem so real that when you wake up you might quickly glance around the room to be sure nothing is lurking in a corner. But some people don't need to fear such nightmares. While they are asleep they realize they're just dreaming, and sometimes they are even able to control the content of the dream. This unusual mental state has been named "lucid dreaming." (Module G, Summer 2015)

**Don't forget to look up the words
you don't understand in the dictionary!**



ii. Supporting details - sample questions

Vocabulary to look for in order to identify supporting detail questions:

support, explain, why, reason, demonstrate, show, why, how, when, which

1. What do we learn from lines 7-13?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Why the trend began in 2006.
- ii) What crowdsourcing is used for.
- iii) Which industries use crowdsourcing the most.
- iv) Why certain products are difficult to design.
- v) Which contributors offer the best suggestions.
- vi) How crowdsourcing is done.

The term "crowdsourcing" was first coined in 2006 by journalist Jeff Howe to describe a trend he was seeing in a wide range of industries, from pharmaceuticals to electronics. Companies across the globe were turning to consumers for help in improving a service, solving a problem, or designing a product. Thanks to the Internet, Howe noted, they were reaching huge numbers of potential contributors of all ages and professional backgrounds, and quickly getting their input. The best suggestions were then selected and implemented. (Module G, Winter, 2013)

2. Why does Howe mention the number of kids with Internet access? (lines 33-37)

COMPLETE THE ANSWER.

To explain why he thinks that crowdsourcing

.....

How common is crowdsourcing likely to become? Howe himself felt there are reasons to believe that the examples of crowdsourcing he was seeing were just the beginning of a major change in the way companies do business. "Actually," he wrote, "there are about 200 million reasons to believe it. That's the rough number of kids around the world that currently have Internet access." (Module G, Winter, 2013)



3. Which of the following is presented in lines 7-14?

- (i) The history of vegetable gardens.
- (ii) A reason why people had lawns.
- (iii) Changes in the location of gardens.
- (iv) The different kinds of lawn people planted.

Ridgley is a participant in the "Edible Estates" project, in which home owners replace their traditional lawns with a tempting array of organic fruits and vegetables. The project was launched in 2005 by the architect Fritz Haeg, who felt the perfect green lawn was out of tune with present-day concerns. "In the 1950s, when families first started moving out of city centers into the suburbs, such lawns represented their newfound prosperity," says Haeg. "But today, with rising food prices, environmental problems and food safety scares, a purely ornamental expanse of grass doesn't make sense." (Module G, Summer 2009)

4. COMPLETE THE SENTENCE.

All the facts mentioned in lines 24-25 are given as examples of

.....

Among other things, they found that lucid dreams usually occur in the early morning, last about two minutes, and often follow a day of intense emotional experiences. (Module G, Summer 2009)



iii. Cause and effect - sample questions

Vocabulary to look for in order to identify cause and effect questions:

cause, effect, solve, happen, details, reason, result, connection, benefit, drawback

1. According to lines 32-33, in the future people might use PAVs instead of cars for their daily trips. Give ONE problem that this could help solve.

Base your answer on information in another paragraph.

ANSWER:

Lines 32-33:

We believe that once people grow accustomed to seeing the new vehicles in action and even experience what it feels like to travel by PAV, many of them will want one of their own." If the experts are right, it may not be very long before we take to the skies instead of the road for our daily trip to work or to the shops. (Module G, Winter, 2012)

Lines 1 – 7:

Science fiction movies have long shown us a world in which people get around in flying cars. Several companies are now working to bring that vision closer to reality by developing a revolutionary means of transportation known as a "personal air vehicle" (PAV). Basically a small aircraft, the PAV will enable people to travel by air, and then land and drive it on the road to their final destination. If all goes as planned, daily use of a "highway in the sky" may one day greatly shorten travel time and reduce road congestion. (Module G, Winter, 2012)

2. How could the use of telemedicine become more common? Give TWO different answers. Base your answers on lines 24-35.

COMPLETE THE SENTENCES.

(1) More medical centers might use telemedicine if the technology

(2) More doctors might use telemedicine if they

Nevertheless, opinions on telemedicine remain divided. Some health-care experts are worried that if doctors don't meet patients face to face, they might miss subtle signs which are crucial for an accurate evaluation of their condition. Others claim that the prohibitive costs of the technology put telemedicine beyond the reach of smaller medical centers, whose clients could well benefit from the access to additional physicians and services. Dr. Olivia Blaine, a pioneer of telemedicine, dismisses these concerns. "Don't forget we live in the computer age, and online diagnosis is a skill doctors can acquire quite easily," she says. "And the price of the technology is going down all the time." In fact, she believes that remote health care via the Internet will eventually become the norm, with people routinely connecting with their doctors by computer. If she is right, then "going to see the doctor" may soon have a totally different meaning. (Module G, Winter 2011)



3. Give ONE benefit of having better control of your emotions. (lines 18-24)

COMPLETE THE SENTENCE.

It can prevent you from

A growing number of educators and psychologists believe that the answer to that question is, in school. It is during those years, they say, that children should learn not to be overwhelmed by their feelings. This is easier said than done. When we feel angry, we often lash out at others, which only makes matters worse. Advocates of SEL claim that by employing a range of activities such as role playing and group discussions of actual situations, children can be taught to cope with their emotions in more constructive ways. (Module G, Summer B, 2014)

4. Which of the following could be the subject of the "further research" mentioned in line 31? Choose your answer according to information in lines 18-30.

- (i) Which of the AAS games could also be used by universities.
- (ii) What training teachers using the AAS games should receive.
- (iii) How the AAS program can simplify the teaching of science.
- (iv) How the AAS program affects students' ability to use textbooks.

Though not yet in its final form, the new game has already been tried out in 56 high schools across the country, with nearly 1,000 more educators registered to evaluate it in the next phase of development. So far, the feedback from teachers and students has been overwhelmingly positive. "I was really impressed. Even the best textbooks don't hold the students' interest as much as the game did," said biology teacher Ann Harris. Though her opinion was shared by the majority of participants in the trial, praise for the project has not been unanimous. Professor Wendy Cowan of the Education Department at Miami University, for instance, cautions that video games create an overly simplistic picture of what happens in real-life situations, and are therefore often misleading. "This is doubly problematic with Bug Attack given its educational purpose," she says. Prof. Cowan also expressed the concern that students who learn largely through games might not be adequately prepared for university, where textbooks are the primary source of information. (Module G, Summer 2010)



iv. Fact and opinion - sample questions

Vocabulary for distinguishing between fact and opinion:

fact, research, proven, opinion, think, assertion, belief, doctrine, scientific, subjective, objective, view

1. In lines 34-41, Dr. Brackett presents his view on (–).

- (i) the popularity of SEL
- (ii) the potential effect of SEL
- (iii) the basic problems SEL should address
- (iv) the impact of SEL on education

Until these fundamental problems and others like them are addressed, many educators will continue to dismiss SEL as a waste of valuable classroom time. But Dr. Brackett, who developed one of the first SEL programs, has no doubt that convincing evidence of the effectiveness of the method will eventually be found. What is more, he believes that a properly designed program implemented throughout the school years would have a far-reaching impact. "If you have that kind of instruction from kindergarten," he says, "I think that in 20 years the world will be a very different place." (Module G, Summer B, 2014)

2. What does the word "open" in the name "Massive Online Open Course" refer to?

Give ONE answer. Base your answer on information in lines 1-13.

COMPLETE THE SENTENCE.

It refers to the fact that

Every year, Professor Brian Caffo teaches a course in statistics at Johns Hopkins University that is usually attended by some 70 students. This year, however, he is also teaching a 7-week online version of the course to no fewer than 15,000. The students, who signed up on a website called Coursera, watch video lectures, do homework, take tests, and participate in a lively discussion forum. On the first day, Prof. Caffo watched the forum light up with greetings from countries as far apart as Poland, Mexico, and Lebanon, an experience he described as "unbelievable."

Prof. Caffo's students are among the millions all over the world who have chosen to take a MOOC, short for "Massive Open Online Course." Provided by several prestigious American universities free of charge and with no entry requirements, these interactive courses are designed and taught by top professors, and while not leading to an academic degree, they do offer university-level education in a variety of subjects. (Module G, Summer B, 2013)



3. COMPLETE THE SENTENCE.

In lines 28-37, Jeanette Wyatt is mentioned as one of the people who think that

Moreover, many educators see little of value in what MOOCs offer learners. "There is no substitute for working side by side with a professor in a lab, or for making connections and friendships face to face," says Dr. Hayden Black of Rockway College, voicing two common objections. Others, however, are not so skeptical. Some professors, for example, believe MOOCs might actually enhance traditional learning. Assigning MOOC lectures as supplementary material, they claim, could promote more in-depth classroom discussions. But perhaps the most enthusiastic proponents of MOOCs are people who have taken one. Says computer programmer Jeanette Wyatt, "I got the chance to participate in a course given by one of the leading experts in my field, and I never even had to leave my house." (Module G, Summer B, 2013)

v. Compare and Contrast - - sample questions and dictionary use

Vocabulary for distinguishing between compare and contrast:

compare, contrast, different, similar, same, in common, both

1. What does the writer mean by the word "Nevertheless" in line 24?
 - (i) In spite of the international use of telemedicine.
 - (ii) In spite of the government statistics on telemedicine.
 - (iii) In spite of the opinions about telemedicine.
 - (iv) In spite of the advantages of telemedicine.

Nevertheless, opinions on telemedicine remain divided. Some health-care experts are worried that if doctors don't meet patients face to face, they might miss subtle signs which are crucial for an accurate evaluation of their condition. Others claim that the prohibitive costs of the technology put telemedicine beyond the reach of smaller medical centers, whose clients could well benefit from the access to additional physicians and services. (Module G, Winter 2011)



2. What did the incentive prizes offered by RASE and Sallotech have in common?

Base your answer on lines 14-22.

ANSWER:

A recent study of the Royal Agricultural Society of England (RASE) found that the awards it offered between 1839 and 1939 for the invention of specific types of farm machinery gave rise to an impressive variety – and a huge number – of additional agricultural inventions as well. Incentive prizes continue to generate a wealth of creative ideas. One reason may be that anyone can compete for a prize, and a great many people do. Last year, for example, when the American company Sallotech offered \$1 million for the solution to a problem that had stumped its own computer scientists, it received nearly 12,000 entries proposing a wide range of innovative solutions. (Module G, Summer 2011)

3. In what way is the Sallotech competition similar to most competitions analyzed in the Harvard study? (lines 18-26)

COMPLETE THE SENTENCE.

Its winners.....

Incentive prizes continue to generate a wealth of creative ideas. One reason may be that anyone can compete for a prize, and a great many people do. Last year, for example, when the American company Sallotech offered \$1 million for the solution to a problem that had stumped its own computer scientists, it received nearly 12,000 entries proposing a wide range of innovative solutions. The award ultimately went to a team of nine, none of whom were professionals in the field of computers. This is less surprising than it might seem. In fact, a Harvard University analysis of the results of dozens of competitions showed that participants from outside a specific field were much more likely to take the prize than people working in that field. (Module G, Summer 2011)



4. What is being contrasted in lines 1-6?

- (i) Ways of multitasking.
- (ii) Purposes of multitasking.
- (iii) Technologies used in multitasking.
- (iv) Attitudes towards multitasking.

Watch teenagers today and you'll see them doing something extraordinary: chatting on their cellphones, sending text messages, checking their email and doing their homework – all at the same time. In short, they seem to be natural multitaskers. "I can't even imagine doing my homework without texting my friends and listening to music," says 16-year-old Emily Gray. "My parents keep telling me it's bringing my grades down, but I don't see the connection." (Module G, Summer B, 2010)

5. What difference between ordinary and lucid dreaming is presented in lines 23-29?

- i) A difference in the content of the dream.
- ii) A difference in the length of the dream.
- iii) A difference in the emotions experienced during the dream.
- iv) A difference in brain activity during the dream.

Hearne's work opened the door to further research by other scientists. Among other things, they found that lucid dreams usually occur in the early morning, last about two minutes, and often follow a day of intense emotional experiences. Furthermore, experiments using brain scanning techniques have shown that the part of the brain responsible for logical thought, which is usually inactive during ordinary dreaming, "switches on" during lucid dreaming, enabling the person to take control of the dream. (Module G, Summer 2015)

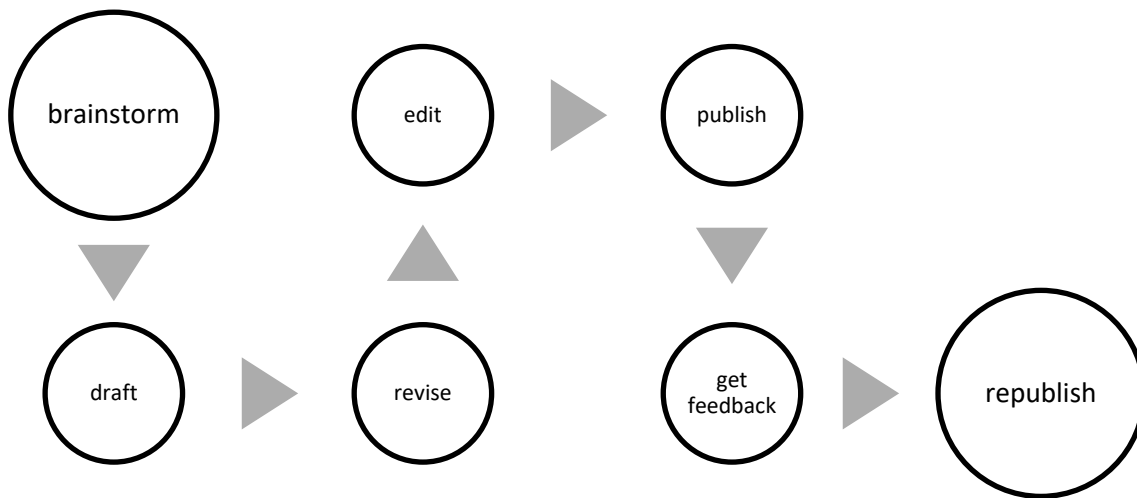


b. Writing

The writing section of the Module G exam is by far the most challenging task for aspiring 5 pointers. Writing is production and demands the highest level of application from the students. The best way to help your students with the writing is to provide them with as much help and guidance while they practice -> get feedback -> correct -> practice -> get feedback -> correct -> practice -> get feedback -> correct -> and so on

Students should practice using the guided writing templates available in the different textbooks and should receive feedback from you based on the rubric used to grade their writing in the bagrut exam.

Process writing can also help these students a lot – they write, hand in to you for feedback and then rewrite making an effort to correct their errors and then you mark it again. This work can be done during the extra hours. While all students are working on their writing, you give individual feedback to each student.



i. Helping students understand the writing rubric

One of the best ways to assist students in improving their writing is to help them understand the grading rubric. When students know what is expected of them, they know what to aim for and how to improve.

Students should have a copy of the grading rubric in their notebooks to refer to. They should also refer to the grading rubric while writing and again while rewriting after a correction round.



Grading Rubric - Module G – Written presentation

Criteria	Descriptors			
Content and Organization	<ul style="list-style-type: none"> the task is fully on topic task is well organized content is easily understood 		<ul style="list-style-type: none"> the task is partially on topic text is fairly well organized content is sometimes hard to follow 	<ul style="list-style-type: none"> task is almost or fully <u>off</u> topic, but it is due to misunderstanding text is poorly organized content is very hard to follow
	8	6	4	2
Vocabulary	<ul style="list-style-type: none"> correct use of varied and rich vocabulary appropriate word / idiom choice and usage use of appropriate register 		<ul style="list-style-type: none"> correct use of appropriate vocabulary several errors of words / idiom choice and usage occasional use of inappropriate register 	<ul style="list-style-type: none"> very limited or inappropriate vocabulary frequent errors of word / idiom choice and usage inappropriate register
	8	6	4	2
Language Use	<ul style="list-style-type: none"> correct use of advanced language structures hardly any errors of word order, connectors, pronouns, prepositions 		<ul style="list-style-type: none"> correct use of basic language structures incorrect or no use of advanced language structures several errors of tense, word order, connectors, pronouns, prepositions 	<ul style="list-style-type: none"> consistent incorrect use of basic language structures frequent errors of word order, connectors, pronouns, prepositions
	16	12	8	4
Mechanics	<ul style="list-style-type: none"> hardly any errors of, spelling, punctuation, capitalization; correct use of paragraphing 		<ul style="list-style-type: none"> occasional errors of spelling, punctuation, capitalization, run-ons limited use of paragraphing 	<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization, run-ons; no paragraphing
	8	6	4	2



ii. Why write drafts?

Another reason ~~for my~~ is: the cell phones can be use full outside class and even ~~neccessary~~ necessary, for example, ~~to~~ ^{to} call thier parents, ~~for many reasons~~ call someone when you are in trouble or ⁱⁿ emergency ~~to call someone when you are in trouble or in emergency~~

Show your students the example above.

Explain to them that in their exam, an external tester grades their work.

Ask them how they would feel if they were given work as in the example above to grade?

Ask them if they will be nice to the student who hands in work like this?

Then explain that this is why they have place in their exam booklet to write a draft and then a final copy. Show them in an actual exam booklet.

<p>(PART 2) WRITTEN PRESENTATION (40 points)</p> <p>Write 170-200 words in English on the following topic:</p> <p>9. Some people believe students should be involved in determining school activities (preparing disco and social activities, etc). Do you agree?</p> <p>Write a composition stating and explaining your position. You may give examples.</p> <p>בהצלחה!</p> <p>Use this page and the next (pages 5-6) for writing a rough draft.</p>	<p>Write your <u>final</u> version here. If necessary, you may use page 8 as well.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	--

If your students tell you they don't have time to do both, work with them on time allocation, how much time to allocate for each section of the exam and have your students practice to keep within the time limits.

Keeping to time limits is a major factor in the practice process – be sure to include it and assist your students in dividing their time correctly.



iii. Error Analysis

Projecting writing samples on the board in order to discuss errors is a useful stage in helping students improve their writing. It is important for your students to see examples of other students and to realize that everyone makes mistakes. Once you have shown your students the examples included here (they will also be made available in digital form on the English Inspectorate website), ask your own students for permission to use their examples from their own writing. If they agree, simply take pictures of their writing and share to your email.

So I think it ~~will~~ help to student to learn more if their phones are ~~by~~ them, because if someone want to learn, he will learn and study also ~~write~~ ^{his} phone.

first argument: You can find information for your lesson anywhere example if you need to know some words in English, you can find out in the internet or the second argument: classes can use whatsapp group and communicate with technological tool, and it is closed to teacher to the student world

Even though cellphones can be useful, they should be limited in class, unless the teacher gives a permission to use them. If cellphones will be unlin in class, the students will use them ~~all~~ all the time and won't be focused material.

permission noun [U] **permission (for something); permission (for somebody) (to do something)** the act of allowing somebody to do something, especially when this is done by somebody in a position of authority: I'm afraid you can't leave **without permission**. • to ask/give **permission for something** הרשאה; היתר; רשות; **[NOT]** Be careful. **Permission is uncountable.** A document that says that you are allowed to do something is a **permis...**



G writing tips

1. Devote about 45 minutes to writing.
2. Make sure you understand the topic and the task (expressing an opinion, for and against, complaining, applying for a job, reporting, recommending, etc.) If irrelevant information is included, 10-13 points are deducted!
3. Highlight key words (use your dictionary if necessary) to help you understand the topic and task.
4. Write an outline – main ideas & supporting details – on the **draft page** (טיוטה) to organize your writing. (If you need additional paper, make sure you put your sticker on it!)
5. Write 120-140 words in 4 paragraphs.
6. Leave an empty line between paragraphs.
7. Clear handwriting!
8. Short and clear sentences – not longer than 1½ lines.
9. **Structure – opening, body & conclusion:**
 - 1st paragraph** – present the topic you are going to write about. If you are required to present an opinion, make sure it is VERY clear.
 - 2nd & 3rd paragraphs** – give explanations, descriptions, arguments, and examples that relate to your topic.
 - 4th paragraph** – conclude by restating the introduction in different words, summarize your composition or present a solution.
10. Pay attention to grammar. Make sure you use advanced language structures CORRECTLY.
11. Pay attention to CAPITAL LETTERS, spelling and punctuation (סימני פיסוק).
12. Use connectors to show links between sentences and paragraphs. Do not write lists!
13. Learn useful phrases and use them to impress the examiner.

The following are the requirements for the exam:

Students will be able to	Suggested Task Types
<ul style="list-style-type: none"> • express ideas and opinions about general topics using main and supporting ideas • present an argument for or against a particular point of view 	<ul style="list-style-type: none"> • composition • essay expressing an opinion on a given subject, including arguments for and against and examples



Sample tasks from past exams (for practice):

Write 120-140 words in English on the following topic. WRITE IN INK (NOT IN PENCIL). PAY CAREFUL ATTENTION TO HANDWRITING. MAKE SURE YOU WRITE LEGIBLY AND TO THE POINT.

2015	Winter	Do you think it's a good idea for teenagers to have an after-school job? Write a composition giving reasons for and / or against working after school.
2014	Summer Bet	Which do you think is preferable: a higher-paying job with long working hours, or a lower-paying job with shorter hours? Write a composition stating and explaining your opinion. You may relate to your own experience and / or that of others.
	Summer	It is often said that there is nothing that adults can learn from kids. Do you agree or disagree with this view? State and explain your opinion. You may use examples.
	Winter	A teen magazine has asked readers to write on the following topic: Some people believe that external appearance may provide important information about a person. Do you agree or disagree with this view? Write a passage for the magazine stating and explaining your opinion. You may also give examples.
2013	Summer Bet	A teen magazine has asked its readers what they think the government should spend more money on. Write a passage for the magazine stating your opinion. Give one or two specific examples of where more money should be invested, and explain why.
	Summer	Your school newspaper has asked readers to write on the following topic: Many cities have begun banning* cars from entering the city center. Do you think this is a good idea? Write a passage for the newspaper, stating your opinion and explaining the advantages and / or disadvantages of this policy.
	Winter	A teen magazine has asked readers to write on the following topic: Which profession(s) do you think should get the highest pay? Choose one or two professions and write a passage for the magazine explaining your choice.
2012	Summer Bet	A teen magazine has asked readers to write on the following topic. Statistics show that drivers aged 17-24 are more likely to be involved in traffic accidents than any other age group. Explain what you think are the causes of this problem, and / or how you think it can be solved. Write a passage for the magazine, stating and explaining your opinion.
	Summer	A teen magazine has asked students to write on the following topic: Some people believe surveillance cameras* should be placed on city streets and in parks to increase public safety. Others think this would be an invasion of privacy. What is your opinion? Write a passage for the magazine, stating and explaining your position.
	Winter	Your school newspaper has asked readers to write about the skills and / or abilities they think it is important for a person to develop.



		Choose one or two skills and / or abilities (for example, computer skills and / or the ability to get along with people), and write a passage for the newspaper explaining your choice. You may relate to your own experience and / or that of others.
2011	Summer Bet	Your school newspaper has asked students to write on the following topic: Some people feel there are too many rules in schools today. Others think there aren't enough. What do you think? Write a passage for the newspaper, stating and explaining your opinion. Relate to your own experience and / or give examples of rules you would add, change or cancel.
	Summer	Your school newspaper has asked students to write on the following topic: It has been suggested that public transportation should be free of charge*. Do you agree or disagree with this suggestion? Write a passage for the newspaper, expressing your opinion and explaining the advantages and/or disadvantages of the idea.
	Winter	A teen magazine has asked its readers to write about the following topic: It is often said that people's opinions and attitudes are greatly influenced by the media (TV, newspapers, Internet). Do you agree or disagree with this statement? Write a passage for the magazine stating and explaining your opinion. You may use examples to support your position.
2010	Summer Bet	Your school newspaper has asked readers to write on the following topic: Which is more important for success in life: a person's natural abilities or hard work? Write a passage for the newspaper, stating and explaining your opinion. You may support your position with examples from your own experience and / or that of others.
	Summer	Your school newspaper has asked students to write on the following topic: Do you think the government should limit the advertising and sale of junk food in the same way that it limits the advertising and sale of cigarettes and alcohol? Write a passage for the newspaper, stating and explaining your opinion.
	Winter	An international teen magazine is holding a writing competition on the following topic: It is often said that people who are famous have a responsibility to the public to set a good example. Do you agree with this view? Write a passage for the magazine stating and explaining your opinion. You may give examples to support your position.



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.

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: _____

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



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?
