Material
for
High School Tutors

All About COBE

Building Skills
for
Vocabulary & Reading

September 2019

Dear Tutor,

You are about to embark on a fulfilling year as an English tutor in ESRA's English Tutoring Program. (ETP) You will be continuing an initiative which began in the late 80s when English speaking volunteers went into schools to chat informally to students in high schools. However, the program you are in today is very different. The English curriculum has changed and ESRA's ETP is proud to have volunteers in its program who can offer students the assistance they need to improve their speaking and other language skills.

As you know, ESRA's ETP is now recognized by the Ministry of Education as a provider of tutoring support to teachers in schools. (תומכי הוראה). We are hoping that teachers will take advantage of your presence in their schools by asking you to assist in other spheres of the high school English curriculum beyond the short period required to prepare students for their Oral Bagrut Exam.

Even though the schools in which you will be volunteering know that you are not a qualified teacher, and that you need guidance about what to do with the pupils they send to you for assistance, we are required by the ministry to offer training for our tutors.
The worksheets in this file provide you with updated information about the new format of the Oral Bagrut and include suggestions of how you can assist in building reading and vocabulary skills as supplementary material to the guidelines you receive from teachers.
We have not included any information about how to help students with literature texts. The ministry offers a wide selection of options for schools to choose from, and different schools have different texts.
If you are asked to read literature texts with your student, make sure the teacher gives you clear guidelines about how to do this. Ask for a textbook.
There is also a lot of information on the internet about the English literature texts students read for the Bagrut.

Starting in September 2019, there is a new format for the Oral Bagrut, called COBE (Computerized Oral Bagrut Exam)
We have informed all schools where out tutors are assisting students prepare for this exam, that they will NOT be dealing with any technological aspect involved in the new format.
As an ETP tutor, you will continue to interact verbally with students and prepare them for their oral exam by asking them to talk about themselves and their projects.

In addition to the material in this file, there is also a lot of information for ETP tutors in the booklet:
Tips for Tutors.
We recommend you specifically read: **'Some terminology before you begin'** and **'Tutoring Tips'** before you start tutoring.

 Please also read again **Guidelines for Tutors,** which has recently been revised, to make sure you are familiar with what is expected of you as an ESRA ETP volunteer.

Best wishes for an enjoyable and rewarding year tutoring with ESRA's ETP.

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Transcription of the New Oral Bagrut Exam: iTest

See site:
https://storage.cet.ac.il/ExamsViewer/SpokenEnglish/016487/2019/sim/Day1/Ver1/instructions.htm

General Instructions

a. Alfi appears on the screen and says:

"Hi. I'm Alfi. Welcome to the Oral Bagrut Exam.
Before you begin, I want to tell you what to expect and what you will have to do for this test. To record yourself for each section throughout this exam, you have to click on the record button and record your answer, Then, when you finish you have to click on the stop button. Remember each set of questions needs to be answered in one recording and you must relate to all the questions in the set.
You can listen to your recording. If you want to make any change, you have to record the whole answer again.
At the top left-hand corner of the screen there is a clock. The clock allows you to check how much time you have left. Remember you have 30 minutes for this exam.
The exam has 3 parts. Listen carefully to what you are asked.
In part A you will talk about yourself. I will ask you 2 sets of questions. Each set will be on a different topic. Choose only one set and answer only those questions.
In Part B you will talk about your project. I will ask you a set of questions about the project. Your answer to the set of questions should be at least 1 minute long.
In Part C, you'll watch a short clip. After watching it, you'll have 2 tasks. Record your answers to each task separately. You must do both tasks."

Note: There are visuals with Hebrew words for 'record' and stop'.

Tip: Tutors should pronounce the word 'tasks' with an American accent to ensure students understand Alfi's instructions!

Alfi introduces himself

Alfi points to the timer on the screen
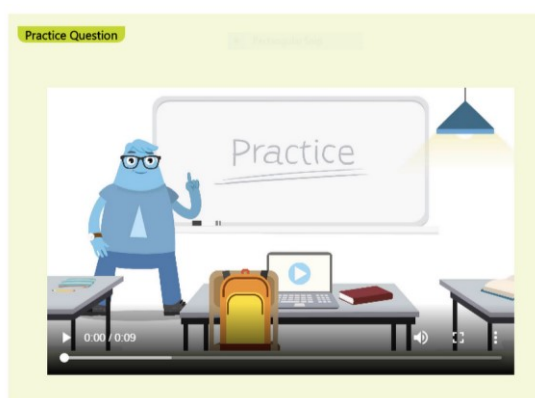
b. Alfi offers students an opportunity to practice by asking 3 questions:
   "Let's practice. Tell me your first name. How old are you? How are you feeling today? Record your answer"

Tip: All tutors should ask these questions so when students go into the exam, they will encounter something familiar. This will give confidence to students whose level of English is low**.**

PART A: Talking about oneself:

Alfi says:

"Ok Let's get started with Part A. I will ask you 2 sets of questions.

Each set will be on a different topic. Listen to both sets of questions below and then

choose the one you wish to answer.

Remember, your answer must be detailed, clear and in one recording"

The image below, appears on the screen. The student clicks on the play arrow to hear the questions in Set 1. Alfi asks the questions and as he does so, key words from the questions he asks, appear in the top right-hand corner. (See images below)
The student then clicks on the play arrow for Set 2 and the same procedure follows.
The student will then choose which set of questions to answer.
Below is a transcript of the questions which appear in this demonstration video for Sets 1 and 2.

Set 1:

"Today I am going to ask you about famous people.
 (**'Famous people ….'**   appears on the screen.)

Which famous person do you like? Explain why.
('**Who you like ……   Why….'**   appears on the screen.)

Would you like to be this person for a day? Explain"
(**'Be this person….'**   appears on the screen.)

Set 2:

"Today I am going to ask you about summer vacations.
                              'Summer vacations ……'   appears on the screen.

Tell me one thing you like about summer vacations and one thing you don't like.
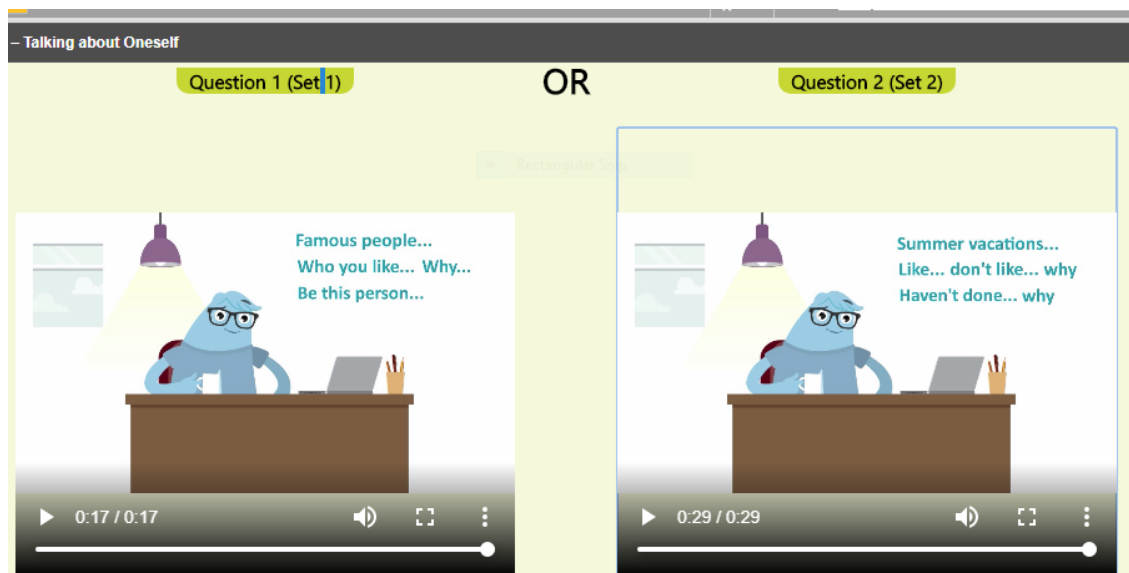*Give at least one example and say why.*
                              'Like…. don't like….why'   appears on the screen.

What is something you'd like to do in a summer vacation that you haven't done yet.
 Explain why you'd like to do this".
                              'Haven't done …. why'   appears on the screen.

PART B: Project Presentation

Alfi introduces Part B by saying:

"Now we will talk about your project. I'm going to ask you a set of questions about your project.

To begin with, tell me what your topic was and what you were hoping to learn about it.

In addition, what interesting facts did you learn about your project. Why do you think so?

Also, what else would you like to know about your project. Explain"

As in the previous section of the exam, key words appear in the top right-hand corner of the screen.
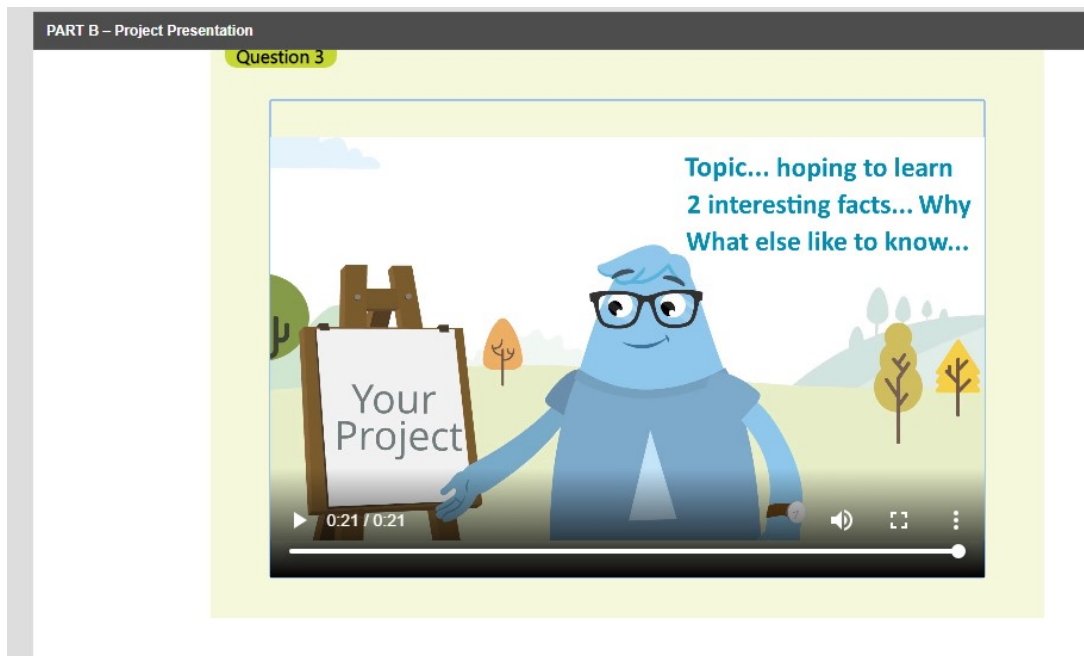
Other possible questions about the project:

"What surprised you the most while doing the project and why?

What were the most challenging moments while working on your project? Explain.

How much did you know about this topic before you started the project? Explain.

If you have to do the project again, what would you do differently?

What else would you like to know about the topic?"

"What resources did you use?   Which resources were especially helpful? Why?

If you had more time to do the project, how would you use it? Explain.

What facts that you learned from your project surprised you the most? Why?

What challenges came up while working on your project? Explain."

Part C: Responses to Audio-Visual Prompt

IMPORTANT!   ETP tutors will NOT be expected to deal with this part of COBE. It is included here only for background information.

Alfi introduces Part C by saying:

"*Let's start Part C of the exam.*

In this part you are going to watch a short clip. After watching it you will have 2 tasks.

Record your answer to each task separately. You MUST do both tasks.

Listen carefully to what you are being asked.

Remember your answer must be detailed, clear and in one recording"
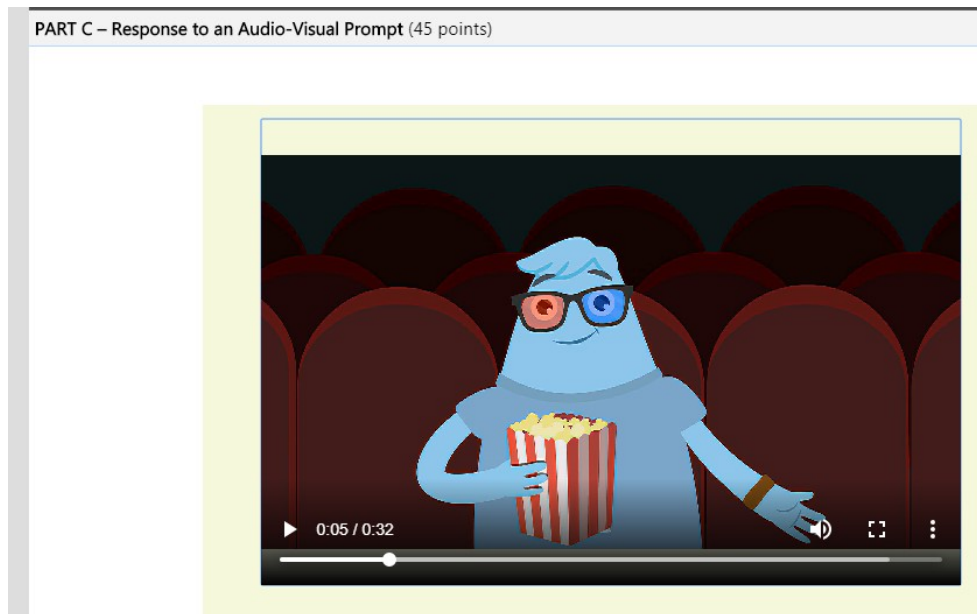
The students then watch an animated clip in which one student comes into a classroom and says:

"Say thank you to me. I got us a copy of tomorrow's exam",

The clip shows the students taking pictures of the exam paper with their smart phones.

Some do so after some hesitation.

Note:
Apart from the introductory sentence, there
is no audio text in the video clip
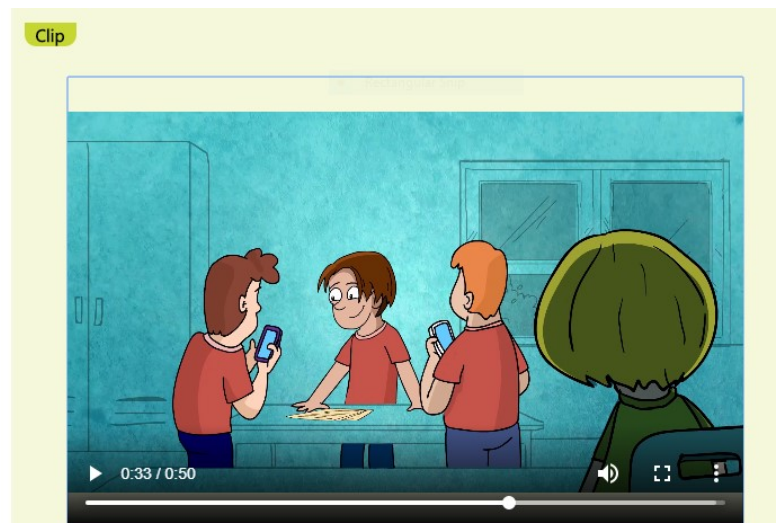
Question 4:
After they have watched the video clip, Alfi asks the first of 2 questions related to the clip:

"Describe the events in the clip. What is the dilemma?"

(As in previous sections, key words appear on the top right-hand corner of the screen.)
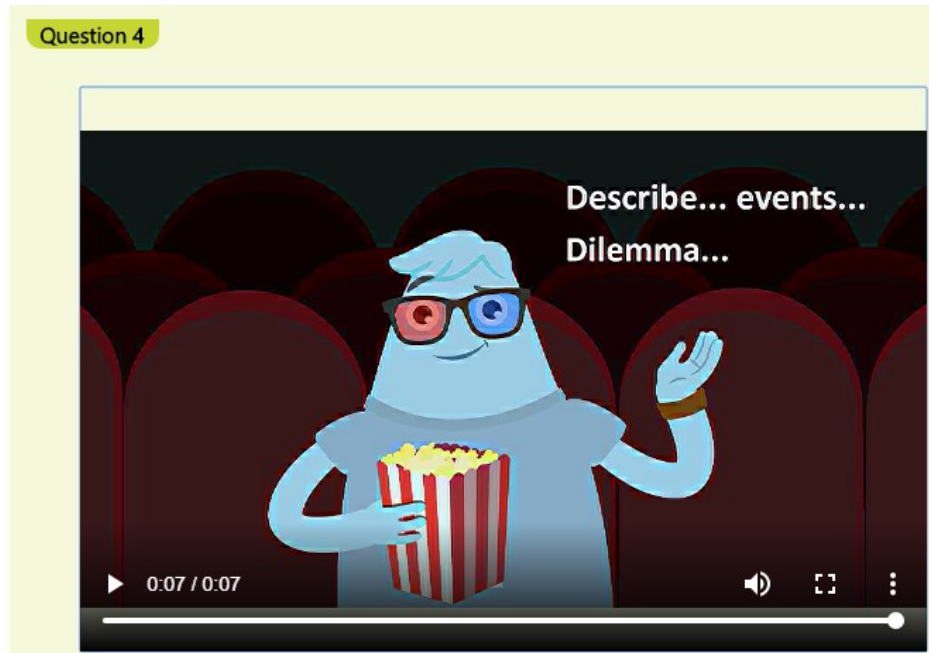
Question 5:
Alfi asks:

"Why do you think the boy shares the exam with everyone in the class? Explain
Imagine the teacher walks in and sees what is happening.
Now re-tell the whole story with a new ending"
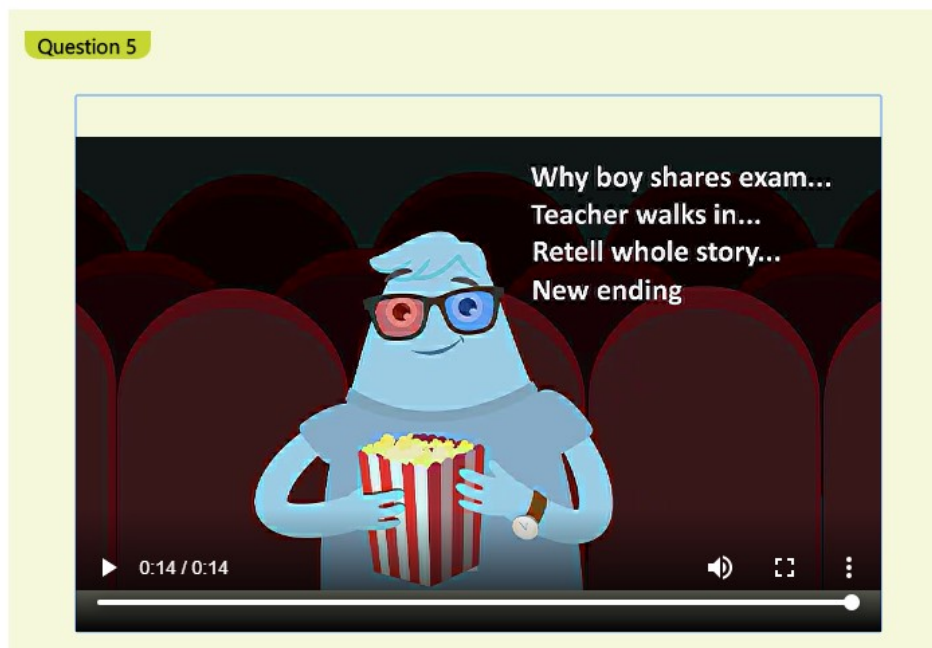
How tutors can help students prepare for COBE

Background information for tutors about COBE

The format of the Oral Bagrut Exam as you may have known it will have a different format starting in September 2019.

1. All schools in Israel will be participating in this new format.

2. The Computerized Oral Bagrut Exam (COBE) will replace the way in which this exam was previously taken.

3. Previously the exam lasted for 10 minutes and was done by teachers from neighboring schools. In that format, students presented a project, answered questions about their project and were interviewed for 5 minutes.

4. In COBE, students will still answer questions about themselves and their projects, but there are differences:
   a. The exam lasts for 30 minutes.
   b. A third part has been added in which students are required to answer questions about a video clip
   c. The biggest difference is that they will now be tested orally via the computer.

5. The rationale behind the change is because "*in its earlier format, the Oral Bagrut had become irrelevant and was not a true measure of students' abilities to speak*" With this change, the ministry will "*bring oral assessment' into the 21st century.*"

Note:
As tutors, you do not have the right to express personal opinions about this program,
You are in schools to support the system. So, encourage your students and tell them that you are there to help them make this exam 'a piece of cake'. And this means THEY do 90% of the talking!
Schools will reject tutors who monopolize interaction during tutoring sessions.

The explanations and notes which follow summarize what remains from the previous format and explain what is now different. Much of this has been taken from material available on the Ministry's website.

ESRA's ETP is making these available to its tutors since we believe that the better informed you are about the new Oral Bagrut iTest, the more effective the help that you offer your students will be.
Important!
You will continue to focus on helping students to talk about themselves and their projects and are not expected to explain or work with the technology of COBE.

Structure of the New Oral Bagrut iTest

An avatar, named Alfi appears on the screen and 'talks' to the students. (An avatar is a computerized image or virtual representation meant to resemble a person). Alfi accompanies the students throughout the exam, explaining what has to be done, and asking the questions the students are required to answer.

Alfi reminds the students to record their answers and tells them when to move on and what has to be done next at each stage. Alfi also gives words of encouragement to the students throughout the exam.

The questions which Alfi asks are also written on the screen.

1. The exam is divided into 3 parts:
   Note: Students can choose to answer in any order they choose but they MUST answer all 3 parts!
   PART A   Interview questions: **Talking about Oneself**
   PART B   Questions about the project: **Project Presentation**,
   PART C   Questions about a video clip: **Student Responses to Audio-visual clip**.

2. In each part of the exam, students will be asked a set of questions by Alfi. Students record their answers on the computer.

3. Students may revise their responses by deleting the recording they have made and re-record their answers However, after 2 new recordings, marks will be deducted.

a. The exam will be open for 30 minutes although it is estimated that students will not require more than 15 minutes to record their answers to the sets of questions asked in all in 3 parts of the exam.

Part A- Talking about oneself
30 points　　　　　　**2 – 3 minutes for listening and answering**

In Part A, the students are presented with 2 question sets.

Each set is comprised of 3 questions on the same topic.

The student has to choose to answer questions from **one set only**; either the questions in *Set 1* or *Set 2*

Note: If they answer both sets, only the first one will be graded.

Examples of questions sets

*Set 1: Today I am going to ask you about… **celebrating holidays**.*
What's your favorite holiday to celebrate? How do you and your family celebrate it? Explain.
If you could add anything to the celebration, what would you add? Explain.
<div align="center">**OR**</div>
*Set 2: Today I am going to ask you about… **volunteering**.*
Tell me about your volunteering experience in high school. Explain what you did there.
Do you think you will continue volunteering in the future?

*Set 1: Today I am going to ask you about… **your hometown**.*
Tell me where you live and a little bit about the place. What is your favorite place in your hometown? Why?
Would you recommend your hometown to others? Explain why.
<div align="center">**OR**</div>
*Set 2: Today I am going to ask you about…. **a movie you saw recently**…*
Tell me the name of the movie and what it was about. Did you enjoy the movie? Why?
Would you recommend the movie to a friend? Explain why.

Tips for tutors:
a. Model the questions you ask as sets of 3 questions according to the examples above.

b. Avoid asking questions which can be answered in one word.

c. Remember there will be no prompt in the exam. Develop your students' ability to speak with a flow without pausing for 2-3 minutes.

Tips for students when answering interview questions

a. Use the key words from the questions that appear on the screen to remind you of what was asked.

b. Answer the question you were asked. Don't talk about other things that weren't asked.

c. Don't answer only with one-word answers. Give more information. Describe things in at least two or three sentences.

d. Don't answer "I don't know." **Make it up if you have to.**

e. You need to speak fluently, without pausing. (There is no pause button in the exam)

f. Listen to your answer to make sure it is what you wanted to say.
(You can delete and re-record, but the re-record deletes the original recording and you can only re-record once).

Tips from the ministry's websites
a. It is vital that your students speak as much as possible during the exam and provide **in-depth** answers.

b. They **must** elaborate on their answers so that the markers can evaluate their spoken language properly.

c. Due to the nature of the exam, it's up to the student to talk as they won't be prompted by an examiner.

d. Explain to your students that they are being tested on their ability to speak freely and fluently.

e. Students are not allowed to bring paper and pen to make notes during the exam. Neither can they bring a copy of their project.

The aim of this exam is to offer an opportunity for more objective and fair grading of the student's oral abilities. The computerized exam is neutral, involves less of the human factor and as a result, should reflect a more accurate evaluation of the students' abilities. **To enable the students to reach the highest level of ability, it's vital that they have plenty of in-class practice.**　　©

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Notes:

a. Some students whose level of English is fluent, will need less practice preparing for their COBE.
Ask your coordinating teacher to send students who feel less confident about speaking English for extra tutoring or contact your ETP Branch Coordinator to make this request.
(There is a section starting on page 12 for tutors who are able to work in-depth with such students.)

b. There will not be **any** family-related questions or questions related to the army on the exam.

Tips;

a. Encourage students to produce a fluent flow of language without prompting.

b. Emphasize that there will always be two question sets asked in the exam.
They should decide which of the two sets is easier for them.

c. If for example, the choice is between talking about their hometown or school and they can't think of anything factual to say, tell them to make up some facts.

d. Remind them to use the key words in the top right-hand corner of the screen to remind them of what they need to talk about.

e. Use a whiteboard during your session to write down the key words from your questions to get them used to looking for the key words as referred to in #d above.

f. Suggest that they incorporate the questions that Alfi asks into their answers.
Help them to do this if their level of English is low.

Summary of possible topics for Part A

Below is the range of topics which the ministry has listed as possible topics for Part A of COBE.
Tutors can, if they wish, develop their own question sets on these topics.
Please remember to ask your questions, using the 3-step question format since this is the way the questions will be asked by Alfi.

- Advertising
- Favorite books and movies
- Future plans
- Hobbies and habits / Routines
- Holidays and customs
- Personal belongings
- Personal strengths & weaknesses
- Reflection on personal experiences

- Animals
- Food
- Games
- Hometown
- School
- Sports
- Respect

- Education
- Free time activities
- Health
- Languages
- Professional ambitions
- Technology
- Vacations
- Suggesting individual/ community change

- Fame and celebrities
- Friendship
- Music
- Volunteering
- Transportation
- Role models

Questions to practice Part A: Talking about yourself

Note:

Below is a list of possible questions to ask your students. There may be key words in the questions that they are unfamiliar with. These appear in bold font in the list below. Tutors may need to explain these.
(See pages 12 -13)

1. Where do you live? Do you like your **hometown**? What would you like to change in your hometown?

2. What do you think about **volunteering**? Do you **volunteer** in your free time? How does it make you feel?

3. Tell me something about the place where you live? Where would you like to live when you are older? Have you ever lived in a **different community**? If not, would you like to?

4. What are your **major subjects** in school? Why did you **choose** them? If you had the chance, would you change one or both of them? If so, which subject(s) would you have chosen, and why? What subjects don't you like? Why?

5. **Describe** your **ideal school**. What would it look like? Which **subjects** do you think should NOT be taught at school? Explain.

6. If you could **make a change** in your school / **community** what would it be? Why? How?

7. What do you like best about your school? What would you change about your school? In what way is your school different from other schools? Explain.

8. What sort of **jobs** do teenagers do? What are the advantages and **disadvantages** of working while you are at school?

9. What do you usually do in your **free/spare** time? Would you **recommend** this to others? Why? Describe **an activity** which you enjoy. Do you have any **hobbies**? Tell me about them.

10. Do you think **technology** has **overtaken our lives**? How? Do you think this is an **advantage** or a **disadvantage**?

11. Think about a movie you saw this year. What did you like and/or dislike about it? Explain.

12. Do you enjoy reading books? Why do you think you are **required to read** 4 books in English in High School? What can be learned from reading books that you can't learn in the classroom?

13. What do you consider to be your **greatest strengths**? What do you consider to be your **greatest weakness**? Explain.

14. You have just received **a large sum of money** to travel to any place of your choice. Where would you go and why?

15. Tell me about **a school trip** that you enjoyed. Where did you go? Who did you go with? What was so **special** about the trip?

16. What **steps are taken** in your community to **protect the environment**? Do you think this is important? Why? What do you do to **contribute**?

17. Where do you see yourself 10 years from now? How do you plan to **achieve your goal?** What **obstacles** might you **face**?

18. Describe a **moment** in your life when you were especially **proud** of something that you did. When was the **moment**? Where were you? **Who else** was **involved** in this moment?

19. Tell me about an **event** in your life which you could describe as a **"turning point".** When was it? Why do you **consider** this event as a turning point?

20. Describe a person whom you admire. What makes this person so special? What do you believe you have to do in life to be just like him/her?

21. You have just been given $40,000 to **change the community** in which you live. What would you do with the money, and why?

22. What do you think needs to be done to make our country a better place in which to live? What do you need to do as **an individual**? What does **our society** need to do, **to improve** the way we live? Explain.

23. Describe a teacher who in your opinion, is one of the best teachers in your school. Why is this teacher **so special/different** from your other teachers? Explain

24. What kind of music do you like to listen to? What **appeals** to you about this? When do you listen and where?

25. Explain whether you think it's a good idea to have **a pet**? Why? What do you learn when you have a pet?

26. What's your **opinion** about electric **bikes**? Should students under 16 ride them? Explain why or why not.

27. Why do people **advertise**? Are **adverts** a good or a bad thing? Do you buy things you don't need because of **ads**?

28. In what way can we **show respect** to people? How important is this in life? Explain.

Part B- The project presentation
25 points   1 – 2 minutes speaking

Alfi asks the students a set of questions about their project which they talk about as 'a presentation' of their project.
They will be asked to answer all the questions by speaking for one minute.

What is the project? Background information for tutors
1. The general idea behind doing the project is to help broaden their horizons and give them the experience of working in a group and doing independent research.

2. 2 or 3 students work together in a group. It is also possible for a student to work alone.

3. Different schools have different approaches to the way in which their students can choose their project topics.
   Some create a theme e.g. People who have changed the World. (Mandela/ Walt Disney/ Churchill / Michael Jackson).
   Others allow students to choose any topic (/ Black holes/ Yad Sara/ Cyber warfare/ Anorexia)

4. Teachers often set guidelines and students are required to hand in written papers about their projects.

What sort of questions does Alfi ask about the projects?

Examples of the sets of questions which Alfi may ask. (Only one set will be asked in the exam):
"Now we will talk about your project. I'm going to ask you a set of questions about your project."

Set A
To begin with, tell me what your topic was and what you were hoping to learn about it.

In addition, what interesting facts did you learn about your project. Why do you think so?

Also, what else would you like to know about your project. Explain"

Set B
"What is your project about?   Why did you choose this topic for your project?

What did you learn while doing your project?

After having finished your project, are you proud of your work? Explain why or why not."

Set C
"What surprised you the most while doing the project and why?

What were the most challenging moments while working on your project? Explain.

How much did you know about this topic before you started the project? Explain.

If you have to do the project again, what would you do differently? What else would you like to know about the topic?"

Set D
"What resources did you use?   Which resources were especially helpful? Why?

If you had more time to do the project, how would you use it? Explain.

What facts that you learned from your project surprised you the most? Why?

What challenges came up while working on your project? Explain."

Summary question topics in Part B
- Topic and reason for choice
- Learning skills improved
- Future use of information
- Further studies

- What was learned
- Interesting facts learned
- Redoing it if opportunity arose
- How the project influenced them

- What they wanted to learn
- Surprising information
- Topic related to literary piece

- How the project helped them understand the literary text better

Reflections on: ● Challenges of the work   ● Teamwork vs Individual work   ● Finding information on the topic

- Writing up their project
- Learning and language skills
- Personal achievement and feeling

Part C- Response to an audio-visual clip

45 points.   4-5 minutes for viewing of clip and answering all questions

Note to tutors
Unless your coordinating teacher gives you very clear guidelines about how s/he wants you to work with this part of the exam, **you will not be expected to work with this part of COBE during your tutoring sessions. to it.   What follows is an explanation FYI only.**

Part C includes two tasks which will be presented after the students have watched the audio-visual clip.

The 1st task requires the student to describe the major events in the audio-visual clip and give an in-depth detailed answer to questions about the dilemma in the clip and its solution. e.g.:
"Describe the events in the clip. What is the dilemma?"

The 2nd task requires the student to answer a question that will facilitate an in-depth detailed answer. e.g.:
"Why do you think the boy shares the exam with everyone in the class? Explain"
"Imagine the teacher walks in and sees what's happening."
"Now re-tell the whole story with a new ending "

Questions in the 2nd task will require the student to express an opinion about the audio-visual prompt providing detailed reasons for it. e.g.: agree or disagree with events/ give advice or suggestions / explain the possible feelings and reactions and give an opinion for their cause/ explain why there is a problem /
compare and contrast alternative options/ predict what might happen next/draw conclusions etc.
Note: Students must answer both tasks in Part C and answer each task in separate recordings.

Practice clips: https://sites.google.com/view/reeditestprepsite/practice-clips

In depth support activities
Building vocabulary for Part A with students whose level of English is low

1. When you practise asking interview questions to prepare students for COBE, you may find that they don't understand some key words in the questions you ask. We suggest that you build a list of vocabulary items with such students.

2. Read the interview questions with your student and highlight words that are unfamiliar.

Note: Words in bold font in the list of questions are likely to be unfamiliar.
Each student is likely to have a different list.
a. List them in the middle column of the table below.

b. Translate these words into Hebrew in the right- hand column. If you are not able to translate these words into Hebrew, ask your student to use Google Translate to find the Hebrew translation.

c. If necessary, add transliteration in the left- hand column to help with the pronunciation of words that are difficult to pronounce.

3. Students may also not have the vocabulary necessary to talk about the topic.

a. Help them build an answer to the interview question by giving them key words they will need to talk about the topic.

b. Repeat steps 2a – 2c.

4. Give them the list you have compiled together to remind them of the new vocabulary they built with you during the session.

Note about pronunciation:
a. It's important to note that Alfi, the avatar in COBE, speaks with an American accent.
When preparing students to understand the questions asked in COBE, we suggest you pronounce the word TASKS with an American 'ɑ' sound.

b. Also note that that the word leisure has two different pronunciations. This can make the word sound like two completely different words to a learner of English as a foreign language

General tips to promote fluency.

1. When you are working with students on vocabulary, it is very important to make them aware that often there can be more than one word in English for a single word in Hebrew.eg:
In English, people may talk about free time or leisure time to refer to זמן הפנאי [zman ha- pnai]

2. Many Hebrew speakers of English look for a word in English that is the direct translation of what they would say in English. This tendency reduces fluency.
It's very important to encourage your students to use the words they already know when speaking.
If they ask you: "*How do you say XX in English?"* ask them to find another way of saying XX
e.g.: Instead of saying "*I enlarged my vocabulary"* they could say "*I learned new words".*

3. Encourage your students to develop the strategy of **guessing meaning from context**.
e.g.: In Part A of COBE, Alfi asks:
"Today I'm going to ask you about celebrating holidays,
What's your <u>favorite</u> holiday to celebrate?"
Your student gets uptight because s/he isn't sure what the word **favorite** means.
Ask your student: "*Is it a positive or a negative word? What do you THINK it could mean?*" Even if s/he says something like "*best / nicest'"* that's acceptable.
It doesn't have to be an EXACT translation.

Vocabulary for students to answer topic questions in Part A

Note:

a. Some Hebrew speakers of English think that the English word for **a mall** is **a canyon**!

b. Note that the Hebrew word **לעשות** [le-ah-sot] can be translated into English as **'do'** and **'make'**

c. The words chosen for translation in the list below were taken from question sets #1 and #2 on page 8

Transliteration of English words	Words to use for questions	Translation of words
	hometown	עיר הולדתן
	to change	לשנות
	special	מיוחד
	parks	פארקים
	playgrounds	גני משחקים
	malls	קניונים
	memories	זיכרונות
	to remember	לזכור
באיק לֹאינז	bike lanes	שבילי אופניים
	public swimming pool	בריכות שחייה ציבוריות
	bus service	שרות אוטובוס
וֹל-אַנ-**טיר**	to volunteer	להתנדב
	a volunteer	מתנדב//ת
ספאה / **פרי** טיים	spare/free time	זמן הפנאי
לי ג'ה טאים/ לה-**ג'ה** טאים	leisure time	זמן הפנאי
סקאות לי-דה	I'm a scout leader	מדריך בצופים
מאיק אה קונ-טרי-**בו**-שין	to make a contribution	לתרום
	to help others	לעזור לאחרים
	visit lonely people	לבקר אנשים בודדים
	to **do** shopping for old people	,לעשות קניות עבור זקנים

How to help students prepare answers to questions about their projects

1. You should offer students whose level of English is low, a framework on which to hang their answers to questions about their projects.
    Below are some suggestions of how to develop these.

Building an outline to answer questions about the project

Topic and reason for choice
*   The topic of my project is …………………….......... / My research question was …………………………..

*   I chose this topic because / I've always been interested in……………....

*   I didn't know anything about ……………………… and I was interested to learn about it.

How I / we did it. / What sources I / we used and as a result, what learning skills improved
*   I took information from the Internet / I read books in the library. This improved my reading and scanning ability

*   I interviewed my family / friends / neighbors / people in the street. This improved my speaking ability. I learned to ask relevant questions to get the information I needed.

*   We allocated different tasks to different group members. This gave me an understanding of how teamwork is different to individual work. Everyone needs to contribute for the project to succeed.

*   I was responsible for... Others were responsible for ………………………….…

*   I typed the project report on the computer. This improved my ability to use the computer to communicate in English.

Interesting facts I learned / How the project influenced me
*   The first/second thing learned was that…………………..........

*   I discovered that...

*   Then I came to the conclusion that…………………………….…

What were the challenges of the project? What was difficult and what was enjoyable?
*   I would summarize more carefully / I would take notes / I would use more sources.

*   I would…………………………………………………………………………….......

*   The most difficult part of the project was..

*   The part that I enjoyed most / least was...

What are two interesting facts you have learned from your project?
*   The first interesting fact I learned was ……………………………………………………

*   It was interesting because ………………………………………………………………….

*   I also learned that ………………………………………………………………………….

*   I never knew that …………………………………………………………………………...

Building vocabulary to talk about the project
with students whose level of English is low

Note to tutors:
1. The vocabulary items used in the questions about the projects are predictable since the examples of the questions that will be asked, appear in the sample questions.
2. Some students have a low level of English and may not have the vocabulary necessary to understand the questions asked in the exam. This page is intended for students who have limited English.
3. The words in the left-hand column are transliterations of the English words in the middle column.

Tips:
1. Give them the list you have compiled together to remind them of the new vocabulary they built with you during the session.
2. You will notice that parts of some words in the table have letters in bold font. This is to show which syllable to emphasize /stress.
3. When giving students new vocabulary, make sure you say the word aloud. As a competent speaker of English, you know where to place the stress and when they hear you say the word, it will help them recognize it when they hear it in the exam.
4. Ask them to repeat the word. Hebrew speakers of English sometimes put the stress on the wrong part of a word. Wrong stress when speaking can even change the meaning of a word e.g.:
project and pro**ject**.

Useful vocabulary for students to talk about their projects

Transliteration of English words	Words used in questions about the project	Translation of words
תשוז	to choose	לבחור
טא-פיק	a topic	נושא
גרופ	a group	קבוצה
אינ-טריסט	to **int**erest	לעניין
אינ-טריס-טינג	**int**eresting	מעניין
אינ-פא-**מאי-שין**	infor**mation**	מידע
סקילז	skills	מיומנויות
די-**וואיד**	to di**vide**	לחלק
טאסקס	tasks	מטלות
סאורס-יז	sources	מקורות
אנ-**גאוי**	to en**joy**	ליהנות
דה-פי-קיל-**טיז**	difficul**ties**	קשיים
דה-פי-**קלט**	the most diff**icult** part	החלק הכי קשה
או-ווה-**קאם**	to over**com**e a difficulty	להתגבר על קושי
אלס	What else?	מה עוד?
דיפ-רינט-לי	to do something **diff**erently	לעשות משהו אחרת
פרא-**זנט**	to pre**sent** a project	להציג פרויקט

Hebrew translations of key vocabulary used in questions about the project
for tutors whose level of Hebrew is low

Note to tutors:

This page is intended **for tutors** who have limited Hebrew but who want to help students understand key words related to answering questions about their projects.

The words in the middle column are transliterations of the Hebrew words in the right- hand column.

Tip:

Use the words from the left- hand column to ask students questions about their projects: e.g.:

"Why did you choose this topic?

If your student is unable to answer the question, you can translate the key words into Hebrew.

Remember, these are key words which will appear in the COBE.

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Words used in questions about the project	Transliteration of Hebrew words	Translation of words used in questions about the project
to choose	liv-chor	לבחור
a topic	No-seh	נושא
group	kvoo-tsah	קבוצה
to interest	le-an-yen	לעניין
interesting	me-an-yen	מעניין
information	may-dah	מידע
skills	me-oo-mani-ot	מיומנויות
to divide	le-chalek	לחלק
tasks	mah-ta-lot	מטלות
sources / resources	me- ko- rot	מקורות
to enjoy	le-heh-anot	ליהנות
difficulties	ke-sha-im	קשים
the most difficult part	ha-chelek hachi kasheh	החלק הכי קשה
to overcome a difficulty	lehit-gaber al koshi	להתגבר על קושי
What else?	mah od?	מה עוד?
to do something differently	la-asot ma-shu acheret	לעשות משהו אחרת
to present a **pro**ject	le ha-tzig pro-yect	להציג פרויקט

Part 2

Building Vocabulary Skills

How to build vocabulary skills

An important focus of the English curriculum is on building vocabulary. Therefore, building vocabulary will be an important contribution of your tutoring sessions. There are two ways of doing this. Research shows that learners of a second language learn more from what they **hear** (acquisition) than from what they **study** (learning).

1. **Talk in English as much as possible using authentic natural speech.**

    a. When asked a question, we don't answer in a full sentence. e.g.:

"What's your name?" "Jane"   (NOT: "My name is Jane")

    b. We use the short / contracted form of the negative e.g.:

"He isn't here today" / "We don't understand" / "You won't miss a thing" (NOT: **is not/ do not/ will not**.)

Note: However, this does NOT mean that you do most of the talking during a session!
It's **essential** to limit your input to the required minimum.

2. **As a competent speaker of English, you are using speech patterns that students need to LEARN in order to acquire.**

a. **Collocations:** Pairs of words that usually go together in a language. L1 speakers of a language use collocations intuitively but L2 speakers need to learn them to achieve native-like fluency
"They received a warm welcome" (Not a hot welcome); *"To tell the truth"* (Not say the truth)

b. **Phrasal Verbs: (**2-word verbs with a meaning different to the separate parts)
 "Please pick up the book from the floor" vs **"Please pick up the visitors from the bus-stop"**

c. **Language Functions:**(Saying hello & goodbye / Introducing yourself / Saying thank you (and responding to each)
 "Come again?" (Asking for clarification) "*Nice to meet you"* (Hello after an introduction)

d. **Idiomatic language:**(Sometimes the expressions in Hebrew are similar yet different)
"We've missed the boat" (Not the **train**); *"We shouldn't cut corners"* (Not "to **round** corners")

e. **False friends:** (Single words in Hebrew with multiple translations into English)

 "I want to make a lot of money" (Not **do** money); *"I've spent quality time with you"* (Not **wasted**)

 f. **Language chunks:** (groups of words that we use naturally in everyday spoken language**)**
  "How're you doing?   "What's your girlfriend like?" "As a matter of fact, I enjoy speaking English."

Tips

a. Give basic instructions in English**.** e.g.:

"Please come in" / "Take a seat" / "Speak up" / "Slow down" / "Keep on talking" / "Don't give up"

b. Use transliteration to help your pupils learn new vocabulary or pronounce difficult words correctly.
 e.g.: 'government' [גה-וה-מינט]

c. Group long lists of words students have to learn into 5-word groups. If possible, select them so they have something in common. Ask students to make up a story using the 5 selected words.
   An alternative way to learn randomized word lists is to write sentences in which the meaning of the word becomes self-evident. e.g.:
   The Cohen family live **above** us on the 5th floor and the Levy's live **below** us on the 3rd floor.
   We are really happy living on the 4th floor.

d. Mention that there are English words used in Hebrew which have meanings different from their meanings in English. Examples of some of these are: **canyon** / **tramp**.

e. Help pupils build word awareness
    Ask*: "Does the word sound like a word you know?"*

f. Offer strategies to remember confused pairs of words e.g.:

   Tuesday and Thursday: *"Tuesday sounds like 'two' = [pah-maim tov] פטמיים טוב"*

   Above and **below**: *"Above starts with the letter 'a', so it's 'higher' on the alphabet than the letter 'b'*

g. Use mnemonics to help remember spelling *"To spell the word 'right' say: I go home tonight."*   18

Lexical Chunks for Module E

This year the ministry is running a pilot program for students taking 5- point English Bagrut exams. They will be tested on vocabulary items and 'lexical / language chunks' and will not be allowed to bring dictionaries into the exam.

Below is a copy of the language chunks as they appear on the ministry website.
It should give you a good idea of the sort of language to use when they are speaking to students.

Note:
It was not possible to add text to the copied item. However, the few examples of how the chunks are used in spoken language should give you an idea of what is meant by 'lexical / language chunks'.
This is the sort of authentic language to use when interacting with students.

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Chunks	
about to do sth	
as a matter of fact	
be short of sth	
carry on sth / carry sth on	
common sense	
concerned with	
consist of sth	
end up	They wanted to see a movie but ended up eating pizza.
except that	
figure out sth	
in advance	
in case of sth	
in detail	
in that case	
in the long run	
in full	
just about	
keep on doing sth	
keep up sth / keep sth up	
no such thing	
old fashioned	
on the contrary	
out of work/order/date	no longer in place
set out	to start a journey
straight away	
pass on sth or pass sth on	tell, give. "Please pass on this message as soon as you can."
run out (of)	use all
shut (sth) down or shut down (sth)	computer, machine (stop operating)
take advantage of sth	make good use of something
take for granted	
take over sth	
take up sth or take sth up	to start doing sth

Part 3

Building Reading Skills

Building reading skills

Tips for reading comprehension texts.

1. There are reading comprehension texts for students who are doing 5, 4 and 3-point Bagrut.
   The difficulty of the texts varies accordingly

2. Some students are likely to have a low self- image. They believe that they will never be able to succeed in English, that they are destined to fail. They may appear to have little motivation.
   When a student is afraid of a subject, there is something called AN AFFECTIVE FILTER, which blocks the learning process. It's your job to lower that.

What's difficult for your students?

1. They have no good reading habits.
Many pupils start by underlining all the words they don't know and looking up their translation.
This means that they never get past the first paragraph and time is up.
Tips:
a. Tell them: "***NEVER start to look up all the words you don't know. It's preferable to focus on the words you DO know and guess meaning of the sentence from those***".

b. Some info is unnecessary e.g.: you almost never look up a word that ends in -ly

c. They don't have to understand all the words in the instructions. They just need to know the **key instruction words**. (see #4 below)

d. When the instructions say: Read the **survey/report/article/advert/notice/summary** etc., pupils DO NOT need to know the meaning of this word.
   Once they understand that the instruction says 'Read the XX", they should realize that XX is some other word for TEXT

e. What words to look up? **Key words**: ones often repeated in questions or text.
Note: Pupils are allowed to use an electronic dictionary (milonit) or a regular dictionary.

f. Sometimes there are instructions in Hebrew. However, they don't realize this is a translation of instructions in English and they begin to translate! e.g.: Read the **notice below** קרא את המודעה שלפניך
   Make sure to familiarize them with what an actual unseen text looks like. Don't just use copies from textbooks.
   Look on the internet for English Reading comprehension: Module A

2. Sometimes they don't know the alphabet.
Perhaps practice with dictionary? At least practice **which** word to choose from *a milonit.* (Electronic dictionary) Hopefully they'll know nouns / verbs /adjectives in Hebrew. They **shouldn't** choose the first word that is translated.
Encourage them to do a check from Hebrew to English to ascertain they've chosen the right word.

3 They have no self-confidence.
Tips:
a. NEVER ever hand in a blank sheet. At least try some questions
b. If there are True False questions don't guess. Circle either ALL True or all False. (They'll get 50% mark!!)

4. They don't know the key instruction words.
Make sure they know the translation of key words in instructions.
They SHOULD NOT be looking these words up in a dictionary!! E.g.:
**What / When / Why / How / Where /   The main idea   Complete the sentence
Answer the question/   Circle the correct answer /   According to /. Name one /
Put a ✓ by the two correct answers**
Tips:
a. Use the WH words to help them scan the text for answers e.g.:
b. If a question asks WHERE/ WHO, look for capital letters which denote place or person.
c. If a question asks WHEN, look for dates/days/seasons in the text.   ©
d. If a question asks for HOW MANY, look for numerals in the text. etc.

Types of questions in an unseen:

1. General Question about the main idea:

Tip: Look for TOPIC SENTENCES at the beginning or the end of the first paragraph.

2. Multiple-choice. There are 2 types:

Choose one correct answer out of four options / Choose two correct answers out of six options.

Tip: Whatever the level: **ALWAYS eliminate what's not possible/ridiculous.**

Most student can do this and often they will be left with the correct answers.

3. True / False with justification

• Decide if the statement is TRUE / FALSE according to the text. (Lower level texts use YES / NO).

• Copy a phrase (a few words) or a sentence to support your answer. (This is the justification.)

Tip: If the 1st part is correct and the 2nd incorrect, NO POINTS ARE GIVEN.

Tip: Never copy more or less than required. If they ask for 1 give only 1 otherwise points are deducted.

4. Sentence completion. They get the beginning of a sentence which they must complete in their own words, based on the text.

5. Open-ended questions. Usually, a WH-question with or without specific lines.!

Tip: Ensure they begin the sentence with a capital letter.

6. Charts or tables. Pupils need to integrate information from the text by filling in an empty line in a table or a chart

Types of Charts/Tables: Advantages & disadvantages, Sequence of events, Cause & effect, etc.

7. Questions which ask them to identify the writer's opinion/attitude/ and purpose.

Tip: To identify the writer's **opinion**, look for words or expressions that contain positive/negative meaning:

e.g.: recommends / approves of / objects to / criticizes / disapproves of.

8. Questions which ask them to identify the tone of the text. The tone of the text may be pessimistic, optimistic, humorous, sentimental, or persuasive. Look for words that indicate this tone.

9. Questions which ask them Identify different points of view. Distinguish between the writer's opinion and other people's points of view. Look for specific names or for phrases, such as/ according to/ some believe/ others believe.

How to help students answer an "Unseen"

1. DO NOT start by reading the text.
2. It's usually unnecessary to ask students to read aloud unless of course they ask to!
3. Encourage students to focus on the title. Then discuss what they know about the topic.
     Suggest that they do this for themselves when they begin to do an unseen.

Note: This strategy helps to create expectations of what they will read about and enable them to guess the meaning of unfamiliar words.eg: The topic of a text is **'Green Towns'**. Ask why they think a town would be 'green'. If they can think about this, then when they find the word '**environment'** in the text, they may be able to guess what it means from having activated what they know about the topic before even reading the text.

4. Read question 1 and then look at paragraph 1 etc.

Note: There is a reference to the lines in the text to which each question relates. If there are two questions with the same line reference, there is no need to start reading from the beginning of those paragraphs.

The 2nd question will be in 2nd part of the paragraph.

5. Look at the TEXT TYPE to get clues about the meaning of some questions.

Examples of text types: advert (phone number)/newspaper article/ letters / notes / notices /survey/ interview

Tips for students:

a. Use text type / pictures /eye catchers to find the necessary information more quickly.
b. Don't waste time trying to read the names of people or places. Once you see a capital letter, know that these indicate the name of someone or some place.
c. Use punctuation marks to guess meaning: dashes –   "inverted commas"   (brackets) etc.
d. Only check key words in a dictionary if you can't guess the meaning, (A key word is often repeated)
e. The last question often relates to the opinion of the writer of the text. ©
      Look for positive/negative words to find clues for your answers.

cause	a cause	What are 3 **causes** of XXX?	לגרום
claim	a claim	What **claims** does he make? The writer **claims** that	לטעון
compare	a comparison	What **comparisons** does he make? He **compares** X with Y	להשוות
conclude	a conclusion	What **conclusion** does he draw from XX? How does he reach his **conclusion**	מסכנה/ להגיע למסכנה
conclude	a conclusion	In **conclusion**, let me say XXX How does the writer **conclude** his story?	לסכם / סיכום
contradict	a contradiction	Do the facts in Paragraph 1 **contradict** those in Para 2?	לסתור
define	a definition	Give **a definition** of xxx	להגדיר
demonstrate	a demonstration	How does the writer **demonstrate** this?	להציג
differentiate between		How does he **differentiate between** ABC	להבחין/. להבדיל
explain		**Explain** the difference between A and B	להסביר
express	an expression	How does the writer **express** this idea?	להביע לבטא
focus on		What does he **focus on?**	להתמקד
identify		How does the writer **identify** XYZ The writer **identifies with** XYZ	לזהות לזהות עם
imply	an implication	What does the writer **imply** by saying XX?	לרמוז
indicate	an indication	What does ABC **indicate?**	להראות, להצביע על
infer	an inference	What does he **infer** by saying xx?	לרמוז
justify	a justification	**Justify** your answer by quoting from the text	להצדיק
mention		Why does he **mention** XYZ?	להזכיר
quote	a quotation	**Quote** from the text to support your answer	לצטט
recommend:	**a** recommendation	What does the writer **recommend**?	להמליץ
represent	a representation	What does the river **represent**?	לייצג
show		How does the writer **show** this?	להציג

Nouns

the **cause** of something	הגורם
a **feature** of something	אפיון של משהו
character traits	תכונה
a demonstration	מוצג
an effect	תוצאה
a function	התפקיד
a goal/ a purpose /an aim	המטרה
a meaning	משמעות
an opinion	דעה
findings/results	ממצאים /תוצאות
the **reason** for something	סיבה
a sequence	סדר של דברים
a trend/ a practice	נטייה. משהו שקורה
a program	תוכנית
a campaign	מערכה
a development	התפתחות
a survey	סקירה
a study/research	מחקר

Expressions in questions

Base your answer on	לבסס את התשובות על
The arguments **for and against**	בעד ובנגד
Apart from	חוץ מ
To deal with	להתעסק ב/ לטפל ב
According to	לפי
Give an example of	לתת דוגמה של
Instead… / In fact	במקום למעשה
What do they have in common?	מה יש להם במשותף?