

WINTER 2019 – GENERAL GUIDELINES FOR MARKING THE MODULES

General comments on tasks requiring written answers:

1. Accept other phrasings and answers than those given in the answer key provided that they make sense and are grounded in the text.
 2. Wherever students are required to copy a phrase or words, accept any part of sentence that forms a coherent, meaningful unit, with or without a verb.
 3. The word **OR** separates different acceptable answers. Various options within versions of the same acceptable answer are marked by slashes.
 4. If use SMS texting (eg 4 U), deduct 1 pt for item worth 4-7 pts, and 2 pts for item worth 8-10 pts.
 5. Accept use of ditto signs where appropriate.
 6. If student uses three dots, deduct as follows:
 - If gives the first word(s) and the last word(s) of the answer, eg "John (went to)... Monday" - deduct 2 pts for item worth 5-7 pts, and 3 pts for item worth 8-10 pts.
 - If gives only the first word(s) of the answer, eg "John (went)..." = 0 pts
 - If adds three dots after writing out the answer, do not deduct.
 7. In answers requiring sentence completions, words or phrases from the stem are provided in the answer key in bold letters [in square brackets].
 8. When required to complete an answer, accept if a student writes more than one sentence.
- * **NOTE:** All SHEMA students are automatically exempt from deduction on mechanics, and are allowed to use a milonit.

ACCESS TO INFO FROM WRITTEN TEXTS

General

- * Deduct first for content errors. (Wrong answer = 0 pts, regardless of language.)
- * All deductions for language (ie grammar, spelling, punctuation, and ignoring the stem in answer requiring sentence completions) must not exceed 50% of the total number of points allotted per item. In questions with an uneven number of points, deduct the number of points closest to but not exceeding 50%. Eg in a 9-pt question, deduct 4 pts max for language.

Deductions for language

1. For grammar / spelling + punctuation errors
 - * **No deduction for spelling / punctuation except in modules F and G.** In those modules, if a single word contains both a grammar and a spelling error, deduct for grammar only.
 - * The deductions above are the maximum allowed per item for language errors. Namely, even if a student has more than on one error of each kind per item, he does not lose more than that maximum.
 - * **Misuse of apostrophes is divided into two categories:**
 - Abbreviations (eg 'hasnt') are considered spelling errors.
 - Possessives (eg 'the students answer is correct') are considered grammar errors.
 - * **The same deduction system applies to each item in questions with more than one item.** Eg if a question in module G has 2 items worth 7 pts each and there's a spelling error in one item and a grammar + spelling error in the other, the total deduction will be 1+ (1 or 2) + 1 = 3 or 4 pts off.

- * **Do not deduct twice for identical grammar, spelling and / or punctuation errors** (eg misuse of capitals) in a single question, even if it's repeated in separate items.

2. For ignoring the stem in questions requiring sentence / answer completion

Judge the content of the answer first, and then deduct as follows:

- (a) If the student **started a new sentence**, deduct 50% of the points allotted for the item. Make no further deductions for language in that item.
- (b) If the student **did not start a new sentence**, consider it a grammar error and deduct accordingly.

Example: A student doing module G ignored the stem in a question worth 8 pts. Content-wise his answer is worth the full 8 pts, and he also has a spelling error.

In case (a) of ignoring the stem, he will receive **8** [for content] - **4** [50% of 8] = **4 pts total**.

In case (b), he will receive **8** [content] - **2 or 3** [grammar] - **1** [spelling] = **5 or 4 pts total**.

Deduction for content - open ended questions

1. For giving more answers than required:

Check only answers given in the required number of blanks. In addition, deduct as follows:

- * In questions worth 5-7 pts per item, deduct 1 point total for additional answer(s)
- * In questions worth 8-10 pts per item, deduct 2 points total.

Example: If a student gives 3 answers to a 2-item question worth 5 pts per item, check only the answers in the two blanks provided in the question, and ignore the third. Assuming both answers checked are correct, the grade will be $2 \times 5 - 1 = 9$ pts total.

NOTE: Do NOT deduct if student gives the required number of answers in same blank and leaves the other blank empty.

2. For adding irrelevant information in same item (assuming that the additional information does not make the answer wrong):

- * In questions worth 5-7 pts per item, deduct 1 pt per item.
- * In questions worth 8-10 pts per item, deduct 2 pts per item.

Make the deduction in each item where the problem occurs.

Example: A student adds irrelevant information in both items of a two-item question worth 5+8 pts total. Assuming the answers are correct, the grade will be $(5-1) + (8-2) = 10$ pts total.

NOTE: Do NOT deduct if the additional info is not strictly necessary but is relevant.

3. For partially incorrect answers and / or missing information in same item (assuming the answer is basically correct):

Deduct as follows but no more than 50% of the points allotted per item:

- * In questions worth 5-7 pts per item, deduct 1-3 pts according to severity of error
- * In questions worth 8-10 pts per item, deduct 2-5 pts according to severity of error

The restriction of the deduction for missing or incorrect content to 50% of the allotted points per item applies **ONLY** when the answers are basically **CORRECT**. If they are more wrong than right = 0.

Deduction for multiple choice questions

Sum up the correct answers according to the question requirements, and then deduct the additional answers from the maximum total for the question. For example, if an mc question requires **two** answers worth 6 pts each (12 pts max), and a student gives 3 answers (2+1) answers including the two correct ones, the final grade will be $(2 \times 6) - (1 \times 6) = 6$ pts; if only one of the answers is correct, the final grade will be $(2 \times 6) - (2 \times 6) = 0$. If student was required to give one answer (6 pts max) and gave 2 answers, the grade will be $(1 \times 6) - (1 \times 6) = 0$.

ACCESS TO INFO FROM SPOKEN TEXTS (AIS)

Abovementioned deductions for content apply to AIS tasks as well.

Deduction for language:

- * In module A, no deduction for grammar or spelling.
- * In module E, deduct 1 pt per item for serious grammar error. No deduction for spelling errors.

WRITTEN PRESENTATION (Modules C, G)

GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 9 points.
2. Deduction for length: For no. of pts to deduct, see in the rubrics page of each module. For deduction method, see note below.
3. In letter task, word count is based on the BODY of the letter.
4. In Mechanics criterion for marking the writing, deduct up to 50% for very poor spelling.

Deduction for writing tasks that are off the topic

A. ENTIRELY OFF TOPIC

For a composition to receive a zero, there must be a very good reason, namely:

- (1) the piece is totally unrelated to the topic, and / or
- (2) even though the piece IS somehow related to the topic, there is some indication it was prepared beforehand.

This means that **compositions should get a zero very rarely. In cases when you are unsure whether or not to deduct all points (40 in module G and 30 in module C) for a given composition, consult a senior examiner.**

B. MISUNDERSTANDING OF TOPIC

- (1) If irrelevance to topic clearly reflects misunderstanding of the subject (eg pastimes / past times) or of the precise nature of the task (eg write complaint / respond to complaint), first evaluate the task on merit AS IF it were ON topic. Then deduct **up to the full CONTENT criterion (no more)**, according to severity.
- (2) **Marking should take into account the nature of the ORIGINAL task.** For example, if examinee was required to write a formal letter and instead wrote a friendly letter or not in letter form at all, deduct for **register** in the language criterion even if the register is appropriate for the composition as it is written.

IMPORTANT: composition with missing element(s) should not be automatically considered an off-topic composition!

Deductions for length

First evaluate the task on merit AS IF it were the right length. Then make the deduction from available criteria, starting with content criterion.

דגם תשובות לשאלון באנגלית, שאלון א', (MODULE A), מס' 016381, חורף תשע"ט

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

General comments: Superfluous copying – deduct 1 pt for each item. For misuse of pronoun, deduct 1 pt. only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.

READING TO DOGS

1.	iii) He is a good listener. (VB i)	7
2.	ii) To learn how to read better. (VB iii)	7
3.	i) They think other children may laugh at them. (VB ii)	8
4.	iii) The dogs don't correct them. (VB ii)	8
5.	i) The children give them love. (VB ii)	8
6.	Two of the following: (They are) good with children. // (They are) friendly. // (They) don't bark. // (They / These dogs) have short hair. // (They / These dogs) are safe for children with allergies.	8x2 = 16
7.	iii) The program is successful. (VB i)	8
8.	Children who participate in the program learn to love reading. // Children who participate in the program succeed in school.	8
Total		70

(Questions 1-8=70 points)

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXT (30 points)

AT 100, AND STILL RUNNING

9.	iii) What is special about her. (VB ii)	5
10.	iii) be active (VB i)	5
11.	ii) she was a slow runner (VB iii)	5
12.	ii) Why it was so hard. (VB i)	5
13.	i) It helped her become healthy. (VB iii)	5
14.	iii) She does everything at home by herself. (VB i)	5
Total		30

(Questions 9-14=30 points)

Hello, listeners. My name is Ben Roberts. Welcome to our program "Life in the City." On today's program I am talking with Ida Keeling. Ida is a hundred years old, and she still runs every day. She even participates in races. Hello, Ida.

Hello, Ben.

When did you start running, Ida?

I started running when I was 67.

Why did you start running at that age?

Well, you know, Ben, I didn't want to be like many older people. They just sit around doing nothing. That's not for me. I prefer to be active, so I started running. For example, next week I plan to run in a 100-meter race. I hope to make a new record for women over 100 years old.

That's amazing. Tell me, Ida, did you participate in sports competitions when you were younger?

Not really. When I was a child, I liked to ride bikes. But I was always a fast runner. What makes me faster now is that everyone else became slower.

Can you tell us about your life when you were younger?

Sure. It was not easy. I always had to work very hard. After my husband died, I raised our four children by myself. I worked in a factory for many years until I became sick.

How did you get well again?

My daughter helped me. She is a sports teacher and she began to teach me how to run. In my first race I ran with my daughter. Of course, she finished long before me. I thought that the race was never going to end. But when I finally reached the finish line, I felt wonderful. This helped me become healthy again.

And what happened after that?

I began to travel around the world to different competitions. I am often the only participant in my age group. It's exciting, but sometimes it feels a little crazy.

And are you still healthy?

I have some problems. I don't walk a lot because my back often hurts but when I run I don't feel any pain. I eat a healthy diet and do exercises for an hour each day. I live alone, so I cook, clean and shop for myself. This keeps me strong.

You are certainly a very special person, Ida. May you live to 120 – or maybe that's not long enough for you. Thank you for coming to our program. Goodbye.

דגם תשובות לשאלון באנגלית, שאלון ב', (MODULE B), מס' 16384, חורף תשע"ט

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

THE HIDDEN LIFE OF TREES

General comments: For misuse of pronoun, deduct 1 pt only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.

1.	iii) Where he works (VB ii)	5
2.	i) Trees help each other. (VB ii)	5
3.	(Trees / they send messages to each other) through their roots.	6
4.	<i>Two of the following:</i> Trees tell other trees if they are in danger. // Trees / They can (also) feed other trees. // help young trees grow.	6x2 = 12
5.	ii) trees can remember the past (VB i)	6
6.	ii) are supported by scientific research (VB i)	6
7.	(Wohlleben's book / It became) a bestseller (in Germany last year)	7
8.	(that) he is a serious scientist. // He doesn't hug trees AND / OR he doesn't talk to them / trees (like some other people do).	7
9.	ii) He is not sure that the ideas are right. (VB i)	6
Total		60

(Questions 1-9 = 60 points)

PART II: APPRECIATION OF LITERATURE (40 points)

MAMA AND HER BANK ACCOUNT / Kathryn Forbes

10.	ii) Mama said she had a bank account (VB iii)	8
11.	ii) She used them for rent and food. (VB iii)	8
12.	iii) They didn't have to go to the bank. (VB ii)	8
13.	ii) Mama lied to the children when they were little. (VB iii)	8
14.	i) surprised (VB iii)	8
Total		40

(Questions 10-14 = 40 points)

דגם תשובות לשאלון באנגלית, שאלון ג', (MODULE C), מס' 016382, חורף תשע"ט

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

General comment: For misuse of pronoun, deduct 1 pt only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.

LIFE ON A CANAL BOAT

1.	iii) They changed their lifestyle. (VB i)	8
2.	iv) Many other people live on canal boats. (VB iii)	8
3.	Everything they need to be comfortable is on the boat.	9
4.	i) How to save water. (VB iii)	9
5.	They never leave lights on. // They use as little cooking gas as possible. // They must know how much fuel and gas they have on board at all times.	9
6.	Advantage: This helps them keep fit. Disadvantage: They have to keep their shopping to a minimum.	9×2 = 18
7.	iii) You aren't always close to a water point. (VB ii)	9
Total		70

(Questions 1-7=70 points)

PART II: WRITTEN PRESENTATION (30 points)

GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 9 pts.
2. If student copies the instruction sentences word for word, do not count these words.
3. If student only copies the instruction sentence/s — 0 for the whole task.
4. If student writes in a list form, deduct 2 pts from content.
5. If student writes in letter format (date, Dear X, signature), deduct up to 2 points from content.
6. If student writes in letter format, do not count the words in the letter elements (e.g. date, Dear X, Yours / Love and kisses, signature).
7. Deduction for length (task required: 70-90 words).

TOTAL: 30 points

Teachers can give in-between grades.

Deduction for Length (70-90 words)

# of words	# of points deducted
69 - 60	1
59 - 50	3
49 - 40	6
39 - 30	10
29 - 25	15
Less than 25	30

Criteria	D e s c r i p t o r s				
Content and Organization	<ul style="list-style-type: none"> task is fully on topic text is well organized content is easily understood 		<ul style="list-style-type: none"> task is partially on topic text is fairly well organized content is sometimes difficult to follow 		<ul style="list-style-type: none"> task is almost or completely off topic, but it is due to misunderstanding of topic text is poorly organized
	10	8	6	3	0
Vocabulary	<ul style="list-style-type: none"> use of appropriate vocabulary 		<ul style="list-style-type: none"> occasional use of inappropriate vocabulary 		<ul style="list-style-type: none"> consistent use of inappropriate vocabulary
	6	5	4	2	0
Language Use	<ul style="list-style-type: none"> correct use of basic language structures hardly any errors of word order, pronouns, prepositions 		<ul style="list-style-type: none"> occasional incorrect use of basic language structures several errors of word order, pronouns, prepositions 		<ul style="list-style-type: none"> consistent incorrect use of basic language structures frequent errors of word order, pronouns, prepositions
	11	8	6	3	0
Mechanics	<ul style="list-style-type: none"> hardly any errors of spelling, punctuation, capitalization 		<ul style="list-style-type: none"> several errors of spelling, punctuation, capitalization 		<ul style="list-style-type: none"> frequent errors of spelling, punctuation, capitalization
	3	2	1	0	0

דגם תשובות לשאלון באנגלית, שאלון ה' (MODULE E), מס' 016481, חורף תשע"ט

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

TINY MUSEUMS FOR EVERYONE

- * For misuse of pronoun, deduct 2 pts only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.
- * For cases of ignoring the stem in answers requiring completions, consult the General Guidelines.

1.	ii) [VB iii] Why the tiny museums have had many visitors.	9
2.	Two of the following answers (the order doesn't matter, but the first two should not be given together): [To visit a tiny museum, people don't have to] choose a day OR make a special trip OR buy (a) ticket(s) // pay a lot of money (for tickets).	2×9=18
3.	[Snails and octopuses are... animals that] are / you can see in the tiny museums OR Schochet likes (a lot).	9
4.	iii) [VB ii] How they achieve their goal.	9
5.	[The purpose of these texts is to] attract / appeal to / fascinate / delight and/or educate adults.	9
6.	i) [VB iii] What their visitors will be able to see in the future. v) [VB vi] Why their location is important.	2×8=16

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)

5 pts each; 1 pt off per item for serious grammar error. No pts off for spelling.

SEARCH AND RESCUE DOGS

7.	iv) [VB iii] Why rescue workers need the help of dogs.	5
8.	Two of the following answers (the order doesn't matter): [The dogs can] recognize / pick up weak smells / even the weakest smells / the smell of people (who are far away or buried under piles of brick and / or concrete) OR cover a large area quickly OR hear well / hear very weak voices and / or the sound of breathing.	2×5=10
9.	ii) [VB i] What makes a dog suitable for training. vi) [VB v] What the dogs learn to do during training.	2×5=10
10.	iii) [VB iv] Build devices that can do the same work as the dogs.	5

Hello, and welcome to our program "Animals at Work." With us today is Jerry Wilson, the director of an organization that trains search and rescue dogs. Hello, Jerry.

Hello.

First of all, can you tell us exactly what search and rescue dogs are?

Yes, of course. They are dogs that have been specially trained to find people—for example, hikers who get lost in mountains or deserts. The dogs are also used when there are major natural disasters such as earthquakes or hurricanes. You see, it takes them a very short time to find people who are trapped under the buildings that have been destroyed. Without the help of dogs, it's very hard for rescue workers and medical teams to find these people fast enough to save them.

What makes dogs especially useful in such situations?

Well, as you know, dogs have very sensitive noses. In fact, their ability to recognize smells is thousands of times better than that of human beings. As a result, they can pick up even the weakest smell of people who might be many kilometers away, or buried deep under piles of bricks and concrete. They are also able to cover a large area quickly, which is very important, especially if people are badly injured.

So how are dogs trained for search and rescue work?

Well, the first step is to find the right kind of dog, because not all dogs can be trained for this challenging task. Of course, we need dogs with a great sense of smell. However, it's just as important to find ones with very good hearing, since they might have to find people under a collapsed building just by hearing very weak voices, or even the sound of breathing. But most importantly, we look for dogs that want to make their trainers happy. Then we know they will want to follow commands, and will do their job well every time.

And after you find the right dog, how long does it take to train it?

It can be as long as two years. The dogs do hundreds of hours of training. For example, we patiently teach them to find things with particular smells, like an old shoe, or a jacket that somebody has worn. We hide it away somewhere, and whenever the dogs find it, we give them a reward, such as their favorite snack. After finishing their training, our dogs are taken all over the world, helping rescue teams find people who are lost or trapped. And I must say they are successful most of the time!

That's very impressive! One final question, Jerry. Thousands of search and rescue dogs must be needed around the world. Do we have enough of them? -

Unfortunately no, not really. That's why scientists and engineers are trying to develop small robots that can also help find people quickly. But so far, in all the tests comparing the robots' abilities to those of dogs, it turned out that dogs are much more effective. Maybe in the next few years, new devices will be invented that can achieve the same results as the dogs. But in the meantime, we'll just keep working with the dogs we've got, and keep training more dogs for the job.

Well, it's good to know that we have dogs we can rely on. Thank you very much, Jerry, for coming to the studio today. And that ends today's program. Goodbye.

דגם תשובות לשאלון באנגלית, שאלון ז', (MODULE G), מס' 016582, חורף תשע"ט

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

WILL HUMANS EVER LIVE UNDERWATER?

* For misuse of pronoun, deduct 2 pts only ONCE per question. However, accept if the pronoun is used appropriately with quotation marks.

1.	[He explains why] the ocean depths remain largely / almost entirely unexplored / unknown OR there are now possibilities of going deep into the ocean that were never seriously considered before.	8
2.	[... we learn why divers] were restricted to a depth of / couldn't go deeper than 40 meters.	8
3.	iv [VB: iii] How they are used in ocean research.	7
4.	iii [VB: iv] What they could be used for.	7
5.	1. [Because there won't be] enough land for housing. 2. [Because there won't be] resources (such as metals and minerals) on the earth's surface (and they will have to be dug out from the rocks on the ocean floor).	2x8=16
6.	ii [VB: i] Although it might be possible and necessary	7
7.	iii [VB: iv] How it could affect people.	7

PART II: WRITTEN PRESENTATION (40 points)

1. If write in full letter format, deduct 2 pts. Accept if address the passage to Dear Reader(s) / Editor.
2. If write in list form, ded. 2 pts from content criterion.

Deduction for length (task requires 120-140 words)

# of words	# pts off
119-110	2
109-100	4
99-90	8
89-80	12
79-70	16
69-60	18
59-50	20
less than 50	40

SHEELON MUTAM	
# of words	# pts off
70-80	---
60-69	3
50-59	7
40-49	12
30-39	18
25-29	24
less than 25	40

Criteria	Descriptors				
<p>Question 8</p> <p>Content and Organization</p> <ul style="list-style-type: none"> • the task is fully on topic • task is well organized • content is easily understood • text is written mostly in student's own words 	<ul style="list-style-type: none"> • the task is partially on topic • text is fairly well organized • content is sometimes hard to follow • chunks of the task are not written in student's own words 		<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 cannot be understood 		
	8	6	4	2	0
<p>Question 9</p> <p>Vocabulary</p> <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	0
<p>Question 10</p> <p>Language Use</p> <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	0
<p>Question 11</p> <p>Mechanics</p> <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	0

MARKING CATEGORIES — KEY AND SUMMARY

Open questions — Marking for Content

C1 = more answers than required

C2 = adding irrelevant information

C3 = basically correct answer with missing information

C4 = basically correct answer with some incorrect information

C5 = additional information that is NOT irrelevant (NO deduction)

Open questions — deduction for content — summary

	Items worth 5-7 pts	Items worth 8-10 pts	Comments
C1	1 pt off <u>total</u>	2 pts off <u>total</u>	Deduction is for <u>whole</u> question, NOT per item.
C2	1 pt off	2 pts off	Deduction is per <u>item</u>
C3 AND C4	1-3 pt per item according to severity	2-5 pts per item according to severity	If the answer basically correct (at least half right), deduct up to 50% of all pts. If the answer is more wrong than right, give zero even if it contains correct words or phrases.
C5	No deduction	No deduction	

Open questions — Marking for Language

Total deductions for language must not exceed 50% of all the points allotted an item.

L1 = grammar error

L2 = spelling / punctuation error

L3 = ignoring the stem by starting new sentence

L4 = ignoring the stem without starting new sentence

Item worth __ points	A	B	C	D	E	F + G	
	G	G	G	G	G	G	S / P
5	--	1	1	1	1	1	1
6	--	1	1	1-2	1-2	1-2	1
7		1	1	1-2	1-2	1-2	1
8		1	1-2	1-2	2-3	2-3	1
9		1	1-2	1-2	2-3	2-3	1
10		1	1-2	2-3	2-3	2-3	1

NOTE: For both C and L, deductions are accumulative — in other words, if a student has errors in more than one category, deduct accordingly. The full answer on same blank should be checked as a single, whole unit: errors in a clause or a sentence that is considered irrelevant info or additional answer should be penalized as well.

מעריכים בכירים מועד חורף תשע"ט

נא לא להתקשר בשבת

נא לא להתקשר לפני 9:00 ואחרי 21:00

EXAMINERS' BLOG: <http://tinyurl.com/begxhxm>

שם	טלפון בבית	פלאפון	רמות	הערות
אבו פול פאיזה		052-5497740	C, E	ביום ו' לא להתקשר לפני 13:00
אדלר הארי		054-7911372	A, G	
אהרון גינה	09-8623704		C, E	
ביטרן מארג'		052-2245055	Shema	
בראל ענת		050-7916166	A, C, E	
ברקוביץ סוניה		054-4790952	A, G	
גרבר עינת		050-7393535	C, E	
דואניס מרים		054-5700198	C, E	
זילכה סינדי		052-8389045	A, G	
חלאילה סוהאד		054-4760610	C, E	
יהב ריימונד		050-2224018	C, E	
כהן דבי		050-5710778	A, G	
כהנא רבקה		050-2134932	A, G	
לוי סידי	03-9692516		C, E	
ליבר מיקי		052-5937811	A, G	
ליפשיץ נעמי		052-8308215	G	
מורל ורדה		054-6588584	A, G	
מנקין טלי		052-6203020	A	
מסאלחה עבד		050-8244411	C, E	
מרציאנו אלן		050-5917625	C, E	
ספדי סולטאן		054-4981185	A, G	נא לא להתקשר בין 16:00-20:00
פינצ'בסקי נטליה	08-6431940		C, E	
פנדול אירינה		050-8158071	C, E	
צויגרך מקסין		052-3927822	A, G	
קובי מינה		050-2104004	A, G	
קורן ג'סיקה		053-8224300	A, G	
קליין חדי		052-3684422	C, E	
רט סיון		053-5207176	C, E	