



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

The Computerized Oral Bagrut Exam (COBE) – 2021

016486, 016487- FOUR-Point COBE: Computerized Oral Bagrut Exam –

016487 - COBE - students taking **Module E 016481**; **016486** – COBE + Listening Comprehension - Students taking **Pilot E 016471**

016586, 016587-FIVE-Point COBE: Computerized Oral Bagrut Exam –

016587 - COBE - students taking **Module E 016481**; **016586** – COBE + Listening Comprehension - Students taking **Pilot E 016471**

This document explains the Computerized Oral Bagrut Exam (COBE) opting for a more objective, fair and accurate assessment of students' English-speaking abilities. The document reviews all three parts of the exam, the Table of Specifications (ToS) and the rubrics. In addition, it contains sample questions and answers to the different parts of the exam as well as some ideas to prepare students for the exam.

All 4- and 5-point students taking the Bagrut exam in oral proficiency will be tested via the Computerized Oral Bagrut Exam (COBE). Alphie, the avatar, accompanies the students throughout the exam, explaining what has to be done, and asking the questions students are required to answer.

To enable students to reach a high level of oral proficiency, it is vital that they get sufficient in-class and out-of-class practice that encourages spontaneous speaking. Practice through reading from notes is discouraged, because students become too reliant on them and then avoid independent responses when **notes are not allowed**. The final part of this document provides some ideas for practice activities and tasks which can be implemented in the classroom.

General Guidelines and Recommendations:

The exam is divided into three parts: **(Part A) Personal Response to a Prompt - 25 points**, **(Part B) Project/Bridging Project Presentation Responding to a Prompt - 25 points**, and **(Part C) Response to an Audio-Visual Prompt - 50 points**. Students are asked a set of two questions in each part and record their answers to both of the questions according to the Table of Specifications below for 4 and 5 points (for both the regular COBE and the pilot COBE) and are graded according to the rubrics. Students have 30 minutes to complete and send their exams. **Students may revise their responses if necessary by deleting the recording they want to revise and re-recording their answers**, but they must make sure they have recorded all of the answers before sending the exam.



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In Part B, speaking about the project, the response must be a minimum of one minute. In all other sections the response must be detailed and complete but the time factor is not taken into consideration when grading.

Table of Specifications -Four and Five Points – Computerized Oral Bagrut Exam - 2021

016487 (4 pts) and 016587 (5 pts) and Pilot E COBE including listening comprehension: 016486 (4 pts), 016586 (5 pts):

Part A - Spoken Production – Personal Response: 25 Points				
# of points	Time Frame	Item Description	Objectives	Possible topics
25 pts	2-3 minutes for listening, viewing questions and answering	<p>Spoken Production</p> <p>Students are presented with a choice of two topics. They are asked to choose one and respond to a set of thematically related questions in detail, in order to talk about the topic presented in a single recording.</p>	<p>Independent User I: (B1)</p> <p>Students can:</p> <ul style="list-style-type: none"> understand key information and questions presented to them enter unprepared into conversation on familiar topics express personal opinions exchange information on topics that are familiar, of personal interest or pertinent to everyday life describe plans and arrangements, habits and routines, past activities, personal experiences and situations, real or imagined 	<ul style="list-style-type: none"> Advertising Animals Education Fame and celebrities Favorite books and movies Food Free time activities Friendship Future plans Games Health Hobbies and habits / routines Holidays and customs Hometown Languages Music Personal belongings Personal strengths and weaknesses Professional ambitions Reflection on personal experiences Respect Role models School Sports Suggesting individual/ community change Technology Transportation Vacations Volunteering



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Table of Specifications - Four and Five Points –Computerized Oral Bagrut Exam - 2021

Part B - Spoken Production - Project / Bridging Project: 25 points				
# of points	Time Frame	Item Description	Objectives	Possible topics
25 pts	1-2 minutes speaking time is required	<p>Spoken Production</p> <p>Students are asked a set of questions relating to their project which they must answer in depth in ONE recording</p>	<p>Independent User I: (B1) Students can</p> <ul style="list-style-type: none"> • understand key information and questions presented to them • give a prompted presentation by answering questions on a familiar topic or area of interest explaining the main points • report on and/or reflect on what they learned from a range of sources • express and explain their choices, opinions, plans and actions • draw conclusions <p>Or</p> <ul style="list-style-type: none"> • discuss the historical, social and cultural contexts of a literary text or its author • explain how these contexts are reflected in the text or have influenced the text • express their reactions to a literary work 	<p>Topic and reason for choice</p> <ul style="list-style-type: none"> • What was learned • What they wanted to learn • Learning skills improved • Interesting facts learned • Surprising information • Future use of information • Redoing it if opportunity arose • Topic related to literary piece • How the project influenced them • How the project helped them better understand the literary text <p>Reflections on:</p> <ul style="list-style-type: none"> • 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



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Table of Specifications -Four and Five Points — Computerized Oral Bagrut Exam - 2021

Part C – Spoken Production - Response to an Audio-Visual Prompt: 50 points				
# of points	Time Frame	Item Description	Objectives	Possible Themes & Questions
25 pts	4-5 minutes for viewing and answering all questions	Audio-visual prompt followed by set of questions, level 1 (basic- understanding): Students respond, in depth, to a set of questions after viewing the audio-visual prompt in ONE recording , e.g., a video, animated clip (016487/016587), a conversation, an interview, a talk, a presentation (016486/016586)	Independent User I: (B1) Students can: <ul style="list-style-type: none"> understand the most important information contained in an audio-visual prompt express and elaborate on opinions, plans and actions describe events, real or imagined, relating to feelings and reactions narrate a story explain why something is a problem, discuss what to do next compare and contrast alternatives, discussing possibilities describe their reactions to an audio-visual prompt 	<ul style="list-style-type: none"> Formal and informal social interactions in a variety of situations Various social and/or personal dilemmas, problems or conflicts Wh- questions Making plans and arrangements Comparing and contrasting Persuading Making suggestions Solving problems Making decisions Giving instructions and how-to guides Sequencing Summarizing Distinguishing and/or reacting to different perspectives Using given information for different purposes <p><i>**Possible themes for Audio-Visual clips: 016486/016586</i></p> <ul style="list-style-type: none"> <i>Various formats of interaction and presentation</i> <i>Reacting to lectures and speeches</i>
25 pts		Audio-visual prompt followed by a set of extended questions, level 2 (interpretation): Students respond in depth, to a set of questions <u>in ONE recording</u>		

** Time frame includes listening to the questions, viewing the clips and answering. 016487/016587*

*** Listening Comprehension COBE 016486/ 016586*



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Example Questions and Answer Key for Part A:

Part A, Question Set 1 (Q1):

Tell me where you live and a little bit about the place. What is your favorite place in your hometown? Explain why.

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The students should describe what their neighborhood / city / hometown / village looks like and what is there, special places, etc. They should also relate to what their favorite place in their hometown is and explain why, supporting the answer with an example or an explanation.

NOTE: Students must relate to all of the questions asked.

OR

Part A, Question Set 2 (Q2):

Describe your volunteering experience in high school. Do you think you will continue volunteering in the future as a result of your volunteer work in high school? Explain.

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The students should describe their volunteering experience in high school, good or bad, explaining what they did, where and what their duties were. They should then relate to their experience and whether they see it as something they might like to continue doing in the future. The answer can be either positive or negative, but it must be supported by examples and explanations to justify their choice. The answer cannot be a simple 'yes' or 'no', it must include an explanation.

NOTE: Students must relate to all of the questions asked.

Part B - Project / Bridging Project Presentation, Responding to a Prompt (Q3):

Example Questions and Answer Key for Part B:

Question Set:

What was your project about and what were you hoping to learn from it? What did you already know about the topic you chose and what did you discover? Explain through examples from your project.

Answer: The answer must flow as one continuous cohesive response, not short answers per question. The students should state what their project was about and what they were hoping to learn by researching this topic. In addition, they should discuss if there was anything they thought they knew and found out otherwise. If they didn't know anything about the topic, they should state that as well. The response must include examples from their project to support what they are discussing.

NOTE: Students must relate to all of the questions asked.



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Part C - Response to an Audio-visual Prompt: Regular COBE - 016487/016587 - Questions based on viewing the clip; Pilot E COBE - 016486/016586 - Questions based on viewing and listening to the clip. Students record the answers to each question set separately after viewing the clip and question prompt through to the end, as many times as they like, time permitting.

Example Questions and Answer Key for Part C: Video clip – Share Care Joy - 016487 & 016587 - Regular COBE 4 and 5 points Part C, first question set (Q4):

Many things happened in the clip. Describe the events in the clip you just watched. What is the outcome of these events?

Answer: The answer must flow as one continuous cohesive response, not short answers per question. Answer should include at least a description of the main events in the clip to show understanding of the main events and the outcome of those events at the end of the clip.

Part C, second question set (Q5):

How do you think the boy feels at the end of the clip? Explain. If you were the boy, what would you do with the money? Explain.

Answer: The answer must flow as one continuous cohesive response, not short answers per question. The answer should present an opinion relating to how the boy feels at the end of the clip as a result of his actions. The answer should be supported by information from the clip if possible. The student's answer should also include a personal reaction to the situation presented in the clip, stating what they would do and why, supported by an example or an explanation.



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Example of an audio/visual clip – see table of specifications for the length of the clip and answering the questions

- **016486 & 016586 - Pilot COBE including Listening Comprehension 4 and 5 points**

Hearing for the First Time:

<https://www.youtube.com/watch?v=YcvzsSyuMRk&t=8s>

Part C, first question set (Q4):

Describe the major events in the clip you have just watched. How does the boy's mother feel that day?

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The answer should include at least a description of the main events in the clip to show understanding of the main events and the outcome of those events at the end of the clip.

Part C, second question set (Q5):

What do you think the message of the clip is? Explain. What do you think (other) parents can learn from it? Explain.

Answer: The answer must flow as one continuous cohesive response, not short answers per question. The answer should be supported by information seen and heard in the clip. The answer should also include the student's personal reaction to the situation presented in the clip, stating what they would do and why, supported by an example or an explanation.

Grading: Grades are given based upon the student's communicative ability and accuracy for each question set.



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Rubrics 2021 - FOUR-Point COBE: Computerized Oral Bagrut Exam

016487 for students taking Module E 016481 & 016486 - COBE for Students taking Pilot E 016471

Criteria	Value	100-76*	75-51*	50-26*	25-0*
Topic Development <i>(Extended answers)</i>	60%	Answers: <ul style="list-style-type: none"> - are relevant to topic - show understanding of key information, questions asked and prompts - are coherently organized - are well developed (including <u>detailed</u> explanations / examples to <u>support</u> answers) 	Answers: <ul style="list-style-type: none"> - are mostly relevant to topic - show partial understanding of key information, questions asked and prompts - are mostly coherently organized - are mostly developed (some details, some explanations / examples to <u>support</u> answers) 	Answers: <ul style="list-style-type: none"> - are somewhat relevant to topic - show minimal understanding of key information, questions and prompts - are partially organized - lack development (lack or contain superficial explanations / examples to support answer) 	Answers: <ul style="list-style-type: none"> - are mostly irrelevant to topic - show lack of understanding of key information, questions and prompts - lack organization - lack details (no explanations /examples)
Delivery <i>(Clarity and Fluency)</i>	10%	Speech: <ul style="list-style-type: none"> - is mostly comprehensible (pace, intonation and word stress allow for clear and easy comprehension) - has some hesitations 	Speech: <ul style="list-style-type: none"> - is partially comprehensible (pace, intonation and word stress allow for clear and easy comprehension for the most part) - has many hesitations 	Speech: <ul style="list-style-type: none"> - is minimally comprehensible (pace, intonation and word stress make it difficult to comprehend) - is mostly hesitant 	Speech: <ul style="list-style-type: none"> - is incomprehensible (pace, intonation, and word stress are unintelligible) - is extremely hesitant
Vocabulary	20%	Answers include: <ul style="list-style-type: none"> - mostly correct and varied use of appropriate words, chunks, and expressions 	Answers include: <ul style="list-style-type: none"> - partially correct and mostly varied use of appropriate words, chunks, and expressions 	Answers include: <ul style="list-style-type: none"> - minimally correct and some inappropriate use or repetition of words, chunks, and expressions 	Answers include: <ul style="list-style-type: none"> - mostly incorrect and repetitive use of words, chunks, and expressions



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Language	10%	Answers include: - mostly correct use of appropriate language structures - only the use of English (other than for <u>religious holidays, national celebrations and culturally-bound phrases</u>)	Answers include: - partially correct use of appropriate language structures - only the use of English (other than for <u>religious holidays, national celebrations and culturally-bound phrases</u>)	Answers include: - minimal use of appropriate language structures with many errors - use of languages other than English (other than for <u>religious holidays, national celebrations and culturally-bound phrases</u>)	Answers include: - mostly incorrect / inappropriate use of language structures - very limited use of English in answering the questions
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* In-between grades can be given.

** Deduct points for length of answer as per the table below.

*** Deduct points for number of questions answered in set as per table below

Rubrics 2021 - FOUR-Point COBE: Computerized Oral Bagrut Exam

A minimum time requirement of one minute is relevant only for the response in Part B.

Responses in parts A and C must be detailed and meet the criteria listed in the Topic Development section of the rubric. There are no minimum time requirements in these parts.

Length of Student's Answer in Part B	Deduction from grade given from ALL criteria in Topic Development
Between 1:00-2:00 minutes	0 (give full points)
0:50 – 1:00	5%
0:40 – 0:49	10%
0:16 – 0:39	20%
Below 0:15	100%



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Further Guidelines:

Student's answers contain:	Grade awarded:										
multiple files	Grade according to chart: <table border="1"> <thead> <tr> <th>Number of files</th><th>Deduction from grade given from ALL criteria</th></tr> </thead> <tbody> <tr> <td>1-2</td><td>0 (give full points)</td></tr> <tr> <td>3-5</td><td>50%</td></tr> <tr> <td>6-8</td><td>75%</td></tr> <tr> <td>More than 8</td><td>100%</td></tr> </tbody> </table>	Number of files	Deduction from grade given from ALL criteria	1-2	0 (give full points)	3-5	50%	6-8	75%	More than 8	100%
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Answered	Deduction from points given to Topic Development ONLY										
All questions in set	0 (give full points)										
Only one question	50%										
use of foul language, cursing or swearing	0 for entire section										
an empty file	0 for entire section										
unintelligible language	0 for entire section										
answers not in English (other than for religious holidays, national celebrations and culturally-bound phrases)	0 for entire section										



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Rubrics 2021 - FIVE-Point COBE: Computerized Oral Bagrut Exam

016587 for students taking Module E 016481 & 016586 - COBE for Students taking Pilot E 016471

Criteria	Value	100-76*	75-51*	50-26*	25-0*
Topic Development <i>(Extended answers)</i>	50%	Answers: <ul style="list-style-type: none"> - are relevant to topic - show understanding of key information, questions asked and prompts - are coherently organized - are well developed (including <u>detailed</u> explanations / examples to <u>support</u> answers) 	Answers: <ul style="list-style-type: none"> - are mostly relevant to topic - show partial understanding of key information, questions asked and prompts - are mostly coherently organized - are mostly developed (some details, some explanations / examples to <u>support</u> answers) 	Answers: <ul style="list-style-type: none"> - are somewhat relevant to topic - show minimal understanding of key information, questions and prompts - are partially organized - lack development (lack or contain superficial explanations / examples to support answer) 	Answers: <ul style="list-style-type: none"> - are mostly irrelevant to topic - show lack of understanding of key information, questions and prompts - lack organization - lack details (no explanations / examples)
Delivery <i>(Clarity and Fluency)</i>	15%	Speech: <ul style="list-style-type: none"> - is comprehensible (pace, intonation and word stress allow for clear and easy comprehension) - has almost no hesitations 	Speech: <ul style="list-style-type: none"> - is mostly comprehensible (pace, intonation and word stress allow for clear and easy comprehension for the most part) - has some hesitations 	Speech: <ul style="list-style-type: none"> - is partially comprehensible (pace, intonation and word stress make it difficult to comprehend) - has many hesitations 	Speech: <ul style="list-style-type: none"> - is incomprehensible (pace, intonation, and word stress are unintelligible) - is mostly hesitant
Vocabulary	20%	Answers include: <ul style="list-style-type: none"> - correct and varied use of appropriate words, chunks and expressions 	Answers include: <ul style="list-style-type: none"> - mostly correct and mostly varied use of appropriate words, chunks and expressions 	Answers include: <ul style="list-style-type: none"> - partially correct and some inappropriate use or repetition of words, chunks and expressions 	Answers include: <ul style="list-style-type: none"> - mostly incorrect and repetitive use of words, chunks and expressions



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Language	15%	Answers include: - correct use of appropriate language structures - only the use of English (other than for <u>religious holidays, national celebrations and culturally-bound phrases</u>)	Answers include: - mostly correct use of appropriate language structures - only the use of English (other than for <u>religious holidays, national celebrations and culturally-bound phrases</u>)	Answers include: - partial use of appropriate language structures with many errors - only the use of English (other than for <u>religious holidays, national celebrations and culturally-bound phrases</u>)	Answers include: - mostly incorrect / inappropriate use of language structures - use of languages other than English (other than for <u>religious holidays, national celebrations and culturally-bound phrases</u>)
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* In-between grades can be given.

** Deduct points for length of answer as per the table below.

*** Deduct points for number of questions answered in set as per table below

016586, 016587 - Five-Point COBE: Computerized Oral Bagrut Exam

A minimum time requirement of one minute is relevant only for the response in Part B.

Responses in parts A and C must be detailed and meet the criteria listed in the Topic Develop section of the rubric, but there are no minimum time requirements in these parts.

Length of Student's Answer in Part B	Deduction from grade given from ALL criteria
Between 1:00-2:00 minutes	0 (give full points)
0:50 – 1:00	5%
0:40 – 0:49	10%
0:16 – 0:39	20%
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Student's answers contain:	How to Grade:										
multiple files	Grade according to chart: <table border="1"> <thead> <tr> <th>Number of files</th><th>Deduction from grade given from ALL criteria</th></tr> </thead> <tbody> <tr> <td>1-2</td><td>0 (give full points)</td></tr> <tr> <td>3-5</td><td>50%</td></tr> <tr> <td>6-8</td><td>75%</td></tr> <tr> <td>More than 8</td><td>100%</td></tr> </tbody> </table>	Number of files	Deduction from grade given from ALL criteria	1-2	0 (give full points)	3-5	50%	6-8	75%	More than 8	100%
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Only one question	50%										
use of foul language, cursing or swearing	0 for entire section										
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unintelligible language	0 for entire section										
answers not in English (other than for religious holidays and national celebrations)	0 for entire section										



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Some Strategies and Ideas

Preparing for the COBE:

- Keep calm and confident and keep students calm and confident by showing them you believe in them.
- Remember and remind students that the 30-minute limit is much longer than the length of time needed (see ToS).
- Help students use appropriate English that they already own with confidence (especially weak students).
- Stay up to date on the [English Inspectorate site](#).
- Study the rubric (two pages including charts) and Table of Specifications, go over them with your students and explain them so that you and your students understand the criteria according to which they are being evaluated and know how they are expected to answer.
- Try the test out with your staff before you present it to the students.
- Present the COBE exam on the English Inspectorate site to your students while modeling the answers to the questions. Make sure you draw your students' attention to the instructions that Alphie gives while guiding them through the test. It is not a waste of time, it is reassuring.
- Remember and remind students that they are being tested on their ability to speak freely and fluently, so their responses have to provide more than a single sentence. They need to explain and elaborate to show fluency and oral abilities.
- **The stop button is NOT a pause button. There is NO PAUSE button.**
- **Students must answer ALL questions in each set.**
- Practice in class and have students practice at home (recording themselves on their phones or on their computers) to achieve oral proficiency. They should practice the format of the exam. **They should practice speaking without reading from prepared pages and without exceeding the 30-minute time limit for both the simulation and Bagrut COBE exams.**
- In order to help compute the annual grade, excel sheets for 4 and 5 points students have been created according to the values and percentages used for grading the COBE. They are based on the COBE rubrics and Table of Specifications as appear in this document. Be sure to download them and save them on your computer in order to use these documents. These excel sheets can be used for the computing the mock grade or practice tests. Both can be found in the COBE folder on the English inspectorate site.



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During the COBE:

- Students must bring their identity card into the room with them.
- No additional material or aids (projects, notes, any kind of dictionaries, phones, paper and pencils, etc.) are allowed in the room.
- Students must pay attention not to exceed the time limit of 30 minutes.
- Students must provide in-depth answers explaining, exemplifying and elaborating so that the markers can evaluate their spoken language properly and accurately.
- Students should listen very carefully, repeatedly if necessary, answer and record their answers to all of the questions in a set in one recording following Alphie's instructions.
- Students should refrain from using the stop button - it is **NOT** a pause button. However, they may hesitate (**be silent while recording**) to allow themselves time to think while they are speaking (See rubric and chart).

Further Resources

The exam covers multiple aspects of oral communication in English, such as speaking about oneself, presenting information as an expert and responding to impromptu audio-visual stimuli. The English Curriculum 2020, which is in line with the CEFR (Common European Framework of Reference for Languages), has adopted an action-oriented approach and defines can-do statements. These statements describe what language learners can do with the language at each stage of their language acquisition process. To help students reach these goals, do well on the exam and become more fluent speakers, action-oriented activities must be an integral part of daily lesson plans. The following article offers information and activities:

<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>



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Useful resources to facilitate social interaction in classrooms can be taken from RAMA's ASK Kit http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.htm which has numerous oral interaction tasks ready to be implemented in class. The ASK Kit is designed at a number of levels, and even though it focuses on the junior high school level, it can be easily implemented in any grade. Furthermore, the ASK Kit has research-based explanations to help the teacher teach social interaction skills more effectively.

Using that knowledge, teachers can pinpoint challenging areas of social interaction with which their students are experiencing difficulty. For example, a student may not understand the content/situation of the interaction resulting in the use of inappropriate syntax and difficulty in planning the next step of the conversation. These circumstances occur in the classroom when practicing social interaction. The teacher can help students think of ways to deal with these issues and can find useful ideas below.

Additional teaching resources may be found:

- in the approved books for the Keep Talking program
- on the [English Inspectorate site](#)
- on the Keep Talking site (by clicking on the icon on the Inspectorate site)
- [in Penny Ur's publication](#) on how to get large groups of students talking

All materials you use should be compatible with the updated **official information and guidelines** in this document.

For further information about the COBE click on the orange index on the left side of the Stay Up to Date page

BAGRUT-> ORAL EXAM-> [Computerized Oral Exam](#)



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Ideas for the Classroom:

In the case of oral language production and use, the more practice the students get, the more proficient they will become. It is important to include speaking activities as many times a week as possible. Below are some suggestions for simple-to-apply activities.

1. Walkabouts

- Each student gets a page / card to fill in on a topic that is relevant to the topic of the lesson. It could be about a literary text, a topic of discussion, an opening to a new topic, a review topic. Students ask their classmates the questions presented on the page they got. This of course is done in English.
- The students report their findings in groups.

2. Role Play Situations

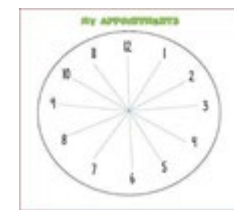
- The teacher gives information to the students such as who they are and what the situation is and students act it out.
- The situations can be imaginary or real.
- Sample situations:
 - Student A: You are the CEO of a large company and you are looking for a new assistant. You want someone who knows how to dress well and how to behave in a respectful manner. Furthermore, you want someone who is a hard worker and very ambitious.
 - Student B: You are looking for a job where you can earn a lot of money easily and without working too hard. You have an interview to be an assistant at a large company. You wear your new T-shirt and your best pair of jeans.



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Ministry of Education
Pedagogical Secretariat,
Language Department
English Language Education

3. Pair Work Activities

- The Clock: The students are given tasks / topics of discussion / questions to present to each other in pairs. To get the pairs set up though, the students have to set up ‘appointments’ with other students using a clock sheet:
 - Each student walks around the classroom and finds 12 other students with whom to book their appointments.
 - Once they all have appointments, you tell them what time it is. Students meet their partners for the appointment scheduled at the time you have stated and they have to perform the task that you present for that time period.
 - Students are given two to five minutes to perform the task before you tell them what time it is and they have to switch partners.
 - Topics can be anything that is relevant to the lesson you are teaching:
 - practicing vocabulary words, chunks and expressions as well as grammatical structures
 - discussing literature
 - expressing opinions on topics at hand
- Stand Up, Hand Up, Pair Up
 - This can be done for any topic or any structure that you want to practice.
 - You can prepare cards to match students up in pairs or give each student a question that has to be asked and answered with at least three classmates.
 - Procedure:
 1. You say: "Stand up. Hand up."
 2. The students stand up and put their hands up for a ‘high five’.
 3. They are to then greet their partner with a high five and either start talking or see if their cards match. If they match, they start doing the task. If not, then they keep looking.
 4. Students have two minutes to discuss the topic at hand with this partner and then they switch partners.
 5. This is then repeated again, so that each student discusses the topic with three partners.
 6. When they sit down, the students report what they learned from their partners.



We wish you and your students the best of luck on this exam.