

**חוברת אנגלית**

**למסיימי כיתות י'**

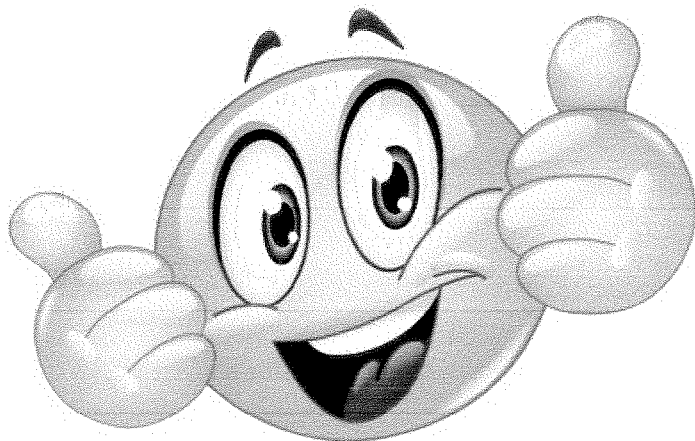
**4 יחידות**

**הבנת**

**הנקרא**

**Reading**

**Comprehension**



**ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)**

فهم المقروء (100 درجة)

הבנת הנקרא (100 נקודות)

קרא את הקטע שלפניך, וענה על השאלות 1-9. اقرأ القطعة التي أمامك، وأجب عن الأسئلة 1-9.

Read the article below and then answer questions 1-9.

**THE RECYCLED ORCHESTRA**

In 2009, Amy Smith and Mary Lewis, two American filmmakers, decided to make a film about children in Paraguay, South America. While doing their research, the two women discovered an unusual project. It was a very special orchestra in a place called Cateura. In the end, this orchestra became the subject of their film.

Cateura is a poor village where the garbage from the area is dumped. Mountains of garbage have surrounded the village for years. Surprisingly, however, many of the 2,500 families in Cateura earn money by looking through the garbage for things that they can use or sell.

One day, a villager named Pedro Alvero found a piece of wood in the dump that looked like a violin. He brought it to Favio Chavez, a local musician. Using other objects collected from the garbage, the two of them built a working violin. "This was an important achievement in a place where a real violin costs more than a house," Chavez explains in the film. The two men next built a cello, a flute and a drum. Then, they had a crazy idea. They decided to use these instruments to start an orchestra with the children of Cateura who had no musical training and who live in one of the poorest areas in the world.

Alvero and Chavez slowly put together the orchestra. To support them, many villagers collected things from the garbage to make more musical instruments. They called the orchestra "The Recycled Orchestra".

Most of the children in the orchestra are from Cateura or areas nearby. Chavez organized local musicians to teach the children to play the various instruments. The orchestra has given these children an alternative to the lives their parents live. "Being able to play an instrument has greatly changed my world," one girl said. "Without music, my life would be worthless."

(שים לב: המשך הקטע בעמוד הבא.)

(انته : تكملة القطعة في الصفحة التالية .)

The orchestra has become famous thanks to the American film which shows the lives of the children and their families. Today, the 30 musicians in the orchestra often travel abroad, performing in Argentina, Brazil and Germany.

Environmental organizations use this project to show people a creative way to recycle garbage. However, Chavez says, "I started this orchestra to educate the world. I want people to know that, although these children are poor, they can still contribute to society."

- |                                  |  |
|----------------------------------|--|
| ענה באנגלית על השאלות 1-9,       | أجب بالإنجليزية عن الأسئلة 1-9، حسب    |
| על פי הקטע.                      | القطعة.                                |
| בשאלות 1, 2, 3 ו-7, הקף במעגל את | في الأسئلة 1 و 2 و 3 و 7، ضع دائرة حول |
| התשובה הנכונה.                   | رقم الإجابة الصحيحة.                   |
| בשאר השאלות ענה לפי ההוראות.     | في الأسئلة الباقية، أجب حسب التعليمات. |
| (100 נקודות)                     | (100 درجة)                             |

Answer questions 1-9 in English according to the article. In questions 1, 2, 3 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Amy Smith and Mary Lewis in lines 1-5?
  - i) How long they stayed in Cateura.
  - ii) When they finished making the film.
  - iii) Why they liked South America.
  - iv) What their film was about.

(9 points)
  
2. What do we know about the people in Cateura? (lines 6-9)
  - i) How long they have lived there.
  - ii) Why they are so poor.
  - iii) How they earn money.
  - iv) Where they sell the things they find.

(9 points)

3. What do we learn about Chavez in lines 10-17?

- i) He is a musician from Cateura.
- ii) He plays in an orchestra.
- iii) He made a film about the village.
- iv) He sells musical instruments.

(9 points)

4. Why were Alvero and Chavez so happy they could build a violin?

(lines 10-17)

ANSWER: .....

.....

(9 points)

5. Why is the orchestra called The Recycled Orchestra? (lines 10-17)

ANSWER: .....

.....

(10 points)

6. Give TWO ways that the people from Cateura helped Alvero and Chavez.

(lines 18-25)

(1) .....

.....

(2) .....

.....

(2x9=18 points)

7. How has the orchestra changed the lives of the children? (lines 21-28)

- i) They went to live in Argentina, Brazil and Germany.
- ii) They see a better life for themselves.
- iii) Their families travel with them when they perform.
- iv) They learned how to make instruments from garbage.

(9 points)

8. Give ONE way the project educates people. (lines 29-32)

ANSWER: .....

.....

(9 points)

9. PUT A  $\checkmark$  NEXT TO THE TWO CORRECT ANSWERS.

The American film (-).

- ..... i) brought environmental organizations to the village
- ..... ii) showed a new way to teach music
- ..... iii) made the orchestra famous
- ..... iv) was very creative
- ..... v) made the village rich
- ..... vi) gave Chavez a chance to explain his project

(2×9=18 points)

### בהצלחה!

זכות היוצרים שמורה למדינת ישראל  
אין להעתיק או לפרסם אלא ברשות משרד החינוך

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

فهم المقروء (100 درجة)

הבנת הנקרא (100 נקודות)

اقرأ القطعة التي أمامك، وأجب عن

קרא את הקטע שלפניך, וענה על

الأسئلة 1-9.

השאלות 1-9.

Read the article below and then answer questions 1-9.

BIKE-SHARING PROGRAMS ARE CHANGING CITIES

Using bicycles as a means of transportation has become more and more popular over the past 25 years. As a result, attractive bike-sharing programs have developed all over the world.

A bike-sharing program is based on the idea that a person can borrow a bicycle in one place and then return it in another. Bike-sharing began in the 1960s when 50 free bikes were scattered around Amsterdam. Unfortunately, these bikes were soon stolen. However, after this disappointing start, bike-sharing programs improved and slowly became popular everywhere. Today, cheap and convenient programs exist in over 500 cities, from Tokyo to Tel Aviv.

10 Bike-sharing programs have become more sophisticated. Recently, the city of Copenhagen has developed a program called GoBike. It uses technology to connect the city's bike-sharing stations with buses and trains. GoBike bicycles have built-in computers that tell cyclists about bus and train times. Cyclists can also find out about local restaurants and sales in nearby shops.

15 Bike-sharing programs offer other options. For example, people can use their cellphones to rent regular bikes. They can also rent electric bikes for longer or more difficult rides. This makes bike-sharing programs attractive to a variety of users, and not only to young men who mostly use them now.

(שים לב: המשך הקטע בעמוד הבא.)

(انتبه: تكمل القطعة في الصفحة التالية.)

המשך בעמוד 3

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

20 Today, bike-sharing programs are even affecting traffic arrangements. One London study found that during morning rush hours nearly half of all traffic going north was cyclists. Because of this, city planners have added more bicycle lanes to the roads. In addition, mayors of some cities are experimenting with bike-only days. Mexico City, for example, closes its main highway to cars every Sunday, which greatly upsets car drivers.

25 Moreover, according to a recent British study, bike-sharing programs have affected the value of property. Houses close to bicycle stations are now more expensive. Another study found that eight out of ten people preferred to visit a shop or restaurant close to a bike-sharing station. It also found that bike-sharing helps people get to neighborhoods that are hard to reach by public transportation, 30 especially at night.

Bike-sharing is, in fact, one of the most successful alternative forms of transportation. Last year, American mayors concluded at their national conference that "communities that developed bicycle programs gained many benefits, such as better quality of life, a healthier population, and cleaner air."

ענה באנגלית על השאלות 1-9, אجب بالانجليزية عن الأسئلة 1-9, حسب القطعة. על פי הקטע.

בשאלות 1, 6, 7, 8 ו-9, הקף במעגל את התשובה הנכונה. في الأسئلة 1 و 6 و 7 و 8 و 9, ضع دائرة حول رقم الإجابة الصحيحة. בשאר השאלות ענה לפי ההוראות. في الأسئلة الباقية, أجب حسب التعليمات. (100 נקודות) (100 درجة)

Answer questions 1-9 in English according to the article. In questions 1, 6, 7, 8 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. What is one thing we learn in lines 1-9?
  - i) How often people rent bikes.
  - ii) How many people use bike-sharing.
  - iii) How bike-sharing programs work.
  - iv) How to find a bike-sharing program.

(9 points)

המשך בעמוד 4



2. Why was the first bike-sharing program disappointing? (lines 4-9)

ANSWER: .....

(9 points)

3. Give ONE reason why people might use a bike-sharing program today.  
(lines 4-9)

ANSWER: .....

(9 points)

4. PUT A ✓ BY THE TWO CORRECT ANSWERS. (lines 10-14)

How are GoBike bicycles different?

- ..... i) They give information about transportation.
- ..... ii) They can be taken on trains and buses.
- ..... iii) They are sold from shops in the area.
- ..... iv) They are more popular than other bikes.
- ..... v) They tell people about places to eat.
- ..... vi) They are used in many cities.

(2×9=18 points)

5. What technology is being used in bike-sharing programs today?

Give ONE example from lines 10-14 and ONE example from lines 15-18.

Lines 10-14: .....

Lines 15-18: .....

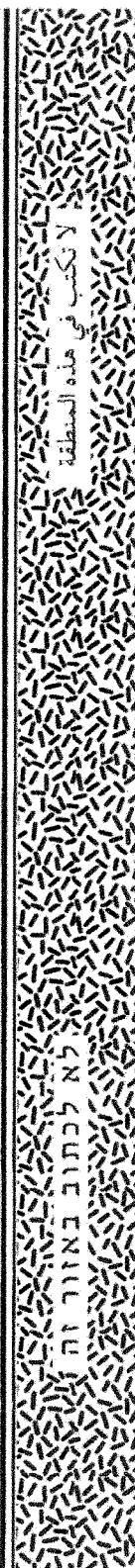
(2×9=18 points)

6. What is an advantage of using technology in bike-sharing programs mentioned in lines 15-18?

- i) More young men can use them.
- ii) They are less expensive.
- iii) Different kinds of people can use them.
- iv) People can rent bikes more often.

(9 points)

המשך בעמוד 5



7. How has the popularity of bike-riding changed traffic arrangements?

(lines 19-24)

- i) There is more traffic going north.
- ii) There are more lanes for bicycles.
- iii) There are more cars on the road during rush hour.
- iv) Some highways are closed to cyclists on Sundays.

(9 points)

8. Which of the following is true according to lines 25-30?

- i) There are more bike-sharing programs in expensive neighborhoods.
- ii) Cyclists like to use their bikes at night.
- iii) Bike-sharing stations are good for business.
- iv) People prefer to use public transportation in neighborhoods that are hard to reach.

(10 points)

9. What do American mayors say about bike-sharing programs? (lines 31-34)

- i) They improve the lives of people who live in their cities.
- ii) They connect different communities in American cities.
- iii) They are more successful in large cities than in small ones.
- iv) They are less expensive than adding new roads.

(9 points)

**בהצלחה!**

זכות היוצרים שמורה למדינת ישראל  
אין להעתיק או לפרסם אלא ברשות משרד החינוך

**ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)**

הבנת הנקרא (100 נקודות)      فهم المقروء (100 درجة)

קרא את הקטע שלפניך, וענה על השאלות 11-1. اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 11-1.

Read the article below and then answer questions 1-11.

**A NEW WAY TO START A BUSINESS**

by Ann Worth

Adam Carter, a young engineer, wanted to develop a watch which displays information such as text messages that are sent from a cellphone. He tried to get rich investors to give him money to develop the watch, but they were not interested.

- 5 So he decided to advertise on Kickstarter, an Internet site where ordinary people can invest in creative projects. People don't have to invest a lot. For example, they can invest as little as \$99 in Carter's watch. Less than two hours after his advertisement appeared on the Kickstarter site, Carter reached his goal of \$100,000. Within a week, nearly 50,000 people had invested almost \$7 million.
- 10 People who want to invest in Kickstarter get detailed information about the projects they are interested in. They can also see specially made videos that may help convince them to put their money into particular projects. Once they have invested, in addition to the profits they can make, they often get a bonus as well. In Carter's project, they get a watch. Kickstarter doesn't charge money
- 15 to advertise a project. However, if the project is successful, it gets five percent of the investment.

Today, cheap Internet services like Kickstarter give people a chance to try out ideas and see if there is a market for them. This makes it easier for them to decide if they want to start a new business. Carter's watch is the latest and the most successful

20 example of how Kickstarter is changing the way people start businesses.

(שים לב: המשך הקטע בעמוד הבא.)  
(انتبه: تكملة القطعة في الصفحة التالية.)

The site first began as a way to get money for specific projects like unusual documentary films or pop concerts. It quickly grew to include the production of video games and original gadgets. "Sites like Kickstarter have now become a real alternative to starting a company in the traditional way,"  
25 said Daniel Wang, a business professor at the University of Pennsylvania.

Norman Fisher, president of a computer company, doesn't completely agree with Professor Wang. Fisher admits that sites like Kickstarter may be good for small businesses. However, he believes it's impossible to avoid the traditional ways of starting large businesses. Fisher says, "These  
30 businesses need a support team to help young and inexperienced people deal with complicated problems. Such support doesn't exist on sites like Kickstarter. There is a big difference between a simple, one-time project and a sophisticated, large business. It's important not to confuse the two."

ענה באנגלית על השאלות 11-1, אجب بالإنجليزية عن الأسئلة 11-1, حسب القطعة.  
על פי הקטע.  
בשאלות 1, 4, 6, 7, 9 ו-11 הקף במעגל את התשובה הנכונה.  
בשאר השאלות ענה לפי ההוראות.  
(100 נקודות) (100 درجة)  
في الأسئلة 1 و 4 و 6 و 7 و 9 و 11 ضع دائرة حول رقم الإجابة الصحيحة.  
في الأسئلة الباقية، أجب حسب التعليمات.  
(100 درجة)

Answer questions 1-11 in English according to the article. In questions 1, 4, 6, 7, 9 and 11, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Carter's watch in lines 1-4?

- i) How much the watch will cost.
- ii) When Carter developed it.
- iii) What Carter's watch can do.
- iv) Who helped Carter develop it.

(9 points)

2. COMPLETE THE SENTENCE. (lines 1-9)

Carter decided to advertise on Kickstarter because he couldn't .....  
.....  
(9 points)

3. Why is Kickstarter a good place for people to invest their money?

(lines 5-9)

ANSWER: .....  
.....  
(9 points)

4. How do we know that using Kickstarter was a good idea for Carter?

(lines 5-9)

- i) His advertisement appeared within two hours.
- ii) He got the money he needed very quickly.
- iii) A rich person invested millions of dollars.
- iv) He sold 50,000 watches.

(9 points)

5. How can people learn about an investment on Kickstarter? Give ONE

answer. (lines 10-16)

ANSWER: .....  
.....  
(9 points)

6. What more do lines 10-16 tell us about Kickstarter projects?

- i) How many people invest in them.
- ii) Who develops the projects.
- iii) Which project is most successful.
- iv) What investors can get.

(9 points)

7. How does Kickstarter make money on successful projects? (lines 10-16)

- i) They get a percentage of the money invested.
- ii) They sell videos about the projects.
- iii) They take money for each advertisement.
- iv) They get bonuses from investors.

(9 points)

8. How do sites like Kickstarter help people decide if they should start a business? (lines 17-20)

ANSWER: .....

(9 points)

9. Why are "pop concerts" mentioned in line 22? (lines 21-25)

- i) They are becoming big businesses.
- ii) They were one of the first Kickstarter projects.
- iii) Many people like to invest in them.
- iv) They help convince people to invest money.

(9 points)

10. What do Professor Wang and Norman Fisher agree on? (lines 21-33)

ANSWER: .....

(10 points)

11. According to Fisher, what is the main problem in using Kickstarter? (lines 26-33)

- i) It doesn't have support teams.
- ii) It is too traditional for small businesses.
- iii) Only a few people get the money they need.
- iv) It doesn't invest in big computer companies.

(9 points)

**בהצלחה!**

זכות היוצרים שמורה למדינת ישראל  
אין להעתיק או לפרסם אלא ברשות משרד החינוך

**ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)**

הבנת הנקרא (100 נקודות)      فهم المقروء (100 درجة)  
קרא את הקטע שלפניך, וענה על      اقرأ القطعة التي أمامك، وأجب  
השאלות 10-1.      عن الأسئلة 10-1.

Read the article below and then answer questions 1-10.

**COLORING ISN'T JUST FOR KIDS**

When we think of coloring with crayons\*, we often think of our childhood. As we get older, we stop coloring. However, it seems that this might be a mistake. Some psychologists believe that coloring can be helpful to us as adults.

- "We use different areas of the brain when we color," says psychologist Gloria Martinez. "When we choose colors, we use the areas that control logic and creativity. It's important for us to keep these areas active because we often have to use them in our everyday lives. Coloring helps us function better at home, at work or at school. It also improves our coordination as we have to make small, exact movements with our hands when we do it."
- 10 Martinez claims that coloring also helps us relax. "Coloring has a relaxing effect because when we focus on coloring a picture, we forget our worries. Although coloring an hour a day doesn't solve our problems, it takes us back to our childhood, a time when we probably had much less stress." She says that coloring especially benefits people who didn't color as children. "For these
- 15 people, coloring exercises their brains more than it does for people who colored as children."

Martinez recommends that we use coloring to express our feelings. "People choose different colors or intensity of colors according to their mood," she says. For instance, we often use bright red to express anger and dark blue to

20 express sadness. "I, myself," says Martinez, "often color to improve my mood. I work best when I am in a quiet environment, especially with relaxing music. Coloring comforts me, gives me peace, and lets me enjoy myself."

\* coloring with crayons – לצבוע בעפרונות צבע

Coloring books for adults are now being published in Europe and North America. They have even become bestsellers in France and Britain. One French publisher has a collection of twenty books including all kinds of drawings from butterflies and flowers to graffiti and abstract drawings. Recently, a Spanish company published a coloring book with illustrations by a famous local cartoonist.

It seems that coloring is a worthwhile activity which is convenient, affordable and clearly enjoyable. It really isn't just for kids.

ענה באנגלית על השאלות 1-10, על פי הקטע.  
בשאלות 1, 3, 6 ו-10, הקף במעגל את התשובה הנכונה.  
בשאר השאלות ענה לפי ההוראות.  
(100 נקודות)

أجب بالإنجليزية عن الأسئلة 1-10، حسب القطعة.  
في الأسئلة 1 و 3 و 6 و 10، ضع دائرة حول رقم الإجابة الصحيحة.  
في الأسئلة الباقية، أجب حسب التعليمات.  
(100 درجة)

Answer questions 1-10 in English according to the article. In questions 1, 3, 6 and 10, circle the number of the correct answer. In the other questions, follow the instructions.

1. What is the main idea of lines 1-3?
  - i) Coloring is usually good for children.
  - ii) Adults often use crayons.
  - iii) Only children should use crayons.
  - iv) Coloring may be good for adults.

(9 points)
2. What is the mistake referred to in line 2?
 

ANSWER: .....

(9 points)
3. What does Martinez explain in lines 4-9?
  - i) How coloring helps us keep our brains active.
  - ii) Where we like to color.
  - iii) Why we like to color.
  - iv) How we choose different colors for a picture.

(9 points)



4. PUT A ✓ BY THE TWO CORRECT ANSWERS. (lines 4-9)

What is the connection between coloring pictures and our everyday lives?

People who color (-).

- ..... i) are more helpful
- ..... ii) stay at home more
- ..... iii) do their jobs better
- ..... iv) work well with others
- ..... v) have more creative jobs
- ..... vi) develop better coordination

(2X9=18 points)

5. Give ONE way that coloring helps us relax (lines 10-16)

ANSWER: .....  
.....

(9 points)

6. According to lines 10-16, why do some people exercise their brains more when coloring?

- i) They don't feel stress.
- ii) They are doing something they like to do.
- iii) They need to solve their problems.
- iv) They didn't color when they were children.

(9 points)

7. COMPLETE THE SENTENCE.

Why does Martinez mention the color dark blue? (lines 17-22)

To show that.....

.....

(10 points)

8. Give ONE way that coloring improves Martinez's mood? (lines 17-22)

ANSWER: .....

(9 points)

9. How do we know that coloring books are popular in Europe? (lines 23-27)

ANSWER: .....  
.....

10. According to lines 23-29, the writer says that coloring is good for

adults because (-).

- i) it is popular today
- ii) adults like abstract drawings
- iii) it is fun to do
- iv) adults have a lot of free time

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות)      فهم المقروء (100 درجة)  
קרא את הקטע שלפניך, וענה על      اقرأ القطعة التي أمامك، وأجب عن  
השאלות 1-9.      الاسئلة 1-9.

Read the article below and then answer questions 1-9.

GETTING READY FOR THE REAL WORLD

By Jan Lee

Did you ever spend a day at work with your mom or dad when you were a kid? I did, many times. I still remember the excitement of discovering something new each time my mom let me work in her office or my dad let me help in his restaurant.

- 5 Giving kids a chance to experience the adult working world is the idea behind Kidzania. Kidzania is a special kind of amusement park for youngsters between the ages of four and 14. Xavier Ancona, a Mexican businessman, started Kidzania in 1999. Since then he has opened parks in 15 locations around the world.
- 10 Kidzania activities are different in each park, but they are all like real jobs. In Mexico, kids can pretend they are flying jet planes, building a new car or driving a tourist bus. In Japan, they can work in candy shops, sell cars or work on a building site. In India, they can be newspaper reporters, dentists or even surgeons. These experiences expose kids to different career opportunities.
- 15 Kids learn another important skill at Kidzania: how to save money. The youngsters are paid for their work in Kidzania's own money, "kidzos". They are taught how to open their own accounts in the park's bank where they can save these kidzos. They can spend this special money on food, drink and entertainment, but only in a Kidzania park.

(שים לב: המשך הקטע בעמוד הבא.)  
(انتبه: تكمل القطعة في الصفحة التالية.)

המשך בעמוד 3

لا تكتب في هذه المنطقة

لا تكتب באזור זה

20 Kidzania's message is "Get Ready for the Real World". I agree with this message. Trying out different jobs and learning how to save money aren't bad lessons to teach kids. However, for them to be really successful adults they also need to learn another lesson. They need to learn the value of helping others. Shouldn't Kidzania encourage youngsters to do things for other people?

25 Moreover, the entrance fee to Kidzania in Mexico, for example, is \$15 per child. A day at the park is clearly not an experience that Mexico's low-income families can afford. In my opinion, they need to first focus on ways to allow kids from poor families to benefit from the parks. They need to give these children a chance to see the many possibilities available to them in life.

(Adapted from "Kidzania: Preparing Kids for a Better World", Jan Lee, May 27th, 2013)

ענה באנגלית על השאלות 1-9, על פי הקטע.	أجب بالإنجليزية عن الأسئلة 1-9, حسب القطعة.
בשאלות 1, 3, 6, 7, 8 ו-9, הקף במעגל את התשובה הנכונה.	في الأسئلة 1 و 3 و 6 و 7 و 8 و 9, ضع دائرة حول رقم الإجابة الصحيحة.
בשאר השאלות ענה לפי ההוראות. (100 נקודות)	في الأسئلة الباقية، أجب حسب التعليمات. (100 درجة)

Answer questions 1-9 in English according to the article. In questions 1, 3, 6, 7, 8 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. Why does the writer mention going to work with her parents when she was a child? To tell us (—). (lines 1-4)
  - i) why her parents took her to work
  - ii) how difficult the work was for her
  - iii) what her favorite job was
  - iv) how much she liked being there

(9 points)

המשך בעמוד 4

2. How do we know that Kidzania is popular? (lines 5-9)

ANSWER: .....  
.....  
(10 points)

3. The idea behind Kidzania is to (-). (lines 5-14)

- i) let young people try real jobs
- ii) teach young people to work hard
- iii) encourage kids to help their parents
- iv) give kids a chance to meet other kids

(9 points)

4. PUT A ✓ BY THE TWO CORRECT ANSWERS.

What do we learn from lines 10-14?

- ..... i) Which activity children can do in all the parks.
- ..... ii) How Kidzania activities help kids.
- ..... iii) What kids in different countries like to do.
- ..... iv) How many countries have Kidzania parks.
- ..... v) What some of the park activities are.
- ..... vi) Why the park in Mexico is the best park.

(2×9=18 points)

5. Give ONE way that *kidzos* are similar to real money and ONE way they are different from real money. (lines 15-19)

Similar: .....

Different: .....  
(2×9=18 points)

6. Kidzania teaches children how to (-). (lines 15-19)

- i) put their money in the park's bank
- ii) spend time with adults
- iii) decide on careers early
- iv) spend more time playing in the park

(9 points)

7. What additional lesson does the writer think Kidzania should teach children?

They should (-). (lines 20-24)

- i) earn a lot of money
- ii) like their jobs
- iii) help other people
- iv) save all their money

(9 points)

8. The writer tells us that the entrance fee to Kidzania in Mexico is \$15 to show that (-). (lines 25-29)

- i) the fee is the same in all the parks
- ii) anyone can spend a day there
- iii) it is a good price for a day at the park
- iv) it is too expensive for some people

(9 points)

9. What is the same in all Kidzania parks?

- i) The children prepare for adult life.
- ii) The children work on building sites.
- iii) All the parks are located in Mexico.
- iv) The children are all teenagers.

(9 points)

**בהצלחה!**

זכות היוצרים שמורה למדינת ישראל  
אין להעתיק או לפרסם אלא ברשות משרד החינוך

**ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)**

הבנת הנקרא (100 נקודות)

فهم المقروء (100 درجة)

קרא את הקטע שלפניך, וענה על השאלות 1-10. اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 1-10.

Read the article below and then answer questions 1-10.

**MAKING A DIFFERENCE WITH SOAP**

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

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

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

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

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

/ המשך בעמוד 3 /

לכתוב את עמוד המטלה

לא לכתוב בחזור זה

The soap is recycled through a simple process. First, it is put into machines that cut it up and remove the bacteria. It is then made into new bars of soap.

25 The company has donated 25 million bars of recycled soap to over a hundred countries. It also sends its own teams into rural communities to teach people the importance of washing their hands.

"Many people are surprised to discover that one of the most effective ways to prevent disease and death is by just washing your hands with soap," said

30 Dan. "We're hoping to make a difference."

ענה באנגלית על השאלות 1-10, אجب بالإنجليزية عن الأسئلة 1-10, حسب القطعة.  
 על פי הקטע.  
 בשאלות 1, 2, 3, 5 ו-10 הקף במעגל את מספר התשובה הנכונה.  
 בשאר השאלות ענה לפי ההוראות.  
 (100 נקודות) (100 درجة)  
 في الأسئلة 1 و 2 و 3 و 5 و 10 ضع دائرة حول رقم الإجابة الصحيحة.  
 في الأسئلة الباقية، أجب حسب التعليمات.

Answer questions 1-10 in English according to the article. In questions 1, 2, 3, 5 and 10, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we know about Dan Springer from lines 1-6?

- i) He owned a hotel in Texas.
- ii) He sold soap to hotels.
- iii) He often stayed in hotels.
- iv) He was a hotel manager.

(9 points)

2. What did Dan learn from his research? (lines 7-11)

- i) What hotels do with used bars of soap.
- ii) Why developing countries need more hotels.
- iii) How the United Nations helps people.
- iv) Which developing countries buy used soap.

(9 points)

/ המשך בעמוד 4 /



3. Dr. Warren says that (-). (lines 12-17)

- i) people in developing countries have enough soap
- ii) people spread disease through their hands
- iii) Americans have trouble keeping clean
- iv) people should throw away used soap

(9 points)

4. "This isn't true in many other countries." (line 15) What isn't true?  
(lines 12-17)

ANSWER: .....

(9 points)

5. Why is the hospital in Africa mentioned in line 16?

To show that (-). (lines 12-17)

- i) there are not many clean toilets in hospitals in Africa
- ii) Dr. Warren learned a lot about deadly diseases in hospitals
- iii) hospitals in Africa teach patients how to keep clean
- iv) hospital patients don't get what they need to keep clean

(9 points)

6. Why is Las Vegas a good place for the company's factory? (lines 18-22)

ANSWER: .....

(9 points)

7. PUT A ✓ BY THE TWO CORRECT ANSWERS.

In lines 18-27 we learn (–).

- ..... i) how many people use recycled soap
- ..... ii) what happened to Dan's basement project
- ..... iii) how long it takes to make new bars of soap
- ..... iv) which developing countries receive soap
- ..... v) how much soap has already been collected
- ..... vi) how the new bars of soap are made

(2×9=18 points)

8. Give ONE way that Dan's company helps people in developing countries.

(lines 23-27)

ANSWER: .....

(9 points)

9. In line 30 Dan says, "We're hoping to make a difference." What difference is Dan trying to make? (lines 28-30)

ANSWER: .....

(9 points)

10. Another possible title for this article could be (–).

- i) Deadly Diseases in Developing Countries
- ii) How Dr. Warren Changed the World
- iii) A Surprising Way to Save Lives
- iv) Collecting Soap for the United Nations

(10 points)

**בהצלחה!**

זכות היוצרים שמורה למדינת ישראל  
אין להעתיק או לפרסם אלא ברשות משרד החינוך

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

**פרק ראשון: הבנת הנקרא (70 נקודות)** **الفصل الأول: فهم المقروء (70 درجة)**  
קרא את הקטע שלפניך, וענה על השאלות 1-9. **اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 1-9.**  
ad the article below and then answer questions 1-9.

**HOW SCIENCE IS TRYING TO HELP US EAT BETTER**

Americans have been eating a lot more salt in the last 30 years. According to an article in *The Atlantic* magazine, food companies are partly responsible for this increase.

In 2007, the Campbell Soup Company tried to make a change. It started using less salt in its soups to make them healthier. However, the public wasn't happy with this change. By July 2011, sales had decreased so much that the company had to put the salt back into its soups.

So how can companies make their products healthier without losing customers? Some researchers think the answer might be in changing the way food smells. Smells can improve the way food tastes to us. That is why researchers are developing 'phantom aromas'. These are aromas that make us think we are tasting flavors that are not really there. For example, in one 2012 study, the aroma of beef was added to a salt-free soup. Over 60% of the participants who tasted the soup believed there was salt in it.

"Using phantom aromas won't make it possible for food companies to remove all of the salt from their food, but it's a good start," says Robert Sobel, the scientist who invented the term 'phantom aroma'. Sobel has been researching phantom aromas for the last five years and has already succeeded in removing 10% of the salt in food like potato chips and soups. Some researchers believe that by using other techniques together with phantom aromas, they could decrease the use of salt by more than 35%.

However, food expert Michael White claims that adding artificial smells does not solve the problem at all. He believes that phantom aromas just add to a larger problem. American food already has huge amounts of artificial ingredients in it.

- ענה באנגלית על השאלות 1-9, על פי הקטע.
- בשאלות 1, 3, 7, 8 ו-9 הקף במעגל את המספר של התשובה הנכונה.
- בשאר השאלות ענה לפי ההוראות.
- (70 נקודות)
- أجب بالإنجليزية عن الأسئلة 1-9، حسب القطعة.
- في الأسئلة 1 و 3 و 7 و 8 و 9 ضع دائرة حول رقم الإجابة الصحيحة.
- في الأسئلة الباقية، أجب حسب التعليمات.
- (70 درجة)

Answer questions 1-9 in English according to the article. In questions 1, 3, 7, 8 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. What is the main idea of lines 1-3? There has been an increase in (-).
  - i) the number of articles about food
  - ii) the amount of salt Americans use
  - iii) the number of food companies in America
  - iv) the amount of food Americans eat

(7 points)
2. How did the Campbell Soup Company know that people didn't like the change? (lines 4-7)
 

ANSWER: .....

(8 points)
3. What do we learn about phantom aromas from lines 8-14?
  - i) They can make our food taste better.
  - ii) They have been used for many years.
  - iii) They can make us eat too much salt.
  - iv) They make us think salt is good for us.

(8 points)
4. Why did many of the participants in the 2012 study think there was salt in the soup? (lines 8-14)
 

ANSWER: .....

(8 points)

Robert Sobel says that using phantom aromas is "a good start." (line 16)

A good start to what? (lines 15-21)

ANSWER: .....  
.....  
(8 points)

What is ONE thing Robert Sobel did? (lines 15-21)

ANSWER: .....  
.....  
(8 points)

What do we learn about the "other techniques" mentioned in line 20?  
(lines 15-21)

- i) They are better than phantom aromas.
  - ii) They may work best with phantom aromas.
  - iii) They can decrease the use of salt by 10%.
  - iv) They were invented by Robert Sobel.
- (7 points)

What does Michael White think the real problem is? (lines 22-24)

- i) Phantom aromas make food taste bad.
  - ii) There are already too many artificial ingredients in food.
  - iii) Americans will continue to add salt to their food.
  - iv) People will not buy food with phantom aromas.
- (8 points)

The main subject of the article is (-).

- i) why people have changed the way they eat
  - ii) why food companies lose customers
  - iii) how to convince people to buy American food
  - iv) how researchers can help food companies
- (8 points)

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

פרק ראשון: הבנת הנקרא (70 נקודות)      الفصل الأول: فهم المقروء (70 درجة)  
קרא את הקטע שלפניך,      اقرأ القطعة التي أمامك، وأجب عن  
וענה על השאלות 9-1.      الأسئلة 9-1.

Read the article below and then answer questions 1-9.

**LEARNING ABOUT GARBAGE**

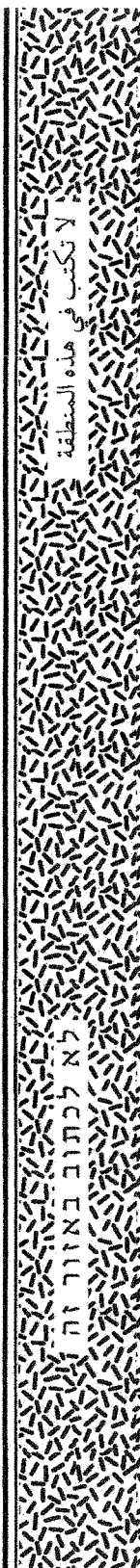
Janet Robbins is a professor who studies the garbage from the streets of New York, America's biggest city. She volunteers at the New York Sanitation Department\* which collects 3.5 million tons of garbage a year. For her it is a way to learn about the lives of New York's 8.5 million residents.

5 "We're a throwaway culture," she says. "We treat everything — from electronic devices to furniture — like we treat paper cups. We just throw them away." Most apartments in New York City are small, so residents are always throwing out stuff to make more space. According to Robbins, this makes New York 'a gold mine' for people who need things for their homes. They can find beds, 10 TVs, jewelry, and even paintings in the garbage.

In her research, Robbins first observed sanitation workers for two years. She then started collecting garbage with them. She learned to respect the important work they do to keep the city clean and the residents healthy. Robbins also experienced the negative side of the sanitation job. "The smell is sometimes bad," she says, 15 "but you get used to it quickly." According to statistics, sanitation work is one of the ten most dangerous jobs in the country. "The workers are in speeding traffic all day which is really not safe. Even the garbage itself can be harmful if things fly off trucks and hurt them," she explains.

As a result of these experiences, she wrote several books about garbage. 20 Today she teaches a university course on the subject and encourages companies to recycle materials. Robbins' biggest contribution to the sanitation department is the talks she gives to the workers. She makes the city's 6,400 sanitation workers feel proud of their work. She believes they are the city's most important public workers.

\* Sanitation Department — מחלקת התברואה, המחלקה העוסקת בפינוי האשפה —  
قسم الوقاية الصحيّة، القسم الذي يعمل في إخلاء النفايات



- ענה באנגלית על השאלות 1-9, על פי הקטע.  
בשאלות 1, 4, 8 ו-9, הקף במעגל את המספר של התשובה הנכונה. בשאר השאלות ענה לפי ההוראות. (70 נקודות)
- أجب بالإنجليزية عن الأسئلة 1-9، حسب القطعة.  
في الأسئلة 1 و 4 و 8 و 9، ضع دائرة حول رقم الإجابة الصحيحة. في الأسئلة الباقية، أجب حسب التعليمات. (70 درجة)

Answer questions 1-9 in English according to the article. In questions 1, 4, 8 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Robbins in lines 1-4?
  - i) How long she has worked with garbage.
  - ii) What she does for the city of New York.
  - iii) Where she teaches about garbage.
  - iv) When she became a professor.(7 points)
2. According to Robbins, what do paper cups and electronic devices have in common? (lines 5-10)  
ANSWER: .....  
(7 points)
3. COMPLETE THE SENTENCE. (lines 5-10)  
The writer mentions that the apartments in New York are small to explain why .....  
(7 points)
4. Why does Robbins call New York "a gold mine" (line 9)? (lines 5-10)
  - i) She earns a lot of money in her job there.
  - ii) People wear a lot of gold jewelry.
  - iii) People can find many things in the garbage.
  - iv) Most New York residents are very rich.(7 points)

5. What did Robbins do to learn about the job of sanitation workers? Give ONE thing. (lines 11-18)

ANSWER: .....

(7 points)

6. What does Robbins say about sanitation work in lines 11-18?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Working in traffic is dangerous.
- ..... ii) Bad smells are the worst part of the job.
- ..... iii) The workers drive too fast.
- ..... iv) The workers can be hit by garbage.
- ..... v) One in ten workers gets hurt.
- ..... vi) The workers might fall off the trucks.

(2x7=14 points)

7. Give ONE way people can learn about Robbins' research. (lines 19-24)

ANSWER: .....

(7 points)

8. According to lines 19-24, Robbins feels that sanitation workers (-).

- i) should encourage residents to recycle garbage
- ii) work harder than other public workers
- iii) must talk to New York residents more often
- iv) should be proud of the work they do

(7 points)

9. The main subject of the article is (-).

- i) the research of a New York professor
- ii) the lives of New York residents
- iii) the problems of sanitation workers
- iv) the importance of recycling

(7 points)

/המשך בעמוד 5/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה



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

**פרק ראשון: הבנת הנקרא (70 נקודות) الفصل الأول: فهم المقروء (70 درجة)**

קרא את הקטע שלפניך, וענה על השאלות 1-7. اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 1-7.

Read the article below and then answer questions 1-7.

**FINDING ADVENTURE IN JUNK**

By Annie Correal

One afternoon, six-year-old Robbie was playing on a junk heap. The heap contained old doors, broken chairs, car tires and pieces of wood. While his mother was watching, Robbie climbed to the top and waved happily.

This was not an ordinary junk heap waiting for a garbage truck, but an adventure playground organized by parents in New York. Unlike traditional playgrounds with swings and slides, an adventure playground has lots of junk.

The idea is to let children move the junk around the playground in any way they like. They can build their own worlds and then destroy them. In this way, children not only develop their imagination, but also learn to use real tools.

Marsha Clark, Robbie's mother, says, "Although the place may look unsafe, it isn't. We remove dangerous things like sharp nails." But, for the children, the idea of danger is part of the attraction.

The playground is for children six years and older. Trained college students watch the children closely, but help only when necessary. Parents must sign a letter giving children permission to enter the playground.

Why do children need an adventure playground? Marsha explains: "Many parents today have forgotten how valuable it is to walk around freely and create new things. This is exactly what kids can do in adventure playgrounds." One father proudly tells about his seven-year-old daughter Shelly. "She built an airplane from wood all by herself. She played with it for hours," he says.

Playing with junk is natural for children; it is the parents who need to learn not to interfere. "It's hard for us," Marsha says. "But, if we want our kids to be curious, tough and brave, they need opportunities to experience the real world by themselves."

/ המשך בעמוד 3 /

لا تكتب في هذه المنطقة

لا تكتب هنا

- ענה באנגלית על השאלות 1-7 ,  
על פי הקטע.  
בשאלות 1, 3 ו-5 הקף את  
המספר של התשובה הנכונה.  
בשאר השאלות ענה לפי ההוראות.  
(70 נקודות)
- أجب بالإنجليزية عن الأسئلة 1-7، حسب القطعة.  
في الأسئلة 1 و 3 و 5 ضع دائرة حول رقم الإجابة  
الصحيحة.  
في الأسئلة الباقية، أجب حسب التعليمات.  
(70 درجة)

Answer questions 1-7 in English according to the article. In questions 1, 3 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn in lines 1-3?
  - i) Where Robbie was spending the afternoon.
  - ii) What Robbie brought with him.
  - iii) Why Robbie's mother helped him climb.
  - iv) How long it took Robbie to get to the top.

(8 points)
2. What makes an adventure playground different from a traditional one?  
Give ONE answer. (lines 4-6)  
ANSWER: .....  

(8 points)
3. What attracts kids to the adventure playground? (lines 4-12)
  - i) They can play with sharp nails.
  - ii) They enjoy swings and slides.
  - iii) They like the feeling of danger.
  - iv) They have fun with their parents.

(8 points)

4. PUT A ✓ BY THE TWO CORRECT ANSWERS. (lines 10-15).

How do parents make sure the kids are safe in the adventure playground?

The parents (-).

- ..... i) take away dangerous things
- ..... ii) help the kids create their new worlds
- ..... iii) bring people to watch them
- ..... iv) tell the kids what to do all the time
- ..... v) build together with the kids
- ..... vi) teach the kids how to play together

(2×7=14 points)

5. Why is Shelly mentioned in line 19? (lines 16-20)

- i) She created something new.
- ii) She comes to the playground often.
- iii) She likes to walk around freely.
- iv) She usually plays by herself.

(8 points)

6. According to Marsha Clark, what is hard for parents?

(lines 21-24)

ANSWER: .....

(8 points)

7. Why is it important for children to play in an adventure playground? Give

TWO answers, ONE from lines 7-9 and ONE from lines 21-24.

(1) lines 7-9: .....

.....

(2) lines 21-24: .....

.....

(2×8=16 points)

/ המשך בעמוד 5 /

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

פרק ראשון: הבנת הנקרא (70 נקודות) الفصل الأول: فهم المقروء (70 درجة)

קרא את הקטע שלפניך, וענה על השאלות 1-7. اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 1-7.

Read the article below and then answer questions 1-7.

**DISCOVERING ISRAEL**

Ruthie Cohen smiled as she watched the four young people sitting around her kitchen table enjoying a home-cooked meal. It could be any dinner table in any house in Israel, but it wasn't.

- 5 The unusual thing about it was that Ruthie had met her dinner guests for the first time just 10 minutes earlier. They were hikers who were walking along the Israel Trail. Ruthie and her husband Ilan are "trail angels" – Israelis who open their homes to hikers that walk the Israel Trail.

The 1000-km Israel Trail goes from Eilat in the south to Metulla in the north. The hardest part of the trail is from Eilat to Arad because it crosses the desert. Since the trail opened in 1995, tens of thousands of people have hiked at least part of it.

- 15 According to a recent survey, four out of 10 hikers complete the whole trail. It usually takes about two months.

In the past, hikers usually slept outside. But now, many of them are happy to benefit from the hospitality of trail angels. There are hundreds of these angels who provide different services for free. Some offer just their backyard where hikers can put up a tent, but most offer a clean bed, hot showers and the use of the kitchen.

- 20 25

A few, like Ruthie and Ilan, also serve home-cooked meals. Over the past four years they have hosted many hikers. "Most of them are lovely young people, and it's a pleasure to meet them," she says.



Wikimedia Commons

"Staying with trail angels really adds to our experience," says Ben, 23. "They make us believe in the good in people." Ben and his three friends have been hiking together for a month, and plan to continue for another five weeks. "Hiking is a wonderful way to see the country," says Ben. "There's lots to discover and many wonderful people to meet."

- ענה באנגלית על השאלות 1-7, על פי הקטע.
- אָבַב בַּאֲנְגִלִּיזִיָּה עַן אֲשֵׁלָה 1-7, חֲסַב בַּשָּׂאֵלוֹת 1, 3 ו־7 הַקָּר אֶת הַמַּסְפֵּר שֶׁל הַתְּשׁוּבָה הַנְּכֻנָּה.
- בַּשָּׂאֵל הַשְּׂאֵלוֹת עֵנָה לְפִי הַהוֹרָאוֹת.
- אָבַב בַּאֲנְגִלִּיזִיָּה עַן אֲשֵׁלָה 1-7, חֲסַב בַּשָּׂאֵל הַשְּׂאֵלוֹת 1 ו־3 ו־7 שֶׁעַד דַּאֲרָה חֹול רֶקֶם הַיִּבְעָה הַשְּׂחִיחָה.
- בַּשָּׂאֵל הַשְּׂאֵלוֹת עֵנָה לְפִי הַהוֹרָאוֹת.
- אָבַב בַּאֲנְגִלִּיזִיָּה עַן אֲשֵׁלָה 1-7, חֲסַב בַּשָּׂאֵל הַשְּׂאֵלוֹת 1 ו־3 ו־7 שֶׁעַד דַּאֲרָה חֹול רֶקֶם הַיִּבְעָה הַשְּׂחִיחָה.
- (70 נְקֻדּוֹת) (70 דְּרָגָה)

Answer questions 1-7 in English according to the article. In questions 1, 3 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told about Ruthie and Ilan in lines 1-10?

- i) They hike the Israel Trail.
- ii) They cook unusual food.
- iii) They often eat with their friends.
- iv) They invite hikers into their home.

(7 points)

2. PUT A ✓ BY THE TWO CORRECT ANSWERS.

What do we learn about the Israel Trail in lines 11-18?

- ..... i) How many hikers have walked it.
- ..... ii) Who decided to build the trail.
- ..... iii) How often people walk it.
- ..... iv) Which part of the trail hikers like best.
- ..... v) How long the trail is.
- ..... vi) What the best time to hike is.

(2x8=16 points)

/המשך בעמוד 4/

3. We learn from a recent survey that (-). (lines 11-18)
- i) it is hard to find a place to eat along the trail
  - ii) most hikers start the trail in the north
  - iii) four out of 10 people hike the whole trail
  - iv) the trail is open two months a year (7 points)

4. Give ONE example from lines 19-25 of "the hospitality of trail angels."  
(lines 20-21)

ANSWER: .....  
..... (8 points)

5. What service do Ruthie and Ilan offer that other trail angels don't?  
(lines 26-28)

ANSWER: .....  
..... (8 points)

6. What do both trail angels and hikers learn from meeting each other? Take  
your answers from lines 26-28 and 29-33.

Trail angels (lines 26-28): .....

.....

Hikers (lines 29-33): .....

.....

(2×8=16 points)

7. We can understand from the article that Ben and his friends will probably (-).

- i) learn to make home-cooked meals
- ii) stay at the Cohens for another week
- iii) become trail angels
- iv) complete the whole trail

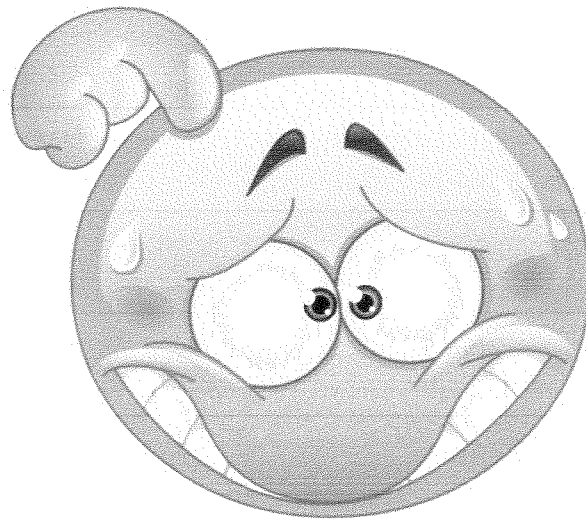
(8 points)

/המשך בעמוד 5/

لا تكتب في هذه المنطقة

הזורע סוף הדרך

# דקדוק ותחביר



**Grammar and  
Syntax**

## הווה פשוט - Present Simple

אנו משתמשים ב-Present Simple (הווה פשוט) בשני מצבים:

1. על מנת לתאר פעולה אשר מתרחשת באופן קבוע - הרגלים

I drink coffee every day

Or drinks coffee every day.

2. על מנת לקבוע עובדה או לתאר מצב.

Babies cry a lot.

My teacher likes me.

לא לשכוח!!! כאשר הנושא הוא he, she, it מוסיפים S לפועל!

ביטויי זמן אשר מאפיינים Present Simple:

always, usually, often, sometimes, rarely, seldom, never, once/twice a week/month/year... every day/week/month/ year...

Subject + Verb (s)

חיוב:

She works at the shop.

שלילה:

**Subject + don't/doesn't + Verb**

I don't eat chocolate every day.

שאלת כן/לא:

**Do/Does + subject + Verb1**

Do they watch movies every week?

**Wh + do/does + Subject + Verb1? :WH שאלת**

How does this machine work?

**Who/what + Verb1 + s?**

שאלת נושא:



Who eats chocolate every day?

### חוקי איות

כאשר הנושא של המשפט הוא he, she, it מוסיפים לפועל S אלא אם כן -

1. הפועל מסתיים באות שורקת - SS, X, SH, CH או באות O, ואז נוסיף es.

דוגמאות:

do - does

mix - mixes

kiss- kisses

2. הפועל מסתיים באות Y ולפניה עיצור (אות רגילה) , ואז ה-Y תישמט ונוסיף ies.

דוגמאות:

cry - cries

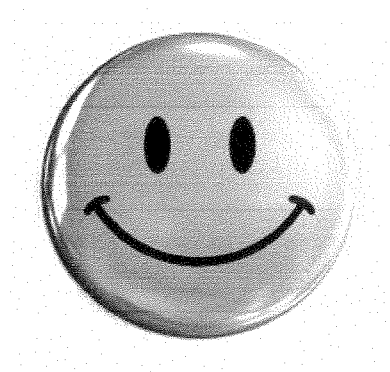
study - studies

אך כאשר הפועל מסתיים באות Y ולפניה אות ניקוד: A, E, I, O, U, נוסיף רק S.

דוגמאות:

say - says

play - plays



## הווה פשוט – Present Simple – כללי איות

שבצו את הפעלים הבאים בטבלה לפי הכללים שלמדנו.

s	es	ies
reads	do	cries

do, fix, dress, study, play, read, eat  
 , ride, write, look, cry, sing, fly, cook  
 , drink, teach, carry, run

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל בזמן הווה פשוט.

1. Christopher \_\_\_\_\_ (drive) a bus.
2. We \_\_\_\_\_ (have) some money.
3. \_\_\_\_\_ (you watch) movies?
4. They \_\_\_\_\_ (not work) for us.
5. I \_\_\_\_\_ (love) to dance.
6. She \_\_\_\_\_ (have) many friends.
7. Alexis and her husband always \_\_\_\_\_ (come) for the summer.
8. \_\_\_\_\_ (he draw) well?
9. James \_\_\_\_\_ (not remember) me.
10. Laura \_\_\_\_\_ (be) a beautiful girl.
11. I \_\_\_\_\_ (not eat) cheese.
12. Cats \_\_\_\_\_ (like) to sleep.
13. You \_\_\_\_\_ (be) a smart boy.
14. She \_\_\_\_\_ (wash) the dishes every evening.
15. \_\_\_\_\_ (you be) ready?
16. I \_\_\_\_\_ (be) ready.

## הווה ממושך – Present Progressive

אנו משתמשים ב-Present Progressive (הווה ממושך) על מנת לתאר פעולה אשר מתרחשת עכשיו בזה הרגע

I am baking a cake now.

My father is baking a cake now.

My mother and my brother are baking a cake now.

### ביטויי זמן אשר מאפיינים Present Progressive:

now, right now, at the moment, today, tonight, this \_\_\_\_\_

**Subject + Be + verb + ing**

חיוב

Dan is taking a shower at the moment.

**Subject + Be + not + Verb + ing**

שלילת

I am not studying this subject today.

שאלת כן/לא

**Be + subject + Verb + ing ?**

Are they going to London next month?

שאלת WH:

**Wh + Be + Subject + Verb + ing?**

How is Miri getting home tonight?

שאלת נושא

**Who/What + is + Verb + ing?**

Who is listening to the teacher now?

## חוקי איות

1. כאשר הפועל מסתיים באות **e**, משמיטים אותה ומוסיפים **.ing**.

דוגמא:

take - taking

2. א. כאשר הפועל בן הברה אחת בלבד ומסתיים בעיצור(אותרגילה)-אותניקוד-עיצור, מכפילים את האות האחרונה ומוסיפים **.ing**.

דוגמא:

cut - cutting

את האותיות **w, x, y, z**, לא מכפילים.

דוגמאות:

fix - fixing

buy - buying

2. כשהפועל בן שתי הברות או יותר, בודקים את מקום הטעם במילה (כלומר איזו הברה מדגישים כשמבטאים את המילה).

אם הטעם אינו בהברה האחרונה, לא מכפילים את האות האחרונה.

דוגמאות:

listen - listening

remember - remembering

אם הטעם הוא בהברה האחרונה, מכפילים את האות האחרונה.

דוגמאות:

begin - beginning

forget - forgetting

3. כשהפועל מסתיים באותיות **ie**, מוחקים אותן ומוסיפים **.ying**.

דוגמאות:

lie - lying

tie - tying

die - dying

## הווה ממושך – Present Progressive – כללי איות

1. play - playing

2. sit -

3. visit -

4. write -

5. study -

6. come -

7. listen -

8. watch -

9. run -

10. bake -

11. begin -

12. happen -

13. stand -

14. swim -

15. lie -

16. buy -

17. do -

18. dance -

19. prefer -

20. cry -

21. cut -

22. take -

23. smile -

24. plan -

25. fix -

26. tie -

27. die -

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל בזמן הווה ממושך.

1. I'm busy now because I \_\_\_\_\_ the house. (clean)

2. \_\_\_\_\_ they \_\_\_\_\_ lunch? (prepare)

3. The girls \_\_\_\_\_ an email to their friend. (write)

4. Her friends \_\_\_\_\_ in the park. (not play)

5. They \_\_\_\_\_ his birthday. (celebrate)

6. Do you have time to talk? Sorry, but I \_\_\_\_\_

. (study)

7. Peter \_\_\_\_\_ his best friend. (phone)

8. He \_\_\_\_\_ a green baseball cap. (not wear)

9. They \_\_\_\_\_ for the key. (look)

10. Hurry! The bus \_\_\_\_\_. (come)

11. He \_\_\_\_\_ his teeth. (clean)

12. Why \_\_\_\_\_ you \_\_\_\_\_? (laugh)

13. Please listen to me. I \_\_\_\_\_ to you. (talk)

14. Frank and Mary \_\_\_\_\_ at the party. (not dance)

15. She \_\_\_\_\_ her presents. (open)



## תרגול מעורב – הווה פשוט וממושך

השלימו את המשפטים הבאים בהווה פשוט או הווה ממושך.

1. Quiet please! I \_\_\_\_\_ (write) a test.
2. Look! \_\_\_\_\_ he (leave) \_\_\_\_\_ the house?
3. She usually \_\_\_\_\_ (walk) to school.
4. But today she \_\_\_\_\_ (go) by bike.
5. Every Sunday we \_\_\_\_\_ (go) to see my grandparents.
6. He often \_\_\_\_\_ (go) to the cinema.
7. We \_\_\_\_\_ (not / play) soccer on Mondays.
8. The child seldom \_\_\_\_\_ (cry).
9. I (not / do) \_\_\_\_\_ anything at the moment.
10. \_\_\_\_\_ (watch / he) the news regularly?



## פעלי מצב – Stative Verbs

פעלי מצב הם פעלים המביעים תחושות, רגשות, מחשבות וכו'. ניתן לבצע פעולות אלה בלי להזיז את הגוף – הם פעולות שמתבצעות בראש או בלב. פעלים אלו אינם מקבלים הטיה Present Progressive גם כאשר הפעולה מתרחשת עכשיו וביטוי הזמן הוא של עכשיו, אלא מקבלים הטיה של Present Simple בלבד.

Senses	Thoughts	Emotions	Possession	State	Measures
See	Believe	Feel	Have	Appear	Cost
Hear	Guess	Love	Belong	Seem	Weigh
Smell	Know	Like	Owe	Look-like	Equal
Taste	Remember	Need	Own		Measure
Sound	Understand	Miss			
	Doubt	Dislike			
	Hope	Hate			
	Mean	Want			
	Remind				
	Wonder				
	Forget				
	Imagine				
	Prefer				
	Think				

שימו לב! ישנם מספר פעלים בעלי משמעות כפולה. כאשר משתמשים בפעלים אלה במשמעותם כפעלים רגילים, ניתן להשתמש בהם גם בהווה פשוט וגם בהווה ממושך. כאשר משתמשים בפעלים אלה במשמעותם כפעלי מצב, ניתן להשתמש בהם רק בהווה פשוט.

	משמעות כפועל מצב	משמעות כפועל רגיל
See	לראות	להיפגש עם, להתראות עם, לצאת עם
Smell	לתאר את הריח של משהו	להריח
Taste	לתאר את הטעם של משהו	לטעום
Think	לחשוב ש-	לחשוב על
Feel	להרגיש	למשש
have	יש	לאכול, לקיים, לערוך
Weigh	לתאר את המשקל של משהו	לשקול

## תרגול מעורב - הווה פשוט וממושך כולל stative verbs

1. Bar \_\_\_\_\_ (read) a book at the moment.
2. I \_\_\_\_\_ (not see) anything right now because my eyes are closed .
3. How much \_\_\_\_\_ you \_\_\_\_\_ (weigh)?
2. We \_\_\_\_\_ (have) a coffee.
3. Bar and her friends \_\_\_\_\_ (like) pizza.
4. I \_\_\_\_\_ (think) that's not true.
5. I \_\_\_\_\_ (see) Ben. We have a lot of fun together.
6. Your cooking \_\_\_\_\_ (taste) great.
7. We \_\_\_\_\_ (have) three kids.
8. We \_\_\_\_\_ (taste) the cakes now.
9. I \_\_\_\_\_ (think) about it at the moment.
- 10.

## עבר פשוט - Past Simple

אנו משתמשים ב-Past Simple (עבר פשוט) כדי לתאר פעולה שקרתה בנקודת זמן כלשהי בעבר.

My friends talked to me a few minutes ago.

I went to the beach yesterday.

לא לשכוח!!! הפועל Be משתנה בהתאם לנושא:

I, He, She, It מקבלים was.

We, You, They מקבלים were.

ביטויי זמן אשר מאפיינים Past Simple:

In 2008, yesterday, a week/month/year ... ago, last week/month..., when, suddenly, during

**Subject + Verb2**

חיוב:

They walked to the party last night

**Subject + didn't + Verb1**

שלילה:

I didn't eat chocolate .  
yesterday

**Did + subject + Verb1?**

שאלת כן/לא:

Did you visit your grandparents last week?

**Wh + did + Subject + Verb1?**

שאלת WH:

Why did you make noise last night?

**Who + Verb2 ?**

שאלת נושא:

Who asked for cookies two minutes ago?

### חוקי איות

בדרך כלל נוסף ed לפועל. אבל ישנם היוצאים מן הכלל:  
1. אם הפועל מסתיים באות e, נוסף רק d.

דוגמאות:

love - loved  
like - liked

2. אם הפועל מסתיים באות Y ולפניה עיצור (אות רגילה) - ה-Y תישמט ונוסף ied.

דוגמאות:

cry - cried  
study - studied

אם הפועל מסתיים באות Y ולפניה אות ניקוד: A, E, I, O, U, נוסף רק ed.

דוגמאות:

stay - stayed  
play - played.

3. א. כאשר הפועל בן הברה אחת בלבד ומסתיים בעיצור-אות ניקוד-עיצור, מכפילים את האות האחרונה ומוסיפים ed.

דוגמאות:

stop - stopped  
wet - wetted

ב. את האותיות w, x, y, z, לא מכפילים.

דוגמאות:

fix

- fixed  
slow - slowed

3. כשהפועל בן שתי הברות או יותר, בודקים את מקום הטעם במילה (כלומר איזו הברה מדגישים כשמבטאים את המילה).

אם הטעם אינו בהברה האחרונה, לא מכפילים את האות האחרונה.

דוגמאות:

listen - listened  
remember - remembered

אם הטעם הוא בהברה האחרונה, מכפילים את האות האחרונה.

דוגמא:

prefer - preferred

## עבר פשוט – Past Simple – פעלים לא רגילים

1. be -
2. begin -
3. buy -
4. come -
5. cut -
6. do -
7. forget -
8. get -
9. go -
10. have -
11. make -
12. put -
13. run -
14. say -
15. see -
16. sing
17. sit -
18. speak -
19. stand -
20. swim -
21. teach -

22.think -

23.write -

24.sing -

25.run -

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל בזמן עבר פשוט.

1. Last year I \_\_\_\_\_ (go) to England on holiday.
2. It \_\_\_\_\_ (be) fantastic.
3. I \_\_\_\_\_ (visit) lots of interesting places.
4. I \_\_\_\_\_ (be) with two friends of mine.
5. In the mornings we \_\_\_\_\_ (walk) in the streets of London.
6. In the evenings we \_\_\_\_\_ (not / go) to pubs.
7. The weather \_\_\_\_\_ (be) great.
8. It \_\_\_\_\_ (not / rain) a lot.
9. But we \_\_\_\_\_ (see) some beautiful rainbows.
10. Where \_\_\_\_\_ you (spend) \_\_\_\_\_ your last holiday?

## עבר ממושך – Past Progressive

אנו משתמשים ב-Past Progressive (עבר ממושך) לתאר שלושה מצבים:

1. פעולה ארוכה אשר היתה בעיצומה בעבר במוספציף אך התחילה לפני והמשיכה אחרי.  
לדוגמא:

I was baking a cake last night at 8 o'clock.

2. על מנת לתאר שתי פעולות ארוכות שהתרחשו בעבר בזמנית.  
לדוגמא:

My brother was playing soccer while I was doing my homework.

3. כדי לתאר פעולה ארוכה שהתרחשה בעבר שנקטעה (אך לאו דווקא הופסקה) על ידי פעולה קצרה.  
לדוגמא:

My parents were watching television when the phone rang.

ביטויי זמן אשר מאפיינים Past Progressive:

While, as, all day/morning.... At 7 o'clock, between 4:00 and 10:00

Subject + was/were + verb + ing חיוב

Rachel was washing the windows yesterday at 19:00

subject + was/were + not + Verb + ing שלילי

I was not studying this subject at 8 o'clock last night.

Was/Were + subject + Verb + ing ? שאלת כן/לא

Were they eating cakes while we were cleaning?

:WH שאלות

WH: Wh + was/were + Subject + Verb + ing?

Why was she playing games all evening last night?

Who + was + verb + ing? שאלת נושא

Who was listening to the teacher last lesson?



השלימו את המשפטים הבאים בעבר פשוט או עבר ממושך.

1. George \_\_\_\_\_ (fall) off the ladder while he (paint) the ceiling.

2. Last night I \_\_\_\_\_ (read) in bed when I suddenly \_\_\_\_\_ (hear) a scream.

3. \_\_\_\_\_ you \_\_\_\_\_ (watch) TV when I \_\_\_\_\_ (call) you?

4. Ann \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).

5. I \_\_\_\_\_ (not drive) very fast when the accident \_\_\_\_\_ (happen).

6. I \_\_\_\_\_ (wash) the dishes when a plate \_\_\_\_\_ (slip) out of my hand.

7. Tom \_\_\_\_\_ (take) some photos when I \_\_\_\_\_ (play) in the garden.

8. We \_\_\_\_\_ (not go) out because it \_\_\_\_\_ (rain).

9. What \_\_\_\_\_ (you do) last week?

10. When I \_\_\_\_\_ (see) Carol at the party, she \_\_\_\_\_ (wear) a new dress.

## עתיד פשוט - Future Simple

אנו משתמשים ב-Future Simple (עתיד פשוט) כדי לתאר פעולה המתוכננת לעתיד.

We will visit Haifa tomorrow

ביטויי זמן אשר מאפיינים Future Simple:

tomorrow, next week/month..., in 2700, soon

**Subject + Will + Verb**

חיוב:

Ruthy will go on vacation next week

**Subject + won't + Verb**

שלילה:

I won't eat chocolate tomorrow.

**Will + subject + Verb?**

שאלת כן/לא:

Will they watch a movie soon?

**Wh + will + Subject + Verb?**

שאלת WH:

How will she fly to Paris next month?

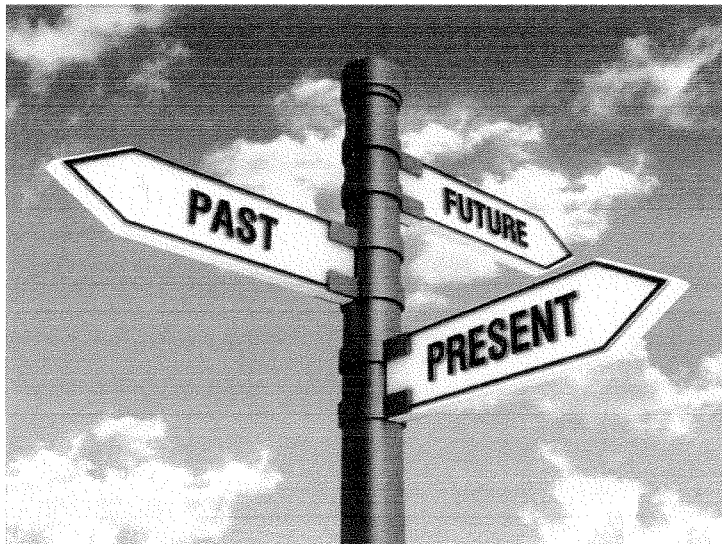
**Who + will + Verb + s?**

שאלת נושא:

Who will take me to school tomorrow?

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל בזמן עתיד פשוט.

1. My mother \_\_\_\_\_ (visit) her friend in Eilat next week.
2. Yoav \_\_\_\_\_ (not / go) to sleep late tomorrow night.
3. \_\_\_\_\_ Hila \_\_\_\_\_ (be) happy soon?
4. I \_\_\_\_\_ (watch) TV tomorrow.
5. We \_\_\_\_\_ (not / play) soccer next weekend.
6. \_\_\_\_\_ Guy and Tomer (like) the new baby when it is born?



## עתיד קרוב - going to - Future

אנו משתמשים בנוסחה המיוחדת הזו כאשר אנו רוצים לבטא כוונות ותוכניות לעתיד הקרוב. זאת אומרת, כאשר אנו עומדים לעשות משהו.

I am going to eat in a few minutes.

לא לשכוח!! הפועל BE משתנה בהתאם לנושא:

I -----am

He, She, It ----- is

We, You, They -----are

ביטויי זמן אשר מאפיינים Future - going to:

tonight, tomorrow, in a few minutes, in an hour/a week, soon

**Subject + Be + Going to + Verb**

חיוב

I am going to call Dan tonight.

**Subject + be + not + going to + Verb**

שלילה

I am not going to study for this exam tomorrow.

**Be+ subject +going to + Verb ?**

שאלת כן/לא

Are they going to have dinner in a few minutes?

שאלת WH:

**Wh + Be + Subject + going to + Verb?**

Why is she going to play with her dolls in an hour?

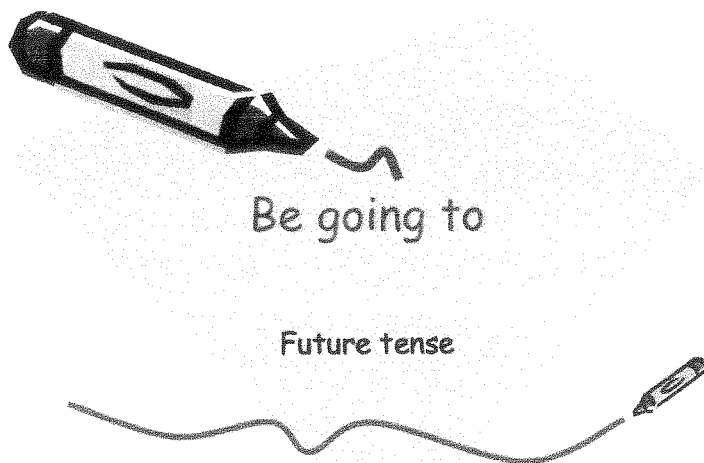
שאלת נושא

**Who + is+ going to + verb?**

Who is going to win the game tonight?

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל בזמן עתיד קרוב.

1. Are you \_\_\_\_\_ (watch) the ceremony tomorrow?
2. Gary \_\_\_\_\_ (not visit) his cousin today because he is tired.
3. I \_\_\_\_\_ (paint) my room on Sunday.
4. The guests \_\_\_\_\_ (bring) their own food.
5. There are no clouds in the sky. It \_\_\_\_\_ (not rain) today.
6. My mother \_\_\_\_\_ (cook) dinner for us later.
7. I'd better sleep. I \_\_\_\_\_ (get up) early in the morning.
8. Am I \_\_\_\_\_ (come) with you tomorrow?
9. Your friends \_\_\_\_\_ (not do) your homework for you.



## תרגול מסכם - זמנים

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל. השתמשו בהווה פשוט, הווה ממושך, עבר פשוט, עבר ממושך, עתיד פשוט ועתיד קרוב.

1. My mother usually \_\_\_\_\_ (wake) me up for school on time.
2. Shira and Tammy \_\_\_\_\_ (not be) brothers. They \_\_\_\_\_ (be) sisters.
3. Last year, I \_\_\_\_\_ (not do) well in school. This year, however, I \_\_\_\_\_ (improve).
4. \_\_\_\_\_ you \_\_\_\_\_ (speak) to the teacher about the test yesterday?
5. While I \_\_\_\_\_ (sleep), the phone suddenly \_\_\_\_\_ (ring).
6. I \_\_\_\_\_ (want) ice cream now!
7. My aunt \_\_\_\_\_ (travel) to Paris next weekend.
8. \_\_\_\_\_ the dog usually \_\_\_\_\_ (jump) on the sofa? No, it \_\_\_\_\_ (not do) that a lot.
9. Adi \_\_\_\_\_ (have) blue eyes. She \_\_\_\_\_ (not sleep) now.
10. Yesterday, I \_\_\_\_\_ (go) to sleep late.

## משפטי זיקה - Relative Clauses

כינויי הזיקה והשימוש בהם

שימוש	פירוש בעברית	כינוי הזיקה
מתאר אדם שהוא נושא משפט הזיקה. אחרי who יופיע פועל.	ש-	who
מתאר אדם אשר אינו נושא משפט הזיקה. אחרי whom יופיע נושא המשפט, כלומר כינוי גוף או שם עצם.	שאותו/ה, שאליו/ה, שעליו/ה וכולי	whom
מתאר שם עצם שאינו אדם (חיות, חפצים ומושגים מופשטים)	ש-	which
מתאר קשר של שייכות בין שם העצם שלפני כינוי הזיקה לשם העצם שאחריו.	ש... שלו/ה, ש... שלהם/ן	whose
מתאר מקום	שבו/ה, שבהם/ן	where
מתאר זמן	שבו/ה, שבהם/ן	when

השלימו את המשפטים עם אחד מה-re relative pronouns הבאים:

Who, which, whose, whom, where, when

- The man \_\_\_\_\_ lives next door is my neighbor.
- The man with \_\_\_\_\_ Dana works lives in Ramat Gan.
- The man \_\_\_\_\_ son is my friend lives next door.
- The book \_\_\_\_\_ I'm reading right now is very interesting.
- This is the restaurant \_\_\_\_\_ I eat lunch every day.
- I still remember the day \_\_\_\_\_ we first met.
- The boy \_\_\_\_\_ Noa loves is tall.
- Lia bought a table \_\_\_\_\_ cost a lot of money.
- The cat \_\_\_\_\_ legs are black is drinking milk.
- We like Bat El, \_\_\_\_\_ teaches math.

## MODALS

MODAL	USE	TENSES
can	יכול	present
could	a. עבר של can b. בקשה מנומסת	a. past b. present
(be) able to	יכול, מסוגל	all tenses
may	a. עשוי b. רשאי	a. future b. present
might	a. עשוי b. עלול	future
should	כדאי, צריך	present, future
have to	חייב, מוכרח	all tenses
must	חייב, מוכרח	present
mustn't	אסור	present

### CAN

+ I can eat a whole watermelon by myself.

- You can't even eat half a watermelon.

? Can she do that?

### COULD

#### a. can של עבר

+ My grandfather could run very fast when he was young.

- She couldn't help me.

? Could he read when he was five years old?

#### b. בקשה מנומסת

? Could you pass the salt, please?



### (BE) ABLE TO

- + I am able to do this test by myself. (present)
- She was not able to look after herself. (past)
- ? Will you be able to play basketball tomorrow? (future)

### MAY

#### א. עשוי

- + He may come tomorrow.
- She may not go with him.

#### ב. רשאי

- ? May I have some ice-cream, please?
- No, you may not!

### MIGHT

- + They might go on a picnic tomorrow, but only if it doesn't rain.
- She might not agree to cook dinner for us.

### SHOULD

- + You should really try this cake, it's delicious!  
(present)
- I shouldn't eat it, I'm on a diet. (present)
- ? Should he make another cake like it tomorrow? (future)

### HAVE TO

+ They have to clean their room this afternoon. (future)

- You don't have to clean your room because it's already clean. (present)

? Did she have to clean her room yesterday? (past)

### MUST

+ I must finish this today.

- You don't have to eat supper if you're not hungry.

? Must you be so noisy?

### MUSTN'T

- He mustn't forget to walk the dog.

השלימו את המשפטים הבאים עם modal או semi modal. לעיתים תיתכן יותר מתשובה נכונה אחת.

1. Ted's flight from Amsterdam took more than 11 hours. He

\_\_\_\_\_ be exhausted after such a long flight. He

\_\_\_\_\_ prefer to stay in tonight and get some rest.

2. If you want to get a better feeling for how the city is laid out, you

\_\_\_\_\_ walk downtown and explore the waterfront.

3. Hiking the trail to the peak \_\_\_\_\_ be dangerous if you are not well prepared for dramatic weather changes. You \_\_\_\_\_

research the route a little more before you attempt the ascent.

4. When you have a small child in the house, you \_\_\_\_\_

leave small objects lying around. Such objects \_\_\_\_\_

be swallowed, causing serious injury or even death.

5 .Dave: \_\_\_\_\_ you hold your breath for more than a minute?

Nathan: No, I can't.

6 .Jenny's engagement ring is enormous! It \_\_\_\_\_  
have cost a fortune.

7 .Please make sure to water my plants while I am gone. If they don't get  
enough water, they \_\_\_\_\_ die.

8 .I \_\_\_\_\_ speak Arabic fluently when I was a child and we  
lived in Egypt. But after we moved back to Canada, I had very little exposure  
to the language and forgot almost everything I knew as a child. Now, I  
\_\_\_\_\_ just say a few things in the language.

9 .The book is optional. My professor said we \_\_\_\_\_ read it if  
we needed extra credit. But we \_\_\_\_\_ read it if we don't want to.

11 .You \_\_\_\_\_ take your umbrella along with you today. The  
weatherman on the news said there's a storm north of here and it  
\_\_\_\_\_ rain later on this afternoon.

12 . \_\_\_\_\_ we pull over at the next rest stop? I really  
use the bathroom and I don't know if I \_\_\_\_\_  
hold it until we get to Chicago .

13 .Oh no! Frank's wallet is lying on the coffee table.  
He \_\_\_\_\_ have left it here last night.

14 .Ned: \_\_\_\_\_ I borrow your lighter for a minute?

Stephen: Sure, no problem. Actually, you \_\_\_\_\_  
keep it if you want to. I've given up smoking.

16 .Do you \_\_\_\_\_ chew with your mouth open like that?  
Geez, it's making me sick watching you eat that piece of pizza.

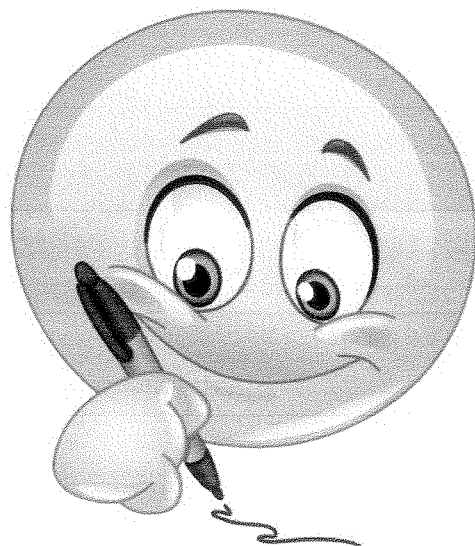
17 .Mrs. Scarlett's body was found in the lounge just moments ago, and it's  
still warm! Nobody has left the mansion this evening, so the killer  
\_\_\_\_\_ be someone in this room. It  
be any one of us!!!

18 .Ted: I don't know why Denise starting crying when I mentioned the  
wedding.

Pamela: It \_\_\_\_\_ have been what you said about her brother.  
Or, perhaps she is just nervous. After all, the big day is tomorrow.

**כתיבה**

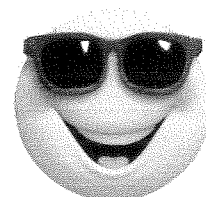
**Writing**



## שימוש באותיות גדולות - Capitalization

בכל משפט, ישנה מילה אחת או יותר שצריכה להתחיל או להיכתב באות גדולה. מצאו את המילים הללו ותקנו אותן על ידי שינוי האות הקטנה לאות גדולה. בכל שמונת המשפטים יחד יש 25 מילים שצריך לתקן.

1. can you speak good english?
2. last year, bar and adi went to the usa.
3. she asked, "do you like german food?"
4. my friend was born on 25 december 2004.
5. my father brought me a beautiful indian elephant from his trip to  
asia last week.
6. i like chinese food," mary said, "but i don't like french or italian.
7. the israeli army is called idf. it is very strong.
8. my favorite day of the week is monday.



## Sentence Word Order - סדר המילים במשפט

בדומה לעברית, סדר המילים במשפט באנגלית הוא כזה:

1. נושא - subject
2. פועל - verb
3. מושא - object
4. תיאור מקום - place
5. תיאור זמן - time

בכל משפט חייבים להיות נושא ופועל. שאר החלקים אינם חובה. לדוגמא:

I am eating.

I eat pizza.

I eat pizza in the kitchen.

I eat pizza in the kitchen every day.

במשפטי שאלה, נתחיל את המשפט מהפועל ולא מהנושא. לדוגמא:

Do I eat?

Am I eating?

Do I eat pizza in the kitchen every day?

ניתן להתחיל את המשפט בתיאור הזמן או המקום במקום בנושא. במקרה זה, 'ופיע אחר'  
התיאור ולפני הנושא פסיק.  
דוגמאות:

Every day, I eat pizza in the kitchen.

In England, people drink a lot of tea.

סדרו את המשפטים הבאים לפי הסדר:

1. a present / He / buys / every week

---

2. like / Tom / chocolate / Does / ?

---

3. now / They / in their room / a book / are reading

---

4. my dinner / eat / in the evening / I

---

5. in London / lives / Jonathan

---

## Punctuation Marks – סימני פיסוק

מדוע צריך סימני פיסוק? נסו לקרוא את הקטע הבא שבו לא מופיעים כלל סימני פיסוק.

Every day I wake up at 7:00 o'clock I wash my face brush my teeth and have breakfast Then I go to school At 13:30 I come back from school and I have lunch After I finish eating I do my homework Then I meet my friends play on the computer or watch TV I go to bed at 21:00 What is your day like When do you wake up When do you go to bed

האם היה לכם קל להבין את הקטע? מדוע?

חוקי השימוש בסימני פיסוק זהים באנגלית ובעברית.

1. משפטי חיוב ושלילה נסיים בנקודה.

Bar likes pizza.

Bar doesn't like broccoli.

2. משפט שאלה נסיים בסימן שאלה.

Do you like pizza?

3. בין שני משפטים תפריד נקודה, אלא אם מחברת ביניהם מילת קישור.

Bar likes pizza. She doesn't like broccoli.

Bar likes pizza, but she doesn't like broccoli.

4. כאשר משפט אינו מתחיל בנושא שלו - למשל כאשר הוא מתחיל בתיאור מקום או

זמן - יפריד פסיק בין ההתחלה לבין הנושא.

In the summer, it is hot.

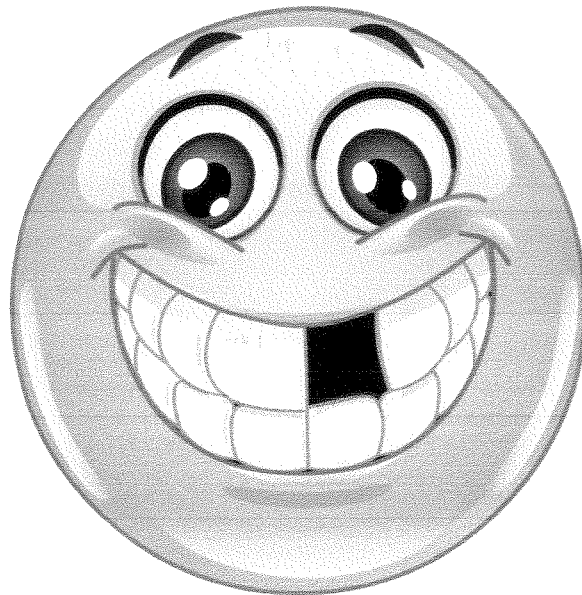
Last week, I visited my friend.

5. בין איברים ברשימה יפריד פסיק.

I like to swim, eat, sleep and play on my computer.

כעת, הוסיפו סימני פיסוק לקטע.

Every day I wake up at 7:00 o'clock I wash my face brush my teeth and have breakfast Then I go to school At 13:30 I come back from school and I have lunch After I finish eating I do my homework Then I meet my friends play on the computer or watch TV I go to bed at 21:00 What is your day like When do you wake up When do you go to bed





## סוגי חיבורים בבגרות 4 יחידות

### כללי

אורך כל חיבור צריך להיות 79-90 מילים. אם כותבים פחות, יורדות נקודות.

לחיבור ניתן ציון של 0-30 נקודות. חלק מהנקודות ניתנות על *communicative ability* וחלק על *accuracy*.

*Communicative ability* כולל אורך, מבנה (חלוקה ברורה לפסקאות, רצף הגיוני ומארגן של רעיונות), רלוונטיות (האם החיבור עוסק בנושא שהוגדר לתלמיד או סוטה ממנו), בהירות (עד כמה קל להבין למה התכוון התלמיד בחיבור, עד כמה הכתיבה קולחת) ואוצר מילים.

*Accuracy* מורכב מאיות, תחביר (מגדירים, סדר מילים במשפט, בחירת מילת היחס המתאימה, פיסוק, אותיות גדולות וקטנות), דקדוק (זמנים, *relative clauses*, וכו') ושימוש במילות קישור.

### סדר פעולות בכתיבת חיבור

1. קריאת הנושא והבנתו, כולל פירוש כל מילה לא מובנת
2. תכנון החיבור ברמת הפסקאות
3. בכל פסקה, ניסוח משפט בעברית ותרגום שלו לאנגלית
4. הגהה

## הגהה על חיבור

### 1. אותיות קטנות וגדולות

1. משפט חדש (אחרי נקודה או סימן שאלה) צריך להתחיל באות גדולה.
2. המילה אני I תמיד נכתבת באות גדולה.
3. שם עצם פרטי מתחיל באות גדולה.

### 2. סימני פיסוק

1. כאשר משפט אינו נפתח בנושא שלו, יפריד פסיק בין ההתחלה הלא נושאת לבין המשך המשפט.
2. לפני מילות הקישור and, but, so צריך להופיע פסיק.
3. בין שני משפטים תפריד נקודה, למעט כאשר מחברת ביניהם מילת קישור.

### 3. זמנים

1. בכל משפט באנגלית חייב להיות פועל.
2. כל משפט צריך להיות באחד מהזמנים שלמדנו: עבר פשוט, הווה פשוט, הווה ממושך או עתיד.

### 4. תחביר

1. שם עצם ספיר ביחיד חייב מגדיר.
2. באנגלית, שם תואר יופיע לפני שם העצם שהוא מתאר ולא אחריו (כמו בעברית).
3. בחירת חלק הדיבר המתאים: שם עצם, שם תואר, מגדיר, פועל, תואר הפועל.
4. אסור שבאותו משפט תהיה שלילה כפולה. את מילת השלילה השנייה נחליף ב-not.

### 5. איות

- א. כל מילה שלא בטוחים באיות שלה יש לבדוק במילון.

## חיבור דעה - Opinion Essay

### פסקת פתיחה:

1. הצגת הנושא

2. הצגת מורכבות הנושא

3. הבעת דעתך בנושא

The issue of ..... is a very complicated one. Different people have different opinions. I believe that...

או

What is better, ..... or .....? Different people will answer this question differently. In my opinion, .....

### פסקה שנייה:

נימוקים בעד דעתך.

To begin with, או First of all,..... Secondly, או Also,..... Finally,... או Last but not least..... נימוקים בעד דעתך

### פסקה שלישית:

דוגמה רלוונטית שמחזקת את דעתך בנושא

For example, ..... מתן דוגמה שממחישה את הבעיה ואת דעתך

או לחילופין תקיפת הדעה הנגדית

Some people believe that ..... I, however, think they are wrong because..... תקיפת הדעה הנגדית

### פסקת סיום:

משפט סיכום ..... In summary, או To sum up, או In conclusion, או To conclude,  
קצר וקולע. לא להוסיף מידע נוסף. פשוט לסגור/לסכם את החיבור בקצרה.

דוגמה לחיבור דעה:

What is better, living in a city or in a Moshav or a kibbutz? Different people will answer this question differently. In my opinion, living in the city is the best.

First of all, the city has everything in it: shopping centers, cinemas, places to go out, etc. Secondly, there are more people, so you can meet many different kinds of people and have many friends. Finally, there are more jobs and you don't have to work at a job you don't like.

Some people believe that it's better to live in a Moshav or a Kibbutz. I, however, think they are wrong because there is very little to do there, there are a few people, you can't choose your job and it's very boring and dull.

In conclusion, there is no place like the city, and when I grow up I will definitely live in a big city.

1. Some people think it's good to have a pet, and others don't. What is your opinion? You may write about your own experience or that of others.
2. Some people believe that teenagers should get an after-school job. Others think this is not a good idea. What is your opinion? You may write about your own experience or that of others.
3. Some people believe that all schools should have a long school day. Do you agree or disagree with this idea? Write a passage stating and explaining your opinion.

You may relate to the following points:

- \*the effect on schoolwork
- \*the effect on other activities at school (drama, sports, etc.)
- \*the effect on after-school activities (work, friends, etc.)
- \*the effect on the family

You may also relate to your own experience or the experience of your friends.

4. Some people believe that end-of-year parties at school are important social events. Others believe that the money could be used in better ways. What do you think? Write a passage stating and explaining your opinion. You may relate to the following points:

- \*Why you think end-of-year parties are important or why you think they are unnecessary.
- \*Who should decide whether or not to have these parties (the students or the school) and why.
- \*Other ways to celebrate the end of the school year.
- \*What the money could be used for instead of the parties.

5. Some students prefer to study alone. Others prefer to study in a group. Which way of studying do you prefer and why? You may relate to the following points:

- \* The advantages and disadvantages of studying alone
- \* The advantages and disadvantages of studying in a group
- \* situations in which you prefer to study alone
- \* situations in which you prefer to study in a group

## חיבור תיאורי - Descriptive Essay

### פסקת פתיחה:

הצגת נושא החיבור, כלומר הדבר/מקום/אדם שאותו מתאר החיבור.

I would like to describe ..... (I would like to describe the singer  
Adelle, the person I want to meet the most)

### פסקה שנייה:

תיאור הבט אחד של האדם/מקום/דבר. אם זה אדם, אפשר לתאר את החיצוניות שלו, או אופיו, או איך ומתי הכרתם. אם זה מקום, אפשר לתאר אותו פיזית, או את הקשר שלך אליו.  
למשל:

Adelle is a very beautiful woman in my opinion. She is 29 years old. She has blond hair and big green eyes. Her voice is also beautiful, and her songs are usually ballads. She has had many hits over the years.

### פסקה שלישית:

תאור הבט שני, נוסף, אחר של האדם/מקום/דבר. למשל:

I want to meet Adelle because she is my favorite singer. I think she is the best singer not only in Britain, but in the whole world. I would like to meet her at her home. I will bring presents for her and her son. The meeting will be three hours long, and she will sing a few songs for me. At the end of the meeting we will give each other a big hug.

### פסקת סיום:

משפט סיכום ..... To conclude, או In conclusion, או To sum up, או In summary,  
קצר וקולע. לא להוסיף מידע נוסף, פשוט לסכם את החיבור בקצרה.

למשל:

To conclude, if I ever have the chance to meet Adelle, I will be the happiest person alive.

נושאים לחיבור תיאורי:

- (1) Write about a place in which you want to live. you can explain where it is, what you like about it, and why you want to live there.
- (2) Describe a trip (real or imaginary) that you enjoyed. You can write about where you went, what you did and what you saw.
- (3) Describe a place you visited recently. You may write about why you went there, what you saw there, what happened there, and how you felt.
- (4) Describe an interesting event. For example, you can write about a trip, a performance or a sports activity. Explain what you liked or didn't like about it.
- (5) Everybody needs to make decisions. Describe a decision (real or imaginary) that you had to make.  
You may relate to the following points:
  - \* what the situation was
  - \* who helped you make the decision
  - \* what your considerations were
  - \* how you feel about your decision now
- 6) What do you think are the most important qualities in a friend? Write a passage, giving two or three qualities and explaining why they are so important.  
You may do one or more of the following:
  - \* Explain why the qualities make the person a good friend.
  - \* Explain why they are important to you.
  - \* Give examples from your own experience.
- 7) What are the most important values children should be taught?  
Choose 1-3 values (such as honesty, hard work, friendship).  
You may relate to the following points:
  - \* Why these values are important.
  - \* Why children should learn these values at an early age.



\* Who should teach these values, and how.

## מכתב לא רשמי - Informal Letter

January 11, 2017

Dear \_\_\_\_\_,

Hi, how are you? I hope you and your family are well. I wanted to tell you about....

פסקת גוף I.

פסקת גוף II.

I have to go now. Please write me a long letter soon and let me know how you are and what's new in your life.

Yours,

Miss You,

Love,

Tal

שימו לב! אין לחשוף את פרטיכם האישיים. יש להשתמש בשמות בדויים בלבד!

נושאים למכתב לא רשמי

1. A friend from abroad is planning to visit you for a few days. Write a letter telling your friend about someone that you want him or her to meet. Explain why you want your friend to meet this person. You may relate to the following points:
  - \* Where you know this person from.
  - \* Why you think that your friend will enjoy meeting this person.
  - \* One or two things you want the three of you to do together.
2. Your cousin who lives abroad is going to start high school next year. Write him or her a letter based on your own experience in high school. You may write your cousin about some or all of the following:
  - \* How you felt when you just began high school.
  - \* What you liked and / or disliked about the first months of high school.
  - \* What you did in order to make new friends.
3. You have just taken part in a volunteer project. Write a letter to a friend abroad, telling him or her about it. You may write about some or all of the following:
  - \* Why you took part in the project.
  - \* What kind of volunteer work you did.
  - \* Why you did or didn't enjoy the volunteer work.
4. A month ago, your principal decided that students would not be allowed to bring cell phones to school. Write a letter to a friend abroad, telling him or her about this new rule. You may relate to the following points:
  - \* Why cell phones are not allowed in school.
  - \* How the new rule has changed life in school.
  - \* How you and / or the other students feel about the new rule.
  - \* How the new rule has affected you