

**חוברת אנגלית**

**למסיימי כיתות י'**

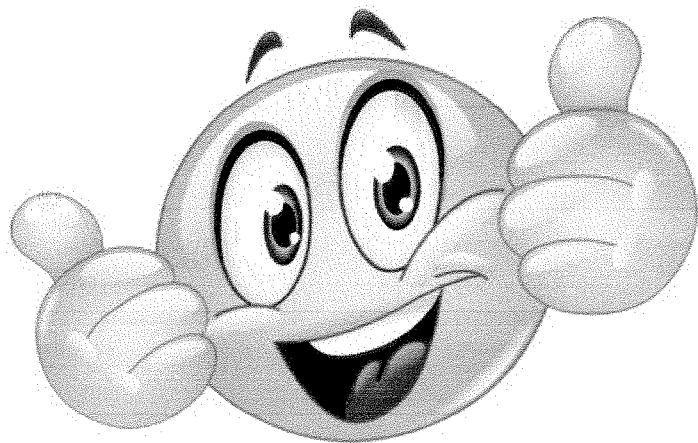
**5 יחידות**

**הבנת**

**הנקרא**

**Reading**

**Comprehension**



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

Read the article below and then answer questions 1-8.

**ARTS IN THE OLYMPICS**

Every four years, athletes from all over the world come together in one of the world's major cities to compete in the Olympic Games. The popular sports event, which has been held for over 100 years, attracts thousands of competitors. Few people are aware, however, that from 1912 to 1948 the competitions also  
5 included the arts – painting, literature, music and more. This is the subject of Richard Stanton's new book, *The Forgotten Olympic Art Competitions*.

Stanton spent ten years doing research for the book, reading thousands of old documents in the archives of the International Olympic Committee (IOC). The idea of having arts in the modern Olympics, he writes, was first suggested by  
10 Baron Pierre de Coubertin, the founder of the modern Games. Since childhood, Coubertin had been fascinated by the original Olympics, held around 2500 years ago in ancient Greece. Participants in those competitions demonstrated not only athletic abilities, but artistic skills as well – for example, in music and poetry. Coubertin wanted to bring that tradition back to life.

15 However, the inclusion of the arts in the modern Olympics was very problematic. In sports competitions, there was not much for the judges to do. Most athletic achievements could be measured objectively, and the medals simply went to the fastest runners or the highest jumpers. But in the arts, the winners were chosen by a group of judges who had to reach a majority decision. Unfortunately,  
20 they could only rely on their own taste, and they rarely agreed with each other. Moreover, the art competitions met with much criticism. Some critics objected to the fact that all the works of art had to be linked to sports. Others were opposed to the idea of artists competing against one another.

Stanton believes that these factors may have led the IOC to remove the  
25 art competitions from the Games. However, he could find no convincing explanation for the decision because very little relevant material has survived. But, as he notes, the arts never completely disappeared from the Olympics. The original art competitions were replaced by a series of exhibitions, festivals, and other artistic events, now known as the Cultural Olympiad. So  
30 even though artists no longer participate in the Olympic competitions, they can contribute to the unique atmosphere of the Games.

QUESTIONS (70 points)

Answer questions **1-8** in English, according to the article. In questions **1, 4,** and **5**, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What do we learn from lines 1-6 about the Olympic Games?

- i) Why they are only held every four years.
- ii) How they changed.
- iii) Why people don't know much about them.
- iv) What Stanton thinks of them.

(8 points)

**2.** What are we told in lines 7-14?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Where Stanton got the idea to write his book.
- ..... ii) Why the IOC wanted to help Stanton.
- ..... iii) How Stanton got information about the subject.
- ..... iv) Where the first modern Games were held.
- ..... v) Why the original Olympics included the arts.
- ..... vi) Why Coubertin founded the modern Olympics.

(2×7=14 points)

**3.** Why does the writer mention that athletic achievements could be measured objectively? Give ONE answer according to lines 15-23.

COMPLETE THE SENTENCE.

He does this to explain why .....

.....

(8 points)

4. What do we learn from lines 15-23 about the art competitions?

- i) Why they were popular.
- ii) What the artists thought of them.
- iii) How the winners were chosen.
- iv) Who the participating artists were.

(8 points)

5. What information is given about all the critics mentioned in lines 21-23?

- i) Why they were against the art competitions.
- ii) Why they didn't want the works of art to be linked to sports.
- iii) What they thought of the works of art.
- iv) How they wanted to improve the art competitions.

(8 points)

6. What was the "decision" that is referred to in line 26?

ANSWER: .....

(8 points)

7. According to line 31, today artists "can contribute to the unique atmosphere of the Games." How can they do that? Give ONE answer from lines 24-31.

ANSWER: .....

(8 points)

8. Stanton worked very hard to collect the information for his book. Copy a sentence or a phrase from the article that shows this.

ANSWER: .....

(8 points)

## PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

### DANGER: JUNK IN SPACE

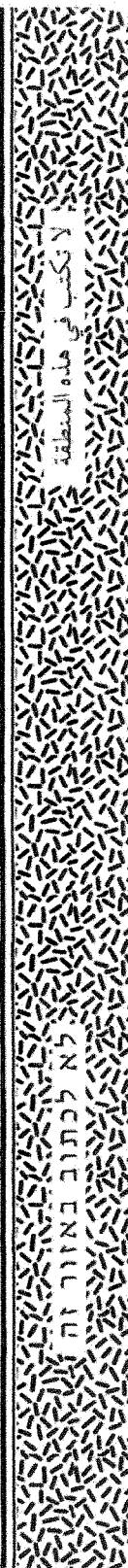
Satellites have been sent into space for over fifty years, and they are used in communications, weather forecasts, and navigation systems. However, most of them don't last very long, and stop working after 10 to 15 years. Old satellites break up into pieces that remain in space. According to the American space agency, NASA, there are already millions of such pieces of junk, and their number is growing every year.

This situation has scientists very worried. Because the junk is moving through space at a very high speed, it can cause great damage to anything it hits. Nowadays satellites are built with heavy shields to protect them from the smaller pieces of junk. However, they can still be destroyed by any object that is larger than a tennis ball. That's why NASA is watching the bigger pieces closely. Whenever a big piece seems to be flying toward a satellite, that satellite is moved to a safer position.

Despite all these efforts, it is becoming very difficult to ensure the safety of satellites. "It's getting so crowded up there that a serious collision is likely to happen in the near future," says NASA physicist Jenny Gonzales. "And if one satellite is destroyed, the pieces could hit other satellites nearby, causing them all to stop working. Then whole communication systems could collapse."

Experts agree that the best way to reduce the danger is to try to remove the bigger pieces of junk. A number of ideas have been suggested. The European Space Agency, for instance, has proposed covering the larger pieces with a special foam. This would cause them to slow down, fall back toward Earth, and burn up harmlessly in the atmosphere. NASA has suggested using lasers to achieve the same result.

/המשך בעמוד 3/



25 Meanwhile, the technology needed to carry out these solutions has not yet  
been developed. And there is also another major problem. The objects in space  
belong to dozens of different countries, so any clean-up program would require  
global cooperation. That, however, is very hard to achieve. "Countries have  
been talking about it for years," says Dr. Gonzales. "If they don't stop talking  
30 and start doing something soon, we are going to lose satellites. Imagine the  
effects this will have on all our lives."

QUESTIONS (70 points)

Answer questions 1-7 in English, according to the article. In questions 3, 4  
and 5, circle the number of the correct answer. In the other questions, follow  
the instructions.

1. What are we told in lines 1-6?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Why NASA sends millions of objects into space.
- ..... ii) How satellites are sent into space.
- ..... iii) Why satellites don't last more than 10-15 years.
- ..... iv) What satellites are used for.
- ..... v) How satellites work.
- ..... vi) Why space is filling up with junk.

(2×8=16 points)

2. Why does NASA watch the bigger pieces of junk? (lines 7-13)

COMPLETE THE ANSWER.

Because these pieces .....

(7 points)

/המשך בעמוד 4/

3. The phrase "all these efforts" in line 14 refers to all the efforts to (-).
- (i) build stronger satellites
  - (ii) protect satellites from the junk in space
  - (iii) keep watching the junk in space
  - (iv) change the position of satellites
- (8 points)

4. What is explained in lines 14-18?
- (i) Why it is difficult for NASA to watch the junk in space.
  - (ii) Why many satellites have stopped working.
  - (iii) Why the chance of a serious collision is increasing.
  - (iv) Why there are now more satellites in space.
- (7 points)

5. In lines 19-24 the writer presents ideas for (-).
- (i) learning about the dangers to satellites
  - (ii) preventing harm to the Earth's atmosphere
  - (iii) removing pieces of junk from space
  - (iv) controlling satellites more effectively
- (8 points)

6. When will it be possible to start a clean-up of space? Give TWO answers from lines 25-31.

COMPLETE THE ANSWERS.

- (1) When we have .....
  - (2) When we have .....
- (2x8=16 points)

7. According to Dr. Gonzales, losing satellites could have effects on our lives (lines 30-31). Give ONE possible effect. Base your answer on information in another paragraph.

ANSWER: .....  
(8 points)

/המשך בעמוד 5/

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

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

**TROUBLE AT THE TOP OF THE WORLD**

On May 29, 2013, Nepal celebrated a special anniversary. Sixty years earlier, two climbers, Edmund Hillary and Tenzing Norgay, were the first to reach the top of the country's Mount Everest — the highest mountain in the world. Since then, over 4,000 climbers have succeeded in repeating their achievement. In fact, more and more  
5 people from all over the world have been coming to Nepal to take on the challenge. In 2012, no fewer than thirty teams were on Everest during the 3-week climbing season.

Unfortunately, the mountain's popularity has had some undesirable consequences. First of all, with so many people arriving every year, the main climbing routes have become heavily polluted. As teams make their way up the mountain, they pass heaps  
10 of garbage that were left behind by earlier groups. Although clean-up efforts have improved the conditions on the lower parts of Everest, they have not had much effect higher up.

Another cause for concern is that many of the climbers have almost no experience as mountaineers. Because they lack knowledge of the dangers of the climb, they often  
15 make bad decisions about food, equipment, and other essential matters. Moreover, after paying \$30,000 - \$120,000 to stand at "the top of the world," some of them are unwilling to turn back before reaching the summit. Sometimes they continue the climb even when exhaustion or stormy weather make it unsafe to go on.

Several suggestions have recently been made that may help improve the situation.  
20 One is to limit the number of climbers who are allowed on the mountain every year. Another is to require each group of climbers to hire professional guides — a requirement that exists for other mountains around the world. It has also been proposed that people who ask for a permit to climb Everest must provide proof of their mountaineering experience.

25 Despite the problems still waiting to be solved, Everest attracts 700-900 eager climbers every season. No wonder, says Ed Simons, who has led ten expeditions up the mountain. "It's an incredible adventure whether you reach the summit or not. It's not simply about getting to the top. It's about appreciating the majesty of nature, challenging yourself, and enjoying the whole experience."

QUESTIONS (70 points)

Answer questions 1-7 in English, according to the article. In questions 2, 3, and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. What information is given in lines 1-6?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) How the discovery of Everest was celebrated.
- ..... ii) What happened in Nepal around sixty years ago.
- ..... iii) How Hillary and Norgay managed to achieve their goal.
- ..... iv) Why many people go to Nepal.
- ..... v) How many people climb Everest every year.
- ..... vi) Why the climbing season is so short.

(2×8=16 points)

2. Which of the following is a suitable title for the third paragraph (lines 13-18)?

- (i) Learning to climb high mountains
- (ii) The special attraction of high mountains
- (iii) Mistakes that Everest climbers might make
- (iv) Preparing to climb Everest

(8 points)

3. In lines 13-18 the writer mentions the high prices that Everest climbers pay.

He does that in order to explain why the climbers (–).

- (i) are mostly rich people
- (ii) might go on climbing when they should not
- (iii) have the best mountain climbing equipment
- (iv) often reach the summit

(8 points)

4. According to lines 19-24, a suggestion has been made to limit the number of climbers on Everest. What problem might that solve?

Base your answer on lines 7-12.

COMPLETE THE ANSWER.

The problem of .....  
(8 points)

5. What could help increase the safety of Everest climbers? Give TWO answers from lines 19-24.

COMPLETE THE ANSWERS.

- (1) Making sure that the climbers have .....  
.....  
(2) Making sure that the climbers have .....  
.....

(2×7=14 points)

6. What point does Ed Simons make about climbing Everest? (lines 25-29)

- (i) It is harder than you think.  
(ii) The more you do it, the more you enjoy it.  
(iii) It is a great experience.  
(iv) Every climber reacts to the experience differently.

(8 points)

7. In line 7, the writer mentions the mountain's popularity. Copy a sentence or phrase from another paragraph which shows that Everest is popular.

ANSWER: .....  
(8 points)

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

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

**A "GREEN" EDUCATION**

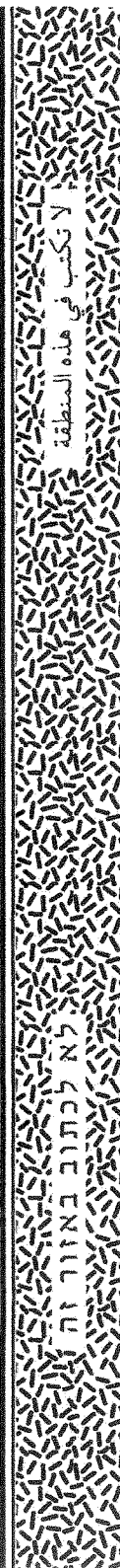
When young people think about which college or university to go to, they usually want to know what courses are offered and how much they cost. But today an additional consideration is affecting their choice. In a recent survey of 5,000 American students, more than half said they chose their educational institution because of its environmental, or "green," policies. Moreover, the institutions themselves now realize that adopting such policies not only helps the environment, but also increases their appeal to students. Often, they turn to companies that specialize in advising educational institutions on how to become more "green." One such company is FutureSites, headed by Dr. Diana Silver.

Making an institution "green" requires efforts on many levels. As Dr. Silver explains, "On the most basic level, it's about promoting individual responsibility by encouraging students not to waste water or electricity. But it also means that the buildings themselves must be environmentally friendly, and this includes the use of recycled materials in their construction wherever possible." In addition, she says, a "green" building has to have excellent insulation that keeps it warm in winter and cool in summer. This creates comfortable surroundings without the need for air conditioning.

While constructing a "green" campus costs a lot of money, the long-term savings are greater than the costs. Not only does the government help pay for "green" buildings, but running this type of campus is also cheaper than running an ordinary one. Furthermore, "green" architecture can have surprising benefits. Take, for example, the use of natural daylight wherever possible. According to Dr. Silver, students who study in natural light report fewer headaches than those working in rooms lit by electric lighting. And their grades were found to be higher as well.

The impact of a "green" campus goes beyond the advantages of the building design. Studying there, says Dr. Silver, can also motivate young people to get personally involved in environmental issues. "We've heard from 'green' colleges that some students initiate their own projects, such as reducing the amount of paper used or recycling old text books," she explains. "And after graduating, many of them become active in environmental organizations throughout the country." Clearly, then, these institutions make an important contribution to society as a whole.

/המשך בעמוד 3/



QUESTIONS (70 points)

Answer questions 1-7 in English, according to the text. In questions 2, 5, and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from lines 1-10?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) What affects young people's choice of university or college.
- ..... ii) Why students are interested in environmental subjects.
- ..... iii) What advice FutureSites gives students.
- ..... iv) How many "green" universities there are in the USA.
- ..... v) What service FutureSites provides to universities.
- ..... vi) What the environmental importance of "green" policies is.

(2×8=16 points)

2. In lines 12-13, Dr. Silver mentions "individual responsibility." Responsibility for what?

- i) For creating comfortable surroundings.
- ii) For encouraging "green" construction.
- iii) For recycling materials.
- iv) For helping the environment.

(8 points)

3. COMPLETE THE SENTENCE.

In lines 11-18, Dr. Silver describes ways that institutions can .....

.....

(8 points)

4. What benefits might universities get from becoming "green"? Give TWO answers from the following lines.

COMPLETE THE SENTENCES.

Lines 1-10: It can help them .....

Lines 19-22: It can help them .....

(2×8=16 points)

5. What can we understand from lines 19-22?

- i) It is difficult to run a "green" campus.
- ii) The government wants to encourage "green" building.
- iii) Most campuses have "green" architecture.
- iv) The government helps pay for higher education.

(7 points)

6. COMPLETE THE SENTENCE.

In lines 22-26, higher grades are mentioned as one of the .....

(8 points)

7. Dr. Silver describes student activities in order to show (-). (lines 27-34)

- i) why students choose to study on a "green" campus
- ii) how common "green" projects are
- iii) the effects of studying on a "green" campus
- iv) the kinds of projects that are recommended by colleges

(7 points)

/המשך בעמוד 5/

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

Read the book review below and then answer questions 1-8.

**ALL ABOUT CHOCOLATE**

A review by Mark Nolan

The latest book in the "Learn More About..." series was published last week. This series continues to bring us beautiful, highly informative books on a wide variety of our favorite foods, including bread, cheese, and ice cream. Now comes one on chocolate, written by Anna Dayton and Jeffrey Barnett, editors of  
5 *Sweet Desserts Magazine*.

This book, like the other books in the series, opens with a chapter on the history of the subject, presenting many fascinating facts. The writers begin with the origin of chocolate in South America, where powder was produced from the seeds of the cacao tree, and then mixed with water to make a bitter chocolate  
10 drink. Only kings and nobles were allowed to drink it, and the seeds themselves were considered so valuable that they were used as a form of money.

The book also describes the arrival of the cacao seeds in Europe in the 16<sup>th</sup> century. Traders brought them to Spain, where sugar was added, greatly improving the taste of the chocolate drink. Within 100 years the drink had  
15 already spread to other parts of Europe. However, only the rich could afford to buy it because of the high cost of producing the powder. This changed in the 19<sup>th</sup> century, with the invention of machines that made it much cheaper to do the job. At about the same time, cacao powder was first used to produce new forms of chocolate, including the chocolate bars that we enjoy today.

20 Another chapter is devoted to scientific studies of chocolate, including reports on some of the latest research. Unfortunately, the writers do not mention any of the findings about the risks of eating too much chocolate, such as obesity and damage to teeth. Instead, they focus only on studies of potential benefits, which show that chocolate can improve mood and memory. The chapter would  
25 certainly have been better if they had provided more balanced information.

At the end of the book there is a section listing the different kinds of chocolate on the market and the terms used in the chocolate industry. Much of this information is too technical, and may not interest all readers. But despite such flaws, the book is a fine addition to the "Learn More About..." series, and you  
30 will want to look through its pages again and again.

/המשך בעמוד 3/

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**QUESTIONS** (70 points)

Answer questions 1-8 in English, according to the article. In questions 3, 5 and 8, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from lines 1-11 about the books in the series?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Who the authors are.
- ..... ii) What the reviewer thinks of them.
- ..... iii) What new facts they contain.
- ..... iv) How many there are.
- ..... v) What they have in common.
- ..... vi) Which ones are the most popular.

(2×8=16 points)

2. COMPLETE THE SENTENCE.

From lines 6-11 we learn about two different uses of .....

.....

(8 points)

3. Which of the following is a suitable title for lines 12-19?

- (i) Chocolate in Europe Today
- (ii) The Many Uses of Chocolate
- (iii) The History of Chocolate in Europe
- (iv) The Increasing Value of Chocolate

(7 points)

4. What is the job that is referred to in line 18?

ANSWER: .....

(7 points)

/המשך בעמוד 4/

5. What are we told in lines 12-16 about the chocolate drink?

- (i) Why most people could not drink it.
- (ii) Why people drank it mainly in Spain.
- (iii) Why it was brought to Europe.
- (iv) Why it did not spread quickly through Europe.

(8 points)

6. COMPLETE THE SENTENCE.

In lines 20-25, better memory is mentioned as an example of .....

.....

(8 points)

7. What would have improved the chapter on scientific studies? (lines 20-25)

COMPLETE THE SENTENCE.

The chapter would have been better if it contained information about .....

.....

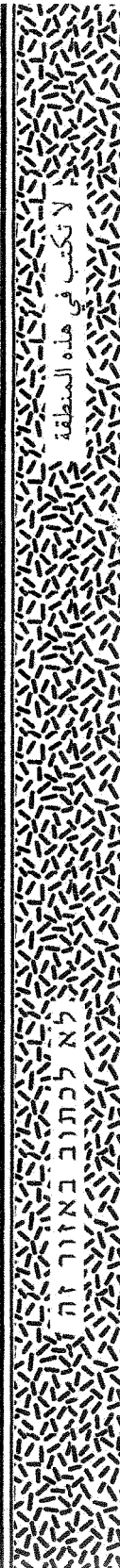
(8 points)

8. What does the reviewer mention in both the fourth and fifth paragraphs?

(lines 20-30)

- (i) Readers' responses to the book.
- (ii) Reasons that he likes the book.
- (iii) Information that is not in the book.
- (iv) Problems with the book.

(8 points)



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

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

**PUBLIC SPEAKING ONLINE**

For the last twelve years, Dr. Matt McGarrity has been teaching his students at the University of Washington the secrets of speaking successfully in public. In 2013, the popular lecturer took on a new challenge: creating and teaching an Internet course that is based on the course he had been giving in class. The online course is free, and open to people all over the world who wish to improve their public speaking skills.

In order to design an online course, McGarrity had to find a new teaching method. After all, he explains, the people taking a course online are not aiming to get an academic degree, so they may want to do only the parts that especially interest them. He therefore decided to break up his 60-minute classroom lectures into a series of videos, each of them lasting 8-12 minutes and dealing with a specific topic. This also made it possible for viewers with a busy schedule to easily find time to study.

After the course started, McGarrity made several adjustments based on the feedback he got on the course's online forum. For example, many students complained at first that he spoke too fast for them to follow. As a result changes were made, such as enabling viewers to play his words at a slower speed. McGarrity continued checking students' comments on the online forum and fixed additional problems they raised.

The online students were able to improve their public speaking skills by recording their own speeches and putting them on the online forum in order to get feedback both from McGarrity and from other students. Although they could choose whether or not to do the course assignments, many people did put their speeches online. And while he could not monitor everyone's progress, says McGarrity, he clearly saw the speeches improve over time.

Responses to the first online course were enthusiastic, with students reporting how useful they found it. Thirty-year-old Frieda from Spain, for example, says the improvement in her public speaking skills has been very important for her career as a journalist, and Jason from England wrote that gaining the skills greatly boosted his self-confidence. McGarrity is pleased that his course was so helpful, and he continues offering it. This, he believes, is what a university should be doing: spreading its knowledge for the benefit of the general public.

/המשך בעמוד 3/

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**QUESTIONS** (70 points)

Answer questions 1-7 in English, according to the article. In questions 1, 2, and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from lines 1-6?

- (i) What makes McGarrity's courses challenging.
- (ii) How McGarrity feels about teaching.
- (iii) Who can take McGarrity's online course.
- (iv) What makes McGarrity a popular lecturer.

(8 points)

2. What does McGarrity explain in lines 7-13?

- (i) Why online students don't need a degree.
- (ii) Why he needed a different teaching method.
- (iii) Why many students found the course easy.
- (iv) Which topics he decided to put on the videos.

(8 points)

3. Give TWO benefits of McGarrity's online teaching method. Base your answers on lines 7-13.

COMPLETE THE SENTENCES.

(1) Students can .....

(2) Students can .....

(2×8=16 points)

4. COMPLETE THE SENTENCE.

From lines 14-19, we learn why McGarrity decided to .....

(8 points)

/המשך בעמוד 4/

5. What information is given both in lines 14-19 and in lines 20-25?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) What the requirements of the course were.
- ..... ii) What the students used the online forum for.
- ..... iii) How much feedback students got.
- ..... iv) What the students thought about the course.
- ..... v) How McGarrity helped the online students.
- ..... vi) Why students complained about the forum.

(2×7=14 points)

6. What disadvantage of McGarrity's online course is mentioned in lines 20-25?

- (i) Students could not do all the assignments.
- (ii) It was hard for students to put their speeches online.
- (iii) McGarrity could not monitor all the students' work.
- (iv) Students could not ask McGarrity questions.

(8 points)

7. COMPLETE THE SENTENCE.

According to lines 26-32, both Frieda and Jason agree that .....

.....

(8 points)

/המשך בעמוד 5/

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لا لכתוב באזור זה

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

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

**CAN WE SAY GOODBYE TO THE "THROW-AWAY SOCIETY"?**

In June 1992, a conference called Earth Summit was held in Rio de Janeiro, Brazil. At that conference, government representatives from over 150 countries agreed to take action to protect the environment. One of the decisions was to reduce the amount of waste that is produced every year. But, unfortunately, the situation has only gotten worse since the conference, and the mountains of garbage have been getting higher and higher.

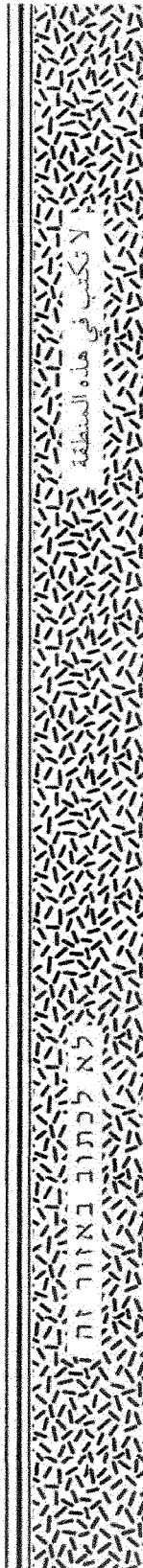
Sociologists use the term "throw-away society" to describe the way we live: We constantly throw things away, maybe because we like to have the newest model or the latest fashion, or because we don't have the time or energy to get things repaired. And it's not only clothes and toys that are thrown out needlessly, but also electrical appliances such as refrigerators, ovens, and washing machines. Many of these appliances contain harmful materials, and when we throw them out those materials pollute the ground and the drinking water. So with every additional appliance that goes into the garbage, greater damage is done to the environment.

Various efforts are now being made to change our throw-away culture. According to new laws in France, for example, companies that produce electrical appliances have to let customers know how long those appliances are expected to work. The lawmakers believe that this will encourage the companies to make products that last longer. The new laws also enable customers to get free repairs for two years after purchase. Any company that breaks these laws will have to pay a heavy fine.

Another helpful solution is the "Repair Café" — a place where volunteers use their skills to help people fix anything from a torn shirt to a broken toaster. The first Repair Café was opened in 2009 in Amsterdam, Holland, by the journalist Martine Postma. Today, almost 1,000 such cafés operate throughout Europe and North America, repairing about 13,000 damaged products every month.

While the success of Postma's idea is encouraging, environmental experts believe that much more needs to be done. According to Dan Herbert of the Great Earth Society, new ways must be found to convince the public to buy fewer products and use them longer. Nothing else, he claims, can change our throw-away society.

/המשך בעמוד 3/



**QUESTIONS (70 points)**

Answer questions 1-7 in English, according to the text. In questions 3, 5, and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told in lines 1-6?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Why the conference was held in Brazil.
- ..... ii) Why garbage is bad for the environment.
- ..... iii) What was decided at the conference.
- ..... iv) Why so much garbage is produced.
- ..... v) Which policies have helped the environment.
- ..... vi) What has happened since 1992.

(2x7=14 points)

2. COMPLETE THE SENTENCE.

In lines 7-10, the writer explains why people .....

.....

(8 points)

3. What do we learn from lines 10-15 ?

- i) What items are thrown out most often.
- ii) Why we should not throw out so many clothes and toys.
- iii) Why throwing out electrical appliances is harmful.
- iv) How items can be thrown out safely.

(8 points)

4. How will the new laws in France benefit customers? Give TWO answers from lines 16-22.

COMPLETE THE SENTENCES.

(1) Customers will be able to .....

.....

(2) Customers will be able to .....

.....

(2×8=16 points)

5. What is presented both in lines 16-22 and in lines 23-27?

- i) Efforts to educate people.
- ii) Reasons for repairing broken items.
- iii) The amount of repairs that are needed.
- iv) Ways to reduce waste.

(8 points)

6. In line 28, the writer mentions "the success of Postma's idea." He is referring to the fact that (-).

- i) she managed to open a repair café
- ii) many repair cafés have been opened
- iii) the workers at repair cafés are volunteers
- iv) repair cafés made her famous

(8 points)

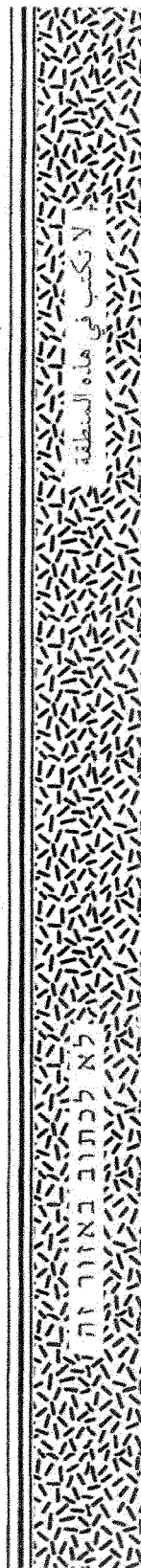
7. COMPLETE THE SENTENCE.

In lines 28-32, Dan Herbert explains why we should .....

.....

(8 points)

/המשך בעמוד 5/



## PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

### ELECTRIC CARS IN PARIS

For years, Paris has been suffering from high levels of air pollution, caused by the heavy traffic in the city. To help deal with the problem, in 2007 the city created a system of bikes which people can rent for a small fee. Four years later, it went even further and introduced a service which offers non-polluting, electric cars for rent.

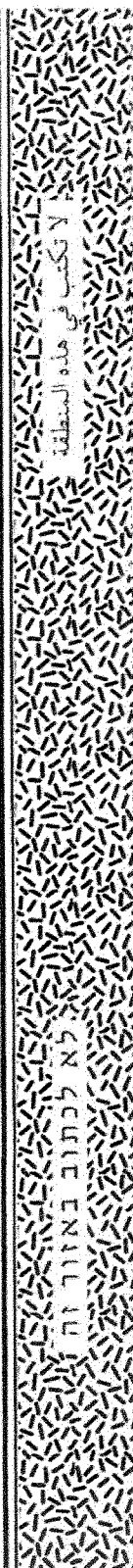
Operated by the Autolib Métropole company, the service is open only to registered members. However, registration is easy and rental fees are relatively low. The cars are small but comfortable, and each one has a GPS navigation system and a phone connection to the Autolib center in case of a problem. Moreover, free parking spaces are reserved for the cars throughout Paris — a great advantage in a city where parking is difficult to find and very expensive.

Today the Autolib service already has more than 200,000 members, 3,000 cars and 900 rental stations. Its convenience has made it popular both with people who own a car and with those who don't. In a recent survey, many car owners reported that they now use their own cars only outside the city, saving most of the costs of fuel and maintenance. And some members who don't own a car said they no longer feel they need to buy one.

Despite the popularity of the Autolib service, its use has resulted in a very small reduction in air pollution. "As long as millions of polluting cars continue to drive through the city, nothing will change," says environmental activist Pierre Chabrol. The real value of the service, he believes, is simply in having electric cars on the streets for people to see. "This raises their awareness of the struggle against pollution," explains Chabrol, "and makes it easier to convince them to use their cars less often."

The Autolib survey, however, showed that pollution is not the members' main concern: their major complaints were that the cars can only be ordered 30 minutes in advance, and that they are not always available when needed. In response, Autolib intends to add thousands of cars and to set up more rental stations throughout Paris. Meanwhile, it has also begun operating in other cities. Says Julien Varin, the company's communications director, "This is a whole new age of transportation."

/המשך בעמוד 3/



QUESTIONS (70 points)

Answer questions 1-7 in English, according to the article. In questions 1, 2 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told in lines 1-5 about the car and bike rental services in Paris?
- (i) How effective they are.
  - (ii) Why they are inexpensive.
  - (iii) Why they were started.
  - (iv) Which one is more successful.

(7 points)

2. What do we learn from lines 6-11?
- (i) How people can register for the service.
  - (ii) What the Autolib company offers its members.
  - (iii) Why the service is open only to members.
  - (iv) What problems are reported to the Autolib center.

(7 points)

3. According to line 12, the service "already has more than 200,000 members".  
Give ONE fact from lines 6-11 that could explain its popularity.

COMPLETE THE SENTENCE.

Members don't have to .....  
(8 points)

4. Why might car owners use the Autolib service? Give ONE reason.  
(lines 12-17)

COMPLETE THE ANSWER.

Because using the service .....  
(8 points)

/המשך בעמוד 4/

5. What do we learn from lines 18-24?

- (i) Why there are so many cars in Paris.
- (ii) Why pollution in Paris is still high.
- (iii) Why Autolib is becoming more popular.
- (iv) What changes Chabrol wants Autolib to make.

(8 points)

6. According to Pierre Chabrol, why is the Autolib service important?

Fill in the missing information in the sequence below according to lines 18-24.

- (1) People see .....
- .....
- (2) They become more aware of the fight against pollution.
- (3) As a result, they might .....
- .....

(2×8=16 points)

7. What information is given in lines 25-30?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Why Autolib has not provided more cars.
- ..... ii) Why the Autolib cars can only be rented for 30 minutes.
- ..... iii) What Autolib's members are concerned about.
- ..... iv) What Autolib has done about pollution in Paris.
- ..... v) Why Autolib plans to move to other cities.
- ..... vi) What changes Autolib will make in the future.

(2×8=16 points)

/המשך בעמוד 5/

لا تكتب في هذه المنطقة

لا تكتب في هذه المنطقة

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

Read the text below and then answer questions 1-8.

**THE PROBLEM OF BEES IN THE CITY**

When police officer Melissa Harper is working on the streets of New York, she doesn't wear a police uniform. Instead, she is covered from head to toe in a protective suit. And no wonder. Her job is to capture the huge swarms of bees — often thousands in one group — that appear in spring on the city streets.

- 5 "I'm well trained for this," she says. "On the farm where I grew up, I looked after the beehives from the age of ten."

The New York Police Department decided it needed an expert on bees seven years ago, after many New Yorkers started keeping beehives on the roofs of their apartment buildings. The hobby became popular following an earlier  
10 trend of planting gardens on the city's rooftops. "People are always trying to get closer to nature," says Harper. "Some of them also hope to make a bit of money by selling honey to local restaurants." However, she adds, most of the people who keep bees in the city are amateurs who don't have enough knowledge to do it properly. And that's where the trouble begins.

- 15 According to Harper, one thing all beekeepers need to deal with is the influence of seasonal changes. Throughout the winter, she explains, the bees mostly sleep and there is almost no growth in the hive's population. When spring comes, they become fully active again, and their numbers increase so much that the hive becomes overcrowded. In nature, about half the bees leave their home  
20 in a swarm to find a place to build a new one. In hives kept by professional beekeepers, this does not happen since the beekeepers use various methods to prevent swarming.

- New York's amateur beekeepers, on the other hand, don't know how to prevent their bees from swarming. As a result, every spring Harper has to deal with  
25 about 30 swarms a week. "While bees in a swarm are usually not aggressive, they do occasionally attack when they feel threatened," she says. "Besides, new homes must be provided for the captured swarms, and that involves a lot of work and costs a lot of money." She believes amateur beekeepers should be registered with the city authorities and receive proper training. "That,"  
30 she explains, "will help minimize both the potential harm to residents and the expenses to the city."

/המשך בעמוד 3/

**QUESTIONS** (70 points)

Answer questions 1-8 in English, according to the text. 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 from lines 1-6?

- i) Why the bees fly in large groups.
- ii) Why there are bees on the streets of New York.
- iii) How Harper got her experience with bees.
- iv) When Harper moved to New York.

(8 points)

2. What do we learn about Harper from lines 1-6? Give ONE answer.

COMPLETE THE SENTENCE.

We learn why she needs to .....  
(8 points)

3. What can we understand from lines 7-14?

- i) Why the New York police hired Harper.
- ii) Why it is difficult to keep bees on city rooftops.
- iii) How beekeepers in New York learn to care for the bees.
- iv) What kinds of gardens people plant on their rooftops.

(8 points)

4. COMPLETE THE SENTENCE.

In lines 7-14 we are given two reasons why people in New York .....

(8 points)

/המשך בעמוד 4/

5. What information is given in lines 15-22?

- i) Why bees need a lot of sleep.
- ii) How bees behave in the spring.
- iii) Where bees usually build their homes.
- iv) How big the hives can be.

(8 points)

6. In lines 20-21 we are told: "In hives kept by professional beekeepers, this does not happen." What does not happen?

COMPLETE THE SENTENCE.

Bees don't .....

(8 points)

7. In line 31, Harper mentions "the expenses to the city". What is she referring to? (lines 23-31)

COMPLETE THE SENTENCE.

She is referring to the cost of .....

(8 points)

8. What do we learn from lines 23-31?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) How Harper captures so many bee swarms.
- ..... ii) Why beekeepers don't want to register with city authorities.
- ..... iii) Why the bee swarms can be dangerous.
- ..... iv) What New York is doing to prevent bees from swarming.
- ..... v) What could help solve the problem of the bee swarms.
- ..... vi) How Harper is helping amateur beekeepers.

(2×7=14 points)

/המשך בעמוד 5/

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

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

**WOODEN SKYSCRAPERS: HOMES FOR THE FUTURE**

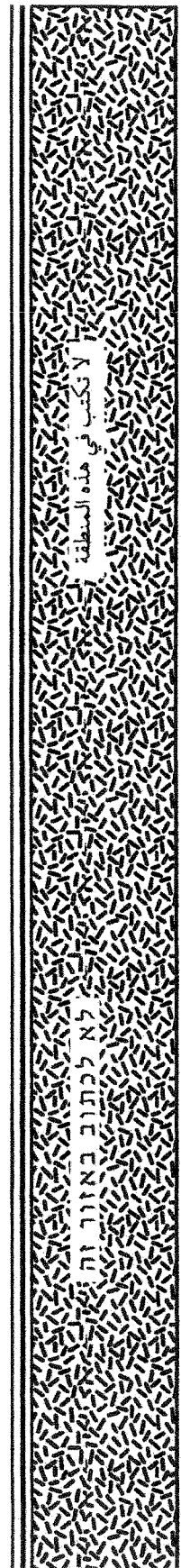
Building projects do not usually attract much public interest – especially if what is being planned is just another tall building in a city already full of skyscrapers. However, the recent announcement that a new 300-meter-high building will be built in central London caused a lot of excitement, and not just because it will be the second tallest skyscraper in the city. What really caught people's attention was the fact that instead of concrete and steel, the plans call for the use of wood.

Until recently, wood could only be used for the construction of houses and other small buildings. But in the last ten years, a new wooden material has been developed that is both strong and relatively cheap. This material is now being used to build large structures that are as strong as those made of steel and concrete. Moreover, it is easy to work with, which reduces construction time – and, therefore, construction costs as well.

Since 2015, wooden skyscrapers have been built in several cities around the world, and many more are being planned. Michael Green, the architect of the tallest wooden skyscraper in North America, claims that such buildings are an excellent way to provide large numbers of affordable homes quickly. As he points out, doing so is especially important in cities with very large populations and not enough land. In fact, the main purpose of London's wooden skyscraper is to provide up to 1,000 apartments at reasonable prices right in the center of the city.

It may take some time for the general public to get used to the idea of wooden skyscrapers, mainly because people are afraid that such buildings could burn down easily. According to Green, however, their fear is unjustified: the new material is fire-resistant, so that the danger is no greater than in buildings made of steel and concrete. In response to another concern, Green says that the use of wood will not lead to the destruction of the world's natural forests, since the wood comes from trees that are grown specially for construction purposes. Moreover, he believes that the wooden structures bring warmth and a touch of nature to the city. He is convinced that as more and more of them are built, people will begin to appreciate their benefits.

/המשך בעמוד 3/



**QUESTIONS (70 points)**

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

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

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Why more skyscrapers are being planned for London.
- ..... ii) What building projects might not attract people's interest.
- ..... iii) How the plan for the new skyscraper was announced to the public.
- ..... iv) How London's planned skyscraper is different from other skyscrapers.
- ..... v) Why London's building projects often attract a lot of public interest.
- ..... vi) Why skyscrapers are usually made of steel and concrete.

(2×7=14 points)

2. From lines 8-13 we can understand why in the past (–).

- i) it was difficult to develop new building materials
- ii) people preferred to live in wooden buildings
- iii) it was not possible to build large buildings from wood
- iv) there weren't many strong building materials

(8 points)

3. What does Michael Green explain in lines 14-21?

- i) Why there has been an increase in city populations.
- ii) Why North America has many skyscrapers.
- iii) How to build wooden structures more quickly.
- iv) How large cities can benefit from wooden skyscrapers.

(8 points)

4. In lines 15-17 Michael Green claims that homes in wooden skyscrapers will be affordable. Give TWO facts from lines 8-13 that help explain why they will be affordable.

COMPLETE THE SENTENCES.

- (1) The building material .....  
 (2) The building material .....

(2×8=16 points)

5. What is the "danger" that is referred to in line 25?

ANSWER: .....  
 (8 points)

6. What concern about wooden skyscrapers does Michael Green respond to in lines 26-28?

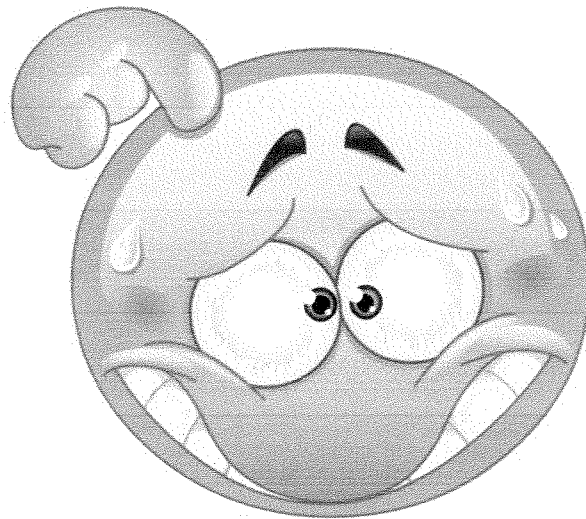
ANSWER: .....  
 (8 points)

7. What does Michael Green explain in lines 29-31?

- i) What makes wooden buildings hotter than other buildings.  
 ii) Why wooden buildings can only be built in cities.  
 iii) Why people might want to live in wooden buildings.  
 iv) How wooden skyscrapers were made more popular.

(8 points)

# 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?

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

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

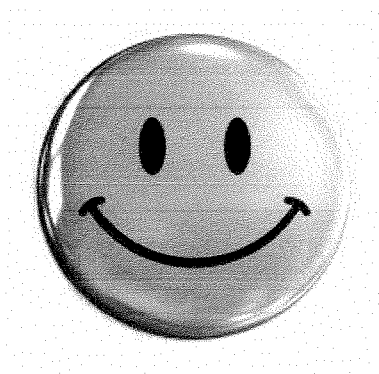
study - studies

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 מתמשך – Present Progressive

אנו משתמשים ב-Present Progressive (הווה מתמשך) 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**

שלילה

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

דוגמאות:

love - loved

like - liked

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

דוגמאות:

cry - cried

study - studied

אם הפועל מסתיים באות Y ולפניה אות ניקוד: A, E, I, O, U, נוסיף 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 בזמן ספציפי 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 לא 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 כוונת

Were they eating cakes while we were cleaning?

שאלת WH:

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?

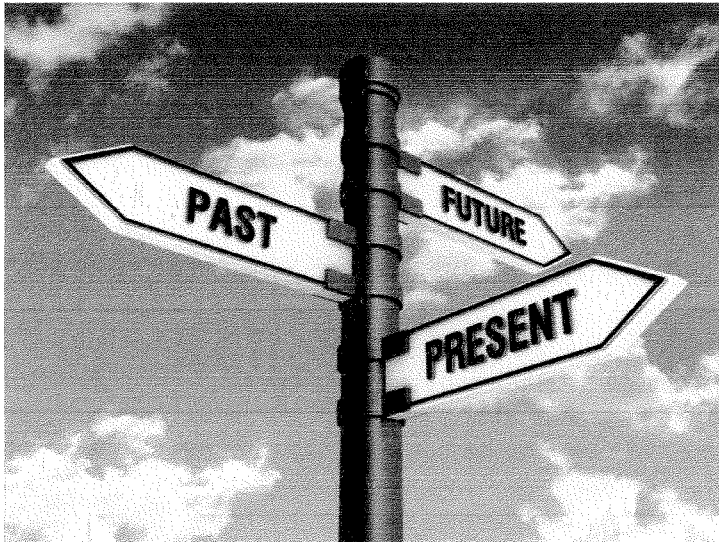
**Who + will + Verb + s?**

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?

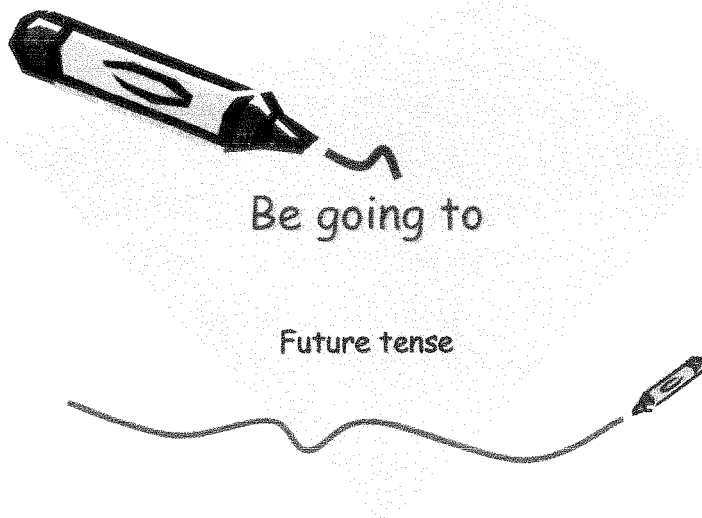
שאלת נושא

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.



## הווה מושלם פשוט – Present Perfect Simple

אנו משתמשים ב-Present Perfect Simple (הווה מושלם פשוט) בשלושה מצבים:

1. על מנת לתאר פעולה אשר קרתה בעבר בזמן לא ידוע ולא מוגדר.

I have already done my homework.

2. על מנת לתאר פעולה אשר חזרה על עצמה מספר פעמים בעבר.

I have seen this movie three times.

3. על מנת לתאר פעולה שהחלה בעבר ועדיין נמשכת או רלוונטית בהווה

I have known you for two years.

### ביטויים אשר מאפיינים Present Perfect Simple:

For, since, lately, recently, ever, never, already, yet

Subject + have/has + Verb3

חיוב:

She has given up smoking.

Subject + haven't/hasn't + Verb3

שלילה:

I haven't done my homework yet.

Have/Has + subject + Verb3 ?

שאלת כן/לא

Have you seen Iddo lately?

שאלת WH:

Wh + have/has + subject + Verb3?

Where have you been?

Who/what + has + Verb3 ?

שאלת נושא:

Who has eaten all the chocolate?

השלימו את המשפטים הבאים בהווה מושלם פשוט.

1. I \_\_\_\_\_ (not / work) today.
2. We \_\_\_\_\_ (buy) a new lamp.
3. We \_\_\_\_\_ (not / plan) our holiday yet.
4. Where \_\_\_\_\_ you \_\_\_\_\_ (be)?
5. He \_\_\_\_\_ (write) five letters.
6. She \_\_\_\_\_ (not / see) him for a long time.
7. \_\_\_\_\_ you \_\_\_\_\_ (be) at school?
8. School \_\_\_\_\_ (not / start) yet.
9. \_\_\_\_\_ he \_\_\_\_\_ (speak) to his boss?  
No, he \_\_\_\_\_ (have / not) the time yet.

השלימו את המשפטים הבאים בעבר פשוט או הווה מושלם פשוט.

A: \_\_\_\_\_ you already \_\_\_\_\_ (play) the new computer game?

B: No, not yet. I only \_\_\_\_\_ (buy) it yesterday, and I \_\_\_\_\_ (not / have) the time yet.

A: \_\_\_\_\_ you \_\_\_\_\_ (go) to the cinema last night?

B: Yes. I \_\_\_\_\_ (be) there with Sue and Louis.  
\_\_\_\_\_ you \_\_\_\_\_ (be) to the cinema recently?

A: I last \_\_\_\_\_ (go) to the cinema two weeks ago.

B: So you \_\_\_\_\_ (not / see) the new action film yet.

A: No, unfortunately not.

## הווה מושלם ממשיך – Present Perfect Progressive

אנו משתמשים ב-Present Perfect Progressive (הווה מושלם ממשיך) על מנת לתאר פעולה אשר החלה בעבר ונמשכת ברצף וללא הפסקה עד ההווה. נתרגם זמן זה לעברית בהווה.

I have been waiting for you since 10:00.

ביטויי זמן אשר מאפיינים Present Perfect Progressive:

for, since

Subject + have/has + been + Verb + ing

חיוג

She has been sleeping for two hours.

שלילה

Subject + haven't/hasn't + been + Verb + ing

I haven't been sleeping since 2 am.

Have/Has + subject + been + Verb + ing

שאלת כן/לא

Have you been waiting for Iddo for many hours?

שאלת WH:

Wh + have/has + been + subject + Verb + ing?

Where have you been standing for the last 5 minutes?

שאלת נושא:

Who/what + has + been + Verb + ing?

Who has been standing here for the last 5 minutes?

השלימו את המשפטים הבאים בהווה מושלם ממושך.

1. I \_\_\_\_\_ (wait) for you since two o'clock.
2. Why is he so tired? He \_\_\_\_\_ (play) tennis for five hours.
3. We \_\_\_\_\_ (look for) the motorway for more than an hour.
4. I \_\_\_\_\_ (live) without electricity for two weeks.
5. The film \_\_\_\_\_ (not / run) for ten minutes yet, but there's a commercial break already.
6. How long \_\_\_\_\_ she \_\_\_\_\_ (work) in the garden?

השלימו את המשפטים הבאים בהווה מושלם פשוט או הווה מושלם ממושך.

**Robin:** I think the waiter \_\_\_\_\_ (forget) us. We \_\_\_\_\_ (wait) here for over half an hour and nobody \_\_\_\_\_ (take) our order yet.

**Michele:** I think you're right. He \_\_\_\_\_ (walk) by us at least twenty times. He probably thinks we \_\_\_\_\_ (already order).

**Robin:** Look at that couple over there, they \_\_\_\_\_ (only be) here for five or ten minutes and they already have their food.

**Michele:** He must realize we \_\_\_\_\_ (not order) yet! We \_\_\_\_\_ (sit) here for over half an hour staring at him.

**Robin:** I don't know if he \_\_\_\_\_ (even notice) us. He \_\_\_\_\_ (run) from table to table taking orders and serving food.

**Michele:** That's true, and he \_\_\_\_\_ (not look) in our direction once.

## עבר מושלם פשוט – Past Perfect Simple

אנו משתמשים ב-Past Perfect Simple (עבר מושלם פשוט) על מנת לתאר פעולה שקרתה בעבר לפני פעולה אחרת, שגם היא קרתה בעבר.

Before I moved to Ramat Gan, I had lived in Holon.

הפעולה המוקדמת מבין שתי הפעולות תתואר בעבר מושלם, והפעולה המאוחרת יותר בעבר פשוט.

ביטויים אשר מאפיינים Past Perfect Simple:

before, after, until, till, by the time, for, already

חיוף

Subject + had + Verb3

She had slept until her mother woke her up.

שלילה

Subject + hadn't + Verb3

After I had brushed my teeth, I went to bed.

שאלת כן/לא

Had + subject + Verb3?

Had you arrived at school by time I called you?

שאלת WH:

Wh + had + subject + Verb3?

Where had you been before you came her?

שאלת נושא:

Who/what + had + Verb3?

Who had seen her before she left?

השלימו את המשפטים הבאים בעבר פשוט או עבר מושלם.

1. After Fred \_\_\_\_\_ (spend) his holiday in Italy, he  
\_\_\_\_\_ (want) to learn Italian.
2. Jill \_\_\_\_\_ (phone) Dad at work before  
she \_\_\_\_\_ (leave) for her trip.
3. Susan \_\_\_\_\_ (not turn on) the radio after she  
\_\_\_\_\_ (wash) the dishes.
4. When she (arrive) the match \_\_\_\_\_ already  
\_\_\_\_\_ (start).
5. After the man \_\_\_\_\_ (come) home, \_\_\_\_\_  
he \_\_\_\_\_ (feed) the cat?
6. Before he \_\_\_\_\_ (sing) a song, he  
\_\_\_\_\_ (play) the guitar.
7. She \_\_\_\_\_ (watch) a video after the children  
\_\_\_\_\_ (go) to bed.
8. After Eric \_\_\_\_\_ (make) breakfast, he  
\_\_\_\_\_ (phone) his friend.
9. I \_\_\_\_\_ (be) very tired because I  
\_\_\_\_\_ (study) too much.
10. They \_\_\_\_\_ (not ride) their bikes before  
they \_\_\_\_\_ (meet) their friends.

## עבר מושלם ממושך – Past Perfect Progressive

אנו משתמשים ב-Past Perfect Progressive (עבר מושלם ממושך) על מנת לתאר פעולה אשר החלה בעבר ונמשכה ברצף וללא הפסקה עד נקודה מסוימת בעבר.

I had been waiting for you for 30 minutes before you finally arrived.

הפעולה המוקדמת מבין שתי הפעולות תואר בעבר מושלם ממושך, והפעולה המאוחרת יותר בעבר פשוט.

ביטויי זמן אשר מאפיינים Past Perfect Progressive:

for, before after until, by the time, already

חיוף

Subject + had + been + Verb + ing

She had been sleeping for two hours when I woke her up.

שלילה

Subject + hadn't + been + Verb + ing

I hadn't been sleeping well before we moved to the quiet neighborhood.

Had + subject + been + Verb + ing

שאלת כן/לא

Had you been waiting for Iddo for many hours when he finally arrived?

שאלת WH:

Wh + had + been + subject + Verb + ing?

What had you been doing before you left the house?

שאלת נושא:

Who/what + had + been + Verb + ing?

Who had been standing here before you started smoking?

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I \_\_\_\_\_ (try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I \_\_\_\_\_ (have) five cups of coffee and I \_\_\_\_\_ (wait) over an hour. I had to leave because I \_\_\_\_\_ (arrange) to meet Kathy in front of the theater.

When I arrived at the theater, Kathy \_\_\_\_\_ already \_\_\_\_\_ (pick) up the tickets and she was waiting for us near the entrance. She was really angry because she \_\_\_\_\_ (wait) for more than half an hour. She said she \_\_\_\_\_ almost (give) up and \_\_\_\_\_ (go) into the theater without us .

Kathy told me you \_\_\_\_\_ (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she \_\_\_\_\_ (miss) several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

## מערכת הזמנים באנגלית – טבלה מסכמת

	SIMPLE	BE+ Ving PROGRESSIVE	HAVE+V3 PERFECT	HAVE+BEEN+Ving PERFECT PROGRESSIVE
PAST	<b>V2</b> ?/- did yesterday, last ____, ____ ago, when, during, once, then, suddenly 1. עובדות בעבר 2. פעולה שקרתה בנקודת זמן כלשהי בעבר [-----x-----] הווה	<b>was/were Ving</b> while, as 1. פעולה ממושכת שקרתה בעבר 2. פעולה שהיתה בעיצומה בנקודה כלשהי בעבר, בד"כ בליווי פעולה נוספת בעבר פשוט/ממושך [-----xxxx-----] הווה	<b>had V3</b> before, after, until, till, by the time פעולה שקרתה בעבר לפני פעולה אחרת שאף היא קרתה בעבר, בד"כ בליווי פעולה נוספת בעבר פשוט [-----x-----x-----] הווה פשוט מושלם עבר עבר	<b>Had been Ving</b> before, after, until, till, by the time, for פעולה ממושכת שקרתה בעבר לפני פעולה אחרת שאף היא קרתה בעבר, בד"כ בליווי פעולה נוספת בעבר פשוט [-----xxxxx-----x-----] עבר עבר הווה פשוט מושלם
PRESENT	<b>V1 (+s/es)</b> ?/- do/does  every ____, always, usually, often, occasionally, sometimes, seldom, rarely, never 1. אמת כללית או עובדה מדעית 2. הרגלים או פעולה שמתרחשת בתדירות כלשהי	<b>am/is/are Ving</b> now, right now, at the moment, this ____ 1. פעולה הנמצאת בעיצומה בהווה 2. פעולה שתקרה בעתיד הקרוב [-----xxx-----] הווה	<b>have/has V3</b> for, since, already, yet, just, recently, lately, ever 1. פעולה שקרתה בעבר בזמן לא ידוע/לא מוגדר 2. פעולה שקרתה מספר פעמים בעבר 3. פעולה שהחלה בעבר ונמשכת/ רלוונטית בהווה	<b>Have/has been Ving</b>  for, since, recently, lately  פעולה ממושכת שהחלה בעבר ונמשכת ללא הפסקה עד ההווה
FUTURE	<b>will VBASE</b>  next ____  פעולה שתקרה בנקודה כלשהי בעתיד  [-----x-----] הווה	<b>will be Ving</b> next ____ at ____, all of next ____  1. פעולה ממושכת בעתיד 2. פעולה שתהיה בעיצומה בנקודה כלשהי בעתיד  [-----xxxxx-----] הווה	<b>will have V3</b>  by ____  תאור פעולה שתושלם עד נקודה כלשהי בעתיד  [-----x-----] הווה נקודת הסיום	<b>Will have been Ving</b>  by ____  תאור פעולה ממושכת שבנקודה כלשהי בעתיד תתמשך כבר פרק זמן מסוים  [-----xxxxxxxx-----] הווה נקודה בעתיד
FUTURE PAST	<b>would VBASE</b>  1. תיאור פעולה היפותטית 2. תיאור פעולה שבעבר הייתה עתידית 3. צורת פנייה	<b>Would be Ving</b>	<b>would have V3</b>	<b>Would have been Ving</b>
	מנומסת			

## תרגול מעורב - כל הזמנים

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל.

I \_\_\_\_\_ (learn) English for seven years now. But last year I  
\_\_\_\_\_ (not / work) hard enough, and that's why my marks  
\_\_\_\_\_ (not / be) really that good then. As I  
\_\_\_\_\_ (want) to pass my English exam successfully next  
year, I \_\_\_\_\_ (study) harder this term. During my last  
summer holidays, my parents \_\_\_\_\_ (send) me on a language  
course to London. It \_\_\_\_\_ (be) great and I  
\_\_\_\_\_ (think) I \_\_\_\_\_ (learn) a lot.  
Before I \_\_\_\_\_ (go) to London, I \_\_\_\_\_ (not /  
enjoy) \_\_\_\_\_ learning English. But while I  
\_\_\_\_\_ (do) the language course, I \_\_\_\_\_  
(meet) lots of young people from all over the world. There I  
\_\_\_\_\_ (notice) how important it \_\_\_\_\_  
(be) to speak foreign languages nowadays. Now I \_\_\_\_\_  
(have) much more fun learning English than I \_\_\_\_\_ (have)  
before the course. At the moment, I \_\_\_\_\_ (revise) English  
grammar. And I \_\_\_\_\_ already \_\_\_\_\_ (begin) to  
read the texts in my English textbooks again. I \_\_\_\_\_  
(think) I \_\_\_\_\_ (do) one unit every week. My exam  
\_\_\_\_\_ (be) on 15 May, so there \_\_\_\_\_  
(not / be) any time to be lost. If I \_\_\_\_\_ (pass) my exams  
successfully, I \_\_\_\_\_ (start) an apprenticeship in  
September. And after my apprenticeship, maybe I \_\_\_\_\_  
(go) back to London to work there for a while.

## משפטי תנאי - conditionals

סוג התנאי	הזמן אליו מתייחס התנאי	אפשרי / בלתי אפשרי	תנאי if/unless	תוצאה
0	כל הזמן	אפשרי ונכון תמיד	הווה פשוט	הווה פשוט
I	עתיד	אפשרי	הווה פשוט	עתיד / ציווי / modal
II	הווה	בלתי אפשרי לו הייתי רוטשילד / אילו לסבתא היו גלגלים	עבר פשוט או were	עתיד עבר / modal בעבר
III	עבר	בלתי אפשרי חלב שנשפך / הזדמנות שהוחמצה	עבר מושלם	עתיד עבר מושלם או modal have V3

### תנאי אפס

If you **swim**, your hair **gets** wet.

Your hair **gets** wet if you **swim**

### תנאי ראשון

If you **work** hard, you **will** **succeed**.

You **will** **succeed** if you **work** hard.

If you **like** pizza, **raise** your hand!

**Raise** your hand if you **like** pizza.

If you **like** pizza, you **can** order one from Domino's.

You **can** order a pizza from Domino's if you **like** pizza.

### תנאי שני

If I **were** taller, I **would** play basketball better.

I **would** play basketball better if I **were** taller.

If I **were** the prime minister, I **could** make important decisions.

I **could** make important decisions if I **were** the prime minister.

I'm so hungry! If I **knew** how to cook, I **would** make myself pasta (But I don't).

I **would** make myself pasta if I **knew** how to cook.

I'm not hungry! If I **were** hungry, I **could** make myself pasta.

I **could** make myself pasta if I **were** hungry.

### תנאי שלישי

If I **hadn't** forgotten my key, I **would** have been able to open the door.

I **would** have been able to open the door if I **hadn't** forgotten my key.

If I **hadn't** forgotten my key, I **could** have opened the door.

I **could** have opened the door if I **hadn't** forgotten my key.

Had you told me about the party earlier, I **would** have come with you.

I **would** have come with you had you told me about the party earlier.

## תנאי אפס - תרגול - Zero Conditional

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל.

1. If Julie \_\_\_\_\_ (not/wear) a hat, she  
\_\_\_\_\_ (get) sunstroke.
2. If children \_\_\_\_\_ (not/eat) well, they  
\_\_\_\_\_ (not/be) healthy.
3. If you \_\_\_\_\_ (mix) water and electricity, you  
\_\_\_\_\_ (get) a shock.
4. If people \_\_\_\_\_ (eat) too many sweets, they  
\_\_\_\_\_ (get) fat.
5. If you \_\_\_\_\_ (smoke) ,  
you \_\_\_\_\_ (get) yellow fingers.
6. If children \_\_\_\_\_ (play) outside, they  
\_\_\_\_\_ (not/get) overweight.
7. If you \_\_\_\_\_ (heat) ice, it  
\_\_\_\_\_ (melt).
8. I \_\_\_\_\_ (feel) good the next day if I  
\_\_\_\_\_ (go) to bed early.
9. David \_\_\_\_\_ (be) sick if he \_\_\_\_\_  
(drink) milk.
10. The river (freeze) if it \_\_\_\_\_ (be) very cold.
11. I \_\_\_\_\_ (like) to visit the museums if I  
\_\_\_\_\_ (be) in a new city.
12. I \_\_\_\_\_ (cycle) to work if the  
weather \_\_\_\_\_ (be) fine.

## תנאי ראשון - תרגול - First Conditional

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל.

1. If I \_\_\_\_\_ (go) out tonight, I \_\_\_\_\_ (go) to the cinema.
2. I \_\_\_\_\_ (come) early, if you \_\_\_\_\_ (want). 1
3. If we \_\_\_\_\_ (not/see) each other tomorrow, we \_\_\_\_\_ (see) each other next week. 6
4. She \_\_\_\_\_ (stay) in London if she \_\_\_\_\_ (get) a job.
5. If we \_\_\_\_\_ (wait) here, we \_\_\_\_\_ (be) late.
6. He \_\_\_\_\_ (not/get) a better job if he \_\_\_\_\_ (not/pass) that exam.
7. If we \_\_\_\_\_ (go) on holiday this summer, we \_\_\_\_\_ (go) to Spain.
8. She \_\_\_\_\_ (cook) dinner if you \_\_\_\_\_ (go) to the supermarket.
9. If the weather \_\_\_\_\_ (not/improve), we \_\_\_\_\_ (not/have) a picnic.
10. I \_\_\_\_\_ (buy) a new dress if I \_\_\_\_\_ (have) enough money.
11. If I \_\_\_\_\_ (not/go) to bed early, I \_\_\_\_\_ (be) tired tomorrow.
12. We \_\_\_\_\_ (be) late if we \_\_\_\_\_ (not/hurry).
13. If we \_\_\_\_\_ (eat) all this cake, we \_\_\_\_\_ (feel) sick.
14. She \_\_\_\_\_ (take) a taxi if it \_\_\_\_\_ (rain).
15. I \_\_\_\_\_ (not/go) if you \_\_\_\_\_

(not/come) with me.

## תנאי שני – תרגול – Second Conditional

השלימו את המשפטים הבאים עם הצורה הנכונה של הפועל.

1. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (get) a new job.
2. If he \_\_\_\_\_ (be) younger, he \_\_\_\_\_ (travel) more.
3. She \_\_\_\_\_ (be) happier if she \_\_\_\_\_ (have) more friends.
4. If we \_\_\_\_\_ (not/be) friends, I \_\_\_\_\_ (be) angry with you.
5. If I \_\_\_\_\_ (have) enough money, I \_\_\_\_\_ (buy) a big house.
6. They \_\_\_\_\_ (have) more money if they \_\_\_\_\_ (not/buy) so many clothes.
7. If she \_\_\_\_\_ (not/be) always so late, she \_\_\_\_\_ (be) promoted.
8. She \_\_\_\_\_ (call) him if she \_\_\_\_\_ (have) his number.
9. If we \_\_\_\_\_ (win) the lottery, we \_\_\_\_\_ (travel) the world.
10. They \_\_\_\_\_ (go) to Spain on holiday if they \_\_\_\_\_ (like) hot weather.
11. If you \_\_\_\_\_ (have) a better job, we \_\_\_\_\_ (be) able to buy a new car.
12. She \_\_\_\_\_ (pass) the exam if she \_\_\_\_\_ (study) more
13. If I \_\_\_\_\_ (speak) perfect English, I \_\_\_\_\_ (have) a good job.
14. If we \_\_\_\_\_ (live) in Mexico, I \_\_\_\_\_ (speak) Spanish.
15. If she \_\_\_\_\_ (pass) the exam, she \_\_\_\_\_ (be) able to enter university.
16. I \_\_\_\_\_ (marry) someone famous if I \_\_\_\_\_ (be) a movie star.
17. You \_\_\_\_\_ (lose) weight if you \_\_\_\_\_

(eat) less.

### תנאי שלישי - תרגול - Third Conditional

1. If you \_\_\_\_\_ (not/be) late, we  
\_\_\_\_\_ (not/miss) the bus.
2. If she \_\_\_\_\_ (study) she  
\_\_\_\_\_ (pass) the exam.
3. He \_\_\_\_\_ (be) happier if he  
\_\_\_\_\_ (stay) at home.
4. If we \_\_\_\_\_ (arrive) earlier, we  
\_\_\_\_\_ (see) John.
5. She \_\_\_\_\_ (pass) the exam if  
she \_\_\_\_\_ (study) harder.
6. If they \_\_\_\_\_ (go) to bed early, they  
\_\_\_\_\_ (not/wake) up late.
7. We \_\_\_\_\_ (not/get) married if we  
(\_\_\_\_\_ not/go) to the same university.
8. If he \_\_\_\_\_ (become) a musician,  
\_\_\_\_\_ he (record) a CD.
9. They \_\_\_\_\_ (be) late if  
they \_\_\_\_\_ (not/take) a taxi.
10. If she \_\_\_\_\_ (go) to art school, she  
\_\_\_\_\_ (become) a painter.
11. He \_\_\_\_\_ (take) a taxi if he  
\_\_\_\_\_ (have) enough money.
12. I \_\_\_\_\_ (call) you if I \_\_\_\_\_  
(not/forget) my phone.
13. If she \_\_\_\_\_ (go) to university, she  
\_\_\_\_\_ (study) French.
14. She \_\_\_\_\_ (not/meet) him if she  
\_\_\_\_\_ (not/come) to London.
15. She \_\_\_\_\_ (not/do) it if she  
\_\_\_\_\_ (know) you were ill.

## משפטי תנאי – תרגול מסכם

השלימו את צורת הפועל הנכונה במשפטי התנאי:

1. I would see a doctor if I \_\_\_\_\_(be) you.
2. Tom will not be allowed to enter this club unless  
he \_\_\_\_\_(wear) a jacket.
3. If this dress were not so expensive, she \_\_\_\_\_(buy) it.
4. If James' parents had enough money, they \_\_\_\_\_(move)  
to Tel-Aviv.
5. Unless this boy \_\_\_\_\_(return) within two hours, we will  
send a search party.
6. If the service had not been so bad, they \_\_\_\_\_(not leave)  
in the  
7. middle of the meal.
8. If Jill \_\_\_\_\_(not lose) her ticket, she would have been  
able to go to the concert.
9. If one eats in a restaurant, one \_\_\_\_\_(have) to leave a tip  
for the waiter.
10. If they \_\_\_\_\_(have) breakfast, they might not have been  
so hungry.
11. This is a good offer. Dan would accept it if he \_\_\_\_\_(be)  
smarter.

## 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-rerelative 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.

## דיבור עקיף - Reported Speech

### מהו דיבור ישיר (direct speech)?

נהוג לכנות את הדיבור הישיר: "דברים בשם אומרם". הדיבור הישיר בא בסוף משפט ולעתים אף בראשו. כשהוא בא בסוף המשפט, מסמנים נקודתיים לפני הציטוט, והציטוט עצמו נמצא בין מירכאות:

הסטודנטים הודיעו: "ממחר נשבית את כל הלימודים באוניברסיטאות".  
כשהדיבור הישיר בא בראש המשפט, הוא מפוסק במירכאות בתחילתו ובסופו, ולאחריו יבוא פסיק: "ממחר נשבית את כל הלימודים באוניברסיטאות", הודיעו הסטודנטים.

### מהו דיבור עקיף (indirect speech או reported speech)?

נהוג לכנות את הדיבור העקיף: "דברים בשם מוסרם" או דיבור מדווח. דיבור עקיף בא רק בסוף המשפט ולפניו תופיע מילת השעבוד "ש-" (that):  
הסטודנטים הודיעו שממחר הם ישביתו את כל הלימודים באוניברסיטאות.

### מעבר מדיבור ישיר לדיבור עקיף

1. נוריד את המירכאות
2. נוסיף את המילה *that* בין המדווח לדיווח
3. נשנה מילים יחסיות:  
א. את המילה *here* ל-*there*  
ב. את המילה *this* ל-*that* ואת המילה *these* ל-*those*.  
ג. את כינוי הגוף *I* לכינוי הגוף המתאים למדווח ואת שאר כינויי הגוף באותו האופן.  
דוגמה:

*She says, "I like seeing you here".*

*She says that she likes seeing me there.*

4. אם הדיווח הוא בזמן עבר, יש לבצע עוד שני שינויים:  
א. נעביר את זמן הדיווח זמן אחד אחורה (למשל, מהווה פשוט לעבר פשוט). ראו טבלה בעמוד הבא.  
ב. נשנה את מילות וביטויי הזמן היחסיים. למשל, *now* יהפוך ל-*then*, *today* יהפוך ל-*that day*, *tomorrow* יהפוך ל-*the following day*, *yesterday* יהפוך ל-*the day before*.  
דוגמה:

*She said, "I like seeing you here today".*

*She said that she liked seeing me there that day.*

Tense	Direct Speech	Reported Speech
present simple → past simple	I like ice cream	She said (that) she liked ice cream.
present progressive → past progressive	I am living in London	She said (that) she was living in London.
past simple → past perfect	I bought a car	She said (that) she had bought a car
past progressive → past perfect	I was walking along the street	She said (that) she had been walking along the street.
present perfect → past perfect	I haven't seen Julie	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
future simple → future past	I'll see you later	She said (that) she would see me later.
would*	I would help, but..	She said (that) she would help but...

\* doesn't change.

5. כאשר מדווחים על שאלת כן/לא, אין צורך במילה *that*. במקומה נשתמש במילה *if/whether*. כמו כן, יש לשנות את סדר המילים בדיווח לסדר מילים של משפט חיוב.

דוגמה:

She asks Dan, "Do you like pizza?"  
She asks Dan **whether** he likes pizza.

6. כאשר מדווחים על שאלת *wh*, אין צורך במילה *that* או בתחליף כלשהו.  
דוגמה:

She asks, "What is the time?"  
She asks **what** the time is.

7. כאשר מדווחים על משפט ציווי:  
א. נחליף את המילה *say* ב-*tells/asks*.  
ב. נשתמש במילה *so* לפני הפועל הפותח את הדיווח.  
ג. אם משפט הציווי הוא בשלילה, נחליף את המילה *Don't* ב-*not to*.  
דוגמה:

She says, "sit down!"  
She **tells/asks me** to sit down.

She says, "don't talk!"  
She **tells me** not to talk.

הפכו את המשפטים הבאים מדיבור ישיר לדיבור עקיף.

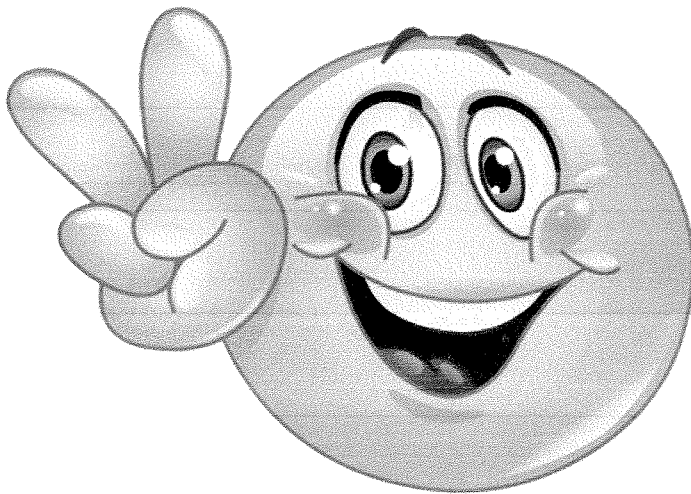
1. He says, "I like this song".  
He says \_\_\_\_\_
2. "Where is your sister?" she asked me.  
She asked me \_\_\_\_\_
3. I don't speak Italian," she said.  
She said \_\_\_\_\_
4. "Say hello to Jim," they said.  
They asked me \_\_\_\_\_
5. "The film began at seven o'clock," he said.  
He said \_\_\_\_\_
6. "Don't play on the grass, boys," she said.  
She told the boys \_\_\_\_\_

7. "Where have you spent your money?" she asked him.  
She asked him \_\_\_\_\_

8. "I never make mistakes," he said.  
He said \_\_\_\_\_

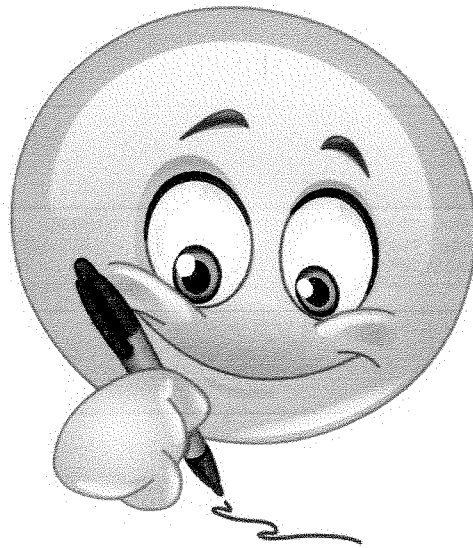
9. "Does she know Robert?" he wanted to know.  
He wanted to know \_\_\_\_\_

"10. Don't try this at home," the stuntman told the audience.  
The stuntman advised the audience \_\_\_\_\_



**כתיבה**

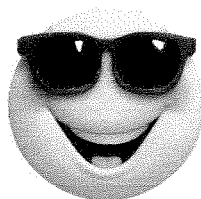
**Writing**



## 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, יופיע אחרי 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

---

## סימני פיסוק – Punctuation Marks

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.

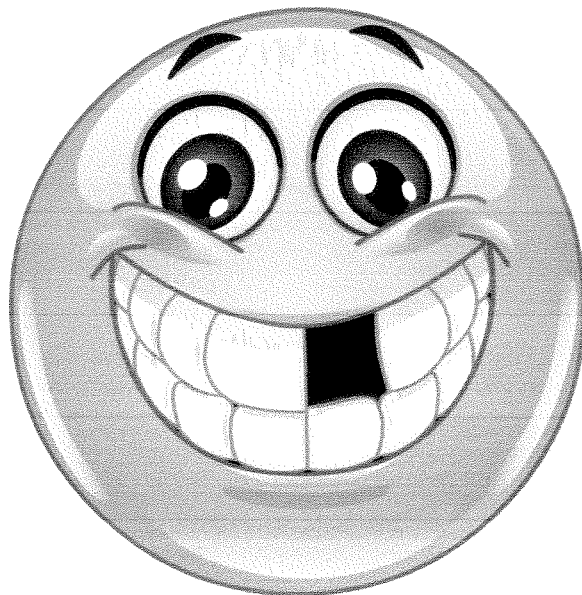
Last week, I visited my friend.

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 5 יחידות

### כללי

אורך כל חיבור צריך להיות 120-140 מילים. אם כותבים פחות, יורדות נקודות. שתי נקודות חשובות לגבי מספר המילים:

1. נספרות רק מילים בנות 3 אותיות ומעלה
  2. מילים של מבנה החיבור כגון תאריך, "אדון/גברת נכבד/ה" ו"שלך" לא נספרות.
- לחיבור ניתן ציון של 0-40 נקודות. חלק מהנקודות ניתנות על *communicative ability* וחלק על *accuracy*.

*Communicative ability* כולל אורך, מבנה (חלוקה ברורה לפסקאות, רצף הגיוני ומאורגן 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 (מתלמידי 5 יחידות מצופה להפגין אוצר מילים עשיר).

*Accuracy* מורכב מאיות, תחביר (מגדירים, סדר מילים במשפט, בחירת מילת היחס המתאימה, פיסוק, אותיות גדולות וקטנות), דקדוק (זמנים, משפטי תנאי, *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-any.

### 5. איות

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

## Opinion Essay - חיבור דעה

### 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/לסיים 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.

נושאים לחיבור דעה

1. Can we trust our first impression of a person? Why or why not?
2. Do you think friends should always be honest with each other?
3. It has been claimed that too much emphasis is put on grades in our education system. Do you agree or disagree?
4. Some people believe students should be involved in determining school policy (regarding discipline, social activities, etc.). Do you agree?

5. If you could choose whether to attend high school or to study from home (for example, through the Internet), which would you prefer and why?

## חיבור תיאורי - Descriptive Essay

### פסקת פתיחה:

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

I would like to describe ..... (למשל 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 ..... In summary, או To sum up, או In conclusion, או To conclude, 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. Describe one or two of your goals and what you've done or plan to do to achieve them. You may also explain why they are important to you.
2. Describe one or two things that people do that you find very annoying. You may also describe situations where you've seen such behavior.
3. Describe a disagreement you had (for example, in school, with a family member or a friend) and its consequences or how the problem was solved.
4. Describe two or three skills or abilities (for example, computer skills or the ability to get along with people) that you think are important for a person to develop.
5. Describe a good or bad piece of advice you were given. Describe the situation in which it was given (for example, you needed to solve a problem or make a decision) and how it helped you or why it did not help you. The advice and / or situation may be real or imaginary.

## מכתב רשמי - Formal Letter

Tammy Ninyo,  
9 Shmorak Street,  
Holon

Mr. Cohen,  
Chief Editor,  
Maariv  
2 Karlibach Street,  
Tel Aviv

January 15, 2017

Dear Sir/Madam,

Dear Mr. Cohen, או

My name is Tammy Ninyo, and I would like to **complain about**..... או **to apply for**....

פסקת גוף: אם זה מכתב תלונה, לפרט על מה מתלוננים (למשל מוצר פגום שנקנה בתאריך כלשהו במקום כלשהו, מה הפגם בו). אם זה מכתב פנייה לעבודה, יש להציג את עצמך ואת כישוריך (השכלה רלוונטית, ניסיון קודם).

I am looking forward to hearing from you soon, או I will be happy to provide more details in a personal meeting,

Sincerely Yours,

Tammy Ninyo

בכתיבת המכתב הרשמי יש להשתמש בשפה רשמית ולא יום-יומית. אין להשתמש בקיצורים. לדוגמא, במקום don't יש לרשום do not. במקום isn't יש לרשום is not.

נושאים למכתב רשמי

1. Your town or city would like to attract new residents and has asked the public to suggest ways of achieving this goal. Write a formal letter to the mayor, making your suggestions.
2. Your city has announced plans to build a swimming pool not far from your home. Write a formal letter to the head of the local planning committee, expressing your support or objection to the plans. Give reasons for your position.
3. You are a member of a volunteer organization in your town. Write a formal letter to the mayor asking for his or her support. Explain why the organization is important to the town and what kind of support it needs.
4. You have attended a cultural or sports event and have a complaint about it. Write a formal letter to the organizers, explaining what the problem was. You may also suggest changes or improvements to be made in the future.