



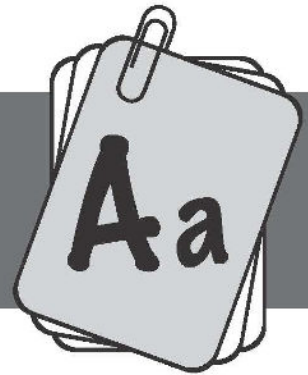
מדינת ישראל
משרד החינוך

ראמ"ה
הרשות הארצית
למידה והערכה בחינוך

המזכירות הפדגוגית

מיצ"ב

מבחן באנגלית



כיתה ח | טור א | פנימי

שם התלמיד/ה: _____

הכיתה: _____

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תלמידים יקרים שלום,



לפניכם מבחן באנגלית.

- אתם תתבקשו לקרוא טקסטים ולהשיב על שאלות.
- קראו את כל הקטעים בעיון והשיבו על כל השאלות ברצינות רבה ובתשומת לב.
- כתבו את תשובותיכם **באנגלית**.
- לא תוכלו להיעזר במילון מכיוון שבמבחן נבדק גם אוצר המילים שלכם באנגלית.
- לרשותכם **90 דקות**, אך אם תזדקקו לזמן נוסף, בקשו מהמורה.

בהצלחה!

משימה 1 TASK 1

Read the following text and answer the questions in English.

קראו את הטקסט שלפניכם, וענו באנגלית על השאלות.



That's Funny!

BY213/shutterstock.com

Some people are good at painting; others are great at dancing. This is a story about a teenage girl, Jill Dunn, with a talent* for laughing! It's a talent that made it possible for her to travel all over the world.

It all started when Jill was on vacation with friends in London. They
5 were walking in a park when they heard many people laughing. They went near to see what was going on. There was a laughing competition. People were trying to win a prize for the funniest laugh – the kind of laugh that makes people around you laugh too.

Jill's friends said to her, "Go on, your laugh is very funny. When you
10 laugh, it makes other people laugh!" So she joined the competition. Jill made many people laugh, and won! After that, Jill went to Italy, Canada and Japan to be in laughing competitions.

When we asked Jill about her special talent, she smiled and said,
15 "I'm happy my laugh makes other people laugh. Laughing is good for everyone."

* talent – כשרון

1.

What is Jill good at?

2.

What can we understand from lines 1-3?

- a Everybody likes to laugh.
- b Jill can do many things.
- c Most people know what they are good at.
- d Different people are good at different things.

3.

Why did Jill go to London? She went ____.

- a for a competition
- b for a vacation
- c to paint pictures
- d to learn to dance

4.

Copy one sentence that shows that Jill's friends thought she could win the competition.

5.

According to the end of the text, Jill is happy because ____.

- a she made many people laugh
- b she won many competitions
- c she found many new friends
- d she visited many countries

6.

Number the sentences from 1 to 4 according to the order of events in the text.

- ___ Jill heard people laughing.
- ___ Jill won the competition.
- ___ Jill found out that there was a competition.
- 5 Jill traveled all over the world.
- ___ Jill went to London.

המשיכו לעבוד בעמוד הבא.

משימה 2 TASK 2

Read the following text and answer the questions in English.

קראו את הטקסט שלפניכם, וענו באנגלית על השאלות.

ya_blue_kof
shutterstock.com



Emojis are simple, little pictures. People all over the world use them when they send short messages to each other online. The first emojis were invented in 1999, in Japan.

- 5 The idea came from weather programs on television. These programs use symbols*, like a bright yellow sun or grey clouds, to show the weather. Emojis are also symbols, and people can use them to communicate** many different feelings. It doesn't matter where you
- 10 come from – Israel, England, Japan – everyone can understand the "emoji language".

Some language experts are worried about the future of written language. They worry because it is easier to send emojis than to write words.

- 15 These experts think people will use emojis all the time, and stop writing complete sentences. As a result, correct spelling and good grammar may soon disappear.

- However, other language experts think that emojis are useful. When you add emojis to messages, it is just like seeing the expressions*** on people's faces when they are talking. Emojis and facial expressions both
- 20 add meaning to messages. Think of the following text messages: "I had a cheese sandwich for breakfast 😊" and "I had a cheese sandwich for breakfast ☹️". They have very different meanings.

Emoji comes from two Japanese words: **e** + **moji**.

'**e**', means picture and '**moji**', means symbol.

From *Lexis Online Dictionary*

No matter what the experts think, more and more people are using emojis each year. These little symbols appear in millions of messages every day, 25 all around the world. Clearly, they are here to stay.

* symbols – סמלים

** communicate – להביע, לתקשר

*** expressions – הבעות (פנים)

7. Where did the idea for emojis come from?

- a an online dictionary
- b people's faces on television
- c symbols on weather programs
- d pictures from different countries

8. According to lines 1-11, people from Israel, England and Japan ____.

- a understand emojis
- b talk to each other
- c talk about the weather
- d understand many languages

9.

According to lines 12-16, some experts are worried that people will ____.

- a stop using emojis
- b stop writing correctly
- c stop showing emotions
- d stop sending messages

10.

The information from *Lexis Online Dictionary* teaches us ____.

- a which emojis are used by Japanese people
- b which emojis are pictures and which are symbols
- c what the words 'e' and 'moji' are in English
- d what the words 'e' and 'moji' sound like in Japanese

11.

Circle the two correct answers to complete the sentence.

Paragraph 2 (lines 12-16) gives the advantages / disadvantages and paragraph 3 (lines 17-22) gives the advantages / disadvantages of using emojis.

12.

What does the word "they" (line 25) refer to?

- a people
- b expressions
- c messages
- d emojis

13.

Do you think it is better to send messages using **emojis**, **words** or **both**?

Explain your answer using information from the text.

I think it is better to use _____

because _____

משימה 3 TASK 3

Read the following text and answer the questions in English.

קראו את הטקסט שלפניכם, וענו באנגלית על השאלות.

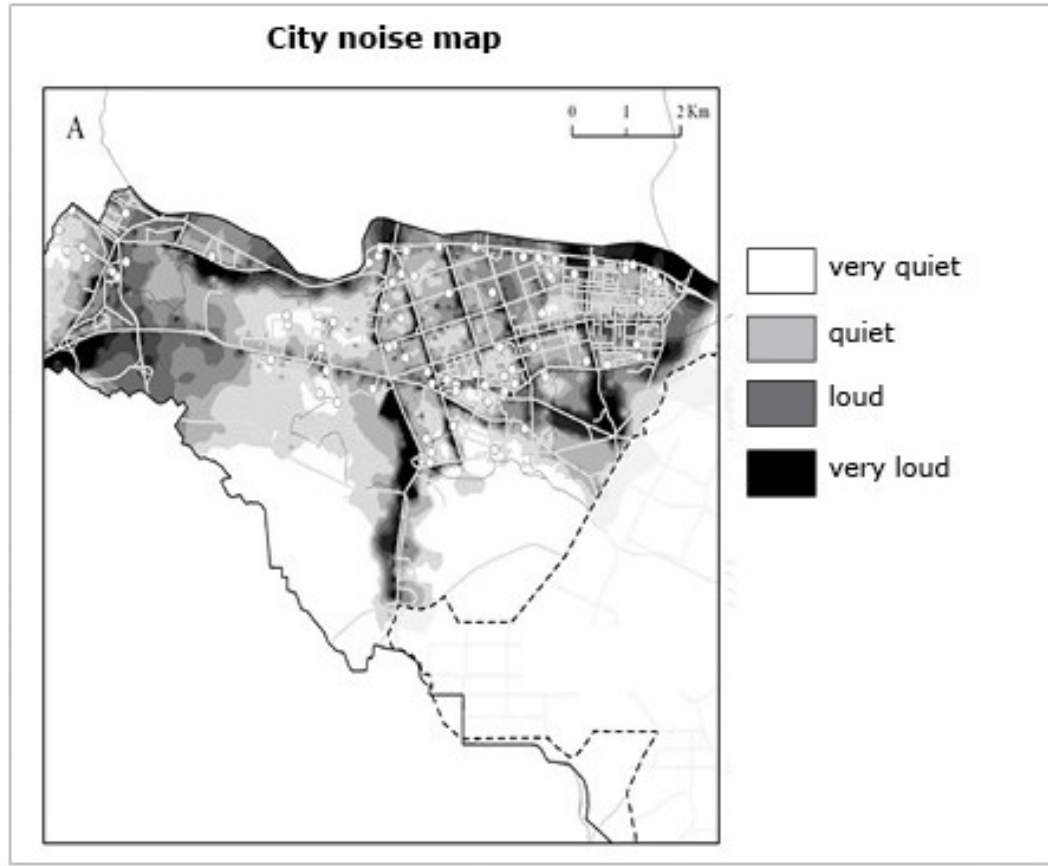


We live in a noisy world. When you walk down a city street, what can you hear? You probably won't hear birds singing or the wind in the trees. You will hear the noise of cars, buses and trucks as they move along the road. This noise can even be heard inside – in offices and homes. Of course, it is not just noise from roads that makes life uncomfortable. We all have neighbors who play loud music or have parties late at night. It is often impossible to find a quiet place to work or rest.

Fortunately, in Israel there are laws* that can help stop the noise our neighbors make. The laws say that neighbors must not make a lot of noise between eleven at night and seven in the morning. Also, between two and four in the afternoon everyone must be quiet so people can rest or sleep. However, stopping the noise from cars and buses is much more difficult and even more important. According to recent studies, noise can make us very sick. For example, it can stop us sleeping well and also cause heart problems.

Scientists are now working on ways to deal with this serious problem. They begin by finding out where the noise is worst. To do this, they put microphones in streets and connect them to computers. The information they get is used to make "noise maps" which show the different levels** of noise in different areas in our cities (see example of a noise map on the next page).

Alira Kim et al. (2017) Effects of self-reported sensitivity and road-traffic noise levels on the immune system. PLOS ONE, October 30, 2017. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0187084>, Fig 1(A), (edited).



In places where they see the highest level of noise, the scientists suggest making those areas quieter by putting a special material on the roads. This is like putting a carpet on the floor in your home to make it quiet when you walk. Scientists also suggest that cars, buses and trucks should be made with a different type of engine***. Using engines that are much quieter would make a very big difference to our lives. Both these suggestions will cost a lot of money, but the health of many people is definitely worth the high cost.

- * laws – חוקים
- ** levels – עוצמות
- *** engine – מנוע

14.

Why does the writer ask "What can you hear?" (lines 1-2)

To make you think about ____.

- a the level of noise in your environment
- b the amount of noise people make at home
- c the problem of crossing city roads
- d the importance of being in nature

15.

The laws described in lines 10-13 were made because ____.

- a cars and buses make too much road noise
- b it is important that people go to bed early
- c people should not play music in their cars
- d people can't sleep when there are loud noises

16.

According to lines 13-14, stopping the noise from cars and buses is much more difficult than stopping the noise ____.

- a our computers make
- b our neighbors make
- c from outside the city
- d from microphones

17.

- a. According to the text, how do scientists collect the information to make noise maps?

- b. According to the text, what useful information could scientists get from a noise map?

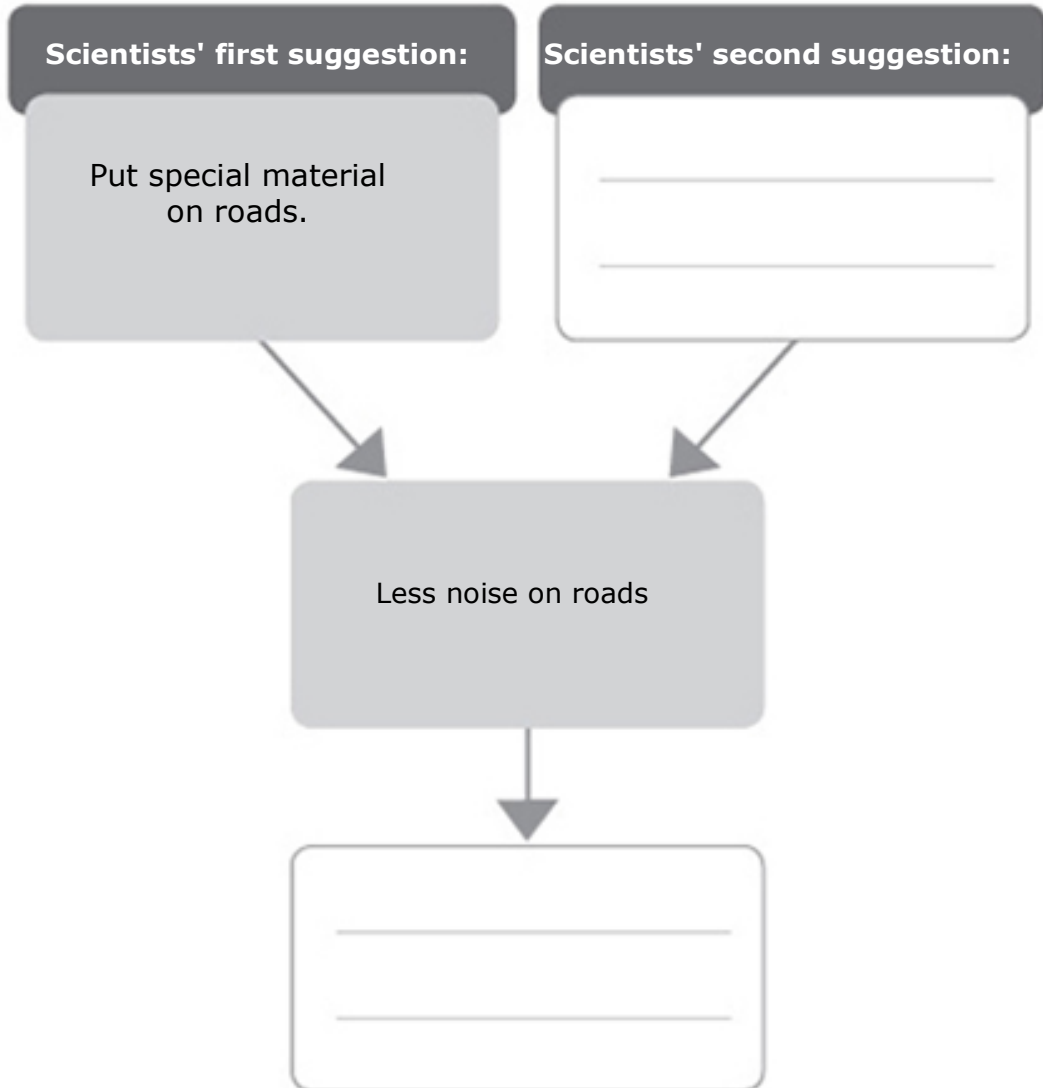
18.

In lines 25-26, the example of a carpet is given because ____.

- a it is a good material to use on our roads
- b everyone should make their homes less noisy
- c it shows how materials on the ground can stop noise
- d it shows why it is so expensive to make roads quieter

19.

Fill in the missing information in the chart, according to the text.



המשיכו לעבוד בעמוד הבא.

כל הזכויות שמורות למדינת ישראל, משרד החינוך, ראמ"ה. השימוש במסמך זה, לרבות הפריטים שבו, מוגבל למטרות לימוד אישיות בלבד או להוראה ולבחינה על ידי מוסד חינוך בלבד, לפי הרשאה מפורשת למוסד חינוך באתר ראמ"ה. זכויות השימוש אינן ניתנות להעברה. חל איסור מפורש לכל שימוש מסחרי וכן לכל מטרה אחרת שאינה מסחרית. אין להעתיק, להפיץ, לעבד, להציג, לשכפל, לפרסם, להנפיק רישיון, ליצור עבודות נגזרות בין על ידי המשתמש ובין באמצעות אחר לכל מטרה או למכור פריט מפרטי המידע, התוכן, המוצרים או השירותים שמקורם במסמך זה. תוכן המבחנים, לרבות טקסט, תוכנה, תמונות, גרפיקה וכל חומר אחר המוכלל במסמך זה, מוגן על ידי זכויות יוצרים, סימני מסחר, פטנטים או זכויות יוצרים וקניין רוחני אחרות, ועל פי כל דין; כל זכות שאינה ניתנת במסמך זה במפורש, דינה כזכות שמורה.

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