קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי

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קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 1

English Basics - בסיס

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To be – הפועל להיות:

שאלות:

תרגל את המשפטים הבאים:

1) ביה"ס שלי חדש וגדול.
2) שירה בת 7.
3) דורון ילד חכם ובוגר.
4) מאיה פה?
5) לא קר היום.
6) השמים כחולים היום?

Prepositions – מילות יחס:

שאלות:

תרגל את המשפטים הבאים:

1) כל שנה בדצמבר או באפריל, המשפחה שלי מטיילת למקום אחר בעולם.
2) השנה אנחנו נהיה בפריז. אנחנו נוסעים בפסח. זה בעוד שבוע, ביום שלישי.
3) התוכנית היא לצאת מהבית בשעה 12 כי המטוס ממריא ב-16:00.
4) אנחנו בטח נאכל משהו בשדה התעופה.

Comparative Superlative - Method 2:

שאלות:

תרגל את המשפטים הבאים:

1) אני בגובה של דניאל. (דניאל ואני באותו הגובה).
2) עמית בגובה של אחותה.
3) היא יותר יפה מהגר.
4) היא האישה הכי יפה שראיתי.
5) היא יפה כמו נסיכה.
6) כן, עכשיו יותר נוח לי.
7) אני חושב שהוא נהיה אדם שקט יותר.
8) הם הכי טובים במה שהם עושים.
9) אתה לא חכם כמו המורה.
10) הם לא הכי מהירים בכיתה.
11) דין לא יותר מוכן ממך למבחן.
12) התאומות יותר יפות מאחותן הקטנה?
13) הילד הזה הכי רגיש בכיתה?
14) היא יפה כמו נסיכה?
15) אתה מרגיש יותר בטוח עכשיו?
16) הבית שלה יותר נקי השבוע?
17) אנחנו לא יותר טובים מאשר שהיינו שנה שעברה?

עקרונות השפה 3 – Principles of the language 3:

שאלות:

תרגל את המשפטים הבאים:

1) אתה רץ מהר. (במהירות).
2) הוא עשה את זה טוב. (בצורה טובה).
3) היא חשבה על זה לעומק. (בצורה עמוקה).
4) הם היו מעולים היום! (בצורה אמיתית).
5) החיילים נלחמו באומץ. (בצורה אמיצה).
6) דור ועידו הולכים ברחוב, ופתאום מעבר לכביש דור רואה מישהו שלובש את החולצה שהוא רצה לקנות בקניון אתמול. הוא אומר לעידו:
"זאת החולצה שרציתי לקנות אתמול! היא הרבה יותר יפה מזאת שאמרת לי לקנות".
7) שני ודניאל הולכות ברגל לבקר את סבתא שלהן אבל לא זוכרות אם צריך לפנות ברחוב הדר ימינה או שמאלה. דניאל מדליקה את אפליקציית המפות שבפלאפון שלה ואומרת לשני:
"כאן זה המקום/פה זה המקום בו אנחנו צריכות לפנות ימינה".
8) יובל פותח את מתנות יום ההולדת שלו, ואמא נותנת לו חבילה שהוא פותח. בפנים הוא מוצא מחשב נייד, אבל יש לו מה להגיד:
"אמא, מה זה? זה לא המחשב שרציתי, זה שחור ואני רציתי אחד לבן. זה שוקל המון וזה גם דגם ישן".
9) עמית ורועי נכנסים לכיתה בבוקר קצת לפני שהמורה מגיעה לכיתה, ועמית אומר לרועי:
"היום יום שישי. זה הולך להיות יום ממש טוב כי היום המורה המעצבנת הזאת לא תיתן לנו שיעורי בית".
10) בתחרות הריצה השנתית של בית הספר, דן רואה את הילד שניצח אותו שנה שעברה ואומר לעצמו:
"הפעם אני לא הולך לתת לו לנצח! הגיע הזמן להראות לו מי מספר אחת".

קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 2

הווה פשוט - Present Simple

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Present Simple:

שאלות:

תרגל את המשפטים הבאים:

1) אני אוהב לשתות מיץ תפוזים, יסמין אוהבת לשתות חלב.
2) החברים שלי יודעים לדבר צרפתית, אבל ג'וני גם יודע לדבר רוסית.
3) טלי מאוד עייפה, היא נרדמת על הספה כשהיא מתעייפת.
4) אני פועל בניין, ואני אוהב את העבודה שלי מאוד.
אני עובד כאן כל יום בערך 10 שעות, ואז אני הולך הביתה למשפחה שלי.
כשאני מגיע הביתה אנחנו בדרך כלל אוכלים ארוחת ערב ביחד.
הבת שלי תמיד עוזרת לאשתי להכין את הארוחה.
היא ילדה טובה והיא מבשלת ממש טוב. (בצורה מאוד טובה).
אחרי שאנחנו מסיימים לאכול את ארוחת הערב, הבן שלי עושה את הכלים (שוטף את הכלים).
כמו אחותו, גם הוא ילד טוב.
הילדים בדרך כלל נכנסים למיטה בסביבות 22:30.
הם קוראים במיטה עד שהם מתעייפים ואז אני מכבה את האור בחדר שלהם אחרי שהם נרדמים.
המשפחה שלי אוהבת את השגרה הזאת.
הבית שלי הוא מקום מאוד נעים.

Present Simple – To Have:

שאלות:

תרגל את המשפטים הבאים:

1) יש לי בית גדול, אבל אין בו הרבה אנשים.
2) יש לה את שיעורי הבית של היום? אני לא בבית הספר כי אני חולה.
3) אני תלמיד טוב אבל אין לי זמן ללמוד כי אני גם עובד.
4) יש לה שיעורי בית אבל היא מאוד עצלנית אז היא לא עושה אותם.
5) הם לא אויבים, הם דווקא חברים מאוד טובים.
6) יש לכם תינוק חמוד, יש לכם הרבה מזל.

Special Element Questions:

שאלות:

תרגל את המשפטים הבאים:

1) אתה חושב שזו הייתה הופעה טובה?
כן, אני כן... הזמרים היו מאוד מוכשרים.
הם כותבים את כל השירים האלו בעצמם?
לא, הם לא. הכישרון שלהם הוא בשירה, לא בכתיבה.

2) דנה אוהבת שוקולד?
כן, היא אוהבת... אבל לא שוקולד לבן.
ומה עם בשר... (היא אוכלת בשר?).
לא היא לא, היא צמחונית.

3) הרופא פה היום?
לא הוא לא, הוא בחוץ.

Practice Conversation

שאלות

תרגלו את השיחה הבאה:

1) היי, איפה אתה?
אני בבית.
אתה רוצה לאכול איתי במסעדה היום?
כן, אבל אני לא רוצה לחזור מאוחר.
למה? מחר יום שישי. אנחנו לא לומדים ביום שישי.
כן, אני יודע. אבא שלי צריך עזרה ממני מוקדם בבוקר, אז אני צריך לישון לילה מלא.
אני מבין. לאיזו מסעדה אתה רוצה ללכת?
לא יודע, יש מסעדות טובות?
כן, יש כמה טובות. אתה מכיר את 'קפה המגדל'?
לא, אני חי על כוכב אחר. ברור שאני מכיר אותו! אני מת על 'קפה המגדל'!
אוקי, אז תאסוף אותי סביבות 20:00. אני צריך ללכת עכשיו.
אין בעיה. תהיה בקשר מאוחר יותר/אחר כך.

קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 3

Present Progressive - הווה ממושך

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Test 10
Practice 12

Present Progressive:

שאלות:

1) תרגל את השיחה הבאה:

"למה אתה ער כל כך מוקדם?
אני נוסע לסופר לפני שכולם מגיעים לשם.
אתה בא הביתה אחרי זה?
ברור שאני בא הביתה, אני צריך לשים את האוכל במקרר.
אתה לא שוכח משהו?
לא, אני לא שוכח שום דבר. לפחות... לא נראה לי.
אתה שוכח שביקשתי ממך לקחת את הבת שלנו לבית הספר".

2) בחר את הפועל בגרסה המתאימה במשפטים הבאים:

a. Do you ____ the answer? (know, knowing)
b. Jim ____ dessert every day. (eats, is eating)
c. I ____ good about the race's outcome. (feel, am feeling)
d. She ____ her mother. (resembles, is resembling)
e. Do you ____ they will win? (think, thinking)
f. They really ____ everything you did for them. (appreciate, are appreciating)
g. Can you ____ the coffee brewing? (smell, are smelling)
h. I still ____ a lot of money on my student loans. (owe, am owing)
i. You ____ more shoes than anyone else I know. (have, are having)

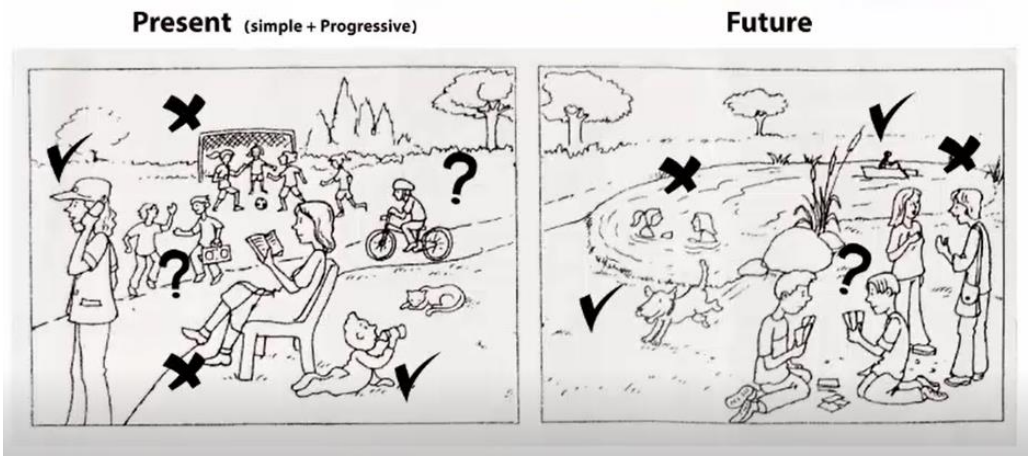
Test:

שאלות:

1) בתרגיל זה אתם מתבקשים לכתוב את הפעלים בגרסה המתאימה שלהם בהתאם לנושאי המשפט שמבצעים אותם.

My father _____ (not work) in an office, he _____ (work) in a bakery.
Every day, he _____ (bake) tasty bread and cakes. I usually _____ (wake up) at 6 o'clock in the morning because that's when he _____ (wake up).
He _____ (make) noise and it _____ (be) hard to go back to sleep after that.
I _____ (like) to go to work with him because I _____ (want) to learn how to bake things too.
One day I _____ (hope) that I _____ (be) a baker as well. I _____ (bake) fresh bread every morning. I _____ (not think) that I _____ (work) hard and I _____ (need) something in my life to _____ me _____ (get out) of bed early in the morning or I _____ (sleep) till noon.
Right now I _____ (be) still a pupil in school. This morning Dad _____ (drive) me to school. I _____ (not be) home until 15:00 because school _____ (finish) at 14:30 today.
In the evening we _____ (go) to the bakery again because Dad _____ (receive) a big shipment of ingredients at 18:00. I _____ probably _____ (get) into bed at a very late hour today.

2) כתבו שלושה משפטים על כל תמונה.
משפט אחד חיובי, משפט אחד שלילי ושאלה אחת.
הסימנים ליד הפעולות השונות מראות לכם באיזה סוג משפט מדובר.



3) בתרגיל זה נתונים לכם התשובות, אבל עליכם לנסות לפי ההיגיון להבין מהם השאלות ואז לכתוב אותם באנגלית כך שלכל תשובה תהיה שאלה מתאימה.

a. _____?
No, I don't think that I will come tonight.

b. _____?
Of course, I will pick them up on my way to the mall.

c. _____?
I'm going home after the game because my wife is making dinner.

d. _____?
He usually brushes his teeth after he eats.

e. _____?
Yes, we know that the game we wanted to play is on the shelf.

f. _____?
Yes, this computer is new.

4) הפכו את המשפטים הבאים לשאלות:

a. I won't tell him about his birthday present.
b. He thinks that you are a smart person.
c. Daniella wants to drive with me into the city tomorrow.
d. I'm not going to cook anything tonight.
e. We are flying to Brazil in the summer.

5) כתבו קטע משלכם על המצב הנתון:

Your cat is lost. You don't know where he is and you are worried.
Write some information about the cat to put on trees and places outside so people can contact you if they find the cat! (40-50 words).
Use the Present Simple. Present Progressive and the future tense.

Practice:

שאלות:

תרגל את המשפטים הבאים:

1) אני בדרך כלל הולך לביה"ס כל יום חוץ מימי שישי, אבל השבוע אני הולך גם ביום שישי.
2) אתה בדרך כלל לא אוכל בשר, אבל אני רואה שאתה אוכל סטייק.
3) אין לי כלב, אבל יש כלב שמשחק עם כדור בגינה שלי. כרגע, אני רואה אותו.
4) מתי אתה הולך לפארק? אני חושב שאני רוצה לבוא איתך.
5) על מה הוא חושב? הוא נראה מאוד שמח.
6) אני לא שייך לקבוצה הזאת, מתי אתה מעביר אותי?
7) באיזה יום אנחנו מארחים אנשים השבוע?
8) זה נראה שהולך לרדת גשם בקרוב.

קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 4

Important Words - מילים חשובות לדעת באנגלית

13 ..... Yet - Still - Already
14 ..... Also - Too
15 ..... Like - such as
16 ..... Either vs Neither

Yet – Still – Already:

שאלות:

תרגל את המשפטים הבאים:

1) כבר עברת על החומר?
2) מתי כבר תלמד?
3) אני עדיין לא חושב שהגיע הזמן לנסות שוב.
4) אתה לא יודע שכבר היית אמור לחזור?
5) יש עדיין הרבה ללמוד בנושא הזה.
6) המזגן עדיין דולק, ואף אחד לא בסלון.
7) אנחנו עדיין לא מספיק רעבים לאכול.
8) אני עדיין לא חושב שהגיע הזמן לנסות שוב.
9) כן, כבר ביקרתי את סבא וסבתא השבוע.
10) אני עדיין לא במסעדה כי אני מחפש חנייה באיזור.

Also – Too:

שאלות:

תרגל את המשפטים הבאים:

1) חשבתי על זה וגם אני חושב שאני צריך להיות שם.
2) גם דייויד דיבר איתו אבל הוא פשוט לא מוכן לבוא.
3) מלי לוקחת את הילדים שלה לחו״ל הקיץ גם כן.
4) כן אבל גם אתה אמרת שהמשחק היה טוב!

Like – such as:

שאלות:

תרגל את המשפטים הבאים:

1) אף פעם לא היה לי חבר כמו אחי התאום.
2) אנחנו עושים המון דברים ביחד, כמו ריצה, שיעורי בית ואפילו בישול.
3) אני מבשל טוב כמוהו. (אני מבשל באותה רמה שהוא מבשל).
4) אני חושב שאנחנו מאוד דומים אחד לשני בהרבה דברים.
5) כפי שאמרתי, הוא החבר הכי טוב שלי.

Either vs Neither:

שאלות:

תרגל את המשפטים הבאים:

1) אתה רוצה ללבוש את החליפה האפורה או את השחורה?
אף אחד מהם (לא זה ולא זה), אני רוצה את הכחולה.
2) או שהיא תהיה במסיבה או שלא.
3) על מה אתם מדברים?
אתם גם לא חשבתם שהוא ינצח בתחרות.
4) לא אחותי ולא אחי היו בבית אתמול כי הם הלכו לבקר את סבא וסבתא.
5) המורה אמרה שאנחנו צריכים לקרוא אחד משני הספרים האלה, אבל לא הספר הזה מעניין אותי, ולא ההוא.

קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 5

Future - עתיד

Future 17
Test 18

Future:

שאלות:

תרגם את הקטע הבא:

"סוף השבוע הזה יהיה ממש טוב, אני חושב.
זה יהיה סוף שבוע טוב כי סבא וסבתא יגיעו לארץ הערב.
הם לא יישנו אצלנו כי הדוד שלי בני רוצה שהם יישארו בבית שלו.

יש להם מתנות בשבילי ובשביל אחותי.
אנחנו נקבל אותם מחר כי סבא וסבתא יהיו עייפים אחרי הטיסה שלהם.
מתי אתם תראו את סבא וסבתא שלכם?

לאן אנחנו הולכים ביחד כשהם יהיו פה, אתה שואל?
אנחנו נלך למסעדות וניקח אותם לראות מקומות יפים בישראל.
הם לא ירצו לנסוע לאילת כי הם כבר מכירים את אילת".

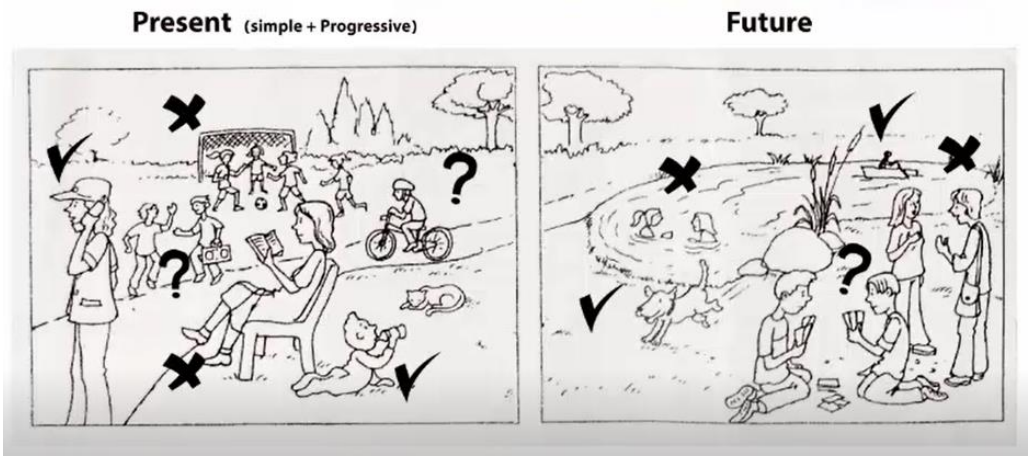
Test:

שאלות:

1) בתרגיל זה אתם מתבקשים לכתוב את הפעלים בגרסה המתאימה שלהם בהתאם לנושאי המשפט שמבצעים אותם.

My father _____ (not work) in an office, he _____ (work) in a bakery. Every day, he _____ (bake) tasty bread and cakes. I usually _____ (wake up) at 6 o'clock in the morning because that's when he _____ (wake up).
He _____ (make) noise and it _____ (be) hard to go back to sleep after that.
I _____ (like) to go to work with him because I _____ (want) to learn how to bake things too.
One day I _____ (hope) that I _____ (be) a baker as well. I _____ (bake) fresh bread every morning. I _____ (not think) that I _____ (work) hard and I _____ (need) something in my life to _____ me _____ (get out) of bed early in the morning or I _____ (sleep) till noon.
Right now I _____ (be) still a pupil in school. This morning Dad _____ (drive) me to school. I _____ (not be) home until 15:00 because school _____ (finish) at 14:30 today.
In the evening we _____ (go) to the bakery again because Dad _____ (receive) a big shipment of ingredients at 18:00. I _____ probably _____ (get) into bed at a very late hour today.

2) כתבו שלושה משפטים על כל תמונה.
משפט אחד חיובי, משפט אחד שלילי ושאלה אחת.
הסימנים ליד הפעולות השונות מראות לכם באיזה סוג משפט מדובר.



3) בתרגיל זה נתונים לכם התשובות, אבל עליכם לנסות לפי ההגיון להבין מהם השאלות ואז לכתוב אותם באנגלית כך שלכל תשובה תהיה שאלה מתאימה.

a. _____?
No, I don't think that I will come tonight.

b. _____?
Of course, I will pick them up on my way to the mall.

c. _____?
I'm going home after the game because my wife is making dinner.

d. _____?
He usually brushes his teeth after he eats.

e. _____?
Yes, we know the song we wanted to hear is on a new disc.

f. _____?
Yes, this computer is new.

4) הפכו את המשפטים הבאים לשאלות:

a. I won't tell him about his birthday present.
b. He thinks that you are a smart person.
c. Daniella wants to drive with me into the city tomorrow.
d. I'm not going to cook anything tonight.
e. We are flying to Brazil in the summer.

5) כתבו קטע משלכם על המצב הנתון:

Your cat is lost. You don't know where he is and you are worried.
Write some information about the cat to put on trees and places outside so people can contact you if they find the cat! (40-50 words).
Use the Present Simple. Present Progressive and the future tense.

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פרק 6

Past Simple - עבר פשוט

Past Simple 20
Test 21

Past Simple:

שאלות:

תרגם את הקטע הבא:

"הלכת לעבודה אתמול?
ברור, הלכתי מוקדם וחזרתי מוקדם כי רציתי ללכת למכון בערב.
מה עשית במכון?
בעיקר עבדתי על הרגליים, למה?
כי גם אני חשבתי לעשות מנוי ולהתחיל ללכת בקרוב.
הצלחתי לשפר את הכושר שלי מאוד בשנה האחרונה שם. כדאי לך.
אשתי אמרה לי שאני צריך את זה. לדעתי גם היא צריכה להתחיל ללכת.
אמרת לה את זה?
לא אמרתי לה עדיין, אני לא רציתי שהיא תתעצבן עליי".

Test:

שאלות:

1) השלם את הגרסה המתאימה של הפעלים בקטע הבא:

Ido _____ (be) a very nice boy. This year he _____ (have) his bar mitzvah.
He _____ (be) 13 years old. At the moment, he _____ (learn) at school.
For his bar mitzvah, Ido's parents _____ (take) him to London.
They _____(stay) in various hotels and they _____ (eat) in good restaurants.
Ido _____ (want) to see the world.
Ido _____ (live) on Basel Street, but he _____ (not like) his town.
He _____ (say) it is too old and boring. There _____ (be) nothing to do.
_____ you also _____ (feel) this way about your town?
When he _____ (be) born he _____ (be) a good boy and his parents _____ (love) playing with him, even when he _____ (behave) badly.
Ido and his father _____ (enjoy) playing football and basketball together, and in the summer Ido _____ (play) matkot with his friends at the beach.
"The summer vaction _____ (not be) long enough!" Ido _____ (say), but usually by the end of the vacation Ido and his friends _____ (not be) so sad to return to school.
_____ you _____ (think) that the summer vacation _____ (be) too long?

2) מצא את השאלות לתשובות הנתונות:

a. _____?
Yes, I did my homework yesterday.
b. _____?
No, I am not going to be home later because I will be out.
c. _____?
No, my brother doesn't have a computer in his room.
d. _____?
Yes, my friends and I are going out for dinner tonight.
e. _____?
No, I don’t like dark chocolate.
f. _____?
Yes, my parents are very good people.

3) תרגל את המשפטים הבאים:

א. אין לי מה לעשות עכשיו אז אני הולך לשחות בבריכה של דניאל.

ב. כל פעם שהוא הולך לעשות קניות הוא לא זוכר לקנות לחם.

ג. אנחנו נוסעים לבקר את סבא וסבתא, אתם רוצים לבוא?

ד. ילדים, אני עייף מדי הערב. אני אספר לכם סיפור מחר, אני מבטיח.

ה. שי טילפן. הוא מתכנן טיול ליפן והוא רצה לדעת אם אנחנו רוצים להצטרף.

4) כתוב קטע משלכם על המצב הנתון:

A few months ago, you moved to a new house.
Write a letter to a friend telling him/her about your new home, school and friends.
Make sure that your letter is at least 70 words long.

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פרק 7

Past Progressive - עבר מתמשך

Test 23

Test:

שאלות:

1) השלם את הגרסה המתאימה של הפעלים בקטע הבא:

I was at the dentist's and she _____ (fill) one of my teeth when the lights suddenly _____ (go) out. It _____ (be) a power failure.
The dentist _____ (not want) me to go home with an open hole in my tooth. So, she _____ (tell) me to wait. While I _____ (sit) in the waiting room, a man from the electricity company _____ (knock) at the door. He _____ (say) that they _____ (try) to repair the lines, but that it would take at least two hours before the lights came back on. That's when I _____ (decide) to go home.

2) תרגם את המשפטים הבאים:

א. ראיתי שהיא שותה קולה אז שאלתי אותה אם זה רגיל או "זירו".
ב. הילדים הלכו מכות בזמן שישנתי בחדר שלי אז לא שמעתי אותם.
ג. לא רציתי להפריע לה בזמן שהיא דיברה אז החלטתי להישאר בשקט.
ד. בזמן שאכלנו במסעדת ג'ירף פתאום ראיתי את השכנים שלי בצד השני של המסעדה.
ה. היא אמרה שהיא הולכת לישון אצל חברה, אבל במציאות היא הלכה למסיבה.
ו. אתה חשבת שהוא סיפר לך את האמת?
ז. לא ידעתי שאתה חשבת על לעבור לחו"ל בזמן האחרון.

3) כתוב קטע משלך על המצב הנתון:

You live in the town of Tinsdale. Up until two months ago it was a quiet town. Recently, the mayor has authorized the government's decision to build a new airport right near your town.
As a result, you can't even get a full night's sleep. The noise from the airplanes wakes you up, gives you headaches and disrupts your daily life.
Write a letter to the mayor telling him about these problems and give him suggestions about what can be done about this problem.

You MUST include AT LEAST 2 instances of PAST SIMPLE and AT LEAST 2 more PAST PROGRESSIVE. In addition to this you MAY use any other tenses you have already learned. (150-200 words).

קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 8

Modals

Modals 24

Modals:

שאלות:

1) בחר אחת מהאופציות (בסוגריים) והשלם את המשפטים הבאים:

a. Sharon's flight from Thailand took more than 11 hours.
She _____ be exhausted after such a long flight.
(can / had better / must)

b. My teacher told me that we could read this new book if we needed extra credit.
But we _____ read it if we don't want to.
(must not / cannt / don't have to)

c. The tape recorder isn't working. It _____ damaged during the move.
(must have been / must / must be)

d. _____ hold your breath for more than a minute?
No, I can't.
(are you able to / might you / can you)

e. You _____ be rich to be a success. Some of the most successful people I know haven't got a penny to their name.
(shouldn't / can't / don't have to)

f. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key.
The answer in the book _____ be wrong!
(have to / must / should)

g. You _____ do the job if you didn't speak French fluently.
(can't / won't be able to / couldn't)

h. You _____ worry so much. It doesn't do you any good. Either you get the job, or you don't. If you don't, just apply for another one. Eventually, you will find work.
(can't / don't have to / shouldn't)

i. You _____ be kidding! That can't be true.
(ought to / have to / should)

j. You _____ leave the table once you have finished your meal and politely excused yourself.
(may / might / would)

k. Jenny's engagement ring is enormous!
It _____ a fortune.
(must have cost / must cost / must be costing)

2) תרגם את הקטע הבא:

"אמא: דניאל, אני הולכת להזמין בשבילך, מה אתה רוצה?
דניאל: אני מסוגל להזמין לבד, אמא! מלצר, מה כדאי לי להזמין?
מלצר: אני חושב שכדאי לך לנסות את הפיצה שלנו אדוני, היא מצוינת.
דניאל: אוקי, אז הייתי רוצה להזמין פיצה מרגריטה בבקשה.
מלצר: אם אתה אוהב פטריות אז עדיף לך ללכת על הפיצה "פונגי" שלנו.
דניאל: פעם הייתי מזמין את ה"פונגי" כשהייתי בא עם החברים שלי. היום אני רוצה את המרגריטה.
מלצר: אני רגיל לילדים שמזמינים את המרגריטה, אבל אתה חייב לנסות משהו אחר כי המרגריטה משעממת.
דניאל: אתה לא אמור להביע דעה, מלצר! אני לא חייב לנסות את ההמלצות שלך! אסור לך לדבר אלי ככה!
אמא: מלצר, אפשר בבקשה לראות את המנהל של המסעדה? אפשר להחליף איתו כמה מילים בבקשה?
מלצר: אתם תראו אותו אחרי שתסיימו להזמין.
אמא: אנחנו חייבים ללכת, תודה מלצר".

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פרק 9

Perfect Tenses

Past Perfect 26
Present Perfect Progressive 27

Past Perfect:

שאלות:

תרגם את הקטע הבא:

אתמול בבוקר אכלתי ארוחת בוקר, התלבשתי ונכנסתי לאוטו.
דקה לפני שהגעתי לחנות בה אני עובד הטלפון הסלולרי שלי צלצל.
זאת הייתה אשתי.
אשתי: דורון, ראית את המפתחות שלי?
אני: לא, לא ראיתי אותם. לא בזמן האחרון.
אשתי: אני חושבת שראיתי אותם ביד שלך הבוקר. איפה שמת אותם לפני שיצאת מהבית?
אני: לא שמתי אותם באף מקום לפני שיצאתי מהבית כי לא נגעתי בהם. אני לא ראיתי את המפתחות שלך כבר כמה שבועות!
אשתי: אני די בטוחה שראיתי אותך עוזב את הבית אחרי ששמת סט מפתחות בכיס שלך.
אני: אלה לא היו המפתחות שלך.
אשתי: בדקת?
הוצאתי את המפתחות מהכיס שלי.
אני: את צדקת. לקחתי את המפתחות שלך. סליחה מותק.
אשתי: אז תחזיר אותם.
אני: אני לא יכול להחזיר אותם! כבר עזבתי את הבית!
אחרי שסיימנו לדבר חשבתי לעצמי:
"למה לא הסתכלתי על המפתחות לפני שהכנסתי אותם לכיס שלי?"

Present Perfect Progressive:

שאלות:

תרגם את הקטע הבא:

שלום מר. קינג, שמחנו שקיבלת את ההזמנה שלנו לבוא לראיון באולפן שלנו.
שמחתי לקבל את ההזמנה.
האם התחלת לעבוד על הספר החדש שלך?
אני אכן התחלתי לעבוד על הספר החדש שלי, אני עובד עליו מאז תחילת אפריל, למעשה.
מתי התחלת לחשוב על רעיונות בשביל הספר, אדוני?
אני התחלתי לחשוב ולכתוב כל מיני רעיונות לפני שיצאתי לחופשה באפריקה בקיץ.
כמה זמן שאתה כותב ספרים, מר. קינג? אתה תמיד רצית להיות סופר?
אני כותב סיפורים מאז שהייתי ילד קטן. היה לי דמיון מפותח ולא היו לי הרבה חברים.

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פרק 10

Conditionals

Conditionals 28

Conditionals:

שאלות:

תרגם את המשפטים הבאים:

1) אם הייתי מסיים את שיעורי הבית שלי בצהריים, הייתי הולך לשחק כדורסל.
2) אם אני אסיים לנקות את הבית לפני שהיא תגיע, היא תהיה שמחה.
3) כשלא משקים את העציצים במשך כמה ימים, הם מתים.
4) אם הייתי הולך לסופרמרקט עכשיו, הייתי מגיע לפני כולם.
5) כשלא משקים את העציצים במשך כמה ימים, הם מתים.
6) אם הייתי הולך לסופרמרקט עכשיו, הייתי מגיע לפני כולם.

קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 11

Passive

Test 29

Test:

Questions:

1) Complete the sentences by using the verbs below:
not allow must return remember prepare see

a. Dogs _____ at school.
b. The painting _____ by artists all around the world for the past few months.
c. Mr. Green _____ for the nice things he has done over the years.
d. Signs _____ and hung in the school hallways.
e. The book _____ to the library by tomorrow or you'll have to pay a fine.

2) Rewrite the sentences below in Passive:

a. People shouldn't throw garbage in the streets.
Garbage _____.
b. She is helping David with his homework at the moment.
David _____.
c. Have they ordered lunch yet?
_____?
d. My friend expects me to go on a trip with him.
_____.
e. We can play that board game on the floor.
_____.

3) Complete the section with the correct form of the verbs in parentheses.
Use the active or passive form:

Lost and Found

One stormy afternoon, Jennifer Walterscheit _____ (get) a phone call from a stranger. The man said, "Right now, $100 bills _____(fly) all over the village center. Are they yours?" At first Jennifer _____ (think) it was a joke, but then she opened her bag. As she _____ (look through) her bag, she noticed that a bank envelope with thirty $100 bills in it _____ (miss).
Jennifer was very upset. Her money _____ (blow) all over the village center by the wind and there was nothing she _____ (can / do). " I _____ (never / see) my money again," she cried.

"Don’t worry," said the stranger. "Most people in this village are very honest. They _____ (not take) something that _____ (not belong) to them. I am sure your money _____ (return). "The kind stranger _____ (be) right. By the end of the day, 29 of the 30 bills had been handed in to the police. The next day, Jennifer's story _____ (publish) in the local newspaper. As a result, the final $100 dollar bill _____ (give back) to Jennifer by an honest reader.

4) Correct the mistakes in the sentences:

a. These famous sites us visited by thousands of tourists every year.
b. Where the pictures are being shown?
c. Will be this book translated into Chinese?
d. The dog was been trained while I was waiting outside.
e. "Hamlet" was being written by Shakespeare.

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פרק 13

Introduction to Question Types

31 ..... Sentence Completion

Sentence Completion

Questions

1) Read the following passage and complete the sentence that follows:

It is quite surprising to read the famous names and realize that many of the most well-known successful people in the world never actually finished university. Notable names like Richard Branson, William Shakespeare, Bill Gates and Steve Jobs are surprisingly on this list, along with celebrities from the entertainment industry include Ryan Gosling, Jennifer Lawrence and Leonardo DiCaprio.

Bill Gates and Steve Jobs are examples of…

_____

קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 14

Module C - Unseen and Writing

32 Audio Books
35 Distance Learning
38 Orienteering
41 Up Up and Away
44 In the Dark
47 Writing Task 1 - Describe Future Inventions
48 Writing Task 2 - Describe A Place You Want to Live
49 Writing Task 3 - Describe A Person You Admire

Module C – Audio-Books:

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות)

קרא את הקטע שלפניך וענה על השאלות 1-9.

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

AUDIO-BOOKS

by Robert Carter

If you hear someone say, "I listened to a good book last week", don't be surprised. Many people are listening to audio-books instead of reading books. Audio-books are books which are recorded on CDs or tapes. Once they were used mainly by blind people. Today they are becoming popular with people who are just too busy to read.

Lawyer Sandra Harris is a good example. Until recently, she only had time to read three or four books a year. "Since I discovered audio-books last year, I listen to them everywhere - when I'm waiting in line at the bank, cooking at home or doing other things", she says. Another fan of audio-books is George Madison, a computer salesman. "I spend many hours on the road", he says. "Now I can listen to books while I'm driving".

Audio-books are also becoming more common in schools. Frank Adams, a sixth grade teacher, reports that he gives audio-books to children who are weak readers. "For the first time, these kids realize that books can be fun", he says. "Now my whole class can study the same book, even the kids with reading difficulties who had to read easier books before".

Child psychologist Dr. Betty Richards has a different opinion. She thinks that it is important for kids to read rather than listen. "Reading a book and looking at its pictures help develop the child's imagination", she says. "In addition, reading improves children's spelling". Other people object to audio-books because they claim that you need to concentrate in order to understand what the author wants to say. Therefore, people who listen to a book while doing other things might miss important details.

However, it looks like many people don't share these objections to audio-books. Audio-books sales increased from 5 million in 2001 to 30 million in 2004. Even public libraries report that more people are borrowing audio-books. It seems that more and more readers are using their ears instead of their eyes.

ענה באנגלית על השאלות 1-9 על פי הקטע שקראת ועל פי ההוראות בשאלות.
(100 נקודות)

Answer questions 1-9 in English according to the passage and the instructions.

Questions:

1) Who used audio-books in the past?
ANSWER: …… .
(6 points)

2) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 5-9)
Sandra Harris says that she didn't read many books in the past because she (-).
i. was too busy.
ii. reads slowly.
iii. drives a lot.
(8 points)

3) COMPLETE THE SENTENCE. (lines 5-9)
Both Sandra Harris and George Madison listen to audio-books while ……...
…… .
(10 points)

4) PUT AN (X) BY THE TWO CORRECT ANSWERS. (lines 10-14)
According to Frank Adams, how can audio-books help weak readers?
They help them (-).
i. improve their grades. ……
ii. enjoy reading. ……
iii. improve their writing skills. ……
iv. learn with the whole class. ……
v. borrow books from the library. ……
(2x10=20 points)

5) (1) CIRCLE THE CORRECT ANSWER: YES or NO.
Dr. Richards agrees with Frank Adams that audio-books should be used in school. YES / NO
(2) Copy the words that justify your answer.
ANSWER: ..... .
(10 points)

6) COMPLETE THE SENTENCE. Write TWO things.
According to Dr. Richards reading books helps children ……...
……. and ……..…… .
(2x9=18 points)

7) CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 15-20)
People who object to audio-books say that (-).
i. reading requires full attention.
ii. reading is easier than listening to audio-books.
iii. listening to a book while driving can be dangerous.
(10 points)

8) How do you know that more people buy audio-books today than in the past? (lines 21-24)
ANSWER: ..... .
(8 points)

9) What does the writer mean when he says, "More and more readers are using their ears instead of their eyes"? (lines 21-24)
ANSWER: .....
..... .
(10 points)

Module C – Distance Learning:

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות)

קרא את הקטע שלפניך וענה על השאלות 1-10.

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

DISTANCE LEARNING: ANY TIME, ANY PLACE, ANY PACE

by Dan Silver

Susan Clark is an 11th grade student in Florida. She wanted to learn Japanese but her high school didn't offer this course. So in addition to going to a regular school, Susan studies Japanese at the Florida Distance Learning School (FDLS). FDLS is a virtual school, which means that all courses are on the Internet and students' study on their computers at home. They receive reading materials and homework, and "talk" to their teachers and other students - all by email. Many high schools now allow their students to take a limited number of courses at FDLS.

The principal of FDLS, Ray Rosner, explains that his school offers two kinds of courses. "We offer more advanced courses in ordinary high school subjects, like English and mathematics", he says. "In addition, there are courses which are offered only at FDLS, such as creative writing, Japanese and Chinese. Since the number of students in each course is small, each teacher can respond quickly and give individual assistance".

However, some experts disapprove of distance learning: Child psychologist Dr. Mary Grove claims it is not suitable for all students since many of them lack the self-discipline needed to study by themselves. In addition, she is afraid that students will take more and more virtual courses and go to school less and less. "If they study alone on the computer, how will they learn to communicate with other people?"

Mr. Rosner doesn't accept this criticism. He claims that all students can benefit from distance learning because each student can progress at his own pace. Students decide how much and how often to study. In addition, he says that students are only allowed to take a few courses at FDLS. Moreover, they all go to regular schools where they acquire communication skills. Distance learning schools are becoming more popular and some education experts think that these are the schools of the future. Although virtual schools have some 25 advantages, they will probably never replace regular schools.

ענה באנגלית על השאלות 1-10 על פי הקטע שקראת ועל פי ההוראות בשאלות.
(100 נקודות)

Answer questions 1-10 in English according to the passage and the instructions.

Questions:

1) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
In lines 1-7 the writer explains why Susan Clark (-).

i. wanted to study Japanese.
ii. likes her regular school.
iii. studies Japanese at FDLS.

(9 points)

2) How is FDLS different from a regular school? Give ONE answer from lines 1-7.
ANSWER: …… .

(9 points)

3) (1) CIRCLE THE CORRECT ANSWER: YES or NO.
Students can take as many courses as they want at FDLS. YES / NO
(2) Copy the words that justify your answer.
ANSWER: …… .

(9 points)

4) Mr. Rosner mentions two kinds of courses. Which kind did Susan choose? (lines 1-12)
ANSWER: …… .

(9 points)

5) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
What does Mr. Rosner explain about FDLS in lines 8-12?

i. Which courses are the most popular.
ii. How the class size helps students.
iii. What the teachers think of the students.

(9 points)

6) According to Dr. Grove, who may find it difficult to study at distance learning schools? (lines 13-17)
ANSWER: ……..……..……... .
(9 points)

7) According to Dr. Grove what might happen if students go to a regular school less? (lines 13-17)
COMPLEIE THE SENTENCE.
ANSWER: They …… .
(9 points)

8) PUT A (V) BY THE TWO CORRECT ANSWERS.
In lines 18-22 Mr. Rosner explains (-).

i. what advantages distance learning has for students. ……
ii. why he agrees with Dr. Grove's opinion of FDLS. ……
iii. which courses students are allowed to take. ……
iv. where students learn to communicate with other people. ……
v. why students don't need to go to a regular school. ……

(2x9=18 points)

9) Some experts think that virtual schools are the schools of the future. What is the writer's opinion?
ANSWER: ……..……..……... .
(9 points)

10) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
What is the meaning of the title: "Distance Learning: Any Time, Any Place, Any Pace"?

i. It describes the way students can study at distance learning schools.
ii. It expresses the writer's opinion of distance learning schools.
iii. It explains why Dr. Grove does not approve of distance learning schools.

(10 points)

Module C – Orienteering – The Sport For Everyone:

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות)

קרא את הקטע שלפניך וענה על השאלות 1-9.

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

ORIENTEERING - THE SPORT FOR EVERYONE

by Linda Cooper

Orienteering is a sport for people of all ages and abilities who love being outdoors. Players have to reach a final destination in unfamiliar countryside. Each player gets a map of the area. The map does not give the route to the final destination, but only shows a number of stations along the route. Players run from one station to the other, stopping at all the stations marked on the map. At each station they get a flag to prove they stopped at that station. The winner is the player who reaches the final destination in the shortest amount of time and collects all the flags.

Orienteering is sometimes called "the thinking sport" because it requires map-reading and decision-making skills. The players must study the map and remember it so they do not have to look at the map while they run. In addition, a player has to decide quickly on the best route from one station to the next. For example, the player may have to decide whether to take a long, flat road or a shorter, steep road.

In At most orienteering events, players can choose between routes of different lengths and difficulties. For example, families can take short and easy routes while young people can choose longer and more difficult ones. There are even routes which are suitable for disabled people.

Orienteering has a number of benefits. Players exercise both their bodies and their minds. Orienteering also benefits the environment because players have become more aware of the environment and often join organizations which protect nature.
In addition, it is a great way to make friends. Many orienteering players have formed clubs and they get together at social events.

More and more orienteering events take place every year. More than six hundred events took place in the USA last year, with thousands of people participating. If you are interested, you can find more information at *www.orienteering .com.*

ענה באנגלית על השאלות 1-9 על פי הקטע שקראת ועל פי ההוראות בשאלות.
(100 נקודות)

Answer questions 1-9 in English according to the passage and the instructions.

Questions:

1) What is the purpose of the first paragraph? (lines 1-7)
ANSWER: …… .
(10 points)

2) PUT A (V) BY THE TWO CORRECT ANSWERS. (lines 1-7)
Orienteering players (-).

i. know the game area very well. ……
ii. like being in the countryside. ……
iii. don't have to stop at each station. ……
iv. don't use a map. ……
v. have to find the quickest route. ……

(2x8=16 points)

3) What could be the reason that a player who was the first to reach the final destination did not win the game? (lines 1-7)
ANSWER: …… .
(10 points)

4) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
The phrase: "... take a long, flat road or a shorter, steep road" (line 12) is an example of (-).

i. a decision a player has to make.
ii. the best way to win the game.
iii. stations marked on the map.

(9 points)

5) Orienteering is for people of all ages and abilities. Give ONE example from lines 13-16 that shows this.
ANSWER: …… .
(9 points)

6) Why does the writer say that orienteering helps players exercise their minds? Name ONE reason. Base your answer on lines 8-12.
ANSWER: ……. .

(10 points)

7) Name ONE environmental benefit and ONE social benefit of orienteering. (lines 17-21)
ANSWER:
(1) Environmental: …… .
(2) Social: …… .

(2x9=18 points)

8) How do we know that orienteering is a popular sport? Name ONE fact.
ANSWER: ……..……..... .

(9 points)

9) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
Another possible title for this article could be:

i. The Young People's Choice.
ii. Think Before You Run.
iii. May the Best Team Win.

(9 points)

Module C – Up, Up And Away:

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות)
קרא את הקטע שלפניך וענה על השאלות 1-6.

Read the article below and then answer questions 1-6.

UP, UP AND AWAY

by Alice Ford

Throughout history, people have dreamed about flying. In June 1783, two French brothers, Joseph and Etienne Montgolfier, made this dream come true. They built an enormous balloon out of silk and paper and filled it with hot air. The balloon flew for a few minutes over the city of Paris with its "passengers" – a sheep, a duck and a hen. Six months later, the brothers decided to send up a second balloon, this time with human passengers. However, as they didn't have the courage to fly it themselves, they asked two of their friends to do it. Their friends agreed and flew for twenty-five minutes from the center of Paris to a neighboring village.

At first, hot-air balloons were used very rarely, but by the beginning of the twentieth century people found many uses for them. Armies used the invention to watch battles from the air and to spy on their enemies. Scientists began to use balloons for weather research and big companies used them to advertise their products. Today balloons are still used for these purposes.

Recently, ballooning has become a popular activity. Some people build their own balloons and take part in balloon races and festivals. Other people take tours in balloons. One of the advantages of such tours is that balloons don't fly very high, so the passengers can admire the views below. Because balloons also travel at a slow speed, passengers can really relax and enjoy the flight.

As a method of transportation, however, a hot-air balloon is not very efficient. It can only fly in good weather and it travels only as fast as the wind blows. It is hard to steer and therefore passengers are never quite certain where the balloon will land. The "chase car" solves that problem. It follows the balloon's path, arrives at the landing spot and collects the passengers. So if you are not in a hurry, and you just want to enjoy the experience, the balloon ride is just for you!

ענה באנגלית על השאלות 1-6 על פי הקטע שקראת ועל פי ההוראות בשאלות.
(100 נקודות)

Answer questions 1-6 in English according to the article and the instructions.

Questions:

1) FILL IN THE MISSING INFORMATION IN THE TABLE BELOW. (lines 1-8)
Who were the passengers in the first and second flights and how long each flight took.
First flight: Passengers: …… Length of time: ……
Second flight: Passengers: …… Length of time: ……
(4x6=24 points)

2) How were balloons used at the beginning of the 20th century? Name TWO ways. (lines 9-13)
ANSWER: (1) ……... .
(2) ……... .
(2x10=20 points)

3) Today ballooning is a "popular activity". Name TWO of the activities mentioned in lines 14-18
ANSWER: (1) ……... .
(2) ……... .
(2x11=22 points)

4) CIRCLE THE CORRECT ANSWER, YES or NO.
(1) According to lines 16-24, is flying balloons a fast way to travel? YES/NO
(2) Copy the sentence/phrase that justifies your answer.
(7+8 points)

5) What is the purpose of the "chase car" mentioned in line 22?
ANSWER: …… .
(11 points)

6) What could be another title for this article?

i. Hot–air Balloon Travel in Paris.

ii. Hot–air Balloon Races and Festivals.

iii. Hot–air Balloon Travel – Then and Now.

(8 points)

Module C – In The Dark:

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות)

קרא את הקטע שלפניך וענה על השאלות 1-10.

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

IN THE DARK

by Jennifer Hanson

An unusual restaurant called "In the Dark" opened in London recently. In this restaurant the customers eat in total darkness. They are even required to put their cellular phones and watches in a locker because they both give off light. The owner of the restaurant, Ron Sommers, said one of his goals was to give people a chance to experience what it is like to be blind. He also hoped to provide a place for blind people to relax and have fun.

People eating at the restaurant are served by blind waiters. "These waiters have the best qualifications for the job", says Ron Sommers. "They feel secure in the dark, so they act as guides for the customers who can see". For their own safety, all the customers are only allowed to move around the restaurant with the help of a waiter.

Anne Fione, a blind woman, likes to come to the restaurant with her husband Jim, who is not blind. "It has helped him realize the difficulties I face every day", she says. "It is also the only restaurant where I don't feel dependent on other people". Anne likes to order the "Mystery Meal" for both Jim and herself. This meal is a mystery because people have to guess what food they have on their plates. Anne always manages to guess what she's eating, but Jim often guesses wrong. "When I can't see the food, it doesn't taste the same", says Jim. "I also need Anne to get the food on my fork. Since we started coming here, I have learned what it feels like to depend on other people".

Robert Clark, another blind customer, is glad that the restaurant was opened. He says that dining there has helped strengthen his self-image, since in darkness he functions better than a person who can see. However, some blind people think that the restaurant's owner takes advantage of their disability and that it is just a way of making money. Regardless of your opinion about the restaurant, "In the Dark" is definitely worth a visit.

ענה באנגלית על השאלות 1-10 על פי הקטע שקראת ועל פי ההוראות בשאלות.
(100 נקודות)

Answer questions 1-10 in English according to the report and the instructions.

Questions:

1) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
According to lines 1-5, Ron Sommers wants to help blind people (-).

i. find work.
ii. meet other people.
iii. enjoy themselves.

(7 points)

2) Why are blind people qualified to work as waiters in the restaurant? (lines 6-9)
ANSWER: ……..
…….. .

(8 points)

3) What TWO rules do the restaurant's customers have to follow, and what are the reasons for these rules?
FILL IN THE MISSING INFORMATION IN THE TABLE BELOW ACCORDING TO LINES 1-9.

Rule	Reason
(i)	(i)
(ii) Customers can only move around with the help of a waiter.	(ii)

(3x6=18 points)

4) COMPLETE THE SENTENCE. (lines 10-17)
According to Anne, eating at the restaurant has made Jim understand ……...
..... .

(6 points)

5) The "Mystery Meal" does not remain a mystery for Anne after she tastes the food. Copy the words in lines 10-17 that show this.
ANSWER: ..... .

(8 points)

6) PUT AN (X) BY THE TWO CORRECT ANSWERS. (lines 10-17)
What difficulties does Jim have in the restaurant?

i. He needs a waiter's help to choose his food.
ii. It is hard for him to eat without help.
iii. He can't use his cellular phone.
iv. He doesn't always know what he is eating.
v. He has to help Anne eat her food.

(2x8=16 points)

7) In line 17 Jim says: "... I have learned what it feels like to depend on other people". His words show that ONE of Sommers' goals has been achieved. What is this goal? (lines 1-5)
ANSWER: .....
..... .

(10 points)

8) CIRCLE THE NUMBER OF THE CORRECT ANSWER.
Both Anne Fione and Robert Clark say they like the restaurant because they (-).

i. feel good about themselves when they are there.
ii. can walk around without a waiter's help.
iii. always know what food they are eating.

(8 points)

9) Why do some blind people disapprove of the restaurant? (lines 18-22)
ANSWER: ..... .

(9 points)

10) (1) CIRCLE THE CORRECT ANSWER: YES or NO. (lines 18-22)
Does the writer recommend this restaurant? YES / NO

(4 point)

(2) Copy the words that justify your answer.
ANSWER: ..... .

(6 points)

Module C – Future Inventions:

PART II: WRITTEN PRESENTATION (30 points)

פרק שני: משימת כתיבה (30 נקודות)

קרא את ההנחיות שלפניך וכתוב על פיהן חיבור ובו 70-90 מילים.

Write a description according to the instructions below. Write 70-90 words.

Describe an invention you would like to see in your lifetime. Explain what it could do and how it could change your life.
Use this page for writing a rough draft.

Module C – A Place You Want To Live:

PART II: WRITTEN PRESENTATION (30 points)

פרק שני: משימת כתיבה (30 נקודות)

קרא את ההנחיות שלפניך וכתוב על פיהן חיבור ובו 70-90 מילים.

Write a description according to the instructions below. Write 70-90 words.

Write about a place in which you want to live. You can explain where it is, what you like about it and why you want to live there.
Use this page for writing a rough draft.

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Module C – A Famous Person You Admire:

PART II: WRITTEN PRESENTATION (30 points)

פרק שני: משימת כתיבה (30 נקודות)

קרא את ההנחיות שלפניך וכתוב על פיהן חיבור ובו 70-90 מילים.

Write a description according to the instructions below. Write 70-90 words.

Describe a famous person you admire. Explain why you admire him or her.
Use this page for writing a rough draft.

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קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 15

Module D - Literature

50 ..... Introduction to Poetry
53 ..... The Grandmother
56 ..... The Road not Taken
59 ..... Count That Day Lost
62 ..... The Treasure of Lemon Brown
73 ..... A Summer's Reading
81 ..... As I grew Older
84 ..... Thank You Maam

Module D – Introduction to Poetry:

Poem:

INTRODUCTION TO POETRY

By Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

Billy Collins, "Introduction to Poetry" from *The Apple that Astonished Paris.* Copyright © 1988, 1996 by Billy Collins. Reprinted with the permission of the University of Arkansas Press.

Questions:

LOTS:

1) List TWO metaphors described in the poem.
……..... .

2) Name One thing the speaker asks his students to do.
……..... .

3) According to the poem, what do the students want to do?
……..... .

4) Who are the two communicating sides in the poem?
……..... .

5) Name TWO emotions that the author feels throughout this poem.
……..... .

HOTS:

1) What is the main message of the poem?
……..... .

2) Give TWO examples of personification in the poem. Why do you think Collins uses personification in "Introduction to Poetry"?
……..... .

3) What does the speaker think about the way poetry is studied at school?
……..... .

4) Why do you think that the poem is called "introduction to Poetry"?
……..... .

5) How does the imagery in the poem make the speaker's message clearer?
……..... .

Thinking skills:

1) Do you think that the writer of the poem, Billy Collins, would be happy that his poem is being analyzed in classrooms?
The thinking skill I chose: …….. .
……
……... .

2) Why do you think that this poem is called "Introduction to Poetry"?
Support your answer with information from the text.
The thinking skill I chose: …….. .
……
……... .

Module D – Grandmother:

Poem:

GRANDMOTHER

By Sameeneh Shirazie

I hadn't asked her much,
just how she felt,
and she told me all about her day,
and how she'd washed the sheets,
and how she could not understand
why the towel got so heavy
when it was wet.
She'd also sunned the mattresses,
such tired bones and so much to do,
and my eyes filled with tears
when I thought of how I was simply
going to say "Salaam" and walk away
and so many words would have been
trapped inside her.
I would have passed by as if
what lay between those bedclothes
was just old life
and not really my grandmother.

Questions:

LOTS:

1) Who is the speaker in the poem?

…….... .

2) What didn't she ask her grandmother?

…….... .

3) Why did the speaker's eyes fill with tears?

…….... .

4) Why was the speaker going to say "salaam"?

i. She wanted to greet her grandmother.
ii. She wanted to speak to her.
iii. She was going to visit for a short time.
iv. She wanted to say goodbye.

5) The speaker (-).

i. did not ask her grandmother much about her day.
ii. asks her grandmother all about her day.
iii. says "salaam" to her grandmother.
iv. said what she felt in her heart.

HOTS:

1) What surprised the speaker on her visit to her grandmother?
How do you know?

…….... .

2) What does the speaker mean when she says that so many words would have been trapped inside her grandmother had she walked away?

…….... .

3) What do you think that the message of this poem is?

…….... .

4) Did the speaker intend to stay with her grandmother and spend some quality time with her? How do you know?

…….... .

5) What made the speaker realize that she was sorry she had not taken the time to really speak to her grandmother?
What words in the poem helped you understand this?

…….... .

Thinking skills 1:

1) In the poem "Grandmother", what can you infer from the line "my eyes filled with tears"? How does the speaker feel?

…….... .

2) At a certain point in the poem, the speaker realizes that she is treating her grandmother badly. Is it possible that she identifies with her grandmother somehow? Explain.

…….... .

3) What caused a change in the grandchild's attitude to the grandmother?

…….... .

Thinking skills 2:

1) Describe how the speaker felt at the beginning of the poem and at the end.
Why did this change?

…….... .

2) What does the speaker realize at the end?
Support your answer with information from the poem.

…….... .

3) How are both characters different or similar?
Use a thinking skill to answer this question.

…….... .

Module D – The Road Not Taken:

Poem:

THE ROAD NOT TAKEN

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference.

Questions:

LOTS:

1) Write about one way in which the roads are different.

…… .

2) Write about one way in which the roads are similar.

…… .

3) In your own words, what is the speaker's problem / dilemma?

…… .

4) When the speaker says that the roads equally lay, what does he mean?

…… .

5) What does the speaker say about returning to the point where the roads diverged?

…… .

HOTS:

1) What does the dilemma of which road to choose symbolize?

…… .

2) Why did the road chosen make "all the difference"?

…… .

3) Why does the speaker say he will be telling this "with a sigh"?

…… .

4) "And look down one as far as I could". What does he want to see?

…… .

5) "I doubted if I should ever come back". Why does he think this?

…… .

Thinking skills:

1) Do you think the last line of the poem, "And that has made all the difference," indicates that the speaker was happy with his decision?
NOTE: For this question use ONE of the thinking skills you have studied.
Write the thinking skill you chose and then answer the question.
……..
…… .

2) "The middle of the road is where the white line is – and that's the worst place drive."
What does Frost mean by this? What is the difference and the similarity between the road in the quote and the ones in the poem?
Make a connection between the above quote and the poem. Give information from the poem to support your answer.
……..
…… .

Module D – Count That Day Lost:

Poem:

COUNT THAT DAY LOST

By George Eliot

If you sit down at set of sun
And count the acts that you have done,
And, counting, find
One self-denying deed, one word
That eased the heart of him who heard,
One glance most kind
That fell like sunshine where it went -
Then you may count that day well spent.

But if, through all the livelong day,
You've cheered no heart, by yea or nay -
If, through it all
You've nothing done that you can trace
That brought the sunshine to one face -
No act most small
That helped some soul and nothing cost -
Then count that day as worse than lost.

Questions:

LOTS:

1) List two ways the speaker suggests you can brighten up someone's day?
……..
…… .

2) Give an example of a metaphor used in the poem.
……... .

3) A day "worse than lost" refers to:
i. wasting time.
ii. being unkind.
iii. not brightening up someone's day.
iv. doing something useful every day.

4) What is a "glance most kind"?
……... .

5) What is the main message of the poem?
……... .

HOTS:

1) Why does the writer believe that even very small deeds can make someone feel good? Give an example from the poem.
……... .

2) What does the speaker mean when she says that it costs nothing to make someone feel good?
……... .

3) "That fell like sunshine where it went".
What, according to the speaker, feels like sunshine?
Why would it feel like sunshine?
…….....
……... .

4) Compare the phrases "a day well spent" and a day "worse than lost".
What is the difference between them and how do these phrases reflect the message of the poem?

…….....
……... .

5) Why does the speaker believe that even very small deeds can make someone feel good? Use one of the thinking skills.

……... .

Bridging Task:

Write 80-100 words on the following topic.
"What do we live for, if not to make life less difficult for each other?" (George Eliot).

Make a connection between the above quote and the poem.
Give examples from the poem to explain your answer.

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Module D – The Treasure Of Lemon Brown:

Short Story:

THE TREASURE OF LEMON BROWN

By Walter Dean Myers

PART I:

The dark sky, filled with angry, swirling clouds, reflected Greg Ridley's mood as he sat on the stoop of his building. His father's voice came to him again, first reading the letter the principal had sent to the house, then lecturing endlessly about his poor efforts in math.

"I had to leave school when I was thirteen," his father had said, "that's a year younger than you are now. If I'd had half the chances you have, I'd…"

Greg sat in the small, pale green kitchen listening, knowing the lecture would end with his father saying he couldn't play ball with the Scorpions. He had asked his father the week before, and his father had said it depended on his next report card. It wasn't often the Scorpions took on new players, especially fourteen-year-olds, and this was a chance of a lifetime for Greg. He hadn't been allowed to play high school ball, which he had really wanted to do, but playing for the Community Center team was the next best thing.

Report cards were due in a week, and Greg had been hoping for the best. But the principal had ended the suspense early when she sent the letter saying Greg would probably fail math if he didn't spend more time studying.

"And you want to play basketball?" His father's brows knitted over deep brown eyes. "That must be some kind of a joke. Now you just get into your room and hit those books."

That had been two nights before. His father's words, like the distant thunder that now echoed through the streets of Harlem, still rumbled softly in his ears.

It was beginning to cool. Gusts of wind made bits of paper dance between the parked cars. There was a flash of nearby lightening, and soon large drops of rain splashed onto his jeans. He stood to go upstairs, thought of the lecture that probably awaited him if he did anything except shut himself in his room with his math book, and started walking down the

street instead. Down the block there was an old tenement that had been abandoned for some months. Some of the guys had held an impromptu checker
tournament there the week before, and Greg had noticed that the door, once boarded over, had been slightly ajar.

Pulling his collar up as high as he could, he checked for traffic and made a dash across the street. He reached the house just as another flash of lightening changed the night to day for an instant, then returned the graffiti-scarred building to the grim shadows. He vaulted over the outer stairs and pushed tentatively on the door. It was open, and he let himself in.

The inside of the building was dark except for the dim light that filtered through the dirty windows from the streetlamps. There was a room a few feet from the door, and from where he stood in the entrance, Greg could see a squarish patch of light on the floor. He entered the room, frowning at the musty smell. It was a large room that might have been someone's parlor at one time. Squinting, Greg could see an old table on its side against one wall, what looked like a pile of rags or a torn mattress in the corner, and a couch, with one side broken, in front of the window.

He went to the couch. The side that wasn't broken was comfortable enough, though a little creaky. From the spot he could see the blinking neon sign over the bodega on the corner. He sat awhile, watching the sign blink first green then red, allowing his mind to drift to the Scorpions, then to his father. His father had been a postal worker for all Greg's life, and was proud of it, often telling Greg how hard he had worked to pass the test. Greg had heard the story too many times to be interested now.

For a moment Greg thought he heard something that sounded like a scraping against the wall. He listened carefully, but it was gone.

Outside the wind had picked up, sending the rain against the window with a force that shook the glass in its frame. A car passed, its tires hissing over the wet street and its red taillights glowing in the darkness.

Greg thought he heard the noise again. His stomach tightened as he held himself still and listened intently. There weren't any more scraping noises, but he was sure he had heard something in the darkness - something breathing!

He tried to figure out just where the breathing was coming from; he knew it was in the room with him. Slowly he stood, tensing. As he turned, a flash of lightening lit up the

room, frightening him with its sudden brilliance. He saw nothing, just the overturned table, the pile of rags and an old newspaper on the floor. Could he have been imagining the sounds? He continued listening, but heard nothing and thought that it might have just been rats. Still, he thought, as soon as the rain let up he would leave. He went to the window and was about to look when he heard a voice behind him.

"Don't try nothin' 'cause I got a razor sharp enough to cut a week into nine days!"

Greg, except for an involuntary tremor in his knees, stood stock still. The voice was high and brittle, like dry twigs being broken, surely not one he had ever heard before. There was a shuffling sound as the person who had been speaking moved a step closer. Greg turned, holding his breath, his eyes straining to see in the dark room.

The upper part of the figure before him was still in darkness. The lower half was in the dim rectangle of light that fell unevenly from the window. There were two feet, in cracked, dirty shoes from which rose legs that were wrapped in rags.

"Who are you?" Greg hardly recognized his own voice.

"I'm Lemon Brown," came the answer. "Who're you?"

"Greg Ridley."

"What you doing here?" The figure shuffled forward again, and Greg took a small step backward.

"It's raining," Greg said.

"I can see that," the figure said.

The person who called himself Lemon Brown peered forward, and Greg could see him clearly. He was an old man. His black, heavily wrinkled face was surrounded by a halo of crinkly white hair and whiskers that seemed to separate his head from the layers of dirty coats piled on his smallish frame. His pants were bagged to the knee, where they were met with rags that went down to the old shoes. The rags were held on with strings, and there was a rope around his middle. Greg relaxed. He had seen the man before, picking through the trash on the corner and pulling clothes out of a Salvation Army box. There was no sign of a razor that could "cut a week into nine days."

"What are you doing here?" Greg asked.

"This is where I'm staying," Lemon Brown said. "What you here for?"

"Told you it was raining out," Greg said, leaning against the back of the couch until he felt it give slightly.

"Ain't you got no home?"

"I got a home," Greg answered.

"You ain't one of them bad boys looking for my treasure, is you?" Lemon Brown cocked his head to one side and squinted one eye. "Because I told you I got me a razor."

"I'm not looking for your treasure," Greg answered, smiling. "If you have one."

"What you mean, if I have one." Lemon Brown said. "Every man got a treasure. You don't know that, you must be a fool!"

"Sure," Greg said as he sat on the sofa and put one leg over the back. "What do you have, gold coins?"

"Don't worry none about what I got," Lemon Brown said. "You know who I am?"

"You told me your name was orange or lemon or something like that."

"Lemon Brown," the old man said, pulling back his shoulders as he did so," they used to call me Sweet Lemon Brown."

"Sweet Lemon?" Greg asked.

"Yessir. Sweet Lemon Brown. They used to say I sung the blues so sweet that if I sang at a funeral, the dead would commence to rocking with the beat. Used to travel all over Mississippi and as far as Monroe, Louisiana, and east on over to Macon, Georgia. You mean you ain't never heard of Sweet Lemon Brown?"

"Afraid not," Greg said. "What…happened to you?"

"Hard times, boy. Hard times always after a poor man. One day I got tired, sat down to rest a spell and felt a tap on my shoulder. Hard times caught up with me."

"Sorry about that."

"What you doing here? How come you don't go in home when the rain come? Rain don't bother you young folks none."

"Just didn't." Greg looked away.

"I used to have a knotty-headed boy just like you." Lemon Brown had half walked, half shuffled back to the corner and sat down against the wall. "Had them big eyes like you got. I used to call them moon eyes. Look into them moon eyes and see anything you want."

"How come you gave up singing the blues?" Greg asked.

"Didn't give it up," Lemon Brown said. "You don't give up the blues; they give you up. After a while you do good for yourself, and it ain't nothing but foolishness singing

about how hard you got it. Ain't that right?"

"I guess so."

"What's that noise?" Lemon Brown asked, suddenly sitting upright.

Greg listened, and he heard a noise outside. He looked at Lemon Brown and saw the old man pointing toward the window.

PART II:

Greg went to the window and saw three men, neighborhood thugs, on the stoop. One was carrying a length of pipe. Greg looked back toward Lemon Brown, who moved quietly across the room to the window. The old man looked out, then beckoned frantically for Greg to follow him. For a moment Greg couldn't move. He found himself following Lemon Brown into the hallway and up the darkened stairs. Greg followed as closely as he could. They reached the top of the stairs, and Greg felt Lemon Brown's hand first lying on his shoulder, then probing down his arm until he took Greg's hand into his own as they crouched in the darkness.

"They's bad men," Lemon Brown whispered. His breath was warm against Greg's skin.

"Hey! Rag man!" A voice called. "We know you in here. What you got up under them rags? You got any money?"

Silence.

"We don't want to have to come in and hurt you, old man, but we don't mind if we have to."

Lemon Brown squeezed Greg's hand in his own hard, gnarled fist.

There was a banging downstairs and a light as the men entered. They banged around noisily, calling for the rag man.

"We heard you talking about your treasure." The voice was slurred. "We just want to see it, that's all."

"You sure he's here?" One voice seemed to come from the room with the sofa.

"Yeah, he stays here every night."

"There's another room over there; I'm going to take a look. You got that flashlight?"

"Yeah, here, take the pipe too."

Greg opened his mouth to quiet the sound of his breath as he sucked it in uneasily. A beam of light hit the wall a few feet opposite him, then went out.

"Ain't nobody in that room," a voice said. "You think he gone or something?"
"I don't know," came the answer. "All I know is that I heard him talking about some kind of treasure. You know they found that shopping bag lady with that load of money in her bags."
"Yeah. You think he's upstairs?"
"HEY, OLD MAN, ARE YOU UP THERE?"
Silence.
"Watch my back. I'm going up."
There was a footstep on the stairs, and the beam from the flashlight danced crazily along the peeling wallpaper. Greg held his breath. There was another step and a loud crashing noise as the man banged the pipe against the wooden banister. Greg could feel his temples throb as the man slowly neared them. Greg thought about the pipe, wondering what he would do when the man reached them — what he could do.
Then Lemon Brown released his hand and moved toward the top of the stairs. Greg looked around and saw stairs going up to the next floor. He tried waving to Lemon Brown, hoping the old man would see him in the dim light and follow him to the next floor. Maybe, Greg thought, the man wouldn't follow them up there. Suddenly, though, Lemon Brown stood at the top of the stairs, both arms raised high above his head.
"There he is!" A voice cried from below.
"Throw down your money, old man, so I won't have to bash your head in!"
Lemon Brown didn't move. Greg felt himself near panic. The steps came closer, and still Lemon Brown didn't move. He was an eerie sight, a bundle of rags standing at the top of the stairs, his shadow on the wall looming over him. Maybe, the thought came to Greg, the scene could be even eerier.
Greg wet his lips, put his hands to his mouth and tried to make a sound. Nothing came out. He swallowed hard, wet his lips once more and howled as evenly as he could.
"What's that?"
As Greg howled, the light moved away from Lemon Brown, but not before Greg saw him hurl his body down the stairs at the men who had come to take his treasure. There was a crashing noise, and then footsteps. A rush of warm air came in as the downstairs door opened, then there was only an ominous silence.
Greg stood on the landing. He listened, and after a while there was another sound on

the staircase.

"Mr. Brown?" he called.

"Yeah, it's me," came the answer. "I got their flashlight."

Greg exhaled in relief as Lemon Brown made his way slowly back up the stairs.

"You OK?"

"Few bumps and bruises," Lemon Brown said.

"I think I'd better be going," Greg said, his breath returning to normal. "You'd better leave, too, before they come back."

"They may hang around for a while," Lemon Brown said, "but they ain't getting their nerve up to come in here again. Not with crazy rag men and howling spooks. Best you stay a while till the coast is clear. I'm heading out west tomorrow, out to east St. Louis."

"They were talking about treasures," Greg said. "You really have a treasure?"

"What I tell you? Didn't I tell you every man got a treasure?" Lemon Brown said.

"You want to see mine?"

"If you want to show it to me," Greg shrugged.

"Let's look out the window first, see what them scoundrels be doing," Lemon Brown said.

They followed the oval beam of the flashlight into one of the rooms and looked out the window. They saw the men who had tried to take the treasure sitting on the curb near the corner. One of them had his pants leg up, looking at his knee.

"You sure you're not hurt?" Greg asked Lemon Brown.

"Nothing that ain't been hurt before," Lemon Brown said. "When you get as old as me all you say when something hurts is, 'Howdy, Mr. Pain, sees you back again.' Then when Mr. Pain see he can't worry you none, he goes on mess with somebody else."

Greg smiled.

"Here, you hold this." Lemon Brown gave Greg the flashlight. He sat on the floor near Greg and carefully untied the strings that held the rags on his right leg. When he took the rags away, Greg saw a piece of plastic. The old man carefully took off the plastic and unfolded it. He revealed some yellowed newspaper clippings and a battered harmonica.

"There it be," he said, nodding his head. "There it be."

Greg looked at the old man, saw the distant look in his eye, then turned to the clippings. They told of Sweet Lemon Brown, a blues singer and harmonica player who was appearing at different theaters in the South. One of the clippings said he had been the

hit of the show, although not the headliner. All of the clippings were reviews of shows Lemon Brown had been in more than fifty years ago. Greg looked at the harmonica. It was dented badly on one side, with the reed holes on one end nearly closed.

"I used to travel around and make money to feed my wife and Jesse - that's my boy's name. Used to feed them good, too. Then his mama died, and he stayed with his mama's sister. He growed up to be a man, and when the war come he saw fit to go off and fight in it. I didn't have nothing to give him except these things that told him who I was, and what he come from. If you know your pappy did something, you know you can do something too.

"Anyway, he went off to war, and I went off still playing and singing. 'Course by then I wasn't as much as I used to be, not without somebody to make it worth the while. You know what I mean?"

"Yeah." Greg nodded, not quite really knowing.

"I traveled around, and one time I come home, and there was this letter saying Jesse got killed in the war. Broke my heart, it truly did.

"They sent back what he had with him over there, and what it was is this old mouth fiddle and these clippings. Him carrying it around with him like that told me it meant something to him. That was my treasure, and when I give it to him he treated it just like that, a treasure. Ain't that something?"

"Yeah, I guess so," Greg said.

"You guess so?" Lemon Brown's voice rose an octave as he started to put his treasure back into the plastic. "Well, you got to guess 'cause you sure don't know nothing. Don't know enough to get home when it's raining."

"I guess…I mean, you're right."

"You OK for a youngster," the old man said as he tied the strings around his leg, "better than those scalawags what come here looking for my treasure. That's for sure."

"You really think that treasure of yours was worth fighting for?" Greg asked. "Against a pipe?"

"What else a man got 'cepting what he can pass on to his son, or his daughter, if she be his oldest?" Lemon Brown said. "For a big-headed buy you sure do ask the foolishness questions."

Lemon Brown got up after patting his rags in place and looked out the window again. "Looks like they're gone. You get on out of here and get yourself home. I'll be

watching from the window so you'll be all right."

Lemon Brown went down the stairs behind Greg. When they reached the front door the old man looked out first, saw the street was clear and told Greg to scoot on home.

"You sure you'll be OK?" Greg asked.

"Now didn't I tell you I was going to east St. Louis in the morning?" Lemon Brown asked. "Don't that sound OK to you?"

"Sure it does," Greg said. "Sure it does. And you take care of that treasure of yours."

"That I'll do," Lemon said, the wrinkles around his eyes suggesting a smile. "That I'll do."

The night had warmed and the rain had stopped, leaving puddles at the curbs. Greg didn't even want to think how late it was. He thought ahead of what his father would say and wondered if he should tell him about Lemon Brown. He thought about it until he reached his stoop, and decided against it. Lemon Brown would be OK, Greg thought, with his memories and his treasure.

Greg pushed the button over the bell marked Ridley, thought of the lecture he knew his father would give him, and smiled.

Questions:

LOTS:

1) What game did Greg want to play?

……. .

2) Why did the bad guys come into the abandoned building?

……. .

3) What did Lemon Brown do for a living when he was young, and how do you know?

……. .

4) Where did Lemon Brown say that he was going at the end of the story?

……. .

5) What happened to Lemon Brown's son?

……. .

HOTS:

1) How did Greg know that he would not be allowed to play for the community center after his father got the principal's letter?

……. .

2) Why do you think that Greg was no longer interested in the story his father told him about how hard he has worked to pass the test to be a postal worker?

……. .

3) What does Lemon Brown mean when he says that every man has a treasure?

……. .

4) How did meeting Lemon Brown change how Greg felt about his own father?

……. .

5) What did Lemon Brown believe to be a very important thing for parents to do? Why do you think that he thought this was important?

…….. .

Bridging Question:

Walter Dean Myers says that he's "not interested in building ideal families" in is books. How is this information reflected in the story?

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Module D – A Summer's Reading:

Short Story:

A SUMMER'S READING

By Bernard Malamud

George Stoyonovich was a neighborhood boy who had quit high school on an impulse when he was sixteen, run out of patience, and though he was ashamed every time he went looking for a job, when people asked him if he had finished and he had to say no, he never went back to school. This summer was a hard time for jobs and he had none. Having so much time on his hands, George thought of going to summer school, but the kids in his classes would be too young. He also considered registering in a night high school, only he didn't like the idea of the teachers always telling him what to do. He felt they had not respected him. The result was he stayed off the streets and in his room most of the day. He was close to twenty and had needs with the neighborhood girls, but no money to spend, and he couldn't get more than an occasional few cents because his father was poor, and his sister Sophie, who resembled George, a tall bony girl of twenty-three, earned very little and what she had she kept for herself. Their mother was dead, and Sophie had to take care of the house.

Very early in the morning George's father got up to go to work in a fish market. Sophie left at about eight for her long ride in the subway to a cafeteria in the Bronx. George had his coffee by himself, then hung around in the house. When the house, a five-room railroad flat above a butcher store, got on his nerves he cleaned it up - mopped the floors with a wet mop and put things away. But most of the time he sat in his room. In the afternoons he listened to the ball game. Otherwise he had a couple of old copies of the *World Almanac* he had bought long ago, and he liked to read in them and also the magazines and newspapers that Sophie brought home, that had been left on the tables in the cafeteria. They were mostly picture magazines about movie stars and sports figures, also usually the *News* and *Mirror*. Sophie herself read whatever feel into her hands, although she sometimes read good books.
She once asked George what he did in his room all day and he said he read a lot too.
"Of what besides what I bring home? Do you ever read any worthwhile books?"
"Some," George answered, although he really didn't. He had tried to read a book or two that Sophie had in the house but found he was in no mood for them. Lately he couldn't stand made-up stories, they got on his nerves. He wished he had some hobby to work at - as a kid he was good in carpentry, but where could he work at it? Sometimes during the day, he went for walks, but mostly he did his walking after the hot sun had gone down and it was cooler in the streets.

In the evening after supper George left the house and wandered in the neighborhood. During the sultry days some of the storekeepers and their wives sat in chairs on the thick, broken sidewalks in front of the shops, fanning themselves, and George walked past them and the guys hanging out on the candy store corner. A couple of them he had known his whole life, but nobody recognized each other. He had no place special to go, but generally, saving it till the last, he left the neighborhood and walked for blocks till he came to a darkly lit little park with benches and trees and an iron railing, giving it a feeling of privacy. He sat on a bench here, watching the leafy trees and the flowers blooming on the inside of the railing, thinking of a better life for himself. He thought of the jobs he had had since he had quit school - delivery boy, stock clerk, runner, lately working in a factory - and he was dissatisfied with all of them. He felt he should someday like to have a job and live in a private house with a porch, on a street with trees. He wanted to have some dough in his pocket to buy things with, and a girl to go with, so as not to be lonely, especially on Saturday nights. He wanted people to like and respect him. He thought about these things often but mostly when he was alone at night. Around midnight he got up and drifted back to his hot and stony neighborhood.

One time while on his walk George met Mr. Cattanzara coming home very late from work. He wondered if he was drunk but then could tell he wasn't. Mr. Cattanzara, a stocky, baldheaded man who worked in a change booth on an IRT station, lived on the next block after George's, above a shoe repair store. Nights, during the hot weather, he sat on his stoop in an undershirt, reading the *New York Times* in the light of the shoemaker's window. He read it from the first page to the last, then went up to sleep. And all the time he was reading the paper, his wife, a fat woman with a white face, leaned out of the window, gazing into the street, her thick white arms folded under her loose breast, on the window ledge.

Once in a while Mr. Cattanzara came home drunk, but it was a quiet drunk. He never made any trouble, only walked stiffly up the street and slowly climbed the stairs into the hall. Though drunk, he looked the same as always, except for his tight walk, the quietness, and that his eyes were wet. George liked Mr. Cattanzara because he remembered him giving him nickels to buy lemon ice with when he was a squirt. Mr. Cattanzara was a different type than those in the neighborhood. He asked different questions than the others when he met you, and he seemed to know that went on in all the newspapers. He read them, as his fat sick wife watched from the window.
"What are you doing with yourself this summer, George?" Mr. Cattanzara asked. "I see you walkin' around at nights."
George felt embarrassed. "I like to walk."
"What are you doin' in the day now?"
"Nothing much just right now. I'm waiting for a job." Since it shamed him to admit he wasn't working, George said, "I'm staying home - but I'm reading a lot to pick up my

education."
Mr. Cattanzara looked interested. He mopped his hot face with a red handkerchief.
"What are you readin'?"
George hesitated, then said, "I got a list of books in the library once, and now I'm going to read them this summer." He felt strange and a little unhappy saying this, but he wanted Mr. Cattanzara to respect him.
"How many books are there on it?"
"I never counted them. Maybe around a hundred."
Mr. Cattanzara whistled though his teeth.
"I figure if I did that," George went on earnestly, "it would help me in my education. I don't mean the kind they give you in high school. I want to know different things than they learn there, if you know what I mean."
The change maker nodded. "Still and all, one hundred books is a pretty big load for one summer."
"It might take longer."
"After you're finished with some, maybe you and I can shoot the breeze about them?" said Mr. Cattanzara.
"When I'm finished," George answered.

Mr. Cattanzara went home and George continued on his walk. After that, thought he had the urge to, George did nothing different from usual. He still took his walks at night, ending up in the little park. But one evening the shoemaker on the next block stopped George to say he was a good boy, and George figured that Mr. Cattanzara had told him all about the books he was reading. From the shoemaker it must have gone down the street, because George saw a couple of people smiling kindly at him, though nobody spoke to him personally. He felt a little better around the neighborhood and liked it more, though not so much he would want to live in it for ever. He had never exactly disliked the people in it, yet he had never liked them very much either. It was the fault of the neighborhood. To his surprise, George found out that his father and Sophie knew about his reading too. His father was too shy to say anything about it - he was never much of a talker in his whole life - but Sophie was softer to George, and she showed him in other ways she was proud of him.

As the summer went on George felt in a good mood about things. He cleaned the house every day, as a favor to Sophie, and he enjoyed the ball games more. Sophie gave him a buck a week allowance, and though it still wasn't enough and he had to use it carefully, it was a lot better than just having two bits now and then. What he bought with the money - cigarettes mostly an occasional beer or movie ticket - he got a big kick out of. Life wasn't so bad if you knew how to appreciate it. Occasionally he bought a paperback book from the new-stand, but he never got around to reading it, though he was glad to have a couple of books in his room. But he read thoroughly Sophie's

magazines and newspapers. And at night was the most enjoyable time, because when he passed the storekeepers sitting outside their stores, he could tell they regarded him highly. He walked erect, and though he did not say much to them, or they to him, he could feel approval on all sides. A couple of nights he felt so good that he skipped the park at the end of the evening. He just wandered in the neighborhood, where people had known him from the time, he was a kid playing Punchball whenever there was a game of it going; he wandered there, then came home and got undressed for bed, feeling fine.

For a few weeks he had talked only once with Mr. Cattanzara, and though the change maker had said nothing more about the books, asked no questions, his silence made George a little uneasy. For a while George didn't pass in front of Mr. Cattanzara's house any more, until one night, forgetting himself, he approached it from a different direction than he usually did when he did. It was already past midnight. The street, except for one or two people, was deserted, and George was surprised when he saw Mr. Cattanzara still reading his newspaper by the light of the street lamp overhead. His impulse was to stop at the stoop and talk to him. He wasn't sure what he wanted to say, though he felt the words would come when he began to talk; but the more he thought about it, the more the idea scared him, and he decided he'd better not. He even considered beating it home by another street, but he was too near Mr. Cattanzara, and the change maker might see him as he ran, and get annoyed. So, George unobtrusively crossed the street, trying to make it seem as if he had to look in a store window on the other side, which he did, and then went on, uncomfortable at what he was doing. He feared Mr. Cattanzara would glance up from his paper and call him a dirty rat for walking on the other side of the street, but all he did was sit there, sweating through his undershirt, his bald head shining in the dim light as he read his *Times*, and upstairs his fat wife leaned out of the window, seeming to read the paper along with him. George thought she would spy him and yell out to Mr. Cattanzara, but she never moved her eyes off her husband.

George made up his mind to stray away from the change maker until he had got some of his softback books read, but when he started them and saw they were mostly story books, he lost his interest and didn't bother to finish them. He lost his interest in reading other things too. Sophie's magazines and newspapers went unread. She saw them piling up on a chair in his room and asked why he was no longer looking at them, and George told her it was because of all the other reading he had to do. Sophie said she had guessed that was it. So, for most of the day, George had the radio on, turning to music when he was sick of the human voice. He kept the house fairly neat, and Sophie said nothing on the days when he neglected it. She was still kind and gave him his extra buck, though things weren't so good for him as they had been before.

But they were good enough, considering. Also, his night walks invariably picked him up, no matter how bad the day was. Then one-night George saw Mr. Cattanzara coming

down the street towards him. George was about to turn and run but he recognized from Mr. Cattanzara's walk that he was drunk, and if so, probably he would not even bother to notice him. So, George kept on walking straight ahead until he came abreast of Mr. Cattanzara and though he felt wound up enough to pop into the sky, he was not surprised when Mr. Cattanzara passed him without a word, walking slowly, his face and body still. George drew a breath in relief at his narrow escape, when he heard his name called, and there stood Mr. Cattanzara at his elbow, smelling like the inside of a beer barrel. His eyes were sad as he gazed at George, and George felt so intensely uncomfortable he was tempted to shove the drunk aside and continue on his walk.
But he couldn't act that way to him, and, besides, Mr. Cattanzara took a nickel out of his pants pocket and handed it to him.
"Go buy yourself a lemon ice, Georgie."
"It's not that time any more, Mr. Cattanzara," George said, "I am a big guy now."
"No, you ain't," said Mr. Cattanzara, to which George made no reply he could think of.
"How are all your books coming along?" Mr. Cattanzara asked. Though he tried to stand steady, he swayed a little.
"Fine, I guess," said George, feeling the red crawling up his face.
"You ain't sure?" The change maker smiled slyly; a way George had never seen him smile.
"Sure, I'm sure. They're fine."
Though his head swayed in little arcs, Mr. Cattanzara's eyes were steady. He had small blue eyes which could hurt if you looked at them too long.
"George," he said, "name me one book on that list that you read this summer, and I will drink to your health."
"I don't want anybody drinking to me."
"Name me one so I can ask you a question on it. Who can tell, if it's a good book maybe I might want to read it myself."
George knew he looked passable on the outside, but inside he was crumbling apart
Unable to reply, he shut he eyes, but when - years later - he opened them, he saw that Mr. Cattanzara had, out of pity, gone away, but in his ears he still head the words he had said when he left: "George, don't do what I did."

The next night he was afraid to leave his room, and though Sophie argued with him he wouldn't open the door.
"What are you doing in there?" she asked.
"Nothing."
"Are you reading?"
"No."
She was silent a minute, then asked, "Where do you keep the books you read? I never see any in your room outside of a few cheap trashy ones."
He wouldn't tell her.

"In that case you're not worth a buck of my hard-earned money. Why should I break my back for you? Go on out, you bum, and get a job."
He stayed in his room for almost a week, except to sneak into the kitchen when nobody was home. Sophie railed at him, then begged him to come out, and his old father wept, but George wouldn't budge, though the weather was terrible and his small room stifling. He found it very hard to breathe, each breath was like drawing a flame into his lungs.

One night, unable to stand the heat any more, he burst into the street at one a.m., a shadow of himself. He hoped to sneak to the park without being seen, but there were people all over the block, wilted and listless, waiting for a breeze. George lowered his eyes and walked, in disgrace, away from them, but before long he discovered they were still friendly to him. He figured Mr. Cattanzara hadn't told on him. Maybe when he woke up out of his drunk the next morning, he had forgotten all about meeting George. George felt his confidence slowly come back to him.
That same night a man on a street corner asked him if it was true that he had finished reading so many books, and George admitted he had. The man said it was a wonderful thing for a boy his age to read so much.
"Yeah," George said, but he felt relieved. He hoped nobody would mention the books any more, and when, after a couple of days, he accidentally met Mr. Cattanzara again, *he* didn't, though George had the idea he was the one who had started the rumor that he had finished all the books.

One evening in the fall, George ran out of his house to the library, where he hadn't been in years. There were books all over the place, wherever he looked, and though he was struggling to control an inward trembling, he easily counted off a hundred, then sat down at a table to read.

Questions:

LOTS:

1) Why did George drop out of school?
…… .

2) List TWO things that you know about Cattanzara.
(1) …… .
(2) …… .

3) Where does Mr. Cattanzara work?
……..…. .

4) What is the lie that George tells Mr. Cattanzara?
……..…. .

5) Why did Sophie stop giving George pocket money?
……..…. .

HOTS:

1) Why is the story called "A Summer's Reading," though George only sat down to read his 100 books in the fall?
……..…. .

2) Why do you think that Georg feels better walking around the neighborhood at night?
……..…. .

3) Why does George feel that he needs to lie to Mr. Cattanzara about what he is doing over the summer?
……..…. .

4) How is the word "reading" metaphoric in the title?
……..…. .

5) What was Mr. Cattanzara trying to show George when he gave him a nickel to buy a lemon ice?
…….. .

Bridging Question:

As the son of Jewish immigrants, Barnard Malamud said: "There comes a time in a man's life when to get where he has to go – if there are no doors or windows he walks through a wall."

Make a connection between the above quote and the story.

Module D – As I Grew Older:

Poem:

AS I GREW OLDER

By Langston Hughes

It was a long time ago.
I have almost forgotten my dream.
But it was there then,
In front of me,
Bright like a sun -
My dream.
And then the wall rose,
Rose slowly,
Slowly,
Between me and my dream.
Rose until it touched the sky -
The wall.
Shadow.
I am black.
I lie down in the shadow.
No longer the light of my dream before me,
Above me.
Only the thick wall.
Only the shadow.
My hands!
My dark hands!
Break through the wall!
Find my dream!
Help me to shatter this darkness,
To smash this night,
To break this shadow
Into a thousand lights of sun,
Into a thousand whirling dreams
Of sun!

Questions:

LOTS:

1) What does the speaker use to break down the wall?

…… .

2) Give one fact that you know about the speaker.

…… .

3) List one metaphor and one simile in the poem.

…… .

4) Was the poem written when the speaker was young or old? How do you know?

…… .

5) Racism in the poem is compared to…

i. a dream.
ii. a shadow.
iii. the sun.
iv. a wall.

HOTS:

1) What does the shadow symbolize in the poem?

…… .

2) Why do you think the speaker states "I am black" so clearly, when the rest of the poem is metaphoric?

…… .

3) What does the wall in the poem represent? Why do you think it gets higher and higher as the speaker grows older?

…… .

4) How does the speaker's perspective of his dream change throughout the poem?

…… .

5) "Help me to shatter this darkness,
To smash this night,
To break this shadow."
Explain the symbolism of the above quote.
……………………………………………………………………………………..
……………………………………………………………………………………..
…………………………………………………………………………………… .

Bridging Question:

Langston Hughes spoke to students about the importance of reaching for their goals even when there are many obstacles in their way. He told them that sometimes they may feel that they cannot succeed, and they will feel hopeless, but they should trust themselves and overcome their difficulties.

Make a connection between this information and the poem.
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Module D – Thank You Maam:

Short Story:

THANK YOU MAAM

By Lagston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. the large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."
The woman said, "What did you want to do it for?"
The boy said, "I didn't aim to."
She said, "You a lie!"
By that time two or three people passed, stopped, turned to look, and some stood watching.
"If I turn you loose, will you run?" asked the woman.
"Yes'm," said the boy.
"Then I won't turn you loose," said the woman. She did not release him.
"I'm very sorry, lady, I'm sorry," whispered the boy.
"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"
"No'm," said the boy.
"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.
He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.
The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."
"Was I bothering you when I turned that corner?" asked the woman.
"No'm."
"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"
"Roger," answered the boy.
"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.
Let the water run until it gets warm," she said. "Here's a clean towel."
"You gonna take me to jail?" asked the boy, bending over the sink.
"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"
"There's nobody home at my house," said the boy.
"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pockekbook."
"I wanted a pair of blue suede shoes," said the boy.
"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."
"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."
There was another long pause. The boy's mouth opened. Then he frowned, but not

knowing he frowned.
The woman said, “Um-hum! You thought I was going to say but, didn’t you? You thought I was going to say, but I didn’t snatch people’s pocketbooks. Well, I wasn’t going to say that.” Pause. Silence. “I have done things, too, which I would not tell you, son—neither tell God, if he didn’t already know. So, you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable.”

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

“Do you need somebody to go to the store,” asked the boy, “maybe to get some milk or something?”
“Don’t believe I do,” said the woman, “unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here.”
“That will be fine,” said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake. “Eat some more, son,” she said.

When they were finished eating, she got up and said, “Now, here, take these ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else’s—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in.”

She led him down the hall to the front door and opened it. “Good-night! Behave yourself, boy!” she said, looking out into the street.

The boy wanted to say something else other than “Thank you, m’am” to Mrs. Luella Bates Washington Jones, but he couldn’t do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say “Thank you” before she shut the door. And he never saw her again.

Questions:

LOTS:

1) Why did Roger try to steal Luella's money?
…… .

2) What did Luella Bates tell Roger about herself? ONE thing.
…… .

3) How much money did Luella give Roger at the end of the story?
…… .

4) Were there other people in Luella's house? How do you know?
…… .

5) Why didn't Luella watch the boy to see if he was going to run?
…… .

HOTS:

1) Why does the boy tell Luella he will run if she sets him loose?
…… .

2) Why did Roger offer to go to the store for Luella?
…… .

3) Why do you think she gave him money for the shoes?
…… .

4) What does the fact that Luella understood that the boy was hungry tell us about her?
…… .

5) Why do you think that Roger wanted Blue Suede Shoes so much?
…… .

Bridging Question:

"you need to think about how difficult it is to change yourself before you are able to change others."

Make a connection between the above quote and the story.

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קורס הכנה לבגרות באנגלית 4 יחידות לתלמידי תיכון

פרק 16

Module E - Unseen

89 ..... A pet Business
92 ..... Animals At Your Service
95 ..... Dont Call Just Whistle
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100 ..... LISTENING - New Look at Plastic
102 ..... LISTENING - Less Junk Food
104 ..... Thrills On Wheels
107 ..... Wind Energy

Module E – A Pet Business:

ACCESS TO INFORMATION FROM WRITTEN TEXTS

הבנת הנקרא

קרא את הקטע שלפניך וענה על השאלות 1-8.

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

A PET BUSINESS

Henry Bennett has two great loves: pets and business. For years he has been combining them, making pet-sitting his career. Recently Bennett posted a detailed manual on the Internet to help highly motivated pet-sitters like himself get started.
The traditional view of pet-sitting is that it requires little more than a rapport with animals and maybe a good pair of legs. "Not so", says Bennett, 31, who's been doing it since he was 12. "It can be a real profession. But some business know-how is crucial". A typical piece of advice on his website thus reads, "Prepare handouts for veterinary clinics and pet shops. Place advertisements in local newspapers. Leave business cards at travel agencies for pet owners going on vacation".
Bennett is not alone in this serious approach. The National Pet-sitters League (NPL), for example, has a website where pet owners and pet-sitters can find each other, and a lot more besides. Here you can learn, for instance, what services other pet-sitters are offering and how much they're charging. Or you can take a quiz to determine which "clients" would suit you best (cats? dogs? parrots?), and get practical advice on subjects such as securing your yard or cleaning carpets.

Bennett isn't overly impressed with the NPL website. "It's fine for a kid who's after pocket-money", he says, "but my site is where you go if you want to grow". Many people seem to agree. Since it was posted four months ago, his online manual has been viewed some 300,000 times. "This business has been very good to me", says Bennett.
"So I can afford to share my expertise free of charge".
Despite his emphasis on the financial aspects of pet-sitting, Bennett insists that it offers much more than a steady income. "It's one of the few family-friendly businesses left", he says. "So if you're an animal lover and would like a flexible work schedule, this may be just the career you're looking for."

(Adapted from http://www.10000articles.com/go/en/articie—title—How-to-Start-a-Pet- Sitting Business-- ResourceID--26443--category—food-and-drink—page.html)

ענה באנגלית על השאלות 1-8 על פי הקטע שקראת ועל פי ההוראות בשאלות.

Answer questions 1-8 in English according to the passage and the instructions.

Questions:

1) What does the writer explain about Bennett in lines 1-3? Give ONE answer.
COMPLETE THE SENTENCE.
He explains why Bennett…… .
(8 points)

2) COMPLETE THE SENTENCE.
The advice quoted in lines 7-9 focuses on different ways to ……..
……..... .
(8 points)

3) COMPLETE THE SENTENCE.
From lines 10-15 we learn what …….... .
(7 points)

4) What can we understand from the article about the two websites?
PUT A (V) BY THE TWO CORRECT ANSWERS.

i. How the writer heard about them. ……
ii. When they were created. ……
iii. How they are similar. ……
iv. What they look like. ……
v. Who they can help. ……
vi. Which one has more members. ……

(2x8=16 points)

5) What is Bennett's criticism of the NPL website? (lines 16-20)

i. Its appearance is not impressive enough.
ii. It doesn't give pet owners enough information.
iii. It doesn't relate to pet-sitting as a career.
iv. Its services are not free of charge.

(8 points)

6) In line 20, Bennett mentions his "expertise". Why does he consider himself an expert?
Give ONE answer according to the article.
ANSWER: …… .

(8 points)

7) The number 300,000 (line 19) is given in order to show that (-).

i. many kids want to earn money.
ii. business has been good to Bennett.
iii. people Like services that are free of charge.
iv. Bennett's approach to pet-sitting is popular.

(7 points)

8) COMPLETE THE SENTENCE.
In lines 21-24, Bennett presents some …… of pet-sitting as a career.

(8 points)

Module E – Animals At Your Service:

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

חלק ראשון: הבנת הנקרא (70 נקודות)
קרא את הקטע שלפניך וענה על השאלות 1-9.

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

ANIMALS AT YOUR SERVICE

Many pet owners claim that their pets not only make them happier, but also keep them healthier. Now researchers have found evidence that contact with an animal can indeed reduce stress, improve mood, and even help people recover from illness more quickly. Following these findings, animals are now being used to help hospital patients.

A growing number of organizations are arranging for people to bring their pets to hospitals, so that patients can stroke them or play with them. A leading organization in this field is the Delta Society, with over 10,000 volunteers in its Pet Partner Program. While the most popular animals are dogs, there are also rabbits, cats and parrots. The pets chosen for the program must have the right personality, including the ability to adjust quickly to new environments. They are trained to remain calm in the difficult situations they will encounter in hospitals, such as moving through crowded corridors or being held by strangers.

A more professional use of animals in hospital care is "Animal Assisted Therapy" (AAT). Several universities nowadays offer a degree in this field. The graduates are qualified therapists who work together with highly-trained animals as part of the medical team. In this type of therapy, the animal plays a specific role in the treatment, such as providing a distraction during an unpleasant medical procedure. Much of the work focuses on children. For example, a therapist may be able to win a nervous child's cooperation by saying, "The dog wants you to lie very still". And if a child is too shy to talk to a doctor, the therapist may get him to communicate by bringing in a rabbit and saying, "Tell Bunny how you're feeling today".

As for the animals themselves, every effort is made to ensure their well-being. In fact, those that show any sign of stress are never brought to the hospital again. Such cases, however, are rare. As both volunteers and professional therapists report, most animals seem to enjoy the activity just as much as their "clients" do.

ענה באנגלית על השאלות 1-9 על פי הקטע.
בשאלות 1, 3, 4, 7 ו-8 הקף במעגל את המספר של התשובה הנכונה.
בשאר השאלות ענה על פי ההוראות.

Answer questions 1-9 in English according to the article.
In questions 1, 3, 4, 7 and 8 circle the number of the correct answer.
In the other questions follow the instructions.

Questions:

1) What do we learn from the research findings that are presented in lines 1-4?

i. Owning a pet can be stressful.
ii. Patients often bring their pets to hospital.
iii. The claims of pet owners are justified.
iv. Today people recover more quickly from illness.

(7 points)

2) According to lines 5-6, hospital patients can now play with a pet. Give ONE way that this can help them. Base your answer on lines 1-4.
ANSWER: ……..... .

(8 points)

3) From lines 5-12 we learn about (-).

i. the training methods used by the Delta Society.
ii. the importance of the animals' personality.
iii. the history of the Delta Society.
iv. the number of patients that volunteers visit.

(8 points)

4) In lines 10-12, "moving through crowded corridors" is given as an example of (-).

i. an experience that is hard for animals.
ii. an experience that animals are used to.
iii. an activity that animals do with hospital patients.
iv. an activity that animals should avoid.

(8 points)

5) Give ONE similarity between AAT and the Pet Partner Program. (lines 5-21)
ANSWER: …… .

(8 points)

6) Give ONE difference between AAT and the Pet Partner Program.
COMPLETE THE SENTENCE ACCORDING TO LINES 5-16.
Unlike the people in the Pet Partner Program, the people working in AAT are ….
……..…… .

(8 points)

7) What can we understand about AAT from lines 16-21?

i. Which animal it uses most often.
ii. Which illnesses it helps cure.
iii. How it can help the medical team.
iv. Why it is not always helpful.

(8 points)

8) From lines 22-25, we learn (-).

i. what signs of stress-are common in animals.
ii. why the use of an animal might be stopped.
iii. what activities the animals enjoy most.
iv. why some hospitals don't work with animals.

(8 points)

9) Who are the "clients" that are mentioned in line 25?
ANSWER: ……..... .

(7 points)

Module E – Don't Call, Just Whistle:

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

חלק ראשון: הבנת הנקרא (70 נקודות)

קרא את הקטע שלפניך וענה על השאלות 1-5.

Read the article below and then answer questions 1-5.

DON'T CALL, JUST WHISTLE

Like most kids on the tiny island of Gomera, 11-year-old Maria Garcia has her own cell phone. But another form of communication - one that doesn't require batteries - is just as common among the children of the mountainous island. It is known as El Silbo, the Gomera whistle. El Silbo is actually a simple kind of language. By shaping a finger like the letter U and putting it in one side of the mouth, the islanders are able to produce a set of six whistle sounds. Using those sounds to form words and sentences, they can communicate with people as far as 2.5 km away.

Until the end of the 1950s there were few roads in Gomera, and even fewer telephones. "As kids we learned El Silbo in the streets", says 58-year-old Pedro Darias. "If you didn't want to do a lot of climbing up and down to find people, you had to use it". But in the 1960s, as roads were built and phones became common household items, the need for El Silbo rapidly declined.

In 1982, the local government decided to rescue the tradition by teaching El Silbo in the schools. Within three years, most children on the island were using the language. "It takes a lot of practice", explains Darias, who is one of the teachers. "When you've only got six sounds, a lot of words seem almost the same. So you really need the context of the whole message to tell you what you're hearing".

Once the children of Gomera master their unique language, they delight in using it as a secret code, baffling tourists with the rapid whistles. More importantly, in some situations El Silbo has the additional advantage of being the most convenient mode of communication. "Suppose I'm at a friend's house", says Maria Garcia, "and I want my grandfather to pick me up on his way home from work in the fields. I can just stand in the doorway and whistle my message to him". Now that's something you can't do anywhere else in the world.

(Adapted from "A Whistle a Day Keeps Globalization Away", *Time*, July 26, 2004)

ענה באנגלית על השאלות 1-5 על פי הקטע.
בשאלה 4 הקף במעגל את המספר של התשובה הנכונה.
בשאר השאלות ענה על פי ההוראות.

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

Questions:

1) What do we learn about "most kids on the tiny island of Gomera" (line 1)?
Give TWO facts according to lines 1-7.
(1) ……..… .
(2) ……..… .
(2x5=10 points)

2) What do we learn from lines 1-7 about El Silbo?
PUT AN (X) BY THE TWO CORRECT ANSWERS.
i. How it got its name. ……
ii. How the sounds are produced. ……
iii. Why it is rarely used. ……
iv. When it was invented. ……
v. What it is used for. ……
vi. How it arrived in Gomera. ……
(2x8=16 points)

3) Between the 1960s and the present, changes occurred in Gomera concerning El Silbo.
List the changes in the order in which they occurred by completing the sentences below.
Base your answers on lines 8-17.
(1) In the 1950s, the islanders used El Silbo.
(2) Later, ...
(3) As a result, El Silbo was used less.
(4) Then, ...
(5) As a result, ...
(3x9=27 points)

4) What does Darias explain in lines 13-17?

i. Why El Silbo is necessary today.
ii. Where you can learn El Silbo.
iii. What makes El Silbo hard to understand.
iv. How he became a teacher of El Silbo.

(8 points)

5) What is the subject of lines 18-24?
COMPLETE THE ANSWER.
The ..... of El Silbo.

(9 points)

Module E –The Greeting-Card Writer:

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

חלק שני: הבנת הנשמע (30 נקודות)

ענה על השאלות 8-13 על פי השידור.
בשאלות 9 ו-12 ענה על פי ההוראות.
בשאר השאלות הקף במעגל את המספר של התשובה הנכונה.
(5 נקודות לכל תשובה נכונה).

Answer questions 8-13 according to the broadcast.
In questions 9 and 12 follow the instructions.
In the other questions circle the number of the correct answer.
(5 points for each correct answer).

THE GREETING-CARD WRITER

Questions:

8) William says he knows what to write in his cards because (-).
- i. he took a writing course.
- ii. he has a lot of experience.
- iii. he understands how people feel.
- iv. he knows a lot of people.

9) Where does William get his ideas for greeting cards? Give ONE answer.
ANSWER: ……..... .

10) What does William explain about working in a team?
- i. Why teamwork is new for him.
- ii. Why teamwork is hard for him.
- iii. How often the team meets.
- iv. How the team helps him.

11) William gives the example of the teenage girl and the grandmother to show that (-).
- i. certain age groups are hard to write for.
- ii. different people want different messages.
- iii. people of all ages buy greeting cards.
- iv. not everyone likes funny messages.

12) According to William, why might a card get rejected? Give ONE reason.
ANSWER: ……..…... .

13) What do we learn from William's last answer?

i. Funny cards are the most popular.
ii. It's hard to know which card will be popular.
iii. Most cards don't become very popular.
iv. Cards that wish people luck are usually popular.

Module E – A New Look at Plastic:

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

חלק שני: הבנת הנשמע (30 נקודות)

ענה על השאלות 10-15 על פי השידור.
בשאלות 12 ו-14 ענה על פי ההוראות.
בשאר השאלות הקף במעגל את המספר של התשובה הנכונה.
(5 נקודות לכל תשובה נכונה).

Answer questions 10-15 according to the broadcast.
In questions 12 and 14 follow the instructions.
In the other questions circle the number of the correct answer.
(5 points for each correct answer).

A NEW LOOK AT PLASTIC

Questions:

10) What does Tom explain in his first answer?

i. Why plastic products are popular.
ii. Why he thinks people should stop using plastic.
iii. Why he wrote a book about plastic.
iv. Why there is so much plastic junk everywhere.

11) What was the reaction to plastic at the beginning of the 20th century?

i. People were afraid of the effect on the environment.
ii. People wanted to keep using natural materials.
iii. People wanted better plastic products.
iv. People understood how useful plastic was.

12) According to Tom, how are paper and plastic similar?
COMLETE THE SENTENCE.
Both materials ……..... .

13) According to Tom, using plastic medical equipment only once is (-).

i. expensive.
ii. necessary.
iii. dangerous.
iv. increasing.

14) In his last answer, Tom presents several advantages of plastic.
Give ONE of these advantages.
ANSWER: ……..…... .

15) What opinion does Tom express in his last answer?

i. Plastic will never replace natural materials.
ii. The way plastic products are used should change.
iii. We should develop better types of plastic.
iv. Plastic products should be improved.

Module E – Less Junk Food, Better Health:

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

חלק שני: הבנת הנשמע (30 נקודות)

ענה על השאלות 10-14 על פי השידור.
בשאלות 11 ו-14 הקף במעגל את המספר של התשובה הנכונה.
בשאר השאלות ענה על פי ההוראות.
(5 נקודות לכל תשובה נכונה).

Answer questions 10-14 according to the broadcast.
In questions 11 and 14 circle the number of the correct answer.
In the other questions follow the instructions.
(5 points for each correct answer).

LESS JUNK FOOD, BETTER HEALTH

Questions:

10) What does Peter tell listeners in his first answer?
PUT A (V) BY THE TWO CORRECT ANSWERS

i. How many students eat in school cafeterias. ……
ii. Why most students like junk food. ……
iii. Why the campaign started with school cafeterias. ……
iv. In which school the campaign began. ……
v. What changes school cafeterias have made. ……
vi. Why it took only three months for the campaign to succeed. ……

11) According to Peter, what are the schools reporting?

i. That students are eating less in school.
ii. That students think the campaign is unnecessary.
iii. That students' options have become more limited.
iv. That students' eating habits have changed.

12) How will the campaign help kids learn about healthy eating? Give ONE answer.
COMLETE THE SENTENCE.
They will be able to get information from ……..... .

13) How does California control the sale of unhealthy food?
COMLETE THE SENTENCE.
California has …….. .

14) What do the studies mentioned in Peter's last answer show?

i. Similar food is sold in schools throughout the USA.
ii. Efforts to improve eating habits can be effective.
iii. Students eat better food in school than outside school.
iv. Researchers can help to change laws regarding food.

Module E – Thrills On Wheels:

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

חלק ראשון: הבנת הנקרא (70 נקודות)

THRILLS ON WHEELS

Ask American kids to name their favorite sports, and you're likely to find skateboarding somewhere near the top of the list. Many of them are even experts on the subject, eager to discuss different techniques and the physical challenges of various stunts. But there is something that even they would be surprised to learn: the sport is not as new as most kids believe.

The fact is that skateboarding goes back as far as the 1950s, when surfing the waves was a favorite pastime of California youngsters. One day, when the weather didn't allow surfboarders to hit the waves, someone came up with the brilliant idea of "surfing the streets" instead. Suddenly, skateboarding was born. The first skateboards, as they were immediately dubbed, were no more than wooden boards with roller skates strapped underneath. Nevertheless, California neighborhoods were soon filled with kids rattling down the streets, and by 1975 skateboarding had spread nationwide and developed enough for the first competition to be held.

Since then the sport has developed rapidly. New technology has produced boards that are lighter and more flexible, along with effective safety equipment, such as helmets and knee-pads. These advances have enabled skateboarders to invent ever more impressive acrobatic moves. Their astonishing jumps and somersaults have made skateboarding competitions increasingly popular and exciting events.

Most people think that skateboarding is a sport for boys only, but a quick internet search will bring up lots of information aimed specifically at girls. "Girls can have as much fun on a board as guys, "says Elissa Steamer, a skateboarding champion, "and they can be just as technically skilled". Today there are special all-girl competitions, as well as professional organizations for both men and women.

What started as a mere pastime for young people is now recognized sport, with athletes earning tens of thousands of dollars in prize money at international competitions. Skateboarders love the thrill of performing daring stunts. As for everyone else, just watching the experts is thrilling enough.

(Adapted from http://www.10000articles.com/go/en/article-title-ResourceID-3674-category-kids-and-teens-page.html)

ענה באנגלית על השאלות 1-7 על פי הקטע.
בשאלות 1, 3 ו-7 הקף במעגל את המספר של התשובה הנכונה.
בשאר השאלות ענה על פי ההוראות.

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

Questions:

1) What do we learn from lines 1-5?

i. Why skateboarding became popular in the USA.
ii. That skateboarding is very popular in the USA.
iii. Which types of sports American kids prefer.
iv. That American kids know very little about sports.

(7 points)

2) What is the main subject of lines 6-13?
COMPLETE THE ANSWER.
The …….. of skateboarding.

(8 points)

3) From the description of the first skateboards, we can understand (-). (lines 6-13)

i. that they were made from old surfboards.
ii. why kids couldn't make a skateboard themselves.
iii. why kids are afraid to use skateboards.
iv. how skateboards got their name.

(7 points)

4) Give TWO ways in which skateboarding competitions have changed since 1975.
Take your answers from two different paragraphs.
(1) ……..… .
(2) …….. .

(2x8=16 points)

5) TWO mistaken beliefs about skateboarding are mentioned in the article.
What are they?
Take your answers from two different paragraphs.
COMPLETE THE ANSWERS.
(1) The belief that skateboarding …….. .
(2) The belief that skateboarding …….. .

(2x9=18 points)

6) Line 26 mentions skateboarders' "daring stunts". Give ONE example of such a stunt mentioned in another paragraph.
ANSWER: ……..… .

(6 points)

7) Another suitable title for the article would be (-).

i. Skateboarding and Technology.
ii. Skateboarding: For and Against.
iii. Skateboarding: Present and Future.
iv. Skateboarding Through the Years.

(8 points)

Module E – Wind Energy:

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

חלק ראשון: הבנת הנקרא (70 נקודות)

קרא את הקטע שלפניך וענה על שאלות 1-6.

Read the article below and then answer questions 1-6.

WIND ENERGY

The fastest growing source of energy in the world today isn't oil, coal, or some hi-tech invention. Instead, it's the wind – the same force that has served people for thousands of years. Wind seems to be the perfect solution to our energy problems: it's non-polluting, it's all around us, and there's no way we can use it all up.

In the last few years, more and more countries have become interested in using wind to produce energy. One such country is Britain, which is developing a huge "wind farm" near its west coast. When completed, the giant wind turbines are expected to produce enough electricity for five million homes.

Wind power is not likely to replace traditional fuels in the near future. However, it could provide much of a country's energy needs, and at much lower cost. According to the US Energy Department, the wind farms now being constructed in the USA will eventually supply almost half the country's electricity.

Unfortunately, the huge turbines are not exactly beautiful, they are also noisy and often break down. Moreover, birds tend to collide with them. This has happened so frequently that even some environmental groups that used to demand the development of wind energy now oppose it. But the biggest drawback is the simple fact that the wind doesn't blow whenever and wherever you want it. You just can't count on it always being there when you need it most – like on hot summer days, when electricity consumption is especially high.

All these problems will have to be solved before we can expect the wind to become our main source of energy. But apparently the people of Holland, who are famous for their windmills, are right: the wind can be an excellent source of energy if you know how to use its potential.

(Adapted from "Wind is Fastest Growing Energy Resource", *ABC News*, June 14, 2005)

ענה באנגלית על השאלות 1-6 על פי הקטע.
בשאלה 6 הקף במעגל את המספר של התשובה הנכונה.
בשאר השאלות ענה על פי ההוראות.

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

Questions:

1) What aspects of wind as a source of energy are mentioned in lines 1-8?
PUT A (V) BY THE TWO CORRECT ANSWERS.

i. Its cost. ……
ii. How long it has been used. ……
iii. Some ways of studying it. ……
iv. Where it was first developed. ……
v. Its popularity today. ……
vi. When it cannot be used. ……

(2x8=16 points)

2) Give TWO advantages of wind energy. Take each answer from a different paragraph.
(1) …….. .
(2) …….. .

(2x8=16 points)

3) COMPLETE THE SENTENCE ACCORDING TO LINES 5-12.
Britain and the USA are given as examples of ……
…… .

(10 points)

4) What is the subject of the fourth paragraph (lines 13-19)
ANSWER: …… .

(10 points)

5) According to lines 13-16, what has caused some environmental groups to change their mind about wind power?
ANSWER: ……..….. .

(9 points)

6) What is the author's conclusion regarding wind as a source of energy?

i. It is too early to tell if it has potential.
ii. There are better sources of energy.
iii. Despite the problems, it is very promising.
iv. It is impossible to solve all the problems.

(9 points)