

## מדינת ישראל

משרד החינוך  
המינהל הפדגוגי  
אגף א' בחינות

## دولة إسرائيل

وزارة التربية والتعليم  
الإدارة التربوية  
القسم "أ" امتحانات

### מקום נבחר

### מבחן בקיאות בשפה האנגלית למועמדי הוראה

### امتحان كفاءة في اللغة الإنجليزية للمتقدمين بطلب عمل للتعليم

#### הוראות לנבחן

#### א. משך הבחינה: שעתים וחצי

ב. בשאלון זה ארבעה חלקים:

חלק ראשון - הבנת הנקרא	50 נקודות
חלק שני - אוצר מילים	10 נקודות
חלק שלישי - ידע לשון	10 נקודות
חלק רביעי - הבעה בכתב	30 נקודות
סך הכול	100 נקודות

#### ג. חומר עזר מותר לשימוש: אין

#### ד. הוראות מיוחדות

שלושת החלקים הראשונים מכילים שאלות משני סוגים: שאלות רב-ברירה ושאלות פתוחות.

עליך לסמן ולכתוב את כל תשובותיך בגוף השאלון במקומות המיועדים לכך.

החלק הרביעי מכיל מטלת כתיבה. עליך לכתוב על הנושא.

ההנחיות בשאלון זה מנוסחות בלשון זכר, אך מכוונות הן לנבחנות והן לנבחנים.

#### תعليمات للممتحن

#### א. מدة الامتحان: ساعتان ونصف

ב. في هذا النموذج أربعة أقسام:

القسم الأول - فهم المقروء	50 درجة
القسم الثاني - مفردات اللغة	10 درجة
القسم الثالث - المعرفة اللغوية	10 درجة
القسم الرابع - التعبير الكتابي	30 درجة
المجموع	100 درجة

#### ج. مواد مساعدة يُسمح باستعمالها: لا توجد

#### د. تعليمات خاصة

تحتوي الأقسام الثلاثة الأولى على أسئلة من نوعين: أسئلة متعددة الخيارات وأسئلة مفتوحة.

عليك كتابة جميع إجاباتك أو الإشارة إليها على نموذج الامتحان في الأماكن المخصصة لذلك.

يحتوي القسم الرابع على مهمة كتابة. عليك الكتابة عن الموضوع.

التعليمات في هذا النموذج مكتوبة بصيغة المذكر، لكنها موجهة للمتحدثات وللمتحدثين على حد سواء

نتمنى لك النجاح!

בהצלחה!



## **PART A: Reading Comprehension (50 points)**

**Read the following text and answer questions 1–10.**

### **Am I too old to learn a new language?**

**By Mo Costandi**

– 1 –

It has always been believed that our brain is fully developed by the time we reach adulthood and does not develop throughout our entire life. But recent research has challenged this assumption, showing that the adult brain is actually a dynamic structure, which continues to change in response to new experiences – a phenomenon called neuroplasticity.

– 2 –

This recent research suggests that one can never be too old to learn something new, such as a new language. However, the older people are – the harder it is for them to do so. This is because neuroplasticity generally decreases as a person gets older, meaning that it is harder for the brain to adjust itself in response to new experiences.

– 3 –

When Adrian Black, 50, met his Italian partner a few years ago, he was determined to learn Italian. Having successfully picked up French a decade earlier when he lived in France, he felt the challenge was attainable. But learning Italian has been a much tougher process. "I've noticed that my brain isn't as good as it was, and I'm pretty sure I don't retain stuff as well as I used to in the past," he explains. It just doesn't all click as easily as it used to."

– 4 –

Some aspects of language learning become progressively more difficult with age than others. Picking up a new language's vocabulary, for example, is much easier for adults than learning the

rules that govern its grammar or syntax. This is because new words can be easily mapped onto a learner's pre-existing knowledge. Learning new grammar rules and gaining correct accents, however, are more easily picked up by children than adults, due to the neuroplasticity of children's brains.

– 5 –

Even though learning a new language may not always be easy for adults, some research suggests that doing so is beneficial for brain health. As we age, most of us experience an age-related decline in mental functions such as attention and memory, and some people develop Alzheimer's disease or some other form of dementia.

A number of recent studies suggest that learning a new language later in life can improve attention and memory as well as slow down or even delay the onset of dementia.

– 6 –

In the largest study of its kind so far, researchers at Edinburgh University examined the medical records of 648 Alzheimer's patients in one city. They found that the bilinguals developed dementia later than monolinguals, by an average of four years for people who learned a second language early in life and by six years for those who acquired a second language later on in life.

Learning a language later on in life might actually be more beneficial for prevention of Alzheimer than learning it during childhood because it takes more effort.

– 7 –

Despite the difficulties, Black says, "I'm learning Italian partly to keep my brain active. When you have some success and can express yourself, it feels like you're using different parts of your brain that you weren't using before." Learning a foreign language, much like learning to play a musical instrument, does indeed appear to be a good way of exercising one's brain, and keeping it healthy, throughout life.

## Questions

Answer questions 1–10 – in English.

1. The research presented in the text challenges an existing assumption. What is that assumption? (2 points)
  - a. Neuroplasticity increases all the time.
  - b. New experiences affect adults' brains.
  - c. The adult brain faces many challenges.
  - d. The adult brain is a fixed structure.
  
2. Why do people find it harder to learn something new as they age? (2 points)
  - a. They find it hard to experience new things.
  - b. Their brain doesn't change easily.
  - c. People develop Alzheimer.
  - d. Their brain is full of pre-existing knowledge.
  
3. What is the connection between paragraph 2 and paragraph 3? (3 points)

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4. Adrian Black "felt the challenge was attainable." (paragraph 3)
  - a. What was the challenge? (2 points)

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- b. Why was it a challenge? (2 points)

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5. What aspects of language learning do people like Adrian Black find relatively easy? Explain why. (3 points)

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6. What do the words "doing so" in paragraph 5 refer to? (3 points)

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7. How is learning a new language beneficial for brain health? (2 points)

- a. It improves mental functions.
- b. It enables the formation of new brain cells.
- c. It cures different types of dementia.
- d. It delays the aging process.

8. Why is learning a language later in life more advantageous according to the study from Edinburgh University? (2 points)

- a. It can add four to six years to your life.
- b. As you get older you'll enjoy learning.
- c. You are more experienced than younger people.
- d. You have to work harder which stimulates your brain.

9. According to the text, what does learning a language have to do with learning to play a musical instrument? (2 points)

- a. It's easier for adults to learn a musical instrument than to learn a new language.
- b. Learning to play a musical instrument activates different parts of the brain than learning a language.
- c. Learning a new language and a musical instrument keep your brain fit.
- d. Learning a new language and learning a musical instrument is easy for Adrian Black.

10. This sentence could be placed at the end of a paragraph:  
**"It's like physical exercise – a slow walk is good for your health, but not as good as a run."**  
At the end of which paragraph could you place this sentence?  
(2 points)
- a. Paragraph 2
  - b. Paragraph 3
  - c. Paragraph 5
  - d. Paragraph 6

**Read the following text and answer questions 11–20.**

## **Why do people like spending time at libraries?**

**By Brian Mathews**

– 1 –

Why do some people love libraries? Jamie Tucker from the library of Virginia Tech University noticed that there were students that came to the library regularly and he wanted to find out why. So he began questioning them. He wanted to know why students came to the library instead of going to any of the other places available on campus.

– 2 –

To find out why some students preferred the library he needed to collect information regarding their preferences. One way he used to gather information was the library's feedback form, which included a question regarding why they come to the library, and a few other questions concerning their overall satisfaction and their suggestions for improvement.

– 3 –

One student pointed out that there is a group of regular library people who are always there when not in class, which enabled her to make some really wonderful friendships. She wrote, "There's just kind of a library community of library people doing special library things, not only reading or studying... you get used to seeing specific people every day, and it's really nice. Then sometimes there are little library surprises – like the dog-petting event in the library lobby or the grilled cheese sandwiches in the sitting area, or even some of the programs and lectures."



– 4 –

The student's comment had a great impact on Tucker. He received reinforcement of the value of programs and the special "library surprises". Furthermore, he understood that there is something about libraries as places that bring people together that is different from anywhere else on a university campus; namely, building friendships within a community while also being productive. The library seems to encourage people to form tight-knit groups with common interests.

– 5 –

All this led Tucker to shift his belief in the way librarians should regard libraries: from library "commons" to library "communities". He explains that when librarians talk about commons it is almost always about the shared library space, whereas communities are about "people doing various activities together." Therefore, the librarians' focus should not concentrate only on the library layout and on serving the average user, but should try to appreciate the fact that the library serves a multitude of different people with diverse and different needs.

– 6 –

Based on what Tucker found, he says that it is easy to develop assumptions about what a library is or what it should be, especially if one works in administration. But it seems that the library is more than a sum of its parts. Everyone who works in a library should stop once in a while and ask the people why they are in the building; not just what they are doing, but why in the library instead of anywhere else. The answers may be surprising.

**המשך בעמוד 10**

## Questions

Answer questions 11–20 – in English.

11. What motivated Jamie Tucker to find out why some people love libraries? (2 points)
- He read the suggestion in the library feedback form.
  - He was trying to form a small group of library lovers.
  - He wanted the university library to attract more people.
  - He noticed that the same people kept entering the library.
12. What can the library staff learn from the feedback form? (2 points)
- How the library can change to be better than it is today.
  - That the students do not know the library well.
  - How the students can improve their time in the library.
  - That the questions on the form were not understood.
13. Who are the "library people" mentioned by the student? (paragraph 3) (2 points)
- People who are in the library almost all the time
  - People who belong to the library staff.
  - People who do not fit in the community.
  - People who organize the library surprises.
14. Why does the student call the library events "little surprises"? (paragraph 3) (3 points)
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15. What caused Jamie Tucker to change his views on how librarians should regard libraries? (2 points)
- Different librarians' ideas
  - The special events at the library
  - The feedback students gave about the library
  - The wonderful friendships he made in the library

- 16.** Librarians should focus on "library communities" and not on "library commons" because: (3 points)
- a. Library communities are becoming very common.
  - b. The library offers more than books to its community.
  - c. The library is an essential place in each community.
  - d. The library contributes to many community activities.

- 17.** Why does Tucker say "The answers may be surprising"? (paragraph 6) (3 points)

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- 18.** What can we learn about Jamie Tucker? (2 points)
- a. He thinks that people don't spend enough time in libraries.
  - b. He collects information about different university programs.
  - c. He believes that librarians should really understand their clients.
  - d. He encourages people to work in administration.
- 19.** What's the main idea of the text? (3 points)
- a. The library is a popular place on campus.
  - b. Communities help to build libraries.
  - c. The library needs people to help it improve.
  - d. The library means different things to different people.

**20.** This paragraph is missing from the text:

"Another way Tucker gathered information was through observation. Tucker spent two weeks in the library watching the students and documenting everything they were doing there. These observations allowed him to take an even closer look at students' social experiences in the library."

Where does this paragraph belong? (3 points)

- a. After paragraph 1
- b. After paragraph 2
- c. After paragraph 3
- d. After paragraph 4

## **PART B: Vocabulary (10 points)**

### **Questions**

**Answer questions 21–30.**

In each sentence there is/are either one word or two words that are underlined. Beneath each sentence there are four possible definitions. Choose the definition **that means the same thing** as the way the underlined word(s) is/are used in the sentence.

**Example: This organization was founded by Lord Balfour in 1915.**

- a. creation**
- b. institution**
- c. situation**
- d. position**

The correct answer is b. When the word 'institution' replaces the word 'organization', the sentence maintains the same meaning.

- 21.** This week's magazine looks extremely interesting. I'm eager to read it. (1 point)
- a. arranging
  - b. increased
  - c. excited
  - d. planning
- 22.** To conclude the activity, the counselor had us sing together. (1 point)
- a. brighten up
  - b. sum up
  - c. suppose
  - d. determine

- 23.** He applied for a license to open a new business and received it yesterday. (1 point)
- a. asked for
  - b. concerned
  - c. joined
  - d. planned for
- 24.** John was discouraged by his new job; nothing was going right. (1 point)
- a. scared by
  - b. losing hope in
  - c. neglected by
  - d. uncomfortable with
- 25.** Working hard and believing in yourself can lead to great achievements. (1 point)
- a. successes
  - b. principles
  - c. traditions
  - d. expectations
- 26.** This mask display is so interesting; I can't stop looking at it. (1 point)
- a. appearance
  - b. screen
  - c. protest
  - d. exhibit
- 27.** Jane did some tests in the morning and she's been tense all day. (1 point)
- a. anxious
  - b. sick
  - c. frightened
  - d. upset

- 28.** Jennifer's health declined as time went by; she lost so much weight. (1 point)
- a. broke down
  - b. became worse
  - c. was hurt
  - d. has reduced
- 29.** Check your assignment before you hand it in. (1 point)
- a. Assume
  - b. Show
  - c. Find
  - d. Review
- 30.** The new technology might be exploited and that could mean trouble for everyone. (1 point)
- a. ignored
  - b. misused
  - c. developed
  - d. stolen

## PART C: Language (10 points)

### Questions

Answer five of the questions 31–38 – in English.

Below there are eight sentences. There is one mistake in each sentence.

Choose **five** sentences and follow the instructions:

- a. Explain the mistake in each of the sentences that you chose. (1 point each)
- b. Correct the mistake in each of the sentences that you chose. (1 point each)

**Example:** You must to stop at a red light.

- a. Explanation: We don't use 'to' after must.
- b. Correction: You must stop at a red light.

**31.** I always enjoy to swim in the sea.

- a. Explanation: (1 point)

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- b. Correction: (1 point)

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**32.** If you would have practiced, you could have played piano professionally.

- a. Explanation: (1 point)

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- b. Correction: (1 point)

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**33.** It's depend on what you like.

a. Explanation: (1 point)

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b. Correction: (1 point)

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**34.** Ask the man when does the train arrive?

a. Explanation: (1 point)

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b. Correction: (1 point)

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**35.** The class is liking the new teacher.

a. Explanation: (1 point)

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b. Correction: (1 point)

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**36.** When the doctor is in her office today?

a. Explanation: (1 point)

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b. Correction: (1 point)

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**37.** The boy didn't wanted his dinner.

a. Explanation: (1 point)

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b. Correction: (1 point)

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**38.** Going to the amusement park is more better than going to the beach.

a. Explanation: (1 point)

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b. Correction: (1 point)

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## **PART D: Writing (30 points)**

**39.** Describe what or who inspired you to become an English teacher.

Tell about how you decided to take this path, what motivated you and how you feel with your choice today.

Write 200-250 words. Pay attention to grammar, punctuation and spelling.

**Good Luck!**



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