ENGLISH – SPOKEN LANGUAGE & LISTENING COMPREHENSION, סמל: 016486, 016586

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016486 (4 points)	**016486 HAREDI-CLIPS (4 points)**	**016486 HAREDI-PICS (4 points)**
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016586 (5 points)	**016586 HAREDI-CLIPS (5 points)**	**016586 HAREDI-PICS (5 points)**
Ver1 (Test C-'26S-5pts)	Ver 2 (TEST B-'27Wsim-5pts)	Ver1 (Test D-Hpic'26W-5pts)
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INSTRUCTIONS FOR ALL EXAMS

ENGLISH – SPOKEN LANGUAGE & LISTENING COMPREHENSION, סמל: 016486, 016586

INSTRUCTIONS FOR ALL PARTS (ALL VERSIONS)

GENERAL INSTRUCTIONS PAGE

General Instructions Clip

Hi! I'm Alfi. Welcome to the Computerized Oral Bagrut Exam.
Before we begin, I want to tell you what to expect and what you will have to do for this test. To record yourself for each section throughout the exam, you have to click on the record button and record your answer. Then, when you finish, you have to click on the **stop** button. Remember, each set of questions should be answered in no more than one or two recordings. Your answers must be detailed and clear. You must relate to all the questions in the set. You are not allowed to use any notes during the exam.
You can listen to your recording. If you want to make any changes, you have to record the whole answer again.
At the top left hand corner of the screen there is a clock. The clock allows you to check how much time you have left. Remember, you have 30 minutes for this exam.
The exam has three parts. Listen carefully to what you are asked.
In Part A, you will talk about yourself. I will ask you two sets of questions. Each set will be on a different topic. Choose one set and answer only those questions.
In Part B, you will talk about your project. I will ask you a set of questions about your project. Your answer for the set of questions should be at least **one to two minutes long**.
In Part C, you'll watch a short clip. After watching it, you'll have two sets of questions. Record your answers to each set separately. **You must answer both sets**.

Practice Question Clip

Before we start, let's practice. Tell me your first name, how old you are and how you are feeling today. Record your answer.

Continue to Part A Clip

That's great. Now, let's begin the test. Make sure you have recorded **all of the answers before sending the exam**. Continue to part A. Good luck!

PART A PAGE

PART A – Personal Response (25 points)

Part A Clip

Okay. Let's get started with Part A. I will ask you two sets of questions. Each set will be on a different topic. Listen to **both** sets of questions below and then choose the set you wish to answer. Answer **only** that set of questions. Remember, your answer must be detailed, clear **and should be answered in no more than one or two recordings.**

[Question 1 Clip] OR **[Question 2 Clip]**

Continue to Part B Clip
Good job! Let's go on to Part B of this exam.

PART B PAGE

PART B – Project / Bridging Project (25 points)

Part B Clip
Now you will talk about your project. I am going to ask you a set of questions about the project. Remember, your answer for the set of questions should be **one to two minutes long**, detailed, clear and should be answered in no more than one or two recordings.

[Question 3 Clip]

Continue to Part C Clip
Great work. Now go on to Part C of this exam.

PART C PAGE

PART C – Response to an Audio-Visual Prompt (50 points)

Part C Clip
Let's start Part C of the exam. In this part you are going to watch a short clip. After watching it, you'll have two sets of questions. Record your answers to each set separately. **You must do both sets**. Listen carefully to what you are being asked. Remember, your answer must be detailed, clear and should be answered in no more than one or two recordings.

Unseen Clip

[Question 4 Clip]

[Question 5 Clip]

End Clip

You did a great job! **Make sure you have recorded all of the answers before sending the exam.** Good luck with everything in the future.

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TEST A-'27Wsim-4pts (Unseen Clip: The Voice of Super Mario)

Part A

[Q.1] Today I'd like you to talk about… **school**. Describe one **challenge** some **teenagers** have at **school**. What can the **school** do to **help** these teenagers? **Explain**.

[Q.2] Today I'd like you to talk about… **learning**. If you could **easily learn** something **new**, **what** would it **be**? **Explain**. What is **difficult** for you to **learn**? **Explain**.

Part B

[Q.3] To begin with, **tell** me **briefly about** your **project** and what you were **hoping to learn** from it. In addition, what are the **two most important facts others** should **know** about your project? **Explain**.

Part C (link to the clip: **The voice of Super Mario**, 00:00-02:55)

[Q.4] List **three things** you learn **about Charles Martinet** from the clip. **How** did Charles **get** the **job** of being the voice of Super Mario?

[Q.5] According to the clip, does **Charles love** his **job**? **Explain**. According to the clip, **what happens** when Charles **meets** Super Mario **fans**? **Explain**.

TRANSCRIPT OF THE CLIP → NEXT PAGE

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The voice of Super Mario

(00:00 – 02:55, 475 words)

It's-a me, Mario! It's-a me, Mario! Woo-hoo, let's-a go! Okey dokey! Ow ow ow ow ow ow ow ow ow! I've been the voice of Mario for 26 years.

[Interviewer] Now moving on to Luigi.

Now moving on to Luigi, oh. (laughing)

("Super Mario Overworld Theme" by Koji Kondo)

Hi, I'm Charles Martinet. I do the voice of Super Mario, here we go, woo hoo! And Luigi too, Luigi number one, ho ho! And Wario, have a rotten day. Yah-ho! You gonna eat that garlic? (laughs) And I was even Donkey Kong at one point. Oh hoo hoo!

I am an actor and voice actor. I did gosh, 25 years of theatre. Run along to your party! Corporate videos. Circuitry and semi-conductor processes. A few film and television products. Now beat it all of ya, now! And then I had the marvelous beginning of becoming a voice actor and that's how I started with it's-a me, Mario!

Mario was first created in 1981 in a game called Donkey Kong. As it got refined through the years, it became Mario and Princess Peach. Ah, the Princess! And I came along in 1990. I actually crashed an audition because I was catching them as I walked in they were walking out finished for the day and I said, "Can I read for this?" And the guy looked at his watch and he goes, "Ugh, alright, come on in. You're an Italian plumber from Brooklyn, a character in a video game for Nintendo called Mario, so make up a voice, make up a video game, start talking." And I thought to myself, video game? I don't know anything about video games and all of a sudden I hear action, I go "Hello, I'm-a Mario, let's make a pizza pie together. You go get some-a sausage, I'm-a go get some spaghetti, we put spaghetti and-a sausage in the pizza." And he said, "Cut, stop talking, there's no more tape. Alright, thanks, we'll be in touch." And I thought that was, you know, okay there's the door, we'll see ya later. And he calls Nintendo, "I found a Mario, I got him." And that was 26 amazing fantastic years ago.

Hello! Hello! (laughs) Whoo-pee! Oh, look at this world. The character for me brings out the best in me and so I love that. Bing bing bing, (laughs) I love sharing things too. I go to meet Mario fans and I hear the most wonderful things. You know, you're the voice of my childhood or I used to play with my dad, now I'm playing with my kids. It's a way our family comes together. Ya ya ya ya ya, ha! Ah, pretty good! Ah, this brings back the memories. Mama mia! You just have fun, you know? That's my mantra for life. Come on, let's-a go! Let's have more fun! Bye bye, see you in my gameses. Woo-hoo!

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Test H-'26S-4pts

(Unseen Clip: Nonprofit bakery providing new opportunities for adults with special needs)

Part A

[Q.1] Today I'd like you to talk about… **learning**. If you could **easily learn** something **new**, **what** would it **be**? **Explain**. What is **difficult** for you to **learn**? **Explain**.

[Q.2] Today I'd like you to talk about… **cooking**. Do you **enjoy** cooking? **Explain why** or **why not**. What are the **advantages** of cooking at **home**? **Explain**.

Part B

[Q.3] To begin with, **tell** me **briefly about** your **project** and what you were **hoping to learn** from it. In addition, what were some of the **most challenging moments** you faced while working on your project? Give **examples from** your **project** and **explain**.

Part C (link to the clip: Nonprofit bakery providing...)

[Q.4] According to the clip, **where** and **when** did the **bakery start**? **Why** did **Shiri start** this bakery? **Explain**.

[Q.5] According to the clip, **why** do these young adults **like to work** at the **bakery**? Give **two reasons**. Conner says that working at the bakery **changed his life**. **What** does he **mean** by that? **Explain** and give an **example** from the clip.

TRANSCRIPT OF THE CLIP → NEXT PAGE

ENGLISH – SPOKEN LANGUAGE & LISTENING COMPREHENSION, סמל: 016486, 016586

Nonprofit bakery providing new opportunities for adults with special needs

(after slowing down some parts the length of the clip is 02:08, 322 words)

Reporter: It's a busy day for the crew at Rising Above Bakery in Nyack, New York.
How many cookies do you want?
Reporter: 21-year-old Conner Carson likes being a part of the team.
What do you bake now?
I'm baking breads, cookies, scones.
- Got it. Tell me when it's ready.
Reporter: Founder Sheri Olrick was an avid baker and speech therapist who noticed years ago when she baked cookies with her students with special needs, they lit up.
They found their voice in the kitchen.
It was just beautiful.
Reporter: So during COVID, she started a bakery in her own house.
This oven was in your dining room for a long time.
Yes.
Reporter: This January, they finally moved to a temporary storefront, employing young adults with developmental disabilities, supported by volunteers.
What's the idea?
To give them a meaning to wake up in the morning and say I want to go to work.
I want to be as important as anyone else.
I'm going take the glaze already done here.
Reporter: Luke Garrison showed me how to make a maple glaze.
I do make mistakes.
Everybody makes mistakes.
But I grow and learn from them.
Reporter: Lisa Carson is Conner's mom and serves on the bakery's board.
The minute he walked in the door, what he brought to the table was valued.
They really saw him for who he was.
Reporter: Rising Above Bakery won't have this space much longer.
The nonprofit is raising money, hoping to secure a permanent storefront.
What do you like about working here, Conner?
Being seen is the most important thing.
Reporter: Being seen?
Being seen.
That means, I think like having customers come in and see how we can work together.
Reporter: Do you think this place has kind of changed your life?
I think it did, yes.
It really opened my eyes to see who I am.
Reporter: And that is the sweetest recipe of all.
Kate Snow, NBC News, Nyack, New York.

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Test A-'26S-4pts (Unseen Clip: Healthy or unhealthy lifestyle?)

Part A

[Q.1] Today I'd like you to talk about… **your future**. Where do you see **yourself in five years**? **Explain**. What could **change** your **plans**? **Explain**.

[Q.2] Today I'd like you to talk about… **school**. Describe one **challenge** some **teenagers** have at **school**. What can the **school** do to **help** these teenagers? **Explain**.

Part B

[Q.3] To begin with, **tell** me **briefly about** your **project** and what you were **hoping to learn** from it. In addition, what are the **two most important facts others** should **know** about your project? **Explain**.

Part C (link to the clip: **Healthy or unhealthy lifestyle?**, 00:00-02:50)

[Q.4] **What** are **three things** you learn about the **Borough Market in London** from the clip? **Why** do people **like shopping** at the **market**? Give an **example**.

[Q.5] According to the clip, **what** do people **like** about **organic food**? **Explain**. According to the clip, what are the **advantages** and **disadvantages** of **buying organic** food? **Explain**.

TRANSCRIPT OF THE CLIP → NEXT PAGE

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Healthy or unhealthy lifestyle?

(00:00-02:50, 425 words)

This is Borough Market, London's largest fruit and vegetable market right next to London Bridge station. It's open on Thursdays between 11:00 a.m. to 5:00 p.m., Fridays between 12:00 p.m. to 6:00 p.m., and Saturdays between 9:00 a.m. to 4:00 p.m. There are 150 stalls and fresh products arrive every day.

There are lots of tasty things to try out and buy in the market, from cooked meals to fresh bread and homemade pies. You can also find more and more organic products, with 30 stalls now selling exclusively organic food in Britain.

There are also public awareness campaigns to get people to eat more healthily, as nearly 43% of men and 33% of women are obese, and 23% of both sexes are clinically obese. One of these campaigns is called Five a Day, which means you're supposed to eat five portions of fruit and vegetables every day. This could also be a freshly made fruit juice called a smoothie or a fruit salad, for example. That way it's easier to get children to eat fruit.

You can get nice fresh meat and vegetables there, better than what you get in the supermarkets.
Is organic food important?
Um, yeah yes, can be. I mean, um, I like organic vegetables 'cause they just taste better. I like good food ingredients, so I like going to markets and I try to be more healthy with my food.

Well, as a student, it's kind of... organic food is quite expensive, so I usually go to the local Sainsbury's and um, or I eat in college and just in the canteen there. I'd like to buy my own food, but it's tempting to go for like the unhealthy stuff, and instead of like a lot of vegetables and fruit.

I can be health conscious, but I've already had um, a sausage sandwich this morning and I'm thinking about maybe having um, something else that's not so healthy but very good.

Do you buy organic food?
I try to, yes. And organic wine sometimes too.
What's good about organic food and what are the negatives?
Um, I think it lasts longer. It seems to be fresher for longer. It usually tastes very good, but it can be a little bit more expensive.

Organic food is grown without pesticides or chemicals, and so some people think that it's more healthy for them and that possibly they might live a longer and healthier life if they eat organic food. Personally, I'm not that convinced, so I just buy ordinary fruits and vegetables.

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TEST C-'26S-5pts
(Unseen Clip: No Grades? No Problem! Students Thrive in a Unique Academic Program - I)

Part A

[Q.1] Today I'd like you to talk about… your **career**. What **career** would you **like** to have? Explain **why**. Will **knowing English help** you in your career? Explain **why** or why not.

[Q.2] Today I'd like you to talk about… **traveling**. Is **learning** about life in other **countries interesting** to you? Explain **why** or why not. If you could **travel** anywhere in the world, **where** would you **go?** Explain **why**.

Part B

[Q.3] To begin with, **tell** me **briefly about** your **project** and what you were **hoping to learn** from it. In addition, **how** did **doing** your **project** help you **improve** one of **your skills**? Give **examples from** your **project** and **explain**.

Part C (link to the clip: **No Grades? No Problem!**, 00:22-04:22)

[Q.4] According to the clip, what is the **Moonshot program**? Explain. How is it **different** from a regular school program? Explain.

[Q.5] What are some things **students** say they **like** about the Moonshot program? Give **two examples**. Would **you** like to **learn** in a school program like "Moonshot"? Explain **why** or why not.

TRANSCRIPT OF THE CLIP → NEXT PAGE

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No Grades? No Problem! Students Thrive in a Unique Academic Program

(00:22-04:22, 650 words)

At an elementary school just outside of Pittsburgh.
– How are you today?

Class looks and feels a little different.
In this classroom, kids get to pick their own study topics, everything from tornadoes to roller skating.
– He's gonna bring in his roller skates.
Even the world's most haunted houses.
– So you could even do some research on that since you did research on California.
It's all part of a regular school day in what's called the Moonshot program.
– I've done the history of fashion.
We've done Christmas in different countries.
Right now I'm studying Mount Olympus.
75 students are part of the program.
We were just coming out of COVID and they needed something that would help them get that spark back.
We can talk about that.
We can talk about the science behind it.

For Moonshot teachers like Heather Nicholson, creating assignments based around students' unique interests is a gateway to teaching other important subjects like reading, writing, and math.
– Learning about, say, Mount Olympus. We're talking about Greek mythology. We're also talking about, um, some writing prompts. So we'll, we'll write about it. What does it look like? What do you see there? And then we can do some math. How tall is it? You know, how wide is it? We can just tie those all in.
– The mountain had a lot of water on it. Of course that's all gone now. It's all evaporating that kind of stuff.

Superintendent Laura Jacob told us she started the program partly as a way to help ease students' anxiety.
I think it helps encourage a child.
Also think broader and say, well, what am I interested in and how can I tie that together with what I'm learning?
And stress over getting good grades is common.
According to a recent poll, 64% of students ages 9 to 13 say school is what they worry about most often.
A lot of people get their grades, you know, their numbers or letters, and all they think of like.
What if my parents see this?

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In the Moonshot program, students do not get letter grades.
They don't have that stress of, I have to have that A.
They know what they need to work on thanks to high quality feedback, where teachers directly tell students what they did well and what they can work on in the future.
If I just tell you, uh, great, you did a good job today.
You don't know.
What that great or good statement has really highlighted.
However, if I have a paper and I say I'm really proud of you because you made sure that you capitalize this area, use correct punctuation, and you ensured that your commas were in the correct spot, that helps children learn better.
I really like the feedback so I know what I need to work on and what I'm doing good on, so that really helps me.
It's nice to be able to see like you are doing very good with your work really, but I think you could improve on your solving methods.

And the program seems to be working.
The school says kids in Moonshot perform higher in reading and math compared to other students in Pennsylvania.
I'm in 5th grade, but I take 6th grade reading and math classes.
I'm in taking information and trying to learn this stuff myself, which makes it stick with me for a lot longer.

The best part, the classroom itself.
The classroom.
Is made for us to be creative and be able to do things that we want to do whether that's flexible seating or us being able to go to the teacher whenever we need we can do whatever we're comfortable and do our work.
Um, not being stuck behind a desk is very nice for the students here, having even a little control over their learning has made a big impact.

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TEST B-'27Wsim -5pts

(Unseen Clip: The secret to a successful cherry crop? Helicopters)

Part A

[Q.1] Today I'd like you to talk about… **your future**. What do you hope to **achieve** in the next **ten years**? Explain. **Why** are these goals **important** to you? Explain.

[Q.2] Today I'd like you to talk about… **inventions**. In your opinion, what invention has had the biggest **impact** on you? Explain. Describe your **life without** this invention

Part B

[Q.3] To begin with, **tell** me **briefly about** your **project** and what you were **hoping to learn** from it. In addition, **who** or **what helped** you **complete** your project? Give **examples from** your **project** and **explain**.

PART C (link to the clip: **The secret to a successful cherry crop? Helicopters**, 00:07 – 03:41)

[Q.4] According to the clip, why is the Central Washington region **ideal** for **growing** cherries? Explain. How do the **seasons** affect **cherry growth**?

[Q.5] According to the clip, what is an **effective solution** for the **split cherries** problem? Explain. What are **two dangers** of this solution? Choose **one** and explain.

TRANSCRIPT OF THE CLIP → NEXT PAGE

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The secret to a successful cherry crop? Helicopters

(00:07 – 03:41, 618 words)

This is cherry country.
Central Washington's long sunny summer days and cool evenings make the region an ideal place to grow all sorts of sweet cherries.
From the deep red Bing to the golden yellow tinted Rainier.
This is really I think the best place on the earth to grow cherries on Stemlit Hill.

Kyle Mathison is a fourth-generation cherry farmer.
His family owns Stemlit Growers in Wenatchee, Washington, one of America's largest cherry producers.
In winter, their orchards are covered in snow. Then in spring, the buds begin to blossom. Come summer, it's harvest time.
What types of cherries are these?
These are Skeenas.
These are the ones that split when they see a little bit of a rain cloud.
They don't take much to split a Skeena.
A split or cracked cherry is not only less attractive, it's also more prone to rot.
The fragile fruit can rupture if rainwater sits for too long on the skin.
It goes right through the skin of the cherry and this cherry swells and swells and pretty soon it swells so much that it breaks the skin.
And so the idea is get that water off the cherry so it doesn't break the skin.

Decades ago, cherry farmers came up with what sounded like a crazy idea to protect their crop.
They would blow dry the cherry trees from above with helicopters.
Certainly, we could go out there, you know, individually or with a leaf blower, but on the magnitude that we're talking about with the number of acres and trees that we have to dry, uh, it's just the really the only effective way to move through the orchard quickly.

Pilot Ryan McDonald is the owner of Northwind Aviation, a company with a fleet of helicopters on standby during the summer, ready to provide drying services for Washington farmers.
What's the time window like between when it stops raining and when you need to be in the air?
Typically, you want to be done drying within an hour to 2 hours.
After the 2-hour window, the tree is really taking in a lot of that water, and you're going to start seeing splits.

A lot of these families um have been here farming the same ground for generations.
McDonald grew up on a Washington cherry farm.
A former member of the US snowboard team and an Army veteran, his love of flying inspired him to start his own aviation company focused on agriculture.
For cherry drying, pilots need to fly so low that it can be a risky business.
There's just a lot of hazards in doing what we do.
Obviously we're hovering over trees, so there's not an ideal landing spot for an emergency.

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Uh inevitably there's power lines, there's other trees, um obstacles around and so you have to maintain a high level of alertness and pay attention even though you're mowing the grass for hours on end.
Um every year, unfortunately, there is certain incidents that happen in this from pilots just losing focus for a split second.

McDonald demonstrated his flying technique for us, but there hasn't been much need for cherry drying this year.
It's barely rained.
It's been a perfect year.
I mean, it's probably one of the best cherry years I've ever remembered.

While some smaller farmers might take their chances with the forecast, Kyle Mathison pays a retainer to keep pilots on standby.
When you need them, you need them.
So, it's kind of like you're buying insurance then.
You're buying insurance, right?
It is kind of an insurance policy.
You're right.
Are there summers where you might not have them fly at all?
That lot.
That's the best summer.

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TEST C-'27Wsim -5pts (Unseen Clip: 5 Ways Big Cats Are Just Like Small Cats

Part A

[Q.1] Today I'd like you to talk about… **tests**. Do you think tests are **important**? Explain. What are **other ways** to show what you have **learned**? Explain and give **two examples**.

[Q.2] Today I'd like you to talk about… **money**. Do you think **schools** should **teach** courses on how to **manage** money? Explain. What would you like to **learn** about **managing your money**? Explain and give an **example**.

Part B

[Q.3] To begin with, **tell** me **briefly about** your **project** and what you were **hoping to learn** from it. In addition, what were some of the **things you or** your **teammates did** when faced **with problems**? Give **examples from** your **project** and **explain**.

Part C (link to the clip: 5 Ways Big Cats Are Just Like Small Cats)

[Q.4] The clip presents 5 **similarities** between leopards and house cats. Describe the **first two** similarities. Why is **playful** behavior **important** for cats? Explain.

[Q.5] How is the skill of **climbing** trees **beneficial** for cats? Explain. What is the **most interesting** thing you learned from this clip? Explain.

TRANSCRIPT OF THE CLIP → NEXT PAGE

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5 Ways Big Cats Are Just Like Small Cats | Planet Earth III | BBC Earth

(03:50, 411 words)

Big cats are some of the most famous predators in the world, with big teeth, long claws, and an incredible mix of strength and agility. They have a fearsome reputation in the animal kingdom, but one thing we often forget is that big cats are just... big cats. Their behavior is remarkably similar to that of house cats, simply on a larger scale. Let's look at five ways leopards and your house cat are indistinguishable.

1. Grooming

For leopards, looks are everything. Our house-proud cats spend plenty of time bathing themselves with their sandpaper-like tongues, and this big cat is no stranger to personal hygiene either. Imagine the size of the hairballs!

2. Personality

One of the things that makes cats, cats, is their larger-than-life personalities. At home, they may face off with the neighborhood dog double their size, but in the wild, this leopard faces off with hyenas much bigger than her, and even stands her ground when an elephant comes her way.

3. Playfulness

And all those antics aside, what's more popular on the internet than cats? Kittens! And yep, leopard kittens are exactly as cute and playful as you'd expect. As joyful as this looks, it is theorized that being playful when young actually forms a very important function in animals. These tumbling, pouncing behaviors could actually be preparation for when they grow up. This playtime is crucial to learning the basics of the techniques which let them survive as an adult.

4. Climbing Trees

From one cat cliché to another, how about climbing trees? With varying skill, most cats are at home in the branches. In fact, leopards are one of the most comfortable in trees—they even use them as a ladder to store their kills out of reach of anyone who might steal their food. And with a jump like this, there's no risk of them getting stuck up there either.

5. Catnapping

If there's one thing cats do better than anyone else, it's catnap, and leopards are no different. Sleep is life for these furry felines, napping everywhere from the rough ground all the way to the branches of the trees they love to sleep in. In fact, during the day, leopards will spend more time asleep than doing anything else—not quite what you'd expect from this notorious, prowling predator.

No matter their size, cats are, well, cats. Maybe next time you look at your cat, you'll see a little leopard there instead.

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ENGLISH – SPOKEN LANGUAGE & LISTENING COMPREHENSION, סמל: 016486, 016586

TEST A-Hpic'26W-4pts (Unseen Clip: Self-Confidence [H])

PART A

[Q.1] Today I'd like you to talk about… personal values. What values are most important to you? Explain why. In what way are these values part of your daily life? Explain.

OR

[Q.2] Today I'd like you to talk about… a time when you made a mistake. What did you learn from this mistake? Explain. Do you think it's important to make mistakes when you learn something new? Explain.

PART B

[Q.3] To begin with, tell me briefly about your project and what you were hoping to learn from it. In addition, now that your project is complete, how do you feel about the results? Give examples from your project and explain.

PART C (link to the clip – Self-Confidence - H)

[Q.4] What is the message of this talk? Explain. What does the speaker mean when he says you should believe in yourself? Explain.

[Q.5] According to the talk, how does thinking positively help us? Explain. Which of the tips given in this talk could be most helpful for you? Explain why.

TRANSCRIPT OF THE CLIP → NEXT PAGE

TIPS TO BOOST YOUR SELF-CONFIDENCE!

Feeling confident is very important in our lives – it makes us feel ready to achieve anything. Here are some tips and ideas that can help you boost your self-confidence.

First of all, it is important to believe in yourself. You are amazing just the way you are! Remember that you're unique, and that's what makes you special. Believe in your abilities and talents. Think of all the cool things you can do and don’t compare yourself to others.

In addition, in order to raise your self-confidence you should set small goals: Start with small, achievable goals. Then, practice as much as you can; whether it's playing a sport, painting, or doing math, practice makes you better. The more you practice, the more you will succeed and as a result you will become more confident. When you succeed at something, celebrate! It can be as simple as a high-five with yourself or a little dance.

It is also important to think positively and use positive words: When you make a mistake, don't be hard on yourself. Learn from it and try again. We don’t always get it right the first time! Replace negative thoughts with positive ones. Instead of saying, "I can't do this," try saying, "I can do it, and I'll try my best!"

Remember to stand up straight, look people in the eye, and smile. The way you stand makes you look and feel more confident. You will feel better in no time.

In conclusion, there are many ways to become more confident. If, however, you ever feel unsure or need a confidence boost, you can also talk to your parents, teachers, or a trusted adult. They can share their wisdom and experiences.

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ENGLISH – SPOKEN LANGUAGE & LISTENING COMPREHENSION, סמל: 016486, 016586

TEST E-Hpic'26W-4pts (Unseen Clip: Inventions [H])

PART A

[Q.1] Today I'd like you to talk about… skills. What do you think is the most important skill to learn for the future? Explain. Do you think schools should focus more on teaching this skill? Explain why or why not.

OR

[Q.2] Today I'd like you to talk about… relaxing. Do you think it's important to find time to relax? Explain why. What helps you relax after a long day? Explain.

PART B

[Q.3] To begin with, tell me briefly about your project and what you were hoping to learn from it. In addition, how did you or your teammates handle any problems that came up? Give examples from your project and explain.

PART C (link to the clip – Inventions - H)

[Q.4] What is the purpose of this talk? Explain. According to the talk, why was the traffic light invented? Explain.

[Q.5] Describe either the frozen food invention or the computer mouse invention. In your opinion, which of the inventions presented in the talk is the most important for you? Explain.

TRANSCRIPT OF THE CLIP → NEXT PAGE

INVENTIONS THAT HAVE CHANGED OUR LIVES

Every year the National Inventors Hall of Fame (NIHF) adds a new name to its list of American inventors who have changed our lives. This year the following three inventions were added to the list:

The first invention is the TRAFFIC LIGHT

Manual traffic signs, showing "stop" or "go," have been used since 1868. They controlled the traffic well enough until the early 20th century. But then cars started causing traffic jams in the city streets, and it soon became clear that something more effective was needed. To solve the problem, Garrett Morgan invented an automatic traffic light, with three coloured signals – red for "stop," green for "go" and yellow for "caution." In 1923 he sold his invention to General Electric for $40,000. Many years later, it is still controlling traffic around the world.

The second invention added to the list is FROZEN FOOD

In 1912, on a trip to northern Canada, a person named Clarence Birdseye noticed that local fishermen froze the fish they caught by packing them in ice. This, the fishermen explained, helped preserve the fish for many months while keeping much of the taste. Birdseye quickly understood the potential benefits of freezing foods before selling them to stores. After returning home, he invented machines for fast freezing and began selling frozen foods. His products were soon available all over the world, making him a wealthy man.

The last invention added to the list is the COMPUTER MOUSE

When the inventor Douglas Engelbart presented his invention to the public in 1970, it didn't even have a name. Now, it is universally known as the "mouse." Thanks to the mouse, the computer stopped being a machine that could be operated only by experts. Instead, it has become something that anyone can use. Engelbart himself was modest about his invention, but others immediately saw its great importance. In 1997 he was awarded the Lemelson-MIT Prize of $500,000, the world's largest cash prize for innovation.

Looking forward to finding out what will be chosen next year.

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ENGLISH – SPOKEN LANGUAGE & LISTENING COMPREHENSION, סמל: 016486, 016586

TEST D-Hpic-'26W-5pts (Unseen Clip: Procrastination [H])

PART A

[Q.1] Today I'd like you to talk about… inventions. In your opinion, what invention has had the biggest impact on you? Explain. Describe your life without this invention.

OR

[Q.2] Today I'd like you to talk about… goals. How do you set your personal goals? Explain. How do you achieve them? Explain.

PART B

[Q.3] To begin with, tell me briefly about your project and what you were hoping to learn from it. In addition, what were some of the difficulties you had while working on your project? Give examples from your project and explain.

PART C (link to the clip – Procrastination - H)

[Q.4] Describe who a chronic procrastinator is. According to the talk, why do people procrastinate? Give two reasons.

[Q.5] According to the talk, what are the effects of procrastination on students? Give two examples. How effective have students been when trying to cope with procrastination? Explain.

TRANSCRIPT OF THE CLIP → NEXT PAGE

I'LL DO IT TOMORROW

There is a term for people who never do anything on time. They are called "chronic procrastinators," the professional term for individuals who habitually put things off – until tomorrow, or next week, or whenever. And as researchers from around the world are finding out, procrastination is much more common– and much more puzzling – than you might imagine.

There is nothing unusual about putting off a task. Procrastination, however, isn't about setting priorities, as most people do when choosing to perform one task while temporarily postponing another. Nor is it about setting aside a task from time to time in order to enjoy immediate pleasures, like ice cream or playing a game. In other words, for chronic procrastinators putting off a task is not a rational or occasional act; it is a way of life in which little or nothing gets done on time, if at all.

The study of procrastination was, appropriately enough, a late development in the field of human behavior. When scientists eventually began looking into this habit in the 1980s, they discovered that about twenty per cent of adults, regardless of gender or nationality, are chronic procrastinators. Since then, experts have produced a variety of theories about the phenomenon. Joseph Ferrari, an expert in human behavior, for example, suspects that some procrastinators delay tasks in order to enjoy the thrill of working under pressure. Other researchers believe the behavior may stem from the fear of failure. Still others are investigating whether procrastination arises from the inability to control desires. Each of the competing theories seems to explain some cases of procrastination, but so far no single theory has managed to explain them all.

While some experts are searching for the causes of procrastination, others are concerned with its effects. Surveys of students have shown that procrastination is clearly associated with personal inefficiency. Moreover, it may lead to students behaving inappropriately, which is especially worrying to educational authorities, since nearly seventy per cent of the students describe themselves as procrastinators.

In an attempt to cope with the phenomenon, special workshops have been set up to help students kick the habit. Larry Simpson, a counselor at a workshop, has participants analyze their behavior patterns in order to change them. In group sessions, he discusses the importance of studying even when one is not in the mood, and of setting aside a regular place to do it.

For reasons still unclear, this program hasn't proven entirely effective; nor have other approaches. While some participants become more confident and efficient, others experience only temporary improvement. And not surprisingly, one in four students arrives late for the sessions or attends them irregularly. But Mr. Simpson, for one, understands. He is a chronic procrastinator himself.

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ENGLISH – SPOKEN LANGUAGE & LISTENING COMPREHENSION, סמל: 016486, 016586

TEST F-Hpic-'26W-5pts (Unseen Clip: Procrastination [H])

PART A

[Q.1] Today I'd like you to talk about… friendship. What do you value most in a friendship? Explain why. What is one important lesson you learned from a friend or a family member? Explain.

OR

[Q.2] Today I'd like you to talk about… a time when you made a mistake. What did you learn from this mistake? Explain. Do you think it's important to make mistakes when you learn something new? Explain.

PART B

[Q.3] To begin with, tell me briefly about your project and what you were hoping to learn from it. In addition, did you meet the goals you set at the start of your project? Give examples from your project and explain.

PART C (link to the clip – Procrastination - H)

[Q.4] Describe who a chronic procrastinator is. According to the talk, why do people procrastinate? Give two reasons.

[Q.5] According to the talk, what are the effects of procrastination on students? Give two examples. How effective have students been when trying to cope with procrastination? Explain.

TRANSCRIPT OF THE CLIP → NEXT PAGE

I'LL DO IT TOMORROW

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