

המזכירות הפדגוגית
אגף המפמ"רים
הסכרתאריה التربوية
قسم المفتشين المركزيين

מדינת ישראל
משרד החינוך, התרבות והספורט
دولة إسرائيل
وزارة التربية والثقافة والرياضة

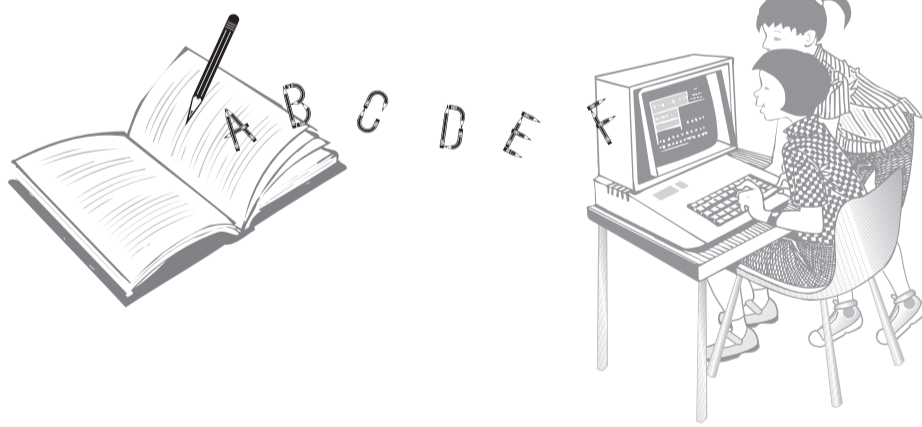
לשכת המנהלת הכללית
אגף הערכה ומדידה
מכתב המדיירה العامة
قسم التقييم والقياس

امتحان في اللغة الإنجليزية للصف الثامن

شريط فهم المسموع

מבחן באנגלית לכיתה ח'

קלטת הבנת הנשמע



2004 תשס"ד

امتحان مقاييس النجاح والنماء في المدرسة - 2004

تشرين الثاني 2004
نومبر 2004

Grade 8: Listening Tasks

مَرَحَبًا بِكُمْ أَعِزَّاءَنَا الطُّلَّابَ فِي امْتِحَانِ اللُّغَةِ الإِنجِلِيزِيَّةِ.

Task 1

أَصْغُوا إِلَى المُحَادَثَةِ بَيْنَ سَامِي وَكَارِينِ حَوْلَ رِحْلَةِ سَامِي وَعَائِلَتِهِ.
عَرَضَ سَامِي عَلَى كَارِينِ أَرْبَعَ صُورٍ. تَأَمَّلُوا الصُّورَ الَّتِي عَلَى الوَرَقَةِ ثُمَّ اكْتُبُوا إِلَى جَانِبِ
كُلِّ صُورَةٍ رَقْمًا، حَسَبَ التَّرْتِيبِ الَّذِي عَرَضَ فِيهِ سَامِي الصُّورَ عَلَى كَارِينِ.
إِنْتَبِهُوا: عَلَى الوَرَقَةِ يَوْجَدُ أَكْثَرَ مِنْ أَرْبَعِ صُورٍ.
سَتَسْتَمِعُونَ إِلَى المُحَادَثَةِ مَرَّتَيْنِ.

Karen: How was your vacation, Sammy?

Sammy: It was great, Karen. Would you like to see some photos?

Karen: Oh, yes. I'd love to.

Sammy: Here I am in the first photo, in the hotel lobby. On the first day of our vacation, the weather was bad. It rained all day and we stayed inside.

Karen: Did the weather get better after that?

Sammy: Yes. The next day was sunny and warm. Here, look at the second picture.

Karen: Oh! You're hiking through the hills. The trees and flowers look so beautiful.

Sammy: Yes, it was a wonderful place, and it was so quiet.

- Karen:* And what did you do after that?
- Sammy:* On the third day, we decided to go snorkeling so we went to the beach.
- Karen:* Snorkeling?
- Sammy:* You know – swimming under water with a special mask to breathe. We saw beautiful, colorful fish. You can see my sister snorkeling in the picture.
- Karen:* Yes, she seems to be having fun.
- Sammy:* And here's the last picture. That was when we went to an art museum. Look – here we are in front of the museum.
- Karen:* Ooh, that sounds interesting. What kind of paintings did you see?
- Sammy:* We saw some famous paintings and some modern art, too. It was really interesting.
- Karen:* What a great vacation! Thanks for showing me your photos, Sammy.
- Sammy:* You're welcome.

الآن ستَسْمَعُونَ المُحَادِثَةَ مَرَّةً أُخْرَى.

Task 2

الآن ستستمعون إلى المقابلة. اقرأوا الأسئلة التي على الورقة أولاً وبعدها أصغوا إلى المقابلة
ثم أجيبوا عن الأسئلة.
ستستمعون إلى المقابلة مرتين.

Tom: Hello, I'm Tom Johnson. Welcome to our radio program, **You Can Make a Change**. Today, my guest is Rona Parker, a student at Kenmore Junior High School. Hello, Rona.

Rona: Hello Tom.

Tom: Rona, you've started a group called **No to Bullies**. What **are** bullies?

Rona: Bullies are kids who hurt and frighten children at school. Some bullies take the other kids' money and books. Other bullies push and hit the children. They sometimes also call them horrible names.

Tom: I see – and when did you started your group, Rona?

Rona: Umm, about six months ago. Some friends and I decided that it was time to stop the bullies.

Tom: Good for you! What did you do?

Rona: Well, first we talked to the bullies and told them to stop hurting other kids. Then, we talked to the kids at school and showed **them** how to stand up to the bullies.

Tom: What do you mean, "stand up to the bullies"?

Rona: Well, I mean kids should just say, "Stop it now!" and walk away. Because if a kid doesn't do anything and just cries, the bully will want to hurt him more.

Tom: Well, that's a great idea, Rona. And has your group made a change?
Do kids feel better about coming to school now?

Rona: Oh, yes. Now most kids aren't afraid to come to school. They know how
to stand up to bullies. Also, more kids are joining our group.

Tom: Well Rona, thank you for telling us about your group, **No to Bullies**.
You've really made a change at your school.

Now answer the questions.

الآن ستستمعون إلى المقابلة مرة أخرى.

إنتهينا من مهمات فهم المسموع. نتمنى لكم النجاح في بقية مهمات الإمتحان.

המזכירות הפדגוגית
אגף המפמ"רים
הסכרתאריה התרבויה
קסם המתשין המרכזין

מדינת ישראל
משרד החינוך, התרבות והספורט
דולה ישראל
وزارة التربية والثقافة والرياضة

לשכת המנהלת הכללית
אגף הערכה ומדידה
מכתב המديרה العامة
קסם التقييم والقياس

תשס"ד

امتحان في اللغة الإنجليزية للصف الثامن الصيغة أ

EIGHTH GRADE ENGLISH TEST

VERSION A

اسم الطالب/ة / سם התלמיד/ה

الصف / כיתה

اسم المدرسة / שם ביה"ס

البلدة / יישוב

في أيّ جميع تتعلم اللغة الإنجليزية؟

1. جميع أ
2. جميع ب
3. جميع ج
4. صفّ ناطق باللغة الإنجليزية
5. لا يوجد جميع في اللغة الإنجليزية



2004 תשס"ד

امتحان مقاييس النجاعة والنماء في المدرسة من 2004

تشرين الثاني 2004
نوبمبر 2004

عزيزي الطالب:

يتألف هذا الامتحان من ثلاثة أقسام.
اقرأ بتمعن جميع النصوص، ثم أجب عن الأسئلة كلها.
راجع إجاباتك قبل تسليم الامتحان للمراقب.
مدة الامتحان: ساعة ونصف (90 دقيقة).

توزيع الدرجات:

القسم الأول -	20	درجة
القسم الثاني -	60	درجة
القسم الثالث -	20	درجة
المجموع	100	درجة

انتبه: استعمال القواميس في هذا الامتحان ممنوع.

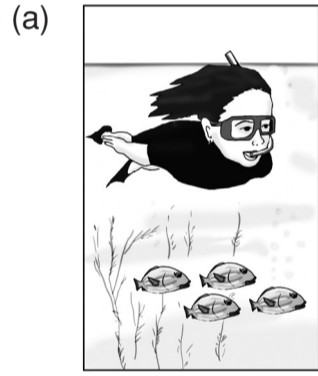
التعليمات في هذا الامتحان مكتوبة بصيغة المذكر وهي موجهة للممتحنات وللممتحنين على حدّ سواء.

نتمنى لك النجاح!

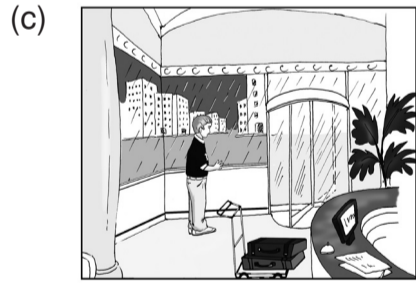
القسم الأول (20 درجة) – PART A (20 points)
المهمة 1 TASK 1

Listen to Sammy and Karen talking about Sammy's family vacation.
Sammy showed Karen four pictures.
Look at the pictures on the page.
Write a number next to each picture in the order that Sammy showed them. (There are more pictures than you need.)
You will hear the dialogue twice.

أصغوا إلى المحادثة بين سامي وكارين حول رحلة سامي وعائلته.
عرض سامي على كارين أربع صور.
تأملوا الصور التي على الورقة ثم اكتبوا إلى جانب كل صورة رقماً، حسب الترتيب الذي عرض فيه سامي الصور على كارين.
انتهوا: على الورقة يوجد أكثر من أربع صور. (لن تستعملوا الصور الست كلها).
ستستمعون إلى المحادثة مرتين.

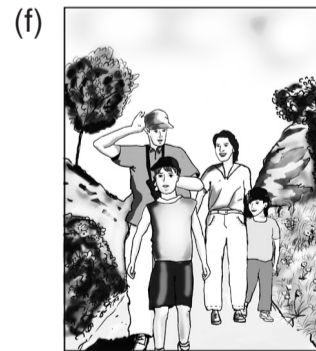












TASK 2 المهمة

<p>You will hear an interview. First read the questions on the page. Then listen to the interview and answer the questions.</p> <p>You will hear the interview twice.</p>	<p>الآن ستستمعون إلى مقابلة. اقرأوا الأسئلة التي على الورقة أولاً وبعدها أصغوا إلى المقابلة ثم أجبوا عن الأسئلة.</p> <p>ستستمعون إلى المقابلة مرتين.</p>
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Questions**1. Circle one answer.**

Rona is on the radio program to talk about

- how she helped kids at her school.
- why she went to another school.
- why she hurt other kids at school.

2. Circle one answer.

Bullies are kids who

- cry at school.
- help other kids.
- hurt other kids.

3. Circle one answer.

What is the name of Rona's group?

- "Stop It Now"
- "No to Bullies"
- "You Can Make a Change"

4. Circle TWO answers.

أحط بدائرة (حوط) إجابتين.

What can a kid do to stop a bully?

- Say, "Stop it now!"
- Hurt the bully.
- Start to cry.
- Walk away.
- Help the bully.

5. Write the answer.

يمكن الإجابة عن هذا السؤال باللغة العربية أيضاً.

How do kids feel about coming to school **now**?

تابع العمل على الصّفحة التّالية.

PART B (60 points) – القسم الثاني (20 درجة) – المهمة 3 TASK 3

<p>Look at the ads and read the sentences below. Match the sentences to the ads by writing the number of the sentence next to the correct picture. (There are more sentences than you need.)</p>	<p>تأمل الإعلانات التجارية واقرا الجملة التي تحتها. لائم بين الإعلانات والجملة. اكتب بجانب كل إعلان رقم الجملة التي تلائمه. (انتبه: عدد الجملة أكبر من عدد الإعلانات.)</p>
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1. "It's really hot today. I'm very thirsty and I need a drink."
2. "You're always late. Please try to come on time tomorrow."
3. "Look how dirty the floor is! We have to wash it before our friends arrive."
4. "My favorite singer has some great new songs. I can't wait to hear them!"
5. "I feel like eating something sweet. Let's stop at the kiosk on the way home."
6. "My hair's a terrible mess. I want to wash it before we go out."

TASK 4 المهمة 4

Read the two notices on the bulletin board at the Community Center. Then answer the questions on the next page.

اقرأ الإعلان المنشورين على لوحة إعلانات المركز الجماهيري.
بعد ذلك أجب عن الأسئلة في الصفحة التالية.



Do something for someone else!

Wanted: Volunteers to Help Senior Citizens*

We are looking for volunteers to work with senior citizens one or more hours a week. They need your help with any of these activities: going out for a walk, cooking, cleaning, and going shopping.

To sign up, call the Community Center at 873-6009 or come to the office any afternoon from 4 to 7 p.m.



HELP SOMEONE WHO NEEDS YOU!

Wanted: Pupils to Help Pupils

Are you good at mathematics, English or science? Do you like to help other people? If both answers are YES, you can volunteer to work with pupils who need extra help with their studies. You may meet with the pupil at his or her home or at the Community Center.

To sign up, call the Community Center at 873-6009 or come to the office any afternoon from 4 to 7 p.m.

* senior citizens – الأشخاص الذين تزيد أعمارهم عن 65 سنة

Questions

1. Complete the sentence with ONE word.

The Community Center is looking for _____.

2. Write the answers.

Who needs help?

a. _____

b. _____

3. Circle one answer.

In the FIRST notice, the Community Center wants people who

- a. can help with everyday activities.
- b. are good students at school.
- c. work in an office.
- d. can work in a shop.

4. Circle TWO answers.

أحط بدائرة (حوّط) إجابتين.

In the SECOND notice, the Community Center wants people who

- a. teach at a school.
- b. enjoy helping others.
- c. are good students.
- d. need extra help at school.
- e. work at the Community Center.

5. Write TWO answers.

Where can volunteers work with the pupils? (second notice)

a. _____

b. _____

6. Write TWO answers.

If you want to volunteer, how can you sign up?

a. _____

b. _____

TASK 5 المهمة 5

Read the text and answer the questions on the next page.

اقرأ النصّ وأجب عن الأسئلة في الصّفحة التّالية.

Teenagers and Free Time

1

What do you do in your free time? This was the question that a group of researchers* asked. They wanted to know what teenagers do in the hours when they are not sleeping, not in school and not at work.

2

The researchers asked teenagers in the United States and Europe three questions: How much free time do you have each day? What do you do in your free time? Why is free time important to you?

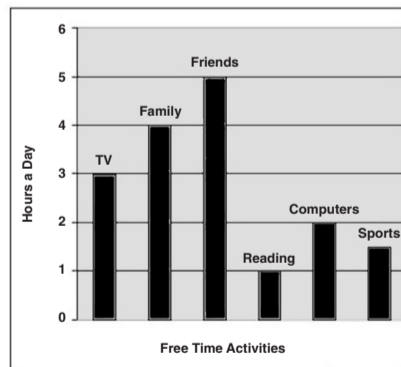
3

The researchers found that American and European teens have a lot of free time. Teens are free during almost half of their waking hours**.

4

The results also show that teenagers do a lot of different activities in their free time. American and European teenagers spend about three hours watching TV every day but less than one hour a day reading. Teenagers also enjoy spending time with family and friends, playing computer games, and doing sports. You can see this in the graph below.

5



Finally, the researchers found that free time is very important to teens. In their free time they can play and take part in activities that they enjoy. Taking part in free time activities helps teens to relax after a long day at school or work. The researchers suggest that every teen should take part in at least two or three free time activities. So why don't *you* make free time an important part of your day?

* researchers – باحثون

** waking hours – ساعات اليقظة

Questions

1. Circle one answer.

What is the subject of the text?

- a. What teenagers do at school and work
- b. What teenagers do in their free time
- c. Why teenagers don't have time to relax
- d. Why teenagers like to sleep a lot

2. Complete the table by writing the correct question or answers.

What did the researchers want to know?	What did the researchers find?
How much free time do teenagers have every day? (paragraph 3)	a.
What do teenagers do in their free time? (paragraph 4)	b. (Give two of the activities.) 1. 2.
c.	Free time is important to teens because they can relax and take part in activities they enjoy. (paragraph 5)

3. Circle TWO answers. (paragraph 4 and graph)

أحط بدائرة (حوط) إجابتين.

Teenagers spend more time

- a. watching TV than reading.
- b. doing sports than playing computer games.
- c. with friends than with their families.
- d. playing computer games than watching TV.
- e. reading than playing sports.

4. Circle one answer.

The writer wrote this text for

- a. researchers.
- b. parents.
- c. teachers.
- d. teenagers.

القسم الثالث (20 درجة) – PART C (20 points)

المهمة 6 TASK 6

What is in the picture?

On the next page, write **four** sentences about what you see.

You may use the words in the word bank.

Pay attention to grammar, spelling and punctuation.

ماذا في الصورة؟

اكتب على الصفحة التالية أربع جمل تصف ما ترى في الصورة. يمكنك الاستعانة بمخزن الكلمات. انتبه إلى قواعد اللغة والإملاء وعلامات الترقيم.



Word Bank

מخزن كلمات

guitar	play	fly	sky
kick	birds	run	people
under	flowers	park	look

1. _____
2. _____
3. _____
4. _____

Scoring Form for English Test, Eighth Grade, Version A

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الصف والشعبة	
اسم العائلة	رقم الهوية
الاسم الشخصي	الموضوع
اسم المدرسة	رقم المدرسة

التجميع	1	2	3	4	5	6
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الشعبة	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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- This form will be read by an optical scanner. Use only a BLACK OR BLUE PEN.
- Do not use correction fluid.
- Should you make a mistake, shade the entire box and then mark the correct box with an X.
- For multiple-choice questions, mark the answer chosen by the student with an X.
- Score the open questions according to the general scoring instructions. Mark the appropriate score with an X.
- Mark n.a. if the student did not answer the question.
- Do not mark answers to questions that are blacked out on the Scoring Form .

Task 1

	1	2	3	4	n.a.	
a.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> n.a.	5 mc
b.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> n.a.	5 mc
c.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> n.a.	5 mc
d.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> n.a.	5 mc
e.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> n.a.	5 mc
f.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> n.a.	5 mc

Task 2

	0	a	b	c	n.a.	
1.	<input type="checkbox"/>	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> n.a.	4 mc
2.	<input type="checkbox"/>	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> n.a.	4 mc
3.	<input type="checkbox"/>	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> n.a.	4 mc
4.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> n.a.	4
5.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a.	4

Task 3

	1	2	3	4	5	6	n.a.	
a.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> n.a.	7 mc
b.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> n.a.	7 mc
c.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> n.a.	7 mc
d.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> n.a.	7 mc

Task 4

	0	a	b	c	d	n.a.	
1.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a.	5
2.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a.	5
3.	<input type="checkbox"/>	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> n.a.	5 mc
4.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a.	5
5.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a.	5
6.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a.	5

Scoring Form for English Test, Eighth Grade, Version A

- This form will be read by an optical scanner. Use only a BLACK OR BLUE PEN.
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- Score the open questions according to the general scoring instructions. Mark the appropriate score with an X.
- Mark n.a. if the student did not answer the question.
- Do not mark answers to questions that are blacked out on the Scoring Form .

Task 5

	0	a	b	c	d	n.a.	
1.	<input type="checkbox"/>	<input type="checkbox"/> a 1	<input type="checkbox"/> b 2	<input type="checkbox"/> c 3	<input type="checkbox"/> d 4	<input type="checkbox"/> n.a. 5	mc
2a.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a. 5	
2b.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a. 5	
2c.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a. 5	
3.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> n.a. 5	
4.	<input type="checkbox"/>	<input type="checkbox"/> a 1	<input type="checkbox"/> b 2	<input type="checkbox"/> c 3	<input type="checkbox"/> d 4	<input type="checkbox"/> n.a. 5	mc

Task 6

	0	1	2	3	4	5	n.a.
1.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n.a. 6
2.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n.a. 6
3.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n.a. 6
4.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n.a. 6

Task 7

	0	1	2	3	4	5	n.a.
CA	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n.a. 6
A	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n.a. 6



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