

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

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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]

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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-'26Ssim-4pts (Unseen Clip: Nightly News: Kids Edition – Galapagos Islands - II)

PART A

[Q.1] Today I'd like you to talk about... social media such as Instagram. How do you think social media affects teenagers' self-esteem? Explain. In what ways can social media be positive? Explain and give two examples.

OR

[Q.2] Today I'd like you to talk about... friends. Do you think age is important in a friendship? Explain. How do you prefer to keep in touch with friends? 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, after finishing your project what advice would you give someone who is starting their project? Give examples from your project and explain.

PART C (link to the clip - [Nightly News: Kids Edition – Galapagos Islands](#), watch 15:19-18:05)

[Q.4] What two facts do we learn about the Galapagos Islands? What do we know about the Galapagos penguins? Name two things.

[Q.5] According to the clip, what is "adaptation"? Explain. How have the iguanas adapted to the Galapagos Islands? Explain.

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Nightly News: Kids Edition – Galapagos Islands

(15:19 - 18:05, 419 words)

where in the world can you find Penguins sea lions and birds of every color all living together in harmony the Galapagos Islands are an archipelago or a group of islands located in South America off the coast of Ecuador there are 13 major islands six minor Islands and a lot of smaller Islands which are called Islands the islands were formed by underwater volcanoes which erupted millions of years ago creating a one-of-a-kind environment along the Equator or the middle of the world because of their isolated location and diverse climate the Galapagos Islands are home to an incredible array of animal life like the Galapagos tortoise one of the oldest living animals on Earth did you know the Galapagos giant tortoise is also the world's largest tortoise some have grown more than five feet wide and weigh in at over 500 pounds and because these islands have both warm and cold water sources they're home to a special species of penguins Galapagos penguins unlike Arctic penguins these birds have shorter feathers to account for the warmer climate they do this really fun Behavior called porpoising so they will swim and kind of jump out of the water mid-swim so they can't fly in the air like other birds but they can fly underwater and it's pretty amazing how they use their wings and they've adapted or changed to live specifically in the water many of the animals in the Galapagos had to figure out how to survive in an unfamiliar place when they first arrived millions of years ago over time these changes became part of the species normal behavior and are called adaptations when land iguanas arrived to the newly formed Galapagos Islands they had trouble finding food so they started eating seaweed and algae from the shore to survive eventually they even learned to swim and are now called marine iguanas climb on the Rock so they like to bask in the Sun but they're really Adept swimmers and they have great adaptations to help them expel salt from their system their feet and their tail are specially adapted to swim in the rough Coastline of the Galapagos because of the adaptations some animals have developed to live in this one-of-a-kind environment the Galapagos is the only place in the world you can find certain creatures like marine iguanas Galapagos penguins and flightless cormorants it's important to protect these unique creatures in their homes which are struggling to keep up with tourism and environmental changes

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TEST B-'26Sim-4pts (Unseen Clip: Nightly News: Kids Edition – Rainforests)

PART A

[Q.1] Today I'd like you to talk about... recommendations. Have you ever bought something because somebody recommended it to you? Give an example and explain. Do you like to read books or watch movies based on friends' recommendations? Explain.

OR

[Q.2] Today I'd like you to talk about... your future plans. Describe a personal goal you hope to achieve in the next five years. Explain why this goal is important to you.

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 is one goal that you would like to set for yourself for the next project? Give examples from your project and explain.

PART C (link to the clip: [Nightly News: Kids Edition – Rainforests](#), 04:05 - 07:09)

[Q.4] Name three facts we learn about rainforests. What is deforestation? Explain.

[Q.5] Why was Kids Saving The Rainforest organization founded? Give two reasons. What have the people in this organization done? Give two examples and explain.

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Nightly News: Kids Edition – Rainforests

(04:05 - 07:09, 418 words)

they're hot humid and overflowing with wildlife rainforests are found in every continent except Antarctica and some of the biggest ones on Earth are along the Amazon river in South America rainforests are home to more than half of all living things yet they only make up six percent of the Earth's surface every square foot of the rainforest contains unique plants and animals from the forest floor to the canopy to the top of the tallest trees these amazing environments are vital ecosystems for plants animals and people alike the Yanomami are just one of many indigenous tribes that have lived in the Amazon rainforest for centuries sadly their home and way of life is in trouble in part because of a widespread issue called deforestation so the first station is when because of human actions trees are removed from an area to be used for human purposes so it can either be used for lumber or to create areas for Productions or even to be able to create touristic areas for hotels urbanizations and cities deforestation is a problem all over the world and is an even bigger issue for tropical rainforest because of the rich biodiversity they contain fortunately it's not too late to help preserve the tropical rainforest one organization in Costa Rica was started by kids just like you kids saving the rainforest was founded by two nine-year-old girls that lived in Manuel Antonio Costa Rica is a beautiful area with lots of rainforests and they saw that the rainforest was being destroyed because of all the tourism creating hotels or urbanizations so they wanted to and be able to teach people about the importance of the rainforest and find Solutions of how to protect it kids saving the rainforest has planted over 18 000 trees and installed over 200 Wildlife Bridges which help animals Crossroads and avoid getting hurt by cars or electrical wires they also run a wildlife rescue center and sanctuary in Costa Rica our purpose of any animal that we rescue is to release them because that's how we actually make an impact however there are some animals that can't be released because they have permanent injuries so we give Sanctuary to them in our wildlife sanctuary in addition to their work on the ground kids saving the rainforest also works to educate kids and grown-ups about these ecosystems they run educational programs in schools in Costa Rica and recently published a coloring book about different endangered rainforest animals

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TEST C-'26Ssim-4pts (Unseen Clip: Nightly News: Kids Edition – Making Snow)

PART A

[Q.1] Today I'd like you to talk about... neighbors. Do you like your neighborhood? Explain. Do you get along with your neighbors? Explain.

OR

[Q.2] Today I'd like you to talk about... culture. If you could travel anywhere in the world, where would you go? Explain why. How can learning about other cultures be useful for you? 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 is one thing in particular you want people to notice when they read your project? Give examples from your project and explain.

PART C (link to the clip - [Nightly News: Kids Edition - Making Snow](#), watch 04:08 - 07:09)

[Q.4] What is the problem presented in the clip? According to the clip, what is the solution for this? Explain.

[Q.5] Can this machine be used anywhere? Explain. In your opinion, is the solution presented in the clip effective? Give an example and explain.

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Nightly News: Kids Edition - Making Snow

(04:08 - 07:09, 517 words)

hi lester and greetings from cam gaw in mawa new jersey it is a great day to ski we've got 14 feet of snow as a base but you know what this isn't from mother nature this snow is from this machine some areas out west have already gotten upwards of 22 feet of snow this season but in many parts of the country we haven't had a whole lot so what do you do if you've got a ski mountain and no snow you turn to science believe it or not you can follow a recipe and if conditions are right you can make snow snow is made naturally with water vapor while manufactured snow is made by freezing liquid water but the process is similar is it fair to say your real title here is father nature because you're making the snow which is on the ground now yes we create what mother nature doesn't give us people have been skiing on snow as far back as 8 000 years ago and even when it became popular in europe in the late 1800s if it didn't snow you didn't ski but in the early 1900s inventors tried to solve that problem with crude contraptions by the 1950s the devices were better paving the way for machines that now truly mimic how snow is made naturally we've upgraded our equipment over the past six years to fully automatic guns which produce more and every ounce of water that comes out of it turns to snow versus 20 years ago europe like half of the production was wet rain another half was snow those powerful snow makers may look like a hair dryer and a jet engine had a baby but don't underestimate them they can drop more white stuff than a snow storm and it's really good snow to ski on how much snow can this produce it can produce a pile about four to five feet high 50 feet long eight feet wide every gun makes its own blizzard every night this looks like a jet engine in here it pretty much is it's a humongous fan that just blows lots of volumes of air through it these are our water nozzles you'll see there's weird looking there's six weird looking ones these nozzles have a combination of water and air coming out of them creates a mist and mist freezes faster than water so this shoots a mist in the air these bulk water nozzles shoot water into that mist and that's what creates the snow it's not like you can just buy this machine add air add water and create snow whenever you want and wherever you want right you still have to have the weather cooperate tell me about that the weather is our biggest factor we need the temperature below 30 degrees and the humidity below 50 percent to make feel make snow so next time you're out skiing try and figure out if the snow came from the sky or a snow gun you may not be able to tell

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TEST A-'26Ssim -5pts

(Unseen Clip: [Japan encourages parents to let kids walk to school solo](#))

PART A

[Q.1] Today I'd like you to talk about... buying and selling. Do you prefer buying things for yourself or for other people? Explain. If you were to open your own shop, what kind of things would you sell in it? Explain.

OR

[Q.2] Today I'd like you to talk about... environment. What type of pollution really bothers you? Give an example and explain. Do you try to buy environmentally friendly products? 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, what is one thing you wish you had gotten more help with during your project? Give examples from your project and explain.

PART C (link to the clip - [Japan encourages parents to let kids walk to school solo](#), watch 00:22-03:38)

[Q.4] What is surprising about the young boy's daily routine? Explain. Describe the young boy's journey to school.

[Q.5] Why do parents in Japan feel comfortable with this way of life? Give two examples and explain. In your opinion, would parents in Israel be comfortable with this way of life? Explain.

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Japan encourages parents to let kids walk to school solo

(00:22 - 03:38, 472 words)

From 5:30 to 6:30 a.m. on school days ruh hey Sato's routine looks like pretty much any first graders this being Japan breakfast is rice with fish eggs and seaweed but otherwise it feels familiar it's what comes next that's so surprising it takes you 55 minutes to get to school yes and you'll do this all alone yes is that strange no take a look at the trip he takes solo it's a 10-minute walk to the station where he swipes his card like a veteran commuter there are trains to catch and rush our crowds to contend with then there's a transfer to a second train and another walk all alone at age 7 but before you jump to judgment meet his mom Yumi Sato do you worry about him uh at the beginning yes I was so worried in Japan parents are encouraged to let their kids go to school alone in fact it's mandated at sato school it's a culturally indoctrinated understanding that children are supposed to be independent by the time they start grade school really so that's age six Toru Clavell is a Japanese American sociologist now living in Tokyo she's also a mom who's about to let her own daughter commute to school alone and Japanese it's kawaii corny with a bias eh oh this is saying that children are exposed to and it means to the adored child send them on journeys we've seen kids in Japan serving food at school lunchtime and cleaning up afterwards oh wait Yui Sato notes Japan's trains are dependable and there's a modern day tool to keep tabs on little Roux hey you can see where he is a GPS tracking device which reports back to her phone have you been to the US yeah would you let Roo hey go to school never even finish my question absolutely not really why not because I see a lot of guns on TV in the United States I don't feel very safe kids being alone and going to school by themselves in America yes Japan has a relatively low crime rate and the yellow flap on satisfaction as a first grader Iowa community is expected to keep close watch there are newspaper stories about pedophiles there are subway cars in Tokyo that have been made for only women so there's no groping do these parents have a sort of false sense of security here every parent has to assess what he or she is comfortable with absolutely there's crime in Japan there's danger but you have to weigh that against giving your child some freedom and being confident that you've given your child the tools to be able to navigate that you made it okay yes returning from school the seven-year-old seemed unfazed by any debate of his daily journey.

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TEST B-'26Ssim -5pts (Unseen Clip: [The genius of the London Tube Map](#))

PART A

[Q.1] Today I'd like you to talk about... traveling. Do you take a lot with you when you travel, or do you try to pack light? Explain. Do you like to try local foods when you travel? Explain and give an example.

OR

[Q.2] Today I'd like you to talk about... feelings. What makes you feel very good? Explain and give an example. If you are feeling down, what can make you feel better? 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, while doing your project what did you do that seemed to work well? Give examples from your project and explain.

PART C (link to the clip - [The genius of the London Tube Map](#)):

[Q.4] According to the clip, why was the original map of the London Tube complicated? Give two examples and explain. What changes occurred when Harry Beck understood that all that people wanted is to get from one station to the other? Give two examples and explain.

[Q.5] How do we know that Beck's Tube map became a success story? Explain. The speaker mentions three principles that should be applied in almost every design problem. Choose one and give an example of how it was applied to the map.

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[The genius of the London Tube Map](#)

(The whole clip, 512 words)

The history of civilization, in some ways, is a history of maps: How have we come to understand the world around us? One of the most famous maps works because it really isn't a map at all.

The London Underground came together in 1908, when eight different independent railways merged to create a single system. They needed a map to represent that system so people would know where to ride. The map they made is complicated. You can see rivers, bodies of water, trees and parks -- the stations were all crammed together at the center of the map, and out in the periphery, there were some that couldn't even fit on the map. So the map was geographically accurate, but maybe not so useful. Enter Harry Beck. Harry Beck was a 29-year-old engineering draftsman who had been working on and off for the London Underground. And he had a key insight, and that was that people riding underground in trains don't really care what's happening aboveground. They just want to get from station to station -- "Where do I get on? Where do I get off" It's the system that's important, not the geography. He's taken this complicated mess of spaghetti, and he's simplified it. The lines only go in three directions: they're horizontal, they're vertical, or they're 45 degrees. Likewise, he spaced the stations equally, he's made every station color correspond to the color of the line, and he's fixed it all so that it's not really a map anymore. What it is is a diagram, just like circuitry, except the circuitry here isn't wires conducting electrons, it's tubes containing trains conducting people from place to place. In 1933, the Underground decided, at last, to give Harry Beck's map a try. The Underground did a test run of a thousand of these maps, pocket-size. They were gone in one hour. They realized they were onto something, they printed 750,000 more, and this is the map that you see today. Beck's design really became the template for the way we think of metro maps today. Tokyo, Paris, Berlin, São Paulo, Sydney, Washington, D.C. -- all of them convert complex geography into crisp geometry. All of them use different colors to distinguish between lines, all of them use simple symbols to distinguish between types of stations. They all are part of a universal language, seemingly. I bet Harry Beck wouldn't have known what a user interface was, but that's really what he designed and he really took that challenge and broke it down to three principles that I think can be applied in nearly any design problem. First one is focus. Focus on who you're doing this for. The second principle is simplicity. What's the shortest way to deliver that need? Finally, the last thing is: Thinking in a cross-disciplinary way. Who would've thought that an electrical engineer would be the person to hold the key to unlock what was then one of the most complicated systems in the world -- all started by one guy with a pencil and an idea.

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TEST C-'26Ssim -5pts (Unseen Clip: [How friendship affects your brain](#))

PART A

[Q.1] Today I'd like you to talk about... hobbies. Is it important to have a hobby? Explain. Do you prefer participating in a hobby you do on your own or with other people? Explain.

OR

[Q.2] Today I'd like you to talk about... music. Does music have the power to change your mood? Explain. How does your favorite song make you feel? 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 is one thing in particular you want people to notice when they read your project? Give examples from your project and explain.

PART C (link to the clip - [How friendship affects your brain](#), watch 00:00-03:21):

[Q.4] Why is Priya considered a great friend? Give two examples and explain. What makes adolescent friendships so special? Give two examples and explain.

[Q.5] According to the clip, what is "Theory of Mind". How does this affect friendships in adolescence? Explain.

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How friendship affects your brain

(00:00 - 03:21, 542 words)

Friendships can hold an exceptional place in our life stories. What is it about these connections that make them so unique? Before we dive into the science, let's first observe one in action. If I could somehow design a best friend, you know, put together all the ideal qualities of my perfect match, that person would pale in comparison to Priya. She can turn any situation into a good time — chemistry lab, band practice. What I'm trying to say is I never laugh harder than when I'm with Priya. And she's always there for me. Like last year after I got dumped by Te — you know what? I don't even want to mention their name. It felt like my whole world was crashing down. But as soon as I told Priya, boom, she was at my door. I was a wreck, but she sat there with me and listened. We're always on the same page; it's as if we can read each other's minds! And we can talk for hours — about anything. I know my mom would say she has the phone bills to prove it. If it seems like friendships formed in adolescence are particularly special, that's because they are. Early childhood, adolescent, and adult friendships all manifest a little differently in part because the brain works in different ways at those stages of life. Adolescence is a unique time when peer relationships take focus, and thanks to the developing brain, there are changes in the way you value, understand, and connect to friends. Teenage friends can seem attached at the hip. Scientists describe adolescence as a social reorientation as teenagers begin to spend as much or more time with their friends than with their parents. This drive to hang with pals may be due to changes in the brain's reward center, known as the ventral striatum. Its activation makes hanging out with others enjoyable and motivates you to spend more time with them. Neuroimaging studies show that this region is highly reactive during your teenage years, which may explain why adolescents seem to place a higher value on social interactions than children or adults. Teenage friendships can also feel more intimate than the friendships of your childhood. This deeper connection is possible thanks to improvements in what scientists call Theory of Mind. Theory of Mind is the ability to understand others' emotions, thoughts, motivations, and points of view, and to realize that they may be different from your own. While it may seem intuitive, this ability hinges on the careful coordination of various brain regions, sometimes referred to as the social brain. Babies begin to develop Theory of Mind around 18 months or so. Before that, it's thought they believe that everyone perceives and knows exactly what they know. It was once considered to be fully developed by age five, but scientists now know that Theory of Mind continues to improve and mature well into your teenage years and beyond. Likewise, regions within the social brain show increased connectivity during adolescence compared with childhood. As a result, teens can better understand their friend's perspectives, allowing for deeper connections to flourish. In the closest friendships, it can almost feel as if you're metaphysically connected — two bodies and minds, perfectly in sync.

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TEST B-'26Wsim-4pts (Unseen Clip: Nightly News: Kids Edition – Dolphins)

PART A

[Q.1] Today I'd like you to talk about... your childhood. Describe a special memory from your childhood. What was your favorite activity as a child? Explain and give an example.

OR

[Q.2] Today I'd like you to talk about... neighbors. Do you like your neighborhood? Explain. Do you get along with your neighbors? 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 advice do you wish you had received before starting your project? Give examples from your project and explain.

PART C (link to the clip - [An Up Close Look At The Dolphin | Nightly News: Kids Edition](#), watch 11:31-14:37)

[Q.4] Name three facts we learn about dolphins. How are dolphins similar to human beings? Give two examples.

[Q.5] According to the clip, why is it important to protect our oceans? Explain. What is the most interesting thing you learned from this clip? Explain.

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TEST C-'26Wsim-4pts

(Unseen Clip: [Kindness 101 with Steve Hartman: How to find empathy](#))

PART A

[Q.1] Today I'd like you to talk about... friends. Do you think you are a good friend? Explain. What do you and your friends like to do when you are together? Explain and give two examples.

OR

[Q.2] Today I'd like you to talk about... humor. Do you think laughing is good for our health? Explain. Do you like stand-up comedies? 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 can you use the knowledge you gained from your project? Give examples from your project and explain.

PART C (link to the clip - [Kindness 101 with Steve Hartman: How to find empathy](#), watch 00:44 - 03:57)

[Q.4] Explain "empathy" as used in the clip. List two facts about Austin.

[Q.5] How did Austin learn about homeless people? Explain. Describe what he does as a result.

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TEST A-Hclip'26Wsim-5pts

(Unseen Clip: [Do You Really Need 8 Hours of Sleep Every Night?](#))

PART A

[Q.1] Today I'd like you to talk about... buying and selling. Do you prefer buying things for yourself or for other people? Explain. If you were to open your own shop, what kind of things would you sell in it? Explain.

OR

[Q.2] Today I'd like you to talk about... environment. What type of pollution really bothers you? Give an example and explain. Do you try to buy environmentally friendly products? 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, what is one thing you wish you had gotten more help with during your project? Give examples from your project and explain.

PART C (link to the clip - [Do You Really Need 8 Hours of Sleep Every Night?](#))

[Q.4] What issue does the speaker raise at the beginning of her talk? According to the clip, is it true that people need 7-8 hours of sleep every night? Explain.

[Q.5] What does the speaker mean when she says that if you constantly think about your sleep it may cause more sleep problems? Explain. At the end of the clip, the speaker offers a number of suggestions. Which do you find the most useful? Explain.

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Do You Really Need 8 Hours of Sleep Every Night?

(00:00 - 03:53, 610 words)

Sleep is so important. We need it to live. And when we can't sleep, we're desperate for help. [Body Stuff with Dr. Jen Gunter] But lately, our fascination with sleep feels as if it's taken on an urgency. Do a quick internet search for sleep and you'll find a slew of articles about how to make your sleep perfect. New gadgets, fancy alarm clocks, stay away from blue light. There are lots of services, products and advice columns that tell us we're sleeping wrong. Not enough, not quality sleep, wrong position. Even worse, you might find scary messaging claiming that if you're not sleeping right your life is going to be shorter, you're going to get all kinds of diseases. One of the biggest worries we have about our sleep is that we're not getting enough and that anything less than seven hours a night means that we're doomed to bad health, everything from high blood pressure to Alzheimer's disease. But there are two flaws with this kind of messaging. The first flaw is that it's not completely accurate. Seven to eight hours of sleep, while recommended for adults, is just an average. And while messages have to be simplified for health communication to the public, sometimes important nuances get lost. So yes, it's true that not getting enough sleep in the long term is associated with health problems like cardiovascular disease, diabetes and depression. But fixating solely on seven to eight hours ignores the fact that there's a range of sleep that people need. The duration of a good night's sleep can be different for different people. Some adults need eight, but some are just fine on six. The second flaw with this kind of doomsday messaging is that it can be counterproductive, especially for people who do have trouble sleeping. For instance, in 2019, it was estimated that 21 percent of adults in the US were wearing sleep tracking devices. And that number is probably growing. And I get it. It's fascinating to see how much sleep you've gotten each night and to know what part of your night was spent in deep sleep or dreaming. But having all of that sleep data is causing some people to become obsessed with it, so much so that it's leading to a condition some call orthosomnia: a preoccupation with the constant need to achieve perfect sleep. And this condition, ironically, is causing more sleep problems. Now orthosomnia might be an extreme example, but the anxiety of not getting enough sleep is keeping some of us up at night. So here's what some experts are saying. Stop fixating on the number because that can lead to unrealistic expectations of sleep. According to Dr. Colleen Carney, a psychologist and the head of the Ryerson University Sleep Lab, the basic questions you should ask yourself are: Do I feel reasonably well-rested during the day? Do I generally sleep through the night without disturbances? Or, if I wake, do I fall back asleep easily? Can I stay awake through the day without involuntarily falling asleep? If your answers are yes to all three, you probably don't need to worry about your sleep. And if you're struggling with your sleep, instead of buying expensive blue light filters or fancy sleep trackers, try talking with your doctor to make sure there aren't any medical conditions that need to be explored first. Then try evidence-based recommendations laid out by the American Academy of Sleep Medicine. What's really cool is that there's a highly effective therapy called cognitive behavioral therapy for insomnia, or CBT-I, It doesn't have any medications involved. And it has a really low failure rate.

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TEST B-Hclip'26Wsim-5pts (Unseen Clip: [The genius of the London Tube Map](#))

PART A

[Q.1] Today I'd like you to talk about... traveling. Do you take a lot with you when you travel, or do you try to pack light? Explain. Do you like to try local foods when you travel? Explain and give an example.

OR

[Q.2] Today I'd like you to talk about... feelings. What makes you feel very good? Explain and give an example. If you are feeling down, what can make you feel better? 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, while doing your project what did you do that seemed to work well? Give examples from your project and explain.

PART C (link to the clip - [The genius of the London Tube Map](#)):

[Q.4] According to the clip, why was the original map of the London Tube complicated? Give two examples and explain. What changes occurred when Harry Beck understood that all that people wanted is to get from one station to the other? Give two examples and explain.

[Q.5] How do we know that Beck's Tube map became a success story? Explain. The speaker mentions three principles that should be applied in almost every design problem. Choose one and give an example of how it was applied to the map.

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The genius of the London Tube Map

(The whole clip, 512 words)

The history of civilization, in some ways, is a history of maps: How have we come to understand the world around us? One of the most famous maps works because it really isn't a map at all.

The London Underground came together in 1908, when eight different independent railways merged to create a single system. They needed a map to represent that system so people would know where to ride. The map they made is complicated. You can see rivers, bodies of water, trees and parks -- the stations were all crammed together at the center of the map, and out in the periphery, there were some that couldn't even fit on the map. So the map was geographically accurate, but maybe not so useful. Enter Harry Beck. Harry Beck was a 29-year-old engineering draftsman who had been working on and off for the London Underground. And he had a key insight, and that was that people riding underground in trains don't really care what's happening aboveground. They just want to get from station to station -- "Where do I get on? Where do I get off" It's the system that's important, not the geography. He's taken this complicated mess of spaghetti, and he's simplified it. The lines only go in three directions: they're horizontal, they're vertical, or they're 45 degrees. Likewise, he spaced the stations equally, he's made every station color correspond to the color of the line, and he's fixed it all so that it's not really a map anymore. What it is is a diagram, just like circuitry, except the circuitry here isn't wires conducting electrons, it's tubes containing trains conducting people from place to place. In 1933, the Underground decided, at last, to give Harry Beck's map a try. The Underground did a test run of a thousand of these maps, pocket-size. They were gone in one hour. They realized they were onto something, they printed 750,000 more, and this is the map that you see today. Beck's design really became the template for the way we think of metro maps today. Tokyo, Paris, Berlin, São Paulo, Sydney, Washington, D.C. -- all of them convert complex geography into crisp geometry. All of them use different colors to distinguish between lines, all of them use simple symbols to distinguish between types of stations. They all are part of a universal language, seemingly. I bet Harry Beck wouldn't have known what a user interface was, but that's really what he designed and he really took that challenge and broke it down to three principles that I think can be applied in nearly any design problem. First one is focus. Focus on who you're doing this for. The second principle is simplicity. What's the shortest way to deliver that need? Finally, the last thing is: Thinking in a cross-disciplinary way. Who would've thought that an electrical engineer would be the person to hold the key to unlock what was then one of the most complicated systems in the world -- all started by one guy with a pencil and an idea.

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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.

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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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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.

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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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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.

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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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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](#)):

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