

המזכירות הפדגוגית  
אגף המפמ"רים

מדינת ישראל  
משרד החינוך, התרבות והספורט

לשכת המנהלת הכללית  
אגף הערכה ומדידה

אשרות להכרז

## מבחן באנגלית לכיתה ח' נוסח ב'

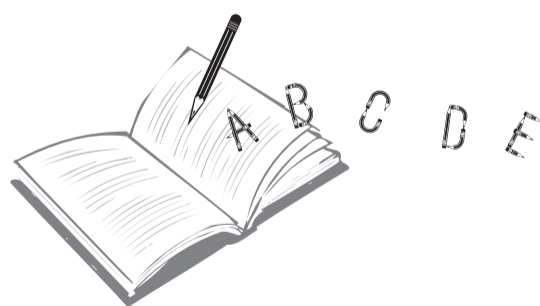
# EIGHTH GRADE ENGLISH TEST

## VERSION B

שם התלמיד/ה \_\_\_\_\_  
כיתה \_\_\_\_\_  
שם ביה"ס \_\_\_\_\_  
יישוב \_\_\_\_\_

באיזו הקבצה אתה לומד אנגלית?

1. הקבצה א'      2. הקבצה ב'      3. הקבצה ג'  
4. כיתת דוברי אנגלית      5. אין הקבצות באנגלית



תשס"ה

מיצ"ב

נובמבר 2004

**תלמידים יקרים,**

במבחן הזה שלושה חלקים.

קראו בעיון את כל הקטעים וענו בתשומת לב על כל השאלות.

בדקו שוב את תשובותיכם לפני מסירת המבחן.

לרשותכם **90 דקות**.

משקל החלקים:

חלק א'	–	20 נקודות
חלק ב'	–	60 נקודות
חלק ג'	–	20 נקודות
סך-הכול		100 נקודות

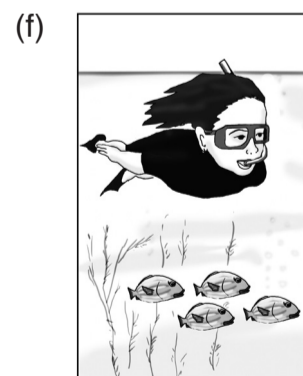
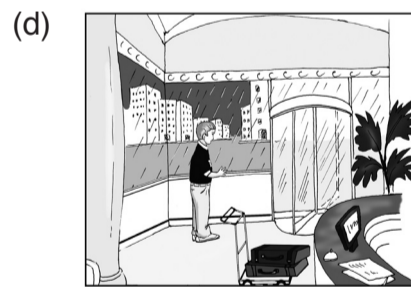
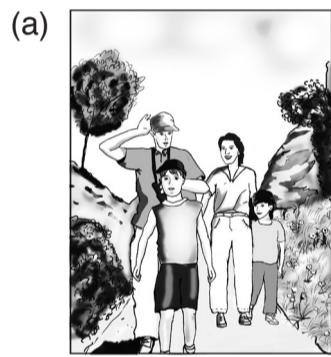
**שימו לב:** אין להשתמש במילונים במבחן הזה.

**בהצלחה!**

**PART A (20 points) – חלק א' (20 נקודות)****TASK 1 משימה 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.

הקשיבו לשיחתם של סמי וקארן על החופשה של סמי ומשפחתו.  
 סמי הראה לקארן ארבע תמונות. התבוננו בתמונות שעל הדף. כתבו מספר ליד כל תמונה לפי הסדר שסמי הראה אותן לקארן.  
 שימו לב: יש יותר מארבע תמונות (לא תשתמשו בכל שש התמונות). אתם תשמעו את השיחה פעמיים.



**TASK 2 משימה**

<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>עכשיו תשמעו ריאיון. קראו קודם את השאלות שעל הדף. אחר־כך הקשיבו לריאיון וענו על השאלות.</p> <p>אתם תשמעו את הריאיון פעמיים.</p>
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**Questions****1. Circle one answer.**

Rona is on the radio program to talk about

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

**2. Circle one answer.**

Bullies are kids who

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

**3. Circle one answer.**

What is the name of Rona's group?

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

**4. Circle TWO answers.** הקיפו שתי תשובות.

What can a kid do to stop a bully?

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

**5. Write the answer.** על השאלה הזאת אפשר לענות גם בעברית.

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

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## המשיכו לעבוד בעמוד הבא.

**PART B (60 points) – חלק ב' (60 נקודות) –****TASK 3 משימה 3**

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.)

התבוננו בפרסומות וקראו את המשפטים שמתחתן. התאימו את המשפטים לפרסומות. כתבו את המספר הנכון בצד כל פרסומת. (שימו לב: יש יותר משפטים מאשר פרסומות.)



1. "My favorite singer has some great new songs. I can't wait to hear them!"
2. "Look how dirty the floor is! We have to wash it before our friends arrive."
3. "You're always late. Please try to come on time tomorrow."
4. "It's really hot today. I'm very thirsty and I need a drink."
5. "My hair's a terrible mess. I want to wash it before we go out."
6. "I feel like eating something sweet. Let's stop at the kiosk on the way home."

### משימה 4 TASK 4

Read the email messages about volunteering. Then answer the questions on the next page.

קראו את הודעות הדואר האלקטרוני בנושא התנדבות, וענו על השאלות בדף הבא.

From: amira\_b@netgroup.co.il  
Date: 30th August 2004  
To: mike\_t@youngnet.org  
Subject: My new volunteer work

Hi Mike,

What's new? I started volunteering in a program to help senior citizens\*. I'm helping a very nice woman. Her name is Linda and she's 74 years old. I help her cook, clean, and do the shopping. Sometimes we go for walks in the park. I don't get paid for this work, but I really enjoy it. What I like most is to sit and chat with Linda. She tells me interesting stories about when she was young. It's hard to believe, but in those days young people were not so different from us!

Write soon,  
Amira

From: mike\_t@youngnet.org  
Date: 30th August 2004  
To: amira\_b@netgroup.co.il  
Subject: My new volunteer work

Hi Amira,

How are you? I'm also a volunteer. I'm helping Ron, a younger kid who lives across the street. Ron needs a lot of help in English, so I go to his house once a week. We talk about what he learned in class. Then I help him with his homework. Sometimes I need to explain things many times when he doesn't understand. When he gets good grades, we both feel great. Maybe I'll be a teacher some day!

Bye for now,  
Mike

\* senior citizens – בני אדם מעל גיל 65

**Questions****1. Circle one answer.**

What is the subject of the two email messages?

- a. Helping people
- b. Looking for a new job
- c. Meeting new people
- d. Getting good grades

**2. Complete the sentence with ONE word.**

Another word for "working without pay" is \_\_\_\_\_ .

**3. Circle one answer.**

What did Amira learn from Linda?

- a. To read interesting stories about different people
- b. That teenagers weren't so different in the past
- c. Better ways to cook, clean, and shop
- d. Why it is important to go for a walk every day

**4. Complete the sentence.**

When Mike goes to Ron's house, he \_\_\_\_\_

\_\_\_\_\_ .

**5. Write the answer.**

What does Mike do when Ron doesn't understand?

\_\_\_\_\_

**6. Complete the sentences.**

Both Amira and Mike feel good about what they do. Amira especially likes to

\_\_\_\_\_ with Linda. Mike feels great when Ron

\_\_\_\_\_ .

## TASK 5 משימה

Read the article from **Teen Time Magazine** and answer the questions on the next page.

קראו את המאמר מכתב העת **Teen Time Magazine** וענו על השאלות בדף הבא.

### Food and You

by Susan Duncan

*Our reporter, Susan Duncan, looks at the way teens eat and gives readers food for thought.*

- 1 Do you have good eating habits? Do you eat a healthy breakfast? People with good eating habits eat breakfast every day. They eat healthy foods such as fruits and vegetables. They usually do not eat sweets and fast food such as hamburgers, pizza and chips.
- 2 *Teen Time Magazine* decided to find out about teenagers' eating habits. We decided to ask a group of teens three questions: Do you eat breakfast every morning? What are your favorite foods? Do you eat a lot of sweets such as candies and chocolates?
- 3 First, we found that most teenagers eat breakfast every morning. This is good news because kids do better in school when they begin the day with a healthy breakfast. However, the answer to the second question was different. Most teens like unhealthy foods. For example, 40% of the teenagers said that

fast food is their favorite, and 30% said that sweets are their favorite. We were surprised to find out that only 24% of the teens like home-cooking – a healthy meal cooked by Mom or Dad!

#### Many teens today are saying "no" to sweets

- 4 Finally, most teenagers eat too many sweets. As Tom, an eighth grader at Hoover Junior High School, explained, "I know that I eat too many sweets. It's hard to stop, but I'm really trying my best!"
- 5 So, what did we find out? Teenagers' eating habits are not very healthy, but they are getting better. Many teens today are saying "no" to sweets and are eating more healthy foods such as fruits and vegetables. What about you? Do you need to change your eating habits?

Write and tell us about your eating habits.

Email letters to: [editor@teentime.org](mailto:editor@teentime.org)

**Questions****1. Write TWO answers from the text.**

What are good eating habits? (*paragraph 1*)

- a. \_\_\_\_\_  
b. \_\_\_\_\_

**2. Circle one answer.**

What did the magazine team want to know? (*paragraph 2*)

- a. What foods teenagers eat  
b. What magazine teenagers read  
c. Which foods parents cook  
d. Which fast foods are healthy

**3. Circle one answer.**

What did the magazine team learn about teenagers' favorite foods?  
(*paragraph 3*)

- a. Most teens like home-cooked food the best.  
b. Fast food is the most popular food among teenagers.  
c. Most teens like sweets more than other kinds of food.  
d. Sweets are less popular than home-cooked food.

**4. Circle one answer.**

What did the reporter learn about teenagers' eating habits? (*paragraph 5*)

- a. Most teens are saying "no" to fruits.  
b. Teens' eating habits are getting healthier.  
c. Most teens do not eat breakfast in the morning.  
d. It is difficult for teens to find healthy food at home.

**5. Circle one answer.**

The writer wrote this text for

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

**PART C** (20 points) – חלק ג' (20 נקודות)**TASK 6 משימה 6**

<p>What is in the picture?</p> <p>On the next page, write <b>four</b> sentences about what you see.</p> <p>You may use the words in the word bank.</p> <p>Pay attention to grammar, spelling and punctuation.</p>	<p>מה בתמונה?</p> <p>כתבו בעמוד הבא <b>ארבעה</b> משפטים המתארים את מה שאתם רואים בתמונה. אתם יכולים להיעזר במחסן המילים.</p> <p>שימו לב לדקדוק, לכתיב ולסימני הפיסוק.</p>
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## Word Bank

## מחסן מילים

shopping bag	house	door
carry	woman	people
help	food	flower
hold	near	street

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## משימה 7 TASK 7

<p><b>Write to a pen pal in another country about how you spend your time.</b></p> <p>Choose a typical day and write about activities at school and after school that your pen pal would find most interesting.</p> <p>Write 35-50 words and pay attention to grammar, spelling and punctuation.</p>	<p><b>כתבו מכתב לחבר/ה בארץ אחרת.</b></p> <p>תארו במכתב איך אתם מבליים את הזמן.</p> <p>בחרו יום רגיל וכתבו על פעילויות בבית-הספר ועל פעילויות שיעניינו במיוחד את החבר/ה.</p> <p>כתבו 35–50 מילים.</p> <p>שימו לב לדקדוק, לכתיב ולסימני הפיסוק.</p>
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November 30, 2004

Dear Pen Pal,

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From,

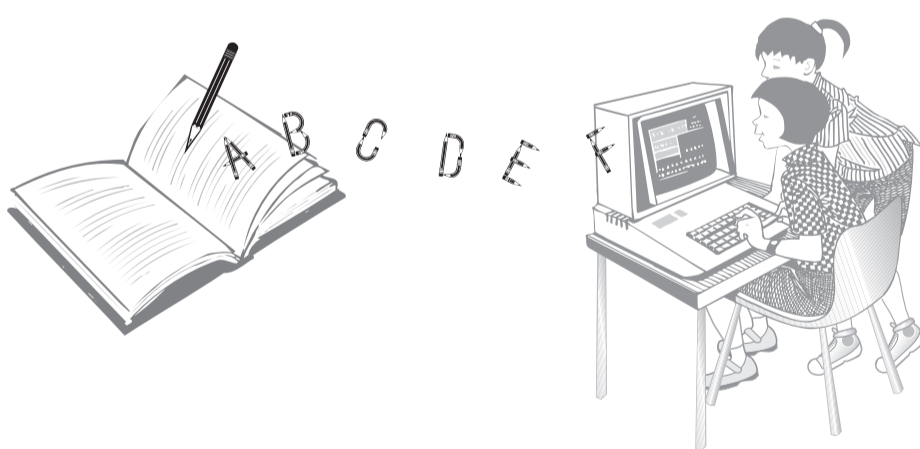
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המזכירות הפדגוגית  
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מדינת ישראל  
משרד החינוך, התרבות והספורט

לשכת המנהלת הכללית  
אגף הערכה ומדידה

## מבחן באנגלית לכיתה ח' קלטת הבנת הנשמע



תשס"ה

מיצ"ב

נובמבר 2004

## Grade 8: Listening Tasks

שְׁלוֹם תְּלִמִּידִים וּבְרוּכִים הַבָּאִים לַמְּבָחָן בְּאַנְגְלִית.

### Task 1

הַקְּשִׁיבוּ לְשִׁיחַתֵּם שֶׁל סָמִי וְקָאָרְן עַל הַחֶפְשָׁה שֶׁל סָמִי וּמְשַׁפְּחָתוֹ.  
סָמִי הִרְאָה לְקָאָרְן אַרְבַּע תְּמוּנוֹת. הִתְבּוֹנְנוּ בְּתְמוּנוֹת שֶׁעַל הַדֶּף. כְּתֹבוּ מְסָפֵר לְיָד  
כָּל תְּמוּנָה, לְפִי הַסֵּדֵר שֶׁסָמִי הִרְאָה אוֹתָן לְקָאָרְן.  
שִׁימוּ לֵב: יֵשׁ יוֹתֵר מְאֻרְבַּע תְּמוּנוֹת.  
אַתֶּם תִּשְׁמְעוּ אֶת הַשִּׁיחָה פְּעָמִים.

#### Tape text:

*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.

עֲכָשׁוּ תִשְׁמְעוּ אֶת הַשִּׁיחָה פְּעַם נוסֶפֶת.

**Task 2**

עֲכָשׁוּ תִשְׁמְעוּ רֵאיוֹן. קְרָאוּ קוֹדֵם אֶת הַשְּׁאֵלוֹת שֶׁעַל הַדָּף. אַחֲר־כֵּן הַקְשִׁיבוּ לְרֵאיוֹן וְעֲנוּ עַל הַשְּׁאֵלוֹת.  
אִתָּם תִּשְׁמְעוּ אֶת הַרְאיוֹן פְּעַמִּים.

**Tape text:**

*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 start 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.

עֲכָשׁוּ תִשְׁמְעוּ אֶת הַשִּׁיחָה פְּעַם נֹסְפֶת.

# Scoring Form for English Test, Eighth Grade, Version B

כיתה מקבילה	
שם משפחה	מס' ת"ז
שם פרטי	מקצוע
שם ביה"ס	סמל מוסד

- 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.

הקבצה	1	2	3	4	5	6
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כיתה מקבילה	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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## 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 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 2

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

## Task 4

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

# Scoring Form for English Test, Eighth Grade, Version B

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## Task 5

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

## 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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