



E & Beyond

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E and Beyond

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FIRST PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

Smell to Sell?

Does the smell of chocolate in a shop make you want to buy some chocolate? Do certain aromas tempt you to stay longer in a shop? As fragrance technology improves, a fast growing number of marketers say that "smell sells"! Using aroma is a very popular strategy in today's marketing world. According to Steven Semoff, president of Scent Marketing Institute, new technology enables smells to be cheaply added to any environment with impressive results of increased sales.

Different kinds of businesses have adopted the idea of using smells to increase their sales. Children's toy shops, for instance, reported that parents began to stay longer in a store after sweet scents like pina colada were introduced into the shop. Hotels are following the trend too, introducing fragrance into their marketing strategies. Here, the focus is about creating something fresh, airy and welcoming, which also reflects the hotel's brand in some way. An experiment by Nike showed that adding scents in its stores increased consumers' intent to purchase by eighty percent. In another experiment at a gas station shop, the owners followed the same technique and very soon purchases of their drinks increased by three hundred percent.

Businesses have recognized that in order to appeal to customers, they need to work on an emotional level. The sense of smell goes directly to the emotion control center of your brain, as opposed to sight and hearing which the brain processes before it reaches the emotion control center. "It's no longer enough to attract customers through price or convenience, you have to incorporate other elements as well," marketing expert at Washington University, Eric Spangenberg, says. "At first, as a way to increase sales, it used to be just color, then color and music, then the element of touch was incorporated, and most recently scents have been added," Spangenberg explains. Still, making the smell too overpowering is a sure way to drive customers away. In other words, fragrance technology can work only if it is used in the correct measure.

The recent use of smell in marketing led to some controversy. Earlier this year, *Time* magazine reported that the artificial aromas of chocolate and baked bread in the Net Cost grocery store in Brooklyn, made many customers feel cheated. But Alex Hiller, a marketing ethics expert, doesn't think that using artificial aromas is cheating. "Marketers do everything they can to create environments that tempt people to buy – that's the whole point of marketing. Since it doesn't limit anyone's freedom of choice, I think the ethical problem is irrelevant."

A Answer questions 1-9.

1. What are we told in lines 1-6?

- (i) Which smells are the most effective in increasing sales.
- (ii) How fragrance improves technology.
- (iii) How using smells can aid marketing.
- (iv) How sales promote marketing.

(8 points)

2. How is the use of smells in children's toy shops and in hotels similar? (lines 7-14)

- (i) They achieved the same results.
- (ii) They have the same goal.
- (iii) They have the same background.
- (iv) They use the same kind of smell.

(7 points)

3. "In another experiment at a gas station shop, the owners followed the same technique." (line 13)

What did the owners actually do?

ANSWER:

(8 points)

4. The fact that the smell goes directly to the emotion control center of the brain can explain why (-) (lines 15-23)

- (i) customers prefer a specific kind of smell when they shop.
- (ii) using scents in businesses has an advantage over using colors and music.
- (iii) businesses have recognized that they must appeal to customers.
- (iv) the brain processes sights before they reach the emotion control center.

(8 points)

5. COMPLETE THE SENTENCE ACCORDING TO LINES 15-23.

If you don't use the right amount of smell,

(8 points)

6. What does Spangenberg recommend that marketers do in order to attract customers? (lines 15-23)

- (i) reduce prices.
- (ii) incorporate touch, music and color.
- (iii) choose strong smells.
- (iv) add scents wisely.

(8 points)



Need help to answer this question? Read the tip at the bottom of this page.

7. What negative consequence may the use of smell have? (lines 24-29)

ANSWER:
(8 points)

8. What can we understand from lines 27-29 regarding the use of scent in marketing?

- (i) It tempts marketers.
- (ii) It is sometimes problematic.
- (iii) It is legitimate.
- (iv) It always makes people buy more.

(7 points)

9. The title of the article, "Smell to Sell? ", is a question. Give ONE example from the article that proves that smells increase sales.

ANSWER:
(8 points)

B Tip

In some multiple-choice questions, the best way to choose the correct answer is simply by eliminating the wrong options. Out of four options, you'll easily be able to eliminate two options. In most cases, the other two options will seem correct. Now, look for the option which is inaccurate, partial or incorrect, and eliminate it. After you have eliminated three options, you will be left with the correct answer.

בחלק מהשאלות הרב ברירתיות הדרך המומלצת להגיע לתשובה הנכונה היא ע"י מחיקת האפשרויות הלא נכונות. מתוך ארבעת האפשרויות, בדרך כלל שתיים ייפסלו על ידכם ללא התלבטות. ברוב המקרים, נשארות שתי אפשרויות שייראו לכם נכונות ממבט ראשון. כעת, חפשו את האופציה שאינה מדויקת, נכונה חלקית או לא נכונה, ופסלו אותה. לאחר פסילת שלושת האפשרויות נשארה לכם התשובה הנכונה!

C Give It a Chance!

1. Read the passage below.

"...Growing up in Connecticut, I knew that if it snowed, school would be canceled and I wouldn't have to do my homework. So, I would read every weather report in the newspaper. That's how I got into the science of meteorology. By eighth grade, it dawned on me that I wanted to be a weatherman."

2. Answer the question.

Why did the writer decide to be a weatherman?

- (i) As a child, he didn't like doing homework and going to school.
- (ii) He was inspired by his eighth grade teacher.
- (iii) As a child, he loved science.
- (iv) As a child, he had a reason that made him interested in weather reports.

D Back into the Text

1. Read this paragraph again.

Does the smell of chocolate in a shop make you want to buy some chocolate? Do certain aromas tempt you to stay longer in a shop? As fragrance technology improves, a fast growing number of marketers say that "smell sells"! Using aromas is a very popular strategy in today's marketing world. According to Scent Marketing Institute president Steven Semoff, new technology enables smells to be cheaply added to any environment with impressive results of increased sales.

2. Answer the question.

From this paragraph we can understand that the fragrance technology is (-).

- (i) environmental
- (ii) ineffective
- (iii) trendy
- (iv) expensive

Vocabulary

A Give an example of the following.

1. furniture designed for **convenience**

.....

2. a sports activity that **appeals to** you

.....

3. a **marketing** technique

.....

4. a fruit with a strong **scent**

.....

5. a sentence you tell yourself to resist **temptation**

.....

6. a wrong **purchase** you have made

.....

7. an **ethical** problem that students might face

.....

8. a place where there is an **artificial** lake

.....

B Use the words below to fill in the sentences correctly. Make necessary changes.

appeal to • artificial • convenience • ethics • incorporate
introduce • marketing • purchase • scents • tempt

1. The of using a Rav-Kav is obvious; you use the same card for all bus lines.

2. Candies are placed on the low shelves because they young children.

3. The vanilla scent of this shampoo is ; I prefer the natural one.

4. Many people question the of releasing terrorists from prison.

5. The expert explained how to improve the image of the business.

6. Mr. Ziv is an admirable teacher; he drama and singing into his lessons.

7. Mr. Ganz consulted with me about a car.

8. Offers like "2+1" people to buy products they don't really need.

9. The clothing company a jacket with a cooling system inside.

10. As a child, I used to collect erasers with different

PART TWO – ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 POINTS)

Listen to the recording and answer questions 1-5. (5 points for each correct answer)

Close to the Bees

1. According to Peter, which of the following influenced his decision to become a beekeeper?

- (i) He had a lovely garden many years ago.
- (ii) There used to be a hive in his garden.
- (iii) Rick's stories about his hive.
- (iv) The fresh honey Rick gave him to eat.

2. Name ONE way to learn beekeeping.

ANSWER:

3. What does Peter explain about his fear of bees?

- (i) What incident made him be afraid.
- (ii) What helped him overcome his fear.
- (iii) How reading made him more fearful.
- (iv) How the fear negatively affects him today.

4. What are we told about being stung by bees?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) What increases its chance of happening.
- (ii) What should be done when a bee stings.
- (iii) Why it may be dangerous.
- (iv) Who is more likely to be allergic to bee stings.
- (v) Where people who are allergic can get drugs.
- (vi) How many of Peter's guests have gotten stung.

5. What are we told about bees on rainy days? Name ONE thing.

COMPLETE THE SENTENCE.

On rainy days, bees are

SECOND PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

How the Arts Unlock the Door to Learning

What do Mars and paintings have to do with one another? How is drama part of learning about World War I? How do you connect the water cycle with a photo album? At Bates Middle School in Maryland, the answer is a unique program called Arts Integration. In this program, every teacher has to combine the arts and the standard curricula together in order to create a richer learning experience for the students. It all began when students' achievements were down and teachers were desperate. The principal at the time, Diane Bragdon, was ready to try anything possible to achieve greater success. After several fruitful trials, Bragdon's school became fully arts-integrated.

The unique approach in this program is that each unit is taught using artistic skills. For example, in a science classroom you might see students depicting through drama the way the body fights viruses. Even in a math class, you might see students learning geometry by baking cakes in different shapes. Unlike ordinary classes, here in Bates School each class is divided into several groups of four to five students. Naturally, each student has different talents and is able to contribute to the group in a different way. Some students are creative thinkers and come up with original ideas while others are highly responsible and bring the ideas to fruition. This way each student plays a meaningful role in his group. Finally, each art project is individually assessed and graded by the teacher.

Integrating arts proved to have a variety of rewards. To begin with, when Bates school's students created art projects based on the material they learned, the students were able to absorb the information more deeply. In fact, this teaching strategy has been shown to improve comprehension and long-term memory. Consequently, the students' grades significantly improved in all subjects. This improvement led to a twenty-three percent drop in students' behavioral problems. Laura Casciato, a teacher at Bates School, explains, "It was a wise decision to spend time on the arts because we see that the students remember the information better. They are going to look at that test and say, 'Oh yeah, I remember that answer from my photo!' Teaching in my classes has become much more effective."

If the arts can provide all kinds of benefits for kids, from intellectual to creative to social-emotional benefits, then why aren't more schools adopting this model? The answer is indefinite. Many schools lack the financial support to implement arts integration. On the other hand, some schools are still afraid that integrating arts might lower their students' academic achievements because the arts will consume precious class time. Diane Bragdon doesn't think these concerns are justified. "Initially, I also worried about the financial cost of the program, but I found that the town's businessmen were eager to donate money for this purpose. As for the time the program consumes, reality proved that it actually did save review time and boosted academic growth as well."

A Answer questions 1-8.

1. What can we learn from lines 1-8 about the idea of arts integration?

- (i) Drama can be taught instead of history.
- (ii) In most schools, teachers don't combine arts with the standard curricula.
- (iii) The Arts Integration program made teachers desperate.
- (iv) Bates School succeeded in teaching arts.

(8 points)

2. What problem did Arts Integration try to solve? (lines 1-8)

ANSWER:

(8 points)

3. According to lines 9-17, Bates School is different from ordinary schools in (-)

- (i) the students' talents.
- (ii) the school's objectives.
- (iii) its number of students.
- (iv) its teaching strategy.

(8 points)

4. COMPLETE THE ANSWER ACCORDING TO LINES 9-17.

Coming up with new ideas is one way that

(8 points)

5. Bates School became "fully arts-integrated". (lines 7-8) What process did the students undergo following the school's decision?

Complete the missing information in the sequence below. Base your answer on lines 18-26.

- (1) The students used artistic skills in learning the material.
- (2) As a result,
- (3) The students' academic achievements improved.
- (4) Therefore,

(7*2=14 points)



Need help to answer this question? Read the tip on page 12.

6. What can we understand from Mrs. Casciato's words? (lines 18-26)

- (i) Why spending time on making decisions is important.
- (ii) How tests help students remember information better.
- (iii) How Arts Integration is beneficial.
- (iv) How different students learn in different ways.

(8 points)

7. According to lines 27-35, what might enable some schools to integrate arts into their curricula?

- (i) funding
- (ii) academic efforts
- (iii) eager students
- (iv) consuming more class time

(8 points)

8. In lines 27-28 we are told that Arts Integration has "social-emotional" benefits for the students. Give ONE example of this kind of benefit from lines 12-17.

ANSWER:

(8 points)

B Tip

In the Bagrut exam, you may be asked to fill in questions involving sequence of events or sequence of cause and effect. To do so, read the paragraph again and mark the sentences that talk about the same event and the sentences that start a new idea. The connectors may help you do this. When you fill in your answer, write the general idea and leave out the details.

בבחינת הבגרות, אתם עשויים להתבקש לכתוב רצף מאורעות או רצף של גורם והשפעה. לשם כך, קראו שוב את הפסקה וסמנו את המשפטים העוסקים באותו עניין/אירוע ושימו לב אילו משפטים מתחילים עניין חדש. מילות הקישור עשויות לעזור לכם בתיחום המשפטים. כאשר הנכם עונים על השאלה, כתבו את הרעיון העיקרי והשמיטו את הפרטים.

C Give It a Chance!

1. Read the passage below.

Looking for Meteorites

"... Seven of us had just arrived in Antarctica to work on a project for NASA. Our robot, Nomad, had been developed by NASA to find meteorites on Earth. We had come to see if our robot could find meteorite rocks that had fallen to Earth from space. Meteorites are important to NASA because they can tell us more about what is in outer space. At first, Nomad found several ordinary rocks, and then, suddenly, its computer screen flashed an alert. Nomad had found a meteorite! Eventually, Nomad found a few more meteorites in Antarctica."

2. Answer the question.

What did NASA do to learn about space?

Fill in the sequence of events below.

- a. NASA was looking for meteorites to learn about space.
- b. As a result,
- c. Later, NASA sent the robot and a group of scientists to Antarctica.
- d. Within a few days,
- e. NASA was able to learn more about space.

D Back into the Text

1. Read paragraph I.

What do Mars and paintings have to do with one another? How is drama part of learning about World War I? How do you connect the water cycle with a photo album? At Bates Middle School in Maryland, the answer is a program called Arts Integration. In this program, every teacher has to combine the arts and the standard curricula together in order to create a richer learning experience for the students. It all began when students' achievements were down and teachers were desperate. The principal at the time, Diane Bragdon, was ready to try anything possible to achieve greater success. After several fruitful trials, Bragdon's school became fully arts-integrated.

2. Answer the question.

What sequence of events led Bates School to become fully arts-integrated?

- a. Bates school taught according to the regular curricula.
- b.
- c. The principal looked for ways to improve the students' grades.
- d.
- e. Bates school became fully arts-integrated.

Vocabulary

A Complete the sentences in a logical way.

1. Some cities **lack**
2. In my opinion, the best way to **assess** knowledge is by
3. I once got the **trial** version of
4. It is a memorable **achievement** in my life; I once
5. There are many ways to **contribute** to society, for example,
6. This dress isn't **ordinary** because
7. When I, it **consumes** all my energy.
8. Mrs. Rayman forgot her wallet at home. **Consequently**,

B Use the words below to fill in the sentences correctly. Make necessary changes.

achievement • assess • consequently • consume • contribute
integration • lack • ordinary • significantly • trial

1. The conversation with the boss to her decision to quit the job.
2. Opening a business of her own was a great for Mrs. Portman.
3. Gas prices rose too high., many people started using their bikes to travel to work.
4. Talking in class precious learning time.
5. The of the new computer software was completed on time.
6. The damage was by the insurance company.
7. The weather was warmer than usual.
8. It started out as an day, but it changed my life forever.
9. Unfortunately, she the necessary qualifications to apply for that job.
10. You have the right certificates, so we'll hire you for a period.

PART TWO – ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 POINTS)

Listen to the recording and answer questions 1-5. (5 points for each correct answer)

Mystery Shoppers

1. What does Natalie tell the listeners in her first answer?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) What customers should do.
- (ii) What the mom and her baby were asked to buy.
- (iii) Who might be a mystery shopper.
- (iv) What mystery shoppers might be asked to do.
- (v) How companies evaluate the mystery shoppers.
- (vi) How much time it takes until the salesperson greets the mystery shopper.

2. What should mystery shoppers do before they reach a conclusion? Name ONE thing.

ANSWER:

3. What skills should a mystery shopper have? Name ONE thing.

COMPLETE THE SENTENCE.

He/She should

4. According to Natalie, most mystery shoppers (-)

- (i) don't like their job.
- (ii) like to report about bad service.
- (iii) are afraid they might get fired.
- (iv) believe that their job helps people obtain better service.

5. What does Natalie explain in her last answer?

- (i) Mystery shoppers are well paid.
- (ii) Some normal customers pretend to be mystery shoppers.
- (iii) Mystery shopping is a steady job.
- (iv) Being a mystery shopper isn't an attractive job.

THIRD PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

Writing to Heal

For nearly twenty years, Dr. James W. Pennebaker, a professor in the Department of Psychology at the University of Texas, has been conducting research in the field of psychology. This research involved giving people an assignment where they would write down their deepest feelings about an emotional confusion or a difficulty in their lives. The participants in
5 Pennebaker's research were told to do so for fifteen to twenty minutes a day for four days in a row. For his research, Pennebaker chose people who were coping with different kinds of hardships, such as: a person dealing with a terminal illness, a victim of violent crime and a college student facing first-year transition.

Many of those who followed Pennebaker's simple instructions have found that their writing
10 has changed various areas of their lives for the better. Some participants have seen their grades improve while others have found that their immune systems were strengthened. This research has shown that short-term focused writing can have a beneficial effect on anyone dealing with difficulties. Pennebaker explains that our minds are designed to try to understand the things that happen to us. When a traumatic event occurs or we undergo a major life
15 change, our minds have to work overtime to try to process the experience. When we translate an experience into language, we make the experience understandable.

Pennebaker's research is also benefiting people aside from those who actually participated in his studies. In 2004 Pennebaker published his bestseller *Writing to Heal* in order to help people successfully overcome difficult experiences. The book offers basic information on healing
20 and numerous writing exercises that anyone can try. Additionally, a writing workshop based on Pennebaker's work has recently opened in Austin, Texas. The participants in the workshop were not necessarily people who approached writing with an intention to publish; they each brought a life event they hoped to work through using Pennebaker's method. Maureen Ryan Griffin, a participant in the workshop, who suffered from a childhood trauma, said, "I came
25 away feeling that the writing really helped me overcome my trauma."

If writing can have such a dramatic effect on our lives, does that mean that we would all be better off keeping a daily diary? Not necessarily. Pennebaker explains, "I'm not convinced that having people write every day is a good idea or that writing about a horrible event for more than a couple of weeks is helpful. This risks getting into a cycle of self-pity". Pennebaker
30 notes that writing should be used cautiously. For instance, a person shouldn't try to write about a trauma too soon after it happens or devote too much time to writing about a problem. According to Pennebaker, writing is a powerful healing tool, as long as you use it correctly.

A Answer questions 1-8.

1. What are we told about Pennebaker's research in lines 1-8?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) The aim of the research.
- (ii) The difficulty each participant in the study faced in his life.
- (iii) Pennebaker's response to the research.
- (iv) The task the participants had to perform.
- (v) What the participants had in common.
- (vi) How many people participated in the research.

(7*2=14 points)

2. What is "a victim of violent crime" (line 7) an example of?

ANSWER:
(8 points)

3. What health benefit did some participants gain from their writing? (lines 9-16)

ANSWER:
(8 points)

4. What information is given to explain why writing is a helpful act? (lines 9-16)

ANSWER:
(8 points)

5. What makes Pennebaker's book practical for use? (lines 17-25)

ANSWER:
(8 points)

6. What are we told about both the book *Writing to Heal* and the writing workshop?
(lines 17-25)

- (i) The feedback they got.
- (ii) Their purpose.
- (iii) The information they give.
- (iv) Their popularity.

(8 points)



Need help to answer this question? Read the tip on page 18.

7. COMPLETE THE SENTENCE ACCORDING TO LINES 26-29.

If a person writes about a trauma too soon after it happens, he may

(8 points)

8. Which of the following statements conveys the message of lines 26-32?

- (i) Every person should keep a diary.
- (ii) Writing brings about another problem.
- (iii) The more writing a person does, the better.
- (iv) Excessive writing might be dangerous.

(8 points)

B Tip

In the Bagrut exam, you might be asked to write what A and B have in common or what is true for both A and B. In such questions, make a table with two columns, one for A and a second for B. In column A write all the information which is given about A and in column B write all the information which is given about B. Then, find out what information both A and B have in common.

בבחינת הבגרות אתם עשויים להתבקש לכתוב מה משותף לא' ולב' או מה נכון גם לגבי א' וגם לגבי ב'. בסוג כזה של שאלות, ערכו טבלה בעלת שני טורים: בטור א' כתבו את כל הנתונים שצויינו לגבי א', ובטור ב' כתבו את כל הנתונים שצויינו לגבי ב'. כעת, מצאו את הנתון המשותף גם לא' וגם לב'.

C Give It a Chance!

1. Read the passage below.

Working Dogs

There are many kinds of working dogs. Service dogs, for instance, help people do things that they can't do on their own. They help disabled people do everyday tasks such as opening the door and making their bed. Another kind of working dog is the agriculture dog. These dogs help prevent harmful insects from entering the country. Unlike human beings, their good sense of smell enables them to smell hidden food.

2. Answer the questions.

a. What information is given about each kind of dog? Fill in the chart below.

A = Service Dogs	B = Agriculture Dogs

b. What do service dogs and agriculture dogs have in common?

COMPLETE THE SENTENCE.

Both service dogs and agriculture dogs

D Back into the Text

1. Read the passage below.

In one of his articles, Pennebaker speaks of a young woman who had lost her husband very suddenly in an accident. The woman came to Pennebaker's workshop because she felt that she needed to write about her loss. The result was a miracle. Within two months, the woman renewed her relationships with her old friends and returned to work.

2. Answer the question.

What do the young woman (from the passage above) and Maureen Ryan Griffin (page 16, line 23) have in common?

ANSWER:

Vocabulary

A Give ONE answer to each of the following.

1. What change has your school recently **undergone**?

.....

2. Who is **likely to** suffer from high cholesterol?

.....

3. How long does it usually take to complete a math **assignment**?
.....
4. What might happen if you don't follow **instructions**?
.....
5. What might **strengthen** your ambition?
.....
6. In what area is taking **risks** necessary?
.....
7. What activities might be done in a **workshop**?
.....

B Use the words below to fill in the sentences correctly. Make necessary changes.

assignment • cycle • instruction • likely to • numerous
process • risk • strengthen • undergo • workshop

1. Before you operate the washing machine, read the carefully.
2. This lady a drastic change. It's no wonder that we couldn't recognize her.
3. Graphic organizers help you the material you learn.
4. Students were given a few to do during the summer vacation.
5. This volunteer was given awards for his contribution to society.
6. Students participated in a aimed at developing creativity.
7. The businessman took the financial opportunity even though he losing a large sum of money.
8. A child who doesn't brush his teeth regularly is develop plaque.
9. Children who drop out of school in order to work might get into a of poverty.
10. Exercise your muscles.

PART TWO – ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 POINTS)

Listen to the recording and answer questions 1-5. (5 points for each correct answer)

The Human Connection with Nature

1. In his introduction, what does the interviewer say about today's children?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) How they feel about Richard's books.
- (ii) How they spend their time.
- (iii) Why they like spending time outdoors.
- (iv) Why they sit in front of their computers.
- (v) What problem they have.
- (vi) How they feel about their school.

2. What is the difference between Richard's first book and his second book?

- (i) The first book focuses on the woods while the second one focuses on nature.
- (ii) Each book talks about a different problem.
- (iii) The first book was a failure while the second one was a success.
- (iv) Each book talks about a different age group that has the same problem.

3. Why does Richard mention a study about young obese people who lost weight?

- (i) To prove that nature time can help deal with problems.
- (ii) To show that many children today suffer from obesity.
- (iii) To explain why young people prefer to stay indoors.
- (iv) To show that it's very difficult to lose weight.

4. How does Richard suggest to connect with nature? Name ONE thing.

ANSWER:

5. Name ONE way to incorporate nature into our daily lives.

ANSWER:

FOURTH PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

Thanks for the Memory

Eat strawberries and olive oil, do crossword puzzles and yoga, walk, take part in volunteer and social activities, and laugh often. These are just a few of the memory "boosters" that Dr. Graham McDougall, a professor at the School of Nursing, suggests. "One of the most common fears among seniors is loss of memory and how it could affect health, well-being and relationships," Dr. Graham McDougall explains. Yet, he claims that people can take some control over their own destinies and remain mentally fit. They can do so through constant self-education and by placing themselves in mentally challenging environments.

McDougall conducted a five-year, \$2.4 million study which is known as the SeniorWISE program. He wanted to find out whether memory training affects memory performance. In the course of the next few years, 265 people - sixty-five years of age and older - participated in the study. The short-term goals of the study were to improve participants' memory performance, increase memory confidence and reduce anxiety. But the underlying objective of the study was to improve their ability to perform day-to-day tasks such as using the phone, paying bills and taking medications correctly.

In the study, memory improvement strategies were taught. "There are several external memory strategies like keeping a calendar, writing a list or asking someone to remind you of something," says McDougall, "but we taught older adults internal memory strategies. These type of strategies include using imagery to form interactions and using association or 'chunking', meaning grouping things together." Participants were tested on immediate recall and delayed recall. These memory tests included remembering a story, a route, hidden objects and future intentions. "The participants improved on memory performance and on average improved their confidence in everyday memory tasks. One of the most important results we found, however, was that the study helped people improve their overall knowledge of health-related topics like depression, stress and medications," McDougall explains.

Velma Cotton, an eighty-five-year-old woman who had problems with her short term memory, decided she wanted to help herself, so she joined the Senior WISE program. "What they taught me helped a lot," she said. "I didn't want to give up on my short-term memory just because things were getting difficult. Now, when I meet someone new, I dwell on the person's name for a while and then connect it with something else. This way, I'll have a better chance of remembering it," Velma explained.

"If we can help elders learn more about their health and help them maintain independence, then hopefully we will keep them out of hospitals and nursing homes," Dr. Graham McDougall concludes.

A Answer questions 1-8.

1. What do we learn from lines 1-7 about memory?

- (i) Why loss of memory affects health.
- (ii) Which tips are the most helpful to boost memory capacity.
- (iii) How long it takes to improve memory capacity.
- (iv) How loss of memory can be prevented.

(8 points)

2. What is explained in lines 8-14?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) Why the study cost \$2.4 million.
- (ii) How memory training affects memory performance.
- (iii) What the purpose of the study was.
- (iv) Who participated in the study.
- (v) What the results of the study were.
- (vi) Which day-to-day tasks the participants performed easily.

(7*2=14 points)

3. COMPLETE THE SENTENCE.

"Reducing anxiety" (line 12) is mentioned as an example of (-)

(8 points)



Need help to answer this question? Read the tip on page 24.

4. What are we told about the memory strategies that were taught in the study? (lines 15-24)

- (i) Some of them were external strategies.
- (ii) Some of them were better than others.
- (iii) Some of them taught people to connect things with something else.
- (iv) Some of them were very difficult to apply.

(8 points)

5. COMPLETE THE SENTENCE.

The information in lines 21-24 shows what
.....
(8 points)

6. What is NOT true about Velma Cotton? (lines 25-30)

- (i) Her short-term memory was better than her long-term memory.
- (ii) She had a problem remembering things.
- (iii) She started using memory strategies.
- (iv) She was a participant in the study.

(8 points)

7. COMPLETE THE SENTENCE ACCORDING TO LINES 25-30.

Velma Cotton believes she will be able to remember things better if
.....
(8 points)

8. List TWO possible positive effects of teaching adults memory strategies besides having a better memory. Take your answers from TWO DIFFERENT paragraphs.

- a)
- b)

(8 points)

B Tip

When you are asked what something is an example of, look for a word or a phrase that is the title of the group. For instance, bread is an example of food.
כאשר אתם מתבקשים לציין למה משהו משמש דוגמה, חפשו מילה או ביטוי המציינים את הקבוצה הכוללת.
למשל, לחם הוא דוגמה למאכל.

C Give It a Chance!

1. Noam went to the store and bought a few food items: bread, milk and cheese.
What is "milk" an example of?
Answer:

2. Having chicken soup and putting garlic on an infected area are two of the best ancient healing methods.

What is "having chicken soup" an example of?

Answer:

3. Your boss is pushing you to complete another presentation in very little time, a traffic jam is adding thirty minutes to your way home, your kid just can't stand his earaches. We get it: Life is full of stressors.

What is "a traffic jam" an example of?

Answer:

D Back into the Text

1. Read the following passage again.

Eat strawberries and olive oil, do crossword puzzles and yoga, walk, take part in volunteer and social activities, and laugh often. These are just a few of the memory "boosters" that Dr. Graham McDougall, a professor at the School of Nursing, suggests.

2. Answer the question.

What is "doing crossword puzzles" an example of?

Answer:

Vocabulary

A Match the words from A to their definitions in B.

1. conduct	a. happening all the time or again and again
2. short-term	b. the way you do something
3. well-being	c. over a short period of time in the future
4. maintain	d. to organize and do something
5. external	e. make something continue at the same level/standard
6. constant	f. a state of being healthy and happy
7. performance	g. connected with the outside of something

B Use the words below to fill in the sentences correctly. Make necessary changes.

constant • conduct • environment • external • maintain • reduce
participants • performance • short-term • well-being

1. It's highly important to your health and keep your body in good shape.
2. The government should take care of the of its citizens.
3. The student's anxiety toward tests negatively affects his
4. This judge is very honest. He is in search for the truth.
5. Luckily, he had only injuries.
6. If you want to take care of your health, the intake of sugar.
7. The marketing agency a survey to find out what item was the most preferable.
8. A pleasant encourages motivation.
9. All the in the study belonged to the same age group.
10. This medicine might cause side effects.

PART TWO – ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 POINTS)

Listen to the recording and answer questions 1-6. (5 points for each correct answer)

Under the Water

1. What does Adam explain in his first answer?
 - (i) Where he takes his pictures.
 - (ii) Why photographing whales is challenging.
 - (iii) What kind of whales is the largest.
 - (iv) What helps him recognize the whales' body parts.
2. Besides for whales, what other kinds of sea animals did Adam encounter? Name ONE thing.
ANSWER:
3. What excited Adam in Sandy Bay?
 - (i) The whales were making circles around his boat.
 - (ii) The water was deep.
 - (iii) The whales were half the size of his boat.
 - (iv) The whales were white and grey.
4. What happened to Adam after he followed the whale's circles?
 - (i) The whale followed his boat.
 - (ii) The whale hurt him.
 - (iii) The whale bumped into his shoulder.
 - (iv) He was stuck among thirty whales.
5. What difficulties does Adam face in his work? Name ONE thing.
ANSWER:
6. According to Mr. Smith, what's special about his favorite photograph?
 - (i) His assistant is standing at the bottom of the photo.
 - (ii) It shows only whales.
 - (iii) The whales are seen in beautiful blue water.
 - (iv) Whales are seen next to a human.

FIFTH PAPER

PART ONE: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 POINTS)

Hand Gesture

Let's say you take your car to your mechanic's shop to deal with a strange noise coming from the engine. Now let's say the mechanic has to explain the repair process to you with his hands in his pockets. He probably couldn't, says Dr. Jürgen Streeck, from the University of Texas. Streeck's statement comes from evidence found in his own research. Streeck conducted a study about the way people use and respond to hand gesture in conversation. In his research, Streeck videotaped people in their natural environments, at work, in conversation with friends and in public. Because Streeck's subjects didn't know he was studying their gesture, they moved their bodies freely. After analyzing the use of gesture in the videotapes, Streeck found that hand gesture works in two fundamental ways.

Firstly, gesture aids the speaker in the process of thinking. Streeck says that we do not think only with our brains but we think with our bodies as well. In fact, when Streeck analyzed videotapes of an Austin car mechanic, he discovered that the mechanic not only gestured when communicating with his customers directly, but he also gestured when talking on the telephone. Even though the customer couldn't see him, he was making pushing movements with his hands. Another way in which hand gesture works is by aiding the listener in face-to-face communication. Hand gesture may provide emphasis, preview what the speaker is about to say or demonstrate an idea. As a matter of fact, this type of hand gesture helps create an image that the listener can better understand.

Researchers are still trying to understand how much hand gesture depends on culture. For example, people gesture more in southern Europe than in northern Europe. Still, hand gesture varies from individual to individual and therefore it isn't possible to recognize a typical gesture of a certain culture. That is, you can't point to either an American or a Chinese way of gesturing. All in all, your gestures are your own. They are gathered from your life experiences and your own nature.

Still, gesture is a relatively new field of study which is mostly based on the development of video technology. "We came into a situation that is very much like that of biology after the invention of the microscope," Streeck says. "First we had to learn how to look through a microscope and figure out what to look for. Then the discoveries began and an amazing world revealed itself. A world which we would have never found without the invention of the microscope." The same pattern applies to hand gesture. Future technology will surely provide us with more details. In the meantime, consider your hand gestures as a means to benefit your communication.

A Answer questions 1-8.

1. What are we told in lines 1-9 about Streeck's study?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) What the study was based on.
- (ii) How people responded to different hand gestures.
- (iii) Why people found it difficult to communicate without hand gestures.
- (iv) In what two fundamental ways hand gesture works.
- (v) Why his study reflects reality.
- (vi) Why the subjects in the study were studying their gesture.

(7*2=14 points)

2. In lines 13-14 the writer mentions that the mechanic, "gestured when talking on the telephone". Why does he give this information?

COMPLETE THE ANSWER ACCORDING TO LINES 10-15.

To show that hand gestures
(8 points)

3. What are we told about the second benefit of hand gestures? (lines 10-18)

- (i) Why it is more important than the first benefit.
- (ii) How it enables the listener to understand the speaker better.
- (iii) How it provides emphasis.
- (iv) How it works on the telephone.

(8 points)

4. What defines a person's hand gesture? Name ONE thing. Base your answer on lines 19-24.

.....
(8 points)

5. What point is explained about hand gesture according to lines 19-24?

- (i) They have an important role in every culture.
- (ii) The Chinese have a typical way of gesturing.
- (iii) Every person has his own way of gesturing.
- (iv) It is similar among people of the same culture.

(8 points)

6. COMPLETE THE SENTENCE ACCORDING TO LINES 25-32.

Gesture is compared to biology because they are both
.....
(8 points)



Need help to answer this question? Read the tip at the bottom of this page.

7. Which of the following statements is true according to lines 25-32?

- (i) The study of gesture will probably develop in the future.
- (ii) Technology created an amazing world.
- (iii) Some uses of hand gesture would have never been discovered without the microscope.
- (iv) The study of biology led to the invention of the microscope.

(8 point)

8. According to lines 31-32, hand gestures can benefit your communication. Name ONE way in which hand gestures can benefit your communication.

Take your answer from a DIFFERENT paragraph.

ANSWER:
(8 point)

B Tip

When you are asked to complete a sentence, pay attention both to the content and to the grammar of the sentence. In some cases, you will have to make grammatical changes in the words you copy from the text.

For example:

- After a modal (should, can, may, must), don't write "to".
- In an "if" sentence, use the correct conditional.

כאשר אתם מתבקשים להשלים משפט, שימו לב הן לתוכן והן למבנה הדקדוקי של המשפט. במקרים מסויימים, יהיה עליכם לערוך שינויים דקדוקיים במילים אשר אתם מעתיקים מהטקסט. לדוגמה:

- אחרי פעלי המודל, אין להשתמש במילה to.
- במשפטי תנאי יש להקפיד על המבנה הדקדוקי המתאים לדרגת התנאי.