VOCABULARY REVIEW I

Band III Core II: Introduction to New Words (Written Reception)

A. Translate the words in bold according to the context of the sentence. (For nouns, give a translation of the singular form; for adjectives, give a translation of the singular, masculine form; for verbs, give a translation of the V1 form.)

1. You shouldn't **assume** that someone is poor just because he's not well dressed. _____
2. It's **awkward** when you're the first to arrive at a party and there are no other guests in the room. _____
3. Shai has such a **distinct** singing voice that I can recognize it instantly. _____
4. Don't **dominate** the conversation; let other people talk, too. _____
5. It's **embarrassing** to discover that you've accidentally put on two different colored socks. _____
6. This teacher talks so fast that none of her students can **keep up**. _____
7. Talia's **manner** of dressing is quite unique. _____
8. Agriculture in the Negev is often used as a **model** for successful farming under difficult conditions. _____
9. Yoni speaks French very well, but you can tell that he's not a **native speaker**. _____
10. After a long **negotiation**, our teacher agreed to postpone our test by a week. _____
11. When I asked the little girl if she wanted ice cream, she **nodded** eagerly. _____
12. Many people think that my family is rich, but that **is not the case** at all. _____
13. On your first day of work, **observe** what others are doing and learn from them. _____
14. At the end of Purim, after eating candy all day, many children are **out of control**. _____
15. In the last couple of decades, technology has been changing **rapidly**. _____
16. Most of the audience didn't understand the lecturer's joke, which was a **reference** to a children's book from the 1950s. _____
17. I've told him **repeatedly** that he must clean his room, but he just doesn't do it. _____
18. These instructions are so **straightforward** that anyone should be able to follow them. _____
19. Yesterday, I waited over an hour for my bus to school. **To make matters worse**, there was a lot of traffic on the way, so I got to school almost two hours late. _____
20. Have you ever **witnessed** a car accident? _____

SAMPLE

B. Circle the correct word or phrase in each sentence.

1. Nowadays, the Chinese **(observe / dominate / assume)** global manufacturing.
2. She pressed the button **(rapidly / out of control / repeatedly)**, but the elevator never came.
3. The current **(negotiations / models / references)** between the government and the doctors' union are not going well.
4. Tomer, who is two meters tall, feels a bit **(embarrassing / straightforward / awkward)** when he is standing and talking to his 160 centimeter tall friend.
5. Many people believe that humans only have five senses, but that **(is not the case / makes matters worse / is out of control)**.
6. You're walking too fast! I can't **(nod / witness / keep up)** with you.
7. The careless **(native speaker / manner / reference)** in which things were done really upset me.

Band III Core I: Word Review

C. Complete the sentences with words or phrases from the box below.

1. One of my favorite _____ is "it's raining cats and dogs."
2. I was hoping for a good grade on my math exam, but _____, I only got a 63.
3. Why do you always _____ everything I say? Whenever I tell you something, you are sure you heard the opposite thing.
4. Lali _____ to write compositions in English, but she can talk fluently.
5. The Tavins went to a _____ advisor to get suggestions on how to pay their debts.
6. Our hotel aims to provide the best service possible. If there's anything you _____, please tell us and we'll do our best to get it to you.
7. I know that you've waited a long time, but please have just a little more _____. It's almost your turn.
8. The judge decided that both drivers were _____ in the accident.
9. Teenagers often feel _____ by everyone around them.
10. My favorite clothing shop has _____ in several Israeli cities.
11. Sami was happy to get a lot of positive _____ from his boss.
12. In Israel, it's illegal to drive a car if you don't have _____ for it.
13. This teacher expects all of his students to _____ in the lesson.
14. There is a limit as to how much information I can _____ at once.
15. I couldn't wait to see my mother's _____ when she came home and saw that I had cleaned the entire house.

branches – insurance – lack – absorb – misunderstand – idioms – reaction – misunderstood – participate – unfortunately – at fault – patience – struggles – feedback – financial

SAMPLE

Band III Core II: Introduction to New Words (Written Production)

D. Translate the words in bold according to the context of the sentence. (For nouns, give a translation of the singular form; for adjectives, give a translation of the singular, masculine form; for verbs, give a translation of the V1 form.)

1. Have you finished the **assignment** that the teacher gave us yesterday? _____
2. Not all Egyptians agreed with Sadat's **bold** decision to make peace with Israel. _____
3. He's a very **bright** child, but he doesn't put much effort into his studies. _____
4. Being fluent in English **enables** you to communicate with people around the world. _____
5. Right now, the situation is very bad, but it should improve **in the long term**. _____
6. **Innovation** is key for companies to survive and succeed. _____
7. **It goes without saying** that everything that is discussed here in this room must remain a secret. _____
8. Yael held several high level **positions** at Intel before leaving to begin her own startup. _____
9. There are many excellent cameras on the market, but this one **stands out** in terms of its ease of use and many features. _____
10. **Traditionally**, people tended to stay at the same job for years and years, but nowadays the trend is to switch jobs every year or two. _____

E. Complete the sentences with any word/s that is/are true for you. Use facts. (5/7)

1. It goes without saying that I _____.
2. In the long term, I _____.
3. My favorite kind of assignment is _____.
4. _____ enables me to stay cheerful and productive.
5. Traditionally, my family _____.
6. A bright person _____.
7. An important innovation of the last decade is _____.

SAMPLE

BAGRUT PRACTICE

PART I: WRITTEN RECEPTION (60 points)

Read the article below and then answer questions 1–7.

NATIVE SPEAKERS OF ENGLISH: MASTERS OF MISCOMMUNICATION

I When Lucien, a manager at the French branch of an international company, received an email from his British colleague about a project they were working on together, he was unsure of the meaning of one word. The dictionary contained two contradictory meanings, and he chose one. Unfortunately, it was the wrong choice. As a result of that one misunderstood word, the entire project eventually failed, causing Lucien's company to lose half a million dollars. "Things got out of control because two people were thinking the opposite thing," says Chia Sua Chong, a communications skills trainer whom the company hired after the costly fiasco.

II Ironically, it's usually native speakers of English who are at fault for such misunderstandings. Because English is a global language, they assume that they have a distinct advantage when it comes to international communication. Experts, however, say that this is not the case. "You often have a meeting full of people from different countries communicating in English, and all understanding each other." says Chong, "Then suddenly, the American or Brit walks into the room and nobody can understand them."

III The trouble with native speakers is that they tend to speak rapidly, use idioms, and make jokes and cultural references that leave non-native speakers struggling to keep up. To make matters worse, they lack awareness of how their failure to adapt their communication style impacts their audience. "I've repeatedly witnessed people stop paying attention when they realize that they have no chance of understanding," says Emma Marti, the head of training at an international insurance company. "However, even those that do keep listening may not fully understand what they've heard. In some cultures, it's particularly embarrassing to admit to such weaknesses, so there can be a room full of people nodding in approval while not actually sure what they're nodding about."

IV In Marti's experience, native speakers usually dominate global meetings, taking up around 90 percent of the speaking time. "That's not only awkward, but also ineffective," she points out. "If there's no exchange of ideas and no negotiation, nothing will happen." That lack of dialogue is not only the result of incomprehension, but also of impatience. "Native speakers expect an immediate reaction," says Marti, "but they need to learn to give non-native speakers a bit of time to absorb what they've said and formulate a response."

SAMPLE

V Don Burton, an American living in Rome and senior marketing director at a financial company, advises native English speakers to observe their foreign colleagues' manner of speech and use that as a model. "Slow down and stick with straightforward and simple language," he says. He also recommends repeating important points in two or three different ways, and encouraging feedback from all attendees. "If people don't participate," he warns, "how do you know if you've been understood?"

QUESTIONS (60 points)

Answer questions 1–7 in English according to the article. In questions 1, 2, 3, and 4, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?
i) Why dictionaries are not a good business tool.
ii) How harmful business miscommunications can be.
iii) What causes most business projects to fail.
iv) How to ensure that people always understand each other.

(6 points)

2. Why does the writer use the word ironically in line 8?
People whose mother tongue is English (—)
i) tend to consider themselves the best at everything
ii) are more likely to work in international companies
iii) often can't speak any foreign languages
iv) should be the best at communicating in English

(7 points)

3. What are we told about native speakers of English in paragraph II?
i) What is wrong with the way they communicate with non-native speakers.
ii) How they react when they realize that their audience doesn't understand them.
iii) Why they don't care if their listeners are struggling to keep up.
iv) What kinds of jokes they tend to tell non-native speakers.

(6 points)

4. What can we infer about some non-native speakers of English from paragraph III?
i) They are often uninterested in what native speakers are saying.
ii) They may pretend to understand even when they don't.
iii) They tend to interrupt frequently to ask for explanations.
iv) They expect native speakers to talk very slowly.

(6 points)

SAMPLE

5. According to paragraph IV, why do native speakers usually dominate global meetings? Give TWO answers. COMPLETE THE ANSWERS.

Because non-native speakers _____.

Because native speakers are _____.

(2x7=14 points)

6. In paragraph II, Chia Sua Chong describes "a meeting full of people from different countries communicating in English, and all understanding each other."

How are they able to communicate with each other so well in English? Give TWO answers. Base your answer on paragraph IV.

By _____.

By _____.

(2x7=14 points)

7. How could the project failure described in paragraph I have been prevented? Give ONE way. Base your answer on paragraph III or on paragraph V.

ANSWER: _____

(7 points)

SAMPLE

PART II: WRITTEN PRODUCTION (40 points)

Write 120–140 words in English on the following topic.

8. In your opinion, should schools focus more on teaching creativity?

Write a composition stating and explaining your opinion.

BAGRUT STRATEGY #2: CONNECTING INFORMATION FROM DIFFERENT PARTS OF THE TEXT

In the Module G exam, there may be a question that requires you to connect information from different parts of the text. You might be asked about a question about a sentence in one paragraph, but told to answer the question according to a different paragraph. Alternatively, you might be told to base an answer on more than one paragraph.

For example, in question 7 on page 24, you are asked:
How could the project failure described in paragraph I have been prevented? Give ONE way. Base your answer on paragraph III or in paragraph V.
ANSWER: _____

In order to answer this question, you first have to go back to paragraph I and read about the project failure. There you will see that the project failure was a result of one word that a native speaker used in an email to a non-native speaker, a word that had two contradictory meanings. The recipient of the email chose the wrong meaning, which eventually caused the entire project to fail.

In other words, both the sender and recipient share in the blame for the project failure; the native speaker chose to use an unclear word, while the non-native speaker chose the wrong meaning of the word. If either of them had acted differently, the project failure could have been prevented. Once you've understood that, you need to reread paragraph III and/or paragraph IV. In paragraph III, you will find some of the mistakes that native and non-native speakers make when it comes to communicating in English—from which you can infer what *not* to do if you want to prevent miscommunications—and one of which connects to the mistake that led to the project failure. In paragraph V, you will find recommendations for better communication, one of which can also be used to answer the question.

In short, in order to answer question 7, you need to connect the information in paragraph I with information in paragraph III or paragraph V. That does take a bit more time than answering most of the other questions about the text, but it *can* be done!

SAMPLE

BAGRUT STRATEGY PRACTICE #2

Read the passage below and answer the questions. Make sure to connect information from different parts of the text!

AKIYA: A MAJOR JAPANESE HOUSING ISSUE

I While some countries such as Israel suffer from a major shortage of housing, that is not the case everywhere around the world. In Japan, which has been experiencing a steep population decline, approximately 9 million homes, or 14 percent of all residential properties, are sitting empty. The previous owners of these properties, known in Japan as *akiya*, are dead. They either had no heirs, or had heirs who already owned a home and didn't want to pay inheritance tax on a second house.

II The problem of *akiya* is complex and has far-reaching consequences. Many are older wooden houses which are in danger of collapsing in the event of a natural disaster such as an earthquake. Their ownership and legal status of many houses is unclear, so the government can't just demolish them and develop new housing projects in their place. In addition, says Shu Matsuo, one of the few native Japanese who did buy and renovate an *akiya*, "many Japanese people are conditioned to believe that older homes have no value. Most people want to build a new home." She admits, however, that a large percentage of *akiya* lack the basic conditions most people expect in modern housing, such as proper sewage.

III The Japanese have tried to deal with the issue in various ways, but so far, without much success. Some agencies promote the sale of *akiya* to foreigners, and a small number have indeed bought abandoned homes at very low prices and turned them into cafes or guesthouses. "In my country, the housing crisis has led to a sharp rise in home prices, so this was a great opportunity for me," says Mike, now the proud owner of a British-style bed-and-breakfast. "I lived in Japan in the past, so I know Japanese well. However, if you're not familiar with the country and its culture, and are not fluent in Japanese, I wouldn't recommend this move."

IV There are also government programs aimed at native Japanese, such as one in Okutama, a rural town two hours away from Tokyo. People who agree to live in an *akiya* there not only pay a very low rental fee but also get money to renovate the house. After fifteen years. the house will belong to them and they even get their rent money back. The offer appears to be very generous and well thought out, yet so far, only seven families have taken advantage of the program.

V Dr. Gorou Kimura, a professor at Kobe University, warns that the *akiya* problem will continue to grow and will be intensely felt in central neighborhoods of large cities. "The social ramifications of towns and cities that stand mostly empty are immense," he warns, "but that's not my main worry. Abandoned housing is only the symptom of the real problem. If we don't address the population issue urgently, the Japanese nation will one day no longer exist."

SAMPLE

1. In paragraph II, we are told that the ownership and legal status of *akiya* are often unclear. Why might that be the case? Base your answer on paragraph I.

ANSWER: _____

_____

2. What was the reason behind Mike's decision to open up a bed-and-breakfast in Japan? (paragraphs I and III)
COMPLETE THE SENTENCES IN THE SEQUENCE OF CAUSE AND EFFECT.

(1) In Mike's country, there isn't _____.

(2) Consequently, housing prices have risen sharply.

(3) Mike decided to _____.

3. Why is it *not* surprising that only seven families have taken advantage of the Okutama program described in paragraph IV? Give TWO reasons. Base your answers on paragraph II.

(1) _____

(2) _____

4. According to Dr. Kimura, what is "the real problem" facing Japan (line 28)? Base your answer on paragraph I.
COMPLETE THE SENTENCE.

The Japanese _____.

SAMPLE

LANGUAGE FOCUS #2: GERUNDS AND INFINITIVES

In paragraph III of the text on page 22, Emma Marti says: "I've repeatedly witnessed people stop **paying** attention when they realize that they have no chance of **understanding** …. In some cultures, it's particularly embarrassing **to admit** to such weaknesses …."

In paragraph V, we are told: "Don Burton, an American living in Rome and senior marketing director at a financial company, advises native English speakers **to observe** their foreign colleagues' manner of speech and use that as a model. …He also recommends **repeating** important points in two or three different ways …."

In the sentences above, all the words in **bold** are noun forms. **To admit** and **to observe** are infinitives (**to + V1**), while **paying**, **understanding**, and **repeating** are gerunds (**verb + ing**). Both forms are commonly used in English, sometimes interchangeably (i.e., we can use either form), but often exclusively (i.e., only one form is correct).

The negative form of a gerund is **not + verb + ing**. The negative form of an infinitive is **not + to + V1**.

We generally use **gerunds** in the following situations:

1. as the subject of a sentence. For example: **Admitting** weaknesses is particularly embarrassing in some cultures.
2. after prepositions. For example: The company hired a communication skills trainer **after losing** half a million dollars as a result of a miscommunication.
3. after certain verbs, such as *admit*, *appreciate*, *avoid*, *consider*, *delay*, *deny*, *discuss*, *dislike*, *enjoy*, *escape*, *face*, *finish*, *forgive*, *imagine*, *involve*, *keep* (=continue), *mention*, *mind*, *miss*, *practice*, *quit*, *recommend*, *reject*, *risk*, *spend / waste time*, *stop*, *suggest*, and *understand*. For example: Many non-native speakers **avoid speaking** at meetings where native speakers of English are present.
4. after certain phrasal verbs, such as *care for*, *carry on*, *count on*, *do without*, *end up*, *feel like*, *give up*, *go on*, *look forward to*, *keep on*, and *put off*. For example: As a result of one misunderstood word, the entire project **ended up failing**.
5. as an object of the *to be* verb. For example: One of Don Burton's recommendations **is sticking** with straightforward language.

We generally use **infinitives** in the following situations:

1. after certain verbs, such as *afford*, *agree*, *appear*, *arrange*, *ask*, *beg*, *choose*, *claim*, *decide*, *demand*, *deserve*, *expect*, *fail*, *hope*, *know how*, *learn*, *manage*, *offer*, *plan*, *prepare*, *pretend*, *promise*, *refuse*, *seem*, *struggle*, *threaten*, *volunteer*, *wait*, and *want*. For example: Many non-native speakers **struggle to understand** native speakers of English.

SAMPLE

2. after certain adjectives, such as *afraid*, *ashamed*, *boring*, *careful*, *common*, *delighted*, *difficult*, *disappointed*, *eager*, *fortunate*, *glad*, *happy*, *hard*, *likely*, *lucky*, *pleased*, *prepared*, *proud*, *ready*, *reluctant*, *sad*, *shocked*, *sorry*, *sure*, *surprised*, and *upset*. For example: It's **hard to understand** native speakers because they speak rapidly and use idioms.
3. after certain nouns, such as *ability*, *advice*, *attempt*, *decision, desire*, *failure*, *fact*, *intention*, *offer*, *opportunity*, *need*, *permission*, *plan*, *possibility*, *promise*, *refusal*, *request*, *requirement*, *suggestion*, *way*, and *wish*. For example: A **failure to communicate** properly can greatly impact a company's projects.
4. after adjectives with **too** and **enough**. For example: In some cultures, it's **too embarrassing to admit** that you can't understand someone's speech.

Note that in some situations we can use either gerunds or infinitives with no change in meaning:

1. after certain verbs and expressions such as: *begin*, *continue*, *hate*, *like*, *love*, *prefer*, *start*, and *try*. For example: Try **observing** your foreign colleagues' manner of speech. Try **to observe** your foreign colleagues' manner of speech.
2. after most adjectives. For example: It was **great seeing** you. It was **great to see** you.

Some verbs can be followed by either a gerund or infinitive with no change in meaning, depending on whether there is a noun / pronoun after the verb or not. When there is a noun / pronoun after the verb, we use an infinitive. Otherwise, we use a gerund. Among these verbs are: *advise*, *allow*, *encourage*, and *permit*. For example: I **advised using** simple language. I **advised him to use** simple language.

With some verbs, however, the meaning changes depending on whether they are followed by a gerund or infinitive, including *forget*, *regret*, *remember*, *stop*, and *try*. For example:

If you **stopped eating**, you were in the middle of eating and you stopped. If you **stopped to eat**, you were in the middle of a different action, and you stopped what you were doing in order to eat.

If you **regret telling** me something, you told me something that you now wish you hadn't told me. If you **regret to tell me** something, you have bad news that you are sorry to have to tell me.

Finally, it's important to remember that there are times when we use neither a gerund nor an infinitive, but rather **V1** (the base form):

1. after modals, such as *can*, *could*, *may*, *might*, *should*, and *must*. For example: I **can't understand** you. Can you please explain things again?
2. after the verbs *let* (= permit) and *make* (= force) that are followed by a noun or pronoun. For example: The teacher **lets her students drink** during the lesson. My mother **made me clean** my room.

SAMPLE

LANGUAGE PRACTICE #2

A. Circle the correct word / phrase in each set of brackets.

1. You must ask for permission **(leave / to leave / leaving)** the room.
2. I can't imagine **(living / live / to live)** on a desert island.
3. Oren claims **(to be / being / be)** a millionaire, but I doubt that that's the case.
4. Our teacher makes us **(doing / to do / do)** at least two hours of homework every day.
5. All of Maya's friends encouraged her **(opening / to open / open)** a business.
6. I really feel like **(going / to go)** on vacation, but it's impossible for me to do so right now.
7. You should consult with an expert before **(to purchase / purchase / purchasing)** extra health insurance.
8. Is your car big enough **(to fit / fit / fitting)** in all of us?
9. I really regret **(tell / telling / to tell)** Sara my secret.
10. The new initiative might **(leading / to lead / lead)** to a sharp decline in traffic accidents.

B. Write sentences with the words in brackets, using either gerunds or infinitives. You may change the form of the words as necessary.

1. (dangerous) _____
2. (practice) _____
3. (let) _____
4. (disappointed) _____
5. (look forward to) _____
6. (volunteer) _____
7. (decision) _____
8. (stop) _____

SAMPLE

VOCABULARY REVIEW II

A. Complete the table of parts of speech. Use a dictionary as necessary.

	Noun	Verb	Adjective	Adverb
1.		assume		—
2.			awkward	
3.			embarrassing	
4.	innovation			—
5.	negotiation			—
6.		observe		—
7.		—	rapid	
8.		—		traditionally

SAMPLE

B. Complete the sentences with words or phrases from the box below. Change the form as necessary. (Note that there are extra words and phrases in the box.)

1. I forgot to put eggs into the cake I baked yesterday. _____, I put in salt instead of sugar. As you can imagine, I had to throw it straight into the garbage.
2. New immigrants often find it hard to get a good _____ even if they have a lot of knowledge and experience.
3. I asked the children if they wanted ice cream, and they all _____ excitedly.
4. I've had many excellent teachers, but my elementary school English teacher _____ in my memory.
5. From Alessio's _____ accent, it's clear that he's Italian.
6. Tami is so creative that she always has _____ ideas and suggestions.
7. Finland's educational system is so good that it should be a _____ for other countries.
8. When we meet with all your childhood friends, I don't understand most of their _____ and inside jokes.
9. This artist is known for his use of _____ color.
10. I don't appreciate being talked to in such an impolite _____.
11. After _____ the way your employees reacted to a customer's complaint, I can understand why your business is failing so badly.
12. Many people think that the United States is the biggest country in the world, but that's _____.
13. I must be _____ with you and tell you that I'm not at all satisfied with the quality of your work.
14. This new technology will _____ people to work much faster and more efficiently.
15. Your _____ is to read the first two chapters in the book and answer these questions.
16. Our company has many branches in France, so we are always interested in hiring _____ of French.
17. The Nagi family currently lives in London but _____, they plan to move out of the city.
18. The powerful politician _____ the room from the moment he entered it.
19. Due to the strong winds and dry weather conditions, the forest fires in California were soon _____.
20. The little boy has so much energy that it's hard for his parents to _____ him.

model – in the long term – repeatedly – manner – references – not the case – keep up with – nodded – negotiations – straightforward – witnessing – native speakers – innovations – to make matters worse – bold – out of control – assignment – position – traditionally – bright – stands out – embarrassing – dominated – distinct – enable

SAMPLE