This booklet contains Parts 2 through 4 (76 credits) of this examination. Your performance on Part 1, Speaking (24 credits), has been evaluated prior to the date of this written examination.

The answers to the questions on this examination are to be written in the answer booklet, which is stapled in the center of this examination booklet. Open the examination booklet, carefully remove the answer booklet, and then close the examination booklet. Be sure to fill in the heading on your answer booklet.

When you have completed the examination, you must sign the statement printed at the end of the answer booklet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer booklet cannot be accepted if you fail to sign this declaration.
Part 2
Answer all questions in Part 2 according to the directions for a and b. [30]

a Directions (1–9): For each question, you will hear some background information in English once. Then you will hear a passage in Hebrew twice and a question in English once. After you have heard the question, the teacher will pause while you read the question and the four suggested answers in your test booklet. Choose the best suggested answer and write its number in the space provided in your answer booklet. Base your answer on the content of the passage, only. [18]

1 What is unusual about this new car?
   (1) It can be flown in the air.
   (2) It seats 10 people comfortably.
   (3) It uses solar energy.
   (4) It can be driven on land and in water.

2 What new fact did the scientists discover?
   (1) It is better to fry vegetables in olive oil.
   (2) It is better to cook vegetables in a little water.
   (3) It is better to eat a lot of potatoes.
   (4) It is better to eat meat than fish.

3 What is special about this place?
   (1) You can fly from there directly to the United States.
   (2) You can play a variety of sports there.
   (3) You can see many Israeli places in miniature.
   (4) You can go scuba diving there.

4 What did the people do after the meal?
   (1) They watched a movie.
   (2) They played football.
   (3) They danced the Hora.
   (4) They used their computers.

5 Who inspired Frida Kahlo to research her Jewish heritage?
   (1) her brother
   (2) her sister
   (3) her father
   (4) her mother

6 What does the teacher announce?
   (1) There will be no homework today.
   (2) The test will be canceled.
   (3) There will be no school tomorrow.
   (4) The test will continue tomorrow.

7 What is one difference between “Hadoar” and “Lamishpaha”?
   (1) “Hadoar” is more sports oriented than “Lamishpaha.”
   (2) “Hadoar” contains more pictures than “Lamishpaha.”
   (3) “Hadoar” is more humorous than “Lamishpaha.”
   (4) “Hadoar” is written in more difficult Hebrew than “Lamishpaha.”

8 Why are the students angry?
   (1) The students will have to pay a higher tuition.
   (2) There will be more days in the school year.
   (3) The students will have to travel longer distances between classes.
   (4) The library will be closed two days a week.

9 What does Lavie tell you about his dog?
   (1) Skippy is a good watchdog.
   (2) Skippy likes to eat a lot.
   (3) Skippy chases cars.
   (4) Skippy barks all the time.
Directions (10–15): For each question, you will hear some background information in English once. Then you will hear a passage in Hebrew twice and a question in Hebrew once. After you have heard the question, the teacher will pause while you read the question and the four suggested answers in your test booklet. Choose the best suggested answer and write its number in the space provided in your answer booklet. Base your answer on the content of the passage, only.

10. What relationship does this letter have with its Latin equivalent?

(1) מְהֵרֵי מְהֵרֵי
(2) מְהֵרֵי מְהֵרֵי
(3) מְהֵרֵי מְהֵרֵי
(4) מְהֵרֵי מְהֵרֵי

11. What is the relationship between this letter and the Hebrew alphabet?

(1) הַאֹרְבֶּה לֵשׁוֹת בֶּכְרָךְת.
(2) הַגַּוֲּאִב לֵשׁוֹת בֶּכְרָךְת.
(3) הַגַּוֲּאִב לֵשׁוֹת בֶּכְרָךְת.
(4) הַגַּוֲּאִב לֵשׁוֹת בֶּכְרָךְת.

12. What is the word?'

(1) כָּלִיל - כָּלִיל
(2) מֶסְפְּקָה - מֶסְפְּקָה
(3) מֶסְפְּקָה - מֶסְפְּקָה
(4) מֶסְפְּקָה - מֶסְפְּקָה

13. What is the meaning of this Hebrew term in the context of the passage?

(1) הוּא כָּשֵׁר לַהוּא לַאָרֶץ.
(2) הוּא עֶבֶד בְּמֵסְפְּקָתָה.
(3) הוּא לֵפֶד לַיִּהוּ.
(4) הוּא נְרִי לַאוֹרִיגְבְרֵסִיתָה צָעֵרָיִית.
14 מיהו ניתן לקרות מרכז קינון ולהת מלאך קצינה?

(1) קינון של משה רבינון
(2) היוונים עשו משפחתה ליאור ליאור
(3) היו אנגלים בלשון ערביית.
(4) היו מתעת ליטא ליטא אינפראנט.

15 מה הפועלים של המחידה הים?

(1) מואז המנזר
(2) טריפה
(3) מיסיה
(4) פולייטיקה
Part 3
Answer all questions in Part 3 according to the directions for a, b, and c. [30]

a Directions (16–20): After the following passage, there are five questions or incomplete statements. For each, choose the word or expression that best answers the question or completes the statement according to the meaning of the passage, and write its number in the space provided in your answer booklet. [10]
בפסיטיבל של השנה سابבה כי היא קניהרתה, אתח בניי-גחך
והחשים בתיה הורק. בפסיטיבל בניי-ורק, כל הפיקוחים שלוה ישראל.
והסוד מהסיבים, הפיקוחים שלוה הערוך. בכול כי מהסיבים
היה שיריו כהשך, שרי חווה, שרי אנהבה, א욊ה החק.
בפניו מתים בכתבי בשאראל החק באמרקה. לפסקים השירים של שרי
שירות בל לתי מוסיכלי, לפסים השירים שלוי מלוכי בניו
בכל פסקים. פסק, קולו, קולו, קולו, וחק. בsetContent, בsetContent, על כל
הפסים של 225 הפסקים. הם שאר יוחם בפיקוחים את/vndוה. לכל
הזכאות בחקה החלהב.

השיר האהוב בקוקרטיה היה "התקוה", הממוקם על
ישראל. מצה לחר הומן את כל האשימים בתקוה לישר את "התקוה"
יזד עם הפיקוח. כל התקוה עמד זך, ובמעינים של ארמנים בזים
גרא ענוה. באולק זוחל ויוו זינה זונה של תקווה ושמה.
התקוה לכלתי התקוה ישאפו ב patriotים שהרים טלאיה אחר שישר
וחלוצות לעיטר שמחה.

Comp. Hebrew–June ’04
16 מיה כואים נוספים?
(1) מפקחות זמנים עבריים
(2) סטיליס לכל חלקי העולם
(3) пицניז של רכוזיים
(4) משありがとうございます

17 מיה נוספים yanיר קצמוי בישארל?
(1) הם קשאהבים בכבדות של.
(2) הם מתנונים כשם בכל חלקי העולם.
(3) הם למומרים בפני אבדפי.
(4) הם שם בטוחים בשולים.

18 אם משפדיים השתרעמ בaviest קצמוי לישראלי בשנת 1997?
3 (1)
13 (2)
30 (3)
300 (4)

19 לייפה היהים הפיגישו של פסייכל קצמוי בשוגה ששבברה?
(1) במכונתריאלים בבלדה
(2) פרוורשים במקל אבס
(3) ענן-בירי וגבי-וריק
(4) בפילנדלים ובבלסונק

20 מיה אחר בסטה פסטראבל?
(1) המ合理性וכל מח cervה שרה בימד.
(2) גונן פרסיס לימי lashמי המ合理性לה.
(3) הגישו קפה ומגוזות לכל המ合理性.
(4) כתשי פורטסיס כליגוארט של משגה המראה.
Directions (21–25): Below each of the following selections, there is either a question or an incomplete statement. For each, choose the word or expression that best answers the question or completes the statement according to the meaning of the selection, and write its number in the space provided in your answer booklet.

21 What major event took place in the eastern part of the United States?

(1) a heavy snowfall
(2) a strike
(3) an electric failure
(4) an earthquake
22 What are some of the ingredients of this salad?

(1) potatoes, peas, onions
(2) carrots, almonds, apples
(3) bananas, peaches, plums
(4) tomatoes, lettuce, celery
23 Where will this event take place?
(1) in a sports center
(2) in a museum
(3) in an ice-skating rink
(4) in a theater

24 This advertisement is urging people to buy
(1) children's summer shirts
(2) children's summer pants
(3) children's winter coats
(4) children's winter shoes
# The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

ANSWER BOOKLET

FOR

COMPREHENSIVE EXAMINATION

IN HEBREW

Tuesday, June 22, 2004 — 9:15 a.m. to 12:15 p.m., only

<table>
<thead>
<tr>
<th>Credit Earned</th>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
<th>Part 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater's Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student: ................................................................. Sex: □ Male  □ Female

Teacher: ...........................................................................................................

School: ..................................................................................................................

City: .....................................................................................................................

Part 2

<table>
<thead>
<tr>
<th>Credit</th>
<th>13</th>
<th>10</th>
<th>7</th>
<th>4</th>
<th>1</th>
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Part 3

<table>
<thead>
<tr>
<th>Credit</th>
<th>26</th>
<th>21</th>
<th>16</th>
</tr>
</thead>
</table>

[a]
I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

[d]
25. What does the calendar show?

(1) places you can visit  
(2) classes you can take
(3) television programs you can watch  
(4) radio programs you can listen to
Directions (26–30): After the following passage, there are five questions or incomplete statements in English. For each, choose the word or expression that best answers the question or completes the statement according to the meaning of the passage, and write its number in the space provided in your answer booklet. [10]
בכל העולמים ראו אנשי ביטולים את אילת והכריזו שיהיו בחקל.

אם בני ישראל ישו יין בבל יראלוים, מייד יעד冈, על די השלום,
ויתסכול על משברת החקל "שלמהביה". ישבחר מחתר, אםיר רמז
שהרגע ההשבה באמצעות כונן בשיסחו הת mócשר מגמר-חקל
ועשה יסיבוב חראשו מתאר ישראל. הוא ראה חכו את זמ
הכרח, הירי נשלל, נפלו חיה. מחתר דבר על נשלפו עם
מшлоותיו ועומר שלמיות ביבת ספר ביווילים. וס אריאל שורו, לא
מנשלת ישראל, דבר על אלול רמונ.hoa ברכת ואוהי ה.wrapper את כל
האסטרווגותים האנושיים בCKER בישראל.

ابل כל理工大学, öה לא קרה. ממוש סᛞות הגישה, את תי 16 ימים
 pelicלים, אסף זמר קררה. ביאר משברת ידרה מחתר
לכלורה-א francais, ה獲 התחligt, כל שובית האסטרווגותים נורנ.
בכל העולמים, ישבירה באמרכיקה ובישראל, הנכחה ממשים לابل. לא
נשכח בכלים את חקוריה של שבינת האסטרווגותים, ו빅ימ
האסטרווגותי היצרהלא חרקשיו אלל רמונ.
26 What did Ilan Ramon study before he entered the Israeli Air Force?  
(1) medicine  
(2) music and art  
(3) electronic engineering  
(4) literature

27 What special activity did Ramon do on the space shuttle flight?  
(1) He taught Hebrew to the astronauts.  
(2) He conducted scientific research.  
(3) He played backgammon.  
(4) He floated outside the shuttle.

28 Why did Ramon take a drawing aboard the shuttle?  
(1) because of his grandfather's death in the Holocaust  
(2) because of his conversation with the prime minister  
(3) because of a suggestion from his family  
(4) because of his training in Texas

29 What did Ramon feel was his most important and most emotionally moving moment aboard the flight?  
(1) talking by telephone with students in Jerusalem  
(2) receiving a blessing from Prime Minister Sharon by telephone  
(3) eating his Sabbath meal aboard the shuttle  
(4) seeing the land of Israel from orbit

30 What is the main point of this story?  
(1) the process of training people for space travel  
(2) the cost of communicating with a space shuttle  
(3) the history and heroism of Ilan Ramon  
(4) the interrelationship of astronauts in space
Part 4

Write your answers to Part 4 according to the directions. Your answers must be written in your own words; no credit will be given for a response that is copied or substantially the same as material from other parts of this examination.

Directions (31–33): Choose two of the three writing tasks provided below. In your answer booklet, write your response to the two writing tasks you have chosen.

For each question you have chosen, your answer should be written entirely in Hebrew and should contain a minimum of 100 words.

Place names and brand names written in Hebrew count as one word. Contractions are also counted as one word. Salutations and closings, as well as commonly used abbreviations in Hebrew, are included in the word count. Numbers, unless written as words, and names of people are not counted as words.

You must satisfy the purpose of the task. Be sure to organize your response and to include a beginning, middle, and ending. The sentence structure and/or expressions used should be connected logically and should demonstrate a wide range of vocabulary with minimal repetition.

31 Your Hebrew teacher has asked your Hebrew class for suggestions about a class trip. In Hebrew, write a letter telling him/her where you would like to go. You may wish to include:
- destination
- your reasons for making this suggestion
- dates or times for the trip
- method of transportation
- cost of the trip
- ways to earn money for the trip
- possible activities during the trip
- length of time that the trip will take
- number of people going on the trip
- who will go on the trip

32 You have just found out that one of your friends is moving away. In Hebrew, write a journal entry expressing how you feel. You may wish to include:
- a description of your friend
- why this person is your friend
- how long you have known each other
- why you will miss your friend
- activities that you did together
- when your friend is leaving
- where your friend will be living
- how you can stay in contact with each other
- when you can visit each other
33 In Hebrew, write a story about the situation shown in the picture below. It must be a story relating to the picture, **not** a description of the picture. Do **not** write a dialogue.

![Picture of a person at a desk with a calculator and a calendar]


**NOTE:** The rubric (scoring criteria) for a Part 4 response receiving maximum credit appears below.

### Regents Comprehensive Examinations in Modern Languages

<table>
<thead>
<tr>
<th>Dimension</th>
<th>A response receiving maximum credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Task</strong></td>
<td>Accomplishes the task, includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Exhibits a logical and coherent sequence throughout, provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.</td>
</tr>
<tr>
<td><strong>Structure/Conventions</strong></td>
<td>Demonstrates a high degree of control of Checkpoint B (Regents level) structure/conventions:</td>
</tr>
<tr>
<td>- Subject-verb agreement</td>
<td>- subject-verb agreement</td>
</tr>
<tr>
<td>- Tense</td>
<td>- present, past, future ideas expressed as appropriate</td>
</tr>
<tr>
<td>- Noun-adjective agreement</td>
<td>- noun-adjective agreement</td>
</tr>
<tr>
<td>- Correct word order</td>
<td>- correct word order</td>
</tr>
<tr>
<td>- Spelling</td>
<td>- spelling</td>
</tr>
<tr>
<td></td>
<td>Errors <em>do not</em> hinder overall comprehensibility of the passage.</td>
</tr>
<tr>
<td><strong>Word Count</strong></td>
<td>Contains 100 words or more.</td>
</tr>
</tbody>
</table>