General Directions

Before the start of the examination period, distribute one examination booklet, face up, to each student. When each student has received a booklet, tell the students to open it and carefully remove the answer booklet, which is stapled in the center. Then tell the students to close the examination booklet and fill in the heading on the front of the answer booklet.

After each student has filled in the heading of the answer booklet, begin the examination by following the directions for Part 2a, as given below.

Directions for Part 2a:

Instruct students to open their test booklets and read the directions for Part 2a. After students have read and understood the directions, say:

There are nine questions in Part 2a. Each question is based on a short passage which I will read aloud to you. Listen carefully. Before each passage, I will give you some background information in English once. Then I will read the passage in Hebrew twice. After you have heard the passage for the second time, I will read the question in English once. The question is also printed in your test booklet.

After you have heard the question, you will have about one minute before I go on to the next question. During that time, read the question and the four suggested answers in your test booklet. Choose the best suggested answer on the basis of the information provided in the passage, and write its number in the space provided in your answer booklet.

You should not read the question and the suggested answers while you are listening to the passage. This will allow you to give all your attention to what you hear. I will now begin.
Administer each of the items in Part 2a as follows:

First, read the setting in English once; then read the listening comprehension stimulus (passage) in Hebrew twice in succession. Make every effort to read the passage in the way students would hear it in an authentic setting. Then read the question once. Pause for no more than one minute before proceeding to the next item.

1 You hear this report on the Israeli radio:

What did the bus driver find on the bus?

2 Your friend invites you to travel with him to the Dead Sea. He says:

Why do people travel to the Dead Sea?

3 Your Israeli friend is talking to you about his family. He says:

Why is your Israeli friend so happy?
4 You hear a radio report on “Kol Yisrael” about a person in Israel. The announcer says:

What happened to Moshe Yechiel last week?

5 You are listening to the radio in Haifa. The newscaster provides this information:

What was one of the features of this broadcast?

6 Your Hebrew teacher talks about a season of the year. She says:

Which season is your teacher discussing?
7 You overhear Shai talking to his Israeli friend:

What does Shai like to do on weekends?

8 You overhear your Israeli friend’s mother talking to the doctor. She says:

What does Lavie eat for breakfast?

9 You hear this public service announcement on Israeli radio:

What is this radio announcement about?
Directions for Part 2b:

Instruct students to read the directions for Part 2b. After students have read and understood the directions, say:

There are six questions in Part 2b. Part 2b is like Part 2a, except the questions and answers are in Hebrew. I will now begin.

Administer Part 2b in the same manner as Part 2a.

10 You hear this news report on Israeli television:

11 You hear the radio announcer on “Kol Yisrael” reporting on an event. She says:
12 A student in your Hebrew class says to the teacher:

ס comunità המורה. אני לא הבנתי את השיר של
ביאליק. למה אתה מספר כך? אני אף פעם לא ידעתי
ל WINDOWS. אתה픔 ששל אדניאב? ואתיים של נדידה
עבורה לא כלים שלא.

מה המבקים התלמייא המורה?

13 You are an exchange student in Israel. Your teacher tells about a trip that the class is going to take. She says:

וכלם ידיעות על המוזיאון "יד זים" ביוורשלím.
ظروف על התוכננות של הקהילה. בקובץ
במהו הקהילה המורחבת. בקובץ
הזהה של ענביים בורוות בехал של שביה זפר
תוחלת מוסים. על קירונות ההובוטים בשמות
הקהילות המורוחות של השרטים השרפים בושוא.

מה המוכרים השמאות על קירונות האבני
בϝόκα για "יֵים"?

14 Your Israeli classmate tells you what she does after school. She says:

כל יום אחריו יתי הספר אני יונידת בהנה
בפני. אני אוורות לבלד. אני אני אוורות
אפרות. אני מוכרת חלזות, מוכסות, נלשים
שمالות. אני מורייה קשרי כדי לשלשל ברי
הלהוספים של בואניבריסטיה בשנאה הבהאה.

למה הולכת הת交通枢纽 של בנייה?
15 When you were in Israel last year, you heard this report on Israeli television:

When students have finished Part 2b, say:

This is the end of Part 2. You may now go on to the rest of the examination.