



מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות  
מועד הבחינה: חורף תש"ף, 2020  
מספר השאלון: 016481

## אנגלית

שאלון ה'

(MODULE E)

גרסה א'

### הוראות לנבחן

- א. משך הבחינה: שעה ורבע.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
- |           |   |            |   |            |
|-----------|---|------------|---|------------|
| פרק ראשון | — | הבנת הנקרא | — | 70 נקודות  |
| פרק שני   | — | הבנת הנשמע | — | 30 נקודות  |
| סך הכול   | — |            |   | 100 נקודות |
- ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.
- נבחן "עולה חדש" רשאי להשתמש גם במילון דר' לשוני: אנגלי-שפת אימו / שפת אימו-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.
- ד. הוראות מיוחדות:
- (1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
  - (2) כתוב את כל תשובותיך באנגלית ובעט בלבד.
  - (3) בתום הבחינה החזר את השאלון למשגיח.
- הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

**בהצלחה!**

/המשך מעבר לדף/



אנגלית, חורף תש"ף, מס' 016481, גרסה א'

## PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

Read the article below and then answer questions 1-8.

### PLANTING TREES TO SAVE THE WORLD

**I** For many years, temperatures have slowly been rising all over the world. Now we are beginning to see the terrible effects of global warming. For instance, changes in climate are causing extremely hot, dry weather in some places, and flooding in others. The main reason for global warming is well known: the huge quantities of the gas CO<sub>2</sub> that cars and factories throughout the world release into the atmosphere. Attempts have been made to slow down global warming by finding ways to reduce the amount of CO<sub>2</sub> that is being released. However, many scientists believe that we must also try to remove the gas that is already in the atmosphere.

**II** A group of Swiss scientists recently published a study that investigated different ways of doing this. Their surprising conclusion: the best and cheapest method would be to plant one trillion (1,000,000,000,000) trees. Trees naturally take CO<sub>2</sub> from the air as they grow. The Swiss group claims that a trillion more trees in the world would remove most of the gas that has entered the atmosphere over the past century.

**III** The Swiss study has also identified where the additional trees could be planted. Using thousands of satellite photos, they found huge areas of land available in Russia, the United States, Canada, Australia, Brazil, and China. In several of these countries, there are environmental groups that are already planting large numbers of trees. However, the Swiss scientists warn that such groups can't plant enough to have any effect on global warming. For the trillion-tree plan to be successful, the scientists say, governments must become involved.

**IV** George Manning, a leading British environmentalist, strongly believes in the Swiss plan. However, he feels it is unlikely to be carried out. "I don't think it will get all the government support it needs, because even today, most countries don't have policies for fighting global warming," he says. "Look, for example, at Malaysia. You could plant billions of trees in its rainforests. But instead, huge numbers of trees are cut down every year, and the government isn't doing anything about it." Nevertheless, the Swiss scientists remain optimistic. They believe that the general public is so concerned about saving the planet that governments will be forced to act.



אנגלית, חורף תש"ף, מס' 016481, גרסה א'

**QUESTIONS** (70 points)

Answer questions 1-8 in English, according to the article. In questions 1, 5, 6, and 8, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told in paragraph I?

- (i) Why the rise in temperatures is slow.
- (ii) What has been done to try to deal with global warming.
- (iii) How less CO<sub>2</sub> can be produced.
- (iv) How scientists discovered the cause of global warming.

(8 points)

2. COMPLETE THE SENTENCE ACCORDING TO PARAGRAPH I.

One effect of global warming is .....  
(9 points)

3. What did the Swiss scientists mentioned in paragraph II try to discover? Base your answer on information in paragraph I.

COMPLETE THE SENTENCE.

They tried to discover the best way to .....  
(9 points)

4. How have satellite photos helped the Swiss group? (paragraph III)

COMPLETE THE SENTENCE.

They helped the group to .....  
(9 points)

5. According to the Swiss scientists, environmental groups who plant trees (–). (paragraph III)

- (i) won't help slow down global warming
- (ii) don't understand how serious the problems are
- (iii) need to plant trees in more countries
- (iv) have started working with governments

(9 points)





אנגלית, חורף תש"ף, מס' 016481, גרסה א'

6. George Manning explains why (-). (paragraph IV)

- (i) governments are not concerned about global warming
- (ii) he believes the Swiss plan is important
- (iii) the Swiss plan might not be carried out
- (iv) trees sometimes need to be cut down

(9 points)

7. COMPLETE THE SENTENCE ACCORDING TO PARAGRAPH IV.

George Manning mentions Malaysia as one of the countries that .....

.....

(9 points)

8. What do we learn from paragraph IV about the Swiss scientists?

- (i) What they are doing to change government policies.
- (ii) How they work with the general public.
- (iii) Why they are worried about Malaysia.
- (iv) Why they think their plan will succeed.

(8 points)



**מדינת ישראל**  
**משרד החינוך**

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תש"ף, 2020  
מספר השאלון: 016481

**אנגלית****שאלון ה'**  
**(MODULE E)**  
**גרסה א'****הוראות לנבחן**

- א. משך הבחינה: שעה ורבע.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
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שים לב: אין להוסיף דפים למחברת הבחינה.

**ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**

**בהצלחה!**

/המשך מעבר לדף/



אנגלית, קיץ תש"ף, מס' 016481, גרסה א'

## PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

### PEOPLE AGAINST PLASTIC

**I** Much of our world – including most of our clothes, toys, furniture, and more than 50% of cars and planes – is made of some type of plastic. However, this cheap, light, strong material also has serious disadvantages: when it is thrown away, it becomes a major part of all the garbage we produce. Moreover, it takes hundreds of years to decompose, creating problems for the environment.

5 Recently, the public has become more aware of these problems. Consequently, there is an increasing demand to greatly reduce the use of plastic.

**II** These days, you often hear people criticize the use of plastic cups and straws in cafés, or see shoppers bringing their own bags from home. You may also have heard of the activities of protest groups worldwide. Groups in the USA and South Korea, for example, left huge quantities

10 of plastic from unnecessary packaging outside supermarkets. Governments are beginning to respond to such protests. About fifty countries have made it illegal to provide shoppers with plastic bags. One hundred other countries require these bags to be made of a special plastic that decomposes quickly. Furthermore, some manufacturers now make their products out of natural materials instead of plastic.

**III** All of this has come as a surprise to environmental scientists. "We've been warning the public about plastic for more than thirty years. But people were never as worried as they are now," says Anna Lewin, an ocean scientist at Sunport University. Lewin believes that the change began when people first learned what happened with microbeads – tiny pieces of plastic that were

15 added to face creams and cleaning products. After use, microbeads were washed away from homes into the oceans, where scientists have found them in many kinds of fish. They were also

20 recently discovered in ordinary drinking water, and experts began to worry that high levels might harm humans as well as animals.

**IV** When news of this danger spread through the media, public protests were seen immediately throughout the world. As a result, many governments introduced laws banning the use of

25 microbeads. "This really helped people realize how much power they have," says Lewin. "So now they are using this power to target all forms of plastic. And governments and companies are listening."

לא תכתוב  
בפי הטבעת  
בזמן הבחינה

לא לכתוב  
באזור זה



אנגלית, קיץ תש"ף, מס' 016481, גרסה א'

## QUESTIONS (70 points)

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

1. What information is given in paragraph I about plastic?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) What makes it so useful.
- ..... ii) Why most of it is thrown away.
- ..... iii) Why it decomposes slowly.
- ..... iv) What it is made from.
- ..... v) Why it causes problems.
- ..... vi) How its use can be avoided.

(2×8=16 points)

2. What do all the people mentioned in lines 7-10 have in common?

COMPLETE THE SENTENCE.

They all want to .....  
(9 points)

3. What is the change that is referred to in line 17?

- i) Manufacturers started using microbeads.
- ii) Scientists began warning of the dangers of plastic.
- iii) More research has been done on microbeads.
- iv) The concern about plastic has increased.

(9 points)

4. What do we learn about microbeads from paragraph III?

- i) Why they were used in face creams.
- ii) Why they have been found in fish.
- iii) How experts study them.
- iv) When they were first introduced.

(9 points)





אנגלית, קיץ תש"ף, מס' 016481, גרסה א'

5. What caused people to protest against microbeads? Base your answer on paragraphs III and IV.

COMPLETE THE SENTENCE.

They were afraid that microbeads .....  
(9 points)

6. What does Lewin explain in paragraph IV?

COMPLETE THE SENTENCE.

She explains why people believe that they .....  
.....  
(9 points)

7. Lewin says that governments "are listening" (lines 26-27). Give ONE example of what they have done. Take your answer from another paragraph.

COMPLETE THE SENTENCE.

Many governments .....  
.....  
(9 points)

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

**מדינת ישראל**  
**משרד החינוך**

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תש"ף, 2020, מועד ב  
מספר השאלון: 016481

## אנגלית

### שאלון ה'

(MODULE E)

### גרסה א'

## הוראות לנבחן

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**ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**

**בהצלחה!**



אנגלית, קיץ תש"ף, מועד ב, מס' 016481, גרסה א'

## PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

### THE FUTURE OF CAR USE IN CITIES

**I** Many major cities throughout the world have the same problem: millions of cars enter the city center each day, causing terrible traffic congestion and high levels of pollution. Some cities have been trying to reduce the number of cars on their streets. London, for example, has made its public transport system cheaper and more efficient. Moreover, people are required to pay £12  
5 each time they drive into the city center. Such measures are making a difference. Indeed, these days only around 15% of those who work in the city center get there by car.

**II** Encouraged by the success of the measures in London, several other cities have begun introducing them as well. However, not all transport planners agree that they are necessary. "Recent studies have found that since the year 2000, the number of cars on the streets of many major  
10 cities has actually decreased. So has the number of people buying a car," says Brian Gilbert of the Pinkerton Transport Institute. "The problem of congestion will therefore disappear on its own, and there's no reason for cities to make any special effort to solve it."

**III** Gilbert is not surprised by the decrease in car use. "Just think of online shopping," he says. "You can order almost anything, and get it delivered to your door. And, of course, thanks to the  
15 Internet many of us can now work from home." He also speaks of the change in attitude towards owning a car. "Surveys show that young people today are less interested than their parents in buying a car. Most of them say they prefer other transport options because they're concerned about the environment."

**IV** While transport planners agree there is a reduction in car use, most of them believe that  
20 the trend will not continue. "Don't forget that when young people have children, they're likely to decide they do want a car," says Sandra Henley of the American Center for City Planning. "They won't even feel guilty about buying one, because there are now electric cars that cause much less air pollution. This means that in the near future, the number of cars in city centers could actually increase." Henley therefore thinks cities must not assume that traffic congestion will  
25 simply vanish. Instead, they should do everything they can to deal with it.

لا تكتب في هذه المنطقة

לא לכתוב באזור זה





אנגלית, קיץ תש"ף, מועד ב, מס' 016481, גרסה א'

## QUESTIONS (70 points)

Answer questions 1-7 in English, according to the article. In questions 1 and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?

- (i) What problems are caused by high levels of pollution.
- (ii) What effect the changes in London have had.
- (iii) Why so many people work in the center of London.
- (iv) Why people prefer to drive to work.

(9 points)

2. In paragraph I, the writer refers to the measures taken in London. Give ONE of those measures.

COMPLETE THE SENTENCE.

One measure has been to .....

(9 points)

3. Why does Gilbert think that the problem of congestion will disappear on its own? Give ONE reason.

(paragraph II)

COMPLETE THE ANSWER.

Because .....

(9 points)

4. What does Gilbert explain in paragraph III?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Why people like working from home.
- ..... ii) Why people today buy so many things.
- ..... iii) Why people can use their cars less.
- ..... iv) How young people learn about the environment.
- ..... v) What transport options people have.
- ..... vi) How young people are different from their parents.

(2x8=16 points)



אנגלית, קיץ תש"ף, מועד ב, מס' 016481, גרסה א'

5. What can we understand from lines 19-20 about most transport planners?

COMPLETE THE SENTENCE.

They think that in the future, the use of cars .....

(9 points)

6. What does Henley explain in paragraph IV?

- (i) Why electric cars could lead to more congestion.
- (ii) Why young people want car use to decrease.
- (iii) Why electric cars might become cheaper.
- (iv) Why the opinions of transport planners have changed.

(9 points)

7. How is Henley's opinion different from Gilbert's? Base your answer on paragraphs II and IV.

COMPLETE THE SENTENCE.

Unlike Gilbert, Henley thinks that cities should .....

.....

(9 points)

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

סוג הבחינה: בגרות  
מועד הבחינה: חורף תשפ"א, 2021  
מספר השאלון: 016481

## אנגלית

### שאלון ה' (MODULE E) גרסה א'

### הוראות לנבחן

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	—	הבנת הנקרא	—	70 נקודות
פרק שני	—	הבנת הנשמע	—	30 נקודות
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ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת אימו / שפת אימו-אנגלי.  
השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

(1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).

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**בהצלחה!**

/המשך מעבר לדף/





אנגלית, חורף תשפ"א, מס' 016481, גרסה א'

## PART I: WRITTEN RECEPTION (70 points)

### ACCESS TO INFORMATION FROM WRITTEN TEXTS

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

#### KATE RUBINS' TRIP INTO SPACE

**I** In a recent survey, American children aged 9 to 12 were asked what they want to be when they grow up. The most common answers were doctor, teacher, scientist, and astronaut. These four professions have taken the top places in many similar surveys over the past fifty years, and astronaut has been the most popular of all. That is not surprising: studies show that children all  
5 over the world often dream of going to space.

**II** Around thirty years ago, 10-year-old Kate Rubins had the same dream. The walls of her bedroom were covered with photos of stars and planets, and she informed everyone of her plan to be an astronaut when she grew up. However, by the time she left high school she realized that she would need to think of a more realistic option. After all, very few people have actually become  
10 astronauts — only around 500 throughout the world.

**III** Rubins decided to study biology instead, and specialized in medical research. She became head of a team of scientists, and her childhood dream was forgotten. Then one day a friend showed her an advertisement from NASA, the American space organization, asking scientists and doctors to apply for an astronaut training course. Those who completed the course successfully  
15 would be sent to the International Space Station (ISS) high above the Earth to replace the astronauts already working there.

**IV** Of the 3,500 people who applied to do the course, only nine were accepted, and to Rubins' great surprise, she was one of them. An exciting two-year training program followed, in which they all learned to live and work in the challenging conditions on a spacecraft. In 2016 Rubins  
20 spent six months on the ISS. She studied the effects of space travel on the human body, so that NASA could develop ways to keep astronauts healthy while in space.

**V** After returning to Earth, Rubins happily went back to her own research, and has not traveled into space again. However, she often goes to speak to children in schools all over the USA about her NASA training and the experience of living and working on the ISS. She tells them  
25 how wonderful it was to be able to fulfill her childhood dream, and encourages them to follow their own dreams.



אנגלית, חורף תשפ"א, מס' 016481, גרסה א'

**QUESTIONS** (70 points)

Answer questions **1-7** in English according to the article. In questions **1** and **7**, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What does the writer explain in paragraph I?

- (i) How the surveys helped the participants choose their profession.
- (ii) Why the most popular profession in the surveys was astronaut.
- (iii) Why the surveys have been done for so many years.
- (iv) Which survey had the most surprising results.

(9 points)

**2.** Why does the writer describe Rubins' bedroom? (paragraph II)

COMPLETE THE ANSWER.

To show that she .....  
(9 points)

**3.** According to lines 11-12, Rubins chose a profession that was different from her childhood dream.

Why did she do that? Base your answer on paragraph II.

ANSWER: .....  
(9 points)

**4.** Why did NASA need more astronauts? (paragraph III)

COMPLETE THE ANSWER.

Because it wanted to .....  
(9 points)

**5.** According to lines 17-18, why was Rubins surprised?

COMPLETE THE ANSWER.

Because she did not expect to .....  
(9 points)



אנגלית, חורף תשפ"א, מס' 016481, גרסה א'

6. What do we learn from paragraph IV?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Why conditions on a spacecraft are challenging.
- ..... ii) What Rubins liked about living on the ISS.
- ..... iii) What the course consisted of.
- ..... iv) Why space travel affects the body.
- ..... v) How Rubins' studies might help astronauts.
- ..... vi) What work astronauts usually do on the ISS.

(2×8=16 points)

7. What can we understand about Rubins from paragraph V?

- (i) She would like to go back and work in space.
- (ii) She thinks NASA should train more astronauts.
- (iii) She believes her story can influence children.
- (iv) She hopes more schools will teach children about space travel.

(9 points)

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

## מועד חורף מאוחר

סוג הבחינה: בגרות  
מועד הבחינה: חורף מאוחר, תשפ"א, 2021  
מספר השאלון: 016481

## אנגלית

## שאלון ה'

(MODULE E)

## גרסה א'

## הוראות לנבחן

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	—	הבנת הנקרא	—	70	נקודות
פרק שני	—	הבנת הנשמע	—	30	נקודות
סך הכול	—			100	נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

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(1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד.

(3) בתום הבחינה החזר את השאלון למשגיח.

הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!





אנגלית, מועד חורף מאוחר, תשפ"א, 2021, מס' 016481, גרסה א'

**PART I: WRITTEN RECEPTION (70 points)**

**ACCESS TO INFORMATION FROM WRITTEN TEXTS**

Read the article below and then answer questions 1-8.

**THE POWER OF A GAME**

**I** Justin Brown from Chicago was eight years old when his father brought home a chess set he had bought at a local store. Now, five years later, Justin is captain of a team of 13- to 15-year-old chess players at the city's Oak Park Public School. His team has recently won a competition where they played against teams from seventeen other schools.

- 5 **II** This was Justin's first major chess competition, and the third that Oak Park has won. Melissa Jones, head of the chess program, believes that much of the team's success is due to the policies the school has introduced. All students, she explains, are required to take weekly chess classes as part of the regular school day, and beginners are given the opportunity to practice with more advanced players. Moreover, the whole school is encouraged to show its support for the team, especially in the weeks before an important competition. Jones points to the posters hung  
10 along the corridors with pictures of all the team members. "Our youngest students chose to make these," she says. "Other students wrote some really nice songs."

- III** Oak Park is just one of many schools in the USA that now teach chess as a school subject. Another is Bennington High in Dallas, whose head, Paul Turner, claims that he is  
15 seeing the effects in many areas of students' lives. "During chess lessons kids really learn to concentrate, and this contributes to their success in other school subjects," he says. "In addition, winning a game does a lot for a child's self confidence, because chess is such a difficult game to master."

- IV** Turner mentions other advantages of having a chess program in school. "It's something  
20 every school can offer to kids — unlike sports or music, it doesn't require any expensive equipment or instruments." He also speaks of the positive feedback from parents. "We have a boy here who used to become extremely angry whenever he lost any game. But he's been playing chess for a year, and last week his mother told me that now he stays calm even when he's very disappointed. She's just sorry he hadn't learned the game when he was much younger." It seems,  
25 then, that playing chess may indeed help children in many different aspects of their lives.

לא תכתב פי זהה המנהלה

לא לכתוב באזור זה



אנגלית, מועד חורף מאוחר, תשפ"א, 2021, מס' 016481, גרסה א'

# QUESTIONS (70 points)

Answer questions **1-8** in English according to the article. In questions **1, 6, 7** and **8**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Justin from paragraph I?

- (i) Why his father wanted him to play chess.
- (ii) How long it took him to learn the game.
- (iii) How many players are on his team.
- (iv) What he has achieved.

(9 points)

2. Melissa Jones speaks of "the team's success" (line 6). What is she referring to? Base your answer on lines 1-5.

COMPLETE THE SENTENCE.

The team .....

(9 points)

3. How can Oak Park students improve their chess skills? Give ONE answer from paragraph II.

COMPLETE THE SENTENCE.

They can do this by .....

(9 points)

4. What is the purpose of the posters and the songs that are mentioned by Melissa Jones? (paragraph II)

COMPLETE THE SENTENCE.

Their purpose is to .....

(9 points)

5. According to Paul Turner, what ability do children develop when learning to play chess? (paragraph III)

ANSWER: .....

(9 points)



אנגלית, מועד חורף מאוחר, תשפ"א, 2021, מס' 016481, גרסה א'

6. What does Turner say about chess? (paragraph III)

- (i) Chess is not a difficult game to play.
- (ii) Playing well can help you feel good about yourself.
- (iii) Chess can be played in many different places.
- (iv) Playing chess can help you make new friends.

(8 points)

7. What does Turner say about having a chess program in school? (paragraph IV)

- (i) It is more important than teaching music or sports.
- (ii) Any school can afford to have one.
- (iii) Parents should become involved in it.
- (iv) In the future every school will have one.

(8 points)

8. What do we learn about the boy who is mentioned in lines 21-24? (paragraph IV)

- (i) How he got into the chess program at school.
- (ii) Why he didn't learn chess at a younger age.
- (iii) How playing chess has affected him.
- (iv) How well he plays chess.

(9 points)

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

## מועד קיץ

## אנגלית

שאלון ה'  
(MODULE E)  
גרסה א'

## הוראות לנבחן

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	—	הבנת הנקרא	—	70 נקודות
פרק שני	—	הבנת הנשמע	—	30 נקודות
סך הכול	—			100 נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

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השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

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(2) כתוב את כל תשובותיך באנגלית ובעט בלבד.

(3) בתום הבחינה חזור את השאלון למשגיח.

הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תשפ"א, מס' 016481, גרסה א'

**PART I: WRITTEN RECEPTION (70 points)**

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

**THE RISE OF AUDIOBOOKS — THE BOOKS WE LISTEN TO**

**I** In recent years, publishers have become worried about the decrease in sales of printed books. However, it seems that books are not really disappearing. Instead, an increasing number of people are choosing to listen to them rather than read them. In fact, the International Organization of Publishers (IOP) found that 100 million audiobooks were sold in 2020 — 25% more than in the year before. Moreover, publishers added 60,000 new audiobooks to the 300,000 already available.

**II** Audiobooks also seem to be attracting new audiences. A recent IOP survey shows, for example, that they are especially popular among young men aged 18 to 24 — a group that does not usually buy printed books. In addition, it was found that they appeal to people of all ages who don't have time to read books. Many of those who were surveyed said that audiobooks enable them to enjoy a book while traveling by bus or making breakfast. People also said that it is much more relaxing to listen than to read at the end of a busy workday.

**III** Thanks to technological developments in the last few years, publishers can produce audiobooks more cheaply and with many additional features. In the past, a whole book was recorded by a single reader. Now, several readers are often used for the different characters, and background sounds and music are added for a richer listening experience. Furthermore, authors now often have a role in producing audiobooks. They are sometimes recorded reading their own books, and they also give advice on the type of music and sounds that should be used. Lately, several publishers have even asked authors to write books exclusively for recording as audiobooks.

**IV** However, the latest audiobooks are also causing some concerns. "When you read a printed book, you need to use your imagination," says psychologist Sandra Bell. "But all those recorded voices and background sounds don't leave much for you to imagine." Bell also notes recent research which shows that people often miss important parts of the story when they listen to a book. "That's not surprising, because you're usually doing other things at the same time," she says. "Still, I'm glad people have audiobooks in their lives. It's certainly better than having no books at all."





אנגלית, קיץ תשפ"א, מס' 016481, גרסה א'

## QUESTIONS (70 points)

Answer questions **1-7** in English according to the article. In questions **1, 2, 6** and **7**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What can we understand from paragraph I?
  - (i) Where the new audiobooks can be found.
  - (ii) When audiobooks were first published.
  - (iii) How many printed books were published in 2020.
  - (iv) How book sales have changed.

(9 points)
2. The information about young men aged 18-24 is given to show that (–). (paragraph II)
  - (i) audiobooks appeal to people who don't usually read books
  - (ii) more people are interested in buying printed books
  - (iii) young people are too busy to read books
  - (iv) most books are not written for young people

(9 points)
3. What is presented in lines 8-11?  
 COMPLETE THE ANSWER.  
 Reasons why people .....  

(9 points)
4. What else might people be doing when listening to an audiobook? Give ONE answer. (paragraph II)  
 COMPLETE THE ANSWER.  
 They might be .....  

(9 points)
5. In the past, audiobooks were not the same as they are today. Give TWO ways in which they were different. Base your answers on lines 12-15.  
 COMPLETE THE SENTENCES.  
  - (1) In the past, audiobooks had.....
  - (2) In the past, audiobooks did not have.....

(2×8=16 points)



אנגלית, קיץ תשפ"א, מס' 016481, גרסה א'

6. What is explained in lines 15-18?

- (i) Why authors like to read their own books.
- (ii) How publishers choose the books they record.
- (iii) How authors are involved in producing audiobooks.
- (iv) What advice publishers give authors of audiobooks.

(9 points)

7. Which of the following statements would Sandra Bell agree with? (paragraph IV)

- (i) Audiobooks should use more interesting sounds.
- (ii) Printed books are a better choice than audiobooks.
- (iii) Many people don't have a good imagination.
- (iv) People should never listen to audiobooks.

(9 points)

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لا لכתוב באזור זה

## מועד ב

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשפ"א, 2021, מועד ב  
מספר השאלון: 016481

## אנגלית

שאלון ה'  
(MODULE E)  
גרסה א'

## הוראות לנבחן

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

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בהצלחה!

/המשך מעבר לדף/



אנגלית, קיץ תשפ"א, מועד ב, מס' 016481, גרסה א'

**PART I: WRITTEN RECEPTION (70 points)**

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1-8.

**NEW JOBS FOR DOGS**

**I** One sunny day in Iowa, USA, two dogs are running around a large field of corn. With their noses close to the ground, they are searching for a plant called "silky bush clover." Each of these specially trained dogs locates the plant by its smell, and sits down next to any that it finds. Then the handler, Kate Banville, goes to the dog and gives it a reward – a ball to play with.

5 **II** The silky bush clover is originally from Asia, where pests and diseases prevent it from spreading. However, in the USA it has no natural enemies, so it can quickly cover whole fields. This stops other plants from growing there. Therefore, efforts are constantly being made to find and remove silky bush clover plants before they spread. "Discovering a single plant in a large field is impossible for humans," says Banville. "But trained dogs can do the job easily."

10 **III** Dogs like these are being used in conservation projects all over the world. Each dog is trained to recognize only one specific smell – of a plant, an animal, or even just part of an animal. For example, in Africa, conservation dogs help find the world's rarest gorillas so that scientists can study them. And in India, dogs are helping to catch people who kill elephants for their valuable tusks. They are able to smell even the smallest amounts of tusk hidden inside a bag.

15 **IV** Many of the conservation dogs used to be pets. "They were abandoned because they're so full of energy," says Banville. "That was difficult for their owners, but for us it's perfect. They also love playing with a ball, and that makes them easy to train." However, she explains, not every dog is right for the job. "All our projects require the dogs to spend all day running great distances. Only big, strong ones can do that without getting too tired."

20 **V** But it's not enough to have the right dogs – the handlers, too, must be suited to the job. "You need a lot of patience and mental concentration," says Banville. "During all the hours the dogs are working, you have to keep an eye on everything they're doing. So while a lot of dog lovers are interested in this job, not many can actually do it. But when you do have a good handler and a smart dog, they're an amazing team."



אנגלית, קיץ תשפ"א, מועד ב, מס' 016481, גרסה א'

**QUESTIONS** (70 points)

Answer questions **1-8** in English according to the article. In questions **1, 2, 4** and **8**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told about the dogs described in paragraph I?
  - (i) Why they like playing with a ball.
  - (ii) When they get a reward.
  - (iii) How much time they spend in the field.
  - (iv) How difficult it was to train them.

(8 points)

2. What do we learn about the silky bush clover from paragraph II?
  - (i) Why it spreads mainly through large fields.
  - (ii) How it arrived in the USA.
  - (iii) How it spreads diseases.
  - (iv) Why it can spread quickly in the USA.

(8 points)

3. According to Banville, "trained dogs can do the job easily" (line 9). What makes it easy for them?

Base your answer on paragraph I.

COMPLETE THE ANSWER.

Their ability to .....  
(8 points)

4. What do we learn about conservation dogs from paragraph III?
  - (i) How they are trained.
  - (ii) What smells they learn to recognize most easily.
  - (iii) Where they are used.
  - (iv) Why scientists study them.

(7 points)

5. What do conservation dogs enable scientists to do? (paragraph III)

COMPLETE THE SENTENCE.

The dogs enable scientists to .....  
(8 points)





אנגלית, קיץ תשפ"א, מועד ב, מס' 016481, גרסה א'

6. How do conservation dogs help catch people who kill elephants? Base your answer on information in lines 13-14.

COMPLETE THE SENTENCE.

They do it by ..... (8 points)

7. According to Banville, which dogs can be used as conservation dogs? Give TWO answers from the lines below.

COMPLETE THE ANSWERS.

- (1) Lines 15-17: Dogs that .....  
(2) Lines 18-19: Dogs that ..... (2×8=16 points)

8. What does Banville explain about working with conservation dogs?

- (i) Why handlers love the work.  
(ii) Why the dog and handler are not trained at the same time.  
(iii) Why it can be difficult for the handler.  
(iv) Why it is important for the dogs to watch the handlers.

(7 points)

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

סוג הבחינה: בגרות  
מועד הבחינה: חורף תשפ"ב, 2022  
מספר השאלון: 016481

## אנגלית

### שאלון ה' (MODULE E) גרסה א'

### הוראות לנבחן

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

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הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

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**בהצלחה!**

/המשך מעבר לדף/



אנגלית, חורף תשפ"ב, מס' 016481, גרסה א'

## PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–8.

### PREPARING FOR LIFE IN SPACE

**I** Traveling into space is very exciting for astronauts, but they also face many physical and psychological challenges. There is already evidence, for example, that after only a few months in space they suffer from sleep problems and have difficulty concentrating. And now there are plans to send astronauts to explore Mars – a planet so far away that getting there and back will take over a year. Scientists are therefore trying to get a better understanding of the possible effects of such a long journey, and to find ways of helping astronauts cope better.

**II** In search of answers, researchers have studied how people here on Earth cope under conditions that are similar to those in space. One good source of information is the small groups of scientists working in Antarctica, who often stay there for over a year. The region is totally dark for much of the year, and does not have the day-night cycle that people are used to. Consequently, the scientists there have difficulty sleeping. Furthermore, during the long winters the terrible weather prevents them from leaving the region. They can't even be sent to a hospital if they become very ill. Many scientists have reported that due to their isolation they greatly miss their friends back home.

**III** Norwegian psychologist Gro Sandal has studied a group of scientists who stayed for about a year at the Concordia Research Station in Antarctica. She found that they had significant psychological changes after six months – that is, when half of the stay was over and the other half was still ahead. At that point, the scientists became apathetic, losing interest even in looking after their equipment and in doing their experiments. This problem, said Sandal, can be especially dangerous for astronauts if they are faced with an emergency in space and need to react quickly.

**IV** Methods for maintaining the mental health of astronauts are now being tested on scientists living in Antarctica. It has already been found that using virtual reality technology to show them beautiful natural scenery – such as forests, lakes, and mountains – is very helpful. For example, it has made them happier. Other research done in Antarctica has shown that several short naps over 24 hours can actually replace a full night's sleep. Researchers hope that, in the future, such solutions will be useful far beyond Earth.

لا تكتب في هذه المنطقة

לא לכתוב באזור זה



אנגלית, חורף תשפ"ב, מס' 016481, גרסה א'

## QUESTIONS (70 points)

Answer questions **1–8** in English according to the article. In questions **1** and **8**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?

- (i) How astronauts prepare for space trips.
- (ii) Why some space trips have taken several years.
- (iii) How staying in space has affected astronauts.
- (iv) Why astronauts have been sent into space.

(8 points)

2. According to paragraph I, why is more research needed before astronauts are sent to Mars?

COMPLETE THE ANSWER.

Because the journey .....

(8 points)

3. What can we understand from paragraph II?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) In winter, the scientists in Antarctica sleep more.
- ..... ii) Getting sick in Antarctica could be dangerous.
- ..... iii) Scientists live in Antarctica in order to study the day-night cycle.
- ..... iv) Some living conditions in Antarctica are similar to those in space.
- ..... v) Many of the scientists in Antarctica become ill.
- ..... vi) Living in Antarctica is part of the training program for astronauts.

(2×7=14 points)

4. According to lines 13–14, what are many of the scientists in Antarctica unhappy about?

COMPLETE THE SENTENCE.

They cannot .....

(8 points)

5. According to paragraph III, the scientists at the Concordia Research Station became apathetic.

What happened as a result? Give ONE answer.

COMPLETE THE SENTENCE.

They .....

(8 points)



אנגלית, חורף תשפ"ב, מס' 016481, גרסה א'

6. According to Sandal, why could it be dangerous for astronauts to become apathetic? Base your answer on lines 19–21.

COMPLETE THE SENTENCE.

They might not be able to .....  
(8 points)

7. What benefit of virtual reality technology is mentioned in paragraph IV?

COMPLETE THE SENTENCE.

It can help people .....  
(8 points)

8. What do we learn from paragraph IV about short naps?

- (i) They are not suitable for everybody.
- (ii) They have been very useful for astronauts.
- (iii) Virtual reality technology can make them more effective.
- (iv) They can be as good as sleeping all night.

(8 points)

لا تكتب في هذه المنطقة

لا لכתוב באזור זה



## אנגלית

### שאלון ה' (MODULE E)

### הוראות לנבחן

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	–	הבנת הנקרא	–	70	נקודות
פרק שני	–	הבנת הנשמע	–	30	נקודות
סך הכול	–			100	נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת אימו / שפת אימו-אנגלי.  
השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

- (1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
- (2) כתוב את כל תשובותיך באנגלית ובעט בלבד.
- (3) בתום הבחינה החזר את השאלון למשגיח.

הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

**בהצלחה!**



אנגלית, מועד חורף נבצרים, תשפ"ב, 2022, מס' 016481

**PART I: WRITTEN RECEPTION (70 points)**

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

**STORIES FROM THE INTERNATIONAL SPACE STATION**

**I** If you look up on a dark night, you might see a bright light that looks like a star but is moving quickly across the sky. This is the International Space Station (ISS). The ISS has several labs in which astronauts do various experiments. Fifteen countries spent ten years building it. They had to deal with a great number of technical problems, including the difficulties of putting it together in space. Now a new film called *Wonderful* has been made about the ISS. But it is not about the technical achievements or about the experiments. Rather, it presents the stories of the astronauts who lived and worked on the space station, often for a year or longer.

**II** The film contains amazing photos and videos from both inside and outside of the space station. The astronauts are shown working in the labs and walking in space. But it is their words that bring viewers closer to understanding the positive and negative aspects of their lives in space. Several astronauts describe the exciting experience of going outside the ISS and moving through silent, black space. Others give details of everyday life on the ISS: what the food is like, and how difficult it can be for six people living together in such cramped conditions.

**III** Most of those interviewed said they had dreamed of going into space since they were young children. It wasn't always easy for them to fulfill their dreams. For example, Peggy Whitson, who was the first woman to command the ISS, had applied for ten years to become an astronaut. Sergey Volkov, on the other hand, did not have the same childhood dream because his father, an astronaut himself, made him think the job was too dangerous and difficult. However, after becoming an airplane pilot he realized how exciting it could be to go into space as well. Eventually, he too commanded the ISS.

**IV** While everyone's experience of space was different, they all seemed to share the feeling of how vulnerable our beautiful blue planet is. And although *Wonderful* does not mention the serious global problems we are facing here on Earth, it makes viewers think of them. Its message, however, is optimistic: Without international cooperation, we might not be able to solve our most difficult problems – but with it, we can achieve amazing results.



אנגלית, מועד חורף נבצרים, תשפ"ב, 2022, מס' 016481

## QUESTIONS (70 points)

Answer questions 1–7 in English according to the article. In questions 6 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) What experiments were done when building the ISS.
- ..... ii) How the countries that worked on the ISS were chosen.
- ..... iii) How you can identify the ISS from Earth.
- ..... iv) Why *Wonderful* took more than a year to make.
- ..... v) What is being done on the ISS.
- ..... vi) How *Wonderful* was made.

(2×7=14 points)

2. What technical challenge in building the ISS is mentioned in paragraph I?

ANSWER: .....  
(8 points)

3. According to lines 9–10, the astronauts speak about positive and negative aspects of life in space.

Give an example of each aspect. Take your answers from paragraph II.

COMPLETE THE SENTENCES.

Positive: The astronauts could .....

Negative: The astronauts had to .....

(2×8=16 points)

4. Why does the writer tell Peggy Whitson's story? (paragraph III)

COMPLETE THE ANSWER.

To show that it can be difficult to .....  
(8 points)



אנגלית, מועד חורף נבצרים, תשפ"ב, 2022, מס' 016481

5. How did Sergey Volkov's experience as an airplane pilot affect him? (paragraph III)

COMPLETE THE SENTENCE.

It made him believe that space travel .....  
(8 points)

6. What do Volkov and Whitson have in common? (paragraph III)

They both (-).

- (i) became astronauts at a young age
- (ii) were pilots on the ISS
- (iii) worked on the ISS at the same time
- (iv) commanded the ISS

(8 points)

7. According to lines 23–25, *Wonderful* has an optimistic message. What is that message?

(paragraph IV)

If there is international cooperation, (-).

- (i) more space stations might be built
- (ii) the story of the ISS might reach more viewers
- (iii) serious problems on Earth might be solved
- (iv) more astronauts might be able to go to space

(8 points)

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

**מדינת ישראל**  
**משרד החינוך**

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשפ"ב, 2022  
מספר השאלון: 016481

## אנגלית

**שאלון ה'**  
**(MODULE E)**  
**גרסה א'**  
**הוראות**

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	—	הבנת הנקרא	—	70	נקודות
פרק שני	—	הבנת הנשמע	—	30	נקודות
סך הכול	—			100	נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

(1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).

(2) יש לכתוב את כל התשובות באנגלית ובעט בלבד.

(3) בתום הבחינה יש להחזיר את השאלון למשגיח או למשגיחה.

הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שימו לב: בסוף הבחינה מצורפים דפי טיוטה. אין להוסיף דפים אחרים למחברת הבחינה.

**השאלות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב עליהן באופן אישי.**

**בהצלחה!**



אנגלית, קיץ תשפ"ב, מס' 016481, גרסה א'

## PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1-9.

### IMPROVING CREATIVE ABILITIES

- I** Suppose you want to invent a recipe for dinner or decorate your room. These things require you to use your creative abilities. People might also need to be creative at their workplace – for example, if the company they work for asks them to improve a certain product. But it is not always easy to think of creative ideas, either at home or at work. The good news is that studies have shown there are ways to increase creativity.
- II** To study the subject, researchers need a reliable way to measure a person's creative abilities. The most widely used method is the Alternative Uses Test (AUT): Participants in the experiments are given three minutes to write down new ways of using a common object such as a brick. They get extra points for their more original ideas, and their final score shows how creative they are.
- III** Using the AUT, psychologists have recently found that taking a break during work increases creativity. "Your break can be for something as simple as having a cup of coffee," says psychologist Stella Doran. "But the timing makes a difference – the break only has an effect if you take it while you're working on the problem. We don't understand why. It's definitely something I'd like future brain research to find out."
- IV** Researchers have also tried to see what else can improve creativity. They have found that increasing brain activity – for example, by solving puzzles – seems to help. It is also known that brain activity increases when we multitask – that is, do several things at the same time. This led Shimul Melwani, a professor of psychology, to wonder if multitasking could make us more creative. She decided to test that idea.
- V** In one experiment, Prof. Melwani and her team gave the AUT to 105 waiters on several nights, after they had finished work. On evenings when the restaurant was full, the waiters were multitasking all the time; on quiet evenings, they didn't need to. The study found that on busy nights, their AUT scores were the highest. "These findings are very exciting and mean we might have to think differently about multitasking," says Doran. "Most studies show the disadvantages of multitasking. However, according to Melwani's study, when we need to be creative it is beneficial."





אנגלית, קיץ תשפ"ב, מס' 016481, גרסה א'

## QUESTIONS (70 points)

Answer questions **1-9** in English according to the article. In questions **1, 5, 7** and **8**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?

- (i) Businesses don't have enough creative people.
- (ii) It is easier to be creative at work than at home.
- (iii) It is possible to become more creative.
- (iv) Studying can improve creativity.

(7 points)

2. When people are creative at work, what can it help them do? (paragraph I)

ANSWER: .....

(8 points)

3. What do we learn about the AUT from paragraph II? Give ONE answer.

COMPLETE THE SENTENCE.

We learn how it .....

(8 points)

4. According to Doran, what might people do during a break? (paragraph III)

COMPLETE THE SENTENCE.

They might .....

(8 points)

5. What does Doran want future brain research to find out? (paragraph III)

- (i) Why some people don't need breaks.
- (ii) Why it is difficult to solve problems before a break.
- (iii) Why the timing of a break is important.
- (iv) Why you need breaks when working on a problem.

(7 points)



אנגלית, קיץ תשפ"ב, מס' 016481, גרסה א'

6. According to lines 15–16, what can you do to increase your brain activity?

COMPLETE THE SENTENCE.

You can ..... (8 points)

7. What do we learn from paragraph IV?

- (i) Why multitasking requires creativity.
- (ii) How scientists did experiments on multitasking.
- (iii) Why people often multitask.
- (iv) Why Melwani was interested in multitasking.

(8 points)

8. What caused the difference in the results of the AUTs given to the waiters? (paragraph V)

- (i) The number of restaurants they worked in.
- (ii) The number of people they served.
- (iii) The number of AUTs they had to do.
- (iv) The number of nights they worked during the week.

(8 points)

9. What benefit of multitasking did Melwani's study show? (paragraph V)

COMPLETE THE SENTENCE.

It showed that multitasking can ..... (8 points)

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשפ"ב, 2022, מועד ב  
מספר השאלון: 016481

## אנגלית

### שאלון ה' (MODULE E) גרסה א'

### הוראות

- א. משך הבחינה: שעה ורבע.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
- |           |   |            |   |            |
|-----------|---|------------|---|------------|
| פרק ראשון | – | הבנת הנקרא | – | 70 נקודות  |
| פרק שני   | – | הבנת הנשמע | – | 30 נקודות  |
|           |   | סך הכול    | – | 100 נקודות |
- ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.
- נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.
- ד. הוראות מיוחדות:
- (1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).
  - (2) יש לכתוב את כל התשובות באנגלית ובעט בלבד.
  - (3) בתום הבחינה החזירו את השאלון למשגיח או למשגיחה.
- הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.
- יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה. כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.
- ההנחיות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב על השאלות באופן אישי.

### בהצלחה!



אנגלית, קיץ תשפ"ב, מועד ב, מס' 016481, גרסה א'

## PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–8.

### THE FIRST SPACE HOTEL

**I** The space industry is beginning to change. Until recently, people could only travel into space on spaceships that were developed, built and paid for by governments. Then, in 2021, for the first time, tourists could go into space in spaceships belonging to private companies. At present, buying a ticket for one of these trips is extremely expensive. One company, for example, is selling tickets for 250,000 dollars for a space trip of 2–3 hours. The price is not surprising, since building the spaceships has cost the companies billions of dollars.

**II** Over a hundred very rich people have already bought tickets for future space flights. This has led more private companies to start investing in space tourism. One of these companies, OAC, plans to open a luxury hotel in space in 2027, and is currently building and testing the different parts in its factory in California. When the hotel is eventually put together in space, 280 guests will be able to stay there, along with 112 crew members. Among its many attractions will be a cinema showing the latest movies. OAC also promises great views of Earth from every hotel window.

**III** "Building the hotel is an extremely complex project," says travel journalist Lee Franklin. "This hotel will be larger than all other structures we have ever put in space. Moreover, the company engineers want to prevent hotel guests from floating like astronauts do. They are therefore planning to use new technology to create artificial gravity. For people who do want the experience of floating, there will be special rooms with almost no gravity. But believe me, they won't want to stay in those rooms because they'll feel ill very quickly. It takes special training, like astronauts get, to be able to cope well with floating in space."

**IV** Tim Alatorre, the architect of OAC's space hotel, wants to make it easy for more people to choose to go there. He insists that where they spend their vacation, on Earth or in space, should be "a question of preference, not of money." Franklin, however, believes the cost will remain a problem for a very long time. "Maybe the actual stay at a space hotel won't be much more expensive than at a luxury hotel on Earth," he says. "But there is also the enormous cost of the trip from Earth and back – and that won't be decreasing for at least 30–40 years. This means that most of us will not be looking down on Earth from a hotel window in space any time soon."



אנגלית, קיץ תשפ"ב, מועד ב, מס' 016481, גרסה א'

**QUESTIONS** (70 points)

Answer questions **1–8** in English according to the article. In questions **1, 3, 6** and **8**, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What are we told in paragraph I?

- (i) Why astronauts are not needed on private spaceships.
- (ii) Why tickets for space trips are so expensive.
- (iii) Why governments are working with private companies.
- (iv) Why astronauts have been sent to space.

(8 points)

**2.** Give information from lines 4–5 which shows that tickets for space trips are very expensive.

ANSWER: .....  
(8 points)

**3.** What do we learn about the OAC company from paragraph II?

- (i) Why it is building a factory in California.
- (ii) How it will choose the crew for the hotel.
- (iii) Why it is investing in a space hotel.
- (iv) Which parts of the hotel have been built already.

(8 points)

**4.** What might tourists want to do in the space hotel? Give TWO answers from paragraph II.

- 1) .....
- 2) .....  
(2×7=14 points)

**5.** Franklin says that building the hotel is "an extremely complex project" (line 14). How does he support his claim?

COMPLETE THE ANSWER.

By comparing the hotel to .....  
(8 points)



אנגלית, קיץ תשפ"ב, מועד ב, מס' 016481, גרסה א'

6. What are the "special rooms" mentioned in line 18 used for? (paragraph III)

- (i) To provide a training program for astronauts.
- (ii) To prevent people from feeling ill in artificial gravity.
- (iii) To test the new artificial-gravity technology.
- (iv) To give people an experience they can't have on Earth.

(8 points)

7. What does Franklin explain in lines 17–20?

COMPLETE THE SENTENCE.

He explains why space tourists will not .....

.....

(8 points)

8. What can we understand from Franklin's words in paragraph IV?

Vacations in space might become more common when (–).

- (i) travel in spaceships becomes cheaper
- (ii) people get tired of staying in hotels on Earth
- (iii) more people hear about the space hotel
- (iv) more luxury hotels open in space

(8 points)

لا تكتبوا في هذه المنطقة

لا لכתוב באזור זה



מדינת ישראל  
משרד החינוך

סוג הבחינה: בגרות  
מועד הבחינה: חורף תשפ"ג, 2023  
מספר השאלון: 016481

## אנגלית

שאלון ה'  
(MODULE E)  
גרסה א'

### הוראות

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	-	הבנת הנקרא	-	70 נקודות
פרק שני	-	הבנת הנשמע	-	30 נקודות
סך הכול	-			100 נקודות

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נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

(1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).

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(3) בתום הבחינה החזירו את השאלון למשגיח או למשגיחה.

הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שאלון: 016481



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה. כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב על השאלות באופן אישי.

בהצלחה!

/המשך מעבר לדף/

**PART I: WRITTEN RECEPTION** (70 points)

Read the article below and then answer questions 1–8.

## GRAFFITI OLD AND NEW

**I** Tourists walking through the streets of the ancient city of Pompeii in southern Italy can see some of the oldest graffiti in the world. There on the ruined walls are drawings and writings from 2,000 years ago. The local graffiti artists wrote poems and political messages and drew ads for breads and cakes being sold in the shops. Archaeologists studying this ancient city have

5 learned a lot about its daily life from the thousands of examples of graffiti.

**II** A visit to Rome, the capital of Italy, shows that people still paint and write on the walls of buildings. In Italy today, however, it is illegal to do so, and the artists have often received fines of up to 1,000 Euros. But it is not just Italy that has laws against graffiti. In most other countries, artists may only paint on a building with the permission of its owner – even if nobody is living there.

10 **III** Some cities throughout the world have special areas where artists are allowed to paint graffiti on any building they choose. The artists there can work slowly and carefully, taking days or even weeks to complete a painting. Several cities, such as Bogota in Colombia, have amazing graffiti on many of their streets. Some of the works are so beautiful and creative that they have become popular tourist attractions.

15 **IV** Sometimes graffiti appears overnight on walls that artists are not allowed to paint on. The  
artists work quickly and quietly when no one is around, and usually do not sign their name so that  
they cannot be identified by the police. But according to the law, a painting without the artist's  
name on it belongs to the owners of the building, and they may do whatever they like with it.  
In fact, some owners sell the best works to art collectors. That means removing the wall with  
20 the graffiti on it, transporting it to the collector, and repairing the building. This is expensive but  
owners make a lot more money than it costs them.

**V** One graffiti artist, who calls himself Q-Vee, found out that a work of his had been sold to a collector for more than \$100,000. "I don't care about not getting any money," he says. "My only problem is that I made that painting for people walking down the street to enjoy. Now that can't happen anymore."

QUESTIONS (70 points)

Answer questions **1–8** in English according to the article. In questions **1** and **5**, circle the number of the correct answer. In the other questions, follow the instructions.

- 1.** What do we learn about the graffiti in Pompeii? (paragraph I)

- (i) How it was discovered.
- (ii) How it has helped archaeologists.
- (iii) When it was discovered.
- (iv) What tourists think of it.

(8 points)

2. What information is given in lines 3–4 about some of the graffiti in Pompeii?

COMPLETE THE SENTENCE.

It was used to help sell .....

(8 points)

- 3.** What might happen to graffiti artists in Italy? (paragraph II)

COMPLETE THE SENTENCE.

They might .....

(8 points)

4. In most countries, what must artists do before they paint on buildings? (paragraph II)

COMPLETE THE SENTENCE.

They must .....

(8 points)

5. What can we understand about the special areas mentioned in lines 10–11? (paragraph III)

- (i) How the cities chose them.
- (ii) When they were established.
- (iii) Why graffiti artists like to paint there.
- (iv) Why most cities don't have them.

(8 points)

אנגלית, חורף תשפ"ג, מס' 016481, גרסה א'

6. According to paragraph III, where might tourists see beautiful graffiti?

COMPLETE THE ANSWER.

On the streets of .....

(8 points)

7. What are we told about the graffiti paintings mentioned in paragraph IV?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) Why artists decide to paint them.  
..... ii) How collectors decide where to keep them.  
..... iii) How building owners repair them.  
..... iv) Why they must be painted quickly.  
..... v) How the artists remove them.  
..... vi) Why building owners can sell them.

(2×7=14 points)

8. The artist Q-Vee says, "Now that can't happen anymore" (lines 24–25). What does he mean?

(paragraph V)

COMPLETE THE SENTENCE.

He means that now people cannot .....

(8 points)

מדינת ישראל  
משרד החינוך

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשפ"ג, 2023  
מספר השאלון: 016481

## אנגלית

שאלון ה'  
(MODULE E)  
גרסה א'

### הוראות

- א. משך הבחינה: שעה ורבע.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
- |           |   |            |   |            |
|-----------|---|------------|---|------------|
| פרק ראשון | - | הבנת הנקרא | - | 70 נקודות  |
| פרק שני   | - | הבנת הנשמע | - | 30 נקודות  |
| סך הכול   | - |            |   | 100 נקודות |
- ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.
- נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.
- ד. הוראות מיוחדות:
- (1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).
  - (2) יש לכתוב את כל התשובות באנגלית ובעט בלבד.
  - (3) בתום הבחינה החזירו את השאלון למשגיח או למשגיחה.
- הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שאלון: 016481



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה.  
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בהצלחה!

/המשך מעבר לדף/



**PART I: WRITTEN RECEPTION (70 points)**

**(ACCESS TO INFORMATION FROM WRITTEN TEXTS)**

Read the article below and then answer questions 1–9.

**WORKING HARD ON VACATION**

**I** Just before the Covid pandemic, Jill Corden went on vacation to Hawaii – a popular tourist destination that is famous for its wonderful climate, beautiful beaches and amazing landscapes. Jill was one of over 10 million tourists who visited Hawaii in 2019. But, unlike almost all tourists everywhere, she didn't go to admire the scenery or lie in the sun. Instead, she was there on a new  
5 type of vacation arranged by the EcoTrips company, and spent much of her time planting trees in the countryside.

**II** In one way, Jill's vacation is not unusual. For over 50 years, small groups of young people have been traveling all over the world for their vacations, participating in environmental programs. Some, for example, go to care for injured wild animals. Others help clean polluted  
10 rivers, or work on local farms. These groups live in tents and cook their own meals. Jill, too, worked hard during the day. But afterwards, a luxury hotel was waiting for her with everything that a five-star hotel offers, including a large swimming pool.

**III** In the past year, vacations like the one Jill went on have become very popular. "It's partly because people want to get out into nature after staying at home during the pandemic," says Roger  
15 Morrison, head of EcoTrips. "And it's also because people are so tired of cooking, tidying up and cleaning their homes. They want to help the environment – but after long, difficult years at home, they also want to be pampered."

**IV** Before the Covid pandemic, it was hard to find this combination of luxury accommodation and environmental projects. But as demand grew, more companies began offering this type of  
20 vacation. "Nowadays you can find a whole range of options, including some for people who can't do hard physical work," says Morrison. "Our own customers, for instance, can choose to help environmental projects by entering data into a computer, or by giving classes to other tourists about the projects."

**V** The environmental efforts of tourists like Jill are very much appreciated by local  
25 communities. For many years, they have seen enormous damage done by tourists both in their cities and in the countryside, and have been looking for solutions. Some communities have even considered limiting the number of visitors. Doing that, however, can have very serious economic consequences. "Now there are tourists who leave the area in a better state than it was before they arrived," says Morrison. "So everyone is happy."



אנגלית, קיץ תשפ"ג, מס' 016481, גרסה א'

QUESTIONS (70 points)

Answer questions 1–9 in English according to the article. In questions 1, 6, 7 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Jill's vacation to Hawaii? (paragraph I)

- i) It was not what Jill expected.
- ii) It was affected by the pandemic.
- iii) It was different from most vacations.
- iv) It was organized by Jill herself.

(7 points)

2. What did Jill do during her vacation in Hawaii? (paragraph I)

ANSWER: .....  
(8 points)

3. How was Jill's vacation experience similar to that of the young people mentioned in paragraph II?

COMPLETE THE SENTENCE.

Jill and the young people .....  
(8 points)

4. What could Jill do at the hotel? (lines 11–12)

COMPLETE THE SENTENCE.

She could .....  
(8 points)

5. What does Morrison explain about the new type of vacation? (paragraph III)

COMPLETE THE SENTENCE.

He explains why it .....  
(8 points)

6. What do we learn from paragraph III?

- i) How the pandemic damaged our planet.
- ii) How staying at home helps the environment.
- iii) Why it is important to protect the environment.
- iv) Why so many people want to be pampered.

(7 points)

אנגלית, קיץ תשפ"ג, מס' 016481, גרסה א'

7. According to Morrison, why might some tourists choose to give classes? (paragraph IV)

Because this activity (–).

- i) is interesting
- ii) is physically easy
- iii) can help local people
- iv) can be done online

(8 points)

8. What do we learn about the attitude of local communities towards tourists like Jill?

Give ONE answer from paragraph V.

COMPLETE THE SENTENCE.

Local communities .....

(8 points)

9. What do we learn from paragraph V?

- i) What problem tourists can cause.
- ii) Why there are so many tourists today.
- iii) What kinds of economic benefits tourism has.
- iv) How communities limit the number of visitors.

(8 points)

מדינת ישראל  
משרד החינוך

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשפ"ג, 2023, מועד ב  
מספר השאלון: 16481

## אנגלית

שאלון ה'  
(MODULE E)

גרסה א'

### הוראות

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	-	הבנת הנקרא	-	70 נקודות
פרק שני	-	הבנת הנשמע	-	30 נקודות
סך הכול	-			100 נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

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ד. הוראות מיוחדות:

(1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).

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הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שאלון: 016481



אנגלית

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בהצלחה!

/המשך מעבר לדף/

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–8.

# FRIENDLY ROBOTS

**I** The word "robot" first appeared in 1920 in a science-fiction play by the writer Karl Capek. It was used to describe artificial people that were made in a factory in order to do the work of humans. Today, the term is used for any machine that is controlled by a computer. Robots are now everywhere, replacing humans in a wide range of jobs. Some, for example, do very dangerous tasks, such as collecting data from deep in the oceans. Others are used for assembling products in factories – a job they do much more efficiently than humans can.

II Over the years, advances in computer technology have led to the development of social robots – that is, robots that can interact with people in various personal ways. For instance, some are able to speak with children and adults, using a suitable level of vocabulary. Others can change the expression on their faces, tell jokes, or laugh at the jokes they are told. "These amazing communication abilities are making social robots extremely useful," says Ella Warner of *Current Robotics Magazine*. "You might already have heard of the ones that provide company for older people who are living alone, or of those that entertain and educate children."

III One social robot was designed to interact with very young children and, among other things, help prepare them for school. This small robot, which is called Tega, has a soft body, red fur, and large round eyes. Tega can tell a child a story or start a conversation, speaking in a friendly child-like voice. It uses its face to show interest in the child's response. It also replies in a way that suits each individual child's language ability. Studies of children who spent time with Tega found improvements both in their ability to concentrate and in their speaking skills.

20 **IV** In recent years, much research has been done on the interactions between humans and robots. "That's because there has been some concern that people might prefer to spend time with a friendly robot rather than make friends with humans," explains Warner. "But the findings so far are encouraging. According to one large study, for instance, shy people who had regular conversations with a robot became more confident. In fact, it became easier for them to talk to other people."

25 Warner believes that more studies are necessary. "We need to find out if interacting with a social robot over a long period of time causes any problems," she says. "Then we will know more clearly what roles these robots should play in our lives."

אנגלית, קיץ תשפ"ג, מועד ב, מס' 16481, גרסה א'

QUESTIONS (70 points)

Answer questions **1–8** in English according to the article. In questions **1** and **5**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?

- i) What products robots make in factories.
- ii) Why Capek wrote a play about robots.
- iii) What the word "robot" means today.
- iv) What people think of robots.

(8 points)

2. What dangerous task do robots do today? (paragraph I)

COMPLETE THE SENTENCE.

They .....  
(8 points)

3. Why are robots used for factory work? (paragraph I)

COMPLETE THE ANSWER.

Because .....  
(8 points)

4. What do the examples in lines 7–11 show about social robots?

COMPLETE THE SENTENCE.

They show that these robots .....  
(8 points)

5. What are we told about Tega? (paragraph III)

- i) What its purpose is.
- ii) Who designed it.
- iii) How much time children should spend with it.
- iv) Which languages it speaks.

(8 points)

6. How does Tega show interest in what children are saying? (paragraph III)

COMPLETE THE ANSWER.

By .....  
(8 points)

אנגלית, קיץ תשפ"ג, מועד ב, מס' 16481, גרסה א'

7. How might children benefit from using Tega? Give ONE answer from lines 18–19.

COMPLETE THE SENTENCE.

They might be able to .....

(8 points)

8. What do we learn from paragraph IV about the interactions between humans and social robots?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) How long ago they began.  
..... ii) What their long-term consequences are.  
..... iii) Why they are being studied.  
..... iv) Why they must be improved.  
..... v) What effect they can have.  
..... vi) How they have changed in recent years.

(2×7=14 points)



## אנגלית

### שאלון ה' (MODULE E)

### הוראות

לנבחני משנה

א. משך הבחינה: שעה וחצי.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.  
פרק ראשון – הבנת הנקרא – 70 נקודות  
פרק שני – הבנת הנשמע – 30 נקודות  
סך הכול – 100 נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

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שאלון: 016481



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה.  
כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב על השאלות באופן אישי.

בהצלחה!



אנגלית, חורף תשפ"ד, מס' 16481

**PART I: WRITTEN RECEPTION (70 points)**

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–9.

**ON DAYDREAMS AND DAYDREAMING**

**I** Imagine you are sitting on the train, checking emails on your phone. Suddenly, you realize that for a while, you haven't been concentrating on those emails. Your thoughts were somewhere else. For example, you might have been thinking about the movie you watched last night, or about riding in a flying car. This is called daydreaming, and it is something we all do.

5 We often daydream when we are sitting somewhere feeling relaxed or bored, or doing something that doesn't require our full attention.

**II** When people hear the word "daydreaming" they usually think of an experience that is pleasant. However, this is not always true. In some situations, daydreaming can cause us embarrassment. Suppose, for example, that you were daydreaming during dinner with friends.

10 Think how you would feel if you suddenly realized that people were waiting for you to pass the bowl of salad. Moreover, when our thoughts wander we can end up daydreaming about things that worry or upset us, like financial troubles or sad events in our lives.

**III** However, daydreams can also have surprisingly positive effects. According to research, this can happen when we enjoy the daydream. For example, a study of office workers found that

15 they felt refreshed after a short period of pleasant daydreaming, and could concentrate better on their work. Many artists and writers say daydreaming is an important part of their creative process since it helps them think of new ideas. And enjoyable daydreams have also been found to help people in times of stress or pain.

**IV** So is it possible to ensure that we have the kind of daydream that can provide these benefits?

20 According to psychology professor Erin Westgate, who has studied daydreaming extensively, the answer is yes. She recommends making a list of a few topics you would enjoy daydreaming about. It is important, she says, to choose ones that are both pleasant and meaningful, such as a happy memory or a plan for the future. Then find a quiet time when you are doing some light activity, like washing the dishes or brushing your teeth. Focus on the topic you chose and then

25 let your mind wander.

**V** If your first attempts are not successful, don't give up. According to Prof. Westgate, daydreaming is a mental skill and developing it takes a lot of practice. So next time you are on the train, don't take out your cellphone. Instead, just relax and guide your thoughts towards a daydream. You will be glad you did.

אנגלית, חורף תשפ"ד, מס' 16481

**QUESTIONS** (70 points)

Answer questions **1–9** in English according to the article. In questions **1, 6, 7,** and **9**, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What is presented in paragraph I?

- i) The problems daydreaming causes.
- ii) Places where people usually daydream.
- iii) The types of daydreams that are most common.
- iv) Situations in which people might daydream.

(7 points)

**2.** According to lines 3–4, what might a daydream be about? Give ONE answer.

ANSWER: .....

(8 points)

**3.** According to line 8, "this is not always true." What is not always true? (paragraph II)

COMPLETE THE SENTENCE.

It is not always true that daydreaming .....

(8 points)

**4.** According to lines 8–11, why might you feel embarrassment after daydreaming during dinner with friends?

COMPLETE THE ANSWER.

Because you did not .....

(8 points)

**5.** What do the benefits described in paragraph III have in common?

COMPLETE THE SENTENCE.

They are all the result of daydreams that .....

(8 points)

**6.** What are we told in paragraph III about daydreaming?

- i) Why it helps people feel refreshed.
- ii) How often it has helped people.
- iii) How it can affect the creative process.
- iv) Why it can cause stress.

(7 points)



אנגלית, חורף תשפ"ד, מס' 16481

7. What does Prof. Westgate explain? (paragraph IV)

- i) What benefits daydreaming can have.
- ii) How you should prepare for daydreaming.
- iii) Why she did a lot of research on daydreams.
- iv) How long a daydream should last.

(8 points)

8. Why might you choose to daydream about a plan for the future? Base your answer on lines 21–23.

COMPLETE THE ANSWER.

Because this topic can be .....

(8 points)

9. According to paragraph V, you will become better at daydreaming if you (-).

- i) keep trying to do it
- ii) choose the right place to do it
- iii) feel happy each time you succeed
- iv) believe it will be easy to do

(8 points)



## אנגלית

### שאלון ה' (MODULE E)

### הוראות

לנבחני משנה

א. משך הבחינה: שעה וחצי.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.  
פרק ראשון – הבנת הנקרא – 70 נקודות  
פרק שני – הבנת הנשמע – 30 נקודות  
סך הכול – 100 נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי.  
השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

- (1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).
- (2) יש לכתוב את כל התשובות באנגלית ובעט בלבד.
- (3) בתום הבחינה החזירו את השאלון למשגיח או למשגיחה.

שאלון: 016481



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה.  
כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב על השאלות באופן אישי.

בהצלחה!



אנגלית, קיץ תשפ"ד, מס' 16481

**PART I: WRITTEN RECEPTION (70 points)**

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–9.

**BETTER SLEEP FOR TEENAGERS**

**I** Everybody knows how important it is to get a good night's sleep. Even one night without enough sleep leaves us in a bad mood and unable to work well. Nevertheless, on most nights many of us get less sleep than we need. This is especially true for teenagers. Recent surveys of American teenagers show that about 80% of them sleep only around seven hours a night. That is two  
5 hours less than the nine hours recommended by doctors.

**II** Lack of sleep can seriously affect teenagers throughout their day in school. For example, they might have trouble concentrating in class. Surprisingly, going to bed early does not help. "We all have an 'internal clock' that controls many things inside our bodies. For example, this clock determines at what time we feel hungry or sleepy," explains sleep specialist Dr. Joy Peterson.  
10 "And in most studies on teenagers, we found that they were not ready to fall asleep before 11 p.m."

**III** Because teenagers become so tired during the week, they often sleep many extra hours on the weekend. However, this disrupts their internal clock for many days. As a result, they probably won't sleep well for most of the week. But according to a recent study, there might be a solution that does not affect the internal clock. "A nap during the afternoon – just one hour of sleep – was  
15 found to improve mood, memory, and concentration," says Peterson.

**IV** However, in addition to these encouraging results there was one that worried the scientists. In another study, they found that after an afternoon nap, teenagers had higher levels of sugar in their blood than normal. "More research must be done to find out if this has any negative long-term effect on their health," says Peterson. "Until then, I cannot recommend naps as a way of  
20 compensating for a lack of a good night's sleep."

**V** Meanwhile, what can teenagers who suffer from sleep deprivation do? "They should really make sure they are asleep at 11 p.m. or soon after," says Peterson. "But that isn't easy to do if they are very active before they go to bed. So it's important to do something relaxing for at least 30 minutes before they turn the lights off at 11 o'clock. That will help them get the best night's sleep  
25 they can."



אנגלית, קיץ תשפ"ד, מס' 16481

**QUESTIONS** (70 points)

Answer questions **1–9** in English according to the article. In questions **1, 7, 8,** and **9**, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What are we told in paragraph I?

- i) What happens to the body during sleep.
- ii) How lack of sleep affects people.
- iii) Why teenagers only sleep 7 hours a night.
- iv) How sleep habits can be changed.

(7 points)

**2.** What do we learn about American teenagers from paragraph I?

COMPLETE THE SENTENCE.

Most of them do not .....  
(8 points)

**3.** What might happen to teenagers who get less sleep than they need? (lines 6–7)

COMPLETE THE SENTENCE.

It might be difficult for them to .....  
(8 points)

**4.** What problem might teenagers have if they go to bed before 11 p.m.? Base your answer on Peterson's words in lines 8–10.

COMPLETE THE SENTENCE.

They might not .....  
(8 points)

**5.** What can disrupt teenagers' internal clock? (lines 11–13)

ANSWER: .....  
(8 points)

**6.** What might happen to teenagers when their internal clock is disrupted? (lines 11–13)

COMPLETE THE SENTENCE.

They might be unable to .....  
(8 points)



אנגלית, קיץ תשפ"ד, מס' 16481

7. What does Peterson explain in lines 14–15?

- i) How teenagers can improve their afternoon naps.
- ii) Why teenagers often take afternoon naps.
- iii) Why afternoon naps are usually one hour long.
- iv) How an afternoon nap can help teenagers.

(7 points)

8. What worries the scientists mentioned in paragraph IV?

- i) Naps might cause health problems for teenagers.
- ii) Teenagers eat too much sugar after taking a nap.
- iii) Naps have many long-term effects on teenagers.
- iv) Teenagers don't take enough naps.

(8 points)

9. What does Peterson explain in paragraph V?

- i) Why teenagers are usually busy until 11 p.m.
- ii) What activities can help teenagers relax.
- iii) Why it is important to relax before going to bed.
- iv) How a good night's sleep helps teenagers.

(8 points)

מדינת ישראל  
משרד החינוך

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשפ"ד, 2024, מועד ב  
מספר השאלון: 16481

## אנגלית

שאלון ה'  
(MODULE E)

### הוראות

לנבחני משנה

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שאלון: 016481



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בהצלחה!

/המשך מעבר לדף/



אנגלית, קיץ תשפ"ד, מועד ב, מס' 16481

## PART I: WRITTEN RECEPTION (70 points)

### (ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–8.

#### LEARNING LANGUAGES ON YOUR SMARTPHONE

**I** How do you spend your time while waiting for a bus or standing in line at the supermarket? Maybe you call a friend on your smartphone. But there is another fun way to fill those empty minutes – you could use your phone to learn a foreign language. Today, there is a large variety of apps for learning languages. However, the most popular one is Duolingo – a free app that was  
5 created by the brilliant computer scientist Luis von Ahn.

**II** Luis was born in 1978 in Guatemala, a country in Central America where the only language taught in public schools is Spanish. Unlike most parents in Guatemala, Luis's parents were wealthy enough to send him to an expensive private school. There he learned to speak, read, and write excellent English, and also studied high-level math and computer science. After high school, he  
10 went on to study at a top American university, and then began a great career in computer science. In many interviews, Luis said that his high-school education and knowledge of English gave him those wonderful opportunities. He wanted people to have similar opportunities even if they could not afford to pay for a good education. This, he thought, could help them improve their lives.

**III** Luis believed that the solution could be smartphone apps that provide free lessons in English, math, and other subjects. In 2009, he and his student Severin Hacker started developing an app that would teach English. Three years later, they launched Duolingo. At that stage, in addition to English, the app taught three other languages – French, Spanish, and German. Today it offers 40 different languages, but most users learn English. Last year, Duolingo was used by about 500 million people, and most of them were 18 to 34 years old.

**IV** Even though Duolingo is free, it generates an enormous amount of money every year. Most of the money comes from companies that pay for their ads to appear at the end of each lesson. The rest comes from people who prefer to pay a fee to stop seeing the ads. With this income, Luis has covered the costs of the app. The money has also enabled him to develop two more free educational apps – one that teaches basic math and another that teaches music. Eventually, he  
20 hopes to provide even more educational apps to adults all over the world.



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### QUESTIONS (70 points)

Answer questions **1–8** in English according to the article. In questions **1, 3, 6,** and **8**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told in paragraph I about Duolingo?

- i) When it was invented.
- ii) How it got its name.
- iii) Who invented it.
- iv) Why it is free.

(7 points)

2. According to lines 1–2, how might you keep busy when standing in line?

COMPLETE THE ANSWER.

By .....

(8 points)

3. What do we learn from lines 6–8?

- i) How Luis's parents helped him.
- ii) Why public schools in Guatemala don't teach English.
- iii) When Luis's family came to Guatemala.
- iv) Why computer science is a popular subject at university.

(7 points)

4. After high school, Luis had "wonderful opportunities" (line 12). What were those opportunities?

Give TWO answers from paragraph II.

COMPLETE THE SENTENCES.

(1) Luis was able to .....

(2) Luis was able to .....

(2×8=16 points)

5. Why did Luis want people to have opportunities like the ones he had? (lines 12–13)

COMPLETE THE ANSWER.

So that they could .....

(8 points)



אנגלית, קיץ תשפ"ד, מועד ב, מס' 16481

6. What do we learn from lines 14–16 about Duolingo?

- i) How it teaches languages.
- ii) On which smartphones it works best.
- iii) Why Luis needed help in developing it.
- iv) How long it took to develop.

(8 points)

7. What has Luis done with the income from Duolingo?

Give ONE answer from paragraph IV.

COMPLETE THE SENTENCE.

He .....

(8 points)

8. What are we told in paragraph IV?

- i) Which companies usually put ads on Duolingo.
- ii) What Luis wants to do in the future.
- iii) Why people like the ads on Duolingo.
- iv) Why some people prefer to use other apps.

(8 points)