

מדינת ישראל

משרד החינוך

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים

ב. בגרות לנבחני משנה

ג. בגרות לנבחנים אקסטרניים

מועד הבחינה: חורף תשע"ה, 2015

מספר השאלון: 403,016104

אנגלית

שאלון ג'

(MODULE C)

גרסה ב'

הוראות לנבחן

- א. משך הבחינה: שעה ורבע
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה פרק אחד: הבנת הנקרא – 100 נקודות
- ג. חומר עזר מותר בשימוש: מילון אנגלי-אנגלי-עברי
אז: מילון אנגלי-עברי / עברי-אנגלי
אז: מילון אנגלי-אנגלי-ערבי
אז: מילון אנגלי-ערבי / ערבי-אנגלי
נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- ד. הוראות מיוחדות:
 - (1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
 - (2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.
 - (3) בתום הבחינה החזר את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות) فهم المقروء (100 درجة)

קרא את הקטע שלפניך, וענה על השאלות 10-1. אقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 10-1.

Read the article below and then answer questions 1-10.

WANT TO BE MORE CREATIVE? TAKE A WALK

by Jane Davis

Are you looking for a good idea for your school project? Are you having trouble writing an assignment? Then just go for a walk. A short walk, even near your house, can greatly increase your creativity. This is according to a new study at Stanford University in California.

- 5 Most of us know that walking is good for our health. For thousands of years, writers and artists have claimed that walking also affects creativity. They say they get their best ideas during a walk. But, till now, scientists haven't been able to prove that there is a connection between the two.

Dr. Ann Burns, a Stanford scientist, recently decided to research this connection.

- 10 She chose 40 participants from among her students and put each one in a room with only a desk and a treadmill*. The students took tests that checked their creativity. For example, they were asked to think of new uses for a simple thing, such as a button. Then, they walked on the treadmill for eight minutes at a comfortable speed, in front of a white wall. After walking, each student took a
15 second creativity test.

When Dr. Burns compared the results of the two tests, she found that creativity increased greatly for almost all of the participants after they had walked on the treadmill. "Most of them could think of about 60% more uses for an object, and their ideas were both original and logical," Dr. Burns said.

* treadmill — מסילת כושך לתרגול ריצה והליכה
جهاز لياقة بدنية للتمرين على الركض والمشي

(שים לב: המשך הקטע בעמוד הבא.)

(انتبه: تكملة القطعة في الصفحة التالية.)

/ המשך בעמוד 3/

لا تكتب في هذه المنطقة

لا تكتب في هذه المنطقة

20 For the second part of her study, Dr. Burns moved the experiment outdoors. Most people would probably guess that walking outside would be much better for creativity than walking indoors. But, surprisingly, this was not true. When the students walked outside for eight minutes, their creativity increased just as much as when they walked indoors. "It really seems that it's *the walking* that is
25 important," Dr. Burns said, "and not *where* you walk."

"How a short walk affects our creativity is unclear," Dr. Burns said. "It may be that walking improves our mood. So, when we feel good, we naturally become more creative. But that's only one explanation," she said. Dr. Burns added that she would probably go for a walk later to help her think of other
30 theories and ways to test them.

ענה באנגלית על השאלות 10-1, אجب بالإنجليزية عن الأسئلة 10-1، حسب القطعة.
על פי הקטע.
בשאלות 1, 4, 7, 8 ו-10 הקף במעגל את התשובה הנכונה.
בשאר השאלות ענה לפי ההוראות.
(100 נקודות) (100 درجة)
في الأسئلة 1 و 4 و 7 و 8 و 10 ضع دائرة حول رقم الإجابة الصحيحة.
في الأسئلة الباقية، أجب حسب التعليمات.
(100 درجة)

Answer questions 1-10 in English according to the article. In questions 1, 4, 7, 8 and 10, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn in lines 1-4?
 - i) Where people like to walk.
 - ii) What students write about in school projects.
 - iii) Why Stanford University started the study.
 - iv) How walking can affect us.

(8 points)

/ המשך בעמוד 4 /

2. What connection is Dr. Burns referring to in line 9?

COMPLETE THE SENTENCE.

The connection between
(10 points)

3. What do we know about Dr. Burns' research from lines 9-15?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Why the participants walked at the same speed.
- ii) Who participated in the research.
- iii) Who wrote the questions for the creativity tests.
- iv) How long it took to do the creativity tests.
- v) What Dr. Burns thought the results of her research would be.
- vi) Where the participants walked in the first part of the experiment.

(2×9=18 points)

4. In her study, Dr. Burns first asked the participants (-). (lines 9-15)

- i) to walk on a treadmill
- ii) to choose a room
- iii) to look at a white wall
- iv) to take a test

(8 points)

5. COMPLETE THE SENTENCE. (lines 9-15)

Finding new uses for a button is mentioned as a way to

(10 points)

6. According to lines 16-19, what did Dr. Burns learn from the first part of her study?

COMPLETE THE SENTENCE.

After walking on the treadmill, participants were

(9 points)

/ המשך בעמוד 5 /

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

7. Dr. Burns did the second part of the experiment outdoors to see if (-).
(lines 20-25)
- i) it is easier to test people outdoors
 - ii) people feel better after walking outdoors
 - iii) people like walking outdoors more than walking indoors
 - iv) people are more creative after walking outdoors
- (9 points)
8. What was the same in both parts of the experiment? (lines 9-25)
- i) How fast the participants walked.
 - ii) Where they walked.
 - iii) How long they walked.
 - iv) At what time they walked.
- (9 points)
9. Give ONE result of Dr. Burns' experiment according to lines 20-25.
- ANSWER:.....
-
- (10 points)
10. What does Dr. Burns still want to find out? (lines 26-30)
- i) How often we should walk.
 - ii) Why walking makes us more creative.
 - iii) How walking affects our health.
 - iv) When we feel most creative.
- (9 points)

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

מדינת ישראל
משרד החינוך

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ה, 2015
מספר השאלון: 403,016104

אנגלית

שאלון ג'

(MODULE C)

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ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

המשך מעבר לדף

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

فهم المقروء (100 درجة)
اقرأ القطعة التي أمامك، وأجب
عن الأسئلة 1-10.

הבנת הנקרא (100 נקודות)
קרא את הקטע שלפניך, וענה על
השאלות 1-10.

Read the article below and then answer questions 1-10.

COLORING ISN'T JUST FOR KIDS

When we think of coloring with crayons*, we often think of our childhood. As we get older, we stop coloring. However, it seems that this might be a mistake. Some psychologists believe that coloring can be helpful to us as adults.

- "We use different areas of the brain when we color," says psychologist Gloria Martinez. "When we choose colors, we use the areas that control logic and creativity. It's important for us to keep these areas active because we often have to use them in our everyday lives. Coloring helps us function better at home, at work or at school. It also improves our coordination as we have to make small, exact movements with our hands when we do it."
- Martinez claims that coloring also helps us relax. "Coloring has a relaxing effect because when we focus on coloring a picture, we forget our worries. Although coloring an hour a day doesn't solve our problems, it takes us back to our childhood, a time when we probably had much less stress." She says that coloring especially benefits people who didn't color as children. "For these people, coloring exercises their brains more than it does for people who colored as children."

Martinez recommends that we use coloring to express our feelings. "People choose different colors or intensity of colors according to their mood," she says. For instance, we often use bright red to express anger and dark blue to express sadness. "I, myself," says Martinez, "often color to improve my mood. I work best when I am in a quiet environment, especially with relaxing music. Coloring comforts me, gives me peace, and lets me enjoy myself."

* coloring with crayons – לצבוע בעפרונות צבע

(שים לב: המשך הקטע בעמוד הבא.)
(انتبه: تكلمة القطعة في الصفحة التالية.)
המשך בעמוד 3

Coloring books for adults are now being published in Europe and North America. They have even become bestsellers in France and Britain. One French publisher
25 has a collection of twenty books including all kinds of drawings from butterflies and flowers to graffiti and abstract drawings. Recently, a Spanish company published a coloring book with illustrations by a famous local cartoonist.

It seems that coloring is a worthwhile activity which is convenient, affordable and clearly enjoyable. It really isn't just for kids.

ענה באנגלית על השאלות 10-1,	أجب بالإنجليزية عن الأسئلة 10-1، حسب
על פי הקטע.	القطعة.
בשאלות 1, 3, 6 ו-10, הקף במעגל את	في الأسئلة 1 و 3 و 6 و 10، ضع دائرة حول
התשובה הנכונה.	رقم الإجابة الصحيحة.
בשאר השאלות ענה לפי ההוראות.	في الأسئلة الباقية، أجب حسب التعليمات.
(100 נקודות)	(100 درجة)

Answer questions 1-10 in English according to the article. In questions 1, 3, 6 and 10, circle the number of the correct answer. In the other questions, follow the instructions.

1. What is the main idea of lines 1-3?
 - i) Coloring is usually good for children.
 - ii) Adults often use crayons.
 - iii) Only children should use crayons.
 - iv) Coloring may be good for adults.

(9 points)
2. What is the mistake referred to in line 2?

ANSWER:

(9 points)
3. What does Martinez explain in lines 4-9?
 - i) How coloring helps us keep our brains active.
 - ii) Where we like to color.
 - iii) Why we like to color.
 - iv) How we choose different colors for a picture.

(9 points)

4. PUT A ✓ BY THE TWO CORRECT ANSWERS. (lines 4-9)

What is the connection between coloring pictures and our everyday lives?

People who color (-).

- i) are more helpful
- ii) stay at home more
- iii) do their jobs better
- iv) work well with others
- v) have more creative jobs
- vi) develop better coordination

(2X9=18 points)

5. Give ONE way that coloring helps us relax (lines 10-16)

ANSWER:

.....

(9 points)

6. According to lines 10-16, why do some people exercise their brains more when coloring?

- i) They don't feel stress.
- ii) They are doing something they like to do.
- iii) They need to solve their problems.
- iv) They didn't color when they were children.

(9 points)

7. COMPLETE THE SENTENCE.

Why does Martinez mention the color dark blue? (lines 17-22)

To show that.....

.....

(10 points)

8. Give ONE way that coloring improves Martinez's mood? (lines 17-22)

ANSWER:

(9 points)

9. How do we know that coloring books are popular in Europe? (lines 23-27)

ANSWER:

.....

10. According to lines 23-29, the writer says that coloring is good for

adults because (-).

i) it is popular today

ii) adults like abstract drawings

iii) it is fun to do

iv) adults have a lot of free time

מדינת ישראל

משרד החינוך

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ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ה, **מועד ב**, 2015
מספר השאלון: 403,016104

אנגלית

שאלון ג'

(MODULE C)

גרסה ב'

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ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

המשך מעבר לדף

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

فهم المقروء (100 درجة)

اقرأ القطعة التي أمامك، وأجب عن

الأسئلة 1-9.

הבנת הנקרא (100 נקודות)

קרא את הקטע שלפניך, וענה על

השאלות 1-9.

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

GETTING READY FOR THE REAL WORLD

By Jan Lee

Did you ever spend a day at work with your mom or dad when you were a kid? I did, many times. I still remember the excitement of discovering something new each time my mom let me work in her office or my dad let me help in his restaurant.

- 5 Giving kids a chance to experience the adult working world is the idea behind Kidzania. Kidzania is a special kind of amusement park for youngsters between the ages of four and 14. Xavier Ancona, a Mexican businessman, started Kidzania in 1999. Since then he has opened parks in 15 locations around the world.
- 10 Kidzania activities are different in each park, but they are all like real jobs. In Mexico, kids can pretend they are flying jet planes, building a new car or driving a tourist bus. In Japan, they can work in candy shops, sell cars or work on a building site. In India, they can be newspaper reporters, dentists or even surgeons. These experiences expose kids to different career opportunities.
- 15 Kids learn another important skill at Kidzania: how to save money. The youngsters are paid for their work in Kidzania's own money, "kidzos". They are taught how to open their own accounts in the park's bank where they can save these *kidzos*. They can spend this special money on food, drink and entertainment, but only in a Kidzania park.

(שים לב: המשך הקטע בעמוד הבא.)

(انتبه: تكمل القطعة في الصفحة التالية.)

המשך בעמוד 3

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

20 Kidzania's message is "Get Ready for the Real World". I agree with this message. Trying out different jobs and learning how to save money aren't bad lessons to teach kids. However, for them to be really successful adults they also need to learn another lesson. They need to learn the value of helping others. Shouldn't Kidzania encourage youngsters to do things for other people?

25 Moreover, the entrance fee to Kidzania in Mexico, for example, is \$15 per child. A day at the park is clearly not an experience that Mexico's low-income families can afford. In my opinion, they need to first focus on ways to allow kids from poor families to benefit from the parks. They need to give these children a chance to see the many possibilities available to them in life.

(Adapted from "Kidzania: Preparing Kids for a Better World", Jan Lee, May 27th, 2013)

أجب بالإنجليزية عن الأسئلة 1-9، حسب القطعة.

في الأسئلة 1 و 3 و 6 و 7 و 8 و 9، ضع دائرة حول رقم الإجابة الصحيحة.
في الأسئلة الباقية، أجب حسب التعليمات.
(100 درجة)

ענה באנגלית על השאלות 1-9, על פי הקטע.

בשאלות 1, 3, 6, 7, 8 ו-9, הקף במעגל את התשובה הנכונה.
בשאר השאלות ענה לפי ההוראות.
(100 נקודות)

Answer questions 1-9 in English according to the article. In questions 1, 3, 6, 7, 8 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. Why does the writer mention going to work with her parents when she was a child? To tell us (—). (lines 1-4)
 - i) why her parents took her to work
 - ii) how difficult the work was for her
 - iii) what her favorite job was
 - iv) how much she liked being there

(9 points)

2. How do we know that Kidzania is popular? (lines 5-9)

ANSWER:

(10 points)

3. The idea behind Kidzania is to (-). (lines 5-14)

- i) let young people try real jobs
- ii) teach young people to work hard
- iii) encourage kids to help their parents
- iv) give kids a chance to meet other kids

(9 points)

4. PUT A ✓ BY THE TWO CORRECT ANSWERS.

What do we learn from lines 10-14?

- i) Which activity children can do in all the parks.
- ii) How Kidzania activities help kids.
- iii) What kids in different countries like to do.
- iv) How many countries have Kidzania parks.
- v) What some of the park activities are.
- vi) Why the park in Mexico is the best park.

(2×9=18 points)

5. Give ONE way that *kidzos* are similar to real money and ONE way they are different from real money. (lines 15-19)

Similar:

Different:

(2×9=18 points)

6. Kidzania teaches children how to (-). (lines 15-19)

- i) put their money in the park's bank
- ii) spend time with adults
- iii) decide on careers early
- iv) spend more time playing in the park

(9 points)

7. What additional lesson does the writer think Kidzania should teach children?

They should (-). (lines 20-24)

- i) earn a lot of money
- ii) like their jobs
- iii) help other people
- iv) save all their money

(9 points)

8. The writer tells us that the entrance fee to Kidzania in Mexico is \$15 to show that (-). (lines 25-29)

- i) the fee is the same in all the parks
- ii) anyone can spend a day there
- iii) it is a good price for a day at the park
- iv) it is too expensive for some people

(9 points)

9. What is the same in all Kidzania parks?

- i) The children prepare for adult life.
- ii) The children work on building sites.
- iii) All the parks are located in Mexico.
- iv) The children are all teenagers.

(9 points)

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

אנגלית

שאלון ג' (MODULE C) גרסה א' הוראות לנבחן

א. משך הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה פרק אחד: הבנת הנקרא – 100 נקודות

ג. חומר עזר מותר בשימוש:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

או: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

או: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

או: معجم لونغمان للإنجليزية الحديثة – إنجليزي – إنجليزي – عربي

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

או: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.

השימוש במילון אחר טעון אישור 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. אסור להשתמש בטיפקס.

(3) בתום הבחינה החזר את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

فهم المقروء (100 درجة)

הבנת הנקרא (100 נקודות)

קרא את הקטע שלפניך, וענה על השאלות 10-1. اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 10-1.

Read the article below and then answer questions 1-10.

MAKING A DIFFERENCE WITH SOAP

Dan Springer is saving people's lives with soap. It all started seven years ago as a special project in his basement in Texas.

At that time, Dan traveled a lot as part of his job. Whenever he stayed in a hotel, he was given a bar of soap like all the guests. One night Dan wondered what the hotel does with the used bars of soap after the guests leave. The manager told him that they are thrown away.

While doing some research, Dan discovered that millions of used bars of soap from hotels all over the world are thrown away daily. He also read an interview with Dr. William Warren from the United Nations. Dr. Warren said that many people in developing countries are dying from diseases that could easily be prevented by the use of soap.

"Keeping clean is a huge problem in developing countries. Many deadly diseases are spread through the bacteria on our hands," Dr. Warren explained. "In the U.S. it's easy to keep clean. Americans can find soap everywhere, including public toilets, restaurants and schools. This isn't true in many other countries." Dr. Warren remembered visiting a hospital in Africa where there was so little soap that patients had to bring their own soap from home.

To help solve this problem Dan started his project. The company that developed from this small project is now called "Clean the World." It recycles soap that it collects from more than 4,000 hotels. It has factories in Las Vegas, Orlando and Hong Kong. These are cities with many hotels where thousands of bars of used soap can be easily collected every day.

/ המשך בעמוד 3 /

The soap is recycled through a simple process. First, it is put into machines that cut it up and remove the bacteria. It is then made into new bars of soap.

- 25 The company has donated 25 million bars of recycled soap to over a hundred countries. It also sends its own teams into rural communities to teach people the importance of washing their hands.

"Many people are surprised to discover that one of the most effective ways to prevent disease and death is by just washing your hands with soap," said

- 30 Dan. "We're hoping to make a difference."

- ענה באנגלית על השאלות 10-1, אجب بالإنجليزية عن الأسئلة 10-1, حسب القطعة.
 על פי הקטע.
 בשאלות 1, 2, 3, 5 ו-10 הקף במעגל את מספר התשובה הנכונה.
 בשאר השאלות ענה לפי ההוראות.
 (100 נקודות) (100 درجة)
 في الأسئلة 1 و 2 و 3 و 5 و 10 ضع دائرة حول رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجب حسب التعليمات.
 (100 درجة)

Answer questions 1-10 in English according to the article. In questions 1, 2, 3, 5 and 10, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we know about Dan Springer from lines 1-6?

- i) He owned a hotel in Texas.
- ii) He sold soap to hotels.
- iii) He often stayed in hotels.
- iv) He was a hotel manager.

(9 points)

2. What did Dan learn from his research? (lines 7-11)

- i) What hotels do with used bars of soap.
- ii) Why developing countries need more hotels.
- iii) How the United Nations helps people.
- iv) Which developing countries buy used soap.

(9 points)

/ המשך בעמוד 4 /

3. Dr. Warren says that (-). (lines 12-17)

- i) people in developing countries have enough soap
- ii) people spread disease through their hands
- iii) Americans have trouble keeping clean
- iv) people should throw away used soap

(9 points)

4. "This isn't true in many other countries." (line 15) What isn't true?
(lines 12-17)

ANSWER:

(9 points)

5. Why is the hospital in Africa mentioned in line 16?

To show that (-). (lines 12-17)

- i) there are not many clean toilets in hospitals in Africa
- ii) Dr. Warren learned a lot about deadly diseases in hospitals
- iii) hospitals in Africa teach patients how to keep clean
- iv) hospital patients don't get what they need to keep clean

(9 points)

6. Why is Las Vegas a good place for the company's factory? (lines 18-22)

ANSWER:

(9 points)

7. PUT A ✓ BY THE TWO CORRECT ANSWERS.

In lines 18-27 we learn (-).

- i) how many people use recycled soap
- ii) what happened to Dan's basement project
- iii) how long it takes to make new bars of soap
- iv) which developing countries receive soap
- v) how much soap has already been collected
- vi) how the new bars of soap are made

(2×9=18 points)

8. Give ONE way that Dan's company helps people in developing countries.

(lines 23-27)

ANSWER:

.....

(9 points)

9. In line 30 Dan says, "We're hoping to make a difference." What difference is Dan trying to make? (lines 28-30)

ANSWER:.....

.....

(9 points)

10. Another possible title for this article could be (-).

- i) Deadly Diseases in Developing Countries
- ii) How Dr. Warren Changed the World
- iii) A Surprising Way to Save Lives
- iv) Collecting Soap for the United Nations

(10 points)

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

לא לכתוב באזור זה

لا تكتب في هذه المنطقة

מדינת ישראל

משרד החינוך

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ו, 2016
מספר השאלון: 403,016104

אנגלית

שאלון ג'

(MODULE C)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה ורבע

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה פרק אחד: הבנת הנקרא – 100 נקודות

ג. חומר עזר מותר בשימוש:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

או: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

או: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

או: معجم لونغمان للإنجليزية الحديثة – إنجليزي – إنجليزي – عربي .

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

או: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.

השימוש במילון אחר טעון אישור הפיקוח על הוראות האנגלית.

ד. הוראות מיוחדות:

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

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.

(3) בתום הבחינה חזור את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

המשך מעבר לדף

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות) **فهم المقروء (100 درجة)**
קרא את הקטע שלפניך, וענה על اقرأ القطعة التي أمامك، وأجب
השאלות 11-1. عن الأسئلة 11-1.

Read the article below and then answer questions 1-11.

HOW SCIENCE IS TRYING TO HELP US EAT BETTER

Americans have been eating a lot more salt and sugar in the last 30 years. According to an article in *The Atlantic* magazine, food companies are partly responsible for this increase.

People enjoy salt and sugar in their food. Unfortunately, eating too much salt or sugar can cause serious health problems. In 2007, the Campbell Soup Company tried to make a change. It started using less salt in its soups to make them healthier. However, the public wasn't happy with this change. By July 2011, sales had decreased so much that the company had to put the salt back into its soups.

So how can companies make their products healthier without losing customers? Some researchers think the answer might be in changing the way food smells. Smells can improve the way food tastes to us. That is why the researchers are developing 'phantom aromas'. These are aromas that make us think we are tasting flavors that are not really there. For example, in one 2012 study the aroma of beef was added to a salt-free soup. Over 60% of the participants who tasted the soup believed there was salt in it. In another study, the aroma of vanilla, which is associated with sweetness, was added to a sugarless cake and its sales increased greatly.

"Using phantom aromas won't make it possible for food companies to remove all of the salt or sugar from their food, but it's a good start," says Robert Sobel, the scientist who invented the term 'phantom aroma'. Sobel has been researching phantom aromas for the last five years and has already succeeded in removing 10% of the salt in foods like potato chips and soups. Some researchers believe that by using other techniques together with phantom aromas, they could decrease the use of salt and sugar by more than 35%.

(שים לב: המשך הקטע בעמוד הבא.)
(انتبه: تكلمة القطعة في الصفحة التالية.)
המשך בעמוד 3

However, food expert Michael White disagrees with the idea that phantom aromas may help Americans use less salt and sugar. "Most of the salt and sugar we eat still comes from what is added by food companies," he says. Moreover, he argues that adding artificial smells isn't the answer at all. He believes that phantom aromas just add to a larger problem: the huge amount of artificial ingredients in American food.

أجب بالإنجليزية عن الأسئلة 1-11، حسب القطعة.

في الأسئلة 1 و 3 و 4 و 9 و 11، ضع دائرة حول رقم الإجابة الصحيحة.
في الأسئلة الباقية، أجب حسب التعليمات.
(100 درجة)

ענה באנגלית על השאלות 1-11, על פי הקטע.

בשאלות 1, 3, 4, 9 ו-11, הקף במעגל את המספר של התשובה הנכונה.
בשאר השאלות ענה לפי ההוראות.
(100 נקודות)

Answer questions 1-11 in English according to the article. In questions 1, 3, 4, 9 and 11, circle the number of the correct answer. In the other questions, follow the instructions.

1. What is the main idea of lines 1-3 ? There has been an increase in (—).

- i) the number of articles about food
- ii) the amount of salt and sugar Americans use
- iii) the number of food companies in America
- iv) the amount of food Americans eat

(8 points)

2. How did the Campbell Soup Company know that people didn't like the change? (lines 4-9)

ANSWER:

(8 points)

3. What is the problem that food companies have today? (lines 10-18)

- i) How to change the smell of their food.
- ii) How to get new customers.
- iii) How to keep their old customers.
- iv) How to improve their research.

(8 points)

4. What do we learn about phantom aromas from lines 10-18?

- i) They can make our food taste better.
- ii) They have been used for many years.
- iii) They can make us eat too much salt.
- iv) They make us think sweet food is good for us.

(8 points)

5. Why did many of the participants in the 2012 study think there was salt in the soup? (lines 10-18)

ANSWER:

(8 points)

6. COMPLETE THE SENTENCE. (lines 10-18)

People bought the sugarless cake because they thought

(9 points)

7. Robert Sobel says that using phantom aromas is "a good start". A good start to what? (lines 19-25)

ANSWER:

(9 points)

8. Give ONE thing that Robert Sobel did. (lines 19-25)

ANSWER:

(9 points)

9. What do we learn about the "other techniques" mentioned in line 24? (lines 19-25)

- i) They are better than phantom aromas.
- ii) They may work best with phantom aromas.
- iii) They can decrease the use of salt by 10%.
- iv) They were invented by Robert Sobel.

(8 points)

10. PUT A ✓ BY THE TWO CORRECT ANSWERS.

According to Michael White, what are the problems with phantom aromas? (lines 26-31)

- i) Phantom aromas make food taste bad.
- ii) Food companies don't want to add phantom aromas to food.
- iii) There are already too many artificial ingredients in food.
- iv) Americans will add more salt and sugar to their food.
- v) People will not buy food with phantom aromas.
- vi) Food companies still add too much salt to their food.

(2×8=16 points)

11. The main subject of the article is (-).

- i) why people have changed the way they eat
- ii) why food companies lose customers
- iii) how to convince people to buy American food
- iv) how researchers can help food companies

(9 points)

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

לא לכתוב באזור זה

لا تكتب في هذه المنطقة

מדינת ישראל
משרד החינוך

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ו, **מועד ב**, 2016
מספר השאלון: 403,016104

אנגלית

שאלון ג' (MODULE C)

גרסה ב' הוראות לנבחן

א. משך הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה פרק אחד: הבנת הנקרא – 100 נקודות

ג. חומר עזר מותר בשימוש:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

אז: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

אז: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

אז: معجم لولنجمان للإتجليزية الحديثة – إنجليزي – إنجليزي – عربي .

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

אז: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.

השימוש במילון אחר טעון אישור 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. אסור להשתמש בטיפקס.

(3) בתום הבחינה החזר את השאלון למשגיח.

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

המשך מעבר לדף

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות) فهم المقروء (100 درجة)
קרא את הקטע שלפניך, וענה על اقرأ القطعة التي أمامك، وأجب عن
השאלות 10-1. الأسئلة 10-1.

Read the article below and then answer questions 1-10.

LEARNING ABOUT GARBAGE

Janet Robbins is a professor who volunteers at the New York Sanitation Department*. She is a garbage expert who studies the garbage from the streets of America's biggest city. For her it is a way to learn about the lives of New York's 8.5 million residents.

- 5 What does garbage teach Robbins about New Yorkers? "We're a throwaway culture," she says. "We treat everything — from electronic devices to furniture — like we treat paper cups. We just throw them away."

New York deals with 3.5 million tons of garbage a year. Most apartments in New York City are small, so residents are always throwing out stuff to make more
10 space. According to Robbins, this makes New York a gold mine for people who need things for their homes. They can find beds, TVs, used clothes, jewelry and even paintings in other people's garbage.

In her work at the sanitation department, Robbins first observed the workers for two years. She then started collecting garbage along with them. Robbins learned
15 a lot from this research on garbage. The most important thing she learned was to respect the sanitation workers. She knows how hard they work to keep the city clean and how important this is for the health of the city's residents.

* Sanitation Department — מחלקת התברואה, המחלקה העוסקת בפינוי האשפה —
قسم الوقاية الصحيّة، القسم الذي يعمل في إخلاء النفايات

(שים לב: המשך הקטע בעמוד הבא.)
(انتبه: تكلمة القطعة في الصفحة التالية.)

Robbins also learned about the negative effects of the job. "Everyone asks about the smell," she says. "It's not as bad as you think, but on days when it is very bad, you get used to it quickly." The job also has its dangers. According to statistics, sanitation work is one of the ten most dangerous jobs in the country. Robbins explains, "The workers have to deal with speeding traffic all day, which is really not safe. Even the garbage itself can be harmful. Things may fly off trucks and hurt them."

As a result of her experiences in the sanitation department, Robbins wrote several books about garbage. Today she teaches a university course on the subject and encourages companies to recycle materials. Robbins' biggest contribution to the 134-year-old sanitation department is the talks she gives to the workers. She makes the city's 6,400 sanitation workers feel proud of their jobs. She believes they are "the city's most important public workers."

أجب بالإنجليزية عن الأسئلة 1-10، حسب القطعة.

في الأسئلة 1 و 4 و 9 و 10، ضع دائرة حول رقم الإجابة الصحيحة.
في الأسئلة الباقية، أجب حسب التعليمات.
(100 درجة)

ענה באנגלית על השאלות 1-10, על פי הקטע.

בשאלות 1, 4, 9 ו-10, הקף במעגל את התשובה הנכונה.
בשאר השאלות ענה לפי ההוראות.
(100 נקודות)

Answer questions 1-10 in English according to the article. In questions 1, 4, 9 and 10, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Robbins in lines 1-4?
 - i) When she became a professor.
 - ii) What she does for the city of New York.
 - iii) Where she teaches about garbage.
 - iv) How long she has been a garbage expert.

(9 points)

המשך בעמוד 4

2. According to Robbins, what do paper cups and electronic devices have in common? (lines 5-7)

ANSWER:
(9 points)

3. COMPLETE THE SENTENCE. (lines 8-12)

The writer mentions that the apartments in New York are small to explain why

.....
(9 points)

4. Why does Robbins call New York "a gold mine" (line 10)? (lines 8-12)

- i) She earns a lot of money in her job there.
- ii) People wear a lot of gold jewelry.
- iii) People can find many things in the garbage.
- iv) Most New Yorkers are very rich.

.....
(9 points)

5. Give ONE thing that Robbins did to learn about the job of the sanitation workers. (lines 13-17)

ANSWER:
.....
(9 points)

6. Why does Robbins respect the New York sanitation workers? (lines 13-17)

ANSWER:
.....
(9 points)

המשך בעמוד 5

لا تكتب في هذه المنطقة

لا تكتب خارج هذه المنطقة

7. What does Robbins say about sanitation work in lines 18-24?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Working in traffic is dangerous.
- ii) Bad smells are the worst part of the job.
- iii) The workers drive too fast.
- iv) The workers can be hit by garbage.
- v) One in ten workers gets hurt.
- vi) The workers might fall off the trucks.

(2×9=18 points)

8. Give ONE way people can learn about Robbins' research. (lines 25-30)

ANSWER:

.....
(9 points)

9. According to lines 25-30, Robbins feels that sanitation workers (–).

- i) should encourage residents to recycle garbage
- ii) work harder than other public workers
- iii) must talk to New York residents more often
- iv) should be proud of the work they do

(9 points)

10. The main subject of this article is (–).

- i) the research of a New York professor
- ii) the lives of New Yorkers
- iii) the problems of sanitation workers
- iv) the importance of recycling

(10 points)

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות

מועד הבחינה: חורף תשע"ז, 2017

מספר השאלון: 403,016104

אנגלית

שאלון ג'

(MODULE C)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה פרק אחד: הבנת הנקרא – 100 נקודות

ג. חומר עזר מותר בשימוש:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

או: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

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Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

או: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

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נבחן "עולה חדש" רשאי להשתמש גם במילון דר' לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.

השימוש במילון אחר טעון אישור הפיקוח על הוראת האנגלית.

ד. הוראות מינחדות:

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

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.

(3) בתום הבחינה החזר את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

הבנת הנקרא (100 נקודות) **فهم المقروء (100 درجة)**

קרא את הקטע שלפניך, וענה על השאלות 1-9. اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 1-9.

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

FINDING ADVENTURE IN MOUNTAINS OF JUNK

By Annie Correal

On a recent sunny afternoon, a six-year-old boy named Robbie Clark was playing on a junk heap. The heap contained old doors, broken chairs, an exercise bike and pieces of wood. In the center were several tires and wooden boards. While his mother was watching, Robbie climbed to the top and waved happily.

- 5 This was not an ordinary junk heap waiting for a garbage truck, but an adventure playground organized by parents in New York. Unlike traditional playgrounds with swings and slides, all you need for an adventure playground is lots of different kinds of junk.

10 The idea of this playground is to let children move the junk around the area in any way they like. They can build their own little worlds and then destroy them. Children not only develop their imagination while playing, but also learn to use real hammers, nails, and other tools.

Marsha Clark, Robbie's mother, says, "Although the place may look unsafe, we are careful to remove dangerous things like old nails and sharp pieces of wood."

- 15 But, for the children, at least, the idea of danger is part of the attraction.

The main playground is for children six years and older. There is also a special play area for younger children with pots, pans, milk boxes, and mud to play in. There are trained college students who watch the children closely, but help only when necessary. Parents must sign a letter giving children permission to enter
20 the playground.

(שים לב: המשך הקטע בעמוד הבא.)

/ המשך בעמוד 3 /

Why do children need an adventure playground? "From the moment they wake up to the moment they go to sleep," Marsha says, "kids never get a chance to choose what they're going to do without an adult telling them: 'That isn't safe,' or 'You're wasting your time!'"

- 25 Marsha adds, "We've forgotten how valuable it is to be able to walk around freely and create new things." One parent talks about watching his seven-year-old daughter, Shelly, make an airplane from cardboard and tape. "She made it by herself and played with it for hours," he says.

30 Playing with junk is natural for children; it is the parents who need to learn not to interfere. "It's hard," Marsha says. "But, if we want our kids to be curious, tough and brave, they need opportunities to experience different things."

أجب بالإنجليزية عن الأسئلة 1-9، حسب القطعة.

ענה באנגלית על השאלות 1-9.

על פי הקטע.

في الأسئلة 1 و 3 و 5 و 7 ضع دائرة حول

בשאלות 1, 3, 5, 7 הקף

رقم الإجابة الصحيحة.

את מספר התשובה הנכונה.

في الأسئلة الباقية، أجب حسب التعليمات.

בשאר השאלות ענה לפי ההוראות.

(100 درجة)

(100 נקודות)

Answer questions 1-9 in English according to the article. In questions 1, 3, 5 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn in lines 1-4?

- Where Robbie was spending the afternoon.
- What Robbie brought with him.
- Why Robbie's mother helped him climb.
- How long it took Robbie to get to the top.

(9 points)

/ המשך בעמוד 4 /

2. What makes an adventure playground different from a traditional one?

Give ONE answer. (lines 5-8)

ANSWER:

(9 points)

3. What attracts kids to the adventure playground? (lines 5-15)

- i) They can play with sharp pieces of wood.
- ii) They enjoy swings and slides.
- iii) They like the feeling of danger.
- iv) They have fun with their parents.

(9 points)

4. PUT A ✓ BY THE TWO CORRECT ANSWERS. (lines 9-20)

How do parents make sure the kids are safe in the adventure playground?

- i) They bring in people to watch them.
- ii) They help them create their worlds.
- iii) They take away dangerous things.
- iv) They tell them what to do all the time.
- v) They give them tools to build with.
- vi) They teach them how to play together.

(2×9=18 points)

5. Children who want to play in the adventure playground must (-).

(lines 16-20)

- i) use their own tools
- ii) bring a letter from home
- iii) be with their parents
- iv) know how to use a hammer

(8 points)

/ המשך בעמוד 5 /

6. How is the special play area for younger children different from the main playground? (lines 16-20)

ANSWER:
(9 points)

7. Why is Shelly mentioned in line 27? (lines 25-28)

- i) She created something new.
- ii) She comes to the playground often.
- iii) She likes to walk around freely.
- iv) She usually plays by herself.

(9 points)

8. According to Marsha Clark, what is hard for parents? (lines 29-32)

ANSWER:
(9 points)

9. Why is it important for children to play in an adventure playground? Give TWO answers, ONE from lines 9-12 and ONE from lines 29-32.

(1) lines 9-12:

.....

(2) lines 29-32:

.....

(2×10=20 points)

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ז, 2017
מספר השאלון: 016382

אנגלית

על פי תכנית הרפורמה ללמידה משמעותית

שאלון ג'

(MODULE C)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה וחצי

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

פרק ראשון – הבנת הנקרא – 70 נקודות

פרק שני – משימת כתיבה – 30 נקודות

סה"כ – 100 נקודות

ג. חומר עזר מותר בשימוש:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

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Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

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אז: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2012)

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השימוש במילון אחר טעון אישור הפיקוח על הוראת האנגלית.

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(2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.

(3) בתום הבחינה החזר את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות) الفصل الأول: فهم المقروء (70 درجة)

קרא את הקטע שלפניך, וענה על השאלות 7-1. اقرأ القطعة التي أمامك، ثم أجب عن الأسئلة 7-1.

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

DISCOVERING ISRAEL

Ruthie Cohen smiled as she watched the four young people sitting around her kitchen table enjoying a home-cooked meal. It could be any dinner table in any house in Israel, but it wasn't.

- 5 The unusual thing about it was that Ruthie had met her dinner guests for the first time just 10 minutes earlier. They were hikers who were walking along the Israel Trail. Ruthie and her husband Ilan are "trail angels" – Israelis who open their homes to hikers that walk the Israel Trail.

- 10 The 1000-km Israel Trail goes from Eilat in the south to Metulla in the north. The hardest part of the trail is from Eilat to Arad because it crosses the desert. Since the trail opened in 1995, tens of thousands of people have hiked at least part of it.
- 15 According to a recent survey, four out of 10 hikers complete the whole trail. It usually takes about two months.

- In the past, hikers usually slept outside. But now, many of them are happy to benefit from the hospitality of trail angels. There are hundreds of these angels who provide different services for free. Some offer just their backyard where hikers can put up a tent, but most offer a clean bed, hot showers and the use of the kitchen.

A few, like Ruthie and Ilan, also serve home-cooked meals. Over the past four years they have hosted many hikers. "Most of them are lovely young people, and it's a pleasure to meet them," she says.



Wikimedia Commons

"Staying with trail angels really adds to our experience," says Ben, 23. "They make us believe in the good in people." Ben and his three friends have been hiking together for a month, and plan to continue for another five weeks. "Hiking is a wonderful way to see the country," says Ben. "There's lots to discover and many wonderful people to meet."

- ענה באנגלית על השאלות 1-7, על פי הקטע.
- בשאלות 1, 3 ו-7 הקף את המספר של התשובה הנכונה.
- בשאר השאלות ענה לפי ההוראות.
- אָגַב בַּאֲנְגְלִיזִיָּה עַן אֲשֵׁלָה 1-7, חֲסַב אֶל-חֶסֶט.
- בַּשְּׁאֵלוֹת 1, 3 ו־7 הִקֵּף אֶת הַמַּסְפָּר שֶׁל הַתְּשׁוּבָה הַנִּכּוֹנָה.
- בַּשָּׂאָר הַשְּׁאֵלוֹת עֲנֵה לְפִי הַהוֹרָאוֹת.
- (70 נקודות) (70 درجة)

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

1. What are we told about Ruthie and Ilan in lines 1-10?
 - i) They hike the Israel Trail.
 - ii) They cook unusual food.
 - iii) They often eat with their friends.
 - iv) They invite hikers into their home.

(7 points)

2. PUT A ✓ BY THE TWO CORRECT ANSWERS.

What do we learn about the Israel Trail in lines 11-18?

- i) How many hikers have walked it.
- ii) Who decided to build the trail.
- iii) How often people walk it.
- iv) Which part of the trail hikers like best.
- v) How long the trail is.
- vi) What the best time to hike is.

(2×8=16 points)

/המשך בעמוד 4/

3. We learn from a recent survey that (-). (lines 11-18)
- i) it is hard to find a place to eat along the trail
 - ii) most hikers start the trail in the north
 - iii) four out of 10 people hike the whole trail
 - iv) the trail is open two months a year (7 points)
4. Give ONE example from lines 19-25 of "the hospitality of trail angels."
(lines 20-21)
- ANSWER:
- (8 points)
5. What service do Ruthie and Ilan offer that other trail angels don't?
(lines 26-28)
- ANSWER:
- (8 points)
6. What do both trail angels and hikers learn from meeting each other? Take
your answers from lines 26-28 and 29-33.
- Trail angels (lines 26-28):
-
- Hikers (lines 29-33):
- (2×8=16 points)
7. We can understand from the article that Ben and his friends will probably (-).
- i) learn to make home-cooked meals
 - ii) stay at the Cohens for another week
 - iii) become trail angels
 - iv) complete the whole trail
- (8 points)
/המשך בעמוד 5/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

אנגלית

על פי תכנית הרפורמה ללמידה משמעותית

שאלון ג'

(MODULE C) גרסה א' הוראות לנבחן

א. משך הבחינה: שעה וחצי

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

פרק ראשון – הבנת הנקרא – 70 נקודות
פרק שני – משימת כתיבה – 30 נקודות
סה"כ – 100 נקודות

ג. חומר עזר מותר בשימוש:

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השימוש במילון אחר טעון אישור 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. אסור להשתמש בטיפקס.

(3) בתום הבחינה חזור את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

الفصل الأول: فهم المقروء (70 درجة)

اقرأ القطعة التي أمامك، وأجب عن

الأسئلة 1-7.

פרק ראשון: הבנת הנקרא (70 נקודות)

קרא את הקטע שלפניך,

וענה על השאלות 1-7.

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

A SPECIAL ADVENTURE ROOM

Donna and Adam and five of their friends are locked in a room in Chicago. They are playing a special adventure game in an unusual room called an escape room. They are desperately looking for a way to get out. They carefully examine the drawings they find on the table. They are looking for clues everywhere. Each clue they solve leads to the next one. The last clue will show them where to find the key that unlocks the door.

"Hey, Adam," shouts Donna. "I found a math clue!" Adam Davis, the group's math expert, immediately begins writing numbers on a board. He must work quickly. There are many clues to solve and they have only one hour.



Usually 6 to 12 people play the game. They enjoy the game most when it is part of an exciting story. It can take place in different imaginary locations.

For example, players may have to escape from a haunted house or a space station. "People are especially attracted to scary places with hidden doors or secret passages," says Johnny Warren, head of Escape Rooms Chicago. "When someone asks you what you did during the weekend you can proudly say, 'I was locked in a room with a ghost.' That is more exciting than just saying, 'I solved a problem.'"

Escape rooms are also used by companies to teach employees to work together. However, Gary Hall, a psychology professor, says, "There is no proof that escape rooms help improve teamwork in workplaces."

The original escape rooms were created in 2006 in Japan, based on computer games. Since then escape rooms have become popular everywhere, including in Israel. It is not clear if they help workplaces but, for sure, as a game they are a lot of fun.

- ענה באנגלית על השאלות 1-7, על פי הקטע.
 בשאלות 1, 5 ו-7, הקף את המספר של התשובה הנכונה.
 בשאר השאלות ענה לפי ההוראות.
 (70 נקודות)
- أجب بالإنجليزية عن الأسئلة 1-7، حسب القطعة.
 في الأسئلة 1 و 5 و 7، ضع دائرة حول رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجب حسب التعليمات.
 (70 درجة)

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

1. In lines 1-5 we learn (-).

- i) how many clues the group needs to solve
- ii) who locked the friends in the room
- iii) what the friends are doing
- iv) where the key to the door is

(8 points)

2. Why is Adam Davis important to the group? (lines 6-10)

ANSWER:

(9 points)

3. PUT A ✓ BY THE TWO CORRECT ANSWERS.

According to lines 11-18, people who play this game like to (-).

- i) be in exciting places
- ii) work in groups
- iii) build secret passages
- iv) make new friends
- v) talk about their problems
- vi) tell about their adventures

(2x9=18 points)

4. COMPLETE THE SENTENCE. (lines 11-18)

A haunted house is an example of
(9 points)

5. Companies use escape rooms to (-). (lines 19-21)

- i) choose the best employees
- ii) help employees learn teamwork
- iii) help people have fun together
- iv) solve people's problems

(8 points)

6. Why is Japan mentioned? (lines 22-24)

ANSWER:
(9 points)

7. Another title for this article could be (-).

- i) A Special Visit to Chicago
- ii) A Different Way to Spend Your Time
- iii) A Weekend with Donna and Her Friends
- iv) Computer Games in the Workplace

אנגלית

על פי תוכנית הרפורמה ללמידה משמעותית

שאלון ג'

(MODULE C)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה וחצי

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

פרק ראשון – הבנת הנקרא – 70 נקודות

פרק שני – משימת כתיבה – 30 נקודות

סה"כ – 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-אמו / שפת-אמו-אנגלי.
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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.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

פרק ראשון: הבנת הנקרא (70 נקודות) الفصل الأول: فهم المقروء (70 درجة)
קרא את הקטע שלפניך, וענה על השאלות 8-1. اقرأ القطعة التي أمامك، وأجب عن الأسئلة 8-1.

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

A HIGH SCHOOL REVOLUTION

I The Manchester School of Technology (MST) in New Hampshire, USA, is a different kind of high school. At this school, students usually don't use textbooks and in most subjects they don't get grades. They also don't automatically move up to the next class at the end of the year. Instead, they move up only after they prove that they understand the material. The most important difference is that students also learn through real-world experiences. For example, they might help build a house or work with a chef in a restaurant.



II The classroom experience at the school is different too. In one lesson, for example, 20 students are standing around a large work table. Their teacher, Dan Cassidy, has put boxes of metal parts and wheels on the table. The students choose the parts they need to build small bicycles. In this lesson, they learn both geometry and science.

III "Although there is a lot of freedom in the school, students must take responsibility for their learning," says English teacher Jillian Corey. "Finishing tasks is often a problem for some students. Many of them take the words 'as long as you need' too literally. We spend a lot of time changing old habits," she says. "We help students set goals and even offer small prizes for finishing tasks on time."

IV The staff also has important goals. These include teaching students to become independent, to develop discipline and improve their time management. These abilities are often on lists of "21st-century skills" that employers look for in their workers.

V The focus on career development at MST makes high school education more relevant. Students choose from a variety of careers — from electronics to police work. Hopefully, the school's education revolution will be successful and will change other high schools in New Hampshire.

/המשך בעמוד 3/

לא לכתוב באזור זה

لا تكتب في هذه المنطقة

أجب بالإنجليزية عن الأسئلة 1-8، حسب القطعة.
 في الأسئلة 1 و 3 و 5 و 7، ضع دائرة
 حول رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجب حسب التعليمات.
 (70 درجة)

ענה באנגלית על השאלות 1-8, על פי הקטע.
 בשאלות 1, 3, 5 ו-7, הקף
 את המספר של התשובה הנכונה.
 בשאר השאלות ענה לפי ההוראות.
 (70 נקודות)

Answer questions 1-8 in English according to the article. In questions 1, 3, 5 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. How is MST different from other high schools? (paragraph I)

- i) The students study from special textbooks.
- ii) The school doesn't teach many subjects.
- iii) The students learn by working in the real world.
- iv) The school doesn't have classrooms.

(8 points)

2. How do students at MST move up to the next class? (paragraph I)

ANSWER:
 (9 points)

3. In Dan Cassidy's lesson, students (-). (paragraph II)

- i) can choose what they want to learn
- ii) study two subjects at the same time
- iii) watch their teacher build a small bicycle
- iv) bring bicycle parts to class

(8 points)

4. What is ONE of the students' "old habits" (line 19) ? (paragraph III)

COMPLETE THE SENTENCE.

They do not (9 points)

5. What do we learn about the teacher Jillian Corey in paragraph III?

- i) She enjoys her freedom at school.
- ii) She teaches her students many subjects.
- iii) She helps other teachers set goals.
- iv) She teaches students new learning habits.

(9 points)

6. What does the school do to help students finish their work on time? (paragraph III)

ANSWER: (9 points)

7. Why are lists of "21st-century skills" mentioned in paragraph IV? They show (-).

- i) what students like to learn
- ii) what employers want
- iii) why students should finish school
- iv) which jobs will be needed

(9 points)

8. Why does the writer think that education at MST is "more relevant" (line 24)? (paragraph V)

ANSWER: (9 points)

אנגלית

שאלון ג'
(MODULE C)
גרסה ב'

הוראות לנבחן

א. משך הבחינה: שעה וחציב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון — הבנת הנקרא — 70 נקודות

פרק שני — משימת כתיבה — 30 נקודות

סה"כ — 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 אמו / שפת אמו-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.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תשע"ח, מס' 016382, גרסה ב'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

الفصل الأول: فهم المقروء (70 درجة)

פרק ראשון: הבנת הנקרא (70 נקודות)

اقرأ القطعة التي أمامك، وأجب عن الأسئلة 1-9.

קרא את הקטע שלפניך, וענה על השאלות 1-9.

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

LEARNING A NEW LANGUAGE

I As young children, we learn our first language easily. But, as we grow up, we slowly begin to lose our natural ability to learn a language. However, in a recent study, researchers in China found that adults may learn a language more easily if they are doing some kind of physical exercise while they are studying.

II The researchers worked with 40 adults who were studying English. They divided them into two groups. One group continued to study while they were sitting in regular classes as they had always done. The researchers added physical exercise to the lessons of the second group. These students began riding exercise bikes 20 minutes before each lesson and continued riding until the end of the lesson.

III Both groups participated in eight lessons of 45 minutes each for two months. They were tested after each lesson. The study showed that the students who rode bikes during the lesson did better on the tests than those who sat in the classroom without exercising. They remembered more new words than the students who didn't ride bikes. They also remembered the new words for a longer time than the other students.

IV The researchers said that some of the findings were unexpected. First of all, the students who rode the bikes reported that they were able to focus better than during regular lessons. They also said that they were able to enjoy the lessons more.

V "Our conclusion is that doing physical exercise while studying a new language improves a person's ability to learn it," says Dr. Li Wang, one of the researchers. "We know, of course, that it is not practical for language schools to buy many bicycles. They don't have the money or the place for them. We are just saying that teaching a language should include some kind of physical exercise."

VI Other Chinese researchers disagree with these conclusions. Their studies show that too much movement in the class disturbs both the students and the teachers. These researchers doubt there is a connection between learning a language and exercise. However, even if there is a connection, there are still many questions that need to be answered. For example: Is exercise most helpful before, during or after lessons? Also, how much and what type of exercise is best?



אנגלית, קיץ תשע"ח, מס' 016382, גרסה ב'

أجب بالإنجليزية عن الأسئلة 1-9، حسب القطعة.
 في الأسئلة 1 و 3 و 4 و 6، ضع دائرة
 حول رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجب حسب التعليمات.
 (70 درجة)

ענה באנגלית על השאלות 1-9, על פי הקטע.
 בשאלות 1, 3, 4 ו-6, הקף את המספר
 של התשובה הנכונה.
 בשאר השאלות ענה לפי ההוראות.
 (70 נקודות)

Answer questions 1-9 in English according to the article. In questions 1, 3, 4 and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. In paragraph I, we learn (-).

- i) what may help us learn a new language
- ii) why adults like to do physical exercise
- iii) how children learn a second language
- iv) what researchers discovered about children

(7 points)

2. According to paragraph I, how do we change when we become adults?

ANSWER:
 (7 points)

3. According to paragraph II, (-).

- i) 40 researchers took part in the study
- ii) only one group studied English
- iii) the students in the study were adults
- iv) the students were learning how to ride bikes

(7 points)

4. In paragraph II, we learn that the group that rode bikes (-).

- i) had longer lessons than the other group
- ii) rode their bikes before and during the lessons
- iii) had studied English for many years
- iv) liked to exercise more than the other group

(7 points)



אנגלית, קיץ תשע"ח, מס' 016382, גרסה ב'

5. How did the researchers find out how much the students learned? (paragraph III)

ANSWER:
(7 points)

6. The results of Dr. Li Wang's study showed that (-). (paragraph III)

- i) the group that didn't exercise remembered more words for a longer time
- ii) the group that exercised knew more new words than the other group
- iii) both groups remembered the same number of words at the end
- iv) the group that exercised forgot the new words after each lesson

(7 points)

7. What surprised the researchers? Give ONE answer. (paragraph IV)

ANSWER:
.....
(7 points)

8. PUT A ✓ BY THE TWO CORRECT ANSWERS. (paragraph V)

Dr. Li Wang believes that (-).

- i) adults learn languages better in regular classes
- ii) language schools can't buy many bikes
- iii) adults should exercise more
- iv) exercise during a language class is helpful
- v) students enjoy studying many languages
- vi) students have to buy exercise bikes

(2×7=14 points)

9. According to studies of other researchers, what were teachers unhappy about? (paragraph VI)

ANSWER:
.....
(7 points)

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ח, 2018, מועד ב
מספר השאלון: 016382

אנגלית

שאלון ג'
(MODULE C)

גרסה ב'

הוראות לנבחן

א. משך הבחינה: שעה וחצי

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

פרק ראשון — הבנת הנקרא — 70 נקודות

פרק שני — משימת כתיבה — 30 נקודות

סה"כ — 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 דרלשוני: אנגלי-שפת אמו / שפת אמו-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 חזור את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תשע"ח, מועד ב, מס' 016382, גרסה ב'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

الفصل الأول: فهم المقروء (70 درجة)

اقرأ القطعة التي أمامك، وأجب عن

الأسئلة 1-7.

פרק ראשון: הבנת הנקרא (70 נקודות)

קרא את הקטע שלפניך,

וענה על השאלות 1-7.

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

AMAZON GO, THE STORE OF THE FUTURE

I You notice there's something unusual about Amazon's store of the future even before you enter. A row of electronic gates guards the entrance, so it looks like the entrance to a train station. These gates open only for people who have the store's smartphone app*. This store is called Amazon Go and it is in Seattle, Washington.



A man leaving the store

From: The New York Times, photo by Kyle Johnson

II Inside you find the same food you can find in other supermarkets like milk, bread and drinks. But the technology at Amazon Go gives the customer a unique shopping experience. There are no cashiers. There aren't any shopping carts either. Instead, customers put items directly into their shopping bags.

III Every time shoppers take something off a shelf and put it into their shopping bags, the item automatically appears on their online account. If they put an item back on the shelf, Amazon removes it from their account. Shoppers leave the store through the same gates they entered without ever using a credit card or money. Their Amazon Go online account is automatically charged for what they take out of the store. The technology that makes all this possible is the use of hundreds of small cameras above the shelves.

IV Everyone knows how long it usually takes to pay at a supermarket. But at Amazon Go you don't need to stand in line to pay. It feels like you're getting something for free. This feeling goes away only a few minutes after leaving the store, when customers get an online receipt on their smartphones for what they bought.

V How does Amazon plan to use this technology in the future? They don't say. However, for now, shoppers at Amazon Go should be careful. Without cashiers at the exit, it's easy to spend too much.

* יישומון/אפליקציה לטלפון חכם / تطبيق للهاتف الذكي

אנגלית, קיץ תשע"ח, מועד ב, מס' 016382, גרסה ב'

- ענה באנגלית על השאלות 1-7, על פי הקטע.
 בשאלות 1, 4, 5 ו-7, הקף את המספר של התשובה הנכונה.
 בשאר השאלות ענה לפי ההוראות.
 (70 נקודות)
- أجب بالإنجليزية عن الأسئلة 1-7، حسب القطعة.
 في الأسئلة 1 و 4 و 5 و 7، ضع دائرة حول رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجب حسب التعليمات.
 (70 درجة)

Answer questions 1-7 in English according to the article. In questions 1, 4, 5 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Amazon Go in paragraph I?

- i) Why it is near a train station.
- ii) Who likes to shop at the store.
- iii) How it is different from other stores.
- iv) Why it needs guards at the entrance.

(8 points)

2. If you want to shop at Amazon Go, what must you have? (paragraph I)

ANSWER:

(9 points)

3. Give ONE way that Amazon Go is similar to other supermarkets and ONE way it is different from other supermarkets. (paragraph II)

- (1) Similar:
- (2) Different:

(2×9=18 points)



אנגלית, קיץ תשע"ח, מועד ב, מס' 016382, גרסה ב'

4. How does Amazon know what the customer is buying? (paragraph III)

- i) It gives customers shopping bags.
- ii) The items appear on the customer's phone.
- iii) The customer orders items on his phone.
- iv) The cameras see what the customer takes.

(9 points)

5. When do Amazon Go customers know how much they paid for their shopping? (paragraph IV)

- i) Soon after they leave the store.
- ii) When they get home.
- iii) When they use a credit card.
- iv) After they remove an item from the shelf.

(8 points)

6. Give ONE disadvantage of shopping at Amazon Go? (paragraph V)

ANSWER:
(9 points)

7. According to the text, how does Amazon Go give shoppers a unique shopping experience?

- i) You don't have to pay for what you buy.
- ii) The app helps you choose items.
- iii) The store has some unusual items.
- iv) You don't need money or a credit card.

(9 points)

אנגלית

שאלון ג'

(MODULE C)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה וחצי

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

פרק ראשון	—	הבנת הנקרא	—	70	נקודות
פרק שני	—	משימת כתיבה	—	30	נקודות
סה"כ	—			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 אמו / שפת אמו-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.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.
בהצלחה!



אנגלית, חורף תשע"ט, מס' 016382, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

الفصل الأول: فهم المقروء (70 درجة)

פרק ראשון: הבנת הנקרא (70 נקודות)

اقرأ القطعة التي أمامك،

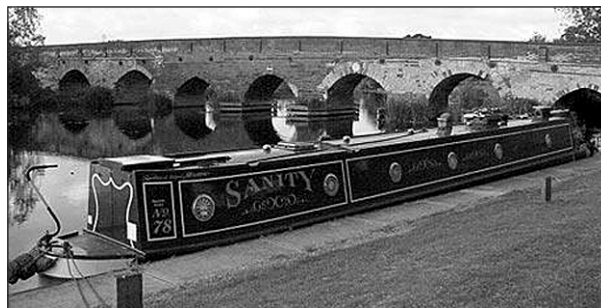
קרא את הקטע שלפניך,

وأجب عن الأسئلة 1-7 التي تليها.

וענה על השאלות 1-7 שאחריו.

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

LIFE ON A CANAL BOAT



The Napiers' canal boat, "Sanity"

Photo: Bruce & Sheila Napier

I Bruce and Sheila Napier enjoyed boating holidays for many years. Finally, in 2004, they decided to sell their house and live on a canal boat. They use it to travel around the canals and rivers of England. The Napiers are not alone. In England today, 15,000 people live on canal boats because they are looking for a simpler way of life.

- 5 **II** Sheila explains what attracts them to this unusual lifestyle. "Everything we need to be comfortable is on the boat. But we must think carefully about ordinary tasks. For example, we are conscious of how much water we use. We get water only at special water points, so we don't waste any," says Sheila. "We don't leave water running. All washing is done with a minimum amount of water. We also try to save energy. We never leave lights on and we use as little cooking gas as possible.
- 10 We must know how much fuel and gas we have on board at all times." Sheila thinks the average householder could learn a lot from their way of life.

- III** The Napiers spend most of their time on the boat. "On the rare occasions we leave the boat, we walk, because we don't have a car. This helps us keep fit," says Bruce. "But it also means we have to keep our shopping to a minimum because we have to carry everything to the boat on our backs!" The
- 15 Napiers also enjoy finding food for free. "We fish and also pick blackberries and apples," says Sheila, "And it's all fresh!"

IV "Living on a boat makes you more aware of the world around you," says Bruce. "But a greener lifestyle is not always pleasant. Just yesterday, I spent an hour looking for a water point in a rainstorm because we urgently needed water!"



אנגלית, חורף תשע"ט, מס' 016382, גרסה א'

أجب بالإنجليزية عن الأسئلة 1-7، حسب القطعة.
 في الأسئلة 1 و 2 و 4 و 7، ضع دائرة حول
 رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجب حسب التعليمات.
 (70 درجة)

ענה באנגלית על השאלות 1-7, על פי הקטע.
 בשאלות 1, 2, 4 ו-7, הקף את המספר של
 התשובה הנכונה.
 בשאר השאלות ענה לפי ההוראות.
 (70 נקודות)

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

1. What did Bruce and Sheila Napier do in 2004? (paragraph I)

- i) They sold their canal boat.
- ii) They went on a boating holiday.
- iii) They changed their lifestyle.
- iv) They left England.

(8 points)

2. Why does the writer say that "The Napiers are not alone."? (paragraph I)

- i) Other people travel with them.
- ii) They meet people on their holidays.
- iii) They visit people along the river.
- iv) Many other people live on canal boats.

(8 points)

3. What do the Napiers like about living on a canal boat? (paragraph II)

ANSWER:

(9 points)



אנגלית, חורף תשע"ט, מס' 016382, גרסה א'

4. What could the average householder learn from the Napiers? (paragraph II)

- i) How to save water.
- ii) Where to do washing.
- iii) How not to waste time.
- iv) Where to find a water point.

(9 points)

5. Give ONE way the Napiers save energy. (paragraph II)

ANSWER:

(9 points)

6. Give ONE advantage and ONE disadvantage of not having a car, according to Bruce. (paragraph III)

Advantage:

Disadvantage:

(2×9=18 points)

7. According to Bruce, what is one reason living on a canal boat is "not always pleasant"? (paragraph IV)

- i) You don't know what's happening around you.
- ii) Fresh food isn't easy to find.
- iii) You aren't always close to a water point.
- iv) There are a lot of rainstorms.

(9 points)

لا تكتب في هذه المنطقة

לא לכתוב באזור זה



מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ט, 2019
מספר השאלון: 016382

אנגלית

שאלון ג'
(MODULE C)
גרסה א'

הוראות לנבחן

- א. משך הבחינה: שעה וחצי
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
- | | | | | |
|-----------|---|-------------|---|-----------------|
| פרק ראשון | — | הבנת הנקרא | — | 70 נקודות |
| פרק שני | — | משימת כתיבה | — | 30 נקודות |
| | | | — | סה"כ 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 אמו / שפת אמו-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.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תשע"ט, מס' 016382, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

الفصل الأول: فهم المقروء (70 درجة)

اقرأ القطعة التي أمامك، وأجب عن الأسئلة 1-7.

פרק ראשון: הבנת הנקרא (70 נקודות)

קרא את הקטע שלפניך, וענה על השאלות 1-7.

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

WHO BENEFITS FROM ACTS OF KINDNESS?

I Many people believe that helping others is good for our health. Research shows that this is true. For example, some studies have found that people who spend money on others have fewer heart problems. Other research shows that people who do volunteer work feel happier. But can we also benefit from watching others do an act of kindness? Research that was published recently studied this question.



An act of kindness

From: ChurchillCommunityCollege.org

II The researchers chose 690 adults from several countries for their experiment. They were divided into three groups. The first group was asked to do something kind for others, like bringing food to a sick neighbor or helping someone cross the street. The second group did not do any kind acts at all. They were only asked to watch acts of kindness that others did. These two groups were compared to a third group who were asked to behave as they usually did.

III Before the experiment all the participants were asked questions to see how happy they were. When the experiment was over, they were asked the same questions again. Their answers showed that the participants in the first group were happier after the experiment. But what surprised the researchers was that even the participants in the second group, who only watched acts of kindness, were happier than before. The third group, which did nothing differently, was the only group that did not feel happier after the experiment.

IV Therefore, the conclusion of the study was that people who only watch acts of kindness feel just as good as people who actually do them. Next, these researchers want to study if people can also benefit from doing nice things for themselves.



אנגלית, קיץ תשע"ט, מס' 016382, גרסה א'

أجب بالإنجليزية عن الأسئلة 1-7، حسب القطعة.
 في الأسئلة 1 و 4 و 6 و 7، ضع دائرة
 حول رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجب حسب التعليمات.
 (70 درجة)

ענה באנגלית על השאלות 1-7, על פי הקטע.
 בשאלות 1, 4, 6, 7, הקף את המספר
 של התשובה הנכונה.
 בשאר השאלות ענה לפי ההוראות.
 (70 נקודות)

Answer questions 1-7 in English according to the article. In questions 1, 4, 6 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn in paragraph I?

- i) Where people can volunteer.
- ii) What can make people's lives happier.
- iii) How much money people spend on others.
- iv) How often people do acts of kindness.

(8 points)

2. How were the first two groups different from each other? (paragraph II)

First group:

Second group:

(2×9=18 points)

3. What is "bringing food to a sick neighbor" an example of? (paragraph II)

ANSWER:

.....

(9 points)

4. The participants in the third group were asked (–). (paragraph II)

- i) to watch other people act kindly
- ii) to do things as they usually did
- iii) to help somebody cross the street
- iv) to watch the two other groups

(9 points)



אנגלית, קיץ תשע"ט, מס' 016382, גרסה א'

5. Why did the researchers ask the participants questions before and after the experiment? (paragraph III)

ANSWER:

(9 points)

6. Why were the results of the research unexpected? (paragraph III)

- i) They were different from those in other studies.
- ii) The answers of groups one and two showed similar results.
- iii) The third group was the happiest group.
- iv) The three groups wanted to do more acts of kindness.

(8 points)

7. According to the text, what did the researchers learn from this study?

- i) People who do volunteer work have fewer health problems.
- ii) Helping others makes us happier than spending money on ourselves.
- iii) People who are kind to themselves are happy.
- iv) Watching acts of kindness makes us feel as good as doing them.

(9 points)

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ט, 2019, מועד ב
מספר השאלון: 016382

אנגלית

שאלון ג' (MODULE C) גרסה א'

הוראות לנבחן

- א. משך הבחינה: שעה וחצי
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
- | | | | | | |
|-----------|---|-------------|---|-----|--------|
| פרק ראשון | — | הבנת הנקרא | — | 70 | נקודות |
| פרק שני | — | משימת כתיבה | — | 30 | נקודות |
| סה"כ | — | | | 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.
- ד. הוראות מיוחדות:
- (1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
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 - (3) בתום הבחינה החזר את השאלון למשגיח.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תשע"ט, מועד ב, מס' 016382, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

الفصل الأول: فهم المقروء (70 درجة)

اقرأ القطعة التي أمامك، وأجب عن

الأسئلة 1-7.

פרק ראשון: הבנת הנקרא (70 נקודות)

קרא את הקטע שלפניך,

וענה על השאלות 1-7.

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

WHY ARE JAPANESE CHILDREN SO INDEPENDENT?

I In Japan, parents regularly send their kids out into the world alone at a very young age. A popular television program shows children who are only two or three years old going out to buy food for their family at the neighborhood store. Moreover, you can often see children as young as six or seven without their parents on city trains. They are on their way to school either alone or in small groups. They usually have their tickets attached to their schoolbags.



Japanese children on subway

From: Wikimedia Commons

Photo by: Ryuetsu Kato

II Kaito, a 12-year-old boy who lives in Tokyo, has been riding trains by himself since he was seven. "At first I was afraid that I would get lost," he says. "But, now, it's easy for me." His parents were also worried, but they knew that lots of other kids his age were riding trains by themselves. "We know that our trains are safe," Kaito's mother says. "They are also reliable."

III "And, if Kaito gets lost," says his father, "he can call us on his cell phone. When I was his age, I took the trains by myself and we didn't even have cell phones then." He adds, "I wouldn't let a seven-year-old child ride the train alone in London or New York but in Tokyo it's safe."

IV Dwayne Dixon, a sociologist who studies Japanese youth, explains why Japanese children are so independent. "In addition to taking responsibility at an early age, they also become aware that they are part of a larger community. They feel confident that other people will help them if they need it."

V Dixon adds, "At school they are taught to share responsibility with their classmates. For example, they take turns cleaning the classrooms and serving lunch in the school cafeteria. Taking responsibility makes the children proud of themselves and of their community."



אנגלית, קיץ תשע"ט, מועד ב, מס' 016382, גרסה א'

ענה באנגלית על השאלות 1-7, על פי הקטע.
בשאלות 1, 2, 3, 5 ו-6, הקף את המספר של התשובה הנכונה.
בשאר השאלות ענה לפי ההוראות.
(70 נקודות) (70 درجة)
أجب بالإنجليزية عن الأسئلة 1-7، حسب القطعة.
في الأسئلة 1 و 2 و 3 و 5 و 6، ضع دائرة حول رقم الإجابة الصحيحة.
في السؤاليين الباقيين، أجب حسب التعليمات.

Answer questions 1-7 in English according to the article. In questions 1, 2, 3, 5 and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. Why is the television program mentioned in paragraph I? To show that (–).

- i) young children enjoy the program
- ii) children's programs are popular in Japan
- iii) Japanese parents need their children's help
- iv) Japanese children are independent at a young age

(8 points)

2. What do we know about young Japanese children riding on the train? (paragraph I)

- i) They buy their tickets on the train.
- ii) Their parents take them to the train.
- iii) They ride the train alone.
- iv) Their parents ride the train with them.

(8 points)

3. Why was Kaito afraid to ride the train at first? (paragraph II)

- i) He thought the trains weren't safe.
- ii) He often got lost on trains.
- iii) He wasn't sure he knew the way.
- iv) He didn't know other kids on the train.

(9 points)



אנגלית, קיץ תשע"ט, מועד ב, מס' 016382, גרסה א'

4. Give ONE reason why Kaito's parents stopped worrying about him riding the train alone in Tokyo.
(paragraph II)

ANSWER:
(9 points)

5. What does Kaito's father say about trains in New York? (paragraph III)

- i) He rode the trains in New York when he was a child.
- ii) He wouldn't ride a train in New York without a cell phone.
- iii) New York trains are as safe as the trains in Tokyo.
- iv) A child shouldn't ride alone on a train in New York.

(9 points)

6. What does Dwayne Dixon explain in paragraph IV?

- i) Why he studies Japanese youth.
- ii) How Japanese children become independent.
- iii) How confident Japanese children are.
- iv) What Japanese children do for their community.

(9 points)

7. Give TWO examples of how Japanese children take responsibility. Give ONE example from paragraph I and ONE example from paragraph V.

Paragraph I:

Paragraph V:

(2×9=18 points)

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לא לכתוב באזור זה