

אנגלית

שאלון ה' (MODULE E)

מתכונת חדשה

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 | — | אוצר מילים | — | 30 | נקודות |
| | — | סה"כ | — | 100 | נקודות |
- ג. חומר עזר מותר בשימוש: אין.
- ד. הוראות מיוחדות:
- (1) לפני קבלת השאלון מסור למשגיח את המילון או המילונית שבידיך.
 - (2) כתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
 - (3) כתוב את כל תשובותיך באנגלית ובעט בלבד.
 - (4) בתום הבחינה החזר את השאלון למשגיח, ואז יוחזרו לך המילון או המילונית.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תשע"ט, מס' 016471, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

A glossary of the underlined words (numbers 1-8) is provided on page 5.

THE EDEN PROJECT

I If you want a fun and different educational experience, drive about 400 kilometers west of London to the city of Plymouth. Then follow the signs until you arrive at the Eden Project. After a short walk through the fields, you will suddenly see the two largest greenhouses¹ in the world. Standing among beautiful trees and flowers, they contain over a million different plants². Those in one greenhouse come from rainforests, and those in the other — from the Mediterranean region. The conditions in each greenhouse are carefully controlled to create an environment exactly like the one that the plants came from.

II The Eden Project was started in the 1990s by businessman Tim Smit. Smit was worried that most people are not aware of the consequences of damaging nature. For example, he felt they don't realize that cutting down trees in rainforests harms³ the animals living there, and also causes changes in the world's climate. He therefore decided to build an educational project where visitors could see how wonderful nature is, and learn about ways to help protect it. The project, he hoped, would be so exciting that it would attract⁴ huge numbers of people.

III And indeed, the Eden Project has become extremely popular. Around 20 million visitors of all ages have already walked through its greenhouses and participated in its educational programs. Encouraged by this success, Smit has begun to plan Eden Projects in other parts of the world. One will be built in China soon, and will deal with environmental problems connected to the use of water. In addition, locations⁵ for Eden Projects have already been chosen in Australia and New Zealand.

IV Because they are so big and complex⁶, Eden Projects cost hundreds of millions of dollars to build. Many governments and organizations are worried about having to make such a large investment⁷. Smit, however, believes that they will not be sorry about spending the money. Visitors to the Eden Project in England, he explains, have brought in so much money that the initial costs were covered in less than ten years. Moreover, he says, educating millions of people about our responsibility for the world around us has a value that cannot be measured⁸ in dollars.



אנגלית, קיץ תשע"ט, מס' 016471, גרסה א'

GLOSSARY						
1. a greenhouse	invernadero	теплица	une serre	የአትክልት ቦታ	دفيئة	חממה
2. a plant	una planta	растение	une plante	ተክል	نبته	צמח
3. to harm	perjudicar	вредить	nuire à	መጉዳት	يضر	להזיק ל-, לפגוע ב-
4. to attract	atraer	притягивать	attirer	መሳብ	جذب	למשוך
5. a location	lugar	местоположение	un emplacement	ቦታ	موقع، مكان	מקום
6. complex	complejo	сложный	complexe	ውስብስብ	مرکب، معقد	מורכב
7. an investment	una inversión	инвестиция	un investissement	ወጪ ማድረግ	استثمار	השקעה
8. to measure	medir	измерить	mesurer	መለካት	قياس	למדוד

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 are we told in paragraph I about the Eden Project?

- Why it was built near Plymouth.
- How the plants were collected.
- How the conditions in its greenhouses were created.
- What makes it special.

(9 points)

2. What do we learn from paragraph II?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- How Smit learned about environmental problems.
- Why Smit built the Eden Project.
- Why the Eden Project opened in 1990.
- How successful the Eden Project has been.
- Why most people are not aware of environmental problems.
- Why Smit wanted the Eden Project to be exciting.

(2×8=16 points)



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3. In line 9, the writer mentions "consequences of damaging nature." Give ONE consequence of this damage. (paragraph II)

ANSWER:
(9 points)

4. What do the words "this success" (line 16) refer to?

COMPLETE THE SENTENCE.

They refer to the fact that so many people
(9 points)

5. COMPLETE THE SENTENCE ACCORDING TO PARAGRAPH III.

China and Australia are places where
(9 points)

6. COMPLETE THE SENTENCE.

From lines 20-22 we learn why governments might not want to
.....
(9 points)

7. According to paragraph IV, Smit thinks that (—).

- i) educating millions of people is always expensive
- ii) Eden Projects should be built even though they are expensive
- iii) people feel responsible for the world around them
- iv) no one can be sure how much an Eden Project will cost

(9 points)

لا تكتب في هذه المنطقة

لا لכתוב באזור זה



אנגלית, קיץ תשע"ט, מס' 016471, גרסה א'

PART II: VOCABULARY (30 points)

Below are five questions, (8) to (12). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|-------------|----------|---|
| 1. calendar | | |
| 2. season | | |
| 3. island | <u>4</u> | cars, buses and trucks moving along a road |
| 4. traffic | <u>1</u> | shows days, weeks and months in a year |
| 5. prize | <u>5</u> | something you are given when you win a race |
| 6. label | | |

(8)

- | | | |
|-----------------|-------|--|
| 1. to choose | | |
| 2. to forgive | | |
| 3. to organize | _____ | to stop being angry at someone who did something wrong |
| 4. to protect | _____ | to look for something |
| 5. to search | _____ | to keep someone or something safe |
| 6. to introduce | | |

(9)

- | | | |
|--------------|-------|--|
| 1. notice | | |
| 2. passenger | | |
| 3. device | _____ | a small machine that does a particular job |
| 4. ocean | _____ | someone who travels on a bus or a train |
| 5. cloud | _____ | a very large sea |
| 6. member | | |



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(10)

- | | |
|-----------------|--|
| 1. to provide | |
| 2. to delete | |
| 3. to predict | _____ to make a new type of thing |
| 4. to invent | _____ to ask for something |
| 5. to encourage | _____ to say something will happen in the future |
| 6. to request | |

(11)

- | | |
|-------------------|--|
| 1. tradition | |
| 2. responsibility | |
| 3. confidence | _____ an idea you ask someone to think about |
| 4. secret | _____ a way of life common to a group of people |
| 5. suggestion | _____ something that other people don't know about |
| 6. activity | |

(12)

- | | |
|-----------------------------|---------------------------------------|
| 1. to set out | |
| 2. to fill in | |
| 3. to give up | _____ not to have enough of something |
| 4. to make a difference | _____ to stop trying to do something |
| 5. to be short of something | _____ to start a journey |
| 6. to shut down | |

בהצלחה!

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

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: חורף תש"ף, 2020
מספר השאלון: 016471

אנגלית

שאלון ה' (MODULE E)

מתכונת חדשה

גרסה א'

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שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, חורף תש"ף, מס' 016471, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

A glossary of the underlined words (numbers 1-9) is provided on page 5.

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 CO₂ that cars and factories throughout the world 5 release¹ into the atmosphere. Some attempts² have been made to slow down³ global warming by finding ways to reduce the amount of CO₂ that is being released. However, many scientists believe that we must also try to remove⁴ 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 10 (1,000,000,000,000) trees. Trees naturally take CO₂ 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 satellite⁵ photos, they found huge areas of land available in the United States, Russia, 15 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. 20 However, he feels it is unlikely to be carried out⁶. "I don't think it will get all the government support it needs, because even today, most countries don't have policies⁷ 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 remain⁸ optimistic. They believe that the general 25 public is so concerned about saving the planet that governments will be forced to act⁹.



אנגלית, חורף תש"ף, מס' 016471, גרסה א'

GLOSSARY						
1.	release	liberar	выбрасывать	libérer	መልቀቅ	تحرير
2.	attempt	intento	попытка	essai	መከራ	محاولة
3.	slow down	retardar	замедлить	ralentir	ለማዘጋጀት	إبطاء
4.	remove	quitar	удалить	retirer	ማስወገድ	التخلص من
5.	satellite	satelite	спутник	satellite	ሳተላይት	قمر اصطناعي
6.	carry out	cumplir	выполнить	réaliser	መተግበር	تنفيذ
7.	policy	política	политика	politique	ፖሊሲ/መርህ	سياسة
8.	remain	permanecer	оставаться	rester	መቅረት	بقاء
9.	act	actuar	действовать	agir	እርምጃ መውሰድ	عمل

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) How less CO₂ can be produced.
- ii) Why the rise in temperatures is slow.
- iii) What has been done to try to deal with global warming.
- 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)



אנגלית, אורף תש"ף, מס' 016471, גרסה א'

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)

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

- i) governments are not worried 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)



אנגלית, חורף תש"ף, מס' 016471, גרסה א'

PART II: VOCABULARY (30 points)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|----------------|-------------------|---|
| 1. evidence | | |
| 2. prevention | <u> </u> | information that proves something is true |
| 3. improvement | <u> </u> | making something better |
| 4. connection | <u> </u> | stopping something from happening |
| 5. respect | | |
| 6. damage | | |

(10)

- | | | |
|-----------------|-------------------|--|
| 1. to assume | | |
| 2. to include | <u> </u> | to provide people with something they need or want |
| 3. to recommend | <u> </u> | to advise someone to do something |
| 4. to supply | <u> </u> | to believe that something might be true |
| 5. to notice | | |
| 6. to apologize | | |



אנגלית, חורף תש"ף, מס' 016471, גרסה א'

(11)

- | | | |
|---------------|-------|----------------------|
| 1. local | | |
| 2. personal | _____ | worth a lot of money |
| 3. current | _____ | happening now |
| 4. beneficial | _____ | likely |
| 5. probable | | |
| 6. valuable | | |

(12)

- | | | |
|-----------------|-------|-------------|
| 1. consequently | | |
| 2. directly | _____ | totally |
| 3. previously | _____ | as a result |
| 4. absolutely | _____ | a little |
| 5. readily | | |
| 6. slightly | | |

(13)

- | | | |
|----------------------|-------|-----------------------|
| 1. at the same time | | |
| 2. in the long run | _____ | eventually |
| 3. in advance | _____ | can no longer be used |
| 4. out of date | _____ | sometimes |
| 5. from time to time | | |
| 6. in the meantime | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: קיץ תש"ף, 2020
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע

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

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

ג. חומר עזר מותר בשימוש: אין.

ד. הוראות מיוחדות:

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

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד.

(3) בתום הבחינה חזור את השאלון למשגיח.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תש"ף, מס' 016471, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

A glossary of the underlined words (numbers 1-10) is provided on page 5.

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 decompose¹, creating problems for the environment. Recently, the public has become more aware of these problems. Consequently, there is an increasing demand² to greatly reduce the use of plastic.

II These days, you often hear people criticize the use of plastic cups and straws³ 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 of plastic from unnecessary packaging⁴ 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 added to face creams and cleaning products. After use, microbeads were washed away⁵ from homes into the oceans, where scientists have found them in many kinds of fish. They were also recently discovered in ordinary drinking water, and experts began to worry that high levels might harm humans⁶ as well as animals.

IV When news of this danger spread⁷ through the media⁸, public protests were seen immediately throughout the world. As a result, many governments introduced laws banning⁹ the use of microbeads. "This really helped people realize how much power they have," says Lewin. "So now they are using this power to target¹⁰ all forms of plastic. And governments and companies are listening."



אנגלית, קיץ תש"ף, מס' 016471, גרסה א'

GLOSSARY					
1. decompose	descomponer	разлагаться	décomposer	መበስበስ	תַּחַלֵּל
2. demand	demanda	потребность	demande	ጥያቄ	طَلَب
3. straw	paja	соломинка	paille	ገለባ/ጭፍ	قَسَّة شرب
4. packaging	empaque	упаковка	emballage	ማሸግ	رزمة
5. wash away	evacuar	смывать	évacuer	በውሃ መወሰድ	انجراف
6. human	persona	человек	humain	የሰው ልጅ	إنسان
7. spread	difundir	распространиться	se propager	መስራጨት	انتشار
8. the media	los medios	СМИ	les médias	ሚዲያ	وسائل الإعلام
9. ban	prohibir	запретить	interdire	ማገድ	مَنع
10. target	poner en la mira	выбрать целью	cibler	ሲሳማ	استهداف

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)



אנגלית, קיץ תש"ף, מס' 016471, גרסה א'

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)

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" (line 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

לא לכתוב באזור זה



אנגלית, קיץ תש"ף, מס' 016471, גרסה א'

PART II: VOCABULARY (30 points)

Below are five questions, (8) to (12). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|-------------|----------|---|
| 1. calendar | | |
| 2. season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. prize | | |
| 6. label | | |

(8)

- | | | |
|-------------------|-------|----------|
| 1. existence | | |
| 2. quantity | _____ | amount |
| 3. confidence | _____ | no sound |
| 4. characteristic | _____ | feature |
| 5. location | | |
| 6. silence | | |

(9)

- | | | |
|-------------------|-------|----------------------------------|
| 1. to occur | | |
| 2. to attempt | _____ | to refuse to accept something |
| 3. to reject | _____ | to allow someone to do something |
| 4. to demonstrate | _____ | to try to do something |
| 5. to permit | | |
| 6. to develop | | |



אנגלית, קיץ תש"ף, מס' 016471, גרסה א'

(10)

- | | | |
|----------------|-------|------------------------------------|
| 1. optional | | |
| 2. accurate | _____ | important |
| 3. significant | _____ | without any errors |
| 4. average | _____ | something you can choose not to do |
| 5. instant | | |
| 6. suitable | | |

(11)

- | | | |
|---------------|-------|-------------------------|
| 1. briefly | | |
| 2. currently | _____ | usually |
| 3. previously | _____ | before the present time |
| 4. normally | _____ | for a short time |
| 5. carefully | | |
| 6. directly | | |

(12)

- | | | |
|-------------------------|-------|--|
| 1. to put off | | |
| 2. to care for | _____ | to think about something until you understand it |
| 3. to consist of | _____ | to begin doing something new |
| 4. to make a difference | _____ | to be made up of something |
| 5. to take up | | |
| 6. to figure out | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תש"ף, 2020, מועד ב
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע

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

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

ג. חומר עזר מותר בשימוש: אין.

ד. הוראות מיוחדות:

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

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד.

(3) בתום הבחינה חזור את השאלון למשגיח.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תש"ף, מועד ב, מס' 016471, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

A glossary of the underlined words (numbers 1-8) is provided on page 5.

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 congestion¹ 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 planners² agree that they are necessary. "Recent studies have found that since the year 2000, the number of cars on the streets of many
10 major 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 attitude³ towards owning⁴ 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 reduction⁵ in car use, most of them believe that
20 the trend⁶ 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 guilty⁷ 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 vanish⁸. Instead, they should do everything they can to deal with it.



אנגלית, קיץ תש"ף, מועד ב, מס' 016471, גרסה א'

GLOSSARY						
1. congestion	congestión	затоп	embouteillage	መጨናንቅ	ازدحام، اكتظاظ	גודש, עומס
2. planner	programador	планировщик	planificateur	ፕላን አውጪ	مُخطِّط	מתכנן
3. attitude	actitud	отношение	position	ፀባይ	موقف، وجهة نظر	עמדה, יחס
4. own	poseer	владеть	posséder	ባሌቢትነት	امتلاك	להיות הבעלים של
5. reduction	reducción	сокращение	diminution	መቀነስ	انخفاض	צמצום
6. trend	tendencia	тенденция	tendance	ልምድ	توجه	מגמה
7. guilty	culpable	виновен	coupable	ጥፋተኝነት	مُذنب	אשם
8. vanish	desaparecer	исчезнуть	disparaître	መጥፋት	يختفي	להיעלם

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)



אנגלית, קיץ תש"ף, מועד ב, מס' 016471, גרסה א'

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.

(2×8=16 points)

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

לא לכתוב באזור זה



אנגלית, קיץ תש"ף, מועד ב, מס' 016471, גרסה א'

PART II: VOCABULARY (30 points)

Below are five questions, (8) to (12). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|-------------|----------|---|
| 1. calendar | | |
| 2. season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. prize | | |
| 6. label | | |

(8)

- | | | |
|----------------|-------|------------------------------------|
| 1. to prevent | | |
| 2. to confirm | _____ | to think about something carefully |
| 3. to advise | _____ | to stop something from happening |
| 4. to obtain | _____ | to get something from someone |
| 5. to consider | | |
| 6. to damage | | |

(9)

- | | | |
|---------------------|-------|---|
| 1. an individual | | |
| 2. an opportunity | _____ | a result of something that has happened |
| 3. a consequence | _____ | something that is difficult to achieve |
| 4. an instruction | _____ | a chance to do something |
| 5. a recommendation | | |
| 6. a challenge | | |



אנגלית, קיץ תש"ף, מועד ב, מס' 016471, גרסה א'

(10)

- | | | |
|-----------------|-------|--------------------|
| 1. apparently | | |
| 2. definitely | _____ | without any doubt |
| 3. originally | _____ | in the correct way |
| 4. occasionally | _____ | sometimes |
| 5. hardly | | |
| 6. properly | | |

(11)

- | | | |
|--------------|-------|--|
| 1. typical | | |
| 2. visible | _____ | something or someone that is well known to you |
| 3. relevant | _____ | something that can be seen |
| 4. reliable | _____ | something that can be trusted to work well |
| 5. permanent | | |
| 6. familiar | | |

(12)

- | | | |
|-------------------|-------|-----------------------------|
| 1. to carry on | | |
| 2. to look up | _____ | to stop trying |
| 3. to get rid of | _____ | to continue |
| 4. to give up | _____ | to find something by chance |
| 5. to come across | | |
| 6. to end up | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: חורף תשפ"א, 2021
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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פרק שני	—	אוצר מילים	—	30	נקודות
סך הכול	—			100	נקודות

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בהצלחה!



אנגלית, חורף תשפ"א, מס' 016471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

ACCESS TO INFORMATION FROM WRITTEN TEXTS

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

A glossary of the underlined words (numbers 1-7) is provided on page 5.

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 astronaut¹. 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 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 realistic² option. After all, very few people have actually become astronauts — only around 500 throughout the world.

III Rubins decided to study biology instead, and specialized³ in medical research. She became head of a team of scientists, and her childhood⁴ 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 would be sent to the International Space Station (ISS) high above the Earth to replace⁵ 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 spacecraft⁶. In 2016 Rubins 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 how wonderful it was to be able to fulfill⁷ her childhood dream, and encourages them to follow their own dreams.

אנגלית, חורף תשפ"א, מס' 016471, גרסה א'

GLOSSARY						
1. astronaut	astronauta	космонавт	astronaute	ጠፈርተኛ	رائد فضاء	אסטרונאוט
2. realistic	realista	реалистический	réaliste	ተጨባጭ	واقعي	מציאותי
3. specialize	especializarse	специализироваться	se spécialiser	በልዩ መያ-መካን	يتخصص	להתמחות
4. childhood	niñez	детство	enfance	ልጅነት	طفولة	ילדות
5. replace	reemplazar	поменять	remplacer	መተካት	استبدال	להחליף
6. spacecraft	nave espacial	космический корабль	vaisseau spatial	መንኮራኩር	سفينة فضائية	חללית
7. fulfill	realizar	осуществить	réaliser/accomplir	ማሳካት	يحقّق	להגשים

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)



אנגלית, חורף תשפ"א, מס' 016471, גרסה א'

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)

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



אנגלית, חורף תשפ"א, מס' 016471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

VOCABULARY

Below are five questions, (8) to (12). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(8)

- | | | |
|-----------------|-------|--|
| 1. translation | | |
| 2. a regulation | _____ | all the people living in a particular area, city or country |
| 3. a population | _____ | a separate part of something, such as of a book |
| 4. a direction | _____ | changing something that is spoken or written into another language |
| 5. a section | | |
| 6. a connection | | |

(9)

- | | | |
|-----------------|-------|---|
| 1. to discover | | |
| 2. to cooperate | _____ | to bring something to someone's address |
| 3. to observe | _____ | to watch something carefully |
| 4. to separate | _____ | to work together for a particular purpose |
| 5. to deliver | | |
| 6. to surround | | |



אנגלית, חורף תשפ"א, מס' 016471, גרסה א'

(10)

- | | | |
|--------------|-------|---|
| 1. temporary | | |
| 2. brief | _____ | easy to notice or to understand |
| 3. skilled | _____ | unusual or unexpected |
| 4. popular | _____ | having the ability to do something well |
| 5. obvious | | |
| 6. strange | | |

(11)

- | | | |
|-----------------|-------|--|
| 1. a load | | |
| 2. a schedule | _____ | a plan of what you are going to do and when you will do it |
| 3. a protest | _____ | something that happens, especially something important |
| 4. a region | _____ | a large area of land |
| 5. a difference | | |
| 6. an event | | |

(12)

- | | | |
|-------------------------|-------|-----------------------|
| 1. to make an effort | | |
| 2. to keep in mind | _____ | to throw away |
| 3. to be in charge of | _____ | to be responsible for |
| 4. to get rid of | _____ | to try hard |
| 5. to take part in | | |
| 6. to take advantage of | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

מועד חורף מאוחר

סוג הבחינה: בגרות
מועד הבחינה: חורף מאוחר, תשפ"א, 2021
מספר השאלון: 016471

אנגלית

שאלון ה'

(MODULE E)

מתכונת חדשה

גרסה א'

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

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(1) כתוב 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, מועד חורף מאוחר, תשפ"א, 2021, מס' 016471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

ACCESS TO INFORMATION FROM WRITTEN TEXTS

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

A glossary of the underlined words (numbers 1-9) is provided on page 5.

THE POWER OF A GAME

I Justin Brown from Chicago was eight years old when his father brought home a chess set¹ 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 advanced² players. Moreover, the whole school is encouraged to show its support for the
- 10 team, especially in the weeks before an important competition. Jones points to the posters hung along the corridors³, with photographs 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 contributes⁴ 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 master⁵."

- 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 instruments⁶." He also speaks of the positive feedback⁷ 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 calm⁸ even when he's very disappointed. She's just sorry he hadn't learned the game when he was much younger." It seems, then, that playing
- 25 chess may indeed help children in many different aspects⁹ of their lives.

לא תכתב בפי זה המנהל

לא לכתוב באזור זה



אנגלית, מועד חורף מאוחר, תשפ"א, 2021, מס' 016471, גרסה א'

GLOSSARY					
1. chess set	juego de ajedrez	шахматы	jeu d'échecs	רזמה לבע שטרנך	ערכת משחק שחמט
2. advanced	avanzado	продвинутый	avancé	מתקדם	מתקדם
3. corridor	corredor	коридор	couloir	רואק	מסדרון
4. contribute	contribuir	вносить вклад	contribuer	מסאמה	לתרום
5. master (verb)	dominar	обучиться	maîtriser	תעלם, תחכמ	ללמוד, לשלוט ב-
6. instrument	instrumento	инструмент	instrument	וסיילה, אדא	כלי
7. feedback	retroalimentación	отзыв	réactions	מרדודי	משוב, פידבק
8. calm	tranquilo	спокойный	calme	האדי	רגוע
9. aspect	aspecto	сторона	aspect	גאב	היבט, אספקט

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)



אנגלית, מועד חורף מאוחר, תשפ"א, 2021, מס' 016471, גרסה א'

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)

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

לא לכתוב באזור זה



אנגלית, מועד חורף מאוחר, תשפ"א, 2021, מס' 016471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

VOCABULARY

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|-----------------|-----------------|--|
| 1. to choose | | |
| 2. to forgive | <u> </u> | to stop being angry at someone who did something wrong |
| 3. to organize | <u> </u> | to look for something |
| 4. to protect | <u> </u> | to keep someone or something safe |
| 5. to search | | |
| 6. to introduce | | |

(10)

- | | | |
|----------------|-----------------|--|
| 1. a notice | | |
| 2. a passenger | <u> </u> | a small machine that does a particular job |
| 3. a device | <u> </u> | someone who travels on a bus, by train, etc. |
| 4. an ocean | <u> </u> | a very large sea |
| 5. a cloud | | |
| 6. a member | | |



אנגלית, מועד חורף מאוחר, תשפ"א, 2021, מס' 016471, גרסה א'

(11)

- | | | |
|---------------|-------|----------------------|
| 1. local | | |
| 2. personal | _____ | worth a lot of money |
| 3. current | _____ | happening now |
| 4. beneficial | _____ | likely |
| 5. probable | | |
| 6. valuable | | |

(12)

- | | | |
|-----------------|-------|-------------|
| 1. consequently | | |
| 2. directly | _____ | totally |
| 3. previously | _____ | as a result |
| 4. absolutely | _____ | a little |
| 5. readily | | |
| 6. slightly | | |

(13)

- | | | |
|------------------------|-------|----------------|
| 1. apart from | | |
| 2. according to | _____ | at this moment |
| 3. run out of | _____ | actually |
| 4. as a matter of fact | _____ | no longer have |
| 5. right now | | |
| 6. take into account | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

מועד מיוחד

סוג הבחינה: בגרות
מועד הבחינה: מועד מיוחד, קיץ תשפ"א, 2021
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

ג. חומר עזר מותר בשימוש: אין.

ד. הוראות מיוחדות:

(1) כתוב 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!

/המשך מעבר לדף/



אנגלית, מועד מיוחד, קיץ תשפ"א, 2021, מס' 016471

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1-7) is provided on the next page.

THE EXCITING LIFE OF VANESSA O'BRIEN

I In 2020, a tiny submarine¹ took mountain climber Vanessa O'Brien down to the Challenger Deep in the Pacific Ocean — the deepest region on Earth. This made O'Brien the first woman to go to both the lowest and the highest places on the planet: Eight years earlier, she had climbed to the top of Mount Everest.

5 **II** O'Brien's latest record² joins several others. She was the first American woman to reach the top of K2, the hardest mountain in the world to climb. She was also the first woman to complete the Explorers Grand Slam (EGS) in less than a year. Everyone who attempts this extremely difficult challenge must climb the highest mountain on each of the seven continents³, and ski 100 kilometers to the North and South Poles. Only about 50 people have ever succeeded in doing so.

10 **III** After O'Brien completed the EGS, a special event was organized in New York to celebrate her achievement⁴ and that of six other climbers. It was there that she met Victor Vescovo, a businessman and mountain climber. That meeting would eventually lead her to the Challenger Deep, because Vescovo had a plan: to explore the five deepest regions in the Earth's oceans, including the Challenger Deep. Almost nothing is known about those places, and he very much wanted to change that.

15 **IV** In 2019, as part of his plan, Vescovo funded⁵ the building of a small submarine that was able to function under the enormous water pressure deep down in the ocean. That year, he reached all the regions he had planned to explore, and in the following year, he invited O'Brien to join him on a future expedition⁶ to the Challenger Deep. She immediately agreed. During the three hours they spent there, they mapped⁷ the ocean floor and collected organisms and rocks
20 for researchers to study.

V In a recent interview, O'Brien described the dangers involved both in climbing Mount Everest and in going to the Challenger Deep. It seems that such challenges are exactly what she has been looking for since she lost her job at an international bank ten years ago. At age 45, she decided not to work in an office again, and instead to go in search of a more exciting life. She
25 certainly seems to have found it.



אנגלית, מועד מיוחד, קיץ תשפ"א, 2021, מס' 016471

GLOSSARY						
1. submarine	submarino	подводная лодка	sous-marin	ሰርጓጅ መርከብ	غَوَاصَة	צוללת
2. record	récord	рекорд	record	ሪከርድ	رقم قياسي	שיא
3. continent	continente	материк	continent	አሕጉር	قارة	יבשת
4. achievement	logro	достижение	succès	ስኬት	إنجاز	הישג
5. fund (verb)	financiar	субсидировать	financer	የገንዘብ ድጋፍ	تمويل	לממן
6. expedition	expedición	экспедиция	expédition	ጉዞ	رحلة	מסע
7. map (verb)	trazar un mapa	нанести на карту	cartographier	ካርታ ማውጣት	مَسَح	למפות

QUESTIONS (70 points)

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

1. What are we told about O'Brien in paragraph I?

- (i) She was the first mountain climber to explore the ocean.
- (ii) She discovered the deepest place in the ocean.
- (iii) She achieved something no woman had achieved before.
- (iv) She has only been in a submarine once.

(9 points)

2. What do we learn about the Explorers Grand Slam? (paragraph II)

- (i) How many people have attempted it.
- (ii) How long it takes to complete.
- (iii) Why it was started.
- (iv) What makes it difficult.

(9 points)

3. In paragraph III the writer explains why Vescovo (–).

- (i) organized the special event in New York
- (ii) became a businessman
- (iii) planned to explore the deepest ocean regions
- (iv) participated in the EGS

(9 points)



אנגלית, מועד מיוחד, קיץ תשפ"א, 2021, מס' 016471

4. How did O'Brien meet Vescovo, and what was the result of that meeting?

COMPLETE THE SENTENCES ACCORDING TO LINES 10-18.

- (1) O'Brien
(2) She met Vescovo.
(3) She

(2×8=16 points)

5. What do we learn about the trip to the Challenger Deep? (paragraph IV)

- (i) Why it needed a special submarine.
(ii) Why it took three hours to reach the Challenger Deep.
(iii) Why Vescovo asked O'Brien to go with him.
(iv) How O'Brien prepared for it.

(9 points)

6. What do researchers have as a result of Vescovo exploring the Challenger Deep? Give ONE answer.
(paragraph IV)

COMPLETE THE SENTENCE.

They have

(9 points)

7. Why did O'Brien choose to do all the things described in the article? Base your answer on information in paragraph V.

COMPLETE THE SENTENCE.

She

(9 points)

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אנגלית, מועד מיוחד, קיץ תשפ"א, 2021, מס' 016471

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (8) to (12). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(8)

- | | | |
|-------------------|-------|--|
| 1. emphasis | | |
| 2. an identity | _____ | a question that is asked to get information |
| 3. an inquiry | _____ | a statement about something that might happen in the future |
| 4. an arrangement | _____ | a conversation in which two or more people don't agree with each other |
| 5. an argument | | |
| 6. a prediction | | |

(9)

- | | | |
|-------------------|-------|--|
| 1. to avoid | | |
| 2. to promise | _____ | to join together two or more things |
| 3. to adjust | _____ | to take part in an activity |
| 4. to combine | _____ | to tell someone you will definitely do something |
| 5. to cancel | | |
| 6. to participate | | |



אנגלית, מועד מיוחד, קיץ תשפ"א, 2021, מס' 016471

(10)

- | | |
|---------------|-------------------|
| 1. apparently | |
| 2. entirely | _____ in the end |
| 3. frequently | _____ completely |
| 4. relatively | _____ immediately |
| 5. instantly | |
| 6. eventually | |

(11)

- | | |
|---------------|----------------------------------|
| 1. additional | |
| 2. perfect | _____ relating to money |
| 3. financial | _____ extra |
| 4. usual | _____ happening most of the time |
| 5. essential | |
| 6. social | |

(12)

- | | |
|--------------|-------------------------|
| 1. honest | |
| 2. powerful | _____ likely to happen |
| 3. legal | _____ very strong |
| 4. confident | _____ telling the truth |
| 5. probable | |
| 6. available | |

בהצלחה!

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

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

מועד ב

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"א, 2021, מועד ב
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

ג. חומר עזר מותר בשימוש: אין.

ד. הוראות מיוחדות:

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

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד.

(3) בתום הבחינה חזור את השאלון למשגיח.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, קיץ תשפ"א, מועד ב, מס' 016471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1-10) is provided on the next page.

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 trained¹ dogs locates the plant by its smell, and sits down next to any that it finds. Then the handler², Kate Banville, goes to the dog and gives it a reward³ – a ball to play with.

5 **II** The silky bush clover is originally from Asia, where pests⁴ and diseases prevent it from spreading. However, in the USA it has no natural enemies⁵, so it can quickly cover whole fields. This stops other plants from growing there. Therefore, efforts are constantly being made to find and remove⁶ 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 conservation⁷ 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 tusks⁸. 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 abandoned⁹ 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 patience¹⁰ 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' 016471, גרסה א'

GLOSSARY						
1.	train (verb)	entrenar	дрессировать	dresser	ማለማድ	ترويض
2.	handler	entrenador	дрессировщик	dresseur	አለማማጅ	مألف, مامون
3.	reward (noun)	recompensa	награда	récompense	ሽልማት	جائزة
4.	pest	peste	вредитель	nuisible	ተባይ	ضار
5.	enemy	enemigo	враг	ennemi	ጠላት	عدو
6.	remove	eliminar	убрать	éliminer	ማስወገድ	إبعاد
7.	conservation	conservación	сохранение	préservation	መጠበቅ	حفظ
8.	tusk	colmillo	бивень	défense d'éléphant	ጥርስ	ناب
9.	abandon	abandoner	покинуть	abandonner	መተው	ترك
10.	patience	paciencia	терпение	patience	ትእግስት	صبر

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.

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

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

(8 points)
- 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)



אנגלית, קיץ תשפ"א, מועד ב, מס' 016471, גרסה א'

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)

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

لا لכתוב באזור זה



אנגלית, קיץ תשפ"א, מועד ב, מס' 016471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|---------|---|
| 1. a calendar | | |
| 2. a season | _____ 4 | cars, buses, and trucks moving along a road |
| 3. an island | _____ 1 | shows days, weeks, and months in a year |
| 4. traffic | _____ 5 | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|-----------------|-------|--|
| 1. to achieve | | |
| 2. to admit | _____ | to bring together objects of the same type |
| 3. to construct | _____ | to succeed in doing something |
| 4. to inform | _____ | to tell someone about particular facts |
| 5. to afford | | |
| 6. to collect | | |

(10)

- | | | |
|-----------------|-------|-------------------------------------|
| 1. a statement | | |
| 2. a method | _____ | a particular way of doing something |
| 3. criticism | _____ | an idea |
| 4. an influence | _____ | a negative opinion about something |
| 5. a concept | | or someone |
| 6. permission | | |



אנגלית, קיץ תשפ"א, מועד ב, מס' 016471, גרסה א'

(11)

- | | | |
|-----------------|-------|--------------------------------|
| 1. finally | | |
| 2. particularly | | |
| 3. efficiently | _____ | all the time |
| 4. constantly | _____ | without wasting time or energy |
| 5. naturally | _____ | especially |
| 6. relatively | | |

(12)

- | | | |
|----------------|-------|--|
| 1. to obtain | | |
| 2. to realize | | |
| 3. to insist | _____ | to pay someone to work for you |
| 4. to identify | _____ | to get something from someone |
| 5. to employ | _____ | to mention an idea for other people to think about |
| 6. to suggest | | |

(13)

- | | | |
|-------------------------|-------|------------------------------------|
| 1. to consist of | | |
| 2. to be short of | | |
| 3. to take advantage of | _____ | in support of someone or something |
| 4. to get rid of | _____ | not to have enough of something |
| 5. in light of | _____ | to make good use of something |
| 6. in favor of | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: חורף תשפ"ב, 2022
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

ג. חומר עזר מותר בשימוש: אין.

ד. הוראות מיוחדות:

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

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד.

(3) בתום הבחינה חזור את השאלון למשגיח.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



אנגלית, אורף תשפ"ב, מס' 016471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–9) is provided on the next page.

PREPARING FOR LIFE IN SPACE

לא תאבב אף אזה המאאא

לא לאאאב באאור אה

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 suffer¹ 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
5 over a year. Scientists are therefore trying to get a better understanding of the possible effects of such a long journey², 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 source³ of information is the small groups of scientists working in Antarctica, who often stay there for over a year. The region is totally
10 dark for much of the year, and does not have the day-night cycle⁴ 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 isolation⁵ 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 apathetic⁶, losing interest even in looking after their equipment and in doing their experiments. This problem, said Sandal, can be
20 especially dangerous for astronauts if they are faced with an emergency⁷ in space and need to react quickly.

IV Methods for maintaining⁸ 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 –
25 is very helpful. For example, it has made them happier. Other research done in Antarctica has shown that several short naps⁹ 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.

GLOSSARY						
1. suffer	sufrir	страдать	souffrir	መስቃየት	معاناة	לסבול
2. journey	viaje	путешествие	voyage	ጉዞ	رحلة	מסע
3. source	fuelle	источник	source	ምንጭ	مصدر	מקור
4. cycle (noun)	ciclo	цикл	cycle	ፈረቃ	دورة	מחזור
5. isolation	aislamiento	изоляция	isolement	መለየት	عزلة	בידוד
6. apathetic	apático	апатичный	apathique	ዳተኛ	لا مبالٍ	אדיש, אפתי
7. emergency	urgencia	экстренная ситуация	urgence	ድንገተኛ-አደጋ	حالة طوارئ	מצב חירום
8. maintain	conservar	поддерживать	maintenir	መጠበቅ	الحفاظ على	לשמור על
9. nap (noun)	siesta	легкий сон	sieste	ማሸለብ	إغفاءة قصيرة	תנומה קלה

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.

- עמוד 5

/המשך בעמוד 6/



אנגלית, חורף תשפ"ב, מס' 016471, גרסה א'

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)

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

לא לכתוב באזור זה



אנגלית, חורף תשפ"ב, מס' 016471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|---------------|-------|-----------------------------|
| 1. honest | | |
| 2. global | _____ | not permanent |
| 3. particular | _____ | specific |
| 4. available | _____ | relating to the whole world |
| 5. slight | | |
| 6. temporary | | |

(10)

- | | | |
|-------------------|-------|---------------------------------------|
| 1. to participate | | |
| 2. to occur | _____ | to happen |
| 3. to produce | _____ | to have enough money to buy something |
| 4. to afford | _____ | to take part in something |
| 5. to approve | | |
| 6. to aim | | |



אנגלית, חורף תשפ"ב, מס' 016471, גרסה א'

(11)

- | | | |
|---------------------|-------|---|
| 1. a celebration | | |
| 2. an individual | _____ | a behavior or a feeling that is the result of something |
| 3. an investigation | | that happened |
| 4. an option | _____ | a careful search for facts |
| 5. a reaction | _____ | something that you can choose to do |
| 6. a claim | | |

(12)

- | | | |
|---------------|-------|---------------------------------------|
| 1. to contain | | |
| 2. to allow | _____ | to permit |
| 3. to inquire | | not to be sure of something |
| 4. to waste | _____ | |
| 5. to doubt | _____ | to form a mental picture of something |
| 6. to imagine | | |

(13)

- | | | |
|----------------------|-------|-----------|
| 1. now and then | | |
| 2. apart from | _____ | sometimes |
| 3. at the expense of | _____ | try hard |
| 4. make an effort | _____ | except |
| 5. in touch with | | |
| 6. in the meantime | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: חורף נבצרים, תשפ"ב, 2022
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

הוראות לנבחן

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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סך הכול	—			100	נקודות

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- (1) כתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
- (2) כתוב את כל תשובותיך באנגלית ובעט בלבד.
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בהצלחה!



אנגלית, מועד חורף נבצרים, תשפ"ב, 2022, מס' 016471

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–9) is provided on the next page.

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 labs¹ 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 achievements² 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 viewers³ closer to understanding the positive and negative aspects⁴ 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 cramped⁵ 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 fulfill⁶ their dreams. For example, Peggy Whitson, who was the first woman to command⁷ the ISS, had applied for ten years to become an astronaut. Sergey Volkov, on the other hand, did not have the same childhood⁸ 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 vulnerable⁹ 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' 016471

GLOSSARY						
1. lab	laboratorio	лаборатория	laboratoire	ሴተ-መከራ	מختبر	מעבדה
2. achievement	logro	достижение	réussite	ሰኪት	إنجاز	הישג
3. viewer	espectador	зритель	spectateur	ተመልካች	مشاهد	צופה
4. aspect	aspecto	аспект	aspect	ገጽ ታ	جانب	היבט, אספקט
5. cramped	incómoda	тесный	à l'étroit	ጠባብ	مزدحم	צפוף
6. fulfill	cumplir	осуществить	réaliser	እውጉ-ማድረግ	تحقيق	להגשים
7. command	comandar	командовать	diriger	አዛዥ	يقود	לפקד על
8. childhood	infancia	детство	enfance	ልጅነት	طفولة	ילדות
9. vulnerable	vulnerable	уязвимый	vulnérable	ለጉዳት-ተጋላጭ	معرض للإصابة / للضرر	פגיע

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)



אנגלית, מועד חורף נבצרים, תשפ"ב, 2022, מס' 016471

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)

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)

לא תכתוב בזה המרחב

לא לכתוב באזור זה



אנגלית, מועד חורף נבצרים, תשפ"ב, 2022, מס' 016471

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (8) to (12). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match)

EXAMPLE

- | | | |
|---------------|---------|---|
| 1. a calendar | | |
| 2. a season | _____ 4 | cars, buses, and trucks moving along a road |
| 3. an island | _____ 1 | shows days, weeks, and months in a year |
| 4. traffic | _____ 5 | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(8)

- | | | |
|--------------------|-------|---|
| 1. a majority | | |
| 2. a device | _____ | something written or spoken that provides information |
| 3. an individual | _____ | a piece of equipment that does a particular job |
| 4. an ocean | _____ | a very large area of sea |
| 5. an announcement | | |
| 6. a hero | | |

(9)

- | | | |
|-----------------|-------|--|
| 1. an argument | _____ | something given to people who are ill to make them better |
| 2. a profession | _____ | a discussion in which two or more people don't agree with each other |
| 3. medicine | | |
| 4. a material | _____ | a method of finding out people's opinions, usually by asking questions |
| 5. a survey | | |
| 6. a hole | | |



אנגלית, מועד חורף נבצרים, תשפ"ב, 2022, מס' 016471

(10)

- | | | |
|----------------|-------|---------------------------------------|
| 1. traditional | | |
| 2. necessary | _____ | continuing for a short time |
| 3. weak | _____ | complete |
| 4. brief | _____ | needed to achieve a particular result |
| 5. entire | | |
| 6. recent | | |

(11)

- | | | |
|-----------------|-------|--|
| 1. definitely | | |
| 2. typically | _____ | more and more |
| 3. eventually | _____ | without any doubt |
| 4. increasingly | _____ | in the end, especially after a long time |
| 5. forever | | |
| 6. fortunately | | |

(12)

- | | | |
|-----------------|-------|--|
| 1. to persuade | _____ | to say that someone is responsible for doing |
| 2. to avoid | | something wrong |
| 3. to blame | _____ | to make people believe something by giving them |
| 4. to exist | | good reasons |
| 5. to intend | _____ | to know someone or something because you've seen |
| 6. to recognize | | them before |

בהצלחה!

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

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ב, 2022
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

ג. חומר עזר מותר בשימוש: אין.

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.

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה.
כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת 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' 016471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1-5) is provided on page 5.

IMPROVING CREATIVE ABILITIES

I Suppose you want to invent a recipe for dinner or decorate¹ 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
5 shown there are ways to increase creativity².

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 brick³. They get extra points for their more original ideas, and their final score shows how creative they are.

10 **III** Using the AUT, psychologists have recently found that taking a break⁴ during work increases creativity. "Your break can be for something as simple as having a cup of coffee," says psychologist Stella Doran. "But the timing⁵ 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."

15 **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.

20 **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
25 multitasking. However, according to Melwani's study, when we need to be creative it is beneficial."



אנגלית, קיץ תשפ"ב, מס' 016471, גרסה א'

GLOSSARY						
1. decorate	decorar	украшать	décorer	ማሳመር	تزيين	לקשט
2. creativity	creatividad	креативность	créativité	ፈጠራ	إبداع	יצירתיות
3. brick	ladrillo	кирпич	brique	ጡብ	لَبْنَة، طوبه	לבנה
4. break (noun)	pausa	перерыв	pause	እረፍት	استراحة	הפסקה
5. timing	momento	выбранный момент	moment où la chose est effectuée	ወሳኝ-ጊዜ	توقيت	עיתוי

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)



אנגלית, קיץ תשפ"ב, מס' 016471, גרסה א'

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)

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)

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לא לכתוב באזור זה



אנגלית, קיץ תשפ"ב, מס' 016471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (10) to (14). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1-6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match)

EXAMPLE

- | | | |
|---------------|---------|---|
| 1. a calendar | | |
| 2. a season | _____ 4 | cars, buses, and trucks moving along a road |
| 3. an island | _____ 1 | shows days, weeks, and months in a year |
| 4. traffic | _____ 5 | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(10)

- | | | |
|------------------|-------|--|
| 1. a sample | | |
| 2. identity | _____ | the ability to think about one thing for a long time |
| 3. concentration | _____ | information discovered as a result of research |
| 4. emphasis | _____ | special importance that is given to something |
| 5. findings | | |
| 6. a variety | | |

(11)

- | | | |
|-------------|-------|-------------------------|
| 1. skilled | | |
| 2. major | _____ | allowed by the law |
| 3. legal | _____ | happening often |
| 4. creative | _____ | very large or important |
| 5. relative | | |
| 6. frequent | | |



אנגלית, קיץ תשפ"ב, מס' 016471, גרסה א'

(12)

- | | | |
|-------------------|-------|--|
| 1. to continue | | |
| 2. to select | _____ | to say what you think is wrong with someone or something |
| 3. to behave | _____ | to choose something carefully |
| 4. to investigate | _____ | to say something without being sure of all the facts |
| 5. to criticize | | |
| 6. to guess | | |

(13)

- | | | |
|------------------|-------|------------|
| 1. particularly | | |
| 2. fully | _____ | completely |
| 3. unfortunately | _____ | almost |
| 4. necessarily | _____ | especially |
| 5. nearly | | |
| 6. constantly | | |

(14)

- | | | |
|---------------|-------|-------------|
| 1. by mistake | | |
| 2. by hand | _____ | from memory |
| 3. by oneself | _____ | alone |
| 4. by heart | _____ | by accident |
| 5. by far | | |
| 6. by the way | | |

בהצלחה!

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

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ב, 2022, מועד ב
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

ג. חומר עזר מותר בשימוש: אין.

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.

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' 016471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–10) is provided on the next page.

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 spaceships¹ 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 luxury² 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 attractions³ will be a cinema showing the latest movies. OAC also promises great views⁴ 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 structures⁵ we have ever put in space. Moreover, the company engineers want to prevent hotel guests from floating⁶ like astronauts do. They are therefore planning to use new technology to create artificial⁷ gravity⁸. 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 preference⁹, not of money." Franklin, however, believes the cost will remain a problem for a very long time. "Maybe the actual stay¹⁰ 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."

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אנגלית, קיץ תשפ"ב, מועד ב, מס' 016471, גרסה א'

GLOSSARY						
1.	spaceship	nave espacial	космический корабль	fusée spatiale	የጠፈር መኪና	سفينة فضائية
2.	luxury	lujo	роскошный	luxe	ቅንብት	فاخر
3.	attractions	atracciones	развлечения	attractions	መስህቦች	مواقع جذب للسياح
4.	view (noun)	vista	вид	vue	እይታ	منظر
5.	structure	estructura	сооружение	structure	መዋቅሮች	مبنى
6.	float	flotar	парить	flotter	መንሳፈፍ	يطفو
7.	artificial	artificial	искусственный	artificiel	ሰው-ሰራሽ	صناعي
8.	gravity	gravedad	гравитация	gravité	የስበት ኃይል	جاذبية
9.	preference	preferencia	предпочтение	préférence	ምርጫ	تفضيل
10.	stay (noun)	estadía	пребывание	séjour	ቀይታ	بقاء

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)



אנגלית, קיץ תשפ"ב, מועד ב, מס' 016471, גרסה א'

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)

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)



אנגלית, קיץ תשפ"ב, מועד ב, מס' 016471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|---------|---|
| 1. a calendar | | |
| 2. a season | _____ 4 | cars, buses, and trucks moving along a road |
| 3. an island | _____ 1 | shows days, weeks, and months in a year |
| 4. traffic | _____ 5 | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|-------------------|-------|---|
| 1. to continue | | |
| 2. to manufacture | _____ | to cook in hot oil |
| 3. to explore | _____ | to make products using machines |
| 4. to enable | _____ | to make it possible for someone to do something |
| 5. to behave | | |
| 6. to fry | | |

(10)

- | | | |
|----------------|-------|--|
| 1. a detail | | |
| 2. a crowd | _____ | a type of metal |
| 3. silence | _____ | someone who competes in a sport |
| 4. silver | _____ | a large number of people, especially in a public place |
| 5. an athlete | | |
| 6. an approach | | |



אנגלית, קיץ תשפ"ב, מועד ב, מס' 016471, גרסה א'

(11)

- | | |
|----------------|------------------------------------|
| 1. separate | |
| 2. typical | _____ always telling the truth |
| 3. honest | _____ not joined to something else |
| 4. responsible | _____ making a lot of noise |
| 5. loud | |
| 6. natural | |

(12)

- | | |
|----------------|--|
| 1. to publish | |
| 2. to define | _____ to explain the meaning of a word |
| 3. to support | _____ to stay |
| 4. to remain | _____ to produce a book, magazine or newspaper |
| 5. to concern | |
| 6. to exchange | |

(13)

- | | |
|--------------------|-------------------------------------|
| 1. in the end | |
| 2. on the contrary | _____ in most situations |
| 3. in case of | _____ if and when something happens |
| 4. ahead of | _____ except for |
| 5. in general | |
| 6. apart from | |

בהצלחה!

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

لا تكتبوا في هذه المنطقة

لا لכתוב באזור זה

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: חורף תשפ"ג, 2023
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

ג. חומר עזר מותר בשימוש: אין.

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

שאלון: 016471



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)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–9) is provided on the next page.

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 graffiti¹ in the world. There on the ruined² walls are drawings and writings³ 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. Archaeologists⁴ 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 fines⁵ 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 attractions⁶.

15 **IV** Sometimes graffiti appears overnight⁷ 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 sign⁸ 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 collectors⁹. 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

אנגלית, חורף תשפ"ג, מס' 016471, גרסה א'

GLOSSARY						
1. graffiti	pintada	граффити	graffiti	ግራፊቲ	كتابة على الجدران	גרפיטי
2. ruined (adj.)	en ruinas	разрушенный	en ruine	ፍርስራሽ	مدمر	הרוס
3. writing	inscripcion	надписи	inscription	ጽሑፍ	كتابة	כתובת
4. archaeologist	arqueólogo	археолог	archéologue	የሥነ-ጥፋር ተመራጫ	عالم آثار	ארכאולוג
5. fine (noun)	multa	штраф	amende	ቅጣት	غرامة	קנס
6. attractions	atracciones	развлечения	attractions	መስህቦች	مواقع جذب للسياح	אטרקציות
7. overnight	de la noche al día	за ночь	du jour au lendemain	በአንድ ለሊት	بين ليلة وضحاها	בן-לילה
8. sign (verb)	firmar	подписывать	signer	መፈረግ	يوقع	לחתום
9. collector	coleccionista	коллекционер	collectionneur	ሰብሳቢ	هاوي جمع	אספן

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.

- What do we learn about the graffiti in Pompeii? (paragraph I)
 - How it was discovered.
 - How it has helped archaeologists.
 - When it was discovered.
 - What tourists think of it.

(8 points)
- 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)
- What might happen to graffiti artists in Italy? (paragraph II)
COMPLETE THE SENTENCE.
They might

(8 points)

אנגלית, חורף תשפ"ג, מס' 016471, גרסה א'

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)

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)

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|---------------------|-------|---|
| 1. a colleague | | |
| 2. a bandage | _____ | something that is important and must be |
| 3. a characteristic | | dealt with before other things |
| 4. an argument | _____ | a typical quality of someone or something |
| 5. a charity | _____ | a discussion in which people disagree with each other |
| 6. a priority | | |

(10)

1. an advance _____ a discovery or invention that brings progress
2. a salary _____ a short period of rain
3. an aspect _____ damage done to the body of a person or an animal
4. a parliament
5. an injury

אנגלית, חורף תשפ"ג, מס' 016471, גרסה א'

(11)

- | | | |
|------------------|-------|---|
| 1. to attack | | |
| 2. to switch | _____ | to recognize the good qualities of someone or something |
| 3. to appreciate | _____ | to produce or create something |
| 4. to balance | _____ | to change from doing one thing to doing something else |
| 5. to generate | | |
| 6. to represent | | |

(12)

- | | | |
|-----------------|-------|--|
| 1. to obey | | |
| 2. to perform | _____ | to do something to entertain people |
| 3. to emphasize | _____ | to make a decision about something after careful |
| 4. to conclude | | consideration |
| 5. to confuse | _____ | to do what you are told to do |
| 6. to exist | | |

(13)

- | | | |
|-------------------------|-------|-----------------------------------|
| 1. to hand in | | |
| 2. to be short of | _____ | to throw out |
| 3. to get rid of | _____ | to not have enough of something |
| 4. to take advantage of | _____ | to know something or someone well |
| 5. to keep in touch | | |
| 6. to be familiar with | | |

בהצלחה!

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

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ג, 2023
מספר השאלון: 016471

מדינת ישראל
משרד החינוך

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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

ג. חומר עזר מותר בשימוש: אין.

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.

שאלון: 016471



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)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–6) is provided on the next page.

WORKING HARD ON VACATION

I Just before the Covid pandemic¹, Jill Corden went on vacation to Hawaii – a popular tourist destination² 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 unusual³. 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 hotel⁴ 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 pampered⁵."

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 entering⁶ 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' 016471, גרסה א'

GLOSSARY						
1. pandemic	pandemia	пандемия	pandémie	ወረርሽኝ	جائحة	מגפה
2. destination	destino	направление	destination	መድረሻ	وجهة	יעד
3. unusual	inusual	необычный	inhabituel	ያልተለመደ	استثنائي	יוצא דופן
4. luxury hotel	hotel de lujo	роскошный отель	hôtel de luxe	ቅንጡ ሆተል	فندق فاخر	מלון פאר
5. pamper	mimar	баловать	choyer	ማቀናጣት	أن يُدلل	לפנק
6. enter	meter	вводить	entrer	ማስገባት	أن يُدخل	להכניס

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.

- What do we learn about Jill's vacation to Hawaii? (paragraph I)
 - It was not what Jill expected.
 - It was affected by the pandemic.
 - It was different from most vacations.
 - It was organized by Jill herself.

(7 points)
- What did Jill do during her vacation in Hawaii? (paragraph I)

ANSWER:

(8 points)
- 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)
- What could Jill do at the hotel? (lines 11–12)

COMPLETE THE SENTENCE.

She could

(8 points)
- What does Morrison explain about the new type of vacation? (paragraph III)

COMPLETE THE SENTENCE.

He explains why it

(8 points)

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (10) to (14). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(10)

- | | | |
|------------------|-------|--|
| 1. to strike | | |
| 2. to postpone | _____ | to put something off until later |
| 3. to interrupt | _____ | to save someone from a dangerous situation |
| 4. to rescue | _____ | to hit |
| 5. to disappoint | | |
| 6. to invest | | |

(11)

- | | | |
|------------------|-------|------------|
| 1. automatically | | |
| 2. successfully | _____ | very badly |
| 3. shortly | _____ | soon |
| 4. deliberately | _____ | on purpose |
| 5. fortunately | | |
| 6. terribly | | |

אנגלית, קיץ תשפ"ג, מס' 016471, גרסה א'

(12)

- | | | |
|--------------|-------|------------------|
| 1. initial | | |
| 2. similar | _____ | first |
| 3. identical | _____ | worried |
| 4. sharp | _____ | tastes very good |
| 5. delicious | | |
| 6. anxious | | |

(13)

- | | | |
|------------------|-------|--|
| 1. a shadow | | |
| 2. an objective | _____ | a word or phrase with a particular meaning |
| 3. an expression | _____ | a sudden and unpleasant experience |
| 4. a custom | _____ | an aim |
| 5. a shock | | |
| 6. a valley | | |

(14)

- | | | |
|-----------------------|-------|---|
| 1. to focus on | | |
| 2. to look forward to | _____ | to be excited about something that is going to happen |
| 3. to deal with | _____ | to invent a story or an explanation |
| 4. to depend on | _____ | to remove |
| 5. to take out | | |
| 6. to make up | | |

בהצלחה!

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

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ג, 2023, מועד ב
מספר השאלון: 16471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

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

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פרק שני	-	אוצר מילים	-	30	נקודות
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שאלון: 016471



אנגלית

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בהצלחה!

/המשך מעבר לדף/

אנגלית, קיץ תשפ"ג, מועד ב, מס' 16471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–5) is provided on the next page.

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 artificial¹ 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 assembling² 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 is³, 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 company⁴ 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 fur⁵, 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.

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." 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' 16471, גרסה א'

GLOSSARY						
1.	artificial	artificial	искусственный	artificiel	אָד-יט-אַל	מלאכותי
2.	assemble	armar	сборка	fabriquer	אָפּפּאַסן	להרכיב
3.	that is	o sea	другими словами	c'est à dire	אָדער	כלומר
4.	company	compañía	компания	compagnie	האָספּיט	חברה
5.	fur	pelaje	мех	fouurrure	פּאַלז	פרווה

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)

אנגלית, קיץ תשפ"ג, מועד ב, מס' 16471, גרסה א'

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

COMPLETE THE ANSWER.

By
(8 points)

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, קיץ תשפ"ג, מועד ב, מס' 16471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|-------------------|-------|---|
| 1. an emergency | | |
| 2. an appointment | _____ | a large amount of money that a person has |
| 3. wealth | _____ | help or advice, often given to help deal with a problem |
| 4. a circumstance | _____ | a meeting arranged for a particular time |
| 5. guidance | | |
| 6. a category | | |

(10)

- | | | |
|----------------|-------|---|
| 1. a parcel | | |
| 2. a discovery | _____ | something that is found or learned about for the first time |
| 3. a label | _____ | a shopping center |
| 4. a mall | _____ | a package |
| 5. an elevator | | |
| 6. a tunnel | | |

אנגלית, קיץ תשפ"ג, מועד ב, מס' 16471, גרסה א'

(11)

- | | | |
|----------------|-------|---|
| 1. to expect | | |
| 2. to invest | _____ | to join two or more things together |
| 3. to postpone | _____ | to put off until a later time |
| 4. to oppose | _____ | to disagree strongly with a person or an idea |
| 5. to borrow | | |
| 6. to combine | | |

(12)

- | | | |
|----------------|-------|---|
| 1. essential | | |
| 2. complicated | _____ | necessary |
| 3. limited | _____ | exactly the same |
| 4. general | _____ | interested in learning about different things |
| 5. curious | | |
| 6. identical | | |

(13)

- | | | |
|--------------------------|-------|---|
| 1. to be responsible for | | |
| 2. to use up | _____ | to watch, listen to, or think about something carefully |
| 3. to turn down | _____ | to accept an unpleasant situation |
| 4. to put up with | _____ | to finish a supply of something |
| 5. to take off | | |
| 6. to pay attention | | |

בהצלחה!

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

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: חורף תשפ"ד, 2024
מספר השאלון: 16471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה וחצי.

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

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פרק שני	-	אוצר מילים	-	30	נקודות
סך הכול	-			100	נקודות

ג. חומר עזר מותר בשימוש: אין.

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(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.

שאלון: 016471



אנגלית

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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.

A glossary of the underlined words (numbers 1–8) is provided on the next page.

ON DAYDREAMS¹ AND DAYDREAMING²

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 daydream³ 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 embarrassment⁴. 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 wander⁵ 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 refreshed⁶ 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 extensively⁷, 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 meaningful⁸, 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' 16471, גרסה א'

GLOSSARY							
1. daydream (noun)	sueño despierto o fantaseo	мечта, фантазия	rêverie	የቀን-ቅዠት	أحلام اليقظة	חלום בהקיץ	
2. daydreaming	sueño despierto o fantaseo	мечтание	rêvasserie	በቀን-እየተቃዠ	الاستغراق في أحلام اليقظة	חלימה בהקיץ	
3. daydream (verb)	soñar despierto o fantasear	мечтать, фантазировать	rêvasser	በቀን-መቃዠት	استغرق في أحلام اليقظة	לחלום בהקיץ	
4. embarrassment	apena	смущение	embarras	አሳፋሪ	حرج	מבוכה	
5. wander	vagabundear	блуждать	vagabonder	መንከራተት	أن يشرد	לנדוד	
6. refreshed (adj.)	revitalizado	отдохнувший	revigoré	ታደሱ	منتعش	רענן	
7. extensively	de manera extensiva	всесторонне	en profondeur	በሰፊው	بتوسّع	בהרחבה	
8. meaningful	significativo	осмысленный	significatif	ትርጉም ያለው	ذو معنًى	משמעותי	

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)

אנגלית, חורף תשפ"ד, מס' 16471, גרסה א'

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)

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, חורף תשפ"ד, מס' 16471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (10) to (14). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(10)

- | | | |
|----------------|-------|---|
| 1. a disaster | | |
| 2. equipment | _____ | an angry disagreement between two or more people |
| 3. savings | _____ | money that is not spent but kept for use in the future |
| 4. an employee | _____ | someone who is paid to work for a person, a company, or an organization |
| 5. a landscape | | |
| 6. a quarrel | | |

(11)

- | | | |
|-------------|-------|--|
| 1. opposite | | |
| 2. patient | _____ | completely different |
| 3. lonely | _____ | perfect or most suitable |
| 4. internal | _____ | willing to give money or spend time helping others |
| 5. generous | | |
| 6. ideal | | |

אנגלית, חורף תשפ"ד, מס' 16471, גרסה א'

(12)

- | | | |
|----------------|-------|--|
| 1. to involve | | |
| 2. to respond | _____ | to leave one's job, usually because of old age |
| 3. to retire | _____ | to try very hard to do something difficult |
| 4. to express | _____ | to reply |
| 5. to struggle | | |
| 6. to conduct | | |

(13)

- | | | |
|-----------------|-------|---------------------------------|
| 1. permanently | | |
| 2. actually | _____ | in fact |
| 3. firmly | _____ | probably will happen |
| 4. likely | _____ | for a very long time or forever |
| 5. recently | | |
| 6. specifically | | |

(14)

- | | | |
|--------------------|-------|----------------|
| 1. on the whole | | |
| 2. for sure | _____ | not on purpose |
| 3. by accident | _____ | immediately |
| 4. right away | _____ | certainly |
| 5. for the sake of | | |
| 6. rely on | | |

בהצלחה!

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

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ד, 2024
מספר השאלון: 16471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה וחצי.

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

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

ג. חומר עזר מותר בשימוש: אין.

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.

שאלון: 016471



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/

אנגלית, קיץ תשפ"ד, מס' 16471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–6) is provided on the next page.

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 surveys¹ of American teenagers show that about 80% of them sleep only around seven hours a night. That is two hours less

5 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. "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 disrupts² 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 nap³ during the afternoon – just one hour of sleep – was 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-term⁴ effect on their health," says Peterson. "Until then, I cannot recommend naps as a way of

20 compensating⁵ for a lack of a good night's sleep."

V Meanwhile, what can teenagers who suffer from sleep deprivation⁶ 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

אנגלית, קיץ תשפ"ד, מס' 16471, גרסה א'

GLOSSARY						
1. survey	sondeo	опрос	sondage	የዳሰሳ ጥናት	استطلاع	סקר
2. disrupt	perturbar	нарушать	perturber	ማቃወስ	تشويش	לשבש
3. nap (noun)	siesta	короткий сон	sieste	ትንሽ ማሸለብ	قيلولة	תנומה קצרה
4. long-term	a largo plazo	долгосрочный	à long terme	የረጅም ጊዜ	على المدى الطويل	לטווח ארוך
5. compensate	compensar	компенсировать	compenser	ማካካስ	تعويض	לפצות
6. deprivation	privación	недостаток	privation	እጥፋት	قلة / نقص	חסר, מחסור

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)

אנגלית, קיץ תשפ"ד, מס' 16471, גרסה א'

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)

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)

אנגלית, קיץ תשפ"ד, מס' 16471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (10) to (14). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(10)

- | | | |
|---------------|-------|--|
| 1. introduce | | |
| 2. recognize | _____ | to draw pictures for a book, magazine etc. |
| 3. illustrate | _____ | to do what you are told to do |
| 4. regret | _____ | to know who someone is because you have seen them before |
| 5. obey | | |
| 6. switch | | |

(11)

- | | | |
|------------------|-------|---|
| 1. leisure | | |
| 2. a ceremony | _____ | most of the people or things in a group |
| 3. a preference | _____ | the time when you are free from work and can relax |
| 4. a majority | _____ | a religious or social event that includes certain traditional actions |
| 5. accommodation | | |
| 6. a range | | |

אנגלית, קיץ תשפ"ד, מס' 16471, גרסה א'

(12)

- | | | |
|-----------------|-------|----------------------|
| 1. serious | | |
| 2. illegal | _____ | adequate |
| 3. ancient | _____ | from a long time ago |
| 4. unemployed | _____ | without a job |
| 5. complex | | |
| 6. satisfactory | | |

(13)

- | | | |
|----------------|-------|-------------|
| 1. formerly | | |
| 2. centrally | _____ | in the past |
| 3. urgently | _____ | not exactly |
| 4. widely | _____ | possibly |
| 5. potentially | | |
| 6. roughly | | |

(14)

- | | | |
|------------------------|-------|--------------------------|
| 1. quite a while | | |
| 2. as a matter of fact | _____ | remove |
| 3. put on | _____ | actually |
| 4. in advance | _____ | before a particular time |
| 5. get used to | | |
| 6. take away | | |

בהצלחה!

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

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ד, 2024, מועד ב
מספר השאלון: 16471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה וחצי.

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

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

ג. חומר עזר מותר בשימוש: אין.

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.

שאלון: 016471



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה.
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ההנחיות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב על השאלות באופן אישי.

בהצלחה!

/המשך מעבר לדף/

אנגלית, קיץ תשפ"ד, מועד ב, מס' 16471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–3) is provided on the next page.

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 apps¹ 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 launched² 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 enabled³ him to develop two more free educational apps – one that teaches basic math and another that teaches music. Eventually, he
25 hopes to provide even more educational apps to adults all over the world.

אנגלית, קיץ תשפ"ד, מועד ב, מס' 16471, גרסה א'

GLOSSARY						
1. app	aplicación	приложение, апликация	application	אפ	תطبيق الهاتف	יישומון, אפליקציה
2. launch (verb)	lanzar	выпустить	lancer	אנלש	بدأ تشغيل	להשיק
3. enable	permitir	позволить	permettre	אנלפא	تمكين	לאפשר

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)

אנגלית, קיץ תשפ"ד, מועד ב, מס' 16471, גרסה א'

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)

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)

אנגלית, קיץ תשפ"ד, מועד ב, מס' 16471, גרסה א'

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|------------------|--|---|
| 1. to mend | | |
| 2. to relate | | |
| 3. to convince | | to say that you are not willing to do something |
| 4. to anticipate | | to persuade |
| 5. to spread | | to expect something to happen |
| 6. to refuse | | |

(10)

- | | | |
|--------------|--|----------------------|
| 1. sudden | | |
| 2. sensible | | quick and unexpected |
| 3. private | | reasonable |
| 4. potential | | extremely important |
| 5. crucial | | |
| 6. retired | | |

אנגלית, קיץ תשפ"ד, מועד ב, מס' 16471, גרסה א'

(11)

- | | | |
|-----------------|-------|--|
| 1. an apology | | |
| 2. an infection | _____ | a manager of a company or an organization |
| 3. a director | _____ | an improvement or a development in something |
| 4. a suspicion | _____ | something you say to show you are sorry for |
| 5. an advance | | doing something wrong |
| 6. an income | | |

(12)

- | | | |
|---------------|-------|---|
| 1. proud | | |
| 2. remote | | |
| 3. flexible | _____ | far from places where most people live |
| 4. talented | _____ | difficult to believe |
| 5. sensitive | _____ | having a natural ability to do something well |
| 6. incredible | | |

(13)

- | | | |
|---------------------|-------|--------------------------------|
| 1. to give up | | |
| 2. to have no doubt | | |
| 3. to take it easy | _____ | to travel to a foreign country |
| 4. to go abroad | _____ | to relax |
| 5. to put up with | _____ | to be certain |
| 6. to head back | | |

בהצלחה!

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

חורף תשפ"ה, 2025

מדינת ישראל

משרד החינוך

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

**בשאלון זה אין להשתמש
במילון או במילונית.**

א. משך הבחינה: שעה ורבע.

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

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

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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.

שאלון: 016471



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/

אנגלית, חורף תשפ"ה, מס' 16471, גרסה א'

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

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

A glossary of the underlined words (numbers 1–3) is provided on the next page.

SUPER RECOGNIZERS: THE PEOPLE WHO NEVER FORGET FACES

I Last month, 53-year-old Mia Carson was waiting for a bus when a man walked past the bus stop. "Hi, Danny," she said. The man was amazed. "How do you know me?" he asked. "I recognized you," said Carson. "You were in first grade with me. We haven't met since then, but I never forget anyone's face!"

5 **II** Carson belongs to a small group of people who are known as "super recognizers" because they have an exceptional¹ ability: They can immediately recognize any face that they have seen before. "Most of us easily recognize only faces we see often – for example, those of people in our neighborhood," says psychologist Dr. Kevin Shipley. "But for super recognizers, seeing a face only once is enough. After that, they recognize it whenever they see it again."

10 **III** This unique skill is useful in a variety of jobs. Some super recognizers, for example, work for the police, or for newspapers or magazines. Carson herself is a photographer for the *American Sports* magazine. "I'm often sent to take pictures² at large sports events, such as football games or car races," she says. "There, I might quickly identify famous people in the crowd and take their pictures. Or sometimes I take pictures of the whole crowd, and later identify any well-known people
15 in them. Then the magazine might ask those people for permission to publish their pictures."

IV However, to get a job that requires their special skill, super recognizers must prove that they really can recognize faces quickly and accurately. Therefore, when applying for such a job they need to do a series of tests. In one test, for example, they must recognize faces of famous people in photos that are blurry³ or shown upside down. "Some tests sound easy to do, but are actually
20 difficult even for super recognizers," says Shipley. "Not all super recognizers are equally talented, and only the best ones do well on all the tests."

V Scientists have recently begun to investigate what makes super recognizers so good at recognizing faces. One study found that they don't look at faces in the same way that ordinary people do. "Most of us focus mainly on the eye area," explains Shipley. "But super recognizers
25 pay attention to the other parts of the face as well. Images of all the parts are stored in their memory. Then, when they see even one part of that face again, they immediately build a picture of the whole face." Shipley hopes that in the future, scientists will learn more about this amazing ability.

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GLOSSARY						
1. exceptional	excepcional	исключительный	exceptionnel	אק	استثنائي	יוצא דופן
2. take a picture	fotografiar	сфотографировать	photographier	ፎቶግራፊ ማግኒት	التقاط صورة	לצלם
3. blurry	borroso	размытый, нечеткий	flou	ג'אלי	غير واضح	מטושטש

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 super recognizers from lines 1–6?

i)

They don't always remember people's names.

ii)

They don't like to surprise people.

iii)

They can recognize a person’s face at different ages.

iv)

They mainly recognize people they see on the street.

(7 points)
2.

Why is it surprising that at age 53, Mia Carson recognized Danny? (paragraph I)

COMPLETE THE ANSWER.

Because they haven't met since they

(8 points)
3.

According to Shipley's example, whom do we see often? (paragraph II)

ANSWER:

(8 points)
4.

According to Shipley, how are super recognizers different from most people? (paragraph II)

COMPLETE THE SENTENCE.

Super recognizers can recognize a face even if they

(8 points)
5.

At what large sports event might Carson take pictures? Give ONE example from paragraph III.

COMPLETE THE ANSWER.

At a

(8 points)

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6. What do we learn about the famous people in the pictures Carson takes? (paragraph III)

- i) Why they might be contacted by the magazine.
- ii) How they became famous.
- iii) Which sports events they go to most often.
- iv) Why they ask Carson to take their pictures.

(7 points)

7. What do we learn about the tests described in paragraph IV?

- i) Which ones are most difficult.
- ii) How quickly super recognizers do them.
- iii) What the best way is to prepare for them.
- iv) Why they are given.

(8 points)

8. What do we learn about super recognizers who apply for a job? Give ONE answer from paragraph IV.

COMPLETE THE SENTENCE.

It can be difficult for them to

(8 points)

9. What did research show about super recognizers? (paragraph V)

- i) Why they focus on the eye area.
- ii) What they notice when looking at faces.
- iii) Which faces they recognize most quickly.
- iv) How they can improve their ability.

(8 points)

PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (10) to (14). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

1. a calendar _____
2. a season _____ 4 cars, buses, and trucks moving along a road
3. an island _____
4. traffic _____ 1 shows days, weeks, and months in a year
5. a prize _____ 5 something you are given when you win a race
6. a label _____

2. a principal _____ someone you do not know
3. a facility _____ a very large amount of money
4. a stranger _____ someone who is in charge of a school
5. a process _____
6. a receipt _____

(11)

1. opposite _____
2. raw _____ relating to money
3. extraordinary _____ very unusual or surprising
4. abstract _____
5. various _____ not cooked
6. financial _____

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(12)

- | | | |
|----------------|-------|--|
| 1. to rush | | |
| 2. to contact | _____ | to hurry |
| 3. to decorate | _____ | to entertain people by acting or singing |
| 4. to cure | _____ | to not have enough of something |
| 5. to lack | | |
| 6. to perform | | |

(13)

- | | | |
|---------------|-------|----------|
| 1. gently | | |
| 2. generally | _____ | hardly |
| 3. barely | _____ | recently |
| 4. incredibly | _____ | usually |
| 5. lately | | |
| 6. absolutely | | |

(14)

- | | | |
|------------------------|-------|-----------------------------------|
| 1. to try on | | |
| 2. to use up | _____ | to finish the supply of something |
| 3. to give up | _____ | to be sure of something |
| 4. to set up | _____ | to stop trying to do something |
| 5. to hold your breath | | |
| 6. to have no doubt | | |

בהצלחה!

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