

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: תשע"א, מועד ב
מספר השאלון: 401,016102

אנגלית

שאלון א'

(MODULE A)

גרסה ב'

הוראות לנבחן

- א. משך הבחינה: שעה ורבע
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
פרק ראשון – הבנת הנקרא – 70 נקודות
פרק שני – הבנת הנשמע – 30 נקודות
סה"כ – 100 נקודות
- ג. חומר עזר מותר בשימוש: מילון דו-לשוני או מילון אוקספורד אנגלי-אנגלי-עברי
א: قاموس " هاراب " إنجليزي – إنجليزي – عربي
(מילון הראפס אנגלי-אנגלי-ערבי)
א: معجم " لولنجمان " للإنجليزية الحديثة
(מילון לונגמן לאנגלית מודרנית)
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- ד. הוראות מיוחדות:
- (1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
 - (2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.
 - (3) בתום הבחינה חוזר את השאלון למשגיח.

הערה: גם נבחנים כבחינות משנה חייבים להיבחן בפרק הבנת הנשמע.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

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

الفصل الأول: فهم المقروء (٧٠ درجة)
 اقرأ الرسالة التي أمامك، ثم أجب عن
 الأسئلة 1-5 التي تليها.

פרק ראשון: הבנת הנקרא (70 נקודות)
 קרא את המכתב שלפניך,
 וענה על השאלות 1-5 שאחריו.

Read the letter below and then answer questions 1-5.

Judy Smith, 17, wanted advice about how to choose her career. She wrote a letter to Dr. Richard Hanson, a famous psychologist, who helps teenagers plan their future. Read Dr. Hanson's answer to Judy.

June 20, 2011

5 Dear Judy,

Thank you for your letter. Here is some advice that may help you.

10 First, try to get the best grades you can at school. If you are studying a subject that you especially like, try to learn more about it in courses after school. I also advise teenagers to get a part-time job that interests them. You wrote that you are interested in working for a newspaper. Try to work for your school newspaper. You can also try to get a job at a local newspaper. Even if you don't get paid, you can learn from people who have experience.

15 After you decide what you want to do in the future, you need to make a plan. Check the Internet for information about where you can study, how long you will have to study and any other information you need. You can also write to me again if you have more questions.

Yours,
 Dr. Richard Hanson

/ המשך בעמוד 3 /

ענה באנגלית על השאלות 5-1 על פי המכתב. בשאלות 1 ו-3 הקף במעגל את המספר של התשובה הנכונה. בשאר השאלות, ענה על פי ההוראות. (32 נקודות)

أجب بالإنجليزية عن الأسئلة 5-1 حسب الرسالة. في السؤالين 1 و 3 ضع دائرة حول رقم الإجابة الصحيحة. في باقي الأسئلة، أجب حسب التعليمات. (٣٢ درجة)

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

1. What do we learn about Judy in lines 1-3?

- i) Why she wrote to Dr. Hanson.
- ii) How she heard about Dr. Hanson.
- iii) Where she wants to work in the future.

(5 points)

2. PUT A ✓ BY THE TWO CORRECT ANSWERS.

What advice does Dr. Hanson give Judy in lines 5-12?

- i) To meet famous people.
- ii) To do well at school.
- iii) To plan her career after she finishes school.
- iv) To ask her school teachers for advice.
- v) To study more about the subjects she likes.

(2x5=10 points)

3. According to Dr. Hanson, it is important to (-). (lines 5-12)

- i) get paid for the work you do
- ii) get advice from other teenagers
- iii) get some work experience

(6 points)

4. Where can Judy find the information she needs? Give ONE answer. (lines 13-16)

ANSWER:

(5 points)

5. Give ONE example of information Judy needs to plan her future. (lines 13-16)

ANSWER:

(6 points)

/המשך בעמוד 4/

اقرأ القطعة التي أمامك، ثم أجب عن
الأسئلة 6-11 التي تليها.

קרא את הקטע שלפניך,
וענה על השאלות 6-11 שאחריך.

Read the report below and then answer questions 6-11.

THINK MORE, EAT LESS

By Lora Smiley

Most people believe that thinking about food makes us want to eat a lot of it. Dr. Ben Morley from Hartford University, wanted to find out if this belief is true. He asked 60 of his students to participate in a study.

5 Dr. Morley divided the students into three groups. The first group looked at a picture of 30 chocolate candies. Dr. Morley asked them to imagine that they were eating all the candies, one after the other. The second group saw a picture of only five candies and had to imagine eating them. The third group looked at a picture of a bowl full of popcorn and had to imagine eating the popcorn.

10 An hour later, Dr. Morley gave each group a big bowl of chocolate candies. He told them to eat as many as they wanted. Then he checked how many they ate. The results surprised him. The students who imagined eating 30 candies ate the smallest number of candies. The students in the second and third groups ate much more.

15 "This study shows that if we want to eat less of a specific kind of food, we should first imagine eating a lot of this kind of food. We can all agree that it is better for our health to *imagine* eating many candies than to actually eat them," says Dr. Morley.

أجب بالإنجليزية عن الأسئلة 6-11 حسب
القطعة. في الأسئلة 6 و 7 و 10 ضع
دائرة حول رقم الإجابة الصحيحة.
في باقي الأسئلة، أجب حسب التعليمات.
(38 درجة)

ענה באנגלית על השאלות 6-11 על פי
הקטע. בשאלות 6, 7 ו-10 הקף במעגל
את המספר של התשובה הנכונה.
בשאר השאלות, ענה על פי ההוראות.
(38 נקודות)

Answer questions 6-11 in English according to the report. In questions 6, 7, and 10, circle the number of the correct answer. In the other questions, follow the instructions.

6. Dr. Morley wanted to know if people (-). (lines 1-3)

- i) eat more food after thinking about it
- ii) eat more while they are studying
- iii) think about how much food they eat

(5 points)

7. According to lines 4-8, all the students in the study (-).

- i) said they liked candies
- ii) had to imagine eating
- iii) ate a lot of popcorn

(6 points)

8. What did Dr. Morley show to the students in the first and second groups?
(lines 4-8)

ANSWER:

(6 points)

9. PUT A ✓ BY THE TWO CORRECT ANSWERS.

What do we learn from lines 9-12?

- i) Students were surprised to see how much they ate.
- ii) All the students asked for more candies.
- iii) The results of the study were suprising.
- iv) Each student ate a different kind of food.
- v) Students in the first group ate less than the others.

(2x5=10 points)

/המשך בעמוד 6/

10. In lines 13-15 Dr. Morley explains (-).

- i) why he did the study
- ii) how we can eat less
- iii) which food is good for us

(6 points)

11. COMPLETE THE SENTENCE. (lines 13-15)

According to Dr. Morley, thinking about eating a lot of candies can be good for our

(5 points)

/המשך בעמוד 7/

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)

الفصل الثاني: فهم المسموع (30 درجة)
 انتبهوا: جميع الممتحنين (بما في ذلك
 ممتحنو الإعادة) ملزمون بالامتحان في هذا
 الفصل .

פרק שני: הבנת הנשמע (30 נקודות)
 שימו לב: כל הנבחנים (כולל נבחני משנה)
 חייבים להיבחן בפרק זה.

הוראות לנבחנים

אתם עומדים לשמוע קטע אחד אשר ישודר פעמיים.

פרויקט "הגיבורים הגדולים"

- * לפני שידור הקטע עיינו בשאלות 12-16.
- * רצוי להתחיל להשיב על השאלות רק לאחר השידור הראשון של הקטע.

تعليمات للممتحنين

سوف تستمعون إلى قطعة واحدة، تبتّ مرتين .

مشروع "الأبطال العظماء"

- * قبل بثّ القطعة، تمعنوا في الأسئلة 12-16 .
- * من المحبذ البدء في الإجابة عن الأسئلة فقط بعد البثّ الأول للقطعة .

Instructions

You are about to hear ONE passage which will be broadcast TWICE.

The Great Heroes Project

- * Before the first broadcast, read questions **12-16**.
- * It is best to start answering the questions only after the first broadcast of the passage.

פרויקט "הגיבורים הגדולים"

ענה על השאלות 12-16 על פי השידור.
בשאלה 13 ענה על פי ההוראה.
בשאר השאלות, הקף במעגל את המספר של התשובה הנכונה.
(30 נקודות, לכל תשובה נכונה – 5 נקודות)

مشروع "الأبطال العظماء"

أجب عن الأسئلة 12-16 حسب البث.
في السؤال 13 أجب حسب التعليمات.
في باقي الأسئلة، ضع دائرة حول رقم الإجابة الصحيحة.
(30 درجة، لكل إجابة صحيحة – 5 درجات)

Answer questions 12-16 according to the broadcast. In question 13 follow the instructions. In all the other questions, circle the number of the correct answer.

THE GREAT HEROES PROJECT

12. What is the main idea of the Great Heroes Project?

- i) To help people move to other countries.
- ii) To tell the stories of people who help others.
- iii) To send volunteers to help people.

13. PUT A ✓ BY THE TWO CORRECT ANSWERS.

According to John Carter, in order to be a "Great Hero" people have to (-).

- i) do volunteer work to help others
- ii) start new projects around the world
- iii) tell stories about volunteers
- iv) volunteer to help for a long time
- v) be famous all over the world

14. Carter started the Great Heroes Project because he wanted (-).

- i) to tell about the work of good people
- ii) to meet people all over the world
- iii) to have his own newspaper

(שים לב: המשך השאלות בעמוד הבא.)
(انتبه: تكلمة الأسئلة في الصفحة التالية.)

/המשך בעמוד 9/

15. Mike Rogers is a "Great Hero" because he (-).
- i) is a doctor who works as a volunteer
 - ii) builds hospitals for people in many countries
 - iii) brings doctors to sick people around the world
16. How does Carter find "Great Heroes"?
- i) He hears about them on the radio.
 - ii) People write him letters.
 - iii) He visits many places.

בהצלחה!

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