



وزارة التربية والتعليم

القسم الكبير للامتحانات

الإدارة التربويّة

دفتر امتحان

تحيّة للممتحنين وللممتحنات،

يجب قراءة التّعليمات في هذه الصّفحة والعمل وفقاً لها بدقّة . عدم تنفيذ التّعليمات قد يؤدّي إلى عوائق مختلفة وحتّى إلى إلغاء الامتحان . أعدّ الامتحان لفحص التّحصيلات الشّخصيّة، لذلك يجب العمل بشكل ذاتيّ فقط . أثناء الامتحان، لا يُسمح طلب المساعدة من الغير، ولا يُسمح إعطاء أو الحصول على موادّ مكتوبة أو شفهيّة .

لا يُسمح إدخال موادّ مساعدة - كتب، دفاتر، قوائم - إلى غرفة الامتحان، ما عدا " موادّ مساعدة يُسمح استعمالها" المفصّلة في نموذج الامتحان أو في تعليمات مسبقة من وزارة التربية والتعليم . كما لا يُسمح إدخال هواتف خلويّة أو أجهزة إلكترونيّة أخرى إلى غرفة الامتحان . استعمال موادّ مساعدة لا يُسمح استعمالها سوف يؤدّي إلى إلغاء الامتحان . بعد الانتهاء من كتابة الامتحان، يجب تسليم الدّفتر للمراقب ومغادرة غرفة الامتحان بهدوء .

يجب التّقيّد بنزاهة الامتحانات !

تعليمات للامتحان

1. يجب التّأكد بأنّ تفاصيلك الشّخصيّة مطبوعة على ملصقات الممتحن التي حصلت عليها . لا يُسمح إضافة أو تغيير أيّة تفاصيل في الملصقات، وذلك لمنع عوائق في تشخيص الدّفتر وفي تسجيل العلامات .
2. في حال عدم حصولك على ملصقة، يجب ملء التّفاصيل في المكان المعدّ لملصقة الممتحن، بخطّ يد .
3. لا يُسمح الكتابة في هوامش الدّفتر (في المنطقة المخطّطة)، لأنّه لن يتمّ مسح ضوئيّ لهذه المنطقة .
4. للمسوّدة تُستعمل أوراق دفتر الامتحان المعدّة لذلك فقط .
5. يُمنع نزع أو إضافة أوراق . الدّفتر الذي يُسلم ناقصاً يُشير الشّكّ بعدم الالتزام بنزاهة الامتحانات .
6. لا يُسمح كتابة الاسم داخل الدّفتر، لأنّ الامتحان يُفحص بدون ذكر اسم .

نتمنّى لكم النّجاح!

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.

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!



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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.

לא תכתוב
בזוה המעטת

לא לכתוב באזור זה



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GLOSSARY						
1. lab	laboratorio	лаборатория	laboratoire	ሴተ-ሙከራ	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	አውገ-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.

(2x7=14 points)

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

ANSWER:

(8 points)



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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 תכתב פי هذه المنطقة

לא לכתוב באזור זה



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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 | | |



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(10)

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

(11)

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

(12)

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

בהצלחה!

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



מדבקת משגיח

ملصقة مراقب

"איתך בכל מקום, גם בבגרות.
בהצלחה, מועצת התלמידים והנוער הארצית"
"معك في كل مكان، وفي البجروت أيضًا.
بالتحاح، مجلس الطلاب والشبيبة القطري"