

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: חורף תשע"ד, 2014
מספר השאלון: 404,016105

אנגלית

שאלון ד' (MODULE D) 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 – משימת כתיבה – 30 נקודות
סה"כ – 100 נקודות
- ג. חומר עזר מותר בשימוש: אחד מן המילונים שאישר אגף ספרי לימוד במשרד החינוך.
- 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) כתוב את הנוסח הסופי של מטלת הכתיבה בעמוד 7. אם תצטרך, תוכל להשתמש גם בעמוד 8.
 - (4) בתום הבחינה החזר את השאלון למשגיח.
- הערה: קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

LINDA COLLINS, RESEARCH CHEF

When Linda Collins invents a new recipe, thousands of people might enjoy the results. Linda, who is a research chef, creates dishes for the *Green Tomato* restaurant chain. "I always have ideas for new dishes, and spend many hours trying them out in my kitchen," she says. "The challenge is to turn those ideas
5 into items we can offer on our menu."

Research chefs like Linda are responsible for developing new dishes for restaurant chains and food manufacturers. "All chefs learn how to make food that tastes good and looks good," explains Linda. "But in *my* profession, we also need to know a lot about nutrition and food safety. That's why we take courses
10 in food science and chemistry." In addition, Linda spent a year working for experienced restaurant chefs. "That's the best way for beginner chefs to get the necessary practice," she says.

Developing a new item for the menu can take a long time. Research chefs use questionnaires to find out what customers want, and then begin experimenting.
15 At every stage, volunteers taste the new dishes and their responses are recorded on video. "If people say a dish is too salty or not sweet enough, I'll try to fix the recipe," says Linda. "Small changes in the ingredients can make a big difference to the final result."

The process, however, does not stop there. After Linda is finally satisfied with a
20 recipe, it has to be approved by other specialists. For example, food scientists test the safety of the dish, and financial experts check if it will be profitable. Linda tries to solve the problems they find, but this is often hard to do. In the end, only 20% of her dishes become items on the restaurant menu.

But Linda isn't troubled by these difficulties. "This is a great job. Unlike
25 other chefs, you can work without pressure because you don't have hungry customers waiting for their food," she says. "And your dishes can reach a very wide audience." In fact, she believes that the special mixture of food, science, and creativity is the recipe for a perfect career.

QUESTIONS (70 points)

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

1. What are we told in lines 1-5 about Linda?

- (i) Why many people have heard of her.
- (ii) Which dishes she likes best.
- (iii) What she does as a research chef.
- (iv) How she became a research chef.

(7 points)

2. How are research chefs different from other chefs? Give **TWO** answers from the lines below.

COMPLETE THE SENTENCES.

Lines 6-12: Research chefs

Lines 24-28: Research chefs

(2×8=16 points)

3. What does Linda explain in lines 6-12?

- (i) Why her profession is popular.
- (ii) How long it takes to become a research chef.
- (iii) What part of her job she likes best.
- (iv) Why it is important to work for experienced chefs.

(7 points)

4. What is the "process" that is mentioned in line 19? Base your answer on lines 13-18.

- (i) Finding ideas for a new dish.
- (ii) Developing an item for the menu.
- (iii) Finding out what customers want.
- (iv) Improving the taste of a dish.

(8 points)

5. What do we learn from lines 13-23?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

-i) Why restaurants have to change their menus.
-ii) Why Linda is satisfied with most of her dishes.
-iii) What Linda learns from volunteers.
-iv) Which customer complaints are most common.
-v) How the specialists give their feedback.
-vi) Why most of Linda's dishes are not on the menu.

(2×8=16 points)

6. Why do Linda's dishes need to be tested? Give ONE reason from lines 19-23.

COMPLETE THE ANSWER.

In order to make sure that the dishes are

(8 points)

7. COMPLETE THE SENTENCE.

From lines 24-28 we can understand why Linda

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(8 points)

/המשך בעמוד 5/

PART II: WRITTEN PRESENTATION (30 points)

Write 100-120 words in English on the following topic.

8. Your school newspaper has asked readers to write about an important event in their lives.

Write a passage for the newspaper. Describe an event that was important to you, and write about one or more of the following:

- How you felt.
- How the event influenced you and / or other people.
- What made the event important to you.

בהצלחה !

Use this page and the next (nos. 5-6) for writing a rough draft.