



מدرسة كفر قاسم الثانوية الشاملة
בי"ס תיכון מקיף כפר קאסם

**مقترح لحل امتحان البجروت
في موضوع الإنجليزية
13-5-2013**

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ג, 2013
מספר השאלון: 401,016102

אנגלית

שאלון א'

(MODULE A)

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	—	הבנת הנשמע	—	30	נקודות
סה"כ	—		—	100	נקודות

ג. חומר עזר מותר בשימוש: אחד מבין המילונים האלה:

— מילון אנגלי-אנגלי-עברי

או

— מילון אנגלי-עברי-אנגלי

— قاموس إنجليزي - إنجليزي - عربي

(מילון אנגלי-אנגלי-ערבי)

או

— قاموس إنجليزي - عربي / عربي - إنجليزي

(מילון אנגלי-ערבי / ערבי-אנגלי)

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

ד. הוראות מיוחדות:

- (1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
- (2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.
- (3) בתום הבחינה תחזר את השאלון למשגיח.

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

الفصل الأول: فهم المقروء (70 درجة)
اقرأ الإعلان الذي أمامك،
وأجب عن الأسئلة 1-6 التي تليه.

פרק ראשון: הבנת הנקרא (70 נקודות)
קרא את המודעה שלפניך,
וענה על השאלות 1-6 שאחריה.

Read the advertisement below and then answer questions 1-6.

Teens Today Magazine

Interview Contest

Do you want to meet a celebrity? Interview an interesting person and you can enter the *Teens Today* contest!

Contest Rules

- Interview a person that teenagers will want to read about.
- Write the interview. It must be between 1,000 and 2,500 words.
- Start with a paragraph about the person you interviewed and why you chose that person.
- Include a photograph of the person you interviewed.
- Enter the contest at any time during the year. We choose one winner every month.

Interview Tip

Before the interview, learn as much as you can about the person you are going to interview. This will help you decide which questions to ask.

Prizes

The winning interviews will appear in *Teens Today*. Winners will also get the chance to meet a famous actor, singer or sports star. The magazine will organize the meeting for the winners.

أجب بالإنجليزية عن الأسئلة 1-6، حسب الإعلان. في السؤالين 1 و 2 ضع دائرة حول رقم الإجابة الصحيحة. في الأسئلة الباقية، أجب حسب التعليمات. (35 درجة)

ענה באנגלית על השאלות 1-6, על פי המודעה. בשאלות 1 ו-2, הקף במעגל את התשובה הנכונה. בשאר השאלות ענה לפי ההוראות. (35 נקודות)

Answer questions 1-6 in English according to the advertisement.

In questions 1 and 2, circle the number of the correct answer. In the other questions, follow the instructions.

1. If you want to enter the contest, you have to (-). (lines 1-10)

- i) buy *Teens Today* magazine
- ii) write to a famous person
- iii) talk to someone interesting

(5 points)

2. When you write the interview, you must first explain (-). (lines 1-10)

- i) why you like *Teens Today*
- ii) why you want to win the contest
- iii) why you interviewed the person

(5 points)

3. What do you need to send with your interview? (lines 1-10)

ANSWER: A photograph of the person you interviewed.....

(5 points)

4. When can you send your interview to the contest? (lines 1-10)

ANSWER: Any time during the year.....

(5 points)

5. What should you do to help you write good questions? (lines 11-13)

ANSWER: ...You should learn as much as you can about the person...
you are going to interview

(5 points)

6. PUT A ✓ BY THE TWO CORRECT ANSWERS. (lines 14-17)

Why would a teenager want to enter the contest?

- i) To talk to a celebrity.
- ii) To get a job at *Teens Today*.
- iii) To see his/her interview in the magazine.
- iv) To meet other winners.
- v) To read about a famous person.

(2x5=10 points)

/המשך בעמוד 5/

اقرأ القطعة التي أمامك، وأجب عن
الأسئلة 7-12 التي تليها.

קרא את הקטע שלפניך, וענה על השאלות 7-12
שאחריו.

Read the article below and then answer questions 7-12.

What Is Your Dog Trying To Tell You?

by Bernard Collie

Do you ever think about what your dog is saying when he barks at the moon or at one of your guests?

A company in Japan recently built a device* called Dogtalk. It translates the barks of dogs into English. The company hopes to sell 500,000 of these devices in America next year. Mr. Ken Kukaya, the owner of the company, says, "Americans love their dogs, so we're sure they'll agree to spend \$120 on Dogtalk." If the device is successful, the company will translate dog barks into other languages too.

Dogtalk has two parts. One part is a microphone you put on your dog's neck. The other part is a small computer you hold in your hand. The microphone sends the dog's barks to the computer. The computer translates the barks into English. You can then read what your dog is saying on the computer screen. For example, he may be telling you "I'm hungry" or "I want to go outside".

Many people laugh at the idea of paying \$120 to read a dog's thoughts. Kukaya says, "People think it's a joke at first, but when they see how it works, they change their opinion." Mr. Kukaya says the company also plans to build a device for cats. However, he says, "It's hard to understand what cats mean, so it will take a long time."

* device — جهاز، מכשיר

أجب بالإنجليزية عن الأسئلة 7-12 حسب القطعة. في الأسئلة 7 و 8 و 11، ضع دائرة حول رقم الإجابة الصحيحة. في الأسئلة الباقية، أجب حسب التعليمات. (35 درجة)

ענה באנגלית על השאלות 7-12 על פי הקטע. בשאלות 7, 8, ו-11, הקף במעגל את את התשובה הנכונה. בשאר השאלות ענה לפי ההוראות. (35 נקודות)

Answer questions 7-12 in English according to the article. In questions 7, 8 and 11, circle the number of the correct answer. In the other questions, follow the instructions.

7. What do we learn about Dogtalk from lines 1-7?

- i) What the device can do.
- ii) Where Kukaya sells the device today.
- iii) How many people use the device.

(5 points)

8. Why does Mr. Kukaya think Americans will buy his device? (lines 3-7)

- i) Because they have money.
- ii) Because they love dogs.
- iii) Because they like new devices.

(5 points)

9. Which part of the device shows us what the dog is saying? (lines 8-12)

ANSWER: The computer / A small computer.

(5 points)

10. Give ONE example of what a dog may be saying when he barks. (lines 8-12)

ANSWER: "I am hungry" / "I want to go outside"

(5 points)

/המשך בעמוד 7/

11. People change their opinions about Dogtalk after (-). (lines 13-16)

- i) they read about it
- ii) they meet Mr. Kukaya
- iii) they see what it does

(5 points)

12. What are Mr. Kukaya's plans for the future? Give TWO answers from two different paragraphs.

- (1) The company plans to build a device for cats.
- (2) If the device is successful the company will translate dog barks into other languages too. (2×5=10 points)
- (3) The company hopes to sell 500,000 of these devices in America next year.

/המשך בעמוד 8/

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 את הקטע פרופסורים וסטודנטים נוטעים גינות בבתי ספר על-יסודיים.

- * הקטע ישודר פעמיים.
- * לפני שידור הקטע עיינו בשאלות 13-18.
- * רצוי להתחיל להשיב על השאלות רק לאחר השידור הראשון של הקטע.

تعليمات للممتحنين

سوف تستمعون إلى القطعة أساتذة جامعات وطلاب جامعيون يغرسون الحدائق في المدارس

الثانوية.

- * ستُبث القطعة مرتين.
- * قبل بث القطعة، تمعنوا في الأسئلة 13-18.
- * من المفضل البدء في الإجابة عن الأسئلة فقط بعد البث الأول للقطعة.

Instructions

You are about to hear the passage **Professors and Students Plant High School Gardens**.

- * The passage will be broadcast **TWICE**.
- * Before the first broadcast, read questions **13-18**.
- * It is best to start answering the questions after the first broadcast of the passage.

פרופסורים וסטודנטים נוטעים גינות בבתי ספר על-יסודיים.
 ענה על השאלות 13-18 על פי השידור.
 הקף במעגל את המספר של התשובה הנכונה.
 (30 נקודות; לכל תשובה נכונה – 5 נקודות)

أساتذة جامعات وطلاب جامعيون يغرسون الحدائق في المدارس الثانوية.
 أجب عن الأسئلة 13-18 حسب البث.
 ضع دائرة حول رقم الإجابة الصحيحة.
 (30 درجة، لكل إجابة صحيحة – 5 درجات)

Answer questions 13-18 according to the broadcast. Circle the number of the correct answers.

Professors and Students Plant High School Gardens

13. Professors from the university helped students (-).
 i) work in the university gardens
 ii) plant gardens at their schools
 iii) visit gardens at other schools
14. The first thing the teachers and students decide is (-).
 i) which flowers to grow
 ii) what kind of garden to plant
 iii) where to plant their garden
15. What do the university professors do for the students? They (-).
 i) plant gardens for them at the university
 ii) tell them how much water the plants need
 iii) buy the vegetables from the school gardens

(שים לב: המשך השאלות בעמוד הבא.)

(انتبه: تكلمة الأسئلة في الصفحة التالية.)

/המשך בעמוד 10/

لا تكتب في هذه المنطقة

16. What do the students do with the money they get for the vegetables?

- i) They buy plants for their gardens.
- ii) They pay Professor Ford for her work.
- iii) They help other schools plant gardens.

17. The high school students learn (-).

- i) which foods are healthy
- ii) which vegetables people like
- iii) which chemicals to use

18. What did the professor learn about the students?

- i) They help people in the neighborhood.
- ii) They are proud of their gardens.
- iii) They volunteer at other schools.

בהצלחה!

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

אנגלית

שאלון ב'

(MODULE B)

גירסה 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 מבין המילונים האלה:

– מילון אנגלי-אנגלי-עברי

או

– מילון אנגלי-עברי-עברי-אנגלי

– قاموس إنجليزي – إنجليزي – عربي

(מילון אנגלי-אנגלי-עברי)

או

– قاموس إنجليزي – عربي / عربي – إنجليزي

(מילון אנגלי-עברי / ערבי-אנגלי)

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

ד. הוראות מיוחדות:

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

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

(3) בתום הבחינה חזור את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

המשך בעמוד הבא

تحية للممتحن!

اقرأ بتمعن التعليمات في

امتحانك. أعد الامتحان

أثناء الامتحان، لا يُسمح

آخرين، حتى لو توجهوا إلى

لا يُسمح إدخال مواد مسأ

استعمالها" المفصلة في

إذا كانت لديك مواد مساء

للمراقب، وغادر غرفة الامن

1

2

3

1. إذا كنت بحاجة إلى

على الصفحات الإ

2. اكتب كلمة "مسودة"

3. لا يُسمح استعمال أ

4. يجب الكتابة في د

5. لا يُسمح كتابة ال

6. لا يُسمح إضافة أو ت

وفي تسجيل العلاما

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

الفصل الأول: فهم المقروء (70 درجة)
 اقرأ القطعة التي أمامك، وأجب عن
 الأسئلة 1-6 التي تليها.

פרק ראשון: הבנת הנקרא (70 נקודות)
 קרא את הקטע שלפניך, וענה על
 השאלות 1-6 שאחריו.

Read the survey below and then answer questions 1-6.

NEW SURVEY: MORE AMERICAN TEENS VOLUNTEER

Dr. Morris Stanton of the Howard Research Center recently published a survey about teenagers who volunteer in America. More than 20,000 adults and teenagers from all over the USA participated in the survey. The results show an increase of 16% in the number of teenage volunteers since the last survey five years ago. One surprising finding of the survey is that teenagers volunteer more than adults: only 39% of adults volunteer, but 56% of teenagers do.

Stanton asked teenage volunteers, "Where do you volunteer and how often do you volunteer?" According to their answers, 20% of them volunteer at their local animal shelters at least twice a month. More than 30% of teens work in hospitals every week.

- 10 The results also show that there are two national organizations where many teens volunteer. One is Meals on Wheels. Meals on Wheels brings hot meals to elderly people who cannot cook for themselves. Many teenagers who volunteer with the elderly say it is a positive experience. They enjoy spending time with these people and learn a lot from them.
- 15 The second organization that is popular among teenagers is called Homes for All. This organization builds houses for people who lost their homes in floods or hurricanes. According to the survey, more than 8,000 teenagers plan to volunteer at Homes for All during the summer vacation.

20 Stanton also asked parents of teenagers if they encourage their children to volunteer after school. Over 80% of them said they do. However, half of them said they are worried that too much volunteering may harm their children's school work.

"The results of the survey are clear," said Stanton. "They show that today more teens understand how important it is to help others."

המשך בעמוד 3

أجب بالإنجليزية عن الأسئلة 1-6، حسب القطعة.

في الأسئلة 2 و 4 و 5، ضع دائرة حول رقم الإجابة الصحيحة.

في الأسئلة الباقية، أجب حسب التعليمات. (70 درجة)

ענה באנגלית על השאלות 1-6, על פי הקטע.

בשאלות 2, 4 ו-5, הקף במעגל את התשובה הנכונה.

בשאר השאלות ענה לפי ההוראות. (70 נקודות)

Answer questions 1-6 in English according to the survey. In questions 2, 4 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. PUT A ✓ NEXT TO THE TWO CORRECT ANSWERS.

What do we learn from lines 1-6?

- i) How many people answered the survey.
- ii) Why American teenagers volunteer.
- iii) How often teenagers volunteer.
- iv) What volunteer work teenagers do.
- v) What has changed in the last five years.

(2x8=16 points)

2. What did Stanton find out about the volunteer work of adults? (lines 1-6)

- i) They volunteer at different places than teens.
- ii) They volunteer at their children's schools.
- iii) They volunteer less than teenagers.

(9 points)

3. Name ONE place where teens volunteer. (lines 7-9)

ANSWER: At their local animal shelters /
In hospitals

(9 points)

המשך בעמוד 4

(70 points)

פרק ראשון:
קרא את הקטע
השאלות 1-6

Survey about
volunteers from
ages 16-24 in
the US. A surprising
16% of adults
volunteer.

Teenagers do you
volunteer at local
animal shelters
very often.

Many teens
volunteer to help
elderly people
and people with
disabilities.

For All. This
includes hurricanes,
earthquakes and
fires for All.

Teenagers who
volunteer at
local animal shelters
are more likely to
volunteer at other
places.

More teens
volunteer at local
animal shelters.

המשך

לא לכתוב על זה

לא לכתוב על זה

4. Teenagers who work for Meals on Wheels say they (-). (lines 10-14)

- i) enjoy cooking for others
- ii) want to get a hot meal
- iii) like the people they meet

(9 points)

5. Homes for All is an organization that helps (-). (lines 15-18)

- i) volunteers find a place to live
- ii) people who need a home
- iii) build animal shelters

(9 points)

6. How do we know that both the parents and Stanton think that volunteering is good for teenagers? (lines 19-23)

Parents: They encourage their children to volunteer after school

Stanton: The results show that more teens

understand how important it is to help others

(2x9=18 points)

המשך בעמוד 5

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

א

W

I

C

4)

PART II: WRITTEN PRESENTATION (30 points)

الفصل الثاني: مهمة كتابية (30 درجة)
اقرأ التعليمات التي أمامك، واكتب وفقاً
لها موضوعاً إنشائياً يشمل 35-40 كلمة.

פרק שני: משימת כתיבה (30 נקודות)
קרא את ההנחיות שלפניך, וכתוב
על פיהן חיבור ובו 35-40 מילים.

(9 points)

Write a description according to the instructions below. Write 35-40 words.

(9 points)

ering is'

(8 points)

המשך

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

Describe a holiday or special event you participated in. You can write about things you did there, what you liked, who was there, special food.

Last month I went to Eilat. We had a great time there.

My friends and I went snorkeling in the Red Sea.

In addition, in the evening, we went ice-skating in the new Ice-mall. I loved the atmosphere in Eilat, the warm breeze and the kind people.

To sum up, the vacation was fantastic.

בהצלחה!

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

- סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ג, 2013
מספר השאלון: 403,016104

אנגלית

שאלון ג'

(MODULE C)

גרסה ב'

הוראות לנבחן

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

בהצלחה!

המשך בעמוד הבא

nce the first repair café started, thirty other cafés have opened across Holland. n Martin, a 62-year-old artist who opened a café four months ago, says, "These ysis, if an appliance breaks, you have to pay 100 euro just to see what the oblem is. Most people prefer not to fix it. They just throw it away and buy new one. However, since I opened my café, people's habits in my town are anging. They now realize that they can improve the environment and save oney at the same time."

ere is a national Repair Café Organization that offers information to people terested in opening repair cafés. You can find tips for raising money and iverstising on its Internet site at www.caférepair.com.

ענה באנגלית על השאלות 1-10,	אָבַב בַּאֲנְגֵלִית עַל הַשְּׁאֵלוֹת 1-10, חֲסַב
על פי הקטע.	אֲלֻפְתָּה.
בשאלות 1, 4, 6 ו-10, הקף במעגל את	בַּיִּשְׁלוֹת 1 וְ4 וְ6 וְ10, חַטְּטָה דַּאֲרֵה חֹוֹל רֵה
התשובה הנכונה.	הַאֲבָבָה הַשְּׁחִיחָה.
בשאר השאלות ענה לפי ההוראות.	בַּיִּשְׁלוֹת הַבָּאִיקָה, אָבַב חֲסַב הַתְּעִילִמֹּת.
(100 נקודות)	(100 דַּרְגָּה)

er questions 1-10 in English according to the article. In questions 1, ad 10, circle the number of the correct answer. In the other questions, v the instructions.

What do we learn from lines 1-5?

- i) How many things are repaired every week.
- ii) What the retired people did in the past.
- iii) How the retired people improved the café.
- iv) Why the first repair café was opened.

(9 points)

How do people save money at the repair café? (lines 6-9)

ANSWER: They bring their broken things to be repaired at no cost, by older retired people

3. Give ONE thing that customers enjoy doing at the repair café. (lines 6-9)

ANSWER: They like to have a cup of coffee / chat with their neighbors

(9 points)

4. Martha Porter likes the repair café because (-). (lines 10-14)

- i) it can help the environment now
- ii) she wants to write about it in the newspaper
- iii) it was started by retired people
- iv) she can discuss ideas there

(9 points)

5. PUT A \checkmark NEXT TO THE TWO CORRECT ANSWERS. (lines 15-20)

What does Professor Venda tell us about the project?

- i) Where the repair cafés are.
- ii) What the retired volunteers can do.
- iii) How the café helps the environment.
- iv) Why retired people like to volunteer.
- v) Where the volunteers live.
- vi) How often people come to the café.

(2×9=18 points)

6. Why are retired people so valuable for the repair café? (lines 15-20)

- i) They have practical skills.
- ii) They help Professor Venda.
- iii) They know people in the neighborhood.
- iv) They know a lot about the environment.

(9 points)

7. COMPLETE THE SENTENCE.

Give ONE effect that Martin's café is having on the people in his town.

(lines 21-27)

Martin's café changed the people's habits in his town

(9 points)

המשך בעמוד 5

ording to Jan Martin, why do people throw away broken appliances?
as 21-27)

WER: Because it is expensive to fix them.....
(9 points)

e ONE thing you can learn at the Internet site of the Repair Café
anization. (lines 28-30)

WER: You can find tips for raising money /
You can advertise on its internet site (9 points)

ther title for this article could be (-).

Raising Money for Retired People

The Future of the Environment

iii. Old Skills in the Modern World

The Best Cafés in Amsterdam

(10 points)

בהצלחה!

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

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ג, 2013
מספר השאלון: 405,016106

אנגלית

שאלון ה'

(MODULE E)

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 – הבנת הנשמע – 30 נקודות
סה"כ – 100 נקודות
- ג. חומר עזר מותר בשימוש: אחד מבין המילונים האלה:
– מילון אנגלי-אנגלי-עברי
או
– מילון אנגלי-עברי-עברי-אנגלי

– قاموس إنجليزي – إنجليزي – عربي
(מילון אנגלי-אנגלי-ערבי)
או
– قاموس إنجليزي – عربي / عربي – إنجليزي
(מילון אנגלי-ערבי / ערבי-אנגלי)
- נבחן "עולה חדש" רשאי להשתמש גם במילון דר-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- ד. הוראות מיוחדות:
(1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
(2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.
(3) בתום הבחינה החזר את השאלון למשגיח.
- הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

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

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

LONDON'S UNWANTED GUESTS

The evening started peacefully at Long Lane Park in London. But just before sunset, five bright green parakeets flew noisily through the air towards a row of tall trees. Within minutes, hundreds more were flying towards the branches where they spend the night. "I was delighted when I first saw one or two birds flying over my house," says writer Dick Hayden, who lives near the park. "But with 300 of them squawking all at once, I can't get any work done." These days, his experience is shared by more and more people throughout the city.

The friendly, colorful birds have long been imported from Asia to Britain as pets. Over the years, a few escaped from their cages or were released by their owners, and could be seen in the London sky. But now their descendants seem to be everywhere. The number of parakeets flying around the city is now estimated at around 32,000, up from only 1,500 in 1995. "We didn't expect to see a wild bird from another part of the world adapt so well to conditions in a British city," says Jay Smith of the Royal Bird Society. "This has never happened here before."

The cause of the population explosion is not entirely clear, although several explanations have been offered. One possibility, for example, is that the birds have a larger supply of their favorite foods, since tropical plants have become increasingly popular with London gardeners. It has also been suggested that the warmer summers Britain has had in recent years may be responsible. So far, no research has been done to test any of the ideas. But whatever the reason for their large numbers, the fact is that the parakeets have become a serious nuisance to Londoners. They eat the fruit off the trees, make a mess of the city's parks and gardens, and wake residents up with their squawks.

Nevertheless, Londoners might consider themselves lucky, since parakeets have done much greater damage elsewhere in the world. In certain parts of India, for instance, they have caused the destruction of whole fields of wheat and corn. At the moment, London's parakeets are not showing any interest in leaving the city for agricultural areas. However, British authorities are watching the situation closely, so that they can

QUESTIONS (70 points)

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

1. What do we learn from lines 1-7 about the parakeets in London?

- (i) When they first arrived in the city.
- (ii) How they react to people.
- (iii) Why they are most active in the evenings.
- (iv) How they affect Londoners.

(8 points)

2. What is explained in lines 8-14?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Why parakeets prefer to live in cities.
- ii) Why parakeets have been brought to Britain.
- iii) Why the parakeets in London are being counted.
- iv) How parakeets escape from their cages.
- v) What is unusual about the parakeets in London.
- vi) How the Royal Bird Society studies parakeets.

(2x7=14 points)

3. According to lines 8-14, what change has taken place in the last few decades?

- (i) More parakeets have been imported into Britain.
- (ii) The number of parakeets in London has increased.
- (iii) The popularity of parakeets has increased.
- (iv) More parakeets have been released by their owners.

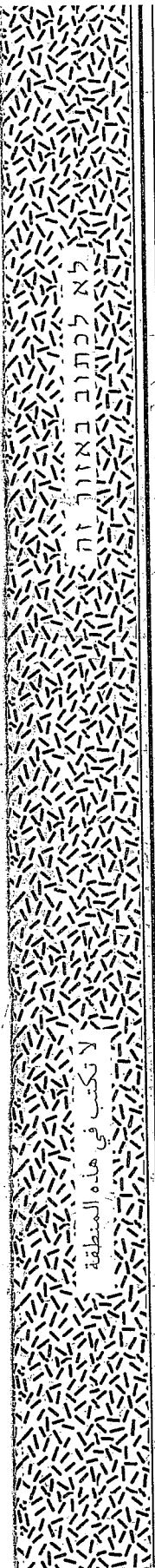
(8 points)

4. In lines 18-19 we are told that the warmer summers in Britain "may be responsible." Responsible for WHAT?

ANSWER: For the increase in the number of parakeets /
For the population explosion of parakeets in
London

(8 points)

/המשך בעמוד 4/



5. What are we told about the explanations mentioned in lines 15-23?

- (i) Some of them are hard to understand.
- (ii) Some of them are better than others.
- (iii)** There is no scientific evidence to support them.
- (iv) They were offered a long time ago.

(8 points)

6. COMPLETE THE SENTENCE.

The information in lines 20-23 helps explain why Londoners **are**.....
troubled by parakeets presence/ suffer from the
parakeets

(8 points)

7. COMPLETE THE SENTENCE.

In lines 24-29, the writer mentions India as an example of a place where
parakeets have caused greater damage.....

(8 points)

8. COMPLETE THE SENTENCE ACCORDING TO LINES 24-29.

British authorities will take action if London's parakeets **decide to**
move elsewhere / to move to agricultural areas

(8 points)

/המשך בעמוד 5/

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

Note: The exam

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS

(30 points)

Answer questions 9-14 according to the broadcast. In questions 9, 10, 12 and 14, circle the number of the correct answer. In the other questions, follow the instructions. (5 points for each correct answer.)

GHOSTWRITERS: HIDDEN AUTHORS

9. What does Robert tell listeners at the beginning of the interview?
- (i) Why he became a ghostwriter.
 - (ii) How popular his books are.
 - (iii) What a ghostwriter does.
 - (iv) Why famous people write books.
10. Which of the following might be seen as a problem with ghostwriting?
- (i) Readers don't know who really wrote the book.
 - (ii) Many clients feel the book isn't really theirs.
 - (iii) Too many people are involved in the project.
 - (iv) Ghostwriters don't always understand their clients.
11. What does Robert do before he starts writing for his clients? Give ONE answer.

ANSWER: -He spends time with his clients and meet their families

/המשך בעמוד 7/

12. Why does Robert mention the book he wrote for the economics professor?
- (i) To show what subjects he usually writes about.
 - (ii) To explain how he became an expert in economics.
 - (iii) To show that experts use ghostwriters too.
 - (iv) To explain why it is hard to be a ghostwriter.

13. According to Robert, why might people use a ghostwriter? Give ONE reason.

ANSWER: **-They don't feel they have the skill**
-They don't have enough time/they are too busy to write

14. What does Robert explain in his last answer?
- (i) How he is different from other ghostwriters.
 - (ii) Why it is harder for him to write his own books.
 - (iii) Why his clients are proud of him.
 - (iv) What makes his job interesting.

בהצלחה!

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

לא לכתוב באזור זה

لا تكتب في هذه المنطقة

F : Literature

Alternate answers to all questions may be accepted if suitable.

Part I (35 points)

A. MR. KNOW ALL / Somerset Maugham

1. **When the narrator enters his cabin for the first time, he sees Mr. Kelada's possessions. Explain what the narrator thinks about one of these possessions.**

One of the following:

- The narrator doesn't like the look of Mr. Kelada's luggage - it is too big. / There are too many labels on Mr. Kelada's suitcases.
- The narrator doesn't like Mr. Kelada's toilet things. / The narrator doesn't like Mr. Kelada's expensive toiletries.
- The narrator suspects that Mr. Kelada's brush is not clean.

2. **After first talking to Mr. Kelada, the narrator says, "King George has many strange subjects." What does he mean by this?**

(iii) Mr. Kelada doesn't look British.

3. **How is the narrator's feelings about Mr. Kelada change from the beginning to the end of the story?**

Throughout the story the narrator disliked Mr. Kelada. His opinion changed when he found the envelope with the hundred dollar bill addressed to Max Kelada. He understood that the pearls were real and that Mr. Kelada lost the bet on purpose. He saw Kelada in a new light, as a kind man, a real gentleman who had helped a woman in distress at the cost of his pride and reputation. Mr. Kelada gained his respect. At that moment he did not entirely dislike Mr. Kelada.

4. a. **What do we learn about Mr. Ramsay's character from the story? Give information from the story to support your answer.**

Thinking skill I chose: Inferring

Mr. Ramsay is a very insensitive and stubborn man. The most important thing for Mr. Ramsay is to show that Mr. Kelada is wrong and he is right. He insists on a bet with Mr. Kelada about his wife's pearls and doesn't pay attention to his wife's protest. He doesn't see her distress and fear when they are quite clear both to the narrator and to Mr. Kelada. In his unending arguments with Mr. Kelada and his insistence on the bet, Mr. Ramsay is revealed as a stubborn man who is insensitive to the feelings of others.

b. **Explain why you chose this skill to answer question 4a.**

Your answer must refer specifically to the text.

I chose this HOTS because I had to infer what kind of person Mr. Ramsay is from the way he behaves.

OR:

5. a. **While Mr. Kelada is examining the pearls, Mrs. Ramsay's face changes. How does this affect Mr. Kelada?**

Mr. Kelada knows that the pearls are real and he is about to win the bet. But once he sees Mrs. Ramsay's desperate face, he understands that she has something to hide. He knows that revealing the truth will probably destroy Mrs. Ramsay's marriage. So he decides to lie in order to save her marriage, at the cost of losing his own reputation.

a. **How does our opinion of Mrs. Ramsay change at this point in the story? Give information from the story to support your answer.**

We lose respect for Mrs. Ramsay once we understand that Mrs. Ramsay is not what she seems. She is depicted as a modest and innocent woman, however, she was probably unfaithful to her husband and must have had a lover in New York who probably gave her the pearls.

OR:

B. THE ENEMY / Pearl S. Buck

6. **When Sadao and his wife first find the white man why do they decide not to throw him back into the sea?**

iii) He was wounded

7. Name TWO things that Sadao does to save the white man's life after he brings him home.

Two of the following:

- He operates on him.
- He treats him back to health.
- He sends him to the little island where he may catch a Korean ship.

8. Why do you think Sadao doesn't want to know any details about the white man?

The patient is his enemy and he doesn't want to develop any close relationship with him that might influence his decision to hand him over.

9. a. "Stupid Yumi," she [Hana] muttered fiercely. "Is this anything but a man?"

What is the importance of the quote to the story?

Thinking skill I chose: Inferring

Sadao and Hana believe that the wounded American is not only their enemy, but first of all a human being and therefore must be treated back to health. Hana's reaction towards Yumi, who doesn't want to help her, expresses this belief. It is the message of the story – even enemies in war must be treated as human beings.

- b. Explain why you chose that particular thinking skill to answer question 9a.

Your answer must refer specifically to the text.

I chose inferring because Hana does not tell Yumi explicitly what she believes in and I had to infer it from what she said.

OR:

10. a. Compare and contrast the servants' reaction to the white man to that of Hana and Sadao.

Sadao and Hana bring the American home because they believe that although he is an enemy soldier, he must be treated before he is handed over to the authorities. As a doctor, Sadao cannot ignore a wounded man. He has been trained not to let a man die.

The servants, however, do not understand their master's motives and refuse to help an enemy. They believe that a person has to be loyal to his country first. They are also prejudiced against white people. In addition, they are worried that Sadao will be arrested as a traitor.

- b. After he recovers from the operation, the white man says to Sadao, "I guess if all the Japs were like you there wouldn't have been a war." What do you think he means by this?**

Sadao saved the white man's life even though he was his enemy.

By saying this, the white man means that if all Japanese had humanitarian values like Sadao, there would not be a war.

Part II (35 points)

C. RULES OF THE GAME / Amy Tan

11. "We lived in San Francisco's Chinatown".

Give TWO things Waverly remembers about her home or neighborhood.

Two of the following:

- They lived in a two-bedroom flat (above a small Chinese bakery).
- She remembers the allies where they played.
- She remembers making fun of the Caucasian who happened to come to the neighborhood.
- She remembers the different Chinese shops especially the medicinal herb shop and the fish market.
- She remembers market days when her mother used to drag her to the market.

12. What advice does Waverly's mother give her about living in America?

She tells her she should (-).

- (ii) know the rules of the country

13. When she sees the chess game for the first time, Waverly thinks: "The chessboard seemed to hold elaborate secrets." What secrets about life does Waverly discover while playing chess?

Waverly discovers that in life just as in chess one has to know the rules if one wants to be successful. You have to exercise self-control, to withhold knowledge and not to reveal your feelings or emotions and to have patience in order to succeed. Waverly uses the rules of chess in order to achieve what she wants from her mother. She learns to keep her goal in mind from the beginning and to use tactics and strategy. For example, she uses what she has learned to get her mother's permission to participate in the tournaments.

14. a. "I knew it was a mistake to say anything more, but I heard my voice speaking. "Why do you have to use me to show off?"

Why is this quote a turning point in the story? Give information from the story to support your answer.

Thinking skill I chose: Inferring

This is the first time Waverly rebels openly against her mother. She behaves more like an American child than a Chinese girl: she is rude, disobedient and shames her mother in front of others. While trying to get free of her mother's tight grasp (both physically and emotionally), she bumps into an old woman. She doesn't apologize or help collect the groceries that spilled out of her bag, but leaves her mother to do it and runs away.

b. Explain why you chose that particular thinking skill to answer question 14a. Your answer must refer specifically to the text.

I chose this thinking skill because I had to infer why the episode in the market serves as a turning point.

OR:

15. a. **At the end of the story Waverly thinks: "In my head, I saw a chessboard with sixty four black and white squares...Her [her mother's] black men , advanced across the plane, slowly marching to each successive level as a single unit. My white pieces screamed as they scurried and fell off the board one by one." What can we infer about Waverly's feelings at this point in the story?**

Waverly sees her mother as her opponent and feels that her mother has the upper hand. She now has to think how to deal with her mother's dominance.

- b. **How has Waverly's relationship with her mother changed from the beginning of the story?**

In the beginning of the story, Waverly accepted her mother's complete control over her life and obeyed her (like in the incident of the salted plums). If she rebelled it was in an indirect way (like in the incident of the Chinese torture). In the end of the story, Waverly sees her mother as her opponent. She rebels openly against her.

D. The Split Cherry Tree / Jesse Stuart

16. **Why didn't the other boys who broke the tree have to stay after school?**

They had the money to pay for the damage they caused to the tree.

17. **On the night before Pa comes to school, Dave says, "I studied plane geometry. Then I studied my biology lesson. I could hardly study for thinking about Pa." Why was Dave so worried?**

He was afraid his father would confront Prof. Herbert and use violence against him.

18. "He is too big to whip," says Professor Herbert, pointing to me. "He's a man in size." "He's not too big fer me to whip," says Pa. "They ain't too big until they're over twenty-one!"

What does this quote show us about the differences between Pa's and Herbert's approaches to educating children?

It seems that both Prof. Herbert and Pa believe in punishment. Pa believes that if you spare the rod, you spoil the child. He believes in physical punishment. Prof. Herbert, on the other hand, believes in other methods that will instill responsibility in his students, such as working to pay a fine. He doesn't believe in physical punishment.

19. a. At the end of the story Pa says, "I ain't got much larnin' myself but I do know right from wrong atter I see through a thing."

How does Pa's behavior in the story support his description of himself?

Give information from the story to support your answer.

Thinking skill I chose: Explaining cause and effect

Pa is able to change his mind and be convinced when he is presented with logical explanations and facts and so he changes his mind about Prof.

Herbert and about school. For example, he accepts Prof. Herbert's point of view about Dave's punishment and stays after school to help him pay his debt. He also recognizes the value of the education Dave gets at school.

b. Explain why you chose that particular thinking skill to answer question 19a. Your answer must refer specifically to the text.

I used this HOTS because it helped me see how Prof. Herbert's explanations helped changed Pa's opinions.

OR:

20. When Pa arrives at the school, Dave thinks to himself: "I'd never seen Pa in a schoolhouse before. I'd seen Prof. Herbert. He's always looked big to me. He didn't look big standing beside of Pa."

a. What is Dave's perspective of his father at this point in the story?

He sees him as an intimidating and threatening man.

b. How does Dave see his father at the end of the story?

At the end of the story, Dave understands that his father has common sense and values he believes in: honesty, paying one's debts and being kind to animals. He is less afraid of him and respects him.

Part III (30 points)

21. ALL MY SONS / Arthur Miller

The play reflects the reality in America as it is shown in the description above. Keller is a businessman who profited from the war effort. His son Larry fought and died during the war. The anger felt towards the businessmen who made money during the war is expressed at the end of the second act by Chris, Keller's other son, who doesn't understand how his father could think only about his business when his men were dying in the war. Keller, who had no guilt feelings at the beginning of the play, feels extremely guilty and kills himself when he finds out that his son, Larry, committed suicide because Keller was responsible for the death of 21 pilots.

22. THE WAVE / Morton Rhue

The information above shows how students were ready to harm others while obeying a person in authority. It shows how far people were ready to go in order to obey orders. The Novel The Wave shows the same thing. Many students at Gordon High accepted Ben Ross's authority without question, followed him blindly and obeyed his orders, real or imagined. They intimidated pupils who didn't join the Wave and used violence against them. David who is a moral person used violence against Laurie, and only then understood that The Wave was harmful and dangerous. Only a few of the students were ready to stand up against The Wave, such as Laurie who refused to salute when she wanted to enter the stadium, and published a condemning article against the movement.

אנגלית

שאלון ז' (MODULE G)

גרסה א'

הוראות לנבחן

- א. משך הבחינה: שעה וחצי.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
פרק ראשון – הבנת הנקרא – 60 נקודות
פרק שני – משימת כתיבה – 40 נקודות
סה"כ – 100 נקודות
- ג. חומר עזר מותר בשימוש: אחד מבין המילונים האלה:
— מילון אנגלי-אנגלי-עברי
או
— מילון אנגלי-עברי-עברי-אנגלי
— قاموس إنجليزي – إنجليزي – عربي
(מילון אנגלי-אנגלי-עברי)
או
— قاموس إنجليزي – عربي / عربي – إنجليزي
(מילון אנגלי-עברי / ערבי-אנגלי)
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- ד. הוראות מיוחדות:
(1) עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
(2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.
(3) בתום הבחינה החזר את השאלון למשגיח.
- הערה: על כתיב שגוי יופחתו נקודות מהציון.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

Read the article below and then answer questions 1-6.

HELLO, DO I KNOW YOU?:

When someone on the street smiles at James Cooke he smiles back, but hesitantly. That's because he can't be sure whether or not he has ever met that person before. Cooke has a medical condition called prosopagnosia (from the Greek "prosopon" for "face" and "agnosia" for "without knowledge"), also known as face blindness. "I see eyes, nose, cheekbones, and I understand I'm looking at a face, but I don't know who it belongs to," he says. "I have to wait till people talk to me, so that I can get enough information to figure out who they are."

Prosopagnosics, as people with face blindness are called, see facial features as clearly as anyone else; what they find difficult is recognizing the same set of features the next time they encounter it. However, the condition does not affect everyone to the same extent. Whereas mild prosopagnosics are capable of memorizing a small number of faces, others have trouble identifying their closest relatives and, in extreme cases, even their own face.

Normally, human beings are born with the ability to perceive facial differences: Babies prefer looking at their mother rather than at a stranger, and quickly learn to distinguish between male and female faces. In prosopagnosics, however, one of the regions of the brain involved in the process of face recognition does not function properly. Recent studies have shown that most often the condition is hereditary, overturning an earlier theory that it resulted from an injury to the brain. Neuroscientists seeking to find a treatment for the disorder are now trying to determine exactly how the recognition process breaks down.

Computer engineer Celia Burman, a prosopagnosic herself, would be delighted if a treatment were found. "It's not very nice to know that I keep offending my colleagues by not recognizing them," she says. Most prosopagnosics, however, find ways to cope with their limitations. Some use clues such as hairstyle, voice, or body shape to help them identify a person. Others may pretend to be lost in thought while walking down the street, or behave in a friendly manner to everyone. So expertly do they employ

Prosopagnosics are likely to find these numbers comforting. Neuroscientist Lisa Milner, who has been studying face blindness for five years, gives talks about the disorder to the general public. "I'm often approached by members of the audience who have just realized that they themselves must have prosopagnosia," she says. 35 "You'd be amazed what this does for them. They're hugely relieved to discover there's a name for the problem they've been grappling with their whole lives, and to learn they are not alone."

QUESTIONS (60 points)

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

1. From lines 1-7 we can understand (-).
 - (i) why prosopagnosics can't see very well
 - (ii) how prosopagnosia affects a person
 - (iii) how a person gets prosopagnosia
 - (iv) what kinds of faces prosopagnosics can recognize

(7 points)

2. According to lines 8-13, prosopagnosics differ from each other in (-).
 - (i) their dependence on other people
 - (ii) their attitude toward the condition
 - (iii) the length of time they have had the condition
 - (iv) their ability to recognize faces

(7 points)

3. What do we learn from lines 14-21?
 - (i) How babies with prosopagnosia recognize their mothers.
 - (ii) Why neuroscientists are studying prosopagnosia.
 - (iii) Why female faces are easier to recognize than male faces.
 - (iv) Which part of the brain is involved in facial recognition.

(7 points)

/המשך בעמוד 4/

- What can prosopagnosics gain by using the coping strategies described in lines 22-31?
Give TWO answers from these lines.

COMPLETE THE SENTENCES.

- (1) They can **hide their condition**
(2) They can **avoid offending other people**
(2x8=16 points)

5. What were the TWO mistaken ideas about prosopagnosia? Take your answers from lines 14-31.

- (1) **It resulted from an injury to the brain**
(2) **It was considered extremely rare**
(2x8=16 points)

6. What can we understand about the prosopagnosics in Lisa Milner's audience?
(lines 32-38)

- (i) They came to her talk to get help.
(ii) They don't understand they have a problem.
(iii) They are surprised by what they learn from her.
(iv) They take part in her studies.

(7 points)

PART II: WRITTEN PRESENTATION (40 points)

Write 120-140 words in English on the following topic.

7. Your school newspaper has asked readers to write on the following topic:

Many cities have begun banning* cars from entering the city center. Do you think this is a good idea?

Write a passage for the newspaper, stating your opinion and explaining the advantages and / or disadvantages of this policy.

בהצלחה!

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

* to ban - منع / לאסור

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