

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: חורף תשס"ט, 2009
מספר השאלון: 402, 016103

אנגלית

שאלון ב' (MODULE B)

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 – משימת כתיבה – 30 נקודות
סה"כ – 100 נקודות
- ג. חומר עזר מותר בשימוש: מילון אוקספורד אנגלי-אנגלי-עברי או מילון הראפס אנגלי-אנגלי-ערבי: قاموس " هاراب " إنجليزي - إنجليزي - عربي
- 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.

ההנהיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

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

الفصل الأول: فهم المقروء (٧٠ درجة)
أمامك رسالة إلى هيئة تحرير جريدة المدرسة.
اقرأها ثم أجب عن الأسئلة 1-6 التي تليها.

פרק ראשון: הבנת הנקרא (70 נקודות)
לפניך מכתב למערכת עיתון בית הספר.
קרא אותו, וענה על השאלות 1-6 שאחריו.

Read the letter to the editor of the Central High School Newspaper and then answer questions 1-6.

Dear Editor,

I am a student in the 12th grade and in a few weeks I am going to finish school. During the last year, I took part in a wonderful project: Project GreenTeens. I am writing to share my experience with you.

5 The purpose of GreenTeens is to learn by doing. The project taught us how to become active in our community and how to help the environment. During the first two months of the project, we learned about local environmental and community problems. With the help of our teachers, we suggested practical solutions to the problems. Then we were ready to begin working. We divided our class into three groups and each group
10 chose a different task.

One group learned how to make toys from natural materials. They made more than one hundred different kinds of toys and donated them to the children's hospital.

Another group of students learned different ways to save water. They went from house to house and explained to people how to use less water. They gave each
15 family special devices to put on their faucets. This reduced the use of water in the city by 10%!

The city gardener helped my group to find neighborhoods that didn't have public gardens. He also taught us which plants do not require a lot of water. During the year, my group planted five new gardens around the city. People now have green places to
20 sit and relax!

GreenTeens had a great influence on all of us. We learned how to work together as a team and how to solve real problems. I really recommend it to all high school students.

Yours,
Susan Clark

أجب بالإنجليزية عن الأسئلة 1-6، حسب
الرسالة التي قرأتها وحسب التعليمات في
الأسئلة. (٧٠ درجة)

ענה באנגלית על השאלות 1-6, על פי
המכתב שקראת ועל פי ההוראות
בשאלות. (70 נקודות)

Answer questions 1-6 in English according to the letter and the instructions.

1. CIRCLE THE NUMBER OF THE CORRECT ANSWER. (lines 5-10)

The purpose of GreenTeens is to learn by doing. In this project, it means that students learn (—).

- i) by helping their teachers in school
- ii) by teaching other students
- iii) by working in their community

(8 points)

2. CIRCLE THE NUMBER OF THE CORRECT ANSWER.

In lines 5-10 Susan explains (—).

- i) how the school started GreenTeens
- ii) how the students got ready for their tasks
- iii) how the students heard about the project

(8 points)

3. How did each group help people in the community?

ANSWER: (1) Group one:

(2) Group two:

(3) Group three:

(3x7=21 points)

4. According to lines 17-20, students needed the gardener's help with TWO things.
What were these things?

ANSWER: (1)

(2)

(2×7=14 points)

5. CIRCLE THE NUMBER OF THE CORRECT ANSWER.

What are we told in lines 21-22?

- i) How the students felt about the project.
- ii) How the project can be improved.
- iii) How students can take part in the project.

(10 points)

6. CIRCLE THE NUMBER OF THE CORRECT ANSWER.

Why did Susan write the letter about the project?

- i) She wanted to tell people in the community it was a success.
- ii) She wanted other students in school to learn about it.
- iii) She wanted to thank her teachers for the experience.

(9 points)

