

סוג הבחינה: מבחן מתכונת
מועד הבחינה: מתכונת 7
מספר השאלון: 016484
קובץ: שאלון

אנגלית

מודול D - 4 יחידות לימוד (לנבחנים אקסטרניים)

הוראות

- א. משך הבחינה: שעה וארבעים וחמש דקות
 - ב. מבנה השאלון ומפתח ההערכה: פרק ראשון - הבנת הנקרא - 70 נקודות; פרק שני - מטלת כתיבה - 30 נקודות; סך הכול - 100 נקודות
 - ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך. נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.
 - ד. הוראות מיוחדות: כל התשובות נכתבות באנגלית ובעט, בגוף השאלון. את הנוסח הסופי של מטלת הכתיבה כותבים בעמוד 9. בתום הבחינה מחזירים את השאלון למשגיח או למשגיחה.
- בקובץ זה: השאלון - הטקסטים והשאלות, עם מקום לתשובות. התשובות וההסברים - בקבצים "תשובות" ו"פתרון מלא".

בהצלחה!

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the text below and then answer questions 1–8.

TAKE A BREAK!

- I** 1 It is ten o'clock on the night before a big test. You have not left your desk since lunch, and the same page has now passed in front of your eyes three times. Still, getting up feels wrong, since in your mind every minute away from your books is a minute lost. What many of us fail to realize is that our brain has stopped working well long before we finally give up, completely exhausted.
- II** 5 The idea of resting in the middle of the day is far from modern. For centuries, people in many countries around the Mediterranean have stopped work in the early afternoon, the hottest part of the day. Until recently, most shops in Spain shut their doors for two or three hours after lunch. In some Greek villages, you can still find older people taking a short nap at that hour.
- III** Modern science supports this old habit. Researchers in Canada once gave two groups of students an
10 hour of math problems. The first group worked straight through, while the second stopped halfway for a five-minute walk. When the answers were checked, the walkers had made far fewer mistakes. Another study, led by Dr. Anna Weber, looked at even shorter pauses. Her team discovered that resting for just one minute, for example by looking out of a window, helps people remember more of what they have learned.
- IV** 15 Why should such a short rest make a difference? Weber's answer is that the brain does not stop working when we do. Health writer Tom Harris explains how this works. "Think of your brain as a busy librarian," he says. "While you rest, it goes through everything you have just studied and puts each piece of information on the right shelf. This is why a problem that seemed impossible an hour ago can suddenly make sense when you return to it. On top of that, a pause gives you fresh energy, so
20 you sit down again ready to go on."
- V** Not every break helps, though. "A break should refresh you, not tire you," says Harris. "Many students grab their phones as soon as they stop studying. But messages and videos keep your eyes and mind busy, so you come back as tired as before. My first suggestion is to get up and move: go outside for a few minutes, or just walk to the kitchen and back. My second is to rest your eyes by
25 looking at something far away, like the sky or a tree. Both take only minutes, and they really work."

QUESTIONS

Answer questions 1–8 in English, according to the text. In questions 1, 4, 5, and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?

- i) Why tests are difficult for many students.
- ii) How long students usually study before a test.
- iii) What a student might believe about taking breaks.
- iv) Where students prefer to do their homework.

(8 points)

COMPLETE THE SENTENCE.

2. What are we told in paragraph I?

People don't always _____ .

(8 points)

3. What tradition is centuries old? (paragraph II)

ANSWER: _____ .

(8 points)

4. What did Weber and her team discover? (paragraph III)

- i) Why it is hard to study for a full hour.
- ii) Which students made fewer mistakes in math.
- iii) What can improve our memory.
- iv) How often students should go for a walk.

(8 points)

5. What does Harris explain in paragraph IV?

- i) How long a break should be.
- ii) Why some people cannot stop working.
- iii) Where people like to spend their breaks.
- iv) What the brain does during a break.

(8 points)

COMPLETE THE SENTENCE.

6. According to Harris, what might happen after a break? Give ONE answer from lines 16–20.

We might _____ .

(8 points)

7. According to Harris, what happens when you spend a break on your phone? (paragraph V)

- i) You need a longer break.
- ii) You come back to work just as tired.
- iii) You forget what you have learned.
- iv) You get fresh energy quickly.

(8 points)

COMPLETE THE SENTENCES.

8. What advice does Harris give in lines 23–26? Give TWO answers.

- (1) You should _____ .
- (2) You should _____ .

(2x7=14 points)

PART II: WRITTEN PRODUCTION (30 points)

(WRITTEN PRESENTATION)

IMPORTANT: You may use words and/or phrases from the text in Part I.

However, you must NOT copy a sentence or sentences from the text.

Write 80–100 words in English on the following topic.

Some schools have decided to give students one long break in the middle of the school day instead of several short ones. Do you think this is a good idea?

Write a composition explaining why or why not.

(30 points)

כל הבגרויות באנגלית עם פתרונות מלאים: www.guyai.co.il/bagrut/english