

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: חורף תשע"ד, 2014
מספר השאלון: 406,016107

אנגלית

שאלון ו'

(MODULE F)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה ורבע

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון – הבנת הנקרא – 60 נקודות
פרק שני – משימות כתיבה – 40 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.
השימוש במילון אחר טעון אישור הפיקוח על הוראת האנגלית.

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: על כתיב שגוי יופחתו נקודות מהציון.

הערה: קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

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

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

MELANIE PERKINS, RESEARCH CHEF

When Melanie Perkins invents a recipe, thousands of people might eventually enjoy the results. A research chef for a fast-food restaurant chain, Melanie is in charge of creating all the dishes served in its branches. "I think of my kitchen as a laboratory," she says. "Ideas for new dishes keep popping up in my mind, and I'm always
5 experimenting with ingredients and cooking techniques, trying to turn those ideas into items we can put on the menu."

Research chefs are responsible for producing new dishes for restaurant chains and food manufacturers. "Every chef learns food preparation and presentation," explains Melanie. "But in *my* profession you also need to know about nutrition, food
10 preservation, and methods of mass production." To gain that additional knowledge, she had to take classes in food science and chemistry. Moreover, most research chefs spend a year or two working for experienced restaurant chefs, a type of training Melanie highly recommends. "There is no better way to get much-needed practice and build contacts in the industry," she says.

15 It takes a lot of time and effort to create a dish that will finally appear on the menu. Research chefs first identify what customers want by using questionnaires and surveys, and then begin working on a new recipe. At every stage, volunteers taste the dishes and their responses are recorded on video. "If people say a dish is too spicy, too sweet, or visually unappealing, I'll try to fix it," says Melanie. "Small changes in
20 the ingredients can have a dramatic impact on the final result."

The process, however, does not stop there. After Melanie is finally satisfied with a dish, it has to be approved by other specialists. Financial experts check its potential profitability, food scientists examine its safety and nutritional value, and kitchen managers make sure the restaurant staff will be able to prepare it easily. Based on
25 their feedback, Melanie tries to make the necessary modifications. But in the end, only about a fifth of her dishes actually become menu items.

If a dish created by a research chef meets all the requirements, it can reach a very wide audience. This, according to Melanie, is just one of the many benefits of her job. Another is working at a leisurely pace, without the pressure of hungry diners waiting for their food. "That's something other chefs don't get to do," she says. In fact, from her point of view, the special mixture of food, science, and creativity is the recipe for a perfect career.

QUESTIONS (60 points)

Answer questions **1-8** in English, according to the text. In questions **1, 3, 4,** and **5**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Melanie from lines 1-6?

- (i) Why so many people have heard of her.
- (ii) Which dishes are her favorites.
- (iii) How she became a research chef.
- (iv) What her job involves.

(7 points)

2. What is the subject of the second paragraph (lines 7-14)?

COMPLETE THE ANSWER.

How research chefs

(8 points)

3. What does Melanie explain in lines 7-14?

- (i) How long it takes to become a research chef.
- (ii) What makes her different from other research chefs.
- (iii) Why training with experienced chefs is important.
- (iv) Why she needs contacts in the industry.

(7 points)

4. The "process" mentioned in line 21 is the process of (-).

- (i) finding ideas for new dishes
- (ii) developing items for the menu
- (iii) finding out what customers want
- (iv) improving the taste of a dish

(8 points)

5. From lines 15-26 we can understand (-).

- (i) why restaurants have to change their menus
- (ii) why it is hard to add a dish to the restaurant menu
- (iii) which specialists have the most influence
- (iv) how the specialists give their feedback

(8 points)

6. The writer mentions several requirements that a dish must meet before it can become a menu item. Give ONE of these requirements.

Take your answer from lines 21-26.

COMPLETE THE SENTENCE.

The dish must be
(8 points)

7. COMPLETE THE SENTENCE.

From lines 27-32 we can understand why Melanie
.....

(7 points)

8. Why can the dishes of a research chef "reach a very wide audience" (lines 27-28)?

Base your answer on lines 1-14.

ANSWER:
(7 points)

PART II: WRITTEN PRESENTATION (40 points)

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

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

You have recently changed your opinion of a certain person.

Write a passage for the newspaper describing what happened and how it affected your opinion.

בהצלחה!

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