

## אנגלית

על פי תכנית הרפורמה ללמידה משמעותית

שאלון ה'

(MODULE E)

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

ג. חומר עזר מותר בשימוש:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

אז: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-Hebrew Student's Dictionary*

אז: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

אז: معجم لونغمان للإنجليزية الحديثة – إنجليزي – إنجليزي – عربي .

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

אז: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*

נבחן "עולה חדש" רשאי להשתמש גם במילון דר-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) בתום הבחינה החזר את השאלון למשגיח.

הערה: גם נבחנים בבחינות משנה חייבים להיבחן בפרק הבנת הנשמע.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

**בהצלחה!**

/המשך מעבר לדף/

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

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

**THE PROBLEM OF BEES IN THE CITY**

When police officer Melissa Harper is working on the streets of New York, she doesn't wear a police uniform. Instead, she is covered from head to toe in a protective suit. And no wonder. Her job is to capture the huge swarms of bees — often thousands in one group — that appear in spring on the city streets.  
5 "I'm well trained for this," she says. "On the farm where I grew up, I looked after the beehives from the age of ten."

The New York Police Department decided it needed an expert on bees seven years ago, after many New Yorkers started keeping beehives on the roofs of their apartment buildings. The hobby became popular following an earlier  
10 trend of planting gardens on the city's rooftops. "People are always trying to get closer to nature," says Harper. "Some of them also hope to make a bit of money by selling honey to local restaurants." However, she adds, most of the people who keep bees in the city are amateurs who don't have enough knowledge to do it properly. And that's where the trouble begins.

15 According to Harper, one thing all beekeepers need to deal with is the influence of seasonal changes. Throughout the winter, she explains, the bees mostly sleep and there is almost no growth in the hive's population. When spring comes, they become fully active again, and their numbers increase so much that the hive becomes overcrowded. In nature, about half the bees leave their home  
20 in a swarm to find a place to build a new one. In hives kept by professional beekeepers, this does not happen since the beekeepers use various methods to prevent swarming.

New York's amateur beekeepers, on the other hand, don't know how to prevent their bees from swarming. As a result, every spring Harper has to deal with  
25 about 30 swarms a week. "While bees in a swarm are usually not aggressive, they do occasionally attack when they feel threatened," she says. "Besides, new homes must be provided for the captured swarms, and that involves a lot of work and costs a lot of money." She believes amateur beekeepers should be registered with the city authorities and receive proper training. "That,"  
30 she explains, "will help minimize both the potential harm to residents and the expenses to the city."

/המשך בעמוד 3/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

QUESTIONS (70 points)

Answer questions 1-8 in English, according to the text. 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 1-6?

- i) Why the bees fly in large groups.
- ii) Why there are bees on the streets of New York.
- iii) When Harper moved to New York.
- iv) How Harper got her experience with bees.

(8 points)

2. What do we learn about Harper from lines 1-6? Give ONE answer.

COMPLETE THE SENTENCE.

We learn why she needs to .....

(8 points)

3. What can we understand from lines 7-14?

- i) Why the New York police hired Harper.
- ii) How beekeepers in New York learn to care for the bees.
- iii) Why it is difficult to keep bees on city rooftops.
- iv) What kinds of gardens people plant on their rooftops.

(8 points)

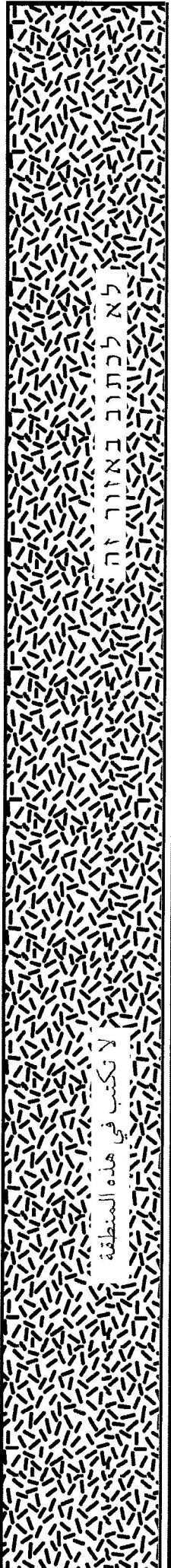
4. COMPLETE THE SENTENCE.

In lines 7-14 we are given two reasons why people in New York .....

.....

(8 points)

/המשך בעמוד 4/



5. What information is given in lines 15-22?
- i) Why bees need a lot of sleep.
  - ii) Where bees usually build their homes.
  - iii) How bees behave in the spring.
  - iv) How big the hives can be. (8 points)

6. In lines 20-21 we are told: "In hives kept by professional beekeepers, this does not happen." What does not happen?  
COMPLETE THE SENTENCE.  
Bees don't ..... (8 points)

7. In line 31, Harper mentions "the expenses to the city". What is she referring to? (lines 23-31)  
COMPLETE THE SENTENCE.  
She is referring to the cost of ..... (8 points)

8. What do we learn from lines 23-31?  
PUT A ✓ BY THE TWO CORRECT ANSWERS.
- ..... i) How Harper captures so many bee swarms.
  - ..... ii) Why the bee swarms can be dangerous.
  - ..... iii) Why beekeepers don't want to register with city authorities.
  - ..... iv) How Harper is helping amateur beekeepers.
  - ..... v) What New York is doing to prevent bees from swarming.
  - ..... vi) What could help solve the problem of the bee swarms. (2x7=14 points)

/המשך בעמוד 5/

לא תכתוב בזה המרחב

לא לכתוב באזור זה

לא לכתוב באזור זה

لا تكتب في هذه المنطقة

**Note: The exam continues on page 6.**

/המשך בעמוד 6/

**PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS** (30 points)

Answer questions **9-14** according to the broadcast. In questions **9, 10, 11** and **13**, circle the number of the correct answer. In the other questions, follow the instructions. (5 points for each correct answer.)

**TRAINING GUIDE DOGS FOR THE BLIND**

9. What does Rose explain about the puppy program in her first answer?
- i) At what age the puppies start their training.
  - ii) Why it is difficult to train the puppies.
  - iii) What the puppies need to be taught.
  - iv) Where the Center finds the puppies.
10. What does Rose explain about working with the volunteer families?
- i) What goals they set together.
  - ii) Why she goes to see them often.
  - iii) Why she enjoys visiting them.
  - iv) How she organizes her time with them.
11. According to Rose, what are the dogs taught at the Center?
- i) When not to obey a command.
  - ii) How to move obstacles out of the way.
  - iii) How to sit quietly during training.
  - iv) Where their owners should cross the street.

/המשך בעמוד 7/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

12. According to Rose, what does the Center consider when matching a dog with an owner? Give ONE answer.

ANSWER: .....

13. What does Rose tell listeners in her last answer?

- i) Why the Center always needs more volunteers.
- ii) How blind people benefit from having a guide dog.
- iii) How she learned to train guide dogs.
- iv) At what age she started working with guide dogs.

14. According to Rose, who can volunteer to raise a puppy for the Center?

COMPLETE THE ANSWER.

People who .....

**בהצלחה!**

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

לא לכתוב באזור זה

لا تكتب في هذه المنطقة