

מדינת ישראל
 משרד החינוך

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
 ב. בגרות לנבחני משנה
 ג. בגרות לנבחנים אקסטרניים
 מועד הבחינה: חורף 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

א

– מילון אנגלי-עברי-אנגלי

– قاموس إنجليزي – إنجليزي – عربي

(מילון אנגלי-אנגלי-עברי)

א

– 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: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

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

Read the article below and then answer questions 1-9.

CHESS GOES TO SCHOOL

Justin Brown from Chicago was eight years old when his father brought home a chess set he had bought at a local store. Now, five years later, Justin is captain of a team of 13- to 15-year-old chess players at the city's Oak Park Public School. His team has recently won an inter-school championship, where they played against seventeen
5 other teams.

This was Justin's first major chess competition, and the third that Oak Park has won. Melissa Jones, head of the chess program, attributes much of the team's success to the school's policy and atmosphere. All students, she explains, are required to take weekly chess classes as part of the regular school day, and beginners are given a chance
10 to practice with advanced learners. Moreover, the whole school shows its support for the team, especially in the weeks before important competitions. Jones points to eye-catching posters hung along the corridors, with photos of all the team members. "These were made by our youngest students," she says.

Oak Park is just one of many schools throughout the USA that have introduced chess
15 as a regular school subject. Another is Bennington High in Dallas, whose principal, Paul Turner, claims that he is seeing the effects in many areas of students' lives. "During chess lessons kids really learn to concentrate, and this contributes to their achievements in other school subjects too," he says. "In addition, winning a game does a lot for a child's self-confidence, because chess is such a hard game to master."

Turner notes further advantages of having a chess program in school. "Unlike with
20 music or sports," he says, "there's no need for expensive equipment, so even a school with limited funds can add the game to the curriculum." He also speaks of the positive feedback from parents. "We have a boy here who used to get angry and aggressive whenever he lost a game. He has been playing chess since the beginning of the year, and last week his mother told me that he has learned to remain calm even when he
25 loses, whether he's playing chess or anything else." It seems, then, that the lessons learned from chess may serve children well throughout their lives.

/המשך בעמוד 3/

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QUESTIONS (70 points)

Answer questions **1-9** in English, according to the article. In questions **1, 5, 7, 8** and **9**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Justin from lines 1-5?
 - (i) Why his father wanted him to play chess.
 - (ii) How long it took him to learn the game.
 - (iii) How many players are on his team.
 - (iv) What he has achieved.

(7 points)

2. Melissa Jones speaks of "the team's success" (line 7). What is she referring to? Base your answer on lines 1-6.

ANSWER:

(8 points)

3. What may help Oak Park students learn to play chess well? Give ONE answer from lines 6-13.

ANSWER:

(8 points)

4. According to lines 6-13, why do Oak Park students prepare posters?

ANSWER:

(8 points)

5. What are we told about both Oak Park and Bennington High? (lines 6-19)
 - (i) Their students play chess very well.
 - (ii) Chess is part of the school's curriculum.
 - (iii) Their students take part in the same chess competitions.
 - (iv) Chess is their most popular subject.

(8 points)

6. According to Turner, what ability do children develop when learning to play chess? (lines 14-19)

ANSWER:

(7 points)

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7. Give ONE benefit of chess that is mentioned by Paul Turner. (lines 14-19)

- (i) Chess is not a difficult game to play.
- (ii) Playing chess can help you make new friends.
- (iii) Chess can be played in many different places.
- (iv) Playing well can help you feel good about yourself.

(8 points)

8. What does Turner say about having a chess program in school? (lines 20-27)

- (i) It is more important than teaching music or sports.
- (ii) Parents should become involved in it.
- (iii) Any school can afford to have one.
- (iv) In the future every school will have one.

(8 points)

9. What did the mother who is mentioned in line 25 tell Turner about her son?
(lines 20-27)

- (i) He enjoys playing chess more than other games.
- (ii) Playing chess helps him win most of the other games he plays.
- (iii) His behavior has improved since he learned to play chess.
- (iv) He almost never loses a game of chess.

(8 points)

/המשך בעמוד 5/

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Note: The exam continues on page 6.

/המשך בעמוד 6/

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

Answer questions **10-14** according to the broadcast. In questions **11** and **14**, circle the number of the correct answer. In the other questions, follow the instructions.

(5 points for each correct answer.)

LESS JUNK FOOD, BETTER HEALTH

10. What does Peter tell listeners in his first answer?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) How many students eat in school cafeterias.
- ii) Why most students like junk food.
- iii) Why the campaign started with school cafeterias.
- iv) In which school the campaign began.
- v) What changes school cafeterias have made.
- vi) Why it took only three months for the campaign to succeed.

11. According to Peter, what are the schools reporting?

- (i) That students are eating less in school.
- (ii) That students think the campaign is unnecessary.
- (iii) That students' options have become more limited.
- (iv) That students' eating habits have changed.

12. How will the campaign help kids learn about healthy eating? Give ONE answer.

COMPLETE THE SENTENCE.

They will be able to get information from

/המשך בעמוד 7/

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13. How does California control the sale of unhealthy food?

COMPLETE THE SENTENCE.

California has

14. What do the studies mentioned in Peter's last answer show?

- (i) Similar food is sold in schools throughout the USA.
- (ii) Efforts to improve eating habits can be effective.
- (iii) Students eat better food in school than outside school.
- (iv) Researchers can help to change laws regarding food.

בהצלחה!

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