



פתרון הבחינה באנגלית

קיץ תשע"ה, 2015, שאלונים: 016106, 405 גרסה ב'
מוגש ע"י צוות המורים של "יואל גבע"

הערות:

1. התשובות המוצגות כאן הן בגדר הצעה לפתרון השאלון.
2. תיתכנה תשובות נוספות, שאינן מוזכרות כאן, לחלק מהשאלות.





מדינת ישראל
משרד החינוך

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ה, 2015
מספר השאלון: 405,016106

אנגלית

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: מילון אנגלי-אנגלי-עברי
או: מילון אנגלי-עברי / עברי-אנגלי
או: מילון אנגלי-אנגלי-ערבי
או: מילון אנגלי-ערבי / ערבי-אנגלי
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) 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 text below and then answer questions 1-7.

A "GREEN" EDUCATION

When young people think about which college or university to go to, they usually want to know what courses are offered and how much they cost. But today an additional consideration is affecting their choice. In a recent survey of 5,000 American students, more than half said they chose their educational institution because of its environmental, or "green," policies. Moreover, the institutions themselves now realize that adopting such policies not only helps the environment, but also increases their appeal to students. Often, they turn to companies that specialize in advising educational institutions on how to become more "green." One such company is FutureSites, headed by Dr. Diana Silver.

Making an institution "green" requires efforts on many levels. As Dr. Silver explains, "On the most basic level, it's about promoting individual responsibility by encouraging students not to waste water or electricity. But it also means that the buildings themselves must be environmentally friendly, and this includes the use of recycled materials in their construction wherever possible." In addition, she says, a "green" building has to have excellent insulation that keeps it warm in winter and cool in summer. This creates comfortable surroundings without the need for air conditioning.

While constructing a "green" campus costs a lot of money, the long-term savings are greater than the costs. Not only does the government help pay for "green" buildings, but running this type of campus is also cheaper than running an ordinary one. Furthermore, "green" architecture can have surprising benefits. Take, for example, the use of natural daylight wherever possible. According to Dr. Silver, students who study in natural light report fewer headaches than those working in rooms lit by electric lighting. And their grades were found to be higher as well.

The impact of a "green" campus goes beyond the advantages of the building design. Studying there, says Dr. Silver, can also motivate young people to get personally involved in environmental issues. "We've heard from 'green' colleges that some students initiate their own projects, such as reducing the amount of paper used or recycling old text books," she explains. "And after graduating, many of them become active in environmental organizations throughout the country." Clearly, then, these institutions make an important contribution to society as a whole.

/המשך בעמוד 3/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה



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QUESTIONS (70 points)

Answer questions 1-7 in English, according to the text. In questions 2, 5, and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from lines 1-10?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) What affects young people's choice of university or college.
 ii) Why students are interested in environmental subjects.
 iii) What advice FutureSites gives students.
 iv) How many "green" universities there are in the USA.
 v) What service FutureSites provides to universities.
 vi) What the environmental importance of "green" policies is.

(2x8=16 points)

2. In lines 12-13, Dr. Silver mentions "individual responsibility." Responsibility for what?

- i) For creating comfortable surroundings.
 ii) For encouraging "green" construction.
 iii) For recycling materials.
 (iv) For helping the environment.

(8 points)

3. COMPLETE THE SENTENCE.

In lines 11-18, Dr. Silver describes ways that institutions can use
(in order) to become "green"

(8 points)

תשובות נוספות - ראה נספח

/המשך בעמוד 4/



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4. What benefits might universities get from becoming "green"? Give TWO answers from the following lines.

COMPLETE THE SENTENCES.

Lines 1-10: It can help them **increase their appeal (to students)**

Lines 19-22: It can help them **save money**

(2×8=16 points)

5. What can we understand from lines 19-22?

- i) It is difficult to run a "green" campus.
- ii) The government wants to encourage "green" building.
- iii) Most campuses have "green" architecture.
- iv) The government helps pay for higher education.

(7 points)

6. COMPLETE THE SENTENCE.

In lines 22-26, higher grades are mentioned as one of the **benefits**

of green architecture

(8 points)

תשובות נוספות - ראה נספח

7. Dr. Silver describes student activities in order to show (-). (lines 27-34)

- i) why students choose to study on a "green" campus
- ii) how common "green" projects are
- iii) the effects of studying on a "green" campus
- iv) the kinds of projects that are recommended by colleges

(7 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 **8-13** according to the broadcast. In questions **8, 9, 11** and **13**, circle the number of the correct answer. In the other questions, follow the instructions.

(5 points for each correct answer.)

LEARNING TO LISTEN

8. What does Dr. Martin explain at the beginning of the interview about mindful listening?
- i) How he got interested in it.
 - ii) Who needs it most.
 - iii)** What it means.
 - iv) Why it is not difficult.
9. According to Dr. Martin, why is it important to listen to a speaker's tone?
- i) Because sometimes it is hard to hear what people are saying.
 - ii)** Because it can show what the speaker is feeling.
 - iii) Because most people don't have a good memory.
 - iv) Because it helps you focus on the conversation.
10. According to Dr. Martin, what may happen to us during a conversation?
Give ONE answer.

COMPLETE THE SENTENCE.

We may **lose concentration**

תשובות נוספות - ראה נספח

/המשך בעמוד 7/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה



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11. The two studies of the college students show that people today (-).

- i) usually do several things at once
- ☒ ii) have fewer face-to-face conversations
- iii) don't pay much attention during conversations
- iv) have more things that require their full attention

12. Give ONE rule that Dr. Martin teaches in his courses.

ANSWER: **to look at the other person's face (and maintain eye contact).**

13. What does Dr. Martin explain at the end of the interview?

- i) Which of the rules he teaches is most effective.
- ii) What new rules he is developing.
- iii) Why people don't listen to the people they work with.
- ☒ iv) How his courses help people.

בהצלחה!

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



נספח

שאלון ה'

(MODULE E)

תשובות אפשריות נוספות

שאלה 3:

- Use(in order) to make themselves "green".
- use (in order) to become environmentally friendly.

שאלה 6:

- benefits of studying in natural daylight.

שאלה 10:

- start thinking of other things.
- want to give our own opinion (without really listening to the speaker's opinion).

שאלה 12:

- not to interrupt the other person (and not to finish his or her sentences).
- to ask the other person for more details (or for fuller explanations).