מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ז, 2017, **מועד ב**
מספר השאלון: 016106, 405

אנגלית

שאלון ה'

(MODULE E)

גִרסה 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:

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

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

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

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

או: המילון המקיף החדש — אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

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

או: معجم لونجمان للإنجليزيّة الحديثة – إنجليزي – إنجليزي – عربي .

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

או: 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 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/

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

Read the article below and then answer questions 1-7.

FOLLOWING THE BIRDS

Every year, when daylight hours get shorter and the weather gets colder, millions of birds fill the skies and fly to distant, warmer lands where food is more plentiful. On their long, tiring journey, the birds take breaks to eat and rest. Thousands of migrating storks, for example, stop in Israel on their way from Europe to Africa. Scientists have long been fascinated by these migrations, and have been trying to discover their secrets.

One common method used to study migration paths is to catch a bird at one of its resting places and put a small ring around its leg. Each ring has a number on it, as well as contact details that enable whoever finds the bird in another location to report it. While this method tells researchers where the bird landed, it does not give a full picture of its whole migration route. But nowadays researchers are attaching tiny electronic tracking devices to the birds they catch, which make it possible to follow their flight continuously. In addition, there are now special websites where birdwatchers can report the various species they see. This inexpensive method has provided researchers with millions of reports from all over the world.

Based on the information they collected, researchers have been able to gain a better understanding of bird migration. For example, they have found that birds can adjust the speed at which they fly so that they arrive at their resting places when conditions there are ideal – the grass is high, the fruit is ripe, and there are plenty of insects to eat. Furthermore, when they are faced with unexpected dangers, such as strong winds, they can deal with them by changing their flight route.

But the data also showed something surprising: Some migrating birds are taking new flight routes, and others are starting their migration later in the year. Scientists suspect that these changes in migration patterns are caused by climate change. "In many areas, winters are drier or summers are longer, so birds that keep returning to the same places at the same times won't find enough food," says biologist Melanie Stevens. "Bird species that change their migration patterns find the food they need, but we're very worried that others won't survive. That would be a terrible loss for us all."

/המשך בעמוד 3/

לא לכתוב בארון זה
لا تكتب في هذه المنطقة

לא לכתוב באזור זה. لا تكتب في هذه المنطقة

QUESTIONS (70 points)

Answer questions **1-7** in English, according to the article. In questions **1**, **5** and **6**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from lines 1-5?

(i) Why scientists are fascinated by bird migrations.

(ii) Why birds need to migrate every year.

(iii) What scientists have discovered about bird migrations.

(iv) Why millions of birds live in cold places. (7 points)

2. COMPLETE THE SENTENCE.

According to lines 1-5, migrating storks stop in Israel because they .....

..... . (8 points)

3. What are we told in lines 6-13 about the study of bird migration?

PUT A √ BY THE TWO CORRECT ANSWERS.

..... i) What problem there is with each study method.

..... ii) How information on migration is collected.

..... iii) What migration paths researchers want to study.

..... iv) What information is not useful to researchers.

..... v) How birdwatchers can help researchers.

..... vi) How tracking devices are attached to the birds. (2×8=16 points)

4. How do tracking devices help researchers who study bird migration? (lines 6-13)

COMPLETE THE SENTENCE.

By using these devices, the researchers .....

..... . (8 points)

5. What do both examples in lines 14-19 show?

(i) How scientists get data on bird migration.

(ii) How birds change the speed at which they fly.

(iii) Why birds need ideal conditions for migration.

(iv) What birds are able to do during migration. (7 points)

/המשך בעמוד 4/

6. What does Melanie Stevens describe in lines 20-26?

(i) Difficulties in studying birds.

(ii) Reasons for studying birds.

(iii) Effects of climate change.

(iv) Causes of climate change.

(8 points)

7. According to the article, migrating birds can change their flight routes. How does this help them complete their journey successfully?

Give TWO answers, ONE from each of the paragraphs below.

COMPLETE THE SENTENCES.

Lines 14-19: It enables them to ..... .

Lines 20-26: It enables them to ..... .

(2×8=16 points)

/המשך בעמוד 5/

לא לכתוב בשטח זה. لا تكتب في هذه المنطقة

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 **8-11** according to the broadcast. In questions **10** and **11**, circle the number of the correct answer. In the other questions, follow the instructions. (5 points for each correct answer.)

ELEVATORS IN THE MODERN CITY

8. What is explained in Sara's first answer?
PUT A √ BY THE TWO CORRECT ANSWERS.

..... i) Why elevators were only invented 150 years ago.
..... ii) How elevators were invented.
..... iii) What used to limit the height of city buildings.
..... iv) How the role of elevators has changed.
..... v) How high most elevators can go.
..... vi) Why the top floors of tall buildings are popular.

9. According to Sara, why are more elevators being installed in cities today? Give TWO reasons.
COMPLETE THE ANSWERS.

(1) Because today there are more ..... .
(2) Because today there are more ..... .

10. Sara mentions the study of the American office workers to show why elevators should (–).

(i) save electricity
(ii) help people relax
(iii) be used less
(iv) be faster

11. What does Sara say about the safety of elevators?

(i) Safer elevators are now being developed.
(ii) Elevators are safe if they are checked regularly.
(iii) Technical problems often affect the safety of elevators.
(iv) Elevators are usually safer than cars.

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

لا تكتب في هذه المنطقة
لא לכתוב באזור זה