

פתרון הבחינה

באנגלית

קיץ תשפ"ב, 2022, שאלון: 16481 גרסא א
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.

נמידע על פסיכומטרי
ביואל גבע ←

הזדמנות לעתודה יש פעם בחיים.
אל תתפשר עליה.



מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ב, 2022
מספר השאלון: 016481

אנגלית

שאלון ה' (MODULE E) גרסה א' הוראות

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
	–	סך הכול	–	100	נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

(1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).

(2) יש לכתוב את כל התשובות באנגלית ובעט בלבד.

(3) בתום הבחינה יש להחזיר את השאלון למשגיח או למשגיחה.

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

שימו לב: בסוף הבחינה מצורפים דפי טיוטה. אין להוסיף דפים אחרים למחברת הבחינה.

השאלות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב עליהן באופן אישי.

בהצלחה!

/המשך מעבר לדף/



אנגלית, קיץ תשפ"ב, מס' 016481, גרסה א'

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

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

IMPROVING CREATIVE ABILITIES

- I** Suppose you want to invent a recipe for dinner or decorate your room. These things require you to use your creative abilities. People might also need to be creative at their workplace – for example, if the company they work for asks them to improve a certain product. But it is not always easy to think of creative ideas, either at home or at work. The good news is that studies have shown there are ways to increase creativity.
- II** To study the subject, researchers need a reliable way to measure a person's creative abilities. The most widely used method is the Alternative Uses Test (AUT): Participants in the experiments are given three minutes to write down new ways of using a common object such as a brick. They get extra points for their more original ideas, and their final score shows how creative they are.
- III** Using the AUT, psychologists have recently found that taking a break during work increases creativity. "Your break can be for something as simple as having a cup of coffee," says psychologist Stella Doran. "But the timing makes a difference – the break only has an effect if you take it while you're working on the problem. We don't understand why. It's definitely something I'd like future brain research to find out."
- IV** Researchers have also tried to see what else can improve creativity. They have found that increasing brain activity – for example, by solving puzzles – seems to help. It is also known that brain activity increases when we multitask – that is, do several things at the same time. This led Shimul Melwani, a professor of psychology, to wonder if multitasking could make us more creative. She decided to test that idea.
- V** In one experiment, Prof. Melwani and her team gave the AUT to 105 waiters on several nights, after they had finished work. On evenings when the restaurant was full, the waiters were multitasking all the time; on quiet evenings, they didn't need to. The study found that on busy nights, their AUT scores were the highest. "These findings are very exciting and mean we might have to think differently about multitasking," says Doran. "Most studies show the disadvantages of multitasking. However, according to Melwani's study, when we need to be creative it is beneficial."



لا تكتب في هذه المنطقة

لا لכתוב באזור זה

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QUESTIONS (70 points)

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

1. What do we learn from paragraph I?

- (i) Businesses don't have enough creative people.
- (ii) It is easier to be creative at work than at home.
- (iii) It is possible to become more creative.
- (iv) Studying can improve creativity.

(7 points)

2. When people are creative at work, what can it help them do? (paragraph I)

ANSWER: Improving a certain product.

(8 points)

3. What do we learn about the AUT from paragraph II? Give ONE answer.

COMPLETE THE SENTENCE.

We learn how it measures a person's creative ability.

(8 points)

4. According to Doran, what might people do during a break? (paragraph III)

COMPLETE THE SENTENCE.

They might have a cup of coffee.

(8 points)

5. What does Doran want future brain research to find out? (paragraph III)

- (i) Why some people don't need breaks.
- (ii) Why it is difficult to solve problems before a break.
- (iii) Why the timing of a break is important.
- (iv) Why you need breaks when working on a problem.

(7 points)



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6. According to lines 15–16, what can you do to increase your brain activity?

COMPLETE THE SENTENCE.

You can solve puzzles.

(8 points)

7. What do we learn from paragraph IV?

- (i) Why multitasking requires creativity.
- (ii) How scientists did experiments on multitasking.
- (iii) Why people often multitask.

(iv) Why Melwani was interested in multitasking.

(8 points)

8. What caused the difference in the results of the AUTs given to the waiters? (paragraph V)

- (i) The number of restaurants they worked in.
- (ii)** The number of people they served.
- (iii) The number of AUTs they had to do.
- (iv) The number of nights they worked during the week.

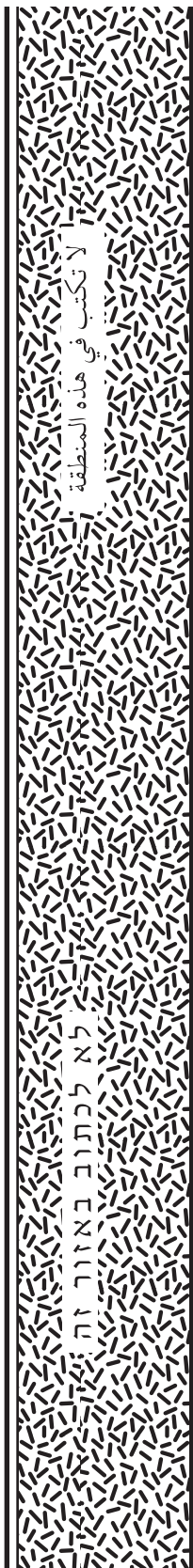
(8 points)

9. What benefit of multitasking did Melwani's study show? (paragraph V)

COMPLETE THE SENTENCE.

It showed that multitasking can improve AUT results.

(8 points)





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Note: The exam continues on page 8.

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PART II: SPOKEN RECEPTION (30 points)

(ACCESS TO INFORMATION FROM SPOKEN TEXTS)

Answer questions **10–13** according to the broadcast. In questions **10** and **13**, circle the number of the correct answer. In the other questions, follow the instructions.

(5 points for each correct answer)

MAKING BRICKS FROM PLASTIC

10. What are we told in Michael's introduction about the new brick?

- (i) How it was developed.
- (ii) Why it was developed in Africa.
- (iii) How Jill heard about it.
- (iv) What is surprising about it.

11. According to Jill, what are the advantages of plastic bricks compared to ordinary ones? Give TWO answers.

COMPLETE THE SENTENCES.

1. Plastic bricks are much stronger than ordinary bricks.
2. Plastic bricks are cheaper than ordinary bricks.

12. What does Jill tell listeners about Nzambi Matee, the inventor of the new brick?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Why she became a scientist at a very young age.
- ii) What made her think of making bricks from plastic.
- iii) What her recipe is for making plastic bricks.
- iv) Why it took her a long time to make the first brick.
- v) What ingredients she used in addition to plastic.
- vi) What other things she would like to invent.

لا تكتب في هذه المنطقة

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13. Matee hopes that in the future (-).
- (i) more people will work in her factory
 - (ii) there will be better machines for building bricks
 - (iii)** plastic bricks will be used all over the world
 - (iv) her invention will win a prize

תשובות נוספות- ראה נספח

בהצלחה!

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



נספח
שאלון א'
(MODULE E)
תשובות אפשריות נוספות

שאלה 3:

- Shows how creative people are.

שאלה 9:

- Improve creativity.

