

פתרון הבחינה

באנגלית

קיץ תשפ"ג, 2023, 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.



מדינת ישראל
משרד החינוךסוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ג, 2023
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 החזירו את השאלון למשגיח או למשגיחה.

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

שאלון: 016481



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה. כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

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

למידע על פסיכומטרי
ביואל גבע ←הזדמנות לעתודה יש פעם בחיים.
אל תתפשר עליה.

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

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

WORKING HARD ON VACATION

I Just before the Covid pandemic, Jill Corden went on vacation to Hawaii – a popular tourist destination that is famous for its wonderful climate, beautiful beaches and amazing landscapes. Jill was one of over 10 million tourists who visited Hawaii in 2019. But, unlike almost all tourists everywhere, she didn't go to admire the scenery or lie in the sun. Instead, she was there on a new
5 type of vacation arranged by the EcoTrips company, and spent much of her time planting trees in the countryside.

II In one way, Jill's vacation is not unusual. For over 50 years, small groups of young people have been traveling all over the world for their vacations, participating in environmental programs. Some, for example, go to care for injured wild animals. Others help clean polluted
10 rivers, or work on local farms. These groups live in tents and cook their own meals. Jill, too, worked hard during the day. But afterwards, a luxury hotel was waiting for her with everything that a five-star hotel offers, including a large swimming pool.

III In the past year, vacations like the one Jill went on have become very popular. "It's partly because people want to get out into nature after staying at home during the pandemic," says Roger
15 Morrison, head of EcoTrips. "And it's also because people are so tired of cooking, tidying up and cleaning their homes. They want to help the environment – but after long, difficult years at home, they also want to be pampered."

IV Before the Covid pandemic, it was hard to find this combination of luxury accommodation and environmental projects. But as demand grew, more companies began offering this type of
20 vacation. "Nowadays you can find a whole range of options, including some for people who can't do hard physical work," says Morrison. "Our own customers, for instance, can choose to help environmental projects by entering data into a computer, or by giving classes to other tourists about the projects."

V The environmental efforts of tourists like Jill are very much appreciated by local
25 communities. For many years, they have seen enormous damage done by tourists both in their cities and in the countryside, and have been looking for solutions. Some communities have even considered limiting the number of visitors. Doing that, however, can have very serious economic consequences. "Now there are tourists who leave the area in a better state than it was before they arrived," says Morrison. "So everyone is happy."



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QUESTIONS (70 points)

Answer questions 1–9 in English according to the article. In questions 1, 6, 7 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about Jill's vacation to Hawaii? (paragraph I)

- i) It was not what Jill expected.
- ii) It was affected by the pandemic.
- ☒ iii) It was different from most vacations.
- iv) It was organized by Jill herself.

(7 points)

2. What did Jill do during her vacation in Hawaii? (paragraph I)

תשובות נוספות- ראה נספח

ANSWER: **Jill spent much of her time planting trees in the countryside**

(8 points)

3. How was Jill's vacation experience similar to that of the young people mentioned in paragraph II?

COMPLETE THE SENTENCE.

תשובות נוספות- ראה נספח

Jill and the young people **worked hard during the day**

(8 points)

4. What could Jill do at the hotel? (lines 11–12)

COMPLETE THE SENTENCE.

תשובות נוספות- ראה נספח

She could **go to the swimming pool**

(8 points)

5. What does Morrison explain about the new type of vacation? (paragraph III)

COMPLETE THE SENTENCE.

תשובות נוספות- ראה נספח

He explains why it **has become very popular**

(8 points)

6. What do we learn from paragraph III?

- i) How the pandemic damaged our planet.
- ii) How staying at home helps the environment.
- iii) Why it is important to protect the environment.
- ☒ iv) Why so many people want to be pampered.

(7 points)



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7. According to Morrison, why might some tourists choose to give classes? (paragraph IV)

Because this activity (-).

- i) is interesting
- ii) is physically easy
- iii) can help local people
- iv) can be done online

(8 points)

8. What do we learn about the attitude of local communities towards tourists like Jill?

Give ONE answer from paragraph V.

תשובות נוספות- ראה נספח

COMPLETE THE SENTENCE.

Local communities Apprietiati them

(8 points)

9. What do we learn from paragraph V?

- i) What problem tourists can cause.
- ii) Why there are so many tourists today.
- iii) What kinds of economic benefits tourism has.
- iv) How communities limit the number of visitors.

(8 points)



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PART II: SPOKEN RECEPTION (30 points)

(ACCESS TO INFORMATION FROM SPOKEN TEXTS)

Answer questions **10–15** according to the broadcast. In questions **10, 12, 13** and **15**, circle the number of the correct answer. In the other questions, follow the instructions.

(5 points for each correct answer.)

DON'T LIE!

10. In her first answer, what does Wendy explain about white lies?

- i) How often people tell them.
- ii) How people feel when they tell them.
- iii) Why they are called white lies.
- ☒ iv) Why people tell them.

11. What can help people know you are lying? Give ONE answer.

תשובות נוספות- ראה נספח

ANSWER: **From the look at your face.**

12. According to Wendy, which lies have negative consequences?

- ☒ i) Mainly the lies our friends tell us.
- ii) All the lies that we tell.
- iii) Only the serious lies that we tell.
- iv) Mainly the white lies that we tell.

13. What does Wendy tell listeners about the brain's frontal lobe?

- ☒ i) It works hard when we tell lies.
- ii) It is active mainly when we tell lies.
- iii) It helps us realize that people are lying.
- iv) Its role in lying is not well understood.



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14. According to Wendy, what does research show about the effect of lying on the brain?

Give ONE answer.

תשובות נוספות- ראה נספח

COMPLETE THE SENTENCE.

Lying makes it harder for people to solve problems

15. According to Wendy, what will listeners be happy to learn?

- i) A lot of research has been done on lying.
- ii) Children can't hide the fact that they are lying.
- iii) Most people don't often tell lies.
- iv) The negative effects of lying don't last long.



נספח

שאלון 016481

(MODULE E)

תשובות אפשריות נוספות

שאלה 2:

- she planted trees.

שאלה 3:

- have been travelling all over the worldfor their vacations.

שאלה 4:

- swim in the pool.

שאלה 5:

- is popular (in the past year).

שאלה 8:

- appritaiate their environmental effect.

שאלה 11:

- from the words you are saying.

שאלה 14:

- make decisions.