מדינת ישראל
משרד החינוך
אגף החינוך המוכר
הפיקוח על בתי הספר
המוכרים העל־יסודיים
מכון הנרייטה סאלד

סוג הבחינה: השלמה בבתי מדרש למורים ולגננות עצמאיים
מועד הבחינה: קיץ תש"ף, 2020
מספר השאלון: 908121 S

אנגלית
מתכונת חדשה

חלק ב
גִּרסה ב'

הוראות לנבחנת

א. משך חלק ב: שעתיים וארבעים וחמש דקות.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה (חלק ב של הבחינה) ארבעה פרקים.

פרק ראשון	—	הבנת הנקרא (חלק ראשון)	— 25 נקודות	
פרק שני	—	הבנת הנקרא (חלק שני)	— 25 נקודות	
פרק שלישי	—	הבנת הנשמע	— 10 נקודות	**מבוטל במועד זה**
פרק רביעי	—	קלוז	— 10 נקודות	
		סך הכול	— 70 נקודות	

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית
ובאתר של אגף הבחינות במשרד החינוך.
נבחנת "עולה חדשה" רשאית להשתמש גם במילון דו־לשוני:
אנגלי-שפת אימה / שפת אימה-אנגלי.
השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.

ד. הוראות מיוחדות:

(1) כתבי את תשובותייך אך ורק במקומות שנועדו לכך בגוף השאלון.

(2) אין לכתוב בעיפרון — חובה לכתוב בעט.

(3) בתום חלק זה של הבחינה החזירי את השאלון למשגיחה.

בהצלחה!

/המשך מעבר לדף/

PART I: READING COMPREHENSION
(Section One) (25 points)
Read the text below, and then answer questions **10-15**.

פרק ראשון: הבנת הנקרא
(חלק ראשון) (25 נקודות)
קראי את הקטע שלפנייך, ועני על שאלות **15-10** שאחריו.

LITTLE FREE LIBRARIES

I Many of us take out books in the school library or at the public library. But for the last ten years, there has been another option: going to a Little Free Library (LFL). Unlike traditional libraries, LFLs are not buildings where people borrow books from a librarian. Instead, they are boxes or bookshelves full of books that stand in a variety of places. For example, you can find LFLs in the neighborhood park or near your supermarket. Anyone can choose books to take home. If people have books of their own to share, they can leave them for someone else to read.

II The first LFL was created by a man named Todd Boll. His goal was to enable more people to read books and to create closer connections between members of the community. Boll also started the LFL organization, which sends free instructions to anyone who wants help building this kind of library. News of these libraries spread quickly, and people everywhere loved the idea. They still do: since 2009, LFLs have been built all over the world. Today, there are 80,000 of them in more than 90 countries, and more are added every year.

III "One of best things about LFLs is that they reflect the needs of the neighborhood," says Hana Friedman, a mother of five from Brooklyn, New York. "For example, all the books on the bookshelves at my local bank were put there by people from my community. So when I go there, I can always find something nice for my baby daughter, or a *Gemara* for my teenage sons." Mrs. Friedman adds that her children bring their own books to the bank after they finish reading them. "We make sure to bring only the ones that are in good condition," she says. "The kids feel they're doing something for the community, and they are really proud of that."

/המשך בעמוד 3/

השאלות (25 נקודות)

ענה באנגלית על שאלות **10-15**.

בשאלות 10 ו־14 הקיפי את האות המציינת את התשובה הנכונה. בשאלות האחרות ענה לפי ההוראות.

QUESTIONS (25 points)

Answer questions **10-15** in English.

In questions 10 and 14, circle the letter marking the correct answer. In the other questions, follow the instructions.

10. What are we told about LFLs in paragraph I?

(a) What the librarians there do.

(b) What they are.

(c) What kinds of books they have.

(3 points)

11. COMPLETE THE SENTENCE ACCORDING TO PARAGRAPH I.

You can share your books with others by .....

..... .

(4 points)

12. Why did Todd Boll create the LFL? Give ONE reason. (paragraph II)

COMPLETE THE SENTENCE.

He wanted to ..... .

(4 points)

13. What do we learn from paragraph II?

PUT A √ BY THE TWO CORRECT ANSWERS.

..... i) People who want to build an LFL can get help.

..... ii) The organization sends volunteers to build LFLs.

..... iii) It was hard to start the LFL organization.

..... iv) LFLs have become very popular.

..... v) LFLs are always in the news.

(2x3=6 points)

/המשך בעמוד 4/

14. What does Mrs. Friedman explain about the LFL in her neighborhood? (paragraph III)

(a) Why it was built in the bank.

(b) Why it is better than other LFLs.

(c) What she likes about it.

(4 points)

15. Why do Mrs. Friedman's children bring their books to the LFL? (paragraph III)

ANSWER: ..... .

(4 points)

/המשך בעמוד 5/

Note: **The exam continues on page 6.**

שימי לב: המשך המבחן בעמוד 6.

PART II: READING COMPREHENSION
(Section Two) (25 points)
Read the article below
and answer questions **16-21**.

פרק שני: הבנת הנקרא
(חלק שני) (25 נקודות)
קראי את המאמר שלפנייך,
ועני על שאלות **16-21**.

ISRAELI TOMATOES — A SUCCESS STORY

I These days, Israeli tomatoes are famous all over the world. Farmers in many countries buy tomato seeds from Israel, and the plants from those seeds are easy to grow. The tomatoes themselves are very tasty, and are available throughout the year.

II It all started with the work of two Israeli scientists, Prof. Haim Rabinowitch and Prof. Nachum Kedar. Around 40 years ago, the two scientists developed Israeli tomatoes with a long shelf life – tomatoes that don't spoil quickly. They also managed to make them especially tasty.

III The success with regular tomatoes encouraged Rabinowitch and Kedar to try to improve a different kind: cherry tomatoes. Wild cherry tomatoes are very small and tasteless. People used to grow them to decorate their yards, but they never ate them. The two scientists believed that they could make cherry tomatoes delicious and give them, too, a long shelf life. After several years of work, they succeeded in doing that.

IV The improved cherry tomatoes quickly arrived in countries all over the world. However, there was a problem: farmers had to pick them one by one — a slow and hard process. This made them very expensive. So Rabinowitch and Kedar went back to work, and they managed to make the tomatoes grow in groups, like grapes. As a result, it became much easier and cheaper to pick them. Soon, the shops began selling cherry tomatoes at lower prices, and a lot more people began buying them.

V Since then, other Israeli experts have made additional improvements to many types of tomatoes. For example, they have made the tomatoes more nutritious. Some groups of scientists are working on tomato plants that can survive in bad weather conditions, such as extreme heat. Other groups are developing plants that can grow in salt water. Thanks to these projects, many more people, in many more places, will be able to grow and eat this wonderful vegetable.

/המשך בעמוד 7/

QUESTIONS (25 points)

Answer questions **16-21** in English.

In questions 16 and 21, circle the letter marking the correct answer. In the other questions, follow the instructions.

השאלות (25 נקודות)

עני באנגלית על שאלות **16-21**.

בשאלות 16 ו־21 הקיפי את האות המציינת את התשובה הנכונה.

בשאלות האחרות עני לפי ההוראות.

16. What do we learn about Israeli tomatoes from paragraph I?

(a) In which countries you can find them.

(b) Why they are famous.

(c) How to grow them.

(3 points)

17. How are Israeli tomatoes today different from those in the past? Give TWO answers according to paragraph II.

COMPLETE THE SENTENCES.

(1) Today, the tomatoes ..... .

(2) Today, the tomatoes ..... .

(2x3=6 points)

18. What did the Israeli scientists succeed in doing? Give ONE answer. (paragraph III)

COMPLETE THE SENTENCE.

They managed to ..... .

(4 points)

19. What is explained in paragraph IV about cherry tomatoes?

PUT A √ BY THE TWO CORRECT ANSWERS.

..... i) Why people like to eat them.

..... ii) How farmers used to pick them.

..... iii) Why they taste like grapes.

..... iv) Why they are less expensive today.

..... v) Which shops sell them.

(2x3=6 points)

/המשך בעמוד 8/

20. What advantage might tomato plants have in the future? Give ONE answer. (paragraph V)

COMPLETE THE SENTENCE.

The plants might be able to ..... .

(3 points)

21. What are we told about the work that Israeli experts are doing? (paragraph V)

(a) How it is being done.

(b) What people think about it.

(c) Why it is important.

(3 points)

/המשך בעמוד 9/

PART III: LISTENING COMPREHENSION
(10 points)

פרק שלישי: הבנת הנשמע
(10 נקודות)

<u>שימי לב</u>: במועד זה, פרק הבנת הנשמע <u>מבוטל</u>.
המשיכי אל הפרק הבא.

/המשך בעמוד 10/

PART IV: CLOZE (10 points)

Circle the correct answer in each item.
(10 points; 1 point for each correct answer).

פרק רביעי: קלוז (10 נקודות)

22. הקיפי את ההשלמה הנכונה בכל מקום ממוספר בקטע שלפנייך.
(10 נקודות; לכל השלמה נכונה — נקודה אחת.)

ADULTS SHOULD PLAY GAMES, TOO

We all know how important playing games is for children. **(1. Therefore / Luckily / However)**, most of us don't realize that there are many **(2. reasons / advantages / activities)** that adults should play as well. Here are **(3. either / some / any)** of them:

Playing games can be a fun challenge for **(4. you're / yours / your)** brain. For example, **(5. after / when / where)** you play word games, you have to concentrate and use your memory. This **(6. improves / improved / to improve)** your thinking skills.

You can also improve your social skills **(7. at / on / by)** playing games. For example, you learn to **(8. take / do / send)** things together with others. This is a skill **(9. which / who / what)** can help you in many other situations as well.

So when was the last time you **(10. play / played / have been playing)** games? Go ahead and play with family and friends – it will make your life richer!

בהצלחה!

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