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

מועד הבחינה: תש"ף 2020, **מועד שני**
מספר השאלון: 016481S

אנגלית

רמה מוגברת

גִרסה ב'

הוראות לנבחנת

א. <u>משך הבחינה</u>: שעה ורבע

ב. <u>מבנה השאלון ומפתח ההערכה</u>: בשאלון זה שלושה פרקים.

פרק ראשון	—	הבנת הנקרא	—	60 נקודות
פרק שני	—	הבנת הנשמע	—	16 נקודות
פרק שלישי	—	אוצר מילים	—	24 נקודות
		סך הכול	—	100 נקודות

ג. <u>חומר עזר מותר בשימוש</u>: אין.

בשאלון זה <u>אין</u> להשתמש במילון או במילונית.

ד. <u>הוראות מיוחדות</u>:

(1) כתבי את <u>כל</u> תשובותייך בגוף השאלון (במקומות המיועדים לכך).

(2) כתבי את כל תשובותייך ב<u>אנגלית</u> וב<u>עט בלבד</u>.

(3) בתום הבחינה החזירי את השאלון למשגיחה.

בהצלחה!

/המשך מעבר לדף/

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(60 points)

Read the article below and then answer questions 1-8.

A glossary of the underlined words (numbers 1-9) is provided on page 3.

SAVING THE BEES

I What do apples, avocados, and mangoes have in common? Apart from being some of our favorite fruit, they are all at risk of disappearing from the shops. "We are facing a crisis[1]," says American fruit grower Bob Lewin. "Many types of fruit can only grow if the flowers on the trees are pollinated[2] by bees. But in the past decade there has been a dramatic reduction[3] in the bee population all over the world, and this is already having an effect on the quantity of fruit produced."

II In recent years there have been reports in the United States that over half of the bees do not survive[4] the winter months. In the past, less than 10% were affected by winter weather, even when it was extremely cold. "Scientists have been trying to find out what's going on," says Lewin. "I read they've discovered that bees are not as strong and healthy as they used to be. This might explain why so many of them can't cope with the cold."

III Indeed, these days bees are more likely to get ill, and researchers have identified a possible reason. "Bees become very weak if they have to fly long distances to find flowering[5] trees where they can collect nectar[6]," explains Jenny Chambers of the Dunster Bee Research Institute. "But with increasing urban development, there are fewer and fewer forests and fields. Some beekeepers[7] have tried moving their hives[8] to places where the bees can still easily find plenty of trees. Unfortunately, however, it is difficult for bees to adapt to new locations. One simple solution is now being tested: planting eucalyptus trees near hives, because this type of tree has flowers almost the whole year round. We're watching to see if the bees become healthier."

IV Another method for helping bees stay healthy is to keep them in a new type of home that was designed by the Israeli company Beewise. The structure, which is the size of a small room, contains 40 separate hives. An advanced[9] computer system controls the temperature of the hives, and constantly checks for disease. As soon as a problem is found, the computer sends a message to the cell phone of the beekeeper, who can then go to the hive and fix it. "We really hope such solutions will work," says Chambers. "Otherwise, we will soon find ourselves without some of our most delicious fruit."

/המשך בעמוד 3/

GLOSSARY		
1.	**crisis**	משבר
2.	**pollinate**	להאביק
3.	**reduction**	הפחתה, צמצום
4.	**survive**	לשרוד
5.	**flower** (verb)	לפרוח
6.	**nectar**	צוף
7.	**beekeeper**	כוורן, דבוראי
8.	**hive**	כוורת
9.	**advanced**	מתקדם, משוכלל

QUESTIONS (60 points)

Answer questions **1-8** in English, according to the article. In questions **1**, **5**, **6** 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) What fruit growers are doing about the crisis.

ii) How bees help produce some kinds of fruit.

iii) Why so many people like to eat fruit.

iv) Why there has been a reduction in the bee population.

(7 points)

2. COMPLETE THE SENTENCE.

Apples are mentioned in paragraph I as a fruit that might .....

..... .

(8 points)

3. According to Lewin, what have scientists been trying to discover? (paragraph II)

COMPLETE THE ANSWER.

Why more bees ..... .

(8 points)

/המשך בעמוד 4/

4. What does Jenny Chambers explain in lines 13-15? Give ONE answer.

COMPLETE THE SENTENCE.

She explains why ..... .

(8 points)

5. What are we told in paragraph III about moving the hives?

i) How frequently beekeepers do it.

ii) Why it is a problem for the bees.

iii) What preparations beekeepers need to make.

iv) How scientists study its effect on bees.

(7 points)

6. Why were eucalyptus trees chosen as a possible solution to the problem? (paragraph III)

i) Because they can grow easily in cities.

ii) Because bees adapt to them quickly.

iii) Because they have nectar most of the year.

iv) Because they produce a lot of fruit.

(7 points)

7. How might the Beewise computer system help keep bees healthy? Give ONE way. (paragraph IV)

COMPLETE THE SENTENCE.

It might do so by ..... .

(8 points)

8. What do we learn from lines 17-26 about the two solutions described in the article?

i) It might be difficult to test them.

ii) They were suggested by beekeepers.

iii) They were developed in Israel.

iv) It is not certain that they will work.

(7 points)

/המשך בעמוד 5/

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (16 points)

Answer questions **9-12** according to the broadcast. In all the questions, circle the number of the correct answer.

(4 points for each correct answer.)

A TASTE OF CHOCOLATE

9. What do we learn about Miriam from her first answer?

(i) How she chose the company she works for.

(ii) Why she asked for two jobs at the company.

(iii) Where she learned to develop new food products.

(iv) Why she is planning to become a chocolate taster.

10. What does Miriam tell the interviewer about the training program?

(i) What kinds of chocolate the participants were given.

(ii) Why the participants tasted chocolate only in the mornings.

(iii) What made the program so much fun.

(iv) Why the chocolates were difficult to identify.

11. Why does Miriam give the example of chocolate that looks and tastes like fruit?

To show that (–).

(i) it is difficult to make new chocolate products

(ii) the company has many good ideas

(iii) fruit is less popular than chocolate

(iv) it is important to develop new products

12. What does Miriam explain in her last answer?

(i) Which shops new chocolate products are sent to.

(ii) Why there is competition between chocolate companies.

(iii) When chocolates are ready to be sold to the public.

(iv) Why she can't talk about the new products she's developing.

/המשך בעמוד 6/

PART III: VOCABULARY (24 points)

Answer questions **13-18** according to the instructions.

In each of the questions **(13)** to **(15)**, there are six items (words or chunks) and three definitions.
In each question, match three of the items 1-6 to the definitions on the right.
Write the number of the item next to its definition, as shown in the example.
(2 points for each correct match.)

EXAMPLE

1. a calendar
2. a season
3. an island
4. traffic
5. a prize
6. a label

4	cars, buses, and trucks moving along a road
1	shows days, weeks, and months in a year
5	something you are given when you win a race

(13)

1. a community
2. a possibility
3. a performance
4. a regulation
5. an investigation
6. a statement

_____	something that might happen
_____	a rule that controls how something is done
_____	a group of people who live in the same area or share the same interests

(14)

1. to respect
2. to complain
3. to notice
4. to challenge
5. to illustrate
6. to expect

_____	to draw pictures for a book, a magazine, etc.
_____	to think that something will happen
_____	to become aware of someone or something

/המשך בעמוד 7/

(15)

1. to depend on
2. to get rid of
3. to come up with
4. to be in touch with
5. to look forward to
6. to care for

_____ to feel happy about something that is going to happen

_____ to suggest or to think of an idea or a plan

_____ to look after someone

NOTE: The exam continues on the next page.

/המשך בעמוד 8/

In questions **16-18**, complete the sentences by circling the number of the most suitable word.
(2 points for each correct completion.)

16. You say you're fine, but you don't look very well. Are you being completely (–)?

(i) creative

(ii) acceptable

(iii) capable

(iv) honest

17. It was difficult to choose where to spend the day with the children, but we (–) decided to take them to the zoo.

(i) constantly

(ii) eventually

(iii) necessarily

(iv) mainly

18. Shira worked very hard to set up her business, so nobody was surprised that it was a (–).

(i) success

(ii) crime

(iii) benefit

(iv) silence

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