

- סוג הבחינה: א. בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחני משנה  
ג. בגרות לנבחנים אקסטרניים  
מועד הבחינה: תשע"ב, מועד ב  
מספר השאלון: 405,016106

# אנגלית

## שאלון ה'

(MODULE E)

## גרסה 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: אחד מבין המילונים האלה:  
– מילון אנגלי-אנגלי-עברי  
**א**  
– מילון אנגלי-עברי-עברי-אנגלי  
– قاموس إنجليزي – إنجليزي – عربي (מילון אנגלי-אנגלי-ערבי)  
**א**  
– قاموس إنجليزي – عربي / عربي – إنجليزي (מילון אנגלי-ערבי / ערבי-אנגלי)
- ד. נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.  
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!**

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

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

**OUTDOOR SCIENCE**

On most sunny winter weekends, college student Erika Dunn goes skiing high in the Rocky Mountains. Last weekend, however, she volunteered to track wolves through those same mountains for a research project she had read about on the website of an organization called Adventurers and Scientists for Conservation (ASC). Founded  
5 in 2010 by hiker and ecologist Gregg Treinish, the ASC connects adventurers and outdoor sports lovers with scientists who need help in getting information from places that are hard to reach.

By establishing the ASC, says Treinish, he hoped to solve a serious problem in conservation research: scientists who study endangered plants and animals are often  
10 unable to get data from remote regions. Treinish believed that adventurous nature lovers would be happy to help out, and he was right. Shortly after the ASC website started listing research projects that needed data, adventurers – hikers, divers, and mountaineers – began offering to get it. Volunteers have already collected information on five continents and in every ocean on the planet. They've even found a previously  
15 unknown plant growing high on Mount Everest.

Working with volunteers means that scientists don't have to finance expeditions out of their own limited research budgets, says Tom Harrington of the Brandon Research Institute. But relying on non-scientists for help can also be problematic. In one project, for instance, biologist Debra Cusack asked 12 volunteers to gather data on the pika,  
20 a small animal that lives in mountainous areas. When she checked the data they sent, she found that much of it had no value for her study: some people got confused when using the tracking equipment; others sent images of a different animal altogether. Nevertheless, Cusack plans to continue working with volunteers. "A little usable information is better than no information at all," she says.

The ASC is also thinking of the next generation, and is working to increase teenagers' awareness and knowledge of the natural world. In one program, high school students are taken to local parks and shown how to make observations of scientific value and how to record the information accurately. "We're giving teenagers a 'cool' way to spend their time outdoors," says ASC instructor Henry Dyson, "and also teaching  
30 them skills that will allow them to make a real contribution to the world we live in."

QUESTIONS (70 points)

Answer questions **1-8** in English, according to the article. In questions **1, 6** and **7**, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What do we learn from lines 1-7?

- (i) Why Erika volunteers for research projects.
- (ii) Why some researchers need people like Erika.
- (iii) Why scientists do research on wolves.
- (iv) Why adventurers are interested in conservation.

(7 points)

**2.** COMPLETE THE SENTENCE ACCORDING TO LINES 8-11.

Treinish explains why he .....

(8 points)

**3.** How do "adventurous nature lovers" (lines 10-11) help scientists?

COMPLETE THE SENTENCE ACCORDING TO LINES 8-15.

They .....

(8 points)

**4.** What can we understand from lines 8-15?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) ASC volunteers helped Treinish with his research.
- ..... ii) Scientific research is done mainly in remote areas.
- ..... iii) The ASC is achieving its goal.
- ..... iv) Many conservation problems have been solved.
- ..... v) Scientists need help from different kinds of adventurers.
- ..... vi) Not many plants grow in remote places.

(2×8=16 points)

5. Why does the writer give the example of the pika? (lines 16-24)

COMPLETE THE ANSWER.

To show that .....  
(8 points)

6. Both Tom Harrington and Debra Cusack say that working with volunteers is (-).  
(lines 16-24)

- (i) cheap
- (ii) easy
- (iii) helpful
- (iv) common

(8 points)

7. What information are we given about the ASC activities for teenagers?  
(lines 25-30)

- (i) How popular they are.
- (ii) When they were started.
- (iii) How scientists participate in them.
- (iv) What their goals are.

(8 points)

8. Give ONE skill that teenagers learn in the ASC program. (lines 25-30)

ANSWER: .....  
(7 points)

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

/המשך בעמוד 6/

**PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)**

Answer questions **9-13** according to the broadcast. In questions **10** and **12**, circle the number of the correct answer. In the other questions, follow the instructions.

(5 points for each correct answer.)

**HELPING SICK STUDENTS CATCH UP\* FAST**

**9.** What does Steven tell listeners at the beginning of the interview?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) What his daughter Cindy thinks of the project.
- ..... ii) How he got the idea for the project.
- ..... iii) How long he plans to continue the project.
- ..... iv) How the project helped Cindy.
- ..... v) Why the project focuses on math.
- ..... vi) How many classes joined the project.

**10.** What does Steven explain about the TechniCorp volunteers?

- (i) How they are chosen.
- (ii) How the company helps them.
- (iii) How the company trains them.
- (iv) How they work with the students.

**11.** COMPLETE THE SENTENCE.

Steven describes how school teachers .....

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\* catch up — לסגור את הפער / يلحق بالبقية

12. What objection to the project does Steven mention?
- (i) The results show it is not really effective.
  - (ii) It is only aimed at one group of students.
  - (iii) The volunteers don't meet the students face to face.
  - (iv) The volunteers give too much attention to each student.
13. According to Steven, how will the project be different in the future? Give ONE answer.

COMPLETE THE SENTENCE.

There will be .....

## בהצלחה!

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