

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ב, 2022
מספר השאלון: 016471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	–	הבנת הנקרא	–	70	נקודות
פרק שני	–	אוצר מילים	–	30	נקודות
	–	סך הכול	–	100	נקודות

ג. חומר עזר מותר בשימוש: אין.

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.

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

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

בהצלחה!



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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.

A glossary of the underlined words (numbers 1-5) is provided on page 5.

IMPROVING CREATIVE ABILITIES

I Suppose you want to invent a recipe for dinner or decorate¹ 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
5 shown there are ways to increase creativity².

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 brick³. They get extra points for their more original ideas, and their final score shows how creative they are.

10 **III** Using the AUT, psychologists have recently found that taking a break⁴ during work increases creativity. "Your break can be for something as simple as having a cup of coffee," says psychologist Stella Doran. "But the timing⁵ 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."

15 **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.

20 **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
25 multitasking. However, according to Melwani's study, when we need to be creative it is beneficial."



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GLOSSARY					
1. decorate	decorar	украшать	décorer	אָרְשֵׁט	לקשט / תזיין
2. creativity	creatividad	креативность	créativité	אַמֶּל	יצירתיות / אִבְדָּא
3. brick	ladrillo	кирпич	brique	אֶבֶן	לבנה / לִינֵה, טוּבֵה
4. break (noun)	pausa	перерыв	pause	אַלְפֵי	הפסקה / אַסְרָחָה
5. timing	momento	выбранный момент	moment où la chose est effectuée	אָרְשֵׁט-לִי	עיתוי / תּוֹפִיט

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.

- What do we learn from paragraph I?
 - Businesses don't have enough creative people.
 - It is easier to be creative at work than at home.
 - It is possible to become more creative.
 - Studying can improve creativity.

(7 points)

- When people are creative at work, what can it help them do? (paragraph I)
 ANSWER:

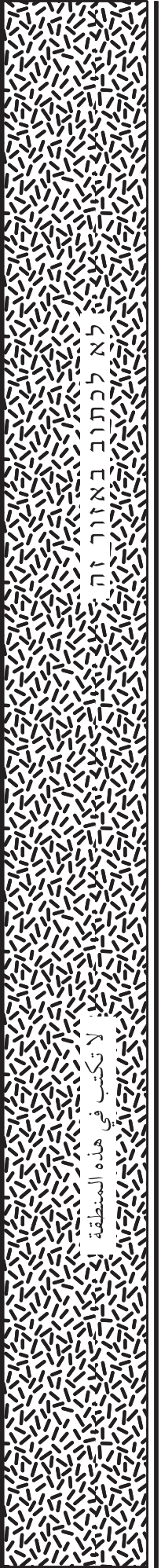
(8 points)

- What do we learn about the AUT from paragraph II? Give ONE answer.
 COMPLETE THE SENTENCE.
 We learn how it

(8 points)

- According to Doran, what might people do during a break? (paragraph III)
 COMPLETE THE SENTENCE.
 They might

(8 points)





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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)

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

COMPLETE THE SENTENCE.

You can

(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

(8 points)

לא תכתב פי هذه المنطقة

לא לכתוב באזור זה



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PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (10) to (14). In each question 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 | _____ 4 _____ | cars, buses, and trucks moving along a road |
| 3. an island | _____ 1 _____ | shows days, weeks, and months in a year |
| 4. traffic | _____ 5 _____ | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(10)

- | | | |
|------------------|-------|--|
| 1. a sample | | |
| 2. identity | _____ | the ability to think about one thing for a long time |
| 3. concentration | _____ | information discovered as a result of research |
| 4. emphasis | _____ | special importance that is given to something |
| 5. findings | | |
| 6. a variety | | |

(11)

- | | | |
|-------------|-------|-------------------------|
| 1. skilled | | |
| 2. major | _____ | allowed by the law |
| 3. legal | _____ | happening often |
| 4. creative | _____ | very large or important |
| 5. relative | | |
| 6. frequent | | |

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(12)

- | | | |
|-------------------|-------|--|
| 1. to continue | _____ | to say what you think is wrong with someone or something |
| 2. to select | _____ | to choose something carefully |
| 3. to behave | _____ | to say something without being sure of all the facts |
| 4. to investigate | _____ | |
| 5. to criticize | _____ | |
| 6. to guess | _____ | |

(13)

- | | | |
|------------------|-------|------------|
| 1. particularly | _____ | completely |
| 2. fully | _____ | almost |
| 3. unfortunately | _____ | especially |
| 4. necessarily | _____ | |
| 5. nearly | _____ | |
| 6. constantly | _____ | |

(14)

- | | | |
|---------------|-------|-------------|
| 1. by mistake | _____ | from memory |
| 2. by hand | _____ | alone |
| 3. by oneself | _____ | by accident |
| 4. by heart | _____ | |
| 5. by far | _____ | |
| 6. by the way | _____ | |

בהצלחה!

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

لا تكتب في هذه المنطقة

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