

دفتر امتحان

تحية للممتحن!

اقرأ بتمعن التعليمات في هذه الصفحة واعمل وفقاً لها بالضبط. عدم تنفيذ التعليمات قد يؤدي إلى عواقب مختلفة وحتى إلى إلغاء امتحانك. أعد الامتحان لفحص تحصيلاتك الشخصية، لذلك اعمل بشكل ذاتي فقط. أثناء الامتحان، لا يُسمح طلب المساعدة من الغير بواسطة الحصول على مواد مكتوبة أو الحديث، كما لا يُسمح مساعدة ممتحنين آخرين، حتى لو توجهوا إليك.

لا يُسمح إدخال مواد مساعدة - كتب، دفاتر، قوائم، أجهزة اتصال بأنواعها وما شابه - إلى غرفة الامتحان ما عدا "مواد مساعدة يُسمح استعمالها" المفصلة في نموذج الامتحان أو في تعليمات مسبقة من الوزارة. إذا كانت لديك مواد مساعدة لا يُسمح استعمالها، سلمها للمراقب قبل بدء الامتحان. بعد أن تنتهي من كتابة الامتحان، سلم الدفتر للمراقب، وغادر غرفة الامتحان بهدوء.

نرجو التقيد بنزاهة الامتحانات!

تعليمات للممتحن الخارجي

1. تأكد بأن تفاصيلك الشخصية وتفاصيل نموذج الامتحان الذي تُمتحن به مطبوعة على الملصقة التي حصلت عليها، وألصقها على غلاف الدفتر، في المكان المخصص لذلك.
2. إذا لم تحصل على ملصقة، اكتب بخط يد التفاصيل في المكان المخصص لملصقة الممتحن.

تعليمات للممتحنين

1. لا يُسمح الكتابة في هوامش الدفتر (في المنطقة المخططة)، لأنه لن يتم مسح ضوئي لهذه المنطقة.
2. اكتب كلمة "مسودة" في رأس كل صفحة تستعملها مسودة.
3. لا يُسمح استعمال التبيكس (DPS) في دفتر الامتحان. إذا أردت المحو - مرر خطاً أو ضع (X) على المكتوب.
4. يجب الكتابة في دفتر الامتحان بقلم حبر فقط.
5. لا يُسمح كتابة الاسم داخل الدفتر لأن الامتحان يُفحص بدون ذكر اسم.
6. لا يُسمح إضافة أو تغيير أية تفاصيل في الملصقات، وذلك لمنع عواقب في تشخيص الممتحن وفي تسجيل العلامات.

نتمنى لك النجاح!

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: תשע"ד, מועד ב, 2014
מספר השאלון: 407,016108

אנגלית

שאלון ז'

(MODULE G)

גרסה א'

הוראות לנבחן

- א. משך הבחינה: שעה וחצי
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
- | | | | | | |
|-----------|---|-------------|---|-----|--------|
| פרק ראשון | – | הבנת הנקרא | – | 60 | נקודות |
| פרק שני | – | משימת כתיבה | – | 40 | נקודות |
| | – | סה"כ | – | 100 | נקודות |
- ג. חומר עזר מותר בשימוש: מילון אנגלי-אנגלי-עברי
- א:** מילון אנגלי-עברי / עברי-אנגלי
- א:** מילון אנגלי-אנגלי-עברי
- א:** מילון אנגלי-עברי / עברי-אנגלי
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי. השימוש במילון אחר טעון אישור הפיקוח על הוראת האנגלית.
- ד. 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) כתוב את הנוסח הסופי של מטלת הכתיבה בעמוד 7. אם תצטרך, תוכל להשתמש גם בעמוד 8.
 - (4) בתום הבחינה החזר את השאלון למשגיח.
- הערה: על כתיב שגוי יופחתו נקודות מהציון.
- הערה: קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.
- ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**
- בהצלחה!**
- /המשך מעבר לדף/

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(60 points)

Read the article below and then answer questions 1-6.

SOCIAL-EMOTIONAL LEARNING

A new subject has recently been added to the curriculum in thousands of schools across America. Called Social-Emotional Learning, or SEL, it aims to teach children how to manage their emotions in social situations, and help them show empathy and respect for others. SEL programs were developed
5 in response to dozens of studies indicating that social-emotional skills contribute greatly to academic success. It has also been found that people with these skills enjoy greater job satisfaction and more stable relationships, as well as better health.

Research psychologist Marc Brackett, a pioneer of SEL, notes that the school
10 environment is a source of constant emotional turmoil. The steady stream of academic and social challenges arouses intense feelings ranging from deep frustration to over-excitement, all of which can undermine the ability to learn. As Dr. Brackett points out, when emotions take over, attention and memory are impaired, making it very difficult for children to focus on what's being
15 taught in class. "A teacher might say, 'Calm down!'," he explains, "but how exactly do you calm down when you're feeling anxious? Where do you learn the skills to manage those feelings?"

A growing number of educators and psychologists believe that the answer
20 to that question is, in school. It is during those years, they say, that children should learn not to be overwhelmed by their feelings. This is easier said than done. When we feel angry, we often lash out at others, which only makes matters worse. Advocates of SEL claim that by employing a range of activities such as role playing and group discussions of actual situations, children can be taught to cope with their emotions in more constructive ways.

25 Although increasingly popular, SEL has also generated heated debate. Some
experts argue that the programs are being implemented prematurely, before it
has been determined at which ages children can best learn techniques of self-
control. In fact, few in-depth studies have examined this question. Moreover,
no agreed-upon standards have been set for evaluating the success of SEL
30 programs. This may explain why studies of current programs have produced
conflicting results. Whereas some have reported an improvement in academic
achievements and a decrease in aggressive behavior, others have found no
changes in either area.

Until these fundamental problems and others like them are addressed, many
35 educators will continue to dismiss SEL as a waste of valuable classroom time.
But Dr. Brackett, who developed one of the first SEL programs, has no doubt
that convincing evidence of the effectiveness of the method will eventually be
found. What is more, he believes that a properly designed program implemented
throughout the school years would have a far-reaching impact. "If you have
40 that kind of instruction from kindergarten," he says, "I think that in 20 years the
world will be a very different place."

QUESTIONS (60 points)

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

1. What do we learn about in lines 1-8?
 - (i) Different ways of teaching SEL.
 - (ii) Studies done on SEL.
 - (iii) The importance of academic success.
 - (iv) The benefits of social-emotional skills.

(7 points)

2. What are we told in lines 9-17 about intense feelings?
PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) What social effects they can have.
- ii) Why they are becoming more problematic.
- iii) How they affect learning.
- iv) What skills are needed to control them.
- v) Why they are common among school children.
- vi) How children are taught to deal with them.

(2×8=16 points)

3. Give ONE benefit of having better control of your emotions. (lines 18-24)
COMPLETE THE SENTENCE.

It can prevent you from
(7 points)

4. COMPLETE THE SENTENCE.

Group discussions are mentioned in lines 18-24 as an example of.....
.....
(7 points)

5. What needs to be done to solve TWO of the "fundamental problems" referred to in line 34? Base your answers on lines 25-33.
COMPLETE THE SENTENCES.

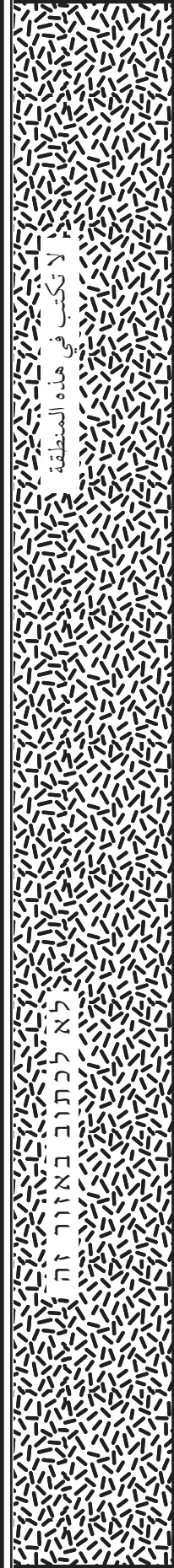
- (1) Experts must
-
- (2) Experts must
-

(2×8=16 points)

6. In lines 34-41, Dr. Brackett presents his view on (-).

- (i) the popularity of SEL
- (ii) the potential effect of SEL
- (iii) the basic problems SEL should address
- (iv) the impact of SEL on education

(7 points)



PART II: WRITTEN PRESENTATION (40 points)

Write 120-140 words in English on the following topic.

7. Which do you think is preferable: a higher-paying job with long working hours, or a lower-paying job with shorter hours?

Write a composition stating and explaining your opinion. You may relate to your own experience and / or that of others.

בהצלחה!

Use this page and the next (nos. 5-6) for writing a rough draft.

לא לכתוב באזור זה

لا تكتب في هذه المنطقة

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

