



وزارة التربية والتعليم

القسم الكبير للامتحانات

الإدارة التربويّة

دفتر امتحان

تحيّة للممتحنين وللممتحنات،

يجب قراءة التّعليمات في هذه الصّفحة والعمل وفقاً لها بدقّة . عدم تنفيذ التّعليمات قد يؤدّي إلى عوائق مختلفة وحتىّ إلى إلغاء الامتحان . أعدّ الامتحان لفحص التّحصيلاّت الشّخصيّة، لذلك يجب العمل بشكل ذاتيّ فقط . أثناء الامتحان، لا يُسمح طلب المساعدة من الغير، ولا يُسمح إعطاء أو الحصول على موادّ مكتوبة أو شفهيّة .

لا يُسمح إدخال موادّ مساعدة - كتب، دفاتر، قوائم - إلى غرفة الامتحان، ما عدا " موادّ مساعدة يُسمح استعمالها " المفصّلة في نموذج الامتحان أو في تعليمات مسبقّة من وزارة التربية والتعليم . كما لا يُسمح إدخال هواتف خلويّة أو أجهزة إلكترونيّة أخرى إلى غرفة الامتحان . استعمال موادّ مساعدة لا يُسمح استعمالها سوف يؤدّي إلى إلغاء الامتحان . بعد الانتهاء من كتابة الامتحان، يجب تسليم الدّفتر للمراقب ومغادرة غرفة الامتحان بهدوء .

يجب التّقيّد بنزاهة الامتحانات !

تعليمات للامتحان

1. يجب التّأكد بأنّ تفاصيلك الشّخصيّة مطبوعة على ملصقات الممتحن التي حصلت عليها . لا يُسمح إضافة أو تغيير أيّة تفاصيل في الملصقات، وذلك لمنع عوائق في تشخيص الدّفتر وفي تسجيل العلامات .
2. في حال عدم حصولك على ملصقة، يجب ملء التّفاصيل في المكان المعدّ لملصقة الممتحن، بخطّ يد .
3. لا يُسمح الكتابة في هوامش الدّفتر (في المنطقة المخطّطة)، لأنّه لن يتمّ مسح ضوئيّ لهذه المنطقة .
4. للمسوّدة تُستعمل أوراق دفتر الامتحان المعدّة لذلك فقط .
5. يُمنع نزع أو إضافة أوراق . الدّفتر الذي يُسلم ناقصاً يُشير الشّكّ بعدم الالتزام بنزاهة الامتحانات .
6. لا يُسمح كتابة الاسم داخل الدّفتر، لأنّ الامتحان يُفحص بدون ذكر اسم .

نتمنّى لكم النّجاح!

סוג הבחינה: בגרות
מועד הבחינה: חורף תשפ"ב, 2022
מספר השאלון: 016582

אנגלית

שאלון ז'

(MODULE G)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה וארבעים וחמש דקות.

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

פרק ראשון	-	הבנת הנקרא	-	60 נקודות
פרק שני	-	משימת כתיבה	-	40 נקודות
			-	סך הכול
			-	100 נקודות

ג. חומר עזר מותר בשימוש: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת אימו / שפת אימו-אנגלי. השימוש במילון אחר טעון אישור של 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.
 - (3) כתוב את הנוסח הסופי של מטלת הכתיבה בעמוד 9. אם תצטרך, תוכל להשתמש גם בעמוד 10.
 - (4) בתום הבחינה החזר את השאלון למשגיח.
- הערה: על כתיב שגוי יופחתו נקודות מהציון.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



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PART I: WRITTEN RECEPTION (60 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–9.

CLIMATE FICTION – A NEW GENRE

I In the 21st century a new genre of fiction has emerged: novels known as "climate fiction" – or "cli-fi," for short. Writers of this increasingly popular branch of fiction imagine the impact of climate change on the future of our planet and possible ways to prevent the environmental and social catastrophes that could lie ahead. Some of them paint a very gloomy picture of a future full of dramatic changes. Most, however, present a world where the Earth and its inhabitants ultimately survive.

II Like science fiction ("sci-fi"), which has been around since the 19th century, the new genre sets its stories at some point in the future. Sci-fi, however, deals with a much wider range of contemporary scientific and social problems. Moreover, when sci-fi authors describe a world transformed by climate change, many of the solutions they offer are pure fantasy – involving, for example, travel back through time to the distant past. Cli-fi authors, by contrast, are much more focused on reality. They aim to alert readers not only to possible climate disasters, but also to the fact that our future depends on the lifestyle choices we make today.

III But for cli-fi to achieve these goals, says environmentalist Jasper Corren, it must use genuine scientific information. "Providing readers with unreliable or inaccurate facts," he warns, "can have very negative consequences." As an example, he points to the film *The Day After Tomorrow*, which is based on the book *The Coming Global Superstorm*, where the whole world rapidly freezes due to climate change. "Viewers don't realize that such an event is scientifically impossible, and regard the film as factually correct," says Corren. "As a result, it's impossible to convince them that the real dangers of climate change are heat waves and flooding."

IV Most cli-fi writers, however, put a lot of effort into avoiding such errors. According to professor of literature Simona Dunn, they understand their responsibility, and interview experts on climate change to ensure that their novels contain accurate details. In addition, she says, scientists are not portrayed as eccentrics interested only in abstract problems. "In these books they are heroes – real people searching for solutions to enormous challenges. And my research has shown that this increases readers' trust in what they've been telling us for years."



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V How influential is the new genre? The answer is still unclear. One recent survey found that after reading a cli-fi novel, people expressed greater concern about the impact of climate change. Unfortunately, the effect was short-lived, lasting only a few months. Moreover, it did not lead to 30 changes in lifestyle. "I was surprised to learn that readers haven't even increased their use of public transportation," says Corren. Nevertheless, he believes that cli-fi novels play a vital role: "They promote discussion of this major issue. Even if that's all they do, it's a big step in the right direction."

QUESTIONS (60 points)

Answer questions 1–9 in English according to the article. In questions 1, 2, 7 and 9, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I?
 - (i) Why cli-fi only began in the 21st century.
 - (ii) What cli-fi authors think might happen in the future.
 - (iii) How climate change can be prevented.
 - (iv) How people might survive climate change.

(6 points)

2. What difference between climate fiction and science fiction is presented in paragraph II?
 - (i) Science fiction does not deal with climate change.
 - (ii) Science fiction aims to educate readers.
 - (iii) Climate fiction deals with fewer types of problems.
 - (iv) Climate fiction does not try to offer solutions.

(6 points)

3. How might the characters in science fiction novels solve problems caused by climate change?

Base your answer on paragraph II.

COMPLETE THE SENTENCE.

They might do so by

(7 points)

לא לכתוב באזור זה

לא לכתוב في هذه المنطقة



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4. What does Corren believe regarding writers of cli-fi? (lines 14–16)

COMPLETE THE SENTENCE.

He believes they should not (7 points)

5. What is Corren's objection to *The Day After Tomorrow*? (paragraph III)

COMPLETE THE SENTENCE.

Viewers don't believe that climate change can (7 points)

6. According to Dunn, how do cli-fi writers avoid errors? (paragraph IV)

COMPLETE THE ANSWER.

By (7 points)

7. What does Dunn explain in lines 23–26?

- (i) How cli-fi influences people's ideas about scientists.
- (ii) Why so many scientists are interested in abstract problems.
- (iii) What solutions to climate problems are offered in cli-fi novels.
- (iv) What scientists have told the public about climate change.

(6 points)

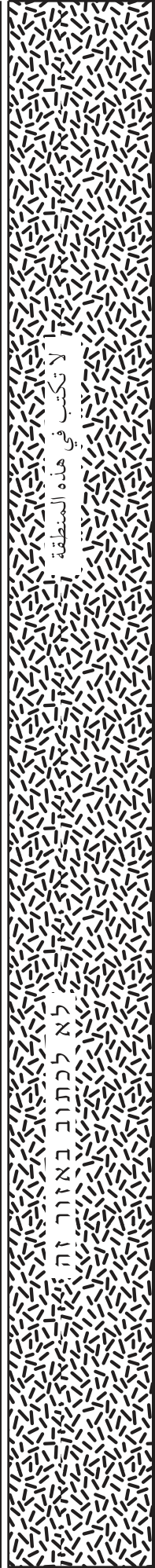
8. According to lines 30–31, what did Corren expect readers of cli-fi novels to do?

ANSWER: (7 points)

9. We can understand that Corren believes the new genre (-). (paragraph V)

- (i) should express its ideas more clearly
- (ii) will become increasingly popular
- (iii) needs to relate to more important issues
- (iv) contributes to public awareness of climate change

(7 points)





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PART II: WRITTEN PRODUCTION (40 points)

(WRITTEN PRESENTATION)

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

10. Is online study an effective way to learn?

Write a composition stating and explaining your opinion.

בהצלחה!

Use this page and the next (pages 7–8) for writing a rough draft.

لا تكتب في هذه المنطقة



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לא לכתוב באזור זה



לא לכתוב באזור זה

لا تكتب في هذه المنطقة



מדבקת משגיח

ملصقة مراقب

"איתך בכל מקום, גם בבגרות.
בהצלחה, מועצת התלמידים והנוער הארצית"
"معك في كل مكان، وفي البجروت أيضًا.
بالتحاح، مجلس الطلاب والشبيبة القطري"