





## وزارة التربية والتعليم

القسم الكبير للامتحانات

الإدارة التربويّة

### دفتر امتحان

تحية للممتحنين وللممتحنات،

يجب قراءة التعليمات في هذه الصفحة والعمل وفقاً لها بدقة. عدم تنفيذ التعليمات قد يؤدي إلى عواقب مختلفة وحتى إلى إلغاء الامتحان. أعد الامتحان لفحص التحصيلات الشخصية، لذلك يجب العمل بشكل ذاتي فقط. أثناء الامتحان، لا يُسمح طلب المساعدة من الغير، ولا يُسمح إعطاء أو الحصول على مواد مكتوبة أو شفوية.

لا يُسمح إدخال مواد مساعدة - كتب، دفاتر، قوائم - إلى غرفة الامتحان، ما عدا "مواد مساعدة يُسمح استعمالها" المفصلة في نموذج الامتحان أو في تعليمات مسبقة من وزارة التربية والتعليم. كما لا يُسمح إدخال هواتف خلوية أو أجهزة إلكترونية أخرى إلى غرفة الامتحان. استعمال مواد مساعدة لا يُسمح استعمالها سوف يؤدي إلى إلغاء الامتحان. بعد الانتهاء من كتابة الامتحان، يجب تسليم الدفتر للمراقب ومغادرة غرفة الامتحان بهدوء.

**يجب التقيد بنزاهة الامتحانات !**

#### تعليمات للامتحان

1. يجب التأكد بأن تفاصيلك الشخصية مطبوعة على ملصقات الممتحن التي حصلت عليها. لا يُسمح إضافة أو تغيير أية تفاصيل في الملصقات، وذلك لمنع عواقب في تشخيص الدفتر وفي تسجيل العلامات.
2. في حال عدم حصولك على ملصقة، يجب ملء التفاصيل في المكان المعدّ لملصقة الممتحن، بخط يد.
3. لا يُسمح الكتابة في هوامش الدفتر (في المنطقة المخططة)، لأنه لن يتم مسح ضوئي لهذه المنطقة.
4. للمسودة تُستعمل أوراق دفتر الامتحان المعدة لذلك فقط.
5. يُمنع نزع أو إضافة أوراق. الدفتر الذي يُسلم ناقصاً يُشير الشك بعدم الالتزام بنزاهة الامتحانات.
6. لا يُسمح كتابة الاسم داخل الدفتر، لأن الامتحان يُفحص بدون ذكر اسم.

نتمنى لكم النجاح!

סוג הבחינה: בגרות  
מועד הבחינה: חורף תש"ף, 2020  
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.

שים לב: אין להוסיף דפים למחברת הבחינה.

**ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**

**בהצלחה!**



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**PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS** (60 points)

Read the article below and then answer questions 1-7.

**INTRODUCING THE SHORTER WORKWEEK**

**I** It is nine o'clock on a Wednesday morning, a time when most office workers are sitting down behind their desks, beginning another busy working day. But at Versa, an Australian computer company, the offices are empty. For over a year, the company has been giving its employees the day off every Wednesday, requiring them to work only a four-day week for their usual  
5 five-day salary. The workers are delighted with the new policy, and the management, too, is very pleased. Despite the shortened workweek, the company's profits are greater than ever. Versa's boss, Kathryn Blackman, sees this as evidence that, contrary to popular belief, fewer working hours can actually help workers become more productive.

**II** Versa's view is also supported by recent studies. One team of researchers interviewed the  
10 200 employees of a company where a four-day workweek was introduced, and identified several strategies they developed to increase efficiency. For instance, the usual two-hour meetings were completed in thirty minutes, and the time spent on phone calls and emails was substantially reduced. Furthermore, workers reported greater job satisfaction, and they also seemed more relaxed and even healthier, taking fewer sick days. These findings are likely to surprise company  
15 managers. According to surveys, they often assume that shorter workweeks will result in additional stress for workers, who will try to get the same amount of work done in fewer hours.

**III** Although the managers of Versa believed their company would benefit from reduced working hours, they weren't sure of the best way to organize the new workweek. The idea of creating a three-day weekend was immediately rejected— such a long break, they felt, would make  
20 it difficult for employees to reconnect with their work on Monday mornings. The company did try allowing them to choose their own day off. That, however, made it nearly impossible to schedule meetings or to know when any particular person would be available. The Wednesday-off arrangement proved to be very popular with workers, who said they returned on Thursdays feeling full of energy.

לא תכתב פי אזה המנפא

לא לכאוב באזור זה



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25 **IV** Not all attempts to change the workweek have been so successful. An experiment with fewer work days at homes for the elderly in Sweden, for example, led to much higher costs since more people had to be hired. Nevertheless, many sociologists are in favor of the reduction. Among them is Erica Carter of Marsville College, who believes it could help solve a serious problem faced by companies. "Highly skilled women often leave the workforce when they become mothers,"  
30 she says. "If they are given more time at home, many might decide not to quit their jobs." Dr. Carter also notes that according to studies, extra time spent by parents with their children contributes to the children's self-confidence and to the whole family's quality of life. It seems, therefore, that changing the workweek could have a far-reaching impact not only on the workers and companies involved but also on the wider society.

QUESTIONS (60 points)

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

1. What are we told about Versa in paragraph I?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) What its workers do on their days off.
- ..... ii) How it is different from other companies.
- ..... iii) Why its employees' salaries will have to increase.
- ..... iv) How many hours its employees work every day.
- ..... v) Why it needed to improve productivity.
- ..... vi) What it has gained from the change it made.

(2x7=14 points)

2. What can we understand is the "popular belief" referred to in line 7?

COMPLETE THE SENTENCE.

People who work fewer hours are .....  
(8 points)

3. If working hours are reduced, what might workers do to increase their efficiency?

Give ONE answer. Base your answer on information in paragraph II.

COMPLETE THE SENTENCE.

They might .....  
(8 points)



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4. COMPLETE THE SENTENCE.

From paragraph II we learn why companies might not want to .....  
.....

(8 points)

5. What does the writer explain in paragraph III? Give ONE answer.

COMPLETE THE SENTENCE.

He explains why Versa decided not to .....  
.....

(8 points)

6. The Swedish example is given to show (-). (paragraph IV)

- i) how the workweek could be shortened
- ii) why not all workers want a shorter workweek
- iii) what problem shorter workweeks could cause
- iv) how shorter workweeks can be made more productive

(7 points)

7. What do we learn from Dr. Carter? (paragraph IV)

- i) Which skills companies value most.
- ii) Who can benefit from shorter workweeks.
- iii) How attitudes to workers are changing.
- iv) How working women acquire their skills.

(7 points)

לא תכתב פי هذه المنطقة

לא לכתוב באזור זה



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**PART II: WRITTEN PRESENTATION (40 points)**

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

8. Do you think anti-smoking advertising campaigns can be effective?

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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لا تكتب في هذه المنطقة

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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"