

מבחן מטה – אמצע י'

תוכנית תפנית לבגרות – סטארט, בשיתוף משה"ח

## אנגלית שאלון ב' (MODULE B)

### הוראות לנבחן

א. משך הבחינה: שעה ורבע. مدة الامتحان: ساعة وربع.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים

|                        |   |            |
|------------------------|---|------------|
| פרק ראשון - הבנת הנקרא | - | 70 נקודות  |
| פרק שני - משימות כתיבה | - | 30 נקודות  |
| סה"כ                   | - | 100 נקודות |

ג. חומר עזר מותר בשימוש: מילון דו-לשוני או מילון אוקספורד אנגלי-אנגלי-עברי או מילון הראפט אנגלי-אנגלי-ערבי. قاموس هاراب انجليزي-انجليزي-عربي.

- ד. הוראות מיוחדות:
- (1) עליך לכתוב את כל תשובותיך בגוף השאלון בלבד (במקומות המיועדים לכך).
  - (2) כתוב את כל תשובותיך באנגלית (בעט בלבד, אסור להשתמש בטיפקס).
  - (3) בתום הבחינה חזור את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה! بالنجاح!

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

الفصل الأول: فهم المقروء ( ٧٠ درجة )  
اقرأ المقابلة التي أمامك، ثم أجب عن  
الأسئلة 1-7 التي تليها.

פרק ראשון: הבנת הנקרא  
(70 נקודות)

קרא את הקטע שלפניך,

וענה על השאלות 1-7  
שאחריך

**Read the personal account below and then answer questions 1-7.**

**MESSAGE IN A BOTTLE**

by Paul Harkin

I am a geography teacher at Florida Beach High School. Every year, my students learn about the ocean currents\* that flow all the way to Europe. Five years ago, I decided to teach this subject in a more interesting way, so I started a project called "Message in a Bottle". I continue to do it every year.

- 5 The idea of the project is to put messages inside glass bottles, throw them into the ocean, and see how far the currents will carry them. In the messages, my students write their names and addresses. They ask the people who find the bottles to write back telling them where and when they found the bottles. When everything is ready, we sail in a small boat to a deep part of the ocean and throw the bottles into the water. In deep  
10 waters, the currents are strong enough to carry the bottles long distances. The students love to discover how far the currents carry the bottles.

- The first time we did the project, we waited ten months for a reply to the messages. The first letter came from a woman in America only 500 km away. However, it took much longer before the students started getting letters from Europe. In the past five  
15 years, my students have sent 300 messages in bottles. They always wait impatiently for answers from Europe. Until now, 35 people have written back saying they found the bottles in England, France and Spain.

- I always enjoy hearing from my students who get answers to their messages. But my real reward is when students say they enjoyed studying geography in this exciting  
20 way.

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\*ocean currents – זרמים באוקיינוס

/המשך בעמוד 3/

أجب بالإنجليزية عن الأسئلة 1-7، حسب  
القطعة التي قرأتها. في الأسئلة 4، 5 و 6 ضع  
دائرة حول رقم الإجابة الصحيحة. في الأسئلة  
الباقية، أجب حسب التعليمات.  
( ٧٠ درجة )

ענה באנגלית על השאלות 1-7, על פי  
הקטע שקראת. בשאלות 4, 5 ו 6,  
הקף

במעגל את המספר של התשובה הנכונה.  
בשאר השאלות ענה לפי ההוראות.  
(70 נקודות)

Answer questions 1-7 in English according to the personal account. In questions 4, 5 and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. Why did Paul Harkin start the project? (lines 1-4)

ANSWER: .....

(8 points)

2. PUT A ✓ BY THE TWO CORRECT ANSWERS, (lines 5-11)

The students asked the people who find the bottles to write (-).

- ..... i) the date they found the bottle
- ..... ii) what they think about the project
- ..... iii) how they felt when they saw the bottle
- ..... iv) if they want to come and visit Florida
- ..... v) the place where they found the bottle

(2x7=14 points)

3. Why did the students have to throw the bottles into a deep part of the ocean? (lines 5-11)

ANSWER: .....

(8 points)

/המשך בעמוד 4/

4. What do we learn in lines 12-17?

- i) Why people answered the messages.
- ii) How long it took to get answers to the messages.
- iii) How many bottles were found in England.

(8 points)

5. The students "wait impatiently for answers from Europe" (lines 15-16).

How do they know that the letters could come from Europe?

- i) They learned that the currents could carry the bottles to Europe.
- ii) They heard from students who got letters from Europe.
- iii) They sailed to Europe to throw the bottles into the ocean.

(8 points)

6. Paul Harkin is happy when his students say that (-). (lines 18-20)

- i) he should get a reward
- ii) they want to do another project
- iii) people wrote back to them

(8 points)

7. How do the students feel about the project? Give TWO answers from TWO different parts of the text.

ANSWER: (1) .....

(2) .....

(2x8=16 points)

