

# פתרון בחינת הבגרות באנגלית

## שאלון ז' (MODULE G)

מספרי השאלון: 407,016108

גרסה א'

### מוגש על ידי:

אורית הולנדר, מיכל חכמון, גניה אטד,

נחמה מצנר, דנה דרורי וארז צרפתי

מורים לאנגלית ברשת בתי הספר של

יואל גבע

### הערות:

1. התשובות המוצגות כאן הן בגדר הצעה לפתרון השאלון.
2. תיתכנה תשובות נוספות, שאינן מוזכרות כאן, לחלק מהשאלות.

**מדינת ישראל**  
**משרד החינוך**

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחני משנה  
ג. בגרות לנבחנים אקסטרניים  
מועד הבחינה: קיץ תשס"ט, 2009  
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 אוקספורד אנגלי-אנגלי-עברי.  
או: قاموس "هاراب" الإنجليزي – إجليزي – عربي  
(מילון הראפס אנגלי-אנגלי-ערבי)
- 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) בתום הבחינה חזור את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

**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 1-8.

**WILL GRASS BECOME A THING OF THE PAST?**

Clarence Ridgley is the most popular guy in his neighborhood, and it's all thanks to the patch of land in front of his home. In April, Ridgley transformed his pretty green lawn into a garden of tomatoes, strawberries and lettuce. And because the garden is right out front, the crops are visible – and available – to anyone who passes by. "People come into my yard, pick a tomato and start eating it on the spot," he says. "I've met more people in the past two months than I have in the last five years."

Ridgley is a participant in the "Edible Estates" project, in which home owners replace their traditional lawns with a tempting array of organic fruits and vegetables. The project was launched in 2005 by the architect Fritz Haeg, who felt the perfect green lawn was out of tune with present-day concerns. "In the 1950s, when families first started moving out of city centers into the suburbs, such lawns represented their newfound prosperity," says Haeg. "But today, with rising food prices, environmental problems and food safety scares, a purely ornamental expanse of grass doesn't make sense."

Haeg is not alone in his enthusiasm for responsible gardening. According to the National Gardeners' Association, 25 million U.S. homes planted produce gardens last year alone, and that number is expected to rise by several million this year. The government is encouraging the trend, sponsoring a program in which 90,000 volunteers assist the public with gardening projects of this type.

The concept of growing one's own food is not new, of course. When the U.S.A. was preparing for World War II in 1942, the Department of Agriculture, anticipating pressure on food supplies, urged Americans to plant "Victory Gardens." Soon such gardens began popping up everywhere – even at a jail in Chicago and a parking lot in New Orleans. A year later, their harvest accounted for nearly 30% of all the fruit and vegetables consumed in the U.S.A. In later decades, too, the American garden proved to be a surprisingly accurate indicator of the state of the economy. A steep rise in fuel prices and the resulting increase in the cost of food in 1975 prompted a significant proportion of the population to grow some of their own produce. Then, in the prosperous 1990s, the pendulum swung back toward aesthetics over nutrition. Now it is swinging in the other direction again.

This time, however, the picture is more complex. As Ridgley has discovered, growing your own produce can be as much about community as about food. Haeg, for his part, is seeking to promote a much grander vision. "I see a 'chain reaction' completely transforming the face of America, one garden at a time," he says, "until the lawn is  
35 nothing but a distant memory." An admirable vision indeed, but one that might be very hard to realize.

(Adapted from "The Incredible, Edible Front Lawn," *TIME*, June 26, 2008)

**QUESTIONS** (60 points)

Answer questions 1-8 in English, according to the article. In questions 1, 2, 6 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. The purpose of the story in the first paragraph is to show (—).

- (i) Ridgley's love of gardening
- (ii) the quality of Ridgley's crops
- (iii) a benefit of produce gardening
- (iv) a disadvantage of lawns

(6 points)

2. Which of the following is presented in lines 7-14?

- (i) The history of vegetable gardens.
- (ii) A reason why people had lawns.
- (iii) Changes in the location of gardens.
- (iv) The different kinds of lawn people planted.

(7 points)

3. What does the phrase "responsible gardening" (line 15) mean in the context of this article? Answer according to lines 7-19.

ANSWER: **Planting produce gardens.**

.....

(7 points)

תשובות נוספות- ראה נספח

4. COMPLETE THE SENTENCE.

The numbers in lines 15-19 are given in order to show that produce gardening .....  
**is very popular.**

תשובות נוספות- ראה נספח

(8 points)

5. COMPLETE THE SENTENCE.

The subject of the fourth paragraph (lines 20-30) is the connection between .....  
**the American garden and the state of the economy.**

(8 points)

6. The "Edible Estates" project differs from the "Victory Gardens" program in (-).

- (i) the reasons it was started
- (ii) its use of the land
- (iii) the quality of its produce
- (iv) the costs involved

(8 points)

7. According to the article, what happened in the 1990s?

- (i) More people planted produce gardens.
- (ii) Traditional lawns became popular again.
- (iii) Fewer people had any kind of garden.
- (iv) The design of produce gardens improved.

(8 points)

8. (a) What is the writer's answer to the question in the title?

ANSWER: **No.**

- (b) Justify your answer by using information from the article.

**The writer says that the idea might be very hard to realize.**

תשובות נוספות- ראה נספח

(8 points)

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

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

WRITE IN INK (NOT IN PENCIL). PAY CAREFUL ATTENTION TO HANDWRITING.  
MAKE SURE YOU WRITE LEGIBLY AND TO THE POINT.

9. An international teen magazine has asked readers to write on the following topic:

"Drunk drivers should automatically lose their driving licence for ten years."

Do you agree or disagree with this statement?

Write a passage for the magazine, stating and explaining your opinion. You may also suggest other ways to fight drunk driving.

**בהצלחה !**

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



Write your final version here:

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



נספח  
שאלון ז'  
(MODULE G)

תשובות אפשריות נוספות

שאלה 3:

replacing traditional lawns with (a tempting array of) organic fruits and vegetables.

שאלה 4:

is on the rise.

אז:

is expanding.

שאלה 8:

סעיף (a):

Probably not.