





القسم الكبير لامتحانات

وزارة التربية والتعليم

الإدارة التربوية

## 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 تفاصيلكم الشخصية مطبوعة على ملصقات الممتحن التي حصلتم عليها. لا يُسمح إضافة أو تغيير أية تفاصيل في الملصقات، وذلك لمنع عواقب في تشخيص الدفتر وفي تسجيل العلامات.
2. في حال عدم حصولكم على ملصقة، يجب ملء التفاصيل في المكان المعد 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 يُثير الشك بعدم الالتزام بنزاهة الامتحانات.
6. لا يُسمح كتابة الاسم داخل الدفتر، لأن الامتحان يُفحص بدون ذكر اسم.

نتمنى لكم النجاح!

אנגלית  
שאלון ז'  
(MODULE G)

## גרסה ב'

## הוראות

- א. משך הבחינה: שעתיים.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.  
פרק ראשון – הבנת הנקרא – 60 נקודות  
פרק שני – מטלת 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.
- נבחנים "עולים חדשים" רשאים להשתמש גם במילון דו-לשוני: אנגלי-שפת אימם / שפת אימם-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.
- ד. הוראות מיוחדות:
- יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).
  - יש לכתוב את כל התשובות באנגלית ובעט בלבד.
  - יש לכתוב את הנוסח הסופי של מטלת הכתיבה בעמוד 9. אם תצטרכו, תוכלו להשתמש גם בעמוד 10.
  - בתום הבחינה יש להחזיר את השאלון למשגיח או למשגיחה.
- הערה: על כתיב שגוי יופחתו נקודות מן הציון.

שאלון: 016582



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה.  
כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב על השאלות באופן אישי.

**בהצלחה!**

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

Read the article below and then answer questions 1–8.

**REVERSE MENTORING: WHO IS TEACHING WHOM?**

**I** Brenda Davis is sitting in her office, expecting a knock on the door. Davis is a marketing manager at FutureFashion, a company where she has worked for 30 years. She is about to meet with Jennifer Garcia, a 21-year-old college graduate who recently joined the marketing team. This will be the third in a series of monthly mentoring meetings between the two women. Over the years, Davis has often mentored young employees, sharing with them her knowledge and advice. The current meetings, however, are different: Garcia is the mentor, and she is sharing her own expertise – the latest uses of digital media.

**II** The type of mentoring that Davis and Garcia are engaged in is known as "reverse mentoring." As the name implies, this approach involves a switch from the traditional direction of mentoring, where older, experienced staff members mentor younger ones. The term was introduced in the 1990s by Jack Welch, CEO of the company General Electric (GE). At that time the internet was relatively new, and Welch realized that younger employees knew much more about using it than their older colleagues. He therefore arranged for 500 executives at GE to be paired with junior employees, who taught them digital skills. As a result, the new technology was adopted throughout the company.

**III** Today, too, businesses might use reverse mentoring to ensure that all relevant staff are familiar with the latest technologies. "Think, for example, of the spread of artificial intelligence (AI) over the past five years," says economist Jeff Bryson. "To stay ahead of competitors, a company needs a workforce that can quickly adopt new AI technologies. Having younger employees as mentors can be a great way to make that happen. These employees already worked with AI at school or in college, and have the confidence to deal with any new developments. So they can help older colleagues continuously update their AI skills."

**IV** According to Bryson, reverse mentoring also enables companies to rethink traditional ways of doing things. "For example, when companies want people in their 20s or 30s to buy their products, their marketing teams can no longer rely on TV, radio, or online commercials," he says. "Instead, they need influencers\* to recommend the products on social media. This requires marketers to have many skills, such as convincing the influencers that a particular product will interest their audience. Older marketing staff can learn these skills from colleagues in their 30s or younger. These young people have been using social media for much of their lives and are very familiar with this type of advertising."

\* influencer – מושפיען / מושפיע

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V Many reverse mentoring meetings are not only about the teaching of skills. They often lead to friendly conversations that go beyond the company's business activities. For example, the younger participants might explain why they think the company's contributions to the local community should be increased. Surveys show that such conversations result in a greater understanding between workers of different generations. It has also been found that junior mentors remain in a company much longer than young workers who do not feel their input is valued. "Clearly," says Bryson, "reverse mentoring can be beneficial to any company that adopts it."

**QUESTIONS** (60 points)

Answer questions 1–8 in English according to the article. In questions 2 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told in paragraph I?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) What Davis is learning from Garcia.
- ..... ii) How Davis became a manager at FutureFashion.
- ..... iii) Why mentoring usually lasts for many years.
- ..... iv) Why FutureFashion needs a marketing team.
- ..... v) How Garcia found out about the job at FutureFashion.
- ..... vi) How Davis has helped young employees at FutureFashion.

(2×5=10 points)

2. What can we understand from lines 8–10?

- i) Which type of mentoring employees prefer.
- ii) What training the two types of mentors are given.
- iii) How the two types of mentoring are different.
- iv) How often companies use reverse mentoring.

(6 points)

3. Why did Welch introduce reverse mentoring at GE? Give ONE answer from paragraph II.

COMPLETE THE ANSWER.

Because the older employees needed to .....

(8 points)

4. What does Bryson explain in paragraph III? Give ONE answer.

COMPLETE THE SENTENCE.

He explains how companies can .....

(8 points)

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5. What does Bryson explain in lines 23–26 about people in their 20s and 30s?

- i) What types of products they need.
- ii) How products should be advertised to them.
- iii) Why many of them work in marketing.
- iv) Why they don't watch online commercials.

(6 points)

6. According to Bryson, what is one skill that a marketer working with influencers needs?

Base your answer on lines 27–28.

COMPLETE THE SENTENCE.

The marketer needs to be able to .....

.....

(7 points)

7. According to the example in lines 32–34, what might younger employees want the company to do?

ANSWER: .....

.....

(7 points)

8. Why might young mentors remain in a company? Base your answer on lines 35–37.

COMPLETE THE ANSWER.

Because they .....

(8 points)

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

(WRITTEN PRESENTATION)

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

9. Choose one or two important things you have learned in life, and explain why you think they are important.

**בהצלחה!**

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

תלישת דף עלולה להביא לפסילת הבחינה 8 22 נزع ورقة قد يؤدي إلى إلغاء الامتحان

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"איתך בכל מקום, גם בבגרות.  
בהצלחה, מועצת התלמידים והנוער הארצית"

"معك في كل مكان، وفي البجروت أيضًا.  
بالنجاح، مجلس الطلاب والشبيبة القطري"