

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

الفصل الأول: فهم المقروء (70 درجة)
اقرأوا القطعة التي أمامكم، وأجبوا عن الأسئلة 1-8.

פרק ראשון: הבנת הנקרא (70 נקודות)
קראו את הקטע שלפניכם, וענו על השאלות 1-8.

Read the text below and then answer questions 1-8.

IS IT GOOD TO BE BORED*?

I Small children often complain that they are bored. When this happens, their parents immediately play with them or give them something to do. However, children are not the only ones who hate to be bored. Nowadays, most people want to spend all their time doing something interesting. When they don't have anything interesting to do, they often take out their smartphones and watch a movie or send messages to friends. But is it always a good idea to avoid being bored?



A woman who is bored

II New studies show that feeling bored can actually be good for us. In one experiment, for example, scientists tested two groups of people. The people in the first group did a boring* activity – they wrote the same word again and again. The people in the second group did something interesting – they played a game on their smartphones. Each group did its activity for five minutes. Then the scientists gave the people in both groups a test to find out how creative they were. The results of the test showed that the people in the first group were more creative.

III "When I read about this, I wasn't surprised," says brain scientist Dr. Jane Crawford. "I've heard interviews with famous writers, who explained how they thought of ideas for their books. Many of them said that they got their ideas when they were doing a boring activity, such as washing dishes."

IV But why do boring activities help us to be creative? "It's because being bored has a positive effect on the brain," explains Crawford. "When we are not doing anything interesting, our brains get some rest. This makes it much easier for us to get new ideas." Scientists also discovered that being bored has other benefits. After people spend time doing something boring, they can concentrate better. Surprisingly, they can even feel less worried.

V "Of course, if you want these benefits, you must be willing to feel bored," says Crawford. "Many people hate that feeling, but I think we should all try to spend five or ten minutes every day being bored. I'm sure we'll see that it can help us."

* to be bored – يشعُر بالملل / להשתעמם

* boring – ممل / משעמם

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أجيبوا بالإنجليزية عن الأسئلة 1-8، حسب القطعة.
 في السؤالين 1 و 2 و 6 و 8، ضعوا دائرة حول رقم الإجابة الصحيحة.
 في الأسئلة الباقية، أجيبوا حسب التعليمات.
 (70 درجة)

ענו באנגלית על השאלות 1-8, על פי הקטע.
 בשאלות 1, 2, 6 ו-8, הקיפו את המספר של התשובה הנכונה.
 בשאר השאלות, ענו לפי ההוראות.
 (70 נקודות)

QUESTIONS (70 points)

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

1. What does the writer explain in paragraph I?
 i) What games parents play with their children.
 ii) What people often do when they are bored.
 iii) What we tell our friends when we are bored.
 iv) Why small children are bored all the time.
 (8 points)
2. What did scientists learn from the experiment? (paragraph II)
 i) How being bored can help people.
 ii) Why people get bored easily.
 iii) How much time people spend on their phones.
 iv) Why people want to be creative.
 (7 points)
3. In the experiment, who were more creative? (paragraph II)
 COMPLETE THE ANSWER.
 The people who did
 (8 points)
4. According to interviews with writers, what happened when they did a boring activity?
 (paragraph III)
 ANSWER:
 (8 points)
5. What example of a boring activity did writers give in interviews? (paragraph III)
 ANSWER:
 (7 points)

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6. What does Crawford explain in paragraph IV?

- i) Why it is difficult to be creative.
- ii) How to study the effects of being bored.
- iii) Why people worry about being bored.
- iv) How being bored affects the brain.

(8 points)

7. What benefits can people get from being bored? Give TWO answers from lines 22–23.

COMPLETE THE SENTENCES.

- (1) They can
- (2) They can

(2×8=16 points)

8. What do we learn from Crawford in paragraph V?

- i) How she studied people who feel bored.
- ii) How people avoid feeling bored.
- iii) Why we should spend time being bored.
- iv) Why people hate feeling bored.

(8 points)

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PART II: WRITTEN PRODUCTION (30 points)

(WRITTEN PRESENTATION)

- פרק שני: מטלת כתיבה (30 נקודות) الفصل الثاني: مهمة كتابية (30 درجة)
קראו את ההנחיות שלפניכם, וכתבו על פיהן اقرأوا التوجيهات التي أمامكم، وكتبوا وفقاً لها
חיבור באנגלית ובו 70–90 מילים. موضوعاً إنشائياً بالإنجليزية يحوي 70–90 كلمة.

Write 70–90 words in English on the following topic:

9. In your opinion, what changes can be made to your school so that it can become a better place to learn? Give reasons to explain your opinion.

בהצלחה!

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

השתמשו בעמודים 7–8 לכתוב טיוטה. استعملوا الصفحتين 7–8 لكتابة مسودة.

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