

GRADE-UP

שיעורים פרטיים. למידה, צמיחה, הצלחה.



2 קטעים, 11 שאלות

חלק 2 מתוך 2

אמירנט ואמיר

אמירנט: הבנת הנקרא

שני קטעים בסגנון המבחן, אחד עסקי ואחד מדעי, עם 11 שאלות, פתרונות מלאים ואסטרטגיית קריאה שחוסכת דקות יקרות.

[לשיחה בוואטסאפ ←](#)

לא הבנת? קבע שיעור ניסיון פרטי חינם!

עוברים איתך על הקטע, מראים איך לאתר את התשובה בטקסט במקום לנחש.

איך לעבוד עם הקובץ

- הקציבו 9 דקות לכל קטע, כולל השאלות.
- סמנו בעיפרון את המשפט שממנו לקוחה כל
- אסור לפתוח מילון. במבחן האמיתי גם אין. תשובה.

קטע א

Text A: The Four-Day Week

For more than a century, the five-day working week has been treated as a fact of life. Recently, however, a growing number of companies have begun testing a different model: four working days instead of five, with no reduction in salary. Supporters of the idea argue that a shorter week forces organisations to remove unnecessary meetings and to focus on results rather than on hours spent at a desk. In several trials, companies reported that productivity stayed the same or even improved, while employees said they felt less tired and were less likely to look for another job.

Critics are far less enthusiastic. They point out that most of the trials were small, that they were often run by companies that already supported the idea, and that the results were usually based on what employees said about themselves rather than on hard data. In some industries, they add, the model is almost impossible to apply. A hospital or a factory cannot simply close one day a week, and shifting the same workload into fewer days may leave workers under even greater pressure.

What most researchers do agree on is that the question is no longer whether the idea sounds attractive, but which organisations it actually fits. The next stage, they say, will require longer studies in a wider range of industries, before any government can turn a promising experiment into national policy.

The main purpose of Text A is to **1**

- A. present both sides of a current debate
- B. prove that a four-day week increases profits
- C. describe the history of the working week
- D. advise employees to work fewer hours

According to supporters, a shorter week forces companies to **2**

- A. lower salaries
- B. cut unnecessary meetings and focus on results
- C. keep employees longer at their desks
- D. hire more managers

Critics claim that the trials were problematic mainly because they were **3**

- A. too long and too expensive
- B. funded by governments
- C. small and often based on employees' own reports
- D. carried out only in hospitals

The word "shifting" (paragraph 2) is closest in meaning to **4**

- A. moving
- B. reducing
- C. measuring
- D. sharing

It can be understood from the last paragraph that researchers **5**

- A. have reached a final conclusion
- B. believe that more evidence is still needed
- C. completely reject the four-day week
- D. want governments to act immediately

The writer of Text A would most likely agree that the four-day week **6**

- A. works equally well in every industry
- B. deserves broader and longer research
- C. has already been proven wrong
- D. is mainly a question of salary

קטע ב

Text B: Sleep and Memory

When we learn something new, the information does not become a stable memory immediately. During the hours that follow, and especially during sleep, the brain replays the same patterns of activity that appeared during learning. This process, known as consolidation, moves information from short-term storage into a more permanent form.

This is one reason why students who study all night before an exam often perform worse than they expect. They may recognise the material while they are reading it, but without sleep the brain has little opportunity to organise what was learned. Studies have repeatedly found that students who sleep after studying remember more of the material a week later than students who study for the same number of hours and then stay awake.

Sleep also seems to help the brain decide what is worth keeping. Information that we expect to need again, for example because we were told that there would be a test, is more likely to survive the night.

Consolidation is described in Text B as the process in which **7**

- A. information moves into a more permanent form
- B. the brain deletes old memories
- C. learning becomes faster
- D. students stay awake longer

According to Text B, students who study all night **8**

- A. always fail their exams
- B. often do worse than they expect
- C. remember more a week later
- D. need less sleep in general

The studies mentioned in Text B compared students who **9**

- A. studied different subjects
- B. slept after studying with students who stayed awake
- C. were tested with students who were not
- D. studied alone with students who studied in groups

The last paragraph of Text B suggests that the brain **10**

- A. keeps all new information equally
- B. favours information we expect to need again
- C. forgets everything before a test
- D. works only during the day

The best title for Text B would be **11**

- A. How Sleep Helps Memory
- B. Why Students Fail Exams
- C. The Dangers of Late Studying
- D. How to Sleep Better at Night

פתרונות ותשובות

ליד כל תשובה מופיע המקום בטקסט שממנו היא נובעת. אם טעיתם, חזרו למשפט הזה ובדקו מה גרם לכם לבחור אחרת.

- | | |
|---|---|
| <p>2. B remove unnecessary meetings and focus on results. נאמר במפורש: remove unnecessary meetings and focus on results.</p> | <p>1. A הפסקה הראשונה מציגה תומכים, השנייה מתנגדים והשלישית מסכמת. זה טקסט שמציג מחלוקת.</p> |
| <p>4. A shifting the workload into fewer days, כלומר להעביר את אותו עומס לפחות ימים.</p> | <p>3. C most of the trials were small ... based on what employees said about themselves</p> |
| <p>6. B זו המסקנה של הפסקה האחרונה, בלי לקבוע מי צודק.</p> | <p>5. B will require longer studies in a wider range of industries. עוד לא הוכרע.</p> |
| <p>8. B often perform worse than they expect</p> | <p>7. A moves information from short-term storage into a more permanent form</p> |
| <p>10. B Information that we expect to need again is more likely to survive the night</p> | <p>9. B מי שישן אחרי הלמידה מול מי שנשאר ער, באותו מספר שעות לימוד.</p> |
| | <p>11. A כל הטקסט עוסק בקשר בין שינה לזיכרון, ולא בכישלון או בעצות לשינה.</p> |

אסטרטגיית קריאה שעובדת במבחן

- קראו קודם את השאלות, בלי התשובות. ככה אתם יודעים מה לחפש כשאתם קוראים את הטקסט.
- קראו את הטקסט ברצף אחד בלי להיתקע על מילה שלא מוכרת. ברוב המקרים ההקשר יסביר אותה.
- שאלת רעיון מרכזי נענית מהפסקה הראשונה והאחרונה, לא מהאמצע.
- שאלת מילה בהקשר: כסו את המילה, קראו את המשפט, ושאלו איזו מילה הייתם שמים במקומה.
- תשובה שנכונה בפני עצמה אך לא נאמרה בטקסט היא מסיחה קלאסית. התשובה חייבת להיות בטקסט.



סרקו ודברו איתנו

מבזבזים יותר מדי זמן על קטע אחד?

רוב הנבחנים מאבדים נקודות על קצב, לא על אנגלית. בשיעור אחד בונים שיטת קריאה שמתאימה לכם.

[שיעור ניסיון חינם בוואטסאפ ←](#)