

סוג הבחינה : א. בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחנים אקסטרניים  
מועד הבחינה : קיץ תשס"ד, 2004 מועד ב'  
מספר השאלון : 407,016108

# אנגלית

## שאלון ז'

### (MODULE G)

### הוראות לנבחן

א. משך הבחינה: שעה ורבע

ב. מבנה השאלון ומפתח הערכה: 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 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 החזר את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

## בהצלחה!

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

Read the article below and then answer questions 1-5.

**E-LEARNING: WORKING ON WHAT WORKS BEST**

by Ulrich Boser

When Fran McCall decided to pursue a university degree at age 44, one consideration was uppermost in her mind: As a working mother, she needed a flexible framework that would fit in with her busy schedule. Since a classroom environment was not a priority, she opted for e-learning – education via the Internet.

5 McCall is just one of the students driving the phenomenal growth of online education. Enrollment in online courses has shot up by almost 20 percent this year, and there is widespread belief among experts that in three years time e-learners will outnumber students in traditional classes. Currently, however, dropout rates are significantly higher for online students. Which leads to the question: Where, exactly, is the snag?

10 In the beginning – a mere decade ago – wide-eyed proclamations were made about how the Internet would change the nature of education. Star lecturers, the theory ran, would create lessons which could be accessed via the Internet, reaching thousands of e-learners and rendering the conventional classroom obsolete. It never happened. E- courses with little or no personal interaction – sometimes just the contents of books plonked onto websites – sent dropout rates soaring. Traditional universities quickly dropped their online courses, while new online colleges went bankrupt.

Realizing that active participation is often crucial to student satisfaction, many institutions are currently experimenting with ways to transfer it to the computer screen. Obviously, creating discussion-heavy courses online takes more than simply arranging a few virtual chairs in a circle. Some schools are boosting participation by lowering their class size or having small groups of students collaborate on research projects. Others ensure there's always someone online for struggling students to turn to. New York-based Mercy College, for example, has recently instituted Wizards, a program of online assistance in which college graduates are paid to answer e-mails and tutor students. Results have been encouraging: Wizards-assisted students are receiving higher grade averages than their peers.

Yet another strategy is to exploit the medium's unique potential for innovation. Prof. Carol Fenton of Virginia Tech and her colleagues at the math department have devised a pioneering interactive e-course which enables first-year students to choose from several learning formats. Follow-up studies show a dramatic rise in students exam scores after  
30 implementation of the program.

Not all e-learners see the need for such efforts. For Ben Turner, 33, now half a year away from an online degree in economics, it's the intellectual challenge that counts. "The extensive writing required in online courses forces you to develop your arguments to the full," he explains. "You reflect on what you're writing before you post it, and reflecting is  
35 what good learning has always been about."

This, then, is perhaps online education's biggest irony: Even with the best technology, it will always need to rely on the basics to be effective.

### QUESTIONS (60 points)

**Answer questions 1-5 in English as instructed, according to the article.**

**In question 2 and 3 circle the number of the correct answer.**

1. What is happening in online education today? Summarize the process described in lines 5-16.

COMPLETE ITEMS (a) AND (c) BELOW.

(a) Many people \_\_\_\_\_

(b) They find little personal interaction.

(c) Consequently, many of them \_\_\_\_\_

(2x9=18 points)

2. Which of the following is a suitable title for lines 10-16?

- i) Past and Future
- ii) Expectations and Reality
- iii) Profit and Loss
- iv) Leaders and Followers

(8 points)

3. What is the main subject of lines 17-30?

- i) Why online education will never replace traditional education.
- ii) Why online education is as effective as traditional education.
- iii) What new technologies are needed to improve online education.
- iv) What is being done in order to improve online education

(9 points)

4. Give ONE example of online education relying on "the basics" (line 37). Take the example from the article.

ANSWER \_\_\_\_\_

(10 points)

5. Would Fran McCall agree or disagree with people who see a need for a change in online education? Justify your answer by paraphrasing information from the article.

COMPLETE THE SENTENCE

She would probably \_\_\_\_\_ with them because she \_\_\_\_\_

\_\_\_\_\_

(6+9=15 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.

6. Life today is very dependent on the products of modern technology such as cars, computers and mobile phones. Some people think there are products we can or should use less frequently or do without. Do you agree or disagree?

State your position and explain it with the help of 2-3 examples.

You may relate to the article "E-learning ...". However, DO NOT COPY sentences from the article.

**ב ה צ ל ח ה !**

