

פתרון בחינת הבגרות באנגלית

שאלון ה'
(MODULE E)

מספרי השאלון 405,016106

גרסה ב'

מוגש על ידי:

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

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
 ב. בגרות לנבחני משנה
 ג. בגרות לנבחנים אקסטרניים

מועד הבחינה: קיץ תש"ע, 2010
 מספר השאלון: 405,016106

אנגלית

שאלון ה'

(MODULE E)

גרסה ב'

הוראות לנבחן

- א. משך הבחינה: שעה ורבע.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
 פרק ראשון – הבנת הנקרא – 70 נקודות
 פרק שני – הבנת הנשמע – 30 נקודות
 סה"כ – 100 נקודות
- ג. חומר עזר מותר בשימוש: מילון אוקספורד אנגלי-אנגלי-עברי
 או: قاموس "هاراب" إنجليزي – إنجليزي – عربي
 (מילון הראפס אנגלי-אנגלי-ערבי)
 או: معجم "لوجمان" للإنجليزية الحديثة
 (מילון לונגמן לאנגלית מודרנית)
- 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 חוזר את השאלון למשגיח.

הערה: גם נבחנים אקסטרניים ונבחני משנה חייבים להיבחן בפרק הבנת הנשמע.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

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

COLOR MATTERS

Whenever you open a book or work on your computer, almost everything appears on a white background. But what if it were a different color? In a recently published study, a group of Canadian researchers tried to answer this question. Their conclusion: changing the background color actually affects the way your brain works.

5 In the experiment, 600 students were asked to do two sets of tasks, one demanding intense concentration and the other requiring creativity. Half the students worked on a red computer screen and half on a blue one. It was found that the color of the screen dramatically affected performance. When asked to remember a list of words or find spelling mistakes, those working on a red screen were considerably more successful
10 than the "blue" group. On the other hand, those working on a blue screen were much better at tasks such as suggesting new uses for familiar objects.

"We think these differences are caused by the fact that we learn to associate certain experiences with particular colors," said Professor Jane Bennett, who led the research team. "Red is used for warning signs and emergency vehicles, so seeing this color
15 makes us more alert, and therefore better at performing tasks that demand careful attention to detail. Blue is associated with sea and sky, resulting in a general feeling of calmness. And when we're relaxed, we can be more creative."

Prof. Bennett claims that understanding how color affects us has a variety of practical applications. She suggests, for example, that companies might choose the color of
20 their office walls according to the type of work their employees do. Many researchers, however, believe the picture is far more complex. Not only is there still a vast number of different colors to investigate, but people's individual responses to a color might also be influenced by personality and culture. So it seems that a lot more research needs to be done before we can blame our spelling mistakes on the color of the walls
25 or the computer screen.

(Adapted from "Color counts, study says," *The New York Times*, February 6, 2009)

QUESTIONS (70 points)

Answer questions **1-8** in English, according to the article. In questions **1, 2, 4** and **5**, circle the number of the correct answer. In the other questions, follow the instructions.

1. From lines 1-4 we learn about (-).
- (i) people's reaction to the study
 - (ii) the subject of the study
 - (iii) the reason backgrounds are usually white
 - (iv) the most effective background color
- (8 points)

2. In lines 5-7, we are told (-) the experiment was done.
- (i) why
 - (ii) where
 - (iii) when
 - (iv) how
- (8 points)

3. What information does the writer provide about the experiment in lines 7-11?
COMPLETE THE SENTENCE.
He gives **(information about) the findings of the experiment**.....
- (8 points)

תשובות נוספות- ראה נספח

4. The words "these differences" (line 12) refer to the differences in (-).
- (i) tasks
 - (ii) performance
 - (iii) color
 - (iv) experiences
- (7 points)

5. In lines 8-11, the writer provides some information. In lines 12-17, Prof. Bennett (-).
- (i) gives an explanation of this information
 - (ii) describes a problem with this information
 - (iii) describes how she got this information
 - (iv) explains the importance of this information
- (8 points)

6. Prof. Bennett mentions "tasks that demand careful attention to detail" (lines 15-16). Give ONE such task from another paragraph.

ANSWER: **remembering a list of words**.....
 (8 points)

תשובות נוספות- ראה נספח

7. What do we learn from lines 12-17 about the color blue? Give ONE answer. COMPLETE THE SENTENCE.

We learn why it **gives a general feeling of calmness**.....
 (7 points)

תשובות נוספות- ראה נספח

8. According to lines 18-25, more research is needed because (-). PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) studies of color have only been done on computer.
- ...✓... ii) Prof. Bennett's study only focused on red and blue
- iii) Prof. Bennett did not test office employees
- iv) Prof. Bennett's study does not have enough practical applications
- v) companies are asking for more information on the effects of color
- ...✓... vi) different people may react differently to the same color

(2x8=16 points)

Note: The exam continues on page 6.

/המשך בעמוד 6/

PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)

Answer questions **9-14** according to the broadcast. In questions **10** and **12**, follow the instructions. In the other questions, circle the number of the correct answer.

(5 points for each correct answer.)

GIVE AND TAKE

9. The websites described in the program can help people (-).

- (i) repair their old things
- (ii) take care of their things
- (iii) save money
- (iv) earn money

10. According to Ms Philips, what is the problem with the FreeForAll website?

ANSWER: **The items are not organized in any way**

תשובות נוספות- ראה נספח

11. What are we told about the FreeForAll website?

- (i) How it was started.
- (ii) Who organizes it.
- (iii) How to register for it.
- (iv) Why it is popular.

12. COMPLETE THE SENTENCE.

BestRead and KidsPlay are mentioned as examples of websites where people can find only **one type of product**

13. According to Ms Philips, how do the websites help the environment?

- (i) They help start green organizations.
- (ii) People who use them produce less garbage.
- (iii) They collect money for green organizations.
- (iv) Their experts give advice about environmental projects.

14. At the end of the report, Ms Philips tells listeners (-).

- (i) which website she recommends most
- (ii) what her friends think of the websites
- (iii) why more people should use the websites
- (iv) how to use the websites

בהצלחה!

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

נספח
שאלון ה'
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תשובות אפשריות נוספות

שאלה 3

the results (of the experiment).

או

its results.

שאלה 6

finding spelling mistakes.

שאלה 7

helps people (to) be more relaxed.

או

helps people (to) be more creative.

או

makes people more relaxed / creative / calm.

שאלה 10

The items are not in alphabetical order.

או

The items are not categorized.

או

The items are just put on the website in one long list.