

פתרון בחינת הבגרות באנגלית

שאלון ז' (MODULE G)

מספרי השאלון 407,016108

גרסה ב'

מוגש על ידי:

אורית הולנדר, 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: 407, 016108

אנגלית

שאלון ז'

(MODULE G)

גרסה ב'

הוראות לנבחן

א. משך הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: 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: قاموس " هاراب " إنجليزي – إنجليزي – عربي
(מילון הראפס אנגלי-אנגלי-ערבי)
או: معجم " لونغمان " 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 החזר את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

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

Read the article below and then answer questions 1-7.

PLAYING WITH SCIENCE

Science may not be every student's idea of fun, but if the Association of American Scientists (AAS) has anything to say about it, this is about to change. In an effort to boost the number of high-school students who opt for advanced science classes, the organization has just launched an innovative video game for teaching science in schools. Called Bug Attack, it is similar to many of the games on the market which involve doing battle with a dangerous enemy. Players have to save the life of a "patient" suffering from a severe infection by fighting bacteria. They not only learn how the body's immune system works, but also apply their newly-gained knowledge in treating the patient.

Bug Attack is merely the first in a series of video games the AAS is planning. "We want to introduce students to scientific concepts in a way that will interest and challenge them," explained AAS president Dr. Henry Davis. Despite major revisions to the syllabus, the last 20 years have seen a steady decline in the number of American high-school students who go on to study the sciences at university. "Clearly a totally different approach is needed," said Dr. Davis. "And we have to act quickly before the shortage of scientists seriously affects health care, the economy, the environment and so on. In fact, it could have a major impact on nearly every aspect of our lives."

Though not yet in its final form, the new game has already been tried out in 56 high schools across the country, with nearly 1,000 more educators registered to evaluate it in the next phase of development. So far, the feedback from teachers and students has been overwhelmingly positive. "I was really impressed. Even the best textbooks don't hold the students' interest as much as the game did," said biology teacher Ann Harris. Though her opinion was shared by the majority of participants in the trial, praise for the project has not been unanimous. Professor Wendy Cowan of the Education Department at Miami University, for instance, cautions that video games create an overly simplistic picture of what happens in real-life situations, and are therefore often misleading. "This is doubly problematic with Bug Attack given its educational purpose," she says. Prof. Cowan also expressed the concern that students who learn largely through games might not be adequately prepared for university, where textbooks are the primary source of information.

Dr. Davis believes such misgivings may be allayed by further research. "If we can prove that the benefits of the AAS program outweigh whatever negative effects there might be," he said, "the project could provide an inexpensive solution to a serious national problem." It remains to be seen whether or not American schools will be persuaded to give the new method a try. Judging by their response so far, however, students would definitely welcome the change.

(Adapted from "Playing to Learn: Video Games in the Classroom," *ABC News*, June 13, 2008)

QUESTIONS (60 points)

Answer questions 1-7 in English, according to the article. In questions 1, 2 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. What is the AAS trying to change? (lines1-9)

- (i) The method used for testing science students.
- (ii) The kinds of games that are used in science classes.
- (iii) The way the sciences are taught in high schools.
- (iv) The subjects taught in science classes.

(7 points)

2. We can understand that in Bug Attack the student plays the role of (-). (lines1-9)

- (i) the bacteria
- (ii) the teacher
- (iii) the doctor
- (iv) the patient

(6 points)

3. What does Dr. Davis explain in lines 10-17? Give TWO answers.

COMPLETE THE SENTENCES.

- (1) He explains what **AAS plans / is planning to do.**
- (2) He explains what **a shortage of scientists may lead to.**

(2x8=16 points)

תשובות נוספות- ראה נספח

/המשך בעמוד 4/

4. COMPLETE THE SENTENCE.

Ms Harris and Prof. Cowan are mentioned in lines 18-30 in order to show **the**.....

praise for the project hasn't been unanimous......

תשובות נוספות- ראה נספח

(8 points)

5. Which of the following could be the subject of the "further research" mentioned in line 31? Choose your answer according to information in lines 18-30.

- (i) Which of the AAS games could also be used by universities.
- (ii) What training teachers using the AAS games should receive.
- (iii)** How the AAS program affects students' ability to use textbooks.
- (iv) How the AAS program can simplify the teaching of science.

(8 points)

6. What can we understand from Dr. Davis about the AAS project? Give ONE answer. (lines 31-36)

COMPLETE THE SENTENCE.

We can understand why **there is a need for further research.**.....

(8 points)

תשובות נוספות- ראה נספח

7. According to the article, what is the "national problem" referred to in line 34?

ANSWER: **(there is) a decline in the number of high school students who opt for advanced science classes.**.....

(7 points)

תשובות נוספות- ראה נספח

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.

8. Your school newspaper has asked students to write on the following topic:

Do you think the government should limit the advertising and sale of junk food in the same way that it limits the advertising and sale of cigarettes and alcohol?

Write a passage for the newspaper, stating and explaining your opinion.

! בהצלחה

Use this page and the next (nos. 5-6) for writing a rough draft.

אנגלית, קלץ תשי"ע, מס' 016108, גרסה ב'

- 7 -

Write your final version here:

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

נספח
שאלון ז'
(MODULE G)

תשובות אפשריות נוספות

שאלה 3 (I)

needs to be done to attract students to the study of science.

או

is needed to interest and challenge the students.

או

a shortage of scientists can cause.

או

AAS wants to introduce to students.

שאלה 3 (II)

may happen if AAS doesn't act quickly.

שאלה 4

(that there are) different / contrasting opinions about the game.

או

how educators react differently to the new game.

שאלה 6

the AAS program needs to prove its benefits.

או

it is important to do further research.

