

## פתרון הבחינה

# באנגלית

קיץ תשע"ט, 2019, מועד ב, שאלון: 16481 גרסא א  
מוגש ע"י צוות המורים של "יואל גבע"

### הערות:

1. התשובות המוצגות כאן הן בגדר הצעה לפתרון השאלון.
2. תיתכנה תשובות נוספות, שאינן מוזכרות כאן, לחלק מהשאלות.

נמידע על פסיכומטרי  
ביואל גבע ←

הזדמנות לעתודה יש פעם בחיים.  
אל תתפשר עליה.



מדינת ישראל  
משרד החינוך

סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשע"ט, 2019, מועד ב  
מספר השאלון: 016481

## אנגלית

### שאלון ה'

(MODULE E)

### גרסה א'

### 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: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת אימו / שפת אימו-אנגלי. השימוש במילון אחר טעון אישור של הפיקוח על הוראת האנגלית.
- ד. הוראות מיוחדות:
- עליך לכתוב את כל תשובותיך בגוף השאלון (במקומות המיועדים לכך).
  - כתוב את כל תשובותיך באנגלית ובעט בלבד.
  - בתום הבחינה החזר את השאלון למשגיח.
- הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

**בהצלחה!**

/המשך מעבר לדף/



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## PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

### SAVING LANGUAGES

**I** About 7,000 languages are spoken in the world today, but many of them are rapidly disappearing. Some of these languages are spoken by only very few people. Others still have tens of thousands of speakers. However, all the communities whose languages are endangered have one thing in common: Children are not learning the language of their parents and grandparents.

5 Researchers believe that, as a result, about 3,000 languages will no longer exist a hundred years from now.

**II** It is hardly surprising that so many languages are endangered. At school, children use their country's national language, and often also learn an international language, such as English or Spanish. Knowledge of these major languages can help provide learners with opportunities for  
10 their future. English, in particular, is taught because it is widely used in global communication in business, travel, and academic activities. Local languages, on the other hand, cannot be used in these ways. Therefore, for many years they have not been taught in school.

**III** But language, of course, has other uses as well. It is also part of a culture, and is used to pass that culture to the next generation. Therefore, when a language is lost, many traditions are lost  
15 too. Recently, many governments and organizations have become concerned about this loss, and they are therefore trying to prevent endangered languages from disappearing. Some countries, for example, now have laws that require such languages to be taught in school together with national and international languages.

**IV** The Internet too is helping to preserve endangered languages. One important website is the  
20 World Oral Literature Project (WOLP). Founded in 2009, it has a large collection of recordings of people speaking endangered languages. The recordings – of songs, stories, and much more – are available for researchers to study and for teachers to use in the classroom. Another project was developed by the Living Tongues Institute (LTI). Its experts go to communities whose languages might disappear, and train a few people there to record local words and phrases. These are then  
25 added to an online dictionary, with an explanation of their meaning. About 100 languages already have such "talking dictionaries." Hopefully, in coming years, many more will join them.



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QUESTIONS (70 points)

Answer questions 1-8 in English, according to the article. In questions 1, 3, 5 and 8, circle the number of the correct answer. In the other questions, follow the instructions.

1. What is explained in paragraph I?

- (i) Why there are so many languages in the world today.
- (ii) How researchers study endangered languages.
- (iii) Why languages are disappearing.
- (iv) How long languages usually exist.

(8 points)

2. What do we learn from paragraph II? Give ONE answer.

COMPLETE THE SENTENCE.

We learn why children need to **learn/study an international language.** .....

תשובות נוספות - ראה נספח

(9 points)

3. In paragraph II, the writer describes (—).

- (i) methods of teaching languages in school
- (ii) differences between local and international languages
- (iii) a difficulty in learning major languages
- (iv) opportunities for using local languages

(8 points)

4. According to paragraph III, what is special about local languages?

COMPLETE THE SENTENCE.

They help people **preserve/keep their tradition.** .....

תשובות נוספות - ראה נספח

(9 points)

5. What are we told in paragraph III about the laws described in lines 17-18?

- (i) Why they are necessary.
- (ii) How successful they have been.
- (iii) Why they are taught in schools.
- (iv) How they affect the teaching of national languages.

(9 points)

עמוד 5

המשך בעמוד 6/



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6. What do both projects described in paragraph IV have in common?

COMPLETE THE SENTENCE.

Both of them help to **preserve endangered languages**.

(9 points)

7. Why might teachers of endangered languages go to the WOLP website? (paragraph IV)

COMPLETE THE ANSWER.

To find **(recordings of) songs and stories that can be used in the classroom**.

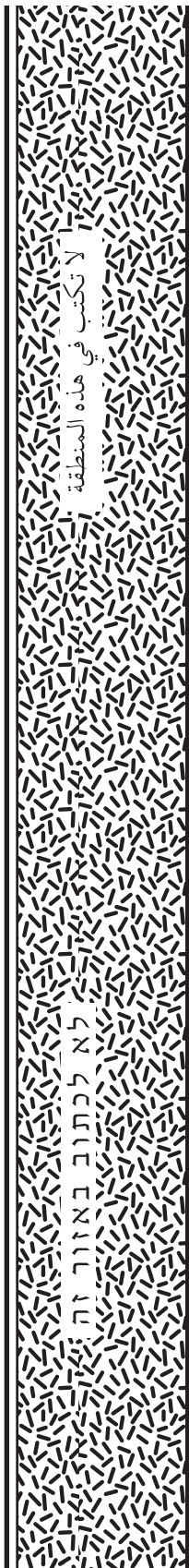
תשובות נוספות- ראה נספח

(9 points)

8. What is explained in lines 22-25?

- (i) How the LTI experts are trained.
- (ii)** What can be found in the LTI dictionaries.
- (iii) Where the LTI project was developed.
- (iv) Who uses the LTI dictionaries.

(9 points)



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לא לכתוב באזור זה

لا تكتب في هذه المنطقة

Note: The exam continues on page 8.



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

Answer questions 9-14 according to the broadcast. In questions 9, 10, 13 and 14, circle the number of the correct answer. In the other questions, follow the instructions. (5 points for each correct answer.)

**WHEN MEN WALKED ON THE MOON**

9. Sally says that the three books she brought to the studio (-).

- i) deal with the problems of space travel
- ii) are about the same event
- iii) describe the lives of astronauts
- iv) were published in 1969

10. Sally says that when she was a child, she (-).

- i) loved to watch programs about space travel
- ii) read many books about space travel
- iii) saw the first landing of men on the moon
- iv) dreamed of flying to the moon

11. What did Aldrin and Armstrong bring back from the moon? Give ONE answer.

ANSWER: **photos of the moon.**.....

תשובות נוספות- ראה נספח

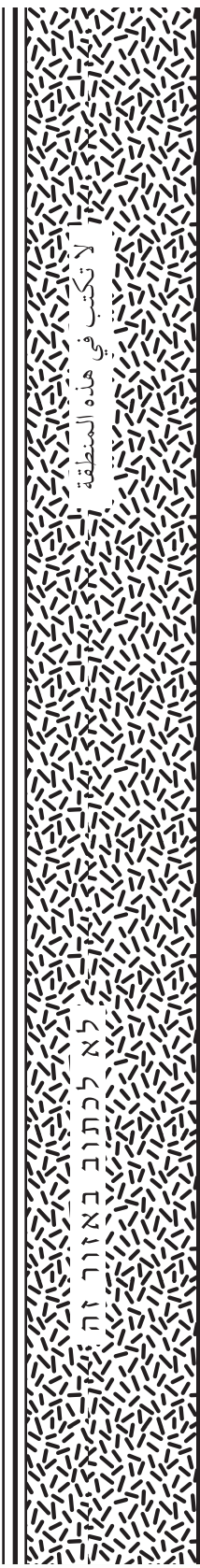
12. What information is given in *The Men on the Moon* about the two astronauts' early years?

Give ONE answer.

COMPLETE THE SENTENCE.

The book gives information about their **lives.**.....

תשובות נוספות- ראה נספח



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13. What does Sally explain about *Team Moon*?
- How the interviews in it were done.
  - Why it is better written than the other two books.
  - Why the astronauts enjoyed it.
  - What makes it different from the other two books.
14. What are we told in *Team Moon* about people who worked on the space trip?
- How they were chosen to work on the project.
  - What they enjoyed about their work.
  - What kinds of work they did.
  - How long they worked on the project.

**בהצלחה!**

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

למידע על פסיכומטרי  
 ביזאכ גבע ←

**הזדמנות לעתודה יש פעם בחיים.  
 אל תתפשר עליה.**







נספח  
שאלון ה'  
(MODULE E)

תשובות אפשריות נוספות

שאלה 2:

- learn/study English of Spanish.
- learn/study a major language.

שאלה 4:

- pass on their culture to the next generation.

שאלה 7:

- (recording of) songs and stories to use in the classroom.

שאלה 11:

- Photos of the surface of the moon.
- Rocks for scientists to examine.

שאלה 12:

- hobbies (when they were growing up).
- favorite subjects at school.

