

אנגלית

שאלון ז'

(MODULE G)

הוראות לנבחן

א. משך הבחינה: שעה ורבע

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 מילון הראפס אנגלי-אנגלי-ערבי: قاموس « هاراب » إنجليزي – إنجليزي – عربي

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 1-5.

AN UNCERTAIN FUTURE FOR ADVERTISING IN SCHOOLS?

During the last decade, schools in the USA have been confronted with an impossible situation: At the same time as rising academic standards are requiring greater investment in students, budgets are being steadily cut. The combination of increasing costs and dwindling resources has forced more and more schools to depend on private companies.

5 Corporations around the country are sponsoring initiatives such as "adopt-a-school" programs, which provide funds for anything from library books to playground construction or breakfast programs. Others are financing athletic teams and school trips.

In the process, however, the corporations are finding new and creative ways to place their logos and products in school corridors, textbooks, and cafeterias. In one case, even
10 school staff have been enlisted in a commercial campaign. A certain fast food chain is running a program whereby teachers work at the local branch on a designated day each year, and in exchange their school gets 20% to 25% of the restaurant's profits for that day. Needless to say, the arrangement is profitable for the company as well, since the sight of teachers behind the counter is something no student would want to miss.

15 Does such corporate involvement in schools reflect a willingness to help the community, or is it simply a ploy to attract new customers at an impressionable age? That issue is pitting dozens of community activists against some of America's biggest corporations. All over the country, concerned citizens have established movements that are fighting to ban advertising in schools.

20 One of the most far-reaching rebellions began in the city of Seattle, where last year a group called Wake Up succeeded in imposing highly restrictive regulations on commercial activity on school grounds. "Schools were selling advertising space on their walls because of the budget crisis," says founder Ann Boffit, "so parents like myself decided to do something about it." The group has since expanded its activities to over 100 other cities,
25 and is gaining considerable support from community leaders and parents alike.

Opposition is less emphatic, however, when it comes to the sponsoring of technology. Even many critics admit that partnerships between schools and leading companies, aimed at making expensive equipment available to students, have major benefits. "It's true that companies may be implanting their logo in the minds of potential customers," explains high-school principal Angela Dunlop, "but my overriding consideration is the benefits for our students. The technological skills the kids are acquiring now will serve them well when the time comes for them to join the workforce."

Nevertheless, some people still insist on an uncompromising hands-off approach. "Schools should have access to up-to-date equipment without having to give in to commercial interests," says Seattle activist Tom Butler. "Companies' involvement in education should be limited to the taxes they pay. Otherwise, it comes with too high a price tag." With the battle still in its early stages, only time will tell whether Butler and his fellow activists will ultimately prevail.

(Adapted from "Is the Tide Starting to Turn on Advertising in School?" by Rick Smith, International Herald Tribune, February 18, 2003)

QUESTIONS (60 points)

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

1. COMPLETE THE SENTENCE.

In lines 1-7 the writer explains why American schools
 and why they
 (2×8 = 16 points)

2. What would the activists mentioned in lines 15-19 think of the activities described in lines 8-14?

ANSWER:
 (9 points)

3. COMPLETE THE SENTENCE ACCORDING TO LINES 20-25.

The example of the Seattle group is given in order to show what

 (9 points)

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4. What is explained in lines 26-32 regarding the sponsoring of technology?

PUT AN X BY THE TWO CORRECT ANSWERS.

- i) Which technologies are the most needed.
- ii) Why fewer people object to it.
- iii) Why few companies donate equipment.
- iv) Who is opposed to it.
- v) Why companies gain more than schools.
- vi) What the students gain.

(2×8 = 16 points)

5. Would Tom Butler agree or disagree with Angela Dunlop's policy for her school? Base your answer on lines 26-38.

COMPLETE THE SENTENCE.

He would with her policy because he

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(10 points)

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PART II: WRITTEN PRESENTATION (40 points)

Write 120-140 words in English on the following topic.

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

It has been suggested that in order to raise the academic level in high schools, school time should be spent only on studies and not on social activities such as school trips, sports competitions, etc.

Do you think such a policy can achieve its purpose? Why or why not? Write a passage for the paper, stating and explaining your opinion. In addition, you may make your own suggestions for raising the academic level in high schools.

ב ה צ ל ח ה !

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Use this page and the next (nos. 6-7) for writing a rough draft.

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