

אנגלית

שאלון ז'

(MODULE G)

גרסה א'

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)
- 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 1-6.

I'LL DO IT TOMORROW

There is a term for people who never do anything on time. They are called “chronic procrastinators,” the psychological term for individuals who habitually put things off – until tomorrow, or next week, or whenever. And as researchers from around the world are finding out, procrastination is much more prevalent – and much more puzzling
5 – than you might imagine.

There is nothing unusual about putting off a task. Procrastination, however, isn't about setting priorities, as most people do when choosing to perform one task while temporarily postponing another. Nor is it about setting aside a task from time to time in order to enjoy immediate pleasures, like ice cream or a movie. In other words, for
10 chronic procrastinators putting off a task is not a rational or occasional act; it is a way of life in which little or nothing gets done on time, if at all.

The study of procrastination was, appropriately enough, a late development in the field of psychology. When scientists eventually began looking into the behavior in the 1980s, they discovered that about twenty per cent of adults, regardless of gender
15 or nationality, are chronic procrastinators. Since then, psychologists have produced a variety of theories about the phenomenon. Joseph Ferrari, a psychology professor at DePaul University, for example, suspects that habitual dawdlers delay tasks in order to enjoy the thrill of working under pressure. Other researchers believe the behavior may stem from the fear of failure. Still others are investigating whether procrastination
20 arises from the inability to control impulses. Each of the competing theories seems to explain some cases of procrastination, but so far no single theory has managed to explain them all.

While some experts are searching for the causes of procrastination, others are concerned with its effects. Surveys of university students have shown that procrastination is
25 clearly associated with personal inefficiency. Moreover, it may lead to cheating and plagiarism, which is especially worrying to university authorities, since nearly seventy per cent of the students describe themselves as procrastinators.

In an attempt to cope with the phenomenon, many universities have set up special workshops to help students kick the habit. Larry Simpson, a counselor at a workshop
30 at York University in Toronto, has participants analyze their behavior patterns in order to change them. In group sessions, he discusses the importance of studying even when one is not in the mood, and of setting aside a regular place to do it.

For reasons still unclear, this program hasn't proven entirely effective; nor have the approaches adopted by other universities. While some participants become
35 more confident and efficient, others experience only temporary improvement. And not surprisingly, one in four students arrives late for the sessions or attends them sporadically. But Mr. Simpson, for one, understands. He is a chronic procrastinator himself.

(Adapted from "Tomorrow, I Love Ya!" *The Chronicle of Higher Education*, Vol. 52, Issue 16, December 9, 2005)

QUESTIONS (60 points)

Answer questions 1-6 in English according to the article. In question 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. COMPLETE THE SENTENCE.

The writer's purpose in the first two paragraphs (lines 1-11) is to

.....

(6 points)

2. Give one similarity and one difference between chronic procrastinators and the general population. (lines 6-11)

COMPLETE THE SENTENCES.

Similarity: All people, including chronic procrastinators,

.....

Difference: Chronic procrastinators.....

.....

(2x7=14 points)

/המשך בעמוד 4/

3. What are all the researchers mentioned in lines 15-22 trying to find out?

ANSWER:
(9 points)

4. What information about procrastination is given in lines 12-27?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) How it can be controlled.
..... ii) Which theory about it is correct.
..... iii) How common it is.
..... iv) What consequences it can have.
..... v) How it develops over time.
..... vi) At what age it begins.

(2x7=14 points)

5. What is the connection between the fourth paragraph (lines 23-27) and the fifth paragraph (lines 28-32)?

- (i) The fourth presents a situation, the fifth gives its causes.
(ii) The fourth presents a study, the fifth summarizes the results.
(iii) The fourth presents a theory, the fifth presents evidence to prove it.
(iv) The fourth presents a problem, the fifth presents a possible solution.

(8 points)

6. In line 4, the writer describes procrastination as "puzzling". Copy a sentence or a phrase from lines 12-38 which justifies this description.

ANSWER:
(9 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.

7. A teen magazine has asked readers to write on the following topic:
Some people prefer to work or study in teams; others prefer to do so on their own.
In your opinion, which is preferable, and why?

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

Present advantages and / or disadvantages of one or both ways of working or studying. You may support your arguments with examples from your own experience and / or that of others.

בהצלחה!

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

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