

## 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: 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: גם נבחנים אקסטרניים 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 1-7.

**CLICKERS ON CAMPUS**

In recent years, lecturers at American colleges have been finding it hard to keep track of their students' progress. With as many as 200 students in a class nowadays, college teachers are more concerned than ever about the age-old questions: "Is anybody listening? And do they understand what I'm saying?" Now new technology is coming  
5 to their aid.

The technology involves the use of a special computer program that enables the lecturer to display a question on a screen in front of the class. Each student then answers the question by pressing a button on a "clicker" — a handheld device that is similar to a TV remote control. In less than a minute, both the right answer and the number of  
10 students who answered correctly appear on the screen.

"It's very gratifying when I see that most students have understood the lesson," says biology professor Peter Holt of Wisconsin University. "Of course, when the results show otherwise, I'm disappointed. But at least I know whether to go back over material I've already covered, or to move on. And the students know immediately if they got a  
15 question right or wrong."

Use of the new technology is spreading across American campuses, but more slowly than expected. One reason is that students, who are generally required to purchase their own clickers, often can't afford to do so. But many colleges are not giving up, and are looking for ways to overcome this obstacle. Some, for example, plan to install the  
20 system in their lecture halls, with the clickers built into the seats. This would not only spare students the expense, but also make the technology available for all courses.

Still, some lecturers remain sceptical about the new technology. Considering it a mere gimmick with no educational value, they refuse to use it in their classrooms. Even Holt was not very enthusiastic at first, but the clicker quickly won him over. "It's as if I'm  
25 talking directly to each of the 186 students in my class," he explains. "And with all the students actively participating in the lecture, the whole learning experience becomes far more productive."

(Adapted from "Students Use Clickers to Help Guide College Lectures,"  
*ABC News*, May 5, 2005)

**QUESTIONS** (70 points)

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

**1.** The problem presented in lines 1-5 is caused by (–).

- (i) a new technological invention
- (ii) conditions in college classes
- (iii) lecturers' questions in class
- (iv) the lack of students' progress

(7 points)

**2.** COMPLETE THE SENTENCE.

In lines 6-10, the writer gives a general explanation of how .....

.....

(8 points)

**3.** How does the new technology affect Holt's teaching?

Complete the following sequence of cause and effect according to the information in lines 11-15.

1. The numbers on the screen show that .....



2. Holt is not satisfied.



3. He .....

(2×8=16 points)

**4.** What does Holt explain both in lines 11-15 and lines 22-27?

ANSWER: .....

(9 points)

5. What can we understand from lines 16-21 regarding the new technology?

- (i) It is only suitable for certain courses.
- (ii) Most students like it.
- (iii) It works more slowly than expected.
- (iv) More colleges are interested in using it.

(8 points)

6. According to lines 16-27, what is preventing the new technology from becoming more widespread?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ..... i) The cost to colleges.
- ..... ii) Technical problems.
- ..... iii) The cost to students.
- ..... iv) The size of the lecture halls.
- ..... v) Doubts regarding its usefulness.
- ..... vi) The number of students in a class.

(2×8=16 points)

7. Give ONE benefit of the new technology for students. (lines 22-27)

ANSWER: .....

(6 points)

**Note: The exam continues on page 6.**

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

Answer questions **8-13** according to the broadcast. In questions 8, 11, 12 and 13, circle the number of the correct answer. In the other questions, follow the instructions.  
(5 points for each correct answer.)

**FIRST IMPRESSIONS: DO THEY REALLY MATTER?**

**8.** What did the researchers try to discover about first impressions?

- (i) How long they last.
- (ii) How they affect relationships.
- (iii) Whom they affect the most.
- (iv) Which kinds are the most important.

**9.** Why were first-year university students chosen for the experiment?

COMPLETE THE SENTENCE.

Because they .....

**10.** How long did the experiment last?

ANSWER: .....

**11.** What did the researchers learn from the experiment?

- (i) Most students did not trust their first impressions.
- (ii) It didn't really matter what students felt at first.
- (iii) Students who liked each other at first usually felt the same later.
- (iv) Male and female students formed first impressions differently.

12. What are we told about the experiment?
- (i) How the participants felt about the results.
  - (ii) What subjects the participants studied.
  - (iii) Why the results are not surprising.
  - (iv) What difficulties the researchers faced.
13. What does Prof. Colberg explain about older people?
- (i) How they form first impressions.
  - (ii) How they are similar to younger people.
  - (iii) Why they want to make more friends.
  - (iv) Why first impressions are less important to them.

## **בהצלחה!**

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