

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תש"ע, 2010
מספר השאלון: 405,016106

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)
או: معجم " لونجמן " 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: גם נבחנים אקסטרניים ונבחני משנה 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 1-8.

COLOR MATTERS

Whenever you open a book or work on your computer, almost everything appears on a white background. But what if it were a different color? In a recently published study, a group of Canadian researchers tried to answer this question. Their conclusion: changing the background color actually affects the way your brain works.

5 In the experiment, 600 students were asked to do two sets of tasks, one demanding intense concentration and the other requiring creativity. Half the students worked on a red computer screen and half on a blue one. It was found that the color of the screen dramatically affected performance. When asked to remember a list of words or find spelling mistakes, those working on a red screen were considerably more successful
10 than the "blue" group. On the other hand, those working on a blue screen were much better at tasks such as suggesting new uses for familiar objects.

"We think these differences are caused by the fact that we learn to associate certain experiences with particular colors," said Professor Jane Bennett, who led the research team. "Red is used for warning signs and emergency vehicles, so seeing this color
15 makes us more alert, and therefore better at performing tasks that demand careful attention to detail. Blue is associated with sea and sky, resulting in a general feeling of calmness. And when we're relaxed, we can be more creative."

Prof. Bennett claims that understanding how color affects us has a variety of practical applications. She suggests, for example, that companies might choose the color of
20 their office walls according to the type of work their employees do. Many researchers, however, believe the picture is far more complex. Not only is there still a vast number of different colors to investigate, but people's individual responses to a color might also be influenced by personality and culture. So it seems that a lot more research needs to be done before we can blame our spelling mistakes on the color of the walls
25 or the computer screen.

(Adapted from "Color counts, study says," *The New York Times*, February 6, 2009)

QUESTIONS (70 points)

Answer questions **1-8** in English, according to the article. In questions **1, 2, 4** and **5**, circle the number of the correct answer. In the other questions, follow the instructions.

- 1.** From lines 1-4 we learn about (-).
- (i) the subject of the study
 - (ii) people's reaction to the study
 - (iii) the reason backgrounds are usually white
 - (iv) the most effective background color
- (8 points)

- 2.** In lines 5-7, we are told (-) the experiment was done.
- (i) why
 - (ii) where
 - (iii) how
 - (iv) when
- (8 points)

- 3.** What information does the writer provide about the experiment in lines 7-11?
COMPLETE THE SENTENCE.
He gives
- (8 points)

- 4.** The words "these differences" (line 12) refer to the differences in (-).
- (i) tasks
 - (ii) performance
 - (iii) color
 - (iv) experiences
- (7 points)

5. In lines 8-11, the writer provides some information. In lines 12-17, Prof. Bennett (-).
- (i) describes a problem with this information
 - (ii) gives an explanation of this information
 - (iii) describes how she got this information
 - (iv) explains the importance of this information

(8 points)

6. Prof. Bennett mentions "tasks that demand careful attention to detail" (lines 15-16). Give ONE such task from another paragraph.

ANSWER:

(8 points)

7. What do we learn from lines 12-17 about the color blue? Give ONE answer.

COMPLETE THE SENTENCE.

We learn why it

(7 points)

8. According to lines 18-25, more research is needed because (-).

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) studies of color have only been done on computer
- ii) Prof. Bennett did not test office employees
- iii) Prof. Bennett's study only focused on red and blue
- iv) Prof. Bennett's study does not have enough practical applications
- v) different people may react differently to the same color
- vi) companies are asking for more information on the effects of color

(2×8=16 points)

Note: The exam continues on page 6.

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

Answer questions **9-14** according to the broadcast. In questions **10** and **12**, follow the instructions. In the other questions, circle the number of the correct answer.

(5 points for each correct answer.)

GIVE AND TAKE

9. The websites described in the program can help people (-).

- (i) repair their old things
- (ii) take care of their things
- (iii) earn money
- (iv) save money

10. According to Ms Philips, what is the problem with the FreeForAll website?

ANSWER:

11. What are we told about the FreeForAll website?

- (i) How it was started.
- (ii) Why it is popular.
- (iii) How to register for it.
- (iv) Who organizes it.

12. COMPLETE THE SENTENCE.

BestRead and KidsPlay are mentioned as examples of websites where people can find only

13. According to Ms Philips, how do the websites help the environment?
- (i) They help start green organizations.
 - (ii) They collect money for green organizations.
 - (iii) People who use them produce less garbage.
 - (iv) Their experts give advice about environmental projects.
14. At the end of the report, Ms Philips tells listeners (-).
- (i) which website she recommends most
 - (ii) why more people should use the websites
 - (iii) what her friends think of the websites
 - (iv) how to use the websites

בהצלחה!

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