

- סוג הבחינה: א. בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחני משנה  
ג. בגרות לנבחנים אקסטרניים  
מועד הבחינה: תש"ע, מועד ב  
מספר השאלון: 407,016108

## 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)  
או: معجم " لونجمان " للإجليزية 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: 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 1-8.

**THE MULTITASKING GENERATION**

Watch teenagers today and you'll see them doing something extraordinary: chatting on their cellphones, sending text messages, checking their email *and* doing their homework – all at the same time. In short, they seem to be natural multitaskers. "I can't even imagine doing my homework without texting my friends and listening to  
5 music," says 16-year-old Emily Gray. "My parents keep telling me it's bringing my grades down, but I don't see the connection."

Human beings have always had the capacity to attend to several things simultaneously. Just think of the generations of mothers who have cooked supper while holding a baby and keeping an eye on their other kids. And for close to a century we've been  
10 driving our car while listening to the radio and chatting with passengers. But there is no doubt the phenomenon has reached new heights in the computer age, when people routinely conduct a dozen conversations online, watch a basketball game and order cinema tickets, all at once.

This dramatic increase in multitasking has generated a great deal of scientific interest.  
15 "Numerous studies show how the brain handles multitasking," says neurologist James Oakley. "We now know that whenever you perform several tasks at the same time, your brain actually moves rapidly back and forth between them." This ability of the brain to switch from one task to another reaches peak level in adolescence and begins to decline in midlife. Consequently, young children do not multitask well and neither  
20 do older people, whereas those in their teens and twenties do so with an ease that leaves the rest of us speechless.

But even among the younger generation multitasking has its limitations, cautions Dr. Oakley, who has investigated its effects on college students. Not only do errors go way up, but it takes far longer to complete the tasks than if they were done one  
25 by one. Moreover, according to Stephanie Roberts of the Florida Brain Center, when young people are accustomed to cramming several mentally demanding activities into the same period of time, they lose the skill – and often the will – to stay focused on one thing. "Heavy multitaskers have trouble filtering out irrelevant information, remembering facts, and organizing their thoughts," says Prof. Roberts. "We've also  
30 begun to look into what happens after years of this intense activity and we're already seeing a link between multitasking and an impaired ability to grasp complex situations or form lasting relationships. This means there may well be serious implications for the way young people learn, understand the world, and interact with others."

Modern technology has brought us new freedoms and possibilities, and the younger generation in particular is embracing them enthusiastically. But while present-day multitasking may help kids cope with the frenzied pace of contemporary life, it might come at too heavy a mental, psychological and social price.

(Adapted from "The Multitasking Generation," *TIME*, March 19, 2006)

**QUESTIONS** (60 points)

Answer questions **1-8** in English, according to the article. In questions 1, 3 and 6, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What is being contrasted in lines 1-6?

- (i) Ways of multitasking.
- (ii) Purposes of multitasking.
- (iii) Technologies used in multitasking.
- (iv) Attitudes towards multitasking.

(7 points)

**2.** COMPLETE THE SENTENCE.

The first two examples in the second paragraph are given to show that multitasking

.....

(8 points)

**3.** What do we learn from lines 14-21?

- (i) How multitasking affects behavior.
- (ii) What tasks the brain handles easily.
- (iii) What enables people to multitask.
- (iv) How to improve brain performance.

(7 points)

**4.** COMPLETE THE SENTENCE.

In lines 14-21 the writer explains why young adults .....

.....

(8 points)

/המשך בעמוד 4/

5. COMPLETE THE SENTENCE.

Both Dr. Oakley and Prof. Roberts believe that .....

.....

(8 points)

6. Which of the following does Prof. Roberts' research deal with?

- (i) The relationships between multitaskers.
- (ii) The long-term effects of multitasking.
- (iii) The psychological reasons for multitasking.
- (iv) The personality of multitaskers.

(8 points)

7. How might Emily Gray's homework (line 4) improve if she didn't multitask while doing it? Give ONE way. Base your answer on another paragraph.

COMPLETE THE SENTENCE.

Her homework might .....

(8 points)

8. In the last paragraph the writer mentions the social price of multitasking. According to lines 22-33, what could that social price be? Give ONE answer.

ANSWER: .....

.....

(6 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.

9. Your school newspaper has asked readers to write on the following topic:

Which is more important for success in life: a person's natural abilities or hard work?

Write a passage for the newspaper, stating and explaining your opinion. You may support your position 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.



