

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"א, 2011
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 " لونغمان " 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: 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 1-7.

AND THE WINNER IS...

An extraordinary group of people gathered recently in San Francisco, California. Among them were some of the world's leading experts in fields such as astrophysics, health, and energy, as well as successful entrepreneurs and industrialists. Brought together by the X Prize Foundation, an organization which rewards innovation with
5 cash, they were given the task of thinking up new challenges worthy of the Foundation's awards. Following the group's recommendation, a \$1.4 million prize now awaits anyone who comes up with a faster way to clean up oil spills from the ocean.

Throughout history, incentive prizes have been used to tackle a variety of problems. In 1795, for instance, Emperor Napoleon of France announced he would generously reward
10 the person who could find a way to preserve food for the army, an offer that led to the invention of a canning process similar to the one used today. And in 1853, the awards given by the Ray Corporation for improvements to American trains included \$400 for more comfortable seats and \$600 for better brakes. But the impact of incentive prizes has often gone beyond their original purpose. A recent study of the Royal Agricultural
15 Society of England (RASE) found that the awards it offered between 1839 and 1939 for the invention of specific types of farm machinery gave rise to an impressive variety – and a huge number – of additional agricultural inventions as well.

Incentive prizes continue to generate a wealth of creative ideas. One reason may be that anyone can compete for a prize, and a great many people do. Last year, for
20 example, when the American company Sallotech offered \$1 million for the solution to a problem that had stumped its own computer scientists, it received nearly 12,000 entries proposing a wide range of innovative solutions. The award ultimately went to a team of nine, none of whom were professionals in the field of computers. This is less surprising than it might seem. In fact, a Harvard University analysis of the
25 results of dozens of competitions showed that participants from outside a specific field were much more likely to take the prize than people working in that field.

Governments around the world have recently begun turning to incentive prizes, sometimes joining in with private foundations. The prizes are mainly employed to initiate large projects on both the national and the international levels. Concern has
 30 been voiced that this trend might cause the topics selected for prizes – and even the choice of the winners – to be affected by political considerations. On the whole, however, reactions have been favourable. Thomas Kalil, a science adviser to the American president, acknowledges the pitfalls of government involvement but argues
 35 that the process of choosing topics for prizes forces officials to focus on the most important problems. And people in the fields of science, technology and industry are delighted, of course, to see more money being channeled towards cultivating innovative thinking.

(Adapted from "And the winner is...", *Economist*, August 5, 2010)

QUESTIONS (60 points)

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

1. What was the goal of the group that met in San Francisco? (lines 1-7)

- (i) To raise money for the Foundation's research.
- (ii) To suggest subjects for the Foundation's awards.
- (iii) To solve a challenge presented by the Foundation.
- (iv) To name the winner of the Foundation's award.

(7 points)

2. What do we learn about incentive prizes from lines 8-17?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Each prize was meant to solve several problems.
- ii) They were first introduced in France.
- iii) They proved to be useful.
- iv) Not all of them were cash prizes.
- v) They have not been widely used.
- vi) Some of them had unexpected effects.

(2×7=14 points)

3. What did the incentive prizes offered by RASE and Sallotech have in common?
Base your answer on lines 14-22.

ANSWER:
(8 points)

4. In what way is the Sallotech competition similar to most competitions analyzed in the Harvard study? (lines 18-26)

COMPLETE THE SENTENCE.

Its winners.....
(8 points)

5. What is the "trend" referred to line 30?

ANSWER:
(8 points)

6. COMPLETE THE SENTENCE.

Thomas Kalil explains why
.....
(8 points)

7. Which of the following points does the writer make in lines 27-37?

- (i) Incentive prizes are used today mainly by governments.
- (ii) The potential of incentive prizes has not been fully understood.
- (iii) Government involvement in incentive prizes is not new.
- (iv) Government involvement in incentive prizes might be problematic.

(7 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.

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

It has been suggested that public transportation should be free of charge*. Do you agree or disagree with this suggestion?

Write a passage for the newspaper, expressing your opinion and explaining the advantages and/or disadvantages of the idea.

! בהצלחה

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

