

- א. סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: תשע"א, 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
א: قاموس " هاراب " إنجليزي – إنجليزي – عربي
(מילון הראפס אנגלי-אנגלי-ערבי)
א: معجم " لونجمان " 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.

INSIDE STORY

A lot of people would like to know what's going on inside your head – especially those who want to sell you something. In fact, finding out about consumer responses to its products and advertising campaigns is crucial to a company's success. That's where market research comes in. Market researchers generally depend on interviews and questionnaires to identify what we'd be willing to buy. However, the answers they get don't consistently predict actual consumer behavior, and products and advertising campaigns have been known to fail despite extensive market research. So market researchers have turned to neuroscience, the study of the brain, in the hope of gaining a more accurate picture of consumer preferences. This new approach is called "neuromarketing."

The idea that market researchers should go directly to the brain is based on the findings of neuroscience. Using brain scans, neuroscientists showed that many economic decisions are made on the subconscious level: memories, associations and emotions all play a major role in our preference for one product over essentially identical competitors. The scans also confirmed what advertisers have long sensed intuitively: emotions, especially, are a key factor in "brand loyalty" – the long-term bonds we build with certain brands. "These findings provide justification for the practice of using advertising messages that link a brand with positive feelings," says advertising expert Ben Morris. "Think of all those ads for cell phones and airlines that don't seem to be selling phones or flights, but simply trying to make us feel good."

The last few years have seen a steady stream of businesses turning to neuromarketing agencies. With the help of brain scans, these agencies provide answers to their clients' most pressing questions: Does the product attract attention? Does the ad elicit emotions? Is the logo memorable? However, opinions are divided as to whether the new method is more reliable than traditional ones. Says psychologist Simon Bateman, "Applying the techniques of neuroscience to market research is irresponsible. Brain function is so complex that drawing practical conclusions from brain scans is not as straightforward as neuromarketers and their clients would like to believe."

Consumer organizations, for their part, have been calling attention to the ethical implications of neuromarketing. "Companies could use the findings to entice customers into buying things they don't want, don't need, and can't afford," cautions Bernard Humphries of WatchOut. But neuromarketer Patricia Smith argues that the fears are unfounded. "It's not our intention to help businesses manipulate people. By accessing hidden desires locked away inside consumers' heads, we merely enable manufacturers to find out what people really want. And besides, let's not forget that people are not machines. There's no 'buy' button in the brain."

QUESTIONS (60 points)

Answer questions 1-7 in English, according to the article. In questions 1, 3 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. What does the writer explain in lines 1-10?
 - (i) Why consumers choose certain products.
 - (ii) Why new market research techniques are needed.
 - (iii) How neuromarketing is changing consumer behavior.
 - (iv) How people react to neuromarketing.

(8 points)

2. Why do market researchers "go directly to the brain" (line 11)? Base your answer on lines 1-10.
 COMPLETE THE SENTENCE.
 They do so in order to

(8 points)

3. What point is made in lines 11-20?
 - (i) Different methods of advertising are equally effective.
 - (ii) Most companies offer products that are very similar.
 - (iii) There is scientific support for the way many products are advertised.
 - (iv) Neuroscience will cause advertisers to change their way of thinking.

(7 points)

4. What do we learn about neuromarketing agencies from lines 21-23? Give ONE answer.

COMPLETE THE SENTENCE.

We learn why they
(8 points)

5. Why do businesses want to know if their ads "elicit emotions" (lines 23-24)? Base your answer on lines 11-20.

COMPLETE THE SENTENCE.

They want to know this because
.....
(8 points)

6. Give TWO objections to neuromarketing. Take each one from a different paragraph.

COMPLETE THE SENTENCES.

(1) Neuromarketing
(2) Neuromarketing
(2x7=14 points)

7. What does Patricia Smith mean by saying "there's no 'buy' button in the brain" (line 36)?

- (i) Neuromarketing is a very effective tool.
- (ii) People don't always know what they want.
- (iii) Consumers cannot be manipulated easily.
- (iv) Manufacturers need to know people's preferences.

(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:

Some people feel there are too many rules in schools today. Others think there aren't enough. What do you think?

Write a passage for the newspaper, stating and explaining your opinion. Relate to your own experience and / or give examples of rules you would add, change or cancel.

ב ה צ ל ח ה !

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

