

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ג, 2023, מועד ב
מספר השאלון: 16471

אנגלית

שאלון ה'
(MODULE E)

מתכונת חדשה

גרסה א'

הוראות

בשאלון זה אין להשתמש
במילון או במילונית.

א. משך הבחינה: שעה ורבע.

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.

פרק ראשון	-	הבנת הנקרא	-	70	נקודות
פרק שני	-	אוצר מילים	-	30	נקודות
סך הכול	-			100	נקודות

ג. חומר עזר מותר בשימוש: אין.

ד. הוראות מיוחדות:

- (1) יש לכתוב את כל התשובות בגוף השאלון (במקומות המיועדים לכך).
- (2) יש לכתוב את כל התשובות באנגלית ובעט בלבד.
- (3) בתום הבחינה יש להחזיר את השאלון למשגיח או למשגיחה.

שאלון: 016471



אנגלית

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה.
כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה וכל תלמיד להשיב על השאלות באופן אישי.

בהצלחה!

PART I: WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–8.

A glossary of the underlined words (numbers 1–5) is provided on the next page.

FRIENDLY ROBOTS

I The word "robot" first appeared in 1920 in a science-fiction play by the writer Karl Capek. It was used to describe artificial¹ people that were made in a factory in order to do the work of humans. Today, the term is used for any machine that is controlled by a computer. Robots are now everywhere, replacing humans in a wide range of jobs. Some, for example, do very dangerous tasks, such as collecting data from deep in the oceans. Others are used for assembling² products in factories – a job they do much more efficiently than humans can.

II Over the years, advances in computer technology have led to the development of social robots – that is³, robots that can interact with people in various personal ways. For instance, some are able to speak with children and adults, using a suitable level of vocabulary. Others can change the expression on their faces, tell jokes, or laugh at the jokes they are told. "These amazing communication abilities are making social robots extremely useful," says Ella Warner of *Current Robotics Magazine*. "You might already have heard of the ones that provide company⁴ for older people who are living alone, or of those that entertain and educate children."

III One social robot was designed to interact with very young children and, among other things, help prepare them for school. This small robot, which is called Tega, has a soft body, red fur⁵, and large round eyes. Tega can tell a child a story or start a conversation, speaking in a friendly child-like voice. It uses its face to show interest in the child's response. It also replies in a way that suits each individual child's language ability. Studies of children who spent time with Tega found improvements both in their ability to concentrate and in their speaking skills.

IV In recent years, much research has been done on the interactions between humans and robots. "That's because there has been some concern that people might prefer to spend time with a friendly robot rather than make friends with humans," explains Warner. "But the findings so far are encouraging. According to one large study, for instance, shy people who had regular conversations with a robot became more confident. In fact, it became easier for them to talk to other people." Warner believes that more studies are necessary. "We need to find out if interacting with a social robot over a long period of time causes any problems," she says. "Then we will know more clearly what roles these robots should play in our lives."

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GLOSSARY						
1.	artificial	artificial	искусственный	artificiel	אָרטיפֿיציעל	מלאכותי
2.	assemble	armar	сборка	fabriquer	אָפּפּאַרען	להרכיב
3.	that is	o sea	другими словами	c'est à dire	אָדער	כלומר
4.	company	compañía	компания	compagnie	קאָמפּאַני	חברה
5.	fur	pelaje	мех	fouurrure	פּוּר	פרווה

QUESTIONS (70 points)

Answer questions 1–8 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.

- What do we learn from paragraph I?
 - What products robots make in factories.
 - Why Capek wrote a play about robots.
 - What the word "robot" means today.
 - What people think of robots.

(8 points)

- What dangerous task do robots do today? (paragraph I)
 COMPLETE THE SENTENCE.
 They

(8 points)

- Why are robots used for factory work? (paragraph I)
 COMPLETE THE ANSWER.
 Because

(8 points)

- What do the examples in lines 7–11 show about social robots?
 COMPLETE THE SENTENCE.
 They show that these robots

(8 points)

- What are we told about Tega? (paragraph III)
 - What its purpose is.
 - Who designed it.
 - How much time children should spend with it.
 - Which languages it speaks.

(8 points)

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6. How does Tega show interest in what children are saying? (paragraph III)

COMPLETE THE ANSWER.

By
(8 points)

7. How might children benefit from using Tega? Give ONE answer from lines 18–19.

COMPLETE THE SENTENCE.

They might be able to
(8 points)

8. What do we learn from paragraph IV about the interactions between humans and social robots?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) How long ago they began.
- ii) What their long-term consequences are.
- iii) Why they are being studied.
- iv) Why they must be improved.
- v) What effect they can have.
- vi) How they have changed in recent years.

(2×7=14 points)

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PART II: LEXICAL KNOWLEDGE (30 points)

(VOCABULARY)

Below are five questions, (9) to (13). In each question there are six items (words or chunks) and three definitions.

In each question, match three of the items 1–6 to the definitions on the right.

Write the number of the item next to its definition, as shown in the example.

(2 points for each correct match.)

EXAMPLE

- | | | |
|---------------|----------|---|
| 1. a calendar | | |
| 2. a season | <u>4</u> | cars, buses, and trucks moving along a road |
| 3. an island | <u>1</u> | shows days, weeks, and months in a year |
| 4. traffic | <u>5</u> | something you are given when you win a race |
| 5. a prize | | |
| 6. a label | | |

(9)

- | | | |
|-------------------|-------|---|
| 1. an emergency | | |
| 2. an appointment | _____ | a large amount of money that a person has |
| 3. wealth | _____ | help or advice, often given to help deal with a problem |
| 4. a circumstance | _____ | a meeting arranged for a particular time |
| 5. guidance | | |
| 6. a category | | |

(10)

- | | | |
|----------------|-------|---|
| 1. a parcel | | |
| 2. a discovery | _____ | something that is found or learned about for the first time |
| 3. a label | _____ | a shopping center |
| 4. a mall | _____ | a package |
| 5. an elevator | | |
| 6. a tunnel | | |

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(11)

- | | | |
|----------------|-------|---|
| 1. to expect | | |
| 2. to invest | _____ | to join two or more things together |
| 3. to postpone | _____ | to put off until a later time |
| 4. to oppose | _____ | to disagree strongly with a person or an idea |
| 5. to borrow | | |
| 6. to combine | | |

(12)

- | | | |
|----------------|-------|---|
| 1. essential | | |
| 2. complicated | _____ | necessary |
| 3. limited | _____ | exactly the same |
| 4. general | _____ | interested in learning about different things |
| 5. curious | | |
| 6. identical | | |

(13)

- | | | |
|--------------------------|-------|---|
| 1. to be responsible for | | |
| 2. to use up | _____ | to watch, listen to, or think about something carefully |
| 3. to turn down | _____ | to accept an unpleasant situation |
| 4. to put up with | _____ | to finish a supply of something |
| 5. to take off | | |
| 6. to pay attention | | |

בהצלחה!

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