

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ט, 2019
מספר השאלון: 016582

אנגלית

שאלון ז' (MODULE G)

גרסה ב'

הוראות לנבחן

- א. משך הבחינה: שעה וארבעים וחמש דקות
- 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: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת אימו / שפת אימו-אנגלי. השימוש במילון אחר טעון אישור של 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.
 - (3) כתוב את הנוסח הסופי של מטלת הכתיבה בעמוד 9. אם תצטרך, תוכל להשתמש גם בעמוד 10.
 - (4) בתום הבחינה החזר את השאלון למשגיח.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



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PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

Read the article below and then answer questions 1-7.

REMEMBER WHEN...?

I Most of us don't have any memories from the first three to four years of our lives — in fact, we tend to remember very little of our life before the age of seven. Even the early memories we think we have may not be the real thing, but merely recollections we formed much later based on photos and on stories we've heard over the years. Although the absence of early memories has been documented for over a century, scientists are still trying to gain an understanding of it.

II While adults don't generally recall events that happened during their earliest years, research has shown that very young babies are capable of forming simple memories. In a recent experiment, for example, six-month-old babies discovered that they could make a toy train run by pressing a lever. When given the train again three weeks later, they immediately pressed the lever — a clear indication that they remembered what to do. Furthermore, when the same experiment was done with a group of two-year-olds, they could recall the action for more than a month. All these early memories, however, fade after a few months at most, and it is only years later that children begin having memories they can reliably recall.

III The formation of long-lasting memories is now known to be linked to some of the physical changes that occur in the brain during childhood. One of the most significant outcomes of these changes is the development of verbal capabilities: between the ages of one and six, children progress from using single words to talking in whole sentences. Interestingly, researchers have found that a child's ability to speak about an event at the time it happens can predict how well that event is remembered. One research team, for example, interviewed a group of young children several years after they had been treated in hospital for common childhood injuries. It was found that the ones who could already talk fluently at the time of the hospital visit recalled many details of the experience. Those who had not yet developed language skills had little or no recollection of it during the interview.

IV But even before the brain develops its full memory function, parents and other family members can help very young children form rich memories. The best way is to engage them in conversation about past events. For instance, a father can talk to his five-year-old daughter about her last birthday party, asking her simple questions (who came, what presents she got) and adding extra information after each of her answers. A full, complex story of the event can thus be built around whatever she herself remembers. Research has shown that children in families where stories are told and retold in this manner subsequently develop stronger and more detailed memories of their lives in the past.



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QUESTIONS (60 points)

Answer questions 1-7 in English according to the article. In questions 1, 3, 5 and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from paragraph I about our early memories?

- i) How they are being studied.
- ii) Why they mostly begin at the age of seven.
- iii) Why they might not be accurate.
- iv) What events are remembered best.

(7 points)

2. What can we understand about the scientists mentioned in paragraph I?

COMPLETE THE SENTENCE.

They want to find out why it is usually impossible to

.....

(8 points)

3. In paragraph II, the writer describes an experiment with two groups of very young children.

What did the researchers find out about the two groups?

- i) How well each group performed different actions.
- ii) How quickly both groups learned to perform a certain action.
- iii) How long each group remembered a certain action.
- iv) How many children in both groups could not learn any action.

(7 points)

4. What sequence of events is described in paragraph III?

Fill in the missing information below.

(1)

(2) Consequently, children's ability to speak develops.

(3) This seems to

(2×8=16 points)

לא לכתוב באזור זה

לא לכתוב في هذه المنطقة



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5. The word "yet" as it is used in line 22 means "at the time when (-)".

- i) the researchers interviewed the children
- ii) the children were treated for injuries
- iii) the research team reached its conclusions
- iv) the children developed good language skills

(7 points)

6. What can we infer from paragraph IV ?

- i) Memory function develops more slowly than other brain functions.
- ii) Happy events are the easiest for children to remember.
- iii) Parents don't spend enough time with their children.
- iv) Memory function is not fully developed at the age of five.

(7 points)

7. According to paragraph IV, how might the daughter in the example benefit from the conversation with her father?

COMPLETE THE SENTENCE.

She might be able to

(8 points)

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PART II: WRITTEN PRESENTATION (40 points)

Write 120-140 words in English on the following topic.

8. Choose a person, a group of people, or an organization you admire, and explain why you admire them.

בהצלחה!

Use this page and the next (pages 7-8) for writing a rough draft.

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