



מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ח, 2018, מועד ב
מספר השאלון: 016481

אנגלית

שאלון ה'

(MODULE E)

גרסה ב'

הוראות לנבחן

- א. משך הבחינה: שעה ורבע.
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
- | | | | | | |
|-----------|---|------------|---|-----|--------|
| פרק ראשון | — | הבנת הנקרא | — | 70 | נקודות |
| פרק שני | — | הבנת הנשמע | — | 30 | 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 דר' לשוני: אנגלי-שפת אמו / שפת אמו-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) בתום הבחינה חוזר את השאלון למשגיח.
- הערה: גם נבחני משנה ונבחנים אקסטרניים חייבים להיבחן בפרק הבנת הנשמע.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!



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PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS

(70 points)

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

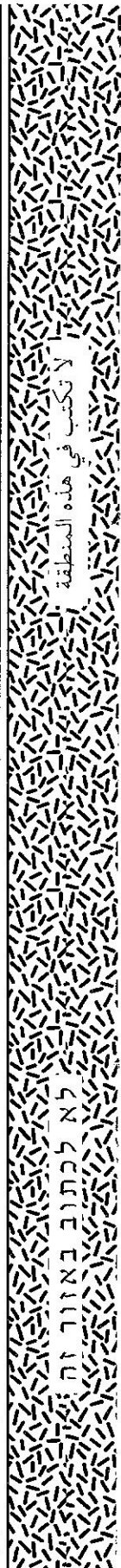
EARWORMS: MUSIC IN YOUR HEAD

I You probably know the feeling: a short piece from a song or melody gets stuck in your head and keeps repeating over and over again. This is known as an "earworm." Although earworms are extremely common — over 90% of participants in surveys reported getting them at least once a week — scientists don't know much about them. However, research was done recently in order to get a better understanding of the phenomenon, and it has produced some interesting insights.

II Studies conducted in the USA, Britain, and Finland have identified several features of earworms. They usually come from songs that we've heard recently and that have a melody which is easy to remember. However, the part of the melody that becomes an earworm often has something that makes it noticeably different from the rest of the tune — for example, a change in rhythm. Furthermore, earworms are most likely to occur while we are doing something routine, like jogging or washing dishes. Women get them more often than men, and they become less frequent as people get older.

III While earworms are not a new phenomenon, they seem to have become much more common in recent years. According to one theory, this is due to our constant exposure to recorded music — in public places, on the Internet, from cellphones. Obviously, the more you hear a certain song, the greater the chance that parts of it will get stuck in your head. What is more surprising is that the trigger for an earworm doesn't need to be the song itself. For example, you can pass a man on the street and suddenly get an earworm. After a while, you might realize he had the same haircut as the singer of the song that your earworm came from.

IV Not everyone feels the same about getting an earworm. About 65% of the people who participated in surveys said they weren't bothered by their earworms. The others, however, found them very annoying. Fortunately, there are effective ways of getting rid of them. A challenging mental activity, such as doing a Sudoku puzzle, can be very helpful; so can having a conversation, or even chewing gum. So next time you get an earworm, you can either try one of these methods, or just relax and enjoy the music in your head.





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QUESTIONS (70 points)

Answer questions 1-8 in English, according to the article. In questions 1, 4 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about earworms from paragraph I?

- (i) Why they appear every week.
- (ii) How they get stuck in your head.
- (iii) Why they have been studied.
- (iv) How the surveys about them were done.

(8 points)

2. Why does the writer assume that the readers have probably had an earworm?

Base your answer on information in paragraph I.

ANSWER:

(8 points)

3. What are we told in paragraph II?

PUT A \checkmark BY THE TWO CORRECT ANSWERS.

- (i) Why more research on earworms is needed.
- (ii) What earworms have in common.
- (iii) How earworms can affect the rhythm of a tune.
- (iv) When people usually get earworms.
- (v) Which earworms people remember the longest.
- (vi) Why older people get fewer earworms.

(2x7=14 points)

4. What does the theory that is mentioned in line 14 explain?

- (i) Why people like listening to recorded music.
- (ii) Why people get more earworms nowadays.
- (iii) How people's taste in music has changed.
- (iv) How people first began getting earworms.

(8 points)

לא לכתוב באזור זה
لا تكتب في هذه المنطقة



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5. In paragraph III, the Internet is mentioned as a source of (-).

- (i) the music we hear
- (ii) our favorite songs
- (iii) facts about earworms
- (iv) surprising information

(8 points)

6. COMPLETE THE SENTENCE ACCORDING TO PARAGRAPH III.

Passing a man on the street is given as an example of something that can

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(8 points)

7. What do we learn from lines 20-22 about the people who participated in surveys?

COMPLETE THE SENTENCE.

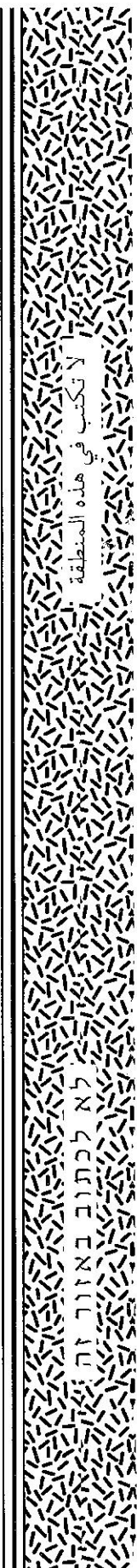
We learn how they

(8 points)

8. According to lines 23-24, chewing gum can be "very helpful." What can it help you do? (paragraph IV)

ANSWER:

(8 points)



תלישת דף עלולה להביא לפסילת הבחינה נزع ورقة قد يؤدي إلى إلغاء الامتحان

7



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Note: The exam continues on page 8.

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PART II: ACCESS TO INFORMATION FROM SPOKEN TEXTS (30 points)

Answer questions 9-12 according to the broadcast. In questions 9 and 12, circle the number of the correct answer. In the other questions, follow the instructions. (5 points for each correct answer.)

CITY LIGHTS ARE TOO BRIGHT

9. What do we learn from Julia's first answer about bright lights in the city at night?

- i) When cities first started using them.
- ii) Why they need to be so bright.
- iii) How they affect people's eyesight.
- iv) What sources they come from.

10. Julia describes the negative consequences of high levels of lighting at night.

Give TWO of those consequences for people.

COMPLETE THE SENTENCES.

- (1) Because of the lighting, people
- (2) Because of the lighting, people

11. What does Julia say about the effects of night lighting on animals?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Scientists don't know enough about how animals are affected.
- ii) The lighting is harmful to most animals.
- iii) The lighting helps insects find food.
- iv) The lighting helps some animals to survive.
- v) The lighting shows birds where to land at night.
- vi) Different kinds of lighting affect animals differently.

12. What does Julia explain about the attempts to reduce the level of lighting?

- i) Why they usually fail.
- ii) Where they first began.
- iii) Which one has been most effective.
- iv) Why her organization supports them all.

בהצלחה!

