

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: תש"ע, מועד ב'
מספר השאלון: 402,016103

אנגלית

שאלון ב'

(MODULE B)

גרסה א'

הוראות לנבחן

- א. משך הבחינה: שעה ורבע
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שני פרקים.
פרק ראשון – הבנת הנקרא – 70 נקודות
פרק שני – משימת כתיבה – 30 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 "لوجمان" للإنجليزية الحديثة
(מילון לונגמן לאנגלית מודרנית)
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- 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.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

الفصل الأول: فهم المقروء (٧٠ درجة)
 اقرأ المقابلة التي أمامك، ثم أجب عن
 الأسئلة 1-8 التي تليها.

פרק ראשון: הבנת הנקרא (70 נקודות)
 קרא את הריאיון שלפניך,
 וענה על השאלות 1-8 שאחריו.

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

CENTRAL HIGH SCHOOL MAGAZINE
Sounds, Sleep and Memory

Our reporter, Karen Barns, interviewed Dr. Peter Scott from Madison University.
 Dr. Scott does experiments on the effects of sleep on memory.

Karen: Please tell us about your last experiment.

Dr. Scott: I wanted to see if playing a CD with sounds during sleep can improve
 5 memory. I showed students 30 small pictures on a computer screen. All the pictures
 appeared at the same time on the screen. I asked the students to remember the exact
 place of each picture. For example, they had to remember that the place of the cat
 was in the middle of the screen and that the phone was on the top.

Karen: But how did this help you learn about the effect of sounds during sleep?

Dr. Scott: When the students touched the pictures on the screen they heard
 10 a sound. Each picture had a different sound that helped students remember the
 picture. For example, when they touched the picture of the phone, they heard the
 sound of a phone ringing. After the students learned the places of the pictures, I told
 them to go to sleep for two hours. While they were sleeping, I played a CD with the
 15 sounds of 15 of the pictures. Then I woke the students up and asked if they had heard
 anything. They said they had heard nothing.

Karen: What happened next?

Dr. Scott: I asked the students to put all 30 pictures in their correct places on the
 screen. They couldn't remember where to put all the pictures. However, they did
 20 remember the correct places of the 15 pictures connected to the sounds I had played
 while they were sleeping.

Karen: So what did you learn from this experiment?

Dr. Scott: I learned that sounds can improve memory if they are played during sleep and are connected to what people had learned.

25 **Karen: Does this mean I can succeed in tests by playing a CD with the test material while I sleep?**

Dr. Scott: I'm not sure. I need to do more experiments before I can say that this is the way to succeed in tests.

Karen: Thank you. This was very interesting.

أجب بالإنجليزية عن الأسئلة 1-8، حسب
المقابلة التي قرأتها. في الأسئلة 1 و 2 و 3
و 4 و 6 ضع دائرة حول رقم الإجابة
الصحيحة. في باقي الأسئلة، أجب حسب
التعليمات. (70 درجة)

ענה באנגלית על השאלות 1-8, על פי
הריאיון שקראת. בשאלות 1, 2, 3, 4 ו-6
הקף במעגל את התשובה הנכונה.
בשאר השאלות, ענה על פי ההוראות.
(70 נקודות)

Answer questions 1-8 in English according to the interview. In questions 1, 2, 3, 4 and 6 circle the number of the correct answer. In the other questions, follow the instructions.

1. Dr. Scott wanted to find out how to improve people's (-). (lines 1-8)

- i) sleep
- ii) memory
- iii) hearing

(8 points)

2. What did Dr. Scott tell Karen in lines 4-8?

- i) How many students were in his experiment.
- ii) Who helped him in his experiment.
- iii) What students had to do in his experiment.

(9 points)

3. A phone ringing is mentioned in line 13 as an example of a sound that (-).
(lines 9-16)

- i) woke students from their sleep
- ii) many students remembered easily
- iii) was connected to one of the pictures

(9 points)

4. While the students were sleeping, Dr. Scott played a CD with (-). (lines 9-16)

- i) quiet music that helped them to sleep
- ii) some of the sounds they heard in the experiment
- iii) the names of the pictures they saw on the screen

(9 points)

5. What did Dr. Scott tell students to do after they woke up? (lines 17-21)

ANSWER:

(8 points)

6. What helped the students remember the place of the pictures? (lines 17-21)

- i) The sounds Dr. Scott played during their sleep.
- ii) The place of the pictures on the computer screen.
- iii) How long they slept during the experiment.

(9 points)

7. According to Dr. Scott, when can sounds have an effect on memory?

COMPLETE THE SENTENCE. Give ONE answer. (lines 22-24)

When the sounds are

(10 points)

8. What will Dr. Scott have to do to learn more about the effects of sleep on memory?
(lines 25-28)

ANSWER:

(8 points)

