

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: תשע"ב, מועד ב'
מספר השאלון: 406,016107

אנגלית

שאלון ו'

(MODULE F)

גרסה א'

הוראות לנבחן

א. משך הבחינה: שעה ורבע

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 מבין המילונים האלה:

— מילון אנגלי-אנגלי-עברי

או

— מילון אנגלי-עברי-עברי-אנגלי

— قاموس إنجليزي – إنجليزي – عربي

(מילון אנגלי-אנגלי-עברי)

או

— قاموس إنجليزي – عربي / عربي – إنجليزي

(מילון אנגלי-עברי / ערבי-אנגלי)

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 חזור את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

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

Read the text below and then answer questions 1-6.

"NO ANIMALS WERE HARMED"

The movie is over, and the names of everyone who was involved in the production appear on the screen. In films featuring animals, the list is often followed by the statement, "No animals were harmed in the making of this movie." This guarantee, however, can only be added with the approval of the American Humane Association (AHA), a 130-year-old organization dedicated to ensuring the well-being of animals. Our reporter spoke to Jessica Newman of the AHA's film and television unit, which monitors over 2000 productions a year, from 30-second commercials to full-length movies.

What exactly is the responsibility of your unit?

To prevent animals used in films from suffering harm or discomfort. We are committed to a very simple principle: If an animal starts work happy and healthy in the morning, it should end the day the same way. I'm pleased to say that nearly 85% of the productions monitored earn our approval, though it takes a great deal of effort by all concerned. Preparations have to start months in advance, with AHA representatives and the filmmakers meeting regularly to plan in detail how to assure the animals' well-being in every scene. There are all sorts of risky situations we have to deal with. For instance, in a recent discussion of a scene involving a river crossing, it was agreed that the animals' path would be cleared of sharp rocks, and that no filming would take place on days when the current was too strong.

Is filming animals always such a complex undertaking?

Very often it is. In fact, that's why we have a 120-page guide for filmmakers listing hundreds of rules relating to all types of animals, from dogs and cats to snakes and tigers. It specifies, among other things, working hours, feeding schedules, and protective measures against the bright lights and noise of a film site. Much of our work consists of making sure these rules are followed, as well as handling any unforeseen problems that arise during filming. I remember one instance when an actor who was supposed to ride a pony turned out to be far heavier than expected. Our representative at the film site got the director to stop filming until a stronger pony was found.

/המשך בעמוד 3/

Is it difficult to get the cooperation of filmmakers?

- 30 Surprisingly, no, even though it can be costly or inconvenient for them. On the rare occasions that our demands are ignored, a complaint to the production headquarters is usually enough to get the desired results. Unfortunately, despite everyone's best efforts, sometimes there are accidents and an animal does get hurt. When that happens, you won't find our guarantee at the end of the film, as we could not honestly
- 35 say that no animal was harmed. Our mission is to protect animals, and we take our job very seriously.

QUESTIONS (60 points)

Answer questions **1-6** in English, according to the text. In questions **1** and **4**, circle the number of the correct answer. In the other questions, follow the instructions.

1. What are we told about in lines 1-8?

- (i) The films produced by the AHA.
- (ii) The goal of the AHA.
- (iii) The animals approved by the AHA.
- (iv) The changes in AHA activity.

(7 points)

2. What do we learn from lines 10-19?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) What filmmakers think of the AHA.
- ii) Why animals are commonly used in films.
- iii) How the AHA film and TV unit does its job.
- iv) When the AHA first began monitoring films.
- v) How animals are prepared for their scenes.
- vi) Why a film site might be dangerous for animals.

(2×7=14 points)

/המשך בעמוד 4/

3. What must all filmmakers do to prevent harm and discomfort to the animals used in their films? Give TWO answers, based on the following lines.

(1) **Lines 10-19:**

(2) **Lines 21-28:**

(2×8=16 points)

4. Ms Newman tells the story of the pony in order to show that (-). (lines 21-28)

(i) AHA representatives are needed at the film site

(ii) directors don't like to work with animals

(iii) it is hard for the AHA to work with actors

(iv) it takes time to find suitable animals for films

(8 points)

5. What are the "desired results" referred to by Ms Newman? Base your answer on lines 29-32.

ANSWER:

(8 points)

6. The AHA film and TV unit usually succeeds in its mission. Copy a sentence or a phrase from the interview that shows this.

ANSWER:

(7 points)

/המשך בעמוד 5/

PART II: WRITTEN PRESENTATION (40 points)

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

7. Your school newspaper has asked readers to write about a day in their lives that they will never forget.

Write a passage for the newspaper, describing such a day and what made it so special.

בהצלחה !

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

