

מדינת ישראל
משרד החינוך

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטראניים
מועד הבחינה: תשע"ה, מועד ב, 2015
מספר השאלון: 407,016108

אנגלית

שאלון ז'

(MODULE G)

גרסה ב'

הוראות לנבחן

- א. משך הבחינה: שעה וחצי
- 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: מילון אנגלי-אנגלי-עברי
אז: מילון אנגלי-עברי / עברי-אנגלי
אז: מילון אנגלי-אנגלי-ערבי
אז: מילון אנגלי-ערבי / ערבי-אנגלי
- נבחן "עולה חדש" רשאי להשתמש גם במילון דר-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) כתוב את הנוסח הסופי של מטלת הכתיבה בעמוד 7. אם תצטרך, תוכל להשתמש גם בעמוד 8.
 - (4) בתום הבחינה החזר 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 article below and then answer questions 1-7.

SLS: WHAT YOU HEAR IS WHAT YOU READ

According to a recent UN report, a high percentage of people throughout the world cannot read a simple sentence. The problem is especially serious in countries where the population is scattered in small isolated villages, and access to adequate schooling is limited. As literacy has far-reaching social and economic effects, governments around the globe are looking for ways to improve the reading skills of hundreds of millions of weak readers. In the last few years, new hope has come from India, in the form of Same Language Subtitling (SLS), an innovative method that enables television viewers to practice reading simply by watching music videos that carry subtitles in the same language as the songs.

SLS is the brainchild of Brij Kothari, a professor of communications from India. As a student in New York in 1996, Kothari was watching a Spanish film when he suddenly realized that his own rudimentary Spanish reading skills might improve if the film had Spanish subtitles. It then occurred to him that same-language subtitling could help boost reading skills in his native country. Moreover, he thought of a way to apply SLS there that might be especially effective. In India, hugely popular programs of songs from local films are broadcast regularly on TV, reaching over 750 million viewers. The repetition within the songs and people's familiarity with the lyrics, Kothari believed, would enable even weak readers to follow the subtitles on the screen.

In 1999, Kothari managed to persuade a regional TV network in India to use SLS for a weekly song program. The results of the experiment were encouraging: not only was there an improvement in viewers' reading skills, but the network also reported a sharp rise in the program's ratings. Since then, SLS has been adopted by TV channels throughout the country, and an estimated 200 million weak readers are now getting regular reading practice.

- Evidence supporting the use of SLS also comes from eye-tracking research, which has established that our eyes are drawn to subtitles, so that anyone with even basic reading skills automatically begins to read them. And indeed, the data collected throughout India after the introduction of SLS showed that just 30 minutes of weekly exposure for five years doubled the number of children able to read fluently. Equally significant were the findings among adults, with the number of newspaper readers more than doubling among regular SLS viewers over the same period.
- 35 The Indian experience holds promise for other countries grappling with the same challenge. Kothari himself has established an organization called PlanetRead to help promote literacy worldwide, and has already found partners in Asia, Africa, and Latin America who are interested in implementing SLS for the benefit of local populations. As he puts it, "This is a solution that will travel, that can travel, because every culture around the world today watches some form of songs in their own language."

QUESTIONS (60 points)

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

1. What are we told in lines 1-10?
 - (i) Why the UN wrote its report.
 - (ii) What the UN has found out about SLS.
 - (iii) Why many people can't read well.
 - (iv) Why SLS began in India.(7 points)
2. COMPLETE THE SENTENCE.
In lines 4-6 the writer explains why reading skills
.....
(8 points)
3. COMPLETE THE SENTENCE ACCORDING TO LINES 11-15.
The story about the Spanish film is given to show how Kothari
.....
(8 points)

4. COMPLETE THE SENTENCE.

From lines 16-20 we learn why Kothari thought that in India, it might be effective to

..... (8 points)

5. COMPLETE THE SENTENCE ACCORDING TO LINES 21-26.

We can understand that the experiment described in lines 21-24 was done in order to.....

(8 points)

6. What are we told in lines 27-34?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- (i) Why the eye-tracking research was done.
- (ii) How adults' reading skills differ from children's.
- (iii) Why people read subtitles.
- (iv) Why SLS was introduced.
- (v) How the data on SLS was collected.
- (vi) How SLS affected television viewers in India.

(2x7=14 points)

7. In line 35 the writer mentions the "Indian experience." What is that experience?

- (i) The founding of PlanetRead.
- (ii) The success of SLS.
- (iii) The popularity of music programs.
- (iv) The need to improve reading skills.

(7 points)

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PART II: WRITTEN PRESENTATION (40 points)

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

8. Many people say that because of the widespread use of electronic communications, people are losing their social skills. Do you agree or disagree?

Write a composition stating and explaining your opinion. You may relate to your own experience and / or that of others.

בהצלחה!

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

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