

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:
המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)
Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*
אז: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)
Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*
אז: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)
Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*
אז: معجم لونغمان للإنجليزية الحديثة – إنجليزية – إنجليزي – عربي.
Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*
אז: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)
For the Haredi Sector only:
Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*
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 החזר 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!

/המשך מעבר לדף/

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

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

PUBLIC SPEAKING ONLINE

For the last twelve years, Dr. Matt McGarrity has been teaching his students at the University of Washington the secrets of speaking successfully in public. In 2013, the popular lecturer took on a new challenge: creating and teaching an Internet course that is based on the course he had been giving in class. The
5 online course is free, and open to people all over the world who wish to improve their public speaking skills.

In order to design an online course, McGarrity had to find a new teaching method. After all, he explains, the people taking a course online are not aiming to get an academic degree, so they may want to do only the parts that especially
10 interest them. He therefore decided to break up his 60-minute classroom lectures into a series of videos, each of them lasting 8-12 minutes and dealing with a specific topic. This also made it possible for viewers with a busy schedule to easily find time to study.

After the course started, McGarrity made several adjustments based on the
15 feedback he got on the course's online forum. For example, many students complained at first that he spoke too fast for them to follow. As a result changes were made, such as enabling viewers to play his words at a slower speed. McGarrity continued checking students' comments on the online forum and fixed additional problems they raised.

The online students were able to improve their public speaking skills by
20 recording their own speeches and putting them on the online forum in order to get feedback both from McGarrity and from other students. Although they could choose whether or not to do the course assignments, many people did put their speeches online. And while he could not monitor everyone's progress,
25 says McGarrity, he clearly saw the speeches improve over time.

Responses to the first online course were enthusiastic, with students reporting how useful they found it. Thirty-year-old Frieda from Spain, for example, says the improvement in her public speaking skills has been very important for her career as a journalist, and Jason from England wrote that gaining the skills
30 greatly boosted his self-confidence. McGarrity is pleased that his course was so helpful, and he continues offering it. This, he believes, is what a university should be doing: spreading its knowledge for the benefit of the general public.

/המשך בעמוד 3/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

QUESTIONS (70 points)

Answer questions 1-7 in English, according to the article. In questions 1, 2, and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn from lines 1-6?

- (i) What makes McGarrity's courses challenging.
- (ii) How McGarrity feels about teaching.
- (iii) Who can take McGarrity's online course.
- (iv) What makes McGarrity a popular lecturer.

(8 points)

2. What does McGarrity explain in lines 7-13?

- (i) Why online students don't need a degree.
- (ii) Why he needed a different teaching method.
- (iii) Why many students found the course easy.
- (iv) Which topics he decided to put on the videos.

(8 points)

3. Give TWO benefits of McGarrity's online teaching method. Base your answers on lines 7-13.

COMPLETE THE SENTENCES.

(1) Students can

.....

(2) Students can

.....

(2×8=16 points)

4. COMPLETE THE SENTENCE.

From lines 14-19, we learn why McGarrity decided to

.....

(8 points)

/המשך בעמוד 4/



5. What information is given both in lines 14-19 and in lines 20-25?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) What the requirements of the course were.
- ii) What the students used the online forum for.
- iii) How much feedback students got.
- iv) What the students thought about the course.
- v) How McGarrity helped the online students.
- vi) Why students complained about the forum.

(2×7=14 points)

6. What disadvantage of McGarrity's online course is mentioned in lines 20-25?

- (i) Students could not do all the assignments.
- (ii) It was hard for students to put their speeches online.
- (iii) McGarrity could not monitor all the students' work.
- (iv) Students could not ask McGarrity questions.

(8 points)

7. COMPLETE THE SENTENCE.

According to lines 26-32, both Frieda and Jason agree that

.....

(8 points)

/המשך בעמוד 5/

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لا لכתוב באזור זה

Note: The exam continues on page 6.

/המשך בעמוד 6/

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לא לכתוב באזור זה

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

Answer questions **8-12** according to the broadcast. In questions **8, 10** and **11**, circle the number of the correct answer. In the other questions, follow the instructions.

(5 points for each correct answer.)

STUDYING TEENAGE BEHAVIOR

8. What does Dr. Turner explain in her first answer?
- (i) What help teenagers get.
 - (ii) What type of traffic accidents are caused by teenagers.
 - (iii) What researchers want to learn about teenagers.
 - (iv) Why it is difficult to do research on teenagers.
9. Which explanations for the dangerous behavior of teenagers have scientists examined?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Teenagers don't understand that their behavior can be dangerous.
- ii) Teenagers don't listen to advice from others.
- iii) Teenagers enjoy taking risks.
- iv) Teenagers don't care if they get hurt.
- v) Teenagers believe in themselves.
- vi) Teenagers don't care if they hurt someone else.

/המשך בעמוד 7/

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لا تكتب באזור זה

10. What has helped researchers understand teenage behavior better?
- (i) Finding a better way to ask teenagers questions.
 - (ii) Asking teenagers to explain their actions.
 - (iii) Doing experiments in which teenagers have to make decisions.
 - (iv) Comparing what teenagers say with what they actually do.
11. What were the findings of the experiment with the driving game?
- (i) The teenagers played the game the way their friends told them to play it.
 - (ii) The teenagers played differently when they thought friends were watching.
 - (iii) Most of the teenagers did not pay attention to the yellow traffic light.
 - (iv) The teenagers thought it was safe to drive through the yellow traffic light.
12. How do scientists explain the behavior of the teenagers in the driving game experiment?
- COMPLETE THE SENTENCE.
- They think that teenagers' decisions are based on

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך