

פתרון בחינת הבגרות באנגלית

שאלון ז' (MODULE G)

מספרי השאלון: 407,016108

גרסה ב'

מוגש על ידי:

אורית הולנדר, מיכל חכמון, גניה אטד,

דנה דרורי וארז צרפתי

מורים לאנגלית ברשת בתי הספר של

יואל גבע

הערות:

1. התשובות המוצגות כאן הן בגדר הצעה לפתרון השאלון.
2. תיתכנה תשובות נוספות, שאינן מוזכרות כאן, לחלק מהשאלות.

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: חורף תשס"ח, 2008
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 אוקספורד אנגלי-אנגלי-עברי
או: قاموس "هاراب" إنجليزي – إنجليزي – عربي
(מילון הראפס אנגלי-אנגלי-ערבי)
- 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: 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.

THE ENGLISH REVOLUTION

The name Cambridge brings to mind the famous British university with its brilliant teachers and academic excellence. This may be why another institution decided to use the name Cambridge as well — the Cambridge School of English in New Delhi, India, a crumbling building consisting of only six tiny rooms. Despite its rickety chairs and old second-hand books, this school and others like it are at the forefront of a global revolution in which hundreds of millions of people are learning English.

And no wonder. In the last few decades, English has become the universal language of science, commerce, and technology. Whether you are a Korean executive on business in China or a Brazilian psychologist at a conference in Sweden, you are probably communicating in English. "Speaking English used to be just one of the important skills you needed to land a lucrative job," says Raghu Prakash, who runs the Cambridge School in New Delhi. "Today it is *the* skill, and our graduates' salaries attest to that."

For native speakers of English, this situation means huge economic opportunities, which they have been quick to exploit. More than 400 American language schools are trying to break into the Chinese market, while Australia and Britain are promoting themselves as major destinations for learning English. And they are already reaping the rewards: Britain now boasts a £1.3 billion English-teaching industry. "Owning English is very big business today," says linguist Jennifer Jenkins.

To see that business in action, one need only walk down London's busy streets, where above restaurants and clothing stores, dozens of English-language schools are packed with eager foreign students. Ben Beaumont, a 28-year-old Londoner, presides over a class that includes a Russian business manager, a nurse from rural Japan, and an Italian law student. "How much homework should I give you?" he asks. The response is unequivocal: "A lot!"

/המשך בעמוד 3/

25 · Competition is fueling creativity. Last August, for example, the first "Immerse Yourself in English" camp was set up in South Korea. Built on a small island, it even has a fake bank and airport where the students practice conducting transactions in English. "We want to train capable global citizens," explains Sohn Kyu, the program's founder. With the same goal in mind, governments worldwide are promoting fluency at an

30 increasingly early age. Schools in major Chinese cities have begun offering English in the third grade instead of the eighth, and Malaysia has recently decided to start teaching high-school math and science in English.

Some view the trend as potentially harmful. "Paris is already drowning in English-language signs," protests one French website. "What's next? Will we be hearing only

35 English on our streets?" But others say such fears are unwarranted. "This is not about English eroding local identities," says David Gradol of the British Council in Paris. "It's about making everyone bilingual." Judging by the figures — non-native speakers of English now outnumber native speakers 3 to 1 — about half the world's population already is bilingual.

(Adapted from "Not the Queen's English," *Newsweek*, March 7, 2005)

QUESTIONS (60 points)

Answer questions 1-7 in English according to the article. In questions 1, 5 and 7, circle the number of the correct answer. In the other questions, follow the instructions.

1. We can understand that the Cambridge School of English in New Delhi chose its name in order to (—).

- (i) prove that it is part of the British university
- (ii) emphasize that it is well equipped
- (iii) attract only the best students
- (iv)** stress the high quality of the school

(6 points)

2. What change is described in lines 7-12?

COMPLETE THE ANSWER.

The change in **the importance of English.**

(9 points)

אפשרויות תשובה נוספות - ראה נספח המצורף בסוף השאלון

/המשך בעמוד 4/

3. How do both the language schools and their graduates benefit from the revolution described in the article? Base your answer on lines 7-18.

COMPLETE THE ANSWER.

They all **make money from English.**

אפשרויות תשובה נוספות - ראה נספח המצורף בסוף השאלון

(9 points)

4. What do we learn about students of English from the example of Ben Beaumont's class? Give TWO answers based on lines 19-24.

(1) **They come from different backgrounds.**

(2) **They are eager to learn English.**

אפשרויות תשובה נוספות - ראה נספח המצורף בסוף השאלון

(2x7=14 points)

5. Which of the following is a suitable title for lines 25-32?

(i) Different places, different goals

(ii) The key to creativity

(iii) One aim, different methods

(iv) You're never too old to learn

(7 points)

6. COMPLETE THE SENTENCE.

We can understand that the French website mentioned in line 34 wants to

discourage **the use of English.**

(7 points)

7. Which of the following claims would David Gradol probably support? (lines 33-39)

(i) Speaking English helps strengthen local identities.

(ii) People should speak English as well as their own language.

(iii) Speaking more than one language can be confusing.

(iv) Global English is a threat to local identities.

(8 points)

/המשך בעמוד 5/

PART II: WRITTEN PRESENTATION (40 points)

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

WRITE IN INK (NOT IN PENCIL). PAY CAREFUL ATTENTION TO HANDWRITING.
MAKE SURE YOU WRITE LEGIBLY AND TO THE POINT.

8. An international youth magazine has asked students to write on the following topic:

It is generally believed that people of the same generation have certain ideas, beliefs and / or characteristics in common. What do you think is typical of your generation?

Write a passage for the magazine, describing some ideas, beliefs and / or characteristics of your own generation. You may also compare your generation to previous generations.

בהצלחה!

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

נספח
שאלון ז'
(MODULE G)

תשובות אפשריות נוספות

2.
 - ❖ The change in **the use of English.**
 - ❖ The change in **the value of English.**
3. They all **exploit the economic opportunities of using English.**
4.
 - (1)
 - ❖ They have **different professions.**
 - ❖ They come from **different countries.**
 - ❖ They come from **all over the world.**
 - ❖ They are **foreign students.**
 - (2)
 - ❖ They are **highly motivated to learn English.**