סוג הבחינה: א.   בגרות לבתי ספר על-יסודיים
              ב.   בגרות לנבחני משנה
              ג.   בגרות לנבחנים אקסטרניים
מועד הבחינה: תשס"ח, **מועד ב**
מספר השאלון: 016105, 404

אנגלית

שאלון ד'

(MODULE D)

גרסה א'

הוראות לנבחן

א.   <u>משך הבחינה</u>:   שעה ורבע

ב.   <u>מבנה השאלון ומפתח ההערכה</u>:   בשאלון זה שני פרקים.

פרק ראשון   —   הבנת הנקרא   —   70 נקודות
פרק שני   —   משימת כתיבה   —   <u>30 נקודות</u>
סה"כ   —   100 נקודות

ג.   <u>חומר עזר מותר בשימוש</u>:   מילון אוקספורד אנגלי-אנגלי-עברי.
או מילון הראפס אנגלי-אנגלי-ערבי:

قاموس " هاراب " إنجليزي — إنجليزي — عربي

נבחן "עולה חדש" רשאי להשתמש <u>גם</u> במילון דו-לשוני: אנגלי-שפת-אמו /
שפת-אמו-אנגלי.

ד.   <u>הוראות מיוחדות</u>:
(1)   עליך לכתוב את <u>כל</u> תשובותיך בגוף השאלון (במקומות המיועדים לכך).
(2)   כתוב את כל תשובותיך <u>באנגלית</u> ובעט <u>בלבד</u>. <u>אסור</u> להשתמש בטיפקס.
(3)   בתום הבחינה החזר את השאלון למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

ב ה צ ל ח ה !

/המשך מעבר לדף/

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

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

HELP OUR ROBOTS SAVE THE WORLD

Remember the time when robots existed only in science-fiction movies, looked like human beings, and helped with everyday tasks? Here at the Institute for Environmental Robotics (INSTER), we've almost forgotten those days. We are too busy creating real robots, which have a much more important mission: helping to protect the environment.

5   INSTER is funded by people like you, who care about the planet. Your money enables us to build robots that meet our goals. Some of them help increase people's awareness of environmental issues. Others provide scientists with valuable information about the environment and endangered animals.

Think, for example, of animals that live in remote, hard-to-reach areas. Since it
10 is almost impossible for scientists to collect information in these areas, INSTER developed robotic cameras to do it for them. We made some that look like eggs and dropped them into the nests of eagles. Others were placed deep in the jungles where mountain gorillas live. The clever little robots constantly take pictures and send them to computers in research labs. Biologists then use this information to develop more
15 effective programs for saving the animals, which are in danger of extinction.

We've also got robotic dogs that measure chemical pollution in the ground. Built in our lab with the help of high-school students, the dogs are programmed to work together by communicating with each other and comparing signals. As soon as they discover a certain level of pollution, they bark out a popular tune. The project not only helps fight
20 pollution, but also gets youngsters interested in environmental problems.

We've got exciting plans for the future. These include placing robots in the oceans and on mountain tops, as well as getting more young people involved in our projects. But none of this will happen without your help. Your donation is urgently needed to enable us to continue developing advanced technology for the good of the planet. For
25 information on how you can contribute to this important goal and descriptions of our projects, go to our website at www.inster.org.

(Adapted from http://discovermagazine.com/2007/sep/4-robots-that-are-saving-the-world)

QUESTIONS (70 points)

Answer questions **1-8** in <u>English</u>, according to the newsletter. In questions 1, 3 and 6, circle the number of the correct answer. In the other questions, follow the instructions.

1.   Robots in movies are mentioned to show that (–).   (lines 1-4)

    (i)   INSTER's robots are influenced by movies

    (ii)   robots used to be more helpful

    (iii)   robots today are different

    (iv)   INSTER also makes robots for movies

                                                           (8 points)

2.   What do the writers explain about INSTER in lines 5-8?
      COMPLETE THE SENTENCE.

      They explain why INSTER ....
                                                           (8 points)

3.   What are we told about the robots in lines 9-15?

    (i)   How long they have been used.

    (ii)   How they are used.

    (iii)   What they are made of.

    (iv)   What scientists think of them.

                                                          (7 points)

4.   What do we learn about the mountain gorillas mentioned in lines 9-15?
      Give TWO answers.

    (1)   ....

    (2)   ....
                                                  (2x7=14 points)

5.   What does the word "Others" in line 12 refer to?

      ANSWER: ....

                                                           (5 points)

6. What do <u>all</u> the robots described in lines 9-20 have in common?

    (i)   They all use cameras.

    (ii)   They are used to develop new technology.

    (iii)   They all look alike.

    (iv)   They help collect information.

<div align="right">(8 points)</div>

7. According to lines 5-8, some of INSTER's robots help increase people's environmental awareness. Which of the robots described in the text do this?

    ANSWER: ....

<div align="right">(6 points)</div>

8. What do the writers explain in the last paragraph?
PUT A √ BY THE <u>TWO</u> CORRECT ANSWERS.

    .... i)   Which INSTER project is the most expensive.

    .... ii)   How readers of the newsletter can help INSTER.

    .... iii)   Which INSTER project is meant for young people.

    .... iv)   Which advanced technology INSTER uses.

    .... v)   What can be found on INSTER's website.

    .... vi)   Why people like INSTER's website.

<div align="right">(2×7=14 points)</div>

PART II: WRITTEN PRESENTATION (30 points)

Write 100-120 words in <u>English</u> on the following topic.

9.   Your school newspaper has asked readers to write on the following topic:

   If you could be younger than you are today, what age would you choose?

   Write a passage for the newspaper. You may write about some or all of the
   following:

   *   What you like about the age you chose.
   *   What you enjoyed doing at that age.
   *   Who was important to you at that age.

ב ה צ ל ח ה !

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

Write your <u>final</u> version here:

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