

- א. סוג הבחינה: בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: תשע"א, **מועד ב**
מספר השאלון: 405,016106

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: מילון אוקספורד אנגלי-אנגלי-עברי
או: قاموس " هاراب " إنجليزي – إنجليزي – عربي
(מילון הראפס אנגלי-אנגלי-ערבי)
או: معجم " لوتجمان " للإجليزية الحديثة
(מילון לונגמן לאנגלית מודרנית)
- 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 1-6.

THE STREET AS A STAGE

Wherever you go in the world, you are likely to see street performers in public places. New York, for example, has had them in its train stations for over 100 years. Known as "buskers," they sing, play music or do acrobatics in the hope of making some money, or at least getting smiles and applause.

- 5 Not all buskers are alike, of course. Some are young people who believe they have talent and want the opportunity to test themselves in front of an audience. If they are able to attract a large crowd, they may decide they have a future as professional performing artists. Others are experienced performers who enjoy the freedom of giving a show whenever they like instead of committing themselves to a fixed schedule.
- 10 Jonathan Astor, who plays his guitar on a busy Paris' street corner, believes that buskers play an important role in enriching city life. "We give public spaces a new vitality," he says. Many major cities seem to share his view. They realize that buskers entertain residents and tourists alike, and welcome them on their streets. However, they set high standards and give licenses only to buskers who meet those standards. In Singapore,
- 15 for example, the municipality holds auditions to ensure that the public always enjoys high-quality performances. And on the other side of the world, in busker-friendly London, many of the busking licenses go to students from the city's prestigious music academies.

- But busking has its opponents as well. Store owners often complain that buskers are
- 20 bad for business since they cause too much noise and commotion. Consequently, in some cities there are restrictions on where and when buskers can perform and how loud their music can be. A few places have even made busking illegal, claiming that street performers take over public space for their own private purposes. Still, advocates of busking argue that street performers do much more good than harm.
- 25 Judging by their popularity with the public, most people would agree.

/המשך בעמוד 3/

QUESTIONS (70 points)

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

1. What are we told in lines 1-4?

- (i) Why street performers are called "buskers."
- (ii) What buskers do.
- (iii) Why busking began in New York.
- (iv) Where busking is most popular.

(7 points)

2. Why do people become buskers? Give **TWO** answers from lines 5-9.

COMPLETE THE ANSWERS.

(1) To

(2) To

(2×8=16 points)

3. What do we learn about the buskers in both London and Singapore? (lines 10-18)

PUT A ✓ BY THE **TWO** CORRECT ANSWERS.

- i) Most of them are young.
- ii) They come from all over the world.
- iii) The cities give them special training.
- iv) The cities recognize their value.
- v) They need permission to perform.
- vi) They can only perform in certain places.

(2×8=16 points)

4. Students from London's music academies are given as an example of buskers who (-).
(lines 10-18).

- (i) need to work while they study
- (ii) are very good performers
- (iii) work mainly in train stations
- (iv) earn a lot of money

(8 points)

5. In line 24, the writer refers to the good and the harm that buskers can do.

- (a) Give an example from lines 19-25 of the harm that buskers can do.

ANSWER:
(8 points)

- (b) Give an example of the good that buskers can do. Base your answer on lines 10-13.

ANSWER:
(8 points)

6. What does the writer explain in lines 19-25 about the restrictions on busking?

- (i) How successful they are.
- (ii) Which are most common.
- (iii) Why they are needed.
- (iv) What buskers think of them.

(7 points)

Note: The exam continues on page 6.

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

Answer questions 7-11 according to the broadcast. In questions 8 and 10, circle the number of the correct answer. In the other questions, follow the instructions.

(5 points for each correct answer.)

SAILING ALONE ON THE SEA

7. What general information are we given about the Seven Seas Race?

PUT A ✓ BY THE TWO CORRECT ANSWERS.

- i) Where the race starts.
- ii) Why the race is dangerous.
- iii) Why the race is popular.
- iv) The number of boats that participate.
- v) The conditions for joining the race.
- vi) Who the organizers are.

8. Cindy gives the example of repairing the torn sail to show that (-).

- (i) boats often need repairs
- (ii) it isn't easy to sail alone
- (iii) she could have won the race
- (iv) she can repair anything

9. According to Cindy, what was most difficult about living on the boat?

ANSWER:

10. What does Cindy tell the interviewer about her past?

- (i) How she became interested in sailing.
- (ii) Who taught her to sail.
- (iii) Where she bought her first sailboat.
- (iv) Why she sailed to Florida.

11. COMPLETE THE SENTENCE.

In her last answer, Cindy tells the interviewer what she

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בהצלחה!

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