

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

Read the article below and then answer questions 1–6.

CAN'T FIGURE IT OUT? RETURN IT!

On Monday, Kyle Burnsley walked into an electronics store and bought the digital camera he had been dreaming about for months. On Thursday, he was back at the store to exchange it for a simpler model. “The first camera had every feature imaginable,” he recalls. “But despite reading the user’s manual and playing around with it a little, I couldn’t even figure out how to take regular pictures, let alone videos and special kinds of photographs.”

Burnsley’s experience is far from unique. With all the technological advances of the twenty-first century, gadgets are becoming more and more complex. Although customers love to buy products with many functions, they soon become frustrated by having to learn how to use all those features. On average, Americans will spend only twenty minutes trying to get a new device to work before giving up. Therefore, it’s not surprising that fifty percent of all electronic gadgets returned to stores in the United States are not brought back because they are broken, but rather, because their owners don’t know how to use them.

Stores are the ones hurt most by the situation, because they get stuck with returned items that they must then sell at a discount. Some electronics stores successfully combat this problem by hiring electronics experts who explain to customers how to use different gadgets and even make home visits to set up complicated devices such as computers. “They bought the product for a purpose,” says Valerie Laurence, the manager of one such store. “If they have a problem, and we help them solve it, they usually keep the product.”

In addition, the popularity of easy-to-use products such as Apple’s iPod has pushed many electronics manufacturers to simplify their designs. Phillips Electronics, for example, is developing a device that has no buttons or wires. All users have to do is shake it and it begins working. “Design is starting to determine the success and failure of products,” says Brad Fernandez, a research scientist at NASA. “A few years ago, that wasn’t true.”



Nevertheless, experts say that good design is still the exception, rather than the rule. “Designers must learn to control themselves and stop adding so many features to every
30 new gadget,” says John Ramirez, the owner of a design consulting company. “Until they do, consumers will continue to suffer.”

QUESTIONS (70 points)

Answer questions 1–6 in English according to the article. In question 1, circle the number of the correct answer. In the other questions, follow the instructions.

1. The purpose of the passage in lines 1–6 is to show (—).
 - i) how easy it is to exchange items in stores
 - ii) what the problem with complex gadgets is
 - iii) why customers prefer devices with many features
 - iv) that digital cameras are difficult to use

(8 points)
2. COMPLETE THE SENTENCE (lines 7–14)
 Many electronic gadgets are returned to stores even though _____
 _____.

(8 points)
3. Who or what does the word “they” in line 19 refer to?
 ANSWER: _____

(7 points)
4. COMPLETE THE SENTENCE. (lines 22–27)
 The device being developed by Phillips is an example of a _____
 _____.

(8 points)

5. What are the negative consequences of bad design for customers, stores, and manufacturers? How do each of the three groups react to these consequences? Write ONE answer in each box.

COMPLETE THE TABLE.

	ONE negative consequence	ONE reaction
i) Customers		
ii) Stores		
iii) Manufacturers	Their products are less popular than competitor products that are better designed.	

(16=30 points)

6. What is John Ramirez's opinion of products with many functions? (lines 20-31)

ANSWER: _____

(9 points)

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

Answer questions 7–11 according to the broadcast. In questions 8 and 11, circle the number of the correct answer. In the other questions, follow the instructions. (5 points for each correct answer.)

CONSPIRACY THEORIES

7. What information does the speaker give us about conspiracy theories?
PUT AN X BY THE TWO CORRECT ANSWERS.
- i) Why they are developed.
- ii) Who developed them.
- iii) What they are usually about.
- iv) Why few people believe them.
- v) When the first conspiracy theory appeared.
- vi) How they spread so quickly.
8. The speaker mentions President Bush's initial reaction to the September 11 terrorist attacks as (—).
- i) proof that the September 11 conspiracy theories are wrong
- ii) an example of an unanswered question about the attacks
- iii) evidence that the September 11 conspiracy theories are correct
- iv) a story which conspiracy theorists have changed to fit their theories
9. What is the speaker's opinion of the September 11 conspiracy theories?
COMPLETE THE SENTENCE.
He thinks _____.
10. Give ONE fact that the speaker mentions about the popularity of conspiracy theories.
ANSWER: _____
11. According to the President Kennedy conspiracy theories, Harvey Lee Oswald (—).
- i) didn't assassinate President Kennedy
- ii) killed himself after the assassination
- iii) was the head of the Mafia
- iv) didn't assassinate the president by himself

BAGRUT STRATEGY # 22—THE SEQUENCE OF A LISTENING PASSAGE

The questions in the listening comprehension section of the Bagrut usually follow the **sequence** or order of the listening passage. In other words, the answer to question 8 usually comes before the answer to question 9. However, there are a few exceptions to that rule:

- 1) Global questions, that is, questions about the whole passage, may be given as the first of the listening comprehension questions, but can often only be answered after you've listened to the whole passage.
- 2) In questions which ask for two answers (for example: Put an X by the TWO correct answers.) one answer may be in one part of the passage, and the second answer may be somewhere else in the passage, not immediately after the first answer.
- 3) In questions where you only need to give one answer, but there are two or more possible answers, the different answers may be in different parts of the passage.
- 4) With some questions, the same correct answer may be repeated in different parts of the passage.

Question number 10 is an example of exception 3:

Give ONE fact that the speaker mentions which shows the popularity of conspiracy theories.

ANSWER: _____

There are actually three correct answers to that question, two in the middle of the listening passage and one towards the end of the passage. Therefore, even if you miss the first two answers, you can still answer the question correctly if you continue listening carefully for the specific information that you need. If, however, you've already gone on to question 11 and have forgotten about question 10, you will lose your chance to correctly answer question 10.

Remember! Don't automatically assume that the listening comprehension questions follow the order of the passage.

BAGRUT STRATEGY PRACTICE

Listen to the passage that your teacher reads to you and answer the questions. In questions 2 and 5, circle the correct answer. In the other questions, follow the instructions.

1. What are TWO special aspects of New York City mentioned in the talk?

PUT AN X BY THE TWO CORRECT ANSWERS.

- ___ i) Its large area.
 ___ ii) Its economic importance.
 ___ iii) Its unusual climate.
 ___ iv) Its tall buildings.
 ___ v) The number of restaurants there.
 ___ vi) The size of its population.

2. Which of the following statements about Manhattan is not correct?

- i) It is the biggest part of New York City.
 ii) It is an island.
 iii) It used to be called New Amsterdam.
 iv) It is one of New York's five boroughs.

3. Give ONE fact that the speaker mentions about the New York subway.

ANSWER: _____

4. What is ONE reason that New York is an energy-efficient city?

COMPLETE THE SENTENCE.

There are _____.

5. Which title best summarizes the talk that you have heard?

- i) New York — A City for Everyone
 ii) The Jewish Communities of New York
 iii) A Short Description and History of New York
 iv) New York and its Low Crime Rate