

מדינת ישראל
משרד החינוך

סוג הבחינה: בגרות לבתי ספר על-יסודיים
 מועד הבחינה: קיץ תשע"ד, 2014
 מספר השאלון: 416,016117
 נספח: Thinking Skills
 כישורי חשיבה (לפרק ראשון ושני)

אנגלית

שאלון ו'
 (MODULE F)

ספרות

הוראות לנבחן

א. משך הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שלושה פרקים.

פרק ראשון	—	35 נקודות
פרק שני	—	45 נקודות
פרק שלישי	—	20 נקודות
סה"כ	—	100 נקודות

ג. חומר עזר מותר בשימוש: מילון אנגלי-אנגלי-עברי

או: מילון אנגלי-עברי / עברי-אנגלי

או: מילון אנגלי-אנגלי-ערבי

או: מילון אנגלי-ערבי / ערבי-אנגלי

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 במחברת הבחינה.
- (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.

הערה: קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

Write all your answers in the answer booklet.

PART I (35 points)

Answer the questions for (A) (*A Summer's Reading*).

A. A SUMMER'S READING / Bernard Malamud

Answer questions 1-3 and either question 4 **OR** question 5.

1. Give TWO reasons why George is dissatisfied with his life. (5 points)

2. What was the rumor that went around the neighborhood after George's first conversation with Mr. Cattanzara? (5 points)

3. **"For a few weeks he [George] had talked only once with Mr. Cattanzara, and though the change maker had said nothing more about the books, asked no questions, his silence made George a little uneasy."**

Why did Mr. Cattanzara's silence make George "a little uneasy"? (10 points)

4. For this question use ONE of the thinking skills from the Appendix (נספח) on page 8 OR any thinking skill studied in class. Write the thinking skill you chose and then answer the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

George **"had never exactly disliked the people in it [the neighborhood], yet he had never liked them very much either. It was the fault of the neighborhood."**

How does George's attitude towards the people in his neighborhood reflect his character in general? Give information from the story to support your answer. (15 points)

(שים לב: שאלה 5 בעמוד הבא.)

/המשך בעמוד 3/

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OR:

5. a. "That same night a man on a street corner asked him if it was true that he had finished reading so many books, and George admitted he had. The man said it was a wonderful thing for a boy his age to read so much."

How do you think this meeting with the man made George feel about Mr. Cattanzara? Give information from the story to support your answer.

(7 points)

- b. Why do you think these feelings motivated George to go to the library at the end of the story?

(8 points)

PART II (45 points)

Answer the questions for either **(B)** (*All My Sons*) OR **(C)** (*The Wave*).

B. ALL MY SONS / Arthur Miller

Answer questions **6-9** and either question **10** OR question **11**.

6. The tree is important for the play because (-).

- (i) it was planted in Larry's memory
- (ii) it had been in the yard for years
- (iii) it was planted by Chris
- (iv) Kate asked her family to plant it

(5 points)

7. Why has Ann come to visit the Kellers?

(5 points)

8. In Act I, Chris says to his parents, "... **We're like at a railroad station waiting for a train that never comes in.**"

What does Chris mean by this? Give information from the play about

TWO characters to support your answer.

(10 points)

(שים לב: שאלות 9-11 בעמוד הבא.)

/המשך בעמוד 4/

9. How do Chris's values change from the beginning to the end of the play?
Give information from the play to support your answer. (10 points)

10. For this question use ONE of the thinking skills from the Appendix (נספח) on page 8 OR any thinking skill studied in class. Write the thinking skill you chose and then answer the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Money is a central theme in the play. Discuss this theme as it relates to ONE of the following characters: Joe, Sue, Jim. Give information from the play to support your answer. (15 points)

OR:

11. a. In Act I, Kate says, "**There's no jail here! I want you to stop that jail business!**".
Why doesn't Kate want Joe to talk about jail? Give information from the play to support your answer. (7 points)
- b. "**Kid, walkin' down the street that day I was guilty as hell. Except I wasn't, and there was a court paper in my pocket to prove I wasn't...**".
What can we infer about Joe from this behavior? Give information from the play to support your answer. (8 points)

OR:

C. THE WAVE / Morton Rhue

Answer questions **12-15** and either question **16** OR question **17**.

12. What was the main problem with Laurie and Amy's friendship?

- (i) They didn't have the same hobbies.
- (ii) Laurie wanted Amy's boyfriend.
- (iii) Amy didn't like the student newspaper.
- (iv) They were always competing.

(5 points)

13. After Ben's first class in the experiment, David says, "**We were a unit.**"

Why is this important to him?

- (i) He wants the football team to work together.
- (ii) He thinks the students will no longer help each other.
- (iii) He feels the students have become too independent.
- (iv) He thinks his school will be better than other schools.

(5 points)

14. Ben's wife Christy "**knew Ben was the kind of person who got involved with things. Not just involved, but utterly absorbed in them to the point where he tended to forget that the rest of the world existed.**"

How is this description of Ben shown to be true later on in the novel?

Give TWO examples from the novel to support your answer. (10 points)

15. At the end of the novel, Ben says to the students, "**Yes, you all would have made good Nazis.**"

How does this statement help him end the experiment? Give information

from the novel to support your answer.

(10 points)

(שים לב: שאלות 16-17 בעמוד הבא.)

/המשך בעמוד 6/

16. For this question use ONE of the thinking skills from the Appendix (נספח) on page 8 OR any thinking skill studied in class. Write the thinking skill you chose and then answer the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

At the end of the novel Ben notices Robert in the auditorium "**leaning against one of the television sets, tears running down his face.**" Why do you think Robert was crying? Give information from the novel to support your answer.

(15 points)

OR:

17. a. At the beginning of the novel, Ben says to the class, "**After the war, many Nazis tried to excuse their behavior by claiming they were only following orders...**" Laurie's reply is, "**No, that's no excuse... Nobody would *just* follow an order like that.**"

What do the above quotes and Ben's experiment have in common?

Give information from the novel to support your answer. (7 points)

- b. At the end of the novel, Laurie said, "**In a way I'm glad this happened...**" Ben answered, "**Well, that's nice of you, Laurie. But I've already decided this is one lesson I'm going to skip in next year's course.**"

What do you think causes Ben to make this decision? (8 points)

/המשך בעמוד 7/

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PART III (20 points)

Answer question (18) *As I Grew Older* OR (19) *The Split Cherry Tree* OR (20) *The Road Not Taken*.

Suggested length: 80-100 words.

18. AS I GREW OLDER / Langston Hughes

"Every great dream begins with a dreamer. Always remember, you have within you the strength and the passion to reach for the stars, to change the world." – Harriet Tubman, a famous African-American civil rights activist

Make a connection between the above quote and the poem. Give information from the poem to support your answer.

OR:

19. THE SPLIT CHERRY TREE / Jesse Stuart

"Don't limit a child to your own learning, for he was born in another time." – Rabindranath Tagore, Indian poet

Make a connection between the above quote and the story. Give information from the story to support your answer.

OR:

20. THE ROAD NOT TAKEN / Robert Frost

"In the long run, we shape our lives, and we shape ourselves... And the choices we make are ultimately our own responsibility." – Eleanor Roosevelt

Make a connection between the above quote and the poem. Give information from the poem to support your answer.

בהצלחה!

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

APPENDIX TO PARTS I and II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns