

**מדינת ישראל**  
**משרד החינוך**

א. סוג הבחינה: בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחני משנה  
ג. בגרות לנבחנים אקסטרניים  
מועד הבחינה: קיץ תשע"ו, 2016  
מספר השאלון: 416,016117  
נספח: Thinking Skills  
כישורי חשיבה (לפרק ראשון ושני)

## אנגלית

### שאלון ו'

(MODULE F)

### ספרות

### הוראות לנבחן

א. משך הבחינה: שעה וארבעים וחמש דקות

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:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / י' הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

אז: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

אז: המילון המקיף החדש — אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

אז: معجم لونغمان للإنجليزية الحديثة - إنجليزي - إنجليزي - عربي .

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

אז: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*

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** (35 points)

Answer the questions for **(A) Rules of the Game** OR **(B) The Split Cherry Tree**.

**A. RULES OF THE GAME / Amy Tan**

Answer questions 1-4.

1. Give one reason why "**the art of invisible strength**" was important to Waverly.

ANSWER: .....

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(5 points)

2. Why did Waverly's mother teach "**her daily truths**" to her children?

- (i) She wanted them to make new friends.
- (ii) She wanted them to have better lives.
- (iii) She wanted to teach them American values.
- (iv) She wanted to teach them to be chess champions.

(5 points)

3. How does playing chess change the way Waverly relates to her mother?

Give information from the story to support your answer.

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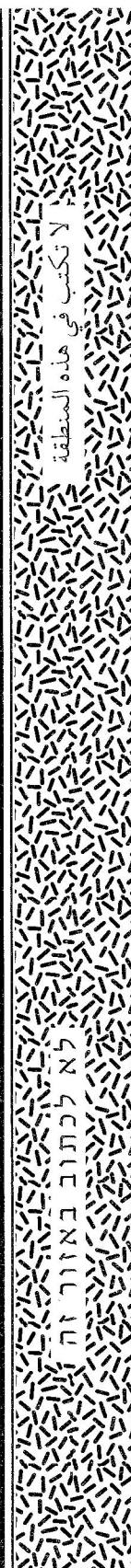
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(10 points)

(שים לב: שאלה 4 בעמוד הבא.)

/המשך בעמוד 3/



4. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 15 OR any thinking skill studied in class. Use the thinking skill when answering 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 story, Waverly says, "**I was alone.**" Explain why this is important to the story. Give information from the story to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)



**OR:**

**B. THE SPLIT CHERRY TREE / Jesse Stuart**

Answer questions 5-8.

5. Why does Professor Herbert want Pa to spend the day with him at the school?

ANSWER: .....

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(5 points)

6. Towards the end of the story, the students seem to like Pa better. Why?

- (i) Pa learns how to use a microscope.
- (ii) Pa says he doesn't need to use his gun.
- (iii) Pa says he doesn't kill black snakes.
- (iv) Pa eats lunch with Professor Herbert.

(5 points)

7. What do we learn about Professor Herbert from the way he relates to Pa?

Give information from the story to support your answer.

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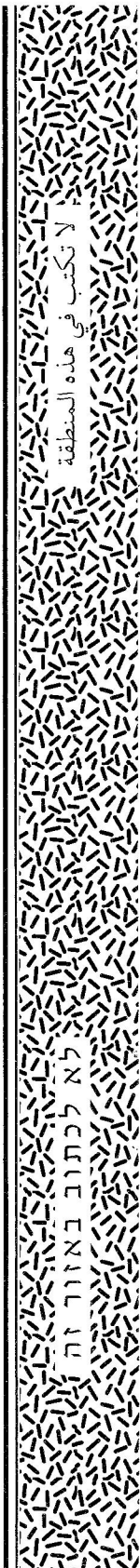
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(10 points)

(שים לב: שאלה 8 בעמוד הבא.)

/המשך בעמוד 5/



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8. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 15 OR any thinking skill studied in class. Use the thinking skill when answering 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 story, Pa tells Dave, "**Your hands will be softer than mine. Your clothes will be better. ... Jist remember, Dave, to pay your debts and be honest. Jist be kind to animals...**"

Explain why he says this at this point in the story. Give information from the story to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)



**PART II** (45 points)

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

**C. ALL MY SONS / Arthur Miller**

Answer questions **9-13**.

9. In Act II, Joe says to George that when Steve gets out of prison, he wants to (-).
- (i) make Steve a partner
  - (ii) give Steve a job
  - (iii) tell Steve to move away
  - (iv) give Steve money
- (5 points)

10. At the end of Act II, Keller said he sent out the cracked cylinder heads because (-).
- (i) Steve said they were fine
  - (ii) he was sure they would hold up
  - (iii) he knew Larry wasn't flying a P40
  - (iv) he didn't want to lose the army contract
- (5 points)

11. Even though Larry does not appear on stage, he influences the other characters in the play. Explain this statement in relation to EITHER Joe Keller OR Kate. Give information from the play to support your answer.

ANSWER: .....

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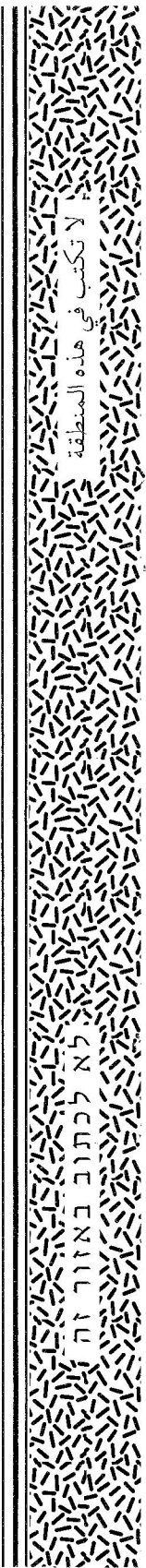
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(10 points)

שיים לב: שאלה 12 בעמוד הבא.  
/המשך בעמוד 7/



12. At the end of Act II, Chris learns that his father is to blame for the planes that crashed and so he leaves home. In Act III he comes back. Why is his decision to come back a turning point for Chris? Give information from the play to support your answer.

ANSWER: .....

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(10 points)

(שים לב: שאלה 13 בעמוד הבא.)

/המשך בעמוד 8/

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13. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 15 OR any thinking skill studied in class. Use the thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Family is a central theme in the play. Discuss this theme in relation to the following two couples, Jim and Sue AND Frank and Lydia. Give information from the play to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)

**OR:**

**D. THE WAVE / Morton Rhue**

Answer questions **14-18**.

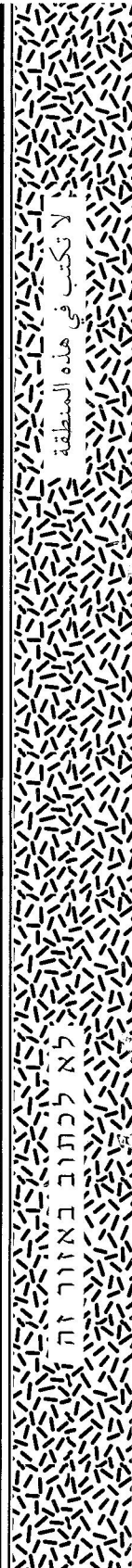
14. David believes that Laurie doesn't want to go to the football rally because (-).

- (i) she wants to work on the newspaper
- (ii) she doesn't belong to The Wave
- (iii) she is not popular anymore
- (iv) her parents told her not to go

(5 points)

(שים לב: שאלות 15-16 בעמוד הבא.)

/המשך בעמוד 9/





15. Laurie says in her editorial in *The Grapevine* that (-).

- (i) all students must see the Nazi movie
- (ii) The Wave is a dangerous movement
- (iii) the principal has to fire Mr. Ross
- (iv) other schools should join The Wave

(5 points)

16. When Ben meets the principal to explain about The Wave, he says, "**... as long as I'm involved in this, I assure you it can't get out of hand.**" Was this true? Explain. Give information from the novel to support your answer.

ANSWER: .....

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(10 points)

(שים לב: שאלות 17-18 בעמוד הבא.)

/המשך בעמוד 10/

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17. Ben says to Robert at the end of the novel, "**There are some things I think we should talk about.**" What do you think Ben wants to say to Robert? Give information from the novel to support your answer.

ANSWER: .....

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(10 points)

18. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 15 OR any thinking skill studied in class. Use the thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

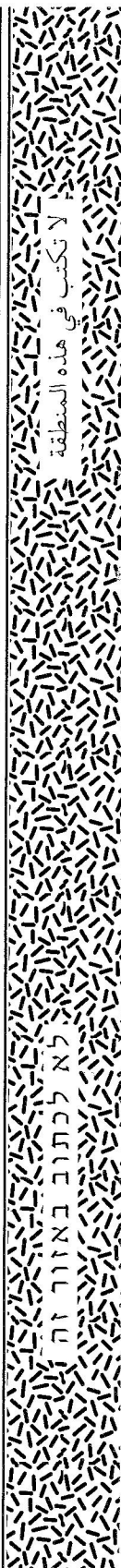
Laurie's father says, "**A little bit of community spirit is a terrific thing for these kids.**" Do you think this is reflected in The Wave throughout the novel? Give information from the novel to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)



**PART III** (20 points)

Answer question **(19)** *As I Grew Older* OR **(20)** *The Enemy* OR **(21)** *A Summer's Reading*.

Suggested length: 80-100 words.

**19. AS I GREW OLDER** / Langston Hughes

"Hughes was proud of being black. He stressed the theme of 'black is beautiful' in his writings. His poetry and fiction described their struggle, joy, laughter, and music." — Poemhunter

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

OR:

**20. THE ENEMY** / Pearl S. Buck

"Goodness is about honesty, kindness, generosity and moral courage. More than anything else, it is about how we treat other people." — Dennis Prager

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

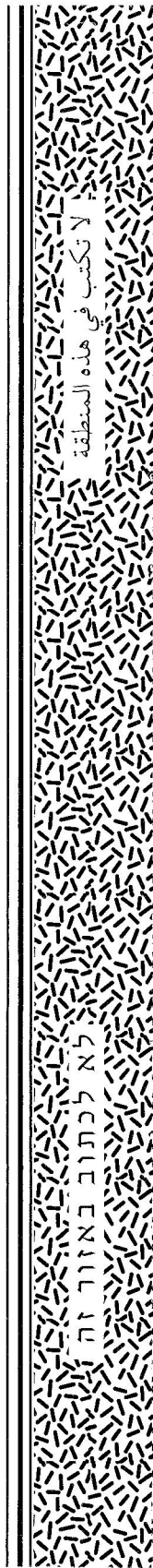
OR:

**21. A SUMMER'S READING** / Bernard Malamud

At the beginning of the 20<sup>th</sup> century, most of the immigrants to the United States came from non-English speaking countries. They were hoping to achieve the American Dream. These immigrants had difficulties in adjusting to life in the U.S. Most of the immigrants settled in cities because that was where jobs could be found. As a result, the cities became overcrowded and the immigrants had very poor living conditions. — Adapted from *The Progressive Era 1900-1929*, the Library of Congress

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

Use this page and the next (pages 12-13) for writing a rough draft.



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## APPENDIX TO PARTS I and II

### Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Uncovering motives
- Inferring
- Explaining patterns