



The English House
הבית שלך לאנגלית

הצעה לפתרון בחינת הבגרות באנגלית
F שאלון

סמל שאלון 016117
מועד קיץ תשע"ו מועד א' 2016

הפתרון נכתב על ידי חני קופלס ויעקב סאקס
מצוות המורים של אינגליש האוס

המורים שפתרו את הבחינה ישמחו לקדם אתכם
להצלחה בבגרות באנגלית!

<http://www.englishhouse.co.il>

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים

מדינת ישראל
משרד החינוך

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: It helped her play chess well.

It helped her deal with her mother.

(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?

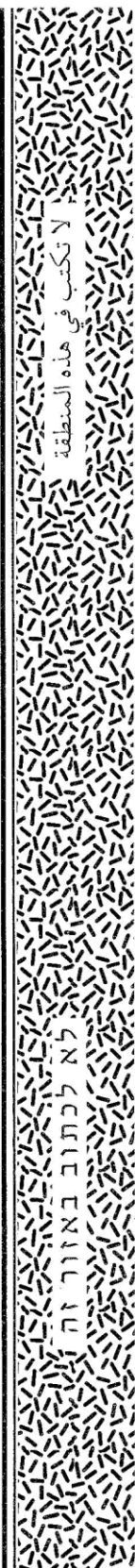
Give information from the story to support your answer.

ANSWER: Before playing chess, she was afraid to stand up to her mother or argue with her and always wanted her mother's approval for everything. After playing chess, Waverly realizes that she does not need her mother's approval, because she gets approval from seeing that she can beat older and more experienced players. She also learns from manipulating people in chess games how to manipulate her mother and get what she wants.

(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)

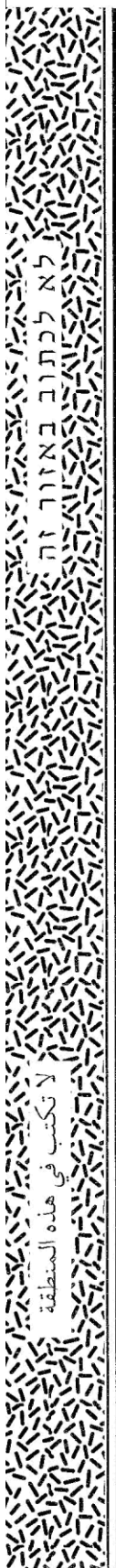
At the end of the story, Waverly says, "**I was alone.**" Explain why this is important to the story. Give information from the story to support your answer.

Thinking skill I chose: Inferring

ANSWER: At the end of the story, Waverly feels as though she is alone, because she is still fighting with her mother. She feels as though focusing so much on chess has hurt her relationship with her mother. Even though she is an amazing chess player, she has distanced herself from her family. Therefore, I infer that Waverly feels as though she no longer has a home to feel comfortable in, leaving her feeling alone at the end.

(15 points)

/המשך בעמוד 4/





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: **He wanted to show Pa how education has changed since he was a kid. He also wanted to show him that this new way of teaching is better so Pa will be okay with Dave's punishment.** (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?

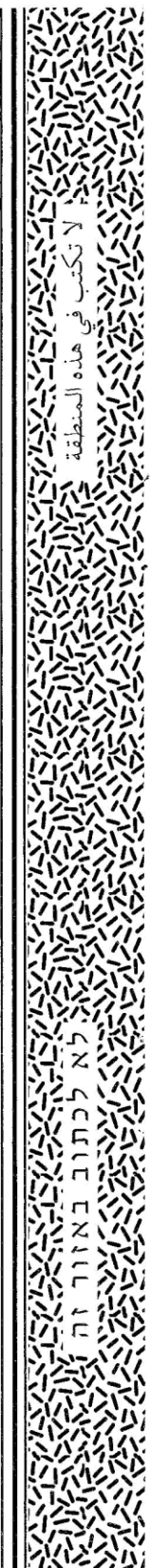
Give information from the story to support your answer.

ANSWER: **Professor Herbert is very nice and respectful to Pa. He never talks down to him and always listens to what he has to say. He doesn't even call the police when he sees that Pa has a gun. He tries to teach him certain subjects and about how education works in general. We can see from this that Professor Herbert is a very kind and understanding person. He treats every person with respect, even if they are threatening him.**

(10 points)

(שים לב: שאלה 8 בעמוד הבא.)

/המשך בעמוד 5/



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: **Explaining Cause and Effect**

ANSWER: **At the beginning of the story, Pa doesn't see Dave's education as being any different than his. He thinks his son is in the same type of school that he was in, and therefore will end up the same way he did. After learning about how education has changed and how different Dave's schooling is, he realizes that Dave will lead a different life than he has. He sees that his son will be more educated and act differently. Pa tells Dave this now to show him that it is okay for him to be different but to always be a kind, moral person.**

(15 points)

/המשך בעמוד 6/



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: Throughout the play, Kate is convinced that Larry is still alive. Every decision she makes is under the assumption that Larry is still alive. For example, she doesn't approve of Chris and Ann getting married, because she still considers Ann to be with Larry. This also causes Kate to believe that Joe did not cause Larry's death. In Kate's mind, if Larry is still alive, then Joe did not do anything that bad.

(10 points)

(שים לב: שאלה 12 בעמוד הבא.)

/המשך בעמוד 7

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

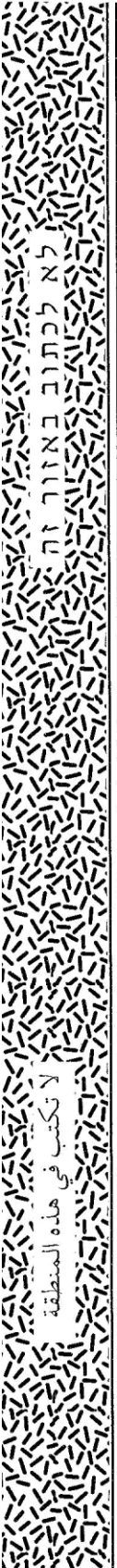
12. At the end of Act II, Chris learns that his father is to blame for the planes that crashed and so he leaves home. In Act III he comes back. Why is his decision to come back a turning point for Chris? Give information from the play to support your answer.

ANSWER: **Before Chris leaves home, he is idealistic. He assumes everyone does what is right and if his father did something wrong, he would turn himself in. After learning that his father is to blame for the plane crashes, he becomes conflicted and leaves home. When he comes back, he is very different. He says that he is practical now, and decides that it is not worth it to turn in his father to the police. He changes from focusing on everyone doing the right thing to looking out for his family.**

(10 points)

(שים לב: שאלה 13 בעמוד הבא.)

/המשך בעמוד 8/



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: **Comparing and Contrasting**

ANSWER: **Family can be seen as a central theme through two couples: Jim and Sue, and Frank and Lydia. Jim and Sue show us that money is not related to happiness in a family. Jim only keeps his job, because Sue wants him to keep making a high salary. Overall, they are not happy together as a couple. On the other hand, Frank and Lydia seem to have a great relationship, despite living a simpler life. They love each other very much and are happy with their kids. We can see how important family is in the play through these two couples.**

(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: **This wasn't true. Ben didn't keep control over the experiment. Students that were part of The Wave started threatening other students and some even resorted to violence. The students were following every single thing Ben said, and even skipped classes to go to his class. Ben did not help keep the experiment under control at all. He even hired one of the students as a bodyguard.**

(10 points)

(שים לב: שאלות 17-18 בעמוד הבא.)

/המשך בעמוד 10/



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: I think Ben wants to explain to Robert that he may think that the only reason he made friends was because of The Wave experiment, but that isn't true. I think he wants to tell him that this only proves that he has the social skills to make friends and to be liked by others. Since the point of the movement was to show how people can come together and cooperate for anything, I think Ben wants to explain to Robert that he can still cooperate with his classmates, even without The Wave.

(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: **Distinguishing Different Perspectives**

ANSWER: I think the positives and negatives of "community spirit are reflected in The Wave. Students like Robert made new friends and felt a sense of belonging because of The Wave. He didn't eat lunch alone anymore and he felt like he really had friends. However, this sense of community also led many students to become hostile to the students who weren't part of The Wave. They were very rude to them and even threatened them. Therefore, I think the community spirit was both good and bad for these kids.

(15 points)

/המשך בעמוד 11/



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 20th 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.

20. The main message in "The Enemy" is about how we relate to other people despite any prejudices or prejudgments we may have about them. Sadao and Hana decide to help a wounded American soldier, even though the Japanese are taught to hate Americans because they are an enemy to the state. They show the true meaning of "goodness" by treating the American soldier without reporting him to the authorities. They value treating a fellow person with respect and kindness instead of the nationalist values that were instilled in them by their surroundings.

21. The story "A Summer's Reading" talks about George and his struggles living in a poor, immigrant neighborhood. Many people there are not educated and/or don't have jobs, including George. He left school when he was 16 and still does not have a job. Mr. Cattanzara knows how common this problem is and he wants to help George overcome it all and educate himself. Therefore, he pushes George to read more and even spreads rumors that he is reading more. This fits very well with the quote, because it discusses the same problems that George faces. He has poor living conditions and does not have a job.

