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הבית שלך לאנגלית

הצעה לפתרון בחינת הבגרות באנגלית  
D שאלון

סמל שאלון 016115  
מועד חורף תשע"ו 2016

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

המורים שפתרו את הבחינה ישמחו לקדם אתכם  
להצלחה בבגרות באנגלית!

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סוג הבחינה: א. בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחני משנה  
ג. בגרות לנבחנים אקסטרניים  
מועד הבחינה: חורף תשע"ו, 2016  
מספר השאלון: 414,016115  
נספח: Thinking Skills  
כישורי חשיבה (לפרק ראשון ושני)

מדינת ישראל  
משרד החינוך

## אנגלית

### שאלון ד'

(MODULE D)

### ספרות

### הוראות לנבחן

- א. משך הבחינה: שעה וארבעים וחמש דקות
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שלושה פרקים.
- |           |   |            |
|-----------|---|------------|
| פרק ראשון | — | 46 נקודות  |
| פרק שני   | — | 39 נקודות  |
| פרק שלישי | — | 15 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*  
או: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנמן - לוני כהן הוצאה לאור (2003)  
Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*  
או: המילון המקיף החדש — אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)  
Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*  
או: معجم لونغمان للإنجليزية الحديثة — إنجليزي — إنجليزي — عربي .  
Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*  
או: 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 דר' 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 ואת המחברת למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

**בהצלחה!**

/המשך מעבר לדף/

**PART I** (46 points)

Answer the questions for (A) *Mr. Know All* OR (B) *A Summer's Reading*.

**A. MR. KNOW ALL** / W. Somerset Maugham

Answer questions 1-5.

1. The narrator dislikes Mr. Kelada when they meet for the first time because Mr. Kelada (-).

- (i) looks British
- (ii) calls him "mister"
- (iii) likes to talk a lot
- (iv) tries to sell him cards

(7 points)

2. Which of the following is true about Mr. Ramsay?

- (i) He was born in Japan.
- (ii) He always needs to be right.
- (iii) He organizes games on the ship.
- (iv) He is loved by everybody.

(7 points)

3. During the discussion about the pearls Mr. Kelada says, "**You take my word for it, Mrs. Ramsay, that chain you're wearing will never be worth a cent less than it is now.**" How does he know this?

ANSWER: **He is experienced in examining pearls, so once he examines Mrs. Ramsay's pearls, he knows how much they are worth.**

(7 points)

(שים לב: שאלות 4-5 בעמוד הבא.)

/ המשך בעמוד 3 /

4. It has been said that "Mr. Know All" is a story about stereotypes. Choose ONE of the characters in the story and show how he / she represents a stereotype. Give information from the story to support your answer.

ANSWER: The narrator of the story represents a British stereotype. He assumes everyone who is not British is inferior to him. He believes this so strongly, he even judges Mr. Kelada simply because his name does not sound British to him. Even after meeting Mr. Kelada, the narrator maintains this opinion of Mr. Kelada throughout the whole story. This feeling of superiority over non-British people that the narrator feels represents a British stereotype.

(10 points)

5. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 12 OR any thinking skill studied in class. Use this 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, Mr. Kelada asked the narrator to throw the envelope out of the porthole. The narrator then "**looked at him** [Mr. Kelada] **with a smile.**" Why do you think the narrator smiled? Give information from the story to support your answer.

Thinking skill I chose: Inferring

ANSWER: Throughout the story, it was very clear that the narrator disliked Mr. Kelada very much. In particular, the narrator did not like that Mr. Kelada had to always be right. At the end of the story when the narrator realized that Mr. Kelada purposefully lost \$100 and his pride in order to protect Mrs. Ramsay, he understood that Mr. Kelada was not such a bad person after all. Therefore, when Mr. Kelada asked the narrator to throw the envelope out of the porthole, he saw Mr. Kelada's true generosity and smiled.

(15 points)

/ המשך בעמוד 4 /





**OR:**

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

Answer questions 6-10.

6. George quit school because (-).
- (i) he liked hanging out with friends
  - (ii) his teachers didn't respect him
  - (iii) he wanted to earn money
  - (iv) he didn't want an education

(7 points)

7. Which of the following is true about Mr. Cattanzara?

- (i) He works in the fish market.
- (ii) He listens to the ball games.
- (iii) He gives George books to read.
- (iv) He likes to read the newspaper.

(7 points)

8. When the neighbors thought that George was reading books, he sometimes "skipped the park at the end of the evening." Why did he skip the park?

ANSWER: **He normally went to the park when he felt sad and wanted to dream about a better life. When he started getting respect from the neighbors, he didn't feel sad anymore, so he sometimes skipped going to the park.**

(7 points)

(שים לב: שאלות 9-10 בעמוד הבא.)

/ המנשר בעמוד 5 /

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9. One night, when Mr. Cattanzara is drunk, he and George have the following conversation: " 'How are all your books comin' along now?' Mr. Cattanzara asked... 'Fine, I guess,' said George... 'You ain't sure?'" After this conversation, "The change maker smiled slyly, a way George had never seen him smile."

What are Mr. Cattanzara's feelings towards George at this point in the story? Give information from the story to support your answer.

ANSWER: Mr. Cattanzara knows that George has not been reading any books. He tries hinting to George that he knows this and wants him to stop being passive for once. He tells George that he made this mistake in his life and wants him to do avoid making the same mistake. At this point, he is a little disappointed George hasn't been reading, but knows that George has the potential to succeed.

(10 points)

10. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 12 OR any thinking skill studied in class. Use this 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, George "hoped nobody would mention the books anymore, and when after a couple of days, he accidentally met Mr. Cattanzara again, he didn't..." Why didn't Mr. Cattanzara mention the books? Give information from the story to support your answer.

Thinking skill I chose: Inferring

ANSWER: At the end of the story, George felt embarrassed because everyone knew he didn't read any of the books he said he did. George didn't want to talk to anyone about the books because he was so embarrassed. I infer Mr. Cattanzara knew this, and decided not to embarrass George by confronting him about it.

(15 points)

/ המושך בעמוד 6 /



**PART II** (39 points)

Answer the questions for (C) *Thank You, Ma'm*.

**C. THANK YOU MA'M / Langston Hughes**

Answer questions **11-15**.

**11.** When Roger says, "**I didn't aim to** [steal the purse]," Mrs. Jones (-).

- (i) laughs at him
- (ii) lets him go
- (iii) walks away
- (iv) says he is lying

(6 points)

**12.** What is Roger worried about when he gets to the house?

- (i) Mrs. Jones will call his mother.
- (ii) The people in the house will hurt him.
- (iii) Mrs. Jones will call the police.
- (iv) His family will be angry with him.

(6 points)

**13.** When they get to her home, Mrs. Jones tells Roger to (-).

- (i) wash his face
- (ii) help her cook
- (iii) talk to the neighbors
- (iv) return her purse

(6 points)

**14.** What does Mrs. Jones talk about while they are eating?

- (i) Roger's family
- (ii) Her job
- (iii) Her friends
- (iv) The food

(6 points)

/המשך בעמוד 7/



15. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 12 OR any thinking skill studied in class. Use this thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Why do you think Mrs. Jones takes Roger to her home? Give information from the story to support your answer.

Thinking skill I chose: Inferring OR Uncovering Motives

ANSWER: I think Mrs. Jones takes Roger to her home, because

she wants to teach him a life lesson. She wants to sit him down in a comfortable setting, make him dinner, and talk to him about how he can change his life for the better. She tells him that she has also done terrible things and that she overcame them in order to become the successful person she is. The only way to truly have him understand what kind of life he could have in the future is by showing him the life she is living.

(15 points)

/המשך בעמוד 8/





**PART III** (15 points)

Answer the question for **(16) Introduction to Poetry** OR **(17) Grandmother** OR **(18) The Treasure of Lemon Brown**.

Suggested length: 60-80 words.

**16. INTRODUCTION TO POETRY** / Billy Collins

In the movie *Dead Poets Society* the teacher, Mr. Keating, tells his students, "When you read don't just consider what the author thinks, consider what you think."

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

**17. GRANDMOTHER** / Sameeneh Shirazie

"I don't have regrets, there are only lessons. You learn from them, and you become a better person." — Nicole Polizzi

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

**18. THE TREASURE OF LEMON BROWN** / Walter Dean Myers

"There are a lot of amazing people in the world, some familiar to us and others not... People are in many ways one of our greatest treasures." — Bryant H. McGill

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

/ המשך בעמוד 9 /

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Use this page and the next (pages 9-10) for writing a rough draft.

16. The main message in "Introduction to Poetry" is that poetry isn't something difficult to understand or something that takes a lot of in-depth analysis to find the one true meaning. Poetry is meant to be an experience that the reader shares with the poet. Similarly, the teacher in "Dead Poets Society" tries to convey this same message. When reading poetry, the reader has to consider what he feels as well and not just what he thinks the author meant.

18. In the story "The Treasure of Lemon Brown", Greg is very upset at his father for not letting him play basketball. After meeting Lemon Brown, he learns a lot about what it means to treasure something and how parents relate to their children. Greg sees that Lemon Brown's protects his treasure simply because he loves his son so much. After seeing this, Greg understands that his father really cares about him and is trying to do what is best for him. Just like Greg learns that his greatest treasure is his father from someone who he doesn't really know, the quote also discusses people being a great treasure and talking to people who we are not familiar with.

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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