



**The English House**  
**הבית שלך לאנגלית**

הצעה לפתרון בחינת הבגרות באנגלית  
F שאלון

סמל שאלון 016117  
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!

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

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים  
ב. בגרות לנבחני משנה  
ג. בגרות לנבחנים אקסטרניים  
מועד הבחינה: חורף 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*  
או: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - 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 لونجמן 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 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 ואת המחברת 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) *A Summer's Reading*.

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

Answer questions **1-4**.

1. At the beginning of the story George (-).

- (i) studies at night school
- (ii) hangs around the house
- (iii) plays ball games
- (iv) has an interesting job

(5 points)

2. Both Sophie and Mr. Cattanzara (-).

- (i) work in a cafeteria in the Bronx
- (ii) read *The New York Times*
- (iii) ask George about his reading
- (iv) give George books to read

(5 points)

3. The story takes place in a poor neighborhood in New York. What is the significance of this setting for George's life? Give information from the story to support your answer.

ANSWER: Throughout the story, we see that George is an uneducated, lazy person. He left school when he was 16 and has not attempted to educate himself or find a find since then. Living in this poor neighborhood does not help motivate him at all to live a better life. He sees poor, uneducated people all around him, so he feels no reason to start reading the books he said he would. That is why Mr. Cattanzara tries so hard to motivate him. He knows George's surroundings are not helpful for him, so he pushes him to be better and overcome his environment.

(10 points)

(שים לב: שאלה 4 בעמוד הבא.)

/ המשך בעמוד 3 /

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4. 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)

Do you think George will succeed in achieving his goals in life? Give information from the story to support your answer.

Thinking skill I chose: Inferring

ANSWER: I think George will succeed in achieving his goals.

At the beginning of the story, George was very passive and did not take much responsibility for his life. Throughout the story, he learned how important it is to get educated and how much respect he would gain if he actually read the books he promised to read. At the end, he finally realized that he needs to be active and goes to the library to start educating himself. Now that he sees how important it is to his life to be educated, I think he will continue reading and continue educating himself and ultimately achieve his goals.

OR

(15 points)

I don't think George will succeed in achieving his goals. Throughout the story, George changes his mind and avoids things that he doesn't like or want to do. He even spends a lot of time in the park just to avoid the world around him and pretend to be / המשך בעמוד 4 / somewhere else for awhile. When he sees how much respect he gets from the neighborhood for all of the reading he says he is doing, he still remains passive and does not start reading. Therefore, I think George is still a very passive person who avoids challenges and will probably not finish reading the books he picked out at the library.







**OR:**

**C. THE WAVE / Morton Rhue**

Answer questions **10-14**.

**10.** According to Ben, what have the students learned by the end of The Wave experiment?

- (i) History will never repeat itself.
- (ii) They should look for answers in books.
- (iii) Schools don't need to have more discipline.
- (iv)** They are responsible for their actions.

(5 points)

**11.** How does The Wave experiment affect the relationship between Laurie and Amy?

ANSWER: Laurie and Amy started off being friends, but because Amy joins The Wave, they become more distant from each other.

(5 points)

**12.** How are the roles of Christy [Ben's wife] and Mrs. Saunders [Laurie's mother] similar in the novel? Give information from the novel to support your answer.

ANSWER: Christy and Mrs. Saunders both speak out against The Wave movement. Christy consistently tells Ben how it is going out of control and that even he has become a part of it. She tries convincing him to stop the experiment, because she thinks it negatively affects the students who are part of it. Similarly, Mrs. Saunders tells Laurie about the dangers of The Wave and how it is not actually helping the students who are joining it.

(10 points)

(שים לב: שאלות 13-14 בעמוד הבא.)

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13. When Ben understands that he has to end the experiment, he thinks to himself, "... it [The Wave] **had been an overwhelming success — too much of a success.**" Discuss why Ben thinks the experiment was "**too much of a success**". Give information from the novel to support your answer.

ANSWER: **The whole point of the experiment was to show the students how movements like Nazism can get started and how large groups of people can join a cause without thinking too much about it. By the end, many students are passionate followers, even skipping class to go to Ben's class. In that regard, it was a success. Looking back, the students can easily see how such a movement can get so much support. However, once the students starting threatening other students and even resorting to violence, it was clear the movement had gone too far. Ben realizes he got his point across, but he had "too much success" in doing so.** (10 points)

14. 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)

After David pushed Laurie down, "**he felt almost as if he were coming out of a trance.**" Explain what change David goes through at this point in the novel.

Thinking skill I chose: **Explaining Cause and Effect**

ANSWER: **As David supports The Wave more and more, he distances himself from Laurie. He even breaks up with her as a result of it. When he starts getting aggressive with Laurie and ultimately gets violent with her, he realizes his mistake in following The Wave movement. He realizes that anything that made him this violent to someone he cares about is not something worthwhile for anyone to be a part of. From then on, he opposes the movement and does everything he can to stop it from continuing.**

(15 points)  
/המשך בעמוד 8/





**PART III** (20 points)

Answer question (15) *Mr. Know All* OR (16) *The Enemy* OR (17) *The Road Not Taken*.  
Suggested length: 80-100 words.

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

"Our job on earth isn't to criticize, reject or judge. Our purpose is to offer a helping hand and mercy." — Dana Arcuri, *Harvest of Hope*

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

**OR:**

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

The Hippocratic Oath\* is an oath taken by new doctors. It requires a doctor to accept certain ethical standards. A few of the standards doctors must accept are:

- I will respect all human life.
- The health of my patient will be my first consideration.
- I will not let a patient's nationality or race stop me from giving medical treatment.

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

**OR:**

**17. THE ROAD NOT TAKEN** / Robert Frost

"Today is the era of 'second chances'. What we could not consider possible a hundred and even fifty years ago is now possible. People make choices and then years later go back to the path they didn't choose or, after doing something for many years, decide they want to do something completely different from their original choice." — Dr. S. Rull, from a lecture called "The Era of Second Chances"

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

\* The Hippocratic Oath — שבועת הרופאים — قَسَمُ الْأَطْبَاءِ

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

16. One of the main messages in "Mr. Know All" is to not judge people, especially when you don't know much about them. The narrator decides to judge Mr. Kelada before even meeting him simply because his name is not British. Over time, the other passengers judge Mr. Kelada as well, despite the fact that no one really knows him. At the end of the story, we see that these judgments were wrong and that Mr. Kelada is actually a good person. This relates to the quote, because the narrator learns that he shouldn't be so quick to judge people. Just like the quote says, he should have had mercy on Mr. Kelada instead of assuming the worst of him.

17. In "The Enemy", Sadao finds an injured American and is unsure of whether or not he should help him. On one hand, he is an American and the Japanese are taught to never help an American since they are enemies of the state. However, he is a doctor and has been taught to treat everyone as well as possible, no matter who they are or where they're from. In order to become a doctor, he must take the Hippocratic Oath, which explicitly states this concept. Sadao ultimately decides that the Hippocratic Oath and caring for everyone equally is more important than his Japanese nationalism.

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## APPENDIX TO PARTS I and II

### Thinking Skills

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