



The English House
הבית שלך לאנגלית

הצעה לפתרון בחינת הבגרות באנגלית
D שאלון

סמל שאלון 016115
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
מועד הבחינה: קיץ 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 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 - إنجليزية - إنجليزية - 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" ראשי להשתמש גם במילון דרלשוני: 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.
- ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**

בהצלחה!

/המשך מעבר לדף/

PART I (46 points)

Answer the questions for (A) *The Treasure of Lemon Brown*.

A. THE TREASURE OF LEMON BROWN / Walter Dean Myers

Answer questions 1-5.

1. In the past Lemon Brown was (-).

- (i) a basketball player
- (ii) a harmonica player
- (iii) a postal worker
- (iv) a soldier

(7 points)

2. Why does Lemon Brown give the treasure to his son? He wants his son to (-).

- (i) be a blues singer
- (ii) keep it safe
- (iii) have money
- (iv) know who he is

(7 points)

3. The newspaper clippings are about (-).

- (i) the death of Lemon Brown's son
- (ii) thugs that stole treasures
- (iii) Lemon Brown's shows
- (iv) men who fought in the war

(7 points)

(שים לב: שאלות 4-5 בעמוד הבא.)

/ המשך בעמוד 3 /

4. What does Lemon Brown teach Greg in the story? Explain. Give information from the story to support your answer.

ANSWER: **Lemon Brown teaches Greg what a treasure truly is. Greg learns that a treasure is something that someone considers very valuable and has nothing to do with money. That is why Lemon Brown calls the newspaper clippings harmonica his treasure, even though they are not worth much money. When Greg sees that Lemon Brown's treasure means a lot to him only because it reminds him of his son, he also learns about how much parents really do care for their children, even if it doesn't always seem that way.**

(10 points)

5. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 10 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)

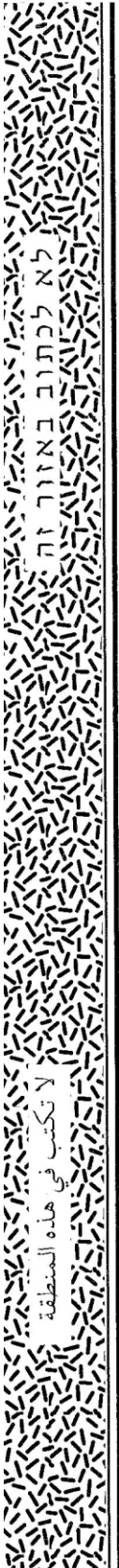
After the thugs run away, Greg asks Lemon Brown, "**You sure you're not hurt?**" Why does Greg start to care about Lemon Brown? Give information from the story to support your answer.

Thinking skill I chose: **Explaining Cause and Effect/Inferring....**

ANSWER: **After Lemon Brown protects Greg from the thugs and tells him about his personal life story, he starts to sympathize with him. He learns about what Lemon Brown's treasure really is and why it means so much to him. As a result, he learns that Lemon Brown isn't just a poor, homeless person. He is a caring, fatherly man who misses his son and has nowhere to live. Therefore, Greg starts to care about him and help him.**

(15 points)

/ המשך בעמוד 4



PART II (39 points)

Answer the questions for **(B) Thank You, M'am**.

B. THANK YOU, M'AM / Langston Hughes

Answer questions **6-10**.

6. What do we know about Mrs. Jones?

- (i) She lives in a house with other people.
- (ii) She doesn't have a job.
- (iii) She has a large family.
- (iv) She doesn't leave her home at night.

(6 points)

7. Roger felt uncomfortable when Mrs. Jones (-).

- (i) told him she called the police
- (ii) left him alone with her purse
- (iii) told him to stay after dinner
- (iv) asked him about his life

(6 points)

8. Why does Roger offer to go to the store?

- (i) He thinks Mrs. Jones needs food.
- (ii) He wants to steal her money.
- (iii) He is tired of doing nothing.
- (iv) He wants Mrs. Jones to trust him.

(6 points)

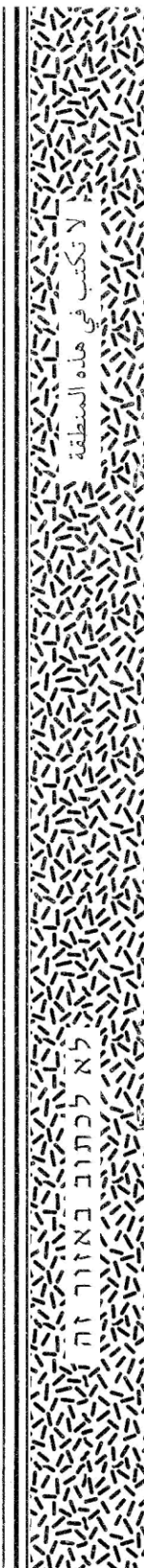
9. At the end of the story, Roger (-).

- (i) tells Mrs. Jones he is sorry
- (ii) doesn't take the ten dollars
- (iii) can't find anything to say
- (iv) tells Mrs. Jones she is a kind lady

(6 points)

(שים לב: שאלה 10 בעמוד הבא.)

/ המשך בעמוד 5 /



10. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 10 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)

Mrs. Jones tells Roger that he should not steal. What else does she want Roger to learn about life? Give information from the story to support your answer.

Thinking skill I chose: **Inferring**.....

ANSWER: **Mrs. Jones wants Roger to understand that even though he has made mistakes in his life, he still has a chance to turn his life around. He can still get a good job and have a generally successful life. She shows him this by talking about all of the mistakes she made in the past and how she worked hard to make her life better. She used to be like him but worked hard to improve her life and change it for the better.**

.....
.....
.....
(15 points)

/המשך בעמוד 6/

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PART III (15 points)

Answer the question for **(11) *Count That Day Lost*** OR **(12) *Mr. Know All***
OR **(13) *A Summer's Reading***.

Suggested length: 60-80 words.

11. COUNT THAT DAY LOST / George Eliot

George Eliot lived and wrote during the 19th century. Although her family was wealthy, many of her poems and novels described poor and uneducated people living in England. She was sensitive to the suffering of others and did all she could to help them. — Adapted from *A History of the Victorian Era*, the Library of Congress

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

OR:

12. MR. KNOW ALL / W. Somerset Maugham

"It is not easy to know people from different backgrounds. We usually don't want to accept them because we think they are different from us and we sometimes think they are not as good as us." — Professor James Bentwich, "Social Trends in Modern Society"

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

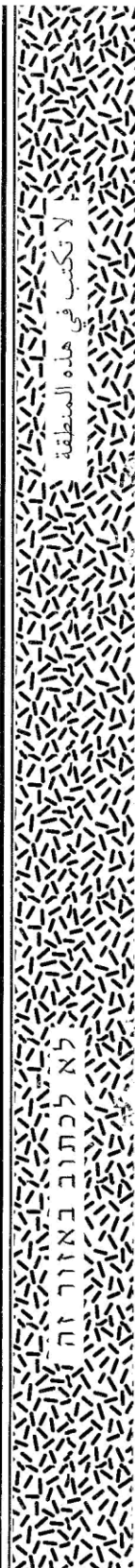
OR:

13. A SUMMER'S READING / Bernard Malamud

"In his stories Malamud writes about social issues like education, poverty and the problems of immigrants in America." — Adapted from *A Biography of Bernard Malamud*, Mordecai Marcus

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

/המשך בעמוד 7/



Use this page and the next (pages 7-8) for writing a rough draft.

11. In the poem "Count That Day Lost", Eliot discusses the importance of helping others. Spending time doing good and being kind to others is using your time wisely. However, spending time with selfish things and not thinking about others is the same as wasting the day. Therefore, it is clear that the main point of the poem is the value of being helpful and nice to others. The quote relates to the poem, because it discusses how Eliot thought about the problems that poor people faced. She always tried to help them when she could. The quote relates to the poem because they explain the same message: the most worthwhile thing in life to do is to help others.

12. The story "Mr. Know All" is about different people judging others based on first impressions. The narrator judges Mr. Kelada without even meeting him. Based on the fact that his name suggests he is from a different place, the narrator immediately assumes that he is inferior in every way. He assumes that anyone who is not from England is not as good of a person. This relates to the quote, because the quote discusses judging people from other backgrounds less favorably simply because they are from another background. Just like the quote says, it was very easy for the narrator to think Mr. Kelada is not as good as him because he is from a different background.

13. The story "A Summer's Reading" shows us the general problems regarding education and poverty that are common in immigrant neighborhoods through George. He dropped out of school when he was 16 and has done nothing in regards to finding a job or getting educated. He simply sits around all day reading magazines. Mr. Cattanzara tries to help him get out of this common problem by pushing him to educate himself in any way he can. He even starts rumors to show George that even the uneducated people in the neighborhood think it's important to get educated. This shows that Malamud wrote about social issues that are faced in immigrant neighborhoods in America.

APPENDIX TO PARTS I and II

Thinking Skills

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

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