

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ו, מועד ב, 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 لونغمان للإنجليزية الحديثة – إنجليزية – 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 בגוף השאלון (במקומות המיועדים לכך).

(2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.

(3) בתום הבחינה חזור את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

PART I (35 points)

Answer the questions for either **(A) Rules of the Game** OR **(B) The Enemy**.

A. RULES OF THE GAME / Amy Tan

Answer questions **1-4**.

- 1.** At first Waverly's mother wants to throw away the chess set because (–).
- (i) chess is not a Chinese game
 - (ii) the previous owner didn't want it
 - (iii) she wants her sons to play outside
 - (iv) Waverly wants to learn how to play

(5 points)

- 2.** How did Waverly's Chinese neighbors show that they were proud of her?
- (i) The bakery displayed her trophies.
 - (ii) They went to her competitions.
 - (iii) The flower shop sent her flowers.
 - (iv) They visited her at home.

(5 points)

- 3.** At the beginning of the story, Waverly's mother says, "**Strongest wind cannot be seen.**" What does Waverly learn from this? Give information from the story to support your answer.

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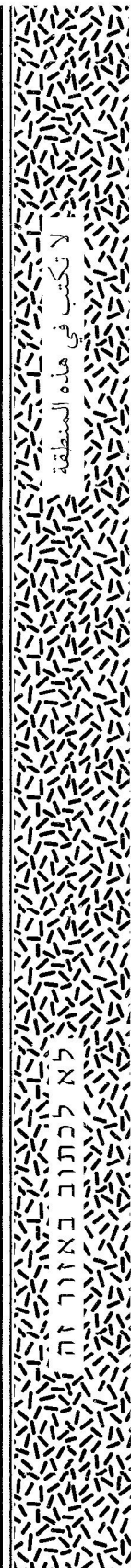
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(10 points)



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 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)

When Waverly competes in chess tournaments, the relationship between her and her mother begins to change. Explain. Give information from the story to support your answer.

Thinking skill I chose:

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(15 points)

OR:

B. THE ENEMY / Pearl S. Buck

Answer questions 5-8.

5. Why did a messenger come to Sadao's house?
- (i) To help Sadao and Hana
 - (ii) To take him to the General
 - (iii) To kill the prisoner
 - (iv) To talk to the servants

(5 points)



6. The General can't let Sadao be arrested because (-).

- (i) they are close friends
- (ii) Sadao was trained in America
- (iii) he trusts Sadao as a doctor
- (iv) Sadao has to cure Tom

(5 points)

7. Why do you think the servants and Hana react differently to the prisoner?
Give information from the story about each of them to support your answer.

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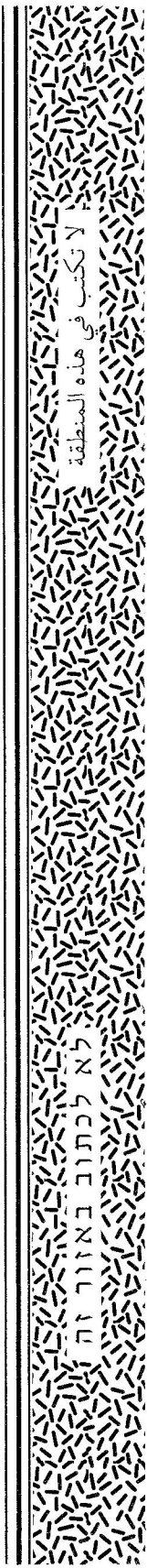
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(10 points)

/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 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, Sadao looks out to the sea and remembers all the Americans he has known in the past. What are Sadao's feelings at this point in the story? Explain. Give information from the story to support your answer.

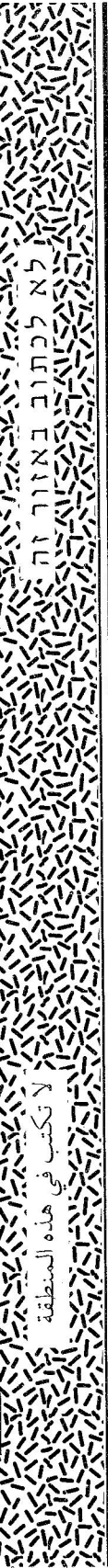
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(15 points)

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PART II (45 points)

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

C. ALL MY SONS / Arthur Miller

Answer questions 9-13.

9. At the end of Act I, Kate says, "**Be smart now, Joe... Be smart.**" She says this because (–).
- (i) Chris wants to marry Ann
 - (ii) George is coming to see them
 - (iii) the neighbors are asking questions
 - (iv) Steve is getting out of jail

(5 points)

10. In Act II, Kate tells Chris that Ann "**doesn't belong here.**" Why does Kate say this?

ANSWER:

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(5 points)

11. Do you think Kate should also be held responsible for Joe's crime? Discuss. Give information from the play to support your answer.

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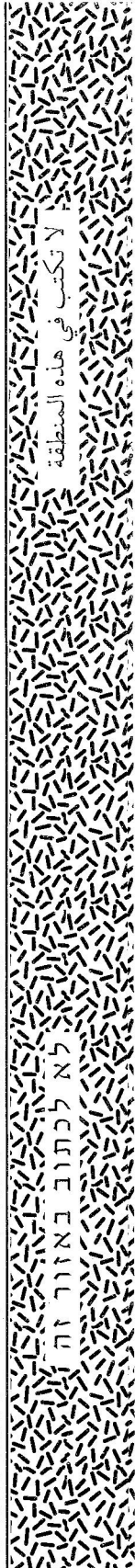
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(10 points)

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12. Why is George an important character in the play? Give information from the play to support your answer.

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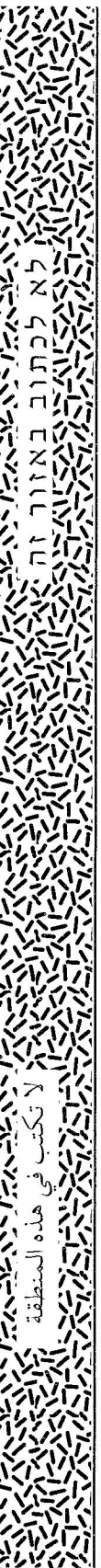
13. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 15 OR any thinking skill studied in class. Use this thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Jim says to Kate at the beginning of Act III, "**In a peculiar way, Frank is right — every man does have a star. The star of one's honesty. And you spend your life groping for it, but once it's out it never lights again.**" Explain what he means by this in relation to Chris. Give information from the play to support your answer.

Thinking skill I chose:

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(15 points)



OR:

D. THE WAVE / Morton Rhue
Answer questions **14-18**.

14. Why is Laurie's mother worried after she meets Robert's mother? She is afraid (-).

- (i) Laurie will lose friends
- (ii) Laurie has changed
- (iii) Robert will influence Laurie
- (iv) The Wave is like a cult

(5 points)

15. Why do Laurie and David go to Mr. Ross' house at night at the end of the novel?

ANSWER:

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(5 points)

16. " 'Laurie Saunders is a threat,' Robert stated bluntly. 'She must be stopped.' "

Why is it so important to Robert that Laurie be stopped? Give information from the novel to support your answer.

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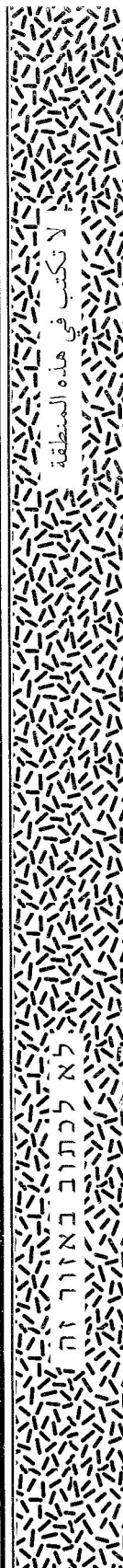
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(10 points)

/המשך בעמוד 9/



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17. At the end of the novel David says, "**Let's try... not to forget it... but let's forget it at the same time.**" What do you think he means by this? Give information from the novel to support your answer.

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(10 points)

/המשך בעמוד 10/

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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 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)

When Ben sees how seriously the students are relating to The Wave, he thinks to himself, "**It was as if The Wave had taken on a life of its own and now he and his students were literally riding it.**" How has The Wave changed Ben? Give information from the novel to support your answer.

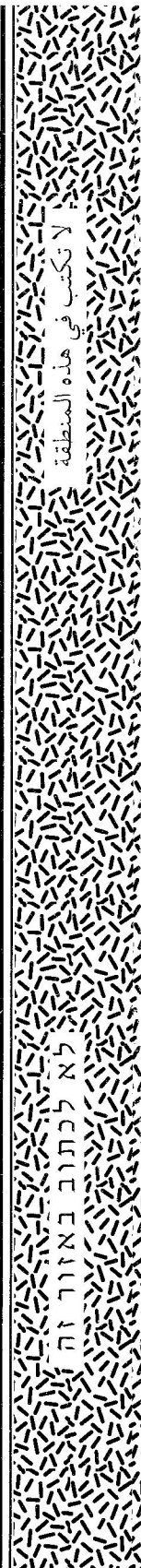
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(15 points)

/המשך בעמוד 11/



PART III (20 points)

Answer the question for either (19) *A Summer's Reading* OR (20) *The Split Cherry Tree*
OR (21) *Mr. Know All*.

Suggested length: 80-100 words.

19. A SUMMER'S READING / Bernard Malamud

"I never let schooling interfere with my education." — Mark Twain

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

OR:

20. THE SPLIT CHERRY TREE / Jesse Stuart

"One mark of a great educator is the ability to lead students out to new places." — Thomas Groome

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

OR:

21. MR. KNOW ALL / W. Somerset Maugham

"There are four ways, and only four ways, in which we have contact with the world. We are judged by these four contacts: what we do, how we look, what we say and how we say it." — Dale Carnegie

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

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

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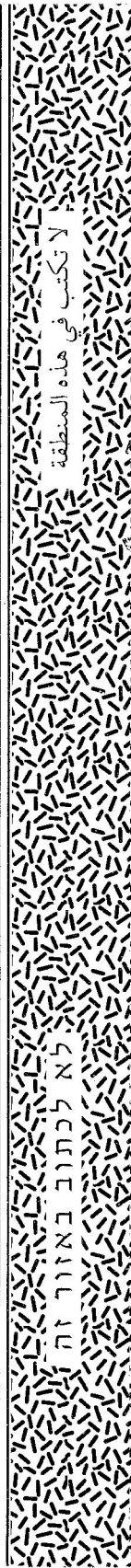
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לא לכתוב באזור זה

בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

APPENDIX TO PARTS I and II

Thinking Skills

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