



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

הצעה לפתרון בחינת הבגרות באנגלית  
רפורמה חדשה וישנה F שאלון

סמל שאלון 016117, 016584  
מועד קיץ תשע"ז 2017

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: בגרות  
מועד הבחינה: קיץ תשע"ז, 2017  
מספר השאלון: 416,016117  
נספח: Thinking Skills  
כישורי חשיבה (לפרק ראשון ושני)

מדינת ישראל  
משרד החינוך

## אנגלית

### שאלון ר'

(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 / 'ה 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 / 'ה 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 הוראות 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 חוזר 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) *Mr. Know All* OR (B) *The Enemy*.

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

Answer questions 1-4.

1. The narrator dislikes Mr. Kelada even before he meets him because (-).
- (i) Mr. Kelada is an American
  - (ii) he doesn't like Mr. Kelada's name
  - (iii) Mr. Kelada doesn't have much luggage
  - (iv) they are both in the pearl business

(5 points)

2. What does the narrator notice about Mrs. Ramsay?

- (i) Her interesting conversation
- (ii) Her knowledge of pearls
- (iii) Her modest behavior
- (iv) Her argumentative character

(5 points)

3. The story mentions real pearls and imitation pearls. How do these different kinds of pearls symbolize the main message of the story?

Give information from the story to support your answer.

ANSWER: **It is very difficult to tell the difference between real pearls and imitation pearls. Only after examining pearls closely can someone figure out if they are real or fake. Similarly, you cannot judge people based on external things. This is exactly what the narrator learns in this story. Just like you have to examine pearls closely before deciding whether they are real or fake, you must also learn about a person before you judge him.**

(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 16 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)

"Mr. Know All" is a story about stereotypes. Explain how the narrator represents a stereotype. Give information from the story to support your answer.

Thinking skill I chose: Inferring.....

ANSWER: The narrator represents the stereotype that all English people think of themselves as better than other people. We see this by the fact that he judges Mr. Kelada poorly only because he assumes because that he is not English.

(15 points)

/המשך בעמוד 4/





OR:

B. THE ENEMY / Pearl S. Buck

Answer questions 5-8.

5. Sadao was not sent to fight in the war because (-).

- (i) he was too old to be a soldier
- (ii) he was the General's doctor
- (iii) he had a wife and two children
- (iv) he had studied in America

(5 points)

6. What is the General's plan to get rid of the wounded American?

- (i) Put him on a fishing boat.
- (ii) Turn him over to the police.
- (iii) Send assassins to kill him.
- (iv) Send him back to America.

(5 points)

7. What is the role of the servants in the story? Give information from the story to support your answer.

ANSWER: The role of the servants is to show how the Japanese saw Americans. Throughout the story, they refuse to help at all, and even leave Sadao and Hana, because they feel they cannot stay and help treat an American. Having them in the story shows how unheard of it was to help Americans at the time.

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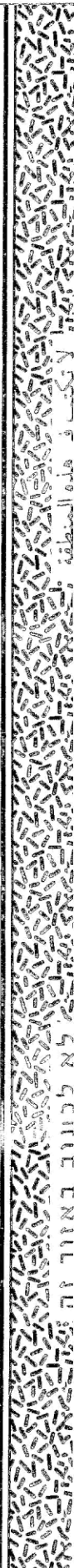
.....

.....

(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 16 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, Sadao thinks, "I wonder why I could not kill him?" Why does he think this? Give information from the story to support your answer.

Thinking skill I chose: Explaining Cause and Effect

ANSWER: After Tom safely left, Sadao's hatred of Americans returned to him. He began to recall many unpleasant interactions he had with Americans during his time in America. As a result, he thought about how he just helped an American live and wondered why he didn't act based on his hatred and kill him when he saw him.

(15 points)

/המשך בעמוד 6/











15. The special edition of *The Grapevine* was very popular with the students because they wanted to read (-).

- (i) the interview with Mr. Ross
- (ii) the article about The Wave rally
- (iii) the editorial about The Wave**
- (iv) the article about Principal Owens

(5 points)

16. The Wave movement endangers basic human rights. Explain. Give information from the novel to support your answer.

ANSWER: ..The kids in The Wave movement are denied.....  
freedom of speech and freedom to be independent...They..  
must follow all of the rules they are told them and are not..  
even allowed to question them. For example, Laurie was  
threatened when she wrote an article that criticized The Wave.

(10 points)

(שים לב: שאלה 17 בעמוד הבא.)

/המשך בעמוד 10/



17. Towards the end of the novel Ben doesn't want to look at himself in the mirror. "Was he afraid of who he might see? A high school history teacher who had accidentally slipped into the role of a dictator?"

Why do you think Ben feels this way about himself at this point in the novel? Give information from the novel to support your answer.

ANSWER: Ben started off simply doing an experiment to teach his students about human behavior, but over time his experiment got out of control. The students were skipping other classes and even becoming violent with others. He didn't want to look in the mirror, because he didn't want to look at the dictator that he had created in himself.

(10 points)

(שים לב: שאלה 18 בעמוד הבא.)

/המשך בעמוד 11/



18. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 16 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)

Towards the end of the novel, Ben and Christy have the following conversation:

Ben: "If I stop now they'll [the students] **all be left hanging. They'd be confused, and they wouldn't have learned anything.**"

Christy: "Well, let them be confused."

Do you agree that the experiment should be stopped before the lesson about Nazism is learned? Discuss. Give information from the novel to support your answer.

Thinking skill I chose: Inferring OR Explaining Cause and Effect

ANSWER: I think the experiment should continue until after the lesson about Nazism. If the kids learn about how Nazis came to power and how the people blindly followed Hitler to the point of violence, they will realize that the same thing has basically already happened to them. They will understand that it is not crazy to think that a group of people could stop thinking for themselves and follow their leader without question.

(15 points)

/המשך בעמוד 12/





**PART III** (20 points)

Answer the question for either **(19) A Summer's Reading** OR **(20) The Road Not Taken**.

Suggested length: 80-100 words.

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

"There will always be challenges, obstacles and less than perfect conditions in life. So what! Get started now. With each step you take, you will grow stronger, more self-confident and more successful." — *Mark Victor Hansen*

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

**OR:**

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

"Frost uses nature as a background for his poems. In his poems, the natural world is used to show the struggles of ordinary people with everyday experiences." — Adapted from *The Pastoral Art of Robert Frost* by John F. Lynen

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



Use this page and the next (pages 13-14) for writing a rough draft.

19. At the beginning of the story, George is very lazy and doesn't do anything to improve on his situation in life. Mr. Cattanzara sees the potential in George despite all of the obstacles he seems to have in front of him. As a result, he decides to help George and encourage him to accomplish something, even if it something as small as reading more books. This fits the quote, because Mr. Cattanzara tries to push George to overcome his challenges in order to become more successful and accomplish more.

20. Robert Frost describes the difficulty of making decisions in life and trying to figure out which one is the right one in "The Road Not Taken". He uses something commonly found in nature (a fork in the road) and uses it to describe an experience that everyone faces at some point in their lives. This natural occurrence shows this struggle that we often face: deciding on what to do and evaluating the consequences that come about from each option.



## APPENDIX TO PARTS I and II

### Thinking Skills

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