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הבית שלך לאנגלית

הצעה לפתרון בחינת הבגרות באנגלית  
רפורמה חדשה וישנה D שאלון

סמל שאלון 016115, 016484  
מועד קיץ תשע"ו מועד ב' 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: קיץ תשע"ו, **מועד ב**, 2016  
מספר השאלון: 414,016115  
נספח: Thinking Skills  
כישורי חשיבה (לפרק ראשון ושני)

## 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*
- א: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)
- Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*
- א: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)
- Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*
- א: معجم لونغمان للإنجليزية الحديثة – إنجليزية – إنجليزية – عربي .
- Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*
- א: 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 בגוף השאלון (במקומות המיועדים לכך).
  - (2) כתוב את כל תשובותיך באנגלית ובעט בלבד. אסור להשתמש בטיפקס.
  - (3) בתום הבחינה חזור את השאלון למשגיח.
- ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.
- בהצלחה!**

/המשך מעבר לדף/

**OR:**

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

Answer questions **6-10**.

6. What do we know about George and his sister?

- (i) They both help their father at the market.
- (ii) They walk together in the neighborhood.
- (iii) She tells him about her dreams for her future.
- (iv) She helps him when she thinks he is reading.

(7 points)

7. Why does George think Mr. Cattanzara is different from the other people in the neighborhood? Mr. Cattanzara (-).

- (i) reads a lot of books
- (ii) spends time in the park
- (iii) asks different questions
- (iv) works in the library

(7 points)

8. "George... walked, in disgrace, away from them [the neighbors], but before long he discovered they were still friendly to him."

Why are the neighbors still friendly?

- (i) They don't know that George lied.
- (ii) They feel sorry for George.
- (iii) Sophie asked them to be nice to George.
- (iv) They don't think reading is important.

(7 points)

(שים לב: שאלות 9-10 בעמוד הבא.)

/המשך בעמוד 5/



9. When George meets Mr. Cattanzara for the first time, Mr. Cattanzara asks George what he is doing in the summer. George answers, "**Nothing much just right now. I'm waiting for a job... but I'm reading a lot to pick up my education.**" What does George's answer tell us about him? Give information from the story to support your answer.

ANSWER: **This tells us that George wants other people to respect him so much, he is even willing to lie to get that respect. We can also see that he is passive, because he mentions that he is "waiting for a job" and doesn't mention that he is actively looking for one.**

(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)

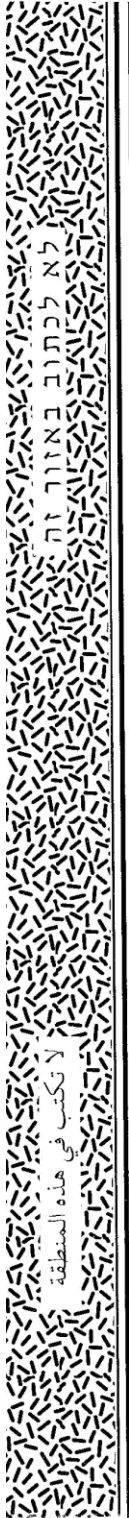
In your opinion why would Mr. Cattanzara spread the rumor that George finished reading the books? Give information from the story to support your answer.

Thinking skill I chose: **Inferring OR Uncovering Motives**

ANSWER: **I think Mr. Cattanzara spread the rumor about George finishing the books, because he wanted George to know what it feels like to be respected by the people around him in hopes that he would take action to continue receiving this respect. If George sees the positive results of being responsible, Mr. Cattanzara hopes that he will keep this going by reading the books he said he would read.**

(15 points)

/המשך בעמוד 6/



**PART II** (39 points)

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

**C. THANK YOU, M'AM / Langston Hughes**

Answer questions 11-15.

11. What do we know about Roger?

- (i) He lives in Mrs. Jones' house.
- (ii) He needs money for food.
- (iii) He isn't afraid of Mrs. Jones.
- (iv) He has no one to care for him.

(6 points)

12. Why does Mrs. Jones kick Roger?

- (i) He wants to hurt her.
- (ii) He tries to steal from her.
- (iii) He lies to her.
- (iv) He says bad things to her.

(6 points)

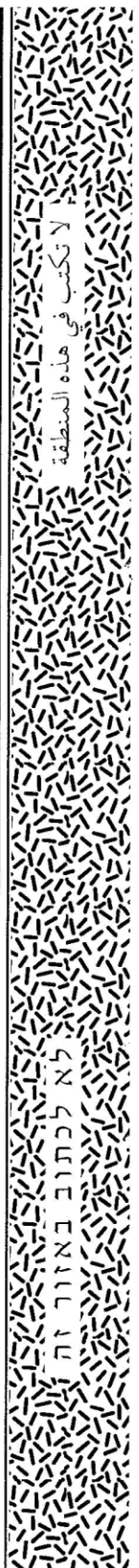
13. What does Roger want to buy?

ANSWER: **Roger wants to buy blue suede shoes.**

(6 points)

(שים לב: שאלות 14-15 בעמוד הבא.)

/ המשך בעמוד 7 /





14. When Roger is at Mrs. Jones' home, he is worried that (-).

- (i) she is going to take him to jail
- (ii) she is going to call the neighbors
- (iii) she won't give him any money
- (iv) she won't let him see his family

(6 points)

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)

Towards the end of the story Mrs. Jones says, "**I have done things, too, which I would not tell you, son**". Why do you think she says this to Roger? Give information from the story to support your answer.

Thinking skill I chose: **Inferring OR Uncovering Motives** .....

ANSWER: **I think she says this to Roger to make him understand that she did awful things in her life just like he did, but she still was able to turn her life around. She wants to show him that even though he has made many mistakes in his life, he has the opportunity to change himself for the better.**

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(15 points)

/ המשך בעמוד 8 /



**PART III** (15 points)

Answer the question for either **(16) *The Treasure of Lemon Brown*** OR **(17) *The Road Not Taken***.

Suggested length: 60-80 words.

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

"We live in a world where we judge success by people's wealth, power or fame. These things can easily be lost. But there are some things that are always important, such as love and kindness. These are the treasures that really count." — Adapted from Samuel Pipim

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

**OR:**

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

"Life is about choices. Some we regret, some we are proud of. Some will follow us forever. We are what we choose to be." — Graham Brown

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 9-10) for writing a rough draft.

16. In "The Treasure of Lemon Brown", we learn about the true meaning of what a treasure actually is. Lemon Brown guards his treasure and even fights thugs in order to make sure no one takes it. By the end, we learn that his treasure isn't really worth much financially, but it is worth a lot to him, because it reminds him of his family who he loves so much. Just like the quote discusses, this kind of treasure is the one that really counts. The treasure that represents love and kindness is the one that is worth the most.

17. The poem "The Road Not Taken" is all about making choices in life and how those choices may seem small now but can have a lot of consequences later on. Since we all make many choices everyday of our lives, we are the way we are based on our choices. We choose how we look, how we talk, who we talk to, and much more. These choices all influence us and the kind of people we are. This fits the quote very well, because we all ultimately "are who we choose to be".