



The English House
הבית שלך לאנגלית

הצעה לפתרון בחינת הבגרות באנגלית
רפורמה חדשה וישנה F שאלון

סמל שאלון 016117, 016584
מועד חורף 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: חורף תשע"ז, 2017
מספר השאלון: 016584
נספח: Thinking Skills
כישורי חשיבה (לפרק הראשון והשני)

מדינת ישראל
משרד החינוך

אנגלית

על פי תכנית הרפורמה ללמידה משמעותית

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*

אז: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

אז: המילון המוקף החדש - אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

אז: معجم لونيجمان للإنجليزية الحديثة - إنجليزية - إنجليزية - عربي .

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

אז: 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. George goes to the park because he likes to (-).

- (i) meet his friends
- (ii) dream of a better life
- (iii) watch the ball games
- (iv) read his books there

(5 points)

2. Sophie (-).

- (i) works with her father
- (ii) spends a lot of time with George
- (iii) tries to encourage George
- (iv) asks Mr. Cattanzara for advice

(5 points)

3. Mr. Cattanzara seems to be the only one who can help George change his life. Explain why. Give information from the story to support your answer.

ANSWER: **Mr. Cattanzara is the only one who can help George, because he is the only one who tries to actually understand George's situation and see what kind of person he really is. Mr. Cattanzara is also an uneducated man, so he wants to help George to overcome the obstacles that he faced. He is also the only person George actually respects and listens to.**

(10 points)

(שים לב: שאלה 4 בעמוד הבא.)
(انتبه: السؤال 4 في الصفحة التالية.)
/ 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)

When George entered the library in the fall, he "**was struggling to control an inward trembling.**" Why do you think he reacts this way? Give information from the story to support your answer.

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

ANSWER: **I think George started trembling, because he was very excited about taking control of his life for the first time. In the past, he was lazy being responsible and just sat around and did nothing all day. Now that he is actually taking steps to improve his life. As a result, he started shaking from the excitement of doing something positive for once.**

(15 points)

/ המשך בעמוד 4 /

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OR:

C. THE WAVE / Morton Rhue

Answer questions 10-14.

10. COMPLETE THE SENTENCE.

Ben decided to do The Wave experiment because **he wanted his students to understand how Nazism got so popular.**

(5 points)

11. After The Wave movement started, Ben's students (-).

- (i) were more serious about their school work
- (ii) understood about World War II
- (iii) became more interested in sports
- (iv) saluted all the teachers in the school

(5 points)

12. At the beginning of the experiment, Christy tells Ben, "I think you've created a monster." Explain how the The Wave becomes "a monster". Give information from the novel to support your answer.

ANSWER: **The Wave becomes "a monster", because what started out as a simple social experiment to teach some students about how the Holocaust got started turns into a violent, aggressive group of students who even bully those who aren't part of The Wave. It gets out of control and becomes something bigger than what Ben intended.**

(10 points)

(שים לב: שאלות 13-14 בעמוד הבא.)

(انتبه: السؤالان 13-14 في الصفحة التالية.)

/המשך בעמוד 7/

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13. At the end of the novel, Laurie says to David: "... there were good things about The Wave. It couldn't be all bad, or no one would have joined in the first place." Discuss. Give information from the novel to support your answer.

ANSWER: While the experiment ultimately did have some horrible consequences, some good things did come out of it. Some students became more involved in school activities, and others gained more self-confidence after joining The Wave. Since all of the students are all equal in The Wave, students felt as though they didn't have to compete with other students for who is more popular anymore.

(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)

Ben tells his wife, "... even a game is something you either choose to play or not to play." Describe how the personalities of Robert and Laurie affect their choices during The Wave experiment. Give information from the novel to support your answer.

Thinking skill I chose: Explaining Cause and Effect OR Distinguishing Different Perspectives.

ANSWER: Robert and Laurie are very different people who each react very differently when The Wave experiment first starts. Robert was a very lonely, unpopular kid who always wanted to be accepted. Once this opportunity came along that allowed him to join a group of his peers and be accepted by them, he immediately joined wholeheartedly. Laurie, on the other hand, is an independent thinker and doesn't look for acceptance from her peers. Therefore, when The Wave experiment started, she was skeptical and spoke out against it when she could.

(15 points)

/המשך בעמוד 8

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PART III (20 points)

Answer question for either **(15) *Mr. Know All*** OR **(16) *The Split Cherry Tree*** OR **(17) *As I Grew Older*** OR **(18) *Count That Day Lost***.

Suggested length: 80-100 words.

15. MR. KNOW ALL / W. Somerset Maugham

"Somerset Maugham believed that all people are very complex and that each person has many sides." — *Adapted from an introduction to "The Collected Stories" by Somerset Maugham*

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

OR:

16. THE SPLIT CHERRY TREE / Jesse Stuart

"Education is not only about knowledge. All teachers can teach facts and figures. However, a true educator teaches values and morals as well." — *Jesse Stuart*

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

OR:

17. AS I GREW OLDER / Langston Hughes

"I have discovered in life that there are ways of getting almost anywhere you want to go, if you really want to go." — *Langston Hughes*

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

OR:

18. COUNT THAT DAY LOST / George Eliot

"We usually judge success by our salaries or the size of our cars, rather than by the way we relate to humanity." — *Martin Luther King, Jr.*

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

/המשך בעמוד 9/





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

16. This quote relates to the story, because it discusses the true nature of what it means to be an educator, which is what Professor Herbert exemplifies. When the boys are caught knocking down the cherry tree, he decides he must punish them in some way that will teach them the severity of what they did. When Dave's father shows up threatening him with a gun, he decides to try to show him how to accept other ideas and to be more open-minded. Instead of trying to get him kicked out of the school, he teaches him the moral way of handling situations like this. Just like the quote says, Professor Herbert teaches Dave and his father values and morals and focuses less on simple facts.

18. The poem "Count That Day Lost" is about making the most of every day and creating the most meaning in life as you can. The way to have a meaningful life is to help others and to be kind as much as possible. Therefore, when Martin Luther King Jr. says that success is judged by the way we relate to humanity, he is conveying the same message that George Eliot is explaining in his poem. The only way to really see how successful someone is in life is to see how they treat others and if they have many "days lost" or not.



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אנגלית, ספרות, חורף תשע"ז, מס' 016584 + נספח

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APPENDIX TO PARTS I and II

Thinking Skills

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