

אנגלית

שאלון ו' (MODULE F)

ספרות

הוראות לנבחן

א. משר הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שלושה פרקים.

פרק ראשון — 35 נקודות

פרק שני — 35 נקודות

פרק שלישי — 30 נקודות

סה"כ — 100 נקודות

ג. חומר עזר מותר בשימוש: אחד מן המילונים שאישר אגף ספרי לימוד במשרד החינוך.

נבחן "עולה חדש" רשאי להשתמש גם במילון דרלשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.

ד. הוראות מיוחדות:

(1) עליך לכתוב את 22 תשובותיך בגוף השאלון (במקומות המיועדים לכך).

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

(3) בתום הבחינה החזר את השאלון למשגיח.

הערה: על כתיב שגוי יופחתו נקודות מהציון.

הערה: קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

PART I (35 points)

Answer the questions for either (A) (*Mr. Know All*) OR (B) (*The Split Cherry Tree*).

A. MR. KNOW ALL / W. Somerset Maugham

Answer questions 1-3 and either question 4 OR question 5.

1. Which of the following adjectives did the narrator use to describe Mr. Kelada?

- (i) unfriendly
- (ii) prejudiced
- (iii) modest
- (iv) chatty

(5 points)

2. Some people at the dinner table admire Mrs. Ramsay's pearls. How does she react? Give ONE answer.

ANSWER: Mrs. Ramsay turns red/is embarrassed. OR Mrs. Ramsay puts her pearls inside her dress.

(5 points)

3. How do the personalities of Mr. Ramsay and Mr. Kelada differ?

Give information from the story to support your answer.

ANSWER: Mr. Ramsay is not a sensitive person. He is arrogant and selfish. He doesn't listen to what his wife says and doesn't even notice the look in her eyes when he gives the pearls to Mr. Kelada. On the other hand, Mr. Kelada is sensitive. He is aware of Mrs. Ramsay's feelings and tries to help her. He sees the look on her face and realizes that she is hiding something from her husband. He keeps her secret.

(10 points)

(שים לב: שאלות 4-5 בעמוד הבא.)

/המשך בעמוד 3/

4. a. After the discussion about the pearls at the dinner table, Mr. Kelada **"took out his pocketbook and from it a hundred-dollar bill. He handed it to Ramsay without a word... Mr. Kelada's hands were trembling."** Why do you think Mr. Kelada's hands were trembling? Give information from the story to support your answer. NOTE: For this question use ONE of the thinking skills from the Appendix (נספח) on page 15.

Thinking skill I chose: Inferring

ANSWER: Mr. Kelada's hands were trembling because it was very difficult for him to say that he was wrong about the pearls. He knew that he was right but he was protecting Mrs. Ramsay. He also knew people would make fun of him as they did that evening.

(10 points)

- b. Explain why you chose that particular skill to answer question 4a. Your answer must refer specifically to the text.
ANSWER: I chose the skill of Inferring because I had to understand what was making Mr. Kelada behave the way he did.

(5 points)

OR:

5. a. The narrator thinks that Mr. Kelada **"would not drop a subject, however unimportant, till he had brought you round to his way of thinking."**

Make a connection between this quote and Mr. Kelada's behavior at the end of the story. Give information from the story to support your answer.

ANSWER: This is not true at the end of the story because at the table Mr. Kelada drops the subject of the pearl necklace the moment he sees Mrs. Ramsay's face.

(8 points)

- b. At the end of the story Mr. Kelada says, **"No one likes being made to look a perfect damned fool."** Explain what he means by this.
ANSWER: The people on the ship have given Mr. Kelada the name Mr. Know All because he seems to know everything. At the end of the story Mr. Kelada does not like to appear as a fool especially when he is right. The title of the story is Mr. Know All. Everyone on board now thinks that he does not know it all.

(7 points)

/המשך בעמוד 4/

לא לכתוב באזור זה

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OR:

B. THE SPLIT CHERRY TREE / Jesse Stuart

Answer questions **6-8** and either question **9** OR question **10**.

6. At the beginning of the story, Dave finished his chores later than usual because (-).

- (i) he did his homework first
- (ii) he walked home slowly
- (iii)** he had to stay at school
- (iv) he wanted to visit his friends

(5 points)

7. Why does Pa take his gun to the school?

ANSWER: Because he might shoot the professor.

(5 points)

8. Before he went to the school with Pa, Dave thought to himself,

"I knew that Pa wouldn't be at home in the high school."

Why did Dave think this? Give information from the story to support your answer.

ANSWER: Dave thought that Pa wouldn't be at home in the high school because his father is a farmer and not an educated man. Pa wears work clothes and he will look different from the other people in the school.

(10 points)

(שים לב: שאלות 9-10 בעמוד הבא.)

/המשך בעמוד 5/

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لا لכתוב באזור זה

9. a. "'You've heard of germs, Mr. Sexton, haven't you?' says Professor Herbert. 'Jist call me Luster, if you don't mind,' says Pa, very casual-like."

How has the relationship between Pa and the Professor changed at this point in the story? Give information from the story to support your answer.

NOTE: For this question use ONE of the thinking skills from the Appendix (נספח) on page 15.

Thinking skill I chose: Distinguishing different perspectives.

ANSWER: The relationship changed because Pa now sees the Professor as a teacher and friend who is going to show him and teach him about things he has never heard of before. Pa wants to learn about germs and is interested in what the professor has to say to him. This is different from when they met at the beginning when Pa tries to frighten the professor

(10 points)

- b. Explain why you chose that particular skill to answer question 9a.

Your answer must refer specifically to the text.

ANSWER: I chose the skill of Distinguishing different perspectives because I can see how Pa changes his view of the professor after he learned something new from him.

(5 points)

OR:

10. a. At the end of the story, "Pa... told Mom he was going to take her and show her a germ sometime." How has Pa's perspective of the world changed by the end of the story?

ANSWER: Pa has realized by the end of the story that there are things in the world that he doesn't know about (like germs) and that the world is changing.

AND/OR Pa has also learned that he can learn new things and he understands the importance of education.

(8 points)

- b. How has Pa's experience at the school changed his relationship with his son? Give information from the story to support your answer.

ANSWER: Pa's relationship with Dave changed after he went to the school. Pa now encourages Dave to go on with his education. At the end of the story he helps Dave sweep up at the school.

(7 points)

/המשוב בעמוד 6/

PART II (35 points)

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

C. ALL MY SONS / Arthur Miller

Answer questions 11-13 and either question 14 OR question 15.

11. At the beginning of the play, Kate says, "... everything decided to happen at the same time." Which of the following happened?

- (i) Steve got out of jail.
- (ii) Jim went to New Orleans.
- (iii) Larry's tree blew down.
- (iv) Joe sold the business.

(5 points)

12. Ann has come to visit because she wants (-).

- (i) to see her father
- (ii) to move back into her old house
- (iii) to find out the truth about Larry
- (iv) to marry Chris

(5 points)

13. Before George arrives, Joe says to Ann, "... why should he [George] knock himself out in New York with that cut-throat competition, when I got so many friends here; I'm very friendly with some big lawyers in town."

Why did Joe say this? Give information from the play to support your answer.

ANSWER: Joe is worried that George is coming to reopen the case against him for sending the damaged cylinder heads, and he wants to stop him from doing it by helping him find a job.

(10 points)

(שים לב: שאלות 14-15 בעמוד הבא.)
/המשך בעמוד 7/

14. a. After George arrives, Mother says, "**Honest to God, it breaks my heart to see what happened to all the children.**"

Relate this quote to at least ONE of the following characters:

Chris, George or Ann. Give information from the play to support your answer.

NOTE: For this question use ONE of the thinking skills from the Appendix (נספח) on page 15.

Thinking skill I chose: Explaining cause and effect

ANSWER: Chris has not been able to get on with his life since the war. He still lives at home with his parents. He has been able to recover from his war experience. He still suffers from physical and emotional wounds. He cannot forget the soldiers who died and feels guilty about enjoying the life he has. He has not married but has been waiting all the time for Ann. (10 points)

- b. Explain why you chose that particular thinking skill to answer question 14a. Your answer must refer specifically to the text.

ANSWER: I used the skill of Explaining cause and effect to show the war was the cause of the problems in the life of Chris/Ann/George.

(5 points)

OR:

15. a. Compare and contrast Joe's view of Chris with Joe's view of Larry.

ANSWER: Joe believed that Larry was practical, and that he understood the importance of money and the business. On the other hand, Joe's opinion of Chris is that he is too idealistic.

(7 points)

(שים לב: סעיף ב של שאלה 15 בעמוד הבא.)

/המשך בעמוד 8/

לא לכתוב באזור זה

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- b. How is Joe mistaken in his view of either Larry or Chris? Give information from the play to support your answer.

ANSWER: We can see how Joe misjudged Larry when we learn that in fact Larry killed himself when he heard about the sale of the damaged cylinder heads to the army. He couldn't live with the fact that his father was ready to sacrifice others in order to keep his business. We can see how Joe misjudged Chris, when, (8 points) at the end of the play, Chris is ready to compromise and not make Joe go to jail to pay for his crime.

OR:

D. THE WAVE / Morton Rhue

Answer questions **16-18** and either question **19** OR question **20**.

- 16.** Give ONE thing Laurie did to fight against The Wave.

ANSWER: She wrote an editorial against The Wave for the school newspaper. OR She tried to convince her friend to quit The Wave. (5 points)

- 17.** David says about the football team that "**A bunch of... individuals don't make a team.**" How does David want The Wave to help the team win games?

ANSWER: Dave believes that through The Wave the team will support each other/have a common goal. (5 points)

(שים לב: שאלות 18-19 בעמוד הבא.)

/המשך בעמוד 9/

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18. David says about the Nazis, "**... that was a long time ago... To me it's like a piece of history.**"

How does Ben's experiment prove this statement wrong? Give information from the story to support your answer.

ANSWER: David thinks that what the Nazis did could never happen again and that the world has learned its lesson. But Ben's experiment proves that what the Nazis did could happen again. Ben begins The Wave movement in school and it becomes just like the Nazi movement – people blindly follow a leader and no longer think as individuals. Some of The Wave members even use physical violence as, for example, when a Jewish boy is beaten up to (10 points)
by students.

19. a. When the principal tells Ben he has to end the experiment, Ben says, "**I can still teach them a lesson... I can teach them a lesson they will never forget.**"

What is the lesson the students learn from the way Ben ends the experiment?

NOTE: For this question use ONE of the thinking skills from the Appendix (נספח) on page 15.

Thinking skill I chose: Explaining cause and effect

ANSWER: The students learn that they could become just like the Nazis and end up doing terrible things. When Ben ends the experiment by showing them the movie about Hitler, they realize what kind of movement The Wave is and that they have been doing what the Nazis did – blindly following a leader and not thinking for themselves.

(10 points)

- b. Explain why you chose that particular thinking skill to answer question 19a. Your answer must refer specifically to the text.

ANSWER: I chose the skill of Explaining cause and effect because what causes the students to learn the lesson of the experiment is the movie that the teacher shows them at The Wave rally. If they hadn't seen the (5 points)
movie, they wouldn't have realized what kind of movement they were in. It has the effect of ending The Wave experiment.

(שים לב: שאלה 20 בעמוד הבא.)

/המשך בעמוד 10/

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OR:

20. a. "'Class,' Ben announced. 'I want everyone to see how Robert's legs are parallel... That's very good, Robert.'" What do you think were Ben's motives for praising Robert? Give TWO answers.

ANSWER: Two of the following: Ben wants to make Robert feel good about himself. OR Ben wants the other students to learn from Robert. OR Ben wants to make everyone behave in the same way.

(7 points)

- b. At the beginning of the experiment, Laurie says, "**He [Ben] knows what he's doing and, as far as I'm concerned, what he's doing is for the class's good.**"

What causes Laurie to later change her mind about the experiment?

Give information from the story to support your answer.

ANSWER: At first Laurie accepts Ben's leadership but she later sees certain things about The Wave that make her realize that it is dangerous and wrong. The Wave scares her and seems to be taking away individual choice and changing the way her friends act. Some examples from the story are: when her boyfriend pushes her down on the ground because she won't stop criticizing The Wave/when she receives a letter for the newspaper from a junior about being bullied by a senior to join The Wave/when Brad tries to force her to give The Wave salute before sitting down to watch the football game.

(8 points)

/המשך בעמוד 11/

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PART III (30 points)

Answer the question for either **(21) *Rules of the Game*** OR **(22) *The Enemy***.

Suggested length: 80-100 words.

21. RULES OF THE GAME / Amy Tan

Amy Tan describes how she grew up trying to please a mother who could not be pleased. Tan explained that her mother had a suitable saying for every occasion and she was always telling her daughter to work hard and behave in the correct way. –

Adapted from an article in the *University of Buffalo Reporter*

Make a connection between the above description and the story. Support your answer with information from the story.

OR:

22. THE ENEMY / Pearl S. Buck

"I... am interested in people and their growth. My interest leads me to increase my knowledge of people, and this makes me believe in the common goodness of mankind. I believe that the normal human heart is born good. It neither wishes to be killed, nor to kill." – Pearl Buck in a radio broadcast in 1951

Make a connection between the above quote and the story. Support your answer with information from the story.

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

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לא לכתוב באזור זה

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Write your final version here:

21. Waverly's mother in the story is very much like Amy Tan's mother in real life. Tan's mother put a lot of pressure on her daughter to succeed in life and this is what we see happens in the story as well. Much of the story is based on Waverly's mother's sayings and how this affects Waverly's life. For example, when her mother tells her to "bite back her tongue" she learned about invisible strength and this helps her both in chess and in her life. Another example is "Chinese people do many things", which helps Waverly believe she can achieve anything if she works hard for it. Telling her she has to know "American rules" helps Waverly learn to adapt and be ambitious and determined to succeed.
22. The quote by Pearl Buck, the writer of the story, helps us understand why she created characters who care about others. In the story we see how both Sadao and his wife, Hana, behave in the right way in the end. When they first see the wounded white man, they want to get rid of him. However, Sadao knows that as a doctor he has to save Tom's life even though he is afraid of the punishment that awaits him if it becomes known that he helped an enemy. His wife in the end cannot think of the white man suffering torture. Sadao saves Tom's life a second time when he helps him escape.

בהצלחה!

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

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APPENDIX TO PARTS I and II

(נספח לפרק ראשון ולפרק שני)

Thinking Skills

(כישורי חשיבה)

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns