

הצעת תשובות לשאלות בחינת הבגרות

אנגלית

שאלון ד'

(MODULE D)

ספרות

הוראות לנבחן

א. משך הבחינה: שעה וחצי

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: מילון אנגלי-אנגלי-עברי

אז: מילון אנגלי-עברי / עברי-אנגלי

אז: מילון אנגלי-אנגלי-עברי

אז: מילון אנגלי-עברי / עברי-אנגלי

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 למשגיח.

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

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

Write all your answers in the answer booklet.

PART I (46 points)

Answer the questions for (A) *Thank You, Ma'm*.

A. **THANK YOU, MA'M** / Langston Hughes

Answer questions **1-4** and either question **5** OR question **6**.

1. At the beginning of the story, Roger tries to (-).

- (i) talk to Mrs. Jones
- ☒ (ii) steal Mrs. Jones' bag
- (iii) push Mrs. Jones down
- (iv) help Mrs. Jones

(7 points)

2. What do we know about Roger's life?

Roger has no one at home to take care of him.

(7 points)

3. When Mrs. Jones takes Roger to her house, she (-).

- (i) gives him a pair of shoes
- (ii) calls the police
- ☒ (iii) gives him a meal
- (iv) tells him to fix her purse

(7 points)

4. Why do you think the story is called "Thank you, Ma'm"? Give information from the story to support your answer.

It is called Thank You, Ma'm because Roger is thankful that the woman gave him a chance to change his life. She didn't call the police. OR She showed him that she cared about him. She fed him. She gave him ten dollars for shoes.

(10 points)

(שים לב: שאלות 5-6 בעמוד הבא.)

/ המשך בעמוד 3 /

5. For this question use ONE of the thinking skills from the Appendix (נספח) on page 8 OR any thinking skill studied in class. Write the thinking skill you chose and then answer the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Mrs. Jones tells Roger, "**I have done things, too, which I would not tell you, son... Everybody's got something in common**"? How does this quote change our opinion of Mrs. Jones? Give information from the story to support your answer.

Comparing and contrasting

This quote helps me make a comparison between Mrs. Jones and Roger. She was not that different from Roger when she was young. She did things she was not proud of. She changed her life. She has a job and a home. If Mrs. Jones can change, so can Roger.

(15 points)

OR:

6. a. "**When they were finished eating, she got up and said, 'Now, here, take this ten dollars and buy yourself some blue suede shoes.'**"

Why do you think she did this?

She wanted him to feel that someone cared for him. OR She wanted to change his behavior.

(7 points)

- b. "**The woman did not watch the boy to see if he was going to run now...**"

What effect did this have on Roger? Give information from the story to support your answer.

Roger understood that the woman trusted him. He didn't want to disappoint her. He wanted to show her that he would not do anything to lose that trust. He sat on the far side of the room away from her purse where she could see him. / He offered to go to the store.

(8 points)

/ המשך בעמוד 4 /

PART II (39 points)

Answer the questions for (B) *The Road Not Taken*.

B. THE ROAD NOT TAKEN / Robert Frost

- Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
5 To where it bent in the undergrowth;
- Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
10 Had worn them really about the same,
- And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
15 I doubted if I should ever come back.
- I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
20 And that has made all the difference.

(שים לב: השאלות בעמוד הבא.)

Answer questions **7-10** and either question **11** OR question **12**.

7. According to the first stanza of the poem, what is the speaker sorry about?
 - (i) That the road bent in the undergrowth.
 - (ii)** That he can't take both roads.
 - (iii) That he can't see the end of the road.
 - (iv) That he stands for a long time.

(6 points)

8. What decision does the traveler make in lines 6-10?

To take the road less traveled by. / To take the other / second road. (6 points)

9. What does the speaker tell us about the two roads?
 - (i) How long they are.
 - (ii)** What they looked like.
 - (iii) Who walked on them.
 - (iv) Why people walked on them.

(6 points)

10. Quote the line(s) that tell us what the speaker will feel about his decision in the future.

"I shall be telling this with a sigh (Somewhere ages and ages hence:)" OR
"And that has made all the difference." (6 points)

11. For this question use ONE of the thinking skills from the Appendix (נספח) on page 8 OR any thinking skill studied in class. Write the thinking skill you chose and then answer the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

In the poem, the speaker must make a decision. How is the way the speaker makes his decision similar to the way we make many decisions in our lives? Give information from the poem to support your answer.

Comparing and contrasting

In the poem the speaker has to choose which road to take. He makes his choice by looking at the two roads to see which is better for him. We can compare this to the way we make decisions in life. Like in the poem, we look at the choices we have to make and decide which is better for us, which road in life we should take.

(15 points)

/המשך בעמוד 5/

OR:

- 12. a.** What can we infer from the beginning of the poem about the speaker's ability to make choices? Give information from the poem to support your answer.

The speaker finds it difficult to make choices. We see this because he stands for a long time, trying to decide which road to take. It is difficult for him to decide because both roads look similar to him. Also he cannot see the end of one of the roads which means he can't know where the road will lead.

(7 points)

- b.** At the end of the poem, how does the speaker feel about the choice he has made?

He seems happy that he has chosen the road that most people don't take. He thinks that he might be sorry in the future that he didn't get the chance to take the other road as well.

(8 points)

/ המשך בעמוד 6 /

PART III (15 points)

Answer the question for **(13) Introduction to Poetry** OR **(14) Grandmother**.

Suggested length: 60-80 words.

13. INTRODUCTION TO POETRY / Billy Collins

"Poetry is my cheap means of transportation. By the end of the poem, the reader should be in a different place from where he started." – From an interview with Billy Collins

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

In the above quote Collins says that the job of poetry is to change us. In the poem he says that readers do not understand what poetry should do for them. They only want to analyze a poem and in that way find out what it is trying to say. But the poem says that readers need to experience a poem directly and let it affect them emotionally. That is how the reader reaches a different place after reading the poem.

OR:

14. GRANDMOTHER / Sameenah Shirazie

There is a tendency to think of older people as worthless because they no longer have jobs. It is easy to forget how much we can learn from them and how much they can contribute to a household; all that is needed is a kind word. – Adapted from an article by J. Meradeuw, *Askville Amazon*

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

The poem says that the speaker wasn't going to speak to her grandmother at all but just say hello to her. Just as in the quote, the speaker thought the grandmother was useless and just another "old life." But, because the speaker said a kind word and asked her how she felt, she learned so much about her grandmother, how much the grandmother did for the household and how hard life was for her. This is how we can learn from an older person.

APPENDIX TO PARTS I and II

Thinking Skills

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