

הצעת תשובות לשאלות בחינת הבגרות

אנגלית

שאלון ו'

(MODULE F)

ספרות

הוראות לנבחן

א. משך הבחינה: שעה וחצי

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: מילון אנגלי-אנגלי-עברי

או: מילון אנגלי-עברי / עברי-אנגלי

או: מילון אנגלי-אנגלי-עברי

או: מילון אנגלי-עברי / ערבי-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: על כתיב שגוי יופחתו נקודות מהציון.

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 (35 points)

Answer the questions for (A) (*A Summer's Reading*).

A. A SUMMER'S READING / Bernard Malamud

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

1. Give TWO reasons why George is dissatisfied with his life.

(1) *He has no money / no job.*

(2) *He is bored.*

(5 points)

2. What was the rumor that went around the neighborhood after George's first conversation with Mr. Cattanzara?

That George had a list of books and was already reading them. (5 points)

3. **"For a few weeks he [George] had talked only once with Mr. Cattanzara, and though the change maker had said nothing more about the books, asked no questions, his silence made George a little uneasy."**

Why did Mr. Cattanzara's silence make George "a little uneasy"?

George felt that Mr. Cattanzara knew the truth – that he hadn't read any books. He felt that Mr. Cattanzara was disappointed in him and would maybe tell the truth to the people in the neighborhood. Then the neighbors would not respect him anymore. (10 points)

(שים לב: שאלות 4-5 בעמוד הבא.)

/המשך בעמוד 3/

4. For this question use ONE of the thinking skills from the Appendix (נספח) on page 12 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)

George "**had never exactly disliked the people in it** [the neighborhood], **yet he had never liked them very much either. It was the fault of the neighborhood.**"

How does George's attitude towards the people in his neighborhood reflect his character in general? Give information from the story to support your answer. (15 points)

Explaining patterns

George blames the neighbors for the fact that he does not have a relationship with them. This is the pattern in his life. He is always blaming someone else. He says he wants an education but he does nothing to reach his goal. He blames his teachers for not giving him respect. (15 points)

OR:

5. a. "**That same night a man on a street corner asked him if it was true that he had finished reading so many books, and George admitted he had. The man said it was a wonderful thing for a boy his age to read so much.**"

How do you think this meeting with the man made George feel about Mr. Cattanzara? Give information from the story to support your answer.

When he meets this man, George understands that Mr. Cattanzara has not told anyone that he wasn't reading and feels grateful to him for letting the neighbors think he was. (7 points)

- b. Why do you think these feelings motivated George to go to the library at the end of the story?

George feels that he needs to justify the respect that he is getting from the people in the neighborhood. // He understands that Mr. Cattanzara is trying to help him improve his life and he wants to prove that his trust in him is justified. (8 points)

/המשך בעמוד 4/

PART II (45 points)

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

B. ALL MY SONS / Arthur Miller

Answer questions **6-9** and either question **10** OR question **11**.

6. The tree is important for the play because (-).

- (i) it was planted in Larry's memory
- (ii) it had been in the yard for years
- (iii) it was planted by Chris
- (iv) Kate asked her family to plant it

(5 points)

7. Why has Ann come to visit the Kellers?

She wants to marry Chris.

(5 points)

8. In Act I, Chris says to his parents, "... **We're like at a railroad station waiting for a train that never comes in.**"

What does Chris mean by this? Give information from the play about

TWO characters to support your answer.

He means that all of the characters have not moved forward with their lives because they are waiting for Larry, but Larry will never come home. Chris believes that Larry is dead, but Kate won't admit this, and won't let Chris marry Ann. Ann wants to marry Chris as well, but can't until Kate accepts Larry's death.

(10 points)

(שים לב: שאלות 9-10 בעמוד הבא.)

/המשך בעמוד 5/

9. How do Chris's values change from the beginning to the end of the play?

Give information from the play to support your answer.

At the beginning of the play, Chris is still an idealist and thinks that people should be better in order to deserve the sacrifice made by others during the war. He still thinks that his father is someone to admire because he believes that he is innocent of the crime he was accused of. At the end of the play, after Chris finds out the truth about both Joe and Larry, Chris says of himself that he has become practical. He believes less in people. He would rather leave and not face Joe than make Joe go to jail.

(10 points)

10. For this question use ONE of the thinking skills from the Appendix (נספח) on page 12 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)

Money is a central theme in the play. Discuss this theme as it relates to ONE of the following characters: Joe, Sue, Jim. Give information from the play to support your answer.

Explaining cause and effect

Because money is the most important value for Joe, it has caused him to break the law with terrible results. Throughout the play we see that he will do anything to save his business and the money that it brings to him and his family. He is willing to ship out defective cylinder heads, bring about the deaths of 21 pilots, lie about it and even let his partner, Steve, go to jail for the crime. The effect on him is that he loses the respect of his family and in the end commits suicide.

(15 points)

(שים לב: שאלה 11 בעמוד הבא.)

/המשך בעמוד 6/

OR:

11. a. In Act I, Kate says, "**There's no jail here! I want you to stop that jail business!**".

Why doesn't Kate want Joe to talk about jail? Give information from the play to support your answer.

Kate doesn't want Joe to talk about jail because she knows he is guilty of selling defective parts and managed to get out of jail, while Steve, his partner, is still paying for their crime. She does not want people to be reminded of the crime because she is afraid someone, like George, may reopen the case.

(7 points)

- b. "**Kid, walkin' down the street that day I was guilty as hell. Except I wasn't, and there was a court paper in my pocket to prove I wasn't...**".

What can we infer about Joe from this behavior? Give information from the play to support your answer.

We can infer that Joe is not an honest, moral person. He is a person who can lie to himself and pretend the case of the cylinder heads had nothing to do with him. He thinks that if he talks about the court paper people will believe he is innocent.

(8 points)

OR:**C. THE WAVE / Morton Rhue**

Answer questions **12-15** and either question **16** OR question **17**.

12. What was the main problem with Laurie and Amy's friendship?

- (i) They didn't have the same hobbies.
- (ii) Laurie wanted Amy's boyfriend.
- (iii) Amy didn't like the student newspaper.
- (iv)** They were always competing.

(5 points)

13. After Ben's first class in the experiment, David says, "**We were a unit.**"

Why is this important to him?

- (i)** He wants the football team to work together.
- (ii) He thinks the students will no longer help each other.
- (iii) He feels the students have become too independent.
- (iv) He thinks his school will be better than other schools.

(5 points)

14. Ben's wife Christy "**knew Ben was the kind of person who got involved with things. Not just involved, but utterly absorbed in them to the point where he tended to forget that the rest of the world existed.**"

How is this description of Ben shown to be true later on in the novel?

Give TWO examples from the novel to support your answer.

Ben becomes so absorbed in the project that he finds it hard to stop even when he sees the students are becoming obsessed with the movement and taking it too seriously. Firsrtly, he tries to convince himself that there are benefits to the project even when he knows it is wrong to continue. Secondly, he only agrees to end the experiment when his wife and the principal tell him to. (10 points)

(שים לב: שאלות 15-16 בעמוד הבא.)

/המשך בעמוד 8/

15. At the end of the novel, Ben says to the students, "**Yes, you all would have made good Nazis.**"

How does this statement help him end the experiment? Give information from the novel to support your answer.

Ben shocks the students into seeing how they have changed. He compares them to the Nazis whose behavior horrified them at the beginning of the novel. Seeing the film and hearing Ben's description of what they have become makes them realize that they must stop the experiment. (10 points)

16. For this question use ONE of the thinking skills from the Appendix (נספח) on page 12 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)

At the end of the novel Ben notices Robert in the auditorium "**leaning against one of the television sets, tears running down his face.**" Why do you think Robert was crying? Give information from the novel to support your answer.

Inferring

I can infer that Robert understood that with the end of The Wave he would lose everything it has given him. When he was a member of The Wave, he was popular and felt equal to his classmates. He was Ben's bodyguard which gave him a position of status. Now he will go back to being a failure in his studies and unpopular in class. (15 points)

(שים לב: שאלה 17 בעמוד הבא.)

/המשך בעמוד 9/

OR:

17. a. At the beginning of the novel, Ben says to the class, "**After the war, many Nazis tried to excuse their behavior by claiming they were only following orders...**" Laurie's reply is, "**No, that's no excuse... Nobody would *just* follow an order like that.**"

What do the above quotes and Ben's experiment have in common?

Give information from the novel to support your answer.

In his experiment Ben wants to show the students how people can change and be manipulated by peer pressure and by a strong leader as the Nazis were. Laurie at first doesn't believe that people would behave in this way. In the end she sees that during the experiment the students in fact followed orders blindly. (7 points)

- b. At the end of the novel, Laurie said, "**In a way I'm glad this happened...**" Ben answered, "**Well, that's nice of you, Laurie. But I've already decided this is one lesson I'm going to skip in next year's course.**"

What do you think causes Ben to make this decision?

Even though Ben had proved his point, he realizes by the end that this was potentially a dangerous experiment. (8 points)

/המשך בעמוד 10/

PART III (20 points)

Answer question (18) *As I Grew Older* OR (19) *The Split Cherry Tree* OR

(20) *The Road Not Taken*.

Suggested length: 80-100 words.

18. AS I GREW OLDER / Langston Hughes

"Every great dream begins with a dreamer. Always remember, you have within you the strength and the passion to reach for the stars, to change the world." – Harriet Tubman, a famous African-American civil rights activist

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

In the poem the speaker started dreaming "a long time ago" but the dream was shattered by the experiences in his life. He describes this as a wall and huge shadow which make him helpless. But then, like in the quote, he found strength within himself to fight against this wall and start dreaming again. The quote talks about reaching the stars and the poem about creating sunlight. I think both mean being able to dream and then fulfilling these dreams.

OR:

19. THE SPLIT CHERRY TREE / Jesse Stuart

"Don't limit a child to your own learning, for he was born in another time." – Rabindranath Tagore, Indian poet

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

This quote talks about how adults shouldn't stop children from learning new things. For example, in the story Pa has to learn to accept the fact that his son is learning new things in school – things he never learned when he went to school. Pa is angry and surprised that the students go out on field trips and learn about biology until Professor Herbert shows him germs under a microscope – a thing he never knew existed.

(שים לב: שאלה 20 בעמוד הבא.)

/המשך בעמוד 11/

OR:

20. THE ROAD NOT TAKEN / Robert Frost

"In the long run, we shape our lives, and we shape ourselves... And the choices we make are ultimately our own responsibility." – Eleanor Roosevelt

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

In the quote Eleanor Roosevelt says that we are responsible for our choices. The speaker in the poem also talks about a choice he has made. He has chosen a road less traveled by and he says that it has made all the difference in his life. This probably means that he is happy with / regrets his choice. Although he is sorry he will never know what the other road might mean for him, he takes responsibility for his decision.

APPENDIX TO PARTS I and II

Thinking Skills

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