

א. סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: חורף תשע"ה, 2015
מספר השאלון: 416,016117
נספח: Thinking Skills
כישורי חשיבה (לפרק ראשון ושני)

אנגלית

שאלון ו'

(MODULE F)

ספרות

הוראות לנבחן

- א. משך הבחינה: שעה וחצי
- ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שלושה פרקים.
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|-----------|---|------------|
| 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-ערבי
או: מילון אנגלי-ערבי / ערבי-אנגלי
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- 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 החזר את השאלון 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 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. Why is the narrator not happy about sharing a cabin with Mr. Kelada?

- (i) He doesn't like his accent.
- (ii) He doesn't like his name.
- (iii) He doesn't like Americans.
- (iv) He doesn't like diplomats.

(5 points)

2. What annoys the narrator about Mr. Kelada?

- (i) Mr. Kelada doesn't talk to him at dinner.
- (ii) Mr. Kelada doesn't know how to play cards.
- (iii) Mr. Kelada spends a lot of time with him.
- (iv) Mr. Kelada likes to talk to Mrs. Ramsay.

(5 points)

3. Why does Mr. Ramsay challenge Mr. Kelada's knowledge of pearls?

Give information from the story to support your answer.

ANSWER:

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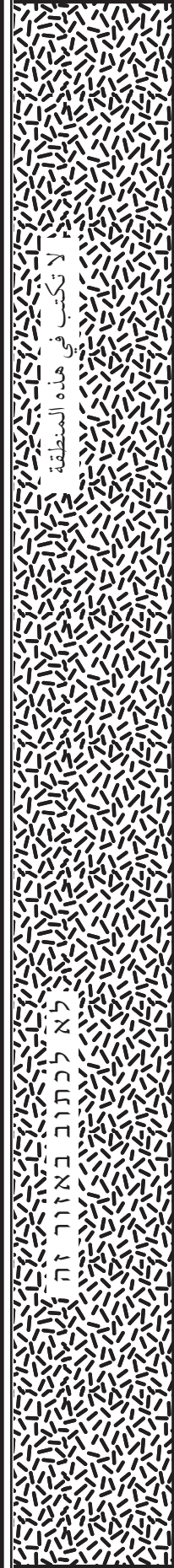
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(10 points)

(שים לב: שאלות 4-5 בעמוד הבא.)
/ המשך בעמוד 3 /



4. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 16 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 the first half of the story, the narrator says clearly how he feels about Mr. Kelada. How does this relate to the narrator's statement about Mr. Kelada at the end of the story? Give information from the story to support your answer.

Thinking skill I chose:

ANSWER:

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(15 points)

OR:

5. a. During the discussion at the dinner table, Mr. Kelada looked at the pearls closely and smiled. "**He was about to speak. Suddenly he caught sight of Mrs. Ramsay's face... You could almost see the effort he was making over himself.**" What could be the results of the moral conflict Mr. Kelada is facing?

ANSWER:

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(7 points)

- b. After the discussion about the pearls, "**... Mrs. Ramsay retired to her stateroom with a headache.**" What is Mrs. Ramsay's attitude towards Mr. Kelada at the end of the story?

Give information from the story to support your answer.

ANSWER:

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(8 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. After Dave told Pa why he was late getting home from school, Pa decided to (-).

- (i) give Dave extra chores
- (ii) allow Dave to finish his homework
- (iii) go with Dave to school the next morning
- (iv) send Dave to bed without supper

(5 points)

7. At the end of the story, what does Pa do?

- (i) He plants a cherry tree.
- (ii) He begins to work at the school.
- (iii) He helps his son sweep the floor.
- (iv) He brings snakes to the classroom.

(5 points)

8. Even though Pa and Professor Herbert are very different kinds of people, they learn to respect each other by the end of the story. Why do you think this happens? Relate to both characters.

ANSWER:

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(10 points)

(שים לב: שאלות 9-10 בעמוד הבא.)

/המשך בעמוד 5/

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لا لכתוב באזור זה

9. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 16 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)

After Dave tells Pa about his punishment, Pa says, "**A bullet will go in a professor same as it will any man. It will go in a rich man same as it will a poor man.**" Why does Pa react to Dave's punishment in this way? Give information from the story to support your answer.

Thinking skill I chose:

ANSWER:

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(15 points)

OR:

10. a. Compare and contrast Pa's opinion of Dave's school before and after he goes there. Give information from the story to support your answer.

ANSWER:

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(7 points)

- b. At the end of the story Pa says, "**... he must pay his debt for th' tree and I'm goin' to hep 'im.**" What can we learn about Pa's character from this quote? Give information from the story to support your answer.

ANSWER:

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(8 points)

/המשך בעמוד 6/

לא לכתוב באזור זה

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PART II (45 points)

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

C. ALL MY SONS / Arthur Miller

Answer questions **11-14** and either question **15** **OR** question **16**.

11. Why is it important for Frank to prove that November 25th was a favorable day for Larry? It was the day (-).

- (i) he was going to marry Ann
- (ii) he was born
- (iii) he was reported missing
- (iv) he joined the army

(5 points)

12. At the beginning of Act III, Jim says to Mother, "**Don't be afraid, Kate, I know. I've always known.**" Jim has always known that (-).

- (i) Chris wants to marry Ann
- (ii) Larry died in the war
- (iii) Joe is guilty of the crime
- (iv) Kate dreams about Larry

(5 points)

13. In Act I, Chris says to Joe, "**You have such a talent for ignoring things.**" Joe answers, "**I ignore what I gotta ignore.**" Why does Joe need to ignore things? Give information from the play to support your answer.

ANSWER:

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(10 points)

(שים לב: שאלות 14-15 בעמוד הבא.)

/המשך בעמוד 7/

لا تكتب في هذه المنطقة

לא לכתוב באזור זה

14. What is the conflict between the Deever and Keller families in the play? Give information from the play to support your answer.

ANSWER:

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(10 points)

15. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 16 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)

Each female character in the play has an important role. Choose ONE of the following characters and discuss her role: Kate, Ann, Sue. Give information from the play to support your answer.

Thinking skill I chose:

ANSWER:

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(15 points)

(שים לב: שאלה 16 בעמוד הבא.)

/המשך בעמוד 8/

לא לכתוב באזור זה

لا تكتب في هذه المنطقة

OR:

16. a. At the end of Act I, Kate says, "**Be smart now, Joe. The boy is coming. Be smart.**" What can we infer from this quote? Give information from the play to support your answer.

ANSWER:

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(8 points)

- b. How does the phone call from George at the end of Act I influence Keller's behavior towards Chris? Give information from the play to support your answer.

ANSWER:

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(7 points)

/המשך בעמוד 9/

لا تكتب في هذه المنطقة

لا لכתוב באזור זה

OR:

D. THE WAVE / Morton Rhue

Answer questions **17-20** and either question **21** OR question **22**.

17. What bothered Ben about the students' reaction to the film he showed at the beginning of the novel?

- (i) He thought they weren't interested in the film.
- (ii) He felt he didn't have good answers to their questions.
- (iii) He thought they didn't understand the film.
- (iv) He wasn't sure it was a good film to show them.

(5 points)

18. At the end of the experiment, Ben tells his students that (-).

- (i) history lessons must only be about facts
- (ii) they must think before following a leader
- (iii) he was proud of all of them
- (iv) he would do the experiment again

(5 points)

19. Principal Owens says to Ben during the experiment, "**Well, I can't say that I'm crazy about this [the experiment], but you've never given me cause to doubt you before.**" In your opinion, was the principal right to trust Ben to do the experiment? Give information from the novel to support your answer.

ANSWER:

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(10 points)

(שים לב: שאלות 20-21 בעמוד הבא.)

לא לכתוב באזור זה

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20. Laurie's mother says when talking to her daughter about The Wave, "**... if you study the types of people who join these cults, they're almost always people who are unhappy with themselves and their lives.**" Relate this quote to either Amy or Robert.

ANSWER:

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(10 points)

21. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 16 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)

At the beginning of the story, we learn that "**Most of these students had grown up in the small, suburban community that spread out... around Gordon High... they were surprisingly naïve and sheltered.**" How do the students change throughout The Wave experiment? Give information from the novel to support your answer.

Thinking skill I chose:

ANSWER:

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(15 points)

(שים לב: שאלה 22 בעמוד הבא.)

/המשך בעמוד 11/

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لا لכתוב באזור זה

OR:

- 22. a.** Compare and contrast the roles of *The Grapevine* and *The Wave* in the novel.

ANSWER:
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(7 points)

- b.** Why do you think that the special edition of *The Grapevine* has such a strong effect on the students in the school?

ANSWER:
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(8 points)

/המשך בעמוד 12/

PART III (20 points)

Answer the question for either **(23) A Summer's Reading** OR **(24) The Road Not Taken**.

Suggested length: 80-100 words.

23. A SUMMER'S READING / Bernard Malamud

"Reading as a teenager leads to success. The more teens read, the more information they pick up... Besides helping teens do well in school, reading also helps them expand their horizons as they learn more about people and the world. Plus, reading can show teens that everyone has problems in his or her life and may even help teens see solutions to their own problems." – quoted from "Benefits of Reading as a Teen" by Peggy Gisler and Marge Eberts, *Family Education*, 2014

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

OR:

24. THE ROAD NOT TAKEN / Robert Frost

"Take a chance! All life is a chance. The man who goes the furthest is generally the one who is willing to do and dare. The 'sure thing' boat never gets far from shore." – Dale Carnegie, American writer

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 13-14) for writing a rough draft.

לא לכתוב באזור זה

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APPENDIX TO PARTS I and II

Thinking Skills

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