



**הצעה לפתרון  
בחינת הבגרות באנגלית**

**מועד קיץ תשע"ה 2015**

**סמל שאלון 016106 – Module F**

**הפתרון נכתב על ידי  
חיה קליין וטלי גונן-טרייסטמן  
מצוות מורי רשת החינוך אנקורי**



Alternate answers to all questions may be accepted if suitable.

### Part I (35 points)

#### A. Rules of the Game / Amy Tan

1. (iii) She shares her Chinese values with them.
2. She lost her adversaries. Her brothers lost interest in the game and stopped playing with her because she won all the time.
3. She likes the intellectual challenge of the game. She likes the tactics, the clashing of ideas; she likes planning ahead, attacking and getting out of traps. She likes the secrets the game holds. She likes winning.

4. Thinking skill I chose: Inferring

I **assume** Waverly means that she has to find a way to deal with her mother's dominance. I **suppose** she thinks of different ways to manipulate her mother into accepting her point of view by applying the skills that she has acquired and used, for example, when she manipulated her mother into allowing her to take part in the local chess tournaments.

#### B. The Enemy / Pearl Buck

5. (ii) get a good education



6. She is afraid that their secret was revealed (that they gave shelter to an American enemy).
7. Sadao sighs because he has saved the American's life, but he knows that once the American is cured, he will have to hand him over to the authorities because he is the enemy, and then the American will probably be killed.
8. Thinking skill I chose: Comparing and contrasting  
**In the beginning**, Sadao refuses to have any personal relationship with the prisoner. He regards him as his enemy and even refuses to know his name. He intends to hand him over to the authorities once he recovers. **However, towards the end of the story**, Sadao saves the prisoner's life. He cares enough to stand and wait for a signal confirming that he is safe.

## Part II (45 points)

### C. All My Sons / Arthur Miller

9. (iii) She blames him for the crime.
10. George visited his father in jail and for the first time, heard his father's version of what happened. George wants to confront Joe.



11. Sue means that the neighbors disregard Joe's crime and treat him as if he hasn't done anything wrong while everyone knows Joe pulled a fast one getting himself exonerated. (Her husband, for example, tries to please the Kellers' instead of taking her to the beach). Sue also resents the fact that Chris negatively influences her husband. (Chris enjoys his father's dirty money while encouraging her husband, Jim, to do research). Sue suggests that the Kellers pretend to be better than the others.
12. Joe saw the war as an opportunity to make money and he was not the only one, as Chris states.  
Larry, on the contrary, was extremely angry with his father for making money during the war at the expense of his friends' lives while they were fighting for their country.
13. Thinking skill I chose: Distinguishing different perspectives  
In the beginning Chris is revealed as an **idealist** who **believes** that man should be responsible for the society in which he lives, just as his soldiers were responsible for each other during the war. Learning about his father's crime – the father whom he adored and loved- **shatters his world view**. He **doesn't see** his father as different from other businessmen who made money during the war and doesn't see reason to punish him.

OR:

**D. The Wave / Morton Rhue**

14. (iii) He was interesting.



15. Robert believes that Mr. Ross, as the leader of The Wave, should have a bodyguard.
16. This is true about The Wave members. They feel equal to one another. Amy, for example, doesn't feel that she has to compete with Laurie. And Brad is happy there are no cliques. However, The Wave members do not treat the non-members as equal.
17. Mr. Ross wants his clothes to fit his new position as a leader. He wears formal clothes that project the seriousness he attaches to his role. It shows that he follows the basic principles (discipline and order) of the movement. He is also supposed to serve as an example to his students.
18. Thinking skill I chose: Explaining cause and effect  
Ben wanted to teach his students a lesson. By showing them the movie at the end of the novel **he made them** realize what they had become – a fascist group whose leader could be Adolf Hitler, who they could see on the screen. Ben wanted to show his students that they were not different from the young Nazis appearing in the movie. He wanted them to understand the danger of following a leader blindly.

### Part III (20 points)

#### 19. As I Grew Older / Langston Hughes

Flavia Weedn suggests that one shouldn't give up one's dreams and if an obstacle stands in one's way, one should find the courage to overcome it. This is exactly the message of the poem "As I Grew Older". The speaker, who realizes that a wall stands



between him and his dream, is at first depressed, but as the quote suggests, finds the courage to fight for his dream. He breaks the wall, shatters the darkness and breaks the shadow into a thousand lights of sun.

**OR:**

**20. The Split Cherry Tree / Jesse Stuart**

Prof. Herbert, one of the main characters in the story, seems to represent Jesse Stuart and his attitude to teaching, as is described in the above information. Prof. Herbert made sure that learning would be adventurous and exciting. His students studied not only in the classroom, but also on field trips and in the lab. The sense of excitement can be seen in the way Prof. Herbert shows Pa the germs on Pa's teeth. In this way, Prof. Herbert also makes studying meaningful. For the first time Pa actually sees how germs look and for him seeing is believing.

**OR:**

**20. The Road Not Taken / Robert Frost**

Jodi Picoult suggests that the destiny of a person is determined by one's choices. "The Road Not Taken" presents this idea. In the moment of thought when the speaker has to decide whether to take a certain road or not, he actually determines his destiny. The speaker knows that one way leads on to another and he will never be able to come back. He has decided which "path" to "walk" and which one to "leave behind". This decision determines what kind of person he will be and what kind of life he will have. This is the reason why he says at the end of the poem that his choice "has made all the difference".