

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרוניים
מועד הבחינה: חורף תשע"ו, 2016
מספר השאלון: 416,016117
נספח: Thinking Skills
כישורי חשיבה (לפרק ראשון ושני)

אנגלית

שאלון ו'

(MODULE F)

ספרות

הוראות לנבחן

א. משך הבחינה: שעה וארבעים וחמש דקות

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:

המילון האוניברסלי עברי-אנגלי, אנגלי-עברי / הופמן (2014)

Hoffman, Y. (2014). *The Universal English-Hebrew, Hebrew-English Dictionary*

או: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנמן - לוני כהן הוצאה לאור (2003)

Kernerman, Lonnie Kahn. (2003). *Oxford English-English-Hebrew Student's Dictionary*

או: המילון המקיף החדש – אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

Zilberman, S. (2012). *The New Comprehensive English-Hebrew, Hebrew-English Dictionary*

או: معجم لونيجمان للإنجليزية الحديثة – إنجليزي – إنجليزي – عربي

Pearson Education. (2011). *The Longman Dictionary of Modern English, English-English-Arabic*

או: למנוח החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / הופמן (2013)

For the Haredi Sector only:

Hoffman, Y. (2013). *The Olami English-Hebrew, Hebrew-English Dictionary*

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 ואת המחברת 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 (A) *A Summer's Reading*.

A. A SUMMER'S READING / Bernard Malamud

Answer questions 1-4.

1. At the beginning of the story George (-).

- (i) studies at night school
- (ii) hangs around the house
- (iii) plays ball games
- (iv) has an interesting job

(5 points)

2. Both Sophie and Mr. Cattanzara (-).

- (i) work in a cafeteria in the Bronx
- (ii) read *The New York Times*
- (iii) ask George about his reading
- (iv) give George books to read

(5 points)

3. The story takes place in a poor neighborhood in New York. What is the significance of this setting for George's life? Give information from the story to support your answer.

ANSWER:

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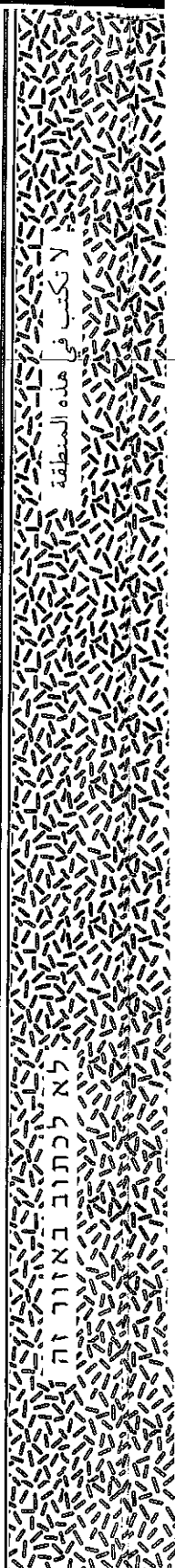
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(10 points)

(שים לב: שאלה 4 בעמוד הבא.)
/ המשך בעמוד 3 /



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

Do you think George will succeed in achieving his goals in life? Give information from the story to support your answer.

Thinking skill I chose:

ANSWER:

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(15 points)

/ המשך בעמוד 4 /

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PART II (45 points)

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

B. ALL MY SONS / Arthur Miller

Answer questions 5-9.

5. Chris says, "I don't want him [Steve] in the plant, so that's that!"

Why doesn't Chris want to have any connection to Steve?

Because Chris (-).

- (i) is afraid that Steve will reopen the case
- (ii) believes that Steve is guilty of the crime
- (iii) thinks that Steve is a little man
- (iv) wants to run the business by himself

(5 points)

6. According to Kate, why isn't Ann married?

ANSWER:

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(5 points)

7. The neighbors play important roles in "All My Sons". Explain the importance of Jim OR Sue. Give information from the play to support your answer.

ANSWER:

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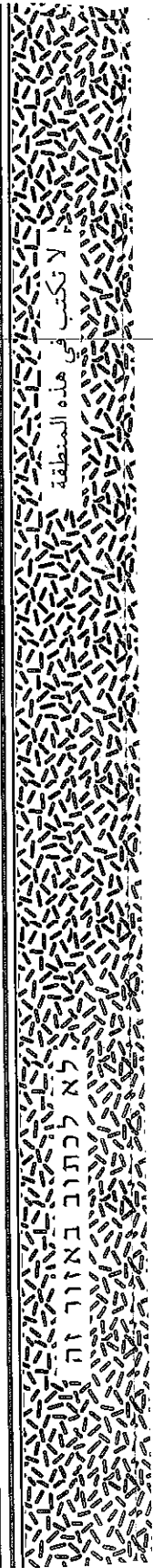
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(10 points)

(שים לב: שאלות 8-9 בעמוד הבא.)

/המשך בעמוד 5/



8. At the beginning of Act II, while waiting for George to arrive, Kate says, "We're dumb, Chris. Dad and I are stupid people. We don't know anything." Is this true about Kate? Explain. Give information from the play to support your answer.

ANSWER:

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(10 points)

9. For this question, choose ONE of the thinking skills from the Appendix (ניספח) on page 12 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 Act II, Sue says to Ann, "...you're the female version of him [Chris]." Do you agree or disagree with this statement? Give information from the play to support your answer.

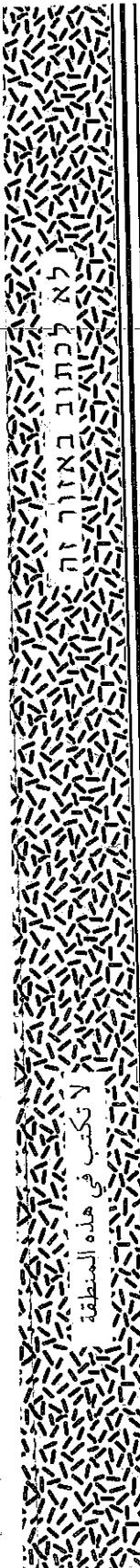
Thinking skill I chose:

ANSWER:

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(15 points)

/המשך בעמוד 6/



OR:

C. THE WAVE / Morton Rhue

Answer questions 10-14.

10. According to Ben, what have the students learned by the end of The Wave experiment?

- (i) History will never repeat itself.
- (ii) They should look for answers in books.
- (iii) Schools don't need to have more discipline.
- (iv) They are responsible for their actions.

(5 points)

11. How does The Wave experiment affect the relationship between Laurie and Amy?

ANSWER:
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(5 points)

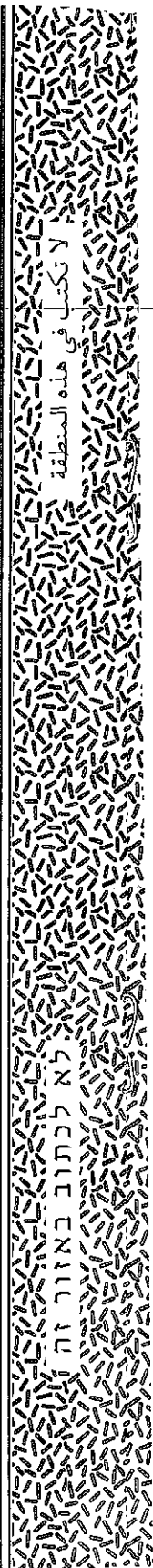
12. How are the roles of Christy [Ben's wife] and Mrs. Saunders [Laurie's mother] similar in the novel? Give information from the novel to support your answer.

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(10 points)

(שים לב: שאלות 13-14 בעמוד הבא.)

/המשך בעמוד 7/



13. When Ben understands that he has to end the experiment, he thinks to himself, "...it [The Wave] had been an overwhelming success — too much of a success." Discuss why Ben thinks the experiment was "too much of a success". Give information from the novel to support your answer.

ANSWER:

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(10 points)

14. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 12 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 David pushed Laurie down, "he felt almost as if he were coming out of a trance." Explain what change David goes through at this point in the novel.

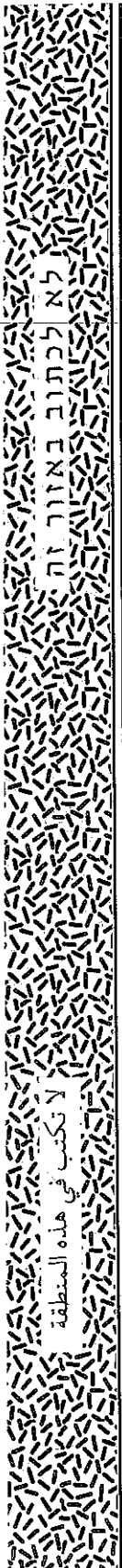
Thinking skill I chose:

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(15 points)

/המשך בעמוד 8/



PART III (20 points)

Answer question (15) *Mr. Know All* **OR** (16) *The Enemy* **OR** (17) *The Road Not Taken*.

Suggested length: 80-100 words.

15. MR. KNOW ALL / W. Somerset Maugham

"Our job on earth isn't to criticize, reject or judge. Our purpose is to offer a helping hand and mercy." — Dana Arcuri, *Harvest of Hope*

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

OR:

16. THE ENEMY / Pearl S. Buck

The Hippocratic Oath* is an oath taken by new doctors. It requires a doctor to accept certain ethical standards. A few of the standards doctors must accept are:

- I will respect all human life.
- The health of my patient will be my first consideration.
- I will not let a patient's nationality or race stop me from giving medical treatment.

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

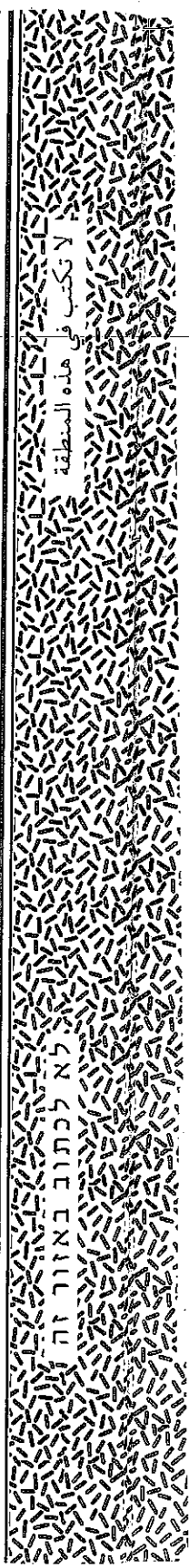
OR:

17. THE ROAD NOT TAKEN / Robert Frost

"Today is the era of 'second chances'. What we could not consider possible a hundred and even fifty years ago is now possible. People make choices and then years later go back to the path they didn't choose or, after doing something for many years, decide they want to do something completely different from their original choice." — Dr. S. Rull, from a lecture called "The Era of Second Chances"

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

* **قَسَمُ الْأَطْبَاءِ** — שבועת הרופאים — The Hippocratic Oath



Use this page and the next (pages 9-10) for writing a rough draft.

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APPENDIX TO PARTS I and II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Underlying motives
- Inferring
- Explaining patterns