מדינת ישראל
משרד החינוך

סוג הבחינה: א. בגרות לבתי ספר על־יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים

מועד הבחינה: קיץ תשע"ה, **מועד ב**, 2015
מספר השאלון: 016117, 416
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.

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.
השימוש במילון אחר טעון אישור הפיקוח על הוראת האנגלית.

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 למשגית.

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 Enemy*.

A. MR. KNOW ALL / W. Somerset Maugham

Answer questions **1-4**.

1. Mr. Kelada tries to make friends with the narrator by (–).

(i) telling the narrator about his family

(ii) unpacking the narrator's luggage

(iii) telling the narrator he is British

(iv) agreeing with everything the narrator says

(5 points)

2. The narrator thought Mr. Kelada was (–).

(i) talkative

(ii) unfriendly

(iii) prejudiced

(iv) unpatriotic

(5 points)

3. After seeing Mrs. Ramsay's reaction to the discussion about the pearls, Mr. Kelada **"stopped with his mouth open. He flushed deeply. You could almost see the effort he was making over himself."** Why does Mr. Kelada react this way? Explain.

ANSWER: .....

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(10 points)

/המשך בעמוד 3 /

لا تكتب في هذه المنطقة

لا تكتب في هذه المنطقة لא לכתוב באזור זה

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)

Explain why the narrator judges Mr. Kelada in one way at the beginning of the story and why he judges him differently at the end. Give information from the story to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)

OR:

B. **THE ENEMY** / Pearl S. Buck

Answer questions **5-8**.

5. Why does Sadao say at the beginning of the story that "**He had met Hana in America, but he had waited to fall in love with her until he was sure she was Japanese.**"?

(i) He wanted to get to know her first.

(ii) He was too busy studying to fall in love.

(iii) He wanted his father to approve of her.

(iv) He wanted to meet her family.

(5 points)

/המשך בעמוד 4/

6. When the servants first realize that the wounded American is in the house, they (–).

(i) feel sorry for him

(ii) go to the police

(iii) offer to help him

(iv) are frightened

(5 points)

7. Before he operates on the wounded man, Sadao says to himself, "**I am not doing this for my own pleasure. In fact, I do not know why I am doing it.**" Explain Sadao's conflict using information from the story to support your answer.

ANSWER: .....

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(10 points)

/המשך בעמוד 5/

لا تكتب في هذه المنطقة
לא לכתוב באזור זה

לא לכתוב באזור זה لا تكتب في هذه المنطقة

8. 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)

The story takes place in Japan during World War II. Explain why you think the author chose this particular setting for her story.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)

/המשך בעמוד 6/

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 **9-13**.

9. In Act I Mother says to Ann, **"As long as you're here, Annie, I want to ask you never to say that again."** What did Ann say?

(i) She wants Chris to move away from the family.

(ii) Larry might have flown a plane with cracked cylinder heads.

(iii) She believes that Larry is living on an island somewhere.

(iv) Everyone should forgive her father for what he did.

(5 points)

10. In Act III we learn that Dr. Jim Bayliss made a compromise in his life that makes him unhappy. What was that compromise?

(i) He agreed to move next door to the Kellers.

(ii) He decided to stop doing medical research.

(iii) He stopped being friends with Chris.

(iv) He helped Joe send Steve to jail.

(5 points)

/המשך בעמוד 7/

لا تكتب في هذه المنطقة
אין לכתוב באזור זה

לא לכתוב באזור זה
لا تكتب في هذه المنطقة

11. When George arrives at the Keller home in Act II, Kate calls him "**Georgie**". She also says, "**You don't hate us, George, I know you, you can't fool me, I diapered you.**" What is Kate trying to achieve by talking this way to George? Explain.

ANSWER: .....

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(10 points)

12. In Act III Ann reveals Larry's letter to the Kellers. This is a turning point in the play. Explain why.

ANSWER: .....

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(10 points)

/המשך בעמוד 8/

13. 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 Act I Joe Keller explains Steve's decision to send out the cylinder heads. He says, "**The man was a fool, but don't make a murderer out of him.**" Why do you think that Joe makes excuses for Steve? Give information from the play to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)

/המשך בעמוד 9/

لا تكتب في هذه المنطقة
לא לכתוב באזור זה

לא לכתוב באזור זה
لا تكتب في هذه المنطقة

OR:

D. **THE WAVE** / Morton Rhue

Answer questions **14-18**.

14. How does Robert change during the experiment?

(i) He joins the football team.

(ii) He dresses differently.

(iii) He begins to enjoy watching movies.

(iv) He becomes more active at school.

(5 points)

15. When Laurie's friends read her article about The Wave, they decide to (–).

(i) write an answer

(ii) threaten her

(iii) stop the experiment

(iv) support her

(5 points)

16. After the class has seen the film about the Nazis at the beginning of the novel, David says to Laurie, " **To me it's like a piece of history. You can't change what happened then.** " Explain the importance of this comment in relation to what happens in the experiment.

ANSWER: .....

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(10 points)

/המשך בעמוד 10/

17. After the article about The Wave appears in *The Grapevine*, Ben hears the teachers talking about his experiment. He goes into the bathroom but avoids looking at himself in the mirror. **"Was he afraid of who he might see? A high school history teacher who had accidentally slipped into the role of a dictator?"** Why do you think Ben feels this way about himself at this point in the novel? Give information from the novel to support your answer.

ANSWER: .....

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(10 points)

/המשך בעמוד 11/

لا تكتب في هذه المنطقة

לא לכתוב באזור זה. لا تكتب في هذه المنطقة

18. 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)

Explain Laurie's role in the novel.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)

/המשך בעמוד 12/

PART III (20 points)

Answer the question for (**19**) *Rules of the Game* OR (**20**) *The Split Cherry Tree* OR (**21**) *The Road Not Taken*.

Suggested length: 80-100 words.

19. RULES OF THE GAME / Amy Tan

Amy Tan says about her mother, "She wasn't a perfect mother, but a lot of the things she did, she really did do out of love. Maybe they weren't the right things to do, but it really was out of love. Once I realized that and stopped taking it as a personal attack to torture me and make my life miserable, then I could look beyond it." — Amy Tan interview, 1996

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

OR:

20. THE SPLIT CHERRY TREE / Jesse Stuart

"I knew my father had done the best he could and I had no regrets about the way I turned out. Regrets about the journey, maybe, but not the destination." — Nicholas Sparks, *The Notebook*

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

OR:

21. THE ROAD NOT TAKEN / Robert Frost

" Robert Frost is considered one of the most important poets of the 20th century. His poetry seems simple and honest, but is also full of deep meaning for life. He understood the lessons of life through nature."

– Robert Frost's biography

Make a connection between the above information and the poem.

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לא לכתוב באזור זה

Use this page and the next (pages 13-14) for writing a rough draft.

לא לכתוב באזור זה. لا تكتب في هذه المنطقة

لا تكتب في هذه المنطقة
אין לכתוב באזור זה

Write your final version here:

לא לכתוב באזור זה. لا تكتب في هذه المنطقة

ב ה צ ל ח ה !
זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

APPENDIX TO PARTS I and II

Thinking Skills

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