



פתרון הבחינה באנגלית

חורף תשע"ו, 2016, שאלונים: 416, 016117
מוגש ע"י צוות המורים של "יואל גבע"

הערות:

1. התשובות המוצעות כאן הן ביחס ליצירות הספרותיות הנכללות ב-2 option של תוכנית הלימודים.
2. התשובות המוצגות כאן הן בגדר הצעה לפתרון השאלון.
3. תיתכנה תשובות נוספות, שאינן מוזכרות כאן, לחלק מהשאלות.

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PART I (35 points)

A. A SUMMER'S READING / Bernard Malamud

הנבחנים נדרשו לענות על שאלות 1-4.

- (ii)- hangs around the house.
- (iii) – ask George about his reading.
- The story takes place in a poor immigrant neighborhood in New York. The people who live there are not rich, and they are probably not educated. Therefore, George does not have a role model. He quit school at the age of 16, and he doesn't have a job. He is passive in his life and does nothing in order to get an education. His dream is to have money and find a decent job. However, his surrounding does not motivate him to better his life.

4. Thinking skill I chose: Inferring

I infer that George will succeed in achieving his goals in life. George goes through a process during the story. In the beginning, George is passive in his life. He quit school and he doesn't have a job. He wants to get an education, to find a job and to have money, however, he does nothing to achieve these goals. With the help of Mr. Cattanzara, George understands that, in order to fulfill his dreams, he must become active, and he decides to make a change. In the end of the story, he goes to the library, takes 100 books and starts reading. I believe that he does that after going through a real process, and that is why he will make a real change in his life and achieve his goals.



:Or

I infer that George will not succeed in achieving his goals in life. George is very passive through the story. He does not work, he had several jobs but he quit them all. He wants to get an education, to find a job and to have money, however, he does nothing to achieve these goals. Furthermore, George is described as impulsive and impatient. For example, he quit school "on an impulse", and he cleaned the house when it "got on his nerves". He blames his neighborhood for his lack of education. I believe he does not truly understand that he is responsible for not achieving his goals. Although in the end of the story George goes to the library to read, I assume that due to his pattern of behavior, he will quit once again.

PART II (45 points)

C. THE WAVE / Morton Rhue

הנבחנים נדרשו לענות על שאלות 10-14.

10. (iv) They are responsible for their action.

11. "The Wave" hurts the relationship between them.

12. Both Christy and Mrs. Saunders are against "The Wave". They both try to reflect the bad effects of "The Wave" to another person. Christy tries to make Ben stop the experiment by showing him that the experiment goes too far. She tells him, for example, that students skip other teachers' classes in order to join his lessons. She also tries to show him

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that he is carried away, by telling him that he becomes a guinea pig in his own experiment. Mrs. Saunders tries to make Laurie think for herself and not follow "The Wave" blindly. She tries to show her the disadvantages of "The Wave". For example, when they talk about Robert, who changed since "The Wave" started, she tells Laurie that Robert won't be able to function outside school without "The Wave".

13. Ben's experiment goes too far. After the first day of the experiment, Ben does not plan to continue it. He comes to class with teaching material about Japan. However, when he sees that the students sit erect in their seats and wait for him to go on with the experiment, he is carried away with it. "The Wave" becomes much more influential than Ben expected. Students from other classes skip their lessons and join his classes. The members of "The Wave" try to make more students join "The Wave", and even threaten students who are not interested in joining it. The experiment does succeed, but when Ben says it was "too much", he means that he lost control over his own experiment.

14. Thinking Skill I chose: Comparing and contrasting/ Distinguishing different perspectives

At the beginning of the experiment, David is enthusiastic about the experiment. For example, he wants to apply "The Wave" principles on his football team. He is carried away by "The Wave" in a way that even makes him break up with Laurie once she decides not to take part in it anymore. However, at this point of the story, David realizes that "The Wave" is wrong, because it has bad effects, like making him violent. Therefore, he changes his attitude. He probably understands now that he did not think for himself, but followed "The Wave" blindly. This causes him to go with Laurie to Ben's house, in order to make him stop the experiment.



PART III (20 points)**הנבחרים נדרשו לענות על אחת מבין השאלות 15-17.****התשובות מתייחסות רק ליצירות: The enemy ,Mr. Know all****1 – The Road Not Taken****THE ENEMY / Pearl S. Buck**

16. This information helps me understand the story better because it connects to the story. In the story, Sadao and Hana, a Japanese couple, find a wounded white man on the beach near their house. They find out that he is an American prisoner of war and face a conflict: to be loyal to their country and hand him over to the police, or save his life. Finally they decide to take him home and treat him. Sadao is a dedicated doctor who believes he must save any person's life, and that leads him to the decision to operate on the white man. This fits in with the information which says that the Hippocratic Oath requires doctors to respect human life, to put patients in top priority and ignore their race and the country they come from.

THE ROAD NOT TAKEN / Robert Frost

17. This quote helps me understand the poem better because it connects to the poem. The poem is about a traveler who stands in front of a crossroads in a yellow wood. He tries to decide which road to take, but it is very difficult, because both are attractive and he wishes he could take both of them. After he chooses one road, he knows that he cannot go back and take the other one. Sometimes, in real life, we also make a decision, but keep thinking about the option we left behind. This fits in with the quote which says that these days people make decisions and long after taking them, they think about the other option they had. Instead of



feeling sorry for not taking the other option at the first place, they change their decision and choose the second option.

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