

## אנגלית

### שאלון ד'

(MODULE D)

### ספרות

### הוראות לנבחן

א. משך הבחינה: שעה וחצי

ב. מבנה השאלון ומפתח ההערכה: בשאלון זה שלושה פרקים.

פרק ראשון	—	46 נקודות
פרק שני	—	39 נקודות
פרק שלישי	—	15 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 הוראות 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 למשגיח.

הערה: קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.

**ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**

**בהצלחה!**

Write all your answers in the answer booklet.

**PART I** (46 points)

Answer the questions for (A) *Thank You, Ma'm*.

**A. THANK YOU, MA'M** / Langston Hughes

Answer questions 1-4 and either question 5 OR question 6.

1. At the beginning of the story, Roger tries to (-).

- (i) talk to Mrs. Jones
- (ii) steal Mrs. Jones' bag
- (iii) push Mrs. Jones down
- (iv) help Mrs. Jones

(7 points)

2. What do we know about Roger's life?

(7 points)

3. When Mrs. Jones takes Roger to her house, she (-).

- (i) gives him a pair of shoes
- (ii) calls the police
- (iii) gives him a meal
- (iv) tells him to fix her purse

(7 points)

4. Why do you think the story is called "Thank you, Ma'm"? Give information from the story to support your answer.

(10 points)

(שים לב: שאלות 5-6 בעמוד הבא.)

5. For this question use ONE of the thinking skills from the Appendix (נספח) on page 7 OR any thinking skill studied in class. Write the thinking skill you chose and then answer the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Mrs. Jones tells Roger, "**I have done things, too, which I would not tell you, son... Everybody's got something in common**"? How does this quote change our opinion of Mrs. Jones? Give information from the story to support your answer. (15 points)

OR:

6. a. "**When they were finished eating, she got up and said, 'Now, here, take this ten dollars and buy yourself some blue suede shoes.'**"  
Why do you think she did this? (7 points)
- b. "**The woman did not watch the boy to see if he was going to run now...**"  
What effect did this have on Roger? Give information from the story to support your answer. (8 points)

**PART II** (39 points)

Answer the questions for **(B)** *The Road Not Taken*.

**B. THE ROAD NOT TAKEN / Robert Frost**

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
5 To where it bent in the undergrowth:

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
10 Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
15 I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I –  
I took the one less traveled by,  
20 And that has made all the difference.

(שים לב: השאלות בעמוד הבא.)

/ המשך בעמוד 5 /

Answer questions 7-10 and either question 11 OR question 12.

7. According to the first stanza of the poem, what is the speaker sorry about?
- (i) That the road bent in the undergrowth.
  - (ii) That he can't take both roads.
  - (iii) That he can't see the end of the road.
  - (iv) That he stands for a long time.
- (6 points)

8. What decision does the traveler make in lines 6-10? (6 points)

9. What does the speaker tell us about the two roads?
- (i) How long they are.
  - (ii) What they looked like.
  - (iii) Who walked on them.
  - (iv) Why people walked on them.
- (6 points)

10. Quote the line(s) that tell us what the speaker will feel about his decision in the future. (6 points)

11. For this question use ONE of the thinking skills from the Appendix (נספח) on page 7 OR any thinking skill studied in class. Write the thinking skill you chose and then answer the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

In the poem, the speaker must make a decision. How is the way the speaker makes his decision similar to the way we make many decisions in our lives? Give information from the poem to support your answer. (15 points)

OR:

12. a. What can we infer from the beginning of the poem about the speaker's ability to make choices? Give information from the poem to support your answer. (7 points)
- b. At the end of the poem, how does the speaker feel about the choice he has made? (8 points)



**PART III** (15 points)

Answer the question for (13) *Introduction to Poetry* OR (14) *Grandmother*.

Suggested length: 60-80 words.

**13. INTRODUCTION TO POETRY** / Billy Collins

"Poetry is my cheap means of transportation. By the end of the poem, the reader should be in a different place from where he started." – From an interview with Billy Collins

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

**OR:**

**14. GRANDMOTHER** / Sameeneh Shirazie

There is a tendency to think of older people as worthless because they no longer have jobs. It is easy to forget how much we can learn from them and how much they can contribute to a household; all that is needed is a kind word. – Adapted from an article by J. Meradeuw, *Askville Amazon*

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

**בהצלחה!**

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
- Problem solving
- Inferring
- Explaining patterns