

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ה, 2015
מספר השאלון: 414,016115
נספח: Thinking Skills
כישורי חשיבה (לפרק ראשון ושני)

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-עברי
או: מילון אנגלי-עברי / עברי-אנגלי
- נבחן "עולה חדש" רשאי להשתמש גם במילון דר' לשוני: אנגלי-שפת-אמו / שפת-אמו-אנגלי.
- 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 למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

PART I (46 points)

Answer the questions for **(A) Mr. Know All** OR **(B) A Summer's Reading**.

A. MR. KNOW ALL / W. Somerset Maugham

Answer questions **1-5**.

1. At the beginning of the story, the narrator tells us that "**passenger traffic in the ocean-going liners was heavy**" to explain why (-).

- (i) the trip took fourteen days
- (ii) he chose to travel with Mr. Kelada
- (iii) he had to share a cabin
- (iv) it was dangerous to travel alone

(7 points)

2. At the beginning of the story, Mr. Kelada shows the narrator his passport to prove that (-).

- (i) he travels a lot
- (ii) he is British
- (iii) his name is really Max Kelada
- (iv) he has traveled to Japan before

(7 points)

3. Name **TWO** things the narrator doesn't like about Mr. Kelada's behavior towards the other passengers at the beginning of the trip.

(1)

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(2)

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(7 points)

(שים לב: שאלות 4-5 בעמוד הבא.)

/ המשך בעמוד 3/

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4. The narrator says about Mrs. Ramsay that "**you could not look at her without being struck by her modesty.**" Why is this important for the story? Give information from the story to support your answer.

ANSWER:

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(10 points)

5. 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)

At the end of the story, the narrator says "**I did not entirely dislike Mr. Kelada.**" What do you think this tells us about the narrator? Give information from the story to support your answer.

Thinking skill I chose:

ANSWER:

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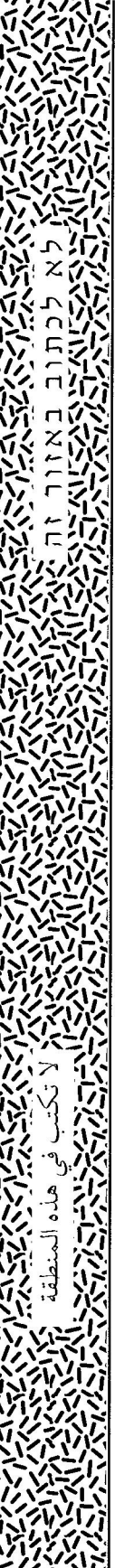
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(15 points)
/ המשך בעמוד 4 /



OR:

B. A SUMMER'S READING / Bernard Malamud

Answer questions **6-10**.

6. At the beginning of the story, the narrator tells us that George "**stayed off the streets and in his room most of the day**". Why does George do this?
- (i) He doesn't want to see Mr. Cattanzara.
 - (ii) He is busy studying for his exams.
 - (iii) He doesn't have a job.
 - (iv) He doesn't like to work with his father.

(7 points)

7. How do things change for George after he tells Mr. Cattanzara he is going to read books?
- (i) He goes to the park to read.
 - (ii) He spends time at the candy store.
 - (iii) He begins to look for a job.
 - (iv) He gets money from Sophie.

(7 points)

8. How is Mr. Cattanzara different from other people in the neighborhood?

ANSWER:

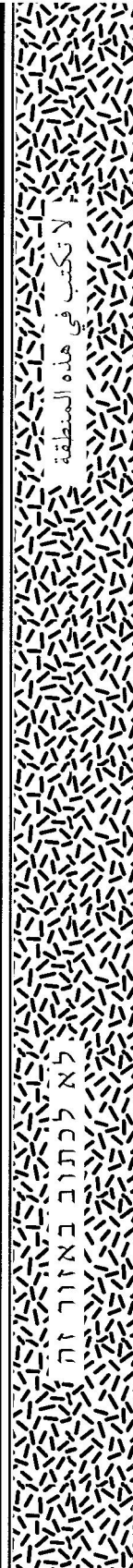
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(7 points)

(שים לב: שאלות 9-10 בעמוד הבא.)

/ המשך בעמוד 5 /



- 9. At the end of George's second meeting with Mr. Cattanzara, Mr. Cattanzara says, "**George, don't do what I did.**" What is Mr. Cattanzara trying to tell George? Give information from the story to support your answer.

ANSWER:

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(10 points)

- 10. 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 George says he is reading books, the people in the neighborhood change their opinion of him. Why are the neighbors' reactions towards him throughout the story important for George? Give TWO examples from the story to support your answer.

Thinking skill I chose:

ANSWER:

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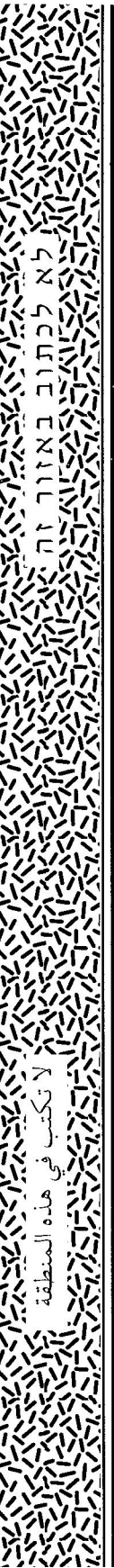
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(15 points)
/המשך בעמוד 6/



PART II (39 points)

Answer the questions for (C) *Thank You, M'am*.

C. THANK YOU, M'AM / Langston Hughes

Answer questions **11-15**.

11. What do we learn about Roger at the beginning of the story?

- (i) He always starts fights with people.
- (ii) He wants to steal a pocketbook.
- (iii) He likes to take walks at night.
- (iv) He has no friends.

(6 points)

12. Mrs. Jones tells Roger, "**You ought to be my son.**" What does she say she would do if Roger were her son?

COMPLETE THE SENTENCE.

She would teach him

.....

(6 points)

13. Mrs. Jones says to Roger, "**Everybody's got something in common.**"

What do she and Roger have in common?

- (i) They both want to change their lives.
- (ii) They both have done something wrong.
- (iii) They both like people.
- (iv) They are both afraid of the police.

(6 points)

(שים לב: שאלות 14-15 בעמוד הבא.)

/המשך בעמוד 7/

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14. What is unusual about Mrs. Jones' behavior in this story? She (-).
- (i) gives Roger money
 - (ii) invites Roger to visit her again
 - (iii) asks Roger for help
 - (iv) sends Roger to the store
- (6 points)

15. 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)

How do you think the time Roger spent with Mrs. Jones will influence him?

Thinking skill I chose:

ANSWER:

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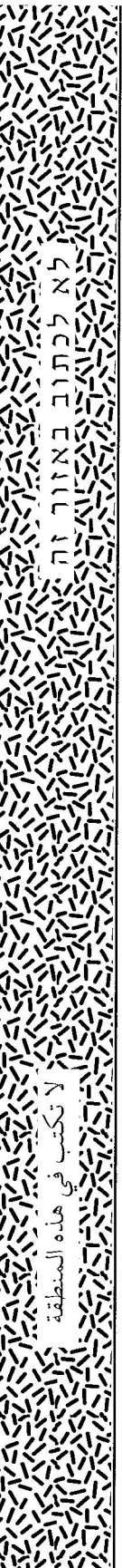
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(15 points)

/המשך בעמוד 8/



PART III (15 points)

Answer the question for **(16) *The Road Not Taken*** OR **(17) *Introduction to Poetry*** OR **(18) *Grandmother***.

Suggested length: 60-80 words.

16. THE ROAD NOT TAKEN / Robert Frost

"A wise man makes his own decisions, an ignorant man follows public opinion." – Grantland Rice

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

17. INTRODUCTION TO POETRY / Billy Collins

Billy Collins started a program in American high schools with a very simple goal, to introduce students to as much poetry as possible. This is how he explained his program: "The idea would be to have high school students hear a poem every day, so that the poem will be a part of their daily life and not something that's just taught. I'm going to discourage teachers from teaching the poems."

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

18. GRANDMOTHER / Sameeneh Shirazie

"When people talk, listen completely. Most people never listen." – Ernest Hemingway

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

/המשך בעמוד 9/

PART III (15 points)

Answer the question for **(16) *The Road Not Taken*** OR **(17) *Introduction to Poetry*** OR **(18) *Grandmother***.

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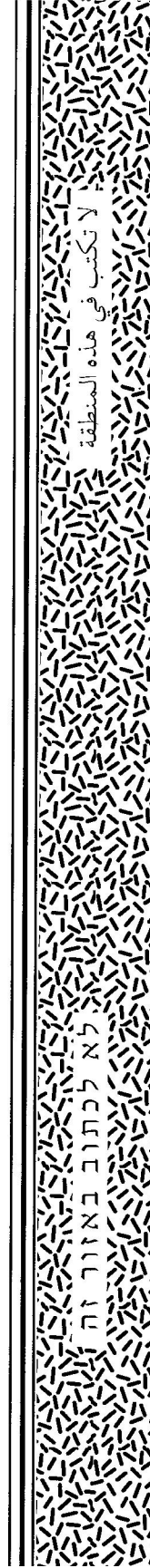
Make a connection between the above quote and the poem. Give information from the poem to support your answer.

/המשך בעמוד 9/

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
- Uncovering motives
- Inferring
- Explaining patterns