

סוג הבחינה: א. בגרות לבתי ספר על-יסודיים
ב. בגרות לנבחני משנה
ג. בגרות לנבחנים אקסטרניים
מועד הבחינה: קיץ תשע"ו, 2016
מספר השאלון: 414,016115
נספח: Thinking Skills
כישורי חשיבה (לפרק ראשון ושני)

אנגלית שאלון ד' (MODULE D) ספרות הוראות לנבחן

א. משך הבחינה: שעה וארבעים וחמש דקות

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:

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

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

אז: מילון אוקספורד אנגלי-אנגלי-עברי / הוצאת קרנרמן - לוני כהן הוצאה לאור (2003)

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

אז: המילון המקיף החדש — אנגלי-עברי, עברי-אנגלי / ש' זילברמן (2012)

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

אז: معجم لونيجمان للإنجليزية الحديثة — إنجليزية — إنجليزي — عربي .

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

אז: למגזר החרדי בלבד: המילון העולמי עברי-אנגלי, אנגלי-עברי / י' הופמן (2013)

For the Haredi Sector only:

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

נבחן "עולה חדש" רשאי להשתמש גם במילון דרלשוני: 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 למשגיח.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

PART I (46 points)

Answer the questions for (A) *The Treasure of Lemon Brown*.

A. THE TREASURE OF LEMON BROWN / Walter Dean Myers

Answer questions **1-5**.

1. In the past Lemon Brown was (-).

- (i) a basketball player
- (ii) a harmonica player
- (iii) a postal worker
- (iv) a soldier

(7 points)

2. Why does Lemon Brown give the treasure to his son? He wants his son to (-).

- (i) be a blues singer
- (ii) keep it safe
- (iii) have money
- (iv) know who he is

(7 points)

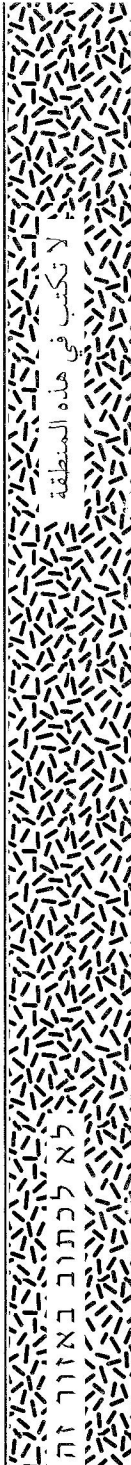
3. The newspaper clippings are about (-).

- (i) the death of Lemon Brown's son
- (ii) thugs that stole treasures
- (iii) Lemon Brown's shows
- (iv) men who fought in the war

(7 points)

(שים לב: שאלות 4-5 בעמוד הבא.)

/ המשך בעמוד 3/



- 4. What does Lemon Brown teach Greg in the story? Explain. 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 10 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 the thugs run away, Greg asks Lemon Brown, "**You sure you're not hurt?**" Why does Greg start to care about Lemon Brown? Give information from the story to support your answer.

Thinking skill I chose:

ANSWER:

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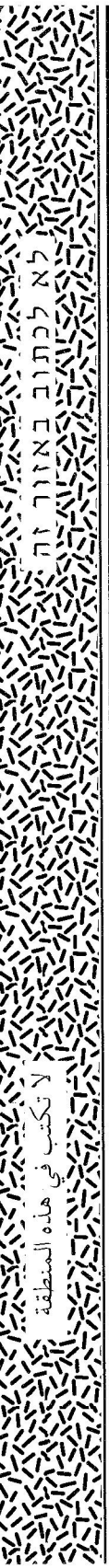
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(15 points)



PART II (39 points)

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

B. THANK YOU, M'AM / Langston Hughes

Answer questions **6-10**.

6. What do we know about Mrs. Jones?

- (i) She lives in a house with other people.
- (ii) She doesn't have a job.
- (iii) She has a large family.
- (iv) She doesn't leave her home at night.

(6 points)

7. Roger felt uncomfortable when Mrs. Jones (-).

- (i) told him she called the police
- (ii) left him alone with her purse
- (iii) told him to stay after dinner
- (iv) asked him about his life

(6 points)

8. Why does Roger offer to go to the store?

- (i) He thinks Mrs. Jones needs food.
- (ii) He wants to steal her money.
- (iii) He is tired of doing nothing.
- (iv) He wants Mrs. Jones to trust him.

(6 points)

9. At the end of the story, Roger (-).

- (i) tells Mrs. Jones he is sorry
- (ii) doesn't take the ten dollars
- (iii) can't find anything to say
- (iv) tells Mrs. Jones she is a kind lady

(6 points)

(שים לב: שאלה 10 בעמוד הבא.)

/ המשך בעמוד 5 /

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10. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 10 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)

Mrs. Jones tells Roger that he should not steal. What else does she want Roger to learn about life? Give information from the story to support your answer.

Thinking skill I chose:

ANSWER:

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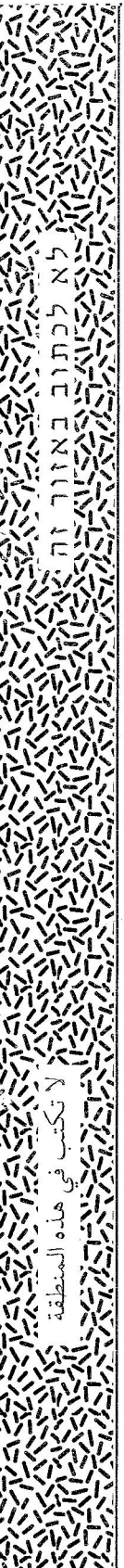
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(15 points)

/המשך בעמוד 6/



PART III (15 points)

Answer the question for **(11) *Count That Day Lost*** OR **(12) *Mr. Know All***
OR **(13) *A Summer's Reading***.

Suggested length: 60-80 words.

11. COUNT THAT DAY LOST / George Eliot

George Eliot lived and wrote during the 19th century. Although her family was wealthy, many of her poems and novels described poor and uneducated people living in England. She was sensitive to the suffering of others and did all she could to help them. — Adapted from *A History of the Victorian Era*, the Library of Congress

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

OR:

12. MR. KNOW ALL / W. Somerset Maugham

"It is not easy to know people from different backgrounds. We usually don't want to accept them because we think they are different from us and we sometimes think they are not as good as us." — Professor James Bentwich, "Social Trends in Modern Society"

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

OR:

13. A SUMMER'S READING / Bernard Malamud

"In his stories Malamud writes about social issues like education, poverty and the problems of immigrants in America." — Adapted from *A Biography of Bernard Malamud*, Mordecai Marcus

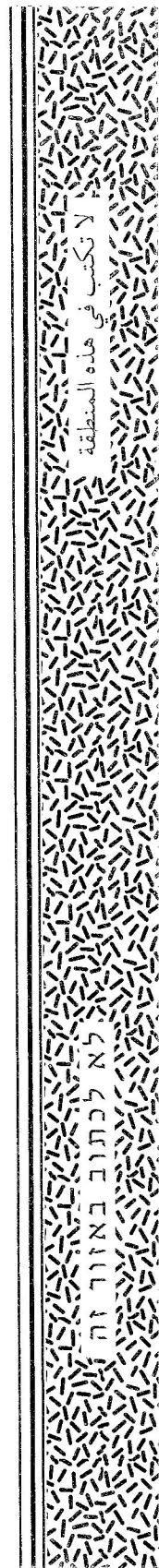
Make a connection between the above quote and the story. Give information from the story to support your answer.



Use this page and the next (pages 7-8) 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

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