



סוג הבחינה: בגרות  
מועד הבחינה: קיץ תשע"ט, 2019  
מספר השאלון: 016584  
נספח: Thinking Skills  
כישורי חשיבה (לפרק ראשון ושני)

## אנגלית

### שאלון ו' (MODULE F)

### ספרות הוראות לנבחן

- א. משך הבחינה: שעה וארבעים וחמש דקות.
- 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: אחד המילונים או אחת המילוניות מן הרשימה שבאתר הפיקוח על הוראת האנגלית ובאתר של אגף הבחינות במשרד החינוך.
- נבחן "עולה חדש" רשאי להשתמש גם במילון דו-לשוני: אנגלי-שפת אמו / שפת אמו-אנגלי. השימוש במילון אחר טעון אישור של 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.
  - (3) בתום הבחינה החזר את השאלון למשגיח.
- הערה: על כתיב שגוי יופחתו נקודות מהציון.

שים לב: אין להוסיף דפים למחברת הבחינה.

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

**בהצלחה!**

/המשך מעבר לדף/



**PART I** (35 points)

Answer the questions for (A) *A Summer's Reading*.

**A. A SUMMER'S READING** / Bernard Malamud

Answer questions 1-4.

1. George isn't working in the summer because (-).

- (i) he is studying at night school
- (ii) he doesn't need the money
- (iii) he can't find a suitable job
- (iv) he wants to hang out with his friends

(5 points)

2. According to George, Mr. Cattanzara is not like the other neighbors because (-).

- (i) he has an interesting job
- (ii) he has a good education
- (iii) he asks different kinds of questions
- (iv) he gives the children lemon ices

(5 points)

3. Towards the end of the story, when Mr. Cattanzara asks George how the books are coming along, he "smiled slyly, a way George had never seen him smile". Why do you think Mr. Cattanzara smiles this way? Give information from the story to support your answer.

ANSWER: .....

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(10 points)

/המשך בעמוד 5/

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לא לכתוב באזור זה



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4. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 15 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, why does George run "out of his house to the library, where he hadn't been in years"? Give information from the story to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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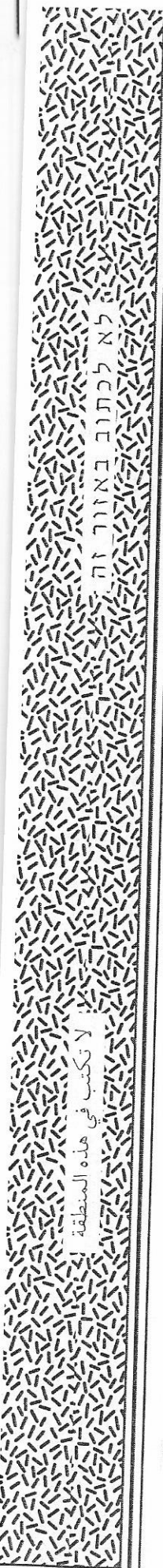
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(15 points)





**PART II** (45 points)

Answer the questions for either (B) *All My Sons* OR (C) *The Wave*.

**B. ALL MY SONS** / Arthur Miller

Answer questions 5-9.

5. Before George visits his father in prison, how do he and Ann feel about him?

- (i) They feel sorry for him.
- (ii) They blame him for the crime.
- (iii) They believe he was framed.
- (iv) They respect him.

(5 points)

6. At the end of Act II, Keller claimed the cylinder heads were sent out because (-).

- (i) the army said they would fix them
- (ii) Joe didn't know they were cracked
- (iii) Joe was afraid to lose the army contract
- (iv) Steve said they would hold up

(5 points)

7. In Act I, when Chris is talking to Joe about marrying Ann, Chris says "**You have such a talent for ignoring things.**" Joe answers, "**I ignore what I gotta ignore.**" Explain what Chris and Joe mean by this. Give information from the play to support your answer.

Chris: .....

Joe: .....

(10 points)

/המשך בעמוד 7/

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8. Why is Ann an important character in the play? Give information from the play to support your answer.

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(10 points)

9. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 15 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)

Jim and Sue have different values. Discuss. Give information from the play to support your answer.

Thinking skill I chose: .....

ANSWER: .....  
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(15 points)





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**OR:**

**C. THE WAVE / Morton Rhue**

Answer questions **10-14**.

10. David believes that The Wave will help the school football team because (-).

- (i) they will be more motivated
- (ii) other students from his class will join the team
- (iii) more people will watch the games
- (iv) it helped other teams in the city

(5 points)

11. The principal of the school lets Ben continue the experiment because (-).

- (i) he thinks The Wave is good for the students
- (ii) the school has become more popular
- (iii) he trusts Ben to do the right thing
- (iv) Ben's experiments are always successful

(5 points)

12. When Laurie goes to the football game she refuses to give The Wave salute and sit with the other students. Explain why Laurie reacts this way. Give information from the novel to support your answer.

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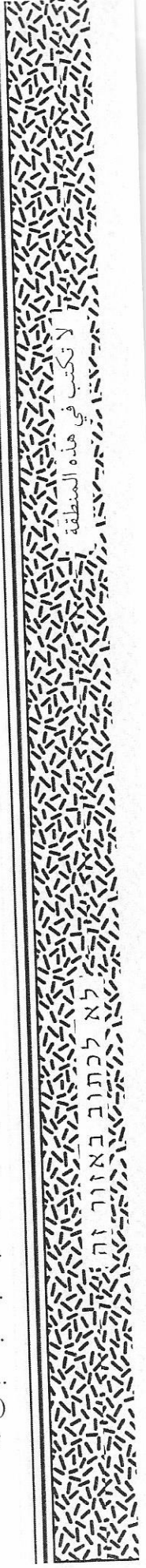
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(10 points)

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13. After reading the editorial in *The Grapevine*, Ben Ross gets a terrible headache. He realizes that something has gone wrong. Explain why, until this point in the novel, Ben ignores that something is wrong with the experiment. Give information from the novel to support your answer.

ANSWER: .....

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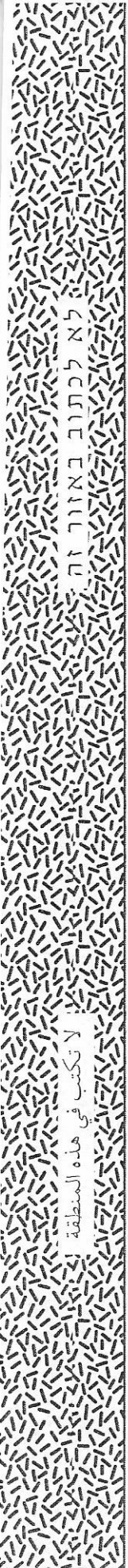
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(10 points)





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- 14. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 15 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)

Robert's mother is very excited because Robert has become a completely new person. Explain why joining The Wave brings a change in Robert. Give information from the novel to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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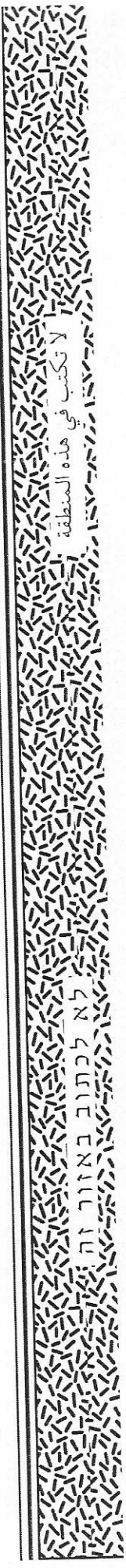
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(15 points)







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**PART III** (20 points)

Answer the question for either (15) *The Split Cherry Tree* OR (16) *The Enemy*.

Suggested length: 80-100 words.

**15. THE SPLIT CHERRY TREE / Jesse Stuart**

"More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is done." — Bertrand Russell, British philosopher

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

**OR:**

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

"Our differences do matter. But our common humanity matters more." — U.S. President Bill Clinton

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

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Use this page and the next (pages 12-13) for writing a rough draft.

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Write your final version here:

Lined writing area for the final answer.

**בהצלחה!**

זכות היוצרים שמורה למדינת ישראל  
אין להעתיק או לפרסם אלא ברשות משרד החינוך

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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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מדבקת משגיח  
ملصقة مراقب

"אתך בכל מקום, גם בבגרות.  
בהצלחה, מועצת התלמידים והנוער הארצית"  
"معك في كل مكان، وفي البجروت أيضًا.  
بالنجاح، مجلس الطلاب والشبيبة القطري"