

אנגלית

שאלון ד'

(MODULE D)

ספרות

הוראות לנבחן

א. משך הבחינה: שעה וחצי

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

| | | | |
|-----------|---|-----------|--------|
| פרק ראשון | — | 43 | נקודות |
| פרק שני | — | 33 | נקודות |
| פרק שלישי | — | <u>24</u> | נקודות |
| סה"כ | — | 100 | נקודות |

ג. חומר עזר מותר בשימוש: אחד מן המילונים שאישר אגף ספרי לימוד במשרד החינוך.

נבחן "עולה חדש" רשאי להשתמש גם במילון דו-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.

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

ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.

בהצלחה!

/המשך מעבר לדף/

PART I (43 points)

Answer the questions for (A) *Count That Day Lost*.

A. COUNT THAT DAY LOST / George Eliot

If you sit down at set of sun
And count the acts that you have done,
And, counting, find
One self-denying deed, one word
That eased the heart of him who heard, 5
One glance most kind
That fell like sunshine where it went --
Then you may count that day well spent.

But if, through all the livelong day,
You've cheered no heart by yea or nay -- 10
If, through it all
You've nothing done that you can trace
That brought the sunshine to one face --
No act most small
That helped some soul and nothing cost -- 15
Then count that day as worse than lost.

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

- 1.** According to lines 1-8, why should we count the acts that we have done in a day?
- (i) To see if we enjoyed the day.
 - (ii) To think about who was nice to us.
 - (iii)** To decide if we did something good.
 - (iv) To help us plan for the future.

(6 points)

(שים לב: שאלות 2-4 בעמוד הבא.)

/ המשך בעמוד 3 /

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2. The speaker thinks that a day "**well spent**" (line 8) is a day when (-).

- (i) you buy many things
- Ⓐ (ii) you help other people
- (iii) you take care of yourself
- (iv) you do something new

(6 points)

3. Copy ONE phrase from lines 9-16 that means "made someone feel good".

ANSWER: "brought the sunshine to one face".

(6 points)

4. Why do you think the poet relates only to acts "**most small**" (line 14)?

ANSWER: The poet is trying to tell us that even when an act we do is small and may seem unimportant to us, it can still make a big difference in someone else's life.

(10 points)

(שים לב: שאלות 5-6 בעמוד הבא.)

/ המשך בעמוד 4 /

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5. a. What is the difference between the message of stanza one (lines 1-8) and the message of stanza two (lines 9-16)? Give an example from each stanza to support your answer.

NOTE: For this question use ONE of the thinking skills from the Appendix (נספח) on page 12.

Thinking skill I chose: Distinguishing different perspectives

ANSWER: Stanza 1 talks about what makes a day well spent/ worthwhile. A day well spent is a day when you do at least one good thing for others; for example, ease the heart of someone/a glance most kind. Stanza 2 talks about what the meaning of a wasted day is. That is a day when you don't do anything helpful for another person; for example, cheered no heart/helped no one.
(10 points)

- b. Explain why you chose this skill to answer question 5a. Your answer must refer specifically to the text.

ANSWER: In order to answer this question I needed to look at the same situation from the two different perspectives given in each stanza.
(5 points)

OR:

6. a. According to stanza one, two examples of "acts that you have done" are "One self-denying deed" and "One glance most kind". Compare and contrast these two acts.

ANSWER: Both examples refer to acts we do for other people. However, "One self-denying deed" is one that makes us give up something for someone else but "One glance most kind" is an act you don't have to give up anything for.
(7 points)

- b. Why do you think the poem is called "Count That Day Lost"?

ANSWER: The poem is called "Count That Day Lost" because the poem wants us to think about all the things we did on any day. If we didn't do something for someone else, then that day is lost.
(8 points)

PART II (33 points)

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

B. MR. KNOW ALL / W. Somerset Maugham

Answer questions **7-9** and either question **10** OR question **11**.

7. When the narrator walked into the cabin at the beginning of the story, he saw Mr. Kelada's things. Which of the following did he see?

- (i) A string of pearls
- (ii) A picture of Mr. Kelada's wife
- (iii) Mr. Kelada's suitcase
- (iv) Mr. Kelada's passport

(6 points)

8. From the beginning, how did Mr. Ramsay and Mr. Kelada act towards each other at the dinner table?

- (i) They ignored each other.
- (ii) They laughed a lot.
- (iii) They argued.
- (iv) They spoke quietly.

(6 points)

9. Give ONE thing that Mr. Kelada did that made people on the ship like him.

ANSWER: He organized (social) activities on the ship. OR He gave...
people martinis.

(6 points)

(שים לב: שאלות 10-11 בעמוד הבא.)

/המשך בעמוד 6/

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10. a. Why is the argument about the pearls important for the story?

NOTE: For this question use ONE of the thinking skills from the Appendix (נספח) on page 12.

Thinking skill I chose: Distinguishing different perspectives

ANSWER: At first we accept the narrator's description of Mr. Kelada. He thinks Mr. Kelada talks a lot but doesn't really know very much. That is why he calls him Mr. Know All. The fact that Mr. Kelada could tell the difference between real and imitation pearls proves that he really does know a lot. OR At first we think that Mrs. Ramsay is a modest and faithful wife. When we see her reaction to the argument we see that she isn't honest with her husband.

(10 points)

- b. Explain why you chose this skill to answer question 10a. Your answer must refer specifically to the text.

ANSWER: I chose the skill of Distinguishing different perspectives because from the argument we get a different idea about Mr. Kelada / Mrs. Ramsay than we had before.

(5 points)

OR:

11. a. Compare and contrast what you think of Mr. Kelada at the beginning of the story and at the end. Give information from the story to support your answer.

ANSWER: At the beginning of the story I don't like Mr. Kelada. I think that he thinks only about himself. At the end of the story, after he lies to protect Mrs. Ramsay, my opinion of him changes and I see that he puts other people's needs before his own.

(8 points)

- b. Choose another character and explain what makes you change your opinion of that character by the end of the story.

ANSWER: When we first meet Mrs. Ramsay, we like her for her positive traits and we think that she is modest. At the end of the story we understand that this is not true at all, and that she lied to her husband.

(7 points)

/המשך בעמוד 7/

OR:

C. A SUMMER'S READING/ Bernard Malamud

Answer questions **12-14** and either question **15** or question **16**.

12. Why did George stop going to school?

- (i) He left the neighborhood.
- (ii) He wanted to read books.
- (iii) He got a job as a carpenter.
- (iv) He ran out of patience.

(6 points)

13. Give ONE reason why George doesn't have any money.

ANSWER: He doesn't have a job. OR His family is poor and doesn't
have extra money to give him.

(6 points)

14. Why did George cross the street when he saw Mr. Cattanzara reading the newspaper outside his house?

- (i) He wanted to see something interesting in a store window.
- (ii) He was in a hurry to get to the park.
- (iii) He didn't want Mr. Cattanzara to ask him about his reading.
- (iv) He didn't want to get home late.

(6 points)

(שים לב: שאלות 15-16 בעמוד הבא.)

/ המשך בעמוד 8 /

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15. a. Why was Mr. Cattanzara an important person for George? Give information from the story to support your answer.

NOTE: For this question use ONE of the thinking skills from the Appendix (נספח) on page 12.

Thinking skill I chose: Explaining cause and effect

ANSWER: George admires Mr. Cattanzara because Mr. Cattanzara is different from other people in the neighborhood. He seems smarter than other people because he asks unusual questions and knows things that happen in the world (from reading the newspapers). He asks George about what he is doing in the summer and gets George to think about his life and about reading books.

(10 points)

- b. Explain why you chose this skill to answer question 15a. Your answer must refer specifically to the text.

ANSWER: I chose the skill of Explaining cause and effect because in the story Mr. Cattanzara causes George to think about making changes in his life (effect).

(5 points)

OR:

16. a. What can be inferred about the importance of Mr. Cattanzara's job in the story? Give information from the story to support your answer.

ANSWER: He works in a change booth. That shows that he hasn't succeeded in life and even though he's smart (he reads newspapers) he doesn't have an education and didn't get a good job. He wants George to do something more with his life. AND/OR He works in a change booth and that's a hint to the reader that he is going to..... "change" George's life.

(8 points)

- b. What did Mr. Cattanzara do to help George? Give information from the story to support your answer.

ANSWER: Mr. Cattanzara encouraged George to educate himself. He asked him different questions than other people did. He got George to think about going to the library. He told people that George was trying to educate himself and that made the people in the neighborhood think well of George. AND/OR He protected George's reputation. He didn't tell the people in the neighborhood that George wasn't really reading any books and so the people still thought well of George.

(7 points)

/המשך בעמוד 9/

PART III (24 points)

Answer the question for (17) *Thank You, Ma'm* OR (18) *The Treasure of Lemon Brown*.

Suggested length: 60-80 words.

17. THANK YOU, MA'M / Langston Hughes

Langston Hughes was educated mostly by his grandmother who gave him valuable lessons in life. She taught him how to be a moral, decent person and to feel proud of who he was.

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

18. THE TREASURE OF LEMON BROWN / Walter Dean Myers

"We all think we're different. But when it comes around we end up needing the same things. Somebody to love us. Somebody to respect us." – Walter Dean Myers, from the story, *Carmen*.

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

Use this page and the next (pages 9-10) for writing a rough draft.

17. Hughes' grandmother taught Hughes important lessons in life. Mrs. Jones also teaches Roger a lesson. Instead of going to the police when Roger tries to steal her purse, she teaches him to be a better person. She shows him that she trusts him by leaving her purse on the bed. At the end of the story, Roger thinks that it is important for him to be trusted by the old lady. Roger has learned an important lesson and wants to be a moral person.
18. The quote is about needing love and respect. In the story Lemon Brown loved his son and gave him the newspaper clippings and the harmonica. The clippings showed how people respected Lemon Brown as a singer. The son loved and respected his father. He treasured Lemon's things and took them to war with him. After talking to Lemon, Greg realizes that his father loves him. He understands his father wants him to study hard so that he will be able to succeed in life.

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APPENDIX TO PARTS I and II
(נספח לפרק ראשון ולפרק שני)

Thinking Skills
(כישורי חשיבה)

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns