

## אנגלית

### Module F

#### ספרות

#### PART I (35 points)

Answer the questions for (A) *Rules of the Game* OR (B) *The Split Cherry Tree*.

#### A. RULES OF THE GAME / Amy Tan

Answer questions 1-4.

1. Give one reason why "**the art of invisible strength**" was important to Waverly.

ANSWER: .....  
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(5 points)

2. Why did Waverly's mother teach "**her daily truths**" to her children?

- i) She wanted them to make new friends.
- ii) She wanted them to have better lives.
- iii) She wanted to teach them American values.
- iv) She wanted to teach them to be chess champions.

(5 points)

3. How does playing chess change the way Waverly relates to her mother?

Give information from the story to support your answer.

ANSWER: .....

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(10 points)

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, Waverly says, "**I was alone.**" Explain why this is important to the story. Give information from the story to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)





**PART II (45 points)**

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

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

Answer questions **9-13**.

**9.** In Act II, Joe says to George that when Steve gets out of prison, he wants to (-).

- (i) make Steve a partner
- (ii) give Steve a job
- (iii) tell Steve to move away
- (iv) give Steve money

(5 points)

**10.** At the end of Act II, Keller said he sent out the cracked cylinder heads because

(-).

- (i) Steve said they were fine
- (ii) he was sure they would hold Up
- (iii) he knew Larry wasn't flying a P40
- (iv) he didn't want to lose the army contract

(5 points)

**11.** Even though Larry does not appear on stage, he influences the other characters in the play. Explain this statement in relation to EITHER Joe Keller OR Kate. Give information from the play to support your answer.

ANSWER: .....

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(10 points)

**12.** At the end of Act II, Chris learns that his father is to blame for the planes that crashed and so he leaves home. In Act III he comes back. Why is his decision to come back a turning point for Chris? Give information from the play to support your answer.

ANSWER: .....

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(10 points)

- 13.** For this question choose ONE of the thinking skills from the Appendix on page 15 OR any thinking skill studied in class. Use the thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Family is a central theme in the play. Discuss this theme in relation to the following two couples, Jim and Sue AND Frank and Lydia. Give information from the play to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)

**OR:**

**D. THE WAVE / Morton Rhue**

Answer questions **14-18**.

- 14.** David believes that Laurie doesn't want to go to the football rally because

- (-).
- (i) she wants to work on the newspaper
- (ii) she doesn't belong to The Wave
- (iii) she is not popular anymore
- (iv) her parents told her not to go

(5 points)

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15. Laurie says in her editorial in *The Grapevine* that (-).

- (i) all students must see the Nazi movie
- (ii) The Wave is a dangerous movement
- (iii) the principal has to fire Mr. Ross
- (iv) other schools should join The Wave

(5 points)

16. When Ben meets the principal to explain about The Wave, he says, " ... **as long as I'm involved in this, I assure you it can't get out of hand.**" Was this true? Explain. Give information from the novel to support your answer.

ANSWER: .....

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(10 points)

17. Ben says to Robert at the end of the novel, **“There are some things I think we should talk about.”** What do you think Ben wants to say to Robert? Give information from the novel to support your answer.

ANSWER: .....

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(10 points)

18. For this question choose ONE of the thinking skills from the Appendix on page 15 OR any thinking skill studied in class. Use the thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Laurie’s father says, **“A little bit community spirit is a terrific thing for these kids.”** Do you think this is reflected in The Wave throughout the novel? Give information from the novel to support your answer.

Thinking skill I chose: .....

ANSWER: .....

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(15 points)

### PART III (20 points)

Answer the question for either (19) *As I Grew Older* OR (20) *The Enemy* (21) *A Summer's Reading*.

Suggested length: 80-100 words.

#### 19. AS I GREW OLDER / Langston Hughes

“Hughes was proud of being black. He stressed the theme of ‘black is beautiful’ in his writings. His poetry and fiction described their struggle, joy, laughter, and music.”  
– Poemhunter

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

#### OR:

#### 20. THE ENEMY / Pearl S. Buck

“Goodness is about honesty, kindness, generosity and moral courage. More than anything else, it is about how we treat other people.” – Dennis Prager

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

#### OR:

#### 21. A SUMMER'S READING / Bernard Malamud

At the beginning of the 20<sup>th</sup> century, most of the immigrants to the United States came from non-English speaking countries. They were hoping to achieve the American Dream. These immigrants had difficulties in adjusting to life in the US. Most of the immigrants settled in cities because that was where jobs could be found. As a result, the cities became overcrowded and the immigrants had very poor living conditions. – adapted from *The Progressive Era 1900-1929*, the Library of Congress

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

## APPENDIX TO PARTS I and II

### THINKING SKILLS

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Underlying motives
- Inferring
- Explaining patterns