

ענת חברבנאל • צביה אופנברג

מיקוד 2017

מיקוד באנגלית

Module D

New Program in English Literature

Option 2

שאלון אינטרני מספר 016115

שאלון אקסטרני מספר 414

לעדכונים והשלמות – אתר רכס אתכם לאורך כל הדרך



רכס

פרויקטים חינוכיים בע"מ

**ענת אברבנאל • צביה אופנברג**

**חיקוד באנגלית**

**Module 0**

**Option 2**

**שאלון אינטרני מספר 016115**

**שאלון אקסטרני מספר 414**

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לרכס פרויקטים חינוכיים בע"מ ולמחברות

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1 2 3 4 5 6 7 8 9 10

# Table of Contents

Poem – The Road Not Taken / Robert Frost	7
Poem – Grandmother / Sameeneh Shirazie	19
Poem – Count That Day Lost / George Eliot	29
Short story – Thank You, Ma'm / Langston Hughes	40
Short story – A Summer's Reading / Bernard Malamud	54
Short story – The Treasure of Lemon Brown / Walter Dean Myers	66
<b>Appendix I) Answers</b>	79
<b>Appendix II) Thinking Skills</b>	153
<b>Appendix III) Literary Terms</b>	154

**Literature Module D: Exam and Log (016115)**

<b>Students will be able to:</b>	<b>Number of Texts</b>	<b>Higher-Order Thinking Skills</b>
<ul style="list-style-type: none"> <li>• describe main characters, setting and events in literary texts</li> <li>• interpret literary texts</li> <li>• discuss themes and conflicts in literary texts</li> <li>• recognize the use of literary techniques in a variety of genres</li> <li>• express ideas and opinions about literary texts</li> <li>• demonstrate awareness of the social and cultural framework within which the literary texts were written</li> <li>• compare different cultural practices, behaviors and traditions with their own</li> <li>• demonstrate awareness of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products</li> <li>• demonstrate awareness of how cultural practices are reflected in various literary and cultural products</li> <li>• compare and contrast literary themes and relate to them from a personal perspective</li> <li>• analyze and reflect on their learning</li> <li>• apply and use higher-order thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• 3 short stories</li> <li>• 3 poems</li> </ul>	<p>The following are the higher-order thinking skills. The skills in bold are those that are required to be taught to students answering the justification question on the Bagrut exam option:</p> <ul style="list-style-type: none"> <li>• Applying</li> <li>• Classifying</li> <li>• <b>Comparing and contrasting</b></li> <li>• <b>Distinguishing different perspectives</b></li> <li>• Evaluating</li> <li>• <b>Explaining cause and effect</b></li> <li>• <b>Explaining patterns</b></li> <li>• <b>Generating possibilities</b></li> <li>• Identifying parts and whole</li> <li>• <b>Inferring</b></li> <li>• Making connections</li> <li>• <b>Predicting</b></li> <li>• Sequencing</li> <li>• Synthesizing</li> <li>• <b>Uncovering motives</b></li> </ul>

<b>Genre</b>	<b>Option One</b>	<b>Option Two</b>
<b>Three Short Stories</b>	"The Treasure of Lemon Brown" by Walter Dean Myers	"The Treasure of Lemon Brown" by Walter Dean Myers
	"Mr. Know All" by W. Somerset Maugham	"A Summer's Reading" by Bernard Malamud
	"Thank You, Ma'm" by Langston Hughes	"Thank You, Ma'm" by Langston Hughes
<b>Three Poems</b>	"Introduction to Poetry" by Billy Collins	"Grandmother" by Sameeneh Shirazie
	"The Road Not Taken" by Robert Frost	"The Road Not Taken" by Robert Frost
	"Count That Day Lost" by George Eliot	"Count That Day Lost" by George Eliot

## הקדמה

ספר המיקוד בספרות אנגלית, Focus on Literature Module D, כתוב על פי תוכנית הלימודים המעודכנת, ומכין את התלמידים לקראת בחינת הבגרות בספרות אנגלית.

הספר כולל שאלות ברמות שונות על היצירות הנלמדות לקראת בחינת הבגרות. השאלות מתייחסות לאספקטים השונים של היצירות, החל בהבנה בסיסית וכלה בניתוח מעמיק של היצירות והמושגים הספרותיים הקשורים בהן.

דגש מיוחד הושם על שימוש במיומנויות חשיבה, כדי להוביל למלוא ההבנה של משמעות היצירות.

לידיעתכם, בחינת הבגרות בנויה משלושה פרקים:

הפרק הראשון כולל שאלות ברמות שונות העוסקות בשירים.

הפרק השני כולל שאלות ברמות שונות העוסקות בסיפורים.

בפרק השלישי התלמידים נדרשים לענות על שאלת Bridging Text and Context, מתוך מחר שאלות.

שאלה זו מתייחסת לקשר בין קורות חייו של המחבר ותקופתו לבין היצירה עצמה.

מגוון השאלות שבספר מאפשר לתלמידים להתכונן לבחינת הבגרות בספרות אנגלית בצורה מקיפה ויסודית.

בסוף הספר שלושה נספחים המסייעים בהכנה לבחינה:

- נספח הכולל תשובות אפשריות לכל אחת מהשאלות. התלמידים יכולים להיעזר בנספח כדי לוודא שהבינו כל יצירה לאשורה, וענו בצורה הולמת.
- נספח המפרט את כל מיומנויות החשיבה הדרושות לניתוח השאלות.
- נספח המכיל רשימת מושגים בספרות בליווי דוגמאות. הכרת המושגים חיונית להצלחה בבחינה.



# The Road Not Taken / Robert Frost

## Basic Understanding

1. Which road is more appealing to the poet? Why?

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2. What is the dilemma that the poet is facing? How does he solve it?

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3. "In leaves no step had trodden black" – Explain the quotation in your own words. What does the quotation show about the way?

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4. "I doubted if I should ever come back" – Why is the poet doubtful about such a possibility?

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5. Circle the correct answer to complete the sentence.

Early that morning the two roads lay in front of the traveler

- a. looking barren.
- b. unspoiled and covered with yellow leaves.
- c. covered with black, trodden leaves.
- d. covered in snow.

6. The poet knows that once he has chosen a road his decision is final:

"Yet knowing how way leads on to way, I doubted if I should ever come back."

Why does the poet feel this way?

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7. Circle the correct answer to complete the sentence.

The poet regrets

- a. being alone in the wood.
- b. having to choose only one way.
- c. having to follow a trodden path.
- d. having chosen the most trodden path.

8. The two roads were different but actually they had many things in common.

a. Mention TWO such facts.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b. How did this fact influence the choice of the poet?

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9. Circle the correct answer to complete the sentence.

When making his decision the traveler knew

- a. he could return to the same point someday.
- b. he would have a chance to travel that road on another occasion.
- c. he could never return to the same point.
- d. he would be able to look further down the road some other day.

10. The traveler was more attracted by one way "because it was grassy and wanted wear." What does this description show about the way? Explain.

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11. "Somewhere ages and ages hence" – what does this time description show about the decision in the traveler's life?

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12 "as just as fair" means

- a. more beautiful
- b. more comfortable
- c. less comfortable
- d. equally nice

13. What is the "better claim" that one road has on the other in the eyes of the poet?

- a. It was shorter.
- b. It was covered in yellow leaves.
- c. It was less trodden.
- d. It was more trodden.

14. The poet says about his choice of a road: "and that has made all the difference."  
What does he mean by this?

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15. "Yet, knowing how way leads on to way" – What does the poet mean by this? What is the influence it has on the choice he has just made?

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## Analysis

1. "Two roads diverged in the yellow wood." The quotation suggests a dilemma that the traveler is facing. Explain the dilemma.

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2. "Two roads diverged in the yellow wood."

a. What do the two roads represent in the poem?

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b. Explain the metaphor of the yellow wood and its role in the poet's life.

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3. "I shall be telling this with a sigh" – What does this quotation show about his feelings at present?

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4. The poet cannot see too far when he looks down the way that he thinks is the most appealing.

What is the obstacle on the way and what is its significance?

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## Interpretation

1. a. One of the roads is more trodden. What does it show about the road? How does this realization influence the poet's choice?

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- b. The poet chooses the road that few people take. What are the reasons for his choice?

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2. a. While making his decision the traveler realizes there is no way back. What is the influence of this decision on his life?

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b. Why is the poem called *The Road Not Taken*? What are the implications of this name on the poet's life?

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3. a. In the first stanza the poet says he feels sorry while in the last stanza he is telling the story "with a sigh"? What are the reasons for his sorrow on each one of the occasions?

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b. The mood of the poem is nostalgic. Explain why.

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### Extended HOTS

1. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 153. 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)

“Then took the other, as just as fair.”

What affected the traveler’s decision?

Thinking skill I chose: \_\_\_\_\_

ANSWER:

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2. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 153. 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)

“I doubted if I should ever come back.”

The traveler’s intentions differ from the outcome of his choice. Explain in what way.

Thinking skill I chose: \_\_\_\_\_

ANSWER:

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3. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 153. 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)

“I should be telling this with a sigh.”

What are the traveler’s regrets as he looks back on his decision?

Thinking skill I chose: \_\_\_\_\_

ANSWER:

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4. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 153. 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)

“And sorry that I couldn’t travel both.”

What are the traveler’s hesitations and doubts which lead him to his choice?

Thinking skill I chose: \_\_\_\_\_

ANSWER:

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5. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 153. 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)

“Oh, I kept the first for another day.”

Is the traveler really going to travel the other road? How does this intention help him justify his choice?

Thinking skill I chose: \_\_\_\_\_

ANSWER:

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