

ענת אברבנאל • צביה אופנברג

מיקוד 2017

מיקוד באנגלית

Module F

New Program in English Literature

Option 1

שאלון אינטרני מספר 016117

שאלון אקסטרני מספר 416

לעדכונים והשלמות – אתר רכס אתכם לאורך כל הדרך



רכס

פרויקטים חינוכיים בע"מ

ענת אברבנאל • צביה אופנברג

חיקוד באנגלית

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לרכס פרויקטים חינוכיים בע"מ ולמחברות

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חסמך ההליחה

Literature Module F: Exam and Log

Students will be able to	Texts	Higher-Order Thinking Skills
<ul style="list-style-type: none"> • identify and describe events, setting and main characters in literary texts • analyze and interpret literary texts • recognize and explain the use of literary techniques in a text • understand the historical, social, cultural contexts of the text and its author and/or universal themes and explain how these are reflected in the text or how they have influenced the writing of the text. • compare different cultural practices, behaviors and traditions with their own, based on the reading of literary texts 	<ul style="list-style-type: none"> • one play or novel • 3 short stories • 2 poems 	<p>The following are the higher-order thinking skills that are required to be taught to students answering the extended HOTS question:</p> <ul style="list-style-type: none"> • Applying • Classifying • Comparing and contrasting • Distinguishing different perspectives • Evaluating • Explaining cause and effect • Explaining patterns • Generating possibilities • Identifying parts and whole • Inferring • Making connections • Predicting • Problem solving • Sequencing • Synthesizing • Uncovering motives

Literary Texts for Module F

Genre	Option One	Option Two
One Play or Novel	<u>All My Sons</u> by Arthur Miller	<u>All My Sons</u> by Arthur Miller
	<u>The Wave</u> by Morton Rhue	<u>The Wave</u> by Morton Rhue
Three Short Stories	“Mr. Know All” by W. Somerset Maugham	“The Split Cherry Tree” by Jesse Stuart
	“A Summer’s Reading” by Bernard Malamud	“A Summer’s Reading” by Bernard Malamud
	“Rules of the Game” by Amy Tan	“The Enemy” by Pearl Buck
Two Poems	“As I Grew Older” by Langston Hughes	“Count That Day Lost” by George Eliot
	“The Road Not Taken” by Robert Frost	“The Road Not Taken” by Robert Frost

הקדמה

ספר המיקוד בספרות אנגלית Module F 2017 Focus on Literature נכתב 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.

בחינת הבגרות בנויה משלושה פרקים:

הפרק הראשון כולל שאלות ברמות שונות, העוסקות בכל היצירות, למעט הרומן והמחזה.

הפרק השני מכיל שאלות ברמות שונות על הרומן או על המחזה על פי הנלמד.

בפרק השלישי התלמידים נדרשים לענות על שאלת Bridging Text and Context, מתוך מבחר 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 עם 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 ספרותיים עם דוגמאות. הכרת המושגים חיונית להצלחה בבחינה.

The Road Not Taken \ Robert Frost

Basic Understanding

1. Describe the setting of the poem.

2. What are the arguments for one road over the other?

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

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

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

6. "and kept the first for another day" – What does the quotation show about the poet's intention?

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

8. "Then took the other, as just as fair" – Explain the quotation and suggest the problem that the traveler is facing before taking his decision.

9. "and both that morning equally lay" – Explain the quotation and state the difficulty the traveler is facing before making his decision.

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

11. The poet feels that he won't be able to reverse his decision. Find the lines in the poem that express this feeling and explain why he feels this way.

12. The poet regrets ...

Circle the correct answer

- 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.

13. The poet thinks that the choice he has made has shaped his entire life. T / F
Bring evidence from the text to show it.

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

a. Bring evidence from the text to prove it.

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

15. When making his decision the traveler knew ...

Circle the correct answer

- a. he could return to the same point someday.
- b. he would have a chance to travel that road on another occasion.
- c. he couldn't ever return to the same point.
- d. he would be able to look further down the road some other day.

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

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

18. "as just as fair" means

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

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

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

Analysis and Interpretation

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

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

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

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

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

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

5. The poet cannot see too far when he looks down the fair way.

a. What is the obstacle on the way?

b. What is its significance?

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

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

8. 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?

9. The mood of the poem is nostalgic.

a. Explain why?

b. Bring two examples from the text to prove it.

1.

2.

10. Standing in the wood the poet conveys the feeling of a new beginning. Bring TWO examples from the text to show it.

a.

b.

Extended HOTS

1. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 199 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)

"Then took the other, as just as fair".

What were the factors that affected the traveler's decision?

Thinking skill I chose: _____

ANSWER:

2. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 199 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)

"I doubted if I should ever come back."

Describe how the traveler's intentions differ from the outcome of his choice.

Thinking skill I chose: _____

ANSWER:

3. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 199 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)

"I should be telling this with a sigh."

What are the traveler's regrets as he looks back at his decision?

Thinking skill I chose: _____

ANSWER:

4. For this question choose ONE of the thinking skills from the Appendix (נספח) on page 199 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)

"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:
