

מדינת ישראל

משרד החינוך

המזכירות הפדגוגית

הפיקוח על המקצועות העצמאיים

בחינוך החרדי

מכון הנרייטה סאלד

מועד הבחינה: קיץ תשפ"ה, 2025

מספר השאלון: 16582S

## אנגלית

### רמה מוגברת

#### גרסה א'

#### הוראות לנבחנת

א. משך הבחינה: שעתיים.

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

פרק ראשון – הבנת הנקרא – 60 נקודות

פרק שני – מטלת כתיבה – 40 נקודות

סך הכול – 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.

ד. הוראות מיוחדות:

(1) כתבי את כל תשובותייך בגוף השאלון (במקומות המיועדים לכך).

(2) כתבי את כל תשובותייך באנגלית ובעט בלבד.

(3) כתבי את הנוסח הסופי של מטלת הכתיבה בעמוד 8. אם תצטרכי, תוכלי להשתמש גם בעמוד 9.

(4) בתום הבחינה החזירי את השאלון למשגיחה.

הערה: על כתיב שגוי יופחתו נקודות מן הציון.

שימי לב: אין להוסיף דפים למחברת הבחינה.

**בהצלחה!**

/המשך מעבר לדף/

**PART I: WRITTEN RECEPTION (60 points)**

## (ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the article below and then answer questions 1–9.

## BRINGING NATURE BACK TO LIFE

**I** Long ago, many wild animals lived in the Land of Israel. The *Tanakh* mentions dozens of wild animals, including lions, leopards, wolves, bears, and the animal now known as the onager, which is a type of wild horse. Over the centuries, many of these animals have disappeared. Onagers survived in this region until  
5 about a hundred years ago, and then they, too, disappeared. Then, at the end of the 20th century, the Israel Nature and Parks Authority (INPA) began to reintroduce\* them into Israel.

**II** This INPA project is an example of rewilding – the reintroduction\* of wild animals into areas where they once lived. The project began with a few onagers that  
10 were brought to Israel from another region in the Middle East. At first they were looked after in a nature reserve in southern Israel. After a few years, they were released into the Negev desert. Onagers can easily survive in a desert because they need very little water, which they get by eating the local plants. Indeed, they have thrived in the Negev, and today there are several hundred of them living there.

**III** Other successful rewilding programs have reintroduced several types of deer  
15 that had disappeared from Israel. Large populations of these animals now live, for example, in the Carmel Mountains. "It's very exciting to have animals in Israel that lived here long ago," says environmentalist Dr. Leah Cohen. "But of course, not all of them should be reintroduced. Think, for example, of the lions that lived here  
20 until about a thousand years ago. Obviously, we cannot have animals like these running wild throughout Israel. They might attack people or go into farms and kill livestock."

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\* reintroduce / reintroduction – להשיב לטבע / השבה לטבע

IV However, some environmentalists do want to reintroduce a type of leopard, known as the Sinai leopard, which used to live in Israel. The last time one was seen  
25 was in 2002, near the town of Mitzpe Ramon. "These leopards aren't as problematic as lions," says Dr. Cohen. "They keep away from humans because they are very shy. Farm animals would be safe as well since leopards prefer to eat wild animals. There are only a few Sinai leopards left in the world, and reintroducing them into Israel could help prevent them from becoming extinct."

30 V Some rewilding projects involve restoring land to its natural state, where a wide range of wild plants and animals can live. One especially ambitious project, *Startup Nature*, is taking place in parts of northern Israel. "Since 2022, large pools of water have been reintroduced in the countryside, creating so-called 'wetlands'," explains Dr. Cohen. "The region had areas of wetlands until 1950, and  
35 then they were drained\*. Since their reintroduction, they have attracted enormous numbers of birds and other animals that used to live in this area. Hopefully, our future projects in Israel will be just as successful."

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\* drain (verb) – לייבש

### QUESTIONS (60 points)

Answer questions **1-9** in English according to the article.

In questions **1, 2, 7** and **9**, circle the number of the correct answer. In the other questions, follow the instructions.

**1.** What can we understand from paragraph I?

- i) How the onager got its name.
- ii) Why wild animals were common in the Land of Israel.
- iii) What happened to onagers.
- iv) Why most wild animals have disappeared.

(7 points)

2. What is explained about onagers in paragraph II?

- i) How they survived in the region they came from.
- ii) What their reintroduction into Israel involved.
- iii) Why the INPA reintroduced only a few of them.
- iv) Why they needed to be looked after.

(7 points)

3. What makes it possible for onagers to survive in a desert?

Give ONE answer from paragraph II.

COMPLETE THE ANSWER.

Their ability to .....

(7 points)

4. What example of a rewilding program is given in lines 15–17?

COMPLETE THE SENTENCE.

Large populations .....

(6 points)

5. What does Dr. Cohen explain in lines 17–22?

Give ONE answer.

COMPLETE THE SENTENCE.

She explains why lions .....

(7 points)

6. Where were Sinai leopards last seen in Israel? (paragraph IV)

ANSWER: .....

(6 points)

7. What does Dr. Cohen explain about Sinai leopards? (paragraph IV)

- i) Why farmers don't want them reintroduced.
- ii) Why they are so shy.
- iii) Why they should be reintroduced into Israel.
- iv) Why there are so few in the world.

(6 points)

8. According to lines 30–31, why might land be restored to its natural state?

COMPLETE THE ANSWER.

To enable .....

(7 points)

9. What can we understand from paragraph V about northern Israel?

- i) Many of the birds there had disappeared before 1950.
- ii) More of its wetlands will need to be drained.
- iii) Most of Israel's rewilding projects were done there.
- iv) Draining its wetlands had a negative effect on wildlife.

(7 points)

**PART II: WRITTEN PRODUCTION** (40 points)

(WRITTEN PRESENTATION)

Write 120–140 words in English on the following topic.

**10.** What are the qualities of a good neighbor?

Write a composition stating and explaining your opinion.

**בהצלחה!**

Use this page and the next (pages 6–7) for writing a rough draft.







