State of Palestine
Ministry of Education & Higher Education
N. C. of exam, Assess & Edu. Evaluation
D. G. of General Examinations

بسم الله الرحمن الرحيم

دولة فلسطين
وزارة التربية والتعليم العالي
المركز الوطني للامتحانات والقياس والتقويم التربوي
الإدارة العامة للامتحانات العامة

اليوم: الاثنين
التاريخ: 30 / 06 /2025م
مدة الامتحان: ساعتان وخمس عشرة دقيقة
مجموع العلامات: (50) علامة

امتحان شهادة الدراسة الثانوية العامة
الدورة الأولى لعام 2025 م

القرع: الأدبي
المبحث: اللغة الإنجليزية
الورقة: الثانية
الجلسة: ---

Reading Comprehension (25 points)

Question Number One:20/17(15 points)
Read the text and do the tasks below:

From cowries to contactless: a short history of money

On its own, money has little or no meaning. It only gains meaning when a group of people all accept that it has a certain value when used for the exchange of goods or services. To understand this, we need to look at what happened before money was invented.

In early societies, trade was carried out by bartering: the exchange of one thing or service for another. If one person had a bag of salt and **another** was good at making shoes, they could agree to exchange the salt for a pair of shoes. But this only worked on two conditions. Firstly, they each had to want what the other person was offering, and secondly they had to agree that the two things were of equal value.

To solve this problem, people started to base their trade on items that nearly everyone wanted, like salt, chocolate or cows. It didn't have to be something that they needed, just something desirable. Cowrie shells are a well-known example of this, and a step towards what we recognise as money, because they are easier to carry around than cows or bags of salt.

The Lydians, who lived in what is now Turkey, are thought to be the first people to use coins, over 2,500 years ago, although pieces of metal had been used for centuries before. Other countries soon followed, making their own coins with agreed values. The earliest paper money was probably in common use in China around the year 960.

In this form, money itself doesn't need to be made of something valuable; it is only important because of what it represents, or stands for. This is why it is known as representative money Until quite recently, for example, the British pound (£) was based on a promise that the bank would exchange **it** for one pound in weight (lb) of silver.

Nowadays, methods of exchange are moving away from real coins and notes that need to be carried around. First, there were cheques, which have now been more or less replaced by plastic credit or debit cards. More recent developments have moved even further in this direction. One example is 'contactless' bracelets that you wear on your wrist and pass in front of a machine. Another is the growing popularity of 'bitcoins', a digital currency that can only be used on the Internet.

A. Answer the following questions: **(6 points)**

1. When is money considered to have meaning?

.....

2. What were the conditions that had to be met for bartering to work?

a. .....

b. .....

. Why are cowrie shells considered a step towards money?

.....

: What are the recent developments in methods of exchange that followed plastic cards?

a. .....

b. .....

B. Decide whether each of the following is True or False: **(4 points)**

1. Money has real meaning on its own. ( )
2. People began to base their trade on undesired items such as salt, chocolate or cows. ( )
3. Coins were first used in China around the year 960. ( )
4. Credit cards replaced cheques as a common method of payment. ( )

C. Choose the correct answer: **(3 points)**

1. ..... is a way of exchanging goods with certain problems in early human societies.

a) Credit cards b) Cheques
c) Bartering d) Bracelets

2. "Representative money" stands for..... .

a) the value of the paper it is printed on b) a promise to exchange it for something valuable
c) a system of bartering d) modern digital currencies

D. Write what the following pronouns refer to: **(2 points)**

1. **another** (line 6): .....
2. **it** (line 19): .....

Question Number Two:20/17(10 points)

Read the text and do the tasks below:

As the New Year approaches, many people reflect on the past year and set resolutions to improve their lives. Popular resolutions often include goals such as losing weight, saving money, quitting smoking, or spending more time with family. While the intention behind these resolutions is often real, studies show that a significant number of resolutions fail by the end of January. Understanding the reasons behind this can help individuals create more effective resolutions that can lead to meaningful changes in their lives.

To make a successful New Year's resolution, it's essential to set specific, measurable, achievable, relevant, and time-limited (SMART) goals. For instance, instead of saying "I want to be healthier," a SMART goal would be "I will exercise for 30 minutes at least three times a week." Additionally, breaking down larger goals into smaller, manageable steps can make them feel less confusing.

Another essential aspect of successfully achieving resolutions is maintaining motivation. This can be done by finding a support system to provide encouragement and responsibility. Celebrating small victories can also keep motivation high and strengthen positive behavior changes.

Finally, staying flexible and determined to resolutions increase and improve the chances of success. The New Year offers a unique opportunity for change if individuals move toward their resolutions with realistic expectations.

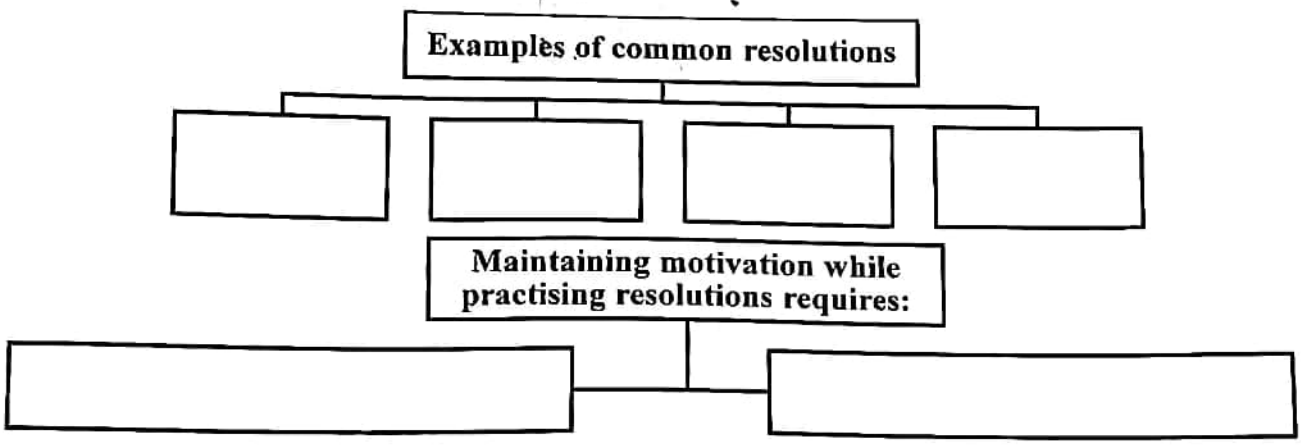
A. Decide whether each of the following is True or False: **(4 points)**

1. Knowing why certain resolutions didn't work helps in creating more effective ones. ( )
2. Resolutions are more likely to succeed with the SMART approach. ( )
3. Breaking larger goals into smaller steps makes them more complex. ( )
4. The New Year is described as a chance for change. ( )

B. Complete the following sentences: **(3 points)**

1. Many New Year's resolutions fail by the end of .....
2. ..... stands for specific, measurable, achievable, relevant, and time-limited goals.
3. To increase the opportunities of resolutions' success you should stay ..... and ..... to these resolutions.

C. Complete the following diagram with correct answers from the text above: (3 points)



Literature: (15 points)

Choose ONE of the two stories and answer its questions.

اختر واحدة من القصتين وأجب عن اسئلتها

Romeo & Juliet (15 points)

Question Number Three: (5 points)

Circle the correct answer:

1. Tybalt says he hates ..... as much as he hates the Montagues.
a) fighting b) peace c) Mercutio d) the Capulets

2. What feeling does Romeo have before attending the party?
a) Excitement
b) Confidence about meeting Juliet
c) A terrible feeling of something bad starting
d) Indifference to the party

3. Romeo says that Juliet's hand ..... .
a) is too rough to touch his hand.
b) is too perfect for his rough touch.
c) is cold and needs warmth.
d) feels stronger than his own.

4. Even after her death, Romeo believes that Juliet's ..... hasn't been taken from her.
a) beauty b) soul c) spirit d) innocence

5. What is Romeo referring to when he says "the hand that cut off your youth"?
a) The knife that killed Juliet.
b) The hand of Tybalt, which caused Juliet's death.
c) The hand of the Prince that exiled him.
d) His own hand, which has killed Tybalt.

Question Number Four:20/17(10 points)

From this section, answer two parts only **يتكون هذا السؤال من ثلاثة فروع (A,B,C) أجب عن فرعين منها فقط**

. Decide whether the following sentences are True or False: **(5 points)**

1. The first edition of Romeo and Juliet is more important than the second. ( )
2. Lord Capulet thinks Paris is not a good match for Juliet. ( )
3. Juliet drinks the liquid because she believes it will stop her marriage to Paris. ( )
4. Romeo believes Juliet is truly dead when he sees her in the tomb. ( )
5. Mercutio curses both the Montagues and Capulets as he dies. ( )

B. Read the following quotation then answer the questions below: **(5 points)**

"Capulet, Montague, see how your hate for each other has been punished. Love has killed your own children."

1. Who says these words? .....
2. To whom? .....
3. When does the speaker say these words? .....
4. What does the speaker mean by ***own children*** .....
5. How is the speaker been punished too? .....
6. The two families are responsible for their children's deaths because of their hatred. **(True /False)**

C. Complete the following sentences: **(5 points)**

1. Benvolio is trying to ..... the fight between the servants.
2. Lady Capulet says that Capulet is too ..... to fight.
3. Mercutio becomes angry with Romeo when he refuses to fight Tybalt because he thinks that Romeo ..... .
4. Romeo does not receive the message from Friar Laurence because ..... .
5. It was a common custom for people at parties to wear ..... .

King Lear (15 points)

Question Number Three:20/17(5 points)

Circle the correct answer:

1. Cordelia answers Lear's question about her love for him that she ..... .

a) loves him more than her sisters
b) loves him as much as a daughter should
c) doesn't love him at all
d) loves him more than any precious thing in the world

2. When Lear arrives at Regan's house, Goneril and Regan..... .

a) welcome him warmly
b) argue over who will take care of him
c) refuse to let him keep his knights.
d) offer to share his knights.

3. Cornwall punishes Gloucester by ..... .

a) blinding him
b) sending him to prison
c) exiling him from the kingdom
d) tying him to a tree

4. ..... helps Lear start to recover from his madness.

a) Seeing Edgar
b) The support of Albany
c) A meeting with Gloucester
d) Medicine from Cordelia's doctor

5. During her quarrel with Goneril, Regan ..... .

a) is poisoned and collapsed
b) stabs Goneril with a knife
c) confesses her crimes
d) kills Edmund

Question Number Four: (10 points)

From this section, answer two parts only أجب عن فرعين منها فقط (A,B,C) يتكون هذا السؤال من ثلاثة فروع

A. Decide whether the following statements are true or false: **(5 points)**

1. The Fool jokes that King Lear has become a fool himself. ( )
2. Kent hits Goneril's messenger Oswald. ( )
3. Edmund tells Cornwall about Gloucester's plan to help Lear. ( )
4. Cordelia refuses to forgive Lear for his past behavior. ( )
5. Edgar becomes the King of England at the end of the story. ( )

B. Read the following quotation then answer the questions below: **(5 points)**

'What? I don't believe this! It means that that terrible woman is trying to get my brother to kill her husband. This is really, really bad!'

1. Who might have said the following? .....
2. Who is the terrible woman the speaker means? .....
3. Why does the speaker calls her " terrible woman"? .....
4. How does the speaker know about the plan? .....
5. ***My brother*** refers to ..... and ***her husband*** refers to .....

C. Complete the following sentences: **(5 points)**

1. The King of France admires Cordelia for her ..... and marries her.
2. Edgar plans to hide by pretending to be a ..... .
3. Kent wants to take Lear to ..... where he will be safe with Cordelia.
4. Albany decides to punish ..... for betraying his father Gloucester.
5. Lear dies of a ..... after carrying Cordelia's dead body.

Writing: (10 points)

Question Number Five: 20/17 (10 points)

Choose one of the following topics اكتب موضوعا واحدا في أحد الموضوعين

1. "Happiness is influenced by many factors beyond wealth, it depends more on relationships, health, and purpose rather than just financial status". **Write a three-paragraph essay** explaining who might be happier: poor or rich people? Then state your own opinion.

These notes may help you:

* Poor people: (stronger social bonds, lower expectations, accept simple joys)
* Rich people: (financial security, more opportunities, freedom and comfort)
* Conclusion: (money increases happiness up to meet basic needs and have some comfort).

2. Write **a short first-person autobiography**, include details of life before the Nakba, either from imagination or from what your family has told you.

* Describe the leaving and where the family went.
* Say what effect the Nakba had on you and your family.
* Add a conclusion about how people kept the memory alive and their hope for a Right of Return.

The End

المكتبة الفلسطينية الشاملة للمعلم والطالب
تحضير دروس - اختبارات - أوراق عمل

لتحميل المزيد من موقع المكتبة الفلسطينية الشاملة

http://www.sh-pal.com

تابعنا على صفحة الفيس بوك: www.facebook.com/shamela.pal

تابعنا على قنوات التلجرام: www.sh-pal.com/p/blog-page_42.html

أقسام موقع المكتبة الفلسطينية الشاملة:

الصف الأول: www.sh-pal.com/p/blog-page_24.html

الصف الثاني: www.sh-pal.com/p/blog-page_46.html

الصف الثالث: www.sh-pal.com/p/blog-page_98.html

الصف الرابع: www.sh-pal.com/p/blog-page_72.html

الصف الخامس: www.sh-pal.com/p/blog-page_80.html

الصف السادس: www.sh-pal.com/p/blog-page_13.html

الصف السابع: www.sh-pal.com/p/blog-page_66.html

الصف الثامن: www.sh-pal.com/p/blog-page_35.html

الصف التاسع: www.sh-pal.com/p/blog-page_78.html

الصف العاشر: www.sh-pal.com/p/blog-page_11.html

الصف الحادي عشر: www.sh-pal.com/p/blog-page_37.html

الصف الثاني عشر: www.sh-pal.com/p/blog-page_33.html

ملازم للمتقدمين للوظائف: www.sh-pal.com/p/blog-page_89.html

شارك معنا: www.sh-pal.com/p/blog-page_40.html

اتصل بنا: www.sh-pal.com/p/blog-page_9.html