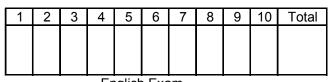
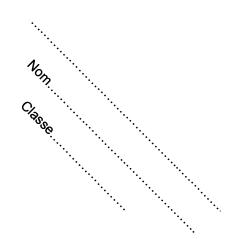
Collège Notre-Dame de Jamhour



English Exam Grade 10 - 90 minutes February 2013



Get Up, Stand Up

And he was talking in English, telling them all gathered at his feet, his constantly moving feet, that their inheritance was their past and without the past they were nothing [...].

He told them of the strains and the hardships and the great acts of chivalry during the warring with the first white men: of warriors – that's *Maori* warriors – slipping out into the battlefield at night to tend to the wounded enemy, giving the enemy food, drink even touches of comfort without ever looking down on them. And the gathering going, Wow, far out, but why? And the chief's eyes with that fighting fire in them saying: So the enemy might have more strength to continue the battle in the morning. And the crowd went, Ooooh! Smiling all over. Thinking: But we never knew that.

No one taught us this at school. They taught us their history: English history. It was compulsory. [...]

- And the chief not dreading putting into words their vague thoughts, giving their minds a shape they could visualize: We fought them at every turn. We *never* gave up. They came to this land with their queen and kings, 'eager to help us', and we, the Maori, set up our *own* king in defiance of them. YOU HEAR THIS? And the crowd roared, YESSSSSSS!!
- And when they knew we would never give up, they signed a treaty with us. The Treaty of Waitangi, the one we signed in 1840. You all heard of that? YESSSSS!! You all know what it was? Individuals answering they thought it was an agreement between two peoples to share the land, its resources. Reminiscent of equals! Their fiery chief exclaiming.

A *contract*! IT WAS A CONTRACT. New Zealand's founding document. WHERE IS THEIR COMMITMENT??? Then silence.

And just the coughs and sighs and rustle of movement.

Te Tupaea just stood there, legs astride, fists on suited sides. A contract... Whispering it, so the ones at the back had to ask what'd he say, and then their whispering dying down. And Te Tupaea again whispering: Which – they – broke.

Suddenly he was bursting into a deafening cry enticing the start of a haka. And so a line-up of older males behind him stood. Like a row of fierce-faced guards. And they danced. The dance of war. The expression of anguish. A dozen, no more, thundering voices led by their chief. A dozen chest-slapping, thigh-slapping, elbow-slapping, arm-out-thrusting, arm-dancing, feet-stomping warriors from the very old days. And this man in a suit and a carved walking stick dancing back and forth across their front, twirling his tokotoko this way and that. [...]

It ended. Chief gave a sharp look when some of them started to applaud. But their beating hearts were applause enough.

2- Explain the 10 underlined words or expressions according to their meaning in the text. (10 minutes)

Alan Duff, Once Were Warriors, 1990

READING COMPREHENSION

1- Read the text carefully. (10 minutes)

10 poii	
a.	Inheritance (I.2):
b.	Tend to (I.4):
C.	Looking down on (I.5-6):
٥.	
d.	Compulsory (I.9):
e.	
f.	Eager (l. 12):
g.	Reminiscent (I.16):
h.	Commitment (I.19):
i	Deafening (I.24):
1.	Dearching (1.27).

j. Enticing (l. 24):

2- Answer the following questions. (40 minutes)						
A- Who is 'he' (I.1)? What kind of person is he? Justify in your own words. 4 points						
B- Who is 'them' (I.1)? Describe them. 3 points						
C- Explain paragraph 2 in detail and in your own words. 5 points						
D- Why is 'their' (I.9) in italics? 2 points						

E- According to the chief, why did 'they' come to this land? (I.11) and what was the Maoris' reaction? Why? 3 points
F- Is 'peoples' (I.16) correct grammatically speaking? Explain the rule. (2 points)
G- Was the Treaty of Waitangi applied? How? Explain. (2 points)
H- What does: 'And just the coughs and sighs and rustle of movement.' (I.20) reflect? (1 point) Is it a correct sentence? Explain why. (1 point) Why is it used this way? (Bonus) (2 points)
I- Write the full form of 'what'd he say' (I. 22): (1 point)

J- 'Which – they – broke.' (I.23) Why is it written that way? (2 points)							
K- What is a haka? Describe it in your own words and in detail. (4 points)							
L- Do you think that the haka still exists nowadays? Illustrate. (2 points)							
M- Give the name of the tense and explain its usage in 'gave up' (I. 11) and 'was bursting' (I. 25). Are both tenses used correctly? Explain. (3 points)							

LANGUAGE AND USAGE

1- Complete th	e sente	ences with some	of the	following phrasa	al verbs	in the correct fo	orm. (5 i	minutes) 5 points
Count on	_	Get over	_	Hand down	-	Live up to	-	
Look down on	-	Look up to	-	Make up	-	•	-	
Split up	-	Stand up for	-	Take after	-	Tell off	-	
a- The young m	nan is in	npressed by how	/ hard h	is grandfather w	orked fo	or the family, wl	nich is w	hy he
				the elderly ma	an.			
b- Your teache	r asks y	ou why you're la	ite for c	lass, so you				an
excuse.								
c- Some people	e are aw	vful snobs. They					. people	who aren't
wealthy.								
d- You don't w	ant you	r precious painti	ngs to	end up in the gar	bage wl	hen your time is	up, so y	ou write a will to
				to one or two	of your	offspring.		
					·			
e- Your best fri	end is c	completely reliab	le. You	know you can				
her.								
f- If your paren	ts have	expectations ah	out voi	and your future	and if v	vou want to nlea	se them	n vou will
		•	•	•	·		JC then	i, you will
try to				those ex	хрестан	ons.		
2- Complete th	e sente	ences with one o	of the fo	ollowing words i	n the co	rrect form. (8 m	ninutes)	6 points
Collapse	-	Commute	_	Concrete	-	Demolish	-	Dense
Detach	-	Evict	-	Found	-	Residence	-	Rural
Story	-	Surround	-					
a- They live on	the 15 ^{tl}	h				of the new hig	gh-rise.	
b- The downtown area is very						popula	ted.	
c- Derek lives in every day.	n the su	burbs, so he has	a three	e-hour				
d- Many old buildings						in the earthqua	ike.	

e- Some buildings that were still standing were very badly damaged and had to be

	ts to live in the countryside so she's going to move to a	
area.		
g- Her house is	s and is surrounded by a garden.	
h- By mixing sa	and, cement, gravel and water together, you can make	
i- Tenants who	o do not pay the rent on time will be	
j- The speed lir	mit is lower in areas in order to protect to live there.	
	first dug the area where they would build thest of the house.	tc
l- When he loo	oks out of his apartment window, he doesn't like the	••
3- Say whethe	er the words are nouns or adjectives and then make verbs from them. (10 minutes) 10 points	
a- Active:		
b- Broad:		
c- Civil:		
d- Class:		
e- Culture:		
f- Damp:		
g- Different:		
h- Just:		
i- Legal:		
j- Sad:		