

COMPOSITION DU DEUXIEME TRIMESTRE : Mois de Février 2025

EPREUVE D'ANGLAIS

COMPETENCES A EVALUER

I./ Réaction à des textes ou support multimédia.

II./ Production des textes ou support multimédia de types et de fonctions variés.

L'EPREUVE

I./ Réaction à un message lu

A./ Contexte :

Une solidarité au cœur du quotidien, un moteur pour un meilleur monde.

B./ Support:

to the welfare of others. This philosophy of mutual aid had been passed down for generations.

2. Every morning, the elders would gather under the large baobab tree in the center of the village. The tree had stood there for centuries, and it was considered a symbol of wisdom and strength. The elders discussed important matters concerning the village and ensured that the spirit of unity remained strong. They often said, "A single hand cannot tie a bundle." This meant that cooperation was essential for the well-being of the community.

3. One of the most significant examples of solidarity was during the agricultural season. Farmers worked together to plant and harvest crops. Even those without land, helped by bringing food, water, or lending their labour. The wealthier farmers shared tools and resources with the poorer ones, and in return, they received part of the harvest.

4. When someone fell ill, the community would rally to provide support. If a person was sick, neighbours prepared food for the family, fetched water, or helped with other chores. The women, who were knowledgeable about traditional medicine, would often gather herbs from the surrounding forest to create remedies for the sick. No one was left to suffer alone, and this made the villagers feel secure and cared for. One year, a heavy flood struck the village, destroying many homes and crops. Despite the devastation, the community immediately set to work rebuilding. Villagers came together to clear the debris, repair homes, and restore the land. Men worked to rebuild houses, while women prepared meals for the workers. The flood, though destructive, served as a reminder of how vital their sense of unity and cooperation was in overcoming challenges.

5. The villagers also celebrated together. Weddings, funerals, and religious festivals were always occasions for the entire community to contribute. -In this village, helping each other was not just a duty; it was a way of life that strengthened the bonds of

Adopted from internet

C./Critères d'évaluation :

Après avoir lu le texte, tu montreras que tu l'as compris en :

- reconnaissant certains de ses détails ;
- répondant à des questions de façon approfondie;
- démontrant ta maîtrise du vocabulaire en reconnaissant le contraire de certains mots ou expressions ;
- manifestant ta maîtrise de certaines structures grammaticales des temps des verbes et en reformulant certaines phrases de façon autonomes ;
- traduisant un passage de l'Anglais en Français ou du français en Anglais.

D./ Tâches:

Item1: Complete the chart below with the right information from the text(numbers and answers only). Don't reproduce the table.

Title	Place	Natural disaster	Celebrations	The main message the text conveys
1-	2-	3-	4-	5-

Item2: Answer the following questions based on the text.

1. What does the proverb "A single hand can't tie a bundle mean" mean?
2. Describe how the villagers practiced solidarity during agricultural seasons.
3. How did the community respond to the flood?

2. hostility (paragraph 3)

3. construction (paragraph 4)

4. ignorant (paragraph 4)

5. weakness (paragraph 5)

Item4: Choose the correct word to complete the following sentences. Write number and answer only.

1. Villagers built a house...(where- that- who) provided Shelter for Homeless people.
2. The(assistance - assist- assisting) provided by the villagers was invaluable.
3. We must work as a team.....(because -so-that's why) it makes task easier.
4. You can join the community.....(provided- otherwise-unless) you are willing to contribute.
5. Villagers were helping each other,.....(yet- already- in spite of) it wasn't enough to solve the problem quickly.

Item5: Rephrase these sentences using the prompts given. Don't change their meaning.

1. If I were sick, neighbours would prepare food for my family.

• Were.....

2. Not everyone takes the times to help others.

• I wish

3. We shall never forget such a heavy flood.

• Never.....

4. The community didn't organise the fundraising, so they couldn't support the families in need

• If

5. Despite the devastation, the community immediately set to work rebuilding.

• Although.....

II- La production d'un texte de types et de fonctions variés:

A./ Contexte:

Les dégâts causés par les catastrophes naturelles sont innombrables .

B./ Critères d'évaluation:

Tu montreras ta capacité à produire à rédiger un article de journal en :

- respectant le contexte et le type de texte;
- respectant la logique interne;
- construisant des phrases grammaticalement correctes;
- utilisant le vocabulaire adéquat, l'orthographe et la ponctuation appropriés;

C./ Tâches:

Writing:

Your village or town has been affected by a flood. As the youth leader of your village, write an article to Describe what happened and how the victims were assisted.

Note: You are Ayomidé

(Not more than 20 lines)