

REPUBLIQUE DU CAMEROUN  
 Paix-Travail-Patrie  
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 MINISTERES DES ENSEIGNEMENTS SECONDAIRES  
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 DELEGATION REGIONALE DU SUD  
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 DEPARTEMENT DU DJA ET LOBO  
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 C.E.T.I.C DE NDEN  
 B.P 182 ZOETELE TEL 33 75 51 94

REPUBLIC DU CAMEROON  
 Peace-Work-Fatherland  
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 MINISTRY OF SECONDARY EDUCATION  
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 SOUTH REGIONAL DELEGATION  
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 DJA AND LOBO DIVISIONAL DELEGATION  
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 G.T.C OF NDEN  
 P.O BOX. 182 ZOETELE Phone 33 75 51 94

2020/ 2021 SCHOOL YEAR  
 ANGLAIS TEST NO1  
 TIME ALLOCATED: 2HOURS  
 COEF 3

**Student's name :** .....

**class: 4 ème année :** .....

**Evaluation n° 1**

**Date :** ..... **(1 mark)**

Module 1: Using language to talk about national integration, diversity and acceptance.

Target competence: Using dialogues, role-plays and pictures, by the end of the module, learners are able to socialize with friends and neighbours.

**Marks**

Evaluation of resources (grammar and vocabulary) _____/20	Evaluation of competences (reading and writing) _____/20
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**Student's competence**

Not acquired	Ongoing acquisition	Acquired
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**Parent / guardian**

Name	Sign	Date	comments

**PART ONE: EVALUATION OF RESOURCES**

**A. GRAMMAR KNOWLEDGE**

**Exercise I:** Read the passage carefully. Then say to whom or to what each underlined word refers to (12mrks)

The Bakweri were warriors. a) they took part in the slave trade and there were often wars between Bakweri villages. But after the wars, they tried to resolve their conflicts. Villages formed alliances with other villages. b) this helped to unify the Bakweri and it also helped to protect c) them against colonial intrusions. Marriage between members of warring parties was also encouraged. d) this taught people tolerance and e) it led to reconciliation. Mediation forced people to listen to and accept each other. Revenge was forbidden after a conflict. f) this prevented conflicts from starting up again.

- a) **They** refer to ----
  - i. Warriors
  - ii. Bakweri
  - iii. The
- b) **This** refers to -----
  - i. Villages
  - ii. Conflicts
  - iii. Alliances
- c) **Them** refers to -----
  - i. Bakweri
  - ii. Villages

- iii. Conflicts
- d) **This** refers to ----
  - i. Warring
  - ii. Parties
  - iii. Marriage
- e) **It** refers to ----
  - i. Marriage
  - ii. Tolerance
  - iii. People
- f) **This** refers to ---
  - i. marriage
  - ii. tolerance
  - iii. reconciliation

**B. VOCABULARY KNOWLEDGE**

**Exercise I: (8 mrks)**

Use your knowledge of Cameroon National Symbols to complete this passage.

The ----- flag of Cameroon is tricolour with three vertical panels and a ----- in the middle. The national anthem is called O Cameroon, Thou ----- of our Fathers. The ----- of Arms has the same ----- as the national flag. Above the shield is the ----- of Cameroon. It reads Peace - Work - ----- . The seal of the ----- of Cameroon has a circular shape.

**PART TWO: EVALUATION OF COMPETENCES**

**A. WRITING**

Read the instructions carefully, then write down your findings. (20 mrks)

1. Name the 10 (ten) regions of Cameroon
2. Write down the different rhythms that you know in your country
3. Say when and where you discovered these rythms.
4. Say how they help you to know different people in your country.

*You can start like this*

The 10 regions of Cameron are :

-----  
-----

----- . In my country , there is

----- rhythms that I know. I

discovered

----- when I

----- . They have helped me to

-----

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**Good Luck!!!**