

Nature de l'épreuve d'Anglais au BEM

L'épreuve comporte deux parties et commence à partir d'un support qui peut être :

- ✓ Un texte ou deux textes courts
- ✓ Une lettre de type formel ou informel
- ✓ Un dialogue
- ✓ Un poème
- ✓ Une chanson
- ✓ Une notice
- ✓ Un e-mail
- ✓ Un panneau publicitaire/ d'orientation
- ✓ Un télégramme (s)
- ✓ Des coupures de journaux
- ✓ Non verbal/verbal input (drawings, pictures)

I / Evaluation des apprentissages en terme de ressources (14points)

⇒ La première partie est relative à la compréhension et au lexique. Deux propositions sont suggérées .

1ere suggestion : Elle comporte :

- une activité de compréhension notée sur 5 points.
- une activité portant sur le lexique noté sur 2 points.

2eme suggestion : Elle comporte :

- deux activités de compréhension notée sur 5 points
- une activité portant sur le lexique noté sur 2 points.

⇒ La deuxième partie porte sur le fonctionnement de la langue

1ere suggestion : Elle comporte:

- Deux activités relatives à la syntaxe (5points).
- Une activité sur la prononciation (2 points).

2eme suggestion : Elle comporte:

- une activité de syntaxe (3points)
- une activité de morphologie (2points)
- une activité de prononciation (2 points).

II/ Situation d'intégration (réinvestissement des ressources) (6 points)

Le candidat réinvestit ses ressources en terme de savoirs et de savoir faire, pour produire un message écrit appartenant à la même famille de situations que la situation initiale.

Proposition de Typologie des Activités de l'Epreuve d'Anglais au B.E.M.

A. Compréhension (information transfer ,no production)

- True /false activity with a quote from the text.
- Matching (questions and answers related to reference and inference)
- Information transfer.
- Listing items.
- Text identification.(type of discourse/ how many paragh/ indirect Qs/ select the suitable title...).
- Identify linking words in a text (cohesive devices).
- Discrepancies (similarities & differences).
- Auxiliary questions.
- Identify and match(text with topic sentence, main idea...).
- Match headings with paragraphs.
- Multiple choice questions(4 items, 1 distractor).
- Match sentences with paragraphs.
- Provide appropriate title.

B. Lexis (tasks should target lexical items .

- Mcq (items selected should only deal with vocabulary).
- Cloze passage (4 items deleted).
- Word attack (ability to infer meaning from context, synonyms, antonyms, definitions).
- Read and pick out words related to feelings, honesty, violence, good deeds) recognition.
- Word association technique.
- Gap filling (select 4 items from 8 provided).

C. Grammar .

- Mcq (tenses, prepositions.....).
- Word sequencing (focus on question word order and complex sentences.
- Tense concord.
- Transformation (rewrite the passage using the 3rd person singular, rewrite the passage using the simple future.....).
- Editing (correct mistakes).
- Sentence completion (creative aspect expansion...).
- Combine sentences using provided connectors.
- Gap filling.
- Supply punctuation and capitalization (contextualized) .
- Affixation.

D. Pronunciation.

- Sound recognition (words that rhyme , identification of vowel sounds, consonants, silent letters)

- Minimal pairs.
- Grammatical endings ('ed' past and final 's' pronunciation).

E. Situation of integration.

This phase is devoted to the reinvestment of the resources in terms of the "knows" and the "know how"

The activities suggested in the previous phases should build up towards the final output and help the pupils to produce a piece of writing in accordance with the situation of communication.

1. Writing of a paragraph:

- a- a report
- b- a paragraph of different types (descriptive, narrative, expository etc....)
- c. story ending

2. correspondence:

- a- a letter to a penfriend / an e.mail (informal).
- b- a letter to the authorities, to the local newspaper (formal).
- 3. a tourist guide to praise one's area.

4. a listing of do's and don'ts.

- a.giving advice.
- b. arguing against /or for something.
- c. writing slogans(with or without drawings.)

A Sample B.E.M. Paper.

Text: Yesterday morning at 9.30a.m. two bikers died in a tragic accident on a sharp bend on Airport Road. The bikers were talking to each other while they were overtaking a lorry which was travelling in the direction of Heathrow Airport.

Apparently they were having morning exercise in preparation for the Tour de France. Two motorcyclists were coming from Heathrow Airport while looking at a low-flying landing airplane. “ They were riding very fast”, an eyewitness said. The collision between the motorcyclists and the bikers blocked the traffic for more than two hours. Two policemen were investigating the accident when we arrived on the scene.

(From *On the Move* , student’s textbook MS4, ONPS ,ed.2006)

I. Reading Comprehension (7 points)

a) Read the text .Write – true or false – and justify your answers.(3pts)

- Yesterday morning at 9.30a.m, two bikers died in a deadly accident.
- They were riding slowly.
- The bikers were hit by a lorry.

b) Answer the following questions according to the text.(2pts)

- Did the two bikers die yesterday afternoon ?
- Did the traffic block last more than two hours?

c) Lexis (2pts)

1) Find synonyms to the following words from the text.

* accident =

* stopped =

2) Find antonyms to the following words from the text.

* high ≠

* taking off ≠

II.Mastery of language.(7points)

a) Syntax (5 pts)

1) Put the verbs in brackets in the correct form.(3pts)

a) What (to happen) while it (to rain) ?

b) After they heard about the accident, the policemen (to arrive).

c)

2) Supply punctuation and capitalization where necessary.(2pts).
the driver john had a terrible accident .

b) Pronunciation (2pts).

**Classify the following words according to the pronunciation of the final – ed - :
blocked – died – finished – ended .**

/ d /	/ t /	/ ɪd /

III. Written production .(6 points) .

You have recently witnessed a road accident and you have been shocked .

First suggestion: Write a letter to the local authorities. Express your worries about the increasing number of road accidents in Algeria .

Second suggestion: Suggest a series of measures to prevent road accidents.

B/Morphology

1. Rewrite the following sentence using “he”
I always behave well with tourists who visit my country .

2. Rewrite the following sentence into the negative form
The tourists enjoyed their stay in Algeria .

2. Turn into plural
The tourist is taking photos .

C/ Pronunciation

Classify the following words according to the pronunciation of the final “ s” sound

1. Tourists 2. services 3. rooms

/s/	/z/	/ɪz/

Writing (6points)

Few tourists come to visit Algeria .

You have good ideas on how to improve tourism. You can make a leaflet or a cartoon to encourage tourists to come to our country .