

Ministère de l'Éducation Nationale

CAPES EXTERNE D'ANGLAIS

CAFEP EXTERNE D'ANGLAIS

Session 2009

ÉPREUVE PRÉPROFESSIONNELLE

Consigne :

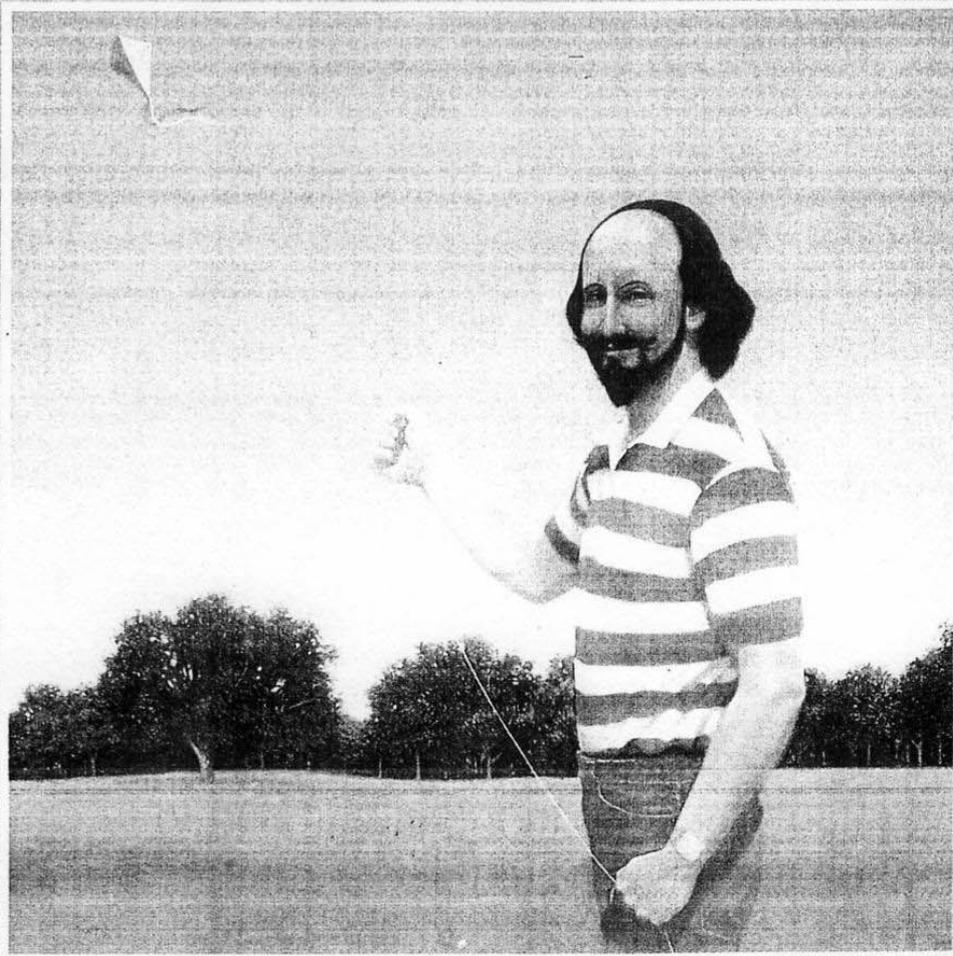
Vous disposez d'un dossier constitué des documents suivants :

- Documents A1 à A6 : extraits d'un manuel de terminale publié en 1992 (A3 et A4, ainsi que A5 et A6 sont à mettre en regard l'un de l'autre)

En vous appuyant sur l'analyse des documents constituant ce dossier, vous vous interrogerez sur le traitement pédagogique d'un fait littéraire et la prise en compte de sa spécificité.

T H E A R T S
U N I T

6



11 - DESCRIBING

32 - PARADOX

33 - ANALYZING SYMBOLS



A

Shakespeare in the park, p.61

1 - Classify the following expressions in two groups:

- those which could be used in a physical description.
- those which could be used symbolically to talk of Shakespeare's poetry.

bald-headed, bearded, blending the sublime and the ridiculous, countryside, down-to-earth, feet firmly on the ground, flight of fancy, kite, long-haired, on a spiritual level, short-sleeved, soaring imagination, string, striped sports shirt.

2 - Use them to talk about the picture then listen to the recording and tick off those which are actually used by the commentator.

3 - In Act V of *A Midsummer Night's Dream*, Shakespeare makes the following observation about poetic vision:

"The poet's eye, in a fine frenzy rolling,
Doth glance from heaven to earth, from earth to heaven."

How do you interpret these lines? Could you link them with the picture?

B

Cartoon

1 - The series of drawings describes in a rather simplistic graphic manner the contents of one of Shakespeare's most famous sonnets. Try to anticipate the main themes by writing in your own words a paragraph (or even a sonnet!) about the drawings.

2 - Now read the poem on p. 64 and work out how the drawings and the different lines of the sonnet may be linked.

Sonnet: A lyric poem in a single stanza consisting of fourteen iambic pentameter lines.

The *Shakespearean sonnet* is divided into three quatrains and a final rhyming couplet with the following rhyme scheme:

abab cdcd efef gg.

Shakespeare's 154 sonnets, which are addressed partly to a fair young man, partly to a dark lady, deal in a profound and original manner with the themes of love, friendship, the passage of time and mortality.



Poetry

Sonnet 18



Shall I compare thee to a summer's day?
 Thou art more lovely and more temperate:
 Rough winds do shake the darling buds of May,
 And summer's lease hath all too short a date:
 Sometime too hot the eye of heaven shines,
 And often is his gold complexion dimm'd,
 And every fair from fair sometime declines,
 By chance or nature's changing course untrimm'd:
 But thy eternal summer shall not fade,
 Nor lose possession of that fair thou owest,
 Nor shall Death brag thou wander'st in his shade,
 When in eternal lines to time thou grow'st,
 So long as men can breathe, or eyes can see,
 So long lives this, and this gives life to thee.

C

Match each of the expressions from the sonnet with the most appropriate synonym:

thee	<i>beauty</i>	complexion	<i>uncontrolled</i>
thou art	<i>darkened</i>	fair	<i>you</i>
buds	<i>duration</i>	untrimm'd	<i>you are</i>
lease	<i>has</i>	thy	<i>you possess</i>
hath	<i>say proudly</i>	thou owest	<i>young flowers</i>
dimm'd	<i>skin on the face</i>	brag	<i>your</i>



Lines 1-8

- 1 - What comparison does Shakespeare propose?
- 2 - Does he consider this comparison appropriate? What reasons are given?
- 3 - Shakespeare uses personification at one point. What is personified and why?
- 4 - Pick out all the references to:
 - a) weather, b) nature, c) light and darkness.

Lines 9-14

- 5 - What does the word "But" mark in line 9?
- 6 - Why is his loved one considered superior to a summer's day?
- 7 - What do the words "eternal lines" (l. 12) and "this" (l. 14) refer to?
- 8 - What does Shakespeare wish to convey about the power of poetry?

To confirm your answers to the questions in the previous activity, complete this brief analysis of the sonnet by filling in the blanks with complete words or parts of words:

Although Shakespeare treats in this, one of his b...-known sonnets, the traditional themes of ideal beauty, transience and the power of artistic creation, he does s... in a rather unconventional w... .

His opening proposal, "Shall I compare thee to a summer's day?", is immediately rej..., underlining the f... that the poet has no wish to f... a conventional, stereotyped path by comparing his loved one ... the typical cliché of a summer's day.

The opening question and answer are followed ... a six-line explanation, offering reasons for his loved one's superiority ... the summer season. Here, Shakespeare pinpoints its excesses, s... as the violence of its "rough winds", the heat of the "eye of heaven", the inconsistency of its "gold complexion" which is often darkened by clouds and, ab... all, the fact that summer is short-lived ("too short a date") and apt to change

or decr... in beauty ("fair from fair sometime declines").

The pivotal point of the poem, h..., is the "But" of the ninth line which, after the excesses of summer, marks the beginning of the contrasting temperate nature, and therefore superiority, of his loved one. In a series of three negative assertions, the poet pr... the lady's qualities: her brilliance wh... "shall not fade", her lasting beauty ("Nor lose possession of that fair thou owest"), but especially her longevity, or e... immortality, ("Nor shall Death brag thou wander'st in his shade") which are conferred, ... the rhyming couplet states, by "this", that is to s... the sonnet itself which, by being read ... the future, will endow a form of eternal life on the lady.

Shakespeare's moral, isolated in the parallelism of the f... rhyming couplet, is that the ravages of time are defeated ... the everlasting powers of artistic creation.

Comedy

A Midsummer Night's Dream

After a night of confusion in a wood near Athens during which two young couples - Hermia and Lysander, Helena and Demetrius - through mistaken identities and a magic love juice are brought to love different partners, and Titania, the Queen of the Fairies, to fall in love with Bottom disguised as an ass, the whole complex situation is eventually resolved in the morning and is to be followed by the marriages of the main protagonists. Theseus, Duke of Athens, and Hippolyta, whom he is to marry, are discussing the events of the night...

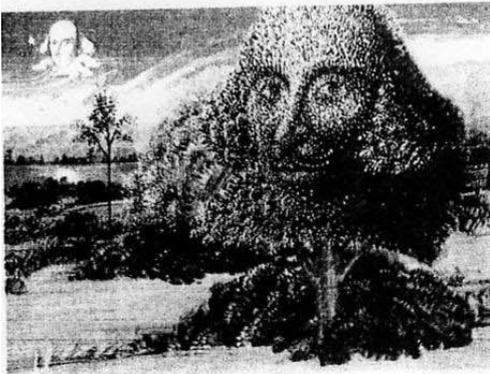
ACT V, Scene I



Enter Theseus, Hippolyta; Lords and Attendants, among them Philostrate.

Hippolyta. 'Tis strange, my Theseus, that these lovers speak of.

Theseus More strange than true. I never may believe
 These antique fables, nor these fairy toys.
 Lovers and madmen have such seething* brains, *on the boil
 Such shaping fantasies, that apprehend 5
 More than cool reason ever comprehends.
 The lunatic, the lover, and the poet
 Are of imagination all compact:
 One sees more devils than vast hell can hold;
 That is the madman: the lover, all as frantic, 10
 Sees Helen's beauty in a brow of Egypt*: *face of a gipsy
 The poet's eye, in a fine frenzy rolling,
 Doth glance from heaven to earth, from earth to heaven;
 And as imagination bodies forth
 The forms of things unknown, the poet's pen 15
 Turns them to shapes, and gives to airy nothing
 A local habitation and a name.
 Such tricks hath strong imagination,
 That if it would but apprehend some joy,
 It comprehend some bringer of that joy: 20
 Or, in the night, imagining some fear,
 How easy is a bush suppos'd a bear!
 Hippolyta. But all the story of the night told over,
 And all their minds transfigur'd so together,
 More witnesseth than fancy's images, 25
 And grows to something of great constancy;
 But howsoever, strange and admirable.





Titania, Bottom and the Fairies by Johann Heinrich Füssli (1741-1823)

F

A Midsummer Night's Dream

1 - One of the most striking aspects of Shakespeare's writing is his ability to blend down-to-earth realism with a fanciful or fairy-like atmosphere. Classify the following expressions from this extract in two columns:

- those associated with **imagination**.
- those associated with **reality**.

airy nothing, comprehend, cool reason, fables, fairy toys, fancy's images, fine frenzy, frantic, great constancy, a local habitation, a name, seething brains, shapes, shaping fantasies, strange, things unknown, tricks, true.

Which of these words could be associated with **heat**, which with **cold**?

2 - What message does the artist of the illustration on page 66 wish convey? How could you link it with Shakespeare's writing here?

UNIT 6

G

1 - Which of the following terms could be used to describe Theseus's attitude, which to describe Hippolyta's? down-to-earth, puzzled, sceptical, cynical, impressed.

2 - What three types of people are compared by Theseus? How are they similar?

3 - From what you learn of A Midsummer Night's Dream in the brief introduction, from the illustrations or from your own knowledge of the play, try to imagine what its main themes may be. Say how this extract fits in with these main themes.

4 - Sum up in your own words what Shakespeare wants to tell us here about love, madness and artistic creation.

H

Essay (250 words)

There is a saying in English which goes, "The pen is mightier than the sword". What do you think it means?

Using the sonnet and the extract from the play, say what powers Shakespeare attributes to "the poet's pen".

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ÉPREUVE PRÉPROFESSIONNELLE

Consigne :

Vous disposez d'un dossier constitué des documents suivants :

- Document A1 : extrait d'un manuel de seconde publié en 2003
- Document A2 : extrait du Workbook (A1 et A2 sont à mettre en regard l'un de l'autre)
- Document A3 Extrait du fichier pédagogique
- Document B1 et B2: extraits d'un manuel de seconde publié en 2005
- Documents B3 : extrait du livre du professeur (B2 et B3 sont à mettre en regard l'un de l'autre).

En vous appuyant sur l'analyse des documents constituant ce dossier, vous vous interrogerez sur les démarches et les activités proposées pour favoriser la prise de parole de l'élève.

Werribee Banner

Youth plans to give graffiti the brush-off Fairfax community newspapers

Since its construction in 1857, the Werribee railway station has catered for thousands of commuters including office workers, university students and other members of the community across Melbourne.

But as 15-year-old Josh Takerel points out, some commuters have been more welcome through the station's gates than others. Josh knows this from his own experience. A few years ago, after being disenchanted with life at Altona North High School, he spent much of his time travelling on the Werribee line, visiting mates in Wyrndham. Josh eventually got into graffiti – but he was restless for change.

"I knew people who were 25 and were still 'graffers,'" he said.
"I didn't want to do it anymore. We'd do it and see the people the next day trying to clean their fence. I felt sorry for them."

Josh quit doing graffiti and joined the CREATE alternative schooling program based in Station Place, Werribee. Josh said some students were shocked by the disparaging comments made about the program – many local business people associated its students with local crime and graffiti.

Tired of being stigmatised he chose to steer an anti-graffiti project at Werribee station. During the first stage of the program, Josh will have to organise the cleaning equipment and find the right time to stage the clean-up. Josh thinks it is a good start, not only to cleaning up the station but also improving the reputation of young people in the area.

"We've been thinking about it for ages," he said. "We want people to know it's not us."
Werribee Banner, October 2002

on your marks, get set, go!

- Which American state or which country would you associate the Werribee Banner with (South Africa, Australia, New Zealand, Hawaii)? In your opinion, what is a "community newspaper"?
- Read the title. Do you think it means:
 - A young man wants to develop graffiti in his city.
 - A young man wants to clean up graffiti in his city.
 - A young man wants to fight against graffiti in his city?
- Read the text and give information about the people and the places mentioned.
- Using the following key-words, sum up Josh Takerel's story: youth, school, graffiti, change, project, reputation
- What do you think of Josh's attitude?
- What image of young people does the journalist want to give in this article? Do you share his point of view?



- Look at the first frame of the comic strip. Describe the man, the place and the situation.
- Imagine the consequences for the man when "the graffiti came".
- Read the rest of the strip. Make up the story of graffiti and draw conclusions about its role in society. What was the man's attitude during these changes?
- Look at the last frame. What has changed? What does it show about the social environment?
- What would the moral of the story be?

Everyday English

Making a complaint

- (letter from residents to the local authorities about the graffiti problem)
- We're writing to complain about...
- We're sick and tired of...
- This is not the first time we've had problems with...
- We can't stand it anymore.
- We can't bear seeing...
- You should...
- Why don't you...?
- What is your proposed line of action?
- What do you intend to do to...?
- We expect you to solve the problem / to remedy the situation by...
- We want to be compensated for the damage...
- If nothing is done, we will take legal action...

Youth plans to give graffiti the brush-off > page 136

Activity 3 ⇨ get set: headlines

A These headlines are all from Australian newspapers. Match them with the extracts from the articles below and underline the elements which guided your choice.

- 1 PLAN TO TAG GRAFFITI VANDALS
- 2 COUNCILS TARGET GRAFFITI ON PRIVATE LAND
- 3 GRAFFITI: ARRESTED
- 4 GRAFFITI: GET TOUGH
- 5 OFFENDERS REMOVE AN OFFENCE
- 6 LEGAL ART SHOW IN THE CAN

A A group of nine young artists, at the launch of a National Youth Week Exhibition, aimed to prove their graffiti could be legal art.

D Police yesterday arrested five men accused of causing millions of dollars of graffiti damage to Melbourne's public transport system.

B Two graffiti offenders, the police and a local paint supplier teamed up to repaint a fence covered with graffiti, screws and tags.

E A hotline inviting people to do a job in vanda's spearheads the Liberal zero-tolerance plan to wipe out graffiti, unveiled yesterday.

C Councils will be given new powers to remove graffiti quickly without having to get permission from the property owner.

F Anti-graffiti campaigners say the council's graffiti policy is inadequate. They will urge the council to crack down on taggers.

Your answers:

1	2	3	4	5	6
---	---	---	---	---	---

B Using one of the articles as a model, write a short press article about graffiti and imagine a title for it.

Activity 4 ⇨ vocabulary: public transport, compound nouns

Tags and graffiti are often found in public transport. Put one element from the first column with one element from the second and match the words with their translations.

advertising	car	1. gare de voyageurs
baggage	train	2. train de banlieue
commuter	map	3. consigne automatique
goods	panel	4. panneau publicitaire
line	passage	5. salle d'attente
passenger	room	6. rame de métro
passenger	train	7. carte de réseau
platform	station	8. compartiment voyageurs
underground	shelter	9. train de marchandises
underground	locker	10. passage souterrain
waiting	train	11. abri de quai

Conclusion: Dans un nom composé, le mot sert à qualifier le

Activity 5 ⇨ some, any, no

Complete the sentences, using *some, any, no*.

1. Graffiti and tags could be found on walls at Wertheim station.
2. Josh Tokerel did not want to tag more.
3. students decided to take part in a schooling program.
4. They did not have cleaning equipment and had to buy special anti-graffiti paint.
5. As they had experience, local people criticized them.
6. At first, one really believed the project would work.
7. There must still be graffiti in places.

Activity 6 ⇨ sounds ok: word stress

Classify the following words in the chart below.

community – indignant – alternative – dispersing – associate – reputation – environment – vandalism – indemnity – authorities – information – consequences

● o o o	o o o	o o ●
	community	

B Listen, check your answers and repeat.

Activity 7 ⇨ sounds ok: vowel <O>

A Find the odd man out. In each list of three words taken from the texts of the chapter, underline the one which has a different vowel sound from the other two, as in the first item:

1. colour – love – move
2. improve – social – show
3. solve – ago – hip-hop
4. political – nowadays – how
5. own – one – other
6. broke – random – roller
7. money – poverty – profit
8. clothes – spoke – lot
9. global – local
10. today – awesome – property
11. obstacle – Rob – freedom

B Now classify the words in the table below.

love /ʌ/	Rob /ɒ/	move /u:/	project /ɜ:/	show /əʊ/	more /ɔ:/	now /əʊ/

C Listen, check your answers and repeat.

Comic strip, p. 137

Introduction

Bande dessinée de Phil Somerville qui retrace de façon humoristique l'histoire des graffiti. La technique comique joue sur la répétition visuelle et la passivité du personnage (cadre identique en plan fixe), le jeu du regard en fonction de l'histoire (résignation, lubricité, interrogation existentielle, lassitude) et le leitmotiv verbal (*but I never moved*) qui justifie la permanence du cadre. L'histoire suit celle d'un récit classique avec des mots de liaison (*first, then*) jusqu'à la chute finale dans le dernier cadre.

Objectifs

■ lexique	graffiti ; environnement urbain
■ grammaire	prétérit ; <i>Present Perfect</i> ; passif
■ culture	message des graffiti
■ méthodologie	raconter une histoire

Pistes proposées

1. Nous conseillons de faire découvrir progressivement la bande dessinée à l'aide du rétroprojecteur pour ne pas dévoiler immédiatement la chute finale et travailler l'anticipation. Projeter la première bulle. Description de l'image (voir *Ready to go places?*, p. 9, lexique : *a comic strip, cinema shots*).

Éléments de réponse

– *comic strip, 5 frames with balloons, full-length shot.*
 – *old man, bald, homeless, no shoes, bottle of alcohol, sitting on the pavement. He has been in the same neighbourhood for 40 years. Everybody knows him and respects him. He is not an artist or a tagger since he certainly can't afford to buy paint and cans. The situation must have changed when "the graffiti came."*

2. Demander aux élèves d'imaginer les conséquences de l'arrivée des graffiti.

The man may have been annoyed / expelled. He had no more peace and quiet. It may have changed his way of life. His 'home' may have turned into a dirty, filthy place because of used cans. Maybe graffiti brought drug-dealing.

3. Projection des trois bulles suivantes et reconstitution de l'histoire. Possibilité d'effacer le texte de chaque bulle après *but* et faire compléter par les élèves.

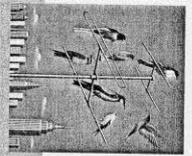
Each balloon reminds the reader of a specific period. Several generations are mentioned (the 1960s, the 1970s and the 1990s) Graffiti is a picture of society (girls, political and social protest, gangs). It follows its changes and trends. It is a mirror of life, a kind of counterculture, a medium and an immediate commentary on current issues.

The man did not move, witnessed the changes without being influenced or disturbed. He was passive and indifferent. He played the part of a witness.

4. Faire découvrir le dernier cadre et le *final twist*.

The man is still at the same place, in the same position but he has been tagged. This is a final twist, a surprise ending. He used to be a witness, he has become a victim. The last frame shows that values have changed. There is no more respect, even for homeless people. The last frame implies violence. Maybe the taggers wanted to have a good time or they simply did not care about him. The homeless man is bitter and knows he has got to move. It might be dangerous for him to stay since the taggers are unscrupulous and do not respect old age.

5. *The moral of the story could be that times have changed. People no longer respect anything. Traditional values are a thing of the past.*



unit 10

Urban life

menu

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- **Méthodologie** 166
- **Comprendre un document vidéo** 166

1. First observe the picture and describe it briefly with the help of the Toolbox.

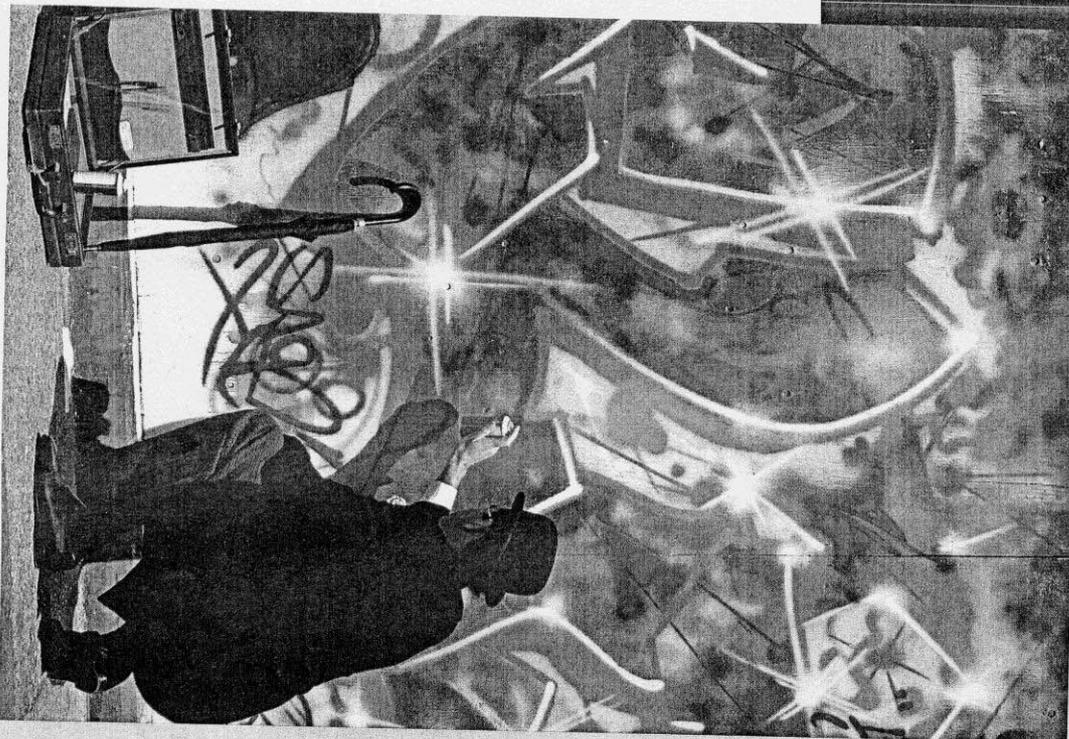
TOOLBOX

- Nouns**
- attaché (ʔaʔelə) case
 - rolled up umbrella
 - bowler (bɔʊlə) hat
 - discrepancy (dɪskreʔpənsɪ) / décalage
 - mural (mjuərəl)
 - graffiti (grəʔɪfɪ) artist
 - gaggle
 - **Adjectives**
 - bright
 - colourful (kɔʊləfʊl)
 - abstract
 - typical
 - (un)conventional
 - traditional
 - amazing = very surprising
 - unexpected (ʔnɪkʔepektɪ) / inattendu
 - (non)conformist
 - **Verbs & expressions**
 - spray paint
 - tag
 - fit in / cadrer
 - embody (ɪmboʊdɪ) / incarner

2. Explain what is surprising about this photo.
 3. Do you think that murals are part of urban life?

Keywords

- Nouns**
- city dweller / citadin
 - townspeople / citadins
 - pavement (pə) = sidewalk (US) / trottoir
 - town centre (sə) = downtown (US)
 - district = neighbourhood (neɪbəʔhəʊd) / Friedrichshof; quartier
 - suburbs (ˈsʊbɜː) / outskirts
 - banlieue
 - commuter (kəmjuːtə) / beik
 - grande banlieue
 - block / pâté de maisons
 - inner city
 - quarters / deshabités du centre
 - facilities (fəʔɪlɪtɪz) / équipements
 - public transport
 - traffic jam
 - horn / overtisseur
 - siren (saɪərən)
 - exhaust fumes (ɪɡzɔːst fjuːnz) / fumées d'échappement
 - green space
 - the homeless / les SDF
 - shopping arcade (ʔɑːkeɪd) / mall / centre
- Adjectives**
- busy (bɪzɪ) = lively
 - crowded (kraʊdɪd)
 - safe = unrisqué
 - congested (kɒŋdʒɛstɪd) / bouché
 - residential (rezɪdɛnʃɪəl) / résidentiel
 - trendy / à la mode
- Verbs & expressions**
- stroll / flâner
 - go shopping
 - go sightseeing (saɪtɪŋ) / faire du tourisme
 - go downtown / aller en ville
 - hurry / hasten (hæstən) / se presser
 - commute (kəmjuːt) / faire le trajet banlieue-ville
 - palidre
 - mug / agresser



mémoire
 lien social



A safer life in a healthier city

■ Your Town Council has three major projects which are intended to offer you a safer life in a healthier city.

- The creation of a pedestrian zone in the historical centre of the city, implying the banning of cars in the area and the improvement of the public transport system.
- The installation of roller blading and skateboarding in public areas.
- The Council has decided to carry out a survey and ask the residents what they think about the projects. You are the residents...

1. Look at the pictures, describe them briefly and study each project with the help of the *Toolbox*.
2. Listen to the arguments of a few people who were interviewed about the projects. You will find some help in your *Workbook*.
3. Weigh the pros and cons and vote for or against each project.

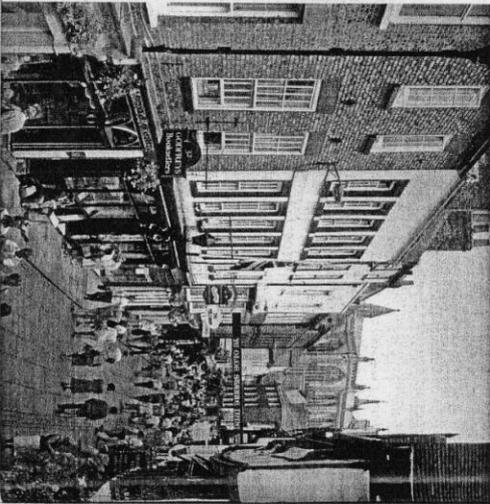
A Pedestrian zone

“Live in a safe town in a healthy environment.”

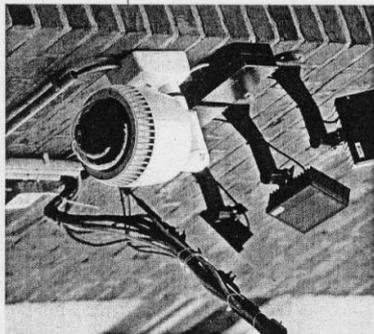
Shopping or sightseeing should be a pleasant activity, not a risky business. The pedestrian zone will allow you to cross the street without being run over by a car or a lorry, as traffic will be barred in this paved area. A dedicated bus lane will run around the shopping precinct. No shop will be more than 400 yards from the bus route.

The public transport system will be improved around the zone with buses running later in the evening. All goods will have to be delivered by 10 a.m. As a result, there will be less noise and air pollution in the shopping zone.

1. *tourisme*
2. *conseil d'analyse*
3. *[pédestri] zone commerciale (historique)*
4. *[un] livreur*
5. *marchandise*



B Safety



“Live in a safe city, day and night.”

Police video surveillance cameras can revolve and zoom in close enough to read a cinema ticket 15 metres away. It is a reliable, efficient and cost-effective system to protect citizens and by far the best device to fight crime and terrorism. If you decide to allow the installation of 25 cameras, your city will be safe, day and night.

1. *[r]anab[il] fable* - 2. *revolve* - 3. *[d]ans[us] instrument*

C Skating regulations

“Have fun in a safe park.”

Skateboarding and blading are dangerous activities. The City Council plans to prohibit using skateboards, roller skates or roller blades on pavements, in public streets, parking facilities and parks. It has also decided to build a permanent skate park where the use of helmets, wrist, elbow and knee pads will be compulsory.

1. *casque* - 2. *poignet* - 3. *coude* - 4. *[s]on[us] p[ro]t[ect]eur*



TOOLBOX

- | | | |
|--|--|--|
| <p>Nouns</p> <ul style="list-style-type: none"> • high-angle shot: <i>plongée</i> • window display: <i>vitrine de magasin</i> • watchman: <i>gardien</i> • the dossier: <i>dossier</i> • face recognition: <i>[re]cognition</i> • private life: <i>privaciy</i> • outfit: <i>tenue</i> • reckless: <i>impudent</i> • hazardous: <i>[re]zade[il] = dangereux</i> • upright: <i>élevé</i> | <ul style="list-style-type: none"> • troublesome: <i>gênant</i> • carefree: <i>insouciant</i> • intrusive: <i>[in]trusif; indiscret</i> • go window-shopping: <i>faire des achats-vitrines</i> • stroll: <i>flâner</i> • spy: <i>[sp]i on sb: espionner qq</i> • be under close watch: <i>être surveillé de près</i> • recognize: <i>[re]cognition; reconnaître</i> • prevent crime: <i>prévenir le crime</i> | <ul style="list-style-type: none"> • act as a deterrent: <i>[d]étérant; avoir un effet dissuasif</i> • enforce law and order: <i>faire respecter la loi</i> • keep one's balance: <i>garder son équilibre</i> • injure: <i>[in]juri; blesser</i> • collide: <i>[k]olide with</i> • enter on collision once: <i>bump into sb: heurter / bousculer qq</i> • brake: <i>freiner</i> • have a field day: <i>s'en donner à cœur joie</i> |
|--|--|--|

Your choice [p. 164-165]

► A safer life in a healthier city

Illustrations

- **Page 164:** Pedestrians wander through cobble Stonegate Street, free from automobile traffic, while they shop in York, England. Stonegate Minister rises over shops at the end of the street.
- **Page 165 (top):** Video cameras with three infrared lights for the supervision of places where crimes frequently happen. A police officer operates the cameras by remote control and radios his colleagues if they are needed.
- **Page 165 (bottom):** Portrait of couple inline skating.

Remarque: Cette activité se prête à un travail de groupe lors des séances de modules par exemple. On divisera la classe en quatre ou cinq groupes, chaque groupe étant chargé d'étudier un des trois projets et d'en faire ressortir les caractéristiques ainsi que les aspects positifs et négatifs. Il apparaîtra ensuite à chaque élève de choisir (ou de ne pas choisir) son projet et de justifier son choix oralement.

Il est également possible de fonctionner en *pair-work*, chaque paire étudiant l'ensemble des projets et se mettant d'accord sur un choix.

Script de l'enregistrement

■ **Part one**

We've asked the opinions of a few people about the three projects. Listen to them...

Project number 1 → The creation of a pedestrian zone in the historical centre of the city

KATE, 34

Who can be against a pedestrian zone? Actually last year I wrote to the council to tell them I was fed up hearing the hooting of horns and roaring engines of the cars and their exhaust fumes when I went shopping or window-shopping... And they're dangerous! Once I was even knocked over by a reckless driver who was... mad at the traffic jam and wasn't paying any attention to pedestrians... He was far busier insulting another driver when he hit me! I love the idea of strolling in the street, with no noise or pollution... And I'm sure people will come back to the shopping precinct, and it'll be good for business...

DAVID, 42

It's a scandal! Once again drivers are being discriminated against. Why shouldn't I be allowed to go shopping with my car? Who's going to carry my shopping bags or parcels to the bus? I know these buses: there won't be enough room for people and parcels. If the project is adopted, it'll be the end of business in the zone... I can't understand why some shopkeepers are in favour of a project which... which is going to ruin them! Mark my words: I will never buy anything in a pedestrian zone... A boycott, that's what they deserve... There are plenty of shopping centres outside the city where I can take my car... and I will!

■ **Part two**

Project number 2 → The installation of video surveillance cameras

SARAH, 23

The project is outrageous! I'm dead against it... If people believe surveillance cameras will deter crime they're really naïve... Delinquency or crime won't stop because of cameras... Criminals will just move to another district or... er... will fool face recognition systems by... wearing hoods or... large caps... And once again we, honest folks, will be left with a system that will spy on us... There'll be no more privacy, we'll all be numbers in computer files... Big Brother will be watching us!

JOAN, 57

Why be against cameras? The more there are, the safer I'll feel! Our streets aren't safe at the moment, cameras are the only means to prevent crime... Muggers and pickpockets will be under close watch without knowing it... The surveillance camera is the perfect deterrent after the robbery... It's true I prefer more bobbles but I know that that's too expensive... I don't mind being filmed myself, I have nothing to hide... Only criminals refuse video surveillance, it's about time we enforced law and order...

■ **Part three**

Project number 3 → The prohibition of roller blading and skateboarding in public areas

MICHAEL, 54

I couldn't agree more with a ban... Bladders are a particularly dangerous lot... As they are silent, you're not aware they're coming and they may bump into you as you're quietly strolling along window shopping... Not long ago the son of a friend of mine had to be rushed to hospital after a collision with a bladder... Fortunately the bladder was not going very fast, he was a beginner... Couldn't keep his balance... That's why he bumped into the boy... Mind you, I'm not against young people having fun, but it should be in a proper place where they can enjoy themselves, as long as they're wearing the right gear...

DIANA, 15

We won't have a place where we can have fun if we can't use skates, rollers or blades in the street!... In some places, cars are banned because they're noisy and they pollute. We're not noisy, we don't pollute, but we'll be banned too! They say we're dangerous, but what about bikes? And how am I going to get to school if I can't use my blades? By bus? Then they'll say 'I'm a polluter!' I'm not against a skate park but it won't get me to school! And who'll pay for admission and when will it be open?

• **Corrigé du Fichier de l'élève** (p. 91)

1. **Part one**

A. The creation of a pedestrian zone in the historical centre of the city

Speaker 1: Kate	Age: 34	For
Arguments (keywords)		Fed up with hooting of horns / roaring engines / exhaust fumes – dangerous – was knocked over by a reckless driver – loves strolling in the street – no noise or pollution – people will come back – good for business
Speaker 2: David	Age: 42	Against
Arguments (keywords)		drivers discriminated against – no one to carry shopping bags or parcels to the bus – not enough room for people and parcels in buses – end of business in the zone – project will ruin shopkeepers – will boycott the zone / drive to shopping centres outside the city

Ministère de l'Éducation Nationale

CAPES EXTERNE D'ANGLAIS

CAFEP EXTERNE D'ANGLAIS

Session 2009

ÉPREUVE PRÉPROFESSIONNELLE

Consigne :

Vous disposez d'un dossier constitué des documents suivants :

- Documents A1 et A2 : extraits d'un manuel de quatrième publié en 2008 du cahier d'activités qui l'accompagne
- Document B1 et B2 : extraits d'un autre manuel de quatrième publié en 2008 et du cahier d'activités qui l'accompagne.
- Document C1: extrait d'un troisième manuel de quatrième publié en 2008.

En vous appuyant sur l'analyse des documents constituant ce dossier, vous commenterez les activités d'évaluation de ces trois manuels et les conceptions qui les sous tendent, au regard des programmes en vigueur pour le palier 2 du collège.

Unit 4 Australia: a country as big as a continent		PROJET: Écrire la première page d'un histoire qui se déroule en Australie.	
1 PARTIE 1 (45)	Action 1 : Rédiger et envoyer un mail pour présenter ton collège à ton correspondant.	<ul style="list-style-type: none"> Comprendre un e-mail sur la vie courante d'un(e) ami(e). Savoir décrire ton école à l'écrit. Rédiger un e-mail en anglais et y joindre des documents. 	<ul style="list-style-type: none"> Life in the outback Tibooburra School of the Air Aborigines: life and customs Ned Kelly and literary genres
2 PARTIE 2 (45)	Action 2 : Préparer un exposé sur les Aborigènes.	<ul style="list-style-type: none"> Comprendre la présentation orale d'un événement culturel. Trouver des informations dans des textes simples pour présenter un événement. Faire un exposé sur d'autres gens dans d'autres pays. 	Vocabulaire <ul style="list-style-type: none"> school (people, places, subjects) tribes and ceremonies compound nouns
3 PARTIE 3 (45)	Action 3 : Écrire une courte biographie sur ton héros préféré.	<ul style="list-style-type: none"> Comprendre un article présentant un livre rédigé dans une langue simple. Lire la présentation d'un livre et identifier l'auteur, les personnages et le genre littéraire. Présenter un personnage connu en quelques lignes. 	Grammaire <ul style="list-style-type: none"> préfix / préfix + V-ing expression de la distance le gérondif les pronoms relatifs (who, which, where)
		Discover pages 56-57	Focus on language pages 54-55

Unit 4 Check your progress p. 62 Autoévaluation

→ **Je peux comprendre un email sur la vie courante d'un(e) ami(e).** (Lesson 1)

Read this email from Sandra who has just moved to Australia. Go to your workbook and answer the questions.

MY NEW LIFE IS GREAT.
 I live on the coast in Southern Australia. I can see the beach from my bedroom, it's fantastic. I can have a swim after school, it's so relaxing.
 At school, it's great. My new friends are very nice and we had a party last Saturday. There is a boy called Richard, you should see him, he is so cute!
 The teachers are OK. They are not as strict as in England and there is not as much homework.
 I forgot! There are lots of clubs after school, I enrolled at the debating club.
 Don't be surprised: Richard enrolled too!
 Sandra

→ **Je peux comprendre la présentation orale d'un événement culturel.** (Lesson 2) Track

Listen to your CD. Say what sort of event is described. Find as much information as you can about it.

→ **Je peux lire la présentation d'un livre et identifier l'auteur, les personnages et le genre littéraire.** (Lesson 3)

Read this presentation of a book and try to find the author, the characters and the type of book.

From School Library Journal

URSULA LE GUIN

POWERS

Starred Review. Grade 7 Up
 Gavr is a 14-year-old boy who is a servant in a noble family in Etra, a city-state imagined by Ursula Le Guin. Gavr is educated to become a scholar who will teach the family's children.

But he will have all sorts of adventures. Le Guin is an amazing write, who writes precise sentences and creates believable characters. She has an incredible imagination. This distinguished novel has a place in all young adult collections.

Make sure you know

Il est temps de faire le point de tes connaissances pour cette unité 4.

→ **Vérifie que tu connais :**

- les différentes étapes pour envoyer un e-mail (p. 48)
- le lexique spécifique à l'école (p. 49)
- la différence entre présent simple et présent + *ing* (p. 49)
- la manière d'exprimer les distances (p. 49)
- le lexique spécifique à la culture d'un groupe ethnique (p. 51)
- les catégories grammaticales (adjectifs et noms, p. 51)
- les noms composés (p. 51)
- le lexique spécifique aux différents types de livres (p. 53)
- les pronoms relatifs (p. 53)

→ **Vérifie que tu sais :**

- comprendre un mél sur la vie courante d'un(e) ami(e) (Workbook p. 48)
 - comprendre la présentation d'un événement culturel (Workbook p. 50 + piste W* 21)
 - comprendre un article présentant un livre (Workbook p. 52)
- Relis tes notes dans ton cahier et retiens dans le workbook les activités que tu ne maîtrises pas encore bien.

Check your progress

p. 58

→ **Je peux comprendre un mél sur la vie courante d'un(e) ami(e). (L1)**

Read the text and find the following information:

Type of document:

Writer:

Subject:

People mentioned:

About the writer:

- she is bored with this life.
- she is enthusiastic about it.
- she is disappointed with it.

→ **Je peux comprendre la présentation orale d'un événement culturel. (L2)**

1. Listen to the document and show you understand it. **track 24**

Name of the festival:	Important information about it:
-----------------------------	---------------------------------------

Places mentioned:	Important information about them:
Activities mentioned:	When?

→ **Je peux lire la présentation d'un livre et définir qui en est l'auteur, qui sont les personnages et de quel genre littéraire il s'agit. (L3)**

Read the text and find the following information:

Title of the book:

Author:

Main character name - age - occupation - plans

Type of book:

Chapitre 1

Parler avec quelqu'un 

niveau	compétence	page				
A2	Je peux me débrouiller dans une situation de la vie courante : au bureau des objets trouvés.	Lesson 1 N° 4, p. 13				
A1	Je peux dire qui je suis, où je suis né, d'où je viens et demander le même type d'information.	Lesson 2 N° 4, p. 14				
A2	Je peux demander et donner des informations simples sur un programme d'activités.	Lesson 2 N° 6, p. 15				
A2	Je peux discuter de ce que j'aime faire.	Lesson 5, p. 20				
A2	Je peux discuter de mes habitudes.	Lesson 5, p. 20				

Astuces et stratégies

- Je fais répéter un mot ou une phrase que je ne comprends pas.
- Je demande à mon interlocuteur ce qu'il veut dire lorsque je ne le comprends pas. (Lesson 5, "What do you mean?")
- Je demande à mon interlocuteur de m'expliquer le sens d'un mot que je ne connais pas.

S'exprimer en continu à l'oral 

niveau	compétence	page				
A1	Je peux décrire ce qu'il y a dans mon sac à dos.	Lesson 1 N° 1, p. 12				
A2	Je peux exprimer mes goûts et expliquer simplement mes choix.	Lesson 2 N° 7, p. 15				
A2	Je peux décrire un événement, une fête.	Lesson 4 N° 2, p. 18				
A2	Je peux donner des ordres, des consignes.	Lesson 5, p. 20				

Astuces et stratégies

Je pense à faire des gestes pour m'aider à me faire comprendre.

Écouter et comprendre 

niveau	compétence	page				
A2	Je peux comprendre des informations personnelles de base : nom, nationalité, ...	Lesson 2 N° 1, 3 p. 14				
A2	Je peux comprendre des informations personnelles de base : nom, nationalité, personnalité, ...	Lesson 5 N° 1, p. 20				
Vers B1	Je peux comprendre les points principaux d'une conversation sur les goûts et les habitudes	Lesson 5 N° 2, p. 20				

Astuces et stratégies

- Je suis attentif au ton de la voix pour comprendre les sentiments et les réactions de quelqu'un.

Lire et comprendre 

niveau	compétence	page				
A2	Je peux trouver un renseignement précis dans une brochure de vacances.	Lesson 2 N° 6, p. 15				
A2	Je peux relever dans une lettre les informations personnelles.	Lesson 3 N° 1, WB p. 9.				
A2	Je sais reconnaître le thème général des paragraphes d'une lettre.	Lesson 3 N° 2, WB p. 9				
Vers B1	Je peux trouver des informations dans une lettre longue.	Lesson 3 N° 3, WB p. 10				
Vers B1	Je peux trouver et comprendre des informations sur les fêtes.	Lesson 4, p. 18-19				

Écrire 

niveau	compétence	page				
A2	Je peux rédiger une phrase pour expliquer pourquoi je choisis un centre de vacances.	Lesson 2 N° 7, WB p. 8				
A2	Je peux rédiger un paragraphe sur ce que j'aime et sur mes habitudes.	Lesson 5, N° 5, p. 21				

La compétence culturelle

compétence	page	Oui	Non
J'ai découvert la vie quotidienne d'une collègue australienne.	Lesson 3, p. 16		
Je connais et je sais expliquer l'origine des mots <i>holiday</i> et <i>vacation</i> .	Lesson 4, WB p. 11		
Je connais quelques fêtes importantes aux États-Unis et au Royaume-Uni.	Lesson 4, p. 18-19		
Je connais les grandes étapes de la formation de l'Union européenne.	Project, p. 22-23		

a) extrait de la table des matières

Unit 2 Family stories p. 29

Lesson 1	Family lies	p. 28	Comprendre des informations au sujet d'une famille.
Lesson 2	Family memories	p. 30	Comprendre un extrait de journal intime.
Lesson 3	Dear Diary	p. 32	Preparer du contenu familial.
Extra	Little Miss Sunshine	p. 31	Répondre à des questions sur un événement familial. Raconter brièvement un événement ou des activités passées.

Unit 2a The London Underground being built for the family p. 29

- Lire et la proposition infinitive
- Le présent (1)
- Les adjectifs possessifs a, of, me
- Les adjectifs
- Les pronoms
- La préposition of de la terminaison -nd
- La séparation

- Les relations familiales : les liens de parenté
- Les événements de la vie
- Les métiers
- Les adjectifs

Write the journal of a survivor of the Titanic. p. 37

British families on the Titanic p. 36

Check your progress p. 36

Unit 2 Check your progress

MISSION 1

My dear family

Tâche : Comprendre les messages sur une messagerie vocale.
Outils : Want et la proposition infinitive.

- Écoute attentivement les deux messages laissés à Paul sur sa messagerie vocale.**
Es-tu capable de noter ?
1. qui laisse le premier message ?
 2. qui laisse le deuxième message ?
 3. la raison du premier appel ?
 4. la raison du deuxième appel ?
 5. ce que la première personne attend de Paul ?
 6. ce que la deuxième personne attend de Paul ?

Go to your p. 35



MISSION 3

First landed

Tâche : Lire un article de presse et en extraire les informations essentielles.
Outils : Le prétérit.

- Us attentivement l'article du New York Times.**
Es-tu capable de :
1. repérer les informations essentielles sur Annie Moore : son âge, sa nationalité, sa famille ?
 2. dire où la scène se passe ?
 3. dire quand la scène se passe ?
 4. expliquer pourquoi on parle d'elle dans l'article du New York Times ?
 5. donner une définition de Ellis Island ?

Go to your p. 36



From the New York Times, January 2, 1892

LANDED ON ELLIS ISLAND
New Immigration Buildings Opened Yesterday

There were three big steamships in the land this morning, and among the passengers there was a ten-dollar ticket to be the first landed at the new station. The honor was reserved for a little rosy-cheeked Irish girl. Her name is now that of the first registered in the book of the new landing bureau.

The steamship that brought Annie Moore arrived in New York on Tuesday night (Dec. 31, 1891). When the little voyager had been registered, Col. Weber put the girl with a ten-dollar gold piece and made a silver address of congratulations and welcome. She was accompanied by her two younger brothers. The trio came to their parents, who live at 32 Monroe Street, New York.



MISSION 2

My Irish penpal's family

Tâche : Prendre la parole pour présenter une famille irlandaise.
Outils : La génitif - Les liens de parenté.

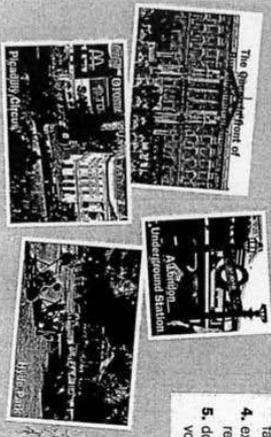


- Prends la parole et présente 4 membres de la famille de ton correspondant irlandais.
- Es-tu capable de :**
1. donner des informations sur leur identité (nom, âge, métier) ?
 2. définir les liens de parenté entre chaque personne ?
 3. parler sans regarder tes notes et avec aisance ?

MISSION 4

A tour of London

Tâche : Raconter ses dernières vacances en famille à Londres.
Outils : Le prétérit - Parler de ses attentes - Parler de ce que quelqu'un voulait faire.



- Paul a passé ses dernières vacances à Londres. Aide-le à raconter ce qu'il a fait.**
Es-tu capable de :
1. utiliser le bon temps ?
 2. mentionner les dates et lieux visités ?
 3. dire ce que chaque membre de la famille voulait visiter ?
 4. expliquer ce qu'il a vu, qui il a rencontré ?
 5. donner tes impressions sur ce voyage ?

