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.
A

Shakespeare in the park, p.61

1 - Classify the following expressions in two groups:
a) those which could be used in a physical description.
b) 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 efeb 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.
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.

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

<table>
<thead>
<tr>
<th>thee</th>
<th>beauty</th>
<th>complexion</th>
<th>uncontrolled</th>
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<tr>
<td>thou art</td>
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<td>fair</td>
<td>you</td>
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<tr>
<td>buds</td>
<td>duration</td>
<td>untrimm’d</td>
<td>you are</td>
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<td>lease</td>
<td>has</td>
<td>thy</td>
<td>you possess</td>
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<tr>
<td>hath</td>
<td>say proudly</td>
<td>thou owest</td>
<td>young flowers</td>
</tr>
<tr>
<td>dimm’d</td>
<td>skin on the face</td>
<td>brag</td>
<td>your</td>
</tr>
</tbody>
</table>
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 pin... points 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 dec... 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.
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 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, 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 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: 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, And grows to something of great constancy; But howsoever, strange and admirable.
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:
   a) those associated with imagination.
   b) 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 to wish convey? How could you link it with Shakespeare’s writing here?

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.

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”.

UNIT 6
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.
EPP LY7

Activity 4: Vocabulary, public transport, compound nouns

Activity 5: Sounds, ok, word stress

Activity 6: Sounds, ok, word stress

Youth plans to give graffiti the brush-off

A. These results are from an Australian newspaper. Match them with the extracts from the articles below and underline the adjectives which generate your interest.

B. Complete the sentences, using some of the words below.

1. Graffiti and tags could be found on __________.
2. Joggers did not want tags to __________.
3. Local people disliked the __________.
4. They did not have the __________.
5. The local community had __________.
6. Some students found the __________.

C. These results are from another article in the same newspaper.

D. Write a short paragraph about graffiti and imagine a life

E. Find the main idea in each of these words taken from the table above.

F. Check your answers and repeat.
**Comic strip, p. 137**

**Introduction**

Bande dessinée de Phil Somerville qui retrace de façon humoristique l'histoire des graffitis. 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, lucidité, 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**

<table>
<thead>
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<th>lexique</th>
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<td>message des graffitis</td>
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<tr>
<td>méthodologie</td>
<td>raconter une histoire</td>
</tr>
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</table>

**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).

Eléments 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 graffitis.

   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 successives 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.
A Pedestrian zone

In a safer town in a healthy environment.

The pedestrian zone will allow you to walk more safely around the area. A new parking area will be constructed for those who don't want to use the bus. The public transport system will be improved around the town.

1. Look at the photo, describe the people in it and say what they are doing. Was there anything that surprised you about the zone?

2. Write a few words about your opinion of the pedestrian zone and say whether you think it is safe for people to walk in it.

3. Write a short story about what happened in the pedestrian zone.

4. Write a short story about what happened in the pedestrian zone.

A safer life in a healthier city

Your Choice

Safety

Skating regulations

"Learn to skate for safety, fun and enjoyment."
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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

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 (Check your progress)  

→ 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)  

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.

Library Journal

From School

Ursula Le Guin
POWERS

Starred Review, Grade 7 Up
Gavir is a 14-year-old boy who is a servant in a noble family in Eno, a city-state imagined by Ursula Le Guin. Gavir 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 writer who writes precise sentences and creates believable characters. She has an incredible imagination. This distinguished novel has a place in all young adult collections.
### La compétence contextuelle

<table>
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<th>N°</th>
<th>Description</th>
<th>Note</th>
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<td>Analyse de données, analyse de marché</td>
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</tr>
<tr>
<td>3</td>
<td>Compétences techniques, organisation</td>
<td>✔️</td>
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### Exemple en contexte local

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<tr>
<td>5</td>
<td>Communication, gestion des conflits</td>
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<td>6</td>
<td>Compétences langagières, gestion du temps</td>
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### Conseils de compétences

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<td>8</td>
<td>Formation continue, gestion du stress</td>
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<td>9</td>
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