

SESSION 2022

**CAPES
CONCOURS EXTERNE
ET CAFEP**

**SECTION LANGUES VIVANTES ÉTRANGÈRES :
ANGLAIS**

ÉPREUVE ÉCRITE DISCIPLINAIRE APPLIQUÉE

Durée : 6 heures

L'usage de tout ouvrage de référence, de tout dictionnaire et de tout matériel électronique (y compris la calculatrice) est rigoureusement interdit.

Si vous repérez ce qui vous semble être une erreur d'énoncé, vous devez le signaler très lisiblement sur votre copie, en proposer la correction et poursuivre l'épreuve en conséquence. De même, si cela vous conduit à formuler une ou plusieurs hypothèses, vous devez la (ou les) mentionner explicitement.

NB : Conformément au principe d'anonymat, votre copie ne doit comporter aucun signe distinctif, tel que nom, signature, origine, etc. Si le travail qui vous est demandé consiste notamment en la rédaction d'un projet ou d'une note, vous devrez impérativement vous abstenir de la signer ou de l'identifier.

Tournez la page S.V.P.

A

INFORMATION AUX CANDIDATS

Vous trouverez ci-après les codes nécessaires vous permettant de compléter les rubriques figurant en en-tête de votre copie.

Ces codes doivent être reportés sur chacune des copies que vous remettrez.

► **Concours externe du CAPES de l'enseignement public :**

Concours	Section/option	Epreuve	Matière
E B E	0 4 2 2 E	1 0 2	9 3 1 2

► **Concours externe du CAFEP/CAPES de l'enseignement privé :**

Concours	Section/option	Epreuve	Matière
E B F	0 4 2 2 E	1 0 2	9 3 1 2

Après avoir pris connaissance de l'intégralité des consignes ci-dessous, vous traiterez les différentes questions dans l'ordre proposé, en français.

Axe : « Diversité et inclusion »

Classe de Première (cycle terminal), enseignement de tronc commun

À partir du corpus proposé, vous constituerez votre dossier, composé obligatoirement du document A, d'un document B, d'un document C et d'un document D. Vous annoncerez brièvement le choix opéré.

Les originaux des documents sont en couleur.

- 1) Pour chaque document de votre dossier, vous proposerez une présentation et une analyse critique, puis vous mettrez les documents en relation en précisant comment ils s'inscrivent dans l'axe retenu.
- 2) Questions portant uniquement sur le document A :
 - a) Phonologie : vous donnerez le schéma accentuel des mots suivants et justifierez la place des accents : *exactly* (l. 8), *inauguration* (l. 21), *everything* (l. 35).
 - b) Analyse linguistique : pour chacun des points suivants, vous décrierez et proposerez une analyse en contexte des segments soulignés :

Point 1 : *whether I'm a woman or a man* (l. 35) et *how to think for myself* (l. 40)

Point 2 : *when I grew up* (l. 4) et *I've tried to laugh this stuff off* (l. 36)
 - c) Perspective pédagogique : en vous appuyant sur les segments analysés dans le point 2 de l'analyse linguistique, vous identifierez un objectif langagier adapté au niveau d'enseignement. Vous justifierez votre choix.
- 3) Question portant sur l'ensemble de votre dossier : vous exposerez les objectifs (culturels, linguistiques, communicationnels, éducatifs) que vous pourriez envisager dans le cadre d'une séquence et préciserez et justifierez l'ordre dans lequel vous proposeriez les documents aux élèves pour atteindre ces objectifs. Vous exposerez la séquence en présentant la mise en œuvre retenue (nombre de séances, objectifs et compétences travaillées, intégration de faits de langue dans la mise en œuvre, pistes envisageables d'évaluation).

DOCUMENT A

Michelle Obama, *Becoming*. New York: Crown Publishing. 2018, preface, pages ix-xii.

March 2017

When I was a kid, my aspirations were simple. I wanted a dog. I wanted a house that had stairs in it— two floors for one family. I wanted, for some reason, a four-door station wagon instead of the two-door Buick that was my father’s pride and joy. I used to tell people that when I grew up, I was going to be a pediatrician. Why? Because I loved being around little kids and I quickly learned that it was a pleasing answer for adults to hear. *Oh, a doctor! What a good choice!* In those days, I wore pigtails and bossed my older brother around and managed, always and no matter what, to get As at school. I was ambitious, though I didn’t know exactly what I was shooting for. Now I think it’s one of the most useless questions an adult can ask a child— *What do you want to be when you grow up?* As if growing up is finite. As if at some point you become something and that’s the end.

So far in my life, I’ve been a lawyer. I’ve been a vice president at a hospital and the director of a nonprofit that helps young people build meaningful careers. I’ve been a working-class black student at a fancy mostly white college. I’ve been the only woman, the only African American, in all sorts of rooms. I’ve been a bride, a stressed-out new mother, a daughter torn up by grief. And until recently, I was the First Lady of the United States of America—a job that’s not officially a job, but that nonetheless has given me a platform like nothing I could have imagined. It challenged me and humbled me, lifted me up and shrank me down, sometimes all at once. I’m just beginning to process what took place over these last years—from the moment in 2006 when my husband first started talking about running for president to the cold morning this winter when I climbed into a limo with Melania Trump, accompanying her to her husband’s inauguration. It’s been quite a ride.

When you’re First Lady, America shows itself to you in its extremes. I’ve been to fund-raisers in private homes that look more like art museums, houses where people own bathtubs made from gemstones. I’ve visited families who lost everything in Hurricane Katrina and were tearful and grateful just to have a working refrigerator and stove. I’ve encountered people I find to be shallow and hypocritical and others—teachers and military spouses and so many more—whose spirits are so deep and strong it’s astonishing. And I’ve met kids—lots of them, all over the world—who crack me up and fill me with hope and who blessedly manage to forget about my title once we start rooting around in the dirt of a garden.

Since stepping reluctantly into public life, I’ve been held up as the most powerful woman in the world and taken down as an “angry black woman.” I’ve wanted to ask my detractors which part of that phrase matters to them the most—is it “angry” or “black” or “woman”? I’ve smiled for photos with people who call my husband horrible names on national television, but still want a framed keepsake for their mantel. I’ve heard about the swampy parts of the internet that question everything about me, right down to whether I’m a woman or a man. A sitting U.S. congressman has made fun of my butt. I’ve been hurt. I’ve been furious. But mostly, I’ve tried to laugh this stuff off.

There’s a lot I still don’t know about America, about life, about what the future might bring. But I do know myself. My father, Fraser, taught me to work hard, laugh often, and keep my word. My mother, Marian, showed me how to think for myself and to use my voice. Together, in our cramped apartment on the South Side of Chicago, they helped me see the value in our story, in my

story, in the larger story of our country. Even when it's not pretty or perfect. Even when it's more real than you want it to be. Your story is what you have, what you will always have. It is something to own.

[...]

DOCUMENTS B

B-1. Illustration from the article “Mattel releases Dr. Maya Angelou Barbie to honor iconic author and activist” by Terri Peters, *Today*, January 14, 2021.

<<https://www.today.com/parents/next-inspiring-women-series-barbie-will-be-dr-maya-angelou-t205720>>



B-2. “That Little Girl Was Me.” Digital creation by Bria Goeller and *Good Trouble*, a satirical design company. October 2020. <<https://goodtrouble.com>>



DOCUMENTS C

C-1. Oprah Winfrey, foreword to *The Hill We Climb: An Inaugural Poem for the Country* by Amanda Gorman. New York: Viking Press. 2021. *Amanda Gorman read the poem during the inauguration of President Joe Biden on January 20, 2021.*

They don't come very often, these moments of incandescence where the welter of pain and suffering gives way to hope. Maybe even joy.

Where a deep distress that has dogged our souls and shaken our faith—so difficult to articulate and even harder to bear—is transformed into something clear and pure.

5 Where wisdom flows in cadences that sync with the thrum of our blood, the beat of our hearts.

Where grace and peace in human form take the measure, seeing where we've been and where we must go, lighting the way with her words.

10 She was exactly what we'd been waiting for, this "skinny Black girl, descended from slaves," showing us our true selves, our human heritage, our heart. Everyone who watched came away enhanced with hope and marveling at seeing the best of who we are and can be through the eyes and essence of a twenty-two-year-old, our country's youngest presidential inaugural poet.

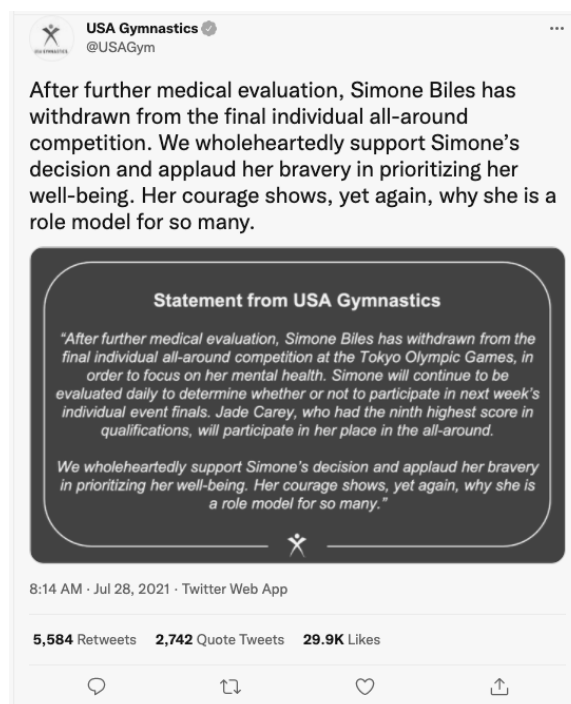
As her words washed over us, they healed our wounds and resurrected our spirits. A nation, "bruised but whole," climbed up off its knees.

And finally, a miracle: we felt the sun pierce the "never-ending shade."

15 That is the power of poetry. And that is the power we collectively witnessed at the inauguration of President Joseph R. Biden on January 20, 2021.

The day Amanda Gorman, profoundly presenting her fullest, most radiant self, rose to the microphone and the Moment... giving us the gift of "The Hill We Climb."

C-2. Message on Twitter by USA gymnastics, July 28, 2021. *African-American athlete Simone Biles is the most decorated gymnast of all time.*



DOCUMENTS D

D-1. Brigitte Lallement & Nathalie Lallement (dir.). *Seasons I^{re}*. Vanves : Hachette éducation. 2019.

Action! Make a video about an inspirational figure

YOUR PROJECT 
Your class has decided to create a video gallery honouring inspirational figures.



↑ Malala Yousafzai

↑ Rosa Parks

Misty Copeland →

STEP 1 
Find information about a person who inspires you

- Select a person you admire.
- Find information about him/her on the Internet.
- Select five pictures which trace his or her achievements throughout the years.

STEP 2 
Prepare your comments

- Comment each picture focusing on biographical elements.
- Say in a conclusion why this person has such an impact on you and why she or he can inspire others.

STEP 3 
Frame your video

- Organize your images and put them together on a movie creator.
- Record your speech using an inspirational tone.
- Select the music which will accompany your speech.

STEP 4 
Share your video

Share your video with your class and upload it onto your school website!

C Black Americans mostly left behind?

On Apr. 4, 1968, Dr. Martin Luther King Jr. was assassinated in Memphis, Tennessee, while assisting striking¹ sanitation workers.

Back then, a half century ago, the wholesale racial integration required by the 1964 Civil Rights Act was just beginning to chip away at² discrimination in education, jobs and public facilities. Black voters had only obtained legal protections two years earlier, and the 1968 Fair Housing Act was about to become law.

African-Americans were only beginning to move into neighborhoods, colleges and careers once reserved for whites only.

I'm too young to remember those days. But hearing my parents talk about the late 1960s, it sounds in some ways like another world. Numerous African-Americans now hold positions of power, from mayor to governor to corporate chief executive — and, yes, once upon a time, president. The U.S. is a very different place than it was in 1968.

Or is it? As a scholar³ of minority politics, I know that while some things have improved markedly for black Americans in the 50 years, today we are still fighting many of the same battles as Dr. King did in his day.

The 1960s were tumultuous years indeed. During the long, hot summers from 1965 to 1968, American cities saw approximately 150 race riots⁴ and other uprisings.

The protests were a sign of profound citizen anger about a nation that was, according to the National Advisory Commission on Civil Disorders, “moving toward two societies, one black, one white — separate and unequal.”[...]

In some ways, we've barely budged⁵ as a people. Poverty is still too common in the U.S. In 1968, 25 million Americans — roughly 13 percent of the population — lived below poverty level. In 2016, 43.1 million — or more than 12.7 percent — do.

Today's black poverty rate of 22 percent is almost three times that of whites. Compared to the 1968 rate of 32 percent, there's not been a huge improvement. [...]

There are, of course, positive trends. Today, far more African-Americans graduate from college — 38 percent — than they did 50 years ago.

Our incomes are also way up. Black adults experienced a more significant income increase from 1980 to 2016 — from \$28,667 to \$39,490 — than any other U.S. demographic group. This, in part, is why there's now a significant black middle class. [...] Progress has been made. Just not as much as many of us would like.

◆ Sharon Austin, *Black Americans mostly left behind by progress since Dr. King's death*, *The Conversation*, February 7, 2018

1. protesting 2. make sth gradually weaker 3. person who has studied 4. social unrest/disorder 5. moved slightly

Pédagogie différenciée

TRAIL A

TRAIL B

1 Say what happened during the following dates or periods.

1964 - 1968 - from 1965 to 1968 -
from 1930 to 2016

2 Draw two columns and find elements describing the economic situation of black Americans in the 1960s and today.

3 Use the following key words to explain the quote “moving toward two societies, one black, one white — separate and unequal.” (l. 29-31)

inequality - separate - colour line - riots

1 Use the dates to explain the situation in the 60s for black Americans.

2 Compare the economic situation of black Americans in the past and today.

3 Describe the “two societies” (l. 30) mentioned in the article.



Meet up! Create a mind map to explain the situation of black Americans since Dr. King's assassination.