



**MINISTÈRE  
DE L'ÉDUCATION  
NATIONALE,  
DE LA JEUNESSE  
ET DES SPORTS**

*Liberté  
Égalité  
Fraternité*

**Concours externe du Caplp et Cafep-Caplp**

**Section langues vivantes – lettres : anglais - lettres**

**Exemple de sujet pour l'épreuve écrite disciplinaire et  
disciplinaire appliquée d'anglais**

*À compter de la session 2022, les épreuves du concours externe du Caplp et du Cafep-Caplp sont modifiées. [L'arrêté du 25 janvier 2021](#), publié au journal officiel du 29 janvier 2021, fixe les modalités d'organisation du concours et décrit le nouveau schéma des épreuves.*

**Le sujet comporte trois documents et trois parties.**

**Document 1**

**Mother Country**

To love a country as if you've lost one: 1968,  
my mother leaves Cuba for America, a scene  
I imagine as if standing in her place—one foot  
inside a plane destined for a country she knew  
5 only as a name, a color on a map, or glossy photos  
from drugstore magazines, her other foot anchored  
to the platform of her patria, her hand clutched  
around one suitcase, taking only what she needs  
most: hand-colored photographs of her family,  
10 her wedding veil, the doorknob of her house,  
a jar of dirt from her backyard, goodbye letters  
she won't open for years. The sorrowful drone  
of engines, one last, deep breath of familiar air  
she'll take with her, one last glimpse at all  
15 she'd ever known: the palm trees wave goodbye  
as she steps onto the plane, the mountains shrink  
from her eyes as she lifts off into another life.

To love a country as if you've lost one: I hear her  
20 —*once upon a time*—reading picture books  
over my shoulder at bedtime, both of us learning  
English, sounding out words as strange as the talking  
animals and fair-haired princesses in their pages.  
I taste her first attempts at macaroni-n-cheese  
25 (but with chorizo and peppers), and her shame  
over Thanksgiving turkeys always dry, but countered  
by her perfect pork *pernil* and garlic *yuca*. I smell  
the rain of those mornings huddled as one under  
one umbrella waiting for the bus to her ten-hour days  
30 at the cash register. At night, the *zzz-zzz* of her sewing  
her own blouses, *quinceañera* dresses for her nieces  
still in Cuba, guessing at their sizes, and the gowns  
she'd sell to neighbors to save for a rusty white sedan—  
no hubcaps, no air-conditioning, sweating all the way  
35 through our first vacation to Florida theme parks.

To love a country as if you've lost one: as if  
it were you on a plane departing from America  
forever, clouds closing like curtains on your country,  
40 the last scene in which you're a madman scribbling

the names of your favorite flowers, trees, and birds  
you'd never see again, your address and phone number  
you'd never use again, the color of your father's eyes,  
your mother's hair, terrified you could forget these.

45 To love a country as if I was my mother last spring  
hobbling, insisting I help her climb all the way up  
to the U.S. Capitol, as if she were here before you today  
instead of me, explaining her tears, cheeks pink  
as the cherry blossoms coloring the air that day when

50 she stopped, turned to me, and said: You know, *mijo*,  
it isn't where you're born that matters, it's where  
you choose to die—that's your country.

Richard Blanco, from *How to Love a Country*, Beacon Press, 2019

## Document 2

### My Canadian immigrant story: From the Philippines to small town Ontario

When Aimee Beboso arrived in Canada aged 13 in 1993, she was expecting something different. "We're going to America and we're going to a big city," she recalls, thinking of her family's move across the Pacific Ocean.

Instead, they landed in Timmins, a mining town of about 40,000 people in north-eastern Ontario.

5 There were no "big malls and skyscrapers" like she had seen watching the popular 1990s television show *90210\** back home, Beboso says. "It was so, so snowy."

Beboso and her family were among the last of a group of extended family that migrated to Canada from the Philippines during the 1970s and 1980s. Three uncles, a grandmother and a cousin had already settled in Canada when Aimee and her family arrived.

10 More than 700,000 Canadians trace their heritage to the Philippines - one of the largest visible minority groups in the country.

Beboso's parents had moved their family of five to Canada so she and her older brothers could have a better education. The Bebosos had lived in a company town in the province of Negros Occidental, where many family members worked on a sugar estate. Sugar drove the region's

15 economy - and exports had been slumping.

"Canada was viewed as a way out of the challenges," Maria Antonieta Beboso-Lopez, Aimee's cousin who stayed in the Philippines, says. With so many family members overseas, Beboso-Lopez says, "we looked forward to every greeting card sent during birthdays and holidays with long letters, pictures and a few dollars tucked inside."

20 Beboso remembers her uncle collecting them at the Timmins airport when they first arrived. She also remembers those early days of the family living in a cold basement with linoleum floors during a northern Ontario winter. "It's just an open space. We used to have a house, you know?" she says of the family's middle-class life in the Philippines.

She and her brothers, 16 and 18 at the time, had only each other for company and two television

25 channels - a point of contention for her teenage self. "My expectation of the developed world was that we better have cable," she says.

Her father was a trained machinist and could always find work, but the move was more difficult for Beboso's mother. Her mother left a career as a respected private school teacher and her side of the family remained in the Philippines. Like many immigrants, Beboso's mother struggled to get her experience and university education recognised. For a while, she flipped burgers.

30 "All of a sudden she had no resources," Beboso says. "I appreciate it more now."

At school, with her dark skin and hair, and as the only Filipina in her grade, Aimee stood out. "They'd call me Pocahontas," she says. Still, she managed to make friends quickly - especially when other students found out she was smart and that she would share her homework.

35 Beboso now works in Ottawa with the Philippine Migrants Society of Canada. Many of the people she helps are Filipino domestic workers and live-in caregivers. Thousands of Filipinos have become permanent residents under federal government caregiver programmes that allow foreign workers a direct path to residency in Canada. Many are women and leave their spouses and children behind for years while they establish a life in Canada.

40 The highly popular programme has gone through various reforms in recent years and has experienced backlogs and application caps.

"What I've seen from my first-hand experience with these women is they're very hard working, survivors of migration," Beboso says. "I don't know how they're able to separate themselves from their children so they can work and send them money."

45 The government of the Philippines counts foreign remittances as a major economic boost for the country. Canada is one of a number of countries that plays host to migrant and working Filipinos, and those working and living abroad send home billions of dollars.

In 2014, the World Bank estimated residents of Philippines received about \$2bn from Canadian remittances. "Just like any typical Filipino family with relatives abroad," Beboso-Lopez says, they  
50 looked forward to goodies sent in annual "balikbayan" (homecomer) boxes. Family members also sent money for education and other needs.

Years ago, their families relied on hours talking on the phone to stay in touch. Now the internet and social media are "the greatest blessings our family currently enjoy", Beboso-Lopez says. Technology has brought them closer, she says, and given family in the Philippines "the  
55 opportunity to take a peek at their daily lives instantaneously" from thousands of kilometres away.

But their lives were also changed by immigration, even if they never left. "We are seven in the family and we are all degree-holders," Beboso-Lopez says. There are two engineers, a computer science graduate and a hospital administrator. Beboso-Lopez was a journalist and is now a  
60 communication officer. "And we owe it to the life offered by [Canada]."

For Beboso, she now calls Canada home. But she says when she went back to the Philippines a few years ago, "my heart ached a little bit". "The food the people, the language. It felt the same," she says. "I just blended in."

Jessica Murphy, BBC News, Toronto, 28 June 2017

\**Beverly Hills, 90210*

### Document 3

Source: <https://www.iamanimmigrant.net>

# I AM AN IMMIGRANT

I CAME AS A REFUGEE AND AM NOW AMBASSADOR FOR THE PRINCE'S TRUST FOR LONDON AND THE SOUTH EAST



NAME: FARASAT AHMED

COUNTRY OF ORIGIN: PAKISTAN

OCCUPATION: STUDENT

NOXENOPHOBIA.ORG

# I AM AN IMMIGRANT

FOR 15 YEARS I HAVE BEEN HELPING PEOPLE WITH DEPRESSION, ANXIETY AND SCHIZOPHRENIA



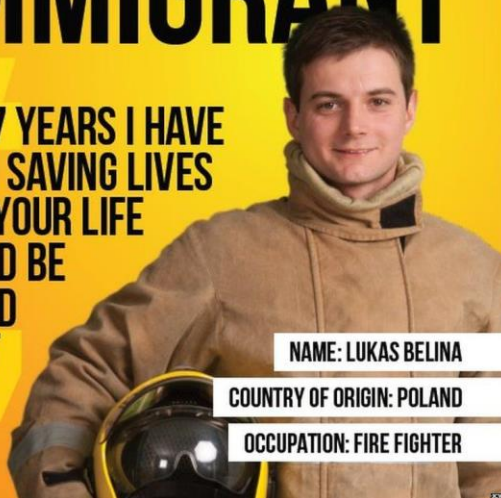
NAME: ROSEMARIE RAMKISSOON

COUNTRY OF ORIGIN: THE REPUBLIC OF TRINIDAD AND TOBAGO

OCCUPATION: MENTAL HEALTH NURSE

# I AM AN IMMIGRANT

FOR 7 YEARS I HAVE BEEN SAVING LIVES AND YOUR LIFE COULD BE SAVED NEXT



NAME: LUKAS BELINA

COUNTRY OF ORIGIN: POLAND

OCCUPATION: FIRE FIGHTER

# I AM AN IMMIGRANT

FOR 40 YEARS I HAVE BEEN A BUS DRIVER AND COMMITTED TRADE UNIONIST FIGHTING FOR THE RIGHTS OF ORDINARY WORKING PEOPLE



NAME: MOHAMMAD TAJ

COUNTRY OF ORIGIN: KASHMIR

OCCUPATION: BUS DRIVER

FIRST MUSLIM PRESIDENT OF THE TUC 2013-2014

## Questions

*La question 1 est à rédiger en anglais. Les questions 2 et 3 sont à rédiger en français.*

- 1) Analyse the following three documents and comment on the ways they express and illustrate the theme they have in common.
- 2) Vous présenterez une séquence pédagogique en prenant appui sur tout ou partie de ces documents et en lien avec la thématique identifiée. Vous prendrez en compte les besoins linguistiques et culturels des élèves de la classe à laquelle s'adresse votre séquence.
- 3) À partir des segments soulignés, vous analyserez le fait de langue identifié et présenterez son application didactique.

*« The Bebosos had lived in a company town in the province of Negros Occidental, where many family members worked on a sugar estate. » (document 2, 1.13-14)*