

Ministère de l'Éducation Nationale

CAPES EXTERNE D'ANGLAIS

CAFEP EXTERNE D'ANGLAIS

Session 2006

ÉPREUVE PREPROFESSIONNELLE

Consigne :

Vous disposez d'un dossier constitué des documents suivants :

- Document A : le synopsis du film *Billy Elliot*, des photos des personnages du film et un court extrait du roman basé sur le scénario.
- Document B : la préparation de cours d'un professeur à partir de ces textes et photos pour une classe de 2^{nde} LV1. Travail prévu pour deux séances.
- Document C : la préparation de cours à partir d'un extrait du *making of* du film (document audio). Travail prévu pour une séance.
- Document D : la préparation de cours à partir d'un extrait vidéo du film (durée 1'31). Travail prévu pour deux séances (le script n'est pas fourni aux élèves et n'est pas joint au présent dossier).

En vous appuyant sur l'analyse des documents constituant ce dossier, vous vous interrogerez sur l'intégration de l'objectif culturel aux autres objectifs dans le cadre de l'approche communicative.

Billy Elliot, the synopsis

The life of eleven-year-old Billy, a coal miner's son from Everington, Northern England, is forever changed the day he watches a ballet class after his weekly boxing lesson. Billy ends up joining the class but must keep his participation secret from his widowed mother and bossy brother, as both men are on strike from their jobs at the mine, and are struggling just to keep food on the table. Billy's ballet teacher encourages him to try out for the Royal Ballet School in London where he could achieve perfection while escaping his oppressive surroundings.



It's a long time ago now. We lost. Thatcher won. I expect that got her a few more votes at the next election, and the one after that too. And by the time the Labour Party got back in, they were all Thatcherites too, so it's just never stopped since, really, has it? The mines all closed, one after the other, just like the union said they would, just like Thatcher swore they wouldn't. Here in Everington we were lucky, our mine lasted longer than most, but it's gone now, too. The place is like a ghost town.

From Billy Elliot, by Melvin BURGESS based on the scenario of the film

Séance 1 document 1 : the synopsis (text A)

☞ **What do you know about *Billy Elliot* ?**

- Utiliser les connaissances des élèves. Faire appel à leur expérience

☞ **Have a look at the pictures taken from the film**

☞ **Read the synopsis.**

☞ **Find as many elements as possible for each photo in the text**

☞ **Check your answers (correction au rétroprojecteur)**

- Dédurre le sens des mots inconnus en s'appuyant sur le contexte et les procédés de dérivation

☞ **Have a look at the pictures on the overhead projector. Put them in the correct order and try to remember what they refer to.** (Projection des photos au rétroprojecteur / la *worksheet* est retournée)

- Établir une cohérence entre les images et le synopsis

- Tester la mémoire à court terme / Vérifier l'appropriation du lexique

☞ **Have a look at the text again: How is Billy's existence presented? In positive or negative terms?**

Pick out the expressions that give this impression

- (possibilité de donner ce travail en *homework*)

Séance 2

Contrôle oral + reprise des 4 propositions (*about Billy's oppressive surroundings*) + localisation de la région (carte nécessaire)

- Formuler l'implicite

- Mobiliser les formes adéquates pour rendre compte du sens construit : sentiment d'oppression lié à la notion de contrainte (Contraintes liées aux contextes familial et social : lien langue <-> culture)

- Partir des propositions des élèves, les enrichir, les préciser, les enchaîner avec cohérence

- Noter les mots clés au tableau pour faciliter la reformulation.

- Productions obtenues après enrichissement

Homework**Text B : mise en contexte de la CO**

☞ **Read text B. Underline the words or expressions that refer to 2 semantic fields**

NB : les 2 champs à repérer sont : political life / social environment

☞ **Write them in the grid below. Make sure you understand their meaning. If not, use the context.**

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☞ **Circle the verb forms. What time periods do they refer to?**

☞ **Pick out the pronouns. Who do they refer to?**

Travail sur les référents.

Possibilité de construire une trace écrite intégrant des éléments de savoirs culturels et lexicaux (*M. Thatcher/ PM/ The Conservative and Labour Parties/ the 80s/ unions...*)

Autres exemples d'activités possibles en fonction du degré d'investissement des élèves / de leur niveau:

Activité communicative en module (*group work*). (CE / EO)

4 groups / 4 texts (information on the miners' strike and the pit closures; personal experiences; political context)

- *collecting and exchanging information.*

Séance 3 document 2 : the making of (document audio)

(entraînement à la compréhension de l'oral pour faire prendre conscience aux élèves de la violence du conflit minier)

1 - Correction du homework (mise en réseau du lexique à partir du texte B)

☞ **Who was Thatcher ? What about Thatcherites ?**

☞ **Using the words in the grid, can you sum up what you have understood in text B?**

2 - Anticipation : écoute des bruitages qui précèdent l'enregistrement.
Émission d'hypothèses. Appel à l'expérience

☞ **Listen and react**

Voir le document 1 (*Le recours à la photo 4 peut être utile pour la contextualisation.*)

3 - Écoute fractionnée (personnage par personnage)
Écoute de l'intervention de Stephen Daldry

☞ **Listen to what follows and write down the words and expressions you understand**

Repérer les mots accentués + mettre en relation les mots et expressions reconnus pour formuler des hypothèses de sens (message + locuteur)

☞ **Who's the person speaking ?**

*Ré-écoute du début de l'enregistrement pour identifier le film
Émettre des hypothèses*

☞ **Can you sum up what you have understood?**

*Mettre en relation les éléments identifiés – Faire la synthèse
(Démarche identique pour l'intervention de Julie Walters et celle de Jon Finn.)*

4 - Constitution de la trace écrite.

- *Mise en cohérence des éléments d'information recueillis pour décrire en toile de fond la situation politique et économique de l'Angleterre des années 80*
- *établir une cohérence entre les 3 monologues à partir de prompts :*

Topic /Period and events / Consequences

(Distribution du script en fin de séance – lien graphie-phonie)

Séance 4 document 3 : extrait vidéo du film

1 - Visionnement de la première partie de la scène (jusqu'à *Billy is sitting in the armchair and clutching a cushion*)

☞ **Watch the scene focusing on: who? where ? what ?**

☞ **Note down all the elements you can find about the letter. Conclusion ?**

Réactivation des connaissances acquises lors de la première séance.

2 - 2ème visionnement de la première partie de la scène (idem)

☞ **Split into two groups.**

- **Group 1 focuses on the kitchen**

- **Group 2 focuses on Grandma's room**

☞ **Find out as many elements as possible about the characters' attitudes and reactions. Conclusion ?**

- *Il s'agit d'entraîner les élèves à décrire ce qu'ils voient, avec les mots dont ils disposent, à enrichir le lexique et à interpréter.*

- *Va-et-vient entre les deux lieux : donne lieu à un échange authentique entre les deux groupes*

Objectif : rendre compte de l'intensité dramatique de la scène. Les élèves arrivent à la formulation de l'idée de tension, de nervosité.

☞ **Find elements showing how Billy feels. Conclusion ?**

☞ **Try and link ...**

Billy's actions	→	Billy's attitude and expression

(formulation de l'implicite : cushion/ mother ; création du suspense : lenteur et accélération)

3 - LET'S RECAP (objectifs linguistiques soulignés: nouveaux + rebrassage)

Séance 5

1 - contrôle oral de début de séance

2 - projection du même passage pour replonger les élèves dans l'intensité dramatique de la scène

☞ **Billy's reaction / what it denotes**

formulation de l'implicite. Le spectateur s'identifie au père.

3 - projection de la fin du passage (*father running up the street -> the miners' club*)

☞ **Watch the second part of the passage**

- **Group 1 focuses on people's attitudes and feelings**

- **Group 2 focuses on the surroundings, on colours and atmosphere**

Sensibiliser les élèves à certaines techniques filmiques (utilisation de la caméra - plans et mouvements; rôle de la musique et des couleurs)

Sensibiliser les élèves au décalage entre la conclusion optimiste du film (destin individuel de Billy) et l'arrière-plan social, occulté (destin collectif très sombre).

Activité modulaire

Atelier d'écriture : écrire les monologues intérieurs de Billy et de son père (1^{ère} partie de l'extrait), éventuellement mis en scène en *silent viewing*

CAPES EXTERNE D'ANGLAIS

CAFEP EXTERNE D'ANGLAIS

Session 2006

EPREUVE PREPROFESSIONNELLE

Consigne :

Vous disposez d'un dossier constitué des documents suivants, tous extraits d'une séquence intitulée « TEA » et élaborée par un enseignant pour une classe de Seconde :

Document A: premier document de la séquence, étudié en classe

Document B : fiche de travail correspondant au document A

Document C : copie du contenu « texte » de deux pages d'un site Internet consulté par les élèves en 2005 lors de séances en salle multimédia

Documents D1 et D2 (à mettre en regard l'un de l'autre): copies du contenu « texte » de deux pages d'un autre site Internet consulté par les élèves en 2005 lors des séances en salle multimédia

Documents E1 et E2 : fiches de travail correspondant aux documents D1 et D2.

En vous appuyant sur l'analyse des documents constituant ce dossier, vous vous interrogerez sur les objectifs de l'enseignant et les démarches mises en œuvre pour atteindre ces objectifs.

2°LV1 – UNIT 8 – DOCUMENT 1 (*1 séance*)

When you think of Britain, especially England, you have images of Buckingham Palace, Big Ben, bowler hats, but there is one thing that typifies the English more than anything else, and that is their love of tea. Especially the traditional Afternoon Tea.

175 MILLION cups of tea are drunk in Britain every day, and tea accounts for about 43% of everything that is drunk in Britain. Tea was first introduced into Britain in the 17th century, but it was not until the late 18th century that drinking afternoon tea became a social event. The seventh Duchess of Bedford (Anna) is credited with inventing afternoon tea, and taking tea became very popular in late Georgian and early Victorian times and is currently making a great revival.

There is some dispute as to what makes the perfect cup of tea, but it is widely believed if you warm the pot, ensuring that the water stays around boiling point for as long as possible, this will ensure a good cup of tea. You should not use an aluminium teapot, as this could impair the flavour.

Although tea bags are of a very good quality these days, it is still thought that tea leaves should be used to make the tea, and the tea poured through a tea strainer. Purists would never use teabags.

English afternoon tea can be served any time between 3:30pm and 5:30pm. It is still correct for the tea to be made and poured by the hostess. (...)

Milk must always be offered, but never cream. If milk is taken, it should always be put in the cup first. Sliced lemon and honey should be available, as should white sugar for those who just can't do without it. The choice of tea you drink will of course change according to mood, weather, and food.

www.mrsdibble.com

2°LV1- UNIT 8 – TEA - worksheet 1 // document 1 *

* *Fiche de travail distribuée après utilisation du rétroprojecteur pour une anticipation à partir du début du premier paragraphe (→ « BigBen») et une demande de mémorisation des informations essentielles du second paragraphe.*

I- Use what you remember about the second paragraph to fill in the blanks in the following timeline:

- In the 17th century:
-: drinking afternoon tea became a social event / the seventh invented
- In late and early times: taking tea became
- Today: tea is making a great / cups of tea are drunk in every day / tea =% of everything that is drunk in Britain.

When you have finished, ask for the text to check your answers and do the other activities.

II- Now read the rest of the text. Underline all the nouns that are associated with tea then use the grid below to classify these words into three categories.

Basic ingredients	Basic equipment	Extra ingredients

III- Infer the meaning of the following words. Be ready to explain in French what helped you to do this activity.

Word	Sens probable en français	Ce qui m'a aidé
Teapot (l.12)		
Tea bags (l.13 / l.14)		
Tea leaves (l.13)		
Tea strainer (l.14)		
Poured (l.14 / l.16)		
Sliced (l.18)		

Récapitulez: En étudiant un texte, comment inférer le sens de certains mots inconnus?

IV- Go through the text again and circle the modal auxiliaries that are used. Then give the meaning of each of these modal auxiliaries. What does the use of so many modal auxiliaries reveal ? Which modal auxiliary is used the most? Draw conclusions: what is the text mainly composed of?

V- Use two different colours to highlight “the right things to do” and “the wrong things to do”.

VI- “If milk is taken, it should always be put in the cup first.”

- 1) What do the underlined elements have in common? What name is given to this form?
- 2) Find other similar examples among the elements you have highlighted in activity 5. Then give the infinitive forms of the original verbs.

Examples	Infinitive form of the verb
e.g.: “ is taken” / “be put”	take / put

3) Relisez les phrases surlignées pour expliquer pourquoi cette forme est utilisée si souvent ici.

VII – For our booklets about tea: “Making tea: basic instructions”. Use activities V and VI to fill in the grid below.

DO...	DON'T...
e.g.: (Always) Warm the pot.	e.g.: Don't use an aluminium teapot. / Never use an aluminium teapot.

History of Tea

The origins of tea-drinking are lost in prehistory. Chinese mythology associates its discovery with the emperor Sin Nong, who lived in the third millennium BC. Before the eighth century AD Lu Yu was commissioned by Chinese tea-merchants to explain the merits of the drink made from the leaves of the plant *Camellia sinensis* in a book known as the *Cha Ching*.

Tea drinking spread from China to Japan by the fifth century AD. Japanese Buddhist priests studying in China are credited with bringing home the seeds of the plant in 1191. Japanese green tea, Chinese black tea and Oolong tea (associated with Taiwan and is a distinctive, partially fermented drink between black and green tea) all come from the same bush.

Shuko, the first great Japanese tea-master, wrote rules for the handling of the Japanese equipage in the late fifteenth century. A family required as many as 24 items for the preparation of tea, and the cabinet in which they kept this equipage was an important status symbol.

The Portuguese priest Gaspar de Cruz was the first European to give an account of the drinking of tea, about 1560 and tea arrived in Lisbon shortly afterwards. Dutch merchants were the first to carry tea back to Europe commercially for sale, in a shipment of 1610, and teapots were among the articles of porcelain that were imported into Europe from China in ever increasing quantities during the seventeenth century. Tea drinking became fashionable first in Holland, and in England during the second half of the seventeenth century.

After the Great Plague of 1665 and the Great Fire of 1666, Londoners took every opportunity to enjoy the fresh air of the pleasure gardens that had opened in the suburbs of the city.

Everybody knew that in order to make tea, the water had to be boiled, which made it a safe drink to enjoy.

Coffee was also being drunk in London at this time, but tea enjoyed greater favour partly because it was easier to prepare.

By the eighteenth century China tea and teaware were a feature of every aristocratic and middle-class English home.

Taxes were imposed on tea in Britain from 1689 to 1964, and also in the American colonies, but in 1773 the American merchants angrily rebelled against the charge they had to pay, throwing a shipment of tea into the sea which became known as the Boston Tea Party. In Britain itself the tax encouraged smuggling, which led to tea being brought in to Ireland, Scotland and other parts of Britain as well as by the legitimate trade through the port of London.

Tea was soon recognized as an invaluable drink for the workforces of the Industrial Revolution. It was cheap and non-alcoholic and, mixed with milk and sugar; it provided needed sustenance for people working long hours in factories.

By the nineteenth century the immense popularity of tea in Britain had caused an imbalance of trade with China, and the East India Company began to pay for its tea with opium grown in India and smuggled to China in 'clipper' sailing ships.

When this trade was curtailed by the Opium Wars between Britain and China in 1839-42, the East India Company acted on Sir Joseph Banks recommendation, made in 1788, that it would be possible to grow tea in North East India. In fact the tea had been growing wild in Assam, but until 1815 nobody knew of its existence.

The Opium clippers were adapted to carry tea, and the annual races from China to Britain became legendary.

The most famous of these was the race of 1866, in which the first three ships arrived from China in London on the same tide. The tea was unloaded in wharves along the Thames particularly at St Katherine's Dock and Hays wharf near the museum.

Indian tea could be harvested over a longer season than the Chinese and Japanese variety, and British planters introduced mechanized production that was more efficient than the traditional methods. Tea was also grown in Ceylon (Sri Lanka) from 1867.

Trade with China began falling, and the British palate became adapted to the richer, more malty Indian tea. Tea was also grown in Africa from the late nineteenth century.

The quality of the Indian leaf varies considerably according to season, and in order to keep both taste and price constant the tea companies used many different crops to make up their branded blends. Edward Bramah was trained in this tradition when he entered the tea trade in 1950.

By 1900 there were 4000 tea estates in North and South India and 2000 estates in Sri Lanka. Much of the tea was coming to the London auctions and Mincing Lane became known as the world centre of the tea trade.

During the Second World War supplies of tea were severely threatened and trade in the national drink was taken over by the government and rationed. When released from government control in 1952, the tea trade soon found itself under a new threat, instant coffee.

The rapid inroad of instant coffee on sales of tea in the 1960s led to the creation of the tea-bag, making possible a much faster infusion but also transforming the flavour and nature of the drink.

www.bramahmuseum.co.uk/tea/index.htm

From Bush to Cup: Making Tea

The tea bush belongs to the Camellia family, hence its Latin name Camellia Sinensis or Chinese shrub. The tea bush is a hardy evergreen and its leaves are shiny and pointed with a wonderfully fragrant aroma. The flowers of the tea bush resemble white buttercups. All the tea requires to flourish is acid soil and a warm wet climate with at least fifty inches of rainfall every year. Left to grow wild, the tea bush would blossom into a tree. However on commercial tea gardens the bushes are pruned to waist height for easy plucking. This is still performed by hand and is an extremely skilled process as only the bud and top two leaves from every branch are picked.

Where Tea is Grown

Tea is grown in around fifty countries worldwide from Russia to Argentina, Brazil to Mozambique. The tea bush thrives in mountainous regions bordering the tropics and can grow at heights of up to 7,000 feet above sea level.

India is the world's largest producer and exporter of tea. Assam is a major growing area covering the Brahmaputra Valley, from the Himalayas down to the Bay of Bengal. Taylors Assam teas are robust flavored, bright with a smooth malt taste, perfect as the first cup of the day. They are best served with milk.

Darjeeling, with tea gardens up to 7,000 feet above sea level in the foothills of the Himalayas, produces smaller crops of excellent quality. Darjeeling is often referred to as "the champagne of teas" because of its quality and unique "Muscatel" winey flavor. Darjeeling is an ideal complement to dinner or as an afternoon tea, on its own or with milk or lemon.

Ceylon, now Sri Lanka, produces tea still referred to as Ceylon. The best quality teas are "high grown" on slopes above 4,000 feet. The most famous Ceylon teas come from the Dimbula Valley. Ceylon teas are strong but delicate, with a slight bitterness. They are good with milk but not as suited to lemon.

Kenya now grows some of the very best teas in the world. Taylors Kenyan High Mountain, grown nearly 7,000 feet above sea level, produces an intensely bright color and delicious aroma. Kenyan teas also contribute to the superb taste of Yorkshire teas.

China. Although most of its production is consumed at home, China is still famous for distinctive black, green and oolong teas. Lapsang Souchong has a distinct smokey and tarry taste, acquired through drying over pine wood fires. Keemun, the traditional tea of old Imperial China, is renowned for its orchid aroma and brilliant red liquor. Keemun is frequently used as the base for Scented Blends, the most popular of which is Earl Grey, scented with oil of bergamot.

Tea Manufacture

Once the tea is gathered, it is transported to the tea factory where the fresh green shoots are transformed into the black tea that we drink. The methods employed in different factories vary very little. Yet the teas are seldom the same. Most of the characteristics in a tea arise from the properties in the green leaf. Hence we have the familiar expression "tea is made in the field."

.../...

Tea leaves are processed into three main types:

Green tea: If the leaves are dried quickly without fermentation, they become green tea. Green teas are highly favored by the Chinese and Japanese, and increasingly popular in the West because of their health benefits.

Oolong Tea is semi-fermented, falling between black and green. The most famous, Formosa Oolong, originates from Taiwan (formerly Formosa Island). It has a unique peachy flavor.

Black tea: If the leaves undergo the full fermentation process, they become black tea. Black tea is most popular form worldwide, accounting for 77% of the world's production. Green teas represent 21% and oolong teas account for 2%.

Tea leaves plucked in the morning are normally produced and graded as black tea by the following early afternoon.

The tea is withered by spreading the tea leaves out on racks in a very warm room, thus removing much of the natural moisture from the leaves.

The leaves are rolled and cut by machines which crush and tear the tea. The orthodox process uses a conventional tea rolling machine which results in the larger leaf grades used in many loose teas. The CTC (cut-tear-curl) process results in smaller leaf grades which provide the faster infusions required for tea bags.

The leaves are fermented. This process begins naturally as soon as the leaves have been rolled or cut. At this stage the green tea turns a rich coppery color as the oxygen circulates around the crushed leaves, similar to the way a bitten apple turns brown when left for a while.

The tea is fired in very hot ovens. This stops the fermentation process and turns the leaves black, producing a tea with good keeping qualities.

The dried black tea is sorted into a number of grades of uniform particle size. The teas are divided into "leaf" grades and "broken" grades. The largest-sized leaf grade is Orange Pekoe (OP). (The term pekoe is derived from a Chinese word used in reference to the tips of young tea buds.) The same grade in India is known as Flowery Orange Pekoe. A smaller leaf grade is called Pekoe. Leaf grade Formosa Oolong is called Souchong. Broken Orange is smaller than leaf grade and is sought after for popular blends such as English Breakfast. Very small broken grades are graded as Fannings or Dust, both are popular for tea bags or instant teas because they infuse immediately.

The tea is finally packed into chests and shipped all over the world. Teas are sold by grade in the tea auctions or privately to traders or packers. Tea buyers value teas based on the basis of their black leaf appearance, infusion and liquoring properties. Buyers judge the infusions based on actual tastings, which allow for the description and evaluation of the various characteristics of an individual tea's liquor: briskness, strength, color, body, quality, aroma and flavor.

www.globetrends.com/allabouttea/BushtoCup.htm

2°LV1- UNIT 8 : TEA – en groupes en salle informatique (2 séances en modules)

Students who have chosen topic A : The History of Tea

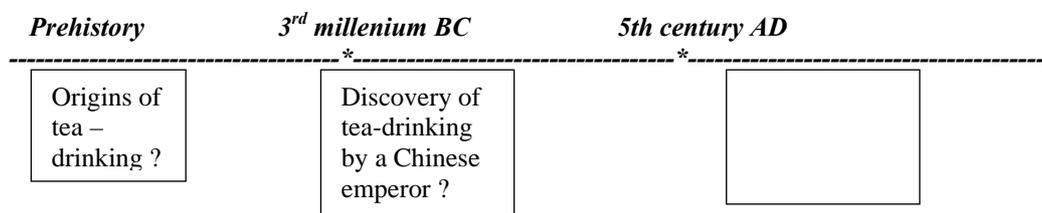
You will have to draw a timeline. What is a timeline composed of ?

..... and

Work in pairs for activities 1 to 5.

- *Look at the visual documents. Try to guess what they illustrate. What period of history do you associate them with ?*
- *Copy and paste the text into a Word document. Highlight the dates and the other major historical landmarks. Then underline the corresponding information about tea.*
- *Prepare your timeline showing the history of tea. Use key-words.*

e.g. :



- *Next week you will present the timeline to the other students (on a transparency). You should also be able to give more information about some of the references to British and American history. Work with two other groups to prepare this oral presentation.*

Decide which group will :

II- use the timeline to sum up the history of tea, making full sentences and using time-markers.

III- find more information about the Boston Tea Party

IV- find more information about the Opium Wars

- *Read your notes again. If you are not sure about the pronunciation of some of the words, ask the American assistant or the teacher, or use an on-line dictionary such as Merriam-Webster.*
- *Hand in a copy of your work and don't forget to save all your documents : we will need them at the end of the unit, when we prepare the booklets about tea !*

Homework :

Read your notes out loud several times so that you will not need them for the oral presentation.

2°LV1 – UNIT 8 – TEA - en groupes en salle informatique – 2 séances en modules

Students who have chosen topic B : « From Bush to Cup : Making Tea »

Work in pairs for activities 1 to 4.

- Read the title of the web page, then look at the photos. Now read the titles given to each part of the text and the words in **bold type**. What is this web page about ?

- Copy and paste the text into a Word document, then highlight the first sentence of each paragraph.
- Focus on the first part of the text (introduction + « where tea is grown »). Classify the information given as suggested.

<p>THE TEA BUSH <u>Name :</u> <u>Characteristics :</u> <u>Parts of the tea bush :</u> <u>Needs :</u></p>

WHERE TEA IS GROWN	
PLACES	TYPES OF TEA

<p>GROWING TEA (action verbs) -to prune - ...</p>
--

- Focus on the second part of the text (« Tea manufacture »)
 VI- Read the first sentence and pick out the verb forms in this sentence.
 VII- Which form is used three times ? Identify this form.
 VIII- In the rest of the text, find at least ten other sentences in which the same form is used.
 IX- Why is this form used so often here? Circle the correct answer(s).
 V- *because the author of the text puts the emphasis on the actions of tea.*
 VI- *because the main topic of the text is the making of tea*
 VII- *because the author of the article wants to present tea as a victim.*
 VIII- *because the author of the article describes a process.*

X- classify the vocabulary that is used into three categories. You may use an on-line dictionary such as Merriam-Webster for some of the technical terms. Then, share your answers with another group.

Equipment	The process	What for ?

Now work in groups of 4 students :

- Now use the grids in activities 3 and 4 to sum up the article. Use appropriate link-words.
- Use the photos on this website or find photos on other websites to illustrate your summary. Then, use Powerpoint to prepare a slideshow entitled « From Bush to Cup : Making Tea ».

Don't forget to save all your work : we will need it at the end of the unit, when we prepare the booklets about tea !

Homework : Next week you will present your slideshow to the rest of the class. Be prepared to give more explanations and answer questions. Use the grids to prepare a thesaurus (a kind of glossary) about the growing and the manufacture of tea for the other students, who may need some help with the technical terms.

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Session 2006

ÉPREUVE PRÉPROFESSIONNELLE

Consigne :

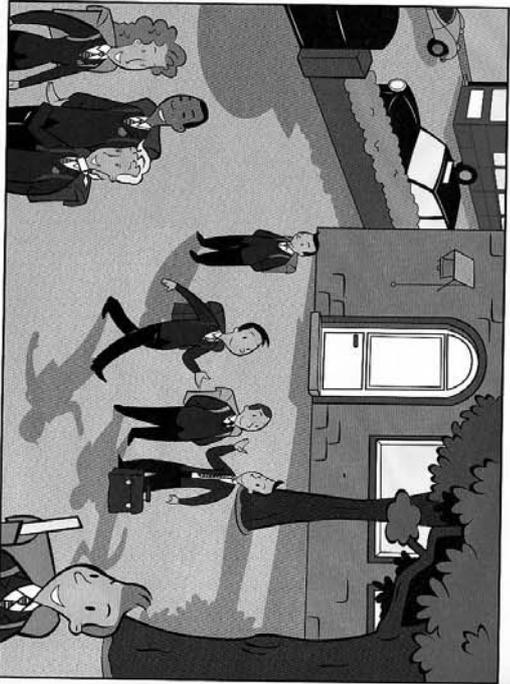
Vous disposez d'un dossier constitué des documents suivants :

- Document A : extrait d'un manuel de sixième publié en mai 2005
- Documents B1 et B2 : extraits correspondants du cahier d'activités de l'élève
- Document C : autre extrait du même manuel de sixième publié en mai 2005
- Document D : extrait correspondant du cahier d'activités de l'élève
- Document E : autre extrait du même manuel de sixième publié en mai 2005.

En vous appuyant sur l'analyse des documents constituant ce dossier, vous vous interrogerez sur les objectifs visés dans ces extraits d'appareil pédagogique et sur les moyens mis en œuvre pour les atteindre.

I can introduce myself

The new boy



The holidays are over. The children are back at school. Look at Ammo. He is a new boy in the school. He is meeting his new friends, Rosie and Beth.

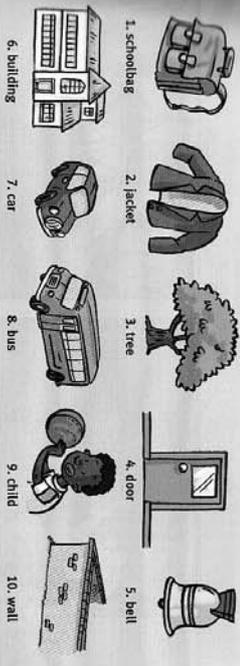
Beth: Hi, there!
 Rosie: Hiya! The holidays are over.
 Beth: Yes, we're back at school again. Pffft!
 Rosie: Oh, look! A new boy! And he is cute!
 Beth: Um... That's interesting!
 Rosie: Come on, then!
 [...]

 Rosie: Hello.
 Ammo: Hi.
 Beth: Hiya!
 Rosie: So you are new, aren't you?

Ammo: Yes, I am. My name's Ammojit.
 Beth: Pardon?
 Ammo: Ammojit. A.M.M.OJIT, but my friends call me Ammo.
 Beth: Oh... That's interesting... Ammo...
 Rosie: I'm Rosie, but my nickname is Pidgey. And this is Beth. She is Irish.
 Beth: Well... It is really nice to meet you, Ammo!
 Rosie: Uh, oh!... That's the bell. It's time to meet your new teachers, Ammo. They're nice, you'll see.

Get ready

Ready? 1. Listen and react!



Example: The schoolbag is red: R-E-D, red.
 You: No! The schoolbag is not red! The schoolbag is green.

- Steady?
 2. Letter by letter. p. 13
 Go!
 3. Describe the picture page 18.

Work In Progress

- Listening
 4. Have a look at page 18 for 30 seconds. Then close your book and take your rough book.
 5. Listen and answer.
 a. How many voices can you hear? 1 2 3 4 5 6?
 b. How many boys/girls can you hear? What are their names? p. 13

Reading

6. Find three synonyms for "Hello!" then learn how to introduce yourself. p. 13-14

Discovering English

7. Learn about the verb "be". p. 14

English sounds

L'accent de mot
 En anglais, chaque mot de plus d'une syllabe comprend obligatoirement une syllabe accentuée. Elle est prononcée plus fort et plus haut.
 Ex. : Le mot *cake* comporte deux syllabes à l'écrit, mais une seule à l'oral [keɪk].
 Le mot *interesting* comporte quatre syllabes à l'écrit mais seulement trois à l'oral. Il est accentué sur la première syllabe [ˈɪntrɪstɪŋ].

Recopie ces mots tirés de la leçon (*again, Ammo, hello, hiya, holidays, Irish, nickname, redly, Rosie*), prononce-les à voix haute, puis entoure la syllabe qui, à ton avis, est accentuée. Vérifie dans un dictionnaire ou auprès de ton professeur. p. 15

Unit 1

Lesson 1

Steady MANUEL p. 19

1. Dictée de lettres : note les lettres épelées, puis écris le mot qu'elles forment.

- a)
- b) ...- U -.....
- c) ...- R-.....
- d)- K
- e)- C
- f)- E
- g)- E -.....
- h) Y
- i) O
- j) W

2. À la maison, colorie chaque petit carré de la bonne couleur.

Listening MANUEL p. 19

1. Écoute à nouveau le dialogue et note au fur et à mesure tous les mots que tu reconnais.

.....

.....

.....

2. D'après tous les mots trouvés par la classe, essaie de dire quelle est la situation. Aide-toi de l'illustration à la page 18 de ton livre.

.....

.....

.....

.....

Reading MANUEL p. 19

1. Lis le texte et recopie les quatre expressions qui servent à dire bonjour.

.....

.....

2. Recopie à présent les deux expressions que l'on utilise pour se présenter.

.....

3. Garde bien en mémoire la situation. En t'aidant des mots que tu comprends dans le texte, essaie de proposer une traduction pour les mots suivants.

- a) *cute* (adjectif) :
- b) *friend* (nom) :
- c) *nickname* (nom) :
- d) *back* (adverbe) :

4. Que viennent de faire les enfants quand ils disent *nice to meet you* ? Par conséquent, que signifie cette phrase ?

.....

5. Utilise les expressions que nous venons de réviser pour te présenter à la classe.

.....

Discovering English ➔ MANUEL p. 19

1. À l'aide du texte page 18 de ton manuel, remplis le tableau ci-dessous.

ÊTRE (français)	BE (anglais)	
	Forme pleine	Forme contractée
Je suis		
Tu es		
Il est		<i>He's</i>
Elle est		
Il, elle est (objet, animal)	<i>It is</i>	
Nous sommes		
Vous êtes		
Ils sont		
Elles sont	<i>They are</i>	

2. Réponds aux questions.



Dans certains cas, on emploie le verbe *be* en anglais, alors qu'en français on emploie le verbe avoir. Par exemple, « J'ai dix ans. » se dit en anglais *I'm ten*.

- a. Quel verbe est employé dans la phrase française ?
- b. Quel verbe est employé dans la phrase anglaise ?
- c. À ton tour, traduis :
 - Il a cinq ans.
 - Elles ont douze ans.

Around the Globe

Amazing

What do you know about the British Isles?

1 What do you know about limericks?



A limerick is a short, humorous poem. It comes from the town of Limerick, in Ireland. To see where Limerick is, look at the map on page 27.

1 Listen to the limerick and look at the drawing.



2 Observe the limerick and find the five words corresponding to these drawings.

A little boy eating some jelly

At the same time as watching the telly,

Discovered too late

He was chewing the plate.

Now great chunks of it lie in his belly.



3 And now, take your workbook and do the activities on page 21.

2 Is it a leek or a daffodil?



Read the text

The leek and the daffodil are the two national emblems of Wales. But why are there two emblems for just one country? In Wales, the Welsh speak two different languages: English and Welsh. In the Welsh language the word *ceninen* means leek and daffodil. The Welsh are very happy to have two symbols. On St David's Day (on March 1st), the boys usually wear a leek and the girls wear a daffodil.



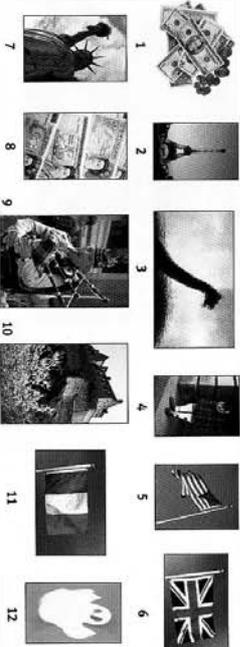
And now, open your workbook and do the activities on pages 21-22.

Around the Globe

3 Is it Scottish or not?



Look at these pictures and say what is Scottish. Where are the other photos from? Do you know what they represent?



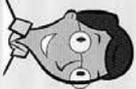
4 Traffic in the city.

Look at the picture and answer the questions.



Left

Right



1 Where is it?

- a. In Paris
- b. In New York
- c. In Dublin
- d. In London

2 What's the weather like?

- a. snowy
- b. rainy
- c. cloudy
- d. sunny

3 What monument can you see?

- a. The Clock tower (Big Ben)
- b. The Eiffel Tower
- c. The Tower of Pisa
- d. The Statue of Liberty

4 What colour are the buses?

- a. purple
- b. brown
- c. red
- d. yellow

And now, open your workbook and do the activities on pages 22-23.

Unit 1

3. Dans le texte, retrouve le nom du pays correspondant au drapeau et le nom de ses habitants. Vérifie sur la carte à la fin du livre que tu sais où se trouve ce pays.

4. En lisant le texte, retrouve les deux emblèmes de ce pays. Écris leurs noms et dessine-les.

5. Trouve dans le texte combien de langues sont officiellement parlées dans ce pays ? Lesquelles ?

6. En t'aidant du texte, dis pourquoi ce pays possède deux symboles.

7. Lis la fin du texte et dis ce qui se passe à la Saint David dans ce pays.

Traffic in the city 📖 MANUEL, p. 28

1. Les bus que tu vois sur la photo, page 29 de ton livre, sont appelés **double-deckers**. Observe le nom **double-decker**.

a. Quels mots composent ce nom ?

b. À ton avis, pourquoi utilise-t-on le mot **double** pour désigner ce type de bus ? Aide-toi de la photo.

c. Peux-tu en déduire la signification du nom **deck** contenu dans le mot **double-decker** ?

2. Maintenant tu sais que les bus rouges londoniens s'appellent des **double-deckers** ; mais au fait, de quel côté de la chaussée circulent-ils ?

Around the Globe

What do you know about limericks? 📖 MANUEL, p. 28

1. Trouve dans le limerick les cinq mots correspondants aux illustrations.



a) b) c) d) e)

2. Observe le vers **He was chewing the plate**.

a. À quel mot anglais utilisé en français *chewing* le fait-il penser ?

b. Peux-tu en déduire le sens de *chewing* ?

3. Dans un limerick, les premier, second et dernier vers riment ensemble ainsi que les troisième et quatrième. Écoute le limerick une nouvelle fois et retrouve les mots qui riment.

a. Dans les premier, second et dernier vers :

b. Dans les troisième et quatrième vers :

4. Dans la phrase anglaise les mots importants sont accentués. On les prononce plus fortement. Réécoute le limerick et souligne, comme pour le premier vers, les mots accentués.

A little boy eating some jelly

At the same time as watching the telly

Discovered too late

He was chewing the plate

Now great chunks of it lie in his belly

5. Et maintenant, écoute et répète chaque vers de ce limerick en respectant bien l'accentuation des mots et le rythme jusqu'à ce que tu puisses le réciter en entier.

Is it a leak or a daffodil? 📖 MANUEL, p. 28

1. Observe les dessins qui accompagnent le texte page 28 du livre. Que représentent-ils ?

2. Quel drapeau est représenté à droite du titre ?

a) le drapeau irlandais

b) le drapeau écossais

c) le drapeau français

d) le drapeau gallois

I can evaluate my progress

1 Je suis capable d'épeler ces mots. **4 pts**

- a. ENGLISH
- b. JOHN
- c. PAPER
- d. BLACK

2 Je connais par cœur la conjugaison de *be* au présent. **4 pts**

- I ...
- You ...
- He ...
- She ...
- It ...
- We ...
- You ...
- They ...

3 Je suis capable de compléter ce texte. **3 pts**

Hello! ...'m Paul. This is my brother. ... 's ten.
And this is my sister. ... 's eight. ... are British.
And you, are ... British too? ... is nice to meet
you.

4 Je peux dire en anglais. **6 pts**

- a. Mon stylo est jaune.
- b. Ta trousse est grise.
- c. Sa prof (à Jack) est anglaise.
- d. Ils sont en 6e B. (en anglais, on dit *year seven*)
- e. Notre école est super!
- f. Son camarade (*classmate*) (à Beth) est mignon.

5 Je sais me présenter: nom, prénom, âge, nationalité. **4 pts**



6 Je sais demander... **4 pts**

- a. ... à Ammo comment il va.
- b. ... qui est cette fille.
- c. ... où sont Rosie et Georgie.
- d. ... à quelqu'un comment il s'appelle.

7 À quoi te font penser ces mots ou expressions anglaises? Explique en français. **5 pts**

- a. The United Kingdom
- b. a double-decker
- c. the daffodil
- d. a limerick
- e. the Union Jack

Score total : / 30 points

Pour améliorer ton score :

- | | | |
|------------------|---|---|
| Question 1 | → | Relis ton livre page 23. |
| Questions 2 et 3 | → | Relis la grammaire page 24. |
| Question 4 | → | Relis ton livre page 24. |
| Question 5 | → | Relis le corrigé de l'exercice 8 page 25. |
| Question 6 | → | Relis ton manuel page 24. |
| Question 7 | → | Réfère-toi à ton livre pages 28 et 29. |