

**SESSION 2025**

**CAPES  
CONCOURS EXTERNE  
ET CAFEP**

**SECTION : LANGUES VIVANTES ÉTRANGÈRES**

**ANGLAIS**

**ÉPREUVE ÉCRITE DISCIPLINAIRE APPLIQUÉE**

Durée : 6 heures

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

*Il appartient au candidat de vérifier qu'il a reçu un sujet complet et correspondant à l'épreuve à laquelle il se présente.*

*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. Le fait de rendre une copie blanche est éliminatoire.**

## 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 : « Territoire et mémoire »

Classe de terminale (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, sans le justifier, le choix opéré.

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 : pour chacun des mots suivants, vous transcrirez la terminaison grammaticale < -ed > et justifierez sa prononciation : *claimed* (l. 3), *tracked* (l. 14), *decried* (l. 23), *lauded* (l. 34).

b) Analyse linguistique : pour chacun des points suivants, vous décrirez le segment souligné, et en proposerez une analyse en contexte :

Point 1 : [...] *President Biden called the United States “the finest and most unique nation in the world,” the only one built not on ethnicity, geography or religion but on the ideal of human equality.* (l. 25-27)

Point 2 : *If America were a painting, it would almost certainly be a self-portrait.* (l. 1)

c) Perspective pédagogique : en vous appuyant sur le segment analysé 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

Carlos Lozada, “Is America a City on a Hill or a Nation on the Precipice?”, *The New York Times*, July 2, 2024. <<https://www.nytimes.com/2024/07/02/opinion/american-exceptionalism-reagan-biden-trump.html>>

If America were a painting, it would almost certainly be a self-portrait.

Ours is a nation obsessed with depicting and interpreting itself, usually with the boldest of brushstrokes. We’ve claimed an American way, an American creed, an American idea, an American experiment, an American dream, even an American century. Our political battles do not center only on who is right or wrong but on whose positions best reflect the nation’s professed values. “That’s not who we are” is our harshest burn.

In our most back-patting moments, that self-portrait has a one-word caption: exceptional. We tell ourselves that we are the world’s last and best hope, unique among nations, chosen by God, exempt from history, on a mission befitting a “shining city upon a hill,” as Ronald Reagan put it in his 1989 Oval Office farewell.

Now is not a back-patting moment. Americans’ confidence in vital government institutions—the military, the judiciary, the electoral system—ranks lowest among the world’s rich nations, and satisfaction with the way our democracy is working is the weakest it has been in the four decades Gallup has tracked it. The coming presidential election feels more existential than exceptional, as did the one before it and the one before that. No wonder Americans alternate between hailing our ideals and deploring how we fail to live up to them or denouncing those ideals for not delivering the exceptional nation we desire.

But the reality or falsity of American exceptionalism is not a measurable, observable or unambiguous fact, no matter how confidently or derisively we invoke the term or how brightly Reagan’s metaphor still glitters. To claim American exceptionalism is to assert a political or cultural belief and to engage in an endless argument, one which our political leaders are compelled to join—whether extolling the city that is, pining for one that was or imagining the one yet to be.

In late 2016, during his final weeks as vice president, Joe Biden decried the coarse presidential campaign the nation had just witnessed. “So much for the shining city on the hill,” he said. Yet on Friday, the day after his painful debate performance, President Biden called the United States “the finest and most unique nation in the world,” the only one built not on ethnicity, geography or religion but on the ideal of human equality. Donald Trump, for his part, has gone from praising American exceptionalism (“really a great term”) to dismissing it (“I don’t like the term, I’ll be honest with you”) to hailing it again (“America is the greatest and most exceptional nation in the history of the world”) to claiming during the debate that, under Biden, “we’ve become like a third world nation, and it’s a shame.” His version of American exceptionalism is about beating the world, not leading it.

President Barack Obama told the graduates of West Point in 2014 that he believed in the nation’s exceptionalism “with every fiber of my being” and has lauded American values, including free speech and equality, “that, though imperfect, are exceptional.” His exceptionalism is more self-critical, regarding the American story as a struggle to live up to the truths of the Declaration of Independence, truths that may be self-evident but are hardly self-fulfilling.

As a presidential candidate in 2000, George W. Bush declared that God and history had chosen America as “a model to the world,” though, after Sept. 11, 2001, just modeling virtue would not suffice. “The survival of liberty in our land increasingly depends on the success of liberty in other lands,” Bush said in his second Inaugural Address, a justification to export that liberty via aircraft carrier if necessary.

Discussions of exceptionalism may seem obligatory among today's candidates and yesterday's presidents, but it was Reagan who cemented "exceptionalism" in the political vernacular. Throughout his two terms, the 40<sup>th</sup> president invoked "A Model of Christian Charity," a sermon by John Winthrop, the Puritan lawyer and governor of the Massachusetts Bay Colony, who declared in 1630 that "we shall be as a city upon a hill; the eyes of all people are upon us." Winthrop drew on the Gospel of Matthew, in which Jesus told his followers, "You are the light of the world; a city set on a hill cannot be hidden." Reagan channeled Winthrop's formulation, forever burnishing it with one memorable adjective.

## DOCUMENTS B

B-1. A photograph illustrating the online article “The storming of Capitol Hill was organized on social media”, *The New York Times*, January 6, 2021 (Credit: Saul Loeb/AFP/Getty Images).





B-2. An engraving entitled "New York—Welcome to the land of freedom—An ocean steamer passing the Statue of Liberty: Scene on the steerage deck", *Frank Leslie's Illustrated Newspaper*, July 2, 1887. <<https://www.loc.gov/pictures/item/97502086>>



## DOCUMENTS C

**C-1. “Thou Mother with Thy Equal Brood” by Walt Whitman (1819-1892) in *Leaves of Grass and other writings*. New York & London: W. W. Norton & Company, 2002 [1855], pp. 383-384.**

[...]

Sail, sail thy best, ship of Democracy,

Of value is thy freight, 'tis not the Present only,

The Past is also stored in thee,

Thou holdest not the venture of thyself alone, not of the Western continent alone,

5 Earth's *résumé* entire floats on thy keel O ship, is steadied by thy spars,

With thee Time voyages in trust, the antecedent nations sink or swim with thee,

With all their ancient struggles, martyrs, heroes, epics, wars, thou bear'st the other continents,

Theirs, theirs as much as thine, the destination-port triumphant;

Steer then with good strong hand and wary eye O helmsman, thou carriest great companions,

10 Venerable priestly Asia sails this day with thee,

And royal feudal Europe sails with thee.

[...]

**C-2. Jean M. Twenge, “The Death of American Exceptionalism,” *The Atlantic*, October 25, 2024. <<https://www.theatlantic.com/ideas/archive/2024/10/youth-democracy-united-states-unique/680344/>>**

[...] A sense of national pride can foster community and bring people together, and it's often a sign of a thriving democracy. In the United States, one source of patriotism is American exceptionalism—the idea that the U.S. is a unique, and uniquely superior, nation. With its origin as a democracy in a world of kingdoms and its emphasis on freedom and opportunity, this narrative goes, the American system is out of the ordinary.

5 Among the young, that belief is rapidly dying. Since 1976, a large nationally representative survey has asked U.S. high-school seniors, 17 and 18 years old, whether they agree that “Despite its many faults, our system of doing things is still the best in the world”: a fairly succinct summary of American exceptionalism. In the early 1980s, 67 percent of high-school seniors agreed that the

10 U.S. system was the best. By 2022, only 27 percent did. Thus, only one out of four American teens now agrees that their country is exceptional.

The decline appears to be mostly untethered to national events. Belief in American exceptionalism went down during the Great Recession of the late 2000s, and also during the economically prosperous years of the 2010s. It declined when the U.S. was at war and also when it was at peace.

15 It declined as income inequality grew rapidly, from 1980 to 2000, and also as inequality moderated after 2000. [...]

## DOCUMENTS D

D-1. Gaël Manescau (coord.), *Hit the Road! Anglais T<sup>le</sup>*, Paris : Magnard, 2020.

### 2 Ellis Island

*Why is Ellis Island sometimes referred to as "The Isle of Tears"?*

#### 1 A rough journey to the Land of the Free

**A.** Read the article. Were all passengers treated equally on board? Why?

**B.** In your own words, describe the living conditions on board for third class passengers.

**C.** Explain why some immigrants could be considered as "burdens to the state".

**D. Go further.** Imagine what an "inspection process" was like.

Most immigrants entered the United States through New York Harbor. First and second-class passengers who arrived in New York Harbor were not required to undergo the inspection process at Ellis Island. Instead, these passengers underwent a cursory<sup>1</sup> inspection aboard ship, the theory being that if a person could afford to purchase a first or second-class ticket, they were less likely to become a public charge in America due to medical or legal reasons. The Federal government felt that these more affluent passengers would not end up in institutions<sup>2</sup>, hospitals or become a burden<sup>3</sup> to the state. However, first and second-class passengers were sent to Ellis Island for further

inspection if they were sick or had legal problems. This scenario was far different for "steerage"<sup>4</sup> or third-class passengers. These immigrants travelled in crowded and often unsanitary conditions near the bottom of steamships with few amenities<sup>5</sup>, often spending up to two weeks seasick in their bunks<sup>6</sup> during rough Atlantic Ocean crossings. Upon arrival in New York City, ships would dock at the Hudson or East River piers<sup>7</sup>. First and second-class passengers would disembark, pass through Customs<sup>8</sup> at the piers and were free to enter the United States. The steerage and third class passengers were transported from the pier by ferry or barge to Ellis Island where everyone would undergo a medical and legal inspection.



1 quick and superficial • 2 (ici) association caritative •  
3 fardeau • 4 entrepont • 5 agréments • 6 couchette •  
7 débarcadère • 8 douanes

[www.saveellisland.org](http://www.saveellisland.org)

#### HELP!

##### Nouns

- disability /disə'bi:ləti/
- handicap
- disease: maladie

- thorough /'θʊrə/: rigoureux
- uneducated = illiterate /'ɪlɪtərət/
- unemployed = jobless

##### Adjectives

- contagious
- dependent on ≠ self-reliant /rɪ'li:ənt/

##### Verbs

- examine /ɪg'zæmɪn/
- lack money: manquer d'argent

### 2 Ellis Island Museum

**A.** Watch the video and answer these questions:

- How many immigrants came through Ellis Island?
- What rooms can be visited?
- What artefacts are kept in the museum?
- What do Americans come looking for in the museum?

**B. Go further.** Why do we need such museums?

#### HELP!

- educational purpose /'pɜ:pəs/
- preserve
- bring together across time and space

VIDEO N°45



D-2. Benjamin Baudin (coord.), *Make it Yours 1<sup>re</sup>-T<sup>le</sup>*, Vanves : Hachette Éducation, 2023. Dans le support identifié par la lettre B, le soulignement, l'encadrement et le surlignement correspondent au corrigé d'activités apparaissant sur la page suivante du manuel.




**Walt WHITMAN**  
(1819-1892)

One of the most influential American poets, Whitman broke the rules of traditional poetry. *Leaves of Grass*, written in unrhymed free verse, tells the epic of America. In 1865, he wrote "O Captain, My Captain!", a tribute to President Lincoln after he was assassinated.

TERRITOIRE ET MÉMOIRE • IDENTITÉS ET ÉCHANGES

## "O Pioneers!"

A



John GAST, *American Progress*, 1872

B
hachette-clic.fr/23an1t004 
Texte lu

**C**ome my tan-faced children,  
Follow well in order, get your weapons ready,  
Have you your pistols? have you your sharp-edged axes?  
Pioneers! O pioneers!

5 For we cannot tarry here,  
We must march my darlings, we must bear the brunt of danger,  
We the youthful sinewy races, all the rest on us depend,  
Pioneers! O pioneers! [...]

All the past we leave behind,

10 We debouch upon a newer mightier world, varied world,  
Fresh and strong the world we seize, world of labor and the march,  
Pioneers! O pioneers!

We detachments steady throwing,  
Down the edges, through the passes, up the mountains steep,

15 Conquering, holding, daring, venturing as we go the unknown ways,  
Pioneers! O pioneers!

We primeval forests felling<sup>2</sup>,  
We the rivers stemming<sup>3</sup>, vexing we and piercing deep the mines within,  
We the surface broad surveying<sup>4</sup>, we the virgin soil upheaving<sup>5</sup>,

20 Pioneers! O pioneers!

Walt WHITMAN, "Pioneers! O Pioneers!", *Leaves of Grass*, 1865

**?** Did you know?

Following the explorations of Lewis and Clark in the early 19<sup>th</sup> century, a cultural belief was born that the young American nation's God-given "Manifest Destiny" was to **expand its dominion** across the American continent. This expression, which was coined in 1845, came to justify that expansion year after year as the Frontier moved west.

**+** Going further

To understand more about westward expansion, you can:

- read Whitman's entire poem
- watch Y. Simoneau's *Bury My Heart at Wounded Knee* (2007)

hachette-clic.fr/23an1t005



1. tool for cutting down trees 2. cutting down 3. controlling 4. examining 5. cultivating

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