

Exercices défis et transitions

Exercices d'anglais - niveau 2de

Ces exercices défis et transitions te font réviser le vocabulaire du climat, de l'engagement et de la ville, puis t'entraînent à proposer, imaginer et opposer des idées en anglais.

Cette fiche d'exercices est à **télécharger en PDF et à imprimer gratuitement** : le bouton se trouve en bas de la page, sans inscription.

Les exercices défis et transitions

Exercice 1 : Le vocabulaire du climat

Associe chaque mot à sa traduction (a à h).

1. a drought
2. a flood
3. fossil fuels
4. renewable energy
5. carbon footprint
6. sustainable
7. a wind farm
8. global warming

a. durable · b. une inondation · c. le réchauffement climatique · d. une sécheresse · e. les énergies renouvelables · f. un parc éolien · g. les combustibles fossiles · h. l'empreinte carbone

Exercice 2 : Le défi climatique

Complète avec *greenhouse, Paris, net zero, coal, rising, emissions*.

1. Burning fossil fuels releases ___ gases.
2. The ___ Agreement was signed in 2015.
3. Many countries want to reach ___ by 2050.
4. Britain closed its last ___ power station in 2024.
5. Sea levels are ___, which threatens small islands.
6. Cars and planes produce a lot of carbon ___.

Exercices 3 à 5

Exercice 3 : Syndicats ou hashtags ?

Classe chaque élément : **U** (trade unions) ou **H** (hashtag activism).

1. a picket line
2. a viral video
3. the Tolpuddle Martyrs
4. followers
5. negotiations with employers
6. #MeToo
7. the miners' strike of 1984

Exercice 4 : Lire un tableau

City project	Year	Goal
Congestion charge (London)	2003	fewer cars in the centre
High Line (New York)	2009	a park on an old railway
ULEZ (London)	2019	cleaner air
ULEZ expansion	2023	cleaner air in all of Greater London

Réponds en anglais à l'aide du tableau.

1. Which project is the oldest?
2. What was the High Line before?
3. What is the goal of the ULEZ?
4. When was the ULEZ expanded?
5. Which two projects aim to reduce traffic or pollution in London?

Exercices 5 à 7

Exercice 5 : If + prétérit, would

Conjugué les verbes pour imaginer une conséquence.

1. If more people ___ (cycle), the air ___ (be) cleaner.
2. If the city ___ (build) more parks, children ___ (play) outside more.
3. If we ___ (eat) less meat, our carbon footprint ___ (fall).
4. If trains ___ (be) cheaper, fewer people ___ (take) the plane.
5. If shops ___ (close) earlier, we ___ (save) energy.
6. If everyone ___ (recycle), there ___ (be) less waste.

Exercice 6 : Proposer des solutions

Transforme chaque problème en proposition avec *should* + un verbe de la liste : *plant, create, invest, ban, reduce*.

1. The streets are too hot in summer. (trees)
2. There are too many cars in the city centre. (petrol cars)
3. Cyclists feel unsafe. (cycle lanes)
4. Energy bills are high. (solar panels)
5. Our school throws away a lot of food. (food waste)

Exercices 7 à 9

Exercice 7 : Corrige les erreurs

Chaque phrase contient une erreur. Réécris-la correctement.

1. There is a lot of pollutions in big cities.
2. Thousands of people went to a manifestation for the climate.
3. We must protect environment.
4. Actually, the planet is warming fast, so we must act now.
5. If we would use less energy, we would save money.
6. The workers went in strike for better wages.

Exercice 8 : Comprendre un texte

When Maya, 16, posted a photo of the dry riverbed near her town with the hashtag #SaveOurRiver, she expected a few likes from friends. Within two days, the post had been shared 50,000 times. Local farmers, retired teachers and even the town's trade union joined her. "The hashtag made people notice," she explains, "but the real change came when we met the council." Together, they organised a march, collected signatures and presented a plan to stop a factory from taking too much water. Six months later, the council voted for stricter rules. Maya is proud, but she warns: "Clicking is easy. Turning up is what counts."

Réponds en anglais.

1. What did Maya post?
2. What happened within two days?
3. Who joined her movement?
4. Name three actions the group organised.
5. What was the result?
6. Explain Maya's final sentence in your own words.

Exercices 9 à 11

Exercice 9 : Les connecteurs d'opposition

Relie les deux idées avec le connecteur proposé.

1. Hashtags spread fast. They don't always change things. (however)
2. The ULEZ improves air quality. Some drivers find it unfair. (although)
3. Unions negotiate with employers. Online movements have no leaders. (whereas)
4. Wind farms produce clean energy. Some people find them ugly. (on the other hand)
5. The miners lost the strike. Their fight is still remembered. (although)

Exercice 10 : Traduis en anglais

1. Le Royaume-Uni veut atteindre la neutralité carbone d'ici 2050.
2. Les ouvriers ont fait grève pour obtenir de meilleurs salaires.
3. Ce hashtag est devenu viral en quelques heures.
4. Si la ville créait plus de pistes cyclables, je viendrais au lycée à vélo.
5. Nous devrions réduire notre empreinte carbone.
6. Les énergies renouvelables créent de nouveaux emplois.

Exercices 11 à 12

Exercice 11 : Traduis en français

1. The campaign raised awareness of plastic pollution.
2. A just transition protects workers in polluting industries.
3. Liking a post is not enough to change the world.
4. By 2050, our cities will have changed a lot.
5. It is a grassroots movement led by students.

Exercice 12 : Production guidée

Écris un post de blog de 100 à 120 mots : *Can a hashtag change the world?* Respecte ce plan :

1. Give an example of a famous hashtag.
2. Explain one strength of online activism.
3. Explain one weakness (use *however*).
4. Compare with trade unions (use *whereas*).
5. Give your opinion with a sentence in *if... would*.

Exercice 13 : Le vocabulaire de la transition

Associe chaque mot à sa traduction (a à h).

1. a ban
2. a tax
3. recycling
4. public transport
5. an electric car
6. a petition
7. a campaign
8. a landfill

a. une pétition · b. une interdiction · c. une décharge · d. le recyclage · e. une taxe · f. une voiture électrique · g. une campagne · h. les transports en commun

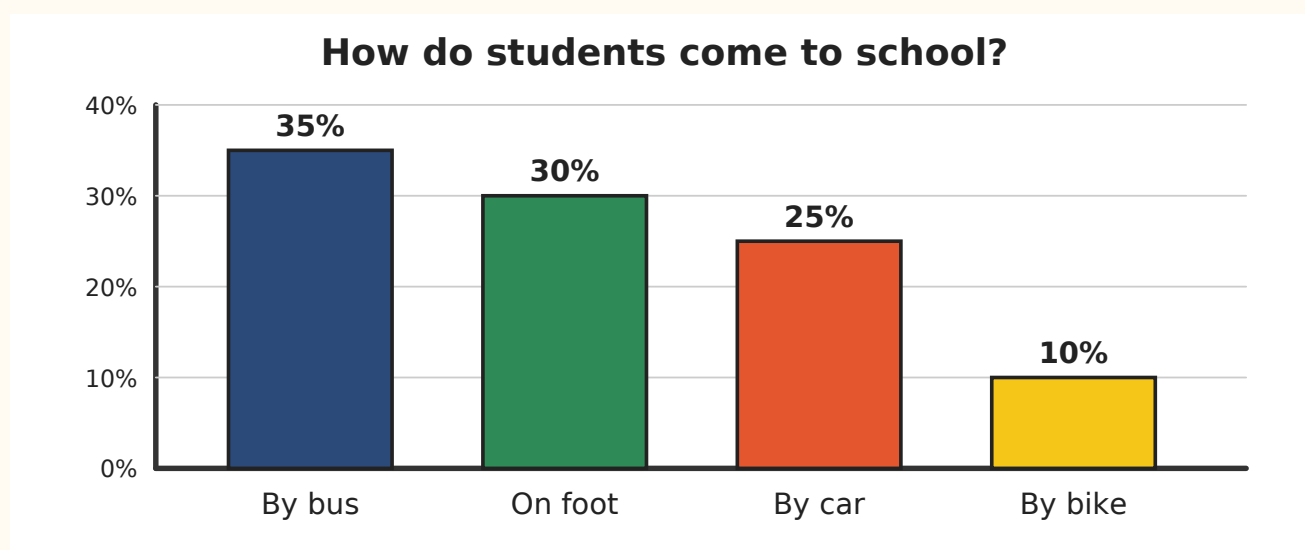
Exercice 14 : If + présent, will

Mets le verbe entre parenthèses à la forme correcte (première condition).

1. If we recycle more, we (produce) ___ less waste.
2. If the government (ban) ___ plastic bags, the oceans will be cleaner.
3. If you don't turn off the lights, you (waste) ___ energy.
4. What will happen if the temperature (rise) ___ by two degrees?
5. If students (take) ___ the bus, there will be fewer cars.
6. She (not buy) ___ bottled water if she has a reusable bottle.
7. If it (rain) ___ tomorrow, we will cancel the cleaning day.

Exercice 15 : Lire un diagramme

Observe le diagramme, puis complète chaque phrase avec un mot de la liste : *most* · *a quarter* · *foot* · *least* · *than* · *ten*.



Comment les élèves viennent-ils à l'école ?

1. The ___ popular way to come to school is by bus.
2. ___ of the students come by car.

3. More students come on ___ than by car.
4. The ___ popular way is cycling.
5. More students come by bus ___ by car.
6. Only ___ percent of the students cycle.

Exercice 16 : Cause et conséquence

Complète avec : *because of* · *so* · *as a result* · *because* · *due to* · *therefore*. Utilise chaque expression une fois.

1. The river is polluted ___ the factory.
2. It rained all week, ___ the match was cancelled.
3. He didn't recycle. ___, the bin was full of plastic.
4. We were late ___ there was a lot of traffic.
5. Prices are rising ___ the lack of raw materials.
6. Energy is expensive. ___, many families use less heating.

Exercice 17 : Le défi d'une école

Lis le texte, puis réponds aux questions par une phrase complète.

Last year, the students of a school in Manchester decided to reduce their waste. First, they replaced plastic bottles with reusable ones. Then, they set up a compost bin in the canteen. After six months, the school produced 40% less rubbish. However, some students complained because they had to sort their waste. The headteacher answered that small efforts can make a big difference. Now the students want to take a new step: they plan to ban single-use plastic completely.

1. What did the students want to reduce?
2. What did they replace plastic bottles with?
3. What did they set up in the canteen?
4. How much less rubbish did the school produce after six months?
5. Why did some students complain?
6. What do the students plan to do now?

Exercice 18 : must, should ou have to ?

Complète avec : *must* · *mustn't* · *should* · *shouldn't* · *have to* · *don't have to*. Utilise chaque expression une fois.

1. You ___ throw rubbish in the river: it is forbidden.
2. You ___ wash your car every week: it is not necessary.
3. Everyone ___ do something: that is my advice.
4. We ___ sort our waste at school: it is the rule.
5. You ___ leave the lights on all night: it is a waste.

6. Drivers ___ respect the speed limit: it is the law.

Exercice 19 : Le discours indirect

Rapporte chaque phrase avec *said (that)*. Pense au changement de temps et de pronoms.

1. "I recycle all my plastic," said Tom.
2. "We are working on a new project," the teacher said.
3. "The factory will close next year," the mayor said.
4. "I have signed the petition," Emma said.
5. "We can change things," said Maya.
6. "I don't use my car," said Jack.

Exercice 20 : Une proposition pour mon lycée

Observe l'image. Écris un message de 10 à 12 lignes au proviseur pour proposer une mesure écologique pour ton lycée. Présente le problème, ta solution, deux conséquences positives avec *if* et un connecteur de cause ou de conséquence.



Agissons maintenant !