

Exercices diversité et inclusion

Exercices d'anglais - niveau 1re

Ces exercices diversité et inclusion t'entraînent à manier un vocabulaire sensible avec précision, à comprendre des documents sur le logement et les Peuples premiers, puis à construire un argumentaire nuancé sur la discrimination positive.

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

Exercices diversité et inclusion : comprendre et argumenter

Exercice 1 : associer les mots

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

1. council housing
2. a tenant
3. a landlord
4. prejudice
5. equity
6. under-represented
7. Indigenous
8. a role model

a. un préjugé – b. un modèle à suivre – c. les logements sociaux municipaux – d. autochtone – e. un propriétaire bailleur – f. l'équité – g. sous-représenté – h. un locataire

Exercice 2 : la famille de mots

Complète avec le mot qui convient : diverse, diversity, discriminate, discrimination, inclusive, include.

1. London is one of the most ___ cities in the world.
2. Companies now publish reports on ___ in their teams.
3. It is illegal to ___ against someone because of their religion.
4. Racial ___ in housing was banned in 1968.
5. A truly ___ school welcomes pupils with disabilities.

6. The new curriculum will ____ more Indigenous authors.

Exercices diversité et inclusion : partie 2

Exercice 3 : comprendre un article

Lis l'article puis réponds en anglais par des phrases complètes.

When the new tower opened by the river, it was advertised as a model of social mix: luxury flats on the upper floors, affordable homes on the lower ones. But residents soon discovered that the two groups would never meet. Owners entered through a marble lobby with a concierge; social tenants used a side door next to the bins. Children from the affordable flats were not allowed in the rooftop garden. "We live in the same building, but not in the same world," said Amira, a nurse and mother of two. After a campaign by local residents and a series of newspaper articles, the developer agreed to open the main entrance to everyone. Critics say that mixed housing will only work if shared spaces are truly shared.

1. What was the tower supposed to be a model of?
2. Where were the affordable homes located?
3. Give two examples of unequal treatment.
4. Explain Amira's words in your own words.
5. What did the developer finally agree to do?
6. According to critics, what condition is necessary for mixed housing to work?

Exercices diversité et inclusion : partie 3

Exercice 4 : pour ou contre ?

Classe chaque argument : pour (For) ou contre (Against) l'affirmative action.

1. Students learn more in diverse classrooms.
2. Every applicant should be judged only on merit.
3. Past injustices still affect opportunities today.
4. Beneficiaries may be suspected of not deserving their place.
5. Minority doctors are more likely to work in poor areas.
6. Helping poor students of all origins would be fairer.

Exercice 5 : exploiter un tableau

Observe le tableau puis réponds en anglais.

Country	Indigenous peoples	Key date
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Canada	First Nations, Inuit, Métis	2015: Truth and Reconciliation report
Australia	Aboriginal and Torres Strait Islander peoples	2008: national Apology
New Zealand	Māori	1840: Treaty of Waitangi
United States	Native Americans	2021: first Native American cabinet secretary

1. Which country's key date is the oldest?
2. Name the three Indigenous groups of Canada.
3. What happened in Australia in 2008?
4. Which event shows progress in political representation?
5. Which document dealt with the residential schools?

Exercices diversité et inclusion : partie 4

Exercice 6 : relier les idées

Complète avec : although, whereas, however, therefore, despite, in order to.

1. ___ the law, discrimination in housing has not disappeared.
2. Some universities offer mentoring ___ attract more diverse applicants.
3. ___ the Voice was rejected, the debate raised awareness.
4. Positive action is legal in the UK, ___ positive discrimination is not.
5. Rents have doubled. ___, many families have had to move out.
6. Diversity is visible on TV. ___, few directors come from minorities.

Exercice 7 : corriger les erreurs

Chaque phrase contient une erreur. Recopie-la correctement.

1. They discriminated women for decades.
2. The city needs more social housings.
3. Many indigenous people live in the north of Canada.
4. Affirmative action have been very controversial.
5. Minorities are under-representing in Parliament.
6. She was refused the flat because of her origins, what is illegal.

Exercices diversité et inclusion : partie 5

Exercice 8 : traduire en anglais

Traduis ces phrases en anglais.

1. La diversité ne suffit pas sans inclusion.
2. Les locataires se plaignent de la hausse des loyers.

3. Les femmes restent sous-représentées dans les conseils d'administration.
4. Le gouvernement australien a présenté ses excuses en 2008.
5. Certains pensent que le milieu social compte plus que l'origine.
6. Les peuples autochtones veulent être entendus.

Exercice 9 : traduire en français

Traduis ces phrases en français.

1. Redlining denied loans to whole neighbourhoods.
2. Gentrification is pushing working-class families out of the city.
3. Critics claim that quotas are unfair.
4. Indigenous actors are finally playing Indigenous characters.
5. Recognition must lead to real change.

Exercices diversité et inclusion : partie 6

Exercice 10 : cause et conséquence

Relie les deux phrases avec l'outil indiqué entre parenthèses.

1. Banks refused loans. Black families could not buy homes. (as a result)
2. Rents went up. Many families left the centre. (because of + nom)
3. The Right to Buy was introduced. The number of council homes fell. (since)
4. The Voice was rejected. Many voters feared division. (because)
5. Students demanded more diversity. The university changed its admissions policy. (so)

Exercice 11 : production guidée

Rédige un essai court de 150 à 180 mots : **Should universities give priority to students from disadvantaged backgrounds?**

1. Introduction : définis la discrimination positive et pose la question.
2. Un paragraphe pour, avec un exemple.
3. Un paragraphe contre, avec un exemple.
4. Une conclusion personnelle et nuancée.
5. Utilise au moins trois expressions du cours (*supporters argue that, critics claim that, whereas...*).

Exercices diversité et inclusion : partie 7

Exercice 12 : définitions

Associe chaque mot à sa définition en anglais (a à h).

1. minority
2. bias
3. quota
4. equality
5. stereotype
6. accessibility
7. inclusion
8. discrimination

a. the fact that everyone has the same rights and chances – b. an unfair preference for or against someone – c. making sure that everybody can take part and feels welcome – d. unfair treatment because of who you are – e. a fixed number of places kept for a group – f. an oversimplified idea about a group of people – g. how easy it is to enter, reach or use something – h. a small group that is different from most of the population

Exercice 13 : les contraires

Trouve le contraire de chaque mot dans la liste suivante : exclusion, unequal, unfair, hostile, invisible, uniform, minority, inaccessible. Chaque mot sert une fois.

1. inclusion ≠ ____
2. equal ≠ ____
3. fair ≠ ____
4. welcoming ≠ ____
5. visible ≠ ____
6. diverse ≠ ____
7. majority ≠ ____
8. accessible ≠ ____

Exercice 14 : le club de lycée

Lis le texte, puis dis si chaque affirmation est vraie (T) ou fausse (F) et justifie avec une phrase du texte.

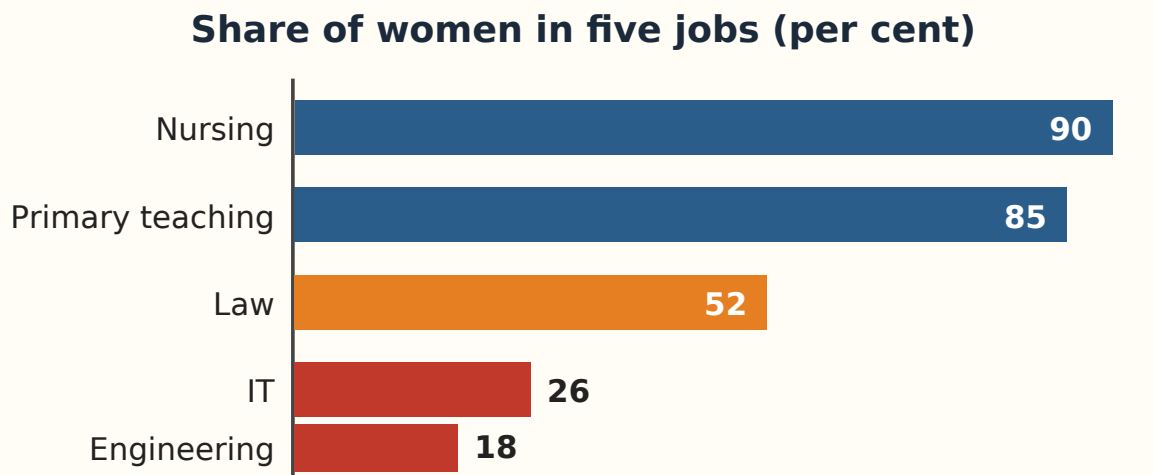
At Westfield High School, a new group called the Open Door Club meets every Wednesday after lessons. It was started by students who noticed that some pupils felt left out because of their accent, their disability or their family background. Members organise talks, invite guest speakers and help new students find friends. Last year, the club asked the headteacher to build a ramp and to add subtitles to school videos. Both requests were accepted. Today, more than eighty students attend the club, and teachers say that the atmosphere in the corridors has improved. The club's motto is: "Everyone belongs."

1. The club meets before lessons.
2. It was created by teachers.

3. Pupils felt left out for several reasons.
4. The headteacher refused the club's requests.
5. The club has fewer than eighty members.
6. According to teachers, the atmosphere has improved.

Exercice 15 : lire un graphique

Observe le graphique et réponds en anglais.



La part de femmes dans cinq métiers (enquête fictive).

1. In which job are women the most represented?
2. In which job are they the least represented?
3. Complete: In engineering, women make up only ___ per cent of workers.
4. Complete: There are ___ times more women in nursing than in engineering.
5. Which job is close to gender balance?
6. Write a sentence with *under-represented* about one of the jobs.

Exercice 16 : exprimer la concession

Complète avec *although*, *despite*, *however*, *nevertheless* ou *whereas*. Utilise chaque mot au moins une fois : *although* et *despite* servent deux fois, *however* deux fois.

1. ___ the school is old, it is fully accessible.
2. ___ his accent, he was elected class president.
3. The project is expensive. ___, it is essential.
4. Some students prefer mixed groups, ___ others like working with friends.
5. She was nervous. ___, she gave a brilliant speech.
6. ___ the efforts of the council, some neighbourhoods remain isolated.
7. ___ they came from different countries, the pupils became close friends.
8. The law has changed. ___, mentalities change slowly.

Exercice 17 : la voix passive

Mets chaque phrase à la voix passive. Tu peux omettre le complément d'agent quand il n'est pas utile.

1. People discriminate against minorities.
2. The council built a ramp last year.
3. The school has translated the leaflets into six languages.
4. Someone must change these old rules.
5. The town hall will open new centres.
6. They are building an accessible playground.
7. Nobody invited the new students.
8. Employers should treat everyone fairly.

Exercice 18 : le registre soutenu

Tu écris une lettre au maire pour signaler un problème d'accès à la bibliothèque. Réécris chaque phrase familière en anglais soutenu.

1. Hi!
2. I wanna tell you about a problem.
3. Lots of kids can't get into the building.
4. Can you fix it?
5. Thanks a lot!
6. Bye!

Exercice 19 : la semaine pour tous

Observe l'affiche du lycée, puis réponds en anglais.

EVERYONE WEEK	
Monday 12:30	Languages Day
Tuesday 10:00	Accessibility Walk
Wednesday 15:30	Film Club
Thursday 12:30	Food Fair
Friday 18:00	Talent Show

L'affiche de la Everyone Week.

1. What time does the Accessibility Walk start?
2. On which day is the Food Fair?

3. What is the last event of the week?
4. Which two events take place at 12:30?
5. Write a three-sentence announcement inviting students to the Film Club.

Exercice 20 : production : mon lycée est-il inclusif ?

Is your school an inclusive place? Écris un texte de 120 à 150 mots : donne ton opinion, appuie-la sur deux exemples précis, exprime une concession (although, despite, however) et propose une idée pour améliorer la situation.