

Exercices texte argumenté

Exercices d'anglais - niveau 2de

Ces exercices texte argumenté te font travailler chaque brique de l'essai : reconnaître les parties, choisir le bon connecteur, trier des arguments, nuancer ton avis, puis rédiger un essai complet en suivant un plan.

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 texte argumenté : du plan à la rédaction

Exercice 1 : introduction, développement ou conclusion ?

Indique à quelle partie d'un essai appartient chaque phrase : Introduction (I), Body (B) ou Conclusion (C).

1. To sum up, both solutions have advantages, but I prefer the second one.
2. Have you ever wondered how many hours you spend on your phone?
3. For instance, a recent survey shows that teenagers sleep less than before.
4. Is fast fashion really worth its low price?
5. All in all, I am convinced that we must change our habits.
6. Moreover, cycling is good for your health.

Exercice 2 : la fonction des connecteurs

Associe chaque connecteur à sa fonction : a. ajouter – b. opposer – c. illustrer – d. cause – e. conséquence – f. concéder – g. conclure.

1. therefore
2. for instance
3. furthermore
4. however
5. although
6. since
7. to conclude
8. as a result

Exercices texte argumenté : partie 2

Exercice 3 : compléter avec un connecteur

Complète avec : however, moreover, because, therefore, for example, although. Chaque mot sert une fois.

1. Public transport is cheaper than a car. ____, it is better for the planet.
2. ____ the train is expensive, many people take it.
3. Many students are tired ____ they go to bed too late.
4. Fast food is quick and cheap. ____, it is often unhealthy.
5. Some countries have banned plastic bags, ____ Kenya.
6. Prices are rising. ____, families are buying less.

Exercice 4 : trier les arguments

Sujet : *Should school uniforms be compulsory?* Classe chaque argument : For (F) ou Against (A).

1. Uniforms reduce differences between rich and poor students.
2. Students cannot express their personality.
3. Parents save time and money every morning.
4. Uniforms are often uncomfortable and expensive.
5. A uniform creates a sense of belonging to the school.
6. Learning to choose your clothes is part of growing up.

Exercices texte argumenté : partie 3

Exercice 5 : choisir la bonne topic sentence

Pour chaque paragraphe, choisis la phrase d'ouverture la plus adaptée (a, b ou c).

1. Paragraph: "...Cars produce CO2 and noise. In big cities, the air is often unhealthy." a. I like cars. – b. First of all, cars are a major source of pollution. – c. Cars were invented in the 19th century.
2. Paragraph: "...You can visit museums, see concerts and meet people from everywhere." a. Living in a city offers many cultural opportunities. – b. Cities are big. – c. I live in a small town.
3. Paragraph: "...Many young people feel anxious when they compare themselves to influencers." a. Influencers earn a lot of money. – b. Social media can harm our self-esteem. – c. Social media were created in the 2000s.
4. Paragraph: "...Learning a language helps you get a job and travel more easily." a. Speaking English is a real advantage for the future. – b. English is difficult. – c. My teacher is English.
5. Paragraph: "...Second-hand clothes are cheaper and reduce waste." a. Clothes are important. – b. Buying second-hand is both economical and ecological. – c. I hate

shopping.

Exercices texte argumenté : partie 4

Exercice 6 : du plus ferme au plus nuancé

Classe ces expressions de l'opinion la plus ferme (1) à la plus nuancée (5).

1. I tend to think that...
2. There is no doubt that...
3. In my opinion...
4. To a certain extent...
5. I strongly believe that...

Exercice 7 : corriger les erreurs

Chaque phrase contient une erreur typique. Recopie-la correctement.

1. According to me, homework is useless.
2. I am agree with this idea.
3. People is more and more connected.
4. The society is changing quickly.
5. It exists many solutions to this problem.
6. In my point of view, sport is essential.
7. Therefore, we must to act now.

Exercices texte argumenté : partie 5

Exercice 8 : relier les idées

Relie les deux phrases avec le connecteur indiqué. Attention à la ponctuation et à l'ordre.

1. Electric cars are expensive. They are cleaner. (although)
2. She studied hard. She passed her exam. (as a result)
3. Many shops closed. People prefer buying online. (because)
4. Video games can be addictive. They can improve reflexes. (however)
5. The city built new cycle lanes. More people cycle to work. (that is why)

Exercice 9 : identifier l'accroche

Quel type d'accroche est utilisé ? a. a question – b. a figure – c. a quotation – d. an anecdote – e. a provocative statement.

1. Last summer, my little brother spent ten hours a day playing video games.
2. Every minute, a truckload of plastic ends up in the ocean.

3. "Be the change you wish to see in the world," a famous saying goes.
4. What would you do without the internet for a week?
5. Homework is a total waste of time.

Exercices texte argumenté : partie 6

Exercice 10 : analyser un essai

Lis cet essai puis réponds en anglais.

Are we too dependent on our phones? Today, the average teenager checks their phone more than a hundred times a day. This raises an important question: do these devices make our lives better or worse?

On the one hand, smartphones are extremely useful. They allow us to keep in touch with friends abroad, to find information in seconds and even to learn languages. For instance, my cousin learnt Spanish with an app before moving to Madrid.

On the other hand, many experts warn that phones damage our concentration and our sleep. Although we feel connected, we sometimes ignore the people sitting next to us. As a result, real conversations become rarer.

To conclude, I tend to think that phones are neither good nor bad in themselves. What matters is how we use them. Perhaps every family should agree on some phone-free moments.

1. What is the hook of the introduction?
2. What question does the essay ask?
3. What is the topic sentence of paragraph 2?
4. What example illustrates the first argument?
5. Find two connectors that express opposition or concession.
6. Is the writer's opinion firm or nuanced? Justify with a quotation.
7. What suggestion does the conclusion make?

Exercices texte argumenté : partie 7

Exercice 11 : traduire en anglais

1. À mon avis, les devoirs sont utiles.
2. Je suis d'accord avec cette idée.
3. Il est vrai que la ville est bruyante, mais elle est vivante.
4. De plus, le vélo est bon pour la santé.
5. Par conséquent, nous devons agir maintenant.
6. Bien qu'il pleuve, ils jouent dehors.

Exercice 12 : production guidée

Sujet : *Should teenagers have a part-time job while they are at school?* Rédige un essai de 180 à 220 mots en respectant les étapes suivantes.

1. Introduction : une accroche, le contexte et la question reformulée.
2. Paragraphe 1 : un argument pour, avec une topic sentence et un exemple.
3. Paragraphe 2 : un argument contre, introduit par un connecteur d'opposition.
4. Conclusion : un résumé, ton opinion nuancée et une ouverture.
5. Utilise au moins six connecteurs différents et deux expressions d'opinion.

Exercices texte argumenté : partie 8

Exercice 13 : exprimer la concession et l'opposition

Complète chaque phrase avec un mot de la boîte (chaque mot est utilisé une fois) :
although - despite - whereas - however - because of.

1. ___ social media connects people, it can also isolate them.
2. ___ the high prices, many people still buy fast fashion.
3. Some students prefer paper books, ___ others read only on screens.
4. Online lessons are flexible. ___, they require a lot of self-discipline.
5. He failed the exam ___ his lack of revision.

Exercice 14 : cause et conséquence : le bon choix

Entoure (ou écris) l'expression correcte.

1. Many people walk to work (because / because of) the traffic is terrible.
2. (Due to / Because) the strike, trains were cancelled.
3. He studied hard, (so / so that) he passed.
4. She saved money (so / so that) she could travel.
5. The ice is melting; (as a result / because of) sea levels are rising.
6. Prices rose (because / as a result of) inflation.

Exercice 15 : répondre à une objection

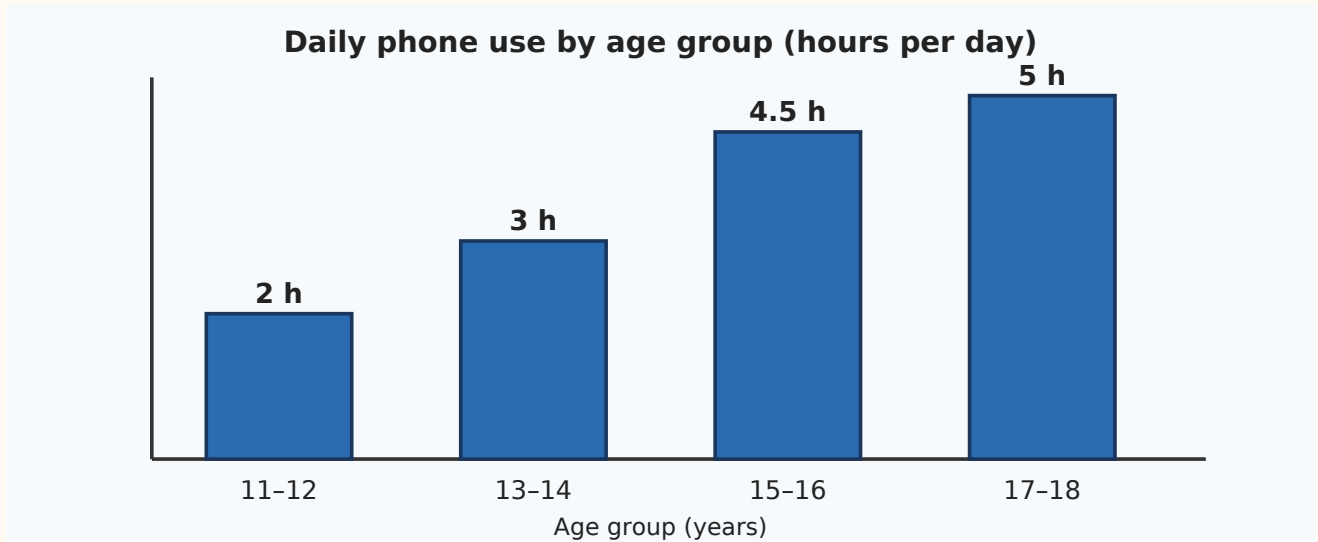
Pour chaque objection, écris une réponse d'une phrase qui commence par *It is true that...* ou *Admittedly,...* et qui contient *but* ou *however*.

1. "Homework is useless."
2. "Video games make teenagers violent."
3. "Electric cars are too expensive."
4. "School uniforms limit freedom."

Exercice 16 : exploiter des données

Observe le graphique, puis réponds.

1. Which age group spends the most time on its phone?
2. How many more hours do the 15-16 spend than the 11-12?
3. Complete: "The graph shows that phone use ___ with age."
4. Write a sentence with *whereas* to compare the 11-12 and the 17-18.
5. Which conclusion does the graph support? A) Phones are dangerous. B) Older teenagers spend more time on their phones than younger ones.



Heures d'écran par jour selon l'âge

Exercice 17 : construire un paragraphe

Les six phrases d'un paragraphe sont mélangées. Remets-les dans l'ordre : idée principale, preuve, explication, objection, réponse à l'objection, conclusion.

1. Therefore, a later start would improve both health and results.
2. Of course, some parents worry that it would complicate their work schedules.
3. School should start later in the morning.
4. Tired students concentrate less and make more mistakes.
5. Nevertheless, schools could offer breakfast clubs to help them.
6. For instance, a study found that teenagers need about nine hours of sleep.

Exercice 18 : passer au registre soutenu

Réécrit chaque phrase familière dans un registre soutenu, adapté à un essai (pas de mots familiers, pas de contractions).

1. Kids spend loads of time on their phones.
2. I reckon that school is too stressful.
3. Lots of people can't afford a car.
4. Phones are a total waste of time.

5. Teachers give us tons of homework.
6. That's why we gotta change.

Exercice 19 : repérer un raisonnement fragile

Associe chaque phrase au type de faiblesse : a. attaque contre la personne – b. généralisation abusive – c. appel à la majorité – d. conséquences exagérées – e. appel à une célébrité – f. faux dilemme.

1. Everyone has a smartphone, so it must be good for you.
2. I met two rude cyclists, so all cyclists are rude.
3. If we allow phones in class, soon students will refuse to work at all.
4. You can't trust his opinion on diets because he is not slim.
5. A famous actor says this cream works, so it must work.
6. Either we ban cars or the planet will die.

Exercice 20 : production : rédiger un essai

À l'aide du tableau, écris un essai de 130 à 160 mots sur la question « Should schools ban phones? ». Prévois une introduction avec accroche, deux paragraphes (un argument et une objection réfutée) et une conclusion. Utilise au moins quatre connecteurs différents.

Should schools ban phones?

FOR a ban

- better concentration
- less cyberbullying
- more talking at break

AGAINST a ban

- contact in emergencies
- a useful learning tool
- students need to learn self-control



My opinion: ?

Pour ou contre ?