

Exercices essai argumentatif

Exercices d'anglais - niveau 1re

Ces exercices essai argumentatif décomposent la rédaction en gestes précis : reconnaître les parties d'une introduction, construire un paragraphe PEEL, choisir un plan, soigner le registre. Le dernier exercice rassemble tout dans un essai complet.

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Les exercices

Onze exercices essai argumentatif

Exercice 1 : Le vocabulaire de l'essai

Associez chaque terme anglais à sa définition (a à h).

1. a hook
2. a thesis statement
3. a topic sentence
4. evidence
5. a counter-argument
6. a rebuttal
7. an outline
8. an opening

a. the announcement of the plan – b. facts or examples that support a point – c. an attention-grabbing first sentence – d. the answer to an opposing view – e. the writer's position on the question – f. a wider perspective at the end – g. an opposing point of view – h. the first sentence of a paragraph, giving its main idea

Exercice 2 : Les étapes de l'introduction

Indiquez le rôle de chaque phrase : hook, context, issue, thesis ou outline.

(1) Every year, millions of tonnes of food end up in British bins. (2) At the same time, food banks have never been so busy. (3) Should supermarkets be forced by law to give away their unsold food? (4) I believe that such a law is necessary. (5) I

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will first look at the scale of the waste, then at the objections of retailers, and finally at the solutions that already work.

1. Sentence 1
2. Sentence 2
3. Sentence 3
4. Sentence 4
5. Sentence 5

Partie 2

Exercice 3 : Choisir la meilleure accroche

Pour chaque sujet, choisissez l'accroche la plus efficace (a ou b).

1. Should school uniforms be compulsory? a. Uniforms are clothes. b. Walk into any British secondary school and you will see a sea of blazers and ties.
2. Is tourism a threat to the planet? a. Before the pandemic, international tourist arrivals had reached around 1.5 billion a year. b. Tourism is a thing many people do.
3. Should voting be allowed at 16? a. In Scotland, 16-year-olds can already vote in local and Scottish Parliament elections. b. Voting is important for everybody, I think.
4. Are video games a waste of time? a. Games are good and bad. b. What if the next generation of surgeons trained on a games console?
5. Should zoos be closed? a. Zoos have animals. b. A polar bear pacing back and forth in a concrete enclosure is hard to forget.

Exercice 4 : Les liens logiques

Complétez avec : firstly, furthermore, however, for instance, therefore, although, as a result, on balance.

1. ___, I will consider the economic arguments.
2. Cars pollute. ___, they make cities noisy.
3. Public transport is cheaper. ___, it is not always available in rural areas.
4. Some cities have succeeded. ___, Ljubljana closed its centre to cars in 2007.
5. Fewer cars came into the city centre. ___, air quality improved.
6. ___ the plan was unpopular at first, residents now support it.
7. The benefits outweigh the costs; ___, the scheme should be extended.
8. ___, a car-free centre seems the better option.

Partie 3

Exercice 5 : Passer au registre soutenu

Réécrivez chaque phrase dans un registre adapté à un essai.

1. Lots of kids don't read books anymore.
2. Social media is kind of bad for your brain.
3. So, I think we should do something about it.
4. Stuff like plastic bags is really bad for the sea.
5. You can't just ban phones, that's crazy.
6. Basically, it's a big problem.

Exercice 6 : Le paragraphe PEEL

Indiquez si chaque phrase est le Point, l'Evidence, l'Explanation ou le Link, puis donnez l'ordre logique.

1. Such a law would therefore help both the environment and the people who struggle to feed themselves.
2. Firstly, forcing supermarkets to donate unsold food would reduce waste dramatically.
3. This shows that legislation can change the behaviour of large retailers within a few years.
4. In France, a law passed in 2016 obliges large supermarkets to donate edible unsold food to charities.

Exercice 7 : Quel plan choisir ?

Pour chaque sujet, choisissez le plan le plus adapté : A. for / against / your view – B. causes / consequences / solutions – C. yes to some extent / limits / balanced answer – D. explain / challenge / refine the quotation.

1. Should homework be abolished?
2. Why are so many young people suffering from stress?
3. To what extent can individuals fight climate change?
4. "A picture is worth a thousand words." Discuss.
5. Is it right to test medicines on animals?
6. Why is the population of bees declining?

Partie 4

Exercice 8 : Corrigez les erreurs

Chaque phrase contient une erreur fréquente. Réécrivez-la.

1. There is an evidence that sport improves concentration.
2. In the other hand, sport can be dangerous.
3. Moreover, I agree with this idea but I don't agree.
4. For example people says that zoos protect animals.
5. In conclusion, I think that I think zoos are useful.
6. Despite it is expensive, the project is worth it.

Exercice 9 : Traduction français → anglais

Traduisez en anglais, dans un registre soutenu.

1. Cela soulève la question de savoir si les réseaux sociaux devraient être interdits aux moins de seize ans.
2. Tout d'abord, examinons les risques pour la santé.
3. Certains diront qu'une interdiction est impossible à faire respecter.
4. Un bon exemple en est la loi adoptée en France en 2016.
5. Par conséquent, des règles plus strictes semblent nécessaires.
6. Tout bien considéré, les avantages l'emportent sur les inconvénients.

Exercice 10 : Rédiger un paragraphe argumenté

Rédigez en anglais un paragraphe PEEL de 80 à 100 mots sur le sujet **Should school uniforms be compulsory?**

1. Écrivez une phrase-thème qui annonce un argument.
2. Ajoutez un exemple précis.
3. Expliquez en quoi l'exemple prouve l'argument.
4. Ajoutez un lien logique vers la question.
5. Relisez pour supprimer contractions et mots familiers.

Partie 5

Exercice 11 : L'essai complet

Rédigez un essai de 250 à 300 mots : **Should supermarkets be forced by law to give away their unsold food?**

1. Introduction : accroche, contexte, problématique, thèse, annonce du plan.
2. Paragraphe 1 : un argument en faveur, avec un exemple précis.
3. Paragraphe 2 : un second argument en faveur.
4. Paragraphe 3 : un contre-argument et sa réfutation.
5. Conclusion : réponse claire, rappel des arguments, ouverture.

Exercice 12 : Repérer une thèse claire

Pour chaque paire, indiquez la phrase qui est une thèse claire et défendable (**A** ou **B**).

1. A. Social media does more harm than good to teenagers' mental health.
B. Social media is something that many people use.
2. A. In this essay, I will talk about zoos.
B. Zoos should be closed because they cannot offer animals a natural life.
3. A. Cities should ban cars from their centres in order to reduce pollution.
B. Some people think cars are bad and some think they are good.
4. A. Is school uniform a good idea?
B. School uniform should be compulsory because it reduces inequality.
5. A. Young people should be allowed to vote at sixteen.
B. Voting is an important topic today.
6. A. Homework is not a good thing, I think.
B. Homework should be limited because it harms pupils' well-being.

Exercice 13 : Compléter avec le bon connecteur

Complétez chaque phrase avec un connecteur de la liste. Chaque mot est utilisé une seule fois.

however – moreover – for instance – as a result – although – in conclusion

1. Many pupils work late every evening., they often feel tired in class.
2. homework can be useful, too much of it is harmful.
3. Sport is good for health., it teaches teamwork.
4. Some animals suffer in zoos., elephants need huge spaces.
5. Electric cars are expensive., their prices are falling.
6., I believe that cities should limit traffic.

Exercice 14 : Contre-argument et réfutation

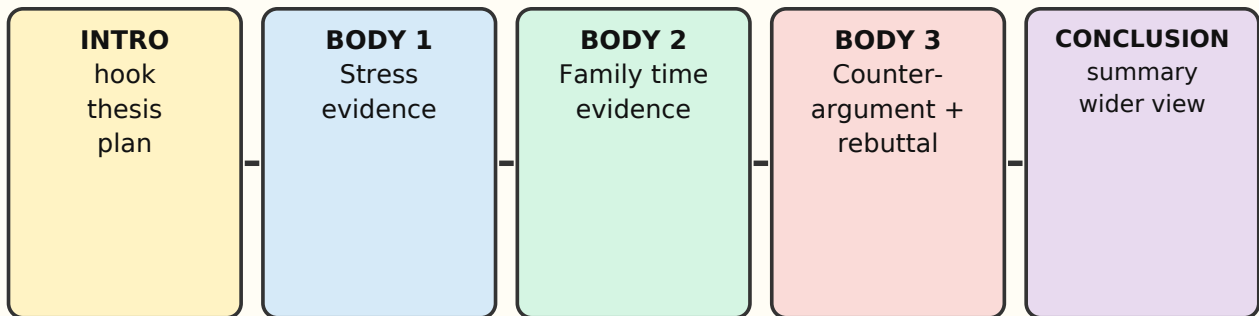
Associez chaque contre-argument (1 à 6) à la réfutation la plus logique (a à f).

1. Some people say that nuclear energy is dangerous.
2. Critics argue that online lessons are less effective than classroom teaching.
3. It is sometimes claimed that uniforms limit freedom of expression.
4. Opponents of a tax on sugar say that it punishes poor families.
5. Some argue that zoos protect endangered species.
6. Many believe that homework teaches independence.

a. However, pupils can express themselves through hobbies, friendships and clothes outside school. – b. Yet the money raised can fund free healthy school meals, which help those families. – c. Yet only a small number of zoo animals are ever released into the wild. – d. Nevertheless, modern plants are strictly controlled, and accidents are very rare. – e. However, good tools and teachers' support can make online learning effective for many pupils. – f. Yet independence can also be taught through projects done in

Exercice 15 : Lire un plan d'essai

Topic: Homework should be limited.



Each body paragraph: PEEL (Point, Evidence, Explanation, Link)

Plan de l'essai « Homework should be limited »

Observez le schéma. Pour chaque phrase, indiquez la partie de l'essai où elle se trouve : **Intro, Body 1, Body 2, Body 3** ou **Conclusion**.

1. Is there anything more annoying than a pile of homework on a Friday evening?
2. Homework causes stress among teenagers.
3. Some people claim that homework helps pupils to practise. However, short exercises are enough.
4. Evenings spent with the family improve well-being.
5. This essay will argue that homework should be limited, by looking at stress, family life and practice.
6. To sum up, a limited amount of homework would benefit everyone.

Exercice 16 : Reformuler avec un registre plus soutenu

Réécrivez chaque phrase en commençant par les mots donnés, sans changer le sens.

1. Many people think that fast food is unhealthy.
→ It is widely believed that
2. Smartphones help pupils to learn, but they also distract them.
→ Although
3. Nobody can deny that pollution is a problem.
→ There is no denying that
4. I think that uniforms are useful.
→ In my opinion, ...
5. Young people spend a lot of time online, so their sleep suffers.
→ Young people spend so much time online that
6. Because of the high prices, fewer families go on holiday.
→ Fewer families go on holiday owing to

Exercice 17 : Quelles preuves choisir ?

Classez chaque preuve : **S** (statistic), **E** (example), **Q** (expert's opinion), **A** (personal anecdote). Puis répondez à la question finale.

1. According to a survey, 7 out of 10 teenagers use their phones after midnight.
2. In some countries, such as Finland, pupils have little homework and still perform well.
3. As Professor Allen explains, "sleep is essential for memory".
4. Last summer, my cousin missed his exam because he had stayed up all night gaming.
5. Figures show that the number of cyclists has doubled in ten years.
6. The city of Copenhagen is famous for its cycle lanes, which many commuters use every day.

Quel type de preuve est le moins adapté à un essai formel ? Pourquoi ?

Exercice 18 : Pour ou contre ?



Should school uniform be compulsory ?

Le sujet est : « School uniform should be compulsory. » Indiquez si chaque argument est **FOR** ou **AGAINST**.

1. Pupils look equal, whatever their family income.
2. Pupils cannot show their personality.
3. It saves time in the morning.
4. Uniforms can be expensive for families.
5. It creates a sense of belonging to the school.
6. Some pupils feel uncomfortable in clothes they did not choose.
7. It reduces bullying about brands.
8. Uniforms do not improve results by themselves.

Partie B. Choisissez l'argument 2 et écrivez une réfutation qui commence par « Yet ».

Exercice 19 : Écrire une conclusion

Sujet : « Should zoos be abolished? » Dans l'essai, la thèse est : « Zoos should be abolished. » Le paragraphe 1 montre que les animaux souffrent en captivité. Le paragraphe 2 propose les documentaires comme alternative. Le paragraphe 3 réfute l'idée que les zoos protègent les espèces.

Rédigez une conclusion de 4 à 5 phrases : résumez les arguments, reformulez la thèse avec d'autres mots, puis ouvrez sur une perspective plus large.

Exercice 20 : Un paragraphe argumenté complet

Sujet : « The voting age should be lowered to sixteen. » Rédigez un paragraphe de 80 à 100 mots en faveur de cette idée. Il doit contenir : une topic sentence, une explication, une preuve (exemple ou statistique), un contre-argument avec sa réfutation et une phrase de conclusion.