

Exercices migrations

Exercices d'anglais - niveau 1re

Ces exercices migrations mêlent vocabulaire, compréhension de documents et expression. Tu travailleras sur l'histoire de la Windrush generation, sur le témoignage d'une réfugiée accueillie au Canada, puis tu prépareras une courte prise de parole.

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Les exercices

Exercices migrations : Windrush, Canada et identités

Exercice 1 : Vocabulaire anglais-français

Associe chaque expression anglaise à sa traduction : a) pays d'origine, b) s'intégrer, c) être expulsé, d) pays d'accueil, e) fiche de débarquement, f) demander l'asile, g) s'installer, h) citoyenneté.

1. host country
2. to settle
3. to seek asylum
4. citizenship
5. to be deported
6. to fit in
7. homeland
8. landing card

Exercice 2 : Qui est qui ?

Trouve le mot qui correspond à chaque définition : asylum seeker, emigrant, expatriate, immigrant, migrant, newcomer, refugee, undocumented migrant.

1. Someone who leaves their own country to live elsewhere, seen from the country they leave.
2. A person who has been forced to flee their country because of war or persecution and has been given protection.
3. A person who has asked for protection but whose case has not been decided yet.
4. A person who comes to live permanently in a foreign country.

5. A person who has recently arrived somewhere.
6. A person living in a country without legal permission.
7. A professional who works abroad for a few years, often for a company.
8. A general word for anyone who moves from one place to another.

Exercices migrations : partie 2

Exercice 3 : Compréhension, les passagers du Windrush

Lis le texte, puis dis si chaque affirmation est vraie (True) ou fausse (False). Justifie avec une citation.

In June 1948, the Empire Windrush docked at Tilbury, near London. On board were just over a thousand passengers, most of whom had come from the Caribbean to answer Britain's call for workers. Under the British Nationality Act of the same year, they were citizens of the United Kingdom and Colonies, free to live and work in Britain. Many found jobs in hospitals, on the buses and in factories. Life was far from easy: some landlords refused to rent rooms to Black tenants, and the newcomers often faced open hostility.

Seventy years later, journalists revealed that some of these people and their children, who had lived legally in Britain for most of their lives, had been told they were in the country illegally. Because the Home Office had destroyed their landing cards in 2010, many could not prove their status. Some lost their jobs or homes; others were detained or even deported.

1. The Windrush arrived in Liverpool.
2. Most passengers came from the Caribbean.
3. The passengers needed a visa to work in Britain.
4. The newcomers were always welcomed warmly.
5. Decades later, some long-term residents were wrongly treated as illegal immigrants.
6. The government had kept careful records of their arrival.

Exercices migrations : partie 3

Exercice 4 : Remettre l'histoire dans l'ordre

Classe ces événements dans l'ordre chronologique. Donne la lettre de l'événement qui occupe chaque position.

a) The Home Secretary resigns. b) The Empire Windrush docks at Tilbury. c) The Commonwealth Immigrants Act restricts entry. d) The Home Office destroys the landing cards. e) The "hostile environment" policy is introduced. f) The Immigration Act confirms

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the right of settled Commonwealth citizens to remain.

1. Premier événement
2. Deuxième événement
3. Troisième événement
4. Quatrième événement
5. Cinquième événement
6. Sixième événement

Exercices migrations : partie 4

Exercice 5 : Le témoignage de Rania

Lis ce témoignage imaginé, inspiré de nombreux récits réels, puis réponds en anglais par des phrases complètes.

My name is Rania. In January 2016, my family landed in Toronto after three years in a refugee camp in Jordan. We were sponsored by a group of five families from a small town in Ontario. They had raised enough money to pay our rent for a whole year. On the first night, they had cooked a meal and filled the fridge. They drove us to English classes and helped my father find a job in a bakery. At first I felt torn between two worlds: at home we spoke Arabic, at school I was “the new girl”. Today I'm studying nursing and I call myself Syrian-Canadian. Both halves are me.

1. Where did Rania's family live before coming to Canada?
2. Who sponsored the family?
3. What did the sponsors pay for?
4. Give two other ways in which the sponsors helped.
5. Why did Rania feel “torn between two worlds”?
6. What does the phrase “Syrian-Canadian” show about her identity?

Exercices migrations : partie 5

Exercice 6 : Un texte à compléter

Complète avec : asylum, belonging, border, citizenship, deported, homeland, newcomers, settled.

Every year, thousands of (1) ___ arrive in Canada. Some are refugees who have fled war and applied for (2) ___; others are skilled workers selected by the points system. After a few years, many apply for (3) ___. Even when they have (4) ___ for good, they often keep strong ties with their (5) ___. For their children, the question

of (6) ___ can be complex. Not everyone is allowed to stay, however: people who cross the (7) ___ without authorisation may be (8) ___.

1. blanc 1
2. blanc 2
3. blanc 3
4. blanc 4
5. blanc 5
6. blanc 6
7. blanc 7
8. blanc 8

Exercices migrations : partie 6

Exercice 7 : Familles de mots

Forme le nom correspondant à chaque mot.

1. to migrate
2. to belong
3. to settle (deux noms : l'action et la personne)
4. to deport
5. citizen
6. to integrate

Exercice 8 : Traduction français-anglais

Traduis en anglais.

1. Ils ont quitté leur pays d'origine pour trouver du travail.
2. Le Canada accueille des centaines de milliers d'immigrants chaque année.
3. Beaucoup de nouveaux arrivants se sentaient partagés entre deux cultures.
4. Elle a obtenu la nationalité britannique en 1975.
5. Certains ont été expulsés alors qu'ils vivaient légalement au Royaume-Uni.
6. Le multiculturalisme fait partie de l'identité canadienne.

Exercices migrations : partie 7

Exercice 9 : Traduction anglais-français

Traduis en français.

1. Britain needed workers to rebuild the country after the war.
2. Canada is often described as a cultural mosaic rather than a melting pot.
3. The newcomers faced discrimination when they looked for housing.

4. Thousands of ordinary citizens sponsored refugee families.
5. Borders can separate people, but they can also bring cultures together.

Exercice 10 : Nuancer son propos

Complète avec : admittedly, although, despite, however, on the other hand, whereas.

1. ___ they were British citizens, they were treated as foreigners.
2. Canada welcomes many immigrants. ___, the housing crisis has led the government to lower its targets.
3. The United States is often called a melting pot, ___ Canada prefers the image of a mosaic.
4. ___ the hostility they faced, the Windrush generation helped rebuild Britain.
5. ___, immigration raises challenges, but it also brings skills and diversity.
6. Some people see borders as a protection. ___, others see them as barriers.

Exercices migrations : partie 8

Exercice 11 : Préparer une prise de parole

Prépare une présentation orale d'une minute sur le scandale Windrush. Rédige une phrase en anglais pour chaque étape.

1. Annonce le sujet.
2. Donne le contexte historique.
3. Explique ce qui s'est passé en 2018.
4. Présente les conséquences.
5. Donne ton avis en le nuancant.

Exercice 12 : Present perfect ou prétérit ?

Choisis la forme correcte. Fais attention aux indications de temps.

1. My grandparents (came / have come) to Britain in 1962.
2. I (lived / have lived) in Leeds since 2019.
3. She (has arrived / arrived) last Tuesday, so she doesn't know the city yet.
4. How long (did you study / have you studied) English?
5. They (haven't seen / didn't see) their cousins since 2015.
6. In 1948, thousands of Caribbean people (have sailed / sailed) to England.

Exercice 13 : Lire un tableau

Observe le tableau, puis réponds aux questions par des phrases complètes en anglais.

Four newcomers

Name	Homeland	Host country	Arrived	Job
Amara	Nigeria	England	2008	nurse
Piotr	Poland	Scotland	2012	builder
Lena	Syria	Wales	2016	student
Tomás	Brazil	Canada	2019	chef

Imaginary examples for practice

Four newcomers and their stories

1. Where does Piotr come from?
2. Who works as a nurse?
3. Who arrived most recently?
4. Which two people live in Scotland or Wales?
5. How many years passed between Amara's arrival and Lena's arrival?
6. Write a sentence about Tomás with *since*.

Exercice 14 : Mots de liaison

Complète chaque phrase avec un mot de la liste : *although, because of, however, whereas, despite, so*.

1. _____ the language barrier, Ines found a job quickly.
2. Joe lost his job _____ the economic crisis.
3. She speaks three languages, _____ she works as a translator.
4. _____ he has lived here for ten years, he still feels like a stranger.
5. Some people want to keep their traditions, _____ others prefer to adopt local customs.
6. The journey was long. _____, everyone was smiling on arrival.

Exercice 15 : Qui dit quoi ?

Associe chaque phrase (1 à 6) à l'attitude de la personne : A. welcoming – B. anxious – C. nostalgic – D. determined – E. proud – F. grateful.

1. "I'll never forget the smell of my grandmother's kitchen back home."
2. "Come in! Make yourself at home. You must be tired."
3. "What if I can't make friends? What if nobody understands me?"
4. "I will learn the language, whatever it takes."
5. "My daughter is the first in our family to go to university!"
6. "Thank you so much. Without your help, we would have had nowhere to go."

Exercice 16 : Jamal's first year

Lis le texte, puis réponds aux questions par des phrases complètes.

Jamal was born in Casablanca. At fourteen, he moved to Manchester with his mother and his little sister. At first, everything seemed strange: the rain, the food and the accent. At school, a classmate called Ben showed him around and invited him to join the football club. Jamal was nervous but he said yes. Now, a year later, he plays every Saturday and he has made many friends. He still phones his grandfather every Sunday, and he is learning to cook Moroccan dishes for his new friends.

1. Where was Jamal born?
2. Who did he move to Manchester with?
3. What seemed strange at first?
4. How did Ben help him?
5. When does Jamal phone his grandfather?
6. What is he learning to do?

Exercice 17 : Used to ou be used to ?

Complète avec la forme correcte : *used to* + verbe, *be used to* + verbe en *-ing* ou *get used to*.

1. Before moving, Sara _____ (live) in a flat near the sea.
2. After two years in Glasgow, he _____ (drive) on the left.
3. My grandfather _____ (work) in a factory before he retired.
4. We aren't _____ (eat) dinner so late.
5. At first, she found it hard to _____ the noise of the city. (get used to)
6. Did you _____ (play) football in your home country?

Exercice 18 : Observe la scène

Observe l'image, puis réponds aux questions.

ARRIVALS

Yes. I'm a bit nervous.



Welcome to London!
Is this your first visit?



An arrival in London

1. What is the boy wearing?
2. What is he carrying?
3. What does the woman say?
4. How does the boy feel?
5. Write two lines to continue the dialogue.

Exercice 19 : Corriger les erreurs

Chaque phrase contient une erreur. Recopie la phrase corrigée.

1. My parents are living in France since 2005.
2. She don't speak Spanish at home.
3. There is many people from different countries in my class.
4. He arrived to London in 1998.
5. We have moved here last year.
6. I'm agree with you about the importance of languages.
7. Their children speaks two languages.
8. It's the more interesting festival of the city.

Exercice 20 : Écrire un message

Tu viens d'arriver dans une ville britannique pour un an. Écris un message de 60 à 80 mots à un ami : raconte ton arrivée, tes impressions et ce qui te manque.