

Exercices passé et mémoire

Exercices d'anglais - niveau 2de

Ces exercices passé et mémoire t'entraînent à manier les repères sur l'Australie autochtone, les commissions de réconciliation et le débat sur les statues, puis à exprimer un jugement sur le passé 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 passé et mémoire

Exercice 1 : Le vocabulaire de la mémoire

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

1. to acknowledge
2. a memorial
3. to apologise
4. a legacy
5. to heal
6. to topple
7. a slave trader
8. controversial

a. controversé · b. un marchand d'esclaves · c. reconnaître · d. guérir, apaiser · e. un monument commémoratif · f. présenter des excuses · g. déboulonner · h. un héritage, des séquelles

Exercice 2 : La culture aborigène

Complète avec *Dreaming, songlines, Country, dot painting, sacred, 60,000*.

1. Aboriginal people have lived in Australia for at least ___ years.
2. The ___ is a set of stories about the creation of the world.
3. ___ describe routes across the land and work like a map.
4. For Indigenous Australians, ___ is not owned: people belong to it.
5. ___ started in the community of Papunya in 1971.
6. Uluru is a ___ site for the Anangu people.

Exercices 3 à 4

Exercice 3 : La frise australienne

Observe la frise du cours, puis associe chaque date à l'événement.

1. 1788
2. 1967
3. 1992
4. 2008
5. 2019
6. 2023

a. Climbing Uluru is banned. · b. The Mabo case rejects terra nullius. · c. The First Fleet arrives in Sydney. · d. Australians reject the Voice. · e. The Prime Minister apologises to the Stolen Generations. · f. A referendum allows Aboriginal people to be counted in the census.

Exercice 4 : Prétérit ou present perfect ?

Mets le verbe entre parenthèses au prétérit ou au present perfect.

1. The British ___ (arrive) in Australia in 1788.
2. Since 2008, the Apology ___ (become) an important date for many families.
3. Desmond Tutu ___ (chair) the South African commission.
4. Many statues ___ (be) removed since 2020.
5. In 2015, students ___ (demand) the removal of Rhodes's statue.
6. The wounds of the past ___ (not / heal) yet.

Exercices 5 à 6

Exercice 5 : Mettre au passif

Transforme les phrases au passif.

1. Protesters toppled the statue of Colston in 2020.
2. The authorities took thousands of children from their families.
3. The government returned Uluru to the Anangu in 1985.
4. A museum now displays the statue.
5. The commission heard thousands of victims.

Exercice 6 : Juger le passé

Exprime un reproche avec *should have* ou *shouldn't have* + participe passé, selon le modèle : *The settlers ignored Aboriginal laws.* → *The settlers shouldn't have ignored Aboriginal laws.*

1. The government didn't apologise earlier.
2. The authorities separated children from their parents.
3. The city didn't add a plaque to the statue.
4. Tourists climbed the sacred rock.
5. Schools didn't teach this history.

Exercices 7 à 8

Exercice 7 : Les commissions de réconciliation

Vrai ou faux ? Corrige les phrases fausses.

1. The South African commission dealt with the crimes of apartheid.
2. The Canadian commission studied residential schools.
3. Truth commissions only aim to send people to prison.
4. Desmond Tutu was the head of the Canadian commission.
5. National Sorry Day is on 26 May in Australia.
6. In South Africa, some people could get amnesty if they told the whole truth.

Exercice 8 : Corrige les erreurs

Chaque phrase contient une erreur. Réécris-la correctement.

1. I remember me the day the statue fell.
2. The Prime Minister apologised the Stolen Generations in 2008.
3. The statue has been toppled in 2020.
4. The Aborigines people have a rich culture.
5. The children was taken from their families.
6. We study the story of Australia at school.

Exercice 9

Exercice 9 : Comprendre un article

For more than a century, a bronze statue stood in the centre of Bristol. It honoured Edward Colston, a merchant who had made his fortune in the slave trade in the late 1600s and later gave money to schools and charities. For decades, local people asked for the statue to be removed or for a plaque explaining his past. Nothing happened. On 7 June 2020, during a Black Lives Matter march, protesters pulled the statue down and rolled it into the harbour. A few days later, it was taken out of the water. Today, it lies in a city museum, still covered in paint, next to the protest signs of that day. Some people call this vandalism; others say it was the only way to be heard.

Réponds en anglais.

1. Who was Edward Colston?
2. Why did some people admire him?
3. What had local people asked for?
4. What happened on 7 June 2020?
5. Where is the statue today, and in what state?
6. Find two opposite opinions in the text.

Exercices 10 à 11

Exercice 10 : Traduis en anglais

1. Les Aborigènes vivent en Australie depuis au moins 60 000 ans.
2. Des milliers d'enfants ont été enlevés à leur famille.
3. Le gouvernement aurait dû s'excuser plus tôt.
4. Faut-il déboulonner les statues controversées ?
5. Se souvenir du passé aide à guérir.
6. La statue est exposée dans un musée.

Exercice 11 : Donner son avis

Classe chaque argument : **A** (pour retirer les statues), **B** (pour les garder) ou **C** (compromis).

1. Statues in public squares honour the people they represent.
2. If we remove them, we forget part of our history.
3. A plaque can explain the whole story.
4. Descendants of enslaved people feel hurt every time they walk past.
5. Museums are the right place for controversial monuments.
6. Changing the past is impossible, so the statues should stay.

Exercice 12

Exercice 12 : Production guidée

Ta ville possède la statue d'un personnage controversé. Écris une lettre de 100 à 120 mots au maire (*Dear Mayor,*) pour proposer une solution. Respecte ces étapes :

1. Present the statue and the problem.
2. Give one argument for removing it.
3. Give one argument for keeping it.
4. Suggest your solution, with *should*.
5. End politely (*Yours sincerely,*).

Exercice 13 : Le plus-que-parfait

Fiche en ligne : anglais-pdf.fr/le-passe-dans-le-present-exercices-anglais-seconde/ · Cours, exercices corrigés et QCM

Mets le verbe entre parenthèses au prétérit ou au past perfect, selon le sens.

1. When the statue was removed, it ___ (stand) in the square for over a century.
2. The government apologised in 2008 after many survivors ___ (wait) for decades.
3. She ___ (not know) about the history of her town until she visited the museum.
4. By the time the law changed, thousands of families ___ (lose) their land.
5. After the council ___ (vote), the monument was taken down.
6. The pupils ___ (visit) the memorial before they wrote their essays.

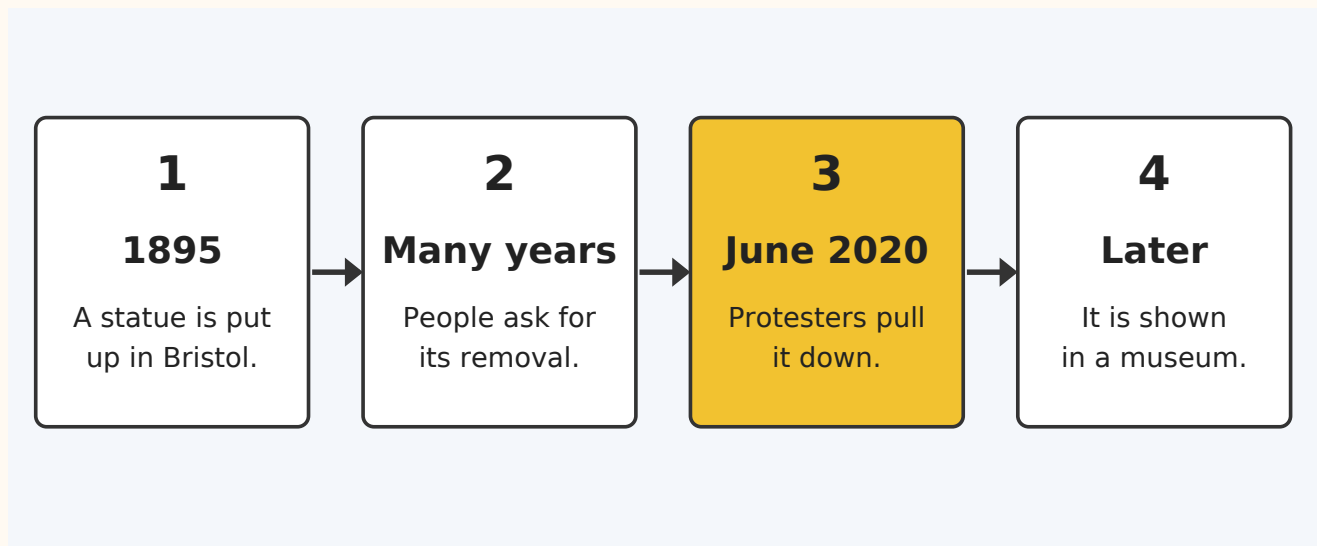
Exercice 14 : In, since, for, ago, during

Complète avec in, since, for, ago ou during.

1. The apology was made ___ 2008.
2. Uluru has belonged to its traditional owners ___ 1985.
3. The ban on climbing Uluru was introduced in 2019, more than five years ___.
4. Aboriginal peoples have lived in Australia ___ more than 60,000 years.
5. Many children were taken from their families ___ the twentieth century.
6. National Sorry Day has been held ___ 1998.
7. The discussion lasted ___ three hours.

Exercice 15 : L'histoire d'une statue

Observe l'image et réponds en anglais.



L'histoire d'une statue.

1. When was the statue put up?
2. What happened in June 2020?
3. Where can people see the statue now?
4. Put this sentence into the passive: In 1895, people put up the statue.
5. Write three sentences about the story with first, then and finally.

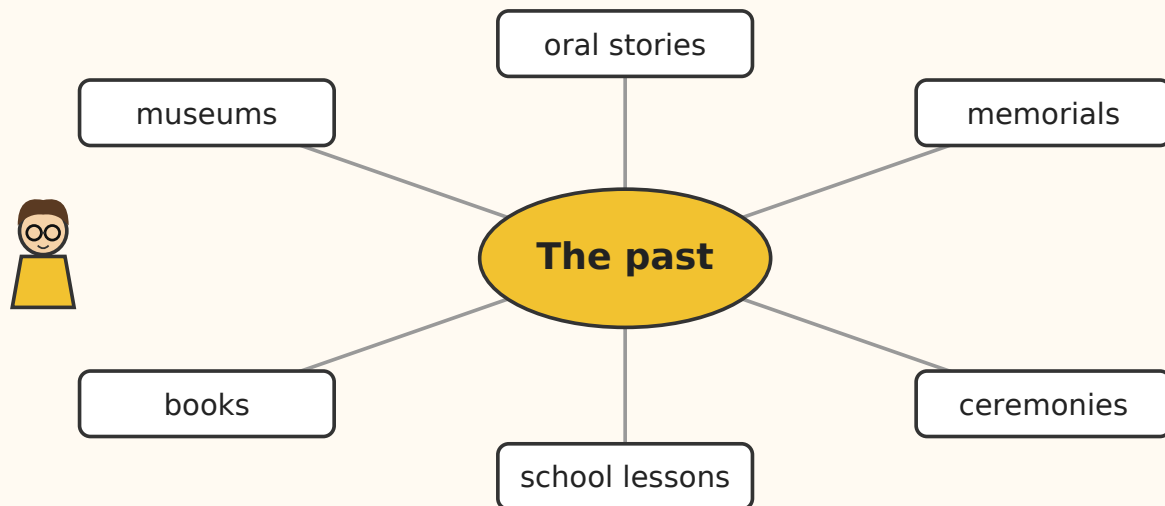
Exercice 16 : Wish et if only

Mets le verbe entre parenthèses à la forme correcte.

1. I wish I ___ (know) more about this history when I was younger.
2. If only our ancestors ___ (listen) to each other!
3. I wish people ___ (not forget) the past so easily nowadays.
4. She wishes she ___ (can) speak her grandmother's language.
5. If only the apology ___ (come) earlier, in 1990!
6. I wish the museum ___ (be) free for everyone today.

Exercice 17 : Comment garde-t-on la mémoire ?

Observe la carte mentale. Associe chaque phrase à la branche qui convient.



Six manières de se souvenir.

1. Grandparents tell the old tales around the fire.
2. Each year, people gather on 26 May to remember.
3. A stone wall has the names carved on it.
4. Teachers explain events from the history programme.
5. You can see old objects and photos behind glass.
6. Historians publish their research.
7. Write a sentence of your own about one branch.

Exercice 18 : Unless ou as long as ?

Choisis unless ou as long as.

1. We will never learn from history ___ we study it.
2. The monument can stay ___ a plaque explains the whole story.
3. ___ they apologise, relations won't improve.
4. Schools can teach this history ___ the lessons are honest.

5. I won't go to the ceremony ___ I am invited.
6. You may take photos in the museum ___ you don't use a flash.

Exercice 19 : Le témoignage de Daniel

Read the text and answer the questions in English.

My name is Daniel and I am seventeen. When I was a child, my grandfather never talked about his past. Then, last summer, he took me to the village where he had grown up. He showed me the old school, which had closed in 1970, and the river where he used to fish. "I didn't want to remember," he told me, "but silence doesn't make things disappear." Now I record his stories on my phone so that his grandchildren will hear them.

1. How old is Daniel?
2. Did the grandfather talk about his past when Daniel was a child?
3. What did he show Daniel?
4. When had the school closed?
5. What did he use to do by the river?
6. Why does Daniel record the stories?
7. Explain in your own words: "silence doesn't make things disappear".

Exercice 20 : Écrire un panneau de musée

Tu travailles pour le musée d'un village. Écris le texte (60 à 80 mots) d'un panneau qui présente un vieux moulin transformé en lieu de mémoire : quand il a été construit, ce qui s'y est passé, ce qu'on peut y voir aujourd'hui. Emploie le passif et au moins un past perfect.