

Exercices mondes virtuels

Exercices d'anglais - niveau Terminale

Ces exercices mondes virtuels vous font travailler le vocabulaire de la vie connectée, des jeux vidéo et de l'intelligence artificielle, avant de vous demander de prendre position comme dans un essai du bac.

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

Dix exercices mondes virtuels progressifs

Exercice 1 : Le vocabulaire du numérique

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

1. a digital footprint
2. to overshare
3. cyberbullying
4. identity theft
5. screen time
6. to be hooked on

7. personal data
8. an avatar

a. le cyberharcèlement – b. être accro à – c. une empreinte numérique – d. un avatar – e. trop publier – f. les données personnelles – g. le temps d'écran – h. l'usurpation d'identité

Exercice 2 : Vie connectée, vie exposée

Complétez avec : footprint, privacy, delete, settings, target, think twice.

1. Every search you make adds to your digital ____.
2. Check your privacy ____ on every new app.
3. Advertisers use your data to ____ you with personalised ads.
4. Once a photo is shared, it is very hard to ____ it.
5. Many young people feel that their ____ is not respected online.
6. You should always ____ before posting something personal.

Exercices mondes virtuels : partie 2

Exercice 3 : Compréhension d'un dialogue

Liam: I finished my history essay in ten minutes last night. I just asked a chatbot to write it.

Priya: Seriously? Did you even read it?

Liam: Sort of. It sounded really clever.

Priya: Clever, maybe. But last week mine invented a quote from Churchill that he never said. If you hand that in, you'll be in trouble.

Liam: So you never use it?

Priya: I do, but only to quiz me before a test or to explain things I didn't get in class. Then I write everything myself. Otherwise, what's the point of learning?

1. How long did it take Liam to do his homework, and why?
2. Did Liam check his essay carefully? Justify.
3. What problem did Priya experience with the tool?
4. What does Priya warn Liam about?
5. Give two ways Priya uses the tool.
6. Sum up Priya's attitude in one sentence.

Exercices mondes virtuels : partie 3

Exercice 4 : Jeux vidéo et soft power

Vrai ou faux ? Corrigez les phrases fausses.

1. Joseph Nye defined soft power as the ability to attract rather than force.
2. The Grand Theft Auto series is developed in Japan.
3. Minecraft is the best-selling video game of all time.
4. The video game industry is smaller than the film industry.
5. Millions of players have attended concerts inside Fortnite.
6. Serious games are only designed for entertainment.

Exercices mondes virtuels : partie 4

Exercice 5 : Faux amis

Choisissez le mot correct.

1. The app collects data about your (private life / privacy).
2. The teacher (controlled / checked) our homework for plagiarism.
3. (Actually / Currently), about half of teenagers play online every day.
4. I thought the game was free, but (actually / currently) it is full of paid extras.
5. Your data (is / are) stored on servers abroad.
6. He spends hours playing (video games / videos games).
7. Parents should (check / control) their children's screen time settings.
8. The government wants to (control / check) the power of big tech companies.

Exercices mondes virtuels : partie 5

Exercice 6 : Formation des mots

Complétez avec un mot de la même famille que le mot entre parenthèses.

1. Gaming ___ is now recognised as a health problem. (addict)
2. Some apps are designed to be highly ___. (addict)
3. A fast internet ___ is essential for online classes. (connect)
4. She is a responsible digital ___. (citizenship)
5. Online ___ can have tragic consequences for victims. (bully)
6. Facial ___ technology raises serious concerns. (recognise)
7. We need more ___ about how algorithms work. (transparent)
8. Gamers are often very ___ players who solve problems quickly. (create)

Exercices mondes virtuels : partie 6

Exercice 7 : Traduire vers l'anglais

Traduisez en anglais.

1. Nos données personnelles sont vendues à des annonceurs.
2. Il faut réfléchir à deux fois avant de publier une photo.
3. Les jeux vidéo sont un outil de soft power.
4. L'IA devrait être un outil, pas un substitut à la réflexion.
5. En fait, beaucoup d'adolescents sont accros à leur téléphone.
6. Les écoles devraient apprendre aux élèves à vérifier les informations.

Exercice 8 : Traduire vers le français

Traduisez en français.

1. If you are not paying for the product, you are the product.
2. Recruiters sometimes check candidates' profiles before an interview.
3. Virtual worlds bring people together but can also isolate them.
4. The chatbot gave a wrong answer with total confidence.
5. Loot boxes are close to gambling.

Exercices mondes virtuels : partie 7

Exercice 9 : Corriger les erreurs

Chaque phrase contient une erreur. Corrigez-la.

1. My datas are stored in the cloud.
2. She is addicted of social media.
3. He plays to video games every evening.
4. Actually, the government studies a new law on screens.
5. We should protect our intimacy online.
6. Rather than ban AI, schools should teaching students to use it.

Exercice 10 : Production guidée

Sujet : *Should artificial intelligence be welcome in the classroom?* Rédigez un paragraphe de 150 à 180 mots.

1. Introduisez le sujet par un fait ou une question.
2. Donnez deux avantages, avec un exemple.
3. Donnez deux risques.
4. Proposez une règle d'usage concrète.
5. Concluez avec une phrase nuancée.

Exercice 11 : Définitions

Associez chaque mot à sa définition (a à h).

1. a troll
2. a firewall
3. to log in
4. a username
5. fake news
6. a hacker
7. to stream
8. a password

a. a secret word you type to protect an account – b. false information presented as real news – c. a person who gets into computer systems without permission – d. someone who posts offensive messages online to provoke people – e. to watch or listen to something directly on the internet without downloading it – f. the name you choose to identify yourself on a website – g. to enter your details to access an account – h. a security system that blocks unauthorised access to a network

Exercice 12 : Réglementer les réseaux sociaux

Complétez le texte avec les mots de la liste : ban, privacy, platforms, users, harmful, accountable, tackle, content.

Many people think that social media (1) ___ should be held (2) ___ for the (3) ___ posted by their (4) ___. Governments want to (5) ___ online hate and protect people's (6) ___. Some propose to (7) ___ children under thirteen from joining. Critics reply that not all (8) ___ material can be detected.

Exercice 13 : Les connecteurs logiques

Choisissez le connecteur qui convient.

1. Online learning is convenient; (however / therefore), it can feel isolating.
2. (Despite / Although) the risks, millions of teenagers use these apps every day.
3. Some players spend hours online, (whereas / so that) others only play at weekends.
4. The company ignored the warnings; (as a result / for instance), thousands of accounts were hacked.
5. She uses a VPN (in order to / because of) protect her data.
6. (Unless / Provided that) users give their consent, firms cannot collect their data.
7. Social networks help people stay in touch. (Moreover / Nevertheless), they are a source of information.
8. (Even though / In spite of) it is free, the app earns millions through advertising.

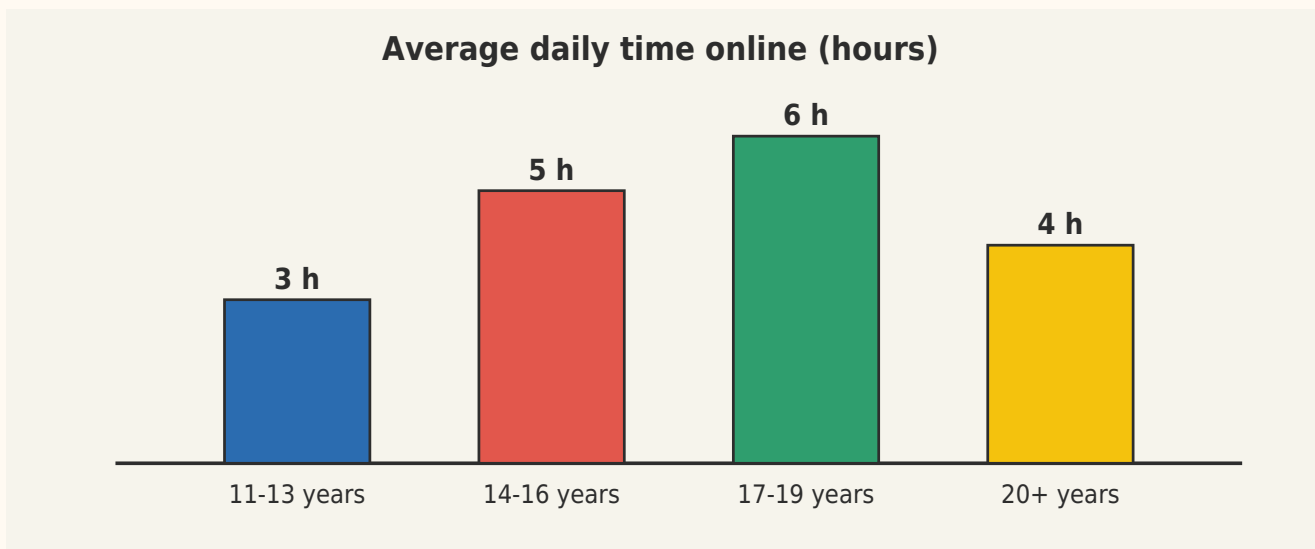
Exercice 14 : Obligation, interdiction, conseil

Complétez avec : must, mustn't, should, shouldn't, don't have to, had to, needn't.

1. You ___ share your password with anyone. It is dangerous.
2. Users ___ pay to create an account; it is free.
3. Last year I ___ change my password after a hacking attempt.
4. You ___ spend so much time on your phone before bed. It is bad for your sleep.
5. All employees ___ read the privacy policy before signing.
6. We ___ hurry; the stream doesn't start until nine.
7. Parents ___ talk to their children about online risks.

Exercice 15 : Lire un graphique

Observez le graphique, puis répondez aux questions en anglais.



Temps passé en ligne chaque jour selon l'âge.

1. Which age group spends the most time online?
2. How many more hours do 14-16 year-olds spend online than 11-13 year-olds?
3. Complete: Teenagers aged 17-19 spend twice as much time online as ____.
4. True or false? People over 20 spend more time online than 14-16 year-olds.
5. Write a sentence with the word less to compare the over-20s and the 17-19 group.
6. Suggest one reason why the 17-19 group spends the most time online.

Exercice 16 : Vrai ou faux ?

Lisez le texte, puis dites si chaque affirmation est vraie ou fausse. Justifiez avec le texte.

In the virtual world of Eden Park, users create avatars and meet in digital cafés. Entry is free, but clothes and houses for avatars must be bought with real money. Last month, the company introduced a new rule: users must verify their age before chatting. Since then, the number of reported cases of harassment has fallen by 40%, although some

users complain that the process is slow. The founder says she wants everyone to feel safe in Eden Park.

1. Users have to pay to enter Eden Park.
2. Clothes for avatars cost real money.
3. Users must verify their age before chatting.
4. Cases of harassment have increased since the new rule.
5. All the users like the new process.
6. The founder wants everyone to feel safe in Eden Park.

Exercice 17 : Les collocations

Complétez avec le verbe qui convient : raise, post, spread, take, run, make, break.

1. to ___ awareness of online risks
2. to ___ a comment on a forum
3. to ___ rumours
4. to ___ a risk
5. to ___ an online campaign
6. to ___ a complaint
7. to ___ the law

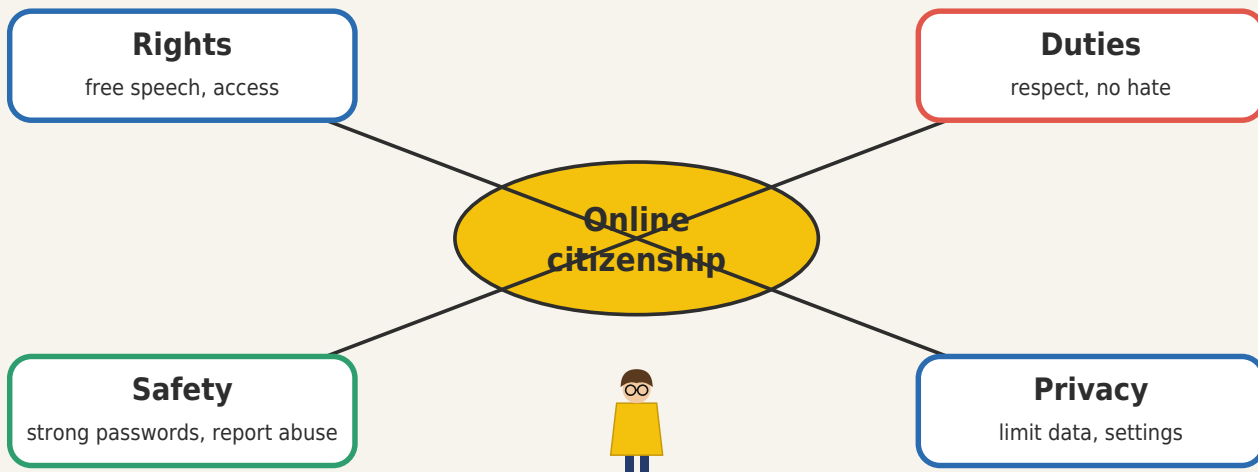
Exercice 18 : Reformuler

Réécrivez chaque phrase avec le mot donné, sans changer le sens.

1. Many teenagers are addicted to their phones. (HOOKED)
2. "I didn't post that photo," said Max. (DENIED)
3. It is forbidden to film in the museum. (MUSTN'T)
4. Although he was tired, he kept gaming. (DESPITE)
5. People say that the hacker lives in Spain. (SAID)
6. I regret posting that message. (WISH)
7. "Don't open attachments from strangers," said the teacher. (TOLD)

Exercice 19 : Exploiter une carte mentale

Observez la carte mentale. Écrivez une phrase en anglais pour chaque branche, puis ajoutez une cinquième branche de votre choix en l'expliquant.



Carte mentale : la citoyenneté en ligne.

1. Rights
2. Duties
3. Safety
4. Privacy
5. Your own branch

Exercice 20 : Production guidée

Should social media be regulated by governments? Give your opinion in about 150 words. Include an introduction, two arguments with examples, a counter-argument and a conclusion. Use at least four connectors from exercise 13.