

Exercices fictions et réalités

Exercices d'anglais - niveau Terminale

Ces exercices fictions et réalités vous entraînent à parler des dystopies, du rêve américain, des classes sociales et de la science-fiction avec le bon vocabulaire. Ensuite, les premiers sont courts ; les derniers vous préparent à l'expression écrite du bac.

De plus, 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 fictions et réalités progressifs

Exercice 1 : Le vocabulaire de la fiction

D'abord, associez chaque mot anglais à sa traduction (a à h).

1. a plot
2. the setting
3. a short story
4. a cautionary tale
5. to portray
6. far-fetched
7. a character
8. a novel

a. un personnage - b. un roman - c. une intrigue - d. dépeindre - e. une nouvelle - f. le cadre - g. tiré par les cheveux - h. un récit d'avertissement

Exercice 2 : Le monde d'Orwell

Ainsi, complétez avec : Newspeak, telescreens, doublethink, Thought Police, Big Brother, rewrites.

1. Posters everywhere remind citizens that ___ is watching them.
2. In every flat, ___ broadcast propaganda and spy on people at the same time.
3. The ___ arrest anyone suspected of having forbidden ideas.
4. The Ministry of Truth constantly ___ the past to fit the Party's version.
5. ___ is a language designed to make rebellion impossible to express.

6. Believing that war is peace requires a mental trick called ____.

En outre, un brouillon aide à organiser ses idées.

Suite du travail : exercice 3 : exercices fictions et réalités

Exercice 3 : Œuvres et auteurs

Ensuite, associez chaque œuvre à son auteur et à son thème principal.

1. *Brave New World*
2. *Fahrenheit 451*
3. *The Handmaid's Tale*
4. *The Great Gatsby*
5. *Of Mice and Men*
6. *Oliver Twist*

Auteurs : Steinbeck – Atwood – Huxley – Dickens – Bradbury – Fitzgerald.

Thèmes : A. book burning and censorship – B. poverty in Victorian England – C. a theocracy that controls women's bodies – D. a wealthy man chasing an impossible love – E. happiness imposed through drugs and conditioning – F. two farm workers dreaming of their own land

Exercice 4 : Faux amis

Ensuite, choisissez le mot correct.

1. Margaret Atwood says every event in the book has an (actual / current) historical source.
2. The (current / actual) debate on surveillance makes the novel very relevant.
3. Willy Loman (eventually / possibly) realises that his dream was an illusion.
4. Dickens wrote long (novels / romances) published in monthly instalments.
5. Lennie is a gentle but dangerous (character / temper).
6. Poe is famous for his (short stories / news).
7. The story (takes place / happens place) in a ruined America.
8. We could (eventually / possibly) study the film adaptation too, if we have time.

D'abord, lisez tous les énoncés une première fois.

Suite du travail : exercice 5 : exercices fictions et réalités

Exercice 5 : Compréhension d'un texte

In the city of Brightgate, nobody is ever sad. Every morning, citizens receive their Happiness Score on their wristbands, calculated from what they buy, what they

post and who they talk to. Those with high scores get the best flats and the fastest trains. Those who fall below fifty are politely invited to a “Wellness Centre”, from which few return. Mara, a seventeen-year-old student, has always had a perfect score. Then one day she finds an old paper book in her grandmother’s attic, and for the first time in her life she reads words that no algorithm has chosen for her.

Vrai ou faux ? Justifiez avec le texte.

1. In Brightgate, happiness is measured by technology.
2. All citizens enjoy the same living conditions.
3. The Wellness Centres are places where people relax and come back happy.
4. Mara has always been a model citizen.
5. Paper books are common in Brightgate.
6. The text can be read as a critique of social-credit systems and online profiling.

Suite du travail : exercice 6

Exercice 6 : Les classes sociales

Puis, complétez avec : working, ladder, have-nots, silver spoon, gap, mobility.

1. In Dickens’s novels, the ___ class lives in terrible conditions.
2. Gatsby tries to climb the social ___ but is never fully accepted.
3. Tom Buchanan was born with a ___ in his mouth.
4. The Hunger Games shows a huge ___ between the Capitol and the districts.
5. The haves enjoy luxury while the ___ struggle to survive.

Cependant, trop de précipitation entraîne des oublis.

6. The American Dream relies on the idea of social ___.

Cependant, ne vous découragez pas après une mauvaise note.

Exercice 7 : Traduire vers l’anglais

Ainsi, traduisez en anglais.

1. Ce roman se passe dans une société totalitaire.
2. L’auteur dépeint un monde où les livres sont interdits.
3. Gatsby incarne à la fois le rêve américain et son échec.
4. On peut lire cette série comme une critique des inégalités.
5. Loin d’être un simple divertissement, la dystopie nous met en garde.
6. Cette histoire fait écho aux débats actuels sur la surveillance.
7. La science-fiction a souvent nourri l’innovation.

Suite du travail : exercice 8

Exercice 8 : Traduire vers le français

Ensuite, traduisez en français.

1. The green light stands for a dream that keeps moving away.
2. Orwell's telescreens now fit in our pockets.
3. For many migrant workers, the dream turned into a nightmare.
4. The servants downstairs know more about the family than the masters upstairs.
5. The novel was eventually banned in several schools.
6. Star Trek's communicator paved the way for a major breakthrough.

Donc travaillez par séances courtes et régulières.

Exercice 9 : Corriger les erreurs

Ensuite, chaque phrase contient une erreur. Réécrivez-la correctement.

1. The novel takes place at Gilead, in a near future.
2. Big Brother is watching at you.
3. The book warns us of the dangers of the censorship.
4. Steinbeck's characters dreams of a better life.
5. Far from be mere entertainment, the film is political.
6. It can be read like a critique of consumerism.

Exercice 10 : Production guidée

Sujet : *Is dystopian fiction a warning or a prophecy?* Rédigez un paragraphe d'environ 150 mots en suivant ces étapes.

1. Présentez une dystopie de votre choix (titre, auteur, date, cadre).
2. Décrivez un élément de contrôle de cette société.
3. Montrez qu'un aspect de notre monde ressemble à cet élément.
4. Nuancez : en quoi notre monde reste-t-il différent ?
5. Concluez en répondant à la question, avec un connecteur de conclusion.

Conseils de méthode : exercices fictions et réalités

Avant de commencer

Ainsi, le thème « exercices fictions et réalités » demande de la méthode. De plus, gardez quelques minutes pour la relecture. Ainsi, vous gagnez du temps pour les questions plus difficiles. De même, félicitez-vous après chaque exercice réussi. Par ailleurs, relisez l'orthographe et les accords. Ainsi, la confiance revient peu à peu. Mais évitez de recopier

une phrase sans la comprendre.

Pendant le travail

En effet, une réponse trop courte fait perdre des points. Mais passez à la suite quand le temps file. Par ailleurs, fixez un horaire régulier pour ce travail. En effet, la répétition reste le meilleur allié de la mémoire. Toutefois, demandez de l'aide si un point reste flou. Puis, respirez calmement avant de tourner la page.

Exercice 11 : Les médias et l'information

Complétez chaque phrase avec le mot qui convient : *a source, misleading, a hoax, propaganda, spread, fact-checking, bias, debunk*.

1. Journalists rely on a reliable ___ to verify information.
2. The video was ___ : it left out the most important context.
3. The rumour about the bridge collapsing was a complete ___.
4. ___ is used by some governments to manipulate public opinion.
5. It is very easy to ___ false stories on social media.
6. Several websites specialise in ___ the claims made by public figures.
7. The report shows a clear ___ in favour of the company.
8. Experts managed to ___ the myth within a few hours.

Exercice 12 : Les modaux de déduction

Complétez avec *must, might* ou *can't* suivi du verbe entre parenthèses, à la forme qui convient (présent ou passé).

1. The picture is too perfect : it ___ (be) edited.
2. I'm not sure the story is true ; it ___ (be) a hoax.
3. She was on holiday that day : she ___ (write) this post.
4. The newspaper has apologised : it ___ (make) a mistake.
5. Nobody knows where the rumour comes from ; someone ___ (invent) it.
6. He's a journalist with twenty years' experience : he ___ (know) the rules.

Exercice 13 : Le passif

Réécrivez chaque phrase au passif.

1. Many readers admire this novel.
2. The government controls the media in the story.
3. Hackers have published false documents.
4. Someone will adapt the book into a series.
5. They banned the film in several countries.
6. People should check the facts.

Exercice 14 : Les mots de liaison

Complétez avec : *Although, Despite, whereas, However, As a result, Moreover.*

1. ___ the story is fictional, it raises real questions.
2. ___ the warnings, many people shared the video.
3. Some people trust the news, ___ others distrust it completely.
4. The photo was fake. ___, it was shared millions of times.
5. The rumour spread quickly ; ___, the company lost customers.
6. Fiction entertains readers. ___, it can also denounce injustice.

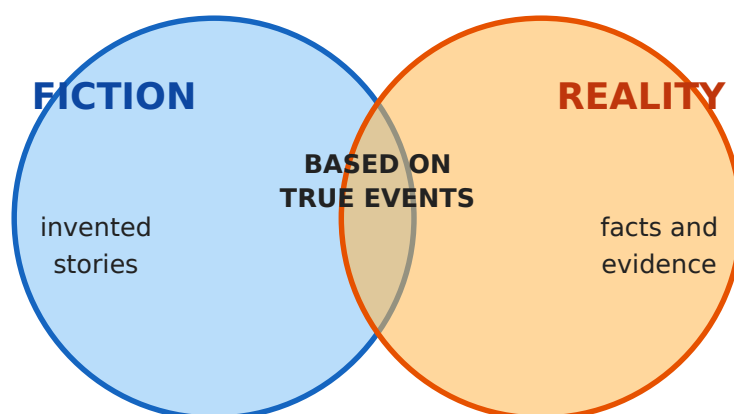
Exercice 15 : Les deepfakes

Lisez le texte, puis répondez aux questions en anglais.

Deepfakes are videos in which artificial intelligence replaces a person's face or voice with someone else's. At first, the technique was used for entertainment, for instance to put actors in old films. But it is now increasingly used to deceive. Last year, a fake video of a mayor announcing the closure of a hospital went viral before being exposed as a deepfake. Experts warn that the real danger is not only that people believe false videos but also that they stop believing genuine ones : when anything can be faked, every proof can be denied.

1. What are deepfakes?
2. What was the technique first used for?
3. What happened with the video of the mayor?
4. According to experts, what is the real danger?
5. Find a verb in the text meaning "to trick".
6. True or false : deepfakes are only used in cinema. Justify.

Exercice 16 : Fiction, réalité ou entre les deux ?



Where does each work belong?

Fiction et réalité

Observez le diagramme. Pour chaque œuvre, écrivez *fiction*, *reality* ou *overlap* (au centre). Puis expliquez le dernier cas.

1. a dystopian novel
2. a news report
3. a biopic (a film about a real person's life)
4. a science fiction film
5. a documentary
6. a historical novel
7. Explain in one sentence why a biopic belongs to the overlap.

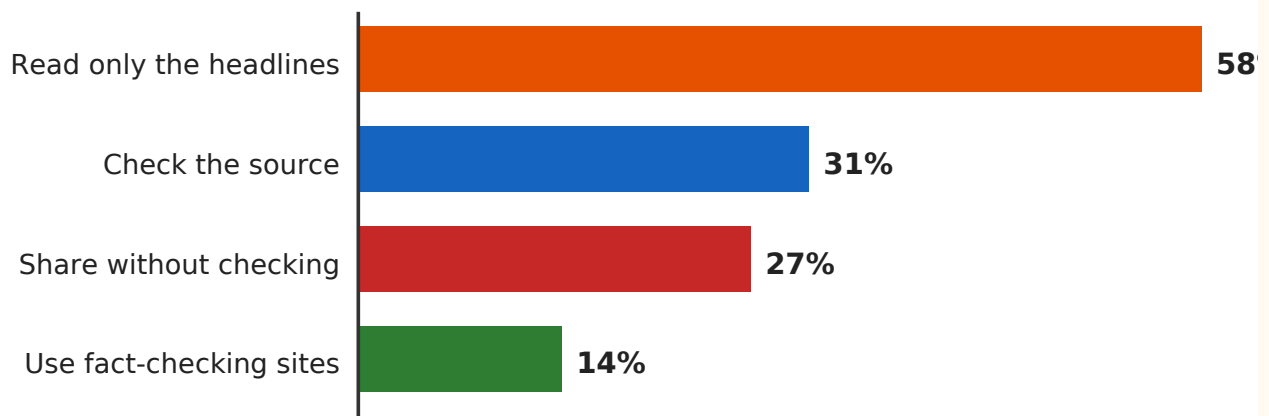
Exercice 17 : Le discours rapporté

Rapportez chaque phrase en commençant par le début donné.

1. "I have never seen this video," she said. → She said...
2. "The author is writing a new dystopia," he explained. → He explained...
3. "We will publish the results tomorrow," the editor promised. → The editor promised...
4. "Did you check the source ?" he asked me. → He asked me...
5. "Don't share this post !" she told us. → She told us...
6. "I can't believe it," said Tom. → Tom said...

Exercice 18 : Que font les adolescents ?

What teenagers do with online news (fictional survey, %)



Enquête fictive auprès de 100 adolescents

Voici une enquête fictive auprès de 100 adolescents : 58 % read only the headlines ; 31 % check the source ; 27 % share without checking ; 14 % use fact-checking sites. Répondez en anglais.

1. What percentage of teenagers read only the headlines?
2. Which behaviour is the least common?
3. Compare "check the source" and "share without checking".

4. What is the gap between the most and the least common behaviours?
5. Write one sentence to sum up the survey.

Exercice 19 : Pour ou contre ?

Question de débat : *Can fiction teach us more about reality than facts ?* Pour chaque argument, écrivez *For* (il soutient l'idée) ou *Against* (il la contredit).

1. Novels let readers experience other people's lives from the inside.
2. Statistics and documents are objective and can be checked.
3. Dystopias warn us about dangers before they happen.
4. Fictional stories can distort history.
5. A story can make an abstract problem feel personal.
6. Readers sometimes mistake invented events for facts.

Exercice 20 : Essai : les fausses informations

Rédigez un texte argumenté d'environ 120 mots : *Do you think fake news is more dangerous today than in the past ? Justify your opinion.* Utilisez au moins quatre mots de liaison et un exemple.