

Exercices interaction orale

Exercices d'anglais - niveau 1re

Ces exercices interaction orale vous font pratiquer les gestes d'un échange réussi : prendre et garder la parole, relancer, reformuler, concéder puis réfuter. Entraînez-vous à dire chaque réponse à voix haute, avec un ton aimable et assuré.

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

Onze exercices interaction orale

Exercice 1 : Quelle fonction ?

Associez chaque phrase à sa fonction : A. interrompre – B. garder la parole – C. demander une précision – D. reformuler – E. concéder – F. relancer – G. donner la parole – H. refuser un point of information.

1. If I could just finish my point...
2. What exactly do you mean by "freedom"?
3. Sorry to interrupt, but that's not what the article says.
4. So what you're saying is that the law is useless.
5. Admittedly, the plan would be expensive.
6. And how would that work in a small village?
7. Not at the moment, thank you.
8. Lucy, what's your view on this?

Exercice 2 : De brutal à poli

Réécrivez chaque réplique de façon polie, sans changer le message.

1. What? Say it again.
2. Stop talking, it's my turn.
3. No, you're wrong.
4. That's stupid.
5. Shut up and let me finish.
6. I don't understand you.

Exercices 3 à 4

Exercice 3 : Reformuler pour vérifier

Reformulez l'idée de votre interlocuteur en commençant par *So what you're saying is...* ou *In other words,...*

1. "Kids spend so much time on their phones that they forget how to talk to each other."
2. "If petrol were more expensive, people would leave their cars at home."
3. "Zoos are prisons, however nice the cages look."
4. "School should start later because teenagers aren't awake at 8 am."
5. "Tourists bring money, but they also push up rents for local people."

Exercice 4 : Les question tags

Ajoutez le question tag qui convient.

1. Cycling is good for your health, ___?
2. You don't agree with me, ___?
3. The council has already voted, ___?
4. They won't change their minds, ___?
5. We should listen to young people, ___?
6. She can't prove it, ___?
7. Let's look at the figures, ___?
8. You went to the debate yesterday, ___?

Exercices 5 à 6

Exercice 5 : Relancer la discussion

Écrivez une question de relance pour chaque affirmation (pourquoi, comment, exemple, conséquence...).

1. "I think homework is pointless."
2. "Social media have changed politics."
3. "We should eat less meat."
4. "Video games can be educational."
5. "Uniforms make schools fairer."
6. "Electric cars aren't the solution."

Exercice 6 : Concéder puis réfuter

Répondez à chaque objection en concédant un point, puis en réfutant avec *but*, *however* ou *yet*.

1. "Banning cars would hurt local shops."
2. "A four-day week would reduce productivity."
3. "Uniforms are expensive for families."
4. "Online friends aren't real friends."
5. "Recycling makes no difference."
6. "Young people are not interested in politics."

Exercices 7 à 8

Exercice 7 : Un dialogue à compléter

Complétez le dialogue avec : Sorry to interrupt, If I could just finish, What exactly do you mean, In other words, That's a fair point, isn't it, Would you like to add something, Let's not lose sight of.

Maya: I believe cars should be banned from the city centre. The air is getting worse every year, (1) ___?

Tom: (2) ___, but what about elderly people who can't walk far?

Maya: (3) ___. There would be free shuttle buses for them.

Tom: (4) ___ by "free"? Who would pay?

Maya: The council, partly through parking fees on the outskirts. (5) ___, drivers would fund the buses.

Tom: (6) ___, but shops will still lose customers.

Maya: Maybe at first. (7) ___ the main issue: people's health. Ella, (8) ___?

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

Exercice 8 : Le vocabulaire du débat

Complétez le texte avec : motion, chair, proposition, opposition, point of information, closing speech.

1. Tonight's ___ is: "This House would lower the voting age to 16."
2. The ___ opened the debate and gave each speaker four minutes.
3. The ___ team argued that 16-year-olds already pay taxes.
4. The ___ team replied that most teenagers were not ready to vote.
5. During the second speech, a student stood up to offer a ___.
6. In the ___, the last speaker summarised the rebuttals without adding a new argument.

Exercices 9 à 10

Exercice 9 : Corrigez les erreurs

Réécrivez chaque réplique correctement.

1. You have reason, it's a good idea.
2. I'm agree with Tom.
3. You can come tomorrow, isn't it?
4. Excuse me, you are speaking since ten minutes.
5. What do you want to say by "freedom"?
6. I am not agree because it's not true.

Exercice 10 : Traduction français → anglais

Traduisez ces répliques.

1. Désolé de vous interrompre, mais puis-je intervenir ?
2. Si j'ai bien compris, tu es contre cette loi.
3. C'est un argument recevable, mais il ne règle pas le problème.
4. Pourrais-tu donner un exemple ?
5. Permettez-moi de terminer, s'il vous plaît.
6. La vraie question est de savoir qui paiera.

Exercice 11

Exercice 11 : Préparer un débat

Motion : **This House would ban cars from city centres.** Vous êtes dans l'équipe de la proposition. Préparez par écrit :

1. une phrase d'ouverture qui présente votre position ;
2. deux arguments, chacun avec un exemple ;
3. deux objections probables de l'opposition ;
4. vos réponses à ces objections (concession + réfutation) ;
5. une question à poser en point of information à l'opposition.

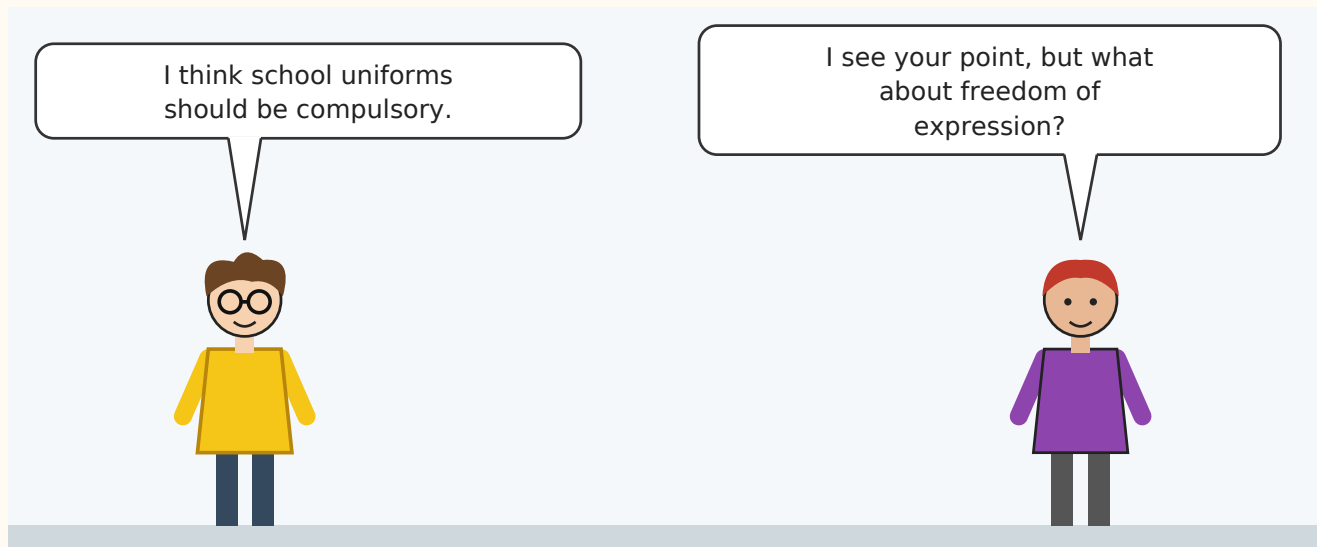
Exercice 12 : Accord ou désaccord ?

Classez chaque expression : A. accord total – B. accord partiel – C. désaccord.

1. Exactly!
2. I'm afraid I don't see it that way.
3. You've got a point, but...
4. That's exactly what I think.
5. Up to a point, yes.
6. No way!
7. I couldn't agree more.
8. I'm not convinced.

Exercice 13 : Observer une scène de débat

Observez l'image, puis répondez en anglais.



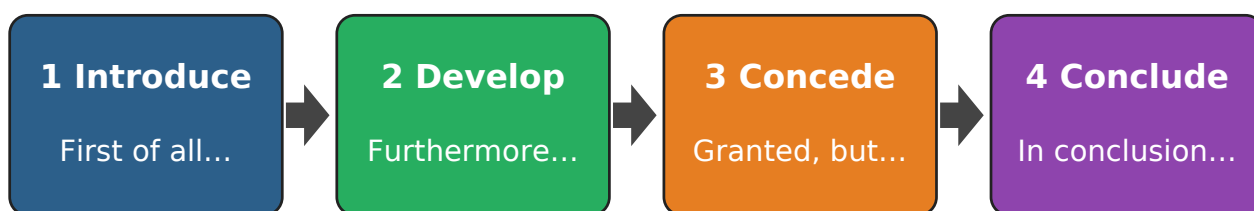
A class debate

1. Who speaks first, and what is his position?
2. Which expression does the girl use to concede a point?
3. What counter-argument does she give?
4. Write two sentences that the boy could answer.

Exercice 14 : Les étapes d'une prise de parole

Observez le schéma, puis classez chaque expression dans la bonne étape : A. introduire – B. développer – C. concéder – D. conclure.

Building a speech



A good speaker moves from one step to the next.

Building a speech

1. To begin with...
2. What's more...
3. Admittedly...
4. All in all...
5. Let me start by saying...
6. On top of that...
7. That may be true, but...
8. To sum up...

Exercice 15 : Appuyer un argument

Complétez avec une expression de la liste : *according, such as, take, in fact, as far as, for instance*.

1. _____ to some doctors, teenagers need nine hours of sleep.
2. Social media has benefits, _____ staying in touch with distant friends.
3. _____ London, for example: the traffic is terrible at five o'clock.
4. People say sport is expensive. _____, many clubs offer free sessions.
5. _____ I know, the museum is free on Sundays.
6. Some jobs are dangerous. Firefighters, _____, risk their lives.

Exercice 16 : Répondre à une objection

Associez chaque objection (1 à 6) à la réponse la plus convaincante (a à f).

1. "Homework is useless."
2. "Social media makes people lonely."
3. "Electric cars are too expensive."
4. "Zoos should be closed."
5. "Uniforms limit freedom."
6. "Teenagers don't read anymore."

a. That may be true for some people, but it also helps shy teenagers make friends. – b. Granted, but prices are falling, and they are cheaper to run. – c. I'm not sure about that: it helps you revise and become independent. – d. Some do, but they also read online articles and novels. – e. On the contrary, they reduce the pressure to wear expensive brands. – f. Not all of them: many protect endangered species.

Exercice 17 : Rapporter des paroles

Rapportez chaque propos au discours indirect, en commençant par le début donné.

1. "I support the project," said Mia. → Mia said that...
2. "We are losing time," said the chair. → The chair said that...
3. "I will answer later," said Ali. → Ali said that...
4. Zoe said to Tom: "You have misunderstood me." → Zoe told Tom that...
5. "I can't agree," said Luke. → Luke said that...
6. The teacher asked Mia: "Do you have an example?" → The teacher asked Mia if...

Exercice 18 : Obligation et conseil

Choisissez l'expression correcte.

1. Everyone (should / mustn't) have the right to speak.
2. In an exam, you (mustn't / don't have to) use your phone.
3. You (mustn't / don't have to) shout: I can hear you.
4. Citizens (ought to / have to) vote, but it is not compulsory.
5. Speakers (have to / don't have to) respect the time limit.
6. Last year we (must / had to) wear a uniform.

Exercice 19 : Construire un paragraphe

Remettez les phrases dans l'ordre pour former un paragraphe argumenté, puis nommez chaque partie : Point, Example, Explanation, Link.

1. As a result, schools should offer at least three hours of sport a week.
2. To begin with, regular exercise improves teenagers' health.
3. For instance, students who run or play football sleep better and feel less stressed.
4. This matters because a healthy pupil concentrates more easily in class.

Exercice 20 : Écrire un dialogue de débat

Écrivez un dialogue de 8 à 10 répliques entre deux élèves sur le sujet : *Should the school day start later?* Utilisez au moins cinq expressions vues dans ce chapitre (concéder, relancer, reformuler, appuyer un argument).