

Exercices synthèse de documents

Exercices d'anglais - niveau 1re

Ces exercices synthèse de documents reprennent chaque étape de la méthode : identifier, comparer, problématiser puis rédiger. Plusieurs exercices portent sur un même dossier de trois documents consacré à la mode jetable, que vous utiliserez jusqu'à la synthèse finale.

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 synthèse de documents

Exercice 1 : Le vocabulaire de la synthèse

Associez chaque expression anglaise à sa traduction (a à h).

1. a common thread
2. a pie chart
3. a viewpoint
4. to contrast
5. a survey
6. a topic sentence
7. to draw together
8. a striking image

a. un sondage – b. rassembler – c. un fil conducteur – d. une image frappante – e. un point de vue – f. un diagramme circulaire – g. une phrase-thème – h. opposer, mettre en contraste

Exercice 2 : Quelle est la nature du document ?

Nommez en anglais la nature de chaque document décrit : a press article, an editorial, a poster, a bar chart, an extract from a novel, a cartoon.

1. A text from a daily newspaper in which the editor gives the paper's opinion.
2. A drawing with a speech bubble making fun of a minister.
3. Vertical columns comparing figures for five countries.

4. A page from a story told by a 16-year-old narrator.
5. A large printed image with a slogan, displayed in the street.
6. A text reporting facts and quoting an expert, published online.

Partie 2

Exercice 3 : Les connecteurs de comparaison

Complétez avec : both, whereas, unlike, likewise, all three, neither.

1. ___ documents deal with the same issue: the article, the poster and the graph.
2. The article gives figures, ___ the poster only uses a slogan.
3. ___ Document A, Document B does not mention prices.
4. Document A criticises big brands. ___, Document B accuses them of greenwashing.
5. ___ the article and the cartoon are ironic.
6. ___ Document A nor Document C mentions working conditions.

Exercice 4 : Présenter un document

Remettez les mots dans l'ordre pour former une phrase de présentation.

1. is / Document A / from / an article / The Independent
2. published / it / in / was / 2022
3. deals / with / it / the / of / impact / social media
4. shows / Document B / a bar chart / spending / teenagers'
5. is / Document C / an extract / a / novel / from / Irish
6. the / to / poster / aims / readers / shock

Partie 3

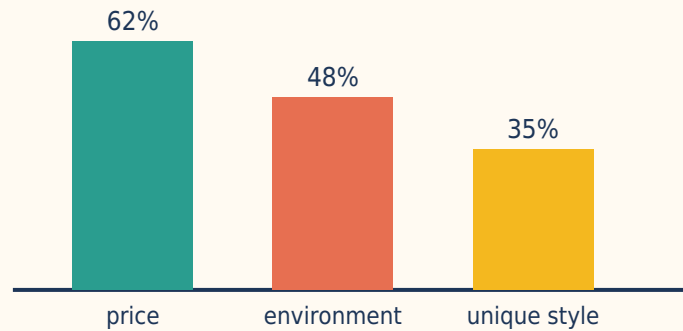
Exercice 5 : Un dossier de trois documents

Lisez les trois documents puis répondez en anglais.

Document A (article, 2023): Global clothing production roughly doubled in the first fifteen years of this century, yet the average garment is now worn far fewer times before it is thrown away. Most discarded clothes end up in landfill or are burnt. "We are treating clothes like disposable cups," says a researcher.

Document B (poster by a student collective): A mountain of T-shirts towers over a tiny girl holding a shopping bag. The slogan reads: "Wear it again. And again."

Document C: Why do you buy second-hand clothes?



Sondage auprès de 1 000 Britanniques de 16 à 24 ans (données fictives, plusieurs réponses possibles).

1. What is the nature of each document?
2. What problem does Document A describe?
3. What does the comparison with “disposable cups” mean?
4. How does Document B convey its message? Mention the image and the slogan.
5. What is the main reason young people give for buying second-hand?
6. Which document offers the most hopeful view? Justify.

Partie 4

Exercice 6 : Point commun ou différence ?

Pour chaque affirmation sur le dossier de l'exercice 5, écrivez *similarity* ou *difference*, puis réécrivez-la avec un connecteur adapté.

1. Document A uses figures. Document B uses an image.
2. Document A denounces waste. Document B denounces waste.
3. Document A is pessimistic. Document C shows that young people are changing.
4. Document B targets young consumers. Document C focuses on young consumers.
5. Document A quotes an expert. Document B quotes nobody.

Exercice 7 : Choisir la bonne problématique

Pour chaque dossier, choisissez la meilleure problématique (a, b ou c) et expliquez en français pourquoi.

1. Fast fashion (article, poster, graph): a. What is fast fashion? b. To what extent can young consumers challenge fast fashion? c. Do you like fashion?
2. Online learning (survey, testimony, cartoon): a. How has online learning both opened and limited access to education? b. Online learning exists. c. When was the Internet invented?
3. Tourism in Venice (photo, article, map): a. Is Venice beautiful? b. Venice is in Italy. c. How can a city survive the tourists who keep it alive?
4. Plastic (graph, advert, extract): a. Why does plastic remain so hard to give up despite its dangers? b. Plastic is bad. c. Who invented plastic?

5. Robots at work (article, cartoon, interview): a. Robots are machines. b. Are robots red? c. Will automation destroy jobs or transform them?

Partie 5

Exercice 8 : Corrigez les erreurs

Réécrivez chaque phrase correctement.

1. The document 2 is a poster.
2. In the one hand the article is critical, in the other hand the graph is positive.
3. Actually, many young people buy second-hand clothes (= aujourd'hui).
4. The two documents both criticise both fashion brands.
5. Contrary to the article, the poster is not using figures.
6. The graph show that price is the main reason.

Exercice 9 : Reformuler au lieu de citer

Reformulez chaque citation avec vos propres mots, en commençant par l'expression donnée.

1. "We are treating clothes like disposable cups." (The researcher suggests that...)
2. "Wear it again. And again." (The poster encourages...)
3. "Most discarded clothes end up in landfill or are burnt." (According to Document A,...)
4. "62% of respondents mention price." (The graph reveals that...)
5. "Production roughly doubled in fifteen years." (Document A points out that...)

Exercice 10 : Traduction français → anglais

Traduisez en anglais.

1. Les trois documents traitent de la consommation des jeunes.
2. Alors que l'article est pessimiste, le graphique est plus encourageant.
3. Contrairement à l'affiche, l'article s'appuie sur des chiffres.
4. Dans quelle mesure les consommateurs peuvent-ils changer l'industrie ?
5. Comme l'indique le document A, la production a doublé.
6. Ni l'affiche ni le graphique ne parlent des ouvriers.

Partie 6

Exercice 11 : Rédiger la synthèse

Rédigez en anglais une synthèse de 200 à 230 mots du dossier de l'exercice 5 en répondant à la question : **To what extent can young consumers challenge fast**

fashion?

1. Introduisez le thème et présentez brièvement les trois documents.
2. Formulez la problématique et annoncez deux parties.
3. Partie 1 : le problème dénoncé (au moins deux documents cités).
4. Partie 2 : les signes de changement et leurs limites (au moins deux documents cités).
5. Concluez en répondant clairement à la question, sans opinion personnelle.

Exercice 12 : Lire un tableau de chiffres

Lisez les résultats d'un sondage, puis indiquez si chaque phrase est vraie (T), fausse (F) ou si l'information n'est pas donnée (NS, not stated).

Document A - School survey. 200 pupils aged 16 to 17 at a sixth-form college were asked: « Do you use your phone during lessons? » Every day: 90 pupils. Sometimes: 70 pupils. Never: 40 pupils.

1. Most pupils use their phone every day.
2. Forty pupils never use their phone in lessons.
3. More pupils use their phone sometimes than never.
4. The survey took place in a primary school.
5. The pupils think that phones should be banned.
6. The survey asked 200 pupils.
7. Girls use their phone more than boys.

Exercice 13 : Pour ou contre ?

Voici des arguments sur la question : « Should schools have a four-day week? » Classez chaque argument : *for* (pour) ou *against* (contre). Puis reliez les arguments 1 et 2 en une seule phrase avec *whereas*.

1. Pupils would have more time to rest.
2. Lessons would be longer and more tiring.
3. Parents would have to find childcare on the fifth day.
4. Teachers could prepare their lessons better.
5. Pupils might forget what they have learnt over a long weekend.
6. Schools would save money on heating and transport.

Exercice 14 : Décrire l'évolution d'un tableau

Complétez la synthèse de ce document avec les mots de la liste : *remained stable* – *in contrast* – *five times as many* – *rose* – *fell*.

Document B - Reading habits (% of adults). Paper books read every week: 60 % in

2010, 40 % in 2020. E-books: 5 % in 2010, 25 % in 2020. Newspapers: 20 % in 2010, 20 % in 2020.

Between 2010 and 2020, the percentage of people who read paper books every week (1) ___ from 60 % to 40 %. (2) ___, the percentage of e-book readers (3) ___ from 5 % to 25 %. In 2020 there were (4) ___ e-book readers as in 2010. Newspaper reading (5) ___ at 20 %.

Exercice 15 : Trouver la phrase-thème

Associez chaque paragraphe (A, B, C) à sa phrase-thème. Attention : une phrase-thème est en trop.

A. Many pupils say that they cannot sleep well when they use screens late at night. Doctors explain that blue light delays the production of the hormone that makes us sleepy. As a result, teenagers often feel tired at school.

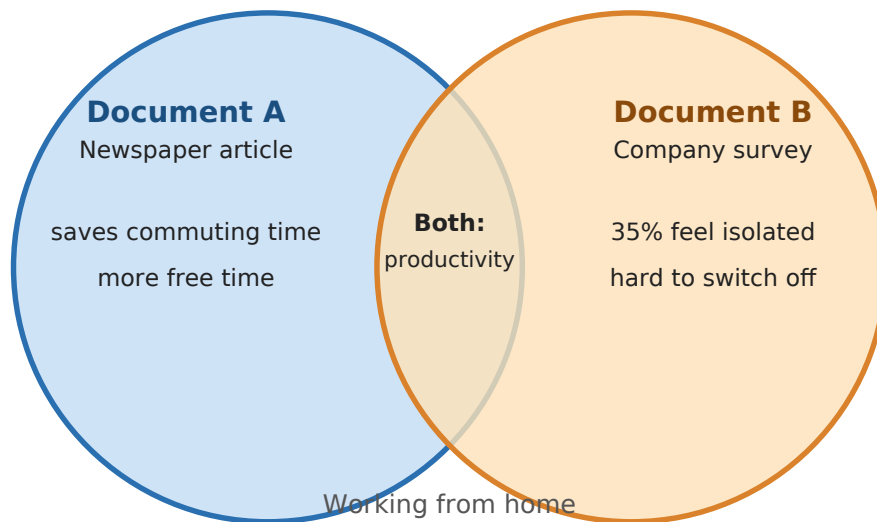
B. Sports clubs offer a way to meet new people. Teenagers who join a team make friends outside their class. They also learn to cooperate and to accept defeat.

C. Some towns have opened libraries that stay open until midnight. Students can revise there in a quiet place with free internet. The experiment has been so successful that other cities plan to copy it.

1. Late-night libraries are becoming popular with students.
2. Screens have a negative effect on teenagers' sleep.
3. Team sports help young people develop social skills.
4. Homework should be abolished.

Exercice 16 : Comparer deux documents

Observez le schéma : il compare deux documents sur le télétravail (*working from home*). À l'aide du schéma, écrivez trois phrases de comparaison : une avec *both*, une avec *while* et une avec *whereas*.



Deux documents sur le télétravail

Exercice 17 : Les verbes de rapport

Complétez chaque phrase avec le verbe qui convient (à la troisième personne du singulier) : *claim* – *show* – *warn* – *deny* – *conclude* – *point out*.

1. The author ___ that social media is harmful, but gives no proof.
2. The graph ___ that unemployment fell after 2015.
3. The journalist ___ readers that the figures may be misleading.
4. The minister ___ any responsibility for the delay.
5. The writer ___ that, in the end, cities must invest in public transport.
6. The second document ___ that rural areas have fewer buses.

Exercice 18 : Remettre la synthèse dans l'ordre

Voici les six phrases d'une synthèse sur la place de la voiture en ville, mélangées. Remettez-les dans le bon ordre : introduction, développement, conclusion.

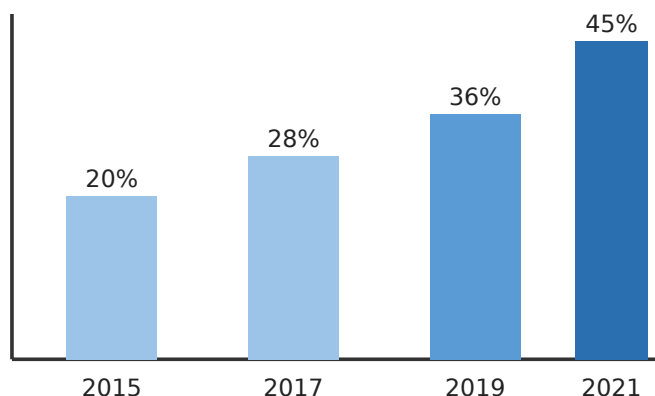
- A. To conclude, although the two documents disagree on the means, they agree on the aim.
- B. Both documents deal with the place of the car in city centres.
- C. Document 1, an article from a local newspaper, argues that cars should be banned from the centre.
- D. On the other hand, Document 2, a survey of shopkeepers, shows that many of them fear losing customers.
- E. Is it possible to reduce traffic without harming local business?
- F. Nevertheless, both documents recognise that air pollution is a serious problem.

Exercice 19 : Rédiger une introduction

Observez les deux documents du dossier. Rédigez une introduction de synthèse d'environ 50 mots : présentez les documents (nature, thème), puis posez une problématique.



DOCUMENT 2 - Local food (% of sales)



Un dossier sur les produits locaux

Exercice 20 : Rédiger la conclusion

Reprenez le dossier de l'exercice 19 (affiche et diagramme). Rédigez une conclusion de 40 à 50 mots : résumez la réponse à la problématique, puis ouvrez sur une idée plus large. Utilisez au moins deux expressions parmi : *To conclude* - *All in all* - *Both documents suggest* - *This raises the question of*.