

Exercices territoire et mémoire

Exercices d'anglais - niveau Terminale

Ces exercices territoire et mémoire vous font travailler le vocabulaire, les dates clés et l'analyse de documents variés : article, tableau de commémorations, argumentaire. Ils se terminent par des productions proches de l'épreuve.

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 territoire et mémoire

Exercice 1 : Le vocabulaire de la mémoire

Associez chaque mot anglais à sa traduction : a) déboulonner, b) rendre hommage à, c) des excuses, d) le patrimoine, e) reconnaître, f) les terres ancestrales, g) un monument commémoratif, h) la dépossession, i) commémorer, j) des réparations.

1. to commemorate
2. a memorial
3. to pay tribute to
4. heritage
5. to acknowledge
6. an apology
7. reparations
8. to topple
9. dispossession
10. ancestral lands

Exercice 2 : Compléter

Complétez avec : poppy, silence, wreath, sacred, apology, legacy, treaty, plaque.

1. At 11 a.m., the whole nation observes a two-minute ____.
2. The Prime Minister laid a ____ at the war memorial.
3. She wore a red ____ on her coat in November.
4. Climbing Uluru is now forbidden because it is a ____ site.
5. In 2008, the Australian government made a formal ____ to the Stolen Generations.

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6. The city added a ___ explaining the merchant's role in the slave trade.
7. The ___ of colonialism is still visible in borders drawn by Europeans.
8. The Waitangi ___ was signed in 1840.

Exercices territoire et mémoire : partie 2

Exercice 3 : Les dates clés

Associez chaque événement à sa date : 1807, 1833, 1865, 1918, 1948, 1992, 2008, 2020.

1. The Empire Windrush arrives in Britain.
2. The armistice ending the First World War.
3. The statue of Edward Colston is pulled down in Bristol.
4. Britain abolishes the slave trade.
5. The Mabo decision recognises native title in Australia.
6. The Thirteenth Amendment abolishes slavery in the US.
7. Kevin Rudd's apology to the Stolen Generations.
8. The Slavery Abolition Act is passed.

Exercices territoire et mémoire : partie 3

Exercice 4 : Remembrance Day

Lisez le texte et répondez en anglais.

Every year, at 11 a.m. on 11 November, the United Kingdom falls silent. The date marks the moment in 1918 when the guns stopped on the Western Front. On Remembrance Sunday, the King lays a wreath at the Cenotaph in Whitehall, and millions of people wear a red paper poppy pinned to their coats. The flower was chosen because poppies were among the first plants to grow on the churned-up battlefields of Flanders, as a Canadian doctor, John McCrae, described in a famous poem written in 1915. Money raised by selling poppies goes to veterans and their families. Yet the symbol is not without controversy: some people prefer to wear a white poppy, which stands for peace, while others feel that wearing a poppy has become an obligation rather than a personal choice.

1. What happened at 11 a.m. on 11 November 1918?
2. Where does the main ceremony take place?
3. Why was the poppy chosen as a symbol?
4. Who was John McCrae?
5. What is the money from poppy sales used for?
6. Why is the poppy sometimes controversial?

Exercices territoire et mémoire : partie 4

Exercice 5 : Un calendrier de commémorations

Observez le tableau et répondez en anglais.

Day	Date	Country	What is remembered
Waitangi Day	6 February	New Zealand	the signing of the Treaty of Waitangi in 1840
Anzac Day	25 April	Australia, New Zealand	soldiers who landed at Gallipoli in 1915 and all who served
Memorial Day	last Monday in May	United States	military personnel who died in service
Juneteenth	19 June	United States	the end of slavery, announced in Texas in 1865
National Day for Truth and Reconciliation	30 September	Canada	survivors and victims of residential schools
Remembrance Day	11 November	UK and Commonwealth	those who died in war since 1914

1. Which day is linked to the memory of slavery?
2. Which day honours Indigenous children?
3. Which two days are celebrated in New Zealand?
4. What happened at Gallipoli?
5. Which day marks an agreement between two peoples?
6. Which of these days concerns territory as much as memory? Explain.

Exercices territoire et mémoire : partie 5

Exercice 6 : La statue de Bristol

Lisez le texte, puis dites si les affirmations sont vraies ou fausses en justifiant.

On 7 June 2020, during a Black Lives Matter protest in Bristol, demonstrators pulled down the bronze statue of Edward Colston and rolled it into the harbour. Colston, a seventeenth-century merchant, had made part of his fortune through the Royal African Company, which transported tens of thousands of enslaved Africans across the Atlantic. For generations he had been honoured as a benefactor of the city: schools, streets and a concert hall bore his name. Campaigners had long asked for the statue to be removed, or at least for a plaque explaining his role in the slave trade. A few days later, the statue was recovered from the water. It is now displayed, lying down and still covered in graffiti, in a city museum.

1. The statue was pulled down during a protest.
2. Colston lived in the nineteenth century.
3. His fortune was partly linked to the slave trade.
4. Bristol had never honoured Colston.
5. Nobody had asked for the statue's removal before 2020.
6. Today the statue stands again on its pedestal.

Exercices territoire et mémoire : partie 6

Exercice 7 : Le passif impersonnel

Réécrivez avec It is + participe passé + that, ou avec sujet + is + participe passé + to.

1. People say that the poppy is a symbol of sacrifice.
2. Historians believe that about 12.5 million Africans were forced across the Atlantic.
3. People consider Uluru a sacred site.
4. Experts estimate that thousands of children died in residential schools.
5. They report that the statue was thrown into the harbour.
6. People know that the treaty was signed in 1840.

Exercice 8 : Traduire vers l'anglais

Traduisez en anglais.

1. Chaque année, nous rendons hommage aux soldats morts au combat.
2. La statue a été déboulonnée en 2020.
3. Les peuples autochtones réclament la restitution de leurs terres ancestrales.
4. L'esclavage a été aboli dans la plupart des colonies britanniques en 1833.
5. Le gouvernement a présenté des excuses officielles.
6. Il ne faut pas effacer l'histoire, il faut l'expliquer.

Exercices territoire et mémoire : partie 7

Exercice 9 : Traduire vers le français

Traduisez en français.

1. We acknowledge that this school stands on the traditional lands of the Wurundjeri people.
2. Lest we forget.
3. The museum confronts visitors with the legacy of the slave trade.
4. In 1992, the High Court rejected the idea that Australia had been terra nullius.
5. Many members of the Windrush generation were wrongly threatened with deportation.

Exercice 10 : Retirer ou garder les statues ?

Classez chaque argument : REMOVE (retirer ou déplacer) ou KEEP (garder sur place).

1. Statues honour people; they do not simply record history.
2. Removing statues erases part of our history.
3. Public space should reflect the values of today's society.
4. A plaque can explain the dark side of a historical figure.
5. Descendants of enslaved people should not have to walk past monuments to their oppressors.
6. Judging the past by today's standards is unfair.
7. Statues belong in museums, where they can be properly explained.
8. Elected councils, not angry crowds, should decide the fate of monuments.

Exercices territoire et mémoire : partie 8

Exercice 11 : Vers l'épreuve

Rédigez en anglais.

1. Une land acknowledgement de deux phrases pour un lycée imaginaire de Vancouver, situé sur les terres des Musqueam.
2. Une problématique reliant Remembrance Day et la mémoire de l'esclavage.
3. Trois phrases comparant Remembrance Day et Juneteenth, avec whereas.
4. Un court discours (60 mots environ) pour une cérémonie du 11 novembre au lycée.
5. Un paragraphe de 80 à 100 mots : Should statues of controversial figures be removed?

Exercice 12 : Les verbes de la mémoire

Complétez chaque phrase avec le verbe qui convient : *unveil* – *lay* – *hold* – *pay* – *raise* – *hand back*. Mettez-le à la forme correcte (infinitif sans *to* ou présent simple).

1. The mayor will ___ a statue of the town's first female doctor next Saturday.
2. Visitors ___ a wreath at the foot of the memorial.
3. At eleven o'clock, the whole country will ___ a minute's silence.
4. We have gathered here to ___ tribute to the victims.
5. The campaign aims to ___ awareness of forgotten episodes of history.
6. Several museums have agreed to ___ stolen artefacts to their countries of origin.

Exercice 13 : Restituer des objets

Lisez le texte, puis indiquez si chaque phrase est vraie (T), fausse (F) ou non précisée (NS). Justifiez par une citation quand c'est possible.

A museum in northern England has agreed to hand back forty-two objects to a Māori community in New Zealand. The objects, which include carved wooden boxes and cloaks, were taken to Britain in the nineteenth century. For years, community leaders had asked for their return, arguing that the items were not simply art but part of their living heritage. The museum's director said the decision was « a long-overdue step ». Some visitors, however, regret that the objects will no longer be on display locally.

1. The museum is in New Zealand.
2. Forty-two objects will be returned.
3. The objects were taken in the twentieth century.
4. Community leaders had never asked for the return.
5. The director thinks the decision has come late.
6. All visitors are happy with the decision.
7. The museum will build a new gallery.

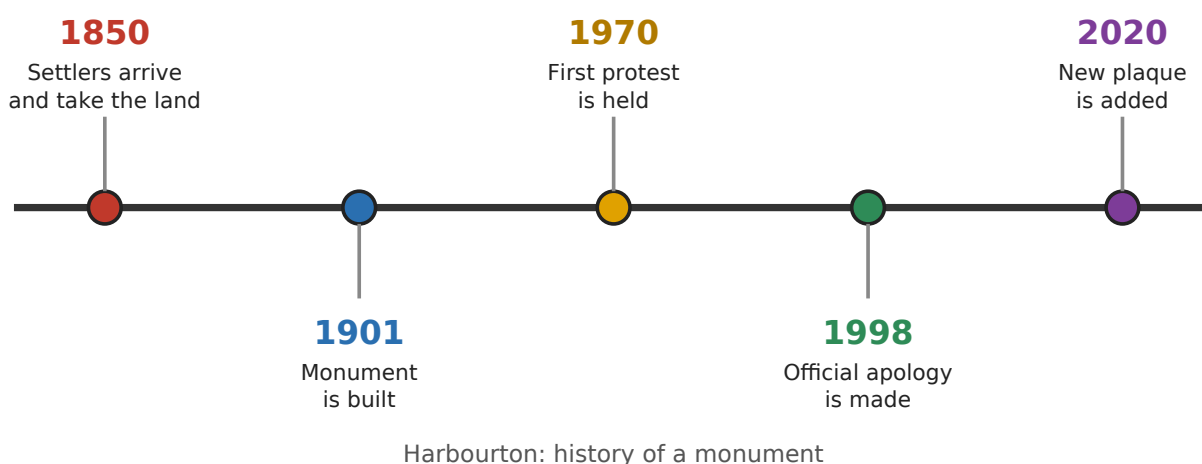
Exercice 14 : Les pronoms relatifs

Reliez les deux phrases en une seule avec le pronom relatif qui convient (*who, whose, which, where, that*). Ajoutez les virgules nécessaires.

1. This is the square. Thousands of people gathered here in 1945.
2. The museum displays objects. Their owners were forced to leave.
3. The man designed the memorial. He lost his grandfather in the war.
4. The statue was removed last June. It had stood there for 120 years.
5. The ceremony takes place in November. The whole nation observes it.
6. The archive contains letters. Soldiers wrote them to their families.

Exercice 15 : Lire une frise chronologique

Observez la frise de la ville imaginaire de Harbourton, puis répondez par des phrases complètes (utilisez le passif quand c'est possible).



L'histoire d'un monument

1. When was the monument built?
2. What happened in 1970?
3. When did the council apologise officially?
4. What was done to the monument in 2020?
5. Which came first, the apology or the first protest?
6. Rewrite in the passive: « Settlers took the land in 1850. »

Exercice 16 : Concession et opposition

Reliez les phrases avec le mot indiqué entre parenthèses. Gardez le sens et faites les changements nécessaires.

1. The council voted to keep the monument. Many residents wanted it removed. (even though)
2. The plaque is small. It tells an important story. (although)
3. There were protests. The ceremony went ahead. (despite)
4. Some people think we should forget. Remembering helps us avoid repeating mistakes. (whereas)
5. The museum is free. Few young people visit it. (in spite of the fact that)
6. The apology was late. It was welcomed. (nevertheless)

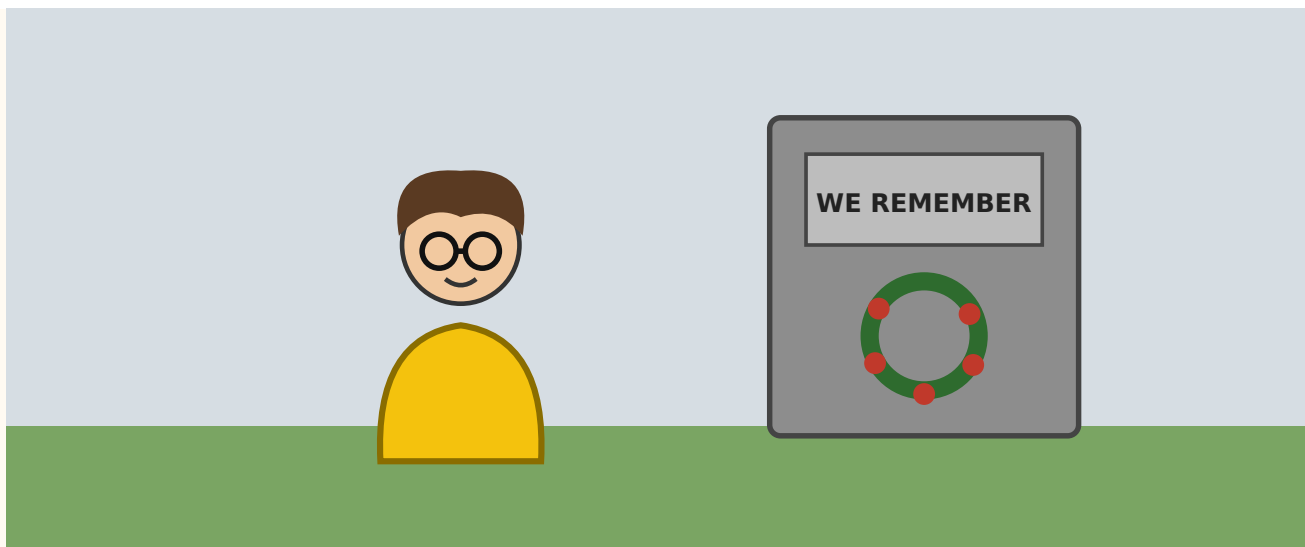
Exercice 17 : Familles de mots

Complétez chaque phrase avec la forme correcte du mot entre parenthèses (nom ou adjectif).

1. The (commemorate) of the centenary will take place on Sunday.
2. The prime minister made a public (apologise).
3. Her (acknowledge) of the injustice was widely praised.
4. We observe two minutes' silence as a sign of (remember).
5. The family fought to keep their (inherit).
6. The ceremony is a symbol of national (unite).

Exercice 18 : Décrire une image

Observez l'image. Décrivez la scène en cinq phrases au présent (lieu, personnage, ce qu'il fait, objets, atmosphère), puis donnez votre réaction en une ou deux phrases : pourquoi de tels lieux sont-ils importants ?



Devant le monument

Exercice 19 : Un projet d'histoire locale

Lisez ce dialogue entre deux élèves, puis répondez aux questions.

Mia: I've chosen the topic of our history project: the old railway station in our town.

Jack: Why the station? It's closed now.

Mia: Exactly. It was closed in 1964, but my grandfather worked there for thirty years. He still has his uniform.

Jack: Brilliant! Could we interview him?

Mia: Yes, and I'd like to ask the council whether the building can be protected as part of the town's heritage. People want to knock it down and build flats.

Jack: Hmm, we need housing too. But we could suggest keeping the front of the building.

Mia: Good idea. Let's put that in our conclusion.

1. Why does Mia choose the station? (a) It is still open. (b) Her grandfather worked there. (c) The council asked her.
2. When was the station closed?
3. What do some people want to do with the building?
4. What does Jack suggest?
5. Which statement is true? (a) Jack is against all new housing. (b) Jack understands the need for housing. (c) Jack does not want to interview anyone.

Exercice 20 : Expression écrite

Sujet : *Should a country apologise for the mistakes of its past?* Rédigez un texte argumenté d'environ 130 mots. Donnez votre avis, deux arguments, une objection avec sa réponse et une conclusion. Utilisez au moins quatre connecteurs (*first of all, moreover, however, all in all...*).