UNIT 8

Les propositions subordonnées relatives / The UK and Europe / The U.S. and the world

1 - Verbs and prepositions.

Complete the following sentences with the suitable preposition. Answers are provided in the Key at the end of the unit.

1. Igal has resigned __ ___ the company. He is resigned _____ being unemployed.
2. “It is rude to point _____ people,” the mother scolded the child.
3. In his article, the journalist points _____ the dreadful consequences of such a law.
4. “You should mind your own business”. “What do you mean _____ that, I was trying to help you!” “Sorry I didn’t mean _____ hurt you.”
5. The two countries quarrel _____ each other _____ the border region.
6. Your example is most relevant _____ the situation we are discussing now. We thank you _____ providing us _____ it.
7. Who is responsible _____ the failure of the peace talks ?
8. “She reminds me _____ myself when I was young.” “You are right, I remember you were just as ambitious and hardworking.” “Remind me _____ tell her next time we see her”.
9. There is an old saying to the effect that the best way to ensure peace is to prepare _____ war. Certainly, in this day and age, one should be ready _____ anything”.
10. If you hadn’t spent so much _____ clothes, you wouldn’t be so short _____ money now.

2.a – Grammar : Les propositions subordonnées relatives.

➢ Distinguez **les différents types de relatives** :

☞ Mr Robinson who teaches at Oxford will be lecturing on English as the world’s *lingua franca.*
M. Robinson, celui qui enseigne à Oxford fera une conférence sur l’anglais en tant que langue universelle.
Il s’agit du M. Robinson qui enseigne à Oxford et non pas d’un autre. La relative est nécessaire à la compréhension. Elle permet d’identifier M. Robinson. C’est **une relative restrictive.**

☞ Mr Robinson, who teaches at Oxford, will be lecturing on English as the world’s *lingua franca*.
M. Robinson, qui enseigne à Oxford, fera une conférence sur l’anglais en tant que langue universelle.
Il s’agit d’une précision secondaire qui n’est pas nécessaire au sens de la phrase. Il n’y a qu’un M.Robinson qui enseigne à Oxford. C’est **une relative appositive.** 💣 à la <u>virgule obligatoire</u>!

➢ **Les pronoms relatifs**

Le choix du pronom dépend de sa fonction dans la relative. Il convient donc de bien avoir identifié la nature de la relative. S’agit-il d’une restrictive ou d’une appositive ?

✓ <u>Relatives restrictives</u>
a/ antécédent humain :
☞ Mr Robinson **who /that** is a linguist teaches at Oxford. => le pronom est sujet.
☞ Is that the Mr Robinson **that / whom / Ø** you met in Oxford? => **le pronom est complément.**
b/ antécédent non-humain :
Give me the pen **which / that** is on the table. => le pronom est sujet.
Show me the laptop **which / that / Ø** you bought yesterday. => le pronom est complément

✓ <u>Relatives appositives</u>
a/ antécédent humain :
☞ Mr Robinson, **who** is a pianist, is a friend of mine. => le pronom est sujet.
☞ Mr Jones, **whom** you met yesterday, is Peter’s friend. => le pronom est complément.
b/ antécédent non-humain :
His latest lecture, **which** is far more interesting than the other ones, is about crime in Victorian England => le pronom est sujet.
This book, **which** I bought yesterday, is extremely interesting. => le pronom est complément.

💣 **à la traduction de DONT**
On emploie le pronom *whose* pour les relatives exprimant la possession.
☞The girl **whose** mother lives in Brazil is my best friend.
Attention à ne pas calquer sur le français. Le stylo <u>dont</u> je me sers. = the pen **which** I use.

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which & what
On emploie *what* lorsque la proposition relative est sujet (**What** I like best is dancing) ou complément (Don't tell him **what** I said). *Which* reprend une proposition. (I didn't take your advice, **which** I regretted).

2.b – Exercises : Complétez avec un pronom relatif.

1. The man _____ he is jealous of is his best friend.
   a/ whose
   b/ which
   c/ whom

2. My neighbour is an elderly gentleman _____ daughters are pianists.
   a/ who
   b/ whose
   c/ whom

3. The examples _____ they chose add colour to the writing.
   a/ what
   b/ which
   c/ whom

4. The facts _____ the manager admitted, pointed to her as the guilty person.
   a/ that
   b/ whom
   c/ which

5. _____ she needs is a little bit of comfort.
   a/ Ø
   b/ That
   c/ What

6. All _____ worries me about the flat is the size of the kitchen.
   a/ that
   b/ what
   c/ which

7. The fair-haired girl _____ you spoke with yesterday is Fred's sister.
   a/ whose
   b/ whom
   c/ which

8. I bought many books, most of _____ were very interesting.
   a/ which
   b/ whom
   c/ Ø

9. He told us he spoke Japanese, _____ was not true.
   a/ what
   b/ which
   c/ that

10. _____ made us laugh was that he looked flabbergasted.
    a/ what
    b/ which
    c/ who

3-a - Key Issues : The UK and Europe / The U.S. and the world.

§1 The European Union (EU) was initially conceived by the founding fathers as an immense **market**. The next generations dreamt to turn Europe into a borderless space – a space without physical, technical or cultural borders so as to promote the economic growth of each European country. Today, *however*, most debates tackle the institutional and social **stakes** of the future union, *as well as* its growth. Transforming the dream into reality is not without **hurdles** and the European constitution is painfully coming to being.
Britain has always stood somehow apart. It did not belong to the original "European economic community" (EEC). Blair failed to bring it into the monetary union in spite of his campaign pledges.

§2 The U.S has always shifted between **isolationist** and **interventionist** stances. **Hawks** and **doves** pull the strings of American foreign policy.
Of course, after the trauma of 9/11 and the plane hijackings that led to the collapse of the Twin Towers in New York, the U.S was bound to retaliate and refuse the terrorist threat. *Yet* religious **fundamentalists** are much more difficult to spot, locate and fight than the former traditional enemy, the communist block. *As a result* the measures taken, whether the domestic laws such as the Patriot Act, or the international actions such as the war in Afghanistan and the Guantanamo detainees have failed to convince America's allies and part of its population.

§3 The U.K. and the U.S have been involved in a long-lasting "**special relationship**" that supersedes the U.K's late coming involvement in Europe or the U.K. and France's tumultuous "**Entente cordiale**". Britain's exceptional position on the margin of Europe and its common history with its former colony, America, has always made the Britons look across the Atlantic rather than across the Channel. *This is why* it should come as little surprise that the U.K. supported the U.S in its recent involvement in Iraq, although Blair was dubbed "Bush's poodle" or "puppet".

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