UNIT 9
Le génitif / Social issues - Violence

1 - Irregular Verbs.

Choose the correct verb and put it into the correct tense. Each verb can only be used once. Answers are provided in the Key at the end of the unit.

Bear ; beat ; break ; hold ; give ; lay ; set ; teach ; tell ; think ; throw ; understand ; undertake ; wake ; weep ; withdraw ; write.

1. He was _____ to work harder and _____ to do so. He passed his exam.
2. Most citizens have now _____ to the environment call. Men _____ away their resources for too long.
3. The government's forecast on fast economic recovery is not _____ out by the latest unemployment figures.
4. He was _____ to be adamant. But he was actually never _____.
5. Remember to learn the lesson you were _____ today.
6. The investors _____ their bid as soon as they learned the company was debt-ridden.
7. Traffic in central Paris was _____ for several hours by demonstrators yesterday. Parked cars were _____ on fire and several participants were _____ up.
8. Some Hollywood movies are _____ in a very predictable way. Yet, spectators have _____ over the same stories for decades.
9. "Is John still with the bank ?" "No, he was _____ -off last year. He is still on the dole but he hasn't _____ up hope yet."
10. The overall results of the opinion poll can be _____ down into several categories.

2.a – Grammar : Le génitif.

✓ **Choisir le génitif :**

☞ John's sister (1) is reading a woman's magazine (2), vous avez utilisé en (1) **un génitif déterminatif** et en (2) **un génitif générique.**

Le génitif déterminatif (1) est ainsi appelé parce que le segment *John's* joue devant *sister* le rôle d'un **déterminant**. Le génitif en (2) est appelé générique car il exprime l'appartenance à une sous-catégorie, il crée un « genre » de magazines. Dans *a woman's magazine*, le génitif *woman's* délimite la sous-catégorie 'des magazines féminins' à l'intérieur de la catégorie générale des magazines.

💣 **à la forme avec *of* .** Retenez que **la forme avec *of* sert à construire une relation** alors que **le génitif ne fait que reprendre une relation qui est vue comme déjà construite.** C'est pour cela que l'on ne peut pas dire ~~the sister of John~~ mais John's sister.

Comparez :
☞ John's sight has been gradually deteriorating. La vue de John s'est lentement détériorée.
☞ She can't stand the sight of John . Elle ne peut pas supporter la vue de John.

✓ **Le génitif de mesure** s'emploie pour mesurer le temps (it's five minutes' drive from here to the station), la distance (it's five miles' walk from here to the station) ou encore l'argent lorsque le mot *worth* est utilisé (the fire destroyed millions of pounds' worth of equipment).

On peut, avec *les dénombrables* exprimer une mesure à l'aide d'un nom composé : it's a three-day journey to get there. (💣 notez l'absence de *s* à *day*) ≈ it's three days' journey to get there.

✓ **Les noms composés**

Dans un nom composé le nom principal est le dernier nom. 💣On lit donc les noms composés à l'envers. Ne pas confondre : a race horse (un cheval de course) et a horse race (une course de chevaux). Un nom composé reprend une relation déjà construite : a coffee cup (une tasse *à* café) MAIS a cup of coffee (une tasse *de* café).

💣 On ne peut pas utiliser de nom composé pour délimiter une partie d'un ensemble ou d'une masse.
On dira donc 'a group of people'et non pas ~~a people group~~. De même que l'on ne dira pas ~~a bread slice~~ mais 'a slice of bread'.

Extrait gratuit de document, le document original comporte 5 pages.

2.b – Exercises : Choisissez la réponse qui convient.

1. After _____ study, she handed in a detailed report on inner-city unemployment.
   a/ a three months' study
   b/ three months study
   c/ three months' study

2. The son of _____ will be in shortly.
   a/ mine colleague
   b/ a colleague of mine
   c/ mine's colleague

3. Their house is _____ from here.
   a/ twenty miles' drive
   b/ a twenty-miles drive
   c/ twenty mile drive

4. Go to_____ and click on 'create new page'.
   a/ the page top
   b/ the top of the page
   c/ the page's top

5. He gave her _____
   a/ an old woman handbag.
   b/ an old women handbag.
   c/ an old woman's handbag.

6. _____ latest book is extremely interesting.
   a/ the Paul Robinson's
   b/ Paul Robinson's
   c/ Paul Robinson

7. _____ is worse than I expected.
   a/ Today's news
   b/ Today news
   c/ The news of today

8. I think I'm going to buy _____ .
   a/ John's daughter's laptop.
   b/ the laptop of the daughter of John.
   c/ John's daughter laptop.

9. He has spent _____ on CDs.
   a/ all his mother's savings
   b/ his all mother's savings
   c/ his mother's all savings

10. He felt concerned with _____ .
    a/ the poor's plight.
    b/ the poors' plight.
    c/ the plight of poor people.

3-a - Key Issues : SOCIAL ISSUES - VIOLENCE.

§1 Guns kill an American every 20 minutes & 14 children die every day. According to the Second Amendment of the American Constitution, each citizen is entitled to "keep and bear Arms". *Therefore* it is an unalienable right. *As a result*, personal guns are not submitted to a license as elsewhere. Each state does have different restrictions *though*. There are **background checks** on **criminal records** for anyone who wishes to **purchase** a weapon. However criminals may find weapons in **gun shows** that do not need to **abide by the law** and where no questions are asked. Such **loopholes** in the legislation are dumbfounding and they protect both gun-lovers and the gun industry.
Although the debate is often re-launched by such events as the 1992 Columbine high school massacre and the April 2007 Virginia Tech University **killing spree**, there is little chance further legislation might be passed. Indeed the **National Rifle Association** (NRA) is the powerful **lobby** that defends the absence of control on guns. Because of its immense wealth, it wields clout on politicians through the financing of their campaigns. *Indeed*, another **flaw** in the political system is the money necessary for a politician to be elected, which *conversely* means that one owes his or her benefactors. This is sometimes called "Institutionalized corruption". The NRA has *thus* managed to prevent any further legislation on guns from passing. The famous slogan of gun advocates is: "Guns don't kill people, people do".

§2 Would you say that **the death penalty** or **capital punishment** is a "**deterrent**" to criminals. Do you judge the matter on a purely social point-of-view, or on a more philosophical or even religious point of view –the Bible reads "an eye for an eye, a tooth for a tooth", doesn't it ?
In the United States **the death penalty** was challenged in the courts as "unconstitutional" and *thus* abolished in 1972. *However* it was reinstated in 1976. Most Americans agree with its principle, *yet* the numerous **miscarriages of justice** uncovered by the recent use of DNA checks have *raised questions* on its fairness. Some have been condemned to death by juries without proof and sit on death row. Pardons are rarely granted by governors. *Nevertheless*, being tough on crime remains a powerful electoral asset. Witness the "Zero Tolerance Policy". It was highly successful in New York and imitated by many.
Yet how can Ø American society curb violence when it allows the number of guns to soar ? The figures on drug-related crime or the children falling victims to stray bullets are evidence to the irrelevance of guns as a "constitutional right". This is something American society has yet to admit.

© **IPESUP English WorkPack**

Extrait gratuit de document, le document original comporte 5 pages.