CAPITOLO

9

An Age of Revolutions

"Society in every state is a blessing, but government even in its best state is but a necessary evil; in its worst state an intolerable one." — Thomas Paine, Common Sense (1776)

OBIETTIVI

1. I can describe the Industrial, American and French revolutions and the campaign against the slave trade, with their key dates.
2. I can explain what a pamphlet and a slave narrative are, and compare the arguments and styles of Burke, Paine, Wollstonecraft and Equiano.
3. I can analyse the rhetoric of the Declaration of Independence and read historical sources critically.
4. I can use verbs of permission, obligation and prevention with the correct pattern (*to*-infinitive or *from* + *-ing*), also in the passive.
5. I can make and answer a complaint politely and write a formal letter of complaint.
6. I can explain how the American and French revolutionaries used the Roman republic as a model — Publius, Cincinnatus, David's *Oath of the Horatii* — and read the Latin sources in Livy.

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English 4 · Parte III · Sensibility and Revolution · versione 1.0
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In the summer of 1776 two very different things happened in the English-speaking world. In Philadelphia, on 4 July, the representatives of thirteen British colonies approved a document announcing that they were no longer subjects of King George III. In the English Midlands, in the same year, the first steam engines built by James Watt and Matthew Boulton began to pump water out of mines and to blow air into furnaces. One event was political, the other technical; both changed the world for good.

Historians call the decades between about 1760 and 1815 an **age of revolutions**. There was a revolution in the way goods were made, which began in Britain; a revolution in America, which created a new republic; and a revolution in France, which divided British opinion into two camps. There was also a slower moral revolution: the campaign against the slave trade, in which ports such as Bristol and Liverpool, rich from that trade, were forced to look at themselves. In this chapter you will read three texts born in this age — a declaration of rights, a defence of women's education and an African man's memory of a slave ship — and you will see how prose became a weapon — and how the new republics borrowed their names, heroes and images from the Roman republic you read about in Livy. You will also learn the verbs English uses to talk about what laws, rulers and machines *allow* or *oblige* people to do — and what they *prevent* them *from* doing.

9.1 History and Society: Three Revolutions

The three revolutions of this chapter overlapped in time, and the same people often watched all of them. Benjamin Franklin was a scientist of electricity, a printer and a revolutionary; Thomas Paine took part in the American Revolution and then in the French one; James Watt's partner, Matthew Boulton, sold engines to factory owners who were also reading the newspapers from Paris. Figura 9.1 sets the events side by side.

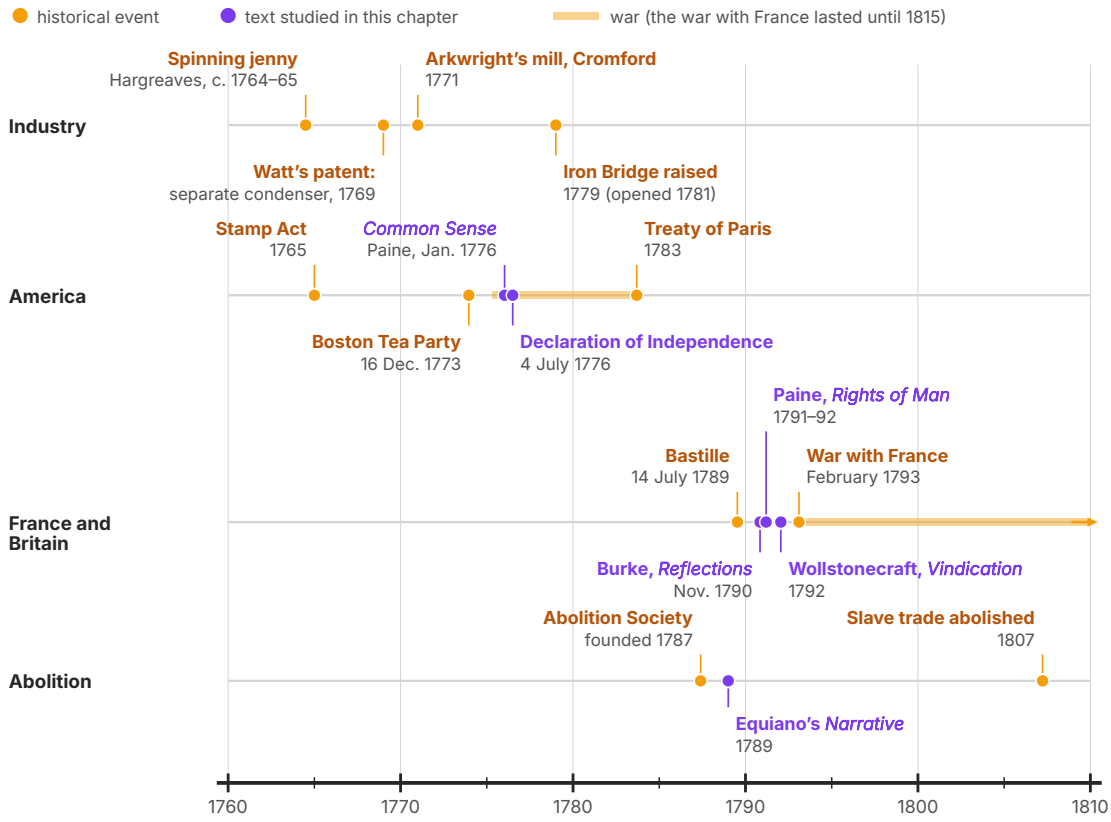

Figura 9.1 An age of revolutions, 1760–1810, in four parallel lanes. Amber dots are historical events; violet dots are the texts discussed in this chapter. The bars show the American War of Independence (1775–83) and the war with revolutionary France, which began in February 1793 and, with a short peace in 1802–03, lasted until 1815.

9.1.1 Why Britain? The Industrial Revolution

The **Industrial Revolution** (*rivoluzione industriale*) is the change from an economy based on farming and handwork to one based on machines, factories and new sources of energy. The name is a historians' label, used since the nineteenth century, and it can mislead: the change was not a sudden event but a process that lasted about a hundred years, and many parts of Britain hardly felt it before 1800. What is not in doubt is where it started. Historians usually list several reasons why it began in Britain, and they still debate how much each one counted:

- **coal and iron**: Britain had large coal fields close to the surface, often near deposits of iron ore;
- **capital**: merchants and landowners had money to invest, much of it earned in overseas trade — including the trade in sugar and enslaved people (see below);

- **markets and raw materials**: the colonies bought British goods and sent raw materials such as cotton;
- **agriculture**: enclosure (English 3, chapter 8) and new farming methods produced more food with fewer workers, so a growing population could move to the towns;
- **transport and institutions**: navigable rivers, new canals (the Bridgewater Canal opened in 1761), a stable government after 1688 (chapter 4) and a patent system that protected inventors.

The first industry to change was **cotton**. Around 1764–65 James Hargreaves, a Lancashire weaver, built the **spinning jenny**, which let one worker spin several threads at once. In 1769 Richard Arkwright patented the **water frame**, a spinning machine too big and heavy for a cottage: it needed a river to turn it. In 1771 Arkwright and his partners opened a water-powered mill at **Cromford**, in Derbyshire, where hundreds of workers came to the machines at fixed hours, instead of working at home at their own pace. This is the **factory system** (*sistema di fabbrica*): production gathered in one building, with machines, a power source, a clock and wage labour.

The second change was **steam**. Since 1712 the engines designed by Thomas Newcomen had pumped water out of mines, but they burned enormous quantities of coal. In 1763–64 James Watt, an instrument maker at the University of Glasgow, was asked to repair a model Newcomen engine; in 1765 he had the idea of a **separate condenser**, which he patented in 1769 (section 9.6 explains the physics). In 1775 he went into partnership with Matthew Boulton in Birmingham, and their first engines were at work in 1776. From the 1780s Watt's engines could also turn wheels, so a factory no longer had to stand beside a river.

The third change was **iron**. In 1709 Abraham Darby I first smelted iron with coke instead of charcoal at Coalbrookdale, in Shropshire. Seventy years later his grandson, Abraham Darby III, cast the ribs of the **Iron Bridge** over the River Severn nearby: raised in the summer of 1779 and opened to traffic on 1 January 1781, it was the first major bridge in the world made of cast iron, and it is still the best-known symbol of the age (you will visit it with Callum in section 9.5).

9.1.2 Factories, towns and children

For the workers, the new system meant a new kind of life. A hand-loom weaver at home could decide when to work and when to rest; a mill hand worked twelve hours or more a day, six days a week, to the rhythm of the machine and of the factory bell, and could be fined for being late. New towns grew around the mills and the mines, quickly and without planning: Manchester became the centre of the cotton trade, with crowded housing, polluted rivers and no proper drains.

Child labour (English 2, Unit 2) was not new — children had always worked on farms and in workshops — but the mills used it on a new scale. Children were cheap, small enough to crawl under the machines, and easy to discipline. Many mills employed **pauper apprentices**, orphans sent by parishes to work in exchange for food and a bed. The first law to protect them,

the Health and Morals of Apprentices Act of 1802, limited their working day to twelve hours; it was poorly enforced, and real factory reform came only later in the nineteenth century.

9.1.3 The American Revolution

In 1763 Britain won the Seven Years' War against France, and gained Canada; but the war had almost doubled the national debt. Parliament decided that the thirteen American colonies, which the war had protected, should pay part of the cost. The **Stamp Act** of 1765 taxed printed paper — newspapers, legal documents, even playing cards. The colonists protested, boycotted British goods and forced its repeal in 1766. Their argument was summed up in a slogan: **no taxation without representation** (*nessuna tassazione senza rappresentanza*). The colonies sent no members to the Parliament in London, so, they argued, that Parliament had no right to tax them.

The crisis returned with the Tea Act of 1773. On the night of **16 December 1773**, in the **Boston Tea Party**, a group of colonists boarded three ships in Boston harbour and threw their cargo of East India Company tea into the sea. London answered with laws that closed the port of Boston, and in April 1775 the first shots were fired at Lexington and Concord, in Massachusetts. In January 1776 Thomas Paine's pamphlet *Common Sense* argued that independence was the only reasonable answer, and on **4 July 1776** the Second Continental Congress adopted the **Declaration of Independence** (Text 1 in section 9.3). The fighting was decided in 1781, when a British army surrendered at Yorktown; France had joined the American side in 1778. By the **Treaty of Paris** of 1783 Britain recognised the independence of the United States.

Not all colonists were rebels. The **Loyalists** (*lealisti*), perhaps a fifth of the white population, stayed faithful to the king, and many of them left for Canada or Britain after the war. Thousands of enslaved Black Americans also joined the British side, because British commanders promised freedom to those who escaped from rebel masters. Some of these Black Loyalists later settled in Nova Scotia, and from there, in 1792, a group sailed to Sierra Leone, in West Africa.

9.1.4 The French Revolution and the British debate

On **14 July 1789** a Paris crowd stormed the Bastille, the royal fortress and prison, and in August the National Assembly approved the *Declaration of the Rights of Man and of the Citizen*. At first many Britons welcomed the news: France seemed to be following Britain's own Glorious Revolution of 1688, a century late. Young writers such as William Wordsworth (chapter 12) were enthusiastic.

The most famous dissenting voice was **Edmund Burke** (1729–1797), an Irish-born Whig politician who had defended the American colonists. His *Reflections on the Revolution in France* (1 November 1790) argued that a society is a living inheritance, built slowly by many generations, and that destroying its institutions in the name of abstract rights would lead to violence and tyranny. The replies were immediate. Mary Wollstonecraft answered within a month, and Tho-

mas Paine's *Rights of Man* (1791–92) sold in huge numbers among artisans and workers. This exchange of books and pamphlets is called the **Revolution Controversy** (*la polemica sulla Rivoluzione*). The government saw Paine's ideas as a danger: in December 1792 he was tried in his absence for **seditious libel** (*diffamazione sediziosa*), the crime of publishing words that encourage rebellion against the state, and found guilty. He was already in France.

The Revolution then grew more violent. Louis XVI was executed on 21 January 1793, and on 1 February France declared war on Britain. The war — with one short peace in 1802–03 — lasted until 1815, and in Britain it brought fear of revolution and harsh laws against radicals (chapter 11).

9.1.5 Bristol, Liverpool and the campaign against the slave trade

Much of Britain's eighteenth-century wealth came from the Atlantic. In the **triangular trade** (*commercio triangolare*) ships left British ports with manufactured goods, exchanged them on the coast of West Africa for captive Africans, carried the captives across the ocean to be sold in the Caribbean and the American colonies, and returned with sugar, rum, tobacco and cotton (Figura 9.2). The voyage across the Atlantic was called the **Middle Passage** (*traversata atlantica degli schiavi*): weeks in which people were chained below deck, in heat and darkness; many died on the way. The "triangle" is a simplification — many ships sailed directly between Britain and the colonies — but it shows how the trade connected three continents. Ships flying the British flag took on board more than three million Africans before 1807.

Bristol was one of the leading slave-trading ports in the first half of the century; from the 1740s **Liverpool** overtook it and became the largest in Europe. The profits built houses, banks, churches and charities in both cities, and the wealth of sugar and tobacco merchants can still be seen in their streets. Today Bristol's **M Shed**, a museum of the city's history on the harbourside, presents this past with documents and objects, and so do the International Slavery Museum in Liverpool and the Museum of London Docklands.

In 1787 a small group in London, most of them Quakers, founded the Society for Effecting the Abolition of the Slave Trade, with Granville Sharp and the young researcher Thomas Clarkson; in Parliament their cause was led by William Wilberforce. An **abolitionist** (*abolizionista*) was someone who campaigned to abolish the trade, and later slavery itself. The campaign invented many of the tools of modern protest: mass petitions, a boycott of sugar grown by enslaved people, a medallion produced by Josiah Wedgwood with the words "Am I not a man and a brother?", and a printed plan of the slave ship *Brookes* that showed how captives were packed below deck. Formerly enslaved Africans living in Britain, among them Olaudah Equiano (Text 3), gave the campaign its most powerful testimony. Enslaved people also fought for their own freedom: the revolution that began in the French colony of Saint-Domingue in 1791 created the independent state of Haiti in 1804.

The “triangular trade” of British ships, eighteenth century (simplified)

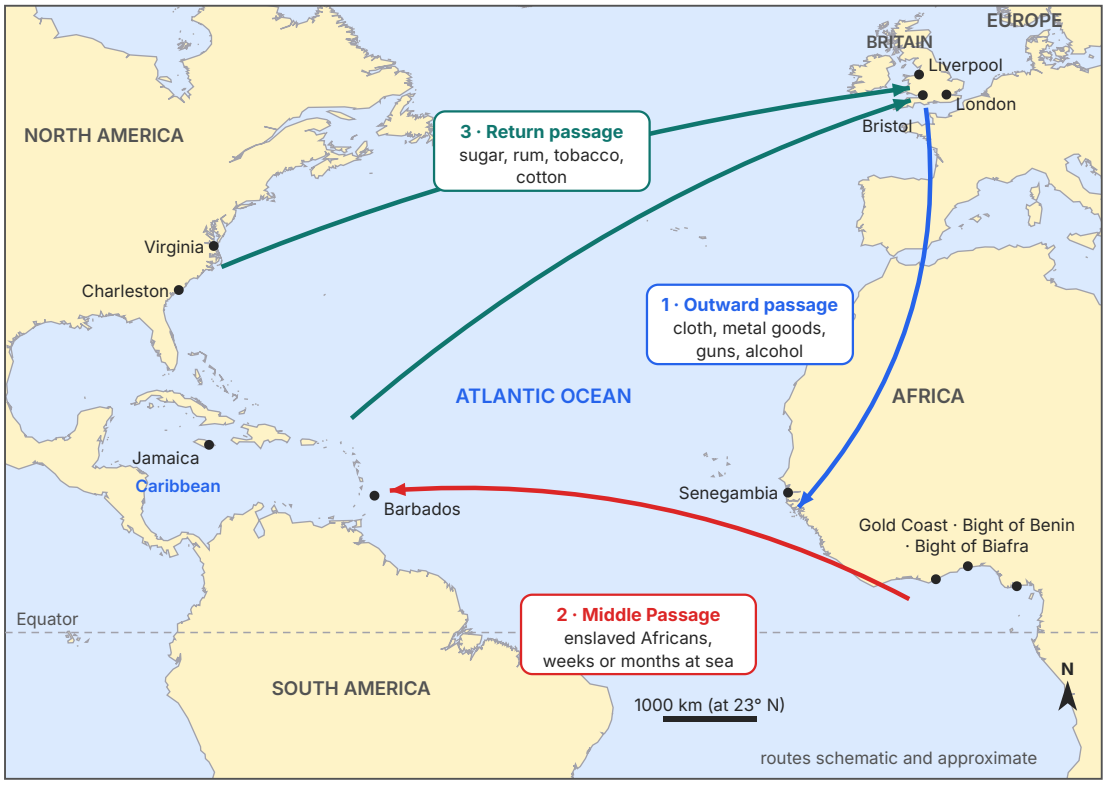

Figura 9.2 The “triangular trade” of British slaving voyages in the eighteenth century, simplified. Routes are schematic; many ships made only one or two of the legs. The Middle Passage lasted weeks or, in bad weather, months. Coastlines from Natural Earth data; equirectangular projection centred on 23° N.

After twenty years of campaigning, the **Slave Trade Act** of 1807 made it illegal for British ships to carry enslaved people. Slavery itself continued in the British colonies until the **Slavery Abolition Act** of 1833 — and the large compensation that act paid went to the slave-owners, not to the people who had been enslaved.

DA RICORDARE

Industry: spinning jenny c. 1764–65 · Cromford mill 1771 · Watt's separate condenser, patent 1769; Boulton & Watt engines 1776 · Iron Bridge raised 1779, opened 1781.

America: Stamp Act 1765 · Boston Tea Party 16 December 1773 · Declaration of Independence 4 July 1776 · Treaty of Paris 1783.

France and Britain: the Bastille 14 July 1789 · Burke's *Reflections* 1790 · Paine's *Rights of Man* 1791–92 · war with France from 1793.

Abolition: Abolition Society 1787 · Equiano's *Narrative* 1789 · slave trade abolished 1807 · slavery abolished in the British colonies by the Act of 1833.

ERRORE FREQUENTE

✗ «Nel 1807 la Gran Bretagna abolì la schiavitù.» → ✓ Nel 1807 fu abolita la **tratta** (*the slave **trade***): il trasporto e la vendita di persone ridotte in schiavitù. La **schiavitù** stessa (*slavery*) fu abolita nelle colonie britanniche solo con la legge del 1833.

✗ «James Watt inventò la macchina a vapore.» → ✓ Le macchine a vapore di Newcomen funzionavano dal 1712. Watt inventò il **condensatore separato** (brevetto del 1769), che rese la macchina molto più economica.

✗ «La rivoluzione industriale scoppiò nel 1769.» → ✓ Fu un **processo** lento, durato circa un secolo; "rivoluzione" è un'etichetta degli storici.

9.2 Literature: Words as Weapons

There are no great novels or poems at the centre of this chapter. Its literature is **political prose**: texts written to change what readers believed and how they acted. Such texts belong to literature not because of their subject but because of their art — their choice of words, their rhythm, their images, their way of building an argument. You already know the tools from English 3 (chapter 13): *ethos*, *pathos* and *logos*. Here you will see them at work in a real political struggle.

9.2.1 The age of the pamphlet

A **pamphlet** (*opuscolo, libello*) is a short, cheap, unbound publication that argues one case on a question of the moment. It is quick to write, quick to print and quick to pass from hand to hand. English writers had used pamphlets since the Reformation: Milton's *Areopagitica* (chapter 3) and Swift's *Drapier's Letters* and *Modest Proposal* (chapter 7) are pamphlets. In the 1770s and 1790s, however, the pamphlet became the main weapon of political debate on both sides of the Atlantic. Printers in Philadelphia, Boston and London produced thousands of them, and they

were read aloud in taverns and coffee houses to people who could not afford to buy them or could not read.

9.2.2 Thomas Paine, the plain speaker

Thomas Paine (1737–1809) was born in Thetford, in Norfolk, the son of a corset-maker. He tried many trades — corset-maker, excise officer, shopkeeper — with little success, and in 1774, with a letter of introduction from Benjamin Franklin, he emigrated to Philadelphia. Just over a year later he published *Common Sense* (January 1776), the pamphlet quoted at the start of this chapter. It was the first widely read call for complete independence, and its power lay in its style: short sentences, everyday images, no Latin quotations, the voice of an ordinary man talking to ordinary readers. It called the British monarchy absurd and asked why a continent should be ruled by an island.

In *Rights of Man* (Part I 1791, Part II 1792) Paine answered Burke. Burke had argued that the settlement of 1688 bound the British people for ever; Paine replied that every generation has the right to govern itself: "Man has no property in man; neither has any generation a property in the generations which are to follow." Burke, by contrast, wrote in long, rhythmical, emotional periods. Mourning the treatment of the French queen, Marie Antoinette, he exclaimed: "But the age of chivalry is gone. That of sophisters, economists, and calculators has succeeded…" (spelling as in the nineteenth-century edition of his *Works*). Two styles, two politics: Paine trusts reason and the present; Burke trusts feeling, custom and the past.

IN SINTESI

The Revolution Controversy: Burke and Paine

Tabella 9.1 Burke and Paine compared

	Edmund Burke, *Reflections* (1790)	Thomas Paine, *Rights of Man* (1791–92)
Society	an inheritance; a partnership between the dead, the living and the unborn	a contract of the living; no generation can bind the next
Change	slow reform that keeps institutions	a new start based on reason and rights
Rights	the historical "rights of Englishmen"	universal natural rights of every person
Style	long, ornate periods; images; pathos	short, plain sentences; logos; irony
Readers	the educated, the governing class	artisans, workers, a mass public

9.2.3 The Declaration of Independence as a text

The Declaration of Independence was drafted in June 1776 by **Thomas Jefferson** (1743–1826), a young lawyer from Virginia, for a committee that included John Adams and Benjamin Franklin; Congress then edited his draft. The document has four parts: a short introduction, which says why the colonists must explain their decision to the world; a statement of principles (Text 1); a long list of complaints against George III; and the conclusion, which declares the colonies "Free and Independent States".

The principles come from the philosophy of the Enlightenment, and especially from John Locke (chapter 4). **Natural rights** (*diritti naturali*) are rights that every human being has by birth, not by gift of a king or a law: Locke had named life, liberty and property. A government exists to protect them, its power comes from the consent of the people, and if it destroys those rights the people may replace it. Read today, the Declaration also shows a painful contradiction. When it says that "all men are created equal", its authors did not include enslaved people, Native Americans or women — and Jefferson himself owned enslaved people all his life. Later generations, from abolitionists to the civil rights movement, would quote the same words to demand that the promise be kept.

> **APPROFONDIMENTO**
>
> **The passage Congress deleted.** Jefferson's draft contained a long accusation against George III for allowing the slave trade, calling it a "cruel war against human nature itself". Congress cut the whole passage. Jefferson later wrote that it was removed to please South Carolina and Georgia, which wanted to continue importing enslaved people, and some northern delegates whose merchants carried them. The deletion is one of the clearest examples of how a text is shaped by the interests of its readers — and of its authors.

9.2.4 Mary Wollstonecraft and the rights of woman

Mary Wollstonecraft (1759–1797) grew up in a family made poor by a violent, drinking father. She worked as a lady's companion, a schoolteacher and a governess — almost the only jobs open to an educated woman without money — before becoming a translator and reviewer for the radical London publisher Joseph Johnson. In November 1790 her *Vindication of the Rights of Men* was the first published reply to Burke.

Her masterpiece, *A Vindication of the Rights of Woman* (1792), asks a simple question: if the rights of man come from reason, why not the rights of woman? Wollstonecraft argues that women seem weak, vain and emotional not by nature but because of their **education**, which teaches girls to please men instead of to think. She attacks the culture of sensibility (chapter 8), which praised women for delicate feelings and tears, and the philosopher Jean-Jacques Rousseau, who in *Émile* (1762) had written that a girl should be educated only for the sake of her fu-

ture husband. She asks for a national system of schools where boys and girls study together. The word *feminism* did not exist yet, but the *Vindication* is one of the founding texts of the movement. Wollstonecraft died in 1797, eleven days after giving birth to a daughter, Mary — the future Mary Shelley, author of *Frankenstein* (chapter 14).

9.2.5 Olaudah Equiano and the slave narrative

Olaudah Equiano (c. 1745–1797) tells his own life in *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* (1789). According to his account, he was born in an Igbo village in what is now south-eastern Nigeria, kidnapped at about eleven, and carried across the Atlantic. He was bought by a British naval officer, Michael Pascal, who renamed him Gustavus Vassa; he served at sea in the Seven Years' War, learned to read and write, and was then sold to a Quaker merchant in the Caribbean, Robert King. Allowed to trade on his own account, he saved enough money to **buy his freedom in 1766**. He settled in London, worked with Granville Sharp — in 1783 he told Sharp about the *Zong*, a ship whose crew had thrown more than a hundred captives into the sea — and travelled through Britain and Ireland presenting his book. It was published by subscription and went through nine editions in his lifetime.

Equiano's book created a model. A **slave narrative** (*narrazione autobiografica di un ex schiavo*) is an autobiography written by a formerly enslaved person, telling the story of enslavement and escape or liberation. It is at the same time a **life story** and an **argument**: every scene is evidence against slavery, and the very existence of a book written by its victim is a reply to those who claimed that Africans were incapable of reason. In the next century the form would be used by Frederick Douglass and many others. Some historians question one part of the story: Vincent Carretta has found a baptism record and a ship's list that give Equiano's birthplace as South Carolina, while other scholars consider the African account reliable; the question is still debated.

9.2.6 An American voice: Benjamin Franklin

Benjamin Franklin (1706–1790) shows that the age of revolutions was also an age of science. A Boston printer's apprentice who became a rich printer in Philadelphia, he published *Poor Richard's Almanack* (1732–1758), full of proverbs on thrift and hard work; he studied electricity, proposed that lightning is an electric discharge and invented the lightning rod; he was a Fellow of the Royal Society. He helped revise the Declaration, represented the United States in France during the war, and left an *Autobiography*, begun in 1771 and published only after his death, which became a model of the self-made American life.

ERRORE FREQUENTE

✗ «Thomas Paine era un rivoluzionario americano.» → ✓ Paine era **inglese** (nato a Thetford nel 1737). Emigrò in America solo nel 1774 e partecipò poi anche alla Rivoluzione francese.

✗ «Mary Wollstonecraft scrisse *Frankenstein*.» → ✓ *Frankenstein* (1818) è della figlia, **Mary Shelley**. Wollstonecraft scrisse *A Vindication of the Rights of Woman* (1792).

✗ «La Dichiarazione d'Indipendenza abolì la schiavitù negli Stati Uniti.» → ✓ No: la schiavitù rimase legale in molti Stati fino al 1865. Le parole *all men are created equal* non includevano gli schiavi.

9.3 Texts: Rights, Reason and a Voice from the Ship

Three short prose texts, all written between 1776 and 1792, all about who has rights. The first speaks for a new nation, the second for half of humanity, the third for the people whom the other two forgot. Read each one twice: the first time for the meaning, the second time for the way it is built.

9.3.1 T1 · Thomas Jefferson and the Continental Congress, the Declaration of Independence (1776)

Context. The second paragraph of the Declaration, adopted on 4 July 1776. After a one-sentence introduction, the text states the principles on which the whole decision rests.

Tabella 9.2 T1 — The Declaration of Independence, second paragraph, opening (text of the National Archives transcription; its double hyphens printed as dashes)

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Glosses. *self-evident*: so clear that it needs no proof · *endowed with*: given · *unalienable* (today *inalienable*): that cannot be taken away or given away · *instituted*: set up · *deriving*: taking · *the consent of the governed*: the agreement of the people who are governed · *alter*: change · *to effect* (verb): to bring about, to produce.

Analysis

Form. The passage is built as one long sentence (the full stop before the first dash marks a pause, not a new start): a main clause (*We hold these truths to be self-evident*) followed by a chain

of *that*-clauses, each introducing one "truth". The repetition of *that* at the start of each clause is **anaphora**, and it gives the text the rhythm of a creed recited aloud. The famous list *Life, Liberty and the pursuit of Happiness* is a **tricolon**, a group of three, rising from the most basic right (to stay alive) to the widest (to look for a good life).

Language. The vocabulary is abstract and legal: *rights, Governments, powers, consent, principles, Safety*. The capital letters, normal in the eighteenth century for important nouns, make these words look like the names of institutions. Notice the change from *Locke's* "life, liberty and estate" (property) to "the pursuit of Happiness": a less material, more open idea.

Themes. The passage contains a complete political theory in four steps: people are equal; they have natural rights; governments exist to protect those rights and get their power from the people; a government that destroys them may be changed or abolished. It is the logic of a contract, and the last step is the justification of the revolution itself. The reader should also notice what is missing: the Declaration speaks of "all men" while enslaving some of them (section 9.2).

1. Which three rights does the text name? Who gave them to people, according to the text?
2. Where does the just power of a government come from?
3. Find the words that express the right to revolution. Which two verbs are used for what the people may do?
4. Why do you think the authors chose the word *self-evident* instead of proving their principles?
5. Rewrite the first clause in modern everyday English for a twelve-year-old. What is lost?

9.3.2 T2 · Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792), Introduction

Context. In the Introduction Wollstonecraft explains her plan to her readers — and above all to women, whom she addresses directly.

Tabella 9.3 T2 — *A Vindication of the Rights of Woman*, Introduction (Project Gutenberg eBook #3420; the word in capitals there is printed in italics, the double hyphen as a dash)

> My own sex, I hope, will excuse me, if I treat them like rational creatures, instead of flattering their *fascinating* graces, and viewing them as if they were in a state of perpetual childhood, unable to stand alone. I earnestly wish to point out in what true dignity and human happiness consists—I wish to persuade women to endeavour to acquire strength, both of mind and body, and to convince them, that the soft phrases, susceptibility of heart, delicacy of sentiment, and refinement of taste, are almost synonymous with epithets of weakness, and that those beings who are only the objects of pity and that kind of love, which has been termed its sister, will soon become objects of contempt.

Glosses. *my own sex*: women · *fascinating*: here, bewitching, used to attract men · *consists*: here = consist (lies) · *endeavour*: try hard · *susceptibility of heart*: the quality of being easily moved · *refinement*: elegance · *epithets*: descriptive names · *its sister*: pity's sister, i.e. the kind of love that is close to pity · *contempt*: the feeling that someone has no value.

Analysis

Tone and voice. Wollstonecraft speaks in the first person, and with conviction: *I hope, I earnestly wish, I wish to persuade*. Her opening is a surprise: she asks women to forgive her for treating them as *rational creatures*, as if respect were an offence. This irony shows how strange her contemporaries would find her request.

Argument. The key image is **childhood**: women are treated *as if they were in a state of perpetual childhood, unable to stand alone*. Against it she sets the word **strength**, *both of mind and body*. The second half of the sentence turns the values of sensibility upside down. The qualities that the conduct books praised — *soft phrases, susceptibility of heart, delicacy of sentiment, refinement of taste* — are, she says, *almost synonymous with epithets of weakness*. A list of four noun phrases is answered by one hard noun: *contempt*. A few lines later she states her aim even more briefly: "elegance is inferior to virtue".

Style. The sentences are long and balanced, but the vocabulary is that of reasoning (*rational, persuade, convince, dignity*), not of feeling. Wollstonecraft is practising what she preaches: she treats her readers as adults who can follow an argument.

1. How, according to Wollstonecraft, are women usually treated? Quote two phrases.
2. What does she want to persuade women to do?
3. Which qualities does she call "almost synonymous with epithets of weakness"? Why might this shock a reader of Richardson's *Pamela* (chapter 8)?
4. Explain the sequence *pity → love → contempt* in your own words.
5. Is Wollstonecraft's argument still relevant today? Give one example.

9.3.3 T3 · Olaudah Equiano, *The Interesting Narrative* (1789), chapter 2

Context. After months of travel as a captive inside Africa, the boy is brought to the coast. It is his first sight of the sea and of Europeans.

Tabella 9.4 T3 — *The Interesting Narrative*, chapter 2 (Project Gutenberg eBook #15399; spelling as printed there)

> The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror when I was carried on board. I was immediately handled and tossed up to see if I were sound by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions too differing so much from ours, their long hair, and the language they spoke, (which was very different from any I had ever heard) united to confirm me in this belief. Indeed such were the horrors of my views and fears at the moment, that, if ten thousand worlds had been my own, I would have freely parted with them all to have exchanged my condition with that of the meanest slave in my own country.

Glosses. *saluted my eyes*: met my eyes · *riding at anchor*: floating, held by its anchor · *tossed up*: thrown up in the air · *sound*: healthy (a word used for animals and goods) · *persuaded*: convinced · *complexions*: skin colour · *united to*: together helped to · *meanest*: poorest, lowest.

Analysis

Two points of view. The narrator is a grown man writing in London in 1789, but he lets us see through the eyes of the frightened boy. The boy interprets what he sees with the ideas of his own world: the white sailors are *bad spirits* who will kill him. The adult writer does not correct him; he lets the reader discover the irony. The men who believe that Africans are savages are the ones who handle a child *to see if [he] were sound*, like an animal at a market.

Emotion, step by step. The passage moves from *astonishment* to *terror* to *horrors*: a controlled climax. The final sentence is an **unreal conditional** with a hyperbole: *if ten thousand worlds had been my own, I would have freely parted with them all*. It tells us that slavery in Africa, which Equiano had already experienced, was nothing compared with what was coming.

Purpose. Equiano writes for British readers, many of whom had never thought about how their sugar was produced. He does not shout; he describes. The calm, careful prose of an educated man is itself an argument: the book proves the humanity that the slave trade denied.

1. What are the first two things the boy sees on the coast?
2. Why does he believe he has entered “a world of bad spirits”? Give three reasons from the text.
3. Which word shows that the crew examined him like a commodity?
4. Find the conditional sentence at the end and explain what it means.
5. How does the adult narrator create sympathy without commenting directly?

ESEMPIO SVOLTO

Comparing two texts: who is included in "all"? Task: in about 100 words, compare how T1 and T3 speak about human equality.

- **Find the common ground.** Both texts are about the dignity of every human being; both were written to persuade readers to act.
- **Find the difference in method.** T1 states a universal principle in abstract words (*all men are created equal*); T3 shows one concrete experience through the eyes of a child.
- **Find the tension.** The principle of T1 is contradicted by the reality of T3: in 1776 slavery was legal in all thirteen colonies.
- **Write.** *Both texts defend human dignity, but in opposite ways. The Declaration speaks the language of philosophy: "all men are created equal" is presented as "self-evident", a truth without faces. Equiano gives that truth a face: a boy "handled and tossed up" to see if he is "sound", examined like an animal at a market by men who thought themselves civilised. Read together, the texts reveal a contradiction, since the colonies that declared equality in 1776 practised slavery. Equiano's narrative can be read as a demand that the principle be applied to everyone. Without the principle, his story would be only a complaint; without his story, the principle would remain only words.* (111 words)

LEARNING TO LEARN

Reading historical sources. A historical text is never just information: someone wrote it, at a certain moment, for certain readers, with a purpose. Before you use a source, ask four questions.

- **Who wrote it?** What did the author know, and what were his or her interests? (Jefferson owned enslaved people; Equiano had been one.)
- **When?** Before, during or after the events? (Equiano wrote in 1789 about his childhood, more than thirty years later, while the campaign against the trade was under way.)
- **For whom?** The Declaration addresses "a candid world"; Wollstonecraft addresses women and educators; Equiano addresses the British Parliament and public.
- **Why?** To inform, to justify, to persuade, to raise money? A purpose does not make a source false, but it tells you what the source may leave out.

The same questions work for Italian and Latin sources. Beccaria (section 9.6) published his book anonymously, because his ideas were dangerous; Caesar's *Commentarii de bello Gallico*, which you have read in Latin, were written by the general himself, partly to defend his own conduct in Rome; and Thucydides, whom you read in Greek this year, tells the history of a war in which he had commanded Athenian ships and failed to save Amphipolis — he reports himself (V.26) that this cost him twenty years of exile. In an oral exam, a sentence such as *"We should remember that this text was written by..., for..."* shows that you read sources critically.

9.4 Language: Permission, Obligation and Prevention

The texts of this chapter are full of verbs of power: governments that *allow* or *forbid*, laws that *oblige* or *prevent*, machines that *enable*. In English 2 (Unit 5) you learned *make* and *let* + object + bare infinitive (*The captain made them work; he didn't let them rest*) and *be allowed to*. At B2 you need the more formal verbs, and above all their two **patterns**: some take an object + *to*-infinitive, others an object + *from* + *-ing* (Figura 9.3).

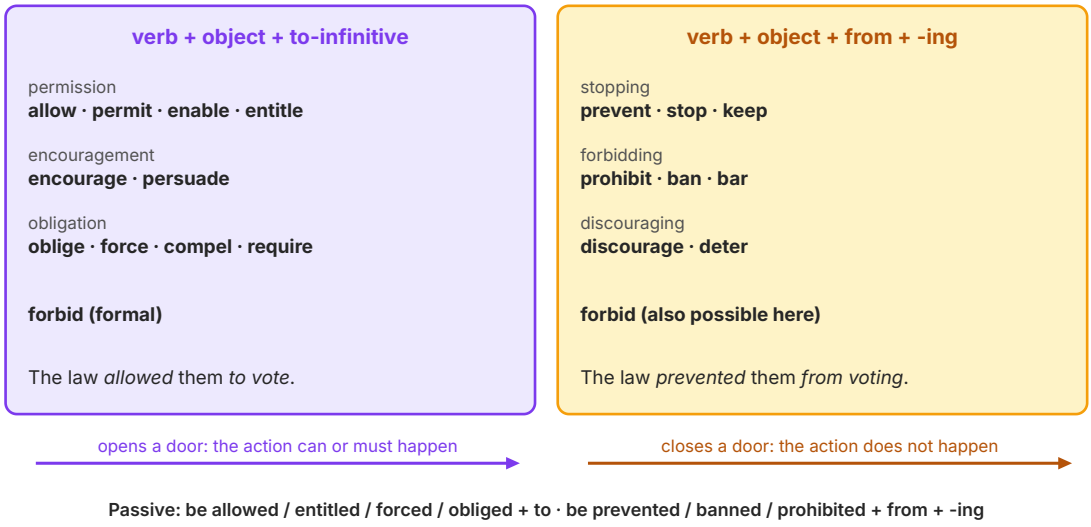

Figura 9.3 The two verb patterns of this section. Verbs that open the way to an action take *to*-infinitive; verbs that block it take *from* + *-ing*. *Forbid* can take both.

9.4.1 Verb + object + *to*-infinitive

Tabella 9.5 Verbs of permission, encouragement and obligation + object + *to*-infinitive

Verb	Meaning and register	Example
allow	give permission (neutral)	Robert King **allowed** Equiano **to trade** on his own account.
permit	give permission (formal, rules and laws)	The rules do not **permit** visitors **to touch** the engine.
enable	make possible (not a person's permission)	The separate condenser **enabled** Watt's engine **to use** far less coal.
entitle	give someone the right	For Locke, natural rights **entitle** every person **to resist** a tyrant.
encourage, *persuade*	push someone gently to act	Wollstonecraft **encouraged** women **to acquire** strength of mind.
oblige, *require*	make it a duty (formal)	The Stamp Act **obliged** colonists **to buy** stamped paper.
force, *compel*	make someone act against their will	The trial **forced** Paine **to stay** in France.
forbid (*forbade*, *forbidden*)	say that someone must not (formal)	His father **forbade** him **to leave** the house.

Three details. (1) Without an object, *allow*, *permit* and *forbid* take the *-ing* form: *The museum does not **allow** photography / does not allow **taking** photographs*. (2) *Entitle* also takes *to* + noun: *You are **entitled to** a refund*; here *to* is a preposition. (3) *Enable* is about possibility, not permission: a person allows or permits; a machine, a law or a skill enables. (*Allow* with a thing as subject is also common — *The bridge allowed boats to pass* — but *enable* is the more precise word.)

GRAMMAR IN ITALIANO

Permesso e obbligo: verbo + oggetto + *to*-infinito. *allow / permit / enable / entitle / encourage / persuade / oblige / require / force / compel / forbid* + **persona** + **to** + forma base: *They allowed him to leave = gli permisero di partire*. In italiano la persona è spesso un complemento indiretto (*a lui*) e il verbo è introdotto da *di*; in inglese la persona è un complemento **oggetto** senza preposizione, seguito da *to*.

Confronto. *Let* e *make* (English 2, Unit 5) vogliono l'infinito **senza** *to*: *They let him leave*, *They made him leave*. *Enable* = *rendere possibile, consentire* (soggetto: una cosa); *entitle* = *dare diritto a*; *oblige* = *obbligare*, ma nel passivo *I'm obliged to* è molto formale (più comune *I have to*).

9.4.2 Verb + object + *from* + *-ing*

Tabella 9.6 Verbs of prevention + object + *from* + *-ing*

Verb	Meaning and register	Example
prevent	make something impossible (neutral)	The nettings **prevented** the captives **from jumping** into the sea.
stop, *keep*	prevent (informal)	Nothing could **stop** the colonists **from protesting**.
prohibit, *bar*	forbid by law or rule (formal)	The Act of 1807 **prohibited** British ships **from carrying** enslaved people.
ban	forbid officially (frequent in the news)	The government **banned** radical societies **from meeting**.
discourage, *deter*	try to make someone not act	High prices **discouraged** families **from buying** sugar.
forbid	also possible with *from* (modern)	The law **forbade** them **from leaving** the parish.

Note the symmetry: *encourage someone **to** do* but *discourage someone **from** doing*. In informal British English *prevent* and *stop* are also used without *from* (*They stopped him leaving*); in formal writing keep *from*.

GRAMMAR IN ITALIANO

Impedire e proibire: verbo + oggetto + *from* + *-ing*. *prevent / stop / keep / prohibit / bar / ban / discourage / deter* + persona + **from** + forma in **-ing**: *The guards prevented him from escaping = le guardie gli impedirono di fuggire*. Dopo una preposizione l'inglese vuole sempre la forma in *-ing* (il gerundio), mai l'infinito.

Confronto. In italiano *impedire*, *vietare*, *proibire* e *scoraggiare* reggono tutti *di* + infinito; in inglese i verbi che "chiudono la porta" passano a *from* + *-ing*. Solo *forbid* accetta entrambe le costruzioni (*forbid him to go* / *forbid him from going*).

9.4.3 Passives and old forms

All these verbs are common in the **passive**, especially in rules, laws and the news, where the person who allows or prevents is obvious or unimportant. The pattern after the verb stays the same.

Tabella 9.7 Passive forms

Active	Passive
They allowed Equiano to buy his freedom.	Equiano **was allowed to** buy his freedom.
The law entitles citizens to vote.	Citizens **are entitled to** vote.
Hunger forced workers to accept low wages.	Workers **were forced to** accept low wages.
The Act banned British ships from carrying captives.	British ships **were banned from** carrying captives.
They forbade Paine to return.	Paine **was forbidden to** return / **from** returning.
They made the children work.	The children **were made to** work.

Two verbs behave differently. *Let* has no passive with an infinitive: use *be allowed to* (✓ *He was allowed to go*; ✗ *He was let to go*). *Make* has a passive, but it takes *to*: active *made them work*, passive *were made **to** work*.

In eighteenth-century texts you will also meet **old meanings** to recognise, not to imitate. A few lines after T3, Equiano writes: "I was not long **suffered** to indulge my grief" — here *suffer* means *allow*, as in the King James Bible: "Suffer the little children to come unto me" (Mark 10:14). Today we would write *I was not allowed to*.

ERRORE FREQUENTE

✗ *The rain prevented us to go out.* → ✓ *The rain prevented us **from going** out.*

✗ *They didn't let him to vote.* → ✓ *They didn't let him **vote**. / He wasn't **allowed to** vote.*

✗ *He was let to leave early.* → ✓ *He **was allowed to** leave early.*

✗ *The rules don't allow to use phones.* → ✓ *The rules don't allow **using** phones / don't allow **students to use** phones.*

✗ *The condenser enabled that the engine used less coal.* → ✓ *The condenser **enabled the engine to use** less coal.*

✗ *She discouraged me to apply.* → ✓ *She discouraged me **from applying**.*

9.5 Skills: Complaints

9.5.1 Vocabulary: revolution, rights and industry

The words below appear in history books, in news about human rights and in museum panels. Learn them with their collocations: the verb or adjective that usually goes with them.

Tabella 9.8 Revolution, rights and industry: key words

Word	Meaning	Typical collocation
independence (n.)	freedom from the control of another country	declare / gain / win independence
liberty (n.)	freedom (formal, political)	civil liberty; defend liberty
equality (n.)	the same rights and chances for all	demand / promote equality
abolish (v.)	end a law, system or practice officially	abolish slavery / the death penalty
slavery (n.)	the system in which people are owned as property	the abolition of slavery
oppression (n.)	cruel and unjust use of power	resist / fight oppression
factory (n.)	a building where goods are made by machines	factory workers; work in a factory
machinery (n., uncountable)	machines in general	heavy machinery (✗ *machineries*)
workforce (n.)	all the workers of a firm or country	a skilled / large workforce
steam (n.)	the gas water becomes when it boils	steam power; a steam engine
mill (n.)	a factory, originally driven by water	a cotton mill; mill owners
urban (adj.)	of towns and cities (≠ *rural*)	urban growth; urban poverty

Word formation: stress shift in noun / verb pairs

Many two-syllable words of Latin origin are both nouns and verbs, with the same spelling. In speech they are different: the noun is stressed on the **first** syllable, the verb on the **second**. This is called **stress shift** (*spostamento dell'accento*) (Figura 9.4). The vowel of the unstressed syllable often weakens to /ə/ or /ɪ/: a world /ˈrekɔːd/, to /rɪˈkɔːd/ a song.

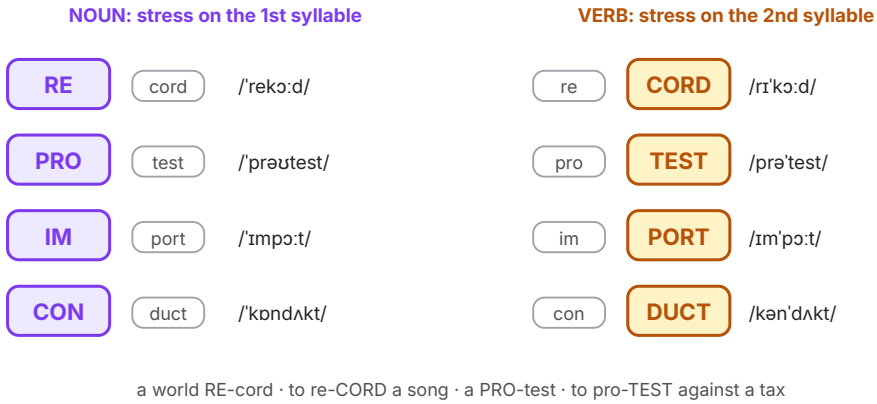

Figura 9.4 Stress shift: the noun is stressed on the first syllable, the verb on the second. British English transcriptions.

Other common pairs: *export, present, object, increase, decrease, insult, permit, produce, progress, rebel, contract, conflict*. The rule has exceptions: *report, control, respect* and *comment* keep the same stress in both uses. When a sentence about history sounds strange to you, check the stress: *The colonists began to PRO-test* is wrong; *The colonists began to pro-TEST* is right.

9.5.2 Reading: A Bridge, a Furnace and a Gorge

Before you read. Why would a geography class visit a monument of the Industrial Revolution? What can a landscape tell you about history?

The Link Reading Club · Field notes — a report posted by Callum Reid, Year 13, Hillside Academy, Bristol, after his geography field trip to Shropshire.

Ironbridge Gorge: a field-trip report

Purpose. On Thursday 15 November our A-level geography group spent a day in the Ironbridge Gorge, about two hours north of Bristol by coach — if the coach leaves on time, which ours did not, but that is another story. Our aim was to study how physical geography shaped human activity — and why this narrow valley on the River Severn is often called one of the birthplaces of the Industrial Revolution.

The landscape. The gorge is younger than it looks. At the end of the last ice age, meltwater from a lake dammed by ice overflowed through the hills to the south and cut the deep valley the river follows today. The erosion exposed layers of coal, iron ore, limestone and clay close to the surface: everything you need to make iron, a few minutes' walk from each other. The Severn then carried the products down to the Bristol Channel — which is how part of the iron made here reached our own city.

The furnace. Our first stop was the Old Furnace at Coalbrookdale, now protected under a modern roof. Here, in January 1709, Abraham Darby I first smelted iron ore using coke made

from local coal, instead of charcoal. Our teacher explained why this mattered: charcoal needs forests, and England was running out of them; coal was cheap and plentiful. Standing in front of a blackened brick structure, I found it strange to think that it had changed the world.

The bridge. The Iron Bridge is smaller than I expected and more beautiful. It crosses the river in one arch of about 30 metres, so boats could pass underneath. It was designed by the architect Thomas Farnolls Pritchard and cast by Darby's grandson, Abraham Darby III; the ribs were raised in the summer of 1779 and the bridge opened on New Year's Day 1781. The detail that impressed me most is that its almost 1,700 iron parts are joined with techniques borrowed from carpentry, like dovetails and mortise-and-tenon joints: nobody had built a big bridge in iron before, so the builders used what they knew from wood.

The geography problem. This was the real reason for our visit. The sides of the gorge are unstable: the clay and shale slip slowly towards the river. Within a few years cracks had appeared in the stonework, and the two banks kept pushing the ends of the bridge towards each other. In the 1970s engineers placed a reinforced concrete arch upside down under the riverbed to hold them apart, and between 2017 and 2018 English Heritage carried out a major conservation project. We photographed tilted walls and a road that had been rebuilt several times, and we mapped them on a slope-movement sketch for our coursework.

Conclusions. The gorge shows the three ingredients historians mention for the Industrial Revolution: raw materials, energy and transport. But it also shows the costs. The valley that we saw, green and quiet, was once full of smoke and noise, and the people who worked there — including children — lived short, hard lives. The bridge was closed to vehicles in 1934, and the whole gorge became a UNESCO World Heritage Site in 1986. Next time I cross the Clifton Suspension Bridge at home, I will remember its older cousin.

Comprehension. (1) What was the purpose of the field trip? (2) How was the gorge formed? (3) Why was Darby's use of coke important? (4) What is unusual about the way the bridge's parts are joined, and why? (5) What geographical problem threatens the bridge, and how have engineers responded? (6) What connection does Callum make between Ironbridge and Bristol?

Language in context. Find in the report: one verb + object + *to*-infinitive or *from* + *-ing* pattern you could add (rewrite *so boats could pass underneath* with *enable* or *allow*); two words from the vocabulary table; one noun / verb pair with stress shift (*project*). How does Callum show that the coach problem was a nuisance without making it the topic?

9.5.3 Speaking: complaining and responding to complaints

A good complaint is **polite but firm**: you state the problem, give facts, explain the effect and ask for a specific action. A good response to a complaint **acknowledges** the problem, **apologises** or explains, and **offers** a solution. The register changes with the situation: you complain to a friend, to a shop assistant and to a company in different ways.

Tabella 9.9 Useful language — complaining and responding

Function	Formal	Informal
Opening the complaint	I'm afraid I have to make a complaint about… · I'd like to draw your attention to…	Sorry, but there's a problem with… · I'm not very happy about…
Stating the problem	Unfortunately, the coach did not arrive until… · I was disappointed to find that…	It turned up an hour late! · It just doesn't work.
Explaining the effect	As a result, we were unable to… · This meant that…	So we missed… · Because of that…
Asking for action	I would be grateful if you could… · I would appreciate a refund / an explanation.	Could you sort it out? · Can I have my money back?
Acknowledging, apologising	I'm very sorry to hear that. · Please accept our apologies for…	Oh no, I'm really sorry. · That's not good enough, I know.
Explaining	This was due to… · Unfortunately, there was a problem with…	The thing is…
Offering a solution	We would like to offer you… · We will make sure that this does not happen again.	Let me… · How about if we…?

1. **Role play 1 (formal).** Student A bought a second-hand copy of *Robinson Crusoe* online for the Link Reading Club; pages 41 to 72 are missing. Student A phones the bookshop. Student B is the customer service assistant: acknowledge, apologise, explain, offer two solutions. Then swap roles: a museum visit where the booked guided tour was cancelled without notice.
2. **Role play 2 (informal → formal).** Your neighbour's band rehearses every evening until 11 p.m. First complain to your neighbour in a friendly, informal way (one minute). Then, three weeks later, the problem continues: complain to the building's manager in a formal way (one minute). Compare the language you used.

9.5.4 Writing: a formal letter of complaint

A **letter of complaint** (*lettera di reclamo*) is a formal letter or email to an organisation that has provided a poor product or service. At B2 it must be clear, factual and polite, and it must ask for a specific action. Read the email Callum sent after the field trip; the school had asked him, as the group's representative, to write it.

Tabella 9.10 Model text — a formal email of complaint

To: customer.services@avonvalecoaches.example
Subject: Complaint — school trip to Ironbridge, Thursday 15 November

Dear Sir or Madam,

I am writing on behalf of the Year 13 geography group at Hillside Academy to complain about the coach service we received on Thursday 15 November, booking reference HA-2711.

According to our booking, the coach was due to collect eighteen students and two teachers at 7.30 a.m. Unfortunately, it did not arrive until 8.40, and no one from your company contacted the school to explain the delay. When we finally left, we discovered that the heating was not working, so we travelled for over two hours in a very cold vehicle.

As a result, we arrived too late for the guided tour of the Coalbrookdale Museum of Iron, which we had booked and paid for in advance. The museum was unable to offer us another time slot, and this prevented the group from collecting part of the data needed for our coursework.

I appreciate that delays can happen. However, a school trip depends on careful timing, and we expected at least a phone call. I would therefore be grateful if you could refund the cost of the missed tour (£90) and offer a partial refund of the coach fare. I would also appreciate an explanation of what went wrong.

I look forward to hearing from you.

Yours faithfully,

Callum Reid
Student representative, Year 13 Geography, Hillside Academy (214 words)

Structure. Subject line: the topic and the date, so the email reaches the right person. **Paragraph 1**: who you are, why you are writing, the reference number. **Paragraph 2**: the facts, in chronological order, with times and numbers. **Paragraph 3**: the consequences. **Paragraph 4**: a fair concession (*I appreciate that…*) and the specific action you request. **Closing**: *Yours faithfully* after *Dear Sir or Madam*; *Yours sincerely* after a name (*Dear Ms Patel*).

Checklist. ✓ formal register: no contractions, no exclamation marks, no slang (✗ *the coach turned up super late!!*) ✓ facts, not insults: the reader is not the person who made the mistake ✓ linkers of sequence and result: *when, finally, as a result, therefore, however* ✓ at least one verb pattern from section 9.4 (*prevented the group from collecting*) ✓ a precise request ✓ 200–240 words.

Task. Write a formal letter or email of complaint (200–240 words). Choose one situation: (a) a museum's online ticket system charged you twice and the museum has not answered your first email; (b) the edition of a classic novel ordered by your class arrived with missing pages and a different cover from the one advertised; (c) a train delay made your class miss a theatre performance. Invent the necessary details.

9.6 Connections: Reason, Rome, Revolution and Steam

9.6.1 The Italian Enlightenment: Beccaria and *Il Caffè*

The ideas that inspired Jefferson and Paine circulated all over Europe, and Italy took part in the debate. The **Italian Enlightenment** (*Illuminismo italiano*) had two main centres: Naples, with economists and philosophers such as Antonio Genovesi, and Milan, under Austrian rule. In Milan a group of young aristocrats led by the brothers **Pietro** and **Alessandro Verri** published the periodical *Il Caffè* (1764–66), which, like Addison's *Spectator* (chapter 5), used the setting of a coffee house to discuss economics, science, language and law in a clear, modern style.

In 1764 a member of the group, **Cesare Beccaria** (1738–1794), published anonymously a short book, *Dei delitti e delle pene*. It argued that laws should aim at "la massima felicità divisa nel maggior numero", that punishments must be proportionate, public and certain rather than cruel, and that torture and the death penalty are both unjust and useless. On the death penalty he wrote:

> *Parmi un assurdo che le leggi, che sono l'espressione della pubblica volontà, che detestano e puniscono l'omicidio, ne commettono uno esse medesime, e, per allontanare i cittadini dall'assassinio, ordinino un pubblico assassinio.*

("It seems absurd to me that the laws, which are the expression of the public will, which detest and punish murder, should commit one themselves, and, to keep citizens away from murder, should order a public murder." *Dei delitti e delle pene*, the chapter "Della pena di morte"; text of the Wikisource and LiberLiber editions; translation by the editors.)

The book was soon translated into French and, in 1767, into English, and it was read across the Atlantic: Thomas Jefferson copied long passages from it into his notebook, and John Adams quoted it in court. In 1786 the Grand Duchy of Tuscany became the first modern state to abolish the death penalty. Like the Declaration, Beccaria's argument rests on reason and on the idea that laws must serve the people they govern; unlike Paine, Beccaria was a reformer, not a revolutionary, and addressed his book to enlightened rulers.

9.6.2 Italy and the French Revolution

The French Revolution reached Italy with Napoleon Bonaparte's army in 1796. In the following years French troops helped Italian patriots to create a series of **sister republics** (*repubbliche sorelle*) modelled on France. At Reggio Emilia, on 7 January 1797, the congress of the **Cispadane Republic** adopted a flag of three horizontal bands, red, white and green: the first tricolour adopted by an Italian state, and the reason why 7 January is today the *Giornata della bandiera*. The **Neapolitan Republic** of 1799 lasted only a few months; when the monarchy returned,

many of its leaders were executed, among them Eleonora de Fonseca Pimentel, editor of the republican newspaper *Il Monitore napoletano*.

Italian writers divided like British ones. Vittorio Alfieri, the great tragedian, first celebrated the fall of the Bastille in an ode, *Parigi sbastigliato* (1789), and then turned against the Revolution and the French in the bitter *Misogallo* — a journey from enthusiasm to disillusion like the one Wordsworth will make in chapter 12.

9.6.3 The Roman republic as a model

The men who made the American and French revolutions had learned Latin at school, and when they looked for a free state without a king they found it in the Roman republic, as Livy told its story. When Alexander Hamilton, James Madison and John Jay wrote the eighty-five essays of *The Federalist* (1787–88) to persuade New Yorkers to accept the new Constitution, they signed them all with one name, **Publius**, after Publius Valerius Publicola, who, according to tradition, helped to found the Roman republic after the last king was driven out in 509 BC. The United States gave itself a **Senate** and a **Capitol**, named after the temple of Jupiter on Rome's Capitoline Hill, and its Great Seal (1782) still carries two mottoes adapted from Virgil: *Annuit coeptis* ("He has favoured our undertakings"; compare *audacibus adnue coeptis*, *Aeneid* IX.625) and *Novus ordo seclorum* ("a new order of the ages"; compare *magnus ab integro saeclorum nascitur ordo*, *Eclogues* IV.5).

Their favourite Roman hero was **Cincinnatus**. Livy (III.26–29) tells how, in 458 BC, the Senate's envoys found Lucius Quinctius Cincinnatus working his small farm across the Tiber and named him dictator, because a Roman army was surrounded by the Aequi on Mount Algidus. He saved the army and then gave back his power at once. When the War of Independence ended, the officers of the Continental Army founded the **Society of the Cincinnati** (1783), with George Washington as its first president and a Latin motto praising Cincinnatus, who left everything to save the republic. In December 1783 Washington resigned his command to Congress and went home to his farm at Mount Vernon, and admirers on both sides of the Atlantic called him the American Cincinnatus. The city of Cincinnati, in Ohio (1790), takes its name from the Society.

Tabella 9.11 Livy, *Ab urbe condita* III.29.7 and I.24.1 (Latin text of the Latin Library, checked against the Perseus Digital Library), with a translation by the editors

Latin	English (translation by the editors)
Quinctius sexto decimo die dictatura in sex menses accepta se abdicavit.	"Quinctius laid down on the sixteenth day the dictatorship he had received for six months."
Forte in duobus tum exercitibus erant trigemini fratres, nec aetate nec viribus dispares.	"As it happened, there were at that time in each of the two armies three brothers born at one birth, equal in age and in strength."

France dressed its revolution in Roman clothes too, and a painting showed the way. In Rome in 1784 Jacques-Louis David (1748–1825) painted *The Oath of the Horatii*, exhibited at the Paris Salon of 1785 and now in the Louvre. The story is Livy's (I.24–25): Rome and Alba Longa agreed to decide their war by a combat between two sets of triplets, the Horatii and the Curiatii; only one Horatius survived, and Rome won. The oath itself is not in Livy. David invented the moment before the fight — the three brothers stretching out their arms towards the swords their father holds up, while the women of the family, bound to the enemy by marriage and engagement, sit apart in grief. Severe lines, a shallow, stage-like space and a few strong gestures make the picture a manifesto of neoclassicism (chapter 5) in painting. It had been commissioned for the king, but within a few years it was read as an image of civic virtue: the citizen who puts his country before his family. David himself became a revolutionary and, as a member of the Convention, voted for the death of Louis XVI. The Revolution spoke the same language: its orators praised Brutus, the radical journalist Babeuf called himself "Gracchus", and from 1799 France was governed by three consuls.

Ask the questions of the Learning to learn box here too. Livy wrote under Augustus, more than four centuries after Cincinnatus, and his early Rome is a gallery of moral examples rather than a record of facts — which is exactly why the revolutionaries could use it.

9.6.4 Physics: Watt's separate condenser

Why was Watt's idea so important? Figura 9.5 compares the two engines. In a **Newcomen engine** (A) steam at about atmospheric pressure fills the cylinder under the piston. Then a jet of cold water is sprayed *inside* the cylinder: the steam condenses into a little water, the pressure under the piston drops, and the air above pushes the piston down. That is the working stroke, which pulls the beam and lifts the pump rods in the mine. The weakness is the cold water itself. Each stroke cools the cylinder walls, and at the next stroke a large part of the new steam is wasted just reheating the metal before it can fill the cylinder.

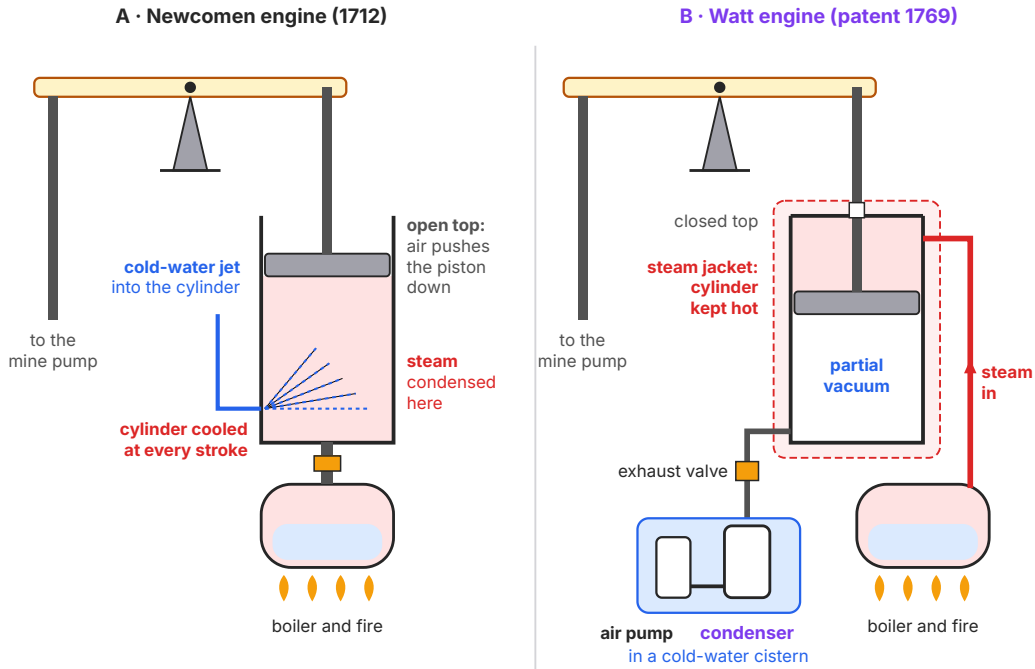

Figura 9.5 Simplified schematics of the Newcomen engine (A) and of Watt's engine with a separate condenser (B), not to scale. In A, steam is condensed inside the cylinder by a cold-water jet; in B, it is condensed in a separate cold vessel, while a steam jacket keeps the cylinder hot. Both are single-acting pumping engines: the beam lifts the pump rods in the mine.

Watt's solution (B) was to condense the steam **somewhere else**. The **separate condenser** (*condensatore separato*) is a vessel connected to the cylinder by a pipe with a valve and kept cold in a cistern of water. When the valve opens, the steam rushes into the cold condenser and turns to water there, so the cylinder empties without being cooled. Watt also closed the top of the cylinder, so that steam rather than cold air pressed on the piston, and surrounded the cylinder with a **steam jacket** (*camicia di vapore*), a casing full of steam that keeps its walls hot. An **air pump** removes the condensed water and any air from the condenser. The result was the same work for much less coal — and, because Boulton and Watt charged their customers a share of the fuel they saved, a commercial success.

COLLEGAMENTI

Physics · Change of state and pressure. When water boils at 100 °C and normal atmospheric pressure, 1 kg of liquid (about 1.04 litres) becomes about 1,670 litres of steam: roughly **1,600 times the volume**. When steam condenses, the opposite happens, and in a closed space the pressure falls sharply. This is the "partial vacuum" that drives both engines. Condensing steam also releases its **latent heat of vaporisation** (about 2,260 kJ for every kilogram): heat that, in Newcomen's engine, warms the cylinder walls and the injected water, and that has to be supplied again by the fire at the next stroke. In your physics course (thermodynamics) you will meet the same idea as heat lost to the surroundings, and a principle that Watt understood in practice long before it had a name: an engine works best when its hot part stays hot and its cold part stays cold.

ESEMPIO SVOLTO

How strong is a partial vacuum? Imagine a Watt-type engine with a piston 0.50 m in diameter. Above the piston there is steam at about atmospheric pressure (101.3 kPa); below it, connected to a condenser at 40 °C, the pressure is that of water vapour at 40 °C, about 7.4 kPa. What force pushes the piston down?

1. Area of the piston: $A = \pi r^2 = \pi \times (0.25\ \text{m})^2 \approx 0.196\ \text{m}^2$.
2. Pressure difference: $\Delta p = 101.3\ \text{kPa} - 7.4\ \text{kPa} \approx 93.9\ \text{kPa} = 93{,}900\ \text{Pa}$.
3. Force: $F = \Delta p \times A \approx 93{,}900\ \text{Pa} \times 0.196\ \text{m}^2 \approx 18{,}400\ \text{N}$.
4. Comparison: 18,400 N is the weight of a mass of about 18,400 / 9.81 ≈ 1,880 kg — almost two tonnes.

In English: *A pressure difference of about 94 kilopascals acting on an area of 0.196 square metres produces a force of roughly eighteen kilonewtons.* The colder the condenser, the lower the pressure below the piston, and the greater the force: this is why the condenser had to be kept cold.

SINTESI

- Between about 1760 and 1815 three revolutions overlapped: the Industrial Revolution in Britain, the American Revolution (1775–83) and the French Revolution (from 1789).
- The Industrial Revolution began in Britain thanks to coal and iron, capital from trade, colonial markets, changes in agriculture, transport and stable institutions; it was a slow process, not a single event.
- Key steps: the spinning jenny (c. 1764–65), Arkwright's mill at Cromford (1771), Watt's separate condenser (patent 1769; engines from 1776), the Iron Bridge (1779, opened 1781). The factory system brought long hours, new towns and child labour.
- The American colonists rejected "taxation without representation"; after the Boston Tea Party (16 December 1773) and the outbreak of war, they declared independence on 4 July 1776; Britain recognised it in 1783.
- In the Revolution Controversy Burke's *Reflections* (1790) defended tradition and gradual change; Paine's *Rights of Man* (1791–92) and Wollstonecraft defended natural rights and reason.
- In the triangular trade British ships carried goods to West Africa, captive Africans across the Middle Passage and colonial produce back to Britain; Bristol and Liverpool grew rich from it.
- The abolition campaign (from 1787) used petitions, boycotts, images and testimony; the slave trade was abolished in 1807, slavery in the British colonies by the Act of 1833.
- A pamphlet is a short, cheap publication arguing one case; Paine's plain style made *Common Sense* (1776) the most influential pamphlet of the American Revolution.
- The Declaration of Independence states natural rights, government by consent and the right to revolution, but its "all men" excluded enslaved people and women.
- Wollstonecraft's *Vindication of the Rights of Woman* (1792) argues that women's weakness is the product of education; Equiano's *Interesting Narrative* (1789) created the slave narrative, a life story that is also an argument.
- Language: *allow, permit, enable, entitle, encourage, oblige, force, compel, forbid* + object + *to*-infinitive; *prevent, stop, prohibit, ban, discourage* + object + *from* + *-ing*; passives such as *be entitled to, be banned from*; noun / verb pairs shift their stress (*a RE-cord, to re-CORD*).
- Connections: Beccaria's *Dei delitti e delle pene* (1764) and the Italian sister republics (the tricolour, Reggio Emilia, 7 January 1797); Watt's condenser kept the cylinder hot and the condenser cold; the revolutionaries took Rome as a model — "Publius", Cincinnatus and the Society of the Cincinnati (1783), David's *Oath of the Horatii* (1784) from Livy I.24–25.

ESERCIZI

History and Literature

1. ● What was James Watt's main contribution to the steam engine?
   - **A.** He built the first steam engine in 1712.
   - **B.** He added a separate condenser, so the cylinder no longer had to be cooled at every stroke.
   - **C.** He used coke instead of charcoal to make iron.
   - **D.** He invented the spinning jenny.

2. ● What happened at the Boston Tea Party (16 December 1773)?
   - **A.** Congress approved the Declaration of Independence.
   - **B.** British soldiers fired on a crowd in Boston.
   - **C.** Paine read *Common Sense* aloud to a crowd.
   - **D.** Colonists threw a cargo of East India Company tea into Boston harbour.

3. ●● What did the British Act of 1807 abolish?
   - **A.** The slave trade carried out by British ships.
   - **B.** Slavery in all the British colonies.
   - **C.** Child labour in the cotton mills.
   - **D.** The tax on tea in the American colonies.

4. ● True or false? Correct the false statements. a) The Industrial Revolution began suddenly in 1769. b) The water frame needed water power, so mills were built beside rivers. c) Thomas Paine was born in America. d) Burke's *Reflections* supported the French Revolution. e) Equiano bought his freedom in 1766. f) Liverpool overtook Bristol as a slave-trading port from the 1740s. g) The authors of *The Federalist* signed their essays with the name of a founder of the Roman republic. h) Livy describes the oath that David painted in *The Oath of the Horatii*.

5. ● Match each author with a work and a date: Paine · Burke · Wollstonecraft · Equiano · Jefferson — *The Interesting Narrative* · *Common Sense* · the Declaration of Independence · *Reflections on the Revolution in France* · *A Vindication of the Rights of Woman* — 1776 (×2) · 1789 · 1790 · 1792.

6. ●● Complete the timeline with the correct dates: a) Stamp Act: ____ b) Cromford mill: ____ c) Treaty of Paris: ____ d) storming of the Bastille: ____ e) Abolition Society founded: ____ f) Britain at war with France: from ____ g) Iron Bridge opened to traffic: ____.

7. ●● Explain each term in one or two sentences, with an example from the chapter: *pamphlet*, *slave narrative*, *triangular trade*, *natural rights*.

8. ●●● Short answer (50–70 words): Why did the Industrial Revolution begin in Britain? Mention at least three factors and say why historians still debate them.

Text Analysis

9. ● T1. Which rights does the Declaration call "unalienable"? Where does a government's just power come from? What may the people do if a government becomes destructive of these ends?

10. ●● T1. Find in the text: a) an example of anaphora; b) a tricolon; c) three abstract nouns written with a capital letter; d) the word that means "cannot be taken away".

11. ●● T2. Paraphrase in modern, simple English: "I earnestly wish to point out in what true dignity and human happiness consists—I wish to persuade women to endeavour to acquire strength, both of mind and body".

12. ●● T2. Wollstonecraft says that "soft phrases, susceptibility of heart, delicacy of sentiment, and refinement of taste" are "almost synonymous with epithets of weakness". Explain this claim and connect it with the culture of sensibility (chapter 8).

13. ● T3. List what the boy sees on the coast and on the ship, and explain what he believes is going to happen to him.

14. ●● T3. The narrator is an adult writing about himself as a child. Find two phrases that show the child's point of view and one that shows the adult writer's control of the story.

15. ●●● Write a PEE paragraph (100–130 words) on this question: How do T1 and T3 present the idea that all human beings are equal?

Language

16. ● Complete with *to* or *from*. a) The new law prohibited children under nine ____ working in the mills. b) Boulton persuaded Watt ____ move to Birmingham. c) Bad weather prevented the ship ____ leaving the harbour. d) The Declaration says that people are entitled ____ life and liberty. e) His parents discouraged him ____ becoming a sailor. f) The tax obliged colonists ____ buy stamped paper. g) Nothing could stop Paine ____ writing. h) The money enabled Equiano ____ buy his freedom.

17. ● Choose the correct verb. a) The guide *let / allowed* us to touch the old engine. b) The teacher *made / forced* us rewrite the report. c) The museum doesn't *let / permit* photography. d) The rain *prevented / forbade* the match from taking place. e) My grandfather *encouraged / made* me to study engineering. f) The spinning jenny *enabled / made* one worker to spin eight threads at once.

18. ●● Rewrite each sentence using the verb in brackets. a) Because of the law, British ships could not carry captives any more. (PROHIBIT) b) Thanks to the separate condenser, the engine used less coal. (ENABLE) c) The king's officials told the colonists that they had to pay the tax. (OBLIGE) d) Her teacher said that it was a good idea for her to write a book. (ENCOURAGE) e) The guards made sure that the prisoners could not escape. (PREVENT) f) Citizens have the right to a fair trial. (ENTITLE)

19. ●● Find and correct the mistake in each sentence (✗). a) ✗ *The rules don't allow to use mobile phones.* b) ✗ *The storm prevented us to reach the island.* c) ✗ *They didn't let me to go.* d) ✗ *She was let to leave early.* e) ✗ *The scholarship enabled that he studied in London.* f) ✗ *My friends discouraged me to buy a motorbike.*

20. ●● Make these sentences passive. a) The new law entitled all adult men to vote. b) The captain forced the sailors to work all night. c) The government banned radical newspapers from printing reports of the meetings. d) The school does not permit students to leave at lunchtime. e) They made the apprentices clean the machines.

21. ●● Build sentences about this chapter from the prompts, in the past simple, with the correct verb pattern. a) Robert King / Equiano / allow / trade b) the Stamp Act / colonists / oblige / pay c) the 1807 Act / ships / prohibit / carry d) Wollstonecraft / women / encourage / think for themselves e) the nettings / captives / prevent / jump overboard

22. ●● Complete the paragraph with the correct form of *enable, entitle, oblige, discourage, compel*. Before Watt, the high cost of coal ____ (1) many mine owners from buying steam engines. Watt's condenser ____ (2) engines to work with far less fuel. Boulton and Watt's patent ____ (3) them to a share of the fuel saved, and customers were ____ (4) to pay it every year. Some, ____ (5) to choose between paying and flooding, accepted the deal.

23. ●●● Rewrite these school rules in formal English, using *permit*, *prohibit*, *require*, *be entitled to* and *be allowed to*. "No phones in class. You have to wear your ID card. You can use the library until 6 p.m. Every student can have one free locker. No food in the laboratories."

24. ●●● Translate into English. a) Le nuove macchine permisero alle fabbriche di produrre più stoffa con meno operai. b) Nel 1807 una legge vietò alle navi britanniche di trasportare persone ridotte in schiavitù. c) Wollstonecraft voleva incoraggiare le donne a pensare con la propria testa: nessuno, scriveva, dovrebbe impedire a una ragazza di studiare.

Vocabulary

25. ● Match each word with its definition: *abolish, oppression, workforce, urban, machinery, liberty*. a) machines in general b) all the workers of a company c) political freedom d) end officially e) of towns and cities f) cruel and unjust use of power.

26. ● Stress shift. Write N (noun, stress on the 1st syllable) or V (verb, stress on the 2nd) and underline the stressed syllable. a) The colonists decided to *protest*. b) Cotton was an important *import*. c) Please *record* the interview. d) Britain began to *export* iron. e) His *conduct* was excellent. f) We need a *permit* to film inside the museum.

27. ●● Complete the collocations with the right verb: *abolish, demand, resist, declare, launch* (use each verb once). a) ____ equality b) ____ independence c) ____ the death penalty d) ____ oppression e) ____ a campaign.

28. ●● Complete the table of word families. a) independent → ____ (noun) b) oppress → ____ (noun), ____ (adjective) c) equal → ____ (noun), ____ (opposite noun) d) abolish → ____ (noun), ____ (person) e) industry → ____ (adjective), ____ (verb: "make industrial").

Writing and Speaking

29. ●● Writing. Do the writing task in section 9.5: a formal letter or email of complaint (200–240 words), following Callum's structure and checklist.

30. ●● Speaking (2 minutes, in pairs). Student A works at a museum shop and receives a complaint: a school ordered thirty copies of Equiano's *Narrative* online, but only twenty arrived and five are damaged. Student B is the teacher who complains. Use the useful language in section 9.5.

Towards B2

31. ●● Multiple-choice cloze. Choose the best word for each gap. The campaign against the slave trade was one of the first mass movements in British history. Its leaders (1) ____ thousands of ordinary people to sign petitions, and many families (2) ____ buying sugar from the Caribbean. The campaigners could not vote in Parliament, but nothing could (3) ____ them from speaking out. In 1807 the trade was finally (4) ____. (1) A let B made C persuaded D prevented · (2) A gave up B gave in C took off D turned down · (3) A allow B stop C oblige D enable · (4) A abolished B prevented C dismissed D excluded.

32. ●● Open cloze. Write one word in each gap. James Watt was not (1) ____ first to build a steam engine. What he did was to separate the condenser (2) ____ the cylinder. (3) ____ this way, the cylinder stayed hot and the engine used far less coal. Without Matthew Boulton's money, however, Watt (4) ____ never have turned his idea into a product. Their partnership, which began (5) ____ 1775, made both men rich. (6) ____ the end of the century, Boulton and Watt engines were working in mines and mills all (7) ____ Britain.

33. ●●● Key-word transformations. Complete the second sentence so that it means the same as the first, using the word in capitals (2–5 words, the word unchanged). a) They didn't let the prisoners speak. ALLOWED — The prisoners ____ speak. b) Because of the storm, the ship couldn't leave. PREVENTED — The storm ____ leaving. c) Everyone has the right to a fair trial. ENTITLED — Everyone ____ a fair trial. d) The colonists had to pay the new tax. OBLIGED — The colonists ____ pay the new tax. e) It was not possible for women to study at university. FROM — Women ____ studying at university. f) "You should apply," his teacher told him. ENCOURAGED — His teacher ____ apply.

34. ●● Word formation. Use the word in capitals to form a word that fits the gap. Mary Wollstonecraft was one of the most (1) ____ (INFLUENCE) writers of her time. She argued that women's (2) ____ (WEAK) was not natural but the result of a poor (3) ____ (EDUCATE). Her book was a passionate (4) ____ (DEFEND) of reason, and many readers found it (5) ____ (SHOCK). She wanted girls and boys to study together, with full (6) ____ (EQUAL). Today she is seen as a (7) ____ (FOUND) figure of the women's movement.

PER APPROFONDIRE

- [MOR] K. O. Morgan (ed.), *The Oxford History of Britain*: the chapter on the eighteenth century (industry, America, the French wars).
- [POR] R. Porter, *Enlightenment*: the chapters on progress, on politics and on the culture of improvement.
- [BUT] M. Butler, *Romantics, Rebels and Reactionaries*: the chapters on the 1790s and the Revolution Controversy (Burke, Paine, Wollstonecraft).
- [NOR] S. Greenblatt (ed.), *The Norton Anthology of English Literature*, vol. D: the selections from Burke, Paine, Wollstonecraft and Equiano.
- [WU] D. Wu (ed.), *Romanticism: An Anthology*: the opening texts of the Revolution Controversy.
- [ABR] M. H. Abrams, G. G. Harpham, *A Glossary of Literary Terms*: the entries on rhetoric and on autobiography.
- [SWA] M. Swan, *Practical English Usage*: the entries on *allow*, *let*, *prevent* and on verb + object + infinitive.
- [HEW] M. Hewings, *Advanced Grammar in Use*: the units on verb + object + *to*-infinitive and verb + preposition + *-ing*.

Glossario del capitolo

Abolitionist
abolizionista — a person who campaigned to end the slave trade and, later, slavery itself.

Factory system
sistema di fabbrica — production gathered in one building, with machines, a power source, fixed hours and wage labour.

Industrial Revolution
rivoluzione industriale — the change, beginning in Britain c. 1760, from farming and handwork to machines, factories and new sources of energy.

Italian Enlightenment
Illuminismo italiano — the movement of reformers in Milan and Naples (the Verri brothers, Beccaria, Genovesi) who applied reason to law, economics and society.

Letter of complaint
lettera di reclamo — a formal letter or email to an organisation about a poor product or service, asking for a specific action.

Loyalists
lealisti — American colonists who stayed faithful to the British Crown during the American Revolution.

Middle Passage
traversata atlantica degli schiavi — the voyage of slave ships from West Africa across the Atlantic to the Americas.

Natural rights
diritti naturali — rights that every person has by birth, not by gift of a ruler or a law (life, liberty…).

No taxation without representation
nessuna tassazione senza rappresentanza — the colonists' principle that only an assembly they elected could tax them.

Pamphlet
opuscolo, libello — a short, cheap, unbound publication that argues one case on a question of the moment.

Revolution Controversy
polemica sulla Rivoluzione — the British debate of the 1790s on the French Revolution, opened by Burke and answered by Paine and Wollstonecraft.

Seditious libel
diffamazione sediziosa — the crime of publishing words that encourage rebellion against the state.

Separate condenser
condensatore separato — in Watt's engine, a cold vessel outside the cylinder where the steam is turned back into water.

Sister republics
repubbliche sorelle — the republics created with French support in Italy and elsewhere after 1796 (e.g. the Cispadane Republic).

Slave narrative
narrazione autobiografica di un ex schiavo — an autobiography by a formerly enslaved person, both a life story and an argument against slavery.

Steam jacket
camicia di vapore — a casing full of steam around a cylinder, which keeps its walls hot.

Stress shift
spostamento dell'accento — the change of stress between a noun (first syllable) and a verb (second syllable) with the same spelling: *a RE-cord, to re-CORD*.

Triangular trade
commercio triangolare — the Atlantic trade linking Britain, West Africa and the Americas, in which enslaved Africans were carried across the ocean.

Soluzioni

1. B (Newcomen's engine dated from 1712; Watt's separate condenser, patented in 1769, kept the cylinder hot).

2. D.

3. A (slavery itself was abolished in the British colonies only by the Act of 1833).

4. a) False: it was a slow process lasting about a century; 1769 is the date of Watt's patent. b) True. c) False: he was born in Thetford, England, and emigrated in 1774. d) False: Burke attacked it and defended tradition. e) True. f) True. g) True: "Publius", after Publius Valerius Publicola. h) False: Livy (I.24–25) tells the combat; the oath before it is David's invention.

5. Paine — *Common Sense* — 1776; Burke — *Reflections on the Revolution in France* — 1790; Wollstonecraft — *A Vindication of the Rights of Woman* — 1792; Equiano — *The Interesting Narrative* — 1789; Jefferson — the Declaration of Independence — 1776.

6. a) 1765 b) 1771 c) 1783 d) 14 July 1789 e) 1787 f) 1793 (February) g) 1 January 1781.

7. *Traccia.* Pamphlet: a short, cheap, unbound text arguing one case on a current question (Paine's *Common Sense*). Slave narrative: an autobiography by a formerly enslaved person, both a life story and an argument against slavery (Equiano's *Interesting Narrative*). Triangular trade: the Atlantic trade from Britain to West Africa (goods), to the Americas (enslaved Africans), back to Britain (sugar, tobacco, cotton). Natural rights: rights that people have by birth, not by gift of a ruler (life, liberty, the pursuit of happiness in the Declaration).

8. *Model answer.* Britain had coal and iron close to the surface, capital from overseas trade (including the slave trade), colonies that supplied cotton and bought goods, more productive farming after enclosure, rivers and canals for transport, and a stable government with patents to protect inventors. Historians still debate these factors because they are connected and hard to measure: no single one explains the change, and their weight varies from region to region. (70 words)

9. Life, Liberty and the pursuit of Happiness. Just powers come from the consent of the governed. The people may alter or abolish it and institute a new government.

10. a) the repeated "That…" at the start of each clause ("that all men…, that they are…, that among these…", "That to secure…", "That whenever…"); b) "Life, Liberty and the pursuit of Happiness"; c) any three of Rights, Life, Liberty, Happiness, Form, Right, Safety; d) *unalienable*.

11. *Model.* I really want to show what true dignity and happiness are made of: I want to convince women to try hard to become strong, both in their minds and in their bodies.

12. *Traccia.* The qualities that the culture of sensibility praised in women — gentle speech, a heart easily moved, delicate feelings, elegant taste — are, for Wollstonecraft, just polite names for weakness. Novels such as *Pamela* presented tears and fainting as signs of virtue; Wollstonecraft answers that they keep women dependent, objects of pity and soon of contempt. She wants women to be valued for reason and strength.

13. On the coast: the sea and a slave ship riding at anchor, waiting for its cargo. On board: the crew, who handle him and toss him up; their complexions, their long hair, their strange language. He believes he is in a world of bad spirits and that they are going to kill him.

14. *Possible answers.* Child: "a world of bad spirits", "they were going to kill me", the surprise at the sailors' complexions and long hair. Adult: the carefully balanced final conditional ("if ten thousand worlds had been my own…"), or the controlled sequence

"astonishment… terror", which looks back and orders the emotions.

15. *Model paragraph.* Both texts claim that all human beings are equal, but in different ways. The Declaration presents equality as a principle: "all men are created equal" is called "self-evident", a truth that needs no proof. Its abstract, legal language speaks for a whole people, but it names no individual — and its authors tolerated slavery. Equiano, instead, shows equality by showing its denial: he is "handled and tossed up" to see if he is "sound", like an animal at a market. By making readers feel what a frightened child felt, he proves the humanity that the slave trade refused. Together, the texts reveal the gap between the promise of 1776 and the reality of the Atlantic. (115 words)

16. a) from b) to c) from d) to e) from f) to g) from h) to.

17. a) allowed b) made c) permit d) prevented e) encouraged f) enabled.

18. a) The law prohibited British ships from carrying captives. b) The separate condenser enabled the engine to use less coal. c) The king's officials obliged the colonists to pay the tax. d) Her teacher encouraged her to write a book. e) The guards prevented the prisoners from escaping. f) Citizens are entitled to a fair trial.

19. a) …don't allow **using** mobile phones / don't allow **students to use**… b) …prevented us **from reaching**… c) …didn't let me **go**. d) She **was allowed to** leave early. e) The scholarship **enabled him to study** in London. f) …discouraged me **from buying**…

20. a) All adult men were entitled to vote (by the new law). b) The sailors were forced to work all night. c) Radical newspapers were banned from printing reports of the meetings. d) Students are not permitted to leave at lunchtime. e) The apprentices were made to clean the machines.

21. a) Robert King allowed Equiano to trade. b) The Stamp Act obliged colonists to pay (a tax). c) The 1807 Act prohibited (British) ships from carrying (enslaved people). d) Wollstonecraft encouraged women to think for themselves. e) The nettings prevented the captives from jumping overboard.

22. (1) discouraged (2) enabled (3) entitled (4) obliged (5) compelled — (4) and (5) may be swapped (*were compelled to pay*; *obliged to choose*).

23. *Model.* Students are not permitted to use mobile phones in class. Students are required to wear their ID card. Students are allowed to use the library until 6 p.m. Every student is entitled to one free locker. Food is prohibited in the laboratories / Students are prohibited from eating in the laboratories.

24. a) The new machines enabled (also: allowed) factories to produce more cloth with fewer workers. b) In 1807 a law prohibited / banned British ships from carrying enslaved people (also: forbade British ships to carry). c) Wollstonecraft wanted to encourage women to think for themselves: nobody, she wrote, should prevent a girl from studying.

25. a) machinery b) workforce c) liberty d) abolish e) urban f) oppression.

26. a) V pro<u>TEST</u> b) N <u>IM</u>port c) V re<u>CORD</u> d) V ex<u>PORT</u> e) N <u>CON</u>duct f) N <u>PER</u>mit.

27. a) demand equality b) declare independence c) abolish the death penalty d) resist oppression e) launch a campaign.

28. a) independence b) oppression, oppressive c) equality, inequality d) abolition, abolitionist e) industrial, industrialise (also *industrialize*; *industrious* is an adjective too, but it means "hard-working").

29. *Assessment.* Content: the situation, facts with times/amounts, consequences, a precise request. Organisation: subject line, four paragraphs, correct opening and closing (*Dear Sir or Madam … Yours faithfully*). Language: formal register, no contractions, at least one verb pattern from section 9.4, linkers of sequence and result. Length: 200–240 words.

30. *Model exchange.* B: "Good morning. I'm afraid I have to make a complaint about an order. We ordered thirty copies, but only twenty arrived, and five of those are damaged. As a result, half my class can't start the book next week." A: "I'm very sorry to hear that. Could you give me the order number? … I can see the problem: the order was split into two

parcels, and the second one is still at the warehouse. We'll send the ten missing copies and five new ones by express delivery at no extra cost, and I'll add a refund of the delivery charge." B: "Thank you, I'd appreciate that. Could you confirm it by email?"

31. (1) C persuaded (2) A gave up (3) B stop (4) A abolished.

32. (1) the (2) from (3) In (4) would / could / might (5) in (6) By (also: At, Towards) (7) over (also: across).

33. a) were not allowed to b) prevented the ship from c) is entitled to d) were obliged to e) were prevented from (also accepted: were kept / barred / banned / prohibited from) f) encouraged him to.

34. (1) influential (2) weakness (3) education (4) defence (5) shocking (6) equality (7) founding.