LLCE2 Anglais – Grammaire – 1er semestre 2ème session

Durée 1h30 (aucun document autorisé)

1. Citer le ou les pronoms relatifs pour un antécédent non animé en position de sujet dans une proposition relative déterminative (2 pts)

2. Indiquer le pronom possessif pour la 3ème personne singulier neutre (2 pt)

3. Quelle est la nature du nom wine ? (2 pt)

4. Peut-on insérer any dans un énoncé assertif (p. ex. Pick three for $5) ? (2 pt)

5. Le discours suivant est-il de type direct : Gangster: who’s we? Clint: that’s Smith, Wesson and I (2 pts)

6. Le démonstratif dans l’exemple suivant est-il appréciatif: these people are my folks (2pts)

7. La phrase I waited for one and a half month est-elle correcte grammaticalement? (2 pts)

8. Several peut-il être utilisé avec un nom de type continu compact ? (2 pts)

9. Passer la phrase suivant à la voix active : He was given the boot (2 pts)

10. Effectuez une nominalisation propositionnelle des deux propositions qui suivent : I considered that et she was bright (2 pts)
They were taking a day trip, Laila, Babi, and Tariq. Hasina had wanted to come too, had begged her father, but he wouldn’t allow it. The trip was Babi’s idea. Though he could hardly afford it on his salary, he’d hired a driver for the day. He wouldn’t disclose anything to Laila about their destination except to say that, with it, he was contributing to her education. They had been on the road since five in the morning. Through Laila’s window, the landscape shifted from snowcapped peaks to deserts to canyons and sun-scorched outcroppings of rocks. Along the way, they passed mud houses with thatched roofs and fields dotted with bundles of wheat. Pitched out in the dusty fields, here and there, Laila recognized the black tents of Koochi nomads. And, frequently, the carcasses of burned-out Soviet tanks and wrecked helicopters. (…) This, here in the provinces, was where the war was being fought, after all. Not in Kabul. Kabul was largely at peace. Back in Kabul, if not for the occasional bursts of gunfire, if not for the soviet soldiers smoking on the sidewalks and the Soviet jeeps always bumping through the streets, war might as well have been a rumor.

It was late morning, after they’d passed two more checkpoints, when they entered a valley. Babi had Laila lean across the seat and pointed to a series of ancient-looking walls of sun-dried red in the distance.

(…)

Half an hour later, the driver pulled over.

‘Come on, you two,’ Babi said. ‘Come outside and have a look.’

They got out of the taxi. Babi pointed. ‘There they are. Look.’

Tariq gasped. Laila did too. And she knew then that she could live to be a hundred and she would never again see a thing as magnificent.

The two Buddhas were enormous, soaring much higher than she had imagined from all the photos she’d seen of them. Chiseled into a sun-bleached rock cliff, they peered down at them, as they had nearly two thousand years before, Laila imagined, at caravans crossing the valley on the Silk Road. On either side of them, along the overhanging niche, the cliff was pocked with myriad caves.

‘I feel so small,’ Tariq said.

‘You want to climb up?’ Babi said.

‘Up the statues?’ Laila asked. ‘We can do that?’

Babi smiled and held out his hand. ‘Come on.’

Read this carefully before beginning:
--Please write your essay neatly on the sheets provided.
--It is important to remain silent and to stop work immediately upon the announcement of the end of this exam period.
--No documents authorized.

Reminder: those students writing on the topic below will do their oral commentaire with M. Heinrich.

Dissertation
Please write a coherent and elegant essay treating the topic below. The quality of your written English will naturally be taken into consideration in your grade:

Religion and the Romantics:
Please treat the varied aspects of this theme as it generally applies to Romanticism and specifically applies to the work of William Wordsworth and Walt Whitman.
COMMENTARY

Comment on the text overleaf.

[...] Though the profusion of government must, undoubtedly, have retarded the natural progress of England towards wealth and improvement, it has not been able to stop it. The annual produce of its land and labour is, undoubtedly, much greater at present than it was either at the Restoration or at the Revolution. The capital, therefore, annually employed in cultivating this land, and in maintaining this labour, must likewise be much greater. In the midst of all the exactions of government, this capital has been silently and gradually accumulated by the private frugality and good conduct of individuals, by their universal, continual, and uninterrupted effort to better their own condition. It is this effort, protected by law and allowed by liberty to exert itself in the manner that is most advantageous, which has maintained the progress of England towards opulence and improvement in almost all former times, and which, it is to be hoped, will do so in all future times. [...] All systems either of preference or of restraint [...] being [...] completely taken away, the obvious and simple system of natural liberty establishes itself of its own accord. Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interest, his own way, and to bring both his industry and capital into competition with those of any other man, or order of man. The sovereign is completely discharged from a duty, in the attempting to perform which he must always be exposed to innumerable delusions, and for the proper performance of which no human wisdom or knowledge could ever be sufficient—the duty of superintending the industry of private people, and of directing it towards the employment most suitable to the interest of the society. [...]
<table>
<thead>
<tr>
<th>Faculté des Lettres</th>
<th>Année universitaire 2007-2008</th>
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<tbody>
<tr>
<td>Département d'Anglais</td>
<td>2e Session 1er semestre</td>
</tr>
<tr>
<td>Civilisation américaine</td>
<td>LCE 2e année</td>
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<tr>
<td>Cours de C. Saint-Jean-Paulin</td>
<td>Durée : 3 heures</td>
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</tbody>
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Treat the following questions:

A) The Missouri compromise
B) The Compromise of 1850
C) Texas and California

NB : aucun document n’est autorisé
There is no way that one man, or one thousand men, will search the wilderness effectively of stony erosion which the Utah-Arizona border south of the Rainbow Plateau. Lieutenant Joe Leaphorn didn’t try. Instead he found Corporal Emerson Bisti. Corporal Bisti has been born at Kaibito Wash and spent this same desert as a boyhood with his mother’s heroes in the same country. Since the Korean War, he has patrolled, had been patrolling at this same desert as a Navajo policeman. He went over Leaphorn’s map carefully, marking in all the places where water could be found. There weren’t many. Then Bisti went over the map again and checked off those that dried over after the spring runoff, or that held water only a few weeks after rainstorms. That left only eleven. Two were at trading posts – Navajo Springs and Short Mountain. One was at Tsai Skizzi Rock and one was a well drilled by the Tribal Council supply to supply to the Zilnez Chapter House. A stranger wouldn’t approach any of these places without being noticed, and Captain Largo’s patrolman had checked them all. [...] The tracks of the man who had abandoned the Mercedes were not among them. None were any of the dog tracks that Leaphorn had found at the abandoned Mercedes. [...] The thunderhead that promised a shower to Tuba Mesa in the morning had drifted eastward over the Painted Desert and evaporated – the promise unfulfilled. Now another, taller thunderhead the sky to the north – over the slopes of Navajo Mountain in Utah. The color under it was blue-black, suggesting that on one small quadrant of mountainside the blessed rain was falling.
1. Mettre l’accent dans les mots suivants, expliquer les règles de l’accentuation.

Exemple : conflict (sub.) / 10/ : (sub. à 2 syllabes donc le schéma accent /10/)

NB : dans les mots composés mettre l’accent sur l’élément accentué.

1) les mots composés :

whatever
anything
myself
cease-fire
story-teller
heartrending
dining-room
salesroom
week day
evening-dress
short story
leading article
leather shoes
middle-aged
make-up

2) les verbes :

baptize
symbolize
canalize
mechanize
consider
execute
compliment
multiply
accord
permit
situate
finish
3) les adjectifs et les substantifs
idiot
ideal
physics
dirigible
conclusive
massive
export
appeal

II. Faire la transcription phonétique des mots suivants. Cet exercice comprend la transcription et l'explication des règles phonologiques. N'oubliez pas de mettre l'accent de mot !!

1) règles de relâchement, de tension et de réduction vocalique
unconnected
feverish
success
produce

2) règles individuelles pour les voyelles :
what
design
designation
Malta
danger

3) règles de transcription pour les consonnes
Machine
Scheme
gherkin (cornichon)
honest
attention

4) règles d'effacement des consonnes
kneel
handkerchief
malignant
exhort

5) règles de transcription pour les voyelles brèves, voyelles longues, diphtongues et triphtongues
abroad
jeopardize
gaul
seizure
deterring

III. Quel son ([i],[i] ou [ε]) donnent les préfixes re- et pre- dans les mots suivants ?
(mettre l’accent dans les mots suivants et indiquer seulement le son qui correspond au préfixe,
soit s’il y a le préfixe re- et le préfixe pre- mettre 2 sons qui correspondent à ces préfixes,
expliquer votre choix, par exemple, repre’sent [ε] (pour re-) explication ; [i] (pour pre-)
explication)

Reproduce
Resignation
Receive
Rewrite
Recognize
Reclaim
Recurring
B

I. Mettre l'accent dans les mots suivants, expliquer les règles de l'accentuation.

Exemple : conflict (sub.) / 10/ : (sub. à 2 syllabes donc le schéma accent. /10/);
NB : dans les mots composés mettre l'accent sur l'élément accentué.

1) les mots composés :

Whenever
Sometimes
Herself
Pickpocket
pain-killer
rock-climbing
laughing-gas
bull's eye (qui est le centre de la cible)
spokesman
time-lag
public relations
shooting star
feather bed
old-fashioned
standby

2) les verbes :
capsize
realize
immunize
recognize
envisage
substitute
supplement
satisfy
address
prospect
investigate
accomplish
3) les adjectifs et les substantifs

ambitious
museum
statistic
awkwardish
intelligible
explosive
passive
concrete
award

II. Faire la transcription phonétique des mots suivants. Cet exercice comprend la transcription et l'explication des règles phonologiques.

1) règles de relâchement, de tension et de réduction vocalique

production
stocking
unconditional
popular

2) règles individuelles pour les voyelles :

haste
advance
balsam
moon

3) règles de transcription pour les consonnes

Chaotic
Individual
Gift
Huge
Exotic
4) règles d’effacement des consonnes
adhere
moisten
paradigm
colonel

5) règles de transcription pour les voyelles brèves, voyelles longues, diphtongues et triphongues
heather
drought
Caesar
recurrant

III. Quel son ([i],[iː] ou [e]) donnent les préfixes re- et pre- dans les mots suivants ?
(mettre l’accent dans les mots suivants et indiquer seulement le son qui correspond au préfixe, s’il y a le préfixe re- et le préfixe pre- mettre 2 sons qui correspondent à ces préfixes, expliquer votre choix, par exemple, repré’sent [e] (pour re-) explication ; [i] (pour pre-) explication)

Reproduce
Resignation
Receive
Rewrite
Recognize
Reclaim
Recurring
1. Mettre l’accent dans les mots suivants, expliquer les règles de l’accentuation.
Exemple : conflict (sub.) /10/: (sub. à 2 syllabes donc le schéma accent. /10/)
NB : dans les mots composés mettre l’accent sur l’élément accentué.

1) les mots composés :
   However
   Anyplace
   Themselves
   Scarecrow
   baby-sitter
   sight-seeing
   drinking-water
   wedding-ring
   statesman
   summer-time
   mental age
   ruling class
   felt hat
   good-humoured
   pullover

2) les verbes :
baptise
organize
divinize
jeopardize
understand
execute
regiment
personify
comfort
conduct
generate
distinguish
3) les adjectifs et les substantifs

industrial
ideal
phonetics
society
horrible
progressive
accent
alarm

II. Faire la transcription phonétique des mots suivants. Cet exercice comprend la transcription et l'explication des règles phonologiques.

1) règles de relâchement, de tension et de réduction vocalique

 unsurprising
 mutual
 proclaim
 barber

2) règles individuelles pour les voyelles :

swam (prêt. du swim)
hailstand
path
tally

3) règles de transcription pour les consonnes

Charter
Endurable
Singer
stronger

4) règles d'effacement des consonnes

almond
heir
designate
viscount
5) règles de transcription pour les voyelles brèves, voyelles longues, diphtongues et triplongues

scarcey
recurring
warn
erring

III. Quel son ([i],[i:] ou [e]) donnent les préfixes re- et pre- dans les mots suivants?

(mettre l’accent dans les mots suivants et indiquer seulement le son qui correspond au préfixe,
s’il y a le préfixe re- et le préfixe pre- mettre 2 sons qui correspondent à ces préfixes,
expliquer votre choix, par exemple, représente [e] (pour re-) explication ; [i] (pour pre-) explication)

Reproduce
Resignation
Receive
Rewrite
Recognize
Reclaim
D

1. Mettre l’accent dans les mots suivants, expliquer les règles de l’accentuation.

Exemple : conflict (sub.) / 10/ : (sub. à 2 syllabes donc le schéma accent. /10/)

NB : dans les mots composés mettre l’accent sur l’élément accentué.

1) les mots composés :

Whatsoever
Anyhow
Ourselves
Spitfire
Hairdresser
tale-telling
pedestrian crossing
sleeping bag
cat’s-paw (dupe)
tradesman
night shift
full moon
working class
brick wall
absent-minded
comeback

2) les verbes :

capsize
characterize
amortize
memorize
deliver
institute
document
occupy
decline
absent
celebrate
astonish
3) les adjectifs et les substantifs

courageous
idea
politics
stupidity
comprehensible
aggressive
abstract
account

II. Faire la transcription phonétique des mots suivants. Cet exercice comprend la transcription et l'explication des règles phonologiques.

1) règles de relâchement, de tension et de réduction vocalique
resign
subdivide
commemoration
popular

2) règles individuelles pour les voyelles :
tall
saimon
calves
signature

3) règles de transcription pour les consonnes
Expectation
Departure
Uncle
Gnostic
Ocean

4) règles d'effacement des consonnes
doubting
psychology
knapsack
thistle

5) règles de transcription pour les voyelles brèves, voyelles longues, diphongues et triphongues
meant (prêt. du mean)
caught (prêt. du catch)
height
occurrence

III. Quel son ([i],[i:] ou [e]) donnent les préfixes re- et pre- dans les mots suivants ? (mettre l’accent dans les mots suivants et indiquer seulement le son qui correspond au préfixe, s’il y a le préfixe re- et le préfixe pre- mettre 2 sons qui correspondent à ces préfixes, expliquer votre choix, par exemple, repré'sent [e] (pour re-) expliquer pourquoi ; [i] (pour pre-) expliquer pourquoi))

Reproduce
Resignation
Receive
Rewrite
Recognize
Reclaim
Recurring
- Nous n'avons plus d'argent ?, demanda-t-elle incrédule.

- Non, dit-il en souriant, sauf les loyers de l'immeuble de Bordeaux. -- Cela fait combien par mois ?
- Je ne sais pas, demande à ta mère, c'est elle qui s'occupe de tout ça.
- « Demande à ta mère »... Combien de fois avait-elle entendu cela ? Plusieurs fois par jour, lui semblait-il. Au début, elle n'y avait pas prêté d'autre attention que la peine que cela lui faisait. Mais, plus le temps passait, plus elle éprouvait une peur dont elle n'osait parler. Tout le monde, d'ailleurs, dans la maison avait le même sentiment. Un jour, Léa avait pris son courage à deux mains et avait abordé le sujet avec le D' Blanchard, lors d'une de ses visites à Camille.
- Je sais, Je lui ai prescrit un traitement, il y a quelque temps. Il faut être patient, il est encore sous le choc.
- Mais, j'ai l'impression que cela s'aggrave de jour en jour, qu'il est complètement absent. J'ai peur.
- Alors, alors, ne vous laissez pas aller. Avec Ruth, vous êtes la seule personne responsable de la maison. Je ne compte pas Mme Camille, car elle va bientôt pouvoir retourner aux Roches-Blanches.
- Déjà ?

- Vous n'en êtes pas heureuse ? J'aurais pu vous réconforter en vous assurant de sa présence avec des mots. Léa ouit un mouvement d'Épule agacé.

- Pas du tout, Camille est très utile ici et j'ai promis à Laurent de veiller sur elle.
- Avez-vous eu d'autres nouvelles ?

- Oui, une lettre de vingt-cinq lignes, dans laquelle il dit qu'il va bien et où il demande des chaussures, du linge et du tabac. Nous lui avons envoyé un colis, hier. Pour les chaussures, on a eu bien du mal. C'est Française qui les a dénichées, elle n'a jamais voulu dire comment : de superbes souliers à semelles de crêpe.
You go on. You set one foot in front of the other, and if a thin voice cries out, somewhere behind you, you pretend not to hear, and keep going.

But some steps require more effort than others. As I set my foot upon the path leading to that little brown house, I felt like an impostor. Surely, I had no business here. This was the house of another man. A man I remembered. A person of moral certaintly, and some measure of wisdom, whom many called courageous. How could I masquerade as such a one? For I was a fool, a coward, uncertain of everything.

Had I been alone, I might have turned back then, melted away like the snow on that bright, mild morning, become a particle lost in the vast space flowing through the landscape of war, so that my daughters could live with the unsullied memory of that other man, and not be obliged to know this inferior replacement.

But I was not alone. John Brooke had a firm grip upon my arm and the young Laurence boy pranced brightly ahead of us, barely able to contain his excitement. He was carrying on as if he brought some bright-wrapped, welcome Christmas gift. If only he knew for what shoddy goods he was the forerunner. I pulled my muffler up high around my face, so as to hide the trembling at the corners of my mouth. Truly, walking up that path was an act of courage greater than any asked of me at war.

The boy burst into the house ahead of us, opened the door to the parlor, and vanished behind it. I leaned against the hall table. John Brooke, thinking my weakness a product of the journey, clasped a strong arm around my back. Thus encompassed, he propelled me forward whether I would or no.

The door opened. My eyes, snow-dazzled, registered only a blur. Brooke tried to say something, but his words disappeared under a general uproar.

Mrs. Montjoy had picked me up at the railway station in Pointe au Baril, and transported me in an outboard-motor boat to the island. It was the woman in the Pointe au Baril store who had recommended me for the job. She was an old friend of my mother's—they had taught school together. Mrs. Montjoy had asked her if she knew of a country girl, used to doing housework, who would be available for the summer, and the woman had thought that it would be the very thing for me. I thought so too—I was eager to see more of the world.

Mrs. Montjoy wore khaki shorts and a tucked-in skirt. Her short, sun-bleached hair was pushed behind her ears. She leapt aboard the boat like a boy and gave a fierce tug to the motor, and we were flung out on the choppy evening waters of Georgian Bay. For thirty or forty minutes we dodged around rocky and wooded islands with their lone cottages and boats bobbing beside the docks. Pine trees jutted out at odd angles, just as they do in the paintings.

I held on to the sides of the boat and shivered in my flimsy dress.

"Feeling a tad sick?" said Mrs. Montjoy, with the briefest possible smile. It was like the signal for a smile, when the occasion did not warrant the real thing. She had large white teeth in a long tanned face, and her natural expression seemed to be one of impatience barely held in check. She probably knew that what I was feeling was fear, not sickness, and she threw out this question so that I need not be embarrassed.

Here was a difference, already, from the world I was used to. In that world, fear was commonplace, at least for females. You could be afraid of snakes, thunderstorms, deep water, heights, the dark, the bull, and the lonely road through the swamp, and nobody thought any the worse of you. In Mrs. Montjoy's world, however, fear was shameful and always something to be conquered.

Alice Munro, *Hired Girl*, in *The View from Castle Rock*, 2006
According to the task given to your group, answer the questionnaire or choose one of the following subjects and write an introduction and a conclusion in full. Give a detailed plan of the development. (The whole task should take up no more than a double exam sheet.)
Note: If you are asked to answer the questionnaire on *Great Expectations*, you will have to write a commentary or an essay on the American literature program or vice versa.

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**I. ESSAY**

Guilt and retribution in *Great Expectations*.

**II. COMMENTARY**

Turn over for the text.

**III. Answer the following questions about *Great Expectations* in no more than two sentences for each:**

1. What did the convict ask Pip to bring him on the marshes? (1 point)
2. What was the cause of the fight between Joe and Orlick? (1 point)
3. What was Pip summoned to Satis House for on his first visit? (1 point)
4. What reward did Miss Havisham give Pip for entertaining her? (1 point)
5. Where was Mr Pocket’s role in Pip’s life? (1 point)
6. Who was Molly (her story, her present occupation)? (1 point)
7. Who gave Herbert the money to start in business? (1 point)
8. Who was seen sitting behind Pip at the performance of Hamlet by Mr Wopsle? (1 point)
9. How did Pip’s attempt to get Magwitch out of the country fail? (1 point)
10. What had changed for Joe when Pip came back to the village after spending 10 years abroad? (1 point)
Comment on the following passage from *Great Expectations* by Charles Dickens

At last we went back into the house, and there I heard, with surprise, that my guardian had come down to see Miss Havisham on business and would come back to dinner. The old wintry branches of chandeliers in the room where the mouldering table was spread, had been lighted while we were out, and Miss Havisham was in her chair and waiting for me. It was like pushing the chair itself back into the past, when began the old slow circuit round about the ashes of the bridal feast. But, in the funereal room, with that figure of the grave fallen back in the chair fixing its eyes upon her, Estella looked more bright and beautiful than before, and I was under stronger enchantment.

The time so melted away, that our early dinner-hour drew close at hand and Estella left us to prepare herself. We had stopped near the centre of the long table, and Miss Havisham, with one of her withered arms stretched out of the chair, rested that clenched hand upon the yellowish cloth. As Estella looked back over her shoulder before going out at the door, Miss Havisham kissed that band to her, with a ravenous intensity that was of its kind quite dreadful. Then, Estella being gone and we two left alone she turned to me, and said in a whisper. "Is she beautiful? Graceful? Well-grown? Do you admire her?"
"Everybody must who sees her, Miss Havisham."

She drew an arm around my neck, and drew my head close down to hers as she sat in the chair. "Love her, love her, love her! How does she use you?"
Before I could answer (if I could have answered so difficult a question at all), she repeated, "Love her, love her, love her! If she favours you, love her, If she wounds you, love her. If she tears your heart to pieces-and as it gets older and stronger, it will tear deeper-love her, love her, love her!"
Never had I seen such passionate eagerness as was joined to her utterance of these words. I could feel the muscles of the thin arm round my neck, swell with the vehemence that possessed her.
"Hear me, Pip! I adopted her to be loved. I bred her and educated her, to be loved. I developed her into what she is, that she might be loved. Love her! "
She said the word often enough, and there could be no doubt that she meant to say it; but if the often repeated word had been hate instead of love—despair—revenge—dire death—it could not have sounded from her lips more like a curse.
"I'll tell you," said she, in the same hurried passionate whispers "what real love is. It is blind devotion, unquestioning self-humiliation, utter submission, trust and belief against yourself and against the whole world, giving up your whole heart and Soul to the smiter—as I did!"
When she came to that, and to a wild cry that followed that, I caught her round the waist. For she rose up in the chair, in her shroud of a dress, h and struck at the air as if she would as soon have struck herself against the wall and fallen dead.
Please write a well-structured essay with the following title:

The role of Lady Macbeth in William Shakespeare's *The Tragedy of Macbeth*.

Remember to pay attention to the quality of your written English.
Please write a well-structured essay with the following title:

Order and Disorder in William Shakespeare's *The Tragedy of Macbeth*.

Remember to pay attention to the quality of your written English.
Final Exam, May-June 2008
Literature, Anglais Sem 4, M. Engle
Pride and Prejudice

Read this carefully before beginning:
--Please write your essay neatly on the sheets provided.
--It is important to remain silent and to stop work immediately upon the announcement
of the end of this exam period.
--No documents authorized.
--Reminder: those students writing on the topic below will do their oral commentaire
with Mlle Sibley, and vice versa.

Dissertation: Please write a coherent and elegant essay treating the topic below. The
quality of your written English will naturally be taken into consideration in your grade:

Freedom and restraint in Pride and Prejudice
By the Framework Knitters
A Declaration.

By the charter granted by our late sovereign Lord, Charles II\(^1\), by the Grace of God King of Great Britain, France and Ireland, the framework knitters are empowered to break and destroy all frames and engines that fabricate articles in a fraudulent and deceitful manner, and to destroy all framework knitters’ goods whatsoever that are so made. A number of deceitful, unprincipled and intriguing persons did attain an Act passed in the 28th year of our present sovereign Lord George III\(^2\) whereby it was enacted that persons entering by force into any house, shop or place to break or destroy frames should be adjudged guilty of felony\(^3\). We are fully convinced that such Act was obtained in the most fraudulent, interested and electioneering\(^4\) manner and that the honourable the Parliament of Great Britain was deceived as to the motives and intentions of the persons who obtained such Act; we therefore, the framework knitters, do hereby declare the aforesaid Act to be null and void to all intents and purposes whatsoever as by the passing of this Act villainous and imposing persons are enabled to make fraudulent and deceitful manufactures to the discredit and utter ruin of our trade. And [...] we declare that the aforementioned Charter is as much in force as though no such Act had been passed... And we do hereby declare to all hosiers, lace manufacturers and proprietors of frames that we will break and destroy all manner of frames whatsoever that make the following spurious articles and all frames whatsoever that do not pay the regular prices heretofore agreed to [by] the masters and workmen–All [...] frames making single press and frames not working by the [...] rent and not paying the price regulated in 1810: warp frames working single yarn [...] not paying the rent and prices regulated in 1809–[...] all plain silk frames not making work according to the gage\(^5\)-frames not marking the work according to quality, [...] and all frames of whatsoever description the workmen of whom are not paid in the current coin of the realm will invariably be destroyed....

Given under my hand this first day of January 1812.

God protect the Trade.

Ned Lud’s Office
Sherwood Forest

\(^1\) Crowned King of England and Ireland in 1661; he died in 1685.
\(^2\) Reigned from 1760 to 1801.
\(^3\) Felony: in Old English Law: any crime punishable by death or mutilation [and forfeiture of lands and goods].
\(^4\) Electioneering: (mainly used disapprovingly) the activity of trying to persuade people to vote for a particular political party.
\(^5\) Gage (usually spelt: gauge in British English): a standard or scale of measurement, a standard dimension, quantity, or capacity; a device for measuring the amount or size of something (in French: jauge).
To the Employers of Mule-Spinners, and
the Public in General

The Advertisement in this Paper on Tuesday last, in the First Few
Lines mentions, with the most perfect Truth, the complicated miseries
prevailing among us Journeymen Mule-Spinners; but to say that it arises
from our own Misconduct cannot possibly be Truth: as it is Incon-
testable, that the Reduction of our Wages is the real Cause. We consider
it a Duty Incumbent upon us, therefore with Deference to you Gentle-
ment, to acquit ourselves of the charges laid against us. We are falsely
accused of combining against our Employers; which is not the Case.
Combination, it is true seldom or never creates anything good; but
Combination, a Candid Public will Easily see, is not in Question with
us - the Nature of our Meeting, or Club, is not to encourage Idleness,
or promote Disorder; but only to relieve our Fellow Labourers in
Distress; and to say that Numbers of Industrious People have been
dragged from their Places and menaced by the Members of our Club and
compelled to loiter about the streets in Idleness, until the Encrease of
Wages demanded from their Employers be granted - we deny.

No reasonable Person can suppose we wish to Encrease the Claims
upon our Society, as none but ourselves, assist in the discharge thereof.
We feel no Desire or Inclination for Hostility, but humbly hope you
will take into consideration the present excessive Price of Provision, and
every other necessary of Life, and at your Meeting adopt some Measure
of affording every honest industrious Workman Wages sufficient to
maintain him and his Family with decency; which is the most certain
method of securing our happiness, and the only wish of us Poor Mule-
Spinners.

Your's, etc.
MULE-SPINNERS

Manchester Mercury, March 3, 1795.
**UNIVERSITE DU SUD (TOULON-VAR)**

**Faculté des Lettres**

<table>
<thead>
<tr>
<th>LCE 2e Année</th>
<th>Année 2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civilisation US</td>
<td>1e Session, 2e Semestre</td>
</tr>
<tr>
<td>Cours de C. Saint-Jean-Paulin</td>
<td>Durée : 3 heures</td>
</tr>
</tbody>
</table>

*Essay:

To what extent has the United States turned towards modernity after the Civil War?*

*NB : Aucun document n’est autorisé*
Treat the following questions:

A) Whitney, Ford and Taylor
B) Booker T. Washington and W.E. Dubois
C) Andrew Carnegie

NB : aucun document n’est autorisé
Choose one of the headlines below and write the relevant article

1. Gaddafi 'to hand out oil money'

Libyan leader Muammar Gaddafi has said oil profits should be given directly to citizens, as part of sweeping economic and political reforms.

2. Cuba punk rocker spared jail term

A court in Havana, Cuba, has ordered a punk rock musician to pay a fine of $30 (£15) for public disorder for playing his band's music too loud.

3. France accused in Rwanda genocide

Rwanda has accused France of playing an active role in the genocide of 1994, in which about 800,000 people were killed.