



VICE-REITORIA DE ENSINO DE GRADUAÇÃO E CORPO DISCENTE

COORDENAÇÃO DE EDUCAÇÃO A DISTÂNCIA

LITERATURA INGLESA I

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TODOS OS DIREITOS RESERVADOS À

UNIVERSIDADE CASTELO BRANCO

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Apresentação

Prezado(a) Aluno(a):

É com grande satisfação que o(a) recebemos como integrante do corpo discente de nossos cursos de graduação, na certeza de estarmos contribuindo para sua formação acadêmica e, conseqüentemente, propiciando oportunidade para melhoria de seu desempenho profissional. Nossos funcionários e nosso corpo docente esperam retribuir a sua escolha, reafirmando o compromisso desta Instituição com a qualidade, por meio de uma estrutura aberta e criativa, centrada nos princípios de melhoria contínua.

Esperamos que este instrucional seja-lhe de grande ajuda e contribua para ampliar o horizonte do seu conhecimento teórico e para o aperfeiçoamento da sua prática pedagógica.

Seja bem-vindo(a)!
Paulo Alcantara Gomes
Reitor

Orientações para o Auto-Estudo

O presente instrucional está dividido em sete unidades programáticas, cada uma com objetivos definidos e conteúdos selecionados criteriosamente pelos Professores Conteudistas para que os referidos objetivos sejam atingidos com êxito.

Os conteúdos programáticos das unidades são apresentados sob a forma de leituras, tarefas e atividades complementares.

As Unidades 1, 2, 3 e 4 correspondem aos conteúdos que serão avaliados em A1.

Na A2 poderão ser objeto de avaliação os conteúdos das sete unidades.

Havendo a necessidade de uma avaliação extra (A3 ou A4), esta obrigatoriamente será composta por todo o conteúdo de todas as Unidades Programáticas.

A carga horária do material instrucional para o auto-estudo que você está recebendo agora, juntamente com os horários destinados aos encontros com o Professor Orientador da disciplina, equivale a 30 horas-aula, que você administrará de acordo com a sua disponibilidade, respeitando-se, naturalmente, as datas dos encontros presenciais programados pelo Professor Orientador e as datas das avaliações do seu curso.

Bons Estudos!

Dicas para o Auto-Estudo

- 1 - Você terá total autonomia para escolher a melhor hora para estudar. Porém, seja disciplinado. Procure reservar sempre os mesmos horários para o estudo.
- 2 - Organize seu ambiente de estudo. Reserve todo o material necessário. Evite interrupções.
- 3 - Não deixe para estudar na última hora.
- 4 - Não acumule dúvidas. Anote-as e entre em contato com seu monitor.
- 5 - Não pule etapas.
- 6 - Faça todas as tarefas propostas.
- 7 - Não falte aos encontros presenciais. Eles são importantes para o melhor aproveitamento da disciplina.
- 8 - Não relegue a um segundo plano as atividades complementares e a auto-avaliação.
- 9 - Não hesite em começar de novo.

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Quadro-síntese do conteúdo programático

UNIDADES DO PROGRAMA	OBJETIVOS
I - DEVICES	<ul style="list-style-type: none">• Identificar as figuras de linguagem nos poemas.
II - OLD ENGLISH LITERATURE – ANGLO SAXON – THE EARLIEST FORM OF ENGLISH LANGUAGE	<ul style="list-style-type: none">• Ler e analisar o livro <i>Beowulf</i>.
III - THE MIDDLE ENGLISH SOCIETY AND CUSTOMS	<ul style="list-style-type: none">• Identificar a sociedade e os costumes.
IV - A BRIEF HISTORICAL SURVEY OF THE ENGLISH CULTURE AND LITERATURE	<ul style="list-style-type: none">• Reconhecer a cultura e a literatura inglesa.
V - THE CANTERBURY TALES	<ul style="list-style-type: none">• Ler e analisar o livro <i>The Canterbury Tales</i>.
VI - RENAISSANCE AND THE ENGLISH REVOLUTION	<ul style="list-style-type: none">• Comparar as obras de Shakespeare.
VII - THE ORIGINS OF THE NOVEL	<ul style="list-style-type: none">• Ler e analisar o livro <i>Robinson Crusoe</i>.

Contextualização da Disciplina

Neste instrucional, você terá a oportunidade de conhecer um pouco da literatura inglesa do século XVIII a partir da leitura de autores e obras pertinentes.

Vários são os fatores que justificam a introdução do ensino da Literatura Inglesa I: a formação do cidadão, que através da aprendizagem de diferentes culturas, torna-se mais capaz de compreender não só a própria cultura, mas a pluralidade do patrimônio sociocultural de outras nações, o desenvolvimento da capacidade de interação do cidadão com o mundo globalizado, o desenvolvimento de um outro olhar sobre a língua materna, bem como a possibilidade de acesso a diferentes fontes de informação e recursos tecnológicos – fundamentais para a inserção no mundo acadêmico – são alguns dos benefícios proporcionados pela aprendizagem de língua estrangeira.

DEVICES

Devices are special ways of writing or speaking with someone or something.

What do the devices deal with?

- Sounds
- Structures
- Senses

Connotation – it occurs when you define someone or something in a special way.

E.g.: This book is the guide of my life.

(It contains lot of things that guides me through my life.)

Denotation – it occurs when you define someone or something in a normal way.

E.g.: Book : pages joined together to be printed.

Sound Devices

They deal with special effects the words have in a poem or piece of prose. They work with **sounds**.

1. Alliteration – the repetition of the same phoneme at frequent intervals. In the beginning or in the middle of a word.

E.g.: “**Day after day, day after day,**
No breath, **no** motion.”

“The **furrow followed free.**”

2. End-rhyme – it happens when two or more words at the end of each line, have similar phonemes.

E.g.: Blow, blow, blow you wild **sea!**
Blow, blow, while sorrows covers **me!**

3. Internal-rhyme – it happens when we have two or more words which rhyme in the same line or verse.

E.g.: You are the sun **shine** of **my life**.

The rain **falls** on my house **walls**.

4. Onomatopoeia – when some words imitate the sound produced by an object, an animal or even someone.

E.g.: Crack! Pow!

Sense Devices

They work with the meaning of the words in prose or poetry. The writer or poet “plays” with the different meanings the words may have.

1. Simile – when there is a comparison between two persons; a thing/a person, a person/elements of nature, etc. . It has key words that indicates the simile presence.

E.g.: She is beautiful **as** a shining star.
She is **more** beautiful **than** a shining star.
She is **as** beautiful **as** a shining star.
She is beautiful **like** a shining star.
She is **so** beautiful **as** a shining star.

2. Metaphor – when there is an affirmative declaration about somebody or something.

E.g.: She is a shining star.
He is a stone heart.

3. Metonymy – when the author uses an expression instead of the name of a place or person; this substitution is easily identified by everybody.

E.g.: John went to Casa Rosada yesterday.
Mary went to White House yesterday.

4. Hyperbole – it happens when we have an exaggeration.

E.g.: He has **millions** and **millions** of bad qualities!
But she loves him very much!

5. Personification – when we “give” human qualities to animals, things or nature elements.

E.g.: I like to walk along the gardens!
When there is wind it seems
That the **flowers** and the **leaves dance**,
And with them, my **heart dances** too.

6. Synecdoche – when we substitute a human being or thing for one part of them. It’s the figure of speech that puts the part for the whole(as “fifty sail” for “fifty ships”, or “ninth bat” for “ninth batsman”); or the whole for the part (as in “Parliament voted to...” for “A majority of the members of Parliament...”).

It is common for the term “England” to be used as a synecdoche for the “United Kingdom”, giving offence to Scots, Welsh and Northern Irish; and for Canadians and Mexicans to be called “Americans”.

7. Antithesis – when we have opposite ideas.

E.g.: “I **love** and **hate**,
I **cry** and **smile**,
I’m always changing my mind!”

8. Euphemism – when we avoid using a word/expression and instead of it we substitute for another.

E.g.: “And nobody knew
When he **ceased** to be...”

“He has a **bad disease**.”

9. Irony – When the author describes a thing / fact or even a person with sarcastic words, it may be humorous, too.

E.g.: “Her hair are as hooked wires,
Her legs very thin and hooked, too!
Everybody calls her princess!”

Structural Devices

When we work with the structures of the words in prose or poetry.

1. Inversion – when we change the normal order of the words in a verse or line.

E.g.: “Had it been...”

Exercises

1) Classify the devices:

1. “She cried an ocean of tears!
She’s a sad flower now.”

2. “She’s an angel and a devil,
She hates and loves him!”

3. “The White Face entered the room.”

4. She’s an angel; people call her the Piece of Peace.

5. “The birds sing and the sky is blue
She shakes her hair and it’s fair.”

6. He loves her one million thousand times more than me.

2. Illustration – when the author describes a thing so well that we can imagine it.

E.g.: My beloved is very different
Her eyes are always looking at
the opposite side;
Her legs and hair are hooked
as lots of wires mixed...

3. Repetition – when we want to emphasize a fact, a particular event, we repeat words or expressions.

4. Caesura – when we have any kind of punctuation at the beginning or in the middle of a line or verse.

E.g.: “Sing, sing, people!
Sing, sing, people luck and sweet!”

5. Run-on-line – when we don’t have any pause at the end of the line; it’s joined to the following when we read a poem.

E.g.: “A flower there was in my life (RO)
That made me very happy!” (ES)

6. End-Stopped – when there is a punctuation at the end of the verse or line.

7. Old English or Archaic English

E.g.: “Shalt I compare thee to a silver moo?
Thou art more lovely and sweet, indeed!”

Shalt = shall
Thee = you (object)
Thou = you (subject)
Art = are

7. Smile! Smile! The world is beautiful!
Don't cry! Smile! Try!

8. "We are the world, we are the children..."

9. Sing! Sing! Sing!
It's Spring!
Sing little birds
And bring me peace!

10. Day after day, week after week
I suffered, I thought, I suffered
Day after day, week after week
I thought I'll die...

11. O nature thou art sad!
Thy sky is gray,
Thy trees, without leaves,
O nature thou art so sad!

12. Flashes
Sing! Sing, people!
Sing, sing, people lucky and sweet!

13. Fly little birds, fly!
Fly little birds, it's Summer...
Fly little birds, while I die...

14. A flower was there in my life
That marked me very much...

15. I do love her though I know she doesn't...

16. Don't say nay, my lady fair!

17. My heart is singing:
Singing as a bird happy!

18. Shalt I compare thee to a sweet moon?
Thou art more lovely and sweet, indeed!

19. Oh love, you are so sad!
Nobody knows how much
I care and love you!

20. Don't think of me as a poor being
A being poor, unable to love or hate!
I know how to love
But I know how to hate, too.

21. My life is a storm!
I want peace, you give me despair!

22. Thou art the sunshine of my life.

23. I'll give you all the stars
And I'll give you all my love!

24. You're my hell and my heaven!
25. An ocean of tears cried she...
26. One day in my life, a love was there...
27. Her boyfriend calls her "the eyes".
28. You're a devil among saints!
29. He's my heart's shelter...

OLD ENGLISH LITERATURE – ANGLO SAXON – THE EARLIEST FORM OF ENGLISH LANGUAGE

a) The Old English Literature has no definite limits. The literary works from this period began to be known in the 17th century.

b) Old English Literary works are mainly **oral**.

c) We have available texts to study nowadays because the religious took written copies of those works and kept them in the **monasteries**.

d) The works were generally written in poetry but there are some **prose** works, too.

e) The texts normally tell us fantastic stories about men and their fightings against either nature's elements or monsters half human beings, half beasts.

f) The most important work (poem) of Old English is **Beowulf**, his author is unknown. It's a long poem – about 3,000 lines.

Beowulf Poem characteristics:

- Lines / verses: 3,000 lines.
- The author uses lots of **alliteration** instead of rhyme.

E.g.: ... **H**e takes the soldier with **h**is strong arms, and kill **h**im quickly.

... And **g**rim **G**rendel stands and **g**loats.

- The original text has its lines divided into two parts marked by a **caesura**.

E.g.: ... The monster is grim. He hears the noise, but he is alone.

- The plot (main events of a story) of the poem is divided into three parts:

- Beowulf fights against Grendel (1st monster).
- Beowulf fights against Grendel's mother (2nd monster).

- Beowulf fights against the breathing fire creature (= dragon) and is defeated by it.

- Presence of fantastic elements.

- The hero: he's always a superman, noble and strong.

- The social rank is easily identified. The king, his knights and the serfs. There are also the slaves.

- Knights = noble soldiers

- Serfs = men or women that work and have a little food, not a payment, but they are free.

- Slaves = they aren't free.

- Another characteristic is the scop or bard's presence: he's a poet who sang songs during the parties in the Hall (the king's palace).

The Anglo Saxon Literature was mainly oral and mostly Christian, as a result of the conversion to Christianity (597 AD). So, the earliest literature are the product of oral traditions. The first songs were sung and tales told the role of the poet, also called "scop", was to sing heroic tales during the celebrations.

Beowulf is an epic poem represents the essential elements of culture of its age. During the narrative heroic elements or qualities can be detached: loyalty, ability to fight, great deeds, courage, bravery and blood, thirstiness heroism.

Beowulf was the first English Epic Poem written in Anglo Saxon or Old English. The written version dates from 10th C. but the poem may go back to 7th C. Christian x heroic pagan elements mixed: style, majesty and exalted.

About Beowulf's Book

1) Write (T) for True or (F) for False:

- The Geats wanted to fight Hrothgar's men. ()
- The monster had already killed hundreds of men. ()
- Hrothgar knew Beowulf and his men. ()

- d) Beowulf killed Grendel, so his mother came to Heorot. ()
- e) Grendel has a sword. ()
- f) Men could not live in the evil lake. ()
- g) Grendel will return to Heorot. ()
- h) Beowulf hit the dragon's head. ()
- i) Beowulf took the Grendel's arm to Hrothgar. ()
- j) Beowulf killed the dragon by himself. ()

2) Questions:

- a) Describe Grendel:
- b) Why did the monster kill the soldiers of Heorot?
- c) Who was the King of Heorot?
- d) Who was the king of the Geats?
- e) Who was Unferth?
- f) Who was Weohstan?
- g) What was the name of the sword that Hrothgar's man (Unferth) gave to Beowulf?
- h) What did Beowulf find in the monster's den?
- i) Who was Wiglaf?
- j) Why did Wiglaf come to King (Beowulf)?
- k) Why did the dragon come to Beowulf's hall?
- l) Who killed the dragon?
- m) Who became the King of the Geats?

THE MIDDLE ENGLISH SOCIETY AND CUSTOMS

The society adopted the Feudalism (not centralized power).

The social rank was formed in this way:

- The king
- The great noble land-lords
- Lesser land-lords
- The serfs / slaves

About 1400 the feudalism begins to decline, so a new urban class appears mainly in London: the workmen's.

The new professional class

Doctors Lawyers Merchant

They didn't own the land
They were not directly commanded by anyone.

The Church during Middle Age in England:

- The Church was powerful at that times.
- One-third of England was in Church power.
- The land was in possession of the monastery.
- Ambition and corruption were common among the clergymen.
- Inside the great castle walls the nobles and their ladies preferred romances, long fantastic stories of the chivalrous deeds of knights and their love affairs with great ladies.

Exercise

1) Write (T) for true or (F) for false:

1. During Middle-Age English society adopted the Feudalism. ()
2. In this Period the Church was not powerful. ()
3. About 1400 the feudalism began to decline, so a new urban class appeared in London: the workmen's. ()
4. One-third of England was in Church power. ()
5. The land was in possession of the serfs and slaves. ()
6. Ambition and corruption were common about the clergymen. ()
7. Inside the castles the nobles and their ladies preferred to read magazines. ()
8. Middle English is a term used to describe the language that came after the Norman Conquest (1066) and lasted until about 1500. ()

A BRIEF HISTORICAL SURVEY OF THE ENGLISH CULTURE AND LITERATURE

The History of the English Culture and Literature may be divided into various cycles of periods:

1. The Anglo-Saxon period – from the 5th century before the birth of Christ to 1066 after the birth of Christ, i.e. up to the Norman Conquest;
2. The Medieval Period – from the Norman Conquest to the end of the Wars of the Roses; i.e., from 1066 to 1485;
3. The Elizabethan Age – from 1485 to 1625, i.e., the rise and fall of the Tudors as rulers of the English Throne;
4. The Classical Age – from 1625 to 1800, from the fall of the Tudors to the rise of the Stuarts to the English throne; and the fall of the French Revolution;
5. The Romantic Age – from 1800 to 1837, i.e., from the publication of Wordsworth and Coleridge's Lyrical Ballads to Queen Victoria's crowning.
6. The Victorian Age – from 1837 to 1900; i.e., from the beginning of Queen Victoria's reign to her death;
7. The Twentieth Century – 1900 to the present times.

The last decade has witnessed the rising of new countries out of Great Britain colonies; such an event has brought about deep changes in various fields of the British Empire, but very subtle changes in the language spoken and written – English language is still the lingua franca in all these old and new countries, and the English literature has been enriched by a wealth of great works from people who had done nothing so far, apparently. Hence the designation “English literature” to any written or spoken (recorded) literary form from writers not born in Great Britain but who have used the English language in all their works.

This constant enrichment of the language, borrowing terms from other languages because they are needed to express certain feelings or things not found in the native English, is a phenomenon that had happened since the very beginnings of the English nation. A brief survey of these early years will shed light on the apparently subservient adherence to tradition observed by any native British subject. The best manner to understand the British people and culture is achieved by a survey of the various elements and circumstances which produced them.

Long ago even before the birth of Christ, the aboriginal inhabitants found in these western isles were called Celts but their Roman conquerors changed that – the country became known as Britannia and the people as Britons. Those Britons lived in round huts made of boughs woven together and covered with mud. The huts were built close to one another forming villages and round each village a strong fence was built; those fences were made of the trunks of trees. There were many tribes of Britons and each tribe had its own king; but those kings did not live peacefully – they were always fighting with each other. They were not much better than savages. They wore the skins of wild animals as they did not know how to spin or weave. They used to trade these skins and tin which has plentiful in Britain in those days, in return for cloth, jewels and other bright and pretty things. At that time tin was needed in order to be mixed with copper and from such a mixture bronze was obtained and swords and spears were made out of bronze.

Those Britons had no schools; they were either hunters or fishermen or farmers. They taught their trades, their knowledge to their younger. They had their own religious belief – they believed in gods and goddesses and give their names to the days of the week and the months. They thought that mistletoe which grew on the oak trees was able to cure every kind of sickness and to bring them good luck; but only the chief Druid, their head priest, had the right to cut it with a golden knife, on New Year's Day. This hanging of mistletoe on the front doors of the English homes is still observed nowadays, starting on Xmas eve.

A few years before the birth of Christ, Britannia was conquered by the Romans who stayed there for nearly four hundred years. They brought their language, their culture, their political system, their way of life and imposed them in the newly conquered land. Britain (a shorter form of Britannia) was given towns, villas with central heating, public baths, theaters, a system of pipes for bringing water into the towns, bridges, walls and a system of roads parts of which are still found in modern England.

When the Roman Empire fell, the Roman legions withdrew leaving the softened civilized Britons unable to defend themselves from the hordes of Goths, Vandals, Angles and Saxons who went to the Britain's coasts to rob, burn and kill the towns. At

least, the British of Kent asked the Sea Wolves, i.e., the Angles and the Saxons, to help him drive back his foes, in ex-change he would give them part of Kent to live in. The English were not content with the part of land given them, and then they became masters of all the kingdom of Kent. Some of the Britons were absorbed by the Anglos and Saxons while others went west to the region now called Wales and Britannia of Britain became known as England, and the language spoken there was English. England was divided into many kingdoms, and their kings fought with each other. At last, the strongest English king among them, made all the other kings accept him as their lord. After his

death his grandson, Alfred, became England's greatest king; he made good laws, built schools and ships and wrote books. He was known as "England's darling" and "Father of the English Navy". After his death, the Danes succeeded in overcoming the English, and Cnut, a Dane, became king of England. Around 1016 A.D the Normans who had settled down in the north of Rance (Normandy) invaded England and after many fierce battles their king, William, beat the English king, Harold, at the great battle of Hastings and was crowned king of England on Christmas Day, 1066. That event marked the end of the Anglo-Saxon period and the beginning of a new - Medieval period in England.

Questions for discussion

1. Who were the successive inhabitants of ancient Britain?
2. Describe Anglo-Saxon society and customs:

The Celts were technically advanced. They were important in British history because they were the ancestors of many of the people in Highland Scotland, Wales, Ireland and Cornwall today. The Celtic languages which have been continuously used in some areas since that time, are still spoken. They were organized into different tribes, and tribal chiefs were chosen from each family or tribe sometimes as the result of fighting matches between individuals, and sometimes by election. They knew how to work with iron, and could make better weapons than the people who used bronze. During the Celtic period women may have had more independence than they had again for hundred of years. It was the Celtic Church which brought Christianity to the ordinary people of Britain. The Celts believed in a sun God who made the crops grow. Celtic priests were called Druids.

The Romans brought the skills of reading and writing to Britain. The Written word was important for spreading ideas and also for establishing power. The most obvious characteristic of Roman Britain was its towns, which were the basis of Roman administration and civilization. They produced wine in Britain, but they also imported it from southern Europe.

The Vikings were pirates. They came from Norway and Denmark. They burnt churches and monasteries along the east, north and west coasts of Britain and Ireland.

Anglos arrived in Britain in family groups, but they soon began to accept authority from people outside their own family. Although they kept some animals, they spent more time growing crops. The land was held by individual people, each man working in his own field.

Exercises

3. Write (T) for True or (F) for False:

1. Celts were technically advanced. ()
2. Celts were organized into different tribes. ()
3. Celts knew how to work with bronze. ()
4. It was the Celtic Church which brought Christianity to the ordinary people of Britain. ()
5. Romans brought the skills of reading and writing to Britain. ()
6. Romans imported wine from Southern Europe. ()
7. Vikings were pirates who came from Norway and Denmark. ()
8. Vikings built churches and monasteries. ()
9. Angles spent more time growing crops. ()
10. Angles arrived in Britain in family groups. ()

4. Complete:

- a) The Celtic church brought _____ to the ordinary people in Britain.
- b) The Romans brought skills of _____ and _____ to Britain.
- c) _____ came from Norway and Denmark.
- d) The Anglos arrived in Britain in _____.

THE CANTERBURY TALES

Chaucer was born in London of middle-class parents and was brought up in the house of a powerful nobleman. As a young man he fought with the English army, in France during the 100 Years' War and later became a diplomat in the service of the king. He was able to travel widely in Italy and France, where he learned much from the sophisticated medieval literatures of those countries. Borrowing plots and techniques from his Italian and French masters, Chaucer virtually created English as a literary language and founded the English literary tradition.

His masterpiece, a collection of stories called *The Canterbury Tales*, presents us not only with a group of all types but also with a group of characters who are very real, from their carefully described clothing to their alternating moods of humor, seriousness,

and quarrelsomeness. The tales are told by a group of people representing nearly every walk of life in medieval England – a knight, a merchant, a student, a miller, various clergymen, a ploughman, and many others. They are making a pilgrimage from London to Becket's shrine at Canterbury, and they decide to entertain themselves by telling stories along the way. The pilgrims engage a tavern-keeper to be host of the party and to judge who tells the best story; the winner is to receive a free dinner paid for by the rest. One of the delights of *The Canterbury Tales* is that Chaucer assigns to most of the pilgrims a tale that illustrates their characters. Furthermore, between the tales the pilgrims make jokes at one another's expense and comment upon one another's foibles. The result is not just a collection of narratives but a dramatic interplay of personalities.

About the book *The Canterbury Tales*

1) Illustrate the following affirmatives with examples mentioned from the texts already studied:

- a) Chaucer emphasizes the women's presence and their intelligence.
- b) The clergymen are described by Chaucer as corrupt and ambitious people.
- c) Love, loyalty and honesty are highly explored by Chaucer in his tales.

2) Chaucer uses a pit of humor when he describes *The Wife of Bath*. How does he do it? Identify in the text where he does it.

3) Describing the Friar, Chaucer uses critics. How does he do it? Give examples:

THE RENAISSANCE AND THE ENGLISH REVOLUTION

The period in Europe between the 14th and 17th century, when the art, literature and ideas of ancient Greece was discovered again and widely studied causing a rebirth of activity in all these things.

William Shakespeare (1564-1616)

Shakespeare was born in the provincial town of Stratford-upon-Avon and went to London as a young man to seek his fortune. He began act in a London theater company. He began his career as an actor

and knew from personal experience the effect of a dramatic climax to a tragedy, when the hero opens his heart to the audience.

Among the best-known of Shakespeare's plays are:

- history plays: Richard II, Richard III, Henry IV
- comedies: The Taming of the Shrew, The Merchant of Venice, A Midsummer Night's Dreams, Twelfth Night
- tragedies: Romeo and Juliet, Hamlet, Othello, Macbeth, Anthony and Cleopatra, King Lear
- romances: The winter's Tale, The Tempest

Suggestions of tasks:

1) Read some Shakespeare's books like:

- Romeo and Juliet
- Macbeth
- Othello
- Anthony and Cleopatra
- Hamlet
- King Lear
- The Tempest

2) Choose one of them and make a summary of it:

THE ORIGINS OF THE NOVEL

London, at the beginning of the 18th century, was a city of continuous activity. Throughout the 17th century a gradual but steady migration of impoverished peasants, country tradespeople, and hopeful youths had increased its population to almost half a million inhabitants, making it one of the largest cities in the world at that time. Merchants, sailors, servants, aristocrats, thieves, shopkeepers, and craftsmen swarmed the city. Although industrialism still lay in its future, London presented many of the familiar sights and sounds of a modern city. Huge crowds thronged the streets, and traffic jams frequently bottled up the narrow thoroughfares. The unpaved roads turned into rivers of mud when it rained and were choked with dust when it didn't. Open sewers stank their slow way to the Thames. Peddlers hawked wares and newspapers on street corners, and pickpockets worked the crowds. At night, in the poorer parts of the city, whores prowled the bars and drunks staggered home to slum dwellings. Public sanitation was wretched by modern standards, and epidemics periodically swept through the city, forcing the rich to flee to their country estates and the poor to fill the churches with prayers.

Daniel Defoe (1660 - 1731)

One of the best-known and most active of the inhabitants of the great city was Daniel Defoe. Businessman, journalist, spy, and political hanger-on, Defoe made and lost several fortunes in the course of his long life. Born in 1660 – the same year the monarchy was restored after the Civil War and the Commonwealth experiment – Defoe inherited the political and religious disputes of his age. His parents were lower-middle-class dissenters, and they raised

their son in the tradition of capitalism and Puritanism. Defoe attended two Presbyterian schools, where besides a smattering of Latin and logic he acquired some knowledge of various scientific subjects. Instead of becoming a minister as his father had hoped, Defoe plunged into the life of a merchant, speculating in textiles, tobacco, wine, brick manufacturing, and insurance. As a hot-headed young man, he became involved in the Monmouth Rebellion of 1685, an armed uprising against the unpopular King James II. He was taken prisoner and narrowly missed being transported to the colonies as an exile. He paid a heavy bribe to get his release and soon became engaged in political pamphleteering, an activity that was to occupy most of his time for the next thirty years. For one such pamphlet, *The Shortest Way with Dissenters* (1703), he was punished and imprisoned; but this pamphlet quickly became the best-seller of its day and secured for Defoe a guaranteed audience for future works.

After years spent in political journalism and business ventures, Defoe, nearing sixty years of age, embarked on a new career: the writing of fiction. His first and most famous fictional work was *Robinson Crusoe* (1719), often called the first English novel. The plot, which was inspired by the real experiences of a Scottish sailor named Alexander Selkirk, tells of various adventures Crusoe encounters while seeking his fortune far from the shores of England.

What value does Defoe give to solitude? Do you agree?

Questions for Discussion

1. Describe Anglo-Saxon society and customs.
2. How do *The Canterbury Tales* reflect medieval culture?
3. What kind of hero is Beowulf? To which modern heroes could you compare him?
4. Why is the Bible so important for British literature?
5. Describe Shakespeare's style:
6. In what ways does Defoe's novel reflect the fantasies of city dwellers?

Se você:

- 1) concluiu o estudo deste guia;**
- 2) participou dos encontros;**
- 3) fez contato com seu tutor;**
- 4) realizou as atividades previstas;**

Então, você está preparado para as avaliações.

Parabéns!

Glossário

Comedy - a form of drama, usually of a light and humorous kind and frequently involving misunderstandings that are resolved in a happy ending.

Defoe, Daniel (1660 – 1731) - English novelist and pamphleteer. Embroiled in many controversies, Defoe was a skilled and prolific propagandist for whichever political faction was paying his wages at the time. His tract *The shortest Way with the Dissenters* (1702), which argues with deadly irony for ruthless extirpation of all religious dissenters (he was one himself), was taken at face value by the authorities and he was pilloried and imprisoned. His two greatest novels are marvellously detailed first-person narratives: *Robinson Crusoe* (1719) and *Moll Flanders* (1722).

Novel - a sustained fictional prose narrative.

Realism - in literature, a true and faithful representation of reality in fiction.

Renaissance - in literature, the revival that occurred in Europe in the 14th – 16th centuries, as a result of the rediscovery of the writing of the great classical writers, notably the works of Plato and Aristotle. The Renaissance period in England is usually given as 1500-1660, i.e. from the visit of Erasmus (see also Thomas More) in 1599 to the Restoration.

Restoration - (1) the re-establishment of the British monarchy in 1660, following the return to England of Charles II in that year. (2) the period of Charles II's reign (1660 – 85). The characteristics of Restoration literature are wit, salaciousness, and religious and philosophical questioning.

Shakespeare, William (1564 – 1616) - English dramatist and poet. He was born and brought up in Stratford-upon-Avon, where he attended the local grammar school. He married Anne Hathaway in 1582, and they had three children by 1585 (his last surviving descendant, a granddaughter, died in 1670).

Tragedy - a form of drama in which a hero or heroine comes to a bad end.

Gabarito

Unit I

1)

1. Hyperbole / Es
Metaphor / Es
2. Metaphor / Antithesis / Es / Alliteration
Antithesis / Es / Alliteration
3. Metonymy / Es
4. Metaphor / Metonymy / Es / Alliteration
5. Onomatopoeia / Metaphor / Ro
Alliteration / Internal-rhyme / Es
6. Hyperbole / Alliteration / ES
7. Alliteration / Metaphor / Es
Internal-rhyme / Es
8. Metaphor / Alliteration / Es / Repetition
9. Alliteration / Repetition / ES
Metaphor / End-rhyme
RO
Internal-rhyme / ES
10. Repetition / Alliteration / RO / Caesura
Repetition / Alliteration / RO / Caesura
Repetition / Caesura / RO
Internal-rhyme / Es
11. Old English / Es
Old English / Metaphor / ES
Old English / Caesura / ES
Old English / Metaphor / ES
12. Alliteration / Repetition / Caesura / ES
Alliteration / Repetition / Caesura / ES
13. Alliteration / Repetition / Caesura / ES
Repetition / Caesura / Metaphor / ES
Repetition / Caesura / End-rhyme / ES
14. Inversion / RO / Metaphor
Alliteration / ES
15. Alliteration / ES
16. Old English / Internal-rhyme / ES
17. Onomatopoeia / ES
Simile / Es / Repetition
18. Old English / ES
Old English / Caesura / ES / Repetition
19. Caesura / Metaphor / Simile / ES
Alliteration / RO
ES
20. Simile / RO
Inversion / Antithesis / Caesura / ES
RO
Alliteration / Caesura / ES / Repetition
21. Metaphor / ES
Caesura / Antithesis / ES
22. Old English / Metaphor / Internal-rhyme / ES

- 23. Hyperbole / RO
Repetition / ES
- 24. Antithesis / Alliteration / ES / Metaphor
- 25. Inversion / ES
- 26. Inversion / Caesura / Metaphor / ES
- 27. Metonymy / Alliteration / ES
- 28. Metaphor / Antithesis / ES
- 29. Metaphor / Alliteration / Es

Unit II

1)

- a) F
- b) T
- c) F
- d) T
- e) F
- f) T
- g) F
- h) T
- i) T
- j) F

2)

- a) The monster is grim, strong and wicked.
- b) Because he didn't want them drinking or singing.
- c) Hrothgar was.
- d) Hygelac was.
- e) He was Hrothgar's man.
- f) He was Beowulf's friend.
- g) It was Hrunting.
- h) He found a treasure.
- i) He was Weohstan's son.
- j) Because his father died.
- k) Because a man took the dragon's treasure.
- l) Beowulf and Wiglaf did.
- m) Wiglaf did.

Unit III

1)

- 1. T
- 2. F
- 3. T
- 4. T
- 5. F
- 6. T
- 7. F
- 8. T

Unit IV

1) Celts, also called the Britons.

2) The Anglo Saxon peoples did possess and organized society based on fishing and agriculture, a strong respect for tribal law, and a significant body of primitive oral literature.

3)

1. T
2. T
3. F
4. T
5. T
6. T
7. T
8. F
9. T
10. T

4)

1. Christianity
2. reading / writing
3. Vikings
4. family groups

Unit V

1)

- a) The Wife of Bath's Tale / Franklin's Tale.
- b) Friar's Tale.
- c) The Knight's tale.

2) When the author says that she had five husbands,

3) He uses ironical tone.

The Friar:

- noble pillar
- wanton
- limiter
- very festive
- gossip / flattering language

He was an easy man when he knew that he would have a good remuneration.

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Referências de sites

www.uky.edu/~kiernan/eBeowful/guide.htm

Site em inglês sobre o poema épico Beowulf. Contém o texto no dialeto anglo-saxônico e a versão moderna em língua inglesa.

www.bl.uk/treasures/caxton/homepage.html

Mantido pela biblioteca Britânica, esse site oferece a chance de se comparar as duas edições de Canterbury Tales produzidas por William Caxton em 1476 e 1483. O leitor pode ler a obra máxima de Chaucer diretamente no manuscrito digitalizado pela instituição.

Sugestões de filmes

Henrique VIII e Suas Seis Esposas (ING, 1973)
Elizabeth (ING, 1998)
Shakespeare Apaixonado (ING / EUA, 1998)
Hamlet de William Shakespeare (EUA, 1997)
Ricardo III (EUA, 1996)
Rei Arthur (EUA / IRL, 2004) e Tróia (EUA, 2004)
Beowulf (EUA, 2007)
Robinson Crusoe (EUA, 1997)
O Outro Lado da Nobreza (EUA, 1995)

Letteratura inglese I. Romanticismo. Some pre-romantic poets. Edward Young, Night Thoughts on Life, Death, and Immortality (1742-46), a religious poem in nine books . Why significant ? Cemeteries , ruins , tombs , night birds , etc. (cf . Bronte sisters) Slideshow 2212210 by xuxa.Â Letteratura inglese I. Romanticismo. Some pre-romantic poets. Edward Young, Night Thoughts on Life, Death, and Immortality (1742-46), a religious poem in nine books . Study 41 Literatura Inglesa I flashcards on StudyBlue.Â Popular Study Materials from Literature 00001. aleman i exam vocab. canterbury tales general prologue. gramatica i tema 5. grammar i chapter 4. Sign up for free and study better. Anytime, anywhere.