

REPÚBLICA DE CABO VERDE



MINISTÉRIO DA EDUCAÇÃO, CIÊNCIA, JUVENTUDE E DESPORTO  
DIRECÇÃO DO ENSINO BÁSICO E SECUNDÁRIO

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**PROGRAMA DA DISCIPLINA DE**

**INGLÊS**

**3º CICLO DO ENSINO SECUNDÁRIO**

**11º E 12º ANOS**

# PROGRAMA DE INGLÊS

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## **PREÂMBULO**

Este programa destina-se a todos os estudantes do 3º ciclo do ensino secundário. No entanto, a grande diversidade de áreas vocacionais neste ciclo de ensino implica que para alguns estudantes este programa seja terminal, enquanto para outros ele deva constituir uma preparação adequada ao estudo da língua no ensino superior. Assim, considera-se importante proceder a adaptações que tomem o programa susceptível de responder às necessidades e aos interesses das diferentes áreas. Essas adaptações deverão ser feitas pelos professores procedendo a um levantamento de temas interesse para cada área, mantendo os conteúdos linguísticos inalterados. Os conteúdos temáticos constantes deste programa deverão ser entendidos como uma proposta para a área de Humanidades.

### **1. Linhas orientadoras**

Os programas de língua inglesa do 3º ciclo do ensino secundário foram elaborados tendo em conta os seguintes pressupostos:

1. Sobre o/a aprendente: é o indivíduo que constrói o seu próprio conhecimento, a partir da interacção física e social com o meio.
2. Sobre a educação: a educação procura o desenvolvimento do indivíduo e da sociedade proporcionando estímulos adequados ao desencadear de interacções produtivas entre o indivíduo e o seu meio natural e social.
3. Sobre a língua: a língua é um meio de expressão pessoal, de comunicação social e de apreensão de conhecimento.
4. Sobre a aprendizagem de línguas estrangeiras: uma língua estrangeira aprende-se através do uso e da reflexão que sobre ela se faz ao resolver problemas com significado pertinente para quem a aprende.

Destes pressupostos resulta uma abordagem ao ensino da língua estrangeira em que se privilegiam o conceito de competência comunicativa (noção abrangente que inclui as competências linguística, socio-linguística, socio-cultural, discursiva e estratégica), os valores da aprendizagem centrada no/a aprendente e da promoção da igualdade de oportunidades e a concepção de educação como instrumento de mudança individual e social.

## **2. Finalidades do ensino da língua inglesa**

- Contribuir para o desenvolvimento integral do aluno/a.
- Desenvolver as capacidades de uso da língua em situações de comunicação oral e escrita, quer para fins pessoais, quer para fins sociais e profissionais.
- Promover a autonomia, permitindo ao aluno/a o acesso a um maior leque de informação relevante.
- Promover a predisposição e a capacidade de pesquisa auto dirigida.
- Desenvolver atitudes de respeito, tolerância e aceitação da diferença em relação a outros povos e culturas.
- Desenvolver uma perspectiva crítica em relação às línguas e às culturas que permitam ao aluno/a situar-se na sua sociedade e no seu tempo.
- Desenvolver a consciência da linguagem enquanto fenómeno humano.

## **3. Objectivos gerais deste ciclo de ensino**

Levar o aluno/a a consolidar, aprofundar e alargar conhecimentos sobre a língua, enquanto instrumento de comunicação e expressão cultural, e a desenvolver capacidades de uso da mesma.

Espera-se que no final deste ciclo o aluno/a seja capaz de:

Realizar eficazmente actos de fala necessários à interacção social;

Usar a língua como instrumento de trabalho e de pesquisa para alargar conhecimentos;

Descrever, analisar e avaliar aspectos fundamentais da história que explicam a importância e o papel da língua inglesa no mundo actual. \*

**\*Só para a área de Humanidades**

## **4. Competências a desenvolver**

### **4.1. Competências de comunicação**

#### **Competência linguística**

- Compreender/expressar conceitos: quantidade, definição indefinição, comparação e grau, tempo, espaço, causa, efeito, contraste, condição Compreender/expressar relações intrafrásicas, particularmente através de conectores Compreender/expressar relações entre partes de um texto através de mecanismos de coesão gramatical

### **Competência discursiva/sociolinguística/sócio-cultural:**

- Compreender informação explicitamente expressa
- Expressar informação de forma explícita
- Compreender/expressar o valor comunicativo de frases e enunciados
- Interpretar um texto recorrendo à experiência pessoal e ao conhecimento do mundo
- Deduzir o sentido de itens lexicais desconhecidos através de pistas contextuais
- Extrair informação específica de um texto
- Ler rapidamente um texto para obter uma impressão global
- Reconhecer marcas e referências culturais num texto
- Estabelecer comparações socio-culturais entre a sua comunidade e comunidades de expressão inglesa. Reconhecer/ adequar o discurso tendo em conta diferentes situações de comunicação (formalidade/informalidade, etc.)

### **Competência estratégica:**

- Tomar iniciativa no discurso
- Introduzir um tema ou um aspecto novo do tema
- Dar respostas adequadas, verbais ou não-verbais
- Adaptar o discurso em função do feedback recebido
- Terminar o discurso
- Tomar e dar a palavra
- Usar estratégias para não quebrar o fluxo da comunicação (paráfrase, invenção de palavras, estrangeiramento, "bordões de linguagem", linguagem corporal, etc.). Pedir clarificação e negociar o significado

### **4.2. Competência meta-linguística**

- Identificar e compreender propriedades formais da língua
- Identificar e compreender propriedades pragmáticas da língua
- Identificar e compreender diferenças e semelhanças entre os sistemas da língua portuguesa e da língua inglesa. Identificar e compreender diferenças e semelhanças entre o uso da língua portuguesa e da língua inglesa

### **4.3. Competências de estudo e de uso da língua como instrumento de trabalho**

- . Usar dicionários e outras obras de referência, quer para resolução de problemas linguísticos, quer para recolha de informação
- Planificar e organizar informação para fazer apresentações orais e escritas

Transcodificar informação apresentada em forma de diagrama para a forma de texto oral ou escrito

Transcodificar informação apresentada em forma de texto oral ou escrito para forma de diagrama

Recodificar informação no mesmo estilo

Fazer resumos de textos orais e escritos

Tirar notas a partir de um texto oral ou escrito

Construir um texto a partir de notas

## **5. Conteúdos programáticos**

### **5.1. Conteúdos temáticos**

Como referido no preâmbulo, os temas a desenvolver deverão ter em conta as áreas vocacionais dos diferentes cursos. Propõe-se o seguinte para a área de **Humanidades**.

A língua inglesa desempenha inequivocamente um papel fundamental no mundo de hoje. É o veículo privilegiado de comunicação entre os povos e é a língua da ciência e da tecnologia. Além disso, e a língua em uso na Internet, o que a potencializa como língua da sociedade da globalização. Por outro lado, uma língua é sempre veiculadora de uma cultura, pelo que expandir uma língua é também expandir uma certa cultura, urna certa maneira de ver o mundo e de construir o futuro. Sendo a situação da língua inglesa no mundo o resultado de um processo histórico complexo, ela perdurará enquanto houver razões para tal. Se encararmos assim a actual predominância do Inglês como transitória, importa conhecer as razões históricas que lhe estão na origem, isto é saber o que levou a que esta língua tivesse conhecido uma tal expansão, a escala planetária. Compreender este processo é compreender melhor o mundo em que vivemos e em que participamos para a definição de um futuro melhor.

A abordagem crítica de questões relacionadas com a importância e o papel da língua inglesa no mundo parece-nos assim suficientemente relevante para constituir a temática central do programa deste ciclo de ensino, particularmente quando dirigido a estudantes que irão, prosseguir o estudo da língua ao nível do ensino superior. Pressupõe-se que os conhecimentos básicos sobre o funcionamento da língua estejam adquiridos e que as capacidades básicas de comunicação estejam desenvolvidas, constituindo este programa, nestes aspectos, um aprofundamento dos anteriores.

## **Tema organizador geral – O Inglês no mundo actual**

### **11º ANO**

#### **Temas**

##### **I. As origens e a evolução da língua inglesa**

###### **1.1 A influência dos invasores:**

- § Os anglo-saxões *Old English*
- § Os vikings
- § Os normandos *Middle English*

###### **1.2 A fixação da língua:**

- § a adopção da norma de Londres
- § *the Great Vowel Shift* *Modern English*
- § a introdução da imprensa
- § os movimentos para a normalização da língua

##### **II. A expansão da língua inglesa**

###### **II.1 A expansão marítima:**

- § o comércio marítimo
- § o início do Império

###### **II.2 A expansão e a consolidação do Império:**

- § a expansão geográfica
- § a expansão económica: revolução industrial

###### **II.3 O declínio do Império e o estabelecimento da *Commonwealth*:**

- § o os limites do Império e o papel do Inglês
- § o papel do Inglês ao nível da *Commonwealth*

### **12º ANO**

##### **III. A influência americana após a 2.a Guerra Mundial**

- § poder económico:
- § plano Marshal.
- § o dólar como base nas transações internacionais
- § embargo económico
- § poder político:

§ Guerra da Coreia

§ Guerra Fria

§ A crise de Cuba

§ Guerra do Vietname

**§ o os meios de comunicação social:**

§ rádio

§ televisão

§ imprensa

**§ as inovações científicas e tecnológicas**

§ a cultura pop

§ *rock*

§ *beat*

§ *hippy*

§ música

§ filmes

*Internet*

**IV. A aldeia global:**

§ o Inglês como língua-franca

§ globalização da economia

§ globalização da comunicação c

§ rescimento do tráfego aéreo internacional

§ a conquista do espaço



## 5.2. Conteúdos lingüísticos

11º ano	LANGUAGE FOCUS (grammar/structures)	LANGUAGE FOCUS (Functions/use)
	1. Present simple and continuous frequency adverbs and phrases	Expressing routines, habits, hobbies and interests Expressing an activity in progress
	2. Past simple and past continuous	Expressing completed actions in the past describing past activities
	3. Past simple used to + infinitive	Expressing/contrasting habitual events and states which existed in the past but which have been discontinued
	4. Present perfect simple for and since just / already and yet	Expressing- past experience, indefinite time unfinished past action, present results of past action
	5. present perfect simple and continuous for and since / just / already and yet	Expressing - unfinished past activity, present results of past activity
	6. past simple and continuous / past perfect simple and continuous conjunctions of time(when, while, as, whenever, until, as soon as, by the time, after, before, since) prepositions of time(after, before, since, until)	Narrating
	7. future forms - will / going to / present continuous / present simple	Expressing - plans, decisions, arrangements, predictions
	8. zero conditional / if and when first conditional / if and unless	Expressing facts / conditions that are always true Expressing real conditions
	9. second conditional / if and unless	express unreal (imaginary) conditions
	10. third conditional / if wish + past tense	Expressing imaginary situations about the past Expressing wishes and regrets

	<p>11. will/won't , will/won't + probably may, might, could may not, might not</p>	<p>Expressing future possibility</p>
	<p>12. passives - to move the focus of an active sentence to its object</p>	<p>describing a process talking about inventions and discoveries</p>
	<p>13. can / could / may / would you mind / do you mind . . . ? cannot / may not / must not can / may</p>	<p>Expressing permission / prohibition</p>
	<p>14. can / could manage to/ to be able to</p>	<p>Expressing ability</p>
	<p>15. What. like? / What does . . . (verb) like? How is . . . ? Comparative and superlative adjectives</p>	<p>describing - people, places, things</p>
	<p>16. What do you feel / think about . . . ? How do you feel about . . . ? What's your opinion about . . . ? Do you believe / think / feel (that) . . . ? In my opinion . . . I think / feel / believe (that) . I agree / disagree I agree up to a point but . . . I'm sorry I can't/don't agree</p>	<p>expressing opinions agreeing / disagreeing</p>
	<p>17. must / mustn't / have to should / shouldn't don't have to / needn't</p>	<p>expressing strong obligation expressing mild obligation expressing absence of obligation</p>
	<p>18. Reported statements imperatives reporting direct commands indirect / reported questions</p>	<p>reporting direct speech reporting direct commands reporting direct questions</p>

## Other language items for inclusion as appropriate

§ genitive's-e.g. my mother's room/my parents' room

§ prepositions - time (in, on, at, during)

- place (in, on, at, under, in front of, behind, next to, beside, opposite, between, by, near, above, below, among, in the middle of)

- movement of position (up, down, into, out of, past, onto, off, round, back to, through, along, over, under, to, across)

- general (about, at, by, for, from, with)

- sequencing (firstly, on the other hand, moreover, furthermore, in addition, lastly/finally, etc)

§ affixes that make opposites - prefixes (dis-, un-, in-, ir-, il-) / suffixes (-less)

§ Word building with suffixes - adjectives from nouns (-y, -ous, -ic, -ed, -ly, -al, -ive)

- adjectives from verbs and nouns (-ful, -ish, -less, able, -proof)

- nouns from verbs (-ion, -ment, -ation, -al)

- nouns from adjectives (-ness, -ment, -ity, -ion, -ence)

§ multi-word verbs - phrasal verbs - identifying the three main types:

- no object - take off

- the object can change position - tum (something) on

- phrasal verbs e.g. using up and down

- prepositional verbs - e.g. believe **in**, decide **on**, think **of**, look **for**, agree **with**, talk **about**

§ false friends - e.g. pretend(fingir) -pretender, use(uso) -usar, real(autêntico) real, etc.

§ idiomatic expressions - swim like a fish, put your foot down, fed up with, etc

11° ano	LANGUAGE FOCUS (grammar/structures)	LANGUAGE FOCUS (Functions/use)
	1. Present simple and continuous past simple and past continuous present perfect simple and continuous future forms - will / going to Active and passive	review of the tenses - time and tense, aspect, voice/ dynamic/ aspect
	2 - 2. Present simple Present                      continuous                      + always/continually/forever Will + infinitive Used to + infinitive Used to + gerund / noun = accustomed to	expressing/contrasting present and past habits
	3. Infinitive with to Infinitive without to Gerund	gerunds as nouns gerunds after certain verbs and prepositions infinitives after certain verbs and adjectives
	4. present perfect simple and continuous for and since just / already and yet	Expressing - unfinished past activity, present results of past activity
	5. . Mass and count nouns Compounds using some/any Much / many expressing quantity • little / little • few / few	Expressing quantity
	6. past simple and continuous / past perfect simple and continuous conjunctions of time(when, while, as, whenever, until, as soon as, by the time, after, before, since) prepositions of time(after, before, since, until)	Narrating

7. Question forms - yes / no questions - question words (wh- questions) - subject / object questions - questions tags - indirect questions	asking for information, clarification, confirmation
8. zero conditional / if and when first conditional / if and unless second conditional / if and unless	expressing a hypothesis talking about the present and future (both real and unreal)
9. third conditional / if wish + past tense	Expressing imaginary situations about the past Expressing wishes and regrets
10. Future forms – review Future continuous Future perfect	talking about future time expressing an activity in progress at a specific time in the future / to suggest something in the future has already been fixed or decided / a polite way of asking about someone's plans. to say that something will have been finished or completed by a set time in the future.
11. modals – must, may, might, can't, could, present perfect	Expressing deductions with varying degrees of certainty about the present and past.
12. Reported statements imperatives indirect / reported questions	reporting direct speech reporting direct commands reported direct questions

### **Other language items for inclusion as appropriate**

- § derivatives - use of affixes to change the use of words (verb, noun, adjective, opposite, person), e.g. create, creativity /creation, creative, uncreative, creator.
- § linking words/expressions - contrast (but, although, however, nevertheless, despite)  
- cause / effect (because/as, thus, therefore, for, since)~
- § adjectives - used to describe character  
- used to describe physical characteristics  
- material objects

- § order of adjectives - opinion - size/age/shape - colour - pattern - nationality - material - purpose – **noun**
- § multi-word verbs - used literally e.g. Pick up the book! and used idiomatically e.g. He takes after his mother
  - used to intensify meaning e.g. Eat up your dinner before it gets cold!
  - get + adverb/preposition - get up, get over, get back, get off, get in, get out, get on, get away, get past, get by, get over, get through
- § nouns from multi-word verbs (e.g. take-off, break-in, etc)
- § relative clauses using who, which, that, whose
  - **identifying** - The woman who was wearing a hat screamed.
  - **non-identifying** - Susan, who was wearing a hat, screamed.
- § prepositions - time (in, on, at, during)
  - place (in, on, at, under, in front of, behind, next to, beside, opposite, between, by, near, above, below, among, in the middle of)
  - movement of position (up, down, into, out of, past, onto, off, round, back to, through, along, over, under, to, across)
  - general (about, at, by, for, from, with)
- § articles - a / an - with singular indefinite nouns - e.g. a book, an apple
  - the - before a singular or plural noun, when both speaker and listener know the specific object - e.g. the red book)
  - zero article - with plural and uncountable nouns when talking about things in general - e.g. Apples are my favorite fruit.
- § false friends - e.g. pretend (fingir) - pretender, use(uso) - usar, real(autêntico) - real, etc
- § idiomatic expressions - swim like a fish, put your foot down, fed up with, etc

## 6. Metodologia

A metodologia geral proposta é a de organizar o programa em unidades temáticas. No caso dos temas propostos para a área de Humanidades, deverá seguir-se a sequência apresentada em 5.1. Assim, o desenvolvimento dos temas aí referidos, com o suporte de materiais adequados (Ver bibliografia temática em anexo), será o ponto de partida para a **selecção dos conteúdos linguísticos** referidos em 5.2. (language focus) e das competências referidas em 4.. Esta selecção não tem que ser linear, deve antes ser cíclica, não havendo uma correspondência directa entre tema e conteúdo linguístico. Cabe ao professor/a inventariar os conteúdos e as competências mais em evidência na abordagem de cada tema, consoante os materiais que utilizar e as actividades pedagógicas que

implementar, e assegurar-se que aqueles serão focados, pelo menos uma vez, ao longo de cada ano. Esta metodologia permite igualmente a diferenciação segundo os interesses e as necessidades dos alunos/as uma vez que a partir de uma sequência de temas comuns é possível fazer diferentes articulações de conteúdos linguísticos, materiais e actividades.

Tendo em conta o importante papel que as línguas desempenham, tanto no desenvolvimento da capacidade de comunicação do ser humano, como no desenvolvimento do seu conhecimento sobre o mundo que o rodeia, e para a consecução dos objectivos propostos, sugere-se que o processo de ensino-aprendizagem se concretize através de um leque diversificado de actividades e de formas sociais de trabalho: trabalho individual, de pares, em grupo e em grande grupo.

Uma estratégia adequada é o trabalho de projecto, planeado com a participação dos alunos/as, em torno dos temas propostos no programa. O trabalho de projecto permite o desenvolvimento integrado de competências de comunicação e de estudo e envolve diferentes tipos de actividade que incluem a pesquisa individual, a planificação e negociação, a organização de informação, a apresentação de resultados, e a mobilização de material linguístico autêntico.

No entanto, a metodologia deverá ser eclética de modo a dar respostas adequadas às diferentes estratégias de aprendizagem e aos diferentes ritmos de trabalho dos alunos/as. Assim sendo, o professor/a deverá recorrer aos meios que julgar convenientes em cada caso, respeitando os princípios do ensino centrado no aprendente, do direito à diferença e da igualdade de oportunidades.

## **7. Avaliação**

A avaliação da disciplina de Inglês enquadra-se na concepção geral de avaliação e nas linhas orientadoras contidas no documento específico sobre a avaliação para o 3.º Ciclo do Ensino Secundário.

Assim, a avaliação é entendida como um processo abrangente de recolha de informação, envolvendo os vários intervenientes, com vista à tomada de decisões curriculares. Neste processo surge como muito importante a avaliação formativa que tem como objectivo identificar áreas de dificuldade com vista à definição de estratégias para a superação das mesmas.

Segundo o referido documento, a avaliação formativa tem carácter qualitativo, devendo incidir, sistemática e continuamente, sobre os conhecimentos, as habilidades, as capacidades e as atitudes desenvolvidas. Para a concretização destes princípios, propõe-se que ao longo das aulas se accione um dispositivo de observação permanente, o qual poderá ser consubstanciado em fichas de observação, a ser preenchidas pelo professor/a, relativamente aos desempenhos dos alunos/as (Ver exemplos em Apêndice IV). As mesmas fichas,

ou outras do mesmo tipo, poderão ser igualmente preenchidas pelos alunos/as relativamente ao seu próprio desempenho. Estas fichas poderão ser recolhidas, por exemplo, no final de cada unidade, para ajudarem o professor/a a fazer um balanço das aprendizagens em que o ponto de vista do aluno/a é tido em consideração.

O processo de atribuição de classificação deverá, na medida do possível, envolver os alunos e deverá incluir o desempenho manifestado no decorrer de todos os tipos de actividade que tiverem lugar, nos termos do documento geral de avaliação.

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## INTERNET SITES

### History

Gateway to World History - Type: world wide web Access:  
<http://neal.ctstateu.edu:80/history/world-history/world-history.html>

The Gateway to World History Web page provides access to Internet resources for the study of world history. Some of the features include documentary archives for world history, discussion lists, a list of history departments online, general reference tools, libraries, educational resources, and more. In addition, this site contains pointers to other historical sites on the Internet.

Historian's Database and Information Server - Type: world wide web Access:  
<http://history.cc.ukans.edu/history/>

This site at the University of Kansas offers a central source for various history-related resources at the university and elsewhere on the Internet. Users can browse and access articles, papers, and images; historical documents; private, educational, and government organizations; and other resources.

Discussion Lists Archives - Type: world wide web Access:  
[http://history.ec.ukans.edu/history/scholarly\\_exchange.html](http://history.ec.ukans.edu/history/scholarly_exchange.html)

If you are looking for pointers to archives from online discussion groups focused on specific historical eras and their study, this is the place for you. Archives accessible from this site focus on general military history, general medieval history, classical and medieval military discussion, and more. Contents of these archives can be arranged by date, subject, or author. This site also contains information about other historical newsgroups and points of interest on the Internet.

History/Social Studies Web Site for K-12 Teachers - Type: world wide web Access:  
<http://www.execpc.com/-dboals/boals.html>

The History/Social Studies Web Site encourages educators to use the Internet as a learning and teaching tool for social studies. Users can obtain lesson plan templates, construct student guides, and access text files from a variety of categories, all designed to encourage student research and learning. Categories include archaeology; genealogy; American and European history sources;

and electronic texts, books, and magazines. Much of the material here is designed for use in the classroom.

Maritime History Virtual Archives - Type: world wide web Access:

<http://pc-78-120.udac.se:8001/www/Nautica/Nautica.html>

The Maritime History Web site provides a huge archive on a variety of nautical topics, including naval history, shipbuilding, submarines, ship rigging, and seamanship. There are images of ships and ship models along with documents on seamanship and sailing. You can also find a list of maritime exhibitions and special events around the world. This site includes an index of listings arranged by topic and country.

History of Rock n' Roll - Type: world wide web Access: <http://hollykwood.com/rocknroll/>

"The History of Rock 'n' Roll" is a 10-hour television ride through the history of the music. It spans the soul years, the Elvis Presley era, the "British Invasion," the Woodstock years, new wave, punk, rap, and hip-hop. This documentary series tells the story of rock through the music and words of the musicians who made it. Sound bites from famous musicians, including the Rolling Stones, and vintage clips of rare footage from the The Ed Sullivan Show are featured. Visitors can also view photos and read quotes from famous rock stars.

20th Century USA - Type: world wide web Access: <http://www.msstate.edu:80/Archives/History/USA/20th-C./twenty.html>

The 20th Century USA Web site features links to other sites related to some of the most monumental events in U.S. history-the Korean War, World War I, World War II, the Vietnam War, John F. Kennedy's assassination, and the Gulf War. On a lighter side, links are provided to sites about Airline History, selected Rock 'n' Roll bibliographies, and the colorful San Francisco Diggers (1966-1968).

Airline History Archives-Type: world wide web Access:

<http://www.metronet.com/~olesen/aha.html>

Here, in the Airline History Archives Web site, is the history of commercial airlines. The Family Tree of Airlines section lists the genealogy of U.S. air carriers still in business. Learn who's

who in airline history, read about the activation of the Civil Reserve Air Force during the Gulf War in 1990/1991-access information on the People Express Airlines, inter-airline agreements, in-flight entertainment, and the American Airlines fleet.

Vietnam War - Type: world wide web, ftp Access:

<http://www.msstate.edu/Archives/History/USANietnam/vietnam.html>

<ftp://ftp.spics.com:/Gov/US-History/Vietnam/>

This site contains documents, newsletters, articles, and images that detail the Vietnam War and the events surrounding it. Some of the features you'll find include National Archives records, combat casualties, publications on Vietnam, Vietnam war songs, and information on Soviet involvement in the Vietnam War. The site also includes information on how to access Vietnam-era U.S. government documents on the Internet.

World Wide Web Services for Historians - Type: world wide web Access:

<http://grid.let.rug.nl/ahc/hist.html>

Founded in 1987, the Association for History and Computing promotes the use of computers for teaching, study, and research in history. At this site, you can learn about the association's annual conference, workshops, and other international activities, as well as membership. Some of the site's other features include a Historian's Guide to Email and Internet Resources, a list of World Wide Web servers focused on the humanities and maintained by the Faculty of Arts at Goteborg University; a link to the History Computerization Project; and links to numerous other sites with content of interest to historians.

NASA Aeronautics History - Type: world wide web Access:

<http://www.hq.nasa.gov/office/Pao/History/Aeronautics.html>

The NASA Aeronautics History Web site is dedicated to the history of aeronautics. The features of this site include links to key documents in the history of aeronautics, past NASA flight research projects, NASA aeronautical research chronology, NASA aeronautical photograph collections, and publications about NASA history. Users can access history series publications available in hypertext format. The photo archive contains photos of aircraft from NASA Dryden Flight Research Center starting from the 1940 to the present.

60's Time Line - Type: gopher Access:

<http://www.gopher://gopher.well.sf.ca.us/11/Community/60sTimeline/>

This Gopher site contains A Biased Timeline of the Counter-Culture, especially focused on the 1960s. Significant events for baby-boomers, beatniks, Bohemians, and hippies are chronicled by Judith Goldsmith, a baby-boomer herself. The timeline includes a history of counter-culture events as far back as 1095; spans the Middle Ages, the Dark Ages, and the Early Renaissance; and continues through the Sixties and into the Nineties.

Guide to Museums and Cultural Resources on the Web - Type: world wide web Access:

<http://cwis.usc.edu/lacmnh/webmuseums>

The Guide to Museums and Cultural Resources on the Web provides an indexed listing of major institutions from all over the world. Users can select a continent to access lists of museums and cultural resources that include art, archeology, science, and natural history sites on the Web. Visitors will find addresses, URLs, and brief descriptions of the museums 'resources. In addition, users are invited to add a site to the list.

The British Broadcasting Corporation - Type: world wide web Access: <http://www.bbcnc.org.uk/>

The British Broadcasting Corporation (BBC) Web page features five separate divisions which include: Radio, Television, Education, World Service, and the Internet. In the Radio section of this site users will find links to some of the BBC's spotlight radio programs in education, music, art, science, technology, medicine, and women's issues, and a radio archive of recent broadcasts. The BBC Education Online section contains an interactive service that provides details of the programs and resources for all areas of education starting at the pre-school level through to adults. The BBC World Service broadcasts radio programs in English and 40 other languages worldwide. Users will find FAQs, information on what the BBC publishes, a history on the BBC, and a list of the topics it covers.

**Internet Guide - Type: world wide web**

Access: <http://vww.mozcom.com/user/ig/ig.html>

For absolute brevity of content, clarity of definitions, and sleekness of presentation, this

introductory guide site is hard to top. While it seems intended not for the complete newbie, but rather for beginners with at least some experience and a general familiarity with Net language, there is enough offered here in simple terms to give anyone an excellent, basic overview. The guide is divided into six sections: Intro to the Internet; e-mail; FTP; telnet; World Wide Web; and gopher. Each section begins with a concise definition or description, followed by a series of well-chosen links to relevant examples and resources. For example, the Intro section presents a short description of the Internet, three subsections on addresses ' "finding people," and information exchange, and then an impressive list of high-quality guides and tutorials. There is no discussion of Internet history or of related social, legal, and political issues. This is strictly a guide for using the Net. It is, however, one of the very best.

### **English Language Teaching**

Voice of the Shuttle: English Literature Page - Type: world wide web Access:  
<http://www.nitas.ucsb.edu/shuttle/english.html>

English majors across the world are flocking to Voice of the Shuttle: English Literature Page, a huge site that houses more than 50 pages of English literature link-s. From this site, visitors can jump to categories such as: Anglo-Saxon and Medieval, Renaissance, Restoration and Eighteenth Century, Romantics, Victorian, Modern (British and American), Contemporary, Colonial and Nineteenth-Century American, or Minority Literature. Other divisions on the page allow for more explicit searching. For example, a "literature by genre" link allows you to select from among drama and theater studies, fiction, and poetry. A link called "creative writing" offers samples of hypertext writings, collaborative novels, and storytelling. Users can even view university English department home pages by clicking on a link called "English Departments."

The Human Languages Page - Type: world wide web Access:  
<http://www.willamette.edu/~tjones/Language-Page.html>

There are so many language resources on the Internet that to find them all could take an enormous amount of time. With this site, devoted to bringing together information about the languages of the world, the creators of the Human Languages Page have made the task much easier. Whether your

research or interests involve work in Akkadian, Breton, Estonian, Gaelic, or Japanese, or whether you are pursuing a subject in linguistics or an online Hungarian-English dictionary, the door to what is available stands open here. Their site houses a tremendous collection of language links to everything from African to Arabic, Bengali to Chinese, Danish to French, and Gaelic to Hawaiian. Links within these language sites will take you to tutorials, audio files, foreign newspapers, dictionaries, literature, and online mailing lists. In some cases, you can access everything from language tutorials to children's books, but in others only dictionaries may be available. Links are provided to other multilingual sources, both academic and commercial, so you can discover anything that might be missing here. Job postings are also given, as are newsletters of various foreign language organizations. ESI, (English as a Second Language) is a particular focus under the English category. Dig deeply and you'll uncover layer upon layer of links that lie beneath the initial offerings on this page.

Impact! Oline Home Page - Type: world wide web Access:

<http://www.ed.uiuc.edu/impact/>

Imagine reading your local newspaper and being able to point to any word you don't know and have a definition instantly pop up in front of you. This ability is already available on the World Wide Web. At Impact! Oline persons who are learning English as a second language (ESL) can use a hypertext news reader to select feature articles, read them online, then click on unknown terms -for on-the-spot definitions, synonyms, pronunciation (presented as audio files), and sentences containing the word or words. News article topics include current events, health, sports and entertainment, and others. Impact! online is a joint project of the University of Illinois College of Education and Passport Educational Publishing, an Illinois not-for-profit corporation. A variety of online dictionaries are linked to this site, as are other ESI, materials.

Classroom Connect - Type: world wide web

Access: <http://www.classroom.net/>

The free web site is an excellent source of educational web links and in-depth information about using the Internet in the K-12 classroom worldwide. There are more than 3,000 online educators have made the free online discussion group a vibrant forum for sharing information about the Internet in the K-12 Classroom. Education Hotspots - Type: world wide web Access: <http://www.bev.net/education/schools/admin/education-hot-spots.html>

English Teaching in the United Kingdom - Type: world wide web Access:

<http://www.gosford-hill.oxon.sch.uk/etuk/etuk.htm>

Simpson Communications - Education Sites & Resources - Type: world wide web Access:

<http://www.edbriefs.com/resource.html>

"Listed here are some of the newest and most useful on line resources pertaining to education, and of interest to Educators."

UK School Resources Home Page - Type: world wide web Access:

<http://www.liv.ac.uk/~evansjon/home.html>

This service is an attempt to create a useful spring board into the vast global library and communication tool that is the Internet. The idea is to bring together pointers to as much information as possible into one place

Applied Linguistics Virtual Library - Type: world wide web Access:

<http://www.alt.venus.co.uk/VL/AppLingBBK/welcome.html>

TESL/TEFL/TESOL/ESL/EFL/ESOL Links (I-TESL-J) - Type: world wide web

Access: <http://www.aitech.ac.jp/~iteslj/ESL3.html>

Extensive links list maintained by the Internet TESL Journal.

Linguistic Funland TESL Page - Type: world wide web

Access: <http://www.linguistic-funland.com/tesl.html>

A lot of fun activities for language learning.

The ELT Two Cents Cafe'- Type: world wide web

Access: <http://www.geocities.com/Athens/Forum/3941/>

## **Electronic Texts**

WELCOME, TO LANGUAGE NET - Type: world wide web

Access: <http://www.point2.co.uk/lnet/>



This website provides students with authentic texts and interactive exercises in order that they may learn and practice their English. This website also provides teachers with teaching materials, which may be printed to use as exercises on paper, and authoring programs in order that they may develop their own interactive exercises.

The English Server - Type: world wide web

Access: <http://www.gosford-hill.oxon.sch.uk/etuk/etuk.htm>

"The English Server is a co-operative which has been publishing humanities texts online since 1990. Today it offers over eighteen thousand works, covering a wide range of interests .....

PROJECT GUTENBERG INDEX - Type: world wide web

Access: <http://www-promo.net/pg/>

Talk about service to (enlightened) humanity. This is the gateway to downloading MORE THAN 1000 famous works of literary art. This resource is one of the jewels of the internet .

Electronic Text Center -- University of Virginia - Type: world wide web

Access: <http://www.etext.lib.virginia.edu/>

The Center combines an on-line archive of thousands of SGML-encoded electronic texts and images with a library service that offers hardware and software suitable for the creation and analysis of text. Through ongoing training sessions and support of teaching and research projects, the Center is building a diverse user community locally, and providing a model for similar humanities computing enterprises at other institutions

### **Web Resource - Writing**

Trinity College Writing Center - Type: world wide web

Access: <http://www.trincoll.edu/-writcent/aksmith.html>

## **Newspapers and magazines (current affairs)**

Electronic Telegraph - Type: world wide web Access:

<http://www.telegraph.co.uk/et?ac=000626205324330&rtmo=luASHb7t&atmo=luASHb7t&pg=/index.html>

Go2: Guardian OnLine - Type: world wide web Access:

<http://go2.guardian.co.uk/>

Science, technology and computing sections of the Guardian.

The Economist - Type: world wide web Access:

<http://www.economist.com/>

The Guardian On-line edition of the paper - Type: world wide web Access:

<http://www.guardian.co.uk>

The Times - Type: world wide web

Access: <http://www.sunday-times.co.uk/>

## **Web Dictionaries**

The Wordsmyth English Dictionary-Thesaurus - Type: world wide web Access:

<http://www.lightlink.comfbobp/wedt/>

A full dictionary and thesaurus look-up services on the world wide web. With over 100,000 entries and 50,000 headwords, The Wordsmyth English Dictionary-Thesaurus (WEDT) is a full dictionary AND a complete thesaurus, integrated into one work. So you only need to look up a word once, with hyperlinks to synonyms, and similar or related words available where appropriate.

WordNet - Type: world wide web Access:

<http://www.cogsci.princeton.edu/wn/>

... an on-line lexical reference system whose design is inspired by current psycholinguistic theories of human lexical memory. English nouns, verbs, adjectives and adverbs are organized into synonym sets, each representing one underlying lexical concept. Different relations link the synonym sets."

Webster Dictionary - Search screen (Miriam Webster's Online dictionary) -Type: world wide web Access: <http://www.m-w.com/dictionary>

The LINGUIST List: Dictionaries, etc. - Type: world wide web access:  
<http://www.emich.edu/-Linguist/dictionaries.html>

An amazing collection of links to various on-line dictionaries

A Web of On-line Dictionaries - Type: world wide web Access:  
<http://www.facstaff.bucknell.edu/rbeard/diction.html>

Multilingual Dictionaries; Specialized English Dictionaries; Thesauri and Other Vocabulary Aids; Language Identifiers and Guessers; An Index of Dictionary Indices; A Web of On-line Grammars

The World Wide Web Virtual Library: Subject Catalogue - Type: world wide web access:  
<http://www.mth.uea.ac.uk/VL/AlphaVL.html>

### **Web Resources - Video / TV**

BBC Online - Homepage - Type: world wide web Access:  
<http://www.bbc.co.uk/home/today/index.shtml>

Discovery Channel School - Type: world wide web Access: <http://www.school.discovery.com/>



## APÊNDICE I

### PROPOSTA DE GESTÃO DE CONTEÚDOS – 11º ANO

Sugerimos que no 11º ano se iniciem as aulas com uma unidade introdutória, de revisão geral dos conteúdos linguísticos do ciclo anterior, em que o objectivo é o de promover a interacção social na turma como estímulo à interacção comunicativa em língua inglesa. O tema organizador desta unidade, os conteúdos seleccionados para o seu desenvolvimento, actividades a implementar e avaliação são descritos a seguir (confrontar os números com as colunas de language focus). Note-se que os conteúdos assinalados não são exclusivos, apenas são considerados mais relevantes na abordagem do tema.

Para as outras unidades apenas são referidos os temas, de acordo com 5. Posteriormente serão indicados materiais de apoio que orientarão a selecção de conteúdos linguísticos e de actividades pedagógicas.

#### **Unidade 0** – 4 semanas (até 13 Nov.)

Tema organizador - Eu e a minha turma

Sub-tema 1: Quem somos, o que fazemos e o que gostamos de fazer Language focus: 1.

Sub-tema 2: As férias (o que fizemos, onde estivemos, quem conhecemos) Language focus: 2, 6.

Sub-tema 3: O que queremos fazer no futuro Language focus: 7, 11.

#### **Actividades Pedagógicas**

Projecto sobre a turma incluindo pair work, guessing games, class survey, making diagrams and posters for presenting information.

#### **Avaliação:**

Recolha de informações à medida que as actividades decorrem, com recurso, por exemplo, a grelha de observação. Grau de correcção e fluência conseguido nas actividades de apresentação do projecto.

**Unidade 1** - 5 semanas (até 22 de Dezembro)

Tema organizador: I- As origens e a evolução da língua inglesa

I. 1 - A influência dos invasores

**Unidade 2** - 5 semanas (até 5 de Fevereiro)

Tema organizador: 1.2- A fixação da língua

**Unidade 3** - 5 semanas (até 1 de Abril)

Tema organizador: II- A expansão da língua inglesa

11. 1 - A expansão marítima

**Unidade 4** - 5 semanas (até 6 de Maio)

Tema organizador: 11.2- A expansão e a consolidação do Império

**Unidade 5** - 5 semanas (até 11 de Junho)

Tema organizador: 11.3- O declínio do Império e o estabelecimento da *Commonwealth*

**Exemplo de lição para a Unidade 1, Semana 1**

Ver exemplos de textos em anexo e consultar **Language Focus (5.2.)**

**Unidade 1** – 5 semanas (até 22 de Dezembro)

Tema organizador: I- As origens e a evolução da língua inglesa

1. 1 - A influência dos invasores

**Actividades pedagógicas**

Pode incluir *pair work*, *group work*, *guessing games*, *class survey*, *dialogue & role play*, *drama*, *make diagrams and posters* para apresentação de informação.

## **Avaliação**

Recolha de informações à medida que as actividades decorrem, com recurso, por exemplo, à grelha de observação. Grau de correcção e fluência conseguido nas actividades de apresentação do projecto.

*The Language Focus* depende das actividades escolhidas:

- Os textos podem também ser usados como ponto de partida para vários projectos de grupo, por exemplo:

§ Construir um diálogo entre *Britons* e *Anglo-Saxons* e que pode ser um pedido dos *britons* aos *Anglo-Saxons* para virem e ajudarem a combater os *scots* e os *picts*. Finalmente, e usando esse diálogo, produzir uma peça de teatro.

*Possible Language Focus* 7, 8, 13, 14, 16, 17, *other Language Items*

§ Descrever o modo de vida, as pessoas, o vestuário, etc da época e utilizar os resultados para uma exposição de posters, desenhos, modelos. Isto pode incluir a escrita de um diário relativo a um dia na vida de uma personagem da época e que pode ser usado para produzir um *role-playing* como forma de apresentar os resultados.

§ *Possible Language Focus*: 1, 2, 3, 6, 15, 16, *other language items*

§ Comparar o estilo de vida dos *Anglo-Saxons* com o estilo de vida moderno da Dinamarca ou da Grã-Bretanha. Utilizar os resultados para produzir uma exposição. *Possible Language Focus*: 1, 2, 3, 6, 14, 15, *other Language Items*

Comparar os meios de transporte terrestre e marítimo da época e dos nossos dias. Utilizar os resultados para produzir uma exposição. *Possible Language Focus*: 1, 2, 3, 6, 12, 14, 15, *other Language Items*

## APÊNDICE 11

### TEXTOS DE APOIO – 11º ANO

#### **The End of Roman Britain**

At the end of the 3rd century, the Roman army began to withdraw from Britain to defend other parts of the Roman Empire. Thus, when Constantine 111, who was declared emperor by the army in Britain in 407, took further troops to Gaul, the forces remaining in the island were insufficient to provide protection against increasing raids by the Picts, Scots and Saxons. In 410, when the Visigoths invaded Rome, the last of the Roman legions were withdrawn from the island. This marks the end of Roman Britain, for the central government never re-established control, Celtic culture again became predominant, and Roman civilization in Britain rapidly disintegrated.

#### **The Saxon Invaders**

Power fell gradually into the hands of tyrants. Chief of these was Vortigem (c. 425), who, unlike earlier usurpers, made no attempt to become Roman emperor but was content with power in Britain. However, the Celts had lived under Roman protection for too long and in the 5th century (the date given by the Anglo-Saxon scholar Bede is between 446 and 454) Vortigem made the mistake of inviting Saxons to settle and garrison strategic areas of the east coast and to defend his country against Pictish and Irish invaders. In 442 these Saxon foederati (allies) rebelled and called in others of their race to help them and it was found that they had been given a stranglehold on Britain.

According to the Venerable Bede, these three different Germanic peoples--the Angles, Saxons, and Jutes--who had originally migrated from northern Germany to England at the invitation of the British chieftain Vortigem were the beginning of the Anglo-Saxons. Their subsequent settlements in what is now England laid the foundation for the later kingdoms of Essex, Sussex, and Wessex (Saxons), East Anglia, Middle Anglia, Mercia, and Northumbria (Angles), and Kent (Jutes). All these various Anglo-Saxon kingdoms spoke dialects of what is now known as Old English and their language provides about half the words in modern English vocabulary.

Revolt by these Germanic mercenaries against their British employers in the southeast of England led to a long period of warfare and chaos. However, the Saxon advance was halted for a



generation by native resistance, which tradition associates with the names of Ambrosius Aurelianus and Arthur. This culminated in victory about 500 by the Britons at the Battle of Mons Badonicus at an unidentified location. However, a new Germanic drive began about 550, and before the century had ended, the Britons had been driven west to the borders of Dumnonia (Cornwall and Devon) and to the Welsh Marches, while invaders were advancing west of the Pennines and northward into Lothian. The Anglo-Saxons gradually pushed the Britons ("Welsh" to them) westward until the former reached (c.600) the Mersey and the Bristol Channel. This fragmented the Celtic peoples, who were now concentrated in the areas of Wales, Scotland, and Ireland. Thenceforward the Anglo-Saxons (English) were the dominant stock in what had become England. The process consisted not only of war and conquest but of colonization. There remained Celtic elements in a gradual fusion of peoples, particularly in WESSEX, which became the dominant kingdom in the later Anglo-Saxon period. The fate of the native British population is difficult to determine. The case against its large-scale survival rests largely on linguistic evidence, such as the scarcity of Romano-British words continuing into English and the use of English even by Northumbrian peasants. Nevertheless, ethnically, the "Anglo-Saxons" actually represented an admixture of Germanic peoples with England's pre-existing Celtic inhabitants and subsequent Viking and Danish invaders. By the end of the 7th century people regarded themselves as belonging to "the nation of the English," though divided into several kingdoms. This sense of unity was strengthened during long periods when all kingdoms south of the Humber acknowledged the overlordship (called by Bede an imperium) of a single ruler.

## **The Vikings**

Vikings, collective designation of Nordic people-Danes, Swedes, Norwegians-who ranged abroad during a period of dynamic Scandinavian expansion in the Middle Ages, from about AD 800 to 1100. Called the Viking Age, the period has long been popularly associated with unbridled piracy, when freebooters came swarming out of the northlands in their predatory longships to bum and pillage their way across civilized Europe. This, however, is now recognized as a gross simplification. Modern scholarship emphasizes the achievements of the Viking Age in terms of Scandinavian art and craftsmanship, marine technology, exploration, and the development of commerce-the Vikings as traders, not raiders.

The derivation of the word Viking is disputed; it may be from Old Norse vík (a bay or creek) or Old English wic (a fortified trade settlement). Not every Scandinavian, however, was a professional warrior or Viking, and not every Viking was a pirate. The motive causes of Viking

Age expansion are complex. Land shortage in Scandinavia, improved iron production, and the need for new markets probably all played a part. The first recorded Viking raid was a seaborne assault (793) by Norwegian marauders on the Holy Island of Lindisfarne, just off the northeast shoulder of England. Growing evidence indicates, however, that considerable overseas Viking migration, west across the North Sea and east across the Baltic, occurred long before that. Swedish entrepreneurs penetrated the hinterland of Russia.

Danish warriors hammered at the cities of the crumbling Carolingian Empire—Hamburg, Dorestad, Rouen, Paris, Nantes, Bordeaux—until one of the armies in 911 accepted by treaty huge tracts of land in northern France (now known as Normandy, "land of the Northmen") and settled there.

Briefly, under King Canute (Knut) II in the 11th century, a Scandinavian empire of the North Sea was established, comprising England, Denmark, and Norway. Norwegian adventurers joined Danish Vikings in subjugating the whole of northern England (the Danelaw) before settling there as farmers and traders and developing great mercantile cities such as York. They also took over the Northern Isles of Scotland. (Shetland and the Orkneys), the Hebrides, and much of mainland Scotland as well. In Ireland they played a lusty part in the internecine squabbles of rival Irish clans, and they founded Ireland's first trading towns: Dublin, Waterford, Wexford, Wicklow, and Limerick.

### **The Viking Invaders**

Small scattered Viking raids began in the last years of the 8th century; in the 9th century large-scale plundering incursions were made in Britain and in the Frankish empire as well. Though Egbert defeated a large Viking force in 838 that had combined with the Britons of Cornwall and Aethelwulf won a great victory in 851 over a Viking army that had stormed Canterbury and London and put the Mercian king to flight, it was difficult to deal with an enemy that could attack anywhere on a long and undefended coastline. Destructive raids are recorded for Northumbria, East Anglia, Kent, and Wessex. A large Danish army came to East Anglia in the autumn of 865, apparently intent on conquest. By 871, when it first attacked Wessex, it had already captured York, been bought off by Mercia, and had taken possession of East Anglia. Many battles were fought in Wessex, including one that led to a Danish defeat at Ashdown in 871. Alfred the Great, a son of Aethelwulf, succeeded to the throne in the course of the year and made peace; this gave him a

respite until 876. Meanwhile the Danes drove out Burgred of Mercia, putting a puppet king in his place, and one of their divisions made a permanent settlement in Northumbria.

The Danes, who had been part of the Viking forces that had begun to raid the English coasts in the late 8th century, had given up their primary goal of plunder and were now set on conquering England. Wessex and Alfred were all that stood in their way.

The Germanic kingdoms had tended to coalesce by means of warfare. As early as the time of Ethelbert of Kent, one king could be recognized as Bretwalda, or ruler of Britain. Generally speaking, the title fell in the 7th century to the kings of Northumbria, in the 8th to those of Mercia, and finally, in the 9th, to Egbert of Wessex, who in 825 defeated the Mercians at Ellendun. In the next century his family came to rule all England. Egbert's grandson, Alfred, became king of Wessex in one of England's darkest hours. Alfred was able to force the Danes to leave Wessex in 877, and they settled north-eastern Mercia; but a Viking attack in the winter of 878 came near to conquering Wessex. That it did not succeed is to be attributed to Alfred's tenacity. He retired to the Somerset marshes, and in the spring he secretly assembled an army that routed the Danes at Edington. After Edington in 878 Alfred forced the Danish king Guthrum to accept baptism and a division of England into two parts, Wessex and what historians later called the Danelaw (Essex, East Anglia, and Northumbria). By creating an English navy, by reorganizing the Anglo-Saxon fyrd, or militia, allowing his warriors to alternate between farming and fighting, and by building strategic forts, Alfred captured London and began to roll back the Danish tide. Thus, their king, Guthrum, accepted Christianity and took his forces to East Anglia, where they settled.

The importance of Alfred's victory cannot be exaggerated. It prevented the Danes from becoming masters of the whole of England. Wessex was never again in danger of falling under Danish control, and in the next century the Danish areas were reconquered from Wessex. Alfred's capture of London in 886 and the resultant acceptance of him by all the English outside the Danish areas was a preliminary to this reconquest. That Wessex stood when the other kingdoms had fallen must be put down to Alfred's courage and wisdom, to his defensive measures in reorganizing his army, to his building fortresses and ships, and to his diplomacy, which made the Welsh kings his allies. Renewed attacks by Viking hosts in 892-896, supported by the Danes resident in England, caused widespread damage but had no lasting success.

The impact of the Vikings was less enduring than might have been expected. In general, they had a great capacity for being assimilated into local populations. A century and a half after settling in

Normandy, however, their Franco-Viking descendants were strong enough to conquer England (1066) and Sicily (1060-90). The settlers brought to the British Isles energetic art forms, new farming techniques, mercantile acumen, and a vigorous language; Scandinavian traces are still apparent in the dialects of Scotland and northern England. They introduced new forms of administration and justice, such as the jury system; even the word law is from an Old Norse word.

Perhaps the most enduring legacy of the Viking Age is to be found in Iceland, which produced the great medieval literature of the sagas.

In their time the Vikings had crisscrossed half the world in their open boats and vastly extended its horizons. Having achieved that, however, they had neither the manpower nor the staying power, neither the reserves of wealth nor the political experience, neither the cohesion at home nor the confidence abroad, to master effectively the older, richer, more stable states they tried to overrun. Their dynamism was gradually exhausted, and even their swift, magnificent ships were superseded-replaced by much larger, more prosaic vessels better suited to bulk cargo carrying.

### **The Kingdom of England.**

Athelstan succeeded his father Edward in 924. He made terms with Ragenald's successor Sihtric and gave him his sister in marriage. When Sihtric died in 927, Athelstan took possession of Northumbria, thus becoming the first king to have direct rule of all England. He received the submission of the kings of Wales and Scotland and of the English ruler of Northumbria beyond the Tyne.

Athelstan was proud of his position, calling himself "king of all Britain" on some of his coins and using in his charters flamboyant rhetoric carrying the same message; he held great courts attended by dignitaries from all over England and by Welsh kings; he subjected the Welsh to tribute and quelled a revolt of the Britons of Cornwall. His sisters were married to continental princes--Charles the Simple, king of the Franks; Otto, son of Henry the Fowler; and Hugh, duke of the Franks. Among those brought up at his court were Louis, Charles's son; Alan of Brittany, Athelstan's godson; and Haakon, son of Harald Fairhair of Norway; they all returned to win their respective inheritances with his support. He was a generous donor to continental and English churches. But Athelstan is remembered chiefly as the victor at Brunanburh, against a combine of Olaf Guthfrithson, king of Dublin; Owain of Strathclyde; and Constantine, king of the Scots, whom Athelstan had defeated in 934. They invaded England in 937, and their defeat is celebrated by a

poem in the Anglo-Saxon Chronicle.

Immediately after Athelstan's death in 939 Olaf seized not only Northumbria but also the Five Boroughs. By 944 Athelstan's successor, his younger brother Edmund, had re-gained control, and in 945 Edmund conquered Strathclyde and gave it to Malcolm of Scotland. But Edmund's successor, Eadred, lost control of Northumbria for part of his reign to the Norse kings Erik Bloodaxe (son of Harald Fairhair) and Olaf Sihtricson. When Erik was killed in 954, Northumbria became a permanent part of the kingdom of England.

### **The End of Anglo-Saxon Rule**

A new round of Danish invasions came in the reign of Ethelred II. Often called the Redeless (meaning "unready," or "without counsel" or "unwise"), the Danegeld was his idea, as was the attempt to kill all the Danes from previous invasions, who were by this time becoming assimilated. In 1014 he was driven from the throne by King Sweyn I of Denmark, only to return a few months later when Sweyn died. When Ethelred died in 1016, Sweyn's son Canute II won out over Edmund II, called Ironside, the son of Ethelred. Under Canute, England was part of an empire that also included Denmark and Norway.

Following the short and unpopular reigns of Canute's sons, Harold I (Harefoot) and Hardecanute, Edward the Confessor, another son of Ethelred, was recalled from Normandy where he had lived in exile. Edward's reign is noted for its dominance by the powerful earls of Wessex-Godwin, and then his son, Harold (subsequently Harold II)-and for the first influx of Norman-French influence. Edward's building of Westminster Abbey, which was completed just in time for his burial in January 1066. Edward's death without an heir left the succession in doubt. The witenagemot chose Harold, Earl of Wessex, although his only claim to the throne was his availability. Other aspirants were King Harold III (the Hard Ruler) of Norway and Duke William of Normandy. Harold II defeated the former at Stamford Bridge on September 25, 1066, but lost to William at Hastings on October 14. William was crowned in Westminster Abbey on Christmas Day.

### **The Norman Invaders**

The last invasion of Britain occurred in 1066 and was carried out by the Normans under the leadership of Duke William of Normandy, later known as William the Conqueror.

The Normans (from Nortnanni: "Northmen") were Vikings, or Norse, who were originally pagan barbarian pirates from Denmark, Norway, and Iceland. They had begun to make destructive plundering raids on European coastal settlements in the 8th century but during the later 9th century their raids on the northern and western coastlands of France grew in scale and frequency, and the Vikings secured a permanent foothold in France. A Viking named Rollo, soon emerged as the outstanding personality among the new settlers and in 912 he accepted an area around the mouth of the Seine and what is now the city of Rouen as a fief from the French king, who had given it to the Vikings because he had been powerless to prevent it falling to them. The area they settled, a former province in north-western France which had originally been the home of Celtic tribes and part of the kingdom of Clovis, was named after the invaders and became known as Normandy. Although they accepted Christianity and adopted the French language, within a generation the Vikings, or Normans, as they had come to be known, had extended their rule westward to the districts of Lower Normandy and their expansion meant that their power rivaled that of the French kings. From then on until the mid-11th century, the history of the Normans in Normandy was marked by a line of ruthless and forceful rulers calling themselves counts, or dukes, of Normandy and struggling to establish political hegemony over the indigenous Frankish population of the region.

Despite their abandonment of sea-roving for Frankish cavalry warfare, in the decades following their settlement in Normandy, the Normans retained many of the traits of their piratical Viking ancestors. They displayed an extreme restlessness and recklessness, a love of fighting accompanied by almost foolhardy courage, and a craftiness and cunning that went hand in hand with outrageous treachery. In their expansion into other parts of Europe, the Normans compiled a record of astonishingly daring exploits in which often a mere handful of men would vanquish an enemy many times as numerous. This was because, although the Normans were at first novices and imitators in the practice of fighting on horseback, they soon became masters of cavalry warfare as it was then practiced in continental Europe. Mounted on much the same breed of war horse as his Frankish, Angevin, or Breton. opponent, wearing the heavy mail hauberk that was standard among the warriors of northwestern Europe, protected by a conical helmet and a kite-shaped shield, and armed with a long, broad-bladed sword and a slender lance, the Norman cavalryman proved on countless occasions that he could outfight and overwhelm the most powerful forces brought against him. Again, although the art of building castles was not a Norman invention, but the Normans became masters in the use of the simple yet enormously effective motte-and-bailey castle—a mound (motte) topped by a timber palisade and tower, surrounded by a ditched and palisaded enclosure (bailey). These little fortifications, which were complementary to the warfare conducted in open

country by small units of cavalry, became the hallmark of Norman penetration and conquest.

To some extent, their success was no doubt due to the importance which the Norman knightly class attached to the training of young warriors. They eagerly adopted the carefully fostered cult of knighthood which had grown up in the old Carolingian empire in the 10th and 11th centuries. But Norman knights were also fierce and brutal soldiers who had received an arduous training that left little room for the feelings of humanity and mercy with which Christian teaching was later to endow the concept of chivalry.

The Normans of this time can be characterized by their unequalled capacity for rapid movement across land and sea, the use of brutal violence and a precocious sense of the use and value of money. However, in addition, among the Norman traits regarded by their contemporaries as especially characteristic were their utterly unbridled character and their capacity for quick and fruitful imitation and adaptation. The former characteristic contributed to the production, by a process akin to natural selection, of lines of outstandingly able and ruthless rulers wherever a Norman state came into being. Many of the early Norman rulers of Normandy, England, and Sicily were among the most powerful and successful secular potentates of their age in Western Europe in their ability to create political institutions that were both stable and enduring.

From their settlements in Normandy the adventurous Normans embarked on several major expansionary campaigns in Europe, the most important of which was the invasion of England in 1066 by William, duke of Normandy. William, the illegitimate son of the Norman duke Robert 1, inherited Normandy in 1035, consolidating his rule in the face of baronial opposition in about 1042. He successfully faced further rebellions and after 1050 began to take an interest in acquiring land in England, perhaps given some encouragement by the English king. Edward the Confessor, last king of the Old English royal line, had almost certainly in 1051 designated William, a cousin, as his heir but on his deathbed (Jan. 5, 1066) granted the kingdom to Harold, earl of Wessex and the most powerful man in the kingdom as his successor. Harold had himself crowned king the next day but his position was far from secure. On the Continent the political situation favoured William's enterprise; and by August 1066 he had assembled a force of about 5,000 knights ready for embarkation.

Harold had kept his militia on guard throughout: the summer; in early September, with supplies exhausted, it was dismissed. Then, almost immediately, Harold had then to hasten to Yorkshire, where at Stamford Bridge (September 25) he defeated an invading army led by Harold

III Sigurdsson, king of Norway. Unfortunately for King Harold, the northerly wind, which for eight weeks had penned William's transports in harbour, changed on September 27. William crossed the Channel immediately, landing in Pevensey Bay on September 28 and moving directly to Hastings. Harold made a forced march southward and by October 13 was approaching Hastings with about 7,000 men, many poorly armed and untrained. He was almost certainly unwise in thus forcing an early engagement. Surprised by William at dawn on October 14, he drew up his army on a ridge 10 miles (16 km) north-west of Hastings. William attacked with cavalry charges interspersed with flights of arrows. The English resisted the Norman attack throughout a long day's fighting but the Norman cavalry and crossbowmen were superior to the English soldiers who were fighting on foot and armed with axes. The English were gradually worn down; late in the afternoon Harold was killed by a chance arrow, and by nightfall the remaining English had scattered and fled.

William then made a sweeping advance to isolate London, and at Berkhamstead the major English leaders submitted to him. He was crowned king of England in Westminster Abbey on Christmas Day 1066, founding the Anglo-Norman monarchy and realm. However, The Conquest was not achieved at a single stroke. In 1068 Exeter rose against the Normans, and a major rising began in the north. A savage campaign in 1069-70, the so-called harrying of the north, William suppressed in person, proceeding thereafter to devastate vast tracts of the North which emphasized both William's military supremacy and his brutality. A further English rising in the Fens achieved nothing. In 1075 William put down rebellion by the earls of Hereford, Norfolk, and Northumbria. The latter, the last surviving English earl, was executed for treason. The subjection of the country was completed by the rapid building of a great number of castles.

The year 1066 was thus a turning point in English history. William I, the Conqueror, and his sons gave England vigorous new leadership. A highly capable, intelligent, and determined man, William I established a strongly personal monarchy. By imposing royal authority directly on courts and other institutions, he imposed Norman institutions and personnel both on the state and on the church, and he brought England into the mainstream of continental development. An example of William's power and efficiency can be seen in the Domesday Survey, a census for tax purposes that resulted in the monumental Domesday Book in which was recorded all property existing in England. He revolutionized the social, political, and military structures of England, replacing the English nobility with French nobles, thus strengthening his authority, and introducing continental Feudalism, a structure in which nobles held land in return for service in the royal army. William was a hard ruler, punishing England, especially the north, when it disputed his authority., and in the Salisbury Oath of allegiance, which he demanded of all tenants. Norman feudalism became the



basis for redistributing the land among the conquerors, giving England a new French aristocracy and a new social and political structure. England turned away from Scandinavia toward France, an orientation that was to last for 400 years. He appointed Lanfranc, an Italian clergyman, as archbishop of Canterbury. He also promoted church reform, especially by the creation of separate church courts, but retained royal control. When William died in 1087, he gave England to his second son, William II (Rufus), and Normandy to his eldest son, Robert. Henry, his third son, in due time got both-England in 1100, when William II died in a hunting accident, and Normandy in 1106 by conquest. Henry I used his feudal court and household to organize the government. The exchequer (the royal treasury) was established at this time.

The Normans were quick to imitate whatever they saw, and this faculty of imitation is evident in all the different countries where the Normans settled. But Norman imitation was never slavish, and is certainly not the whole story of Norman achievement. A truer explanation of Norman success would be that they combined a boundless self-confidence with a marked capacity for adapting to their own purposes the institutions they found in newly won territories. In England the Normans similarly brought their own brand of feudalism and their own ideas of strong personal government and fiscal institutions. But there, too they adopted many of the existing institutions and customs. Even at the end of Henry I's reign (1135) in England the whole structure of royal government remained fundamentally Anglo-Saxon -monarchy, king's council, royal seal and writing office, the shire system and the sheriffs, the twofold revenue system consisting of the produce of royal estates compounded into annual cash payments and a direct tax levied on the land-owning class, all originated before the Norman Conquest. But under Norman direction, and with a number of Norman innovations such as the exchequer, the itinerant justices, and the sworn inquest, this system worked much more efficiently after 1066 than before, and, a fact of equal importance, England was made safe from foreign invasion. Norman influence on the church in England also worked powerfully in the direction of better organization and discipline. The role of the Normans in Europe in the 11th and 12th centuries may be summarized in saying that by their fierce energy and enterprise, they extended the practice of centralized authoritarian rule, feudalism, cavalry warfare, and religious reform

**Compiled from articles found in Encyclopedia Britannica, Webster's Concise Encyclopedia, Microsoft Encarta and Oxford Interactive Encyclopedia**

## APÊNDICE III

### PROPOSTA DE GESTÃO DE CONTEÚDOS – 12º ANO

#### **Unidade 1** - 4 semanas

Tema organizador: 111- A influência americana após a 2ª Guerra Mundial: poder econômico

#### **Unidade 2** - 5 semanas

Tema organizador: 111- A influência americana após a 2ª Guerra Mundial: poder político

#### **Unidade 3** - 5 semanas

Tema organizador: 111- A influência americana após a 2ª Guerra Mundial: os meios de comunicação social

#### **Unidade 4** - 5 semanas

Tema organizador: III- A influência americana após a 2ª Guerra Mundial: as inovações científicas e tecnológicas

#### **Unidade 5** - 5 semanas

Tema organizador: III- A influência americana após a 2ª Guerra Mundial: a cultura pop; música; filmes; *Internet*

#### **Unidade 6** - 5 semanas

Tema organizador: IV. A aldeia global

## **APÊNDICE IV**

### **EXEMPLOS DE INSTRUMENTOS DE AVALIAÇÃO**

#### **NOTA**

Nas fichas de observação do professor/a os números nas quadrículas referem-se aos alunos/as; na ficha de auto-avaliação dos alunos/as os números nas quadrículas referem-se às semanas.















