

LESSON PACKET FOR THE CANTERBURY TALES (PROLOGUE)
ENGLISH III, BRITISH LITERATURE
MR. CHAFFIN/A-315
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THE OBJECTIVES FOR THIS LESSON ARE:

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

MATERIALS PROVIDED IN THIS PACKET:

- * vocabulary puzzle
- * study/answer questions
- * guide to conjunctions
- * guide to pronouns
- * summary of Middle English period
- * guide to written composition

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * conjunctions
- * pronouns

Conjunctions are words used to join together other words, phrases, or sentences. There are several kinds of conjunctions. It is important to learn the effect that conjunctions can have on subject and verb agreement and on cause and effect/result relationships (which will be covered at another time).

COORDINATING CONJUNCTIONS

and, but, or, nor

The books **and** the magazines are on the table. (*joins two words*)

Turn your paper in **or** write another one. (*joins two complete predicates*)

The girls did not come to the party, **nor** did they send their regrets. (*joins two sentences*)

They arrived after the introduction **but** before the dinner. (*joins two phrases*)

CORRELATIVE CONJUNCTIONS

either/or, neither/nor, not only/but also, both/and, whether or

Neither the cat **nor** the dog left this mess.

Either you must take the test **or** you must write a paper.

Not only this package **but also** the other one must be mailed.

Both the monitor **and** the printer belong to her.

We didn't know **whether** we would go **or** not.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions are used to introduce adverb clauses. The most common of these are:

after, as soon as, so that, when, while, as long as, until, although, unless, whenever, than, as, as if, before, if, though, where, because, since

Because *the faucet was leaking*, the water bill was high.

We left **as soon as** *the dinner was over*.

They were safe **as long as** *they stayed in the storm cellar*.

He was older **than** *she was*.

CONJUNCTIVE ADVERBS

Conjunctive adverbs are used to introduce the second sentence in a compound sentence in which the two sentences are joined with a sem-colon. They are technically classified as adverbs, but they also serve in a certain capacity as conjunctions. The most common of these are:

accordingly, consequently, yet, therefore, also, furthermore, hence, however, otherwise, nevertheless, moreover

The charcoal was glowing hotly; **moreover**, smoke was billowing from the grill.

You did not do your homework; **therefore**, your grade has gone down.

Rain poured down; **yet**, the ceremony went on.

Note: *The conjunctive adverb must be followed by a comma.*

GUIDE TO PRONOUNS

by Neill J. Chaffin

Pronouns are words used to replace or stand for nouns. There are several kinds of pronouns.

PERSONAL PRONOUNS

The personal pronouns are divided into two cases, **the nominative (subject) case** and the **objective case**.

The **nominative case** pronouns are used as subjects and subject complements. Pronouns as subject complements are called predicate pronouns.

The **objective case** pronouns are used as **direct objects, indirect objects, and objects of prepositions**.

I, you, he, she, it, we, they

me, you, him, her, it, us, them

I was the first one here today. (*subject*)

They threw **him** the ball. (*indirect object*)

The first one here today was **she**. (*predicate pronoun*)

None of us saw **him**. (*direct object*)

Bill and **he** arrived early. (*subject*)

Most of **them** liked the play. (*object of preposition*)

Note: While who is not a personal pronoun, it does follow the same rules of case.

Note: While whom is not a personal pronoun, it does follow the same rules of case.

Who dialed this number? (*subject*)

Whom did you call? (*direct object*)

It was **who**? (*predicate pronoun*)

You talked to **whom**? (*object of preposition*)

Note: In casual speech, the objective case personal pronouns are often used as subject complements, but this is never acceptable in formal speech or in writing.

USAGE PROBLEMS WITH PERSONAL PRONOUNS

Never use objective case personal pronouns as subject complements in formal speech or in writing:

The man at the door was **he**. (*not him*)

The ones to call are **they**. (*not them*)

Do not confuse nominative and objective pronouns when used in compound structures:

Both Bill and **he** completed the test on time. (*not him; he is part of the subject*)

They sent Joe and **us** new folders. (*not we; us is an indirect object*)

He is taller than **she**.

(*not her; she is the subject of an elliptical clause: He is taller than she is*)

Those boys, Bill and **he**, are late to class. (*subject*)

(*not him; he is part of an appositive that must agree with the subject it renames; thus the pronoun must also be nominative*)

We saw those boys, Bill and **him**. (*direct*)

(*not he; him is part of an appositive that must agree with the object it renames; thus the pronoun must also be objective*)

Note: When in doubt about pronoun case in a compound structure, simply read half of the structure at a time. The correct case will usually be obvious.

Do not confuse we and us when they are followed by a noun that names the same thing:

We clockmakers need good eyesight and dexterity. (*we is the same as the subject clockmakers*)

They sent a package to **us** clockmakers. (*us is the same as the object of a preposition clockmakers*)

Note: When in doubt, just leave out the noun and read the sentence; the correct case will become

obvious.

Do not confuse pronoun case in elliptical adverb clauses. An elliptical clause is one in which some of the words have been elided, or left out. You must infer what has been left out to decide which case pronoun to use:

Those teachers are more productive than **we**. (*not us; we is the subject of the clause: Those teachers are more productive than we are.*)

The medicine cost them more than **us**. (*not we; us is the object of the clause: The medicine cost them more than it cost us.*)

Do not confuse who and whom; who is nominative and whom is objective:

Who left the refrigerator door open? (*who is the subject*)

Whom did you mean to call? (*whom is the direct object*)

By **whom** was this written? (*whom is the object of a preposition*)

POSSESSIVE PRONOUNS

Possessive pronouns are pronouns that show possession or ownership. Most of the possessive pronouns have two forms: one is used as a **stand-alone pronoun**, and the other form is for when the **possessive pronoun is used as an adjective**. When a possessive pronoun is used as an adjective, it is called a **possessive adjective**.

Stand-alone form:

used as a pronoun:

mine
yours
his
hers
its
ours
theirs

Modifier form:

used as an adjective:

my
your
his
her
its
our
their

Mine is the one by the door. (*stand-alone*)

My book is by the door. (*as an adjective*)

Ours is a tolerant society. (*stand-alone form*)

Our society is a tolerant one. (*as an adjective*)

That is **her** pen; **yours** is over there. (*her is an adjective; yours is stand-alone*)

Note: *There is no such possessive pronoun as “mines”.*

Note: *Don’t confuse its with it’s; it’s is a contraction for “it is”.*

Note: *Possessive pronouns do not have possessive apostrophes; possessive nouns do.*

USAGE PROBLEMS WITH POSSESSIVE PRONOUNS

Possessive pronouns must agree in number (singular or plural) and sometimes in gender with the words they refer to (**antecedent**). This is especially problematic when the antecedent is an **indefinite pronoun**:

Bob brought **his** briefcase with him.

(*his agrees in number and gender with the antecedent **Bob***)

The men purchased **their** tickets.

(*their agrees in number with the antecedent **men***)

The company treats **its** employees well.

(*its agrees in number with the antecedent **company***)

Errors:

Did everybody bring **their** book? (*their is plural and disagrees with the antecedent everybody*)
 Did anybody bring **his** book? (*his is singular and agrees with the antecedent anybody*)
 Did somebody bring **her** book? (*her is singular and agrees with the antecedent somebody*)
 Did everybody bring his or her book? (*his or her is awkward but agrees with the antecedent everybody*)

REFLEXIVE (COMPOUND PERSONAL) PRONOUNS

Reflexive pronouns refer back to nouns or pronouns used in the same sentence. While the antecedent of most pronouns may be in an earlier sentence, the antecedent of a reflexive **MUST** be in the same sentence. When a reflexive pronoun immediately follows its antecedent, it is called an **intensive pronoun**.

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves, oneself

I hurt **myself** working on the new deck. (*the antecedent is I*)
 She bought **herself** a new pair of shoes. (*the antecedent is she*)
 The workmen bought lunch for **themselves**. (*the antecedent is workmen*)
 You must make **yourselves** a sandwich for lunch. (*the antecedent is you*)
 I **myself** typed the test. (*myself is an intensive*)
 I typed the test **myself**. (*myself is a reflexive*)

USAGE PROBLEMS WITH REFLEXIVES

You cannot use a reflexive pronoun unless the antecedent is in the same sentence with it. Use an object case personal pronoun instead:

The work was done by George and **myself**. (*there is no antecedent for myself*)
 The work was done by George and **me**. (*the personal pronoun me is correct*)
 I did the work on the roof **myself**. (*the antecedent for myself is I*)

There are no such words as “hissel” and “theirselves”; these are incorrect forms.

That guy hurt **hissel** on the job.
 That guy hurt **himself** on the job.
 They sat all by **theirselves**.
 They sat all by **themselves**.

INDEFINITE PRONOUNS

Indefinite pronouns do not indicate a specific person, place, or thing. Their meaning is made clear by antecedents or by modifying words or phrases. Some indefinite pronouns are singular, some are plural, and five of them can be either singular or plural.

Singular indefinite pronouns:

anybody, everybody, anyone,
 one, nothing, anything,
 someone, each, neither,
 either, nobody/one,
 something, everything,
 everyone

Plural indefinite pronouns:

both, few, many,
 several, others

Either singular or plural:

all, any, most,
 none, some

Something is missing from this plan.
Nobody likes to do fire drills.
Everything is ready for the banquet.
No one arrived on time.
Both of the boys failed the test.
Neither of the girls had any money.
Others ride the bus on a daily basis.

USAGE PROBLEMS WITH INDEFINITE PRONOUNS

Indefinite pronouns are a major cause of subject and verb disagreement, as well as pronoun and antecedent disagreement.

Possessive pronouns that use indefinite pronouns as antecedents MUST agree in number. Be particularly careful not to use the possessive pronoun “their” to refer to a singular antecedent. In terms of subject and verb agreement, be particularly careful with the five indefinite pronouns that can be either singular or plural (all, any, most, none, some):

Several bring their books with them .	<i>(their and them agree with the plural antecedent several)</i>
Neither of the boys has his homework.	<i>(his agrees with the singular antecedent neither)</i>
Neither of the boys has their homework.	<i>(the plural their does not agree with the singular antecedent neither)</i>
Did one of the girls bring their cameras?	<i>(the plural their does not agree with the singular antecedent one)</i>
Did one of the girls bring her camera?	<i>(the singular her does agree with the singular antecedent one)</i>
Did any of the girls bring their camera?	<i>(the plural their agrees with any: any is made plural by girls)</i>
Either of the books are fine.	<i>(the plural verb are does not agree with the singular subject either)</i>
Either of the books is fine.	<i>(the plural verb is does agree with the singular subject either)</i>
Some of the oatmeal is cold.	<i>(the singular verb is does agree with the subject: some is made singular by oatmeal)</i>
Some of the steaks is cold.	<i>(the singular verb is does not agree with the subject: some is made plural by steaks)</i>

Note: *It is essential to remember that no part of a prepositional phrase can ever be the subject of a sentence. The only time a prepositional phrase has any effect on the subject is with the indefinite pronouns **all, any, most, none, and some**. It may determine whether these pronouns are singular or plural, but **it will still not be the subject**.*

INTERROGATIVE PRONOUNS

Interrogative pronouns are used to ask a question.

who, whom, whose, what, which

Who is coming to the party?
Whom did you call?
Whose is this notebook?
What is happening today?
Which is the best way to go?

USAGE PROBLEMS WITH INTERROGATIVE PRONOUNS

Do not confuse *whose* and *who's*. *Whose* is an interrogative pronoun. *Who's* is a contraction for “*who is*”:

Whose books are these?

Who's books are these?

Whose going to the movie?

Who's going to the movie?

Do not confuse the nominative *who* with the objective *whom*:

Who did you call? (*you is the subject; the direct object has to be **whom**, not **who***)

Whom did you call? (*you is the subject; the direct object **whom** is now correct*)

Who is the principal? (*who is the subject; this is correct*)

The counselor is **whom**? (*counselor is the subject; the subject complement must be nominative: **who**, not **whom***)

RELATIVE PRONOUNS

Relative pronouns introduce adjective clauses.

that, which, who, who, whom, whose

Note: *These words can also be used as other types of pronouns. Be sure you know the function of a word in a sentence!*

These are the books **that** you wanted. (*that you wanted is an adjective clause*)

Is he the man **whom** you saw? (*whom you saw is an adjective clause; note **whom**, not **who**, because in the clause you is the subject and **whom** is the direct object*)

Is he the man **who** bought the car? (*who bought the car is an adjective clause; note **who**, not **whom**, because “who” is doing the buying and is the subject of the clause*)

The only common usage problem with relative pronouns is the proper use of the nominative **who** versus the objective **whom**. It is common to omit the relative pronoun at the beginning of an adjective clause:

Is that the book **that** you bought?

Is that the book **you** bought? (*relative pronoun omitted*)

DEMONSTRATIVE PRONOUNS

There are only four demonstrative pronouns in English: **that, this, those, these**

When they are used to modify or describe another word, they are called demonstrative adjectives. The demonstrative pronoun must agree in number with the word it is modifying, if it is used as an adjective.

That is my book. (*that is a pronoun*)

That book is mine. (*that is an adjective modifying **book***)

Those pies are good. (*those agrees in number with the plural **pie***)

VOCABULARY

THE CANTERBURY TALES

(PROLOGUE)

Directions: Match the definitions to the words by writing the letter of the definition in front of the word:

- | | |
|--|---|
| 01. agility | e. Breathes out |
| 02. apparel | f. Thicket; copse; stand of trees |
| 03. array | g. Tract of land covered with heather, low shrubs, etc. A moor |
| 04. blissful | h. Sprouts; small twigs or branches of new growth |
| 05. boorish | i. A trip taken for religious purposes |
| 06. cadet | j. Pilgrims carrying palm leaves, to signify a pilgrimage to the Holy Land |
| 07. cavalry | k. Holy or sacred |
| 08. chivalry | l. Various; diverse |
| 09. courtesy | m. County; administrative area of Britain |
| 10. devout | n. Go; journey; travel |
| 11. distinguished | o. Happy; elated; joyful |
| 12. drought | p. One who has died or been killed for his religious beliefs or in such a cause |
| 13. embarked | r. Very religious; pious |
| 14. embroidered | s. Inn; waystation for travelers |
| 15. engendering | t. Decorated by sewing in designs, patterns, etc. |
| 16. equipment | u. Promised; made a solemn commitment to |
| 17. exhales | v. Sane; sensible |
| 18. fustian | w. Fine clothes; finery |
| 19. grove | x. Job; occupation |
| 20. hallowed | y. Clothing; dress |
| 21. heath | z. Celebrated; eminent; well-known |
| 22. heathen | aa. Politeness; good manners |
| 23. hostelry | bb. Code of conduct for knights |
| 24. jousted | cc. A bird often kept as a pet, with a particularly melodious song |
| 25. liquor | dd. King; monarch |
| 26. locks | ee. Non-Christians; those who are not of the Jewish or Christian faith |
| 27. martyr | ff. Set forth; went out |
| 28. modest | gg. Engaged in mock combat on horseback, using lances |
| 29. nightingale | hh. Three times |
| 30. palmers | ii. Vanguard; the front section of an army |
| 31. pilgrimage | jj. Proper and courteous; decent; moderate or reasonable |
| 32. pledged | kk. Rude; awkward; ill-mannered |
| 33. profession | ll. Gear; tools or weaponry for one's job |
| 34. reasonable | mm. A coarse cloth of cotton or linen |
| 35. render | nn. Loose gown-like garment worn by men |
| 36. shire | oo. Give; hand over; deliver |
| 37. shoots | pp. Trainee; one studying or practicing for a profession, especially military |
| 38. sovereign | qq. Tresses; strands of hair; hair |
| 39. stature | rr. Size; height |
| 40. sundry | ss. Ability to move quickly and dextrously |
| 41. thrice | tt. Mounted soldiers |
| 42. tunic | |
| 43. valiantly | |
| 44. van | |
| 45. veins | |
| 46. wend | |
| a. Lack of rain; dry spell | |
| b. Bundles of vascular tissues of leaves | |
| c. Any liquid of juice | |
| d. Bringing about; producing | |

uu. Bravely; courageously

STUDY QUESTIONS FOR THE PROLOGUE OF THE CANTERBURY TALES

01. Cite the evidence for what time of year this story takes place.
02. What so people often do at this time of year, according to the story?
03. What is the narrator doing when he meets the pilgrims?
04. What does the narrator say he should do before actually continues with his story?
05. Cite words that describe the knight in lines 45-46.
06. Chart the rhyme scheme of the first few lines of the poem.
07. Cite some of the places the knight has fought.
08. What does the narrator's attitude seem to be toward the knight?
09. Cite things said about the squire, the knight's son, that contrast him with the knight himself.
10. Cite the simile that describes the yeoman.
11. Cite some of the weapons he carries.
12. What are some of the skills of the prioress?
13. What words indicate she is somewhat pretentious?
14. Does her bearing, attire, and behavior suit the function and station of a nun?
15. Cite things about the behavior of the monk that don't seem suitable to his religious calling.
16. Cite three similes used to describe the monk.
17. What sort of con game does the friar have going on?
18. Cite several ways the friar makes money.
19. What is the merchant concerned about? That is, why does he want sea-police?
20. What details show the truly scholarly concerns of the cleric?
21. What does the attitude of the narrator seem to be about the cleric?
22. Cite evidence for the competency and diligence of the Sergeant at the Law.
23. Cite the hyperbole employed to describe the meat and drink of the Franklin.
24. Cite the simile in the description of the Franklin.
25. What do the wives of the Haberdasher, Dyer, Carpenter, Weaver, and Carpet-maker want?
26. What disturbing information do we get about the Skipper?
27. What profitable working relationship does the Doctor have?
28. What seems to be the general level of medical knowledge at the time?
29. How does the Doctor make money on the misfortunes of others?
30. What can be inferred about how the Wife of Bath had come by her fortune?
31. Cite good deeds done by the Parson that shows him to be a true follower of the gospels?
32. What do we find out about other parsons and religious men that make them not very admirable?
33. Cite comments about the Plowman that make him an admirable person.
34. Cite comments about the Miller that make him not very admirable.
35. What attributes are given about the Manciple?
36. Cite evidence for the competence and diligence of the Reeve.
37. Cite things about the Summoner that are, well, repulsive.
38. What is said about him that shows his venality and dishonesty?
39. What is the Pardoner's con game?
40. What apology does the narrator make in lines 745-755?
41. What does the Host suggest that all the pilgrims do as they travel onward to Canterbury?
42. Cite the simile that describes the Host in line 843.
43. What does he say about anyone who does not tell a story?
44. How will the order of the story-telling be decided?

The Middle English Period and The Canterbury Tales

by Neill J. Chaffin

The Middle English period dates from about the beginning of the 13th Century, although it was a long and gradual process that proceeded at differing rates in differing parts of the British Isles. After the Norman Conquest of 1066, the gradual melding together of Old English and the flood of French vocabulary that entered the British Isles transformed Old English, which is unintelligible to the modern reader, into Middle English, which is readable, albeit with some difficulty. By this time the British Isles were largely Christianized, and this is reflected in the literature. There is a considerable amount of Middle English literature extant, unlike the sparse selection of Old English literature.

The *Canterbury Tales* is one of the most notable examples of Middle English literature. The prologue to the *Canterbury Tales* is a frame story, comparable to that of Boccaccio's *Decameron*, and is used to set the stage for a collection of descriptions of persons of the era and for the stories they tell. We get a very good feeling for the professions, beliefs, values, and attitudes of the people of the Middle English period from the *Canterbury Tales*. We are struck by the relatively modern values, and shortcomings, of the characters in the stories.

Geoffrey Chaucer, the author of the *Canterbury Tales*, was the son of a wealthy merchant. He grew up around a wide assortment of people of all walks of life. He was sent as a page in the service of an aristocrat related to the British monarch. This put him in contact for the rest of his life with the aristocracy. He married a woman who was part of the household of the queen. During his life he was a soldier, a diplomat, and Controller of the Customs and Subsidies on Wool for the Port of London. He became a knight and a Justice of the Peace.

He was a prolific writer. However, his claim to fame rests largely on the *Canterbury Tales*.

EXERCISE ON CONJUNCTIONS

Directions: Circle the conjunctions, including conjunctive adverbs and subordinating conjunctions:

01. Neither the boys nor the girls liked the assignments. (2)
02. Do they know whether it will rain or snow? (2)
03. We were given not only the computers but also the printers. (4)
04. The task was difficult; besides, the weather was bad. (1)
05. She is very pretty, and she sings well, too! (1)
06. They sold both the car and the truck. (2)
07. You may begin whenever you are ready. (1)
08. As soon as the door opens, go inside and find your room. (4)
09. Either finish the test or write your essay. (2)
10. We taped the drywall so that the painters could get started. (2)

EXERCISE ON PRONOUNS

Directions: Tell what kind of pronoun is in bold-face:

01. **She** bought herself a new telephone to replace the one she gave to them.
02. She bought **herself** a new telephone to replace the one she gave to them.
03. She bought herself a new telephone to replace the **one** she gave to them.
04. She bought herself a new telephone to replace the one she gave to **them**.
05. **That** is the one I want; the other may be better for you.
06. That is the **one** I want; the other may be better for you.
07. That is the one **I** want; the other may be better for you.
08. That is the one I want; the **other** may be better for you.
09. That is the one I want; the other may be better for **you**.

10. **Who** is coming to the party, and whom did everybody invite?
11. Who is coming to the party, and **whom** did everybody invite?
12. Who is coming to the party, and whom did **everybody** invite?
13. Are **these** some of the books that you bought for yourself?
14. Are these **some** of the books that you bought for yourself?
15. Are these some of the books **that** you bought for yourself?
16. Are these some of the books that **you** bought for yourself?
17. Are these some of the books that you bought for **yourself**?
18. **My** laptop is on the desk; yours is on that table.
19. My laptop is on the desk; **yours** is on that table.
20. My laptop is on the desk; yours is on the table **which** stands against the wall.

EXERCISE ON PRONOUN FORM

Directions: Circle the correct form:

01. (Whose, Who's) going to take out the garbage?
02. (Whose, Who's) book is this?
03. Shelly and (her, she) never arrived on time.
04. Nobody could depend on Shelly and (her, she).
05. (Whom, Who) did you call about the problem?
06. (Whom, Who) called about the problem?
07. Those books on the desk are (my, mine, mines).
08. He hid (mine, my) cell phone!
09. The hoses were left for Bob and (myself, me).
10. I had some help, but most of the work I did (myself, me).
11. That other English teacher is older than (me, I).
12. It is all the same to (myself, me)!
13. Did someone lose (his, their) keys?
14. All of them passed (her, their) driving tests.
15. Will anyone send me (his or her, their) own e-mail address?
16. The owners gave Leonard and (him, he) some free advice.
17. They never proved it, but the culprit was (she, her).
18. He plays cards better than (us, we).
19. Both of the teachers completed (his or her, their) surveys yesterday
20. Hand me (them, those) new folders.
21. The cat left a big pile of (its, it's) fur on the bed.

EXERCISE ON PARTS OF SPEECH

Directions: Identify the part of speech of the bold-faced words:

01. The long green lawn lay **between** two mobile homes.
02. What **do** you **learn** about the prevalence of literacy as Barliman reads the letter?
03. **How** are relations between the men of Laketown and the elves of the forest?
04. Some **very** tall old men gathered around the large table in the cozy restaurant.
05. What do the king's butler **and** the chief of the guard do that allows Bilbo to get the dwarves out of jail?
06. Which **people** believe in the existence of the dragon and which of them doubt it?
07. In spite of the bad weather, **they** drove to the store and bought six sacks of groceries.
08. Birds sang in the trees while a cat watched hungrily from beneath **a** shrub.
09. Truth, justice, and mercy are elements of any **good** system of government.
10. **Wow!** What a great job you did!

COMPOSITION ASSIGNMENT

Directions: Write a poem describing someone.. It must contain information about appearance, character, and profession or interests. Rhyme it aabbcc etc. Limit it to between 20 and 30 lines.

Here is my example:

A businessman I knew once long ago,
What was his name I don't remember though.
He had a lumber yard, sold lots of wood,
And all the tools and hardware that he could.
He was a man of middling size,
Considered by all others to be wise.
For many years he made a decent living,
Always to his business he was tending.
No one ever got the best of him,
Whenever he would have a deal with them.
He married, had a daughter and a son,
And always saw that each of them had done,
Whatever was the best at home or school,
And never let them act a clown or fool.
Alas for him, he liked to drink his liquor,
And therefore he and wife would often bicker.
It got so bad that in the end,
His wife decided she was done with him.
So, at last, they went their separate ways,
And never spoke again throughout their days.