

LESSON PACKET FOR THE CANTERBURY TALES (THE PARDONER'S TALE)
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 punctuation
- * example of written composition

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * punctuation

GUIDE TO PUNCTUATION

by Neill J. Chaffin

The purpose of punctuation is to make written language easier to understand and more expressive. In oral communication there are many things that help make language easier to understand and more expressive: volume, tone, inflection, facial expressions, body language, etc. These are, of course, missing in written language. Punctuation helps to replace some of these.

END MARKS

There are three end marks used in English: the **period**, the **question mark**, and the **exclamation mark**. A **declarative sentence** ends in a period. An **exclamatory sentence** ends in an exclamation mark; it shows heightened emotion. An **interrogative sentence** ends in a question mark; it asks a question. An **imperative sentence** may end with either a period or an exclamation mark, depending upon the emotional level; it demands or requires action.

The book is on the desk.(declarative sentence)
Your hair is on fire! (exclamatory sentence)
Whose dog is that? (interrogative sentence)
Come on in. (imperative sentence)
Get out of here now! (imperative sentence)

PERIODS

Use a period to indicate an abbreviation and in some acronyms; not all acronyms use periods:

Estb. (Established) Enc. (enclosure) Ltd. (Limited) P.M. A.D.

COMMAS

Use a comma to separate items in a series:

She bought blouses, socks, skirts, pants, and shoes. (words-nouns/direct objects-in a series)
They danced, they sang, and they told jokes. (independent clauses (sentences) in a series)
She was a tall, dark, slender, and graceful girl. (words-predicate adjectives-in a series)
The cat hacked hairballs on the floor, on the bed, and on the table. (prepositional phrases in a series)

Note: Usually the last item in a series is joined with both a comma and a conjunction (see above).
Do not use commas if all the items in a series are joined with conjunctions.
Do not use commas if two adjectives before a noun are closely related in meaning.

We sang and danced and ate. (all items joined with conjunctions; thus, no commas)
Lush green grass covered the meadow. (lush and green are closely related in meaning; thus, no commas)

Use a comma (and a conjunction) to join the parts of a compound sentence:

Dark clouds approached from the west, **and** a cold wind suddenly arose. (comma and conjunction)
The men did not arrive on time, **nor** did they do a good job. (comma and conjunction)

Note: Do not use commas between compound subjects, verbs, etc.; just between compound sentence parts.
You may omit the comma but not the conjunction in a very short compound sentence.

The boys in the band, and the girls in choir missed the bus. (don't put a comma between subjects)
They ate at the cafeteria, and swam at the pool. (don't put a comma between verbs)
They swam and we surfed. (no comma necessary in very short compound sentence)

Use a comma after certain words and phrases or clauses that introduce a sentence:

First, we must scrape off all the loose rust. (first is an adverb used to introduce a sentence)
Yes, this is a necessary preparation. (use a comma after "yes" or "no" used to introduce a sentence)

Well, new paint will not stick to loose rust.	(use a comma after a parenthetical expression)
As a result, we did not win the game.	(use a comma after a parenthetical expression)
Arriving early, the crew began painting.	(use a comma after an introductory participial phrase)
Before we arrived, they prepared the area.	(use a comma after an introductory adverb clause)
Stunned by the news, he sank into a chair.	(use a comma after an introductory participial phrase)
In the end of the pipe, we found a rat.	(use a comma after a string of prepositional phrases)

Note: You *usually* do not have to use a comma or commas to separate phrases or clauses that do not introduce the sentence; more about this in later guides.
Usually, do not use a comma to separate a single introductory prepositional phrase from the sentence.
Usually, do not use a comma to separate a string of prepositional phrases if the following subject and verb are inverted.
Usually, use a comma after a single introductory prepositional phrase if it ends in a numeral.

In the box we found two small chickens.	(one prepositional phrase; no comma)
In April of 1892, they formed a company.	(prepositional phrase ends in a numeral; use a comma)
Into the house and up the stairs ran the kids.	(inverted subject and verb; no comma)

Use a comma or pair of commas to separate parenthetical phrases/expressions, sometimes called interrupters.
Use a comma or pair of commas to separate nouns in direct address and appositive phrases:

The truth, to be sure , may never be known.	(parenthetical expression)
As a result , they had to repaint the room.	(parenthetical expression)
If you will, ma'am , please step up to the counter.	(noun in direct address)
Maria , please take your seat.	(noun in direct address)
Mr. Oliver, the man in the chair , is my new teacher.	(appositive phrase)

Note: Do not use a comma to separate an appositive that is only a first name.
Do not use a comma to separate historical appellations or the abbreviations Jr. or Sr.
Referring to the last example above, be careful to express what you mean

That is my best friend Bob .	(appositive is merely a first name; no comma)
One Spanish queen was called Juana la Loca .	(historical appellation; no comma)
The first graduate was Joe Schmo Jr.	(abbreviation Jr.; no comma)
Mr. Oliver, the man in the chair , is my teacher.	(appositive phrase; you are talking about Mr. Oliver)
Mr. Oliver , the man in the chair is my new teacher.	(noun in direct address; you are talking to Mr. Oliver)

Use a comma to separate the parts of dates and addresses and after the last part of a date or address if the sentence continues on past that point:

They were married on Wednesday, June 4, 2002.	(separate parts of a date)
He lived at 621 Ninah Street, Ballard, Utah.	(separate parts of an address)
Sunday, May 24, 2006, was a clear sunny day.	(comma after last part of date before continuing sentence)
The company at 123 Main Street, Bakersfield, CA, had recently moved.	(comma after last part of an address before continuing sentence)

Note: Do not use a comma to separate month and year if only the month and year are written.
Do not put a comma between the state abbreviation and the postal code.
Do not put commas at the ends of lines of inside addresses or return addresses.

He was born in March 1954.	(month and year only; no comma)
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He lived at 13 Baker Street, Boston, MA 89493. *(no comma between state and postal code)*
Baltimore Widget Company *(no commas at ends of lines of inside addresses)*
859 Main Street
Baltimore, MD 95941

Use a comma after the introductory/narrative words *before* a direct quote and sometimes the introductory/narrative words *after* a direct quote:

Mr. Thompson, "Get ready for your test." *(comma before the open quotation mark)*
"Get ready for your test," said Mr. Thompson *(comma before the close quotation mark)*
"Get ready," said Mr. Thompson, "for your test." *(comma before the close quotation mark and then before the open quote of the second half)*

Note: *If the introductory/narrative words come after the direct quote, the comma may be replaced by a question mark or by an exclamation mark; do not use the comma also.*
More about this in the section on quotation marks!

Use a comma after the salutation/greeting of a friendly letter and after the complimentary close in all letters:

Dear Mary,
Yours truly,

Note: *Use a colon after the salutation/greeting of a business letter.*

Dear Mr. Smith:
Gentlemen:

Use a comma to avoid confusion:

Instead of two, three players left the field. *(meaning unclear without the comma)*

SEMI-COLONS

Use a semi-colon to join parts of a compound sentence or to separate items in a series after a colon when the items are independent clauses (complete sentences) or long phrases with internal commas:

He worked on the clock that morning; that evening he rested. *(joining two parts of a compound sentence)*
They had a clear strategy: they would speed up the assembly line; they would cut worker rest breaks; they would fire the workers who couldn't keep up. *(separating items listed after a colon that are complete sentences)*
The view was spectacular: long, sweeping, dramatic expanses of dark, bristling fir trees; deep, narrow mist-shrouded valleys; towering, steep-sided, snow-clad peaks. *(separating items listed after a colon when the items are long phrases with internal commas)*

Use a semi-colon before a conjunctive adverb in a compound sentence:

We tried as hard as we could; nevertheless, we lost the game.

COLONS

Use a colon to end the salutation in a business letter, to begin a list of things, to separate the hour and minutes in numerical time notation, to separate chapter and verse in a Biblical reference, to separate numbers that show volume and page numbers of a book or magazine, between the title and subtitle of a book, and between two parts

of a compound sentence when the second sentence explains or acts as an example of the first part.

Dear Sir or Madam:	<i>(business letter salutation)</i>
Get me these tools: a saw, a hammer, and a drill.	<i>(begin a list)</i>
He resumed work at 4:15 P.M.	<i>(time notation)</i>
You should read James 2:14-16 in the <i>New Testament</i> .	<i>(chapter and verse)</i>
It was in the <i>Handyman's Journal</i> , Volume V: pages 12-16.	<i>(volume and page numbers)</i>
We read <i>The Lord of the Rings: The Two Towers</i> .	<i>(title and subtitle)</i>
The meaning of his threat was clear: none of us would be released.	<i>(explanatory or exemplary second sentence)</i>

HYPHENS/DASHES

Use a hyphen/dash to continue a word at the end of a line of text, to show a break in thought in a sentence, to set off a long explanatory statement that interrupts thought in a sentence, after a series to indicate a summarizing statement, common fractions used as adjectives, in some compound nouns, and written numbers from twenty-one to ninety-nine.

None of us thought to bring the reciprocating saw.	<i>(word continued at end of a line)</i>
My collection of clocks-I know you've heard this-is very large.	<i>(break of thought)</i>
We tried everything-every kind of poison ever made, chemical and electronic repellents, mechanical traps-but could not get rid of the moles.	<i>(long explanatory statement)</i>
Stacks of books and papers, boxes of unfiled reports, clusters of dysfunctional clocks-these were stuffed into the room.	<i>(summarizing statement)</i>
My father-in-law is coming to visit.	<i>(compound noun)</i>
Twenty-four clocks filled the office.	<i>(fraction used as an adjective)</i>
The man had turned ninety-nine the week before.	<i>(written number from twenty-one to ninety-nine)</i>

PARENTHESES

Use a set of parentheses to set off material in a sentence that is so loosely related to the main idea of the sentence that it might be put into a separate sentence:

The teacher was a calm, collected, and reasonable man (unless you got him off on the subject of politics) generally liked by his students.	<i>(loosely connected material)</i>
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Note: *Commas or hyphens are usually preferable to parentheses.*

APOSTROPHES

Use an apostrophe to form the possessive of nouns, to show contractions or omissions in words or numbers, to form the plural of letters, numbers, and words used as examples of such:

The cat's food bowl is under the table.	(singular possessive noun)
The cats' collars are on the table.	(plural possessive noun when the noun ends in -s)
The women's folders are on the table.	(plural possessive when the noun does not end in -s)
Can't you remember the way?	(contraction for cannot)
...what ne'er was said so well.	(omission in a word, usually in poetry)
The oil industry crashed in the '80s.	(omission in a number)
Be sure to dot your <i>I</i> 's and cross your <i>t</i> 's.	(letters used as examples of such)
He is too fond of <i>maybe</i> 's.	(word used as an example of such)

Note: Place the possessive apostrophe before the -s for singular nouns and those plural nouns that do not end in -s.

Note: Place the possessive apostrophe after the -s in plural nouns ending in -s.

Note: The plurals of letters, numbers, and words used as examples of such are usually italicized or underlined.

Note: Do not confuse the contraction *it's* (*it is*) with the possessive pronoun *its*.

ITALICS/UNDERLINING

Use italics/underlining for titles of books, magazines, newspapers, long pamphlets or bulletins, long musical works, and software titles. Use italics for foreign words and phrases, and for emphasis. Replace italics with underlining when handwriting:

We read <i>The Fellowship of the Ring</i> in class.	(book title)
He got his information from <i>U.S. News and World Report</i> .	(magazine title)
The <i>Daily Oklahoman</i> is the largest newspaper in Oklahoma.	(newspaper title)
For more information read <i>Guide to Underwater Basket Weaving</i> .	(pamphlet title)
The club put out its bulletin, <i>Clockmakers United</i> , every month.	(bulletin title)
They performed Tchaikovsky's <i>The Swan Lake</i> .	(long musical work)
He bought Monty Python's <i>Complete Waste of Time</i> .	(software title)
His favorite motto is <i>carpe diem</i> .	(foreign phrase)
I said we have to leave <i>right now!</i>	(emphasis)

QUOTATION MARKS

Use quotation marks to enclose the titles of chapters of books, the titles of poems, short stories, essays, articles, and short musical compositions:

We were reading "Flight to the Ford" from <i>The Fellowship of the Ring</i> .	(chapter title)
"It's a Good Day" is not a short story for late at night!	(short story)
A good example of poetic alliteration is "The Siege of Belgrade".	(poem title)
"A Modest Proposal" is a satiric essay by Jonathan Swift.	(essay title)
He read "The Price of Oil" in a news magazine.	(article title)
We played "Flight of the Bumblebee" on our trumpets.	(short musical work)

Use quotation marks to enclose slang words or words used in special, satiric, or euphemistic ways:

He referred to his stealing from the company as "creative accounting".	(satiric use)
Some words for money include "scratch", "lettuce", and "moolah".	(slang words)
The old well-digger finally "kicked the bucket".	(euphemistic use)

Enclose the words of a direct quote, but not an indirect quote, summary or paraphrase of what a person said:

"Get away from the window!" yelled Ms. Grumpstein.	(direct quote; use quotation marks)
Ms. Grumpstein said that we should get away from the window.	(indirect quote; no quotation marks)

SPECIAL RULES CONCERNING QUOTATION MARKS FOR DIRECT QUOTES

In a direct quote, the speaker's words are set off from the rest of the sentence with a comma or other punctuation; the direct quote will begin with a capital letter:

Margarita said, "Let's really mix it up in this party!" (comma before open quote; end punctuation before close quote)
"We must get wine for the service," said Sister Merlot. (open quote before words; comma before close quote)
"That is the wrong tool!" screamed Mr. Hammer. (open quote before words; exclamation point before close quote)

Notes: When the narrative words come before the quote, place the comma before the open quote.
When the narrative words come after the quote, place the closing punctuation before the close quote.
When the end of the quotation is also the end of the sentence, a **period** is **always** placed before the close quote.
If a quotation is a question or exclamation, the question mark or exclamation point is placed before the close quote and takes the place of a comma.
If the entire sentence, not the quote, is a question or exclamation, then the question mark or exclamation point is placed after the close quote.

Mr. Jones said, "Get ready for the test." (comma before the open quote; period before the close quote)
"Get ready for the test!" yelled Mr. Jones. (punctuation before the close quote)
"Are you ready for the test?" asked Mr. Jones. (punctuation before the close quote)
Did you say, "Get ready for the test"? (entire sentence is a question; place question mark after the close quote)

Enclose both parts of a divided quote in quotation marks. Capitalize the beginning part of the quote. Capitalize the second part only if it begins a new sentence:

"Come in," he said, " and sit down." (quote is one sentence; second part not capitalized; comma after narrative words)
"Come in," he said. "Sit down." (quote is two sentences; second part is capitalized; period after narrative words)

For an inside quote, which is a quote within a quote, enclose the entire quote in full quotation marks. Enclose the inside quote within half quotes (which look like apostrophes). Capitalize both the full quote and the inside quote. Use a comma before the inside quote:

Maria asked, "Did Mr. Chaffin say, 'Let's get started!'" (comma before full quote; open quote; comma before inside quote; half quote mark before inside quote; capitalize start of inside quote; exclamation point because inside quote is an exclamation; close the inside quote; question mark because full quote is a question; close the full quote)

A colon or semi-colon at the end of a quotation is placed after the close quote:

Read the chapter "Flight to the Ford"; then answer the study questions.
These states comprised the "Old South": Florida, Alabama, Georgia, Mississippi, and Louisiana.
Mr. Chaffin said, "Get ready!"; we should probably do just that.

When writing dialogue, you must begin a new paragraph every time the speaker changes:

The sun peeked into the window. Maria opened one eye and asked her sister, "What time is it?" She raised her head and looked over to where her sister lay in the other twin bed. Her sister didn't move a muscle. She yelled at her, "Wake up! What time is it?"

Startled, her sister Ann sat up and looked at the clock on the wall. "My God, you are so lazy! The clock is right in front of you!" she snapped. "Do I have to do everything for you?"

"Yes!" Maria said. "What surprises me is that you always do!"

"Well, not any more, you lazy slob," replied Ann. She rolled over and lay back down.

"Aren't you going to get up?" asked Maria. She couldn't believe her sister was actually talking back to her. She was used to getting her to do anything she told her to do.

"No!" Ann replied.

EXERCISES ON PUNCTUATION

END MARKS

Directions: Place the appropriate end marks:

01. What a terrible storm is approaching (1)
02. The rain fell heavily most of the day (1)
03. Is the weather going to be bad all day (1)
04. Class begins at 7: 40 A M (2)
05. The Moors entered Spain in 711 A D (2)
06. Who made this potato salad (1)
07. His dentist is Dr Joe Schmo, D D S
08. We bought books, pens, binders, etc ; then we went home (2)
09. Wow That was a great show (2)
10. Be sure to complete your homework (1)

COMMAS

Directions: Correctly place the commas:

01. Yes I think the stock market will crash again. (1)
02. Oh it really isn't that important. (1)
03. First take a bath. Second get dressed. (2)
04. When the sun sets the mosquitoes come out. (1)
05. Working hard all day they finished on time. (1)
06. If you would Mary please stop belching. (2)
07. Is this your briefcase Mr. Guelph? (1)
08. On Tuesday May 4 2008 the sun rose. (3)
09. Joe Bell our middle linebacker always plays well. (2)
10. This book I believe belongs to you. (2)
11. Instead of three four cars were parked there. (1)
12. Who if I may ask is responsible for this mess? (2)
13. They were late; furthermore they weren't prepared. (1)
14. My cat who started life wild is now old and lazy. (2)
15. Books piles of papers old computers and junk littered the crowded office. (3)
16. Mariela please bring me your test paper. (1)
17. She talked he sang and all of us danced. (2)
18. In the box by the door he placed a book. (1)

ITALICS/UNDERLINING/QUOTATION MARKS

Directions: Place the appropriate marks:

19. Lush green trees lined the field followed the creek and clustered around the pond. (2)
20. Because they planned ahead and worked hard they succeeded. (1)

COLONS AND SEMI-COLONS

Directions: Place the colons and semi-colons:

01. Here is the map over there is the compass. (1)
02. The business letter began "Dear Mrs. Smith" .(1)
03. We need these things a box, some tape, and a rat. (1)
04. It was a bad situation both sides were pointing guns at each other. (1)
05. The show begins at 3 30 P.M. (1)
06. His sermon was based on Revelations 4 1-4. (1)
07. The article was printed in Volume IV pages 12-25. (1)
08. It is time to leave besides, I am tired. (1)
09. Marcia has visited these places London, England Caracas Venezuela Bangkok Thailand and Havana Cuba. (4)
10. The answer is simple do your work on time. (1)

HYPHENS/DASHES/PARENTHESES

Directions: Place the appropriate marks:

01. Never had I been to such a great orchestra concert! (1)
02. This house is built on the mother in law plan. (2)
03. This new tool but I guess you already know is very expensive. (2)
04. There were twenty one books on the shelf. (1)
05. Put in four pieces of chicken, one cup of carrots, and one half bottle of red wine. (1)

01. We read the poem Evangeline in English class.
02. The article was entitled Making a Good Living .

03. The roadside bomb was blown in situ.
04. The next book is entitled *The Two Towers*.
05. The *Minute Waltz* is a short piece of music.
06. He used outdated expressions like *phat* and *rad*.
07. Maria asked, Did Mr. Chaffin say, Read the next chapter ?
08. Bring your books, he said, and be on time.
09. He wrote an essay entitled *How I Wasted My Summer*.
10. Have you ever, she asked, tried skiing through revolving doors ?

About The Pardoner's Tale

by Neill J. Chaffin

The Pardoner's Tale is one of the *Canterbury Tales*. It is a story told by a pardoner, someone who has the authority, granted by the Catholic Church, to grant indulgences. An indulgence was a remission of the temporal punishment for sin. According to Catholic doctrine, a person who has committed a sin must ask for forgiveness from God through the auspices of a priest, be granted forgiveness via that priest, and do penance. Penance is essentially a worldly punishment for the sin.

In Catholic doctrine, someone who has sinned can be forgiven and thus avoid eternal damnation, but he will also have to spend time in Purgatory, a sort of half-way house, before gaining admittance into Heaven. An indulgence remits that punishment, usually by requiring some kind of charitable work, a pilgrimage, etc. It might also take the form of a contribution to some religious work, such as the building of a church. The idea was that the saints of the church had built up a store of grace which the church could then dispense to sinners. It was never seen, at least officially, as paying one's way out of sin.

As with so many good-intentioned things, there were those who perverted it. The pardoner of the *Canterbury Tales* is one of those who did. He was a seller of indulgences, making money for himself or for the church. This abuse is one of the things that led to the Protestant Reformation. Some pardoner's, notably one named Tetzal, really stretched the limits on indulgences, apparently selling indulgences even for sins that had not yet been committed, as a sort of sin insurance.

The Pardoner's Tale is a moral lesson about the power of wealth to corrupt. "The love of money is the root of all evil", as the saying goes. It is ironic that the tale is told by the pardoner, who is himself guilty of this.

STUDY QUESTIONS FOR THE PARDONER

01. What hypocrisy on the part of the summoner is shown in lines 16-20?
02. What irony is expressed in lines 23-30?
03. Does the pardoner seem to be at all bothered by this?
04. Does the pardoner display any sense of compassion for the poor? Cite evidence.
05. What does he want to do with the money he obtains?
06. Does he labor under any illusions about his character, or rather lack of it?
07. In the tale, what are the three men doing before time for morning services?
08. What do they hear going by outside?
09. What does the tavern-boy come back and tell them?
10. What is personified in the story the tavern-boy tells them?
11. What warning does the tavern-boy give them?
12. What do the men decide to do?
13. Where do they go when they leave the tavern?
14. Whom do they meet?
15. How are they greeted by this person they meet?
16. What is the tone of their response to him?

17. What is the rhyme scheme of the story?
18. Of what does the old man complain?
19. To whom does he address this complaint?
20. What does he ask of the three men and caution them about doing?
21. What do the three men accuse the old man of being and wanting to do?
22. What do they demand he tell them?
23. How does he respond?
24. What good-hearted wish does the old man leave them with?
25. What do the men find when they reach the oak tree the old man told them about?
26. How do they feel about this?
27. What problem do they have, as indicated in lines 183-191?
28. How do they decide to resolve this problem?
29. What is the man sent back to town to bring?
30. What do the other two men decide to do after he leaves?
31. What does the youngest man, the one going back to town, decide to do?
32. What does he get in addition to food and wine?
33. What does he do with this additional thing?
34. What happens when he gets back to the other two men? That is, what do they do to him?
35. What do the two surviving men then do?
36. What happens to them as a result?
37. Did they find what they had gone out to look for?
38. What is the moral of the story?
39. Ironically, what does the pardoner then proceed to do?

VOCABULARY

THE PARDONER'S PROLOGUE

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

- | | |
|------------------|--|
| 01. agape | a. Showing great pride, disdain, contempt |
| 02. ale | b. Declare in public; admonish |
| 03. apostle | c. Stretch the neck to see over something |
| 04. counsel | d. pick up with the beak |
| 05. covetousness | e. Tale; story |
| 06. crane | f. Strong desire for wealth; greed; avarice |
| 07. cupidity | g. Shutting out all others |
| 08. draft | h. A penny |
| 09. exclusive | i. Evil or wicked conduct or behavior; any trivial fault or failing |
| 10. haughty | j. Greed; avarice; jealousy |
| 11. jolly | k. Country bumpkin; a contemptuous term for someone living in rural area |
| 12. livelihood | l. Lack of money; indigence |
| 13. peck | m. Advice |
| 14. pence | n. Person sent out on a specific mission; one of the first twelve followers of Jesus |
| 15. poverty | o. With the mouth wide open from awe, surprise, etc. |
| 16. preach | p. A derogatory term for a woman, especially one of loose morals |
| 17. vice | r. A portion of liquid taken, especially of beer, wine, etc. |
| 18. wench | s. A fermented grain beverage akin to beer |
| 19. wholly | |
| 20. yarn | |
| 21. yokel | |

- t. Completely; entirely
 u. Way of making a living; income

- v. Happy; jovial; friendly and outgoing

VOCABULARY

THE PARDONER'S TALE

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

- | | |
|----------------|--|
| 01. absolve | 46. writ |
| 02. adversary | a. Bar; pub |
| 03. affair | b. Moved |
| 04. apothecary | c. Uncertain; not sure or exact |
| 05. appetite | d. Cautious |
| 06. bargain | e. Enemy; opponain |
| 07. bestowed | f. Prepared; ready |
| 08. chaps | g. Disrespect; insult |
| 09. consent | h. Enroll, list, or record officially |
| 10. deftly | I. Guys; fellows |
| 11. dignity | j. Matter; occurrence; thing |
| 12. dishonor | k. Proper pride and self-respect |
| 13. gratify | l. Deal; agreement |
| 14. grisly | m. Desire to satisfy some want or craving |
| 15. grove | n. A young boy who runs errands, carries messages, etc. |
| 16. hereabout | o. Extreme anger |
| 17. homicide | p. Terrifying; horrifying; frightful |
| 18. humbly | q. In a manner showing humility; modest; not self-asserting |
| 19. jollity | r. Peace; calm |
| 20. lots | s. Miserable; unhappy; unfortunate |
| 21. page | t. Turmoil; contention; competition |
| 22. pallor | u. Paleness |
| 23. permission | v. Scripture |
| 24. polecat | w. To where |
| 25. primed | x. Close by; near at hand |
| 26. prudent | y. Agreement; permission |
| 27. quiet | z. Pigs; hogs; a derogatory term when applied to a person |
| 28. rage | aa. Thicket; copse; small stand of trees |
| 29. redeemed | bb. Bought back; delivered from sin |
| 30. register | cc. Given, as of a gift |
| 31. repent | dd. Happiness; fun |
| 32. sauntered | ee. Careful; careful to consider all dangers, problems, etc. |
| 33. solution | ff. Answer |
| 34. stirred | gg. Objects used in deciding a matter, by drawing forth at chance from a container |
| 35. strife | hh. Give pleasure or satisfaction |
| 36. swine | ii. Leave; formal consent |
| 37. tarry | jj. Completely; totally |
| 38. tavern | kk. Atone; express regret for something |
| 39. transcend | ll. Druggist; pharmacist |
| 40. utterly | mm. Wait; linger |
| 41. vague | |
| 42. vermin | |
| 43. wary | |
| 44. whither | |
| 45. wretched | |

nn. Small weasel-like animals that exude an unpleasant scent; skunk
oo. Undesirable animals, such as rats, flies, lice, etc.
pp. Adroitly; dextrously; skillfully

qq. Strolled in a leisurely or aimless fashion
rr. Overstep; exceed; go beyond
ss. Murder
tt. Forgive; acquit; pronounce free from guilt

COMPOSITION ASSIGNMENT

Directions: Find an example in the news, history, etc. of fraud and deception. Write a one paragraph report of around 200 words. Be prepared to share this with the class.

Here is my example:

Probably since the very beginning of humanity, there have been people who try to cheat other people. One way people have tried to cheat others is by selling fake cures for diseases. One form of this is often referred to as "snake oil". A snake oil salesman is someone who peddles a cure-all for diseases. Not only does the potent not cure anything, it is often actually harmful to health. The term probably originated with the folk remedies used by 19th Century Chinese railroad workers. These people came from China to work on the expansion of the railroads in the United States. They sometimes used a medicine extracted from the Chinese water snake. It apparently was effective for such conditions as arthritis. The term came to be applied to a variety of nostrums peddled by salesmen and claimed to cure all manner of diseases and conditions. It did not contain the Chinese water snake extract. It was often nothing more than mineral oil and alcohol. Sometimes it contained far more dangerous ingredients. By extension, the term is now applied to anyone who knowingly sells useless products.