

**LESSON PACKET FOR MEDIEVAL PERIOD  
FALCON )  
ENGLISH III, BRITISH LITERATURE  
MR. CHAFFIN/A-315  
JUNE 2016**

**(THE DECAMERON: FEDERIGO'S**

**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 subject/verb agreement
- \* grammar/usage exercises

**OBJECTIVES TO BE TESTED:**

- \* vocabulary
- \* story content
- \* subject/verb agreement

*by Neill J. Chaffin*

A verb must agree with its subject in number. If the subject is singular, then the verb must be singular. If the subject is plural, then the verb must be plural. This is why it is so important that you be able to accurately identify the subject in a sentence: if you mis-identify the subject, you may get the subject and verb out of agreement. It is also why you must be able to distinguish between singular and plural when dealing with collective nouns.

Except for the verb “to be”, verbs in English are inflected only in the third person singular and only in the present tense. That is, the form of the verb is the same except when its subject is in the third person singular:

I walk	I think	I believe
you walk	you think	you believe
he, she, it <b>walks</b>	he, she, it <b>thinks</b>	he, she, it <b>believes</b>
we walk	we think	we believe
they walk	they think	they believe

Notice that there are only two forms: walk/walks, think/thinks, believe/believes. The -s ending is only in the third person singular.

**The verb “to be” is highly irregular. There is a spelling oddity in “to have”:**

I am	I was	I have
you are	you were	you have
he, she, it is	he, she, it was	he, she, it has
we are	we were	we have
they are	they were	they have

For further examples of verb conjugation and subject and verb agreement, refer to your guide to verbs.

## **SPELLING THE THIRD PERSON SINGULAR INFLECTIONAL ENDING**

**For most verbs, add -s:**

bring/brings, drink/drinks, talk/talks, write/writes

**For verbs ending in a consonant and -y, change the -y to -I and add -es:**

carry/carries, cry/cries, bury/buries

**For verbs ending in -ch, -s, -sh, -x, or -z, add -es:**

fix/fixes, latch/latches, cash/cashes, buzz/buzzes, miss/misses

## **SPECIAL AGREEMENT PROBLEMS**

**When forms of “to be” are used as helping verbs, only the spelling of the helping verb changes:**

I am walking, you are walking, he is walking, they are walking

**When forms of “to have” or “to do” are used as helping verbs, only the spelling of the helping verb changes:**

I have eaten, he has eaten, we do work, it does work

**When any of these verbs are combined with -n't to form a contraction, the above rules still apply; the contraction has no effect on inflection:**

I haven't eaten, he hasn't eaten, we don't work, it doesn't work

**When a subject is followed by a prepositional phrase, the phrase has nothing to do with subject and verb agreement except in the case of the five indefinite pronouns *all*, *any*, *most*, *none*, and *some*. The object of the phrase may determine if one of those pronouns is singular or plural, but the phrase will still not be the subject of the sentence.**

All of the work is done.                      All of the projects are done.  
Some of the oatmeal is lumpy.              Some of the mattresses are lumpy.

*Note that **all** and **some** are the subject of each of the above examples. They are made singular or plural by the object of the following phrase, but no part of a prepositional phrase can be the subject of a sentence.*

**When a sentence begins with “here”, “there” or “where”, look elsewhere for the subject. These words cannot be the subject of a sentence:**

Here is the key to that lock.    (*key is the subject*)  
Where are they going now?    (*they is the subject*)  
There you go again!              (*you is the subject*)

**This is true even when “here”, “there”, or “where” are contracted with -s:**

Here's the key to that lock.    (*key is the subject*)  
Where's the beef?                (*beef is the subject*)

**When a sentence is inverted order, there is no effect on subject and verb agreement. Sometimes it helps to put the sentence in regular order to make the subject easier to determine:**

Under the bridge raced the water. = The water raced under the bridge.    (*water is the subject*)

**When a subject is compound, you must look at the conjunction to help determine subject and verb agreement. This is why you need to be able to recognize conjunctions.**

**When the conjunction is “and”, or “both/and”, the subject is usually plural, and thus the verb will be plural:**

The teacher and the student are talking.  
Both the teacher and the student are talking.

**However, if both subjects name the same thing or person, then the subject and thus the verb are singular:**

The inventor and marketer of the new device is Mr. Haroldson.    (*inventor and marketer are the same person*)  
**If, by frequent and close association, two things are now thought of as a single entity, then they may be considered singular and take a singular verb:**

Peaches and cream is a favorite desert.                      (*not “are”*)  
Macaroni and cheese was his least favorite dish.            (*not “were”*)

Bacon and eggs makes a traditional breakfast. (not “make”)

**When a subject is compound, and the conjunction is “or”, “nor”, “either/or”, or “neither/nor”, then make the verb agree with the subject that is physically closer to the verb:**

The desk or the tables go against the wall. (“tables” is closer to the verb, thus “go”)  
The tables or the desk goes against the wall. (“desk” is closer to the verb, thus “goes”)  
Either the birds or the guinea pig makes the mess. (“guinea pig” is closer to the verb, thus “makes”)  
Either the guinea pig or the birds make the mess. (“birds” is closer to the verb, thus “make”)

**Know which indefinite pronouns are singular and which are plural. Remember particularly those five which can be either singular or plural (all, any, most, none, some). Make the verb agree:**

Others are not at school today. (Others is plural, thus “are”)  
All of us are in the building. (All is made plural by “us”, thus “are”)  
All of it is in the building. (All is made singular by “it”, thus “is”)  
None of the workers are ready. (None is made plural by “workers”, thus “are”)  
Either of the boys is acceptable. (Either is singular, thus “is”)  
Everybody goes to the auditorium. (Everybody is singular, thus “goes”)

*Note: Indefinite pronouns as subjects are often followed by an explanatory prepositional phrase. While the object of the phrase may determine if “all”, “any”, “most”, “none” or “some” is singular or plural, no part of the prepositional phrase can be the subject of the sentence.*

**The verb in a command or imperative is never in the third person inflectional form:**

Everybody go to the auditorium. (Compare this to the example above)

**Collective nouns name a group of persons or things. The collective noun may be singular or plural. Look for clues in the sentence or by context. Make the verb agree:**

The staff bring their laptop computers to the meeting with them. (“their” and “them” are plural; therefore, their antecedent “staff” must be plural and thus the verb must be plural)

The staff attends a meeting every Tuesday. (The staff is doing something as a single entity; there is no reason to consider the word plural, thus “attends”)

The staff arrive at differing times each day. (The actions of the individuals are being considered; therefore, staff is plural and thus the verb is plural)

**Amounts of time, money, weight, and measurement are usually singular:**

Six hours is a long time to wait for a seat. (Six hours is singular, thus “is”)  
Twelve tons is the weight limit on the bridge. (Twelve tons is singular, thus “is”)  
Six feet makes a long jump! (Six feet is singular, thus “makes”)  
Five dollars was too much to pay. (Five dollars is singular, thus “was”)

**Some nouns that end in -s are not really plural. Give them a singular verb:**

Mathematics is her favorite subject. (you don't study "mathematic"; "mathematics" is not plural)  
The news airs at five o'clock. (you don't watch the "new"; "news" is not plural)

**Some nouns that end in -s are given a plural verb even though they may name only a single item. Their singular and plural spelling is the same:**

The scissors are on the desk. (whether it is one scissors or six, the verb will be plural)  
His pants are on fire. (even though "pants" is a single garment, it is still given a plural verb)  
Their pants are on fire. (pants is plural in this sentence)

*Here are some of the words that are treated this way:*

tweezers, pliers, shorts, pants, scissors

**Titles of companies and titles of books, poems, or the like, place-names, and names of countries are always singular:**

*The Arms of Krupp* is a book by William Manchester.  
"Trees" is a famous poem  
Johnson and Johnson is a pharmaceuticals company.  
The Netherlands is a country in Europe.  
Parker Brothers makes popular board games.  
The Great Plains is a major agricultural area.

**THE SUBJUNCTIVE FORM**

**In a complex sentence, when the action of the verb in the main clause permits, controls, or influences the verb in the dependent clause, then the verb may be in the subjunctive form:**

I insist that he does the work. (no controlling influence: I am only saying that I am emphatically aware of him doing the work; thus "does" is in the usual indicative form)  
I insist that he do the work. (now I am demanding something of him, and that is a controlling influence that puts the verb in the dependent clause into the subjunctive "do")

**EXERCISE ON SUBJECT AND VERB AGREEMENT**

*Directions: Choose the correct verb form:*

01. Both the truck and those new cars (belongs, belong) to the park department.
02. Neither the jewels nor that gold watch (are, is) part of the sale merchandise.
03. The scissors (lie, lies) on the top of the desk.
04. (Has, Have) any of the boys seen this report?
05. None of the lumber (are, is) of any use for this project.
06. Deep within the mine tunnels (sound, sounds) a loud steam-whistle.

07. The writer and arranger of this music (was, were) Dr. Whiteman.
08. *The Stories of the Greeks* is a book that (explain, explains) the myths of the ancient Greeks.
09. Either this book or those magazines (have, has) to go to the library.
10. Six hours (is, are) a long time to wait to see the doctor.
11. The orchestra (bring, brings) their instruments with them for the rehearsal.
12. The flock of birds (flies, fly) into the woods when the sun begins to set.
13. Not only the boys but the girls as well (go, goes) to the lunch room at noon.
14. Some of the work (need, needs) to be done before the weekend.
15. All of the projects (have, has) to be completed this month.
16. Everybody (goes, go) to the gym right now! It's an emergency!
17. Everybody (goes, go) to the gym when they finish eating.
18. Bacon and eggs (are, is) my favorite breakfast.
19. (Have, Has) any of the boys in the debate club won a prize in the contests?
20. None of the faculty (brings, bring) their computers with them to the faculty meetings.

### EXERCISE ON SIMPLE SUBJECTS

*Directions: Circle the simple subject(s); if a command, then write in the subject:*

01. The howling of the wolves was all around them. (1)
02. At a gap in the circle, a great wolf could be seen. (1)
03. Through the throat of one huge leader, Aragorn passed his sword with a thrust. (1)
04. Over the edge of the ridge dripped a trickle of water. (1)
05. Either Gandalf was astray, or the land had changed in recent years. (2)
06. The swords and knives of the defenders shone and flickered. (2)
07. Fling fuel on the fire! (1)
08. The last arrow of Legolas plunged burning into the heart of a great wolf-chieftain. (1)
09. Without warning a storm of howls broke out fierce and wild all about the camp. (1)
10. After a brief halt and a hasty meal, they went on. (1)

### EXERCISE ON VERBS

*Directions: Circle the verb or verb phrase:*

01. The howling of the wolves was all around them. (1)
02. At a gap in the circle, a great wolf could be seen. (3)
03. Through the throat of one huge leader Aragorn passed his sword with a thrust. (1)
04. Over the edge of the ridge dripped a trickle of water. (1)
05. Either Gandalf was astray, or the land had changed in recent years. (3)
06. The swords and knives of the defenders shone and flickered. (2)
07. Fling fuel on the fire! (1)
08. The last arrow of Legolas plunged burning into the heart of a great wolf-chieftain. (1)
09. Without warning a storm of howls broke out fierce and wild all about the camp. (1)
10. After a brief halt and a hasty meal, they went on. (1)

### EXERCISE ON SUBJECT AND VERB AGREEMENT

*Directions: Choose the correct verb form:*

01. Either of those shirts (fit, fits) me very well.
02. Neither of the drivers (is, are) properly licensed.
03. Each of the trucks (get, gets) good mileage.
04. Some of the flocks (spend, spends) the winter near the lake.
05. Few in this class (knows, know) how to weave baskets.

06. Everyone in the room (has, have) to complete this assignment.
07. (Have, Has) either of the candidates made a speech here?
08. We found that one of the clocks (was, were) not chiming properly.
09. The chairs and the stools (were, was) moved to the wrong room.
10. Both the books and the magazines (belongs, belong) in the library.
11. Neither the cat nor the dogs (appears, appear) badly injured.
12. Either you or those two boys (needs, need) to watch for her.
13. Where (is, are) all of the spoons?
14. There (lie, lies) the pipes for the new drain line.
15. Down the street (move, moves) the parade floats.
16. All along the sides of the streets (lie, lies) huge piles of trash.
17. The water on the floors (make, makes) them slippery.
18. Macaroni and cheese (is, are) a popular side dish for dinner.
19. The council (disagree, disagrees) with each other over the issue.
20. The faculty (bring, brings) their computers with them to meetings.
21. Mathematics (was, were) her favorite subject.
22. Four quarts of milk (is, are) too much for that recipe.
23. Ten minutes in that class (bore, bores) me to death!
24. "By the Waters of Babylon" (is, are) a good short story.
25. The Antilles (is, are) an island group in the Caribbean Sea.
26. The United States (is, are) a large country of the Western Hemisphere.
27. He is one of the teachers who never (fails, fail) to turn in grades on time.
28. Mathis Brothers (sell, sells) a lot of furniture.
29. There (is, are) many parks in the city.
30. Above the horizon (rise, rises) tall dark clouds.
31. (Is, Are) economics your favorite class?
32. The teacher and lecturer for that class (are, is) Mr. Mackensen.
33. He is the one mechanic who always (get, gets) the job done right.

### EXERCISE ON PRONOUN TYPE

*Directions: Classify the bold-faced pronouns (personal, indefinite, reflexive, etc):*

01. **It** will be a punishment for any of us to be left behind.
02. It will be a punishment for **any** of us to be left behind.
03. It will be a punishment for any of **us** to be left behind.
04. **You** do not yet know yourselves the strength of your own hearts.
05. You do not yet know **yourselves** the strength of your own hearts.
06. You do not yet know yourselves the strength of **your** own hearts.
07. Whether **they** are good or evil, or have nothing to do with us at all, we must go down at once.
08. Whether they are good or evil, or have **nothing** to do with us at all, we must go down at once.
09. Whether they are good or evil, or have nothing to do with **us** at all, we must go down at once.
10. Whether they are good or evil, or have nothing to do with us at **all**, we must go down at once.
11. Whether they are good or evil, or have nothing to do with us at all, **we** must go down at once.
12. If there are **any** to see, then I am at least revealed to them.
13. If there are any to see, then **I** am at least revealed to them.
14. If there are any to see, then I am at least revealed to **them**.
15. To **this** all of them agreed.
16. To this **all** of them agreed.
17. To this all of **them** agreed.
18. The wolf **one** hears is worse than the orc that one fears.
19. The wolf one hears is worse than the orc **that** one fears.

20. **Whose** arrow hit first?
21. **Whom** did they mean?
22. Whom did **they** mean?
23. **Your** sword is on the ground; mine is in its scabbard.
24. Your sword is on the ground; **mine** is in its scabbard.
25. Your sword is on the ground; mine is in **its** scabbard.

### EXERCISE ON NOUN AND PRONOUN USE

*Directions: Tell how the bold-faced noun or pronoun is used (subject, direct object, etc.)*

01. The **howling** of the wolves was all around them.
02. At a **gap** in the circle, a great wolf could be seen.
03. Through the throat of one huge leader Aragorn passed his **sword** with a thrust.
04. Over the edge of the ridge dripped a **trickle** of water.
05. Either Gandalf was astray, or the **land** had changed in recent years.
06. The swords and knives of the **defenders** shone and flickered.
07. Fling **fuel** on the fire!
08. The last arrow of **Legolas** plunged burning into the heart of a great wolf-chieftain.
09. Without warning a **storm** of howls broke out fierce and wild all about the camp.
10. After a brief halt and a hasty **meal**, they went on.
11. They sent **me** a letter about the sale.
12. They sent me a **letter** about the sale.
13. They sent me a letter about the **sale**.
14. The **suspect** was a tall man with dark hair.
15. The suspect was a tall **man** with dark hair.
16. The suspect was a tall man with dark **hair**.
17. **She** was old and wrinkled, and she gave him the creeps as she talked to herself.
18. She was old and wrinkled, and she gave **him** the creeps as she talked to herself.
19. She was old and wrinkled, and she gave him the **creeps** as she talked to herself.
20. She was old and wrinkled, and she gave him the creeps as she talked to **herself**.
21. The **man** at the desk is the teacher for this class.
22. The man at the **desk** is the teacher for this class.
23. The man at the desk is the **teacher** for this class.
24. The man at the desk is the teacher for this **class**.
25. He finished the **test**.

### EXERCISE ON PRONOUN FORM

*Directions: Choose the correct pronoun form:*

01. The medicine works better for me than (she, her).
02. Both my mother and (her, she) work at the hardware store.
03. Either those boys or (us, we) must do the work.
04. That girl has more warts on her nose than (I, me).
05. The cameras showed us more clearly than (they, them).
06. (We, Us) teachers must write lesson plans each week.
07. The letter is meant for (those, them) who are in the club.
08. The workshop was for (we, us) teachers.
09. Have the men brought Jerry and (myself, me) the right tools?



10. Send photographs of your work to the manager and (she, her).
11. Nobody knew (who, whom) completed the work.
12. Nobody knew (who, whom) he had called.
13. (Whose, Who's) book is this?
14. (Whose, Who's) going to the movie with her?
15. (It's, Its) a dangerous thing to go out your door.
16. (It's, Its) fur carefully groomed, the cat slept on the shelf.
17. The best ones to do the work are (they, them).
18. The man you need to question is (him, he).
19. The packages were addressed to him and (me, myself).
20. Did he hurt (himself, hisself) on the job?
21. They bought (theirselves, themselves) a new car.
22. Did you guys get (yourself, yourselves) some dry clothes?
23. He was the man (who, whom) they saw.
24. (Who, Whom) did they hire to do the work?
25. The clocks on the wall were all (mines, mine).

### EXERCISE ON PARTS OF SPEECH

*Directions: Tell the part of speech of the bold-faced word (noun, pronoun, verb, etc.):*

01. **Honesty** and integrity are often considered the very best virtues.
02. Honesty **and** integrity are often considered the very best virtues.
03. Honesty and integrity **are** often **considered** the very best virtues.
04. Honesty and integrity are **often** considered the very best virtues.
05. Honesty and integrity are often considered **the** very best virtues.
06. Honesty and integrity are often considered the **very** best virtues.
07. Honesty and integrity are often considered the very **best** virtues.
08. Honesty and integrity are often considered the very best **virtues**.
09. **Wow!** That is the worst rat souffle that I have ever eaten!
10. Wow! **That** is the worst rat souffle that I have ever eaten!
11. Wow! That **is** the worst rat souffle that I have ever eaten!
12. Wow! That is **the** worst rat souffle that I have ever eaten!
13. Wow! That is the **worst** rat souffle that I have ever eaten!
14. Wow! That is the worst rat **souffle** that I have ever eaten!
15. Wow! That is the worst rat souffle **that** I have ever eaten!
16. Wow! That is the worst rat souffle that **I** have ever eaten!
17. Wow! That is the worst rat souffle that I **have** ever **eaten!**
18. Wow! That is the worst rat souffle that I have **ever** eaten!
19. Some **of** us walked to the store, but others stayed behind.
20. Some **of** us walked to the store, **but** others stayed behind.
21. Some of us walked to the store, but others **stayed** behind.
22. Some of us walked to the store, but others stayed **behind**.
23. Some of **us** walked to the store, but others stayed home.
24. **Some** of us walked to the store, but others stayed home.
25. Some of us walked to the store, but **others** stayed home.

**VOCABULARY****FEDERIGO'S FALCON**

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

- |   |  |
|---|--|
| 01. aback                                       | obligation, etc.                                     |
| 02. abundance                                   | c. Right held by someone due to rank, class, etc.    |
| 03. accompanied                                 | d. Coming before; prior; previous                    |
| 04. anguish                                     | e. Events; occurrences                               |
| 05. authority                                   | f. Gives; grants                                     |
| 06. banquets                                    | g. Great supply; more than sufficient quantity       |
| 07. bestows                                     | h. Very distinguished; eminent; outstanding          |
| 08. commended                                   | i. Right to require obedience, respect, etc.         |
| 09. consequences                                | j. Talking about                                     |
| 10. console                                     | k. Sane; rational; reasonable                        |
| 11. courteously                                 | l. Able to speak clearly and persuasively            |
| 12. debt  | m. Famous; well-known                                |
| 13. diminish                                    | n. Ability; skill                                    |
| 14. disappointment                              | o. Feasts; large meals for many people               |
| 15. discussing                                  | p. Took part in                                      |
| 16. eloquent                                    | q. Control of emotions, impulses, etc.               |
| 17. exempted                                    | r. Righteous; chaste                                 |
| 18. extremes                                    | s. Scantly; sparsely                                 |
| 19. fetch                                       | t. Incomes   |
| 20. finished                                    | u. Outer limits or bounds                            |
| 21. fitting                                     | v. Saddened; distressed                              |
| 22. grieved                                     | w. Startled; confused                                |
| 23. hostile                                     | x. Incapable of being impressed, influenced, etc.;   |
| 24. illustrious                                 | not caring about others' feelings                    |
| 25. inevitably                                  | y. Results of actions, precesses, etc.               |
| 26. insensitive                                 | z. Convinced; made to believe or agree               |
| 27. logical                                     | aa. Get; obtain; bring back                          |
| 28. meagerly                                    | bb. Went with or together                            |
| 29. mistook                                     | cc. Politely; showing good manners                   |
| 30. occasions                                   | dd. Pain; grief                                      |
| 31. participated                                | ee. Give an object as security in exchange for a     |
| 32. pawn  | loan   |
| 33. persuaded                                   | ff. Fat  |
| 34. pluck                                       | gg. Twisted  |
| 35. plump                                       | hh. Remove the feathers from by pulling              |
| 36. preceding                                   | ii. Misunderstood                                    |
| 37. privilege                                   | jj. Money, work, etc. owed to someone else           |
| 38. prowess                                     | kk. Edge; brink; border                              |
| 39. renowned                                    | ll. Unfriendly; not amicable                         |
| 40. reproached                                  | mm. Apt; appropriated; deserved                      |
| 41. restraint                                   | nn. Deserving of merit, consideration, etc.          |
| 42. revenues                                    | oo. Soothe; comfort                                  |
| 43. verge                                       | pp. Scolded; reprovod                                |
| 44. virtuous                                    | qq. Expressed approval or praise                     |
| 45. worthiness                                  | rr. Lessen; subtract from; make less                 |
| 46. wrung                                       | ss. Feeling of frustration due to not receiving what |
| a. Ended; ceased                                | one wants  |
| b. Excused; released from; not bound to a duty, | tt. Inescapably; without hope of averting or         |

avoiding

## STUDY QUESTIONS

## FEDERIGO'S FALCON

*Directions: Answer the following questions:*

01. Why is the Queen introducing this story?
02. What does she say the story teaches?
03. Who actually told the story to the Queen?
04. Who is the main character in the story?
05. Why does the main character indulge in all sorts of displays of courage?
06. Did these things have the desired results for him?
07. After spending all his money, what one thing did he have left?
08. Where did he move and why?
09. What is the one thing he is able to do there?
10. What does Monna Giovana's husband do when he realizes he is about to die?
11. Why do you suppose he did this? Does this mean Monna is without money? Why or why not?
12. What does Monna do during the summer?
13. Who becomes close to Federigo? How does this happen?
14. When Monna's son becomes ill, what does he say might make him feel better?
15. What conflict does this create in Monna? Why?
16. What decision does she make?
17. What reason does she first give Federigo for her visit? Is this the truth?
18. How does Federigo react?
19. Federigo leaves Monna in the company of his farmer's wife. What does he go to do?
20. What does he finally do in order to have something for dinner? Why is this ironic?
21. After eating, Monna finally comes to the point of her visit. To what does she appeal in Federigo?
22. Why does Federigo begin crying?
23. What is personified in line 139?
24. How does he feel about this?
25. How does he prove to Monna that they have just eaten the falcon?
26. When she finds out she can't get what she came for, what does she do?
27. What happens to her son?
28. What are her brothers pressuring her to do?
29. Why does she decide to marry Federigo?
30. How do her brothers feel about this?
31. What does she tell them about her decision?
32. What do you think of her decision? Do you think she would have done so if she hadn't been rich?
33. What improvement in Federigo does their marriage effect?