

Canterbury Tales - Prologue

An activity to encourage annotation where something apparently very difficult to understand can be made sense of through a systematic series of guesses. You can decide at what stage to provide the glossary; we provided it after filling in Box A since in many cases pupils guessed meanings accurately.

The webaddress for this activity is:

<http://www.collaborativelearning.org/chaucerprologue.pdf>

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible interactive teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Canterbury Tales - Prologue

In Southwerk at the Tabard as I lay
Redy to wenden on my pilgrimage
To Caunterbury with ful devout corage.
At night was come in-to that hostelrye
Wel nyne and twenty in a companye
In felawshipe, and pilgrims were they alle,
That toward Caunterbury wolden ryde;
The chambres and the stables weren wyde,
And wel we weren esed atte beste.

Instructions

Work in groups of two or three. Go through the text and choose where the words fit on the language chart. When you have completed your research, fill in Box A to provide a word for word translation of the late Middle English. Use Box B to write a more fluent translation of the prologue. You do not have to write in verse.

Canterbury Tales - Prologue

Box A

___ Southwerk ___ ___ Tabard ___ _

___ Caunterbury ___ _

___ Caunterbury ___ _;

Box B

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Canterbury Tales - Prologue -Language Chart

	Late Middle English	Modern English	Comments
Words which have the same spelling in both Late Middle and Modern English			
Words which are almost the same but have an 'e' on the end.			
Words which are almost the same but are spelled differently			
Words which look similar but may have changed their meaning.			
Words which are unfamiliar.			

Glossary

aventure
corage
esed
sondry
wenden
wolden
wyde
yfalle

adventure
courage
eased
sundry
wend
would
wide
fallen

chance
courage
made comfortable
different
travel, go
desired to
welcoming
met together