

Literary Elements (page 916)

Characterization

The Ring of General Macías JOSEPHINA NIGGLI

Through the use of characterization, writers show through words and actions what a character is thinking and feeling. This helps the reader understand what the character is all about. Niggli's strong characterizations of those who appear in this drama help us to believe what is happening.

ACTIVITY A

Directions The quotes in the chart below give some clues to each character's personality. In the blank column, write an adjective telling what the quote tells you about the character's personality.

Character	Quote	What It Says
Marica	<i>Why do we have to have wars?</i>	
	<i>I begged Tomas not to go. I begged him</i>	
Raquel	<i>I demand that you give it to me</i>	
Andrés	<i>You don't mind, do you?</i>	
	<i>That's an order! Hide yourself.</i>	
Cleto	<i>Yes—my captain</i>	
Basilio	<i>I am only doing my duty. You are making it very difficult.</i>	

ACTIVITY B

Directions Think of a family member with whom you are close. Imagine placing that person as a character in a fiction story you are writing. On the lines below, write three things that person might say that will reveal aspects of him or her personality. Beside each quote, write the personality trait you are attempting to expose.

Quote	Trait

Reading Strategy (page 916)

Analyzing Plot and Setting

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The *setting* of this play is carefully described at the beginning. The writer has definite idea about how the stage should appear to the audience, and those who produce the play must consider every aspect of the setting description.

On the lines below, write those phrases the author uses to describe the setting. Then use those descriptive phrases to draw a diagram showing how the stage should look.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Selection Vocabulary Practice (page 916)

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Vocabulary

regally *adv.* in a grand, dignified manner befitting a king or a queen

ostentatiously *adv.* in a way intended to attract attention of impress others

notorious *adj.* widely and unfavorably known

repressed *adj.* held back or kept under control; restrained

impertinent *adj.* inappropriately bold or forward

EXERCISE A Words in Context

Write the word from the word list that completes each sentence.

1. The film is about the _____ criminal, Lester Lucas, who robbed the Federal Reserve last year.
2. Because she knew he really wanted to go, Jean _____ her feelings about her boyfriend moving to Colorado.
3. The woman dressed _____ in a wide-brimmed hat and flowered dress in a bid to attract the talent scouts.
4. My refined and proper grandmother presented herself _____ even in her later years.
5. The teacher found the student's comment to be _____ and asked him to leave the classroom.

EXERCISE B Synonyms

Match the vocabulary words to their synonyms.

- | | |
|-------------------|-----------------|
| 1. impertinent | a. withdrawn |
| 2. repressed | b. infamous |
| 3. notorious | c. flamboyantly |
| 4. ostentatiously | d. grandly |
| 5. regally | e. rude |

EXERCISE C Responding to the Selection

Would you say that your family is particularly proud? Why or why not? Contrast your family's pride with that of the family in the play. Use at least THREE of the vocabulary words in your response.

Cause-and-Effect Relationships and Categories

One relationship you will notice between words is a cause-and-effect relationship. Understanding this type of relationship may help you remember the words and their spelling. At other times words can be categorized by meaning. Categorizing can help you to remember spelling and definitions too.

ACTIVITY

Directions Write **complete sentences** to answer questions about these cause-effect relationships.

abashed → covert

impudence → impertinent

arrogance → pompous

misgivings → disconsolate

ignorant → oblivious

repressed → abashed

1. How does someone filled with *arrogance* act? _____
2. How does someone filled with *impudence* act? _____
3. How might someone who is *repressed* act? _____
4. How might someone who is *ignorant* act? _____
5. How might someone who is *abashed* act? _____
6. How might someone with *misgivings* feel? _____

ACTIVITY

Directions Study these categories of words. Then write complete sentences answering the questions.

Action words: entreat, misconstrue

Emotion words: misgivings

People words: coroner, hypochondriac, orator

Situation words: enterprise, peril

Personality words: affable, deceitful, impertinent, notorious

Time words: imminent, rash

1. Would you rather be a *coroner* or an *orator*? _____
2. Would you *entreat* friends to join your *enterprise*? _____
3. Why are *orators* usually *affable*? _____
4. Are *hypochondriacs* *notorious* for imagining illness? _____
5. Do you have *misgivings* about *misconstruing* words? _____
6. Does it hurt you when people act *deceitful* or *impertinent*? _____
7. Are hurricanes an *imminent peril* in your region? _____