

LESSON 23

Vocabulary Words



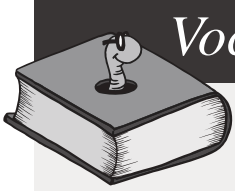
affronted	deluged	insolent	palpitated
cajoling	elongation	oblivious	pensively
circumvent	enigmatically	obscure	rend
clamor	extricated		

Exercise One Fill in the blanks with the appropriate vocabulary word. Its position in the sentence may require a different part of speech.

- As we strolled through the zoo greenhouse, we were privileged to witness the _____ (mysterious; perplexing) transformation of the caterpillar. The beautiful butterfly that emerged _____ (quivering; trembling) on the edge of a flower.
- When Charles Taylor became President of Liberia, country folk thronged into Monrovia, the capital city. That afternoon, when he was to speak to the people, a _____ (a loud uproar; as from a crowd of people) arose from those gathered outside his balcony. They were tired, thirsty, and impatient, having waited hours for him to make an appearance. Finally, his worried assistant interrupted Taylor's nap—he was exhausted from his long military campaign—saying, “Mr. President, you mustn't give _____ (insult; an open display of disrespect) to your constituency!” Taylor leapt to his feet, adjusted his hat, and quickly went out the door. The people cheered wildly.
- When I was young my grandfather died. I felt my heart would break. I watched my father _____ (tear apart) his clothes! Sixteen years later, I am _____ (wistfully thoughtful) when I think of him. I wish he were here. How I loved him. At times, I am still _____ (flooded) by tears.
- The administration felt the boy was difficult. He was _____ (extremely disrespectful) with his teachers. But I knew he was bright and had potential. I was certain we could reach him by showing we had faith in him and _____ (coaxing) him a bit.
- Dr. Seuss's _____ (lengthening) of the hat worn by the creature in *The Cat in the Hat*, made that cat appear even more silly. Have you ever seen a character so smoothly _____ (free from entanglement) himself from such disastrous situations?
- We were standing in the hallway, when we heard Janet's brother shout, “How can you be so _____ (unmindful; unaware) to my needs?” Then, his voice rose to a fevered pitch: “Why is this problem so _____ (not readily understood) to you? Have



you no sensitivity?” Janet and I looked at each other, our eyebrows raised questioningly. To whom was Jason speaking so angrily? We had no wish to invade his privacy, but our curiosity got the better of us. We crept to his open door, looked in, and walked quickly on. He was striding around the room, gesturing wildly with his free arm, an open book in the other. Was he reading from a play? Then he tripped and fell, having failed to _____ (go around) Pretty Baby, the family Rottweiler.



Vocabulary

***Exercise Two Practice with Parts of Speech.** Please indicate the part of speech of the vocabulary word, as given in the Word Banks. Then fill in the blanks with the form of the word requested. The first one has been done for you. You will probably need a dictionary. Where the verb form is asked for, unless the past tense is requested, give the infinitive, as in “to affront.”*

1. As used in the story, **affronted** is a(n) *adjective*.

Write as a *noun*: **an affront**

Write as a *verb*: **to affront**

2. As used in the story, **cajoling** is a(n) _____ Write as a *verb*: _____

3. **Circumvent** is a(n) _____ Write in the *past tense*: _____

4. As used in the story, **clamor** is a(n) _____

Write as a *verb*, in the *past tense*: _____ Write as an *adjective*: _____

5. **Deluged** is a(n) _____ Write the word as a *noun*: _____

6. **Elongation** is a(n) _____

Write as a *verb*: _____ Write as an *adjective*: _____

7. **Enigmatically** is a(n) _____

Write as an *adjective*: _____ Write as a *noun*: _____

8. **Extricated** is a(n) _____

Write as a *noun*: _____ Write as an *adjective*: _____

9. **Insolent** is a(n) _____

Write as a *noun*: _____ Write as an *adverb*: _____

10. **Oblivious** is a(n) _____

Write as a *noun*: _____ Write as an *adverb*: _____

11. As used in the story, **obscure** is a(n) _____ Write as a *noun*: _____

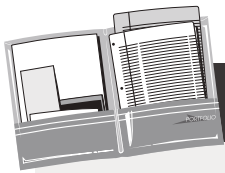
Write as a *verb*: _____ Write as an *adverb*: _____

12. **Palpitated** is a(n) _____ Write as a *noun*: _____

13. **Pensively** is a(n) _____ Write as an *adjective*: _____

14. **Rend** is a(n) _____

Write the *past tense*: _____ Write as a *noun*: _____



Theme Expressed Through Characterization

DISCOVER it!

Introduction

In the story, Adolf, the *tone* of each of the characters—that is, the quality and character of voice and words—comes through clearly and memorably. The mother, the father, and their children—as represented by their son who is narrating the story—are rendered vividly through dialogue. The rabbit, Adolf, also comes across powerfully, even though he never speaks. How does Lawrence accomplish this?

YOU TRY it!

Directions Reread the story. As you read, record the dialogue for each of the characters in the appropriate dialogue boxes on the following pages. What you will end up with is a list of

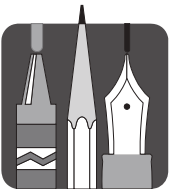
quotations for Mother, Father, and Children/Narrator. These need not match up. Where the characters are speaking to each other for several lines, try to pull from the interchange of words the most important or most representative statement. Give the textbook page number. You may be surprised to see how vividly the characters emerge, from only a list of their statements.

When you have filled in the boxes next to each of the ‘figures’ in the Graphic Organizer, sum up the character of each within the character silhouette. This can be done with several adjectives, rather than a complete sentence.

CHILDREN—NARRATOR'S DIALOGUE

[illegible]

CHILDREN'S SUMMARY



Going One Step Further Make a list of phrases used to describe Adolf in the story. Then, imagine you are Adolf, the rabbit. Tell the story—or a single vivid scene—from your point of view, as the rabbit. Remember to use the pronoun “I.” Remember that you like carrots!