

THE FAULT IN OUR STARS

FIGURATIVE LANGUAGE

NAME _____

PERIOD _____

DIRECTIONS:

Read the example from the novel. Look at the underlined word(s), and determine which literary device it is.

(NOTE: Not all of the devices will be used.)

Simile
Metaphor
Idiom

Hyperbole
Analogy
Personification

Onomatopoeia
Symbol
Pun

1. _____ We all sat in a circle right in the middle of the cross, where the two boards would have met, where the heart of Jesus would have been. (p.4)
2. _____ The six or seven or ten of us walked/wheeled in, grazed at a decrepit selection of cookies and lemonade, sat down in the Circle of Trust, and listened to Patrick recount for the thousandth time his depressingly miserable life story. (p.4)
3. _____ Now here Patrick is, a full-grown adult in a church basement in the 137th nicest city in America, divorced, addicted to video games, mostly friendless, eking out a meager living by exploiting his concertastic past, slowly working his way toward a master's degree that will not improve his career prospects, waiting, as we all do, for the sword of Damocles to give him the relief that he escaped to those many years ago. (p.5)
4. _____ "I fear oblivion," he said without a moment's pause. "I fear it like the proverbial blind man who's afraid of the dark." (p.12)
5. _____ I would conservatively estimate they have texted each other the word *always* four million times in the last year. (p.18)
6. _____ Then Augustus Waters reached into a pocket and pulled out, of all things, a pack of cigarettes. He flipped it open and put a cigarette between his lips. "They don't kill you unless you light them, and I've never lit one." (p.19-20)
7. _____ He had a hell of a jawline, unfortunately. (p.20)
8. _____ Cancer is in the growth business, right? The taking-people-over business. (p.32)

Please continue on the next page...

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Fault In Our Stars Lesson Plans

Utah. Department of Public Instruction

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the Utah Department of Public Instruction text.

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Called to Teach Christopher J. Richmann, J. Lenore Wright, 2020-08-04 The call to teach means different things to different people This collection contends however that at the very least faithful work in the teaching vocation involves excellence commitment and community Representing diverse disciplines and institutional perspectives from a Christian research university the contributors present reflections based on personal experience empirical data and theoretical models This wide ranging collection offers insight encouragement and a challenge to teachers in all areas of Christian higher education Building upon the legacy of thoughtful teaching at Baylor University while looking toward the future of higher education this collection is framed for Christians who teach in higher education but who are also committed to research and graduate training

EXTENSIVE READING: The Power and Blueprint for Literacy and Learning - Rajawali Pers

Nida Husna, Prof. Didin Nuruddin Hidayat, MA TESOL, Ph.D, 2025-04-03 Extensive Reading ER has emerged as a transformative approach to language learning fostering not only linguistic proficiency but also a lifelong love for reading As the world continues to navigate educational challenges and opportunities the relevance of ER has only grown Whether implemented in classrooms libraries or through digital platforms ER offers learners a unique pathway to develop critical skills cultural awareness and personal growth This book is the culmination of years of research practice and sharing among educators researchers and practitioners from diverse backgrounds It aims to provide a comprehensive understanding of ER from its theoretical foundations to its practical applications while addressing the challenges and innovations shaping its future In these pages you will find information on ER's cognitive and affective benefits the types of programs that can be tailored to different learners and strategies for evaluating and sustaining ER initiatives We also delve into how ER can be adapted to meet the demands of the 21st century integrating technology interdisciplinary approaches and global advocacy efforts Each chapter reflects not only research backed practices but also real world lessons learned from over a decade of teaching and refining ER programs This book is also a call to action It invites readers to innovate collaborate and advocate for ER in their communities and institutions By working together we can ensure that ER continues to thrive as a cornerstone of education equipping learners with the skills and knowledge they need to succeed in an ever changing world ... *Select Notes on the International Sunday School Lessons* ... ,1903

The Revolution, the Constitution, and America's Third Century, Vols. 1-2 American Academy of Political and Social Science, 2015-09-30 A distinguished group of judges scholars political leaders lawyers and representatives of groups in the private sector who convened in Philadelphia in 1976 reexamine the Constitution and our system of government exploring its implications for the present and future *Public Documents* ,1903 *The Black Diamond* ,1916 *Michigan School Moderator* ,1889 *Select Notes on the International Sunday School Lessons* Wilbur Moorehead Smith, 1925 *Select Notes* Mary Abby Thaxter Peloubet, 1903 *Report Utah*. Department of Public Instruction, 1903 *Misanthrope! Autobiographical Notes* Frank Robert Vivello, 2017-10-17 This may

be the oddest book of its kind that you ll ever read It s a memoir of a sort an autobiography in much the same way that crumbs dropped on the forest floor are a pathway to the old hag s hut where Hansel and Gretel are held If you collect the crumbs as you walk you ll have a sum greater than its parts at the end of your trek a surprisingly coherent account of a unique personality an incorrigible individualist fiercely independent defiant of tradition who is sometimes profound and insightful and sometimes trite and narrow minded highly original but not necessarily admirable Most important the author is someone who thinks which challenges readers to think And whether or not you re sympathetic to his way of thinking one thing is clear he is above all else rational

Select Notes Francis Nathan Peloubet,1903 **Report** Utah. Dept. of Public Instruction,1903 Evangelical Sunday School Lesson Commentary 1983-1984 James E. Humbertson,1983-06 *Vermont Legislative Documents and Official Reports* Vermont,1903 Primary Plans ,1913 *The Westminster* ,1905 *The Economist* ,1924 **Bulletin ...** Utah. Department of Public Instruction,1903 Report of the Superintendent of Public Instruction of the State of Utah Utah. Department of Public Instruction,1903

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