

Name: _____

Uglies: pages 51-92 up to the end of "Last Trick"

1. What is the tallest building in Uglyville?

2. What is the name of the place where David lives?

3. Who does Shay want Tally to meet?

4. What is the spine that rises and falls like a frozen wave?

5. What kind of doll did David introduce Shay to?

6. Does the pretty operation work for everyone?

7. What do Shay and Tally call the previous inhabitants of the Rusty Ruins?

8. What is Shay's opinion of the variety in the pretties' looks?

9. What does Shay pull out that nearly blinds Tally?

10. What have there only been about ten of in history?

11. How does a hoverboard feel outside of the city?

12. Why do hoverboards work on river?

Shay differentiates between new pretty fun and real fun. Explain her distinction. Do you agree?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Explain how "the river washed away all crimes."

Facts and Opinions in Paragraphs

Write a complete sentence.

1. Write a fact using the word *soothing*.

2. Write an opinion using the word *ails*.

Write a complete sentence.

3. Write a fact using the word *joked*.

4. Write an opinion using the word *wring*.

Writing a perfect paragraph.

Review the tips on writing a paragraph below before you answer this question: What do you think is the biggest difference(s) between beautiful and ugly?

Outline:

A. Topic Sentence:

B. Supporting Ideas: Reason, definition, fact, quote

1.

2.

3.

4.

C. Clincher:

Now write the paragraph:

[illegible]

Name: _____

Writing a Perfect Paragraph

Read these general tips and keep them handy for future use

- _ A paragraph is a series of sentences that are about **one** topic.
- _ A paragraph is made up of three parts: a topic sentence, supporting ideas, and a “clincher” or concluding sentence.

Topic Sentences

- _ A topic sentence expresses the main idea of the paragraph and can address the question.
- _ The topic sentence answers one or more questions like why, how, or where?
- _ Every word in a topic sentence is important. Avoid vague words like pronouns: he, she someone, everything etc.
- _ You must be able to support your topic sentence and it should be about something you can prove, explain, or show through description.

Supporting Ideas

- _ Details give writing flavor. (includes reasons, facts, statistics, quotes, examples and definitions)
- _ Unrelated ideas do not explain or support the topic sentence. Unity and coherence.
- _ A transition is a link or a connection between sentences. (Examples: first, next, meanwhile, in conclusion)
- _ Vary the beginnings of sentences; use words that end in -ing, (ex: Listening, Eating etc), or dependent clauses (ex: While learning is important, ...).

Clinchers/concluding sentence

- _ A concluding sentence summarizes the main ideas or feelings in a paragraph and lets the reader know when the paragraph is done.
- _ Concluding sentences don't just restate the topic sentence; restating the topic sentence as the clincher is too easy and usually dull.
- _ The concluding sentence can be the same idea as the topic sentence, a question, an amusing thought, or an unexpected twist. Sometimes it is best to save the best for last!
- _ The concluding sentence cannot be another support sentence.
- _ A paragraph must come full circle from the topic sentence to the clincher.

Using a Definition

Please review. There are times when you need to use a word or idea and you need to make sure the reader will understand it without being confusing it with another term.

There are three parts to defining:

1. The word or idea to be defined.
2. The general class to which the word or idea belongs.
3. The particular characteristic that sets the word or idea apart from the other members of the general class.

Example: Beautiful [*word*] is...an impression [*class*]...that brings pleasure to the five senses [*focused characteristic*].

Be careful not to make the following errors when defining:

1. Define with when or where. This is usually vague.

Ex: Hockey is where you use a stick. Fear is when your insides tremble.

2. Defining a word with the same word or variation of the same word

Ex: Hyperventilation is the condition caused by hyperventilating.

3. Putting the word in too large a general class

Ex: A radio is *something* to listen to.

A good definition is most useful to the reader when it is accomplished with explanation and illustration.

Topic sentences: The Review

A **paragraph** is a sequence of sentences that cooperate in supporting one main point expressed with a **topic sentence** that states the main point directly. Before you can write a topic sentence, you must decide what you want to say and what you don't want to say in your paragraph. In other words, you must first explore your starting topic and then select your limited topic. The next step is to make a statement about the limited topic. Keep these points in mind:

1. A starting topic is usually broad, stimulating many ideas.
2. A limited topic is narrow, connecting a few selected ideas.
3. A topic sentence makes a statement about the limited topic.

For example, study this progression:

- **Starting topic:** Football
- **Limited topic:** The role that football has played in my education
- **Topic sentence:** If it hadn't been for football, I might never have taken school seriously.

Note: A topic sentence is always a complete sentence expressing an idea about the limited topic. It is not a title (*What football means to me*), or an explanation of the writer's plan (*I am going to tell you about the role football played in my education.*) The more clearly it focuses the reader's attention on the points covered by the paragraph that the writer wants to make, the better.

Exercise A: For each limited topic below, select the two items that could serve as topic sentences.

1. Limited topic: how to train a cat.

1. This paragraph is about how to train a cat.
2. Before a cat learns anything, it first teaches its owner a lesson in humility.
3. Everything you wouldn't have thought to ask about training a cat.
4. Training a cat takes physical stamina.
5. Animal training is a complicated subject.

2. Limited topic: changes in patients as they settle into therapeutic homes

1. Americans are learning how to grow old gracefully.

2. The outside world seems to shrink when seen through the window of a therapeutic home.
3. Closing up a home and moving to a small room can make even an extrovert turn inward.
4. It is important to look at the changes in patients' attitudes as they settle into therapeutic homes.
5. The increasing delight in daily conversation as patients become accustomed to life in a therapeutic home.

3. Limited topic: scuba diving

1. The excitement of scuba diving.
2. My childhood fascination with scuba diving.
3. It is very interesting to experience scuba diving.
4. The sport of scuba diving has always excited me.
5. Since I was a child, I've been fascinated by scuba diving.

Notice that choosing a topic sentence helps to focus the topic still further. Using the same cluster of ideas, the student writing about the role hockey played in his education could have chosen one of these several topic sentences instead:

- a. My high school hockey coach transformed a sport into a powerful mental discipline.
- b. The lessons I learned from playing high school hockey prepared me for the challenges of university.
- c. If it hadn't been for hockey, I might never have taken school seriously.

Each sentence declares a slightly different role that hockey played in this student's education and alerts the reader to a different focus in the paragraph. Therefore, the topic sentence acts as a tool for organizing the rest of the paragraph.

Exercise B: Below are three sets of notes for developing the topic, *the role hockey played in my education*. For each one, select which topic sentence will fit the completed paragraph. **Choose a, b, or c from the list above.**

1. concentration to learn plays _____
discipline to follow through
flexibility when plan fails
college classes painful at first
college pressure like my JV year in HS
2. distractions from high school—social life, job, being cool _____
best friends dropped out
team solidarity, support, tutoring
Championship goal, whole school cared
coach insisted on better than C average
3. coach's weird warm-up exercises _____
visualizing ways to overcome hardship
insistence on accuracy
team meditations
application of problem-solving tricks in daily life

New words: Uglies. Write the letter for the word that best matches the definition.

- | | |
|---|---------------|
| _____ 1. lacking interest or liveliness | A. gawky |
| _____ 2. to throw something with great force | B. stately |
| _____ 3. messy and neglected | C. serpentine |
| _____ 4. impressively weighty and dignified | D. reverie |
| _____ 5. to tilt while driving | E. vapid |
| _____ 6. an act of lifting somebody or something | F. hoist |
| _____ 7. to crouch down with the knees bent and the thighs resting on the calves | G. bank |
| _____ 8. awkward and clumsy, often because of being tall and not well coordinated | H. squat |
| _____ 9. a violent or tumultuous flow | I. torrent |
| _____ 10. a state of idle and pleasant contemplation | J. caldron |
| _____ 11. winding and twisting, with many bends and curves | K. unkempt |
| _____ 12. a situation of great tension, unrest, and stressfulness | L. catapult |

Write fact if the sentence is a fact. Write opinion if the sentence is an opinion.

1.	_____	The Jacksons are not very nice people.
2.	_____	We watched our dog run in a circle chasing his tail.
3.	_____	A light year is the distance that light travels in a year going 186,000 miles a second.

Review all words from Around the World in 80 Days.

The sentence of the day: He said that that 'that' that that writer used should have been 'which.'