Welcome back to **English Roundtable**!

[Week 2]

- The **Round Table** is King Arthur's famed table in the Arthurian legend, around which he and his Knights congregate. As its name suggests, it has no head, implying that everyone who sits there has equal status… the symbolism of the Round Table developed over time; by the close of the 12th century it had come to represent the chivalric order associated with Arthur's court, the **Knights of the Round Table**.
  Taken from https://en.wikipedia.org/wiki/Round_Table
- In other words, you are a chivalrous (courteous and gallant) group of high-achieving scholars. You came to Muchin with a higher ACT score, which is historically a group that underperforms and doesn't grow on the end-of-year ACT.
- Our goal in this group is to learn skills that aren't necessarily taught in class or are higher level so that you're on track with your peers to reach growth – and potentially a 30 or above in English by the time you are a junior. We have **eight Thursdays** between now and the end-of-year ACT, so we want to make the most of this time.
- Some things you can expect us to do:
  - Grammar not taught in class
  - Reading
  - Writing
  - Discussion / disagreement / interesting discourse

Given all of this - here are some important norms/rules for our time:

- Remind your lit block teacher every Wednesday that you won't be there on Thursday and to NOT mark you as absent. Grab your lunch immediately after 3rd period in the MPR and head to room 726.
- Be mindful of air space (monitor how frequently you contribute and how frequently others contribute).
- Be present and engaged.
- Skittle every Thursday – sit by someone new every week.
- Leave the roomer cleaner than we found it.
- Respectful when sharing – one voice at a time, don't cut anyone off, & track the speaker.
- Be yourself! We have nothing to prove.
- Be confident/accepting of others' perspectives
- Do 7th and 8th period HW before coming to Roundtable!

What's on your mind this week?

Quick review—DASHES:

A *dash* (—) is a versatile and often dramatic punctuation mark.

There are actually two different kinds of dashes. The *en dash,* which is slightly shorter, and the *em dash*, which is the one you can see in the previous paragraph. The good news is that the ACT isn't going to test you on the differences between the two. You will only be tested on the rules of the *em dash*, which is what we'll cover here.

There are three major uses for the *em dash*, and they're fairly straightforward.

- Use an *em dash* to show a change in flow in the middle of a sentence. Here, a pair of *em dashes* set off additional information in the same way commas or parentheses would.
  Critics of the Pokémon *video game franchise—also known as people who have no fun—say that each game in the series feels exactly the same.*
  (**Note:** The difference here is style only, so you won't have a question on the ACT that will ask you to choose from among dashes, commas, or parentheses. You may be asked to make sure that they are used in pairs or that the additional information *really* needs to be separated from the rest of the sentence.)
- Use an *em dash* to introduce an explanation in the same way you would use a colon. **Remember: always make sure you have an independent clause before the colon or *em dash*! What comes after does <u>not</u> need to be an independent clause (which excludes a period or semicolon here).**
  I'm not a big fan of Skyrim*—if I can't figure out where the story is going in the first hour, then I don't want to play the game!*
- Use an *em dash* to indicate a change in thought or a humorous or dramatic addition to the sentence.
  Pac-Man*, at its core, is a game about consuming food pellets and pieces of fruit while trying to outrun beings who are out to destroy you—sounds like a typical day in high school to me!*

where families stay close to the homestead and interact
10
very little with their outside surroundings. Home shopping

networks, faxed mail, home computers and offices such
11
things threaten to rip the social fabric by keeping people

from interacting with each other. In the long run, this
cannot be healthy for our culture. 12

10. F. NO CHANGE
    G. interacting
    H. interacts
    J. interacted

11. A. NO CHANGE
    B. offices. Such
    C. offices! such
    D. offices; such

12. Based on the language in this paragraph, which of the following choices best reflects the author's attitude to-

This through a combination of science, scholarship,
and chance discovery, we are constantly learning more
and more about the creatures — both human and
nonhuman, who came before us on this planet.
57

And new and exciting insights into the history of life

57. A. NO CHANGE
    B. nonhuman—
    C. nonhuman
    D. nonhuman.

58. F. NO CHANGE
    G. New and exciting insights into the history of life on earth
    H. However, this gives new and exciting insights into the history of life on earth.
    J. This gives new and exciting insights into the history of life on earth.

It was a thick twisted steel cable <u>usually</u> strung overhead
66
along Penn Avenue; it carried power 4,500 kilovolts of

<u>it, from</u> Wilkinsburg to major sections of Pittsburgh, to
67
Homewood and Brushton, Shadyside, and Squirrel Hill.

66. F. NO CHANGE
G. (place after "thick")
H. (place after "It")
J. (place after "twisted")

67. A. NO CHANGE
B. it—from
C. it from
D. it. From

Directions: Actively read the article **"Here's the Reality About Illegal Immigrants in the United States" from the New York Time in your e-mail.** Answer these questions as you go. Include at least ***<u>two</u> instances of using dashes yourself*** in your responses. Also, record one more instance of dashes being used in the article:

- **Example: par 2: "the undocumented — the people living here without permission from the American government — "**
-

1. How are undocumented immigrants seen by the White House? How are they generally seen in the eyes of their advocates? What are the differences in perspective of the two sides?

2. After Mexico, Guatemala, El Salvador and Honduras, where does the largest number of unauthorized immigrants come from?

3. What percentage of undocumented immigrants have been convicted of a crime, according to the Migration Policy Institute? What percentage have committed felonies? How does this percentage compare to the proportion of felons in the overall population?

4. What does the Trump administration intend to do about illegal immigrants with serious criminal records? What does it intend to do about undocumented immigrants who have committed minor crimes, such as driving without a license or using a fake Social Security card to obtain work?

5. What do you notice about the top two ways people illegal immigrants arrive in the US?

6. What does Maria say about Benjamin, who fixes hydraulic trucks up to 17 hours a day? What is his crime, and do you think his offense warrants a deportation? Why or why not?

7. How many people were convicted in 2015 of illegally re-entering the country after having previously been deported? How many people were caught trying to cross the United States' southwestern border illegally in 2016, and what percent increase was that over the previous year?

8. Where do asylum seekers go while they are waiting — sometimes years — for the process to be completed? Where does the Trump administration want these same asylum seekers to wait?

Before next Thursday, e-mail Ms. Pietrus and Ms. Faruque (vpietrus@muchincollegeprep.org and mfaruque@muchincollegeprep.org) an article about Donald Trump's Muslim Ban. It can be an opinion piece or a factual piece. Make sure you've read it yourself and can summarize/describe what the ban is. If possible, also come with an opinion on the ban.