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ENG 470

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### Writing Unit Plan

Overview:

#### Week 1:

Day 1: Turn in QUIC Sheet, Discuss “Babylon Revisited” Part 1 and 2

Day 2: Reading Quiz, Discuss “Babylon Revisited” Parts 3,4,5

Day 3: Grammar (apostrophes), More discussion of the story, Argument activity

Day 4: Grammar (commas), Argument activity for story, Introduce paper

Day 5: Grammar Quiz, thesis activity, talk about sources

#### Week 2:

Day 6: Thesis and Outline due, Academic vocab activity

Day 7: Grammar (colons and semicolons) Kahoot, fold and pass story

Day 8: Grammar (SVA), give students their thesis with help, model writers workshop/revision with one of my papers

Day 9: Grammar Quiz, Individual Work Day

Day 10: Writers Workshop

Link to “Babylon Revisited”

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbntaXRjaHNhcGxpdGNvbXB8Z3g6NzU1NjUzZTAxMGJkMzJkMQ>

Standards:

CCSS.ELA-LITERACY.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.C: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Day 1:

**Objectives:** Students will gain a better understanding of the text. Students will engage in discussion, rooting their proof in the text to practice defending their arguments within an essay.

**Materials:** Students will have a copy of “Babylon Revisited” and a QUIC Sheet. Paper and pencils. [QUIC SHEET.docx](#)

Before Class: Students will have read parts I and II of “Babylon Revisited” and filled out a QUIC Sheet along with their reading.

In Class:

1. At the start of class I will have students show me their QUIC sheets just so I can assure that they had them filled out before class.
2. Students will partake in a class discussion about their reading. I will pose questions to students and have them answer, rooting their answers back to the text as much as possible to practice for writing about the text and using examples. I would like the discussion to be mainly led by the students, however, when they need prompting I will offer some of the following questions.

Sample Day 1 Questions:

Why do you think Fitzgerald chose to begin the text “in media res?”

What does it mean the bar is “not an American bar anymore?”

Why is Charlie in Paris?

Explain Lincoln and Marion’s family dynamics

What is the view of Americans held by the French? Why? How has this changed?

Explain the meal Charlie has with Honoria. Why does Charlie want to buy her things? What does Honoria reveal about her cousins? Who does she like more, her aunt or uncle?

What happens in the conversation with Duncan and Lorraine?

What does Honoria tell her father at the end of section 2?

3. If time allows, students will ask any remaining questions they have or refer to their QUIC sheet and ask the question from there.
4. For the last 5 minutes of class students will be filling out an exit slip answering the following question on a piece of paper “Based on what you know so far, do you think Honoria will end up living with Charlie? Why or Why not?” Students will turn in their exit slip and their QUIC sheet as they leave class.

Day 2:

**Objectives:** Students will analyze the text to determine the effectiveness of the characters’ argument. Students will get a better understanding of the importance of evidence in their arguments.

**Materials:** Quizzes, projector, white board space, white board marker, “Babylon Revisited”

Before Class: Students will have read parts III, IV, and V of “Babylon Revisited”

In Class:

1. Students will start class with a short reading quiz to ensure they have read the text [Babylon Revisited Quiz.docx](#)
2. After the students hand in their quizzes, we will discuss the answers

3. Next, we will be analyzing the conversation between Charlie, Marion, and Lincoln where Charlie is trying to convince them to allow Honoria to live with him.
  - I will project the story onto the whiteboard
  - I will have one side of the board (or a large sheet of paper) labeled “Charlie” and another side (or large sheet of paper) with “The Peters”
  - As we analyze this section when either of the characters makes a good argument, I or a student, will write down the example under the respective name
  - We will also address why the point the character made was effective
  - At the end of the section we will see who won the “debate” about where Honoria should live.
  - This activity exposes students to argument and see how important evidence is in the argument – students see the fictional argument and how that occurs as well as they gather textual evidence to support their own claims of who “won” the argument in the text.
4. If time allows, we will discuss the last passage of the paragraph where Helen visits Charlie. I will ask students whether they think was real or imagined and why.

Day 3:

**Objectives:** Students will refresh their knowledge of the proper use of apostrophes.

Students will work together to form arguments about an assigned, real-world topic.

**Materials:** Grammar packets, butcher paper, students’ own technology

1. We will start the day by discussing grammar: apostrophes

- Students will take out their grammar packet and read through the rules and begin to fill out the practice portion. [Grammar Packet.docx](#)
  - We will then discuss the correct answers to the packet and I'll answer any questions students have.
2. I will break students into 4 groups. I will assign each group a topic for which they will be arguing.
    - Cell phones should be banned in school
    - Cell phones should be allowed in school
    - Violent video games have negative effects on children
    - Violent video games do not have negative effects on children
  3. Students will work with group members to defend their argument, they can use the resources they have with them to back up their responses (phones, laptops, internet, etc)
  4. Each group will have a piece of butcher paper to lay out their argument
  5. Students will present their arguments to the class, students will then move to the side of the room of the argument they believe was more effective. Students will be asked to justify their choices
    - Both cell phone groups will go and after voting and discussion the video game groups will go

Day 4:

**Objectives:** Students will defend arguments rooted in the text. Students will practice using the text as their evidence.

**Materials:** Butcher paper, "Babylon Revisited," Essay prompt

1. We will begin with grammar: commas

- Students will read the rules and begin doing the practice
  - We will then go over the answers as a whole class
  - I will also ask the students if they have any questions as we will have a short grammar quiz tomorrow
2. I will break students into 4 groups (not the same groups as day 3). Each group will be assigned an argument to make about the text.
    - Honoria should remain with the Peter family
    - Honoria should live with Charlie
    - You cannot escape the past and its repercussions
    - You can change yourself and your “punishment” for past actions will change as a result
  3. Students will work with their groups to defend their argument, rooting their points back to the text.
  4. Again, students will have butcher paper to lay out their argument
  5. Students will present their arguments to the class, students will then move to the side of the room of the argument they believe was more effective. Students will be asked to justify their choices.
  6. With the remaining class time, we will further discuss the events of books 4 and 5, mainly the ending.
  7. At the end of class I will introduce the paper assignment to the students now that we have finished our discussion of the text.

[Babylon Revisited Essay Prompt.docx](#)

Day 5:

**Objectives:** Students will be able to create a thesis statement. Students will be able to revise and make thesis statements stronger. Students will know how to determine the credibility of sources.

**Materials:** Grammar Quizzes, white board, projector, CRAAP Test handout

1. Students will begin by taking a short grammar quiz on commas and apostrophes.

[Grammar Quiz 1.docx](#)

2. After the students finish their quizzes, we will do a Thesis Statement Throw down
  - I will break students into small groups of 3-5 students per group
  - I will put a writing prompt on the board and each group will have 5 minutes to write a thesis statement for the prompt.
  - “Many schools now require teenagers to spend a certain number of hours each term doing volunteer work or community service. Some people believe this is an excellent idea as it promotes good citizenship and cultivates compassion. Others feel that forced volunteerism is not volunteering at all. How do you feel about this issue? Use specific reasons and examples to support your position.”
  - After the students have their thesis statements created I will randomly pick two groups. Each group will send a representative to write their group’s thesis statement on the white board. While the two students are writing I’ll play music to keep the other students engaged (songs like Eye of the Tiger or The Final Countdown)



- Once the thesis statements are written on the board, I will stop the music and start revising the thesis statements. I will work and express my thoughts out loud to allow the students to hear my thoughts as a writer.
  - We will then vote as a class for which thesis statement is the winner.
  - After voting, each group will pass their thesis statement to another group who will revise the thesis to make it stronger. The groups that get the thesis statements that were written on the board will be dissolved and the students will split up to the other groups.
3. We will end class by talking about sources. Students do not need sources for this essay, but it is still important to discuss them.
- I will give students a handout and we will discuss how to determine whether or not a source is credible and/or necessary to the work  
[CRAAP Test.pdf](#)
  - I will pull up the following links and we will evaluate the sources with the CRAAP test to determine if the sources are credible  
<https://zapatopi.net/treeoctopus/>  
<https://www.mayoclinic.org/diseases-conditions/skin-cancer/symptoms-causes/syc-20377605>  
<https://en.wikipedia.org/wiki/Barbie>  
<https://barbie.mattel.com/en-us/about/our-history.html>
4. Before students leave, I will remind them that their Thesis Statements and Outlines of their essays will be due Monday (or the next class period, depending on how the days fall, ideally students will have a weekend to work on this).

Day 6:

**Objectives:** Students will see what impact using academic vocab has on their writing.

Students will practice improving vocabulary in passages.

**Materials:** Sample passages for the students, projector, sample passages from fiction and argument

1. Students will turn in their Thesis and Outlines when they get to class.
2. Today we will be discussing the importance of academic vocabulary in students' writing
3. I will first give students an example from fiction. I will read a section of "The Pit and The Pendulum" with the academic vocab and imagery removed. I will ask students what they think about this passage. Then I will read the actual passage and ask students to say which has more impact, creates more imagery, and just sounds better. I will also read the introduction of an argument essay both with and without academic vocab and again ask students which sounds better and more persuasive.

[Pit and Pendulum Sample Passage.docx](#)

[Sample Argument Passage Academic Vocab.docx](#)

4. Next, I will discuss with students how the words they use in their writing builds their credibility as a writer.
5. Students will now engage in an activity where they will be upgrading the vocabulary in a sample passage I give them. Students will work with groups to upgrade the underlined words or phrases.

[Upgrade Vocab Wrkst.docx](#)

6. I will project the original passage on the board and work through it with the students, adding their upgraded phrases. At the end, we will discuss why the passage with the upgraded vocabulary is better and more effective than the original.

Day 7:

**Objectives:** Students will understand when to use colons and semicolons. Students will engage in a creative writing activity to help them see the difference between this and the academic writing they are doing for their essays.

**Materials:** Grammar packet, phones or computers to join Kahoot, blank paper.

1. We will begin by discussing grammar: colons and semicolons
  - Students will take out their grammar packet and read through the rules and begin to fill out the practice portion.
  - We will then discuss the correct answers to the packet and I will answer any questions students have.
2. We will transition in a game of Kahoot to ensure the details of the story are fresh in the students' minds.
3. Students will be working on their "Babylon Revisited" essays, but I also want to discuss creative writing with the students and give them a chance to participate in a creative writing activity.
  - We will be creating fold and pass stories.
  - Students will arrange their desks in a circle and take out a sheet of paper.
  - Each student writes their name on the top of the paper so that it can be returned to them. I will have writing prompts on the board. Students choose one (without telling anyone which one they chose). Students then write 3 sentences to

introduce their stories. They need to establish a character and the beginning of a story.

- Students pass their papers to the left. Students read the story, add 1-2 sentences to further develop the story, and then fold the paper so the original writing is hidden and all that can be seen is the newly added sentences. When I tell them, the students will again pass the papers to the left.
- This continues until the story gets to the person to the right of the owner of the paper. The final person has to read the 1-2 sentences and write an ending for the story.
- Papers will be passed to the owner who can then read their full story. I will ask for a few volunteers to read their stories.
- If time allows, we will do the activity again.

Day 8:

**Objectives:** Students will understand the different rules to make their subjects and verbs agree. Students will see and participate in a guided revision session, learning how the process takes place.

**Materials:** grammar packet, projector, old paper.

1. We will begin with grammar: subject verb agreement
  - Students will take out their grammar packet and read through the rules and begin to fill out the practice portion.
  - We will then discuss the correct answers to the packet and I will answer any questions students have.

2. I will then pass students their outlines and thesis statements back with comments from me.
3. I will then model for students what the revision process looks like using one of my college papers. I will project it on the board and work through it with students. Thinking out loud and allowing them to get an example of what the process looks like.
4. I will remind students they have a grammar quiz tomorrow.

Day 9:

**Objectives:** Check students' understanding of the grammar concepts we have covered so far. Students will work on their essays in class, this enables them to have people around for support if they need help.

**Materials:** Grammar Quiz 2, computers, "Babylon Revisited"

1. Students will begin with a short grammar quiz.

[Grammar Quiz 2.docx](#)

2. Once students finish the quiz, they can work individually on their essays. I will be walking around the room to answer any questions that students have.

Day 10:

**Objectives:** Students will get to work through the revision process with their peers.

Students will provide constructive feedback to their peers.

**Materials:** computers, notebook/paper for comments

1. Today will be a workshop day for students.
2. Students will write 2 questions at the bottom of their essays. These are the 2 main things they are looking for help with when other students are reading the papers.

3. Students will have their papers open on their computer and they can take their group in 2 directions, depending on what the group decides.
  - Students can partner up within their groups and exchange their essays, make observations and comments about the other essay and then share what they think
  - Students can take turns reading their essays to their groups. Students will read the essay out loud and then ask for feedback this way.
4. I will remind students that their papers will be due Monday (assuming day 10 falls on a Friday).

Name:

## QUIC SHEET

Story:

**Q**uotation: Select one quote from the text and explain its significance to the story.

**U**nderstanding: Write one (or more) question(s) you have from the text or one thing that you did not understand.

**I**nterpretation: Find a symbol or an example of figurative language in the story, what do you think it means and what it adds to the story.

**C**onnection: Make one connection from this story to another work of literature or life example.



## “BABYLON REVISITED” QUIZ



Choose the best option from the options provided. Write the letter of your answer on the line provided.

1. \_\_\_\_ Why is Charlie visiting Paris?
  - a. To see his family
  - b. To get custody of his daughter
  - c. He is meeting up with old friends
  - d. He is on a work trip
  
2. \_\_\_\_ How did Helen die?
  - a. Alcohol poisoning
  - b. Cancer
  - c. Heart trouble
  - d. Car accident
  
3. \_\_\_\_ What are Marion's stipulations for Charlie taking Honoria?
  - a. Marion can change her mind and take Honoria back at any time
  - b. Honoria has to enroll in boarding school
  - c. Charlie has to move to Paris
  - d. Marion got to have legal custody for another year
  
4. \_\_\_\_ Why does Marion want to keep Honoria?
  - a. She told Helen she would look after her
  - b. She doesn't have any children of her own, so she doesn't want to lose Honoria
  - c. She wants to always have a reminder of Helen
  - d. She is getting money from Charlie to raise her
  
5. \_\_\_\_ Where was Charlie when Helen was dying?
  - a. America
  - b. A sanitarium
  - c. Prague
  - d. The bar



6. \_\_\_\_ Who said this "She's your child. I'm not the person to stand in your way. I think if it were my child I'd rather see her."
- a. Duncan
  - b. Lincoln
  - c. Marion
  - d. Charlie
7. \_\_\_\_ What does Charlie think will happen if Honoria stays with Marion?
- a. Honoria will never want to leave Marion's house
  - b. Honoria will forget about Charlie and Helen
  - c. Marion and Lincoln's children will start to become hostile towards Honoria
  - d. Marion's hostile attitude toward Charlie will eventually rub off on Honoria
8. \_\_\_\_ What does the vision of Helen tell Charlie?
- a. She wants Honoria to be with him
  - b. She wants Honoria to be with Marion
  - c. She blames Charlie for her death
  - d. She thinks Lincoln is abusing Honoria
9. \_\_\_\_ Why does Marion change her mind?
- a. She sees that Charlie has changed for the better
  - b. She sees that Charlie is still associated with bad influences
  - c. She feels bad that Charlie is lonely
  - d. Her financial advisor tells her she cannot afford to raise Honoria

Answer the following in complete sentences. Write as much as you need to fully explain your answer.

10. Choose one of the themes present in the story. In about a paragraph, explain how this theme plays out in the story.

# Apostrophes

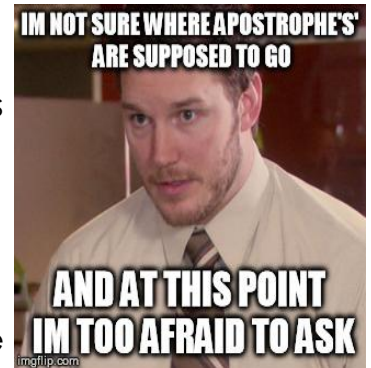
## Rules:

Contractions: Use an apostrophe to indicate the letters you've left out

Possessives: to make a singular noun (or a plural noun not ending in -s) possessive, add an apostrophe+s. To make a plural noun possessive, just add an apostrophe after the -s

Remember: apostrophes do not make words plural

Remember: it's= it is      its= possession



Practice: Put the apostrophe in the correct place in the contraction

◆ havent      ◆ cant      ◆ wont      ◆ theyve      ◆ theyre

Practice: Put the apostrophe in the correct spot

1. I cant go with you to the Smiths house.
2. Lets go to the Vikings game next week.
3. The girls hats got left at the Cheryls house. (multiple girls)
4. Im going to put the dogs treats in the cupboard. (one dog)
5. My birthdays on a Saturday this year.

Practice: Correct the errors in the following sentences.

1. The Johnson's sent Rachels birthday card home with they're daughter. (3 errors)
2. Its very exciting that your going to see the statue of liberty. Youll be able to have a better understanding of it's significance when you see it in person. (6 errors)

# Commas

## Rules:

1. Use a comma before a coordinating conjunction (FANBOYS) to connect two independent clauses.
2. Use a comma to set off an introductory phrase
3. Use a pair of commas to set off a parenthetical statement (information that can be removed without changing the meaning of the sentence).
4. Use commas when listing 3 or more items
5. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.

Examples: the number correlates with the rule

1. I have cleaned the entire house, but she is still working on her bedroom.
2. To get a good seat, you'd better come early
3. I would buy you a gift, however, I have no money.
4. I like cooking, my family, and my pets.
5. I live in Bismarck, North Dakota.

Practice: Place the commas in the appropriate spots.

1. Although I liked what you said about caring for your gecko I have a few suggestions.
2. I would like to thank my parents the pope and Lady Gaga for making me who I am today.
3. That Monday which happens to be your birthday is the only day I am free.

Practice: Correct the errors in the following sentence.

1. Youre right I do see that its 75 so could you explain how you got that answer?  
(4 errors)
2. Ever since you asked for my opinion Ive been thinking and we should go to atlanta Georgia for vacation. (5 errors)

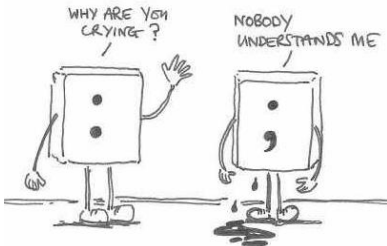
## Colons and Semicolons

### Rules:

Colons: Use colons to introduce

- A long quote
- A list that is not grammatically necessary in the sentence
- A second clause that explains the first

Semicolons: Use a semicolon if you are joining two related independent clauses



Practice: Place the colons in the appropriate spot

1. Her goal was clear she wanted to win.
2. The bookstore specializes in three subjects art, history, and literature
3. Chris McCandless reminds us of the way to true happiness: "Happiness is only real when shared."

Practice: Place the semicolons in the appropriate spot

1. Great writers use a semicolon using a semicolon shows a sophisticated understanding of grammar.
2. It rained heavily during the day we managed to have a picnic anyway.
3. I love tacos however, I hate how messy they can be.

Practice: Correct the errors in the following sentences.

1. Its well-known that Cindy loves many types of animals dogs, cats, and monkeys. She loves her parrot Chick Jagger more than any other animal however she might have to sell him when she moves to Atlanta Georgia.  
(6 errors)
2. Im wondering which of the following you would suggest flatbread pizza spaghetti or a hamburger? (4 errors)

# Subject Verb Agreement

**Basic Rule:** A singular subject takes a singular verb and a plural subject takes a plural verb.

**Other Rules:** (there are plenty of rules, but here are some that are commonly seen)

1. Two singular subjects joined by either/or or neither/nor require a singular verb.
2. The verb in an either/or, neither/nor, or or sentence agrees with the noun or pronoun closest to it
3. Use a singular verb with periods of time, money, distance, etc., when considered as a unit.
4. With collective nouns, the verb might be singular or plural, depending on the writer's intent. Remember to be consistent.

Examples: the number correlates to the rule.

1. Either Amy or Chad is coming to pick me up from the airport.
2. Neither the bowl nor the plates go on that shelf.
3. Five miles is too far to walk.
4. The staff are deciding what they want to wear for Halloween.  
Most of the jury is here. (the jury is acting as a unit)

Practice: Circle the correct verb in the sentence

1. Every one of the shirts has/have a purple pocket.
2. The president or the vice president is/are speaking today.
3. Either the sculpture or the paintings is/are visible at the museum.
4. Each of the dancers twirl/twirls beautifully.

Practice: Correct the errors in the following sentence.

1. She and I really enjoys looking at artwork paintings sculptures and da Vincis  
Mona Lisa. (5 errors)



## “BABYLON REVISITED” ESSAY

Now that we have read and discussed “Babylon Revisited” and have been working with formulating arguments, it is your turn to make an argument about the text. In 3-4 pages, construct a well-developed argument about an aspect of the text that you choose. Your essay does not require any outside sources, but you can use them if you feel it is needed. Your essay will, however, focus on “Babylon Revisited” and draw specific quotations and examples from the text to support your argument. As always, your essay should follow MLA format and be times new roman, size 12, double spaced.

Questions to Consider to Help Choose a Topic:

- Who should Honoria have ended up with?
- Is Charlie a static or dynamic character?
- What impact does the structure have on the story?
- Does Charlie deserve what he gets?
- What are the themes of the story?

You do not need to write about something on this list! If you have another idea that you want to argue about the text, feel free to explore it!

Talk to Miss V if you need further guidance or want to have your topic approved

### IMPORTANT DATES:

Monday 7<sup>th</sup> Thesis and Outline Due

Friday 11<sup>th</sup> Writers Workshop

Thursday 10<sup>th</sup> Individual Work Day

Monday 14<sup>th</sup> Essay Due!

Name:

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Grammar Quiz:

1. Put apostrophes in the correct location

◆wouldnt

◆shouldnt

◆Im

◆yall

2. Put commas in the correct location

◆New York New York

◆Saturday May 19

◆Meredith Grey M.D.

◆July 15 2008

3. Correct the following sentence

I studied a lot for my grammar test and for that reason its a breeze.

4. Correct the following sentence

After finishing my breakfast I decided to send the Jones' a fruit basket that includes strawberries apples grapes and three large watermelon.

5. Create your own sample sentence like in questions 3 and 4. Include both the sentence with errors and the sentence without errors.

## Evaluating Information. Meriam Library, California State University, Chico

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

### Evaluation Criteria

#### **Currency:** *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

#### **Relevance:** *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

#### **Authority:** *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?

examples: **.com .edu .gov .org .net**

#### **Accuracy:** *The reliability, truthfulness and correctness of the content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

#### **Purpose:** *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?



- Are there political, ideological, cultural, religious, institutional or personal biases?

### “The Pit and the Pendulum” Passages

The moving pendulum was above me. I saw that the point was going to go over my heart. It would cut my robe and move back and forth. It had a very wide range, and made a loud sound as it moved down, it was strong enough to split the iron walls of the room, but all it would do for a few minutes is cut my robe. I paused when I thought this. I thought very hard, as if thinking hard enough would stop the pendulum from moving. I made myself think about the tip when it would cross my clothes, and there was a, exciting feeling that rubbing on cloth makes your nerves feel.

The vibration of the pendulum was at right angles to my length. I saw that the crescent was designed to cross the region of the heart. It would fray the serge of my robe—it would return and repeat its operations—again—and again. Notwithstanding its terrifically wide sweep (some thirty feet or more), and the hissing vigor of its descent, sufficient to sunder these very walls of iron, still the fraying of my robe would be all that, for several minutes, it would accomplish. And at this thought I paused. I dared not go further than this reflection. I dwelt upon it with a pertinacity of attention—as if, in so dwelling, I could arrest here the descent of the steel. I forced myself to ponder upon the sound of the crescent as it should pass across the garment—upon the peculiar thrilling sensation which the friction of cloth produces on the nerves.

### Sample Argument Passage

The talk about athletes using matter to make their performance better is getting harder as biotechnologies like gene therapy are becoming real. These things are more available and they will make people think about what they value in sports – people working hard and doing well, or people doing anything to win. For a long time, athletes and those who watch sports have enjoyed sports being fair. Sports are mostly about winning, but they are also about how participants win.

Athletes who use biotechnology have an lead over the other athletes that do not use these things, and therefore, they should be banned.

The debate over athletes' use of performance-enhancing substances is getting more complicated as biotechnologies such as gene therapy become a reality. The availability of these new methods of boosting performance will force us to decide what we value most in sports—displays of physical excellence developed through hard work or victory at all costs. For centuries, spectators and athletes have cherished the tradition of fairness in sports. While sports competition is, of course, largely about winning, it is also about the means by which a player or team wins.

Athletes who use any type of biotechnology give themselves an unfair advantage and disrupt the sense of fair play, and they should be banned from competition.

## Upgrading Vocabulary Worksheet

Sadly, Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear, but her conscious knowledge of that truth did nothing to help her make a decision. The fact that she knew, intellectually, that she had just two choices, both of which held danger, maybe even death, served only to increase the frozen state of indecision caused by her own fear. For a long time, she stood, still, unable, no unwilling, to move either mind or body. Then, calling upon a will that lay deep in her center, a will saved for a soul in crisis, Isabella found a flicker of her old courage, a part of herself that, with recent events, had been driven deep inside, and she used its warmth to melt the icy fear that, for some time, had left her lifeless, unable to function as she had once functioned. Slowly, Isabella awakened her courage to face the fear that consumed her, choose a path, and continue her journey. She willed the numbness to pass through her, and she willed the warmth to comfort her. She willed life back into her consciousness, her mind, and her limbs. Then, Isabella made her choice, and she took a first step toward an unclear future.

## Grammar Quiz:

## Section 1: Choose the correct punctuation for each sentence

1.    A. You asked for watermelon, he gave it to you.  
      B. You asked for watermelon; he gave it to you.  
      C. You asked for watermelon: he gave it to you.  
      D. You asked for watermelon he gave it to you
2.    A. I placed the order six weeks ago; therefore, I expected it to arrive by now.  
      B. I placed the order six weeks ago, therefore. I expected it to arrive by now.  
      C. I placed the order six weeks ago therefore I expected it to arrive by now.  
      D. I placed the order six weeks ago: therefore, I expected it to arrive by now.
3.    A. Dumbledore once said “One can never have enough socks.”  
      B. Dumbledore once said, “One can never have enough socks.”  
      C. Dumbledore once said: “One can never have enough socks.”  
      D. Dumbledore once said. “One can never have enough socks.”

## Section 2: Circle the correct verb in each sentence

4. Everybody at the party was/were enjoying the food.
5. Neither my phone nor my computer is/are working.
6. Six dollars is/are too much to pay for that apple.