

E.3. Activity for Unity

Both of the following essays contain irrelevant sentences that do not relate to the thesis of the essay or support the topic sentence of the paragraph in which they appear. Cross out the irrelevant sentences and write the numbers of those sentences in the spaces provided.

Playing on the Browns

1 For the past three summers, I have played first base on a softball team known as the Browns. 2 We play a long schedule, including playoffs, and everybody takes the games pretty seriously. 3 In that respect, we're no different from any other of the thousand or so teams in our city. 4 But in one respect, we are different. 5 In an all-male league, we have a woman on the team—me. 6 Thus I've had a chance to observe something about human nature by seeing how the men have treated me. 7 Some have been disbelieving; some have been patronizing; and, fortunately, some have simply accepted me. }

2 8 One new team in the league was particularly flabbergasted to see me start the game at first base. 9 Nobody on the Comets had commented one way or the other when he saw me warming up, but playing in the actual game was another story. 10 The Comets' first-base coach leaned over to me with a disbelieving grin and said, "You mean, you're starting, and those three guys are on the bench?" 11 I nodded and he shrugged, still amazed. (12 He probably thought I was the manager's wife.) 13 When I came up to bat, the Comet pitcher smiled and called to his outfielders to move way in on me. 14 Now, I don't have a lot of power, but I'm not exactly feeble. 15 I used to work out on the exercise machines at a local health club until it closed, and now I lift weights at home a couple of times a week. 16 I wiped the smirks off their faces with a line drive double over the left fielder's head.

The number of the irrelevant sentence: 12

3 17 The next game, we played another new team, the Argyles, and their attitude was patronizing. 18 The Argyles had seen me take batting practice, so they didn't do anything so rash as to draw their outfield way in. (19 They had respect for my ability as a player.) 20 However, they tried to annoy me with phony concern. 21 For example, a redheaded Argyle got on base in the first inning and said to me, "You'd better be careful, hon. 22 When you have your foot on the bag, somebody might step on it. 23 You can get hurt in this game." 24 I was mad, but I have worked out several mental techniques to control my anger because it interferes with my playing ability. 25 Well, this delicate little girl survived the season without injury, which is more than I can say for some of the he-men on the Argyles.

The number of the irrelevant sentence: 19

4 26 Happily, most of the teams in the league have accepted me, just as the Browns did. 27 The men on the Browns coached and criticized me (and occasionally cursed me) just like anyone else. (28 Because I'm a religious person, I don't approve of cursing, but I don't say anything about it to my teammates.) 29 They are not amazed when I get a hit or stretch for a wide throw. 30 My average this year was higher than the averages of several of my teammates, yet none of them acted resentful or threatened. 31 On several occasions I was taken out late in a game for a pinch runner, but other slow players on the team were also lifted at times for pinch runners. 32 Every woman should have a team like the Browns!

The number of the irrelevant sentence: 28

5 33 Because I really had problems only with the new teams, I've concluded that it's when people are faced with an unfamiliar situation that they react defensively. 34 Once a rival team has gotten used to seeing me on the field, I'm no big deal. 35 Still, I suspect that the Browns secretly feel we're a little special. 36 After all, we won the championship with a woman on the team. }

FE Assignment

Date: 28/10/2023

23k-2001

pg. 109, E. 3:

1st body paragraph:
→ sentence # 12

Reason:

The main point in the first paragraph is the opponents' disbelief on having a woman in an all men's team. Sentence # 12 is an extra S.D after the dialogue, which is clearly reflecting the coach's criticism, so there is not a need for such a remark.

2nd body paragraph:
→ sentence # 19

Reason:

Sentence # 19 conflicts with the main point in paragraph 2, which is 'patronizing attitude of teams'. All other sentences reflect the similar idea, whereas # 19 contradicts, that states a positive attribute of the teams.

3rd body paragraph:
→ sentence # 28

Reason: It is an extra S.D that is not necessary since it does not connect with the main point. It is irrelevant to know how she reacted on her critics. The whole statement causes a break to the sequence followed in the paragraph.

1st
2 5First of all, there is the language problem. 6American students have the advantage of comprehending English without working at it. 7But even they complain that some professors talk too fast, mumble, or use big words. 8As a result, they can't take notes fast enough to keep up, or they misunderstand what was said. 9Now consider my situation. 10I'm trying to cope with a language that is probably one of the hardest in the world to learn. 11Dozens of English slang phrases—"mess around," "hassle," "get into"—were totally new to me. (12Other language problems gave me trouble, too.)

The spot where supporting details are needed occurs after sentence : 12

2nd
3 13Another problem I face has to do with being a stranger to American culture. 14For instance, the academic world is much different in Japan. 15In the United States, instructors seem to treat students as equals. 16Many classes are informal, and the relationship between instructor and student is friendly; in fact, students call some instructors by their first names. 17In Japan, however, the instructor-student relationship is different. 18Lectures, too, are more formal, and students show respect by listening quietly and paying attention at all times. (19This more casual atmosphere occasionally makes me feel uncomfortable in class.)

The spot where supporting details are needed occurs after sentence: 19

3rd
4 20Perhaps the most difficult problem I face is social. 21American students may have some trouble making new friends or may feel lonely at times. 22However, they usually manage to find other people with the same background, interests, or goals. 23It is twice as hard to make friends, though, if a person has trouble making the small talk that can lead to a relationship. (24I find it difficult to become friends with other students because I don't understand some aspects of American life. 25Students would rather talk to someone who is familiar with these things.)

The spot where supporting details are needed occurs after sentence : 24

5 26Despite all the challenges that I, as a foreign student, have to overcome, I wouldn't give up this chance to go to school in the United States. 27Each day, the problems seem a little bit less overwhelming. 28Like a little child who is finally learning to read, write, and make sense of things, I am starting to enjoy my experience of discovering a brand-new world.

pg. 110, E4

1st body paragraph:

→ sentence # 12

Reason: No evidence is provided of the languages that gave the student troubles. The paragraph ends abruptly due to this sentence.

2nd body paragraph:

→ sentence # 19

Reason: Another S.D. is required to elaborate the reason as to why that atmosphere makes the speaker uncomfortable in class. Statement 16 before, does not reflect enough evidence which would make one feel uncomfortable.

3rd body paragraph:

→ sentence # 24:

Reason: Sentence #24 is a mainpoint that misses out an important S.D. that would elaborate the aspects that seem incomprehensible to the speaker.

letting out loud, jarring beeps. 19Air hammers begin an earsplitting chorus of rat-a-tat-tat sounds guaranteed to shatter sanity as well as concrete. 20Before reaching the office, the worker is already completely frazzled.

5 21Noise pollution is as dangerous as any other kind of pollution. 22The endless pressure of noise probably triggers countless nervous breakdowns, vicious arguments, and bouts of depression. 23And imagine the world problems we could solve, if only the noise stopped long enough to let us think.

1. In "Noise Pollution," what is the number of the sentence to which the transition word *Also* could be added in paragraph 2? 6
2. In the last sentence of paragraph 2, to what does the pronoun *This* refer? Canned music set off by the managers
3. What is the number of the sentence to which the transition word *But* could be added in paragraph 3? 12
4. What is the number of the sentence to which the transition word *Then* could be added in paragraph 4? 19
5. What is the number of the sentence to which the transition word *Meanwhile* could be added in paragraph 4? 18
6. What word is used as a synonym for *debris* in paragraph 4? piles of rubble
7. How many times is the key word *sounds* used in the essay? 6 times
8. The time order of the three supporting paragraphs is confused. What is the number of the supporting paragraph that should come first? 4 Second? 2 Third? 3

pg. 111, E5

Q1. -

Ans. Sentence #6.

A new example to the nuisances in office is provided so it is appropriate to use 'Also' here.

Q2. -

Ans. 'Canned music' settled by the managers.

Unpleasant music never grants a peaceful moment of silence.

Q3. -

Ans. Sentence #12.

A contrast is reflected among the different sounds and the large radios.

Q4. -

Ans. Sentence #19

The sentence indicates a sequential order after the previous actions, hence 'then' is appropriate to be used here.

Q5. -

Ans. Sentence #18

#18 indicates an action that will be carried out during the action in #17, hence 'meanwhile' is appropriate to be used here.

Q8. -

Ans. A sequential order can be observed when reading paragraphs in the order 4, 2, then 3.

1st # 4 → A (trip to work) at 6 or 7 a.m.

2nd # 2 → noise level (in office)

3rd # 3 → (Travelling home from work)

Q6. Piles of rubble

Q7. 6 times.