



ENGLISH

Chapter 21 Session B

5th
SAN MARCOS

Going unplugged



 **SACO OLIVEROS**





The passive voice: modal verbs

4

Reinforcement
passive voice.

Write the rules in the

1 The teacher / should / inform / of any injuries you have.

The teacher should be informed of any injuries you have

2 Your cell phone / must / turn off.

Your cell phone must be turned off

3 All yoga mats / can / leave / at the reception desk.

All yoga mats can be left at the reception desk

4 Socks / must not / wear / in case you slip.

Socks must not be worn in case you slip

5 Questions / can / ask / during class.

Question can be asked during class

6 All conversations / should / whisper

All conversations should be whispered



6 **Challenge** Rewrite the sentences with *have* (something done).

- 1 Someone was cleaning my neighbors' swimming pool this morning.

My neighbors had their swimming pool cleaned this morning.

- 2 Before the operation, a nurse took my temperature.

I had my temperature taken before the operation

- 3 Has someone washed your car?

Have you had your car washed?

- 4 We don't have a printer so a friend printed the homework for me.

I had my homework printed for me because I don't have a printer.

- 5 How long has it been since someone cut your hair?

How long has it been since you had your hair cut?

- 6 Someone used to make shoes by hand for rich men.

Rich men used to have their shoes made



Cell phones should be used as an educational tool in the classroom. Are you for or against?

A for-and-against essay

- 1** Read the title of the essay and then copy and complete the table with your own ideas.

Reasons for	Reasons against
<i>check facts online</i>	<i>get distracted easily</i>

2 Read the essay and answer the questions.

- 1 Is the writer for or against using phones as an educational tool?
- 2 What is the main difference between a for-and-against essay and an opinion essay?

1 Whether or not cell phones should be used in schools is widely debated. In some parts of the world, local governments have decided to ban their use **because** they feel they are harmful. However, there are many other people who believe that cell phones have a place in the conventional classroom and personally, I agree with them.

2 On the one hand, cell phones are a powerful tool for learning **due to** the fact that they can be used in so many different ways. Students can take notes on their phones and, with the teacher's permission, take photos of important visuals such as graphs or diagrams. Furthermore, collaborative games and quizzes can be introduced to make sure the lesson has been understood.

3 On the other hand, there are those who support a complete ban and argue that students should do without their phones from the moment they walk through the school gates. They claim that students get easily distracted **because of** them. Instead of paying attention, students spend time catching up with their friends online. What is more, some students could use them to cheat on exams or they could be stolen.

4 Having weighed up both sides of the argument, I firmly believe that cell phones should be allowed **on account of** having educational benefits. What is more, if the use of phones is permitted, students will learn for themselves how to use them responsibly.

2 Read the essay and answer the questions.

1 Is the writer for or against using phones as an educational tool? for

2 What is the main difference between a for-and-against essay and an opinion essay?

In a for-and-against essay you give both sides of the argument , whereas in an opinion essay you only give one

3 Match descriptions a–d with paragraphs 1–4.

a arguments for 2

b arguments against 3

c conclusion which restates your opinion 4

d introduction which states your opinion 1



Subskill: Using connectors of reason

We can use words like *because*, *because of*, *due to* and *on account of* to introduce reasons to support our arguments. *Due to* and *on account of* are more formal.

- 4** Look at the connectors of reason in bold in the essay. Complete the table. What follows each one: a clause, a noun or something else?

Cell phones should be allowed in the classroom ...

1 <u>because</u>	they have numerous educational benefits
2 <u>due to</u> <u>because of</u> <u>on account of</u>	the fact (that) they have numerous educational benefits their numerous educational benefits having educational benefits

5 Match 1–4 with a–d to make sentences. Then complete the sentences using the connectors *because, because of, due to or on account of.*

- | | | |
|----------|--|----------|
| 1 | Some people are unable to fall asleep ... | <u>c</u> |
| 2 | Notifications should be turned off ... | <u>a</u> |
| 3 | We should avoid screens an hour before bed ... | <u>d</u> |
| 4 | Family relationships are neglected ... | <u>b</u> |
- because of / due to / on account of
- because of / due to / on account of
- because
- because of / due to / on account of

- a** the fact that they are distracting.
- b** the amount of time we spend online.
- c** looking at too much information online.
- d** they do damage to our sleep patterns.

- 6** Write a for-and-against essay to answer the question: *Should technology be removed from our bedrooms?* Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Read the question carefully and decide if you agree or disagree. Copy the table in exercise 1 and complete it for this question. Think about a final argument for your conclusion.

PREPARE

Organize your essay into four paragraphs.

- 1 introduction to the topic and the writer's opinion.
- 2 state the arguments for or against.
- 3 state the opposite point of view.
- 4 conclude with your opinion and a final powerful

WRITE

Write your for-and-against essay. Use the Model essay and your notes to help you.

CHECK

Read your essay and answer the questions.

- 1 Have you organized your essay into logical paragraphs?
- 2 Have you used connectors of reason correctly?
- 3 Have you used some of the vocabulary from this unit?
- 4 Have you included some examples of passives voice?

☐☐☐☐

have/get something done

5 Reinforcement Join the sentence halves.

- | | | |
|---|--|---|
| 1 | I was hungry, ... | — |
| 2 | Jack's car was dirty ... | — |
| 3 | Isabel was bored with her hair, ... | — |
| 4 | Our computer broke down, ... | — |
| 5 | You can't see the board. ... | — |
| 6 | The grass in the backyard was very long, ... | C |
| | | |
| a | You should have your eyes tested. | |
| b | so she had it dyed green. | |
| c | so we had it cut. | |
| d | so I had a pizza delivered. | |
| e | so we had it fixed. | |
| f | and he had it washed. | |

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