Unit 1 Activity 1 key \_2021

**Activity 1**

*KEY*

*‘How often do PolyU students use their mobile phones in the classroom? And what do they do on their phones? Because many people think students using mobile phones in the classroom is bad, it’s a good topic to find out about. Why is using mobile phones in the classroom bad, what are some of the effects and how can the problem be solved? I think it’s crystal clear that students using mobile phones is a problem that needs to be solved.*

*OK, first, the reasons why students use mobile phones in the classroom. First, everyone in Hong Kong is attached to their mobile phone. If they are away from their mobile phone for even one minute, you’ll see people getting nervous. So, addiction is the first reason. Second reason, students use mobile phones to get information that they need in the classroom. For example, lecture notes and articles etc. Third, mobile phones are used to chat with each other. Students can arrange to have lunch together etc. Fourth, the teacher quizzes the students so they need their mobile phone for that!*

*So next, let’s now talk about why using mobile phones in a lecture is really bad. First and foremost, it’s obvious that if students are always using their mobile phones in the classroom, it means that they are not paying attention! Clearly, if PolyU students don’t focus on what’s happening in classes then they will all fail their subjects!! Undoubtedly, this means they will not get sufficient input from the classes and it is obvious that they will do especially bad in exams.*

*Right, now let’s look at some solutions. One idea is that we ban mobile phones in the classroom. Good idea? Yes, but, this is not popular with students. And this is not surprising because, as we all know, people in Hong Kong are addicted to mobile phones. That’s because it’s the primary entertainment system these days. But, you can see that there are a few situations (during exams and so on) where students have a golden opportunity to live without a mobile phone, even though this is not really very often. In a nutshell, then, this essay proves that PolyU students use mobile phones a lot in the classroom and it has some bad effects!*

|  |  |
| --- | --- |
| **Problem** | **Solution** |
| **1.Informal verbs**  The passage contains a number of phrasal/prepositional verbs. Examples (line number in brackets):  **find out about** (2) **chat with** (8)  **talk about** (11) **look at** (15)  **2. Colloquial expressions**  Examples of colloquial expressions (line number in brackets):  **really** (19) **a lot** (20)  **3. Clichés**  Examples of clichés (line number in brackets):  **crystal clear** (4) **first and foremost** (11)  **golden opportunity** (18) **in a nutshell** (19)  **4. Basic words**  Examples of basic everyday words (line number in brackets):  is **bad** (2) (3) (11) (14) some **bad** effects (20) **good** topic (2)  **good** idea (15) to **get** information (7) **get** sufficient input (14)  **So** (7), **So next,** (11) **Right,** (16) **do** especially bad in exams (14)  **5. Contractions**  The passage contains many contractions. Some examples (line number in brackets):  **you’ll** (6) **let’s** (11) (15) **it’s** (2) (17) **don’t** (13) w**hat’s** (13) **That’s** (17)  **6. Addressing the reader as ‘you’**  The writer addresses the reader as ‘you’ a couple of times in the passage. Examples (line number in brackets):  **You**’ll see people getting nervous. (6)  But, **you** can see that … (17)  **7. Personal pronouns**  The author uses some personal pronouns. Examples (line number in brackets):  **I** think it’s crystal clear that … (3-4)  as **we** all know … (16)  But, **you** can see that … (17)  **8. Questions**  The author begins the passage with a question:  **How often do PolyU students use their mobile phones in the classroom? And what do they do on their phones?**  The author then continues:  **Why is using mobile phones in the classroom bad, what are**  **some of the effects and how can the problem be solved?**  **9. ‘Run-on’ expressions**  Examples (line number in brackets):  …For example, lecture notes and articles **etc.** (8)  …students can arrange to have lunch together **etc.** (9)  …(during exams **and so on**) where students… (18)  **10. Informal negative forms**  Example (line number in brackets):  … if PolyU students **don’t focus on what’s happening in class**  **then they will all fail their subjects**! (13)  **11. Inappropriate use of exclamation marks**  Example (line number in brackets):  …how can the problem be solved**!** (3)  …it means that they are not paying attention**!** (12)  …then they will all fail their subjects**!** (13)  **12.** **Poor cohesion**  Example (line number in brackets):  …**OK first, the reason why** students … (5)  …**First, everyone** in Hong Kong … (5)  …**Second reason**, students … (7)  …**Third**, mobile phones are used …(8)  …**Fourth**, the teacher quizzes …(9)    **So next let’s talk about why** us**ing**…(11)  **Right, now let’s look at** some solutions. (15) | **1. Use formal verbs**  find out about – learn  chat with – communicate  talk about – discuss  look at - examine  **2. Use academic vocabulary**   * omit ‘really’ * a great deal   **3. Do not use clichés**  **4. Use precise words**  Instead of **bad**:  negative / detrimental (2) harmful (3) unproductive (11) poorly (14) unfortunate (20)  Instead of **good**:  worthwhile / meaningful (2)  sensible (15)  **get** information – **obtain** (7)  **get** sufficient input – **acquire** (14)  Do not use **So**, / **So next,** / **Right,** as it is basic and poor cohesion.  **do especially bad -** perform poorly  **5. Do not use contractions**  **6. Avoid addressing the reader as ‘you’ – use passive voice.**  **7. Avoid using personal pronoun (unless required to in certain kinds of writing such as a personal journal)**  **8. Make into a statement**  *This study aims to examine the frequency and effect of mobile phone use in the classroom by students at the Hong Kong Polytechnic University. Solutions are proposed to mitigate negative effects.*  However, the author does not offer meaningful solutions.  **9. Use expressions such as ‘such as’ and ‘for example’**  **10. Use positive language**  If PolyU students focus on what is happening in class they will perform well and pass their subjects.  **11. Do not use exclamation marks**  **12. Do not just list points in academic writing, introduce them**  -**In order to examine the reasons** for mobile phone use by students in the classroom it is important to realise that **a number of people** in Hong Kong are attached to their phones leading to addiction. However, **students need to use their devices** to obtain lecture notes and articles for their studies. Communicating with classmates **is another reason** that students use their phones, **as well as doing** quizzes set by teachers.  -**The adverse effects of mobile phone use will now be discussed**.  - **Having considered the possible negative consequences of mobile devices, some solutions will now be presented**. |