

SOURCE A: taken from *'The Daily Mail'* online

Youngsters 'addicted to mobile phones'

The addiction of children to their mobile phones could threaten the very fabric of society, a study suggests. Many teenagers are fanatical about being always available and are extremely uneasy if unable to contact their friends countless times each day. If the trend continues, young people will soon be incapable of forming and maintaining relationships without the help of a mobile, the study by a leading sociologist concludes.

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One British child in four between the ages of five and 16 now has a mobile phone. As well as making calls, youngsters are using their handsets to send millions of text messages to friends each day. The study's author, Dr Hisao Ishii, said: 'Teenagers can be seen taking advantage of every spare minute to touch base with their friends. It is not the content of the communication but the act of staying in touch that matters.' And he warned: 'Genuine conversation will be driven out by superficial communication, in which the act of contacting one another is all that matters, leading to a deterioration in the quality of relationships. Indeed, the very fabric of society may be threatened.'

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Although Dr Ishii's research was based on children in Japan, British experts confirmed that the same trends apply in the UK. Child psychologist Dr David Lewis said: 'The mobile phone, like the Furby or the Rubik's Cube before it, has developed into a playground craze in this country. Children hate to feel as if they are not in the "in group", and think that without a mobile phone they will be left out.'

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Dr Lewis endorsed the warning that, alongside home computers and video games, the mobile is having a damaging effect on children's social skills. 'The mobile now often substitutes for physical play,' he explained. 'To develop proper friendships you have to invest time with people, doing things together. Speaking on the phone and sending lots of text messages will give children many more acquaintances but fewer friends. They are replacing quality with quantity.'

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Sociologists have also warned that the popularity of e-mailing, text messaging and playing games on mobile phones is affecting other important activities such as recreational reading and studying. A third of those aged between 16 and 20 prefer text messaging to all other means of written communication, according to a survey last year by Mori for Vodafone.

Handset manufacturers claim, however, that they are not out to market to the under-16s. A Government report last year highlighted the increased risk to children under 16 using mobile handsets and a circular sent to schools suggests that children below this age should be allowed to make calls only in emergencies.

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SOURCE B: *Should mobile phones be banned in schools?*

A head teacher claims pupil behaviour is better and bullying is down since he barred mobile phones in his school. So should others follow suit? Patrick Barkham says not.

"You'll have someone's eye out with that" used to be the chant of teachers in my day. In mischievous hands a pencil, a rubber, even a piece of paper could become a lethal weapon in class, and that's before we got on to compasses and Bunsen burners.

A mobile is the same: a potentially powerful tool for learning but strangely feared in a school pupil's hand, where it is assumed to wreak havoc with concentration, unleash cyber bullying and surreptitiously video up teachers' skirts.

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But isn't it also madness when schools that cannot afford modern IT facilities ignore the powerful computers in every pupils' pocket?

I was amazed when I visited my old school recently: having remarked how sorry I felt for teachers in the mobile era, several teachers immediately declared how useful they were in class. There's even an acronym for it: BYOD, or Bring Your Own Device. As one teacher has argued in the Guardian, this is the future: students using their trusted devices rather than a machine they leave in school at the end of each day.

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Jo Debens, a geography teacher at Priory School, Portsmouth, a comprehensive with a mixed intake, was dashing out to take 30 pupils orienteering when we spoke: her students were testing whether it was easier to use an OS map or a mobile phone's mapping services. Earlier this year, the school drew up a "mobile device policy" in consultation with students. Mobile phones are allowed in school and used in class at the teacher's discretion, with a clear system of sanctions applied for misuse. Since the policy was introduced, only 1.4% of negative behavioural incidents have been connected with mobiles.

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Pupils record homework tasks on their phone's calendar (why do they forget homework diaries but never their textbooks?) and in Debens's geography classes they use the camera function to record things and report back to class. They also use mobile internet for independent research. "We're always being told as teachers that we should give pupils differentiated learning and personalise it. Now they can," says Debens of using mobiles. "Like anything, it's only useful in the hands of the user. They are not the be-all and end-all. We would have death by Wikipedia if all people were doing was cutting and pasting from them."

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"I was very anti phones," admits Nasim Jahangir, a business and economics teacher at Wyggeston and Queen Elizabeth I College, Leicester. Several years ago, however, she incorporated smartphones into lessons as she "learned to teach in a different way" – with an emphasis on independent study. "The whole atmosphere in the class has changed," she says.

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What about pupils who cannot afford a smartphone? And what about children running up big bills doing school work on their phones? Jahangir ensures her tweeting and mobile phone work is accessible to all on the school's intranet.

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Debens says her school provides Wi-Fi and portable dongles with Wi-Fi so pupils are not paying for their own study. "We have people who come to school without a coat or without having had any breakfast," she says, "but they always have a phone."

Q1: Read Source A, lines 1-20.

Choose four statements below which are TRUE.

- Most teenagers feel anxious if they cannot contact their friends regularly.
- Mobiles phone are not a threat to the development of social skills.
- Mobiles phones could be responsible for the demise of social skills
- 25% of children now own a mobile phone.
- Teenagers are not too concerned with texting.
- British children are not as fanatical about mobiles as are Japanese children.
- Children feel more accepted by their peers if have a mobile phone.

Q2: Refer to Source A and Source B. Write about the differences between the two texts. Aim to write 100 – 150 words.

Q3: Re-read this passage, taken from Source B.

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How does the writer use language to convey her attitude to mobile phones to the reader?