

Read the article and decide which statement (A, B, C or D) is true according to the text. Write the letter of the correct answer in the box provided.

Would schools be better off without mobile phones?

When a minister in this government stumbles on a policy that is both popular and good, it is newsworthy. Matt Hancock, the digital minister in the UK, has suggested that all schools ban the use of mobile phones by their pupils. Amanda Spielman, the head of the Office for Standards in Education, Children's Services and Skills, agrees. In France, the government has put forward legislation that will ban the use of phones in all primary and middle schools. This removes the matter from the discretion of headteachers. Those in the UK who have already forbidden screens on their school grounds report few problems. The measure seems entirely straightforward and sensible.

There are three kinds of damage that mobile phones can do in the playground, and schools are right to tackle them. The most obvious may be the least serious: some games and apps are so overwhelmingly appealing when they first appear that unhappy children can be entirely swept away in them. *Fortnite* is the latest mania of this sort. Before that, there were birds, variously angry and flappy. All these trends fade over time and are replaced by others. The market is just too profitable for those who get it right. On the whole, though, these problems are self-regulating.

The second problem, which is not of course confined to school hours, is that social networks make bullying and forming small exclusive groups easier and perhaps more attractive. They make grown-ups behave like bad-tempered teenagers, and real teenagers have fewer defences against their own worst impulses. Schools are right to try to defend themselves and their pupils against such influences.

The most serious, though, is that the constant interruption and the state of twitchy half-attention promoted by the mobile phone tends to degrade the capacity for sustained attention, which schools need to teach. There is evidence, mentioned by Mr Hancock, that just the presence of a phone makes it harder to concentrate, even when it is in a bag or container. The expectation of distraction is its own distraction. This is not just a matter of listening in lessons. Outside the classroom, children are constantly learning – and teaching – important social lessons, and they need to do this with their real companions rather than imaginary ones. Real communities are made from people who might not have chosen one another, and schools should teach children how to live in them. Giving the honour of attention to the people around us is part of that.

Yet, there are practical difficulties with the idea of a national ban on the French model. It would not be reasonable to expect children not to bring their phones to school at all when so much social life and practical interaction with parents is coordinated with them. If the phones are stored at school, that raises security questions about where they are kept. What would the punishments be for those who repeatedly break the rules? These are questions for individual schools and headteachers to decide. If Mr Hancock and Ms Spielman are serious, they should be lobbying for financial support for the schools that must carry out their policy.

The Guardian

0. A member of the UK government has proposed that

A mobile phone use should be banned for everyone at schools.
B students should not be allowed to use mobile phones at school.
C students should make better use of their mobile phones at school.

50. The French government has taken steps to forbid the use of mobile phones

A in the earlier stages of education.
B at all education levels before university.
C at the request of headteachers.

51. The article says that a ban on mobile phones at schools

A should be introduced by all headteachers independently.
B should not be introduced because it is too extreme.
C has already been introduced in some schools in the UK.

52. The attraction of some games and apps

A is greatest for miserable children.
B is the biggest problem that schools face.
C lasts for long periods of time among children.

53. Games and apps that grab too much of students' attention

A should be regulated by headteachers.
B are regularly replaced by new ones.
C make students a lot of money.

54. One of the problems social media sites cause is that

A parents start behaving childishly with teachers.
B bullying among students increases.
C schools become small exclusive groups.

55. The ability to focus for a longer period is

A a skill students only need in lessons.
B unaffected if the phone is out of sight.
C a skill that schools must develop in students.

56. Real-life communication

A teaches us to live alongside different people.
B enables us to choose who we communicate with.
C is taught to students in school programmes.

57. According to the article,

A a national ban of mobile phones at schools would be easy to carry out.
B parents should coordinate the storing of mobile phones at school.
C making students leave their phones at home does not seem realistic.

58. The aim of this article is to

A discuss the pros and cons of using mobile phones at schools.
B explain why schools should not allow students to use mobile phones.
C describe the issues caused by the law banning mobiles in the UK schools.