YEAR 9 READING

Analysing Arguments

Identify contention, reasons, evidence and language in an opinion piece

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Name: _____ **Date:** _____ **Score:** _____ / 9

Phones Should Stay in Lockers

Since our school introduced its 'phones away for the day' rule, something remarkable has happened at lunchtime: noise. Real noise. The sound of students talking, arguing about footy, playing handball and laughing.

Critics claim the rule treats teenagers like children. But teenagers are not the problem; the technology is. Apps are designed by some of the world's best engineers to be as addictive as possible. Expecting a fourteen-year-old to resist that, six hours a day, is unrealistic.

The evidence is mounting. Several state education departments have reported fewer incidents of cyberbullying during school hours since phone bans were introduced. Teachers report that students are more focused in class and less likely to be distracted by notifications.

Some parents worry they won't be able to reach their children in an emergency. This is understandable, but the school office has always been, and remains, the fastest way to contact a student.

Of course, phones are not evil. They are powerful tools. But school is a few precious hours each day when young people can be fully present with each other. Isn't that worth protecting?

Choose the best answer.

1. What is the writer's contention?
   (a) phones should be banned everywhere (b) phones should be kept in lockers during school (c) teenagers are irresponsible
2. How does the writer respond to the 'treats teenagers like children' criticism?
   (a) agrees completely (b) shifts the blame to addictive technology (c) ignores it
3. The paragraph about parents' worries is an example of...
   (a) a statistic (b) a rebuttal of an opposing view (c) an anecdote
4. The tone of the final paragraph is best described as...
   (a) reasonable and persuasive (b) angry and aggressive (c) sarcastic
5. The opening uses repetition of 'noise' to...
   (a) complain about loud students (b) emphasise the positive change (c) describe a fire alarm

Write your answer.

6. List two reasons the writer gives to support the contention.

7. Why does the writer say 'phones are not evil'?

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Analysing Arguments

Identify contention, reasons, evidence and language in an opinion piece (continued)

8. How might a student who disagrees respond to this piece?

9. Analyse how the writer uses language in the first paragraph to position readers.

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Analysing Arguments

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Choose the best answer.

1. b) phones should be kept in lockers during school
2. b) shifts the blame to addictive technology
3. b) a rebuttal of an opposing view
4. a) reasonable and persuasive
5. b) emphasise the positive change

Write your answer.

6. Apps are designed to be addictive; less cyberbullying; students more focused in class.
7. To appear balanced and reasonable so readers trust the argument.
8. Phones can be learning tools, and students need to learn self-control rather than have phones taken away.
9. Answers will vary. Example: The writer uses short sentences, 'Real noise.', and a list of activities to paint a lively picture of students socialising. This positions readers to see the rule as positive before any evidence is given.

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