

I'm constantly told to worry about my child's screen time – but I'm more concerned about my own

Level 3: Advanced

Article summary: In this article, the writer shares his concerns about his screen time.

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Gerunds and infinitives

Materials needed: One copy of the worksheet per student

Key:

- | | |
|---------------------|---------------------|
| 1. <i>glance</i> | 6. <i>luddite</i> |
| 2. <i>billboard</i> | 7. <i>embraced</i> |
| 3. <i>corrode</i> | 8. <i>gist</i> |
| 4. <i>scroll</i> | 9. <i>pare</i> |
| 5. <i>akin</i> | 10. <i>flicking</i> |

3. Comprehension check

- a. Ask students to work individually and complete the sentences using words from the article. Once finished, give them some minutes to check in pairs before checking answers with the whole class.

Key:

1. *immediate; abstract*
2. *judged*
3. *question*
4. *measure*
5. *distracted living*
6. *attention span*
7. *distracted*

1. Warmer

- a. Ask students to work in pairs and discuss the questions. Encourage them to give reasons for their opinions. After a couple of minutes, hold a brief discussion with the whole group so every pair can share their views.

2. Key words

- a. Ask students to work individually or in pairs and match the words with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure about their meaning. Allow some minutes for students to check answers in pairs or groups of three before checking with the whole group.

Key:

- | | |
|-------------|--------------|
| 1. <i>i</i> | 9. <i>a</i> |
| 2. <i>e</i> | 10. <i>k</i> |
| 3. <i>c</i> | 11. <i>j</i> |
| 4. <i>f</i> | 12. <i>g</i> |
| 5. <i>l</i> | 13. <i>n</i> |
| 6. <i>o</i> | 14. <i>h</i> |
| 7. <i>m</i> | 15. <i>b</i> |
| 8. <i>d</i> | |

4. Key language

- a. Students work in pairs again, this time to complete the sentences with the correct form of the verbs in brackets (*gerund, infinitive, or simple form*). Check answers with the whole class and encourage students to draw conclusions on when to use each (e.g., gerunds after prepositions, simple form after modal verbs, etc.)

Key:

- | | |
|-----------------------|---------------------|
| 1. <i>worrying</i> | 5. <i>hope</i> |
| 2. <i>feel</i> | 6. <i>believing</i> |
| 3. <i>remembering</i> | 7. <i>to scroll</i> |
| 4. <i>having</i> | 8. <i>competing</i> |

5. Discussion

- b. Ask students to work in pairs again, this time to complete the sentences using words from the previous exercise in the correct form.
- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experiences whenever possible.

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6. In your own words

- a. This task can be assigned as homework individually or in pairs. Ask students to do some online research and design a campaign to raise awareness of the potential dangers of excessive screen time and propose some strategies they can implement to manage screen time more effectively. Encourage students to design an infographic, a presentation or a social-media post to communicate their key message and present their ideas to the class.