

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

Level 1: Elementary

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

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Relative pronouns

Materials needed: One copy of the worksheet per student

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 complete the sentences using key words from the text. 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>embrace</i> | 6. <i>justify</i> |
| 2. <i>addiction</i> | 7. <i>stare</i> |
| 3. <i>motorway</i> | 8. <i>scroll</i> |
| 4. <i>entirely</i> | 9. <i>unfortunately</i> |
| 5. <i>afford</i> | 10. <i>suddenly</i> |

- b. Ask students to work in pairs again, this time to complete the sentences using words from the previous exercise in the correct form.

Key:

- | | |
|--------------------|-------------------------|
| 1. <i>scroll</i> | 4. <i>suddenly</i> |
| 2. <i>afford</i> | 5. <i>unfortunately</i> |
| 3. <i>embraced</i> | |

3. Comprehension check

- a. Ask students to work individually and choose the correct option to complete each sentence. Once finished, give them some minutes to check in pairs before checking answers with the whole class.

Key:

1. *about things they can't control*
2. *are stressed about*
3. *he spends too much time on screens*
4. *distracted living*
5. *be able to concentrate better*

4. Key language

- a. Ask students to read the sentences from the article and answer the questions. They can do this individually or in pairs.

Key:

1. *when*
2. *who*

- b. Ask students to read some other sentences and answer the questions.

Key:

3. *where*
4. *that / which*

- c. Students work in pairs and complete the sentences with the missing relative pronouns.

Key:

1. *who (or that)*
2. *where*
3. *that / which (or nothing)*
4. *that / which (or nothing)*
5. *when / that (or nothing)*

5. Discussion

- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experience whenever possible.

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6. In your own words

- a. This task can be assigned as homework individually or in pairs or small groups. Ask students to do some online research and prepare a presentation about the negative effects of spending too much time in front of screens and what we can do about it.