

UNIT 3 I'M NOT ADDICTED

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to Samuel's explanation of his problem.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider three alternative opinions about Samuel's problem and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for asking about agreement and giving a response.
- Extend the Topic by talking about Internet usage and habits.
- Read a Culture Corner extract about the top ten types of websites.
- Share ideas about their own online habits and activities.
- Listen to a follow-up video extract from Kyle giving his views about using the Internet.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Junko's unit introduction.

The Issue

In this unit, a son expresses his dissatisfaction with his mother, who accuses him of being addicted to the Internet. The son, Samuel, spends all of his free time online. His mother tries to restrict his use of the Internet, but Samuel disagrees. He thinks the way he uses the Internet and the time he spends online are quite normal for a young person like him. Samuel has no intention to change his lifestyle. Excessive use of the Internet can cause many problems, but being online is now a normal part of life for many people. How they can keep a good balance between on- and offline time is an issue.

Questions Raised

- Is Samuel addicted to the Internet, as his mother says? Or is the time he spends online normal. as he says? Should Samuel change his lifestyle, or should his mother be more understanding?
- What are the problems of heavy Internet use? Is the Internet safe, or can it be dangerous?
- Are the friends you make online real friends? Does going online help people make friends?

To Keep in Mind

- If some students do not have computers or Internet connections, or if there are older learners in class, they may have difficulty understanding the content of this unit. For example, they may not fully understand "my own web page and blog," "chatting online," "online games," "update my personal network," etc. Make sure that everyone in the class is familiar with these terms and explain any that are unknown.
- Students and teachers who are heavy Internet users will probably sympathize with Samuel. They may also be able to identify his problems clearly because of their own experiences. Those who don't spend a lot of time online will be more likely to agree with his mom's point of view.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. You can ask a handful of students which of the two spends more time online. Help students with vocabulary if they are not familiar with the Internet-related terms.

🕒 **Teaching tip:** If time permits, this is a good opportunity to find out which students may be “addicted” to the Internet themselves. As a whole class, get a quick show of hands for amount of time spent online per week (for example, more than 20 hours, 15-20 hours, 10-15 hours, 5-10 hours, less than 5 hours). Ask those who use the Internet often what they do online.

Situation

→ Have students read and listen to the monologue. Have them pay attention to Samuel’s feelings. Samuel is unhappy and angry because his mother accuses him of being addicted to the Internet.

🕒 **Teaching tip:** Have students work in pairs. Each will read one paragraph aloud, taking turns. They have to show Samuel’s feelings of frustration and anger when reading the sentences with exclamation marks.

Check Your Understanding

Answer Key

1. F 2. F 3. T 4. F

What Do You Think?

→ After you check students’ understanding of the story using the comprehension questions, students discuss their opinions of Susan, Luis, and Yeon-Suk. Have students do Activity A individually. Then have them move to Activity B and share their opinions in pairs.

🕒 **Teaching tip:** For Activity B, after a student answers, “I agree with...,” have him or her repeat the sentence by adding “I also think that...” When the student disagrees, he or she can say, “I don’t think that...” and then read the opinion.

📌 **Culture Point:** Many young people, particularly in Asia, are addicted to using cell phones, especially sending and receiving text messages or email messages. They just cannot live without cell phones every single minute. They need to feel “connected” all the time.

Extending the Topic: Disagreement!

→ Have students work individually when checking in the boxes, and in pairs (or threes) for the follow-up discussion about Samuel and his mom’s opinions on Internet usage.

Give students plenty of time to read and check the opinions, and be sure that they add their own ideas at the bottom. When students are ready to move on to Step B, ask for three volunteers to read the sample conversation. Encourage students to show emotion when discussing.

Culture Corner

Have students work in pairs or groups of three. Students read through the Top Ten Types of Websites. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Which types of websites does Samuel visit often? Which ones do you visit often? The second question is also an appropriate warm-up question for the Sharing My Ideas task.

Sharing My Ideas: My life online

→ Choose

Begin by having the students choose what they do online. Explain that they are going to talk about “their life online” based on the items they have chosen.

→ Prepare and Rehearse

It is important to go over the Presentation Tip during the Preparation step as it relates to note-taking and organization. Also, encourage students to use the Language Hints to prepare their speech. Be sure to give them plenty of time to answer the questions and let them know they should add their own ideas. After a silent rehearsal, they can improve their notes and practice again.

Sample Presentation

I do many things online. Emailing, net surfing, chatting, and shopping. One thing I like is shopping through Internet auction. I can buy good things at cheap prices. For example, the other day I bought a designer bag for half the original price! I really enjoy it because I often get things I cannot buy at stores. Another thing I like to do is sell my things through Internet auction. I was really happy when somebody bought my T-shirt for more money than I thought. Some people say Internet auctions can be dangerous but I have had no trouble so far. It is really fun, so I recommend it.

→ Present

Have students work in pairs or in a small group. Direct students' attention to the Listener task. You could give the option of adding an example for each item on the checklist.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Have students evaluate the person speaking. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|--|-----|
| 1 – The presentation was well organized. | Y N |
| 2 – The presenter talked about all four points in the Listener task. | Y N |
| 3 – The presenter gave good examples. | Y N |
| 4 – The presenter used the Language Hints. | Y N |
| 5 – The presenter was easy to understand. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in front of the class, have each student grade him or her.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Kyle's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Kyle

The kid in the story really needs to get a life. He needs to get out and be active. He shouldn't spend all of his time on the computer because that is just unhealthy. He says he has friends, but does he ever do anything with them? Like, with my friends, we go to the beach or we go to the mall or we hang out. But this guy, he just talks to his friends on the Internet. I don't know how much interacting you can do on the Internet.

But I know how addictive the Internet is sometimes. I'll go on the Internet and spend an hour or so and think only a few minutes have gone by. But I could never spend any more than two hours on the Internet. I just start feeling too lazy. I think this kid's mom should definitely be more controlling of his Internet time, because it could become an issue later on in his life. It could affect his health, or his mental health. He needs to do something about it before it's too late.

Video Script

I think this kid really needs to get a life, and get out and be active and not spend all of his time on the computer, because that is just unhealthy. He says he has friends, but does he ever do anything with them? Like, me and my friends, we go to the beach, we hang out, we go to the mall. But this guy, he just talks to them on the Internet. Like, I don't know how much interacting you can do on the Internet.

I know how it is sometimes when I'll go on the Internet I'll spend a few hours and think only a few minutes go by. But it's actually more time, but I could never spend any more than two hours on the Internet. I just start feeling too lazy. I think his mom should definitely be more controlling in his Internet time, because it could become an issue later on in his life. It could affect his health, or his mental health. He needs to do something about it before it's too late. Otherwise his mom is going to have to come in and help him. He may hate her at first, but he'll thank her in the end because he'll be forced out into society and he just might make a friend or two.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

A. Understanding the Situation: The focus is on understanding the expressions Samuel uses to show his feelings. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on you check students' understanding of expressions or phrases from the What Do You Think? section. Students answer two multiple-choice questions.

Answer Key

- A. 1. c 2. d 3. a 4. b 5. d
B. online, addicted, normal
C. 1. b 2. a

LINKS

If you would like the class to do additional research on Internet addiction, here are some useful links:

Are You Addicted to the Internet? Test:

<http://psychcentral.com/quizzes/netaddiction.htm>

Science News: Internet addiction more serious than OCD:

http://www.upi.com/Science_News/2007/08/18/Internet_addiction_more_serious_than_OCD/UPI-93161187410983/

Welcome to the Home of Internet-a-holics Anonymous:

<http://www.internetaddiction.com/>