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# TECHNOLOGY ADDICTION IN TEENS

By: S. Ryshkevich

Source: <http://everydaylife.globalpost.com/technology-addiction-teens-11134.html>



Pronunciation: AE

**Directions:** Practice by saying the word pairs and example sentences, then speak the words from this reading.

**Word Pairs** bat-bet, cat-pet, sad-said, rack-wreck, mat-met

**Example sentence:** That cat spat at Matt.

**Examples from this reading:** Can - Reaction - Academic - Anonymity -

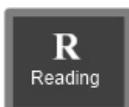
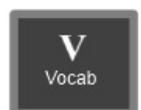
Vocabulary

**Directions:** Study the following keywords and definitions.

1. academic -(adj) - Related to learning, teaching, and knowledge.
2. compulsion -(n) - A very strong need to do something that may not be good for you.
3. convenience -(n) - Easily available for use.
4. embarrass -(v) - To make someone feel uncomfortable about themselves.
5. habitual -(adj) - Something usually done.
6. cope -(v) - Solve or accept a problem or difficulty.
7. defines -(v) - To identify and explain what something is.
8. crucial -(adj) - Essential, very important, necessary.
9. avoid -(v) - Stay away from.
10. anonymity -(n) - The condition of being unknown .
11. even -(adv) - Surprisingly
12. attention -(n) - Mental focus; concentration.
13. can -(v) - Have the ability to do something.
14. engage -(v) - To become involved with a person or activity.
15. express -(v) - to tell or show feelings or thought through words, looks, or actions

Which words are the hardest?

Focus on the tough ones!



Reading

**Directions:** Read the following passage carefully.

Many of today's teens spend much of their time with their faces buried in a computer monitor or smart phone. Moms and dads who would prefer that their teens' faces were buried in books might suspect the cause of this phenomenon is technology addiction. However, parents need to understand the specific symptoms of technology addiction before making a judgment.

Definition

Kimberly Young, director of the Center for Internet Addiction Recovery and author of "Internet Addiction: A Handbook and Guide to Evaluation and Treatment," defines technology addiction as a habitual compulsion to engage in using technology instead of addressing life's problems. For example, a teen who instinctively pulls out her smart phone whenever her mom begins lecturing her might be addicted to technology because such a reaction is likely a coping mechanism to avoid conflict. Long-term compulsions, even those that are not physically addictive such as Internet use, can lead to psychological problems such as insomnia, irritability and depression.

### Attractiveness of Technology

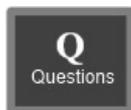
Teens are particularly susceptible to technology addiction for several reasons. First, teens tend to have poor coping mechanisms. In the face of stress, they often turn to what's comforting to them, usually something easy to focus on, including online videos or social media sites. The increased convenience and widespread availability of technology makes it easy for a teen to whip out a mobile device and switch her or his focus from the real world to the virtual world. Also, in the teen years, self-identity is crucial. Most teens struggle with understanding who they are and how to present themselves. One attraction of technologies such as online video games and the Internet is the anonymity it brings, allowing teens to express themselves without putting their ego at risk.

### Risks

Technology addiction can have several negative effects on a teen. The attractiveness of anonymity, for example, might pull a teen away from social engagement. After all, a teen might embarrass himself at a party, but that's something not easily done online. Such an avoidance of social settings, in combination with the draw of the Internet, could lead to a teen shutting himself off from his peers. This also leaks into family life. A teen who overuses technology or uses technology to cope with problems might refuse to engage in family discourse or family activities in favor of using the newest gadget or phone application. And, as in addicted adults, addiction can affect a teen's work and academic performance. A teen who rushes to get online after school neglects his homework. A teen who is texting in class neglects the lecture.

### Characteristics of Addiction

Enjoying technology on a frequent basis does not necessarily mean your teen is addicted to technology. According to Young, less than 5 percent of teens suffer from a technology addiction. Many of the signs of addiction are behavioral. For example, compulsions to use technology in favor of rare and exciting life events, such as parties or vacations, might signify addiction. In addition, attitude changes in your teen might be cause for alarm; sudden depression, loss of self-esteem, and problems paying attention are symptoms of Internet addiction.



### Comprehension Questions

**Directions:** Read the following questions and answer each to the best of your ability.

1. Suggest a different title for this text. Why do you think that this would make a good title?

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2. Identify a quote from the text that you think is very important and explain why.

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3. Imagine that you are the teacher, what three questions would you ask your students to see if they understood this text?

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4. What connections can you make between the text and other texts, information, or experiences?

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Identify 3 important supporting details that contribute to the main idea of the passage.	1) 2) 3)
Identify 2 details that are not very important to the main idea of the passage.	1) 2)
Write 1 brief paragraph summarizing the main idea of the passage. Use the important details to support your discussion of the main idea.	

5. What is the tone of this text?

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## Focus on Grammar

The **simple present** is used in 3 cases.

1. General truths: "The sun rises in the east."
2. Habits: "I drink coffee every morning."
3. Conditions: "Today is sunny."

How is the **simple present** used in the sentence(s) below?

**Directions:** Identify how the **simple present** is used in the sentence(s) below

1. According to Young, less than 5 percent of teens suffer from a technology addiction.

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2. Many of today's teens spend much of their time with their faces buried in a computer monitor or smart phone.

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3. A Handbook and Guide to Evaluation and Treatment, defines technology addiction as a habitual compulsion to engage in using technology instead of addressing life's problems.

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4. One attraction of technologies such as online video games and the Internet is the anonymity it brings, allowing teens to express themselves without putting their ego at risk.

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## Word Roots & Stems

Rule: The suffix **y** changes a noun into an adjective, like *dirty*.

**Directions:** Identify the word that ends with **-y** in each sentence and write it on the line.

1. In the face of stress, they often turn to what is comforting to them, usually something easy to focus on, including online videos or social media sites.
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**Directions:** Fill in the blanks below, just as in the models.

salty \_\_\_\_\_  
cuddly (cuddle -e) + y She's a cuddly puppy.  
dirty dirt + y Her room is not clean - it's dirty.  
sleepy \_\_\_\_\_  
hairy \_\_\_\_\_  
sunny \_\_\_\_\_



## Vocabulary Practice FILL IN THE BLANK

**Directions:** Use the word bank to identify the word that best completes the sentence.

academic	compulsion	convenience	embarrass	habitual	cope
defines	crucial	avoid	anonymity	even	attention
can	engage	express			

1. He felt \_\_\_\_\_ ed when everyone laughed at him.

2. He jumped to the side to \_\_\_\_\_ stepping in the puddle.
3. She \_\_\_\_\_ed her anger with her eyes.
4. The dictionary \_\_\_\_\_ an enzyme as a substance produced by a living organism that acts as a catalyst to bring about a specific biochemical reaction.
5. A car is a \_\_\_\_\_ for many people, and helps people in their daily lives.
6. Water is \_\_\_\_\_ for life.
7. You must \_\_\_\_\_ with many new problems when you move to a new country.
8. His \_\_\_\_\_ made him a perfect spy.
9. Reading the paper during breakfast is \_\_\_\_\_ for him.
10. He loves all animals, \_\_\_\_\_ snakes!
11. I \_\_\_\_\_ read and write in English.
12. She loved school and wanted an \_\_\_\_\_ job.
13. Pay \_\_\_\_\_ to cars when you cross the street.
14. She was \_\_\_\_\_d in the campaign to develop human rights.

## MATCHING

**Directions:** Write the letter of word that matches the definition on the line. If it helps, feel free to also draw a line between the definition and the matching word.

1. \_\_\_\_\_ To make someone feel uncomfortable about themselves.
2. \_\_\_\_\_ Stay away from.
3. \_\_\_\_\_ to tell or show feelings or thought through words, looks, or actions
4. \_\_\_\_\_ To identify and explain what something is.
5. \_\_\_\_\_ Easily available for use.
6. \_\_\_\_\_ Essential, very important, necessary.
7. \_\_\_\_\_ A very strong need to do something that may not be good for you.
8. \_\_\_\_\_ Solve or accept a problem or difficulty.
9. \_\_\_\_\_ The condition of being unknown .
10. \_\_\_\_\_ Something usually done.
11. \_\_\_\_\_ Surprisingly
12. \_\_\_\_\_ Have the ability to do something.
13. \_\_\_\_\_ Related to learning, teaching, and knowledge.
14. \_\_\_\_\_ Mental focus; concentration.
15. \_\_\_\_\_ To become involved with a person or activity.

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|----------------|
| A. academic    |
| B. compulsion  |
| C. convenience |
| D. embarrass   |
| E. habitual    |
| F. cope        |
| G. defines     |
| H. crucial     |
| I. avoid       |
| J. anonymity   |
| K. even        |
| L. attention   |
| M. can         |
| N. engage      |
| O. express     |

## WRITE YOUR OWN SENTENCES

**Directions:** For each of the words in the box, write an original sentence using the word. Circle the vocabulary word in each sentence. Be sure to write a sentence that would help the reader better understand the meaning of the word.

academic	compulsion	convenience	embarrass	habitual	cope
defines	crucial	avoid	anonymity	even	attention
can	engage	express			

- 
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
  10. \_\_\_\_\_
  11. \_\_\_\_\_
  12. \_\_\_\_\_
  13. \_\_\_\_\_
  14. \_\_\_\_\_
  15. \_\_\_\_\_

# LESSON: TECHNOLOGY ADDICTION IN TEENS

Grade: 10 | Subject: | Aim: | Prepared by: Svetlana Ryshkevich

## Objectives:

- Students will be able to understand, pronounce, and use the words in the vocabulary list below.
- Students will be able to demonstrate comprehension of the passage by answering questions which require basic understanding and interpretation of the content.

## Standards addressed:

## Vocabulary:

- |             |               |                |               |             |               |
|-------------|---------------|----------------|---------------|-------------|---------------|
| 1. academic | 2. compulsion | 3. convenience | 4. embarrass  | 5. habitual | 6. cope       |
| 7. defines  | 8. crucial    | 9. avoid       | 10. anonymity | 11. even    | 12. attention |
| 13. can     | 14. engage    | 15. express    |               |             |               |

Activity	Description	Differentiation Guide	Assessment
Pronunciation Practice: AE	<ul style="list-style-type: none"><li>• Introduce key phoneme with minimal pairs.</li><li>• Model and emphasize pronunciation.</li><li>• Individual and choral repetition.</li></ul>	Give students who need extra help the opportunity to practice in smaller groups or individually. Alternate choral and individual repetition, calling on individual students at random. Struggling students may need additional instruction on how to make new sounds. Some students may benefit from being challenged to think of their own minimal pair.	ALL Students will be able to demonstrate an increase in pronunciation skills by successfully pronouncing the new sound during choral or individual repetition. SOME students will be able to recognize and identify the sound in other words they know.
Introduction of vocabulary	<p>Introduce the new words from the vocabulary list in above (see Objectives) by modeling pronunciation, individual and choral repetition.</p> <p>Review definitions</p> <p>Sample Questioning:</p> <ul style="list-style-type: none"><li>• In your own words, explain the definition.</li><li>• Who can think of a time when this word might be used?</li><li>• Can you use this word in a sentence?</li><li>• What's the antonym (opposite) of this word?</li></ul>	When appropriate, give different types of learners an opportunity to write down the new words, associate a visual image to cue to understanding of the word, or develop a physical action to increase the student's ability to remember the new words.	ALL Students will be able to increase their understanding and awareness of the new words. SOME Students will be asked to orally demonstrate knowledge of new words.

Reading & Comprehension Questions	Students will read the passages of Technology Addiction in Teens and demonstrate comprehension of the content by question.	Depending on the population: Read the entire passage aloud, to model phrasing and fluency. Pause at key moments and model good reading strategies through a think aloud. Ask students to volunteer to read parts of the passage aloud. Instruct students to read the passage silently and complete the questions independently, while working with students who need more literacy help. Ask students to complete the questions by doing Think, Pair, Share	ALL Students will read the passage or follow along as the passage is read. ALL Students will strive to demonstrate comprehension of the passage by answering the questions. SOME students will be given an opportunity to share their answer aloud.
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Grammar:	Students will review the usage of and then identify <b>the Simple Present tense</b> in sentences from the reading. Students will write 5 original sentences using <b>the Simple Present tense</b> .	Give students need time to work on completing their own practice sentences with <b>the Simple Present tense</b> . Invite early finishers to put their sentences on the board or challenge them to use both <b>the Simple Present tense</b> AND also include the vocabulary from the lesson in their sentences.	ALL Students will be able to demonstrate an increased mastery of <b>the Simple Present tense</b> by independently writing sentences that correctly employ <b>the Simple Present tense</b> .
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Word Building: Roots and Stems	Students will be encouraged to take away a word-attack strategy from this lesson by reviewing True as used in the reading.	Students may benefit from having time to complete this portion of the worksheet individually or in pairs.	ALL students will be able to recognize the True and understand True changes a noun into an adjective, like dirty.
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Practicing New Vocabulary	Students will be given a chance to practice applying new vocabulary by completing cloze sentences.	Students complete this section of worksheet independently prior to group review of the answers. When appropriate, have students work in pairs or small groups.	ALL Students will increase their familiarity with the new vocabulary and their ability to successfully use these new words in context. Students who get more than two of the cloze sentences wrong should be asked do other reinforcement (i.e. flash cards).
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Summary	Instructor will review the objectives of the lesson with the class a whole.	The summary can be completed as quick discussion or by asking student to summarize in their notes.	Example quick assess: 3 new pieces of information from text, 2 new words, 1 question about what they learned.
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**Fill-in-the-blank Answer Key:**

1) embarrass 2) avoid 3) express 4) defines 5) convenience 6) crucial 8) cope 9) anonymity 10) habitual 11) even 12) can 13) academic 14) attention 15) engage

**Matching Answer Key:**

- A. 13
- B. 7
- C. 5
- D. 1
- E. 10
- F. 8
- G. 4
- H. 6
- I. 2
- J. 9

K. 11  
L. 14  
M. 12  
N. 15  
O. 3