

<b>Name:</b> Nancy Vergauwen <b>Topic:</b> Digital habits across generations	<b>Date:</b> 11/07/2025  	<b>Level:</b> Intermediate <b>Reading</b>	<b>Number of students expected:</b>
<b>Main lesson focus (underline one):</b> Grammar / Vocabulary / Pronunciation / <u>Reading</u> / Listening / Speaking / Writing			
<b>Learner outcome(s):</b> The students will be able to answer gist and more detailed questions about the text “Digital habits across generations. Students will discuss fluency about their digital habits.			
<b>Grammar:</b>  <b>Vocabulary:</b> To miss out, Addiction, Constantly, To be cut off from, Unlike, Social media, Ironically, Early adopters  <b>Phrases:</b>			
<b>Materials:</b> Lessonplan, handouts, pictures			
<b>Assumptions:</b> For this lesson I assume the Ss already know some vocabulary.			
<b>An anticipated problem:</b>  <b>My proposed solution:</b>			
<b>What I intend to work on based on previous feedback:</b> To remove myself during the production task.			

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<b>Stage of lesson</b>  <b>No. of minutes</b>	<b>Procedure (What I / they do)</b>	<b>Objective (Why am I / are they doing this?)</b>	<b>Main skill students will be practising eg L</b>
PRE-READING			
Engage	I put on the board a picture of: a grandmother's facebook profil, a father on the phone, teenager son the phone. What are these pictures?	I set the context and get the ss interested in the topic of digital habits.	S
Pre-teach voc  10 MIN	<u>Matching exercise for the vocabulary</u> D: Individually I: Match the definitions with the vocabulary M: I model 1 example T: 5 min S: sheets  1. To miss out on: Not to have or enjoy something 2. Addiction: When someone cannot stop doing something (even if it's not good for them) 3. Constantly: All the time / very often, without stopping 4. To be cut off from: Not able to contact or communicate with people		S+W

	<p>5. Unlike: Different from</p> <p>6. Social media: Websites or apps where people share pictures, videos, and messages</p> <p>7. Ironically: Something surprising or the opposite of what you expect</p> <p>8. Early adopters</p> <p>People who use new technology before most others</p>		
<p>Prediction task</p> <p>5 MIN</p>	<p>Think about 3 words for each picture.  D; Individually think about 3 words for each picture.  T: You have 3 minutes.  T ( <i>Look at these pictures. Search for three words for each picture.</i>)  Students write the words on the board.  Think of a title for the text. What could be the title of the text? I put the suggestions on the board but not the real title.  <b>Which of the following do you think is the real title of the article? Why?</b></p> <ol style="list-style-type: none"> <li>1. "How Social Media Is Changing Family Life"</li> <li>2. "Teenagers and Technology: A Growing Problem?"</li> <li>3. "Digital Habits Across Generations"</li> <li>4. "From Letters to Likes: Staying in Touch in the Digital Age"</li> </ol> <p>Which one sounds the most interesting?</p> <ul style="list-style-type: none"> <li>• Which title do you think fits an article about grandparents, parents, and teenagers?</li> </ul>	<p>To motivate ss to read and to help them predict what they are going to read.</p>	<p>S+W</p>

	<ul style="list-style-type: none"> <li>What do you expect to read about based on the title you chose?</li> </ul>		
WHILE-READING 25 MIN			
Read for gist	After an initial reading we're going to check the predicted title. Is it a good title? What would be a better title? Check the pictures of the predictions task with the text.	The ss read an initial reading.	R+W
Reading for detailed comprehension	Read the text a second time and answer the questions of task 1 : Are the sentences true or false? D; Individually I; Answer the questions with true or false T: You have 10 minutes S Compare your answers with your neighbour	The ss read the text a second time to get a deeper understanding of the text.	R+W
Reading to infer meaning from context	Task 2: Write the phrases in the correct group D: Individually I: Write the phrases in the correct group T: You have 5 minutes S Compare with your neighbour	This exercise is to develop the skill of inferring meaning from context.	R+W
POST READING 15 min	Discussion D: In pairs M: I: Discuss together about the following questions T: 10 MIN S: give the sheets	Ss are encouraged to use the new language in a freer way in a similar context.	
Error correction			

## **TITLE:**

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Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

**Connect the word with the definition.**

**Vocabulary**

1. .... to miss out on
2. .... addiction
3. .... constantly
4. .... to be cut off from
5. .... unlike
6. .... social media
7. .... ironically
8. .... early adopters

**Definitions**

- a. websites and apps like Facebook, Twitter and Instagram
- b. in a funny or strange way because it's unexpected
- c. different from
- d. to not get the benefits of
- e. needing something too much or in an unhealthy way
- f. people who are the first to buy or use new technology
- g. all the time without a break
- h. to have no access to

**TASK 1 : Are the sentences true or false?**

1. More people aged 55 or more use Facebook than people aged 65 or more.	TRUE	FALSE
2. Grandparents typically use Facebook less than their grandchildren.	TRUE	FALSE
3. Sheila feels grateful to social media.	TRUE	FALSE
4. Peter found his own smartphone use affected how he felt about how much his children used their phones.	TRUE	FALSE
5. Peter has changed how much he uses his phone during the working day.	TRUE	FALSE
6. Peter feels that the changes make him a better parent.	TRUE	FALSE

**TASK 2 : Write the phrases in the correct group**

are returning to older  
technology

use social media to find  
old friends

are less keen on Facebook

were the first generation to  
get smartphones

like to keep their  
phones near them

feel lucky to have the  
internet in their lives

Teens	Grandparents	Parents

**TASK 3: Discuss with your partner about the following questions:**

- What are your own digital habits?
- Do you think you use your phone too much?
- Do you use the same apps as your parents or grandparents?
- What rules (if any) do you follow for screen time?
- Do you think teenagers today are too dependent on technology? Why or why not?
- Do you think social media helps or hurts real-life friendships?
- Would you like to live in a time without smartphones and social media? Why or why not?
- Do you agree with Peter's choice to use a simple phone on weekends? Would you do the same?