

## 'It made my day more meaningful': the Japanese gen Zers attempting a two-hour limit on smartphone use

### Level 2: Intermediate

**Article summary:** This article explains the rule that a Japanese town put in place to restrict smartphone usage and the effect that it had on people.

**Time:** 60 minutes

**Skills:** Reading, Writing, Speaking

**Language focus:** Adjectives with *-ive*, *-ful*, *-ial*

**Materials needed:** One copy of the worksheet per student

**Key:**

1. *sleep deprivation*
2. *interfere*
3. *excessive*
4. *struggle*
5. *concede*
6. *sacrifice*
7. *claim*
8. *devote*
9. *scroll*
10. *meaningful*
11. *toll*
12. *survey*
13. *measure*
14. *controversial*
15. *worthwhile*

### 1. Warmer

- a. This activity aims to let students consider when the use of smartphones should be controlled and why. Ask students to share how their daily routines would change if they used their smartphones less.

### 2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

**Key:**

- |                         |                             |
|-------------------------|-----------------------------|
| 1. <i>survey</i>        | 9. <i>sleep deprivation</i> |
| 2. <i>measure</i>       | 10. <i>conceded</i>         |
| 3. <i>controversial</i> | 11. <i>interfering</i>      |
| 4. <i>worthwhile</i>    | 12. <i>devote</i>           |
| 5. <i>sacrificing</i>   | 13. <i>scrolling</i>        |
| 6. <i>meaningful</i>    | 14. <i>claimed</i>          |
| 7. <i>excessive</i>     | 15. <i>struggle</i>         |
| 8. <i>toll</i>          |                             |

- b. Before reading the article carefully, students use the key words in the correct form to fill the gaps in the sentences to ensure that they know how the words are used in other contexts.

### 3. Comprehension check

- a. Students answer the questions based on the information in the article. If possible, encourage students to add more explanatory information when they answer, e.g. in item 1, they may say, *Typical habits for his generation scrolling through news and social media, checking messaging apps and watching video clips.*

**Key:**

**Suggested answers:**

1. *scrolling through news and social media, messaging apps and off-the-wall video clips*
2. *eight hours*
3. *a limit on smartphones to two hours a day*
4. *LINE, TikTok, Instagram and X*
5. *read, study, go to the gym*
6. *They felt the government was interfering in their private lives.*
7. *sleep and family time*
8. *over five hours a day*
9. *more time enjoying conversations and noticing the world around her*
10. *If it makes even a few people stop and talk about their habits*

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#### 4. Key language

- a. This activity helps students see how adjectives are formed from nouns and that they frequently end with *-ive*, *-ful* or *-ial*. In preparation, ask students to look at the examples from the article and how the three adjectives end. Ask them if they know the nouns for those adjectives. Have students complete the table.

**Key:**

1. *meaning*
2. *excessive*
3. *controversial*

- b. Students complete the sentences using the noun in brackets and then have them add the new words to the correct category on the table from the previous activity.

**Key:**

1. *responsive*
2. *sensitive*
3. *beneficial*
4. *industrial*
5. *expensive*
6. *beautiful*
7. *careful*
8. *wonderful*
9. *essential*

- c. Students complete the sentences with their own ideas.

#### 5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

#### 6. In your own words

- a. Ask students to conduct a survey in the class about how they use smartphones. Have students look at the questions to guide what they might ask in their survey. Tell students they will need to compare the different uses of smartphones in the class and present the differences.
- b. Students present their survey results to the class. Ask them to compare the different members of the class and describe people who use their smartphones a little and those who use them a lot. Encourage them to include adjectives ending with *-ive*, *-ful* or *-ial*, such as *excessive*, *mindful* and *essential*, in their presentations. Remind students they have an example to help them.