

The Internet and Other Addictions



1 Focus on the Topic

A PREDICTING

Look at the cartoon, and read the caption. Barry introduces himself with his first name and his problem. What kind of problem could he have? What kind of group is this? Discuss your thoughts with a partner.

B SHARING INFORMATION

In a small group, discuss your answers to the following questions.

1. Most people have heard that nicotine, the substance in tobacco, is addictive. What other substances or activities can people be addicted to or dependent on? Make a list of other addictions.
2. Do you know anyone who has been addicted to one of the items on your list? If so, describe that person and his or her addiction.
3. Anne Lamott, author of a book of essays called *Bird by Bird*, writes, "Getting all of one's addictions under control is a little like putting an octopus to bed." What does she mean? How do you feel about her analogy? Explain.

C PREPARING TO LISTEN

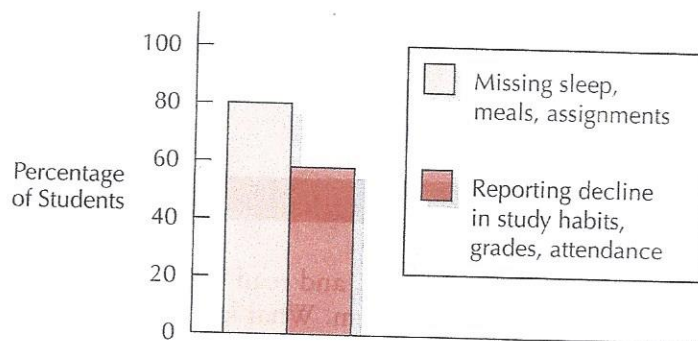
BACKGROUND

Read the following article.

Bill, a student at the University of Maryland who doesn't want his last name used, said recently: "I'm online probably 4 or 5 hours a day, most days. So I guess that's over 30 hours a week. Am I an addict? I don't know, but I can't get through the day without checking my e-mail several times, downloading music, surfing the Net, or going into a chat room."

Bill, and students like him, are becoming increasingly common on college campuses all over the United States. Can **engaging in** a behavior such as computer use actually be considered an addiction? Should professors and students be **turning each other in** to campus police? For years, researchers have been trying to make sense of the biology and psychology of addiction, its causes, and its cures. "Addiction" used to mean abuse of substances such as drugs, alcohol, and nicotine. These days, though, the word *addiction* is also being applied to Internet use, gambling, sex, shopping, and even travel.

The results of two recent studies of college students by researcher Victor Brenner show cause for concern. Look at the data from these studies.



So, if students are **devoting** more time to **high-tech** play than to study, is this an addiction? Without defining it precisely, psychologists who have noticed the **compulsiveness** of Internet users suggest that some kind of **therapy** may be needed. In fact, some campus officials have responded by **putting together support groups** for students who **present with** a variety of addiction-like symptoms, including repetitive stress syndrome (severe wrist pain), excessive fatigue or tiredness, and back and eye strain.

Beyond college campuses, new issues are **coming out** as a result of increasing Internet use. One study of the general population, conducted by Dr. Kimberly Young of the University of Pittsburgh, showed that 8.1 million Americans are spending upwards of 40 hours a week on the Net. If this is so, they probably are not doing much else: not much socializing, going to movies, eating out, or supervising their children. Volunteering is decreasing; loneliness is increasing. **Fulfillment** becomes limited to interaction on a screen. What happens to community life?

Whether at college or at home, Americans and others around the world are increasingly dependent on the Internet for work and for fun. The medical community is alert to the dangers, both physical and psychological. Will "Internet addiction" soon be an entry in the *Physician's Desk Reference*, the chief diagnostic tool for doctors? You will have to check the latest news . . . on the Net!

*Read the statements, and write **A** (agree), **D** (disagree), or ? (can't decide) in the blank. Compare your answers with those of a partner.*

- _____ 1. A person who spends 40 hours a week online could be called an Internet addict.
- _____ 2. It's as easy to get addicted to the Internet as it is to get addicted to nicotine.
- _____ 3. Electronic communication (e-mail, chat rooms, online discussion groups) is cold and impersonal.
- _____ 4. Internet addiction is not as serious as other addictions, such as gambling, nicotine, and drugs.
- _____ 5. The Internet is fun, useful, and practical, and cannot be viewed as dangerous.

VOCABULARY FOR COMPREHENSION

Read the words or expressions below on the left. Then find the definition on the right that is similar in meaning to each word or expression. If necessary, read the background reading again for more clues about the meaning. Write the appropriate letter in the blank.

- | | |
|--------------------------------|--|
| _____ 1. surfing | a. treatment of problems by talking about them |
| _____ 2. chat room | b. technologically advanced |
| _____ 3. engaging in | c. inability to control certain behavior |
| _____ 4. turning each other in | d. electronic discussion groups in which people exchange written messages |
| _____ 5. devoting | e. personal satisfaction |
| _____ 6. high-tech | f. people who meet to help each other with a problem they all share |
| _____ 7. compulsiveness | g. show signs of an illness by having a particular type of behavior or condition |
| _____ 8. therapy | h. spending or using time or effort |
| _____ 9. putting together | i. looking for information (on the Internet) |
| _____ 10. support groups | j. organizing |
| _____ 11. present with | k. taking part in or participating in |
| _____ 12. coming out | l. identifying each other to the police or an authority |
| _____ 13. fulfillment | m. appearing |

2 Focus on Listening

A LISTENING ONE: *Interview with an Internet Addiction Counselor*

You will hear a telephone interview from the radio news broadcast *Talk of the Nation: Science Friday*. It aired on National Public Radio in the United States. Ira Flatow, the host of the show, interviews psychologist Dr. Jonathan Kandell of the University of Maryland. Kandell counsels students who spend too much time online.



Work with a partner. Listen to the first 35 seconds of the interview. Write down three questions that you think Ira Flatow might ask Dr. Kandell, the counselor.

1. _____
2. _____
3. _____

LISTENING FOR MAIN IDEAS



Look at the chart below. Listen to the interview, and take notes on its main ideas by completing the prompts under Main Ideas. (You will use the Details column later.) When you have finished, compare your notes with those of a partner, and revise them if necessary.

MAIN IDEAS	DETAILS
Focus of interview unusual or "other" addictions	Examples of addictions gambling, . . .
Kandell's view of Internet addiction	Evidence for this view
Chief symptoms/warning signs of Internet addiction	Other symptoms/warning signs
Possible treatment	Reasons this treatment is helpful

LISTENING FOR DETAILS



Look at the chart again. Read the information you wrote under Main Ideas, and then read the cues under Details. Fill in as many details to support the main ideas as you can. Then listen to the interview again to check your work. Compare your notes with your partner's, and revise if necessary.

REACTING TO THE LISTENING



1 Read the questions. Then listen to each excerpt from the interview. Answer the questions, and discuss your answers with a partner. Give reasons for your choices. Each question has more than one possible answer.

Excerpt One

A *groupie* usually refers to someone, especially a young woman, who likes a musician, movie star, or sports star and follows this person around hoping to meet the star. Why does Ira Flatow, the host, use the word *groupie* to advise a certain group in the radio audience to listen? What does the word *groupie* imply in this context?

Excerpt Two

Kandell doesn't answer Flatow's question directly. What expressions show his hesitation? Why doesn't he answer Flatow directly?

Excerpt Three

How does Flatow feel about this topic at this point in the interview? How do you know? What words and tone of voice does he use to indicate his attitude?

2 Discuss the following questions with the class. Give your opinions.

1. Do you agree more with Kandell (that Internet addiction is possible) or with Flatow (that Internet overuse may not be an addiction)? Explain.
2. What's your own experience with people who use the Internet? Do you know people who overuse it? Do you overuse it? What are the warning signs? What cure or treatment would you recommend for Internet addicts?
3. How helpful can a support group like Kandell's—at the University of Maryland—be for Internet overusers? Explain. What other support groups do you know of? Would you ever join one? Why or why not?


LISTENING TWO: Time to Do Everything Except Think

In this radio interview, David Alpern and Warren Levinson, hosts of *Newsweek on Air*, a popular radio broadcast in the United States, interview David Brooks, author, journalist, and commentator. Brooks comments on the new wired and wireless life of the twenty-first century—one in which people are using new devices (such as mobile phones, laptop computers, and handheld computers) to communicate.



1 Listen to the excerpt from the interview. Take notes in the chart that follows. Fill in the main ideas on the left side of the chart, and support those ideas with as many details as possible on the right. Discuss your notes with a partner, and revise if necessary.

MAIN IDEAS	DETAILS
Brooks's attitude toward communication and information in the twenty-first century <i>We are bombarded with so much information.</i>	Reasons for his attitude
Advantage of multitasking	Additional advantages of multitasking
General view of creativity and how it occurs	Specific ways to enhance creativity
Effect of technology on Brooks	Examples of effect on Brooks

2 Read the following statements. According to Brooks's commentary, decide if they are true (T) or false (F), and write your answer in each blank. Then correct the false statements. Use your notes to help you. Discuss your answers in a small group. Give reasons for your decisions.

- _____ 1. You can really see that the new gadgets change who we are and how we act.
- _____ 2. You can increase your effectiveness and even your intelligence by multitasking, that is, doing more than one thing at once.
- _____ 3. Faster and easier access to information is a good thing that makes us more creative.
- _____ 4. If you want to be successful in business, you should only read current business newspapers and magazines.
- _____ 5. To be creatively productive, you should answer every e-mail that you get as soon as possible.
- _____ 6. It's really hard *not* to check your cellular phone for messages all the time.



LINKING LISTENINGS ONE AND TWO

David Brooks and Jonathan Kandell both have opinions about the effects of technology and the Internet on society. Read the statements below. Decide whether Brooks or Kandell would agree with them or not. Write **Agree** or **Disagree** in the space.

Then decide if you would agree or disagree with the opinions, and put your answer in the column on the right.

Discuss your opinions in a small group.

STATEMENTS	KANDELL	BROOKS	YOU
1. Addiction to the Internet is as serious as addiction to drugs, alcohol, or tobacco.			
2. The widespread use of technology helps us get information but hurts our creativity and our off-line relationships.			
3. Talking with a therapist and/or other addicts is the best way to overcome technology addictions.			

- 2 Look at the cartoon. Paraphrase the words in each thought bubble and write the paraphrase in the space below the cartoon. What is the message? Do you think it's funny? Why or why not? What would Dr. Kandell say about this recovery strategy? Does the idea behind the cartoon apply to other addictions?



Frame 1: _____

Frame 2: _____

Frame 3: _____

Frame 4: _____

Now discuss your paraphrase with a partner.

3 Focus on Vocabulary

- 1 Working with a partner, fill in the other forms of the words in the chart. An **X** indicates that there is no related form or that the form is not commonly used.

Noun	Verb	Adjective
1. addict 2. addiction	X	1. addicted 2.
	X	anxious
1. compulsiveness 2. compulsion	X	
		1. depressed 2. depressive
enhancement		
fulfillment		1. 2.
	isolate	
X		1. overwhelmed 2. overwhelming
	X	problematic
	strategize	
support		1. 2.
symptom	X	
therapy	X	

- 2 Work in groups of three to fill in the blanks in the dialogue on page 11. Use the correct form of the words from the chart above. Not all words will be used. Then, in your groups, role-play the conversation with drama and enthusiasm. Add or change the lines if you like.

Psychiatrists have been studying another unusual addiction: shopaholism, or “compulsive shopping disorder.” According to recent research, 8 percent of all Americans may be shopaholics, and 90 percent of them are women. Like other people trying to overcome addictions, shopaholics attend support group meetings. Here is what they might say at their first meeting.

A: Hi. I'm Teresa. I became a (1) _____ shopper almost overnight. My job had become just too stressful. So, to unwind after work, I'd head off to the mall. I started buying small things I really didn't need, but then I started spending more and more, and coming home later and later. It was "shop 'til you drop." My spending spun out of control until I was (2) _____ with debt.

B: Sounds familiar, Teresa. Hi, everyone. I'm Olivia. For me, work was not (3) _____ at all. Rather, my personal life was a mess. The guy I had been dating for 12 years suddenly left me for another woman. So I ended up feeling nervous and unsettled; I started having sudden (4) _____ attacks.

C: You mean headaches, rapid heartbeat, and sweaty palms?

B: Yeah, those were the (5) _____. But as soon as I pulled out my credit card, my best friend. I felt better, kind of energized. I felt strangely satisfied and (6) _____.


C: I feel the same way when I hold that little piece of plastic. Oh . . . sorry . . . I forgot to introduce myself. I'm Maria. Whenever I feel sad or (7) _____, charging a few hundred bucks on my card just cheers me up. I've tried a bunch of different (8) _____ to try to kick the habit, but so far I haven't found a way to do it. So, now here I am . . . hoping you all will help.


A: Sure, we will. Ummm . . . have any of you gotten (9) _____ to online shopping, catalogue shopping, home TV shopping, or something like that?

C: Nope, not me. Shopping at home is way too lonely and (10) _____. I'd much rather be in a crowded shopping mall.

B: Yeah, me too, Maria. You know, this group is so helpful. We can really be (11) _____ of each other by sharing our feelings openly like this.

A: Yes. I think so too. It's more (12) _____ than taking that new medicine for shopaholism or seeing a private shrink. And the best part is that we are here and not at the mall . . . at least for now.

 On a separate piece of paper, write a paragraph describing a person you know who has an addiction. Use at least eight words from the chart on page 10. Use as many different forms of the words as possible.

 Match the underlined words in the sentences with a similar expression from the list on page 13. Write the corresponding letter in the blank. Then compare your answers with those of a partner.

- _____ 1. She was so thrilled at winning \$2,000 playing “pachinko,” a Japanese pinball-slot matching game, that she turned into a real pachinkoholic.
- _____ 2. One of the students in Kandell’s support group reported he felt empty, confused, and lonely after he went cold turkey and suddenly gave up talking to his friends in chat rooms every night.
- _____ 3. When Dr. Kimberly Young’s research on Internet addiction first came out, she was bombarded with requests for interviews. Reporters were shocked by her conclusions that Internet addiction was a serious illness.
- _____ 4. Some psychologists believe that electronic forms of communication (e-mail, voice mail, mobile phone, pagers, chat rooms) are seriously shaping our social interactions.
- _____ 5. In some parts of the United States, using a cell phone in the car is now illegal. Too many drivers are multitasking—eating, talking, working—while driving, which causes accidents.
- _____ 6. Upon returning from a week or two of vacation, many employees are simply overwhelmed by the huge amount of e-mail that builds up. Some may receive nearly 400 messages a week.
- _____ 7. After he gave up cigarettes, he went through withdrawal: hunger, discomfort, and other uncomfortable symptoms.
- _____ 8. Many business people see technology as a positive way to enhance customer service through more immediate and consistent communication.
- _____ 9. While noodling around one Friday afternoon, a team of product engineers came up with a new wristwatch that allows users to receive instant e-mail messages on their wrists.
- _____ 10. Some parents should be blamed for feeding their children’s addiction to television or computer games because they have no rules to limit use.
- _____ 11. Driven to win the “top sales manager of the year” award, he turned into a total workaholic, putting in 18-hour days for months.
- _____ 12. College administrators really don’t know what’s going on in many computer labs. They think students are doing research and studying, but in many cases the students are playing computer games and chatting with their friends online.

- | | |
|---|--|
| a. improve; enrich | g. happening |
| b. doing different things at the same time | h. experienced |
| c. attacked by a lot of information, data, or questions | i. playing with ideas creatively |
| d. influencing our behavior in a particular way | j. increasing |
| e. upset, strongly affected | k. was unhappy, sad, or lonely (because nothing seemed interesting or important) |
| f. became (something different) | l. trying extremely hard |

5 Work with a partner.

Student A: Ask Student B questions 1 and 2.

Student B: Cover the left column. Answer Student A's questions using the key words in your column in any order. Answer as fully as possible. Then switch roles after question 2.

Example

A: Have you ever been addicted to a particular TV program?

B: (problematic, turn in, compulsive) Oh, sure! About five years ago, I felt totally **compulsive** about watching a soap opera called *General Hospital*. It was quite **problematic** because I used to arrange my university course schedule around the time of the show, so I'd be sure to watch it every day. For several hours each night, I went on the Internet to read about the show and its stars. My roommate threatened to **turn me in** to a counselor because she thought I had become addicted.

Student A

1. Can you describe a time in your life when you were really hooked on a hobby?
2. If your friend were a dataholic, what kind of advice would you give him or her?

Student B

1. shape, fulfill, driven
2. enhance, noodle around, bombarded

Now switch roles.

3. If a close friend of yours insisted on bringing her laptop with her on her vacation, how would you convince her not to?
4. Can you describe a time when you were overly enthusiastic about a new product coming on the market?

3. feel empty, overwhelmed, feed
4. come out (on the market), turn into, go through

4 Focus on Speaking

A PRONUNCIATION: Highlighting Important Words

In general, one or two words in a sentence are most important to express the speaker's meaning and intention.

We *highlight* the most important words by saying the words

- on a high pitch, or
- with strong stress: the stressed vowel is long and loud.


Listen to these sentences:

I've GOT to have a cigarette.

I REALLY need to check my e-mail again.

When you speak, make sure your voice is high enough when you highlight an important word. While many languages are two-toned, English is a three-toned language. Therefore, you may need to use higher pitch in English than you do in your own language.



 Listen to the sentences. Underline the words that are highlighted. Some sentences may have more than one highlighted word. Then practice saying the sentences with a partner.

Patty

1. Patty was running up huge sums of money on her credit cards.
2. She spent thousands of dollars.
3. Nothing could stop her.
4. She was totally out of control.

Jim

5. Fifteen cups of coffee a day was the only thing that kept Jim going.
6. Totally overwhelmed by work, he drank from 5 in the morning to 11 at night.
7. Now, addicted to both coffee and the Internet, his life was a complete disaster.
8. He couldn't get to a therapist's office fast enough.



2 Read the dialogue. Work with a partner, and underline the highlighted words. Then listen to the dialogue to check your answers. Correct any errors. Practice reading the dialogue with your partner, emphasizing the highlighted words.

- A: Workaholism isn't really an addiction. Some people have no choice but to work long hours.
- B: Not only that. A lot of people are workaholics because they love what they do.
- A: Agreed, but being driven to succeed at all costs may not be such a good thing.
- B: Yeah, that makes me think of my father. He was so hooked on work, he used to drive talking on his cell phone and checking his e-mail at red lights.
- A: You must be joking. That is multitasking at its best!
- B: Well, not exactly. He just lost his driver's license after getting into his third accident and getting his fifth ticket.

GRAMMAR: Wish Statements—Expressing Unreality

1 Working with a partner, examine the dialogues, and discuss the questions that follow.

Q: Is your son going to quit [sky diving]?

A: No, but I wish he would.

Q: Are your children addicted to video games?

A: Yes, unfortunately, but I really wish they weren't [addicted to video games]. They forget to do their schoolwork.

Q: Do you know how I can stop drinking so much coffee?

A: No, but I wish I did [know how to stop]. You might try to get more sleep.

Q: Did you start smoking when you were a teenager?

A: Yes, and I wish I hadn't [started smoking].

1. How are the first three underlined phrases similar?
2. How is the last underlined phrase different from the first three?

Wish Statements—Expressing Unreality

Use the verb **wish** when you want to express unreality—a desire for reality to be different or a regret that it was not different. The verb tenses and structures used in the clause after *wish* to express future, present, or past situations are outlined below.

Reality Question

Can you help me now?

Will he answer all his e-mails later?

Does she drink too much coffee?

Is he a compulsive gambler?

Is he giving up gambling?

Has she been to the support group yet?

Did she feel overwhelmed when she first started learning English?

Were you hooked on candy as a child?

Wish Situation

Present and Future Wish

Use **wish** + *would* or *could*.

No, but I wish I could.

No, but he wishes he could.

Present Wish

Use **wish** + past form of the verb.

Yes, but she wishes she didn't
[drink so much coffee].

Present Wish (verb to be)

Use past form: **wish** + *were*.

Yes, but he wishes he weren't
[a compulsive gambler].

No, but he wishes he were [giving
up gambling].

Past Wishes

Use **wish** + *had* + past participle.

No, but she wishes she had [been
there].

Yes, and she wishes she hadn't [felt
overwhelmed].

Yes, and I wish I hadn't been
[hooked on candy].

Past Wishes: *could*

Use **wish + *could have*** + past participle.

Could you make the meeting last night?

No, but I wish I could have [made the meeting].

GRAMMAR TIP: The tense of the verb *wish* does not affect the tense of the verb in the clause following *wish*.

In spoken, informal English we often use short answer phrases with *wish* statements (see phrases in exercise 1).

2 *Work with a partner.*

Student A: Ask Student B questions 1 through 6. Check Student B's answers with the correct answer in parentheses.

Student B: Cover the left column. Answer Student A's question using a short-answer wish statement. Then switch roles after question 6.

Student A

1. Will your friend install the new computer program for you tonight?
(No, but I wish he would *or could*.)
2. Does your husband play poker every Friday night?
(Yes, and I wish he didn't *or wouldn't*.)
3. Are you still buying lottery tickets every week?
(Yes, but I wish I weren't.)
4. Could you finish your homework before midnight yesterday?
(No, but I wish I could have.)
5. Did they know that the Internet could be addictive?
(No, but they wish they had known.)
6. Was your mother addicted to caffeine when she was younger?
(Yes, and she wishes she hadn't been.)

Student B

1. No, but I wish he _____.
2. Yes, and I wish he _____.
3. Yes, but I wish I _____.
4. No, but I wish I _____.
5. No, but they wish they _____.
6. Yes, and she wishes she _____.

Now switch roles.

- | | |
|---|-----------------------------------|
| 7. Will she overeat at the holiday parties?
(Yes, but she wishes she wouldn't.) | 7. Yes, but she wishes she _____. |
| 8. Is your husband compulsive about cleanliness?
(Yes, and I wish he weren't.) | 8. Yes, and I wish he _____. |
| 9. Does she know how to use the new e-mail pager?
(No, but she wishes she did.) | 9. No, but she wishes she _____. |
| 10. Did he go through withdrawal when he stopped smoking?
(Yes, and he wishes he hadn't.) | 10. Yes, and he wishes he _____. |
| 11. Could you figure out how she got so addicted to gambling?
(No, but I wish I could have.) | 11. No, but I wish I _____. |
| 12. Were you able to find a program to help end your compulsive shopping?
(No, but I wish I had <i>or</i> could have.) | 12. No, but I wish I _____. |

C STYLE: Expressions for Building on Others' Ideas

The following is a list of useful expressions that can be used in conversation to build and expand on each others' ideas.

- **To add to your idea, I think** students socialize differently online than they do when they are face-to-face.
- **Not only that, but I would also say that** people are thinking more creatively.
- **Your point makes me think of** another issue, which is the trend toward giving students access to the Internet in dorm rooms.
- **Another thing I'd like to bring up** is the fact that some addictions are more harmful than others.
- **You speak of** needing to stay connected; **then, can I also assume that** you carry your cell phone with you at all times?

Work with a partner.

Student A: Read each of the first four opinions aloud.

Student B: Cover the left column. Build upon, add to, expand on what your partner has said. Use the expressions listed on page 18. Support your opinion with a few other statements. Then switch roles after item 3.

Example

A: We live in an overcommunicated world that will become even more so in the future.

B: **Not only that**, but I would also say that this world will create a generation of dataholics.

Student A

1. Workaholism cannot really be an addiction. Working hard is good for you.
2. Coffee and chocolate are just as addictive as alcohol.
3. Our “plugged in” lives are destroying opportunities for creativity and innovation.

Student B

- 1.
- 2.
- 3.

Now switch roles.

4. Companies need to come up with strategies to help employees with information overload.
5. Cigarette advertisements encourage teenage addiction to smoking.
6. We have time to do everything these days, except think.
7. Because students need the Internet to do research, preventing Internet addiction is virtually impossible.

- 4.
- 5.
- 6.
- 7.

D SPEAKING TOPIC

Read the description of the situation and the roles for this simulation activity. In your discussions, refer back to the ideas and vocabulary from the unit, and to the language in the Grammar section (pages 15–18) and Style section (pages 18–19).

SITUATION AND ROLES

Every year, the National Psychological Association holds a conference to discuss professional issues. This year's theme is "Addiction." You are psychologists attending the conference. The afternoon sessions, or meetings, are made up of interactive discussions about addiction. During these special sessions, participants share and build on each other's ideas. Then they must summarize their discussions for the participants in the other sessions.

Session One: Addictive Personalities

Discussion Topic: Are some people more likely to develop an addiction than other people?

- Define an addictive personality.
- Identify different addictive personality types, and give examples from people you know.

Session Two: Recovery Methods

Discussion Topic: What are some of the different methods used around the world to help people recover from addiction?

- Identify different recovery strategies.
- Discuss the pros and cons of each method.

Session Three: Psychology of Online Communication

Discussion Topic: How is the Internet affecting our personal relationships?

- Identify the ways the Internet and e-mail may be affecting people's relationships.
- List the pros and cons of online communication.
- Make recommendations for the future use of online communication.

1. Break up into three groups, decide which session each group will role-play, and choose a leader and a note taker.
2. Conduct a highly interactive discussion session. Make sure the note taker writes down the main points. Use expressions like the following:
 - Not only that, but I would also say that _____.
 - Your point makes me think of _____.
 - Another thing I'd like to bring up is _____.
 - OK, and to add to that idea, I'd say _____.
3. Summarize your discussion for the whole class.

E**RESEARCH TOPICS****TELEPHONE RESEARCH**

1. Make some telephone calls to find out if there is a support group for Internet addiction or other addictions in your area. Find out (1) how often it meets; (2) how a person can join; (3) what the process is to help the person recover from the addiction; (4) how it helps members who have recovered continue to resist their addiction in their everyday lives.
2. Report your findings to the class.

DESIGNING A SURVEY

1. Read the quiz on page 22. It is used to diagnose Internet addiction. Test yourself or a friend.
2. Work with a partner. Choose one of the "other addictions" such as compulsive shopping, workaholism, compulsive eating, compulsive gambling, exercise addiction, and so on. Using the Internet survey as a model, design your own survey to diagnose the addiction you chose. You may use the same scoring system as in the model.
3. Use your survey to interview a friend or a classmate. Share the results with the class.

HOOKED ON THE NET?

Let's Find Out

Take this quiz to see if your passion for the Net has become an all-consuming addiction. Check the appropriate boxes. Remember—be honest!

YES NO

- ☐ ☐ 1. Do you check your e-mail more than six times a day?
- ☐ ☐ 2. Do you lose track of the time because you are on the computer all night?
- ☐ ☐ 3. Do you dream about surfing the Net?
- ☐ ☐ 4. Have you ever missed class or called in sick to work because you were too busy online?
- ☐ ☐ 5. Do you introduce yourself by immediately giving out your e-mail address?
- ☐ ☐ 6. Do you neglect your pets because you are online and forget to feed and walk them?
- ☐ ☐ 7. Does your family constantly complain that you are spending too much time in front of the computer?
- ☐ ☐ 8. Have you forgotten to do your usual chores around the house?
- ☐ ☐ 9. Do you talk more to your friends around the world via e-mail than you do to your neighbors?
- ☐ ☐ 10. Do you feel uncomfortable at the thought of going on vacation without your computer?

SCORING

If you answered YES to . . .

- | | |
|--------------------|--|
| 0 to 4 questions: | — Don't worry! You can get a bit carried away, but it's just a fun hobby. |
| 5 to 8 questions: | — You may be getting hooked. Try to cut down on the number of hours you're on the Net. |
| 9 to 10 questions: | — Watch out! Stop cold turkey now, and run to the nearest support group. |



For Unit 1 Internet activities, visit the NorthStar Companion Website at <http://www.longman.com/northstar>.