

## Rage rooms: can smashing stuff up really help to relieve anger and stress?

### Level 3: Advanced

**Article summary:** This article discusses rage rooms, places where people pay to safely break or damage items. It explains that rage rooms are often marketed as a way for people to deal with stress or anger. The article also discusses both the pros and cons of rage rooms, with perspectives from business owners, psychologists and rage room users.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Phrasal verbs in context

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

**Key:**

- |       |       |
|-------|-------|
| 1. c  | 11. c |
| 2. a  | 12. a |
| 3. b  | 13. b |
| 4. a  | 14. c |
| 5. b  | 15. b |
| 6. a  | 16. c |
| 7. c  | 17. a |
| 8. b  | 18. a |
| 9. a  | 19. b |
| 10. b | 20. c |

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Remind students to change the verb forms if needed. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words. To extend the activity, have students make sentences of their own with the key words.

### 1. Warmer

- a. The purpose of this activity is to encourage students to think about the many different ways that people can deal with stress. Explain that some activities have a positive impact – they help people feel less stressed and have benefits for both physical and mental health. Other activities are negative – they can make the person feel more stressed or create additional problems. There are also neutral activities – they don't necessarily relieve stress, but they don't make it worse either. Give some examples to support students, e.g. doing exercise is a positive stress-relieving activity. Remind students that 'positive' and 'negative' are sometimes a matter of opinion. An activity may be helpful for one person, but unhelpful for another. Have students complete the table and compare their lists with a partner. Then ask volunteers to share ideas. Write them on the board.

**Key:**

1. gateway
2. catharsis
3. constructive
4. woeful
5. venting
6. fuelled
7. articulate
8. vent
9. cope
10. counterproductive

- c. Ask students to work individually or in pairs to write sentences with the remaining words from task a. Monitor closely and correct any mistakes.

### 2. Key words

- a. Ask students to work individually or in pairs to complete the definitions and then find the words in the article. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

### 3. Comprehension check

- a. Students can work individually or in pairs to read the sentences and decide whether they are true or false. Encourage students to underline the section in the article where they found the answers. Remind them that if they can't find the information in the

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article, then they should circle Not mentioned. As a class, have students take turns sharing the corrected versions of the false sentences.

#### Key:

1. Not mentioned (The article says rage rooms started in Japan in 2008 and 'have since gone global', but it does not say exactly when they became popular in the UK.)
2. False (They started the business as a way to help their son cope with PTSD.)
3. True
4. False (She says that most of her customers are women in their 40s with children.)
5. Not mentioned (She says that she didn't enjoy the experience, but she doesn't say that she will never try it again.)
6. False (She says that venting is counterproductive.)
7. True
8. False (He says that many activities that make people feel good are not necessarily good for them.)
9. True
10. False (She says that they do not offer insights or help people understand the causes for their anger.)

#### 4. Key language

- a. Explain to the students that *bubble up* and *crop up* are both phrasal verbs. As a class, talk about the literal meaning and the physical images they represent. For example, *bubble up* means to create bubbles, like in a pot of boiling water; *crop up* means for plants or crops to start growing in a field. Have students work individually or in pairs to explain what these phrasal verbs mean in the context of the sentences from the article. Then have them explain how these verbs can create a physical image in the reader's mind. Ask volunteers to share their ideas.
- b. **Key:**
  1. Here, 'bubbles up' refers to the anger rapidly growing inside a person. Visually, it can help the reader imagine the feelings of anger getting larger or more intense.

2. Here, 'cropping up' refers to the fact that lots of different rage rooms are quickly opening. Visually, it can help the reader imagine the rage rooms suddenly appearing all over the country.

- b. Have students work in pairs to come up with their sentences using *bubble up* and *crop up*. Then have the pairs work in small groups to share their sentences. Ask the groups to choose their favourite sentences to share with the whole class.

#### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences or beliefs whenever possible. To extend the activity, read out quotes from the experts in this article. Ask students to hold up one, two or three fingers to show whether they agree with the expert, disagree with the expert or are undecided.

#### 6. In your own words

- a. The purpose of this activity is to encourage students to develop their own business plans for a stress-relieving venue in their community. They should consider everything they learned in the article when they create their plans. For example, have them think about the experiences of the business owners and customers in the article. How do these experiences impact the students' own business plans? Encourage them to think about the experts' opinions as well. Does the business plan represent a healthy or destructive way to deal with stress and anger? Finally, have students think about their own community. How do the local culture and the community's needs and values impact the business plan?
- b. Have students share their business plans with the class. In larger classes, students can share their plans in small groups instead. Remind students of the meaning of *constructive*. Encourage them to ask their classmates for constructive advice or feedback on their plans.