

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Intermittent Explosive Disorder

7 June 2006



BBC WORLD SERVICE
LEARNING ENGLISH



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BBC Learning English – Words in the News

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Level: Intermediate and above

Topic: Anger and annoyance

Language: Vocabulary of news report

Aims: Reading skills – Understanding a short news report
Language skills – Comparisons with ‘as...as’
Speaking/Writing skills – Survey and a results report

Materials: Worksheet 1 – Comprehension questions
Worksheet 2 – Vocabulary matching task
Worksheet 3 – Grammar/language focus – comparisons, ‘as...as’
News story – Available online at:

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/06/060607_ied.shtml

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LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students about what kinds of things make them feel irritated, annoyed and angry. Write their ideas on the board. You could use some of these ideas to prompt the students

Being stuck in a traffic jam	Delayed trains	Losing your wallet
A person telling you how to drive	Hearing music from someone else's headphones	

Next, ask how people behave when they get annoyed or angry. Here are some prompts that you could use.

I tap my fingers	I can't sit still	My face goes red	I can't concentrate
I shout at people	I stay calm	I hit people	I count to ten
I feel like screaming	I make strange animal-like noises		

B Pre-teach essential vocabulary

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working in small groups together and ask them to try to match the vocabulary with the definitions. Encourage them to work with the other groups to pool their knowledge.

When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they were not sure of. If they don't have dictionaries, check their answers and give them help with any words they aren't sure of. Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

intermittent

Not all the time, stopping and starting, happening on and off

bodily harm

physical injury to someone

road rage

a term for when people get very angry when driving and are sometimes violent towards other road users

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spousal abuse

being violent towards a spouse (wife or husband)

a sense of relief

feeling better

remorseful

sorry

adolescence

the period of teenage years and early adulthood

a trigger

the thing that causes a serious problem

precedes

happens before

anti-depressant medicine

medicine to help people who suffer from depression

C Written record of vocabulary

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy your boardwork into their notebooks.

Boardwork:

intermittent

bodily harm

road rage

spousal abuse

a sense of relief

remorseful

adolescence

a trigger

precedes

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anti-depressant medicine

D Understanding the gist of the report.

Students read text for the first time.

Tell the students they are going to read a text about recent medical research. Put these words on the board and ask the students to find which ones are connected to the medical problem in the report.

Anger Crying Violence Feeling sorry Young children Solution/cure

The students do not need to read in detail at this stage. They need to understand the general ideas about IED and this news report.

E Check answers

Elicit students' answers

The words connected to the report are...

Anger Violence Feeling sorry Solution/cure

F Set specific information questions

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text in more detail and to answer the questions.

G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit correct answer (see worksheet 1 and answer key).

H Vocabulary consolidation/building

Before the lesson, make enough copies of worksheet 2 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations.

In class tell students to match the correct word with the right definition.

I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit correct answer.

J Grammar focus

Hand out Worksheet 3 which focuses on comparisons using 'as...as'. Tell students to fill in the blanks to complete each sentence. Before students do the task, run through the example on the board to revise the language. Notice the difference between comparing with an adjective of comparing quantities. E.g.

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Bill is as happy as Larry
I've got twice as many videos as (I have) DVDs

Check that the students know to use 'many' with countable nouns and 'much' with uncountable nouns

K Check answers

If an answer is wrong, ask other students to try to elicit correct answer (see worksheet 3 and answer key).

L Follow-up activity: Speaking/Writing: a survey

The students perform an in-class survey about anger and then write a short report about their survey results.

Elicit things and situations that might annoy or anger people. Put the ideas on the board. You need at least ten different ideas/situations. Here are some ideas you can use if you need them.

Losing your wallet	Someone watching you work
Delayed trains	Travelling on an overcrowded train
Being stuck in a traffic jam	People being late to meet you
A person telling you how to drive	Someone touching you when talking
Hearing music from someone else's headphones	Someone interrupting you
Being put on hold on the telephone for ten minutes	People in front of you walking slowly
Sitting next to someone who keeps sniffing with a cold	

Put the students in pairs. Tell the students that they are going to do a class survey about anger and annoyance. Each pair has to choose 6 of the situations on the board that they will use in their survey.

Then, each pair has to devise the survey questions. You can offer a format for the questions (see below), or the students can come up with their own ideas.

Possible format:

How annoying do you find these things? Choose your answer from the following scale.

- 0 – I don't find this annoying at all**
- 1 – I find this slightly annoying**
- 2 – I find this annoying**
- 3 – I find this really annoying**
- 4 – This makes me very annoyed and I get angry, raising my voice.**
- 5 – This makes me really angry, and I really show my anger by shouting and waving my arms around.**

A – Delayed trains

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B – People being late to meet you

C- ...(and so on)

While they are preparing the questionnaire, move around the room checking their work unobtrusively. Give them help when necessary.

Once the students have prepared their questionnaire, they interview everyone else in the class. They must take notes from each interview. (Each student from each pair will interview half of the class. Then they will give each other their information, so that between them, they have interviewed everyone)

After the interviews, and after they have exchanged information in their pairs, they write a short report to describe the results of their survey. There may be opportunities to use comparisons (as...as) in this report. You could encourage the students to use pie charts and graphs in their report.

While they are writing, move around the room checking their work unobtrusively. Make notes of any errors you see.

After they have written the reports, you could display them around the class, or each pair could read their report to the whole class. Alternatively, you could elicit from each pair which things were most annoying and which were least annoying.

M Feedback

Give praise for content and good presentation style.

Give praise for correct examples you saw.

Give feedback on incorrect examples you saw. You could write some examples phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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WORKSHEET 1

Are the following sentences true or false?

1. The people who react violently have a good reason to be so angry. T/F
2. IED may be behind violence in traffic jams and in marriages. T/F
3. While someone reacts violently, he feels very frustrated and even more angry. T/F
4. After the violent reaction, the person feels very bad about his/her behaviour. T/F
5. Young men are more likely to suffer from IED than young women. T/F
6. Scientists think that sufferers learn this behaviour from their family. T/F
7. IED sufferers often used drugs or felt negatively about life before developing IED. T/F
8. Taking the correct medicine should be sufficient to treat IED. T/F
9. The scientists have not yet carried out research in Europe. T/F

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WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions

- | | |
|-------------------------------------|---|
| 1. intermittent | A a term for when people get very angry when driving and are sometimes violent towards other road users |
| 2. bodily harm | B feeling better |
| 3. road rage | C not all the time, stopping and starting, happening on and off |
| 4. spousal abuse | D physical injury to someone |
| 5. a sense of relief | E being violent towards a spouse (wife or husband) |
| 6. remorseful | F the period of teenage years and early adulthood |
| 7. adolescence | G the thing that causes a serious problem |
| 8. a trigger | H medicine to help people who suffer from depression |
| 9. precedes | I sorry |
| 10. anti-depressant medicine | J happens before |

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WORKSHEET 3

GRAMMAR FOCUS – COMPARISONS WITH ‘AS...AS’

Look at this example from the text.

‘The disorder affects twice **as** many men **as** women’ = Two times more men than women suffer from this disorder.

Rewrite the sentences and information using ‘as...as’ or ‘not as...as’. The first words of the new sentence are given for you.

1. Janet is very rich. John has the same amount of money.

John is...

2. Callum is 1.80 metres tall. Gareth is 1.90 metres tall.

Callum...

3. British people drink 2 cups of tea a day, and one cup of coffee.

British people drink...

4. Brazil has won the World Cup five times. England has won it once.

England has not won...

5. I’m very interested in tennis. I’m slightly interested in football.

I’m...

6. She really likes Spain. She really likes Turkey.

She likes...

7. There are 8 million people in London. There are 4 million people in Osaka.

There are twice...

8. A lecture lasts one hour. A seminar lasts two hours.

A seminar is...

9. We use \$10 of electricity and \$5 of gas every week.

We...

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ANSWER KEY

WORKSHEET 1

1. False – Paragraph 1 says 'the level of anger displayed is out of all proportion to the event that triggered it.'
2. True – Paragraph 1 says 'it could be the root cause of road rage or even spousal abuse.'
3. False – Paragraph 2 says 'People with this disorder feel a sense of relief during the angry outburst.'
4. True – Paragraph 2 says '...and then feel remorseful about their actions.'
5. True – Paragraph 2 says 'The disorder affects twice as many men as women, and the first outburst usually take place in adolescence.'
6. False – Paragraph 2 says 'The researchers believe that there is a strong genetic element to the condition.'
7. False – Paragraph 3 says 'IED often precedes depression, anxiety, alcohol and drug abuse.'
8. False – Paragraph 3 says 'anti-depressant medicine, combined with teaching people how to handle their feelings of frustration, can be an effective treatment.'
9. True – paragraph 4 says 'this research only applies to the United States.'

WORKSHEET 2

- | | |
|------|-------|
| 1. C | 6. I |
| 2. D | 7. F |
| 3. A | 8. G |
| 4. E | 9. J |
| 5. B | 10. H |

WORKSHEET 3

1. John is as rich as Janet.
2. Callum isn't as tall as Gareth.
3. British people drink twice as much tea as (they do) coffee.

Or

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British people drink twice as many cups of tea as (cups of) coffee.

4. England has not won the World Cup as many times as Brazil.
5. I'm not as interested in football as (I am) in tennis.
6. She likes Spain as much as (she does) Turkey.
7. There are twice as many people in London as (there are) in Osaka.
8. A seminar is twice as long as a lecture.
9. We use twice as much electricity as (we do) gas.