

Some people with ADHD succeed in periods of stress, new study shows

Level 1: Elementary

Article summary: This article discusses how people with ADHD perform best under stress.

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Past simple

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Ask students to think of what the letters in ADHD stand for. Allow a couple of minutes and then check with the whole class. Then ask them to work in pairs and decide which of the words in the word cloud they associate with ADHD and why. This will reveal some of their preconceptions and prompt an interesting discussion.
- b. Ask students to give the equivalent acronym for ADHD in their language(s), break down what each letter stands for and translate it. Then direct their attention to any differences in word order between English and their language(s). This is a good opportunity to show students how noun phrases are constructed in English because *attention deficit hyperactivity disorder* is a long noun phrase consisting of only nouns. Such constructions may not be possible in other languages. Such differences are often a source of errors.

2. Key words

- a. Ask students to work individually or in pairs and complete the definitions using the words from the wordpool. Tell them all the words appear in the article, so they can see them in context if they are unsure about their meaning. Allow some minutes for students to check their answers in pairs or groups of three before checking with the whole group.

Key:

1. *Circumstances*
2. *Likely*
3. *fluctuating*
4. *lead*
5. *recover*
6. *steady*
7. *reveal*
8. *relief*
9. *remission*
10. *track*

- b. Ask students to work in pairs again. This time, to complete the sentences using some words from the previous activity.

Key:

1. *fluctuating*
2. *relief*
3. *steady*
4. *recover*
5. *circumstances*
6. *reveal*

3. Comprehension check

- a. Ask students to work individually and choose the correct option to complete each sentence. Once finished, give them some minutes to check their answers in pairs before checking them with the whole class.

Key:

1. *work well*
2. *in different situations*
3. *in calm times*
4. *'protective factor'*
5. *impulsivity*

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4. Key language

- a. Students work in pairs again, this time to complete the sentences from the article by writing the past simple form of the verbs in brackets. Since this activity only works on form, it may be a good idea to use the sentences to elicit meaning and use of the past simple, making it clear that all sentences refer to the research and that this started and finished in the past.

Key:

1. *investigated*
 2. *found*
 3. *went*
 4. *identified*
 5. *said*
- b. Students complete the sentences with their own information. Once all students have completed their sentences, ask them to get in pairs and discuss their answers. Encourage them to ask follow-up questions to encourage further discussion.

5. Discussion

- a. Students discuss the questions in pairs or small groups before sharing their ideas with the whole group. Encourage them to provide reasons for their opinions, referring to their own experience whenever possible.

6. In your own words

- a. In pairs, students ask each other questions and take notes of their answers. Remind them to ask for clarification if they don't understand something their partner says because they'll have to repeat it to a new group later.
- b. Mix the groups and have students work with new partners in groups of three or four. Students discuss their notes from task a.
- c. Students discuss the questions. Encourage students to use the information they gathered in tasks a and b. You can also do this as a class activity.