

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

### Level 2: Intermediate

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

**Time:** 60 minutes

**Skills:** Reading, Speaking

**Language focus:** Phrasal verbs

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

#### 1. Warmer

- Ask students to do the quiz on their own and then check their answers at the end of their worksheet.
- Have students work in pairs and discuss the questions. You can also do this as a class, which may allow you to gently target any stereotypes that may appear during the discussion. Remember that while ADHD is considered neurodiversity, not all people with ADHD consider it so and may prefer to identify with the medical model of their disability. If you consider this activity too tricky or controversial for your class, use the Warmer from the Elementary or Advanced levels instead.

#### 2. Key words

- Ask students to work individually or in pairs and match the words with their definitions. 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 time for students to check answers in pairs or groups of three before checking with the whole group.

**Key:**

- |      |       |
|------|-------|
| 1. g | 6. i  |
| 2. d | 7. b  |
| 3. a | 8. c  |
| 4. e | 9. j  |
| 5. f | 10. h |

- Ask students to work in pairs again. This time, to complete the sentences using words from the previous exercise. Students may need to change the form of some words.

**Key:**

- fluctuating
- relief
- remission
- steady
- Neither
- cope
- impulsivity
- downtime

#### 3. Comprehension check

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

**Key:**

- manage well
- in different circumstances
- during downtime
- protective factor
- impulsivity
- remains at a reasonable level

#### 4. Key language

- Students work in pairs again. This time, they complete the sentences from the article by choosing the correct verbs to complete the phrasal verbs. You may want to elicit what a phrasal verb is, as well as some examples, before carrying out the exercise.

**Key:**

- set
- get
- went
- figure

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- b. Allow some minutes for students to match the phrasal verbs from the previous exercise with the corresponding meanings. Then check with the whole class.

**Key:**

1. *figure out*
2. *set out to*
3. *go back to*
4. *get back to*

- c. In pairs, students use the phrasal verbs in tasks a and b to complete some sentences.

**Key:**

1. *set out*
2. *go back*
3. *get back*
4. *figured out*

### 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. Organise a class debate. Divide the class into two groups:

- Group 1: Pros of ADHD as a Neurodiversity
- Group 2: Cons of ADHD as a Neurodiversity

Give students 10–15 minutes to prepare. Students will work together in their groups to list arguments and supporting points. Encourage them to think about both the advantages and challenges of seeing ADHD as part of neurodiversity. Allow them to research online if internet connection is available. You can also assign the preparation as a homework task.

- b. Students hold the debate. Act as the moderator or ask a student to do so. Encourage them to use the given phrases and to express their opinions respectfully.