

A new start after 60: I was devastated by divorce at 70. But at 102, I know the secrets of a well-lived life

Level 3: Advanced – Teacher's notes

Article summary: Dr Gladys McGarey thought she would never recover when her husband and work partner walked out after 46 years. Then she found her voice, happiness, and direction. She even wrote a book about a well-lived life.

Time: 90 minutes

Skills: Reading, Speaking, Writing

Language focus: Collocations

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic and get students engaged. Note any emergent language on the board for students to use later in the lesson.

2. Key words

- a. Students can complete the activity individually or in pairs. If pressed for time, divide the class into two groups and ask each group to complete half of the items (1–7; 8–14) and then compare their answers in different pairs before regrouping and sharing their answers with someone who completed the other items.

Key:

1. *general practitioner (also commonly known as a GP)*
2. *blindsided*
3. *immense*
4. *bout (common collocation: a bout of flu/ depression)*
5. *clutch (idiomatic expression: 'clutch at straws' meaning to try to find anything at all that will help you or give you hope in a difficult situation when it is likely that you will find nothing)*
6. *gross (can also mean disgusting or immoral)*

7. *rejoice (not commonly used or used to emphasise; sounds a bit dramatic)*
8. *treasure (common synonym could be to appreciate or to cherish)*
9. *critical*
10. *turning point*
11. *constructive (standard collocation: constructive criticism/feedback)*
12. *reclaim*
13. *consultation*
14. *practise (verb; the noun is practice meaning the business of a doctor, lawyer or other professional person)*

- b. Students can complete the activity individually or in pairs. Ask them to compare answers in new pairs before checking.

Key:

- | | |
|--------------------------------|--------------------------|
| 1. <i>reclaim</i> | 8. <i>critical</i> |
| 2. <i>practised</i> | 9. <i>blindsided</i> |
| 3. <i>treasure</i> | 10. <i>turning point</i> |
| 4. <i>consultation</i> | 11. <i>rejoiced</i> |
| 5. <i>bouts</i> | 12. <i>immense</i> |
| 6. <i>general practitioner</i> | 13. <i>clutched</i> |
| 7. <i>constructive</i> | 14. <i>gross</i> |

3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. Remind students that they need to decide if each statement is supported by information in the text; in other words, if the text provides supporting evidence for each part of the statement.

Key:

1. *False. Her husband asked her for a divorce.*
2. *True*
3. *False. She left the practice and started a new clinic with her mother.*
4. *True*
5. *False. She built her own house on her daughter's property.*
6. *True*
7. *False. Her parents were medical missionaries.*
8. *True*

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9. *False. She doesn't want to take care of an old man.*
10. *True*

4. Key language

- a. Ask students to work in pairs and guess the missing adjectives. Have them check their answers in the text before eliciting answers from the whole class.

Key:

1. *prompt*
2. *close*
3. *immense*
4. *medical*
5. *critical*
6. *amazing*
7. *holistic*
8. *central*

- b. Ask students to work in small groups and build on the collocations by adding more adjectives. Possible answers are shown below.

1. *delayed reply*
2. *dependable colleague, untrustworthy colleague, professional relationship*
3. *slight pain/relief, some pain/relief*
4. *humanitarian association*
5. *challenging decision*
6. *incredible experience, terrible experience*
7. *allopathic medicine/treatment, homoeopathic medicine/treatment*
8. *main belief/tenet*

5. Discussion

- a. Allow students time to note their ideas and encourage them to explain their answers. Ask them to discuss the phrases in small groups. Elicit ideas from the whole class.
- b. Ask students to remain in small groups and come up with a list of advice they predict her to share in the book.

6. In your own words

- a. Ask students first to plan and brainstorm their letters individually. Set a time limit and a word count to complete a first draft. Encourage them to structure their letter with a short introduction and use some cohesive devices to link their pieces of advice. Put students in pairs and ask them to peer edit each other's letters.
- b. Low-tech version: put students into groups and ask them to read their letters to each other. Have them respond to each other with their favourite piece of advice from each letter.
Higher-tech version: get students to share their letters (or voice recordings of their letters) on an online shared wall or bulletin board. Ask them to comment on at least three letters.