

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 1: Elementary / Pre-Intermediate – 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 own 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. Divide the class into two groups and ask each group to complete half of the items (1–5; 6–10) in pairs. Have them compare their answers in different pairs before regrouping and sharing them with someone who completed the other items.

Key:

1. *divorce (also a verb)*
2. *clinic*
3. *date (also a noun, you can go on a date), dating*
4. *cancer*
5. *accept (can also mean say yes to something), accepted*
6. *trust (also a noun)*
7. *take care of (especially if they are ill or cannot take care of themselves), takes care of*
8. *retire, retired*
9. *session*
10. *patient*

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. She was almost 70.*
2. *True*
3. *False. She was sad about the divorce.*
4. *True*
5. *False. She decided to be glad about the good parts of her marriage.*
6. *False. She doesn't want to take care of an "old man".*
7. *True*

4. Key language

- a. Ask students to work in pairs and complete the collocations (word pairs). Elicit answers from the whole class. Encourage them to look for these phrases in the text.

Key:

1. *ask for*
 2. *have*
 3. *receive*
 4. *trust*
 5. *give*
 6. *take care of*
 7. *start*
 8. *remember*
- b. Ask students to work in small groups and complete the questions before discussing them. Monitor and provide corrections, focusing on the use of the target phrasal verbs.
 1. *start*
 2. *remember*
 3. *have*
 4. *take care of*

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5. Discussion

- a. Allow students time to note down their ideas and encourage them to give reasons for 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. At this level, their letter doesn't need to include cohesive devices. They can list their advice. Set a word count according to the time you give them to complete this. Put students in pairs and ask them to peer edit each other's letters. Provide some sentence stems if students need support:

Dear ...

I know that you ... now.

Please listen to this advice.

- 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.