

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 2: Intermediate / Upper 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 direction. She even wrote a book about a well-lived life.

Time: 90 minutes

Skills: Reading, Speaking, Writing

Language focus: Phrasal verbs

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 (1–6; 7–12) and compare their answers in different pairs before regrouping and sharing their answers with someone who completed the other items. See additional comments about vocabulary below.

Key:

1. *blindsided*
2. *extreme*
3. *verse* (Poems and songs also have verses, but the text refers to the Bible.)
4. *rejoice* (not commonly used or used to emphasise; sounds a bit dramatic)
5. *treasure* (common synonym could be to appreciate or to cherish)
6. *constructive* (common collocation: constructive criticism/feedback)

7. *turning point*
8. *reclaim*
9. *dimension*
10. *associate* (association is where different people connect about the same topic)
11. *Healing*
12. *Guidance*

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

Key:

- | | |
|-------------------------|------------------------|
| 1. <i>guidance</i> | 7. <i>extreme</i> |
| 2. <i>verse</i> | 8. <i>constructive</i> |
| 3. <i>turning point</i> | 9. <i>dimension</i> |
| 4. <i>blindsided</i> | 10. <i>associate</i> |
| 5. <i>treasure</i> | 11. <i>healing</i> |
| 6. <i>reclaiming</i> | 12. <i>rejoiced</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 divorced her.*
2. *True*
3. *False. Helene and Gladys started a new clinic.*
4. *False. She said it was more difficult.*
5. *False. She built her own house on her daughter's property.*
6. *True*
7. *True*
8. *True*
9. *False. She doesn't want to take care of an old man.*
10. *True. Yes, with the help of a doctor*

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4. Key language

- a. Ask students to work in pairs and find the missing phrasal verbs. Elicit answers from the whole class.

Key:

1. *bring up*
2. *go/live through*
3. *get over*
4. *hang on*
5. *pull over*
6. *keep on*
7. *take care of (Care for has a similar meaning.)*

- 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. *lived/been/gone through*
2. *get over*
3. *hang on / keep on / live through*
4. *take care of*

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. Put students in pairs and ask them to peer edit each other's letters.

You can provide helpful language if students need additional support. E.g.,

Dear ...,

I know right now you are ...

I want you to know that ...

Remember that ...

Take my word for it; you should ...

Forget about ...

Focus on ...

Stop ...

- 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.