

## A new start after 60: one bite of chocolate led me to reinvent myself at 62

### Level 1: Elementary

**Article summary:** The article talks about a woman who started a business at age 62 and became very successful.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** The simple past

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

### 1. Warmer

- a. This activity introduces students to the article's topic in a fun way by allowing them to talk about a favourite of most people – sweets. Before doing the activity, you may ask them to make a list of the types of sweets and introduce some words and phrases like *caramel, filling, crunchy, smooth, nuts, wafer, chocolate bar, filled chocolates, milk chocolate, dark chocolate, hard candies, mints*. For pair work, you can list the following on the board and write the number of students for each category:

Types of sweets (list each type):

Chocolate:                      Other types of candy:

Plain chocolate bars:      Filled chocolates:

Milk chocolate:              Dark chocolate:

Buy often:                      Buy on special occasions:

### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. As an extension activity, ask students to write the part of speech for each key word.

**Key:**

1. *hire*
2. *moulded*
3. *enthusiastic*
4. *funding*
5. *herbs*
6. *chocolatier*
7. *full-time*
8. *path*
9. *master*
10. *reinvent*

- b. Before students read the article, ask them to complete the sentences with some of the key words to ensure that they understand and know how the words are used in other contexts.

**Key:**

1. *path*
2. *funding*
3. *moulded*
4. *full-time*
5. *enthusiastic*
6. *hire*

### 3. Comprehension check

- a. Ask students to choose *True* or *False* for the statements based on the information in the article. When checking the answers, ask them to point out the part of the text that shows whether each answer is true or false.

**Key:**

1. *False. She didn't like chocolate as a child (paragraph 1).*
2. *True (paragraph 1)*
3. *False. Jane's husband was very enthusiastic about her idea (paragraph 2).*
4. *False. She tried several different recipes and finally created one that she loved (paragraph 2).*
5. *True (paragraph 3)*
6. *True (paragraph 3)*
7. *True (paragraph 4)*
8. *False. A local company decided to sell Jane's chocolate in their shop (paragraph 4).*
9. *False. She expanded her workshop into a professional kitchen, and they make 5,000 chocolates a week (paragraphs 4 and 5).*
10. *True (paragraph 5)*

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#### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. When checking the answers, you may want to write them on the board and ask students to check their spelling.

**Key:**

1. *ate*
2. *bought*
3. *tried*
4. *saw*
5. *took*
6. *said*
7. *began*
8. *had*

- b. You might want to ask students to do this exercise individually and then compare their answers in pairs. Remind them that personalising vocabulary will help them remember it better.

#### 5. Discussion

- a. Ask students to discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible. You may want to do this as a whole-class activity in order to help them with vocabulary and sentence structure.

#### 6. In your own words

- a. Ask students to research a type of sweet / dessert that they would like to learn about. You may want to do this activity in groups and have one or two research each of the questions.
- b. Ask students or groups to present their reports to the class. Encourage them to listen carefully to their classmates' reports and to give their opinions and suggestions about the ideas. Point out that they can use some of the given phrases in their presentations and when giving their opinions.