

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

### Level 3: Advanced

**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:** Phrasal verbs and other phrases

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

#### 1. Warmer

- a. This activity introduces students to the topic of the article in a fun way by allowing them to talk about a favourite of most people – sweets. Before asking the questions, you may wish to ask them to list 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 the survey, 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:

- b. Mix students up and put them in larger groups. Ask them to share the answers they got.
- c. Ask students to discuss the questions as a group. You may want to make a list on the board for each question at the end. Ask if anyone learned something they didn't know about traditions, regions or habits associated with sweets.

#### 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. <i>moulded</i>     | 10. <i>embrace</i>   |
| 2. <i>funding</i>     | 11. <i>ganache</i>   |
| 3. <i>encourage</i>   | 12. <i>struggle</i>  |
| 4. <i>found</i>       | 13. <i>temper</i>    |
| 5. <i>enroll</i>      | 14. <i>snap</i>      |
| 6. <i>charity</i>     | 15. <i>barn</i>      |
| 7. <i>distracting</i> | 16. <i>stock</i>     |
| 8. <i>chocolatier</i> | 17. <i>gloss</i>     |
| 9. <i>devastated</i>  | 18. <i>refurbish</i> |

- 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. <i>refurbished</i> | 6. <i>charity</i>     |
| 2. <i>funding</i>     | 7. <i>devastated</i>  |
| 3. <i>moulded</i>     | 8. <i>founded</i>     |
| 4. <i>embrace</i>     | 9. <i>stocks</i>      |
| 5. <i>enrolled</i>    | 10. <i>encouraged</i> |

#### 3. Comprehension check

- a. Ask students to answer the questions based on the information in the article. They may do this in different ways, e.g. in item 1, they may say, 'She liked it because it was different from the chocolate she had eaten before' or similar. Note that some of the answers require complete sentences and others don't.

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**Key:**

*Suggested answers:*

1. *Because it had interesting flavours like tarragon.*
2. *Fresh herbs*
3. *Because the funding ended.*
4. *An advertisement for a chocolate-making course*
5. *Because she hadn't taken chemistry at O-level and food science was difficult.*
6. *Because she was using their drinks as a base for her flavours.*
7. *She donates 10 per cent of her profits to charity.*
8. *It's stressful, but it's amazing to see how much joy it brings people.*
9. *They give workshops in chocolate-making.*
10. *Because she was able to reinvent herself and start a new career at age 62.*

#### 4. Key language

- a. Students could do this exercise individually and then compare their answers in pairs. You may point out the different types of structures in the answers. Note that nouns combined with other parts of speech to form nouns or adjectives are often hyphenated, e.g. *home-taught children*, *labour-intensive products*, *the run-up to Christmas*.

**Key:**

1. *shoestring budget*  
(noun used as adjective + noun)
2. *turned up*  
(non-separable phrasal verb)
3. *come up with*  
(non-separable phrasal verb)
4. *have the bug*  
(idiomatic expression)
5. *walks of life*  
(idiomatic expression)

6. *home-taught*  
(noun + past participle used as adjective)
7. *labour-intensive*  
(noun + adjective used as adjective)
8. *back and forth*  
(adverb phrase)
9. *run-up*  
(verb + particle used as noun)
10. *rely on*  
(phrasal verb)

#### 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 could do this in pairs or groups, or as a whole-class activity.

#### 6. In your own words

- a. Ask students to research a type of business that they would like to start. You may want to do this activity in groups and have each student research one or two 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.