

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

Level 2: Intermediate

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: Verb forms

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 favorite of most people – sweets. Before doing the survey, you may ask them to make a list of 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. Ask students to discuss the questions as a class. You may want to make a list on the board for each question. Ask if anyone learned something they didn't know about traditions or regions 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. *hire*
2. *moulded*
3. *enthusiastic*
4. *barn*
5. *funding*
6. *herbs*
7. *encourage*
8. *chocolatier*
9. *full-time*
10. *charity*
11. *path*
12. *ganache*
13. *master*
14. *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. *charity*

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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. True (paragraph 1)
2. False. She never liked chocolate as a child (paragraph 1).
3. True (paragraph 2)
4. False. It's a long process but ultimately very simple (paragraph 2).
5. False. She started her business after ten years, when she lost her job working for a charity (paragraphs 3 and 4).
6. False. Jane was in Scotland visiting friends. She found an advert for a chocolatier course while looking at a menu in a café.
7. True (paragraphs 5 and 6)
8. False. She took her chocolates to the founder of a local company (paragraph 7).
9. False. By 2016, Jane's business, Gilbert & Swayne, included chocolate-making workshops and was making a profit. Now the company offers several workshops per year and employs a full-time chocolate-making assistant to help make the 22 flavour combinations and 160 designs of chocolates (paragraph 8).
10. True (paragraph 9)

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs.

For item 1, you may wish to review the difference between the simple past (actions that were completed at a specific time in the past) and the past progressive (actions that were in progress at a specific time in the past). For each answer, go over the verb tense or the verb + verb construction to make sure students understand the reason for the answer.

Key:

1. ate
2. experimenting
3. never liked
4. requires
5. to try
6. to sell
7. had
8. can't

- b. You might want to ask students to do this exercise individually and then compare their answers in pairs. Remind them that thinking of personal examples using vocabulary or grammar structures will help them remember the language better.

You may want to elicit some more examples of each verb tense or verb + verb construction to give students further practice.

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 business that they would like to start. 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.