

Lesson plan: Memories

Memories**Topic:** Memories**Level:** SfL L1/L2 / SQA Intermediate 2 / CEFR B2/C1**Time:** 90 – 120 minutes**Aims**

- To develop students' ability to listen and understand a short oral text
- To develop students' vocabulary (including collocations) in the area of memory
- To develop students' ability to ask questions about past events and feelings
- To give practice of speaking, listening and writing about past memories

Introduction

This lesson focuses on the theme of memory, and there is work on collocation and idioms. The lesson takes an integrated approach to allow for practice in all four skills.

The video clip <http://www.viddler.com/v/c12bafe2> is used in Tasks 2 and 3.

Preparation and materials

- Before delivering this lesson, watch the video clip: <http://www.viddler.com/v/c12bafe2>
- Make a note of any vocabulary that you may have to pre-teach your students.
- Make a copy of the Student's Worksheet for each student.
- Try out the tasks in the worksheet. There are quite a few tasks, so you may decide not to include all of them. However, it is recommended that the more creative tasks such as the Warmer and the Haiku (Task 6) are not omitted as these help to build creativity and self-expression in language use.
- You may wish to use this lesson plan over two separate occasions, especially if using any of the extension ideas.

Procedure**Warmer – Describing memories (10 mins)**

- Ask the students to stand up and form a circle. Tell the students an activity that you remember doing when you were young. At the same time mime an action of the activity, making it exaggerated and animated. Say something like this:
 - *I remember picking flowers in my grandmother's garden when I was young.*
- Repeat the mime and sentence before nominating another student by saying:
 - *And you, Mariam?*
- Make gestures to show that the nominated student must repeat what you have said and mime your action, before adding their own mime and sentence:
 - *Jen remembers picking flowers, and I remember watching television all day. And you, Abdul?*

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- Keep the atmosphere light and fun. Encourage students to use the phrase ‘remember doing’ and to do lively mimes. If a student does not do a mime, stop and remind them. Allow the students to help the nominated speaker when they forget by miming the action. Continue the activity until the final student repeats all the sentences and mimes all the actions of the group.

Differentiation

- If the students are struggling with the language, display the language exponent ‘remember doing’ on the board, pointing to it when the students struggle. However, this works best without anything being written down, as the students collaborate and listen more carefully to each other.

Task 1 – Memories (10 mins)

- Tell the students that the lesson focuses on language we use to describe things we remember.
- Put the students in pairs and provide the Student’s Worksheet.
- Tell the students to use the questions in Task 1 to talk to each other.
- Take some feedback on anything interesting the students have discussed.

Task 2 – First video viewing (5-10 mins)

- Tell the students that they are going to watch a short video of someone describing something that has happened to them. Check understanding of or pre-teach the vocabulary (*valley; railing*).
- Ask them to predict what the speaker talks about. Take some feedback but do not confirm any answers. Put some of the ideas on the board.
- Play the video clip, asking the students to watch and listen to see if their predictions were correct.
- Tell the students to talk in pairs about what Becky said before taking some class feedback.

Task 3 – Second video viewing (5-10 mins)

- Ask students to look at Task 3. Tell them to see if they know any of the answers before they view the video for a second time.
- Play the clip. Ask the students to compare their answers in pairs before full class feedback.

Answers to Task 3:

1. *She thinks she was in Italy but she can’t remember exactly.*
2. *The bridge crossed a huge valley.*
3. *(incredibly) high up, (really) old, , wide, no railing,*
4. *She had to go back over the bridge again. She was scared she might fall.*
5. *There was no way to move on because of the mountain.*

Task 4 – Discussion (5-10 mins)

- Put the students into small groups to discuss the questions in Task 4.
- During feedback, ask students to tell the rest of the class of any interesting or scary memories they talked about.

Task 5 – Vocabulary: *memory* collocations and idioms (20 mins)

- Put the words *memory* and *memories* on the board. Then put up the following two sentences.
 - *I have a really bad memory.*
 - *I have fond memories of my childhood.*
- Elicit that the word *memory* can be used to describe our ability to remember things, while *memories* are what we remember. Also point out that *memory* can be both countable and uncountable.
- Tell the students to look at the text in Task 5 and fill in the gaps.

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- Check answers in full class.

Answers to Task 5:

Your (1) memory allows you to store things in your brain. (2) Memories are the things you remember. You use your (3) memory to recall or remember things, so your (4) memory remembers your (5) memories!

- Tell the students there are lots of phrases using the words memory and memories.
- Elicit some collocations and idioms and add to the mind map, clarifying meaning as you go. Tell the students to work in pairs to add more words and phrases to their mind map.
- Tell students to complete the gap-fill exercise using the words provided in the box.
- Check answers together and ask the students to add any new phrases to their mind map. At this point, you can ask students to share interesting 'memory idioms' they have in their first language.

Extension:

- Task 5 lends itself well to dictionary work. Students use their dictionaries to develop the mind maps, finding collocations, idioms and other phrases that fit with the theme of the lesson, e.g. *to slip one's mind*.

Answers:

1. *vivid*
2. *photographic*
3. *terrible*
4. *sieve*
5. *elephant*
6. *memorise*
7. *distant*
8. *jog*
9. *reminds*

Task 6 – Making questions (15 mins)

- Ask the students to work in pairs to make questions using the language from their mind maps. Monitor and help students to create accurate questions.
- After 5 minutes, rearrange the pairs so that they work with a different person to ask and answer the questions they've created. Tell them there is no need to write down any answers
- Take some feedback, asking students about the interesting things they discussed.

Task 7 – Creating a memory Haiku (15 mins)

- Display the following on the board:

Greek summers
Whitewashed, blue, sunsets
Tripping down our memory lane
Vivid and precious

- Ask the students if they know what this is. Elicit or tell them it is a Haiku (a short Japanese poem).
- Ask the students these questions:
 - *How many lines are in the haiku?*
 - *How many syllables are in the first line/second line/third line?*

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- *How many syllables are there in total?*
- Establish that a Haiku is a poem of 3 lines with 17 syllables. The first line normally has 5 syllables, the second has 7 syllables and the third 5 syllables again.
- Tell the students to work alone to create their own Haiku about a memory they have.
- Put the students in groups to read their poems to each other.
- Collect in the poems to display on the classroom wall.

Cooler (10 mins)

- Tell the students they must work alone for this task. Write the names of all the students in the class on the board. Ask the students to do the same. Tell them they have 3 minutes to try to remember the childhood memory they each mimed at the beginning of the lesson (during the Warmer stage). They should write a sentence down next to each name. Display the target language:
 - *X remembers _____ing.*
- Tell the students they can use the same language as before or some of the other phrases they have on their mind map, e.g.
 - *X has very vivid memories of _____ing when she was young.*
- After 3 minutes, put the students in pairs to help each other. Remind them they should think back to the mimes that each student did.
- Take feedback, finding out which pair remembered most of the names and activities. Encourage the students to use the mime that goes along with each answer.

Extension Activity

- Put the students in small groups to find out more about the childhood memory each had volunteered.
- For feedback, ask the students what interesting things they have learned about the other members of their group.

Differentiation

- This could also work as a mingling activity. In this case, allow the students to choose who they get more information from.

Extension activities (follow up)

Here are some potential extension activities:

- Students write about the memory they mimed. After proofreading and editing, these stories can be displayed alongside the Haikus.
- Students use the internet to find some famous quotations about memories.
- Provide students with a transcript of Becky's story, which they use as a guide for their own story writing
- Students are given an error correction activity focusing on the language area.
- Students rewrite the text correcting the errors.

Homework

Ask students to write a short story or a poem on the theme of memories for the next lesson.