

Topic: Do You Remember? Worksheet No. B1.2	
Age/CEFR Level: 12+ years/B1 and above <small>Note: Due to the sensitivity of the topic, we recommend adult guidance for learners below 18 years of age.</small>	Time: 90-120 minutes
Aims: <ul style="list-style-type: none"> • will be able to infer information from images • will be able to make connections between images • will be able to acknowledge the impact of good and bad memories • will be able to pronounce and use a range of vocabulary to express positive, negative and mixed feelings • will be able to make connections between memories and feelings • will be able to arrange events in logical sequence based on inferences • will be able to make predictions based on some lines of a poem • will be able to understand the mood and the purpose of the poem • will be able to develop empathy and critical thinking in the context of the sensitive topic of war and/or similar situations • will be able to write/record a short paragraph sharing their memories and related feelings 	
Reading Resource: Free verse Written by: Aleksandra Popovski	

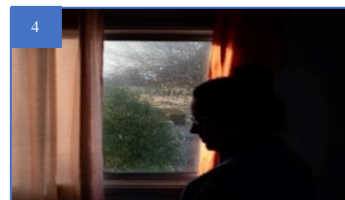
Step 1: Warm up

Think about/discuss **any three** questions.

1. Do you have a good memory or a bad memory?
2. Would you like to have a perfect memory? Why/why not?
3. Are there some things or times that you will never forget?
4. Are there some things or times that you wish you could forget?
5. If you could edit your memories, which ones would you erase? Why?
6. Which ones would you make clearer? Why?

Step 2: Predict

1. What do you think is happening in each picture? How can you tell?
2. What are the people in the picture thinking? How do they feel?
3. Do the pictures together tell you a story?



Images (Unsplash): 1. Ian Dooley 2. Anita Jankovic 3. Marcos Paulo 4. Wesley-Mc-Lachlan 5. Martin Dalsgaard

Step 3: Predict some more

Here are some events from a poem you will read soon. In what order do you think they appear in the poem? Number 1 is marked for you.

I remember getting my first job.	
I still remember.	
I remember not having enough to eat.	
I remember shots fired outside my building.	
I was in secondary school.	1

Step 4: Pre-reading

Read the first few lines of a poem titled 'Do you remember'? Think about/discuss the following questions.

1. What is the theme of the poem?
2. Who do you think is writing this poem?
3. Why are they writing the poem? How do you know?
4. How old do you think the writer is when writing the poem?

Do you remember?

16
Do you remember when you were 16?
Maybe you are 16.
I remember when I was 16.

Step 5: Read the full poem below and check your responses in Step 3 and 4 above.

<p>16 Do you remember when you were 16? Maybe you are 16. I remember when I was 16. I was in secondary school. My favourite band was The Cure. I listened to their albums day and night. I had a best friend. I had a family, a dad, a mom, a sister. No pets. My mom didn't like animals. We had just moved to a new flat. It was a big place with a lot of light and a garden. My dad would come from work and spend the rest of the day outside. My mom would be back from her job at the university and spend the rest of the day outside. They loved our new apartment. They deserved a beautiful place to relax in.</p> <p>17 Do you remember when you were 17? Maybe you are 17. I remember when I was 17. I remember the first grenades and bombs. I remember shots fired outside my building. I remember my mom arguing with a soldier outside the airport building.</p>	<p>I remember trying to find way out of hell. I remember my parents' despair.</p> <p>18 Do you remember when you were 18? Maybe you are 18. I remember when I was 18. I remember being in a new country. I remember not having enough to eat. I remember my mom crying in front of an empty fridge. I remember long university days without food or water. I remember long nights studying for exams.</p> <p>21 Do you remember when you were 21? Maybe you are 21. I remember getting my first job. I remember getting my first pay. I remember my parents' proud look. I remember paying the first bills for my parents. I remember having enough to eat and drink.</p> <p>40 I still remember.</p>
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Step 6: Rewrite the poem in prose style. While rewriting, think of the following points.

- Why did the writer move to a new country?
- Did they leave of their own will?
- Were they (the writer and their family) happy in the new country?
- Are they happy now?
- How does the writer feel about his past?
- What does the last line imply?

A. Step 7: Read the poem again. Categorise the writer's memories as good, bad or mixed. Follow the examples given and complete the circles.



Step 8: Vocabulary focus

Share some words to describe the writer's feelings during the different stages of life?

happy	sad				
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Some more words to describe 'feelings' are given below. Decide three different categories to group the words based on their meaning. Find one more word for each category. If needed, use the internet to find the meanings of the words that are new to you.

glad	unhappy	reflective	contented	frightened	miserable	satisfied	sentimental
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1. _____

2. _____

3. _____

Step 9: Pronunciation Focus

B. The table below shows how the words 'glad' and 'unhappy' are written in the dictionary. Note the stress mark/apostrophe (') in 'unhappy'.

<i>Word</i>	<i>UK pronunciation</i>	<i>US pronunciation</i>
glad	/glæd/	/glæd/
unhappy	/ʌn'hæp.i/	/ʌn'hæp.i/

C. First, listen to both the words below. Then complete the description about stressed syllables using the words in the box on the right.

Click word to listen: [glad](#) [un-hap-py](#)

<p>Sometimes there is just one syllable within a spoken word and sometimes there are more than one. A <u>(1)</u>-syllable word does not carry word stress. Only when a word has <u>(2)</u> or more syllables it has the word stress; a word contains one stressed syllable and one or more <u>(3)</u> syllables. The syllable <u>(4)</u> the apostrophe (') is the stressed syllable.</p>	<p>after</p> <p>single</p> <p>two</p> <p>unstressed</p>
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**syllable = a single, unbroken vowel sound*

D. Click on each word below and listen to their pronunciation. Which syllable is stressed? Follow the examples given and complete the table.

Word			<i>stressed syllable/ word stress</i>			<i>Word with stress mark</i>
1. glad		glad				glad
2. unhappy		un	hap	py		un' hap py
3. reflective						
4. contented						
5. frightened						
6. miserable						
7. satisfied						
8. sentimental						

** Sometimes the syllable count/pronunciation can differ in different varieties of English.*

Step 10: Complete the following sentences using words to describe feelings. Then say why the writer felt like that. You can use words from above or new words. You can have different answers to each statement.

E.g. At 16, the writer was glad because he was with his family. OR

At 16, the writer was unhappy because he did not have a pet.

1. At 17, the writer was _____ because _____.
2. At 18, the writer was _____ because _____.
3. At 21, the writer was _____ because _____.
4. At 40, the writer was _____ because _____.

Step 11: Let's talk about YOU!

1. Have you ever moved to a new country/city/town? If yes, how did it feel? If not, how do you think it feels?
2. Why do you think people have to leave their homes?
3. What comes to mind when you hear the word 'war'?
4. Have you ever lived in a country at war?
5. What do you think soldiers away from home miss the most?
6. Do you think women should be soldiers?
7. How do you think current wars could be stopped?
8. What do you think future wars will be fought over?
9. Do you think there would be fewer wars if all countries were ruled by women?

Step 12: Follow-up Tasks (Choose any one)

Task 1: Prepare a set of questions that you would like to ask someone who has lived experience of a war in their country or know someone who has the same experience.

Talk to an elderly person or persons who can answer your questions. Remember that they may not want to think about the bad memories. So do not insist that they answer all questions. You can talk to multiple people if you wish. Make a note of the good and the bad memories they have and how they felt at different stages of their life. You can record the conversation but remember to take their consent before you do so.

Task 2: Write/record a short paragraph speaking about your memories and feelings that are connected with those memories. You can use the warm up questions to help you structure your paragraph.



We would love to read/hear the interviews and your memories.
Feel free to share them by tagging us on social or mail us [HERE](#).

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