Looking back

1 Complete sentences 1-6 below using the words in the box below.

<table>
<thead>
<tr>
<th>forgetful</th>
<th>reminisce</th>
<th>memory</th>
<th>remind</th>
<th>memorable</th>
<th>remember</th>
<th>nostalgic</th>
</tr>
</thead>
</table>

1 I love to _________ about our childhood camping holidays. They were such fun!
2 Can you _________ the last time we had a really good night out?
3 I have a very clear _________ of the time I spent living in Italy.
4 We get very _________ when the train goes through the town we used to live in.
5 I seem to be getting more and more _________ . Where did I put my keys?
6 Can you _________ me to pay the phone bill please?

2 Interview two students using the questions in the table below. Make a note of their answers.

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which part of your childhood do you most like to reminisce about?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the most nostalgic film you have seen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any smells or sounds that always remind you of your childhood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which of the following do you remember most clearly: first day at work/college/uni/school? Why?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Looking back

TEACHER’S NOTES:

**Aim:** to practise and consolidate key vocabulary; memory. This warmer is designed to be used in conjunction with unit 5.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

1. Ask students to complete the sentences in the box. Monitor to check they are going in the right direction and assist if necessary. Elicit answers from the class and encourage peer correction.

   **Answers:**
   1. reminisce
   2. remember
   3. memory
   4. nostalgic
   5. forgetful
   6. remind

2. Students continue to focus on the past by doing this mini questionnaire. Ask them to interview two students using the information in the table. Each question practices one of the new items of vocabulary. Monitor to check that students are talking along the right lines and make note of any errors.

   Then group students into pairs and ask them to report the results of the questionnaire to their partners. Get feedback from the various pairs and go over any corrections.