



## Life's big moments

1 The most important year in my life was \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2 I have three objectives for next year.

I'm going to \_\_\_\_\_

I'm going to \_\_\_\_\_

I'm going to \_\_\_\_\_

3 As a kid, the most important person in my life was \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4 The most important person in my life now is \_\_\_\_\_ because

\_\_\_\_\_  
\_\_\_\_\_

5 I think the most important thing to remember in life is \_\_\_\_\_

\_\_\_\_\_

6 I think my family and friends should \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Unit 12C



Teacher's Notes

# Life's big moments

## Interaction

Whole class

## Aim

To recycle the present simple, past simple and future with *going to*.

To review the modal auxiliary *should*.

## Time

20–25 minutes

## Skills

Reading

Writing

Speaking

## Grammar and functions

Present simple, past simple, future with *going to*  
*Should*

Giving opinions and justifying them

## Vocabulary

Life events

Experiences

Plans

## Preparation

Photocopy the worksheet. Make sure you have one copy for each student.

## Procedure

- 1 Give out the worksheets, one to each student.
- 2 Ask students to complete the sentences with information about themselves. Remind them not to write their names on the sheet.
- 3 Allow students ten minutes to fill out the forms. When the time is up, collect the worksheets.
- 4 Shuffle the worksheets and give them out again, one to each student in the class. Take care not to give a student his / her own sheet.
- 5 Explain the activity. Students should read the information on the worksheet they have been given and move around the room, asking questions. Their objective is to find the person who wrote it.
- 6 Set a time limit of ten minutes for this part of the activity. When the time is up, check to see that students have found the correct person. Those that haven't found their partners should now read a few answers aloud and ask the person who wrote them to raise his / her hand.

## Option

Ask students to work in pairs, interviewing their partners and writing their answers on their worksheets. They should then talk about their partners in front of the class, giving interesting details about their partners.

## Additional ideas

Ask students to write a short paragraph about themselves or the person whose worksheet they were given.