

## This year I ...

### Topic

New Year resolutions

### Aims

- To introduce and extend knowledge of 'going to' for personal intentions and give practice with the forms.
- To give students an opportunity to discuss the topic of New Year resolutions and to express their own.

### Age group

Adults

### Level

A2

### Time

Approximately 60 minutes, plus extension

### Materials

1. One copy of worksheet 1 for each student.

### Introduction

In this lesson, students are introduced to and discuss the topic of New Year resolutions, while focusing on the form and use of 'going to' to express personal intentions.

### Procedure

#### 1. Lead in

- On the board write the following sentences:  
This year, I'm going to be nicer to my sister.  
This year, I'm going to run a marathon.  
This year, I'm not going to eat chocolate.
- Ask the students if they know what the statements refer to. As you are likely to be using this lesson in the new year, it should be fairly obvious, but make it explicit by writing New Year resolutions on the board and explain what this means. You may need to explain what New Year resolutions are if they don't happen in the culture you are working in.
- Ask the students whether they made any New Year resolutions this year.

<p>2. Introduction to topic</p>	<ul style="list-style-type: none"> <li>Write the following extract from a British newspaper on the board and ask them to predict what the missing words are. Provide help with unknown vocabulary (quit, reveal, etc).</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Traditional New Year resolutions such as quitting smoking have been replaced by modern life changes like _____ and _____, a study has revealed.</p> </div> <p>Source: <a href="http://www.telegraph.co.uk/news/9771453/Traditional-New-Year-resolutions-shunned-in-favour-of-reading-and-saving-money.html">http://www.telegraph.co.uk/news/9771453/Traditional-New-Year-resolutions-shunned-in-favour-of-reading-and-saving-money.html</a></p> <ul style="list-style-type: none"> <li>Write the answers in the gaps on the board (<i>reading more</i> and <i>saving money</i>). Ask students if they are surprised and why/why not.</li> </ul>
<p>3. Discussion and vocabulary work</p>	<ul style="list-style-type: none"> <li>Ask the students to look at the list in exercise 1 on their worksheet and discuss with a partner what they think the top seven New Year resolutions were for British people in 2013 (reading and saving money are the first two). Monitor and help out with vocabulary, writing any unknown words or collocations on the board to look at later in a separate vocabulary activity.</li> <li>Get feedback from the pairs/groups and check answers. Who was the closest to the actual list? Explain any vocabulary items if necessary. Ask the class which resolutions are the most surprising and why. <i>Answers: 1. Read more books; 2. Save more money; 3. Lose weight; 4. Redecorate my house; 5. Take better photos; 6. Go travelling; 7. Sell stuff I don't need on eBay</i></li> </ul>
<p>4. Focus on structure</p>	<ul style="list-style-type: none"> <li>Go back the 3 sentences you wrote on the board at the start of the lesson (...be nicer to my sister; ... run a marathon; ... quit eating chocolate). Highlight the first sentence as an example of 'going to'.</li> <li>Go through how to form the 'going to' structure with the students: I'm going to be nicer to my sister. subject + be + going to + infinitive</li> <li>Elicit the negative form: I'm not going to be horrible to my sister. subject + be + not + going to + infinitive</li> <li>Choral drill the pronunciation (stress on: nicer/sister; not/horrible/sister).</li> <li>Write the ideas for other possible resolutions below on the board. For each one, elicit the resolution with going to/not going to (you could nominate students). Then choral drill the pronunciation. <i>save money, not eat so much, redecorate the house, not keep stuff I don't need, go travelling, not spend so much time on Facebook</i></li> </ul>
<p>5. Written and spoken practise of structure</p>	<ul style="list-style-type: none"> <li>Get students to write four resolutions for the rest of the year that are true for them (exercise 2 on their worksheet). Monitor and help with vocabulary if necessary.</li> <li>Ask students to turn over their worksheets and tell their partner their resolutions. Monitor and elicit corrections on the spot.</li> </ul>
<p>6. Further focus on and practice of structure</p>	<ul style="list-style-type: none"> <li>Ask one of the students what their partner is going to do and not going to do and write the sentences on the board. Use the sentences to focus on the correct form and pronunciation of 'be going to' in the 3rd person. He's going to stop smoking. /hi:z/      /tə/</li> </ul>

	<p>She isn't going to spend all day on Facebook.          /ʃ i jɪ zn/      /tə/</p> <ul style="list-style-type: none"> <li>Put students with different partners and ask them to report what their old partner is going to do to their new partner. Monitor and elicit corrections on the spot.</li> <li>Conduct whole class feedback asking students to read out some of their own and some of their partner's sentences. Write a few of these on the board exactly as the students read them. Go through any mistakes and remind students of the correct form.</li> </ul>								
<b>7. Extension or homework</b>	<ul style="list-style-type: none"> <li>Ask students to think about their resolutions in more detail and write down three things that they are going to do to achieve them. Give them an example:              This year I'm going to save more money.              I'm going to keep a record of all the money I spend every day.              I'm not going to spend more than ten euros on lunch.              I'm going to open a savings account.</li> </ul>								
<b>8. Follow up</b>	<ul style="list-style-type: none"> <li>As a follow up, now or in the next class, ask one of the students to read out one of their resolutions from the previous stage, and write it on the board, as below.             <table border="1" data-bbox="391 922 1497 1064"> <tr> <td>What are you going to do?</td> <td>How are you going to do it?</td> </tr> <tr> <td>This year, I'm going to (run a marathon).</td> <td></td> </tr> </table> </li> <li>Ask the student questions with 'Are you going to ...?' to find out what they are going to do to achieve their goal. When you have asked the questions, elicit from the students what you said and write the questions in the second column, as below. Focus students' attention on the correct way to form the questions.             <table border="1" data-bbox="391 1214 1497 1496"> <tr> <td>What are you going to do?</td> <td>How are you going to do it?</td> </tr> <tr> <td>This year, I'm going to (run a marathon).</td> <td>Are you going to (run every day)? Are you going to (eat special food)? Are you going to (buy some running shoes)?</td> </tr> </table> </li> <li>In small groups, students repeat the above procedure, i.e. one student reads out their resolution (but NOT the three things they are going to do to achieve it!) and the other students in the group ask questions to try to guess the three things.</li> <li>Finally, the student who read out their resolution tells the group what they decided they would need to do to achieve their resolution. Points could be awarded for correct guesses and you could do the activity as a whole class team game activity.</li> </ul>	What are you going to do?	How are you going to do it?	This year, I'm going to (run a marathon).		What are you going to do?	How are you going to do it?	This year, I'm going to (run a marathon).	Are you going to (run every day)? Are you going to (eat special food)? Are you going to (buy some running shoes)?
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**Contributed by**

Helen Hadkins