

THIS IS MY YEAR

How will I shape my new year?



TARGET LEARNERS

Teens (A2 - B1 levels)



DURATION

60 - 90 minutes



PREPARATION

Classroom technology
(computer, projector,
speakers)

Art supplies (crayons,
pencils, ...)

LESSON OBJECTIVES

At the end of this lesson, students will be able to:

- 1 gain a deep understanding of the concept of New Year's resolutions.
- 2 compare the differences between plans and resolutions.
- 3 engage in a debate about New Year's resolutions
- 4 enhance their speaking skills in expressing ideas, preferences, explanations, and comparisons.
- 5 create your own New Year's resolutions

1 Engage 5 - 10 minutes

This stage introduces the lesson topic of New Year's resolutions, establishing a strong foundation for its definition and engaging students' interest by comparing the differences between plans and resolutions.

Suggested teacher's activities

What is "New Year's Resolution"?

Exercise A:

- Ensure classroom technology (computer, projector, speakers) is set up for video playback.
- Play the Edpuzzle video featuring interviews with kids discussing their New Year's resolutions by scanning the code or using this link: <https://bit.ly/3vdRHJ9>
- Encourage students to watch the video attentively, and answer the questions. Then compare their answers with their friends.

Materials



Scan for the Edpuzzle video link.

Exercise B:

- Have students watch the video again and engage in group discussions to explore and define the concept of New Year's resolutions without direct explanation from the teacher. Use the following questions to guide the students:
 - What are New Year's resolutions?
 - Did any of the resolutions mentioned surprise you? Why?
- Allow time for group discussions. Encourage all members to contribute.
- Invite each group to share their understanding of resolutions with the class.
- Summarize common points from the group definitions.

Are plans and resolutions the same?

Exercise C:

- Generate students' interest in the table with two columns (one column featuring three plans and the other with three resolutions) provided in their worksheets.
- Instruct students to explore the table in pairs and identify which column represents plans and which represents resolutions.
- Ask the students to match each plan with its corresponding resolution by drawing lines once they have correctly identified the columns.
- Encourage students to explain their reasoning for their matches and invite them to share their opinions about the differences between plans and resolutions.
- Provide confirmation for the answers and offer additional explanations if needed. Make sure students can tell the difference between **Plans** and **Resolutions**.

Answer key

A. Winter/Christmas time - 7 kids interviewed

B. (Students' answers vary.)

C.

Plans

Resolutions

I didn't pay much attention to my health before. This year, I want to improve my overall health and well-being.

I will spend 1 hour a day to learn the language and explore more about that country.

I'll join the guitar club with my friends to form a band, and I'll be the guitarist because I love playing it.

I will sign up for an instrument class on the weekends.

I'm going to study abroad in Korea next year, even though I'm not fluent in Korean.

I will join a yoga class and spend 30 minutes everyday for walking.

2**Explore**

10 - 20 minutes

This stage is to introduce the concept of New Year's resolution and related vocabulary through a text, reinforcing learning with practice exercises.

Suggested teacher's activities**New Vocabulary****Exercise A: Read the text**

- Draw students' attention to the text on the Student's Worksheet.
This text discusses the definitions of New Year's resolutions, their cultural significance, benefits, and potential drawbacks.
- Divide the class into groups and have them read the text.
- Have the groups discuss the questions and share their thoughts within their groups.
- Check their answers, provide feedback, and address misconceptions.

Exercise B:

- Ask the students to read the given definitions.
- Instruct the students to fill in the gaps with the words in bold from the text.
- Review the answers as a class and demonstrate how to pronounce each word clearly.

Exercise C:

- Instruct the students to fill in the gaps with the words from the list.
- Review the answers as a class, discussing the correct word choices and their meanings in the given context.

Answer Key**A. (Suggested answers)**

- a.** *New Year's resolutions are promises people make as the new year begins.*
- b.** *People make New Year's resolutions to try and make things better or different in their life.*
- c.** *Making resolutions at New Year's is seen as a fresh start, where people reflect on their past year and think about how they can improve in the year ahead.*
- d.** *Some common themes or goals for New Year's resolutions include being healthier, picking up new skills, and showing more kindness.*
- e.** *Sticking to resolutions can be challenging at times, and it's important to remember that it's alright if things don't happen as expected. The key is to give your best and move forward step by step.*

B.

expected
tough
concentrate on
resolution
achieve
stick to
upset
reflect on

C.

1. resolution
2. expected
3. upset
4. achieve
5. reflect on
6. stick to
7. concentrate on
8. tough

3**Explain**

15 - 20 minutes

This stage is to equip students with essential language to express opinions, explain reasons, compare ideas, and engage in a debate on the effectiveness of New Year's resolutions.

Suggested teacher's activities**Exercise A:**

- Instruct students to read the useful language and identify their purposes.
- Have students practice the useful phrases. Make sure to provide a model first.
- Pair up students and have them practice the structure with a partner.
- Encourage some students to share and say the sentences they have practiced.

Exercise B:

- Divide students into pairs, instruct the them to engage in a debate using the provided questions. Each pair discusses their opinions and come to an agreement for each idea.
- Encourage students to take turns expressing their viewpoints and actively listen to their partner's arguments.
- After the debate, initiate a class discussion where the pairs can share their perspectives with the whole class.
- Summarize the main points discussed and highlight the different perspectives presented during the activity.

Answer key**A.**

To express opinion/preference:

I think... / I believe...

In my view,

I prefer + Ving...

To explain the reasons:

Because/Since...

This is because/This is why...

Due to...

To compare ideas:

On the one hand/ On the other hand...

In contrast...

However,...

B. (Students' answers vary.)

4**Elaborate**

20 - 25 minutes

This stage is to foster creativity, collaboration, and critical thinking as students create personalized New Year's resolutions and develop strategies and plans to achieve these specific goals.

Suggested teacher's activities**Exercise A:**

- Explain that the students will be brainstorming individually and creating their own New Year's resolutions.
- Instruct the students to set three goals for three different areas. Use these prompt questions to provoke students' thinking:

Which hobbies or interests would you like to prioritize and explore more deeply?

What skills or subjects do you want to focus on developing?

Are there any personal challenges or fears you aim to overcome in the upcoming year?

....

- Allow the students time to brainstorm and write down their resolutions.

Exercise B:

- Instruct students to transfer their New Year's resolutions onto an A4-sized paper or large sheet of paper.
- Encourage them to decorate the poster creatively using art supplies.

Exercise C:

- Display the completed posters around the classroom for students to share and discuss.
- Have students take turns sharing their New Year's resolutions with the class.
- Ask them to briefly explain their strategies or plans for achieving these goals.
- Encourage classmates to provide feedback, support, or suggestions for each other's resolutions.

Answer key

A. (Students' answers vary.)

B. (Students' answers vary.)

C. (Students' answers vary.)

5**Evaluate**

5 - 10 minutes

This stage is to encourage reflection through a lesson-based checklist and prompt commitment to resolutions in a 50-word paragraph.

Suggested teacher's activities**Exercise A:**

- Instruct students to reflect on the lesson and complete a checklist based on what they have learned in the lesson.

Exercise B:

- Have students engage in reflective thinking and write a 50-word paragraph about their commitment to the resolutions they have made.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

Answer key

A. (Students' answers vary.)

B. (Students' answers vary.)