Read the post-it notes below.

Match the messages on the post-it notes to the plans below:

A. I’m going to donate money to charity
B. I’m going to spend more time with loved ones
C. I’m going to give up cigarettes
D. I’m going to exercise three times a week
E. I’m going to travel around the world
F. I’m going to have more fun
G. I’m going to work at something I enjoy
H. I’m going to quit eating junk food
Most broken New Year’s Resolutions:

1. ‘I’m going to lose weight.’
2. ‘I’m going to get fit.’
3. ‘I’m going to quit smoking.’

Answer the following questions with your partner:

1. Why do you think these three resolutions are most commonly broken?
2. Do you make New Year’s resolutions every year?
3. Tell your partner about one resolution you made and kept!

Watch the video on New Year’s Resolution fails

1. List three resolutions the people in the video have made.
2. Did their resolutions work out? Why not?
3. You and your partner now have to make three resolutions together.

Class Resolutions:

<table>
<thead>
<tr>
<th>We’re going to...</th>
<th>We’re not going to...</th>
<th>We’re going to try to...</th>
<th>We’re going to commit to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
## Teachers Notes

<table>
<thead>
<tr>
<th>Level:</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>New Year’s Resolutions</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Aoife McLoughlin</td>
</tr>
</tbody>
</table>
| **Lesson Aim:** | To discuss future plans using ‘going to’  
To introduce everyday vocabulary used to describe resolutions |
| **CEFR Student Learning Outcomes:** | **Listening:**  
I can understand simple information and questions about New Year’s resolutions.  
**Spoken Interaction:**  
I can ask and answer simple questions about work and free time, likes, dislikes and resolutions.  
I can ask and answer simple questions about my future plans.  
**Spoken Production:**  
I can talk about my plans for the year. |
| **Lexical Aim:** | Manage debt, get fit, reduce, reuse, recycle, lose weight, improve, save money. |
| **Interaction Patterns:** | Group work  
Pair Work |
| **Preparation:** | Photocopies  
Access to internet and projector/computer. |
Lesson:

Students briefly read the post-it notes and guess what topic they are connected to *(New Year’s Resolutions).*

In pairs, students **match the post-it notes to the sentences A-H.** Elicit the meaning of unknown or difficult vocabulary such as to *quit, to give up, to donate to charity, junk food.* Encourage students to record new vocabulary in their notebooks.

A = help others, B = more family time, C = quit smoking, D = get fit, E = take a trip, F = enjoy life more, G = get a better job, H = lose weight.

Discussion:

Students discuss which of these New Year’s Resolutions they have made/broken in the past and which are the most commonly broken in general. Monitor and encourage students to give reasons for their answers and help with any vocabulary difficulties.

Students turn over the page to find the 3 most commonly broken resolutions. Students compare with their own answers and then answer the 3 follow up questions.

At this point you could ask students to refer to the broken resolutions and discuss which structure they all have in common *(Going to).* Elicit from students when we use this structure *(For future plans).* Drill the pronunciation of ‘gonna’ and ‘going to’, highlighting the use of the schwa when pronouncing ‘to’.

Video:

Students watch the youtube clip of New Year’s Resolutions and answer questions 1 and 2.

**New Year’s Resolution Fails.**

[https://www.youtube.com/watch?v=N_sZQP36bt4](https://www.youtube.com/watch?v=N_sZQP36bt4)

Students compare answers to questions 1 + 2 in pairs. Students then share ideas with the class. Watch the clip again and check answers. You could pause the clip between resolutions and elicit answers from students if necessary.

Task – Class Resolutions:

In groups, students create resolutions that the class must commit to. Give an example on the board before they start such as ‘*We’re going to speak English 80% of the time.*'