What Will Happen Next Year?

On a point scale of 1 (a terrible year) to 100 (an excellent year), students evaluate how they expect their next year will be. They write this number in the box that says “First Score” at the bottom of the worksheet.

**Step 3:** Next, draw everyone’s attention to the six boxes indicating School / Job, Family, Friends, Health, Love / Romance and Money. These six categories need to be prioritized according to their importance. Write the following on the board:

- Most important = 6
- Second most important = 5
- Third most important = 4
- Fourth most important = 3
- Fifth most important = 2
- Least important = 1

Students prioritize the six categories by writing numbers 1 ~ 6 in the circles at the top right of each box.

**Step 4:** Students exchange their papers to begin the interview.

**Step 5:** Look at the EXAMPLE at the bottom of the worksheet. Notice the Q & A. Half the class reads the questions in the example and the other half reads the answers. Notice that number 3 is circled in the ranking list.

If students need more practice, ask a different example question (If you could change something about your free time next year, what would it be? If you could change something about your relatives / neighbors next year, what would it be? Etc.

**Step 6:** Begin the interviews. Student A asks Student B the first question from any of the boxes. Student B replies while

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1. Student ability: **High Beginner ~ Low Advanced**
2. Approximate length of lesson: 50+
3. Number of students necessary: 2+
4. Preferred age/maturity: HS, College, Adult
5. Type of lesson: Pair work

**Language Target:** The grammatical focus of this lesson is on the language practice of possibilities and conditionals (If ..., would) along with future tense.

**Setting Up:** Copy enough worksheets for every student in class.

**Getting Started:** Pair the students and give each one a copy of the worksheet. Explain that this is an interview-style lesson and there will be a lot of discussion.

*Be sure to follow these 10 steps in order:

**Step 1:** Students write their own name in the box at the top right of the worksheet.

**Step 2:** Then ask this question to the whole class:

*How will your year be next year?*
Student A circles writes the answer. Then
Student A asks: **What’s the chance that it will happen?** Student B replies with a number. Next, Student A asks **Why?**

Student B explains the ranking while Student A takes notes on the worksheet. When finished, they change roles so that Student B interviews Student A.

Continue this way until all six categories have been filled in.

**Note:** This lesson is meant to stimulate discussion, so remind the students that it’s always good to ask for more information during the interview – encourage students to ask why a ranking was high, average or low.

**Step 7:** Finally, students finish the interview by asking the last two questions above the dotted line. And the degree of good and bad should be circled.

**Step 8:** Scoring. Within each of the six category boxes, there are two numbers, one reflecting the importance of that category, the other reflecting last year’s ranking. These two numbers need to be multiplied and the result written in the small lower right box of each category.

**Step 9:** All of the scores are added together and the final result should be written in the Final Score box at the bottom middle of the worksheet. Then students tell their partners the result. They should say (for example):

**Next year will be a pretty good year for you.**

**Step 10:** Higher ability students should discuss the two scores, the First Score and the Final Score. Where they close?

**Variation 1:** If time remains or on another day, it’s really fun to re-match students into new pairs. Then, in third person, have them ask and answer questions about their previous partners.

**Variation 2:** As a whole class review of superlatives, when students have finished the interviews, ask the class:

What do you think is the most / least important?

Or to practice conditionals, ask questions similar to these:

What is more / less important to you than health / love / money?

Will your relationship with your friends be better / worse next year than this year?

**Variation 3:** Pole the whole class for a show of hands as to who expects to have an excellent year next year, a very good year, a pretty good year, etc.

**Variation 4:** To save time, tell the students that they don’t need to keep notes in complete sentences, just a memo. Still, this lesson is an excellent way to practice writing complete sentences. Encourage students to use a separate sheet of paper for longer or more detailed answers.

**Similar Lessons:**

**Last Year** (How Was Your Year?)
Lesson Collection Set #3 - Lesson 26a

**This Year** (What will happen to you?)
Lesson Collection Set #3 - Lesson 26b

**This Year** (Past Tense)
Lesson Collection Set #3 - Lesson 26d

Contributed by Kurt Scheibner

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