

Teacher's notes

Topic: Imaginary wealth and a magazine article

Aims:

- To help students use their imaginations to build up a fictitious character
- To develop students' ability to use a variety of question forms and tenses
- To develop students' communication skills
- To develop students' writing skills

Level: low to mid intermediate

Introduction

This lesson takes a light-hearted look at money and magazines. Students invent their extremely wealthy future selves and then take turns to be journalists interviewing and writing for 'Rich!!' magazine.

Procedure

- Write today's date on the board, substituting the year for '2025'. Tell your students that in this class they have to imagine that it is in fact 2025. Tell them how old you are now that it is 2025. Have all students work out their new age and tell either you or a partner. Now tell them that that as well as being older they are also extremely rich. Have students imagine what job they do that has made them so rich.
- Before handing out the worksheets, ask the class questions about the topics on worksheet task 1 to encourage them to build up a fantasy wealthy future self. Get them to think about their family (Are you married? When did you get married?), kids, where they live, what vehicles they own, places they have visited, their most valuable possession, their opinions on wealth....
- Hand out **Worksheet 1** and have students complete the information individually. Set a time limit of 5 minutes. Explain that 'How long?' means 'How many years/months etc?' if necessary. Collect all the sheets in, making sure students have written their names on their papers.

Worksheet 1

You

It is 2025 and you are extremely rich. Complete this information about your life. Use your imagination!

You

Name.....

Age.....

Work

Job?.....

How long.....

Money?.....

Family

Single/married/divorced?

When married/divorced?.....

Children? How many?

Home

Where?.....

How long?.....

Transport and travel

Car/plane/helicopter/boat/motorbike/.....?

Usually travel by?

Places visited?

Possessions

Most valuable possession?

Why?.....

Opinion

Good and bad things about being rich?

.....

.....

Does money make you happy? Why/why not?

.....

- Now tell students to imagine that they are journalists who work for ‘Rich!!’ magazine. They are going to interview a wealthy person but first they need to prepare some questions. Elicit possible questions then hand out **Worksheet 2**. Students can work in pairs to prepare their questions. Stress that they don’t need to write answers – just the questions. Set a time limit of 7 minutes and have early finishers write more questions

under 'opinion'. A higher-level class could prepare questions without using the prompts on worksheet 2 - just write up the following question topics for them on the board: *you, work, family, home, travel and transport, possessions, opinions.*

Worksheet 2

Journalist

Now imagine you are a journalist. You want to interview someone for 'Rich!!' magazine. Prepare your questions:

You

What's your ...*name*?.....
 How old...*are you*?.....

Work

What do you ...*do*?.....
 How long have you been a.....
 How much money

Family

Are you married or
 When did you get
 Have you got any
 How many?

Home

Where do you
 How long have you lived in

Transport and travel

Have you got a car/plane/helicopter/boat
 How do you usually.....
 Which places have you

Possessions

What's your most valuable
 Why is it valuable?

Opinion

What are the good and bad things about
 Does money make you
 Why? / Why not?

- Have students write their name on their paper and then collect in Worksheet 2.

Possible questions:

Work

What do you do?/ What's your job?

How long have you been an actor?

How much money have you got/ do you earn?

Family

Are you married or single?

When did you get married/How long have you been married?

Have you got any children/kids?

How many?

Home

Where do you live?

How long have you lived in California?

Transport and travel

Have you got a car?

How do you usually travel?

What places have you visited?

Possessions

What's your most valuable possession?

Why is it valuable?

Opinion

What are the good and bad things about being famous?

Does money make you happy?

Why? / Why not?

- Arrange the students into interview role-play position by putting them in 2 lines so that everyone is facing another person. If you can't move furniture in the classroom they can do this standing. Tell the students that everyone on the left is a journalist and those on the other side are rich people, waiting to be interviewed. Hand back worksheet 1 to 'the rich people' and worksheet 2 to 'the journalist'. If there are an uneven number of students, have 2 journalists interview together at one end of the line. Tell students to make notes of their partner's answers. Encourage early finishers to invent more questions and then stop the interviews when most pairs have finished.
- Students now change roles and repeat the activity so that the 'journalists' are now 'rich people' and so on. Hand out the appropriate worksheets to the students. With an uneven number of students, 1 journalist will now interview 2 rich people.
- Have students sit back in their original places. They are all journalists now and have to write an article for 'Rich!!' magazine using their notes. Lower levels can use **worksheet 3** to do this and higher levels can write their own version. Monitor and help as needed.

Worksheet 3

Magazine

Use your interview notes to write the magazine article.

RICH !! The interview.

This week we spoke to.....

.....isyears old and
 has been afor.....years.
is extremely rich and has about.....
 dollars/euros/.....

.....has been married/divorced/single since.....and
has/hasn't gotchildrenhas
 been living inforyears.

.....has got a boat/ a car/ a helicopter/ a plane and
usually travels by.....has visited

.....'s most valuable possession is
 because.....

.....says that the good things about being rich are

 but the bad things about being rich are

..... says that money.....
 because.....

- Blu tack the finished articles to the board for everyone to read. Give students a few post-it notes, have them write positive comments (*This is funny! I like this a lot. This is a great!*) and stick them on the magazine articles they like best.