

# Rich!

## Topic

Imaginary wealth and a magazine article

## Aims

- To develop creativity as learners create a fictitious character
- To practice a variety of question forms and tenses
- To develop learners' communication skills
- To develop learners' writing skills

## Age group

Teens

## Level

B1+

## Time

60-90 minutes

## Materials

- Rich! Student worksheet

## 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

### 1. Lead-in (10-15 minutes)

- 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

	<p>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.</p>
<b>2. Task 1: Your future self</b>	<ul style="list-style-type: none"> <li>• 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....</li> <li>• Hand out <b>Worksheet 1</b> 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.</li> </ul>
<b>3. Task 2: Interview preparation</b>	<ul style="list-style-type: none"> <li>• 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 <b>Worksheet 2</b>. 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: <i>you, work, family, home, travel and transport, possessions, opinions</i>.</li> <li>• Have students write their name on their paper and then collect in <b>Worksheet 2</b>.</li> </ul>
<b>4. Task 3: Interview for 'Rich!'</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>have finished.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>5. Task 4: Writing an article for 'Rich!' magazine</b>	<ul style="list-style-type: none"> <li>• 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 <b>Task 4 on the worksheet</b> to do this and higher levels can write their own version. Monitor and help as needed.</li> <li>• Blunt the finished articles to the board for everyone to read. Give students a few post-it notes, have them write positive comments (<i>This is funny! I like this a lot. This is a great! .....</i>) and stick them on the magazine articles they like best</li> </ul>

**Contributed by**

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