

English exercises 9

Tuesday 27/04/2021

11:40 – 1:15

Workbook p. 26 number 15 *Reading Working with the text How to be a teenage millionaire (a+b+c)*

Friday 30/04/2021

11:40 – 12:25

Student book p. 48 number 2 *The person* d) Write a passage about what you think of Ashley's story and if you would like to live her life. Use the phrases from the box.

15 READING WORKING WITH THE TEXT

How to be a teenage millionaire ▶ pp. 46–48 • WB (pp. 77–79)

a) Put the events of the story (SB pp. 46–47) in the correct order. Write numbers 2–8 in the boxes.

- She bought the address whateverlife.com with the money.
- Ashley started to design websites when she was nine years old. 1
- She got her first cheque from an advertising company.
- Her mother lent her \$8 to buy a domain name.
- Big advertising companies started to get interested in her website.
- She wants to study design in her dream city, New York.
- She left school before her 16th birthday.
- She had a problem with a friend who was working for her.

INFO BOX

A UK teenage millionaire
 In 2002, when he was only 14, Fraser Doherty from Edinburgh started earning lots of money – in the kitchen. He used his grandmother's secret recipe¹ to make healthy jam² without sugar. Everybody loved it, so he decided to sell it at a local market for extra pocket money. Soon he had to rent a factory and employ people to make it. Now he sells his famous jam in large supermarket chains throughout the UK.

b) What do you know about Ashley? Tick the correct answers.

- | | |
|--|---|
| 1 She's determined and ambitious. <input type="checkbox"/> | 5 She has a strict set of rules for people who work for her. <input type="checkbox"/> |
| 2 She earns money by selling her designs. <input type="checkbox"/> | 6 She's artistic and hard-working. <input type="checkbox"/> |
| 3 She doesn't miss school. <input type="checkbox"/> | 7 She lives the normal life of a teenager. <input type="checkbox"/> |
| 4 She believes in herself. <input type="checkbox"/> | 8 Her business brings in about \$7,000 a month. <input type="checkbox"/> |

c) If Ashley was in your class, how would you and your classmates probably feel about it? Answer the questions in a few sentences each. Give reasons for your answers. Write in your exercise book.

1 Would Ashley be a classmate just like all the other classmates?

I think class relations would be just the same. First, .../I don't think Ashley would really be the same as other classmates. One reason is that ...

2 Would you want to work for Ashley? Why (not)?

I don't think it would be good to work for somebody in your own school class. The main reason is that .../ Yes, maybe ...

3 Ashley would be different from all your other classmates because of her money. Do you think this might lead to problems in the class?

Yes, maybe. Being Ashley's friend might divide the class into two groups .../No, I don't think this would lead to problems ...

WB, pp.
58–62

- d) **Extra** Do some internet research to find another teenage millionaire and describe how he/she started a business. Maybe you can find parallels to Ashley's story. Write notes in your exercise book. Then tell the class about the teenage millionaire's story.

2616
2617

¹ recipe ['resəpi] Kochrezept ² jam [dʒæm] Marmelade