

4 THE TREASURE HUNT TEACHER'S NOTES

Objectives

SUMMARY	Luke and Ryan realise that they have eaten the treasure Megan and Olivia are looking for. Luke has an idea to buy more chocolate at the café in the park. The only problem is that the café only sells ice cream. They buy the ice cream and hide it in the treasure box. Of course, when Olivia and Megan finally find the treasure, the ice cream has melted.
LANGUAGE	<i>have to / didn't have to / mustn't, should / shouldn't</i> , past continuous
USEFUL INFORMATION	The activity Megan and Olivia are doing in this episode is called 'Geocaching'. This is an activity in which an item or container holding a number of items, is hidden in a particular location. Participants navigate to a specific set of GPS coordinates and then attempt to find the geocache (container) hidden at that location. The website www.geocaching.com provides useful information about geocaching activities that take place around the world.

THINK ABOUT

If students have already watched the video, refer them back to episode 4 and ask them to recall the events. *What are the girls looking for? How do the boys feel when they realise they ate the treasure? What do they do next? Why doesn't their idea work?*

- 1 Now refer students to the two questions. In groups, students discuss whether the boys should tell the girls what they did. Encourage students to give reasons for their opinions.
Feedback as a class and decide together what the boys should do.
- 2 First ask students to read through sentences 1–5 so that they know what they have to listen for. Then students watch the video and match the sentences to speakers.

Mixed ability idea

Ask students to try to remember who said these sentences before they watch. They can then watch and check.

Answers

1 Ryan 2 Luke 3 Olivia 4 Olivia 5 Luke

Optional activity

Practise saying the sentences with the correct intonation. Note that *Brilliant idea!* is sarcastic. Students could try to contrast saying this sarcastically and enthusiastically.

THINK BACK

- 3 Students work in pairs and order the events.

Answers

Luke and Ryan feel bad because they ate some chocolate.
Luke has an idea.
Luke and Ryan can't get what they want.
Megan and Olivia find something.
Megan and Olivia are disappointed.

- 4 Students choose the most logical response to each sentence.

Answers

1 a 2 c 3 b 4 a

Optional activity

Ask students to identify the nature of each opening statement and response. In this way you can encourage them to explain why their choice is correct. For example, if the statement is a question, you will need an answer in response.

THINK THROUGH

ROLE PLAY What happens next?

Explain that the students are going to create a role play based around what they think could happen next. Elicit some ideas for what *could* happen next. Ask: *Do the boys decide to tell the girls? Do the girls find out what happened? Do the girls laugh or are they angry? How do the boys feel?*

Read through the task with the class. Draw students' attention to the suggested phrases and explain that these will help them form ideas. Students can also refer back to the phrases in Exercises 2 and 4 on the worksheet for inspiration.

You could suggest that half the class write scripts that show Olivia and Megan being angry, and the other half of the class write scripts that show the girls laughing about the situation.

Monitor and offer support while students are preparing their role play. Encourage as many students as possible to perform their role plays. Consider asking pairs to perform to each other. The 'audience' pair can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.

Optional activity

Choose a character and write a diary entry about the day. Students should now be able to use the past simple and past continuous.