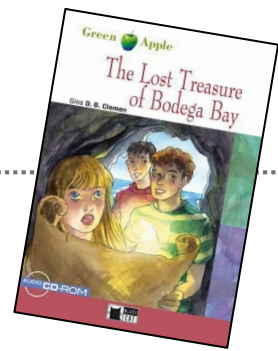


LESSON PLAN

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Aim

- to develop reading skills
- to expand vocabulary
- to predict the continuation of a story
- to identify a literary genre
- to encourage the pleasure of reading

Age/Level

Teenagers **A2**

Time

45 mins

Materials:

1 front page illustration of the graded reader:

The Lost Treasure of Bodega Bay

1 worksheet per student

Introduction

This lesson plan introduces *The Lost Treasure of Bodega Bay*, a mystery/horror story focused on three teenage protagonists. The short extracts chosen will draw students into the plot, encourage them to ask questions, develop their vocabulary and predict what will happen next. All of this with the aim of increasing their pleasure in reading.

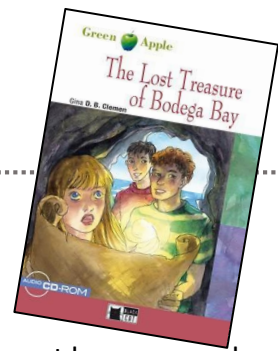
Background notes on the story

Kate and Mike Sullivan live in San Francisco, California with their parents and their pet dog, Lucky. Their father is a marine biologist and last summer the whole family took a trip on their new boat *The Pelican*. They went to the Farallon Islands, near Bodega Bay, a town on the Pacific Coast. Here Mr Sullivan studied the fish and the sea birds of the islands. During this trip Kate, Mike and their friend Carlos had a terribly scary adventure with a ghost pirate ship! On the ghost ship they found an old treasure map dated 1608 that belonged to the cruel Spanish pirate Salamanca. Mike hid the old treasure map in his room and only he, Kate and Carlos knew about it. One year later, during summer Mr Sullivan had to go back to the Farallon Islands to continue his work, and he moored *The Pelican* in Bodega Bay. Now Kate, Mike and Carlos had a chance to study the old map and its clues, and looked for Salamanca's hidden treasure. As the old treasure map is written in Spanish, Carlos, who speaks Spanish, could help Kate and Mike understand the clues. Fortunately, Mr and Mrs Sullivan worked together on the research project, so the three friends were free all day to look for the treasure. But they had to be back on *The Pelican* every day by half past six for dinner.



LESSON PLAN

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Before Kate, Mike and Carlos can do this, there are some questions that must be answered:

- Does the old map really refer to Bodega Bay?
- The old map is dated 1608. How do they know that the treasure still exists?
- What equipment will they need to explore and look for the treasure?
- What dangers will they meet?

PROCEDURE

Before the activity

- make a copy of the worksheet (one per student)
- download a photo of Bodega Bay, California
- tell your students you're going to be speaking about a book called *The Lost Treasure of Bodega Bay*.
- read the background notes on the story to the class
- write the title of the graded reader on the board

First Step (10 mins)

- Ask the students to comment on their first impressions and ask them these questions.
- What genre do you think it is? Why?
- Show the students the cover illustration and ask them these questions:
 - What is Kate holding in her hands?
 - Where are Kate, Mike and Carlos and why are they there?
 - Do you think this is the right place to look for a treasure?

Second Step (30 mins)

- Give students the worksheet and explain that the text comes from Chapter 3 of the story.
- Ask them to do Exercise 1, *Before you read*.
- Ask them to work in pairs to check their answers.
- Read EXERCISE 2, *Extract Part 1*. You could read it out loud the first time to make the dialogue more dramatic.
- Then ask students to read it alone or in pairs the second time for a more detailed understanding
- Ask students to comment with their opinions, predictions, feelings and observations.
- Ask students to read *Extract Part 2* (Exercise 3)
- Then ask the students to underline the question (Exercise 4). This prediction exercise helps increasing their interest in the story and use their imagination. They could speak in pairs or small groups using L1 or English and then present their ideas to the rest of the class.

Last Step (5 mins)

Ask students to predict what could happen (Exercise 5). The exercise can be done in pairs or in small groups. This exercise could be used as a written homework exercise if there is no time in class.

