



# 8 My Treat

## 1 Synopsis

When we say something is “my treat,” it means we are offering to pay for something, for example, when we pay for a friend’s meal in a restaurant. Charlie and Robert are dreaming of the day when they will be rich enough to buy a yacht. They wonder how a boy band singer like Justin Timberlake earns more money than the President. They find a \$100 bill on the street. They think about giving it to charity, but decide to treat themselves to lunch in a nice restaurant. When Robert tries to pay for the meal, there is a problem – the bill is a counterfeit!  
**Length of video:** 3:53min

## 2 Target Language

**Grammar:** negative questions

**Vocabulary:** money

**Language points:** *it makes you think, isn't it weird, to make money, are you kidding?*

## 3 Procedural Notes

### A Before you watch

**1 In pairs.** Ask students to match the words to their definitions. Elicit that all these words are related to money. If necessary, offer help with pronunciation and any unknown vocabulary in the definitions. Check answers as a class.

**Answer key:** 1 c 2 f 3 b 4 e 5 d 6 a

**2 In pairs.** Tell students to imagine the three situations (all of which concern money and morals). Have them discuss the situations in detail, for example, in situation 2: *I think the right thing to do is to find the owner. But it's not easy. If you ask someone if he is the owner, he can lie!* Then, ask students to circle what they would do in each situation. Point out that they do not have to agree on the same answer. Tell students that if they have a different answer, they can enter it in **d**.

**As a class.** Take a class vote on each one. Ask some students to tell the class why they chose that option. Discuss some of the other options that students wrote.

### B While you watch

**1 In pairs.** Have students read the sentences in silence, and give help with unknown vocabulary. Then, have students work in pairs and predict which words belong in the gaps.

**As a class.** Play the video and ask students to write the correct words in the blanks. Check their answers. Ask *Were your predictions right?*

**Answer key:**

1 worth 2 cost 3 bill 4 tip 5 counterfeit 6 check

**As a class.** Elicit the meaning of the expression “*It's my treat.*” (It means, “I’ll pay.”) Ask *Whose treat was it, in the end?* (Robert’s, because he paid.)

**2 As a class.** Explain that on the video they will see two people talking about or in the situations from Exercise 2 *Before you watch*. Have students watch the video and circle which actions Charlie and Robert take or what they say they’d do. Check answers as a class. Play the whole video again, if necessary.

**As a class.** For fun, pause the video in some places and have students predict which action Charlie and Robert will take or what they will say (see Stop and Predict in the Teaching Tips in the DVD booklet).

**Answer key:**

1 a 2 d (They think about giving it to charity but decide to spend it on a meal) 3 c

### C After you watch

**1 In pairs.** Ask students to read through the jumbled dialogue and try to put it in the correct order. If necessary, play the video [01:15–01:58] and ask students to check their answers with the video.

**Answer key:** 4 1 3 2

**In pairs.** Have students act out the dialogue. Remind students to focus on their intonation (at different points the characters are angry, sulky, joking, and conciliatory). Call on one or two pairs to act it out for the class.

**2 As a class.** Ask students to read the instructions and the adjectives. Give help with vocabulary, e.g., *selfish, childish*. Pre-teach some useful expressions, e.g., *I don't agree / But what about when he ...? Isn't that selfish? / Personally, I think that ...* Open up a brief discussion in class about the first adjective. Encourage people to justify their opinions and to refer to different parts of the video (e.g., *But Charlie is selfish at the end*).

**In groups.** Have students discuss the two characters. For early finishers, or as an extra task, add more questions, e.g., *Who is more likeable?* Then, have groups compare their answers with another group.



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## D Language points

**1 As a class.** Remind students about the discussion Charlie and Robert had before they found the money. Point out five expressions they used (in the first column). Ask the class to find the meanings in the second column.

**Answer key:** 1 b 2 e 3 c 4 a 5 d

**2 In pairs.** Have students fill in the blanks in the discussion, using the expressions in the first column. Remind students that they may need to change the form of some of the words.

**As a class.** Have two students read aloud the conversation in open class. If necessary, play the video and have students check their answers [00:45–01:14]. To encourage discussion, ask *Think about what? What did Charlie mean by “it makes you think”?* (Possible answers: society's values/his own life) *Why does Robert suggest singing lessons? Is it right that a boy band singer can earn more than the President? Why (not)?*

## 4 Video Script

**Charlie:** Wow, look at that yacht. I bet it sleeps at least eight people. That is gorgeous!

**Robert:** How much do you think it's worth?

**Charlie:** It probably costs a lot more money than I'm ever going to make.

**Robert:** Don't you think you're ever going to be rich enough to buy a yacht?

**Charlie:** Oh, come on. No, I don't. Do you?

**Robert:** It could happen. Hollywood screenwriters make tons of money – sometimes a million dollars a picture. Sometimes more.

**Charlie:** Do you see that nice little sailboat out there on the river?

**Robert:** Yeah.

**Charlie:** That's more my speed. I'd be perfectly happy sailing up the Hudson in that some day.

**Robert:** I'll take the yacht, thank you. It doesn't cost anything to dream.

**Charlie:** Who makes more money – Justin Timberlake or the president?

**Robert:** Are you kidding? Pop stars make ten-twenty times what the president makes.

**Charlie:** Isn't it weird that a boy band singer actually earns more money than the leader of an entire country? It makes you think.

**In pairs.** Give students a new scenario (e.g., *Who makes more money, a soccer player or a doctor?*) and have students adapt the conversation. Alternatively, try Shadow Reading (see the Teaching Tips in the DVD booklet).

## E Your viewpoint

**In groups.** Have students read the questions and check comprehension. Encourage them to show interest and add follow-up questions as they share their anecdotes and opinions.

**As a class.** Have students tell the class some interesting things they learned. Elicit the meaning of “Finders keepers, losers weepers.” (Answer: If you find something, it's yours to keep. If you lose something, bad luck! *Weep* means “cry.”) Ask *Do you agree with this? What was the moral of the story?* (Possible answer: They spent something that wasn't theirs and they “wept.”)

**Robert:** Yeah, makes me think I should take singing lessons.

**Robert:** Hey, what's that?

**Charlie:** What?

**Robert:** There. It's money!

**Charlie:** It's a hundred bucks! I'm rich!

**Robert:** What do you mean you're rich? I saw it first.

**Charlie:** Yeah, but I'm the one who picked it up.

**Robert:** Charlie, that bill belongs to me.

**Charlie:** Technically, it belongs to the person who lost it – probably the lucky guy who owns that yacht.

**Robert:** You know what they say? “Finders keepers, losers weepers.” Well, I'm the one who found it.

**Charlie:** That's not the way it works, Robert. It's in my possession. That means it belongs to me. It's mine.

**Robert:** OK, fine, Charlie. If that's the way you're going to be, keep it.

**Charlie:** I'm kidding. Here. Take it, it's yours.

**Robert:** Well ... how about it's ours?

**Charlie:** Great! We'll spend it on us.

**Robert:** No, wait ... maybe we should give it to some charity. That's it. We're giving it to somebody who really needs it.



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**Charlie:** Yeah – like us!

**Robert:** No, really. Maybe we should give it to some homeless person or somebody who needs it more than we do.

**Charlie:** Or maybe we should have a very nice lunch at that outdoor restaurant over there.

**Robert:** Well ... Well, OK.

**Charlie:** And it's my treat!

**Robert:** No. It's my treat. I'm the one that found it; you just picked it up. I'll buy lunch.

**Charlie:** Hmm, that was great.

**Robert:** Yeah, thanks. Let's see. \$82 plus a 20

percent tip. Perfect. And since it's my treat, I'll take care of it.

**Robert:** Charlie, remember that \$100 bill?

**Charlie:** Yeah?

**Robert:** It was counterfeit. Bogus. Totally fake! They just confiscated it.

**Charlie:** Are you serious? Well how'd you pay the check?

**Robert:** I had to charge it on my credit card.

**Charlie:** I guess you were right about one thing.

**Robert:** What's that?

**Charlie:** Well, you kept saying it's your treat. Thanks.