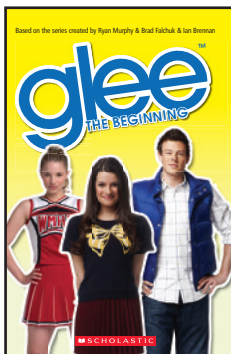


A **FREE** RESOURCE FOR TEACHERS!

# glee™ THE BEGINNING – EXTRA

## Level 2

This level is suitable for students who have been learning English for at least two years and up to three years. It corresponds with the Common European Framework level A2. Suitable for users of CROWN/TEAM magazines.

### SYNOPSIS

Rachel Berry is a second-year student at McKinley High School in Lima, Ohio, USA. She is a talented singer, determined to become a star. She joins the school's unpopular Glee Club and offers to help them improve in time for a music show later that week.

On the same day, Rachel sees school cheerleaders selling votes for homecoming king and queen, and she criticises them publicly on school radio. In revenge, head cheerleader, Quinn Fabray, arranges for a faulty smoke machine to ruin Glee Club's performance at the music show. Quinn's plan is successful and Rachel almost leaves McKinley High. She soon changes her mind when school football star, Finn Hudson, smiles at her.

Meanwhile, although Quinn is now going out with Finn, she can't keep herself away from 'bad-boy' Puck. They end up kissing – and a lot more too.

At the dance, Quinn and Finn are crowned homecoming king and queen and a surprise performance by the Glee Club is a big success. The story ends happily with the School Principal giving the homecoming voting money to Glee Club.

### THE BACK STORY

*Glee* is a musical comedy American TV series that first started in 2009. It became very popular around the world very quickly, with the fourth season starting in Autumn 2012. *Glee* is written

and directed by Ryan Murphy, Brad Falchuk and Ian Brennan and stars previously unknown actors and performers who were discovered during a long audition period. *Glee* features new musical performances in every episode, including classic show tunes as well as contemporary and classic rock and pop favourites. Over 11 million copies of *Glee* music CDs have been sold and the series has received many TV awards, such as the Golden Globe Award Best TV Series (Comedy/Musical) for two years running.

There are currently three books for young adults to accompany the series, all written by Sophia Lowell. *Glee: The Beginning* was written as a prequel to the series – it happens before the series starts and introduces us to the main characters and what happened in the two weeks before the series started. *Glee: Foreign Exchange* and *Glee: Summer Break* are the other books.

### MEDIA LINKS

**DVD:** *Glee* DVDs (series 1–3) are easily available.

**CD:** A recording of *Glee: The Beginning* is available to accompany the Scholastic Reader.

**Internet:** Find out more about the series at [www.fox.com/glee](http://www.fox.com/glee).

**Books:** This reader is the first of three Scholastic Readers from *Glee*. Also available are *Glee: Foreign Exchange* and *Glee: Summer Break*. The original books by Sophia Lowell are published by Headline Publishing Group.

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this a good story for your class? Do they enjoy stories about music and young people? If not, choose a different book. Motivate the students by giving them some background information to the story. Find out if any of them have watched the TV series. Look at People and places (pages 4–5) and talk about the characters. Do the students know anything about them already? Next, you can discuss high school in America (pages 6–7) and compare American school with the students' experiences. Finally, read the People and places pages and the first part of Chapter 1 with plenty of dramatic expression.

### Organising

Make a reading schedule for the class. Decide how many pages to set for reading each week. Have feedback sessions on these pages. Encourage students to ask each other questions. Then select exercises from the Self-Study section at the back of the book or from this on-line Resource Sheet. (All answers on page 4 of this Resource Sheet.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Glossary

Go to 'New Words' at the back of the book. Translate the words with the class or get students to find their meanings at home.

### Casual language

Introduce the informal expressions used in *Glee: The Beginning* (see Vocabulary Builder on page 3 of this Resource Sheet). Put them into context. Tell students to look out for them as they read.

### Book exercises

Show students the Self-Study Activities at the back of the book. These are divided into sections. They complete some exercises before reading a section of the book, and some after. Check the answers with the whole class.

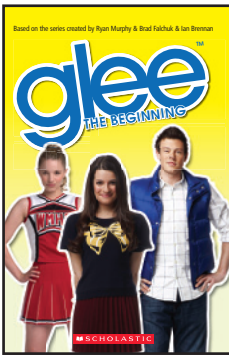
### Fact Files

The Fact Files provide very useful background information. You can either set them for self-study or use them for whole class work. (See Fact File Follow-up on page 4 of this resource sheet for ideas.)

### What did they think?

Get everyone to write a review of the book. Did *they* enjoy it? Did you think it was useful for them? Would they like to see more books like this? Let us know at [readers@link2English.com](mailto:readers@link2English.com).

RESOURCE SHEET STUDENT ACTIVITIES



**People and places and High school in America**

**Who ...**

- a) can't stop thinking about Quinn? ..... Puck .....
- b) is a teacher at McKinley High? .....
- c) has got a stammer? .....
- d) secretly loves singing? .....
- e) helps students with their problems? .....
- f) is a cheerleader? .....

**Where ...**

- g) do young people in Lima go out to? .....
- h) in the USA is Lima? .....

**What ...**

- i) will Coach Sylvester do to win more awards? .....
- j) do cheerleaders do at school sports games? .....

**Chapters 1–2**

**1 Match the two parts of the sentences.**

- a) Principal Figgins agrees that
- b) Rachel gives her first Gold Star award to
- c) Kurt invites Rachel to
- d) Mercedes agrees to allow
- e) Artie likes Glee Club because
- f) Quinn leaves Puck to go and meet
- g) Finn talks to Rachel after
- i) herself.
- ii) he can be with Tina there.
- iii) join Glee Club.
- iv) he hears her singing alone.
- v) Rachel can read the morning news.
- vi) Rachel to join Glee Club.
- vii) Finn at Celibacy Club.

**2 Complete the sentences using the words in the box.**

angry bossy crazy dead gay happy surprised  
unfair wonderful

- a) Kurt is ..... surprised ..... that Rachel has two dads.
- b) Rachel thinks paying for votes is .....
- c) Rachel thinks Kurt will tell her he is .....
- d) Kurt says that Glee Club is ..... if no one saves it.
- e) Tina thinks that Rachel is very .....
- f) Artie thinks Rachel is ..... to fight with Coach Sylvester.
- g) Finn thinks that Rachel has a ..... voice.
- h) Quinn is ..... when she sees Finn talking to Rachel.
- i) Mercedes is really ..... when Kurt tells her she is awesome.

**3 Work with a partner. What can Rachel do to save Glee Club? What can Glee Club do to get more people to join?**

**Chapters 3–4**

**1 Choose the correct answers.**

- a) Quinn and Finn / Kurt and Mercedes get the table at the Lima Freeze.
- b) Mercedes *wants* / *doesn't want* to go to the homecoming dance with Kurt.
- c) Rachel *agrees* / *doesn't agree* to wait a few weeks before changing schools.
- d) The text message that Quinn gets is from *Puck* / *Finn*.
- e) Quinn tells Puck that things are *starting* / *over* between them.

**2 Answer the questions.**

- a) Is Quinn friendly to Kurt and Mercedes?  
No, she isn't. ....
- b) Does Finn want to play a trick on the Glee Club kids?  
.....
- c) Does Artie think that Tina wants to go to the dance with him?  
.....
- d) What does Puck say he wants to do in his text message?  
.....
- e) Why does Tina write her name on the sign about decorating the gym?  
.....

**3 Work with a partner. Rachel decides not to tell the Glee Club kids about Finn's message. Is she right? Imagine you are Rachel – what do you decide to do?**

## RESOURCE SHEET STUDENT ACTIVITIES

### Chapters 5–6

**1 Are the sentences true (T) or false (F)? Correct the false sentences.**

- a) Tina finds a smoke machine for the performance.  
F. Santana gives Tina a smoke machine.
- b) Kurt falls off the stage during the performance.  
.....
- c) Rachel thinks the Glee kids hate her.  
.....
- d) Quinn invites Puck to her house.  
.....
- e) Santana thinks Tina’s decorations are terrible.  
.....
- f) Puck asks Quinn for one last kiss.  
.....

**2 Work with a partner. What kind of decorations do you think would be good for the gym? What could you do to make it look good?**

### Chapters 7–8

**1 Put these events in the correct order.**

- a) Kurt turns off the loudspeakers.
- b) Principal Figgins crowns Quinn and Finn.
- c) The Glee Club performs Lady Gaga’s song.
- d) Kurt and Mercedes arrive and they all agree to perform.  1
- e) Rachel goes to talk to the DJ.
- f) Coach Sylvester tells Mrs Iggulden about buying votes.

**2 Match the two parts of the sentences.**

- a) Principal Figgins wants to talk to the Glee Club  ii
  - b) Rachel tells Finn that
  - c) Finn tells Rachel that
  - d) Artie tells Rachel that
  - e) Rachel thinks that
  - f) Tina can’t believe that
- i) he thinks she was cool in Principal Figgins’ office.
  - ii) about what happened at the dance.
  - iii) he thinks the Glee Club were good.
  - iv) Glee Club are going to get some money.
  - v) the Cheerios can’t boss her around.
  - vi) the school year has started quite well.

### FINAL TASKS

- 1 Choose one of the characters. Write a page in their diary for one of the days/events in the story.**
- 2 It is ten years later. Write about Rachel and her life. What did she do after school? Does she still live in Lima? What is her job? Is she still friends with anyone from McKinley High?**

### VOCABULARY BUILDER

**1 Circle all the words that have something to do with singing and shows.**

kid loudspeaker smoke machine wheelchair  
 performance talented jock stage microphone  
 gym voice

**2 Complete the sentences with words from the ‘New Words’ list.**

- 1. Who are you going to .....<sup>vote</sup>..... for as class president?
- 2. Last year I won an ..... for my school work.
- 3. This ..... makes wonderful coffee!
- 4. The little girl ..... her mummy and went to bed.
- 5. Ellen is very slim – she goes to the ..... every day.
- 6. Please don’t make that noise – it’s really .....
- 7. Let’s ..... this room with colourful stars!
- 8. He’s quite young to be a star, he’s just a .....

### Casual language

- **‘loser’** (p.11, p.20 and p.29). This is a way of describing someone who is not successful and not cool.
- **‘No way!’** (p.10 and p.21). We use this to show that we are surprised about something or will never agree to it.
- **‘awesome’** (p.13, p.19, p.30, p.35, p.37 and p.40). This is a common way of saying something is really good or saying ‘great’.
- **‘hot’** (p.12, p.16, p.34 and p.35). We use this when we think someone is really good-looking and sexy.

**Choose the right expression to complete the sentences.**

- 1. I won the top award for swimming!  
 That’s .....
- 2. ‘Do you want to perform in the show?’  
 ‘..... – I’m too frightened to do it!’
- 3. ‘Anna is really beautiful.’  
 ‘Yeah, she’s really .....
- 4. ‘He’s never done anything good in his life.’  
 ‘Yeah, he’s such a .....

## FACT FILE FOLLOW-UP

**GLEE ON TV (pages 48–9)****Interview**

Students work in pairs. One student is a journalist and the other chooses an actor from *Glee*. (You may want to prepare photos of the actors with their real names before the class). The students prepare questions and answers about what it is like working on the TV show. Encourage the students to use their imaginations as well as the information in the Fact File. Example questions could be: *What do you like best about working on Glee? Are you similar to your character in Glee, or different? What kind of songs do you like performing best? Are you friends with the other actors?* Alternatively, give the class the journalist's questions and ask the students to prepare the interviews in pairs.

**Quiz**

The class reads the Fact File. In pairs, students prepare 5–10 questions about the information, for example: *When was the first Glee show on TV? How many people watch each show?* Put pairs together to make small groups and let the students quiz each other, taking it in turns to ask questions and answer.

**HIGH SCHOOL SPORT (pages 50–1)****Presentation**

Students work in pairs or in small groups. They imagine that they are at high school and they want to start a new club. They decide what sort of club they want to start, what activities it will do and when it will meet. Then they write the presentation for the other students, to attract people to join the club. Students can also design a poster for the club.

**Game**

In small groups, students prepare five short clues about a sport. For example: *You play it with a round ball. The ball is often yellow. Players hit the ball with a racquet. You can play this indoors or outside. Players hit the ball over a net.* (Clues should not include famous teams or famous players.) Students read their clues one at a time to the other groups. The groups have to guess what the sport is. The groups get one point when another group guesses their sport correctly. Each group also gets a point when they *guess* a sport correctly.

You may want to pre-teach key sports vocabulary before this activity.

**HOMECOMING (pages 52–3)****Research**

Give students a choice of topics around American festivals and traditions, such as 4th of July, Thanksgiving, Groundhog Day, President's Day, Mardi Gras, Arbor Day, Labor Day, Halloween, etc. Students find out what they can about their topic on the internet or in the library for homework. Have five minutes of questions and answers about each topic, or get students to present their information to the class.

**CD FOLLOW-UP****Questions and answers**

Choose a scene from the CD. Listen to the scene with your students twice. In pairs, the students listen very carefully, noting down details about the action, the characters, any objects, etc. Students write ten questions using their notes to help them. They then ask their questions to another pair. They listen to the scene a third time to check answers.

**Casual language**

Use the CD to focus on items of casual language (see page 3 of this resource.) Play the relevant sections several times and use it as a model for drilling, focusing on intonation.

**ANSWER KEY****Self-Study Activities (pages 54–6)**

- 1 a) perform b) awards, talented c) kissed d) crazy e) bossy  
f) gold star g) stage
- 2 a) iii b) v c) ii d) i e) iv
- 3 a) Artie b) Rachel c) Quinn d) Sue Sylvester  
e) The students on the school sports teams f) Sophomore.
- 4 a) F. Rachel is angry that people have to pay to vote.  
b) F. Quinn invites Finn to go to Celibacy Club with her.  
c) F. Kurt invites Rachel to join Glee Club.  
d) F. Mr Schuester teaches his students a song.  
e) T
- 5 Open answers.
- 6 a) gym b) trick c) decorate d) crown e) machine
- 7 Open answers.
- 8 The correct order is: c, a, e, f, b, d.
- 9 a) Artie b) Rachel c) Quinn d) Santana e) Finn
- 10, 11 Open answers.
- 12 a) T b) T c) F. Quinn is not happy, she's angry. d) T e) T
- 13 a) Rachel, over the loudspeaker to the kids in Glee Club.  
b) Tina to Santana.  
c) Puck to Quinn.  
d) Coach Sylvester to Mrs Iggulden.  
e) Principal Figgins to Coach Sylvester.
- 14 Open answers.

**Resource Sheet Activities****People and places and High school in America**

- b) Mr Schuester c) Tina d) Finn e) Emma Pillsbury  
f) Quinn g) The Lima Freeze h) Ohio i) anything  
j) cheer, dance, do gym tricks

**Chapters 1–2**

- 1 b) i c) iii d) vi e) ii f) vii g) iv
- 2 b) unfair c) gay d) dead e) bossy f) crazy g) wonderful  
h) angry i) happy
- 3 Open answers.

**Chapters 3–4**

- 1 b) wants c) agrees d) Puck e) over
- 2 b) No, he doesn't.  
c) No, he doesn't.  
d) He wants to talk to Quinn.  
e) Because Artie thinks she can draw well and she thinks she can help.
- 3 Open answers.

**Chapters 5–6**

- 1 b) T  
c) T  
d) F. Quinn invites Finn to her house.  
e) F. Santana thinks Tina's decorations are fantastic.  
f) F. Quinn asks Puck for one last kiss.
- 2 Open answers.

**Chapters 7–8**

- 1 The correct order is: d, f, b, e, a, c.
- 2 b) v c) iii d) i e) vi f) iv

**Vocabulary Builder**

- 1 smoke machine, performance, talented, stage, microphone, voice
- 2 2. award 3. machine 4. kissed 5. gym 6. annoying  
7. decorate 8. kid

**Casual language**

1. awesome 2. No way 3. hot 4. loser