

A **FREE** RESOURCE FOR TEACHERS!

gleeTM

SUMMER BREAK – EXTRA

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

Rachel Berry is a talented singer and the star of the Glee Club, and is determined to become famous. Mr Schuester, the teacher who runs Glee Club, asks all the Glee Club members to be counsellors at a summer music camp he has organised for kids. Everyone except Rachel agrees to help – she has plans to progress her own stardom instead. Later she has an argument with Finn, her on-off boyfriend.

At home, Rachel falls and hits her head. When she wakes up, everything is different. It is a year later and she is now a famous Broadway star, with Kurt as her assistant. Kurt accompanies Rachel back to Lima so that Rachel can perform at her old school's end-of-year rally. Slowly, Rachel discovers that although she is famous, friendships and relationships have changed, and her life isn't as wonderful as she had imagined it would be. She realises and is sorry about the mistakes she made in the past. After the rally, she agrees to help out at a singing workshop at a youth centre, and to her surprise, she really enjoys it.

Then Rachel has another accident and hits her head again. When she wakes up, she discovers it has all been a terrible dream – none of it was real. Rachel decides to help at Mr Schuester's summer camp after all. And things look as if they might lead to success for Rachel at last.

THE BACK STORY

Glee is a musical-comedy American TV series that first started in 2009. It became very popular and it is now in Season 3. It was created by Ryan Murphy, Brad Falchuk and Ian Brennan. *Glee* features musical performances in every episode. Several music CDs have been released and over 11 million copies have been sold. The series has received many awards.

At the moment there are currently three books for young adults to accompany the series. They were written by Sophia Lowell. *Glee: Summer Break* is the third book. *Glee: The Beginning* was written as a prequel to the series and *Glee: Foreign Exchange* takes place during the characters' second year at McKinley High School.

MEDIA LINKS

DVD: All episodes of the TV series *Glee* from Seasons 1, 2 and 3 are available on DVD.

CD: An audio recording of *Glee: Summer Break* is available to accompany the Scholastic Reader.

Internet: For more information about the TV series, visit the official website at www.fox.com/glee.

Books: This reader is adapted from *Glee: Summer Break* by Sophia Lowell, published in 2010 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 with some background information to the story. Find out if any of them have watched the TV series. Then read People and places (pages 4 and 5 of the book) 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. Select exercises from the Self-Study section at the back of the book reader and extra activities from this resource sheet to go with each chunk of reading. (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. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Casual language

Introduce the informal expressions used in *Glee: Summer Break* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

Fact Files

You can either set these for self-study or use them for whole class work. The fact files provide very useful background information about the auditions for the TV series, real-life show choirs and Broadway.

What did they think?

Get everyone to do a written or spoken review of the book. Did *they* enjoy it? Did you think it was useful for them? Would they like to read more books like this? Let us know at readers@link2English.com.

RESOURCE SHEET STUDENT ACTIVITIES



People and places and High school in America

1 Answer the questions.

Who ...

- a) used to go out with Tina? Artie
- b) is married to Kurt's dad?
- c) can be very unkind?
- d) do the girls think is hot?
- e) runs Glee Club?

What ...

- f) is the name of the restaurant young people go to?
- g) is the Chateau?

Chapters 1-3

1 Match the two parts of the sentences.

- | | |
|---|--|
| a) Mercedes wants to do the | i) Breadstix restaurant. |
| b) Rachel and Finn meet at | ii) <u>Airplane</u> solo. |
| c) Kurt's dad isn't going to give him | iii) summer music camp except Rachel. |
| d) Everyone agrees to help at the | iv) will be happy to see her again. |
| e) When Rachel wakes up, she find that she is a | v) photos in the article about her in the <u>Thunderclap</u> . |
| f) Rachel isn't very happy with the | vi) any money for clothes until he helps people. |
| g) Rachel thinks that everyone at McKinley High | vii) famous star on Broadway now. |

2 Complete the sentences with the correct name.

Finn ~~J-Fro~~ Kurt Mercedes Mr Schuester Rachel

- a) J-Fro took some photos of Rachel for the yearbook article.
- b) wants all the Glee Club kids to be counsellors at the summer music camp.
- c) is going to miss Glee Club this summer and is thinking about the future.

- d) is Rachel's assistant.
- e) is angry and walks out of the Glee Club meeting.
- g) doesn't want to do dance classes in the summer.

3 Work with a partner. How has Rachel's life changed? How has Kurt's life changed?

Chapters 4-6

1 Complete the sentences with the words in the box.

appreciate attack dressed run shocked
take wanted

- a) Rachel wanted to see her dads in Lima.
- b) Rachel thinks the man outside the all-night supermarket is going to her.
- c) Mercedes says the Cheerios her.
- d) J-Fro and Puck both some photos of Rachel.
- e) Kurt is when he finds out that Brittany is running Glee Club.
- f) Artie is like a Goth in dark clothes.

2 Answer the questions in your notebook.

- a) Why is Rachel staying in a hotel and not with her dads?
Because her dads had sold the house and gone travelling.
- b) Why is Rachel surprised that Mercedes is back in the Cheerios?
- c) Rachel wants to find out what has happened to someone. Who?
- d) Does Rachel manage to speak to Coach Sylvester?
- e) Who is Artie waiting for when he meets Rachel?

3 Work with a partner. Why does Rachel feel sad at the end of Chapter 6? Imagine you are Rachel – what can you do to make your life happier?

Chapters 7-9

1 Are the sentences true (T) or false (F)? Correct the false sentences in your notebook.

- a) Coach Sylvester is happy that Rachel is her guest. T
- b) Coach Sylvester wants to thank Rachel for being on the show.
- c) Rachel and Puck start kissing when he visits her in her hotel.
- d) Principal Figgins hasn't heard of Meredith Stewart and Carmine Bennett.
- e) Megan Smithson's father is a record producer.

RESOURCE SHEET STUDENT ACTIVITIES

2 Correct the wrong word in each sentence.

- a) The kids in Glee Club are all ~~old~~ ^{young} students.
- b) Brittany says it was awful being a counsellor at the music camp.
- c) Rachel throws Puck's jacket out of her hotel room because she is angry with him.
- d) Rachel thinks the articles on J-Fro and Puck's website are terrible.
- e) Megan Smithson's father helps Rachel to get her big break.

3 Work with a partner. Make a list of things that Rachel feels awful about in Chapters 7–9. Why does she feel awful about them?

Chapters 10–12

1 Who says these things? Who are they talking to?

- a) 'This song is for all the starfish in the sea.'
Brittany, to everyone at the rally.
- b) 'Why are you working as a janitor now?'
- c) 'We're going to the Lima Youth Centre to sing with the kids.'
- d) 'I wasn't very nice to you.'
- e) 'Are you still angry with me?'
- f) 'I'm really proud of you.'
- g) 'You sing *really* well.'

2 Match the two parts of the sentences.

- | | |
|---|---|
| a) Rachel thinks that she didn't appreciate | i) visit all her favourite places in McKinley High. |
| b) At the rally, Rachel says that the song is | ii) Mercedes' talent enough. |
| c) After singing, Rachel decides to | iii) singing lessons to Megan Smithson. |
| d) Rachel offers to give | iv) become friends again. |
| e) Rachel and Kurt say sorry and | v) fun to sing with the kids at the youth centre. |
| f) Rachel is surprised that it is a lot of | vi) for all her old friends in Glee Club. |

FINAL TASKS

1 Choose one of the photos in the book. Describe what is happening and what the people are wearing. Say why it's important in the story and what happens before or after the photo.

2 Work with a partner. Imagine the conversation that Rachel has with her dad Hiram after she wakes up and hears her dads downstairs.

Example:

Rachel: *I had an accident and when I woke up I was on a plane.*

Hiram: *On a plane?*

3 Work with a partner. What happens to Rachel after the end of the book? Who is Megan and how does meeting her help Rachel to get her big break? Does Rachel go to Broadway?

VOCABULARY BUILDER

Look at 'New Words' at the back of *Glee: Summer Break*. Choose a word to complete each sentence.

- Do you have to wear a *uniform* at your school?
- There are a lot of activities for young people at the
- Over three thousand people came to the at our school last year to watch all the performances.
- I prefer flat shoes to ones. It's easier to walk!
- You shouldn't badly to your friends, you should be nice.
- Jack didn't want to with his girlfriend, but she said she didn't want to see him again.
- After the show, the audience and clapped.

Casual Language

- '(He/She's) **hot.**' (p.9). We use this when we think someone is really good-looking and sexy.
- '**hang out**' (p.10). This is a common way of saying spend time with someone, e.g. 'We always hang out together after school.'
- '**Are you in?/I'm in.**' (p.15). We use 'be in' to talk about something that we agree to do, e.g. 'Are you in?' means 'Will you do it?' and 'I'm in' means 'I'll do it'.
- '**I can't wait!**' (p.42). This is a way of saying you are really excited about something and looking forward to it.

Choose the right expression to complete the sentences.

- 'Who do you usually with?'
'John and Peter. They're my best friends.'
- 'What are you doing on Saturday?'
'I'm going to see my favourite band in concert.
..... – I've never seen them play before.'
- 'Tim is really good-looking.'
'Yeah, he's, isn't he?'
- 'Right, everyone, who's decided to perform in the show next week?'
'Oh, ! I really want to do it!'

FACT FILE FOLLOW-UP

GLEE: THE STORY BEHIND THE AUDITIONS
(pages 56–7)**Interview for magazine**

In pairs, students conduct a magazine interview. Student A is a reporter for a magazine, Student B is Ryan Murphy, one of the creators of *Glee*. Student A interviews Student B about the auditions for the actors for the TV series, and asks questions about Lea Michele, Cory Monteith and Chris Colfer. Student B replies in as much detail as possible.

SHOW CHOIRS (pages 58–9)**Class Quiz**

Students read the information about show choirs and, in pairs, write 5–10 questions about them, e.g. *When did show choirs start? How many people go to big show choir competitions?* etc. Go round as they are working and help with any problems of grammar or vocabulary. Allow students to practise their questions. Then put the pairs together to make small groups to ask each other the questions.

BROADWAY (pages 60–1)**Musical Poster**

Ask students to find out about another Broadway musical, either one that was on in the past or is on now. Students find out what they can on the Internet or in the library for homework. They prepare a poster to advertise the show, including some information about the story and any other interesting facts. If possible, they decorate their posters. Display the posters.

CD FOLLOW-UP**Chapter Preview**

Students listen to the first paragraph of a chapter on the CD, then you ask a question about what comes next. For example: Chapter 1 – Play as far as the end of the second paragraph – ‘It will all help me to become a star.’ Stop and ask: *Why is it going to be a busy summer for Rachel? Do you think her dreams are going to come true?* Elicit the answers.

Listening for key words

Choose five words or phrases from a chapter of the reader, e.g. from Chapter 1: 1. *The Thunderclap* 2. J-Fro. Write them on the board. Ask students to note one piece of information to go with each of the five words while they listen, e.g. 1. There were always lots of photos of Rachel in the yearbook, *The Thunderclap*. 2. J-Fro loved taking photos of Rachel.

What happens next?

Play a short scene from the CD. Ask students to tell you what happened before this scene and what they think is going to happen immediately afterwards.

Observation (CD)

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.

Reviewing (book)

Students write a short review of the reader commenting on the action, characters and storyline. They give the book a star-rating, for example, 5 = brilliant; 1 = poor.

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

- 1 a) heels b) performance c) article d) rally e) camp
f) talent agency
- 2 a) broke up b) counsellors c) talented d) break e) bad press
f) behave g) solo
- 3 a) T b) F. Kurt looks untidy. He is usually very careful about his clothes. c) F. The music camp is for elementary school kids.
d) F. When she wakes up, she is in a private plane with Kurt.
e) T f) F. Kurt tells her that Finn is going out with Quinn.
- 4 Open answers.
- 5 a) appreciated b) shocked c) competition d) achieved
e) gym f) deleted g) runs, routine h) uniform
- 6 a) Mercedes, to Rachel b) J-Fro, to Rachel
c) Brittany, to Kurt and Rachel d) Artie, to Rachel
e) Rachel, to herself f) Kurt, to Rachel
g) Rachel, to Puck h) Rachel, to Santana
- 7 a) Brittany b) Artie c) Santana d) Kurt e) Puck f) Finn
- 8–9 Open answers.
- 10 a) T b) F. She didn't help him and she told people she didn't know him.
c) F. She wants to help him now, she's sorry for how she behaved.
d) F. She is surprised how much she enjoys it.
e) T f) T
- 11 Open answers.

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

- 1 b) Finn's mom c) Santana d) Puck e) Mr Schuester
f) Breadstix g) It's a hotel.

Chapters 1–3

- 1 b) i c) vi d) iii e) vi f) v g) iv
- 2 b) Mr Schuester c) Mercedes d) Kurt e) Rachel f) Finn
- 3 Open answers.

Chapters 4–6

- 1 b) attack c) appreciate d) take e) shocked f) dressed
- 2 b) Because Coach Sylvester was awful to Mercedes before and she always hated the Cheerios.
c) Mr Schuester
d) No, she doesn't.
e) Tina
- 3 Open answers.

Chapters 7–9

- 1 b) F. She wants to thank her for making Mr Schuester leave McKinley High.
c) T d) F. He has heard of them and he's a big fan of Meredith's.
e) T
- 2 b) awful great c) jacket camera d) articles photos
e) Rachel Santana
- 3 Open answers.

Chapters 10–12

- 1 b) Rachel, to Mr Schuester
c) Kurt, to Rachel
d) Rachel, to Kurt
e) Finn to Rachel
f) Mr Schuester, to Rachel
g) Megan Smithson, to Rachel
- 2 b) vi c) i d) iii e) iv f) v

Vocabulary Builder

2. youth centre 3. rally 4. high-heeled 5. behave 6. break up
7. cheered

Casual Language

1. hang out 2. I can't wait 3. hot 4. I'm in