

THE MISFITS

- 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

Ryan Atwood lives with his new guardians, Sandy and Kirsten Cohen and their son, Seth, in Newport Beach. Ryan wants to draw a line under his troubled past in the rough neighbourhood where he grew up. Seth – labelled a geek by the cooler kids – is glad of the company at school. Ryan is attracted to Marissa Cooper, who is back at school after recovering from an overdose. She is finding it hard to cope with her parents' recent divorce and splitting up with her boyfriend. The three friends make up a gang of Newport 'misfits'.

Seth has always been in love with Summer Roberts, who has always ignored him. New girl, Anna, makes no secret of her affection for Seth and kisses him at the Harbor carnival. Seth is taken aback, especially when he realises Summer is jealous. When Summer declares her love for him, Seth is unable to choose between the girls and risks losing them both.

Ryan and Marissa fall in love. Meanwhile, Marissa's mother promises to get the family back together again. But Marissa's new-found happiness is shattered when it turns out that her mother is seeing someone else.

At Thanksgiving, Ryan visits his brother in prison and narrowly escapes a beating from some of his brother's acquaintances. Ryan vows never to get involved again.

As Christmas approaches, Marissa is caught shoplifting and her mother insists she sees a therapist. Ryan gets her to face up

to her drinking problem. Once again, Ryan finds himself trying to solve the problems of those closest to him. Sandy advises him to take some time for himself. With Ryan starting to settle in, Marissa facing up to her problems and Seth finding himself at the centre of a group of friends, the New Year holds some fragile promise.

THE BACK STORY

The OC was first shown on TV in August 2003 and ran for four series. The glamorous lifestyle and characters, compelling storylines and great music made it a big hit with teenagers.

The show centres on the idea of a poor kid with a troubled background living in a town full of rich kids. The storylines deal with teenage issues of love, self-esteem and stereotyping.

MEDIA LINKS

DVD: Series 1–3 of *The OC* are currently available on DVD. *The Misfits* is based on episodes 9, 10, 11 and 13 of the first series.

CD: A recording of *The Misfits* is available to accompany the Scholastic reader.

Internet: Find out more about the series at: www.fox.com/oc.

Books: This reader is the second of three Scholastic readers on *The OC*. Also available are: *The OC: The Outsider* (level 2) and *The OC: The Gamble* (level 3).

HOW TO USE YOUR SCHOLASTIC MEDIA READER

Choosing and motivating

Is this the right story for your class? Have they heard of *The OC*? How many students have seen it? Read 'The story so far' section with the whole class. Discuss what they think will happen in this book.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the back of the reader and extra activities from this resource sheet to go with each section of reading. (All answers on page 4.)

Using the DVD

Try to get the English language version DVD of the first series of *The OC*. Watch the episodes yourself first to check that it is suitable for your class. Show it in chunks of five to ten minutes in parallel with the class reading schedule. Alternatively, show the whole programme after students have finished the book, as a reward. (See ideas on page 4.)

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 end of the reader. Translate the words with the class or get students to find meanings at home.

Casual language

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

Book exercises

Show students the Self-Study Activities on pages 54–56. These are divided into sections. They complete some exercises before they read a section, and some after.

Feedback

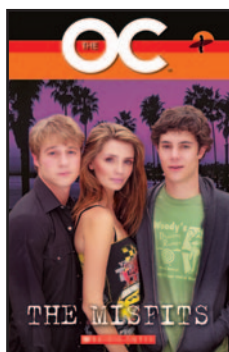
Have class feedback sessions each week. Talk and ask about the story so far. Get students to ask each other questions.

Fact Files

After the story, there are three Fact Files. Set these as self-study or use for whole class work. (See ideas on page 4.)

What did they think?

Get everyone to do a written or verbal review of *The Gamble*. Did you like it? Let us know at: readers@link2English.com.



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People and places

1 Who ...

- a) has been in Juvie over the summer? *Ryan Atwood*
- b) has broken up with her boyfriend?
- c) used to be the Newport geek?
- d) comes from Pittsburg?
- e) is Marissa's Dad?
- f) is usually only seen with the coolest guys?
- g) was Marissa's boyfriend for six years?
- h) has a drinking problem?
- i) wants things to change?

Chapter 1: The misfits

1 Are the sentences true or false?

- a) Ryan is nervous about going to Harbor School. ☒
- b) Seth thinks this year is going to be better. ☐
- c) Marissa is happy to be back at school. ☐
- d) Ryan's first class is maths. ☐
- e) Anna still goes to school in Pittsburg. ☐
- f) Seth is pleased to see Anna. ☐
- g) Summer likes the look of Anna. ☐
- h) Seth realises that Anna is in love with him. ☐

2 Talk to a partner. What do you think?

- a) What problems do Ryan and Marissa have? What are they worried about on the first day of school?
- b) Summer can't decide whether to have lunch with Seth. Why not?
- c) Look at the photo on page 7. Describe how the guys are feeling.
- d) Look at the photo on page 8. Describe how the girls are feeling.

Chapter 2: The truth

1 Answer the questions.

- a) Why doesn't Ryan go out?
- b) How does Ryan find the work at Harbor School?
- c) What does Marissa do when her dad is out?
- d) How does Ryan feel when he sees Marissa and Luke together?
- e) What was Marissa really saying to Luke?
- f) Why is Marissa angry with Ryan?

Chapter 3 Carnival

1 Complete the sentences with the correct words.

- a) The carnival was the best / worst charity event of the year.
- b) Seth and Anna are playing *skee-ball* / snowball.
- c) Anna *wins* / buys a toy for Seth.
- d) Ryan sits next to *Summer* / Marissa on the ferris wheel.
- e) Ryan is afraid of *heights* / the dark.
- f) *Anna* / Summer kisses Seth.
- g) Marissa kisses *Luke* / Ryan.

2 Answer the questions.

- a) Why does Seth take his arm away from Anna?
- b) Who does Ryan feel he can talk to?
- c) Why does Anna ask the operator to stop the ferris wheel?

Chapter 4: A family again?

1. Who says or thinks these things?

- a) 'I understand him, and he understands me.' *Marissa*
- b) 'I want them to think what a strong family we are.'
- c) 'How am I going to tell Marissa?'
- d) 'You really like Ryan, don't you?'
- e) 'Perhaps we can be a family again.'
- f) 'But your mom hates me ...'

Chapter 5: The perfect couple

1 Complete the sentences with these words.

coldly cool lie romantic sorry ~~yacht~~

- a) The party was on Caleb's *yacht*.
- b) Julie spoke to Ryan
- c) Marissa says that Anna is
- d) Julie was giving away a week for two.
- e) Ryan didn't want to to Marissa.
- f) Just for a moment, Ryan felt for Julie.

2 Anna says people in Newport are different to people in Pittsburg. Make a list of adjectives to describe people in Newport.

Chapter 6: A call for help

1 Choose the best words to complete the sentences.

- a) Ryan has received a *good* / bad report from Harbor School.
- b) When Trey asks Ryan to visit him, Ryan feels *pleased* / upset / angry.
- c) Ryan feels *good* / bad / stupid when he talks to Trey in prison.
- d) Marissa thinks going to the prison will be *scary* / shocking / fun.
- e) When Marissa sees Ryan and Theresa together, she feels *frightened* / jealous / upset.
- f) Ryan feels *bad* / jealous / scared about leaving Theresa without saying goodbye.

Chapter 7: Thanksgiving

1 Match the questions and answers.

- | | |
|--|--|
| a) When does Ryan go to meet Trey? | i) Marissa. |
| b) Where does Ryan meet Trey? | ii) She's Summer. |
| c) Who rescues Ryan from Gattas' garage? | iii) He realises that he's in love with her. |
| d) How does Ryan feel about Marissa now? | iv) She's funny and clever and cute. |
| e) What does Seth like about Anna? | v) At Thanksgiving. |
| f) What does Seth like about Summer? | vi) In prison. |

Chapter 8: Christmas shopping

1 Make sentences.

- | | |
|-------------------------------------|--|
| a) Seth's family celebrates | i) see a therapist. |
| b) Ryan doesn't want to | ii) Christmas and Hanukkah. |
| c) At Christmas, Ryan's mom used to | iii) the most expensive department store in Newport. |
| d) Neiman Marcus is | iv) get really drunk. |
| e) Marissa enjoys | v) Marissa has been stealing. |
| f) Ryan is shocked that | vi) shopping. |
| g) Ryan doesn't know how to | vii) think about Christmas. |
| h) Marissa's parents want her to | viii) help Marissa. |

2 Talk to a partner. What advice would you give to ...?

- a) Marissa b) Ryan c) Julie

Chapter 9: Chrismukkah

1 Are the sentences true or false?

- | | |
|--|-------------------------------------|
| a) Seth hates Christmas. | <input checked="" type="checkbox"/> |
| b) Seth likes both Anna and Summer. | <input type="checkbox"/> |
| c) Anna gives Seth a comic book which she has written herself. | <input type="checkbox"/> |
| d) Summer is dressed as Catwoman. | <input type="checkbox"/> |
| e) Marissa doesn't drink anymore. | <input type="checkbox"/> |
| f) Marissa tries to drive away from the Newport Group party. | <input type="checkbox"/> |
| g) The police stop Ryan because he is speeding. | <input type="checkbox"/> |
| h) Ryan goes to the therapist with Marissa. | <input type="checkbox"/> |

2 Talk to a partner.

- a) Have you ever watched *The OC* on television?
- b) Think about everyone who appears in *The OC: The Misfits*. Who would you like to be? Why? Who wouldn't you like to be? Why not?

FINAL TASKS

1 Writing. Write to a problem page in a teen magazine. Imagine that you are Ryan and you are worried about Marissa's drinking. Explain that your mother was an alcoholic.

2 Speaking. Work in pairs. One of you is a therapist and one of you is Marissa. Marissa tells her therapist about all her problems. The therapist gives advice.

VOCABULARY BUILDER

1 Complete the gaps with words from the 'New Words' list.

- (1) I live in a small with my mum. It's on the first floor.
- (2) He was really upset when he with his girlfriend. They'd been together for four years. (3) When he met her new boyfriend, he still felt
- (4) He is sailing round the world in a
- (5) At Christmas children hang up a In the morning it is full of presents. (6) They eat
- (7) Hanukkah is a festival.
- (8) Ruby forward to talk to some friends who were sitting in front of her.

2 Replace each of the words in *italics* with a word from the box. Make any changes to the verb forms as necessary.

fit in misfit shocked slam stare ~~tough~~

1. Trey's gang were ~~strong and scary~~ *tough*.
2. Marissa felt *upset and surprised* to see her mom.
3. She *shut* the door *hard*.
4. He was *looking at* her *for a long time*.
5. He had been at the college for a year now and felt like he *belonged*.
6. When he first arrived at the college, he felt like a *person who didn't belong*.

Casual language

- **'cute'** This means someone is good-looking or something is nice, e.g. 'He's cute.' 'That's a cute dress.' (See pages 10 and 42.)
- **'geek'** This means an uncool person – someone different from the others. The Newport kids think Seth's a 'geek'. (See page 4.)
- **'loser'** This means someone who is uncool or an under-achiever. (See pages 7 and 11.)
- **'get'** 'Get' can mean 'understand', e.g. Luke says 'I think I get it' when he sees Ryan looking at Marissa. (See also pages 9 and 11.)
- **'Whatever!'** This means 'it's not important', e.g. When Seth says he doesn't want to work with Summer, she says 'Whatever!' (See also page 47.)

Complete the sentences with the casual language.

1. A: I can't come out tonight.
B: !
2. He's a really intelligent kid but he doesn't work hard. He failed all his exams. He's such a !
3. This homework is really hard. I just don't it!
4. My uncle is crazy about computers. I expect he was a at school.
5. Look at that girl. She's really !

THE COOLEST JOB IN THE WORLD (pages 56–57)

Interview

Students work in pairs. One student is a journalist and the other chooses an actor from the OC. The students prepare questions and answers about what it's like to work in *The OC* based on the information in the Fact File. Example questions could be: *Did you think you'd get the part? Now that you are famous, have you changed as a person? Are you friends with the other actors?* If you prefer, give the class the journalist's questions and ask students to prepare the interview in pairs.

ADAM BRODY (pages 58–59)

Quiz

Students read the interview with Adam Brody. Then in pairs, students prepare 5–10 questions about Adam and test each other, e.g. *What did Adam Brody do before he became an actor? Did he grow up in the real OC? How is he similar to Seth?*

UNDER AGE? WHAT THE LAW SAYS ... (pages 60–61)

Project

Tell students that they are going to hold a debate. Put students in groups of six to eight. Allocate one of the following statements to each group, asking half of the group to argue 'for' and the other half to argue 'against'.

- 'Under age drinking is just a bit of fun! Everyone does it!'
- 'You don't have to be over 18 to know if you want to marry someone. Look at Romeo and Juliet!'
- 'Teenage drivers are more careful than older drivers because they are still learning a new skill.'

Tell students to discuss their statement, and write notes to support their argument. Finally, bring each debating group to the front of the class to present their arguments. Encourage the rest of the class to ask questions. At the end of each debate, the whole class votes for or against each statement.

DVD/CD FOLLOW-UP

If you plan to show the programme in class, watch it yourself first to check it is suitable for your class. Identify good places to pause. Explain that the show is American and the characters have American accents and use American expressions. The reader is written in British English. The dialogue is fast and colloquial, so students shouldn't be disheartened if they find it difficult to follow at first.

What happens next?

Freeze-frame a scene or stop the CD just before a dramatic moment. Students say what is about to happen and what has just happened.

What are they saying?

When students are familiar with the story, choose a dramatic scene (e.g. Julie's party). Play the scene without sound. Ask students to suggest what the characters are saying. Then students work in small groups and write the dialogue for the scene and then act it out. Finally the whole class watches the scene with sound. Compare the original dialogue with the students' dialogues.

Casual language

Use the CD to focus on items of casual language (see page 3 of this resource). The intonation and emphasis are often key to the speaker's meaning. Play the relevant sections several times and use as a model for drilling.

ANSWER KEY

Self-Study Activities (pages 62–64)

- 1 a) ferris wheel b) therapist c) jealous d) misfit
e) apartment f) charity event g) water polo
- 2 a) sighed b) catching up c) gets divorced d) broken up
e) fit in
- 3 a) T b) F c) T d) F e) T f) F g) F h) F
- 5 a) yacht b) shocked c) tough d) staring
- 6 a) Kirsten b) Caleb c) Jimmy d) Summer e) Theresa
f) Trey
- 8 a) slam b) mistletoe c) security guard d) stocking
- 9 a) Christmas b) Hanukkah c) carnival d) Thanksgiving
- 10 a) She drives into the garage.
b) He told him that he's never doing anything for him again.
c) He suggests he tells them the truth.
d) Because she has been stealing.
e) They suggest she talks to a therapist.
f) Because they want to kiss him.
g) Because their back car light is broken.

Resource Sheet Activities

People and places

- 1 a) Ryan Atwood b) Marissa Cooper c) Seth Cohen
d) Anna Stern e) Jimmy Cooper f) Summer Roberts
g) Luke Ward h) Marissa Cooper i) Ryan Atwood

Chapter 1

- 1 a) T b) T c) F d) T e) F f) T g) F h) F

Chapter 2

- 1 a) Because he has too much school work to do.
b) He finds it hard. There is a lot of catching up to do.
c) She drinks some vodka.
d) He is angry.
e) Marissa was telling Luke that she doesn't want him back.
f) She was angry with Ryan because he was watching her with Luke.

Chapter 3

- 1 a) best b) skeeball c) wins d) Marissa e) heights f) Anna
g) Ryan
- 2 a) Because Ryan is smiling at them.
b) Marissa
c) Because she wants Ryan and Marissa to talk.

Chapter 4

- 1 a) Marissa b) Julie c) Ryan
d) Summer e) Marissa f) Ryan

Chapter 5

- 1 a) yacht b) coldly c) cool d) romantic e) lie f) sorry

Chapter 6

- 1 a) bad b) pleased c) bad d) fun e) jealous f) bad

Chapter 7

- a) v b) vi c) i d) iii e) iv f) ii

Chapter 8

- a) ii b) vii c) iv d) iii e) vi f) v g) viii h) i

Chapter 9

- 1 a) F b) T c) T d) F e) F f) T g) F h) F

Vocabulary Builder

- 1 (1) apartment (2) broke up (3) jealous (4) yacht
(5) stocking (6) turkey (7) Jewish (8) leaned
- 2 1. tough 2. shocked 3. slammed 4. staring 5. fitted in
6. misfit

Casual Language

1. Whatever! 2. loser 3. get 4. geek 5. cute