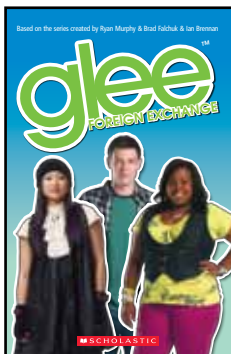


A **FREE** RESOURCE FOR TEACHERS!

# glee™ FOREIGN EXCHANGE – 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

Students from a French school visit McKinley High School in Ohio, USA during the school's Multicultural Week. The French students are each given an American partner to promote friendship but this causes a lot of friction and jealousy. High achievers, Rachel and Quinn, are jealous of the beautiful Celeste and her growing friendship with their ex-boyfriend, Finn. 'Bad boy' Puck feels rather disappointed with his own French partner and tries his hardest to attract Arnie's partner, Rielle. The mysterious, brooding French boy Jean-Paul also seems to be interested in Finn whilst Kurt attracts the attention of a group of French girls. At a party Quinn flirts with Jean-Paul to make Finn jealous but it turns out that Jean-Paul is Celeste's ex-boyfriend and he wants her back. Puck succeeds in attracting Rielle's attention with some beautiful song lyrics, although Rielle is clever enough to know they are really Artie's work. Backstage at the Multicultural Week concert, Celeste admits to Rachel that she isn't attracted to Finn and is fed up with boys. Relieved, Rachel helps the two Glee Clubs to give an excellent performance together. Finally, the Americans wave goodbye to their French friends with promises of lasting friendships.

### THE BACK STORY

*Glee* is an extremely popular American musical comedy-drama TV series that started in 2009 and follows the lives of a group of students whose passion is singing and dancing. The students are not generally popular or particularly clever but they find

camaraderie when they work and perform together in Glee Club. Over the four seasons (so far) the TV audiences have seen relationships develop and change as the students grow older and confront important issues such as teen pregnancy, alcohol problems and other moral and ethical topics. Written and directed by Ryan Murphy, Brad Falchuk and Ian Brennan, *Glee* features new musical performances in every episode, including classic show tunes as well as contemporary and classic rock and pop favourites.

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. *Glee: Foreign Exchange* is set midway through the second series and *Glee: Summer Break* is the third in the series. None of the books is based on an actual TV episode.

### 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: Foreign Exchange* 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 second of three Scholastic Readers from *Glee*. Also available are *Glee: The Beginning* 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 the right story for your class? Have the students seen the TV series *Glee*? Motivate them with background information and by looking at People and places (pages 4–5 of the book) and talking 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' own schools. Finally, read the first part of Chapter 1 with plenty of dramatic expression.

### Organising

Plan a class 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 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.

### Using the DVDs

Select the English language option on the DVD. Choose an episode to show when the class have finished the book, as a reward.

### Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find 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: Foreign Exchange* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

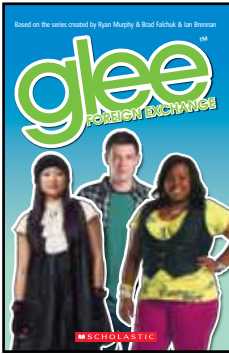
### Fact Files

Set these as self-study or use for whole class work. These provide background information about basketball, foreign exchanges and the characters in the book.

### What did they think?

Get everyone to do a written or spoken review of *Glee: Foreign Exchange*. Compare opinions. Will they watch the series? Did you like it? Let us know at [readers@link2English.com](mailto:readers@link2English.com).

RESOURCE SHEET STUDENT ACTIVITIES



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

**1 Who ...**

- a) wants to be famous? ..... Rachel .....
- b) can play the guitar? .....
- c) is the head of McKinley High? .....
- d) is going to have a baby? .....
- e) likes fashionable clothes a lot? .....
- f) teaches the McKinley cheerleaders? .....
- g) is a Spanish teacher? .....

**2 Which person would you most like to meet? Why?**

**Chapters 1–2**

**1 Choose the correct answers.**

- a) When does the story happen?
  - i) Summer
  - ii) Winter
- b) Why doesn't Mr Schuester tell the students his news immediately?
  - i) He's waiting for some information.
  - ii) Some students aren't there.
- c) Why is Rachel angry with Quinn?
  - i) She's Finn's girlfriend.
  - ii) She won't be at the Glee Club meeting.
- d) What does Rachel agree with Quinn?
  - i) To stop talking to Finn.
  - ii) To miss lessons.
- e) What did Rachel eat for lunch?
  - i) Fruit
  - ii) Mexican food
- f) What do the French students think of Glee Club's performance?
  - i) They don't understand what's happening.
  - ii) They enjoy the song.

**2 Correct the sentences.**

- Mercedes
- a) Puck comes to school with Kurt.
  - b) Rachel always practises after school.
  - c) Finn is the father of Quinn's baby.
  - d) Mr Schuester gives the students some cake.
  - e) Philippe first met Mr Schuester last year.
  - f) Kurt wants a stylish coat from France.
  - g) Cyrano de Bergerac has a big mouth.

**Chapters 3–5**

**1 Match the Glee Club students and their French partners.**

- |             |       |                |
|-------------|-------|----------------|
| a) Finn     | ..... | i) Marc        |
| b) Rachel   | ..... | ii) Celeste    |
| c) Quinn    | ..... | iii) Jean-Paul |
| d) Artie    | ..... | iv) Nicolas    |
| e) Puck     | ..... | v) Rielle      |
| f) Mercedes | ..... | vi) Gerard     |

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

- a) Celeste kisses Finn.
- b) Rielle walks past Puck without looking at him.
- c) Mercedes and Marc go shopping.
- d) Philippe meets Principal Figgins.
- e) Rachel and Jean-Paul watch Finn playing basketball.
- f) Finn invites Celeste to the party.
- g) The French Glee students perform a song.
- h) The students eat Italian food in the cafeteria.
- i) Rielle plays a song for Artie.

**3 Work in pairs. Think of three reasons for the cheerleaders to be in the Multicultural Show and three reasons for them NOT to be in it. Compare your reasons with other students.**

**Chapters 6–9**

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

- a) 'What? You don't like him?' ..... Rachel to Celeste
- b) 'I said two weeks. It was only four days!' .....
- c) 'Come back if you want to.' .....
- d) 'Oh, I gave them to Rielle.' .....
- e) 'Will Finn be there?' .....
- f) 'Those girls can't perform.' .....
- g) 'You're more important than he is.' .....

## RESOURCE SHEET STUDENT ACTIVITIES

### 2 Choose the correct words to complete the sentences.

- a) Finn waves at Celeste / Rachel at basketball practice.
- b) Celeste is eating *Italian* / *Indian* food while she talks to Rachel.
- c) Rachel tells *Principal Figgins* / *Mr Schuester* that Quinn has missed lessons.
- d) Quinn has a sleep in the *car* / *library*.
- e) Jean-Paul and Celeste talk in the *house* / *garden* at the party.
- f) The cheerleaders perform *before* / *after* the Glee Club at the show.
- g) The French students leave McKinley High on a *bus* / *train*.

### 3 Answer the questions.

- a) What does Celeste really feel about Finn?  
*He's a nice guy, but not a great guy.*.....
- b) What does Puck do with Artie's songs?  
 .....
- c) Why does Quinn ask Jean-Paul to the party?  
 .....
- d) Who is the best singer in French Glee Club?  
 .....
- e) Why doesn't Glee Club get more money?  
 .....

### 4 Work in pairs. Who or which do you prefer? Why? Write two more choices for another pair to talk about.

- a) Basketball or football
- b) Celeste or Rachel
- c) Mexican food or Italian food

### FINAL TASKS

#### 1 Imagine you are Celeste (or another French student).

Write a page for your blog after your first day at McKinley High.

#### 2 Work in pairs. Design a poster for the show in Multicultural Week.

#### 3 Work in small groups. Imagine some foreign students are coming to stay at your school for a week. Plan what you would do while they are there.

#### 4 Write an email from Philippe to Mr Schu from France to thank him for the good time they had and invite the McKinley High Glee Club to France.

#### 5 Work in pairs. Imagine a teacher tells you that a Glee Club is going to start in your school. Talk about these questions.

- a) Do you think it will be popular? Why/Why not?
- b) Who do you think will join?
- c) Is it a good idea to have a Glee Club in a school? Why/Why not?
- d) Is there another type of club you would like to have more than a Glee Club? Why?

### VOCABULARY BUILDER

#### 1 Choose the best word from the 'New Words' list.

1. Singers and dancers stand on it. .... *stage* .....
2. Dry yourself with it after a shower. ....
3. People do indoor sports here. ....
4. Do this at the end of a good show! ....
5. Students eat here at school. ....
6. You get this if you eat something bad. ....
7. You can make music with this. ....

#### 2 Complete the sentences with words from the 'New Words' list.

1. Are you ..... *crazy* ..... ? This is a stupid idea!
2. I ..... my friends when they are away.
3. Susie likes Tony a lot. Look she's ..... with him!
4. Rita is ..... She's going to have the baby in March.
5. Peter said he loved Helena and then he ..... her.
6. My brother is the best footballer in school. He's a ..... player.

#### Casual language

- **Ex** (p.11, p.41 and p.43). Rachel is Finn's **ex**- girlfriend. She was his girlfriend but she isn't now. We use 'ex' to say that something is over, finished.
- **'I mean'** (p.17 and p.31). We say this when we want to add something or make something clearer.
- **'Losers'** (p.9, p.11, p.21 and p.35). We say this when we want to say something bad about someone. It means that they can't do anything well.
- **'Sweet!'** (p.32). We say this when we are pleased with something.

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

1. Is that your boyfriend over there?  
 No, he's my .....
2. I'm having a big party on the beach for my birthday.  
 '..... !'
3. 'Who's your favourite band?'  
 'It's Coldplay. .... , I know they're getting older now – but I still love their music!'
4. 'That boy in class 8 is a ..... !  
 He's horrible to the younger kids.'  
 'Yeah. I agree.'

## FACT FILE FOLLOW-UP

**WHICH GLEE CHARACTER ARE YOU? (pages 48–9)****Discussion and presentation**

Students work in pairs to choose a new character for *Glee*. They should think about the character's appearance, personality and talents and give him/her a name. They can then present this new character to the class. Finally, the whole class votes on the best new character to have.

**Game**

Play '20 questions'. Choose one of the characters from the book and whisper or show the name to one student, who comes to the front of the class. The other students take it in turns to ask questions in order to try and guess the character. The student at the front can only answer 'yes' or 'no' and students only have 20 questions. If someone guesses correctly, they come to the front and the game begins again with another character.

**BASKETBALL (pages 50–1)****Quiz**

The class reads the Fact File. In pairs, students prepare 5–10 questions about the information, for example: *When did basketball first start? How many people are there in a basketball team?* Put pairs together to make small groups and let the students quiz each other, taking it in turns to ask questions and answer.

**Research and writing**

Ask students to research a famous basketball player from their country or another. They should find out information about his/her life, his/her achievements and any interesting facts. They then write a fact file and present their player to the other students.

**FOREIGN EXCHANGES (pages 52–3)****Interview**

Students work in pairs. One student is working on the school newspaper. The other student has just returned from a foreign exchange. Based on the *Real Life Exchanges* on page 53, students ask and answer questions about their trip abroad. Students should think about both positive and negative experiences and about what the exchange student has learnt abroad.

**Video/presentation**

Put students in small groups and ask them to plan a short video to show foreign exchange students what their school is like before they arrive. They should think about:

- which aspects of the school to film
- the most important things to say on the video voiceover
- who to interview (students and teachers)
- what background music and/or sound effects to include

Students can then write and record a voiceover for their video / presentation or they can actually make the short film.

**FILM/CD FOLLOW-UP**

If you plan to show an episode of *Glee* in class, watch it yourself first to check it is suitable for your class. Identify good places to pause. The dialogue is fast and slangy with American accents.

**Observation**

Play a scene from the film and ask students to watch carefully. Ask questions about the scene afterwards. Then play another scene and students have to watch this time to write at least two questions each for their partners to answer.

**Prediction**

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.

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

1 a) stage b) food poisoning c) kissed d) cafeteria, show

2 a) iv b) v c) i d) iii e) ii

3 Open answers.

4 a) To hear Mr Schuester's news.

b) Some French students are going to visit.

c) Because he has a problem like Artie that makes him not confident.

d) Because she agrees with Quinn, so Quinn will come to practice.

e) Mexican food

f) Lady Marmalade, because it has some French words in it.

5 Open answers.

6 a) gymnasium b) drums c) towel d) heart e) clapped

f) crazy g) flirt

7 Open answers.

8 a) T b) F. He hates it. c) T d) F. They don't look at him.

e) F. They have Italian. f) T g) F. He wants Artie to help him.

9 a) iii b) iv c) v d) i e) ii

10, 11 Open answers.

12 The correct order is: d, f, b, i, h, c, a, e, g.

13 Open answers.

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

1 b) Rielle c) Principal Figgins d) Quinn e) Kurt

f) Coach Sylvester g) Mr Schuester

2 Open answers.

**Chapters 1–2**

1 b) ii c) ii d) i e) i f) i

2 b) Rachel always practises **before** school.

c) **Puck** is the father of Quinn's baby.

d) Mr Schuester gives the students some **croissants**.

e) Philippe first met Mr Schuester in **1994**.

f) Kurt wants a stylish **bag** from France.

g) Cyrano de Bergerac has a big **nose**.

**Chapters 3–5**

1 b) iii c) iv d) v e) vi f) i

2 The correct order is: d, b, h, e, i, a, g, f, c.

3 Open answers.

**Chapters 6–9**

1 b) Quinn to Rachel

c) Mr Schuester to Santana and Brittany

d) Puck to Artie

e) Jean-Paul to Quinn

f) Principal Figgins to Coach Sylvester

g) Rachel to Celeste

2 b) Indian c) Principal Figgins d) library e) garden f) before g) bus

3 *Possible answers:*

b) He gives them to Rielle (and says that he wrote them).

c) Because she wants the American boys to see her with a French boy.

d) Celeste

e) Because the cafeteria needs the money for new fridges.

4 Open answers.

**Vocabulary Builder**

1 2. towel 3. gymnasium 4. clap 5. cafeteria 6. food poisoning 7. drum

2 2. miss 3. flirting 4. pregnant 5. kissed 6. talented

**Casual language**

1. ex-boyfriend 2. Sweet! 3. I mean 4. loser