***School of Rock***

**Chapter 3 — Required Class Project** (pp. 54-77)

***Vocabulary / Expressions***

*Who said these? Whom were they talking to? What are they talking about? – make notes*

1. Just give this a try **on my count**, all right? One, two, three, four, yeah. (56)
2. Just see if you can do what I do, okay? **Just** **give it a try**. (58)
3. Yes. And it’s a **requirement**. And it may sound easy, but nothing could be harder**.** (62)
4. A win will go on your **permanent record**. Hello, Harvard, yo. (62)
5. …we’re not supposed to get started until **next quarter**, but I think we should get a **leg up** on the competition… (62)
6. All right. But if anyone finds out what we’re doing in here, we’ll be **disqualified**. (64)
7. Stop, before I start crying because I found the **missing ingredient**. (64)
8. Now, listen, this is a **big commitment** now. (68)
9. I’m **counting on** **you**. Get going. Go. (72)
10. And will **defer to** him on all issues related to the musical direction of the band. (74)
11. So it’s **up to you** to make sure everyone is doing their jobs. (74)

***Vocabulary & Expressions practice*** *– complete theses sentences (change the word forms when necessary)*

1. You should always follow the rules when you’re in a competition, or you may get \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Deciding to get married is probably the \_\_\_\_\_\_\_\_\_\_\_\_\_ you will ever make in your life.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_, I would like for everyone to start their warm ups.
4. Our big performance is coming up very soon. \_\_\_\_\_\_\_\_\_\_\_\_\_ to be ready to go! (=\_\_\_\_\_\_\_\_\_\_\_\_\_ to be … )
5. I think I will \_\_\_\_\_\_\_\_\_\_\_\_\_ Merwyn when it comes to matters related to acting and drama. (= I \_\_\_\_\_\_\_\_\_\_\_\_\_ Merwyn … = I will \_\_\_\_\_\_\_\_\_\_\_\_\_ Merwyn … )
6. Please don’t worry about what Don thinks. \_\_\_\_\_\_\_\_\_\_\_\_\_!
7. I think you can get a \_\_\_\_\_\_\_\_\_\_\_\_\_ on your classmates if you start studying early for the test.
8. Why am I taking this class? Because it’s a \_\_\_\_\_\_\_\_\_\_\_\_\_.
9. You can either study hard or slack off, it’s \_\_\_\_\_\_\_\_\_\_\_\_\_.
10. Do not fail the class or it will go on your \_\_\_\_\_\_\_\_\_\_\_\_\_.

11. After the team realized what the \_\_\_\_\_\_\_\_\_\_\_\_\_ was to improve team chemistry, they won the championship.

**Content**

1. What instruments does Dewey get the students to play? What kind of music do they play?
2. Dewey tells the class that they are going to do a school project? What is he really preparing them for?
3. Why does he tell the students they mustn’t tell anyone about the project?
4. Which girl cannot sing?
5. Why does Lawrence talk to Dewey in the cafeteria?
6. Dewey gives the other kids jobs to do. There are four jobs. What are they?
7. Who wants to be the band stylist? What nickname is he given? Can you remember other nicknames for the kids? Why are they chosen?
8. Dewey asks the class to make a pledge of allegiance (like students do every day when they pledge allegiance to America in elementary schools. They say “And will not fight him for creative control. And will defer to him on all issues related to the musical direction of the band.” What does this mean?
9. Why is Summer angry? What does Dewey do to make her happy?

**Discussion**

1. If you were in Dewey’s class, what role would you like to take in the Rock Band project? Why?
2. Have you been involved in a school project or event? What did you do? What was your role?
3. Lawrence doesn’t think he’s cool enough to be in a band. What does he mean by “cool”\*? Discuss.
4. Dewey gives nicknames to the kids. Do you have a nickname? How do people get nicknames in Japan? What are they based on?

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\* In principle, to be cool means to remain calm even under stress. But this doesn’t explain why there is now a global culture of cool. What is cool, and why is it so cool to be cool?

The aesthetics of cool developed mainly as a behavioral attitude practiced by black men in the United States at the time of slavery. Slavery made necessary the cultivation of special defense mechanisms, which employed emotional detachment and irony. A cool attitude helped slaves and former slaves to cope with exploitation or simply made it possible to walk the streets at night. During slavery, and long afterwards, overt aggression by blacks was punishable by death. Provocation had to remain relatively inoffensive, and any level of serious intent had to be disguised or suppressed. So cool represents a paradoxical fusion of submission and subversion. It’s a classic case of resistance to authority through creativity and innovation.