***Vocabulary / Expressions***

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

1. This ain’t my band, it’s our band. We all **have a say**. (182)
2. Please give us the power to **blow people’s minds.** (184)
3. You wanted to **go with** the uniform, so put it on. (186)
4. You’re just gonna have to feel it. You gotta **improvise**. (186)
5. We had a field trip that **went awry.** (188)
6. To get in, you gotta be in a band orhave **a pass.**(196)
7. Dude! You did it, man! Those lights were **awesome!** (196)
8. All right, guys, this is it, **the moment of truth.** (198)
9. I told you as soon as I talk to the band I’ll get back to you. If you’re so **desperate**, then quit **low-balling** us. (202)
10. I hear a gut busting drum solo from Freddy. **Take it away**. (206)
11. All right, that’s it. Stop, you guys, stop. Seriously, you guys. All right, **take five**. (208)

***Vocabulary & Expressions practice*** *– complete theses sentences*

1. What happened to Jim, that slacker? Man, I guess we’ll just have to \_\_\_\_\_\_\_\_\_\_\_\_ since we don’t have time to plan anything.
2. You want to meet the band? Sorry, you can’t go backstage unless you have \_\_\_\_\_\_\_\_\_\_\_\_.
3. We worked and worked on the presentation, but somehow we got the order of the slides wrong and everything \_\_\_\_\_\_\_\_\_\_\_\_. It was a disaster.
4. In group work, it’s very important for everyone to \_\_\_\_\_\_\_\_\_\_\_\_ so that we can get everyone’s comments.
5. I was trying to decide between a laptop and a desktop computer, but I decided to \_\_\_\_\_\_\_\_\_\_\_\_ the laptop.
6. OK, that’s an interesting idea, but it’s 10:45. Let’s \_\_\_\_\_\_\_\_\_\_\_\_ to get some coffee and think about it, after which we’ll consider the pros and cons together.
7. I think they are \_\_\_\_\_\_\_\_\_\_\_\_ us with their offer. We should ask for more money.
8. I had never heard of them, but their performance was amazing! It absolutely \_\_\_\_\_\_\_\_\_\_\_\_ my \_\_\_\_\_\_\_\_\_\_\_\_.

**Content**

1. Which song do they decide to play? Why?
2. Summer says that the song that they chose isn’t one they practiced as much and they might not win. What does Dewey say about that?
3. Who is going to sing the song?
4. Dewey tells Gordon: “You’re just gonna have to feel it. You gotta improvise. You know the song, I know you can do it.” What do you think he means by this?
5. What is *No Vacancy’s* song about?
6. Why won’t the security guard let Ms. Mullins and the parents in? What do they decide to do in the end?
7. What do Tomika’s lyrics mean?

*Got good grades*

*Ain’t got no soul*

*Raise my hand before*

*I can speak my mind*

*I’ve been biting my tongue*

*Too many times.*

1. What is the parents’ reaction after they see their kids playing in the band?
2. How does Ms. Mullins feel about the performance?
3. Why do you think the two executives want to talk to the band’s manager?
4. Spider tells Ms. Mullins: “You’re so **hot**.” What does he mean by that? Did she understand?
5. Who wins the Battle of the Bands? Do you agree with that decision?
6. At the end of the movie, what are Dewey and Ned doing?
7. The band plays *AC/DC’s* “It’s a long Way to the Top.” What is the song about?
8. In the school, Dewey improvises some lyrics. What are they about?

**Discussion**

1. Are you a person who likes everything planned perfectly, or are you more comfortable with improvisation? Why? What is an example?
2. Have you ever performed live music in a chorus, a band, or another situation? Describe the situation and your performance.
3. At one point in the movie (p. 138), Ms. Mullins informs Dewey that Horace Green isn’t interested in ‘experimental education.’ Dewey’s “teaching” was certainly unusual; would you like to have had him as a teacher? Why or why not?