

# 1 WHAT'S UP WITH MIA? TEACHER'S NOTES

## Objectives

### SUMMARY

Mia goes to her orchestra practice but it is a disaster! She doesn't play well and Mr Wales is frustrated with her. Finally she walks out of the rehearsal. Later at home, Mia asks her mum if they can talk. Mia explains that she feels under pressure because of all the after school activities she does. She asks her mum if she can give up the violin. At first her mum tries to argue with her. She reminds Mia that learning an instrument is important. Mia then surprises her mum because she says she wants to learn the guitar instead. Her mum doesn't like the idea, but agrees to think about it. Later, in the café Mia plays her guitar for her friends. She explains that her parents agreed to let her stop playing the violin.

### LANGUAGE

review of present and future tenses; functions: complaining: *I'm not happy with, The problem is that ..., I'm/He's always ..., If I'm honest, I ...*

### USEFUL INFORMATION

To help students prepare for the final task, refer them to teenage help websites and ask them to look for tips on how to talk to parents about difficult situations.

Refer students back to episode 1. Ask them what they remember about the story. *Why did Mia find the orchestra rehearsal difficult?* (She hadn't had time to practice so she made lots of mistakes.) *Why did she leave the rehearsal?* (She was embarrassed and frustrated.) *Was Mia's mum sympathetic when Mia told her she had too many activities?* (Not really. Her mum wants Mia to do lots of activities.) *What did Mia want more of?* (Free time. She wanted to choose her own activities too.).

## THINK ABOUT

1 Now refer students to questions 1 and 2. Encourage students to put themselves in Mia's position and ask how they would feel. Ask students to describe a difficult, but successful conversation they have had with a parent. To avoid embarrassment, steer the conversations by suggesting areas of conflict: going into town alone with friends, asking for more pocket money, going to a new friend's house after school, wanting to give up a hobby. Allow students to discuss the questions in groups then feedback as a class.

### Answers

- 1 Mia is worried that her mum will be annoyed about orchestra practice and about her decision to give up the violin.
- 2 Students' own answers.

### Mixed ability idea

Ask students to brainstorm alternative responses Mum could have had to Mia's problem, ranging from complete agreement to a refusal to listen.

### Optional activity

Ask students to consider how Mia's mum felt when Mia announced she wanted to give up the violin. Write a series of thought bubbles to describe the various responses Mum may have had in her mind.

2 Ask students to read through sentences 1–6 and try to remember who said each line. Students write the names next to the sentences, then watch the video to check their answers. Ensure students understand the meaning of all the sentences (particularly 1, 2 and 4)

by asking them to translate into their own language. These phrases may be useful when students come to do the final task.

### Answers

- 1 Mia 2 Mia 3 Mum 4 Mum 5 Mia 6 Mum

### Mixed ability idea

Ask stronger students to express the sentences in items 1–6 in different ways, using different vocabulary, expressions and tone of voice.

## THINK BACK

3 Encourage students to work together. There may be some debate about how and why Mum reacts the way she does. Students need to decide how likely it is that each possible reason can apply to Mia's mum's reaction. During feedback, encourage students to explain why they have chosen or rejected each statement. In some cases there isn't an exact answer, but students should be able to provide a good reason for their response.

### Answers

- 1 likes the violin – *b* – She appears to like it more than the guitar: *'I mean, the guitar ...'*.
- 2 wants Mia to have lots of interests – *a* – Mum is clear: *'You know that all these things are important for your life'*.
- 3 thinks Mia is lazy – *c* – Mum doesn't say anything about this. She also says: *'it isn't like you to make mistakes like that'*, so it seems that Mum is generally happy with Mia's attitude to the extra activities and school work.
- 4 thinks Mia makes bad decisions – *b/c* – it seems Mum is surprised by this decision. She does think it's a bad decision, but it seems it's unusual – *'it isn't like you to make mistakes like that'*.
- 5 is worried about what Mr Wales will think – *c* – Mum doesn't mention Mr Wales so she probably isn't concerned about his reaction.
- 6 prefers the violin to the guitar – *a/b* – This is true, but it may not be the reason she is against Mia's decision.

- 7 thinks Mia is too busy to learn the guitar – c – Mum doesn't think this, but she points out to Mia that first she said she was too busy to learn the violin, but that then she wanted to learn the guitar. She thinks Mia is being illogical.
- 8 wants Mia to study more – c – Mum doesn't mention Mia's school work.

### Optional activity

Provide students with a transcript of the discussion between Mia and her mum so that they can find examples in the script which back up the statements in the exercise.

- 4 Ask students to think about the reference to Mia's dad. Remind them that he isn't seen in the video, but that he played an important part in the story. Ask them to say what he did. Then encourage students to speculate about his personality. Ask: *What does this suggest about Dad's opinions about Mia, her hobbies and free time?* Refer students back to their answers to Exercise 3. Encourage them to consider whether Mia's dad's opinions are the same, similar or different to her mum's.

### Answers

- 1 Mia says he might have had a word with her mum about Mia learning the guitar.
- 2 He might be less worried about Mia achieving lots of different things than his wife is. He might be relaxed and easy-going. He's probably thoughtful and understanding.
- 3 Possible answers: He thinks she does too much after school. He thinks she can make her own decisions about her free time. He thinks it's good that she wants to teach herself how to play the guitar.

### Mixed ability idea

In a weaker class, watch the final scene again and stop after the reference to Mia's dad. Ask students to brainstorm character adjectives that they could use to describe him. In a stronger class, ask students to think about the kind of relationship Mia has with her dad. Prompt with questions: *Does Mia feel comfortable talking to him? Is he likely to be different to her mum? Why?*

## THINK THROUGH

### ROLE PLAY Mia and her dad

Read through the task with students. Encourage them to use the questions in the guide to help plan their role play. They can write notes or a script if they prefer. Monitor and support while the students are writing. Encourage as many students as possible to perform their role plays. Consider asking groups to perform to each other. The 'audience' group can monitor language use and make corrections if necessary. This can also be done as a whole-class exercise.

### Mixed ability idea

In a weaker class, work through the questions in the guide as a class and write useful phrases on the board. Make reference to the phrases in the guide too.

### Optional activity

Students write an email from Mia to Mr Wales explaining why she won't be at orchestra practice next week.