

## A Very Merry Mistake Teacher's Notes

### STEP 1

Put students in pairs or groups of three. Display the images on page 2. Tell students that they should use them as a starting point for conversation and the conversation can go in any direction they want. They don't need to describe the images, compare them or find a connection between them. (Some topics that came up in our classes were: assembling IKEA furniture; giving children everything they want; whether Formula 1 is a sport or not; eating outside; and hipsters.

### STEP 2

After two or three minutes, get the students to stop speaking and answer any vocabulary questions. Ask one or two people to give a very brief summary of their group's discussion, and let other people comment if there's interest.

### STEP 3

Display the images on pages 3 to 7 and repeat steps 1 and 2. Ask students to make different pairs / groups for each conversation. Hopefully, by the time they have had the seventh conversation, the board will be full of the vocabulary that they asked for. Don't rub it out - you'll need it in step 11.

### STEP 4

Display page 8. Say that you've noted down a word related to each image, and students should try to guess what it is. Begin with the image on the left. Ask each pair/group to guess, and tell them they have to answer within three seconds (otherwise it'll go on too long). After each group has guessed, show them the word you noted down. (If you're using the Powerpoint, click to reveal it; if you're using the pdf, make a note of the words before class, and show students after each round.) Then do the same with the image on the right.

### STEP 5

Repeat step 4 with pages 9 to 13. A couple of things to point out: when you show students the images of the pug and piggy bank, point out that *pig* is the noun and *piggy* is the adjective. So, if *pug* is the noun, what's the adjective? (puggy = having a face that looks like a pug.) When you get to the images of the cicada and the living room, the word you noted down for the living room was *big*. Say that you chose this word because there is a *big-screen TV* in the living room.

## Video A Very Merry Mistake

### STEP 6

Blank the screen and tell students to write down the six pairs of words they remember. (Answers: bed and beard / pug and piggy bank/ basketball and biscuit ball / airplane and earplane / tricks and trucks / / bug and big)

### STEP 7

Say that students are going to watch the beginning of a video. Play the first 38 seconds and pause. Ask students what's happening and why they think Santa doesn't answer the phone at once. Don't tell them whether they're right yet.

### STEP 8

Tell students that they're going to hear the items on the list they made in step 6. They should tick the word in each pair that they hear, i.e do they hear *bed* or *beard*? Play the video until 01:38 and check answers. Play the video until 01:54 ("Oh, it's happened again") and ask students what has happened again. They will probably have worked out that Santa hasn't understood the New Zealand accent.

### STEP 9

Get students to look back at the pairs of words. Can they work out what happens to certain vowel sounds in New Zealand? Play the video to 02:15 to check. Then play the next 5 seconds (with subtitles if necessary) to see what happens with *yous*.

### STEP 10

Play the video from the beginning to the end. What did they think of the advert?

### STEP 11

Finish off by using the vocabulary on the board to play *Hot Seat*, but instead of writing words/phrases on the board, rub out the one that you want students to define.


















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