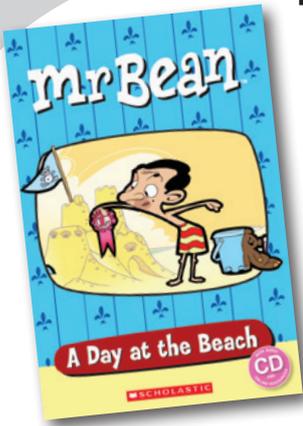


Teacher's Notes

Mr Bean™

A Day at the Beach



Mr Bean™ and © Tiger Aspect Productions Ltd. 2002

Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your Mr Bean: A Day at the Beach Popcorn ELT Reader.

Starter Level

Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.

Mr Bean: A Day at the Beach has a total story wordcount of 173 words.

Mr Bean: A Day at the Beach – synopsis

Mr Bean has planned a day at the beach for himself and Teddy but when they arrive, it is full of people. He drives across the beach until he finds a quiet spot, but before long the sun disappears behind a caravan. Mr Bean follows the sun back along the beach, into the town and finally to a port on the coast. There he sees a ferry about to sail into the sun. He drives onto the boat where he and Teddy can finally relax!

A Day at the Beach is adapted from the episode 'A Ray of Sunshine' (*Mr Bean*, series 2).

Mr Bean Animated Series

TV series: 2002 – present

Genre: animated comedy

Suitable for: all children

Actors: Rowan Atkinson (voice of Mr Bean)

Other Mr Bean series and films: *Mr Bean* (TV series, 1990–1995), *Bean: The Ultimate Disaster Movie* (1997), *Mr Bean's Holiday* (2007)

Why not try the other Mr Bean Popcorn ELT Readers?

- *Mr Bean's Guide to London* (Starter level)
- *Mr Bean: Royal Bean* (level 1)
- *Mr Bean: Toothache* (level 2)
- *Mr Bean: The Palace of Bean* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 5 and 6 of these notes.



Popcorn ELT Readers

Teacher's Notes

Contents

Just choose the pages that you need and print!

Before you read ... (T)	page 3
New Words (T)	page 4
Using the story with your class (T)	pages 5–6
Sample sentences for drilling (S)	page 7
Answer Key (T)	page 8
Chant (T)	page 9
New Words flashcards	pages 10–13

(T) Teacher's notes

(S) Student activities (photocopiable)

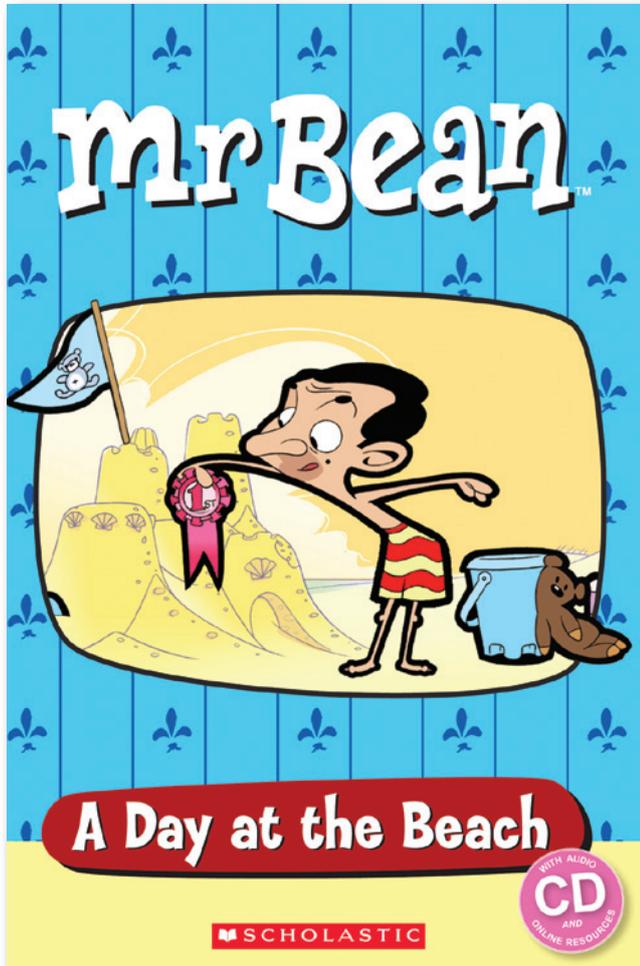




Before you read ...

Warm-up

Introduce your students to the story before they start to read.



- 1 Before looking at the book, ask students if they have heard of Mr Bean. Talk briefly in L1 about who he is and why he's funny.
- 2 Look together at the front cover of the book. Point at Teddy and ask *Is this Mr Bean?* (No.) Then point to Mr Bean and ask *Is this Mr Bean?* (Yes.) Ask *Is Mr Bean in the town?* (No.) *Is Mr Bean at the beach?* (Yes.) Point to Teddy and say *This is Teddy.*

OR

 In L1, tell students they're going to see the start of a TV episode about Mr Bean. Tell them to think about the answers to these questions as they watch: *Who is Mr Bean with?* *Where is Mr Bean going?* *Is he happy or sad?* Show the first 30 seconds of the episode when Mr Bean arrives at the beach. Pause the DVD before Mr Bean sees all the people. Afterwards, discuss the answers to your questions. Then ask *What does Mr Bean do now?* Students tell you what they think.



New Words



This page is recorded on the CD.



The words on this page are available as flashcards, see pages 10–13 of these notes.

The **'New Words'** page presents up to eight new words that are included in the story, but are not on the headword list. The new words are in **bold** throughout the story.

New Words

	<p>boat</p>  <p>It's a boat.</p>	<p>cloud</p>  <p>There are three clouds.</p>	<p>follow</p>  <p>They are following the teacher.</p>
<p>beach</p>  <p>They are at the beach.</p>	<p>caravan</p>  <p>This is a caravan.</p>	<p>drive</p>  <p>She's driving.</p>	<p>people</p>  <p>There are four people.</p>



Where's the popcorn?
 Look in your book.
 Can you find it?




- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 2  Read out each word and ask the students to repeat it. Then read out the example sentence. Alternatively, play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class.
- 3 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.
- Put the class into two teams. Two students, one from each team, stand in front of you. Hold up a picture flashcard. The first student to say the word wins a point for their team. Continue with other students and other flashcards.



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it? (**Answer:** page 24)



Using the story with your class

 The story is recorded on the CD.

The story can be read in a number of ways, depending on the size, age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the story. You may want to combine several of these.

Teacher-led reading

Read the story out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read the story to them. Remember to give the students plenty of time to process what they are hearing. As you read, emphasise the words which carry most meaning, and pause at the end of each sentence.

Children often like to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.

Read aloud

Once the students have heard the story several times, they can read the story out loud together as a class, either with or without the CD. Try splitting the class into two groups and have each group read alternate pages.

Autonomous reading

It is important that students learn to read autonomously. Encourage students to take their readers home and read a page or chapter to their family. This will give them a strong sense of ownership of the story. For more advanced students, decide on a period of time each week when students can practise silent reading in class – or perhaps ten minutes at the start or end of every lesson. This will encourage the habit of reading and will motivate students to continue reading in their own time.

Before reading the story you could:

- Warm up with a vocabulary activity (see page 4).
- Show students a picture from the the story and ask them to guess in L1 what is happening.
- Copy several pictures from the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.
-  Play students a short section of the episode, showing an event that they are going to read about. For example, play the scene where Mr Bean sees all the people on the beach (approximately 30 seconds into the episode). Then ask questions in L1, e.g. *Is Mr Bean happy? Does Mr Bean like all the people on the beach? What do you think he will do now?*

Tip Set up a class library of graded English readers and give students the opportunity to choose their own stories from time to time. This will encourage them to be more involved in their own reading.



While reading the story you could:

- Point to a place in a picture and ask questions, e.g. *Where is this? Is he happy or sad? What is he doing?*
-  Play the extract that corresponds with the section of the story that students have just read. For example, play the scene in which Mr Bean follows the sun to the sea (approximately nine minutes into the episode). After watching, ask students to tell you how much they remember. Make a list on the board, then show the extract again to see how well they did.
-  Choose a particularly colourful part of the episode and ask the children to name the colours they can see.

After finishing the story you could:

- Do the activities at the back of the reader.
- Do the quiz at the back of the reader. Give each student a 'yes' and a 'no' card. Ask the quiz questions and students hold up one card for each answer. If students get less than three answers right, encourage them to read the book again and check their answers.
-  Practise pronunciation using the sample sentences (Track 4). Photocopy the sentences for each student (page 7 of these notes) or display them on the board. Drill the sentences as a whole class, in groups and individually.

-  Divide the class into groups and give each group a word that is used regularly in the story. You might want to create an action for each word. Play the CD or read the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups the words *beach, sun, drive* and *oh no!*
- Place posters around the room with the following text:
 - ★★★ *Yes, it's very good!*
 - ★★★ *Yes, I like it!*
 - ★ *It's OK.*
 - ☹ *No, I don't like it.*

Students stand by the poster they agree with most. Ask your class to count how many students didn't like it/thought it was great etc.
- In small groups, students think of a new ending for the story. They either write, draw or roleplay the final scene.



Using film extracts in class

- Use short extracts (two to three minutes maximum).
- Give students something to do or think about as they watch.
- Ask them questions about the extract they have just seen.
- Allow them time to talk about what they have just seen.



Sample sentences for drilling



This page is recorded on the CD.

Listen and repeat.

Mr Bean is going to the beach.

Mr Bean is happy.

Where is the sun now?

The sun is behind a cloud.

He drives into the town.

We love the sun!





Answer Key

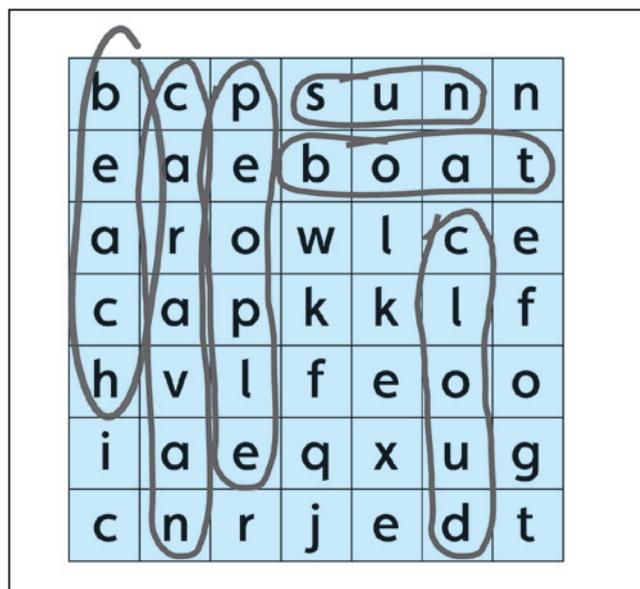
After you read (pages 20–22)

1 Logical intelligence

- 1 b 4 a
- 2 c 5 d
- 3 e

2 Linguistic intelligence

- a beach
- b people
- c caravan
- d cloud
- e sun
- f boat



3 Linguistic intelligence

- a drives
- b plays
- c follows
- d sees

4 Spatial intelligence

Students' own drawing.

Quiz time! (page 23)

- 1 yes
- 2 yes
- 3 no (His best friend is Teddy.)
- 4 no (Mr Bean drives onto the boat. / Mr Bean drives across the beach.)
- 5 yes



Chant

Musical intelligence

 This page is recorded on the CD.

- 1  Say *Open your books at page 24*. Read the chant or play the CD. Ask students to read and listen carefully.
- 2  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
- 3  Divide the class into two groups. Ask group A to say line one of each verse, and group B to say line two. Both groups say line three. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then swap groups.

Chant

1 Listen and read.

Where's the sun?

Where's the sun?
It's on the beach!
Quick, Teddy. Let's go!

Where the sun?
It's behind a cloud!
Quick, Teddy. Let's go!

Where's the sun?
It's in the sea!
Quick, Teddy. Let's go!

Where's the sun?
Here it is!
Ahhhh, we love the sun!

2 Say the chant.





Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

boat
It's a **boat**.

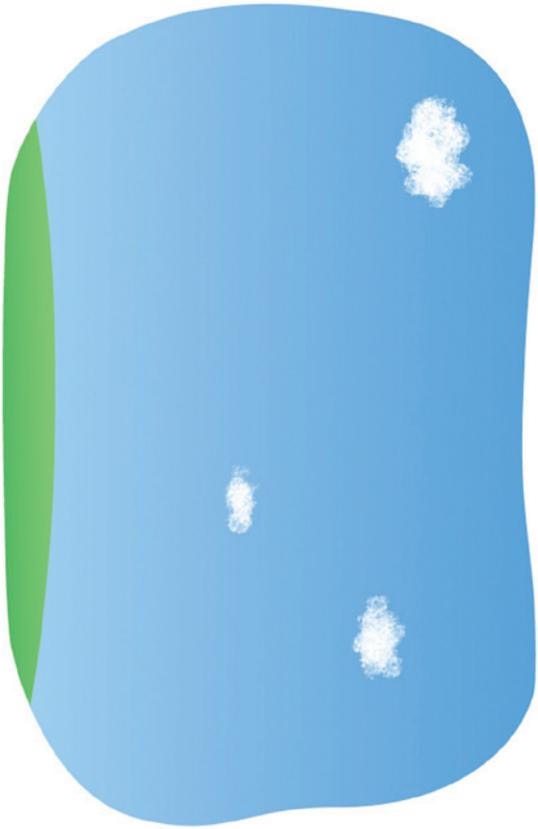
beach
They are at the
beach.



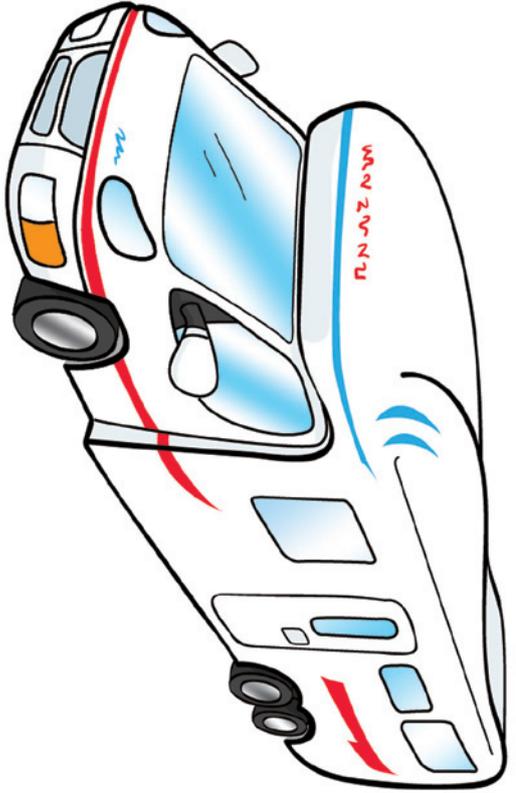
Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

caravan

This is a **caravan**.

cloud

There are three
clouds.



Flashcards



© Scholastic Ltd



© Scholastic Ltd



fold

fold

follow
They are **following**
the teacher.

drive
She's **driving**.



Flashcards

© Scholastic Ltd



fold

There are four **people**.