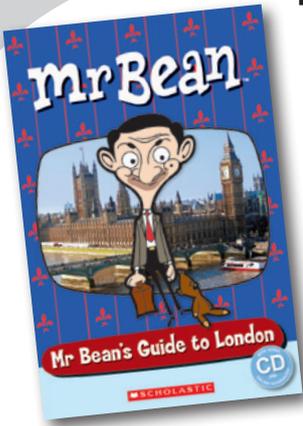


Teacher's Notes

Mr Bean™



Mr Bean's Guide to London

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's Guide to London 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's Guide to London has a total story wordcount of 160 words.

Mr Bean's Guide to London – outline

Come and see London with Mr Bean! Travel on the busy underground or on a boat on the River Thames. Visit the iconic landmarks of Big Ben and the London Eye. See the pigeons at Hyde Park, the waxworks at Madame Tussauds and the Queen at Buckingham Palace! Mr Bean shows us round his home city ... with Teddy, of course!

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: A Day at the Beach* (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 and 6 of these notes.



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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Before you read ...

Warm-up

Introduce your students to the book 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. Ask students to point to Mr Bean and Teddy. Ask students if they know the name of the building behind Mr Bean (*Big Ben*).

OR

 Choose an episode from the Mr Bean animated series and watch it with your class. Give students the following questions: 1 *Who is Mr Bean's friend?* 2 *Where does Mr Bean live?* 3 *What colour is Mr Bean's car?* 4 *Describe Mr Bean.* Students watch the episode and answer the questions. Check the answers with the whole class. (1 *Teddy.* 2 *In a house in London.* 3 *Green.* 4 Example answers: *He's got dark hair. He's got big eyes. He's funny.*)



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 book, but are not on the headword list. The new words are in **bold** throughout the book.

New Words

| | | | |
|---|--|--|--|
| <p>busy</p>  <p>The town is very busy.</p> | <p>loud</p>  <p>It's very loud!</p> | <p>sandwich</p>  <p>That's a big sandwich!</p> | <p>station</p>  <p>This is the station.</p> |
| <p>high</p>  <p>It's very high!</p> | <p>place</p>  <p>What's your favourite place?</p> | <p>shop</p>  <p>This is my favourite shop!</p> | <p>'Be careful!'</p>  <p>Be careful!</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).



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader. Can they find it?
(Answer: page 20)

Vocabulary Activities

- 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.
- Place the flashcards face down on the table. Mix them up. Ask a student to write one of the new words on a piece of paper. Now ask another student to come and turn over one of the flashcards. If the flashcard matches the word, the student keeps the flashcard. If the flashcard doesn't match, students take it in turns to turn over flashcards. Continue until you have a match. Now play the game again with the remaining flashcards.



Using the book with your class

 The text is recorded on the CD.

The book 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 book. You may want to combine several of these.

Teacher-led reading

Read the book out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read 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 book several times can be very useful.

Read aloud

Once the students have heard the book several times, they can read 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 book you could:

- Warm up with a vocabulary activity (see page 4).
- Show students a picture from the book and ask them to guess in L1 what is happening.
- Show students pictures of Big Ben, Buckingham Palace and the London Eye. Can they name them? Ask students to look through the book to find out/check the names of these places.

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 book you could:

- Write three phrases: *Be careful! Look! Oh no!* on the board. Play the CD recording of the book. Students count how many times Mr Bean says each of the phrases. Check answers with the whole class: *Be careful! (x2); Look! (x2); Oh no! (x1)*. Play the recording again. This time pause the recording before Mr Bean says each of the phrases. Can students say the phrase?
- Put students in pairs. Give them a set of five cards. Each card has a place name on it: *River Thames, London Eye, Big Ben, Hyde Park, home*. Say each name slowly. Students point to it. Now students listen to the CD recording of the book. They put the cards in the order that they hear them. Now play the CD again. This time students read the book and check their answers.

After finishing the book 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.

- Photocopy a black and white map of the centre of London which shows some or all of the places that Mr Bean visited. Students are going to make Mr Bean's map of London. Students choose how they want to make the map more attractive. For example: They can colour the map. They can find pictures of some of the places Mr Bean visited on the Internet, print and cut them out and glue them in the right place. They can mark his route. They can guess where he lives and mark it on the map. They can write short descriptions of each place to add to the map, giving Mr Bean's opinion, e.g. *This is the London Eye. It's very high!*
- Choose an episode from the Mr Bean animated series. Students watch and give the episode a star rating. 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 each group to count the number of people in the group and post the results on the board. Students write a list of the things they like or don't like in the episode. More confident students can write sentences beginning *I like/don't like this because ...*



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.

Come and see London with me!

This is the London underground.

This is the River Thames.

I love the London Eye!

What time is it?

There are a lot of pigeons.

Look! It's Prince William and Kate!

But my favourite place in London is home!





Answer Key

After you read (pages 20–22)

1

Spatial intelligence

- a iii
- b iv
- c i
- d ii

2

Linguistic intelligence

- a boat
- b car
- c water
- d clock
- e shop

3a

Linguistic intelligence

- a 'It's very busy!'
- b 'It's very high!'
- c 'It's loud!'
- d 'It's my favourite place!'

3b

Spatial intelligence

Students' own answers.

Quiz time! (page 23)

- 1 yes
- 2 no (Mr Bean likes the London Eye.)
- 3 yes
- 4 no (He lives in a house in London.)
- 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  Divide the class into two groups. Ask group A to say verse one, and group B to say verse two. Play the CD or say the chant yourself. Students say the chant at the same time. Practise several times.
- 3  In their groups, students invent some actions to go with the first two lines of their verse, e.g. opening their arms in a big circle for 'big', miming being on a swing for 'the park'. As a class, choose actions for the last two lines which are repeated in each verse. Students now do the actions as they say their verses.
- 4 Students from each group can teach each other their lines and actions so that students will then be able to mime and say the whole chant. Perform the chant to parents or another class.

Chant

1  **Listen and read.**

Come to London!

London is big,
London is busy,
Come to London
with me ... and Teddy!

Come to the park,
Come to the river,
Come to London
with me ... and Teddy!

2  **Say the chant.**







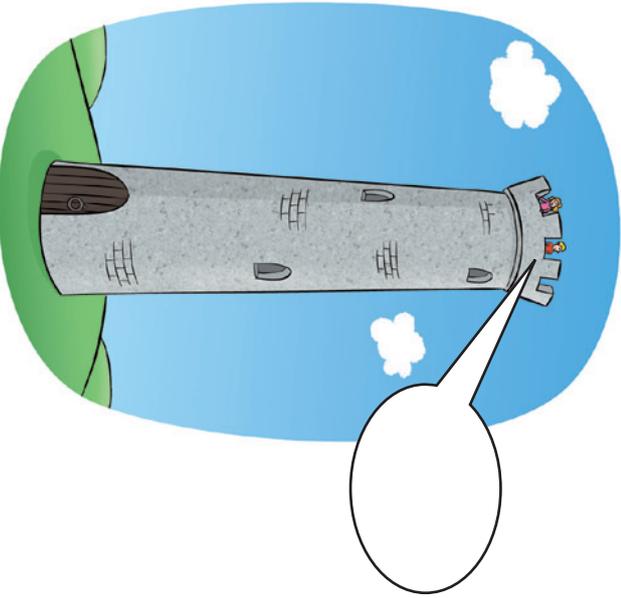



Flashcards



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fold

fold

high
'It's very **high**!'

busy
The town is very **busy**.



Flashcards



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fold

fold

place
'What's your favourite
place?'

loud
'It's very **loud.**'



Flashcards



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fold

sandwich

That's a big **sandwich**!

© Scholastic Ltd



fold

shop

This is my favourite
shop.



Flashcards



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fold

fold

'Be careful!'

station
This is a station.