

Mr. Bean Making a Sandwich: Past-Perfect

Level: Pre-Intermediate-- Intermediate

Lesson plan written by: Josephine E. Cox (2015)

Past Perfect: earlier past; order of events.

Warmer: Discussion Questions

1. What do you do for lunch during the week? (Vocabulary: eat out, take out, to bring a pack lunch.)
2. Which do you prefer: Going out to lunch or bringing a pack lunch?
3. What are some benefits from going to lunch with a colleague or client? (Possible answers: build stronger relationships with the client, colleagues, etc.)
4. How do you make a cheese sandwich? (Use this question to pre-teach the phrasal verb vocabulary below.)

Pre-teach vocab needed for actions and phrasal verbs

container/ jar, twirl, hit/ smash, sneeze, wash, dry, pocket, sock

*****phrasal verbs--** take out, take off, put on, put in, look at

Take something out of a pocket

Take something off

Put something on a sandwich

Put something in a container

Look at someone

1. Watch

Link to YouTube Video, 'Mr. Bean Making a Sandwich'*

<http://www.youtube.com/watch?v=bS1ePEZZCDY>

A. Watch the video as a class. Tell the students to remember the order of Mr. Bean's routine without taking notes. While watching, pause the video at each step of the sandwich making process for the students to predict what Mr. Bean will do next.

**Mr. Bean performs a comedy routine on making a sandwich on his lunch break in a park. Another businessman is sharing a park bench with him.*

2. After watching

B. After watching, divide the students into partners and write down as much of the routine that they can remember in one minute. (*Optional step. If skipped, start with point D.*)

C. Check: Make this into a game by giving each group one point for each correct action and one point for using a phrasal verb correctly. Each group can only say one action at a time.

D. Give the students cards from worksheet A (verbs from the comedy routine). Ask them to put the routine in order.

E. Watch the video again to check answers.

F. Attach the same cards worksheet A along one side of the white board. Write on the board ordinals: first, second, then, after, after that...As a class, write down on the white board Mr. Bean's routine using ordinals.

3. Grammar: Past Perfect

G. Write on the board:

i. Mr. Bean _____. Then he _____

ii. Ask the students to put cut-outs 'smash the pepper' and 'take off his shoe' over the corresponding gap.

Mr. Bean **smashed the pepper**. Then he **took off his shoe**.

iii. Ask: What happened before Mr. Bean smashed the pepper? ('He took off his shoe.')

iv. Write: "Mr. Bean _____ **his shoe before** he smashed the pepper."

Elicit the structure of past perfect (had + past participle)

Mr. Bean **had taken off his shoe before** he smashed the pepper.

Before he smashed the pepper, Mr. Bean **had taken off his shoe**.

had taken off

smashed

Earlier past

Past

Now

Negative: Mr. Bean hadn't taken off his sock before he smashed the pepper.

Question: Had Mr. Bean taken off his sock before he smashed the pepper?

Other examples:

1. A. The business man offered him a sandwich after he had sneezed.
B. After Mr. Bean had sneezed, the business man offered him a sandwich.
2. A. When the movie finished, I had already laughed.
B. I had already laughed when the movie finished.

H. Practice using the cut-outs on the white board as a class. Then ask students to practice with a partner.

4. Discussion: Social Etiquette

What is acceptable social behavior in the following situations: lunch by yourself in a public place, personal party with friends or family, business dinner, banquet. Is there any acceptable behavior in one situation that is unacceptable in another?

What advice would you give to Mr. Bean on social etiquette? What advice would you give to the businessman sitting next to Mr. Bean?

6. Follow-Up Role Play: Making a polite complaint or request.

A. Elicit annoying habits/ behaviors and polite ways to respond to them:

Do you mind...?

Sorry, could you please...?

Would you be able to...?

Hi, sorry, but...?

B. Role Play: A. Mr. Bean; B. Business Professional

1. Give each student an annoying-behavior card (Worksheet B).
2. Give each group a location card (Worksheet C).
3. Role play with a partner. Partner A role plays Mr. Bean first. Partner B should react to Mr. Bean's behavior.

(Optional: Assign different roles to each partner, i.e. boss/ employee; student/ teacher; salesman/ client; teenager/ adult; new co-worker/ seasoned co-worker)

C. After each role play, each group writes down two or three sentences using past perfect to describe what happened. Share with the class.