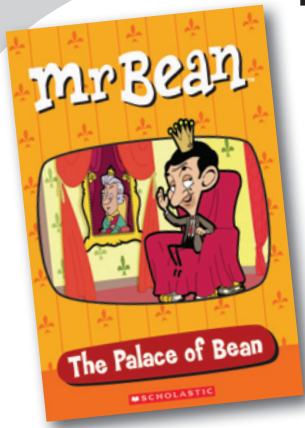


Teacher's Notes

Mr Bean™

The Palace of Bean



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 Popcorn ELT Reader.

Level 3

Popcorn ELT Readers level 3 is for students who are reading confidently in English, based on a 300 headword list. Basic knowledge of the simple past tense is built upon at this level.

Mr Bean: The Palace of Bean has a total story wordcount of 889 words.

Mr Bean: The Palace of Bean – synopsis

Mr Bean is watching a video about the Queen. The Queen is choosing wallpaper for Buckingham Palace. When the Queen says she likes a particular yellow and green wallpaper, Mr Bean decides that his room should have the same design. He redecorates, then builds a grand entrance in the front garden with the words 'The Palace' on it. An American tourist, Brad, sees the entrance and thinks he's found the Queen's palace. He takes photos of Mr Bean's room and leaves some cash on the table when he goes.

Mr Bean's landlady, Mrs Wicket, realises she can make some money and decides to attract more tourists. Mrs Wicket dresses up as the Queen and Mr Bean has to do what she tells him. He hates it. At the end of the day, Mrs Wicket has lots of money but gives Mr Bean only £1.

Fed up, Mr Bean goes to his room and watches more of his video. In horror, he sees the Queen change her mind about the yellow and green wallpaper and choose a brown one instead. Overnight, Mr Bean redecorates. More tourists arrive the next morning, but they leave in disgust when they see the ugly brown room. Mrs Wicket is angry, but Mr Bean is happy – he has peace and quiet again.

Mr Bean Animated Series

First on TV: 2002

Genre: animated comedy

Suitable for: all children

Actors: Rowan Atkinson (voice of Mr Bean)

This episode from: DVD volume 6

Other Mr Bean series and films: *Mr Bean* (live action series) (1990–1995), *Bean* (also known as *Bean: The Ultimate Disaster Movie*) (1997), *Mr Bean's Holiday* (2007)

Why not try the other Mr Bean Popcorn ELT Readers?

- *Mr Bean: Royal Bean* (level 1)
- *Mr Bean: Toothache* (level 2)

For ideas on watching extracts from the DVD in class, see pages 3, 6 and 7 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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(S) Student activities (photocopiable)

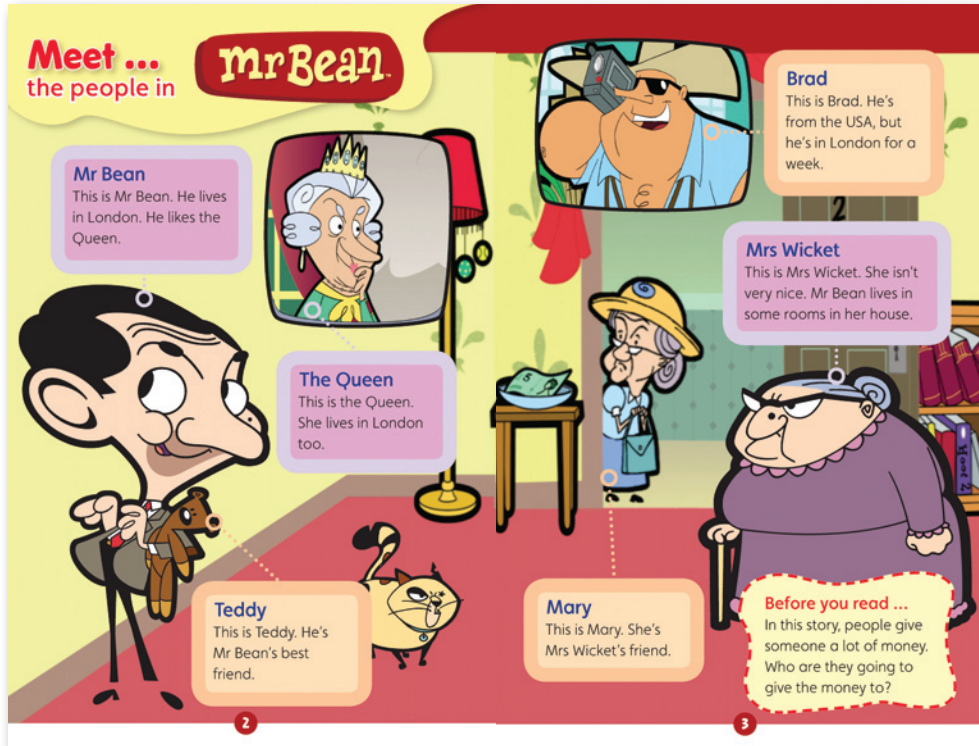




Meet ... the people in *Mr Bean*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



- 1 Before looking at the book, ask students *Do you know Mr Bean?* If anyone knows and likes the programmes and films in which he appears, talk briefly in L1 about what he is like.
- 2 Look together at the front cover of the book or play the extract from the DVD that corresponds with the picture on the front cover (DVD 05:19–05:33). Ask *What is Mr Bean doing? (He's sitting in a chair.)* Then students predict the answers to these questions, using L1 if necessary: *Who is in the picture behind him? Who does Mr Bean want to be? Why?*
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who has got a blue bag? Who has got black hair? Who is wearing purple?*

- 4 Read the page out loud to the class or play the CD.
- 5 Students close their books. Play a game of *Who Am I?* For example, say *I like the Queen.* Students say *You're Mr Bean.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 6 Read the 'Before you read' question with your class. Ask students to predict the answer.



New Words

This page is recorded on the CD.

The words on this page are available as flashcards, see pages 13–17 of these notes.

The 'New Words' page presents up to ten new words that are included in the story, but are not on the headword list. There is usually a piece of conversational language at the end.

New Words

What do these new words mean? Ask your teacher or use your dictionary.

paint

Jem has some **paint**. She is **painting** her room.

remember

She didn't **remember** his name.

video

Let's watch a **video**!

curtain

These **curtains** are blue.

palace

This is a **palace**.

take photos

I like **taking photos**.

wall

This is a **wall**.

package

It's a **package** for me!

pattern

I like this **pattern**.

Verbs

Present	Past
fall	fell
sit	sat

- Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?*
- 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.
- Draw students' attention to the 'Verbs' box. The irregular pasts of *fall* and *sit* occur in the story, in addition to the past forms on the syllabus. Say the new past tense forms several times and students repeat. Elicit simple example sentences, e.g. *The pen fell off the table. I sat on the chair.*
- 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. Alternatively, for a more energetic version of the activity, they could run to the 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.
- Play bingo. Students write down five of the new words on a piece of paper. You then show the picture flashcards in random order and say the words. When students hear or see a word that they have written down, they cross it out. The first student to cross out all his/her words and shout *Bingo!* is the winner.

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The World of Bean

This page is recorded on the CD.

'The World of Bean' page gives some funny extra information about Mr Bean.

THE WORLD OF BEAN

We wanted to know more about Mr Bean! So we went to his house to ask some questions ...

Q Hello, Mr Bean. What's your first name?
A I don't know. Maybe it's 'Mr'.

Q Oh! Is there a Mrs Bean?
A Before I go to bed, I read the phone book. There are about thirty Mrs Beans in there.

Q I see ... Who's your best friend?
A I've got two best friends - Teddy and my green Mini.

Q What do you like doing in your free time?
A I like staying at home.

Q What do you like doing when you go out?
A I like coming home again. Can you go now? I have to make dinner for Teddy!
- Oh, OK!
Thank you, Mr Bean!


What do these words mean? Find out.
phone book free time

This is my green Mini.

- 1 Say *On this page, you can learn more about Mr Bean. Look at the pictures and ask What colour is Mr Bean's car? (Green)*
- 2 Ask *Does Mr Bean like going out?*
Students read the pages at the same time as you read the page out loud or play the CD. Find out the answer to the question.
- 3 Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- 4 Interview some students, using the questions on the page: *What's your first name? Who's your best friend? What do you like doing in your free time? What do you like doing when you go out?* Then ask students to ask and answer the questions in pairs.



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

This can work well with younger students. 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 love to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.


Autonomous reading

It is important that students learn to read autonomously. 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. Younger students can 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.

Group or pair reading

Students take turns in reading a sentence, paragraph or page of the story to each other in small groups or pairs. Encourage them to help each other with pronunciation of new words. This can be a useful reinforcement task once students are already familiar with the story.


Before reading a section of the story you could:

- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next part of the story and ask them to guess (in L1) what is happening.
- Copy several pictures from the next part of 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 DVD, showing an event that they are going to read about or a character that they are going to meet. For example, play the scene when Brad arrives (DVD 06:10–06.24). Then ask students to describe him. Ask *Is he nice? Is he clever?* Students tell you what they think. Then ask students to predict what happens next, using as much English as possible.

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.




After reading a section of the story you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Is she good or bad? What does she do?*
- Give students one of the chapter quizzes on page 7 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *She needs a lot of money. Who is she? (Mrs Wicket) They were brown, but now they are yellow and green. What are they? (Mr Bean's walls)* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.
-  Play the part of the DVD that corresponds with the section of the story that they have just read. Pause from time to time and ask questions. For example, play the scene in which Mr Bean decorates his walls (DVD 02:37–4:34). Pause at these points:
 - 02:48 When he starts using his hands to pull off the wallpaper, ask *What's going to happen now?*
 - 03:05 When he's in the garden shed, ask *Who's in there? Why is he there?*
 - 03:27 When he has the green paint on his brush, ask *What's the problem?*
 - 03:48 While he's looking under the dustsheet, ask *What's he doing now? Why?*
 - 04:09 When he looks at Teddy, ask *Why is he looking at Teddy? What's he going to do? After watching, ask Is he happy with his walls now?*

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. things in a house or colours.

-  Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.
- Ask students to make a poster about one of the characters in the story. They draw a picture and write some information, e.g. what the character looks like, where he/she lives, what he/she likes and dislikes, what he/she does in the story.
- In small groups, ask students to think of a new ending for the story. They either write, draw or roleplay the final scene.
- Ask students to write a short review of the reader. Write on the board:

*I think the story of The Palace of Bean is ...
I liked / didn't like reading about ...
My favourite character is ... because ...*

Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of 10, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.



Using film extracts in class

- Use short extracts (2–3 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.



Chapter Quizzes (Answer key, page 11)

pages 8–15

Circle the correct words.

- 1 There are two packages for Mr Bean / Mrs Wicket.
 - 2 Mrs Wicket needs *money* / *a new chair*.
 - 3 There is a *teddy* / *picture* in one of the packages.
 - 4 Mr Bean goes to the *Queen's palace* / *watches the Queen on a video*.
 - 5 He puts *a picture of the Queen* / *some grey curtains* on the wall.
-

pages 16–21

Put these sentences in order.

- | | |
|---|-------------------------------------|
| a Mrs Wicket finds some money from Brad. | <input type="checkbox"/> |
| b Mrs Wicket finds £1. | <input checked="" type="checkbox"/> |
| c Brad stops his car at Mr Bean's house. | <input type="checkbox"/> |
| d Brad takes photos of Mr Bean's room. | <input type="checkbox"/> |
| e Mrs Wicket wants the money in Mary's bag. | <input type="checkbox"/> |
| f Brad takes a photo of Mrs Wicket. | <input type="checkbox"/> |
-

pages 22–25

Answer the questions.

- 1 How much money does Mrs Wicket give to Mary? £5
- 2 How much money does she give to Mr Bean?
- 3 Is Mr Bean happy?
- 4 What colour are the Queen's walls now?
- 5 Is Mrs Wicket happy at the end of the story?



Real World

This page is recorded on the CD.

The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

Real World

The British Queen

Mr Bean likes the Queen. Let's find out more about her.

The Queen

Who is she?
Queen Elizabeth II (Elizabeth the Second). She was born in 1926 and became Queen in 1952. She made her first speech – to the children of the UK – when she was 14 years old.

Where does she live?
At Buckingham Palace in London. The palace is 300 years old. If there is a flag on the palace, the Queen is at home. The Queen also has a palace in Scotland – Holyroodhouse – and a lot more houses too.

Buckingham Palace

Prince William

Wow! Is she very rich?
Yes, she is, but she isn't the richest woman in Britain. J.K. Rowling, the writer of Harry Potter, is richer than the Queen.

Has she got any children?
Yes, she has got four children. The oldest is Prince Charles. When the Queen dies, Charles becomes King. Charles' oldest child is Prince William.

Do you know any more places with a king or queen?

What do these words mean? Find out.
was born
become / became (past)
speech die king

The Queen at 14

26 27

- 1 With books closed, ask *What picture does Mr Bean have on his wall? (A picture of the British Queen.)* Ask *Do you know anything about the British Queen?* Students tell you anything they know, in English if possible, e.g. her name, the name of her home, her children/grandchildren, whether she is old or young.
- 2 Tell students that they are going to read about the Queen. Open books at page 26 and look at the pictures. Do they show anything or anyone that the students have mentioned?
- 3 Students read each section, or read and listen to the CD. Afterwards, ask *Was any of that information surprising?* Discuss as a class.
- 4 Look at the word box. Ask students if they know what these words mean in their language. You might like students to use a dictionary to check meaning.
- 5 Ask students the question in the red circle on page 27. Discuss as a class. Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about the king or queen of another country, either at home or in the school library, using books or the Internet. Then, for each frame, they stick in drawings or pictures and complete the text, deleting any unwanted words. Give help with family vocabulary where necessary.
- 6 Display the projects around the classroom for other students to read. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

Cross-curricular
content area:
Geography

The King/Queen of

What's his/her name?

.....

How old is he/she?

.....

When did he/she become king/queen?

.....

What does he/she like doing in his/her
free time?

.....

Put a picture of the
king or queen here.

Put a picture of
his/her home here.

Put a photo of
his/her family here.

Where does he/she live?

.....

Who is in his/her family?

He/She's got



Answer Key

After you read (page 28)

- 1 a ii b iii c iv d v e i
2 a ✓ b ✗ c ✓ d ✗ e ✗ f ✗



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 32)

Multiple intelligence activities (pages 29–32)

Puzzle time! (pages 29–30)

1

Linguistic intelligence

- | | |
|-----------|------------|
| 1 paint | 4 curtains |
| 2 package | 5 picture |
| 3 wall | 6 video |

2

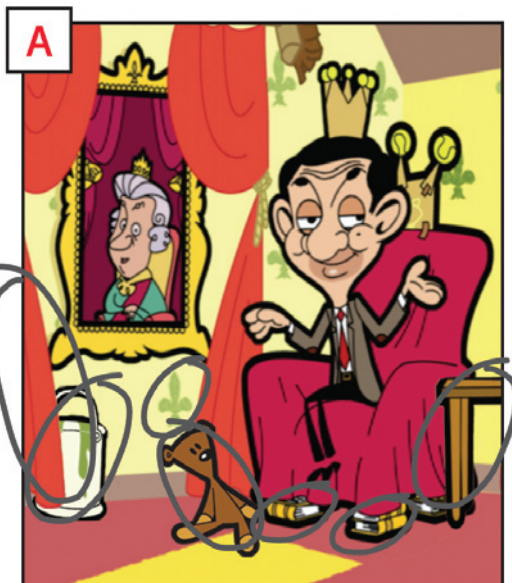
Spatial intelligence

- | | | |
|---------|--------------|-------------|
| a Brad | b Mrs Wicket | c the Queen |
| d Teddy | e money | f bed |

3

Spatial intelligence

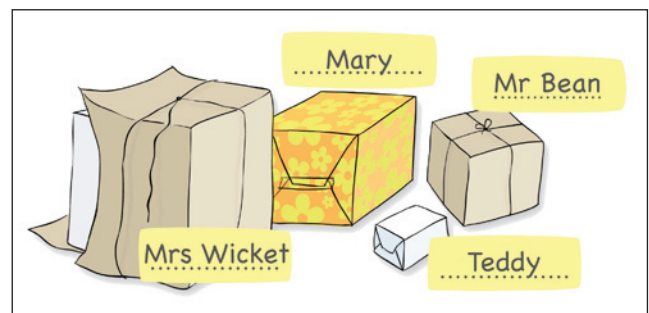
- | | |
|-------------------|---------|
| 1 paint | 4 Teddy |
| 2 curtain | 5 books |
| 3 (green) pattern | 6 table |



The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

4

Logical intelligence



Chapter Quiz Answer Key (Teacher's notes, page 8)

Chapter 1

- 1 Mr Bean
- 2 money
- 3 picture
- 4 watches the Queen on a video
- 5 a picture of the Queen

Chapter 2

- a 6 b 1 c 2 d 5 e 3 f 4

Chapter 3

- | | |
|------|---------|
| 1 £5 | 4 brown |
| 2 £1 | 5 no |
| 3 no | |



Imagine ...

Kinaesthetic intelligence



- 1 Tell students that they are going to mime some scenes from the story. Say *Open your books at page 31*. Students read the instructions and the example.
- 2 Mime a scene yourself, e.g. Mr Bean watching a video. Students ask questions to guess what you are doing, e.g. Students ask *Are you in a car?* You answer *No, I'm not*. Students ask *Are you watching a video?* You answer *Yes, I am*.
- 3 Put students into groups of four or five. Encourage them to look quickly through the book for ideas of scenes to mime. They then continue the miming activity in their groups.
- 4 Ask each group to choose their funniest mime to be performed for the whole class.

Chant

Musical intelligence

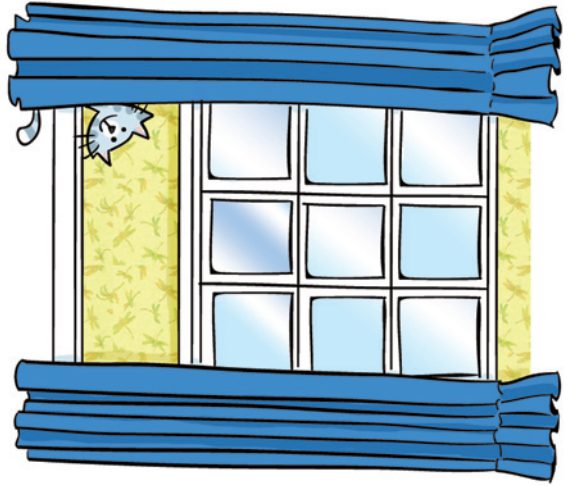


This page is recorded on the CD.

- 1  Say *Open your books at page 32*. Read the chant or play the CD and ask them to read and listen carefully.
- 2  Divide the class into two groups. Tell the students that they are going to say the chant. Explain (in L1) that group 1 should say lines 1, 2, 5, 7 and 8. Group 2 should say lines 3, 4, 6, and 9. Both groups say line 10. Play the CD or say the chant yourself. Students say it with you. Practise several times. Groups then swap lines.
- 3 You might like to choose four students to act as Mr Bean and some tourists. Invite them to the front of the class to mime the chant while the other students say the words.



Flashcards



curtain

These **curtains** are
blue.



package

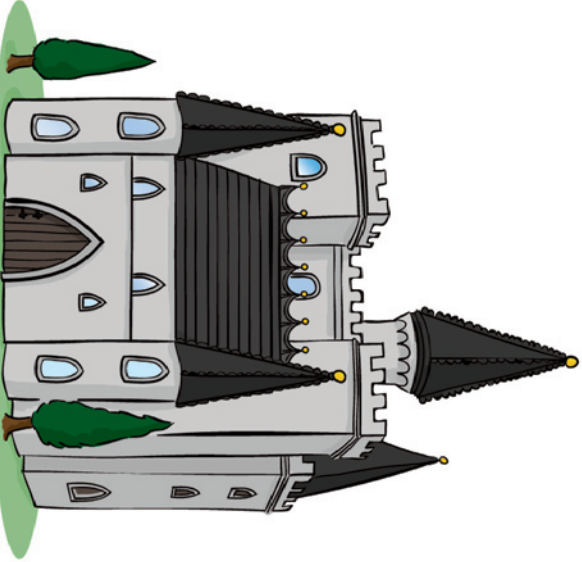
'It's a **package** for
me!'



Flashcards



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© Scholastic Ltd



fold

fold

paint

Jem has some **paint**.
She is **painting** her
room.

palace

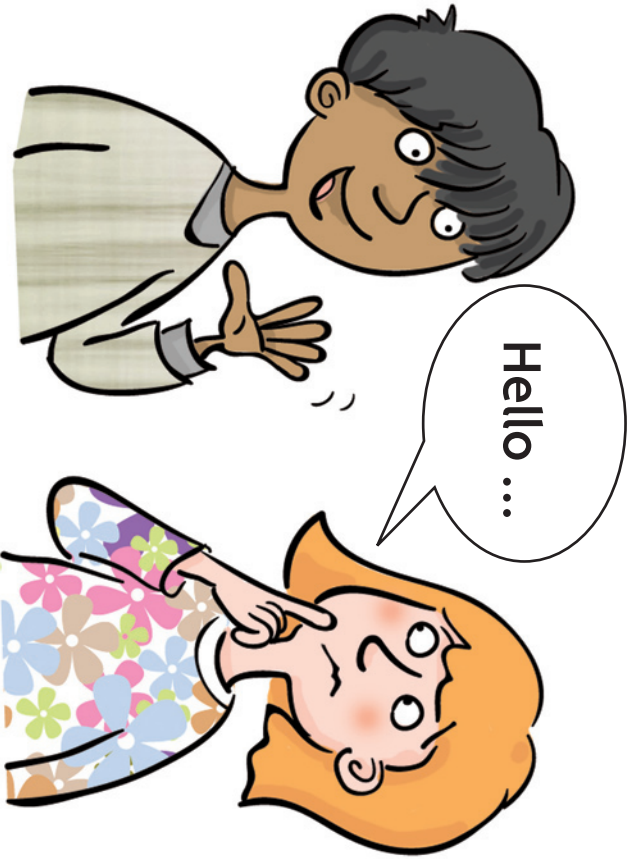
This is a **palace**.



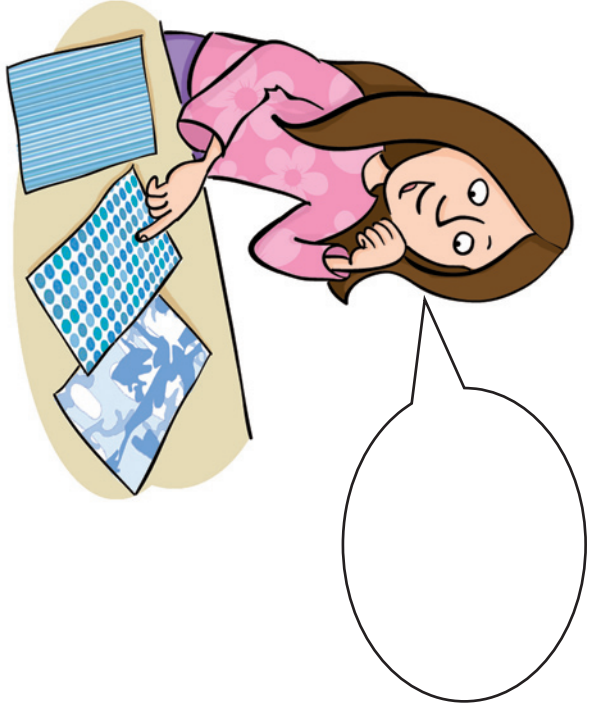
Flashcards



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fold

fold

pattern

'I like this **pattern**.'

remember

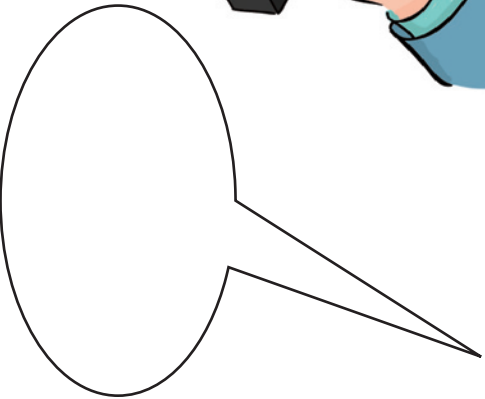
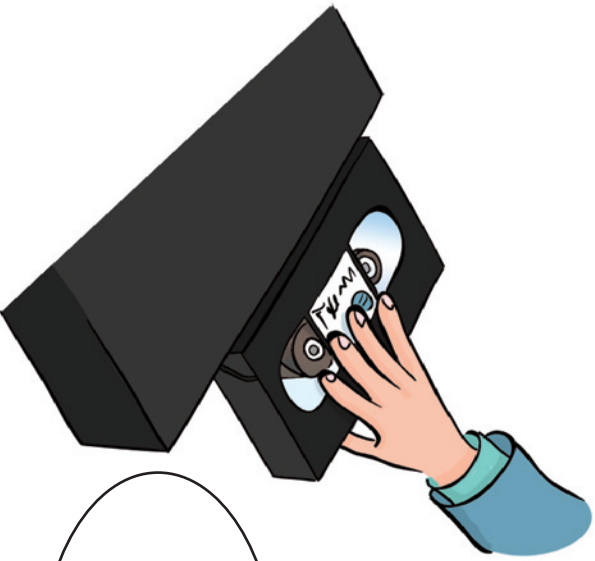
She didn't **remember**
his name.



Flashcards



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fold

fold

video

'Let's watch a **video**!'

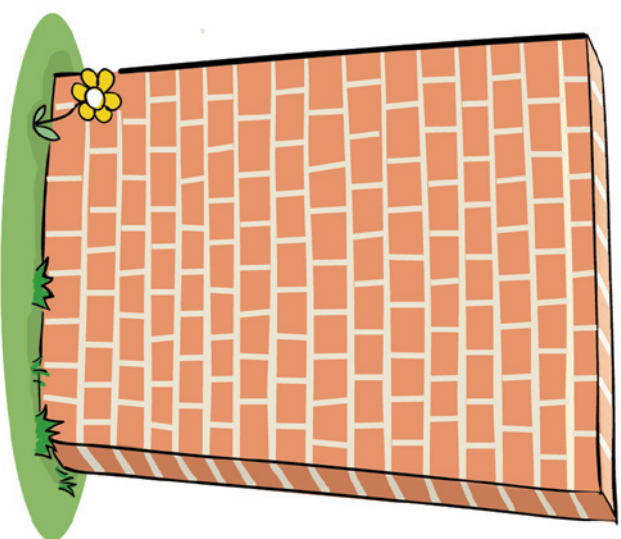
take photos

'I like **taking photos**.'



Flashcards

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fold

wall

This is a wall.

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17

Detailed description: This is a flashcard template for the word 'wall'. It is a large rectangle with dashed lines indicating where to cut and fold. A vertical dashed line on the left side is labeled 'fold'. A horizontal dashed line at the top is labeled '© Scholastic Ltd'. A pair of scissors icon is at the top right corner. The top half of the card features a 3D illustration of a brick wall. The wall is made of orange bricks with white mortar. At the base of the wall, there is a patch of green grass with a single yellow flower with a white center. The bottom half of the card contains the word 'wall' in a large, bold, black font, followed by the sentence 'This is a wall.' in a smaller, bold, black font. At the bottom left corner, there is a pair of scissors icon. At the bottom center, there is a black circle containing the number '17'. At the bottom right corner, there is a copyright notice '© Scholastic Ltd'.