

Teacher's Notes

Mr Bean™

Royal Bean



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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 1

Popcorn ELT Readers level 1 is for students who are beginning to read in English, based on a 200 headword list. There are no past tenses at this level.

Mr Bean: Royal Bean has a total story wordcount of 486 words.

Mr Bean: Royal Bean – synopsis

Mr Bean's favourite mug has a picture of the Queen on it. When it breaks, Mr Bean is very sad. After an unsuccessful attempt to buy a replacement mug at a shop, he sees a lorry with a picture of his mug on the side. He follows the lorry in his car, through London to Buckingham Palace.

The lorry is delivering the mugs to the palace shop. Mr Bean walks into the shop, but the Queen's dog takes Mr Bean's much-loved Teddy. Mr Bean runs after the dog and finds himself inside Buckingham Palace. Mr Bean is seen by the Queen's butler, and has to hide.

Meanwhile the Queen is looking for the missing dog. She sees Mr Bean with her dog, and is very pleased that he has found her missing pet. They discover that they both have the same favourite mug! She invites him back to the palace the next day and, in a grand ceremony, gives him a new mug and makes him 'Sir Bean'.

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 3

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: Toothache* (level 2)
- *Mr Bean: The Palace of Bean* (level 3)

For ideas on watching extracts from the DVD in class, see pages 3, 6, 7 and 13 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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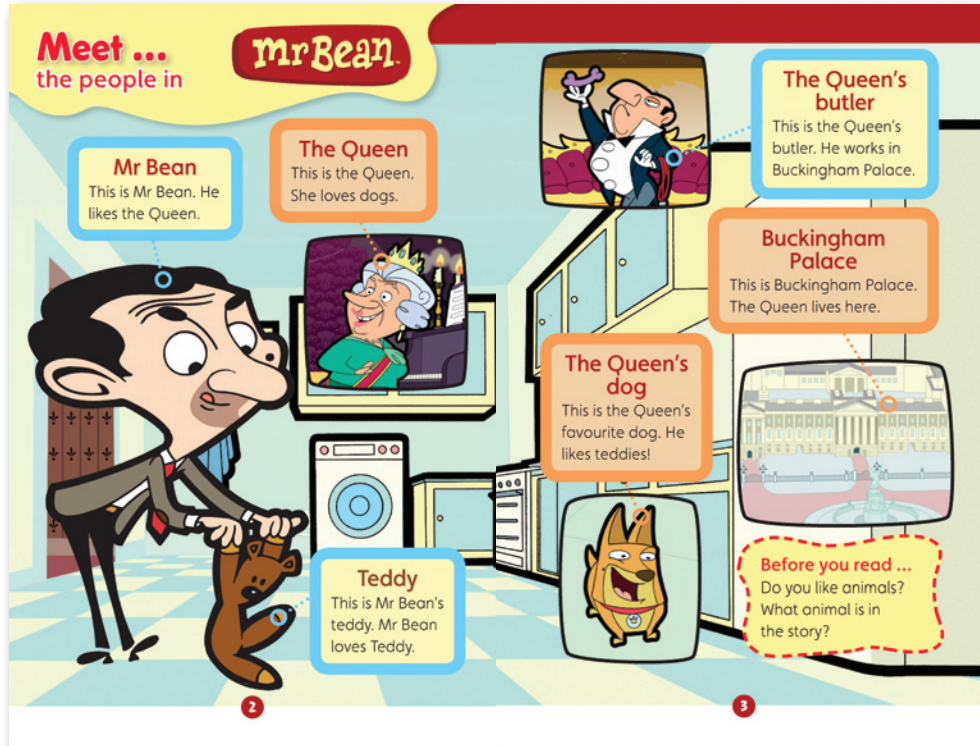




Meet ... the people in *Mr Bean*

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 cartoon that corresponds with the picture on the front cover (DVD 10:11–10.45). Ask *What has Mr Bean got?* (Pre-teach *mug*.) *Who is with him?* (*The Queen*)

3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who is in the kitchen?* *Who has got grey hair?*

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've got four legs and I like teddies*. Students say *You're the Queen's dog*. Continue with information about the other characters. With stronger classes, ask students to take over your role.

6 Read and discuss the 'Before you read' questions with your class.



New Words



This page is recorded on the CD.



The words on this page are available as flashcards (see pages 14–18 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.

<p>bone</p> <p>Dogs like bones.</p>	<p>mug</p> <p>This is my mug.</p>	<p>shop assistant</p> <p>He is a shop assistant.</p>	<p>toast</p> <p>This toast is nice!</p>
<p>lorry</p> <p>This lorry is red.</p>	<p>royal</p> <p>The Queen lives in this palace. It is a royal palace.</p>	<p>tea</p> <p>My mum likes tea.</p>	<p>'Woof!'</p>

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *mug* from the 'Meet ...' page.
- 2 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 The conversational language on this page is *Woof!* This is the sound that a dog makes when it barks.
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

Tip Try to consolidate the new language introduced in the Popcorn ELT Reader by using it in other activities in your English lessons.

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 pictictionary, 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.



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

Let's meet Mr Bean and ask him some questions ...

Q Hello, Mr Bean! How are you?
A I'm fine. I'm watching TV.

Q What do you do at the weekend, Mr Bean?
A I watch TV and read and watch TV and sleep and watch TV.

Q Do you like TV?
A Yes, because I'm on TV!

Q Who is your best friend?
A My best friend is Teddy.

Q Where does Teddy come from?
A A shop, of course!

Q Do you like animals, Mr Bean?
A Yes. I do. I like elephants.

Q Have you got animals at home?
A No, I haven't. I can't have an elephant because my house is very small.


– Thank you, Mr Bean. Goodbye!
– Goodbye!

What do these words mean? Find out.
question weekend elephant

- 1 Say *We are going to learn more about Mr Bean.* Ask *What is Mr Bean's favourite animal?* Write students' guesses on the board.
- 2 Students read the pages at the same time as you read the page out loud or play the CD. Find out the answer to your question (*Elephants*).
- 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, e.g. *What do you do at the weekend? Do you like TV? Who is your best friend? Do you like animals? Have you got animals at home?* 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 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 cartoon, 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 the dog is jumping and barking at Mr Bean outside the palace (DVD 05:57–06:07). Then ask students to describe the dog and guess what he's going to do next, using English as much 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:

- Give students one of the chapter quizzes on pages 8 and 9 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *She has got a dog. Who is she? (The Queen) The Queen lives here. What is it? (Buckingham Palace.)* 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 when Mr Bean is running after the dog and hiding in the palace (DVD 07:20–9:44). Pause at these points:
 - 07:43 When the butler sees Mr Bean, ask *What does Mr Bean do now?*
 - 08:04 When the dog is climbing up on the statue, ask *What's the dog doing now?*
 - 08:36 When Mr Bean sees eyes in the chest, ask *Who or what is it?*
 - 09:09 When we see someone vacuuming, ask *Who is this? Where are Mr Bean and the dog now?*
 - 09:44 When the Queen and the dog are back together, ask *Is the Queen happy? Is the dog happy? Is Mr Bean happy? Why/Why not?*

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. places or verbs.

-  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
-  Play a short film extract to focus on British culture, e.g. the scene where Mr Bean drives through London to Buckingham Palace (DVD 03:02–04:05). Tell students to remember everything they see. After watching, ask *Where is Mr Bean? (In his car, in London). What colour are the buses in London? (Red) What colour are the taxis? (Black)* Then talk (in L1) about Trafalgar Square, where Mr Bean drives his car into a fountain. Explain that this is a big square in the centre of London, with fountains and a famous statue (of Lord Nelson) on a high column. There are always a lot of pigeons and tourists in Trafalgar Square. Finally, teach *flag* and ask *What colour are the flags? (Red, white and blue) What flag is it? (The flag of Great Britain, called the Union Flag or Union Jack).*
- In small groups, ask students to think of a new ending for the story. They either draw pictures and add speech bubbles 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.



Story Quizzes (Answer key, page 12)

Pages 8–13

Circle the correct words.

- 1 Mr Bean is having *lunch* / *breakfast*.
 - 2 Mr Bean wants a new *mug* / *teddy*.
 - 3 The shop assistant *is* / *isn't* nice.
 - 4 The shop assistant is *talking to a friend* / *putting new mugs* in the shop.
 - 5 Mr Bean *can* / *can't* buy a mug at the shop.
 - 6 Mr Bean sees a *lorry* / *mug*.
 - 7 Mr Bean *goes* / *doesn't go* after the lorry.
-

Pages 14–17

Put these sentences in order.

- | | | |
|---|---|--------------------------|
| a | The Queen sees the dog in the road. | <input type="checkbox"/> |
| b | Mr Bean goes into the shop at the Palace. | <input type="checkbox"/> |
| c | The butler has a cup of tea for the Queen. | <input type="checkbox"/> |
| d | Mr Bean sees his favourite mug in the shop. | <input type="checkbox"/> |
| e | The dog takes Teddy. | <input type="checkbox"/> |
| f | The Queen is singing. | <input type="checkbox"/> |

1





Story Quizzes (Answer key, page 12)

Pages 18–21

Match.

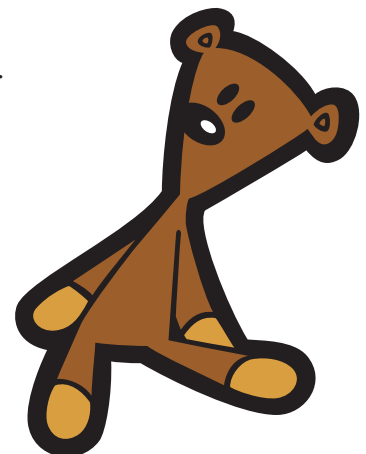
- | | |
|--|----------------------|
| 1 Mr Bean goes into | a opens. |
| 2 The butler is looking for | b Buckingham Palace. |
| 3 The butler hears Mr Bean because there's | c the butler. |
| 4 Mr Bean runs away from | d a big crash. |
| 5 A door | e the dog. |

Pages 22–25

Write the correct names.

the dog Mr Bean the Queen

- 1 The dog puts Teddy in front of **Mr Bean**
- 2 is singing 'La, la, la!'
- 3 and are behind the picture.
- 4 The Queen is happy because she sees
- 5 likes Mr Bean's favourite mug.
- 6 The Queen gives a new mug to





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
Buckingham Palace
Buckingham Palace is the Queen's home in London. Let's read more about it.

How many tourists go to Buckingham Palace?
Tourists can go to the Palace in the summer. 50,000 tourists go every year. They can see some of the Queen's rooms and pictures.

How many rooms are there?
Buckingham Palace has 775 rooms. There are 240 bedrooms and 78 bathrooms!

Has the Palace got a garden?
Yes, there's a big garden behind the Palace. In the summer, the Queen has parties in the garden. At a garden party, there are 8,000 guests. The guests drink 27,000 cups of tea and eat 20,000 slices of cake.

Queen Elizabeth II

Do animals live in the Palace?
Yes, the Queen likes dogs. She has got seven corgi dogs and they live in the Palace too.

What do these words mean?
tourist bathroom
party / parties guest cup

Do you know a palace in your country?

corgi dog

slice of cake

26

27

- 1 With books closed, ask *Where does Mr Bean go in the story?* (*Buckingham Palace*). Ask *What do you know about Buckingham Palace?* Elicit anything students know, e.g. the city it's in, who lives there, whether tourists can visit it. Allow them to use L1 if necessary.
- 2 Tell students that they are going to read about Buckingham Palace. Open books at page 26 and look at the pictures. Ask *Why is there a picture of a dog?* and listen to students' ideas.
- 3 Students read each section, or read and listen to the CD. They confirm why there's a picture of a dog on the page. Then draw students' attention to the question in the red circle. They discuss their knowledge of palaces in their country in pairs before sharing their ideas with the class.
- 4 Look at the word box. Ask students if they know what these words mean. You might like students to use a dictionary to check meaning.
- 5 Give each student a copy of the 'Project' worksheet (see page 11 of these notes). Encourage them to research information about another palace. They can find information either at home or in the school library, using books or the Internet. Students then write answers to the questions and draw or stick in a picture of their chosen palace.
- 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:
History/Arts

..... **Palace**

Where is this palace?

How old is it?

Who lives there?

How many rooms has it got?

How many tourists go there every year?

What can tourists see there?



Answer Key

After you read (page 28)

- 1 a Yes b Yes c No d Yes e Yes f No g No
2 a ii b iv c i d iii



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 7)

Multiple intelligence activities (pages 29–32)

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

Puzzle time! (pages 29–30)

1

Spatial intelligence

- a dog d toast
b mug e teddy
c bone

2

Intra-personal intelligence

- a I'm happy.
b I'm sad.
c I'm angry.

3

Linguistic intelligence

- 1 shop
2 Mr Bean
3 lorry
4 toast
5 car
6 Queen

(Where does the Queen live?) In the Palace.

4

Spatial intelligence

- a mug c bone
b dog d teddy

Story Quiz Answer Key (Teacher's notes, pages 8 and 9)

Pages 8–13

- 1 breakfast
2 mug
3 isn't
4 talking to a friend
5 can't
6 lorry
7 goes

Pages 14–17

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

Pages 18–21

- 1 b 4 c
2 e 5 a
3 d


Pages 22–25

- 1 Mr Bean
2 The Queen
3 Mr Bean and the dog
4 the dog
5 The Queen
6 Mr Bean






Imagine ...

Kinaesthetic intelligence

-  Tell students that they are going to act out a scene from the story. If you have time, play the corresponding extract from the film, (DVD 09:46–10:10). Tell students to notice the characters' movements and voices so that they can act them out later.
- Say *Open your books at page 31*. Read the dialogue out loud and ask students to repeat each line after you. Then put students in pairs. They practise the dialogue. Encourage them to use actions as well as words.
- Clear a large space in the centre of the classroom. Students move around the class, acting out the dialogue with as many partners as they can.

Chant

Musical intelligence

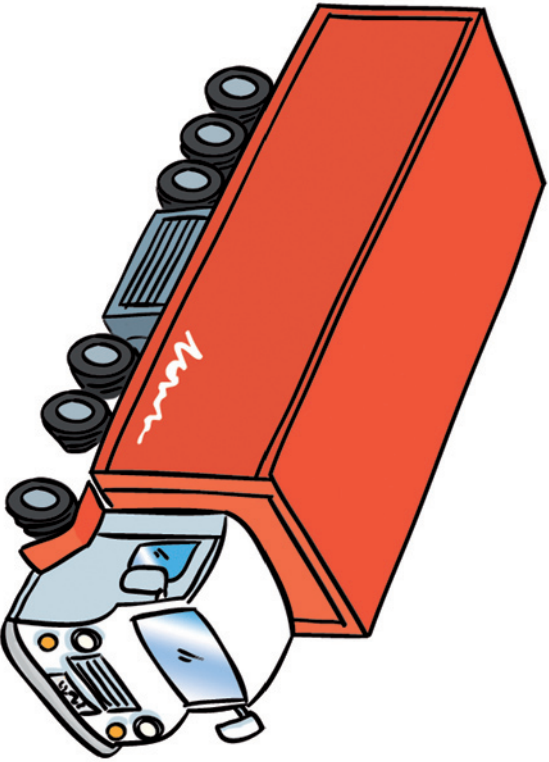
-  This page is recorded on the CD.
-  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 -  Divide the class into three groups. Give each group a verse of the chant to say. Play the CD or say the chant yourself. Students say it at the same time. Practise several times. The groups then swap verses.
 - You might like to choose a student to mime being Mr Bean at the front of the class while the other students say the words, e.g. waving for *hello*, beckoning for *Let's go to London*, miming a steering wheel for *Let's go in my car*.



Flashcards



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fold

fold

lorry

This **lorry** is red.

bone

Dogs like **bones**.



Flashcards



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fold

fold

royal
The Queen lives in
this palace. It is a
royal palace.

mug
This is my **mug**.



Flashcards



shop

This is my favourite
shop.



shop assistant

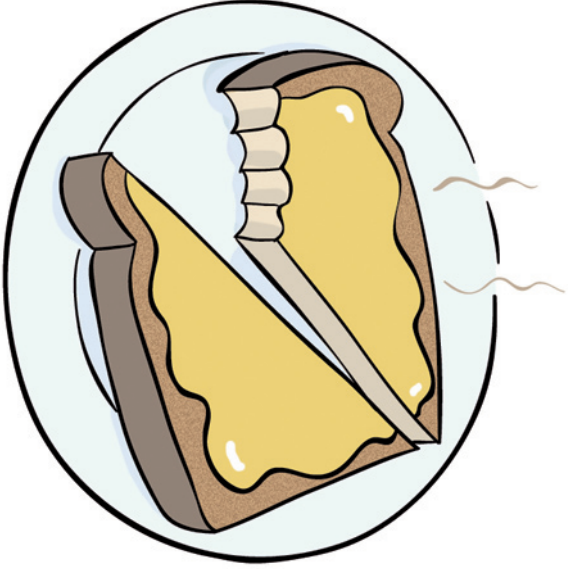
He is a shop assistant.



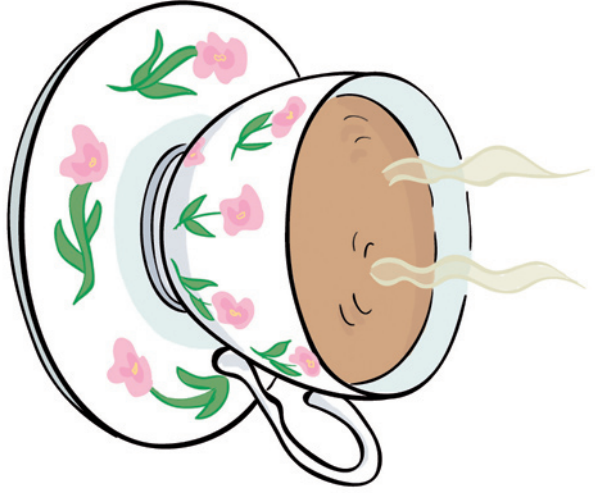
Flashcards



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fold

fold


toast
This **toast** is nice!

tea
My mum likes **tea**.



Flashcards

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fold

'Woofi'

'Woofi Woofi'

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