

Target Vocabulary

deep space – approach – suspend – twinkle – watchman – take control

Materials

Comics - Activity Book – Dictionary – Smart board - Laptop

Optional Materials

Photocopies

Warm up (5 min)

Show students pictures of different telescopes. Ask them what they already know about the telescopes. You could ask whether they have seen any telescopes before, etc.

Presentation (10 min)

Write the words given below on the board.

shape, closer, further, small, big, huge, twinkle, galaxy, constellation, comet, sun, star, moon, planet, earth

Check whether there are any unknown words. Explain the meaning of the unknown words, if there are any. Then, ask students to describe their thoughts on space by using the given words.

Practice (15 min)

Divide the class in to two groups. Each group will choose a piece of paper from a box that you bring to the classroom. On one of the papers, “you can see everything in space with a telescope” is written. On the second paper, “you can’t see everything in space with a telescope” is written. The group members are supposed to defend their point of view by coming up with some supportive arguments.

The students can use the Internet. They can use the class computer in turns to carry out their search, but mainly they should discuss in their groups to come up with some arguments.

Also, ask students to discuss what the other group might argue and how they would respond to their arguments before the debate starts.

It is very important to give them enough time for preparation.

End of the Lesson (10 min)

1. When the time for preparation is up, ask two groups to start the debate. You will be the moderator. Just help them to carry on with the debate. Do not attend to their language mistakes during the debate.

At the end of the debate, ask class members to vote for which group was more convincing.

2. Homework: Activity Book, pages 10 and 11.

Extra Activities

1. Use target vocabulary from Activity Book, question 8. Ask students to use the words to create their own sentences.
2. Use the idiom ‘blind as a bat’ in a meaningful context. Ask your students to guess the meaning of it. Then, ask them in which situations they are ‘blind as a bat’ and why. Write down their thoughts on the board.

Warm up (5 min)

Start talking about ladybugs. Ask your students what they already know about ladybugs? You could ask “Have you ever seen a ladybug? What did it look like?”. Then, move on to a discussion of the ladybug character in the story.

- Do you like the character ladybug? Why?
- Do you think Ladybug gets along with Dung Beetle?

Presentation (15 min)

You can use the video in the link to explain students about ladybugs and their life cycle.



After they watch the video for the first time, write the words below on the board and ask students to guess what they mean. If they can't guess the meanings correctly, they can use a dictionary.

- Why?

Shed - hatch - leaf - predator - yummy - larvae

Practice (20 min)

Distribute this worksheet about the video to your students. [WORKSHEET_90](#)

After each student gets a copy of the worksheet, ask them to answer the questions while listening to the video one more time.

When they complete their worksheets, answer the questions as a whole class activity.

End of the Lesson (5 min)

Check each student's Activity Book.

Extra Activities

1. Complete the wordsearch below. [WORKSHEET_91](#)
2. Use one of the following questions to start a speaking activity.
 - Think of a different title for the episode. Are you a dominant character or not? Why?
 - What do you think is going to happen next?