

CHAPTER 1

LESSON PLAN

16 hours

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Target Vocabulary

Calm – Peaceful – Village – Argument – Buggy eyes – Wise – Genius – Strange – Climb – Ladder

Materials

Comics – Activity Book – Dictionary – Smart board – Boardmarkers

Optional Materials

Stopwatch – Bell or a whistle – Extra A4 Paper – Pencils

Warm up (5 min)

Show students the cover of Chapter 1. Ask them to talk about the characters and what the story might be about. Read the title and write the title “A Journey to The Solar System” on the board. Ask the following questions to the students.

- Are you interested in space?
- What do you know about the Solar System?
- Would you like to have a journey to the Solar System?
- Who would you like to go to space with?

Presentation (15 min)

First, ask students to listen to the recording silently without opening their book. Then, ask students to listen once more, but this time they follow the story on their comic book while listening to the recording. Later, 3 students will be selected and assigned a character. Then, they will read aloud their sentences.

While the students are reading, take notes of any pronunciation problems that you might notice.

Ask students to underline any unknown vocabulary items. Set up a routine for who will read the text, so that each week different students get a chance to read.

Practice (10 min)

Ask students which vocabulary items they don't know. Using the smart board application, explain the word meanings to the students. Remember using your comic book as a context to explain words as well. Then, ask students to close their comics and then ask the following questions to check their comprehension.

- What is the title of Episode 1?
- Who is having an argument?
- What is the argument about?
- Who are the main characters in the story?
- Who is your favourite character? Why?

End of the Lesson (10 min)

Dictionary Game: Write the underlined words on the board. Choose 3 students to come to the board with their dictionaries. Tell students one of the words written on the board, and start the stopwatch. The student who finds the meaning of the word first would earn a point. The student who gets 3 points will be the winner of the game.

Homework. Activity Book pages 4, 5, 6.

Extra Activities

1. Students can pick a card from the box and talk about the character. They can continue the story or describe the physical appearance. (Axebug - Dung Beetle - Ladybug - Butterfly - Bee - Snake - Spider - Worm - Caterpillar).

 [WORKSHEET_1](#)

2. Find your way through the jungle below.  [WORKSHEET_2](#)

Warm up (5 min)

Make a spelling bee competition with the underlined words from the previous lesson. Divide the class into four groups. One student from each group will be competing. Tell them a word from your target words list and ask them to spell it. The student who makes a mistake will leave the competition. The last remaining student will win a point for his / her group.

Presentation (10 min)

Listen to the audio and read the episode again. Then, talk about the argument between Ladybug and Dung Beetle. What do they think of the argument? Write down their thoughts on the board.

Practice (15 min)

Depending on the size of your class, put students into groups of 5. Each group will choose a piece of paper from the box. On the papers, write “flat” or “round”. The group members are supposed to support their point of view. If it says “flat” on the paper, they should find some arguments to support that the world is flat.

The students can use the internet to find arguments. 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, tell the groups to think about how they would respond to other groups’ arguments.

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


End of the lesson (10 min)

When the time is up, pick two groups and start the debate. You will be the moderator. Help them carry on with the debate. Do not attend to their language mistakes during the debate.


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

Homework. Activity Book pages 7, 8, 9.

Extra Activities

1. Ask students to retell what happens in Episode 1 in their own words very briefly.
2. Match, cut and glue activity. Photocopy the sheet and have fun!  [WORKSHEET_3](#)

Project

Make up an AxeJuice in class. Ask the students to bring some fruits and a fruit press. (Or bring your own.) In pairs, ask students to prepare a mixed fruit cocktail in class that looks like Axebugs Fruit Juice. They can present it in the class. Take some photos during the activity and make a poster of it to hang it on the class walls. If you don’t have time in class, ask them to prepare it at home and take a video of it so you can present it to the class later on.  [WORKSHEET_4](#)

Target Vocabulary

Calm – Peaceful – Village – Argument – Buggy eyes – Wise – Genius – Strange – Climb – Ladder

Materials

Comics – Activity Book – Dictionary – Smart board – Laptop

Optional Materials

Photocopies

Warm up (5 min)

Show students some flashcards or pictures which have different vehicles on them. (Space Shuttle, Plane, Helicopter, Pirate Ship, etc.) Ask them to describe these vehicles.

E.g. The Plane has large wings.

Presentation (10 min)

Write adjectives on the board for students to describe 'ZZZ55'.

high, low, dangerous, fun, adventurous, far, huge, fantastic, rough, heavy, clean, dirty, amazing, wide, modern, noisy, curved.

Ask the students to describe ZZZ55 by using the adjectives written on the board.

Practice (15 min)



Divide the class into groups of 4 or 5 for a role-play activity. Ask them to prepare the dialogue sheet. Later they can come together with their group and practice their play.

End of the lesson (10 min)


Ask groups to present their dialogues to the class.

Homework: Activity Book pages 10, 11.

Extra activities

1. Use target vocabulary from Activity Book. Ask students to use the words to build up sentences.
 [WORKSHEET 5](#)
2. For this activity, allow students to use their dictionary. In pairs, they can complete the Synonym Sheet.
 [WORKSHEET 6](#)

Warm up (5 min)

Bring photocopies of Axebug masks to your students. Show a mask and ask your students who this character is. Give each student a mask and allow the students to paint their own masks. Then, ask students to hide their masks until the end of the lesson.  [WORKSHEET 11](#)

Presentation (10 min)

1. Ask students whether they know what an “idiom” is. You can give some examples from students’ mother tongue. You can also use the video in the link to explain students why it is important to learn idioms.



2. Write the idioms / expressions on the board. In pairs, ask students to write 4 short dialogues to use these idioms / expression in a sentence. Then, they will share their dialogues with the class.

has a screw loose – score you off – stinky smell – stubborn as a mule – come hell or high water


Practice (20 min)

Students are to put their mask on. Pick one student and ask him/her to leave the classroom and wait outside. Then, make all the students take their mask off and take one of the students mask. Put the student’s mask on your face. Ask the student who left the classroom to come back in. The student tries to guess whose mask you are wearing. The student has 3 rights to guess. If s/he gets it right, s/he will get one point.

End of the lessson (5 min)

Check students’ activity books.

Extra Activities

1. Hand out the photocopies and ask what’s missing in Axebug’s room? Tell them that the comics can be their guide.  [WORKSHEET 7](#)
2. Use these speaking tasks to engage students with the language.
 - Which character is most similar to you? Why?
 - Think of a different title for the story. If not ‘The Argument’, then what can it be?
 - What do you think is going to happen next?

Project

See if they can do two things at the same time. Ask students to climb up a ladder or stairs while reading Episode 1. If you don’t have time in class, ask them to prepare it at home and take a video of it so you can present it to the class later on.

Target Vocabulary

Spaceship – Housefly – Proof – Decision – Kidding – Knowledge – Adventurous – Journey – Take off – Space Suit – Control Panel – Launch

Materials

Comics – Activity Book – Dictionary – Smart board – Laptop

Optional

Photocopies

Warm up (5 min)

1. Ask students if they have ever met a person who can make incredible inventions. Then, expand the topic by asking if they know any famous scientists, etc.
2. Ask them to give Information about him/her. Write some key words on the board to help them describe. Do they sound like Axebug or not? Why?

Presentation (10 min)

First, ask students to listen to the recording silently without opening their book. Later, 3 students will be selected and assigned a character. Then, they will read aloud their sentences. Then, ask students to listen once more, but this time they follow the story on their comic book while listening to the recording.

While the students are reading, take notes of any pronunciation problems that you might notice.

Ask students to underline any unknown vocabulary item.

Practice (15 min)

Ask students which vocabulary items they don't know. Using the smart board application, explain the word meanings to the students. Remember using your comic book as a context to explain words as well.

Then, ask students to close their comics and then ask the following questions to check their comprehension.

- What is the title of Episode 2? What is the main idea?
- Who is launching?
- What is your favourite part about it?

End of the lesson (10 min)

Dictionary Game: Write the underlined words on the board. Choose 3 students to come to the board with their dictionaries. Tell students one of the words written on the board, and start the stopwatch. The student who finds the meaning of the word first would earn a point. The student who gets 3 points will be the winner of the game.

Homework: Activity Book pages 12, 13.

Extra activities

1. Tell us about your last holiday by answering the questions below. ➡ [WORKSHEET 9](#)
 - Which transport did you use?
 - Did you pack a bag?
 - What did you take with you?
 - Did you see how the engine fired up or not?
2. Color the Picture. ➡ [WORKSHEET 10](#)

Warm up (5 min)

Show students Axebug's space suit. Ask them why they need to wear space suits to travel to the space. Then, ask students whether they know any other jobs that require different uniforms. Discuss these jobs and why uniforms are necessary.

Presentation (10 min)

First, ask students to listen to the recording silently without opening their book. Then, ask students to listen once more, but this time they follow the story on their comic book while listening to the recording. Later, 3 students will be selected and assigned a character. Then, they will read aloud their sentences.

While the students are reading, take notes of any pronunciation problems that you might notice.

Practice (15 min)



Use the dialogue sheet below to practice. Ask students to repeat it with a friend. Later, they can come to the front and present it to their friends.

End of the lesson (10 min)

When they are finished with dialogue practice, draw a space suit on the board. Ask them to draw their own space suit too. When they finish, ask them why they drew it that way. End the lesson with the discussion.

Homework: Activity Book pages 14, 15.

Extra Activities

1. Ask them to draw a firefighter working in space. What kind of a spacesuit would he/she have? Why? Discuss in class.  [WORKSHEET 12](#)
2. Hand them out an alliteration sheet. Give them examples and practice together.  [WORKSHEET 13](#)

Project

Ask students to research some English jokes and their history. Tell them to make a small PPT presentation and present it to the class. If you don't have time in class, ask them to prepare it at home and take a video of it so you can present it to the class later on.

Target Vocabulary

Spaceship – Housefly – Proof – Decision – Kidding – Knowledge – Adventurous – Journey – Take off – Space Suit – Control Panel – Launch

Materials

Comics – Activity Book – Dictionary – Smart board – Laptop

Optional

Colored pencils – Craft paper – Photocopies

Warm up (5 min)

Ask students about their favorite cartoon or movie characters with superpowers. Ask them the reasons for why they like these super heroes. Also, start up a discussion on which super powers your students would like to have.

Presentation (10 min)

First, ask students to listen to the recording silently without opening their book. Then, ask students to listen once more, but this time they follow the story on their comic book while listening to the recording. Later, 3 students will be selected and assigned a character. Then, they will read aloud their sentences.

While the students are reading, take notes of any pronunciation problems that you might notice.

Practice (10 min)

Ask them to open their Activity book page 17. Complete question 8 together.



End of the lesson (15 min)

Ask students to create their own super heroes by using craft paper. Before they start, get your students to discuss which superpowers their characters will have, what they will look like, etc.

End the lesson by displaying each students' superhero to the class.

Homework: Activity Book pages 16, 17.

Extra Activities

1. Complete Worksheet 14 and find the secret message. A secret message transmitting from space ship! Let's find out what is it. Calculate equations and match letter with solution.  [WORKSHEET_14](#)
2. Hide 10 cards that have words from Axebug Comics in the classroom. Ask students to find the cards and write sentences on the board using those cards.  [WORKSHEET_15](#)

Warm up (5 min)


Prepare a suitcase that has interesting objects in it. Enter the classroom with the suitcase and tell students that. Ask students to guess what is inside the suitcase. Then, show each item you have and ask why you might need it in space.

Presentation (10 min)

Write the words below on the board. Ask students where and when they wear those specific outfits. Ask them if they think they will need these while packing their bags to space.

PYJAMAS – SCHOOL UNIFORM – JEANS – JACKET – T SHIRT – TUXEDO – WEDDING DRESS – BIKINI


Practice (15 min)

Use the dialogue sheet below to practice. Ask students to repeat it with a friend. Later, they can come to the front and present it to their friends.  [WORKSHEET 31](#)

End of the Lesson (10 min)

Check students' Activity Books.

Extra Activities

1. Give students Worksheet 158. Ask students to complete the wordsearch.  [WORKSHEET 158](#)
2. Ask students if they would pack their bags and go somewhere when they receive an invitation from a wise person? Why? Why not?

Project

Ask students to design and make a space suit from fabric or recycled materials. If you don't have time in class, ask them to prepare it at home and take a video of it so you can present it to the class later on.

Target Vocabulary

Dizzy – Spectacular – Locate – Solar System – Planet – Revolve Ray – Satellite

Materials

Comics – Activity Book – Dictionary – Smart board – Laptop

Optional

Photocopies – Bell or Whistle – Stopwatch

Warm up (5 min)

Start the lesson by asking them if they know any facts about Earth. Then, read the ones below.

- There is only one natural satellite of the Earth.
- Earth is the only planet not named after a god.
- Earth is the only planet in our solar system known to support life.
- Earth orbits around the sun.

Presentation (15 min)

First, ask students to listen to the recording silently without opening their book. Then, ask students to listen once more, but this time they follow the story on their comic book while listening to the recording. Later, 3 students will be selected and assigned a character. Then, they will read aloud their sentences.

While the students are reading, take notes of any pronunciation problems that you might notice.

Practice (10 min)

Ask students which vocabulary items they don't know. Using smart board application, explain the word meanings to the students. Remember using your comic book as a context to explain words as well.

Then, ask students to close their comics and then ask the following questions to check their comprehension.


- What is the title of Episode 3?
- Where are they heading to?
- What can you say about the earth?
- Which part is your favourite? Why?

End of the lesson (10 min)

Dictionary Game: Write the underlined words on the board. Choose 3 students to come to the board with their dictionaries. Tell students one of the words written on the board, and start the stopwatch. The student who finds the meaning of the word first would earn a point. The student who gets 3 points will be the winner of the game.

Homework: Activity Book pages 4, 5, 6.

Extra Activities

1. Use craft materials to make a big 'Earth Poster' with the students. Divide them into three or four groups to decorate their own posters. Ask them to write some facts as well as drawing and coloring an earth. Present it outside the classroom.
2. Hand them out the sheet below. Ask them to cut out the mixed facts and opinions to glue to the right column.  [WORKSHEET 22](#)

Warm up (5 min)

Ask the students if they have ever heard someone saying 'Oh my Gosh!' If they don't know what it means, explain it to them. Later, ask them to build some daily sentences using 'Oh my Gosh'.

Presentation (15 min)

First, ask students to listen to the recording silently without opening their book. Then, ask students to listen once more, but this time they follow the story on their comic book while listening to the recording. Later, 3 students will be selected and assigned a character. Then, they will read aloud their sentences.

While the students are reading, take notes of any pronunciation problems that you might notice.

Practice (10 min)



Use the dialogue sheet below to practice. Ask students to repeat it with a friend. Later, they can come to the front and present it to their friends.

End of the Lesson (10 min)

Ask students to open their Activity Book page 20. Complete question 5 together.

Homework: Activity Book pages 20, 21.

Extra Activities

1. Ask the students how they panic when they are in a tough situation. What do they do to overcome the problem? Why?  [WORKSHEET_20](#)
2. Play a sentence game. Write the target vocabulary on the board. Ask students to build sentences using the words. Just before they start, give them a specific topic from the box below. Choose one you want them to talk about so they don't have time to think. Ask them to create sentences spontaneously in 5 seconds. If one of them can't, move to the next student.  [WORKSHEET_21](#)

TOPICS: WEATHER – FRIENDSHIP – ARGUMENTS – HOLIDAY – FUTURE

Project

Ask them to make a funfact brochure about the Sun. Tell them specific information like:

- 4 page brochure. (use A4 paper and fold it like a brochure)
- Neatly written.
- Decorate it, use pictures.
- Write 5 facts about the Sun.

Target Vocabulary

Dizzy – Spectacular – Locate – Solar System – Planet – Revolve Ray – Satellite

Materials

Comics – Activity Book – Dictionary – Smart board – Laptop

Optional

Photocopies

Warm up (5 min)

Start the lesson with some scientific facts about the Earth. Tell them how big earth is. Ask students 'If you can put 1300000 Earths in Sun, how many do you think you can put in Mars?'

Presentation (10 min)

Watch the video in the classroom and ask the questions to discuss.

- What do you think about the video?
- What would happen to Earth if the Sun was smaller?
- What is another name for Mars?
- Name a blue planet?
- What does the video say about 'Two suns'?



Practice (15 min)



Hand them out the star sheet. Ask them to check the words very carefully. From a box, pick the little papers which have the words written one by one. Whoever finds the same word on their sheet gets to color it. If they color it first, they also get to make a sentence with that word.

End of the lesson (10 min)


Hand them out the worksheet about the video and answer the questions together.

Homework: Activity Book pages 22, 23.  [WORKSHEET 48](#)


Extra Activities

1. Ask them to use their wordbanks to complete the chart below. Fill in the blanks with a word that starts with the letter. All the words must start with the letter given.  [WORKSHEET 25](#)
2. Ask them to try to spell the words below in the classroom. Make a small competition in the classroom. Whoever gets all the lists correct, wins!  [WORKSHEET 26](#)

Warm up (5 min)

Show students the sticks and banners you prepared for the game you are going to play later on. Give two flags to each student. Hand them out and ask them to write Earth on one and Sun on the other.  [WORKSHEET_51](#)

Presentation (15 min)

Use the dialogue sheet below to practice. Ask students to repeat it with a friend. Later, they can come to the front and present it to their friends.  [WORKSHEET_52](#)

Practice (15 min)

Ask the students to stick the banner to the wooden sticks that you handed. Then, make sure they have written Earth on one and Sun on the other. Later, divide them into groups and give them fun facts about Sun or Earth without saying that it is. They are suppose to guess if the fact is Earth's or the Sun's. Whichever group member gives the answer should put the banner up so that It's their turn to speak. Give them points.



End (5 min)

Homework: Activity Book pages 24, 25.

Project

Ask them to prepare a model Solar System at home. They can use recycled materials or boxes to build one. Display it in front of the classroom.

Extra Activities

1. Use the photocopiable sheet to make a bookmark together.  [WORKSHEET_29](#)
2. Hand them out the sheet below. Ask them to write if they are Facts or Opinions.  [WORKSHEET_30](#)

Target Vocabulary

Moon – Exist – Rock – Core – Form – Approximately – Dwarf Planet

Materials

Comics – Activity Book – Dictionary – Smart board – Laptop

Optional

Photocopies

Warm up (5 min)

Ask students what an ‘Emergency Call’ is.

- Have you heard someone make an emergency call? What was it about?
- What do you know about emergencies?
- What do you do if there is an emergency situation?

Presentation (15 min)

First, ask students to listen to the recording silently without opening their book. Then, ask students to listen once more, but this time they follow the story on their comic book while listening to the recording. Later, 3 students will be selected and assigned a character. Then, they will read aloud their sentences.

While the students are reading, take notes of any pronunciation problems that you might notice.

Practice (10 min)

Ask students which vocabulary items they don’t know. Using the flashcards and smart board application, explain the word meanings to the students. Remember using your comic book as a context to explain words as well.

Then, ask students to close their comics and then ask the following questions to check their comprehension.

- What is the title of Episode 4?
- How many planets do you know?
- What do you know about the moon?
- What is your favorite part in Episode 4? Why?

End (10 min)


Dictionary Game: Write the underlined words on the board. Choose 3 students to come to the board with their dictionaries. Tell students one of the words written on the board, and start the stopwatch. The student who finds the meaning of the word first would earn a point. The student who gets 3 points will be the winner of the game.

Homework. Activity Book pages 26, 27.

Extra Activities

1. Ask students why people wear glasses, sun glasses, 3d glasses, VR glasses. Discuss.
2. Ask students to find the action verb in the card and make a sentence with it. You have 1 minute to finish all of it. Every card is worth 10 points. Whoever gets the most point, wins! ➡ [WORKSHEET 33](#)

Warm up (5 min)

1. Enter the class with a tray. Fill an ice cube tray with water and add different colors of food coloring to each unit. Stir with a toothpick and freeze. Fill a large, clear tank with warm water. Place the colored ice cubes in the water, two or three at a time. Students can observe them melting.
2. Give them some time if they want to try as well.  [WORKSHEET_68](#)

Presentation (15 min)

Give students the experiment sheet. Fill it in together.

Practice (10 min)

Listen to the audio and read the episode again. Ask what students understand from the story. Then, talk about the planets. What do they think about the given information? Write down their thoughts on the board.

End of the lesson (10 min)



Ask the students work in pairs to write a dialogue about an emergency moment. Give them extra vocabulary if necessary. Then, they can present it to the class.

Homework: Activity Book pages 28, 29.

Project

Ask them to take a video at home with their family. Ask them to act like there is an emergency call and show what to do. (Family member don't need to speak English) Ask them to bring it to school so you can present it to the class later on.

Extra Activities

1. Give them Information about what cause or effect mean. Then write the chart on the board and ask the students to match the cause to the right effect.  [WORKSHEET_35](#)
2. Play Jenga. Take a box of jenga and stick or write the words below on it. Then, ask students to come to front one by one to play. Whoever picks each wood should start a story, and the next person should continue the story. Game ends when the tower falls.  [WORKSHEET_36](#)

Target Vocabulary

Moon – Exist – Rock – Core – Form – Dwarf Planet – Amazing – Experience

Materials

Comics – Activity Book – Dictionary – Smart board – LaptopExtras

Optional

Photocopies

Warm up (5 min)

Hand out the poem and read it with students. Ask the questions below.  [WORKSHEET 71](#)

- Why do they say 'Poor Pluto'?
- What does 'demoted' mean?
- Have you heard of Eris or Ceres?
- What is a dwarf planet?

Presentation (15 min)

Watch the video in the classroom. Ask students to take notes while watching. Watch it a couple of times if necessary.

**Practice (10 min)**

Write the words on the board. Ask students to find the meanings from the dictionary to understand. Discuss the words in the classroom.


DEMOTED – REVOKED – CONTROVERSY – BEYOND – ORBIT – DEBATE – APPEAR – QUALIFIED

End of the lesson (10 min)

Handout the videosheets. Complete the worksheet with the students.  [WORKSHEET 73](#)

Homework: Activity Book pages 30, 31.

Extra Activities

1. Ask students to use the big..as.. structure to describe an object in the classroom. Ex. My bag is as big as hers.
2. Give the handouts and ask students to complete the Wordsearch.  [WORKSHEET 38](#)

Warm up (5 min)

Use the words from the previous lesson to make a wordworm on the board. Each student should come up the board and write a word. When the next student comes, they should write a word starting with the end letter of the previous student. Try to play until the game ends!


Ex. **A**ppear – **R**evoked – **D**ifference – **E**ris – **S**...

Presentation (10 min)

Ask students to open the last page of the Comics. Discuss the questions.

- Who is the robot on the monitor?
- What do you think he wants?
- What do you think his name is?
- What do you think is going to happen on the next Chapter?

Practice (20 min)

Use the dialogue sheet below to practice. Ask students to repeat it with a friend. Later, they can come to the front and present it to their friends.  [WORKSHEET 76](#)

End of the lesson (5 min)

Check the students Activity Books.

Project

Ask the students to take a video of themselves trying to act like Dung Beetle. They can use some lines from the comics to make a small play.

Extra Activities

1. Build up some sentences with the students using the target vocabulary of Episode 4.
2. Ask students if they want to revise any part of Chapter 1. Also ask them if they have any questions about the exam.