

**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.