

NEW

ODYSSEY

TEACHER'S GUIDE

2

•Grammar Review & Word List p. 76

| UNIT / PAGE | | SKILL | LESSON PRODUCTION | LANGUAGE | OUTCOME |
|-------------|---|-----------|---|------------------------------|------------------------------|
| MODULE 1 | UNIT 1 WHAT TIME IS IT? p. 04-15 | Reading | Read about modes of transportation | Transportation | Create a daily planner |
| | | Speaking | Talk about your routine | Routines | |
| | | Listening | Understand a schedule | Schedules | |
| | | Writing | Write a daily schedule | Days, months, time | |
| | | Project | Compare people's routines | Time expressions | |
| | UNIT 2 BUSY ON THE WEEKEND p. 16-27 | Listening | Identify the chores people are doing | Chores | Create a plan to help others |
| | | Speaking | Talk about outdoor chores and activities | Outdoor chores | |
| | | Writing | Describe what people are doing | Actions | |
| | | Reading | Read about people in different time zones | Things to do | |
| | | Project | Create a plan to help others | Words related to possibility | |

| UNIT / PAGE | | SKILL | LESSON PRODUCTION | LANGUAGE | OUTCOME |
|-------------|--------------------------------------|-----------|---|---|---|
| MODULE 2 | UNIT 3 I LOVE NATURE! p. 28-39 | Listening | Understand talks about animals | Animals & insects | Raise awareness for an endangered species |
| | | Speaking | Talk about nature | Nature | |
| | | Reading | Read about amazing things in nature | Volcanoes | |
| | | Writing | Write about things in nature | Words related to the environment | |
| | | Project | Design a poster to raise awareness | Words related to endangered species | |
| | UNIT 4 LET'S GO OUT p. 40-51 | Listening | Listen to people inviting others out for fun | Words related to entertainment | Talk about your ideal place for fun |
| | | Reading | Read about an interesting place to have fun | Amusement parks and future plans with <i>will</i> and <i>going to</i> | |
| | | Speaking | Take turns inviting a partner to do something | Words related to events | |
| | | Writing | Write about your plans for your next vacation | accommodations: <i>can</i> and <i>could</i> for possibility | |
| | | Project | Design your own entertainment complex | Words related to fun activities | |

| UNIT / PAGE | | SKILL | LESSON PRODUCTION | LANGUAGE | OUTCOME |
|-------------|--|-----------|---|--|---------------------------------|
| MODULE 3 | UNIT 5 WHAT DID YOU DO? p. 52-63 | Listening | Describe past events | Locations | Write a story |
| | | Speaking | Talk about weekend activities | Common actions | |
| | | Reading | Read about a fantastic weekend trip | Past tense actions | |
| | | Writing | Write about how a past experience made you feel | Feelings & experiences | |
| | | Project | Work with a group to write a story | Feelings | |
| | UNIT 6 I DON'T FEEL SO WELL p. 64-75 | Listening | Listen to people talk about being sick | Words related to health | Identify how people are feeling |
| | | Speaking | Talk about being sick and give advice | Words related to injuries | |
| | | Reading | Read about childhood illnesses | Words related to illnesses | |
| | | Writing | Write about being sick or hurt | Words related to body parts; quantifiers | |
| | | Project | Make and give a health survey | Words related to doctor's visits | |

MODULE 1

UNIT 1

WHAT TIME IS IT?

This unit will give students the ability to talk about the transportation they use to get to different places as well as the ability to talk about time and their daily schedules.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

- Lesson A: Read about modes of transportation
- Lesson B: Talk about your routine
- Lesson C: Understand a schedule
- Lesson D: Write a daily schedule
- Lesson E: Compare people’s routines

Target Skills

- Lesson A: Reading
- Lesson B: Speaking
- Lesson C: Listening
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

| Lesson A | Lesson B |
|--|--|
| bicycle / bike bus car drive fly plane ride subway taxi train | brush my teeth clean my room do my homework get dressed go to practice go to sleep / bed make my bed pack my bag play a game wake up |
| Lesson C | Lesson D |
| afternoon evening morning night practice today tomorrow weekend | Sunday Monday Tuesday Wednesday Thursday Friday Saturday January February March April May June July August September October November December month week weekend workweek year |

MODULE 1

UNIT 1

WHAT TIME IS IT?

 Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about modes of transportation
- B Speaking** Talk about your routine
- C Listening** Understand a schedule
- D Writing** Write a daily schedule
- E Project** Compare people's routines

ICE BREAKERS

Look at the photo and answer the questions.

- What do you see in the picture?
- What time do you think it is?
- Where are the people in the picture?
- What do you ride to school?

Key Grammar

what time and when questions

Use the phrase *what time* to ask about specific times, such as 1:00 p.m. We use *when* to ask more general questions.

| Questions | Usage |
|---------------------------|-----------------------------|
| What time should we meet? | We should meet at 2:00 p.m. |
| When should we meet? | On Monday. |

prepositions of time

Prepositions show the relationship between subjects and objects. We use prepositions of time to show when something happens, will happen, or happened.

| Preposition | Definition | Example |
|-------------|------------------|---|
| at | precise time | I will meet you <i>at</i> 5:30 pm. |
| in | months and years | I will meet you <i>in</i> January. I will meet you <i>in</i> 2018. |
| on | days and dates | I will meet you <i>on</i> Tuesday. I will meet you <i>on</i> December 1st. |

Unit 1 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about going to school and daily routines.

Ex.

- How do you get to school?
- What time do you go to school?
- What do you do before you go to school?
- What do you do at school?
- What time do you come home from school?
- What do you do after school?

Lesson A HOW WE TRAVEL

Aim: Read about modes of transportation

Vocabulary

- 1 Listen and number. 1-01
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

8. plane
2. taxi
6. car
7. subway
9. bus
5. bicycle / bike
4. train
3. fly
1. drive
10. ride

- Practice again. Point at different pictures and ask students to say the words.

- 2 Fill in the blanks with drive, fly, or ride.
- Ask students to read the sentence prompts.
 - Ask students to write the answers in the blanks.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. drive
2. ride
3. rides
4. flies

Teacher's Note

I go on foot
Explain to students that if they walk to go somewhere, they can use the phrase, on foot or by walking.

- 3 Fill in the blanks with the best vocabulary words.
- Ask students to read the sentence prompts.
 - Ask students to write the best vocabulary words in the blanks.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

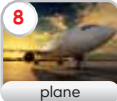
1. bus
2. bicycle / bike
3. taxi
4. car
5. plane


A HOW WE TRAVEL

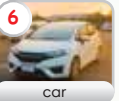
Reading
Aim: Read about modes of transportation


Vocabulary

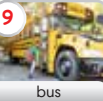
1 Listen and number. 1-01


8plane


2taxi


6car


7subway


9bus

5bicycle / bike

4train

3fly

1drive

10ride

- 2 Fill in the blanks with drive, fly, or ride.
1. I _____ my car to work.
2. I _____ my bicycle to football practice.
3. Dad _____ the subway to work.
4. The pilot _____ an airplane.

- 3 Fill in the blanks with the best vocabulary words.
1. A _____ has four wheels and carries lots of people.
2. You use your legs to move a _____.
3. That yellow car over there is a _____.
4. Some families have a _____ that they use to drive places.
5. A _____ can fly and can go to faraway places quickly.

Pre-reading

- 4 How do you get to these places?
Talk with a partner.



Pre-reading

- 4 How do you get to these places? Talk with a partner.

- Ask students to look at the pictures.
- Tell students to practice asking and answering the question using the different locations.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Extra Practice How do you get to ... ?

Explain to students that they can ask how to get to certain places with the phrases:
"How do you get to _____?" → "I get to _____ by/on _____."

Ex.

How do you get to school? → I get to school by bike.
How do you get to your best friend's house? → I get to my best friend's house on foot.

- 5 Read the article. 1-02

How We Travel

Subways and buses are a great way to travel in cities. Many people ride the subway or a bus every day. This reduces traffic and pollution made by cars. But can people do more? People in Amsterdam think they can! Their answer is bicycles! More than forty percent of all people living in Amsterdam ride a bicycle to work every day!



High-speed trains such as the Shanghai Maglev can travel at 420 kilometers per hour. But 420 km/h is not as fast as a plane. An airplane can fly at 900 to 1,000 km/h. Scientists hope to change this. They're working on a new train called the Hyperloop. This train might be able to go 1,200 km/h!

Why drive when you don't have to? No, I'm not talking about a taxi. I'm talking about a self-driving car! There are cars that drive on their own. But they're not one hundred percent safe, so people don't trust them. But self-driving cars are helping people in many ways. They park themselves, and they help to avoid accidents!



Comprehension

- 6 Circle true or false.
- | | | |
|---|------|-------|
| 1. There are lots of trains in Amsterdam. | true | false |
| 2. Bicycles reduce pollution. | true | false |
| 3. Airplanes fly at a speed of 420 km/h. | true | false |
| 4. People trust self-driving cars a lot. | true | false |

Wrap Up

- 7 Talk with a partner.
1. Do you travel a lot? Where do you go?
2. What is your favorite way to travel? Why?
3. Which of these new ways to travel is most interesting to you?

- 5 Read the article. 1-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Teacher's Note

Bicycle-Sharing

Explain to students that many large cities around the world have bicycle-sharing systems in place. These systems allow people to use bicycles provided by a city or company on a short-term basis for a small fee.

Comprehension

- 6 Circle true or false.
- Ask students to answer the questions.
 - Replay the audio if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. false
2. true
3. false
4. false

Wrap Up

- 7 Talk with a partner.
- Tell students to find a partner.
 - Tell students to discuss the questions.
 - Ask students if they would like to share their discussions with the class.
 - Ask follow-up questions.

Extra Practice Different Modes of Transportation

Explain to students that there are other ways to travel besides bikes, trains, planes, and cars. Other modes of transportation may include taking a tram or monorail and riding a motorcycle, scooter, or even a horse.

Now, practice asking students how people got around in the past, how people get around now, and how people will get around in the future with the phrases:

"How did people travel in the past?" → "In the past, people traveled by method of travel."

"How do people travel now?" → "Now, people travel by method of travel."

"How will people travel in the future?" → "In the future, people will travel by method of travel."

Ex.

How did people travel in the past? → In the past, people traveled by horse.
How do people travel now? → Now, people travel by car.
How will people travel in the future? → In the future, people will travel by flying car.
Etc.