# NEW ODYSSEV

TEACHER'S GUIDE

3



# SCOPE AND SEQUENCE

**(BOOK 3)** 

•Grammar Review & Word List p. 76

	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME	
04-27	UNIT 1 ALL ABOUT ME	Reading	Read about people's interests	Words related to interests		
		Speaking	Describe something you like to do	Invitations; verb & gerund forms		
		Listening	Listen to descriptions of people's lifestyles	Words related to lifestyles	Make a seating	
9.		Writing	Write personal profiles	Words related to travel	arrangement	
_	p. 04-15	Project	Make a seating arrangement	Words related to personality and compatibility		
MODULE	UNIT 2	Listening	Listen to discussions about changing tastes in fashion	Clothing & clothing descriptions		
	FASHION	Speaking	Talk about things you used to like	Accessories	Make	
	FORWARD	Reading	Learn about fashion trends in the past	Fashion trends	predictions about future	
≥		Writing	Write a description of someone's outfit	Fashion descriptions	fashion	
	р. 16-27	Project	Make predictions about future trends	Words related to the fashion industry		
	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME	
	UNIT 3	Reading	Read about rock 'n' roll music	Words related to musical	00100ME	
	TIME TO	Listening	Listen to people talk about cultural	performances  Words related to traditional events		
28-51	<b>CELEBRATE!</b> p. 28-39	Speaking	events they have attended  Talk about traditional cultural events and celebrations	Words related to cultural events	Present a cultural event or festival	
<b>₽.</b>		Writing	Write a review of a play, movie, or concert	Words related to giving reviews		
E 2		Project	Create a presentation about a cultural festival	Words related to special events		
5	UNIT 4	Listening	Understand a travel story	Words related to travel		
MODUL	ON TOUR	Speaking	Ask and answer questions about past events	Asking for opinions	Talk about	
Σ		Reading	Read about a famous traveler	Words related to adventure	traveling	
	p. 40-51	Writing	Review a place you visited	Words used in reviews	experiences	
		Project	Give recommendations on the best places to visit in your country	Words related to travel and adventure		
		01411.1			2172217	
	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME	
	UNIT 5 LIFE'S AN ADVENTURE	Reading	Read adventure trip advertisements	Adventurous activities	Talk about conservation	
		Speaking	Ask and answer questions about exciting experiences	Words related to experiences		
52-75		Listening	Listen to and understand a story about an adventure	Words related to animals and the outdoors		
P. 5.		Writing	Add to an online discussion about adventure activities	Travel supplies	and nature	
MODULE 3	p. 52-63	Project	Make a plan to protect the wildlife in your country	Reporting exciting experiences		
	UNIT 6 LOOKING GOOD	Listening	Understand a basic description of someone's appearance	Words related to someone's appearance	Try to describe people's	
		Speaking	Ask and answer questions about what someone looks like	Types of clothing		
		Reading	Learn about the clothes people wear in other countries	Clothing for different seasons	appearances using positive	
		Writing	Describing someone's appearance in a message	Words related to physical appearance	and empathetic language	
	p. 64-75	Project	Describe a person's appearance using appropriate language	More words for describing someone's appearance		

This unit will give students the ability to use the present simple and present continuous tenses to talk about their interests, making invitations and giving responses, different lifestyles, and personal profiles.

Scan the QR code to download Unit 1 audio.

#### WHAT YOU WILL DO IN THIS UNIT

#### **Unit 1 AIMS**

Lesson A: Read about people's interests

Lesson B: Describe something you like to do

Lesson C: Listen to descriptions of people's lifestyles

Lesson D: Write personal profiles

Lesson E: Make a seating arrangement

#### **Target Skills**

Lesson A: Reading

Lesson B: Speaking

Lesson C: Listening

Lesson D: Writing

Lesson E: Project

#### **Target Vocabulary**

Lesson A	Lesson B
bat belt diary magic medal racket squash writer	aerobics card game checkers energy enter explore hobby radio/podcast
Lesson C	Lesson D
active boxing competition match quiet relaxed rugby yoga	fact foreign information member neighbor playmate profile tourist
Lesson E	
analyze code figure out shuffle	



#### **Key Grammar**

#### questions with can you and do you feel like

Use Can you + verb and Do you feel like + verb + -ing to ask another person to do something with you.

Can you + Verb	Do you feel like Verb + -ing
Can you play a computer game with me? Can you sing with me? Can you go to the party with me?	Do you feel like playing a computer game with me? Do you feel like singing with me? Do you feel like going to the party with me?

## modals for invitations, requests, offers, and to ask for permission

We use the modal verbs *can*, *could*, *would*, and *will* for invitations, requests, offers, and to ask for permission.

	Usage	Example
can	to make requests or to invite to ask for permission to offer something	Can you help me? Can you come with me? Can I have lunch? I can do that.
could	to make requests or to invite to ask for permission	Could you do this for me? Could I join you a little later?
would	to make requests	Would you pay for me, please?
will	to make requests or invite	Will you join me this afternoon?

#### present simple tense and present continuous tense

Use present simple tense to talk about things that are always or generally true or things that happen regularly. Use present continuous tense to describe something that you haven't finished yet or things that are happening right now.

Present Simple Tense	Example
to describe things that are always or generally true	The Earth <i>goes</i> around the Sun.
to describe things that happen regularly	She <i>goes</i> abroad during summer vacation.
Present Continuous Tense	Example
to describe something that you haven't completed	I <i>am learning</i> to play the guitar.
to describe things that are happening right now	Look! It is snowing now!

#### **Unit 1 Discussion**

Look at the photos and answer the questions.

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

#### **Extra Practice** More Discussion

Ask more questions about group and personal activities.

#### Ex.

When do you like to be alone?

What is your favorite thing to do by yourself?

Do you prefer to hang out with friends or by yourself? Describe your favorite activity.

Describe your favorite relaxing activity.

Do you prefer a relaxed lifestyle or an active lifestyle? Why?

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#### Lesson A

#### **TELL ME ABOUT YOUR INTERESTS**

Aim: Read about people's interests

#### **Vocabulary**

#### 1 Listen and number. 4 1-01

- · Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.
- Check students' answers.

Ansv	

- 1. racket
- writer
- 3. diary 4. squash
- 5. bat
- 6. medal
- 7. magic 8. belt
- Practice again. Point at different pictures and ask students to say the words.

#### 2 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.

- 1. diary 2. squash
- 3. bat
- 4. medal
- 5. writer
- 6. racket
- 7. belt
- 8. magic

### Extra Practice Who is good at...?

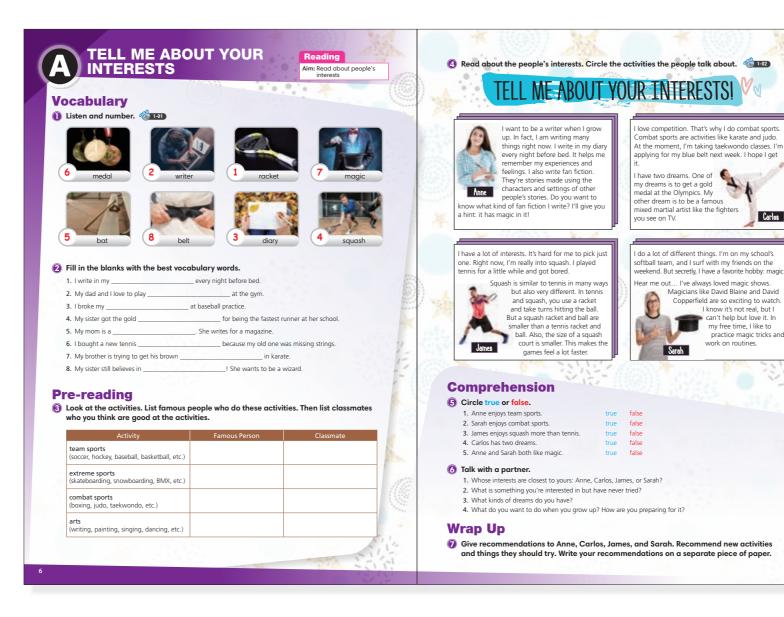
Practice asking students about people who are good at certain activities with the phrases:

"Who is good at	_?" → "	_ is good at	
"\A/by is sho/bo good	at 2" .	"Sha/Ha is	acod a

Why is she/he good at  $2^{*}$   $\rightarrow$  "She/He is good at \_\_\_\_\_ because \_\_\_\_\_.

#### Ex.

Who is good at basketball? → LeBron James is good at basketball. / Why is he good at basketball? → He is good at basketball because he practices a lot.



#### **Pre-reading**

- 3 Look at the activities. List famous people who do these activities. Then list classmates who you think are good at the activities.
- Ask students to look at the table.
- Ask students to write one famous person for each kind of activity on the table
- Ask students to list one classmate for each kind of activity on the table.
- Check students' work to make sure they're doing it
- Ask some students to present their work to the class.
- · Give feedback.

#### 4 Read about the people's interests. Circle the activities the people talk about. 4 1-02

• Listen to the audio. OR

Read the article aloud.

#### • Ask students to read parts of the reading aloud.

- Replay the audio if needed.
- Ask students to circle the activities they hear.
- Ask students to complete the activity.
- Check students' answers.





#### 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. false

Carlos

- 3. true
- 4. true
- 5. true

#### 6 Talk with a partner.

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

#### Wrap Up

- Give recommendations to Anne, Carlos, James, and Sarah. Recommend new activities and things they should try. Write your recommendations on a separate piece of paper.
- Ask students to think of recommendations to give each
- Tell students to write their recommendations on a separate sheet of paper.
- Check students' work to make sure they're doing it
- Ask some students to present their work to the class.
- · Give feedback.

#### Teacher's Note

#### You should try...

For activity **1**, remind students to use *should* statements to give recommendations. For example, "Carlos likes combat sports. He should try taking jujitsu classes.'

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