

**NEW**

# ODYSSEY

**TEACHER'S GUIDE**

**5**



# SCOPE AND SEQUENCE

## BOOK 5

•Grammar Review & Word List p. 76 •Workbook p. 80

	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 1 P. 04-27	<b>UNIT 1</b> <b>AROUND SCHOOL</b>  p. 04-15	Listening	Learn about school events and activities	Words related to school activities	Create an event proposal for a party
		Speaking	Make polite requests for people to do tasks	Words related to requests	
		Reading	Read about special school events	Words related to school places	
		Writing	Make an announcement for an upcoming special event	Words related to people at school	
		Project	Plan a large event at your school	Words related to large events	
	<b>UNIT 2</b> <b>AFTER SCHOOL</b>  p. 16-27	Listening	Understand conversations about extracurricular activities	Words related to clubs	Have a debate for or against a topic
		Reading	Read about students trying to make a change	Words related to health & safety	
		Speaking	Report what others have said	Words related to activities	
		Writing	Write a detailed message	Words related to actions	
		Project	Learn to debate and discuss	Words related to pollution	

	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 2 P. 28-51	<b>UNIT 3</b> <b>SUN'S OUT!</b>  p. 28-39	Reading	Learn about different weather conditions	Words related to weather	Make and present a week-long travel plan
		Speaking	Talk about what you do in different seasons	Words related to seasons	
		Listening	Understand a weather forecast	Words related to checking weather	
		Writing	Write a party invitation	Words related to outdoor actions	
		Project	Make future plans based on the weather	Words related to the ocean	
	<b>UNIT 4</b> <b>HELP! I HAVE A PROBLEM</b>  p. 40-51	Reading	Read about difficult situations	Words related to achievements	Create an action-item list for a dangerous situation
		Listening	Listen to everyday problems and their solutions	Words related to habits	
		Speaking	Describe solutions to problems	Words related to common actions	
		Writing	Write about a problem and how it was solved	Words related to mistakes	
		Project	Write a plan to solve a problem	Words related to past actions	

	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 3 P. 52-75	<b>UNIT 5</b> <b>A HISTORY OF THE FUTURE</b>  p. 52-63	Listening	Listen to people talk about new technology	Words related to strong feelings	Create, present, and discuss a technological invention
		Speaking	Talk about how technology will change people's lives	Words related to technology	
		Reading	Read about failed technologies	Words related to inventions	
		Writing	Write an argument for or against the use of technology	Words related to technological achievements	
		Project	Create an invention to solve a daily problem	Talking about technological problems	
	<b>UNIT 6</b> <b>MONEY TALKS</b>  p. 64-75	Listening	Listen to people talk about their spending habits	Words related to budgeting	Present a talk show giving advice on savings and finance
		Speaking	Give advice or your opinion on spending habits	Words related to money troubles	
		Reading	Read about market trends	Words related to saving money	
		Writing	Write about a financial concern or problem	More words to talk about money and savings	
		Project	Produce a talk show about financial concerns	Words related to finances	

## AROUND SCHOOL

This unit will give students the ability to talk about school and school events. They will also gain the ability to make, accept, and turn down requests, and use the present continuous to talk about present actions, future plans, and to organize special events.

Scan the QR code to download Unit 1 audio.

## WHAT YOU WILL DO IN THIS UNIT

## Unit 1 AIMS

Lesson A: Learn about school events and activities  
 Lesson B: Make polite requests for people to do tasks  
 Lesson C: Read about special school events  
 Lesson D: Make an announcement for an upcoming special event  
 Lesson E: Plan a large event at your school

## Target Skills

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

## Target Vocabulary

Lesson A	Lesson B
band dance festival field trip (school trip) graduation ceremony open house sports day talent show	announce borrow decorate join prepare request (ask) share tidy
Lesson C	Lesson D
auditorium (stage) cafeteria computer lab courtyard/playground gymnasium (gym) hall/corridor laboratory (lab) locker room	bus driver coach cook librarian nurse parents secretary teaching assistant
Lesson E	
briefcase costume party monster police station safe	

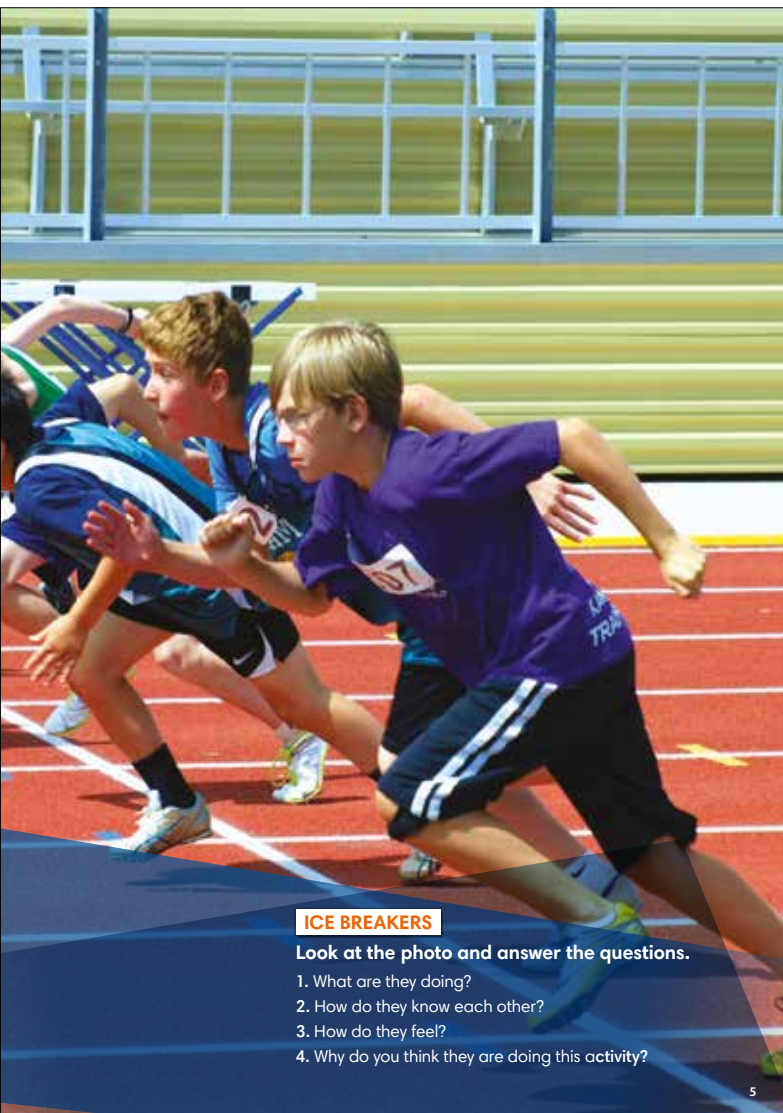
AROUND  
SCHOOL

Scan for Audio

## WHAT YOU WILL DO IN THIS UNIT

- A Listening** Learn about school events and activities
- B Speaking** Make polite requests for people to do tasks
- C Reading** Read about special school events
- D Writing** Make an announcement for an upcoming special event
- E Project** Plan a large event at your school





#### ICE BREAKERS

Look at the photo and answer the questions.

1. What are they doing?
2. How do they know each other?
3. How do they feel?
4. Why do you think they are doing this activity?

## Key Grammar

### present continuous with future meaning

Use present continuous to talk about fixed plans for the future.

#### Example

I'm going to the museum tomorrow.  
She is leaving at 9:00 a.m.  
They are traveling to London next month.  
Anna is picking up her parents in three hours.

### modals for obligation, possibility, requests, ability, and advice

Modal verbs are versatile verbs that can be used for various purposes. *Must* and *have to* are used to show obligation. *Can*, *could*, and *might* are used to make requests and to show possibility and ability. *Should* is used to give advice.

#### Example

You *must* be home by 9:00 p.m. (obligation)  
*Could* you get here early tomorrow? (request)  
I *might* be able to join you. (possibility)  
We *can* pay for this. (ability)  
*Should* I put this here? (advice)

### reflexive pronouns, each other / one another

Reflexive pronouns are used when the subject and object of the verb refer to the same person or thing. They end in *-self* for singular pronouns (*my*, *him*, *her*, *your*) and *-selves* for plural pronouns (*them*, *your*).

*Each other* and *one another* are both used to show that each person in a group of two or more does something to the other.

#### Example

We had to drive *ourselves* to the location.  
Joe and Tony helped *each other* with their homework.  
The twins don't get along with *one another*.

## 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 school sports.

#### Ex.

What sport are they doing?  
Do you think the children are on a team? Why?  
What team sports do you know?  
What solo sports do you know?  
What sports do you play at school?  
Are you on a team? Why or why not?

# Lesson A SCHOOL EVENTS

Aim: Learn about school events and activities

## 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 word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

5. dance
8. sports day
1. graduation ceremony
3. field trip (school trip)
4. open house
6. festival
7. talent show
2. band

- 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 word in the blank.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. band
2. talent show
3. field trip (school trip)
4. dance
5. sports day
6. open house

## Focus

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different activities and times.

### 4 Use the words and the present continuous to make questions about the future. Talk with a partner.

- Ask students to look at the words.
- Ask students to make a question using the present continuous.
- Ask students to write the question on the line.
- Tell students to find a partner.
- Ask students to practice asking and answering the questions.
- Ask students to complete the activity.
- Check students' answers.

# A

## SCHOOL EVENTS

### Listening

Aim: Learn about school events and activities

## Vocabulary

### 1 Listen and number. 1-01



### 2 Fill in the blanks with the best vocabulary words.

1. I play the trumpet in the school \_\_\_\_\_.
2. My friends and I will enter the \_\_\_\_\_ together. We are going to dance.
3. Last week, we went to an amazing art museum for our \_\_\_\_\_.
4. There is a DJ and exciting music playing in the gymnasium. It must be for the \_\_\_\_\_.
5. My favorite event on \_\_\_\_\_ is the relay race. I love running!
6. I'm nervous about the \_\_\_\_\_. My parents will see my schoolwork.

## Focus

### 3 Talk with a partner.

What **are you doing** tomorrow?

Cool! What time **are you going**?

I'm **going** to the city museum. We have a school trip!

We are **leaving** at 8:00 a.m. We're **going** there by bus.

#### NOTE

We usually use the present continuous tense to talk about what is happening right now, but we can also use it to talk about fixed future plans.

### 4 Use the words and the present continuous tense to make questions about the future. Talk with a partner.

1. What / you / do / tonight? \_\_\_\_\_
2. What / you / do / tomorrow? \_\_\_\_\_
3. Where / you / go / next weekend? \_\_\_\_\_

#### Answer Key

1. What are you doing tonight?
2. What are you doing tomorrow?
3. Where are you going next weekend?

### Extra Practice I'm doing my homework tonight.

Have students practice giving answers to the questions they wrote in activity 4 with the patterns :

"What are you doing tonight/tomorrow?" → "I'm \_\_\_\_\_."

"Where are you going next weekend?" → "I'm \_\_\_\_\_."

#### Ex.

What are you doing tonight? → I'm doing my homework tonight.

Where are you going next weekend? → I'm going to an amusement park with my family next weekend.


## Listen Up

### 5 Listen and match the names to the pictures. 1-02


Tim

Ariana


Demi



a.



b.



c.

### 6 Listen again and circle the answers. 1-02

- Tim has so many exams / books / friends.
- Tim is taking an exam today / tomorrow / next week.
- Demi is very / a little / not busy.
- Demi is going to the concert / exam / beach.
- Ariana is playing in a concert today / this Thursday / this Friday.
- Ariana is not going to the beach / playing Mozart / practicing.

## Challenge

### 7 Listen and circle the words you hear. 1-03

concert   sports day   graduation   trip   dance   festival

### 8 Listen again and answer the questions. 1-03

- How many events are happening in May?
  - one
  - two
  - three
  - four
- What kind of music will the choir and orchestra play?
  - classical
  - rock
  - pop
  - jazz
- Who is the speaker on Monday 11th?
  - the principal
  - a teacher
  - a radio host
  - a choir

### 9 Listen again and fill in the table. Which event do you want to go to? Talk with a partner. 1-03

Event	Date / Time	Activity
1.		
2.		
3.		

7

## Teacher's Note

### Present Continuous and Be Going To

This NOTE illustrates that the present continuous and *be going to* can both be used to talk about the future, but in some cases there is a difference in meaning. Make sure students understand that *be going to* puts extra emphasis on the idea of intention.

#### Ex.

I am going to get a new job. (intend to get a job)  
 I am getting a new job. (already decided)  
 I am going to study tonight. (intend to study)  
 I am studying tonight. (already decided)

## Listen Up

### 5 Listen and match the names to the pictures. 1-02

- Listen to the audio.
- Ask students to match the name with the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Left to right

Tim-c, Ariana-a, Demi-b

### 6 Listen again and circle the answers. 1-02

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- |                |                       |
|----------------|-----------------------|
| 1. books       | 2. today              |
| 3. not         | 4. beach              |
| 5. this Friday | 6. going to the beach |

## Challenge

### 7 Listen and circle the words you hear. 1-03

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

#### Answer Key

From left to right  
 concert, festival

### 8 Listen again and answer the questions. 1-03

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- c
- a
- b

### 9 Listen again and fill in the table. Which event do you want to go to? Talk with a partner. 1-03

- Listen to the audio.
- Ask students to fill in the table.
- Replay the audio if needed.
- Tell students to find a partner.
- Ask students to take turns talking about which event they want to attend.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Lesson B ASKING FOR HELP

Aim: Make polite requests for people to do tasks

### Vocabulary

#### 1 Listen and match the verbs to the best objects.

1-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to match the verb with the best objects.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- f
- a
- d
- b
- g
- e
- h
- c

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

### Focus

#### 2 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different activities.

#### 3 Use the phrases in the box to make questions. Talk with a partner.

- Tell students to find a partner.
- Ask students to use the patterns in activity 2 and the phrases in the box to ask questions and make answers.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

### Expressions Asking for help

#### 4 Look at the table. Practice with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what is being highlighted.
- Tell students to find a partner.
- Ask students to discuss the contents of the table.

## B ASKING FOR HELP

### Speaking

Aim: Make polite requests for people to do tasks

### Vocabulary

#### 1 Listen and match the verbs to the best objects.

- prepare
  - a. some money
- borrow
  - b. the soccer team
- share
  - c. my bedroom  
my desk
- join
  - d. the fries  
the dessert
- decorate
  - e. the location  
the winners
- announce
  - f. some food  
some drinks
- request (ask)
  - g. the room  
the tree  
the walls
- tidy
  - h. a favor  
some information

### Focus

#### 2 Talk with a partner.

Could / Can you help me, please?

Yes, what is it?

Could / Can you decorate the wall, please?

Yes, OK! / Sure!

#### 3 Use the phrases in the box to make questions. Talk with a partner.

join me for dinner  
tidy up the room  
prepare lunch  
borrow your notes  
request a day off  
announce the winner

### Expressions Asking for help

#### 4 Look at the table. Practice with a partner.

Request	Answer	
	Yes	No
Can / Could you help me? Would you mind helping me? Might you possibly help me? Do you think you could help me with...?	OK. Sure. Yes. No problem.	Sorry, I can't. Sorry, [+excuse]. Why don't you ask Peter?

### Extra Practice

#### Making and Accepting/Declining Requests

Tell students to find a partner. Then tell one student to choose one of the vocab words. Have that student use the vocab word and the patterns in activities 2, 3, and 4 to make a request to their partner. The partner can then accept or decline the request using the patterns in activities 2, 3, and 4. If they decline the request, tell them to give an excuse, too. Then, have the students switch roles.

#### Ex.

Can you help me decorate the room? →  
Sorry, I can't. I have to go to soccer practice.