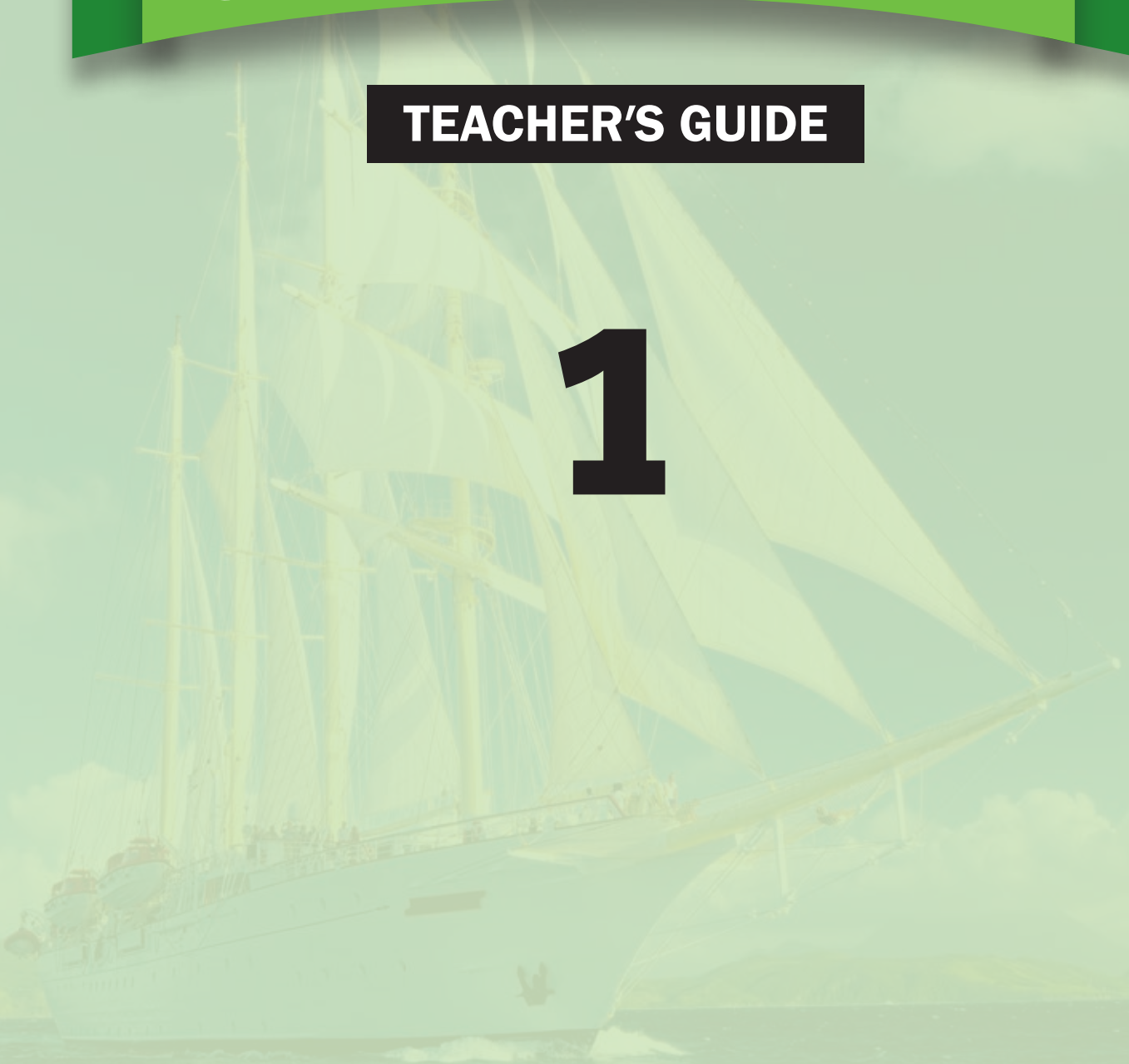


NEW

ODYSSEY

TEACHER'S GUIDE

1




•Grammar Review & Word List p. 78

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 1	P. 06-29	UNIT 1 HEY, IT'S ME! p. 06-17	Speaking	Introduce yourself	Greetings and introductions	Make a class ID card
			Writing	Talk about countries and nationalities	Countries and nationalities	
			Listening	Identify family members	Family members	
			Reading	Describe someone's personality	Adjectives for personality	
			Project	Make a profile card	Personal information	
	P. 18-29	UNIT 2 THE ONES AROUND ME p. 18-29	Listening	Identify the people at school	School faculty	Create a family tree
			Reading	Talk about people's jobs	Jobs	
			Speaking	Ask and answer personal questions	Names, ages, and occupations	
			Writing	Write about your family	Personalities	
			Project	Make a family tree	Family relationships	

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 2	P. 30-53	UNIT 3 ROBOTICS IS MY FAVORITE CLASS p. 30-41	Reading	Make a list of things you need for school	School supplies	Create a school club
			Speaking	Talk about the things in your class	Classroom objects	
			Writing	Write about the things you need in each class	School subjects	
			Listening	Use <i>-ing</i> for fixed plans in the future	School activities	
			Project	Create a club notice	School clubs	
	P. 42-53	UNIT 4 MY HOUSE, MY HOME p. 42-53	Speaking	Talk about things in the house	Rooms in the house	Design a sustainable home for the future
			Listening	Locate where things are in a room	Prepositions of place	
			Reading	Read about homes around the world	Different kinds of homes	
			Writing	Describe rooms using <i>there is</i> and <i>there are</i>	Things around the house	
			Project	Design a sustainable house	Sustainable houses	

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 3	P. 54-77	UNIT 5 TIME TO PLAY! p. 54-65	Reading	Read about hobbies	Free-time activities & adverbs of frequency	Share and teach others your hobby
			Listening	Listen to people talk about their free-time activities	Hobbies, activities, and interests I	
			Speaking	Talk about your routine	Hobbies, activities, and interests II	
			Writing	Write an email about your routine	Hobbies, activities, and interests III	
			Project	Teach others your hobby	Hobbies, activities, and interests IV	
	P. 66-77	UNIT 6 WHAT'S FOR LUNCH? p. 66-77	Listening	Understand likes and dislikes	Foods	Create a food diary and self-reflect
			Reading	Read about interesting street food	Ingredients	
			Speaking	Order food in a restaurant	Containers	
			Writing	Write about the food you eat	Foods & ingredients	
			Project	Find ways to improve people's diets	Countable & uncountable nouns	

Alphabet


- 1 Listen and repeat. Then write the letters.  00-01
- Read the alphabet aloud.
 - Ask students to repeat what you say aloud.
 - Tell students to trace the letters.

Extra Practice Writing in Cursive

Ask students to practice writing words in cursive. Ask them to write the following:

- Name
- Address
- Parents' names
- Friends' names
- The teacher's name

Numbers

- 2 Listen and repeat.  00-02

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, practice by saying numbers between 30 and 100 and asking students to write down the numbers you say.
- Practice again with larger numbers.


Teacher's Note

Different Ways to Read Numbers

Explain that there are many ways to say different numbers.

Ex.

- 2,500 can be read as two thousand five hundred or twenty-five hundred.
- 250,000 can be read as two hundred and fifty thousand or a quarter million.
- 1,500,000 can be read as one million five hundred thousand or 1.5 million.

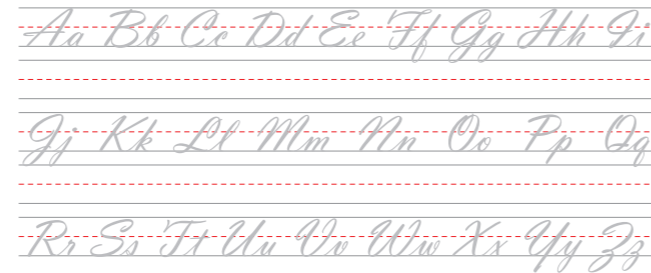
- 3 Listen and repeat. Use the numbers to talk with a partner.  00-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to use one of the given numbers.
- Practice again. This time, ask students to use their own phone numbers.

Before We Start


Alphabet

- 1 Listen and repeat. Then write the letters.  00-01



Write your name: _____

Numbers

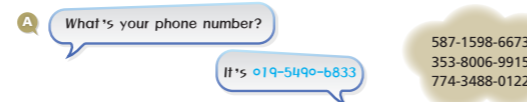
- 2 Listen and repeat.  00-02




10	ten	30	thirty
11	eleven	40	forty
12	twelve	50	fifty
13	thirteen	60	sixty
14	fourteen	70	seventy
15	fifteen	80	eighty
16	sixteen	90	ninety
17	seventeen	100	one hundred
18	eighteen	1,000	one thousand
19	nineteen	10,000	ten thousand
20	twenty	1,000,000	one million

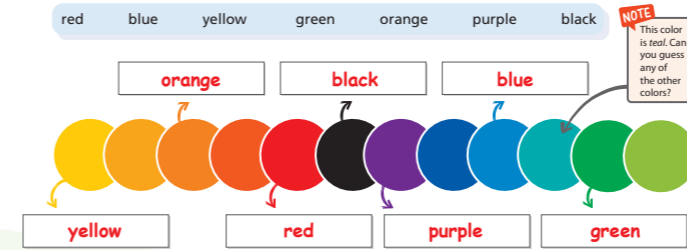
Write your phone number: _____


- 3 Listen and repeat. Use the numbers to talk with a partner.  00-03



Colors

- 4 Listen and repeat. Then write the colors in the correct boxes.  00-04




- 5 Listen and number.  00-05



- 6 Read the questions.

How do you spell "board"?
Can you repeat that?
Can you say that again more slowly?
How do you say " _____ " in English?
What does "board" mean?
How do you pronounce this word?
I have a question.
What's the answer to number four?

NOTE
There are four English sentence types.
Declarative sentences - Used for statements
Ex My name is Jack.
Interrogative sentences - Used for questions
Ex What is your name?
Imperative sentences - Used for commands
Ex Read aloud.
Exclamative sentences - Used to express strong emotions or surprise
Ex Stop!

- 5 Listen and number.  00-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number next to the correct picture.
- Practice again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

Teacher's Note

Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line or need help asking questions.

Answer Key

1. watch
2. write
3. talk with a partner
4. speak
5. open your books
6. answer
7. listen
8. look at the board
9. read
10. close your books


Extra Practice What Color is It?

If students cannot find enough items in the classroom to ask questions about, ask students to describe the color of commonly known things.

Ex.

A country's flag, animals, flowers, etc.

Colors

- 4 Listen and repeat. Then write the colors in the correct boxes.  00-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to guess the names of other colors on the wheel.

Answer Key

From left to right
yellow, orange, red, black, purple, blue, green

Teacher's Note

Other Colors

Common colors that students might say or want to know in this activity include:

olive, ochre, amber, gold, orange-red, maroon, navy, cerulean, sky blue, turquoise, cyan, lime, silver, grey/gray, plum, etc.

Also, explain that many colors are similar and hard to distinguish even for native speakers, such as violet and indigo, and tan and beige.

- 6 Read the questions.

- Read the questions to the students.
- Ask students if they understand the questions.
- Practice again. Ask students if they can ask you some questions.

Teacher's Note

Sentence Types

There are four types of English sentences: declarative, interrogative, imperative, and exclamative. Explain that every sentence starts with a capital letter and ends with a punctuation. Also, explain how punctuation can signal what kind of sentence is being used.

This unit will give students the ability to talk about themselves, their family, and their close friends. Students will learn basics such as talking about where they are from, describing their personality and identifying family members.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

- Lesson A: Introduce yourself
- Lesson B: Talk about countries and nationalities
- Lesson C: Identify family members
- Lesson D: Describe someone's personality
- Lesson E: Make a profile card

Target Skills

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

Target Vocabulary

Lesson A	Lesson B
all right bad call good hello OK people	Brazil – Brazilian Canada – Canadian Chile – Chilean China – Chinese Colombia – Colombian Costa Rica – Costa Rican Egypt – Egyptian Japan – Japanese Korea – Korean Mexico – Mexican Peru – Peruvian Spain – Spanish Thailand – Thai the United States – American
Lesson C	Lesson D
aunt brother cousin father grandfather grandmother mother sister uncle	chatty cheerful friendly funny kind lazy quiet smart



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Speaking** Introduce yourself
- B Writing** Talk about countries and nationalities
- C Listening** Identify family members
- D Reading** Describe someone's personality
- E Project** Make a profile card

ICE BREAKERS

Look at the photo and answer the questions.

1. What do you see in the picture?
2. Do you enjoy school?
3. How many people are in your family?
4. How would you describe yourself?

Key Grammar

personal pronouns

We use pronouns to take the place of other nouns. Personal pronouns are used to talk about specific nouns, such as the names of people, places, or things.

Personal Pronoun	Definition	Example
<i>I</i>	first-person singular	<i>I</i> am Sam.
<i>He</i>	singular male	<i>He</i> is Sam.
<i>She</i>	singular female	<i>She</i> is Samantha.
<i>It</i>	third-person thing / genderless non-human animals	<i>It</i> is a chair.
<i>You</i>	second-person singular and plural	<i>You</i> are Sam.
<i>We</i>	first-person plural	<i>We</i> are a group.
<i>They</i>	third-person plural	<i>They</i> are a group.

be-verbs (affirmative)

We use the verb *be* to show what something or someone is doing. You can use *be*-verbs to make an affirmative statement.

Personal Pronoun	Verb	Example
<i>I</i>	<i>am</i>	<i>I am</i> a teacher.
<i>He/She/It</i>	<i>is</i>	<i>He is</i> a teacher.
<i>You/We/They</i>	<i>are</i>	<i>We are</i> teachers.

Affirmative	Negative	Interrogative
<i>I am (I'm)</i>	<i>I am not (I'm not)</i>	<i>Am I...?</i>
<i>You are (You're)</i>	<i>You are not (You're not)</i>	<i>Are you...?</i>
<i>He/She is (He's/She's)</i>	<i>He/She is not (He's/She's not)</i>	<i>Is he/she...?</i>
<i>It is (It's)</i>	<i>It is not (It's not)</i>	<i>Is it...?</i>
<i>We are (We're)</i>	<i>We are not (We're not)</i>	<i>Are we...?</i>
<i>You are (You're)</i>	<i>You are not (You're not)</i>	<i>Are they...?</i>
<i>They are (They're)</i>	<i>They are not (They're not)</i>	<i>Are they...?</i>

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 their partner the questions.

Extra Practice More Discussion

Ask more questions about family and friends.

Ex.

- How many people are in your family?
- Do you have any brothers or sisters?
- What are your favorite / least favorite things to do with your family?
- Who is your best friend?
- How did you meet your best friend?