

NEW

SAMPLER

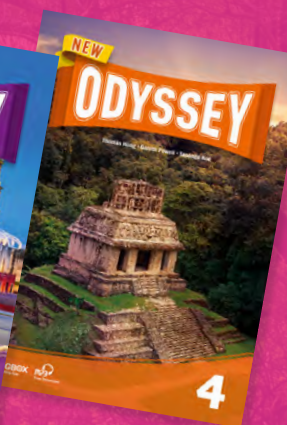
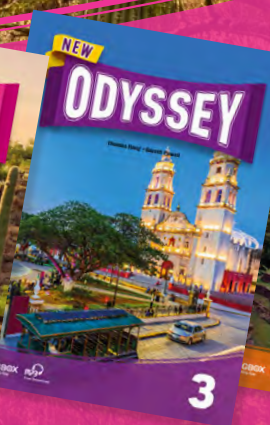
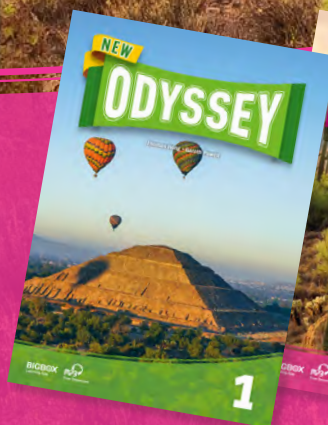
ODYSSEY



BIGBOX
Learning App


Free Download

CLASSBOX



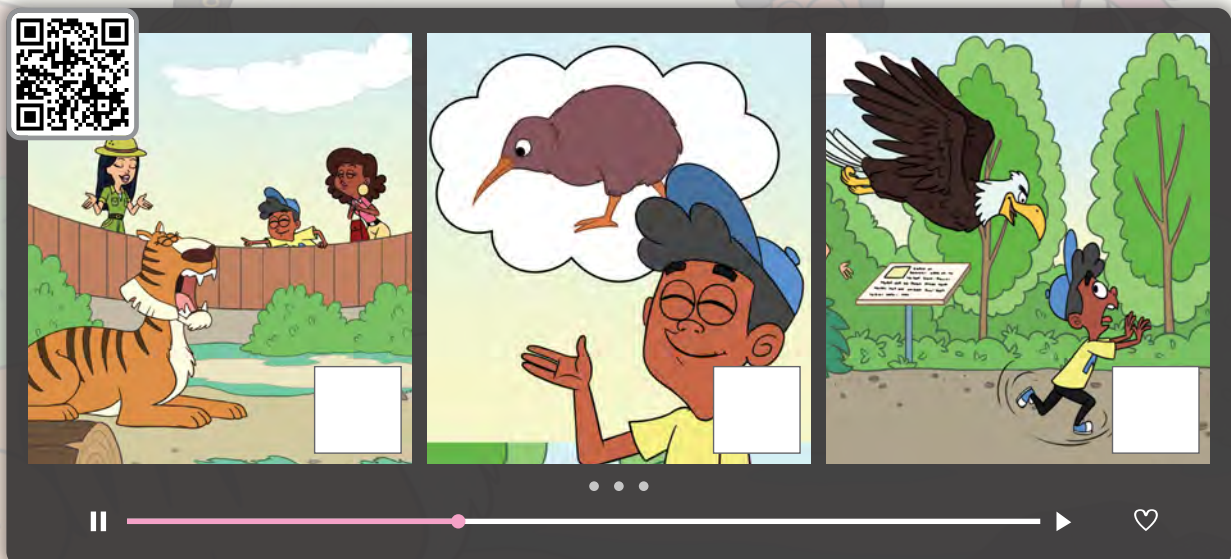
COURSE FEATURES

- CEFR-based curriculum with aims set to CEFR descriptors
- A 6-unit structure with connected themes and goals
- 21st century skills that prepare students to function and communicate on the global stage
- A mix of task-based, project-based, and Content and Language Integrated Learning (CLIL) to meet the needs of every student.

| | | | | |
|------------------|--|--|---|--|
| STUDENT BOOK 1-4 |  |  |  |  |
| | A1 | A1+ - A2 | A2 - B1 | B1-B1+ |

ANIMATION & COMICS

Animated shorts and comics! Students can practice what they learned in fun and interesting ways!



**DOWNLOAD THE MOTION COMICS!
USE THEM FOR EXTRA CLASSROOM ACTIVITIES!**

DEVELOP SKILLS WITH NEW ODYSSEY

Listening

- Listening for gist
- Listening for detail

Speaking

- Fluency
- Using Functions
- Pronunciation

ENGLISH

Writing

- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

Reading

- Scanning
- Skimming

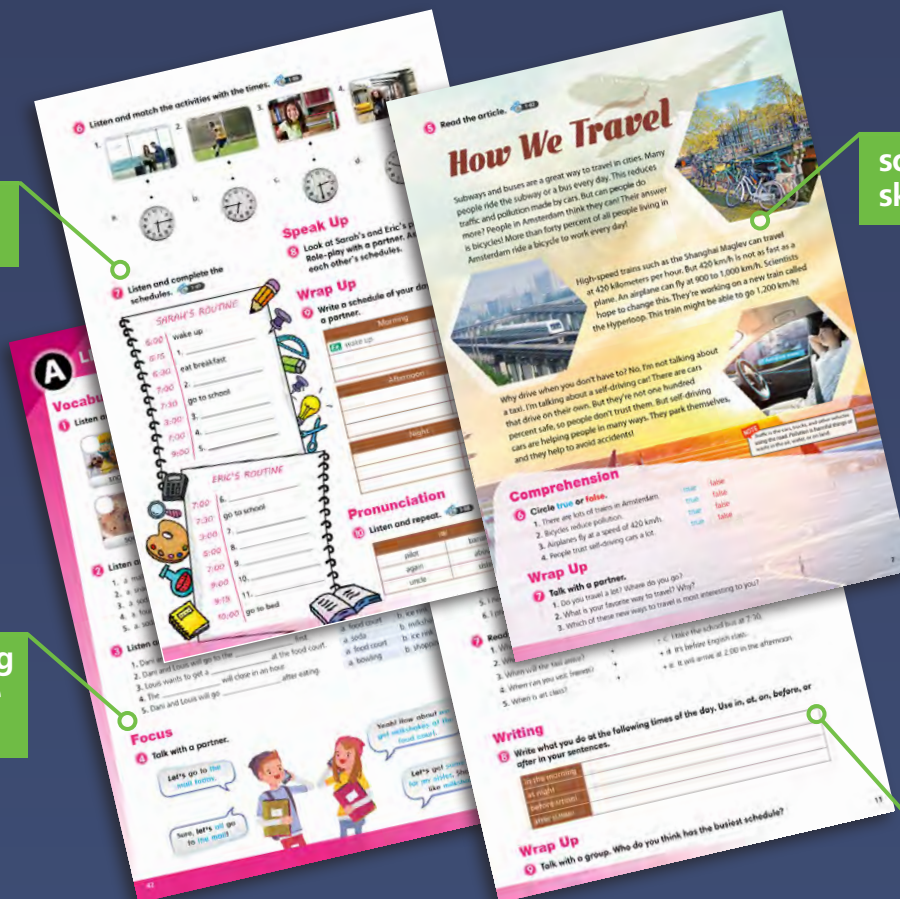
DEVELOP FUNCTIONAL SKILLS SUCH AS...

listening for details

scanning and skimming text

communicating with language functions

writing coherently and cohesively



BUILD 21ST CENTURY SKILLS

21st Century Skills
App Designer

Work alone or get in groups. Read the task and complete the project.

Task: Design your own phone application. Then, write directions about how to use the application. Draw a storyboard and write directions on a separate piece of paper. Share your application with the class.

New Odyssey 4

Develop Critical Thinking Skills

Teach students to think critically with projects that build methodical and conceptual thinking, such as developing a storyboard for an application.

| | |
|--------------------|-----------|
| leatherback turtle | manx/wh |
| polar bear | red panda |
| black rhino | sea lion |

21st Century Skills
Posters for Endangered Animals

Create a poster about an endangered animal. Get into groups of 2-4.

- Research threatened animals or choose one from 7.
- Research your chosen animal. Find the following information:
 - How threatened is the animal?
 - Where does it live?
 - Why is it in danger? What is most harmful to the animal?
 - How can we help the animal?
- Make an action plan to help the animal. Discuss and debate the best plans to help save your chosen animal.
- Draw your poster.

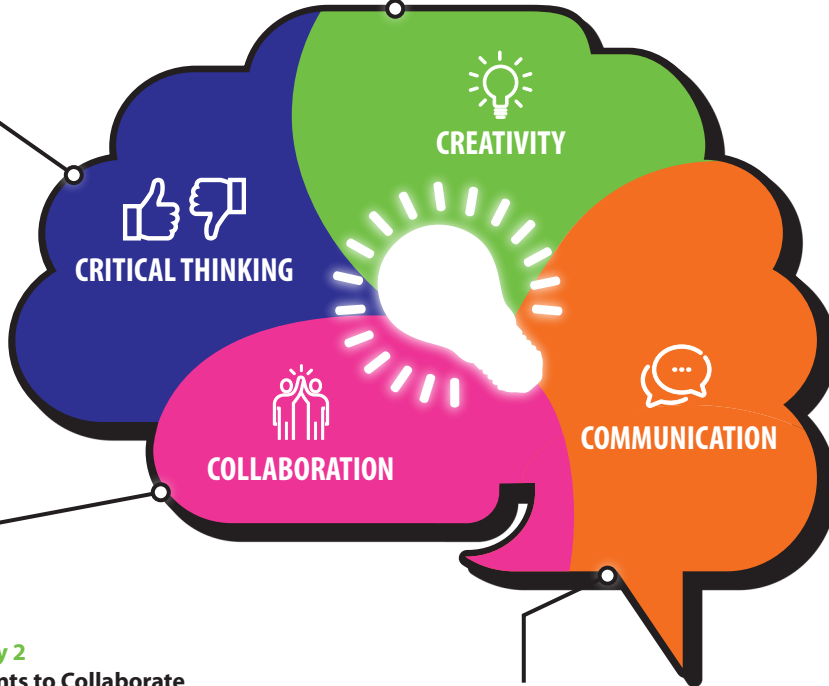
Present your poster to the class. Explain why people should care about saving your chosen animal. Then discuss with your class the following:

- What are some common problems for threatened animals?
- Why should we save threatened animals from extinction?
- What's the best way to save animals?

New Odyssey 2

Creativity Enhancing Activities

Build students' creativity with projects that challenge students to deliver information in clear and appealing ways, such as raising awareness of environmental issues with informational posters and pamphlets.



New Odyssey 2

Teach Students to Collaborate

Instill a sense of collaboration with projects that encourage students to equally contribute to solving or addressing an issue, such as how to raise a sense of social responsibility and community service in their school or city.

New Odyssey 4

Develop Students' Communicative Abilities

Challenge students to communicate in various situations, such as participating in model debates over contemporary social issues.

21st Century Skills
Helping Others

I need help in my garden.

I need help in my house.

Alda Elias

Answer the questions.

- How can you help inside your home?
- How can you help outside your home?

Help either Alda or Elias for one afternoon. Use your group ideas to write two sentences. Then share your sentences with your friends.

I will help Alda / Elias:

21st Century Skills
Model Debate

Get in groups. Read the rules of the debate. Then read the list of potential topics. Do research online to prepare your team.

Debate Rules:

- Each team must pick one speaker.
- Teams will be given ten minutes to research the topics.
- The starting team will be decided by a coin toss.
- First speaker has one minute to prepare a response and has three minutes to speak.
- Second speaker has one minute to prepare a response and has three minutes to speak.
- First speaker has one minute to prepare a rebuttal and three minutes to speak.
- Second speaker has one minute to prepare a rebuttal and three minutes to speak.

Choose the starting team. Then go to page 93 to find the debate questions. A question will be chosen at random. Begin the debate using the Debate Rules in 7.

crime poverty
bullying childhood obesity

SCOPE AND SEQUENCE

BOOK 1

•Grammar Review & Word List p. 78 •Workbook p. 83

| | | 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 | |

SCOPE AND SEQUENCE

BOOK 2

•Grammar Review & Word List p. 76 •Workbook p. 81

| | UNIT / PAGE | SKILL | LESSON PRODUCTION | LANGUAGE | OUTCOME |
|----------------------|---|-----------|---|------------------------------|------------------------------|
| MODULE 1 P. 04-27 | 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 P. 28-51 | 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 P. 52-75 | 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 | |

SCOPE AND SEQUENCE

BOOK 3

•Grammar Review & Word List p. 76 •Workbook p. 81

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

SCOPE AND SEQUENCE

BOOK 4

•Grammar Review & Word List p. 76 •Workbook p. 79

| | UNIT / PAGE | SKILL | LESSON PRODUCTION | LANGUAGE | OUTCOME |
|----------------------|---|-----------|--|------------------------------|----------------------------------|
| MODULE 1 P. 04-27 | UNIT 1 IN THE FUTURE p. 04-15 | Reading | Learn about important inventions | Words related to technology | Create an application storyboard |
| | | Listening | Understand job descriptions of people in the tech industry | Words related to computers | |
| | | Speaking | Make predictions about the future | Words related to development | |
| | | Writing | Write about new and changing technology | Words related to engineering | |
| | | Project | Design an application | Words related to research | |
| | UNIT 2 PROBLEMS AROUND THE HOUSE p. 16-27 | Listening | Listen to people talk about problems around the house | Words related to home repair | Plan and budget a renovation |
| | | Speaking | Talk about problems around the house | Problems around the home | |
| | | Reading | Read about smart homes | Words related to energy | |
| | | Writing | Write a post explaining a problem | Words related to issues | |
| | | Project | Plan a renovation of your school | Words related to repair work | |

| | UNIT / PAGE | SKILL | LESSON PRODUCTION | LANGUAGE | OUTCOME |
|----------------------|--|-----------|--|---|--|
| MODULE 2 P. 28-51 | UNIT 3 MY HERO p. 28-39 | Listening | Listen to people talk about heroic actions | Words related to heroism | Create a comic about a hero or an adventurer |
| | | Speaking | Describe the qualities of a hero | Personal characteristics | |
| | | Reading | Read about real-life heroes | Words related to heroic events | |
| | | Writing | Write about a hero you admire | Words related to admirable people | |
| | | Project | Create a comic about a famous explorer | Words related to explorers | |
| | UNIT 4 KNOW THE RULES p. 40-51 | Reading | Understand safety precautions | Words used in emergencies | Figure out complex problems |
| | | Speaking | Ask for and respond to requests for permission | Words to respond to requests | |
| | | Listening | Understand rules and consequences | Words related to rules and consequences | |
| | | Writing | Write a letter asking for permission | Words to ask for permission; Phrasal verbs with <i>look</i> | |
| | | Project | Solve complex problems with a group | Words related to crime and punishment | |

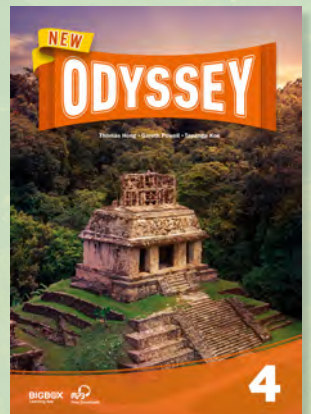
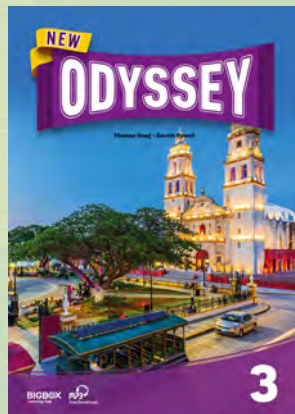
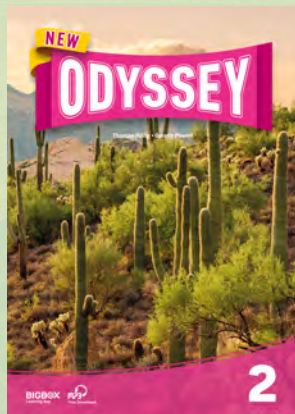
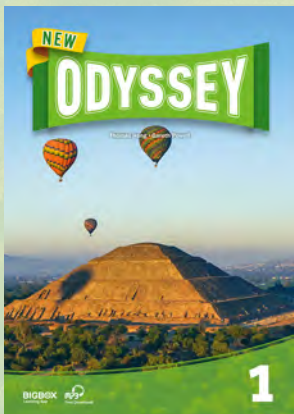
| | UNIT / PAGE | SKILL | LESSON PRODUCTION | LANGUAGE | OUTCOME |
|----------------------|---|-----------|---|---|------------------------------------|
| MODULE 3 P. 52-75 | UNIT 5 A HELPING HAND p. 52-63 | Listening | Listen to talks about different social issues | Words related to social issues | Debate an important issue |
| | | Speaking | Talk about important social issues | Words related to health | |
| | | Reading | Read about a social issue and a potential solution | Words related to crime and punishment | |
| | | Writing | Summarize two different opinions | Words related to poverty | |
| | | Project | Prepare a model election debate | Words related to debates | |
| | UNIT 6 WHAT COULD HAVE BEEN DIFFERENT? p. 64-75 | Reading | Read about events that could have been avoided | Words related to disasters | Talk about hypothetical situations |
| | | Listening | Listen to people talk about things they could have done differently | Words related to opportunities | |
| | | Speaking | Talk about how you could have done things differently | Words related to wishes and hypothetical situations | |
| | | Writing | Write about something you wish you had done differently | Words related to the future | |
| | | Project | Create an alternative timeline | Words related to life lessons | |

NEW

ODYSSEY

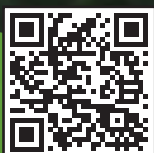
STUDENT BOOK

1



UNIT
5

TIME TO PLAY!



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about hobbies
- B Listening** Listen to people talk about their free-time activities
- C Speaking** Talk about your routine
- D Writing** Write an email about your routine
- E Project** Teach others your hobby



Each module starts with an “Ice Breakers” activity to get students’ attention, build curiosity, focus their attention, and provide them with purpose and motivation.

ICE BREAKERS

Look at the photo and answer the questions.

1. Where are they?
2. What are they doing?
3. What do you like to do in your free time?
4. Do you like outdoor activities or indoor activities? Why?

A

I SOMETIMES PLAY VIDEO GAMES!

Reading

Aim: Read about hobbies

Vocabulary

Students learn target vocabulary with scaffolded exercises. Activities are constructed to balance meaning-focused input and output throughout each unit to help students achieve fluency.

1 Listen and number. 5-01



watch a movie



collect



sing



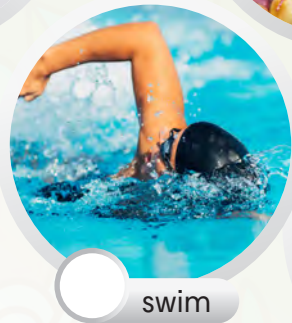
exercise



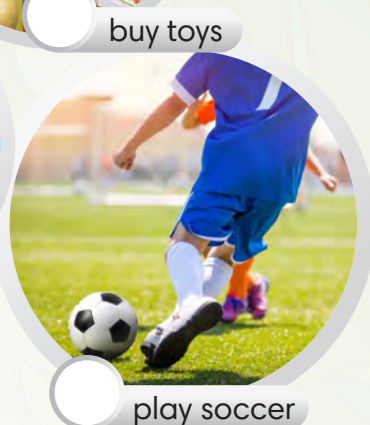
draw



buy toys



swim



play soccer

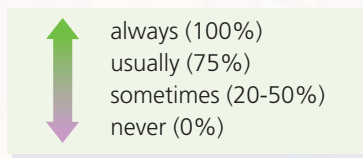
2 What are they talking about? Listen and write the words. 5-02

- _____
- _____
- _____
- _____

Grammar

Grammar activities give direct practice and knowledge of pivotal grammar points used throughout the unit through focus, expressions, reading, and listening activities.

3 Look at the chart and read the text.



"I **always** wake up at 8:00 a.m. I **usually** eat breakfast in the kitchen, but **sometimes** I eat it in the living room. I **never** eat breakfast in the bathroom!"

5 Talk with a partner.

What do you **always** do in the morning?

What do you **never** do in the evening?

What do you **sometimes** do in the afternoon?

What do you **usually** do after school?

4 Unscramble.

- always exercise / I / morning. / in the

- never go to / I / weekend. / on the / school

- I / at 4:00 p.m. / home / sometimes get

- usually have / I / lunch / at 1:00 p.m.

- He / sometimes watches / in the / evening. / a movie

- the morning. / never feel / tired / I / in

6 Look at the pictures below. What are their hobbies? Write them under the pictures.

7 Read the texts and match them to the pictures of frequency in the texts.

Track 5-03



Each unit has a feature reading passage. These passages include authentic readings such as texts, message boards, advertisements, cover letters, and fiction and nonfiction articles.

A: Hello! My name is Sopa, and I'm from Thailand. In my free time, I play *kabaddi*. It's a team sport from India. You try to touch members of the other team before they catch you. I always play *kabaddi* after school with my sister and friends. It's difficult but fun and good exercise!

B: Hi, I'm Anya. I'm a student from Russia. But in my free time, my hobby is cosplay. It's from Japan. The name is made from the words "costume" and "play." What do I do? I usually watch a movie and see a character I like, and then I draw the character's costume and make it. I love superhero characters the most.

C: I'm Oliver. I'm from Canada, and my hobby is collecting toy robots. On the weekend, I always go to toy stores to buy more. I sometimes make robots, too. Now I have over 200 robots! This is my favorite robot. My father and I made it two years ago. It can walk and talk!

Wrap Up

8 Circle **true** or **false**.

- Sopa is from India.
- Anya draws a costume and then makes it.
- Oliver buys and sometimes makes robots.
- Sopa plays *kabaddi* alone.
- Anya doesn't like superheroes.

| | |
|------|-------|
| true | false |
| true | false |
| true | false |
| true | false |
| true | false |

9 Talk with a partner.

- Whose hobby is the most fun: Sopa's, Anya's, or Oliver's? Why?
- Which hobby is not fun? Why?
- What is your hobby?

B

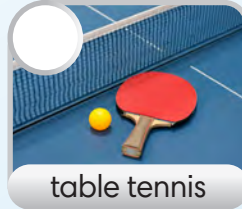
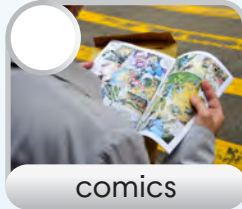
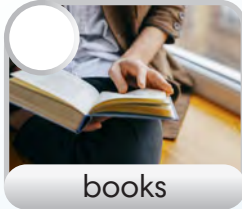
I PLAY THE PIANO!

Listening

Aim: Listen to people talk about their free-time activities

Vocabulary

1 Listen and number. 5-04



2 Put the vocabulary words in the right lists.

I play...

Ex. video games

I watch...

I read...

Grammar

3 Look at the table. Then practice with a partner.

| Present Simple Tense | |
|------------------------------------|--|
| Usage | Example |
| Truths in the present | I'm in class. |
| Habits and routines | I always play soccer after school. |
| General facts and permanent states | School starts at 8:00 a.m. |
| Future plans/schedules | The game starts at 3.00 p.m. tomorrow. |

4 Answer the questions in complete sentences in the present simple tense.

1. What do you do for fun?

2. Who is your favorite musician?

3. What do you read for fun?

5 Look at the table. Then practice completing the statements with a partner.

| Present Simple Tense | | |
|----------------------|-----------------------|-------------------|
| Affirmative | Negative | Interrogative |
| I play... | I do not watch... | Do you play...? |
| He reads... | She does not play... | Does he read...? |
| They study... | We don't listen to... | Do they watch...? |

NOTE

When using the third person (he, she, it), you need to add *-s*, *-es*, or *-ies* with the verb. For more information, check page 80.

Ex. He plays baseball.
She studies math.
It washes the car.

6 Listen, circle, and write the hobbies. Answers will vary.  5-05

1. He plays / does _____.
2. They do / play _____.
3. She plays / reads _____.
4. I do / watch _____.
5. He reads / watches _____.

Listen Up

Listen-up activities utilize authentic conversations and Content and Language Integrated Learning (CLIL) talks to boost students' listening comprehension skills.

7 Listen and match the adverb of frequency to the activities.  5-06

- | | | | |
|--------------|---|---|--------------------|
| 1. always | • | • | a. reads comics |
| 2. never | • | • | b. watches a movie |
| 3. sometimes | • | • | c. plays tennis |
| 4. usually | • | • | d. reads a book |

8 Listen and match the pictures with the names.  5-07



Megan



Ruby



Theo

9 Listen again. Fill in the blanks.  5-07

1. Megan loves surfing, and she _____ goes to the beach in the morning.
2. Ruby _____ meets and plays with her band at 6:00 in the evening.
3. Theo _____ goes to bed at 11:00 p.m.

Wrap Up

10 Talk with a partner.

What do you do **in the afternoons?**

Tell me something you never do **on Sundays.**

What do you do **in the evenings?**

C

INTERVIEW THE STAR!

Speaking

Aim: Talk about your routine

Vocabulary

1 Listen and number.  5-08



skateboard



paint



dance



listen to music



rollerblade



run



go shopping



chat

Grammar

2 Look at the table. Talk with a partner.

| Question | Answer |
|-------------------------------------|--|
| What <i>do</i> (you / they) do? | (I / They) <i>play</i> soccer. |
| What <i>does</i> (he / she) do? | (He / She) <i>plays</i> soccer. |
| <i>Do</i> (you / they) play tennis? | Yes, (I / they) <i>play</i> tennis. |
| <i>Does</i> (he / she) play tennis? | No, (he / she) <i>doesn't play</i> tennis. |

NOTE

We use present simple tense for actions that we do regularly: every week, every day, or usually.

NOTE

Yes/No questions are made by using the auxiliary *do*. The auxiliary is placed before the subject. You can respond to yes/no questions in the negative form by adding *don't* or *doesn't* before the simple form of the verb.

| Auxiliary | Subject | Example |
|-----------|---------------------|---|
| Do | I / you / we / they | Do you sing? Yes, I do sing. / Yes, I do. |
| Does | he / she / it | Does he sing? No, he doesn't sing. / No, he doesn't. |

3 Unscramble and answer the questions.

1. Do you / comic / read / books?

2. do you do / What / free time? / in your

3. play / Do / basketball? / you

4. What does / do / on the weekend? / best friend / your

Expressions

Asking about hobbies

4 Talk with a partner.

- What do you do in your free time?
- What is your hobby?
- What do you like to do?

Follow-up Questions

- Why do you like it?
- How often do you do that?

Speak Up

Speak-up activities include group and pair communicative activities to help solidify learned phrases, expressions, grammar, and vocabulary in the unit.

5 Talk with a partner. Ask them questions using “Do you...?” Write their answers.

Ex.

Do you play video games?

Yes, I usually play video games. / Yes, I do.

When do you play video games?

I usually play them after school.

Why do you play video games?

Because it's fun.

Wrap Up

6 Talk with different partners. Fill in the table.

Do you (usually)...

| | Name | Yes | No | Extra Information (Where? When? Why?) |
|--------------------|--------------|-----|----|---------------------------------------|
| play video games? | Ex. Jonathan | ✓ | | At home. After school. It's fun! |
| play table tennis? | | | | |
| skateboard? | | | | |
| dance? | | | | |
| watch movies? | | | | |
| go shopping? | | | | |
| run? | | | | |
| play piano? | | | | |
| chat online? | | | | |

Pronunciation activities are included at A1 and A1+ level to establish a firm foundation of pronunciation among students.

Pronunciation

7 Listen and put check marks (✓) on the sounds.



| | three /θ/ | the /ð/ |
|-------------|-----------|---------|
| 1. brother | | Ex. ✓ |
| 2. Thursday | | |
| 3. math | | |
| 4. mother | | |
| 5. together | | |

D

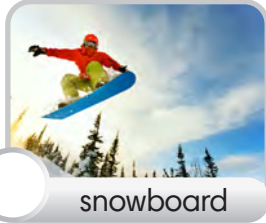
GETTING TO KNOW YOU BETTER

Writing

Aim: Write an email about your routine

Vocabulary

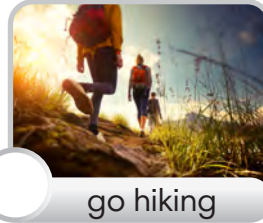
1 Listen and number.  5-10



snowboard



surf



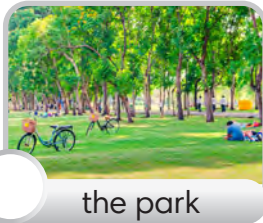
go hiking



play baseball



play tennis



the park



the ocean



take a photo

2 Listen and write the activities from the vocabulary words that you hear.  5-11

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3 Read the email.

From

Hi,








I'm Anya. How are you? I'm a little tired because it's 11:00 p.m. here!

I'm doing a project about everyday life in your country. Can I ask you a few questions?

- When do you eat breakfast? Can you cook?
- What is your hobby? Can you play any sports?
- What does your brother/sister do in his/her free time?
- Where is your favorite place to play with friends?

Thanks,

Anya

Reply

NOTE

Questions with **can** are often used to ask for ability, permission, or to request something.

Ex. Can you play piano? Yes, I can. / No, I can't.

Can I go home? Yes, you can. / No, you can't.

Can I have some more food? Yes, you can. / No, you can't.

Writing

Writing activities are carefully scaffolded to build students' confidence. Students will progress by learning how to write sentences, structure paragraphs, and respond to writing tasks in short form.

4 Write a reply to Anya. Answer all of her questions.

From

NOTE

Use *can* to talk about things we can or are allowed to do, and *can't* to talk about things we can't or are not allowed to do.

Ex. *I can cook. I can't cook. You can stay up. You can't stay up late.*

☰ A 🖋️ 🖼️ 🔗 😊 ★ 🗑️

Send

Wrap Up

5 Use the sentence parts to make yes / no questions. Then talk with a partner.

| | yes | no |
|---|-----|----|
| 1. in the park / after school / play soccer Ex. <i>Do you play soccer in the park after school?</i> _____ | | |
| 2. usually / on the weekend / ride your bike _____ | | |
| 3. play tennis / on weekdays _____ | | |
| 4. take photos / sometimes _____ | | |
| 5. the park / go to _____ | | |
| 6. have / on the weekend / free time _____ | | |
| 7. free time / have / on weekdays _____ | | |

E

LEARN ABOUT MY HOBBIES!

Project

Aim: Teach others your hobby

Each unit has a motion comic that synthesizes the learning points of the unit in eclectic and fun ways. This helps to test students' understanding of key language points in challenging new ways.

Video

1 Match the words with the pictures.

busy

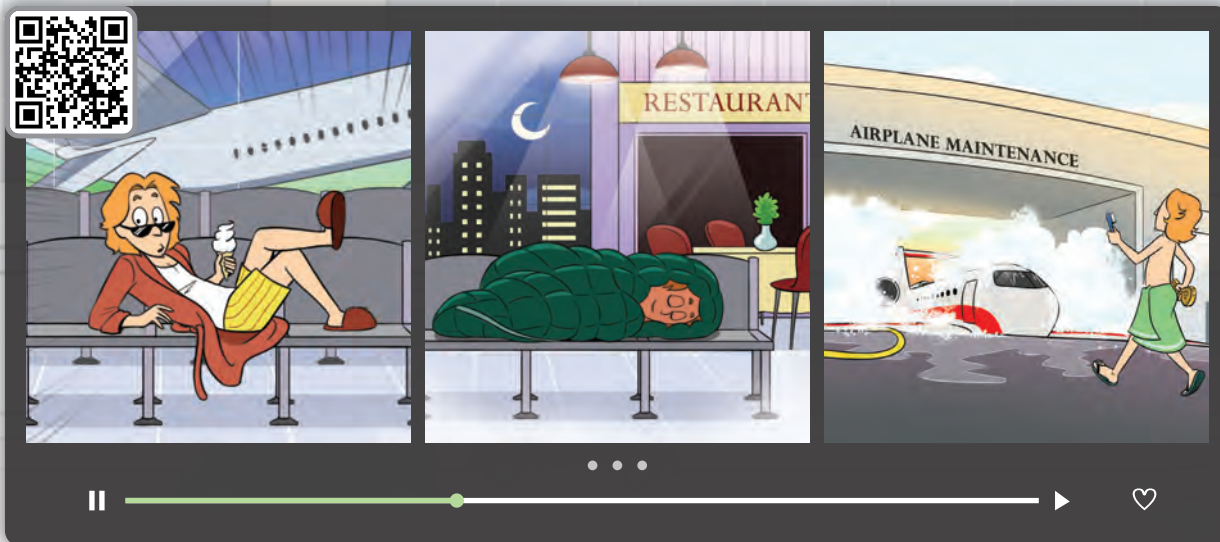
passport

sad

fun



2 Look at the pictures. What do you think the video will be about? Talk with a partner.



3 Watch the video. Answer the questions.

Video 4

1. For Pierre, living in an airport is sad / fun / busy / bad.
2. At night, where does Pierre go to bed? _____
3. Where does he take a shower? _____

4 Watch again. Fill in the blanks.

Video 4

1. At 9:00 a.m., Pierre _____.
2. In the afternoon, Pierre _____.
3. In the afternoon, Pierre sometimes _____.
4. In the evening, he _____.

5 Talk with a partner. Do you think living in an airport would be fun?

Grammar

6 Look at the table. Listen and repeat. 5-12

| | |
|----------------------------------|---------------------------------|
| After school, I play tennis. | I play tennis after school. |
| Before school, I have breakfast. | I have breakfast before school. |

7 Listen and circle what happened first. 5-13

- a. play basketball b. do homework
- a. play video games b. eat dinner
- a. skateboard b. school
- a. listen to music b. school
- a. do homework b. eat dinner
- a. take photos b. eat lunch

8 Complete the sentences with information about you.

- Before school, I always _____.
- After school, I sometimes _____.

21st Century Skills sections help students build upon the 4Cs: Communication, Collaboration, Creativity, and Critical Thinking. These activities require students to collaborate in novel ways to accomplish complex, multistage tasks.



21st Century Skills

Sharing Your Hobbies

Communication

Collaboration

9 Fill in the table below with information about your favorite hobby.

| My Hobby | |
|---|--|
| Hobby | Ex. <i>Snowboarding</i> |
| What do you need? | <i>snowboard, goggles, waterproof clothing, gloves, snowboard lift ticket</i> |
| How do you do it? | <i>You can practice on a small hill. You should learn how to slow down and stop. Then learn how to turn. When you are comfortable, you can learn tricks.</i> |
| Where can you do it? | <i>There are good places to snowboard in New Mexico and Colorado.</i> |
| Who can become good at it? | <i>Anyone can become good at snowboarding with enough practice!</i> |
| What can you do to become better at it? | <i>You can watch videos. You can practice regularly. You can go to special training places to practice tricks.</i> |

10 Share your hobby with your classmates. Then teach a partner how to do it.

You can mix colors to make new ones. You can use water to make lighter colors.

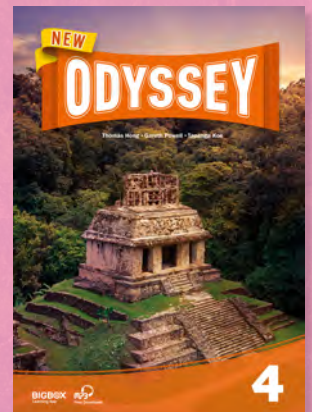
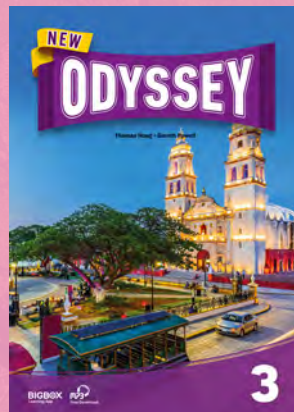
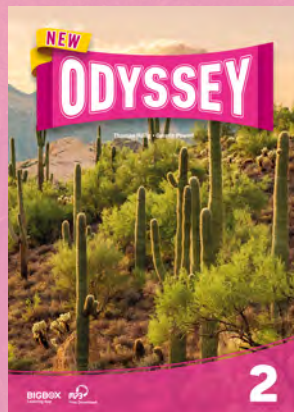
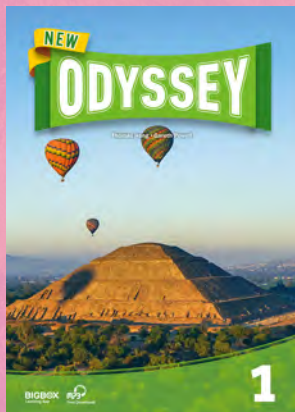


NEW

ODYSSEY

STUDENT BOOK

2



UNIT
5

WHAT DID YOU DO?



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Describe past events
- B Speaking** Talk about weekend activities
- C Reading** Read about a fantastic weekend trip
- D Writing** Write about how a past experience made you feel
- E Project** Work with a group to write a story



Each module starts with an “Ice Breakers” activity to get students’ attention, build curiosity, focus their attention, and provide them with purpose and motivation.

ICE BREAKERS

Look at the photo and answer the questions.

1. What is happening in the picture?
2. How do you take and share photographs?
3. When do you take photographs?
4. What photographs are your favorites? Why?

A

WHERE WERE YOU?

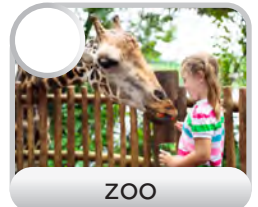
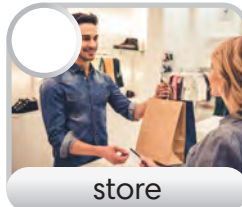
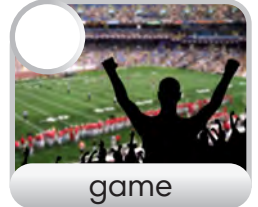
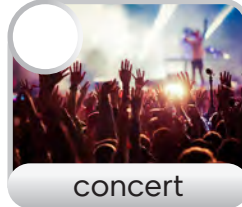
Listening

Aim: Describe past events

Students learn target vocabulary with scaffolded exercises. Activities are constructed to balance meaning-focused input and output throughout each unit to help students achieve fluency.

Vocabulary

1 Listen and number.  5-01

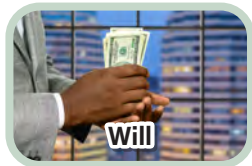


2 What are they talking about? Listen and fill in the blanks.  5-02



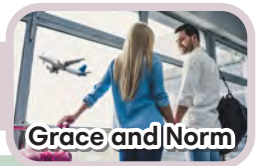
1. Jin was buying shoes at the _____.

2. The Warrens were at the _____ visiting the animals.



3. Will was taking out some money from the _____.

4. Grace and Norm were at the _____ at 4:00.



5. Jen and Troy were watching their favorite band at the _____.

6. Rose was at the _____ getting a coffee and a muffin.



Focus

Focus activities help students acquire functional grammar and phrases through authentic communicative activities.

3 Talk with a partner. Use the adverbs of time.

NOTE

When using the *be* verb in the past tense with the pronoun *you*, you should conjugate it as *were*.

When responding, use *was* when talking about one person and *were* when talking about more than one person.

Where **were** you **yesterday**?

I **was**... / We **were**...

NOTE

An adverb of time is used to tell a person when an action took place.

TIME ADVERBS

yesterday / the day before yesterday
last (night / week / month / year)
a year ago / two years ago

Grammar activities give direct practice and knowledge of pivotal grammar points used throughout the unit through focus, expressions, reading, and listening activities.

Grammar

NOTE

To make a sentence negative, add *not*.

4 Look at the table.

| Singular Pronoun | be verb | Plural Pronoun | be verb |
|------------------|---------|----------------|---------|
| I | was | We | were |
| You | were | You | were |
| He / She / It | was | They | were |

5 Circle the correct words.

- We was / were not at the zoo yesterday.
- They was / were at the airport last week.
- You was / were not at the museum last Saturday.
- I was / were at the library last night.
- Ken was / were not at the game yesterday.
- Kimmy and Gina was / were at the store last week.

6 Listen and rewrite the sentences in past tense. 5-03

Change: *am / is* → *was* and *are* → *were*

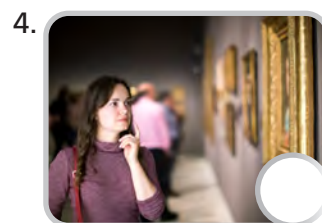
Ex. *Jeremy is looking at the elephant in the zoo.* → *Jeremy was looking at the elephant in the zoo.*

- I am looking for a book in the library. → I _____ looking for a book in the library.
- Mike and Hana are at the museum. → Mike and Hana _____ at the museum.
- They are buying tea at the café. → They _____ buying tea at the café.
- Jan is at the game, watching the team. → Jan _____ at the game, watching the team.

Listen Up

Listen-up activities utilize authentic conversations and Content and Language Integrated Learning (CLIL) talks to boost students' listening comprehension skills.

7 Listen and match the pictures with the talks. Then fill in the blanks. 5-04



- Where _____ last night?
_____ at the game with my friends.
- Where _____ yesterday?
_____ at the Monet exhibit at the museum.
- Where _____ last night?
_____ at the library with her classmates.
_____ studying for a test
- Where _____ yesterday?
_____ at the supermarket buying fruit.

Wrap Up

8 Listen and answer the questions. 5-05



- Where did the family go? Circle all the answers.
 - café
 - bank
 - video game store
 - museum
- Mom bought tickets to go to the _____.
 - museum
 - airport
 - concert
 - zoo

Vocabulary

1 Listen and write the words.  5-06

| | | | |
|-------|-------|------|------|
| look | visit | wait | text |
| start | enjoy | call | stop |

- | | |
|--|--|
| 1.  <input type="text"/> | 2.  <input type="text"/> |
| 3.  <input type="text"/> | 4.  <input type="text"/> |
| 5.  <input type="text"/> | 6.  <input type="text"/> |
| 7.  <input type="text"/> | 8.  <input type="text"/> |

NOTE

Add *-ed* to a word to make it past tense. When your word ends in a consonant, you usually double the letter. **Ex.** *Stop* → *stopped*

2 Match the verbs with their past tense forms.

- | | |
|------------|------------|
| 1. text • | a. called |
| 2. enjoy • | b. waited |
| 3. wait • | c. texted |
| 4. call • | d. started |
| 5. start • | e. enjoyed |

3 Work with a partner. Say the vocabulary words in the present tense and have your partner say the words in the past tense.

Focus

4 Talk with a partner.

What did you do last weekend?

I started a project for the science fair.



5 Talk with a partner. Complete the sentences with information that is true for you.

What did you do _____?

- I went _____.
- I played _____.
- I saw _____.
- There was _____.
- There were _____.

NOTE

There was and *there were* follow the same rules as *there is* and *there are* in present tense. Use *was* with singular objects in past tense, and use *were* for plural objects in past tense.

Ex. *There was a concert. There were lots of people.*

Speak Up

Speak-up activities include group and pair communicative activities to help solidify learned phrases, expressions, grammar, and vocabulary in the unit.

6 Talk with a partner. Tell your partner what you did at the Freeport Festival.

Freeport Festival

You are invited! It's the annual Freeport Festival.
Saturday and Sunday, 11:00 - 6:00
Freeport Community Center
Come celebrate the founding of Freeport!

Great food and drinks!



Free balloons!



Face painting!



Games!



Bounce houses!



Horse rides!



Wrap Up

7 Listen and circle the correct answers. 5-07

Q What did Camila do at the Freeport Festival?

A She ate 1. great food / cold food. She listened to 2. a speech / music. She rode a 3. horse / car.

Q What did Amir do at the Freeport Festival?

A He played 4. games / in the bounce house. He ate 5. hamburgers / hot dogs. He didn't 6. have fun / ride horses.

Pronunciation

Pronunciation activities are included at A1+ and A2 level to establish a firm foundation of pronunciation among students.

8 Listen and repeat. 5-08



1. /dʒ/, giraffe



2. /g/, guitar

9 Listen and repeat. Circle the sounds you hear: /dʒ/ or /g/. 5-09



1. /dʒ/ /g/



2. /dʒ/ /g/



3. /dʒ/ /g/



4. /dʒ/ /g/



5. /dʒ/ /g/



6. /dʒ/ /g/

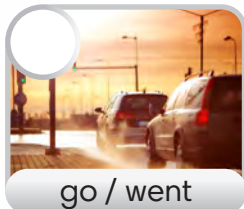
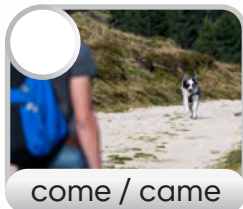
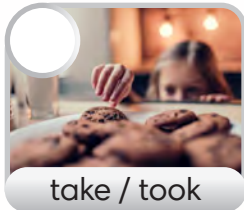
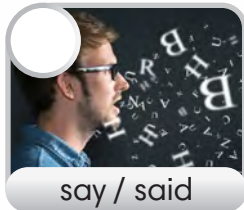
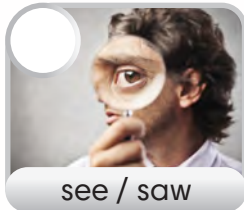
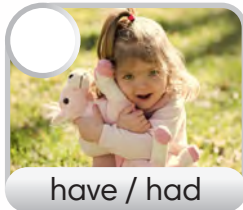
Aim: Read about a fantastic weekend trip

Vocabulary

NOTE

Past tense verbs that are not formed by adding *-ed* are called irregular verbs.

1 Listen and number. 5-10



2 Match the verbs with its past tense forms.

- | | |
|-----------|-----------|
| 1. go • | • a. took |
| 2. see • | • b. had |
| 3. feel • | • c. went |
| 4. take • | • d. did |
| 5. do • | • e. felt |
| 6. have • | • f. saw |

3 Circle the past tense verbs. Then write the present tense forms in the blanks.

- He said a lot, but I didn't understand him.

- His dog came to him when he called.

- My little brother made a picture with leaves.

- The girl gave her mother a card.

Expressions

Sequence signal words

Expressions activities teach useful set phrases commonly used to accomplish functional tasks such as ordering at a restaurant or arranging plans for a day out.

4 Look at the table.

| Sequence Word | Example |
|----------------------|-------------------------------|
| first, second, third | First, I made breakfast. |
| then | Then, I had a shower. |
| next | Next, I went to school. |
| before | I studied before the test. |
| after that | After that test, I had lunch. |
| later | I have practice later today. |
| finally | Finally, I went home. |
| lastly | Lastly, I played videogames. |

Pre-reading

5 Read and underline the who, what, where, when, and why in the blog.

Pre-reading activities are used to encourage student interest before reading the unit's feature article.



Devi's Diary

Each unit has a feature reading passage. These passages include authentic readings such as texts, message boards, advertisements, cover letters, and fiction and nonfiction articles.

Saturday

Today, I went hiking with my dad. He loves the mountains. It was easy when we started. After an hour, my feet hurt. I said, "Dad, I want to drink something." He gave me a bottle of water. I took the top off and drank half the bottle. Then, we went up, up, up the mountain for one more hour! I felt really tired. Every time I stopped, my dad said, "Don't stop now. We are almost at the top!" Finally, we reached the top. I saw everything below us. It was great! I hugged my dad and said, "We did it! I'm so glad we came!" Then we went home, and my dad made me a big dinner! I had a great day!

Comprehension

6 Answer the questions below.

1. What did Devi do on Saturday?
 - a. He went hiking.
 - b. He had a birthday party.
 - c. He saw a movie.
2. What did Devi's dad do when Devi said, "Dad, I want to drink something"?
 - a. He did nothing.
 - b. He gave Devi a bottle of water.
 - c. He said, "We are almost at the top!"
3. What did Devi's dad do at home?
 - a. He bought tickets to go to the zoo.
 - b. He drank water.
 - c. He cooked food for Devi.

Wrap Up

7 Fill in the table below.

| | |
|-------|------------------|
| Who | Devi, Devi's dad |
| What | 1. _____ |
| When | 2. _____ |
| Where | 3. _____ |
| Why | 4. _____ |

D

MY FEELINGS

Writing

Aim: Write about how a past experience made you feel

Vocabulary

1 Listen and write. 

glad worried angry shy excited surprised unhappy afraid

| | | | |
|---|---|--|---|
| 1.  | 2.  | 3.  | 4.  |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5.  | 6.  | 7.  | 8.  |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

2 How do the speakers feel? Listen and write the best vocabulary words. 

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

Expressions

Talking about past feelings

3 Talk with a partner. Fill in the blanks to talk about times when you had the feelings in the vocabulary words.

The other day, I / my friend _____.

I felt very _____.

Really? You must have felt so

_____!

When I was _____ years old,

I went to _____.

Wow. You must have felt so

_____!

Writing

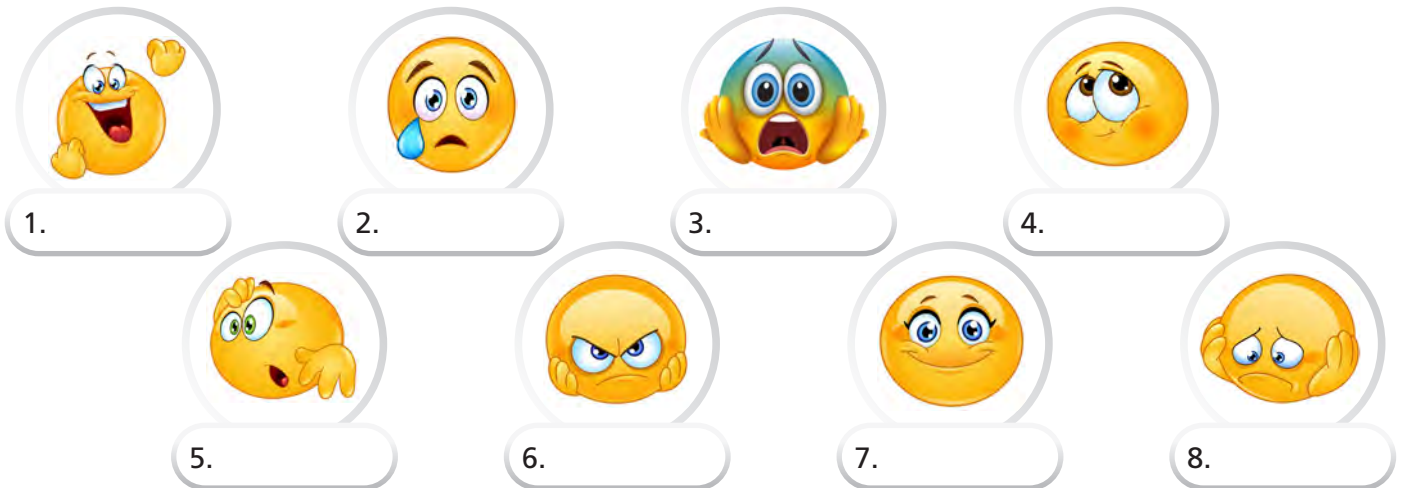
Writing activities are carefully scaffolded to build students' confidence. Students will progress by learning how to write sentences, structure paragraphs, and respond to writing tasks in short form.

- 4 Fill in the table with information about your partner's story. Ask your partner more questions if you need to and complete the table.

| | | |
|-------|----------------------------------|--|
| Who | Who was there? | |
| What | What happened? | |
| When | When did it happen? | |
| Where | Where did it happen? | |
| Why | Why did your partner feel _____? | |

- 5 Match the words with the pictures.

worried afraid surprised excited unhappy sad happy shy



- 6 Write the emotions described in the sentences. Answers will vary.

- _____ My dog ran away last night. I can't stop crying!
- _____ I'm not very good at saying hello to new people.
- _____ My friends threw a birthday party for me. I had no idea they were going to do this!
- _____ It's very late at night. I hope the bus comes soon.
- _____ I saw my friend for the first time in two years. It was great to see her again.

Wrap Up

- 7 Talk with a partner. Answer the questions and include how the event made you feel.

| | |
|---|---|
| What happened on your last birthday? | Ex. <i>On my last birthday, I had a party at my house. I was so excited!</i> |
| What was the last movie you saw? | |
| What did you do with your best friend last? | |
| What was the last scary thing you saw? | |

E

STORYTELLING

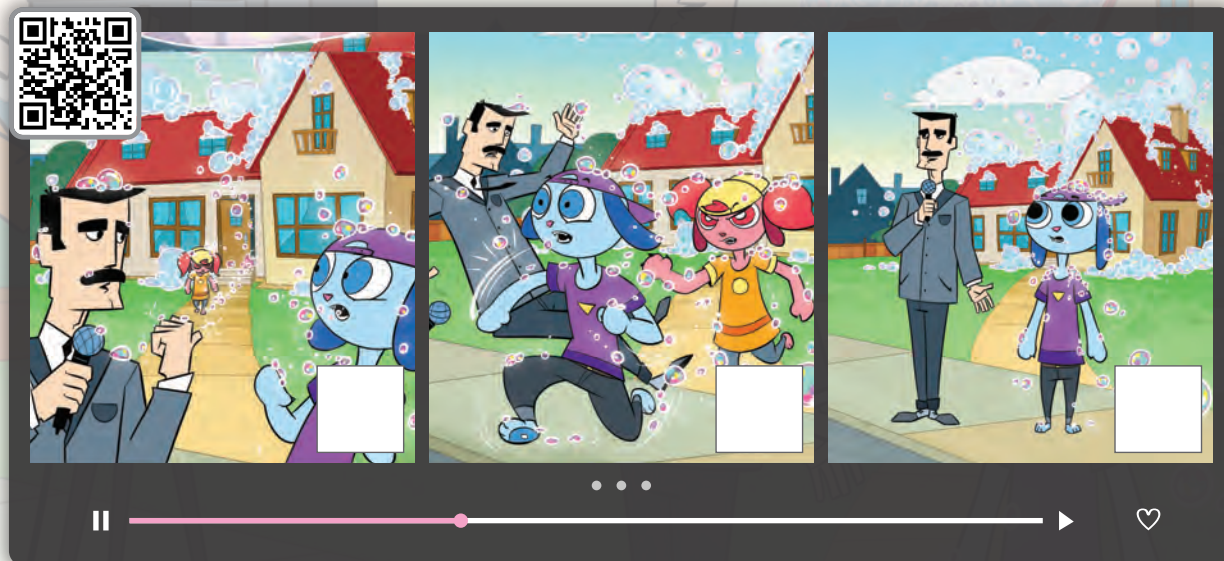
Project

Aim: Work with a group to write a story

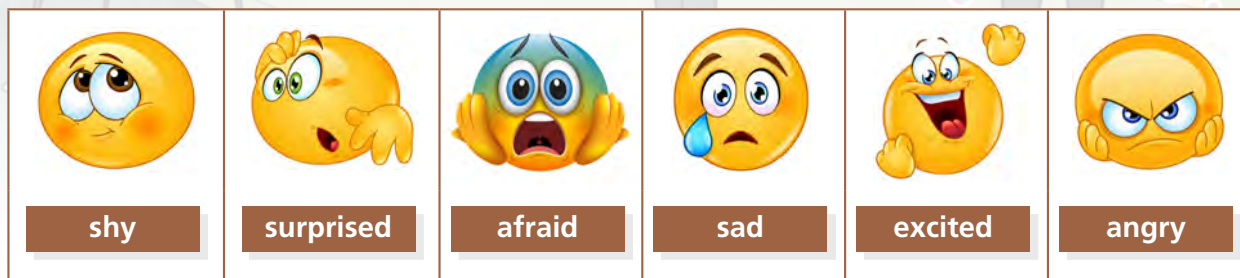
Each unit has a motion comic that synthesizes the learning points of the unit in eclectic and fun ways. This helps to test students' understanding of key language points in challenging new ways.

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- 2 Watch the video. Number the pictures in order. Video 5



- 3 Watch again. How did Gimme and Mine feel in each of the pictures? Video 5



1. The reporter was _____.



2. Gimme was _____.



3. Mine was _____.

- 4 Circle the correct answers.

1. Gimme is talking to _____.
a. his sister b. a reporter c. a friend
2. Gimme used _____ of magic bubble bath.
a. a spoonful b. a cup c. a bottle
3. Gimme was _____ by a loud noise.
a. afraid b. excited c. surprised
4. _____ is coming towards Gimme.
a. a reporter b. a magician c. Mine

Wrap Up

5 Watch again. Look at the example and fill in the remaining blanks.



| | |
|-------|----------------------------------|
| Who | Ex. Gimme, Mine, Reporter |
| What | |
| When | |
| Where | |
| Why | |

21st Century Skills sections help students build upon the 4Cs: Communication, Collaboration, Creativity, and Critical Thinking. These activities require students to collaborate in novel ways to accomplish complex, multistage tasks.

21st Century Skills

Storytelling

Critical Thinking Collaboration

6 Talk with a group. Look at the comic and fill out the table. Then write a new dialogue.

| | |
|--------------------|--|
| Title of the Story | |
| Who | |
| What | |
| When | |
| Where | |
| Why | |



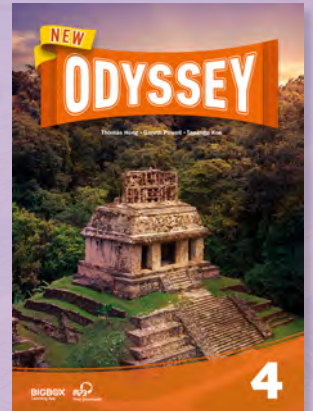
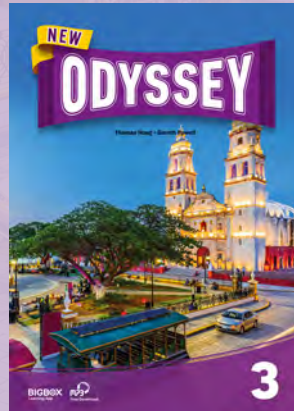
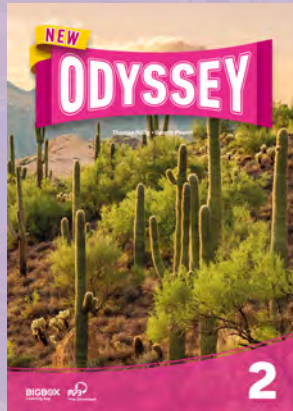
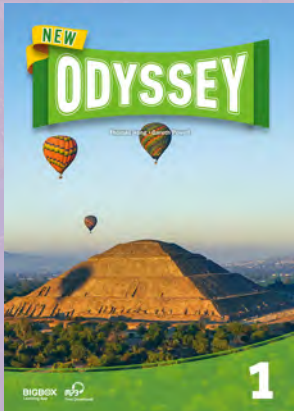
7 Share the story with your class.

NEW

ODYSSEY

STUDENT BOOK

3



UNIT 4

ON TOUR



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Understand a travel story
- B Speaking** Ask and answer questions about past events
- C Reading** Read about a famous traveler
- D Writing** Review a place you visited
- E Project** Decide if a story is true or false



Each module starts with an “Ice Breakers” activity to get students’ attention, build curiosity, focus their attention, and provide them with purpose and motivation.

ICE BREAKERS

Look at the photo and answer the questions.

1. Where is she?
2. Why did she go there?
3. Where would you like to travel?
4. Where would you go to find adventure?

A

LAST VACATION

Listening

Aim: Understand a travel story

Vocabulary

Students learn target vocabulary with scaffolded exercises. Activities are constructed to balance meaning-focused input and output throughout each unit to help students achieve fluency.

1 Listen and fill in the blanks with the words in the box.  4-01

| | | | |
|-----------|-------------|---------|---------|
| traveling | sightseeing | explain | cycling |
| desert | river | lake | forest |

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

2 Fill in the blanks with the best vocabulary words. Answers may vary.

- I love _____, so every summer I go to another country.
- We went _____ around Paris. It was so beautiful!
- I usually go fishing in a(n) _____ or a(n) _____.
- I don't like hot places, so I usually go hiking in the _____, not the _____.
- My bike was stolen when I went _____ last summer. I had to _____ what happened to the police.

Grammar

Grammar activities give direct practice and knowledge of pivotal grammar points used throughout the unit through focus, expressions, reading, and listening activities.

| Past Time Expressions | |
|-----------------------|--|
| <i>ago</i> | My birthday was five days <i>ago</i> . Two years <i>ago</i> , I started high school. |
| <i>before</i> | I had breakfast <i>before</i> I had lunch. <i>Before</i> I was a high school student, I was a middle school student. |
| <i>after</i> | I had lunch <i>after</i> I had breakfast. <i>After</i> I finished my homework, I played soccer. |
| <i>yesterday</i> | I met my friend <i>yesterday</i> . <i>Yesterday</i> , I was so tired. |
| <i>last</i> | I graduated <i>last</i> year. I went to China <i>last</i> month. |

- I'm not hungry. I had dinner thirty minutes _____.
- I went horse riding every week _____ I was a child.
- My friend called me _____ I went to bed, so I didn't answer.
- You should always wash your hands _____ you eat.

4 Talk with a partner. Use a past time expression.

- What did you do before you came to class?
- What did you do after you woke up?
- When did you last go to a party?
- How did you feel when you came to school today?

Listen Up

Listen-up activities utilize authentic conversations and Content and Language Integrated Learning (CLIL) talks to boost students' listening comprehension skills.

5 Listen and number the actions in the right orders. 4-02



Kelly

1. started university _____
- was in hospital _____
- climbed up a mountain _____



Tim

3. called his friend _____
- friend said he left Atlanta _____
- flew to Atlanta _____



Magda

2. left the village _____
- went sandboarding _____
- ate *Cazuela* _____

6 Listen again and circle the answer. 4-02

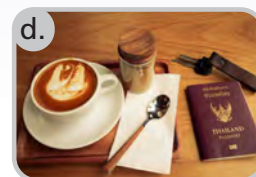
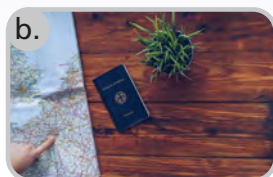
1. Two years ago, Kelly went climbing in Nepal / to university / to work in a hospital.
2. Kelly broke her leg when she went up / went down / went camping on the mountain.
3. Last summer, Magda went to a city in Brazil / into the desert / skateboarding.
4. Magda thinks her trip was deep / delicious / amazing.
5. Tim went to an art museum with Max / in Atlanta / two years ago.
6. Max didn't meet Tim / give Tim information / live in Atlanta before.

Wrap Up

7 Listen and guess the mother's questions. 4-03

1. Where _____?
2. When _____ there?
3. Why _____ to New York City?
4. Did _____?

8 Listen again and circle the correct passport. 4-03



9 Circle the correct answers.

- | | | | |
|--------------------------|-----------------|-------------------|----------------------|
| 1. The speaker is in | a. a forest | b. a jungle | c. a city |
| 2. The speaker came | a. two days ago | b. a week ago | c. two hours ago |
| 3. The speaker did not | a. have cash | b. call his mom | c. find his passport |
| 4. The passport might be | a. at home | b. at the airport | c. on the train |

B

WHERE DID YOU GO?


Speaking

Aim: Ask and answer questions about past events

Vocabulary

1 Read and match the words in the box with the pictures.

| | | | |
|-------|-------------------|-------------|------------------|
| menu | luggage / baggage | vacation | tickets |
| bills | waiter / waitress | credit card | the bill / check |

| | | | |
|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  |
| 5.  | 6.  | 7.  | 8.  |

2 Fill in the blanks with the best vocabulary words. Answers may vary.

- If you want to watch the movie, we can buy _____ over there.
- Wow, she has a huge pile of \$100 _____ in her room!
- She had so much _____ that she needed to take a taxi to the airport.
- After the meal, the _____ brought us the _____.
- For my next _____, I want to travel around Europe.
- If you don't have any cash, you can pay with your _____.

Focus — Focus activities help students acquire functional grammar and phrases through authentic communicative activities.

3 Look at the table. Practice with a partner.

| | | |
|--------------------|--|--|
| Wh- Questions | Where <i>did</i> you go last vacation? | I <i>went</i> to Jamaica. |
| | What <i>did</i> you do there? | I <i>swam in the ocean</i> , and I <i>rode a horse</i> ! |
| Yes / No Questions | <i>Did</i> you pay the bill? | Yes, (I <i>did</i>). / No, (I <i>didn't</i>). |
| | <i>Did</i> you use your credit card? | |



4 Fill in the blanks. Then ask your partner the questions.

- A: Where _____ go yesterday evening? B: I _____ to Gino's. It's an Italian Restaurant.
- A: What _____ there? B: I _____ pasta and salad.
- A: How was it? B: _____ fantastic!

Expressions

Asking for an opinion

Expressions activities teach useful set phrases commonly used to accomplish functional tasks such as ordering at a restaurant or arranging plans for a day out.

5 Read the text messages. Talk with a partner.

I watched a movie yesterday.

How was it?

It was...

great / amazing / excellent / pretty good / OK / not bad / so-so / not so good / terrible!

Speak Up

Speak-up activities include group and pair communicative activities to help solidify learned phrases, expressions, grammar, and vocabulary in the unit.

6 Use the phrases from the box to make questions. Talk with a partner.

| | |
|---------------------------|----------------------|
| last movie you saw | your weekend |
| last school event you saw | your summer vacation |
| last sports event you saw | your winter vacation |
| last live show you saw | your lunch |

Wrap Up

7 Talk with a group. Write questions using the given prompts. Ask and answer your questions with your partners. If someone answers "yes" to a question, ask for more details. Who has done the most things?

| | Partner 1 _____ | Partner 2 _____ |
|--|--|-----------------|
| go to a foreign country last year? _____ | Ex. Yes, Mexico. In February. It was great! | |
| go to a nice restaurant last month? _____ | | |
| do something special last weekend? _____ | | |
| see a good movie last month? _____ | | |

Pronunciation activities are included at A2 and A2+ level to establish a firm foundation of pronunciation among students.

Pronunciation

8 Listen and repeat. 4-04

| | | | |
|---|-------------------|------------------|--------------------|
| Regular verbs in past tense have three different -ed sounds | /t/ | /d/ | /əd/ |
| Ex. | worked dropped | moved studied | started visited |

9 Listen and put check marks (✓) on the sounds. 4-05

| | /t/ | /d/ | /əd/ |
|-------------|-----|-----|------|
| 1. walked | | | |
| 2. played | | | |
| 3. visited | | | |
| 4. listened | | | |
| 5. worked | | | |

Vocabulary

1 Circle parts of the illustration that match the words in the box.

| | | | | |
|----------|--------|-----|------|--------|
| treasure | castle | war | land | army |
| king | queen | sea | ship | prison |



2 Talk with a partner. What else do you see in the picture?

Pre-reading

Pre-reading activities are used to encourage student interest before reading the unit's feature article.

3 Look at the phrases. Look at the story. Where are the phrases used? Write S for start, M for middle, and E for end.

_____ When Marco was older

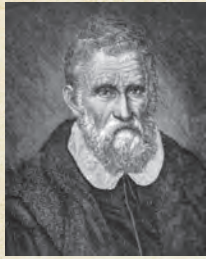
_____ But a war started

_____ A long time ago

Each unit has a feature reading passage. These passages include authentic readings such as texts, message boards, advertisements, cover letters, and fiction and nonfiction articles.

4 Read the story. Choose the ending th

The Adventures of Marco Polo



A long time ago, there was a man named Marco Polo. His father and uncle traveled a lot for work. They would tell Marco stories about their travels. Marco loved the stories. He wanted to travel, too.

When Marco was older, he joined his father and uncle. They left Venice and traveled to China. It was a very long trip. They traveled by sea and over land. They went to the Middle East and Mongolia. They went all over China, and parts of India and Turkey. They met kings and queens. They were the first Europeans to see many of these places. They went back home to Venice 24 years later!

The Polo family brought back lots of treasure. They were ready to be rich. But a war started, and Marco joined the army. In the war, Marco was caught and put in prison. He made a friend in prison. He told his new friend about his travels. Marco's friend wrote the stories down and made a book. This book became very popular. Many people still read it today.

A: The next day, Marco bought a ship and went to China. It was his first time in China. He ate lots of Chinese food and had an amazing time.

B: Marco was angry when he heard this. He rode away on his horse. The next day, he went to the castle and asked the king to give him some money.

C: Finally, Marco left prison. He went back home and became rich. He married and lived happily ever after.

Wrap Up

5 Circle true or false.

- Marco went traveling before his uncle and father. true false
- Marco was in prison after he went to China. true false
- Marco traveled for more than twenty years. true false
- Marco was alone in prison. true false
- The book about Marco Polo became very popular. true false

6 Answer the questions.

- Marco traveled to _____.
 - China, India, and the Americas
 - India, Turkey, and Thailand
 - Mongolia, China, and India
 - China, Venice, and the Congo
- Which statement is NOT true?
 - Marco Polo traveled with family.
 - Marco Polo is not well known.
 - Marco Polo lived in Venice.
 - Marco Polo's story became popular.
- Marco Polo brought back _____.
 - an army
 - treasures
 - a wife
 - a new friend
- Which statement is true?
 - Marco Polo stayed in China his whole life.
 - Marco Polo stole treasures from people.
 - Marco Polo went back home twenty-four years after leaving.
 - Marco Polo wanted to stay in the Middle East.

7 Talk with a partner.

- What is the longest trip you have taken?
- Could you be away from home for twenty-four years?
- What country do you think would be the most interesting to visit?
- How do you like to travel: by ship, by car, or by airplane? Why?

D I RECOMMEND IT!

Writing

Aim: Review a place you visited

Vocabulary

1 Listen and repeat. Then match the pictures with the best sentences (1-8). 



fantastic/wonderful



discount



friendly



terrible



market



tip



refund



complaint

- I left the waiter some extra money.
- Usually it's \$10, but today it's \$8.
- I like to go shopping here.
- It's very bad!
- Very good! Excellent!
- This is terrible, so I want to speak to the manager.
- The waiter was so nice! Everyone at the table loved him.
- The shirt I bought has a hole in it. So, I asked the store to give me one of these.

Grammar

2 Look at the table. Then talk with a partner.

| Past Continuous Tense vs. Past Simple Tense | | |
|---|---|--|
| | Past Simple Tense | Past Continuous Tense |
| | Describes actions completed in the past | Describes ongoing actions or events in the past |
| Affirmative (subject) + past form | (subject) + past form <i>I ordered food.</i> | (subject) + was/were + -ing form <i>I was sleeping.</i> |
| Negative | (subject) + did not (didn't) + infinitive verb <i>My parents didn't call me yesterday.</i> | (subject) + was not (wasn't) / were not (weren't) + -ing form <i>I wasn't playing videogames.</i> |
| Interrogative | Did + subject + infinitive verb with to + ? <i>Did you sleep late last night?</i> Wh-word + did/didn't + subject + base form verb + ? <i>Why did you buy that?</i> | Was/Were + subject + -ing form + ? <i>Were you touring around the city?</i> Wh-word + was/were + subject + -ing form + ? <i>Where were you going?</i> |

3 Complete the sentences with the correct forms of the given words in the given tenses.

- (past simple) Henry and Margot _____ (complain) to the waiter.
- (past simple) Did we _____ (give) a tip to the waiter?
- (past simple) Where did you _____ (meet) each other?
- (past continuous) I _____ (eat) that.
- (past continuous) I wasn't _____ (sleep) during the movie.
- (past continuous) Who were you _____ (talk) to last night?

NOTE


A *collocation* is two or more words that often go together. There are many types of collocations. One type is a verb-noun collocation: for example, *have* + specific nouns (a meal, breakfast, a conversation, a break, etc.).

4 Circle the correct phrases.

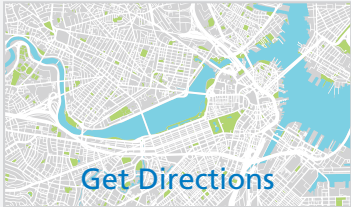
1. I left a tip / gave a refund for the waiter.
2. She gave a refund / made a discount to the customer.
3. He made a friendly / made a complaint about the restaurant's service.
4. She left a message / made a message for her mother to let her know she will be late.
5. My mom asked for a discount / gave us a discount on the new shoes.

5 Read the review. Do you trust online review sites? Talk with a partner.


Sushi Soboro
🔍
Sign Up



Sushi Soboro
★★★★☆ 350 Reviews
📍 123 Monterey Blvd
 Alameda City, CA 15684



Get Directions



Kimberly M.
 Daly City, CA
★★★★☆
 75 Reviews

★★★★☆ 1/35/19

Sushi Soboro was a disappointment. It's in a very nice part of town, so parking is really hard to find. I went for dinner with my best friend. The sushi was not fresh. It was frozen. I made a complaint to the manager, but he said the sushi was delivered that day. I thought he was a little rude. They would not give me a refund or a discount. The waitress was very nice, though. She was very sorry and gave us some noodles. I left a big tip for her.

6 Read the review again. Circle the correct answers.

1. Kimberly asked for a complaint / refund.
2. Kimberly left a big tip / complaint.
3. The sushi was fresh / frozen.
4. The manager would not give a discount / some noodles.
5. The waitress was a little rude / very sorry.

Wrap Up

7 Think about a wonderful or terrible restaurant, café, or hotel you have visited. Use the box below to write a review of that place.

| Online Review | |
|---------------------------------------|--|
| What is the place's name? | |
| Where is it? | |
| When did you go there? | |
| Who did you go there with? | |
| How was the food/drinks/service/etc.? | |
| Conclusion: | |

E

YOU BELIEVE ME?

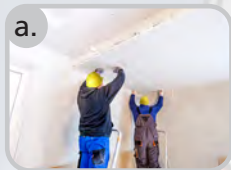
Project

Aim: Give recommendations on the best places to visit in your country

Each unit has a motion comic that synthesizes the learning points of the unit in eclectic and fun ways. This helps to test students' understanding of key language points in challenging new ways.

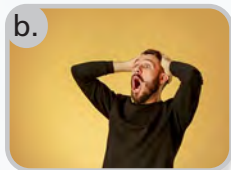
Video

1 Match the pictures with the words.



•
•

shocked



•
•

trick



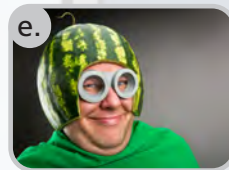
•
•

ceiling



•
•

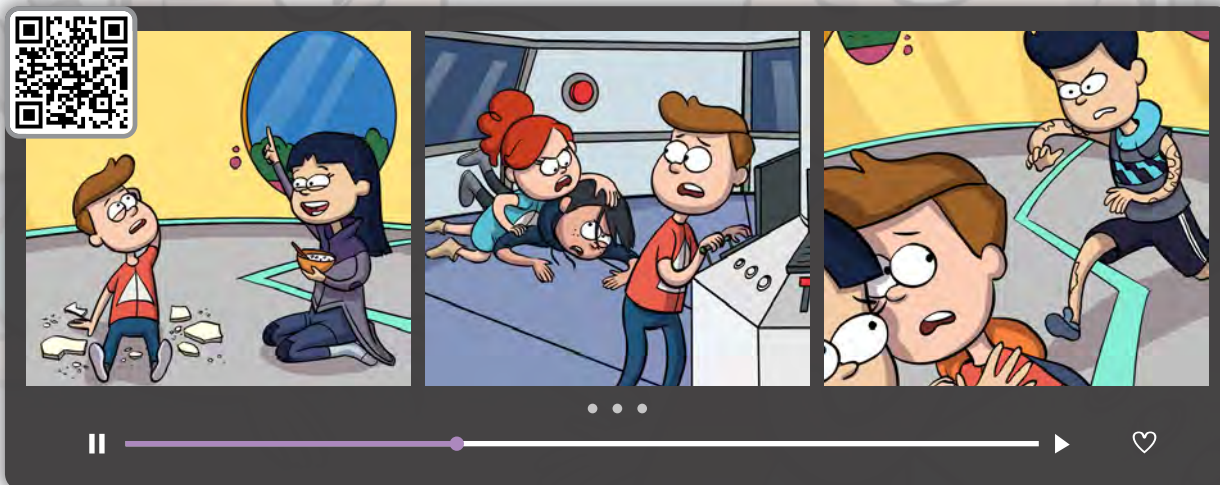
weird



•
•

shuttle

2 Look at the pictures. What do you think the video will be about? Talk with a partner.



3 Watch the video. Put check marks (✓) on the words you hear.

Video 4



4 Watch again and circle true or false.

Video 4

- | | | |
|---|------|-------|
| 1. Tom fell through the ceiling. | true | false |
| 2. Jessie is on Earth. | true | false |
| 3. Jessie fought with Leinad. | true | false |
| 4. Lisa thinks Tom's story is weird. | true | false |
| 5. Lisa's brother helps them get to London. | true | false |

5 Watch again. Circle the words you hear.

Video 4



- Would you believe / complain that I came from another world?
- Two days before / ago, my sister and I were picked up and taken to another world.



- Don't look so surprised / shocked.
- Quick! No time to sightsee / explain.

NOTE

We use the connector *when* to introduce a second action in the past when using the past continuous. We use the connector *while* to describe two actions that are in progress at the same time.

Ex. *When I was shopping, I saw my friends.*

My parents were cooking dinner while I was doing my homework.

Grammar

6 Read the box. Then fill in the blanks with the past simple tense or past continuous tense of the given verbs. Answers will vary.

We use past continuous tense (*was/were + verb + ing*) to describe an action that was in progress at a specific point in the past.

Ex. *When I **was taking** a shower, the phone rang.*

Ex. *I **was swimming** in the sea when suddenly I saw a shark!*

- When I _____ (study) in my room, the window suddenly _____ (open).
- My brother _____ (sleep) when I _____ (come) home.
- When I _____ (hike) in the jungle in South America, I _____ (fall) and broke my arm!
- I _____ (listening) to music while my dad _____ (drive).
- Frank _____ (ride) his bike while his brothers _____ (watch) him.

21st Century Skills sections help students build upon the 4Cs: Communication, Collaboration, Creativity, and Critical Thinking. These activities require students to collaborate in novel ways to accomplish complex, multistage tasks.



21st Century Skills

Experience My Wonderful Country

Creativity

Critical Thinking

7 Prepare an itinerary and travel brochure for a friend visiting your country for the first time. Get in groups and research locations that you think will be enjoyable for visitors and explain why. Use the guidelines to structure your plans. Then, present your itinerary along with your brochure.

| Type of Experience | Location | Things to Do | Review |
|---|---|---|---|
| 1. Explore the history and culture of my country. | Ex. Visit Gyeongbokgung Palace! | See the a royal palace from the Joseon Dynasty | <i>When I visited Gyeongbokgung, I was able to experience traditional Korean clothing and see what life was like in the past.</i> |
| 2. Explore the food in my country. | Ex. Visit Noryangjin Fish Market | Have the freshest fish that is brought to market everyday at this enormous fish market | <i>While I was visiting Noryangjin, I had the most amazing seafood dishes.</i> |
| 3. Explore the entertainment in my country. | Ex. Visit SMTOWN COEX Artium | Visit the SMTOWN Museum, experience various Kpop performances, and shop for unique Kpop merchandise | <i>As a huge Kpop fan, I had to visit the SMTOWN Museum when I was in Seoul. It did not disappoint!</i> |



NEW

ODYSSEY

WORKBOOK

2

UNIT 5



Scan for Audio

Students can get more practice by completing the workbook unit presented at the back of each book. Each unit has a 2-page workbook lesson full of additional exercises, readings, and listening passages!

1 Listen. Fill in the blanks with **was** or **were**. WB5-01

1. Maggie: I _____ at an art exhibit. I love seeing the paintings and statues on display.
2. Elvis: I _____ with my sister. We _____ buying food for a family get-together.
3. Bill: I _____ with my niece. We were watching the animals. We _____ happy to see the tigers and the lions.
4. Amy: I _____ buying some new clothes. I spent all afternoon buying different outfits.
5. Patrick: I _____ watching my favorite team play. They won: two to zero!
6. Laila: I _____ having a coffee with my aunt. We _____ at a little place near her work.

2 Read, circle, and fill in the blanks with the best vocabulary words. Listen and check. WB5-02



I 1. **was / were** very busy last week. First, I had to go to the 2. _____. I needed money. My friends and I 3. **was / were** planning to go to the 4. _____ on the weekend. Our favorite team 5. **was / were** playing. After the bank, I had to go to the 6. _____. I needed to buy food for the week. After shopping, I 7. **was / were** tired. I went to a(n) 8. _____ for coffee.

3 Read the story. Answer the questions.

Last November, I saw *Dia de los Muertos* in Mexico! I was so excited the whole time! *Dia de los Muertos* means “Day of the Dead.” This sounds like a scary holiday, but it’s not. It’s a happy time. I was surprised by many things I saw during the celebration. I was surprised by the beautiful *ofrendas*. An *ofrenda* is an altar made to remember loved ones who are dead. They are large and colorful! I was also excited to see people dressed as skeletons and the *La Calavera Catrina*! Do you know anything about *Dia de los Muertos*? Tell me in the comments!

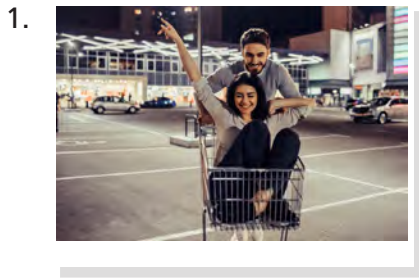
1. What kind of holiday is *Dia de los Muertos*?
a. a scary holiday b. a happy holiday c. a sad holiday
2. What was the writer surprised by?
a. *ofrendas* b. *La Calavera Catrina* c. skeletons
3. How did the writer feel about seeing *La Calavera Catrina*?
a. afraid b. surprised c. excited

4 Have you had any special experiences? Write about a time when you felt...

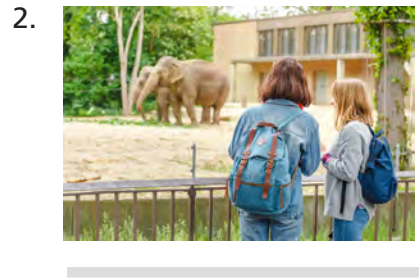
1. excited

2. surprised

5 Fill in the blanks with **was** or **were** and the best vocabulary words.



I _____ at the _____ last night.



Megan and Detra _____ at the _____ last Thursday.

6 Use the given words to describe something you did on the weekend.

1. (wait) **Ex.** I waited for my favorite TV show.

2. (call)

7 Listen and fill in the table. WB5-03

| | |
|-------|--|
| WHO | |
| WHAT | |
| WHERE | |
| WHEN | |

8 Fill in the blanks to describe your last birthday party.



On my last birthday, I _____.

I felt _____ because _____.

_____.

9 Look at the pictures. What do you think happened? Write a short story on a separate piece of paper.



Look at the checklist. Complete the activities and check the things you can do.

| Unit 5: Checklist | | Yes (O) | No (X) |
|-------------------|---|--------------------------|--------------------------|
| A | I can describe past events. | <input type="checkbox"/> | <input type="checkbox"/> |
| B | I can talk about weekend activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| C | I can understand someone's description of a fantastic trip. | <input type="checkbox"/> | <input type="checkbox"/> |
| D | I can write about how a past experience made me feel. | <input type="checkbox"/> | <input type="checkbox"/> |
| E | I can work with a group to write a story. | <input type="checkbox"/> | <input type="checkbox"/> |

Teachers can keep track of their students' progress by testing their ability to accomplish each unit's aim.

Score _____ / 5



