

Unit 2

I'm from Japan

Lesson 1

1 Look, listen and repeat. 🗣️ 🎧 🐛



2 Point and say. 📌 😊

Hi. I'm _____.
Where are you from?



Work in pairs. Imagine you are Hakim/Tom/Tony/Linda/Akiko. Introduce yourself and ask where your partner is from. 😊

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Countries* and *Nationalities*.
- ask and answer questions about where someone is from, using *Where are you from? I'm from ...*
- ask and answer questions about one's nationality, using *What nationality are you? I'm ...*
- pronounce the sounds of the letters *j* and *v* in the words *Japan* and *Vietnamese*.

Warm-up: Greet pupils and get their responses, using the words and phrases they learnt in Unit 1 like *Hi/Hello. Nice to see you again*. Then revise the previous lesson by having them say the chant on Page 10 of the Pupil's Book.

Get pupils to open their books on Page 12 and read the title *I'm from Japan*. Check their comprehension by using a world map on which Japan is circled.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which the characters ask and answer questions about where they are from.
- Have pupils look at the four pictures. Introduce the story by pointing to each character and ask: *Who is this? Where are they? What is he/she doing? What does he/she say?* (a. Nam and Akiko are on the beach. b. Nam greets Akiko. c. Nam asks where Akiko is from and she says she is from Japan. d. Nam slips and ruins Akiko's sandcastle.)
- Tell them that they are going to listen to the story. Play the recording twice for pupils to listen and repeat. If time allows, ask pupils to role-play the dialogue in pairs.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about where someone is from, using *Where are you from? I'm from ...*
- Have them look at the pictures and get them to point to each of these words and repeat twice: *Malaysia, America, Australia* and *England*.
- Point to the first picture and do the task with one pupil, using the expressions in the bubbles and the words under the picture. (Teacher: *Hi. I'm Miss Hien. Where are you from?* Pupil: *Hi, Miss Hien. I'm Hakim. I'm from Malaysia.*) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
- Get them to work in pairs. If time allows, prepare some flashcards of countries and do more practice with pupils.

Language note: *America* is used instead of *the USA* to facilitate the association between the name of the country and the nationality *America/American*. *The UK* (United Kingdom) consists of England, Scotland, Wales and Northern Ireland.

Work in pairs. Imagine you are Hakim/Tom/Tony/Linda/Akiko.

Introduce yourself and ask where your partner is from.

- Tell pupils that they are going to play the roles of the five characters and introduce themselves. Invite two pupils as Hakim and Akiko to act out this dialogue:

Hakim: Hi. I'm Hakim. I'm from Malaysia. Where are you from?

Akiko: Hi, Hakim. I'm Akiko. I'm from Japan.

- Get pupils to work in pairs.
- Invite a few pairs to perform in front of the class.

3 Listen and tick.  



4 Look and write.  

Use the information from Activities 1 and 2.

1. I'm from _____.




3. I'm from _____.



2. I'm from _____.



4. I'm from _____.

5 Let's sing. 

Where are you from?

Hi. I'm Mai from Viet Nam.
 Hello, Mai. Nice to meet you.
 Hello. I'm Akiko from Japan.
 Hello, Akiko. Nice to meet you.
 Hi. I'm Hakim from Malaysia.
 Hello, Hakim. Nice to meet you.
 Hello. I'm Linda from England.
 Hello, Linda. Nice to meet you.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to play *Bingo*, using the names of the countries and characters (*America, Australia, England, Japan, Malaysia, Viet Nam, Tom, Tony, Linda, Akiko, Hakim, Nam*). Then have the class make sentences with the words that were used in the game.

3. Listen and tick.

- Tell pupils that they are going to listen to three conversations and tick the correct pictures.
- Point at each picture and ask pupils questions to check their comprehension: *What is this? What can you see in the picture?* (1a. The flag of Britain. 1b. The flag of Australia. 1c. The flag of Malaysia. 2a. The Clock Tower Big Ben in England. 2b. The Statue of Liberty in America. 2c. The Opera House in Australia. 3a. A Vietnamese girl. 3b. A Japanese girl. 3c. An English girl.)

Key: 1 c 2 b 3 c

Audio script

- | | |
|---------------------------------------|---------------------------------------|
| 1. <i>Tony:</i> Hi. I'm Tony. | 2. <i>Quan:</i> Hi. My name's Quan. |
| <i>Hakim:</i> Hello, Tony. I'm Hakim. | <i>Tom:</i> Hello, Quan. I'm Tom. |
| <i>Tony:</i> Nice to meet you, Hakim. | Nice to meet you. |
| Where are you from? | <i>Quan:</i> Where are you from, Tom? |
| <i>Hakim:</i> I'm from Malaysia. | <i>Tom:</i> I'm from America. |
-
- | |
|------------------------------------------------------------------|
| 3. <i>Akiko:</i> Hi. My name's <i>Akiko</i> . |
| <i>Linda:</i> Hello, <i>Akiko</i> . I'm Linda. Nice to meet you. |
| <i>Akiko:</i> Where are you from, Linda? |
| <i>Linda:</i> I'm from England. |

4. Look and write.

- Tell pupils that they are going to look at the pictures and fill the gaps with the appropriate names of countries.
- Give them a few seconds to look at the pictures. Use the first one as an example. Ask the class to look at the flag and say: *Look at the flag. Can you say the name of the country?* Class: *Australia*. Write it on the board. Then ask the class to say the complete sentence in the bubble. Class: *I'm from Australia*. Write it on the board. And then set a time limit for pupils to do the task.
- When they finish their writing, check answers as a class and have pupils read aloud the sentences to reinforce.

Key: 1 Australia 2 Malaysia 3 America 4 Japan

5. Let's sing.

- Get pupils to match each character with the corresponding lines before they listen to the song.
- Play the recording all the way through for the first time. Then have them repeat each line twice the second time.
- When they are singing the song, show them how to mime the lyrics (e.g. *I'm Mai from Viet Nam*: placing the right hand on their chest; *Hello, Mai*: waving the right hand; *Nice to meet you*: shaking hands with each other).
- Get pupils to practise singing and miming the song in groups.

Lesson 2

1 Look, listen and repeat. 🧐 🎧 🗣️



2 Point and say. 📌 🗣️



3 Let's talk. 🗣️ 🧐

- What's your name?
- Where are you from?
- What nationality are you?

💡	Japan → Japanese	Viet Nam → Vietnamese	America → American
	Australia → Australian	Malaysia → Malaysian	England → English

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *Where are you from?* Then explain the word *nationality* in Vietnamese before introducing the new lesson.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which the characters ask and answer questions about one's nationality.
- Have pupils look at the pictures and ask them questions about the story: *Who is this? Where is she? What is she doing? What does she say?* (a. Akiko is at the registrar's desk. The registrar asks Akiko's name. b. The registrar wants to know Akiko's country. c. She wants to know Akiko's nationality.)
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise the question and answer *What nationality are you? I'm + (nationality)*.
- Have them read the reminder box at the bottom of the page and tell them how to form the nationality from the name of a country.
- Point to the first picture and get one pupil to ask *What nationality are you?* and another to answer *I'm Vietnamese*. Repeat the procedure with the other pictures.
- Ask pupils to work in pairs, pointing to the characters speaking.
- Call a few pairs to act out the dialogue in front of the class.

Language note: *What nationality are you? = What's your nationality?*

3. Let's talk.

- Tell pupils that they are going to practise more with the questions *Where are you from? What nationality are you?*
- Have pupils select the characters they would like to role-play and ask and answer the three questions in the Pupil's Book in pairs.
- Expand the activity by asking pupils to use their genuine names and those of the local cities or towns.

4 Listen and number. 🎧 🗣️



5 Look and write. 👁️ ✍️



1. My name is Mai.
I am from Viet Nam .
I am Vietnamese .



2. My name is Tom.
I am from _____ .
I am _____ .



3. My name is Linda.
I am from _____ .
I am _____ .



4. My name is Akiko.
I am from _____ .
I am _____ .

6 Let's play. 🎮

Find someone who ...



Warm-up: Spend a few minutes revising the previous lesson by having the class play *Tic-Tac-Toe*, using the questions: *Who is this? Where is he/she from? What nationality is he/she?* (See *Games in Introduction*.)

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues and number the pictures.
- Have pupils look at the pictures and check their comprehension by eliciting the answers to the questions: *Who is this? What is this?* (a. Tony and the flag of Australia. b. Mai and the flag of Viet Nam. c. Akiko and the flag of Japan. d. Hakim and the flag of Malaysia.)
- Ask them to say where the children are from and their nationalities. Then play the recording for pupils to do the task.

Key: a 3 b 1 c 4 d 2

Audio script

- | | |
|-----------------------------------------------------------|----------------------------------------------------------------|
| 1. <i>Hakim:</i> Hello. I'm Hakim. | 2. <i>Linda:</i> Hello. I'm Linda. |
| <i>Mal:</i> Hi, Hakim. I'm Mai. Nice to meet you. | <i>Hakim:</i> Hi, Linda. I'm Hakim. |
| <i>Hakim:</i> What nationality are you, Mai? | <i>Linda:</i> Nice to meet you, Hakim. Where are you from? |
| <i>Mal:</i> I'm Vietnamese. | <i>Hakim:</i> I'm from Malaysia. |
| 3. <i>Linda:</i> Hello. I'm Linda | 4. <i>Nam:</i> Hello. I'm Nam. What's your name? |
| <i>Tony:</i> Hi, Linda. Nice to meet you. My name's Tony. | <i>Akiko:</i> My name's Akiko. |
| <i>Linda:</i> What nationality are you, Tony? | <i>Nam:</i> Nice to meet you, Akiko. What nationality are you? |
| <i>Tony:</i> I'm Australian. | <i>Akiko:</i> I'm Japanese. |

5. Look and write.



- Have pupils look at the pictures and read the gapped sentences in silence. Use the first picture as an example and check their comprehension by asking: *Who's in this picture? Where is she from? What nationality is she?* Then guide pupils to fill the gaps before asking them to do the task individually.
- Check answers as a class and call three pupils to read aloud the completed sentences.

Key: 2 America, American 3 England, English 4 Japan, Japanese

6. Let's play.

- Prepare equal numbers of cards with the following words: *America, Australia, England, Malaysia, Viet Nam* and *Japan*. The total number of cards should be equal to or more than the number of pupils. Then mix the cards up and deliver one to every individual in the class. The cards represent where the pupils are from.
- Tell pupils to choose a country. They should talk to their classmates and try to find one who is from the country they have chosen.
- When everyone has found a classmate from the country of their choice, call a few to introduce themselves and their partners, by saying the countries they are from and their nationalities. (e.g. *I'm Ha. I'm from England. I'm English. Linh is from America. She's American.*)

Lesson 3

1 Listen and repeat.  

j **Japan** I'm from **J**apan.

v **Vietnamese** I'm **V**ietnamese.


2 Listen and tick. Then say aloud.   

1. a. Japan

b. Japanese

2. a. Viet Nam

b. Vietnamese

3 Let's chant. 

What nationality are you?

Hello. What's your name? My name's Mai.

Where are you from? I'm from Viet Nam. Viet Nam.

Where in Viet Nam? Ha Noi. Ha Noi.

What nationality are you? Vietnamese. Vietnamese.

Hello. What's your name? My name's Akiko.

Where are you from? I'm from Japan. Japan.

Where in Japan? Tokyo. Tokyo.

What nationality are you? Japanese. Japanese.



Warm-up: Spend a few minutes revising the previous lesson by asking six pupils to point and introduce Mai, Linda, Tony, Peter, Hakim and Akiko, e.g. *This is Mai. She's from Viet Nam. She's Vietnamese.* Use flashcards of the characters if possible.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters *j* and *v* in the words *Japan* and *Vietnamese* respectively.
- Play the recording and ask pupils to point respectively at each letter (*j*, *v*), word (*Japan*, *Vietnamese*) or sentence (*I'm from Japan. I'm Vietnamese.*) in their books while they are listening. Then have them repeat the sounds, words and sentences twice before doing choral and individual repetition until they feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and tick. Then say aloud.

- Tell pupils that they are going to listen to the recording and tick the correct words. Have them read the words before playing the recording.
- Check as a class and ask pupils to say the words aloud. To extend this activity, ask pupils to say sentences with the four words (e.g. *Akiko is from Japan. She's Japanese. Quan is from Viet Nam. He's Vietnamese.)*

Key: 1 b 2 a

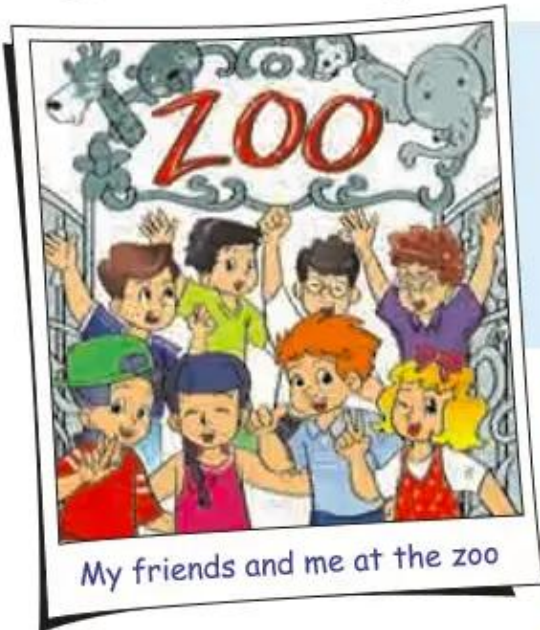
Audio script

1. Hi. I'm Akiko. I'm from Tokyo. I'm Japanese.
2. Hello. My name's Quan. I'm from Viet Nam.

3. Let's chant.

- Ask pupils to match each character with the corresponding lines. Then play the recording for them to repeat the lines twice.
- Divide the class into two groups: one chants the questions and the other chants the answers. Swap the roles after one round.
- You may encourage pupils to substitute the countries and nationalities and chant again.

4 Read and complete.  



Hi. My name is Akiko. I am from Tokyo, Japan. I am Japanese. I am in Ha Noi now. I have a lot of friends. They are from different countries. Tony is from Sydney, Australia. He is Australian. Linda is from London, England. She is English. Tom is from New York, America. He is American.

Name	City	Country	Nationality
Akiko	Tokyo	Japan	Japanese
Tony			
Linda			
Tom			

5 Let's write. 

Quan: Hi. My name is Quan. What is your name?
 You: (1) _____.
 Quan: Where are you from?
 You: (2) _____.
 Quan: What nationality are you?
 You: (3) _____.

6 Project 

Select a country:
 Australia/America/England/
 Japan/Malaysia/Viet Nam.
 Make a name card and
 draw the flag. Then show
 it to your class.

Name: _____

Country: _____

City: _____

Nationality: _____

Flag: _____

Warm-up: Spend a few minutes revising the previous lesson by asking the class to say the chant *What nationality are you?* Divide the class into two groups, each group saying one verse of the chant.

4. Read and complete.

- Tell pupils that they are going to read the text and complete the table.
- Give pupils a few seconds to look at the picture. Point to the children in the picture and ask: *Who's in the picture? Where are they? Where's he/she from? What's his/her nationality?*
- Tell pupils that the text will tell them more about the children. They will know which cities they are from.
- Set a time limit for pupils to do the task independently. Walk around monitoring and offering help, if necessary.
- Get pupils to swap their answers and correct them before checking as a class. Do a choral repetition of the text if there is enough time.

Key:

Tony	Sydney	Australia	Australian
Linda	London	England	English
Tom	New York	America	American

5. Let's write.

- Tell pupils that they are going to write the answers to Quan's questions.
- Set a time limit for pupils to do the task independently. Remind pupils to give genuine facts about themselves.
- Get pupils to swap their writing and call one or two to read aloud their work.
- If time allows, ask pupils to role-play the dialogue in pairs.

Key: *Pupils' own answers*

6. Project

- Tell the class about the project. Pupils should select a country and make a name card for themselves. They should also draw a small flag of the country. Prepare resources like scissors, cards, rulers, pens and crayons.
- Ask pupils to look at the sample name card in their books, and tell them to draw a rectangular box of 9cm (width) x 5cm (height) on a card. Have them copy down the text onto the box and complete the details before drawing the flag and trimming the card.
- Have a display of all the name cards and select a few pupils to present theirs orally before removing all the cards to keep in pupils' portfolios.
- You may also select the three best cards and award the pupils with small prizes (e.g. stickers or pencils). That way, pupils will be more motivated to do the project.

Key: *Pupils' own answers*