

# UNIT 1 - A Summer Camp

## Competences

- Asking and answering questions about where someone is from
- Asking and answering questions about someone's nationality

## New Language

- **Phonics:** *Vietnamese Indonesian*
- **Vocabulary:** *summer, camp, different, country (countries), Malaysia, Thailand, Bangkok, Kuala Lumpur, the UK, the USA, Indonesia, Thai, Laotian, Cambodian, cultural display*
- **Sentence Patterns:** *Where's he from?*  
 – *He's from Malaysia.*  
*Where in Malaysia is he from?*  
 – *Kuala Lumpur.*  
*What's his / her nationality?*  
 – *He's / She's Indonesian.*

## Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 1, Pp. 6-12*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points and a world map (or World Atlas).



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

**Objectives:** Pupils will be able to ask and answer questions about where someone is from.

**Warm-up:** Use the character gallery on Page 2 to play the game *Slap the board*. (Read more in the *Introduction, Games, Page 20*) Say the name of each character and get pupils from two teams to move to the board to slap the pictures corresponding to the names of the characters. The pupil who first slaps the correct picture scores a point for his / her team. The group with the most points will win the game.



### 1. Look, listen and repeat.




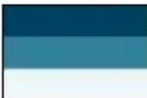









- Ask pupils to open their Student's Book on Page 6. Focus their attention on the title of the unit, the pictures and the texts. Get pupils to read the title of the unit and elicit their answers: *Do you understand the title? Have you been to a summer camp?* Have pupils look at each picture and get them to identify the familiar characters and the new ones. Point to each character and ask: *Who is this? Do you know him / her? What's his name? What's her name?* etc. Praise pupils if they give a correct answer. Then ask pupils to discuss what is happening in each picture. Say: *These children are at a summer camp in Viet Nam.* (Point to Lawan) *Who's this girl?* (Point to Zack) *Who's this boy?* etc. Read each line in the pictures and check pupils' comprehension at times, using English, and Vietnamese when necessary. Use an atlas or a world map to show where each country or city is (*Malaysia, Thailand, Bangkok and Kuala Lumpur*). Write the new vocabulary on the board and get pupils to say the words a few times.
- Make sure that pupils can understand the situation and language in this section. Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for them to repeat a few times.
- Divide the class into groups to take turns to say the lines from Zack and Lawan.



### 2. Point, ask and answer.

- Set the context: point to the picture in this section and say: *These are the children at the summer camp in Viet Nam. They come from many countries.* (Point to a) *This is Zack. He's from Kuala Lumpur, Malaysia. Repeat after me. Zack, Malaysia, Kuala Lumpur.* Repeat the step with the rest of the characters. Then ask pupils to read the example. Elicit their prompts to complete the text in the speech bubbles. Write the question and answer on the board and get pupils to repeat the lines a few times in turn.
- Model the task with the whole class: Point to Zack and ask: *Where's he from?* Class: *He's from Malaysia.* T: *Where in Malaysia is he from?* Class: *Kuala Lumpur.* Go through the task with the rest of the characters in the same way. Focus on pronunciation and fluency.
- Pair work. Pupils take turns to point, ask and answer questions about the country and city where each character comes from. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using the character flashcards.

### Notes on names of countries and cities in the unit

Country	Nationality	Capital city	City related	Flag
Australia	Australian	Canberra	Sydney	
Cambodia	Cambodian	Phnom Penh		
France	French	Paris		
Germany	German	Berlin		
Indonesia	Indonesian	Jakarta		
Japan	Japanese	Tokyo	Kyoto	
Korea	Korean	Seoul		
Laos	Laotian	Vientiane		
Malaysia	Malaysian	Kuala Lumpur		
Thailand	Thai	Bangkok		
The UK	British	London		
The USA	American	Washington D.C.	New York	
Viet Nam	Vietnamese	Ha Noi	Ho Chi Minh City	





### 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 7. Get pupils to look at the pictures and tell them the purpose of listening: *You are going to listen and tick the correct picture in each number. Then elicit pupils' answers, e.g. What do you see in the pictures of number 1? (flags) What country does this flag indicate? (Malaysia) And this one? (Indonesia), And this one? (Australia) Good job. Now you listen and find out where the speaker is from.* If pupils do not understand, use both English and Vietnamese to support them. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen.

**Notes:** Picture 2a: *Two kangaroos for Sydney*; Picture 2b: *A Thai pagoda for Bangkok*; Picture 2c: *A kimono for Tokyo*; Picture 3a: *A flag of Thailand for Thai nationality*; Picture 3b: *A flag of Laos for Laotian*; Picture 3c: *A flag of Cambodia for Cambodian*; Picture 4a: *The Clock Tower Big Ben for London*; Picture 4b: *The Statue of Liberty for New York*; and Picture 4c: *Two kangaroos for Sydney*

- Do the first example with pupils. Then play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to tick the picture.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. If there is disagreement on any answer, play the related part of the recording again.
- Read out the correct answers to the class. Ask a few pupils how they came to their answers, if possible.

### Tapescripts:

*These children are meeting each other at a summer camp in Viet Nam.*

1 Azmi: *Hi, I'm Azmi.*

Nam: *Hi, Azmi. I'm Nam.*

*Where are you from?*

Azmi: *I'm from Indonesia.*

Nam: *Where in Indonesia are you from?*

Azmi: *Jakarta.*

2 Tony: *Hi, I'm Tony. I'm from Australia.*

Lawan: *Hello, Tony. I'm Lawan.*

*I'm from Thailand.*

Tony: *Where in Thailand are you from?*

Lawan: *Bangkok.*

Tony: *Oh, my family went to Bangkok last summer.*

3 Sam: *Is Lawan Malaysian?*

Zack: *No. She's Thai.*

Sam: *How do you know?*

Zack: *She's my new friend.*

4 Zack: *Is Tony from London?*

Linda: *No. He's from Sydney.*

Quan: *How do you know?*

Linda: *He's my new friend.*

**Answers:** 1. b    2. b    3. a    4. c

#### 4. Talk.

- Ask pupils to open their Student's Book on Page 7. Make sure they understand the task: Each pupil chooses a boy / a girl from the pictures and introduces him/her to his / her partner. His / Her partner will make questions.
- Do the first example with the whole class in order to give them a clear idea of how the activity works. Point to Lawan: *This is Lawan.* Class: *Where's she from?* T: *She's from Thailand.* Class: *Where in Thailand is she from?* T: *She's from Bangkok.*

**Notes:** Picture b. Zack from Kuala Lumpur, Malaysia ; Picture c. Azmi from Jakarta, Indonesia; Picture d. Sam from New York, the USA; Picture e. Akio from Tokyo, Japan. Picture f. a Vietnamese girl. Pupils can imagine her name and where she comes from at will.

- Pair work. Pupils in pairs take turns to ask and answer questions about the characters in this section.
- Call on an open pair to demonstrate the task in front of the class. Praise the pair if they add some extra language based on what they know.

#### Summary

- In this lesson, pupils have learnt to ask and answer questions about where someone is from, using *Where's (Zack) from? – (He)'s from Malaysia.*, and *Where in Malaysia (is he from)? – (Kuala Lumpur).*

#### Homelink

- Pupils use a World Atlas or Google Earth on the Internet to search for the cities and flags of the related countries in the unit.

### LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sounds of the letters **ese** as in *Vietnamese* and those of the letters **ian** as in *Indonesian*; and
- to listen and number the pictures in the order they hear.

**Warm-up:** Play *Slap the board*, using flags of the countries. Call out the name of each country. Pupils from two groups move to the board to slap the corresponding flag on the board. The pupil who first slaps the correct flag gets a point for his / her team. The group with the most points wins the game.



#### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 8. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sounds of the letters **ese** as in *Vietnamese* and those of the letters **ian** as in *Indonesian*. Get pupils to repeat the words a few times.



## 2. Listen and read together.

- Draw pupils' attention to the pictures in this section. Elicit their answers to set the context: *Who is it? Where's she from? Where is she now? What is she going to do?* Pre-teach the new vocabulary: *cultural show, mask, model, twin towers*, using pictures (use Vietnamese for *cultural show* and *twin towers* if pupils do not understand). Write the new words on the board and get pupils to repeat them a few times. Read each dialogue, stop at times to check pupils' comprehension. Then have them repeat each line in the dialogues. Tell pupils that they are going to listen and clap once for the words with "ese" and clap twice for the words with "ian".
- Model: Read Dialogue a, clapping: *Japanese* (one clap), *Vietnamese* (one clap). Read Dialogue b. *Indonesian* (two claps), *Malaysian* (two claps). Get pupils to clap in the same way as you read each dialogue again. Then ask pupils to repeat each line of the dialogues.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap at the focused words.
- Divide the class into four groups to take turns to repeat the lines from Mai, Akio, Azmi and Zack.

### Tapescripts:

1. Mai: *What are you going to do for the cultural show?*  
Akio: *I'm going to tell a Japanese story. What about you?*  
Mai: *I'm going to sing a Vietnamese song.*
2. Azmi: *I'm going to show some Indonesian masks. And you?*  
Zack: *I'm going to show a model of Malaysian Twin Towers.*



## 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 8. Get them to look at the chart and the word box. Check if they understand the activity and the meaning of the focused words. Recall the vocabulary, using appropriate techniques. Say each word and get pupils to repeat a few times. Do the first example with the class if they seem confused.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

### Answers:

- **Vietnamese:** *Chinese, Japanese*
- **Indonesian:** *Australian, Cambodian, Malaysian, Laotian*



### Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the above task, e.g. Vi.et.nam.ese. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

### Notes:

Chi.'nese	Cam.'bo.di.an
Jap.a.'nese	Aus.'tral.i.an
	Ma.'lay.sian
	La.'o.tian



1 2 3  
4

### 4. Listen and number.

- Get pupils to open their books on Page 9. Tell them the purpose of listening: *You are going to listen to the recording and number the pictures. Look at the pictures. How many pictures are there? Look at Picture a, What is it? Do you know it? And Picture b, What is it? etc.* If pupils do not understand, use Vietnamese to tell them about the pictures and what symbols these pictures indicate.

**Notes:** Picture a: *a robotic cat in Doraemon, one of the popular Japanese mangas (Manga is a special term referring to a type of Japanese children's picture books);* Picture b: *The Petronas Twin Towers in Malaysia;* Picture c: *three Indonesian masks;* Picture d: *a Chinese lantern.*

- Pre-teach the key words to understand the text: *activity, talk, display, Doraemon.* Write these words on the board for pupils to repeat a few times. Remind pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they listen and rely on the contextual information to number the pictures. Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

**Answers:** a. 4   b. 3   c. 1   d. 2

### Tapescripts:

**Voice:** *Tomorrow, there is a cultural activity at the summer camp. We're going to have some talks and a cultural display. (Pause)*

*1. An Indonesian boy is going to show some Indonesian masks and talk about their history. (Pause)*

*2. A Chinese girl is going to show a Chinese lantern and show how to make it. (Pause)*

3. A Malaysian boy is going to show a model of the Petronas Twin Towers and talk about the building. (Pause)

4. At the end, we're going to watch a Japanese cartoon. A Japanese girl has got a video tape of Doraemon to show. It's going to be fun. (Pause).

## 5. Fun time

### City Bingo

- Ask pupils to open their Student's Book on Page 9 and set the context: *You're going to play the game City Bingo. Do you know how to play this game? Recall the game rules. Draw the grid and a list of cities on the board. Get pupils to repeat the name of each city a few times.*
- Ask pupils to copy the grid onto a sheet of paper and select the nine cities, at random, to complete the grid, e.g.

New York	Sydney	Bangkok
Ha Noi	London	Kuala Lumpur
Jakarta	Tokyo	Seoul

- Call out the city names at random and tell pupils to cross the name they hear. The first pupil who crosses out all nine cities in his/her grid calls out "Bingo!" He / She is the winner of the game and is the lead (caller) of the next game.

**Alternative:** The first pupil who crosses out the three cities on any straight line calls out "Bingo!" He/She is the winner of the game and is the lead (caller) of the next game. This alternative takes less time than the first one.

<del>New York</del>	<del>Sydney</del>	<del>Bangkok</del>
<del>Ha Noi</del>	<del>London</del>	<del>Kuala Lumpur</del>
<del>Jakarta</del>	<del>Tokyo</del>	<del>Seoul</del>

### Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ese** as in *Vietnamese* and those of the letters **ian** as in *Indonesian*;
- to listen and number the pictures; and
- to play the game *City Bingo*.

### Homelink

- Pupils select a favourite flag, draw and colour it at home for a class display in the next lesson.



### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about someone's nationality;
- to read an information text on a summer camp and write an e-mail.

**Warm-up:** Pupils display their flags (Homelink) and play the game *Country Bingo* (an alternative game to *City Bingo* in Lesson 2).



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 10. Set the context: *This is a cultural activity at the summer camp. Look at Picture a. Who are they? Who are these children talking about? What's the name of the boy on the stage? What's his nationality?* Repeat the step with Picture b. Pre-teach the new vocabulary: *stage, nationality*. Write the words on the board and get pupils to repeat them a few times.
- Make sure that pupils can understand the situation and language before playing the recording twice: once for pupils to listen all the way through, once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the questions and answers in each picture.



#### 2. Point, ask and answer.

- Draw a chart of the country and nationality related to this section on the board. Get pupils to repeat each name a few times. (Refer to Page 28 in Lesson 1, TB). Set the context. Point to the picture and say: *These children are at the summer camp. They're from different countries. Now you practise asking and answering questions about their nationalities.*
- Ask pupils to read the example and elicit their prompts to complete the speech bubbles.
- Write the question and answer on the board and get pupils to repeat them a few times. Model the task with the whole class. Point to Zack and ask: *What's his nationality?* Class: *He's Malaysian.* Go through the task with the rest of the characters in the picture. Focus on the pronunciation and fluency.
- Pair work. Pupils in pairs take turns to point, ask and answer questions about the nationality of the characters in the picture. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or pictures in the Student's Book. Praise if the pair has a good performance of pronunciation and of using the new characters.



### 3. Read and do the tasks.

a.

- Ask pupils to open their Student's Book on Page 11. Set the context: *Read the title of the passage. Do you understand it? Can you guess what you are going to read about? Look at the picture. Where is it? What are the children doing?* etc. Elicit and recall any vocabulary that pupils will need to understand the text: *summer camp, national park, go hiking*, etc. Write the key words on the board and get pupils to repeat them a few times. Use pictures or gestures to teach the meaning of new words. Play the recording or read the passage, pausing at times to check pupils' comprehension, e.g. *Where was the summer camp? Where was Zack / Sam from? Did the children go hiking at the camp? What did they learn at the summer camp?*
- Check if pupils understand the task. Do the first example with them if they are confused. Get pupils to read all the sentences in Task a and tell them to search for the corresponding information as they read the passage. Give pupils sufficient time to do the task and move around to monitor the activity.
- Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class. Ask pupils to read the passage again if there is any disagreement on the answers.

**Answers:** 1. F 2. F 3. T 4. T 5. T

\* b.

- This is an optional task for better pupils. Ask pupils to brainstorm the camping activities that they can remember from the reading passage. Write pupils' prompts on the board, e.g. *went hiking, told stories, danced and sang songs, played sports and games, ate different kinds of food and drink*, etc. Call on a pupil and model the task with him / her.
  - T: *Imagine you were at that summer camp. Tell me one thing that you liked doing there.*  
(Pupil answers.)
  - T: *Good. Now tell me one thing that you did not like doing.*  
(Pupil answers.)
- Set time and get pupils to work in pairs. Monitor the activity. Finally, call on some individual pupils to say their answers to the class.



### 4. Read and write an e-mail.

- Get pupils to open their Student's Book on Page 12. Have a brief discussion with the class about the pictures and the task. Point to the model text and elicit pupils' answers: *What is this? Who wrote the e-mail? Who will receive it?* Then read the passage, pausing at times to check pupils' comprehension: *Where was the summer camp? What did the campers do at the camp?* etc. Get pupils to repeat the model e-mail. Then ask them to read the guide and follow the model e-mail for their draft writing before they copy it onto a clean sheet of paper for the class display later.
- Set time and move around the classroom to monitor the activity. Write any words that pupils need on the board. Finally, get a few pupils to read aloud their e-messages to the class. Finally, have a class display of pupils' works.



## 5. Fun time

Sing and guess the friends' names.

Tune: **Bingo**

Lyrics:

### **Jenny and Harry**

*There is a girl who has a friend  
and Jenny is her name.*

*J-E-N-N-Y*

*J-E-N-N-Y*

*J-E-N-N-Y*

*and Jenny is her name.*

*There is a boy who has a friend  
and Harry is his name.*

*H-A-R-R-Y*

*H-A-R-R-Y*

*H-A-R-R-Y*

*and Harry is his name.*

- Ask pupils to open their Student's Book on Page 12. Stick the large-sized sheet of paper with the song *Jenny and Harry* written on it on the board. Discuss the pictures with pupils. Point to each child and elicit their answers to identify the character. Ask pupils to guess the name of Jenny's friend (Mai) and Harry's friend (Nam).
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Stop after each line for pupils to repeat a few times.
- Play the recording again for you and the whole class to sing along.
- Divide the class into groups. Each group sings a line without music.
- Group work. Pupils practise singing in groups, doing actions.
- Call on a group to sing the song in front of the class. The rest of the class clap to the beat.

### **Follow-up**

- Suggest pupils to replace Jenny / Harry with Vietnamese names such as *Ngoc, Nga, Thu, Linh, Minh, Mai*, etc. to sing the song.

### **Summary**

In this lesson, pupils have learnt:

- to ask and answer questions about someone's nationality, using *What's his / her nationality?* – *He's / She's Indonesian.*; and
- to read about a summer camp and to write an e-message to a friend.

### **Homelink**

- Pupils play the game *City / Country Bingo* and sing the song *Jenny and Harry* at home.