Unit Overview

Unit Objectives
• To recognize and name outdoor activities
• To recognize and name equipment
• To talk about future plans

Unit Language

• Target Vocabulary
  camping
  hiking
  skiing
  surfing
  backpack
  camera
  flashlight
  hiking boots
  sleeping bag
  ski pants
  skis
  surfboard
  sunglasses
  tent
  towel

• Recycled Vocabulary
  bowling
  climbed
  dancing
  skateboarding
  brave
  happy
  scared
  strong
  surprised
  bags
  friend
  horse
  mountain
  sharks
  next/this week(end)
today/tomorrow/yesterday
days of the week

• Expansion Vocabulary
  adventure
  coral reef
  masks
  scuba diving
  snorkels
  volcanoes

• Target Structures
  What are you going to do this weekend?
  I’m going (surfing).
  I’m going to take my (backpack).
  Are you going (surfing)?
  Yes, I am. No, I am not.

• Recycled Structures
  I’m good at (fighting).
  I climbed a mountain.

• Reading
  “My Adventure”
  Reader 5: “Niagara Falls”

• Writing
  Write a postcard to a friend.

Cross-Curricular Connections
  art (web)
  language arts (role play, video, sequence, dialogue)
  math (calendars, ordinal numbers, tally marks)
  music (song)
  science (classifying, five senses, volcanoes, coral reefs)
  social studies (geography)

Values Curriculum
  self-preparedness
  self-sufficiency

Unit Materials
  Student Book 5 pages 38–43
  Activity Book 5 pages 40–47
  Audio CD/Cassette 5
  Activity Sheets 17–20
  Picture Cards 56–71
  Student Cards 56–71
  Poster: Character Guide
  Video 5, Episode 1: “Do you like camping?”
  Unit 5 Test

T64 • Unit 5 Weekend Activities
Storyline (for the teacher)

*Mulan* tells the story of a brave Chinese girl named Mulan. Mulan has problems fitting into her role as daughter and is always disappointing her mother, Fa Li, and Grandmother Fa. But Mulan proves her worth outside her tradition-bound society when, disguised as a male soldier, she bravely takes her father’s place in the Imperial Army. Her father, Fa Zhou, was a brave warrior, but he cannot fight anymore.

Helped by her guardian dragon, Mushu, a lucky cricket named Cri-Kee, and her faithful horse, Khan, Mulan works hard to earn the respect of her fellow warriors. Mulan’s adventures lead to a battle at the Imperial Palace, where her family’s honor, the fate of the Emperor, and the fate of all China rest in her hands!

Character Guide

Introduce students to the *Mulan* characters. Hold up the Character Guide at the beginning of the Student Book or show the Character Guide poster. Say, *Open your books to page 6*. Play the audio. Have students listen as they follow along in their books.

Audioscript  
*Grandmother Fa, Fa Li, Fa Mulan, Fa Zhou, Khan, Mushu, Cri-Kee, Little Brother*
Before the Page

Materials: calendar

- Open a calendar to the current month. Point to last weekend and ask, *What did you do last weekend?* Invite volunteers to answer, *I (played basketball) last weekend.* Continue asking similar questions, such as *Did you (play basketball) last weekend? Do you like (playing basketball)?*

On the Page (page 38)

1. **Listen and say.**
   - **Materials:** calendar
   - Open the calendar to the current month. Point to the upcoming weekend and say, *This weekend, I’m going swimming.* Ask students, *What are you going to do this weekend?* Continue asking students until they feel comfortable with the structure.

   - Say, *Open your books to page 38.* Focus students’ attention on the conversation at the top of the page. Play the audio and have students listen and then repeat.

   **Audioscript**
   - *What are you going to do this weekend?*
   - *I’m going camping with David. Are you going hiking with Mike?*
   - *Yes, I am.*

   - Have students work in pairs. Play the audio again and have students practice the conversation until they feel confident.

2. **Listen and say. Then listen and number in order.**
   - **Materials:** calendar
   - Play the first part of the audio and have students point to the correct activity.

   **Audioscript**
   - *a. hiking  b. surfing  c. camping  d. skiing*

   - Play the selection again. Have students point to the correct picture and repeat the words. Circulate to make sure students are pointing to the correct pictures.

   - Focus students’ attention on the pictures again. Play the second part of the audio and have students number the activities in the order in which they hear them. (Answers: a. 3, b. 2, c. 1, d. 4)

   **Audioscript**
   - *I’m going camping with David today. We’re going surfing tomorrow. Marina is going hiking with Mike today. They’re going skiing next month.*

**Lesson Objectives**
- To recognize and name outdoor activities
- To talk about future plans

**Target Vocabulary**
camping, hiking, skiing, surfing

**Target Structures**
What are you going to do this weekend?
I’m going (camping).
Are you going (surfing)?
Yes, I am. No, I’m not.

**Cross-Curricular Connections**
art, language arts, science
Listen. Then talk together.

- Students listen to the audio. It has the first item as a model.

**Audioscript**

1. *Is he going skiing this weekend?*
   
   *No, he isn’t.*

- Have students work in pairs. Have partners ask and answer questions, using the remaining prompts. (Answers: 2. Are they going surfing this weekend? Yes, they are. 3. Is she going hiking this weekend? Yes, she is. 4. Are they going camping this weekend? No, they aren’t.)

---

### After the Page

#### Gesture Game

**Materials:** Picture Cards 56–59

- Collect Picture Cards 56–59 (*hiking, surfing, camping, skiing*). Show the picture side of a card and have students say the word. Then spell the word slowly with students. Continue with the other cards. Display the cards with the picture side showing for reference.

- Have students open their notebooks and write numbers from 1 to 4. Say a number, pantomime one of the activities on the cards, and have students write the word next to the number. After you do four pantomimes, show the word side of each card and help students check their spelling.

#### Five-Senses Web

**Materials:** Picture Card 56, paper, markers

- Place Picture Card 56 (*hiking*) on the chalkboard tray as the center of an idea web. Draw lines from the Picture Card to simple drawings of the following: eyes, a nose, a mouth, ears, hands. Ask students to name things they see, smell, taste, hear, and touch when they go hiking. Draw pictures or write words near each category to create a five-senses idea web about hiking.

- Give small groups paper and markers. Each group chooses an outdoor activity and creates a five-senses web using yours as a model. They may write words or draw pictures to complete the web.

#### Sorting Game

**Materials:** Student Cards 56–59, Unit 1 Student Cards (optional)

- Have students cut out Student Cards 56–59 from the back of the Activity Book. Include Student Cards 11–18 from Unit 1 (*skateboarding . . . bowling*) in this activity. Students work in small groups to sort the cards into categories they create.

- Begin by brainstorming some possible categories, such as seasons, activities you do with another person or alone, or activities that do or don’t use equipment. Groups choose categories and sort their cards. When they finish, they share the results with the class.

---

Disney elements © Disney
Lesson 2
Page 39

Lesson Objective
• To talk about future plans

Target Vocabulary
 ordinal numbers

Recycled Vocabulary
 bowling, camping, dancing, hiking, shopping, skateboarding, skiing, surfing, swimming; this weekend; days of the week

Recycled Structures
 What are you going to do this weekend?
 I’m going (surfing).
 Are you going surfing this weekend?
 Yes, I am. No, I’m not.

Cross-Curricular Connections
 language arts, math

Before the Page
Materials: magazine and newspaper pictures of outdoor activities
• Show students some magazine and newspaper pictures of outdoor activities. Elicit target words, for example, camping and hiking. Give students an opportunity to review learned language by asking such questions as, Do you like hiking? When do you go hiking? Do you go hiking with your mom and dad?

On the Page (page 39)

4 Read and say.
• Review the unit language with students by asking, What are you going to do this weekend? and eliciting, I’m going (surfing).
• Say, Open your books to page 39. Focus students’ attention on the Explore Grammar box. Remind students that a form of be + going (to) is used to talk about future plans.
• Read aloud the examples in the box and have students repeat after you.

5 Listen and write.
• Focus students’ attention on the calendars in the middle of the page. Say, These are calendars for Marina, David, Coco, and you.
• Focus students’ attention on Marina’s calendar. Review the dates. Explain that we read Saturday 1st as, Saturday the first. Call on volunteers to read the other dates. Play the audio for Item 1. Point out that hiking, shopping, and swimming have already been included. Have students write hiking under Sunday 2nd.
• Play the audio for Items 2 and 3. Have students complete the calendars for David and Coco, and then for themselves. They should write in both dates and activities. You may show a calendar so that they can use real dates for the activity.

Audioscript
1. Marina is going hiking on the 1st and 2nd. On the 3rd she’s going shopping, and on the 4th she’s going swimming.
2. David is going skiing on Wednesday and Thursday. On Friday, he’s going skateboarding in the park. On Saturday, he’s going surfing.
3. On Sunday the 9th and Monday the 10th, Coco is going camping. She’s going dancing on Tuesday, and then on Wednesday she’s going bowling with Marina.
4. How about you? What are you going to do?
• Make sure that students have completed the calendars correctly. (Answers: 1. Marina: Sunday 2nd, hiking. 2. David: Friday 7th, skateboarding; Saturday 8th, surfing. 3. Coco: Monday 10th, camping; Tuesday 11th, dancing; Wednesday 12th, bowling.)

6 🎓 Ask and answer.
• Ask a student (Student 1), *What’s Marina going to do on Saturday the 1st?* Elicit, *She’s going hiking.* Then have Student 1 ask Student 2 another question about Marina’s schedule.
• Have students work in pairs. Have them ask and answer questions about Marina’s, Coco’s, David’s, and their own schedules. Walk around the class and monitor.

After the Page

Where Am I Going?

Materials: Picture Cards 56–59
• Put Picture Cards 56–59 (hiking, surfing, camping, skiing) on the chalkboard tray with the picture side showing for reference.
• Pantomime getting ready to go surfing, waxing the surface of the board, and holding it under your arm. Ask students, *What am I going to do this weekend?* Help students ask you, *Are you going surfing?* Say, *Yes, I am.* Write the following dialogue on the board.

A: What am I going to do this weekend?
B: Are you going surfing?
A: Yes, I am.

• Have students continue the game in pairs. Each student asks two questions.

True or False?

Materials: Activity Sheet 17 (Teacher’s Resource Book page 21)
• Hand out Activity Sheet 17. Say, *The calendar shows Marina’s family schedule for the month of February. Read the sentences below the calendar and write T for true or F for false. Set a time limit.*
• After all the students have completed the sheet, have them compare their answers in small groups. Then review the answers as a class.

Wrap-up
• Divide the class into small groups. Have students take turns talking about their family schedule, using the structure, *(My mom and dad) (are) going (shopping) on (Thursday the 14th).* Explain to students that they can make up the schedule.