**CPI Unit Plan Template**

**Target Students:** ☐ middle school students ☐ high school students

**Target Proficiency Level:** Novice-Mid

**Unit Theme:** Movie

**Designed by:** Piling Chiu and Matthew Friedel

**Brief Description of the Unit:**
In the Movie unit, students will start out talking about what movies have to do with their life. Then in groups they brainstorm on vocabulary they can associate with the theme movie in order to compile a list of core vocabulary that student can use to describe and analyze the movie “Eat Drink Man Woman”, identify the conflicts in the movie, and suggest how to resolve the conflicts.

**Desired Enduring Understandings:**
Students will understand:
- The importance of communication to the maintenance of positive relationships between people.

**Essential Questions that Guide this Unit and Focus Teaching/Learning:**
- What affects the relationships between people? What differences exist between these factors in Chinese and American society?
- How is the traditional family structure valued in today’s society? What changes are occurring in both the Chinese and American family structures? Compare the Chinese family structure to the American family structure.
- What role does food play in your family? Compare Chinese food culture to American food culture.

**National Foreign Language Standards:**
1.1, 1.2, 1.3; 2.1; 3.2; 4.1, 4.2; 5.1, 5.2

**Content Knowledge:**
- The essentials for a movie production
- How to make comparisons
- How to describe a person’s personality
- How to comment on things

**Key Linguistic Structures/Grammar and Vocabulary:**

<table>
<thead>
<tr>
<th>Key Structures/Grammar</th>
<th>Key Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preposition</td>
<td>1. 和电影有关的词: 导演, 主要演员, 男主角, 女主角, 人物, 演技, 剧本, 剧情, 情节, 故事, 2. 电影的种类: 喜剧/悲剧, 功夫片, 京剧片, 喜剧片, 动作片, 恐怖片, 纪录片</td>
</tr>
<tr>
<td>Adverbial</td>
<td></td>
</tr>
<tr>
<td>Attributive</td>
<td>3. 看电影的感觉: 好笑, 轻松, 幽默, 开心, 快乐, 高兴, 感人, 难过, 有意思, 害怕, 紧张, 兴奋, 无聊, 没有意思</td>
</tr>
<tr>
<td>2. Comparison</td>
<td>4. 对人物的描写: 个性, 固执, 有主见/有意</td>
</tr>
</tbody>
</table>
A + V 得没有 (or 不如) B + (那么)adv.

3. Emphatic Pattern: 连…都（也）

5. 对电影的看法/意见/感想/心得: 特别, 感人/感动, 建议/推荐, 精彩, 吸引人, 关于, 客观/主观, 同意, 描写, 兴趣, 感情, 感 (兴趣)

6. 冲突, 解决

7. Conjunctions: 而且, 还有, 不过, 可是, 但是

8. Measure Words: 部, 出

9. Verb: 拍 (拍电影, 拍戏, 拍照片)

Skills:
- Talk about movies in terms of the 5 Ws (what, when, where, which, with whom) and 1 H (how often).
- Use previously learned vocabulary to approximate the meanings of the vocabulary for movie, personality, and making comments
- Interpret spoken and written messages about movies and personalities.
- Describe the personalities of the movie characters in speaking and writing.
- Identify the conflicts in the movie and explain the cause and effect.
- Resolve the conflicts, provide explanations, and predict what will follow after the conflicts are resolved.

Connections to Other Disciplines:
- Drama: plot and character analyses
- Language Arts: Composition, genre identification
- History: Contemporary Taiwanese society, changes in family structure

Technology Integration:
- Power point presentations, internet search on movie posters and research on the comments made for “Eat Drink Man Woman”.
- Videotaping the role-play
- Posting the video on YouTube

Assessments:
Performance tasks
- List at least 8 ideas that can be associated with movies, and explain them to the class in their own words. (semantic map)
- Apply the core vocabulary to context.
- Word Search: identify the characters for the core vocabulary.
- Recognize and explain the words from the core vocabulary list.
- Give basic information about a movie off a movie poster
- Simple presentation: Give a description about one of the main characters in the movie.
- Interpret and identify characters from the movie based on student descriptions of their characteristics
- Identify at least 3 conflicts in the movie. Analyze the conflict to find out what is the cause and effect, and how it was resolved in the movie.
• Work as a group to resolve at least 2 of the listed conflicts in their way.
• Act out the resolution(s) for the conflict(s).

Quizzes, Tests, Prompts, Work Samples
• Introduce a movie by using a poster/DVD cover
• Homework: complete the semantic map for the 8 things associated with movies
• Quiz about definition of the core vocabulary
• Listening comprehension: comparison, emphatic expression
• Orally identify at least three conflicts in the movie and explain the cause and effect
• In both writing and speaking, provide your resolution to at least two of the conflicts from the master list. Explain your thinking and predict what would happen afterwards.

Unprompted Evidence (observations, dialogues)
• Classroom participation
• Performances in guessing games, interviews, and presentations

Can Do Statements from Linguafolio
I can
• talk about movies in terms of the 5 Ws and 1 H.
• tell information off a movie poster.
• describe a person’s personality.
• make comparisons for movies.
• explain the cause and effect for an incident
• make suggestions about how to resolve a conflict.
• make recommendations for movies based on my own opinions.

Required Resources:
• Internet connection to view the movie “Eat Drink Man & Woman”
• Links to reviews for the movie “Eat Drink Man & Woman”
• Copies of any movie poster bearing information like movie’s name, director, cast, plot summary, comments made by movie reviewers
• Computer with internet connection
• Posters, colored markers, color construction paper

Differentiation of Instruction:
• To meet the needs of different learning styles, new language items are presented with various forms of assistance such as circumlocution, written language (pinyin and characters), body movements, pictures, videos and manipulatives.
• Students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success.

Instructional Strategies:
• Scaffolding
• Teacher student interaction through questions and classroom discussions
• Pair work and group work
• Dialogues and presentations
• Role playing
• Hands on activities
• Games and competitions
• Video watching and film appreciation
• Self-assessment

Prior knowledge that will help students learn the new information:
• Knowledge about and personal preference for movies
• Knowledge about American family structure
• Ability to communicate in Chinese by negotiating and approximating.
• Knowledge about how to identify and resolve conflicts

Links to relevant web sites:
• Watch the movie on http://v.youku.com/v_show/id_XMzA0MDYwMDA=.html
• Movie review/summary for “Eat Drink Man & Woman”
  http://www.kfccinema.com/reviews/drama/eatdrinkmanwoman/eatdrinkmanwoman.html
  http://movies.nytimes.com/movie/131220/Eat-Drink-Man-Woman/overview
  http://www.reelviews.net/movies/e/eat_drink.html

Lessons that support the unit:
Activities for Essential Question 1
What affects the relationships between people? What differences exist between these factors in Chinese and American society?

• Identification of conflicts between characters (Students discuss with each other the main conflicts within the movie and the instructor then tallies the main conflicts in the movie)
• Handout with table for conflicts and resolutions (Students work together in groups to fill out the handout table with which characters are in conflict, the reasons, and how the conflict might be resolved).
• Written composition of resolution to the conflict (Based on what the students in groups identified as the conflicts and how they might resolve them, each student writes a short composition detailing what conflict they identified and detailing how they might resolve it)
• Role playing of scene where conflict is resolved (In groups the students write a short script in which they role play a resolution to one of the conflicts identified. This is then performed in front of the class and shared with the larger community on Youtube if the students choose)

Activities for Essential Question 2
How is the traditional family structure valued in today’s society? What changes are occurring in both the Chinese and American family structures? Compare the Chinese family structure to the American family structure.

• Discussion of differences between Chinese and American family structures (Teacher facilitates conversation about families and their dynamics using core vocabulary and comparison structures)
• Filling out a Venn diagram about similarities and differences between families in both societies (Handouts with Venn diagrams given to students to fill out based on discussions.)
These are then gone over together as a class to promote further knowledge and to redirect possible misunderstandings.

Activities for Essential Question 3
What role does food play in your family? Compare Chinese food culture to American food culture.

- Ask students what is the difference between preparing Chinese food and preparing American food. Which costs more time?
- Then show them the cooking scenes from the movie “Eat Drink Man Woman”, and ask them to jot down three things they see in the clip that are different than how American food is prepared.
- In groups, students exchange their ideas and report one to the class.
- Students compile the ideas and continue to answer the following questions as homework.

你对吃的感兴趣吗？”吃”在你家扮演什么角色？”吃”在这部电影里扮演什么角色？

On the following days, students describe what answers they have for the questions.

A Culminating Event:
Role-play of how to resolve one of the conflicts in the movie

1. Preparation for the role play:
   - Each group identifies main characters, conflicts, and possible cultural influences on the problems between these characters.
   - Filling out table with information about the characters, the conflicts between them, and the students’ own ideas about how to resolve the conflicts.
   - Writing a short composition about how each student individually would resolve one of the main conflicts identified.

2. On day of the role play
   - Students use information learned from the handout with conflicts and resolutions, as well as the vocabulary list, to write a short script of their role play of resolving one of the conflicts.
   - Students rehearse their script for the resolution and perform it in front of the class on the fifth or sixth day of the unit.

3. Evaluating the effectiveness of the resolution
   - Students discuss the effectiveness and plausibility of their classmates resolution in the role play after each performance using the core vocabulary and structure patterns.

4. Self Assessment
   - Each student fills out a self assessment in which they check off what they have learned, which areas need improvement, and how their teacher can help them improve at the end of the unit.
Day One

Lesson Objectives: Students can describe the things that they associate with movies.

Learning Outcomes: Students compile a list of movie vocabulary for the following day’s discussion.

Standards: ☑ interpersonal communication ☑ interpretive communication ☑ presentational communication ☑ cultures ☑ connections ☑ comparisons ☑ communities

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| Setting the stage/ review (10 minutes) | 1. Students list questions about movies using “喜欢” and the 5 Ws & H questions.  
你喜欢看电影吗？为什么？你喜欢看什么电影？  
你喜欢什么时候看电影？你喜欢在哪儿看电影？  
你喜欢跟谁看电影？你多常看电影？  
2. In pairs, students interview each other using the list of questions.  
3. Each pair reports their answers for the movie genre. | |
| Comprehensible input (20 minutes) | 1. Use movie posters to introduce movie genres.  
这部电影是什么电影？  
电影的种类: 功夫片, 文艺片, 喜剧, 悲剧, 动作片, 恐怖片, 纪录片  
2. Students give more examples for each movie genre.  
3. Students tell what kind of movie they like the most.  
Tabulate the result on the board to show what the most popular movie genre is for the class.  
喜欢看恐怖片的人最多。  
喜欢看喜剧片的人比喜欢看文艺片的人少一点。  
喜欢看恐怖片的人比喜欢看文艺片的人多五个。  
没有人喜欢看纪录片, 因为很无聊。  
高中生对恐怖片很感兴趣。  
高中生对纪录片不感兴趣。 | Handout 1: Table for movie genres |
| Guided practice (15 minutes) | 1. In group of 3-4, students brainstorm on the following prompts:  
- What makes a great movie?  
怎么样才能拍一部好电影? 要有_____才能有电影。  
- How do you feel after watching certain types of movies, e.g. horror, romance, etc.?  
说一说看不同电影的感觉。______电影让我觉得______。  
2. Each group orally report to the class what they’ve come up with. Students use circumlocution, drawing or body language to approximate their ideas. Teacher writes on the board the vocabulary for the ideas. | Handout 2: Semantic Map  
Handout 3: List of core vocabulary |
### Assessment and wrap-up (5 minutes)

1. Word search: Identify the characters for the core vocabulary.
2. Think-Pair-Share: Jot down things that you have learned. Share what you wrote down with your neighbor. Report to the class.

### Homework/preview (2 minutes)

1. “Call and cross out” Bingo worksheet.
2. Write about the movie “Eat Drink Man & Woman” by answering the following questions in complete sentence.
   - 电影的中文名字是什么？
   - 你什么时候看的？
   - 跟谁看的？
   - 在哪儿看的？
   - 导演是谁？
   - 主要的演员有哪些？
   - 这是什么样的电影？
   - 看了这部电影，你有什么感觉？
   - 你会推荐你的朋友看这部电影吗？为什么？
   - Please attach the movie’s poster that carries most of the above information.
Day Two

Lesson Objectives: Students describe and compare the personality for the movie characters.
Learning Outcomes: Students tabulated the personality description for each of the major characters and their popularity vote.

Standards: ☐ interpersonal communication ☐ interpretive communication ☐ presentational communication ☐ cultures ☐ connections ☐ comparisons ☐ communities

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<tr>
<td>Setting the stage/review (5 minutes)</td>
<td>1. &quot;Call and cross out&quot; Bingo worksheet: In pairs, students take turns to explain to his partner a phrase from the list of core vocab without mentioning the words. The partner guesses what that phrase is.</td>
<td>Bingo Worksheet</td>
</tr>
<tr>
<td>Comprehensible input (10 minutes)</td>
<td>1. Students tell the information off the poster for “Eat Drink Man &amp; Woman”. 请说说你在这张电影海报看到什么? 2. Students write down four to five characters that they think are the main characters. 请写下来你认为这部电影的主要角色是谁。谁是男主角？谁是女主角？他们是做什么的？ 3. Tabulate the above information.</td>
<td>Picture</td>
</tr>
<tr>
<td>Guided practice (10 minutes)</td>
<td>1. Each group is assigned one of the main characters to describe about. 2. Each group report to the class what their character is like and/or how they feel about the character without identifying their character. The rest of the class guesses which character is being described. 我觉得这个角色的个性很固执。这个角色让我觉得他很乐观。 3. Teacher and the class can add more personality traits to each of the main characters to the tabulated chart.</td>
<td>Handouts 1: Tabulated information for the main characters</td>
</tr>
<tr>
<td>Application and extension (10 minutes)</td>
<td>1. With the tabulated information, students vote for their favorite characters, and their favorite actor. Report the result using the following structures, 喜欢____的人最多(少)。 喜欢____的人比喜欢____的人多(少)一些。____的演技最好。____演得最好。 比较多人觉得____演得比较好。 比较多人对____感兴趣。</td>
<td>Handouts 1: Tabulated information for the main characters</td>
</tr>
<tr>
<td>Comprehensible input (12 minutes)</td>
<td>1. Ask the students the following question, 你觉得做中国菜(炒饭)和做美国菜(三明治)有什么不一样？哪一个看起来比较花时间？ 2. Then show them the cooking scenes of the movie, and ask them to jot down three things they see in the clip that are different than how American food is prepared. 3. In groups, students exchange their ideas and report one to the class. 4. Students compile the ideas and continue to answer the following questions. 你对吃的感兴趣吗？“吃”在你家扮演什么角色？“吃”在这部电影里扮演什么角色？</td>
<td>Handout 2</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Homework/preview (3 minutes)</td>
<td>1. Word Search &amp; Make phrases for each of the following characters  演: 表演, 导演, 演戏, 演员, 演技, 扮演  感: 感人, 感动, 感觉, 感情, 感想, 感谢, 感冒, 感兴趣  兴: 高兴, 兴奋, 兴趣  2. Answer the following questions and be prepared to share your answers tomorrow. 你对吃的感兴趣吗？“吃”在你家扮演什么角色？“吃”在这部电影里扮演什么角色？</td>
<td>Handout 3: Homework</td>
</tr>
</tbody>
</table>
Day Three

**Lesson Objectives:** Students use the core vocabulary to role play a resolution to a scene from the movie.

**Learning Outcomes:** Students can act write a short script and role play their resolution to a conflict they have analyzed.

**Standards:** ☑ interpersonal communication ☑ interpretive communication ☑ presentational communication ☑ cultures ☑ connections ☑ comparisons ☑ communities

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</table>
| Setting the stage/review (5 min) | 1. As a class students describe what answers they had for the previous day’s homework on food.  
2. Review the main characters that the class decided on from the previous day. Write each up on the board and have students give grief descriptions of each aloud. | Handout 1: conflicts and resolutions table                                 |
| Small group discussion (15 min)  | 1. Place students back into groups and explain the next task of identifying the main conflicts between characters. Model this identification by having one conflict identified together as a group.  
2. Each group discusses and agrees on three conflicts they found in the movie and write them down on the handout.  
3. Groups report back to the class which conflicts they found and they are tallied on the board. |                                                                      |
| Class and group discussion (10 min) | 1. Instructor asks about Chinese and American family structures and what characteristics define both. Uses a Venn diagram or other schematic to compare briefly these two structures on the board.  
2. Students discuss both Chinese and American families and what conflicts might arise from both. | Handout 2: Venn Diagram                                                   |
| Small group discussion (15 min)  | 1. Students are assigned to one conflict that they have identified and to agree on reasons about its cause(s).  
2. Each group then discusses and completes the handout about one conflict in terms of family dynamics.  
3. Use of the same comparison structures to analyze conflicts:  
   - A 比 B + V + degree of complement  
   - A 比 B + adj. + quantifier  
   Also use of preposition 对, adverbial 对…有兴趣, attributive 对… |                                                                      |
<p>| Performance Assessment           | 1. Each group reports back to the class on their conflict and the cause(s) they identified.                                  |                                                                      |</p>
<table>
<thead>
<tr>
<th>(5 minutes)</th>
<th>2. Each group mentions their choices in parts of the handout, including the characters involved and the reasons for their conflict.</th>
</tr>
</thead>
</table>
| Homework/preview (2 minutes) | Vocabulary Application & Make phrases for each of the following characters  
演: 表演, 导演, 演戏, 演员, 演技, 扮演  
感: 感人, 感动, 感觉, 感情, 感想, 感谢, 感冒, 感兴趣  
兴: 高兴, 兴奋, 兴趣 |
Day Four

**Lesson Objectives:** Students use the core vocabulary and structures to develop resolutions in a structured small group discussion format.

**Learning Outcomes:** Students can provide resolutions to conflicts they have analyzed in groups and write short compositions on their solutions.

**Standards:** ☐ interpersonal communication ☐ interpretive communication ☐ presentational communication ☐ cultures ☐ connections ☐ comparisons ☐ communities

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<tbody>
<tr>
<td>Setting the stage/review</td>
<td>1. Review conflicts and their cause(s) which the students identified the previous day from the handout.</td>
<td>Handout 1: Venn Diagram</td>
</tr>
<tr>
<td>(15 minutes)</td>
<td>2. Discussion of differences between Chinese and American family structures by filling out a Venn diagram on board or overhead based on student responses on Venn handout.</td>
<td></td>
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<tr>
<td>Comprehensible input</td>
<td>1. Discussion of what factors affect how people act and how can these problems be resolved and use of vocabulary from list to describe characters:</td>
<td></td>
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<tr>
<td>(8 minutes)</td>
<td>个性, 坚持, 有主见/有意见, 乐观/悲观, 精明, 能干, 爱说话/多话, 不爱说话/不多话/沉默寡言, 活泼, 天真, 自私自利, 成功</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Further practice and explanation of the vocabulary list distributed.</td>
<td></td>
</tr>
<tr>
<td>Guided practice</td>
<td>1. Instructor distributes handout for group discussion format and writing a resolution for conflict.</td>
<td>Handout of conflicts and resolutions in a table</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>2. In group of three, each student has a role: discussion director, vocabulary director, and recorder.</td>
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<tr>
<td></td>
<td>3. Instructor shows model of how the written component of the resolution should look like.</td>
<td></td>
</tr>
<tr>
<td>Application and extension</td>
<td>1. Students work in groups to discuss and fill out the conflicts and resolutions table.</td>
<td>Handout of conflicts and resolutions in a table</td>
</tr>
<tr>
<td>(15 minutes)</td>
<td>2. When finished completing the table, each group is assigned one conflict which they analyze for a possible resolution.</td>
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<tr>
<td></td>
<td>3. Each group member picks a role for their resolution role-play.</td>
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</tr>
<tr>
<td>Assessment and wrap-up</td>
<td>1. Students return their handouts based on the group discussion format to the teacher.</td>
<td></td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>2. Brief discussion in class of what solutions the students found to the problems.</td>
<td></td>
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<tr>
<td>Homework/</td>
<td>1. Instructor distributes rubric for written composition based on</td>
<td>Handout of</td>
</tr>
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<tr>
<td>preview (2 minutes)</td>
<td>the discussions. 2. Students complete a short description of the conflict resolution to be handed in the next day based on their discussions. 3. Review comparison structure for tomorrow’s listening assessment.</td>
<td>rubric for written composition</td>
</tr>
</tbody>
</table>
Day Five

Lesson Objectives: Students use the core vocabulary to role play a resolution to a scene from the movie.

Learning Outcomes: Students can act write a short script and role play their resolution to a conflict they have analyzed.

Standards: □ interpersonal communication □ interpretive communication □ presentational communication □ cultures □ connections □ comparisons □ communities

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<tbody>
<tr>
<td>Listening Comprehension</td>
<td>Assess student listening comprehension about comparison structure.</td>
<td>Handout 1</td>
</tr>
<tr>
<td>(10 minutes)</td>
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<td></td>
</tr>
<tr>
<td>Setting the stage/</td>
<td>1. Students share their resolutions of the conflicts and fill out table on overhead.</td>
<td></td>
</tr>
<tr>
<td>review (10 minutes)</td>
<td>2. Students hand in their written descriptions of the conflict resolutions from the previous day.</td>
<td></td>
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<tr>
<td></td>
<td>3. Have students refer to list of core vocabulary for characters and comparisons, which they should also use for the role play.</td>
<td></td>
</tr>
<tr>
<td>Explanation of assignment</td>
<td>1. Distribute rubric for role playing of conflict resolution.</td>
<td>Handout of rubric for</td>
</tr>
<tr>
<td>(3 minutes)</td>
<td>2. Students return to groups to begin writing and practicing their role playing of the resolution of the conflict.</td>
<td>role playing skit</td>
</tr>
<tr>
<td>Writing and rehearsal</td>
<td>1. Students work in groups to write a script and rehearse their scene.</td>
<td>Rubric</td>
</tr>
<tr>
<td>(20 minutes)</td>
<td>2. Instructor explains the assessment procedure for the performance to be given on the sixth day based on the distributed rubric.</td>
<td></td>
</tr>
<tr>
<td>Assessment and wrap-up</td>
<td>1. Instructor distributes self assessment for the unit and on what they learned.</td>
<td>Self assessment handout</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>2. Students fill out the self assessment, including their ideas about how their instructor could help their learning.</td>
<td></td>
</tr>
<tr>
<td>Homework/preview</td>
<td>Work on the written script and prepare for Monday’s role-play.</td>
<td></td>
</tr>
<tr>
<td>(2 minutes)</td>
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