The Texas Teacher Program at the University of Houston  
The Chinese Studies Program, MCL, CLASS, UH, TX  
CHNS 6371: Teaching Chinese as a Second Language  

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Workshop Worksheet 2: Task Design  

<table>
<thead>
<tr>
<th>Hour/Chapter/Unit</th>
<th>45 minutes/Chapter 8/Unit 2/middle of 2nd Semester</th>
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<tbody>
<tr>
<td>Name of the task</td>
<td>Deciding Which Chinese Buffet to Eat</td>
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| Description of the task | Class size: 20  
Language Proficiency Level: Intermediate (From Low to High) |
|                    | • Divide the class into groups of four by counting 1 to 4. Students with the same number form a group. Each student in the group is given a piece of paper.  
• Simultaneous roundtable. The teacher poses four commands in Chinese (characters or Pinyin):  
  1.  
  2.  
  3.  
  4.  
  (The students respond to the question in writing and pass the papers to each group member four times. Each time the paper is passed to a student, he or she must read what is already on the list. This allows students to review individually, yet with the support of their team members.)  
• Students in each group will then categorize the food and drinks into a menu form and they also get prepared to describe their restaurants in simple, but clear Chinese, using S+adv.+adj. structures and “有”.  
  (Peer checking and peer coaching)  
• One student represents each group to explain their menu to the visitors. Three students in each group go out to visit other tables, asking questions using 有... 吗？有没有？好吃不好吃？大不大？漂亮不漂亮？干净不干净？Students take notes and will report back to the rest of the students.  
• With teacher’s direction, the students choose the buffet he or she wants to eat. Students with the same choice stand together and and one student represents the group and gives the reason (at least 3) of their choice.  
• Assignment: Each group will create a poster ad of their buffet and present their poster in class next week. Each member of the group will have a role in the presentation. (Rubrics are |
| **Objectives when completing task** | 1. Students will be able to get information about the different kinds of food and drinks in a Chinese buffet and discuss with group members.
2. Students will be able to describe the environment of a Chinese buffet restaurant. |
| **Language skills used (modes of communication)** | Interpersonal, Presentational, and Interpretive |
| **Language functions involved** | Asking for and giving explanations: ...有没有...？...好吃不好吃？...大不大？ |
| **Language forms needed** | Syntactic: 大不大，干净不干净 (adjective + bu + adjective)
Semantic: 自助餐
Phonetic: 醤，蔥，春卷 (initials: c and ch) |
| **Formative assessment (self, peer, or teacher)** | The teacher is facilitator of the task. She observes and gives immediate feedback during the whole process. Therefore, she gets her on-the-spot formative assessment right away. The teacher has her own rubrics in mind in terms of fluency, accuracy, sophisticated understanding, and cultural awareness. |