Unit 8 銀行和郵局

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1.1 Rationale

As Chinese teachers, we would like to conduct a communicative class which is student-centered, highly-related to students’ interests, authentic, and practical. What’s more, in addition to learning Chinese culture, students would be able to talk about their own cultures and express their opinions in Chinese fluently. By connecting the learning in classroom to how people actually use Chinese in the real world, we believe that the students would find the learning process not only beneficial but enjoyable and unforgettable.

To begin, the first step for a success language teacher is to understand what the learners’ needs and goals are. Afterwards, it is significant to know the learners well to relate the themes and topics of every class with their prior knowledge, cultural and educational background, and even more importantly, to their interests because learners only benefit the most from the class when their motivation and autonomy are brought to the classroom. Second, instead of giving teacher-centered lectures, providing student-centered classes is necessary. By doing so, learners would be able to practice Chinese as much as possible and notice what they have learned as well as what they still need to learn. In other words, during the learning process, the students are not simply receiving new information and knowledge but cognitively interacting with themselves. Moreover, they would enrich both receptive knowledge and productive knowledge of Chinese in the environment
that listening, reading, writing and speaking are all well-introduced and combined in various tasks in the classroom.

As for how the students practice in class, task-based teaching would be adopted. Instead of simply providing traditional grammar teaching and repetitive drills, task-based teaching places focus on the meaning of language first. Also, bringing authentic input into the classroom is extremely important but not sufficient. Meanwhile, teachers should conduct authentic practice for the learners, which means that learners would communicate and negotiate with others meaningfully and practically. For example, the tasks could be jigsaw or role-play on how to reserve a table in a restaurant, how to open an account at a bank or send a package at the post office. By providing authentic practice, students’ learning would be meaningful so that they would be able to put what they learn into practice into real-life context.

Culture is always a significant part of language when it comes to authentic materials and authentic practice. As for Chinese teaching as a foreign language in the U.S, we focus a lot on introducing Chinese culture. Nevertheless, at the same time, we think that it is equally important to teach learners how to express their own opinion and introduce their own culture in Chinese as well, which is often neglected in a Chinese learning classroom. Moreover, the ability of noticing
cultural differences and similarities is crucial nowadays, where we are at the age that the world has become a global village.

In our teaching, we provide visual and audio materials such as video and pictures. Students would pay more attention and tend to be much more interested in the learning process when there are more sensory stimulation. Besides, audio and visual materials help them to develop long-term memory effectively. We also bring these into the classroom with technology and internet to make sure that we have most up-to-date materials.

1.2 Contents overview

<table>
<thead>
<tr>
<th>銀行</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Warm up, introduction to the topic</td>
</tr>
<tr>
<td>Task 2: Conversation Review</td>
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<tr>
<td>Task 3: Role-play (bank clerks v.s. bank clients)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>郵局</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Warm up, introduction to the topic</td>
</tr>
<tr>
<td>Task 2: Jigsaw (The services offered at the post offices)</td>
</tr>
<tr>
<td>Task 3: Role-play (Sending a package at the post office)</td>
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</tbody>
</table>

2. Materials

2.1 銀行 Task 1

- Step 1: Students watch a short clip of news and discuss the difference between the banks in the U.S and the ones in China.
Ex. Why are people lining up?

- Step 2: The whole class talks about
  the differences and similarities they
  found together. (Each group reports at least one)
  Teacher wraps up the discussion.

2.2 銀行 Task 2

- Step 1: Students work in pairs and take turns reading out the dialogue.
- Step 2: Students discuss with partners if there are anything they don't understand from the dialogue.

Conversation:
黃方：對不起，我不會用這個現金機。你能教我怎麼用嗎？
格林：喔，很容易。只要把你的銀行卡從這個口放進去，輸入你的密碼，再輸入你要取的錢數，按 ok 就可以了。
黃方：咦？怎麼錢不出來呢？
格林：我看看。恩，原來是機器壞了。那你到櫃台去取吧。
黃方：可是我沒有存折。
格林：在美國銀行不用存折。你者要知道你的賬號，填一張存款單，憑帶照片的證件就可以辦理了。
黃方：真的，那存錢呢？
格林：存錢跟取錢一樣，可以用現金機，也可以在櫃台辦理。
黃方：原來這麼方便，那我試試，謝謝！
格林：不客氣，再見。

2.3 銀行 Task 3

- Step 1: teacher randomly assigns half of the class as clients and half of the class as bank clerks for the role-play.
- Step 2: Ss walks around and talk to different people to complete the role-play task
角色扮演：銀行客戶

你是一個銀行客戶，你有一些業務要去銀行裡辦。請找不同的銀行櫃員你辦理相關的事宜。交易完成後，請櫃員下面的表格裡簽名。

<table>
<thead>
<tr>
<th>櫃員簽字</th>
<th>業務</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>支票兌現</td>
</tr>
<tr>
<td></td>
<td>存錢</td>
</tr>
<tr>
<td></td>
<td>付電話費帳單</td>
</tr>
<tr>
<td></td>
<td>提取600塊現金</td>
</tr>
<tr>
<td></td>
<td>付電費帳單</td>
</tr>
<tr>
<td></td>
<td>將200塊美金換成人民幣</td>
</tr>
</tbody>
</table>

A: 下午好。我可以幫您做什麼嗎？
B: 您好，我想兌現這張支票，然後將這筆錢換成美金。
A: 可以看一下您的銀行卡嗎？
B: 好吧，行。
A: 我還需要一張帶照片的證件。
B: 駕駛執照可以嗎？
A: 沒問題，謝謝。
（出納數錢……）
这是您的證件，以及錢和收據。
A: 您還需要辦其他的業務嗎？
B: 不用了，謝謝！
A: 不客氣！

最親切的銀行櫃員是：______________
角色扮演：銀行櫃員

你是銀行櫃員。銀行客戶將要在你的窗口前辦一些交易。寫下他們的名字，業務，金額，和他們的身份信息在下面的表格裡。

<table>
<thead>
<tr>
<th>名字</th>
<th>業務</th>
<th>金額</th>
<th>身份</th>
</tr>
</thead>
<tbody>
<tr>
<td>子云</td>
<td>提款</td>
<td>500美金</td>
<td>ID no.</td>
</tr>
</tbody>
</table>

對話

A = 銀行櫃員   B = 銀行客戶

A: 下午好。我可以幫您做什麼嗎？
B: 您好，我想兌現這張支票，然後將這筆錢換成美金。
A: 可以看一下您的銀行卡嗎?
B: 好吧，行。
A: 我還需要一張帶照片的證件。
B: 駕駛執照可以嗎？
A: 沒問題，謝謝。
（出納數錢……）

這是您的證件，以及錢和收據。
A: 您還需要辦其他的業務嗎？
B: 不用了，謝謝！
A: 不客氣！
2.4 郵局 Task 1

- Step 1: T hands out several different pictures of postal offices in China (history-now) and asks Ss to work in groups of 3 or 4 to figure out what the buildings are based on the information presented in the pictures.
- Step 2: After figuring out the buildings as postal offices, Ss will engage in a group discussion about changes they discovered throughout history based on which the group will later negotiate and work together in putting the pictures in chronological order.
2.5 郵局 Task 2

• Step 1: After introducing the theme in task 1, T asks Ss to brainstorm a list of words/phrases related to the theme of “post office”.
• Step 2: T addresses questions about vocabulary and expressions (write on the board) as Ss share their lists.
• Step 3: Ss will then be assigned into groups of 3. Each group member will get a piece or reading about 1 of the 3 major aspects of services offered by China Post. (Reading excerpts are taken directly from the official service introduction of China Post)
• Step 4: After reading his/her excerpt, all the group members will come together and introduce respective services they just read.
• Step 5: Each group will in the end do a poster presentation of China Post services to the whole class.

Reading # 1

• 中国邮政提供的第一类服务为邮务类业务。其主要服务项目包括函件、包裹、报刊、集邮、代理和信息业务等。顾客除了可以享受邮局内的实体服务外，还可以开通网上邮局实现在线查询资费、邮编、包裹详情，并在线订阅报刊、了解最新邮票信息、办理部分代理和信息业务。

Reading # 2

• 中国邮政提供的第二类服务为银行类业务。作为中国邮政集团旗下的一家全功能商业银行，中国邮政储蓄银行在全国拥有约3.8万个储蓄营业网点。目前银行内开办的业务包括：人民币和外币储蓄、对公业务、小额贷款、个人理财、国际国内汇率兑换等，为用户提供更全面、便捷的金融服务。

Reading # 3

• 中国邮政提供的第三类服务为物流类业务。中国邮政速递物流公司是中国邮政旗下的现代综合快递物流企业，专业经营和管理全国邮政速递物流业务，拥有国内知名的EMS特快专递和CNPL中邮物流等品牌。目前，该公司提供的速递业务通达全球200多个国家和地区。
2.6 郵局 Task 3

- Step 1: T randomly assigns each student with one strip on which there will a situation:

Example: 你刚刚想起后天是你好朋友的生日，于是匆忙买了礼物来到邮局想把礼物从北京寄到上海。你想选择哪一种邮递方式？

3 forms (different options) of postal delivery will also be distributed to each student.

- Step 2: Based on their assigned situation, each student will have to make a decision on which mailing option he or she will be using and fill out the corresponding form  (choose 1 out of the 3).

- Step 3: Ss will then be paired up. Each pair will first exchange and review the form (and assigned situation) their partner just filled out (peer review) and negotiate when they consider there is a problem/error in the form.

- Step 4: T will address any question concerning the forms afterwards about vocabulary, appropriateness, etc.

- Step 5: Each pair will then engage in a role play where one will play as the postal office clerk and the other will be the client with his/her form inquiring about service options and specific information.

- Step 6: Pairs will perform out their role plays in the end.
2.7 總結

- Step 1: Students check if they understand fully about the business that banks and post offices offer.

<table>
<thead>
<tr>
<th>办理业务内容</th>
<th>银行</th>
<th>邮局</th>
</tr>
</thead>
<tbody>
<tr>
<td>存款、取款</td>
<td></td>
<td></td>
</tr>
<tr>
<td>兑换汇率</td>
<td></td>
<td></td>
</tr>
<tr>
<td>购买邮票</td>
<td></td>
<td></td>
</tr>
<tr>
<td>申请贷款</td>
<td></td>
<td></td>
</tr>
<tr>
<td>邮寄包裹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>购买办公用品</td>
<td></td>
<td></td>
</tr>
<tr>
<td>订阅报纸、杂志</td>
<td></td>
<td></td>
</tr>
<tr>
<td>咨询、购买理财产品</td>
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<td></td>
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<tr>
<td>借阅书籍</td>
<td></td>
<td></td>
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<tr>
<td>申请办理信用卡</td>
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<tr>
<td>开户</td>
<td></td>
<td></td>
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<tr>
<td>咨询快递业务</td>
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