Passing through Customs

(Group One)

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Project Overview

Target students: Medium to advanced level

Class size: 10 – 15

Condition: Share Information

Goals:

1. Being able to use the correct expressions to provide the information in regards to nationality, purpose for entering the country, and the duration for staying in the country.
2. Being able to obtain the information by asking questions relating to Customs.
3. Being able to recognize the signs for the declaration items.
4. Understanding the rules and regulations for passing through customs.

Input:

Video clips, ID cards, forms, signs, reading, Brainstorming products, item list

Tasks Sequencing

(1) Overall tasks complexity  (Chart 1)
(2) Likert Scale  (Chart 2)

### Likert Scale

<table>
<thead>
<tr>
<th>Gary, Speaking &amp; Listening &amp; Writing</th>
<th>Qiangqian Zhu, Speaking &amp; Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few elements <em>/<strong>/</strong>/X</em>/many elements</td>
<td>Few elements <em>/<strong>/</strong>/X</em>/many elements</td>
</tr>
<tr>
<td>No reasoning <em>/<strong>/</strong>/X</em>/reasoning</td>
<td>No reasoning <em>/<strong>/</strong>/X</em>/reasoning</td>
</tr>
<tr>
<td>Here-and-now X_/<strong>/</strong>/ past</td>
<td>Here-and-now X_/<strong>/</strong>/ past</td>
</tr>
<tr>
<td>Planning <em>/<strong>/</strong>/ X</em>/no planning</td>
<td>Planning <em>/<strong>/</strong>/ X</em>/no planning</td>
</tr>
<tr>
<td>Prior knowledge <em>/<strong>/</strong>/ X</em>/no knowledge</td>
<td>Prior knowledge <em>/<strong>/</strong>/ X</em>/no knowledge</td>
</tr>
<tr>
<td>Single task <em>/<strong>/</strong>/ X</em>/multiple tasks</td>
<td>Single task <em>/<strong>/</strong>/ X</em>/multiple tasks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jolie, Reading &amp; Speaking &amp; Writting</th>
<th>Gengrui, Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few elements <em>/<strong>/</strong>/X</em>/many elements</td>
<td>Few elements <em>/<strong>/</strong>/X</em>/many elements</td>
</tr>
<tr>
<td>No reasoning <em>/<strong>/</strong>/X</em>/reasoning</td>
<td>No reasoning <em>/<strong>/</strong>/X</em>/reasoning</td>
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</tr>
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<td>Single task <em>/<strong>/</strong>/ X</em>/multiple tasks</td>
<td>Single task <em>/<strong>/</strong>/ X</em>/multiple tasks</td>
</tr>
</tbody>
</table>

### Procedures

1. Geng Rui

(1) Play an episode of a movie to introduce the topic.
(2) Pair up the students, each pair comes up with questions and answers which may actually happen when people pass through the customs in five minutes discussion.

(3) Teacher adds up more questions and answers and writes them down on the blackboard.

(4) Play a video which includes the conversations between visitor and customer officer. Students pick up the keywords in the conversation individually according to the video.

(5) Students are divided into pairs to come out a complete dialogue related to the video. Each group selects two students to present the dialogue. The teacher debriefs and assesses the activity.
2. Bree

1) Jigsaw

(1) The teacher put 7 signs about customs on the blackboard including 易燃易爆, 易碎, 植物, 肉食, 动物, 酒, 药品 students start to guess the meaning of this sign. Then, the teacher will teach the meaning of each sign.

(2) Teacher pairs up the students to discuss what things can be considered 易燃易爆品, 易碎, 植物, 肉食, 动物, 酒, 药品 that is forbidden taking to the airplane in Chinese. And Teacher reorganizes the groups to discuss the integration of 7 signs.

2) Fill out 物品申报表

(1) Assuming that each group is the person who has to pass through the customs with those objects on the sheet (Item List). (Chart 3)

<table>
<thead>
<tr>
<th>大蒜</th>
<th>香肠</th>
<th>眼镜</th>
<th>红酒</th>
</tr>
</thead>
<tbody>
<tr>
<td>香蕉</td>
<td>花瓶</td>
<td>篮球</td>
<td>感冒药</td>
</tr>
<tr>
<td>子弹</td>
<td>护手霜</td>
<td>烟花</td>
<td>矿泉水</td>
</tr>
</tbody>
</table>
Teacher also passes out 物品申报表. According to their Item list, each group has to fill out 物品申报表. (Chart 4)

<table>
<thead>
<tr>
<th>您是否将下列物品带入中华人民共和国？</th>
<th>是</th>
<th>否</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 任何食品，包括：烹饪过的，未烹饪过的、新鲜的、腌制的、包装的烘干的食品</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 动物或动物制品，包括：肉类、乳制品、鱼类、蜜蜂及蜂蜜制品、蛋类、羽毛、贝壳、粗羊毛、皮毛、昆虫</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 植物或者植物制品，包括：水果、蔬菜、见过、植物的某部分、树叶、花儿、种子、真菌类、竹子、藤条、木材、或稻草</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 可能被禁止或者限制的物品，例如药品、武器、不良出版物、濒危物种、非法药物或吸毒工具</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 超过个人免税许可量的酒类制品（）3 瓶白酒，每瓶不超过 1125 毫升；或 4.5 升葡萄酒或啤酒）和烟草制品？</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Jolie

(1) Play the episode again which are silent and without subtitles.
(2) Question for group discussion: why do you think the poor man failed to pass the customs? Call upon several groups to share their guessing.

(3) Situational task: suppose you are going to Beijing with your friends this coming summer, what you should do to avoid failing passing through the customs? Here are some tips. Display the reading material on PPT. Tell the students that their friends do not have the copy of the sheet, ask them to take notes and later on write a note for their friends about the tips.

过海关注意事项：

1. 排队依次通过海关柜台。请站在黄线后面等待。
2. 有申报物品的旅客必须如实填写《中华人民共和国入境卡》和《海关申报表》。
3. 过关时不可以替陌生人带物品, 以免给自己带来不必要的麻烦。
4. 中国海关规定：出境旅客**最多**可携带美金现钞 5000 元及人民币现金 2 万元。
5. 每人限托运行李 20 公斤，请务必使用较坚固的行李箱。剪刀、水果刀、瑞士军刀等请随行李托运，否则将被海关没收保管。贵重物品不可随行李托运，请随身携带自行保管。
6. 严禁携带毒品，武器，麻醉药品，涉及国家机密的资料，珍贵文物，濒危和珍贵的动植物、标本、种子等出境。**另外**，新鲜水果，动植物等也严禁携带入境。

地址：北京东三环北路 38 号，泰康大厦 28-30 层  邮编：100021
电话：4008116666    邮件：service@ctsho.com
(4) Ask students to write a memo for their friends individually.

(5) Give each student a copy of the multiple choices questions. Discuss in groups to complete two tasks: share their individual work with others and come up with one memo; finish the multiple questions.

Please select the correct answer:

1. Mr. Li is an American, he flew from New York to Shanghai. He brought US dollars 5000 and gifts for his friend in Shanghai: a basket of freshly picked American oranges. Can he pass through customs?

A. Yes, his actions are within the regulations.
B. No, because the US dollar is beyond the limit.
C. No, because he can't bring fresh fruit.

2. Which of these items would you help a stranger bring through customs? 

A. Pet dog  
B. Scissors  
C. Artifacts  
D. None of the above

3. Xiao Wang is going to Beijing on business, this is his first time in China. Before leaving, what advice do you give him?

A. Bring more cash, the more the better.
B. Chinese customs officers are very friendly, you don't need to line up.
C. Camera should be carried with you, not checked.
D. Food on planes is hard to eat, you can bring some fruits and a knife. This way you won't be hungry.

(6) Display the paragraph again on PPT and show students the correct answers to the MC questions.
4. Gary

1) Role play
(1) Teacher will need to photocopy and distribute customs officer role-play sheets (海关官员登记表) and passport and character prompt cards (旅客身份提示及护照).

(2) Divide the class into two groups; one group as Customs Officers, and the other one as travelers.

(3) Distribute the Customs officer role-play sheet (海关官员登记表) to the designated ‘Customs Officers’. There will be two sheets including questions for the officers including different ways to question the travelers. Each officer will use one sheet. Each custom officer represents a country of their choosing and they will briefly interview each traveler before allowing them entry into the country.

(4) During the interview, the customs officer will be required to write down the information from the travellers and fill out the custom officer role-play sheet (海关官员登记表).

(5) Distribute the passport and character prompts (旅客身份提示及护照) to the travelers. Have the travelers read their prompts. (If the student level is good enough, the teacher can ask the students to memorize their character prompts without having to read them.)

(6) The traveler needs to write down the country that they visited on the bottom of their role-play traveller sheet.

(7) The activity should last for about 10 minutes. The students as the officers need to try to interview as many travelers as possible to fill in the custom officer role-play sheet (海关官员登记表) and the students as the travelers need to try to pass through as many customs as possible by correctly answering the questions.

(8) Reverse the students’ roles and repeat the activity.
海关角色扮演：海关官员登记表 (Chart 5)

角色扮演：你是一位海关和入境事务官员。当学生要进入你国家的时候，你需要登记他们的信息。该表左侧有一些问题你可能要问到的。把他们的信息填写在下表中。

<table>
<thead>
<tr>
<th>姓名</th>
<th>国籍</th>
<th>最后一个访问的国家</th>
<th>入境目的</th>
<th>逗留时间</th>
<th>住宿地点</th>
<th>是否有物品申报【是/否】</th>
<th>首次访问【是/否】</th>
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海关角色扮演：身份提示及护照 (Chart 6)

你是一名来自德国的旅行者，刚到过巴西。你将逗留3周时间。你将住在酒店。这是你的首次访问。没有携带任何东西。

护照
姓名：
国籍：德国
证件有效期至：2012
护照号码：213456
2) Writing task

(1) Divide the students into three groups, teacher distribute each group a description card for a person’s information. Each group has to read through the information on the description card and use the information to create a dialogue for passing through customs within 5 minutes.
Passing Through Custom

Group One Project

Bree, Gary, Rui, Jolie

(2) Each group has to send two people to the stage, one as the Customs officer and the other as the traveler, to perform the dialogue their group creates to the rest of the class.

(3) The rest of the class have to pay attention to the dialogue, they have homework to do according to the information from the dialogue.

(4) The homework for the students: they have to mark down the information from the dialogues from other three teams, and write a paragraph for each team regarding the information for the traveler’s status, including the name, nationality, purpose for visiting and the duration for the visit.
Expected outcome

1. Communicative outcomes
   (1) Students will be able to understand the procedures on how to pass through the customs.
   (2) Students are being able to understand the items that can be carried with for the customs.
   (3) Being able to read the signs related to the items that not allow taking when passing through customs.

2. Linguistic outcomes
   (1) Students can use the Customs language to answer the questions and complete a list of countries he or she can pass through, and apply them onto the form. （曾到访国家）

   (2) Students can use the questions relating to the Customs to get the information from the travelers and fill out the officer role-play sheet. （海关官员登记表）

   (3) Correctly express the duration time in different ways.