

**TCSOL**  
**PRACTICUM FINAL**  
**PROJECT**  
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**Getting a SIM Card in China**

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# INTRODUCTION

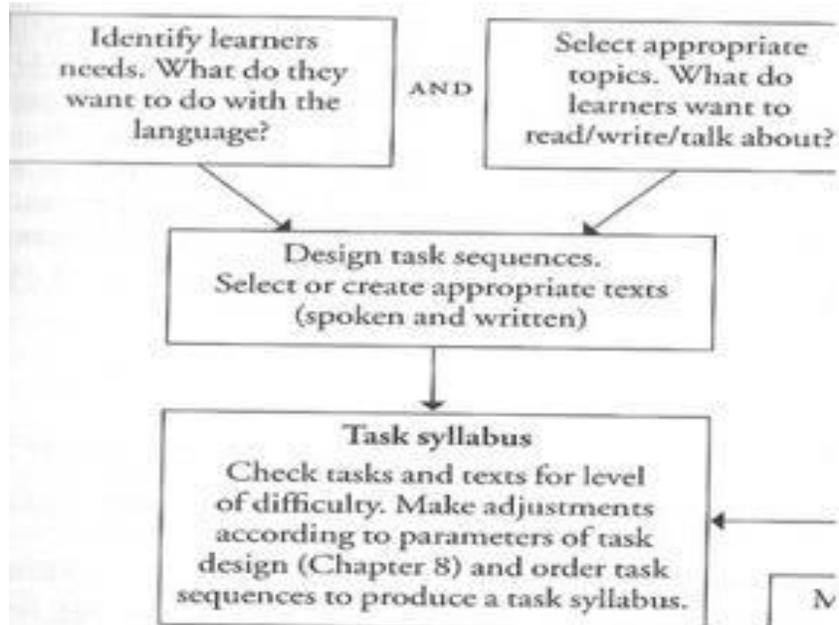
## **Project background and relevance**

For our 2017 TCSOL practicum, our group project is to design tasks to develop learners' communicative competence in mandarin to buy SIM cards in China. After conducting some research on the real-life purchase of SIM cards in-country, we realized the complexity of this task and became concerned of its feasibility for foreign travelers in China. However, we have foreseen the pedagogic significance of this task in three aspects. First, it is applicable for any travelers who are curious about or interested in getting SIM cards in China. Second, it is an indispensable task for those who are staying in the country for longer terms. More importantly, getting a SIM card is a legitimate expectation to plan foreign trips, while current Chinese language programs and curriculum seldom cover this topic. Therefore, our group decided to accept the challenge and continue our work to fit the pedagogic niche.

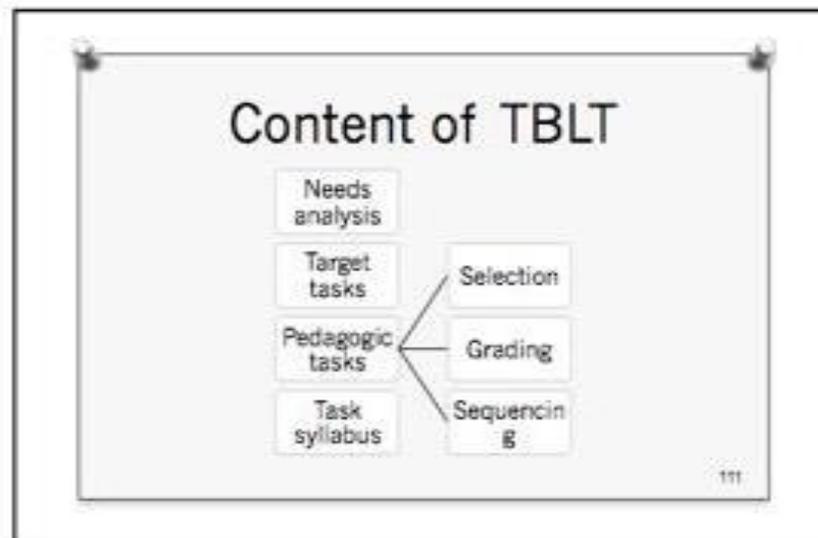
## **Rationale**

Our coursework learning and the Willis and Willis textbook on how to develop a task-based syllabus threw light on our project development. We set off to identify the real-life procedures of getting a SIM card in China and the communicative tasks it involves. Our online research only yields sporadic or even erroneous information in getting SIM cards in China, so we reached out to interview staff from China Mobile and China Telecom through phone calls and their online inquiry systems. In the end, we were able to create real-time dialogues between customers and staff in those SIM card stores. However, the original spoken texts turned out to be far beyond Chinese beginners or intermediate learners' linguistic and cultural competence. We then tailored it to better suit foreign travelers' practical needs while ensuring that it covers all important elements for them to successfully buy a SIM card in China. Based on the spoken texts we compiled, we created two videos to supplement the input. With the target texts settled, we moved on to design a pool of sub-tasks from which we selected, graded and sequenced our final pedagogic tasks. The theoretical framework is to be listed as following:

## GETTING A SIM CARD IN CHINA



(Willis & Willis, 2015, p.197)



(Dr. Han, TCSOL Practicum, Session 5-6, p.5)

## PROJECT OVERVIEW

**Topic:** Get a SIM card in China

**Target students:** Adult Intermediate

**Class size:** 12-15

**Settings:** Adult intermediates travelling to China (preferably longer stay in China, 2 weeks' minimum)

**Conditions:**

1. Inputs are shared among learners.
2. All Input shall be convergent.

**Goals of the project:**

1. To create sequenced tasks for learners to achieve target task.
2. To establish learner's interest and curiosity in Chinese cultural relevance, and enhance their engagement.
3. To reduce learner's affective filter and encourage them to travel to China.

**Objectives:**

Learners shall be able to:

1. Recognize where they can get a SIM card.
2. Know the procedure get a SIM card.
3. Express their needs of phoning and internet access.
4. Complete the procedure of getting a SIM card.
5. Understand the difference between Chinese telecom system and American telecom system.

## TASK OVERVIEW

To achieve our project objectives, we select six pedagogic tasks. We substantiated those six tasks with interim goals, verbal/non-verbal input, condition, expected outcome, and detailed procedure. In each of our pedagogic tasks, we made sure our procedure offers guidance to optimize the four conditions of INFO. Also, we refined our pedagogic tasks according to Willis and Willis' (2003, p.86) seven parameters. Last but not least, we sequenced our tasks from high developmental /low performative complexity to low developmental/high performative complexity according to Robinson's (2003) Task Complexity Model. One important note about our project is that, considering the uncertainty of student traveling duration and their determination to get SIM cards in China, and the irrelevance for students to play out roles of store staff, we planned our final output-based task as “debate about whether to get a SIM card in China or not on given scenario” or “talk/write about your impressive experience of getting SIM cards in a foreign country”. The task complexity is to lay out as following:

### Task 1: The Place to Buy a SIM Card

<b>Task complexity</b>	<b>Resource-directing</b>	<b>Resource-depleting</b>
	- Few elements	+ Planning time
	- No reasoning	+ Prior knowledge
	- Here-and-Now	+ Single tasks

### **High developmental complexity and Low performative complexity**

## GETTING A SIM CARD IN CHINA

### Task 2: The Procedures of Buying a SIM Card

Task complexity	Resource-directing	Resource-depleting
	- Few elements	+ Planning time
	- No reasoning	+ Prior knowledge
	- Here-and-Now	+ Single tasks

### High developmental complexity and low performative complexity

### Task 3- The best phone plan for me

Task complexity	Resource-directing	Resource-depleting
	- Few elements	+ Planning time
	- No reasoning	- Prior knowledge
	- Here-and-Now	- Single tasks

### High developmental complexity and medium performative complexity

### Task 4- Get a SIM card

Task complexity	Resource-directing	Resource-depleting
	- Few elements	+ Planning time
	- No reasoning	+Prior knowledge
	+ Here-and-Now	- Single tasks

### High developmental complexity and medium performative complexity

Task 5- True or False

<b>Task complexity</b>	<b>Resource-directing</b>	<b>Resource-depleting</b>
	- Few elements	+ Planning time
	- No reasoning	+Prior knowledge
	- Here-and-Now	- Single tasks

**High developmental complexity and medium performative complexity**

Task 6- Choose your lucky phone number

<b>Task complexity</b>	<b>Resource-directing</b>	<b>Resource-depleting</b>
	+ Few elements	+ Planning time
	- No reasoning	- Prior knowledge
	- Here-and-Now	- Single tasks

**Medium developmental complexity and medium performative complexity**

## TASK DESCRIPTION

### TASK 1. The Place to Buy a SIM Card 办卡地点

**Goal:**

1. To learn words about Chinese places to buy SIM cards and recharge cards
2. To learn about the concept of “实名制登记” in China
3. To decide which store to buy SIM cards in China

**Input:**

1. Visuals: pictures of cards and stores, logos of three Chinese telecommunication companies, comparison table of the three companies' fees, teacher's PowerPoint showing all pictures and relevant Chinese nouns.
2. Video & its script: An American getting a SIM card in a local convenient store

**Condition:**

1. Split information: students get different pictures of stores to discuss with each other where to buy SIM cards in China.
2. Shared information: pictures of SIM cards, logos of three companies, comparison table etc.

**Expected outcome:**

1. During the process, students gradually demonstrate their competence to:
  - a. know which place to go for SIM cards in China
  - b. understand the idea of “实名制登记”
  - c. hear and say words like “营业厅”、“手机卡”、“充值卡”、“护照”
2. Product: Task 1 worksheet

**Procedures:**

**SUBTASK 1: Introduce the topic-getting 手机卡 in China**

Interaction pattern: teacher-led discussion

Suggested time: 5 minutes

## GETTING A SIM CARD IN CHINA

**Step 1:** Teacher ask students to look at two SIM card pictures (included in students' worksheet). Teacher question: 这是什么? Teachers introduces the word “手机卡 / SIM 卡”. Have students take notes on their worksheet.

**Step 2:** teachers questioning: if you are visiting China, where do you think you can get 手机卡?

### **SUBTASK 2: Make inferences about which stores to buy SIM cards in China**

Interaction pattern: student pair discussion, individual student presentation

Suggested time: 20 minutes

**Step 1:** Teachers hand one store picture to each student. Those pictures included 中国移动 / 电信 / 联通营业厅, 报刊亭, 手机店, 便利店 / 小店 (seen in Appendix I). Ask students to look at their own pictures and think whether they could get SIM cards in that store or not.

**Step 2:** Teachers ask students to discuss in pairs where they think sells SIM card in China. Make sure each pair get one right store and one wrong. Teachers walk around to help or assess student performance.

**Step 3:** individual student report & teacher introduction to store names. Teachers show two store pictures on the PowerPoint. Ask the student pair who got those pictures to tell everyone their inferences and explain why. Teachers bring in the names of “中国 XX 营业厅”、“手机店”、“邮亭”、“便利店/小店”. Give time for students to add names and notes to their pictures. No correct information is given on where to get the card at this point.

### **SUBTASK 3: Watch the video and understand “实名制登记”**

Interaction pattern: student individual listening, pair discussion, teacher checking

Suggested time: 20~25 minutes

**Step 1:** Teachers play the video of buying SIM cards in a convenient store. Have students pay attention to the question: did the man get “手机卡” in the “便利店/小店”, why/why not?

## GETTING A SIM CARD IN CHINA

**Step 2:** Ask students to turn to another classmate and form a new pair. Discuss in the pair about whether and why the American got the SIM card from the store or not. Teachers walk around to check student performance. The video can be replayed when necessary.

**Step 3 (optional):** Teachers could show the script on the PowerPoint for students while listening to it again. Or show the script for students to read for answers.

**Step 4:** Teachers check students' understanding. Teachers can invite students groups to answer questions like “这个人在小店买到手机卡了吗？”“为什么？”“店主推荐他去什么地方买卡？”“什么是实名制登记？” If necessary, teachers can show pictures and words on PowerPoint to support the introduction of “实名制登记”。

### **SUBTASK 4: where to go for the SIM card in China**

Interaction pattern: teacher-led discussion

Suggested time: 5 minutes

**Step 1:** Show all store pictures on PowerPoint. Ask students to decide in group where they can really get a SIM card and explain why. Teacher confirm their answers and let students know they can only get recharge cards in those stores.

**Step 2:** Teachers guide students to look at the logos of the three telecommunication companies in their worksheet and make sure they are familiar with them.

## TASK 2. The Procedures of Buying a SIM Card 办卡步骤

### Goal:

1. To know the procedure of getting SIM cards in a telecommunication store in China.
2. To learn words and phrases relevant to getting SIM cards in a Chinese store

### Input:

1. Video & script: An American getting SIM cards in the Chinese store
2. Student handouts: pictures with words to show steps of getting SIM cards in a store. Each student group have three steps to work on (Appendix II)
3. Student worksheet: procedure table

### Condition:

1. Split information: incomplete procedure lists for each group to learn and study.
2. Shared information: all groups share their steps and come to a full list and order of the steps.

### Expected outcomes:

1. During the process, students gradually develop:
  - a. Familiarity with the procedure of getting SIM cards in China
  - b. Understanding of steps “和营业员打招呼”、“排队取号”、“确认订单”、“付款”、“填写表格”、“签名”
  - c. Speaking ability of words like “套餐”、“上网流量”、“选择”、“手机号码”.
2. Product: Task 2 student worksheet

### Procedures:

#### SUBTASK 1: Brainstorm: general steps to get a SIM cards in your home country

Interaction pattern: student pair discussion, teacher introduction

Suggested time: 5-8 minutes

**Step 1:** Teachers have students brainstorm in pairs: what is the procedure of getting SIM cards in your home country? Students are asked to list common steps and share with the class later. English use is allowed if students have to.

**Step 2:** Teachers invite one group to share their list first and ask other groups to supplement the list. After students' listing, teachers could introduce the Chinese words for some steps.

## GETTING A SIM CARD IN CHINA

### SUBTASK 2: Learn about steps to get SIM cards in China

Interaction pattern: student group discussion, group presentation to the class

Suggested time: 15-20 minutes

**Step 1:** Teachers divide students into at least 4 groups. Give each group a handout with 3 steps of getting SIM cards in China (visuals included). Have students study those steps in groups. Students can refer to dictionary or teachers for help. See the step assignment in the table below and student handouts in Appendix II. Guiding questions are given in teachers' PowerPoint: what are the people doing/saying in the pictures? What steps of getting SIM cards are these pictures? How can you say those three steps in Chinese? (Some difficult are repeated in those steps to improve students' success rate of understanding.)

<p>1<sup>st</sup> group:</p> <ol style="list-style-type: none"> <li>1. 签名</li> <li>2. 选择手机号码</li> <li>3. 确认订单</li> </ol>	<p>2<sup>nd</sup> group:</p> <ol style="list-style-type: none"> <li>4. 告诉营业员要买卡</li> <li>5. 选择电话套餐和上网流量</li> <li>6. 付款</li> </ol>
<p>3<sup>rd</sup> group:</p> <ol style="list-style-type: none"> <li>7. 给护照, 实名制登记</li> <li>8. 和营业员打招呼</li> <li>9. 读套餐表</li> </ol>	<p>4<sup>th</sup> group:</p> <ol style="list-style-type: none"> <li>10. 排队取号</li> <li>11. 告诉营业员你的选择</li> <li>12. 填写表格</li> </ol>

**Step 2:** Have students first fill in their comprehended phrases in the procedure table (see in students' worksheet). Invite individual groups to explain their assigned steps to the class. Their steps and pictures are shown on teacher PowerPoint. While one group is presenting, others are to fill in their procedure tables and list questions. The presentation group is to answer one question from other groups. Teachers help supplement and correct students' understanding if necessary.

### SUBTASK 3: Order the steps

Interaction pattern: student group discussion, group presentation to the class

Suggested time: 5-8 minutes

## GETTING A SIM CARD IN CHINA

**Step 1:** Teachers can ask students to mingle a bit to form groups with people they have not yet worked before.

**Step 2:** In their new groups, students discuss and decide the order of those above steps of getting SIM cards in China. Students are to write down their ordering in worksheet. After discussion, teachers can invite one group to share their ordering and reasoning.

### SUBTASK 4: Watch the video and get the procedure right

Interaction pattern: individual student working, pair discussion, teacher-led confirmation

Suggested time: 10-15 minutes

**Step 1:** Teachers play the video of a man getting SIM card in the China Mobile store.

Students are asked to work on the table below while watching the video. They are to check all the steps they see in the video and order them.

( ) 签名	( ) 告诉营业员要买卡
( ) 选择手机号码	( ) 选择电话套餐和上网流量
( ) 确认订单	( ) 付款
( ) 给护照, 实名制登记	( ) 和营业员打招呼
( ) 排队取号	( ) 填写表格

**Step 2:** After listening, students can discuss in pairs about which steps are involved in the video and how to order them.

**Step 3:** Teachers can ask one student to share his/her order of the first three steps, and invite other students to offer comments. Then teachers can ask another student to list the next three steps and check whether others have the same order. The discussion can continue until teachers make sure everyone got the right order.

### TASK 3. The Best Plan for Me 选择套餐

#### Pre-stage: [Warm-up]

##### Goal:

Help students gain a sense of what is it like buying a phone plan in China.

##### Procedure:

The teacher presents the question “谁去过中国?” to the whole class and has individual student give their responses. 2. For those who gave responses, the teacher will present another question “你去中国的时候买电话卡了吗? 在哪里买的?” And encourage students give their individual answers. Students should be able to answer different locations in Chinese since we did Task 1 already. 3. Based on the answers, the teacher will present a follow-up statement: “那我们今天来看看在中国买电话卡是什么样子。”

#### During-stage:

##### SUBTASK 1- listening and speaking

##### Goal:

Let students have a general idea about the process of buying a phone plan.

##### Input:

video clip

##### Conditions:

the input is used in a converging manner

##### Procedure:

Show a video clip twice

Part 1: Ask students working in pairs, discuss following question:

1. What is the video about?
2. Did the woman get her phone plan successfully?
3. What did not you know about buying a phone plan in China before you watch this video?
4. Any question about the video?

## GETTING A SIM CARD IN CHINA

Part 2: Show the video again, this time focus on the detail of the conversation, try to answer the following question.

1. What did the woman say to express his needs for a phone card?
2. What didn't she understand in the conversation?
3. When did the staff give her a compliment?

### **Expected outcomes:**

Students notice some expressions that these two speakers have used when buying a phone plan.

### **SUBTASK 2-reading: Read the worksheet of multiple choices.**

#### **Goal:**

Students able to understand the process of buying a phone plan in Chinese and the suitable vocabulary and sentence structure.

#### **Input:**

reading input, worksheet of multiple choices.

#### **Conditions:**

the input is used in a converging manner Procedure:

Part 1: focus on meaning

Individual work: Learners watch the video and finish the multiple choice worksheet on their own.

Pair work: Learners pair up to check and confirm the answers.

Teacher's role: After pair discussion, the teacher shall ask some students to share their answers.

#### **Expected outcome:**

With the worksheet support, students know how to buy a phone plan in Chinese and understand the vocabularies related to express needs.

### **SUBTASK3-marching**

#### **Goal:**

To ensure learners were able to express their needs on buying a SIM card. Learners be able to marching the different needs and phone plans, practice problem solving skills in Chinese.

## GETTING A SIM CARD IN CHINA

### Input:

Visual: Worksheet and character card.

- Character card: short passage of self-introduction from the characters including information like visit duration, phoning needs and internet needs.
- Worksheet: A table of phone plans with various prices.

### Condition:

1. Split information: Learners
2. Divergent manner: Learners may come up with different suggestions, explain the reasons.

### Procedure:

- a. Individual work:

Think about what you would need in your phone plan. Teacher pick one or two learners to share.

- b. Group work:

Learners form a group of four and each person receive a character card. Learners explain the card to group members **without showing**. Base on the phone plan table, discuss and give suggestions on which phone plan the person should buy.

- c. Teacher's role:

After group discussion, ask which phone plan learners chose for the character. Ask for reasons.

- d. Individual work:

Now that you heard different ways to express your needs, do you feel you could do better than before? Teacher let one or two learners volunteer to share.

### Outcome:

Opened outcome

By the end of this task, learners would be able to use simple descriptive language to make brief statement about and compare objects. Through matching the description to the information provided, learners learn to process and negotiate the visual information with peers.

## GETTING A SIM CARD IN CHINA

### **Post stage:**

### **SUBTASK 4-listening and Writing: Dictogloss + Filling the information gap**

#### **Goal:**

students know how to use the vocabularies and pay more attention on correct forms.

#### **Input:**

Visual: Video

- Video: Focus on how to express their needs on buying a SIM card.
- worksheet.

#### **Condition:**

The input is used in a converging manner

#### **Procedure:**

1. Listen to the dialogue and fill the gap individually.
2. Working in pairs to discuss and come up with one final transcript.
3. Encourage several students read aloud their transcripts.
4. Comparing with the original conversation transcript that will be displayed on the board and make correction individually.
5. The teacher asks students what they have noticed by comparing their work with the original work and encourages them to realize some common mistakes.

#### **Expected outcome:**

Students will notice more functional word and know how to use the vocabularies.

## TASK 4.

Get a card 辦卡囉

### Goal:

1. To practice the whole process of getting a SIM card.

### Input:

Visual: Video

- Video: Focus on what might be asked and how to answer.

### Condition:

1. Shared information: video
2. Convergent manner: Learners should be able to choose the correct answer.

### Procedures:

Pair work:

Learners pair up to take turns playing the clerk and customer. The clerk gets a script of what they should be asking.

Teachers' role:

Walk around the classroom and help with the conversation.

### Outcome:

Opened outcome

By the end of this task, learners would be able to use simple descriptive language to make brief statements about and compare objects. After finishing the roleplay, learners will know the expressions to fulfill the needs to buy a SIM card.

## TASK 5. True or False 办卡面面观

### Goal:

1. To provide Ss with the need to use what they have just learned in a meaningful context
2. To create opportunities for learners to test hypothesis and restructure their developing language system
3. To enhance Ss' automaticity in spontaneous language use
4. To assess learners' mastery of linguistic knowledge

### Input:

1. Verbal—5 statements given by teacher.
2. Visual support--pictures

### Condition:

1. The input is shared by all the students.
2. The input is expected to be used in a converging manner.

### Procedures:

Pair work

### Outcome:

1. Processes: Pair/group discussion and negotiation
2. Products:  
Oral: report back to the whole class to talk about the reason you believe it is true or false.

## TASK 6. Choose Your Lucky Number 选择号码

### Goal

To provide students basic knowledge about the culture of numerals in China

### Input

Verbal input: written texts presented on PowerPoint; spoken discourse in video

Non-verbal input: video; pictures

### Conditions

Shared information

Divergent

### Predicted Outcome

Product: making decisions based on the culture of numerals in China

Process:

Linguistic: making decisions & giving explanations to the decisions

Cognitive: matching & problem-solving

### Procedure

**SUBTASK: Priming** (*Pre-Stage*): 引入话题：中国数字文化

Introduce the topic of the culture of numerals in China

Interaction: T-Ss (teacher with the whole class)

Time: 5 minutes

Input: video

1. Re-playing the section about phone number selection of the video

2. Questioning:

Q1: 什么是吉利？

Q2: 在你的国家或者文化中，有哪些数字是吉利的？有哪些数字大家都喜欢？

那么，有那些数字大家都不喜欢呢？

Q3: 你们知道原因是什么吗？

## GETTING A SIM CARD IN CHINA

### **SUBTASK 1** (*During Stage*): 了解中国数字文化

Obtaining knowledge about the culture of numerals in China

Interaction: S-S (pair or group work)

T-Ss (teacher with the whole class)

Time: 10 minutes

Input: written texts

四 sì	九 jiǔ
六 liù	五二一 wǔ èr yī
八 bā	二百五
溜 liù: 顺溜, 顺利	发 fā: 发财
死 sǐ: 死亡, 灾祸	久 jiǔ: 长久
傻瓜	我爱你 wǒ ài nǐ

1. Presenting the numbers and their cultural implications separately in random order on the PowerPoint.
2. Asking students to take a guess and match the numbers with their implications. Discuss with their partners.
3. Interpreting the culture of numerals in China

### **SUBTASK 2** (*During Stage*): 数字文化实际运用

Solving problems referring to the culture of numerals in China

Interaction: S-S (pair or group work)

T-Ss (teacher with the whole class)

Time: 10-15 minutes

Input: written texts & pictures

1. Present the chart used in the video. and ask students to recall what the man said when he was choosing the phone number.

## GETTING A SIM CARD IN CHINA

可选号码
188 - xxxx - 0518
188 - xxxx - 0521
188 - xxxx - 1344
188 - xxxx - 6688
188 - xxxx - 9072

Q1. 视频里的人选择的是哪个号码？他选择这个号码的理由是什么？

Q2. 你会选择哪个号码？为什么？

2. Time permitted, do the tasks in student worksheet.

# APPENDIX

## Appendix I Teaching Materials

### TASK 1. The Place to Buy a SIM Card 办卡地点

#### Pictures of possible stores to get SIM cards in China

Pair 1:

营业厅（中国电信）



## GETTING A SIM CARD IN CHINA

### 手机店



### Pair 2:

### 营业厅（中国联通）



## GETTING A SIM CARD IN CHINA

小店



Pair 3:

营业厅（中国移动）



## GETTING A SIM CARD IN CHINA

报刊亭：



## TASK 2. The Procedures of Buying a SIM Card 办卡步骤

Group 1:

签名



选择手机号码

可选号码
188 - xxxx - 0518
188 - xxxx - 5744
188 - xxxx - 6688
188 - xxxx - 4344
188 - xxxx - 9072

## GETTING A SIM CARD IN CHINA

### 确认订单

交费订单确认	
帐 号:	████
姓 名:	████
订 单 号:	NetFee20151124093106_1738
选购套餐:	10.0元 - 10240.0M/自然月
金 额:	10.00元
套餐流量:	10240.0M
有 效 期:	您换购的流量还可以使用6天
<input type="button" value="确认"/> <input type="button" value="返回"/>	
<b>注意:</b> 1. 点击"确认"后, 页面会跳转到"校校通电子支付平台"(校园一卡通电子支付平台)。 2. 支付完成后, 会出现"支付成功"页面, 服务器会即时把您选择的包月流量充入您的帐号。 3. 如果您已经支付成功, 但因浏览器屏蔽或网络故障等问题, 您的帐号中没有及时收到相应的流量, 服务器会再次日1点对账, 并把流量充入您的帐号	

### Group 2:

告诉营业员要买卡



## GETTING A SIM CARD IN CHINA

选择电话套餐和上网流量

国内数据流量	国内主叫 (分钟)	月费 (元/月)
500M	100	58
700M	220	88
1G	500	138
2G	500	158
2G	1000	238
3G	1000	268
3G	2000	338
6G	4000	588

付款



## GETTING A SIM CARD IN CHINA

Group 3:

給护照，实名制登记



和营业员打招呼



## GETTING A SIM CARD IN CHINA

### 读套餐表



国内数据流量	国内主叫 (分钟)	月费 (元/月)
500M	100	58
700M	220	88
1G	500	138
2G	500	158
2G	1000	238
3G	1000	268
3G	2000	338
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### 套餐外长市一个价

超出套餐后国内主叫长市话统一价 (不含国际及港澳台长途)



### 轻松上网，畅聊无限

语音、流量双涵盖  
上网通话更无忧

### Group 4:

### 排队取号



## GETTING A SIM CARD IN CHINA

告诉营业员你的选择



我要3G的!

国内数据流量	国内主叫 (分钟)	月费 (元/月)
500M	100	58
700M	220	88
1G	500	138
2G	500	158
3G	1000	238
3G	1000	268
3G	2000	338
6G	4000	588

填写表格



### TASK 5. True or False 办卡面面观

Give students 7 statement to check their understanding of Chinese phone plan system:

1. 在中国路边很多小店 / 报刊亭可以买手机 SIM 卡。



2. 中国最主要的手机卡公司有三个：移动，联通，电信。



## GETTING A SIM CARD IN CHINA

3. 在中国充话费可以送手机，和美国的合约机一样。



4. 中国的话费比起美国贵很多。

运营商	月最低资费 (元)	通话时长 (分钟)	流量 (M)
中国移动	58	50	500
中国联通	76	200	400
中国电信	59	100	500

Sprint Prepaid	\$35包月	\$45包月	\$55包月
4G LTE 流量	1GB	3GB	6GB
无限2G流量	√	√	√
购买额外流量	\$5/500MB \$10/GB	\$5/500MB \$10/GB	\$5/500MB \$10/GB
无限通话及短信	√	√	√
Mobile HotSpot	√	√	√
低价国际长途 (中国\$0.15/分钟)	√	√	√

## GETTING A SIM CARD IN CHINA

5. 中国的电话卡需要付短信费，打电话费，网络费，每一项是分开的。

运营商	月最低资费 (元)			通话时长 (分)	流量 (M)
	语音 (元)	流量 (元)	总计 (元)		
中国移动	28	30	58	50	500
中国联通	40	10	50	200	100
中国电信	4.05	15	19.05	27	100

6. 在中国给手机充值可以在网上充值，买充值卡和去营业厅。



## GETTING A SIM CARD IN CHINA



7. 实名制就是在办理业务的时候需要提供个人身份的证件的制度。比如说买飞机票，火车票，电话卡等等。



## Appendix II Student worksheet

### TASK 1. The Place to Buy a SIM Card 办卡地点

A. 这是什么？

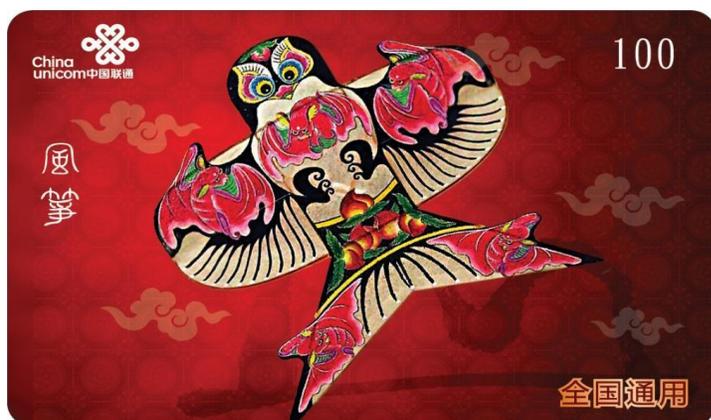


B. 上哪儿买、为什么？

 <p>中国移动 China Mobile</p>	 <p>China unicom 中国联通</p>
 <p>中国电信 CHINA TELECOM</p> <p>中国电信美网</p>	<p>*实名制登记:</p> 

## GETTING A SIM CARD IN CHINA

C. 这是什么，在哪儿买？



## GETTING A SIM CARD IN CHINA

### TASK 2. The Procedures of Buying a SIM Card 办卡步骤

A. Fill in the steps your group have discussed. Listen to other groups' explanation. Note down the pronunciation and meanings.

1. 签名 音: 义:	2. 选择手机号码 音: 义:
3. 确认套餐订单 音: 义:	4. 告诉营业员要买卡 音: 义:
5. 选择电话套餐和上网流量 音: 义:	6. 付款 音: 义:
7. 给护照, 实名制登记 音: 义:	8. 与营业员打招呼 音: 义:
9. 读套餐表 音: 义:	10. 排队取号 音: 义:
11. 告诉营业员你的套餐选择 音: 义:	12. 填写申请表 音: 义:

B. Order the above steps

---

## GETTING A SIM CARD IN CHINA

C. Watch the video. Check all steps you see in it and get the right order.

- |               |                 |
|---------------|-----------------|
| ( ) 签名        | ( ) 告诉营业员要买卡    |
| ( ) 选择手机号码    | ( ) 选择电话套餐和上网流量 |
| ( ) 确认订单      | ( ) 付款          |
| ( ) 给护照，实名制登记 | ( ) 和营业员打招呼     |
| ( ) 排队取号      | ( ) 填写表格        |

### TASK 3. The Best Plan for Me 选择套餐

#### Worksheet 1

根据视频内容，在以下选项中选择最符合题目的答案。

1. 视频里的人在什么地方？

- A 小店
- B 营业厅
- C 酒店

2. 视频里面的人在做什么？

- A 聊天
- B 了解哪个电话卡最好
- C 买电话卡

3. 她为什么要买电话卡？

- A 她要在中国旅游
- B 她要很多上网流量
- C 她要打电话给美国

4. 她要什么样的电话卡？

- A 不贵的
- B 可以上网的
- C 上网流量多，价格适中的

5. 营业员推荐她什么电话卡套餐？

- A 58 块钱的和 268 块钱的
- B 88 块钱的和 138 块钱的
- C 338 块钱和 588 块钱的

## GETTING A SIM CARD IN CHINA

6. 她最后选择了什么套餐?

A 美国 3G 的套餐

B 58 块钱的 500MB 的套餐

C 268 块钱的 3GB 的套餐

### Worksheet 2

根據以下表格，和同學們一起為需要的人找出最適合他們的套餐吧!



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## Character cards

我的名字是小花，今年 23 岁，来中国交换半年。我每天用 16 小时的手机所以我需要很多流量，贵一点也没关系，还要跟在中国的爸妈打电话，大概每周两次，一次半小时。



我的名字是大雄，今年 50 岁，来中国当一年的客座教授，我每天需要收很多邮件，也喜欢上网看影片，没有甚么打电话的需要，不用担心预算。



我是小明，今年 17，跟家人来中国玩两个星期，我想要有足够的流量可以上传照片，还要能在和家人走散的时候打给他们，希望不会太贵。



我叫雅琴，今年 40 岁，第一次自己出国，要在中国待一个月，我到处都有朋友所以要能够打电话跟他们联络，我没有上网的需求所以没有网络也没关系，便宜一点的套餐最好。



## GETTING A SIM CARD IN CHINA

### Worksheet 3

#### Filling the gap:

营业员：您好，请问有什么可以帮助您的？

外国游客：你好，我要在中国\_\_\_\_\_十五天，\_\_\_\_\_。

营业员：这是我们的\_\_\_\_\_，请您看一下。

外国游客：我需要\_\_\_\_\_多的，\_\_\_\_\_又不贵的。

营业员：比较\_\_\_\_\_的是 58 块钱一个月的\_\_\_\_\_，可是\_\_\_\_\_只有 500MB。如果您需要\_\_\_\_\_多一点，我\_\_\_\_\_268 块钱一个月，3GB 的套餐。

外国游客：听起来不错，我在美国也用 3GB 的。

营业员：好的，那您\_\_\_\_\_了 268 块钱 3GB 的套餐，对吗？现在您可以来选您的\_\_\_\_\_。

外国游客：我知道中国人喜欢 6 和 8，那我就要这个了。

营业员：哎，你对中国文化很\_\_\_\_\_啊！这个\_\_\_\_\_很\_\_\_\_\_！  
请给我您的\_\_\_\_\_。

外国游客：护照？不是应该给你\_\_\_\_\_吗？

营业员：在中国办电话卡需要\_\_\_\_\_，请给我护照。

外国游客：什么是\_\_\_\_\_？

营业员：就是我们需要\_\_\_\_\_您的\_\_\_\_\_，才能给您\_\_\_\_\_。

外国游客：好，给你吧。

.....2 分钟以后.....

营业员：好了，我跟你\_\_\_\_\_一下（出示单子）：

这是您的\_\_\_\_\_和\_\_\_\_\_，这是您的电话号码。您的\_\_\_\_\_是 268 块钱一个月，3GB 的\_\_\_\_\_。

外国游客：没问题。

营业员：请问您是\_\_\_\_\_还是\_\_\_\_\_？

外国游客：刷卡。

## GETTING A SIM CARD IN CHINA

营业员：这是您的\_\_\_\_\_，请\_\_\_\_\_。

外国游客：好，我\_\_\_\_\_。

营业员：谢谢您。还有别的什么需要\_\_\_\_\_的吗？

外国游客：没有了，谢谢。

营业员：不客气，祝您旅途愉快。

外国游客：谢谢，再见。

营业员：再见。

**TASK 6. Choose Your Lucky Number 选择号码**

1. “送花”：假如你的一个的朋友在和一中国女孩谈恋爱，他想要在情人节的时候送女朋友玫瑰花。你会建议他买多少朵玫瑰花？为什么？



2. “选择重要的日期”：假如这个某一天你在中国的大街上看到了很多结婚的花车，你觉得今天是几月几日？



a. 11月3日

b) 9月6日

c) 8月14日

## GETTING A SIM CARD IN CHINA

### Group Division

Task1	Lina
Task2	Lina
Task3	Melody &Yoyo
Task4	Melody
Task5	Yoyo
Task6	Sichen
Written Report Editor	Sichen &Melody