

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

1. รองศาสตราจารย์ภาพร เมฆขยา รองคณบดีฝ่ายวิชาการและวิเทศสัมพันธ์
คณะธุรกิจการเกษตร มหาวิทยาลัยแม่โจ้
จังหวัดเชียงใหม่
2. ผู้ช่วยศาสตราจารย์ศิริกาญจน์ จันทร์เรือง อาจารย์กลุ่มวิชาภาษาปัจจุบันตะวันตก ภาควิชาศึกษาทั่วไป
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ภาคผนวก ข

**แบบสำรวจความต้องการของนักศึกษาเกี่ยวกับหัวข้อและเนื้อหาในการจัดกิจกรรม
กระบวนการกลุ่มสัมพันธ์**

คำชี้แจง

แบบสำรวจนี้ต้องการทราบความต้องการของนักศึกษา เกี่ยวกับหัวข้อและเนื้อหาในการจัดกิจกรรมกระบวนการกลุ่มสัมพันธ์ ให้นักศึกษาอ่านข้อความในแต่ละข้อ แล้วทำเครื่องหมาย ✓ ลงในช่องที่เป็นจริงตามความต้องการของนักศึกษา

ข้อความ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. การแนะนำตนเอง (Introduction)					
2. การนำเสนอ (Presentation)					
3. การสอบถาม/การให้ข้อมูล (Asking for & Giving Information)					
4. การสอบถาม/การบอกทิศทาง (Asking for & Telling Directions)					
5. การบอกยกเลิก (Cancelation)					
6. การขอคำอธิบาย (Asking for Clarification)					
7. การขอ/การให้ความช่วยเหลือ (Asking for & Offering Helps)					
8. การจองที่พัก (Bookings)					
9. การใช้โทรศัพท์ (Telephoning)					
10.การให้คำแนะนำ (Suggestion)					
11.การขอโทษ (Apologizing)					
12.การตำหนิ (Complaints)					

ภาคผนวก ค
ตัวอย่างแผนการสอน

Lesson Plan 1

Subject : English for Tourism (GE 344)

Class : Third year students

Content : Giving Information on Interesting Places

Time : 4 periods (Total 240 minutes and 60 minutes each)

Terminal Objective : The students should be able to do a role play according to the situation given.

Enabling Objectives : The students should be able to :

1. identify the language functions that are indicated in the dialogue given by the group ;
2. summarize the language functions and forms that are indicated in the dialogue given by the group ;
3. make a dialogue using language functions and forms according to the situation given by the group ;
4. assess their friends' job by the group.

Language Functions : Introducing

Advising and Suggesting

Asking and Giving Information

Thanking

Language Forms : Let me introduce myself.....

Excuse me, my name's.....

May I introduce myself.....

How about ?.....

You should.....

You may/ought.....

I think you should.....

Why don't you.....?

You could.....

May/Might I suggest you.....?

Can/Could you tell me.....(please)?

Have you heard.....?

Can/Could you give me any information on.....?

Thank you.

Thank you very much.

Thank you very much for.....

Many thanks.

Thank a lot.

Thank you for your.....

Procedures :

Period 1 and 2

Involvement Stage

1. The teacher divides the students into groups of 4 with mixed abilities (one good, two fair, and one poor student).
2. The teacher distributes a dialogue (worksheet I) to the students.
3. The teacher asks the students "Have you learnt about these language functions before?" In this dialogue, there are some language functions "Can you find some of them? If you can find some, please give me some examples?"
4. Then the teacher gives each group another dialogue and tells them to identify the language functions and forms.

Analysis Stage :

- *5. The students in each group help each other to identify the language functions and forms that occur in the dialogue.
- *6. The students in each group help each other to summarize the language functions from the dialogue given. Then, they write down the language functions, the forms and the sample sentences on a worksheet given.
- *7. Each group exchanges their own worksheet to the other groups and ask them try to add more different language functions or forms on their worksheet.
- *8. Each group gives the worksheets back to the owners.
- *9. Each group selects a member as their group's representative to present their summary to the class.
- *10. The teacher asks the students questions;
 - Do you agree with these summaries from your friends?
 - Who thinks there should be more than these? Please give me some examples.
 - Do you have any questions or suggestions on the summaries?

Period 3 and 4**Generalization and Application**

- 11. The teacher asks the students "What should you say when you and your boyfriend go to a cocktail party that is held at Maeping Hotel and you meet your old close friend there?"
- 12. After the answers, the teacher gives each group role cards as follow :

Role Card A : Napassorn Srimuang loves travelling. She also enjoys taking care of people. She is very kind and cheerful. Moreover, she likes giving information about travelling to people. Many people who meet her always impressed with her hospitality.

Role Card B : Three people are first time visitors in Chiang Mai. They need someone to give them an information about Chiang Mai. They are very excited to be here. They have no idea about before they arrived.

- *13. Each group reads the role cards and identifies the roles from the situation given.
- *14. Each group selects the role each wants and writes the details in the worksheet provided.
- *15. Each group helps each other make a dialogue using the language functions and forms according to the situation given.
- *16. Each group writes the dialogue on a worksheet provided.
- *17. Each group does a role play in front of the class.

Evaluation Stage

- *18. Each group assesses the other groups while they are doing the role play in front of the class by using the evaluation forms.

Evaluation :

- 1. From observing the students' working in groups.
- 2. From students' doing the role play.
- 3. From students' evaluation.

Teaching Aids :

- 1. Worksheets
- 2. Role Cards
- 3. Evaluation Forms

Worksheet I

- Tour Guide : Good morning. A warm welcome to Orchid Tour. First let me introduce myself. I'm Janenisa or Jane. I'm also a tour guide of the Orchid Tour. I've worked here for seven years. I'm glad to see you today. How do you do?
- Tourists : Fine, glad to see you, too.
- Tour Guide : How about your trip to Chiang Mai?
- Amy & Kate : It was okay.
- Jack : Well! I've heard so much about Chiang Mai. Is it a beautiful city?
- Tour Guide : Yes, it's very beautiful
- Jack : Could you tell me about some interesting places to visit in Chiang Mai?
- Tour Guide : You should visit the beautiful temple on Doi Suthep and the nearby Phuping Palace. The Botanical Gardens, the zoo, the tribal museum at Chiang Mai University and the Huay Kaeo Waterfall are also worth seeing.
- Mike : Oh, it sounds interesting. I've been told that handicrafts in Chiang Mai are very popular. What types of handicrafts do you get there?
- Tour Guide : All kinds of things. They vary from silver jewelry to wood-carvings, from weaving to silk, from paper umbrellas to pottery.
- Amy : On the postcards I saw elephants. Can I see them in Chiang Mai ?
- Tour Guide : Yes, you can visit an elephant training school elephant trips into the forest.
- Kate : I think I should stay in Chiang Mai longer than I have planned so that I can visit all these places.
- Tour Guide : I'm glad to hear that, and I'm sure you won't be disappointed.
- Tourists : Thank you very much.
- Tour Guide : You're welcome.

Worksheet II

Tour Guide : Good morning ladies and gentlemen. Welcome to "Wonderful Tour" I am Suree Boonmark, your tour guide. How are you ? Nice to meet all of you.

Tourists : Fine, thank you. Nice to meet you, too.

Tour Guide : Did you enjoy your trip ?

Tourists : Very much. This is my first journey to Thailand. Could you give me any information on interesting attractions in Bangkok ?

Tour Guide : Certainly! I would suggest the Grand Palace. It is very popular.

Tourist 3 : It sounds interesting! By the way, I would like to visit the temples while I am here. Which temple should I visit ?

Tour Guide : I think you should visit Wat Phra Kaeo, which is called the Temple of the Emerald Buddha in English. If you visit this temple, you'll also be able to visit the Grand Palace, which is located just next door to the temple.

Tourist 1 : How about some old Thai-style houses ?

Tour Guide : I would recommend you go to Jim Thompson's House, which is filled with treasures from both Thailand and China.

Tourist 2 : I see. I think I should stay in Bangkok for a few days before travelling to the north.

Tourist 3 : That sounds excellent.

Tour Guide : I'm quite happy to hear that. I'm sure that all of you will be happy while you are here.

Tourist 1 : Thank you very much for your help.

Tour Guide : My pleasure.

Worksheet III**Summary of the Language Functions**

Language Functions	Forms	Sample Sentences

Worksheet IV

Group : _____

Who are you ? : 1. _____
2. _____
3. _____
4. _____

Name of Language functions and forms you will use :

Dialogue :

Lesson Plan 2

Subject : English for Tourism (GE 344)

Class : Third year students

Content : Making Accommodation Arrangements

Time : 4 periods (Total 240 minutes and 60 minutes each)

Terminal Objective : The students should be able to do a simulation according to the situation given.

Enabling Objectives : The students should be able to :

1. give the meanings of new words by using the dictionary as a group ;
2. make sentences by using the new words by the group;
3. identify the language functions and forms that are indicated in the dialogue given by the group ;
4. summarize the language functions and forms that are indicated in the dialogue given by the group ;
5. make a dialogue using the language functions and forms according the situation given by the group ;
6. assess their friends' job by the group.

Language Functions : Bookings/Reservations

Asking for and Giving Information

Offering and Accepting Helps

Language Forms : I'd like to book.....

I want to book a room for....., please

I think I'll take.....

Have you got.....?

Do you have.....?

How much do you charge per night?

What kind of room would you like, sir?

What kind of room do you want ?

Would you like a room with.....?

Can you give me your name, please ?

Would you please give me your name?

Who's the booking for, please? sir ?

A double room with bath/a shower is.....per night.

A single room with bath/a shower is.....per night.

It costs.....

Vocabulary : to reserve, reservations, a bath, a shower, to confirm, to guarantee, to book.

Procedures :

Period 1

Involvement Stage

1. The teacher divides the students into groups of 3 with mixed abilities (one good, one fair and one poor student)
2. The teacher distributes a dialogue to the students.
3. The teacher gives each group time to look for the meanings of new words from a dictionary.
- *4. Each group helps each other to make sentences from the new words by using their own words.

Analysis Stage :

- *5. Each group looks at the dialogue given again and help each other to identify the language functions and forms that occur in the dialogue.

- *6. Each group helps each other to summarize the language functions, the forms and the sample sentences from the dialogue given. Then, they write down all of those in a worksheet provided.

Period 2

- *7. Each group exchanges their own worksheets to the other groups and asks them try to add different language functions and forms in their worksheets.
- *8. Each group gives the worksheets back to the owners.
- *9. Each group selects a member as their groups' representative to present their summary in front of the class.
- *10. Each group tries to give opinions about the other groups' summaries.

Period 3 and 4

Generalization and Application

- *11. The teacher gives each group the situation as follow :

Situation Given : Next week is Mr. Meyer's long holidays. He wants to visit the natural scenery. His favorite places are valleys. He cannot make decision yet. But he has to find somewhere to spend during his long holidays because he must look for an accommodation.

- *12. Each group reads the situation given carefully and then identifies the roles.
- *13. Each group selects the roles they wants.
- *14. Each group helps each other to make a dialogue using the language functions and forms to the situation given.
- *15. Each group writes the dialogue on a worksheet provided.
- *16. Each group does a simulation in front of the class.

Evaluation Stage

- *17. Each group assesses the other groups while they are doing the simulation in front of the class.

Evaluation :

1. From observing the students' working in groups.
2. From the students' worksheets.
3. From the students' doing the simulation.
4. Form the students' assessment.

Teaching Aids :

1. Worksheets.
2. Situation Given.
3. Evaluation Forms

Worksheet I

- A: Reservations, may I help you?
- B: Yes, I'd like to reserve a double room for two, please. We plan to arrive in Chiang Rai on July the 28th, but we don't know how long we'll be staying. It could be anything from four to seven nights.
- A: What kind of room would you like?
- B: Er....double.
- A: Would you like a room with a bath or a shower?
- B: With a bath. What's the price difference?
- A: A double room with a bath is 2,400 bath per night, with a shower 2,300 baht. That's doesn't include breakfast.
- B: I think I'll take one with a bath then.
.....
- A: We can confirm a room for the 28th, the 29th, the 30th, and the 31st, but as you're not sure how long you'll be staying, we won't be able to guarantee you a room after 31st.
- B: And what if there isn't any room then ?
- A: We can either put you on a waiting list or we can find you a room in another hotel.
- B: Fine.
- A: Who's the booking for?
- B: Dan Usher.
- A: Dan Usher, a double room with a bath from July the 28th, to the 31st. We'll see you on the 28th, then, Mr. Usher.
- B: Thank you. Good bye.
- A: Good bye, sir.

Worksheet II**Summary of the Language Functions and Forms**

Language Functions	Forms	Sample Sentences

Worksheet III

Group : _____

Where ? (Name of Place Selected) : _____

How long ? : _____

Who are you ? : 1. _____

2. _____

3. _____

Name of Language functions and forms you will use :

Dialogue :

Lesson Plan 3

Subject : English for Tourism (GE 344)

Class : Third year students

Content : Taking Sightseeing Tours in Chiang Mai

Time : 4 periods (Total 240 minutes and 60 minutes each)

Terminal Objective : The students should be able to do an oral presentation to introduce the most interesting place to visit.

Enabling Objectives : The students should be able to :

1. identify the important idea from the text given by the group ;
2. summarize the text given in the group ;
3. retell the text to the group correctly ;
4. make a script for an oral presentation.

Language Functions : Presenting

Introducing

Language Forms : May I introduce myself.....

I'm.....

Let me introduce myself.....

My name is.....

Vocabulary : enshrine, relics, remain, ceremony, build, posters, guardian, legend, hermit, shelter, complete, restore, brass, alloy, mortar, image, protection, permit, reclining.

Procedures :

Period 1

Involvement Stage

1. The teacher divides the students into groups of 4 with mixed abilities (two good, one fair, two poor student)

- *2. The teacher tells each group to name his own group that are called the family groups. Then, one of the students writes the name of the group on the provided sheet.
- *3. The teacher distributes the texts to each family group and tells them to form new groups that are called the Expert Group and to read the texts carefully.
- *4. The teacher tells the members in each to form a new group according to the text they get. (Expert Group).

Analysis Stage :

- *5. The expert groups discuss the texts given and summarize it in a provided piece of paper.

Period 2-3

- *6. The expert groups go back to their own family groups and retell the summary that they got to the members in their family groups.
- *7. Each family group helps each other to summarize all the summaries again by using the guided questions as follow :
 - What is the place mentioned?
 - Where is it located?
 - Why it is built?
 - What will we see if we visit there?
 - How can we go there?
- *8. Each group makes a script for an oral presentation.

Period 4

Generalization and Application

- *9. Each group looks for their own interesting place to plan for the oral presentation.
- *10. Each group helps each other to summarize the text and write down the script on the script writing worksheet by using questions strategy as it above. (see no.*7)

*11. Each group selects groups' representative to present the script.

*12. The representatives, as tour guide, present the script to class.

Evaluation Stage

*13. Each group assesses the other group's representatives while they are doing the oral presentations in front of the class by using the evaluation forms.

Evaluation :

1. From observing the students' group working.
2. From the students' scripts.
3. From the students' oral presentations.
4. From the students' evaluation forms.

Teaching Aids :

1. Worksheets.
2. Texts
3. Evaluation Forms

Wat Chedi Luang

(Phrapokklao Road) King Saen Muang Ma began building the Phra Chedi Luang to enshrine the relics of his father at the end of the 14th century, but King Tilokarat completed it. The chedi used to be 90 meters high before it was partly destroyed in an earthquake in 1545; it was to remain the tallest structure in Chiang Mai for over 500 years. The present restored chedi is about 60 meters.

One of the best time to see this chedi is during the wian tian ceremony in the evening on one of the main Buddhist festival days.

The large viharn was built in 1928. Round columns with bell shaped bases and lotus finials support the high red ceiling inside. The standing Buddha image inside is known as the phra Chao Attarot. Made of a combination of brass alloy and mortar, the image dates back to King Saen Muang Ma (r. 1385-1401). Buddhist posters are placed along the walls between the windows, and cabinets with Buddha images and Bencharong ceramics line the walls.

The cross shaped hall to the south of the main viharn contains the city pillar. Statues in small shelters surrounding this building are homes of guardian spirits. Legends say the a hermit (whose image is in a shelter on the west side of the building) went to the God Indra to ask for protection for the city from enemies. On condition that appropriate offerings were made, Indra permitted two kumaphan (mythical human-beast creature) to carry the Inthakhin pillar from the Tavatimsa heaven to the city.

Chao Kawila moved the city pillar to its present site from Wat Sadoe Muang in 1800. He built statues of the kumaphan under shelters to the north and south of the main entrance to the temple. He also planted the three large yang (dipterocarp) trees. According to legend, the tree nearest the city pillar will protect the city as long as it is not cut down.

Other buildings in the compound include the Lanna campus of the Mahamakut Buddhist University (This is the northern campus for monks of the Thammayut sect, a reformist

sect founded by King Mongkurt (Rama IV r. 1851-18681, who was dissatisfied with the established Mahanikai sect in the late 1830's). To the west of the chedi is a viham with a reclining Buddha and the Sankhachai Buddha. From this area an exit leads out onto Chaban Road.

Worksheet I

Expert Group's Summary

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

Worksheet II

Family Group's Summary

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

Worksheet III

Script Writing

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

Lesson Plan 4

Subject : English for Tourism (GE 344)

Class : Third year students

Content : Giving Directions

Time : 3 periods (Total 180 minutes and 60 minutes each)

Terminal Objective : The students should be able to ask for and to give the directions correctly.

Enabling Objectives : The students should be able to :

1. identify the problem given by the group correctly;
2. select the language functions and forms to fit with the case given by the group;
3. make a dialogue according to the case by the group;
4. assess their friends' jobs by the group.

Language Functions : 1. Giving Directions

2. Asking for/Offering Help

Language Forms : Excuse me. Could you tell me where.....

Excuse me. How do I get to.....

Can you tell me the way to.....

Could you direct me to.....

It's located on.....

It's on your left/right.

It's just near.....

Just turn left/right.

Go straight.....

Go straight on until.....

Go down/up the street.

Go straight ahead through the.....

Cross the street.

Vocabulary : intersection, crossroad, traffic light, across, blocks, corner, behind, opposite, junction, roundabout, flyover, pedestrian flyover

Procedures :

Period 1

Involvement Stage

1. The teacher divides the students into groups of 3 with mixed abilities (one good, one fair, and one poor student)
- *2. Each group selects the leader as well as the secretary to jot down all the details that they discuss in the group.
- *3. The teacher tells each group to listen to the tape recorder carefully and then plays the tape recorder to the class for on time.
- *4. The teacher asks the groups questions and tells them to write all the answers in a piece of paper.
 - What is it about?
 - Who are the interlocutors?
 - What are they doing?
5. The teacher plays the tape recorder again and distributes tapescripts to each group.
6. The teacher asks the students;
 - What is the tapescript mentioned?
 - What are some key words that make you know it is about the directions?
 - Can you find the language functions and forms according to the tapescript?
- *7. The teacher asks each group to write down the language functions, forms and some sample sentences in a worksheet given.

- *8. The teacher distributes the case to each group and gives them time to read.

Problem : A backpacker visits Chiang Mai for the first time. He stays at a guest house nearby Somphet Market. He walks from there to Tha Pae Gate. He wants to go to Nakorn Lanna 1296 for the show and dinner. He has a map with him. Unfortunately, he bought the wrong map. It is in Thai. He needs help and you are the one around there. What should you do to help him?

Period 2

Analysis Stage :

- *9. Each group reads and discusses the case carefully.
- *10. Each group identifies the problem in the case by using the guided questions as follow: (The group's leader reads the questions to the group)
- What is the problem?
 - How did the problem happen?
 - How do you solve the problem?
- *11. The secretary writes all the possible answers from the groups' members on a question and answer worksheet.

Generalization and Application

- *12. Each group thinks about the language functions and forms before they make a dialogue.
- *13. Each group writes a dialogue using the language function and forms according to the case given.
- *14. Each group writes the dialogue in a worksheet provided.

Period 3

- *15. Each group selects the role each wants.
- *16. Each group does a role play without scripts in front of the class.

Evaluation Stage

- *17. Each group assesses the other groups while they are doing the role play in front of the class by using the evaluation forms.

Evaluation :

1. From the groups' language functions and forms worksheets.
2. From the groups' dialogue worksheet.
3. From groups' doing a role play.
4. Form the students' evaluation forms.

Teaching Aids :

1. Problem
2. Worksheets.
3. Tape Recorder
4. Tapescript
5. Evaluation Forms

Tapescript

- Tourist : Excuse me. Could you please tell me where the National Museum is?
- Tourist Officer : The National Museum? Oh, yes. You go straight down this street to the crossroads. Cross to the other side of the road, then walk down the street again and turn left to Sanam Luang. After waking across Sanam Luang, you'll see the National Museum next to Thammasat University.
- Tourist : I see. Straight down the street, cross to the other side of the road at the crossroad, down the street again, cross over Sanam Luang. It's next to Thammasat University.
- Tourist Officer : That's it.
- Tourist : Thank you very much. By the way, is it possible to walk from the National Museum to the Tha Tian Pier? I really want to see the Temple of Dawn.
- Tourist Officer : You're welcome. Hare a nice trip.

Question and Answer Worksheet

What is the problem?

How did the problem happen?

How do you solve the problem?

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Dialogue Writing Worksheet

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Chiang Mai University

Lesson Plan 5

Subject : English for Tourism (GE 344)

Class : Third year students

Content : Speaking Game

Time : 1 periods (60 minutes)

Terminal Objective : The students should be able to speak correctly and fluently according to the situation given.

Enabling Objectives : The students should be able to :

1. analyse the language functions and forms correctly;
2. follow the rules of the game correctly;
3. assess their friends' job

Language Functions :

1. Introducing
2. Asking for/Giving Information
3. Giving Directions
4. Telephoning
5. Suggesting
6. Asking for/Offering help
7. Bookings/Reservations

Vocabulary : spend, valley, waterfall, intersection, traffic lights, booking, recommend Information, turn right/left, souvenirs, relatives, tourist attractions, taste, northern Thai food.

Procedures :

Involvement Stage

1. The teacher divides the students into groups of 4 with mixed abilities (one good, two fair, and two poor student)
2. The teacher distributes all materials for game playing to each group.

- *3. Each group reads and discusses the rules carefully.
- 4. The teacher tells the students to read the Treasure Hunt Card to brainstorm their ideas about the language functions and forms that will be used in the situation given.

Analysis Stage :

- *5. Each group analyses the language functions and forms that will be used in the situation given in their worksheet provided.
- *6. The members in each group throw a dice and the one who gets the highest score will play first.

Generalization and Application

- *7. The student as the player has to read the Treasure Hunt Card aloud if he plays and he is in the treasure block.
- *8. After the player reads the card already, he has to follow the instruction.

For Example : The Treasure Card says that you are a new tour guide for the tourists you have to introduce yourself before taking care all of them.

Evaluation Stage

- *9. The other members in each group has to assess their friends while they are speaking according to the situation given.

Evaluation :

- 1. By checking the students' worksheet.
- 2. Teacher's observation.

Teaching Aids :

- 1. Treasure Hunt Game sheets.
- 2. Dices.
- 3. Coins.
- 4. Treasure Hunt Cards.
- 5. Language functions and forms Worksheets.

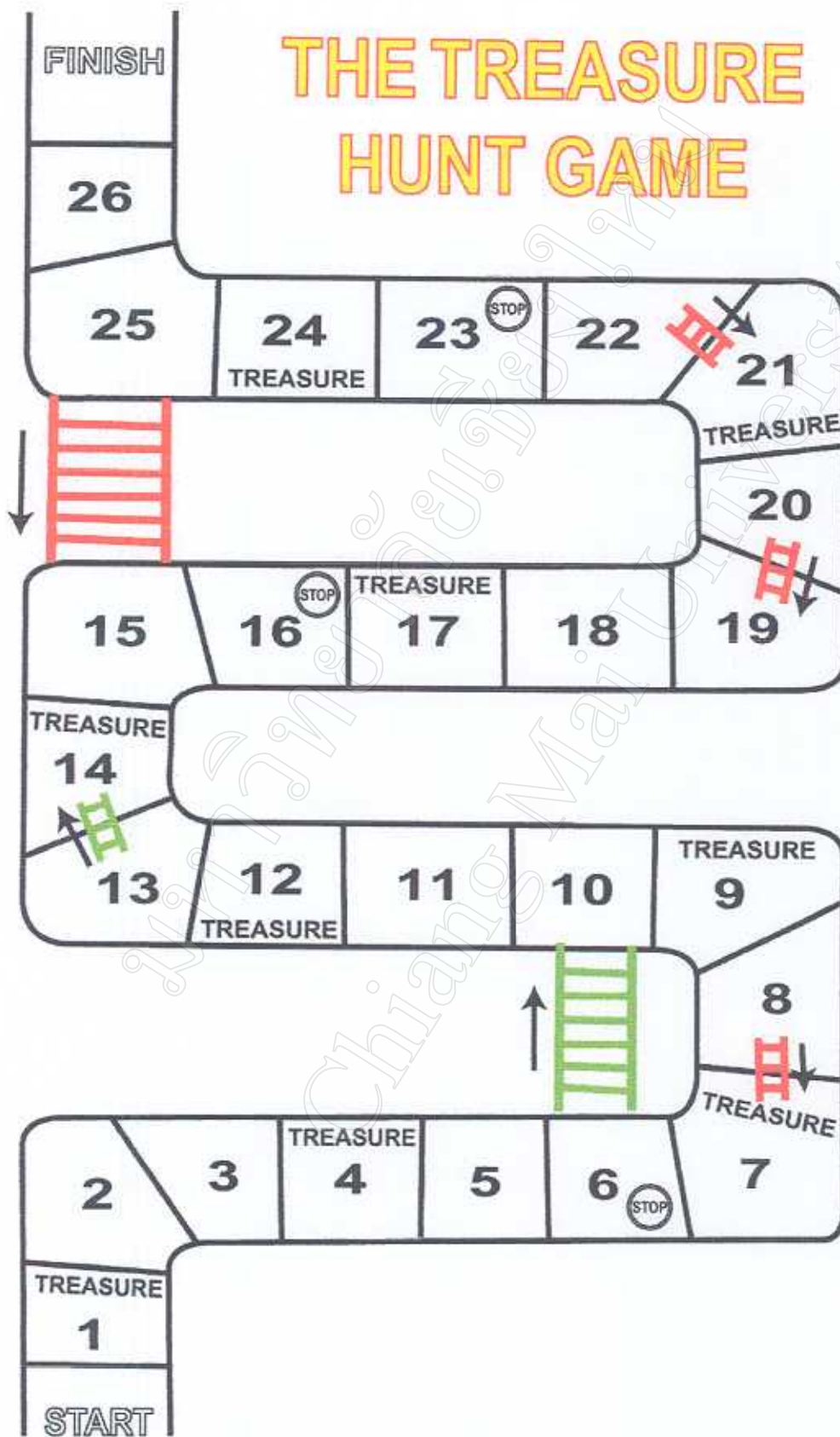
Language functions and forms worksheet

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

HOW TO PLAY THE TREASURE HUNT GAME

1. If you are in the Treasure Hunt block, you have to take a treasure hunt card. Read the situation given in the card aloud. Then, you have to speak according to that situation.
2. If you see the sign “STOP”, you have to stop playing one turn.
3. If you are in the blocks that green ladders, you have to move up.
4. If you are in the blocks that have red ladders, you have to move down.
5. The first one who reach the Finish Block is the winner.

THE TREASURE HUNT GAME



The Treasure Hunt Game Card

You work in Thai Sky Travelling. You have to take care a group of tourists from Singapore. Both of you are new to each other. Introduce yourself!

A tourist asks you about the most interesting tourist attractions in Chiang Mai. Given some information to them!

Peter Watson would like to spend his 3 day-holidays at Saun Bau Resort. He would like to know how to get there. He also would like to know how long it will take him from Pang Suan Kaew Hotel to there.

Tell the player who sits on your right hand side to act as a receptionist, please. You are a customer who calls for booking a single room. So both of you have to make a dialogue for booking.

Miss Jane MacDonald and her friend want to spend their holidays in the North of Thailand. They have only 5 days and don't have much money to spend. They want to book an accommodation.

A tourist is now at Wat Phra Sing. She wants to see her friend at Wat Suan Dok. Tell her the way to go there.

An English man who first visits Thailand. He has 3 weeks to spend here. He loves living among the valley and he also want to visits waterfalls. He calls a tourist officer for suggestions. Give him some suggestions.

Mr. White has heard about the taste of northern Thai food from some of his friends. He wants to try some of his friends. He wants to try some kind of those food and he asks you for recommendation.

Tell the player who sits on your left hand side to have a conversation about telling direction with you.

Miss Jennifer Lopez spent one week in Chiang Mai. She had a good time here. She saw the way of life of the local people. Now, she has to go back home and she wants to buy some souvenirs for her relatives. She asks you where she should go?

Lesson Plan 6

Subject : English for Tourism (GE 344)

Class : Third year students

Content : Cat in the Rain

Time : 4 periods (Total 240 minutes and 60 minutes each)

Terminal Objective : The students should be able perform the play by using the language functions and forms correctly.

Enabling Objectives : The students should be able to :

1. answer the questions ;
2. to identify the characteristic of each characters ;
3. create a script with dialogues by using the language functions and forms correctly ;
4. assess their friends' performance.

Language Functions :

1. Asking for/Giving Information
2. Asking for/Offering Help
3. Suggesting
4. Thanking

Vocabulary : easel, bronze, glistened, gravel paths, crouch, drip, dim room, eaves, complaint, disappointed, tightened, momentary, profile, tortoiseshell.

Period 1-2

Procedures :

Involvement Stage

1. The teacher divides the students into groups of 6 with mixed abilities (two good, two fair, and two poor student).
2. The teacher distributes "Cat in the Rain" to the groups and tells them to brainstorm the title of the passage.

3. The teacher tells each group to read a whole passage and also gives them guided questions worksheet.

Analysis Stage :

4. The teacher tells each group to look at the guided questions worksheet and to try to find the answer for each :
 - What is the story about ?
 - What happened in the story ?
 - How many people are there in the story ? And who are they ?
 - What did the wife want ?
 - Did she ask for help ? If yes, from whom?
 - At the end of the story, did the wife get the thing she wanted ?
 - Who gave it to her ?
5. The teacher tells each group to read it carefully again and asks them to identify the characteristic of each character.
- *6. Each group helps each other to identify the characteristic of each characters.
- *7. Each group takes a look at the story again to brainstorm what kinds of language functions and forms will be used in the play.

Period 3-4

Generalization and Application

- *8. Each group selects the role each wants.
- *9. Each group helps each other to create a script with dialogues that use the language functions and forms.
- *10. Each group performs their plays in front of the classroom.

Evaluation Stage

- *11. Each group assesses the other groups by using the evaluation forms while they are performing in front of the classroom.

Evaluation :

1. From students' performance.
2. From students' evaluation.

Teaching Aids :

1. Cat in the Rain
2. Piece of papers
3. Guided questions

Guided Questions Worksheet

1. What is the story about?
2. What happened in the story?
3. How many people are there in the story?
4. What did the wife want?
5. Did she ask for help? If yes, from whom?
6. At the end of the story, did the wife get the thing she want?
7. Who gave it to her?

Cat in the Rain

by Ernest Hemingway

There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colours of the hotels facing the gardens and the sea. Italians came from a long way off to look up at the war monument. It was made of bronze and glistened in the rain. It was raining. The rain dripped from the palm trees. Water stood in pools on the gravel paths. The sea broke in a long line in the rain and slipped back down the beach to come up and break again in a long line in the rain. The motor-cars were gone from the square by the war monument. Across the square the doorway of the café a waiter stood looking out at the empty square.

The American wife stood at the window looking out. Outside right under their window a cat was crouched under one of the dripping green tables. The cat was trying to make herself so compact that she would not be dripped on.

I'm going down and get that kitty the American wife said.

I'll do it her husband offered from the bed.

No, I'll get it. The poor kitty out trying to keep dry under a table.

The husband went on reading, lying propped up with the two pillows at the foot of the bed.

Don't get wet he said.

The wife went downstairs and the hotel owner stood up and bowed to her as she passed the office. His desk was at the far end of the office. He was an old man and very tall.

'I'll plove the wife said. She liked the hotel-keeper.

‘Si, si, Signora, brutto tempo. It is very bad weather.

He stood behind his desk in the far end of the dim room. The wife liked him. She liked the deadly serious way he received any complaints. She liked his dignity. She liked the way he wanted to serve her. She liked the way he felt about being a hotel-keeper. She liked his old, heavy face and big hands.

Liking him she opened the door and looked out. It was raining harder. A man in a rubber cape was crossing the empty square to the café. The cat would be around to the right. Perhaps she could go along under the eaves. As she stood in the doorway an umbrella opened behind her. It was the maid who looked after their room.

‘You must not get wet she smiled, speaking Italian. Of course, the hotel-keeper had sent her.

With the maid holding the umbrella over her, she walked along the gravel path until she was under their window. The table was there, washed bright green in the rain, but the cat was gone. She was suddenly disappointed. The maid looked up at her.

‘Ha perduto qualche cosa, Signora?’

‘There was a cat said the American girl.

‘A cat?’

‘Si, il gatto.’

‘A cat?’ the maid laughed. ‘A cat in the rain?’

‘Yes she said, ‘under the table.’ Then, ‘Oh, I wanted it so much. I wanted a kitty.’

When she talked English the maid’s face tightened.

‘Come, Signora, she said. ‘We must get back inside. You will be wet.’

‘I suppose so said the American girl.

They went back along the gravel path and passed the door. The maid stayed outside to close the umbrella. As the American girl passed the office, the padrone bowed from his desk. Something felt very small and tight inside the girl. The padrone made her feel very small and at

the same time really important. She had a momentary feeling of being of supreme importance.

She went on up the stairs. She opened the door of the room. George was on the bed, reading.

‘Did you get the cat?’ he asked, putting the book down.

‘It was gone.’

‘Wonder where it went to?’ he said, resting his eyes from reading.

She sat down on the bed.

‘I wanted it so much, she said. ‘I don’t know why I wanted it so much. I wanted that poor kitty. It isn’t and fun to be a poor kitty out in the rain.’

George was reading again.

She went over and sat in front of the mirror of the dressing table, looking at herself with the hand glass. She studied her profile, first one side and then the other. Then she studied the back of her head and her neck.

‘Don’t you think it would be a good idea if I let my hair grow out?’ she asked, looking at her profile again.

George looked up and saw the back of her neck, clipped close like a boy’s.

‘I like it the way it is.’

‘I get so tired of it she said. ‘I get so tired of looking like a boy.

George shifted his position on the bed. He hadn’t looked away from her since she started to speak.

‘You look pretty darn nice, he said.

She laid the mirror down on the dresser and went over to the window and looked out. It was getting dark.

‘I want to pull my hair back tight and smooth and make a big knot at the back that I can feel she said. ‘I want to have a kitty to sit on my lap and purr when I stroke her.’

‘Yeah?’ George said from the bed.

‘And I want to eat at a table with my own silver and I want candles. And I want it to be spring and I want to brush my hair out in front of a mirror and I want a kitty and I want some new clothes.’

‘Oh, shut up and get something to read George said. He was reading again.

His wife was looking out of the window. It was quite dark now and still raining in the palm trees.

‘Anyway, I want a cat she said. ‘I want a cat. I want a cat now. If I can’t have long hair or any fun, I can have a cat.’

George was not listening. He was reading his book. His wife looked out of the window where the light and come on in the square.

Someone knocked at the door.

‘Avanti, George said. He looked up from his book.

In the doorway stood the maid. She held a big tortoiseshell cat pressed tight against her and swung down against her body.

‘Excuse me, she said, the padrone asked me to bring this for the Signora.’

ภาคผนวก ง

แบบทดสอบความสามารถทางการพูดโดยกิจกรรมกระบวนการกลุ่มสัมพันธ์

- Function : Introducing, asking & giving information, thanking, offering help
- Situation : Janet is a new staff in the travel agency office. This is her first day and she wants to know more about her colleague. While she is talking with Kate, an old staff, a tourist is coming into the office. He wants to get some information about the most interesting attractions in the north to get some information about the most interesting attractions in the north of Thailand. So both of Janet and Kate have to offer help to him.
- Function : Suggesting, asking for help, asking & giving information, thanking
- Situation : Mr. And Mrs. Barkman spent three nights at Chiang Mai Phucome Hotel. They love Chiang Mai very much and they are interested in Thai handicrafts, too. They need help because they would like to visit some shops in Chiang Mai where prices are reasonable. You as a receptionist should give them help.
- Function : Asking & giving information, booking & reservation, thanking
- Situation : Mary Ward and Ann Jackson are university students in Australia. They plan to visit Thailand next month. Today Mary Ward picks up Ann Jackson at her house. After that they go to the travel agency in order to book hotel for two weeks in Thailand. They do not have much money so they need a double room with a shower. They do not need five stars hotel but middle priced hotel.

Function : Asking & offering help, thanking, telling directions, asking & giving information.

Situation : Paul and his wife, Miriam spend their holiday at The Empress Hotel. Today is Sunday so they want to go to First Church of Christ which is on Charoenmuang Road. They do not need a taxi but they need to go there on foot because they want to see the natural scenery. However, they do not know the way to go there so they go to the information desk to ask about the way to First Church of Christ.

ภาคผนวก จ

แบบสอบถามวัดความเชื่อมั่นในตนเอง

ชื่อ _____
รหัส _____

แบบสอบถาม
ความเชื่อมั่นในตนเอง

ว/ด/ป _____
เพศ [] ชาย [] หญิง

คำชี้แจง แบบสำรวจนี้ต้องการสอบถามความคิดเห็น ความรู้สึก การกระทำบางอย่าง และการปฏิบัติงานด้านภาษาอังกฤษของผู้เรียน ขอให้นักศึกษาตอบแบบสำรวจนี้ให้ตรงกับสภาพความเป็นจริงของนักศึกษา โดยกากบาท (X) หมายเลข 5 (จริงที่สุด) หมายเลข 4 (จริงมาก) หมายเลข 3 (จริงครึ่งหนึ่ง) หมายเลข 2 (จริงน้อย) หมายเลข 1 (จริงน้อยที่สุด)

ข้อความ	5	4	3	2	1
1. นักศึกษาชอบแสดงความคิดเห็น เมื่อมีการสนทนากันเป็นภาษาอังกฤษ					
2. เมื่อเห็นชาวต่างประเทศ นักศึกษาชอบเข้าไปคุยด้วยเสมอ					
3. นักศึกษามักไม่ค่อยกล้าถามอาจารย์ แม้ไม่เข้าใจในขณะที่อาจารย์สอน					
4. นักศึกษามักจะเป็นตัวแทนของกลุ่มออกไปพูดภาษาอังกฤษเสมอ					
5. บ่อยครั้งที่นักศึกษอยากแสดงความคิดเห็นเป็นภาษาอังกฤษ แต่ไม่กล้าเพราะกลัวว่าสิ่งที่คิดจะไม่ถูกต้อง					
6. นักศึกษาชอบกิจกรรมทางภาษาอังกฤษที่ต้องออกไปแสดงหน้าชั้นเรียน					
7. ถ้าอาจารย์ให้ออกไปพูดภาษาอังกฤษหน้าชั้นเรียน นักศึกษารู้สึกขาสั่น เสียงสั่น					
8. นักศึกษารู้สึกอายมากเมื่อพูดภาษาอังกฤษผิด หรือออกเสียงไม่ถูกต้อง					

ข้อความ	5	4	3	2	1
9. นักศึกษามักพูดตะกุกตะกักเมื่อต้องออกไปยืนพูดภาษาอังกฤษต่อหน้าผู้อื่น					
10. นักศึกษาชอบร่วมกิจกรรมภาษาอังกฤษ แม้ว่าตนเองจะพูดไม่ดีนัก					
11. เวลาอาจารย์ให้นักศึกษาลุกขึ้นตอบคำถามภาษาอังกฤษ นักศึกษามักใจเต๋นแรง					
12. อาการคิดไม่ออกกระตั้นหันมักเกิดขึ้นเสมอเมื่อต้องพูดภาษาอังกฤษต่อหน้าผู้อื่น					
13. นักศึกษาารู้สึกกลัวว่าผู้ฟังจะไม่เข้าใจภาษาอังกฤษที่นักศึกษาพูด					
14. นักศึกษาไม่รู้สึกลัววิตกเมื่อพูดภาษาอังกฤษไม่ถูกต้อง หรือออกเสียงผิดแต่นักศึกษาจะไม่พูดใหม่เพื่อให้ถูกต้อง					
15. เมื่อต้องพูดภาษาอังกฤษ นักศึกษามักจะกลัวว่าจะพูดผิดหลักไวยากรณ์และออกเสียงไม่ถูกต้อง					
16. ทุกครั้งที่มีการสอบพูดภาษาอังกฤษ นักศึกษาารู้สึกปวดท้อง และอยากเข้าห้องน้ำบ่อย ๆ					
17. นักศึกษาารู้สึกมั่นใจในการพูดภาษาอังกฤษของตนเอง เมื่ออยู่ในสถานการณ์ที่เป็นส่วนตัว					
18. นักศึกษาารู้สึกกลัวเมื่ออาจารย์ให้พูดภาษาอังกฤษโดยไม่มีการเตรียมตัวล่วงหน้า					
19. นักศึกษาชอบสนทนาภาษาอังกฤษกับเจ้าของภาษาเพราะนักศึกษสามารถฝึกพูดได้มากขึ้น					
20. เมื่อผู้ฟังไม่เข้าใจภาษาอังกฤษที่นักศึกษาพูด นักศึกษาจะพยายามอธิบายจนผู้ฟังเข้าใจให้ได้					
21. เวลาพูดภาษาอังกฤษนักศึกษามักใช้กริยาท่าทางประกอบการพูดเพื่อให้ผู้ฟังเข้าใจมากขึ้น					

ข้อความ	5	4	3	2	1
22. นักศึกษาชอบฟังข่าวหรือเพลงที่เป็นภาษาอังกฤษ เพื่อจดจำคำศัพท์ สำนวน และการออกเสียงที่ถูกต้อง					
23. นักศึกษามักหาโอกาสฝึกพูดภาษาอังกฤษด้วยตนเองอยู่เสมอ โดยใช้ สื่อต่าง ๆ เช่น เทป วีดีโอ หรือหนังสือฝึกการสนทนาด้วยตนเอง					
24. เมื่อนักศึกษาออกเสียงผิดหรือพูดภาษาอังกฤษไม่ถูกต้อง นักศึกษาจะ พยายามพูดภาษาอังกฤษใหม่เพื่อให้ถูกต้องที่สุด					

ประวัติผู้เขียน

ชื่อ – สกุล	นางสาวชนิตสิรี ศุภพิมล
วัน เดือน ปี เกิด	22 กันยายน 2513
ที่อยู่ปัจจุบัน	214/28 หมู่ 5 ถ. เชียงใหม่ – ฮอด ตำบลแม่เหียะ อำเภอเมือง จังหวัดเชียงใหม่ 50100
ประวัติการศึกษา	2535 สำเร็จการศึกษาระดับปริญญาตรี ศิลปศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยพายัพ
ประวัติการทำงาน	2535 – 2537 โรงเรียนผดุงศิลป์วิทยา จังหวัดเชียงใหม่ 2538 – 2540 โรงเรียนสิริมงคลานุสรณ์ จังหวัดเชียงใหม่ 2540 – 2542 อาจารย์พิเศษ กลุ่มวิชาภาษาปัจจุบันตะวันตก ภาควิชาศึกษาทั่วไป คณะธุรกิจการเกษตร มหาวิทยาลัยแม่โจ้