

APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX A

The Evaluation Form of Content Validity of Lesson Plan Using Authentic Materials in the Hospitality Industry for Lao Undergraduate Students (For Experts)

.....

Directions: Please give your opinion for each statement that it is appropriate or not. Then you should tick in the table, which is your opinion.

There are five alternative s as follows:

5 means the most appropriate

4 means more appropriate

3 mean moderate appropriate

2 means less appropriate

1 means the least appropriate

| Statements | Level of Satisfaction | | | | |
|--|-----------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1.Core Concept | | | | | |
| 1.1 Correspond with learning objectives | | | | | |
| 1.2 Useful for daily | | | | | |
| 1.3 Suitable for students | | | | | |
| 1. 4 Clear and easy to understand | | | | | |
| 3. Content | | | | | |
| 3.1 Clear and easy to understand and interesting | | | | | |

| | | | | |
|--|--|--|--|-----------|
| 3.2 Correspond with learning objective | | | | |
| 3.3 Suitable for students' level | | | | |
| 3.4 Appropriate with duration | | | | |
| 4. Learning activities | | | | |
| 4.1 Enhance learning | | | | |
| 4.2 Correspond with contents | | | | |
| 4.3 Correspond with learning objectives | | | | |
| 4.4 Appropriate Activities | | | | |
| 4.5 Suitable for students' age | | | | |
| 4.6 Learning activities begin from easy to difficult. | | | | |
| 5. Assessment and Evaluation | | | | |
| 5.1 Correspond with learning objective | | | | |
| 5.2 Assess by covering all contents which consist of activities, pre-test, and post-test | | | | |
| 6. The Lessons Form | | | | |
| 6.1 Interesting and high quality | | | | |
| 6.2 Distinctive, and attractive illustration with appropriate contents | | | | |
| Total | | | | |
| Signature | | | | Evaluator |

APPENDIX B

The Evaluation of Content Validity of Lesson Plan Using Authentic Materials in the Hospitality Industry for Lao Undergraduate Students by the Experts

.....

Directions:

Please give your opinion for each statement that it is appropriate or not. Then you should tick \square in the table, which is your opinion. There are five alternative s as follows: 5 means the most appropriate 4 means more appropriate 3 mean average appropriate 2 means less appropriate 1 means the least appropriate

| Statements | Experts' Opinions (Level of Appropriation) | | | \bar{X} | S.D. | Appropriate Level |
|---|---|---|---|-----------|------|-------------------|
| | 1 | 2 | 3 | | | |
| 1. Core Concept | | | | | | |
| 1.1 Correspond with learning objectives | 4 | 5 | 4 | 4.33 | 0.58 | More Appropriate |
| 1.2 Useful for daily | 5 | 4 | 4 | 4.33 | 0.58 | |
| 1.3 Suitable for students | 4 | 5 | 4 | 4.33 | 0.58 | More Appropriate |
| 1.4 Clear and easy to understand | 4 | 4 | 3 | 3.67 | 0.58 | More Appropriate |

| | | | | | | |
|--|---|---|---|-------------|-------------|---------------------|
| Total | | | | 4.17 | 0.58 | |
| 2. Learning Objectives | | | | | | |
| 2.1 Correspond with contents | 5 | 4 | 4 | 4.33 | 0.58 | More Appropriate |
| 2.2 Clear and easy to understand | 3 | 4 | 4 | 3.67 | 0.58 | More Appropriate |
| 2.3 Suitable for students' age | 4 | 3 | 4 | 3.67 | 0.58 | More Appropriate |
| Total | | | | 3.89 | 0.58 | More Appropriate |
| 3. Content | | | | | | |
| 3.1 Clear and easy to understand and interesting | 4 | 4 | 5 | 4.33 | 0.58 | More Appropriate |
| 3.2 Correspond with learning objective | 4 | 4 | 4 | 4.00 | 0.00 | More Appropriate |
| 3.3 Suitable for students' level | 4 | 3 | 4 | 3.67 | 0.58 | More Appropriate |
| 3.4 Appropriate with duration | 4 | 4 | 3 | 3.67 | 0.58 | More Appropriate |
| Total | | | | 3.92 | 0.43 | More Appropriate |
| 4. Learning activities | | | | | | |
| 4.1 Enhance learning | 3 | 4 | 4 | 3.67 | 0.58 | More Appropriate |
| 4.2 Correspond with contents | 4 | 4 | 4 | 4.33 | 0.58 | More Appropriate |
| 4.3 Correspond with learning objectives | 4 | 5 | 4 | 4.33 | 0.58 | More Appropriate |
| 4.4 Appropriate Activities | 4 | 4 | 4 | 4.00 | 0.00 | More Appropriate |
| 4.5 Suitable for students' age | 4 | 4 | 3 | 3.67 | 0.58 | More Appropriate |

| | | | | | | |
|--|---|---|---|-------------|-------------|-------------------------|
| 4.6 Learning activities begin easy | 3 | 4 | 4 | 3.67 | 0.58 | |
| Total | | | | 3.94 | 0.29 | More Appropriate |
| 5. Assessment and Evaluation | | | | | | |
| 5.1 Correspond with learning objective | 4 | 5 | 5 | 4.67 | 0.58 | The Most Appropriate |
| 5.2 Assess by covering all contents which consist of activities, pre-test, and post-test | 4 | 5 | 5 | 4.67 | 0.58 | The Most Appropriate |
| Total | | | | 4.67 | 0.58 | The Most Appropriate |
| 6. The Lessons Form | | | | | | |
| 6.1 Interesting and high quality | 4 | 4 | 4 | 4.00 | 0.00 | More Appropriate |
| 6.2 Distinctive, and attractive illustration with appropriate contents | 3 | 4 | 4 | 3.67 | 0.58 | More Appropriate |
| Total | | | | 3.83 | 0.29 | More Appropriate |
| Total | | | | 4.03 | 0.49 | More Appropriate |

APPENDIX C

APPENDIX C

The Evaluation of Efficiency of Eight Lessons Using Authentic Material in Hospitality to Enhance Lao Undergraduate Students' Listening and Speaking Abilities

The individual trial for efficiency evaluation of the lessons for the third
year "B" Lao undergraduate students

| Students' Number | Pre-test (50) | Exercises (400) | Post-test (50) |
|--------------------|---------------|--------------------|----------------|
| 1 | 31.33 | 310.00 | 43.33 |
| 2 | 27.67 | 249.33 | 40.33 |
| 3 | 29.00 | 389.67 | 45.00 |
| Total | 88.00 | 949.00 | 128.66 |
| Mean Scores | 29.33 | 32.72 | 42.87 |
| % | 58.67 | 79.08 | 85.77 |

After the individual trial, students gave some comments about the lessons
as follows:

- 1) The lessons were interesting and they enjoyed watching variety videos related to each topic.
- 2) Many unknown words were not easy to understand and they hardly applied some of them in their own sentences.
- 3) Some contents and activities were not suitable to their English proficiency.
- 4) Students suggested that the researcher should explain each topic briefly, improve some contents and exercise.

The small group trial for efficiency evaluation of the lessons for the third-year

“B” Lao undergraduate students

| Students' Number | Pre-test (50) | Exercises (400) | Post-test (50) |
|-------------------------|----------------------|------------------------|-----------------------|
| 1 | 27.00 | 300.33 | 42.33 |
| 2 | 33.33 | 279.67 | 45.33 |
| 3 | 31.00 | 342.00 | 39.67 |
| 4 | 29.67 | 389.67 | 40.00 |
| 5 | 26.00 | 308.00 | 45.33 |
| 6 | 30.67 | 229.33 | 41.00 |
| 7 | 28.33 | 320.33 | 38.67 |
| 8 | 27.00 | 275.00 | 36.00 |
| 9 | 31.33 | 367.67 | 43.67 |
| Total | 264.33 | 2812.00 | 372.00 |
| Mean Scores | 29.37 | 312.44 | 41.33 |
| % | 58.74 | 78.11 | 82.67 |

After the small group trial, students gave some comments about the lessons as follows: 1) The lessons were useful for their future but they were not easy to understand while they watch videos because the native speakers spoke very fast, 2) Some contents were not clear, 3) Some contents and activities were not suitable to their English proficiency. Students suggested that the researcher should explain each topic briefly, improve some contents and exercise.

The field trial for efficiency evaluation of the lessons for the third year “B” Lao undergraduate students

| Students' Number | Pre-test (50) | Exercises (400) | Post-test (50) |
|-------------------------|----------------------|------------------------|-----------------------|
| 1 | 24.33 | 321.00 | 34.33 |
| 2 | 27.00 | 267.67 | 41.00 |
| 3 | 32.33 | 312.00 | 42.33 |
| 4 | 25.67 | 300.33 | 45.33 |
| 5 | 28.00 | 279.67 | 39.67 |
| 6 | 33.33 | 342.00 | 40.00 |
| 7 | 38.00 | 389.67 | 45.33 |
| 8 | 28.67 | 308.00 | 41.00 |
| 9 | 38.00 | 229.33 | 38.67 |
| 10 | 31.33 | 320.33 | 36.00 |
| 11 | 35.33 | 275.00 | 43.67 |
| 12 | 27.00 | 367.67 | 33.00 |
| 13 | 33.33 | 211.33 | 42.67 |
| 14 | 31.00 | 214.00 | 40.33 |
| 15 | 29.67 | 329.00 | 34.33 |
| 16 | 26.00 | 367.00 | 41.00 |
| 17 | 30.67 | 327.33 | 42.33 |
| 18 | 28.33 | 308.00 | 45.33 |
| 19 | 27.00 | 229.33 | 39.67 |
| 20 | 31.33 | 320.33 | 40.00 |
| 21 | 31.33 | 275.00 | 38.33 |
| 22 | 27.67 | 367.67 | 41.67 |
| 23 | 29.00 | 211.33 | 41.00 |
| 24 | 38.00 | 214.00 | 38.67 |
| 25 | 28.67 | 329.00 | 36.00 |
| 26 | 38.00 | 367.00 | 43.67 |
| 27 | 31.33 | 267.67 | 33.00 |
| 28 | 35.33 | 312.00 | 42.67 |
| 29 | 27.00 | 300.33 | 40.33 |
| 30 | 33.33 | 279.67 | 27.67 |
| 31 | 31.00 | 342.00 | 39.33 |
| 32 | 29.67 | 389.67 | 45.00 |
| 33 | 26.00 | 308.00 | 38.33 |
| 34 | 23.33 | 356.00 | 41.00 |

| Students' Number | Pre-test (50) | Exercises (400) | Post-test (50) |
|--------------------|----------------|-----------------|----------------|
| 35 | 33.00 | 374.64 | 42.33 |
| 36 | 34.33 | 300.00 | 45.33 |
| 37 | 20.00 | 378.00 | 39.67 |
| 38 | 28.67 | 345.33 | 40.00 |
| 39 | 38.00 | 342.00 | 38.33 |
| 40 | 31.33 | 389.67 | 41.67 |
| 41 | 35.33 | 308.00 | 39.33 |
| 42 | 27.00 | 356.00 | 45.00 |
| 43 | 33.33 | 374.67 | 38.33 |
| 44 | 31.00 | 300.00 | 41.00 |
| 45 | 29.67 | 211.33 | 42.33 |
| 46 | 26.00 | 214.00 | 45.33 |
| 47 | 23.33 | 329.00 | 37.33 |
| Total | 1426.97 | 14561 | 1888.64 |
| Mean Scores | 30.36 | 309.81 | 40.18 |
| % | 60.72 | 77.45 | 80.37 |

After the field trial, students gave some comments about the lessons as follows: 1) Each activity was interesting and easy to follow. 2) There were many new words in each lesson and 3) native speakers speak very fast from videos. Students suggested that the researcher should give more times for them to think and practice new language in each activity.

The Results of the Three Trials

| Trials | E ₁ (Efficiency of Process) | E ₂ (Efficiency of Results) |
|-----------------|---|---|
| Individual | 79.08 | 85.77 |
| A small group | 78.11 | 82.67 |
| The field study | 77.45 | 80.37 |

As can be seen from the table, the results of the three trials revealed that the efficiency index of the lessons was 77.45/80.37 after the individual trial and the small group, which met the specific criteria.

APPENDIX D

Lessons and Lesson Plans

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Lesson Plan 1

Course: General English 6

Grade Level: 3A

Theme: Hotel

Topic: Checking In

Date: 4 and 6 February 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

In fact, **check in at a hotel** is the normal phrase. Students will practice new language and watch videos related to checking in at the hotel. They will work in pair (Role play) like the whole set of actions: You arrive, see the receptionist, tell him/her your name, show your 'booking' (or the receptionist finds it in the hotel computer), you are given your key and walk to the room.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for and give the information correctly when they check in at the hotel.

2.2 Enabling Objectives

Students are able:

- 3.2.1 pronounce and tell the meaning of new vocabulary correctly.
- 3.2.2 read aloud the passages of the information in the conversation correctly.
- 3.2.3 ask and answer the questions about checking in from pictures.
- 3.2.4 create their own conversations and do a role play.

3. Enduring Understanding

- 3.1 How to work in the hotel as a receptionist.
- 3.2 Present simple tense.
- 3.3 Vocabulary about checking in at the hotel.
- 3.4 Asking and answering about checking in.

4. Essential Questions

1. How should front desk clerk welcome incoming guests?
2. Do you believe “the customer is always right”?
3. What time is check out?
4. What types of room do you offer?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. Receptionist (n) = someone who works in reception at a hotel or office
2. guest (n) = a person who is invited to visit the home of or take part in a function organized by another.
3. long-staying (adj) = needing to stay somewhere for a long time, or someone who needs to do the long-stay.
4. room service (n) = is a service provide by a hotel that allow you to have food and drink brought to your room.

5. fill out (v) = to provide with information that is essential or newly acquired
6. discount (v) = To deduct or subtract from a cost or price
7. checking in (v) = to register at a hotel
8. registration card (n) = The registration of something such as a person's name or the details of an event is the recording of it in an official list .
9. reservation (n) = an arrangement to have something such as a room, table, or seat held for your use at a later time.
10. room number (n) = is a number assigned to a room within a building.
11. pay (v) = to give money to in return for goods or services rendered: pay the cashier.
12. room type (n) = In hotels the rooms are categorized and priced according to the type of bed, number of occupants, number of bed, decor, specific furnishings or features and nowadays special even the special theme available in the room.
13. check out the time before which a hotel room must be vacated if another day's charge is not to be made
14. credit card (n) = a card that identifies a person as entitled to have food, merchandise, services, etc., billed on a charge account.
15. discount (n) = to offer for sale or sell at a reduced price: The store discounted all clothing for the sale.
16. welcome to (v) = to greet the arrival of (a person, guests, etc.) with pleasure or kindly courtesy.
17. book (v) = to reserve or make a reservation for (a hotel room, passage on a ship, etc.), We booked a table at our favorite restaurant.

18. key card (n) = a plastic card, similar to a credit card, containing data on an embedded magnetized strip that can electronically unlock a door.
19. bellhop (n) = a person who is employed, especially by a hotel, to carry guests' luggage, run errands, etc
20. luggage (n) = suitcases, trunks, etc, containing personal belongings for a journey baggage.

6.2 Functions:

- Talking about vocabulary of the room service in the hotel.
- Asking and answering about checking in at the hotel.

6.3 Structure:

- Simple present tense
- Question tag
- Asking for and answering about checking in as follows: Do you have a reservation? What is your name? What types of room do you have?

7 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

8 Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about checking in at the hotel
6. A picture of receptionists.

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video without sound.
- 1.3. Teacher shows the picture of receptionist and ask some questions:
 - How many people are there in this picture?
 - Where are they?
 - What do they do?
 - Why do they nob?
 - When you go to their work place what do you look for?
- 1.4. Teacher tells students about the lesson today.

2. Presentation

- 2.1. Students watch the same video again with sound and then they tell their classmates what happen? After watching.
- 2.2 Teacher elicits the vocabulary about checking in at the hotel from students' brainstorming.
- 2.2. Teacher presents the new vocabulary that related to lesson.
- 2.3 Students listen three times about a short conversation from CD and then fill in the black for the first activity.
- 2.5. Teacher explains the meaning of the conversation and explain how to use some phrases.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in different pair and create their own conversation.

4.2 Teacher checks students' work and help them.

4.3 Each pair will present in pair work in the next period (4 minutes per pair)

4.4 Students watch one more video about checking in.

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Ashley Taylor will evaluate their performances. (25 points) Using Harris' speaking criterion.

6. Wrap up

6.1 Students do posttest of checking in.

6.2 Teacher and students conclude the topic "Checking in at the hotel".

7. Materials/ Teaching Aids

7.1 Pictures of receptionist and a big poster of new words

7.2 Three video chips and CDs of conversation.

7.3 Worksheets of conversations about checking in at the hotel.

7.4 Dictionary.

8. Evaluation

8.1 How to evaluate:

- Correct the students' answers to the questions/ quizzes/ tests

- Observe the students' activities/ performances.
- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 1

Hotel - Checking In

A: Getting Started

In the Hotel: Look at the picture and answer the following questions



1. How many people are there in this picture?
2. Where are they?
3. What do they do?

4. Why do they nob?
5. When you go to their work place what do you look for?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. Receptionist (n) = someone who works in reception at a hotel or office
2. guest (n) = a person who is invited to visit the home of or take part in a function organized by another.
3. long-staying (adj) = needing to stay somewhere for a long time, or someone who needs to do the long-stay.
4. room service (n) = is a service provide by a hotel that allow you to have food and drink brought to your room.
5. fill out (v) = to provide with information that is essential or newly acquired
6. discount (v) = To deduct or subtract from a cost or price
7. checking in (v) = to register at a hotel
8. registration card (n) = The registration of something such as a person's name or the details of an event is the recording of it in an official list .
9. reservation (n) = an arrangement to have something such as a room, table, or seat held for your use at a later time.
10. room number (n) = is a number assigned to a room within a building.
11. pay (v) = to give money to in return for goods or services rendered: pay the cashier.
12. room type (n) = In hotels the rooms are categorized and priced according to the type of bed, number of occupants, number of bed, decor, specific

furnishings or features and nowadays special even the special theme available in the room.

13. check out the time before which a hotel room must be vacated if another day's
14. charge is not to be made
15. credit card (n) = a card that identifies a person as entitled to have food,
 - a. merchandise, services, etc., billed on a charge account.
16. discount (n) = to offer for sale or sell at a reduced price: The store discounted
 - a. all clothing for the sale.
17. welcome to (v) = to greet the arrival of (a person, guests, etc.) with pleasure or
 - a. kindly courtesy.
18. book (v) = to reserve or make a reservation for (a hotel room, passage on a
 - a. ship, etc.), We booked a table at our favorite restaurant.
19. key card (n) = a plastic card, similar to a credit card, containing data on an
 - a. embedded magnetized strip that can electronically unlock a door.
20. bellhop (n) = a person who is employed, especially by a hotel, to carry guests'
 - a. luggage, run errands, etc
21. luggage (n) = suitcases, trunks, etc, containing personal belongings for
 - a. a journey baggage.

C: Listening Practice (Track 12) SCENE I (Hotel English Textbook)

Directions: Listen to the dialogue and complete the text.

Situation 1: At the hotel

Ms. Woods comes up to the Front Desk of the Chelsea Hotel.

R: Receptionist

G: Guest

R: Good Afternoon, ma'am. (1) _____ ?

G: Yes, Am I too early?

R: No, not at all. Do you have a (2) _____ ?

G: Of course. It's under the name of Anne Woods.

R: Ms. Woods. Let me see. Here it is. You booked (3) _____ and are going to stay for three nights, aren't you?

G: Yes, that's right, from August 1st to August 4th.

R: Would you please fill out this (4) _____ ? And I'll need your passport too.

G: certainly. Here you are.

R: Thank you for your patience. Your (5) _____ is 801. Here's your key card. The (6) _____ will help you with your luggage.

G: Thank you. By the way, my company plans to send people down here on business in the future. I'd like to know if we can get a discount.

R: (7) _____ or frequent guests can get a special rate. It can range from ten percent to 30 percent, depending on terms.

G: I see.

R: I'll get our manager to call you. She'll probably want to set up a time to explain the details.

G: Alright. Thanks a lot.

R: No problem. Enjoy your stay.

D: Listening practice (A video downloaded from Youtube)

Directions: Watch a video three times and mark the answer true (✓) or false (×).

..... 1. The guests have a reservation at Hawaii Hotel.

..... 2. They have a suite room on the third floor.

..... 3. Their room number is 231.

..... 4. The Front Desk Clerk doesn't need the guests' passports.

..... 5. The checkout time is 11 am.

E: Speaking Activity

Directions: Students work in pair (one is receptionist and one is guest)

Useful Expressions

Receiving Guest

- o Welcome to Dao Savan Hotel.
- o Did you make your reservation by phone?
- o Are you only traveling with one

Checking In

Key Answers for

Unit 1:

Hotel –

- Does your hotel offer room service?
- Can I change room type from a single to a

Checking In

| C: Listening Practice (Track 12) SCENE I (Hotel English Textbook) | D: Listening practice (A video downloaded from Youtube) |
|---|--|
| 1. Checking in 2. reservation 3. a single room 4. registration card 5. room number 6. bellhop 7. Long-staying | 1. F 2. T 3. F 4. F 5. T |

Mini-Test for listening Unit 1: Hotel – Checking In

(25 points)

Name:

Listening A: Rearrange these sentences. You will listen to this conversation from CD three times.

1. please./ check in /, like to / I'd

.....

2. the harbor / You / from there / have / the great view of

.....

3. a registration book ? / you please / your name / sign in / Could

.....

4. seven./ served / Dinner / is / from

.....

5. in the morning?/ What time / served / is breakfast

.....

6. your / you stay./ enjoy / I hope

.....

Listening B: You will listen to this conversation three times and mark the answer true (✓) or false (✗).

..... 7. The guests have a reservation at Hawaii Hotel.

..... 8. They have a suite room on the third floor.

..... 9. Their room number is 231.

..... 10. The Front Desk Clerk doesn't need the guests' passports.

..... 11. The checkout time is 11 am.

Listening C: Checking In: Lisa and her sister, Mary, have just come to Hawaii for a vacation. You will listen to this conversation three times and fill in the blanks with the words that you hear from the CD.

| | | |
|---------|---------------------|---------|
| L: Lisa | F: Front Desk Clerk | M: Mary |
|---------|---------------------|---------|

L: Wow! I've never stayed in a place this fancy before!

F: Welcome to Hula-Hula (12)..... How can I (13)..... you?

M: We'd like to (14) Our names are Lisa and Mary Lee. We have a (15)..... for a double room.

F: Let's see... Yes, we have a suite for you on the third floor, room 321, for (16).....

M: Great! Oh, and my sister's luggage was lost. Please tell us if it's delivered to the hotel.

F: Of course, I'll need your (17)....., and please sign this guest card.

M: OK. Here you are. Oh, and what is the (18)..... time?

F: 11 a.m. And if you need any assistance, please see our concierge or call the (19)..... Here are your (20).....

Speaking Activity: Students work in pair and make their own conversation
(25 points)

Topic: Checking in at the hotel

Note: Students have to check their work with the teacher first before presenting in front of the class.

Key answers

Mini-Test (Hotel – Checking In) 25 points

| | |
|--|-----------------|
| 1. I'd like to check in, please. | 11. T |
| 2. You have the great view of the harbor from there | 12. Hotel |
| 3. Could you please sign your name in a registration book? | 13. Help |
| 4. Dinner is served from seven. | 14. check in |
| 5. What time is breakfast served in the morning? | 15. reservation |
| 6. I hope you enjoy your stay. | 16. five nights |
| 7. F | 17. passport |
| 8. T | 18. checkout |
| 9. F | 19. front desk |
| 10. F | 20. keys |

Mini test Score Both Listening and Speaking Activities

Topic: Hotel – Checking In

Class: 3 A

Semester 2/2013 (50 points)

| No | Listening (25) | Speaking (25) | Total (50) |
|----|----------------|---------------|------------|
| 1 | 23 | 21.33 | 44.33 |
| 2 | 23 | 20.33 | 43.33 |
| 3 | 21 | 20.00 | 41.00 |
| 4 | 24 | 22.33 | 46.33 |
| 5 | 22 | 21.00 | 43.00 |
| 6 | 23 | 19.33 | 42.33 |
| 7 | 24 | 20.00 | 44.00 |
| 8 | 20 | 21.67 | 41.67 |
| 9 | 21 | 23.33 | 44.33 |
| 10 | 24 | 22.67 | 46.67 |
| 11 | 24 | 21.00 | 45.00 |
| 12 | 22 | 21.65 | 43.65 |
| 13 | 23 | 20.33 | 43.33 |
| 14 | 23 | 22.67 | 45.67 |
| 15 | 24 | 21.67 | 45.67 |
| 16 | 21 | 21.33 | 42.33 |
| 17 | 22 | 20.67 | 42.67 |
| 18 | 24 | 21.33 | 45.33 |
| 19 | 19 | 20.67 | 39.67 |
| 20 | 23 | 22.00 | 45.00 |
| 21 | 18 | 23.00 | 41.00 |
| 22 | 17 | 21.00 | 38.00 |
| 23 | 23 | 18.67 | 41.67 |
| 24 | 20 | 21.67 | 41.67 |
| 25 | 25 | 19.00 | 44.00 |
| 26 | 18 | 21.33 | 39.33 |
| 27 | 22 | 21.00 | 43.00 |
| 28 | 24 | 22.00 | 46.00 |
| 29 | 18 | 21.00 | 39.00 |
| 30 | 21 | 19.67 | 40.67 |
| 31 | 23 | 20.67 | 43.67 |
| 32 | 17 | 20.67 | 37.67 |
| 33 | 21 | 22.00 | 43.00 |
| 34 | 21 | 21.00 | 42.00 |

| No | Listening (25) | Speaking (25) | Total (50) |
|--------------|----------------|---------------|----------------|
| 35 | 22 | 21.33 | 43.33 |
| 36 | 20 | 22.33 | 42.33 |
| 37 | 19 | 22.33 | 41.33 |
| 38 | 23 | 22.67 | 45.67 |
| 39 | 21 | 21.00 | 42.00 |
| 40 | 21 | 23.67 | 44.67 |
| 41 | 21 | 20.67 | 41.67 |
| Total | 885 | 871.99 | 1756.99 |
| \bar{x} | 21.59 | 21.27 | 42.85 |
| % | 86.34 | 85.07 | 85.71 |

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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Lesson Plan 2

Course: General English 6

Grade Level: 3A

Theme: Restaurant

Topic: Ordering food and drinks

Date: 18 and 20 February 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

When people are hungry, they know where they will go and what kind of food they like to have. In the restaurant has variety types of dishes to choose. Lao people like eating sweet even they eat noodle soup, they add a lot of sugar in it and some lemon juice. If you know what to order just ask someone next to you or you can select one from a menu. In this lesson, students will learn some phrases of ordering food and drinks in the restaurant. Also they practice new language and apply some new words to their own way of practicing.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for what they want to have in the restaurant and give the information correctly.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about ordering food and drinks.

2.2.4 create their own conversations and do a role-play.

3. Enduring Understanding

3.1 how to act as a waitress or waiter in the restaurant.

3.2 Present simple tense.

3.3 Vocabulary about ordering food and drinks.

3.4 Asking and answering about ordering food and drinks.

4. Essential Questions

5. How should a waitress welcome in the restaurant?

6. How do you like your food?

7. What types of drink would you have?

8. Asking for the check. Can I get the bill?

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students enjoy and like to learn

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. host (n) = a person who receives or entertains guests at home or elsewhere:

the host at a theater party.

2. guest (n) = a person who spends some time at another person's home in some social activity, as a visit, dinner, or party.

3. mashed potatoes (n) = is a dish prepared by mashing boiled potatoes.
Dehydrated and frozen mashed potatoes are available in many places
4. checks up on (v) = to examine so as to determine accuracy, or condition.
5. dressing (n) = A sauce for certain dishes, such as salads.
6. rare (adj) = cooked just a short time so as to retain juice and redness.
7. server (n) = One who serves food and drink.
8. a garden salad (n) = A green salad or tossed salad is a salad consisting mostly of fresh vegetables. The base for the salad are greens such as lettuce or mesclun.
9. the check (n) = request for the bill
menu (n) = A list of the dishes to be served or available for a meal

Functions:

- Talking about vocabulary related the lesson
- Asking and answering about ordering food and drink in at the restaurant.

6.3 Structure:

- Simple present tense
- How to make questions and how to respond to each question.
- Asking for and answering about ordering food and drinks in at the restaurant as follows: Are you ready to order now? What would you like for drink? Any thing else? What do you recommend today? Can I pay by credit card?

7 Communicative Skills:

- Integrated skills (speaking, listening and writing)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about ordering food and drink in at the restaurant
6. A picture of a waiter and customers in the restaurant.

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video
- 1.3. Teacher shows the picture of a waiter and customers in the restaurant and ask some questions:

1. Where are they?
2. What does a man who is standing do? And what is he doing?
3. What are a woman and a man doing?
4. How often do you eat out?
5. What kinds of food and drinks would you like to order?

1.4. Students guess what the lesson might be today and then the teacher tells students about the lesson today.

2. Presentation

- 2.1. Students watch the same video again and then they work in pair with discussing what they see and understand after watching.
- 2.2. Teacher presents the new vocabulary that related to lesson.

2.3 Students listen three times about a short conversation from CD and then complete the text.

2.5. Teacher explains the meaning of the conversation.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in individually, create a menu, and present one by one in front of the class.

4.2 Teacher checks students' work and help them.

4.3 Each person will present next period (2 minutes per person)

4.4 Students watch one more video about ordering food and drinks.

5. Speaking Activity (next period)

5.1 One students work as a waiter or waitress in the restaurant and present some interesting dishes.

5.2 The teacher and her colleague, Mr. Amphone evaluated their performances. (25 points) Using Harris' speaking criterion.

6. Wrap up

6.1 Students do posttest of ordering food and drink.

6.2 Teacher and students conclude the topic "ordering food and drink" together.

7. Materials/ Teaching Aids

7.1 Pictures of a waiter and customers in the restaurant.

7.2 A big poster of new words

7.3 Two video chips and CDs of conversation.

7.4 Worksheets of conversations about ordering food and drink.

7.5 Dictionary.

8. Evaluation

8.1 How to evaluate:

- Correct the students' answers to the questions / tests
- Observe the students' activities/ performances.
- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 2

Restaurant – Ordering food and drinks

A: Getting Started

In the Restaurant: Look at the picture and answer the following questions



1. Where are they?
2. What does a man who is standing do? And what is he doing?
3. What are a woman and a man doing?
4. How often do you eat out?
5. What kinds of food and drinks would you like to order?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. host (n) = a person who receives or entertains guests at home or elsewhere:
 - a. *the host at a theater party.*
2. guest (n) = a person who spends some time at another person's home in some
 - a. social activity, as a visit, dinner, or party.
3. mashed potatoes (n) = is a dish prepared by mashing boiled potatoes.
Dehydrated and frozen mashed potatoes are available in many places
4. checks up on (v) = to examine so as to determine accuracy, or condition.
5. dressing (n) = A sauce for certain dishes, such as salads.
6. rare (adj) = cooked just a short time so as to retain juice and redness.
7. server (n) = One who serves food and drink.
8. a garden salad (n) = A green salad or tossed salad is a salad consisting mostly of fresh vegetables. The base for the salad are greens such as lettuce.
9. the check (n) = request for the bill
10. menu (n) = A list of the dishes to be served or available for a meal



C: Listening Practice (Track 44) SCENE III (Hotel English Textbook)

Directions: Listen to the dialogue three times and complete the text.

Situation 1: At the restaurant

Mr. Douglas arrives for dinner at his favorite restaurant.

H: Host **G:** Guest **S:** Server

H: Your table is ready, Mr. Douglas. It's right over here.

G: Sounds good. I'm very (1)_____.

H: (Waits for Mr. Douglas to sit down) Here's a (2)_____. Your server will be with you momentarily.

G: Thanks. Oh, could you give me two menus? I'm expecting a friend.

H: Of course. I'll just put the other one here. (The server comes over)

S: Are you ready to (3)_____, Mr. Douglas?

G: Well, I guess my friend won't be joining me after all. So, I'd like the (4)_____ to start.

S: What kind of salad dressing would you like? We have Italian or Thousand Island.

G: Italian. And I'm going to go with the sirloin steak for an entrée.

S: And how would you like your (5)_____ cooked?

G: Rare.

S: The steak comes with your choice of a baked potatoes or (6)_____

G: I'll take the mashed potatoes, please.

S: Certainly. Let me repeat your order, Mr. Douglas. You would like a garden salad with Italian and a rare steak with mashed potatoes.

G: Yeah, that's right. (The server check up on her guest)

S: Is there anything else I can get for you, Mr. Douglas? Some dessert, perhaps?

G: No thanks – just the (7)_____, please.

D: Listening practice (A video downloaded from Youtube)

Directions: Watch a video three times and number the statements you hear them. The first number has done for you.

_____ Whose reservation is it?

_____ We'd like the buffet please.

___ 1 ___ I'm hungry

_____ Would you like to be in the smoking or the non-smoking section?

_____ What are you having?

_____ How many people are you?

_____ Could you bring me some snacks to start?

_____ Would you like something to drink?

_____ I want a beer please.

_____ Are you ready to order?

_____ What dish would you recommend?

_____ We want to ask from the menu.

E: Speaking Activity

Directions: Students watch a video about ordering food and drinks (downloaded from Youtube) and then make their own Lao menu and present it in front of the class.

Soup: fish soup, chicken soup, duck soup, meat soup, etc.

Fried: fried rice with meat, fried dry meat, fried fish, etc

Salad: papaya salad, long bean salad, mixed salad, noodle, salad, etc.

Lap: lap beef, leap fish, lap chicken, lap pork, etc.

Drinks: Beer Lao, Pepsi, coconut juice, drinking water, etc.

Mini-test [Unit 2: Restaurant – Ordering food and drinks]**Listening Activity (25 points)**

You will listen to CD twice and number the statements you hear them. The first number has done for you.

- How many people are you?
- Are you ready to order?
- Would you like to be in the smoking or the non-smoking section?
- 1..... I'm hungry.
- We'd like the buffet please.
- What dish would you recommend?
- What are you having?
- Whose reservation is it?
- I want a beer please.
- Could you bring me some snacks to start?
- Here is your tip.
- We want to ask from the menu.
- Bring me a hamburger please.
- Would you like something to drink?
- Can you take these dishes away?
- Bon appetite.
- Give me the check please.
- See you soon.
- Would you like to order any dessert?
- Waiter, can you take our order

Key Answers for Unit 2: Restaurant- Ordering food and drinks**C: Listening Practice**

1. hungry
2. menu
3. order
4. garden salad
5. steak
6. mashed potatoes
7. Check

D: Listening practice

1. I'm hungry
2. Whose reservation is it?
3. How many people are you?
4. Would you like to be in the smoking or the non-smoking section?
5. We'd like the buffet please.
6. We want to ask from the menu.
7. What dish would you recommend?
8. What are you having?
9. Would you like something to drink?
10. I want a beer please.
11. Could you bring me some snacks to start?
12. Are you ready to order?

Mini test key answers

1. I'm hungry
2. Whose reservation is it?
3. How many people are you?
4. Would you like to be in the smoking or the non-smoking section?
5. We'd like the buffet please.

6. We want to ask from the menu.
7. What dish would you recommend?
8. What are you having?
9. Would you like something to drink?
10. I want a beer please.
11. Could you bring me some snacks to start?
12. Are you ready to order?
13. Waiter, can you take our order?
14. How do you serve this food?
15. Bring me a hamburger please.
16. Can you take these dishes away?
17. Would you like to order any dessert?
18. Give me the check please.
19. Do you need an invoice?
20. Here is your tip.
21. See you soon.
22. Bon appetite.

Class: 3 A

Semester 2/2013

| No | Listening (25) | Speaking (25) | Total (50) |
|----|----------------|---------------|------------|
| 1 | 16 | 21.67 | 37.67 |
| 2 | 21 | 21.00 | 42.00 |
| 3 | 17 | 23.00 | 40.00 |
| 4 | 16 | 19.67 | 35.67 |
| 5 | 17 | 19.67 | 36.67 |
| 6 | 21 | 21.33 | 42.33 |
| 7 | 18 | 20.00 | 38.00 |
| 8 | 15 | 21.33 | 36.33 |
| 9 | 20 | 20.67 | 40.67 |
| 10 | 21 | 23.33 | 44.33 |
| 11 | 16 | 23.00 | 39.00 |
| 12 | 18 | 22.00 | 40.00 |
| 13 | 18 | 20.00 | 38.00 |
| 14 | 20 | 22.67 | 42.67 |
| 15 | 21 | 23.00 | 44.00 |
| 16 | 15 | 20.67 | 35.67 |
| 17 | 18 | 22.00 | 40.00 |
| 18 | 21 | 19.67 | 40.67 |
| 19 | 18 | 20.00 | 38.00 |
| 20 | 21 | 21.67 | 42.67 |
| 21 | 18 | 24.33 | 42.33 |
| 22 | 23 | 23.33 | 46.33 |
| 23 | 16 | 17.67 | 33.67 |
| 24 | 21 | 22.00 | 43.00 |
| 25 | 22 | 15.67 | 37.67 |
| 26 | 21 | 23.00 | 44.00 |
| 27 | 21 | 18.33 | 39.33 |
| 28 | 21 | 19.33 | 40.33 |
| 29 | 16 | 20.33 | 36.33 |
| 30 | 16 | 22.00 | 38.00 |
| 31 | 22 | 21.00 | 43.00 |
| 32 | 16 | 21.33 | 37.33 |
| 33 | 22 | 21.67 | 43.67 |
| 34 | 22 | 19.33 | 41.33 |
| 35 | 18 | 21.00 | 39.00 |

| No | Listening (25) | Speaking (25) | Total (50) |
|--------------|----------------|---------------|--------------|
| 36 | 19 | 22.33 | 41.33 |
| 37 | 15 | 20.33 | 35.33 |
| 38 | 14 | 19.33 | 33.33 |
| 39 | 23 | 22.33 | 45.33 |
| 40 | 15 | 20.00 | 35.00 |
| 41 | 21 | 22.00 | 43.00 |
| Total | 770 | 863 | 1633 |
| \bar{x} | 18.78 | 21.05 | 39.83 |
| % | 75.12 | 84.20 | 79.66 |

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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Lesson Plan 3

Course: General English 6

Grade Level: 3A

Theme: Direction

Topic: Asking for and giving directions

Date: 25 and 27 February 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

If you are lost. What will you do? The best answer is to ask some local people who live and know the place. Students will learn some useful new language about directions (i.e. turn left, turn right, go straight, on the right hand side, etc)

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask about direction in their villages or in the city

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about direction.

2.2.4 create a short conversations about asking for and giving direction and do a role-play.

3. Enduring Understanding

3.1 how to respond to someone when he/she asks for direction.

3.2 Present simple tense.

3.3 Vocabulary about directions.

3.4 Asking and answering about direction.

4. Essential Questions

1. How should you go to a place where you never go before?
2. What should you do if you get lost?
3. Can you understand when a friend of your give a direction?
4. Can you imagine yourself in an unknown place without friends? How can you live?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students enjoy and like to learn.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. direction (n) = the act or function of directing
2. subway station (n) = a terminal where subways load and unload passengers
depot, terminal, terminus station where transport vehicles load or
unload passengers or goods.
3. convenience store (n) = A small retail store that is open long hours and that
typically sells staple groceries, snacks, and sometimes gasoline.
4. lost (adj) = unable to find one's way.

5. north (n) = the direction that goes towards the part of the Earth above the equator, opposite to the south, or the part of an area or country that is in this direction.

6.2 Functions:

- Talking about vocabulary related the lesson
- Asking and answering about asking for and giving directions.

6.3 Structure:

- Simple present tense
- How to make questions and how to respond to each question.
- Asking for and answering about asking for and giving directions as follow these questions: Excuse me, where can go to the market? Is it a restaurant near here? Where is the toilet?

7 Communicative Skills:

- Integrated skills (speaking, listening and writing)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and giving for directions
6. Using a map in Savannakhet to help students' practicing

Learning Activities/ Procedures:

Period 1

1. Warm up

1.1. Teacher and students greet each other.

1.2. Students watch a video about someone get lost.

1.3. Teacher shows the map of Savannakhet and asks some questions:

1. What is it?
2. What can you see from this picture?
3. Where is IngHang Studpa from this picture?
4. Does Savannakhet Province have an airport?
5. What does “H” stand for?

1.4. Students guess what the lesson might be today and then the teacher tells students about the lesson today.

2. Presentation

2.1. Teacher presents the new vocabulary that related to lesson.

2.2. Students learn new vocabularies and repeat after the teacher.

2.3 Students listen three times about a short conversation from CD and then complete the text.

2.5. Teacher explains the meaning of the conversation, and then students practice in pair about the conversation.

2.6 Students listen to the next conversation and number the statements in the order they hear start from (1-5). The teacher and students check together.

Period 2

3. Practice

3.1. Students got worksheets about conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

- 4.1. Students work in pair, create their own dialog.
- 4.2 Teacher checks students' work and help them.
- 4.3 Each pair will present next period (3 minutes per pair)
- 4.4 Students watch one more video about asking for and giving direction.

5. Speaking Activity (next period)

- 5.1 Each pair does role-play about asking for and giving direction.
- 5.2 The teacher and her colleague, Ms. Ashley Taylor will evaluate their performances. (25 points) Using Harris' speaking criterion.

6. Wrap up

- 6.1 Students do posttest of asking for and giving direction.
- 6.2 Teacher and students conclude the topic "asking for and giving direction." together.

7. Materials/ Teaching Aids

- 7.1. A map of Savannakhet City
- 7.2 A big poster of new words
- 7.3 A video clip and CDs of conversation.
- 7.4 Worksheets of conversations about asking for and giving direction.
- 7.5 Dictionary.

8. Evaluation

- 8.1 How to evaluate:
 - Correct the students' answers to the questions / tests
 - Observe the students' activities/ performances.

- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

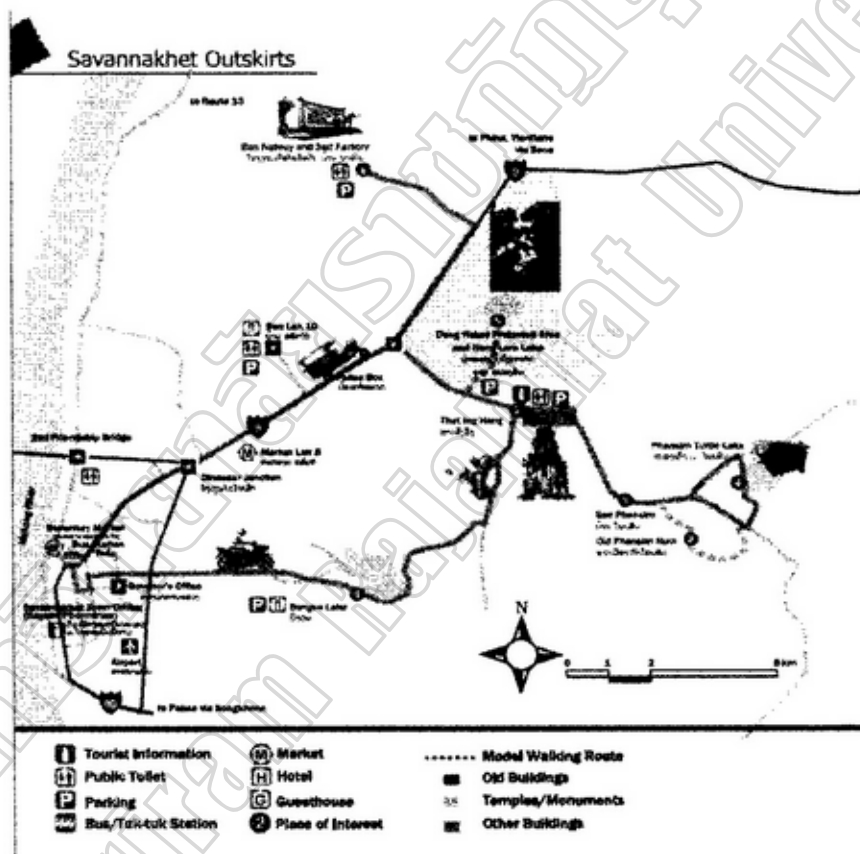
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Unit 3

Asking for and giving direction

A: Getting Started

In the Main Road: Look at the picture and answer the following questions



1. What is it?
2. What can you see from this picture?
3. Where is Ing Hang Studpa from this picture?
4. Does Savannakhet Province have an airport?
5. What does "H" stand for?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. direction (n) = instructions that tell you how to go to a place
2. subway station (n) = a terminal where subways load and unload passengers
3. convenience store (n) = a small retail store that is open long hours and that typically sells staple groceries, snacks and beverages
4. lost (v) = unable to find one's way
5. north (n) = the direction along a meridian 90 counterclockwise from east
6. kitty-corner (adv) = used to describe two things that are located across from each other on opposite corner
7. across from (prep) = from one side of to the other
8. next to (adj) = nearest in space or position

C: Listening Practice (ACD 2 Track 02) (Tourism English Textbook)

Directions: Listen to the dialogue three times and complete the text.

Situation 1: Location

Nick is meeting Lisa to go to lunch at a fancy restaurant. Unfortunately, they are having trouble connecting.

N: Nick **L:** Lisa

N: Lisa, where are you? I've been waiting for you here at the (1)_____.

L: I can't find it. I'm (2)_____.

N: Oh no! Where are you?

L: I'm in front of a small (3)_____.

N: Hmm. Is there a park (4)_____ the supermarket... and a school across the street?

L: Yes, and there's a convenience store (5)_____ from here.

N: OK. Just walk north for about five minutes and you will see a department store on the right.

L: And the subway station is next to the department store?

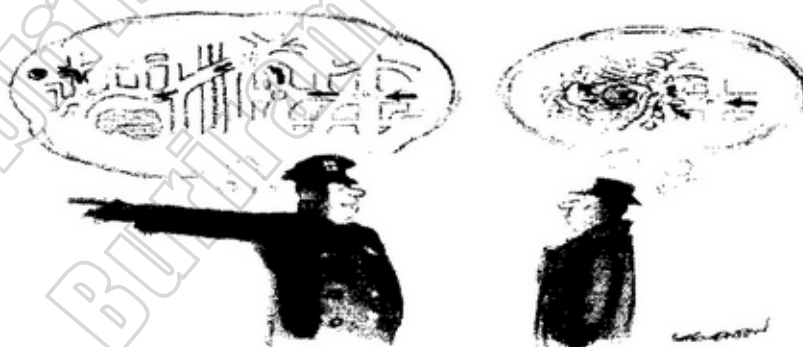
N: Yes. It's between the department store and a large bank. And please hurry.

L: If you hadn't given me such bad (6)_____. I'd be there already.

Listening D: Listen to the conversation and number the statements in the order you hear them (1-5). You will listen to CD three times. Note: 2 points for each number.

(ACD 2 Track 12) (Tourism English Textbook)

- _____ Go to platform number two.
- _____ There are announcements at every station.
- _____ How do I buy a single-journey ticket?
- _____ Push the button and insert the money.
- _____ The last train to Hsintien leaves Taipei Main at 11:58.



Speaking Activity: Students watch a video about asking for and giving direction and then work in pair (one asks for direction and one gives direction) in Savannakhet Town.

Mini – test (asking for and giving direction) 25 points

Listening A: Using these words inside this box and fill them into each sentence. You will listen to CD three times. (Video from YouTube)

| | | | | | |
|-------|------|------|-------|---------|------|
| don't | it | down | take | next to | come |
| Can | left | | along | where | |

| | |
|--|---|
| <p>Asking Direction</p> <p>Excuse me, I am new here. Is the supermarket nearby? Can you tell me (1)the bank is?</p> <p>Asking for repetition</p> <p>I (2).....get it. Please repeat (3).....again. I'm sorry? (4).....you repeat that?</p> <p>Movement Phrases</p> <p>Until you (5).....to the for about 4 miles about 4 blocks</p> | <p>Giving Directions</p> <p>go (6) this road go (7)..... there make a left at</p> <p>Describing location</p> <p>It is on the (8).....side of the street. It's (9).....the bank.</p> <p>Describing distance</p> <p>Is it far? It will (10)you about 10 minutes to get there. How far is it?</p> |
|--|---|

Listening B: Listen to the conversation and number the statements in the order you hear them (1-5). You will listen to CD three times. Note: 2 points for each number. (ACD 2 Track 12)

- _____ Go to platform number two.
- _____ There are announcements at every station.
- _____ How do I buy a single-journey ticket?
- _____ Push the button and insert the money.
- _____ The last train to Hsintien leaves Taipei Main at 11:58.

Key answer of Unit 3: Asking for and giving directions

| | |
|---|---|
| <p>Listening C: Listening Practice</p> <ol style="list-style-type: none"> 1. subway station. 2. lost 3. supermarket 4. next to 5. kitty-corner 6. directions | <p>Listening D: Number the statements in order you hear them (1-5). Two points each answer</p> <p style="text-align: right;">3 4 1 2 5</p> |
|---|---|

Key Answers

Mini – test (asking for and giving direction) 20 points

Listening A: One point for each answer

1. where
2. don't
3. it
4. Can
5. come
6. along
7. down
8. left
9. next to
10. take

Listening B: Number the statements in the order you hear them (1-5). Two points for each answer

3 4 1 2 5

Mini test Scores Both Listening and Speaking Activities (50 points)

Topic: Direction – Asking for and giving directions

Class: 3 A

Semester 2/2013

| No | Listening (25) | Speaking (25) | Total (50) |
|----|----------------|---------------|------------|
| 1 | 19 | 19.67 | 38.67 |
| 2 | 22 | 19.33 | 41.33 |
| 3 | 19 | 21.00 | 40.00 |
| 4 | 18 | 18.67 | 36.67 |
| 5 | 21 | 18.67 | 39.67 |
| 6 | 23 | 19.00 | 42.00 |
| 7 | 16 | 18.00 | 34.00 |
| 8 | 18 | 21.00 | 39.00 |
| 9 | 18 | 21.00 | 39.00 |
| 10 | 23 | 19.67 | 42.67 |
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| 12 | 19 | 20.33 | 39.33 |
| 13 | 18 | 19.67 | 37.67 |
| 14 | 22 | 18.33 | 40.33 |
| 15 | 23 | 21.33 | 44.33 |
| 16 | 16 | 21.00 | 37.00 |
| 17 | 18 | 20.67 | 38.67 |
| 18 | 15 | 20.00 | 35.00 |
| 19 | 14 | 18.67 | 32.67 |
| 20 | 18 | 19.67 | 37.67 |
| 21 | 19 | 20.33 | 39.33 |
| 22 | 22 | 16.00 | 38.00 |
| 23 | 19 | 20.67 | 39.67 |

| No | Listening (25) | Speaking (25) | Total (50) |
|--------------|----------------|---------------|----------------|
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| 25 | 23 | 18.00 | 41.00 |
| 26 | 18 | 20.00 | 38.00 |
| 27 | 14 | 19.67 | 33.67 |
| 28 | 17 | 21.00 | 38.00 |
| 29 | 22 | 18.33 | 40.33 |
| 30 | 18 | 21.33 | 39.33 |
| 31 | 23 | 20.67 | 43.67 |
| 32 | 18 | 21.67 | 39.67 |
| 33 | 16 | 17.33 | 33.33 |
| 34 | 21 | 20.00 | 41.00 |
| 35 | 19 | 21.67 | 40.67 |
| 36 | 22 | 19.33 | 41.33 |
| 37 | 19 | 20.00 | 39.00 |
| 38 | 19 | 17.00 | 36.00 |
| 39 | 22 | 21.00 | 43.00 |
| 40 | 19 | 22.00 | 41.00 |
| 41 | 21 | 19.00 | 40.00 |
| Total | 787 | 813.67 | 1600.67 |
| x | 19.20 | 19.85 | 39.04 |
| % | 76.78 | 79.38 | 78.08 |

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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Lesson Plan 4

Course: General English 6

Grade Level: 3A

Theme: Shopping

Topic: How to make a deal

Date: 4 and 6 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Many people want the best price when they buy things. However, the shop owner cannot bet the price because the price of the products is reasonable. Some useful phrase about how to make a deal will present it in this lesson.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to know how to make a deal when they go shopping.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about how to make a deal.

2.2.4 create their own conversations and do a role-play.

3. Enduring Understanding

3.1 how to how to make a deal when you are in the market.

3.2 Present simple tense.

3.3 Vocabulary about how to make a deal.

3.4 Asking and answering about how to make a deal.

4. Essential Questions

1. How should you say if you want a sale person cut down the price?
2. What did you buy the most expensive thing?
3. What should you do if you want to buy something but you cannot afford it?

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students have a chance to watch video chips.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. night market = _____
2. traditional souvenirs = _____
3. shop owner = _____
4. silk = _____
5. quality = _____
6. dozen = _____
7. how much = _____
8. strike a bargain = _____
9. each piece = _____
10. fair enough = _____

11. jewelry = _____

12. shopping tour = _____

13. deal = _____

6.2 Functions:

- Talking about vocabulary about shopping and how to make a deal.
- Asking and answering from a conversation.

6.3 Structure:

- Simple present tense
- Wh-question
- Asking for and answering about shopping as follows: What can I help you? What size are you? What color would you like? Can you give me a good price?

7 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

8 Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and watch a video
4. Role play (Performance task)
5. How to make a deal in the shop
6. A picture of shopping

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.

1.2. Students watch a video about going shopping

1.3. Teacher shows the picture of a sale person and asks some questions:

1. What can you see in this picture?
2. What does this woman do?
3. What kind of products does she sell?
4. What color would you like?
5. How much can you pay for it?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the same video again and then they tell their classmates what happen? After watching.

2.2 Teacher presents new vocabularies about shopping

2.2. Teacher presents the new vocabularies that related to lesson.

2.3 Students listen three times about a short conversation from CD and then fill in the black for the first activity. Students do listening activity and complete the text.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in different pair and create their own conversation.

4.2 Teacher checks students' work and help them.

4.3 Each pair will present in pair work in the next period (3 minutes per pair)

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Mr. Amphone will evaluate their performances. by using Harris' criterion (25 points)

5. Wrap up

5.1 Students do posttest about the topic

5.3 Teacher and students conclude the topic.

6. Materials/ Teaching Aids

6.1 Pictures of shopping in the market and a big poster of new words

6.2 Two video chips and CDs of conversation.

6.3 Worksheets of conversations

7. Evaluation

7.1 How to evaluate:

- Correct the students' answers to the questions/ tests
- Observe the students' activities/ performances.
- Check the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 4

Shopping – How to make a deal

A: Getting Started

In the market: Look at the picture and answer the following questions



1. What can you see in this picture?
2. What does this woman do?
3. What kind of products does she sell?
4. What color would you like?
5. How much can you pay for it?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. night market (n) = night markets or night bazaars are street markets which operate at night and generally dedicated to more leisurely strolling, shopping, and eating
2. souvenirs (n) = a usually small and relatively article given, kept, or purchased as a reminder of a place visited, an occasion, etc.; memento
3. shop owner (n) = the owner and manage of a shop
4. silk (n) = a fine, strong, soft lustrous fiber produced by silkworms in making cocoons and collected to make thread and fabric
5. quality (n) = how good or bad something is
6. dozen (determiner) = a set of 12 things or people
7. fair enough (phrase) = what you say when you initially disagreed with another's opinion or behavior after hearing their explanation can now see their point of view
8. jewelry (n) = ornaments, such as bracelets, necklaces, rings
9. deal (v) = to give out in shares or portions; apportion or to sell something



"If you keep walking, you'll save 100%."

C: Listening Practice (ACD 2 Track 34, Tourism English Textbook)

Directions: Listen to the dialogue and complete the text.

A tour guide and a tourist are on a shopping tour at a night market in Taipei.

T: Tourist

G: Guide

V: Vendor

T: So, this is Taipei's famous Shilin (1) _____.

G: Yep, this is it. Some of the best deals in Taipei can be found right here.

T: Great. I'd love to get some traditional (2) _____.

G: Let's start here. The woman who owns this (3) _____ is a friend of mine and she speaks English.

T: Alright. Sounds good to me. Wow! These (4) _____ are just what I'm looking for.

G: Oh yes, they are beautiful. (The tourist turns to the vendor and asks a question)

T: Excuse me. How much are these fans?

V: They're NT\$100 each.

T: Ouch. That's a bit much.

V: These are the finest quality, ma'am.

T: I understand that. But if I buy a dozen, can we strike a (5) _____?

V: NT\$ 10 off each piece is the best I can offer.

T: Fair enough. It's a (6) _____.

G: Hmm. I can see you've done this before. You really know how to haggle. So, what's next?

T: Do you know a good place for jewelry?

G: I know just the place.

Listening D: Listen to the audio and answer the questions. You will listen to the audio three times. (ACD 2 Track 36)

1. Where was the bag made?

| | |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> Taiwan | <input type="checkbox"/> Italy |
|---------------------------------|--------------------------------|
2. What does "let it go" in the context of the conversation mean?

| | |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> Sell it | <input type="checkbox"/> Buy it |
|----------------------------------|---------------------------------|
3. What is the final price of the bag?

| | |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> \$35 | <input type="checkbox"/> \$ 45 |
|-------------------------------|--------------------------------|
4. What are the two speakers doing?

| | |
|-------------------------------------|--|
| <input type="checkbox"/> Bargaining | <input type="checkbox"/> Bagging groceries |
|-------------------------------------|--|

E: Speaking Activity (Role Play): Students watch a video about how to make a deal and then work in pair (one is a buyer and one is a sale person) in the clothes shop. They create their own conversation (3 minutes for each pair)



Mini – test Unit 4: Shopping- Make a deal
(25 points)

Listening A: Listen to the audio and answer the questions. You will listen to the audio three times. (ACD 2 Track 36)

1. Where was the bag made?

| | |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> Taiwan | <input type="checkbox"/> Italy |
|---------------------------------|--------------------------------|
2. What does “let it go” in the context of the conversation mean?

| | |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> Sell it | <input type="checkbox"/> Buy it |
|----------------------------------|---------------------------------|
3. What is the final price of the bag?

| | |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> \$35 | <input type="checkbox"/> \$ 45 |
|-------------------------------|--------------------------------|
4. What are the two speakers doing?

| | |
|-------------------------------------|--|
| <input type="checkbox"/> Bargaining | <input type="checkbox"/> Bagging groceries |
|-------------------------------------|--|

Listening B: Listen to conversation and number the statements in the order you hear them (1-5). You will listen to it three times. Note: 2 points for each statement. (ACD 2 Track 40)

_____ The vendor will probably offer you a good price.

_____ Good idea. I want to buy some souvenirs.