

_____ There's a jewelry vendor over there.

_____ My friend bought some earrings here, and she says they're of pretty good quality.

_____ Actually, I'm also hungry.

Listening C: Listen to conversation and answer true (T) or false (F). You will listen to it three times. (ACD 2 Track 41)

- _____ 1. Next Tuesday is their wedding anniversary.
- _____ 2. The customer wants to surprise his wife.
- _____ 3. The customer got his wife a necklace last year.
- _____ 4. The saleswoman suggests he buy bracelets.
- _____ 5. The platinum bracelets are very cheap.
- _____ 6. The saleswoman will give the customer a 50 percent discount.

Key Answers for Unit 4: Shopping- How to make a deal

<p>C: Listening Practice</p> <ol style="list-style-type: none"> 1. Night Market 2. souvenirs 3. shop 4. silk fans 5. bargain 6. deal 	<p>D: Listen to the audio and answer the questions.</p> <ol style="list-style-type: none"> 1. b Italy 2. b Sell it 3. b \$ 45 4. b Bargaining
<p style="text-align: center;">Mini – test (Shopping) 25 points</p> <p>Listening A: Listen to the audio and answer the questions. One point each number.</p> <ol style="list-style-type: none"> 5. Italy 6. Sell it 	

7. \$ 45

8. Bargaining

Listening B: Listen to conversation and number the statements in the order you hear them (1-5). Note: 2 points for each statement.

3

1

2

4

5

Listening C: Listen to conversation and answer true (T) or false (F). you will listen to it three times.

1. F
2. T
3. T
4. T
5. F
6. F

Mini test Score Both Listening and Speaking Activities

(50 points)

Topic: Shopping – Make a deal

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	20	19.33	39.33
2	23	19.33	42.33
3	15	19.00	34.00
4	15	17.33	32.33
5	22	18.67	40.67
6	24	20.67	44.67
7	13	20.00	33.00
8	22	18.67	40.67
9	18	21.00	39.00
10	15	19.00	34.00
11	17	21.00	38.00
12	19	18.33	37.33
13	20	18.67	38.67
14	22	16.00	38.00
15	24	20.67	44.67
16	16	21.67	37.67
17	14	21.67	35.67
18	19	17.33	36.33
19	16	18.33	34.33
20	23	20.00	43.00
21	22	20.67	42.67
22	17	17.67	34.67
23	23	19.00	42.00
24	22	21.00	43.00
25	24	17.67	41.67
26	17	20.67	37.67
27	19	18.67	37.67
28	18	20.33	38.33
29	24	17.67	41.67
30	22	19.33	41.33
31	21	20.67	41.67
32	16	20.00	36.00
33	22	18.67	40.67

No	Listening (25)	Speaking (25)	Total (50)
34	21	21.00	42.00
35	23	21.67	44.67
36	24	19.00	43.00
37	22	21.00	43.00
38	21	20.33	41.33
39	23	19.00	42.00
40	16	20.67	36.67
41	22	20.33	42.33
Total	816	801.67	1617.67
Average	19.90	19.55	39.45
%	79.61	78.21	78.91

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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Lesson Plan 5

Course: English General 6

Grade Level: 3A

Theme: Transportation

Topic: Mode of transportation

Date: 11 and 13 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Language learners in Lao does not know much about mode of transportation because they use not many types of them namely a bicycle, a motorbike, a van, a car, a truck, etc. Due to the fact that Lao people like buying a truck, they prefer driving it to work and many occasions such as wedding party, festivals and so on.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to know more new words about mode of transportation.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 repeat the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions and practice listening skill.

2.2.4 create their own conversations and do a role play (having a long trip to another city by using different mode of transportation)

3. Enduring Understanding

3.1 Learning new words about mode of transportation

3.2 Present simple tense.

3.3 Asking and answering about going to somewhere using variety mode of transportation.

4. Essential Questions

1. Have you ever used a train?
2. How would you feel if you have a chance to use it?
3. What types of mode of transportation would you like to have? Why?
4. Where would you like to go if you have your own one?

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students practice critical thinking and improve listening and speaking capacities.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. bus = _____
2. train = _____
3. scooter = _____
4. limousine = _____

5. compact car = _____
6. sedan = _____
7. sports car = _____
8. SUV = _____
9. van = _____
10. subway = _____
11. ferry = _____
12. canoe = _____

6.2 Functions:

- Talking about vocabulary of mode transportation
- Asking and answering where to travel and how to go

6.3 Structure:

- Simple present tense
- Wh-question

7 Communicative Skills:

- Integrated skills (reading, speaking, listening)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. A picture of many different of vehicles

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video about different types of vehicles with their sound.
- 1.3. Teacher shows the picture of different types of vehicles and asks some questions:

2. What are the pictures?
3. What are the advantages of those modes?
4. Have you ever used these modes when you go to another province?

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 mode of transportation.

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

2.3 Students listen three times about a short conversation from CD and answer some questions.

2.5. Teacher explains the meaning of the conversation and show them 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 using taxi in a big city.

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Mr. Amphone will evaluate students' performances. (25 points)

5. Wrap up

5.1 Students do posttest of mode transportation.

5.3 Teacher and students conclude the topic today.

6. Materials/ Teaching Aids

6.1 Pictures of vehicles and a big poster of new words

6.2 Two video chips and CDs of conversation.

6.3 Worksheets of conversations about taking a taxi.

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%.

8. Supervisor's Comments

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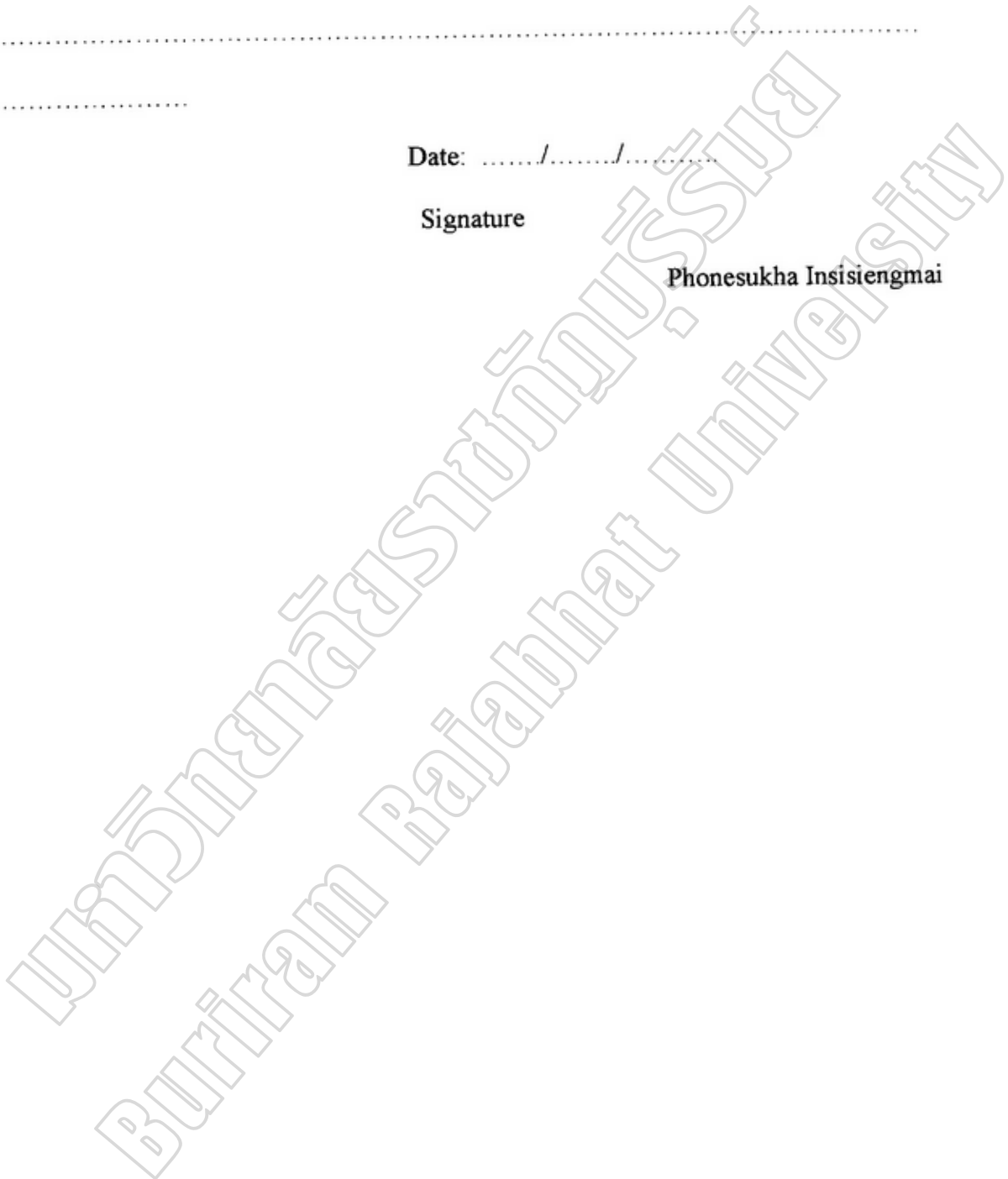
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Date:/...../.....

Signature

Phonesukha Insisiengmai

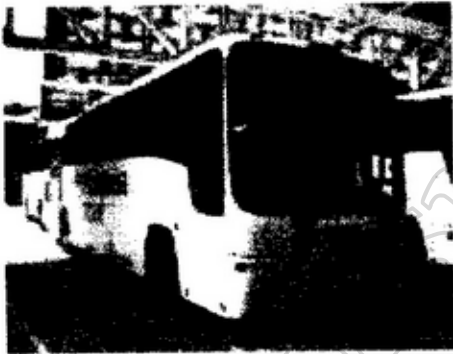


Unit 5

Transportation – Mode of Transportation

A: Getting Started

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



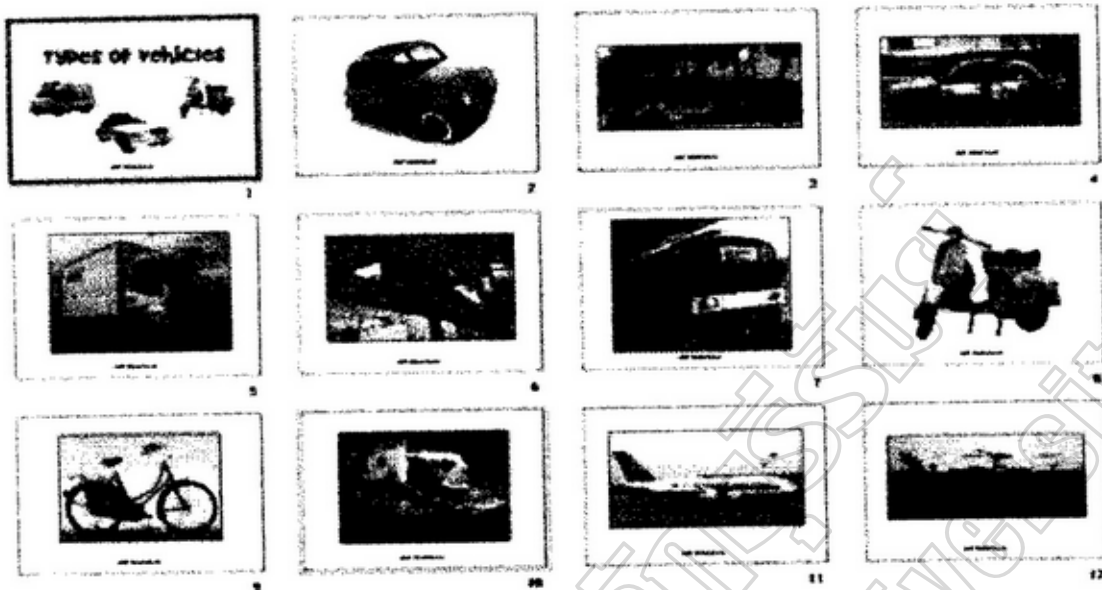
1. What are the pictures?
2. What are the advantages of those modes?

3. Have you ever used these modes when you go to another province?

B: Words Study

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

1. Bus (n) = a long motor vehicle for carrying passengers
2. train (n) = a series of connected railroad cars pulled or pushed by one or more locomotives
3. scooter (n) = a motor scooter
4. limousine (n) = a van or small bus used to carry passengers on a regular route
5. compact car (n) = a small and economical car
6. van (n) = an enclosed boxlike motor vehicle having rear or side doors and side panels especially for transporting people
7. subway (n) = an underground urban railroad, usually operated by electricity
8. ferry (n) = to transport (people, vehicles, or goods) by boat across a body of water
9. canoe (n) = a light, slender, usually open boat that has pointed ends and is propelled by paddles



C: Listening Practice (ACD 1 Track 53 Tourism English)

Directions: Listen to the dialogue and answer the following questions.

Mary is taking a taxi home from her friend's house. The taxi driver isn't familiar with the city. **M:** Mary **D:** Driver

M: Hi. Can you take me to Elm and Maple, please?

D: Elm and Maple? Hmm. That's downtown, isn't it?

M: Right. The quickest way to get there is by taking First Avenue.

D: So, I should take left here to get to First Avenue, right?

M: Right. Uh, excuse me, could you start the meter, please?

D: Oops! Sorry. Today is my first day. I'm new at this.

M: I've noticed. Whoa! Can you slow down a little bit, please? You're driving too quickly.

D: Of course. Uh, should I take a left here?

M: No-no-no-no. go through the intersection and then take the next left.

D: OK. Here we go. I think Elm and Maple is just up ahead.

M: That's OK. Just stop here, please. I'll get out and walk!

1. Where does Mary go?

2. Does a driver know Mary's place?

3. How does Mary feel about this trip?

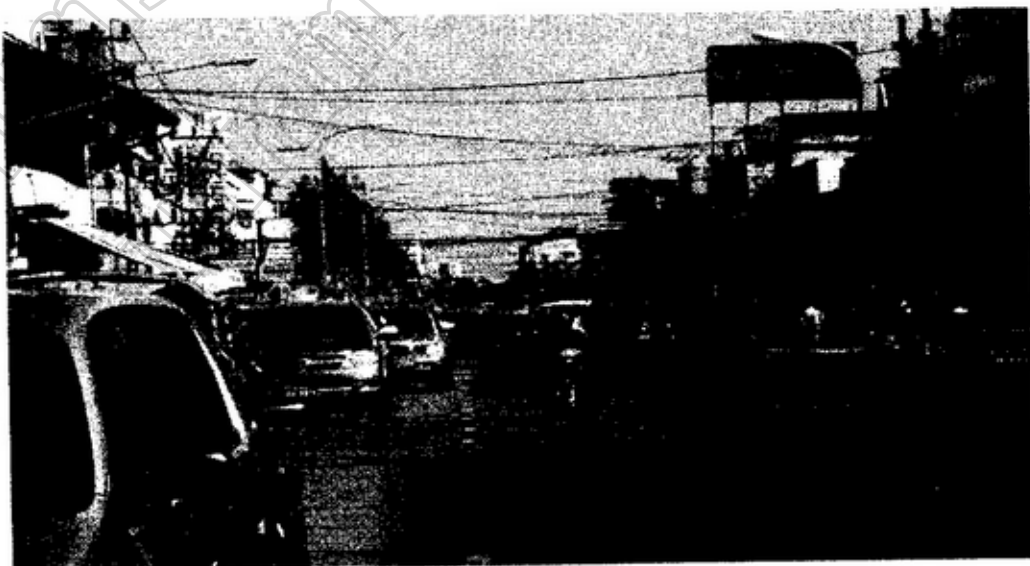
4. Why doesn't a driver know the city well?

5. When the taxi stops what does Mary do?

D: Speaking Activity (A video downloaded from Youtube)

Students watch a video about variety of vehicles and repeat after it

Students look at the picture and create their short conversation individually.



Mini – test (transportation) 25 points

Listening A: Listen to the conversation and circle the best answer. You will listen to CD three times. Note: 2 points for each number. (ACD 1 Track 61)

1. Where does the woman put her suitcase?
 - a. in the trunk
 - b. next to her
 - c. on the freeway
 - d. on the roof
2. Why is the woman worried?
 - a. She is running late.
 - b. They're driving too fast.
 - c. She doesn't have money.
 - d. She's in the wrong terminal.
3. How does the driver solve the problem?
 - a. He drives a little faster.
 - b. He gets change at a store.
 - c. He goes to a different terminal.
 - c. He takes a different route.
4. Which of the following statement is correct?
 - a. She's angry with the driver.
 - b. She misses her flight.
 - c. She gives the driver a tip.
 - d. She forgets her luggage.

Listen B: Listen to conversation three times and answer true (T) or false (F). Note: 1 point per each answer. (ACD 1 Track 62)

- _____ 1. The guest is going to take an airplane.
- _____ 2. The guest has a heart condition.
- _____ 3. The guest won't get a sleeper-car compartment.
- _____ 4. The guest wants to leave early next week.
- _____ 5. The guest is not coming back.

Listen C: Listen to this conversation three times and use these words from the box to fill the sentences. Note: 2 points for each number. (ACD 1 Track 63)

option	purchase	insurance	particular
driver's	credit	mind	license
travelling	card		

1. Do you have a _____ type of a car in _____?
2. Well, I'm _____ solo, so I think a small car is my best _____
3. Can I see your _____ and a _____, please?
4. And would you like to _____ additional liability _____?

Key answers

Mini – test (transportation) 25 points

Listening A: Note: 2 points for each number.

1. B
2. A
3. D
4. C

Listening B: True (T) or False (F)

1. F
2. T
3. F
4. T
5. F

Listening C: complete these words from the box into the blank.

Note: 2 points for each number.

1. particular, mind
2. travelling, option
3. driver's, license, credit, card
4. purchase, insurance

Mini test Score Both Listening and Speaking Activities (50 points)**Topic:** Transportation**Class:** 3 A**Semester:** 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	19	20.33	39.33
2	22	21.00	43.00
3	19	19.33	38.33
4	18	16.33	34.33
5	21	16.67	37.67
6	23	19.67	42.67
7	16	19.67	35.67
8	18	19.00	37.00
9	18	21.00	39.00
10	23	20.00	43.00
11	15	22.33	37.33
12	19	19.00	38.00
13	18	20.00	38.00
14	22	16.33	38.33
15	23	20.00	43.00
16	16	21.67	37.67
17	18	20.67	38.67
18	15	18.33	33.33
19	14	19.67	33.67
20	18	19.67	37.67
21	19	21.00	40.00
22	22	16.67	38.67
23	19	19.33	38.3
24	21	20.00	41.00
25	23	17.67	40.67
26	18	21.67	39.67
27	14	17.00	31.00
28	17	19.33	36.33
29	22	18.00	40.00
30	18	19.67	37.67
31	23	18.67	41.67
32	18	20.67	38.67
33	16	18.67	34.67
34	21	21.67	42.67
35	19	20.67	39.67

No	Listening (25)	Speaking (25)	Total (50)
36	22	20.33	42.33
37	19	21.00	40.00
38	19	19.33	38.33
39	22	19.00	41.00
40	19	20.33	39.33
41	21	20.00	41.00
Total	787	801.33	1588.33
Average	19.20	19.54	38.74
%	76.78	78.18	77.48

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

...../.....

Lesson Plan 6

Course: General English 6

Grade Level: 3A

Theme: Tourism

Topic: Savannakhet's Historical

Sites

Date: 11 and 13 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

There are many tourist attractions in Savannakhet province. So, using English is a part of communication to visitors who cannot speak Lao. Students will learn how to explain useful information about Savannakhet's historical sites in English.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to explain about Savannakhet's historical sites in English to foreigners working as a tour guide.

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 and Savannakhet's brochure correctly.

2.2.3 ask and answer the questions about Savannakhet's historical sites in English.

2.2.4 create their own information to present by using information from Savannakhet English brochure.

3. Enduring Understanding

3.1 how to act as a tour guide and explain about Savannakhet's historical sites in English.

3.2 Present simple tense.

3.3 Vocabulary about Savannakhet's historical sites in English.

4. Essential Questions

1. Where is the best place to visit in Savannakhet?
2. What activities do visitor do Savannakhet's historical sites?
3. Where are Savannakhet's historical sites?

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. Where are they?
2. Have you ever been all places?

3. How often do you visit?

4. What do you do there?

6.2 Functions:

- Talking about vocabulary of Savannakhet's historical sites
- Asking and answering about Savannakhet's historical sites

6.3 Structure:

- Simple present tense
- Asking for and answering about Savannakhet's historical sites as follows: Where is Inhang Stupa? How can I get there? What should I do there? Why do people believe in it? What don't people do there?

7 Communicative Skills:

- Integrated skills (reading, 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 Savannakhet's historical sites
6. A picture of Savannakhet's historical sites and tourist attraction places

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 Savannakhet's historical sites and ask some questions:

1. Where are they?
2. Have you ever been all places?
3. How often do you visit?
4. What do you do there?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the video about and then they tell their classmates what happen?

After watching.

2.2 Teacher elicits the vocabulary about Savannakhet's historical sites from students' brainstorming.

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

1. itinerary = _____
2. attraction = _____
3. historical = _____
4. pottery = _____
5. sample = _____
6. blossoms = _____
7. sign up = _____
8. sound = _____
9. snack = _____
10. festival = _____
11. tour = _____

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

2.5. Teacher explains the meaning of 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

4.2 Teacher checks students' work and help them.

4.3 Each person will present next period about Savannakhet's historical sites (4 minutes per person)

4.4 Students watch one more video about Savannakhet's historical sites.

5. Speaking Activity (next period)

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

6. Wrap up

6.1 Students do posttest of Savannakhet's historical sites

6.2 Teacher and students conclude the topic

7. Materials/ Teaching Aids

7.1 Pictures of Savannakhet's historical sites and a big poster of new words

7.2 Two video chips and CDs of conversation.

7.3 Worksheets of conversations about Savannakhet's historical sites

7.4 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

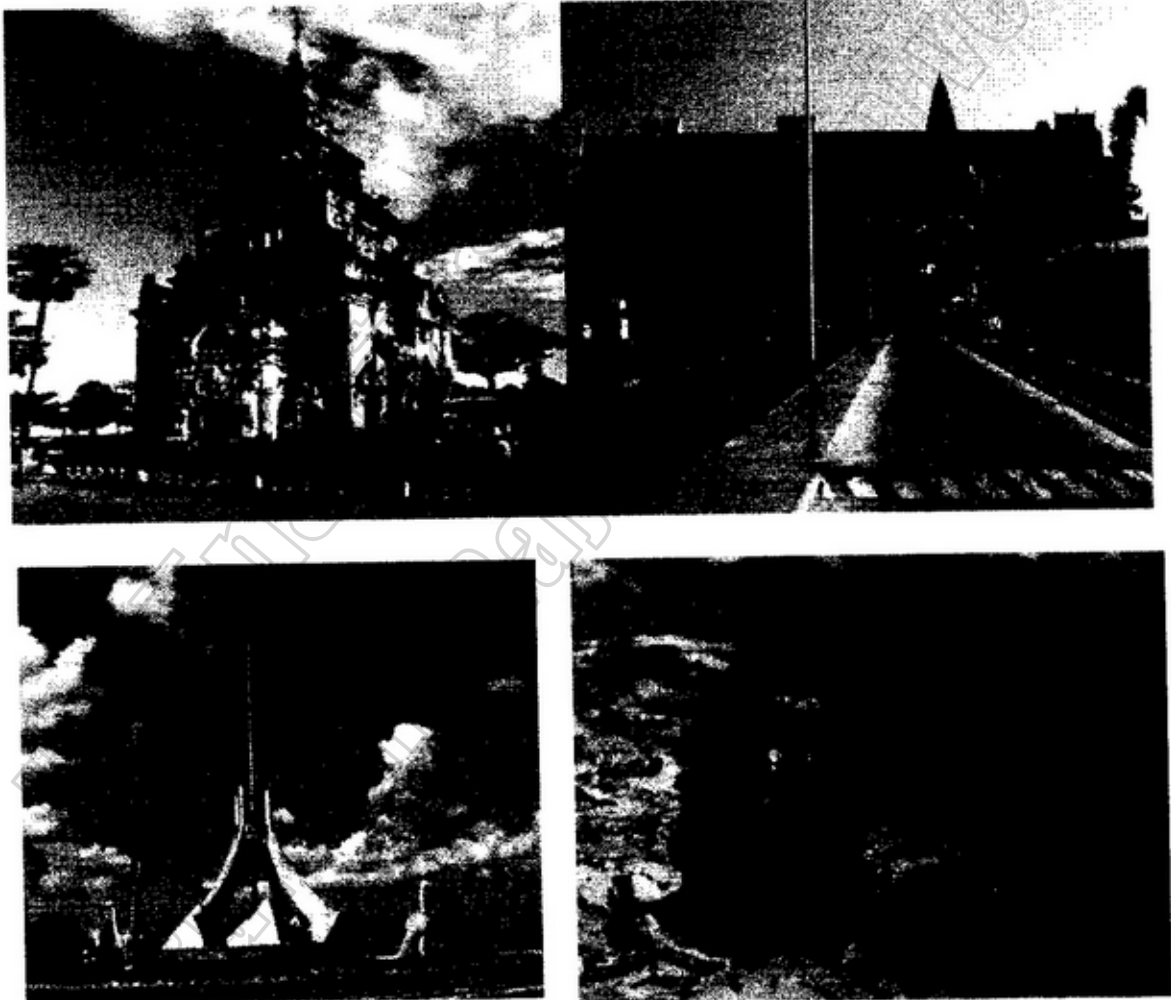
- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 5

Tourism – Savannakhet's Historical Sites

A: Getting Started

In Savannakhet Province: Look at the pictures and answer the following questions



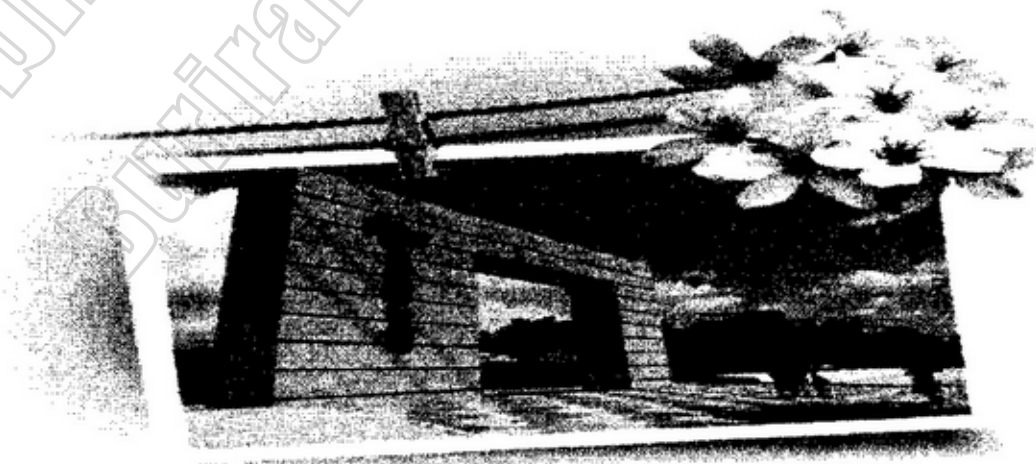
1. Where are they?
2. Have you ever been all places?

3. How often do you visit?
4. What do you do there?

B: Words Study

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

1. itinerary =
2. attraction =
3. historical =
4. pottery =
5. sample =
6. blossoms =
7. sign up =
8. sound =
9. snack =
10. festival =
11. tour =



C: Listening Practice (ACD 2Track 43 Tourism English Textbook)

Directions: Listen to the dialogue and complete the text.

Situation 1: Going to Miaoli

A tourist is talking to a tour guide about a day trip to Miaoli.

T: Tourist

G: Guide

T: Hello. I'd like to know if you offer any (1) _____ to Miaoli.

G: Yes, ma'am, we do.

T: Great! What's your (2) _____ for a day trip?

G: Well, we start the day by visiting some famous (3) _____.

T: Ah, yes. I've heard that there are several (4) _____ temples in the area.

G: You're right. We're going to see Cihyu Temple in Jhunán. It's the oldest Matsu temple in Miaoli. Then, we will take you to Hwataoyao. The wood-burning kilns show you know (5) _____ is made.

T: That should take up most of our morning. What about lunch?

G: We stop at a traditional Hakka restaurant to (6) _____ some local snacks.

T: OK. What will we be doing for the rest of the day?

G: Well, no visit to Miaoli is complete without seeing tung blossoms. At a special concert to celebrate the Tung Blossom Festival, you'll be able to enjoy the music and look at the beautiful flowers.

T: Wow! It (7) _____ perfect. Sign me up!

D: Listening practice. You will listen about “Tourist Attraction in Taiwan” three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan.

(ACD 2Track 42 Tourism English Textbook)

Places to visit	Activities for a tourist
a. Hwataoyao	___ 1. The tourist can go to try some local dishes.
b. Danshui	___ 2. It's supposed to have wonderful fishing.
c. Jioufen	___ 3. The tourist can walk along the water and enjoy the scenery.
d. Tung Blossom Festival	___ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s.
e. Shui-Li Snake Kiln	___ 5. The tourist will have to do some hiking up.
f. Sun Moon Lake	___ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse.
g. Anping Fort	___ 7. It's been around for some 80 years.
h. Shilin Night Market	___ 8. May is the month that the tourist would see tung blossoms.

E: Speaking Activity

Students work individually (Role Play). They find tourism information from the internet or Savannakhet Tourism brochures. They have to present in front of the class as a tour guide (3 minutes per person).



Mini – test (Tourism) 25 points

Name: _____

Listening A: Listen to conversation and answer true (T) or (F). Note: 1 point for each answer. (ACD 2 Track 53)

- _____ 1. Mr. Smith wants to read about the Dragon Boat Festival.
- _____ 2. The Dragon Boat Festival could be as old as the Olympics.
- _____ 3. Bernie doesn't like crowded places.
- _____ 4. Bernie thinks rice dumpling taste good with spicy sauce.
- _____ 5. Mr. Smith wants to eat some rice dumplings.

Listening B: You will listen about "Tourist Attraction in Taiwan" three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2 Track 42)

Places to visit	Activities for a tourist
a. Hwataoyao	_____ 1. The tourist can go to try some local dishes.
b. Danshui	_____ 2. It's supposed to have wonderful fishing.
c. Jioufen	_____ 3. The tourist can walk along the water and

d. Tung Blossom Festival	enjoy the scenery.
e. Shui-Li Snake Kiln	_____ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s.
f. Sun Moon Lake	_____ 5. The tourist will have to do some hiking up.
g. Anping Fort	_____ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse.
h. Shilin Night Market	_____ 7. It's been around for some 80 years. _____ 8. May is the month that the tourist would see tung blossoms.

Key Answers for Unit 6 Tourism – Savannakhet Historical Sites

C: Listening Practice (ACD 2 Track 43 Tourism English Textbook)

1. tours 2. itinerary 3. attractions 4. historical 5. pottery 6. sample 7. Sounds

D: Listening practice. (ACD 2 Track 42 Tourism English Textbook)

1.h 2.f 3.b 4.g 5.a 6.c 7.e
8.d

Mini – test (Tourism) 25 points

Listening A: Listen to conversation and answer true (T) or (F). Note: 1 point for each answer. (ACD 2 Track 53)

1. F 2.T 3.F 4.T 5.T

Listening B: You will listen about “Tourist Attraction in Taiwan” three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2 Track 42)

1.h 2.f 3.b 4.g 5.a 6.c 7.e

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

Topic: Tourism – Savannakhet's Historical Sites

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	16	19.33	35.33
2	18	19.67	37.67
3	17	21.33	38.33
4	16	19.33	35.33
5	17	18.67	35.67
6	20	20.33	40.33
7	18	20.33	38.33
8	15	21.33	36.33
9	18	21.67	39.67
10	16	19.33	35.33
11	16	20.00	36.00
12	18	18.33	36.33
13	18	18.33	36.33
14	23	18.00	41.00
15	22	22.33	44.33
16	15	22.33	37.33
17	18	22.67	40.67
18	21	17.00	38.00
19	18	17.67	35.67
20	21	20.00	41.00
21	18	20.33	38.33
22	20	19.00	39.00
23	16	21.67	37.67
24	21	23.00	44.00
25	23	19.33	42.33
26	21	21.00	42.00
27	23	20.33	43.33
28	21	21.00	42.00
29	16	19.00	35.00
30	22	18.33	40.33
31	21	21.67	42.67
32	20	21.67	41.67
33	21	19.67	40.67
34	23	20.33	43.33
35	16	22.67	38.67

No	Listening (25)	Speaking (25)	Total (50)
36	19	20.67	39.67
37	15	21.33	36.33
38	14	20.67	34.67
39	22	20.67	42.67
40	15	23.33	38.33
41	17	20.00	37.00
Total	765	833.67	1598.67
Average	18.66	20.33	38.99
%	74.63	81.33	77.98

Signature

Evaluator

.....

(Ms. Phonesukha Insisiengmai)

Lesson Plan 6

Course: General English 6

Grade Level: 3A

Theme: Tourism

Topic: Savannakhet's Historical

Sites

Date: 11 and 13 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

There are many tourist attractions in Savannakhet province. So, using English is a part of communication to visitors who cannot speak Lao. Students will learn how to explain useful information about Savannakhet's historical sites in English.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to explain about Savannakhet's historical sites in English to foreigners working as a tour guide.

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 and Savannakhet's brochure correctly.

2.2.3 ask and answer the questions about Savannakhet's historical sites in English.

2.2.4 create their own information to present by using information from Savannakhet English brochure.

3. Enduring Understanding

3.1 how to act as a tour guide and explain about Savannakhet's historical sites in English.

3.2 Present simple tense.

3.3 Vocabulary about Savannakhet's historical sites in English.

4. Essential Questions

1. Where is the best place to visit in Savannakhet.?
2. What activities do visitor do Savannakhet's historical sites?
3. Where are Savannakhet's historical sites?

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. Where are they?
2. Have you ever been all places?

3. How often do you visit?

4. What do you do there?

6.2 Functions:

- Talking about vocabulary of Savannakhet's historical sites
- Asking and answering about Savannakhet's historical sites

6.3 Structure:

- Simple present tense
- Asking for and answering about Savannakhet's historical sites as follows: Where is Inhang Stupa? How can I get there? What should I do there? Why do people believe in it? What don't people do there?

7 Communicative Skills:

- Integrated skills (reading, 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 Savannakhet's historical sites
6. A picture of Savannakhet's historical sites and tourist attraction places

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 Savannakhet's historical sites and ask some questions:

5. Where are they?
6. Have you ever been all places?
7. How often do you visit?
8. What do you do there?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the video about and then they tell their classmates what happen?

After watching.

2.2 Teacher elicits the vocabulary about Savannakhet's historical sites from students' brainstorming.

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

1. itinerary
2. attraction
3. historical
4. pottery
5. blossoms
6. sign up
7. sound
8. snack

12. festival

13. tour

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

2.5. Teacher explains the meaning of 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

4.2 Teacher checks students' work and help them.

4.3 Each person will present next period about Savannakhet's historical sites (4 minutes per person)

4.4 Students watch one more video about Savannakhet's historical sites.

5. Speaking Activity (next period)

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

6. Wrap up

6.1 Students do posttest of Savannakhet's historical sites

6.2 Teacher and students conclude the topic

7. Materials/ Teaching Aids

7.1 Pictures of Savannakhet's historical sites and a big poster of new words

7.2 Two video chips and CDs of conversation.

7.3 Worksheets of conversations about Savannakhet's historical sites

7.4 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%.

8. Supervisor's Comment

Unit 6

Tourism – Savannakhet's Historical Sites

A: Getting Started

In Savannakhet Province: Look at the pictures and answer the following questions



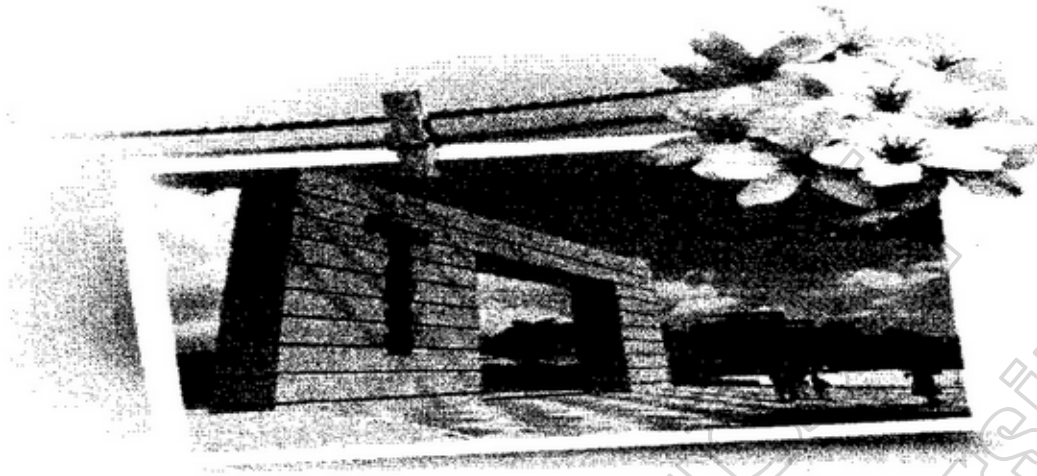
5. Where are they?
6. Have you ever been all places?

7. How often do you visit?
8. What do you do there?

B: Words Study

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

1. Itinerary (n) = a detail plan for a journey
2. attraction (n) = something interesting or enjoyable that people want to visit, see or do
3. historical (adj) = based on history
4. pottery (n) = objects (such as bowls, plates, etc.) that are made out of clay usually by hand and then baked at high temperatures so that they become hard
5. sample (n) = a small part of anything, intended as representative of the whole
6. blossoms (v) = when a tree or plant blossoms, it produces flowers before producing fruit that can be eaten
7. snack (n) = food eaten between meals
8. festival (n) = an occasion for feasting or celebration, especially a day or time of religious significance that recurs at regular intervals
9. tour (n) = a trip with visits to various places of interest for business, pleasure



C: Listening Practice (ACD 2Track 43 Tourism English Textbook)

Directions: Listen to the dialogue and complete the text.

Situation 1: Going to Miaoli

A tourist is talking to a tour guide about a day trip to Miaoli.

T: Tourist

G: Guide

T: Hello. I'd like to know if you offer any (1) _____ to Miaoli.

G: Yes, ma'am, we do.

T: Great! What's your (2) _____ for a day trip?

G: Well, we start the day by visiting some famous (3) _____.

T: Ah, yes. I've heard that there are several (4) _____ temples in the area.

G: You're right. We're going to see Cihyu Temple in Jhunan. It's the oldest Matsu temple in Miaoli. Then, we will take you to Hwataoyao. The wood-burning kilns show you know (5) _____ is made.

T: That should take up most of our morning. What about lunch?

G: We stop at a traditional Hakka restaurant to (6) _____ some local snacks.

T: OK. What will we be doing for the rest of the day?

G: Well, no visit to Miaoli is complete without seeing tung blossoms. At a special concert to celebrate the Tung Blossom Festival, you'll be able to enjoy the music and look at the beautiful flowers.

T: Wow! It (7) _____ perfect. Sign me up

D: Listening practice. You will listen about "Tourist Attraction in Taiwan" three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan.

(ACD 2Track 42 Tourism English Textbook)

Places to visit	Activities for a tourist
a. Hwataoyao	___ 1. The tourist can go to try some local dishes.
b. Danshui	___ 2. It's supposed to have wonderful fishing.
c. Jioufen	___ 3. The tourist can walk along the water and enjoy the scenery.
d. Tung Blossom Festival	___ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s.
e. Shui-Li Snake Kiln	___ 5. The tourist will have to do some hiking up.
f. Sun Moon Lake	___ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse.
g. Anping Fort	___ 7. It's been around for some 80 years.
h. Shilin Night Market	___ 8. May is the month that the tourist would see tung blossoms.

E: Speaking Activity

Students work individually (Role Play). They find tourism information from the internet or Savannakhet Tourism brochures. They have to present in front of the class as a tour guide (3 minutes per person).



Mini – test (Tourism) 25 points

Name: _____

Listening A: Listen to conversation and answer true (T) or (F). Note: 1 point for each answer. (ACD 2 Track 53)

- _____ 1. Mr. Smith wants to read about the Dragon Boat Festival.
- _____ 2. The Dragon Boat Festival could be as old as the Olympics.
- _____ 3. Bernie doesn't like crowded places.
- _____ 4. Bernie thinks rice dumpling taste good with spicy sauce.
- _____ 5. Mr. Smith wants to eat some rice dumplings.

Listening B: You will listen about "Tourist Attraction in Taiwan" three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2

Track 42)

Places to visit	Activities for a tourist
a. Hwataoyao	_____ 1. The tourist can go to try some local dishes.
b. Danshui	_____ 2. It's supposed to have wonderful fishing.
c. Jioufen	_____ 3. The tourist can walk along the water and enjoy the scenery.
d. Tung Blossom Festival	_____ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s.
e. Shui-Li Snake Kiln	_____ 5. The tourist will have to do some hiking up.
f. Sun Moon Lake	_____ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse.
g. Anping Fort	_____ 7. It's been around for some 80 years.
h. Shilin Night Market	_____ 8. May is the month that the tourist would see tung blossoms.

Key Answers for Unit 6 Tourism – Savannakhet Historical Sites

C: Listening Practice (ACD 2Track 43 Tourism English Textbook)

1. tours 2. itinerary 3. attractions 4. historical 5. pottery 6. sample 7. Sounds

D: Listening practice. (ACD 2Track 42 Tourism English Textbook)

1.h 2.f 3.b 4.g 5.a 6.c 7.e
8.d

Mini – test (Tourism) 25 points

Listening A: Listen to conversation and answer true (T) or (F). Note:

1 point for each answer. (ACD 2 Track 53)

2. F 2.T 3.F 4.T 5.T

Listening B: You will listen about “Tourist Attraction in Taiwan” three times.

Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2 Track 42)

1.h 2.f 3.b 4.g 5.a 6.c 7.e
8.d

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

Topic: Tourism – Savannakhet's Historical Sites

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	16	19.33	35.33
2	18	19.67	37.67
3	17	21.33	38.33
4	16	19.33	35.33
5	17	18.67	35.67
6	20	20.33	40.33
7	18	20.33	38.33
8	15	21.33	36.33
9	18	21.67	39.67
10	16	19.33	35.33
11	16	20.00	36.00
12	18	18.33	36.33
13	18	18.33	36.33
14	23	18.00	41.00
15	22	22.33	44.33
16	15	22.33	37.33
17	18	22.67	40.67
18	21	17.00	38.00
19	18	17.67	35.67
20	21	20.00	41.00
21	18	20.33	38.33
22	20	19.00	39.00
23	16	21.67	37.67
24	21	23.00	44.00
25	23	19.33	42.33
26	21	21.00	42.00
27	23	20.33	43.33
28	21	21.00	42.00
29	16	19.00	35.00
30	22	18.33	40.33
31	21	21.67	42.67
32	20	21.67	41.67
33	21	19.67	40.67
34	23	20.33	43.33
35	16	22.67	38.67

No	Listening (25)	Speaking (25)	Total (50)
36	19	20.67	39.67
37	15	21.33	36.33
38	14	20.67	34.67
39	22	20.67	42.67
40	15	23.33	38.33
41	17	20.00	37.00
Total	765	833.67	1598.67
Average	18.66	20.33	38.99
%	74.63	81.33	77.98

Signature

Evaluator

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 (Ms. Phonesukha Insisiengmai)

Lesson Plan 7

Course: General English 6

Grade Level: 3A

Theme: Festivals

Topic: Savannakhet Festival

Ceremonies

Date: 18 and 20 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Savannakhet people love celebrating Lao New Year . It celebrate in the middle of April every year. People have a good time with family, friends and they also make a merit. And they attend a lot of bacì ceremonies and parties. There are many festivals that happen in different month and they have different meaning of celebration. So, in this lesson students will learn variety festival celebration and know the background of each festival.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for and give the information about festival celebration.

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 festival celebration from pictures.

2.2.4 create their own conversations

3. Enduring Understanding

3.1 how to work as a tour guide to explain about festival celebration

3.2 Present simple tense.

3.3 Vocabulary about festival celebration.

3.4 Asking and answering about festival celebration.

4. Essential Questions

1. What is your favorite festival? Why?
2. How do people celebrate each festival?
3. Do you think Savan people like to make a merit?
4. When do Savan people celebrate each festival?

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. celebration
2. religious holiday
3. decorate
4. Traditional wedding dance

6.2 Functions:

- Talking about vocabulary of festival celebration
- Asking and answering about festival celebration

6.3 Structure:

- Simple present tense
- Asking for and answering about festival celebration:

7. Communicative Skills:

- Integrated skills (reading, speaking, listening)

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 festival celebration
6. A picture of festival celebrations.

Learning Activities/ Procedures:**Period 1****1. Warm up**

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video about festival celebration.
- 1.3. Teacher shows the picture of receptionist and ask some questions:
 1. What are these pictures about?
 2. Which festivals do you like the most? Why?

3. How do people celebrate them?
4. What did you do last festival?
5. How long do people celebrate it?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the video about festival celebration and then they tell their classmates what happen? After watching.

2.2 Teacher elicits the vocabulary of festival celebration.

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

1. celebration
2. religious holiday
3. decorate
4. Traditional wedding dance

2.3 Students listen three times about variety of questions to ask about festival.

2.5. Teacher explains the meaning of some phrases and present how to use some of them.

Period 2

3. Practice

3.1. Students got worksheets about the conversation and questions, 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 Savan festival celebration.

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Ashley Taylor will evaluate students' performances. (the highest score is 5 – 1)

6. Wrap up

6.1 Students do posttest of Savan festival celebration.

6.2 Teacher and students conclude the topic Savan festival celebration.

7. Materials/ Teaching Aids

7.1 Pictures of Savan festival celebration and big poster of new words

7.2 Three video chips and CDs of conversation.

7.3 Worksheets of conversations about Savan festival celebration.

7.4 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

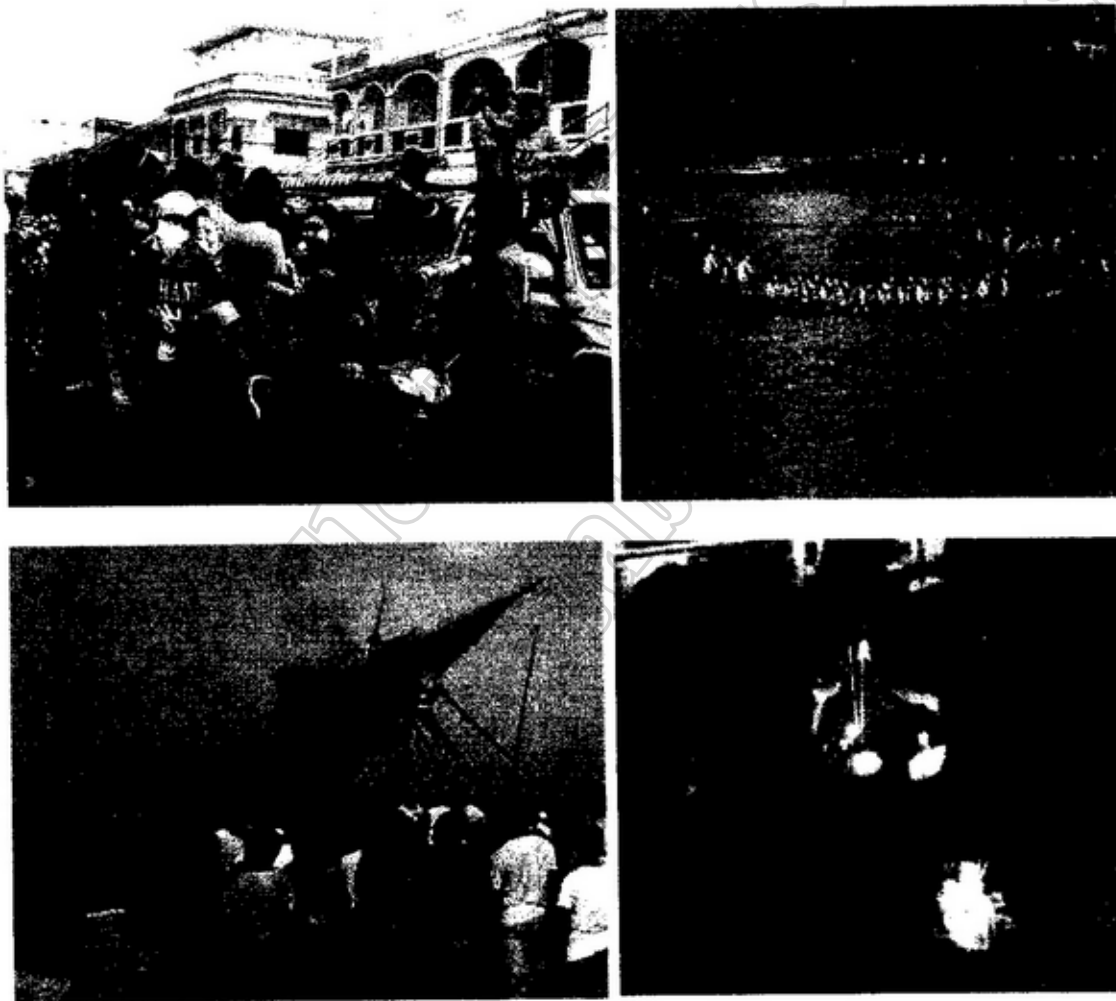
- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%

Unit 7

Festival – Savannakhet's Festival ceremonies

A: Getting Started

In the Festival Activities: Look at the pictures and answer the following question



1. What are these pictures about?
2. Which festivals do you like the most? Why?
3. How do people celebrate them?

4. What did you do last festival?
5. How long do people celebrate

B: Words Study

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

1. celebration (n) = the festivities engaged in to celebrate something
2. religious holiday (n) = a day specified for religious observance
3. decorate (v) = to make more attractive by adding ornament, colour, etc
4. Traditional (adj) = of, relating to, or being a tradition

C: Listening Practice



Students listen and repeat from CD and then work in pair

- What are some of the most popular festivals or celebrations in your country?
- When are they celebrated?
- Are they celebrated as a family or a group?
- Are they religious holidays?
- Is attending a temple or a church on that day part of the celebration?

- Are there special foods connected with the celebrations?
- Is gift giving a part of these festivals?
- Are there specific types of gifts to be given?
- What are some of the things that are done at this festival or celebration?
- Do you enjoy the festival?
- What activities normally take place at festivals?
- Do you decorate your house for the celebration?
- Are there special songs associated with the celebration?
- Are there different festivals held in different regions within your country?
- Can you tell me about the wedding traditions in your country?
- Are all wedding ceremonies religious, or can there be non-religious ceremonies as well?
- Describe the wedding you've been to or heard about.
- What gifts do guests usually give to the bride and groom?
- Are there any traditional wedding dances or songs in your country?
- Do you celebrate New Year's Eve in your country?
- How do you celebrate it?
- Do you enjoy going to festivals? Why / Why not?

D: Speaking Activity

Students listen and work in pair to practice a short conversation

A: Student A **B:** Student B

A: What is Pi mai Lao?

B: Pi mai Lao is the traditional Lao New Year.

A: When is Pi mai Lao 2014?

B: This year Pi mai Lao takes place from April 13th to 15th.

A: How long does Pi mai Lao normally last?

B: Three days.

A: How do the people celebrate Pi mai Lao?

B: Many Lao people go back to their hometowns to spend time with families and older relatives.

A: Why is Pi mai Lao Festival important?

B: Because it's the traditional Lao New Year.

A: Why do Lao people splash water?

B: To wash away the previous year's bad luck and sins.

A: Where is the best place to celebrate Pi mai Lao in Savannakhet?

B: Khao San Road in the city in the afternoon.



Mini – Test (Festivals and Ceremonies) 25 points

Listening A: Festivals and Ceremonies (English Tourism II, Unit 9 MP3)

Listen to the dialogue and fill in the blank with the word that you can hear from the CD. You will listen to the conversation three times. Note: 2 points for each answer.

Tourist: I heard about Songkran (1) _____. Could you tell me more about it?

Tour Guide: Yes, of course. It's the festival to (2) _____ the national Thai New Year.

Tourist: (3) _____ is it?

Tour Guide: It's between the (4) _____ of April.

Tourist: Do you always celebrate your traditional (5) _____ for that long? What do you do to celebrate the festival?

Tour Guide: Yes, ma'am. We have a lot of activities during that

(6) _____. First, we begin with merit making early in the

(7) _____, releasing caged birds into the air and fish into rivers

and streams and paying homage to our ancestors including paying respect to the elder relatives.

Tourist: (8) _____ do you pay respect to the elderly?

Tour Guide: Well... we pour scented (9) _____ over their palms and wish them good health and long lives.

Tourist: That's very nice. What happens next?

Tour Guide: The (10) _____ part starts in the afternoon.

Tourist: Oh! Yeah... tell me more about it.

Key Answers Mini – Test (Festivals and Ceremonies)

1. festival
2. celebrate
3. when
4. 13th and the 15th
5. New Year
6. time
7. morning
8. How
9. water
10. fun

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

Topic: Festival- Savannakhet's Festival Celebration

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	20	20.33	40.33
2	17	22.33	39.33
3	19	19.67	38.67
4	24	20.00	44.00
5	23	21.33	44.33
6	21	23.00	44.00
7	20	18.67	38.67
8	19	18.67	37.67
9	21	19.00	40.00
10	16	23.33	39.33
11	21	18.00	39.00
12	22	20.00	42.00
13	16	19.67	35.67
14	23	22.33	45.33
15	18	23.33	41.33
16	18	17.67	35.67
17	21	19.33	40.33
18	22	18.00	40.00
19	16	15.67	31.67
20	21	19.67	40.67
21	20	18.67	38.67
22	17	20.33	37.33
23	16	20.33	36.33
24	18	20.67	38.67
25	18	23.67	41.67
26	17	18.00	35.00
27	23	16.67	39.67
28	14	19.33	33.33
29	20	20.67	40.67
30	19	19.00	38.00
31	20	23.00	43.00
32	21	17.67	38.67
33	22	17.67	39.67
34	21	21.00	42.00
35	21	20.00	41.00
36	17	21.33	38.33
37	22	19.00	41.00

No	Listening (25)	Speaking (25)	Total (50)
38	21	20.33	41.33
39	20	21.67	41.67
40	23	19.67	42.667
41	22	21.00	43.00
Total	810	819.67	1629.67
Average	19.76	19.991	39.75
%	79.02	79.97	79.50

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

Lesson Plan 8

Course: General English 6

Grade Level: 3A

Theme: Culture

Topic: Cultural Activities

Date: 25 and 27 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Making a merit by giving food and drinks to the monks or to poor people is culture that usually happens to Lao society. Kissing in the public is not accepted as well. In governor office, woman has to wear Lao skirt like shin. Thai and Lao people believe in Buddhists so we have quite similar culture. We understand each other well when we communicate because the language we use similar sound and meaning.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for and give the information about culture in Thailand and Laos.

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 culture activities from pictures.

2.2.4 create their conversations

3. Enduring Understanding

3.1 how to work as a tour guide to explain about culture activities

3.2 Present simple tense.

3.3 Vocabulary about cultural activities

3.4 Asking and answering about cultural activities

4. Essential Questions

1. What is your favorite culture activity? Why?
2. What do people do in baci ceremony?
3. Why don't Lao women leave their hair at workplace?
4. Is it ok to wear shorts to governor office?

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 Functions:

- Talking about vocabulary of cultural activities
- Asking and answering about cultural activities

6.2 Structure:

- Simple present tense
- Asking for and answering about cultural activities

7 Communicative Skills:

- Integrated skills (reading, speaking, listening)

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 cultural activities
6. A picture of cultural activities

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 receptionist and asks some questions:
 1. Which pictures do you like the most? Why?
 2. How long does baci ceremony take?
 3. Do Lao people kiss each other when they meet for the first time?
 4. Why is baci ceremony important?
 5. How often do you make a merit?
- 1.4. Teacher tells students about the lesson today.

2. Presentation

- 2.1. Students watch the video about cultural activities and then they tell their classmates what happen? After watching.
- 2.2 Teacher elicits the vocabulary of cultural activities

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

2.3 Students listen three times about variety of questions to ask about cultural activities

2.5. Teacher explains the meaning of some phrases and present how to use some of them.

Period 2

3. Practice

3.1. Students got worksheets about the conversation and questions, 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 individually.

4.2 Teacher checks students' work and help them.

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

4.4 Students watch one more video about cultural activity.

5. Speaking Activity (next period)

5.1 The teacher and her colleague, Mr. Amphone will evaluate students' performances. Using Harris' scoring 25 points

6. Wrap up

6.1 Students do posttest of cultural activities.

6.2 Teacher and students conclude the topic "cultural activities"

7. Materials/ Teaching Aids

7.1 Pictures of cultural activities

7.2 Three video chips and CDs of conversation.

Unit 8

Cultural Activities



1. Which pictures do you like the most? Why?
2. How long does baci ceremony take?
3. Do Lao people kiss each other when they meet for the first time?

4. Why is baci ceremony important?
5. How often do you make a merit?

B: Listening practice

Students listen to a conversation from CD and then answer the questions



Thomas: Good afternoon. Suree. What do you have planned for us today?

Suree: Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

Thomas: Great! I heard it is very dangerous compared to our boxing. Is that right?

Suree: I think, it's more dangerous than other martial arts.

Thomas: Do you also mean kung fu. Taewondo and Karate also?

Suree: Yes, sir. It is because the boxer can use all parts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

Thomas: Wow... I hope they won't be killed or become handicapped during the fight.

Suree: Of course not sir. The fighting often ends when the referee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

Thomas: That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

Answer these questions

Q1: What are Thomas and Suree going to see today?

Q2: Is Thai boxing dangerous?

Q3: Can boxers use all his part of body during?

Q4: What does "knockdown" mean?"

Q5: What do you think about boxing?

C: Speaking Activity

Students watch a video about basic ceremony and then choose one cultural activities in Savannakhet province to present it in front of the class (2 minutes per person).



Mini-Test (Culture Activities 25 points)

Listen to the dialogue and number the statements that you hear (1-9). You will listen to the conversation three times. Note: 2 points for each answer.

_____ **Thomas:** That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

_____ **Suree:** Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

_____ **Thomas:** Good afternoon. Suree. What do you have planned for us today?

_____ **Thomas:** Great! I heard it is very dangerous compared to our boxing. Is that right?

_____ **Thomas:** Do you also mean kung fu. Taewondo and Karate also?

_____ **Suree:** Of course not sir. The fighting often ends when thereferee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

_____ **Suree:** I think, it's more dangerous than other martial arts.

_____ **Suree:** Yes, sir. It is because the boxer can use allparts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

_____ **Thomas:** Wow... I hope they won't be killed or become handicapped during the fight.

Key Answer of mini test (25 points)

Thomas: Good afternoon. Suree. What do you have planned for us today?

Suree: Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

Thomas: Great! I heard it is very dangerous compared to our boxing. Is that right?

Suree: I think, it's more dangerous than other martial arts.

Thomas: Do you also mean kung fu. Taewondo and Karate also?

Suree: Yes, sir. It is because the boxer can use all parts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

Thomas: Wow... I hope they won't be killed or become handicapped during the fight.

Suree: Of course not sir. The fighting often ends when thereferee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

Thomas: That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

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

Topic: Culture Activity in Savannakhet Province

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	20	19.00	39.00
2	23	21.33	44.33
3	15	21.00	36.00
4	15	16.33	31.33
5	22	17.00	39.00
6	24	21.00	45.00
7	13	19.00	32.00
8	22	21.00	43.00
9	18	19.67	37.67
10	15	20.67	35.67
11	17	22.33	39.33
12	19	20.33	39.33
13	20	19.00	39.00
14	22	16.33	38.33
15	24	20.00	44.00
16	16	22.33	38.33
17	14	21.00	35.00
18	19	18.00	37.00
19	16	18.00	34.00
20	23	20.33	43.33
21	22	19.00	41.00
22	17	16.33	33.33
23	23	19.33	42.33
24	22	21.33	43.33
25	24	18.00	42.00
26	17	22.00	39.00
27	19	17.67	36.67
28	18	21.00	39.00
29	24	18.67	42.67
30	22	18.33	40.33
31	21	20.67	41.67
32	16	21.00	37.00
33	22	18.67	40.67
34	21	20.33	41.33
35	23	21.67	44.67
36	24	20.00	44.00

No	Listening (25)	Speaking (25)	Total (50)
37	22	21.33	43.33
38	21	18.00	39.00
39	23	20.33	43.33
40	16	20.67	36.67
41	22	19.33	41.33
Total	816	807.33	1623.33
Average	19.90	19.69	39.59
%	79.61	78.764	79.19

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

..... /

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Buriram Rajabhat University

Pre-test and Post-test Questions for Listening (25 points)

Listening Part I: In a Hotel (Hotel English, Tack 12)

Ms. Woods comes up to the Front Desk of the Chelsea Hotel. You will listen to this conversation three times. Complete this conversation by using these words.

Checking in	a special rate	Enjoy your stay	801	a single
room	August 1 st to August 4 th	reservation		bellhop
registration cards				

Receptionist: Good afternoon, ma'am (1)

Guest: Yes. Am I too early?

Receptionist: No, not at all. Do you have a (2)

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

Receptionist: Ms. Woods. Let me see. Here it is. Your booked (3)

..... and are going to stay for three nights, aren't you?

Guest: Yes, that's right, from (4)

Receptionist: Would you please fill out this (5)? And I'll need your passport, too.

Guest: Certainly. Here you are.

Receptionist: Thank you for your patience. Your room number is (6)

Here's your key card. The (7) will help you with your luggage.

Guest: 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.

Receptionist: Long-staying or frequent guests can get (8) It can range from ten percent to 30 percent, depending on terms.

Guest: I see.

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

Guest: Alright. Thanks a lot.

Receptionist: No problem. (9)

Listening Part II: At the Restaurant

(Tourism English ACD 1 Track 40)

Nick and Lisa have already been seated at their table. The waitress is taking their orders. Nick hopes it will be cheap. Listen to this conversation and choose the correct answer and you will listen to this conversation three times.

W: Waitress

L: Lisa

N: Nick

W: Can I bring you (10).....(water / something) to drink?

L: I'll have (11)(a glass / a bottle) of orange juice, please.

N: I'll just have water, thanks. What are special today?

W: Today, we have baked fish with (12) (bread / rice), and barbecued steak with potatoes.

N: We'd like one steak special- to share. And we'd like the steak well-done.

L: What? That won't be (13) (a lot / enough) for the both of us!

N: Well, the portions here are (14)(big / small). You don't want to get too full.

L: I don't want to be hungry either!

N: I don't want you to eat too much – that's all.

W: Alright. I'll be back with your drinks in (15).....(a minute / a moment).

Listening Part III: Transportation (An English native Teacher from America)

Listen to the list of vehicles, and number them in the order you hear them. The first has been done for you. You will listen twice. You will do from 17 – 27.

...16...carhelicoptersports carsubway

.....scooterbusbicycletaxi

.....trainvanairplanecanoe

Listening Part IV: Asking for Directions (Tourism Textbook, ACD 2 Track 02)

Location: Nick is meeting Lisa to go to lunch at a fancy restaurant.

Unfortunately,

they are having trouble connecting. You will listen to the conversation three times and choose the correct answer.

28. Where is Lisa?

(A) Lisa is in front of a small super market. (B) She is in front of a bus stop.

(C) Lisa is at the subway station (D) She is at the bus station.

29. Lisa said “.....”

(A) Yes, and there’s a cloth shop from here.

(B) Yes, and there’s a store from here

(C) Yes, and there’s a convenience store kitty-corner from here.

(D) Yes, and there’s a lot of stores from here.

30. What will Lisa see on the right?

- (A) She will see a store.
store.
- (B) She will see a convenience
store.
- (C) She will see a bookstore.
store.
- (D) She will see a department
store.
31. Where is the subway station?
- (A) It's next to the department store.
department store.
- (B) It's opposite to the
department store.
- (C) It's behind the department store.
department store.
- (D) It's in the corner of
department store.

Listening Part V: Shopping (A video downloaded from YouTube)

Listen to the conversation three times and fill in the blanks with the words that you hear can hear from the CD.

Shop assistance: Hi. Can I (32).....you?

Customer: Yes, I'd like to buy (33).....

Shop assistance: Okay, which brand would you like?

Customer: I (34).....so much about brand.

Shop assistance: So, what are you looking for?

Customer: I'm looking for (35)..... and good function.

Shop assistance: Okay. Function and price are important to you.

Customer: That's right.

Listening Part VI: Tourism (Tourism Textbook, ACD 2 Track 42)

A guide explains to a tourist where Tourist Attractions in Taiwan. Listen to the audio and mark the answer true (✓) or false (✗). You will listen to this conversation three times.

_____ (36) The tourist will have to do some hiking up at Hwataoyao.

_____ (37) The tourist can walk along the water and enjoy the scenery in Jioufen.

_____ (38) March is the month of Tung blossom Festival.

_____ (39) The largest lake in Taiwan is Sun Moon Lake.

**Listening Part VII: Festivals and Ceremonies (English Tourism II,
Unit 9 MP3)**

Listen to the dialogue and fill in the blank with the word that you can hear from the CD. You will listen to the conversation three times.

Tourist: I heard about Songkran festival. Could you tell me more about it?

Tour Guide: Yes, of course. It's the (40).....to celebrate the national Thai New Year.

Tourist: when is it?

Tour Guide: It's between the 13th and the 15th of (41).....

Tourist: Do you always celebrate your traditional (42).....for that long? What do you do to celebrate the festival?

Tour Guide: Yes, ma'am. We have a lot of (43)during that time. First, we begin with merit making early in the morning, releasing caged birds into the air and fish into rivers and streams and paying homage to our ancestors including paying respect to the elder relatives.

Tourist: How do you pay respect to the (44).....?

Tour Guide: Well... we pour scented water over their palms and wish them good health and long lives.

Tourist: That's very nice. What happens next?

Tour Guide: The fun part starts in the (45).....

Tourist: Oh! Yeah... tell me more about (46).....

**Listening Part VIII: Culture Activities (English Tourism II, Unit 10
MP3)**

Listen to the dialogue and fill in the blank with the phrase that you will hear from CD. You will listen to the conversation three times.

Thomas: Good afternoon. Suree.

(47).....?

Suree: Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

Thomas: Great! I heard it is very dangerous compared to our boxing. Is that right?

Suree: I think, it's more dangerous than(48).....

Thomas: Do you also mean kung fu, Taewondo and Karate also?

Suree: Yes, sir. It is because (49).....allparts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

Thomas: Wow... I hope they won't be killed or become handicapped during the fight.

Suree: (50), sir. The fighting often ends when thereferee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

Thomas: That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

Post- test in Speaking (25 Points)

Pair Work: Students work in pair and pick up one topic from four and then create their own conversation about that topic;

Topic 1: Restaurant – ordering food and drinks

Topic 2: Shopping – How to make a deal

Topic 3: Hotel – Checking in

Topic 4: Asking for and giving directions.

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Key Answers for Post-test (25 points)

1. Checking in	26. train
2. reservation	27. sports car
3. a single room	28. (A)
4. August 1 st to August 4 th	29. (C)
5. registration cards	30. (D)
6. 801	31. (A)
7. bellhop	32. help
8. a special rate	33. a washing machine
9. Enjoy your stay	34. don't care
10. something	35. good price
11. a glass	36. True
12. rice	37. False
13. enough	38. False
14. big	39. True
15. a minute	40. festival
16. car	41. April
17. bus	42. New Year
18. canoe	43. activities
19. taxi	44. elderly
20. airplane	45. afternoon
21. scooter	46. it
21. subway	47. What do you have planned for us today?
23. helicopter	48. other martial arts
24. bicycle	49. the boxer can use
25. van	50. Of course not

APPENDIX E

Pre-test and Post-test score Record Form

Topic: The Effect of Using Authentic Material to Enhance Lao Undergraduate Students' Listening and Speaking Abilities on Hospitality Industry at STTC

No	Pre-test	Post-test	Development (+) Increase (-) Decrease
1	28.00	35.00	+ 7.00
2	30.00	44.67	+ 14.67
3	32.67	40.33	+ 7.67
4	31.67	38.67	+ 7.00
5	30.00	42.00	+ 12.00
6	27.67	40.67	+ 13.00
7	33.33	36.33	+ 3.00
8	32.00	39.00	+ 7.00
9	26.33	38.33	+ 12.00
10	34.33	37.33	+ 3.00
11	27.33	30.33	+ 3.00
12	32.33	41.67	+ 9.33
13	27.33	43.33	+ 16.00
14	34.33	45.00	+ 10.67
15	32.33	43.33	+ 11.00
16	32.33	40.33	+ 8.00
17	29.33	42.67	+ 13.33
18	31.67	39.33	+ 7.67
19	31.33	38.67	+ 7.33
20	31.00	42.33	+ 11.33
21	30.00	37.67	+ 7.67
22	32.00	38.00	+ 6.00
23	29.33	42.00	+ 12.67
24	32.67	41.00	+ 8.33
25	34.67	36.33	+ 1.67
26	29.33	35.67	+6.33
27	34.67	42.33	+ 7.67
28	34.00	41.67	+ 7.67
29	36.00	38.00	+2.00

No	Pre-test	Post-test	Development (+) Increase (-) Decrease
30	33.33	40.67	+ 7.33
31	33.00	37.67	+ 4.67
32	32.33	38.33	+ 6.00
33	34.67	40.67	+ 6.00
34	31.00	43.00	+ 12.00
35	36.00	38.00	+ 2.00
36	33.33	42.33	+ 9.00
37	34.67	41.33	+ 6.67
38	33.33	45.67	+ 12.33
39	34.67	44.00	+ 9.33
40	30.67	39.67	+ 9.00
41	32.33	38.67	+ 6.33
Total	1307.33	1642	334.667
X	31.89	40.05	8.16
%	63.77	80.09	16.32

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

..... / /

APPENDIX F

The Table of IOC Analysis of Achievement Test

Topic: Listening and speaking using authentic materials in hospitality industry

Note: 50 items = 25 points in listening test

Items	The Opinion Scores of Experts			$\frac{\sum x}{N}$	IOC Index
	1	2	3		
1	1	0	1	0.67	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide
21	1	1	1	1.00	Coincide
22	1	1	1	1.00	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide
26	1	1	1	1.00	Coincide
27	0	1	1	0.67	Coincide
28	1	1	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum x}{N}$	IOC Index
	1	2	3		
29	1	1	1	1.00	Coincide
31	1	1	1	1.00	Coincide
32	1	0	1	0.67	Coincide
33	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide
35	1	1	1	1.00	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	1	1	1	1.00	Coincide
40	1	1	1	1.00	Coincide
41	1	1	1	1.00	Coincide
42	1	1	1	1.00	Coincide
43	1	1	1	1.00	Coincide
44	1	1	0	0.67	Coincide
45	1	1	1	1.00	Coincide
46	1	1	1	1.00	Coincide
47	1	1	1	1.00	Coincide
48	0	1	1	0.67	Coincide
49	1	1	1	1.00	Coincide
50	1	1	1	1.00	Coincide

It shows that the Index Item of Congruence (IOC) is 0.67-1.00

Remark:

+ 1 = When sure that items of the test are coincided with objective.

0 = When not sure that items of the test are coincided with objective.

-1 = When sure that items of the test are not coincided with objective.

Appendix G

Questionnaire of Learners' Satisfaction towards lessons

This questionnaire is designed to gather information about learners' satisfaction towards the lessons for Lao Undergraduate Students. The questionnaire is divided into 3 parts.

Part1: Learners' Satisfaction toward the Lesson Using Authentic Materials in Hospitality Industry for Lao Undergraduate Students.

Direction: Please answer by checking truly and accordingly to your opinions and data as follows:

- | | | |
|---|-------|------------------------|
| 5 | means | the most satisfactory |
| 4 | means | very satisfactory |
| 3 | means | moderate satisfactory |
| 2 | means | less satisfactory |
| 1 | means | the least satisfactory |

Items	Statements	Level of Satisfaction				
		5	4	3	2	1
1	I enjoyed the activities provided in the eight lesson plans.		✓			
2	I learned from eight lesson plans and could apply them in my daily life.					
3	Practicing various activities from eight lesson plans was interesting.					
4	The eight lesson plans were understandable and easy to do.					
5	The contents and activities were relevant.					
6	The contents and activities are suitable with my English level.					
7	Learning through authentic materials helped improve my listening and speaking abilities.					
8	Learning through authentic materials helped me to understand the contents well.					

Items	Statements	Level of Satisfaction				
		5	4	3	2	1
9	The examples in the contents and activities of the lessons were interesting.					
10	Learning the eight lessons about hospitality industry through authentic materials was useful for my future.					
11	I feel motivated when learning English by doing and practicing the lessons.					
12	Learning the lessons will enhance my learning.					
13	Learning through authentic materials can help me improve my critical thinking.					
14	Learning eight lesson plans through authentic materials has improve my listening and speaking abilities.					
15	I have a positive attitude toward learning English after learning eight lesson plans in hospitality industry.					
Total						

Part 2

Open-ended Questions

Q1: How do you like learning eight lessons using authentic materials?

.....

.....

.....

Q2: How don't you like learning eight lessons using authentic materials?

.....

.....

.....

APPENDIX H

**The Evaluation of Correctness and Appropriation of the
Statements in the Questionnaire of Learners' Satisfaction towards
Authentic Materials in Hospitality Industry for Lao Undergraduate
Students by the Experts**

Statements	Experts' Opinions (Level of Appropriation)			\bar{X}	S.D.	Appropriate Level
	1	2	3			
I enjoyed the activities provided in the eight lesson plans.	4	5	5	4.33	0.38	More Appropriate
I learned from eight lesson plans and could apply the lessons in your daily life.	4	5	4	4.67	0.38	The Most Appropriate
Practicing various activities from eight lesson plans was interesting.	5	4	5	4.67	0.38	The Most Appropriate
The eight lesson plans were understandable and easy to do.	5	5	5	5	0	The Most Appropriate
The contents and activities were relevant.	4	4	5	4.33	0.38	More Appropriate
The contents and activities were suitable to my English level.	4	5	5	4.67	0.38	More Appropriate
Learning through authentic materials helped improve my listening and speaking abilities.	5	5	5	5	0	The Most Appropriate

Learning through authentic materials helped me to understand the contents well.	5	4	5	4.67	0.38	The Most Appropriate
The illustrations in contents and activities of the eight lesson plans were compelling.	5	4	4	4.33	0.38	More Appropriate
Learning the eight lesson plans about the hospitality industry through authentic materials was useful for my future.	5	4	4	4.33	0.38	More Appropriate
I will feel motivated when learning English by doing and practicing the eight lesson plans.	4	5	5	4.67	0.38	The Most Appropriate
Learning these eight lesson plans will enhance my learning.	5	4	5	4.67	0.38	The Most Appropriate
Learning through authentic materials can help me improve my critical thinking.	5	5	4	4.67	0.38	The Most Appropriate
Learning eight lesson plans through authentic materials has improved my listening and speaking abilities.	4	5	4	4.33	4.38	More Appropriate
I have a positive attitude toward learning English after learning eight lesson plans in hospitality industry.	4	5	4	4.33	0.38	More Appropriate
Total				4.48	0.33	More Appropriate

APPENDIX I

The Item-total Correlation for each Item of Five-Point Rating Scale

Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	0.67	.05	
2	0.70	.05	
3	0.69	.05	
4	0.70	.05	
5	0.67	.05	
6	0.70	.05	
7	0.67	.05	
8	0.70	.05	
9	0.66	.05	
10	0.70	.05	
11	0.69	.05	
12	0.70	.05	

Critical values for Pearson $r \geq 0.2790$ ($df = N-2 = 41-2= 39$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Numbers of students = 41

Numbers of Items = 12

α -Coefficient = 0.8969

APPENDIX J

The List of Experts

1. Dr. Surachai Piyanukool The Associate Dean of Graduate School at
Buriram Rajabhat University
2. Mr. Phomma Xayavong The Head of Foreign Language Department of
Savannakhet Teacher Training College
3. Ms. Megan Fry The English Lecturer of Savannakhet Teacher
Training College

APPENDIX K

Letter for Experts and Asking Permission to Try Out the

Research Instrument

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

No. 0545.11/7 03



Buriram Rajabhat University
 Jira Road, Ampoer Mueng,
 Buriram 31000, THAILAND

January 5, 2014

Dear Dr. Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Surachai Piyanukool the English lecturer, the Associate Dean of Graduate School at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Ms. Phonesukha Insisiengmai, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled “ **The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in the Hospitality Industry**” under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely

Office of Graduate School
 Tel. 0 4461 1221, 0446 1616 ext. 3806
 Fax. 0 4461 2858

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
 Buriram Rajabhat University

No. 0545.11/7 03



Buriram Rajabhat University
 Jira Road, Ampoer Mueng,
 Buriram 31000, THAILAND

January 5, 2014

Dear Mr. Phomma Xayavong,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mr. Phomma Xayavong, the English lecturer, the Head of Foreign Language Office at Savannakhet Teacher Training College to be the expert for the research instruments. I would like to inform you that Ms. Phonesukha Insisiengmai, a students studying in Master of Arts Program in English at BRU, is conducting the research, **entitled “ The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in the Hospitality Industry”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

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Dean of Graduate School
 Buriram Rajabhat University

No. 0545.11/7 03



Buriram Rajabhat University
Jira Road, Ampoer Mueng,
Buriram 31000, THAILAND

January 5, 2014

Dear Ms. Megan Fry,

Subject: Requesting to be the Expert for the Research Instruments


Buriram Rajabhat University (BRU) presents its complement to Ms. Megan Fry, the American English Volunteer Teacher at Savannakhet Teacher Training College to be the expert for the research instruments. I would like to inform you that Ms. Phonesukha Insisiengmai, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled “ **The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in Hospitality Industry**” under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely

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Fax. 0 4461 2858



(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

No. 0545.11/7 04



Buriram Rajabhat University
 Jira Road, Ampoer Mueng,
 Buriram 31000, THAILAND

January 5, 2014

Dear Mr. Director of Savannakhet Teacher Training College:

Subject: Asking Permission to Try Out the Research Instrument

Buriram Rajabhat University (BRU) presents this letter to the Director of Savannakhet Teacher Training College to ask permission to collect the research data. I wish to inform you that Ms. Phonesukha Insisiengmai , a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled “ **The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in the Hospitality Industry**” under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. Director of STTC to allow her to try out the research instrument from the third year “A” students English major in Savannakhet Teacher Training College by responding to her research methodologies in February 2014. Please accept, Mr. College Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely

Office of Graduate School
 Tel. 0 4461 1221, 0446 1616 ext. 3806
 Fax. 0 4461 2858

(Assistant Professor Dr. Suthiap La-ongthong)
 Dean of Graduate School
 Buriram Rajabhat University