

PAYAP UNIVERSITY

**APPENDICES**

**APPENDIX A**

**HOUSEKEEPER NEEDS SURVEY  
(ENGLISH VERSION)**

PAYYAP UNIVERSITY

**The questionnaire of needs in providing learning and teaching English for hotel  
of housekeepers**

**Amari Rincome Amphur Mueng Chiang Mai**

**This questionnaire comprises of 2 sections as follows:**

**Section 1** Personal Data

**Section 2** Information on learning and teaching techniques,  
learning styles, problems and the content

**Section I: Personal data**

Fill in the data in the blanks and mark  $\checkmark$  in the correct one.

1.1 Sex.....

1.2 You started learning English at.....

1.3 You have learned English for approximately.....years

1.4 Highest level of education  M. 3  M. 6  Bachelor Degree

Others.....

1.5 Length of time with hotel..... years

1.6 Length of time working as housekeeper..... years

1.7 Degree of wanting to learn English to improve your language

Very high

High

Moderate

1.8 Degree of using English in working

Very high

High

Moderate

**Section 2** Information on learning and teaching techniques, learning styles, problems and content

**Instruction:** Please check mark  in the blank that you think matches with your feeling.

Topics	Degree of feeling and needs of learners				
	Very high	High	Moderate	Low	Very low
<b>1. Learning and teaching techniques</b>					
1.1 want to practise listening and speaking by using real world tasks					
1.2 want to practice following the pattern in the textbook					
1.3 want to practice listening and speaking following a cassette tape of native speakers					
<b>2. Learning Style</b>					
2.1 prefer to do pair work					
2.2 prefer to do group work					
2.3 prefer to practice conversation with the instructor					
2.4 prefer to practice conversation with classmates					
2.5 prefer to solve the problems by yourself					
2.6 prefer to have the instructor correct mistakes after you finish speaking					
2.7 prefer to have the instructor let you correct your own mistakes e.g by observing when your friends and the instructor are speaking					

Topics	Degree of feeling and needs of learners				
	Very much	Much	Moderate	Few	Very few
<b>3. Problems</b>					
3.1 getting the main idea while listening to English					
3.2 pronunciation					
3.3 English vocabulary used in listening and speaking					
3.4 English grammar used in listening and speaking					
<b>4. content</b>					
4.1 Greeting					
4.2 Explaining room and bathroom items and features					
4.3 providing cleaning services					
4.4 laundry service					
4.5 answering guests' general questions					
4.6 explaining about problems in the room					
4.7 Other contents.....					

The other suggestions and opinions

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**APPENDIX B**

**HOUSEKEEPER NEEDS SURVEY**

**(THAI VERSION)**

PAYAP UNIVERSITY

แบบสอบถามความต้องการในการจัดการเรียนการสอน ภาษาอังกฤษธุรกิจโรงแรม  
ของพนักงานแม่บ้าน  
โรงแรมอัมรินทร์คำ อำเภอมือง จังหวัดเชียงใหม่

**คำชี้แจง** แบบสอบถามฉบับนี้มี 2 ตอน ดังนี้  
ตอนที่ 1 ข้อมูลส่วนตัว  
ตอนที่ 2 ข้อมูลเกี่ยวกับ วิธีการเรียนการสอน รูปแบบการเรียน ปัญหา  
และเนื้อหาที่ต้องการฝึก

**ตอนที่ 1 : ข้อมูลส่วนตัว**

โปรดเติมข้อความลงในช่องว่าง และโปรดเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความเป็นจริง

1.1 เพศ.....

1.2 ท่านเริ่มเรียนภาษาอังกฤษตั้งแต่ชั้น.....

1.3 ท่านเรียนภาษาอังกฤษเป็นเวลาประมาณ.....ปี

1.4 ท่านสำเร็จการศึกษาชั้นสูงสุด  ชั้นมัธยมศึกษาที่3  ชั้นมัธยมศึกษาที่6  ปริญญาตรี  
 อื่นๆ.....

1.5 ท่านทำงานในโรงแรมเป็นเวลา.....ปี

1.6 ท่านทำงานทางด้านแผนกแม่บ้าน

เป็นเวลา.....ปี

1.7 ท่านอยากเรียนภาษาอังกฤษเพิ่มเติมเพื่อใช้ในงานประจำมากน้อยเพียงไร

มากที่สุด  มาก  ปานกลาง

1.8 ท่านใช้ภาษาอังกฤษในการทำงานมากน้อยเพียงไร

มากที่สุด  มาก  ปานกลาง

ตอนที่ 2 ข้อมูลเกี่ยวกับ วิธีการเรียนการสอน รูปแบบการเรียน ปัญหา และ เนื้อหาที่ต้องการฝึก

โปรดเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความรู้สึกหรือความต้องการที่แท้จริงของท่าน

ข้อความ	ระดับความรู้สึกและความต้องการของผู้เรียน				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1.วิธีการเรียนการสอน					
1.1ต้องการฝึกฟัง-พูด โดยใช้กิจกรรมที่มีการฝึกจริงตามชนิดงานที่ทำอยู่					
1.2ต้องการฝึกตามรูปแบบที่กำหนดให้จากตำราที่เรียน					
1.3ต้องการฝึกฟัง-พูดตามเทปจากเจ้าของภาษา					
2รูปแบบการเรียน					
2.1ชอบเรียนโดยปฏิบัติกิจกรรมคู่					
2.2 ชอบเรียน โดยปฏิบัติกิจกรรมกลุ่ม					
2.3ชอบการเรียนโดยฝึกสนทนากับผู้สอน					
2.4ชอบเรียนโดยฝึกสนทนากับเพื่อนที่เรียนด้วยกัน					
2.5 ชอบการเรียนที่มีการแก้ปัญหาด้วยตนเอง					
2.6ชอบให้ผู้สอนแก้ไขให้เมื่อพูดหรือใช้ภาษาอังกฤษผิด					
2.7ชอบให้ผู้สอนปล่อยให้เรียนรู้การแก้ไขข้อผิดพลาดด้วยตนเอง เช่น การสังเกตจากคำพูดของครูหรือเพื่อน					
3 ปัญหา					
3.1ปัญหาด้านการจับใจความขณะฟังภาษาอังกฤษ					
3.2ปัญหาด้านการออกเสียงภาษาอังกฤษ					



ข้อความ	ระดับความรู้สึกและความต้องการของผู้เรียน				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3.3 ปัญหาด้านคำศัพท์ภาษาอังกฤษที่ใช้ในการฟังพูด					
3.4 ปัญหาด้านไวยากรณ์การฟัง-พูดภาษาอังกฤษ					
4 เนื้อหาที่ต้องการฝึก					
4.1 การทักทาย					
4.2 การอธิบายของใช้ภายในห้องนอน ห้องน้ำ					
4.3 การให้บริการแขกในการทำความสะอาดห้องพัก					
4.4 การให้บริการซักอบรีด					
4.5 การตอบข้อซักถามของแขกในเรื่องต่างๆไป					
4.6 อธิบายเกี่ยวกับปัญหาในการอำนวยความสะดวกห้องพัก					
1.7 เนื้อหาอื่นๆ..... .....					

ข้อเสนอแนะหรือข้อคิดเห็นอื่นๆ.....

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**APPENDIX C**

**FOOD AND BEVERAGE PERSONNEL  
NEEDS SURVEY**

**(ENGLISH VERSION)**

PAYAP UNIVERSITY

**The questionnaire of needs in providing learning and teaching English for hotel  
of food and beverage personnel**

**Amari Rincome Amphur Mueng Chiang Mai**

**This questionnaire comprises of 2 sections as follows:**

**Section 1** Personal Data

**Section 2** Information on learning and teaching techniques,  
learning styles, problems and the content

**Section I: Personal data**

Fill in the data in the blanks and mark  $\checkmark$  in the correct one.

1.1 Sex.....

1.2 You started learning English at.....

1.3 You have learned English for approximately..... years

1.4 Highest level of education  M. 3  M. 6  Bachelor Degree

Others.....

1.5 Length of time with hotel..... years

1.6 Length of time working as food and beverage personnel..... years

1.7 Degree of wanting to learn English to improve your language

Very high

High

Moderate

1.8 Degree of using English in working

Very high

High

Moderate

**Section 2** Information on learning and teaching techniques, learning styles, problems and content

**Instruction:** Please check  $\surd$  in the blank that you think matches with your feeling.

Topics	Degree of feeling and needs of learners				
	Very high	High	Moderate	Low	Very low
<b>1. Learning and teaching techniques</b>					
1.1 want to practise listening and speaking by using real world tasks					
1.2 want to practice following the pattern in the textbook					
1.3 want to practice listening and speaking following a cassette tape of native speakers					
<b>2. Learning Style</b>					
2.1 prefer to do pair work					
2.2 prefer to do group work					
2.3 prefer to practice conversation with the instructor					
2.4 prefer to practice conversation with classmates					
2.5 prefer to solve the problems by yourself					
2.6 prefer to have the instructor correct mistakes after you finish speaking					
2.7 prefer to have the instructor let you correct your own mistakes, e.g. by observing when your friends and the instructor are speaking					

Topics	Degree of feeling and needs of learners				
	Very high	High	Moderate	Low	Very low
<b>3. Problems</b>					
3.1 getting the main idea while listening to English					
3.2 pronunciation					
3.3 English vocabulary used in listening and speaking					
3.4 English grammar used in listening and speaking					
<b>4. content</b>					
4.1 Greeting					
4.2 Culture such as manner at the table, the knowledge having a meal					
4.3 explaining about food and beverage and give the general information to the guests					
4.4 taking the orders					
4.5 explaining about problems about food and beverage					
4.6 explaining about problems in check bill					
4.7 Other contents.....					

The other suggestions and opinions

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**APPENDIX D**

**FOOD AND BEVERAGE PERSONNEL  
NEEDS SURVEY  
(THAI VERSION)**

แบบสอบถามความต้องการในการจัดการเรียนการสอน ภาษาอังกฤษธุรกิจโรงแรม  
ของพนักงานห้องอาหาร  
โรงแรมอัมรินทร์คำ อำเภอเมือง จังหวัดเชียงใหม่

คำชี้แจง                   แบบสอบถามฉบับนี้มี 2 ตอน ดังนี้  
ตอนที่ 1 ข้อมูลส่วนตัว  
ตอนที่ 2 ข้อมูลเกี่ยวกับ วิธีการเรียนการสอน รูปแบบการเรียน ปัญหา  
และเนื้อหาที่ต้องการฝึก

ตอนที่ 1 : ข้อมูลส่วนตัว

โปรดเติมข้อความลงในช่องว่าง และโปรดเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความเป็นจริง

- 1.1 เพศ.....
- 1.2 ท่านเริ่มเรียนภาษาอังกฤษตั้งแต่ชั้น.....
- 1.3 ท่านเรียนภาษาอังกฤษเป็นเวลาประมาณ.....ปี
- 1.4 ท่านสำเร็จการศึกษาชั้นสูงสุด  ชั้นมัธยมศึกษาที่3  ชั้นมัธยมศึกษาที่6  ปริญญาตรี  
 อื่นๆ.....
- 1.5 ท่านทำงานในโรงแรมเป็นเวลา.....ปี
- 1.6 ท่านทำงานทางด้านแผนกห้องอาหาร  
เป็นเวลา.....ปี
- 1.7 ท่านอยากเรียนภาษาอังกฤษเพิ่มเติมเพื่อใช้ในการทำงานประจำวันมากน้อยเพียงไร  
 มากที่สุด            มาก            ปานกลาง
- 1.8 ท่านใช้ภาษาอังกฤษในการทำงานมากน้อยเพียงไร  
 มากที่สุด            มาก            ปานกลาง

ตอนที่ 2 ข้อมูลเกี่ยวกับ วิธีการเรียนการสอน รูปแบบการเรียน ปัญหา และ เนื้อหาที่ต้องการฝึก  
 โปรดเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความรู้สึกหรือความต้องการที่แท้จริงของท่าน

ข้อความ	ระดับความรู้สึกและความต้องการของผู้เรียน				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1.วิธีการเรียนการสอน					
1.1ต้องการฝึกฟัง-พูด โดยใช้กิจกรรม ที่มีการฝึกจริงตามชนิดงานที่ทำอยู่					
1.2ต้องการฝึกตามรูปแบบที่กำหนด ให้จากตำราที่เรียน					
1.3ต้องการฝึกฟัง-พูดตามเทปจากเจ้า ของภาษา					
2รูปแบบการเรียน					
2.1ชอบเรียนโดยปฏิบัติกิจกรรมคู่					
2.2 ชอบเรียนโดยปฏิบัติกิจกรรมกลุ่ม					
2.3ชอบการเรียนโดยฝึกสนทนากับผู้ สอน					
2.4ชอบเรียนโดยฝึกสนทนากับเพื่อน ที่เรียนด้วยกัน					
2.5 ชอบการเรียนที่มีการแก้ปัญหา ด้วยตนเอง					
2.6ขอให้ผู้สอนแก้ไขให้เมื่อพูดหรือ ใช้ภาษาอังกฤษผิด					
2.7ขอให้ผู้สอนปล่อยให้เรียนรู้การ แก้ไขข้อผิดพลาดด้วยตนเอง เช่น การ สังเกตจากคำพูดของครูหรือเพื่อน					
3 ปัญหา					
3.1ปัญหาด้านการจับใจความขณะที่ ฟังภาษาอังกฤษ					
3.2ปัญหาด้านการออกเสียงภาษา อังกฤษ					



ข้อความ	ระดับความรู้สึกและความต้องการของผู้เรียน				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3.3 ปัญหาด้านคำศัพท์ภาษาอังกฤษที่ใช้ในการฟังพูด					
3.4 ปัญหาด้านไวยากรณ์การฟัง-พูดภาษาอังกฤษ					
4 เนื้อหาที่ต้องการฝึก					
4.1 การทักทาย					
4.2 วัฒนธรรม เช่น มารยาทที่โต๊ะอาหาร ความรู้ในเรื่องการรับประทานอาหาร					
4.3 การอธิบายเกี่ยวกับอาหาร เครื่องดื่ม และการตอบข้อซักถามของแขกในเรื่องต่างๆไป					
4.4 การรับคำสั่งอาหารและเครื่องดื่ม					
4.5 การรับจองโต๊ะอาหาร					
4.6 อธิบายเกี่ยวกับปัญหาในเรื่องที่เกิดในด้านอาหาร-เครื่องดื่ม					
4.7 เนื้อหาอื่นๆ..... .....					

ข้อเสนอแนะหรือข้อคิดเห็นอื่นๆ.....

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**APPENDIX E**

**FRONT OFFICE PERSONNEL  
NEEDS SURVEY**

**(ENGLISH VERSION)**

**The questionnaire of needs in providing learning and teaching English for hotel  
of front office personnel**

**Amari Rincome Amphur Mueng Chiang Mai**

**This questionnaire comprises of 2 sections as follows:**

**Section 1** Personal Data

**Section 2** Information on learning and teaching techniques,  
learning styles, problems and the content

**Section I: Personal data**

Fill in the data in the blanks and mark  $\checkmark$  in the correct one.

1.1 Sex.....

1.2 You started learning English at.....

1.3 You have learned English for approximately.... years

1.4 The highest level of education  M. 3  M. 6  Bachelor Degree  
 Others.....

1.5 Length of time with hotel..... years

1.6 Length of time working as front office personnel..... years

1.7 Degree of wanting to learn English to improve your language

Very high  High  Moderate

1.8 Degree of using English in working

Very high  High  Moderate

**Section 2** Information on learning and teaching techniques, learning styles, problems and content

**Instruction:** Please check  in the blank that you think matches with your feeling.

Topics	Degree of feeling and needs of learners				
	Very high	High	Moderate	Low	Very low
<b>1. Learning and teaching techniques</b>					
1.1 want to practise listening and speaking by using real world tasks					
1.2 want to practice following the pattern in the textbook					
1.3 want to practice listening and speaking following a cassette tape of native speakers					
<b>2. Learning Style</b>					
2.1 prefer to do pair work					
2.2 prefer to do group work					
2.3 prefer to practice conversation with the instructor					
2.4 prefer to practice conversation with classmates					
2.5 prefer to solve the problems by yourself					
2.6 prefer to have the instructor correct mistakes after you finish speaking					
2.7 prefer to have the instructor let you correct your own mistakes, e.g. by observing when your friends and the instructor are speaking					

Topics	Degree of feeling and needs of learners				
	Very much	Much	Moderate	Few	Very few
<b>3. Problems</b>					
3.1 getting the main idea while listening to English					
3.2 pronunciation					
3.3 English vocabulary used in listening and speaking					
3.4 English grammar used in listening and speaking					
<b>4. content</b>					
4.1 greeting					
4.2 language used in services like giving information, giving suggestions, apologizing, etc.					
4.3 checking-in					
4.4 reservation					
4.5 telephoning and taking messages					
4.6 describing about the services such as security box, photocopy, booking bus-plane tickets, giving direction, etc.					
4.7 describing about the problems within the hotel such as providing the car, electric water heater, bills.					
1.8 giving the general information to the guests					
1.9 Other contents....					

The other suggestions and opinions

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**APPENDIX F**

**FRONT OFFICE PERSONNEL  
NEEDS SURVEY  
(THAI VERSION)**

PAYAP UNIVERSITY

แบบสอบถามความต้องการในการจัดการเรียนการสอน ภาษาอังกฤษธุรกิจโรงแรม  
ของพนักงานต้อนรับส่วนหน้า  
โรงแรมอัมรินทร์คำ อำเภอเมือง จังหวัดเชียงใหม่

คำชี้แจง                   แบบสอบถามฉบับนี้มี 2 ตอน ดังนี้  
ตอนที่ 1 ข้อมูลส่วนตัว  
ตอนที่ 2 ข้อมูลเกี่ยวกับ วิธีการเรียนการสอน รูปแบบการเรียน ปัญหา  
และเนื้อหาที่ต้องการฝึก

ตอนที่ 1 : ข้อมูลส่วนตัว

โปรดเติมข้อความลงในช่องว่าง และโปรดเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความเป็นจริง

1.1 เพศ.....

1.2 ท่านเริ่มเรียนภาษาอังกฤษตั้งแต่ชั้น.....

1.3 ท่านเรียนภาษาอังกฤษเป็นเวลาประมาณ.....ปี

1.4 ท่านสำเร็จการศึกษาชั้นสูงสุด  ชั้นมัธยมศึกษาที่3  ชั้นมัธยมศึกษาที่6  ปริญญาตรี  
 อื่นๆ.....

1.5 ท่านทำงานในโรงแรมเป็นเวลา.....ปี

1.6 ท่านทำงานทางด้านแผนกต้อนรับส่วนหน้า

เป็นเวลา.....ปี

1.7 ท่านอยากเรียนภาษาอังกฤษเพิ่มเติมเพื่อใช้ในงานประจำมากน้อยเพียงไร

มากที่สุด                    มาก                    ปานกลาง

1.8 ท่านใช้ภาษาอังกฤษในการทำงานมากน้อยเพียงไร

มากที่สุด                    มาก                    ปานกลาง

ตอนที่ 2 ข้อมูลเกี่ยวกับ วิธีการเรียนการสอน รูปแบบการเรียน ปัญหา และ เนื้อหาที่ต้องการฝึก

โปรดเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความรู้สึกหรือความต้องการที่แท้จริงของท่าน

ข้อความ	ระดับความรู้สึกและความต้องการของผู้เรียน				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1.วิธีการเรียนการสอน					
1.1ต้องการฝึกฟัง-พูด โดยใช้กิจกรรมที่มีการฝึกจริงตามชนิดงานที่ทำอยู่					
1.2ต้องการฝึกตามรูปแบบที่กำหนดให้จากตำราที่เรียน					
1.3ต้องการฝึกฟัง-พูดตามเทปจากเจ้าของภาษา					
2รูปแบบการเรียน					
2.1ชอบเรียนโดยปฏิบัติกิจกรรมคู่					
2.2 ชอบเรียนโดยปฏิบัติกิจกรรมกลุ่ม					
2.3ชอบการเรียนโดยฝึกสนทนากับผู้สอน					
2.4ชอบเรียนโดยฝึกสนทนากับเพื่อนที่เรียนด้วยกัน					
2.5 ชอบการเรียนที่มีการแก้ปัญหาด้วยตนเอง					
2.6ชอบให้ผู้สอนแก้ไขให้เมื่อพูดหรือใช้ภาษาอังกฤษผิด					
2.7ชอบให้ผู้สอนปล่อยให้เรียนรู้การแก้ไขข้อผิดพลาดด้วยตนเอง เช่น การสังเกตจากคำพูดของครูหรือเพื่อน					
3 ปัญหา					
3.1ปัญหาด้านการจับใจความขณะฟังภาษาอังกฤษ					
3.2ปัญหาด้านการออกเสียงภาษาอังกฤษ					



ข้อความ	ระดับความรู้สึกและความต้องการของผู้เรียน				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3.3 ปัญหาด้านคำศัพท์ภาษาอังกฤษที่ใช้ในการฟังพูด					
3.4 ปัญหาด้านไวยากรณ์การฟัง-พูดภาษาอังกฤษ					
<b>4 เนื้อหาที่ต้องการฝึก</b>					
4.1 การทักทาย					
4.2 ภาษาที่ใช้ในการบริการ เช่น การให้ข้อมูลที่แขกต้องการ การให้คำแนะนำต่างๆ การกล่าวขอโทษเมื่อมีข้อผิดพลาด					
4.3 การจองห้องพัก					
4.4 การลงทะเบียนเข้าพักโรงแรม					
4.5 การพูดโทรศัพท์ การจดข้อความ					
4.6 การให้คำอธิบายเกี่ยวกับการให้บริการด้านต่างๆ เช่น การบอกทิศทาง การจองตั๋วรถ-เครื่องบิน บริการตู้เซฟ เป็นต้น					
4.7 อธิบายเกี่ยวกับปัญหาที่เกิดขึ้นภายในโรงแรม เช่น การจักรรับส่งเครื่องทำน้ำร้อนเสีย บิลชำระเงิน					
4.8 การตอบข้อซักถามของแขกในเรื่องต่างๆไป					
4.9 เนื้อหาอื่นๆ.....					
.....					

ข้อเสนอแนะหรือข้อคิดเห็นอื่นๆ.....

.....

.....

**APPENDIX G**

**RESULTS OF HOUSEKEEPER  
NEEDS SURVEY**

PAYYAP UNIVERSITY

## The results of the English learning needs evaluation for the housekeepers

(n = 8)

### I. Personal Information

Based on the questionnaire responses, it was found that 25% of the subjects were men and 75% were women and all subjects started learning English at Prathom 5. They had studied English for approximately 6 years. They had worked for the hotel and had worked as housekeepers for an average of 5 years. 95 % of the subjects wanted very much to learn English for their daily work, although 70% of them used English in their daily work.

### II. Information about learning and teaching techniques, learning styles, problems and content

Topics	X	SD	Meaning
<b>1. Learning and teaching techniques</b>			
1.1 want to practise listening and speaking by using real world tasks	4.38	0.74	High
1.2 want to practice following the pattern in the textbook	3.38	1.30	Moderate
1.3 want to practice listening and speaking following a cassette tape of native speakers	3	1.51	Moderate
<b>2. Learning Style</b>			
2.1 prefer to do pair work	4	0.93	High
2.2 prefer to do group work	3.88	0.83	High
2.3 prefer to practice conversation with the instructor	4	0.93	High
2.4 prefer to practice conversation with classmates	4.13	1	High
2.5 prefer to solve the problems by yourself	3.13	1.55	Moderate
2.6 prefer to have the instructor correct mistakes after you finish speaking	4.63	0.74	Very high
2.7 prefer to have the instructor let you correct your own mistakes, e.g. by observing when your friends and the instructor are speaking	3.25	1.83	Moderate

3. Problems			
3.1 getting the main idea while listening to English	4.13	1	High
3.2 pronunciation	3.5	1.07	High
3.3 English vocabulary used in listening and speaking	4.38	1.06	High
3.4 English grammar used in listening and speaking	4.13	0.83	High
4. content			
4.1 Greeting	4	1.20	High
4.2 Explaining room and bathroom items and features.	4.38	0.92	High
4.3 Provide cleaning services	4.38	0.92	High
4.4 Laundry services	4.38	1.19	High
4.5 Answering guests' general questions	4.75	0.71	Very high
4.6 Explanation about problems in the room	4.63	0.74	Very high
Total	4.02	1.14	High

**APPENDIX H**

**RESULTS OF FOOD AND BEVERAGE  
NEEDS SURVEY**

PAYAP UNIVERSITY

The results of the English learning needs evaluation for food and  
Beverage personnel (n = 7)

### I. Personal Information

Based on the questionnaire responses, it was found that 71.4% of the subjects were men and 28.6% were women and all subjects started learning English at Prathom 5. They had studied English for approximately 7.5 years. They had worked for the hotel and had worked as restaurant personnel for an average of 7.4 years and 7 years, respectively. 88.6 % of the subjects used English a great deal in their daily work and also wanted very much to learn English for use in their daily work.

### II. Information about learning and teaching techniques, learning styles, problems and content

Topics	X	S.D.	Meaning
1. Learning and teaching techniques			
1.1 want to practise listening and speaking by using real world tasks	4.29	0.76	High
1.2 want to practice following the pattern in the textbook	3.43	0.79	Moderate
1.3 want to practice listening and speaking following a cassette tape of native speakers	3.71	0.49	High
2. Learning Style			
2.1 prefer to do pair work	3.71	1.38	High
2.2 prefer to do group work	3.57	0.53	High
2.3 prefer to practice conversation with the instructor	4.29	0.49	High
2.4 prefer to practice conversation with classmates	4.29	0.76	High
2.5 prefer to solve the problems by yourself	3.29	1.60	Moderate
2.6 prefer to have the instructor correct mistakes after you finish speaking	3.86	1.46	High
2.7 prefer to have the instructor let you correct your own mistakes, e.g. by observing when your friends and instructor are speaking	3.14	0.38	Moderate

3. Problems			
3.1 getting the main idea while listening English	3.29	1.60	Moderate
3.2 pronunciation	4	0.82	High
3.3 English vocabulary used in listening and speaking	3.71	0.95	High
3.4 English grammar used in listening to and speaking	4.57	0.79	Very high
4. content			
4.1 Greeting	3.57	1.13	High
4.2 Culture such as manner at the table, the knowledge having a meal	2.86	1.35	Moderate
4.3 Explanation about food and beverage and give the general information to the guests	4.29	0.76	High
4.4 Taking the orders	4	1.15	High
4.5 Explanation about problems about food and beverage	4	0.82	High
4.6 Explanation about problems in check bill	3.43	1.27	Moderate
Total	3.76	1.06	High

**APPENDIX I**

**RESULTS OF FRONT OFFICE  
NEEDS SURVEY**

PAYYAP UNIVERSITY



The results of the English learning needs evaluation for the front office personnel (n = 7)

### I. Personal Information

Based on the questionnaire responses, it was found that 42.85 % of the subjects were men and 57.14% were women and all subjects started learning English at Prathom 5. They had studied English for approximately 9.4 years. They had worked for the hotel and had worked as front desk personnel approximately for 9 years and 6 years, respectively. 80% of the subjects wanted to learn English for their daily work and 88.57% of them used English a great deal in their daily work.

### II. Information about learning and teaching techniques, learning styles, problems and content

Topics	X	SD	Meaning
1. Learning and teaching techniques			
1.1 want to practise listening and speaking by using real world tasks	4.14	0.69	High
1.2 want to practice following the pattern in the textbook	3	1.41	Moderate
1.3 want to practice listening and speaking following a cassette tape of native speakers	3.86	0.38	High
2. Learning Style			
2.1 prefer to do pair work	3.71	0.76	High
2.2 prefer to do group work	3.43	1.72	Moderate
2.3 prefer to practice conversation with the instructor	3.57	1.72	High
2.4 prefer to practice conversation with classmates	3.43	1.62	Moderate
2.5 prefer to solve the problems by yourself	3.57	0.53	High
2.6 prefer to have the instructor correct mistakes after you finish speaking	4.43	0.53	High
2.7 prefer to have the instructor let you correct your own mistakes, e.g., by observing when your friends and instructor are speaking	3	0.82	Moderate

3. Problems			
3.1 getting the main idea while listening English	4	0.82	High
3.2 pronunciation	3.71	0.49	High
3.3 English vocabulary used in listening and speaking	3.71	0.49	High
3.4 English grammar used in listening to and speaking	3.57	0.53	High
4. Content			
4.1 greeting	2.43	1.72	Few
4.2 language used in services like giving information, giving suggestions, apologizing, etc.	4	0.82	High
4.3 checking-in	3	1.41	Moderate
4.4 reservation	3.57	0.53	High
4.5 telephoning and taking messages	3.71	0.76	High
4.6 describing about the services such as security box, photocopy, booking bus-plane tickets, giving direction, etc.	3.71	0.76	High
4.7 describing about the problems within the hotel such as providing the car, electric water heater, bills.	3.71	0.76	High
4.8 giving the general information to the guests	4.14	0.90	High
Total	3.61	1.04	High

**APPENDIX J**

**PROTO-SYLLABUS**

PAYYAP UNIVERSITY

### Course description

The emphasis of this course was on listening and speaking by using vocabularies and expressions appropriate for different hotel situations

Learners should be able to use language:

- To communicate in different situations
- To solve the problems confronted in providing services
- To perform different functions

### Proto-syllabus

Objectives	Contents	Periods
1-3	<p style="text-align: center;"><b>Unit I</b></p> <p style="text-align: center;"><b>Topic: giving directions</b></p> <p><b>Functions:</b> asking for directions in and outside the hotel giving directions in and outside the hotel</p> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>-It' s <u>on the first/second/ground floor</u>.</li> <li>-It' s <u>over there</u> near the gift shop.</li> <li>-It' s <u>near/next to/ beside</u> the gift shop.</li> <li>-It' s <u>opposite</u> the restaurant.</li> <li>-It' s <u>on your left/right</u> (when you go out)</li> <li>- Go/walk along the corridor.</li> <li>- Go through the doorway..</li> <li>- Go past the swimming pool.</li> <li>-Turn left/right (at the end of the corridor)</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabularies used in giving directions</li> <li>- locate the places after listening to a conversation</li> <li>- ask directions using the given information</li> <li>- give directions using the given information</li> <li>- do the role play in asking and giving directions using the places in the hotel.</li> </ul>	2
1-3	<p style="text-align: center;"><b>Lesson II</b></p> <p style="text-align: center;"><b>Topic: Festivals in Chiang Mai</b></p> <p><b>Functions:</b> giving information about the festivals in Chiang Mai</p> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- What are some of the famous festivals in Chiang Mai?</li> <li>- What is Songkran?</li> <li>- How do you celebrate Songkran Festival?</li> <li>- When is Songkran celebrated?</li> </ul>	1

	<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- What is a 'Krathong' made of?</li> <li>-pronounce and tell the meaning of vocabularies used in festivals in Chiang Mai.</li> <li>-identify the festivals</li> <li>-make oral conversation to give information about the festivals in Chiang Mai</li> </ul>	
1-3	<p style="text-align: center;"><b>Lesson III</b></p> <p style="text-align: center;"><b>Topic: Hotel Services and Facilities</b></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- asking for hotel services and facilities</li> <li>- answering about general hotel services and facilities</li> </ul> <p><b>Language focus:</b></p> <p><u>Is it possible to have my jacket dry cleaned in the hotel?</u></p> <p><u>Can I have my jacket dry cleaned in the hotel?</u></p> <p><u>Do you have a dry cleaning service here in the hotel?</u></p> <p><u>Is there any dry cleaning service in the hotel?</u></p> <p>Is there (a drug store in the hotel)?</p> <p>Is there a sight-seeing service?</p> <p>-I recommend (that) you... suggest</p> <p>-If you like to + V., I 'd like to recommend... want can suggest</p> <p>-If you like + N., I 'd like to recommend... can suggest</p> <p>e.g. If you want to buy Thai silk, I can recommend a good place. If you want to visit a Thai market, I Recommend the Warorot Market. If you like to visit a hilltribe village, I can Suggest a few places. If you like rafting, I'd like to recommend this tour.</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>-pronounce and tell the meaning of vocabularies used in hotel services and facilities.</li> <li>-identify the services the guests need after listening to the conversation</li> <li>-make oral conversation to make and reply to general inquiries and requests</li> </ul>	1
1-3	<p style="text-align: center;"><b>Lesson IV</b></p> <p style="text-align: center;"><b>Topic: Room and Bathroom Features</b></p>	1

	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- making requests about room and bathroom features</li> <li>- responding to requests about room and bathroom features</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- How do I close the door?</li> <li>- How does this work?</li> <li>- Where is the ashtray? are the slippers?</li> <li>- Please let me do that for you, sir/madam. show you sir/madam.</li> <li>- It's on... They are in...</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabularies used in the room and bathroom</li> <li>- make oral conversation to make and reply to the requests.</li> </ul>	
1-3	<p style="text-align: center;"><b>Lesson V</b> <b>Topic: Laundry Service</b></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- making requests about laundry service</li> <li>- responding to requests about laundry service</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- Could/Can you have my jacket dry cleaned right away?</li> <li>- I'd like to get my dress pressed by 7 this evening.</li> <li>- I have some shirts to be washed.</li> <li>- Yes, sir/madam.</li> <li>- Certainly, sir/madam.</li> <li>- Of course, sir/madam.</li> <li>- I'm very sorry sir/madam. It won't be possible because...</li> <li>- How long will it take? that</li> <li>- It takes an hour. That a day.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabularies used in laundry service.</li> <li>- make oral conversation about laundry service.</li> </ul>	1
1-3	<p style="text-align: center;"><b>Lesson VI</b> <b>Topic: Dealing with complaints (Housekeepers)</b></p>	2

	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- making complaints</li> <li>- responding to complaints</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- Can you do something about the air conditioner?</li> <li>- The shower doesn't work.</li> <li>- The window won't open.</li> <li>- The towels are torn.</li> <li>- There's/aren't... in...</li>   <li>- I'm very sorry about that sir/madam.</li> <li>- I'll clean it right away.</li> <li>- I'll have it fixed immediately.</li> <li>- I'll report it right away.</li> <li>- I'll get some new ones.</li> <li>- I'll bring one/some up for you.</li> <li>- I'll send someone up to clean it right away.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabularies used in dealing with the complaints.</li> <li>- make oral conversation to make and answer to the complaints.</li> </ul>	
1-3	<p style="text-align: center;"><b>Lesson VII</b></p> <p style="text-align: center;"><b>Topic: Taking Orders (Room Service)</b></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- Taking orders</li> <li>- Giving suggestions</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- What would you like the Continental Breakfast or the American breakfast?</li> <li>- How would you like your eggs, sir?</li> <li>- For how many?</li> <li>- How many would you like?</li> <li>- For just one person?</li> <li>- What kind of fruit juice would you like?</li> <li>- Tea or coffee?</li> <li>- Would you like your breakfast immediately?</li> <li>- Is there anything else madam?</li> <li>- Would you like any thing else?</li> <li>- The waiter will be up in a few minutes.</li> <li>- It won't take long.</li> <li>- It'll take 20 minutes.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of the vocabulary used in taking orders.</li> <li>- make oral conversation in taking the orders and giving suggestions to the guest.</li> </ul>	1

1-3	<p style="text-align: center;"><b>Lesson VIII</b> <b>Topic: Taking a reservation</b></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- taking a reservation</li> <li>- giving information</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- A table for two for this evening for Mr. Butcherd.</li> <li>- A table near the window for three at 12.00 for Rogers.</li> <li>- That'll be fine, madam.</li> <li>- I'm sorry, we're not open on Mondays.</li> <li>- We open at 6 p.m.</li> <li>- We close at 12 p.m.</li> <li>- I'm afraid we only serve lunch until 2.30 p.m.</li> <li>- I'm sorry there aren't any tables left for 7.00, but we can give you one at 8.30.</li> <li>- I'm sorry, we're fully booked.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabulary used in taking a reservation.</li> <li>- make oral conversation to take a reservation.</li> </ul>	1
1-3	<p style="text-align: center;"><b>Lesson IX</b> <b>Topic: Taking orders</b></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- taking orders</li> <li>- giving suggestions</li> <li>- describing dishes</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- Would you like to order drinks first?</li> <li>- May I take your order?</li> <li>- What would you like to have?</li> <li>- Are you ready to order?</li> <li>- I can recommend.....</li> <li>- It's our chef's specialty.</li> <li>- It's a soup made of.....It tastes.... Salad</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabulary used in taking orders.</li> <li>- identify the food items on the menu</li> <li>- tell the names of different kinds of food.</li> <li>- make oral conversation to take orders.</li> </ul>	1
1-3	<p style="text-align: center;"><b>Lesson X</b> <b>Topic: Dealing with complaints (F.B.)</b></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- Making complaints</li> </ul>	1



	<ul style="list-style-type: none"> <li>- responding to complaints</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- I'm terribly sorry, sir. Would you like it cooked a little more?</li> <li>- I'm terribly sorry. I can give you something else if you'd like.</li> <li>- I'm sorry, madam/sir. I'll change it for you immediately.</li> <li>- I'll get you another one.</li> <li>- Would you please wait for a while?</li> <li>- Just a few minutes.</li> <li>- I'm sorry, madam. We're terribly busy this evening.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabulary used in dealing with complaints.</li> <li>- differentiate between complaints about food and complaints about services.</li> <li>- make oral conversation to deal with complaints.</li> </ul>	
1-3	<p style="text-align: center;"><b>Lesson XI</b></p> <p style="text-align: center;"><b>Topic: Reservation and Checking-In</b></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>-making a reservation by phone</li> <li>-checking -in</li> </ul> <p><b>Language Focus:</b></p> <p>I'd like to.....  reserve/book a room for October 31<sup>st</sup>.  Can I reserve/ book for October 31<sup>st</sup>?</p> <p>How many nights will you be staying?  How many nights do you plan to stay?</p> <p>We looked forward to seeing you ( on October 31<sup>st</sup>.)  Having you with us.</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabulary used in making a reservation and checking-in.</li> <li>- fill in the reservation form.</li> <li>- Make oral conversation to make a reservation and checking-in.</li> </ul>	2
1-3	<p style="text-align: center;"><b>Unit XII</b></p> <p style="text-align: center;"><b>Topic: Telephoning</b></p> <p><b>Functions:</b> answering the phone  taking messages</p> <p><b>Language focus:</b></p>	1

	<p>Would you like to leave a message? Would you like to speak to his assistant?</p> <p>May I ask who's calling, please? May I tell him who's calling please? May I take a message?</p> <p>May I have your name, please? May I ask your name, please?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of the vocabularies and expressions used in telephoning</li> <li>- make oral conversation in telephoning.</li> </ul>	
1-3	<p style="text-align: center;"><b>Lesson XIII</b> <b>Topic: Checking-out</b></p> <p><b>Function:</b> checking-out <b>Language focus:</b></p> <ul style="list-style-type: none"> <li>- What's your room number?</li> <li>- Your name, sir?</li> <li>- How are you paying?</li> <li>- How many phone calls did you make?</li> <li>- That'll be 3,850 baht.</li> <li>- Here's your bill. Would you like to check it?</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabulary and expressions used in checking-out</li> <li>- make oral conversation to check-out.</li> </ul>	1
1-3	<p style="text-align: center;"><b>Lesson XIV</b> <b>Topic: Dealing with complaints (F.O.)</b></p> <p><b>Functions :</b></p> <ul style="list-style-type: none"> <li>- making complaints</li> <li>- answering complaints</li> </ul> <p><b>Language focus:</b></p> <ul style="list-style-type: none"> <li>-May I help you? What can I do for you?</li> <li>-I'm sorry to hear that sir/madam.</li> <li>-I'll have it fixed immediately.</li> <li>-I'll bring it for you.</li> <li>-I'll get some new ones.</li> <li>-I'll report that to...</li> <li>-I'll send...right away.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- pronounce and tell the meaning of vocabulary used in dealing with complaints.</li> <li>- make oral conversation in dealing with complain</li> </ul>	1

**APPENDIX K**

**LESSON PLANS BASED ON TASK-BASED LEARNING  
ACTIVITIES**

PAYYAP UNIVERSITY

**Lesson Plan**  
**For**  
**Lesson 1 Giving Directions**

.....

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Hotel Personnel (front desk personnel, food and beverage personnel and housekeepers)
<b>No. of learners:</b>	14
<b>Duration:</b>	2 periods (180 minutes)
<b>Content:</b>	Giving Directions
<b>Terminal objectives:</b>	The learners are able to make a conversation orally in asking and giving directions.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"> <li>1. pronounce and tell the meaning of the vocabularies and expressions used in giving directions.</li> <li>2. locate places after listening to the conversation</li> <li>3. use expressions and language patterns for asking and giving directions.</li> </ol>

**Procedure:**                   **Period I (90 min.)**

**Introduction**               **(50 min.)**

**Section I Warm-up**

1. The instructor greets the learners and tells them they are going to learn “asking and giving directions indoors and outdoors”.
2. The instructor introduces the vocabularies used in asking and giving directions.

## **I. Vocabulary**

downstairs/upstairs

corridor

over there/ here (on your left)

lobby

next to/beside/near

walkway/ hallway

opposite

hall

in front of

path

go through

turn left/ turn right

go past

go down/ go up the stairs

walk along

3. The instructor asks the learners to do a worksheet translating vocabularies into English.

1. ชั้นบน.....

2. ชั้นล่าง.....

3. ทางเดิน.....

4. ห้องโถง.....

5. เดินทะลุผ่าน.....

6. เลี้ยวซ้าย.....

7. เลี้ยวขวา.....

8. ข้างหน้า.....

9. ตรงข้าม.....

4. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

### **Language expressions and patterns**

#### **Asking for directions:**

-Excuse me, can you tell me where the restaurant is?

-Excuse me. Is there anywhere I can buy some souvenirs?

-I'm looking for the restaurant.

-Which way is the restaurant, please?

#### **Giving directions:**

##### **Location**

-It' s on the first/second/ground floor.

- It's over there near the gift shop.
- It's near/next to/ beside the gift shop.
- It's opposite the restaurant.
- It's on your left/right (when you go out)

**Direction:**

- Go/walk along the corridor.
- Go through the doorway.
- Go past the swimming pool.
- Turn left/right (at the end of the corridor)

5. The instructor asks the learners to work in pairs and make a conversation orally by using the floor plan and given information.

**Instruction:** Look at the floor plan below and use the given information to practice giving directions as in the example.

**Example:** restaurant / down the stairs on your left over here and turn left – go along the corridor – restaurant second shop on your right / (repeat direction to check if correct)

Guest: Excuse me, can you tell me where the restaurant is?

Staff: Certainly sir. Go down the stairs on your left over here and turn left. Go along the corridor. The restaurant is the second on your right.

Guest: Down the stairs on the left here. Go along the corridor and it's the second on the right.

Staff: Yes, sir.

Guest: Thank you.

Staff: You're welcome, sir.

1. manager's office / down the stairs over there in front of you- go along the corridor – third room on your right / (repeat direction to check if correct)

2. Room No. 1002 / down the stairs over there on your right – walk along the path – go past swimming pool – third building on your right / (repeat direction to check if correct)
3. Elephant Bar / down the stairs on your left over here and turn left - it is on the right/(repeat direction to check if correct)
4. swimming pool / down the stairs over there on your right – walk along the path- turn left /(repeat direction to check if correct)
5. tennis court / down the stairs on your left over here and turn right – walk along the path – tennis court on your right / (repeat direction to check if correct)
6. function room / down the stairs over there in front of you – go along the corridor – second room on your right / (repeat direction to check if correct)

## Section II: Practice

### Task I

6. The instructor asks the learners to work in pairs and do the role play. One is the hotel staff and one is the guest. Then the instructor gives them a dialogue to fill in. They will write a dialogue by using the expressions and the patterns above they have learned.

1.

Guest : Excuse me. Is there anywhere I can buy some souvenirs?

Hotel Staff : Yes, madam. ....

Guest : Great. Thank you very much.

Hotel Staff : .....

2.

Guest : Excuse me. Where is the swimming pool, please?

Hotel Staff : Certainly, madam. ....

Guest : Thank you very much.

Hotel Staff : .....

3.

Guest : Excuse me. Do you know where the tennis court is?

Hotel Staff : Yes, sir. ....

.....  
 .....

Guest : Thank you.

Hotel Staff : .....

4.

Guest : Excuse me. I'm looking for a beauty salon.

Hotel Staff : Of course, sir. ....

.....  
 .....

Guest : Thank you.

Hotel Staff : .....

5.

Guest : Excuse me. Which way is small pool, please?

Hotel Staff : Of course, sir. ....

.....  
 .....

Guest : Thank you.

Hotel Staff : .....

6.

Guest : Excuse me. Would it be possible to use the internet?

Hotel Staff : Certainly, sir. ....

.....  
 .....

Guest : Thank you.

Hotel Staff : .....



7.

- Guest : Excuse me. How do I find a tour agency?  
 Hotel Staff : Of course, sir. ....  
 .....  
 .....  
 Guest : Thank you very much.  
 Hotel Staff : .....

8.

- Guest : Excuse me. Where is the Lanna Coffee shop?  
 Hotel Staff : Of course, madam. ....  
 .....  
 .....  
 Guest : Thank you very much.  
 Hotel Staff : .....

7. The instructor asks the learners to look at the map and asks them to help the instructor explain the directions on the map.
8. The instructor asks the learners to work in pairs and do the role play in asking and giving direction in the place given.

**Task II**

You are a hotel staff at Amari Rincome and a hotel guest wants to go to .....

He doesn't want to take a car. You have to tell him the way to get there starting in front of the hotel.

**Period I (Task I) (90 min.)****Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Task cycle (30 min.)****Planning (20 min.)**

3. The learners prepare the dialogue to report in front of the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Performing (10 min.)**

6. The learners do the role- play to the class.
7. The instructor gives feedback on content and form.

**Language focus (10 min.)****Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners practice words, phrases, and patterns and write them down in their notebooks.

**Period II (Task II) (90 min.)****Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensure them understand the task instructions before doing the task.
2. The instructor explains how to use evaluation form to evaluate their friends in doing the role play in front of the class that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Task cycle (30 min.)****Planning for the report (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Performing (10 min.)**

6. The learners do the role- play to the class. They can use this pattern to do the role play.

Guest : Excuse me. Can you help me?

Hotel Staff : Yes, sir. What can I do for you?

Guest : I want to go to .....

Can you tell me how I get from here to.....?

Hotel Staff : You start in front of the hotel. ....

.....

.....

Guest : (repeat direction again)

Thank you very much.

Hotel Staff : .....

7. The instructor gives a feedback on content and form.

**Language focus (10 min.)****Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners practice words, phrases, and patterns and write them down in the notebook.

## Lesson Plan

For

### Lesson II Festivals in Chiang Mai

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Front Desk personnel, food and beverage personnel and housekeepers
<b>No. of learners:</b>	14
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Festivals in Chiang Mai
<b>Terminal objective:</b>	The learners are able to make conversation orally in asking and giving information about the festivals in Chiang Mai.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"> <li>1. pronounce and tell the meaning of vocabularies used in dealing with complaints.</li> <li>2. identify the festivals given</li> <li>3. use expressions and patterns appropriate for giving information on festivals in Chiang Mai.</li> </ol>

**Procedure: Period I (90 min.)**

**Introduction (50 min.)**

**Section I Warm – up**

1. The instructor greets the learners and tells them they are going to learn “Sightseeing in and around Chiang Mai”.
2. The instructor introduces the vocabularies used in asking and giving information about festivals in Chiang Mai to the learners.

**I. Vocabulary**

festival	Flower Festival	Flower parade
Flower Queen	fireworks	full moon
banana leaves	throw water	go to the temple
traditional Thai New Year		February
April	November	

3. The instructor asks the learners to do a worksheet translating vocabularies into English.

- |                               |                            |
|-------------------------------|----------------------------|
| 1. งานเฉลิมฉลอง.....          | 2. งานไม้ดอกไม้ประดับ..... |
| 3. ขบวนแห่ดอกไม้.....         | 4. นางงามบุพผาชาติ.....    |
| 5. ดอกไม้เพลิง.....           | 6. โบตอง.....              |
| 7. สาดน้ำ.....                | 8. ไปวัด.....              |
| 9. ขนบธรรมเนียมปีใหม่ไทย..... |                            |

4. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

**II. Expressions and Patterns**

-What are some of the famous festivals in Chiang Mai?

(The famous festivals are) Songkran, Loy Krathong and the Flower Festival.

-What is Songkran?

It is the traditional Thai New Year.

-How do you celebrate the Songkran Festival?

We go to temples. We also throw water at each other.

- When is Songkran celebrated?

April 13 to 15.

-What is a 'Krathong' made of?

It's made of banana leaves.

**Asking for suggestions :**

- Could you suggest .....
- Can

**Giving suggestions :**

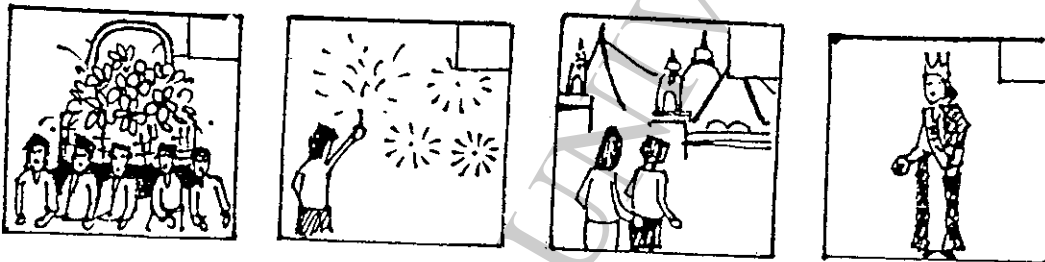
- I recommend (that) you.....
- suggest
- You can see .....
- visit
- go to

**Section II: Practice**

5. The instructor asks the learners to identify the festivals in the pictures, and tick the activities described after listening to the description of each festival.

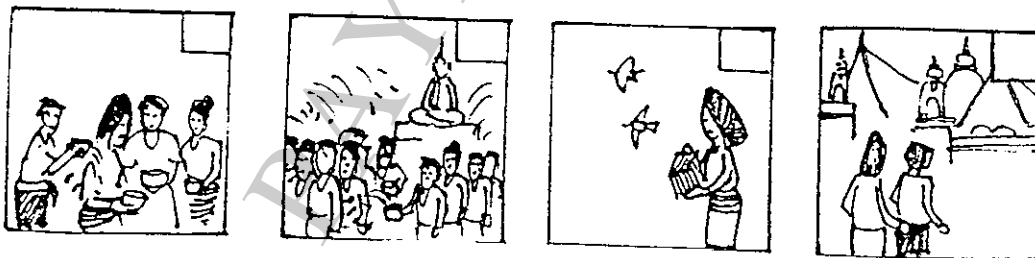
**Instruction:** Identify the three festivals in the pictures below. Then listen to the description of each festival and tick (✓) the activities described in each festival.

1.



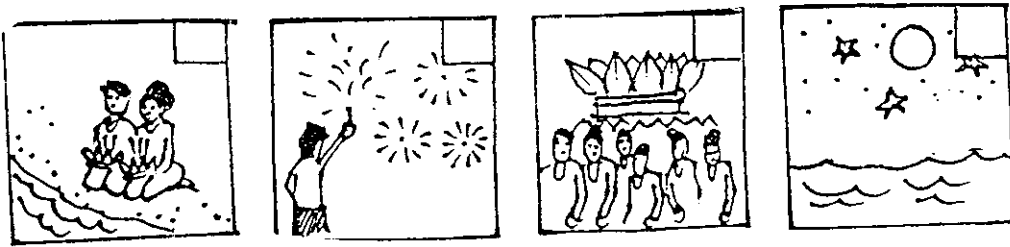
Name of Festival.....

2.



Name of festival.....

3.



Name of festival.....

6. The instructor asks the learners to work in pairs and do the role play in giving information about the festivals to the hotel guest by using the patterns they have learned above.

1. Hotel Staff : .....  
 Guest : Certainly. Would you tell me what Songkran is?  
 Hotel Staff : .....  
 Guest : .....  
 Hotel Staff : April 13 to 15.  
 Guest : How do you celebrate Songkran Festival?  
 Hotel Staff : .....  
 Guest : It's very interesting. Thank you for your information.  
 Hotel Staff : .....

2. Hotel Staff : .....  
 Guest : Yes, of course. Would you tell me how do you celebrate the Flower Festival?  
 Hotel Staff : .....  
 Guest : Wonderful! .....?  
 Hotel Staff : In February.  
 Guest : How much do I have to pay for this fair?  
 Hotel Staff : .....  
 Guest : Thank you very much.  
 Hotel Staff : .....

3. Hotel Staff : .....

- Guest : Yes, madam. Can you tell me what Loy Krathong is?
- Hotel Staff : .....
- Guest : .....
- Hotel Staff : This festival is celebrated on a full moon night usually in November.
- Guest : How do you celebrate the Loy Krathong Festival?
- Hotel Staff : .....
- .....
- Guest : Great. Thank you for your information.
- Hotel Staff : .....

### **Period I (Task ) (90 min.)**

#### **Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

#### **Task cycle (30 min.)**

##### **Planning for the report (20min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

##### **Performing (10 min.)**

6. The learners do the role- play to the class. They can use the pattern above to do the role play.
7. The instructor gives a feedback on content and form.

##### **Language focus (5 min.)**

##### **Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners practice words, phrases, and patterns and write them down in their notebooks.



**Lesson Plan**  
**For**  
**Lesson III Hotel Services and Facilities**

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Front desk personnel, Food and Beverage personnel and Housekeepers
<b>No. of learners:</b>	14
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Hotel Services and Facilities
<b>Terminal objective:</b>	The learners are able to make a conversation orally in replying to questions about general hotel services and facilities.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"> <li>1. pronounce and tell the meaning of vocabularies used in hotel services and facilities</li> <li>2. identify the services the guests need after listening to the conversation</li> <li>3. use expressions and language patterns for making and replying to general inquiries and requests.</li> </ol>

**Procedure: Period I (90 min.)**

**Pre-task (50 min.)**

**Section I Warm – up**

1. The instructor greets the learners and tells them they are going to learn “Hotel Services and Facilities”.
2. The instructor introduces the vocabularies used in services and facilities to the learners.

## **I. Vocabulary**

facility (facilities)	laundry service	
service (services)	room service	
sports facilities	toilet (gents, ladies)	
recreational facilities	restroom	
traditional message	restaurant	
swimming pool	dining room	
tennis court	coffee shop	
money exchange	safe deposit box	
currency exchange	souvenir shop	
transport	gift shop	
fax	satellite	
pay phone	to mail	
bill	to prepare	right away
airport	to check in/ out	medicine
beauty salon	scarf	sunglasses
restaurant	extra bed	drug store

3. The instructor asks the learners to do a worksheet translating vocabularies into English.

- |                            |                                    |
|----------------------------|------------------------------------|
| 1. สิ่งอำนวยความสะดวก..... | 2. สิ่งอำนวยความสะดวกด้านกีฬา..... |
| 3. บริการซักอบรีด.....     | 4. ห้องน้ำ.....                    |
| 5. นวดแผนโบราณ.....        | 6. ร้านขายของที่ระลึก.....         |
| 7. ร้านเสริมสวย.....       | 8. ร้านขายยา.....                  |

4. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

## **II. Patterns and Expressions**

### **General inquiries and requests :**

- Formal      Is it possible to have my jacket dry cleaned in the hotel?  
                   Can I have my jacket dry cleaned in the hotel?

- Do you have a dry cleaning service here in the hotel?
- Informal Is there any dry cleaning service in the hotel?
- Formal Could you (bring an extra towel)?
- Can I get a map of Chiang Mai?
- Is there a sight-seeing service?
- Informal Is there a drug store in the hotel?

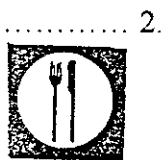
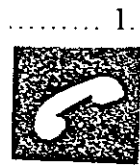
**Replies to general inquiries and requests :**

- accept** Yes, there is.  
 Certainly, sir/madam.  
 Yes, we do.
- refuse** I'm sorry, sir/ madam. We don't.  
 I'm afraid there isn't, sir/ madam.

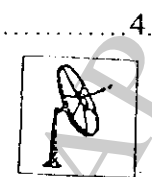
**Section II Practice**

5. The instructor asks the learners to match the pictures with the names of services and facilities in the hotel.

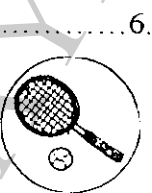
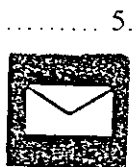
**Instruction:** Match the pictures with the names of services and facilities in the hotel.



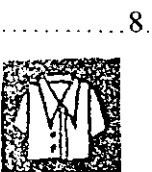
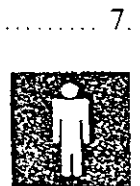
a. exercise and recreational/  
sports facilities



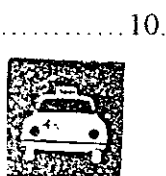
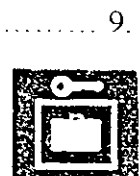
b. laundry service  
 c. toilet / restroom  
 d. money exchange



e. cocktail lounge or bar  
 f. restaurant  
 g. stamps / letter box



h. telephone  
 i. transport  
 j. safe deposit for valuables

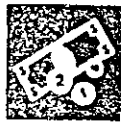


k. souvenir /gift shop  
 l. fax / cable / satellite

.....11.



.....12.



.....13.



10. The instructor asks the learners to work in pairs and practice the language.

**Instruction** Practice the language with a partner as in the example

**Example:** a laundry service

Guest: Is there a laundry service here in the  
hotel?

Hotel Staff: Yes sir /madam, there is. (or)  
I'm sorry sir, there isn't.

1. room service
2. a coffee shop
3. money exchange
4. fax
5. photocopy
6. transport to the airport
7. traditional massage
8. gift shop
9. doctor
10. sauna
11. car cleaning service
12. a beauty salon
13. a hat for sale
14. the drug store

- 15. a taxi service
- 16. sunglasses for sale
- 17. the fitness room

11. The instructor asks the learners to work in pairs and do the role play in asking for and giving the services according to the situation given.

### Task

1. Guest : Is there anywhere I can play tennis here?  
Hotel Staff: .....
- Guest : How can I reserve the tennis court?  
Hotel Staff: .....
2. Guest : I don't have a car and I'm not sure how to get to the airport tomorrow morning. Do you have transport to the airport?  
Hotel Staff : .....
3. Guest : Is it possible to send a fax here?  
Hotel Staff : .....
4. Guest : I'll be back around midnight tonight. Will it be possible to eat in the hotel restaurant?  
Hotel Staff : .....
5. Guest : I need an extra bed in my room, please.  
Hotel Staff : .....
- Guest : 215.
6. Guest : I need one more tea set and fruit set, please.  
Hotel Staff : .....
- Guest : 531.

7. Guest : Could you arrange for the airport transportation?  
 Hotel Staff : .....  
 .....  
 Guest : at noon.
8. Guest : Can I have the bill, please?  
 Hotel Staff : .....  
 Guest : Will you take dollars?  
 Hotel Staff : .....

### **Period I (Task ) (90 min.)**

#### **Pre-task (50min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

#### **Task cycle (30 min.)**

##### **Planning (20min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

##### **Performing (10 min.)**

6. The learners do the role- play to the class.
7. The instructor gives a feedback on content and form.

##### **Language focus (10 min.)**

##### **Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners practice words, phrases, and patterns and write them down in their notebooks.

## Lesson Plan

For

### Lesson IV Room and Bathroom Features

- Subject:** English for Hotel Personnel
- Class:** Housekeepers
- No. of learners:** 4
- Duration:** 1 periods (90 minutes)
- Content:** Room and Bathroom Features
- Terminal objective:** The learners are able to make a conversation orally in making and replying to requests about room and bathroom.
- Enabling objectives:** The learners will be able to
1. pronounce and tell the meaning of vocabularies used in the room and bathroom.
  2. use expressions and patterns for making and replying to the requests about room and bathroom features.
- Procedure: Period I (90 min.)**
- Pre-task (50 min.)**
- Section I Warm – up**
1. The instructor introduces the vocabularies, expressions and patterns used in the room and bathroom features.

**I. Vocabulary**

air conditioner	beside table
blind	beside lamp
blanket	bulb
light switch	refrigerator
envelope	carpet
chair	curtains
soft drinks	minibar
writing table/ desk	plug
hotel stationery	desk top
wardrobe	pillow
hanger	pillow case
sheet	bedspread
socket	ashtray
plant	wastepaper basket/ waste bin
turn off	water jug
turn down	slippers/sandals
turn on	pull up
	pull down
in	
on	
by	
near	
bathtub	shampoo
shower	conditioner
wash basin/sink	(bar/ cake of) soap
mirror	(bottle of ) bath foam
bathtrobe	moisturiser
towel	powder
towel rail	toilet
shower cap	(box of) tissue
tap	(roll of) toilet paper



bring

put

right away

get

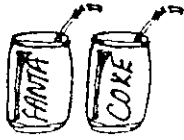
2. The instructor asks the learners to match the items A column with B column.

**Instruction:** Where do the things in Column A go in Column B?

**Column A**

**Column B**

1.



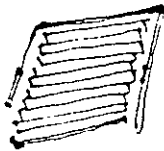
soft drinks

1.



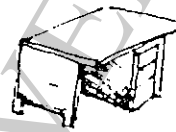
bed

2.



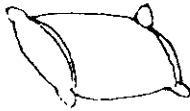
blind

2.



writing desk

3.



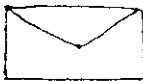
pillow

3.



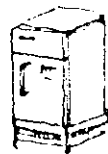
beside table

4.



envelope

4.



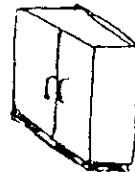
refrigerator

5.



beside lamp

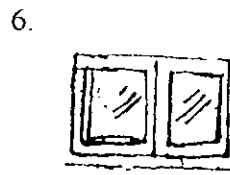
5.



wardrobe



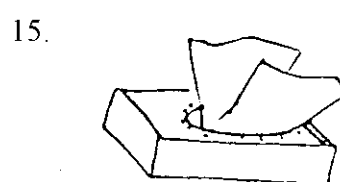
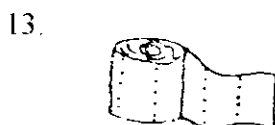
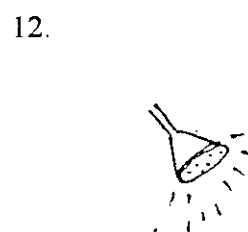
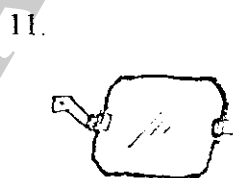
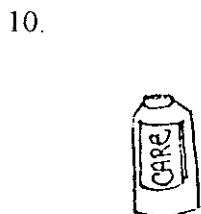
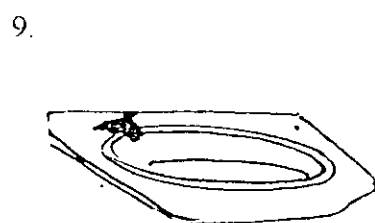
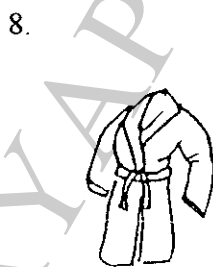
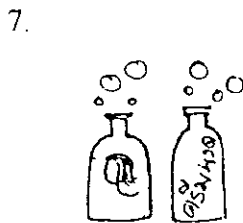
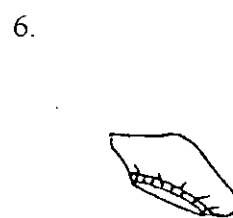
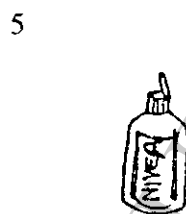
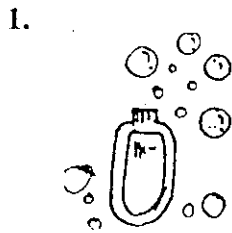
hanger



window

3. The instructor asks the learners to locate the number of each drawing in front of the correct words.

**Instruction:** Write the number of each drawing in front of the correct word or words.



.....powder	.....bathtub	.....conditioner
.....bath foam	.....toilet	.....shower
.....moisturiser	.....bathrobe	.....shower cap
.....toilet paper	.....mirror	.....towel
.....wash basin	.....tissue box	.....soap

4. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

**Questions :**

- How do I close the door?
- How does this work?

**Answers :**

- Please let me do that for you sir/ madam.
- show you sir/ madam.

**Questions :**

- Where is the ashtray?
- are the slippers?

**Answers :**

- It's on the writing table.
- They are in the wardrobe.

**Questions :**

- Could you get me another bottle of conditioner?
- Can
- I'd like some more soap, please.

**Answers :**

- (Conditioner?) Certainly, sir/madam.
- (Soap?) Yes,

## Section II Practice

5. The instructor asks the learners to work in pairs and make a conversation orally in asking and replying where each thing is.

**Instruction:** One is a guest at the Amari Rincome. The other works there. Look at the pictures below, then ask and answer each other where each thing is. Then write down the number where each thing can be found in the picture of the room.

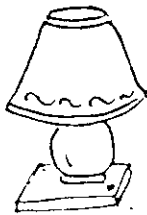
Example : 1.



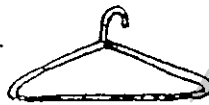
You : Where is the light switch?

Hotel Staff : It's above the beside table, sir.

2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



6. The instructor asks the learners to work in pair and have a conversation orally in asking and answering to the requests.

**Instruction:** get a partner and practice the language as in the example.

**Example :** Shampoo

Guest : Could/ Can you get me a bottle of shampoo?

Hotel Staff : (Shampoo?) Certainly sir. I'll get on right away.

1. a box of tissue paper
2. a bar of soap
3. two rolls of toilet paper
4. a bathrobe
5. a bottle of moisturiser

**Example :** Shampoo

Guest : There is no shampoo in the room?

Hotel Staff : I'm sorry sir. I'll bring one right away.

1. shower cap
2. towels
3. bath foam
4. powder
5. conditioner

7. The instructor asks the learners to listen to the conversation.

Housekeeper : Housekeeping. Can I help you?

Caller : Can I get some more towels and an extra pillow.

Housekeeper : Certainly, madam. Can you give me your room number, please?

Caller : 431.

Housekeeper : I'll send the maid up with them right away.

Caller : Thank you.

Housekeeper : With pleasure.

8. The instructor divides the learners into two groups to practice the conversation, then lets them practice in pairs again.
9. The instructor asks the learners to work in pairs and do the role play in asking for things.

**Task:** A hotel guest calls to the housekeeping office in order to ask for some extra chairs and some more clean glasses. Responding to the requests by using the pattern given.

1.

Housekeeper : .....

Guest : ..... some extra chairs up here, please.

Housekeeper : ..... ?

Guest : two.

Housekeeper : ..... ?

Guest : As soon as possible.

Housekeeper : ..... ?

Guest : 211.

Housekeeper : .....

Guest : Thank you.

2.

Housekeeper : .....

Guest : ..... some more clean glasses, please.

Housekeeper : ..... ?

Guest : four.

Housekeeper : ..... ?

Guest : As soon as possible.

Housekeeper : ..... ?

Guest : 451.

Housekeeper : .....

Guest : Thank you.

**Period I (Task ) (90 min.)****Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Task cycle (30 min.)****Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Performing (10 min.)**

6. The learners do the role- play in front of the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

**Language focus (10 min.)****Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners review words, phrases, and patterns and write them down in their notebooks.

**Lesson Plan**  
**For**  
**Lesson V Laundry Service**

- Subject:** English for Hotel Personnel
- Class:** Housekeepers
- No. of learners:** 4
- Duration:** 1 period (90 minutes)
- Content:** Laundry Service
- Terminal objective:** The learners are able to make a conversation orally in making and responding to requests and questions about laundry service.
- Enabling objectives:** The learners will be able to
1. pronounce and tell the meaning of vocabularies used in laundry service.
  2. use expressions and patterns used for laundry service.
- Procedure: Period I (90 min.)**
- Pre-task: (50 min.)**
- Section I Warm-up**
1. The instructor introduces the vocabularies used in laundry service to the learners.



**Vocabulary**

Laundry service  
 pressing service  
 dry cleaning service

blouse  
 skirt  
 dress

Laundry bag  
 clothes

panties  
 brassieres  
 slip  
 stockings

sport shirt  
 T-shirt

noon  
 tomorrow

trousers  
 shorts  
 pyjamas

dry cleaned  
 pressed  
 ironed

underpants  
 undershirts  
 socks

laundered  
 washed

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

1. บริการซักผ้า.....

2. บริการรีดผ้า.....

3. บริการซักแห้ง.....

4. เสื้อสตรี.....

5. กระโปรง.....

6. เสื้อยืด.....

7. กางเกงขายาว.....

8. กางเกงขาสั้น.....

9. ชุดนอนชาย.....

10. ถุงเท้า.....

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

## II. Expressions and Patterns

### Questions :

Could/ Can you have my jacket dry cleaned right away?

I'd like to get my dress pressed by 7 this evening.

I have some shirts to be washed.

### Answers :

**Accept** Yes, sir/ madam.

Certainly, sir/ madam.

Of course, sir/ madam.

**Refuse** I'm very sorry sir/ madam. It won't be possible because

.....

### Questions :

- How long will it take?

that

### Answers :

- It takes an hour.

That a day.

## Typical guest's question and statement patterns

- I have some shirts to be washed.
- I have a suit that I need pressed before 7.00 this evening.
- Can you send someone up to get my shirts?
- When can I get them back?
- Oh, well, never mind.
- There's no hurry. Thank you.

## Housekeeper's response patterns

### Responding to the guest's questions

- I'm sorry, it won't be possible for this evening.
- The laundry is closed now.
- You will get it tomorrow morning around 9 o'clock.

### Getting information from the guest




- When do you need your suit?
- When will you need your shirts?
- When would you like these done for you?
- Will 10 o'clock be okay?
- Do you need it right away?
- Will tomorrow morning be all right?

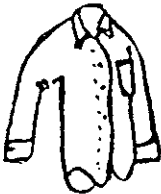


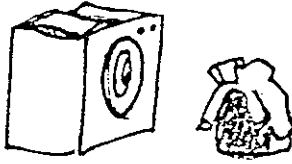

### Telling the guest you'll send someone or something up to his/her room

- The maid will bring your suit as soon as possible.

4. The instructor asks the learners to match the pictures in 2 columns.

**Instruction:** Listen to the hotel guests making requests. Then match the pictures in column B with pictures in column A by writing the letter in front of the space provide.

A	B
<p>1.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">coat</p>	<p>A.</p> <div style="text-align: center;">  </div>
<p>2.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Skirt</p>	<p style="text-align: center;">Pressing</p>

<p>3.</p>  <p>shirt</p> <p>4</p>  <p>safari suit</p> <p>5.</p>  <p>pyjama</p>	<p>B.</p>  <p>Laundry</p> <p>C.</p>  <p>Dry cleaning</p>
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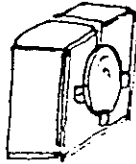
5. The instructor asks the learners to work in pairs and practice conversation .

**Instruction:** One is a guest at the Amari Rincome. Make requests for the services mentioned below by using language patterns you've studied. The other works there. Respond to his/her request.

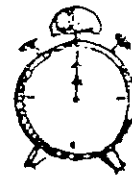
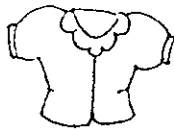
**Example**

You: Could you have my shirt pressed by seven?

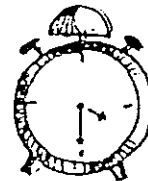
1.



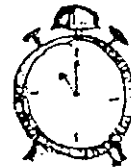
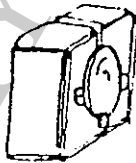
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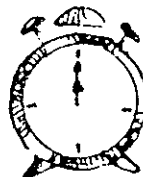
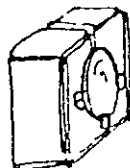
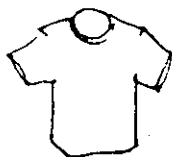
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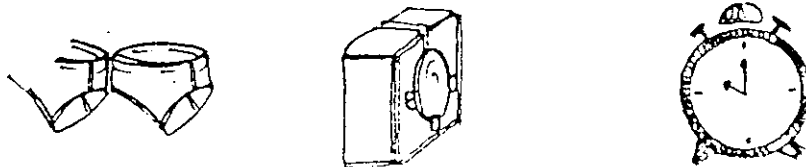
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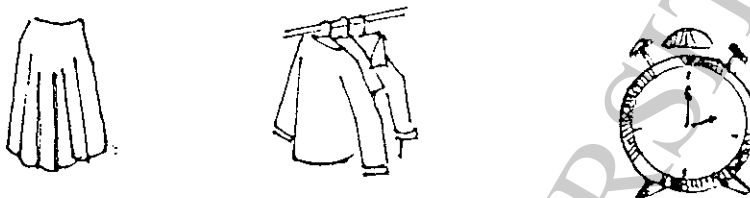
5.



6.



7.



8.



### Section II Practice

6. The instructor asks the learners to listen to the conversation.

Housekeeper : Housekeeping. May I help you?

Caller : Yes, I have some shirts to be washed.

Housekeeper : When do you want them, sir?

Caller : Not straight away.

Housekeeper : Will tomorrow morning be all right?

Caller : That'll be fine. But I have a suit that I need pressed before 7.00 this evening.

Housekeeper : I'm sorry, sir. It won't be possible for this evening.

Caller : Oh, well, never mind.

7. The instructor divides the learners into two groups to practice the conversation, then lets them practice in pairs again.

8. The instructor asks the learners to work in pairs and do the role play in making and

replying to the inquiries and the requests in laundry service.

**Task :**

1. Housekeeping : .....
- Guest : How soon could I get my dress pressed?
- Housekeeper : .....
- Guest : Can you send the maid up to get it?
- Housekeeper : .....?
- Guest : 516.
  
2. Housekeeping : .....
- Guest : Excuse me. Can I get my blouse mended?
- Housekeeper : .....
- Guest : Tomorrow morning, please.
- Housekeeper : ..... maid up to.....?
- Guest : 345.

**Period I (Task ) (90 min.)**

**Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Task cycle (30 min.)**

**Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Performing (10 min.)**

6. The learners do the role- play in front of the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

**Language focus (10 min.)****Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners review words, phrases, and patterns and write them down in their notebooks.

PAYAP UNIVERSITY



**Lesson Plan**  
**For**  
**Lesson VI Dealing with complaints**

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Housekeepers
<b>No. of learners:</b>	4
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Dealing with complaints
<b>Terminal objective:</b>	The learners are able to make a conversation orally in making and answering to complaints.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"> <li>1. pronounce and tell the meaning of vocabulary used in dealing with complaints</li> <li>2. use expressions and patterns used for dealing with complaints.</li> </ol>

**Procedure: Period I (90 min.)**

**Pre-task (50 min.)**

**Section I Warm – up**

1. The instructor introduces the vocabularies used in making and responding to the complaints to the learners.

**I. Vocabularies**

dirty	dust
dusty	clean
stained	
damp	replace
stuck	repair
torn	fix
broken	full
unmade	

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

- |                   |                  |
|-------------------|------------------|
| 1. สกปรก.....     | 2. เป็นฝุ่น..... |
| 3. รอยเปื้อน..... | 4. เปียก.....    |
| 5. สะอาด.....     | 6. เต็ม.....     |
| 7. ฉีก.....       | 8. ซ่อม.....     |

**II. Language Expressions and Patterns :****Complaints :**

- Can you do something about the air conditioner?  
It's not working.
- The room is dirty
- The shower doesn't work.
- The window won't open.
- The towels are torn.
- There's/ There are no....in.....

For example : There're no phone book in the room.

- The.....is/ are.....It/They need(s).....ing.

For example : The floor is dirty. It needs cleaning.

-The .....hasn't/ haven't been.....ed

For example: The floor hasn't been cleaned.

### Replies/Apologies :

- I'm (very) sorry (about that) sir/madam.

- I'm very sorry sir/ madam I'll clean it right away.

I'll have it fixed immediately.

I'll report it right away.

I'll get some new ones.

I'll bring one/some up for you.

I'll send someone up to (clean) it right away.

I'll have it .....ed...

For example: I'll have it cleaned at once.

### Verbs of cleaning and housekeeping

brush	fill	water (a plant)
clean up (dirt, liquid)	mop up (liquid)	wipe
clear up (objects or pieces)	refill	wipe off (a mark)
dust	replace	
empty	vacuum	

### Expressions for faults and damage

broken	empty	not working
cracked	full of (holes, etc.)	out of order
dirty	greasy	torn
dusty	missing	




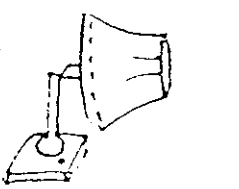
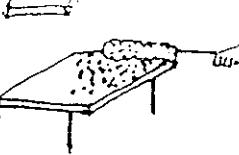

### Talking about accidents

I'm afraid I've (broken a glass).

It's all right. I'll (clear it up).

3. The instructor asks the learners to describe the items in the pictures then write the number of the item in front of the word.

**Instruction:** Find the word that describes what is wrong with each item in the pictures. Then write the number of the item in front of the word.

1.		..... stuck
2.		..... dusty
3.		..... torn
4.		..... stained
5.		..... broken
6.		..... wet
		..... unmade
		..... full

7.

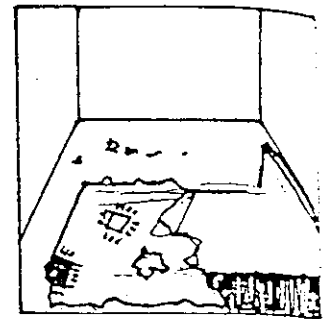
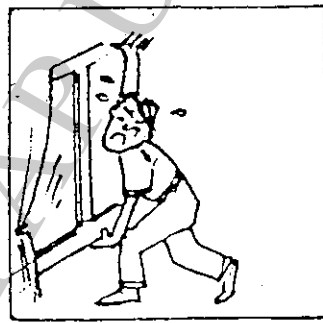


8.



4. The instructor asks the learners to find the main idea after listening to the conversation, then write down the number in front of the pictures

**Instruction:** Listen to the conversation between the hotel guest and the hotel staff.  
What are the guests complaining about? Write down the number in front of the pictures that match the complaints.



## Section II Practice

5. The instructor asks the learners to work in pairs and practice conversation in responding to the complaints given.

**Example :** The air conditioner isn't working.  
 Hotel guest : The air conditioner isn't working.  
 You : I'm very sorry, sir. I'll report it right away.

1. Hotel guest : The toilet doesn't flush.  
 You :
2. Hotel guest : The room hasn't been cleaned.  
 You :
3. Hotel guest : This blanket is torn.  
 You :
4. Hotel guest : The beside table is dusty.  
 You :
5. Hotel guest : My bed hasn't been made.  
 You :

6. The instructor asks the learners to answer appropriately after listening to the complaints.

**Example :**  
 Guest : The minibar is empty. It needs refilling.  
 Housekeeper : I'll send someone to refill it right away.

1. Guest : The desk is dirty. It needs dusting.  
 Housekeeper: .....
2. Guest : The flowers are almost dead. They need watering.  
 Housekeeper: .....
3. Guest : The ashtray is full of cigarette butts. It needs emptying.  
 Housekeeper: .....
4. Guest : The sheets is full of holes. It needs changing.  
 Housekeeper: .....
5. Guest : The carpet is dirty. It needs vacuuming.  
 Housekeeper: .....

6. Guest : The toilet roll is finished. It needs replacing.  
Housekeeper: .....
7. Guest : The sink is greasy. It needs wiping.  
Housekeeper: .....
8. Guest : The TV is out of order. It needs repairing.  
Housekeeper: .....
9. Guest : The water jug is empty. It needs refilling.  
Housekeeper: .....
10. Guest : The light bulb in my room has been broken. It needs replacing.  
Housekeeper: .....

7. The instructor asks the learners to work in pairs. Make a short conversation between the guest and housekeeper with the situation and expressions given.

**Example :** (A guest knocks over a plate of food)

Guest : I'm afraid I've knocked over a plate of food.

Housekeeper : It's all right sir. I'll clean everything up.

1. A guest breaks a glass.
2. A guest knocks over a vase of flowers.
3. A guest spills some face powder on the floor.
4. A guest pulls a curtain down.
5. A guest drops his breakfast tray on the floor.
6. A guest tears a sheet.
7. A guest pulls an electric wire out of a plug.
8. A guest pulls a towel rail out of the wall.
9. A guest spills some milk on the carpet.
10. The child of a guest draws a picture on the wall.

clean everything up

bring another one

use the vacuum cleaner on it

wipe it off

bring a new one

put it up again

replace it

clear everything up

change it

mop it up


clear up the pieces

screw it back

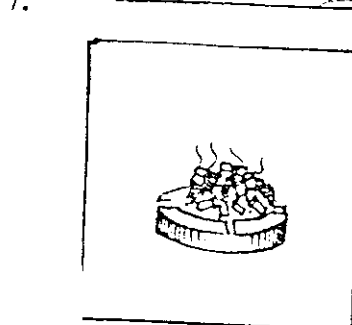
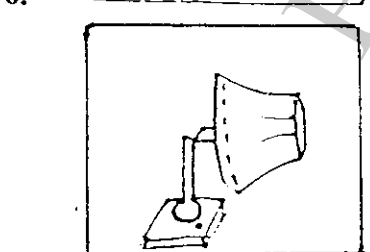
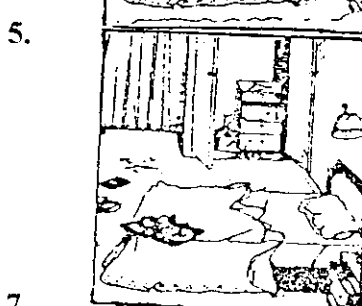
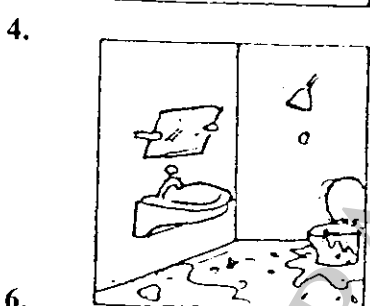
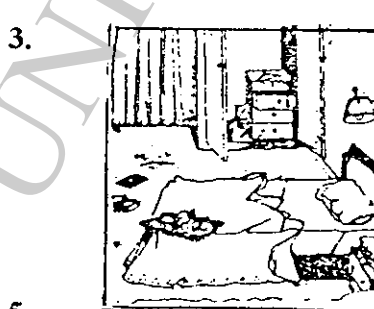
8. The instructor asks the learners to work in pairs and look at the pictures given then practice complaining and answering the complaints.

**Instruction :** Look at the pictures. One is a guest at Amari Rincome and make a complaint. The other works there and answers the complaints by using the patterns you have learned.

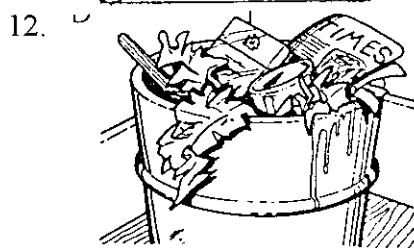
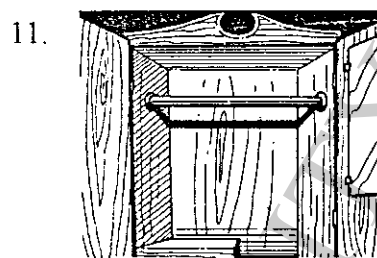
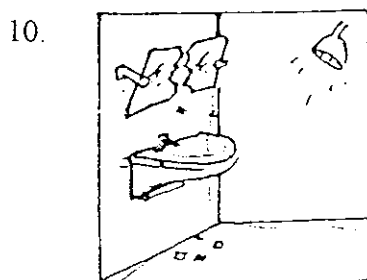
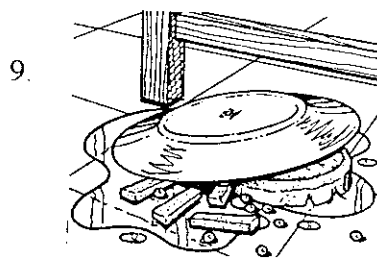
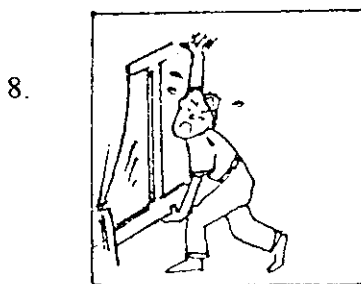
**Example :**



**You :** The shower doesn't work.







9. The instructor asks the learners to listen to the conversation.

1.

- Housekeeper : Housekeeping. May I help you?  
 Guest : I'm a very big person, but the bed's very small.  
 Housekeeper : Oh, we'll change your bed if you like, sir.  
 Guest : Yes, please.  
 Housekeeper : What's your room number, please?  
 Guest : 576.

2.

- Housekeeper : Housekeeping.  
 Guest : The air conditioner in my room doesn't work.  
 Could you send someone up to fix it?  
 Housekeeper : Yes, madam. What's your room number?  
 Guest : 315.

3. Housekeeper : Housekeeping. May I help you?

- Guest : The power in my room is off at the moment.  
 Housekeeper : Oh, I'm sorry to hear that. I'll attend to it right away.  
                   What's your room number, sir?  
 Guest : 245.

10. The instructor divides the learners into two groups to practice conversation, then lets them practice in pairs again.  
 11. The instructor asks the learners to work in pairs and complete the dialogue given, then do the role play in answering the complaints.

**Task :**

1.

Housekeeper : .....

Guest : The television in my room is out of order.

Housekeeper : .....

.....right away, sir.

Guest : Thank you.

Housekeeper : .....

Guest : 245.

2. Housekeeper : .....

Guest : This is Mrs. Howells. I wanted to take a shower, but when I turned it on, no water came out at all.

Housekeeper : .....

.....straight away, madam.

Guest : 365.

**Period I (Task ) (90 min.)**

**Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.

2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Task cycle (30 min.)**

**Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Performing (10 min.)**

6. The learners do the role- play to the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

**Language focus (10 min.)**

**Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners review words, phrases, and patterns and write them down in their notebooks.

## Lesson Plan

For

### Lesson VII Taking Orders (Room Service)

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Food and Beverage personnel
<b>No. of learners:</b>	5
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Taking Orders (Room Service)
<b>Terminal objective:</b>	The learners are able to make a conversation orally in taking the orders and giving suggestions to the guest.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"><li>1. pronounce and tell the meaning of the vocabulary used in taking orders.</li><li>2. use expressions and patterns for taking orders.</li></ol>
<b>Procedure:</b>	<b>Period I (90 min.)</b>
<b>Pre-task:</b>	<b>(50 min.)</b>
<b>Section I Warm – up</b>	

1. The instructor introduces the vocabularies used in taking orders from the learners.

## Vocabulary

American breakfast	marmalade
bacon	orange juice
butter	pineapple juice
coffee	soda
Continental breakfast	straight on the rocks
drink	tea
fried egg	toast
fruit juice	tomato
gin	tonic
immediately	whisky
lemon	

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

1. เหย.....	2. แยมผิวส้ม.....
3. น้ำผลไม้.....	4. น้ำส้ม.....
5. น้ำสับปรด.....	6. มะนาว.....
7. มะเขือเทศ.....	8. ขนมหิงปิ้ง.....

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

### Language Expressions and Patterns

#### (a) Typical guest's question and statement patterns

- Can I get breakfast in my room?
- Can I have breakfast in my room?
- Can I have breakfast served in my room tomorrow morning?
- I'd like breakfast served in my room tomorrow morning. Is that possible?
- I'd like to order breakfast, please.
  
- I think I'll have the Continental breakfast.
- I think I'll have the American breakfast.

- I'd like you to send some drinks up to my room, please.
- I'd like some tea, please.
- I'd prefer orange juice.
- I'd like pineapple juice, please.
- Tea, please, with some lemon.
- Coffee, please.
  
- How long will it take?
- Could you bring it up at 8 o'clock?
- I'd like my breakfast served as early as possible.
- No, not immediately. Could you bring it up in twenty minutes?
- About eight o'clock, I think.
- Eight o'clock, please.

**(b) Room service clerk's response patterns**

**(1) Responding to the guest's questions**

- Certainly, madam. Breakfast is served in your room from 7 to 10.
- We begin serving breakfast at 7 o'clock.
  
- I'm afraid that breakfast can only be served in bedrooms between 7 o'clock and 10 o'clock.
- I'm sorry, we don't start serving breakfast until 7 o'clock.
- I'm sorry, we don't serve breakfast until 7 o'clock.
- I'm sorry, the kitchen is closed now. We open at 11:30.
- Not before 7.00 and not after 10.00. It's a rule.

**(2) Getting information from the guest**

- What would you like the Continental breakfast or the American breakfast?
- The Continental breakfast or the American breakfast?
  
- How would you like your eggs, sir?
  
- For how many?
- How many would you like?
- For just one person?

- What kind of fruit juice would you like?
- Would you like orange juice or pineapple juice?
- Orange juice or grapefruit juice?
- And would you prefer tea or coffee?
- Tea or coffee?
  
- Would you like your breakfast immediately?
- And at what time would you like breakfast?
- At what time?
  
- Is there anything else, madam?
- Would you like anything else?
- Anything else?

**(3) Telling the guest how long it will take**

- The waiter will be up in a few minutes.
- It won't take long.
- It'll take 20 minutes.

4. The instructor asks the learners to match the statement or question between 2 columns.

**Instruction:** Match each statement/ question in column A with its response in column B.

<b>The guest</b>	<b>The room service clerk</b>
<b>Column A</b>	<b>Column B</b>
(1) I'd like to have lunch in my room. What can I have?	a. There should be a menu in the drawer of the table next to the bed.
(2) Can I have breakfast in my room?	b. How would you like your boiled eggs, sir?
(3) I'd like some bacon, boiled eggs, toast and a cup of black coffee, please.	c. Certainly, sir. Breakfast is served in your room from 7.00 to 10.00.
(4) My friend and I would like some sandwiches, please, and could you bring a couple of Singha beers? I like them cold.	d. Very good, sir. What kind of sandwiches would you like?

- (5) I'd like the Continental breakfast, please. e. Yes, madam. I'll bring it to you in a few minutes.

5. The instructor asks the learners to choose the correct answer.

**Instruction** : Choose the correct statement/ question to complete each of the following exchanges.

1. Room Service : Room Service. May I help you?

Caller : I'd like some breakfast, please.

Room Service : .....

- What do you have in the American breakfast?
- Will that be all, sir?
- Would you like dessert now?
- I'm sorry. We don't start serving until 7.00, sir.

2. Room Service : Room Service. Good morning.

Caller : Good morning. This is Mr. Miller, room 402. I'd like to order breakfast, please?

Room Service : .....

- Certainly, Mr. Miller. Which breakfast would you prefer, the Continental breakfast or the American breakfast?
- Here is your order, sir.
- What time may I call to collect the tray, sir?
- It will take about ten minutes, sir.

3. Room Service : A Continental breakfast?

Caller : Yes.

Room Service : .....

Caller : Coffee, please.

- With tea or coffee?
- Would you like coffee?
- One coffee, one tea?
- Espresso coffee?

4. Room Service : Room Service.

Caller : I'd like you to send some drinks up to my room, please.

Room Service : .....

- Your dessert and tea, sir.



- b. Would you like them immediately?
- c. Certainly, sir. How about this one?
- d. Would you like ice with your coke?

5. Room Service : Room Service.

Caller : Yes, this is room 304.

Room Service : .....

Caller : We'd like some tea sent up.

- a. I suggest you order apple pie.
- b. It won't take long. Just a few minutes.
- c. What would you like to have, madam?
- d. What about cakes and fruit juice, madam?

### **Section II Practice**

6. The instructor presents the conversation to the learners.

#### **Example :1.**

Room Service : Room Service. May I help you?

Guest : Yes, I'd like to order breakfast, please.

Room Service : What kind of breakfast would you like, sir?

Guest : The American breakfast.

Room Service : For how many, sir?

Guest : For one.

Room Service : Yes, sir. What would you like to start with?

Guest : I'll start off with a glass of grapefruit juice—no, wait a minute, I see there's cereal too. I'll have corn flakes. Then I'll have bacon, eggs and mushrooms.

Room Service : How would you like your eggs, sir? Poached, scrambled, fried or boiled?

Guest : Scrambled, please.

Room Service : And would you like marmalade, honey or jam with your toast?

Guest : Oh, definitely, marmalade.

Room Service : And tea or coffee?

Guest : A nice big pot of coffee, please.

Room Service : At what time would you like your breakfast?

Guest : 7.30.

Room Service : And your room number, please?

Guest : 423.

Room Service : Thank you.

**Example :2**

Room Service : Room Service. Can I help you?

Guest : I'd like you to send some drinks up to my room, please.

Room Service : What would you like, sir?

Guest : Two whiskies, one on the rocks, the other with soda  
and one gin and tonic.

Room Service : What's your room number, please?

Guest : 401. How long will it take?

Room Service : The waiter will be up in a few minutes.

Guest : Thank you.

Room Service : Good-bye.

**Example 3**

Guest : Yes, come in.

Room Service : Good morning. I've brought you your breakfast, madam.

Guest : Oh yes. Thank you. Could you put it on the desk over there,  
please?

Room Service : Shall I pour you a cup of coffee straight away, madam?

Guest : No, thanks I'll pour it myself in a minute.

Room Service : Is there anything else, madam?

Guest : No...no, I don't think so. Thank you.

Room Service : Good-bye, madam.

7. Instructor asks the learners to practice the conversation in pairs then present to their friends.
8. The instructor asks the learners to work in pairs and do the role play in taking the orders and giving the suggestions to the caller by completing the conversation.

**Task** : A guest wants to have breakfast in her room. Respond to her questions.

Room Service : .....

Guest : Yes, I'd like some breakfast.

Room Service : .....

Guest : Breakfast steak topped with fried egg, please.

Room Service : .....

Guest : Orange juice, please.

Room Service : .....

Guest : For two. How long will it take?

Room Service : .....

Guest : 511.

Room Service : .....

### **Period I (Task) (90 min.)**

#### **Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

#### **Task cycle (30 min.)**

##### **Planning (20min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

##### **Report (10 min.)**

6. The learners do the role- play to the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

##### **Language focus (10 min.)**

##### **Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners reviews words, phrases, and patterns and write them down in their notebooks.

**Lesson Plan**  
**For**  
**Lesson VIII Taking a Reservation**

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Food and Beverage personnel
<b>No. of learners:</b>	5
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Taking a Reservation
<b>Terminal objective:</b>	The learners are able to make a conversation orally in taking a reservation by phone and giving information to the guest.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"><li>1. pronounce and tell the meaning of vocabulary used in taking a reservation.</li><li>2. use expressions and patterns for taking a reservation</li></ol>

**Procedure: Period I (90 min.)**

**Pre-task (50 min.)**

**Section I Warm – up**

1. The instructor introduces the vocabularies used in taking a reservation.

## II. Vocabulary

close

reserve

make a reservation

table

open

Thai classical dance show

midnight

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

1. ปิด.....

2. เปิด.....

3. จอง.....

4. เขียงคีน.....

5. การแสดง.....

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

### Language Expression and Patterns

#### (a) Typical guest's question and statement patterns

- I'd like to reserve a table for two, please.
- I'd like to make a reservation for this evening at 7.30.
- I'd like to reserve a table near the window for three at lunchtime.
- Do you have a table for two this evening?
- Do you have a private room for 10 for lunch today?
- The name's Rogers, and we'd like to have lunch at 12.00.
- Mark down for Robert Watson, please.
- What time do you open this evening?
- Do you have a Thai classical dance show?
- What time does the band start playing?
- Mark it 7.30 then, and near the dance floor if possible.
- Oh, about 7 o'clock, I suppose.
- 12.30 if possible.
- For tonight
- For this evening.
- For lunch today.

- O.K. 8 o'clock would be all right.
- That's too late.

**(b) Waiter's response patterns**

**(1) Accepting a reservation**

- A table for two for this evening for Mr. Butcherd.
- A table near the window for three at 12.00 for Rogers.
- That'll be fine, madam.
- Yes, thank you, Mr. Smith. We look forward to seeing you.
- Certainly, sir. Thank you.
- Very good, madam. Thank you.

**(2) Finding out what the guest wants**

- For what time?
- When would that be for?
- What time will you be arriving?
- What time is it?
- Is that today, madam?
- For how many?
- How many would that be for?
- Who's the reservation for?
- Who's the booking for?
- May I have your name please, sir?
- What's your name, sir?
- What name is it, please?
- I'm sorry, I didn't quite catch that. Could you spell your name, please?
- I'm sorry, I didn't hear you. Could you repeat that, please?

**(3) Giving the guest information about the restaurant hours**

- I'm sorry, we're not open on Mondays.
- We open at 6 p.m.
- We close at 12 p.m.
- We're open until midnight.
- I'm afraid we only serve lunch until 2.30 p.m.

**(4) Refusing a reservation**

- I'm sorry there aren't any tables left for 7.00, but we can give you one at 8.30.
- I'm sorry, the restaurant is full.
- I'm sorry, we're fully booked at 7.00.

4. The instructor asks the learners to match the statement between two columns.

**Instruction:** A waiter and a guest are conversing. The waiter begins the conversation by reading the first statement in column A. The guest has to find and read the correct response from column B. Then the first person selects and reads the right response to his partner's speech. Continue until the conversation is completed.

**The waiter**

Column A

- The Talay Tong.
- I'm afraid, we only serve lunch until 2.30 p.m., madam.
- Very good, Mrs. Bellington. A table for five at 1 p.m. today.
- Very good, and what name, please?
- And is that today, madam?
- At what time, madam?

**The guest**

Column B

- Bellington, Mrs. Martha Bellington.
- I'd like to reserve a table for five.
- Of course.
- Oh, about 2 o'clock, I suppose.
- Oh, well, 1 o'clock then, and it must be by the window.

5. The instructor asks the learners to fill in the missing words in the blanks.

**Instruction:** Fill in the missing words in each of the following exchanges.

1. Waiter : The Wanalai. May I .....you?

Guest : What time do you open this evening?

2. Guest : Good morning. Do you have a private room for 10 for lunch today?

Waiter : .....would that .....for?

3. Guest : Do you have a table for this evening at 7.30?

Waiter : .....many.....that be for?

Guest : Four.

4. Guest : I'd like to reserve a table near the window for three. The name's Welty, and we'd like to have lunch at 3.00.

- Waiter : I'm afraid we only..... lunch.....2.30.
5. Guest : I'd like to make a reservation for six at 7.00.
- Waiter : I'm sorry, we're.....booked at 7.00,.....  
we.....give you.....at 8.00.
6. Guest : I'd like to book a table for tonight, please. The name's Palmer.
- Waiter : I'm sorry. I.....hear you.  
Could you.....that,.....?
7. Guest : What time do you serve lunch?
- Waiter : ..... 11.30..... 1.30, madam.
- Guest : Please reserve a table for seven, at 11.30. My name's Garcia.

## Section II Practice

6. The instructor presents the dialogue to the learners about taking a reservation by phone, giving information and fully booked.

### Example: 1

- Waiter : Busaba Restaurant. May I help you?
- Guest : I'd like to reserve a table for two for this evening, please.
- Waiter : For what time, sir?
- Guest : Around 7.00.
- Waiter : May I have your name, sir?
- Guest : Butcherd.
- Waiter : I'm sorry, I didn't quite catch that.  
Could you spell your name, please?
- Guest : Butcherd. B-U-T-C-H-E-R-D.
- Waiter : Yes, thank you. A table for two for this evening for Mr.  
Butcherd.
- Guest : That's right.
- Waiter : Thank you, sir.
- Guest : Thank you. Good-bye.

### Example 2

- Waiter : The Sala Rim Nam. May I help you?
- Guest : What time do you open this evening?
- Waiter : At 6.00, madam. And we close at midnight.
- Guest : I'd like to make a reservation for this evening at 7.30.



Waiter : For how many, madam?  
 Guest : Four.  
 Waiter : What's your name, please, madam?  
 Guest : Winn.  
 Waiter : That'll be fine, madam.  
 Guest : Do you have a Thai classical dance show?  
 Waiter : Yes, there will be a show this evening.  
 Guest : Very good. We really would like to see it.  
 Waiter : Thank you, madam. Good-bye.

### Example 3

Waiter : Le Kongkam. May I help you?  
 Caller : Do you have a table for six for this evening at 7.30?  
 Waiter : I'm sorry, sir. There aren't any tables left for 7.30, but we can give you one at 9.00.  
 Caller : That's too late.  
 Waiter : I'm sorry, sir.  
 Caller : Thank you.  
 Waiter : Thank you. Good-bye.

7. The instructor asks the learners to practice the conversations in pairs then presents to the class.
8. The instructor asks the learners to work in pairs and do the role play in taking a reservation by phone and giving information to the guest by completing the dialogue given.

**Task :** The guest would like to reserve a table for dinner at La Gritta.

Respond to his questions and give him information.

Waiter : .....

Guest : I'd like to make a reservation for this evening.

Waiter : .....

Guest : For five.

Waiter : .....

Guest : Around 7.30.

Waiter : .....

Guest : Senatra, Nancy Senatra.

Waiter : .....

.....  
 Guest : Senatra. S-E-N-A-T-R-A.

Waiter : .....

.....(repeat the reservation again).....

Guest : That's right.

Do you have a piano concert?

Waiter : .....

Guest : Very good.

Waiter : .....

Guest : Thank you. Good bye.

### **Period I (Task ) (90 min.)**

#### **Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

#### **Task cycle (30 min.)**

##### **Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

##### **Report (10 min.)**

6. The learners do the role- play to the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

##### **Language focus (10 min.)**

##### **Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners reviews words, phrases, and patterns and write them down in their notebooks.

**Lesson Plan**  
**For**  
**Lesson IX Taking Orders**

- Subject:** English for Hotel Personnel
- Class:** Food and Beverage personnel
- No. of learners:** 5
- Duration:** 1 period (90 minutes)
- Content:** Taking Orders
- Terminal objective:** The learners are able to make a conversation orally in taking the orders and giving suggestions something to the guest.
- Enabling objectives:** The learners will be able to
1. pronounce and tell the meaning of vocabulary used in taking orders.
  2. identify the food items in the menu.
  3. tell the names of different kinds of food.
  4. use expressions and patterns for taking orders.

**Procedure: Period I (90 min.)**

**Pre-task (50 min.)**

**Section I Warm – up**

1. The instructor introduces the vocabularies used in taking orders.

**I. Vocabulary**

don't know	decide	allergic
not sure	make up my mind	diabetic
a few minutes	suggest	dieting
some more/	recommend	vegetarian
a little more		Jewish
		Muslim
specialty		Hindu

starter/ appetizer	fruit	<b><u>taste/flavor:</u></b>
main course/ entrée	vegetables	spicy/hot
dessert	seafood	mild

**cooking methods :**

poached	raw	sweet
baked	cooked	sour/tart
fried	fresh	savory
grilled		bland
boiled		rich/creamy

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

- |                              |                           |
|------------------------------|---------------------------|
| 1. ตัดสินใจ.....             | 2. แนะนำ.....             |
| 3. แพ้ (อาหารบางประเภท)..... | 4. เป็นโรคเบาหวาน.....    |
| 5. ลดน้ำหนัก.....            | 6. มั่งสละวิริติ.....     |
| 7. อาหารจานพิเศษ.....        | 8. อาหารเรียกน้ำย่อย..... |
| 9. อาหารหลัก.....            | 10. อาหารว่าง.....        |
| 11. ผลไม้.....               | 12. ผัก.....              |
| 13. อาหารทะเล.....           | 14. รสชาติ.....           |
| 15. เผ็ด.....                | 16. ไม่เผ็ด.....          |

- |                   |                    |
|-------------------|--------------------|
| 17. หวาน.....     | 18. เปรี้ยว.....   |
| 19. นีรสชาติ..... | 20. ขาดรสชาติ..... |
| 21. สด.....       | 22. คีบ.....       |
| 23. ชุก.....      | 24. ต้ม.....       |
| 25. ย่าง.....     | 26. อบ.....        |
| 27. ทอด.....      |                    |

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

**Taking an order :**

- Would you like to order drinks (first)?
- May I take your order?
- What would you like to have?
- Are you ready to order?

-I/ we'd like .....

-I/we'll have.....

I'm not sure.

Let me see/ think.

I don't know.

I/ we need                    a few minutes  
    some more time.  
    A little more time.

- Very good, sir/madam
- Certainly, sir/ madam.
- Yes, sir/madam

**Suggesting/ Recommending :**

**Guest :**

- I haven't decided on	an appetizer/
-I can't make up my mind on	a starter
	a soup

a dessert  
 a main course

-What would you suggest  
 What do you recommend?

**Waiter :** -I can recommend . It's our chef's specialty.  
 I suggest It's excellent.  
 very good.

**Guest :** - I'm allergic to .....

Diabetic  
 Dieting What can you  
 Jewish suggest/ recommend?  
 A Muslim  
 A Hindu  
 A vegetarian

- I don't eat  
 like .....

- Would you explain something on the menu?  
 Can you this dish

-What's in this dish?  
 This dish made of?  
 This dish?  
 Starter?

-It's a soup made of ..... It tastes .....  
 salad  
 main course with It's flavor is.....  
 dessert  
 an appetizer  
 entrée

**G:** - How is it cooked?

How is the .....prepared?

**W:** -It's .....(with.....).

It's .....(and then.....).

(served with.....).

G: -Does .....have.....

Does it have..... in it?

A lot of.....

Any.....

4. The instructor asks the learners to categorize the jumbled list from the menu correctly.

**Instruction:** Arrange this jumbled list from the menu into the correct categories, using the menu to be sure!

**Starter/ appetizer**

**soup**

**salad**

**main dish/**

**dessert**

**entrée**

The big bowl	Mango and coconut cream soup	A selection of hors d'oeuvres
Surf and Turf	Fresh fruit plate	Tuna fish salad
Veal Zurich style	Shrimp spring rolls	Sweet crepe with a fruit and cream filling
		Tomato consomme

5. The instructor asks the learners to match the food with its definition and discuss each dish with friends.

**Instruction:** Match the food with its definition. Then, discuss each dish with your partner, and choose from the taste/flavor and cooking vocabulary to describe each dish.

**Example :**

**Guest :** Gung obb woon sen?

**Waiter:** It's baked river prawns with vermicelli and Oriental herbs.

Tom nua	Sai oua	Nam prik ong	Thod mun pla
Tom kah kai	Gaeng hang lay	Kaeng kiew wahn moo yod maprao orn	

- .....1. Minced pork with crispy pork skin and a tomato dip
- .....2. Pork curry with peanuts “ Lanna style”
- .....3. Spicy beef soup with fresh galanga
- .....4. Deep fried minced fish patties with chilli paste
- .....5. Spicy chicken soup flavoured with coconut milk , galangal and lemongrass
- .....6. Pork curry with fresh buds from a coconut tree
- .....7. Grilled Chiang Mai sausage with condiments

6. The instructor asks the learners to work in pairs and make a conversation in asking and giving description a dish from the item 5 above.

**Instruction:** Filled in the blanks in the dialog as you and a partner play the guest and the waiter/waitress.

G: Can you explain..... for me?

W: Certainly, sir/madam. It's made of.....

.....  
The flavor is .....

G: Does it have ..... in it?

W: Yes, sir/ madam, it does./ No, it doesn't.

G: I see. Well, I'd love it.

W: Yes, sir/ madam.

## Section II Practice

7. The instructor presents the dialogue about taking order between the waitress and the hotel guest to the learners.

1.

Waiter: Would you like to order, sir ?

Dinner : Yes, I will have a fillet steak and chips, please.

Waiter: How would you like the steak? Rare , medium, or well done?

Dinner : Rare, please.

Waiter : Would you like some vegetables?



Dinner : Yes, please.

Waiter : What kind of vegetables would you like? We've got a choice of fresh asparagus, green beans, spinach, and grilled tomatoes.

Dinner : I'll have some asparagus with Hollandaise sauce.

Waiter : I'm sorry, we haven't got any Hollandaise sauce.  
It's served with melted.

Dinner : Mmm... Okay.

Waiter : Would you like anything to drink?

Dinner : Yes. A small bottle of Beaujolais, please.

Waiter : Yes, sir.

2.

Waitress: "What would you like to order, please?"

Guest : "I don't know. I can't decide. Anything to recommend?"

Waitress: "Today's speciality is vegetarian spring rolls."

Guest: "No, I would prefer something more spicy."

Waitress: "Perhaps I could recommend Nua phad prik gaeng." It's our chef's speciality.

Guest: "That sounds interesting. Can you explain this dish for me?"

Waitress: Certainly madam. It's made of fried beef with red curry. The flavor is quite hot.

Guest: Does it have a seafood in it? I'm allergic to it.

Waitress: No, it doesn't.

Guest: I see. So, I'll try Nua phad prik gaeng and Traditional Caesar salad.

Waitress: "That's all right."

Guest: "Please bring me some steamed rice."

Waitress: "Certainly, madam."

"Let me repeat your order: Nua phad prik gaeng and Traditional Caesar salad with steamed rice."

Guest: "All right."

8. The instructor asks the learners to practice the conversation in pairs then present to the class.

9. The instructor asks the learners to work in pairs and do the role play in taking the order and giving recommendations then describing the dish in the menu by using the role cards given and completing the dialogue provided.

You are a waiter/waitress at Lanna Coffee shop at Amari Rincome. You take the order and give a recommendation while describing a dish from the menu that the guests interested in that includes the ingredients and its flavor.

You are the guest and you love spicy food but you are a Muslim who cannot eat pork. So, you ask the waiter to recommend dishes for you.

- W: .....
- G: We are Muslims and we would like something more spicy. What can you recommend?
- W: Perhaps I could recommend .....
- G: Can you explain..... for me?
- W: Certainly, sir/madam. It's made of.....
- The flavor is .....
- G: Does it have ..... in it? I can't eat pork.
- W: .....
- G: How about Gaeng phed ped yang? What's this dish made of?
- W: .....
- G: It's sound good. Is it spicy?
- W: .....
- G: I see. Well, I'd love it.
- W: Yes, sir.

**Period I (Task ) (90min.)****Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Task cycle (30 min.)****Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Performing (10 min.)**

6. The learners do the role- play in front of the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

**Language focus (10 min.)****Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners review words, phrases, and patterns and write them down in their notebooks.

**Lesson Plan**  
**For**  
**Lesson X Dealing with Complaints**

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Food and Beverage personnel
<b>No. of learners:</b>	5
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Dealing with Complaints
<b>Terminal objective:</b>	The learners are able to make conversation orally in making and responding to complaints
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"><li>1. pronounce and tell the meaning of vocabulary used in dealing with complaints.</li><li>2. differentiate the conversations between complaints about food or complaints about services.</li><li>3. use expressions and patterns used for dealing with complaints.</li></ol>

**Procedure: Period I (90 min.)**

**Introduction (50 min.)**

**Section I Warm – up**

1. The instructor introduces the vocabularies used in making and responding to the complaints to the learners.

**I. Vocabulary**

busy	middle
complaint	raw
cook	warm
dining-room	hurry

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

- |                    |                      |
|--------------------|----------------------|
| 1. บุ่ง (งาน)..... | 2. การตำหนิ.....     |
| 3. ทำอาหาร.....    | 4. รีบเร่ง.....      |
| 5. ดิบ.....        | 6. (สุก)ปานกลาง..... |
| 7. สุกพอดี.....    | 8. ไหม.....          |

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

**Language Expressions and patterns****(a) Typical diner's complaints**

- This doesn't taste right. It tastes sour.
- This martini is too sweet.
- I ordered a medium steak, and this is well done.
- The steak is overcooked.
- egg undercooked
- potato burnt
- raw
- tasteless
- That's not what I ordered. Please take it back.
- This coffee is too strong.
- This fish tastes as if it were caught a year ago.
- My wife and I have been kept waiting nearly an hour for our meal.
- I've been trying to catch your attention now for the last 15 minutes.
- How long will our meal take?
- How much longer are we going to have to wait for our meal?

- No, thanks, but tell them to hurry.
- You've been ignoring us all evening. We finished our dinner 20 minutes ago. If you don't bring the bill in the next two minutes, we're leaving.
- The sun's shining straight into my eyes. Could we change tables?
- We'd rather change tables. It's too warm here.
- We can't see the band from here. Is it possible to change tables?
- I'm freezing. Can you turn down the air conditioner?

**(b) Waiter's response patterns**

**(1) About the food**

- I'm terribly sorry, sir. Would you like it cooked a little more?
- I'm terribly sorry. I can give you something else if you'd like.
- I'm sorry, madam/sir. I'll change it for you immediately.  
right away.  
straight away.
- I'll get you another one.
- Would you please wait for a while?
- I'll have them prepare another one. Would you like something else while you're waiting?
- I'll have them make you another one. Would you like a salad while you're waiting.
- Would you please wait for a while?
- Would you like me to send it back?
- I'll speak to the chef and see what he can do.
- I can give you a fillet of sole, sir.
- I can offer you T-bone steak, compliments of the chef.

**(2) About the service**

- I'm afraid duck takes quite a while to prepare.
- Just a few minutes.
- It won't take long.
- I'm sorry, madam. We're terribly busy this evening.
- I'm sorry, sir. Please excuse us. We're short of help.

11. Waiter! This just won't do. The wine's got a most peculiar flavor.

12. This isn't what I ordered. I wanted a crab cocktail.

- I'm sorry. I'll check with the chef.
- I'm sorry. I'll check again.
- I'm very sorry. I'll bring a new pot right away.
- I'm sorry, sir. I thought you said lobster.
- Yes, sir. I'll take it back. Perhaps you'd like to choose another wine instead, sir.
- I apologize for the mistake.
- I'm very sorry. I'll bring you a new order.
- I'm sorry, madam. We're terribly busy this evening.
- Perhaps you'd like to change your order, sir. The seloin is very tender.
- I'm very sorry. I'll replace it immediately.
- I'll get a clean cup right away.
- Oh, I'm sorry, sir, it should have been changed before. If you'll just wait one moment, I'll get a new one.

5. The instructor asks the learners to fill in the missing words in the small conversations.

**Instruction :** Fill in the missing words in each of the following exchanges.

1. Diner : This coffee is too strong.  
Waiter : I'm sorry. I'll.....you a .....pot.
2. Diner : Waiter! Look what you have done. Spilt soup all over my new dress.  
Waiter : I'm terribly sorry, madam. Perhaps if I could.....it..... a little warm.....
3. Diner : Waiter! How long does my meal take? I'm hungry.  
Waiter : It won't .....long, sir. I'll.....about your order. Would you like a .....while you are.....?
4. Diner : Look here waiter! There's a hair in my corn soup. Take it away.  
Waiter : I'm sorry, sir. I'll.....you a new .....
5. Diner : This isn't what I ordered. I said I wanted tomato soup. This is mushroom soup.

Waiter : I'm sorry, sir. There's been a .....  
I'll .....it.

## Section II Practice

6. The instructor asks the learners to differentiate between complaints about food and services then practice the conversation in pairs and present to the class.

**Instruction:** read the conversation given and tell which one is complaining about food and which one is complaining about services.

A.

Guest : "Waiter!"

Waiter : "Yes, madam."

Guest : "My steak is overdone. I asked for it medium."

Waiter : "I'm sorry, madam. I'll change it for you immediately."

B.

Guest : "Waitress! I have waited for my spaghetti nearly half an hour."

Waitress : "I'm sorry, sir. Would you please wait for a while?"

C.

Guest : "Waitress. I don't want to complain but there is something wrong with my soup."

Waitress : "I'm sorry, sir. What's the matter with your soup?"

Guest : "There is a worm in it. Here it is. It's quite big."

Waitress : "I'm sorry, sir. Would you like to change it or to order something else?"

Guest : "Bring me another dish. Roast beef salad, please."

Waitress : "That's all right."

D.

Diner : Waiter

Waiter: Yes, sir.

Diner : I've been trying to catch your attention now for the last 15 minutes.

Waiter : I'm sorry, sir. We're very busy.

Diner : How much longer are we going to have to wait for our dinner?

Waiter : I'm afraid duck takes quite a while to prepare. I'll see to your order.



Would you like salad while you are waiting?

Dinner : No, thank you.

E.

Diner: Waiter!

Waiter: Yes, sir.

Diner: This meat's raw. I told you I wanted it medium done.

Waiter: I'm terribly sorry, sir. Would you like it cooked a little more?

Diner: How long will that take?

Waiter: Just a few minutes. Would you like salad, while you're waiting?

Diner: No, thanks, but tell them to hurry.

Waiter: Yes, sir.

7. The instructor asks the learners to work in pairs and do the role play in complaining about food and service by completing the dialogue given.

1. G: Waitress! I don't want to complain, but there is something wrong with my salad.

W: ....., sir/madam.  
.....with your salad?

G: There is a worm in it. Here it is. It's quite big.

W: ....., sir/madam.  
.....something else?

G: Bring me another dish. Corn soup, please.

W: .....

2. G: Waiter!

W: .....

G: I've been trying to catch your attention now for the last 15 minutes.

W: .....

G: How much longer are we going to have to wait for our dinner?

W: .....  
.....while you are waiting?

G: No, thank you.

3.

- G: Bring me a glass of tomato juice, please.
- W: .....
- G: This tomato juice is too salty.
- W: .....
- G: Oh. Look what you have done! Split tomato juice all over my new dress!
- W: .....  
If you would like to have the dress cleaned and send the bill to us, we will be happy to take care of it.
- D: Oh, no, it doesn't matter. Forgot it. It probably won't stain very much.

### **Period I (Task) (90 min.)**

#### **Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

#### **Task cycle (30 min.)**

##### **Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

##### **Report (10 min.)**

6. The learners do the role-play to the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

##### **Language focus (10 min.)**

##### **Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves.
9. The learners reviews words, phrases, and patterns and write them down in their notebooks.

## Lesson Plan

For

### Lesson XI Reservation and Checking –In

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Front desk personnel
<b>No. of learners:</b>	4
<b>Duration:</b>	1 periods (90 minutes)
<b>Content:</b>	Reservation and Checking - In
<b>Terminal objective:</b>	The learners are able to make conversation orally in making reservations by phone and checking in.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"> <li>1. pronounce and tell the meaning of vocabularies and expressions used in making reservation and checking in.</li> <li>2. use expressions and language patterns for making reservation and checking in.</li> </ol>

**Procedure: Period I (90 min.)**

**Introduction (50 min.)**

**Section I Warm – up**

1. The instructor introduces the vocabularies used in making a reservation and checking-in.

## I Vocabulary

room rate

first name

arrival

a twin bed

middle name

departure

a double bed

last name

length of stay

Superior Suite

Deluxe Suite

Sweet Suite

a room with a mountain view

a room with a garden view

2. The instructor asks the learners to select information given used in reserving a room.

**Instruction:** When the guest wants to reserve a room, what information should you get from him? Circle the words.

room types	birthdate	number of people
length of stay	sex/gender	nationality
room rate	first name	time of arrival
middle name	time of departure	last name
passport number	bed type	

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

## Language Expressions and Patterns

The guest says:

**Requesting a reservation:**

I' d like to reserve/book a room for October 31<sup>st</sup>.

Can I reserve/ book for October 31<sup>st</sup>?

**The receptionist says:****Asking about room type:**

Superior, Deluxe, or Lanna Suite, sir/madam?

**Asking about length of stay:**

How many nights will you be staying?

How many nights do you plan to stay?

When do you plan to check out?

**Offering a room:**

We can give you a Twin room.

**Asking about suitability:**

Would a Superior Suite at 5,250 baht be suitable?

Would that suite you?

**Asking about the name:**

Can/could I have your name, please?

How do you spell it please?

**Asking time of arrival:**

Do you know what time you' ll be arriving, Sir?

What time will you be arriving?

**Confirming reservations:**

Thank you sir, I've reserved a Superior Suite for you.

**Welcoming to the hotel:**

We look forward to seeing you ( on October 31<sup>st</sup>.)

We look forward to having you with us.

**Apologizing:**

I'm sorry. We only have a Deluxe Suite available.

I'm sorry we don't have a twin bed but we have a double bed available.

I'm sorry we are fully booked.

**Questions to help fill in forms when guests check in:**

What's your family name (last name, surname), please?

And your first name/middle name, sir?

How do you spell that, please?

What's your nationality?

Where do you come from?/ What country are you from?

What's your passport number?

What's your destination?/ Where are you going after this?

How many days do you plan to stay?

**Other thing to say when guests**

**check in:**

**Please sign your name here, sir.**

Here's the key sir/madam.

Enjoy your stay, sir/madam.

I hope you enjoy your stay here, sir/madam.

May I make a note of your credit card number?

**Bellboy**

Bell service to collect your luggage, please.

A moment sir/ madame. I'll be in your room right away.

How many pieces of luggage have you got?

How was your trip?

How long will you stay at your hotel?

Now, we are having a mango promotion.

Now is the best time for this vacation.

The Songkran Festival will be held next week in town. Are you interested?

## Section II Practice:

1. The instructor asks the learner to work in pairs and make a conversation in accepting the reservation by phone using the information given as in the example.

**Example:** a Superior Suite for next Monday/ 3 days /Mr. Ian Johnson / around noon

Hotel Staff: Good morning, may I help you?

Guest: Yes, I'd like to reserve a Superior Suite for next Monday.

Hotel Staff: Yes, and how long are you planning to stay?

Guest: Three days.

Hotel Staff: Fine, we have a room available. Can I have your name, sir?

Guest: Johnson - Ian Johnson.

Hotel Staff: How do you spell it, please?

Guest: I - a - n J - o - h - n - s - o - n

Hotel Staff: What time will you be arriving?

Guest: Around noon.

Hotel Staff: That's fine. Thank you very much. We look forward to seeing you next Monday.

1. a Superior Suit with extra bed for November 19<sup>th</sup> / a week / Mr. John Smiths / 1 p.m.
2. a Deluxe Suite for July 24<sup>th</sup> / 4 days / Mrs. Susan York / around midnight.
3. A Lanna Suite for May 9<sup>th</sup> / 2 days / Mr. Edward Phillips / 19.00
4. 2 Superior Suites for October 3<sup>rd</sup> / 5 days / Mrs. Ruth Jamieson / noon
5. a Delux Suite for April 13<sup>th</sup> / 2 days / Miss Sandy Howard / 5 p.m..

5. The instructor presents the conversation to the learners.

- Receptionist : Good morning, may I help you?  
 Guest : Yes, I' d like to reserve a room for Saturday the fifteen of December, please.  
 Receptionist : Yes, Sir. For how many persons?  
 Guest : Two adults and a child.  
 Receptionist : And how many nights are you planing to stay, Sir?  
 Guest : 3 days.  
 Receptionist : Fine. We have a Suite room. The rate is 3250 with 10% service charge and 7% tax. Would that be suitable?  
 Guest : Yes, that would be fine.  
 Receptionist : What type of bed do you prefer, twin beds or a double bed?  
 Guest : Twin beds.  
 Receptionist : A Suite room with a twin bed. May I have your name, please?  
 Guest : Robert Smiths.  
 Receptionist : Thank you. And do you know what time you'll be arriving, sir?  
 Guest : Oh, around 2.00 p. m.  
 Receptionist : That's fine. Thank you very much. We look forward to seeing you on December 15<sup>th</sup>.

6. The instructor divides the learners into two groups and practice the conversation after that let them practice in pairs again.

7. The instructor asks the learners to work in pairs and do the role play with the situation given.

### Task I

One is the receptionist and the other is the guest. The guest is planning for his holiday in Mae Rim, Chiang Mai, from 11<sup>th</sup> –15<sup>th</sup> of April, and reserves a room at Amari Rincome hotel with the receptionist. Give all the information needed for the reservation while the receptionist asks for the information needed.

- Receptionist** : .....
- Guest : Yes, I' d like to reserve a room for ....., please.
- Receptionist : .....?
- Guest : 2 adults and 3 children.
- Receptionist : .....?



- Guest : ..... days.
- Receptionist : Fine. We have ..... room. The rate is ..... with ..... service charge and ..... tax. ...., the room rate is ..... and ....., the rate is .....
- Guest : We will have Deluxe room.
- Receptionist : .....?
- Guest : Double beds.
- Receptionist : ..... with ....., please?
- Guest : Peter Power.
- Receptionist : .....?
- Guest : Around 1.00 p. m.
- Receptionist : .....

### **Period I (Task I) (90 min.)**

#### **Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explain the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

#### **Task cycle (30 min.)**

##### **Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

##### **Performing (10 min.)**

6. The learners do the role- play to the class. They can use the dialogue above to do the role play.
7. The instructor may give feedback on content and form.

##### **Language focus (10 min.)**

##### **Analysis and practice**

8. The learners analyze and discuss about the language used by themselves.
9. The learners review words, phrases, and patterns and write them down in their notebooks.

**Lesson Plan****For****Lesson XII Telephoning**

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Front desk personnel
<b>No. of learners:</b>	4
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Telephoning
<b>Terminal objective:</b>	The learners are able to make a conversation orally in answering the phones and taking messages.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"><li>1. pronounce and tell the meaning of vocabularies and expressions used in telephoning.</li><li>2. use expressions and language patterns for telephoning.</li></ol>

**Procedure: Period I (90 min.)****Pre-task (50 min.)****Section I Warm – up**

1. The instructor introduces the vocabularies used in telephoning.

**I. Vocabulary:**

a <u>telephone</u> call	no <u>answer</u>	to <u>put</u> on hold
a <u>phone</u> call	no <u>reply</u>	to take a <u>message</u>
a call		
an <u>operator</u>		
a <u>message</u>		
an <u>extension</u>		

Amari Rincome, Chiang Mai.

One moment, please.

The line is engaged.

Pass on the message

spell

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

- |                    |                       |
|--------------------|-----------------------|
| 1. โทรศัพท์.....   | 2. ไม่มีคนรับสาย..... |
| 3. ถีอสายรอ.....   | 4. ฟังก์ข้อความ.....  |
| 5. สายไม่ว่าง..... | 6. รอสักครู.....      |
| 7. ต่อ.....        |                       |

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

**II. Language expressions and language patterns****Answering the phone:**

Good morning. May I help you?

One moment, please.

Hold the line, please.

**Line engaged :**

I'm sorry, sir. The line is engaged. Would you like to hold?

(or may I take a message?)

**No answer :**

I'm sorry, sir. There is no reply/ answer.

Would you like to leave a message?

**The person is in :**

May I ask who's calling, please?

May I tell him who's calling, please?

One moment, please. I'll connect you.

**Wrong number :**

I'm sorry, sir. You have the wrong number/extension.

I'm sorry, sir. There is no one here by that name.

Do you know which department he/ she works in?

**Transferring calls :**

One moment, please.

Hold on, please. I'll put you through.

**Referring a call :**

a. Guest : Good morning. I'd like to make a reservation.

Staff : One moment, please. I'll put you through to the reception.

b. Guest : I'd like to talk to Miss Janet. She's waiting for me in the Bar now.

Staff : Yes, madam. I'll put you through to the bar.

**Taking a message :**

Can I take a message?

Would you like to leave a message?

May I take a message?

May I have your name, please?

May I ask your name, please?

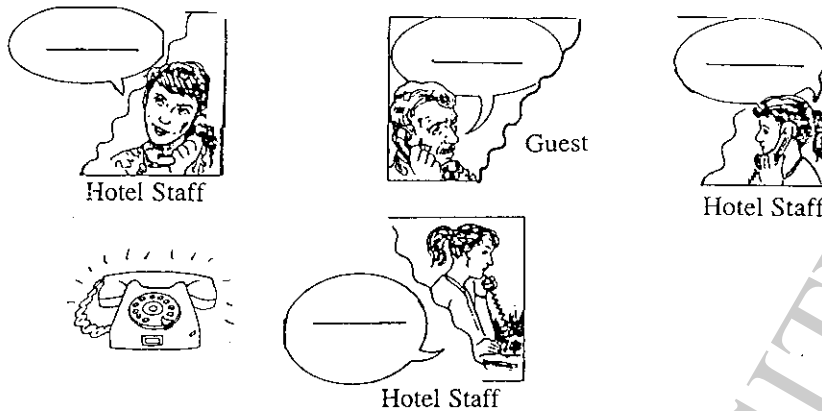
Could you spell your last name, please?

Could you repeat that, sir?

4. The instructor asks the learners to match the pictures with the statements given.

**Instruction** : Match the picture with the statements below, then listen to check if your answer is right. Some sentences can be used more than once.

A.



B.



1. Yes, I'd like to talk to Mr. Krazen Room 1203, please.
  2. I'm sorry, sir. The line is engaged. Would you like to hold or may I take a message?
  3. One moment, please.
  4. I'm sorry, sir. There is no answer. Would you like to leave a message?
  5. Good morning. May I help you?
6. The instructor asks the learners to work in pairs and make a conversation orally in taking messages from a phone call by using the information given and also fill in the information in the form given.

**Instruction:** Practice taking messages from a phone call with your partner using information given below.

Example	: Jim/ not in/ take a message (the show tonight is cancelled.)
Hotel Staff	: Good morning. May I help you?
Guest	: Yes. Can I speak to Mr. Jim room 401, please?
Hotel Staff	: Hold on, please....I'm sorry, he's not in. Would you like to leave a message?
Guest	: Yes, please tell him that the show tonight is cancelled.
Hotel Staff	: May I have your name, please?
Guest	: Mueller, Peter Mueller.
Hotel Staff	: Could you spell your last name, please?
Guest	: M-U-E-L-L-E-R.
Hotel Staff	: Yes, sir. I'll pass on the message.

1. Mr. Shamis / not in / take a message (will call back at 2 a.m.)
2. Room 403 / line engaged / take a message (the work on the car is finished)
3. Miss Sakomi / no answer / take a message ( ask Miss Sakomi to call back at 279-778)
4. The manager / line engaged / take a message (will contact him when back from England)
5. Mrs. Wandel / no answer / take a message (bring 3 passport photos for visa application to Laos)
6. Mr. Klinton room 202 / not in / take a message (the driver will pick him up at 4 p.m.)

To Mr./Ms. ....	Room No. : .....
From: .....	
Message:	
.....	
.....	
.....	
.....	
Taken by .....	Date/time.....

6. The instructor asks the learners to work in pairs and do the role play by using the information given.

**Task II** You are the operator at Amarie Rincome. Ms. Busaba Mintra calls to Mr. Smith but the line is engaged so she leaves a message for Mr. Smith that the suit he ordered is already finished. He can come and pick it up.

Hotel Staff : ..... ?

Ms. Mintra : Yes. Can I speak to Mr. Smith room 541, please?

Hotel Staff : .....

.....

Ms. Mintra : Yes, please tell him that the suit.....

Hotel Staff : ..... ?

Ms. Mintra : Mintra, Busaba Mintra.

Hotel Staff : ....., please?

Ms. Mintra : M-I-N-T-R-A.

Hotel Staff : .....

Ms. Mintra : Thank you very much.

Hotel Staff : .....

**Period I (90 min.)****Pre-task (50 min.)****Task cycle (30 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Performing (10 min.)**

6. The learners do the role- play to the class.
7. The instructor gives feedback on content and form.

**Language focus (10 min.)****Analysis and practice**

8. The learners analyze and discuss about the language used by themselves.
9. The learners reviews words, phrases, and patterns and write them down in their notebooks.



## Lesson Plan

For

### Lesson XIII Checking-out

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Front desk personnel
<b>No. of learners:</b>	4
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Checking-out
<b>Terminal objective:</b>	The learners are able to make a conversation orally in responding to checking out.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"> <li>1. pronounce and tell the meaning of vocabularies and expressions used in checking out</li> <li>2. use the expressions and language patterns for checking out</li> </ol>

**Procedure: Period I (90 min.)**

**Pre-task (50 min.)**

**Section I Warm – up**

1. The instructor introduces the vocabularies used in checking out.

## I. Vocabulary

accept	personal cheque
approval code	phone call
bank card	policy
bill	rate
cash	receipt
check out	service charge
change	order
credit card	settle
exceed	split
exchange rate	traveller's cheque
go in for tipping	

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

1 อัตราแลกเปลี่ยน .....	2. ชำระเงิน.....
3. เช็คเดินทาง.....	4. เงินสด.....
5. เช็คส่วนตัว.....	6. ใบเสร็จรับเงิน.....
7. นโยบาย.....	8. ขอมรับ.....

3. The instructor introduces the expressions and patterns then asks the learners to practice pronouncing.

## II. Expressions and Patterns

### (a) Typical client's question and statement patterns

I'd like to change a traveller's cheque.

Can you cash these traveller's cheque for me?

What's the rate of exchange for today?

What the exchange rate for today/

What's the rate for today?

What rate are you giving?

What would you give me for my Singapore dollar, please?

Could I have some more change?

I have to check out now.

I have to pay my bill now.

I'd like to settle my bill.

I'd like to have my bill.

I was in room 211.

The name's Robinson.

Do you accept credit cards?

Do you take traveller's cheques?

Can I pay with a credit card?

Will you take a personal cheque?

Why don't you accept personal cheques? I have some identification.

I'll have to use my credit card. I have spent all the traveller's cheques.

What's the 100 baht for?

What's this for?

What's this item for?

What's this amount for?

What does item 4 refer to?

Don't you go in for tipping in Thailand?

That's all I have.

That's all I have got.

This is the highest bill I've got.

**(b) Cashier's response patterns**

**(1) Asking the client for his name and room number**

-What's your room number?

-Were you in room 315?

-Can you give me your room number, please?

-Are you Mrs. Jackson?

-Your name, sir?

## **(2) Presenting the bill to the client**

-How are you paying?

-Did you have breakfast this morning?

-Did you make any phone calls from your room?

-How many phone calls did you make?

-That'll be 3,850 baht.

-The total amount is 11,258 baht.

-That makes the total of 8,550 baht.

-That'll be 10,282 baht in all. Service is included.

-Here's your bill. Would you like to check it?

-Would you like to check and see if the amount is correct?

-That's the 10 percent service charge.

-That's the 11% government tax.

-We have to charge you for the drinks.

-That's for the phone calls you made.

-That's for the drinks you ordered from your room.

-Item 4 refers to your phone calls.

-Here's your receipt.

## **(3) Cheques and credit cards**

-How would you like the money?

-Will you pay with the traveller's cheques or with a credit card?

-What kind have you got?

-What kind is it?

-What kinds are they?

-Have you got a bank card?

- We accept cheques with the bank card.
- I'm sorry, we don't accept personal cheques. It's the policy of the hotel.
- We can't accept personal cheques. It's a rule.
- Normally, we don't, but since you haven't got enough cash, we'll have to.
- Yes, we do, but since the amount exceeds US\$ 500, I'll have to ask for the approval code. May I have your card, please?
- Yes, but you'll have to give me your name and address.
  
- May I see your passport, please?
- You'll have to show me your passport or some other form of identification.
- Would you like to sign here, please?
- I need your signature here, please.

**(c) Bellboy's patterns**

- Bell service for your luggage collection, please.
- May I enter.
- How many pieces of luggage have you got?
- Please check again if everything is all right; for example, your flight ticket.
- Did you return your key to the reception?
- Thank you for staying at our hotel. I do hope you enjoyed it.
- Excuse me sir. I can't take this thing (perfume, whisky, luggage etc.) out of the hotel without your signature. Would you please write something to show that you gave this to me and also sign your name.

4. The instructor asks the learners to match the statement/question in column A with column B.

Instruction : Match each statement/question in column A with its response in column B.

**The Guest****The Cashier****Column A****Column B**

- |  |   |
|--|---|
| 1. I'd like to check out now.                                  | A. That's for your telex charge.  |
| 2. Do you accept credit cards?                                 | B. I'm very sorry. I'll check it for you, madam.                                |
| 3. I don't understand. What's this amount for?                 | C. I'm afraid not.  |
| 4. I haven't got enough cash. Will you take a personal cheque? | D. Are you Mr. Lugg?  |
| 5. You have made a mistake in my bill.                         | E. Certainly, sir. We accept both Euro cards and American Express credit cards. |
5. The instructor asks the learners to select the correct answers.

Instruction : Choose the correct statement/question to complete each of the following exchanges.

1. Guest : I want to cash this traveller's cheque.

Cashier : .....

Guest : Oh, in fairly small notes, please.

- a. How are you paying?
- b. What kind of notes would you like?
- c. Yes. For how much?
- d. What kind have you got?

2. Cashier : .....

Guest : I'll have to use my credit card. I have spent all my traveller's cheques.

- a. How are you going to pay? Cash or credit card?
- b. Would you like to check out now?
- c. Will you pay with traveller's cheques or with a credit card?
- d. Do you want to pay now?

3. Cashier : .....

Guest : Is my passport all right?

- a. May I have your passport?
- b. Where was your passport issued?
- c. Do you have your passport?
- d. Do you have any means of identification?

4. Guest : I'd like to check out now. May I have my bill?

Cashier : .....

- a. Just a moment, please.  
Here's your bill, sir. Would you like to check it?
- b. Here's your receipt, sir. Thank you.
- c. That's for the laundry.
- d. Can you sign here, please?

5. Guest : Could I have my bill, please?

Cashier : .....

Guest : 312.

- a. Your name, sir?
- b. What's your room number?
- c. Why were you in room 312?
- d. Here's your bill, sir.

## Section II Practice

6. The instructor presents the conversations.

1.

Cashier : Good morning, madam. Can I help you?  
 Guest : I'd like to change a traveller's cheque.  
 Cashier : Yes, madam. And for how much?  
 Guest : Fifty dollars.  
 Cashier : May I see your passport, please?  
 Guest : Here it is.  
 Cashier : Would you sign here, please?  
 Guest : Certainly. What rate are you giving?  
 Cashier : Forty- five to the dollar.  
 Guest : I see, that will be..um..er...  
 Cashier : That'll be 1,250 baht, madam. Here you are.  
 Guest : Thank you. But could I have some more change?  
 Cashier : Shall I split this 500 baht into tens and twenties?  
 Guest : Yes, that will be all right.  
 Cashier : Thank you, madam.

2.

Cashier : Good morning, madam. May I help you?  
 Guest : Yes, I'd like to check out now.  
 Cashier : What's your room number, please?  
 Guest : 516.  
 Cashier : Just a moment, please. Are you Miss Barkman?  
 Guest : Yes.  
 Cashier : Did you have breakfast this morning?  
 Guest : Yes, but I paid cash for it.  
 Cashier : That'll be 3,850 baht, then.  
 Guest : Here you are.  
 Cashier : Here's your receipt, madam. I'll send the porter to get your luggage.



3.

- Cashier : Good morning, sir. May I help you?
- Guest : I'd like to settle my bill.
- Cashier : Certainly, sir. That's Mr. Arkwright, isn't it?
- Guest : That's right. I'm leaving today, so I'd like to settle my bill.
- Cashier : Just a moment, sir.
- .....
- Here we are. Four nights at 9,108 baht, and here are the meals that you had at the hotel. That makes a total of 11,258 baht.
- Guest : Um... What's this amount here?
- Cashier : That's the ten percent service charge.
- Guest : Ah, so service is included. Don't you go in for tipping in Thailand?
- Cashier : Not very much, sir.
- Guest : Right. Now, can I pay with my traveller's cheques?
- Cashier : Certainly, sir.
- Guest : What's the exchange rate for pounds?
- Cashier : 65 baht to the pound.
- Guest : Here you are.
- Cashier : Here's your receipt. Thank you.
- Guest : Thank you. Good-bye.
- Cashier : Good-bye.

4.

- Cashier : Good morning, sir. Can I help you?
- Guest : I'd like to check out now. My name is Sadul and I was in room 414.
- Cashier : Just a moment, please, sir.
- .....
- Did you make any phone calls from your room?
- Guest : Yes.
- Cashier : How many did you make?

Guest : Two.  
 Cashier : Here's your bill, sir. Would you like to check it?  
 Guest : I don't understand. What's this for?  
 Cashier : That's for the drinks you ordered from your room.  
 Guest : Do you take credit cards? I've spent all the traveller's  
           cheques.  
 Cashier : What kind have you got?  
 Guest : American Express.  
 Cashier : Yes, we do, but since the amount exceeds \$500, I'll have to  
           ask for approval code. May I have your card, please?  
 Guest : Here's the card.  
 Cashier : Just a moment, please.  
           .....  
           Can you sign here, please?  
 Guest : Thank you. Good-bye.  
 Cashier : Good-bye.

5.

Cashier : Good afternoon, sir. Can I help you?  
 Guest : I have to check out now. I was in room 321. The name's  
           Douglas.  
 Cashier : Just a moment, please, sir.  
           .....  
           Here's your bill, sir.  
 Guest : What's this amount for?  
 Cashier : That's for the phone calls you made from your room.  
 Guest : I see. All I have is a cheque.  
 Cashier : I'm sorry, we don't accept personal cheques.  
           It is the policy of the hotel.  
 Guest : That's all I've got.  
 Cashier : Just a moment, sir. I'll get the Manager.

7. The instructor asks the learners to practice the conversations in pairs and present to the class.
8. The instructor asks the learners to work in pairs and do the role play in checking out.

**Task** : You are a front cashier and the guest wants to check out. So, you have to complete the dialogue by using the expressions you've learned.

1.

Guest : Good morning. I'm leaving today, so I'd like to settle my bill. The name is Broughton. Room 303.

Cashier : .....

.....

.....

The total amount is 9,280 baht.

Guest : I can't believe it. I'm sure that's too much.  
Could you go through it item by item?

Cashier : ..... Item 1 is for the room. Item 2 is for the laundry. Item 3 is for the drinks that you signed for.  
And.....

Guest : Yes, but I've only been here for three days and I've only spent a little time on the phone.

Cashier : But.....

Guest : I didn't know that it was so expensive to make calls from here. I wanted to pay the bill in cash but I have spent all the cash. Will traveller's cheques be all right?

Cashier : .....

2.

Cashier : .....

Guest : Yes, I have to pay my bill now. The name is Taylor. Room 232.

Cashier : .....

.....

That's 7,855 baht.

Guest : This is the highest bill I've ever got.  
What does item 5 refer to?

Cashier : .....

Guest : Can I pay with a credit card?

Cashier : .....

Guest : Eurocard.

Cashier : .....

Guest : Here it is.

Cashier : .....

I hope you enjoyed your stay.

Guest : Thank you. Good-bye.

Cashier:.....

### **Period I (Task ) (90 min.)**

#### **Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

#### **Task cycle (30 min.)**

##### **Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

##### **Report (10 min.)**

6. The learners do the role- play to the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

##### **Language focus (10 min.)**

##### **Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves
9. The learners review words, phrases, and patterns and write them down in their notebooks.

## Lesson Plan

For

### Lesson XIV Dealing with complaints

<b>Subject:</b>	English for Hotel Personnel
<b>Class:</b>	Front desk personnel
<b>No. of learners:</b>	4
<b>Duration:</b>	1 period (90 minutes)
<b>Content:</b>	Dealing with complaints
<b>Terminal objective:</b>	The learners are able to make a conversation orally in making and answering to complaints.
<b>Enabling objectives:</b>	The learners will be able to <ol style="list-style-type: none"> <li>1. pronounce and tell the meaning of vocabularies and expressions used in dealing with complaints.</li> <li>2. use expressions and patterns for dealing with complaints.</li> </ol>

**Procedure: Period I (90 min.)**

**Pre-task: (50 min.)**

**Section I Warm – up**

1. The instructor introduces the vocabularies used in dealing with complaints.

## I. Vocabularies

Duty Manager

complain

handle/deal with/manage

not working/ out of order

Assistant manager

stand/bear

translator

fix/repair

2. The instructor asks the learners to do a worksheet translating vocabularies into English.

1. ผู้จัดการ.....

2. ผู้ช่วยผู้จัดการ.....

3. บ่น/ตำหนิ .....

4. อดทน.....

5. จัดการ.....

6. คนแปล.....

7. เสีย/ไม่ทำงาน .....

8. ซ่อม.....

3. The instructor introduces the expressions and patterns then asks them to practice pronouncing.

## II. Language expressions and patterns:

May I help you? What can I do for you?

May I have the Duty Manager, please.

I'm sorry, sir / madam. The Duty Manager is talking to another guest.

I wish to complain about .....

They are making a terrible noise.

I can't stand it = I can't bear it.

It is quite late.

Quite = completely, really

Ex: It is quite expensive.

I am quite sure.

I'm sorry to hear that sir / madam.

I'll inform the Duty Manager to handle this matter the moment he is free.

To handle = manager, deal with

Ex: A good manager should know how to handle guest.

I think the assistant manager will be able to handle this problem.

Would you mind acting as a translator for us?

No, that's all right.

Please ask him to talk to the guests upstairs.

Certainly, madam = of course, madam.

I've made a note of that.

I will get him for you.

**Complaints:**

-Can you do something about the air conditioner?

It's not working.

-The shower doesn't work.

-Can you send someone to check what's wrong with the electric water heater? The water running from the shower is not hot at all.

**Replies:**

- I'm very sorry sir/madam. I'll have it fixed immediately.

- I'm sorry to hear about your problem. I'll report it right away.

4. The instructor asks the learners to match the conversations with the right situation.

Instruction: look at the situations and the conversations given. After that match the situations and the conversations.

1. Guest left some belongings

on the table at the Coffee Shop      A. Guest: "Good morning. Can you help me? We have a problem.

Receptionist: Certainly, sir. What can I do for you?

Guest : " I rented a motorbike yesterday. I was knocked down by a jeep which was going very fast. The accident caused great damage to the motorbike. The driver of the jeep is Thai and he can't speak English at all. He is standing over there. We can't speak to each other. Would you mind acting as a translator for us?"

Receptionist: "I think the Duty Manager can help you with this matter. Please wait for a moment and I will get him for you."

2. Guest has an accident  
and needs a translator

B. Mrs. Akiko: "Good evening, I need your help. The water running from the shower is not hot at all. I can't take it. I already turned on the switch. Can you send someone to check what's wrong with it?"

Receptionist: "I'm sorry to hear that, madam. The electric water heater will only function once you turn off the air conditioner."

Mrs. Akiko: Oh! I see. Thank you very much."

Receptionist: "With pleasure, madam. If you need any help, please kindly call us."

3. Guest has a problem  
with electric water heater

C. Receptionist: "Good morning, receptionist speaking."

Guest : "Oh, yes. I can't find my purse, I was just looking for it. I can't remember where I left it. Maybe I forgot it in the Coffee Shop."

Receptionist: "Do you remember the table number?"

Guest : "Well. It is likely to be number 14 but I'm not sure, near the swimming pool. Oh.. the last table I remember."

Receptionist: "That's right, madam. A member of our staff reported that you left the purse on the table."



Guest : "Oh...great. Thank you very much."

Receptionist: " No problem, madam. Would you please come down to collect it right away?"

Guest : " Okay, I will be right down."

### Section II: Practice

5. The instructor presents a dialogue about a guest's complaint between the receptionist and the guest.

#### The phone rings and a receptionist answers the phone.

Receptionist : " Reception, good evening. May I help you?"

Guest : " Good evening. May I have the Duty Manager, please."

Receptionist : "I'm sorry, sir. The Duty Manager is talking to another guest. Would you like to wait or to have him call you back later."

Guest : " No, that's all right. Please tell your Duty Manager that I'm in room 310 and I wish to complain about the guests on the floor above. They are making a terrible noise, jumping around, laughing, singing and having a party. I can't stand it anymore. It is quite late. My wife and I want to sleep."

Receptionist : " I'm sorry to hear that, sir. I'll inform the Duty Manager to handle this matter the moment he's free. Would you like him to call you back later?"

Guest : " No, it's all right. Just ask him to talk to the guests upstairs. I think they are in room 410."

Receptionist : "Certainly, sir. I've made a note of that."

6. The instructor let the learners practice the conversation in pairs.  
7. The instructor asks the learners to work in pairs and do the role play

**Task :** The guest complains to the receptionist about the room. He wants to change it since it is located near the road and have a loud noise. So, the receptionist has to solve this problem and find the suitable room for him.

**Guest** : Good evening. My name is Lerner. I'm in room 240.

**Receptionist** : .....

**Guest** : Well.. I don't want to make any trouble but I'm not happy with my room. I couldn't sleep at all last night.

**Receptionist** : .....  
.....

**Guest** : Yes, the terrible noise from outside made it impossible to sleep. It seemed to continue the whole night long. Can you find a quieter room for me, please? I wouldn't stand it for another night.

**Receptionist** : .....

(After a few minutes)

.....  
.....  
.....

**Guest** : Great!

**Receptionist** : .....  
.....  
.....  
.....

**Guest** : Thank you. I'll do that.

**Receptionist** : .....

**Period I (Task ) (90 min.)**

**Pre-task (50 min.)**

1. The instructor introduces the vocabularies and expressions used and explains the task to the learners and ensures they understand the task instructions before doing the task.
2. The instructor explains how to use the evaluation form to evaluate their friends in doing the role play to the class and that they will use these comments to discuss and correct the language mistakes by themselves at the end.

**Task cycle (30 min.)**

**Planning (20 min.)**

3. The learners prepare the dialogue to report to the class.
4. The instructor helps the learners to correct their work, and acts as a language advisor to help them rehearse the oral reports.
5. The learners rehearse what they will say to the class.

**Report (10 min.)**

6. The learners do the role- play to the class. They can use the pattern above to do the role play.
7. The instructor gives feedback on content and form.

**Language focus (10 min.)**

**Analysis and practice**

8. The learners discuss and correct the language mistakes by themselves
9. The learners review words, phrases, and patterns and write them down in their notebooks.

**APPENDIX L**

**LESSON PLAN EVALUATION FORM  
(ENGLISH VERSION)**

PAYYAP UNIVERSITY

Evaluation form of the effectiveness of English lessons for improving listening and speaking skills of hotel service personnel through task-based learning

Name..... Title.....

Institute..... Amphur..... Province.....

Lesson.....

**Instruction:** Please check mark  $\checkmark$  in the blank matching with your opinion the most.

**5 = excellent      4 = good      3 = moderate      2 = fair      3 = poor**

Topics	The effectiveness of lessons				
	5	4	3	2	1
<b>1. Terminal objective</b> 1.1 learning and teaching objectives were clear about what learners can do after finishing each lesson					
<b>2. Contents</b> 2.1 the content was suitable for learning objectives					
2.2 the content used is content that the learners are familiar with and are able to use in daily work.					
2.3 The contents were appropriate with the learners' knowledge level					
<b>3. Procedure</b> <b>3.1 Pre-task</b> 1. The instructor described expressions and patterns to learners before doing the task 2. The instructor explained the task and the process to the learners.					
<b>3.2 Task cycle</b> 1. The learners could bring in the language learning that they got from the pre task to use for consulting in doing the tasks assigned.					

Topics	The effectiveness of lessons				
	5	4	3	2	1
<b>3.3 Language focus</b>					
1. Learners could talk about the mistakes they made during presenting the task of their group.					
2. the learners corrected the mistakes and practiced speaking again within their group.					
3. the learning and teaching process as a whole was clear and related to the objectives.					
<b>4. Task</b>					
4.1 the task was interesting and related to daily work.					
4.2 this task allowed the learners to practice listening and speaking skills.					
4.3 the task allowed the different levels of learners to learn from each other.					
4.4 the learners could bring in the knowledge from doing the tasks to use in their daily work.					

**APPENDIX M**

**LESSON PLAN EVALUATION FORM  
(THAI VERSION)**

PAYAP UNIVERSITY

แบบประเมินประสิทธิภาพของบทเรียนภาษาอังกฤษสำหรับพนักงานโรงแรมโดยใช้กิจกรรมการ  
เรียนแบบเน้นงานปฏิบัติ

ชื่อ - สกุล.....ตำแหน่ง.....

สถาบัน/หน่วยงาน.....อำเภอ.....จังหวัด.....

บทเรียนที่.....

คำชี้แจง: จงทำเครื่องหมาย (✓) ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ข้อความ	ระดับประสิทธิภาพ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
<u>1. จุดประสงค์การเรียนรู้ปลายทาง</u>					
1.1 จุดประสงค์ชัดเจน ระบุว่าผู้เรียนสามารถทำอะไรได้บ้างหลังจากเรียนจบบทเรียนแล้ว					
<u>2. เนื้อหา</u>					
2.1 เนื้อหาที่ใช้เหมาะสมกับวัตถุประสงค์ของบทเรียนนี้					
2.2 เนื้อหาที่ใช้เป็นเนื้อหาที่ผู้เรียนคุ้นเคยสามารถนำไปใช้ในการทำงานประจำวัน					
2.3 เนื้อหาที่ใช้เหมาะสมกับระดับความรู้ความสามารถของผู้เรียน					
<u>3. ขั้นตอนการจัดการเรียนการสอน</u>					
<u>3.1 ขั้นก่อนปฏิบัติงาน</u>					
1. ผู้สอนอธิบาย รูปแบบและจำนวนให้ผู้เรียนเข้าใจก่อนการปฏิบัติงาน					
2. ผู้สอนอธิบายลักษณะงาน และกระบวนการปฏิบัติให้ผู้เรียนเข้าใจ					
<u>3.2 ขั้นปฏิบัติงาน</u>					
1. ผู้เรียนนำความรู้ทางภาษาที่ได้รับในขั้นก่อนปฏิบัติงานมาใช้ในการปรึกษาหารือเพื่อทำงานที่ได้รับมอบหมายในกลุ่ม					
2. ผู้สอนอธิบายการใช้แบบประเมินหน้าชั้นให้นักเรียนเข้าใจเพื่อใช้ประเมินเพื่อน					



ข้อความ	ระดับประสิทธิภาพ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3. ผู้เรียนนำเสนอผลงานต่อหน้าชั้นเรียน ได้ชัดเจน					
3.3 <u>ขั้นหลังปฏิบัติงาน</u>					
1. ผู้เรียนสามารถพูดถึงข้อผิดพลาดที่เกิดขึ้น ขึ้นในขณะนำเสนอผลงานของกลุ่มตนเอง ได้					
2. ผู้เรียนแก้ไขและฝึกพูดอีกครั้งในกลุ่ม					
3. ขั้นตอนการจัดการเรียนการสอนในภาพ รวมมีความชัดเจนดีสอดคล้องกับวัตถุประสงค์					
4. <u>งานที่กำหนดให้ผู้เรียนปฏิบัติ</u>					
4.1 นำสนใจเกี่ยวข้องกับงานที่ใช้ปฏิบัติ จริงในชีวิตประจำวันของผู้เรียน					
4.2 งานนี้ช่วยให้ผู้เรียนได้ฝึกทักษะฟัง-พูด					
4.3 เปิดโอกาสให้ผู้เรียนที่มีความสามารถ แตกต่างกันได้เรียนรู้จากกันและกัน					
4.4 ผู้เรียนสามารถนำความรู้ความสามารถ จากการปฏิบัติงานนี้ไปประยุกต์ในอาชีพ จริงได้					

**APPENDIX N**

**CLASSROOM OBSERVATION FORM  
(ENGLISH VERSION)**

PAYYAP UNIVERSITY

**Criteria of Speaking Abilities in Doing the Tasks of the Learners in English  
Lessons for Hotel Service Personnel**

Level of points	Accuracy
5	Very few grammatical and lexical errors. Most pronunciation is correct.
4	Some grammatical and lexical errors exist. Very few pronunciation errors appear.
3	A moderate grammatical and lexical errors. A few pronunciations errors.
2	Many grammatical, lexical and pronunciation errors.
1	Serious grammatical and lexical errors. Pronunciation is hardly correct.

Level of points	Fluency
5	Generally, speaks smoothly. A few pauses in searching for appropriate words.
4	Speaks rather smooth at the most, although he has some pauses in searching for appropriate words and expressions.
3	Sometimes speaks rather haltingly. Frequently hesitate and long pauses while he searches for the appropriate words and expressions.
2	Frequently speaks haltingly. Very long pauses while he searches for the appropriate words and expressions.
1	Very halting and fragmentary delivery and can hardly communicate since cannot find appropriate words or expressions.

Level of points	Comprehensibility
5	General meaning is clear and understandable. The listener does not ask for clarifications.
4	General meaning is mostly understandable, although sometimes the listener asks for clarifications.
3	Meaning is fairly clear. But sometimes the listener still asks for clarifications.
2	Meaning is understandable a little. Frequently the listener has to ask for clarifications.
1	It cannot be understood. The listener has to ask for clarifications nearly every time.

**APPENDIX O**

**CLASSROOM OBSERVATION FORM**

**(THAI VERSION)**

PAYAP UNIVERSITY

เกณฑ์การประเมินความสามารถทางการพูดในการปฏิบัติงานของผู้เรียน โนบทรียนภาษาอังกฤษสำหรับพนักงาน  
โรงแรม

ระดับคะแนน	ความถูกต้อง (Accuracy)
5	มีข้อผิดพลาดด้านคำศัพท์และไวยากรณ์น้อยมาก ออกเสียงคำโดยมากถูกต้อง
4	ยังคงมีข้อผิดพลาดด้านคำศัพท์และไวยากรณ์อยู่บ้าง มีข้อผิดพลาดในออกเสียงคำ น้อยมาก
3	มีข้อผิดพลาดด้านคำศัพท์และไวยากรณ์พอสมควร มีข้อผิดพลาดในการออก เสียงคำเล็กน้อย
2	มีข้อผิดพลาดด้านคำศัพท์และไวยากรณ์ค่อนข้างมาก มีข้อผิดพลาดในการออก เสียงคำมาก
1	มีข้อผิดพลาดอย่างมากในด้านคำศัพท์และไวยากรณ์ การออกเสียงคำแทบไม่ถูก ต้องเลย

ระดับคะแนน	ความแคล่วคล่อง (Fluency)
5	โดยภาพรวมพูดได้อย่างสบายและราบรื่นมีการสะดุดเพียงเล็กน้อยในขณะที่คิดหา คำที่เหมาะสม
4	พูดได้ค่อนข้างราบรื่นเป็นส่วนใหญ่แม้บางครั้งมีการสะดุดอยู่บ้างในการหาคำ ศัพท์และสำนวน
3	พูดตะกุกตะกักในบางครั้ง มีความลังเลและใช้เวลาในการเลือกคำศัพท์และ สำนวนที่จะพูดบ่อยครั้ง
2	พูดตะกุกตะกักบ่อยครั้ง ใช้เวลาค่อนข้างมากในการคิดหาคำศัพท์และสำนวนที่จะ พูด
1	พูดตะกุกตะกักไม่ปะติดปะต่อกันจนแทบจะไม่สามารถสื่อสารกันได้เนื่องจากไม่ สามารถคิดหาคำศัพท์หรือสำนวนที่จะมาพูด

ระดับคะแนน	ความสามารถในการสื่อสาร (Comprehensibility)
5	สามารถสื่อสารได้ชัดเจนโดยผู้ฟังไม่ต้องร้องขอให้อธิบายซ้ำ
4	สามารถสื่อสารให้ผู้ฟังเข้าใจได้เป็นส่วนใหญ่แม้ผู้ฟังร้องขอให้พูดซ้ำเป็นบางครั้ง
3	สามารถสื่อสารให้ผู้ฟังเข้าใจได้พอสมควรแต่ผู้ฟังยังต้องขอให้ผู้พูดพูดซ้ำอยู่บ้าง
2	สามารถสื่อสารให้ผู้ฟังเข้าใจได้เล็กน้อย ผู้ฟังยังต้องขอให้ผู้พูดพูดซ้ำบ่อยครั้ง
1	ไม่สามารถสื่อสารให้ผู้ฟังเข้าใจได้ ผู้ฟังต้องขอให้ผู้พูดพูดใหม่แทบทุกครั้ง