



## บรรณานุกรม

ภาษาไทย

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อากาศชั้นปีที่ 5 กลุ่มที่สอนโดยวิเคราะห์ข้อความ กับกลุ่มที่สอนด้วยวิธีการสอนแบบเดิม."  
วิทยานิพนธ์ ปริญญามหาบัณฑิต ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยา-  
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เอกภาษาอังกฤษที่เรียนโดยใช้กิจกรรมการละครกับการฝึกพูดประโยค." วิทยานิพนธ์  
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มัธยมศึกษาปีที่สาม โดยการสอนแบบใช้เกมกับการสอนแบบบรรยายประกอบการสาธิต"  
วิทยานิพนธ์ ปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหา-  
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นักเรียนชั้นมัธยมศึกษาปีที่ห้าที่เรียนโดยให้เพื่อนช่วยสอน กับที่เรียนด้วยตนเอง .  
"วิทยานิพนธ์ ปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหา-  
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สร้างสถานการณ์ของนักเรียนชั้นประถมศึกษาปีที่ห้า ในโรงเรียนสาธิตจุฬาลงกรณ์มหา-  
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มัธยมศึกษาปีที่หนึ่ง โดยการสอนแบบใช้เกมและไม่ใช้เกมประกอบการสอน." วิทยา-  
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ศูนย์วิทยุทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก.

ลำดับขั้นตอนการสอนโดยใช้สถานการณ์จำลอง

ศูนย์วิทยุทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

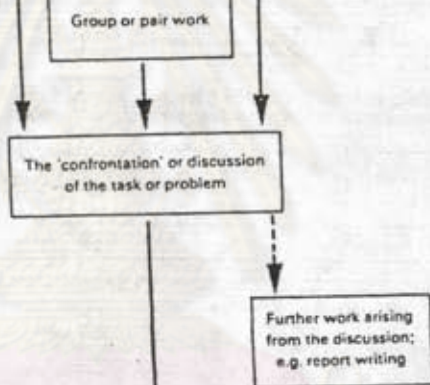


Fig. 1: The structure of a simulation

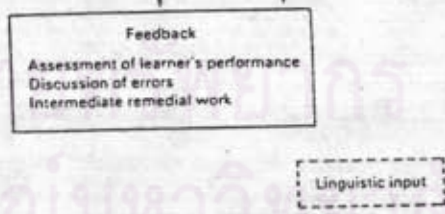
PHASE I



PHASE II



PHASE III





ภาคผนวก ข.

โครงการสอนระยะยาว

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

## COURSE OUTLINE

1. Course title : TECHNICAL ENGLISH 6 (ENG. 413)
2. Credits : 4
3. Students : Third year students at Vocational Education Certificate level : Bangkok Technical Campus, Hotel Division.
4. Contents : (for 2 periods of 11 weeks.)

Week	Lesson	Topic	Function	Activity	
				Games	Simulations
1	1	Room Service (breakfast order on the phone.)	Giving breakfast orders. - taking breakfast orders.	Ling Ching Restaurant	Preparation 1
2	2	Room Service (delivering breakfast room service).	Being a waiter/ waitress - asking permission - offering the hotel's service - expressing willingness to serve the guests Being a guest - giving permission	Ling Ching Restaurant	Preparation 2
3	-	Revision : Room Service	(As in lesson 1-2) Being a guest	Ling Ching Restaurant	Simulation. 1
4	3	Lunch and Dinner in a restaurant 1. (Reservation)	- making a restaurant reservation on the phone. Being a receptionist - giving an appropriate response to such a request. - asking for more information for a reservation.	Bouncing Ball	Preparation 1

Week	Lesson	Topic	Function	Activity	
				Games	Simulations
5	4	Lunch and dinner in a restaurant <sup>2</sup> (Taking the guests to their tables.)	- asking for clarification Being a waiter/waitress.	Ling Ching Lag.	Preparation 2
6	5	Lunch and dinner in a restaurant <sup>3</sup> (Ordering.)	- taking the guests' orders. Being a guest - ordering starters and main courses.	Bouncing Ball	Preparation 3
7	6	Lunch and dinner in a restaurant <sup>4</sup> (Serving an acquainted guest)	Being a guest - asking for more time in giving orders. - giving lunch and dinner orders. Being a waiter/waitress - giving a response to the guest's request for more time - asking the guests to give orders for vegetables, sweets and desserts.	Playing Card.	Preparation 4
8	-	Revision : Lunch or dinner in a restaurant.	(As in lesson 3-6).	Ling Ching Restaurant.	Simulation 2

Week	Lesson	Topic	Function	Activity	
				Games	Simulations
9	7	Complaining 1 (In a restaurant)	Being a guest - complaining about crockery cutlery and table setting	Playing Card	Preparation 1
10	8	Complaining 2 (About hotel service)	Being a waiter/ waitress - making apologies to such complaints. Being a guest. - complaining about bed linen, electrical appliances and bathroom supplies. Being a room boy/maid - making apologies to such complaints.	Playing Card	Preparation 2
11	-	Revision : Complaining	(As in lesson 7 - 8)	Playing Card	Simulation 3

จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ค .

แผนการสอนภาษาอังกฤษเทคนิค 6 (อ.314) แผนกการโรงแรม

ระดับประกาศนียบัตรวิชาชีพ ชั้นปีที่ 3

โดยใช้เกม และสถานการณ์จำลอง



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

DAILY LESSON PLAN : LESSON 1

Students Third year students at Vocational Education Certificate Level.

No. of students 2 groups of 28

Date  
Time 2 hours

Aids cue-cards  
tape

Content

Functions	Communicative Expressions	Situation	People	Topic
<p>1. Taking the orders for breakfast</p>	<p>1. Would you like American breakfast or Continental?  <u>Continental</u>                      Would you like rolls or toast?                      Which kind of fruit juice would you like?                      What would you like for hot beverage?  <u>American</u>                      How would you like your eggs, sir?                      Would you like your eggs with ham, bacon or sausage, sir?                      Would you like some cereal?                      Which kind of fruit juice would you like?                      What would you like for hot beverage?</p>	<p>In a hotel</p>	<p>A floor waiter A guest</p>	<p>Giving and taking orders for breakfast on the phone.</p>
<p>2. Giving the orders for breakfast</p>	<p>_____, please.                      _____ sounds nice.                      _____ I suppose.                      And then _____                      No, thank you</p>			

Past Experience

- The classification of the breakfast menu.
- Greeting & Offering help to the guests.
- Making and responding to a request for breakfast.
- Asking and responding for and room no.

Procedure

Objectives

Terminal Objective

The students should be able to give and take orders for breakfast on the phone.

Enabling Objectives

1. Being a guest, the student should be able to give the orders for breakfast using the following expressions;  
\_\_\_\_\_, please.  
\_\_\_\_ sounds  
nice. \_\_\_\_\_ I suppose. And then \_\_\_\_\_  
No, thank you.

Teacher

Class! Look at this picture.  
(Show a picture of waiter bringing breakfast to a guest in his room.)  
What does he do? (Point to the guest.)  
What does this one do? (Point to the waiter.)  
Where are they?  
Is the guest in his room or in a restaurant?  
What is the waiter doing?  
Right. This is room service.  
If you are a floor waiter, can you take the orders for breakfast on the phone?  
And if you are a guest, can you give orders for breakfast on the phone?  
So, today. I'd like you to learn how to give and take orders for breakfast on the phone.

Students

A guest.  
In a hotel.  
In his room.  
Bringing breakfast to the guest.  
Yes./No.

Evaluations

Let the students do the activity or play a game in which they have to demonstrate their ability to give and take orders for breakfast on the phone.  
Later the ordering form of the students who are the floor waiters and the memo and the information card of the students who are the guests should be checked to find out whether they can share the information correctly or not.  
The students' voices should randomly be recorded to check their communication ability.



Objectives	Procedure		Evaluations
	Teacher	Students	
<p>2. Being a floor waiter, the student should be able to make the orders for breakfast using the following expressions;</p> <p>Which kind of juice would you like?</p> <p>Would you like some cereal, sir?</p> <p>And would you like some eggs with bacon, sausage or ham sir?</p> <p>How would you like your eggs, sir?</p> <p>And what would you like for hot beverage, sir?</p>	<p>But before learning that, let's review some vocabulary items on the breakfast menu. (Give paper 1 - the breakfast menu)</p> <p>Class! Look at the given breakfast menu.</p> <p>How many sections are there on this menu? What are they?</p> <p>In most restaurant, how many kinds of breakfast are there?</p> <p>In most restaurant, how many kinds of breakfast are there?</p> <p>What are they?</p> <p>If the guest wants Continental breakfast, what should you ask the guest to order first?</p> <p>What should you ask next?</p> <p>Then what else?</p> <p>Very good.</p> <p>If the guest wants American breakfast, tell me the orders of food you should ask the guests to order?</p>	<p>Five sections.</p> <ol style="list-style-type: none"> <li>1. Choice of Fruit juice</li> <li>2. cereal</li> <li>3. eggs with bacon, sausage or ham.</li> <li>4. bread</li> <li>5. hot beverage.</li> </ol> <p>Two kinds</p> <ol style="list-style-type: none"> <li>1. American breakfast and Continental.</li> <li>1. Choice of bread</li> <li>2. Choice of fruit juice.</li> <li>3. Choice of hot beverage.</li> <li>1. Choice of eggs.</li> <li>2. Choice of eggs with bacon, sausage or ham.</li> </ol>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Right. If the guest wants Continental breakfast, you should ask the guest to give orders for 3 choices.</p> <p>But if the guest wants American breakfast, you should ask the guest to give orders for 5 choices.</p> <p>(The teacher will review the vocabulary about the lists of food on the menu. Some pictures of the food are also supplied.)</p> <p>(The teacher will let the students read the menu altogether.)</p> <p>Now, I'd like you to practise listening to the guests giving orders for breakfast.</p> <p>So, first, look at the ordering form or the menu on paper 1 - 2.</p> <p>When the guest gives breakfast orders, who should write down the orders on the form?</p> <p>Right! Next, I'll play the tape. On this tape you will hear the guests ordering breakfast.</p> <p>When you hear each guest giving orders, please write down on the given ordering form the guest's room no. and put a tick (✓) after every list of food each guest wants. Do you understand?</p>	<p>3. Choice of cereal</p> <p>4. Choice of fruit juice</p> <p>5. Choice of hot beverage.</p> <p>(The students will read the menu altogether.)</p> <p>The floor waiter.</p> <p>Yes.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>(The teacher will play the tape (tapescript 1) and let the students write down the information they hear on the form.)</p> <p>(The teacher will play the tape for the second time and check whether the students can identify what the guests order correctly or not.)</p> <p>Now, I'd like you to learn how to give and take order for breakfast on the phone.</p> <p>Look at the dialogue on paper 3. (Give paper 3 to the students.)</p> <p>This is a conversation between a floor waiter and a guest on the phone.</p> <p>Read the situation carefully then answer my questions.</p> <p>Are you ready to answer my questions?</p> <p>Where is the guest staying?</p> <p>What is the guest going to do?</p>	<p>(The students will listen to the tape and write down the information they hear on the given form by writing a tick after each list of food the guests want on it.)</p> <p>(The students will tell what each guest orders then their answer should be compared to the tape which is played for the second time.)</p> <p>(The students will read the situation on paper 3.)</p> <p>Yes.</p> <p>In Royal Cliff Beach Hotel.</p> <p>To give orders for breakfast.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Is the guest going to have breakfast in the restaurant?</p> <p>Where will he have his breakfast?</p> <p>Right. So he may use the room service by ordering breakfast on the phone.</p> <p>And who is going to answer the phone?</p> <p>Now, look at no. 1 on paper 3.</p> <p>What should the floor waiter say, when he answers the call in the evening?</p> <p>Good. Everybody! Please write all the answers on paper 3.</p> <p>Next in no. 2, what should the guest say to make a request for breakfast?</p> <p>Very good. In no. 3, how would the floor waiter respond to the guest's request in no. 2?</p> <p>Next! The floor waiter is going to ask the guest to give orders and the guest is going to give orders.</p> <p>Now I'll play the tape (tapescript 2) - the conversation between the floorwaiter and the guest on paper 3.</p> <p>Listen to the tape and read the tapescript on paper 3, then notice how the floor waiter asks the guest to order and how the guest gives orders.</p>	<p>No.</p> <p>In his room.</p> <p>The floor waiter.</p> <p>Room service. Good evening.</p> <p>May I help you?</p> <p>I'd like to order breakfast for tomorrow.</p> <p>Certainly, sir.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>(The teacher will play the tape (tapecript 2 or paper 3.)</p> <p>Now, answer my questions.</p> <ol style="list-style-type: none"> <li>1. How does the floor waiter ask the guest first?</li> <li>2. What does the guest choose?</li> <li>3. In asking the guest to give orders for Continental breakfast, what does the floor waiter ask the guest to give orders?</li> <li>4. How does he ask the guest to give orders for the followings..... Juice, Rolls or Toast And Hot beverage?</li> <li>5. What does the guest order?</li> <li>6. How does the floor waiter repeat the whole orders?</li> </ol>	<p>(The students will listen to the tape and read tapecript on paper 3.)</p> <ol style="list-style-type: none"> <li>1. Would you like American breakfast or Continental?</li> <li>2. Continental Breakfast.</li> <li>3. Juice Rolls or Toast And Hot beverage</li> <li>4. Which kind of juice would you like? Would you like Rolls or Toast? What would you like for Hot Beverage?</li> <li>5. Grapefruit juice, Toast with jam and a pot of tea.</li> <li>6. So you'll have Grapefruit juice, toast with jam and a pot of tea.</li> </ol>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Then the teacher will use the same procedure to ask the students about how to ask the guest to give orders for American breakfast.</p> <p>What does the floor waiter ask the guest to order first?</p> <p>After that the waiter should write down the orders on the ordering form.</p> <p>Good. Now! everybody! Read the dialogue on paper 3 after the tape.</p> <p>(The teacher will let the students practise reading the dialogue in groups and in pairs using the tape as a model.)</p> <p>(Some cue cards - picture of fruit juice, cereal, eggs with bacon, sausage or ham, bread and hot beverage-are used to give some changes to the dialogue on paper 3.)</p>	<p>(The students will answer the questions.)</p> <p>Juice</p> <p>(The students will read the dialogue after the tape altogether and in pairs.)</p>	

Objectives	Procedure	Students
	<p>Teacher</p>	
	<p>Nov, I want you to practise taking and giving orders for breakfast on the phone. So I'll divide you into 2 groups.</p> <p>Here is group 1. You are the floor waiters. The rest are groups 2 the guests. (Ask 15 students to be the floor waiter and the rest - 15 students to be the guests.)</p> <p>Each of you in group 1 - the floor waiter should get paper 2 - the ordering form and paper 4 - the information card for a waiter. (Give paper 2 and 4 to the students in group 1.)</p> <p>Each of you in group 2 - the guest should get paper 1 - the menu, paper 5 - the information card for a GUEST, paper 6 - the memo. (Give paper 1, 5 and 6 to the students in group 2.)</p> <p>Now everybody! Please read the given information carefully.</p> <p>Do you have any questions about your information? Now, I'll tell you how to begin this activity, for example I'll play the tape and on the tape you'll hear an radio announcer broadcasting that it's time for the evening news on Monday.</p>	<p>(The students will read the information.)</p> <p>No.</p>
	<ol style="list-style-type: none"> <li>1. For the guests, what should you do?</li> <li>2. Which restaurant should you telephone to?</li> <li>3. Can you see the name of the restaurants which are in your hotel?</li> <li>4. Do you have enough time to go to have breakfast in the restaurant?</li> </ol>	<ol style="list-style-type: none"> <li>1. Give breakfast order on the phone</li> <li>2. The Restaurant which is in the hotel I'm staying.</li> <li>3. Yes.</li> <li>4. No.</li> </ol>

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>5. Why not?</p> <p>6. How can you telephone to the floor waiter to give orders for breakfast?</p> <p>7. What should you do with your memo?</p> <p>8. When the radio announcer broadcasts that it's time for six o'clock news on Tuesday, what will you do?</p> <p>Remember! Whenever you hear the announcement of the 6 o'clock news of another day each of you the guest should go to another restaurant which is shown on the schedule on paper 5 - the information card for a GUEST.</p> <p>9. What should you do if there are more than one restaurant in the hotel you are staying?</p> <p>10. What should you give to the teacher when the activity is over?</p>	<p>5. We are very busy and we are having early meeting.</p> <p>6. By sitting back to back with the floor waiter and then talk together as in the dialogue on paper 3.</p> <p>7. Write down on the memo the names of the restaurants visited and the numbers after the lists of food on the menu ordered.</p> <p>8. Give breakfast orders at another restaurant.</p> <p>9. Go to the restaurant that is vacant.</p> <p>10. The menu (paper 1), The Information Card for A GUEST (paper 5) and the memo (paper 6).</p>	



Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>For the floor waiters, what are your responsible for?</p> <p>What is your duty?</p> <p>What can you do to answer the guests' calls?</p> <p>So, when a guest sits back to back with you what should you do?</p> <p>What should you do with the ordering form (paper 2) when the guest gives orders?</p> <p>How can you note down the guest's orders on it?</p> <p>And what else should you write on the ordering form?</p> <p>When the activity is over, what should you submit to the teacher?</p>	<p>Room Service.</p> <p>Answering the guests' calls to order food.</p> <p>By sitting back to back with the guest and talk together as in the dialogue on paper 3.</p> <p>Greet the guest and ask him/her to give orders for breakfast.</p> <p>Note down the guest's orders on it.</p> <p>By putting a tick (✓) after every list of food on the form the guest orders.</p> <p>The name of the restaurant, the guest's name and room number and then my own name.</p> <ol style="list-style-type: none"> <li>1. The word card - the name of the restaurant.</li> <li>2. The ordering form (paper 2)</li> <li>3. The Information Card for a FLOOR WAITER (paper 4)</li> </ol>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Very good. Do you know how to do the activity?            Now, let's start the activity.            (The teacher will play the tape - the announcer on the radio broadcasting that it's now 6 o'clock news on <u>Monday</u> . The teacher will play this tape every 5 minutes.)            (The teacher will let the students do this activity for 25 minutes then let the students take turn being guests or floor waiters and let them do the activity again for 25 minutes.)            (The students' voices should randomly be recorded.)            (When the activity is over, the teacher will play the tape let the students identify whose voices they are and let the rest correct any errors that occur.)            (The ordering form, the memo and the Information Card for A GUEST should also be checked to find out whether the students can share the information correctly or not.)            (The teacher will ask the students to do written homework.)</p>	<p>Yes.             (The students will do the activity.)</p>	



# GAMES

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Nov, I want you to play a game. So, I'll divide you into 2 groups.</p> <p>Here is group 1. You are the floor waiters. (Ask 14, students to be the floor waiters.)</p> <p>Each of you in group 1 - the floor waiter should get paper 2 - the ordering form and paper 4 - the information card for A WAITER.</p> <p>(Give paper 2 and 4 to the students in group 1)</p> <p>The rest - 16 students you are group 2 - the guests.</p> <p>Here is guest team A and the rest are guest team B.</p> <p>(Ask the rest 16 students to be the guests.)</p> <p>Each of you in group 2 should get paper 1 - the menu, paper 5 - the information card for A GUEST and paper 6 the memo.</p> <p>(Give paper 1, 5 and 6 to each student in group 2.)</p> <p>Each guest should try to give orders for breakfast on the phone at as many restaurants as you can.</p> <p>The guest who can give orders in more restaurants than the others in group 2. will be the winner of the group.</p> <p>The floor waiter who can take more orders than others in group 1 will be the winner of the group.</p>		

GAMES

Evaluations

Students

Procedure

Teacher

Objectives

Now, I want you to play a game. Ling Ching Restaurant.  
So, I'll divide you into 2 groups.

Here is group 1. You are the floor waiters. (Ask 14 students to be the floor waiters.)

Each of you in group 1 - the floor waiter should get paper 2 - the ordering form and paper 4 - Directions on how to play "Ling Ching Restaurant"

(Give paper 2 and 4 to the students in group 1)

The rest - 16 students you are group 2 - the guests.

Here is guest team A and the rest are guest team B.

(Ask the rest 16 students to be the guests.)

Each of you in group 2 should get paper 1 - the menu, paper 4, Directions on how to play "Ling Ching Restaurant," and paper 6 the memo.

(Give paper 1, 4 and 6 to each student in group 2.)

Each guest should try to give orders for breakfast on the phone at as many restaurants as you can.

The guest who can give orders in more restaurants than the others in group 2. Will be the winner of the group.

The floor waiter who can take more orders than others in group 1 will be the winner of the group.

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Now, everybody! Please read the given information carefully.</p> <p>Do you have any questions about the information?</p> <p>Next, I am going to tell you how to start playing the game, for example, I'll tell you that now it's 6 o'clock on Monday evening.</p> <ol style="list-style-type: none"> <li>1. For the guests, what should you do?</li> <li>2. Which restaurant should you telephone to?</li> <li>3. How can you telephone to the floor waiter to give orders for breakfast?</li> <li>4. What should you do with you memo?</li> </ol>	<p>(The students will read the information.)</p> <p>No.</p> <ol style="list-style-type: none"> <li>1. Give order for breakfast on the phone?</li> <li>2. The restaurant that is vacant.</li> <li>3. By sitting back with the floor waiter and then talk together as in the dialogue on paper 3.</li> <li>4. Write down on the memo the names of the restaurants visited and the numbers after the lists of food on the menu ordered.</li> </ol>	

GAMES

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>5. Next, when I tell you that it's 6 o'clock on Tuesday morning, what will you do? Remember! Whenever I signal you to day, each of you - the guest - should go to another hotel you like.</p> <p>6. And what should you give to the teacher when the game is over?</p> <p>Next! the floor waiter</p> <p>1. What can you do to answer the guests' calls?</p> <p>2. So, when the guest sits back to back with you, what should you do?</p>	<p>8. Go to order for breakfast at another restaurant.</p> <p>6. The menu (paper 1), The information card for A GUEST (paper 5) and the memo (paper 6)</p> <p>1. By sitting back to back with the guest and talk together as in the dialogue on paper 3.</p> <p>2. Greet the guest and ask him/her to give orders for breakfast.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>3. What should you do with the ordering form (paper 2) when the guests give orders?</p> <p>4. How can you note down the orders on it?</p> <p>5. And what else should you write on the ordering form?</p> <p>6. When the activity is over, what should you give to the teacher?</p>	<p>3. Note down the guests' orders on it.</p> <p>4. By putting a tick ( ) after every list of food on the form the guest orders.</p> <p>5. The name of the restaurant, the guest's name and room number and then my own name.</p> <p>6. (6.1) The word card - the name of the restaurant.</p> <p>(6.2) The ordering form (paper 2)</p> <p>(6.3) Directions on how to play "Ling Ching Restaurant."</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Very good. Do you know how to play these games?</p> <p>Now, let's play the game.</p> <p>(The teacher will announce the day at every 5 minutes - and let the students play the game for 25 minutes then let them take turn being guests or waiters and let them play the game again for 25 minutes.)</p> <p>(The students' voices should randomly be recorded.)</p> <p>(When the game is over, the teacher will play the tape, let the students identify whose voices they are and let the rest correct any errors that occur.)</p> <p>(The ordering form, the memo and the information card for A GUEST should also be checked to find out the winner of each group.)</p> <p>(The teacher will ask the students to do written homework.)</p>	<p>Yes.</p> <p>(The students will play the game.)</p>	



Paper 1

BREAKFAST MENU						
	Order 1	Order 2	Order 3	Order 4	Order 5	Order 6
Room Number						
Choice of Fruit Juice						
1. Orange						
2. Grapefruit						
3. Tomato						
Choice of Cereal						
4. Podge						
5. Corn Flakes						
6. Bran Flakes						
Choice of Eggs						
7. Poached						
8. Scrambled						
9. Fried						
10. Boiled						
(.....minutes)						
11. With Ham						
12. Sausage						
13. Bacon						
Choice of bread						
14. Rolls						
15. Toast						
Choice of Hot Beverage						
16. Coffee						
17. Tea						
18. Hot Chocolate						
19. With Lemon						
20. Milk						
Waiter/waitress' signature						

**Task:** to take down the guests' orders. Go over the menu with the class.

**Tapescript**

1. Order number one is for one person only.  
Can I order breakfast? Room five-one-eight. I'd like grapefruit juice, toast, and some coffee with milk.
2. Order number two is also for one person only.  
This is room three-two-six. I'd like to order breakfast. I'll have the cornflakes, bacon and egg (fried egg), some toast, and tea with milk.
3. Order number three is also for one person.  
Could I have some breakfast straight away, please? I'd like grapefruit juice, skip the cereal, just bacon, sausage and egg. How would I like my egg? Oh, fried, I suppose. No, no, hang on. I'll have scrambled egg for a change. Rolls and black coffee. Room number? Two-one-four.
4. Order number four is for two people.  
This is room seven-oh-one. Can we order some breakfast, please? One orange juice and one grapefruit. Boiled eggs for both of us. Oh, four minutes. Then rolls for one and toast for one, and tea for two with lemon.
5. Order number five is also for two people.  
May I order breakfast for room six-twenty? One tomato juice and one bran flakes. Ham for two, one with poached eggs, the other with scrambled eggs. Rolls for two, and two coffees with milk.
6. Order number six is also for two people.  
This is room eight-one-three. I'd like to order breakfast. No juice, just one porridge and one cornflakes. Bacon, sausage and fried egg for one, and a boiled egg for the other, and I'd like it boiled for three and a half minutes only. Toast for two. One tea with milk and one hot chocolate. Thanks.

ศูนย์วิทยุทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Note down their breakfast orders and the room numbers of the guests.

RESTAURANT \_\_\_\_\_ DAY \_\_\_\_\_

BREAKFAST MENU

ROOM SERVICE VOUCHER

GUEST'S NAME			
Room Number			
Choice of Fruit Juice			
1. Orange			
2. Grapefruit			
3. Tomato			
Choice of Cereal			
4. Porridge			
5. Corn Flakes			
6. Bran Flakes			
Choice of Eggs			
7. Poached			
8. Scrambled			
9. Fried			
10. Billed			
(.....minutes)			
11. With Ham			
12. Sausage			
13. Bacon			
Choice of Bread			
14. Rolls			
15. Toast			
Choice of Hot Beverage			
16. Coffee			
17. Tea			
18. Hot Chocolate			
19. With Lemon			
20. Milk			
Waiter/waitress' signature		Floor waiter/waitress' signature	

## Lesson 1

Topic : Giving and taking orders for breakfast on the phone.

On the phone

(A Guest in the Royall Cliff Beach Hotel is ordering breakfast at the Hotel restaurant on the phone. It's about 6 o'clock in the evening.)

W = Floor waiter

G = Guest

W : Room Service! (Greet the guest) \_\_\_\_\_  
(Offering help to the guest.) \_\_\_\_\_?

G : 2. \_\_\_\_\_ breakfast for tomorrow.

W : 3. \_\_\_\_\_. Would you like American breakfast or the Continental?

G : 4. \_\_\_\_\_, please.

PART A. (The Guest orders Continental breakfast.)

W : Which kind of juice would you like?

G : \_\_\_\_\_, please.

W : That's nice, sir. And would you like Rolls or Toast?

G : \_\_\_\_\_ with jam (butter) sounds nice.

W : That's nice, sir. And what would you like for hot beverage?

G : Definitely a pot of tea.

W : Very good, sir. (Repeat the whole orders.) So you'll have \_\_\_\_\_

PART B. (The guest would like to have American breakfast.)

W : How would you like your eggs, sir?

G : Oh, scrambled I suppose.

W : Would you like \_\_\_\_\_ eggs with bacon, sausage or ham, sir?

G : Bacon sounds nice.

W : (Repeat the orders) \_\_\_\_\_  
Would you like some cereal, sir?

G : No, thank you.

W : And which kind of juice would you like?

G : \_\_\_\_\_, please.

W : That's nice, sir. And what would you like for hot beverage?

G : \_\_\_\_\_, please.

W : Very good, sir. (Repeat the whole orders.) So, you'll have \_\_\_\_\_

G : That's right.

W : And what time would you like to have your breakfast, sir?

G : \_\_\_\_\_

PART C.

W : Then, your room number, please?

G : Room no. 622.

W : Thank you, sir. Good night. (Have a nice sleep.)

Information Card for A FLOOR WAITER

You are a floor waiter who should be responsible for Room service in \_\_\_\_\_ restaurant. Your duty is answering the guests' calls to order food so you should listen carefully to the guests' orders on the phone and write them down on the ordering forms and later give them to the captain.

You should get the following information;

paper 2 the ordering form

3 the dialogue

4 the Information Card for A FLOOR WAITER

a word card - the name of a restaurant.

**DIRECTIONS :**

1. Set up two desks by putting their back against each other.
2. Put the given word card - the name of a restaurant on your desk.
3. Ask the guest to give orders for breakfast when he/she telephones to your restaurant.
4. Write down the followings on the ordering form (paper 2.)
  - 4.1 the name of your restaurant.
  - 4.2 the guests' orders. You may write them down by putting a tick (✓) after every list of food the guest want.
  - 4.3 Room number.
  - 4.4 your own name
5. Return the following to the teacher when the activity is over.
  - 5.1 the word card - the name of a restaurant.
  - 5.2 the ordering form (paper 2)
  - 5.3 the Information Card for A FLOOR WAITER. (paper 4)

**NOTE :** You may answer the guest's calls to order food by sitting back to back with the guest and then talk together as in the dialogue on paper 3 without looking at each other.

For Games.

The floor waiter who can take more orders than the others will be the winner.

Information Card for A GUEST

You, \_\_\_\_\_, are a very busy business-man and you have early meeting at different towns in Thailand this week. So you have to travel from one town to another. Certainly, room service in various restaurants you stay can help you save time so that you can have plenty of time to go to the meeting unhurriedly. The following is the schedule of the hotels you're staying this week.

DAY	HOTEL	ROOM NO.	RESTAURANT 1	RESTAURANT 2
MON				
TUE				
WED				
THU				
FRI				

You should get the following information.

- paper 1 the menu
- 3 the dialogue
- 5 the Information Card for A GUEST
- 6 the memo

**DIRECTIONS :**

1. Give orders for breakfast on the phone by using room service of the hotel restaurant you are staying every morning.

If there are more than one restaurant in the hotel you are staying, you may telephone to the that is vacant.

2. Write down on your memo (paper 6) the name of every restaurant you telephone to and the numbers after the lists of food on the menu you choose.

3. Return the following to the teacher when the activities is over;

- 3.1 the menu (paper 1)
- 3.2 the Information Card for A GUEST (paper 5)
- 3.3 the memo (paper 6)

**NOTE :** You may give orders for breakfast on the phone by sitting back with the floor waiter and then talk together as in the dialogue on paper 3.



Directions on how to play 'Ling Ching Restaurant'.

FOR A FLOOR WAITER

You should get the following information;

- paper 2 the ordering form
- 3 the dialogue
- 4 the Information Card for A FLOOR WAITER
- a word card - the name of a restaurant.

DIRECTIONS :

1. Set up two desks by putting their back against each other.
2. Put the given word card - the name of a restaurant on your desk.
3. Ask the guest to give orders for breakfast when he/she telephones to your restaurant.
4. Write down the followings on the ordering form (paper 2.)
  - 4.1 the name of your restaurant on the top of the form.
  - 4.2 the guests' orders. You may write them down by putting a tick (✓) after every list of food the guests want.
  - 4.3 room number.
  - 4.4 your own name
5. Return the following to the teacher when the activity is over.
  - 5.1 the word card - the name of a restaurant
  - 5.2 the ordering form (paper 2)
  - 5.3 the Information Card for A FLOOR WAITER. (paper 4)

**NOTE :** You may answer the guest's calls to order food by sitting back to back with the guest and then talk together as in the dialogue on paper 3 without looking at each other.

FOR A GUEST

You should get the following information.

- paper 1 the menu
- 3 the dialogue
- 5 the Information Card for A GUEST
- 6 the memo

DIRECTIONS :

1. Give orders for breakfast on the phone by using room service of any hotel restaurant you like. You may telephone to the one that is vacant.
2. Write down on your memo (paper 6) the name of every restaurant you telephone to and the numbers after the lists of food on the menu you choose.
3. Return the following to the teacher when the activities is over;
  - 3.1 the menu (paper 1)
  - 3.2 the Information Card for A GUEST (paper 5)
  - 3.3 the memo (paper 6)

**NOTE :** You may give orders for breakfast on the phone by sitting back to back with the floor waiter and then talk together as in the dialogue on paper 3.



## Written Exercise : Lesson 1

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ NO. \_\_\_\_\_

Part I. Have you known the following?

## 1. Taking orders for breakfast

## 1.1 Asking the guest to give orders.

Would you like \_\_\_\_\_ or \_\_\_\_\_ ?

## (A) Continental

Which kind of \_\_\_\_\_ would you like?

Would you like \_\_\_\_\_ or \_\_\_\_\_ ?

What would you like for \_\_\_\_\_ ?

Repeat the whole orders

## (B) American

How would you like your \_\_\_\_\_ , sir?

Would you like \_\_\_\_\_ eggs with \_\_\_\_\_

or \_\_\_\_\_ , sir?

Repeat the orders.

And would you like some \_\_\_\_\_ , sir?

And which kind of \_\_\_\_\_ would you like?

What would you like for \_\_\_\_\_ ?

Repeat the whole orders

## 1.2 Asking for the guest's room number

Your \_\_\_\_\_

## 1.3 Saying "good bye" to the guest.

\_\_\_\_\_ (Have \_\_\_\_\_ )

## 2. Giving orders for breakfast.

## 1.1 \_\_\_\_\_ breakfast for tomorrow

Grapefruit juice, \_\_\_\_\_

Rolls with \_\_\_\_\_ sound (s) \_\_\_\_\_

Fried eggs \_\_\_\_\_

DAILY LESSON PLAN : LESSON 2

Students Third year students at Vocational Education Certificate level.

Number of Students 2 Groups of 28

Date

Time 2 hours

Aids word cards, tape

Content

Functions	Communicative Expressions	People	Situation	Topic
Being a waiter - Asking Permission to come into the guest's room. - Offering the hotel's services. - Expressing willingness to serve the guest. Being a guest. - Giving Permission	Your breakfast, madam. May I come in? Would you like to have something besides your breakfast, Mr. ....? Mrs. ....? Just feel free to call Room service. We're always at your service. Please, come in. The door isn't locked.	A guest A waiter	In a hotel	Delivering the breakfast Room Service.

Past experience.

1. Greeting/Saying 'thank you' to the guest.
2. Introducing oneself.
3. Refusing the offer.
4. Respond to the Guest's thanks and leave taking.
5. Reading the Room Service Voucher.

Objectives	Procedure		Evaluations
	Teacher	Students	
<p><u>Terminal Objective</u></p> <p>The students should be able to communicate properly while delivering breakfast Room Service to the guest.</p>	<p>Everybody! Please look at this picture.</p> <p>(Show a picture of a waiter delivering breakfast Room Service to a guest in his room.)</p> <p>Where are these 2 persons?</p> <p>What does this person do? (Point to the waiter.)</p> <p>What does this one do? (Point to the guest.)</p> <p>What is the waiter doing?</p> <p>Supposing you are the waiter, do you know how to talk to the guest as you are bringing food from Room Service to the guest?</p> <p>So, today, we are going to learn how to talk to the guest as you are bringing Room Service to the guest.</p> <p>Last time you learned how to give and take orders for breakfast Room Service on the phone, didn't you?</p> <p>After the floor waiter writes down the guest's orders on the ordering form or Room Service Voucher, whom should the waiter bring the form to?</p> <p>And when the food is already prepared, who should bring the food to the guest?</p> <p>How can the waiter know which room he will bring the food or Room Service to?</p>	<p>In a hotel.</p> <p>A waiter.</p> <p>A guest.</p> <p>Bringing food to the guest in his room.</p> <p>Yes./No.</p> <p>Yes.</p> <p>To the captain or the chef.</p> <p>The waiter.</p> <p>By reading the ordering form or the Room Service Voucher.</p>	<p>Let the students do an activity or play a game in which they have to demonstrate their ability to communicate with one another to deliver breakfast Room Service to the guests.</p> <p>The written work in class of each pair of the students, the dialogue between the student who is a guest and the one who is a waiter bringing the breakfast Room Service to the guest should be checked to find out whether they can communicate with each other correctly or not.</p> <p>The information card for A GUEST (paper 2), the Information Card for A WAITER (paper 3) and the Room Service Voucher (paper 4) should also be checked to find out whether the students can exchange their information with one another correctly or not.</p>
<p><u>Enabling Objectives</u></p> <p>1. Being a waiter, the students should be able.</p> <p>1.1 to ask permission to enter the guest's room</p> <p>1.2 to offer the hotel's products and services.</p> <p>1.3 to express willingness to serve the guests.</p> <p>2. Being a guest, the students should be able to give permission to the waiters to come into the room.</p>			

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Right! On the ordering form or the Room Service Voucher, the waiter can see the guest's name and room number he is bringing the food to.</p> <p>Now, I'd like you to learn how to talk to the guest when you reach his/her room.</p> <p>Everybody! Please look at paper 1. (Give paper 1 to the students.)</p> <p>Read the situation carefully then answer my questions.</p> <p>What is the waiter doing?</p> <p>When the waiter reaches room 101, does he knock on the door or open it at once?</p> <p>Now, I'd like you to listen to the tape - on this tape you'll hear how the waiter and the guest talk to each other as the waiter brings breakfast Room Service to him.</p> <p>You can also read the tape which is on paper 1 but the tape is not complete.</p> <p>So, listen to the tape and also read the tape on paper 1 then I'll ask you to complete the tape on paper 1 when the tape is over.</p> <p>Do you understand?</p>	<p>Delivering breakfast Room Service to room 101.</p> <p>He knocks on the door.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Now, everybody! Listen to the tape and read the tape script on paper 1.</p> <p>Next, I'd like you to complete the tape script on paper 1.</p> <p>In no. 1., after knocking on the door, how does the waiter ask the guest's permission to come into the room?</p> <p>Next, how does the guest reply to such request?</p> <p>In no. 1 how does the waiter greet the guest?</p> <p>It you know that the guest's name is Mr. Smith, what will you say?</p> <p>Good! Remember you should always call the guest's name when you know his/her last name to show that you can recognize him/her well.</p> <p>How does the waiter know the guest's name?</p> <p>And how does the waiter introduce himself?</p> <p>In no. 2 how does the guest reply?</p> <p>You may notice that the guest will also call your name.</p>	<p>(The students will listen to the tape and read the tape script on paper 1.)</p> <p>You breakfast, madam.</p> <p>May I come in?</p> <p>Please come in. The door isn't locked.</p> <p>Good morning, Madam.</p> <p>Good morning, Mr. Smith.</p> <p>From the ordering form or Room Service Voucher.</p> <p>My name is Chad.</p> <p>Good morning, Chad</p> <p>Just put it on the table, please.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>And how does the waiter say to the guest to offer him an additional service?</p> <p>Does the guest want anything else?</p> <p>How does the guest say?</p> <p>And how does the waiter reply to express willingness to serve the guest?</p> <p>Remember to use this expression to express willingness to serve the guest so that the guest may feel comfortable to use your service.</p> <p>In no. 4 how does the guest say?</p> <p>And in no. 5, how does the waiter reply?</p> <p>Good. Now, everybody! Please read the dialogue on paper 1 altogether after the tape.</p> <p>(The teacher will let the students practise reading the dialogue on paper 1 in groups and later in pairs.)</p> <p>Cue cards - the guest's names, room numbers and the waiter's names are used to give some changes to the dialogue on paper 1.)</p>	<p>Would you like to have something more besides your breakfast, <i>madam</i>?</p> <p>No.</p> <p>No, thank you.</p> <p>Well, <i>madam</i>!. Just feel free to call Room Service. We're always at your service.</p> <p>Thank you.</p> <p>You're welcome, <i>madam</i>.</p> <p>Have a nice day.</p> <p>(The students will read the dialogue on paper 1 altogether, in groups and later in pairs.)</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Now, I'd like you to do an activity (a game).            So, I'll divide you into 2 groups.            Group A will be the guests. (Ask 15 students to be the guests.)            And the rest, you are group B or the waiters. (Ask 15 students to be the waiters.)            Group A, the guests, each of you will get an information card for A GUEST (paper 2)            (Give paper 2 to the students in group A)            Group B, the waiters, each of you will get the Information Card for A WAITER (paper 3), the Room Service Voucher (paper 4) and a word card, the hotel's name and room number.            (Give paper 3, 4 and a word card to the students in group B.)            Everybody! Please read your given information carefully.            Have you finished?            Now, each of you - the waiter! Please set up a table for the guest around the room. Don't forget to put the word card - the hotel name and room no. on it.            Next, I'd like to show you how to start the activity (the game).</p>	<p>(The students will read the information.)            Yes.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>First, I'll play the tape, on this tape you'll hear an announcer broadcast the time for 6 o'clock news on Monday.</p> <p>For the guests, what should you do?</p> <p>How are you waiting for?</p> <p>What will the waiter do for you?</p> <p>What will you do when the waiter knocks the door?</p> <p>Right! So you and the waiter should talk together like the dialogue on paper 1.</p> <p>Now, For you - the waiters, when you hear the announcer broadcast the time for 6 o'clock news on Monday, what should you do?</p> <p>Then how should you talk to the guest?</p> <p>Very good.</p>	<p>Go to the room in the hotel on Monday list.</p> <p>The waiter.</p> <p>Bring me the breakfast Room Service.</p> <p>Ask him to come in and bring the food on the table.</p> <p>Go to the guest's room on the Room Service Voucher on Monday.</p> <p>As in the dialogue on paper 1.</p>	



Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Remember! Whenever you hear the announcer broadcast a new day, you, both the waiters and the guests, should go to another room in the hotel or in another hotel which is shown on the information card on that day.</p> <p>Do you know how to do this activity?</p> <p>Now, let's begin the activity.</p> <p>(The teacher will play the tape - an announcer broadcasting the 6 o'clock news of each day - each with 5 minute interval and let the students do the activity for about 25 - 30 minutes then let them take turn being guests or waiters.)</p> <p>(The teacher will ask every pair of the students to write down the dialogue they talk together.) on the answer sheet (paper 5).</p> <p>(The written work in class should be checked to find out whether each pair can communicate with each other correctly or not.</p> <p>The Information Card for A GUEST (paper 2), the Information Card for A WAITER (paper 3) and the Room Service Voucher (paper 4) should also be checked to find out whether the students can exchange their information with one another correctly or not.)</p> <p>(The teacher will ask the students to do written homework at home.)</p>	<p>Yes.</p>	

GAMES

Evaluations

Procedure

Students

Objectives

Teacher

Remember! Whenever you hear the announcer broadcast a new day, you - both the waiters and the guests should go to another room in the hotel or in another hotel which is shown on the information card on that day.

Each time any of you the waiter - finish your room service, you should go to take the points from the teacher - 3 points for the first one who finishes the activity

\* second " " " "

\* third " " " "

Only the first three waiters who can finish their task first will get the points.

Any waiter who can get highest points will be the winner.


Do you know how to play the game?

(The teacher will play the tape - an announcer broadcasting the 6 o'clock news of each day each with 5 minutes interval. The students will play the game for about 25 - 30 minutes then take turn being guests or waiters.)

(The teacher will ask every pair of the students using the information on Friday to write down the dialogue they talk together.)

Yes.

(The students will play game for about 50 minutes.)

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>(The teacher will find out the winner.)                      (The teacher will let two of the winners play this game again while the rest of the class look on.)                      (The written work in class should be checked to find out whether each pair can communicate to each other correctly or not.)</p> <p>The Information Card for A GUEST (paper 2), the Information Card for A WAITER (paper 3) and the Room Service Voucher (paper 4) should also be checked to find out whether the students can exchange their information with one another correctly or not.)</p> <p>(The teacher will ask the students do written homework at home.)</p>		

## ROOM SERVICE

(A waiter is delivering breakfast room service to room 101. He knocks on the guest's room door.)

WAITER : Your breakfast, madam. May I come in?

QUEST : Please come in. The door isn't locked.

(The waiter comes into the quest's room.)

WAITER : 1. (Greet the guest.) \_\_\_\_\_  
(Introduce yourself.) \_\_\_\_\_

QUEST : 2. (Greet the waiter.) \_\_\_\_\_  
Just put it on the table, please.

WAITER : Would you like to have something more besides your breakfast, madam?

QUEST : 3. (Refuse the Offer) \_\_\_\_\_

WAITER : Yes, madam. Just feel free to call room service.  
We're always at your service.

QUEST : 4. (Thank the waiter.) \_\_\_\_\_

WAITER : 5. (Say 'good bye' to the guest.) \_\_\_\_\_

QUEST : 6. (Say 'good bye' to the waiter.) \_\_\_\_\_

ศูนย์วิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

The Information Card for A GUEST.

You, \_\_\_\_\_ are a very busy business man. Since you have early meeting in different cities every day this week. Room Service may save your time so that you can have plenty of time going to the meeting. And you've already given orders for breakfast Room Service. So, you are now waiting for the waiter to deliver breakfast from Room Service to you.

The followings are the lists of hotels you'll stay this week.

DAY	HOTEL	ROOM NO.
MON		
TUE		
WED		
THU		
FRI		

DIRECTIONS :

1. Listen to the teacher carefully. When you hear the teacher announce the news program on each day, go to the room in the hotel on the list of the day the teacher announces and wait for the waiter who will bring you your breakfast.

2. When the waiter comes to your room, ask him to come in and bring the food on the table. So you should talk to the waiter as in the dialogue on paper 1. and write down the parts you've spoken on the given answer sheet.

3. After you've already written the dialogue clip it with the waiter's and given them to the teacher.

Remember : When the teacher announces that it's on Monday, only the information on Monday should be used.

The Information Card for A WAITER

You are a waiter in \_\_\_\_\_ hotel. Your responsibility is to deliver the breakfast Room Service to the guest.

You should get the following information.

1. The Information Card for A WAITER (Paper 3)
2. The Ordering Form or the Room Service Voucher (paper 4)
3. Two word cards - the name of a hotel and room no.
4. Answer - sheet (paper 5)

DIRECTIONS :

1. Set up a table for the guest and put the word cards - the hotel name and room no. on it.
2. Read the Room Service Voucher carefully, and try to remember the guest's name and room no.

3. Listen to the teacher carefully. When you hear the teacher announcer the news program on each day, go to the guest's room which is on the Room service Voucher on that day.

Then you should talk to the guest like the dialogue on paper 1. and write down the parts you've spoken on the given answer sheet (paper 5)

4. After you've already written the dialogue clip it with the guest's and give them to the teacher.

5. When the activity is over, clip all the information you've got altogether and return them to the teacher.

EX. OF PAPER 4

\_\_\_\_\_ Hotel

ROOM SERVICE VOUCHER

DATE	GUEST'S NAME	Room no.
..... MON		
..... TUE		
..... WED		
..... THU		
..... FRI		

\_\_\_\_\_  
Waiter's signature

EX. OF PAPER 5

ANSWER SHEET

STUDENT'S NAME \_\_\_\_\_ YOUR PARTNER'S NAME \_\_\_\_\_

This is your partner no. \_\_\_\_\_

Put a tick (✓) in the box in front of your role and complete the information.

GUEST

Now you are \_\_\_\_\_

and you are staying at \_\_\_\_\_

\_\_\_\_\_ hotel room no.

WAITER or WAITRESS

Now you are a waiter/waitress

in \_\_\_\_\_

hotel.

The following is parts of the dialogue you've talked to your partner. write only the parts you've spoken.

ROOM SERVICE

(A waiter is delivering breakfast room service to room \_\_\_\_\_)

He knocks on the guest's room door.)

WAITER : Your \_\_\_\_\_

GUEST : \_\_\_\_\_

(The waiter comes into the guest's room.)

WAITER : \_\_\_\_\_

GUEST : \_\_\_\_\_

WAITER : \_\_\_\_\_

GUEST : \_\_\_\_\_

WAITER : \_\_\_\_\_

GUEST : \_\_\_\_\_

WAITER : \_\_\_\_\_

GUEST : \_\_\_\_\_

Lesson 2 Oral exercises

EX. 1 What will you say in the following situations?

(A) Being a waiter/waitress

1. Ask permission to come into the guest's room.  
Your \_\_\_\_\_ . May \_\_\_\_\_ ?
2. Greet the guest in the morning and introduce yourself.  
\_\_\_\_\_
3. Offer an additional service.  
Would you like \_\_\_\_\_
4. Express willingness to serve the guest.  
Just feel \_\_\_\_\_
5. Respond to the guest's thank and say 'good bye' to the guest.  
\_\_\_\_\_

(B) Being a guest

1. Give permission for the waiter/waitress to come into the room.  
Please \_\_\_\_\_
2. Greet the waiter/waitress in the morning and ask him/her to put the food on the table.  
\_\_\_\_\_
3. Refuse the waiter/waitress's offer.  
\_\_\_\_\_
4. Thank the waiter/waitress.

EX. 2 Complete the following conversation.

ROOM SERVICE

A waitress is bringing breakfast room service to Mr. Brown room 401. She knocks on his room door.

- WAITRESS : (1) \_\_\_\_\_
- MR. BROWN : Just a moment. (Mr. Brown opens the door.) Come in, Please.
- WAITRESS : (2) \_\_\_\_\_
- MR. BROWN : Good morning, Naree. Put it over there.
- WAITRESS : (3) \_\_\_\_\_
- MR. BROWN : I'd like two ham sandwiches and a cup of coffee with milk for a snack at eleven o'clock.
- WAITRESS : (4) \_\_\_\_\_
- MR. BROWN : Thank you very much.
- WAITRESS : (5) \_\_\_\_\_
- MR. BROWN : Thank you. Good bye.



DAILY LESSON PLAN :

Simulation and Games Lesson 1 + 2

Students : Third year students at Vocational Education Certificate Level

Number of Students: 2 groups of 28

Date :

Time : 2 hours

Aids : word cards, tape metal pins.

Content : Past Experience 1. giving and taking breakfast orders on the phone.  
2. communicating properly while delivering breakfast Room Service to the guests.

Objectives	Procedure		Evaluations
	Teacher	Students	
<p><u>Terminal Objective</u></p> <p>The students should be able to communicate properly to one another in the simulation or game about "Breakfast Room Service Order."</p>	<p>Today, I'd like you to do the simulation (play a game.) In this simulation (game), you will have to demonstrate your ability to communicate with one another to give and take breakfast orders on the phone and then deliver breakfast Room Service to the students who are the guests.</p> <p>Now everybody! Look at the situation carefully. (Give paper 1 - the Situation to the students.) (The situations or paper 1 will not be given to the students playing games.)</p> <p>(The teacher will read the situation aloud and then ask the students some questions to find out whether they can understand the situation or not. The questions are as follows.)</p>	<p>(The students will read the situation silently and answer the questions.)</p>	<p>Let the students do the simulation (play the game) in which they have to demonstrate their ability to communicate with one another to give and take breakfast orders on the phone and then deliver breakfast from Room Service to the students who are the guests. The written work in class - the dialogue of each pair of the students using the information on Friday should be checked to find out if they can communicate with each other properly or not. All the given information should also be checked to find out if they can exchange their information with one another correctly or not.</p>

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>1. What will there be in Thailand soon?</p> <p>2. Where will the international business meetings be held?</p> <p>3. And when?</p> <p>4. What is the purpose of the meetings?</p> <p>5. Why have the formal negotiation been scheduled in the mornings?</p> <p>6. Where will the foreign businessmen stay in Thailand?</p> <p>7. Will they have enough time to have breakfast in the restaurant?</p> <p>8. So, what will they do?</p> <p>9. Who will answer the guest's calls to order breakfast Room Service?</p>	<p>1. A grand opening of a very large International Trade Center in Bangkok</p> <p>2. At three famous tourist spots in Pattaya, Phuket and Chiang Mai.</p> <p>3. On Monday, Wednesday and Friday this week.</p> <p>4. To attract foreign businessmen to set up their new agencies in this trade center.</p> <p>5. So that the hosts from Bangkok International Trade Center can have plenty of time to entertain their business partners in the afternoons or in the evenings.</p> <p>6. At the hotels.</p> <p>7. No.</p> <p>8. Order breakfast Room Service on the phone.</p> <p>9. The Floor Waiter.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>10. Who will deliver breakfast Room Service to the guest in his/her room? Very good! All of you understand the situation, don't you?</p> <p>(The following procedure is used for students learning through both SIMULATION and GAMES)</p> <p>Next, I'd like to divide you into 3 groups.</p> <p>Here is group 1. You are the floor waiters and you should get the following, paper paper 2 the Information Card for A FLOOR WAITER.</p> <p>* 3 DIRECTIONS FOR A FLOOR WAITER.</p> <p>* 4 the Room Service Voucher</p> <p>a word card - the name of a restaurant.</p> <p>a metal pin.</p> <p>(Ask 10 students to be the floor waiters and give each of them paper 2 - 4, a word card and metal pin.)</p> <p>Now, every floor waiter - Please read the Information Card for A FLOOR WAITER (paper 2) and the DIRECTIONS FOR A FLOOR WAITER.</p> <p>Next, Here is group 2. You are the waiters and you should get the following; paper 5 - the Information Card for A WAITER and paper 6 - the DIRECTIONS FOR A WAITER.</p> <p>(Ask 6 students to be the waiters and give each of them paper 5 - 6.)</p>	<p>10. The waiter. Yes.</p> <p>(The students in group 1 read the given information.)</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Every waiter! Please read your information carefully.            Read paper 5 first then paper 6.            Next! the rest - you are group 3 or the guests and you should get the following; paper paper 7 the Information Card for A GUEST            " 8 the DIRECTIONS FOR A GUEST            " 9 the Memo.            " 10 the Menu.            2 word cards, the name of a hotel and room number.            (Ask the rest of the class - 14 students to be the guests and give each of them paper 7 - 10 and 2 word cards)            Every guest! Read the information carefully. Read paper 7 first then paper 8.            (The teacher will let all the students read the information for 5 minutes.)            Have you finished reading your information?            Now, the floor waiter and the guests! Please set up the tables.            Next, I'll show you how to start the simulation (game).            First, I'll play the tape and when you hear the radio announcer broadcast that it's time for 6 o'clock news on Monday, for those who are the guests,</p>	<p>(The students in group 2 read the given information)</p> <p>(The students in group 3 will read the given information)</p> <p>Yes.            Every student in group 1 and 3 set up the tables somewhere around the classroom.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
<ol style="list-style-type: none"> <li>1. What should you do?</li> <li>2. Since we don't have a telephone in classroom, what can you do to order breakfast on the phone?</li> <li>3. Right. And what should you do with your memo. (paper 9).</li> <li>4. After that, who should you wait for in your room?</li> <li>5. Where is your room?</li> <li>6. What will the waiter do for you?</li> <li>7. When the waiter comes to your room, what will you do?</li> </ol>	<ol style="list-style-type: none"> <li>1. Order breakfast for that day on the phone.</li> <li>2. Go to the desk of the floor waiter working in the restaurant within the hotel I'm staying then sit back to back with the floor waiter and talk together without looking at each other.</li> <li>3. Write down on the memo the name of every restaurant I telephone to and the number after every list of food on the menu I order.</li> <li>4. The waiter.</li> <li>5. The desk on which there are two word cards - the hotel name and room no. you are staying on Monday.</li> <li>6. Deliver breakfast from Room Service to you</li> <li>7. Ask him/her to come in, bring the food on your desk, answer him/her some questions and then say 'good bye' to him/her.</li> </ol>		

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>8. When you hear the radio announcer broadcast that it's time for 6 o'clock news of another day, what should you do?</p> <p>Next, for those who are the floor waiters.</p> <p>1. When you hear the radio announcer broadcast that it's time for 6 o'clock news on Monday, what should you do?</p> <p>2. What's your duty?</p> <p>3. Since we don't have a telephone in our classroom, how can you answer the guest's calls?</p> <p>4. When a guest telephone to your restaurant, what will you do?</p> <p>5. What should you write on the Room Service Voucher?</p>	<p>8. Order breakfast on the phone for that day at another restaurant shown in the list on the Information Card for A GUEST.</p> <p>1. Start my duty.</p> <p>2. Answer the guest's calls to order breakfast from Room Service.</p> <p>3. By sitting back to back with the guest and talk together without looking at each other.</p> <p>4. Request the guest's order for his/her breakfast.</p> <p>5. Write the following.</p> <p>5.1 The day I hear radio announcer broadcast.</p> <p>5.2 The name of my restaurant.</p> <p>5.3 the Guest's orders</p> <p>5.4 the Guest's name and room number</p> <p>5.5 my own name.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>6. How will you write the guest's orders?</p> <p>7. Where will you write your own name?</p> <p>8. After that, where should you put the written Room Service Voucher?</p> <p>9. And whom should you wait for?</p> <p>10. What will you do when you hear the radio announcer broadcast that it's time for 6 o'clock news of another day?</p> <p>Very good.</p> <p>Next. For those who are the waiters.</p> <p>1. Will you start your duty, when it's time for 6 o'clock news of anyday?</p> <p>2. When will you start your duty?</p> <p>3. How can you start your duty?</p>	<p>6. By putting a tick (✓) after every list of food the guests want.</p> <p>7. In the blank over floor waiter's signature.</p> <p>8. Onto the metal pin on the desk.</p> <p>9. Another guest.</p> <p>10. Start my duty again.</p> <p>1. No.</p> <p>2. When it's time for 6.05 music program.</p> <p>3. By taking the written Room Service Voucher from the metal pin on the desk of the floor waiter working in the same restaurant as you.</p> <p>Next, read the Voucher carefully and notice the guest's name and room number.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>4. What should you do when you reach the guest's room?</p> <p>5. What should you write down on the Voucher?</p> <p>6. Where on the voucher?</p> <p>7. What should you do, when you've finished delivering food to the first guest?</p> <p>8. What should you do if there are no Vouchers on the pin?</p> <p>Remember! Everybody! Please return all the information to the teacher when the simulation (game) is over?</p> <p>(The following procedure is for - GAMES:)</p> <p>For the one in group 1 - the floor waiter who can take order from more guests than the others in his/her group will be the winner in group 1.</p>	<p>And deliver breakfast Room Service to the guest whose name is on the lists of the Taken Voucher.</p> <p>4. Ask permission to come into the guest's room, introduce myself, offer the hotel's services, express willingness to serve the guest and then say 'good bye' to the guest.</p> <p>5. My name.</p> <p>6. In the space over the waiter's signature.</p> <p>7. Go to take another Room Service Voucher from the pin on the floor waiter's desk and start my duty again.</p> <p>8. Wait until I hear the radio announcer broadcast that it's time for 6.05 music program of another day, then I'll start my duty again.</p>	



Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>For the one in group 2 - the waiter who can deliver breakfast from Room Service to more guests than the others in his/her group will be the winner in group 2.</p> <p>For the one in group 3 - the guests who can telephone to more restaurants than the others in his/her group will be the winner in group 3.)</p> <p>(The following procedure is for - SIMULATION and GAMES)</p> <p>Do you understand how to do the simulation (to play this game.)?</p> <p>Now, let's do the simulation (play this game.).</p> <p>(The teacher will play the tape - a radio announcer broadcasting the time for the 6 o'clock news program of each day and later for about 5 minutes the 6.05 music program of each day - each with 5 minutes interval and let the students do this simulation (play the game) for about 40 - 50 minutes.)</p> <p>(The teacher will ask each pair of the students using the information of Friday to write down the dialogue they talk together.)</p> <p>(The written work in class should be checked to find out whether each pair can communicate with each other correctly or not.)</p>	<p>(The students will do the simulation (play the game) for about 40 to 50 minutes.)</p>	



Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>(All the given information should also be checked to find out whether the students can exchange the information with one another correctly or not (for 'GAMES' to find out the winner in each group.)</p> <p>(The teacher will ask the students to do written homework at home.)</p>		

Objectives

Procedure

Teacher

Students

Evaluations

มหาวิทยาลัยราชภัฏวชิรวิทยากุล วิทยาลัยราชภัฏวชิรวิทยากุล

The Situation

There will be a grand opening of a very large International Trade Center in Bangkok soon. Three international business meetings have been planned to be held at the following famous tourist spots; Pattaya, Phuket and Chiang Mai on Monday, Wednesday and Friday this week. The purpose is to attract foreign businessmen to set up their new agencies in this trade center. Formal negotiations have been scheduled in the morning so that the hosts from Bangkok Trade Center can have plenty of time to entertain their business partners in the afternoon or in the evening.

So, the foreign businessmen who plan to join these meetings will have to stay over night at various hotels. And since all the business meetings will be held early in the morning, it is recommended for these businessmen to use room service facility of those hotels so that they may have plenty of time to go to the meetings unhurriedly.

It is expected that many business-men will join in these meetings; therefore, the floor waiters in the restaurants within the hotels the businessmen are staying will undoubtedly be busy answering the calls for breakfast room service.

And the waiters in those hotel restaurants are also expected to be busy delivering breakfast room service to every guest.

EX. OF PAPER 2

Information Card for A FLOOR WAITER

You are a floor waiter who should be responsible for Room Service in \_\_\_\_\_ restaurant. Your duty is to answer the guest's calls, to order food so you should listen carefully to the guest's orders on the phone and write them down on the Room Service Voucher then put it on your desk. In most restaurant on the floor waiter's desk there will be a metal pin on which the written vouchers can be placed. Later another waiter will deliver food from Room Service to the guest on such written Voucher.

You should get the following information;

- 1 the Situation
  - 2 the Information Card for A FLOOR WAITER.
  - 3 DIRECTIONS FOR A FLOOR WAITER
  - 4 the Room Service Voucher.
- a word card, the name of a restaurant.
- a metal pin, on which you can place the written Room Service Voucher.

DIRECTIONS : FOR A FLOOR WAITER

1. Set up two desks by putting their back against each other.
2. Put the following on your desk.
  - 2.1 the word card, the name of a restaurant.
  - 2.2 a metal pin
3. Listen to the tape carefully and start your duty on the day given by the radio announcer broadcasting the 6 o'clock news program.
4. Request the guest' orders for his/her breakfast.
5. Write down the following on the Room Service Voucher (paper 3).
  - 5.1 the day you hear the radio announcer broadcast.
  - 5.2 the name of your restaurant.
  - 5.3 the guests' orders. You may write them down by putting a tick (/) after every list of food each guest orders.
  - 5.4 the guest's name and room number.
  - 5.5 your own name in the blank over the floor waiter's signature.
6. Put the written Room Service Voucher with the guest's name and room number onto the given metal pin on your desk.
7. Wait for another guest to telephone to you then do the same activity as in directions no. 3 - 6.
8. Return all the information you get to the teacher when the activity is over.

NOTE : Since we do not have a telephone in the classroom, the guest and the waiter must sit back to back and talk together without looking at each other.

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Note down these breakfast orders and the room numbers of the guests.

RESTAURANT \_\_\_\_\_ DAY \_\_\_\_\_

BREAKFAST MENU

ROOM SERVICE VOUCHER

GUEST'S NAME			
Room Number			
Choice of Fruit Juice			
1. Orange			
2. Grapefruit			
3. Tomato			
Choice of Cereal			
4. Porridge			
5. Corn Flakes			
6. Bran Flakes			
Choice of Eggs			
7. Poached			
8. Scrambled			
9. Fried			
10. Boiled			
(.....minutes)			
11. With Ham			
12. Sausage			
13. Bacon			
Choice of Bread			
14. Rolls			
15. Toast			
Choice of Hot Beverage			
16. Coffee			
17. Tea			
18. Hot Chocolate			
19. With Lemon			
20. Milk			
waiter/waitress' signature		floor waiter/waitress' signature	

Information Card for A WAITER

You are a waiter in \_\_\_\_\_ restaurant. Your responsibility is to deliver breakfast Room Service to each guest, whose name is on the lists of the Room Service Voucher

You should get the following information;

- paper 1 the Situation  
 5 the Information Card for A WAITER.  
 6 DIRECTIONS FOR A WAITER.

DIRECTIONS : FOR A WAITER

1. Listen to the tape carefully. Start your duty on the day given by the radio announcer broadcasting the 6.05 music program.
  2. Take the Room Service Voucher from the metal pin on the desk of the floor waiter working in the same restaurant as you.
  3. Read the Voucher carefully and notice the guest's name and room number.
  4. Deliver breakfast room service to the guests whose names are listed on the Room Service Voucher.
  5. When you reach the guest's room, you should ask permission to come into the guest's room, introduce yourself, offer the hotel's services and then say 'good bye' to the guest.
  6. Write down your name on the Room Service Voucher in the space over the waiter's signature.
  7. Go to take another Room Service Voucher from the pin on the desk of the floor waiter working in the same hotel restaurant as you then start your duty again as in the directions no. 2 - 6.
- Or, if there are no vouchers on the pin, wait until you hear the radio announcer broadcasts the 6.05 music program of another day then you start your duty again as in the directions from no. 2 to 6.
8. Return all the information to the teacher when the activity is over.

NOTE : Do not start your duty when you hear the radio announcer broadcast that it's time for 6 o'clock news program.

Remember to start your duty whenever the radio announcer broadcast that it's time for 6.05 music program of any day.

Information Card for A GUEST

You, \_\_\_\_\_, are one of the foreign business-men who are going to take part in the international business meetings held by Bangkok International Trade Center during this week. To help you make a clever decision on the establishment of your new agencies in this trade Center, you will have to attend the formal negotiations held at various famous tourist spots all over Thailand every morning this week. So you have to travel from one town to another. Certainly, room service in the hotel restaurants you stay can help you save time so that you can have plenty of time to go to the morning meetings unhurriedly. The following is the schedule of the hotels you're staying this week.

DAY	HOTEL	ROOM NO.	RESTAURANT 1	RESTAURANT 2
MON				
TUE				
WED				
THU				
FRI				

You should get the following information

- paper 1 the Situation
- 7 the Information Card for A GUEST
- 8 the Directions for A GUEST paper 10 the menu.
- 9 the Memo
- 2 word cards; the name of a hotel and room number.

DIRECTIONS FOR A GUEST

1. Set up a table for yourself somewhere around the classroom, put the 2 word cards given - the name of a hotel and room number on it.

2. Listen to the tape carefully. Whenever you hear the radio announcer broadcast that it's time for 6 o'clock news of anyday, order breakfast for that day on the phone by using room service of the hotel restaurant you are staying

If there are more than one restaurant in the hotel you are staying, you may telephone to the one that is vacant.

3. Write down on your memo (paper 9) the name of every restaurant you telephone to and the numbers after the lists of food on the menu (paper 10) you choose.

4. Wait for another waiter who will bring you your breakfast in your room - the desk on which there are word cards - the hotel name and room no. you are staying on that day.

5. When the waiter comes to your room, ask him/her to come in, bring the food on the table, answer his/her some questions then say 'good bye' to him/her.

6. Return all the information you get to the teacher when the activity is over.

NOTE : Since we do not have a telephone in the classroom, I want you the guest to go to the desk of the floor waiter who works in the restaurant within the hotel you are staying. Then two of you, the guest and the floor waiter should sit back to back and talk together without looking at each other. In this way, you, the guest can give orders for breakfast on the phone.

EX OF PAPER 9

## MEMO

You are \_\_\_\_\_ . Here are the lists of the restaurants you've ordered breakfast Room Service.

DAY	RESTAURANT	ORDER
MON		
TUE		
WED		
THU		
FRI		



BREAKFAST MENU						
	Order 1	Order 2	Order 3	Order 4	Order 5	Order 6
Room Number						
Choice of Fruit Juice						
1. Orange						
2. Grapefruit						
3. Tomato						
Choice of Cereal						
4. Pomdge						
5. Com Flakes						
6. Bran Flakes						
Choice of Eggs						
7. Poached						
8. Scrambled						
9. Fried						
10. Hulled						
(.....minutes)						
11. With Ham						
12. Sausage						
13. Bacon						
Choice of bread						
14. Rolls						
15. Toast						
Choice of Hot Beverage						
16. Coffee						
17. Tea						
18. Hot Chocolate						
19. With Lemon						
20. Milk						
Waiter/waitress' signature						

Daily Lesson Plan : Lesson 3

Class : Third year students at vocational education certificate

level.

Number of students : 2 groups of 28

Date :

Time : 2 hours.

Aids : a pictures,

3 balls, charts.

Contents :

Functions	Communicative Expressions	People	Situation	Topic
1. Making a request for a reservation on the phone 2. Asking for more information about making a reservation 3. Giving information for reservation	1. I'd like to book a table for.....on..... 2. What time would you like to have your table? Your name and room no., sir? 3. My name is Jackson, M. J-A-C-K-S-O-N, M. Room no. 266	a receptionist a guest	In a hotel restaurant on the inner phone	Making a reservation and giving an appropriate response to the request for reservation

Past experience

Greeting & Offering help.

Giving an appropriate response to the request for a reservation.

Telling the time.

Reading number from 1-1000.

Objectives	Procedure		Evaluations
	Teacher	Students	
<p><u>Terminal Objective</u> The students should be able to make requests for reservations in a restaurant and give appropriate responses to such requests on the phone.</p> <p><u>Enabling Objectives</u></p> <ol style="list-style-type: none"> <li>1. On listening to the guests' requests about time and room no., the students should be able to identify correctly the time and room no. the guests speak.</li> <li>2. On listening to the guests' names and the initials, the students should be able to write them down correctly.</li> <li>3. The students should be able to make requests for reservation by using the expression; I'd like to book a table for.....oh.....</li> <li>4. The students should be able to give response to the guests' requests in no. 3 by using the expressions; ....., please. .....sound (s) nice.</li> </ol>	<p>Everybody! look at this picture. (Show a picture of a hotel.)</p> <p>What can you see in this picture.?</p> <p>Right. Can you see this person?</p> <p>What does he do?</p> <p>Is this one a waiter?</p> <p>What is he?</p> <p>What else can we call him?</p> <p>Very good.</p> <p>If you are a receptionist in a hotel restaurant and a guest telephones to book a table in the restaurant, can you answer the call?</p> <p>So, today, we'll practise making and answering phone calls for reservations in a hotel restaurant.</p> <p>And you will also practise reading and listening to time, and guests' names.</p> <p>Now class! Before learning how to make and answer a request for reservations, let's review the following</p> <p>(A) Reading or Telling the time. Everybody! look at this chart. (Point to chart no. 1)</p> <p>What time is it in picture no. 1?</p> <p>Look again. This column is A.M. and that's</p>	<p>A hotel. Yes. A receptionist. No. A guest. A customer. A Client.</p> <p>Yes./No.</p> <p>Three o'clock.</p>	<p>Let the students play a game (do an activity) in which they have to demonstrate their ability to make requests for reservations in a restaurant and give appropriate responses to such requests by using the information given concerning number of guests, time, guests' names and room no.</p> <p>The RESERVATION FORM of the students being the receptionists and the INFORMATION CARD &amp; ANSWER SHEET of those being the guests will be checked to find out if those guests can connect with the right restaurants or not and those receptionists can write down the guests' information correctly or not.</p>

Objectives	Procedure		Evaluations
	Teacher	Students	
<p>5. The students should be able to ask politely for more information about time, names and room number and also give responses to such questions fluently.</p>	<p>A.M. stands for the Latin word, ante meridiem. What does it mean?  F.M. stands for 'post meridiem'. What does it mean?  So, in the column under A.M., will you read three o'clock in the morning or in the afternoon?  Good. And what will you say this time in English in the column under P.M.?  How would you read it in Thai?  How will you write it in Thai?  Can you say 'fifteen o'clock in the afternoon'?</p> <p>Good.  Next! Please tell the time from the digital clock? (Point to digital clock on chart no. 1.)</p> <p>Good.  Now, Class! What time is it in picture no.2?  How would you say this time in Thai?  And what time is it in the column under P.M.?  How will you say this in Thai?  If you want the guest to come to the restaurant before "สามทุ่ม" in Thai, can you say 'three o'clock at night'?</p> <p>What should you say?</p>	<p>Before noon.  After noon.  Three o'clock in the morning.  Three o'clock in the afternoon.  สามทุ่ม  15.00 น.  No.  Three A.M./Three P.M.  Eight in the morning.  แปดโมงเช้า  Eight in the evening.  แปดโมงเย็น  No.  Nine in the evening.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Good.                      (The teacher will ask the students to read the time from no. 3 - 5.)</p> <p>Remember do not use thirteen to twenty-four when telling time.</p> <p>It's the way we write in Thai.</p> <p>And remember! "สองสามสี่ห้า - หกเจ็ดแปด นINE" - "สองสามสี่ห้า" is the way we tell the time in Thai. When you want to tell this time in English, please look at the clocks and tell the time from the hands of the clock or the numbers you've see from the face of the clock only.</p> <p>Next, if you want to know the time, what will you say?</p> <p>Good. (Write the answer on the blackboard.)</p> <p>What else can you say?</p> <p>Very good. Or you say say,</p> <p>"Could } you tell me the time?                      Can }</p> <p>"Do you have the time?"</p> <p>or "Have you got the time?"</p> <p>Next, everybody! You are going to listen to guests' asking or requesting about the time. (Give Listening ex.1 to the students.)</p> <p>Class! Look at ex.1. What can you see in this exercise?</p>	<p>(The students will read the time from no. 3 - 5)</p> <p>What time is it?</p> <p>What's the time?</p> <p>The clocks.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Are there any digital clocks? Now, listen to the directions carefully. From the tape, you'll hear short conversations between the guests and the receptionists. The guests will ask the receptionists to tell them the time. So, you should listen carefully whether the receptionists give the right time to the guests or not. The right time of each item is shown on the face of the clock. I'll pause the tape at the end of each conversation if the receptionist gives the right time, you should say 'right'. But if the receptionist says the time incorrectly, you should say 'wrong'. Do you understand? (The teacher will play the tape and pause at the end of each conversation then ask the students whether the receptionist says it right or wrong and let the students correct the receptionist's mistakes.)</p> <p>(The teacher will give the transcript of ex.1 to the students and let them read the time on their own after the tape.)</p>	<p>Yes.</p> <p>Yes. (The students will listen to the tape and identify whether the receptionist's said the right or wrong time and correct the mistakes.) (The students will read the time on their own.)</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Next, everybody! We are going to study about how to talk to a guest on the phone when the guest wants to book a table in a restaurant.</p> <p>First, Look at the dialogue of lesson 3 (Give the dialogue to the students.)</p> <p>Now listen to the tape. (Play the tape)</p> <p>Then answer my questions</p> <p>How many speakers are there in this conversation?</p> <p>What is the relationship between the two speakers?</p> <p>Where is the receptionist working?</p> <p>Where is the guest staying-in a hotel or at home?</p> <p>What does the guest want?</p> <p>You may notice that the guest wants to book a table in the restaurant which is in the hotel he/she is staying in.</p> <p>So the guest may use an inner call.</p> <p>When the receptionist holds up the phone, how will he say?</p> <p>How does the guest make a request for reservation?</p> <p>And how does the receptionist response to the guest's request?</p> <p>Remember! Don't forget to say 'Sir', or 'Madame' or 'Miss' after 'Certainly'!</p>	<p>(The students will listen to the tape.)</p> <p>Two speakers.</p> <p>A receptionist and a guest.</p> <p>In a restaurant.</p> <p>In a hotel</p> <p>To book a table in the restaurant.</p> <p>Jade Garden Restaurant, sir</p> <p>What an I do for you?</p> <p>I'd like to book a table for 18 persons on this coming Friday.</p> <p>Certainly, sir.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>How does the receptionist ask the guest about the time he/she wants the table?</p> <p>Next, when the receptionist wants to know the guest's name and room no, what will he say to the guest?</p> <p>Again, it is impolite if the guest does not say 'Sir', 'Madame', or 'Miss'.</p> <p>How does the guest tell his name?</p> <p>Is 'Jackson' the family name or the first name?</p> <p>Can you guess what 'M' comes from?</p> <p>Good. So, what is the guest's full name?</p> <p>Very good. You can notice that 'M' is short form of 'Michael' or his first name.</p> <p>We call 'M' the initial. (Write 'the initial = first letter of first name'.)</p> <p>Now listen to another example.</p> <p>If you were Boy George, what would be your initial?</p> <p>So, please tell me your name like the example on the dialogue.</p> <p>Next, how'd you spell your name, if you were Ampon Lampu?</p> <p>So, between the family name and the initial, which one will you tell first?</p> <p>And don't forget to spell your name because it may be very difficult for the receptionist to write it down.</p>	<p>What time would you like to have your table?</p> <p>Your name and room number, sir.?</p> <p>My name is Jackson, M. J-A-C-K-S-O-N, M.</p> <p>Family name Michael Michael Jackson.</p> <p>B. George, B. G-E-O-R-G-E, B. Lampu, A. L-A-M-P-U, A. Family name.</p>	



Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Now, class! We are going to listen to the guests' names and their initials. Then you will have to write them down on the answer sheet ex. 2 (Give answer sheet ex. 2 to the students.)</p> <p>Next, everybody! When I pause the tape at the end of each name, you should write down the name you hear and later read it. Do you understand?</p> <p>(If the students can't identify the name correctly, the teacher may rewind the tape.)</p> <p>(Then the teacher will give the tapescript to the students and let them repeat after the tape.)</p> <p>Now, class! Look at the dialogue again.</p> <p>How will the guest say when the receptionist asks him what his room no is?</p> <p>What else can the guest say?</p> <p>What else?</p> <p>What else?</p> <p>Very good. These are the ways we can read room numbers.</p> <p>Now, let's read the dialogue altogether.</p> <p>(The teacher will let the students practise making and answering request for reservation using the dialogue as a model first in group and later in pair.)</p>	<p>Yes.</p> <p>(The students will listen to the tape write then read the answers.)</p> <p>(The students will repeat after the tape.)</p> <p>Room no. two-six-six</p> <p>Room no. two-double-six.</p> <p>Room no. two-sixty-six.</p> <p>Room no. two hundred and sixty-six.</p> <p>(The students will read the dialogue altogether and in pairs.)</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Additional key words of time, number of seats, guest' names and room number are also supplied.)</p> <p>Now, everybody! Please look at ANSWER SHEET FOR A RECEPTIONIST. (Give the answer sheet to the students)</p> <p>What can you see on the answer sheet?</p> <p>Who should write down the information in this form?</p> <p>Right. After listening to the guest's request for a reservation in a restaurant the receptionist should write down the guest's information in this form.</p>	<p>An ordering form.</p> <p>A receptionist.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Next, I'd like you to practise making and answering a phone call for a dinner reservation at a hotel.</p> <p>So, we'll play a game. It is a bouncing ball game.</p> <p>First, I'll give you the information about yourselves.</p> <p>(The teacher will give each of the students variety of information about himself/herself. It's in AN INFORMATION CARD &amp; ANSWER SHEET FOR A GUEST)</p> <p>Now, everybody! Please, read the information about yourselves.</p> <p>Next, I'll give each of you a reservation form.</p> <p>(The teacher will give each of the students a reservation form or ANSWER SHEET FOR A RECEPTIONIST)</p> <p>Now, please study the reservation form carefully.</p> <p>Do you have any questions about the information card and the reservation form?</p> <p>Next! Class! Read the directions on how to play 'Bouncing Ball Game'.</p> <p>(The teacher will give the directions to all the students.)</p> <p>(The teacher will let the students read the directions for a few minutes, try out step by step and later play the game for about 20 minutes.</p>	<p>(The students will read the information card.)</p> <p>(The students will read the reservation form.)</p> <p>No.</p> <p>(The students will read the directions, try out step and play the game.)</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>(The ANSWER SHEET FOR A RECEPTIONIST and THE INFORMATION CARD &amp; ANSWER SHEET FOR A GUEST are collected so that the teacher can find out whether the students have exchanged their information correctly or not and the teacher can also find out the winner.)</p> <p>(The teacher'll have the students do 2 exercises as their homework.)</p>		

มหาวิทยาลัยราชภัฏวชิรวิทยาคาร  
วิทยาลัยการพัฒนศาสตร์





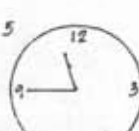
SIMULATION

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Now, I want you to practise speaking like the dialogue.</p> <p>This time, I'll divide you into 2 groups.</p> <p>Group A will be the guests.</p> <p>(The teacher will give each student in group A AN INFORMATION CARD &amp; ANSWER SHEET FOR A GUEST and DIRECTIONS FOR A GUEST)</p> <p>Group B. will be the receptionists.</p> <p>(The teacher will give each student in group B. a reservation form or AN ANSWER SHEET FOR A RECEPTIONIST, INFORMATION CARD FOR A RECEPTIONIST and a word card - the name of a restaurant.)</p> <p>Group A. Please read your information carefully.</p> <p>Group B. Please go and have seats round the room.</p> <p>(The seats of students in group B. will be arranged around the classroom by putting the front part of each desk against the wall on which there is a word card - the name of the restaurant)</p> <p>So, when I ask you to start doing the activity.</p> <p>Group A. - the guests - should telephone to the restaurants that are shown on the information cards.</p> <p>Each student in group A may sit back to back with the student in group B who is at that restaurant and tell him/her the information.</p>		



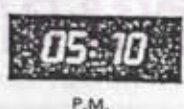








Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Then each student in group B - the receptionist should also talk to the guest like the dialogue you've already studied and write down the information on the reservation form.</p> <p>Do you understand?</p> <p>Now, let's start doing this activity right now.</p> <p>At this time, each guest is staying in a big hotel and he/she wants to book seats in a restaurant in that hotel, while each receptionist of the restaurant is on duty.</p> <p>(The teacher will let the students do this activity for about 5 - 8 minutes then let the students take turn being guests or receptionists.)</p> <p>(The teacher will check the reservation forms whether the guests can connect with the right restaurants or not and whether the receptionist can write down the information correctly or not.)</p> <p>The teacher'll have the students do a written exercise.</p>	<p>Yes.</p> <p>(The students will do the activity.)</p>	

Telling the time

	a.m.	p.m.
1 	<u>03:00</u>	<u>03:00</u>
2 	<u>08:00</u>	<u>08:00</u>
3 	<u>09:00</u>	<u>09:00</u>
4 	<u>10:15</u>	<u>10:15</u>
5 	<u>11:45</u>	<u>11:45</u>

**LISTENING : exercise 1**

**Directions:** Listen to the following dialogues, then write T if the waiter can tell the right time or write F if the waiter tells the wrong time. The time has been shown in each picture.

1 	2 	3 
4 	5 	6 
7 	8 	9 

## Listening ex. 1

Tapescript ( G = Guest, R = Receptionist)

1. G : Could you tell me the time, please?  
R : Certainly. It's five minutes to ten.
2. G : What's the time?  
R : It's half past five.
3. G : Say, do you have the time?  
R : Surely. It's nine thirty-five.
4. G : Have you got the time please?  
R : It's twelve o'clock.
5. G : You know the time?  
R : It's twenty past seven.
6. G : What's the time?  
R : It's half two.
7. G : You don't happen to have the time on you, do you?  
R : Yes, I do. It's a quarter to eight.
8. G : Time?  
R : Ten a.m.
9. G : What time is it, please?  
R : Seven minutes past eleven.

Answer sheet

Listening exercise 2

Directions. Listen to the tape carefully. From the tape, you will hear each guest spell his or her name. Write down the guests' names in the space provided.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



## Exercise 2

## Tapescript

1. My name's Hanson, K.  
H-A-N-S-O-N, K
2. My name's Dyer, D.E.  
D-Y-E-R, D-E
3. My name's Mishima, Y.  
M-I-S-H-I-M-A, Y
4. My name is Endo, V.I.P.  
E-N-D-O, V-I-P
5. My name is Endu, R.S.  
E-N-D-U, R-S
6. My name's Hellman, L.  
H-E-L-L-M-A-N, L
7. My name is Matsuda, R.  
M-A-T-S-U-D-A, R
8. My name's Morgenstem, R.P.  
M-O-R-G-E-N-S-T-E-R-N, R-P
9. My name is Chulalongkorn, T.  
C-H-U-L-A-L-O-N-G-K-O-R-M, T
10. My name is O'Sullivan, R.S.  
O - apostrophe -S-U-L-L-I-V-A-N, R-S

## LESSON 3

## DIALOGUE

On the phone

(A guest who is staying in Monthien hotel is telephoning to make a dinner reservation at Jade Garden restaurant which is in that hotel. A receptionist is answering the call. She holds up the phone.)

R = a receptionist

G = a guest

- R : 1 \_\_\_\_\_ ?
- G : I'd like to book a table for \_\_\_\_\_ on \_\_\_\_\_ .
- R : 2 \_\_\_\_\_ ?
- G : At 6.30 a.m.
- R : 3 \_\_\_\_\_ ?
- G : My name is Jackson. J-A-C-K-S-O-N. Room number 226.

## INFORMATION CARD &amp; ANSWER SHEET FOR A GUEST

STUDENT'S NAME \_\_\_\_\_ NO. \_\_\_\_\_

Your partner's name 1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

You, \_\_\_\_\_, are staying at \_\_\_\_\_ room no. \_\_\_\_\_

The following is the information about days, time and number of seats you are going to make reservations.

Please write down the names of the restaurants you've made reservations.

NO	RESTAURANT	DAY	TIME	NUMBER OF SEATS.
1				
2				
3				
4				

## ANSWER SHEET FOR A RECEPTIONIST

STUDENT'S NAME \_\_\_\_\_ NO. \_\_\_\_\_

Your partner's name 1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

\_\_\_\_\_ restaurant

## RESERVATION FORM

NO	GUEST'S NAME	DAY	TIME	NUMBER OF SEATS
1				
2				
3				
4				

\_\_\_\_\_  
Receptionist's signature

Bouncing Ball Game

## DIRECTIONS :

1. Make a circle. There should be 8 - 10 persons in your group.
2. The teacher will give the ball to a student in your group and that student will start the game.
3. When the teacher asks you to start the game, student 1. who has the ball will bounce the ball to one of his/her friends in the group.
4. Student 2 or the receiver will hold it up.
5. Student 1 should be a receptionist and student 2 should be a guest and then both of them will talk together like the dialogue.
6. Student 1 should write down the information that he/she knows in the reservation form on the answer sheet for a receptionist.  
Student 2 should write down the information that he/she knows on the information card & answer sheet for a guest.
7. Student 2 will take turn to start the game as in no. 2 - 6 again.

NOTE : Remember! Student 2, the receiver can not bounce the ball back to student 1 or the sender.

The student who can answer more phone calls for reservation than the others will be the winner.

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

(SIMULATIONS)

INFORMATION CARD FOR A RECEPTIONIST

You are a receptionist in \_\_\_\_\_ restaurant. Your responsibility is to answer the guest's calls for lunch and dinner reservation and to write down every guest's information in the reservation form which is on the answer sheet for a receptionist.

DIRECTIONS :

1. Set up two desks somewhere around the classroom by putting their backs against each other.
2. The teacher will stick a word card, the name of a restaurant at each pair of the desks.
3. Have seat at the desk on which there is the name of restaurant you are working then wait for the guests' telephone calls.
4. When a guest telephone to your restaurant, you should answer the guest's call by using the dialogue you've studied. Then write down the guest's information in the reservation form on the answer sheet for a receptionist.

NOTE : Since, you don't have any telephones in the classroom, you may answer each guest's call by sitting back to back with him/her without looking at each other.

5. Wait for another guest to make a phone call for lunch or dinner reservation and do the same activity as in no. 4.
6. Complete all the blanks in the answer sheet for a receptionist and give it to the teacher when the activity is over.

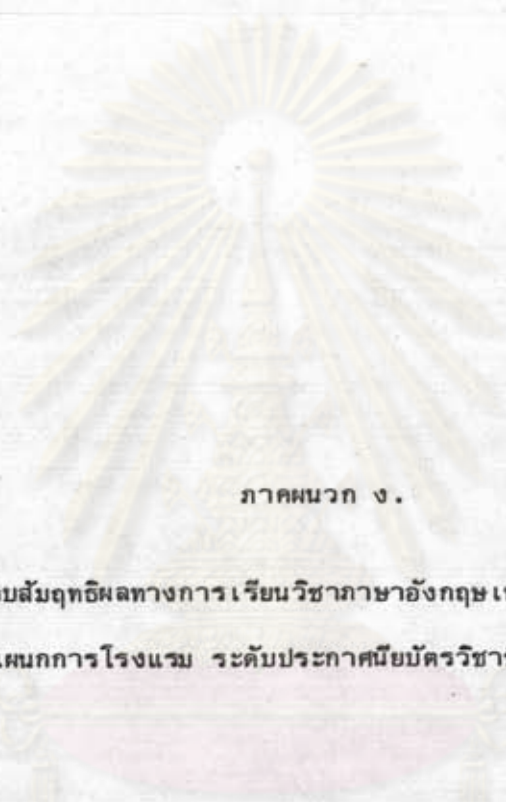
DIRECTIONS FOR A GUEST.

1. Read your information carefully.
2. When the teacher ask you to do the activity make a telephone call for lunch or dinner reservation at the restaurant shown in the list on your information card.

NOTE : Since you don't have any telephones in the classroom, you may make a phone call for lunch or dinner reservation by sitting back to back with the receptionist at the desk on which there's the name of the restaurant you want to telephone to.

Then talk together like the dialogue you've already learned without looking at each other.

3. Telephone to another restaurant shown in the list on your information card by doing the same way as in no. 2
4. Give the information card & answer sheet for a guest to the teacher when the activity is over.



ภาคผนวก ง.

แบบทดสอบสัมฤทธิ์ผลทางการเรียนวิชาภาษาอังกฤษเทคนิค 6 (อ.314)

แผนกการโรงแรม ระดับประกาศนียบัตรวิชาชีพชั้นปีที่ 3

ศูนย์วิทยพัทยากร  
จุฬาลงกรณ์มหาวิทยาลัย

FINAL EXAMINATION  
 TECHNICAL ENGLISH 6 (ENG.314)  
 Marks. 50

HOTEL DEPARTMENT  
 3<sup>rd</sup> YEAR CERTIFICATE LEVEL  
 Time 1½ hours.

Directions : Look at the following list of dishes. They are taken from the two menus below. One is a breakfast menu and the other is lunch & dinner menu. Decide which dish is from which menu by writing only the letter A, B .....T in the space provided.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| A. American Coffee               | K. Open Prawn and Egg Sandwiches |
| B. Bacon                         | L. Our Special Mixed Salad       |
| C. Bran Flakes                   | M. Pineapple                     |
| D. Boiled                        | N. Poached                       |
| E. Chees and Bacon Burger        | O. Porridge                      |
| F. Fresh Pineapple Dipper        | P. Roast Beef Sandwiches         |
| G. Fried Calf's Liver with Bacon | Q. Rolls                         |
| H. Grilled Gammon with Spices.   | R. Tomato                        |
| I. Ham                           | S. Tomato Soup                   |
| J. Hot Beverages                 | T. Turkish Coffee                |

Part 1  
 Menu A

<u>Sea View Cafe</u> <u>Breakfast Menu</u>	
Choice of Fruit Juice	
1. _____	
Grapefruit	
2. _____	
Choice of Cereal	
3. _____	
Corn Flakes	
4. _____	
Choice of Eggs	
5. _____	
Scrambled	
Fried	
6. _____	
With 7. _____	
Sausage.	
8. _____	
Choice of Bread	
9. _____ Toast	
Choice of 10. _____	
Coffee Tea	

Part 2  
 Menu B

<u>Dynasty Restaurant</u> <u>MENU</u>		
APPETISERS		Price
Orange Juice		
1. _____		
Half a Melon in Season		
QUICK SNACKS		
2. _____		
3. _____		
Hamburger		
4. _____		
MAIN DISHES		
Cheese Omelette		
Chicken Elizabeth		
Serlion Steak		
5. _____		
6. _____		
SIDE DISHES		
7. _____		
Grilled Mushrooms		
Sweet Pepper		
Butter Peas		
DESSERTS		
Banana Spilts		
Three Flavour Ice Cream		
8. _____		
9. _____		
10. _____		

Part 3. Read the information and the situations carefully and (5marks) complete each short conversations by choosing the letter A, B, C or D. Then write the letter in the space provided on the answer sheet.

1. The guest are having dinner in your restaurant. Then a guest calls you and says, "I haven't got a soup spoon." How will you reply?
  - A. I'm sorry to trouble you. Just a moment.
  - B. Certainly. A moment, sir.
  - C. I'm sorry, sir. Right now.
  - D. I'm sorry, sir. I'll get you one at once.
  
2. What will you say as you are handing a soup spoon to him?
  - A. Here you are, sir.
  - B. Excuse me. Here is your spoon, sir.
  - C. Pardon, sir. Here is your spoon, sir.
  - D. Excuse me. Here are you, sir.
  
3. Guest : "Waiter! This spoon isn't big enough. Could you bring me another one?"  
 Waiter: \_\_\_\_\_
  - A. Excuse me. I'll get you a bigger one right now.
  - B. Oh, I'm very sorry, sir. I'll get your a bigger one right now.
  - C. Excuse me. I'll take you a bigger one right now.
  - D. Oh, I'm very sorry, sir. I'll get you the one you want.
  
4. GUEST : Room boy! This bath towel is damp. Please get me another one.  
 ROOM BOY : \_\_\_\_\_ I didn't notice that I'll bring you \_\_\_\_\_ at once.
 

A. I'm sorry	a dry.
B. I'm sorry	a clean.
C. I'm afraid	a dry.
D. I'm afraid	a clean.
  
5. GUEST : Room Maid! The air conditioner isn't working.  
 ROOM MAID : \_\_\_\_\_ I'll have it straight away, madam.
 

A. I'm sorry, madam _____	repaired
B. Excuse me, please _____	cleaned
C. I'm afraid, madam _____	repaired
D. Certainly, madam _____	cleaned

Part 4 Complete the following dialogue by writing only ONE WORD in each space provided on the answer sheet.  
(10 marks)

Lunch in the Galaxy Restaurant

- WAITER Are you ready to (1) \_\_\_\_\_ now, madam?
- MRS.STEEL Yes, I'll have cream of tomato soup and grilled steak.
- WAITER Very good madam. And (2) \_\_\_\_\_ would you like your steak?
- MRS.STEEL Well done, please.
- WAITER That's nice, madam. And what (3) \_\_\_\_\_ would you like?
- MRS.STEEL I'd like French fried potatoes, peas and green beans.
- WAITER And would you care for anything to (4) \_\_\_\_\_, madam?
- MRS.STEEL Yes, I'll have coffee, please.
- WAITER So, you'll (5) \_\_\_\_\_ tomato soup as an (6) \_\_\_\_\_ then for the main (7) \_\_\_\_\_ you'll have grilled steak with French fried potatoes, peas and green beans. Then coffee to (8) \_\_\_\_\_.
- MRS.STEEL That's (9) \_\_\_\_\_.
- WAITER Thank you. Just a (10) \_\_\_\_\_, madam.



**Part 5. (A)** Read the situation carefully then complete the following dialogue by writing the appropriate answer in the space provided on the answer sheet.  
(8 marks)

**Situation :** You are a receptionist in Jade Garden Restaurant. Your responsibility is to answer the guests' calls to book tables. Then the telephone rings when it is about 8.15 p.m. on Friday. You hold up the telephone receiver, and what will you say in the following conversations?

Receptionist 1. \_\_\_\_\_ What can I do for you?

Caller Oh, hello. Can I have a table for tomorrow evening please?

Receptionist 2. \_\_\_\_\_

Caller Eight-thirty, please.

Receptionist 3. \_\_\_\_\_

Caller Ten persons. Er..... and five more.

Receptionist 4. \_\_\_\_\_

Caller Mr. Brian Larsson. L-A-R-double-S-O-N and B.

Receptionist 5. \_\_\_\_\_ We'll 6. \_\_\_\_\_ for you.

Caller Thank you very much. Goodbye.

Receptionist Goodbye.

(B) The following is the reservation form. Use the information you know from the dialogue part (A) to complete this form as much as possible.  
(2 marks)

Jade Garden Restaurant. Reservation form				
NO.	GUEST'S NAME	DAY	TIME	No. of seats booked
1				
2				
_____ Receptionist's Signature.				

- (C) Read the information and the situations then answer the questions carefully by writing your answer in the space provided on the answer sheet.

- (1) Information : You are a waiter/waitress in Dynasty Restaurant. Your responsibility is to take the guests to their seats.

Situation : The following is the list of the guests who have already made dinner reservations at your restaurant on this Saturday evening. Then a guest comes in and says, "I'm Ste.... with P-H. I have made a reservation." Please check the reservation form and answer the guest's request.

DYNASTY Dinner Reservation Form 14 <sup>th</sup> Feb. Saturday		
GUEST'S NAME	No. of seats	Time
1. Stephen	10	7.00
2. Steven	6	7.30
3. White	12	8.15
4. Whyte	10	7.15
5. Stevens	8	7.00
6. Strephen	8	8.20

Answer (1) \_\_\_\_\_

- (2) Information : You are a guest and you are going to have dinner at Dynasty Restaurant.

Situation : Your name is STEVEN, you have made a reservation. When a waiter ask you to spell your name, how will you reply?

Answer : You say, "My name is STEVEN with (2) \_\_\_\_\_"

Situation : When the waiter asks you to give orders for main dishes how will you give order for main dishes? You may use the menu on page 1.

Answer : (3) \_\_\_\_\_

FINAL EXAMINATION  
TECHNICAL ENGLISH  
50 marks.

3<sup>rd</sup> YEAR CERTIFICATE LEVEL  
HOTEL DEPARTMENT  
TIME 1½ hours.

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ NO \_\_\_\_\_

Part 1.  
(10 marks)

Menu A

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_

Part 2.  
(10 marks)

Menu B

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_

Part 3. Handling Complaints.  
(10 marks)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Part 4. Lunch in the Galaxy Restaurant  
(5 marks)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_

Part 5. (15 marks)

(A) 1 \_\_\_\_\_ 4 \_\_\_\_\_  
2 \_\_\_\_\_ 5 \_\_\_\_\_  
3 \_\_\_\_\_ 6 \_\_\_\_\_

(B)

Jade Garden Restaurant Reservation form				
NO	GUEST'S NAME	DAY	TIME	NO. of seats booked
1				
2				
_____ Receptionist's Signature				

(C)

DYNASTY		
Dinner Reservation Form		
14 <sup>th</sup> Feb. Saturday		
GUEST'S NAME	No. of seats	Time
1. Stephen	10	7.00
2. Steven	6	7.30
3. White	12	8.15
4. Whyte	10	7.15
5. Stevens	8	7.00
6. Strephen	8	8.20

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก จ.

รายละเอียดการคำนวณ

ศูนย์วิจัยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

## การวิเคราะห์ผลของการวิจัย

ผลการทดสอบวิชาภาษาอังกฤษเทคนิค ๒ (อ.๓๑๔) แผนกการโรงแรม ระดับ ปวส. ๓.

## กลุ่มทดลอง

คนที่	คะแนน	คนที่	คะแนน
๑	๔๔	๑๕	๓๔
๒	๔๖	๑๖	๓๕
๓	๔๕	๑๗	๓๖
๔	๔๕	๑๘	๓๔
๕	๔๓	๑๙	๓๓
๖	๔๒	๒๐	๓๒
๗	๔๒	๒๑	๓๒
๘	๔๑	๒๒	๓๑
๙	๔๐	๒๓	๓๐
๑๐	๔๐	๒๔	๓๐
๑๑	๔๐	๒๕	๒๙
๑๒	๔๐	๒๖	๒๙
๑๓	๓๙	๒๗	๒๘
๑๔	๓๙	๒๘	๒๖

หมายเหตุ นักเรียนกลุ่มเก่ง คือ นักเรียนหมายเลข ๑ - ๕

นักเรียนกลุ่มอ่อน คือ นักเรียนหมายเลข ๒๐ - ๒๘

ผลการทดสอบวิชาภาษาอังกฤษเทคนิค ๒ (อ. ๓๑๔) แผนกการโรงแรม ระดับ ปวส.๓

กลุ่มทดลอง

คนที่	คะแนน	คนที่	คะแนน
๑	๘๕	๑๕	๓๔
๒	๘๘	๑๖	๓๓
๓	๘๒	๑๗	๓๒
๔	๘๑	๑๘	๓๒
๕	๘๑	๑๙	๓๒
๖	๘๐	๒๐	๓๐
๗	๘๐	๒๑	๒๕
๘	๓๕	๒๒	๒๕
๙	๓๗	๒๓	๒๕
๑๐	๓๗	๒๔	๒๓
๑๑	๓๗	๒๕	๒๒
๑๒	๓๖	๒๖	๒๑
๑๓	๓๕	๒๗	๑๐
๑๔	๓๕	๒๘	๑๐

หมายเหตุ นักเรียนกลุ่มเก่ง คือ นักเรียนหมายเลข ๑ - ๘

นักเรียนกลุ่มอ่อน คือ นักเรียนหมายเลข ๒๐ - ๒๘

จุฬาลงกรณ์มหาวิทยาลัย

สูตรที่ใช้ในการวิเคราะห์ความแตกต่างระหว่างมัธยัมเลขคณิต ของคะแนนกลุ่มทดลองและกลุ่มควบคุม จากการทดสอบวิชาภาษาอังกฤษเทคนิค แผนกการโรงแรม วิทยาลัยนานาชาติ มหาวิทยาลัยราชภัฏวชิรวิทยาคาร ปีที่ ๓ สามารถทดสอบได้จากค่า  $t$  จากสูตรดังนี้

$$\text{สูตร } t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma x_1^2 + \Sigma x_2^2}{N(N-1)}}$$

ผลของการทดสอบ

หาค่า  $t$  ความแตกต่างระหว่างมัธยัมเลขคณิตของกลุ่มทดลอง และกลุ่มควบคุม

$$\begin{aligned} \text{แทนค่า} &= \frac{36.66 - 32.22}{\sqrt{\frac{30(36.66^2 + 32.22^2)}{38 \times 37}}} \\ &= 2.27 \end{aligned}$$

ค่า  $t$  จากตารางที่ขึ้นของความเป็นอิสระ  $2n - 2 = 36$  ณ ระดับความมีนัยสำคัญ  $0.05$  เป็น  $1.66$  ซึ่งต่ำกว่าค่า  $t$  จากการคำนวณ

จึงสรุปได้ว่า ผลต่างระหว่างมัธยัมเลขคณิตของนักเรียนในกลุ่มทดลอง และกลุ่มควบคุม แตกต่างกัน ณ ระดับความมีนัยสำคัญ  $0.05$

การวิเคราะห์หาค่าคุณภาพของแบบทดสอบ

สูตรที่ใช้ในการวิเคราะห์แบบสอบเป็นรายข้อ

$$\text{ระดับความยาก (P)} = \frac{R_U + R_L}{2f}$$

เมื่อ P แทนระดับความยาก

$R_U$  แทนจำนวนคนในกลุ่มสูงที่ตอบข้อสอบแต่ละข้อถูก

$R_L$  แทนจำนวนคนในกลุ่มต่ำที่ตอบข้อสอบแต่ละข้อถูก

f แทนจำนวนคนในแต่ละกลุ่มซึ่งต้องมีจำนวนเท่ากัน



$$\text{อำนาจจำแนก ( D )} = \frac{R_U - R_L}{f}$$

- เมื่อ D แทนอำนาจจำแนก  
 $R_U$  แทนจำนวนคนในกลุ่มสูงที่คอบข้อสอบแต่ละข้อถูก  
 $R_L$  แทนจำนวนคนในกลุ่มต่ำที่คอบข้อสอบแต่ละข้อถูก  
 $f$  แทนจำนวนคนในแต่ละกลุ่มซึ่งต้องเท่ากัน



ศูนย์วิทยทรัพยากร  
 จฬาลงกรณ์มหาวิทยาลัย

ระดับความยากและอำนาจจำแนกของแบบสอบวิชาภาษาอังกฤษเทคนิค บ (อ.๓๑๔)  
แผนกการโรงแรม เป็นรายข้อ

ตอนที่ ๑	ระดับความยาก	อำนาจจำแนก	ตอนที่ ๔	ระดับความยาก	อำนาจจำแนก
ข้อที่ ๑	๐.๗๕	๐.๓๘	ข้อที่ ๑	๐.๖๗	๐.๓๓
๒	๐.๗๕	๐.๖๑	๒	๐.๖๗	๐.๕๖
๓	๐.๗๘	๐.๘๘	๓	๐.๕๕	๐.๓๓
๔	๐.๖๑	๐.๖๗	๔	๐.๖๗	๐.๘๘
๕	๐.๕๘	๐.๕๐	๕	๐.๗๕	๐.๒๘
๖	๐.๖๗	๐.๕๖	๖	๐.๗๕	๐.๒๘
๗	๐.๕๘	๐.๓๘	๗	๐.๖๘	๐.๖๑
๘	๐.๕๘	๐.๗๒	๘	๐.๖๗	๐.๓๓
๙	๐.๕๕	๐.๒๘	๙	๐.๗๘	๐.๒๒
๑๐	๐.๖๘	๐.๓๘	๑๐	๐.๗๕	๐.๓๘
ตอนที่ ๒			ตอนที่ ๕		
ข้อที่ ๑	๐.๖๗	๐.๕๖	ข้อที่ ๑	๐.๖๑	๐.๕๖
๒	๐.๗๘	๐.๘๘	๒	๐.๗๕	๐.๒๘
๓	๐.๗๒	๐.๓๓	๓	๐.๓๓	๐.๒๒
๔	๐.๕๒	๐.๗๒	๔	๐.๗๒	๐.๘๘
๕	๐.๗๘	๐.๓๓	๕	๐.๖๗	๐.๒๒
๖	๐.๖๑	๐.๕๖	๖	๐.๕๒	๐.๗๒
๗	๐.๖๗	๐.๕๖	๗	๐.๖๗	๐.๘๘
๘	๐.๘๗	๐.๓๘	๘	๐.๘๘	๐.๓๓
๙	๐.๘๘	๐.๘๘	๙	๐.๕๘	๐.๘๓
๑๐	๐.๕๘	๐.๖๑	๑๐	๐.๒๕	๐.๓๘
			๑๑	๐.๘๗	๐.๒๘
ตอนที่ ๓			๑๒	๐.๕๘	๐.๒๘
ข้อที่ ๑	๐.๕๐	๐.๖๗	๑๓	๐.๕๘	๐.๖๑
๒	๐.๕๒	๐.๕๐	๑๔	๐.๘๘	๐.๒๒
๓	๐.๕๘	๐.๕๐	๑๕	๐.๖๗	๐.๘๘
๔	๐.๖๘	๐.๓๘			
๕	๐.๖๗	๐.๕๖			

ค่า p และ q ของแบบสอบวิชาภาษาอังกฤษเทคนิค ๖ (อ.๓๑๘) แผนกการโรงแรม  
เป็นรายข้อ

ตอนที่ ๑	p	q	pq	ตอนที่ ๔	p	q	pq
ข้อที่ ๑	๐.๗๕	๐.๒๕	๐.๑๘	ข้อที่ ๑	๐.๖๗	๐.๓๓	๐.๒๒๒
๒	๐.๗๕	๐.๒๕	๐.๑๘	๒	๐.๖๗	๐.๓๓	๐.๒๒๒
๓	๐.๗๔	๐.๒๒	๐.๑๖	๓	๐.๕๕	๐.๔๕	๐.๒๔๗
๔	๐.๖๑	๐.๓๙	๐.๒๔	๔	๐.๖๗	๐.๓๓	๐.๒๒๒
๕	๐.๕๔	๐.๔๖	๐.๒๕	๕	๐.๗๕	๐.๒๕	๐.๑๘๗
๖	๐.๖๗	๐.๓๓	๐.๒๒๒	๖	๐.๒๕	๐.๗๕	๐.๑๘๗
๗	๐.๕๔	๐.๔๖	๐.๒๕๓	๗	๐.๖๘	๐.๓๒	๐.๒๑๖
๘	๐.๕๔	๐.๔๖	๐.๒๕	๘	๐.๖๗	๐.๓๓	๐.๒๒๒
๙	๐.๕๕	๐.๔๕	๐.๒๔๗	๙	๐.๗๕	๐.๒๕	๐.๑๘๗
๑๐	๐.๖๘	๐.๓๒	๐.๒๑๖	๑๐	๐.๗๕	๐.๒๕	๐.๑๘๗
ตอนที่ ๒				ตอนที่ ๕			
ข้อที่ ๑	๐.๖๗	๐.๓๓	๐.๒๒๒	ข้อที่ ๑	๐.๖๑	๐.๓๙	๐.๒๔
๒	๐.๗๔	๐.๒๒	๐.๑๖	๒	๐.๗๕	๐.๒๕	๐.๑๘๗
๓	๐.๗๒	๐.๒๘	๐.๒๐	๓	๐.๓๓	๐.๖๗	๐.๒๒๒
๔	๐.๕๒	๐.๔๘	๐.๒๕	๔	๐.๗๒	๐.๒๘	๐.๒๐
๕	๐.๗๔	๐.๒๒	๐.๑๖	๕	๐.๖๗	๐.๓๓	๐.๒๒๒
๖	๐.๖๑	๐.๓๙	๐.๒๔	๖	๐.๕๒	๐.๔๘	๐.๒๕
๗	๐.๖๗	๐.๓๓	๐.๒๒๒	๗	๐.๖๗	๐.๓๓	๐.๒๒๒
๘	๐.๖๗	๐.๓๓	๐.๒๒๒	๘	๐.๖๖	๐.๓๔	๐.๒๒๒
๙	๐.๖๖	๐.๓๔	๐.๒๒๒	๙	๐.๕๕	๐.๔๕	๐.๒๔๗
๑๐	๐.๕๕	๐.๔๕	๐.๒๔๗	๑๐	๐.๒๕	๐.๗๕	๐.๑๘๗
ตอนที่ ๓				๑๑	๐.๖๗	๐.๓๓	๐.๒๒๒
ข้อที่ ๑	๐.๕๐	๐.๕๐	๐.๒๕	๑๒	๐.๕๕	๐.๔๕	๐.๒๔๗
๒	๐.๕๒	๐.๔๘	๐.๒๕	๑๓	๐.๕๕	๐.๔๕	๐.๒๔๗
๓	๐.๕๕	๐.๔๕	๐.๒๔๗	๑๔	๐.๖๖	๐.๓๔	๐.๒๒๒
๔	๐.๖๖	๐.๓๔	๐.๒๒๒	๑๕	๐.๖๗	๐.๓๓	๐.๒๒๒
๕	๐.๖๗	๐.๓๓	๐.๒๒๒				

ค่าความยากง่าย (P)	จำนวนข้อ	ค่าอำนาจจำแนก (D)	จำนวนข้อ
.๔๐ ขึ้นไป		.๔๐ ขึ้นไป	๑
.๓๐ - .๓๙	๑๑	.๓๐ - .๓๙	๓
.๒๐ - .๒๙	๑๗	.๒๐ - .๒๙	๖
.๑๐ - .๑๙	๑๘	.๑๐ - .๑๙	๑๐
.๐๐ - .๐๙	๕	.๐๐ - .๐๙	๗
.๓๐ - .๓๙	๑	.๓๐ - .๓๙	๑๓
.๒๐ - .๒๙	๒	.๒๐ - .๒๙	๑๐
ต่ำกว่า .๒๐	-	ต่ำกว่า .๒๐	-



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

การคำนวณค่าความเที่ยงของแบบทดสอบ จากสูตร

$$K - R 20 : r_{xx} = \frac{n}{n-1} \left[ 1 - \frac{\sum pq}{S_x^2} \right]$$

เมื่อ	$r_{xx}$	แทน สัมประสิทธิ์แห่งความเที่ยง
	$n$	แทน จำนวนข้อสอบในแบบทดสอบ
	$p$	แทน สัดส่วนของคนที่ยอมรับข้อสอบที่ถูกต้อง
	$q$	แทน สัดส่วนของคนที่ยอมรับข้อสอบแต่ละข้อผิด ( $q = 1-p$ )
	$pq$	แทน ความแปรปรวนของคะแนนแต่ละข้อ
	$S_x^2$	แทน ความแปรปรวนของคะแนนผู้ถูกทดสอบทั้งหมด

แทนค่า

$$n = 50$$

$$\sum pq = 11.35$$

$$S_x^2 = 65.33$$

$$r_{xx} = \frac{50}{50-1} \left[ 1 - \frac{11.35}{65.33} \right]$$

ความเที่ยงของแบบทดสอบครั้งนี้ = 0.85

ศูนย์วิทยพัชร์พยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ฉ.

รายนามผู้ทรงคุณวุฒิ

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

รายนามผู้ทรงคุณวุฒิตรวจแผนการสอน และแบบสอบ

รศ. มาลินี จันทวิมล

รองผู้อำนวยการสถาบันภาษา

จุฬาลงกรณ์มหาวิทยาลัย

ผศ.จรัล วรรณรัตน์

อาจารย์ภาษาอังกฤษ วิทยาลัยเทคโนโลยี

และอาชีวศึกษา วิทยาเขตเทคนิคกรุงเทพฯ

อาจารย์ทฤศจิ กาญจนรัตน์

อาจารย์ภาษาอังกฤษ วิทยาลัยเทคโนโลยี

และอาชีวศึกษา วิทยาเขตเทคนิคกรุงเทพฯ

MR. GREGORY WILLIAMS

Pre-Employment Training Supervisor :

The Pre-Employment Component of the

Consortium Training Program for

Indochinese Refugees. Panat Nikom,

Thailand.

MR. TOM BERRIDGE

Universal Language Center Mansion 8,

Rajdamnern ave. Bangkok, Thailand.

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

## ประวัติผู้วิจัย

ชื่อ นายชัยวัฒน์ ดัดทรงษ์

ตำแหน่ง อาจารย์ 1 ระดับ 4 โรงเรียนรัตนราษฎร์บำรุง อ. บ้านโป่ง  
จ. ราชบุรี

ประวัติการศึกษา พ.ศ. 2519 สำเร็จการศึกษาระดับปริญญาตรี จากคณะครุศาสตร์  
จุฬาลงกรณ์มหาวิทยาลัย

พ.ศ. 2526 ศึกษาต่อระดับบัณฑิตศึกษา ภาควิชามัธยมศึกษา  
บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย สาขา  
การสอนภาษาอังกฤษ



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย