



Lesson plan

English for Tour Guide M.1

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Class	: English for Tour Guide
Theme	: English for Tourism
Level Skill	: Basic/Beginner
Time allocation	: 4 months, twice a week
Objective	: In the last, student be able to communicate certain situations.

A. Core Competence

1. Live and practice teaching of the religion
2. Living and practicing honest behavior, discipline, responsibility, caring (cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing self as a reflection of the nation in world association.
3. Processing, reasoning, and presenting in concrete and abstract realms related to the development of what students learned in school independently, and being able to carry out specific tasks under direct supervision.
4. Students can conversation, describe about place, and find out about Tourism (English in Airport, English in Restaurant, English in Hotel, Travel tourism, English in Tourist Place and English in tourist attraction)
5. Find the good place for tourism.

B. Basic Competence

1. Increased faith by realizing the relationship of order and complexity of nature and the universe to the greatness of God who created.
2. Realizing the greatness of God that regulates the characteristics of motion, fluid, heat and optical phenomena.
3. Interacting with closest environment or tourism contexts accurately and acceptably consisting asking and giving for information.
4. Finding information about the understanding of the Tourism.

C. Learning Objectives

1. Explain definition of tourism
2. Explain the terms related to tourism properly and correctly
3. Student to be able to communicate certain situations.
4. Students can choose dialog or can conversation with tourist certain situations

D. Material

1. English in Travel Agencies
2. English in Airport
3. English in Restaurant
4. English in Hotel
5. English in Tourist Place
6. English in Shop for Souvenir

E. Indicators

1. identify the dialog consist of asking and giving information
2. identify to introduction about location of the place
3. identify the dialog to booking a Hotel
4. identify the dialog shopping a souvenir

F. Materials of Tourism

- 1. English in travel agencies**

Meeting	Core Competence	Basic Competence	Material	Reference
1	Students are able to have general knowledge on travel and concept	Students are able to know conversation about travel agency	English in travel Agencies	Book, website and youtube
2	Students are able to explain reasons of travelling in tourism fields	Students are able to practice persuasive speaking about travel agents	English in travel Agencies	Book, website and youtube
3	Students are able to present about travel agencies	Students are able to use vocabulary in travel agencies in advertising travel agencies	English in travel Agencies	Book, website and youtube
4	Technical competency	Guides must possess technical ability, must observe relevant safety protocols specific to the company location and activities	English in travel Agencies	Book, website and youtube
5	Wilderness medicine and first AID	Students know about wilderness medical and first AID	English in travel Agencies	Book, website and youtube
6	Costumer service	Additional customer service considerations exist for	English in travel Agencies	Book, website and youtube

		adventure travel guides		
7	Natural and cultural history interpretation (content delivery)	Students should be knowledgeable about local history and cultures and present accurate information, and know educational techniques should be used to share this information in an engaging manner with guests.	English in travel Agencies	Book, website and youtube
88	Practice	Practice	English in travel Agencies	_____

2. English in Airport

Meeting	Core competence	Basic competence	Material	Reference
1	Students can asking and giving to tourist	students have the ability to speak English to tourists	English in Airport	Book, website and youtube
2	Students can use vocabulary in the conversation	Students know vocabulary	English in Airport	Book, website and youtube
3	Students are able to general understanding on hotels	Students are able to airport guide the in the airport	English in Airport	Book, website and youtube
4	Students are able to have general	Students are able to take the tourist in	English in Airport	Book, website and youtube

	knowledge on travel and concept of tourist Hotel	the airport use vocabulary.		
5	Students learn about tourism service quality begins at the airport	Have skills, know about vocabulary and can speaking English	English in Airport	Book, website and youtube
6	Students practice speaking by adjusting the place and condition	Questions and answers	English in Airport	Book, website and youtube
7	Students are able to have general understanding on Hotels	Students are able to deliver tourist when back to their country	English in Airport	Book, website and youtube
8	Practice	Practice	English in Airport	_____

3. English in Hotel

Meeting	Core competence	Basic competence	Material	Reference
1	Students are able to have general understanding on hotels	Students are able to explain facilities in a hotels	English in Hotel	Book, website and youtube
2	Students learn about general vocabulary, learn English for hotel	Students are able to use English for hotel in a conversation	English in Hotel	Book, website and youtube
3	Students are able to have general understanding on activities in hotel	Students have knowledge about the hotel	English in Hotel	Book, website and youtube

4	Students learn about talking at the reception desk	Students have skills speaking	English in Hotel	Book, website and youtube
5	Students learn checking	Students have skills speaking	English in Hotel	Book, website and youtube
6	Students learn how to making a reservation	Students have skills speaking	English in Hotel	Book, website and youtube
7	Students are able to have general understanding on activities in hotel	Students are able to use English in texting, telephoning and dealing with tourist when they need a help	English in Hotel	Book, website and youtube
8	Practice	Practice	English in Hotel	_____

4. English in Restaurant

Meeting	Core competence	Basic competence	Material	Reference
1	students are able to have general understanding on restaurant	students are able explain what the drink menu	English in Restaurant	Book, website and youtube
2	students are able to have general understanding on restaurant	students are able explain what the food menu	English in Restaurant	Book, website and youtube
3	Can recommend the best restaurant	Have skills speaking	English in Restaurant	Book, website and youtube
4	Can recommend the best food and drinks	Have skills speaking	English in Restaurant	Book, website and youtube

5	Students learn how to best service	Students have more knowledge in the field of service	English in Restaurant	Book, website and youtube
6	Students are able to understanding on activities in restaurant	Students are able to use English for restaurants in a conversation	English in Restaurant	Book, website and youtube
7	Students are able to understanding on activities in restaurant	Students are able to use vocabularies in restaurant	English in Restaurant	Book, website and youtube
8	Practice	Practice	English in Restaurant	_____

5. English in Tourist Place

Meeti ng	Core competence	Basic competence	Material	Reference
1	Students are able to have general understanding on places	Students are able to explain about the places what they visited	English in Tourist Place	Book, website and youtube
2	Students are able to have general understanding on activities places	Students are able to practice persuasive speaking about destination	English in Tourist Place	Book, website and youtube
3	Students are able to have general understanding on attractions in tourism	Students are able to guide tourist	English in Tourist Place	Book, website and youtube
4	Students are able to recommend best tourist place	Students have more knowledge about tourist place	English in Tourist Place	Book, website and youtube

5	Students know information about tourist place (fact information about the tourist place)	Students are able to give information about regulation in the tourist place	English in Tourist Place	Book, website and youtube
6	Students know what conversation is in a spot about a tourist place	Students are able to use vocabularies in tourist place	English in Tourist Place	Book, website and youtube
7	Students are able to best service	Students have more knowledge in the field of service	English in Tourist Place	Book, website and youtube
8	Practice	Practice	English in Tourist Place	_____

6. English in Shop for Souvenir

Meeting	Core competence	Basic competence	Material	Reference
1	Students are able to recommend best place shop for souvenir	Students know information about the place shop for souvenir	English in shop for souvenir	Book, website and youtube
2	Students know fact information about shop for souvenir	Students are able to give information about shop for souvenir	English in shop for souvenir	Book, website and youtube Book, website and youtube
3	Students are able to good stuff for souvenir to tourists	Students are able to speaking with enjoy	English in shop for souvenir	Book, website and youtube Book, website and youtube
4	Students are able to conversation to tourist according to the situation	Students are able to choose conversation according to the situation	English in shop for souvenir	Book, website and youtube

5	Students are able speaking in English shop for souvenir	Students have skill speaking with vocabulary which is already understood	English in shop for souvenir	Book, website and youtube
6	Students are able to have general understanding on guide tourist use vocabulary	Students are able to guide tourist use vocabulary and conversation with tourists	English in shop for souvenir	Book, website and youtube
7	Students are able to give best service to tourist about shop for souvenir	Students have more knowledge in the field of service	English in shop for souvenir	Book, website and youtube
8	Final Practice	Final Practice	Practice all the material	_____

G. Learning Approaches

During this lecture students are required to attend activities :

1. Lectures, questions and answers, and class discussions
2. Conversation practice
3. Tourday English

H. Learning Method

1. Pre teaching

The teacher check attend students and convey the purpose of learning.

2. Whilsts teaching

Teacher explains about the material according to the meeting.

3. Post teaching

Teacher give comment to students, give assignment and close the meeting for today.

I. Learning Media

Internet, Laptop, Book, Youtube, etc.

J. Evaluation

Students explain again about the material that has been learned or retell understanding about all the material, field practice and students final report.

K. Percentage

No.	Evaluation	%
1	Participation in class	15 %
2	Tasks	15 %
3	Practice	25 %
4	Final Practice	35 %
Total		100 %

Lesson Topics and Activities

- A Cultural Profile (Grades 11-12) - This lesson touches on the main geographic features of Spain. It will also discuss the cultural features of the country and its people. This lesson works best for an advanced Spanish language class.
 - Destination: England (Grades 6 and above) - This ESL lesson plan uses guided visualization to teach students about the sights and icons of England, with a focus on London.
 - German Food and Eating Customs (Grades 6 and above) - What is the food like in Germany? Find out in this hands-on lesson plans for upper and middle school grades from the Alabama Learning Exchange.
 - Travel Brochures: Highlighting the Setting of a Story (Grades 6-8) - Students will create travel brochures to highlight the setting of a story they are reading. The lesson plan uses *Al Capone Does My Shirts* but can be adapted for any story with a well-defined setting.
 - Budgeting for a Trip (Grades 6-8) - Travel is expensive. Students will learn to plan and budget for a round-trip vacation trip several international destinations.
 - Four Days in Paris (Grades 6-8) - This activity encourages children to create a travel journal about a hypothetical four day trip to Paris, discussing important landmarks and cultural activities.
 - Global Trek (Grades 4-8) - Use technology to tour foreign countries and learn more about cultures and people around the world.

- The Next Top Travel Agent (Grade 12) - Students use available resources to play the role of travel agent to get clients to designations within budget.
- Bicycle Education Lesson Plans (Grade 6) - Aimed at middle school students, this five-lesson unit discusses all things cycling, including safety and health benefits.
 - Amazing Race (Grades 9-12) - Students use maps of a city to create an Amazing Race game in the classroom for their classmates to play.
 - Where Shall We Go? (Grades 8-12) - A collection of activities centered around international travel that gets kids involved in the geographic side of travel.
 - High School Road Trip (Grades 9-12) - Students will plan a virtual road trip using commuter or long-distance passenger rail service as the main transportation option.
 - Vacation Time (Grades 11-12) - Students will create travel brochures for their hometown while discussing and identifying careers connected to the travel and hospitality industries.

Classroom activities

The first thing you will need to do is to work out which of the things above are most relevant to your students, e.g. which situations they are likely to be in and what they are likely to need to understand and do there. This can be done with a needs analysis. The things they are likely to have to deal with can then be incorporated into the activities described below. The ideas are given in the order in which they are mentioned above.

Tying travel English in with the syllabus or textbook

- Students can be asked to mime sentences containing useful travel vocabulary for their partners to guess. This can be used for Present Continuous (e.g. "You are opening your suitcase"), Past Continuous ("You were putting on suntan lotion", making sure you tell them to stop the action before their partners guess) and Going to for predictions with present evidence ("You are going to sleep on the plane", asking them to stop the mime just before the action on the worksheet would start, e.g. putting their seat back and their blanket on but not actually falling asleep).

- Travel English ties in very nicely with countable and uncountable nouns as there are good examples in this topic of the typical pattern "uncountable for general/ countable for specific" such as "accommodation/ hotel" and "luggage/ suitcase".

- A lesson on learner training could be based on or include tips on how to make the most of their travels abroad for language learning and/ or how to prepare for a trip.
- Travel English can also easily be tied in with lessons on British and American English, compound nouns, modals verbs (e.g. talking about rules and regulations), and signs and notices (e.g. for Cambridge KET and PET reading preparation).
- Travel English can also be tied in with lessons on any of the functions mentioned below, e.g. by giving travel advice to practise "If I were you" and "You should".

Travel English places and people

- The teacher or a student says things that one person could say or things that might be said in one particular place (e.g. "Please raise your arms" for airport security and "What colour is it?" for the lost luggage desk) until someone guesses what situation they chose.
- Students take part in roleplays in one typical place such as an airport or involving someone they are likely to have to speak to such as a taxi driver. This can be made more challenging and interesting by adding a problem element to each one, e.g. "You have a live snake in your suitcase" for a conversation in customs.

Other things they need to understand

- Students are given examples of signs from countries they are likely to go to and discuss what the signs mean and then whether the rules are the same in their own country or not.
- Students race to respond quickly to an airport or station announcement, e.g. all standing in front of the door in a queue when they are told to.
- There are plenty of the examples of signs and notices with amusing mistakes on the internet that you could use for error correction, but please note that the vast majority are unsuitable and very unlikely to make your students laugh, so you will need to select carefully and probably rewrite them.

Functions and other typical phrases

- Students listen to typical phrases and decide whether they are usually said by the traveller or by someone they are speaking to. This can be made into more of a game by asking them to hold up cards that say "Me" and "Someone else" depending on what they hear.

- One student is given typical travel phrases and the other student is given common responses to those things. They must match them up without showing their worksheets to each other. The same thing can also be done with matching up halves of phrases, e.g. "How long will" with "you be staying?"

- Students put halves of phrases or phrases and responses that are written on slips of paper face up on the table and work together to match them up. This can be organised with several matches for each (e.g. "Can I help you?" with "No thanks, I'm just browsing" "I hope so" "Maybe" and "Yes, please. Can you tell me..?") A more fun variation is making a set of dominoes.

Asking for information (e.g. directions, prices and times)

- One student is given a roleplay card with a problem on it, e.g. "There's a crocodile in the swimming pool" for a hotel or "There is a civil war" for a country. The other student or students must ask questions about that place until they find out what the problem is. The person answering can't lie about that thing, but they can try to avoid answering the question.

Requesting

- Students take turns making more and more outrageous requests (e.g. "Can you massage my feet until my dessert arrives?" to a waiter) until no one can think of more or until the last request is less outrageous than the previous one.

- The person responding to requests from their partners should try to find reasons to refuse them all.

Checking comprehension and asking for clarification

- One student is given a roleplay card with details that they must pass onto their partner about a trip they are supposed to go on. The roleplay card should be designed to bring up typical

comprehension problems connected to travel such as "Austria/ Australia" and "12 a.m./ 12 p.m." When they have finished dictating, their partner can ask as many questions as they like to check the information.

Thanking

- Students take on roles where they might both have to thank each other, e.g. a host father and a guest, and take turns doing so until one person runs out of ideas.
- One student asks their partner to take the role of someone they really dealt with last time they were abroad, e.g. their host mother. They roleplay a long conversation thanking them for all their help and responding, then the person who took on that role tries to guess which things they were thanked for really happened while their partner was overseas.

Responding to offers

- One person has to politely decline all offers from the others.
- One person is given a roleplay card with what they want and the situation on it, e.g. "A hotel – An extra pillow". After explaining their problem in very general terms (e.g. "I couldn't sleep well last night"), the other students should take turns offering them things until they get exactly the one written on the card. The other offers should be politely declined.
- In groups of three or four, one person is a customer and the others are competing companies, e.g. touts for different hotels or different bus companies. They should take turns making offers to persuade that customer to choose them until they run out of ideas, then the customer must choose.
- - In pairs, one student is given details of a real place connected to travel that has especially good service such as a business class lounge or a five star hotel. They should offer the customer a mix of things that are on their list and other things they have made up, with the customer trying to guess which are true and only accepting those things. When they have run out ideas or things on their lists, they discuss which services

were real and which weren't, plus maybe which things they really would and wouldn't say yes to.

- - One student is given a list of things they should offer their partner, with half of them having a hidden catch such as "It's on a later flight" for "Free upgrade to business class". The person being offered those things should ask questions to try and find out what the potential catches are before accepting them.
- Complaining
 - - One person in each group is given a list of things to complain about that are all connected to cultural differences, e.g. "My bed was just a thin mattress on the floor" and "The bath was too short to lie down in". The other students must respond to those complaints. They can then perhaps guess the country the person is staying in and/ or where they are from.
 - - One student must make as many complaints as they can in one situation, e.g. finding different reasons to demand a refund at the theatre ticket window.
- Greetings
 - - In pairs, one student is a tourist or business traveller arriving in a country and their partner is all the people they meet. The two students must talk to each other at each stage without repeating any sentences from earlier, although they can make just very small changes like "How are you?" and "How are you today?". This continues until one of them repeats a sentence or they get to the end of their trip.
- Responding to apologies
 - - Give each group of students a pack of cards that are split half and half into ones that say "Your real reaction" and "The opposite of your real reaction". One of the students apologises for something in the role of someone they are likely to meet during their travels such as a maid and the other person picks a card before they respond. If they would accept that apology in real life but pick up a "The opposite of your real reaction" card they must reject it with a sentence like "I'm afraid that really isn't good enough", and vice versa. After the conversation finishes, the person who was apologising tries to guess whether that was their partner's real reaction or not.
- Responding to suggestions
 - - The "Your real reaction"/ "The opposite of your real reaction" game above can also be played for responding to suggestions,

using sentences like "I can see why you might suggest that, but..." and "Thanks for your advice, but..."

- - One student gives suggestions about a real place such as "Make sure you dress conservatively" and "Whatever you do, don't swim outside the protective netting" until their partner guesses which place they are talking about. Unless their world knowledge is very good they will probably need to be given some information to base their recommendations on.
- Vocabulary
- - Students work together to create a story of a (probably disastrous) holiday using typical travel vocabulary they have been given such as "refund" and "cancellation".
- - Write out a series of typical travel problems with each one including some useful vocabulary, e.g. "You are on the train on the way back when you realise you only bought a single ticket and so are fare dodging". Students discuss possible solutions and/ or roleplay the situation.
- - The matching exercises described in Functions and Other Typical Phrases above also work well for compound nouns and collocations.
- Varieties of English
- - Give students sentences that betray their origin both through language and through famous tourist sites, cultural differences, food stuffs, etc, and ask them to guess the country.
- - Ask students to match up British and American English. They will probably need some help with this, e.g. by cutting the cards up into a kind of jigsaw with several cards together rather than the more typical TEFL activity of individual cards. This can also be done as dominoes.
- Cultural differences
- - Set up a roleplay where one person's card asks them to do something that isn't allowed in the country they are in now or will travel to, e.g. haggle about prices or call the waiter by clicking their fingers. When they have finished the roleplay, the other person should guess what the roleplay card said. They can then discuss why it might be unacceptable, and other similar taboos. You can also do the opposite where one person is asked to react negatively to a list of things that the other person will probably do and they then discuss where those things are taboo.
- Information about the place they are going

- - Use real or made up typical menus of restaurants in countries they are likely to go to.
- - Ask them to imagine they are in real places such as the British Museum or Versailles when they do roleplays. They can be given real information to help them such as floor plans or leaflets.
- - Play bluff. One student is a tour guide and is given a roleplay card with some real information about the place they are giving a tour of. After they finish the tour, their partners guess which information was real and which was made up.
- Miscellaneous
- - As you are preparing them for a journey this topic is particularly well suited to a board game, e.g. where they start on the square that says "Your house" and end up back at that square at the end of the game. To add more speaking they will need to do challenges on squares they land on such as "Name as many uncountable nouns connected to travel as you can" and "Your room has no bed in it. Phone reception". They can then progress a number of squares that depends on their performance, or they could just throw a dice or flip a coin to move.