

*Teaching Materials 1*

**Basic English for the Professional  
Conversation**

**English talk Training for  
the 21<sup>st</sup> Century  
(Civil State 4.0)**

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## **Preface**

Communication is key to survive and success when we are moving to AEC in 2015. AEC members will open gateway to permit its citizens to freely move around 11 countries. Citizens of Myanmar, Malaysia, Singapore, Brunei, Timor and Philippines will be advantageous in tier success since they use English as their official language. Laos, Cambodia and Vietnam previously use French as their official language and they are faster learning English than the Thais since French shares around 40-60 % in English. Indonesia and Thailand will have to struggle hard to master English. It is then necessary for any Thais particularly students admitted to Mahachulalongkornrajavidyalaya University Buddhapanyasridvaravadi Wat Raikhing Buddhist College and general peoples, to prepare to communicate with all our neighbor AECeans (AEC citizens). The training will begin with simple talks like greeting, asking and responding directions to daily lifestyle. Then, learners shall gradually gear to the more focused topics like academics, business, and sharing of beliefs. The learners would feel comfortable to finally master English communication.

The training is aimed to enable learners to talk with simple expressions, to understand questions, to respond simple questions and to be more confident to later exchange talks and adapt simple structure for more focused topics.

This English talk training involves greeting with various social class groups, asking direction and locating government offices, daily-life talks, simple academic, business and religious conversations.

After ten weeks of training the trainees should be able to talk with simple expressions, to understand questions, to respond simple questions and to be more confident to exchange talks and adapt simple structure for speaking everyday life.

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# Week 1

## Greeting

Here in this Basic English for the professional conversation 2017, we would introduce greeting as the commoners, greeting with official formality, greeting religious persons, greeting royal family members, congratulations and condolence. This to allow trainees become aware of “what occasion uses what”

There are many ways to greet someone. We'll learn about the most common way to greet someone in this lesson. I'll give a variety of example sentences.

Greeting someone you never met:

"Hi, my name is Steve. It's nice to meet you."

You can respond to this by saying,

"It's a pleasure to meet you. I'm Jack."

Another common question to ask is

"What do you do for a living?"

You can respond to this by saying,

"I work at a restaurant."

"I work at a bank."

"I work in a software company."

"I'm a dentist."

Usually, you will not need to ask for a name. It is implied that each person should say their name. But in case they don't, you can ask,

"What is your name?"

Many times, I don't hear the name. If you would like for them to repeat their name, you can say,

"What was that again?"

"Excuse me?"

"Pardon me?"

### 1.1. Greeting for Commoners

#### Informal

*Hi.....* (name the person)

*Good Morning.....* (name the person)

*Good Afternoon.....* (name the person)

*Good Evening .....* (name the person)

**Greeter**



**Greeted**





## Formal

### Morning

Good morning **sir, nice (happy/pleased)** to meet you. I'm.... from...

Good morning **sir, so great** to meet you. I'm.... from...

Good morning **sir, so honored** to meet you. I'm.... from...

Good morning **madam, nice (happy/pleased)** to meet you. I'm...  
from...

Good morning **madam, so great** to meet you. I'm.... from...

Good morning **madam, so honored** to meet you. I'm.... from...

### Afternoon

Good afternoon **sir, nice (happy/pleased)** to meet you. I'm.... from...

Good afternoon **sir, so great** to meet you. I'm.... from...

Good afternoon **sir, so honored** to meet you. I'm.... from...

Good afternoon **madam, nice (happy/pleased)** to meet you. I'm....  
from...

Good afternoon **madam, so great** to meet you. I'm.... from...

Good afternoon **madam, so honored** to meet you. I'm.... from...

### Evening

Good evening **sir, nice (happy/pleased)** to meet you. I'm.... from...

Good evening **sir, so great** to meet you. I'm.... from...

Good evening **sir, so honored** to meet you. I'm.... from...

Good evening **madam, nice (happy/pleased)** to meet you. I'm....  
from...

Good evening **madam, so great** to meet you. I'm.... from...

Good evening **madam, so honored** to meet you. I'm.... from...

**RESPONSE:** repeat the same as greeting

Greeted



Greeter

Greeter



Greeted

Greeter



Greeted



## 1.2. Greeting in Official Formality and Self-Introduction

### Morning

*Good morning sir, it is so honored to meet you. I'm..... from.....*

*Good morning madam, it is so honored to meet you. I'm... from...*

*Good morning Your Excellency, it is so honored to meet you. I am..... from..... (Prime Minister, Deputy Prime Minister, Minister, Deputy Minister, Ambassador, Consul)*

*Good morning Mister President, it is so honored to meet you. I am..... from..... (President, Vice President)*

*Good morning Madam President, it is so honored to meet you. I am..... from..... (President, Vice President)*

### Afternoon

*Good afternoon sir, it is so honored to meet you. I'm.....from.....*

*Good afternoon **madam**, it is so honored to meet you. I'm... from...*

*Good afternoon **Your Excellency**, it is so honored to meet you. I*

*am..... from..... (Prime Minister, Deputy Prime Minister,  
Minister, Deputy Minister Ambassador, Consul)*

*Good afternoon **Mister President**, it is so honored to meet you. I*

*am..... from..... (President, Vice President)*

*Good afternoon **Madam President**, it is so honored to meet you. I*

*am..... from..... (President, Vice President)*

### **Evening**

*Good evening **sir**, it is so honored to meet you. I'm..... from.....*

*Good evening **madam**, it is so honored to meet you. I'm.....from...*

*Good evening **Your Excellency**, it is so honored to meet you. I*

*am..... from..... (Prime Minister, Deputy Prime Minister,  
Minister, Deputy Minister, Ambassador, Consul)*

*Good evening **Mister President**, it is so honored to meet you. I*

*am..... from..... (President, Vice President)*

*Good evening **Madam President**, it is so honored to meet you. I*

*am..... from..... (President, Vice President)*

**RESPONSE:** repeat the same as greeting

Ambassador



Greeter



Gen. Prayuth  
Chan-ocha, the  
29<sup>th</sup> Prime Minister  
of Thailand

Astronauts



President Obama

### 1.3. Greeting the Religious persons and self-introduction

#### Morning

##### Buddhist Monk and Nuns

*Good morning **Your Venerable, so blessed** to meet you. I am.....  
from..... (Monk, Phakru, Pramaha, Pra Palad)*

*Good morning **Your Most Venerable, so blessed** to meet you. I  
am..... from..... (Abbot.... and higher)*

*Good morning **Your Holiness, so blessed** to meet you. I am.....  
from..... (His Holy Patriarch, His Holy Deputy Patriarch)*

#### Afternoon

##### Buddhist Monks and Nuns

*Good afternoon **Your Venerable, so blessed** to meet you. I am.....  
from..... (Monk, Phakru, Pramaha, Pra Palad)*

*Good afternoon **Your Most Venerable, so blessed** to meet you. I  
am..... from..... (Abbot.... and higher)*

*Good afternoon **Your Holiness, so blessed** to meet you. I am.....  
from..... (His Holy Patriarch, His Holy Deputy Patriarch)*

## **Evening**

### **Buddhist Monks and Nuns**

*Good evening **Your Venerable, so blessed** to meet you. I am.....  
from..... (Monk, Phakru, Pramaha, Pra Palad)*

*Good evening **Your Most Venerable, so blessed** to meet you. I  
am..... from..... (Abbot.... and higher)*

*Good evening **Your Holiness, so blessed** to meet you. I am.....  
from..... (His Holy Patriarch, His Holy Deputy Patriarch)*



Ajarn Canadasiri  
(Scottish)

Most Ven. Phra  
Thepsasanadhammabhi  
bal Abbot of Wat  
Raikhing



SOMDET Phra  
Maharatchamongkha-  
lachan: Supreme  
Patriarch



Ven. Phramaha Yota Payutto

## **Roman Catholic and Orthodox**

### **MORNING**

*Good morning **Reverend Brother, so blessed** to meet you. I am.....  
from..... (Senior/ directorate)*

*Good morning **Reverend Sister, so blessed** to meet you. I am.....  
from..... (Senior Nun/ sister/ Directorate)*

*Good morning **Reverend Father, so blessed** to meet you. I am.....  
from..... (Senior Father/ Parish Priest)*

*Good morning **Your Eminence, so blessed** to meet you. I am.....  
from..... (Bishop, Archbishop, Cardinal)*

*Good morning **Your Holiness, so blessed** to meet you. I am.....  
from..... (His Holy Pope , His Holy Patriarch, )*

## AFTERNOON

*Good afternoon **Reverend Brother, so blessed** to meet you. I*

*am..... from..... (Senior/ directorate)*

*Good afternoon **Reverend Sister, so blessed** to meet you. I am.....*

*from..... (Senior Nun/ sister/ Directorate)*

*Good afternoon **Reverend Father, so blessed** to meet you. I am.....*

*from..... (Senior Father/ Parish Priest)*

*Good afternoon **Your Eminence, so blessed** to meet you. I am.....*

*from..... (Bishop, Archbishop, Cardinal)*

*Good afternoon **Your Holiness, so blessed** to meet you. I am.....*

*from..... (His Holy Pope, His Holy Patriarch)*

## EVENING

*Good evening **Reverend Brother, so blessed** to meet you. I'm.....*

*from..... (Senior/ directorate)*

*Good evening **Reverend Sister, so blessed** to meet you. I'm.....*

*from..... (Senior Nun/ Sister/ directorate)*

*Good evening **Reverend Father, so blessed** to meet you. I'm.....*

*from..... (Senior Father/ Parish Priest)*

*Good evening **Your Eminence, so blessed** to meet you. I am.....*

*from..... (Bishop, Archbishop, Cardinal)*

*Good evening **Your Holiness, so blessed** to meet you. I am.....*

*from..... (His Holy Pope, His Holy Patriarch)*

**RESPONSE:** repeat the same as greeting

Mother Superior



Brother Superior



Cardinal



Patriarch  
Theophilos III of  
Jerusalem



The Ecumenical  
Patriarch  
Bartholomew I



Pope Francis

#### **1.4. Greeting the Royal family members and self -Introduction**

##### **MORNING**

*Good morning Your Majesty, it is so honored to meet you. I am.....  
from..... (King, Queen)*

*Good morning Your Royal Highness, it is so honored to meet you. I  
am..... from... (Royal Crown Prince, Royal Crown Princess and  
Royal Consorts)*

*Good morning Your Highness, it is so honored to meet you. I  
am..... from..... (Prince, Princess, other royal members)*

##### **AFTERNOON**

*Good afternoon Your Majesty, it is so honored to meet you. I am.....  
from..... (King, Queen)*

*Good afternoon Your Royal Highness, it is so honored to meet you. I  
am..... from... (Royal Crown Prince, Royal Crown Princess and  
Royal Consorts)*

*Good afternoon Your Highness, it is so honored to meet you. I  
am..... from..... (Prince, Princess, other royal members)*

## EVENING

*Good evening Your Majesty, it is so honored to meet you. I am.....  
from..... (King, Queen)*

*Good evening Your Royal Highness, it is so honored to meet you. I  
am..... from... ( Royal Crown Prince, Royal Crown Princess and  
Royal Consorts)*

*Good evening Your Highness, it is so honored to meet you. I  
am..... from..... (Prince, Princess, other royal members)*



HRH Princess  
Chulabhorn



HRH Crown Princess  
Mahajakri Sirindhon

HRH Crown Prince  
MahaVjiralongkorn



His Majesty the King



Her Majesty the Queen

## 1.5. Congratulation and Condolence

### Congratulation

#### INFORMAL

*Sir, congratulate for your.....(success, award, graduation)*

*Madam, congratulate for your.....(success, award, graduation)*



## FORMAL

*Please accept my congratulation for your ..... (success, award, graduation)*



## Condolence

## INFORMAL

*So, regret for.....*



## FORMAL

*Please accept my **condolence** for the **death of your**.....*



## 1.6. Farewell

### INFORMAL AND CLOSE PERSON

*Bye-bye; nice to meet you.....*

*Till then....*



### FORMAL

Use as formal greeting [**without** *I am....from.....*]



## 1.7. Activities

### Activity 1:

Stand in a circle of 5-10 and practice greetings 1.1, 1.2, 1.3 in round.

### Activity 2:

Stand in circle to practice congratulation 1.1, 1.2, 1.3 in round.

### Activity 3:

Cross the circle to practice farewell 1.1, 1.2, 1.3 in round.

## Week 2

### Question Words and Responses

A **question** is a linguistic expression used to make a request for information, or the request made using such an expression. The information requested may be provided in the form of an answer.

“.....There are these four ways of answering questions. Which four? There are questions that should be answered categorically [straightforwardly yes, no, this, that]. There are questions that should be answered with an analytical (qualified) answer [defining or redefining the terms]. There are questions that should be answered with a counter-question. There are questions that should be put aside. These are the four ways of answering questions.....” (Buddha, Suttapitaka)

In this lesson student will practice how to question by simple talk questions and by open question in pair and pair rotation. The objectives are to allow students to know more friends and to exchange personal information of daily life.

#### Table of Questions

Question words	Meaning	Examples
who	person	Who's that? That's Nancy.
where	place	Where do you live? In Boston
why	reason	Why do you sleep early? Because I've got to

		get up early
when	time	When do you go to work? At 7:00
how	manner	How do you go? By car
what	object, idea or action	What do you do? I am an engineer
which	choice	Which one do you prefer? The red one.
whose	possession	Whose is this book? It's Alan's.
whom	object of the verb	Whom did you meet? I met the manager.
what kind	description	What kind of music do you like? I like quiet songs
what time	time	What time did you come home?
how many	quantity (countable)	How many students are there? There are twenty.
how much	amount, price (uncountable)	How much time have we got? Ten minutes
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	frequency	How often do you go to the gym? Twice a week.
how far	distance	How far is your school? It's one mile far.
how old	age	How old are you? I'm 16.
how come	reason	How come I didn't see you at the party?

### Asking questions

1. If you ask about the subject of the sentence, simply add the question word at the beginning:

Example:

James writes good poems. — Who writes good poems?

2. If you ask about the predicate of the sentence (the part of a sentence which contains the verb and gives information about the subject), there are three options:

If there is a helping (auxiliary) verb that precedes the main verb (for example: can, is, are, was, were, will, would...), add the question word and invert the subject and the helping (auxiliary) verb.

Examples:

He can speak Chinese. — What can he speak?

They are leaving tonight. — When are they leaving?

If you ask about the predicate and there is no helping (auxiliary) verb and the verb is "to be", simply add the question verb and invert the subject and the verb.

Example:

The play was interesting. — How was the play?

If there is no helping (auxiliary) verb in the predicate and the main verb is not "to be", add the auxiliary "do" in the appropriate form.

Examples:

They go to the movies every Saturday. — Where do they go every Saturday?

He wakes up early. — When does he wake up?

They sent a letter. — What did they send?

## 2.1. HV (helping verb questions)

**STRUCTURE: HV +SUBJECT + PREDICATE?**

**TALK:** *end the sentence or a word with high sound?*

Going Wat Raikhing?

Going home?

Going to school?

Buying orange/ grape/coconut?

Taking breakfast/ lunch/supper?

Etc.....

**RESPONSE:**                      *Yes, I do.*              *No, I don't. (nope)*



MCU Wat Raikhing  
Royal Temple.

Thai Home



MCU Alma Mater  
Wangnoi, Ayudhya



Grapes



Coconuts



## 2.2. WH questions

When (time).....?

Why (reason).....?

Whom (object person)....?

Which/what (thing).....?

How much (uncountable noun)..... ?

How many (countable noun).....?

Where (time).....?

Who (subject person).....?

Whose (owner).....?

**RESPONSES:** *can be a word or a phrase or a sentence or a paragraph*

## 2.3. Activities

### ACTIVITY 1- sits in pair

Ask student to write down what they have done during 24 hours; then alternatively start questioning partner hour by hour



Morning  
Afternoon



Evening  
Nighttime



### What do you seriously do at these hours?

0500-0600 Hrs.	
0600-0700 Hrs.	
0700-0800 Hrs.	
0800-0900Hrs.	
0900-1000 Hrs.	
1000-1100Hrs.	
1000-1200Hrs.	
1200-1300Hrs.	
1300-1400Hrs.	
1400-1500Hrs.	
1500-1600Hrs.	
1600-1700Hrs.	
1700-1800Hrs.	

1800-1900Hrs.	
1900-2000Hrs.	
2000-2100Hrs.	
Later than 2100-0500 Hrs.	

### ACTIVITY 2 - Change pair

Classify each action form each hour to fit question words.

When (time).....? E.g. *when do you*.....?

Where (time).....? E.g. *where do you*.....?

Why (reason).....? E.g. *why do you*.....?

Who (subject person).....? E.g. *who do you*.....?

Whom (object person)....? E.g. *whom do you*.....?

Whose (owner).....? E.g. *whose do you*.....?

Which/what (thing).....? E.g. *which/what do you*.....?

How much (uncountable noun).....? E.g. *how much do you*.....?

How many (countable noun).....? E.g. *how many do you*.....?

**When do you ..... (Verb) .....?**

**Where do you go at .....Hrs?**

**Whom do you meet at .....Hrs?**

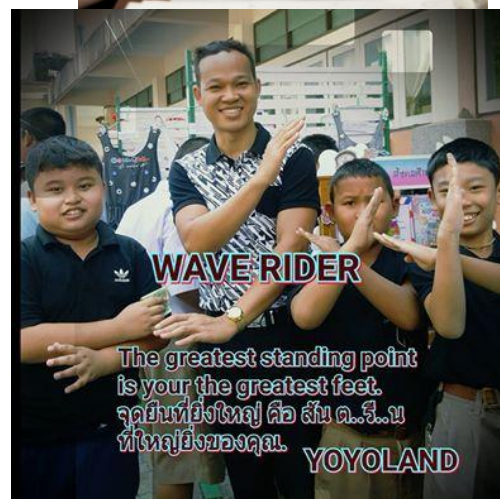
**Why do you ... (Verb).... at .....Hrs?**

**Etc.....**

0500-0600 Hrs.	
0600-0700 Hrs.	
0700-0800 Hrs.	
0800-0900Hrs.	
0900-1000 Hrs.	
1000-1100Hrs.	
1000-1200Hrs.	
1200-1300Hrs.	
1300-1400Hrs.	
1400-1500Hrs.	
1500-1600Hrs.	
1600-1700Hrs.	
1700-1800Hrs.	

1800-1900Hrs.	
1900-2000Hrs.	
2000-2100Hrs.	
Later than 2100-0500 Hrs.	

What's a difference....Uh?



## Week 3

### Finding Directions 1

Asking for directions is important, but it's also easy to become confused when listening to someone giving directions. This is true even in your own native language, so you can imagine how important it is to pay careful attention when listening to someone provides directions in English! Here are a few suggestions and tips to help you remember the directions as someone gives them to you.

- Make sure to ask the person giving directions to repeat and / or slow down.
- In order to help out, repeat each direction the person gives. This will help both you remember the names of streets, turns, etc., as well as help the person giving directions provide clear instructions.
- Make visual notes while the person describes the route.
- Once the person has given you directions, repeat the entire set of directions again. Here's an example:

*Take 2<sup>nd</sup> right*

*Go 300 yards*

*Take 1st left at the stop sign*

*Go 100 yards the shop is on your left.*

This week begins with simple questions of location, i.e. place of stay, food shops for eat-outs and locating government offices to allow students know simple guiding and directing.

### 3.1 How to Give Directions

#### Steps:

1. Think of the simplest route. Shortcuts may be faster, but they can also be more complicated! If the person is lost or has poor navigation skills to begin with, give them directions with minimal turns. For example: Make a left on Baker street, then a right at the light, and go straight all the way down that road until you get to the highway.
2. Specify distance. How far along a particular road does the person need to go? There are several different ways to tell them:
  - How many blocks or streets they'll pass. This works better in a city than in the country, because in the city there are more cross-streets to count, whereas in the country the space between them makes it easier to lose count, and some driveways look like roads of their own. For example: "Continue down that street, passing 4 side roads along the way."
  - How many traffic lights they'll pass. This is good, but you must be right about the number! For example: "You are going to pass three traffic lights before the turn."
  - Distance in miles or kilometers. For example: "Go 3 miles on Holypoke Road"
  - How much time it'll take. This is better for when they'll be spending a short time on that path; any longer than that, and your directions will become inaccurate depending on how fast the person drives. For example: "It should be about five minutes on the highway."

- Give them a drop dead point. A drop dead point is a landmark that tells them that they've gone too far and have missed their turn. For example: "If you see the library, you have gone too far."
3. Indicate turns. If it's not a simple, four-way intersection, give a few extra details. Otherwise, tell them to make a left or right. Give them a street name and one landmark (a traffic light, a particular store). If the person you're giving directions to is good with cardinal directions (north, south, west, east) and/or the city you're in is laid out like a grid (with all the streets perpendicular, running east-west or north-south) indicate the direction, too. For example: "Turn a left at the traffic light onto Foster, heading east."
  4. Simplify the directions. For example: "Turn left onto Baker Street" instead of "At Baker Street, turn left."
  5. Say which side of the street their destination is on. For example: "My house is on the left."
  6. Warn them about any confusing parts of the route. For instance, if a lane ends or is right turn only, or a road they need to turn onto is small or hidden, you might want to mention that. If there's a turn that you know people tend to miss, tell them how they'll know they've gone too far. For example: "The lane is going to merge before the turn, and Baker street will become Forest Street. But you will want to keep traveling down it once it becomes Forest Street."
  7. Outline the entire route. Remember to be concise. Detailed directions are useless if you give so many details that the person driving gets

confused. For example: "Make a left on Baker street, then a right at the second light, and go straight all the way down that road until you get to the highway, it should be about three miles. Stay on the highway for three minutes and then get off on exit 7. We are the third house on the left. If you see the library, you have gone too far."

8. Have them repeat the directions to you. Whether or not they've written them down, make sure they heard you correctly and understand the route you laid out for them. For example: "So you said left on Baker street, then a right at the second light, and go straight all the way down that road until you get to the highway. Get off on exit 7. And it's the third house on the left. If I pass the library, I went too far."

### **3.2 Tips:**

- Start by giving the destination address and make sure they record that first. A mailing address is a more universally recognizable standard for location, and should the person get lost en route, they could use other resources to find their way.
- Women tend to use landmarks, men tend to use direction and distance.
- If the person is present with you, have him or her turn in the direction s/he is headed, and use hand signals to reinforce the directions. The more senses you use, the more likely the person is to remember.
- Draw a simplified map if paper and pencil are available.
- If you are guiding someone while they drive, pay attention to which lane they are in. If the next move they need to make is a right turn, and they are driving in the left lane, suggest changing into the right lane well before the turn, so they can make that turn safely when they get to it.

- Use the word right only in reference to the turning direction, not a distance indicator -- Try to give directions such as "Turn left immediately after the light", not "Turn left right after the light." This language can be confusing to a person who is trying to remember which direction to turn.
- Using buildings or store names as a reference is not always a good idea, since the store could close or buildings torn down.
- Don't give too much information. It only creates confusion. Just focus on what is essential.
- If you are guiding someone while they drive, do not point and say things like, "there it is" or "go that way." They cannot pay attention to their driving and look at which way you are pointing at the same time. Instead, say things like, "it is on the left, about half a block further," or "turn left at the next corner."
- Do not shout! Give directions in a clear, calm voice, early enough to give the driver plenty of time to understand, plan, and safely execute his or her next move. Shouting directions may cause the driver to react quickly, without taking time to do so safely.

### 3.3 Asking directions – การถามทาง

- |   |  |
|---|--|
| ▪ Excuse me, could you tell me how to get to ...? | ขอโทษนะคะ/ ครับ, คุณพอจะบอกได้ ไหมว่าจะไป .. ได้อย่างไร? |
| ▪ Excuse me, do you know where the ... is?        | ขอโทษนะคะ/ ครับ, คุณทราบไหมว่า ... อยู่ที่ไหน?           |
| ▪ I'm sorry, I don't know                         | ขอโทษค่ะ/ ครับ, ฉันไม่ทราบ                               |
| ▪ Sorry, I'm not from around here                 | ขอโทษค่ะ/ ครับ, ฉันไม่ใช่คนแถวนี้                        |
| ▪ I'm looking for ... this address                | ฉันกำลังหา ..  |

- |   |   |
|---|---|
| ▪ Are we on the right road for ...?<br>Brighton | ที่อยู่/ บ้านเลขที่/ ที่อยู่<br>เราอยู่บนถนนที่จะไป ... ใช่ไหม? |
| ▪ Is this the right way for ...?                | ไปรตัน<br>ทางที่จะไป.....ใช่ไหม?                                |
| ▪ Do you have a map?                            |   |
| ▪ Can you show me on the map?                   | คุณมีแผนที่ไหม?<br>ช่วยบอกเส้นทางฉันจากแผนที่ได้ไหม?            |

### 3.4 Giving directions — การบอกทาง

- |  |                                  |
|--|----------------------------------|
| ▪ it's this way                            | ▪ ทางนี้                         |
| ▪ it's that way                            | ▪ ทางนั้น                        |
| ▪ you're going the wrong way               | ▪ คุณกำลังไปผิดทาง               |
| ▪ you're going in the wrong direction      | ▪ คุณกำลังไปผิดเส้นทาง           |
| ▪ take this road                           | ▪ ไปตามถนนนี้                    |
| ▪ go down there                            | ▪ ลงไปทางนั้น                    |
| ▪ take the first on the left               | ▪ แยกแรกให้เลี้ยวซ้าย            |
| ▪ take the second on the right             | ▪ แยกที่สองให้เลี้ยวขวา          |
| ▪ turn right at the crossroads             | ▪ ถึงสี่แยกให้อ้อมไปทางขวา       |
| ▪ continue straight ahead for about a mile | ▪ ตรงไปเรื่อย ๆ ประมาณหนึ่งไมล์  |
| ▪ continue past the fire station           | ▪ ไปเรื่อยๆ จะผ่านสถานีดับเพลิง  |
| ▪ you'll pass a supermarket on             | ▪ คุณจะผ่านซูเปอร์มาร์เกตทางซ้าย |
|  | ▪ ตรงไปเรื่อย ๆ ประมาณ ...       |
|  | ▪ หนึ่งร้อยหลา (ประมาณ 91 เมตร)  |
|  | ▪ สองร้อยเมตร                    |

- |                              |                               |
|------------------------------|-------------------------------|
| your left                    | ▪ ครึ่งไมล์ (ประมาณ 800 เมตร) |
| ▪ keep going for another ... | ▪ 1 กิโลเมตร                  |
| ▪ hundred yards              | ▪ มันจะอยู่ ...               |
| ▪ two hundred meters         | ▪ ทางซ้ายของคุณ               |
| ▪ half mile                  | ▪ ทางขวาของคุณ                |
| ▪ kilometer                  | ▪ อยู่ตรงหน้าคุณ              |
| ▪ it'll be ...               |                               |
| ▪ on your left               |                               |
| ▪ on your right              |                               |
| ▪ straight ahead of you      |                               |

### 3.5 Giving directions to drivers – บอกเส้นทางแก่คนขับรถ

- |   |  |
|---|--|
| ▪ follow the signs for ...<br>the town center<br><br>Birmingham | ▪ เดินไปตามป้ายจะถึง ...<br><br>กลางเมือง<br><br>เบอร์มิงแฮม |
| ▪ continue straight on past some<br>traffic lights              | ▪ ตรงไปเรื่อยๆ จะผ่านสัญญาณไฟจราจร                           |
| ▪ at the second set of traffic<br>lights, turn left             | ▪ เลี้ยวซ้ายตรงสัญญาณไฟจราจรที่สอง                           |
| ▪ go over the roundabout  |  |
| ▪ take the second exit at the<br>roundabout                     | ▪ เข้าไปในวงเวียน  |
| ▪ turn right at the T-junction                                  | ▪ ใช้ทางออกที่สองที่วงเวียน                                  |
|   | ▪ เลี้ยวขวาที่ทางสามแยก                                      |
| ▪ go under the bridge   | ▪ ลอดใต้สะพาน  |
| ▪ go over the bridge  | ▪ ข้ามสะพาน  |
| ▪ you'll cross some railway lines                               | ▪ ข้ามทางรถไฟ  |

### 3.6 Travel by Car การเดินทางโดยรถยนต์

- Can I park here?
- Where's the nearest petrol station?
- Are we nearly there?
- Please slow down!
- We've had an accident
- Sorry, it was my fault
- it wasn't my fault
- you've left your lights on
- have you passed your driving test?
- ฉันจอดรถที่นี่ได้ไหม?
- ปิมน้ำมันที่ใกล้ที่สุดอยู่ที่ไหน?
- เราอยู่ใกล้ที่นั่นหรือยัง?
- กรุณาลดความเร็ว!
- เราประสบอุบัติเหตุ
- ขอโทษค่ะ/ ครับ, มันเป็นความผิดพลาดของ  
ฉันเอง
- มันไม่ใช่ความผิดของฉัน
- คุณไม่ได้เปิดไฟ
- คุณผ่านการสอบขับรถมาหรือเปล่า?

### 3.7 Travel by Train การเดินทางโดยรถโดยสาร และ รถไฟ

At the bus or train station - ณ สถานีรถโดยสาร หรือสถานีรถไฟ

- Where's the ticket office?
- Where are the ticket machines?
- What time's the next bus to ...?
- What time's the next train to ...?
- Can I buy a ticket on the bus?
- Can I buy a ticket on the train?
- How much is a ... to London?
- ช่องขายตั๋วอยู่ที่ไหน?
- เครื่องขายตั๋วอยู่ที่ไหน?
- รถโดยสารที่จะไป .. ออกกี่โมง?
- รถไฟที่จะไป .. ออกกี่โมง?
- ฉันซื้อตั๋วบนรถโดยสารได้ไหม?
- ฉันซื้อตั๋วบนรถไฟได้ไหม?
- ... ไปลอนดอนราคาเท่าไร?  
ตั๋วแบบเที่ยวเดียว
- ...  
ตั๋วแบบไป-กลับ
- ...  
ตั๋วชั้นพิเศษแบบเที่ยวเดียว
- ...  
ตั๋วชั้นพิเศษแบบไป-กลับ

- single
- return
- first class single
- first class return
- I'd like a ... to Bristol
- child single
- child return
- senior citizens' single
- senior citizens' return
- first class single
- first class return
- Are there any reductions for off-peak travel?
- When would you like to travel?
- When will you be coming back?
- Which platform do I need for ...?
- Is this the right platform for ...?
- Where do I change for ...?
- you'll need to change at ...
- Can I have a timetable,
- ฉันต้องการ ... ไป บริสตอล
- ตัวเด็กแบบเที่ยวเดียว
- ตัวเด็กแบบไป-กลับ
- ตัวพลเมืองอาวุโสแบบเที่ยวเดียว
- ตัวพลเมืองอาวุโสแบบไป-กลับ
- ตัวชั้นพิเศษแบบเที่ยวเดียว
- ตัวชั้นพิเศษแบบไป-กลับ
- มีส่วนลดสำหรับการเดินทางช่วง เวลาไม่
- รีบเร่ง ไหม?
- คุณต้องการเดินทางเมื่อไหร่?
- คุณจะกลับมาเมื่อไหร่?
- ขานชาลาไหนที่จะไป ... ?
- ขานชาลานี้สำหรับไป .. ไหม?
- ฉันจะเปลี่ยนขบวนไป ... ได้ที่ไหน?
- คุณจำเป็นต้องเปลี่ยนขบวนที่ ...
- ขอตารางเวลาหน่อยได้ไหม?
- มีรถโดยสารวิ่งไป ... บ่อยไหม?
- มีรถไฟวิ่งไป ... บ่อยไหม?
- โปรดปรับตัวช่วงฤดูกาล
- รถไฟขบวนต่อไปที่จะเดินทางไป ดอนเซ
- สเตอร์ จะมาถึงขานชาลาที่ 2 ในเวลา
- 16.35 น.

please?

- How often do the buses run to ...?
- How often do the trains run to ...?
- I'd like to renew my season ticket, please
- the next train to arrive at Platform 2 is the 16.35 to Doncaster
- Platform 11 for the 10.22 to Guildford
- the next train to depart from Platform 5 will be the 18.03 service to Penzance
- the train's running late
- the train's been cancelled

- รถไฟที่จะไป กิลด์ฟอร์ด จะออกจากชานชาลาที่ 11 ในเวลา 10.22 น.
- รถไฟขบวนต่อไปที่เดินทางไป Penzance จะออกจากชานชาลาที่ 5 ในเวลา 18.03 น.
- รถไฟจะมาช้า
- รถไฟถูกยกเลิกไปแล้ว

#### **On the bus or train - บนรถโดยสาร หรือรถไฟ**

- Does this bus stop at ...?
- Does this train stop at ...?
- Could I put this in the hold, please?
- Could you tell me when we get to ...?
- Could you please stop at ...?
- the airport
- Is this seat free?

- รถโดยสารจะจอดที่ ... ไหม?
- รถไฟจะจอดที่ ... ไหม?
- ฉันวางนี้ไว้ในช่องเก็บของได้ไหม?
- ช่วยบอกฉันที่ได้ไหมว่าเราจะไปถึง ... เมื่อไหร่?
- คุณจะกรุณาจอดที่ ... ได้ไหม?
- สนามบิน
- ที่นั่งตรงนี้ว่างไหม?
- ที่นั่งตรงนี้มีคนนั่งไหม?

- Is this seat taken?
- Do you mind if I sit here?
- tickets, please
- all tickets and rail cards, please
- Could I see your ticket, please?
- I've lost my ticket
- what time do we arrive in ...?

#### Sheffield

- what's this stop?
- what's the next stop?
- this is my stop
- I'm getting off here
- is there a buffet car on the train?
- do you mind if I open the window?
- we are now approaching London Kings Cross
- this train terminates here
- all change, please
- please take all your luggage and personal belongings with you

- จะเป็นไรไหมถ้าฉันจะนั่งที่นี่?
- ตัวค่ะ/ ครับ
- ทั้งตัว และบัตรโดยสารรถไฟค่ะ / ครับ
- ขอดูตั๋วของคุณหน่อยได้ไหมค่ะ/ ครับ?
- ฉันทำตั๋วหาย
- เราจะไปถึง.. ตอนกี่โมง?
- เชฟฟิลด์
- ป้าย/ สถานีนี้คืออะไร?
- ป้าย/ สถานีหน้าคืออะไร?
- ฉันลงป้าย/ สถานีนี้
- ฉันกำลังจะลงที่นี่
- มีรถเข็นขายอาหารบนรถไฟไหม?
- จะเป็นไรไหมถ้าฉันเปิดหน้าต่าง?
- ขณะนี้เราอยู่ใกล้ ลอนดอน แล้ว
- รถไฟสิ้นสุดที่นี่
- กรุณาเปลี่ยนขบวน
- กรุณาถือกระเป๋าเดินทาง และสัมภาระติดตัวมาด้วย

### 3.8 Vocabulary

คำศัพท์

ความหมาย

Tickets

ตั๋ว

Platform

ชานชาลา

Waiting room

ห้องพักผู้โดยสาร

Left luggage

บริการรับฝากสัมภาระกระเป๋าเดินทาง

Lost property

ศูนย์สืบหาของหาย

Underground

รถไฟใต้ดิน

Bus stop

ป้ายรถโดยสาร

Request stop

โปรดจอด

Expected

ตรงเวลา

Delayed

ล่าช้า

ล่าช้า

คำศัพท์

ความหมาย

Cancelled

ได้ยกเลิก

Calling at ...

จอดที่...

Seat

ที่นั่ง

Car

รถยนต์

Trains

รถไฟ

Trains to London

Way out	รถไฟไปลอนดอน
Mind the gap	ทางออก
Northbound platform	ไปกระวังช่องว่าง
Eastbound platform	ขบวนขบวนที่ไปทางเหนือ
Southbound platform	ขบวนขบวนที่ไปทางตะวันออก
Westbound platform	ขบวนขบวนทางใต้
price	ขบวนขบวนที่ไปทางตะวันตก
fare	ราคา
map	ค่าโดยสาร
single	แผนที่
return	ต่อคน
ticket	คืน
travel agent	ตั๋ว
brochure	ตัวแทนบริษัทท่องเที่ยว
booking	แผ่นพับ
reservation	จอง
journey	สำรองที่นั่ง
holiday	การเดินทาง
business trip	วันหยุด
delay	
cancellation	

delayed	เดินทางเพื่อธุรกิจ
cancelled	หักซ้ำ
	บอกเลิก
	เสียเวลา
	ยกเลิก
คำศัพท์	ความหมาย
take / catch / get on	ขึ้นรถ
get off	ลงรถ
bus number..... / a number..... Bus	หมายเลขรถ
bus stop	ป้ายรถเมล์
fare	ค่าโดยสาร
turn left	เลี้ยวซ้าย
turn right	เลี้ยวขวา
on the left	ทางซ้าย
on the right	ทางขวา
cross the road	ข้ามถนน
walk past / go past	เดินผ่าน
intersection / crossroads	ทางแยก
at the end of the road	สุดถนน

just before	ก่อนถึง
Go straight.	เดินตรงไป
Go straight ahead.	เดินตรงไป
Keep going straight.	เดินตรงไป
Walk along the road.	เดินตรงไป
Keep going until you get to...	เดินไปเรื่อยๆ จนถึง...
คำศัพท์	ความหมาย
Take the first / second turn.	เลี้ยวที่แยกแรก / แยกที่สอง
It's near / close to...	มันอยู่ใกล้กับ...
It's not far from here.	มันไม่ไกลจากที่นี่
It's 3 kilometers from here.	มันอยู่ห่างจากที่นี่ 3 กิโลเมตร
It's about 200 meters away from here.	มันอยู่ห่างจากที่นี่ประมาณ 200 เมตร

### 3.9. Place of stay

*Excuse me, where can I find ..... Hotel?*

*Excuse me, where can I find ..... Hostel?*

*Excuse me, where can I find ..... Apartment?*

*Excuse me, where can I find ..... Home-stay?*

### RESPONSES

*You may walk to ..... or... You may take the Bus No ..... Turn*



*right          Turn left          Go forward          Go          backward*

*Cross the road*

*Bus –stand/ bus-stop*

*Inbound bus*

*Outbound bus*

### **3.10. Place for eat-out**

*Excuse me, where can I find ..... Food shop?*

*Excuse me, where can I find ..... Food mall?*

*Excuse me, where can I find ..... Restaurant ?*

*Excuse me, where can I find ..... 7-11?*

### **RESPONSES**

*You may walk to..... or...*

*You may take the Bus No.....*

*You may take taxi to.....*

*Turn right*

*Turn left*

*Go forward*

*Go backward*

*Cross the road*

*Bus –stand/ bus-stop*

*Inbound bus*

*Outbound bus*

### 3.11. Locating government offices

*Excuse me, where can I find the Office of the Prime Minister?*

*Excuse me, where can I find the Ministry of .....*

Office of the Prime Minister	สำนักนายกรัฐมนตรี
Ministry of Defense	กระทรวงกลาโหม
Ministry of Finance	กระทรวงการคลัง
Ministry of Foreign Affairs	กระทรวงการต่างประเทศ
Ministry of Tourism and Sports	กระทรวงการท่องเที่ยวและกีฬา
Ministry of Social Development and Human Security	กระทรวงการพัฒนาสังคมและความมั่นคงของมนุษย์
Ministry of Agriculture and Cooperatives	กระทรวงเกษตรและสหกรณ์
Ministry of Transport	กระทรวงคมนาคม
Ministry of Natural Resources and Environment	กระทรวงทรัพยากรธรรมชาติและสิ่งแวดล้อม
Ministry of Information and Communication Technology	กระทรวงเทคโนโลยีสารสนเทศและการสื่อสาร
Ministry of Energy	กระทรวงพลังงาน
Ministry of Commerce	กระทรวงพาณิชย์
Ministry of Interior	กระทรวงมหาดไทย
Ministry of Justice	กระทรวงยุติธรรม
Ministry of Labor	กระทรวงแรงงาน
Ministry of Culture	กระทรวงวัฒนธรรม
Ministry of Science and Technology	กระทรวงวิทยาศาสตร์และเทคโนโลยี

Ministry of Education	กระทรวงศึกษาธิการ
Ministry of Public Health	กระทรวงสาธารณสุข
Ministry of Industry	กระทรวงอุตสาหกรรม
Provincial office	สำนักงานจังหวัด
District office	สำนักงานอำเภอ/เขต
Sub-district office	สำนักงานตำบล

## RESPONSES

*You may walk to.....*

*You may take the Bus No.....*

*You may take taxi to.....*

*Turn right*

*Turn left*

*Go forward*

*Go backward*

*Cross the road*

*Bus –stand/ bus-stop*

*Inbound bus*

*Outbound bus*

### 3.12. Activities

#### ACTIVITY 1

Students select pairs and ask the directions to find a place to stay.

#### ACTIVITY 2

Students change pairs and ask the directions to find a place to eat-out.

### ACTIVITY 3

Students change pairs and ask the directions to find government offices.

## Week 4

### Finding Directions 2

Asking for directions is important, but it's also easy to become confused when listening to someone giving directions. This is true even in your own native language, so you can imagine how important it is to pay careful attention when listening to someone provides directions in English! Here are a few suggestions and tips to help you remember the directions as someone gives them to you.

- Make sure to ask the person giving directions to repeat and / or slow down.
- In order to help out, repeat each direction the person gives. This will help both you remember the names of streets, turns, etc., as well as help the person giving directions provide clear instructions.
- Make visual notes while the person describes the route.
- Once the person has given you directions, repeat the entire set of directions again. Here's an example:

*Take 2nd right*

*Go 300 yards*

*Take 1st left at the stop sign*

*Go 100 yards the shop is on your left.*

This week would be harder than Week 3 but they are not beyond human attempts. The English Talk will be asking about outbound bus-

terminal, outbound ferry, outbound railway stations or terminal and airport terminal.

#### 4.1. Bus station or terminal

*Excuse me, where can I find **Sai Tai Mai** Bus Terminal (Southern Bust Terminal)?*

*Excuse me, where can I find **Ekkamai** Bus Terminal (Eastern Bus Terminal)?*

*Excuse me, where can I find New **Mor Chit** Terminal ( North and Northeastern Bus Terminal)?*

#### USE RESPONSES AS IN WEEK 3



Southern  
Eastern



Mo Chit



Coach



#### 4.2. Ferry (Boat terminal)

*Excuse me, where can I find Wat Raikhing Ferry?*

*Excuse me, where can I find Siriraj Ferry?*

*Excuse me, where can I find Tha Nam Nont Ferry?*

*Excuse me, where can I find Klong Saen Saep Ferry?*

### USE RESPONSES AS IN WEEK 3

The Siriraj Ferry



Damnernsaduak boat



One of Saen Saep Ferries



Modern Save Energy in Water Transport

#### 4.3. Railway station or terminal

*Excuse me, where can I find **Hua Lamphong** Railway Station?*

*Excuse me, where can I find **Talingchan** Railway Station?*

*Excuse me, where can I find **Samsen** Railway Station?*

*Excuse me, where can I find **Hua Hin** Railway Station?*

## USE RESPONSES AS IN WEEK 3

The Hua Lamphong Station



Bang Sue Junction Railway Station



Sa Kaew Countryside Views



Thai trains only can do.

### 4.4. Airport terminal

*Excuse me, where can I find Suvarnabhumi Airport?*

*Excuse me, where can I find Don Mueang Airport?*

## USE RESPONSES AS IN WEEK 3

The Suvarnabhumi Airport



The Arrow Plane (Plane) and take-off





landing



Don Mueang International Airport

### 1.5. ACTIVITY

Students select pairs and ask the directions to find bus terminals.

#### ACTIVITY 2

Students change pairs and ask the directions to find ferries.

#### ACTIVITY 3

Students change pairs and ask the directions to find railway terminals.

#### ACTIVITY 4

Students change pairs and ask the directions to find airport terminals.





## Week 5

### Daily Life Conversations

**Daily life** is a statement used to refer to the ways in which a person, a group, or a society usually does, thinks, and senses, day by day. Much of today life is habitual driven by existing environmental features as mediated by automatic cognitive processing of those features, and without any mediation by conscious choice (Bargh,1997, p. 2).

Years passed what persons do in everyday life have vividly changed. Different mass media forms provide different purposes in different personal daily lives giving the opportunities to make rational and strategic choices about what the mass media form(s)--watching television, using the Internet, listening to the radio, reading newspapers or magazines, etc.--most effectively help them to accomplish their tasks (Baym, 2010, p.2). Some people, however, increasingly use the Internet more often every day--and over all other media forms. Even though many people feared that the Internet would not allow people to sustain quality relationships or valuable interactions, increasing numbers of people now use the Internet (social media) as communication forms in their daily lives.

## Busy life

I've got a pretty tight schedule today!

I'm up to my neck in work.

Let's call it a day, shall we?

We could do it first thing tomorrow morning.

Why is life always rushie-rushie?

I'll just grab something to eat.

I'm tied up for the moment.

Things beyond one's control and expectation

Something might have come up!

I couldn't help it.

That's how rumors get started.

I don't know how to break it to you.

I hope there's nothing serious.

James went out of business recently.

Things do happen.

Faith and hope

Everything will work out just fine!

Let's keep our fingers crossed and hope for the best!

## 5.1. Home life

**Do :**            *What do you do during ..... Hrs?*

**Think:**        *What do you think about..... this morning?*

*What do you think about..... this afternoon?*

*What do you think about..... this evening?*

**Feel:**           *What do you feel about..... this morning?*

*What do you feel about..... this afternoon?*

*What do you feel about..... this evening?*

## 5.2. Work life

### Position & Manager

#### JOB

**Do :** *What is your job?*

**Think:** *What do you think about your work this morning?*  
*What do you think about your work this afternoon?*  
*What do you think about your work this evening?*

**Feel:** *What do you feel about your work this morning?*  
*What do you feel about your work this afternoon?*  
*What do you feel about your work this evening?*

#### BOSS

**Do :** *Who is your boss?*

**Think:** *What do you think about your boss this morning?*  
*What do you think about your boss this afternoon?*  
*What do you think about your boss this evening?*

**Feel:** *What do you feel about your boss this morning?*  
*What do you feel about your boss this afternoon?*  
*What do you feel about your boss this evening?*

### COLLEAGUE : A person you work with/at your job.

**Do :** *Who is your colleague?*

**Think:** *What do you think about your colleague this morning?*  
*What do you think about your colleague this afternoon?*  
*What do you think about your colleague this evening?*

**Feel:** *What do you feel about your colleague this morning?*  
*What do you feel about your colleague this afternoon?*  
*What do you feel about your colleague this evening?*

## 5.3. Activities

**ACTIVITY 1:**

Sit in 3 and alternatively ask about other's job.

**ACTIVITY 2:**

Sit in 3 and alternatively ask about the boss.

**ACTIVITY 3:**

Sit in 3 and alternatively ask about colleagues.

-Time (Easy way)

-Descriptive Conversation

-Vision

## **Week 6**

### **Academic Conversations**

Talking with others is a powerful way to learn. In Academic Conversations, students explore ideas and negotiate meanings to deepen understandings and connections. While this strategy cultivates a range of thinking and language skills, it emphasizes the development of five conversation skills across disciplines:

- **Elaborating, clarifying, and questioning**
- **Supporting ideas with examples and evidence**
- **Paraphrasing**
- **Building on ideas**
- **Synthesizing key ideas of the conversation**

Developing these skills helps students to fortify their academic language, critical thinking skills, content understandings, academic writing, and oral communication skills. Moreover, Academic Conversations are also powerful windows for assessing language, learning, and thinking.

Zwiers, J., & Crawford, M. (2011). *Academic Conversations: Classroom talk that fosters critical thinking across disciplines* : Stenhouse.



Reginald Revan (1980) asserts that to allow learn think well instructors should use four types of question

**Hypothetical question = Suppose**

**1. Closed Question (What? and Who?)**

*1.1. What happened on May 22, 2014 at 16.42 Hrs in Thailand?*

1.2. Who declared coup d'état? (revolution, overthrow)

**2. Objective Questions (How much? and How many?)**

2.1. How much did it cost to a coup d'état? (revolution, overthrow)

2.2. How many were arm forces needed in a coup d'état? (revolution, overthrow)

**3. Relative Questions (When? and Where?)**

3.1. When did the latest Thai coup d'état happen? (revolution, overthrow)

3.2. Where did the latest Thai coup d'état happen? (revolution, overthrow)

**4. Opened Questions (Why? and How?)**

4.1. Why did the latest Thai coup d'état happen? (revolution, overthrow)

4.2. How did the latest Thai coup d'état happen? (revolution, overthrow)

**RESPONSES TO Questions in Type 1:** just inform the action and the name.

**RESPONSES TO Questions in Type 2-3-4:** requires rationale, justification, clarity and consistency.

**Rationale:** is the fundamental reason or reasons serving to account for something, a statement of reasons and a reasoned exposition of principles.

**Rational:** accordance with reason (reasonable)

For example

- *The rationale for the law is the idea that Restaurants lose business because taco trucks*

*can undercut their prices.*

- *Probably not, but it should be fun to read everyone's rationale for their choices.*
- *Now a new rationale for planetary exploration has emerged-environmentalism.*

**Justification:** is a reason, fact, circumstance, or explanation that justifies or defends, e.g. *His insulting you was ample justification for you to leave the party.* The state of being justified and called justification by faith. *Theology.* The act of God whereby humankind is made or accounted just, or free from guilt or penalty of sin.

For example

- *There is no moral justification for cutting estate taxes.*
- *It undermines the whole justification for the high pay.*
- *Yet doing something because it makes people feel good is not adequate justification.*

**Clarity:** is the clearness or lucidity as to perception or understanding; freedom from indistinctness or ambiguity

For example

- *Clarity was never swept aside by the intensity of feeling which prevailed, heated though this was at times.*
- *Astronomical details in the three paintings could provide some clarity in the matter.*

- *Yes, when intelligence allows true insight the positive outcome is true clarity.*

**Consistency:** is the conformity in the application of something, typically that which is necessary for the sake of logic, accuracy, or fairness.

For example:

*"The grading system is to be streamlined to ensure greater consistency"*

### ACTIVITY 1

Take pair and talk about subjects studied during the past semester; then take turn as role play of questioner and responder.





## **Week 7**

### **Business Conversations**

Business talks are communication that promotes a product, service, marketing, or organization; relays information within a business; or functions as an official statement from a company. Talk is the top quality that employers look for. Effective business talk starts by asking the right questions to understand the customer's needs and wants to be able to recommend a product or service customized to the customer. One good tip is to speak, pause, and listen. Talk what is needed and then pause to let the recipient process and respond to the information. With an average of 1800 messages being sent by workers through memos, telephone, email, faxes, and face to face, it is important to listen and pay attention to the recipient and send the information clearly. All in all, to be effective in business talk, one must be clear, brief, focused, and committed. One makes an impression

on everyone with the way one handles their talk skills from one's voice to one's body language.

Sarah Green (2014) of Harvard School of Business claims that when comes to difficult business talks there are nine common mistakes. This presentation is based on *Failure to Communicate: How Conversations Go Wrong and What You Can Do to Right Them* by Holly Weeks.



**Mistake #1: We fall into a combat mentality.**

When difficult conversations turn toxic, it's often because we've made a key mistake: we've fallen into a combat mentality. This allows the conversation to become a zero-sum game, with a winner and a loser. But the reality is, when we let conversations take on this tenor – especially at the office – everyone looks bad, and everyone loses. The real enemy is not your conversational counterpart, but the combat mentality itself. And you can defeat it, with strategy and skill.



**Mistake #2: We try to oversimplify the problem.**

If the subject of your argument were straightforward, chances are you wouldn't be arguing about it. Because it's daunting to try and tackle several issues at once, we may try to roll these problems up into a less-complex Über-Problem. But the existence of such a beast is often an illusion. To avoid oversimplifying, remind yourself that if the issue weren't complicated, it probably wouldn't be so hard to talk about.



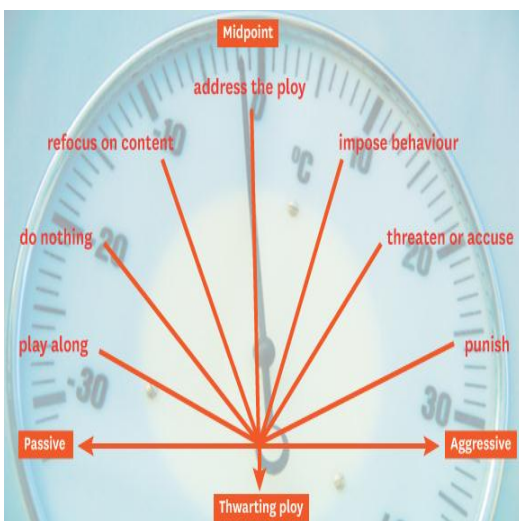
**Mistake #3: We don't bring enough respect to the conversation.**

The key to avoiding oversimplification is respecting the problem you're trying to resolve. To avoid the combat mentality, you need to go further – you need to respect the person you're talking to, and you need to respect yourself. Making sure that you respond in a way you can later be proud of will prevent you from being thrown off course if your counterpart is being openly hostile.



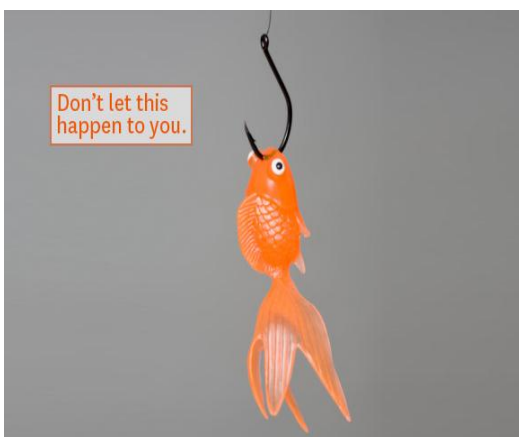
#### **Mistake #4: We lash out – or shut down.**

Fear, anger, embarrassment, defensiveness – any number of unpleasant feelings can course through us during a conversation we'd rather not have. Some of us react by confronting our counterpart more aggressively; others, by rushing to smooth things over. We might even see-saw between both counterproductive poles. Instead, move to the middle: state what you really want. The tough emotions won't evaporate. But with practice, you will learn to focus on the outcome you want in spite of them.



#### **Mistake #5: We react to thwarting ploys.**

Lying, threatening, stonewalling, crying, sarcasm, shouting, silence, and accusing, taking offense: tough talks can present an arsenal of thwarting ploys. (Just because you're trying to move beyond the combat mentality doesn't mean your counterpart is.) But you also have an array of potential responses, ranging from passive to aggressive. Again, the most effective is to move to the middle: disarm the ploy by addressing it. For instance, if your counterpart has stopped responding to you, you can simply say, "I don't know how to interpret your silence."



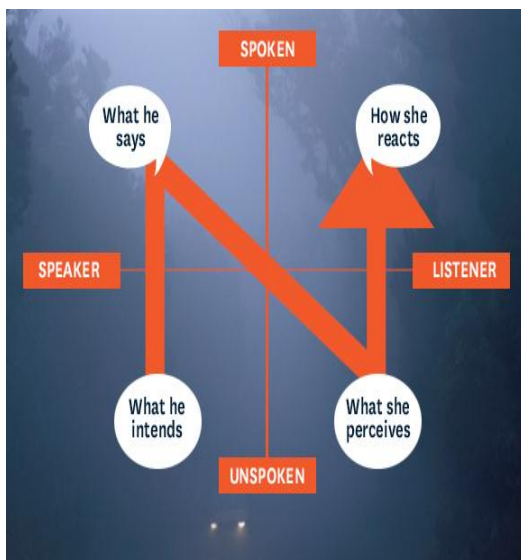
#### **Mistake #6: We get "hooked."**

Everyone has a weak spot. And when someone finds ours – whether inadvertently, with a stray arrow, or because he is hoping to hurt us – it becomes even harder to stay out of the combat mentality. Maybe yours is tied to your job – you feel like your department doesn't get the respect it deserves. Or maybe it's more personal. But whatever it is, take the time to learn what hooks you. Just knowing where you're vulnerable will help you stay in control when someone pokes you there.



### **Mistake #7: We rehearse.**

If we're sure a conversation is going to be tough, it's instinctive to rehearse what we'll say. But a difficult conversation is not a performance, with an actor and an audience. Once you've started the discussion, your counterpart could react in any number of ways – and having a "script" in mind will hamper your ability to listen effectively and react accordingly. Instead, prepare by asking yourself: 1. *What is the problem?* 2. *What would my counterpart say the problem is?* 3. *What's my preferred outcome?* 4. *What's my preferred working relationship with my counterpart?* You can also ask the other person to do the same in advance of your meeting.



### **Mistake #8: We make assumptions about our counterpart's intentions.**

Optimists tend to assume that every disagreement is just a misunderstanding between two well-intentioned people; pessimists may feel that differences of opinion are actually ill-intentioned attacks. In the fog of a hard talk, we tend to forget that we don't have access to anyone's intentions but our own. Remember that you and your counterpart are *both* dealing with this ambiguity. If you get stuck, a handy phrase to remember is, "I'm realizing as we talk that I don't fully understand how you see this problem." Admitting what you don't know can be a powerful way to get a conversation back on track.



### **Mistake #9: We lose sight of the goal.**

The key in any tough talk is to always keep sight of the goal. Help prevent this by going into conversations with a clear, realistic preferred *outcome*; the knowledge of how you want your working *relationship* with your counterpart to be; and having done some careful thinking about any *obstacles* that could interfere with either. (Remember, "winning" is not a realistic outcome, since your counterpart is unlikely to accept an outcome of "losing.") If you've done the exercise described in [Slide 7](#), this should be easier. And you'll be less likely to get thrown off course by either thwarting ploys or your own emotions.



When we're caught off-guard, we're more likely to fall back into old, ineffective habits like the combat mentality. If you're not the one initiating the tough conversation, or if a problem erupts out of nowhere, stick to these basics: keep your *content* clear, keep your *tone* neutral, and keep your *phrasing* temperate. When disagreements flare, you'll be more likely to navigate to a productive outcome – and emerge with your reputation intact.

Reginald Revan (1980) asserts that to allow learn think well instructors should use four types of question

1. **Closed Question (What? and Who?)**
  - 1.1. *What happened to our sales and revenues?*
  - 1.2. *Who is responsible for them?*
2. **Objective Questions (How much? and How many?)**
  - 2.1. *How much did it cost to pioneer new market?*
  - 2.2. *How many team members are needed for the new market?*
3. **Relative Questions (When? and Where?)**
  - 3.1. *When was the latest advertisement of our company?*
  - 3.2. *Where is the latest advertisement agency?*
4. **Opened Questions (Why? and How?)**
  - 4.1. *Why did companies take price-war?*
  - 4.2. *How will the price war bounce back to our companies?*

## Week 8

# Religious Conversations

Talking with others is a powerful way to learn. In Religious Conversations, students explore ideas and negotiate meanings to deepen understandings and connections. While this strategy cultivates a range of thinking and language skills, it emphasizes the development of five conversation skills across disciplines:

- **Elaborating, clarifying, and questioning**
- **Supporting ideas with examples and evidence**
- **Paraphrasing**
- **Building on ideas**
- **Synthesizing key ideas of the conversation**

Developing these skills helps students to fortify their religious language, critical thinking skills, content understandings, academic writing, and oral communication skills. Moreover, Religious Conversations are also powerful windows for assessing language, learning, and thinking.

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Reginald Revan (1980) asserts that to allow learn think well instructors should use four types of question

### 1. Closed Question (What? and Who?)

*1.1. What happened to Buddhist monks' image Thailand?*

*1.2. Who are responsible to this issue?*

**2. Objective Questions (How much? and How many?)**

*2.1. How much do people feel negative to strayed monks?*

*2.2. How many people feel positive with monks?*

**3. Relative Questions (When? and Where?)**

*3.1. When did the latest new about strayed monks?*

*3.2. Where did the strayed monk stay?*

**4. Opened Questions (Why? and How?)**

*4.1. Why do some monks want to be strayed monks?*

*4.2. How did such issue happen?*

**RESPONSES TO Questions in Type 1:** just inform the action and the name.

**RESPONSES TO Questions in Type 2-3-4:** requires rationale, justification, clarity and consistency.

**Rationale:** is the fundamental reason or reasons serving to account for something, a statement of reasons and a reasoned exposition of principles.

For example

- *The rationale for the law is the idea that Restaurants lose business because taco trucks can undercut their prices.*
- *Probably not, but it should be fun to read everyone's rationale for their choices.*
- *Now a new rationale for planetary exploration has emerged-environmentalism.*

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For example:

*"The grading system is to be streamlined to ensure greater consistency"*

### ACTIVITY 1

Take pair and talk about subjects studied during the past semester; then take turn as role play of questioner and responder.



**Week 9**  
**TEST 1 (Paper Exam Topic 1-8)**

**Week 10**  
**TEST 2 (Topics 1-4)**  
**: Personal Interview Approach**

**Week 11**  
**TEST 3 (Topics 4-8)**  
**: Interview Approach**

**Week 12**  
**TEST 4 (Topic 1-4)**  
**Group Interview Approach**

**Week 13**  
**TEST 5 (Topic 4-8)**  
**Group Interview Approach**



Interviews



Interviews



Interviews



## Interviews



### Appendix

### Proposal Of

### English talk Training for the 21th Century (Civil State 4.0) Generation 3

.....

#### Rational

Communication is key to survive and success when we are moving to AEC in 2015. AEC members will open gateway to permit its citizens to freely move around 11 countries. Citizens of Myanmar, Malaysia, Singapore, Brunei, Timor and Philippines will be advantageous in tier success since they use English as their official language. Laos, Cambodia and Vietnam previously use French as their official language and they are faster learning English than the Thais since French shares around 40-60 % in English. Indonesia and Thailand will have to struggle hard to master English. It is then necessary for any Thais particularly students admitted to Mahachulalongkornrajavidyalaya University Buddhapanyasridvaravadi Wat Raikhing Buddhist College and general peoples, to prepare to communicate with all our neighbor AECeans (AEC citizens). The training will begin with simple talks like greeting, asking and responding directions to daily lifestyle. Then, learners shall gradually gear to the more focused topics like academics, business, and sharing of beliefs. The learners would feel comfortable to finally master English communication.

The training is aimed to enable learners to talk with simple expressions, to understand questions, to respond simple questions and to be

more confident to later exchange talks and adapt simple structure for more focused topics.

This English talk training involves greeting with various social class groups, asking direction and locating government offices, daily-life talks, simple academic, business and religious conversations.

After ten weeks of training the trainees should be able to talk with simple expressions, to understand questions, to respond simple questions and to be more confident to exchange talks and adapt simple structure for speaking everyday life.

Dr. Yota Chaiworamankul (Ph.D.)

January 2017

## **Objectives**

1. To enable learners to talk with simple expressions
2. To enable learner to understand questions
3. To enable learners to respond simple questions
4. To enable learners to be more confident to later exchange talks  
and adapt simple structure for more focused topics.

## **Training Period**

- 10 weeks beginning from February – April 2017
- Each session covers 3 hours.

## **Venue**

Mahachulalongkornrajavidyalaya University

Buddhapanayasridvaravadi Wat Raikhing Buddhist College

Sampran, Nakhonpathom Thailand 2016

## **Training Outlines**

### **1. Greetings**

- 1.1. Commoners
- 1.2. Official formality
- 1.3. Religious persons
- 1.4. Royal family members
- 1.5. Congratulation and Condolence
- 1.6. Farewell
- 1.7. Activities

### **2. Question words and responses**

- 2.1. HV (helping verb questions)
- 2.2. WH questions
- 2.3. Activities

### **3. Finding Directions .I**

- 3.1 Place of stay
- 3.2. Place for eat-out
- 3.3. Locating government offices
- 3.4. Activities

### **4. Finding Directions .II**

- 4.1. Bus station or terminal
- 4.2. Ferry (Boat terminal)
- 4.3. Railway station or terminal

4.4. Airport terminal

4.5. Activities

## **5. Serious daily life conversations**

5.1. Home life

5.2. Work life

5.3. Activities

6. Academic conversations and activities

7. Business conversations and activities

8. Religious conversations and activities

9. Test I (Topics 1-4): interviews

10. Test II (Topics 4-8): interviews

## **Criteria Evaluation**

<b>GRADE</b>	<b>RANGE OF MARKS</b>	<b>VALUE</b>	<b>MEANING</b>
A	85- 100		Excellent
A-	80-84		Very Good
B+	75-79		Good
B	70-74		Fairly Good
B-	65-69		Fair
C+	60-64		Satisfactory
C-	55-59		Minimum satisfactory
D	50-54		Poor /PASS

F	0-49		Fail
---	------	--	------

Trainees will be awarded with a certificate of English Talk Training upon passing the criteria of the course.

### **Trainers**

1. Mr. Russell James
2. Mr. Kenneth Miura Maddox
3. Dr. Yota Chaiworamankul, Ph.D.
4. Dr. Prakob Chaibuntan, Ph.D

### **Expectations**

2. Learners are able to talk with simple expressions
3. Learner are able to understand questions
4. Learners are able to respond simple questions
5. Learners are able to be more confident to exchange talks and adapt simple structures for more focused topics.

### **For Approval**



.....  
Dr. Yota Chaiworamankul, Ph.D.

Project Director and Responsible Person

/ /

[illegible]



**Mahachulalongkornrajavidyalaya University:**  
**Buddhapanyasridvaravadi Buddhist College**

\*\*\*\*\*

**ใบสมัคร / Application Form**

**English Talk Training for Asean Economic Community (AEC) Generation II**

วันที่สมัคร (Date) \_\_\_\_/\_\_\_\_/\_\_\_\_

ข้อมูลทั่วไป

ชื่อ-สกุล (ภาษาไทย) \_\_\_\_\_ ชื่อเล่น (Nick name) \_\_\_\_\_

Name-Last name \_\_\_\_\_

เพศ (sex) ☐ ชาย (male) ☐ หญิง (female)

วัน/เดือน/ปีเกิด (Date of Birth) \_\_\_\_\_ อายุ (Age) \_\_\_\_\_ ปี

ที่อยู่ปัจจุบัน(Address) \_\_\_\_\_

โทรศัพท์(Tel.) \_\_\_\_\_ แฟกซ์(Fax) \_\_\_\_\_ E-mail \_\_\_\_\_

กรณีฉุกเฉินติดต่อ (Emergency Call) \_\_\_\_\_ โทรศัพท์ (Tel.) \_\_\_\_\_

งานอดิเรก / กิจกรรม \_\_\_\_\_

โรคประจำตัว (กรุณาระบุ) ☐ ไม่มี ☐ กรุณาระบุ) \_\_\_\_\_

ได้รับทราบข่าวประชาสัมพันธ์การเปิดรับสมัครเรียนภาษาอังกฤษจากแหล่งใด

☐ ไปสเตอร์ประชาสัมพันธ์ ☐ ไซค์ ☐ ๗ \_\_\_\_\_

ประวัติการศึกษา

☐ เป็นนักเรียน/นักศึกษา

ชื่อสถานศึกษาปัจจุบัน (Name of School) \_\_\_\_\_

ชั้น (Level) \_\_\_\_\_

☐ ไม่ใช่เรียน/นักศึกษา

จบการศึกษาสูงสุดในระดับ(Highest Educational Level) \_\_\_\_\_

จาก (From) \_\_\_\_\_

สถานที่ทำงาน (Office) \_\_\_\_\_ ตำแหน่ง (Position) \_\_\_\_\_

ทักษะความสามารถทางภาษาอังกฤษ

พูด ☐ Very Good ☐ Good ☐ Poor

ฟัง ☐ Very Good ☐ Good ☐ Poor

เขียน ☐ Very Good ☐ Good ☐ Poor

ลงชื่อผู้สมัคร / Signature \_\_\_\_\_

วันที่ / Date \_\_\_\_\_

หมายเหตุ/ Note

Dead line 1/ September/2015

โปรดส่งใบสมัครก่อนวันที่ 1 พฤศจิกายน 2558

E-mail : Yota\_b26@hotmail.com

Fax : 034-326912 Tell 0820529790

**กิจกรรมเสริมหลักสูตร ปีการศึกษา ๒๕๕๘**  
**มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาลัยสงฆ์พุทธปัญญาศรีทวารวดี วัดไร่ขิง**  
**พระอารามหลวง จังหวัดนครปฐม โครงการบริการวิชาการ “การใช้ภาษาอังกฤษเพื่อ**  
**การสื่อสาร เพื่อเตรียมความพร้อมสู่ AEC รุ่นที่ 2”**

ตามที่มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาลัยสงฆ์พุทธปัญญาศรีทวารวดี วัดไร่ขิง พระอารามหลวง จังหวัดนครปฐมได้จัดโครงการบริการวิชาการ "การใช้ภาษาอังกฤษการสื่อสาร เพื่อเตรียมความพร้อมสู่ประชาคมอาเซียน" โดยจัดการฝึกอบรมในวันพฤหัสบดี ระหว่าง เดือน กุมภาพันธ์ ๒๕๕๙ – มิถุนายน ๒๕๕๙ โดยจัดอบรมจำนวน ๓๐ ชั่วโมงต่อหลักสูตร (๑ วัน = ๓ ชม.) ณ อาคารห้องสมุดประชาชน "เฉลิมราชกุมารี" มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาลัยสงฆ์พุทธปัญญาศรีทวารวดี วัดไร่ขิง จากการรวบรวมข้อมูลผลตอบแบบ ประเมินทั้งสิ้น ๔๕ รูป/คน นำมาวิเคราะห์ข้อมูลได้ผล ดังรายละเอียดดังต่อไปนี้

**ตอนที่ ๑ ข้อมูลทั่วไป**

จากการวิเคราะห์ข้อมูลทั่วไป ผลตอบแบบสอบถามดังต่อไปนี้

๑. สถานภาพ	บรรพชิตจำนวน ๑๒ รูป	คฤหัสถ์จำนวน ๓๓ คน
๒. เพศ	ชาย จำนวน ๑๕ คน	หญิง จำนวน ๓๐ คน
๓. ชั้นปี	ชั้นปีที่ ๑ จำนวน ๕ รูป/คน	ชั้นปีที่ ๒ จำนวน ๑๐ รูปคน
	ชั้นปีที่ ๓ จำนวน ๑๐ รูป/คน	
๔. สาขาวิชาที่สังกัด	การจัดการเชิงพุทธ ๑๑ รูป/คน	รัฐประศาสนศาสตร์ ๑๔ รูป/คน
๕. บุคคลทั่วไป(ภายนอก)	บรรพชิต ๗ จำนวน	คฤหัสถ์จำนวน ๑๓ คน

ตอนที่ ๒ ความคิดเห็นต่อการจัดโครงการในด้านต่างๆ

จากการวิเคราะห์ข้อมูลทั่วไป ผลตอบแบบสอบถามดังต่อไปนี้

ท่านมีความคิดเห็นในด้านต่างๆ ต่อไปนี้ในระดับใด	ระดับคะแนน				
	ดีมาก 5	ดี 4	ปานกลาง 3	พอใช้ 2	ควรปรับปรุง 1
<b>1.ด้านการ</b>					
1.1การเตรียมการ	22คน	20คน	3คน	0	0
1.2ความเหมาะสมของสถานที่	26คน	19คน	0	0	0
1.3ความเหมาะสมของวัสดุทัศนอุปกรณ์	20คน	19คน	6คน	0	0
1.4ความเพียงพอของเอกสารประกอบการอบรม	28คน	17คน	0	0	0
1.5ความสะดวกในการเดินทางเข้ารับการศึกษาอบรม	34คน	11คน	0	0	0
<b>2.ด้านอาจารย์</b>					
2.1เข้าสอนตรงเวลา	30คน	15คน	0	0	0
2.2สอนอย่างมีขั้นตอนตรงประเด็นและต่อเนื่อง	33คน	12คน	0	0	0
2.3สามารถสร้างบรรยากาศในการเรียนได้เป็นอย่างดี	36คน	9คน	0	0	0
2.4ยกตัวอย่างประกอบการอธิบายทำให้เข้าใจง่าย	36คน	9คน	0	0	0
2.5ใช้อุปกรณ์และเอกสารประกอบการสอนได้ดี	33คน	12คน	0	0	0
2.6เปิดโอกาสและส่งเสริมให้ผู้เข้ารับการอบรมได้ซักถาม ฝึกพูด	34คน	11คน	0	0	0

ท่านมีความคิดเห็นในด้านต่างๆ ต่อไปนี้ในระดับใด	ระดับคะแนน				
	ดีมาก 5	ดี 4	ปานกลาง 3	พอใช้ 2	ควรปรับปรุง 1
<b>3.ด้านผลการเข้ารับการอบรม</b>					
3.1ก่อนเข้ารับการอบรมท่านมีความรู้	0	10คน	8คน	8คน	19 คน
3.2หลังเข้ารับการอบรมท่านมีความรู้	17คน	7คน	8คน	11คน	2คน
3.3ความรู้ที่ได้รับตรงกับความต้องการของท่าน	13คน	20คน	4คน	8คน	0
3.4เกิดความสนใจและสามารถใช้ภาษาในการสื่อสารได้	12คน	13คน	8คน	9คน	3คน
3.5สามารถนำความรู้ไปปรับใช้ในการทำงานได้	12คน	15คน	8คน	8คน	2คน
4.ท่านมีความพึงพอใจในภาพรวมต่อการเข้ารับการฝึกอบรม	23คน	18คน	2คน	2คน	0

จากการวิเคราะห์ข้อมูลจากการตอบแบบสอบถามความพึงพอใจของผู้ใช้บริการต่อการให้บริการของมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาลัยสงฆ์พุทธปัญญาศรีทวารวดี วัดไร่ขิงพระอารามหลวงพบว่า ผู้ตอบแบบสอบถามมีความพึงพอใจโดยภาพรวมแล้วอยู่ในระดับของผลการประเมินได้ค่าเฉลี่ยที่ = 4.25 (ดังตารางผลการประเมินที่แนบ)



## CURRICULUM VITAE (CV)



*“Nobody born perfect...But anybody can be perfect.*

*So practice makes you perfect...” (Yota C. 2016)*

**Dr.Yota Chaiworamankul,Ph.D. (Yoyoland)**

**Date of Birth:**February 13, 1987

**Place of Birth:** Buriram Province, Kra-Sang District, Sung NurnSubdistrict,  
31160

**Residence:** Wat Rai Khing, Rai Khing Subdistrict Samphran District,  
Nakhornpathom Province 73210, Mobile: 082-052-9790, 034-326-912,  
Fax:034-326-912, Email address and Facebook [Yota\\_b26@hotmail.com](mailto:Yota_b26@hotmail.com)  
ID: Facebook Yoyoland Ph D Freedom  
ID: Line Yoyoland

**Education:** Advanced Dhamma Education  
Pāli Education grade IV  
Bachelor degree, Major in English  
Master of Arts in Buddhist Studies (International Programme) MUC.  
Ph.D. Major in philosophy: Assumption University (ABAC), Bangkok,  
Thailand 2015

### **Works&**

#### **Experiences: International article:**

- Effectiveness of Program upon Reduction of Depression in Patients with Chronic Diseases by Dharma Practice
- Buddhist-based Solutions over the Thai Family Problems
- Sexual Misconduct and Sexual Deviance in Buddhist literature and contemporary Buddhist sexual ethics

#### **Teaching materials 1-2**

- Basic English for the professional conversation 1

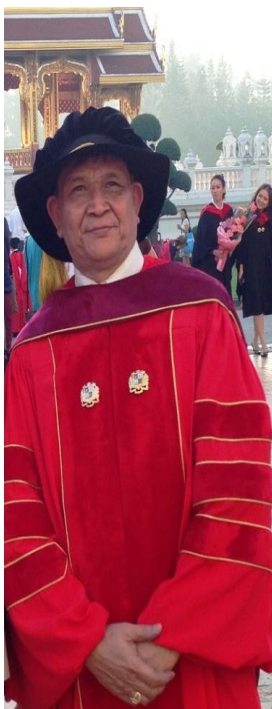
- Intermediate English for the professional conversation and English using 2
- Buddhism and sustainable development
- Buddhism and social works

**Book**

- Philosophy: the King of Sciences (You are the King)
- “Dhamma” Bhasa-Dhamma in English
- Instructor of Buddhist Rai khing School
- Instructor of Dhamma Studies
- Instructor of Pāli grammar & translation grade I-II

**Special Qualities:**

- English Speaking Skill
- Cambodia Speaking Skill
- Lao Speaking Skill



## CURRICULUM VITAE(CV)

**NAME:** Dr. Prakob Chaibuntan, Ph.D.

**DOB:** 4<sup>th</sup> September 1949

**POB:** Amnajcharoen, Thailand

**RELIGION:** Roman Catholic

**RESIDENCE:** 61/69 Royal Park Ville Project 3  
Soi 5  
Suwinthawong Rd., Lampakchee,  
Nongjork: Bangkok 10530  
Tel: **02-956-6574**  
Email: **prakobchb@gmail.com**

**Mobile Phone:** **086-6050-949**

## EDUCATION

2011	<b>Doctor of Philosophy in Philosophy: Assumption University</b> Dissertation: <i>An analysis of The Schumacherian Development Model of Intermediate Technology Offered for the Non-modern Sectors (Social and Economic Development)...Scholarship</i>
2001	<b>M. Ed (Administration: 3.78)</b> Assumption University ( <i>scholarship</i> )
1980	<b>B. Ed. (English &amp; Arts-GPA: 3.45)</b> Rajabhat Institute, Ubonrajthani, ( <i>scholarship</i> )
1977	<b>Dip. of Teaching (PorMor),</b> Ministry of Education
1973	<b>Cert. of Special Education (PorKorSor),</b> Ministry of Education
1971	<b>Cert. of Merit First Class in Religious Studies,</b> St. John Baptist de la Salle Scholasticate, Madras, India, ( <i>scholarship</i> )
1968	<b>Secondary School,</b> Assumption College Sriracha ( <i>scholarship</i> )

## WORK EXPERIENCES

2004-present	<b>Coordinator</b> EN3210: Business Communication in English I EN 3240: Reading in Business English
	<b>Full-time Lecturer:</b> EN2230: Listening and Speaking EN3210: Business Communication in English I EN3240: Reading in Business English EN3281: English for Tourism EN3282: English for Hotel GS1003: World Civilization GS2001: Western Civilization

	<p><b>Part Time Lectures</b>  Kasembunditr University  St. John University  Mahachularajavidyalaya University (MCU)</p> <p><b>Editing Master Theses and Dissertations:</b>  Graduate Schools of Mahidol University  School of Criminology and Criminal Justice  Faculty of Social Sciences and Humanities  Mahidol University  School of Education, Mahidol University  School of Population Studies, Mahidol University  College of Music, Mahidol University</p> <p><b>Grammar Check</b> for Projects of Master of CEL, CEM, IEC  Graduate School: Assumption University</p> <p><b>English Language Teacher:</b>  Marie Upatham School, Sampran: Nakhonpathom</p> <p><b>English Training Consultant</b> to  Royal Suite Executive Serviced Apartment, Bangkok  FUZIO Restaurant and Catering Company Limited,  Teachers' Training: Marie Upatham School</p> <p><b>Business Consultant</b> to:  Millennium Auto Company Limited, Bangkok  S.E.A. Engineering Company Limited, Bangkok  Master Car Rental Group  MM Bosh Maintenance  MAT: Master Automotive Training Center</p>
2001-2004	<p><b>Assistant to the Dean</b> of Graduate School of Business  <b>Advisor</b> to Office of Graduate School  <b>Advisor</b> of MBA Internship (BP 6995)  <b>Coordinator</b> of Exchange Program (USA, UK and EU)  <b>Coordinator</b> of Twinning Program (India and China)  <b>Coordinator</b> of Seminar in Marketing (BP6890)  <b>Coordinator</b> of Industrial Relations  <b>Coordinator</b> of Extracurricular: Speaker of the Month, and  Company Visits</p>
1998- 2001	<p><b>Director and Principal</b>  • Rama IX Schola Linguarum  <b>Advisor</b> to  • VR Family Groups of Companies:  • Royal Pacific Hotel, Royal Suite Apt., Royal Golf Academy  • Millennium Auto Co., Ltd. ( authorized BMW Dealer)</p>
	<p><b>English Part-time Lecturer</b>  • Kasembundit University, Bangkok  • St. John' s High School  • Mahachulalongkornrajavidyalaya U: MCU Raikhing College</p>
1997-1998	<p><b>Translator and English Guest Teacher</b>  Administration, HRD, ILO, EQ Development</p>
1994-1997	<p><b>General Manager and Guest Speaker</b></p>

1986-1994	Supornsiri Group of Companies: Construction Works. <b>General Manager and Guest Speaker</b>
1983-1986	Teletrade Co., Ltd.: Factorial Catering and Canteen Management <b>Director and Overseas Inspector General</b> Indramara Craftsman Training School <b>Personnel Director</b> Manpower Consultants and Construction (MCC): Recruitment of overseas workers
1980-1982	<b>Principal</b> - Assumption College Ubonrajthani
1975-1980	<b>Chief of English Section</b> - Assumption College Ubonrajthani
1973-1975	<b>Interpreter</b> - USAF/ UBON AIR FORCE BASE (Vietnam, Laos and Cambodian cold war)
1971-1973	<b>Inspector of Primary Level</b> Assumption College Sriracha, Chonburi

## MEMBERSHIP

- 1. Monfortian Associates Group 3**  
St. Gabriel Foundation of Thailand: 2 Soi Thonglor 25  
Sukhumvit 55, Wattana, Bangkok 10110
- 2. The Thai Psychological Association**  
Rm#222: School of Psychology, Faculty of Humanity:  
Mahachulalongkornrajavidyalaya University: Wat  
Srisudaram, Bangkhunnont, Bangkoknoi, Bangkok,  
10700
- 3. Association of Southeast Asian Institutions of Higher Learning of Thailand**  
Jamjulee I Bldg., Chulalongkorn University, Bangkok  
10330
- 4. Catholic Commission for Justice and Peace**  
Under the Auspices of Episcopal Conference of Thailand  
2492 Prachasongkroh 24 Rd., Huaykwang, Bangkok  
10400
- 5. Philosophical and Religious Association of Thailand**  
Assumption University of Thailand: Hua Mak Campus
- 6. ABACA:** Assumption University since 2001
- 7. Member of CBEG** (Catholic Business Executive Group)

## ACADEMIC ACTIVITIES

2012 - Present	Advisor to MAT (Master Automotive Training Center)
2009 - Present	Senior Lecturer and Coordinator of EN3210
2006 –present	Advisor to Association of Philosophy Graduate Students
August 2004 – 2006	<b>Twice as Chairperson:</b> Project of Philosophical and Religious Camp <i>Organized on 27-28 November 2004 and in October 2005</i> <i>Participants:</i> representatives from Assumption U., Chulalongkon U., Kasetsart U., Maha Chulalongkon U., Rajwiddhyalai U., Maha Makut Rajwiddhyalai U., Mahidol U., Saint John U., and Thammasat U., <i>Sponsored by</i> Philosophical and Religious Association of Thailand and Research Council of Thailand
2004-present	<b>English Language Advisor:</b> (2004 –present)

	Marie Upatham School, Sampran: Nakhonpathom
	<b>English Training Consultant:</b> (2006 – present)
	Royal Suite Executive Serviced Apartment, Bangkok
	FUZIO Restaurant and Catering Company Limited,
2003 -2006	<b>President</b> of Graduate Students
	Graduate School of Philosophy and Religion: Assumption University
2001-2004	<b>QT1</b> (Quality Team) of Office of Graduate School
	<b>QT1</b> (Quality Team) of Graduate School of Business
	<b>IAAT</b> to audit CFE, FNS, and International Office, AU
	<b>Secretary to Committees</b> of Academic, Administration, and R&D, Graduate School of Business: Assumption University
12-19 Jan. 2003	Chief of Rehearsal for Graduation Commencement (Master Level): Assumption University
25-26 Nov. 2002	<b>GSB</b> Committee members and Assistant Secretary for the Conference of the Council of Dean of Thailand
23 Sep. 2002	Present the thesis paper: “ A Study of Service Management of the Catholic Religious Congregation Boarding School in Thailand”, organized by Office of the National Education Board, the Council of Educational Curriculum Administrator of Thailand, and Faculty of Education: Assumption University during <i>The Symposium in Education Administration</i> – Assumption University (Bangna Campus)
8 Sept. 2001	Present the Thesis paper: “A Study of Service Management of the Catholic Religious Congregation Boarding School in Thailand”, at the International Conference organized by Master Students of Education Program, Faculty of Education: Assumption University.
1998-2002	<b>QA Committee Member</b> of the Non-formal School System; Ministry of Education

#### **ACHIEVEMENTS**

Scholarship for **M. Ed.**, sponsored by VR Family Group of Companies (1998-2001)

Scholarship for **B. Ed.**, sponsored by Assumption College Ubonrajthani (1978-1980)

Scholarship for **Religious Studies**, India, sponsored by the Brothers of St. Gabriel Foundation of Thailand (1968-1971)

#### **Solved 3 Strikes of Workers’ Camps in Iraq (1982-1985)**

ILBAU Camp-SAAD21 Project, Habaniya (450 workers) Iraq

SPIE BATIGNOLLE Camp-Water Supplies Project, Baghdad (2300 workers)

HUARTE Camp – Maternity and Child Hospital Project, Samawa (550 workers) Iraq

#### **PRIDE AND PRESTIGE**

1976 **Royal Attendance** of His Majesty the King Bhumiphol, His Royal Highness Crown Prince Maha Vajiravudh and Her Royal Highness Princes Sirindhon at Assumption College Sriracha, presenting the local firework process and local folk intellectuals.

1976 **Briefing** for the Pro-Nuncio on the event of the Century Anniversary of the Catholic Mission in Ubonrajthani Province, Thailand

- **Educational Scholarships** from secondary education to doctoral degree
- **The first graduate of Master of Education Administration (International Program)** in Thailand (2001): Assumption University

- *The first English Thesis in Educational Administration* ever conducted in Thailand.(2001): Assumption University
- *Hybridization on worldly philosophies to moral-ethical-oriented philosophies of the cross-cultural contexts.*

## **CURRICULUM VITAE (CV)**



**NAME:** Mr. Kenneth Miura Maddox

**DOB:** 12 October 1992

**POB:** Bangkok, Thailand

**RELIGION:** Catholic

**NATIONALITY:** Japanese

**RESIDENCE:** Room 719 Bayaree Dormitory Bangna-Trad Road,  
Tumbol Bangbo Ampher Bangbo: Samuthprakarn  
10560

**MOBILE PHONE:** 081 – 1460321

**E-mail:** kenneth\_maddox@hotmail.com

### **EDUCATION:**

**CURRENT** Assumption University, Bangkok, Thailand.

Bachelor Degree of Arts, Majoring in Business  
English

Minoring in Hospitality and Tourism

Management.

2010                      Triall International School, Bangkok, Thailand

**WORK EXPERIENCES/EXTRA-CURRICULAR ACTIVITIES:**

2014                      Participated in an Oral English Assessment  
Project at St. Louis School

Chachoengsao as qualified oral interviewer  
from Assumption University.

2012                      Have been involved in Public Relation  
Group for Assumption  
University promoting the facility to Ekamai  
International School.

**SKILLS:**

- Fluent in English language
- Fluent in communicating in Thai
- Punctual, prepared and eager to take in new responsibilities
- Friendly and open-minded

**Resume - Russell James Sripraphai**



092-264-8196 r.sripraphai@hotmail.com Sethiwan Palace 5D, Sukhumvit  
Soi 4, Khet Klongtoei  
10110 Bangkok

## **Profile**

Name: Russell James Sripraphai

Gender: Male

DOB: 18/07/1996

Age: 19

Nationality: Half British + Thai

## **Experience**

**ENGLISH TEACHER, TOPICA NATIVE, BANGKOK THAILAND**  
**— 2014-2016**

I used to work as an English teacher for Topica Native. Topica Native is a Vietnamese online-tutoring company that also carries out its business in Thailand. The company has its own online server where all staff and students get to collaborate together. It's very simple, I used to

work in front of my computer for around 4-6 hours per day and speak to students and teach English to them by speaking through my microphone. I earned around 60-120 Baht per class.

### **Education**

Sekundar Schule Reben 4 - Arbon, Switzerland — High School Degree, 2009-2010

Daroonpat School - Bangkok, Thailand - High School Degree, 2012-2013

Assumption University - Samut Prakan, Thailand - Bachelor Degree, 2014-Present

### **Skills**

I can speak, read and write up to 4 different languages fluently, which are English, Thai, German, and Swiss-German.

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