Thai Language Tutorial Guide

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Lesson 12: Body parts

1. Content
   - Body parts

2. Objectives
   - The learner will be able to understand and produce the names of body parts.
   - The learner will be able to describe a person using the names of body parts.

3. Class time
   - 1 hour

4. Materials
   - A full-length picture of a human being (or draw one on the board)
   - Photographs of famous people

5. Procedure
   a) Show the learner a picture of a person or draw a picture of a person on the board. Identify each body part and label it on the picture.

   
<table>
<thead>
<tr>
<th>หัว</th>
<th>หัว</th>
<th>head</th>
<th>หัว</th>
<th>หัว</th>
<th>hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>คอ</td>
<td>คอ</td>
<td>neck</td>
<td>หน้า</td>
<td>หน้า</td>
<td>face</td>
</tr>
<tr>
<td>แขน</td>
<td>แขน</td>
<td>arm</td>
<td>ตา</td>
<td>ตา</td>
<td>eye</td>
</tr>
<tr>
<td>มือ</td>
<td>มือ</td>
<td>hand</td>
<td>หู</td>
<td>หู</td>
<td>ear</td>
</tr>
<tr>
<td>เท้า</td>
<td>เท้า</td>
<td>feet</td>
<td>จมูก</td>
<td>จมูก</td>
<td>nose</td>
</tr>
<tr>
<td>ขา</td>
<td>ขา</td>
<td>leg</td>
<td>ปาก</td>
<td>ปาก</td>
<td>mouth</td>
</tr>
</tbody>
</table>

   Have the learner say the words. Go over the words until the learner feels comfortable with them.

   b) Ask the learner questions as he/she looks at the pictures. For example:

   ขาอยู่ที่ไหน?
   Where are the legs?

   Have the learner point to various body parts on the picture. Do this until the learner can do this easily.

   c) Erase the labels for the body parts on the body picture. Ask questions such as:

   ตาอยู่ที่ไหน?
   Where is the eye?
Where are the eyes?
Have the learner point to the body parts on the picture.

d) Point to body parts on the body picture. For example, point to the feet and say:

นิ้วก้านท้าว
นิ้วเท้า

Here are the feet.

Point to other body parts and ask the following question and have the learner say the names of the body parts:

นิ้วซ้ายเรย
นิ้วเอื้อมไว

What is this?

e) Put away the picture of the person and have the learner draw and label pictures with body parts.

f) Show a picture of a famous cartoon and describe the cartoon in the picture to the learner. Point to the body part of the cartoon while describing it. For example:

ronân mákdonân mì phôm sê deêt nàâ sêî khâw càmûuk sêî deêt.

โรนัล์ด มัคโดนัลด์มีผมสีแดง หน้าสีขาว จมูกสีแดง

Ronald McDonald has red hair, a white face, and a red nose.

Give the learner some pictures and have him/her describe the person/cartoon in the pictures.

Variations/Follow-up

1. Song

1. Write the following song on the board.
Body parts

khāa  มัน  เถื่อน  น้ำ  ท้าย
ขา  ฝี  แขน  หน้า  เท้า

leg  hand  arm  face  feet

หัว  เท้า  ขา  ฝี  แขน  หน้า  เท้า
head  feet  leg  arm  face  feet

หัว ขา  แขน  ฝี  เท้า  หน้า
head  leg  arm  hand  feet  face

หัว ขา  แขน  ฝี  เท้า  หน้า
head  leg  arm  hand  feet  face

2. Sing the song to the learner. The melody of the song is the same as the original body part song.

taa kiw  pàak  khaañ  huu
3. Have the learner sing or read along with the song. Make sure the learner gets the tones right. Have the learner practice singing until he/she feels comfortable.
4. Sing the song and point to each body part when it comes to the body part word in the song. Have the learner do the same. It is normal that the learner will get confused and cannot point to the correct body parts. However, the learner will find it fun and challenging. When the learner feels comfortable, increase the challenge by singing the song faster and faster.
**Note:** If there is more than one learner in the class, teach the song to the learners and have the learners practice the song while pointing to the correct body parts. Sing the song and have the learners compete by pointing to the body parts.

2. **Describe someone**
Have the learner bring pictures of people (their family members, friends, famous people, etc.) to the class. Have the learner show and describe the people in the pictures. For example:

นี่คือพ่อของฉัน เขามีผมสีดำ ตาสีน้ำตาล
This is my brother. He has black hair. He has brown eyes.

3. **Describe and guess**
Have the learner bring pictures of people (friends or famous people) to the class. Have the learner lay the pictures out where everyone can see them and then describe them while the tutor or the other learner guess which picture he/she is describing.

4. **Simon says**
Give an order for an action to the learner, beginning with the words: “saymōn bāt kʰāw” (Simon says).

.saymōn bāt kʰāw: yōk mān khwā̀ khūn.
.saymōn bāt kʰāw: ?āw mān sāy tē thāw khwā̀.

Explain that it is only when the learner hears “saymōn bāt kʰāw” (Simon says) in front of the command that the learner should move. Otherwise, the learner should stay still. If the learner makes a mistake, he/she loses one point. For example:

The tutor says:
.saymōn bāt kʰāw: yōk mān khwā̀ khūn.
Simon says, “Right hand up.”

The learner must follow the instruction by raising his/her right hand.

But if the tutor just says:
yōk mān sāy khūn.
The learner should stay still because the tutor did not say 
“saymê̄ːn bò̤k wâː” (ซิม่อนบอกว่า, Simon says) in front of the command. If the learner 
makes a mistake, he/she loses one point.

Take turns giving and following commands. The person with the least points loses.

**Note:** Before doing this activity, teach such words as:

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ห้าน</td>
<td>turn</td>
</tr>
<tr>
<td>ต่๋</td>
<td>touch</td>
</tr>
<tr>
<td>ยก</td>
<td>raise</td>
</tr>
<tr>
<td>เอา ___ ลง</td>
<td>put ___ down</td>
</tr>
<tr>
<td>นิ๊ก</td>
<td>wiggle</td>
</tr>
</tbody>
</table>

Teach new action words by writing the Thai words down, performing the action for each 
word and having the learner imitate the tutor. Say the words and have the learner perform 
the actions.

5. **Create a cartoon character**

Draw a set of eyes with different colors, a set of noses and mouths with different colors 
and shapes, a set of faces with different shapes and colors, a set of hair with different 
colors, a set of hands with different colors, a set of arms and legs with different colors. 
Have the learner put all the body parts together according to step-by-step instructions. For 
example:

cháy nàa wongklom sīi khâaw.
ใช้หน้าวงกลมสีขาว
Use the round, white face.

waang taa sīi nám ən lōŋ bon nàa.
วางตาสีน้ำเงินสีน้ำ
Put the blue eyes on the face.

waang fōm sīi dam lōŋ thǐi hūa.
วางผมสีดำลงที่หัว
Put the black hair on the head.
Lesson 7: Being a guest

1. Class time
   - 2 hours

2. Materials
   - Vocabulary sheet (Appendix 7A)
   - Vocabulary cards (Appendix 7B)
   - Text cards (Appendix 7C)

3. Pre-reading activity
   a) Give a copy of Appendix 7A to the learner.
   b) Go over the vocabulary words with the learner.
   c) Give the learner 3-5 minutes to study the vocabulary list for the next activity.
   d) Prepare vocabulary cards (Appendix 7B) by cutting up the Thai words and their English translations.
   e) Mix all the cards up and put them facedown on the table.
   f) Turn over each card and have the learner say the meaning of the word. If the word is in Thai, the learner gives the meaning in English. If the word is in English, the learner gives the Thai meaning.
   g) Make a copy of the following text (Appendix 7C). Cut it into ten parts.
   h) Mix up all the parts of the text.
   i) Read the following text to the learner and have the learner arrange the different parts of the text in order. If there is more than one learner, split the pieces of the text among them. For example, if there are two learners and 10 sentences, mix ten sentences together. Give 5 sentences to the first learner and the other 5 to the second. Have one learner read 5 sentences and the other learner read the other 5 sentences. Have them arrange the sentences in order based on what they heard.
   j) Read the text again and have the learner check to make sure that he/she has arranged the text in the correct order.

4. Presenting the text
   Read the following text to the learner once. Have the learner arrange the parts of the text in order. Read the text for the second time and see if the learner has the correct order. After finishing, have the learner read it aloud.

khon thay/pay yiâat râaa phaaw thîi bàaan doy mây bòk lúaa nàa. thâa khun kâp câaw bâaan mây dây cêê kan maa naan câaw bâaan ?âat câ phút duay thâathaañ yîndîi wâa lôm ?â-ray phát maa nîi. khêê kuan câ thêêt rônthiâw vàa khâw bâaan. câaw bâaan câ tômnhûp khêêk duay nàâm plàaw pen yàañ nòy. thâa khun pay bâaan câaw bâaan klây welâaa ?aahhàan, câaw bâaan câ thêsam wâa khun kîn ?a-ray maa rûu yàñ. lê chuan
Thai people may visit their relatives’ or friends’ house without notice. If you haven’t seen the host for a long time, they might say “What brings you here?” in a welcoming manner. The guest should take off his/her shoes when entering the house. Every visitor will be served with at least a glass of water. If you go to someone’s house near mealtime, the host will usually ask if you have eaten anything and invite you to eat with them. Thai people do not show their guests every room in their houses. Bedrooms are very private places. If you stay overnight at the host’s house, it is good manners for the guest to offer to help. Thai people have an expression, “When you stay at the host’s house, do not be indifferent. Make toys for the host’s children.” In fact, the host does not expect the guest to help with anything. They feel guilty if you are not well served while you are staying with them.

5. Follow-up activities

1. Discussion

Have the learner compare the differences between Thai and American etiquette for hosts and guests. Have the learner talk about the etiquette that is not mentioned in the text.

He/she can ask the tutor about additional points of etiquette of being a host and a guest in Thailand and make comparisons. For example, see the chart below.
<table>
<thead>
<tr>
<th>Etiquette</th>
<th>Thai</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do guests need to notify the host in advance if they want to drop by?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>khēek khuan thōt rokùkhaw kēn khâw bânn rûn mày.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should guests take off their shoes before entering the house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>khēek khuan nam khōoì paì hây châw bânn rûn mày.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should guests bring something for the hosts when they visit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hosts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the hosts show the guests all the rooms in their house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cāaw bânn cā phaa khēek chom thōk hôoì nay bânn rûn mày.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do the hosts greet the guests when they arrive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cāaw bânn tâktay kēk thîi maa yiâm wàa ñâ-ray.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. What should I say?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write the following set of situations on different pieces of paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have the learner choose the situations one by one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read the situation to the learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have the learner think about what to say in that situation. If the learner does not know what to say, tell him/her what is the appropriate thing to say in the situation and explain new vocabulary, if any.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have the learner practice by doing the role-play with the tutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> The role-plays are not limited to the situations below. The tutor can continue the role-play from one situation to another (i.e., from the greeting to the leaving although the situation indicated on the piece of paper is just the greeting).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample of role-play situations

You are planning to visit your boss at his/her house. Call him/her at home to ask him/her if you can drop by.

You are planning to visit your friend at his/her house. Call him/her at home to ask him/her if you can drop by.

You drop by your friend’s home without letting him/her know in advance. He/she comes out to greet you.

You are staying overnight at the host’s house and would like to offer your help. What should you say?

You visit a host and he/she invites you to eat with him/her. What should you say to let him/her know that you’d like to join him/her.

You visit a host and he/she invites you to eat with him/her. But you cannot join him/her. What should you say?

While you are talking to the host, you want to use the restroom. What would you say to the host?