

Lesson Plan

Course	FLTH 103-104 Beginning (Intensive) Thai	
Topic	Thai time system	
Duration	Two 50- minute sessions	
Level	Beginner (language level) undergraduates	
Lesson Objectives	By the end of the lesson, the students will be able to: <ul style="list-style-type: none"> - identify the differences between formal and informal ways of telling the time - tell the time in formal and informal ways; - read and write the time in formal and informal ways ; - ask short questions and answer about the time in formal and informal ways ; 	
Materials	<ul style="list-style-type: none"> - A computer with internet access - ‘Thai Time System’ website on the SEAsite server: http://www.seasite.niu.edu/thai - A computer projector and a screen - One or two speakers - A whiteboard 	
Session 1		
Activities	Procedures	Multiple Intelligences
Warm Up 5 -7 minutes	1. The teacher shows the pictures of two classical Thai music instruments: gong (<i>khwang mong</i>) and drum (<i>glong that</i>) and then plays the sound of each instrument.	Visual and musical intelligences
	2. The teacher asks the students what sound they hear and how those sounds can be transcribed in Thai.	Musical and linguistic intelligences
	3. The teacher writes the two words on the board.	Visual intelligence
	4. The teacher reviews the consonants, the vowels and the tones of the words.	Linguistic intelligence
	5. Then the students listen to the sound of the instruments again.	Musical intelligence
	6. The teacher tells the origin of two words that come from the sound of these instruments and that are used to announce the time in informal way.	Linguistic intelligence
	7. The students are asked to share the story on how to tell the time in other	Interpersonal intelligence

	cultures in the past.	
Main Activities 36 - 40 minutes	<i>- Main Menu -</i>	Visual and interpersonal intelligences
	1. The teacher shows 'Thai Time System' website in the SEAsite Thai server and asks students to work in pairs to do the pre-test.	
	2. The teacher and students discuss the answers on the pre-test and how they guess or choose the answers.	Interpersonal intelligence
	<i>- Overview -</i>	Visual intelligence
	3. The teacher introduces the 'Overview' section on the website to the students and explains the list of specific words: 'tii', 'mong', 'baai', 'yen', 'thoom', 'thiang'	
	4. The teacher plays the sound of each word and asks students to repeat after it.	Musical intelligence
	5. The teacher writes the list of specific words on the board and reviews the consonants, the vowels and the tones of the words.	Visual and linguistic intelligences
	6. The teacher asks all students to read the words on the board and then asks two or three of them to read the words again.	Musical intelligence
	<i>- Vocabulary -</i>	Visual and musical intelligences
	7. The teacher introduces the 'Vocabulary' section on the website to the students and plays the sound of each time word and phrase.	
	8. The teacher plays the sound of time words and phrases again one by one and asks students to repeat after it.	Musical intelligence
	9. The teacher writes each time word and phrase on the board and reviews the consonants, the vowels and the tones of the words.	Visual and linguistic intelligences
10. The teacher asks all students to read the words and phrases on the board and then asks two or three of them to read the words and phrases again.	Musical intelligence	
11. The teacher plays the sound of number words one by one and asks students to repeat after it.	Musical intelligence	
12. The teacher reviews some numbers by reading and writing them in Thai before the class finishes.	Visual, musical and linguistic intelligences	

Follow Up 5 -7 minutes	1. The teacher randomly chooses some words and phrases to write on the board and asks students to read aloud and translate them in to Thai.	Visual, musical and linguistic intelligence
	2. The teacher assigns students to write the specific words, time words and phrases with the meaning on the paper to turn in the next session.	Visual, linguistic and bodily intelligence
	3. The teacher assigns students to prepare the sections of 'Basic Sentences' and 'Conversation' on the website for the next session.	Intrapersonal intelligence
Session 2		
Activities	Procedures	Multiple Intelligences
Warm Up 5 -7 minutes	1. The teacher writes some words and phrases taken from the sections of 'Overview' and 'Vocabulary' on the board and asks two or three students to read aloud and translate into Thai.	Visual, musical and linguistic intelligence
	2. The teacher randomly plays the sound of some words and phrases on the sections of 'Overview' and 'Vocabulary' and asks two or three students to identify what word each sound is referred to and to tell its meaning.	Visual, musical and linguistic intelligence
Main Activities 36 - 40 minutes	<i>- Basic Sentences -</i>	
	1. The teacher introduces the 'Basic Sentences' section on the website to the students and plays the sound of each sentence in the part of 'Asking questions' one by one.	Visual and musical intelligence
	2. The teacher plays the sound of each word again and asks students to repeat after it.	Musical intelligence
	3. The teacher explains the structures and the meanings of each sentence to the students.	Linguistic and logical intelligences
	4. The teacher writes some sentences on the board and reviews the consonants, the vowels and the tones of each word.	Visual and linguistic intelligences
	5. The teacher asks all students to read the sentences on the board and then asks two or three of them to read the sentences again.	Musical intelligence
	6. The teacher introduces the part of 'Answering' and plays the sound of 'formal' hours and asks students to repeat after it.	Visual and musical intelligences
7. The teacher plays the sound of 'informal' hours and asks students to	Musical	

	repeat after it	intelligence
	8. The teacher explains the meaning of each hour and then the differences between 'formal' and 'informal' structures of telling the time.	Linguistic and logical intelligences
	9. The teacher writes some 'formal' and 'informal' hours on the board and asks two or three students to identify what time it is.	Visual and logical intelligence
	10. The teacher introduces the last part of 'Answering' and plays the sound of 'formal' hours and minutes. Then, the teacher asks students to repeat after it.	Visual and musical intelligences
	11. The teacher plays the sound of 'informal' hours and minutes and asks students to repeat after it.	Musical intelligence
	12. The teacher explains the meaning of each sound and then the differences between 'formal' and 'informal' hour and minute structures of telling time.	Linguistic and logical intelligences
	13. The teacher shows the section of 'Vocabulary' to the students and asks them to create some formal and informal answers on hours and minutes that are different from what are shown on the 'Basic Sentences' section and then to share in the class.	Visual and logical intelligences
	- <i>Conversation</i> -	
	14. The teacher introduces the 'Conversation' section on the website to the students, plays the sound of each sentence from Conversation 1 to Conversation 4 and asks students to repeat after it.	Visual and musical intelligences
	15. The teacher explains the meaning of each sentence and the polite particle e.g. ?ḥ (<i>kha</i>) and ? • (<i>khraḥ</i>) for man and woman.	Linguistic intelligence
	16. The teacher asks students to practice Conversation 1 to Conversation 4 in pairs.	Musical, linguistic and interpersonal intelligences
	17. The teacher asks students to create their own conversations by using the sentence patterns in the section of 'Basic Sentences' and to present to the class.	Logical and interpersonal intelligences
Follow Up 5 -7 minutes	1. The teacher writes some sentences taken from the sections of 'Basic Sentences' and 'Conversation' on the board and asks two or three students	Visual and musical intelligences

	to read them and tell their meanings.	
	2. The teacher assigns students to review each section on the website and do the sections of 'Exercises.'	Intrapersonal intelligence
Assessment	1. The teacher observes students' participation throughout the sessions. 2. The teacher asks students to check their understanding about telling the time in Thai. 3. The teacher collects the turned-in paper to check for writing accuracy and notes any words which are giving students difficulty and then focus on these words. 4. The teacher asks students to do the 'Time System Post-test' on the website in order that they can review and check their understanding.	

Note

Activities in the lesson plan can be related to the multiple intelligence and described as follows:

1. Linguistic Intelligence

The teacher runs warm up activity and uses the storytelling to explain two time words that originate from the sound of classical Thai music instrument. Therefore, this way can help the students who are talented with this intelligence to relate the sound to the time words and to memorize them. Additionally, when the teacher reviews and explains about consonants, vowels, tones, words, phrases and structures, the students with this intelligence can be motivated to learn and absorb the language.

2. Logical Intelligence

When the teacher explains the differences between formal and informal structures of telling the time, this can help students with logical intelligence who think conceptually in logical patterns to be able to make connections between structures and meaning. Furthermore, when students are assigned to create their own sentences or conversations by adapting the provided patterns on the website, they are motivated to use the logical thinking process to produce the language.

3. Bodily Intelligence

Students who have this intelligence are motivated to learn by being assigned to write words, sentences and meanings in order that they can remember and process the language.

4. Visual Intelligence

Introducing the website, showing the pictures and writing on the board can help visual students who prefer looking at the visual displays than reading the texts to better understand the content of the language lesson.

5. Musical Intelligence

The auditory students love to learn through verbal explanation, discussion, and listening to the sound, so they can benefit when the teacher plays the sound to them and ask them to read the words or sentences aloud.

6. Interpersonal Intelligence

When the teacher asks students to discuss how they guess or choose the answers in the Pre-test and why the answers are right or wrong, they can better learn and understand the content of the lesson because they have a chance to communicate with other students and take what are discussed to the memory.

7. Intrapersonal Intelligence

Reviewing the content on the website and preparing the lesson for the next session at home can help students who have this type of intelligence to learn the language because they prefer to work alone and spend time to reflect what they have learnt and understood. Additionally, asking them to do the exercises and the Post-test can help them to assess their own understanding on the content.