




Summer Session, 2025-26

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| Course Code & Title: | THAI 1000A THAI I |  |
| Language of Instruction: English, Thai | Units: 3 | Teaching Mode: Face-to-face |

Course Description

This is an introductory course in Thai designed for students without any prior knowledge of Thai. The course focuses on learning how to communicate in simple Thai and emphasizes class interaction and verbal practices to provide a reasonable coverage of basic structures and vocabulary for everyday life. Various aspects of Thai culture and lifestyle will also be introduced for a comprehensive picture of Thai language in real context. Basic Thai alphabets and tones will be introduced.

Learning Outcomes

After taking this course, students are expected to:

- be able to conduct basic communication in various daily life situations.
- understand basic but important Thai culture.
- experience learning Thai outside the classroom: Thai Food Tasting
- be able to read very simple Thai words.

Course Syllabus

| Lesson | Speech Acts | Grammar / Language Focus | Culture & Skills |
|--------|---|---|---|
| Unit 1 | <ul style="list-style-type: none"> • Greetings • Classroom greetings | <ul style="list-style-type: none"> • Polite particles • Pronouns • Phonetics and IPA transliteration used in the text • Writing: 10 consonants and 4 vowels | <ul style="list-style-type: none"> • Basic facts about Thailand • Gestures for greetings • Seniority in Thai culture |
| Unit 2 | <ul style="list-style-type: none"> • Asking the identity of a person • Asking and telling details about people • Talking about nationality | <ul style="list-style-type: none"> • Verb <i>to be</i> • Question words: <i>What, Who, Whose</i> • Questions: <i>Are you...? / Is she/he...?</i> • Simple adjectives and adverbs • Writing: 10 consonants and 4 vowels | <ul style="list-style-type: none"> • Concept of “Kreng jai” (being considerate) • Sing “The Alphabet Song” |
| Unit 3 | <ul style="list-style-type: none"> • Asking “What?” • Counting numbers in Thai • Classroom expressions | <ul style="list-style-type: none"> • Verb <i>to be</i> (continued) • Verb <i>to be</i> with adjectives • Writing: 10 consonants and 4 vowels • Introduction to Thai tones | <ul style="list-style-type: none"> • Characteristics of Thai people in general • Sing “Krungthep Song” |

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| Unit 4 | <ul style="list-style-type: none"> Using essential verbs Describing people and things (continued) Making polite requests | <ul style="list-style-type: none"> Conjunctions: <i>and, but, or</i> Polite request forms (<i>May I...?</i>) Writing: 10 consonants and 4 vowels Thai tones Middle consonants and tone rules | <ul style="list-style-type: none"> Polite expressions (e.g. <i>Excuse me?</i>) |
| Unit 5 | <ul style="list-style-type: none"> Using more essential verbs | <ul style="list-style-type: none"> Thai tenses: past / present / future Simple time frames Writing: 4 consonants and 8 vowels Thai tones Middle consonants and tone rules | <ul style="list-style-type: none"> Sing “Elephant Song” |
| Unit 6 | <ul style="list-style-type: none"> Asking about locations Asking for directions Getting around campus | <ul style="list-style-type: none"> Question form: <i>How to get to...?</i> Writing: 8 vowels Thai tones High consonants and tone rules | <ul style="list-style-type: none"> Famous Thai destinations |
| Unit 7 | <ul style="list-style-type: none"> Talking about transportation Expressions related to | <ul style="list-style-type: none"> High consonants and tone rules | <ul style="list-style-type: none"> Transportation in Thailand |
| Unit 8 | <ul style="list-style-type: none"> Going shopping and bargaining Talking about colors and sizes Making polite requests Giving good wishes | <ul style="list-style-type: none"> Simple classifiers Polite requests (<i>Can I have...? / Can you please...?</i>) Comparative structures Low consonants and tone rules Simple Thai word reading Structures for wishes: <i>Happy..., I wish you...</i> | <ul style="list-style-type: none"> Importance of colors in Thai culture Simple Thai dance |
| Unit 9 | <ul style="list-style-type: none"> Ordering food and drinks in a restaurant | <ul style="list-style-type: none"> Thai food vocabulary Low consonants and tone rules Simple Thai word reading | <ul style="list-style-type: none"> Introduction to Thai ingredients Simple Thai dishes Thai table manners |

Course Components

Teaching Mode

On-site face-to-face interactive classwork: 100%

Learning Activities

| Interactive classwork[1] (hr) in / out class | | Extra-curricular activities (hr) in / out class | | Web-based teaching (hr) in / out class | | Homework / Self-study (hr) in / out class | |
|--|--|---|-----|--|---|---|---|
| 3 | | | 0.5 | | 1 | | 3 |
| M | | | O | | M | | M |

M = Mandatory / O = Optional

[1] Interactive classwork focuses on student-centered activities such as pair work, group work, role-playing and student-teacher interaction.

| Assessment Type | | |
|---|---|------------|
| Task nature | Description | Percentage |
| Attendance / Punctuality / Participation in class | Participation in both pronunciation and interaction practices | 15% |
| Homework | Conversation practice Weekly writing and reading homework | 15% |
| Quiz I | Unit 1- Unit 5 | 20% |
| Quiz II | Unit 5- Unit 9 | 20% |
| Final Examination: Oral exam and Class Presentation | Individual Oral Exam and Group Presentation using contents learnt in class. | 30% |

Notes:

- Students are required to arrive on time.
- Students are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- Should a student miss more than 25% of the class, he/she will automatically fail the course.
- If a student is unable to attend, he/she should review the content and homework that are missed and make them up him/her-self.
- For missed tests, make-up tests will not be arranged unless the student can provide an official supporting document, such as a medical certificate.

| Feedback for Evaluation |
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| Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course at any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedback will be collected in the middle of the term through an open-ended questionnaire and the teacher will discuss the feedback in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedback will be used for future course planning and teaching. |

| Learning Resources |
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| Required Readings and Course Materials |
| Materials will be provided by the teacher in class / on blackboard. |
| IT Resources |
| Thai learning websites, Thai movie / drama from YouTube, Thai songs. |
| Recommended Readings & Library Resources |
| List to be provided in class |

Assessment Rubrics

| General Grade Descriptors: | | | | |
|---|---|--|--|--|
| A | B | C | D | F |
| <p>Outstanding performance in all learning outcomes and meeting all specified assessment requirements. Can fully understand and appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a competent way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need appropriately.</p> | <p>Good performance in all learning outcomes. Can understand and mostly appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a suitable way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need mostly appropriately.</p> | <p>Satisfactory performance in the majority of learning outcomes. Can partially understand and partially appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a basic way. Can partially appropriately describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p> | <p>Barely satisfactory performance in a number of learning outcomes. Can rarely understand and appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can barely communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can occasionally describe in very simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p> | <p>Unsatisfactory performance in a number of learning outcomes and/or failure to meet specified assessment requirements. Cannot understand and use sentences and frequently used expressions related to areas of most immediate relevance. Cannot communicate in routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Cannot describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p> |

Course Schedule (Subject to change):

| Week | Date | No class Days | Assignments | Content | In-Class Activity |
|--------|-------------|--|---------------|------------------|------------------------|
| Week 1 | Wed, May 13 | | Homework 1 | Unit 1 | |
| | Thu, May 14 | | Homework 2 | Unit 2 | |
| Week 2 | Mon, May 18 | | Homework 3 | Unit 3 | Self-introduction game |
| | Tue, May 19 | | Homework 4 | Unit 4 | |
| | Wed, May 20 | | Homework 5 | Revision Unit1-4 | |
| | Thu, May 21 | | Quiz I | Unit 5 | |
| | Fri, May 22 | | Homework 6 | Unit 5 (cont.) | |
| Week 3 | Mon, May 25 | No Class Public Holiday, the day following the Birthday of Buddha | | | |
| | Tue, May 26 | | Homework 7 | Unit 6 | Getting around Game |

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| | Wed, May 27 | | Homework 8 | Unit 7 | |
| | Thu, May 28 | | Homework 9 | Unit 8 | |
| | Fri, May 29 | | Revision | Unit 9 | Get to know Thai Food and manner |
| Week 4 | Mon, Jun 1 | | Revision | Unit 5-9 | Food ordering game |
| | Tue, Jun 2 | | Quiz II | Unit 5-9 | |
| | Wed, Jun 3 | | Oral Exam | Unit 1-9 | |

Class sections and teachers' contact details:

| Class | Time | Classroom | No. of weeks | Teacher | Email |
|-----------|---------------------------|-----------|---|----------------------|--|
| THAI1000A | 09:30 a.m. -12:15 p.m. | ELB_401 | 14 (only 2 days on Week 1: Wednesday 13 & Thursday 14) | Ms. Titima Runguphan | titima@hotmail.com.hk |

For further information and inquiries, you are welcome to contact:

| Contact | Phone | Email | Office |
|--------------------------------------|-----------|--|--|
| Louis Munsch (Course Coordinator) | 3943 8617 | louis.munsch@cuhk.edu.hk | Rm G23, Leung Kau Kui Building (KKB) Office Hours: upon appointment |
| General Office | 3943 9836 | lin@cuhk.edu.hk | Rm G17, Leung Kau Kui Building Office Hours: <u>Monday to Thursday:</u> 8:45am to 1:00pm and 2:00pm to 5:30pm <u>Friday:</u> 8:45am to 1:00pm and 2:00pm to 5:45pm |

Details of Course Website

CUHK Blackboard: <https://blackboard.cuhk.edu.hk>

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and

submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Policy on the Use of AI Tools in Learning

General Principles

The course instructor encourages the responsible use of AI as a supplemental learning tool—for brainstorming, clarifying concepts, or improving drafts—provided students critically engage with the output and cite it where appropriate. However, the use of AI tools is strictly prohibited during tests, quizzes, homework or any graded work meant to evaluate individual understanding.

Permitted Use of AI Tools

Students may use some AI tools in certain learning activities and/or assessments under the following conditions:

1. **Allowed AI Tools:**
 - The use of AI tools is restricted to the following: *ChatGPT*
2. **Permitted Learning Activities/Assessments:**
 - **Permitted:** AI tools may only be used for: *improving language clarity and generation of graphic designs for in class activities and games.*
 - **Prohibited:** AI tools **must not** be used in any assessments (e.g., exams, quizzes, homework and/or presentations) or any work meant to reflect solely the student's independent understanding.
3. **Permitted Collaboration with AI Tools:**
 - AI tools may only be used for: *brainstorming, outlining, checking grammar, generation of graphic designs for in class activities and games.*
 - **Restrictions:** *direct copy-pasting of AI-generated content without critical analysis and citing is strictly not allowed.*
4. **Acknowledgment and Citation:**
 - All AI-generated input must be properly acknowledged and cited (see examples below).
 - Prompts used to generate AI responses must be included as appendices or highlighted in submissions where applicable.
5. **Transparency:**
 - Students must disclose AI contributions by attaching prompts and outputs when required.
 - When in doubt, seek clarification from the course instructor.

In case of queries, students should seek advice from the course teacher.

Acknowledging support from AI tools Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement 'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).
- ii. An example of citation OpenAI. (2023). ChatGPT (Mar 20 version). <https://chat.openai.com/chat> (Students are reminded that due to the rapid developments of AI tools, some citation formats may be updated regularly.)
- iii. An example of including texts generated by an AI tool in their work "The following text was generated by an AI tool/language model (ChatGPT):" [Insert the text generated by ChatGPT here.]
- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool "[The prompt], as generated by an AI language model (ChatGPT):" [Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's Procedures for Handling Cases of Academic Dishonesty. Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

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