



The Basic Education Core Curriculum

B.E. 2551 (A.D. 2008)

The Ministry of Education

Thailand

Learning Area of Foreign Languages

Why it is necessary to learn foreign languages

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

What is learned in foreign languages

The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

- **Language for Communication:** use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions,

interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

- **Language and Culture:** use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

- **Language and Relationship with Other Learning Areas:** use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

- **Language and relationship with Community and the World:** use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

Learners' Quality

Grade 3 graduates

- Act in compliance with the orders and requests heard; pronounce the alphabet, words, groups of words, simple sentences and simple chants by observing the principles of pronunciation; accurately tell the meanings of the word and groups of words heard; answer questions from listening to or reading sentences, dialogues or simple tales

- Engage in interpersonal communication using short and simple words by following the models heard; use simple orders and requests; tell their needs in simple words; request and give data about themselves and their friends; tell their own feelings about various objects around them or various activities by following the models heard

- Verbally provide data about themselves and matters around them; categorise words according to the types of persons, animals and objects about which they have heard or read

- Speak and make accompanying gestures by observing social manners/culture of native speakers; tell the names and simple terms about festivals/important days/celebrations and lifestyles of native speakers; participate in language and cultural activities suitable to their age levels

- Tell differences concerning sounds of the alphabet, words, groups of words and simple sentences in foreign languages and those in Thai language

- Tell the terms related to other learning areas

- Listen/speak in simple situations in the classroom

- Use foreign languages to collect relevant terms around them

- Are skilful in using foreign languages (with emphasis on listening and speaking) to communicate about themselves, their families, schools, the surrounding environment, foods, beverages and free time and recreation with a vocabulary of around 300-450 words (concrete words)

- Use one-word sentences and simple sentences in conversations as required for situations in daily life

Grade 6 graduates

- Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories

- Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications

- Speak/write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them

- Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/important days/celebrations/lifestyles of native speakers; participate in language and cultural activities in accordance with their interests

- Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais

- Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing

- Use languages to communicate various situations in the classroom and in school
- Use foreign languages in searching for and collecting various data
- Are skilful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words)

- Use simple and compound sentences to communicate meanings in various contexts

Grade 9 graduates

- Act in compliance with requests, instructions, clarifications and explanations that they have heard or read; accurately read aloud texts, news, advertisements, tales and short verses by observing the principles of reading; specify/write various forms of non-text information related to sentences and texts that they have heard and read; choose and specify the topics, main ideas and supporting details, and express opinions about what they have

heard or read from various types of media, as well as provide justifications and examples for illustration

- Converse and write for an exchange of data about themselves, various matters around them, situations and news of interest to society, and communicate such data continuously and appropriately; use appropriate requests, clarifications and explanations and give suitable instructions; speak and write to show needs; offer and provide assistance; accept and refuse to give help; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about what they have heard or read; speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as to provide appropriate justifications

- Speak and write to describe themselves, experiences, news/incidents/various issues of interest to society; speak and write to summarise the main idea/theme or topic identified from the analysis of matters/news/incidents/situations of interest; speak and write to express opinions about activities, experiences and incidents, as well as provide justifications

- Choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; explain about the lifestyles, customs and traditions of native speakers; participate in/organise language and cultural activities in accordance with their interests

- Compare and explain similarities and differences between pronunciation of various kinds of sentences and word orders regarding structures of sentences in foreign languages and in Thai language; compare and explain the similarities and differences between the lifestyles and culture of native speakers and those of Thais and apply them appropriately

- Search for, collect and summarise data/information related to other learning areas from learning sources, and present them through speaking and writing

- Use language for communication in real situations/simulated situations in the classroom, school, community and society

- Use foreign languages in searching/conducting research, collecting and drawing conclusions about knowledge/various data sources from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area in foreign languages

- Are skilful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality)

- Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

Grade 12 graduates

- Observe instructions in manuals for various types of work, clarifications, explanations and descriptions that they have heard and read; accurately read aloud texts, news, announcements, advertisements, poems and skits by observing principles of reading; explain and write sentences and texts related to various forms of non-text information that they have heard or read; identify the main idea, analyse the essence, conclude, interpret and express opinions from listening and reading feature articles and materials for entertainment purpose, as well as provide justifications and examples for illustration

- Converse and write to exchange data about themselves, various matters around them, experiences, situations, news/incidents, issues of interest and communicate them continuously and appropriately; choose and use requests, clarifications, explanations and give instructions; speak and write to show needs; offer and provide assistance; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news/incidents about which they have heard and read; speak and write to describe their own feelings and express opinions about various matters, activities, experiences and news/incidents with proper reasoning

- Speak and write to present data about themselves/experiences/news/incidents, matters and various issues of interest; speak and write about the main idea and theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests; speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration

- Choose the language, tone of voice, gestures and manners appropriate to the level of the persons, time, occasions and places by observing social manners and culture of native speakers; explain/discuss about lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers; participate in, advise and organise language and cultural activities appropriately

- Explain/compare differences between structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language; analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them with proper reasoning

- Conduct research/search for, make records, conclude and express opinions about the data related to the learning areas from various sources, and present them through speaking and writing

- Use language for communication in real situations/simulated situations in the classroom, school, community and society

- Use foreign languages in searching for/conducting research, collecting, analysing and summarising knowledge/various data from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area/nation in foreign languages

- Are skilful in the use of foreign languages (with emphases on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, interpersonal relationships, free time and recreation, health and welfare, selling and buying, climate, education and occupations, travel for tourism,

provision of services, places, language and science and technology with a vocabulary of around 3,600-3,750 words (words with different levels of usage)

- Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Act in compliance with simple orders heard.</p> <p>2. Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words and groups of words heard.</p> <p>4. Answer questions from listening to matters around them.</p>	<p>1. Act in compliance with orders and simple requests heard.</p> <p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.</p>	<p>1. Act in compliance with orders and requests heard or read.</p> <p>2. Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading.</p> <p>3. Choose/ specify the images or symbols corresponding to the meanings of groups of words and sentences heard.</p>	<p>1. Act in compliance with orders, requests and simple instructions heard or read.</p> <p>2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.</p> <p>3. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read.</p>	<p>1. Act in compliance with orders, requests and simple instructions heard and read.</p> <p>2. Accurately read aloud sentences, texts and short poems by observing the principles of reading.</p> <p>3. Specify/draw the symbols or signs corresponding to the meanings of sentences and short texts heard or read.</p>	<p>1. Act in compliance with orders, requests and instructions heard and read.</p> <p>2. Accurately read aloud texts, tales and short poems by observing the principles of reading.</p> <p>3. Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.</p>

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
<p>1. Act in compliance with orders requests, instructions and simple explanations heard and read.</p> <p>2. Accurately read aloud texts, tales and short poems by observing the principles of reading.</p> <p>3. Choose/specify the sentences and texts related to non-text information read.</p> <p>4. Specify the topic and main idea and answer questions from listening to and reading dialogues, tales and short stories.</p>	<p>1. Act in compliance with requests, instructions, clarifications and simple explanations heard and read.</p> <p>2. Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.</p> <p>3. Specify/write sentences and texts related to various forms of non-text information read.</p> <p>4. Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.</p>	<p>1. Act in compliance with requests, instructions, clarifications and explanations heard and read.</p> <p>2. Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.</p> <p>3. Specify and write various forms of non-text information related to sentences and texts heard or read.</p>	<p>1. Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.</p> <p>2. Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.</p> <p>3. Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.</p>

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.	4. Answer questions from listening to or reading sentences, dialogues or simple tales.	4. Answer questions from listening to and reading sentences, dialogues and simple tales.	4. Tell the main points and answer questions from listening to and reading dialogues and simple tales or short texts.	4. Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
-	-	4. Choose/specify the topic, main idea and supporting details and express opinions about what has been heard and read from various types of media, as well as provide justifications and examples for illustration.	4. Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard. 2. Use simple orders by following the models heard. 3. Express their own simple needs by following the models heard. 4. Speak to ask for and give simple data about themselves by following the models heard.	1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard. 2. Use orders and simple requests by following the models heard. 3. Express their own simple needs by following the models heard. 4. Speak to ask for and give simple data about themselves by following the models heard.	1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard. 2. Use orders and simple requests by following the models heard. 3. Express their own simple needs by following the models heard. 4. Speak to ask for and give simple data about themselves and their friends by following the models heard.	1. Speak/write in an exchange in interpersonal communication. 2. Use orders, requests and simple requests for permission. 3. Speak/write to express their own needs and to ask for help in simple situations. 4. Speak/write to ask for and give data about themselves, their friends and families.	1. Speak/write in an exchange in interpersonal communication. 2. Use orders and requests for permission and give simple instructions. 3. Speak/write to express needs, ask for help and agree and refuse to give help in simple situations. 4. Speak/write to ask for and give data about themselves, their friends, families and matters around them.	1. Speak/write in an exchange in interpersonal communication. 2. Use orders requests and give instructions. 3. Speak/write to express needs, ask for help and agree and refuse to give help in simple situations. 4. Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
<p>1. Converse to exchange data about themselves, various activities and situations in daily life.</p> <p>2. Use requests and give instructions and clarifications according to the situation.</p> <p>3. Speak and write appropriately to express needs, ask for help and agree and refuse to give help in various situations.</p> <p>4. Speak and write appropriately to ask for and give data and express opinions about what has been heard or read.</p>	<p>1. Converse appropriately to exchange data about themselves, various matters around them and various situations in daily life.</p> <p>2. Use orders and give instructions, clarifications and explanations according to the situation.</p> <p>3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations.</p> <p>4. Speak and write appropriately to ask for and give data, describe and express opinions about what has been heard or read.</p>	<p>1. Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.</p> <p>2. Use requests appropriately and give instructions, clarifications and explanations.</p> <p>3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations.</p> <p>4. Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.</p>	<p>1. Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.</p> <p>2. Choose and use requests and give instructions, clarifications and explanations fluently.</p> <p>3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.</p> <p>4. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.</p>

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
-	-	5. Tell their own feelings about various objects around them or various activities by following the models heard.	5. Speak to express their own feelings about various matters around them and various activities by following the models heard.	5. Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	5. Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
5. Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.	5. Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.	5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as provide justifications appropriately.	5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents with proper reasoning.

Strand 1: Language for Communication

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak to give data about themselves and matters around them.	1. Speak to give data about themselves and matters around them.	1. Speak to give data about themselves and matters around them. 2. Categorise words into groups according to the types of persons, animals and objects based on what they have heard or read.	1. Speak/write to give data about themselves and matters around them. 2. Speak/draw pictures to show relationships of various objects around them according to what they have heard or read. 3. Speak to express simple opinions about matters around them.	1. Speak/write to give data about themselves and matters around them. 2. Draw pictures, plans and charts to show various data heard or read. 3. Speak/write to express opinions about various matters around them.	1. Speak/write to give data about themselves, their friends and the environment around them. 2. Draw pictures, plans, charts and tables to show various data heard or read. 3. Speak/write to express opinions about various matters around them.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
<p>1. Speak and write to describe themselves, their daily routines, experiences and the environment around them.</p> <p>2. Speak/ write to summarise the main idea/theme identified from analysis of matters/incidents of interest to society.</p> <p>3. Speak/write to express opinions about activities or various matters around them as well as provide brief justifications.</p>	<p>1. Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.</p> <p>2. Speak and write to summarise the main idea, theme and topic identified from analysis of matters/news/incidents of interest to society.</p> <p>3. Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications.</p>	<p>1. Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.</p> <p>2. Speak and write to summarise the main idea/theme and topic identified from analysis of matters/news/incidents/situations of interest to society.</p> <p>3. Speak and write to express opinions about activities, experiences and incidents, as well as provide justifications.</p>	<p>1. Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.</p> <p>2. Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.</p> <p>3. Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.</p>

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak and make accompanying gestures in accordance with the culture of native speakers.	1. Speak and make accompanying gestures in accordance with the culture of native speakers.	1. Speak and make accompanying gestures in accordance with social manners/ culture of native speakers.	1. Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers.	1. Use words, tone of voice and polite gestures in accordance with social manners and culture of native speakers.	1. Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers.
2. Tell the names and vocabulary of native speakers' important festivals.	2. Tell the names and vocabulary of native speakers' important festivals.	2. Tell the names and simple vocabulary about the festivals/ important	2. Answer questions about festivals/ important days/ celebrations and simple lifestyles of native speakers.	2. Answer questions/ tell the importance of festivals/ important days/ celebrations and simple lifestyles of native speakers.	2. Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.
3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities in accordance with their interests.	3. Participate in language and cultural activities in accordance with their interests.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
<p>1. Use language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p> <p>2. Describe the festivals, important days, lifestyles and traditions of native speakers.</p> <p>3. Participate in language and cultural activities in accordance with their interests.</p>	<p>1. Use language, tone of voice, gestures and manners appropriate to various persons and occasions by observing social manners of native speakers.</p> <p>2. Describe the festivals, important days, lifestyles and traditions of native speakers.</p> <p>3. Participate in language and cultural activities in accordance with their interests.</p>	<p>1. Choose the language, tone of voice, gestures and manners appropriate to various persons and occasions in accordance with the social manners and culture of native speakers.</p> <p>2. Describe the lifestyles, customs and traditions of native speakers.</p> <p>3. Participate in/organise language and cultural activities in accordance with their interests.</p>	<p>1. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.</p> <p>2. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.</p> <p>3. Participate in, give advice and organise language and cultural activities appropriately.</p>

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Specify the alphabet and sounds of the alphabet of foreign languages and Thai language.	1. Specify the alphabet and sounds of the alphabet of foreign languages and Thai language.	1. Tell differences of the sounds of the alphabet, words, groups of words and simple sentences in foreign languages and Thai language.	1. Tell differences of the sounds of the alphabet, words, groups of words, sentences and texts in foreign languages and Thai language. 2. Tell the similarities/differences between the festivals and celebrations in the culture of native speakers and those in Thailand.	1. Tell similarities/differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language. 2. Tell the similarities/differences between the festivals and celebrations of native speakers and those of Thais.	1. Tell similarities/differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language. 2. Compare the differences/similarities between the festivals, celebrations and traditions of native speakers and those of Thais.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
<p>1. Tell differences and similarities between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with the structures of sentences in foreign languages and Thai language.</p> <p>2. Compare similarities and differences between the festivals, celebrations, important days and lifestyles of native speakers and those of Thais.</p>	<p>1. Compare and explain similarities and differences between pronunciation of various kinds of sentences and word order in accordance with structures of sentences in foreign languages and Thai language.</p> <p>2. Compare and explain similarities and difference between the lifestyles and culture of native speakers and those of Thais.</p>	<p>1. Compare and explain similarities and differences between pronunciation of various kinds of sentences in accordance with structures of sentences in foreign languages and Thai language.</p> <p>2. Compare and explain similarities and differences between the lifestyles and culture of native speakers and those of Thais, and apply them appropriately.</p>	<p>1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.</p> <p>2. Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.</p>

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Tell the terms related to other learning areas.	1. Tell the terms related to other learning areas.	1. Tell the terms related to other learning areas.	1. Search for and collect the terms related to other learning areas, and present them through speaking/writing.	1. Search for and collect the terms related to other learning areas, and present them through speaking/writing.	1. Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/writing.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Listen/speak in simple situations in the classroom.	1. Listen/speak in simple situations in the classroom.	1. Listen/speak in simple situations in the classroom.	1. Listen and speak in situations in the classroom and in school.	1. Listen, speak and read/write in various situations in the classroom and in school.	1. Use language for communication in various situations in the classroom and in school.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
1. Use language for communication in real situations/ simulated situations in the classroom and in school.	1. Use language for communication in real situations/ simulated situations in the classroom, school and community.	1. Use language for communication in real situations/simulated situations in the classroom, school, community and society.	1. Use language for communication in real situations/simulated situations in the classroom, school, community and society.

Strand 4: Language and Relationship with Community and the World

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Use foreign languages to collect relevant terms around them.	1. Use foreign languages to collect relevant terms around them.	1. Use foreign languages to collect relevant terms around them.	1. Use foreign languages to search for and collect various data.	1. Use foreign languages to search for collect various data.	1. Use foreign languages to search for and collect various data.

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
<p>1. Use foreign languages in conducting research for knowledge/ various data from the media and different learning sources for further education and livelihood.</p>	<p>1. Use foreign languages in conducting research, collecting and summarising knowledge/various data from the media and different learning sources for further education and livelihood.</p> <p>2. Disseminate/convey to the public data and news about the school in foreign languages.</p>	<p>1. Use foreign languages in conducting research, collecting and summarising knowledge and various data from the media and different learning sources for further education and livelihood.</p> <p>2. Disseminate/convey to the public data and news about the school, community and the local area in foreign languages.</p>	<p>1. Use foreign languages in conducting research, collecting, analysing and summarising knowledge/various data from the media and different learning sources for further education and livelihood.</p> <p>2. Disseminate/convey to the public data and news about the school, community and the local area/the nation in foreign languages.</p>