

Strand 1: Language for Communication

Standard FL1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Act in compliance with simple orders heard. 2. Specify the alphabets and the sounds; accurately pronounce and spell simple words by observing the principles of reading. 3. Choose the pictures corresponding to the meanings of words and groups of words heard. 4. Answer the questions from listening to the matters around them. 	<ol style="list-style-type: none"> 1. Act in compliance with orders and simple requests heard. 2. Specify the alphabets and the sounds; pronounce and spell the given words; accurately read simple sentences by observing the principles of reading. 3. Match the pictures with the meanings of words, groups of words and sentences heard. 	<ol style="list-style-type: none"> 1. Act in compliance with orders and requests heard or read. 2. Pronounce and spell the given words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading. 3. Match the picture or the symbols with the meanings of groups of words and sentences heard. 	<ol style="list-style-type: none"> 1. Act in compliance with orders, requests and simple instructions heard or read. 2. Pronounce and spell the given words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 3. Match the pictures or symbols or signs with the meanings of sentences and short paragraphs heard or read. 	<ol style="list-style-type: none"> 1. Act in compliance with orders, requests and simple instructions heard and read. 2. Accurately read aloud the given sentences, the paragraphs and the short poems by observing the principles of reading. 3. Draw/Match the picture or signs with the meanings of sentences and the short paragraphs heard or read. 	<ol style="list-style-type: none"> 1. Act in compliance with orders, requests and instructions heard and read. 2. Accurately read aloud the given paragraphs, tales and short poems by observing the principles of reading. 3. Match the sentences or the short paragraphs with the meanings of symbols or signs read.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Act in compliance with orders, requests, instructions and simple explanations heard and read. 2. Accurately read aloud paragraphs, tales and short poems by observing the principles of reading. 3. Match the sentences and the paragraphs with the non-text information read. 4. Specify the topic and the main idea and answer the questions from listening to and reading the dialogues, the tales and the short stories. 	<ol style="list-style-type: none"> 1. Act in compliance with requests, instructions, clarifications and simple explanations heard and read. 2. Accurately read aloud paragraphs, news, advertisements and short poems by observing the principles of reading. 3. Specify/write sentences and paragraphs related to various forms of non-text information read. 4. Choose the topic and the main idea, tell the supporting details and express the opinions about what has been heard and read, as well as provide the justifications and the simple examples for illustrations. 	<ol style="list-style-type: none"> 1. Act in compliance with requests, instructions, clarifications and explanations heard and read. 2. Accurately read aloud paragraphs, news, advertisements and short poems by observing the principles of reading. 3. Specify and write various forms of non-text information related to sentences and paragraphs heard or read. 4. Specify the topic, the main idea and the supporting details and express the opinions about what has been heard and read from various types of media, as well as provide the justifications and the examples for illustrations. 	<ol style="list-style-type: none"> 1. Observe the instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read. 2. Accurately read aloud paragraphs, news, advertisements, poems and skits by observing the principles of reading. 3. Explain and write sentences and paragraphs related to various forms of non-text information, as well as specify and write various forms of non-text information related to the sentences and the paragraphs heard or read. 4. Identify the main idea, analyse the essence, interpret and express the opinions from listening to and reading feature articles and entertainment articles, as well as provide the justifications and the examples for illustrations.

Strand 1: Language for Communication

Standard FL1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons

Grade-level Indicators

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

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12

Strand 1: Language for Communication

Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 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. Ask for and give simple information about themselves by following the models heard. 	<ol style="list-style-type: none"> 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. Ask for and give simple information about themselves by following the models heard. 	<ol style="list-style-type: none"> 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. Ask for and give simple information about themselves and their friends by following the models heard. 	<ol style="list-style-type: none"> 1. Speak/write in an exchange in interpersonal communication. 2. Use orders, requests and simple 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 information about themselves, their friends and families. 	<ol style="list-style-type: none"> 1. Speak/write in an exchange in interpersonal communication. 2. Use orders, requests, permission and give simple instructions. 3. Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations. 4. Speak/write to ask for and give information about themselves, their friends, families and matters around them. 	<ol style="list-style-type: none"> 1. Speak/write in an exchange in interpersonal communication. 2. Use orders requests and give instructions. 3. Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations. 4. Speak and write to ask for and give information about themselves, their friends, families and matters around them.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Converse to exchange information about themselves, various activities and situations in daily life. 2. Use requests, instructions and clarifications according to the situation. 3. Speak and write appropriately to express needs, ask for help and agree and refuse to give help in various situations. 4. Speak and write appropriately to ask for and give information and express opinions about what has been heard or read. 	<ol style="list-style-type: none"> 1. Converse appropriately to exchange information about themselves, various matters around them and various situations in daily life. 2. Use orders, instructions, clarifications and explanations according to the situation. 3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations. 4. Speak and write appropriately to ask for and give information, describe and express opinions about what has been heard or read. 	<ol style="list-style-type: none"> 1. Converse and write to exchange information about themselves, various matters around them, situations, news and matters of interest to society, and communicate the information continuously and appropriately. 2. Use requests and give instructions, clarifications and explanations appropriately. 3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations. 4. Speak and write appropriately to ask for and give information, explain, compare and express opinions about what has been heard or read. 	<ol style="list-style-type: none"> 1. Converse and write to exchange information about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to the society, and communicate the information continuously and appropriately. 2. Choose and use requests, instructions, clarifications and explanations fluently. 3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations. 4. Speak and write appropriately to ask for and give information, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

Strand 1: Language for Communication

Standard FL1.2: Possessing language communication skills for effective exchange of 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			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 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 reasons.

Strand 1: Language for Communication

Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak to give information about themselves and matters around them.	1. Speak to give information about themselves and matters around them.	1. Speak to give information 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 information 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 information about themselves and matters around them. 2. Draw pictures, layout and charts to show various information heard or read. 3. Speak/write to express opinions about various matters around them.	1. Speak/write to give information about themselves, their friends and the environment around them. 2. Draw pictures, layout, charts and tables to show various information heard or read. 3. Speak/write to express opinions about various matters around them.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Speak and write to describe themselves, their daily routines, their experiences and the environment around them. 2. Speak/write to summarise the main idea/theme identified from the analysis of matters/incidents of interest to the society. 3. Speak/write to express opinions about activities or various matters around them as well as provide brief justifications. 	<ol style="list-style-type: none"> 1. Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society. 2. Speak and write to summarise the main idea, theme and topic identified from analysis of matters/news/incidents of interest to the society. 3. Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications. 	<ol style="list-style-type: none"> 1. Speak and write to describe themselves, experiences/matters/various issues of interest to society. 2. Speak and write to summarise the main idea/theme and topic identified from analysis of matters/news/incidents/situations of interest to society. 3. Speak and write to express opinions about activities, experiences and incidents, as well as provide justifications. 	<ol style="list-style-type: none"> 1. Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society. 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. 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 illustrations.

Strand 2: Language and Culture

Standard FL2.1: Appreciating the relationship between language and culture of native speakers and ability in using language appropriately

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Speak and make accompanying gestures in accordance with the culture of the native speakers. 2. Tell the names and vocabulary of native speakers' important festivals. 3. Participate in language and cultural activities appropriate to their age levels. 	<ol style="list-style-type: none"> 1. Speak and make accompanying gestures in accordance with the culture of the native speakers. 2. Tell the names and vocabulary of native speakers' important festivals. 3. Participate in language and cultural activities appropriate to their age levels. 	<ol style="list-style-type: none"> 1. Speak and make accompanying gestures in accordance with social manners/ culture of native speakers. 2. Tell the names and simple vocabulary about the festivals/ important days/ celebrations and lifestyles of the native speakers. 3. Participate in language and cultural activities appropriate to their age levels. 	<ol style="list-style-type: none"> 1. Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers. 2. Answer the questions about festivals/ important days/ celebrations and simple lifestyles of the native speakers. 3. Participate in language and cultural activities appropriate to their age levels. 	<ol style="list-style-type: none"> 1. Use words, tone of voice and polite gestures in accordance with social manners and culture of native speakers. 2. Answer the questions/ tell the importance of festivals/ important days/ celebrations and simple lifestyles of the native speakers. 3. Participate in language and cultural activities in accordance with their interests. 	<ol style="list-style-type: none"> 1. Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of the native speakers. 2. Give information about the festivals/ important days/ celebrations/ lifestyles of the native speakers. 3. Participate in language and cultural activities in accordance with their interests.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Use language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of the native speakers. 2. Describe the festivals, important days, lifestyles and traditions of the native speakers. 3. Participate in language and cultural activities in accordance with their interests. 	<ol style="list-style-type: none"> 1. Use language, tone of voice, gestures and manners appropriate to various persons and occasions by observing social manners of the native speakers. 2. Describe the festivals, important days, lifestyles and traditions of the native speakers. 3. Participate in language and cultural activities in accordance with their interests. 	<ol style="list-style-type: none"> 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 the native speakers. 2. Describe the lifestyles, customs and traditions of the native speakers. 3. Participate in/organise language and cultural activities in accordance with their interests. 	<ol style="list-style-type: none"> 1. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of the native speakers. 2. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of the native speakers. 3. Participate in, give advice and organise language and cultural activities appropriately.

Strand 2: Language and Culture

Standard FL2.2: Appreciating the similarities and the differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Specify the alphabets and sounds of the alphabets of foreign languages and Thai language.	1. Specify the alphabets and sounds of the alphabets of foreign languages and Thai language.	1. Tell the differences of the sounds of the alphabets, words, groups of words and simple sentences in foreign languages and Thai language.	1. Tell the differences of the sounds of the alphabets, words, groups of words, sentences and paragraphs 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 the 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 the 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			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<p>1. Tell the differences and the 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 the similarities and the differences between pronunciation of various kinds of sentences and word order in accordance with the structures of sentences in foreign languages and Thai language.</p> <p>2. Compare and explain the similarities and the differences between the lifestyles and culture of native speakers and those of Thais.</p>	<p>1. Compare and explain the similarities and the differences between pronunciation of various kinds of sentences in accordance with the structures of sentences in foreign languages and Thai language.</p> <p>2. Compare and explain the similarities and the differences between the lifestyles and the culture of the native speakers and those of Thais, and apply them appropriately.</p>	<p>1. Explain/compare the differences between the structures of sentences, paragraphs, idioms, sayings, proverbs and poems in foreign languages and Thai language.</p> <p>2. Analyse/discuss the similarities and the differences between the lifestyles, beliefs and culture of the native speakers and those of Thais, and apply them appropriately.</p>

Strand 3: Language and Relationship with Other Learning Areas

Standard FL3.1: Using foreign languages to link knowledge with other learning areas, as foundation for further development, seeking knowledge and broadening one's world view

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Explain the terms related to other learning areas.	1. Explain the terms related to other learning areas.	1. Explain 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			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
1. Search for, collect and summarise the information/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Search for, collect and summarise the information/facts related to other learning areas from learning sources, and present them through speaking/writing.	1. Search for, collect and summarise the information/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 information related to other learning areas, and present them through speaking and writing.

Strand 4: Language and Relationship with Community and the World

Standard FL4.1: 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			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 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 FL4.2: Using 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 information.	1. Use foreign languages to search for and collect various information.	1. Use foreign languages to search for and collect various information.

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