



Curriculum of MEP  
Baan Sankamphaeng School  
B.E. 2025

According to the core curriculum of basic education B.E. 2008  
(Revised B.E. 2017)

# English

MEP (Mini English Program)  
Baan Sankamphaeng School

Chiang Mai Primary Educational Service Area Office, Area 1

## Introduction

Baansankamphaeng School is a model school for using the Basic Education Core Curriculum 2008 (revised edition 2017). The Baansankamphaeng School curriculum has been created. Foreign language learning group (English), primary level, B.E. 2025, by applying vision, principles, goals, competencies, desirable characteristics Learning standards, indicators, and guidelines for measurement and evaluation of the Basic Education Core Curriculum, B.E. 2008 (revised edition B.E. 2017) to serve as a framework and direction for preparing the curriculum and organizing teaching and learning. To develop learners at Baansankamphaeng School to have quality knowledge, skills/processes, and desirable characteristics necessary for living in a society that is changing. and seek knowledge for continuous self-development throughout life. In the year 2025, the school has taken steps to improve the curriculum according to the structure of the curriculum to be appropriate. consistent with the focus Ministry of Education Policy and the context, vision, and international standard school teaching of current educational institutions.

Thank you to the educational committee of Baan Sankamphaeng School. student parents and all those involved who kindly provided advice and consultation In preparing the curriculum of Baansankamphaeng School Foreign language learning group (English), primary level, B.E. 2025, this time to develop students to have quality according to the spirit of the Basic Education Core Curriculum, B.E. 2008 (revised edition B.E. 2017).

Organizing team

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## **Vision**

Baansankamphaeng School emphasizes learning management for creativity with wisdom. (Constructionism) Develop students towards academic excellence. Create innovations to become a citizen of the world By managing with a quality system

## **Principle**

Covers all target groups The learning results and experiences can be transferred to the curriculum of the Baan Sankamphaeng School, B.E. 2025, according to the Basic Education Core Curriculum B.E. 2008 (revised edition 2017), with important principles as follows:

1. It is an educational curriculum for national unity. There are goals and standards for learning. It is a goal for developing children and youth to have knowledge, skills, attitudes, and morals based on Thainess along with internationalism.
2. It is an educational curriculum for all people. that all citizens have the opportunity to receive education equally and quality
3. It is an educational curriculum that responds to decentralization so that society can participate in organizing education in accordance with the conditions. and local needs
4. It is an educational curriculum with a flexible structure in terms of learning content, time, and learning management.
5. It is an educational curriculum that focuses on students.
6. It is an educational curriculum for formal, non-formal and informal education.

## **Object**

The educational curriculum of Baan Sankamphaeng School, B.E. 2025, according to the Basic Education Core Curriculum B.E. 2008 (revised edition 2017), aims to develop students to be good, intelligent, happy people with the potential to continue their education. and make a living Therefore, it is set as a goal to create for the students. Upon completion of basic education as follows:

1. Have morals, ethics, and desired values. See your own worth, have discipline, and behave according to the principles of Buddhism. or the religion that they believe in Adhering to the philosophy of Sufficiency Economy.
2. Have knowledge, ability to communicate, think, solve problems, use technology and have life skills.

3. Have good physical and mental health, have good habits, and love exercising.

4. Have patriotism Have a sense of being a Thai citizen and a citizen of the world Adhere to the way of life and governance according to the democratic system with the King as Head of State.

5. Be conscious of preserving Thai culture and wisdom. Environmental conservation and development have a public mind that aims to be useful and create good things in society and live happily together in society.

### **Important competencies of students and desirable characteristics**

In developing learners according to the curriculum of the BaanSankamphaeng School, B.E. 2525, according to the Basic Education Core Curriculum, B.E. 2508 (revised edition 2517), the focus is on developing quality learners according to the specified standards. This will help students develop important competencies. and desirable characteristics as follows: Key competencies of learners Baansankamphaeng School Educational Institution Curriculum, 2521 B.E. according to the Education Core Curriculum. Basic, B.E. 2551 (Revised B.E. 2560) aims to enable learners to achieve 5 important competencies as follows.

### **Important competencies of students**

The educational institution curriculum of BaanSankamphaeng School, B.E. 2525, according to the Basic Education Core Curriculum, B.E. 2508 (revised edition 2517), aims to equip learners with 5 important competencies as follows.

#### **1. Ability to communicate**

It is the ability to receive and send messages. There is a culture of using language to convey ideas. knowledge, understanding, feelings, and their own views in order to exchange information and experience that will be beneficial to self-development and society, including negotiations to eliminate and reduce various conflicts, choose to receive or not receive news information for a reason. and accuracy as well as. Choosing effective communication methods with regard to the impact on oneself and society.

**2. Thinking ability** It is the ability to think analytically. synthesis thinking creatively critical thinking and systematic thinking To lead to the creation of knowledge or information for making decisions about oneself. and society appropriately.

**3. Ability to solve problems** It is the ability to solve problems and obstacles faced properly on the basis of reasoning. Integrity and Information understand relationships and changes in various events in society; seek knowledge Apply knowledge to prevent and solve problems. and make effective decisions based on their impact on oneself society and environment.

**4. The ability to use life skills** It is the ability to apply different processes to everyday life. self learning Continuous learning, working and coexisting in society by fostering good relationships between people. appropriate management of various problems and conflicts; adapting to changes in society and environment; and knowing how to avoid unwanted behaviors that affect oneself and others.

**5. The ability to use technology** is the ability to choose and use different technologies and have technological process skills for self and social development In terms of learning, communication, work, problem solving creatively Right, appropriate and moral.

#### **desirable characteristics**

Baansankamphaeng School curriculum, B.E. 2025, according to the Basic Education Core Curriculum, B.E. 2008 (revised edition 2017), aims to develop students to have desirable characteristics. To be able to live happily with others in society. As a Thai citizen and citizen of the world as follows:

1. Love the nation, religion, and king.
2. Honest
3. Have discipline
4. Be eager to learn.
5. Live in sufficiency
6. Committed to work
7. Love Thainess
8. Have a public mind

## 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

### **Strands and Learning Standards**

#### **Strand 1: Language for Communication**

- Standard F1.1: Understanding and capacity for interpreting what has been heard and read from various types of media, and ability to express opinions with proper reasoning
- Standard F1.2: Possessing language communication skills for effective exchange of data and information; efficient expression of feelings and opinions
- Standard F1.3: Ability to present data and information, concepts and views on various matters by speaking and writing

#### **Strand 2: Language and Culture**

- Standard F 2.1: Appreciating relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places
- Standard F2.2: Appreciating similarities and differences between language and culture of native speakers and Thai speakers, and capacity for correct and appropriate use of language

**Strand 3: Language and Relationship with Other Learning Areas**

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

**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

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

**Learning Standards and Core Learning Area Indicators****Strand 1 Language for Communication**

**Standard FL1.1** Understand and interpret information heard and read from various types of media, and express opinions with reasoning.

Level	Indicator	Core Learning Contents
Grade 1	1. Follow simple commands heard	<ul style="list-style-type: none"> <li>Classroom commands such as: Stand up., Sit down., Listen., Repeat., etc.</li> </ul>
	2. Identify letters and their sounds, read aloud, pronounce, and spell simple words correctly according to reading principles	<ul style="list-style-type: none"> <li>Letter names, letter sounds (including vowels), and spelling of words</li> <li>Reading principles, such as               <ul style="list-style-type: none"> <li>Pronunciation of initial and final consonants</li> <li>Word and phrase stress</li> <li>Intonation in sentence</li> </ul> </li> </ul>
	3. Select pictures that match the meaning of words and word groups heard	<ul style="list-style-type: none"> <li>Vocabulary and meanings related to self, family, school, immediate environment, food, drinks, and recreational activities (within a vocabulary range of approximately 150–200 concrete words)</li> </ul>

Level	Indicator	Core Learning Contents
Grade 1	4. Answer questions based on familiar listening topics	<ul style="list-style-type: none"> <li>• Short stories or illustrated tales on familiar topics</li> <li>• Question and answer structures, e.g.:               <ul style="list-style-type: none"> <li>– Yes/No Questions: Is it a/an...? Yes, it is. / No, it is not.</li> <li>– Wh- Questions: What is it? It is a/an...</li> </ul> </li> </ul>
	4. Answer questions based on familiar listening topics	<ul style="list-style-type: none"> <li>• Short stories or illustrated tales on familiar topics</li> <li>• Question and answer structures, e.g.:               <ul style="list-style-type: none"> <li>– Yes/No Questions: Is it a/an...? Yes, it is. / No, it is not.</li> <li>– Wh- Questions: What is it? It is a/an...</li> </ul> </li> </ul>
Grade 2	1. Follow simple commands and requests heard	<ul style="list-style-type: none"> <li>• Common classroom commands and requests, such as:               <ul style="list-style-type: none"> <li>– Commands: Show me a/an..., Open your book., Don't talk in class., etc.</li> <li>– Requests: Please come here., Come here, please., Don't make a loud noise, please., Please don't make a loud noise., etc.</li> </ul> </li> </ul>
	2. Identify letters and their sounds, read aloud, pronounce words, spell words, and read simple sentences correctly according to reading principles	<ul style="list-style-type: none"> <li>• Letter names, letter sounds (including vowels), word spelling, and sentences</li> <li>• Reading principles, such as               <ul style="list-style-type: none"> <li>– Pronunciation of initial and final consonants</li> <li>– Stress patterns in words and word groups</li> <li>– Intonation in sentence</li> </ul> </li> </ul>

Level	Indicator	Core Learning Contents
Grade 2	3. Select pictures that match the meaning of words, word groups, and sentences heard	<ul style="list-style-type: none"> <li>• Vocabulary, word groups, and simple sentences related to: self, family, school, immediate environment, food, drinks, and recreational activities</li> <li>• Accumulated vocabulary range: approximately 250–300 <b>concrete</b> words</li> </ul>
	4. Answer questions based on listening to simple sentences, conversations, or stories with illustrations	<ul style="list-style-type: none"> <li>• Simple sentences, illustrated conversations, or short stories</li> <li>• Types of questions and answers:               <ul style="list-style-type: none"> <li>– Yes/No Questions, e.g.: Is this/that a/an...? — Yes, it is. / No, it isn't.</li> </ul> </li> </ul>
Grade 3	1. Follow commands and requests heard or read	<ul style="list-style-type: none"> <li>• Common classroom commands and requests, such as:               <ul style="list-style-type: none"> <li>– Commands: Give me a/an..., Draw and color the picture., Put a/an...in/on/under a/an..., Don't eat in class., etc.</li> <li>– Requests: Please take a queue., Take a queue, please., Don't make a loud noise, please., Please don't make a loud noise., Can you help me, please? etc.</li> </ul> </li> </ul>
	2. Read aloud words, spell words, read word groups, simple sentences, and chants correctly according to reading principles	<ul style="list-style-type: none"> <li>• Words, word groups, simple sentences, chants, spelling, and dictionary use</li> <li>• Reading principles, such as:               <ul style="list-style-type: none"> <li>– Pronunciation of initial and final consonants</li> <li>– Stress patterns in words and word groups</li> <li>– Intonation in sentences</li> </ul> </li> </ul>

Level	Indicator	Core Learning Contents
Grade 3	3. Choose or identify pictures or symbols that correspond to the meaning of word groups and sentences heard	Single Words, Phrases, Sentences, Symbols, and Their Meanings concerning oneself, family, school, immediate environment, food, drinks, and recreational activities, forming a cumulative vocabulary bank of approximately 350–450 concrete words.
	4. Answer questions based on listening to or reading simple sentences, dialogues, or short stories	<ul style="list-style-type: none"> <li>• Simple sentences, dialogues, or stories with illustrations</li> <li>• Question and answer structures, e.g.: Is/Are/Can...? — Yes,... is/are/can. / No,... isn't/aren't/can't., etc. – Wh- Questions, such as: How many...? — There is/are... Where is/are...? — It is in/on/under... / They are...</li> </ul>
Grade 4	1. Follow simple commands, requests, and instructions heard or read	<ul style="list-style-type: none"> <li>• Commands and requests commonly used in the classroom, and instructions related to playing games, drawing, cooking, and making drinks – Commands: Look at the..., ...here/over there., Say it again., Read and draw., Put a/an...in/on/under a/an..., Don't go over there., etc. – Sequence markers: First,... Second,... Then,... Finally,..., etc. – Vocabulary related to games: Start., My turn., Your turn., Roll the dice., Count the number., Finish.</li> </ul>

Level	Indicator	Core Learning Contents
Grade 4		<ul style="list-style-type: none"> <li>– Instructions: You should read every day., Think before you speak.</li> <li>– Requests: Please take a queue., Take a queue, please., Can you help me, please? etc.</li> </ul>
	2. Read aloud words, spell words, read word groups, simple sentences, short passages, and chants correctly according to reading principles	<ul style="list-style-type: none"> <li>• Words, word groups, sentences, short passages, chants, and spelling</li> <li>• Use of dictionaries</li> <li>• Reading principles, such as:               <ul style="list-style-type: none"> <li>– Pronunciation of initial and final consonants</li> <li>– Stress patterns in words and word groups</li> <li>– Intonation in sentences</li> </ul> </li> </ul>
	3. Choose or identify pictures, symbols, or signs that correspond to the meaning of short sentences and passages heard or read	<ul style="list-style-type: none"> <li>• Word groups, simple sentences, symbols, signs, and meanings related to: self, family, school, environment, food and drinks, leisure and recreation, health and welfare, shopping, and weather</li> <li>• Accumulated vocabulary range: approximately 550–700 <b>concrete and abstract</b> words</li> </ul>
	4. Answer questions from listening to and reading simple sentences, dialogues, and stories	<ul style="list-style-type: none"> <li>• Sentences, dialogues, and stories with illustrations</li> <li>• Questions about main ideas (e.g., who did what, where)</li> <li>• Types of questions and answers:               <ul style="list-style-type: none"> <li>– Yes/No Questions: Is/Are/Can...? — Yes,... is/are/can. / No,... isn't/aren't/can't.</li> </ul> </li> </ul>

Level	Indicator	Core Learning Contents
Grade 4		<p>Do/Does/Can/Is/Are...? — Yes/No...</p> <p>– Wh- Questions:</p> <p>Who is/are...? — He/She is... / They are</p> <p>What...? / Where...? — It is... / They are...</p> <p>What...doing? — ...is/am/are...</p> <p>Or Questions:</p> <p>Is this/it a/an... or a/an...? — It is a/an...</p>
Grade 5	1. Follow simple commands, requests, and instructions heard and read	<ul style="list-style-type: none"> <li>• Common classroom commands and requests, use of gestures, and instructions related to playing games, drawing, cooking, and preparing drinks</li> <li>– Commands: Look at the... / here / over there., Say it again., Read and draw., Put a/an...in/on/under a/an..., Don't go over there., etc.</li> <li>– Requests: Please take a queue., Take a queue, please., Can/Could you help me, please?, etc.</li> <li>– Instructions: You should read every day., Think before you speak.</li> <li>• Game-related vocabulary: Start., My turn., Your turn., Roll the dice., Count the number., Finish.</li> <li>• Sequencing words: First,... Second,... Next,... Then,... Finally,...</li> </ul>



Level	Indicator	Core Learning Contents
Grade 5	2. Read aloud sentences, passages, and short poems correctly according to reading principles	<ul style="list-style-type: none"> <li>• Sentences, passages, and short poems</li> <li>• Use of dictionaries</li> <li>• Reading principles, such as:               <ul style="list-style-type: none"> <li>– Pronunciation of initial and final consonants</li> <li>– Stress patterns in words and word groups</li> <li>– Intonation in sentences</li> <li>– Linking sounds within sentences</li> <li>– Rhythmic reading of poems</li> </ul> </li> </ul>
	3. Identify or draw pictures, symbols, or signs that correspond to the meaning of short sentences and passages heard	<ul style="list-style-type: none"> <li>• Word groups, compound sentences, passages, symbols, signs, and meanings related to: self, family, school, environment, food, drinks, leisure and recreation, health and welfare, shopping, and weather</li> <li>• Accumulated vocabulary range: approximately 750–950 <b>concrete and abstract</b> words</li> </ul>
	4. Identify main ideas and answer questions from listening to and reading simple dialogues, stories, or short passages	<ul style="list-style-type: none"> <li>• Sentences, dialogues, short stories, or simple narratives</li> <li>• Questions about main ideas, such as: who, what, where, when</li> <li>• Types of questions and answers:               <ul style="list-style-type: none"> <li>- Yes/No Questions: Is/Are/Can...?</li> <li>- Yes,... is/are/can.</li> <li>- No,... isn't/aren't/can't.</li> </ul> </li> </ul>

Level	Indicator	Core Learning Contents
Grade 5		<p>Do/Does/Can/Is/Are...?</p> <p>- Yes/No...,</p> <p>- Wh - Questions:</p> <p>Who is/are...? - He/ She is... / They are...</p> <p>What...? / Where...? - It is... / They are...</p> <p>What...doing? - ...is/am/are...</p> <p>- Or- Questions:</p> <p>Is this/it a/an... or a/an...? - It is a/an...</p>
Grade 6	1. Follow commands, requests, and instructions heard and read	<ul style="list-style-type: none"> <li>• Commands, requests, gestures, and instructions related to playing games, drawing, cooking and making drinks, and crafting</li> <li>- Commands: Look at the... / here / over there., Say it again., Read and draw., Put a/an...in/on/under a/an..., Don't go over there., etc.</li> <li>- Requests: Please look up the meaning in a dictionary., Look up the meaning in a dictionary, please., Can/Could you help me, please?, etc.</li> <li>- Instructions: You should read every day., Think before you speak.</li> <li>• Vocabulary used in games: Start., My turn., Your turn., Roll the dice., Count the number., Finish</li> <li>• Sequence markers: First,... Second,... Next,... Then,... Finally,....</li> </ul>

Level	Indicator	Core Learning Contents
Grade 6	2. Read aloud passages, short stories, and poems correctly according to reading principles	<ul style="list-style-type: none"> <li>• Passages, stories, and short poems</li> <li>• Use of dictionaries</li> <li>• Reading principles, such as               <ul style="list-style-type: none"> <li>- Pronunciation of initial and final consonants</li> <li>- Stress patterns in words and word groups</li> <li>- Intonation in sentences</li> <li>- Linking sounds within texts</li> <li>- Reading poems rhythmically</li> </ul> </li> </ul>
	3. Choose or identify sentences or short messages that correspond to pictures, symbols, or signs read	<ul style="list-style-type: none"> <li>• Sentences or short messages, symbols, signs, and meanings related to: self, family, school, environment, food, drinks, leisure and recreation, health and welfare, shopping, and weather</li> <li>• Accumulated vocabulary range: approximately 1,050–1,200 <b>concrete and abstract</b> words</li> </ul>
	4. Identify main ideas and answer questions from listening to and reading simple dialogues, fables, and narratives	<ul style="list-style-type: none"> <li>• Sentences, dialogues, fables, or short narratives</li> <li>• Questions regarding the main ideas: who, what, where, when, how, why</li> <li>• Types of questions and answers:               <ul style="list-style-type: none"> <li>- Yes/No Questions, e.g.: Is/Are/Can...?</li> <li>- Yes,... is/are/can. / No,... isn't/aren't/can't.</li> <li>Do/Does/Can/Is/Are...? - Yes/No..., etc.</li> <li>- Wh - Questions, e.g.: Who is/are...? - He/She is... / They are...</li> </ul> </li> </ul>

Level	Indicator	Core Learning Contents
Grade 6		What...? / Where...? - It is... / They are... What...doing? - ...is/am/are... - Or- Questions, e.g.: Is this/it a/an... or a/an...? - It is a/an... Is/Are/Was/Were/Did... or ...?, etc.

**Strand 1** Language for Communication

**Standard FL1.2** Possess language communication skills to exchange information, express feelings, and share opinions effectively.

Level	Indicator	Core Learning Contents
Grade 1	1. Respond using short, simple phrases for interpersonal communication based on listening models.	<ul style="list-style-type: none"> <li>Sample dialogues for greetings, farewells, thanking, apologizing, and self-introduction such as:                Hi / Hello / Good morning / Good afternoon / Good evening / I am... / Goodbye / Bye / Thank you / I am sorry, etc.</li> </ul>
	2. Follow simple classroom commands based on listening models.	<ul style="list-style-type: none"> <li>Examples: Stand up / Sit down / Be quiet / Open your book / Listen / Raise your hand, etc.</li> </ul>
	3. Express simple personal needs based on listening models.	<ul style="list-style-type: none"> <li>Vocabulary, expressions, and sentences for expressing needs, such as: I want... / Please... / I need... / Can I have...? etc.</li> </ul>
	4. Ask for and provide simple personal information based on listening models.	<ul style="list-style-type: none"> <li>Vocabulary, expressions, and sentences to request and give personal information, such as:                What's your name? / My name is... / I am... / How are you? / I am fine, etc.</li> </ul>

Level	Indicator	Core Learning Contents
Grade 2	1. Respond using short, simple phrases in interpersonal communication based on listening models.	<ul style="list-style-type: none"> <li>Sample dialogues used for greetings, farewells, thanking, apologizing, and self-introduction, such as: Hi / Hello / Good morning / Good afternoon / Good evening / How are you? / I'm fine. / I am... / Goodbye / Bye / Thank you / I am sorry, etc.</li> </ul>
	2. Follow simple classroom commands and polite requests based on listening models.	<ul style="list-style-type: none"> <li>Examples: Please stand up / Sit down, please / Close your book / May I go out? / Can I borrow a pencil? etc.</li> </ul>
	3. Express simple personal needs based on listening models.	<ul style="list-style-type: none"> <li>Vocabulary, expressions, and short sentences for expressing personal needs, such as: I want... / I need... / Please give me..., etc.</li> </ul>
	4. Ask for and provide simple personal information based on listening models.	<ul style="list-style-type: none"> <li>Vocabulary, expressions, and sentences for asking and giving personal information, such as: What's your name? / My name is... / I am... / How are you? / I am fine, etc.</li> </ul>
Grade 3	1. Respond using short, simple phrases in interpersonal communication based on listening models.	<ul style="list-style-type: none"> <li>Sample conversations for greetings, farewells, thanking, apologizing, and self-introduction, such as: Hi / Hello / Good morning / Good afternoon / Good evening / I am sorry / How are you? / I'm fine / Thank you.</li> </ul>

Level	Indicator	Core Learning Contents
Grade 3		And you? / Nice to see you / Nice to see you too / Goodbye / Bye / See you soon / See you later / Thanks / Thank you very much / You're welcome, etc.
	2. Follow simple classroom commands and polite requests based on listening models.	• Examples: Please open your book / Listen carefully / Be quiet / May I go to the toilet? / May I come in? etc.
	3. Express simple personal needs based on listening models.	• Vocabulary, phrases, and short sentences to express personal needs, such as: Please... / May I go out? / May I come in? / I want to play / I need help, etc.
	4. Ask for and provide simple personal information about oneself and friends based on listening models.	• Examples: What's your name? – My name is... How are you? – I am fine. What time is it? – It is one o'clock. What is this? – It is a/an... How many...are there? – There is a/an... / There are... Who is...? – He / She is...
Grade 4	1. Speak and write to communicate in interpersonal situations.	• Sample dialogues and expressions for greetings, farewells, thanking, apologizing, polite interruptions, self-introductions, introducing friends and family, and polite responses. Example language: Hi / Hello / Good morning / Good afternoon / Good evening / How are you? / I'm fine, thank you. And you? / I

Level	Indicator	Core Learning Contents
Grade 4		am sorry / Hello, I am... / This is my sister. Her name is... / Nice to see you. / Nice to see you too. / Goodbye / Bye / See you soon / See you later / Thanks / Thank you very much / You're welcome / It's OK, etc..
	2. Follow and use simple commands, requests, and permission-seeking expressions.	<ul style="list-style-type: none"> <li>Classroom language and polite phrases, such as: Please sit down / Be quiet / May I go out? / May I borrow your pencil? etc.</li> </ul>
	3. Speak or write to express needs and ask for help in simple situations.	<ul style="list-style-type: none"> <li>Vocabulary and phrases used to express wants and ask for assistance, such as: I want... / Please help me. / Help me! / I need your help. / May I...?, etc.</li> </ul>
	4. Speak or write to ask for and give information about oneself, friends, and family.	<ul style="list-style-type: none"> <li>Phrases used to talk about familiar topics, including people and objects: What's your name? – My name is... What time is it? – It is one o'clock. What is this? – It is a/an... How many...are there? – There is a/an... / There are...Where is the...? – It is in/on/under...</li> </ul>
	5. Express feelings about familiar topics or activities in spoken or written form.	<ul style="list-style-type: none"> <li>Example expressions to describe emotions and preferences: I like... / He likes... / They don't like... / She doesn't love... / I feel happy / We feel sad / You feel excited, etc.</li> </ul>
	6. Speak or write to express needs and ask for help in simple situations.	<ul style="list-style-type: none"> <li>Vocabulary and phrases used to express wants and ask for assistance,</li> </ul>

Level	Indicator	Core Learning Contents
		such as: I want... / Please help me. / Help me! / I need your help. / May I...?,
Grade 5	1. Speak and write to communicate in interpersonal situations.	<ul style="list-style-type: none"> <li>• Sample dialogues and expressions for greetings, farewells, thanking, apologizing, giving compliments, polite interruptions, self-introductions, introducing friends or family members, and appropriate responses.</li> <li>• Example language: Hi / Hello / Good morning / Good afternoon / Good evening / I am sorry / How are you? / I'm fine, thank you. And you? / I am... / This is my sister. Her name is... / Nice to see you / See you soon / later / Good! / Very good! / Thank you / Thank you very much / You're welcome / It's OK, etc.</li> </ul>
	2. Follow and use simple commands, requests, permission-seeking expressions, and short advice.	<ul style="list-style-type: none"> <li>• Includes classroom instructions or daily life language with 1–2 step directions.</li> <li>Example: Please open your book. / May I go out? / Don't forget your homework. / Be careful!</li> </ul>
	3. Speak or write to express needs, ask for help, accept or refuse assistance in simple situations.	<ul style="list-style-type: none"> <li>• Vocabulary and sentence structures used to express wants, make requests, accept, or decline help. Example language: Please... / May I...? / I need... / Help me! / Can you...? / Yes, I can. / No, I can't. / Sorry, I can't.</li> </ul>



Level	Indicator	Core Learning Contents
Grade 5	4. Speak or write to ask for and give information about oneself, friends, family, and familiar topics.	<ul style="list-style-type: none"> <li>Questions and answers to share or request basic information.</li> </ul> <p>Example language:</p> <p>What do you do? – I’m a/an...</p> <p>What is he/she? – He/She is a/an...</p> <p>How old/tall are you? – I am...</p> <p>Is/Are/Can...or...?</p> <p>– Yes, he can / No, she can’t</p> <p>Is/Are...going to...or...?</p> <p>– They are going to...</p>
	5. Speak or write to express feelings and opinions about familiar topics or activities, giving short reasons.	<ul style="list-style-type: none"> <li>Language for expressing emotions and giving simple reasons.</li> </ul> <p>Example language:</p> <p>I’m happy / sad / hungry / excited</p> <p>I like football because it’s fun.</p> <p>He loves pizza because it’s delicious.</p> <p>We don’t like snakes because they are scary.</p> <p>She feels tired because she ran fast.</p>
Grade 6	1. Speak and write to communicate in interpersonal situations.	<ul style="list-style-type: none"> <li>Sample dialogues and expressions for greetings, farewells, thanking, apologizing, giving compliments, polite interruptions, introductions of self, friends, and family members, and appropriate responses.</li> </ul> <p>Example language:</p> <p>Hi / Hello / Good morning / Good afternoon / Good evening / I am sorry / How are you? / I’m fine / Very well, thank you. And you? / I am... / This is</p>

Level	Indicator	Core Learning Contents
Grade 6		my sister. Her name is... / Nice to see you / Nice to see you too / Goodbye / Bye / See you soon / later / Great! / Good! / Very good! / Thank you / Thank you very much / You're welcome / It's OK / That's OK / That's all right / Not at all / Don't worry / Never mind / Excuse me / Excuse me, Sir / Miss / Madam, etc.
	2. Follow and use commands, requests, and short advice.	<ul style="list-style-type: none"> <li>Includes classroom or daily instructions and advice with 2–3 steps.</li> </ul> <p>Example:</p> <p>Please take out your book and turn to page 10. / Don't forget to bring your homework and pencil. / Wash your hands before eating.</p>
	3. Speak or write to express needs, ask for help, accept and refuse help in simple situations.	<ul style="list-style-type: none"> <li>Vocabulary and expressions for making requests and responding.</li> </ul> <p>Example language:</p> <p>Please... / May I...? / I need... / Help me! / Can you...? / Could you...? / Yes, of course. / Sorry, I can't.</p>
	4. Speak and write to ask for and give information about oneself, friends, family, and familiar topics.	<ul style="list-style-type: none"> <li>Vocabulary and sentence structures for giving and requesting personal or related information.</li> </ul> <p>Example language:</p> <p>What do you do? → I'm a/an...</p> <p>What is she/he? → She/He is a/an...</p> <p>How old/tall are you? → I'm...</p> <p>Is/Are/Can...or...? → Yes... / No...</p>

Level	Indicator	Core Learning Contents
Grade 6		Is/Are...going to...or...? → They are going to...
	5. Speak and write to express feelings about familiar topics or activities, with short reasons.	<ul style="list-style-type: none"> <li>• Language for showing emotions, opinions, and short explanations. Example language: I'm happy / sad / tired / excited. He is hungry / She is beautiful / It tastes sweet. I like cartoons because they're funny. We don't like loud music because it's noisy. She feels sad because she lost her doll.</li> </ul>

**Strand 1** Language for Communication

**Standard F.L. 1.3** Present information, concepts, and opinions through speaking and writing.

Level	Indicator	Core Learning Contents
Grade 1	1. Speak to provide information about oneself and familiar topics.	<ul style="list-style-type: none"> <li>• Words and sentences used to talk about oneself, close persons, and familiar topics such as name, age, body shape, height, objects (numbers 1–20), colors, sizes, and the location of objects.</li> </ul>
Grade 2	1. Speak to provide information about oneself and familiar topics.	<ul style="list-style-type: none"> <li>• Words and sentences used to talk about oneself, close persons, and familiar topics such as name, age, body shape, height, objects (numbers 1–30), colors, sizes, and the location of objects.</li> </ul>

Level	Indicator	Core Learning Contents
Grade 3	1. Speak to provide information about oneself and familiar topics.	• Words and sentences used to talk about oneself, close persons, and familiar topics such as name, age, body shape, height, objects (numbers 1–50), colors, sizes, and object locations.
	2. Classify words by categories of people, animals, and things based on listening or reading.	• Vocabulary and phrases related to people, animals, and objects, e.g., identifying or linking pictures and words using diagrams, charts, or maps.
Grade 4	1. Speak and write to provide information about oneself and familiar topics.	• Sentences and expressions used to talk about oneself, people, animals, and familiar things, e.g., name, age, colors, size, shape, objects (numbers 1–100), days, months, years, seasons, and punctuation.
	2. Speak or draw to show relationships among familiar items based on listening or reading.	• Words and phrases related to familiar things, e.g., identifying and connecting pictures and words using visual organizers like charts, diagrams, or maps.
	3. Express simple opinions about familiar topics.	• Sentences used to express opinions about familiar activities and topics.
Grade 5	1. Speak and write to provide information about oneself and familiar topics.	• Sentences and texts used to give information about people, animals, places, and activities, e.g., personal data, numbers (1–500), ordinal numbers, days, months, years, seasons, time, weather, emotions, colors, sizes, shapes, locations, and punctuation.

Level	Indicator	Core Learning Contents
Grade 5	2. Write diagrams, mind maps, and charts to represent information heard or read.	• Words, phrases, and sentences that represent meaning through diagrams, mind maps, charts, and tables.
	3. Express opinions about familiar topics.	• Sentences used to express personal opinions about familiar topics or activities.
Grade 6	1. Speak and write to provide information about oneself, friends, and the nearby environment.	• Sentences and texts used to describe oneself, daily routines, friends, and the surrounding environment, e.g., personal data, objects (numbers 1–1,000), ordinal numbers, days, months, years, seasons, time, activities, colors, sizes, shapes, object locations, basic directions, weather, emotions, and punctuation.
	2. Write diagrams, mind maps, charts, and tables to present information from listening or reading.	• Words, phrases, and sentences related to visual data presentation using images, diagrams, charts, and tables.
	3. Speak or write to express opinions about familiar topics.	• Sentences used to express personal opinions.

**Strand 2** Language and Culture

**Standard F.L.2.1** Understand the relationship between language and the culture of native speakers and use the language appropriately in different social contexts.

Level	Indicator	Core Learning Contents
Grade 1	1. Speak and use gestures in accordance with the culture of native speakers.	<ul style="list-style-type: none"> <li>• Cultural practices of native speakers such as using facial expressions and gestures when introducing oneself, shaking hands, waving, expressing acceptance or refusal.</li> </ul>
	2. Name and say vocabulary related to major festivals of native speakers.	<ul style="list-style-type: none"> <li>• Vocabulary related to important festivals such as Christmas, New Year's Day, and Valentine's Day.</li> </ul>
	3. Participate in age-appropriate language and cultural activities.	<ul style="list-style-type: none"> <li>• Language and cultural activities such as playing games, singing songs, storytelling with actions, celebrating Christmas, New Year's Day, and Valentine's Day.</li> </ul>
Grade 2	1. Speak and use gestures in accordance with the culture of native speakers.	<ul style="list-style-type: none"> <li>• Cultural practices of native speakers such as using facial expressions and gestures when introducing oneself, shaking hands, waving, expressing acceptance or refusal.</li> </ul>
	2. Name and say vocabulary related to major festivals of native speakers.	<ul style="list-style-type: none"> <li>• Vocabulary related to important festivals such as Christmas, New Year's Day, and Valentine's Day.</li> </ul>
Grade 2	3. Participate in age-appropriate language and cultural activities.	<ul style="list-style-type: none"> <li>• Activities such as games, songs, storytelling with actions, and festivals like Christmas, New Year's Day, and Valentine's Day.</li> </ul>

Level	Indicator	Core Learning Contents
Grade 3	1. Speak and use gestures appropriately according to the social manners and culture of native speakers.	• Social manners and cultural behaviors such as saying thank you, apologizing, using facial expressions and gestures when introducing oneself, shaking hands, waving, expressing acceptance or refusal.
	2. Name and say simple vocabulary related to festivals, special days, celebrations, and lifestyle of native speakers.	• Vocabulary related to festivals and lifestyle such as Christmas, New Year's Day, Valentine's Day, clothing, food, and drinks.
	3. Participate in age-appropriate language and cultural activities.	• Activities such as games, songs, storytelling with actions, and celebrating festivals.
Grade 4	1. Speak and use polite gestures according to the social manners and culture of native speakers.	• Cultural manners such as saying thank you, apologizing, using gestures, showing likes/dislikes, acceptance or refusal
	2. Answer questions about festivals, celebrations, and daily life of native speakers.	• Vocabulary and information about Christmas, New Year's Day, Valentine's Day, clothing, seasons, food, and beverages.
	3. Participate in age-appropriate language and cultural activities.	• Activities such as games, songs, storytelling, and role-playing during major festivals.
Grade 5	1. Use polite words, tone, and gestures according to the social manners and culture of native speakers.	• Using polite expressions, gestures, greetings, and appropriate emotional responses.

Level	Indicator	Core Learning Contents
Grade 5	2. Answer questions or explain the significance of festivals, special days, and lifestyle of native speakers.	<ul style="list-style-type: none"> <li>• Information about festivals like Christmas, New Year's Day, and Valentine's Day; also includes clothing, seasons, food, and beverages.</li> </ul>
	3. Participate in language and cultural activities of interest.	<ul style="list-style-type: none"> <li>• Activities such as games, songs, storytelling, and role-playing related to Thanksgiving, Christmas, New Year's Day, and Valentine's Day.</li> </ul>
Grade 6	1. Use polite language, tone, and gestures appropriately according to the social manners and culture of native speakers.	<ul style="list-style-type: none"> <li>• Using culturally appropriate words, expressions, and gestures such as saying thank you, apologizing, greetings, expressing preferences, giving blessings, and expressing acceptance or refusal.</li> </ul>
	2. Give information about festivals, special days, celebrations, and lifestyle of native speakers.	<ul style="list-style-type: none"> <li>• Information and significance of Christmas, New Year's Day, Valentine's Day; seasonal clothing, food, and beverages.</li> </ul>
	3. Participate in language and cultural activities of interest.	<ul style="list-style-type: none"> <li>• Activities such as games, songs, storytelling, and role-playing related to Thanksgiving, Christmas, New Year's Day, and Valentine's Day.</li> </ul>



**Strand 2** Language and Culture

**Standard F.L.2.2** Understand similarities and differences between the language and culture of native speakers and that of Thai language and culture, and apply them appropriately.

Level	Indicator	Core Learning Contents
Grade 1	1. Identify letters and their sounds in both the foreign language and Thai.	• Letters and sounds of the foreign language and Thai.
Grade 2	2. Identify letters and their sounds in both the foreign language and Thai.	• Letters and sounds of the foreign language and Thai.
Grade 3	3. State the differences in sounds, words, phrases, and simple sentences between the foreign language and Thai.	• Differences in sounds, words, phrases, and sentences between the foreign language and Thai.
Grade 4	1. Describe the differences in sounds, words, phrases, sentences, and short texts between the foreign language and Thai..	• Differences in sounds, words, phrases, and sentences between the foreign language and Thai.
	2. State the similarities and/or differences between festivals and celebrations of the native culture and Thai culture.	• Similarities and differences between festivals and celebrations in native and Thai cultures.
Grade 5	1. Describe the similarities and/or differences in sentence pronunciation, punctuation, and word order in sentence structures between the foreign language and Thai.	• Similarities and differences in sentence types, punctuation usage, and sentence structure between the foreign language and Thai.
	2. State the similarities and/or differences between festivals and celebrations in the native culture and Thai culture.	• Similarities and differences between festivals and celebrations in native and Thai cultures.

Level	Indicator	Core Learning Contents
Grade 6	1. Describe the similarities and/or differences in sentence pronunciation, punctuation, and word order in sentence structures between the foreign language and Thai.	<ul style="list-style-type: none"> <li>• Similarities and differences in sentence types, punctuation usage, and sentence structure between the foreign language and Thai.</li> </ul>
	2. Compare the similarities and differences between festivals, celebrations, and traditions of the native culture and Thai culture.	<ul style="list-style-type: none"> <li>• Comparison of similarities and differences in festivals, celebrations, and traditions between the native culture and Thai culture.</li> </ul>

**Strand 3** Language and Its Relationship with Other Learning Areas

**Standard F.L.3.1** Use a foreign language to connect knowledge across other learning areas as a foundation for further learning, knowledge-seeking, and broadening one's worldview.

Level	Indicator	Core Learning Contents
Grade 1	1. State vocabulary related to other learning areas.	<ul style="list-style-type: none"> <li>• Vocabulary related to other learning areas.</li> </ul>
Grade 2	1. State vocabulary related to other learning areas.	<ul style="list-style-type: none"> <li>• Vocabulary related to other learning areas.</li> </ul>
Grade 3	1. State vocabulary related to other learning areas.	<ul style="list-style-type: none"> <li>• Vocabulary related to other learning areas.</li> </ul>
Grade 4	1. Research and gather vocabulary related to other learning areas and present it through speaking or writing.	<ul style="list-style-type: none"> <li>• Researching, gathering, and presenting vocabulary related to other learning areas.</li> </ul>
Grade 5	1. Research and gather vocabulary related to other learning areas and present it through speaking or writing.	<ul style="list-style-type: none"> <li>• Researching, gathering, and presenting vocabulary related to other learning areas.</li> </ul>

Level	Indicator	Core Learning Contents
Grade 6	Research and gather vocabulary related to other learning areas from various sources and present it through speaking or writing	<ul style="list-style-type: none"> <li>Researching, gathering, and presenting vocabulary related to other learning areas.</li> </ul>

**Strand 4** Language and Its Relationship with Community and the World

**Standard F.L.4.1** Use a foreign language in various situations in school, community, and society.

Level	Indicator	Core Learning Contents
Grade 1	1. Listen and speak in simple classroom situations.	<ul style="list-style-type: none"> <li>Using language to listen and speak in simple classroom situations.</li> </ul>
Grade 2	1. Listen and speak in simple classroom situations.	<ul style="list-style-type: none"> <li>Using language to listen and speak in simple classroom situations.</li> </ul>
Grade 3	1. Listen and speak in simple classroom situations.	<ul style="list-style-type: none"> <li>Using language to listen and speak in simple classroom situations.</li> </ul>
Grade 4	1. Listen and speak/read in classroom and school-related situations.	<ul style="list-style-type: none"> <li>Using language to listen, speak, and read in classroom and school-related situations.</li> </ul>
Grade 5	1. Listen, speak, read, and write in various situations occurring in the classroom and school.	<ul style="list-style-type: none"> <li>Using language to listen, speak, read, and write in various situations occurring in the classroom.</li> </ul>
Grade 6	1. Use language to communicate in various situations in the classroom and school.	<ul style="list-style-type: none"> <li>Using language to communicate in various situations in the classroom and school.</li> </ul>

**Strand 4** Language and Its Relationship with Community and the World

**Standard F.L.4.2** Use a foreign language as a basic tool for further education, future careers, and sharing knowledge with the global society.

Level	Indicator	Core Learning Contents
Grade 1	1. Use a foreign language to collect vocabulary related to the immediate environment.	<ul style="list-style-type: none"> <li>Using a foreign language to collect vocabulary related to the immediate environment from various media..</li> </ul>
Grade 2	1. Use a foreign language to collect vocabulary related to the immediate environment.	<ul style="list-style-type: none"> <li>Using a foreign language to collect vocabulary related to the immediate environment from various media.</li> </ul>
Grade 3	1. Use a foreign language to collect vocabulary related to the immediate environment.	<ul style="list-style-type: none"> <li>Using a foreign language to collect vocabulary related to the immediate environment from various media.</li> </ul>
Grade 4	1. Use a foreign language to search for and collect various types of information.	<ul style="list-style-type: none"> <li>Using a foreign language to search for and collect vocabulary related to the immediate environment from media and various learning sources.</li> </ul>
Grade 5	1. Use a foreign language to search for and collect various types of information.	<ul style="list-style-type: none"> <li>Using a foreign language to search for and collect vocabulary related to the immediate environment from media and various learning sources.</li> </ul>
Grade 6	1. Use a foreign language to search for and collect various types of information.	<ul style="list-style-type: none"> <li>Using a foreign language to search for and collect vocabulary related to the immediate environment from media and various learning sources.</li> </ul>

school curriculum  
structure

## Structure and Time Rate of Learning Management (Regular Classroom, Academic Year 2025)

## Baan SankamphaengSchool Educational Institution Curriculum, 2025

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
science and technology	80	80	80	120	120	120
Social Studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
foreign language	120	120	120	120	120	120
Total class time (basic)	840	840	840	840	840	840
additional courses	120	120	120	80	80	80
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	40
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
<b>Extra-curricular activities</b>	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	80	80	80
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
<b>total study time</b>	<b>1,200 hours/year</b>					

## school curriculum structure (regular classroom, academic year 2025)

## Grade 1

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
ว 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (regular classroom, academic year 2025)

## Grade 2

course/activity	Study time (hours/year)
basic course	840
ท 12101 Thai language	200
ค 12101 Mathematics	200
ว 12101 Science and Technology	80
ส 12101 Social Studies, Religion and Culture	40
ส 12102 History	40
พ 12101 Health and Physical Education	80
ศ 12101 art	40
ง 12101 Occupation	40
อ 12101 English	120
additional courses	120
จ 12201 Chinese	40
อ 12202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1,200 hours/year



## school curriculum structure (regular classroom, academic year 2025)

## Grade 3

course/activity	Study time (hours/year)
basic course	840
ท 13101 Thai language	200
ค 13101 Mathematics	200
ว 13101 Science and Technology	80
ส 13101 Social Studies, Religion and Culture	40
ส 13102 History	40
พ 13101 Health and Physical Education	80
ศ 13101 art	40
ง 13101 Occupation	40
อ 13101 English	120
additional courses	120
EG 13201 Chinese	40
EG 13202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1,200 hours/year

## school curriculum structure (regular classroom, academic year 2025)

## Grade 4

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion, and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art.	40
OT 14101 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (regular classroom, academic year 2025)

## Grade 5

Course / Activity	Study time ( hrs./ year )
<b>Basic course</b>	<b>840</b>
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social Studies, Religion, and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 Art	40
OT 15101 Occupations and Technology	40
FO 15101 English	120
<b>Additional courses</b>	<b>80</b>
I 15201 Knowledge Inquiry	40
CH 15202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1, 200 hours/year</b>

## school curriculum structure (regular classroom, academic year 2025)

## Grade 6

Course / Activity	Study time ( hrs./ year )
<b>basic course</b>	<b>840</b>
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social Studies, Religion, and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR16101 Art	40
OT 16101 Occupations and Technology	40
FO 16101 English	120
<b>additional courses</b>	<b>80</b>
I 16201 Knowledge Inquiry	40
CH 16202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefits(To Be Edit)	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1,200 hours/year</b>

Structure and Time Rate of Learning Management (MEP classroom, Academic Year 2025)

Baan SankamphaengSchool Educational Institution Curriculum, 2025

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
science and technology	80	80	80	120	120	120
Social Studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
foreign language	120	120	120	120	120	120
Total class time (basic)	840	840	840	840	840	840
additional courses	120	120	120	80	80	80
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	40
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
<b>Extra-curricular activities</b>	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	40	40	40
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
Activities to promote English communication skills	-	-	-	40	40	40
<b>total study time</b>	<b>1,200 hours/year</b>					

## school curriculum structure (MEP classroom, academic year 2025)

## Grade 1

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
ฉ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (MEP classroom, academic year 2025)

## Grade 2

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
ฉ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (MEP classroom, academic year 2025)

## Grade 3

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	120
ฉ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year



## school curriculum structure (MEP classroom, academic year 2025)

## Grade 4

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion, and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art.	40
OT 14101 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote English communication skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (MEP classroom, academic year 2025)

## Grade 5

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion, and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art.	40
OT 14101 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote English communication skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (MEP classroom, academic year 2025)

## Grade 6

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion, and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art.	40
OT 14101 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote English communication skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

Structure and Time Rate of Learning Management (SME classroom, Academic Year 2025)

Baan SankamphaengSchool Educational Institution Curriculum, 2025

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
science and technology	80	80	80	120	120	120
Social Studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
foreign language	120	120	120	120	120	120
Total class time (basic)	840	840	840	840	840	840
additional courses	120	120	120	80	80	80
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	40
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
<b>Extra-curricular activities</b>	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	40	40	40
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
Activities to promote STEM skills	-	-	-	40	40	40
<b>total study time</b>	<b>1,200 hours/year</b>					

## school curriculum structure (SME classroom, academic year 2025)

## Grade 1

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
ว 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (SME classroom, academic year 2025)

## Grade 2

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
ว 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (SME classroom, academic year 2025)

## Grade 3

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
ว 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (MEP classroom, academic year 2025)

## Grade 4

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion, and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art.	40
OT 14101 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote STEM skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>



## school curriculum structure (MEP classroom, academic year 2025)

## Grade 5

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion, and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art.	40
OT 14101 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote STEM skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (MEP classroom, academic year 2025)

## Grade 6

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social Studies, Religion, and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art.	40
OT 14101 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote STEM skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

# Course description

## Course Description

**Basic English Course**

**Code : E11101**

**Grade 1**

**Time : 120 hours/Year**

Study and follow instructions; identify letters and their corresponding sounds; pronounce and spell simple words; choose images that match the meaning of words or word groups heard; read passages or illustrated stories; answer questions from listening; engage in short and simple interpersonal communication; understand and respond to classroom instructions; express personal needs; request and provide personal information about familiar topics. Perform actions and gestures according to the culture of native speakers; name vocabulary related to important festivals of native-speaking countries and ASEAN member countries in a global context. Listen and speak in simple situations; use the foreign language to collect vocabulary related to their immediate environment. Practice speaking, listening, reading, and writing skills through role-play and real-life experiences. Show interest in participating in language and cultural activities related to the ASEAN community and the global stage appropriate to their age. Communicate and live happily with others in society and develop a positive attitude towards learning English.

### **Total Learning Standards and Indicators: 16**

#### **Formative Indicators: 10**

FL 1.1 G1/1, G1/3

FL 1.2 G1/3, G1/4

FL 1.3 G1/1, G1/3

FL 2.1 G1/1, G1/2

FL 2.2 G1/1

FL 3.1 G1/1

#### **Summative Indicators: 6**

FL 1.1 G1/2, G1/4

FL 1.3 G1/1

FL 2.1 G1/3

FL 4.1 G1/1

FL 4.2 G1

## Course Description

**Basic English Course**

**Code : E12101**

**Grade 2**

**Time : 120 hours/Year**

Students practice following and responding to simple instructions and requests, recognizing English letters and their corresponding sounds, pronouncing words, spelling words and simple sentences accurately. They match words, word groups, and sentences heard with appropriate images. Students practice asking for and providing basic personal information accompanied by gestures in accordance with the culture of native English speakers. They learn to name and collect vocabulary related to familiar topics in their local context, ASEAN countries, other learning areas, and significant festivals of native speakers. Students follow and say simple commands and requests, identify letters and sounds, read words aloud, and spell simple sentences accurately. They provide or request information about themselves and gather basic vocabulary related to themselves, family, school, and nearby community, expanding to ASEAN and global contexts. Students respond to questions from simple sentences, conversations, or illustrated stories they hear. They participate in basic classroom interactions and enjoy engaging in language and cultural activities related to important local and international festivals. The course encourages curiosity, discipline, a positive attitude towards learning English, and age-appropriate confidence in self-expression. Students learn to live happily with others in society.

**Total Learning Standards and Indicators: 16**

**Formative Indicators: 10**

FL 1.1 G2/1, G2/3

FL 1.2 G2/1, G2/2, G2/3, G2/4

FL 2.1 G2/1, G2/2

FL 2.2 G2/1

FL 3.1 G2/1

**Summative Indicators: 6**

FL 1.1 G2/2, G2/4

FL 1.3 G2/1

FL 2.1 G2/3

FL 4.1 G2/1

FL 4.2 G2

## Course Description

**Basic English Course**

**Code : E13101**

**Grade 3**

**Time : 120 hours/Year**

Students will study and practice using simple classroom instructions and requests, basic pronunciation principles, and the ability to identify or select words, word groups, single sentences, images, symbols, and rhythmic chants. They will also practice spelling, using dictionaries, and understanding vocabulary related to themselves, their family, school, local environment, food, beverages, recreational activities, ASEAN member countries, and ASEAN national flags. Learners will answer questions based on simple sentences, dialogues, or illustrated stories, and practice short interpersonal communication involving ASEAN contexts. They will listen and speak in everyday classroom situations and learn conversations used in greetings, farewells, expressing thanks, apologies, introducing themselves, and common expressions used to state needs and give or request information about themselves, friends, familiar people, and daily topics. They will also express feelings related to people, animals, and objects, and match images with corresponding words or word groups using visual aids such as pictures, charts, diagrams, and mind maps. Students will learn social etiquette, cultural practices of native English speakers, including body language, gestures, responses, or refusals. Vocabulary related to festivals, important days, celebrations, and lifestyles of native speakers will also be studied. Learners will explore differences in sounds, words, and sentence structures between English and Thai. They will also acquire vocabulary connected to other subject areas, and use English to gather vocabulary relevant to themselves and ASEAN member countries through various media. Students will develop skills in listening, speaking, reading aloud, and writing words, phrases, and sentences. They will apply thinking processes to explore knowledge, conduct dictionary-based searches, and use other learning resources. Participation in cultural events, festivals, and celebrations will help deepen their understanding of English communication and its practical application in daily life. This course fosters appreciation for language skills and their real-world application, encouraging students to use English in communication, build relationships with others, express opinions rationally, uphold ethics and desirable values, and live happily in society—as both responsible Thai citizens and global citizens. The goal is for learners to develop their knowledge and abilities in line with the following standard

**Total Learning Standards and Indicators: 18****Formative Indicators: 12**

FL 1.1 G3/1, G3/3

FL 1.2 G3/1, G3/2, G3/3, G3/4, G3/5

FL 1.3 G3/2

FL 2.1 G3/1, G3/2

FL 2.2 G3/1

FL 3.1 G3/1

**Summative Indicators: 6**

FL 1.1 G3/1, G3/2, G3/4

FL 2.1 G3/3

FL 4.1 G3/1

FL 4.2 G3/1

## Course Description

**Basic English Course**

**Code : E14101**

**Grade 4**

**Time : 120 hours/Year**

Students will study and practice conversations, following instructions, making simple requests and asking for permission. They will develop skills in speaking and writing vocabulary, idioms, sentences, and short texts, applying correct language principles. Students will learn to transfer information from images or symbols into sentences and short messages.

The course emphasizes training in listening, speaking, reading, and writing skills. Students will engage in conversations, exchanges, and information sharing about people and familiar objects, as well as expressing their own feelings and understanding body language. They will participate in language and cultural activities and conduct research using various community or local resources extending to ASEAN countries and the global context.

The objective is to nurture desirable learner attributes, knowledge, understanding, and communication skills. Students will develop positive attitudes toward learning English, appreciate the value of the language, and gain confidence in using it enjoyably. They will be able to apply their knowledge in everyday life and build a solid foundation for further learning, while living happily with others in society.

### **Total Learning Standards and Indicators: 20**

#### **Formative Indicators: 14**

FL 1.1 G4/1, G4/3, G4/4

FL 1.2 G4/2, G4/3, G4/4, G4/5

FL 1.3 G4/1, G4/2, G4/3

FL 2.2 G4/1, G4/2, G4/3

FL 4.2 G4/1

#### **Summative Indicators: 6**

FL 1.1 G4/2

FL 1.2 G4/1

FL 2.1 G4/1, G4/2

FL 3.1 G4/1

FL 4.1 G4/



## Course Description

**Basic English Course**

**Code : E15101**

**Grade 5**

**Time : 120 hours/Year**

Students will practice following instructions, making requests, giving advice, and asking for permission through listening and reading activities. They will read aloud vocabulary, texts, sentences, dialogues, short poems, simple stories, and short narratives. Students will speak and write to request information, provide information, and express opinions in interpersonal communication about themselves, friends, family, and familiar topics. Activities include identifying or drawing pictures, symbols, and signs that correspond to the meaning of short sentences and texts heard or read. Students will create diagrams, charts, and maps to present information from listening or reading materials, express needs, request assistance, and respond to offers of help in simple situations. Proper use of tone, gestures, social manners, and cultural etiquette of native speakers will be emphasized.

Students will compare and contrast English and Thai languages regarding sentence intonation, punctuation marks, and grammatical principles (sentence structure). They will also identify cultural similarities and differences between native speakers' cultures and local Thai cultures, especially within ASEAN countries and the global community, focusing on their influence on language use. Learning will involve listening, speaking, writing, communication, participation in activities, research, presentation, comparison, and adaptation of new knowledge.

The benefits of English communication will be highlighted in seeking knowledge, entertainment, and expression in various real and simulated contexts, including educational institutions, communities, and workplaces. Students will be encouraged to live harmoniously with others in age-appropriate, culturally sensitive manners, cultivating curiosity, perseverance, honesty, sufficiency economy principles, and respect for the nation, religion, monarchy, Thai identity, public spirit, local traditions, and culture—including local culinary practices.

**Total Learning Standards and Indicators: 20****Formative Indicators: 14**

FL 1.1 G5/1, G5/2, G5/3, G5/4

FL 1.2 G5/2, G5/3, G5/4

FL 1.3 G5/1, G5/2, G5/3

FL 2.1 G5/3

FL 2.2 G5/1, G5/2

FL 1.2 G5/1

**Summative Indicators: 6**

FL 1.1 G5/2

FL 1.2 G5/1

FL 2.1 G5/1, G5/2

FL 3.1 G5/1

FL 4.1 G5/1

## Course Description

**Basic English Course**

**Code : E16101**

**Grade 6**

**Time : 120 hours/Year**

Students will practice following instructions, requests, advice, and permissions through listening and reading activities. They will use language for communication in various situations, read aloud short texts matching pictures, symbols, and signs, and recognize countries in the ASEAN community. Students will interpret and summarize main ideas, answer questions, and express opinions during reading activities. They will use spoken and written language to request and provide information about themselves, friends, family, and familiar topics, engaging in interpersonal communication to express needs, request and offer help, accept or decline assistance, and convey feelings and opinions with brief reasons. Students will create diagrams, charts, and tables to present information. They will use appropriate expressions and idioms for interaction according to native speakers' cultural norms. They will show interest in and participate in activities related to traditions, festivals, and celebrations in native cultures.

Students will identify similarities and differences between English and Thai regarding sentence intonation, punctuation, and grammatical rules (sentence structure). They will also describe similarities and differences between native cultures and Thai local cultures, as well as ASEAN countries in the global community, focusing on their influence on language use. Learning will involve developing skills in listening, speaking, writing, communication, participation in activities, research, information presentation, comparison, and adaptation.

The benefits of English communication will be emphasized in seeking knowledge, entertainment, and expression in various real and simulated contexts with people in educational institutions, communities, workplaces, and society. Students will learn to live harmoniously with others in an age-appropriate, context-sensitive manner, fostering curiosity, diligence, honesty, and integrity.

**Total Learning Standards and Indicators: 20****Formative Indicators: 14**

FL 1.1 G6/1, G6/2, G6/3, G6/4

FL 1.2 G6/3, G6/4, G6/5

FL 1.3 G6/1, G6/2, G6/3

FL 2.1 G6/3

FL 2.2 G6/1, G6/2

FL 4.2 G6/1

**Summative Indicators: 6**

FL 1.2 G6/2

FL 1.2 G6/1

FL 2.1 G6/1, G6/2

FL 3.1 G6/1

FL 4.1 G6/1

# Course Structure

## Course Structure

Grade 1: - Continuous assessment score 80 points

Time: 120 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours)	C.A.S Score	Final Examination
1	Alphabet	F1.1: Gr1/1 – Gr2/3 F2.2: Gr1/1	20	15	4
2	My Self	F1.1: Gr1/4 F1.2: Gr1/3 – Gr1/4 F1.3: Gr1/1	20	15	3
3	My School	F2.1: Gr1/1 – Gr1/2 F4.1: Gr1/1	20	10	3
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>10</b>
4	My family	F1.2: Gr1/1 – Gr1/2	20	15	3
5	Food and Drink	F2.1: Gr1/3 F3.1: Gr1/1	20	10	3
6	My Animals	F4.2: Gr1/1	20	15	4
<b>Total Semester: 2<sup>nd</sup></b>				<b>40</b>	<b>10</b>
<b>Total score all year</b>				<b>80</b>	<b>20</b>

## Course Structure

Grade 2: - Continuous assessment score 80 points

Time: 120 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours)	C.A.S Score	Final Examination
1	My Self	F1.1: Gr2/4 F1.2: Gr2/4 F1.3: Gr2/1	20	15	3
2	My Family	F1.2: Gr2/1, Gr2/3 F4.2: Gr2/1	20	15	4
3	My School	F1.1: Gr2/1 F1.2: Gr2/2 F4.1: Gr2/1	20	10	3
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>10</b>
4	Food and Drink	F1.1: Gr2/3 F2.1: Gr2/1, Gr2/2	30	25	6
5	Time	F2.1: Gr2/3 F2.2: Gr2/1	30	15	4
<b>Total Semester: 2<sup>nd</sup></b>				<b>40</b>	<b>10</b>
<b>Total score all year</b>				<b>80</b>	<b>20</b>

## Course Structure

Grade 3: - Continuous assessment score 80 points

Time: 120 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours)	C.A.S Score	Final Examination
1	Alphabet	F1.1: Gr3.2 F2.2: Gr3/1	10	5	2
2	My Self	F1.2: Gr3/3, Gr3/4	10	5	2
3	My School	F1.1: Gr3/1 F1.2: Gr3/2 F4.1: Gr3/1	20	10	2
4	Life at home	F1.2: Gr3/5 F1.3: Gr3/1	10	10	2
5	Country	F1.2: Gr3/1 F2.1: Gr3/1	10	10	2
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>10</b>
6	Animals	F1.3: Gr3/2	20	10	2
7	Food and Drinks	F3.1: Gr3/1 F4.2: Gr3/1	20	10	3
8	In the park	F1.1: Gr3/3	10	10	3
9	Culture and Festival	F1.1: Gr3/4 F2.1: Gr3/2, Gr3/3	10	10	2
<b>Total Semester: 2<sup>nd</sup></b>				<b>40</b>	<b>10</b>
<b>Total score all year</b>				<b>80</b>	<b>20</b>



## Course Structure

Grade 4: - Continuous assessment score 80 points

Time: 120 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours)	C.A.S Score	Final Examination
1	All about me	F1.1: Gr4/1 F1.2: Gr4/5 F1.3: Gr4/1 F2.1: Gr4/1	20	10	3
2	Family	F1.1: Gr4/2 F1.2: Gr4/4 F2.2: Gr4/2	20	15	4
3	My School	F1.2: Gr4/1, Gr4/2 F4.1: Gr4/1 F4.2: Gr2/1	20	15	3
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>9</b>
4	Things	F1.3: Gr4/2 F2.2: Gr4/1 F3.1: Gr4/1	20	15	3
5	Food and Drinks	F2.1: Gr4/3 F2.2: Gr4/2	20	15	4
6	Environment	F1.1: Gr4/3 F1/3: Gr4/3 F2/1: Gr4/2	20	10	3
<b>Total Semester: 2<sup>nd</sup></b>				<b>40</b>	<b>11</b>
<b>Total score all year</b>				<b>80</b>	<b>20</b>

### Course Structure

Grade 5: - Continuous assessment score 80 points

Time: 120 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours)	C.A.S Score	Final Examination
1	English for Socials and Culture	F1.1: Gr5/1, Gr5/2, Gr5/4 F1.2: Gr5/1, Gr5/2 F2.1: Gr5/1	20	10	3
2	My Self	F1.1: Gr5/2 – Gr5/4 F1.2: Gr5/4, Gr5/5 F1.3: Gr5/3 F2.1: Gr5/1	20	15	3
3	My Family	F1.1: Gr5/1, Gr5/2, Gr5/4 F1.2: Gr5/1, Gr5/2 F2.1: Gr5/1	20	15	4
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>10</b>
4	Health	F1.1: Gr5/1 – Gr5/5 F1.2: Gr5/2, Gr5/3 F2.1: Gr5/1	20	15	4
5	Environment	F1.1: Gr5/2 – Gr5/4 F1.2: Gr5/4, Gr5/5 F1.3: Gr5/2      F3.1: Gr5/1	20	15	3
6	Community	F1.1: Gr5/2 F1.2: Gr5/2 – Gr5/4 F2.1: Gr5/2, Gr5/3 F2.2 Gr5/2      F4.1 Gr5/1	20	10	3
<b>Total Semester: 2<sup>nd</sup></b>				<b>40</b>	<b>10</b>
<b>Total score all year</b>				<b>80</b>	<b>20</b>

## Course Structure

Grade 6: - Continuous assessment score 80 points

Time: 120 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours)	C.A.S Score	Final Examination
1	Social Cultural Function	F1.1: Gr6/1, Gr6/3 F1.2: Gr6/1, Gr6/2	15	10	2
2	Important Person	F1.1: Gr6/2 F1.3: Gr6/1 F2.2: Gr6/1	15	10	3
3	Transportations	F1.1: Gr6/1, Gr6/3 F1.2: Gr6/3	20	10	3
4	Occupations	F1.1: Gr6/3, Gr6/4 F1.2: Gr6/1, Gr6/4 F1.3: Gr6/3	10	10	2
<b>Total Semester: 1<sup>st</sup></b>				<b>40</b>	<b>10</b>
5	Food and Drinks	F1.1: Gr6/3 F1.2: Gr6/3, Gr6/5 F3.1: Gr6/1	20	10	3
6	Community	F1.1: Gr6/4 F1.2: Gr6/1, Gr6/4 F2.1: Gr6/1, Gr6/2, Gr6/3 F2.2: Gr6/2 F4.2: Gr6/1	20	15	3
7	Weather and Season	F1.1: Gr6/3 F1.3: Gr6/1, Gr6/3 F3.1: Gr6/1 F4.1: Gr6/1	20	15	4
<b>Total Semester: 2<sup>nd</sup></b>				<b>40</b>	<b>10</b>
<b>Total score all year</b>				<b>80</b>	<b>20</b>

Weigh points according  
to learning outcomes.

Table analysis indicators standard of Foreign Languages (English) with the chapter

Code: E11101

Grade 1

No	Standard	Chapter						
		1	2	3	4	5	6	Total
1	F1.1 Gr1/1 Act in compliance with simple orders heard.	3						3
2	F1.1 Gr1/2 Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	4						4
3	F1.1 Gr1/3 Choose the pictures corresponding to the meanings of words and groups of words heard.	4						4
4	F1.1 Gr1/4 Answer questions from listening to matters around them.		3					3
5	F1.2 Gr1/1 Speak in an exchange with short and simple words in interpersonal communication by following the models heard.				10			10
6	F1.2 Gr1/2 Use simple orders by following the models heard.				5			5
7	F1.2 Gr1/3 Express their own simple needs by following the models heard.		2					2
8	F1.2 Gr1/4 Speak to ask for and give simple data about themselves by following the models heard.		5					5
9	F1.3 Gr1/1 Speak to give data about themselves and matters around them.		5					5

No	Standard	Chapter						
		1	2	3	4	5	6	Total
10	F2.1 Gr1/1 Speak and make accompanying gestures in accordance with the culture of native speakers.			4				4
11	F2.1 Gr1/2 Tell the names and vocabulary of native speakers' important festivals.			4				4
12	F2.1 Gr1/3 Participate in language and cultural activities appropriate to their age levels.					2		2
13	F2.2 Gr1/1 Specify the alphabet and sounds of the alphabet of foreign languages and Thai language.	4						4
14	F3.1 Gr1/1 Tell the terms related to other learning areas.					8		8
15	F4.1 Gr1/1 Listen/speak in simple situations in the classroom.			2				2
16	F4.2 Gr1/1 Use foreign languages to collect relevant terms around them.						15	15
<b>Total</b>		<b>15</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>80</b>

Table analysis indicators standard of Foreign Languages (English) with the chapter

Code: E12101

Grade 2

No .	Standard	Chapter					
		1	2	3	4	5	Total
1	F1.1 Gr2/1 Act in compliance with orders and simple requests heard.			2			2
2	F1.1 Gr2/2 Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.			3			3
3	F1.1 Gr2/3 Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.				5		5
4	F1.1 Gr2/4 Answer questions from listening to sentences, dialogues or simple tales with illustrations.	5					5
5	F1.2 Gr2/1 Speak in an exchange with short and simple words in interpersonal communication by following the models heard.		5				5
6	F1.2 Gr2/2 Use orders and simple requests by following the models heard.			2			2
7	F1.2 Gr2/3 Express their own simple needs by following the models heard.		5				5
8	F1.2 Gr2/4 Speak to ask for and	5					5

No .	Standard	Chapter					
		1	2	3	4	5	Total
	give simple data about themselves by following the models heard.						
9	F1.3 Gr2/1 Speak to give data about themselves and matters around them.	5					5
10	F2.1 Gr2/1 Speak and make accompanying gestures in accordance with the culture of native speakers.				5		5
11	F2.1 Gr2/2 Tell the names and vocabulary of native speakers' important festivals.				5		5
12	F2.1 Gr2/3 Participate in language and cultural activities appropriate to their age levels.					7	7
13	F2.2 Gr2/1 Specify the alphabet and sounds of the alphabet of foreign languages and Thai language.					8	8
14	F3.1 Gr2/1 Tell the terms related to other learning areas				10		10
15	F4.1 Gr2/1 Listen/speak in simple situations in the classroom.			3			3
16	F4.2 Gr1/1 Use foreign languages to collect relevant terms around them.		5				5
<b>Total</b>		<b>15</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>25</b>	<b>15</b>



Table analysis indicators standard of Foreign Languages (English) with the chapter

Code: E13101

Grade 3

No	Standard	Chapter									
		1	2	3	4	5	6	7	8	9	total
1	F1.1 Gr3/1 Act in compliance with orders and requests heard or read.			2							2
2	F1.1 Gr3/2 Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading.	2									2
3	F1.1 Gr3/3 Choose/ specify the images or symbols corresponding to the meanings of groups of words and sentences heard.								10		10
4	F1.1 Gr3/4 Answer questions from listening to or reading sentences, dialogues or simple tales.									4	4
5	F1.2 Gr3/1 Speak in an exchange with short and simple words in inter-personal communication by following the models heard.					5					5
6	F1.2 Gr3/2 Use orders and simple requests by following the models heard.		2								2

[illegible]



Table analysis indicators standard of Foreign Languages (English) with the chapter

Code: E14101

Grade 4

No	Standard	Chapter						
		1	2	3	4	5	6	total
1	F1.1 Gr4/1 Act in compliance with orders, requests and simple instructions heard or read.	2						2
2	F1.1 Gr4/2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.		2					2
3	F1.1 Gr4/3 Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read.		3					3
4	F1.1 Gr4/4 Answer questions from listening to and reading sentences, dialogues and simple tales.	1						1
5	F1.2 Gr4/1 Speak/write in an exchange in interpersonal communication.							2
6	F1.2 Gr4/2 Use orders, requests and simple requests for permission.	1		3				4
7	F1.2 Gr4/3 Speak/write to express their own needs and to ask for help in simple situations.		5	3				8
8	F1.2 Gr4/4 Speak/write to ask for and give data about themselves, their friends and families.		5					5
9	F1.2 Gr4/5 Speak to express their own feelings about various matters around them and various activities by following the models heard.			2				2

No	Standard	Chapter						
		1	2	3	4	5	6	total
10	F1.3 Gr4/1 Speak/write to give data about themselves and matters around them.	2						2
11	F1.3 Gr4/2 Speak/draw pictures to show relationships of various objects around them according to what they have heard or read.				5			5
12	F1.3 Gr4/3 Speak to express simple opinions about matters around them.						5	5
13	F2.1 Gr4/1 Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers.							2
14	F2.1 Gr4/2 Answer questions about festivals/ important days/ celebrations and simple lifestyles of native speakers.					5	5	10
15	F2.1 Gr4/3 Participate in language and cultural activities appropriate to their age levels.					5		5
16	F2.2 Gr4/1 Tell differences of the sounds of the alphabet, words, groups of words, sentences and texts in foreign languages and Thai language.				5			5
17	F2.2 Gr4/2 Tell the similarities/ differences between the festivals and celebrations in the culture of native speakers and those in Thailand.					5		5
18	F3.1 Gr4/1 Search for and collect the terms related to other learning areas, and present them through speaking/ writing.				5			5

No	Standard	Chapter						
		1	2	3	4	5	6	total
19	F4.1 Gr4/1 Listen and speak in situations in the classroom and in school.			3				3
20	F4.2 Gr4/1 Use foreign languages to search for and collect various data.			4				4
Total		10	15	15	15	15	10	80

Table analysis indicators standard of Foreign Languages (English) with the chapter

Code: E15101

Grade 5

No	Standard	Chapter						
		1	2	3	4	5	6	Total
1	F1.1 Gr5/1 Act in compliance with orders, requests and simple instructions heard and read.	2		2	2			6
2	F1.1 Gr5/2 Accurately read aloud sentences, texts and short poems by observing the principles of reading.	2	2	2	1		1	8
3	F1.1 Gr5/3 Specify/draw the symbols or signs corresponding to the meanings of sentences and short texts heard or read.		2			3		5
4	F1.1 Gr5/4 Tell the main points and answer questions from listening to and reading dialogues and simple tales or short texts	2	2	2	2	3		11
5	F1.2 Gr5/1 Speak/write in an exchange in interpersonal communication.	2		2				4
6	F1.2 Gr5/2 Use orders and requests for permission and give simple instructions.	1		2	2		1	6
7	F1.2 Gr5/3 Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.				2		2	4

No	Standard	Chapter						
		1	2	3	4	5	6	Total
8	F1.2 Gr5/4 Speak/write to ask for and give data about themselves, their friends, families and matters around them.		2			3	1	6
9	F1.2 Gr5/5 Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.		3			2		5
10	F1.3 Gr5/1 Speak/write to give data about themselves and matters around them.			3				3
11	F1.3 Gr5/2 Draw pictures, plans and charts to show various data heard or read.					2		2
12	F1.3 Gr5/3 Speak/write to express opinions about various matters around them.		2					2
13	F2.1 Gr5/1 Use words, tone of voice and polite gestures in accordance with social manners and culture of native speakers.	1	2	2	2			7
14	F2.1 Gr5/2 Answer questions/ tell the importance of festivals/ important days/ celebrations and simple lifestyles of native speakers.						1	1
15	F2.1 Gr5/3 Participate in language and cultural activities in accordance with their interests.						2	2



No	Standard	Chapter						
		1	2	3	4	5	6	Total
16	F2.2 Gr5/1 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			2
17	F2.2 Gr5/2 Tell the similarities/ differences between the festivals and celebrations of native speakers and those of Thais.						1	1
18	F3.1 Gr5/1 Search for and collect the terms related to other learning areas, and present them through speaking/ writing.					2		2
19	F4.1 Gr5/1 Listen, speak and read/write in various situations in the classroom and in school.						1	1
20	F4.2 Gr5/1 Use foreign languages to search for collect various data.				2			2
<b>Total</b>		<b>10</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>80</b>

Table analysis indicators standard of Foreign Languages (English) with the chapter

Code: E16101

Grade 6

No	Standard	Chapter							
		1	2	3	4	5	6	7	Total
1	F1.1 Gr6/1 Act in compliance with orders, requests and instructions heard and read.	2		3					5
2	F1.1 Gr6/2 Accurately read aloud texts, tales and short poems by observing the principles of reading.								3
3	F1.1 Gr6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.			3	2	3		3	13
4	F1.1 Gr6/4 Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.				2		2		4
5	F1.2 Gr6/1 Speak/write in an exchange in interpersonal communication.	3			2		2		7
6	F1.2 Gr6/2 Use orders requests and give instructions.								3
7	F1.2 Gr6/3 Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.					2			4
8	F1.2 Gr6/4 Speak and write to ask for and give data about themselves, their friends, families and matters around them.				2		2		4

No	Standard	Chapter							
		1	2	3	4	5	6	7	Total
9	F1.2 Gr6/5 Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.					3			3
10	F1.3 Gr6/1 Speak/write to give data about themselves, their friends and the environment around them.		4					3	7
11	F1.3 Gr6/2 Draw pictures, plans, charts and tables to show various data heard or read.			2					2
12	F1.3 Gr6/3 Speak/write to express opinions about various matters around them.				2			3	5
13	F2.1 Gr6/1 Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers.						2		2
14	F2.1 Gr6/2 Give data about the festivals/ important days/ celebrations/ lifestyles						2		2
15	F2.1 Gr6/3 Participate in language and cultural activities in accordance with their interests.						2		2
16	F2.2 Gr6/1 Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in								3

No	Standard	Chapter							
		1	2	3	4	5	6	7	Total
	accordance with structures of sentences in foreign languages and Thai language.								
17	F2.2 Gr6/2 Compare the differences /similarities between the festivals, celebrations and traditions of native speakers and those of Thais.						2		2
18	F3.1 Gr6/1 Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.								5
19	F4.1 Gr6/1 Use language for communication in various situations in the classroom and in school.								3
20	F4.2 Gr6/1 Use foreign languages to search for and collect various data.						1		1
<b>Total</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>80</b>

# Unit Design Framework

Grade 1

## Chapter 1

Learning Unit 1: Alphabets

Learning Area: Foreign Languages (English)

Subject Code: A 11101

Total Time: 30 hours

### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media and express opinions with reasoning.

### Strand 2: Language and Culture

Standard F.L.2.2: Understand similarities and differences between the language and culture of native speakers and Thai language and culture, and use them appropriately.

### Learning Indicators

F.L.1.1 Gr.1/1: Follow simple spoken instructions.

F.L.1.1 Gr.1/2: Identify letters and sounds, pronounce and spell simple words correctly according to reading principles.

F.L.1.1 Gr.1/3: Match pictures with the meaning of words and word groups heard.

F.L.2.2 Gr.1/1: Identify letters and sounds of the foreign language and Thai.

### Core Learning Content

English and Thai alphabets, vowel sounds, and consonants: A–Z, vowels (A, E, I, O, U), and Thai consonants, Pronunciation and spelling of simple words such as bat, cat, dog, fan, pen

### Key Concepts

Pronunciation of English letters and vowel sounds; identifying English letters and consonants; correctly pronouncing simple vocabulary based on phonics principles.

### Core Competency

Communication skills

### Desirable Characteristics

- Discipline
- Perseverance in work

## Chapter 2

Learning Unit 2: My Self

Learning Area: Foreign Languages (English)

Subject Code: A 11101

Total Time: 25 hours

### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media and express opinions with reasoning.

Standard F.L.1.2: Possess language communication skills for exchanging information, expressing feelings, and giving opinions effectively.

Standard F.L.1.3: Present information, concepts, and opinions through speaking and writing.

### Learning Indicators

F.L.1.1 Gr.1/4: Answer questions based on stories heard about familiar topics.

F.L.1.2 Gr.1/3: State personal needs in simple patterns based on what is heard.

F.L.1.2 Gr.1/4: Ask for and give basic personal information using modeled patterns.

F.L.1.3 Gr.1/1: Provide personal and familiar information through speaking.

### Core Learning Content

- Greetings and farewells such as: Hi, Hello, Good morning, Good afternoon, Good evening, Goodbye, Bye

- Introducing oneself using patterns like: Hello, I am..., My name is...

- Giving personal information including: Name (My name is...), Age (I am ... years old),

- Vocabulary in body parts: head, eye, ear, nose, mouth, neck, arm, hand, leg, foot

- Asking and giving personal information, e.g.: What's your name? / My name is... / I am... / How are you? / I am fine.

- Cultural aspects of native speakers, such as: Using gestures while speaking, Shaking hands, Waving

### Key Concepts

Greeting and farewelling according to native speaker culture with appropriate gestures; introducing oneself; providing personal information; naming external body parts; asking and answering questions about oneself.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in wor



### Chapter 3

Learning Unit 3: My School

Learning Area: Foreign Languages (English)

Subject Code: A 11101

Total Time: 25 hours

#### Strand 2: Language and Culture

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers and apply it appropriately according to context.

#### Strand 4: Language and Relationship with Community and the World

Standard F.L.4.1: Use foreign languages in various situations within school, community, and society.

#### Learning Indicators

F.L.2.1 Gr.1/1: Speak and perform gestures appropriately according to the native speaker's culture.

F.L.2.1 Gr.1/2: Identify names and vocabulary related to major cultural festivals of native speakers.

F.L.4.1 Gr.1/1: Listen and speak in simple classroom situations.

#### Core Learning Content

- Numbers 1–20
- Vocabulary of days and months: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, January, February, March, April, May, June, July, August, September, October, November, December
- Vocabulary related to important festivals of native speakers, such as: New Year's Day, Valentine's Day, Christmas Day, including participation in language and cultural activities
- Vocabulary for classroom objects and people: pen, pencil, rubber, ruler, book, chair, desk, blackboard, bag, teacher, boy, girl, friend
- Following classroom instructions, such as: Stand up, Sit down, Listen, Repeat, Quiet, Stop

#### Key Concepts

Speaking and giving information about familiar topics such as numbers 1–20, classroom objects, names of days and months, and vocabulary related to important cultural festivals of native speakers. Listening to and following simple instructions.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

**Chapter 4****Learning Unit 4: My Family****Learning Area: Foreign Languages (English)****Subject Code: A 11101****Total Time: 30 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.2: Possess language communication skills for exchanging information, expressing feelings and opinions effectively.

**Learning Indicators**

F.L.1.2 Gr.1/1: Respond to interpersonal communication using short, simple words or phrases as modeled from listening.

F.L.1.2 Gr.1/2: Follow simple commands as modeled from listening.

**Key Concepts**

Selecting pictures of family members to match given vocabulary, identifying the meanings of words related to family members, and responding to short questions related to family topics.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

## Chapter 5

Learning Unit 5: Food & Drink

Learning Area: Foreign Languages (English)

Subject Code: A 11101

Total Time: 25 hours

### Strand 2: Language and Culture

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers and apply it appropriately in different social contexts.

### Strand 3: Language and Relationship with Other Learning Areas

Standard F.L.3.1: Use foreign languages to connect knowledge with other subject areas and as a foundation for further learning and broadening one's worldview.

### Learning Indicators

F.L.2.1 Gr.1/3: Participate in age-appropriate language and cultural activities.

F.L.3.1 Gr.1/1: Identify vocabulary related to other learning areas.

### Core Learning Content

- Words, phrases, and pictures related to food, drinks, and fruits.
- Vocabulary and simple sentences used to express wants (e.g., I want...).
- Meanings of words related to food, beverages, and fruits.

### Key Concepts

Understanding and identifying the meaning of vocabulary and phrases related to food, drinks, and fruits; matching vocabulary with the correct pictures; using sentences to express needs and preferences in the context of food, drinks, and fruits.

### Core Competency

Communication skills

### Desirable Characteristics

- Discipline
- Perseverance in work

**Chapter 6****Learning Unit 6: My Animals****Learning Area: Foreign Languages (English)****Subject Code: A 11101****Total Time: 25 hours**

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**Strand 4: Language and Relationship with Community and the World**

Standard F.L.4.2: Use foreign languages as fundamental tools for further education, careers, and exchanging knowledge with the global society.

**Learning Indicator**

F.L.4.2 Gr.1/1: Use foreign languages to collect vocabulary related to familiar topics.

**Core Learning Content**

- Pictures of animals from various learning materials and everyday surroundings.
- Vocabulary related to animals.

**Key Concepts**

Understanding and identifying the meaning of vocabulary related to animals; matching words with the correct animal pictures; gathering animal-related vocabulary from accessible sources and environments.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

Unit design framework

Grade 2

## Chapter 1

Learning Unit 1: My Self

Learning Area: Foreign Languages (English)

Subject Code: A 12101

Total Time: 30 hours

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### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various media, and express opinions with reasons.

Standard F.L.1.2: Communicate effectively to exchange information, express feelings, and opinions.

Standard F.L.1.3: Present information, concepts, and opinions through speaking and writing.

### Learning Indicators

F.L.1.1 Gr.2/4: Answer questions from simple sentences, dialogues, or stories with pictures.

F.L.1.2 Gr.2/4: Ask for and give simple information about oneself following a model.

F.L.1.3 Gr.2/1: Provide information about oneself and familiar topics.

### Core Learning Content

- Selecting pictures that match vocabulary, word groups, or sentences, such as vocabulary about body parts and clothing.
- Speaking simple dialogues used for greetings, farewells, and self-introduction, along with appropriate gestures.
- Vocabulary: External body parts: eye(s), ear(s), nose, hand(s), hair, mouth, neck, shoulder, arm, finger(s), head, leg(s), knee(s), foot (feet), toe(s) Clothing items: shirt, shorts, belt, socks, shoes, blouse, skirt, T-shirt, hat, cap

### Key Concepts

Accurate identification of vocabulary related to body parts and clothing through picture matching, and appropriate use of greetings, farewells, and self-introductions with gestures.

### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline
- Perseverance in work



## Chapter 2

Learning Unit 2: My Family

Learning Area: Foreign Languages (English)

Subject Code: A 12101

Total Time: 30 hours

### Strand 1: Language for Communication

Standard F.L.1.2: Communicate effectively to exchange information, express feelings, and opinions.

### Strand 4: Language and Relationship with Community and the World

Standard F.L.4.2: Use foreign languages as a basic tool for further education, employment, and sharing knowledge with the global society.

### Learning Indicators

F.L.1.2 Gr.2/1: Engage in short and simple interpersonal communication based on a model.

F.L.1.2 Gr.2/3: Express simple personal needs following a model.

F.L.4.2 Gr.2/1: Use foreign languages to collect vocabulary related to familiar topics.

### Core Learning Content

- Selecting pictures that match vocabulary, word groups, or simple sentences related to family and occupations.
- Speaking and providing information about one's family.
- Vocabulary about family members: grandfather, grandmother, father, mother, brother, sister, son, daughter
- Vocabulary about occupations: teacher, doctor, nurse, policeman, postman, farmer

### Key Concepts

Understanding and using vocabulary related to family and occupations through matching activities and oral communication about one's family.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

### Chapter 3

Learning Unit 3: My School

Learning Area: Foreign Languages (English)

Subject Code: A 12101

Total Time: 20 hours

#### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various media and express opinions with reasoning.

Standard F.L.1.2: Communicate effectively to exchange information, express feelings, and opinions.

#### Strand 4: Language and Relationship with Community and the World

Standard F.L.4.1: Use foreign languages in various situations at school, in the community, and in society.

#### Learning Indicators

F.L.1.1 Gr.2/1: Follow simple instructions and requests.

F.L.1.1 Gr.2/2: Identify letters and sounds, pronounce words, spell, and read simple sentences correctly.

F.L.1.2 Gr.2/2: Use simple instructions and requests based on models.

F.L.4.1 Gr.2/1: Listen and speak in simple classroom situations.

#### Core Learning Content

- Following simple instructions and requests heard, e.g.
- Instructions: Show me a/an ..., Open your ..., Don't talk in class.
- Requests: Please come here, Don't make a loud noise, please. Give me a/an ..., please.

Close the door, please.

- Matching words, phrases, and sentences to correct pictures of classroom objects, e.g. class, table, desk, chair, book, bag, pen, pencil, eraser/rubber, bin, broom, computer, television, ruler, crayon, black/white board, radio, chalk, clock, picture, window, door, map, fan, box, , etc.

- Answering questions from listening to sentences, dialogues, or illustrated stories.

- Yes/No Questions: Is this/that a/an ...? Yes, it is. / No, it isn't.

- Wh- Questions: What is this/that/it? – It is a/an... / How many ...? – There is/are... / Where is ...? – It is in/on/under..., etc.

- Using simple instructions and requests based on a model.
- Listening and speaking in simple classroom situations.
- Using a foreign language to collect vocabulary related to familiar topics from various sources.

**Key Concepts**

Listening and responding to simple commands and requests, identifying letters and vocabulary, correctly pronouncing common classroom objects, and answering simple questions based on listening to dialogues or illustrated stories.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

## Chapter 4

Learning Unit 4: Food & Drink

Learning Area: Foreign Languages (English)

Subject Code: A 12101

Total Time: 40 hours

### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various media and express opinions with reasoning.

### Strand 2: Language and Culture

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers, and use it appropriately in context.

### Strand 3: Language and Relationship with Other Learning Areas

Standard F.L.3.1: Use a foreign language to link knowledge with other learning areas and as a foundation for developing, seeking knowledge, and broadening one's worldview.

### Learning Indicators

F.L.1.1 Gr.2/3: Match words, word groups, and sentences heard with corresponding pictures.

F.L.2.1 Gr.2/1: Follow simple instructions and requests.

F.L.2.1 Gr.2/2: Identify letters and sounds, pronounce, spell, and read simple sentences correctly.

F.L.3.1 Gr.2/1: Identify vocabulary related to other learning areas.

### Core Learning Content

- Matching vocabulary, word groups, and simple sentences heard with pictures.

Vocabulary related to familiar foods and drinks, such as: pizza, bread, soup, fried rice, curry, water, juice, coffee, milk, tea, etc.

- Questions and sentences used: What's this/that? What food/drink do you like?

### Key Concepts

Listening to and identifying vocabulary and pictures related to food and drink using question patterns such as What's this/that? and answering What food/drink do you like? Understanding dialogues or simple illustrated stories through listening and responding.

### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline
- Perseverance in work

## Chapter 5

Learning Unit 5: Time

Learning Area: Foreign Languages (English)

Subject Code: A 12101

Total Time: 40 hours

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### Strand 2: Language and Culture

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers, and apply it appropriately in context.

Standard F.L.2.2: Understand the similarities and differences between the language and culture of native speakers and those of Thailand, and apply them properly and appropriately.

### Learning Indicators

F.L.2.1 Gr.2/3: Participate in age-appropriate language and cultural activities.

F.L.2.2 Gr.2/1: Identify letters and sounds in both the foreign language and Thai.

### Core Learning Content

- Reading and writing English letters and consonants: A–Z, a–z, and vowels A, E, I, O, U
- Matching vocabulary with corresponding images, including:
  - Numbers: 1–30
  - Colors: red, blue, brown, pink, yellow, green, white, black, purple
  - Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
  - Months of the year: January, February, March, April, May, June, July, August, September, October, November, December
- Participating in language and cultural activities such as games, action songs, and celebrations (e.g., Christmas Day, New Year’s Day, Valentine’s Day)

### Key Concepts

Pronouncing English letters A–Z and vowels A, E, I, O, U. Reading and pronouncing basic vocabulary correctly, including colors and numbers. Participating in language and cultural activities.

### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline
- Perseverance in work



Unit design framework

Grade 3

## Chapter 1

Learning Unit 1: Alphabets

Learning Area: Foreign Languages (English)

Subject Code: A 13101

Total Time: 10 hours

### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret messages from various types of media, and express opinions with reason.

### Strand 2: Language and Culture

Standard F.L.2.2: Understand the similarities and differences between the language and culture of native speakers and those of Thailand, and apply them correctly and appropriately.

### Learning Indicators

F.L.1.1 Gr.3/2: Pronounce words, spell, read word groups, sentences, and simple chants correctly according to reading principles.

F.L.2.2 Gr.3/1: Identify differences in sounds, letters, words, word groups, and simple sentences between English and Thai.

### Core Learning Content

- Reading and writing English letters and consonants: A–Z, a–z, and vowels A, E, I, O, U
- Matching words to images and meaning
- Vocabulary related to: Numbers: 1–30
- Colours: red, blue, brown, pink, yellow, green, white, black, purple
- Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- Months of the year: January to December
- Participation in language and cultural activities such as games, action songs, and celebrations (e.g., Christmas Day, New Year’s Day, Valentine’s Day)

### Key Concepts

Correct pronunciation of English letters A–Z and vowels A, E, I, O, U. Reading basic vocabulary related to colours and numbers according to standard pronunciation. Participation in language and cultural activities to support language learning.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

## Chapter 2

Learning Unit 2: Myself

Learning Area: Foreign Languages (English)

Subject Code: A 13101

Total Time: 10 hours

### Strand 1: Language for Communication

Standard F.L.1.2: Use language skills to exchange information, express feelings, and opinions effectively.

### Learning Indicators

F.L.1.2 Gr.3/2: Use simple commands and requests as heard.

F.L.1.2 Gr.3/3: Express basic personal needs based on given models.

### Core Learning Content

- Distinguishing sounds of letters, words, phrases, and sentences between the foreign language and Thai (A–Z)

- Vocabulary, expressions, and sentences used to ask for and give information about oneself and friends, e.g.: “What’s your name?” – “My name is...” “How are you?” – “I’m fine.”

- Phrases and simple sentences related to oneself, such as body parts:  
Eye(s), Ear(s), Nose, Hand(s), Hair, Mouth, Neck, Shoulder, Arm, Finger(s), Head, Leg(s), Knee(s), Foot (Feet), Toe(s)

- Vocabulary and sentences to talk about oneself (name, age, appearance, height), and counting objects (numbers 1–50)

- Basic self-introductions, e.g.: “Hi” / “Hello” / “Good morning” / “Good afternoon” / “Good evening” “I am sorry.” / “How are you?” – “I’m fine, thank you. And you?” “Nice to see you.” / “Nice to see you too.” “Goodbye” / “Bye” / “See you soon/later.” “Thanks” / “Thank you” / “Thank you very much.” “You’re welcome.”

### Key Concepts

Providing personal information such as self-introduction, naming body parts, counting objects, and writing words that begin with letters of the alphabet. Basic writing about oneself and counting specified items.

### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline
- Perseverance in work

### Chapter 3

Learning Unit 3: My School

Learning Area: Foreign Languages (English)

Subject Code: A 13101

Total Time: 20 hours

#### Strand 1: Language for Communication

Standard F.L.1.1: Comprehend and interpret spoken and written messages from various media and express opinions with reasons.

Standard F.L.1.2: Use language for effective communication in exchanging information, expressing feelings, and giving opinions.

#### Strand 4: Language and Relationship with Community and the World

Standard F.L.4.2: Use foreign languages as a basic tool for further study, future career opportunities, and interaction with the global society.

#### Learning Indicators

F.L.1.1 Gr.3/1: Follow simple commands and requests heard or read.

F.L.1.2 Gr.3/4: Ask for and give basic information about oneself and friends using familiar patterns.

F.L.4.2 Gr.3/1: Use English to collect vocabulary related to personal surroundings.

#### Core Learning Content

- Classroom commands and requests:

Commands: “Give me a/an...”, “Draw and color the picture.”, “Put a/an... in/on/under a/an...”, “Don’t eat in class.” etc.

Requests: “Please take a queue.” / “Take a queue, please.” / “Don’t make a loud noise, please.” / “Can you help me, please?” etc. Asking for and giving information about birthdays: “What’s your birthday?” – “My birthday’s in...”

- Providing information about the number of days in each month: “How many days are there in...?” – “There are ... days in ...”

- Vocabulary for school subjects: Math, Art, English, Computer, Thai, Music, P.E. (Physical Education), Social

- Vocabulary for classroom objects: Pen, Pencil, Chair, Desk, Map, Book, Eraser, Ruler, Table, Broom, Blackboard, Bag, Bin, Duster, Window, Door, Notebook, Mop
- Vocabulary for school facilities and rooms: Canteen, Library, Computer Room, Toilet, First Aid Room, Gym, Music Room

**Key Concepts**

Engage in classroom conversations, follow basic instructions and requests, provide information about the classroom and school environment, and ask/answer questions about school subjects.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

**Chapter 4****Learning Unit 4: Life at Home****Learning Area: Foreign Languages (English)****Subject Code: A 13101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.2: Use language skills to exchange information, express feelings, and give opinions effectively.

Standard F.L.1.3: Present information, concepts, and opinions through speaking and writing.

**Learning Indicators**

F.L.1.2 Gr.3/5: Give information about oneself and familiar topics.

F.L.1.3 Gr.3/1: Classify vocabulary by categories of people, animals, and things based on what is heard or read.

**Core Learning Content**

- Vocabulary and expressions related to family members: Grandfather, Grandmother, Father, Mother, Uncle, Aunt, Brother, Sister, Cousin and categorizing family members.
- Selecting and identifying pictures related to occupations: Doctor, Teacher, Nurse, Policeman, Postman, Singer, Soldier
- Speaking to provide information about one's family and occupations.
- Vocabulary related to The Seven Rules of Good Health.
- Talking about one's daily routines.

**Key Concepts**

Introduce and describe occupations of family members and acquaintances, record and present daily routines of oneself and family members, and understand and follow the Seven Rules of Good Health.



### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline
- Perseverance in work

## Chapter 5

Learning Unit 5: Country / Asians

Learning Area: Foreign Languages (English)

Subject Code: A 13101

Total Time: 20 hours

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### Strand 1: Language for Communication

Standard F.L.1.2: Use language skills to exchange information, express feelings, and give opinions effectively.

### Strand 2: Language and Culture

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers and use it appropriately according to context.

### Learning Indicators

F.L.1.2 Gr.3/1: Use short and simple expressions to interact in interpersonal communication as modelled from listening.

F.L.2.1 Gr.3/1: Speak and perform gestures in accordance with the social norms and culture of native speakers.

### Core Learning Content

- Naming and using simple vocabulary related to festivals, important days, celebrations, and the lifestyle of native speakers.
- Participating in language and cultural activities.

### Key Concepts

Use short and simple sentences for interpersonal communication and actively participate in language and cultural activities to understand the customs and traditions of English-speaking cultures and Asian countries.

### Core Competency

Communication skills

### Desirable Characteristics

- Discipline
- Perseverance in work

**Chapter 6****Learning Unit 6: Animals****Learning Area: Foreign Languages (English)****Subject Code: A 13101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.3: Present information, main ideas, and opinions through speaking and writing.

**Learning Indicator**

F.L.1.3 Gr.3/2: Categorize words into groups of people, animals, and objects from what is heard or read.

**Core Learning Content**

- Identifying and labelling animals through pictures
- Classifying animals into different categories
- Vocabulary related to various types of animals
- Creating a Big Book about animals

**Key Concepts**

Students are able to classify animals based on their habitats, food, and uses, and express their preferences by naming animals they like and dislike.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

## Chapter 7

Learning Unit 7: Food and Drinks

Learning Area: Foreign Languages (English)

Subject Code: A 13101

Total Time: 20 hours

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## Strand 3: Language and Relationship with Other Learning Areas

Standard F.L.3.1: Use foreign languages to connect knowledge with other learning areas as a foundation for development, research, and broadening personal horizons.

## Strand 4: Language and Relationship with Community and the World

Standard F.L.4.1: Use foreign languages in various situations within schools, communities, and society.

## Learning Indicators

F.L.3.1 Gr.3/1: Identify vocabulary related to other learning areas.

F.L.4.1 Gr.3/1: Listen and speak in simple classroom-based situations.

## Core Learning Content

- Answering questions about local food
- Vocabulary related to food preparation steps
- Expressing food preferences (like/dislike)

## Key Concepts

Students learn English vocabulary about local foods, describe the steps of local food preparation in English, and apply this knowledge in everyday life situations.

## Core Competency

Communication skills

## Desirable Characteristics

- Discipline
- Perseverance in work

**Chapter 8****Learning Unit 8: In the Park****Learning Area: Foreign Languages (English)****Subject Code: A 13101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media and express opinions with reasoning.

**Learning Indicator**

F.L.1.1 Gr.3/3: Select or identify pictures or symbols that correspond with the meaning of word groups and sentences heard.

**Core Learning Content**

Identifying and reading aloud vocabulary related to public park signs and symbols  
Selecting or identifying designated images or symbols

**Key Concepts**

Understand the meaning of various signs and symbols commonly found in public parks. Students practice writing and drawing park symbols along with stating their meanings. Emphasis is placed on responsibility in completing assigned work.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

**Chapter 9****Learning Unit 9: Culture and Festival****Learning Area: Foreign Languages (English)****Subject Code: A 13101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media and express opinions with reasoning.

**Strand 2: Language and Culture**

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers and apply it appropriately according to context.

**Learning Indicators**

F.L.1.1 Gr.3/4: Answer questions from listening to or reading simple sentences, dialogues, or stories.

F.L.2.1 Gr.3/2: Identify names and simple vocabulary related to festivals, important days, celebrations, and the way of life of native speakers.

F.L.2.1 Gr.3/3: Participate in age-appropriate language and cultural activities.

**Core Learning Content**

- Vocabulary and names related to festivals, holidays, celebrations, and lifestyles of native speakers
- Participation in language and cultural activities

**Key Concepts**

Recognize similarities and differences between Thai and foreign languages and cultures. Students illustrate and colour pictures representing important days and festivals, and take part in cultural and language-related activities.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

Unit design framework

Grade 4

**Chapter 1****Learning Unit 1: All About Me****Learning Area: Foreign Languages (English)****Subject Code: A 14101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Follow simple commands, requests, and instructions heard or read.

Standard F.L.1.2: Communicate effectively for exchanging information, expressing feelings and opinions.

Standard F.L.1.3: Present information, concepts, and opinions in spoken and written forms.

**Strand 2: Language and Culture**

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers and apply it appropriately according to context.

**Learning Indicators**

F.L.1.1 Gr.4/1: Follow simple commands, requests, and instructions heard or read.

F.L.1.1 Gr.4/4: Answer questions from listening to and reading dialogues or simple stories.

F.L.1.2 Gr.4/1: Speak and write in interpersonal communication.

F.L.1.2 Gr.4/2: Use simple commands, requests, and expressions for permission.

F.L.1.3 Gr.4/1: Speak and write to provide information about oneself, friends, and family.

F.L.2.1 Gr.4/1: Speak and act politely according to the social and cultural norms of native speakers.

**Core Learning Content**

- Dialogues used for greeting, saying goodbye, thanking, and apologizing.
- Social manners and cultural expressions of native speakers, such as saying thank you, apologizing, and expressing emotions.
- Vocabulary, phrases, and sentences related to personal information and familiar topics.
- Sentences and texts used to give information about oneself, people, or animals, including names, age, appearance, and colours.
- Words and groups of words that show the relationships of nearby objects and people through visual representations such as diagrams and mind maps.



- Expressions of personal feelings such as happiness, sadness, likes and dislikes.
- Phrases used for expressing needs and asking for help.
- Expressions for giving polite interruptions or requesting attention. Examples: "Hi/Hello," "What's your name?", and other classroom language related to requests and permissions.

**Key Concepts**

Students engage in greetings, farewells, thanking, apologizing, and polite interruptions. They learn how to introduce themselves and express needs and feelings in English using appropriate gestures and cultural norms, such as handshakes or waving. Students also learn to provide information about themselves, friends, and family using vocabulary and expressions related to identity and physical characteristics. The unit promotes the use of visual aids such as charts and diagrams to support language learning.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

**Chapter 2****Learning Unit 2: Family****Learning Area: Foreign Languages (English)****Subject Code: A 14101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret messages from various types of media and express opinions reasonably.

Standard F.L.1.2: Communicate effectively to exchange information, express feelings and opinions.

**Learning Indicators**

F.L.1.1 Gr.4/2: Pronounce, spell, and read words, phrases, simple sentences, short texts, and rhymes correctly according to phonics principles.

F.L.1.1 Gr.4/3: Select or identify pictures, signs, or symbols corresponding to spoken or written words.

F.L.1.2 Gr.4/3: Speak or write to express personal needs and ask for help in simple situations.

F.L.1.2 Gr.4/4: Speak or write to ask for and give information about oneself, friends, and family.

**Core Learning Content**

- Word groups, signs, and symbols.
- Simple sentences.
- Conversations for greeting, introducing oneself, friends, and close persons.
- Information about oneself and one's family.
- Cross-curricular integration and basic knowledge related to local occupations.

**Key Concepts**

Students learn to use word groups, signs, and symbols related to themselves and family members. They engage in conversations for greetings and introductions and practice asking for and providing personal and family-related information. Vocabulary is expanded through contexts such as buying and selling and recognizing local occupations, promoting meaningful language use within familiar and practical settings.

### Core Competency

Communication skills

### Desirable Characteristics

- Discipline
- Perseverance in work

### Chapter 3

Learning Unit 3: My School

Learning Area: Foreign Languages (English)

Subject Code: A 14101

Total Time: 15 hours

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#### Strand 1: Language for Communication

Standard F.L.1.2: Communicate effectively to exchange information, express feelings and opinions.

#### Strand 4: Language and Relationship with Community and the World

Standard F.L.4.1: Use a foreign language in different situations within school, community, and society.

Standard F.L.4.2: Use a foreign language as a basic tool for further education, careers, and global knowledge exchange.

#### Learning Indicators

F.L.1.2 Gr.4/2: Use simple commands, requests, and permission phrases.

F.L.1.2 Gr.4/3: Speak or write to express personal needs and ask for help in simple situations.

F.L.1.2 Gr.4/5: Speak to express personal feelings about familiar topics and activities based on what they listen to.

F.L.4.1 Gr.4/1: Listen, speak, and read in situations that occur in the classroom and school.

F.L.4.2 Gr.4/1: Use a foreign language to search for and gather various types of information.

#### Core Learning Content

- Participate in role plays and assigned classroom activities.
- Vocabulary, expressions, and sentence structures.
- Researching, gathering, and presenting vocabulary related to other learning areas.
- Vocabulary related to school subjects and school settings.
- Using language in speaking, listening, and reading within real-life school situations.

**Key Concepts**

Students learn to communicate using English in school-related contexts. They practice giving and following instructions, requesting permission, and expressing personal feelings and needs. Activities encourage vocabulary development connected with the school environment and other subject areas. Students enhance their ability to research and present information using English and apply language skills in everyday classroom and school scenarios.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

**Chapter 4****Learning Unit 4: Things****Learning Area: Foreign Languages (English)****Subject Code: A 14101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.3: Present information, concepts, and opinions through speaking and writing.

**Strand 2: Language and Culture**

Standard F.L.2.2: Understand similarities and differences between the target language and Thai in terms of sounds, alphabets, words, phrases, and sentences, and apply them correctly and appropriately.

**Strand 3: Language and Connection with Other Learning Areas**

Standard F.L.3.1: Use a foreign language to make connections with other learning areas as a foundation for personal development and expanding worldviews.

**Learning Indicators**

F.L.1.3 Gr.4/2: Speak or draw to show relationships between nearby objects based on what is heard or read.

F.L.2.2 Gr.4/1: Identify differences in sounds, letters, words, phrases, sentences, and texts between the foreign language and Thai.

F.L.3.1 Gr.4/1: Understand and convey simple foreign language content related to other learning areas.

**Core Learning Content**

- Pronounce vocabulary and simple sentences about shapes, toys, numbers, and pets.
- Transfer information from pictures into sentences.
- Speak to describe shapes, toys, quantities, and pets.
- Write short sentences about the surrounding environment, such as shapes, toys, and pets.
- Learn vocabulary through geometric shapes, such as square, triangle, and circle.

**Key Concepts**

Students develop the ability to read aloud, spell words, and read short sentences and texts related to everyday objects. They learn to transfer visual information into spoken or written form accurately. Lessons focus on introducing and describing shapes, toys, numbers, and pets. Learners write short descriptive texts about their environment and pronounce vocabulary related to geometric shapes correctly.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

**Chapter 5****Learning Unit 5: Food and Drinks****Learning Area: Foreign Languages (English)****Subject Code: A 14101****Total Time: 20 hours**

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**Strand 2: Language and Culture**

Standard F.L.2.1: Understand the relationship between language and culture of native speakers and use language appropriately according to context.

Standard F.L.2.2: Understand the similarities and differences between the target language and culture and those of Thailand, and apply this knowledge correctly and appropriately.

**Learning Indicators**

F.L.2.1 Gr.4/2: Identify vocabulary related to other learning areas.

F.L.2.1 Gr.4/3: Participate in age-appropriate language and cultural activities.

F.L.2.2 Gr.4/2: Describe similarities and differences between festivals and celebrations in the target culture and Thai culture.

**Key Concepts**

Students will learn English vocabulary related to local foods and understand the process of preparing local dishes in English. They will be encouraged to apply this knowledge in real-life situations and recognize the cultural context of food in both the target language and Thai settings.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work



## Chapter 6

Learning Unit 6: Environment

Learning Area: Foreign Languages (English)

Subject Code: A 14101

Total Time: 20 hours

### Strand 1: Language for Communication

Standard F.L.1.3: Present information, main ideas, and opinions on various topics through speaking and writing.

### Strand 2: Language and Culture

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers, and use language appropriately based on context.

### Learning Indicators

F.L.1.3 Gr.4/3: Express simple opinions on familiar topics.

F.L.2.1 Gr.4/2: Answer questions about festivals, important days, celebrations, and the lifestyle of native speakers.

### Learning Content

- Sentences and short texts
- Using a dictionary
- Pronunciation skills: pitch, word and phrase stress, sentence intonation, linking sounds, and reciting poems
- Words, mixed sentences, messages, symbols, and signs related to self, family, school, environment, food and drinks, leisure, recreation, health, welfare, and weather
- Dialogues and questions using Wh- questions and Yes/No questions
- Vocabulary, expressions, and sentence structures used to ask for and provide information about oneself, friends, family, and familiar topics
- Vocabulary and sentences used to express feelings and reasons (e.g., like/dislike, happy/sad, hungry, Flavors)
- Phrases and sentences that provide information about people, animals, dates, seasons, weather, emotions, colours, sizes, and shapes

- Words, phrases, and sentences to describe information from visuals such as pictures, diagrams, charts, and tables
- Researching, collecting, and presenting vocabulary related to other learning areas

**Key Concepts**

Students practice listening, reading, and pronunciation of words, sentences, and short texts. They identify main ideas, answer questions, and speak and write to share and request information about themselves, their friends, family, and familiar topics. They express their feelings and give simple reasons, link knowledge across subjects using English, research and collect vocabulary related to other learning areas, and present it through speaking or writing.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Perseverance in work

Unit design framework

Grade 5

## Chapter 1

**Learning Unit 1: English for Social and Culture    Learning Area: Foreign Languages (English)**

**Subject Code: A 15101**

**Total Time: 20 hours**

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### **Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media and express opinions with reasons.

Standard F.L.1.2: Use language communication skills to exchange information, express feelings and opinions effectively.

### **Strand 2: Language and Culture**

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers, and use language appropriately according to context and social norms.

### **Learning Indicators**

**F.L.1.1 Gr.5/1: Follow simple commands, requests, and instructions heard or read.**

**F.L.1.1 Gr.5/2: Read aloud sentences, short texts, and simple poems with correct pronunciation.**

F.L.1.1 Gr.5/4: Identify the main idea and answer questions based on dialogues heard or read.

F.L.1.2 Gr.5/1: Engage in interpersonal communication through speaking and writing.

F.L.1.2 Gr.5/2: Use simple commands, requests, permissions, and suggestions.

F.L.2.1 Gr.5/1: Use polite expressions, tone of voice, and gestures according to the social and cultural norms of native speakers.

### **Learning Content**

Understanding and following commands and polite requests ssentences, short texts, and dialogues used in greetings, farewells, expressions of thanks, apologies, compliments, interruptions, requests for permission, and giving suggestions for oneself and others

**Key Concepts**

Students learn to use and respond to commands, requests, and suggestions. They practice speaking and writing in dialogues related to greetings, farewells, thanking, apologizing, interrupting politely, asking for permission, and giving suggestions. Emphasis is placed on using polite language, appropriate intonation, and culturally respectful gestures aligned with the customs of native speakers.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

## Chapter 2

Learning Unit 2: My Self

Learning Area: Foreign Languages (English)

Subject Code: A 15101

Total Time: 20 hours

### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media, and express opinions with reasons.

Standard F.L.1.2: Use language communication skills to exchange information, express knowledge and opinions effectively.

Standard F.L.1.3: Present information, concepts, and opinions through speaking and writing.

### Strand 2: Language and Culture

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers, and use language appropriately according to context and social norms.

### Learning Indicators

F.L.1.1 Gr.5/2: Read sentences and texts aloud correctly according to reading principles.

F.L.1.1 Gr.5/3: Identify or draw pictures, symbols, or signs corresponding to the meaning of sentences and short texts that are heard or read.

F.L.1.1 Gr.5/4: Identify main ideas and answer questions based on dialogues heard or read.

F.L.1.2 Gr.5/4: Speak or write to request and provide information about oneself, friends, family, and familiar topics.

F.L.1.2 Gr.5/5: Speak or write to express personal feelings about familiar topics and activities, giving brief reasons.

F.L.1.3 Gr.5/3: Express opinions on familiar topics.

F.L.2.1 Gr.5/1: Use polite expressions, appropriate intonation, and gestures in accordance with the social etiquette and culture of native speakers.

### Learning Content

- Sentences and texts about personal information: date of birth, age, time, daily routines, hobbies, preferences

- Word groups, phrases, and short texts related to numbers, hobbies, likes and dislikes

-Sentences, dialogues, and questions about personal information, hobbies, likes and dislikes

- Vocabulary, phrases, and sentences used to request and provide personal information: dates, daily routines, hobbies, preferences

- Language used to express feelings and reasons related to daily activities, hobbies, and preferences

- Sentences used to express opinions on familiar topics and activities

- Polite expressions, tone, and gestures according to cultural etiquette, such as:

- Expressing thanks and apologies

- Expressing likes and dislikes

- Giving greetings and well-wishes

- Responding with acceptance or refusal

### **Key Concepts**

Students read and write words, texts, and sentences; identify main ideas and answer questions from listening to or reading dialogues related to personal information such as dates, numbers, time, daily routines, hobbies, and preferences. They identify or draw symbols/pictures that reflect the meaning of short sentences or texts heard or read. They speak or write to request and provide information, express opinions on personal or familiar topics, and support them with brief reasons. They engage in role-plays using polite language, appropriate tone, and gestures according to the social and cultural norms of native speakers.

### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline

- Determination in completing tasks

### Chapter 3

Learning Unit 3: My Family

Learning Area: Foreign Languages (English)

Subject Code: A 15101

Total Time: 20 hours

#### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media, and express opinions with reasons.

Standard F.L.1.2: Use language communication skills to exchange information, express feelings and opinions effectively.

Standard F.L.1.3: Present information, concepts, and opinions through speaking and writing.

#### Learning Indicators

F.L.1.1 Gr.5/1: Follow simple commands, requests, and instructions heard or read.

F.L.1.1 Gr.5/2: Read aloud sentences, passages, and short poems accurately based on correct pronunciation.

F.L.1.1 Gr.5/4: Identify main ideas and answer questions based on dialogues, short stories, or simple narratives heard or read.

F.L.1.2 Gr.5/4: Speak and write to request and give information about oneself, friends, family, and familiar topics.

F.L.1.2 Gr.5/5: Speak and write to express personal feelings about familiar topics and activities with brief supporting reasons.

F.L.1.3 Gr.5/1: Speak and write to give information about oneself and familiar topics.

F.L.2.1 Gr.5/1: Use polite expressions, appropriate tone, and gestures in accordance with social etiquette and the culture of native speakers.

#### Learning Content

- Sentences, short passages, and poems
- Principles of pronunciation and reading aloud
- Sentences, dialogues, short stories, and questions about main ideas such as who, what, where, when



- Vocabulary, expressions, and sentences used to request and provide information about oneself, friends, family, and familiar topics
- Words and sentences used to express feelings and reasons, e.g., like, dislike, happy, sad, excited, hungry, taste
- Words, phrases, and sentences used to convey information and meaning, including maps, charts, and tables

**Key Concepts**

Students read aloud sentences, passages, and short poems; identify main ideas and answer questions from listening to and reading dialogues. They speak and write to request and provide information about themselves, friends, family, and familiar topics. They also express personal feelings and reasons about familiar matters, and organize information into diagrams and charts based on what they have heard or read.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

**Chapter 4****Learning Unit 4: Health****Learning Area: Foreign Languages (English)****Subject Code: A 15101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media, and express opinions with reasons.

Standard F.L.1.2: Use language communication skills to exchange information, express feelings and opinions effectively.

Standard F.L.1.3: Present information, concepts, and opinions through speaking and writing.

**Strand 2: Language and Culture**

Standard F.L.2.1: Understand the relationship between language and culture of native speakers, and use language appropriately based on context and social norms.

**Learning Indicators**

F.L.1.1 Gr.5/1: Follow simple commands, requests, and instructions heard or read.

F.L.1.1 Gr.5/2: Read aloud sentences, passages, and short poems accurately based on correct pronunciation.

F.L.1.1 Gr.5/4: Identify main ideas and answer questions based on dialogues, simple stories, or fables heard or read.

F.L.1.2 Gr.5/2: Use commands, requests, permission-seeking phrases, and simple suggestions.

F.L.1.2 Gr.5/3: Speak or write to express needs, ask for help, accept or refuse help in simple situations.

F.L.2.1 Gr.5/1: Use polite expressions, tone, and gestures according to social etiquette and native speaker culture.

F.L.4.2 Gr.5/1: Listen, speak, read, and write in situations occurring in the classroom, school, and society.

**Learning Content**

- Vocabulary related to food and drinks, illnesses, and physical activities (sports)
- Drawing a food pyramid that represents essential nutrients for the body
- Asking for and providing personal information about oneself, friends, and family
- Speaking to express feelings about health, food, drinks, and other related topics

**Key Concepts**

Developing speaking and writing skills to effectively communicate personal needs, request help, and accept or decline help regarding one's health. Students learn vocabulary, grammar structures, and common expressions to use English correctly in both spoken and written forms.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

**Chapter 5****Learning Unit 5: Environment****Learning Area: Foreign Languages (English)****Subject Code: A 15101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media, and express opinions with logical reasoning.

Standard F.L.1.2: Use language communication skills to exchange information, express feelings and opinions effectively.

Standard F.L.1.3: Present information, key concepts, and opinions through speaking and writing.

**Strand 3: Language and Connection with Other Learning Areas**

Standard F.L.3.1: Use a foreign language to connect knowledge with other learning areas as a foundation for further learning and broadening one's worldview.

**Learning Indicators**

F.L.1.1 Gr.5/3: Identify, draw pictures, symbols, or signs corresponding to the meaning of sentences and short texts heard or read.

F.L.1.1 Gr.5/4: Identify main ideas and answer questions based on dialogues, simple stories, or fables heard or read.

F.L.1.2 Gr.5/4: Speak or write to ask for and provide information about oneself, friends, family, and familiar topics.

F.L.1.2 Gr.5/5: Speak or write to express personal feelings about familiar topics and activities, with short supporting reasons.

F.L.1.3 Gr.5/2: Create diagrams, mind maps, and charts to represent information from what is heard or read.

F.L.3.1 Gr.5/1: Research and collect vocabulary related to other learning areas and present the information through speaking or writing.

**Learning Content**

- Sentences and short texts
- Use of dictionaries

- Principles of pronunciation: pitch (high/low), stress (strong/weak) in words and phrases
- Sentence-level pitch and intonation, connected speech in passages, and poem recitation
- Phrases, compound sentences, texts, symbols, and signs related to self, family, school, environment, food, drinks, leisure, recreation, health, welfare, and weather
- Conversational sentences and comprehension questions (Wh- questions / Yes-No questions)
- Vocabulary, idioms, and sentence patterns used to request and provide information about self, friends, family, and familiar contexts
- Expressions of feelings and reasons, e.g., like, dislike, happy, sad, excited, hungry, taste
- Sentences and texts used to describe people, animals, days, months, years, seasons, time, weather, emotions, colours, sizes, and shapes
- Words, phrases, and sentences used to present data and meaning in forms of pictures, diagrams, charts, and tables
- Research, collection, and presentation of vocabulary related to other learning areas

### **Key Concepts**

Students practice listening, reading words, sentences, and texts, pronunciation, identifying main ideas, answering questions, and speaking and writing to request and give information about themselves, their friends, families, and daily topics. They express personal feelings with supporting reasons. The use of a foreign language serves as a bridge to connect knowledge across subjects. Learner's research, gather, and present interdisciplinary vocabulary through speaking and writing.

### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline
- Determination in completing tasks

**Chapter 5****Learning Unit 6: Communities****Learning Area: Foreign Languages (English)****Subject Code: A 15101****Total Time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media, and express opinions with logical reasoning.

Standard F.L.1.2: Use language communication skills to exchange information, express feelings, and opinions effectively.

**Strand 2: Language and Culture**

Standard F.L.2.1: Understand the relationship between language and the culture of native speakers, and use it appropriately according to context.

Standard F.L.2.2: Understand the similarities and differences between the language and culture of native speakers and those of Thailand, and apply this understanding with discernment.

**Strand 4: Language and Relationship with Community and the World**

**Standard F.L.4.1: Use a foreign language appropriately in various situations in school, community, and society.**

Standard F.L.4.2: Use a foreign language as a tool for learning, further education, career development, collaboration, and living together in society.

**Learning Indicators**

F.L.1.1 Gr.5/2: Read sentences, texts, and short poems aloud with correct pronunciation.

F.L.1.2 Gr.5/2: Use commands, requests, permission-seeking phrases, and simple suggestions.

F.L.1.2 Gr.5/3: Speak or write to express needs, ask for help, accept, or refuse help in simple situations.

F.L.1.2 Gr.5/4: Speak or write to request and provide information about oneself, friends, family, and familiar topics.

F.L.2.1 Gr.5/2: Answer questions or state the significance of festivals, special days, celebrations, and the way of life of native speakers.

F.L.2.1 Gr.5/3: Participate in language and cultural activities based on personal interests.

F.L.4.1 Gr.5/1: Identify similarities and differences in sentence pronunciation, punctuation usage, and word order between a foreign language and Thai.

### **Learning Content**

- Use of language, tone, and gestures according to social manners and the culture of native speakers (e.g., greetings and well-wishes)
- Information about and significance of festivals, special days, celebrations, and lifestyle of native speakers, such as Christmas, New Year's Day, Valentine's Day, and Thanksgiving
- Language and cultural activities such as games, songs, storytelling with gestures, role-playing related to festivals like Christmas, New Year's Day, and Valentine's Day

### **Key Concepts**

Students explore traditions, culture, and lifestyles of both Thai and foreign societies. They compare similarities and identify differences, and apply this understanding appropriately in daily life. Learners are encouraged to participate in language and cultural activities to enhance their communication and intercultural understanding.

### **Core Competency**

Communication skills

### **Desirable Characteristics**

- Discipline
- Determination in completing tasks

Unit design framework

Grade 6



## Chapter 1

Learning Unit 1: Social Cultural Function

Learning Area: Foreign Languages (English)

Subject Code: A 16101

Total Time: 15 hours

### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media, and express opinions with logical reasoning.

Standard F.L.1.2: Demonstrate language communication skills in exchanging information, expressing feelings, and giving opinions effectively.

### Learning Indicators

F.L.1.1 Gr.6/1: Follow instructions, requests, and suggestions heard or read.

F.L.1.1 Gr.6/3: Select or identify sentences or short texts corresponding to pictures, symbols, or signs that have been read.

F.L.1.2 Gr.6/1: Communicate through speaking or writing in interpersonal situations.

F.L.1.2 Gr.6/2: Use commands, requests, and make suggestions.

### Learning Content

- Following commands: Look at the ... here/over there. Read and draw. Put a/an ... in/on/under ...

- Making polite requests: Can/Could you help me?

- Giving suggestions: You should read every day.

- Vocabulary for playing games: Start / My turn ...

- Sequencing words: First, Second, Next, Then, Finally

- Engaging in interpersonal communication through speaking or writing: Greetings, farewells, expressions of thanks, apologies, compliments (e.g., Hi/Hello/Good... I'm fine / Very well / Thank you / Nice to see you...)

- Using commands, requests, and expressions for seeking and offering help: Please... / May I... / I need... / Help me! / Can / Could...? Responses: Yes... / No...

**Key Concepts**

Students learn to listen to and follow instructions, requests, and suggestions, and use appropriate language in different situations fluently and accurately. They learn to communicate effectively and use language appropriately according to social and cultural contexts.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

**Chapter 2****Learning Unit 2: Important Person****Learning Area: Foreign Languages (English)****Subject Code: A 16101****Total Time: 15 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media, and express opinions with logical reasoning.

Standard F.L.1.3: Present information, concepts, and opinions on various topics through speaking and writing.

**Strand 2: Language and Culture**

Standard F.L.2.2: Understand the similarities and differences between the language and culture of native speakers and those of Thailand, and apply the knowledge appropriately.

**Learning Indicators**

F.L.1.1 Gr.6/2: Read aloud short texts, tales, and poems correctly according to pronunciation rules.

F.L.1.3 Gr.6/1: Speak or write to provide information about oneself, friends, and the immediate environment.

F.L.2.2 Gr.6/1: Identify similarities and differences in sentence pronunciation, punctuation usage, and word order between the foreign language and the Thai language.

**Learning Content**

- Sentence structures:
- Present Simple Tense (S + V1)
- Past Simple Tense (S + V2)
- Vocabulary related to biographies
- Reading short articles about important people
- Using words of sequence: First, then, after that, before, finally, at last
- Adjectives describing people and things
- Word order of adjectives (Order of Adjectives)

**Key Concepts**

Students practice speaking and writing to provide information about themselves and others. They use adjectives accurately and apply correct grammatical sentence structures in communication.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

### Chapter 3

Learning Unit 3: Transportations

Learning Area: Foreign Languages (English)

Subject Code: A 16101

Total Time: 20 hours

#### Strand 1: Language for Communication

Standard F.L.1.1: Understand and interpret what is heard and read from various types of media and express opinions effectively.

Standard F.L.1.2: Use language skills for exchanging information, expressing feelings and opinions effectively.

Standard F.L.1.3: Present information, concepts, and opinions on various topics through speaking and writing.

#### Learning Indicators

F.L.1.1 Gr.6/1: Follow instructions, requests, and advice from spoken or written texts.

F.L.1.1 Gr.6/3: Identify or select sentences or short messages that match pictures, signs, or symbols.

F.L.1.2 Gr.6/3: Speak or write to express needs, request help, accept or decline help in simple situations.

F.L.1.3 Gr.6/2: Draw pictures, maps, charts, or tables to show information heard or read.

#### Learning Content

- Commands, requests, body language, and suggestions in games or drawing activities, e.g., Look at the ... here/over there. Say it again.

- Requests: Please look up the meaning in a dictionary., Can/Could you help me, please?

Suggestions: You should go straight and turn left., etc.

- Prepositions of place

- Asking for and giving directions

- Traffic signs and symbols

- Interpersonal communication: expressing needs, requesting assistance, giving/denying help, expressing feelings.

**Key Concepts**

Students learn vocabulary and expressions related to locations, directions, and transportation. They follow instructions, recognize sentences matching signs and symbols, write short messages indicating place positions, and interact in role-plays expressing needs or offering assistance appropriately.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

**Chapter 4****Learning Unit 4: Occupations****Learning Area: Foreign Languages (English)****Subject Code: A 16101****Total time: 15 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1 Understand and interpret spoken and written texts from various media and express opinions effectively.

Standard F.L.1.2 Possess language communication skills for exchanging information, expressing feelings, and opinions effectively.

Standard F.L.1.3 Present information, concepts, and opinions on various topics through speaking and writing.

**Learning Indicators**

F.L.1.1 Gr.6/3 Select or identify sentences or short messages that correspond to pictures, symbols, or signs.

F.L.1.1 Gr.6/4 Summarize main ideas and answer questions from listening and reading simple conversations, stories, and narratives.

F.L.1.2 Gr.6/1 Speak/write to communicate interactively between individuals.

F.L.1.2 Gr.6/4 Speak/write to request and provide information about oneself, friends, family, and familiar topics.

F.L.1.3 Gr.6/3 Speak/write to express opinions on familiar topics.

**Learning Content**

- Vocabulary related to occupations.
- Short texts about occupations.
- Stories about occupations.
- Question and answer sentences related to occupations.

**Key Concepts**

Learning vocabulary, short texts, stories, and question-answer sentences about occupations, with active participation in communication.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks



## Chapter 5

Learning Unit 5: Food and Drinks

Learning Area: Foreign Languages (English)

Subject Code: A 16101

Total time: 20 hours

### Strand 1: Language for Communication

Standard F.L.1.1 Understand and interpret spoken and written texts from various media and express opinions effectively.

Standard F.L.1.2 Develop language communication skills to exchange information, express feelings, and opinions effectively.

### Strand 3: Language and Its Relationship with Other Learning Areas

Standard F.L.3.1 Use a foreign language to connect knowledge with other learning areas as a foundation for development, seeking knowledge, and broadening one's worldview.

### Learning Indicators

F.L.1.1 Gr.6/3 Select or identify sentences or short messages that correspond to pictures, symbols, or signs read.

F.L.1.2 Gr.6/3 Speak/write to express needs, ask for help, accept or refuse help in simple situations.

F.L.1.2 Gr.6/5 Speak/write to express one's feelings about familiar topics and activities with brief reasons.

F.L.3.1 Gr.6/1 Research and collect vocabulary related to other learning areas from various sources and present by speaking or writing.

### Learning Content

- Vocabulary and sentences related to food, vegetables, fruit, drinks, dessert, menu, and meals such as mango, pizza, milk, cake, breakfast, etc.
- Short sentences about cooking, drinks, and snacks - How to make (food, drinks, snacks).
- Texts about healthy food, food pyramid, and health.
- Question and answer sentences about foods, vegetables, and fruits liked or disliked.

**Key Concepts**

Learning vocabulary and sentences about food, vegetables, fruits, drinks, cooking, and nutritious food that benefits the body. The content relates to familiar subjects that learners can apply in daily life.

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

## Chapter 6

Learning Unit 6: Community

Learning Area: Foreign Languages (English)

Subject Code: A 16101

Total time: 20 hours

### Strand 1: Language for Communication

Standard F.L.1.1 Understand and interpret listening and reading materials from various media and express opinions effectively

Standard F.L.1.2 Have language communication skills to exchange information, express feelings, and opinions effectively

### Strand 2: Language and Culture

Standard F.L.2.1 Understand the relationship between language and culture of native speakers and apply appropriately

Standard F.L.2.2 Understand similarities and differences between the language and culture of native speakers and Thai people, and use them correctly and appropriately

### Strand 2: 4 Language in relation to community and the world

Standard F.L.4.2 Use foreign language as a basic tool for further study, career, and social exchange in the global community

### Learning Indicators

F.L.1.1 Gr.6/4 Identify main ideas and answer questions from listening and reading dialogues, simple stories, and narratives

F.L.1.2 Gr.6/1 Speak/write to communicate between individuals

F.L.1.2 Gr.6/4 Speak and write to request and provide information about oneself, friends, family, and familiar topics

F.L.2.1 Gr.6/1 Use polite words, tone, and gestures according to social manners and culture of native speakers

F.L.2.1 Gr.6/2 Provide information about festivals, important days, celebrations, and lifestyle of native speakers

F.L.2.1 Gr.6/3 Participate in language and cultural activities based on interest

F.L.2.2 Gr.6/2 Compare similarities and differences between festivals, celebrations, and traditions of native speakers and Thai people

F.L.4.2 Gr.6/1 Use foreign language to research and gather information

**Learning content**

- Information and importance of festivals, important days, celebrations, and lifestyle of native speakers such as Christmas, New Year, Valentine's Day, seasonal clothing, food, and drinks
- Use of polite words, tone, and gestures according to social manners and culture of native speakers, e.g., greetings, accepting or declining
- Language and cultural activities such as playing games and singing songs
- Festivals such as Christmas, New Year, Valentine's Day

**Key Concepts**

Learning about traditions, culture, and lifestyles of Thai and foreign people; comparing similarities and differences and applying appropriately in daily life

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

**Chapter 7****Learning Unit 7: Weather and Season****Learning Area: Foreign Languages (English)****Subject Code: A 16101****Total time: 20 hours**

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**Strand 1: Language for Communication**

Standard F.L.1.1 Understand and interpret listening and reading materials from various media and express reasonable opinions

Standard F.L.1.3 Present information, concepts, and opinions on various topics through speaking and writing

**Strand 3: Language and Its Relationship to Other Learning Areas**

Standard F.L.3.1 Use foreign language to connect knowledge with other learning areas as a foundation for development, knowledge seeking, and broadening one's perspective

**Strand 4: Language and Its Relationship to Community and the World**

Standard F.L. 4.1 Use foreign language in various situations in school, community, and society

**Learning Indicators**

F.L.1.1 Gr.6/3 Select/identify sentences or short texts matching pictures, symbols, or signs read

F.L.1.3 Gr.6/1 Speak/write to provide information about oneself, friends, and the surrounding environment

F.L.1.3 Gr.6/3 Select/identify sentences or short texts matching pictures, symbols, or signs read

F.L.3.1 Gr.6/1 Research and collect vocabulary related to other learning areas from learning sources and present through speaking/writing

F.L.4.1 Gr.6/1 Use language to communicate in various situations occurring in classroom and school

**Learning content**

- Information and importance of festivals, important days, celebrations, and lifestyle of native speakers such as Christmas, New Year, Valentine's Day, seasonal clothing, food, and drinks

- Use of polite words, tone, and gestures according to social manners and culture of native speakers, e.g., greetings, accepting or declining
- Language and cultural activities such as playing games and singing songs
- Festivals such as Christmas, New Year, Valentine's Day

**Key Concepts**

Research and collect vocabulary related to weather; present information about weather in both domestic and international contexts; show perseverance in work

**Core Competency**

Communication skills

**Desirable Characteristics**

- Discipline
- Determination in completing tasks

Measurement and  
evaluation of learning  
outcomes

## Measurement and evaluation of learning outcomes

Baansankamphaeng School sets the criteria for measuring and evaluating the learning of learners of additional English subjects covering knowledge, skills, processes and characteristics according to the learning standards of the curriculum with the aim of measuring and evaluation for

- Develop learners
- To judge the academic results and set the following measurement and evaluation guidelines.

1. Forms of measurement and evaluation are as follows:

### 1.1 Assessment before class

- Assessment of readiness and baseline of learners
- Assessment of knowledge of the subject to be studied before learning

### 1.2 Assessment during class

- Assessment with personal communication
- Assessment from practice
- Assessment based on real conditions

### 1.3 Evaluation after school

- Assessment after school
- Assessment after school year end

By evaluating the learning results according to the learning outcomes, which have set the ratio The score during the course and the end of the year test is 80: 20.

## 2. Methods of measurement and evaluation

In measuring and evaluating to obtain information that emphasizes the true abilities and characteristics of learners, a variety of methods and tools must be used, for example:

**2.1 The test is an assessment** to check knowledge, ideas and progress in learning subjects. There are many types of measurement tools such as multiple choice, written response, narration, short fill-in, true-wrong and catch. couple etc.



**2.2 Observation** is an assessment of behavior, emotion, learner interaction, relationship during group work, cooperation in work, planning, patience, problem-solving methods, work fluency, tool use. Various during teaching and doing various activities, observations that teachers can do at any time, which may be formally observed.

By determining the time and person to observe, or informal observation, which is an observation by analyzing the elements of the observed object, setting criteria and traces that will be used as a guideline for observation and then preparing a checklist. (checklist) and estimation (rating scale)

**2.3 The interview** is a conversation, questioning, talking to find information that is not clearly visible in what students behave in project work / project work, group work, daily routine, interview informants, may as for the students themselves, their colleagues, as well as their parents, interviews may be formalized on a fixed date, time and subject. And informal interviews are not specific conversations. This will create a good relationship and get clear information consistent with the real situation. In which the teacher will ask questions in advance so that we can talk to the point.

**2.4 Practical assessment**, it is an action assessment, an action to assess the creation of work, completion, demonstration, demonstration of skills and abilities that learners show in their work. Practical assessments must be prepared with assessment tools such as scoring rubric, rating scale and checklist, etc.

**2.5 Scoring rubric** is an analysis of components and issues to be assessed. To characterize the quality of a job or action as a quality or quantity level or competency level to guide the assessment. And it is important information for teachers, parents or other interested people to know what a student learns, how much he can do and what the quality of work or workload is. The assessor may give overall scores or classify the components.

**2.6 Portfolio assessment** is an assessment of the ability to produce works integrating knowledge, experience, effort, feelings, opinions of students arising from the collection, collection of works, selection Contributions and reflections on the works including performance evaluation The portfolio assessment assesses creative management. Evidence showing knowledge and competency in the work which shows the achievement and potential of learners in that subject matter.

**3. Measurement and Evaluation workload/piece**

- observation form
- Interview form
- activity sheet
- Practice/Quiz

**4. Measurement and evaluation tools workload/piece**

- observation record form
- Interview record form
- activity record form
- Practice notes/tests

**5. Measures and evaluations are:**

- teachers
- learner
- friend
- parent

**6. Criteria for judging the assessment results of learning subjects**

judging criteria, the foreign language learning subject group (English) must have a combined assessment score on knowledge, skills/processes, and characteristics. divided into the following learning outcome levels:

Level	4	means	scores	80 – 100
Level	3.5	means	scores	75 – 79
Level	3	means	scores	70 – 74
Level	2.5	means	scores	65 – 69
Level	2	means	scores	60 – 64
Level	1.5	means	scores	55 – 59
Level	1	means	scores	50 – 54
Level	0	means	scores	0 – 49

## 7. Judging Criteria English course

7.1 Learners must have at least 80 percent of the total study time.

7.2 Learners must have a pass assessment score of 50 percent of the learning outcomes.

Passed learning results must have Assessment results 65 percent of all learning outcomes.

7.3 Learners must be judged on the Thai language subject at level 1 or higher.

7.4 Learners must have assessment results for reading, thinking, analyzing and writing English subjects passed level.

7.5 Learners must have desirable characteristics assessment results. English language course passed level.

# Glossary

## **Glossary**

### **Guessing the meaning from the context (Context Clue)**

Guessing the meaning of unknown words or phrases without opening a dictionary. It is guessing the meaning by guiding from the words or texts surrounding the words or texts read to help understand or interpret the meanings of words or texts that do not understand the meaning.

### **Transforming the information**

Transforming the information that the sender wants to communicate to the receiver to understand the meaning in the desired format, such as transferring information that is a word, sentence or text into information that is a graph, symbol, picture, diagram, chart, table, etc. or transferring information that it can be graphs, symbols, pictures, charts, tables, etc., into words, sentences, or text.

### **Communication skills**

Listening, speaking, reading and writing skills, which are tools for receiving and delivering messages in that language in a meaningful, fluent, accurate and clearly accessible manner.

### **Nursery rhyme**

Poem for children with rhyming words and melodious to make it easy to remember

### **Short play (Skit)**

A short piece of writing or play with gestures and speech. make fun It may be a story from a story, a novel, the lives of people, animals, things, or excerpts from writings.

### **Body language**

Communication by using gestures instead of words or gestures with words to clarify the meaning. Gestures may be expressed such as facial expressions, eye contact, head movements, hands raised, nodding, raised eyebrows, etc.

**Native speaker culture**

The way of life of people in a society that uses that language, ranging from ways of eating, dressing, working, resting, expressing emotions, communicating values, thoughts, beliefs, attitudes, customs, traditions, festivals, celebrations and manners, etc.

**Non-text information**

Things used to communicate instead of words, phrases, sentences and messages, such as graphs, symbols, pictures, things, diagrams, charts, tables, etc.

## Producers

Ms. Phitchaphak	Saisanongyod
Ms. Pareena	Pongthammachat
Ms. Suchanan	Srijai
Ms. Kotchakorn	Chairawang
Ms. Daraporn	Kattiya
Ms. Patcharaporn	Satasarn
Ms. Cheeranan	Thananwatmaythee
Ms. Krittaporn	Khiawham
Ms. Yaowapa	Jailuang
Ms. Jittiporn	Suwannachart
Mrs.Souwakon	Sanvilai
Mrs. Angkanaruk	Chanthong
Ms. Saowaphak	Jaitikha
Ms. Phetcharin	Lungta
Ms. Kanyarat	Phonrob
Ms. Paveena	Phomchai
Ms. Chariya	Srisem
Ms. Nantiya	Sarannapat
Ms. Sujittar	Thianthongmongkol
Ms. Kamonchanok	Khamla
Mr.Songkran	Kamkaew
Ms. Nitchakan	Pokrai
Ms. Kantika	Pachsee
Ms. Nutthanicha	Thurakit
Mr. Rene Decot Dancel Jr.	
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Ms. Vrenille Avy Villanueva

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Ms. Mary Cris A. Bagas

Mr. Saad Shah

Mr. Simon Dean