**Learning Standards and Indicators**

**The Department of Foreign Languages Level of Students: M. 6**

**Subject Code: EN30220 Subject: English for IELTS 2**

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| **Indicators/Learning outcomes** | **Key Word**  | **Learners’ Key Competencies - Activities** | **21st-Century Skill/****Local Wisdom/Thai Wisdom/** **Sufficiency Economy Philosophy /School Focus** | **Desirables** |
| 1. Identify topic sentences of paragraphs, identify main ideas and overall meaning of texts to complete diagrams, match headings with paragraphs, and differentiate paragraph headings according to content | identify, analyze, provide, match, differentiate, choose, give examples | Learners’ Key Competencies communication capability thinking capability problem solving capability capability in applying life skills and capability in technological applicationActivities5E Model / PPP / Explicit Teaching Model / CIPPA / CALLA / SIOP / CLT/ CBL / TBL / The Direct Method / Real-life scenarios / The Structural Approach / Cooperative Learning/ KWL-Plus / CIRC / Brainstorming / STAD/ Dramatization / Group discussion / Pair work / Peer Teaching / Mind Maps / Group works | Reading, Writing, Critical Thinking and Problem Solving, Creativity and Innovation,Cross-cultural Understanding, Collaboration, Teamwork and Leadership,Communications, Information, and Media Literacy,Computing and ICT Literacy,Career and Learning Skills,Compassion,Learning, Leadership | 1. Love of nation, religion and king2. Honesty and integrity3. Self-discipline4. Avidity for learning5. Observance of principles of Sufficiency Economy Philosophy in one’s way of life6. Dedication and commitment to work7. Cherishing Thai-ness8. Public-mindedness9. Gentlemen of Assumption College |
| 2. Demonstrate comprehension of text details to perform sentence completion tasks, extract key points from academic texts, identify antonyms and synonyms in written text, employ strategies to deal with unknown vocabulary and interpret written texts to identify and match detailed information  | demonstrate, identify, complete, employ, use, interpret, match |
| 3. Combine and organise paragraphs to respond to an opinion essay, employ complex connectors to link cause and effect clauses, formulate a clear thesis statement, identify main features of a diagram and write a paragraph plan under time restraints by using self-assess own writing for grammatical mistakes | write, exchange, speak, explain, express, discuss, provide, describe, combine, organize, use, employ, identify |
| 4. Write to describe non-text media such as graphs and charts, argue a position in an essay and apply the conventions of academic writing in English | write, describe, explain, express, argue, discuss, compose, provide, summarize, conclude |
| 5. Identify key information to complete notes or to complete gaps in sentences from a listening or a lecture, identify correct word forms in a listening task, identify relevant details in a listening to discern correct answer among multiple choices, listen to identify specific information needed to complete a flow chart and discern key points in a lecture to chronologically arrange stages in a process  | identify, explain, analyze, discuss, provide, compare, contrast, apply, use, express, summarize, conclude |
| 6. Use a wide range of structures, comprehensive vocabulary and effective pronunciation features with full flexibility, fluency and accuracy, to clearly present arguments according to common conventions with logically organized information and ideas, in either speaking or writing to the questions asked  | employ, use, pronounce, identify, classify, present, develop, organize, discuss, conclude, summarize,  |
| 7. Explain, analyse and discuss hobbies, interests, feelings, beliefs and origins of customs and traditions of native speakers along with similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately  | employ, use, state, define, arrange, justify, provide, categorize, critique, differentiate, debate, compare, contrast |