

Proclamation of the Ministry of Education, Science and Technology:
#2008-160

THE SCHOOL CURRICULUM
OF
THE REPUBLIC OF KOREA

Ministry of Education, Science and Technology, Korea

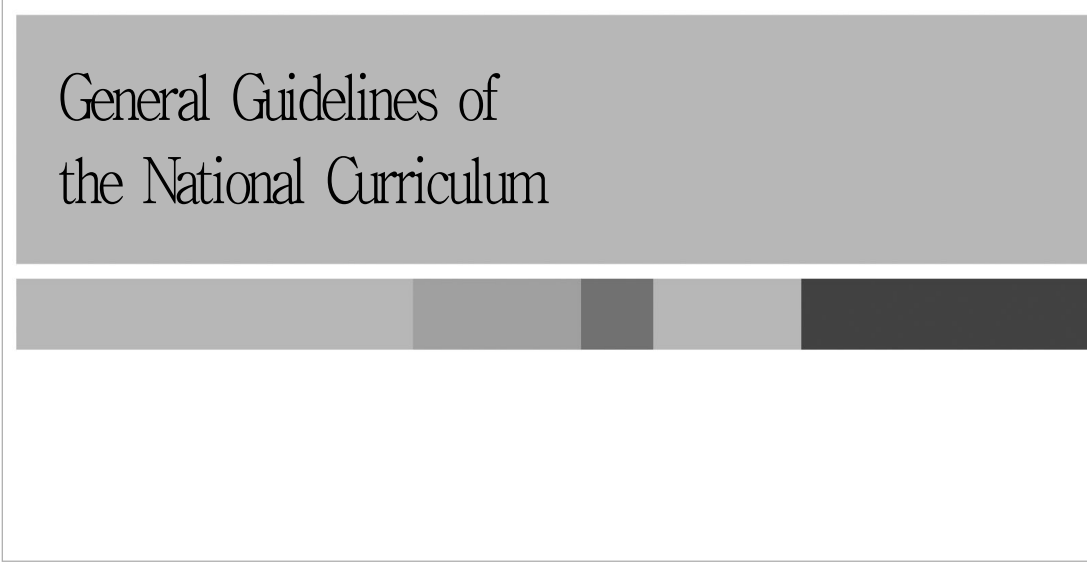


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General Guidelines of the National Curriculum

Ministry of Education, Science and Technology, Korea

The Characteristics of the Curriculum

The curriculum, announced as the National-Level Curriculum, aims to accomplish the educational objectives and goals of elementary and secondary schools according to Paragraph 2 of Article 23 in the Elementary and Secondary Educational Law. The curriculum presents the general standards that elementary and secondary schools need to organize and implement.

The characteristics of the curriculum are as follows:

1. It simultaneously aims for national unity and individual diversity.
2. It is student-centered and facilitates students' autonomy and creativity.
3. Students, parents, teachers, schools, and offices of education cooperate to develop the optimal curriculum for students.
4. It intends to make a curriculum-centered school education system.
5. It aims to maintain and control the quality of processes and products of public education in Korea.

I . The Direction of Curriculum Design

1. An Educated Person Cultivated by the Curriculum

Education in Korea aims to assist every citizen in developing the character and skills necessary for being an independent citizen under the humanitarian ideal, taking responsibility for the welfare of the country, and for all mankind.

This curriculum seeks to develop a well-educated person that:

- 1) seeks to develop his/her own individuality on the basis of a well-rounded personality.
- 2) is able to cultivate creativity as well as seek and apply knowledge and skills.
- 3) explores a career path with liberal knowledge and understanding.
- 4) creates new values based on Korean cultural heritage.
- 5) is committed to improving the community as a citizen.

2. General Framework of the Curriculum

The curriculum of the Republic of Korea is designed to:

- 1) help students understand and actively respond to social changes.
- 2) follow systems of the National Common Core Curriculum with an Elective-Centered Curriculum.

- 3) optimize the standards of the subject areas for in-depth learning.
- 4) provide different areas of learning and diverse teaching and learning methods according to students' abilities, aptitudes, and interests.
- 5) promote the autonomy of local schools in organizing and implementing their own curriculum.
- 6) establish a curriculum assessment system in order to improve the quality of education.

II. Educational Goals by School Level

The curriculum establishes objectives for each school level in order to realize a model human being.

1. Goals of Elementary School Education

Students are expected to achieve basic academic and life skills, when they finish their elementary school education.

Through elementary school education, students are to:

- 1) develop a physically and mentally healthy identity.
- 2) develop basic life skills and be able to express their feelings and thoughts through various communication tools.
- 3) explore their interests and potentials.
- 4) inherit and appreciate Korean cultural heritage and traditions.
- 5) form healthy living habits and a love of neighbors and the country.

2. Goals of Middle School Education

Middle school students continue to develop academic and life skills, and are expected to achieve qualities and capacities as citizens of a democratic society. Through middle school education, students are to:

- 1) build sound bodies and minds and to be provided with rich experiences to

explore the self.

- 2) acquire basic knowledge and problem-solving skills necessary for learning and living and to be able to express their feelings and thoughts in a creative manner.
- 3) explore career paths with a background of knowledge and experience in various fields.
- 4) be proud of their Korean cultural heritage and traditions and be willing to further develop them.
- 5) understand the value and basic principles of democracy and be familiar with a democratic way of living.

3. Goals of High School Education

High school education aims to nurture students with the different skills they need for the future, and with properties of global citizenship. Through high school education, students should:

- 1) cultivate a sound body and mind, and discover their own values and outlook on life.
- 2) be able to think, reason, and criticize in creative ways.
- 3) pursue a broad-based foundation of knowledge and skills for further education and career development according to their own interests and talents.
- 4) preserve and spread Korean culture and traditions in a global society.
- 5) contribute to the construction and development of a national community and develop awareness and values as world citizens.

III. Curriculum Organization and Time (Unit) Allotment Standards

1. Curriculum Organization

- 1) The curriculum consists of The National Common Basic Curriculum from grade one to grade ten and the elective curriculum in grade eleven and grade twelve.
- 2) The National Common core Curriculum includes subject disciplines, optional activities, and extracurricular activities as shown in the <Table 1>.
 - A. The subject disciplines include Korean Language, Moral Education, Social Studies, Mathematics, Science, Practical Arts (Technology, Home Economics), Physical Education, Music, Fine Arts, and Foreign Language (English). However, subjects for grades one and two include Korean Language, Mathematics, *Moral Life*, *Exploring Life*, *Happy Life*, and *We Are the First Graders*.
 - B. Optional activities include subject-related and creative activities.
 - C. Extracurricular activities include autonomous, adaptive, self-development, social service, and event activities.
- 3) The high school curriculum, with elective programs, covers subject disciplines and extracurricular activities.
 - A. The subject disciplines include general and vocational and technical subjects.

(a) General subjects include Korean Language, Moral Education, Social Studies, Mathematics, Science, Technology and Home Economics, Physical Education, Music, Fine Arts, Foreign Languages, Chinese Characteristics, Eastern Classics, and electives. <Table 2>

(b) Specialized subjects include programs of study in Agriculture, Industry, Commerce, Fishery and Marine Transportation, Home Economics and Vocational Education, Science, Physical Education, Arts, Foreign Languages, and International Affairs.

B. Extracurricular activities are comprised of autonomous, adaptive, self-development, social services, and event activities.

2. Time (Unit) Allotment Standards

1) The National Common Core Curriculum

< Table 1 >

School Grade		Elementary School					Middle School			High School	
		1	2	3	4	5	6	7	8	9	10
S u b j e c t s	Korean Language			238	204	204	204	170	136	136	136(8)
	Moral Education	Korean Language 210 238		34	34	34	34	68	68	34	34(2)
	Social Studies	Mathematics 120 136		102	102	102	102	Social Studies			
		Moral Life 60 68						102	-	68	102(6)
		Exploring Life 90 102						-	102	68	102(6)
	Mathematics	Moral Life 60 68		136	136	136	136	136	102	136(8)	
	Science	Exploring Life 90 102		102	102	102	102	102	136	136	136(8)
Practical Arts			.	.	68	68	Technology and Home Economics 68 102 102 102(6)				

School Grade		Elementary School					Middle School			High School	
		1	2	3	4	5	6	7	8	9	10
Subject											
S u b j e c t s	Physical Education	Happy Life 180 204		102	102	102	102	102	102	68	68(4)
	Music Fine Arts			68	68	68	68	68	34	34	34(2)
				Foreign Language (English)	We Are the First Graders 80 .		68	68	68	68	34
	34	34	68				68	102	102	136	136(8)
Optional Activities		60	68	68	68	68	68	102	102	102	102(6)
Extracurricular Activities		30	34	34	68	68	68	68	68	68	68(4)
Total		830	850	952	952	1,054	1,054	1,122	1,122	1,122	1,190(70)

- ① <Table 1> shows the minimum school hours in a 34-week school year. However, schools can cut down to no more than 34 school hours since the total school hours in a year from grade three to six have decreased due to a five-day school week.
- ② For grade one, the number of school hours per week, including optional subjects and extracurricular activities, has been assigned for 30 school weeks. The number of school hours for *We Are the First Graders* is the same as in March.
- ③ An instructional hour equals 40 minutes in elementary schools, 45 minutes in middle schools, and 50 minutes in high schools. A school however can change this time span depending on the weather and season, students' developmental stages, learning content, and so forth.
- ④ The number in parentheses in grade 10 designates the number of units.

2) High School Elective Curriculum

A. General subjects

< Table 2 >

	Subjects	Elective Courses
S u b j e c t s	- Korean Language - Moral Education	Speech Communication(6), Reading(6), Writing(6), Grammar(6), Literature(6), Media Literacy(6) Ethics in Modern Life(6), Ethics and Thoughts(6), Traditional Ethics(6)
	- Social Studies	Korean Geography(6), World Geography(6), Economic Geography(6), Korean Cultural History(6), Understanding World History(6), East Asian History(6), Law and Society(6), Politics(6), Economics(6), Society and Culture(6)
	- Mathematics - Science	Applied Mathematics(6), Mathematics I (6), Pre-Calculus and Pre-Statistics(6), Mathematics II (6), Integration and Statistics(6), Geometry and Vector(6) Physics I (6), Chemistry I (6), Life Science I (6), Earth Science I (6), Physics II (6), Chemistry II (6), Life Science II (6), Earth Science II (6)
	- Technology and Home Economics	Agricultural Life Science(6), Engineering Technology(6), Home Economics(6), Enterprise Management(6), Ocean Science(6), Information(6)
	- Physical Education	Exercises and Healthy Life(4), Sports Culture(4), Sports Science(6)
	- Music - Fine Arts	Music Performance(4), Music and Society(4), Understanding Music(6) Art in Life(4), Art Appreciation(4), Art Production (6)
	- Foreign Languages	English I (6), English II (6), Practical English Conversation(6), Advanced English Conversation II (6), English Reading and Writing(6), Advanced English Reading and Writing(6) German I (6), German II (6), French I (6), French II (6), Spanish I (6), Spanish II (6), Chinese I (6), Chinese II (6), Japanese I (6), Japanese II (6), Russian I (6), Russian II (6), Arabic I (6), Arabic II (6)
	- Chinese Characters and Classics - Liberal Arts	Chinese Characters and Classics I (6), Chinese Characters and Classics II (6) Our Life and Philosophy(4), Life and Logic(4), Life and Psychology(4), Life and Education(4), Life and Religion(4), Life and Economics(4), Safety and Health(4), Career and Occupation(4), Environment(4)
	Total Units	132
	Extracurricular Activities	8
Grand Total Units	140	

- ① The numbers in parentheses are the numbers of units to be completed. A unit is the amount of learning in a 50-minute period of instruction per week for one semester, equivalent to 17 weeks.
- ② deleted
- ③ deleted
- ④ Schools may open specialized subjects presented in <Table 3>, or new subjects if necessary, with the approval of the superintendent of the Metropolitan Provincial Office of Education.

B. Vocational and technical subjects

<Table 3>

Subject Areas	Subjects	Departments
Agricultural Life Industry	Understanding of Agriculture, Techniques in Basic Agricultural, Agricultural Information Management, Agricultural Management, Basic Biotechnology, Cultivation, Techniques in Crop Production, Forest and Human Beings, Techniques in Forest Resources, Horticulture, Living Horticulture, Production Materials, Techniques in Horticulture I, Techniques in Horticulture II, Animal Resources, Techniques in Breeding I, Techniques in Breeding II, Silkworm and Silk Fabrics, Landscaping, Techniques in Landscape Architecture I, Techniques in Landscape Architecture II, Agriculture and Water, Rural Community and Farmland Development, Techniques in Agricultural Civil Engineering I, Techniques in Agricultural Civil Engineering II, Agricultural Machinery, Farm Shop for Machinery, Techniques in Agricultural Machinery I, Techniques in Agricultural Machinery II, Food Science, Food Sanitation, Techniques in Food Processing I, Techniques in Food Processing II, Agricultural Products Distribution, Agricultural Products Distribution Management I, Agricultural Products Distribution Management II, Environment Conservation, Environment Management I, Environment Management II, Agriculture and Tourism	<ul style="list-style-type: none"> · Plant Resources · Animal Resources · Agricultural Civil Engineering · Food Processing · Agricultural Machinery · Landscaping · Agricultural Products Distribution Information · Environment and Agricultural Tourism · Biotechnology
Industry	Introduction to Industry, Basic Drafting, Basic Information Technology, Professional Drafting, Mechanical Principles, General Electricity, Industrial English, Design of Machines, Machinery Construction, Power Generators, Fluid Mechanics, Air Mixing Arrangement, Basic Machinery Mechanics, Machinery I, Machinery II, Industrial Equipment, Mold Manufacturing, Electronic Machinery Theory, Mechatronic Circuits, Electronic Machinery Mechanics, Electronic Machinery Control, Basic Robotics, Robot Manufacturing, General Material, Metal Manufacturing, Material Processing, Casting, Metal Treatment, Electric Appliance, Electric Circuits, Electrical Machines, Electric Power Installment I,	<ul style="list-style-type: none"> · Mechanical Engineering · Mechatronics · Metallurgy · Electrical Engineering · Electronic Engineering · Communication Engineering · Applied Computer

Subject Areas	Subjects	Departments
Business Information	<p>Electric Power Installment II, Electric and Electronic Measurement, Automation Installment, Electronic Machines, Applying Electronics and Computer Science, Electronic Circuits, Engineering Control, General Communication, Information Communication, Communication Systems, Computer Structure, System Programming, Programming, Digital Logical Circuits, Surveying, Dynamics, Civil Engineering Design, General Civil Engineering, Civil Engineering Materials and Construction, Hydrology and Soil Mechanics, Cadastral Computerization, Cadastral Practicum, Architectural Structure, General Architectural Plan, Construction Woodwork, Building Construction I, Building Construction II, General Design, Chromatics Management, Modeling, Product Design, Industrial Arts, Visual Art Design, Computer Graphics, Industrial Chemistry, Unit Manipulation and Process Control, Manufacturing Chemistry, Analyzing Chemistry, Functional Ceramics, Ceramics Principles Process, Structural Ceramics, Ceramics Design, Fermentation Industry, Food Production Machinery, Food Analysis, Food Industry Techniques, Textile Materials, Spinning and Weaving, Wrapping and Sewing, Dying and Finishing, General Printing, Printing and Photograph Material, Lithography Printing, Special Printing, Photograph and Electronic Engraving, Photography Techniques, Automobile and Construction Machinery, Automobile Engines, Automobile Chassis, Automobile Electricity and Electric Control, Construction Machinery Structure and Maintenance, Automobile Body Repair, Ship Theory, Ship Structure, Ship Building, General Aircraft, Aircraft Body, Aircraft Engines, Aircraft Equipment, Aircraft Electronic Equipment, General Environmental Industry, Water Management, Atmosphere and Noise Prevention, Waste Disposal, Computer Game Planning, Computer Game Programming, Computer Game Graphics, Cartoon and Basic Animation, Animation Production, Cartoon Creation and Drawing, Film and Broadcasting Production, Photographing and Lighting, Broadcasting System</p> <p>Business Economics, Computers, Principles of Accounting, Business and Management, Management and Law, Marketing and Advertising, Management Information System, Enterprise Resource Management, Communication Practicum, Cost Accounting, Business Accounting, Calculating Accounting, Tax Accounting, Finance and Living, Global Management, Business English, e-Trade and International Business Trade, Distribution Information Management, Logistics Management, Data Processing, Computer Practicum, Software Development, Office Management Practicum, Multimedia, Multimedia Planning, Multimedia Practicum, Web Programming, Electronic Commerce, Internet Shopping</p>	<p>Science</p> <ul style="list-style-type: none"> · Civil Engineering · Architecture · Design · Chemical Engineering · Environmental Industry · Ceramics · Food Industries · Textiles · Printing · Automobile · Ship-Building · Aerospace Engineering · Computer Games · Cartoon and Animation · Film Production <ul style="list-style-type: none"> · Management Information · Accounting Information · Trading Information · Distribution Management · Information Processing

Subject Areas	Subjects	Departments
	Management, Electronic Commerce Practicum, Internet Marketing, Inauguration of Business	<ul style="list-style-type: none"> · Multimedia · Electronic Commerce · Applied Design · Tourism
Fishery and Marine Transportation	General Fisheries, General Maritime Affairs, General Oceanography, Fishery and Shipping Information Processing, Fisheries Biology, General Fishery Management, Technology, Fisheries, Ocean Products, Aquaculture, Diseases of Culture Organisms, Seafood Processing, Seafood Circulation, Ocean Environments, Maritime Pollution, General Refrigeration, Refrigeration Machines, Refrigeration Equipment and Design, Heat Engines, Marine Auxiliary Machinery, Marine Electricity and Electronics, Machinery Design and Manufacturing Process, Skin Scuba Diving Techniques, Navigation, Seamanship, Maritime Law, Maritime English, Marine Cargo Transportation, Electronic Telecommunication Engineering, Electronic Telecommunication Apparatus, Electronic Telecommunication Operation, Raw Fish Slicing Practicum, Marine Leisure Sports and Tourism, Distribution Logistics in Ports, Marine Information Management	<ul style="list-style-type: none"> · Ocean Products · Fisheries · Aquaculture · Self-Managing Fisheries · Seafood Science · Ocean Environment · Refrigeration Machines · Power Engineering · Navigation · Telecommunication · Marine Leisure Sports · Distribution Logistics in Ports · Marine Information
Home Economics and Vocational Education	Human Development, Food and Nutrition, School Meal Management, Korean Cooking, Oriental Cooking, Western Cooking, Confectionery and Baking, Clothing Materials and Care, Fashion Design, Korean Clothing, Western Clothing, Embroidery and Knitting, Housing, Interior Design, Furniture Design, Display, Principles of Early Childhood Education, Early Childhood Education Program, Early Childhood Play Programs, Early Childhood Counseling, General Tourism, Tourism Business Practicum, Tourism Service Practicum, Tourism Dining and Cooking, Tourism English, Tourism Japanese, Tourism Chinese, Basic Nursing, Public Health Nursing, Basic Nursing Clinical Training, Basic Welfare Service, Elderly People Support, Hair Styling, Skin Care, Makeup, Public Health	<ul style="list-style-type: none"> · Cooking · Clothing · Interior Design · Early Childhood Education · Tourism · Nursing · Welfare Service · Beauty Art
Science	Physics Experiments, Chemistry Experiments, Life Science Experiments, Earth Science Experiments, History of Science, Electronics Science, Information Science I, Information Science II, Advanced Mathematics, Advanced Physics, Advanced Chemistry, Advanced Life Science, Advanced Earth Science, Project Work I, Project Work II, Environmental Science, Contemporary Science and Technology, Reading in Foreign Languages, Workshops, Philosophy in Science	

Subject Areas	Subjects	Departments
Physical Education	Introduction to Sports, Sports Science for Athletes, Physical Education and Career, Field and Track, Gymnastics, Aquatic Exercise, Individual-Interpersonal Sports, Team Sports, Fighting Match, Winter Sports, Expressive-Creative Sports, Fitness Exercise, Athletic Fitness, Specialized Sports for Beginning Athletes, Specialized Sports for Intermediate Athletes, Specialized Sports for Advanced Athletes, Internship for Sports Tournament, Sports Pedagogy, Coaching, Health Management, Sports Management and Administration, Practice in Sports of Major, Field Training in Sports of Major	<ul style="list-style-type: none"> · Sports Matches · Sports Coaching
Arts	<p>Music Theory, Music History and Appreciation, Sight Singing and Ear Training, Practice in Major, Chorus, Orchestra, Performance, Computers and Music, General Practice</p> <p>Art Theory, Art History, Drawing, Basic Painting, Basic Sculpture, Basic Design and Crafts, Practice in Major, Image Media and Art, Art Appreciation and Critique</p> <p>Understanding Dance, Basic Korean Dance, Basic Ballet, Basic Modern Dance, Practice in Major, Music and Dance, Choreography, Dance Appreciation and Critique</p> <p>Understanding Literature, Stylistics, Classical Literature Appreciation and Critique, Modern Literature Appreciation and Critique, Poetry Writing, Novel Writing, Play Writing, Media and Literature</p> <p>Understanding Drama, Stage Technology, Acting, Drama Production, Drama Appreciation and Critique, Understanding Film, Film Technology, Film Creation and Expression, Film Making Practice, Film Appreciation and Critique</p> <p>Understanding Photography, Basic Photographing, Intermediate Photographing, Practice in Darkroom, Photograph Editing, Digital Photographing, Expression Techniques in Digital Photography, Photograph Appreciation and Critique</p>	<ul style="list-style-type: none"> · Music · Fine Arts · Dancing · Literary Writing · Drama and Film · Photography
Foreign Languages	<p>Advanced English, English Listening, English Speaking I, English Speaking II, English Reading, English Writing, Cultures in English-Speaking Countries I, Cultures in English-Speaking Countries II, English Grammar</p> <p>Basic German, German Listening, German Speaking I, German Speaking II, German Reading, German Writing, Cultures in German-Speaking Countries I, Cultures in German-Speaking Countries II, German Grammar</p> <p>Basic French, French Listening, French Speaking I, French Speaking II, French Reading, French Writing, Cultures in French-Speaking Countries I, Cultures in French-Speaking Countries II, French Grammar</p> <p>Basic Spanish, Spanish Listening, Spanish Speaking I, Spanish Speaking II, Spanish Reading, Spanish Writing, Cultures in</p>	<ul style="list-style-type: none"> · English · German · French · Spanish · Chinese · Japanese · Russian · Arabic

Subject Areas	Subjects	Departments
	Spanish-Speaking Countries I, Cultures in Spanish-Speaking Countries II, Spanish Grammar Basic Chinese, Chinese Listening, Chinese Speaking I, Chinese Speaking II, Chinese Reading, Chinese Writing, Chinese Culture I, Chinese Culture II, Chinese Grammar Basic Japanese, Japanese Listening, Japanese Speaking I, Japanese Speaking II, Japanese Reading, Japanese Writing, Japanese Culture I, Japanese Culture II, Japanese Grammar Basic Russian, Russian Listening, Russian Speaking I, Russian Speaking II, Russian Reading, Russian Writing, Russian Culture I, Russian Culture II, Russian Grammar Basic Arabic, Arabic Listening, Arabic Speaking I, Arabic Speaking II, Arabic Reading, Arabic Writing, Arabian Culture I, Arabian Culture II, Arabic Grammar	
International Affairs	English Reading for Specific Purposes, German Reading for Specific Purposes, French Reading for Specific Purposes, Spanish Reading for Specific Purposes, Chinese Reading for Specific Purposes, Japanese Reading for Specific Purposes, Russian Reading for Specific Purposes, Arabic Reading for Specific Purposes, International Politics I (6), International Politics II (6), International Economics I (6), International Economics II (6), Global Issues, Comparative Cultures I (6), Comparative Cultures II (6), Information Science, International Law, Understanding Local Communities, Future Society of Human Beings, Traditional Korean Culture, Contemporary Korean Society, Korean as a Foreign Language, Project Work I (6), Project Work II (6), Practice in Arts	

- ① High school for specialized education should offer students at least 80 units as required in <Table 3>.
- ② High school for specialized education should require students to complete these subjects in the following tracks:
 - Ⓐ Agriculture: Understanding Agriculture, Basic Agricultural Techniques, Agricultural Information Management
 - Ⓑ Industry: Introduction to Industry, Basic Drafting, Basic Information Technology
 - Ⓒ Business: Business Economics, Principles of Accounting, Computers
 - Ⓓ Fishery and Marine Transportation: Fisheries, Fishery and Shipping Information Processing, General Marine Affairs (Fishery), General Oceanography (Marine Transportation)
 - Ⓔ Home Economics and Vocational Education: Human Development, Computers
 - Ⓕ Physical Education: Introduction to Sports, Sports Science for Athletes, Physical Education

and Future Career

- ⑧ Foreign Languages: A basic course in each Foreign Language course (Advanced English), Listening, Speaking I, Culture I, Reading
- ⑨ International Affairs: Reading in English, Understanding Local Communities, Traditional Korean Culture
- ③ Metropolitan and provincial superintendents decide the number of required units for a specialized course in each content area. For students in Foreign Languages and International Affairs, the maximum number of required units should be no more than eight.
- ④ Subjects in Foreign Language courses can be taken by students in International Affairs Track as their Foreign Language courses.

IV. Guidelines for Organizing and Implementing the Curriculum

1. Basic Guidelines

1) The National Common Core Curriculum

- A. The number of school hours, including optional subjects and extracurricular activities, assigned in each school year in The National Common Core Curriculum indicates the total instructional hours to be completed in a school year.
- B. The National Common Core Curriculum suggests a variety of educational content and methods considering the ability, aptitude, and interest of each student. Particularly, The National Common Core Curriculum strongly recommends level-differentiated lessons in Korean Language, Social Studies, Mathematics, Science, and English.
- C. Subject optional activities are designed for elective courses in secondary schools and intensive or supplementary classes in The National Common Core Curriculum. Creative discretionary activities can be used for cross-disciplinary and self-directed learning according to students' demand and a school's unique need. The allotted time (units) for a subject optional activity is designated by each school according to the guidelines set by the Metropolitan and Provincial Office of Education (MPOE).
 - (a) All optional activities in elementary schools should be designed as

creative optional activities.

- (b) Optional activities in middle schools focus on Chinese Characters and Classics, Information, Environment, Foreign Languages (German, French, Spanish, Chinese, Japanese, Russian, and Arabic), and other elective courses.
- (c) Optional activities in the first year of high school should be chosen from elective courses, or from intensive and supplementary classes in The National Common Core Curriculum. However, in high schools for specialized education, the afore mentioned subjects can be substituted with specialized subjects.

D. Extracurricular activities should be organized and implemented as follows:

- (a) Each school can decide the number of school hours (units) for extracurricular activities according to student needs and unique conditions of schools and local communities. The school may arrange a separate schedule for volunteer service and school-related events according to its own conditions.
- (b) Deleted
- (c) The school may assign more hours (units) to extracurricular activities than are assigned, and manage those activities with flexibility by combining or splitting classes.

2) The High School Elective Curriculum

The Elective Curriculum covers two years from grades 11 through 12.

A. The total number of units to be completed in the Elective Curriculum is 140, 132 for electives, and eight for extracurricular activities.

B. Curriculum organization and implementation in general high schools

- (a) Deleted

- (b) Deleted
- (c) Electives are divided into six disciplinary (or subject) groups for balanced course selection:
- ① Humanities and Social Sciences (Korean Language, Moral Education, Social Studies)
 - ② Science and Technology (Mathematics, Science, Technology and Home Economics)
 - ③ Physical Education (Physical Education)
 - ④ Arts (Music, Fine Arts)
 - ⑤ Foreign Languages (English, German, French, Spanish, Chinese, Japanese, Russian, Arabic)
 - ⑥ Liberal Arts (Chinese Characters and Classics, Liberal Arts)
- Each student shall take at least one course in each group from ① to ④, one from Foreign Languages except English, and two courses from Liberal Arts.
- (d) Students are required to complete an introductory course (I) in order to select a secondary course (II). However, the school may exempt this requirement or substitute other courses for the required course according to conditions, student demands, and the nature of subject areas.
- (e) The MPOE and schools can respectively select no less than 28 of 132 units of electives. Students may eventually select at least 28 units according to the guidelines of the MPOE and their schools.
- (f) Schools may decide to increase or decrease the standard units of each elective between two and four units. However, only subjects with four units can be increased.
- (g) Deleted

- C. The organization and implementation of high schools with specialized education
- (a) Students are required to complete 60 units from the National Common Basic Curriculum. Including these, students should complete more than 80 units from general subjects.
 - (b) Electives taken as introductory courses for specialized education can be counted as courses in the National Common Core Curriculum.
 - (c) Courses in the core curriculum can be opened in the 11th grade depending on students' needs and school facilities.
 - (d) Electives of general subjects can be added or subtracted from two to four units.
 - (e) Electives of general subjects and specialized courses are interchangeable when organizing the curriculum.
 - (f) Specialized subjects from other tracks can be opened when needs arise.
 - (g) Deleted
 - (h) Students in vocational high schools with multiple tracks may complete compulsory subjects in a track related to the department.
 - (i) Schools may request permission from the superintendent of the MPOE to increase the total number of units by no more than 10 percent, if necessary. However, schools for specialized education can only increase courses in specialized tracks.
- D. Schools can organize eight units assigned to extracurricular activities in grade 11 and 12, as appropriate to their needs.

2. Curriculum Design and Implementation at Local and School Levels

1) The Metropolitan and Provincial Office of Education

A. Curriculum organization

(a) The MPOE shall present guidelines to its local education authorities and schools within their jurisdiction for organizing and implementing the curriculum at each school level, including the following matters:

- ① Time allotment and implementation of the subjects, optional activities, and extracurricular activities in the National Common Core Curriculum
- ② The role and focus of subjects, optional activities, and extracurricular activities in the National Common Core Curriculum
- ③ Deleted
- ④ Time assignment and implementation of elective subjects and optional activities in middle school
- ⑤ Curriculum organization and implementation of Elective Curriculum in high school electives
- ⑥ Establishment and implementation of new subjects unlisted in the curriculum
- ⑦ Establishment and implementation of a new track or department in high schools
- ⑧ Creation and implementation of courses in general high schools
- ⑨ Number of units to be completed for specialized subjects in vocational and other specialized high schools
- ⑩ Experiment and practice of specialized subjects in vocational and

other specialized high schools

- ⑪ Field work in vocational high schools
 - ⑫ Increase in the total number of units to be completed in high schools
 - ⑬ Evaluation on subjects, optional activities, and extracurricular activities
 - ⑭ Approval, development, and distribution of textbooks
 - ⑮ Early admission into schools, accelerated grade advancement, and early graduation
 - ⑯ Education for students with special needs, such as gifted or disabled children, children who have returned from foreign countries, or children from a multi-cultural family
 - ⑰ Development procedures and structure of the school curriculum
 - ⑱ Selecting and making use of recommended books for students to read
 - ⑲ Evaluation and quality control of the design and implementation of the school curriculum
 - ⑳ Support in implementation of optional and extracurricular activities
 - ㉑ Implementation of specialized and autonomous high schools
 - ㉒ Others
- (b) The MPOE establishes a committee for investigating and consulting curriculum design and implementation in schools. The committee consists of teachers, educational administrators, curriculum experts, subject experts, parents, community leaders, and representatives from industrial sectors.
- (c) The MPOE sets the focus of education in local schools, considering the needs of students, teachers, and residents according to local conditions and situations, and provides a guideline for organizing and implementing

the school curriculum.

- (d) The MPOE may conduct research on curriculum organization and implementation in collaboration with schools, research institutes, colleges, and industries, and apply its results in improving the guideline.
- (e) The MPOE shall develop and distribute materials necessary for organizing and implementing the curriculum, and ensure a timely appointment of teachers so that schools can design and implement their curriculum in a timely manner.

B. Implementation

- (a) The MPOE regularly supervises the curriculum design and implementation of local schools and provides relevant aides, guidance, and advice.
- (b) The MPOE shall plan and administer in-service teacher training programs to improve teachers' ability to teach and handle the subject areas, discretionary activities, and extracurricular activities.
- (c) The MPOE shall establish a long-term teacher appointment plan to ensure the stable operation of elective subjects in middle schools and Elective Curriculum in high schools.
- (d) Deleted
- (e) The MPOE develops and distributes teaching and learning materials for subjects, optional activities, and extracurricular activities. It also provides administrative and financial support to assist schools to equip themselves with necessary facilities and materials.
- (f) The MPOE shall provide administrative and financial support so that schools can manage a level-differentiated curriculum for effective teaching.
- (g) The MPOE appoints teachers to small-scale schools for effective

implementation of the curriculum, and provides administrative and financial support for students' learning opportunities.

- (h) The MPOE appoints case schools or demonstration schools to improve the design and implementation of curriculum, and appoints teachers for action research to improve teaching.
- (i) The MPOE provides appropriate educational programs for gifted students and students with learning difficulties and disabilities.
- (j) The MPOE supports students who have returned from foreign countries to complete the curriculum, considering their prior learning experiences.
- (k) The MPOE offers secondary schools with guidelines and administrative support in opening electives other than those designated in the curriculum.
- (l) The MPOE provides various opportunities to meet the course requirements in the National Common Basic Curriculum for students who were not able to complete them due to transfer, special admission, or study abroad, or those who want to take subjects that are not available in their schools. It also seeks ways to approve courses that students have taken from qualified social education institutes in the local community.
- (m) The MPOE supervises the 'goal-content-instruction-evaluation' process in implementing subjects, optional activities, and extracurricular activities, collects empirical data, and uses their results to improve the quality of education.

2) The Local Office of Education (LOE)

A. Curriculum organization

- (a) The LOE develops practical guidelines and materials for supervising elementary and secondary schools within their jurisdiction. The LOE

should refer to the guidelines from the MPOE in developing their guidelines and materials, which include the following matters:

- ① Development of learning activities appropriate for local contexts and conditions
 - ② Curricular resources and support for organizing and implementing the school curriculum
 - ③ Cooperation among local schools in organizing and implementing the school curriculum
 - ④ Inter-school cooperation in teacher rotation and appointment.
 - ⑤ Inter-school cooperation in sharing educational facilities and equipment
 - ⑥ Organizing and implementing the curriculum (e.g. combined classes) for small-scale schools
 - ⑦ Evaluation and quality control of the school curriculum
 - ⑧ Others
- (b) The LOE ensures that curriculum organization and implementation is stable for the local community, and organizes a school curriculum committee of teachers, educational administrators, curriculum and subject experts, parents, and community members.
- (c) The LOE supports inter-school consultation in organizing and implementing the school curriculum.

B. Implementation

- (a) The LOE regularly supervises local schools to ensure successful implementation of the school curriculum.
- (b) The LOE offers local in-service teacher training programs for organizing and implementing the school curriculum.

- (c) The LOE develops and distributes supporting materials for local schools to organize and implement the curriculum.
- (d) The LOE provides educational programs for gifted students, disabled students, returning students from foreign countries, and students with multicultural backgrounds.
- (e) The LOE organizes inter-school and inter-LOE cooperation with regard to assigning students, rotating teachers, sharing facilities, and maintaining joint efforts in co-developing teaching and learning materials.
- (f) The LOE appoints and assists case schools or demonstration schools chosen from local schools as well as supports teacher conferences and in-house and department meetings.
- (g) The LOE evaluates classes for subjects, optional activities, and extracurricular activities, and applies the results in controlling educational quality.

3) School

A. Curriculum organization

< Common guidelines >

- (a) Schools organize and implement their own curriculum based on the guidelines from the MPOE and the LOE.
 - ① The number of school hours assigned for subjects, optional activities, and extracurricular activities in the curriculum must be completed within at least 34 weeks in a year, and not any less.
 - ② Schools may divide the total number of school hours in a year into months and weeks according to seasonal changes, school situations, students' needs, and other educational conditions.

- ③ The time allotment for each day and week should be organized to create a balance among subject areas and the number of school days. Subjects within the curriculum, and the optional and extracurricular activities may be combined and taught in block schedules.
- ④ Middle schools and high schools can adapt an intensive course-taking system that allows students to meet the course requirements in more flexible ways.
- (b) Schools shall organize an advisory committee for an effective design and implementation of the school curriculum, which consists of teachers, curriculum and subject experts as well as parents. This committee consults the principal in making decisions on school curriculum.
- (c) Schools may organize curriculum for each grade, classroom, and subject area based on its general framework for curriculum organization and implementation.
- (d) Schools should consider teacher organization, student characteristics, parents' needs, local community needs, and educational conditions, such as facilities and equipment, in organizing and implementing their curriculum.
- (e) Schools operate level-differentiated classes considering the following statements:
 - ① Subjects that provide level-differentiated lessons can take additional hours from those assigned to discretionary activities for further and supplementary teaching.
 - ② Students' groups for level-differentiated classrooms can be flexibly organized considering the circumstances of the school and the students.

- (f) In case schools offer a course for a subject unlisted in the curriculum, they should follow the appropriate procedures in the MPOE's guidelines for curriculum organization and implementation.

< Guidelines by school level >

(a) Elementary schools

- ① Subjects assigned more than three hours per week can be reduced in the number of school hours per week by no more than one hour, and combine required subjects with experiential learning activities, according to the need of the schools and students.
- ② Deleted
- ③ If schools combine multiple grades into a classroom, they can recognize the sequence of curriculum or restructure learning materials around the common learning themes.
- ④ Schools can choose elective programs such as theme-based work, team-based projects, studying learning methods, or integrated subjects for their optional activities, considering the needs of the school, teachers, and students.
- ⑤ Schools should organize these educational programs so that students develop basic life skills and, especially, an ability to use the Korean language in appropriate ways.

(b) Middle schools

- ① Deleted
- ② Schools may organize and implement optional activities, considering the following matters:
 - ⓐ The school may assign school hours for optional activities flexibly, considering the circumstances of the school and its

students.

② Deleted

③ In offering elective courses, the school should ensure that students have a right to choose a subject by more than two subjects at the same time.

(c) High schools

① General high schools may organize courses so that students can complete the National Common Core Curriculum by the 10th grade.

② Deleted

③ Deleted.

④ General high schools do not offer a specialized curriculum related to specific career paths. In principle, individual students build their own courses of study by selecting electives. Schools that do not fall under Item 5 or 9 of Clause 1 of Article 90 in the Elementary and Secondary Education Law can offer courses to help students explore their careers and take adequate elective courses. Schools should follow the MPOE guidelines with respect to these matters.

⑤ High school optional activities, including creative optional activities, shall be connected to the curriculum with elective programs in grades 11 and 12, considering the students' interests and needs.

⑥ Electives can be organized considering the circumstances and needs of the school and its students. In particular, when students request a specific optional course not offered yet in the curriculum, the school should be able to open the course to a certain number of students, as designated by the MPOE.

⑦ The number of subjects that can be taken in a semester should not exceed the regulation of the superintendents of the MPOE, which is

no more than 10 subjects in principle.

- ⑧ Schools that offer religious studies should provide other electives so that students have wider options.
- ⑨ Deleted
- ⑩ If students want to take elective courses not provided by their school, the principal allows the students to take those courses from other schools and approves their credits. The principal should allow students to take specific courses from the qualified local institutes, if it is more effective for students' learning, than taking those courses in the school. The school shall follow the MPOE guidelines with respect to these matters.
- ⑪ The principals in vocational and other specialized high schools may designate compulsory courses for each department, if necessary. Students may take elective courses according to the ratio decided by the principal.
- ⑫ Schools for vocational education should offer a variety of fieldwork courses related to the subjects in the curriculum. The school shall follow the MPOE guidelines with respect to these matters.
- ⑬ Schools specializing in foreign languages should design a specialized curriculum. They should assign more than 50 percent of the total units allocated to specialized subjects in offering courses on the major foreign language and two other courses on the second foreign language.
- ⑭ The curriculum for the tracks unlisted here follows the regulations for a similar track. If the school unavoidably needs to create a new track and thus design a new curriculum, or if it wants to create new courses because of its situation, the school must take necessary

steps according to the guidelines from MPOE.

B. Implementation

- (a) The school curriculum shall be organized and implemented through a democratic procedure with the full participation of all teachers.
- (b) The overall curricular activities in school should aim for holistic and integrated development of students' personality.
- (c) The individual school may operate level-differentiated classes based on the following considerations:
 - ① The school or LOE may develop their own materials for level-differentiated classes instead of using textbooks.
 - ② The school shall offer special supplementary lessons to make up the loss of school hours due to level-differentiated classes. The school may decide its own principles of organizing and implementing these special supplementary lessons.
- (d) The school shall organize and implement its curriculum taking the following matters into consideration:
 - ① The school should plan the fundamental elements of each subject to be taught consistently and systematically.
 - ② The school should lead all students with care to achieve learning goals, offers learning opportunities and methods appropriate for students' abilities, and helps students keep up their motivation.
 - ③ The school should put emphasis on helping students understand core concepts and principles and applying them in a new environment. In particular, the school may concentrate on developing students' information processing abilities to make use of various data.
 - ④ The school shall offer not only individual learning activities but also

group projects so that students have experiences of solving problems through cooperation.

- ⑤ The school shall encourage individualized instruction in each subject, and recommend hands-on projects such as presentation, discussion, experiments, observation, surveys, collection, investigation, handicrafts, field trips, and so on.
 - ⑥ The order of contents in subjects and extracurricular activities does not necessarily demonstrate how students learn in their classrooms. The school may decide the order, weight, and methods of teaching each subject, according to its learning objectives, local circumstances, seasonal changes, and students' needs.
 - ⑦ The school shall utilize [use] the human and physical resources of the community for the effective operation of subject matter, optional activities, and extracurricular activities.
 - ⑧ The school should pay special attention to safety in experiments, fieldwork, performance, and practicum.
 - ⑨ The school must take a stand against gender stereotypes in all educational activities.
- (e) The school should attempt to take a balance among different areas of extracurricular activities and keep developing unique culture by focusing on its tradition and strengths.
- ① The school shall use the human and physical resources of the community to help students develop their personalities, tastes, interests, and special skills.
 - ② The school shall organize autonomous group activities to develop students' community membership and civic capacities.
 - ③ The school may operate its extracurricular activities with flexibility.

They can be organized as intensive, consecutive courses according to the local community, school, and the nature of each activity.

- ④ The school shall provide counseling to help students decide their future careers based on their aptitudes and abilities.
- (f) The school shall fully utilize educational broadcasting programs, audio – visual materials, and other materials, as well as textbooks, for effective teaching.
- (g) The school shall encourage computer–aided instruction, such as web–based educational networks and multimedia.
- (h) The school shall ensure that the following education courses are taught: democratic citizenship, character education, environmental preservation, economics, energy conservation, work ethics, health education, safety education, sex education, consumer education, careers, unification of the Koreas, cultural identity as a Korean, education for international understanding, marine life, information literacy and ethics, integrity and anti–corruption, water preservation, education for sustainable development, equal rights for both sexes, understanding the disabled, universal human rights, safety and disaster drills and prevention, managing low birth rates and aged societies, recreation, defense and veterans, respecting parents, elders and tradition, protecting children and teens, understanding multi–cultural education, art and culture, understanding agriculture and rural communities, intellectual property rights, media, effective communication and discussion, and writings for themes related to the National Common Core Curriculum. Schools shall also ensure that optional activities and extra–curricular activities operate in accordance with each other and enhance the connection among schools, families, and local communities.

- (i) The school shall provide momentum classes for students to deal with social issues unlisted in the curriculum. In this case, the school should follow the guidelines for momentum classes.
- (j) The school may plan reading activities and have them used in subjects such as Korean language or in discretionary activities and extracurricular activities.
- (k) Schools that offer special education programs for students with disabilities may adjust the curriculum considering the students' abilities, and use the educational materials and curriculum for students with disabilities.
- (l) The school may offer after-school and summer or winter vacation programs upon request from the students and their parents, and the schools should run these programs based on students' voluntary participation, in principle.
- (m) The school shall work to improve teachers' capacities by facilitating professional development activities such as department meetings, action research, and teacher conferences.
- (n) The school shall evaluate the appropriateness, validity, and effectiveness of its own curriculum organization and implementation. Its results shall be applied to improving the curriculum organization and implementation for the next school year.

3. Evaluation and Quality Control of the Curriculum

- 1) To control the quality of the curriculum, nation-wide assessments will be administered on a regular basis in order to monitor students' scholastic achievements, the quality of educational institutes including schools, and the

process of curriculum design and implementation.

- A. A national assessment of each subject as well as an assessment of grades of the students' educational achievement will be administered, and its results will be applied to improving and enhancing the appropriateness of the curriculum.
 - B. Regular evaluation of schools and the MPOE shall be conducted to examine the effectiveness of school curriculum organization and implementation, and support from educational authorities.
 - C. Research shall be conducted to evaluate the appropriateness and effectiveness of the curriculum organization and implementation support system. Research will begin from the first year when the curriculum comes into effect to investigate its relevancy for schools, grades, and students. The evaluation of the curriculum will focus on the appropriateness of the curriculum sequence organization, time (unit) allotment, and guidelines for the curriculum design and implementation.
- 2) The Ministry of Education and Human Resources Development (MOE & HRD) shall offer a variety of evaluation tools so that evaluation within schools can be accorded with the philosophy of the curriculum.
- A. It shall provide guidelines for 'criterion-referenced evaluation' in each subject so that schools can evaluate students' achievement against the learning objectives of the curriculum.
 - B. It shall establish a national-level item bank so that schools can use these items in their own tests through computer networks such as the Edunet.
 - C. It will provide test methods, procedures, and tools for schools to apply to each subject.

- 3) The MPOE can administer tests on students' academic achievement and curriculum organization and implementation in order to maintain the quality of the curriculum, and to improve the appropriateness and effectiveness of the curriculum organization and implementation system.
- 4) Schools can organize their evaluation considering the following:
 - A. Evaluation should be regarded as part of an educational process to help all students at successfully reaching the goals of the curriculum.
 - B. The school shall measure the progress of students' achievement with a variety of test tools, monitor the level of students' achievement, and utilize the results in improving the quality of instruction.
 - C. The school shall maintain a balance in assessing students' learning by means of essay tests, learning attitudes and classroom participation, instead of just using multiple-choice tests.
 - D. The school shall develop a set of assessment standards for experiment, performance, and practicum classes.
 - E. The school shall develop valid standards and criteria in assessing students' achievement in subject areas focused on affective, performative, and creative development.
 - F. The school and its teachers shall evaluate what is actually taught in the school curriculum. Students are not tested on knowledge and skills which schools have not provided opportunities to learn, or which can only be learned from outside schools.
 - G. In evaluating students' development in subject areas, elementary schools shall keep written records on students' performances, characteristics, and level of achievement.
 - H. The school shall decide the focus of evaluation in assessing students'

performances in discretionary activities, considering the characteristics of its students and the nature of subject-related and creative discretionary activities. The evaluation of creative discretionary activities should be recorded in descriptive statements.

4. Curriculum Organization and Implementation in Special Schools

- 1) The curriculum equivalent to elementary, middle, and high schools shall be organized in accordance with the standard curriculum.
- 2) Principals of schools under the jurisdiction of the MOE & HRD shall organize their curriculum in reference to the MPOE's curriculum guidelines.
- 3) Special schools, such as civic schools, civic high schools, the three-year senior high technology schools, special classes for working youth, and schools affiliated with industrial organizations may organize their own curriculum based on the standard curriculum, depending on their circumstances and students' characteristics. In these cases, the schools shall obtain approval from the MPOE superintendent.
- 4) The curriculum in schools that offer evening classes shall comply with the standard curriculum. However, each class can be reduced to 40 minutes.
- 5) Correspondence high schools shall follow the guidelines for elective curriculum in high schools. The design and time allotment of the curriculum however can be modified with the MPOE superintendent's approval.

- A. Students should complete more than 170 units. Design and time allotment should comply with that of the high school curriculum elective courses.
 - B. Instruction should consist of correspondence instruction, in-house attendance lessons, and individualized correction and monitoring.
 - C. The minimum hours of in-house class attendance is 20 days per year.
- 6) Schools such as specialized high schools and autonomous schools are allowed to flexibly organize and implement their own curriculum according to their philosophy, educational goals, and characteristics.
- A. The school can increase or decrease the number of school hours in each subject within the range of the total number of units required in the core curriculum. However, the number of school hours in each subject cannot be less than 68 hours per year.
 - B. The high school may freely organize electives other than subjects in the National Common Core Curriculum, according to the unique characteristics of the school.
 - C. Specialized high schools can adjust the number of total units required for general and specialized subjects.
 - D. The school should follow the MPOE guidelines in detail with respect to these matters.
- 7) If schools want to develop and experiment with an exploratory way of designing and implementing the curriculum, they can be exempted from the standard guidelines with approval from the Minister of MOE & HRD.

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English Curriculum



Ministry of Education, Science and Technology, Korea

English

1. Characteristics

As the interaction among countries is increasing in diverse areas, interdependence among countries is deepening. As a result, along with international competition, international cooperation is becoming more important. Due to the development of information technology, a move towards a knowledge and information-based society requires all components of society, from individuals, to corporations, to government agencies, to be able to understand and communicate knowledge and information.

English, being the most widely used language, is playing an important role in the communication and bonding between people of different native languages. For elementary and secondary school students who must live in the future, the ability to communicate in English is an essential skill that they must learn at school. To contribute to the nation and society, to show leadership as a cosmopolitan citizen, and to enjoy a wide range of cultural activities, the ability to understand and use English is essential. The ability to communicate in English will act as an important bridge connecting different countries, and will be the driving force in developing our country, forming trust among various countries and cultures.

English, at the elementary school level, should focus on developing in the students the ability to understand and express basic language used in everyday life, which is the basis of communication. Technical aspects of language, especially spoken language, are essential. With regard to written language education, students should be able to read and write simple works in English which are composed in connection with spoken language education. In secondary

school, English education, based on the English taught at the elementary level, stresses a basic ability in English, in order to understand foreign cultures and cultivate the potential to live in the world of the 21st century.

The character of each student should be considered for English education in elementary schools. Elementary students have strong curiosity, and the experiences of their daily lives deeply affect their ideas and actions. Therefore, the teaching and learning activities in English will be more effective if they are comprised of real life activities where students can experience the joy of discovery through personal experience. Although elementary students learn easily, because they have weak long-term memory and can focus their attention for only a short period of time, appropriate pedagogy should be applied to teaching and learning English. Various interesting educational media such as multimedia resources and information and communications technology (ICT), should be properly used.

On the other hand, in secondary schools, the interest that students have developed in English since elementary school should be continually encouraged, while developing the basic ability to communicate in English. At the same time, students should be exposed to a variety of educational experiences which can develop their fluency and accuracy. Therefore, teaching and learning methods that stress the acquisition of language should be applied in order to let the students become the center of English classes.

The different learning ability of individual students should be considered in the English classes at the elementary and secondary school levels, and different levels of lessons should be conducted according to each school's circumstances. In-class exercises and activities should be stressed to enable students to carry out self-initiated study.

Fostering the ability to communicate in English is an important goal of English

education. However, education in the humanities is also important, so the lessons should help students to cultivate sound morality and independent spirit of citizenship. Also, proper understanding of foreign cultures, an international appreciation, and a cooperative spirit as a cosmopolitan citizen should be developed.

2. Goals

The goal of the Curriculum is to cultivate the basic ability to understand and use English in everyday life. Moreover, it is to present a correct perception of foreign cultures in order to develop our own culture and introduce it to other countries. In order to achieve this, the Curriculum must first build a basis to promote the interest and confidence in English for students who are to receive life-long education. Second, we must foster the ability to communicate in everyday life and about ordinary topics. Third, we must foster the ability to understand diverse foreign information and make full use of it. Finally, by understanding foreign cultures, students may more properly understand our own culture and acquire a correct perspective.

The goal of elementary English is to increase students' interest in English and foster their basic ability to understand English and express themselves in English.

- 1) Acquire interest in English.
- 2) Build confidence in the basic use of English.
- 3) Build a foundation for basic communication in English in everyday life.
- 4) Understand foreign customs and cultures through English education.

Based on the English learned in elementary school, secondary school English should cultivate in the students the ability to understand and communicate in English about general topics in daily life.

- 1) Understand the necessity to communicate in English.
- 2) Effectively communicate in daily life and about general topics.
- 3) Understand diverse foreign information in English, and put it into practical use.
- 4) Through English education, appreciate diverse cultures and introduce our culture in English.

3. Contents

1) Content Structure

A. Language functions

- Gradually foster the four language skills: listening, speaking, reading, and writing. Also, build the ability to integrate the four skills.

Language Classification Language Functions	Phonetic Language	Written Language
Comprehension	Listening	Reading
Expression	Speaking	Writing

B. Communication activities

- Communication activities are comprised of phonetic and written language activities.

Communication Activities	Contents
Phonetic Language Activities	<ul style="list-style-type: none"> - For phonetic language activities, refer to items in [Appendix 2] 'Functions of communication and examples'. - From 'Functions of communication and examples', use appropriate examples to obtain the goals of respective grades.
Written Language Activities	<ul style="list-style-type: none"> - For written language activities, refer to items in [Appendix 2] and [Appendix 4], 'Language forms necessary for communication'.

C. Language materials

- For natural language functions, refer to the content, language, vocabulary, and length of a single sentence below.

Domain	Contents
Materials	<ul style="list-style-type: none"> - Refer to 'Materials' in [Appendix 1], and use the appropriate one. - Materials which induce learning motivation, considering the student's interests, needs, and intellectual ability. - Materials based on topics, circumstances, and lessons. - Appropriate for achieving objectives. - Appropriate for interaction. - Appropriate for understanding English-speaking and non-English-speaking cultures
Language	<ul style="list-style-type: none"> - Language which induces natural language acquisition and practical communication - Language often used in daily life. - Language which considers levels of knowledge. - Language conducive to relations between sounds and letters, distinguishing between sounds and meanings, connecting of words, phonetic changes depending on the speed of speech and/or other circumstances, and natural speech
Vocabulary	<p>The number of new words each grade may use is the following.</p> <p>Grade Three: within 120 words</p> <p>Grade Four: within 120 words</p> <p>Grade Five: within 140 words</p> <p>Grade Six: within 140 words (Sum: within 520 words)</p> <p>Grade Seven: within 170 words</p> <p>Grade Eight: within 280 words</p>

Domain	Contents
	Grade Nine: within 390 words Grade 10: within 450 words (Sum: within 1,290 words) (Total: within 1,790 words)
Length of a Single Sentence (words)	Grades Three and Four: within seven Grades Five and Six: within nine (except 'and', 'but', and 'or')

2) Achievement Standards

< Third grade >

A. Listening

- (a) discern the sounds, stresses, rhythm, and intonations of English.
- (b) understand vocabulary about familiar objects.
- (c) understand commonly used expressions such as greetings.
- (d) act according to easy and simple commands of one or two sentences.
- (e) listen to one or two sentences and choose the appropriate picture.
- (f) listen to and understand easy and simple songs or chants.
- (g) listen to and understand simple and easy games.
- (h) understand basic conversations about personal daily life.

B. Speaking

- (a) correctly pronounce the stresses, rhythm, and intonations of English.
- (b) say the names of familiar objects.
- (c) use greetings and commonly used expressions.
- (d) look at real objects or pictures, and explain them in one sentence.

- (e) make simple questions and answers about individuals' daily lives.
- (f) sing along with easy and simple chants and song.
- (g) participate in simple games.
- (i) introduce themselves with one or two sentences.

C. Reading

- (a) discern the printed alphabet in capital and small letters.
- (b) understand the relationship between sounds and spellings.
- (c) read along with easy and simple words.
- (d) understand easy and simple words through pictures, objects, and actions.

D. Writing

- (a) write the alphabet in capital and small letters.
- (b) write orally acquired words.

< Fourth grade >

A. Listening

- (a) understand simple conversations about daily life.
- (b) understand simple speeches about surrounding objects and people.
- (c) follow easy and simple commands.
- (d) listen to simple conversations and understand where and when they occur.
- (e) listen to and understand easy and simple role plays.
- (f) listen to simple, clear instructions, and carry out simple tasks.
- (g) listen to and understand simple speeches about the past.

B. Speaking

- (a) ask and answer questions about daily life using easy and simple expressions.
- (b) look at objects or pictures and explain them in one or two sentences.
- (c) talk about surrounding objects and people in a couple of sentences.
- (d) give one- or two-sentence commands.
- (e) participate in simple role plays, and act and talk appropriately.
- (f) speak briefly about the past.

C. Reading

- (a) understand the general relationship between sounds and spellings.
- (b) read aloud easy and simple words.
- (c) read and understand easy and simple words and phrases.
- (d) find and read words and phrases after listening to them.
- (e) read along with easy and simple sentences.

D. Writing

- (a) listen to and write easy words based on the relationship between sounds and spellings.
- (b) write a word that describes an object or a picture.
- (c) copy short and easy words.

< Fifth grade >

A. Listening

- (a) listen to a simple speech or dialogue and understand the order of events.
- (b) listen to and understand the main points of a simple speech or

conversation.

- (c) listen to a simple speech or dialogue, and understand the situation.
- (d) understand simple telephone conversations.
- (e) listen to and understand explanations about objects and pictures.
- (f) listen to simple instructions and carry out the task.

B. Speaking

- (a) make appropriate questions and answers to a situation using simple expressions.
- (b) listen to a short speech and dialogue and talk about the main idea.
- (c) speak briefly about a simple picture or situation according to the order of events.
- (d) make an order or request in two or three consecutive sentences.
- (e) carry on a simple telephone conversation.

C. Reading

- (a) read aloud easy and simple sentences.
- (b) read and understand easy and simple sentences.
- (c) read aloud according to English stress, rhythm, and intonation.
- (d) read names of familiar objects and signs in the environment.

D. Writing

- (a) write easy words and phrases.
- (b) look at objects and pictures and write a sentence, using an example sentence as a guide.
- (c) write capital and small letters in print and with punctuation.

< Sixth grade >

A. Listening

- (a) listen to simple speeches or conversations, and understand the main idea.
- (b) listen to simple speeches or conversations, and understand the details.
- (c) listen to simple speeches or conversations and understand the intention or the purpose.
- (d) listen to what will happen and understand it.
- (e) understand simple conversations in which the speakers ask for reasons and reply.
- (f) understand simple speeches or conversations about contrasting objects.
- (g) understand a simple telephone conversation and write down requested information.

B. Speaking

- (a) listen to simple speeches or conversations about daily life, and ask and answer questions about the details.
- (b) carry out a simple telephone conversation.
- (c) speak briefly about themselves and familiar objects in the environment.
- (d) answer questions related to daily life.
- (e) speak briefly about the future.

C. Reading

- (a) read a short and easy writing about daily life and understand the main idea.
- (b) read and understand a short writing about one's personal life.
- (c) read and understand a short writing with a table.

(d) read an easy story and summarize it.

D. Writing

(a) write a sentence about a daily life story with words and phrases.

(b) write a short birthday card and a thank-you card.

(c) write a short and simple text about self and family using an example sentence as a guide.

< Seventh grade >

A. Listening

(a) understand the speakers' feelings and emotions by listening to the accents and intonation.

(b) listen to speeches and conversations about daily life, and understand the main points.

(c) listen to and understand speeches and conversations about the past, present, and future in daily life.

(d) listen to speeches and conversations about daily life, and understand the details.

(e) listen to simple speeches or conversations, and understand the order of the events.

(f) listen to speeches or conversations from daily life, and understand the situations, and the relationships of the speakers.

(g) listen to speeches or conversations from daily life, and carry out the tasks.

B. Speaking

(a) describe in a simple way surrounding objects and people.

- (b) in order to solve simple tasks, exchange information with others.
- (c) after listening to speeches or conversations from daily life, talk about the main idea.
- (d) talk about events in daily life in the order of their occurrence.
- (e) read a short story about daily life, and talk about the cause and result.
- (f) talk about one's experiences or plans.

C. Reading

- (a) look up words or phrases in a dictionary, and understand them.
- (b) read a short story about daily life, and understand the main idea and the summary.
- (c) read and understand charts about daily life.
- (d) read a simple story introducing an individual's life, and understand it.
- (e) read a short story of daily life, and understand the details.
- (f) read a short story of daily life, and understand the cause and result.
- (g) read a short story, and discover the meaning of unfamiliar words or phrases.
- (h) read a short story, and understand the order of development within it.

D. Writing

- (a) copy the dictation of a studied sentence.
- (b) write answers to factual questions about oneself or one's family.
- (c) write the alphabet's capital and small letters in cursive.
- (d) complete a sentence by inserting a word or a phrase.
- (e) by referring to an example sentence, write about an object or picture.
- (f) write a sentence using correct spelling and grammar.

< Eighth grade >

A. Listening

- (a) understand speeches or conversations about general topics.
- (b) listen to speeches or conversations about general topics, and understand the main idea and summary.
- (c) listen to speeches or conversations about general topics, and understand the intention of the speaker.
- (d) listen to speeches or conversations about general topics, and understand the details.
- (e) listen to speeches or conversations about general topics, and understand the situation by grasping the interconnection.
- (f) listen to speeches or conversations about general topics, and understand the cause and the result.
- (g) listen to speeches or conversations about general topics, and understand the speakers' attitudes or emotions.
- (h) listen to speeches or conversations about general topics, and carry out the task.

B. Speaking

- (a) make a simple description about a person one admires or likes.
- (b) explain objects, pictures, charts, and other materials related to daily life.
- (c) listen to speeches or conversations about familiar objects, and ask and answer questions about them.
- (d) ask and answer questions about simple tasks, processes, or methods.
- (e) listen to speeches or conversations about general topics, and talk about them by relating them to one's own experiences.
- (f) read a story about different opinions, and understand the differences.

C. Reading

- (a) read and understand a short story about a general topic containing pictures and charts.
- (b) read instructions, and understand the processes and methods.
- (c) read a story about a general topic and understand the main idea and summary.
- (d) read a story about a general topic and understand the writer's intention.
- (e) read a story about a general topic and understand the details.
- (f) read a short story and predict the following events.
- (g) read a story about different opinions and compare and contrast them.

D. Writing

- (a) write a diary using simple sentences.
- (b) write a short introduction of oneself and one's family.
- (c) use given words to complete a sentence.
- (d) read a short story, and rewrite it by changing the protagonist or tense of the story.
- (e) read a simple dialogue, and make up a question with given answers.
- (f) write a short letter introducing one's family, school, hobbies, etc.
- (g) read a short story with errors, and correct them.

<Ninth grade>

A. Listening

- (a) listen to a speech or conversation on a general topic, and understand the situation.
- (b) listen to a speech or conversation on a general topic, and understand the main idea and summary.

- (c) listen to a speech or conversation on a general topic, and understand the details.
- (d) listen to a part of a speech or conversation on a general topic, and guess the situation.
- (e) listen to a speech or conversation on a general topic, and understand the cause and result.
- (f) listen to a speech or conversation on a general topic, and understand the speakers' attitudes or emotions.
- (g) listen to a simple story, and guess the conclusion.
- (h) listen to a relatively long command, and carry it out.

B. Speaking

- (a) listen to a speech or conversation on a general topic, and summarize it.
- (b) explain a simple picture or chart about a general topic.
- (c) read instructions on daily necessities, and talk about them in the correct order.
- (d) following a studied dialogue, perform a role play.
- (e) talk about one's feelings or thoughts about a familiar story.
- (f) listen to a short story, complete the conclusion, and talk about it.
- (g) read a story on a familiar topic and talk about your and others' opinions.
- (h) carry out a simple task through interaction.

C. Reading

- (a) read a story about a general topic, and understand the details.
- (b) read an advertisement, and understand the details.
- (c) read a story about a general topic, and understand the writer's

intention.

- (d) read a story about a general topic, and understand the cause and result.
- (e) read a story about a general topic, and understand the story's atmosphere
- (f) read a story about a general topic, and predict the following events.
- (g) read a story about a general topic, and guess the conclusion.
- (h) read a story about a general topic, and understand the rhetorical organization.
- (i) understand a story's order of development and logical structure.

D. Writing

- (a) write a diary about one's thoughts and feelings in daily life.
- (b) read a short story, and complete the conclusion.
- (c) by referring to an example sentence, rewrite a sentence or paragraph.
- (d) listen to a speech or conversation about daily life, and write down the necessary information.
- (e) read a simple story, and write a summary.
- (f) view an object, picture, or painting, and write one's thoughts or feelings about it
- (g) read a book or watch a movie, and write a short description of one's impression.

< 10th grade >

A. Listening

- (a) listen to a speech or conversation on a general topic, and understand the main idea and summary.
- (b) listen to a speech or conversation on a general topic, and understand the details.
- (c) listen to and understand a short instructional broadcast.

- (d) listen to a speech or conversation of differing opinions about various topics, and understand the similarities and differences.
- (e) listen to a simple debate, and understand the main idea.
- (f) listen to stories on various topics, and understand the details of the characters.

B. Speaking

- (a) give a presentation on a familiar topic.
- (b) read various stories, and understand the main ideas and summaries.
- (c) exchange information about a controversial topic.
- (d) read stories on various topics, and express one's opinion.
- (e) change studied material into one's own words, and carry out a role play.
- (f) express oneself in various ways.
- (g) with instruction, carry out a simple task.

C. Reading

- (a) read and understand a simple newspaper or magazine article.
- (b) read a story about a general topic, and understand the order of process or logical structure.
- (c) read various topics, and differentiate between facts and opinions.
- (d) read various topics, and obtain necessary information from them.
- (e) read simple stories on various topics, and understand the summaries.
- (f) read various topics, and understand the order of events.
- (g) read various topics, and guess what comes before and after the events.
- (h) read a simple story, and understand the social and cultural background.
- (i) read a simple literature text, and understand the main idea, characters,

background, and structure.

D. Writing

- (a) listen to a speech or conversation about a general topic, and write the important information from it.
- (b) read about a general topic, and write a summary.
- (c) write simple questions, memos, and telephone messages.
- (d) write information necessary in daily routines.
- (e) after a trip, write a short account of it.
- (f) write about one's past or future plans.

4. Teaching and Learning Methods

1) Elementary School

- A. Apply various teaching methods appropriate to the learning objective.
- B. Use games to allow an activity-centered class.
- C. Plan and operate classes using chants and songs to induce interest and motivation.
- D. Organize learning groups according to activities in order to achieve student-centered classes.
- E. Listening education should allow students to become naturally used to English phonetics in the beginning, and then focus on gradual improvement.
- F. Speaking education should focus initially on communicating meaning, and then gradually encourage fluency.
- G. At first, if communicating meaning is achieved, speaking errors should not be immediately corrected.

- H. Reading education should consider the elementary English education environment and beginners' learning environment levels, and should relate to phonetic language education. Gradually, students should become more familiar with written language.
- I. The beginning level of reading education should include various education methods to allow students to naturally understand the relationship between sound and spelling, and to become more familiar with written language.
- J. In the beginning, writing education should emphasize spelling and punctuation, and then gradually focus on transmitting meaning.
- K. Along with language education, English-speaking and non-English-speaking cultures should be appropriately introduced so they can be naturally understood.
- L. Be conscious of the linguistic differences between English and Korean.
- M. Wherever possible, classes should be carried out in English.
- N. Various multimedia materials and ICTs should be used to motivate students to get involved in learning activities to promote a great sense of achievement.
- O. Individual and cooperative education should both be used to correspond to each student's level.
- P. Educational materials and teaching methods to be used in educational activities should be developed.
- Q. Reorganize the instructional content to correspond to each student's level, and to allow students to have confidence and to actively participate.

2) Secondary School

- A. Plan a student-centered class, where students can actively participate, and

teachers can cooperate with them.

- B. Develop a variety of activities in order to achieve lively interaction between teacher and students, and among students,
- C. Use various appropriate strategies to enable students to effectively communicate,
- D. For listening, audio-visual teaching materials should be used to increase efficacy, and to allow students to be naturally exposed to English phonetic language.
- E. Speaking education should focus on communication activities to enhance fluency and precision, and guidance should increase language ability to be applied in real circumstances.
- F. Reading should include various lesson-centered activities.
- G. Teaching writing should stress the ability to write the appropriate form according to the objective.
- H. Increase the appreciation of foreign cultures and cultivate an understanding perspective of them by introducing various English-speaking and non-English-speaking cultures.
- I. Wherever possible, classes should be carried out in English.
- J. Various multimedia materials and ICTs should be harnessed to motivate students to get involved in learning activities to promote a great sense of achievement.
- K. By considering the circumstances of each school, operate different-leveled classes.
- L. According to students' abilities, interests, and knowledge, use various methods to induce motivation and allow for a student-centered class.
- M. To accommodate individual levels, each grade should develop various main and supplementary textbooks.
- N. When developing teaching and learning materials, language functions,

vocabulary, language form, etc. should be reorganized to match the students' levels. Correspondingly, teaching methods should also be diversified based on the performance standards (proficiency criteria).

5. Assessment

1) Assessment Guidelines

- A. Establish the assessment goal according to the educational stage's performance standards (proficiency criteria) and teaching goal before evaluating.
- B. Evaluate the process of teaching and the results using various methods, and assess the progress of individual skills acquisition analytically or holistically.
- C. After diagnosing the student's level, apply appropriate teaching methods.
- D. Through formative assessment, check whether the teaching and learning methods are appropriate, and use the results to improve the methods.
- E. When trying to evaluate language expression abilities such as speaking or writing, carry out performance testing, if possible.
- F. Before conducting performance tests, clarify the objective, contents, type of assessment questions, and grading standards.
- G. Evaluate the teaching process and results through portfolio assessment, self-assessment, and peer assessment.

2) Matters to be Attended to in Assessment

- A. Elementary school (first through sixth grade)
 - (a) At the elementary school level, take care that students are not subjected

to too much mental pressure.

- (b) Focus on the elementary English education process and the linguistic functions in the textbooks when carrying out progress assessments of each student.
- (c) Relate the teaching method to the assessment, while focusing on the process assessment.
- (d) Through observation, evaluate individual students' stages (definitive sector).

B. Secondary school (seventh-10th grade)

- (a) Evaluate the four skills: listening, reading, speaking, and writing, indicated in the curriculum.
- (b) Frequently examine the achievement of the learning objective, and analyze any reasons for depreciation in the learning process so they will not accumulate.
- (c) In order to correctly evaluate students, assign various tasks and levels of questions.
- (d) In order to judge the achievement of students, carry out an integrated assessment.
- (e) Refer to this assessment to increase the effectiveness of teaching and learning methods that might enhance the students' ability to concentrate and focus on their studies.

[Appendix 1]

Subject Matter

Based on general topics familiar in daily life, choose topics which students are interested in, while activating the students' ability to communicate, research, and solve problems.

1. Topics about personal life
2. Topics about family life
3. Topics about school life and one's associates
4. Topics about surrounding environments and personal relations
5. Topics about habits, health, activities, etc.
6. Topics about hobbies, play, travel, etc.
7. Topics about animals and plants, seasons, weather, etc.
8. Topics about linguistic and non-linguistic communication methods in English-speaking culture
9. Topics that help the understanding of different cultures' customs, school life, and other daily life events
10. Topics about the differences between our culture and others
11. Topics that help introduce our culture
12. Topics that inspire the formation of public morality, courtesy, order, etc.
13. Topics that inspire the understanding of environmental conservation, volunteering, cooperation, and other healthy perspectives
14. Topics that help build the basis of politics, economics, history, geography, information technology, space technology, ocean development, etc.
15. Topics that inspire aesthetic appreciation such as art, literature, etc.

16. Topics that inspire the well-being of an individual such as labor, courses, etc.
17. Topics that promote a democratic conscience such as gender equality, human rights, etc.
18. Topics that help cultivate sentiments and thinking power
19. Topics that help cultivate patriotism, unification, and a sense of national security

[Appendix 2]

Examples and Functions of Communication

- Application of the examples and functions of communication below are recommended in phonetic and written language activities, while other examples may be used.
- The examples expressed in △ are recommended for elementary school classes
- The words/phrases in parentheses are those that may be omitted.
- ... indicates words/phrases that are appropriate to the circumstances

< Friendly Activities >

■ Greetings

- When Meeting and Parting
 - Hello!
 - Hi!
 - Good morning/afternoon/evening.
Long time, no see.
 - Good bye/Bye.
 - So long.
 - See you (later).
 - Take care.
 - Have a nice day.
I haven't seen you in ages.
- Giving customary greetings
 - How are you?

- How's it going?

 - How's everything?

 - How are you doing?

 - How have you been?

 - What's up?

- Giving customary responses

 - Fine, thanks.

 - I'm okay, thanks.

 - Not (too/so) bad, thanks.

- Requesting someone to pass on a word of greeting to someone else

 - Say hello to ... (for me).

 - Please give my best wishes to

 - Remember me to... .

■ Introducing

- Introducing Oneself

 - I'm

 - My name is

 - Let me introduce myself (to you).

- Introducing Others

 - This is my friend,

 - I'd like you to meet

 - I'd like to introduce ... to

- Replying to an Introduction
 - Nice to meet you.
I'm glad to meet you.
It's a pleasure meeting you.
I've been looking forward to meeting you.

■ Expressing Gratitude

- Expressing Gratitude
 - Thank you (very much).
 - Thanks (a lot).
I am very grateful.
It was very nice of you (to help me).

- Replying to Gratitude
 - Sure.
 - You're welcome.
 - No problem.
 - (It was) My pleasure.
Don't mention it.
I was delighted to (be able to help)

■ Attracting Attention

- Look.
- Listen.
- Excuse me.
- Pardon me.
- Hello, can you help me?

You know what?

May I have your attention (,please)?

■ Praising, Congratulating, and Admiring

- Praising
 - (Very) Good!
 - Good (for you)!
 - Well done!
 - Excellent!
 - (You did a) Good job!
- Congratulating
 - Happy birthday (to you)!
 - Congratulations!
- Replying to Praise
 - How nice (of you)!
 - I'm glad you like it.

- Exclamation
 - What a nice ... !
 - How ... she is!

- Encouragement
 - Good luck!
 - Don't worry.
 - Cheer up.

■ Making an Appointment

- Suggesting an Appointment

- How about ... ?
- What about ... ?
- Let's
Shall we ... ?
Can you make it (at ten)?
Why don't you ... ?
Why not ... ?

- Replying to Suggestions

- Sure.
- Okay./OK.
- Why not?
- No problem.
- Of course.
Certainly.
I'm willing to
- Of course not.
- Sorry, I can't.
Sorry (, I have an appointment).
I'm afraid not.
I'd love to, but I can't.
I don't (really) want to
I don't think I can

■ Support

- Expressing support
 - Good luck (with your .../the ...)!
 - Have a good
 - Have fun!
 - All the best.
 - I wish you well.
 - I'll keep my fingers crossed!
 - I hope/wish

- Replying to support
 - Thank you (very much).
 - Many thanks.

■ Offering Food and Responding

- Offering Food
 - Go ahead. Help yourself.
 - Do you want some more ... ?
 - What will you have?
 - Would you like some ... ?

- Accepting, Declining
 - Yes, thank you.
 - Yes, please.
 - No thanks. (I'd rather have some)

■ **Checking Comprehension**

Is that clear?

Are you with me?

Do you know what I mean?

■ **Repeating one's Question**

Excuse/Pardon me?

What (did you say)?

I'm sorry?

You did what?

I don't understand.

(I) Beg your pardon.

Could you say that again (, please)?

■ **Calling and Answering on the Telephone**

Hello?

This is ... speaking.

May I speak to ... ?

Can I leave/take a message?

Who's calling, please?

■ **Continuing a Conversation**

· Sorry?

· What?

· Excuse/Pardon me?

(I'm sorry, but) I didn't hear you.

I beg your pardon?

Would you say that again?

Could you repeat that?

I nearly forgot!

Could we move on to ... ?

I don't understand.

Could you say that again (, please)?

■ Ending a conversation

(Sorry, but) I have to go now.

(Well,) I'm afraid I must go now.

I hate to interrupt you, but

■ Proposing and inviting

- Proposing and inviting

• Can you join us?

• Would you like to ... ?

What/How about ... ?

Why don't you ... ?

- Accepting a proposal, invitation

• Okay!/OK!

• Great!

• All right!

• (That) Sounds good.

Why not?

With pleasure.

(Thank you.) I'd love to.

- Declining a proposal, invitation
 - (I'm) Sorry, I can't.
 - Maybe next time.
 - Thank you (for asking me), but

<Exchanging Factual Information >

■ Questioning and answering factual information

- Asking for Information
 - Can you tell me (about) ... ?
 - Do you know (about) ... ?
 - How many ... ?
 - Do you have ... ?
 - What time is it?
 - Whose pencil is ... ?
 - Have you heard about...?

- Replying to Questions
 - (Yes,) I know
 - I heard

■ Confirming Facts

- Confirmation
 - Is this your ... ?
 - Aren't you ... ?
 - That's

■ **Describing Facts**

- She has
- My mother is
He is wearing
There is ... in the

■ **Reporting**

- He takes a walk
- I met ... (yesterday).
I've never seen
She has told me about

■ **Making Corrections**

- (Sorry.) It's not right.
- (I'm afraid) ...'s wrong.
- You've made a mistake.
- I don't think
- Let me put it this way.

■ **Inquiring about English expressions/pronunciation**

- Do you say ... (or ...)?
How do you pronounce ... ?
- How do you spell ... ?
Is this the right/correct spelling of ... ?
Do you spell ... with ... ?
Can I say ... ?
Is this (sentence) correct?

What does ... mean?

What is another word for ... ?

What should I say if/when ... ?

■ Comparing

· I'm taller than

She is as old as

■ Buying Objects

· May I help you?

· How much is it?

· I'll take it.

I'm looking for

■ Ordering Food

May I take your order?

Are you ready to order?

For here or to go?

I'd like to have

< Expressing Cognitive Attitudes >

■ Consenting, Dissenting

- Asking for Consent

· Okay?/OK?

· Right?

· (Is this) All right with you?

Would/Do you agree (with ...)?

Don't you think so?

Are you for ... ?

- Consenting

• Me, too.

• Same here.

• Good!/Great!/Fine!

I agree.

• That's (quite) right.

• That's a good idea.

I'm with you (on that).

That's a good point.

- Dissenting

• I don't think so.

I'm not happy about

It's all wrong.

I'm against

■ Confirming Memory

- Asking of Memory

(Do you) Remember ... ?

Have you forgotten ... ?

- Asking about remembered facts

(Yes,) I remember

I'll never forget

I can see

I forgot about that.

■ Expressing possibilities, impossibilities

- Asking about possibility

• Can you ... ?

Do you know how to ... ?

- Expressing possibility

• (Sure,) I can.

• No problem.

I'm (pretty) good at

- Expressing impossibility

• (Sorry,) I can't.

I don't know anything about

That's impossible.

I have no idea how

I'm not good at

■ Asking and answering for confirmation

- Asking for confirmation

• Are you sure?

Do you think ... ?

- Expressing Certainty, Uncertainty

I'm sure/confident that

He will probably

■ **Expressing Obligation**

You must

She has to

You're supposed to

■ **Asking for approval, approving**

- Asking for approval

• May/Can I ... ?

Do you mind if ... ?

Let me

- Approving

• Of course.

• (Yes,) You can.

• Sure./Okay./OK./All right.

• Go ahead.

Feel free to

- Disapproving

• Sorry ... , but

• (Sorry,) No way.

(Sorry,) I'm afraid

I'd like ... , but

■ **Expressing one's opinion**

- Asking one's opinion

What do you want to do?

What do you think of/about ... ?

Did you find... ?

- Expressing one's opinion

I think it's

- I have no idea.

■ Expressing cause and effect

- Asking about the cause

Why do you think ... ?

Can you tell me the reason why ... ?

- Giving a reason

(It's) Because

■ Asking directions and answering

- Where is ... ?

- Turn right.

- It's over there.

- Go straight.

How could I get to ... from ... ?

< Emotional Expressions >

■ Expressing likes and dislikes

- Asking about likes and dislikes

- Do/Don't you like

What's your favorite... ?

- Replying
 - I (don't) like (to)
 - I hate (to)

■ **Expressing various emotions**

- Expressing joy, sorrow
 - I'm ... happy, sad, joyful, sorrowful
 - I'm glad to hear that.

- Consoling a grieving person
 - Cheer up.
 - Look on the bright side.

- Expressing anger
 - I am angry.
 - I'm (very) upset.
 - I really hate
 - I can't stand

- Expressing surprise
 - What a surprise!
 - It's surprising.
 - I (just) can't believe this.
 - That's incredible.

■ **Expressing one's desire**

- Asking what one wants

· What do you want?

Do you want to... ?

Would you like to... ?

- Saying what one wants

· I want (to)

I'd like to

■ **Expressing sympathy**

- Expressing sympathy

· That's too bad.

It's a pity.

I'm sorry to hear... .

■ **Asking about one's wish, intention**

- Asking about one's wish, intention

When are you going to...?

Do you intend to...?

- Expressing one's wish, intention

· I'm going to

· I'll

I'm planning to

I've decided to

I hope to... .

- Expressing expectation
It will be nice to
I'm looking forward to

■ **Expressing discontent**

- It's not fair.
- I want to complain about
- I wish you'd (not)
- You can't possibly

■ **Expressing interest**

- Asking about one's interest
Are you interested in... ?
Do you enjoy... ?

- Expressing interest, indifference
I enjoy... .
I'm (not) interested in

< Expressing moral behavior >

■ **Apologizing and making excuses**

- Apologizing
 - (I'm very) Sorry (about that).
 - Excuse me (for ...).
Pardon me (for ...).
It's (all) my fault.

- Making an excuse

I'm (terribly/awfully) sorry, but it wasn't my fault.

- Replying to apologies and excuses

- Not at all.
- That's okay/OK.
- That's all right.
- (Please) Don't worry (about it).
- It doesn't matter.
Never mind.
No problem.
Don't mention it.
- Forget it.

■ Expressing regrets

I feel sorry about

I wish I'd

< Orders and Suggestions >

■ Persuading

Let's do it this way.

Please let me try.

■ Asking for help

- Asking for help

Can you ... , please?

Will you do me a favor?

Would you (please) help me ... ?

- Replying

• Sure, I can.

I'm afraid I can't (because ...).

■ Advising

• Requesting advice

Do you think I should ... ?

What would you do if you ... ?

- Giving advice

I think you should

You'd better not

I suggest (that) you (should)...

■ Warning

• Be careful!

• Watch/Look out!

• Watch out (for) ... !

Make sure you don't

Be ready for

■ Ordering, Forbidding

- Ordering

• Open/Close

You should

(I think) You ought to... .

You'd better... .

You must...

Why don't you ... ?

- Forbidding

• Don't

You shouldn't

I don't think you should

You'd better not

You must not...

< Imagining >

■ **Expressing imagination**

- Constructing Stories by imagination

She will

He is going to

- Expressing imagination

If I were ... , I could

I wish I

He acts as if he

Without ... , I would have

[Appendix 3]

Guide to Basic Vocabulary and Basic Vocabulary List
Guide to Basic Vocabulary

1. The number of new vocabulary words each grade may use are as follows:

Grade Three: within 110 words

Grade Four: within 120 words

Grade Five: within 130 words

Grade Six: within 140 words

(Sum: within 500 words)

Grade Seven: within 170 words

Grade Eight: within 280 words

Grade Nine: within 390 words

Grade Ten: within 450 words

(Sum: within 1,290 words)

(Total: within 1,790 words)

2. From grades three through six, within 500 words are recommended to be studied. Among the basic vocabulary list, more than 375 words from the elementary recommended words should be used. From grades seven through ten each grade should study a number within the indicated range of words. Among the basic vocabulary list, more than 75% is recommended to be studied.
3. In the basic vocabulary list, only the representative terms are presented, and they should include derivatives and inflectional words. However, some of the derivatives widely used will be included in the list.
write (writes, wrote, written, writing)
be (am, are, is, was, were, been, being)

book (books), foot (feet)
tall (taller, tallest)
good (better, best)
they (their, them, theirs, themselves)
teach (teacher)
soft (softly, softness)
happy (unhappy)
realize (realization)
emotion (emotional)
invest (investment)
mental (mentality)

4. When identical words are different in meaning or otherwise have grammatical changes, in principle, they are treated as one word.

back [adv, n, v]
bat [n, v]
change [n, v]
close [adj, adv, v]
flat [adj, n]
head [n, v]
kind [adj, n]
present [n, v]

5. Proper nouns such as the names of people, places, and countries, and months, days, cardinal numbers, ordinal numbers, and Korean words that are written in roman letters are not treated as new words.
6. Borrowed words that are widely used in daily life such as the examples below are not treated as new words. Other than the words below, grades three through six and seven through ten can each use a number within

another 40 borrowed words.

7. Apartment, badminton, banana, bowling, bus, butter, cake, card, cheese, chocolate, coffee, coke, computer, cream, cup, film, fork, guitar, hamburger, hotel, ink, The Internet, juice, lemon, marathon, orange, pen, pizza, plastic, program (BE programme), quiz, radio, robot, rocket, salad, sandwich, sausage, shirt, skate, spaghetti, tape, taxi, television/TV, tennis, tire (BE tyre), tomato, truck, video, violin, website (50)
8. The total number of words included in the basic vocabulary list is 2,315, and the number of words that have an * (asterisk) in front is 736; these starred words are recommended for elementary school lessons.
9. 'BE' in the basic vocabulary list is an abbreviation for 'British English'.

Basic Vocabulary List

【 A 】		
*a/an	ache	advice
abandon	achieve	advise
*able	acid	affair
*about	acknowledge	affect
above	acquire	afford
abroad	across	afraid
absence	*act	*after
*absent	active	*afternoon
absolute	actual	afterward
absorb	adapt	(BE afterwards)
abuse	add	*again
academic	*address	against
academy	adequate	*age
accept	adjust	agency
acceptable	administrate	agent
access	administrative	aggressive
accident	admire	*ago
accommodate	admit	*agree
accompany	adopt	agriculture
accord	adult	*ahead
account	advance	aid
accurate	advantage	aim
accuse	adventure	*air
	advertise	aircraft

*airplane	(BE analyse)	appear
(BE aeroplane)/ plane	ancient	appearance
*airport	*and	*apple
alike	anger	apply
alive	angle	appoint
*all	*angry	appreciate
allow	*animal	approach
*almost	anniversary	appropriate
*alone	announce	approve
along	annoy	approximate
alongside	annual	area
aloud	*another	argue
already	*answer	arise
also	*ant	*arm
alter	anxiety	army
alternative	anxious	*around
although	*any	arrange
altogether	anybody	arrest
*always	anyone	*arrive
a.m./A.M.	*anything	*art
amaze	*anyway	article
ambition	anywhere	artificial
among	apart	*artist
amount	apologize	*as
amuse	(BE apologise)	ashamed
analysis	apparent	aside
analyze	appeal	*ask

asleep	average	base
aspect	avoid	*baseball
assemble	awake	basic
assembly	award	basis
assess	aware	*basket
assist	*away	*basketball
assistance	awful	*bat
associate	awkward	*bath
assume		*bathroom
astronaut	【 B 】	battle
*at	*baby	bay
atmosphere	*back	*be
attach	background	*beach
attack	backward	*bear
attempt	*bad	beat
attend	*bag	*beautiful
attitude	baggage	beauty
attract	bake	*because
attractive	balance	*become
audience	*ball	*bed
*aunt	*balloon	*bedroom
author	ban	*bee
authority	band	*beef
automatic	*bank	*before
*autumn	bar	beg
available	barber	*begin
avenue	barrier	behalf

behave	*black	bowl
behavior	blame	*box
(BE behaviour)	bless	*boy
behind	blind	brain
belief	block	branch
believe	blood	brand
bell	blow	brave
belong	*blue	*bread
below	*board	*break
*belt	*boat	*breakfast
bend	*body	breast
beneath	boil	breath
benefit	bomb	brick
beside	bond	*bridge
bet	bone	brief
*between	*book	briefcase
beyond	*boots	*bright
*bicycle/bike	border	brilliant
bid	bore	*bring
*big	*boring	broad
bill	borrow	broadcast
*bird	boss	*brother
birth	*both	*brown
*birthday	bother	*brush
bit	*bottle	budget
bite	bottom	*build
bitter	bound	bunch

burden	captain	*chalk
burn	*car	challenge
burst	care	chamber
bury	career	chance
bush	*careful	*change
business	*carrot	chapter
*busy	*carry	character
*but	*case	characteristic
*button	cash	charge
*buy	cast	charity
*by	castle	charm
*bye	*cat	chase
	*catch	*cheap
【C】	category	*check
calculate	cattle	*cheek
*calendar	cause	cheer
*call	cease	chemical
calm	ceiling	*chest
*can	celebrate	*chicken
cancel	cell	chief
cancer	center (BE centre)	*child
candidate	century	*chin
*candy	ceremony	choice
*cap	certain	*choose
capable	certificate	*church
capacity	chain	*circle
capital	*chair	circumstance

*city	college	compose
civil	*color (BE colour)	concentrate
claim	column	concept
*class	combine	concern
classic	*come	conclude
*classroom	comfort	conclusion
clause	comfortable	condition
clay	command	conduct
*clean	comment	conference
*clear	commerce	confidence
clerk	commission	confident
clever	commit	confirm
client	committee	conflict
climate	common	confuse
climb	communicate	*congratulate
*clock	community	congress
*close	*company	connect
cloth	compare	conscience
*clothes	comparison	conscious
*cloud	compete	consent
coal	competitive	consequence
coast	complain	consequent
coin	complaint	conservative
*cold	complete	consider
collapse	complex	considerable
colleague	complicate	consist
collect	component	constant

constitution	*corn	crime
construct	*corner	crisis
consume	corporate	criterion
contact	*correct	critic
contain	*cost	criticism
contemporary	cottage	criticize(BE criticise)
content	cotton	crop
contest	cough	cross
context	council	crowd
*continue	*count	crown
continuous	*country	crucial
contract	countryside	cruel
contrast	county	crush
contribute	couple	*cry
control	courage	culture
convenience	course	cure
convenient	court	curious
convention	*cousin	currency
conversation	*cover	current
convert	*cow	curve
convince	crack	custom
*cook	crash	customer
*cookie	crazy	*cut
*cool	create	*cute
cope	creature	
copy	credit	【D】
core	creep	*dad/daddy

damage	defend	desire
damp	defense(BE defence)	*desk
*dance	define	despite
danger	definite	destroy
*dangerous	degree	detail
dare	delay	detect
*dark	deliberate	determine
data	delicate	develop
*date	*delicious	device
*daughter	delight	devote
*day	deliver	dictionary
dead	delivery	*die
deaf	demand	diet
deal	democracy	difference
*dear	democratic	*different
death	demonstrate	*difficult
debate	*dentist	difficulty
debt	deny	dig
decade	department	*dinner
decide	depend	direct
decision	dependent	dirt
declare	depress	*dirty
decline	depth	disabled
decrease	derive	disappear
*deep	describe	disappoint
*deer	desert	disaster
defeat	deserve	discipline

discover	*down	ease
discuss	draft	*east
discussion	dramatic	eastern
disease	*draw	*easy
disgust	drawer	*eat
*dish	*dream	economic
dismiss	*dress	economy
display	*drink	edge
distance	*drive	edit
distinct	*drop	educate
distinguish	drug	effect
distribute	drum	effective
district	*dry	efficiency
disturb	*duck	efficient
divide	due	effort
division	dull	*egg
*do	during	either
*doctor/Dr.	dust	elect
document	duty	electric
*dog		electronic
*doll	【 E 】	element
*dolphin	*each	*elephant
domestic	eager	else
dominate	*ear	elsewhere
*door	*early	emerge
double	earn	emergency
doubt	*earth	emotion

emphasis	*eraser	excess
emphasize	error	exchange
(BE emphasise)	escape	excite
empire	especial	*exciting
employ	essay	exclude
*empty	essential	*excuse
enable	establish	executive
encounter	estate	exercise
encourage	estimate	exhibit
*end	even	exist
enemy	*evening	existence
energy	event	expand
engine	eventual	expansion
engineering	ever	expect
*enjoy	*every	expenditure
enormous	everybody	expense
*enough	*everyone	*expensive
ensure	everything	experience
enter	everywhere	experiment
entertain	evidence	expert
entire	evident	explain
entrance	evil	explode
envelope	exact	explore
environment	examine	export
equal	*example	expose
equip	*excellent	express
equivalent	except	expression

extend	*far	final
extension	*farm	finance
extensive	*fast	*find
extent	fasten	*fine
external	*fat	*finger
extra	*father	*finish
extreme	fault	*fire
*eye	favor (BE favour)	firm
	*favorite	*fish
	(BE favourite)	fit
【 F 】	fear	*fix
*face	feather	*flag
facility	feature	flame
fact	federal	flash
factor	fee	flat
factory	*feed	flavor (BE flavour)
fail	*feel	flesh
failure	fellow	flight
faint	female	float
fair	fence	flood
faith	festival	*floor
*fall	fever	flour
false	*few	flow
familiar	field	*flower
*family	*fight	*fly
*famous	figure	focus
*fan	*fill	fold
fancy		

follow	freedom	gallery
fond	freeze	gap
*food	frequent	garage
*fool	*fresh	*garden
*foolish	*friend	gas/gasoline
*foot	friendship	(BE petrol)
football	fright	*gate
*for	frighten	gather
force	*frog	gay
foreign	*from	general
forest	*front	generation
*forget	*fruit	generous
forgive	fry	gentle
form	fuel	*gentleman
formal	*full	*get
former	*fun	giant
formula	function	gift
forth	fund	*giraffe
fortunate	fundamental	*girl
fortune	*funny	*give
forward	fur	*glad
found	furnish	*glass
*fox	furniture	globe
frame	*future	*gloves
framework		*glue
frank	【 G 】	*go
*free	gain	goal

*goat	guard	*head
god/God	*guess	*health
*gold	guest	healthy
golden	guide	*hear
*good	guilty	*heart
goods	gun	heat
govern		heaven
grace	【H】	*heavy
grade	habit	height
gradual	*hair	hell
grain	*half	*hello/hey
grammar	hall	*help
grand	hammer	*hen
*grandfather/grandpa	*hand	hence
*grandmother/grandma	handle	*here
grant	*handsome	hesitate
*grape	hang	*hi
*grass	happen	*hide
grateful	*happy	*high
grave	harbor (BE harbour)	highlight
*gray (BE grey)	*hard	highly
*great	hardly	*hill
*green	harm	hire
ground	*hat	history
*group	*hate	*hit
*grow	*have	*hobby
growth	*he	*hold

hole	*husband	income
*holiday		increase
hollow	【 I 】	incredible
holy	*I	indeed
*home	ice	independence
*homework	*idea	independent
*honest	ideal	index
honor (BE honour)	identify	indicate
hook	identity	individual
*hope	*if	industry
horizon	ignore	inevitable
horror	*ill	influence
*horse	illustrate	inform
*hospital	image	informal
host	imagine	initial
*hot	immediate	injure
*hour	impact	injury
*house	import	inner
household	importance	input
*how	important	inquiry (BE enquiry)
however	impose	insect
huge	impossible	*inside
human	impression	insist
*hungry	improve	instance
hunt	*in	instant
*hurry	incident	instead
*hurt	include	institute

institution	item	kiss
instruct		*kitchen
instrument	【 J 】	*knee
insult	jewel	*knife
insurance	*job	*knock
intelligence	*join	knot
intend	joint	*know
interest	joke	knowledge
*interesting	journal	
interior	journey	【 L 】
internal	joy	labor (BE labour)
international	judge	laboratory/lab
interpret	*jump	lack
interrupt	junior	*lady
interval	*just	*lake
interview	justice	*lamb
*into		lamp
introduce	【 K 】	*land
invent	keen	language
invest	*keep	*large
investigate	*key	*last
*invite	*kick	*late
involve	*kid	*laugh
iron	kill	law
island	*kind	lay
issue	*king	lazy
*it	kingdom	lead

leadership	likely	*love
*leaf	limit	*low
lean	*line	luck
*learn	link	*lucky
leather	*lion	lump
leave	*lip	*lunch
lecture	liquid	lung
*left	list	
*leg	*listen	【 M 】
legal	literature	machine
legislation	*little	mad
lend	*live	magazine
length	*livingroom	*mail
*lesson	load	main
*let	loan	maintain
*letter	local	maintenance
level	locate	major
liberal	lock	*make
liberty	logic	male
*library	*long	*man
license (BE licence)	*look	manage
lid	loose	manner
lie	lord	manufacture
*life	*lose	*many
lift	loss	*map
*light	lot	march
*like	*loud	mark

*market	memory	*money
marriage	mental	*monkey
marry	mention	*month
mass	mercy	mood
massive	mere	*moon
master	message	moral
match	metal	moreover
material	method	*morning
*mathematics/	*middle	*mother
math(BE maths)	mild	motion
*matter	military	motorbike
maximum	*milk	*mountain
*may	mind	*mouse
*maybe	minimum	*mouth
mayor	minister	*move
meal	minor	*movie
*mean	*minus	*Mr.
meanwhile	*minute	*Mrs.
measure	*mirror	*Ms.
*meat	*Miss	*much
medical	mistake	mud
medicine	mix	multiply
medium	moderate	murder
*meet	modern	muscle
melt	modest	*museum
member	*mom/mommy	*music
membership	moment	*musician

must
mystery

【N】

nail
*name
narrow
nation
native
nature
navy
*near
nearly
nearby
neat
necessary
necessity
*neck
*need
needle
negative
neglect
neighbor
(BE neighbour)
negotiate
neither
nephew

nest
net
*never
nevertheless
*new
newspaper
*next
*nice
niece
*night
*no/nope
nobody
*noise
none
noon
nor
normal
*north
northern
*nose
*not
note
*nothing
notice
notion
novel
*now

nuclear
*number
numerous
*nurse
nut

【O】

obey
object
objective
observe
obtain
obvious
occasion
occur
ocean
*o'clock
odd
*of
*off
offend
offer
*office
official
*often
oil
*okay/OK

*old	outstanding	particular
*on	*over	partner
*once	overall	*pass
*only	overcome	passage
onto	owe	passenger
*open	own	*past
operate		paste
opinion	【 P 】	path
opportunity	pace	patient
oppose	pack	pattern
opposite	package	pause
option	*page	*pay
*or	pain	peace
order	*paint	*peach
ordinary	*pair	*pear
organ	palace	*pencil
organize	pale	*people
(BE organise)	panel	*pepper
origin	*pants	per
*other	*paper	perfect
otherwise	paragraph	perform
ought	parallel	performance
*out	pardon	perhaps
outcome	*parent	period
outline	*park	permanent
output	parliament	permission
*outside	part	permit

*person	plenty	poverty
perspective	*plus	powder
persuade	p.m./P.M.	power
*pet	*pocket	powerful
phase	poem	practical
philosophy	*point	*practice
*photograph / photo	poison	(BE practise)
physical	*police	praise
*pick	policy	pray
*picnic	polish	precise
*picture	*polite	predict
*piece	political	prefer
*pig	politics	premises
pile	pollution	prepare
pilot	*poor	presence
pinch	popular	*present
*pink	population	*president
pitch	port	press
pity	position	pressure
*place	positive	pretend
plain	possess	*pretty
*plan	possible	prevent
*plant	*post	previous
*plate	pot	price
*play	*potato	pride
*please	potential	priest
pleasure	pour	primary

prime	proper	*queen
*prince	property	*question
*princess	proportion	*quick
principal	propose	*quiet
principle	prospect	quite
print	protect	quote
prior	proud	
priority	prove	【 R 】
prison	provide	*rabbit
private	provision	race
prize	public	rail
probable	publish	*rain
*problem	*pull	*rainbow
procedure	punish	raincoat
proceed	pupil	raise
process	*puppy	range
produce	purchase	rank
product	pure	rapid
profession	purpose	rare
professor	pursue	rate
profit	*push	rather
progress	*put	ratio
project		raw
promise	【 Q 】	reach
promote	quality	react
pronounce	quantity	*read
proof	quarter	*ready

real	reject	reputation
realistic	relate	request
realize (BE realise)	relationship	require
*really	relative	rescue
reason	*relax	research
reasonable	release	reserve
recall	relevant	resident
*receive	relief	resist
recent	relieve	resistance
recognize (BE recognise)	religion	resolve
recommend	religious	resource
record	rely	respect
recover	remain	respond
*red	remark	response
reduce	remarkable	responsible
refer	*remember	*rest
reference	remind	*restaurant
reflect	remove	restore
reform	rent	restrict
refuse	repair	*restroom
regard	*repeat	result
regime	replace	retain
region	reply	retire
regret	report	return
regular	represent	reveal
regulation	representative	revenue
	republic	reverse

review	rubber	scene
revolution	rude	schedule
reward	ruin	scheme
*rice	rule	*school
*rich	*ruler	*science
rid	*run	scientific
*ride	rural	*scientist
*right	rush	*scissors
*ring		scold
rise	【S】	scope
risk	sacred	score
rival	sacrifice	screen
*river	*sad	screw
*road	safe	*sea
*rock	safety	search
role	sail	seaside
roll	sake	*season
*roof	salary	*seat
*room	sale	secret
root	*salt	secretary
rope	*same	section
rough	sample	sector
*round	sand	secure
route	satisfy	*see
row	save	seed
royal	*say	seek
rub	scale	seem

select	share	significance
self	sharp	significant
*sell	*she	silence
*send	*sheep	silent
senior	sheet	silk
sense	shelf	silver
sensitive	shell	similar
sentence	shelter	simple
separate	shift	since
sequence	shine	sincere
series	*ship	*sing
serious	shock	single
serve	*shoes	sink
service	shoot	sir
session	*shop	*sister
set	shore	*sit
settle	*short	site
several	*shoulder	situation
severe	shout	*size
sex	*show	skill
shade	shower	skin
shadow	shut	*skirt
shake	*sick	*sky
shall	*side	slave
shallow	sight	*sleep
shame	sign	slide
shape	signal	slight

slip	somewhat	*spoon
slope	somewhere	sport
*slow	*son	spot
*small	*soon	spread
*smell	sore	*spring
*smile	*sorry	*square
smoke	sort	stable
smooth	soul	staff
*snake	*sound	stage
*snow	sour	stain
*so	source	*stair
soap	*south	stamp
*soccer	southern	*stand
social	space	standard
society	spade	*star
*socks	*speak	*start
*soft	special	state
soil	specific	*station
soldier	*speech	status
solid	speed	*stay
solve	spell	steady
*some	*spend	steam
somebody	*spider	steel
somehow	spirit	steep
someone	spite	stem
*something	split	step
*sometimes	spoil	stick

stiff	*study	*sure
still	stuff	surface
stock	stupid	*surprise
*stomach	style	*surprising
*stone	subject	surround
*stop	submit	survey
*store	subsequent	survive
storm	substance	suspect
*story	*subway	suspend
stove	succeed	swallow
*straight	success	swear
strange	successful	sweep
strategy	such	*sweet
*strawberry	sudden	*swim
stream	suffer	swing
*street	sufficient	switch
strength	*sugar	symbol
stress	suggest	sympathy
stretch	suit	system
strict	sum	
strike	summary	【T】
string	*summer	*table
strip	*sun	tail
*strong	supper	*take
structure	supply	*talk
struggle	support	*tall
*student	suppose	tap

target	*that	thunder
task	*the	thus
taste	*theater	*ticket
tax	(BE theatre)	tidy
*tea	theme	*tie
*teach	*then	*tiger
tear	theory	tight
tease	*there	till
technical	therefore	*time
technique	*they	tin
technology	thick	tiny
*telephone/phone	thief	*tired
*tell	*thin	title
temperature	thing	*to
temple	*think	*today
temporary	*thirsty	*toe
tend	*this	*together
tendency	thorough	*toilet
tension	though	*tomorrow
tent	thread	tongue
term	threat	*tonight
terrible	threaten	*too
*test	throat	tool
text	through	*tooth
*textbook	throughout	*top
*than	*throw	topic
*thank	thumb	total

*touch	*try	upper
tough	tube	upset
tour	tune	urban
toward	*turn	urge
*towel	twice	urgent
tower	twist	*use
*town	type	useful
*toy	typical	usual
track		
trade	【 U 】	【 V 】
tradition	*ugly	*vacation
*traffic	ultimate	valid
*train	*umbrella	valley
transfer	*uncle	valuable
transportation	*under	value
(BE transport)	*understand	variety
*travel	uniform	various
treat	union	vary
*tree	unique	vast
trend	unit	*vegetable
*triangle	unite	vehicle
trick	universe	version
*trip	university	*very
trouble	unless	via
*true	*until	victim
trust	*up	victory
truth	upon	view

village	waste	*when
violence	*watch	whenever
violent	*water	*where
virtual	*watermelon	whereas
virtue	wave	whether
vision	*way	*which
*visit	*we	while
visual	*weak	whisper
*voice	wealth	whistle
volume	weapon	*white
voluntary	*wear	*who
vote	*weather	whole
	wedding	*why
	*week	*wide
【 W 】	weekend	widespread
wage	weep	*wife
waist	weigh	wild
*wait	*weight	*will
*wake	*welcome	willing
*walk	welfare	*win
*wall	*well	*wind
wander	*west	*window
*want	western	wine
war	*wet	wing
*warm	*what	*winter
warn	whatever	wire
*wash	wheel	wise
*washroom		

*wish
*with
within
without
witness
*wolf
*woman
wonder
*wonderful
*wood
wooden
wool
*word

*work
*world
*worry
worship
worth
wound
wrap
wrist
*write
*wrong

*year
*yellow
*yes/yeah, yep, yup
*yesterday
yet
yield
*you
*young
youth
*zebra
*zoo

【 X, Y, Z 】

yard

[Appendix 4]

Linguistic Form Needed for Communication

The linguistic form below should be used together with the communication examples in [Appendix 2], for communication in both phonetic and written language.

1. He **takes** a walk every day.
We **went** on a picnic yesterday.
She **is going (to go)** abroad next year.
The next test **will** probably be a little more difficult.
2. He **is sleeping** right now.
I **was studying** when they came.
She **will be coming** soon.
3. They **have moved** to a new house.
He **had** already **left** when we arrived.
I **will have finished** my homework by the time you get here.
4. I **am not** tired.
It **isn't** very cold.
I **don't** work on Sundays.
You **can't** turn right here.
We **didn't** enjoy the holiday very much.
Mary **hasn't** told him what to do.
Tom **will not** be at the meeting tomorrow.
5. **Are you** ready?
Is it raining?

Do you like oranges?

Don't you like apples?

Can you write a letter in English?

Have you finished your homework yet?

When will you come?

Where can we get the bus?

Why did he leave early?

How did you come to school?

Who can answer that question?

Whose dolls are these?

Which class are you in?

Which ice cream would you like, chocolate or vanilla ?

6. **May I borrow** your book?

He **may be** sick.

There **might be** some complaints.

She **must have been** sick.

I **should study** tonight.

They **must do** well on the test.

I **have to go** to the library.

You **don't have to go** to school tomorrow.

Will you please **help** me with my English?

He **would take** a walk every morning.

She **can play** the violin.

It **can't be** true.

Could you **show** me the way to the nearest post office?

I **will be able to help** you get to the party

Would you please **pass** me the salt?

Shall we **go** on a picnic this weekend?

You **had better not say** anything about this.

They'll fight to the end **rather than give up**.

You **needn't worry** about the test.

You **should do** as he says.

He suggested that they (**should**) play baseball.

7. **To see is to believe.**

He wanted **to go** home.

I hope **to see** you again soon.

I have a book **to read**.

He came **to see** me.

You may go if you want **to**.

He told me **not to do** it.

The problem is **where to get** money (from).

He seemed **to have been** ill (for some time).

I **heard** the children sing.

I expect John **to pass** the exam.

I asked her **to help** me.

It was easy **to find** his house.

To be frank (with you), I don't like him.

The book is simple **enough to understand**.

It moves **too** quickly **for us to see** (it).

8. I **made** him **carry** the box.

They **had** me **repeat** the message.

You shouldn't **let** him **go** there again.

Bill **had** the car **cleaned**.

I **had** my picture **taken**.

9. **Playing** baseball is fun.
We enjoy **swimming** in the pool.
I'm interested **in watching** horror movies.
I saw him **lying** on the beach.
They felt that **Mary's coming** in late was bad.
Did you **go fishing** last weekend?
I **don't feel like sleeping** now.
I **cannot help doing** things like that.
It's no use trying to persuade me.
10. The novel **was written by** Mark Twain.
The building **was built** in 1880.
A prize **was given to** Jane.
Susan **will be invited to** the party this evening.
I **was made to clean** the room.
Let it **be done** at once.
11. I have **two pens**.
She bought **some furniture**.
I don't have **any** money.
My mother bought **many / lots of / a lot of apples**.
We didn't buy **much** food.
I'd like to ask you **a few questions**.
I need **a little more time** to think (about it).
Every/Each student is listening to music.
The news **is** interesting.
The Chinese drink tea.
Most of the students in the class **study** hard.
Mathematics is my favorite subject.

12. I don't like the black **coat**, but I like **the brown one**.
I have three books. **One** is mine. **The others** are yours.
The **biscuit** was delicious. I'm going to have **another one**.
These **cups** are dirty. Could I have **some clean ones**?
We write to **each other** every week.
13. There **is** a book on the desk.
There **are** so many children in the park.
14. **It's** cold outside.
It's Wednesday.
It's half past four.
It's ten miles from here to my school.
15. You are a better singer **than** I am.
They've got **more** money **than** they need.
A car is **much more** expensive **than** a motor bike.
I **prefer** tea **to** coffee.
The more she thought about it, **the less** she liked it.
16. Excuse me, where is **the nearest** bank?
Money is important, but it is not **the most important** thing in life.
What is **the longest** river in the world?
17. I don't know **as many** people **as** you (do).
I arrived at **the same** time **as** Tom (did).
She's old, but she's **not as old as** he (is).
18. **What size** is this shirt?
What kind of job do you want?
Which color do you prefer?
What time is it?
How old is she?

How big is the house?

How heavy is your computer?

How much does it cost?

How far did you drive today?

19. Is there **enough hot water** for me to take a bath?

Have you got **enough food** in the house to last the next few days?

There is **hardly enough cake**.

20. Leave early **so that** you **won't** miss the bus.

We moved to London **so that** we **could** visit our friends more often.

I hurried **so that** I **wouldn't** be late.

It **not only** rained yesterday, **but** it **also** snowed.

You can have **either** tea **or** coffee.

David **both** loves Joan **and** wants to marry her.

The film was **neither** well made **nor** well acted.

He came **not** to complain, **but** to help us.

He went to bed **because** he was sleepy.

When we arrived, she was talking on the phone.

Since he left this morning, I haven't seen him.

We stayed home, **since** the weather was cold.

The weather was **so** nice **that** we went to the zoo.

We're going to play baseball tomorrow **unless** it rains.

Although / Though it was cold, I went swimming.

21. John plays the guitar, **and** his sister plays the piano.

They are my neighbors, **but** I don't know them well.

I may stop by and see you tomorrow **or** (I) may just phone (you) late in the day.

22 Ted didn't study at all. **Therefore**, he failed the test again.

I'll gave the book to Tom. **However**, he didn't like it.

I like spending my holidays in the mountains. **On the other hand**, my sister prefers the seaside.

23. The girl **who** is playing the piano is called Ann.

Mrs. Lee, **who** teaches English, has two children.

The pen **which** is on the desk is mine.

This is the book **that** I bought yesterday.

I met the girl **whose father** is a musician.

She is the girl **whom** I told you **about**.

The town **in which** I was born is very small.

The house **where** she lives is very nice indeed.

24. **What she said** was interesting.

I don't know **where he lives**.

Please tell me **what happened**.

I wonder **whose bicycle that is**.

I don't know **whether he will come (or not)**.

Tell me **how to make pizza**.

I think **that he is a good singer**.

25. She said, "**I will help you**."

She said **that she would help me**.

He said to me, "**I have been tired a lot lately**."

He **told me that he had been** tired a lot lately.

He said to me, "**Please come at once**."

He **asked me to come** at once.

He said, "**Do you need a pen?**"

He asked **if I needed a pen**.

Mary asked "**Where do you live?**"

- Mary asked **where I lived**.
26. **Walking along the street**, I met an old friend.
Their father having left the room, the children began to watch TV.
Being tired, he went to bed.
Having seen that movie before, I didn't want to see it again.
Frankly speaking, I failed the test.
27. **If I have** enough time, **I read** a book every week.
If the weather is fine tomorrow, **we will** go on a picnic.
If I were a bird, **I could fly** home.
If you had studied harder, **you would have passed** the exam.
Had I had enough money, **I would have bought** a tape recorder.
It's time you **were** in bed.
I wish I spoke English well.
He acts **as if** he **knew** you.
I'd rather we **had** dinner now.
Without / But for your advice, **I would have failed**.
28. **Down** came the rain.
Here comes the bus.
Not a word **did he** say.
She was angry and **so was I**.
I enjoyed the play and **so did my friends**.
John didn't see the accident and **neither did Mary**.
29. Won't you try again ? Yes, **I will** try again.
You must speak to the teacher. - **I have** spoken to him.
I do hope you will succeed.
It was John **who / that** told me the truth.
It was by train **that** we traveled to London.

30. My brother was wearing a raincoat, and **(he)** didn't get wet.
One student has written a poem, and the other **(has written)** a short story.
John understands the problem better than Mary **(does)**.
I believe **(that)** you are mistaken.
Though **(he had been)** defeated, he remained a popular leader.
You can borrow my pen, if you want to **(do so)**.
31. **Mr. Long, a neighbor of yours,** will be visiting us this evening.
The goal you wrote about in your letter, to become an astronaut, requires a great amount of time and energy.
The fact that Mary was late didn't surprise me.
32. At the station you will see **a lady carrying a large umbrella.**
Any coins found on this site must be handed to the police.
Something strange happened last night.
33. **This / That** is your book, isn't it?
Ann **is** here, **isn't** she?
You **like** oranges, **don't** you?
Bob **isn't** here, **is** he?
They **haven't** left, **have** they?
34. **As soon as** it stops raining, we will leave.
No sooner had I arrived at the airport **than** I realized I had forgotten my briefcase.
As he was not interested in classical music, he decided not to go to the concert.
She wept bitterly **as** she told her story.
35. **It is cruel to** tease animals.
It is difficult **for me to** speak French.

She found **it** difficult **to** learn Chinese.

36. The baby cried. [SV]

She stayed in bed. [SVA]

He is an English teacher. [SVC]

I like gimbap. [SVO]

You can put the dish on the table. [SVOA]

He gave me a present. [SVOO]

Why did they elect him chairman? [SVOC]

