The School Curriculum

Of

The Republic of Korea

Ministry of Education, Science and Technology, Korea
Contents

- General Guidelines of the National Curriculum .......... 3
  I. The Direction of Curriculum Design ................................. 4
    1. An Educated Person Cultivated by the Curriculum ............ 4
    2. General Framework of the Curriculum .......................... 4

  II. Educational Goals by School Level ................................. 6
    1. Goals of Elementary School Education ......................... 6
    2. Goals of Middle School Education ............................... 6
    3. Goals of High School Education ................................. 7

  III. Curriculum Organization and Time (Unit) Allotment Standards .... 8
    1. Curriculum Organization ........................................... 8
    2. Time (Unit) Allotment Standards ................................. 9

  IV. Guidelines for Organizing and Implementing the Curriculum ........ 18
    1. Basic Guidelines ..................................................... 18
    2. Curriculum Design and Implementation at
       Local and School Levels ........................................... 22
3. Evaluation and Quality Control of the Curriculum ....................... 35
4. Curriculum Organization and Implementation in Special Schools ...... 38

**English Curriculum** ................................................................. 40

1. Characteristics ........................................................................ 41
2. Goals ....................................................................................... 43
3. Contents ................................................................................. 44
4. Teaching and Learning Methods ............................................. 58
5. Assessment ............................................................................. 61
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>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>102 102 102 102 102 102</td>
<td>68 68 68 68 68 68</td>
<td>68 34 34 34 34 68(4)</td>
</tr>
<tr>
<td>Happy Life</td>
<td>68 68 68 68 68 68</td>
<td>34 34 68 68 68</td>
<td>34(2)</td>
</tr>
<tr>
<td>Music Fine Arts</td>
<td>180 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy Life</td>
<td>68 68 68 68 68 68</td>
<td>34 34 68 68 68</td>
<td>34(2)</td>
</tr>
<tr>
<td>Foreign Language (English)</td>
<td>80 34 68 68 102 102</td>
<td>136 136</td>
<td>136(8)</td>
</tr>
<tr>
<td>Optional Activities</td>
<td>60 68 68 68 68 68</td>
<td>68 102 102 102</td>
<td>102(6)</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>30 34 34 68 68 68</td>
<td>68 68 68 68 68</td>
<td>68(4)</td>
</tr>
<tr>
<td>Total</td>
<td>830 850 952 952 1,054 1,054 1,122 1,122 1,122</td>
<td>1,190(70)</td>
<td></td>
</tr>
</tbody>
</table>

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.
### A. General subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean Language</td>
<td>Speech Communication(6), Reading(6), Writing(6), Grammar(6), Literature(6), Media Literacy(6)</td>
</tr>
<tr>
<td>Moral Education</td>
<td>Ethics in Modern Life(6), Ethics and Thoughts(6), Traditional Ethics(6)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>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)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Applied Mathematics(6), Mathematics I (6), Pre-Calculus and Pre-Statistics(6), Mathematics II (6), Integration and Statistics(6), Geometry and Vector(6)</td>
</tr>
<tr>
<td>Science</td>
<td>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)</td>
</tr>
<tr>
<td>Technology and Home Economics</td>
<td>Agricultural Life Science(6), Engineering Technology(6), Home Economics(6), Enterprise Management(6), Ocean Science(6), Information(6)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Exercises and Healthy Life(4), Sports Culture(4), Sports Science(6)</td>
</tr>
<tr>
<td>Music</td>
<td>Music Performance(4), Music and Society(4), Understanding Music(6)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Art in Life(4), Art Appreciation(4), Art Production (6)</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>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)</td>
</tr>
<tr>
<td>Chinese Characters and Classics</td>
<td>Chinese Characters and Classics I (6), Chinese Characters and Classics II (6)</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>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)</td>
</tr>
</tbody>
</table>

| Total Units                      | 132 |
| Extracurricular Activities       | 8   |
| Grand Total Units                | 140 |
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.

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>
<thead>
<tr>
<th>Subject Areas</th>
<th>Subjects</th>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agricultural Civil Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Machinery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Landscaping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Products</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment and Agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biotechnology</td>
</tr>
<tr>
<td>Subject Areas</td>
<td>Subjects</td>
<td>Departments</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Subject Areas</td>
<td>Subjects</td>
<td>Departments</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Management, Electronic Commerce Practicum, Internet Marketing,</td>
<td>Multimedia</td>
</tr>
<tr>
<td></td>
<td>Inauguration of Business</td>
<td>Electronic Commerce</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applied Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>General Fisheries, General Maritime Affairs, General Oceanography,</td>
<td>Ocean Products</td>
</tr>
<tr>
<td></td>
<td>Fishery and Shipping Information Processing, Fisheries Biology, General</td>
<td>Fisheries</td>
</tr>
<tr>
<td></td>
<td>Fishery Management, Technology, Fisheries, Ocean Products, Aquaculture,</td>
<td>Aquaculture</td>
</tr>
<tr>
<td></td>
<td>Diseases of Culture Organisms, Seafood Processing, Seafood Circulation,</td>
<td>Self-Managing</td>
</tr>
<tr>
<td></td>
<td>Ocean Environments, Maritime Pollution, General Refrigeration, Refrigeration</td>
<td>Fisheries</td>
</tr>
<tr>
<td></td>
<td>Machines, Refrigeration Equipment and Design, Heat Engines, Marine</td>
<td>Seafood Science</td>
</tr>
<tr>
<td></td>
<td>Auxiliary Machinery, Marine Electricity and Electronics,</td>
<td>Ocean Environment</td>
</tr>
<tr>
<td></td>
<td>Machinery Design and Manufacturing Process, Skin Scuba Diving Techniques,</td>
<td>Refrigeration Machines</td>
</tr>
<tr>
<td></td>
<td>Navigation, Seamanship, Maritime Law, Maritime English, Marine Cargo</td>
<td>Power Engineering</td>
</tr>
<tr>
<td></td>
<td>Transportation, Electronic Telecommunication Engineering,</td>
<td>Navigation</td>
</tr>
<tr>
<td></td>
<td>Electronic Telecommunication Apparatus, Electronic Telecommunication</td>
<td>Electronic Telecommunication</td>
</tr>
<tr>
<td></td>
<td>Operation, Raw Fish Slicing Practicum, Marine Leisure Sports and</td>
<td>Refrigeration Machines</td>
</tr>
<tr>
<td></td>
<td>Tourism, Distribution Logistics in Ports, Marine Information Management</td>
<td>Marine Leisure Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distribution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logistics in Ports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marine Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Development, Food and Nutrition, School Meal Management, Korean</td>
<td>Cooking</td>
</tr>
<tr>
<td></td>
<td>Cooking, Oriental Cooking, Western Cooking, Confectionery and Baking,</td>
<td>Clothing</td>
</tr>
<tr>
<td></td>
<td>Clothing Materials and Care, Fashion Design, Korean Clothing, Western</td>
<td>Interior Design</td>
</tr>
<tr>
<td></td>
<td>Clothing, Embroidery and Knitting, Housing, Interior Design, Furniture</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Design, Display, Principles of Early Childhood Education, Early</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Childhood Education Program, Early Childhood Play Programs, Early</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Childhood Counseling, General Tourism, Tourism Business</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Practicum, Tourism Service Practicum, Tourism Dining and Cooking,</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Tourism English, Tourism Japanese, Tourism Chinese, Basic Nursing,</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Public Health Nursing, Basic Nursing Clinical Training, Basic Welfare</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Service, Elderly People Support, Hair Styling, Skin Care, Makeup, Public</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Physics Experiments, Chemistry Experiments, Life Science Experiments,</td>
<td>Cooking</td>
</tr>
<tr>
<td></td>
<td>Earth Science Experiments, History of Science, Electronics Science,</td>
<td>Clothing</td>
</tr>
<tr>
<td></td>
<td>Information Science I, Information Science II, Advanced Mathematics,</td>
<td>Interior Design</td>
</tr>
<tr>
<td></td>
<td>Advanced Physics, Advanced Chemistry, Advanced Life Science, Advanced</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Earth Science, Project Work I, Project Work II, Environmental Science,</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Contemporary Science and Technology, Reading in Foreign Languages,</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Workshops, Philosophy in Science</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Subject Areas</td>
<td>Subjects</td>
<td>Departments</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Arts</td>
<td>Music Theory, Music History and Appreciation, Sight Singing and Ear Training, Practice in Major, Chorus, Orchestra, Performance, Computers and Music, General Practice Art Theory, Art History, Drawing, Basic Painting, Basic Sculpture, Basic Design and Crafts, Practice in Major, Image Media and Art, Art Appreciation and Critique Understanding Dance, Basic Korean Dance, Basic Ballet, Basic Modern Dance, Practice in Major, Music and Dance, Choreography, Dance Appreciation and Critique Understanding Literature, Stylistics, Classical Literature Appreciation and Critique, Modern Literature Appreciation and Critique, Poetry Writing, Novel Writing, Play Writing, Media and Literature 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 Understanding Photography, Basic Photographing, Intermediate Photographing, Practice in Darkroom, Photograph Editing, Digital Photographing, Expression Techniques in Digital Photography, Photograph Appreciation and Critique</td>
<td>Music, Fine Arts, Dancing, Literary Writing, Drama and Film, Photography</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>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 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 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 Basic Spanish, Spanish Listening, Spanish Speaking I, Spanish Speaking II, Spanish Reading, Spanish Writing, Cultures in Spanish-Speaking Countries</td>
<td>English, German, French, Spanish, Chinese, Japanese, Russian, Arabic</td>
</tr>
<tr>
<td>Subject Areas</td>
<td>Subjects</td>
<td>Departments</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td></td>
<td>Basic Russian, Russian Listening, Russian Speaking I, Russian Speaking II, Russian Reading, Russian Writing, Russian Culture I, Russian Culture II, Russian Grammar</td>
<td>Basic Arabic, Arabic Listening, Arabic Speaking I, Arabic Speaking II, Arabic Reading, Arabic Writing, Arabian Culture I, Arabian Culture II, Arabic Grammar</td>
</tr>
<tr>
<td>English Reading for Specific Purposes, German 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</td>
<td>English Reading for Specific Purposes, German 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</td>
<td></td>
</tr>
</tbody>
</table>

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

6. Foreign Languages: A basic course in each Foreign Language course (Advanced English), Listening, Speaking I, Culture I, Reading

7. 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.


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
① Field work in vocational high schools
② Increase in the total number of units to be completed in high schools
③ Evaluation on subjects, optional activities, and extracurricular activities
④ Approval, development, and distribution of textbooks
⑤ Early admission into schools, accelerated grade advancement, and early graduation
⑥ 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
⑦ Development procedures and structure of the school curriculum
⑧ Selecting and making use of recommended books for students to read
⑨ Evaluation and quality control of the design and implementation of the school curriculum
⑩ Support in implementation of optional and extracurricular activities
⑪ Implementation of specialized and autonomous high schools
⑫ 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:

⑤ The school may assign school hours for optional activities flexibly, considering the circumstances of the school and its
students.

6 Deleted

5 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 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.
Proclamation of the Ministry of Education, Science and Technology:
#2008-160 [separate volume 14]
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.

<table>
<thead>
<tr>
<th>Language Functions</th>
<th>Phonetic Language</th>
<th>Written Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Expression</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
</tbody>
</table>

B. Communication activities
   · Communication activities are comprised of phonetic and written language activities.
### Communication Activities

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
</table>
| - 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. |
| - 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.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Contents</th>
</tr>
</thead>
</table>
| Materials | - 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 | - 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 | The number of new words each grade may use is the following.  
Grade Three: within 120 words  
Grade Four: within 120 words  
Grade Five: within 140 words  
Grade Six: within 140 words  
(Sum: within 520 words)  
Grade Seven: within 170 words  
Grade Eight: within 280 words |
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.
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 … .
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

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efficiency
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emergency
emotion
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emphasize
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empire
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*fool  *fresh  *garden
*foolish  *friend  gas/gasoline
*foot  friendship  (BE petrol)
football  fright  *gate
er  frighten  gather
do  *frog  gay
force  *from  general
foreign  *front  generation
forest  *fruit  generous
*forget  fry  gentle
forgive  fuel  *gentleman
form  full  *get
formal  *fun  giant
ger  function  gift
ger  fund  *giraffe
former  fundamental  *girl
formula  function  *give
forth  fund  *glad
fortunate  fundamental  *glass
fortune  *funny  globe
forward  fur  *gloves
found  furnish  *glue
*fox  furniture  *go
frame  *future  goal
framework  }
| *goat       | guard       | *head       |
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| *gold      | guest       | healthy     |
| golden     | guide       | *hear       |
| *good      | guilty      | *heart      |
| goods      | gun         | heat        |
| govern     |             | heaven      |
| grace      |             |             |
| grade      | habit       | height      |
| gradual    | *hair       | hell        |
| grain      | *half       | *hello/hey  |
| grammar    | hall        | *help       |
| grand      | hammer      | *hen        |
| *grandfather/grandpa | *hand      | hence       |
| *grandmother/grandma | handle |             |
| 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       |

**[H]**

- habit
- *hair
- *half
- hall
- hammer
- *hand
- handle
- *handsome
- hang
- happen
- *happy
- harbor
- *hard
- hardly
- *hat
- *hate
- *have
hole  *holiday  hollow  holy  *home  *homework  *honest  honor (BE honour)  hook  *hope  horizon  horror  *horse  *hospital  host  *hot  *hour  *house  household  *how  however  huge  human  *hungry  hunt  *hurry  *hurt  *husband  income  increase  incredible  indeed  independence  independent  index  indicate  individual  industry  inevitable  influence  inform  informal  initial  injure  injury  inner  input  inquiry (BE enquiry)  insect  *inside  insist  instance  instant  instead  institute
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instrument
insult
insurance
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island
issue
*it

item

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journal
journey
joy
judge
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junior
*just
justice

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keen
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kill
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*king
kingdom

kiss
*kitchen
*knee
*knife
*knock
knot
*know
knowledge

【 L 】
labor (BE labour)
laboratory/lab
lack
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lamp
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provide
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pupil
*puppy
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purpose
pursue
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*put

【Q】
quality
quantity
quarter

【R】
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quote

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*send  *sheep  silent
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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
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smooth  soul  staff
*snake  *sound  stage
*snow  sour  stain
*so  source  *stair
soap  *south  stamp
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social  space  standard
society  spade  *star
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*soft  special  state
soil  specific  *station
soldier  *speech  status
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solve  spell  steady
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switch
symbol
sympathy
system
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tail
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*talk
*tall
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*touch  touch  tough  tube  tune  upper  upset  urban
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*try  try  *turn  turn  twice  twist  type  typical  *traffic  traffic  *train  train  transfer  transfer  transportation  transportation  (BE transport)  (BE transport)  *travel  travel  treat  treat  *tree  tree  trend  trend  *triangle  triangle  trick  trick  *trip  trip  trouble  trouble  *true  true  trust  trust  truth  truth  

【U】  *ugly  ugly  ultimate  ultimate  *umbrella  umbrella  *uncle  uncle  *under  under  *understand  understand  uniform  uniform  union  union  unique  unique  unit  unit  unite  unite  universe  universe  university  university  unless  unless  *until  until  *up  up  upon  upon

【V】  *vacation  vacation  valid  valid  valley  valley  valuable  valuable  value  value  variety  variety  various  various  vary  vary  vast  vast  *vegetable  vegetable  vehicle  vehicle  version  version  *very  very  via  via  victim  victim  victory  victory  view  view
village
violence
violent
virtual
virtue
vision
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visual
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volume
voluntary
vote

【W】
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<td>yesterday</td>
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<td>witness</td>
<td>worth</td>
<td>yet</td>
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<tr>
<td>wolf</td>
<td>wound</td>
<td>yield</td>
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<tr>
<td>woman</td>
<td>wrap</td>
<td>*you</td>
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<td>wonder</td>
<td>wrist</td>
<td>*young</td>
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<td>wonderful</td>
<td>*write</td>
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<tr>
<td>wood</td>
<td>*wrong</td>
<td>*zebra</td>
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<tr>
<td>wooden</td>
<td>yard</td>
<td>*zoo</td>
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**【 X, Y, Z 】**
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. One has 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]