

COUNSELING BOOKLET

APPENDIX



English Curriculum

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Appendix



English Curriculum

This part is selected from *School Curriculum* (proclamation of the Ministry of Education, Science and Technology: # 2008-160)

I. 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 Korean 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, teachers must foster the ability to communicate in everyday life and about ordinary topics. Third, teachers 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 Korean 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.

II. Contents

1) Content Structure

A. Language functions

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

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

B. Language materials

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

Domain	Contents
Materials	<p>Refer to 'Materials' in [Appendix 1], and use the appropriate one.</p> <p>Materials which induce learning motivation, considering the student's interests, needs, and intellectual ability.</p> <p>Materials based on topics, circumstances, and lessons.</p> <p>Appropriate for achieving objectives.</p> <p>Appropriate for interaction.</p> <p>Appropriate for understanding English-speaking and non-English-speaking cultures</p>

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

2) Achievement Standards

<Third grade>

A. Listening

- (a) discern the sounds, stresses, rhythm, and intonations of English.
- (b) understand vocabulary about familiar objects.

- (c) understand commonly used expressions such as greetings.
- (d) act according to easy and simple commands of one or two sentences.
- (e) listen to one or two sentences and choose the appropriate picture.
- (f) listen to and understand easy and simple songs or chants.
- (g) listen to and understand simple and easy games.
- (h) understand basic conversations about personal daily life.

B. Speaking

- (a) correctly pronounce the stresses, rhythm, and intonations of English.
- (b) say the names of familiar objects.
- (c) use greetings and commonly used expressions.
- (d) look at real objects or pictures, and explain them in one sentence.
- (e) make simple questions and answers about individuals' daily lives.
- (f) sing along with easy and simple chants and song.
- (g) participate in simple games.
- (i) introduce themselves with one or two sentences.

C. Reading

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

D. Writing

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

<Fourth grade>

A. Listening

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

B. Speaking

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

C. Reading

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

D. Writing

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

<Fifth grade>

A. Listening

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

B. Speaking

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

C. Reading

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

D. Writing

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

<Sixth grade>

A. Listening

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

B. Speaking

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

C. Reading

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

D. Writing

- (a) write a sentence about a daily life story with words and phrases.
- (b) write a short birthday card and a thank-you card.
- (c) write a short and simple text about self and family using an example sentence as a guide.

<Seventh grade>

A. Listening

- (a) understand the speakers' feelings and emotions by listening to the accents and intonation.
- (b) listen to speeches and conversations about daily life, and understand the main points.
- (c) listen to and understand speeches and conversations about the past, present, and future in daily life.
- (d) listen to speeches and conversations about daily life, and understand the details.
- (e) listen to simple speeches or conversations, and understand the order of the events.
- (f) listen to speeches or conversations from daily life, and understand the situations, and the relationships of the speakers.
- (g) listen to speeches or conversations from daily life, and carry out the tasks.

B. Speaking

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

C. Reading

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

D. Writing

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

<Eighth grade>

A. Listening

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

B. Speaking

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

C. Reading

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

D. Writing

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

<Ninth grade>

A. Listening

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

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

B. Speaking

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

C. Reading

- (a) read a story about a general topic, and understand the details.
- (b) read an advertisement, and understand the details.
- (c) read a story about a general topic, and understand the writer's intention.
- (d) read a story about a general topic, and understand the cause and result.
- (e) read a story about a general topic, and understand the story's atmosphere
- (f) read a story about a general topic, and predict the following events.
- (g) read a story about a general topic, and guess the conclusion.

- (h) read a story about a general topic, and understand the rhetorical organization.
- (i) understand a story's order of development and logical structure.

D. Writing

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

<Tenth 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.

III. 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).

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Address: 43 Ihwajang-gil, Jongno-Gu, Seoul 110-810, Korea

Tel: 02-3668-1402

Fax: 02-765-9947

E-mail: epik@mest.go.kr

[http:// www.epik.go.kr](http://www.epik.go.kr)

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