

Edisi Agustus 2001

Kurikulum Berbasis Kompetensi

Mata Pelajaran

# BAHASA INGGRIS

SEKOLAH LANJUTAN TINGKAT PERTAMA



PUSAT KURIKULUM - BADAN PENELITIAN DAN PENGEMBANGAN  
DEPARTEMEN PENDIDIKAN NASIONAL

Jakarta, 2001

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# Mata Pelajaran BAHASA INGGRIS

SEKOLAH LANJUTAN TINGKAT PERTAMA

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PUSAT KURIKULUM - BADAN PENELITIAN DAN PENGEMBANGAN  
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## **KATA PENGANTAR**

Buku ini merupakan acuan bagi guru, orang tua siswa, dan pembina pendidikan untuk memahami dan melaksanakan Kurikulum Berbasis Kompetensi tiap mata pelajaran pada satuan pendidikan tertentu. Dalam buku ini disajikan rasional tentang penyusunan kurikulum berbasis kompetensi, pengertian mata pelajaran, fungsi dan tujuan, pendekatan yang digunakan, kompetensi dasar, materi pokok, indikator keberhasilan, dan rambu-rambu dalam melaksanakan kurikulum.

Buku ini disusun oleh Tim Pengembang Kurikulum dari Pusat Kurikulum Badan Penelitian dan Pengembangan Depdiknas, Direktorat Jenderal Pendidikan Dasar dan Menengah Depdiknas, ahli dari perguruan tinggi, guru, kepala sekolah, dan pengawas. Dalam proses pengembangannya juga mendapat kontribusi dari berbagai pihak. Untuk itu diucapkan terima kasih kepada seluruh pengembang dan kontributor atas jerih payah, masukan, dan saran-sarannya yang bermanfaat bagi terwujudnya buku ini.

Buku Kurikulum Berbasis Kompetensi Edisi Agustus 2001 ini tentunya masih memerlukan penyempurnaan. Oleh karena itu, kami mengharap kritik dan saran dari pembaca untuk penyempurnaan buku ini. Kritik dan saran itu dapat disampaikan kepada Balitbang Depdiknas, Kompleks Depdiknas Gedung E Lantai 2, Jalan Jenderal Sudirman, Senayan, Jakarta. Kotak Pos 4197 JKP 10041.

Jakarta, Agustus  
2001

Kepala Balitbang

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Kurikulum disempurnakan untuk meningkatkan mutu pendidikan secara nasional. Mutu pendidikan yang tinggi diperlukan untuk menciptakan kehidupan yang cerdas, damai, terbuka, demokratis, dan mampu bersaing sehingga dapat meningkatkan kesejahteraan semua warga negara Indonesia. Penyempurnaan kurikulum dilakukan secara responsif terhadap penerapan hak asasi manusia, kehidupan berdemokrasi, globalisasi, dan otonomi daerah.

Kesejahteraan bangsa bukan lagi bersumber pada sumber daya alam dan modal yang bersifat fisik, tetapi bersumber pada modal intelektual, sosial dan kredibilitas sehingga tuntutan untuk terus menerus memutakhirkan pengetahuan menjadi suatu keharusan. Mutu lulusan tidak cukup bila diukur dengan standar lokal saja sebab perubahan global telah sangat besar mempengaruhi ekonomi suatu bangsa. Terlebih lagi, industri baru dikembangkan dengan berbasis pengetahuan kompetensi tingkat tinggi, maka bangsa yang berhasil adalah bangsa yang berpendidikan dengan standar mutu yang tinggi. Dengan demikian fungsi pendidikan diperluas sebagai hak asasi manusia yang mendasar, modal ekonomi, sosial dan politik; alat pemberdayaan kelompok yang kurang beruntung, landasan budaya damai dan sebagai jalan utama menuju masyarakat belajar sepanjang hayat.

Agar lulusan pendidikan nasional memiliki keunggulan kompetitif dan komperatif sesuai standar mutu nasional dan internasional, kurikulum perlu dikembangkan dengan pendekatan berbasis kompetensi. Hal ini harus dilakukan agar sistem pendidikan nasional dapat merespon secara proaktif berbagai perkembangan informasi, ilmu pengetahuan, teknologi, dan seni, serta tuntutan desentralisasi. Dengan cara seperti ini lembaga pendidikan tidak akan kehilangan relevansi program pembelajarannya terhadap kepentingan daerah dan karakteristik peserta didik serta tetap memiliki fleksibilitas dalam melaksanakan kurikulum yang berdiversifikasi. Basis kompetensi harus menjamin pertumbuhan keimanan dan ketakwaan terhadap Tuhan Yang Maha Esa, penguasaan keterampilan hidup, akademik, dan seni, pengembangan kepribadian Indonesia yang kuat dan berakhlak mulia.

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## A. Rasional

Sebagai bahasa yang digunakan oleh lebih dari separuh penduduk dunia, Bahasa Inggris siap mengemban peran sebagai bahasa global. Di samping berperan sebagai bahasa ilmu pengetahuan, teknologi dan seni, bahasa ini dapat menjadi alat untuk mencapai tujuan ekonomi-perdagangan, hubungan antar bangsa, tujuan sosial-budaya dan pendidikan serta tujuan pengembangan karier. Penguasaan Bahasa Inggris dapat dikatakan merupakan persyaratan utama bagi keberhasilan individu, masyarakat dan bangsa Indonesia dalam menjawab tantangan jaman pada tingkat global. Penguasaan Bahasa Inggris dapat diperoleh lewat berbagai program, tetapi program pengajaran Bahasa Inggris di sekolah tampaknya merupakan sarana utama bagi sebagian anak Indonesia.

Pengamatan menunjukkan bahwa pengajaran Bahasa Inggris di Indonesia masih sangat jauh dari tujuan penguasaan keterampilan makro yang diinginkan. Lulusan sekolah menengah belum mampu menggunakan bahasa ini untuk berkomunikasi. Para mahasiswa belum mampu membaca buku-buku berbahasa Inggris. Banyak faktor yang menjadi penyebab kekurangberhasilan ini, dan banyak yang dapat dilakukan untuk memperbaikinya. Salah satu upaya perbaikan adalah menyesuaikan silabus agar lebih sesuai dengan tuntutan jaman.

Tuntutan dunia global yang terus menerus berubah mendorong pemberlakuan pendekatan kurikulum berbasis kompetensi. Dengan kompetensi sebagai dasar pengembangan kurikulum, akan dijamin adanya fleksibilitas dalam mencapai penguasaan kompetensi. Pendekatan ini menekankan identifikasi kompetensi dasar berbahasa Inggris, yang indikator-indikatornya dapat membantu guru dalam menentukan strategi dan teknik pengajarannya. Di samping itu kompetensi dasar dan indikator-indikatornya akan membantu pembelajar memahami apa yang harus mereka kuasai. Inilah yang membedakan Kurikulum 1994 dan Kurikulum yang akan datang.

## B. Pengertian

Bahasa merupakan alat untuk mengungkapkan makna (gagasan, pikiran, pendapat, dan perasaan). Dengan kata lain, makna yang ingin disampaikan kepada orang lain atau diterima/dipahami orang lain terkandung dalam bahasa yang digunakan. Berdasarkan pandangan ini, bahasa Inggris merupakan alat untuk mengungkapkan gagasan, pikiran, pendapat, dan perasaan, baik secara lisan maupun secara tertulis.

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Di Indonesia, bahasa Inggris adalah alat untuk menyerap dan mengembangkan ilmu pengetahuan, teknologi dan seni budaya. Selain itu, bahasa Inggris memiliki peranan penting dalam pembinaan hubungan antara bangsa Indonesia dengan bangsa-bangsa lain seperti dalam bidang: sosial, politik, ekonomi, dan perdagangan. Dengan demikian bahasa Inggris dapat dianggap sebagai alat untuk mempercepat laju pembangunan negara dan bangsa Indonesia.

### **C. Fungsi dan Tujuan Pembelajaran Bahasa Inggris**

Pembelajaran Bahasa Inggris berfungsi sebagai alat pengembangan diri anak didik dalam semua aspek pembelajarannya, yaitu: 1. Kepribadian; 2. Ilmu pengetahuan, teknologi dan seni; 3. Wawasan global; dan 4. Kapabilitas komunikasi internasional. Hal ini diuraikan dalam alinea-alinea berikut.

Bahasa merupakan kapabilitas manusia yang membuat kita mampu berkomunikasi, belajar, berpikir, memberikan penilaian dan mengembangkan nilai-nilai. Belajar Bahasa Inggris adalah mempelajari makna-makna yang disepakati oleh kelompok penutur asli bahasa tersebut. Ia merupakan alat pokok untuk berperan serta dalam kehidupan kultural masyarakat berbahasa Inggris. Pembelajaran Bahasa Inggris di sekolah di samping merupakan wilayah pembelajaran tersendiri, tetapi juga sebagai alat yang digunakan dalam belajar konsep dan gagasan-gagasan baru.

Melalui belajar Bahasa Inggris, anak didik dapat memperoleh pengetahuan, keterampilan dan disposisi yang membuat mereka mampu berkomunikasi, dan membuat perbandingan lintas bahasa dan budaya. Dengan belajar Bahasa Inggris, mereka memperluas pemahaman terhadap diri sendiri dan bahasa mereka sendiri, memperluas jaringan pergaulan, dan memperkuat keterampilan keaksaraan dan menghitung. Hal ini membuat mereka mampu memberikan sumbangan positif dan produktif sebagai warga negara Indonesia yang berciri khas keberagaman bahasa dan budaya dan juga sebagai warga global.

Belajar dan menggunakan Bahasa Inggris melibatkan penghargaan terhadap makna, koherensi, pilihan dan ketepatan. Ia juga melibatkan kepedulian etis untuk menghargai daya bahasa dan penggunaannya secara bertanggung jawab. Anak didik dapat mengembangkan disposisi positif terhadap upaya mencapai tingkat tertinggi dalam pengungkapan pikiran dan perasaan, pertukaran makna, dan perluasan kemampuan komunikatif pribadi mereka.

Belajar Bahasa Inggris secara komunikatif dapat menunjuk pengembangan anak dan pembelajar sebagai komunikator. Mereka memperoleh kemampuan komunikatif dalam Bahasa Inggris, pemahaman budaya masyarakat berbahasa Inggris, dan kesadaran yang lebih tinggi terhadap keragaman cara berpikir dan cara menghargai.

Dalam konteks Indonesia, belajar Bahasa Inggris dapat memacu penguasaan penerapan, dan pengembangan ilmu pengetahuan, teknologi dan seni karena kebanyakan buku ditulis dalam bahasa ini. Di samping itu, belajar Bahasa Inggris dapat meningkatkan wawasan budaya sampai ke tingkat global.

#### **D. Tujuan Mata Pelajaran Bahasa Inggris**

Mata pelajaran Bahasa Inggris memiliki tujuan berikut:

##### **1. Komunikasi dalam Bahasa Inggris**

Melalui penggunaan Bahasa Inggris untuk berbagai tujuan dan konteks budaya, siswa mengembangkan keterampilan komunikasi yang membiasakan mereka untuk menafsirkan dan mengungkapkan pikiran, perasaan dan pengalaman melalui berbagai teks Bahasa Inggris lisan dan tertulis, untuk memperluas hubungan antar pribadi mereka sampai ke tingkat internasional dan untuk memperoleh akses terhadap dunia pengetahuan, gagasan dan nilai dalam Bahasa Inggris.

##### **2. Pemahaman Bahasa Inggris sebagai Sistem**

Anak didik melakukan refleksi atau perenungan tentang Bahasa Inggris yang digunakan dan kegunaan Bahasa Inggris, dan menumbuhkan kesadaran tentang hakekat Bahasa Inggris, dan hakekat bahasa ibu mereka melalui perbandingan. Mereka makin memahami sistem kerja bahasa, dan akhirnya mengenali daya bahasa bagi manusia sebagai individu dan warga masyarakat.

##### **3. Pemahaman Budaya**

Anak didik mengembangkan pemahaman tentang kesalingterkaitan antara bahasa dan budaya, dan memperluas kapabilitas mereka untuk melintasi budaya, melibatkan diri dalam keragaman.

##### **4. Pengetahuan Umum**

Anak didik memperluas pengetahuan tentang, dan berhubungan dengan,



berbagai gagasan yang terkait dengan minatnya, persoalan-persoalan dunianya, dan konsep-konsep yang berasal dari serangkaian wilayah pembelajaran.

Singkatnya, dengan belajar Bahasa Inggris anak didik Indonesia akan mengembangkan:

- a. Potensi komunikatif mereka dalam Bahasa Inggris;
- b. Pemahaman mereka tentang Bahasa Inggris dan cara kerja sistemnya, yang akan memberikan andil pada pengembangan keaksaraan (literasi) mereka;
- c. Pemahaman mereka tentang budaya dan jati diri, yang memberi andil pada pemahaman yang lebih baik terhadap diri mereka sendiri dan orang lain;
- d. Kapabilitas sosial dan kognitif mereka;
- e. Pengetahuan umum mereka;
- f. Kesempatan berperanserta secara bermakna dalam kerja sukarela, dan pendidikan dan pelatihan lanjutan;
- g. Kapasitas untuk menerapkan pembelajaran Bahasa Inggris pada kehidupan dalam masyarakat yang lebih luas, dan dalam mengakses pendidikan dan pelatihan lanjutan.

## **E. Kompetensi Umum**

### **1. Kompetensi Rumpun Bahasa**

- Siswa mampu berbicara untuk berbagai tujuan dengan berbagai pendengar.
- Siswa mampu menyimak informasi dari berbagai sumber dalam berbagai situasi.
- Siswa mampu menulis dengan bahasa yang jelas, tepat, dan sistimatis dengan isi dan bentuk yang berbeda sesuai dengan tujuan dan pembaca.
- Siswa memahami, menganalisis secara kritis dan menggunakan informasi dari berbagai bahan (teks dan non teks).
- Siswa menggunakan bahasa target untuk kesenangan dan pengayaan pribadi.

### **2. Kompetensi Pokok SLTP/MTs**

Dengan penguasaan kosa kata dalam tingkatan 1500 dan tata bahasa yang berterima dengan tema yang tersedia, siswa mampu:

- Memahami dan menginterpretasikan teks lisan pendek dan sederhana berbentuk percakapan, narasi, dan deskripsi.
  - Melakukan percakapan, mengungkapkan perasaan, emosi, dan saling bertukar pendapat dengan lancar tentang topik tertentu.
  - Memahami dan menginterpretasikan teks tertulis sederhana berbentuk percakapan, narasi, dan deskripsi serta berbentuk khusus (jadwal, tiket, formulir, pengumuman, petunjuk, selebaran, brosur, daftar isi buku).
  - Menyajikan informasi, konsep dan gagasan sederhana tentang berbagai topik dalam bentuk tulisan paling banyak 200 kata.
  - Menggunakan bahasa Inggris untuk kesenangan dan pengayaan pribadi.
3. Kompetensi Mata pelajaran
- Siswa memiliki keterampilan menyimak, berbicara, membaca dan menulis dalam bahasa Inggris dalam berbagai konteks berdasarkan tingkat perkembangan dan minat mereka.

## **F. Lingkup Materi**

Untuk mencapai tujuan di atas, ruang lingkup mata pelajaran Bahasa Inggris di SLTP/MTs meliputi: (1). Keterampilan makro berbahasa Inggris (menyimak, berbicara, membaca, dan menulis) tingkat dasar yang telah diturunkan ke kompetensi dasar bersama indikatornya, (2) unsur-unsur Bahasa Inggris tingkat dasar mencakup: tata bahasa, kosakata, lafal, dan ejaan, (3) aspek budaya yang terkandung dalam ekspresi Bahasa Inggris dalam berbagai macam teks lisan dan tertulis.

## **G. Pendekatan dan Pengorganisasian Penyajian**

Agar tujuan mata pelajaran bahasa Inggris di SLTP/MTs dapat tercapai, pendekatan terhadap pengajaran dan pembelajaran harus dipilih secara tepat. Pendekatan yang dipilih harus mewarnai model kurikulum, teknik pengajaran dan kegiatan pembelajarannya. Di antara pendekatan yang pernah dikembangkan, pendekatan komunikatif dipandang paling cocok untuk mendukung tujuan pelajaran bahasa Inggris yang terkait dengan pengertian dan fungsi bahasa Inggris seperti telah diuraikan di atas. Alasan utama pemilihan pendekatan ini adalah karena pendekatan ini menekankan penggunaan bahasa yang diajarkan dengan mengaplikasikan prinsip-prinsip pembelajaran.

Prinsip-prinsip pembelajaran tersebut adalah sebagai berikut:

**Prinsip 1: Mengetahui apa yang dilakukan**

Dalam proses pembelajaran siswa hendaknya mengetahui tujuan dan kegunaan dari setiap kegiatan yang dilakukan. Oleh karena itu, guru hendaknya menginformasikan tujuan dan kegunaan setiap kegiatan kepada siswanya. Dengan mengetahui tujuan dan kegunaannya, siswa akan lebih berminat untuk mempelajarinya. Mereka harus yakin bahwa apa yang dipelajari itu bermakna dan berguna bagi mereka.

**Prinsip 2: Keterpaduan keterampilan berbahasa**

Tujuan pengajaran bahasa Inggris di SLTP/MTs ialah agar siswa memiliki keterampilan menyimak, berbicara, membaca, dan menulis bahasa Inggris. Keempat keterampilan ini harus disajikan secara terpadu seperti dalam kehidupan nyata. Dalam penggunaan sehari-hari seringkali keterampilan berbahasa tidak bisa dipisahkan satu sama lain. Misalnya, pada saat bercakap-cakap seseorang menggunakan keterampilan berbicara dan menyimak.

**Prinsip 3: Belajar bahasa adalah belajar berkomunikasi**

Belajar bahasa adalah belajar berkomunikasi dengan menggunakan bahasa lisan dan tulis. Dengan demikian dalam kegiatan pembelajaran hendaknya diciptakan situasi yang mendorong terjadinya komunikasi dan interaksi dengan kegiatan yang ada kesenjangan informasinya (*information gap*).

**Prinsip 4: Pentingnya kebermanaknaan dalam pengajaran**

Dalam mempelajari suatu bahasa, kebermanaknaan merupakan hal yang sangat penting. Kebermanaknaan tersebut berdasarkan konteks, baik konteks kebahasaan maupun konteks situasi. Kegiatan pembelajaran akan lebih bermakna bagi siswa jika hal itu berhubungan dengan kebutuhan siswa, pengalaman, minat, tata nilai, dan masa depannya.

Dalam penerapan prinsip ini, guru dituntut untuk memiliki kemampuan berbahasa Inggris yang memadai dan memiliki berbagai keterampilan menyajikan bahan pengajaran secara komunikatif.

**Prinsip 5: Belajar dengan melakukan**

Dalam pembelajaran bahasa siswa akan lebih berhasil jika siswa diberi kesempatan menggunakan bahasa dengan melakukan berbagai kegiatan berbahasa. Untuk itu guru hendaknya kreatif menyiapkan bahan, menciptakan situasi dan kegiatan yang mendorong siswa berperan secara aktif.

Bila siswa berpartisipasi mereka akan lebih mudah menguasai apa yang mereka pelajari. Maka, apabila siswa diharapkan dapat menyimak, berbicara, membaca, dan menulis, mereka hendaknya diberi kesempatan yang cukup untuk mendapatkan latihan dan kesempatan menggunakan keempat keterampilan berbahasa tersebut.

### **Prinsip 6: Belajar dari kekhilapan**

Sebagai pendidik perlu kita sadari bahwa belajar merupakan suatu proses. Siswa tentunya akan membuat banyak kesalahan selama proses tersebut berlangsung, dan hal ini merupakan suatu hal yang wajar. Oleh karena itu, guru hendaknya bersikap arif dalam menghadapi siswanya. Dari kesalahan siswa yang berulang, guru dapat mempelajari kekhilapan pengajarannya. Berdasarkan hasil analisis kekhilapan semacam ini, guru dapat memperoleh masukan dari anak didiknya. Masukan semacam inilah yang dapat dipakai sebagai bahan pertimbangan untuk memilih teknik/strategi yang sesuai bagi siswa.

## **H. Rambu-Rambu**

1. Kurikulum ini menerapkan pendekatan komunikatif dalam pengajaran bahasa Inggris sebagai bahasa asing. Beberapa konsep penting yang mendasari pendekatan ini adalah sebagai berikut.
  - a. Bahasa merupakan alat untuk mengungkapkan makna yang diwujudkan melalui tata bahasa dan kosa-kata. Dengan demikian, tata bahasa dan kosa-kata berperan sebagai alat pengungkapan makna yang dapat berupa gagasan, pikiran, pendapat, dan perasaan.
  - b. Makna ditentukan oleh lingkup kebahasaan maupun lingkup situasi yang merupakan konsep dasar dalam pendekatan kebermaknaan terhadap pengajaran bahasa yang harus didukung oleh pemahaman lintas budaya.
  - c. Makna dapat diwujudkan melalui ungkapan yang berbeda, baik secara lisan maupun tertulis. Suatu ungkapan dapat mempunyai makna yang berbeda tergantung pada situasi pada saat ungkapan itu digunakan. Jadi keragaman ujaran diakui kebenarannya dalam bentuk bahasa lisan dan tulisan.
  - d. Belajar bahasa asing adalah belajar berkomunikasi melalui bahasa tersebut sebagai bahasa sasaran, baik secara lisan maupun tertulis. Belajar berkomunikasi ini perlu didukung oleh pembelajaran unsur-unsur bahasa tersebut.

- e. Motivasi belajar siswa merupakan faktor utama yang menentukan keberhasilan belajarnya. Kadar motivasi ini banyak ditentukan oleh kadar kebermaknaan bahan pelajaran dan kegiatan pembelajaran siswa yang bersangkutan. Dengan kata lain, kebermaknaan bahan pelajaran dan kegiatan pembelajaran memiliki peranan yang amat penting dalam keberhasilan siswa.
  - f. Bahan pelajaran dan kegiatan pembelajaran menjadi lebih bermakna bagi siswa jika berhubungan dengan kebutuhan siswa yang berkaitan dengan pengalaman, minat, tata nilai, dan masa depannya. Oleh karena itu, pengalaman siswa dalam lingkungan, minat, tata nilai, dan masa depannya harus dijadikan pertimbangan pengambilan keputusan pengajaran dan pembelajaran untuk membuat pelajaran lebih bermakna bagi siswa.
  - g. Dalam proses belajar mengajar, siswa harus merupakan subjek utama, dan bukan sebagai objek belaka. Oleh karena itu, ciri-ciri dan kebutuhan mereka harus dipertimbangkan dalam segala keputusan yang terkait dengan pengajaran.
  - h. Dalam proses belajar mengajar guru berperan sebagai fasilitator yang membantu siswa mengembangkan keterampilan berbahasanya.
2. Penerapan konsep-konsep di atas dalam pengajaran bahasa Inggris di SLTP/MTs menyiratkan bahwa :
- a. Unsur-unsur bahasa Inggris, yaitu tata bahasa, kosa kata, ejaan, dan lafal hendaknya disajikan dalam lingkup kebahasaan maupun lingkup situasi, sehingga makna dimaksud jelas. Lingkup situasi harus mencakup lingkup budaya sasaran dan budaya siswa;
  - b. Pembelajaran unsur-unsur bahasa ditujukan untuk mendukung penguasaan dan pengembangan empat keterampilan berbahasa Inggris, dan bukan untuk kepentingan penguasaan unsur-unsur bahasa itu sendiri;
  - c. Dalam proses belajar mengajar, unsur-unsur bahasa yang dipandang sulit bagi siswa dapat disajikan secara tersendiri secara sistematis sesuai dengan tema yang dibahas;
  - d. Dalam proses belajar mengajar keempat keterampilan berbahasa pada hakekatnya tidak dapat dipisahkan. Oleh sebab itu, keterampilan berbahasa harus dikembangkan secara terpadu;
  - e. Peserta didik harus dilibatkan dalam semua kegiatan belajar yang bermakna, yaitu kegiatan yang dapat membantu : (1) mengembangkan

diri siswa dalam bidang ilmu pengetahuan, teknologi, dan seni budaya; (2) mendorong siswa untuk tumbuh dan berkembang menjadi warga negara yang berkepribadian Indonesia; dan (3) mengembangkan keterampilan bergaul.

3. Diversifikasi pada kurikulum berbasis kompetensi ini ditunjukkan dengan tanda bintang (\*) bagi siswa yang memiliki kemampuan lebih.



**COMPETENCY BASED CURRICULUM****Class : I/1**

In the first term of the first year, students are expected to achieve basic competencies listed below, in the contexts of specified themes... Personal Identification, life at home, life at school with a mastery of vocabulary within 200-350 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

**LISTENING****BASIC COMPETENCIES**

- Identify meaning of minimal pairs presented individually and in contexts

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"><li>• Sets of minimal pairs</li></ul>	<ul style="list-style-type: none"><li>• Mention whether pairs of words have the same or different meanings in contexts.</li></ul>

**BASIC COMPETENCIES**

- Discriminate meanings implied in stress patterns within individual words and in contexts:
  - strong and weak form
  - rising and falling tones

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"><li>• Vocabulary and clauses related to themes.</li></ul>	<ul style="list-style-type: none"><li>• Recognise meanings expressed through the use of stress in connected speech.</li><li>• Show differences of meanings expressed through stress patterns.</li><li>• Show differences of tones through simple sentences expressed.</li></ul>

**BASIC COMPETENCIES**

- Identify key words in a simple oral text

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of key words.</li> </ul>

**BASIC COMPETENCIES**

- Understand oral instructions

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Imperative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out given instructions (up to 50 words).</li> <li>• Follow and give simple instructions to peers.</li> </ul>

**SPEAKING****BASIC COMPETENCIES**

- Express greetings and personal introductions.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expression of personal introduction e.g.</p> <ul style="list-style-type: none"> <li>• Hello, I'm Liza Pribadi. What's your name?</li> <li>• How do you do? My name is Rosman Siregar. I live in Cijantung.</li> </ul>	<ul style="list-style-type: none"> <li>• Express greetings and personal introductions appropriately in a conversation.</li> <li>• Write about personal identity in short paragraph (up to 50 words).</li> </ul>

**BASIC COMPETENCIES**

- Use the expression of good bye.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expression of good bye e.g.</p> <ul style="list-style-type: none"> <li>• Bye-bye.</li> <li>• See you tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Say good bye appropriately in a conversation.</li> </ul>

**BASIC COMPETENCIES**

- Express factual information about specified objects

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions asking and giving factual information e.g.</p> <ul style="list-style-type: none"> <li>Who are these boys? They are my brothers.</li> <li>Are they students? Yes, they are.</li> </ul>	<ul style="list-style-type: none"> <li>Give simple description about specified objects and events.</li> <li>Describe in a written short paragraph objects/people/event (up to 50 words)</li> </ul>

**BASIC COMPETENCIES**

- Express gratitude appropriately.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of gratitude e.g.</p> <ul style="list-style-type: none"> <li>Thank you/Thanks a lot You're welcome/ Don't mention it/Not at all.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the speaker correctly;</li> <li>Complete a dialogue by using the expressions of gratitude.</li> </ul>

**BASIC COMPETENCIES**

- Express regrets appropriately.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogue related to themes containing expressions of regrets e.g.</p> <ul style="list-style-type: none"> <li>Sorry/I'm very sorry! That's all right.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the speaker correctly;</li> <li>Write a short paragraph expressing regrets by using the words <i>sorry</i>, <i>I'm very sorry</i>.</li> </ul>

**BASIC COMPETENCIES**

- Express ability and disability.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of ability and disability e.g.</p> <ul style="list-style-type: none"> <li>Mr. Harun can speak English well.</li> <li>I can't swim.</li> </ul>	<ul style="list-style-type: none"> <li>Give simple description about one's ability/disability by using the words <i>can</i>, <i>can't</i>.</li> <li>Describe orally from a table containing information about one's ability and disability.</li> </ul>

**BASIC COMPETENCIES**

- Express ownership.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of ownership e.g.</p> <ul style="list-style-type: none"> <li>• Do you have any rulers?</li> <li>• I have two dictionaries.</li> <li>• Whose book is that?</li> <li>• That's Amir's book.</li> <li>• That's not my book.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions by using have, whose, my, your</li> </ul>

**BASIC COMPETENCIES**

- Express habits.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of habits e.g.</p> <ul style="list-style-type: none"> <li>• We always have breakfast at 7.</li> <li>• My father usually goes to the office by bus.</li> <li>• I sometimes help my mother in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify one's habit by asking and answering questions;</li> <li>• Describe in a written short paragraph one's habit (up to 50 words) by using always, usually, and sometimes;</li> </ul>

**READING****BASIC COMPETENCIES**

- Get general information from a written text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 50 words).	<ul style="list-style-type: none"> <li>• Identify general information.</li> <li>• Identify explicit information stated in a text.</li> </ul>

**BASIC COMPETENCIES**

- Get specific information from a written text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 50 words).	<ul style="list-style-type: none"> <li>• Identify specific information.</li> <li>• Identify explicit and implicit main ideas from a text.</li> </ul>

### BASIC COMPETENCIES

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 50 words).	<ul style="list-style-type: none"><li>• Guess the meaning of words, phrases, and sentences based on the given text.*</li></ul>

## WRITING

### BASIC COMPETENCIES

- Write simple words, phrases, sentences related to themes accurately.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Texts related to themes.	<ul style="list-style-type: none"><li>• Copy words, phrases and simple sentences accurately (up to 50 words).</li><li>• Write accurately simple sentences being dictated related to themes (up to 50 words).</li></ul>

Class : I/2

In the second term of the first year, students are expected to achieve basic competencies listed below, in the contexts of specified themes... *Daily Needs, Jobs, Shopping* with a mastery of vocabulary within 350-500 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

## LISTENING

### BASIC COMPETENCIES

- Identify key words in a simple oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Texts related to themes	<ul style="list-style-type: none"> <li>Spell specified names of people and objects related to themes correctly.</li> <li>Mention key words in a simple oral text.</li> <li>Make a list of key words.</li> </ul>

### BASIC COMPETENCIES

- Follow an oral instruction.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Imperative Sentences	<ul style="list-style-type: none"> <li>Carry out given instructions (up to 80 words).</li> <li>Follow and give simple instructions to peers.</li> </ul>

### BASIC COMPETENCIES

- Get specific information from simple oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts or dialogues related to themes. (up to 80 words).	<ul style="list-style-type: none"> <li>Identify specific information from a short, simple oral text related to themes.</li> <li>Supply specific information from a short, simple oral text.</li> </ul>



**BASIC COMPETENCIES**

- Find topics of an oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple oral texts related to themes.	<ul style="list-style-type: none"> <li>Answer questions about topics (up to 80 words).</li> </ul>

**BASIC COMPETENCIES**

- Get stated information from simple oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple oral texts related to themes.	<ul style="list-style-type: none"> <li>Answer questions about stated information (up to 80 words).</li> </ul>

**SPEAKING****BASIC COMPETENCIES**

- Exchange personal information.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions of giving personal information e.g. <ul style="list-style-type: none"> <li>This is Tuti.</li> <li>Rusli, meet Anwar.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and give information about personal identity fluently and intelligibly (of about 80 words).</li> <li>Write about personal identity in a short paragraph (up to 80 words).</li> </ul>

**BASIC COMPETENCIES**

- Express factual information about specified objects.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions of giving information about specified objects e.g. <ul style="list-style-type: none"> <li>Who are these boys? They are my brothers.</li> <li>Are they students? Yes, they are.</li> </ul>	<ul style="list-style-type: none"> <li>Give simple description about specified objects and events orally.</li> <li>Identify factual information orally about specified objects related to themes.</li> </ul>

**BASIC COMPETENCIES**

- Find topic of an oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
An oral text related to a theme.	<ul style="list-style-type: none"> <li>• Answer questions about information stated explicitly in the text orally.</li> <li>• Identify general information from a short, simple oral text orally.</li> </ul>

**BASIC COMPETENCIES**

- Describe one's needs;

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions describing one's needs e.g. <ul style="list-style-type: none"> <li>• I want a cup of tea.</li> <li>• I'd like ice cream.</li> <li>• I need thick clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• Express needs using the words <i>want, need, would like</i>.</li> <li>• Ask and give information about one's needs.</li> </ul>

**BASIC COMPETENCIES**

- Express likes and dislikes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions of likes and dislikes e.g. <ul style="list-style-type: none"> <li>• I like orange juice.</li> <li>• I don't like milk.</li> <li>• I enjoy fishing.</li> <li>• I hate fish and never eat any.</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange information about likes and dislikes by using the words <i>like, do not like, dislike, enjoy, hate</i>.</li> <li>• Answer questions about information stated explicitly.</li> </ul>

**BASIC COMPETENCIES**

- Tell one's profession.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions telling one's profession e.g. <ul style="list-style-type: none"> <li>• Tom's father is a doctor.</li> <li>• I'm a student.</li> </ul>	<ul style="list-style-type: none"> <li>• Give information about one's profession in a orally.</li> <li>• Comparing information about one's profession orally. *</li> </ul>

**BASIC COMPETENCIES**

- Describe the existence of people and objects.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing the existence of people and objects e.g.</p> <ul style="list-style-type: none"> <li>There are about 5 doctors in the public health service.</li> <li>Is there a secretary in the office?</li> <li>There are not any typists in the room.</li> </ul>	<ul style="list-style-type: none"> <li>Seek and provide information orally the existence of people/objects by using there is, there are.</li> </ul>

**BASIC COMPETENCIES**

- Express past activities or past events.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of past activities or past events e.g.</p> <ul style="list-style-type: none"> <li>The clerk was late this morning.</li> <li>Our teacher entered the room just now.</li> <li>The manager left the office at 3 p.m. yesterday.</li> </ul>	<ul style="list-style-type: none"> <li>Express/mention orally specific information explicitly stated in a short dialogue.</li> </ul>

**BASIC COMPETENCIES**

- Express future events.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of future events e.g.</p> <ul style="list-style-type: none"> <li>Mother will go shopping this evening.</li> <li>I will buy some fruit tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>Describe future activities by using the future tenses orally.</li> </ul>

**BASIC COMPETENCIES**

- Express quantity of things or people.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of quantity of things or people e.g.</p> <ul style="list-style-type: none"> <li>There are a lot of people in the market.</li> <li>I need a few Australian apples.</li> <li>There was a little money left in my purse.</li> </ul>	<ul style="list-style-type: none"> <li>Mention orally quantity of things or people by using the words <i>a lot of</i>, <i>a few</i>, <i>a little</i>.</li> <li>Answer questions about information stated explicitly in the text</li> </ul>

**BASIC COMPETENCIES**

- Express obligation.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of obligation e.g.</p> <ul style="list-style-type: none"> <li>You must pay for the goods before leaving.</li> <li>A: Can I have some fruit? B: Oh, you must go to the green grocery</li> </ul>	<ul style="list-style-type: none"> <li>Tell somebody to do or not to do something correctly;</li> <li>Write accurately a short paragraph by using the words must.*</li> </ul>

**READING****BASIC COMPETENCIES**

- Get general information from a written text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 75 words).	<ul style="list-style-type: none"> <li>Identify general information.</li> <li>Identify explicit information stated in a text.</li> </ul>

**BASIC COMPETENCIES**

- Get specific information from a written text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 75 words).	<ul style="list-style-type: none"> <li>Identify specific information.</li> <li>Identify explicit and implicit main ideas from a text.</li> </ul>

**BASIC COMPETENCIES**

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 75 words).	<ul style="list-style-type: none"> <li>Guess the meaning of words, phrases, and sentences based on the given text.</li> </ul>

## WRITING

### BASIC COMPETENCIES

- Write simple words, phrases, sentences related to themes accurately;

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes.	<ul style="list-style-type: none"> <li>• Copy words, phrases and simple sentences accurately (up to 75 words).</li> <li>• Write accurately simple sentences being dictated related to themes (up to 75 words).</li> </ul>

### BASIC COMPETENCIES

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple text or simple short dialogues (2 turns) on related themes</li> <li>• List the main points or important information from a text</li> </ul>

Class : 1/3

In the third term of the first year, students are expected to achieve basic competencies listed below, in the contexts of specified themes... *Games, Hobbies, Food, and Drink* with a mastery of vocabulary within 350-500 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

## LISTENING

### BASIC COMPETENCIES

- Identify key words in a simple oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>Spell specified names of people and objects related to themes correctly.</li> <li>Mention key words in a simple oral text.</li> <li>Make a list of key words.</li> </ul>

### BASIC COMPETENCIES

- Get specific information from simple oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Simple texts or dialogues related to themes (up to 100 words).</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific information from a short, simple oral text related to themes.</li> <li>Supply specific information from a short, simple oral text.</li> </ul>

### BASIC COMPETENCIES

- Find topics of an oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Simple oral texts related to themes</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions based on topics (up to 100 words).</li> </ul>

### BASIC COMPETENCIES

- Get stated information from an oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Simple oral texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions based on stated information (up to 100 words).</li> </ul>



## SPEAKING

### BASIC COMPETENCIES

- Exchange personal information.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions exchanging personal information e.g.</p> <ul style="list-style-type: none"> <li>• Hi, Ali! How are things?</li> <li>• Good morning, sir. How are you.</li> <li>• Morning Toni, How's life?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and give information about personal identity fluently and intelligibly.</li> </ul>

### BASIC COMPETENCIES

- Express factual information about specified objects.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions providing factual information about specified objects e.g.</p> <ul style="list-style-type: none"> <li>• They are my sisters.</li> <li>• Mr. Bob has two children.</li> <li>• Women usually like cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factual information about specified objects related to themes</li> </ul>

### BASIC COMPETENCIES

- Find about someone's choices.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of finding about someone's choices e.g.</p> <ul style="list-style-type: none"> <li>• A: Which game do you like to play, modern or traditional one? B: Traditional one, please.</li> <li>• X: Which one do you want? Y: The red one, please.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask about someone's choices through the use of which one.</li> <li>• Identify someone's choices from a table given.</li> </ul>

**BASIC COMPETENCIES**

- Express continuous activities/events.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing continuous activities/events e.g.</p> <ul style="list-style-type: none"> <li>Is Nyoman playing marbles? Yes, he is.</li> <li>Are children playing hide and seek? Yes, they are.</li> <li>What are the boys doing? They are playing scrabbles.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss about continuous activities/ events by using <i>the present continuous tense</i> in pairs or groups.</li> <li>Complete a simple short dialogue (2 turns) on continuous activities/events.</li> </ul>

**BASIC COMPETENCIES**

- Express uncountable quantity.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing uncountable quantity e.g.</p> <ul style="list-style-type: none"> <li>Mother needs a bottle of cooking oil.</li> <li>I need two glasses of water to boil the eggs.</li> <li>Can you give me a piece of cheese?</li> <li>Do you have any milk?</li> <li>I don't have any milk. I have some creamer.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the uncountable quantity in oral form by using the words a bottle of, a piece of, any, and some.</li> </ul>

**READING****BASIC COMPETENCIES**

- Get general information from a written text

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 100 words).	<ul style="list-style-type: none"> <li>Identify general information</li> <li>Identify explicit information stated in a text</li> </ul>

**BASIC COMPETENCIES**

- Get specific information from a written text

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 100 words).	<ul style="list-style-type: none"> <li>• Identify specific information.</li> <li>• Identify explicit and implicit main ideas from a text</li> </ul>

**BASIC COMPETENCIES**

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Simple texts related to themes (up to 100 words).	<ul style="list-style-type: none"> <li>• Guess the meaning of words, phrases, and sentences based on the given text.</li> </ul>

**WRITING****BASIC COMPETENCIES**

- Write simple words, phrases, sentences related to themes accurately.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Texts related to themes.	<ul style="list-style-type: none"> <li>• Copy words, phrases and simple sentences accurately (up to 100 words).</li> <li>• Write accurately simple sentences being dictated related to themes.</li> </ul>

**BASIC COMPETENCIES**

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple text or simple short dialogues (2 turns) on related themes.</li> <li>• Write a short paragraph on a certain topic related to themes.</li> </ul>

**Class : II/1**

In the first term of the second year, students are expected to achieve basic competencies listed below, in the context of specified themes... *Sport, Health, Clothes* with a mastery of vocabulary within 700-900 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

## LISTENING

### BASIC COMPETENCIES

- Follow an oral instruction.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Imperative sentences e.g. Go to the board and write your name.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out activities instructed orally without misunderstanding.</li> </ul>

### BASIC COMPETENCIES

- Get specific information from an oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts or dialogues related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer comprehension questions related to a given oral text about familiar topics.</li> </ul>

## SPEAKING

### BASIC COMPETENCIES

- Express how to do something.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions of how to do something by using <i>appropriate adverbs of manner</i> e.g. <ul style="list-style-type: none"> <li>• Rani drives very carefully.</li> <li>• The horse runs very quickly.</li> <li>• Yayuk plays tennis beautifully.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell how to do something by using <i>very carefully, very quickly, beautifully</i> in written form.</li> </ul>

**BASIC COMPETENCIES**

- Describe different quality of objects/people;

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing different quality of objects/people by using <i>comparison</i> e.g.</p> <ul style="list-style-type: none"> <li>Tyson is stronger than Lahoya.</li> <li>Hollyfield is the strongest.</li> </ul>	<ul style="list-style-type: none"> <li>make appropriate comparisons of the quality of two or more objects by using <i>stronger than, strongest, as ..... as, more interesting</i>, orally.</li> </ul>

**BASIC COMPETENCIES**

- Describe a variety of activities.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing a variety of activities by using the words <i>always, usually, sometimes</i> e.g.</p> <ul style="list-style-type: none"> <li>We are having exercises this Sunday. Do you always have exercises on Sundays?</li> <li>I sometimes go to the movie with my sister.</li> <li>Sri usually goes to school by bus.</li> </ul>	<ul style="list-style-type: none"> <li>Describe one's daily activities.</li> </ul>

**BASIC COMPETENCIES**

- Describe one's condition and feeling.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing one's condition and feeling by using the words <i>healthy, ill, sorry, worry</i> e.g.</p> <ul style="list-style-type: none"> <li>Tom looks healthy. He looks like an athlete.</li> <li>My mother is very seriously ill. I am sorry to hear that.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange information on one's condition and feelings appropriately.</li> </ul>

**BASIC COMPETENCIES**

- Ask for and offer help.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions asking for and offer help e.g.</p> <ul style="list-style-type: none"> <li>• Would you like any help? Yes, please/ No, thank you.</li> <li>• What can I do for you? I'm O.K/Nothing, thanks.</li> </ul>	<ul style="list-style-type: none"> <li>• Make, accept and decline an offer of help by using an appropriate expression.</li> </ul>

**BASIC COMPETENCIES**

- Express a future activity.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of future activity by using "will" e.g.</p> <ul style="list-style-type: none"> <li>• The dressmaker will see you tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell others about what someone will do in the future.</li> </ul>

**BASIC COMPETENCIES**

- Express the quantity of objects and people.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing the quantity of objects and people by using <i>some, many, much, none</i> e.g.</p> <ul style="list-style-type: none"> <li>• Mother needs a bottle of cooking oil.</li> <li>• I need two glasses of water to boil the eggs.</li> <li>• Can you give me a piece of cheese?</li> <li>• Do you have any milk?</li> <li>• I don't have any milk. I have some creamer.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the quantity of objects and people.</li> </ul>

**BASIC COMPETENCIES**

- Express the frequency of activities;

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing frequency of activities by using <i>adverbs of frequency</i>: <i>always, often, sometimes, once, twice</i> e.g.</p> <ul style="list-style-type: none"> <li>My brother usually goes to the beach in the weekends.</li> <li>My father always tells the truth.</li> <li>The fishermen catch fish twice a week.</li> <li>It rains everyday during the wet season.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the frequency of activities.</li> <li>Mention orally general information from a text.</li> </ul>

**BASIC COMPETENCIES**

- Describe the quality of objects or people.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing the quality of objects or people by using descriptive adjective: <i>clean, nice, healthy</i> e.g.</p> <ul style="list-style-type: none"> <li>The beach is clean and beautiful.</li> <li>Tom looks healthy. He looks like an athlete.</li> </ul>	<ul style="list-style-type: none"> <li>Mention orally specific information from a text.</li> <li>Give simple description about specific objects/people orally.</li> </ul>

**BASIC COMPETENCIES**

- Exchange information about objects or people.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions exchanging information about objects or people e.g.</p> <ul style="list-style-type: none"> <li>I feel fresh in the mountain.</li> <li>The weather becomes foggy in the afternoon.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for and give information about the condition of objects or people.</li> <li>Explain the meaning of words, phrases and sentences based on the given information (up to 100 words). *</li> <li>Complete a simple dialogue (2 turns)</li> </ul>

## READING

### BASIC COMPETENCIES

- Get general information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Written texts or dialogues related to themes (up to 100 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify explicit information stated in a text.</li> <li>• Identify information in the text not explicitly stated.</li> </ul>

### BASIC COMPETENCIES

- Get specific information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Written texts or dialogues related to themes (up to 100 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information.</li> <li>• Identify explicit and implicit main ideas from a text.</li> </ul>

### BASIC COMPETENCIES

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts related to themes (up to 100 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words,</li> <li>• Phrases, and sentences based on the given text.</li> </ul>

### BASIC COMPETENCIES

- Complete a short paragraph.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Incomplete short paragraph related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph using a given list of words up to 100 words.</li> </ul>

### BASIC COMPETENCIES

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple text or simple short dialogues (2 turns) on related themes.</li> <li>• Write the main point or important information from a text.</li> </ul>



Class : II/2

In the second term of the second year, students are expected to achieve basic competencies listed below, in the context of specified themes... *Urban/Rural Life, Recreation, Public Service* with a mastery of vocabulary within 900-1050 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

## LISTENING

### BASIC COMPETENCIES

- Follow an oral instruction.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Text in the form of oral instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out an activity/ activities instructed orally without misunderstanding.</li> </ul>

### BASIC COMPETENCIES

- Get specific information from simple oral texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts or dialogues related to themes</li> </ul>	<ul style="list-style-type: none"> <li>• Answer comprehension questions related to a given oral text about a familiar topic.</li> </ul>

## SPEAKING

### BASIC COMPETENCIES

- Describe different qualities of objects or people.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing different qualities of objects or people by using <i>comparison with adjective of three syllables or more</i> e.g.</p> <ul style="list-style-type: none"> <li>• This resort is as interesting as Kuta beach.</li> <li>• Senggigi is more interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer comprehension questions related to a given oral text.</li> <li>• Make appropriate description by using <i>as.....as, more interesting</i> orally.</li> </ul>

**BASIC COMPETENCIES**

- Describe how to do something.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions describing how to do something by using <i>adverb of manner</i> : <i>fast, soon, hard</i> .	<ul style="list-style-type: none"> <li>• Tell how to do something appropriately.</li> <li>• Make comparisons about doing something.</li> </ul>

**BASIC COMPETENCIES**

- Express sympathy.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions showing sympathy e.g. <ul style="list-style-type: none"> <li>• My mother is very seriously ill. I am sorry to hear that.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer sympathy with others who have bad luck.</li> </ul>

**BASIC COMPETENCIES**

- Express hope;

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions of hope e.g. <ul style="list-style-type: none"> <li>• I hope you are OK. Don't worry</li> </ul>	<ul style="list-style-type: none"> <li>• State one's hope for better things.</li> <li>• Answer questions about information stated explicitly in the text.</li> </ul>

**BASIC COMPETENCIES**

- Express and respond to an offer.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions offering some help to others e.g. <ul style="list-style-type: none"> <li>• Would you post this letter for me, please? I am sorry, I'm very busy right now.</li> <li>• Shut the door, please! Sure.</li> <li>• Can you get me an aspirin, please? Certainly.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer something to others or some help to somebody else.</li> <li>• Respond to someone's offer of help or something.</li> </ul>

**BASIC COMPETENCIES**

- Describe an activity in process

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing an activity in process by using <i>present continuous tense</i> e.g.</p> <ul style="list-style-type: none"> <li>• She's making a dress.</li> <li>• He's wearing a cotton shirt.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a description of an activity/ activities (up to 125 words).</li> </ul>

**BASIC COMPETENCIES**

- Ask for and give permission.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions asking for and giving permission e.g.</p> <ul style="list-style-type: none"> <li>• Could I go to the movie with my friends? Yes, certainly. / I am afraid not.</li> <li>• Can I go to the theater this evening? Of course. / I am afraid you can't.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a request for permission.</li> <li>• Respond to a request for permission.</li> </ul>

**BASIC COMPETENCIES**

- Describe positions of objects and people.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing positions of objects and people by using some <i>prepositions</i> e.g.</p> <ul style="list-style-type: none"> <li>• He stood against the wall.</li> <li>• We'll wait at the station.</li> <li>• There's a tree behind the house.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a description of the position of an object using prepositions such as <i>between, behind, in front of, above, below, over, against</i>.</li> </ul>

## READING

### BASIC COMPETENCIES

- Get general information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Written texts or dialogues related to themes (up to 125 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify explicit information stated in a text.</li> <li>• Identify information in the text not explicitly stated</li> </ul>

### BASIC COMPETENCIES

- Get specific information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Written texts or dialogues related to themes (up to 125 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information.</li> <li>• Identify explicit and implicit main ideas from a text.</li> </ul>

### BASIC COMPETENCIES

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts related to themes (up to 125 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words, phrases, and sentences based on the given text.</li> </ul>

## WRITING

### BASIC COMPETENCIES

- Complete a short paragraph.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Incomplete short paragraph related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph using a given list of words up to 125 words.</li> </ul>

**BASIC COMPETENCIES**

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple text or simple short dialogues (2 turns) on related themes.</li> <li>• Indicate the main point or important information from a text.</li> </ul>

**Class : II/3**

In the third term of the second year, students are expected to achieve basic competencies listed below, in the contexts of specified themes... *Entertainment, Animal, Indonesia Geography* with a mastery of vocabulary within 1050-1250 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

**LISTENING****BASIC COMPETENCIES**

- Follow an oral instruction.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Imperative sentences e.g. <ul style="list-style-type: none"> <li>• Go to the shop and buy me something</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out given activities.</li> <li>• Respond to simple instructions.</li> </ul>

**BASIC COMPETENCIES**

- Get specific information from a simple oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts/dialogues.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer comprehension questions related to a given oral text.</li> </ul>

## SPEAKING

### BASIC COMPETENCIES

- Express how to do something.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions of how to do something by using <i>adverb of clauses</i> e.g. <i>slowly, beautifully</i> .	<ul style="list-style-type: none"> <li>Tell how to do something.</li> </ul>

### BASIC COMPETENCIES

- Describe different qualities of objects and people

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing different quality of objects and people by using <i>degrees of comparison</i> e.g.</p> <ul style="list-style-type: none"> <li>A hoe is bigger than an axe.</li> <li>A typewriter is simpler than a computer.</li> <li>The first blender is cheap. The second one is cheaper. The third one is the cheapest.</li> <li>TV A is expensive. TV B is more expensive. TV C is the most expensive.</li> </ul>	<ul style="list-style-type: none"> <li>Make appropriate description of two or more objects.</li> <li>Make a comparison between different qualities of objects and people.</li> </ul>

### BASIC COMPETENCIES

- Describe positions of objects.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing positions of objects by using <i>adverbs of place</i> e.g.</p> <ul style="list-style-type: none"> <li>The lion over there is hungry.</li> <li>The animal under the tree is a wild buffalo.</li> </ul>	<ul style="list-style-type: none"> <li>Explain positions of objects.</li> </ul>

**BASIC COMPETENCIES**

- Describe one's conditions and feelings.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions telling one's conditions and feelings e.g.</p> <ul style="list-style-type: none"> <li>A: My father is ill.</li> <li>B: I'm sorry to hear it.</li> </ul>	<ul style="list-style-type: none"> <li>State one's conditions and feelings.</li> </ul>

**BASIC COMPETENCIES**

- Describe the manner of doing something.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing the manner of doing something by <i>using adverbs of manners</i>.</p>	<ul style="list-style-type: none"> <li>State how something is done or someone does something.</li> </ul>

**BASIC COMPETENCIES**

- Express and respond to a request for help.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions offering and responding to a request for help e.g.</p> <ul style="list-style-type: none"> <li>A: Will you help me, please?</li> <li>B: Certainly</li> </ul>	<ul style="list-style-type: none"> <li>Make a request for help.</li> <li>Respond to a request for help.</li> </ul>

**BASIC COMPETENCIES**

- Describe an event or an activity on its completion.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing an event or an activity on its completion by using <i>simple perfect tense</i> e.g.</p> <ul style="list-style-type: none"> <li>Indri has been to Bandung.</li> <li>Toto has gone to cash a cheque.</li> </ul>	<ul style="list-style-type: none"> <li>State the completion of an event or activity.</li> </ul>

**BASIC COMPETENCIES**

- Express preferences.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions of preferences by using the words <i>like.....better than</i> .	<ul style="list-style-type: none"> <li>State one's preference appropriately.</li> </ul>

**BASIC COMPETENCIES**

- Express a plan for doing something.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing a plan for doing something by using future tense with to be going to e.g.</p> <ul style="list-style-type: none"> <li>I am going to spend my school holidays in Bali.</li> <li>Toni is going to visit the zoo next Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>State one's plan to do something.</li> </ul>

**READING****BASIC COMPETENCIES**

- Get general information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Written texts or dialogues related to themes (up to 150 words)</li> </ul>	<ul style="list-style-type: none"> <li>Identify explicit information stated in a text.</li> <li>Identify information in the text not explicitly stated.</li> </ul>

**BASIC COMPETENCIES**

- Get specific information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Written texts or dialogues related to themes (up to 150 words).</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific information.</li> <li>Identify explicit and implicit main ideas from a text.</li> </ul>



**BASIC COMPETENCIES**

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts related to themes (up to 150 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words, phrases, and sentences based on the given text.</li> </ul>

**WRITING****BASIC COMPETENCIES**

- Complete a short paragraph.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• In complete short paragraph related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph using a given list of words up to 150 words.</li> </ul>

**BASIC COMPETENCIES**

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple text or simple short dialogues (2 turns) on related themes.</li> <li>• Indicate the main point or important information from a text.</li> </ul>

**Class : III/1**

In the first term of the third year, students are expected to achieve basic competencies listed below, in the contexts of specified themes... *Technology, Tourism, Culture* with a mastery of vocabulary within 1250-1400 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

## LISTENING

### BASIC COMPETENCIES

- Get information from simple oral texts about familiar topics.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information from given oral texts.</li> </ul>

### BASIC COMPETENCIES

- Describe implicit and explicit factual information.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify information stated explicitly and implicitly in an oral text.</li> <li>• Fill out forms, chart, tables based on oral information.</li> </ul>

## SPEAKING

### BASIC COMPETENCIES

- Express ideas, opinions, and feelings.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions telling ideas, opinions, and feelings.	<ul style="list-style-type: none"> <li>• State ideas, opinions, and feelings using simple sentences.</li> </ul>

**BASIC COMPETENCIES**

- Express agreement and disagreement.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions stating agreement and disagreement e.g.</p> <ul style="list-style-type: none"> <li>I agree</li> <li>That's true.</li> <li>You're right.</li> <li>I don't agree.</li> <li>That's wrong.</li> <li>I disagree, I'm afraid.</li> </ul>	<ul style="list-style-type: none"> <li>State agreement and disagreement with someone about something.</li> </ul>

**BASIC COMPETENCIES**

- Express quality/degree of objects.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing quality/degree of objects by using <i>degrees of comparisons: comparative, superlative</i> e.g.</p> <ul style="list-style-type: none"> <li>This magazine is good and that one is better.</li> </ul>	<ul style="list-style-type: none"> <li>Describing the quality of a thing in comparison with one another.</li> </ul>

**BASIC COMPETENCIES**

- Exchange factual information about past events and events without time focus.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions exchanging factual information by using simple past tense and simple present tense e.g.</p> <ul style="list-style-type: none"> <li>Who publishes the newspaper? Suara Merdeka does.</li> <li>Who watched Tom and Jerry on TV last night? We did.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and give information about past events and events without time focus.</li> </ul>

**BASIC COMPETENCIES**

- Express two habitual activities occurring at the same time or one after another in single complex sentences.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing two habitual activities occurring at the same time or one after another e.g.</p> <ul style="list-style-type: none"> <li>When the bride and the groom enter the altar, everybody stands up.</li> <li>Mother tells children stories before they go to bed.</li> <li>The girl starts to dance after the priest spread out holly water around.</li> </ul>	<ul style="list-style-type: none"> <li>Describe two habitual activities occurring at the same time or one after another.*</li> </ul>

**BASIC COMPETENCIES**

- Give warning.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of giving and responding to a warning e.g.</p> <ul style="list-style-type: none"> <li>Fire!</li> <li>Look out!</li> <li>Be careful! You'll disturb the animals.</li> <li>Watch out!</li> </ul>	<ul style="list-style-type: none"> <li>State warnings related to events in the environment.</li> </ul>

**BASIC COMPETENCIES**

- Express pleasure and displeasure with something or some events/activities specified.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions stating pleasure and displeasure e.g.</p> <ul style="list-style-type: none"> <li>I'm very pleased with it.</li> <li>That's good news.</li> <li>I'm very annoyed.</li> </ul>	<ul style="list-style-type: none"> <li>State one's own pleasure or displeasure.</li> </ul>

**BASIC COMPETENCIES**

- Express quantity of things in relation to certain actions or conditions.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing quantity of thing in relation to certain actions or conditions e.g.</p> <ul style="list-style-type: none"> <li>All of the private TV stations broadcast the world news.</li> <li>Both of the newspapers are daily printed.</li> <li>Nothing is interesting in this magazine. Do you agree?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the quantity of things in relation to certain actions or conditions.</li> </ul>

**READING****BASIC COMPETENCIES**

- Get general information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Written texts or dialogues related to themes (up to 150 words).</li> </ul>	<ul style="list-style-type: none"> <li>Identify explicit information stated in a text.</li> <li>Identify information in the text not explicitly stated.</li> </ul>

**BASIC COMPETENCIES**

- Get specific information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Written texts or dialogues related to themes (up to 150 words).</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific information.</li> <li>Identify explicit and implicit main ideas from a text.</li> </ul>

**BASIC COMPETENCIES**

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts related to themes (up to 150 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words, phrases, and sentences based on the given text.</li> </ul>

**WRITING****BASIC COMPETENCIES**

- Complete a short paragraph.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Incomplete short paragraph related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph using a given list of words up to 150 words.</li> </ul>

**BASIC COMPETENCIES**

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple text or simple short dialogues (2 turns) on related themes.</li> <li>• Summarize the main points or important information from a text.*</li> </ul>

Class : III/2

In the Second term of the third year, students are expected to achieve basic competencies listed below, in the context of specified themes... *Technology, Tourism, Culture* with a mastery of vocabulary within 1250-1400 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix)

## LISTENING

### BASIC COMPETENCIES

- Get specific information from simple oral text about familiar topic effectively and efficiently.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information from oral texts.</li> <li>• Fill out forms, chart, tables based on oral information.</li> </ul>

### BASIC COMPETENCIES

- Get general information from simple oral texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify general information for specific purposes.</li> </ul>

### BASIC COMPETENCIES

- Recognize explicit and implicit information from simple oral text.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify information stated explicitly and implicitly in oral texts.</li> </ul>

## SPEAKING

### BASIC COMPETENCIES

- Impart simple factual information and description about things, objects, person, and events.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions informing and describing about things, objects, persons, and events.	<ul style="list-style-type: none"> <li>• Inform and describe about things, objects, person, and events.</li> </ul>

### BASIC COMPETENCIES

- Express certainty and uncertainty.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions stating certainty and uncertainty e.g. <ul style="list-style-type: none"> <li>• I'm sure you can operate it.</li> <li>• I doubt that.</li> <li>• I'm not certain.</li> <li>• I can't decide whether to use it or not.</li> </ul>	<ul style="list-style-type: none"> <li>• State one's certainty and uncertainty about something.</li> </ul>

### BASIC COMPETENCIES

- Express choices.

CORE MATERIAL	ACHIEVEMENT INDICATORS
Dialogues related to themes containing expressions asking someone's choices by using the word <i>or</i> e.g. <ul style="list-style-type: none"> <li>• Do you want to go by bus or by train? Up to you.</li> <li>• If I have much money, I will go to Europe or buy a new car.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer about someone's choices.</li> </ul>



**BASIC COMPETENCIES**

- Express confirmation.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of requesting for confirmation by using <i>question-tag</i> e.g.</p> <ul style="list-style-type: none"> <li>• Travelling by train is safer than bus, isn't it?</li> <li>• To stay in a hotel needs much money, doesn't it?</li> <li>• Tourists like to visit interesting objects, don't they?</li> </ul>	<ul style="list-style-type: none"> <li>• Request for and give confirmation.</li> </ul>

**BASIC COMPETENCIES**

- Express admiration.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions stating admiration by using interjection <i>what</i> .....a e.g.</p> <ul style="list-style-type: none"> <li>• This bus is new and luxurious. What a comfortable bus it is!</li> <li>• What a nice day! Shall we go sailing?</li> <li>• Mary's work is excellent. What a clever girl!</li> </ul>	<ul style="list-style-type: none"> <li>• State one's admiration.</li> </ul>

**BASIC COMPETENCIES**

- Describe the quality of doing something.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing the quality of doing something by using degrees of comparison related to manner of doing something e.g.</p>	<ul style="list-style-type: none"> <li>• Compare two or more activities.</li> </ul>

**BASIC COMPETENCIES**

- Express possibility and impossibility.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions of possibility and impossibility e.g.</p> <ul style="list-style-type: none"> <li>Perhaps the people have cut down the trees.</li> <li>It's possible that the plants are lack of fertiliser.</li> <li>I don't think edelweiss can grow near the sea.</li> <li>There are not many people in the Safari Park. Maybe it is closed.</li> </ul>	<ul style="list-style-type: none"> <li>State whether something is possible or impossible.</li> </ul>

**BASIC COMPETENCIES**

- Express reasons.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions telling reasons e.g.</p> <ul style="list-style-type: none"> <li>The population growth of Japan is relatively low because the country succeeded in carrying out the family planning</li> </ul>	<ul style="list-style-type: none"> <li>Describe a certain condition and state its reason.</li> <li>Report a condition under certain reasons.</li> </ul>

**BASIC COMPETENCIES**

- Describe a condition of having excessive quantity.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing a condition of having excessive quantity by using the words <i>too many</i>, <i>too much</i> e.g.</p> <ul style="list-style-type: none"> <li>Don't give too much water to that plant. It will die.</li> <li>We rarely find wild animals in the jungle. Too many of them were hunted.</li> </ul>	<ul style="list-style-type: none"> <li>State the condition of having excessive quantity.</li> </ul>

## READING

### BASIC COMPETENCIES

- Get general information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Written texts or dialogues related to themes (up to 175 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify explicit information stated in a text.</li> <li>• Identify information in the text not explicitly stated.</li> </ul>

### BASIC COMPETENCIES

- Get specific information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Written texts or dialogues related to themes (up to 175 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information.</li> <li>• Identify explicit and implicit main ideas from a text.</li> </ul>

### BASIC COMPETENCIES

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Simple texts related to themes (up to 175 words).</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words, phrases, and sentences based on the given text.</li> </ul>

## WRITING

### BASIC COMPETENCIES

- Complete a short paragraph.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Incomplete short paragraph related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph using a given list of words up to 175 words.</li> </ul>

### BASIC COMPETENCIES

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple text or simple short dialogues (2 turns) on related themes.</li> <li>• Summarize the main point or important information from a text.</li> </ul>

**Class : III/3**

In the third term of the third year, students are expected to achieve basic competencies listed below, in the context of specified themes....*Plant and Animal, World Geography* with a mastery of vocabulary within 1600-1700 words level and relevant grammatical structures (see the structural and vocabulary inventories in the Appendix).

## LISTENING

### BASIC COMPETENCIES

- Get specific information from simple oral texts about familiar topics effectively and efficiently.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information from oral texts.</li> <li>• Fill out forms, chart, tables based on oral information.</li> </ul>

### BASIC COMPETENCIES

- Get general information from simple oral texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify general information.</li> </ul>

### BASIC COMPETENCIES

- Describe explicit and implicit information from simple oral texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Texts related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify information stated explicitly and implicitly in oral texts.</li> </ul>

## SPEAKING

### BASIC COMPETENCIES

- Describe whether anyone has done/want to do something.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing whether anyone has done/want to do something e.g.</p> <ul style="list-style-type: none"> <li>Does anyone here want to listen to my story?</li> </ul> <p>Well, no one does.</p>	<ul style="list-style-type: none"> <li>Ask whether anyone has done/want to do something.</li> </ul>

### BASIC COMPETENCIES

- Express logical conclusions.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions stating logical conclusions by using the word <i>so</i> e.g.</p> <ul style="list-style-type: none"> <li>There is always a traffic jam in the morning, so I try to leave earlier.</li> </ul>	<ul style="list-style-type: none"> <li>State a logical conclusion.</li> </ul>

### BASIC COMPETENCIES

- Express the inclusion of two different things.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions stating the inclusion of two different things by using <i>not only .... But also, both ....and</i> e.g.</p> <ul style="list-style-type: none"> <li>You will not get information from a newspaper but you will also get pleasure.</li> <li>The news programme is important not only to adults but also to children.</li> <li>Both television and radio give us a lot of information.</li> </ul>	<ul style="list-style-type: none"> <li>State the inclusion of two different things.</li> </ul>

**BASIC COMPETENCIES**

- Describe logical effects.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions using ...so + <i>adjective</i> + <i>that</i> e.g.</p> <ul style="list-style-type: none"> <li>The fight between the two boxers was so fantastic that viewers were satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>State logical effects.</li> </ul>

**BASIC COMPETENCIES**

- Express parallelism of quantity or condition.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions stating parallelism of quantity or condition by using the words <i>and so, too, not either, neither</i> e.g.</p> <ul style="list-style-type: none"> <li>Cows are mammal, and so are buffaloes.</li> <li>Buffaloes eat grass, and cows do too.</li> <li>Orchids cannot grow in any soil and edelweiss cannot either.</li> <li>A: Have you been to Ujung Kulon? B: No, I haven't. What about you? C: Neither have I.</li> </ul>	<ul style="list-style-type: none"> <li>State that the qualities of two things are positively parallel or negatively parallel.</li> </ul>

**BASIC COMPETENCIES**

- Describe contrasts of condition or quality.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions describing contrast of condition or quality by using the words <i>but, although</i> e.g.</p> <ul style="list-style-type: none"> <li>Indonesia has a tropical climate, but Japan is not.</li> <li>Indonesia still imports rice although it is an agricultural country.</li> </ul>	<ul style="list-style-type: none"> <li>State the contrast between two types of condition or quality.</li> </ul>

**BASIC COMPETENCIES**

- Express conditional logical relation.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<p>Dialogues related to themes containing expressions stating conditional logical relation by using <i>conditional type 1</i> e.g.</p> <ul style="list-style-type: none"> <li>Look! The sky is very dark. We'll stay home if it rains.</li> </ul>	<ul style="list-style-type: none"> <li>State the possibility of occurrence.</li> </ul>

**READING****BASIC COMPETENCIES**

- Get general information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Written texts or dialogues related to themes (up to 200 words).</li> </ul>	<ul style="list-style-type: none"> <li>Identify explicit information stated in a text.</li> <li>Identify information in the text not explicitly stated.*</li> </ul>

**BASIC COMPETENCIES**

- Get specific information from particular texts.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Written texts or dialogues related to themes (up to 200 words).</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific information.</li> <li>Identify explicit and implicit main ideas from a text.</li> </ul>

**BASIC COMPETENCIES**

- Deduce the meaning and use of unfamiliar lexical items.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>Simple texts related to themes (up to 200 words).</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meaning of words, phrases, and sentences based on the given text.</li> </ul>

## WRITING

### BASIC COMPETENCIES

- Complete a short paragraph.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Incomplete short paragraph related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph based on a given list of words (up to 200 words.)</li> </ul>

### BASIC COMPETENCIES

- Write a short paragraph on a certain topic related to themes.

CORE MATERIAL	ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> <li>• Lists of topics related to themes.</li> <li>• Lists of core vocabulary related to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete simple texts or simple short dialogues (2 turns) on related themes.</li> <li>• Summarize the main points or important information from a text.</li> </ul>



## STRUCTURAL INVENTORY

## A

## a(n)

- indefinite article: *She's ≈ nurse; It's ≈ office worker.*  
distributive: *I see him once ≈ week; I can \$75 ≈ week now.*
- after half/such/what: *Half ≈ slice please; He's such ≈ nice boy (R); What ≈ surprise (R),* (see under such; what)

**ability** (se under able to; can, could, unable to)

## able to

- interchangeable with can: *He's ≈ speak English (R);* see under adjective + to
- future: *I'll be ≈ see you tomorrow.*
- past (=managed to): *I was ≈ get some tickets (R).*

## about

- (=approximately): *I costs ≈ \$2.*
- (=concerning): *I don't want to think ≈ the war.*
- after what: *What ≈ (having) a drink?; focusing: What ≈ me? (R).*
- after how: *How ≈ (having) a drink? (R).*

## above

- as adverb: *He's in the room ≈ (R).*
- as preposition: *We were flying ≈ the clouds (R).*

## across

- indicating motion: *We walked ≈ the street (R).*

**addresses** *15 Church Road (Street, Avenue), etc.:* see under at

## adjectives

- after get/become: *He's getting old (R); Oil has become very expensive,*  
see  
under inchoative verbs.

- attributive/predicative: *It's a nice book; It's nice.*
- comparison: see under comparative forms; comparison.
- +to-infinitive: *I'm (glad) to (see you);* also: able (R) afraid, allowed, delighted (R), sorry, supposed (R): *It's (nice) of you to (help me);* also: good, kind.
- order: *It's a big black car; It's a big American car.*
- possessive: see under pronouns
- +that-clause: *I'm sorry (that) this has happened;* also: afraid, certain (R), delighted (R), glad, sure: *It's possible (that) he is here;* also: bad, certain (R), good, interesting.
- with too/enough + to-infinitive: *I'm too tired to go out; I'm old enough to see that film;* also: lazy, short, tall, strong, weak, young, etc.: *It's too cold to go out; It's not cheap enough to buy;* also: dangerous, difficulty, easy, expensive, hard, hot, near, etc.

### adverbial

- clause: see under clauses.
- comparison: see under comparative forms.
- form + -ly: *He drives badly; + -y/-ily: It rained heavily.*
- particle: *Come in; Sit down; Stand up.*
- same form as adjective: *He drove fast; It rained hard.*
- of degree: *It's very/quite hot.*
- of manner: *He drove carefully/fast; He travelled by air.*
- of place: *It's here/there/in the garden.*
- of time: *He arrived today/yesterday/on Sunday/at four o'clock/in winter/two hours ago; He will arrive tomorrow,* etc.
- too and also: *I went to Paris, too; I also went to Paris.*
- of frequency: *He's always late.*
- transposable particle: *Put on your coat; Put your coat on; Put it on.*

### afraid

- to express fear: *I'm ≈*
- + of: *I'm ≈ of trouble.*
- + to - infinitive: *I'm ≈ to go there;* see under adjective + to-infinitive.
- + that (introductory polite formula): *I'm ≈ (that) I can't help you;* see under adjective + that-clause.

### after

- as preposition: *John came ≈ 6 o'clock.*
- as subordinating conj.: *He came ≈ I had left; I'll speak to him ≈ he arrives.*

**afterwards** *I'll do it ≈*

**against**

- as preposition (place): *We stood ≈ the wall.*
- (opposition): *He's ≈ me. (R)*

**age** *How old (What age) is she? She's three (years old);* see under how.

**ago**

- exact time reference with past tense: *How long ≈ were you in Paris? I was in Paris three days;* see under for; since; past tense.

**all** *They ≈ went home; I want ≈ of it; ≈ the shops are closed; I've lost ≈ my money;* see under both.

**allowed to**

- permission: *Are we ≈ go inside?;* see under adjective + to.
- prohibition: *You're not ≈ smoke in the theatre.*

**almost** *It's ≈ full; I'm ≈ ready;* see under quite.

**along**

- as adv. particle: *Why don't you come ≈? (R).*
- as preparation: *Walk ≈ this street, then turn left (R).*

**already** *I've ≈ done it;* see under still; yet; present perfect tense.

**also** see under adverbial, too and also.

**always** *He's ≈ late;* see under adverbial, of frequency.

**among** *He's ≈ those people* (i.e. among several; see under between).

**and**

- in double imperatives: *Come/go/try ≈ see.*
- joining words and phrases: *It's black ≈ white,*
- joining clauses: *He speaks ≈ writes English; I'm staying here ≈ John is too.*

**another**

- (=one more): *Give me ≈ cup of tea.*
- (=a different): *I don't like this book; I'd like ≈ (one).*

**any** see under some; hardly.

**anybody, anyone** see under some-compounds.

**anything** see under some-compounds.

**anywhere** see under some-compounds.

**apostrophe 's'** see under contractions; genitive.

**articles** see under a; the; zero.

**as**

- manner: *He works as driver.*
- as conj.: *as you can't come, we'll have to go without you;* see under comparison.

**as soon as**

- as subordinating conj.: *We had dinner as he had left; I'll ring you as he arrives.*

**as well as** *I've bought a new car as well as a motor cycle.*

**ask** *Why don't you ask him?; I asked for a single ticket;* see under indirect speech; verb + object + to; verb + if.

**aspect** see under present progressive tense; past progressive tense; past perfect tense.

**at**

- referring to place: *Somebody's at the door; She stayed at home; We stayed at the Metropole.*
- referring to time: *I'll see you at 4 o'clock.*

**at all** *I haven't got any at all*

- polite formula: *Not at all*

**at least** *I need at least \$6.*

**attributive** see under adjectives.

**auxiliaries** see under be; do; have.

**away**

- as participle: *He walked ≈; Put it ≈; It's far ≈*
- + from: *Go ≈ from that car!*

## B

**back**

- as participle: *We went ≈ (home); Put/give it ≈; It is a long way ≈.*

**bad** irregular comparison; see under comparative forms.

**be**

- as a full verb: *He's a nice boy; He was ill.*
- auxiliary: see under passive; past progressive; present perfect; present progressive.
- contrasted with go: *I was at the station; I went to the station.*
- + going to: see under future.
- imperative: *≈ careful ≈ quiet!*

**because**

- as subordinating conj.: *He didn't come ≈ he was ill.*
- why? because: *Why did you leave? ≈ I was late; see under clauses, cause.*

**become** see under inchoactive verbs.

**been** see under present perfect tense.

**before**

- as adv. participle: *He's far ≈.*
- as preposition: *There's a tree ≈ the house.*

**believe**

- + so: *I ≈ so.*
- + (that): *I ≈ (that) you're right; see under verb + that*

**belong to** *Who (m) does this book ≈ to?; It ≈s to me.*

**below**

- as adverb: *He's in the room* ≈
- as preposition: *We were flying* ≈ *the clouds*.

**between** *I was standing* ≈ *two trees* (i.e. between two; see under among).

**a bit**

- as intensifier: *He's* ≈ *tired*.

**both** *They* ≈ *went home*; *They're* ≈ *ready*; *I want* ≈ *of them*; ≈ *the shops are closed*; see under all.

**bring** ≈ *me it*; ≈ *it to me*; see under direct object; indirect object.

**but** *He's not very tall*, ≈ *he's very strong*; *I'm tired* ≈ *John isn't*; *He reads English* ≈ *doesn't speak it*.

**by**

- an author: *It's* ≈ *Shakespeare* (R).
- as agent in passive: *This letter was written* ≈ *Churchill* (R).
- in adv.phrases of manner: *We'll travel* ≈ *air*.
- + time reference: *He'll be here* ≈ *6 o'clock* (R) (i.e. at some time before); see under till/until.

**C****can**

- ability: *I* ≈ *drive a car*.
- on offers of help: ≈ *I open the door for you?*
- giving and seeking permission: ≈ *I smoke please!* (R); *You* ≈ *smoke if you like* (R).
- referring to possibility/impossibility/deduction: *She* ≈ *can't be Danish*; *she must be Swedish*.
- with future time reference: *I* ≈ *see you tomorrow*; see under could; may; might; bale to; unable to.
- cardinal numbers up to four digits; over four digits and up to nine (R); O pronounced /ou/ when making telephone calls; the use of "zero" to refer to degrees.

**causative form in requests:** *Can I have my shirt washed, please?*

### certain

- to express certainty/uncertainty: *I'm (not) ≈ (R).*
- + of: *I'm ≈ of that (R).*
- + that: *I'm ≈ (that) he'll come (R);* see under adjective + that-clause.

### clauses

- cause/reason: because: *He hasn't come because he's ill; Why isn't he here? Because he's ill; As: As you can't come, we'll have to go without you.*
- condition: *I'll help you if I can; If he's here, I'll see him; If he comes tomorrow, I'll speak to him;* see under verb + if.
- place: *Put it back where it came from (R).*
- purpose: to/in order to: *He came to help me; He came here in order to help me; He came here in order to help me (R);* see under + to
- relative: see under relative clauses
- result: so: *He ate too much so he didn't feel well.*
- that: *He thought (that) I was ill; I'm certain (that) he's ill; It's a pity (that) you can't come;* see under adjective; verb.
- time: *I'll go out when it's dark; I'll write a letter while you go to the dentist;* other temporal conjunctions: after, as soon as, before, till, until (R)

### come

- from a source/origin: *These tomatoes came from Holland; Where do you ≈ from?; I ≈ from England.*
- + for a walk/drive: *≈ for a walk.*
- + home: *I'll ≈ home late.*
- + to + NP: *He came to the cinema with me.*
- + -ing form: *≈ swimming with us (R).*
- + particle: *≈ on! ≈ in! ≈ out!*

### comparative forms

- adj. with -er (than): *He's taller than John.*
- adj. with -y.-ier (than): *He arrived earlier than John.*
- adj. with -est: *He's the tallest in the class.*
- adj. with -y/-iest: *It's the heaviest in the (world).*
- adj. with more/most: *It's more expensive than mine; It's the most expensive in the (shop).*
- irregular forms: better/best; worse/worst; less/least; more/most; farther/further/farthest/furthest.
- adverb with more/most: *He drove more carefully than I did.*
- adverb with -er/-est: *He drove faster than I did.*

**comparison**

- as + adj. + as ; *He's as tall as I am* (R).
- not so/as + adv. + as: *He drove as carefully as I did* (R)
- not so/as + adv. + as: *He didn't drive so/as carefully as I did* (R); see under different; like; same.

**complex sentences** see under clauses.

**compound nouns** e.g. post-office; bus-stop; letter-box; police-station.  
Compare: teapot/pot of teas; see under nouns, partitive.

**compound sentences** see under and; but; or.

**concord** e.g. *Jane is a nurse. Mary is a nurse. Jane and Mary are nurses. Jane and Mary are nurses; I want a cup of coffee. He wants a cup of coffee; I don't smoke. He doesn't smoke.*

**conditionals** see under clauses, condition.

**conjunctions** see under and; as well as; but; or; so.

**continuous tenses** see under present progressive; past progressive.

**contractions** e.g. *I'm late; You're early; He can't come; He doesn't like it; He's ill; He went to the party after he'd finished work; I'd like some.*

**copula** see under be; inchoative verbs; semi-copula.

**cost/price** *How much is it? it's \$2.00; It costs \$2.00; It's 10p.*

**could**

- past ability: *I ≈ swim very well when I was a boy.*
- in offers of help: *≈ I open the door for you.*
- in requests for help: *≈ you open the door (for me), please?*
- in requests for permission: *≈ I smoke, please?*
- in suggestions: *We ≈ go to the seaside tomorrow.*
- referring to possibility/impossibility/deduction: *She ≈n't be Danish; she must be Swedish.*
- with future time reference: *I ≈ see you tomorrow*; see under can; may; might; able to; unable to.



**countable nouns** see under nouns, unit.

**countries** e.g. *He comes from France; France is a big country*; see under zero article.

## D

### dates

- spoken convention: e.g. *January the first; The first of January.*
- written convention: e.g. *January 1st; January 1; 1st January; 1 January.*
- abbreviation: *Jan.; Feb.; Aug.; Sept.; Oct.; Nov.; Dec.; (R).*

### days of the week

- including abbreviation: *Mon.; Tue.; Wed.; Thurs.; Fri.; Sat.; Sun.; (R).*

**deduction** see under can; could; must.

**definite article** see under the; zero; article.

### demonstratives

- adjectives: *This/that car is new; This/that one is new; These/those cars are new.*
- pronouns: *Give me this/that one; What are these/those?;* see under pronouns.

**determiners** see under a; demonstratives; possessives; some; the; zero article; see under quantifiers.

**did/didn't** see under do.

**different** *This one is ≈; It's ≈ from that*; see under same; I want a - one.

**direct object** *She gave the money to me*; other verbs from Lexicon; bring, lend, read, send, show; write; *She bought a present for me*; other verbs from Lexicon; answer, correct, fill, keep, sign, translate.

- + object + to: *He explained it to me*; see under verb + object + to for list.

**distance** *How far is it? It's 2 miles/2 kilometres away*; see under how.

### do/did

- as auxiliary: interrogative present and past (yes/no questions): *Do you like*

*ice-cream?; Did you write a letter?; Did he write a letter?*

- as auxiliary: negative present and past: *I don't like ice-cream; He doesn't like ice-cream; He didn't enjoy the meal.*
- as full verb: *What are you doing?; What did you do?; That will do (R).*
- contrasted with make: *What is she doing? (=performing); What is she making? (=creating).*
- in imperatives (negative): *Don't smoke.*
- in place of verb: *Who does/did? I do/did; John doesn't like ice-cream, but I do; John didn't enjoy the meal but I did.*

### **down**

- as adverb particle: *Sit ≈.*
- as preposition: *We walked ≈ the hill (R).*

**duration** see under during: for; since; while; how (long).

### **during**

- while the event was in progress: *He brought us some wine ≈ the meal (R).*
- during a period of time: *We met him ≈ the holidays (R).*

## **E**

**each** *Ten pence ≈; ≈ room is the same; They gave us one ≈; ≈ of us got one; see under every.*

**echoed questions** e.g. *I'm tired. Are you?; I'm not tired. Aren't you?; I went out last night. Did you?; see under question tags; short answers.*

**either** *I can't swim ≈; see under too.*

**else** used after some, any, no, every compounds (see under some), and who, what.

### **enjoy**

- + reflexive: *≈ yourself! (R).*
- + noun: *Did you ≈ your holiday? (R).*
- + gerund: *Do you ≈ listening to music? (R); see under verb + -ing.*

### **enough**

- predicatively: *That's ≈, thank you.*
- after adj. or adv.: *That's not good ≈; He doesn't swim well≈*

- + to-infinitive: *I don't feel well ≈ to go out*; select other suitable examples from the list given under adjective + to.
- as determiner/quantifier: *I haven't got ≈ money*.

### **even**

- used to invite comparisons: *I've ≈ paid \$5; I can't ≈ lift it; I paid ≈ more*.

### **ever**

- after hardly: *I hardly ≈ see him*.
- with the present: *Do you ≈ meet John?*
- with the present perfect: *Have you ≈ been to Rome?; Have you ≈ met John?*; see under adverbial of frequency; never; present perfect tense.

**every** *We see him ≈ week; ≈ boy will get a present; ≈ house has a white door*; see each.

### **everybody, everyone**

- as singular subject: *≈ believes that*.
- as singular object: *I can't tell ≈*; see under some-compounds.

### **everything**

- as singular subject: *≈ is ready*.
- as singular object: *I've seen ≈*; see under some-compounds.

**everywhere** *I've looked ≈*; see under some-compounds.

**except** *Everyone came ≈ John (R)*.

### **exclamations**

- after what: *What a (beautiful) day!*
- after how: *How nice!*

**existence** see under there

**explain** *Please ≈!; Please ≈ it to me*; see under direct object, and verb + object + to for list.

## **F**

**fall** see under inchoative verbs

**far**

- basic use: *The museum isn't ≈*
- + away: *It's ≈ away.*
- + from: *We live ≈ from the town*; compare: near.
- in comparison: see under comparative forms.
- + to: see under adjective + to.

**fast**

- as adj.: *It's a ≈ train.*
- as adv.: *We went very ≈*

**feel**

- as semi-copula: *He ≈s ill*; see under semi-copula.

**few**

- with plural unit nouns: *There are ≈ good restaurants here.*
- comparisons: *I have ≈er postcards than you have; I have the ≈est.*

**a few**

- (= a number of): *I know ≈ good restaurants here*; see under little; quantifiers.

**first**

- as adj.: *The ≈ guest arrived at 10.*
- as adv.: *Peter came ≈*
- as ordinal: *I saw him on January 1st.*

**fond of**

- + gerund: *I'm ≈ sweets; I'm ≈ reading.*

**for**

- after adj. + gerund: *I'm sorry ≈ troubling you.*
- destination/purpose: *he's leaving ≈ rome (R); this present is ≈ my wife.*
- duration: *I've waited here ≈ two hours*; see under present perfect tense.

**forget**

- + to-infinitive: *I've forgotten your name; I forgot to send you a card*; see under verb + to.
- + that: *I forgot that it's Tuesday.*

**frequency** see under adverbial.

**from**

- a source/origin: *I bought this ≈ Selfridges; Where do you come ≈?*
- direction (movement): *The wind is ≈ the east; We flew ≈ London.*
- duration:

**future, ways of expressing**

- be going to: *We're going to fly to Rome tomorrow.*
- will ('ll): *I'll see you tomorrow.*
- with simple present: *He leaves tomorrow (R).*

**G**

**genitive**

- of personal pronouns: *My name's Tom.*
- with apostrophe ('s ors'): *It's John's book; It's James' (s) book; They're the children's books; The girl's clothes; They're my brothers; I bought it at the butcher's.*
- with of-phrase: *It's at the back of the station.*

**gerund**

- as subject/object: *Reading is taught early (R); I like reading.*
- after prepositions: *I'm afraid of losing my way.*
- after certain verbs: *I don't like swimming; see under verb + -ing.*
- after fancy, mind: *I fancy meeting you (R); I don't mind waiting (R).*

**get**

- referring to possession: *I've got a new car.*
- referring to physical action: *I got up at 6.*
- (= become): *He's ≈ting old (R); see under inchoative verbs.*
- (= receive): *I got a letter from my brother.*
- + particle: *I got up/down/out/over, etc.*

**give** see under direct object; indirect object.

**glad**

- to express pleasure: *I'm ≈*
- + to-infinitive: *I'm ≈ t see you; see under adjective + to-infinitive.*
- + that: *I'm ≈ (that) you're here; see under adjective + that-clause.*

**go**

- (= depart): *Where did he ≈ (to)?; He went to London: Why did he ≈?*
- (= function): *The car would not ≈*
- + for a walk/drive: *I went for a walk (R).*
- + home: *I went home.*
- + to + NP: *I went to bed/the cinema.*
- + -ing form: *We went shopping (R)*
- + particle: *I went out; We went on; Why did you ≈ away?*

**going to** see under future; intention

**gold** *This ring is made of ≈; It's a ≈ ring*; compare; wood/wooden (R), wool/woolen (R); words from Lexicon which act as nouns and adjectives: glass, leather, metal, nylon, plastic.

**good** irregular comparison; see under comparative forms; see under adjective + to.

**got** see under have.

**H**

**habit** see under present tense

**half** *It's ≈ past three; Give me ≈ of it; I want ≈ a bottle.*

**hard**

- as adj.: *It's ≈ work.*
- as adv.: *We worked ≈*; see under adjective + to.

**hardly** *I can ≈ keep awake.*

**hardly any** *I've got ≈ money.*

**hardly ever** *He's ≈ late*; compare: adverbial, of frequency.

**hate**

- expressing emotion, strong feeling, etc.: *I ≈ him; I ≈ ice-cream.*
- + gerund: *I ≈ watching TV.*
- + to-infinitive: *I'd ≈ to go there.*

### have

- as full verb (= possess): *I ≈ some money; ≈ you any money?; Do you ≈ money?*
- (= eat, drink, etc.): *Let's ≈ breakfast; ≈ a drink.*
- (with ailments): *I ≈ a headache; I ≈ toothache.*
- as auxiliary: *I've been there; He's written to me.*
- causative: *Can I ≈ this shirt washed, please?*
- + got: *I've got a small caravan.*
- + to (necessity): *Do you ≈ to leave? I ≈ to/don't have to see him; I had to/didn't have to see him.*
- in present perfect: *I've been to Paris; I've bought a dress.*
- in past perfect: *I saw him after I had finished work.*

### hear

- after can: *I can ≈ you.*
- as stative verb: *I ≈ very well*; see under present simple tense, with stative verbs.

### height

- with references to people: *How tall are you? I'm 5 ft. 6/ 1 metre 80.*
- with reference to things: *How tall/high is it? It's 50 ft. (tall/high); It's 20 metres (tall/high);* see under how.

### here

- adv. place (stressed): *It's ≈; ≈ he is.*
- to indicate: *≈ it is; ≈'s the bus.*
- to wish well: *≈'s to..*

### high

- with reference to things only: *That's a ≈ building/mountain*; see under low, tall.

**home** *I go ≈ at 6; I leave ≈ at 6 in the morning; I come ≈ at 6 in the evening.*

### hope

- + so: *I ≈ so/not.*
- + (that): *I ≈ (that) you're right*; see under verb = that.
- + to-infinitive: *I ≈ to see you soon*; see under verb + to.

### how

- + about: *≈ about (having) a drink? (R)* (see entry for about).

- asking for adv. manner: *≈ does he drive?*
- in exclamations: *≈ nice!* see under what.
- + adj. with reference to
  - age: *≈ old is she?*
  - cost/price: *≈ much is it?*
  - distance: *≈ far/near is it?*
  - height: *≈ high/tall is it?; ≈ tall is he?*
  - length: *≈ long is it?*
  - quantity: *≈ much/many do you want?*
  - size: *≈ big/small/wide (R) is it?*
  - temperature: *≈ hot/cold is it?*
  - weight: *≈ heavy/light is it?*
  - width: *≈ wide (R) is it?*
- + adv.: *≈ soon/often ....? etc.*
- duration/time: *≈ long were you in Rome?; ≈ long ago were you in Rome?*
- repeated actions: *≈ many times ....?; see under many; present perfect tense.*

## I

### if

- in indirect yes/no question: *I wonder ≈ you could help me;* see under indirect speech.
- in conditional clauses: see under clauses, conditional.
- verb + if: see under verb + if.

**imperatives** *Sit down! Don't say that!; Be careful!; Have a cigarette!; Put your coat on!*

**impersonal construction** see it.

### in

- as adv. particle: *Come ≈!*
- referring to things worn: *Which boy? the one ≈ the white shirt (R).*
- referring to place: *He's ≈ bed; He's ≈ the garden; He's ≈ Sweden.*
- referring to time: *I'll see you ≈ July 19; It often rains ≈ (the) winter; I'll see you ≈ two weeks (time).*

**in front of** *There's a tree ≈ the house.*

**in order to** *He came here ≈ help me (R); see under clauses, purpose.*



### **inchoative verbs**

- become: *Oil has become very expensive.*
- get: *He's getting old (R).*
- fall: *He fell ill (R).*

**indefinite pronoun** see under some-compounds.

**indirect object** *She gave the money to me;* for other verbs: see under direct object; *She bought me a present;* for other verbs: see under direct object.

### **indirect speech**

- statements: *He says/tells me he is ill/likes ice-cream/can/may/will come.*
- tense changes: *He said/told me he was ill/liked ice-cream/could/would come.*
- no tense change: *He asks if he can/may go; He asks if you like it;* see under verb + if.
- tense changes (+ question word): *He asked if he could go; He asked if you were enjoying it; He asked me when I would arrive.*
- imperatives: *He told me to go; I told him to go.*

### **infinitive**

- after let: *Please let me help you.*
- as object: e.g. *I want to go;* see under verb + to.
- complementation of adj.: e.g. *I'm afraid to go;* see under adjective = to; clauses.
- expressing purpose; e.g. *I've come here to help you.*
- to: *It's hard to say.*
- or -ing: *I like to lie/lying in the sun;* see under verb + to; verb + -ing.

**-ing form:** see under gerund; infinitive.

### **inside**

- as particle: *He's ≈*
- as preposition: *He's ≈ the museum.*

**instruments** see under with; without.

**intensifiers** *It's a lot/a bit/a little/much better;* see under quite; rather; too; very.

### **intention**

- with going to: *I'm going to write him a letter.*

- with will: *I will write him a letter.*

### **interrogative form**

- of auxiliaries/modals: *Is he here?; Has he (got) a car?; Can you speak English? etc.*
- negative questions: *Isn't he here?; Hasn't he (got) a car?; Can't he speak English? etc.*
- with do/does/did: *Do you like ice-cream?; Does he like ice-cream?; Did he write to you?*
- negative questions: *Don't you like ice-cream?; Doesn't he like ice-cream?; Didn't he write to you?*
- with question words (who and which) as subject (no inversion): *Who told you that?; Which bus goes to Oxford Circus?*
- who(m)? what/ which? whose? how? when? where? why? (with inversion): *Who(m) did you see?; What is she doing?; Which one have you bought? etc.*
- prepositional ending: *What are you looking at?*

**into** *Let's go ≈ the house.*

### **intonation**

- especially with reference to: wh-questions and yes/no-questions; echoed questions; a question in statement form; requests and commands.

**intransitive verb** see under verb.

**invitations** see under can; could; will; would.

**irregular adjectives** see under comparative forms.

**irregular plurals** see under plural nouns.

**irregular verbs** The following occur in the Lexicon:

be-was-been

become-became-become

begin-began-begun (R)

break-broke-broken

bring-brough-brought

burn-burnt-burnt

buy-bought-bought

choose-chose-chosen  
come-came-come  
cost-cost-cost(R)  
cut-cut-cut  
do-did-done  
drink-drank-drunk  
drive-drove-driven  
fall-fell-fallen  
feel-felt-felt  
find-found-found  
fly-flew-flown  
forbid-forbade-forbidden (R)  
forget-forgot-forgotten  
freeze-froze-frozen  
get-got-got (gotten R)  
give-gave-given  
go-went-gone  
have-had-had  
hear-heard-heard  
hurt-hurt-hurt  
keep-kept-kept  
know-knew-known  
learn-learned-learnt  
leave-left-left  
lend-lent-lent  
let-let-let  
lie-lay-laid  
lose-lost-lost  
make-made-made  
mean-meant-meant  
meet-met-met  
pay-paid-paid  
put-put-put  
read-read-read  
say-said-said  
see-saw-seen  
sell-sold-sold  
send-sent-sent  
show-showed-showed  
sing-sang-sung

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sit-sat-sat  
 smell-smelt-smelt  
 speak-spoke-spoken  
 spend-spent-spent  
 stand-stood-stood  
 swim-swam-swum  
 take-took-taken  
 teach-taught-taught  
 tell-told-told  
 think-thought-thought  
 understand-understood-understood  
 wear-wore-worn  
 write wrote-written

**it** as subject:  $\approx$ 's *fine*;  $\approx$ 's *raining*;  $\approx$  *tastes good*;  $\approx$  *hurts*; *What's  $\approx$  like?*

- + adj. + to-infinitive:  $\approx$ 's *nice to see you*; see under adjective + to; pronouns.

## J

### just

- in present perfect: *I've  $\approx$  seen him*; see under adverbial, of frequency.

## L

### last

- as adj.: *The  $\approx$  guest arrived at 10.*
- as adv.: *Peter came  $\approx$*
- in time reference: *I saw him  $\approx$  night*, etc.; see under next.

### late

- as adj.: *We are  $\approx$*
- as adv.: *We arrived  $\approx$*

**lately** *Have you seen John  $\approx$ ?*

### least

- comparisons: *This one is the  $\approx$  expensive.*

**length** *How long is it? It's 2 yards/2 metres long*; see under how.

### less

- with mass nouns: *I want  $\approx$  (sugar), please.*

- comparisons: *I have less time than you have; It's less expensive than yours.*

### let

- (= allow)  $\approx$  *me help you; Rooms to  $\approx$ ; see under infinitive.*

### let's

- in suggestions:  $\approx$  *go to a show tonight; see under shall.*

### like

- after would: *Would you  $\approx$  ....?*
- as an adv.: *You do it  $\approx$  this.*
- as a verb: *I  $\approx$  your brother very much; I  $\approx$  ice-cream.*
- in comparisons: *What's it  $\approx$  ? It's  $\approx$  an orange/ $\approx$  tea.*
- + to-infinitive: *I'd  $\approx$  to see a film.*

### little

- with mass nouns: *There's very  $\approx$  time.*
- comparisons: *I have less money than you have.*

### a little

- (= a quantity of): *May I have  $\approx$  sugar, please?*
- as intensifier: *It's  $\approx$  better.*

### long

- distance: *It's  $\approx$  way.*
- duration: *I haven't seen him for a  $\approx$  time.*

### look

- as semi-copula: *You  $\approx$  ill; It  $\approx$ s nice.*
- as verb:  $\approx$  *at this!*
- + particle:  $\approx$  *out!*

### a lot

- as intensifier: *He's  $\approx$  better now.*

### a lot of/lots of

- in affirmative statements with mass and unit nouns: *I've got  $\approx$  time/books.*

### love

- expressing emotion/string feeling. etc.: *I  $\approx$  you; I  $\approx$  ice-cream.*
-

- + gerund: *I ≈ watching TV (R).*
- + to-infinitive: *I ≈ to watch TV (R).*
- after would: *I'd ≈ to see that film (R).*

## low

- with reference to things only: *That's a ≈ building/mountain*; see under high.

## M

### make

- basic meaning: *I made it myself; This dress is made of wool.*
- contrasted with do: *What is she making?* (= creating); *What is she doing?* (= performing).

### many

- as quantifier: *I've got too ≈*
- in negative statements with unit nouns: *There aren't ≈ taxis in this town.*
- + times: *How ≈ times have you been to Paris? Four times.* See under how; present perfect tense.

**mass nouns** see under nouns.

### matter

*What's the ≈?; It doesn't ≈*

### may

- permission: *≈ I leave now?*
- requests: *≈ I have some please?*
- uncertainty/possibility: *Perhaps I ≈ see you again.*
- with future time reference: *I ≈ see you tomorrow.*

### meals

- no article before meals: *I'm going to have breakfast/lunch.* etc.; see under zero article.

**measures/volume:** pint, gallon, as given in the Lexicon.

### might

- possibility: *I ≈ go there tomorrow.*

- suggestion: *We ≈ go to a show tonight*; see under may.

### mind

- basic meaning: *I don't ≈ (R)*.
- + if: *I don't ≈ if he joins us (R)*.
- polite requests: *Would you ≈ opening the window? (R)*; see under gerund.
- warning: *≈ the gap! (R)*.

**modals** see under can, could, may, might, must, need, ought to, shall, should, will, would.

**months of the year** see under dates.

### more

- with mass and unit nouns: *I need ≈ stamps/time*.
- comparisons: *I have ≈ than you have*; *it's ≈ expensive than yours*.

### most

- with mass/unit nouns: *≈ people don't know this*.
- in comparisons: *This one is the ≈ expensive*.

**motion** see under prepositions.

### much

- as adverb: *You smoke too ≈*; *I shouldn't smoke so ≈*; *I don't like it very ≈*.
- as quantifier: *I've got too ≈*; compare; many.
- as intensifier: *This is ≈ better*.
- in negative statements with mass nouns: *There isn't ≈ sugar*; see under how.

### must

- deduction: *She ≈ be Danish*; *she can't be Swedish*.
- necessity/obligation: *I ≈ leave immediately (R)*; see under have + to.
- prohibition: *We ≈n't smoke in the theater*; needn't: see under need.
- with future reference: *I ≈ see you tomorrow*.
- with past reference: had to: see under have + to.

## N

**names** see under nouns; zero article.

**nationalities** as required.

**near**

- as adverb: *The village is quite ≈*
- as preposition: *We live ≈ the cathedral*; compare: far from.

**necessity** see under have; must; need (absence of necessity).

**need**

- as full verb: *I ≈ a new coat*; *I don't ≈ a new coat*; *Do you ≈ a new coat?*
- as modal (absence of necessity): *We ≈n't do it (R)*; mustn't: see under must.

**negative form**

- of be/auxiliaries/modals: *He isn't here*; *He can't got a car*; *He can't speak English*, etc.
- negative questions: *Isn't he here?*; *Hasn't he got a car?*; *Can't he speak English?* etc.
- with do/does/did: *I don't like ice-cream*; *he doesn't like ice-cream*; *He didn't write to me*.
- negative questions: *Don't you like ice-cream?*; *Doesn't he like ice-cream?*; *Didn't he write to you?*

**negative interrogative** see under interrogative forms; negative form.

**never**

- with the present: *I ≈ play football*.
- with the present perfect: *I've ≈ been to Rome*; *I've ≈ met John*; see under adverbial of frequency; ever; present perfect tense.

**new**

- with reference to things: *His car is ≈*; see under old; young.

**next**

- as adj.: *He's in the ≈ room*.
- as adv.: *What's ≈? (R)*
- in time references: *I'll see you ≈ week*. etc.; compare: last.
- + to (preposition): *I sat ≈ to John*.

**no**

- in negative answers: *≈, thank you*.
- (= not any): see under some.
- no compounds: see under some-compounds.



**nobody, no one** see under some-compounds.

**nominalization** see under it.

**none** see under some.

**not** see under interrogative form; negative form; hope; rather; suppose.

**not .... any** see under some.

**not ..... much/many** see under much; many.

**nothing** see under some-compounds.

### **nouns**

- common: a camera, an orange, etc.: as specified in Lexicon.
- compound: post-office, letter-box, etc.: as specified in Lexicon.
- count/countable: a camera, an orange, etc.: as specified in Lexicon
- mass: sugar, coffee, etc.: as specified in lexicon.
- mass or unit: beer/a beer, coffee/a coffee, etc.: as specified in Lexicon.
- partitive: a piece/slice, etc., of: as specified in Lexicon.
- plural: see under plural nouns.
- proper: names of people and places as required.
- unit: see under count/countable above; see under a(n); plural nouns; some; the; zero article.

**nowhere** see under some-compounds.

**number** see under plural nouns.

**numbers** cardinal dan ordinal.

### **O**

**of** see under genitive; prepositions; a cup of coffee: see under nouns: partitive.

### **off**

- as particle: *Keep ≈!; Take it ≈*

**offers** see under can, could, let, shall,

**often** *He's ≈ late*; see under adverbial, of frequency.

### old

- as opposite of new: *His car is ≈*; and young: *He is ≈*
- comparisons: people and things: *He's ≈ er/the ≈ est*; *It's ≈ er/the ≈ est*.

### on

- in adve. manner: *≈ foot*.
- as adv. particle: *Come ≈!*; (= forwards): *We went ≈*
- focussing: *I cannot give you any information ≈ train services (R)*.
- referring to place: *It's ≈ the table*.
- referring to time: *I'll see you ≈ Monday*; *I go there ≈ Mondays*; *I went there ≈ July 17th*; *I went there ≈ Monday, July 17th*.

**once** *He came (only) ≈*; *He comes here ≈ a week*; see under a(n).

## P

**particle** see under adverbial particle: adverbial, transposable particle.

**participle** see under past participle: present participle.

**partitive** see under nouns, partitive.

### passive

- simple present: *The train is delayed (R)*.
- simple past: *The train was delayed (R)*.
- present perfect: *The train has been delayed (R)*.
- future and modals: *The train will be delayed (R)*.
- with by-phrase: *This book was written by Churchill (R)*.
- direct/indirect: *John was killed (R)*; *I was given a book (R)*.

### past

- as preposition: *It's half ≈ 3*; *He walked ≈ the house*.

**past continuous tense** see under past progressive tense.

### past participle

- after have/had in present/past perfect: *I've broken my watch*.
- in passive construction: *He was killed in an accident (R)*.

- used adjectively: *My watch is broken; The shops are closed; I found a broken watch.*

### **past perfect tense**

- with after: *After I had finished I left.*
- with before: *I left before I had finished.*
- with when: *When I had finished I left.*

### **past progressive tense**

- with e.g. when (progressive and past: interrupted actions): *When I was leaving the hotel I met Harry.*
- adv. place (stressed): *It's ≈; ≈ he was working in the garden while my wife was cooking the dinner.*

### **past tense**

- with irregular verbs: see under irregular verbs.
- with regular verbs: see under regular verbs.
- with exact time reference: *He left week ago, etc.*

**period of time** see under by; during, for; since; while.

**permission** see under allowed to; can; could; may.

**personal pronouns** see under pronouns.

### **phrasal verbs**

- intransitive: e.g. *Come in.*
- transitive: e.g. *Put on your coat; Put your coat on; Put it on.*

**piece of** see under nouns, partitive.

**place** see under adverbial; prepositions.

### **plural nouns**

- form and spelling
- + -s: cars, socks, cups, etc.
- + -es: potatoes, glasses, watches, brushes, boxes, etc.
- consonant -y to -ies, babies, lavatories (R), etc.
- -fe to -ves: knives, wives, thieves, lives, etc.
- irregular: children, feet, men, pence, teeth, women.

- used only as plural: glasses, people, police, scissors, trousers.
- -used only as singular: hair, information, baggage (R), luggage, furniture, news, spaghetti, and mass nouns (sugar, coffee, etc.).

**point**

- in space; see under adverbial, time; prepositions; at; by; in; on; since.

**possession** see under have, own.

**posseesive** see under pronouns; genitive.

**possibility** see under can; may; might; could.

**predicative** see under adjectives.

**preference** see under rather.

**preposition** see under about; above; across (R); against; along (R); among (R); at; behind; between; by; down; during (R); for; from; in; inside; into; next to; of; on; out of; outside; round; since; through; to; up; with.

- after adjective/verb: see under adjectives; verbs.
- at the end of a question: What are you looking at?
- before a gerund: see under gerund.
- of motion: to, from, etc.
- of position: in, at, etc.
- of time: in, at, etc.

**present continuous tense** see under present progressive tense.

**present participle**

- as adje.: *It's surprising.*
- in progressive aspect: *He's writing; He was writing.*

**present perfect tense**

- been and gone: *Have you ever been to Paris? I went there last year.*
- no time reference: *He has left.*
- repeated actions: *I've been there again and again; I've met him several times.*
- with ever, never: *Have you ever met John? No, I've never met him.*
- with (not) ..... yet/aready: *Has your friend come yet? No, he hasn't come*

*yet; He's already left.*

- with since + exact time reference: *I've been here since Thursday; I haven't seen him since Monday.*
- with for + a period of time: *I've been here for a month.*

### **present progressive tense**

- current action: What are you doing (now)? I'm reading.
- with future reference: He's leaving tomorrow.

### **present simple tense**

- habitual: He washes his hands before a meal; He usually arrives at 8.
- with future reference: The train leaves at 6.27.
- with stative verbs: he wants some coffee; compare: believe, belong to (R), forget, hear, know, like, live, love, mean, need, own, remember, see, smell, understand.

**progressive aspect** see under present progressive tense; past progressive tense.

**prohibition** see under allowed to; must.

### **pronouns**

- indefinite; see under some, some-compounds.
- personal: subject: I, we, he, she, it, they, you; object: me, us, him, her, it, them, you.
- possessive adjectives and pronouns: my, mine; our, ours; his, his; her, hers; its: your, yours; their, theirs.
- reflexive; myself, himself, herself, itself, ourselves, yourselves, themselves.

### **pronunciation:**

- [s] after 'k', 'p', 't': socks, pots, cups, etc.
- [z]: cars, dogs, letters, etc.
- [iz]: houses, watches, etc.

**proper nouns** see under nouns.

**purpose** see under clauses, purpose.

**put on**  $\approx$  *your hat; Put your hat on; Put it on*; see under adverbial, transposable particle.

## Q

**quantifiers/determiners** see under all; a lot of; some; many; much; hardly any; enough; little; few; several; hair; nouns; partitive.

**quantify**

- of mass: *How much do you want? I want a slice/ a pound (lb.) /a kilo (kg.) /a little/etc.*
- of units: *How many do you want? I want 2 pounds/2 kilos/ a few/etc.*; see under how; many; much; quantifiers; some.

**questions** see under echoed questions; indirect speech; interrogative form; prepositions.

**question tags** *He's here, isn't he?; He isn't here, is he?* etc.

**quite**

- as intensifier: *He's ≈ old*; see under rather; too; very.

## R

**rarely** *He's ≈ late*; see under adverbial, of frequency.

**rather**

- as intensifier: *He's ≈ old*; see under quite; too; very.
- preference: *I'd ≈ go for a walk than stay at home; I'd ≈ not.*

**reason** see under clauses, cause/reason.

**reflexive pronouns** see under pronouns.

**regular verbs** verbs as given in Lexoicon.

- + -d, + -ed [d]: e.g. served, answered, etc.
- + -ed [t]: e.g. washed, etc.
- + -ed [ɪd] after [t], [d]: e.g. posted, etc.
- + -ied [aɪd] or [I:d] in place of consonant + -y: e.g. tried, carried, etc.

**relative clauses**

- included subject: *She's the girl who works in the office; They're the girls who work in the office; She's the girl that works in the office (R); They're •*

*the girls that work in the office (R); That's the train which/that (R) leaves at 6.*

- included or deleted object: *That's the girl (whom) I met yesterday; They're the girls (whom) I met yesterday; That's the book (which/that) I bought yesterday; They're the books (which/that) I bought yesterday.*
- prepositional ending: *That's the man (whom) I told you about; that's the hotel (which/that) I stayed at.*

### **remember**

- + object: *I ≈ my first visit to your country.*
- + to-purpose: *Please ≈ to post my letter.*
- + -ing (recollection): *I ≈ seeing him last year.*
- + that: *I ≈ (that) he went there last year.*

**reported speech** see under indirect speech.

**requests** see under can, could, may, will, would, causative form in requests; suggestions.

### **right**

- after be: *The answer is ≈; You're ≈*

### **round**

- as adj.: *It's ≈*
- as prep.: *There's a wall ≈ the garden.*

## **S**

**same** This one is the ≈; It's the ≈ as that; They came home at the ≈ time; see under different.

**say** see under speech; verb + obj. + to; verb + that.

### **see**

- after can: *I can ≈ you.*
- as stative verb: *I ≈ quite well*; see under present simple tense; stative verbs.
- (= understand): *Oh - I ≈! (R).*
- (= meet; also progressive aspect): *I'll ≈ you tomorrow; I'm ≈ ing him tomorrow.*

**seldom** He's  $\approx$  late (R); see under adverbial, of frequency.

### semi-copula

- feel: *He feels ill.*
- look: *He looks ill; It looks nice.*
- smell: *It smells good (It has a nice smell).*
- taste: *It tastes good (it has a nice taste).*

**send**  $\approx$  me it/ $\approx$  it to me; see under direct object; indirect object.

### several

- as adj.:  $\approx$  people were there (R).
- repeated actions: *I've been there  $\approx$  times* (R); see under perfect tense.

**sequence of tenses** see under clauses, condition/time; indirect speech; since.

### shall

- in offers and suggestion:  $\approx$  *I help you?*;  $\approx$  *we go home now?*; see under let; lets.

**shape** *It's round/square*, etc.; see under how; what.

### short

- as adj. opposite of long and tall: *It's  $\approx$ ; He's  $\approx$ .*
- duration: *For a  $\approx$  time.*

### short answers e.g.

- adj. complement: *What colour is it? Black.*
- adv. place/prep. phrase: *Where is he? In the garden.*
- adv. time: *When will he be here? On Monday.*
- NP object: *What's he reading? A book.*
- NP subject/subject + be/auxiliary/modal: *Who's waiting? Bob is. Who likes ice-cream? I do. Who broke the window? I did. Who can help me? I can*, etc.
- yes/no tag answers: *Is he here? Yes, he is/No, he isn't*, etc.

### should

- advisability/desirability/duty: *You  $\approx$  see a doctor.*
- inadvisability/disapproval: *You  $\approx$ n't do that*; see under ought to.

**show**  $\approx$  me it/ $\approx$  it to me; see under direct object; indirect object.



**simple past tense** see under past tense.

**simple present tense** see under present simple tense.

**simple sentences**

- not more than two complements: *I'll see you on Monday; Let's go into the garden now.*

**since**

- + exact time reference: *I've been here ≈ Thursday; I haven't seen him ≈ Monday;* see under present perfect tense.

**size** *How big is it? It's very big. What size do you want? Size 8/Size 42,* etc. see under how; what.

**smell**

- as semi-copula: *It ≈s good.*
- as verb of conception: *I can ≈ gas; I ≈ gas; ≈ it!* see under hear; see; present simple tense; stative verbs.

**so**

- (= therefore): *≈ I was right; He didn't arrive ≈ I left.*
- + adj.: *I'm ≈ glad.*
- after believe, hope, suppose and think: *I believe/hope/suppose/think ≈.*
- notso/as ... as: *He's not ≈/as big as his brother.*

**some, any, no + mas/plural units**

- some: affirmative: *I've got ≈ sugar/magazines; questions, expecting 'yes'; Would you like ≈ sugar/magazines?*
- any: negatives: *I haven't got any sugar/magazines; questions: Have you got any sugar/magazines?*
- no + noun (= not any): *I've got no sugar/magazines.*

**some-/any-/no-/every-compounds:**

someone - anyone - no one - everyone

somebody - anybody - nobody - everybody

something - anything - nothing - everything

somewhere - anywhere - nowhere - everywhere

some-/any-/no-compounds follow basic some/any/no pattern: see under everybody, everyone; everything; everywhere.

**sometimes**  $\approx$  *he's late*; *He's  $\approx$  late*; *He's late  $\approx$* ; see under adverbial, of frequency.

### soon

- (- early): *We're too  $\approx$*
- with future reference: *I'll see you  $\approx$* ; see under as soon as.

### sorry

- to apologize: *I'm  $\approx$*
- + to - infinitive: *I'm  $\approx$  to hear that.*
- + that: *I'm  $\approx$  (that) you can't come*; see under adjective + to/that.
- + if: *I'm  $\approx$  if I have hurt you.*

### speak

- a language: *Do you  $\approx$  English?*; compare: say and tell.

**spelling** see under plural nouns; regular verbs.

**stative verbs** see under present simple tense; stative verbs.

### still

- affirmative: *He is  $\approx$  here.*
- to emphasize continuity: *He's been here since yesterday and he's  $\approx$  here*; *He's  $\approx$  working on it*; *Is he  $\approx$  here?*

### stop

- + gerund: *We  $\approx$ ped at 9*; *He  $\approx$ ped talking.*

**subordinating conjunctions** after, because, before, if, in order to, since, that till, to + inf., until (R), when, where (R), while (R), see under clauses.

### such a(n)

- (+ adj.) + noun: *He's  $\approx$  a nice boy (R)!*; *He's  $\approx$  an interesting man! (R)*; *It was  $\approx$  fun (R).*

**suggestions** *Why don't you ... ? (R)*; *Shall we ...?; Would you ...?; We might ..... (R)*; *What about ... ?*

### suppose

- + so: *I  $\approx$  so/not (R).*
- + (that): *I  $\approx$  (that) you're right (R)*; see under verb + that.

**obligation:** *Are you ≈d to do that?* (R); see under adjective + to.

## T

**tags** see under question tags; short answers.

**take** *How long does it ≈ ? It ≈s two hours.*

### tall

- with reference to people and things: *He's ≈; It's a ≈ building*; see under high, short.

### taste

- as semi-copula: *It ≈s good (It has a good taste).*
- as verb: *≈ it!*

**tell** see under indirect speech; verb + object + to; verb + that.

**temperature** *How hot/cold is it? It's 70°(Fahrenheit); It's 20° (Centigrade/ Celcius)*; see under how.

**temporal clauses** see under clauses, time.

**temporal conjunctions** see under clauses, time.

**tenses** see under future; present; past.

**than** see under comparisons; rather.

**that** see under adjectives; clauses, demonstrative; relative clauses.

### the

- definite articles: *Which one? ≈ red one; Which ones? ≈ red ones.*
- singular unit: *≈ car in ≈ garage is new.*
- plural units: *≈ cars in ≈ garage are new.*
- mass noun: *≈ tea in that pot is cold.*
- tographical: *We went down ≈ Thames; We went to ≈ Alps*; see under zero article.
- referring to one only: *≈ sun is hot ; Close ≈ door.*
- referring to place: *I'm going to ≈ butcher's/≈ cinema/≈ seaside*

**then**

- (= at the time): *I'll see you ≈.*
- (= after that): *I was at the corner. ≈ he saw me.*

**there**

- adv. place (stressed): *It's ≈; ≈ he is!*
- existential (unstressed): *≈'s a man at the door; ≈ was no one there; ≈'s been an accident.*
- (= take place): *≈ will be a concert tomorrow.*

**these** see under demonstratives.

**think**

- + so: *I (don't) ≈ so.*
- + (that): *I ≈ that you're right;* see under verb + that.
- + of: *I'm ≈ing of going home tomorrow.*

**this** see under demonstratives.

**those** see under demonstratives.

**through** *We drove ≈ the centre of the town.*

**till/until** *I'll be here ≈ (R) 6 o'clock.*

**not ... till/until** *I won't be here till/until 6 o'clock (R);* compare: by.

**time**

- telling the time, including reference to the 24-hour clock.
- of gay/greetings, etc.: *this morning, etc.; good morning, etc.*
- point of time: see under adverbial, of time; at; in; on.

**titles**

- as in: *Mr. (Tom) Jones. Mrs. (Mary) Smith; Miss (Jane) Brown; Ms. (Jane) Brown; Dr. (Frank) Wright.*
- when addressing a physician: e.g. *Yes, doctor.*

**to**

- after adjectives: *I'm sorry ≈ hear this.*
- after too + adj.: *It's too heavy ≈ lift.*
- after adj. + enough: *It's cheap enough ≈ buy;* see under adjectives.

- as preposition: *He went ≈ the cinema; He went ≈ bed.*
- in infinitive constructions: *I want ≈ see him;* see under verbs.
- purpose: *I went there ≈ meet him;* see under clauses, purpose.

### too

- (= also): *I'll come to the party, ≈;* see under *either*.
- as intensifier (= excessively): *It's ≈ heavy; It's ≈ heavy to lift;* see under *quite*; rather; very; adjective with *too/enough* + to-infinitive.

**transitive verb** see under verb.

## U

### unable to

- interchangeable with *can't*: *He's ≈ speak English (R).*
- future: *He'll be ≈ see you tomorrow (R).*
- past (= didn't manage to): *I was ≈ get any tickets (R).*

**uncountable noun** see under nouns.

**until** see under *till*.

### up

- as particle: *Wake ≈!*
- as preposition: *We walked ≈ the hill.*

## V

**verb** see under *be*, *do*, *have* (auxiliaries); *inchoative*; *irregular*; *phrasal*; *regular*; *stative* (see *present simple*); *tense* (under *present*; *past*).

- + *if*: some verbs from the Lexicon that will combine with *if*: *ask*; *forget*, *know*, *mind* (R), *remember*, *wonder* (R).
  - + *-ing*: some verbs from the Lexicon that will combine with *-ing*: *begin* (R), *enjoy* (R), *finish* (R), *hate* (R), *like*, *love*, *mind* (R), *remember* (R), *start*, *try* (= experiment).
  - + *to*: some verbs from the Lexicon that will combine with *to*: *agree*, *allow*, *begin* (R), *decide*, *dislike* (R), *expect* (R), *fail*, *forget*, *hate* (R), *hope*, *intend*, *learn*, *like*, *love*, *need* (R), *promise* (R), *remember*, *say*, *speak*, *try* (= attempt to).
  - + *object* + *to*: some verbs from the Lexicon which will combine with *object*
-

- + to: ask, explain, help, introduce (R), order (R), promise (R), request (R), say, tell.
- + that: some verbs from the Lexicon that will combine with that: agree, believe (R), decide, expect (R), feel, forget, know, mean, promise (R), remember, see, suppose (R), tell someone, understand.
- + preposition: prepositions that will combine with some of the verbs in the Lexicon: apologize for (R), arrive at, ask for, borrow from, correspond with (R), differ from (R), excuse for, leave for, look at, smell of, wait for.

**verb used intransitively** *I'm waiting; I'm reading, etc.; Look! Listen! etc.*

**verb used transitively** *I'm reading a book; I'm putting on my coat; Look at this picture.*

### **very**

- as intensifier: *He's ≈ old*; see under quite; rather; too.

### **W**

**want** *I ≈ a new suit*; see under present simple tense; stative verbs.

**want to** *I ≈ go home*; see under verbs: + to-infinitive.

**weather** *What's the ≈ like (today)?; What's it like (today)?*

### **well**

- as predicative adj.: *I feel ≈*
- as adverbial of manner: *I can't write English very ≈.*

### **what**

- in wh-questions: see under interrogative form.
- in exclamations: *≈ a surprise! (R)*; compare: how.
- (= the thing which): *≈ you say is wrong.*
- with reference to size; *≈ size is it?*; see under how.

### **when**

- in wh-questions: see under interrogative form.
- as conjunction (= the place where): *Put it back ≈ it came from (R).*

### **which**

- in wh-questions: see under interrogative form.

- as relative: see under relative clauses.

### **while**

- (= during the time when): *I'll write a letter ≈ you go to the dentist (R)*; see under clauses, of time; past progressive

### **who**

- in wh-questions: see under interrogative form.
- as relative pronoun: see under relative clauses.

### **who(m)**

- in wh-questions: see under interrogative form.
- as relative pronoun: see under relative clauses.

### **whose**

- in wh-questions: *≈ case is this? (R)*; *≈ is this case? (R)*
- as relative: *I don't know ≈ it is (R)*.

**width** *How wide is it? (R)*; *It's 2 yards/metres (wide) (R)*; see under how.

### **will, 'll**

- plain future: *I'≈/I won't see you tomorrow.*
- promise: *I'≈ help you as soon as I can.*
- in invitation, requests: *≈ you come?*
- instructions: *≈ you help me?; ≈ you open the window?*
- in predictions: *This medicine ≈/won't help you.*

### **with**

- (== accompanying; in the company of): *We'll take John ≈ us; I'll be ≈ you in five minutes.*
- instrumental: *You can open the door ≈ this key.*
- possession, personal characteristics: *The man ≈ the black bag; The girl ≈ the blue eyes*; see under in.

### **without**

- (= not accompanying): *We'll go ≈ John.*
- instrumental: *You can't open the door ≈ the key.*
- not possessing: *I've come ≈ my bag.*
- + gerund: *We sat there ≈ talking.*

**wonder**

- + if: *I ≈ (R); I ≈ if you could help me? (R)*

**wood/wooden** *This box is made of wood; It's a wooden box*; compare: gold; wood/wooden.

**would**

- in offers, invitations: *≈ you like some ice-cream?; ≈ you like to go out tonight?*
- requests: *≈ you open the window, please?; ≈ you mind opening the window? (R)*

**word order**

- basic statement pattern: (time)/subject/verb/object/manner/place/ (Time); for changes from this pattern see under adverbial, of frequency; interrogative form.

**wrong**

- after be: *The answer is ≈; You're ≈.*
- + to infinitive: *It's ≈ to ask*; see under adjective + to-infinitive for list.

**Y****years**

- spoken convention: e.g. *nineteen hundred, nineteen one, nineteen two*, etc.
- written convention: *1900, 1901, 1902*, etc.

**yes/no**

- questions: see under interrogative form.
- tags: see under short answers.

**yet**

- in questions: *Has he come ≈ ?*
- in negatives: *He hasn't come ≈*; see under already; still; present perfect tense.

**you (= one)** *It's a nice record if ≈ like modern music.*

**young**

- with reference to people: *He's ≈*; see under old.



## Z

### zero article

- abstract nouns: *Information/news is hard to get.*
- a place or means of transport-as defined by its purpose: *in/to prison, hospital, school, church, bed, by train, bus, car, plane; N.B. also: go/come home.*
- meals: *We're going to have breakfast/lunch/tea/dinner.*
- mass nouns: *Ice-cream is nice; I like ice-cream.*
- personal pronouns: *That's my book; It's mine.*
- plural units: *Cars are expensive.*
- topographical names; names of people; titles; languages; proper nouns: *I live in bridge Street/London/England; N.B. the U.S.A., U.S.S.R., etc.. John rang me yesterday; Mr. Jones has arrived; I speak English.*

### Source:

Ek, JA van. *The Threshold Level for Modern Language Learning in Schools*.  
Strasbourg: Longman, 1976.

## VOCABULARY INVENTORY

### SLTP

#### YEAR I

<b><i>Personal Identification</i></b>	street tall thin village wavy to wear weekdays (Monday, Tuesday,...) year	dog door doormat downstairs elder electricity family fan father to feed floor flower fly fly furniture garage garden gas grandfather grandchild grandmother grass grasswall to grow to have breakfast horse husband insect kitchen lamp livingroom lunch motorbike mum (mummy) neighbour nephew niece
address age birthday black born to call city country curly day face fat female full/complete (name)to have high house number letter (a, b, c, ....) to live male name name of months (January,.....) nose number (1-500) old road sharp short short-sighted to sign signature to spell (name) straight	<div data-bbox="471 695 736 743"><b><i>Life at Home</i></b></div> animal aunt baby bath bathroom bed bedroom bird blanket brother bicycle car cat chair child to clean to cook cow cupboard dad (daddy) daughter dinner	

off  
 on  
 parents  
 to phone  
 pillow  
 to plant  
 refrigerator (fridge)  
 relative  
 room  
 sheet  
 shower  
 sister  
 sleep  
 son  
 stairs  
 to stay  
 table  
 to take a bath  
 telephone  
 television  
 toilet  
 tree  
 to turn off  
 to turn on  
 uncle  
 upstairs  
 to wash  
 washing machine  
 to watch  
 water  
 wife  
 window  
 younger

***Life at School***

active  
 activity  
 to answer  
 to ask  
 blackboard

book boy/girl  
 scout  
 canteen  
 chalkclass  
 classroom  
 to copy  
 desk  
 to do  
 an exam  
 duster  
 to eat  
 exam  
 group  
 hard  
 in pair  
 library  
 to listen  
 map  
 pen  
 pencil  
 pupil  
 to read  
 to repeat  
 room  
 rubber  
 ruler  
 school  
 school-garden  
 school-girl/boy  
 school-headmaster  
 school-uniform  
 school-yard  
 scout to study  
 to teach  
 teacher  
 time-table  
 to work  
 to write

***Daily Needs***

blouse  
 clothes  
 coffee  
 dress  
 drink  
 food  
 fruit  
 to go on picnic  
 to have a trip  
 jeans  
 margarine  
 meat  
 orange  
 plain  
 water  
 rice  
 shirt  
 shoe  
 shorts  
 skirt  
 socks  
 stockings  
 sugar  
 to take off  
 tea  
 trouser  
 t-shirt  
 underwear  
 vegetable  
 to watch  
 to wear

<i>Jobs</i>	<i>Shopping</i>	<i>Games</i>
apply busy college director doctor driver earn money employ employer file free gardener get a job job lawyer nurse office per month police policeman postman sailor salary secretary soldier start work tax teacher typewriter typist wage waitress weekdays	a kilo of to bargain baker basket bread butcher to buy cashier to change cheap chicken closing hours customer egg expensive food freezer fruit goods greengrocer grocer market meat milk opening hours to sale self service to sell to show souvenirs supermarket trolley to wrap up	ball board card circle dice game hide and seek in group in pairs to jump to mime to play to put roll to run scrabble slips of paper square to tell to throw

<b><i>Hobbies</i></b>	<b><i>Food and Drink</i></b>	
badminton	apple	nut
to camp	to bake	omelette
classical	banana	orange
collect stamps	beef	order
to cook	bill	pepper
cycle	bitter	piece
to dance	to boil	pork
detective stories	bread	potatoes
to draw	butter	restaurant
drawing	cake	rice
football	canteen	roast
garden	cheese	salad
gardening	chicken	salt
interest	chocolate	self-service
interested	to choose	to serve
to jog	coffee	service charge
to listen (to)	cold	slice
to love	cream	soup
modern	to decide	steak
music	to drink	strawberry
news novel	to eat	sugar
to paint	egg	sweet
to perform	fish	to take away
pet	food	tea
pingpong	fruit	thick
to play	to fry	thin
poem	to grill	tip
poetry	ham	tomato
populer	help-yourself	vegetables
to read	hot	waiter
to sing	ice-cream	waitress
soft	jam	warm
song	lamb	water
sport	meal	
to swim	meat	
swimming pool	menu	
tape recorder	milk	
TV	mushroom	
to write	mutton	
	nice	

## YEAR II

<i>Sports</i>		
to attack backhand badminton ball basket bat to beat to break costume court field forehand game goal gymnasium to hit to kick to lift lineman to lose match net opponent partner penalty to play player racket referee to return rule to serve shuttle-cock to smash spectator sport shoes sport suit sportman stadium stroke table	to throw to train trainer umpire volley to watch whistle to win  <b>Health</b>  accident allergy ambulance body to catch a cold chemist to clean clinic to complain to consult to cure dentist disease doctor dosage drug to get up to get well headache hospital to hospitalize ill illness to injure injury to irritate to lie down medicine nurse	to operate patient to recover sick stomach surgeon tablet to take a pill temperature toothbrush toothpaste to wash  <b>Cloth</b>  blouse button change clothes coat collar colour (blue, green, ....) cotton dark dressed in elastic jacket jeans knit leather light makematerial needle nylon pattern plastic pocket put on pyjamas raincoat

ready-made ribbon safety-pin scissors sew sewing machine shirt (a pair of) shorts sleeve socks tailor take off thread tie (a pair of) trousers try on T-shirt wear weave wool zipper	to cultivate downtown escalator to farm farmer field footpath to grow to harvest hedge hotels lamp-post lift mechanic noise noisy panorama to park park pavement pond public quiet rice river scarecrow scenery signpost society stall taxi town-house traffic-light train truck van village waterfall	<b><i>Recreation</i></b> animal beach boat botanical garden cinema club to drink to eat excursion food to have a trip hill to join lake mountain on board theater to organize picnic ship trip village zoo
<b><i>Urban/Rural Life</i></b> advertisement bamboo bike bill board brick-layer bus-stop busy car car park cart city city-bus country to crop crossroad crowded		<b><i>Public Services</i></b> to account to arrive bank bank-teller to borrow bus terminal bus-shelter to call cash to cash to catch to check in

	<i>Entertainment</i>	<i>Animal</i>
to check out	to act	aquarium
cheque	actor	pigeon
coin	actress	bat
currency	audience	to preserve
delivery	band	beak
to dial	to bend	to protect
to exchange	cinema	bear
gentleman	comedy	rabbit
guest hospital	conductor	beast
hotel ladies	costume	to reserve
to lend	dance	bird
to lose	to dance	rhinocage
mail	director	sharkcamle
to mail	flute	sheep
to make a call	guitar	canary
money	horror	snake
money changer	instrument	cat
operator	to lift	sparrow
out of order	to make up	cattleswallow
parcel	melody	chicken
petrol-station	microphone	swan cock
police	to move	tiger
police-station	movie	cow
to post	movie star	turkey
post office	music	cow
postage	musician	whale
postman	note	crocodile
to ring up	to perform	wild
to send	piano	crow
stamp	play	wildlife
steel	pop song	deer
telegraph	to practice	zebradog
telephone	to sing	dolphin
telephone box	song	domestic
telephone box	stage	domestic animal
exchange	theater	dove
thief	ticket	duck
toilet	to train	eagle
train-station	to watch	elephant
urgent		feather



fine	<i>Indonesia Geography</i>	sea
fish	active	season
fly	Africa	to setslope
forest	America	soil
fox	archipelago	South Pole
giraffe	Asia	sun
goat	Australia	timber
goose	bay	valley
gorilla	to blow	volcano
hawkhen	continents	wind
home	to cut down	
horse	dense	
horse	desert	
insect	disaster	
keep	drown	
lion	dry	
monkey	earth	
mouse	earthquake	
owl	Equator	
parrot	to erupt	
peacocheronk	Europe	
penguin	explode	
pet	to fertile	
pig	flood forest	
pigeon	full	
to preserve	to grow	
to protect	high tide	
rabbit	island	
to reserve	mammal	
rhino	mineral	
shark	moon	
sheep	North Pole	
snake	to observe	
sparrow	ocean	
swallow	population	
swan	prosperous	
tiger	rainy reptile	
turkey	resource	
whale	to rise	
wild	rock	
wildlife	to sail	
zebra		

## YEAR III

<i>Technology</i>	<i>Tourism</i>	<i>Culture</i>
axe	airport	ancestor
to chop	to arrive	ancient
chopper	bellboy	belief
computer	by bus/train ....	ceremony
computerize	cash	costume
to copy	to check-in	craft
to cultivate	to check-out	cultural
to dig up	cheque	culture
disk drive	credit card	custom
facsimile	to depart	dance
file	deposit	to dance
hammer	destination	folktale
hoe	to disembark fare	legend
knife	foodstuffs	to narrate
nail	front-office	to obey
overhead	harbour	to offer
projector	imigration	to paint
pliers	information	to practise
plough	inn	ritual
to plough	itinerary	to sacrifice
to print out	laundry	sculptor
printer	map	to sculpture
project	money changer	soul
to record	motel	spirit status
saw	passenger	tale
to screw	passport	temple
screwdriver	to provide	tradition
slide	receptionist	traditional
spade	reservation	to worship
to switch off	to return	
to switch on	safety box	
tractor	station	
to type	to supply	
	ticket	
	tour	
	tourism	
	tourist	
	to travel	
	travel bag	
	trolley	
	to visit	

<i>Transportation</i>	<i>Mass Media</i>	<i>Sport between Nation</i>
aeroplane	advertisement	achievement
Air Condition	article	Asean Games
boat	to broadcast	athlete
to book	bulletin	brotherhood
bus	censorship	to cooperate
cabin	channel	cooperative
to cancel	classified	discipline
to charge	column	to draw
cheap	columnist	ethnic
to discount	to comment	event
distance	to continue	flag
distant	crime	international
economic class	to edit	local
to enjoy	editor	to maintain
executive class	editorial	medal (gold, silver, bronze)
expensive	feature	national
far	frequency	Olympic Games
fare	gossip	to parade
fast	headlinenews	to participate
harbour	international	prestige
late	journal	to promote
luggage	journalist	to recognize
peak	magazine	relationship
public (transportation)	movie	to respect
punctual	national	runner-up
reclining seat	newspaper	solidarity
return	press	sponsor
ticket	programme	sport
safe	to publish	sportive
safety belt	radio	stadium
shelter	recent	team
ship	regional	uniform
short	serial	to win
slow	short wave	winner
station	to subscribe	ceremony
to take ( along time)	television	
terminal	to tune	
ticket office	to view	
train	viewer	
	to watch	

<i><b>Plant and Animal</b></i>	<i><b>World Geography</b></i>
to absorb	Antartic
animals	atlas
beast bee	charcoal
botanical garden	coastal
botany	coastline
branch	continents
bud	east
bush	eclipse
cactus	to emigrate
carbon dioxide	freeze
chlorophyl	full moon
desert	geography
domestic	globe
ecosystem	half moon
egg	line of latitude
fertile	line of longitude
flora and fauna	map
flower	mine
food	mining
forest	mountain range
fruit	new moon
fungi	north
insect	North Pole
leaf	ocean
oxygen	old moon
to provide	rainfall
root	sea
seed	settle down
to support	shower
tame	snow
trunk	snowflake
wild	South Pole
wildlife	to survive
	territory
	west
	world

Keterangan lebih lanjut hubungi :

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